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MAP
OF THE STATE OF
NEW JERSEY.

Showing and grade of roads, railroads, etc.

Scaplen & Scaplen
NEW YORK, 1880.

SCALE OF MILES



- LEGEND**
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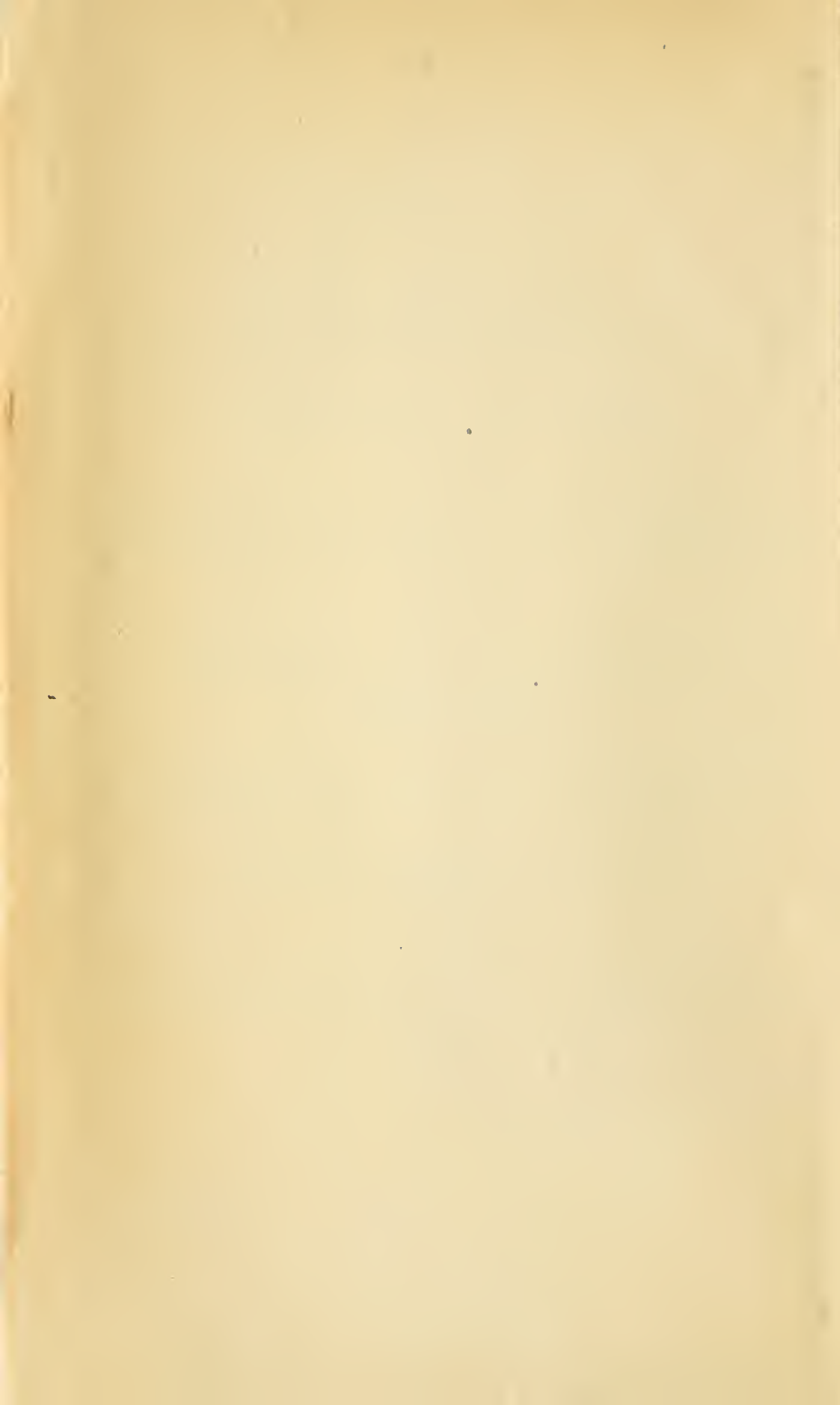
ANNUAL REPORT
OF THE
BOARD OF EDUCATION

AND OF THE
Superintendent of Public Instruction
OF NEW JERSEY,
WITH ACCOMPANYING DOCUMENTS,

For the School Year ending June 30th, 1893.

PART I.

974.901
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MEMBERS

OF THE

STATE BOARD OF EDUCATION.

1893.

GEORGE T. WERTS, GOVERNOR,	Trenton.
JOHN P. STOCKTON, ATTORNEY-GENERAL,	Trenton.
HENRY C. KELSEY, SECRETARY OF STATE,	Trenton.
WILLIAM C. HEPPENHEIMER, COMPTROLLER,	Trenton.
ROBERT ADRAIN, PRESIDENT OF THE SENATE,	New Brunswick.
THOMAS FLYNN, SPEAKER OF THE ASSEMBLY,	Paterson.
ALEXANDER G. CATTELL,	Camden.
JAMES B. WOODWARD,	Bordentown.
JAMES DESHLER,	New Brunswick.
JOHN P. BROTHERS,	White House Station.
NICHOLAS MURRAY BUTLER, PH.D.,	Paterson.
JAMES L. HAYS,	Newark.
WILLIAM R. BARRICKLO,	Jersey City.
WILLIAM W. VARICK, M.D.,	Jersey City.

OFFICERS.

PRESIDENT—GEO. T. WERTS.

VICE PRESIDENT—JAMES L. HAYS.

STATE SUPERINTENDENT AND (EX-OFFICIO) SEC'Y—ADDISON B. POLAND.

DEPUTY STATE SUPERINTENDENT—J. BROGNARD BETTS.

COMMITTEE ON FINANCE AND AUDITING.

WILLIAM R. BARRICKLO,	JOHN P. BROTHERS,
JAMES L. HAYS,	HENRY C. KELSEY,
JOHN P. STOCKTON.	

COMMITTEE ON GROUNDS AND BUILDINGS.

JAMES B. WOODWARD,	JOHN P. BROTHERS,
JAMES DESHLER,	ALEXANDER G. CATTELL,
WILLIAM R. BARRICKLO.	

COMMITTEE ON EDUCATION.

NICHOLAS MURRAY BUTLER,	WILLIAM R. BARRICKLO,
JAMES L. HAYS,	WILLIAM W. VARICK,
HENRY C. KELSEY.	

REPORT

OF THE

STATE BOARD OF EDUCATION.

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

As required by law, the State Board of Education submits its annual report for the school year ending June 30th, 1893.

The report of the Department of Public Instruction herewith transmitted contains full statistics of the working of the public school system for the past year.

The reserve fund, being ten per cent. of the amount of the State school tax, was apportioned by this Board among the respective counties of the State on the 4th day of April, 1893, as follows :

Atlantic County.....	\$3,361 28
Bergen "	5,386 64
Burlington "	6,655 44
Camden "	11,870 66
Cape May "	1,357 64
Cumberland "	8,579 54
Essex "	37,643 66
Gloucester "	3,989 45
Hudson "	37,933 86
Hunterdon "	3,992 80
Mercer "	11,232 96
Middlesex "	7,073 53
Monmouth "	8,093 95
Morris "	6,693 66
Ocean "	7,905 26
Passaic "	12,208 41
Salem "	3,470 01
Somerset "	2,651 20
Sussex "	8,414 09
Union "	8,915 74
Warren "	5,181 22

By the above apportionment the counties of Bergen, Burlington, Camden, Cape May, Gloucester, Hudson, Mercer, Middlesex, Morris, Passaic, Union and Warren received the full amount of tax raised by them respectively. There was taken from Atlantic county the sum of \$1,000; from Essex, \$7,688; from Hunterdon, \$1,500; from Monmouth, \$3,100; from Salem, \$600; and from Somerset, \$2,000; making a total of \$15,888, of which amount \$3,979 was given to Cumberland county, \$6,295 to Ocean county, and \$5,615 to Sussex county.

The following County Superintendents were appointed during the year:

Burlington, Edgar Haas, re-appointed; Camden, Charles S. Albertson, re-appointed; Cape May, Vincent O. Miller, re-appointed; Mercer, John S. Van Dike, vice Lloyd Wilbur; Middlesex, H. Brewster Willis, re-appointed; Monmouth, Samuel Lockwood, re-appointed; Ocean, Edward M. Lonan, re-appointed; Somerset, John L. Anderson, vice William T. F. Ayers, and Sussex, Luther Hill, re-appointed.

GEORGE T. WERTS,
President.

STATE OF NEW JERSEY,
DEPARTMENT OF PUBLIC INSTRUCTION,
TRENTON, December 5th, 1893. }

To the State Board of Education:

GENTLEMEN—In compliance with the requirements of the school law, I have the honor to submit herewith the report of the Department of Public Instruction for the school year ending June 30th, 1893.

ADDISON B. POLAND,
State Superintendent.

(7)

ANNUAL REPORT.

At no previous time in the world's history has popular education engrossed the attention of all classes of society as now.

This is true not only of our own State and nation, but of all civilized countries. To trace the origin and development of this world-wide interest in popular education would be most interesting and instructive.

But we need go back in our survey no farther than the last two or three decades to become aware of the marvelous strides that have been made. Social, political and industrial changes during this period have followed one another with surprising rapidity; so, also, have changes in the ideals, means and ends of public education. In Europe the era of almost a quarter century of peace, since the Franco-Prussian war, has given a breathing space for moral and intellectual improvement. Statesmanship during this period has occupied itself not alone in devising means to increase the effective strength of armies and navies. The dependence of national prosperity upon an intelligent, moral and industrious people has been recognized as never before. Militarism, upon which the nations of the old world have chiefly relied hitherto for their support, has everywhere been fighting a losing battle with industrialism. True, the armies and navies of the world were never before so large nor so well organized and equipped, but such has been the rapid growth of what may be termed the industrial and commercial spirit in the last quarter century that it is fast supplanting militarism as the ruling force of nations.

It need surprise no one if the next great European war is followed at once by a gradual but general disarmament. The fighting-ground of nations will be transferred to their workshops and marts of trade. Questions of tariff, of monetary systems, of internal development—especially by means of popular education—will take the lead of all others in national legislation. Then will be realized throughout the civilized world the full significance of the motto, "Peace hath her victories no less renowned than war."

The annual output of its farms and factories will become the new standard by which to judge a nation's effective strength. Hence education, which conduces to the higher productive capacity of a people, will become more and more the chief object of governmental care.

But education does more than add to the material prosperity of a

people—its greatest benefits are to be looked for on the moral and intellectual side of a nation's development. Such being the case, it is no wonder that almost every civilized people is putting forth unprecedented efforts to promote the education of all classes. The early example of Prussia, in making education free and compulsory, is being imitated by one after another of the nations of Europe. The battle of Jena, in 1806, left Prussia almost helpless—her armies had been crushed; her treasury was empty; her industries were ruined; annihilation confronted her. Under these circumstances, King Frederick William undertook to restore his tottering throne and to rehabilitate his people by the inauguration of a national system of popular education. Rarely does history furnish so clear and convincing an illustration of cause and effect. Within his own lifetime he saw Prussia rise from the ashes of humiliation and defeat, to become one of the most powerful of nations. Historians have invariably ascribed this marvelous rehabilitation to the wisdom of the national policy of universal education thus early entered upon.

In 1866 came the trial of strength between Prussia and Austria. It took but a six weeks' campaign to determine the issue. It resulted in the complete overthrow of Austria and the establishment of a United Germany with the State of Prussia at its head.

The same means employed by Prussia to restore her national prestige were now resorted to by Austria. She re-organized her system of public education upon a broader scale and bent all her energies to make it effective.

Within the twenty-odd years that have elapsed since the battle of Sadowa, the enrollment of pupils in the schools of Austria has more than doubled.

In the year of 1870 occurred the brilliant campaign that resulted in the invasion of France by the combined armies of Germany, the rapid march to the environs of Paris with its subsequent capitulation. Like Austria, five years before, France was not slow to learn the lesson of the hour.

Hardly had the German armies withdrawn from French soil when, despite the havoc of war and the heavy burden of taxation necessary to pay her own war debt and the indemnity imposed by Germany, France set about the organization of a national system of public schools and taxed herself heavily for their support. In the twenty years since that memorable conflict France has bent all her energies to build up a strong nation by means of popular education. Marvelous progress has been made, and the schools of France stand to-day a model for other nations to imitate.

England, too, in 1870, having observed with solicitude the rapid military as well as industrial progress of her neighbors, took alarm and began to re-organize her educational system.

By legislation still more recent, making school attendance within certain ages compulsory and providing for gratuitous education of all

classes, England, the most conservative of nations, has followed in the footsteps of the other great powers.

Russia, Spain, Italy, Norway, Sweden, all have participated to a greater or less extent in this remarkable educational renaissance that has swept over Europe during the last quarter of a century, and which is gaining constantly in energy and momentum.

The educational lesson which Prussia taught the world is the most important since the French Revolution. Other nations have been somewhat slower in learning it, but the events of the last few years make it clear that free and compulsory education of all classes will in the end everywhere prevail.

Turning now our attention to our own country, we have witnessed since the Civil War a revival of education unparalleled in our history.

The Southern States, almost without schools prior to 1865, have all without exception established systems of public instruction supported by State taxation.

Impoverished by the ravages of war, beginning with nothing, school-houses to build and furnish, the South has taught us a lesson of devotion and self-sacrifice that we of the North may well seek to emulate. The percentage of school enrollment in the States south of Delaware has more than doubled—yes, more than trebled—since 1865.

The census of 1890 shows the remarkable fact that a larger per cent. of the entire population is enrolled in the schools south of Mason and Dixon's line than in the schools of the Northern States.

It should, nevertheless, be stated in fairness that the school year in the Southern States is much shorter, and that a comparison based wholly upon enrollment would be misleading as to the relative efficiency of the schools of the two sections.

In what has been said I have aimed merely to suggest some of the evidence that goes to prove the unprecedented movement in popular education chiefly during the past twenty or thirty years, and to show that interest in popular education is by no means confined to our own State and country, but is world-wide, and that to maintain our place in this grand marching column of progressive ideas we cannot be idle, and, furthermore, that we can ill afford, through State pride or other cause, to ignore what is being done outside the narrow boundaries of our own Commonwealth.

To take the direction and force of educational tides and currents, the world over, is our bounden duty. Failing to do this we may expect to be left behind in the world's progress.

As a result of the careful observation and study of education at home and abroad one cannot fail to reach certain positive conclusions, to wit, first, that educational ideals are becoming less literary and more practical; second, that in harmony with these new ideals courses of study are being greatly modified to meet the new demands of our nineteenth century civilization; third, that a larger importance is being given to method in education, the study of which necessitates

longer and more thorough preparation for teaching; and, lastly, that just as division of labor has made necessary the more effective supervision of its details, so teaching, to be more effective as well as economical, must be supervised by a body of trained experts. It is in these four directions that we are witnessing to-day the greatest improvement, namely, the substitution of industrial for literary ideals, courses of study in harmony with the new conception of what is most useful in education, methods of teaching, the labor-saving devices of the schools, and supervision by a body of experts professionally educated for this special branch of the public school service.

It is along these lines that we are to look for our own improvement; and it is, moreover, by the common standards which the experience of many States has shown to be valid, that we are to test the integrity and efficiency of our own State school system. In accord with the foregoing I may say, with appropriate modesty and without exaggeration, that New Jersey, although behind many of her sister States in some one or more of the factors which go to make up a perfect system, is nevertheless making an earnest effort, and with some degree of success, to be in the van.

It will be the aim of this report to point out in some detail a few of the defects in our State school system, in order that when recognized and diagnosed they may be easier and sooner remedied. These weak spots may be summarized, viz., an antiquated and extravagant school district system; a general lack, outside of the cities, of anything like efficient supervision; a comparatively small number of high schools and the need of increased facilities for normal school training. Further along in this report I shall take occasion to discuss each of the above heads more fully.

I beg now to call your attention to the following general summaries of some of the more important facts concerning the operation of our State school system during the year of this report. Corresponding data for the year preceding are given also for the purpose of enabling comparisons to be more easily made:

GENERAL SUMMARY—TABLE A.

	1891-92.	1892-93.	Increase or decrease.
Total value of school property.....	\$10,004,236 00	\$10,374,218 00	\$369,982 00 increase.
Number of children the school-houses will accommodate.....	235,839	240,943	5,109 increase.
Number of children enrolled in the public schools.....	243,254	249,588	6,334 increase.
Average attendance upon the public schools.....	150,569	151,273	704 increase.
Average time the schools were kept open.....	{ 9 months, 10 days.	{ 9 months, 10 days.	}
Number of male teachers.....	766	737	29 decrease.
Number of female teachers.....	4,015	4,131	116 increase.
Average salary per month paid to male teachers.....	\$77 25	\$79 99	\$2 74 increase.
Average salary per month paid to female teachers.....	43 54	47 73	4 19 increase.

As shown by the above table, the total value of all the school property of the State, as reported by the several school districts of the State for the year 1892-93, is \$10,374,218, an increase of \$369,982 over the amount reported for the year preceding.

Last year the increase in the school property of the State was nearly one million dollars over the year before. Hence an increase of \$369,982 for the year 1892-93 means a total increase of nearly one and one-half millions of dollars in two years, or about 15 per cent. of the total value of the school property of the State. At this rate it will take only about thirteen or fourteen years for the school property of the State to double itself. This increase in values has been greatest in the villages and cities and in their immediate suburbs. Unfortunately, the rural parts of the State have not shared equally in this extraordinary improvement. The reason for this is a natural one and will be discussed fully elsewhere.

The whole number of children the school-houses of the State will accommodate is 240,948, as against 235,839 for the year 1891-92, an increase of 5,109. Compared with the greater enrollment for the year, it will be seen that the accommodations have not increased proportionately.

The total number of children enrolled for the year 1892-93 was 249,588, an increase over the year preceding of 6,334.

Comparing the total enrollment with the total seating capacity as above shown, it will be seen that provision is made for only a little over 96 per cent.

Since, however, the average attendance for the year was only 151,273, or about 60 per cent. of the whole number enrolled, the seating capacity would have been sufficient for all if uniformly distributed throughout the State.

Reports from several districts indicate that overcrowding still exists in some localities to a considerable extent.

The failure of the large cities of the State to increase school accommodations as rapidly as the increase of school population demands is still deserving of careful notice.

If the State school moneys were distributed according to the *number of children actually taught*, and not as now, on the basis of the school census, or *number to be taught*, the failure of cities to make adequate provision would be speedily remedied. The injustice of apportioning the State school tax on the present basis should be inquired into.

The average time the schools of the State were kept open is the same as for the year preceding, namely, nine and one-half months. This is an excess of ten days or one-half month over the time required by law.

New Jersey has the honor of keeping her schools open for more days in the year than any other State in the Union, New York and the New England States not excepted.

The number of male teachers employed shows a decrease from

the year before of twenty-nine. This tendency towards the employment of fewer male teachers in the schools is to be deplored.

It arises from the fact that other avenues of employment offer greater comparative inducements to young men of ability who have been liberally educated. It also arises from the fact that the higher institutions are turning out more female graduates competent to take charge of schools, both great and small.

In this competition of sex in the teaching profession the women are steadily gaining the advantage.

Unless different conditions arise the time is not far distant when the men will be outnumbered ten to one. Already, in our State, the number of male teachers is less than 18 per cent. of the number of female teachers, and every succeeding year shows the per cent. of male teachers growing smaller and smaller.

The number of female teachers employed for the year of this report was 4,131, a gain of 116.

Deduct the decrease of 29 male teachers and the total increase of teachers for the year was only 87 as against an increase of 144 for last year.

Divide 6,334, the increased enrollment of pupils, by 87, the increase in the number of teachers, and we find an increase of one teacher only for every 73 pupils.

It is clear, therefore, that some steps should be taken to secure a larger percentage of increase in the teaching force of the State.

I would suggest here that a remedy can be found in adopting a different basis for the distribution of the State appropriation than that of school census, as now prescribed.

For instance, a district having a school population of 45 children or over draws from the State a sum not less than \$375. One teacher only is required. Now, an increase, say, of 45 more children in the district will largely increase the amount of State appropriation received.

But no additional teacher is required; hence, the larger the number of children and the smaller the number of teachers the cheaper the cost of maintaining the schools of a district.

Now I beg to recommend that the law be so amended as to make it for the interest of a district having 50 or more pupils attending school to employ an additional teacher.

This can be easily effected by apportioning a part of the school tax on the basis of so much per teacher employed. The State money is now appropriated wholly on the basis of number of children to be taught; how many are actually taught or how they are taught, whether by tens or by hundreds per teacher, makes no difference. This is essentially wrong. The school law needs to be remedied at this vital point.

It would be easy to show by figures at hand that some districts of

the State are doing nearly twice as much as others in respect to educating all the children within their jurisdiction.

I am glad to note that the average salary of both male and female teachers has increased during the year of this report; the former by \$2.74 per month and the latter \$4.19. This increase is unprecedented. It betokens a rapidly growing sentiment in favor of paying liberal wages to those public servants who work the hardest but have hitherto received the smallest relative compensation therefor.

Below will be found a summarized statement of the receipts of school funds for the year 1892-93:

GENERAL SUMMARY—TABLE B.

RECEIPTS.	1891 '92.	1892 '93.	Increase or decrease.
Amount appropriated from income of State school fund.....	\$212,623 94	\$219,280 96	\$6,657 02 increase.
Amount of State school tax.....	2,052,560 00	2,251,700 00	199,140 00 increase.
Amount of district and city tax.....	1,452,448 00	1,405,164 78	47,283 22 decrease.
Amount appropriated by counties for salaries and expenses of county superintendents.....	27,816 32	28,490 57	674 25 increase.
Amount of interest of surplus revenue.....	31,829 35	31,525 86	303 49 decrease.
Amount of township school tax.....	62,167 77	13,202 50	48,967 27 decrease.
Amount raised in districts for manual training.....	24,325 95	13,148 55	11,177 40 decrease.
Amount received from sale of district school bonds.....	329,755 00	413,915 00	84,160 00 increase.
Amount raised in districts for free school libraries.....	5,367 45	7,769 57	2,402 12 increase.
Amount raised in counties for teachers' libraries.....	205 00	50 00	155 00 decrease.

It will be seen by an inspection of the above that the amount appropriated from the income of the State school fund for the year 1892-93 shows the small increase of \$6,657.02. This fund, which consists of all the public stocks and moneys belonging to the State devoted to school purposes, is under the immediate and sole charge of a board designated "The Trustees for the Support of Public Schools," consisting of the Governor of the State, the President of the Senate, the Speaker of the Assembly, the Attorney-General, the Secretary of State and the Comptroller. Only the interest and dividends arising from the fund can be expended in the manner prescribed by law.

The total amount of this fund as shown by the last report of the State Comptroller is \$3,438,411.10.

Appropriations from the income of this fund can be legally made for the following purposes only:

I. The sum of \$28,000 for the support of the State Normal School.

II. The sum required to be paid for the necessary repairs to the grounds, buildings and furniture of the State Normal School, and for keeping the said buildings and furniture insured, and for the payment of the necessary incidental expenses of the State Superintendent of Public Instruction.

III. The sum required to pay the expenses of the members of the State Board of Education.

IV. The sum required to pay the salary of the State Superintendent of Public Instruction.

V. The sum required to defray the expenses of teachers' institutes.

VI. The sum required to pay the appropriations for free public school libraries.

VII. The sum required to pay the assistants in the office of the State Superintendent of Public Instruction.

VIII. The sum required to pay the appropriation for the support of the Farnum Preparatory School at Beverly.

IX. The sum required to pay the amount to be contributed by the State to any technical schools now established or hereafter to be established in this State.

X. The sum required to pay the taxed costs attending foreclosure proceedings in the case of lands or premises bought by the Trustees for the Support of Public Schools.

XI. The sum required to defray such legal and other expenses as may be incurred by or under the direction of the Trustees for the Support of Public Schools in the investment and protection of the school fund, and in the collection of the income thereof.

XII. The sum required to defray the expenses of maintaining the New Jersey School for Deaf Mutes.

In the succeeding table, designated "General Summary—Table C," will be found the disbursements of this fund for the year 1892-93.

The increase of \$199,140 in the State school tax is due to the larger school census of the year preceding.

The State school tax is fixed by law at \$5 per capita upon all persons in the State between the ages of 5 and 18 years. An increase, therefore, of nearly \$200,000, as shown above, means an increase of nearly 40,000 in the census of children of school age.

Last year the increase of State school tax was \$57,300 only. The larger increase for the year of this report, 1892-93, is to be accounted for only upon the assumption that the school census was more carefully taken, since it is not likely that the actual increase in number of school children could vary so greatly from year to year.

It is proper again to remark that the school census as a basis for the distribution of all the school money of the State is objectionable not only because, as previously stated, it is the measure of the number of children *to be taught* and not of the number *actually taught*, but because it is too variable from year to year.

A loss or gain—but more particularly a loss—of nearly \$200,000 in a single year makes it difficult to determine beforehand what provision must be made by local taxation. Many school districts must suffer a considerable hardship by a sudden loss of income.

The amount of district and city school tax for 1892-93 shows the

remarkable decrease of \$47,283.22; remarkable because last year there was not a decrease but an increase of \$309,028.87. That the extraordinary increase of a year ago should be so well maintained, despite the fact that the increase in the State tax was, as above stated, nearly \$200,000, is evidence of the growing sentiment towards better buildings and a more liberal maintenance of the schools.

Compared with last year there was an increase of \$674.25 in the amount appropriated by counties for the salaries and expenses of county superintendents. Also a slight decrease of \$303.49 in the income from the interest of the surplus revenue.

The great decrease of \$48,907.27 in the amount of township school tax is explained by the larger amount received from the State, which made a township tax unnecessary.

There was raised by districts on account of manual training \$13,148.55, a decrease of \$11,177.40.

From the sale of district school bonds there was realized the sum of \$413,915, an increase of \$84,160.

The increase of \$2,402.12 in the amount raised by districts for school libraries is just about double that of a year ago.

Below will be found a statement of the various disbursements of school moneys for the year of this report :

GENERAL SUMMARY—TABLE C.

DISBURSEMENTS.	1891-92.	1892-93.	Increase or decrease.
Amount expended for teachers' salaries.....	\$2,447,404 55	\$2,489,399 27	\$41,994 72 increase.
Amount expended for fuel and light.....	111,510 34	301,747 58	190,237 24 increase.
Amount expended by school districts for incidentals.....	557,043 58	302,491 15	254,552 43 decrease.
Amount expended for building and repairing school-houses.....	748,718 78	873,853 19	125,134 41 increase.
Amount expended for manual training.....	48,851 90	26,455 75	22,396 15 decrease.
Amount expended for school libraries.....	9,594 95	11,789 57	2,194 62 increase.
Amount expended for teachers' libraries.....	405 00	100 00	305 00 decrease.
Amount expended for State geological maps for schools.....	218 89	.....	218 89 decrease.
Amount of expenses of State Board of Education.....	2,701 70	2,091 15	389 45 increase.
Amount of expenses of Department of Public Instruction.....	8,455 95	11,077 76	2,621 81 increase.
Amount of expenses of school fund.....	2,820 42	2,957 45	137 03 increase.
Amount expended for salaries of county superintendents.....	21,772 15	22,511 04	738 89 increase.
Amount expended for expenses of county superintendents.....	6,044 17	5,979 53	64 64 decrease.
Amount expended for school-house plans.....	154 30	.....	154 30 decrease.
Amount expended for teachers' institutes.....	1,382 19	2,098 89	717 70 increase.
Amount expended for school census.....	673 35	18,614 21	17,946 86 increase.
Amount expended for current expenses and repairs of State Normal School.....	24,120 61	32,444 91	8,324 30 increase.
Amount expended for Normal School extension.....	12,590 58	5,350 36	7,240 22 decrease.
Amount expended for current expenses and repairs of School for Deaf-Mutes.....	28,850 00	40,264 00	11,384 00 increase.
Amount expended for Farnum School.....	1,200 00	1,200 00	.....
Amount expended for State Agricultural College.....	1,500 00	.....	1,500 00 decrease.

An inspection of the foregoing table will show at a glance the most important facts relating to the expenditure of school moneys for the year 1892-93.

For teachers' wages there was expended \$2,489,399.27, an increase of \$41,994.72, as against an increase of \$4,343.05 for the preceding year.

The whole number of teachers employed was 737 males and 4,131 females, total, 4,868; increase over the preceding year of 87. Divide \$41,994.72 by 4,868 and we find that there was an increase of \$8.60 in the average annual salaries of teachers of the State.

The increase in amount of expenditure reported for fuel and lighting reached the extraordinary figure of \$301,747.58, an increase of \$190,237.24, almost three times the total expenditure of the year before.

It is probable that the decrease of \$254,552.43 in the amount expended for incidentals will account for this apparent discrepancy. Heretofore many districts have been accustomed to charge expense for fuel and lights under the head of incidentals.

The new blanks issued for this year made it necessary to separate these accounts. It will be seen that by combining the accounts of fuel and lighting with incidentals there is shown an increased expenditure for the two accounts of only \$37,859.44. This is about the normal increase.

It may be said here that great difficulty is experienced in compelling districts to itemize their accounts properly and report them under their appropriate headings.

An effort is being made by the department to obtain greater uniformity and accuracy. The necessity of such requirement is obvious.

There was expended for building and repairs of school-houses the large total of \$873,853.19, an increase of \$125,134.41 over the year 1891-92.

Of all items of disbursement this is the most satisfactory, since it represents, so to speak, so much capital put into plant to be earning income in future years.

It means a clear recognition of the present demand for better school buildings—more healthful, convenient, costly. It is the sure indication of a revival of interest in education that will sooner or later extend to broader courses of study, better-qualified teachers, longer school terms, &c.

The large decrease of \$22,196.15 in the amount expended for manual training should be noted.

It was feared by many that the generous provision made by the State to encourage the introduction of this study would lead to its abuse.

The department has insisted that in order to obtain a State appropriation for manual training the work of this kind should be of a high order.

Experimenting with no definite purpose has been discouraged. The districts that have received the State appropriation have all been required to make special detailed reports, which will be found in full in the Appendix.

An increase of \$2,194.62 in the expenditures for district school libraries cannot be regarded otherwise than with favor, provided the books purchased are of a permanent value and are well cared for. Attention is called to my remarks upon this subject to be found elsewhere in this report.

The small increase of \$2,621.81 in the expenses of the State Department of Public Instruction arose from the necessity of a new edition of the school law, and of new blanks for the use of school officers throughout the State; also for the printing and distribution of its reports. The reasons for this increase were stated in my report for last year.

The increase of \$17,946.86 in amount expended for the purpose of taking the school census of the State is due to the fact that the expenses of taking last year's census are included in the report for this year.

The current expenses and repairs of the State Normal School show an increase of \$8,324.30, and of the Deaf-Mute School an increase of \$11,384.

The additional facilities secured by these improvements are a sufficient justification of the increased expenditure.

Other items in the foregoing schedule are either self-explanatory or the changes from the year before are so slight as to need no explanation.

Below will be found a general summary of statistics :

GENERAL SUMMARY OF STATISTICS.

	1891-92.	1892-93.	Increase or decrease.
RECEIPTS.			
Amount appropriated from income of State School Fund.....	\$212,623 94	\$219,280 96	\$6,657 02 increase.
Amount of State school tax	2,052,560 00	2,251,700 00	199,140 00 increase.
Amount of district and city tax.....	1,462,448 00	1,405,164 78	47,283 22 decrease.
Amount appropriated by counties for salaries and expenses of county superintendents.....	27,816 32	28,490 57	674 25 increase.
Amount of interest of surplus revenue.....	31,829 35	31,525 86	303 49 decrease.
Amount of township school tax.....	62,107 77	13,202 50	48,907 27 decrease.
Amount raised in districts for manual training.....	24,325 95	13,148 55	11,177 40 decrease.
Amount received from sale of district school bonds.....	329,755 00	413,915 00	84,160 00 increase.
Amount raised in districts for school libraries.....	5,367 45	7,769 57	2,402 12 increase.
Amount raised in counties for teacher's libraries.....	205 00	50 00	155 00 decrease.
DISBURSEMENTS.			
Amount expended for teachers' salaries.....	\$2,447,404 55	\$2,489,399 27	\$41,994 72 increase.
Amount expended for fuel and light.....	111,510 34	301,747 58	190,237 24 increase.
Amount expended by school districts for incidentals.....	557,043 58	302,491 15	254,552 43 decrease.
Amount expended for building and repairing school-houses.....	748,718 78	873,853 19	125,134 41 increase.
Amount expended for manual training.....	48,651 90	26,455 75	22,196 15 decrease.
Amount expended for school libraries.....	9,594 95	11,789 57	2,194 62 increase.
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Amount expended for current expenses and repairs of State Normal School.....	24,120 61	32,444 91	8,324 30 increase.
Amount expended for State Normal School extension.....	12,590 58	5,350 36	7,240 22 decrease.
Amount expended for School for Deaf-Mutes.....	28,880 00	40,264 00	11,384 00 increase.
Amount expended for Farnum School.....	1,200 00	1,200 00	.....
Amount expended for State Agricultural College.....	1,500 00	.....	1,500 00 decrease.
APPROPRIATIONS FOR 1893-94.			
State school tax.....	\$2,151,700 00	\$2,026,110 00	125,590 00 decrease.
State appropriation to schools.....	100,000 00	100,000 00	.....
Township school tax.....	13,202 50	20,201 50	7,999 00 increase.
Interest of surplus revenue.....	31,525 86	37,658 61	6,132 75 increase.
District and city school tax.....	1,405,164 78	2,117,960 36	712,195 58 increase.
DISTRICT SCHOOL TAX.			
Number of districts that raise tax to pay teachers' salaries.....	309	345	36 increase.
Number of districts that raise tax to build or repair school houses.....	484	421	63 decrease.
Number of districts that raise no tax.....	875	799	76 decrease.
COST OF EDUCATION.			
Average cost per pupil, calculated on total school census.....	\$7 69	\$7 39	\$0 30 decrease.
Average cost per pupil, calculated on enrolled attendance.....	12 81	12 55	26 decrease.
Average cost per pupil, calculated on average attendance.....	20 69	20 72	03 increase.

SUMMARY OF STATISTICS—Continued.

	1891-92.	1892-93.	Increase or decrease.
NUMBER OF TEACHERS.			
Males	768	737	29 decrease.
Females.....	4,015	4,131	116 increase.
SALARIES OF TEACHERS.			
Average salary per month paid to male teachers...	\$77 25	\$79 99	\$2 74 increase.
Average salary per month paid to female teachers	43 54	47 73	4 19 increase.
TEACHERS' CERTIFICATES.			
First Grade, State.....	{ Number granted to males... 23	9	14 decrease.
	{ Number granted to females 7	8	1 increase.
Second Grade, State	{ Number granted to males... 9	15	6 increase.
	{ Number granted to females 55	75	20 increase.
Third Grade, State.....	{ Number granted to males... 13	8	5 decrease.
	{ Number granted to females 133	32	101 decrease.
Normal School Life Certificates—Number granted to females.....		7	7 increase.
Special State Kindergarten Certificates—Number granted to females.....		2	2 increase.
First Grade, County	{ Number granted to males... 44	31	13 decrease.
	{ Number granted to females 105	51	54 decrease.
Sec'd Grade, County	{ Number granted to males... 82	51	31 decrease.
	{ Number granted to females 356	231	125 decrease.
Third Grade, County	{ Number granted to males... 139	120	19 decrease.
	{ Number granted to females 790	508	282 decrease.
Total number of State certificates granted to males	47	32	15 decrease.
Total number of State certificates granted to females.....	195	124	71 decrease.
Total number of county certificates granted to males.....	265	202	63 decrease.
Total number of county certificates granted to females.....	1,221	788	433 decrease.
Total number of certificates granted.....	1,728	1,146	582 decrease.
Number of applicants for State certificates rejected	17	15	2 decrease.
Number of applicants for county certificates rejected.....	876	801	75 decrease.
Total number of applicants rejected.....	893	816	77 decrease.
SCHOOL DISTRICTS, HOUSES, ETC.			
Number of townships and cities.....	292	298	6 increase.
Number of school districts.....	1,394	1,403	9 increase.
Number of school buildings.....	1,638	1,725	87 increase.
Number of school buildings owned.....	1,648	1,674	26 increase.
Number of school buildings rented.....	40	51	11 increase.
Number of school departments.....	4,673	5,007	334 increase.
Number of school buildings erected.....	34	36	2 increase.
Number of school buildings enlarged, refurnished or remodeled.....	86	97	11 increase.
Number of unsectarian private schools.....	152	158	6 increase.
Number of sectarian private schools.....	137	169	32 increase.
Number of school visits by county superintendents.....	5,319	2,984	2,335 decrease.
VALUATION OF SCHOOL PROPERTY.			
Number of buildings valued at \$100 or less.....	13	11	2 decrease.
Number valued between \$100 and \$500.....	196	174	22 decrease.
Number valued between \$500 and \$1,000.....	497	506	9 increase.
Number valued between \$1,000 and \$5,000.....	608	614	6 increase.
Number valued between \$5,000 and \$10,000.....	99	103	4 increase.
Number valued between \$10,000 and \$20,000.....	89	99	10 increase.
Number valued between \$20,000 and \$40,000.....	105	111	6 increase.
Number valued above \$40,000.....	41	56	15 increase.
Total value of school property.....	\$10,004,236 00	\$10,374,215 00	369,982 00 increase.
Average value.....	5,949 00	7,145 00	1,196 00 increase.

SUMMARY OF STATISTICS—Continued.

	1891-92.	1892-93.	Increase or decrease.
ATTENDANCE.			
Total school census between five and eighteen years of age.....	405,222	423,872	18,650 increase..
Number of boys enrolled in the public schools.....		125,970	
Number of girls enrolled in the public schools.....		123,618	
Total enrollment in the public schools.....	243,254	249,588	6,334 increase.
Average attendance upon the public schools.....	150,569	151,273	704 increase.
Total number of cases of tardiness.....		610,656	
Average number of cases of tardiness per day for each teacher.....		1,318	
Number of children the public schools will seat....	235,839	240,948	5,109 increase.
SCHOOL TERMS.			
Number of districts that maintained school less than six months.....	7	14	7 increase..
Number that maintained school six months but less than nine.....	49	90	41 increase..
Number that maintained school nine months or more.....	1,338	1,299	39 decrease..
Average time the schools were kept open.....	{ 9 months, 10 days.	{ 9 months, 10 days.}	

WORLD'S FAIR SCHOOL EXHIBIT.

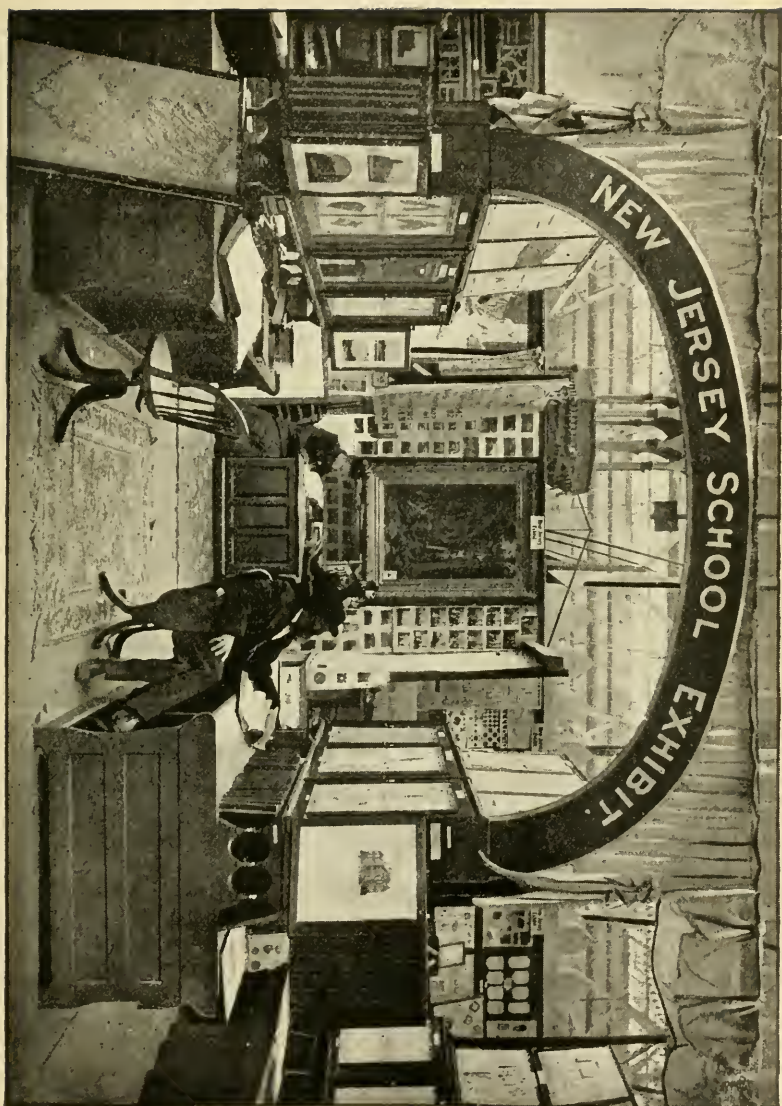
The New Jersey State School Exhibit at the World's Fair at Chicago, the plans of which were fully set forth in my report of last year, was universally regarded as one of the best made by any State or country. The educational critic of the "Chicago Daily Inter-Ocean," under date of May 31st, 1893, in a lengthy article on the several school exhibits, made the following complimentary allusion to the New Jersey School Exhibit:

"Though one of the smallest States, New Jersey has been ambitious in her arrangement for the educational exhibit at the Exposition, and can soar away above many others. It is the completest, best planned, and contains more original features than any other exhibit."

This opinion of the "Chicago Inter-Ocean" was quite generally concurred in by the newspaper press of the country. Not a few compliments were paid the New Jersey exhibit by the official representatives of foreign countries.

It was to be expected that all good citizens of New Jersey would find much to admire and to praise in the exhibit of their own State. State pride would guarantee a reasonable amount of approval. It was hardly to be expected, however, that citizens of other States should so generally confirm their verdict.

Although the New Jersey exhibit occupied a comparatively small



space, something like twelve hundred square feet, more samples of school work were shown than by any other State in twice or three times the area.

But not in point of size merely was the New Jersey exhibit unrivaled. Its systematic arrangement, its completeness, its convenience for comparative study, its compactness, and, more than all, its general excellence, particularly in the work of the elementary schools, were features that made it conspicuous.

The large number of visitors, many of them students of educational systems and methods, always to be found in the New Jersey section, from the beginning to the end of the Fair, attested fully the general verdict concerning the merit and popularity of our State educational display. To Mr. S. R. Morse, of Atlantic City, who was assisted by Mrs. Morse, much of the popularity of the exhibit at Chicago is due. Both were indefatigable in their efforts to make the exhibit a success; both were familiar with the State system, and lost no opportunity to call attention to its peculiar merits.

The value to the schools of the State of an educational exhibit such as that sent to Chicago, consists not so much in the exhibit itself as in its reflex influence upon all who participated in its preparation and in the favorable sentiment aroused throughout the State. To the teachers and pupils of the State the favorable judgment so unanimously passed upon their work will act as an inspiration for years to come. To superintendents and others who entered into the work of preparation with greater or less solicitude, knowing the competitive character that the exhibit must finally assume, the successful issue of their labors will give greater courage and a firmer purpose for future undertaking in whatever line. To the people of New Jersey, who maintain the schools at great expense and who look to them for the best results, there will come a feeling of satisfaction and confidence, having seen their work and compared it with the work accomplished by other States. The small expense, the temporary disturbance of the customary routine, these are paltry considerations to be weighed against the positive advantages that have been enumerated above.

Personally, I desire to thank the teachers and school officers of the State for the loyal and enthusiastic support accorded me from the beginning. It was a comparatively easy task to plan an exhibit for the State, but to secure it meant long, patient and tireless labor on the part of those immediately in charge of the work. Results cannot be had at any time for the mere asking. The fact that the schools of New Jersey were able to show great comparative excellence was due to causes reaching back in most cases through many years.

It would afford me much pleasure to comment upon the exhibit and point out its peculiar excellence, also to commend the work not only as a whole, but to give individuals and localities their special meed of praise.

Owing to the delay on the part of the World's Fair Commissioners to publish the awards, I am unable at the date of this report to make any official announcement.

Elsewhere in this volume will be found the full report of the Special Committee of the State Board of Education, consisting of William R. Barricklo, Dr. Nicholas Murray Butler, James L. Hays, James B. Woodward and John H. Scudder. Attention is called to the report of this committee, which embraces also a complete and detailed catalogue of all the exhibits furnished, accepted and forwarded to Chicago as a part of the New Jersey State School Exhibit. This report will be issued in a separate pamphlet, and should be carefully preserved in the library of every school in the State for future reference.

THE TOWNSHIP SCHOOL SYSTEM.

The present school district system of New Jersey is cumbrous, costly and inefficient. It was adopted years ago, when the population of the State was more evenly distributed than now. The district lines were drawn originally with some regard to the taxable property of the district, the number of children of school age, convenience of school-house and economy in maintaining the school. But economic and other causes have brought about, in the progress of years since the adoption of the system, a complete revolution in all the foregoing conditions. Farms no longer profitable have been virtually abandoned in some parts of the State. People have flocked into the cities and other centers of manufacture and trade. The store and the workshop have supplanted the farm. So as regards the maintenance of the schools, the ancient conditions that afforded something like a fair distribution of privileges and burdens no longer exist. That this is the fact must be clearly apparent to every careful observer.

Whereas the city and village schools have made, as a rule, steady progress in several directions, the rural schools of the State have done little better than to stand still. Indeed, were it not for certain saving tendencies, the actual deterioration of our rural schools would have been quite marked. The growth and development of the State Normal School, the establishment of city training schools for teachers, the better scholastic preparation afforded by our more numerous city and village high schools—these in connection with certain other efficient causes have served to hold somewhat in check the otherwise sure tendency to deterioration alluded to above. It is quite within the limit to say that our best village and city schools have improved far beyond the rural schools, and that this disparity under present conditions must continue to increase in succeeding years in even greater ratio.

The wealth, the intelligence, the progressive spirit of New Jersey entitle our State to the very best schools in the country. That some,

may more, that many of our schools are equal to the best anywhere to be found is generally accepted. The recent exhibit of school work at Chicago fully justifies the claim that no better educational results are obtained in the world than within the boundaries of our own Commonwealth.

It would be a sad and unpardonable mistake, however, if we were to allow State pride, or any other consideration to blind us to the fact that not all the schools of New Jersey are equal in merit to those whose work won such general approval at the World's Fair. One needs not the skill of an expert to find poor schools even in the most favored sections of our State. Does it stand to reason that the work of cheap, ill-qualified, untrained teachers can compare in merit with the work of our best schools? And such teachers are to be found in large numbers scattered throughout all the rural parts of the State. Indeed, they are almost a necessity under present conditions. The small wages paid in very many rural districts is insufficient to attract competent teachers. And yet, despite the low wages paid and despite the unsatisfactory results obtained, these small schools cost the State more per child than any others. Take, for instance, a school district with an average attendance of ten children. The State appropriates annually \$275 for their instruction, or \$27.15 per child, at least three times as much as the average appropriation per child in many of the villages and cities where the schools are the very best.

In order to give a clearer idea of the number and importance of these small schools the following table is submitted, showing number of school districts in the State having a school census, 5 to 18 years, of less than 45 pupils:

COUNTIES.	Less than ten.	Ten to fifteen.	Fifteen to twenty.	Twenty to twenty-five.	Twenty-five to thirty.	Thirty to thirty-five.	Thirty-five to forty.	Forty to forty-five.	Less than forty-five.
Atlantic.....	1	3	.....	3	1	3	4	1	16
Bergen.....	.....	.....	.....	.....	1	1	.....	1	2
Burlington.....	2	3	1	1	.....	5	3	3	20
Camden.....	.....	1	1	.....	1	2	3	.....	7
Cape May.....	.....	.....	.....	2	1	2	.....	1	9
Cumberland.....	.....	1	.....	1	2	5	1	2	12
Essex.....	.....	.....	.....	.....	.....	.....	.....	.....	2
Gloucester.....	.....	.....	1	1	4	2	3	4	15
Hunterdon.....	.....	.....	2	1	3	7	.....	5	25
Mercer.....	.....	.....	.....	.....	.....	1	2	1	5
Middlesex.....	.....	.....	.....	2	3	3	3	.....	10
Monmouth.....	.....	.....	1	.....	.....	4	2	4	11
Morris.....	1	.....	2	4	2	4	4	1	18
Ocean.....	2	.....	2	1	5	2	2	.....	14
Passaic.....	.....	.....	.....	.....	.....	.....	1	.....	4
Salem.....	.....	.....	.....	.....	4	2	6	1	14
Somerset.....	.....	.....	.....	.....	4	6	3	3	16
Sussex.....	1	1	3	12	13	9	5	4	51
Warren.....	.....	.....	2	3	3	8	9	4	29
Total.....	7	9	16	31	51	65	65	36	280

From the foregoing table it will be seen that the number of school districts having a census enumeration of less than 10 children of school age is 7; less than 15, 9; less than 20, 16; less than 25, 31; less than 30, 51; less than 35, 65; less than 40, 65; less than 45, 36.

Since all persons between the ages of 5 and 18 years, inclusive, are reckoned in the foregoing, it is obvious that the actual school enrollment will fall far short of the figures given above. The following table is therefore submitted, which gives the actual enrollment in said school districts for the year of this report:

COUNTIES.					
	Less than ten.	Between ten and fifteen.	Between fifteen and twenty.	Between twenty and twenty-five.	Between twenty-five and thirty.
Atlantic.....		4	3	12	3
Bergen.....				11	1
Burlington.....	3	3		12	9
Camden.....	1			12	12
Cape May.....				1	2
Cumberland.....		2		1	4
Essex.....					
Gloucester.....			2		7
Hudson.....					
Hunterdon.....			1	5	10
Mercer.....			1	3	
Middlesex.....		2	1	8	3
Monmouth.....			5	4	4
Morris.....	1	1	2	6	6
Ocean.....	2	1	1	5	2
Passaic.....				1	1
Salem.....		4	2	12	2
Somerset.....		1		5	4
Sussex.....		5	7	14	8
Union.....					
Warren.....			1	9	5
Total.....	7	23	26	72	73

From an examination of the foregoing table it will be seen that the whole number of schools having an annual enrollment of less than 10 pupils is 7; more than 10 and less than 15, 23; more than 15 and less than 20, 26; more than 20 and less than 25, 72; more than 25 but less than 30, 73.

Since the annual enrollment includes all pupils whose names appear on the register during any part of the school year, whatever the length of attendance, whether a day, week or a month, the following additional table is given, which shows the actual daily attendance in these small and expensive rural schools:

COUNTIES.					
	Less than ten.	Between ten and fifteen.	Between fifteen and twenty.	Between twenty and twenty-five.	Between twenty-five and thirty.
Atlantic.....	5	3	10	5	4
Bergen.....	1	5	1	9	4
Burlington.....	12	21	14	13	12
Camden.....	2	4	10	6	4
Cape May.....	1	3	5	4	6
Cumberland.....	3	5	7	12	7
Essex.....				5	4
Gloucester.....	4	12	7	8	4
Hudson.....					
Hunterdon.....	6	19	19	13	12
Mercer.....	4	9	15	8	6
Middlesex.....	6	11	17	9	8
Monmouth.....	2	16	11	9	11
Morris.....	9	18	15	19	8
Ocean.....	6	4	8	9	5
Passaic.....	1	3	6	1	6
Salem.....	5	9	11	14	8
Somerset.....	10	10	18	7	6
Sussex.....	16	27	15	11	7
Union.....		1	2	3	1
Warren.....	5	17	16	12	7
Total.....	98	197	207	177	130

From the foregoing it will be seen that the whole number of schools having an average daily attendance of less than 10 pupils is 98; from 10 to 15, 197; from 15 to 20, 207; from 20 to 25, 177; from 25 to 30, 130.

There is but one conclusion to be drawn from the facts cited above, namely, that there is an enormous waste in teaching force, to say nothing of its quality, throughout the rural schools of the State.

The good teacher can easily conduct a school of 30 to 40 pupils, even when the same is ungraded. In fact, a school of a reasonable size is easier to conduct than one so small that no interest can be aroused. To maintain schools of less than 30 to 40 pupils is often necessary, but never economical.

Many of these weak and inefficient schools are to be found in sparsely-settled portions of the State, where school buildings are miles apart and children now are compelled to go long distances to school. Consolidation of school districts under such circumstances is impracticable. The best that could be done for such schools would be to transport their pupils to the nearest good school at public expense. It would be better for the children, for they would receive better instruction in a graded school. It would be cheaper for the town than to maintain a separate school.

But there are scores of other small districts where consolidation could possibly work no such hardship. Country roads are not infrequently made the dividing lines between school districts. Pupils living upon one side of the road attend, perhaps, a school at their very doors, while their playmates, living upon the other side of the street, are compelled to go a mile or two to attend the school of their own district. The artificial and arbitrary boundaries thus set up and maintained are a standing injustice. Yet they can rarely be changed under the present law, except by encountering the most strenuous opposition, since to add territory to one district takes it away from another, reducing thereby the number of resident children and the total of taxable property. Here, for instance, is a township containing nine school districts. Three of the nine districts are strong by reason of a larger school population and considerable taxable property. These three school districts have each a good school building, a graded school, and employ competent teachers at a good salary. But not one of these three more favored districts is open to the children of the six smaller districts of the township whose schools are ungraded, inefficient and expensive to maintain.

How much better in such a case to have one consolidated district comprising the entire township. In such a township district one central school for higher grades and as many schools for lower grades as might be needed for convenience of pupils would afford equal advantages to all parts of the township, while greatly lessening the cost to every section. Hence it seems almost criminal to maintain at great annual loss to the State a school district system which has nothing to recommend it but its adaptation to an antiquated state of affairs.

All the New England States have discarded the district system—Massachusetts many years ago, Maine more recently. Pennsylvania has also discarded it. New York is about to do so.

The present school law of New Jersey makes it optional with the school districts of a township to unite. This is not radical nor far-reaching enough to be effective.

The school districts should be abolished by general law and a township system substituted therefor. Township boards of trustees will then take the place of district trustees with the most beneficial results.

The economies effected by the change will be manifold and great. Better buildings will be erected and these will be better furnished. Skilled teachers and thoroughly graded schools will be had at no greater cost than now.

Why? Because the entire township is a large enough unit to enable the economical administration of school affairs. The wealthier portions of the township will have to aid the poorer, but the burden resting upon all will hardly be felt.

“Equal school privileges for all, equal school burdens for all.”

This is justice ; this is democracy ; this is in harmony with our State and National policy.

Ten per cent. of the annual State tax is distributed by the State Board of Education at its discretion among the poorer counties of the State. No one doubts the wisdom and justice of this provision of the school law. To tax the wealthier parts of a township to assist the poorer is the same in principle as to tax the wealthier counties to maintain the schools of the poorer counties.

It is a principle the justice of which is well established in our political system. It is not, indeed, a tax of the many for the few—*it is, rather, a tax of all for all.*

While many districts, fortunate in having a large amount of taxable property, are erecting new and costly school buildings and employing experienced teachers, other contiguous districts, less fortunate for some reason in amount of taxables, are struggling along barely able to support the old cross-roads school of a half a century ago. Under the present system the rural schools must continue to deteriorate. Only by making one school district of the entire township, and thereby taxing the village with its greater assessed valuation for the benefit of the outlying portions of the township, can good schools be had in rural communities.

The economies to be enjoyed under the township system may be summarized as follows: The saving of expense by closing up schools where pupils can be better accommodated elsewhere; the erection of new school buildings so as to make one building answer for two or more districts; the transportation of children to the nearest school, at township expense, where the same is cheaper and better than to maintain a separate school; the purchase of books and school supplies on a larger scale at lower figures; more efficient supervision by the township boards and their employes; the better grading of classes; the employment of Normal School teachers or teachers otherwise thoroughly qualified; increased school attendance and interest; enlarged library and other facilities, and other economies of a like nature.

In my report of last year I presented in detail some of the arguments in favor of a change to the township system. It is not intended to repeat that argument here. I would, however, most strongly urge upon your honorable Board the desirableness of memorializing the Legislature, at its next session, upon the subject of a fundamental change in our district school system.

GRADING RURAL SCHOOLS.

So far as I am able to ascertain, New Jersey is entitled to the distinction of being the first State to attempt a systematic and uniform grading of rural schools. This assertion is based upon the fact that, in June, 1872, nearly twenty-two years ago, Superintendent F. R.

Brace established a uniform course of study in all the schools of Camden county, New Jersey. This course included, besides the ordinary common school branches, bookkeeping, United States history, algebra, physiology, physics and English composition. At the outset no provision was made for a system of uniform county examinations, the issuing of certificates and diplomas, nor for public graduating exercises. All these features were introduced by Superintendent Brace in the succeeding three or four years.

While the Camden county system was still an experiment, Superintendent S. R. Morse adopted a system of grading for the schools of Atlantic county. Having assisted Superintendent Brace in organizing the Camden county system he knew its defects and sought to remedy them in his own. He inaugurated a number of important changes which tended to make the Atlantic county system not only more complete, but more flexible and better adapted to all classes of schools, district, village and city.

At about this time, also, several other counties adopted a system of uniform grading. Superintendent Terhune, of Bergen county, at the northern end of the State, though one of the last to adopt a graded system, has perfected it almost beyond precedent.

It should here be stated that under the New Jersey school law county superintendents have the power, by and with the approval of trustees, to prescribe a uniform course of study for their respective counties. For this reason, among others, a uniform State system has never been adopted. It has been thought best by my predecessors to leave the matter of grading entirely in the hands of the county and city officers, and to discourage the adoption of a uniform State system, on the ground that a uniform State system for rural schools is no more needed than a uniform State system for city schools. The county superintendent stands *mutato nomine*, is in the same position as the city superintendent. A careful comparison, then, of the several county systems will show the following to be the essential features of them all:

1. *A course of study consisting of five grades.*—The first four covering all the work usually done in the primary and grammar schools of our best city systems; the last grade, the work of the first two years of the ordinary high school. This course is little more than a general outline of studies. It does not go into details in any subject. In no case does it give more than the proper sequence of topics. It aims also to fix only approximately the time at which the work of any grade may be completed.

This latter is important, since to fix definitely the time for the completion of a grade would be fatal to the system; it would not leave sufficient latitude for the special needs of particular schools. So also a detailed programme would tend to narrow and mechanize the work, as in some cities, where it is the bane of the system.

By creating few grades it becomes possible for both rural and city schools to work together under the same course, since any sub-classification may be made within three grades that the local conditions or exigencies of each district or city demand. While thus serving in a measure to unify the schools of a county, this system of grading does not reduce them to the inflexible, cast-iron classification which is so objectionable in many of our city systems.

In my opinion, this happy division of the course into five grades (four below the high school and one high school), each representing about two years' time for the average pupil, is the fundamental and saving feature of the New Jersey system. Eight or nine annual grades, as in the cities, would be impossible in rural schools; a greater number, still more impossible. Such a classification would give rise to annual or semi-annual promotions, which are entirely out of the question in rural schools. But five grades, on the other hand, with no stated time for completion, break up this system of periodic promotions. Bright pupils not infrequently cover the whole four grades below the high school in six or even four years' time. So also a pupil may be at one and the same time in two or even three grades, according to his scholarship and capacity. It will be seen, therefore, that this grading by biennial periods interferes in no wise with the proper classification of pupils; it leaves the door open for all the intermediate grades or classes which local or accidental conditions make desirable or necessary. It is not necessary, for example, to find two or even three classes doing second grade work in arithmetic or grammar; this will depend wholly upon the number of pupils in the school, their comparative proficiency and the time at the teacher's disposal. So far from holding back bright pupils, the chief danger of the New Jersey system has been found to lie in its enabling them to get on too rapidly. To counteract this tendency to complete the course too early, it has been found necessary in nearly every county to adopt a rule that no pupil shall be allowed to graduate under the age of thirteen or fourteen years. The point to be clearly apprehended is this: that the system of grading under discussion is not for the purpose of reducing to a minimum the number of classes, but for directing and especially for vitalizing the work of a school by the additional incentives that it introduces, as will be seen hereafter. In theory, at least, every pupil is working wherever he can to the best advantage; if otherwise, it is not the result of the system, but of the natural and unavoidable conditions that limit the time of the teacher and consequently the number of recitations she is able to hear. It may be said, however, that the tendency of the system is to reduce somewhat the number of daily recitations common in ungraded schools.

2. *The second essential feature of this system is that it broadens the work of the county superintendent.*—The success of a school depends largely upon the ability and intelligence of the teacher; the success of any system of grading, whether city or rural, depends also in a

great measure upon the superintendent. This does not imply, however, that some systems are not better than others. Some may be run with less friction; some produce better results than others. The graded system under discussion needs just as careful supervision to make it efficient as a city system. Many, if not most, of the evils that attend the closely-graded city system also appear in the ungraded rural schools. Thus, for instance, "marking time" will be found in its worst form not in the city, but in the ungraded country schools.

I well remember how the district school teacher of my boyhood days always started the advanced class in arithmetic at common fractions. This enabled us to get on to percentage, say, at the end of the term. At the beginning of the next term it was the same old story—"The first class in arithmetic will begin at common fractions." But in rural schools this evil of "marking time" is not due as in the city systems to annual or semi-annual grading, but rather to no grading. The tendency of rural schools is always towards too many classes for economy in teaching; of city systems towards too few. There is a point where the two extremes meet. I believe it is found, so far as rural schools are concerned, in the system under discussion. But no system will make careful and intelligent supervision unnecessary. One of the chief advantages claimed for uniform grading is that it compels and encourages the county superintendent to live in the saddle, so to speak; to visit, inspect and supervise his schools with indefatigable industry and untiring zeal.

3. *Uniform county examinations.*—It was early found in the history of the New Jersey system that uniform examinations could be made an important and valuable accessory. These are held annually at or near the close of the school year. The questions are made out by the county superintendent. The examinations are conducted in the several schools by the principal or regular class teacher, by whom also the papers are all first examined and marked. The results are tabulated and sent to the county superintendent. In most counties, also, the papers of the three upper grades are submitted to the county superintendent, who is assisted in reviewing them by a county board of examiners.

By all who object to stated examinations, this feature of the New Jersey system will be regarded as a defect. We must not, however, lose sight of the fact that examinations in rural schools are less frequent than in city schools, and for that reason are looked upon with much greater favor by both pupils and teacher. Properly conducted they are not only a great incentive to pupils, but are anticipated with pleasure. The demoralizing effect of examinations as ordinarily conducted is due to the fact that a pupil's promotion depends thereon. Remove this feature, as may be done under this system, and examinations are no longer a bugbear. A pupil's promotion at the end of any given period will depend, under this system, upon the conditions

that prevail when new classes come to be formed. The county examinations will be only one factor of many to determine this result.

It is not improbable, however, that under certain conditions a system of county grading, just as a city system of grading, could be carried on successfully without examinations. Where, for instance, principal, teacher and pupils are doing the best they can, the spur of an examination is not necessary. But it is not true, in my opinion, that examinations are always and necessarily an evil. They have their proper place in the school system; not their use but their abuse is to be deplored; they can be made so comprehensive as to render cramming impossible; they may be so carefully and discreetly conducted as to reduce deception and fraud to the barest minimum.

4. *Permanent and systematic records are indispensable to this system.*—One of the most common defects to be noticed in ungraded schools is the lack of permanent records. The frequent change of teachers in rural schools makes them especially necessary and desirable. Without them a new teacher, usually a novice, is compelled to make a re-classification of the school. The result is a woful loss of time, both for those who are imprudently set back in their studies and compelled for the second or third time to go over the same ground, and for those also who are quite as unfortunately pushed into water beyond their depth and left to flounder as best they may. A properly-graded system will make necessary two sets of records—one, the class records of each school, showing its peculiar classification and the proficiency of each of its pupils; the other, the county records, which certify the results of the official inspection and examinations made by its superintendent. The former will enable a new teacher to organize her school with ease and dispatch; the latter will enable her to compare her school with others of the same class in a town or county, and will serve also as a general guide for framing a suitable programme. Promotions, as a general rule, will be made upon the local class records; the official county records will enable pupils removing to other districts in the county to be more readily classified.

5. *Certificates for each grade and a final diploma.*—Pupils who complete any grade receive a certificate bearing the signature of the county superintendent, district clerk, principal or teacher. Those who complete the four grades below the high school receive a diploma; the fifth, or high school grade, a special diploma. I need not say that these certificates are highly prized in rural districts. To the child who at the age of seven or eight years receives his first certificate it is the greatest experience of his life. Nor does the desire to gain these paper honors grow less until the age of fourteen or fifteen, the last in the series to be secured. Some moralists will doubtless decry the practice that supplies to the children and youth motives so base. But are we not all of us chasing madly after some supposed

good, as useless and ephemeral when we get it as the paper on which the child's certificate is written? It is the present or immediate and not the remote good that appeals to the child of interest. Time may come when these farmer boys will "Seek honor, e'en at the cannon's mouth," but now the height and breadth of their ambition is a roll of parchment. Who shall say which is the more laudable ambition, this or that? But, moralizing aside, the influence of the county certificate on the rural schools is an incentive to effort which can hardly be overestimated.

6. *Recognition of diplomas by higher institutions.*—All graduates of the county graded course are admitted to the State Normal School and to many city high schools without a re-examination. So also several colleges accept these county examinations in lieu of their own in the same subjects. This is an advantage not to be lightly estimated.

Such, then, in brief, are the essential features of the New Jersey system of grading rural schools. A few words now as to the general working of that system. It was devised to correct certain evils and to secure certain definite ends. It should be judged, therefore, by its specific results.

The principal evils which it aimed to reach and correct are the following:

1. *The short period of school attendance.*—The entire school attendance of most children in the large cities does not exceed upon the average three to four years. In rural districts pupils attend through a longer period of years, but for fewer months in a year* and with frequent lapses of one or more terms. The cause of this short period of school attendance is not infrequently the actual need of the child's labor at home; but quite as often it is due to an indifference on the part of the pupil himself. The value of an education is not realized by him. The end is too remote. Some more immediate end, such as securing a county diploma, is a more powerful incentive. Take a single county. For instance, in Atlantic county, prior to the introduction of a graded system fifteen years ago, not one person pursued advanced studies where twenty or more are doing so now. So, also, of matriculants at the Normal School and colleges; the number has increased at least twenty times in the same period.

2. *Irregularity of attendance.*—This is due to many causes, such as sickness, bad roads, need for pupils' work at home, &c. Experience has abundantly proved, however, that the principal cause of irregular attendance is lack of interest on the part of pupils. When deeply interested in the school nothing but absolute necessity will keep them away. The county grading, with its system of examinations, certificates and diplomas, furnishes the necessary incentive to keep pupils in school.

3. *Untrained and inexperienced teachers.*—The small salaries paid in most rural districts compel the employment of untrained and inexperienced teachers. They need every help that can be devised. It is impossible for the county superintendent, owing to the extent of his district, to visit and advise with great frequency; hence, reliance must be had upon some general directions. These are furnished by the course of study and the regulations that govern it.

4. *Frequent change of teachers.*—The average term of service of the country district teacher is less than two years; just time enough to undo the work of a predecessor, and not enough to establish a new *regime*. Hence, chaos is likely to prevail without the guidance and help afforded by some uniform system of grading. Grant that the most important need is the personal supervision of an intelligent and enthusiastic superintendent. In lieu of such supervision the county graded system is a necessity; with it, an additional help.

5. *Large number of classes.*—This must always be an obstacle in the way of improvement of rural schools. It is the opposite extreme to the city system, where, by reason of a large number of pupils and the employment of a greater number of teachers, advantage can be taken of the economic principle of "division of labor." There is a compensation, however, even in a large number of classes; individual work, so rare in cities, is made obligatory. Pupils are necessarily thrown upon their own resources. Hence the two principal evils attendant upon the city system of grading, to wit, mechanical routine and "marking time," are less likely to arise. There is a happy mean to be found between too many classes and too few. The system of grading under discussion aims to find it.

6. *Lack of esprit de corps.*—The preceding conditions that I have mentioned tend without some corrective to reduce the *esprit de corps* of the rural schools to the lowest ebb. There is little in the ungraded school to fire the ambition or excite the love of the average boy or girl. True, history affords many examples of illustrious men and women who have flourished upon such a soil. But history fails to record the achievements of that far greater number whose buds of promise never opened in that oftentimes cheerless atmosphere. Next to the intelligent, enthusiastic, skillful teacher the system of county grading with its awards and diplomas will be found the most effective stimulus to arouse and foster a love for school.

In conclusion, it may be said that the conditions prevailing in rural districts are so unlike the conditions that prevail in cities that any *a priori* judgment based on a knowledge merely of city needs must be carefully scrutinized. The contention of Dr. Harris that the greatest need of all schools, city or rural, is a frequent re-classification in order that all pupils may at all times find their normal level in the school curriculum, is not traversed by this paper. On the contrary, this need of frequent re-adjustment of classes is admitted.

It is claimed, however, that the New Jersey system of grading rural schools makes this frequent re-classification possible while affording certain additional advantages such as comparative standard, proximate uniformity and stimulus so essential to intelligent organization, profitable instruction and effective supervision.

TEACHERS' INSTITUTES.

During the early fall, teachers' institutes were held for each of the twenty-one counties of the State. Four of these institutes were joint institutes of two or more contiguous counties. The chief object of joining two or more counties in one institute is to obtain a sufficient sum from the State appropriation to secure the services of higher-priced instructors. The State law appropriates the sum of \$100 to each county for the purpose of holding an annual teachers' institute.

It is obvious that after paying hall rent, printing, janitors' expenses, &c., very little is left to employ speakers for three days and two evenings.

The State appropriation for teachers' institutes should not be less than \$150. With this sum it would be possible to hold a three days' institute in each county, employing only the best talent for instructors.

The joint institute is chiefly objectionable for the following reasons, to wit, that there is less in common among teachers of different counties who are brought together but once in a year; that for a considerable number of teachers it entails greater expense for board and transportation; that it is more difficult for conductors to interest and instruct; and, lastly, that the gain to a community of having a convention of teachers assemble in their midst once a year is lost to the counties in which no institute is held.

I would recommend that the school law be so amended as to appropriate a sum of not less than \$150 a year to each county for its annual teachers' institute.

At the opening of the institute season of 1892-93 the near approach of the World's Fair made it desirable to use the county institute as a means to spread among teachers the instructions of the department in reference to the preparation therefor.

The chairmen of the several committees appointed to prepare specific instructions as to the getting up of the various kinds of exhibits, met the teachers of the State at these institutes. By this means a greater enthusiasm was aroused; so also a greater uniformity of plan, together with a greater variety of exhibits, was secured. But whatever value this World's Fair instruction may have been to teachers and to the schools, the ordinary and more legitimate work of the institute had to be lost sight of to some extent.

After an experience of two seasons in planning institutes, I am fully convinced that a small number of instructors and lecturers is

preferable to the larger number of the present year, made necessary, as has been stated, by the preparation for the World's Fair.

Two principal instructors, who are able to carry the burden of the work for the entire time of the institute, will be more satisfactory in most cases than three or more. The reason for this lies in the fact that the instruction will be more consecutive and concentrated. A speaker having an opportunity to present his theme in consecutive talks during a three days' session will be able to round out and complete his subject; whereas, the instructor having at most not more than two addresses cannot undertake any elaborate or detailed instruction, but must present either abstract generalities or disconnected fragments of his subject.

In the programme for the coming season it will be the aim of the department, so far as possible, to carry out the plan of having fewer instructors. In the absence of regularly-appointed and employed institute conductors, the department has been compelled to call upon neighboring States to some extent for its supply.

In order, however, not to be wholly dependent upon outside aid, ten or more of the leading school men of our own State were drafted into this service. Although many of these were new to the platform and without experience in this special kind of educational work, so great was their success that for the coming year we hope to be able to rely upon them for at least one-half of the institute work. To train a body of superintendents, principals and teachers for effective platform and institute work is of itself an end of the utmost advantage to the State. To have at call men and women who can fill responsible positions at teachers' associations and educational meetings of all kinds is well worth laboring for.

County teachers' associations are held monthly in many of the counties of the State; hence, to obtain competent lecturers and instructors from abroad is a great expense.

A body of trained workers scattered throughout the State furnishes a convenient and easy supply for all occasions.

But for the purposes of the annual institutes we cannot wholly rely upon this source of home supply, for the city superintendent, the principal of a large and important school, the teacher of sufficient ability to do institute work acceptably cannot leave, for two or three days at a time, his important charge to do institute work for the State. The local authorities will not be willing to permit this; the time of these superintendents and principals cannot be spared from their own schools.

The State Department, therefore, must continue to rely in the main upon another class of workers, engaged exclusively in institute work. These must be sought for the present outside the State.

In my report of last year I called attention to the New York and Massachusetts plan of conducting the work of institutes. The New York plan provides for the employment of six institute conductors,

who are exclusively engaged in holding teachers' institutes. There being sixty counties in the State, and one or more annual institutes being held for each, the time of the six conductors is fully occupied. In Massachusetts six men are employed to visit and inspect the schools of the State, under the direction of the secretary of the State Board of Education. They do a kind of work which the city superintendent does for the city—that is, inspect and examine classes, discover weaknesses of whatever kind, and prescribe the remedy therefor. This is the truly professional work of diagnosis and treatment. Few schools that are not without some disease or ailment requiring treatment; left to the community the ailment will rarely be discovered, much less successfully treated. The sharp eye of the professional State expert discovers at once the weak spot in a school or system of schools; his opinion will carry sufficient weight with the community to secure the application of the prescribed remedy.

Incidental to this work of inspection these State agents conduct the teachers' institutes. The Massachusetts State law directs that an institute may be held at any time and place, upon the request of fifty or more teachers. County lines are wholly disregarded, there being no subdivision of State into counties for school purposes.

Any number of institutes may be held in the same county if desired. I am convinced that the appointment of one or more competent men or women as agents of the State Board of Education, to visit and inspect schools, especially the rural schools, would be a great step forward.

The cost of the twenty-one county institutes at the present time is \$2,100. Add half as much more to make them reasonably effective and the annual cost would be \$3,150.

For a sum not much in excess of this figure the salaries and expenses of two competent agents could be obtained. By this means, instead of twenty-one institutes, giving instruction for, say, two and a half days each—or in the aggregate, say fifty days—we should have the continuous service of two experts for three hundred and sixty-five days in the year.

Not only would the institutes be more numerous, as well as much better, but the advantages of school inspection would come therewith.

As an illustration of what might be done by these State agents, let me illustrate a single case. Drawing lies at the foundation of all the industrial arts. It fills an important place in the school curriculum of almost every State and country in the world. At the present time it has been barely introduced into the schools of our State. Now a suitable person, who is an expert in this subject, to go through the State for the purpose of introducing drawing and giving it the right start, is greatly needed. He could earn his salary many times over. It would be an economy of the highest kind.

In view, therefore, of the importance of this matter of the thorough State inspection and supervision of rural schools, I would again most



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earnestly recommend that such action be taken by your honorable board as will secure the appointment by you of two or more State agents.

In conclusion, I wish to express the thanks of the department to those superintendents, principals and teachers of the State who consented to do a great deal of almost gratuitous work in carrying on the institutes of last year. Their names will be found in the programmes of institutes at the end of this report.

MANUAL TRAINING.

Under an act of the Legislature passed in 1881, and under another act passed in 1885, the State may appropriate, in any one year, any sum not exceeding \$5,000, to introduce and to maintain manual training in any school district of the State raising by donation or taxation an equal amount. It might naturally be expected that so liberal a State subsidy would tend to increase rapidly the number of manual training schools. The fact that no large and immediate increase has taken place, is due to the general belief that manual training is still to some extent a matter of experiment; that its adaptation to existing courses of study is not yet complete; that it is wiser to await the outcome of its trial where already introduced than to undertake its introduction and maintenance without sufficient knowledge. Moreover, no effort has been made by the State Department to hasten its introduction. On the other hand, it has been thought wiser, safer and more economical to strengthen the existing schools by exacting better and more extended work; to carry on the necessary labor of adaptation and co-ordination in a few schools only until the experimental stage is over than to encourage the broadcast introduction of a form of education the limitations and value of which have not yet been fully determined.

Attention is called to the detailed reports, to be found elsewhere in this volume, of the several schools which have undertaken to carry on manual training, for an opinion of its merits and successful operation to date.

To summarize briefly these reports, it may be said:

1. That without exception all the schools referred to report favorably.
2. That so far from abridging the time devoted to this species of instruction, all, without exception, are disposed to extend it.
3. That wherever taught by capable and competent instructors the manual training studies are very popular with girls and boys alike.

As the result of my personal observation and experience I incline to the belief that all of the following results flow naturally from manual training when rightly taught:

1. A greater interest in school, especially on the part of boys approaching the high school age. The desire to do something with the hands, to engage in some form of labor such as they witness adults engaged in, to become men in the sense of being able to perform acts that look towards gaining a living; these and other considerations of a similar nature seem to give school life a more real and attractive character to boys at an age when book study is becoming irksome.

2. Growing out of this changed attitude towards school life and its duties, there arises, by operation of the law of transference of interest, a greater liking for the ordinary literary studies of the school.

If this, indeed, were the only gain by incorporating manual training into the school curriculum it would be a sufficient consideration for the expenditure of time and money.

3. Lastly, the training acquired by a judicious course of manual instruction in a well-ordered school and under competent instructors is, *per se*, of great intrinsic value.

Drawing, for instance, lies at the foundation of all the industrial arts. It is the prime study of the manual training school. Its admitted failure heretofore, in the elementary schools especially, to produce any wholesome and valuable results, has been due largely to the abstract character of the instruction given. Taught in relation to and in connection with the industrial arts it becomes vivified, and affords to the pupil a sense of gratification while giving him a valuable knowledge and power.

I am disposed to believe that carving and wood-joinery are most valuable forms of manual training in the upper grades of grammar schools, first, because especially enjoyable to the pupils, and second, because the results obtained are exact as well as obvious.

The knife and the saw, for instance, cut to an exact line. Precision as well as facility is acquired. Accuracy of eye and nicety of touch are cultivated. All these powers appeal to the self-satisfaction of the pupil; he can measure his own progress; his ideal is attainable; he knows when he reaches it.

The satisfaction of having made an original demonstration in geometry or a correct translation in Latin is by no means so intense as that of having made a wooden box with accurate measurements and perfect joints.

As a proof of this, observe the lad who on the same day has done both. Which does he exhibit to his instructor, fellow-pupils or parents with the greatest show of delight? I grant that the demonstration in geometry exhibits a higher reach of trained faculty than is required to make a box of wood; it is not intended to disparage the demonstration; it is intended merely to call attention to the moral and spiritual elevation, or, still better, exaltation that arises from the sense of honorable achievement.

Our schools are doing their best work when arousing such laudable

feelings of a higher self-appraisalment. Scholarship is one of the ends of the people's schools, but not the only one; for usefulness in its highest sense, *i. e.* the ability to secure for one's self and for others all that life is worth living for, falls not a whit below scholarship as an appropriate end for school instruction. The boy or girl imbued with the feeling of capacity for usefulness in the simple activities of life will become a better citizen than the boy or girl who is taught to look for honorable distinction only in the attainment of encyclopedic book knowledge. The simple arts of sewing, cooking and other handicraft are real elements of intellectual as well as of economic education.

Indirectly upon the moral life they are no less valuable than direct formal instruction in duty to one's self and society.

It is my conviction, after much careful observation of the results obtained, that manual training is a legitimate and invaluable addition to the common school curriculum; and this on social, political and economic grounds. The individual is made happier; society is benefited; the State is made more secure; and the wealth of all is increased by shaping to some extent the instruction of the schools along industrial lines.

The adaptation of manual training to the needs of pupils of the last year's grammar and of the high school age is well advanced. What is best for pupils of a lesser age is not so well ascertained.

It has been the policy of the department to discourage, for the time being, State appropriations to schools not having a high school department; and this for the reason that it is not clear as yet how manual training instruction of a sufficiently specific kind upon which to base an appropriation can be carried on in the lower grades.

Applications for manual training appropriations from several large and important cities and school districts are pending. As soon as the wisdom of its introduction into the school curriculum becomes settled in the minds of the people at large, the rapidity of increase in number of manual training schools in the State will be great.

Below is given the amount of money granted by the State to the several schools receiving an appropriation on account of manual training for the year 1892-93:

Atlantic County—Atlantic City.....	\$1,000 00
Bergen County—Carlstadt.....	600 00
Garfield.....	530 00
Hackensack (District No. 31).....	800 00
(District No. 32).....	900 00
Ridgewood.....	750 00
Rutherford.....	500 00
Camden County—Camden City.....	5,000 00
Cumberland County—Vineland.....	1,000 00
Essex County—Montclair.....	1,500 00
Orange.....	1,800 00
South Orange.....	750 00
Hudson County—Town of Union.....	618 55
Passaic County—Passaic City.....	600 00
Paterson City.....	1,000 00

Add \$5,000 appropriated for the maintenance of the industrial school at Newark, and \$2,000 for the industrial school at Hoboken, and we find the whole amount appropriated by the State for the year of this report to be \$24,348.55.

Owing to the confusion attendant on the early operation of the manual training act, and especially the undefined nature of what should finally be construed as manual training within the contemplation of the act, many schools were led to incorporate manual training, so called, into their courses of study and to ask the State for an appropriation for its maintenance, when in all equity such additional instruction should have been wholly paid for from ordinary school funds and not by means of a special State appropriation. I refer now to the introduction of kindergarten work and elementary work in form study and drawing.

Whereas both the foregoing are proper subjects for encouragement by the State, it was clearly not the purpose of the act of 1881, or of the act of 1885, to subsidize their introduction. Elementary form study and drawing had already been incorporated into the curricula of all the better-class schools in the State at the date of the passage of the act. Clearly, therefore, it could not have been contemplated to introduce by State aid some form of instruction that had been already quite generally introduced at local expense.

It would be eminently unfair, for instance, to require the city of Newark, which has employed the services of a supervisor of drawing for many years, to pay the salary of said instructor from the ordinary school funds, while at the same time allowing the city of Paterson, for instance, or any other city of the State, to draw an extra amount from the State School Fund for a similar purpose.

Yet such is the influence of self-interest that it has been no easy matter to convince several school districts of the State that they should not continue to receive an annual appropriation for elementary form study and drawing. The confusion that prevailed a year ago is fast disappearing, however, and with clearer knowledge of the scope and limitations of manual training there is likely to be no further trouble in its future encouragement.

Attention is called to the detailed reports from the several manual training schools aided by State appropriations. These reports give in greater or less detail the views of the several writers upon this important subject.

They deserve to be carefully read, in view of any prospective change in the law that experience may suggest to be desirable or necessary.

SCHOOL LIBRARIES.

The function of the school library is two-fold—first, to develop a taste for good reading and to exercise it; second, to provide an aux-

iliary means of instruction. To secure the former end it is necessary that pupils should be instructed in what to read and how to read; furthermore, that the right kind of books should be put into their hands.

It is cause for no small solicitude that many teachers having charge of the expenditure of the annual library appropriation use so little good judgment in the selection of books. Not infrequently are purchases of books reported that were better not made. Literary rubbish, sentimental and maudlin nonsense, receive the indorsement of the school authorities by being placed upon the library shelves. Mental food should be chosen with even greater care than food for the body. As well hope to administer arsenic with no harmful results, or even to pollute the water which the pupils drink with the bacilli of typhus, as to put into their hands books that give wrong views of life and that inspire impulses which should never exist.

Ignorance is the only excuse that can be alleged for the bad choice of books. But why need the teacher be ignorant? If his own reading be not sufficiently extensive, recourse should be had to the knowledge of books possessed by others.

A little manual for the guidance of teachers in the selection of books has been prepared by Mr. George E. Hardy, of New York, who has given much time to the study of best books for the young. This little volume, which is quite inexpensive, contains the ripe fruit of the author's own large observation and experience. It is entitled "Five Hundred Best Books for the Young," and can be obtained from the publishing-house of Charles Scribner's Sons, New York. Other lists also are available to the inquiring teacher. Truly there is no longer any excuse for lumbering the shelves of the school library with useless, not to say vicious, books, on the plea of ignorance of what to recommend to children to read.

The whole number of school libraries in the State reported for the year 1892-93 is 1,105. This is an increase of 44 over the number reported for the preceding year.

The whole amount appropriated from the State School Fund, for the establishment and maintenance of school libraries for the year, was \$11,789.57, an increase of \$2,194.62.

Bergen county still takes the lead in its appropriations for libraries, as will be seen from the table of payments by the State for the year just ended.

Considering the liberal outlay made by the State of New Jersey for a long series of years on behalf of district school libraries, I cannot but feel regret that so little has been accomplished.

In my report of a year ago I dwelt at some length upon the importance of, first, a careful selection of books; second, the proper management of the library.

Let me add, also, that so long as the State contributes any amount whatever to the support of district school libraries, it should under-

take their more effective supervision. Districts having school libraries should be required to adopt and carry out certain rules prescribed by the State for the use, care and preservation of their library property. Left to the incompetence or carelessness of not a few school officers and teachers, with no responsibility to the State, many school libraries will lapse into disuse or misuse in a short time. The State's interest in the library should not cease when the appropriation is made; it should extend so far at least as to insure the right selection of books, their right use and their careful preservation. Without going so far as to establish a State censorship over school libraries, it would be highly appropriate to limit purchases of books to a list authorized and prescribed by the State Board of Education.

Said list might be comprehensive enough to embrace books in every department of literature, science, art, &c., that are worthy of a place in a school library. It should, however, be sufficiently restrictive to exclude rubbish and books of a vicious character.

I would, moreover, suggest supplying districts with a library record, in which must be entered facts pertaining to the issue and circulation of books.

Data of this kind will be of exceptional value for purposes of comparison. School districts drawing an annual appropriation from the State for a specific purpose, to wit, in order to provide suitable reading for pupils, would feel humiliated if the data showed that the library had not been used by the pupils, or used only to a very limited extent. Upon this point I should like to lay great emphasis. What is the wisdom of subsidizing by State aid the establishment and maintenance of libraries if the incompetence, indifference or neglect of school officers and teachers shall nullify in any considerable number of cases the good that is contemplated?

Hence I am of the opinion that State supervision of libraries, by and under the direction of the State Board of Education, should not stop short of prescribing limits within which purchases of books for school libraries should be made, and that the same authority should, moreover, take full cognizance of all matters pertaining to the circulation, preservation, &c., of all books purchased in whole or in part by State funds.

To supply a sufficient number of library records for all the school district libraries of the State would involve an expense of several thousand dollars each year; it would, nevertheless, be a most wise and economical investment.

The total number of school libraries that have been established in the several counties of the State, the appropriation therefor for the year of this report and for previous years, and other data connected therewith, will be found in the tables accompanying this report.

ARBOR DAY.

There will be found in the accompanying reports of county and city superintendents detailed accounts of the observance of Arbor Day throughout the schools of the State. The appropriate observance of this day, which the schools of the State are commanded by law to recognize, so far from becoming as was at first feared a formal and useless custom, was never more generally and satisfactorily conducted than at the present time.

Gradually the teachers and school officers of the State are awakening to the full significance of the day. The desirableness of planting trees, shrubs and flowers on the school premises is becoming still more apparent. If no other results were aimed at than to inspire in the minds of children a love and appreciation of nature, the cessation of the usual school routine for a day would be amply justified. But the utility of tree-planting, and more especially of tree-preserving, must be taught the rising generation. The necessity of protecting our few remaining forests must be faithfully impressed upon the pupils of our schools lest in later years the bare hills and streamless valleys stand as a guilty reminder of the rapacious vandalism that we were too ignorant or too indifferent to check. Let the teachers and school officers of the State still continue to regard it as a patriotic duty to make the most of this annual observance.

County and city superintendents, upon whom by law devolves the task of preparing suitable programmes for the day, should vie with one another to make them both interesting and instructive. I would again call attention to the programme of unusual excellence prepared by Superintendent John Terhune, of Bergen county, also to the tasteful programme prepared by Superintendent Elliot, of Passaic county. I would again suggest that, in the absence of a State programme, by an agreement among county and city superintendents, a programme for common use could be obtained at very little cost.

OBSERVANCE OF SPECIAL DAYS.

The happy results flowing from the celebration, a year ago, of the four hundredth anniversary of the discovery of America, together with the beneficent effects resulting from the annual celebration of Arbor Day, which have been already alluded to, lead to the conviction that other days may be utilized to inculcate lessons of patriotism, virtue, &c.

The general recognition of Decoration Day by suitable exercises in the schools would serve to keep alive in the minds and hearts of our children and youth the great sacrifice of their fathers to preserve the nation's life at the most critical time in our history.

The history of the United States, and incidentally that of the Civil War, is taught, to be sure, in the upper classes of most district, village and city schools. But here the instruction is abstract and formal very largely. Deeper and more lasting impressions would be made by a day set apart for special commemorative exercises. With this gain, also, that all the children of all classes and grades would participate and consequently profit thereby.

Since the 4th of July falls in vacation time, and hence cannot well be selected to commemorate the War for Independence, some local event of Revolutionary prominence, such, for instance, as the Battle of Trenton or the Surrender of Cornwallis, might be made the occasion for an annual celebration.

Who can measure the effect of such anniversaries to inspire in youth a love of country and a due regard for the duties and responsibilities of patriotic citizenship? By no other means, it is certain, will our diverse and unhomogeneous population, gathered from all quarters of the globe, so soon become one nation animated by one impulse, that of the common weal.

If legislation is needed to secure the setting apart of additional days for patriotic observance, I most earnestly recommend it.

THE STATE NORMAL SCHOOL.

During the past year the State Normal School has not only maintained its former high standard, but its enrollment has continued to increase, its course of study has been enlarged and more fully elaborated, a new gymnasium building has been erected, and in many other ways the working efficiency of this State institution for the training of teachers has made positive gains.

One of the most noteworthy events connected with the State Normal School was the discontinuance at the end of this year of the elementary or two years' course. Hereafter diplomas will be awarded only to those who complete a full course of three years. Advanced standing may be had by candidates whose qualifications at entrance warrant the same; but in no case will pupils be graduated except upon the satisfactory completion of work requiring three full years of advanced study. The effect of this action will be salutary and far-reaching.

By Rule 8 of the State Board of Education the State board of examiners are authorized to indorse the diploma of any normal school or training college of another State when, in the judgment of the examiners, the course of study of such normal school or training college is equivalent to that pursued for a normal school diploma in New Jersey. Hence graduates of a three years' course in normal schools of other States are now eligible to indorsement in our own State. Since most of the normal schools of adjoining states issue only ele-

mentary or two years' diplomas, it has been necessary for the State board of examiners to reject the majority of applicants.

It is obvious, therefore, that only the best and most thoroughly-educated graduates of other States will hereafter seek employment in the schools of New Jersey. In the early days of the State Normal School it was doubtless wise to require not more than two years of study for graduation and license to teach. With the increase in the number of high schools, which act as feeders to the State Normal School, with the increasing demand that is everywhere being made for better-trained and more highly-educated teachers, the action of the State Board in adding one year more (one-third increase) to the time necessary for professional preparation was most timely.

Of the 84 graduates for the current year, 63 of their own option preferred to take the longer or three years' course. This fact alone is sufficient evidence to attest not only the wisdom but the popularity of the change.

It is a matter of special State pride that the one Normal School of New Jersey sustains abroad a reputation quite as high as at home.

This was made evident by the many and complimentary testimonials paid to its work by various experts who visited and made a careful study of our State institution at the World's Fair at Chicago. The New Jersey Normal School exhibit was specially complimented by American and foreign cities for its comprehensiveness and general excellence.

In the table below is given the number of graduates of the State Normal School who taught in the schools of the State during the year 1892-93 :

TOTAL NUMBER OF NORMAL SCHOOL GRADUATES EMPLOYED.

Atlantic.....	11
Bergen.....	68
Burlington.....	29
Camden.....	13
Cape May.....	2
Cumberland.....	15
Essex.....	55
Gloucester.....	19
Hudson.....	10
Hunterdon.....	10
Mercer.....	58
Middlesex.....	9
Monmouth.....	30
Morris.....	21
Ocean.....	5
Passaic.....	25
Salem.....	9
Somerset.....	23
Sussex.....	7
Union.....	23
Warren.....	11
Total.....	453

It will be seen, by comparison with tables of previous years, that the ratio of State Normal School graduates engaged in teaching in the schools of the State is rising year by year.

But the value of the Normal School as an educational factor in the State is not to be based entirely upon the number of its graduates who are actually engaged in teaching. One thoroughly-trained teacher, skilled, progressive and ambitious, will inspire a whole corps of teachers with professional enthusiasm. To elevate the standard of the Normal School is to improve the quality of teaching in all the schools of the State.

Attention is called to the special report of the Normal School by the chairman of its committee, Dr. Nicholas Murray Butler, and to that of its principal, Dr. James M. Green, to be found elsewhere in this volume.

THE STATE AGRICULTURAL COLLEGE.

The report of the president of the State Agricultural College at New Brunswick will be found elsewhere in this volume. It shows that the condition of this institution was never more satisfactory than now, and that its future is most hopeful. Every year the number of candidates applying for admission is larger than that of the year before. This is sure evidence of the growing popularity of the State College. When the advantages offered by this State institution are more fully understood by the parents and school officers of the State the whole number of free scholarships provided by State law will be demanded.

The reflex influence of the examinations for admission, which are held in the month of June in all the counties of the State, is most salutary. They set a standard of attainments for a great many schools in the State—a standard which is much higher than would otherwise prevail.

It is unfortunate that the moneys due the college by the State should for any reason be withheld. The work of secondary, college and university education is as much the legitimate function of the State as the work of elementary education. An elementary education, it is true, will enable the voter to read his ballot and to select more intelligently who shall rule over him. But why stop here? Such an education will hardly fit one for the higher duties of government.

It is the pride of our democratic institutions that the governed of to-day are the rulers of to-morrow. The State should give to every one of its citizens the means of fitting himself, so far as education is concerned, for the highest duties of the State. This is not paternalism; it is patriotism. The schools are maintained primarily for the good of the State, not for the benefit of the individual. To deny to the State the right to maintain higher education at public cost, is to deny the right of the State to support any education at public cost,

unless it can be shown that the State receives no adequate benefit from such higher education.

Public policy requires that the State Agricultural College should not only be sustained in its present good work, but that its work should be extended by liberal appropriations. The State stands now as a debtor to the college in the sum of several thousands of dollars for money actually expended by the college to carry out the will of the State as expressed by legislative enactment. To withhold this money upon the ground that the act appropriating the same is unconstitutional, is a grave injustice not only to the State College, but to the youth of the State whose education is thereby embarrassed, if not absolutely denied.

EXAMINATIONS FOR STATE LICENSES.

Two examinations were held during the year for State licenses to teach, the first on the 7th day of December, 1892, and the second on the 7th day of June, 1893. As a result of the December examination, the following certificates were issued :

FIRST GRADE.

Holdridge, Newton C.	White, James E.
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THIRD GRADE.

Hewitt, Clarence L.	Sheppard, Warren W.
Snodgrass, M. Alice.	

As a result of the June examination, the following were issued :

FIRST GRADE.

Goodenough, Louisa A.	Heineken, W. L.
Smith, Vincent.	

SECOND GRADE.

Janvier, May M.

THIRD GRADE.

Dumont, Wayne.	Jewett, Rutger Bleeker.
Pilgrim, Y. C.	

There were also issued by the State Board of Examiners the following special certificates, in accordance with Rule 12 of the State Board of Education :

SPECIAL KINDERGARTEN—JUNE.

Daniels, Emma M.

Peck, Myra.

The following life certificates were granted to holders of second grade State certificates, who had complied with the provisions of Rule 25 of the State Board, which reads, viz. :

“Graduates of the State Normal School who have completed the two years' course shall be entitled to a third grade State certificate, and those who have completed the three years' course shall be entitled to a second grade State certificate; provided, that five years after graduation from the State Normal School, any holder of a second grade State certificate is entitled to have said certificate renewed for life, without examination, by the State Board of Examiners, on presentation of satisfactory evidence to that Board that the holder has been continuously and successfully engaged in the profession of teaching during the five years next preceding the date of the application.”

RECEIVING NORMAL LIFE CERTIFICATES.

Brace, Frances E.

Ellis, Anna E.

Hooper, Virginia E.

Lanterman, Phebe E.

Lewis, Sarah G.

Marrs, Margaret.

Van Kirk, Elizabeth S.

Provisional State certificates were issued to the following-named persons, in accordance with Rule 2 of the State Board, which reads, viz. :

“Any person desiring to obtain a position as teacher in any school in this State between the dates of the regular examinations, and who is not in possession of a regular certificate in full force and effect, may obtain from the State or county board of examiners a provisional certificate, good until the next regular examination; provided, that such provisional certificate shall not be renewed or extended.”

Snodgrass, W. A.

The following first grade certificates were granted to holders of the second grade :

Allan, Elizabeth F.
 Clark, Emma C.
 Hoenemann, Wilhelm B.
 Middleton, Isabel J.
 Millington, Ida S.
 Richards, E. S.

Sandy, William C.
 Schaffer, Hannah J.
 Snodgrass, W. A.
 Stryker, Lizzie.
 Wilson, Hannah E.

The following third grade renewals were granted :

Creed, R. Martin.	Runion, Alletta.
Creveling, Susie.	Skellinger, Lydia E.
Famariss, Minnie.	Smith, Frances C.
Ferguson, Jessie M.	Souder, Jennie.
Joralemon, Kate M.	Van Gilder, Sara S.
Lees, Minnie.	

In accordance with Rule 8 of the State Board of Education the following diplomas and permanent certificates issued in other States were indorsed and thereby made valid licenses to teach in New Jersey :

FIRST GRADE.

Preston, De Forest A.

SECOND GRADE.

Balcom, A. G.	Lewis, Mary L.
Burr, Lillian Lee.	Mackenzie, Arabel.
Clark, Agnes L.	Megaffee, Edith.
Clark, Georgiana C.	Mulford, Annie.
Corney, Evie.	Place, Frederick R.
Davis, Jennie M.	Prince, Anna W.
Dunlop, Jessie C.	Reed, Jennie De Etta.
Eddy, Pauline.	Saxe, Henry W.
Farrand, Anna A.	Scudder, Hessie L.
Garrett, Elayne B.	Sutherland, Henrietta.
Geppert, Agnes.	Twichell, William S.
Gray, Artemas B.	Wightman, Homer J.
Knapp, E. Fred.	Young, J. Henry.

THIRD GRADE.

Goold, Minnie L.	Whitney, A. J.
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The following persons received diplomas from the State Normal School during the year 1892-93, and thus became eligible to State certificates to teach, viz. :

SECOND GRADE CERTIFICATES—FEBRUARY.

NAME.		RESIDENCE.
Apgar, Mahala S.,	Dunellen,	Middlesex.
Conover, Lizzie R.,	Dayton,	Middlesex.
Corwin, George F.,	Succasunna,	Morris.
Foulks, Lucia Vail,	Stevens,	Burlington.
Manning, Ella O.,	Dudley,	Camden.
Neale, Hannah,	Trenton,	Mercer.
Rice, Brownie J.,	Passaic,	Passaic.
Seabrook, Eva T.,	Stockton,	Hunterdon.

JUNE.

Asay, Anna Borden,	Ocean Grove,	Monmouth.
Axtell, Sarah Barton,	Morristown,	Morris.
Batten, Viola E.,	Kirkwood,	Camden.
Bissell, Luther B.,	Stanhope,	Sussex.
Boyd, Cora Norton,	Washington,	Warren.
Butler, Annie,	Lambertville,	Hunterdon.
Chance, Nathaniel Lore,	Dividing Creek,	Cumberland.
Child, Clara Banks,	Red Bank,	Monmouth.
Compton, Elizabeth Layton,	Morristown,	Morris.
Conners, Mary,	Trenton,	Mercer.
Crane, Ida May,	Caldwell,	Essex.
Darnell, Alice,	Rancocas,	Burlington.
Darnell, Violetta May,	Medford,	Burlington.
Ellis, Mary,	Whippany,	Morris.
Farrell, M. Ada,	Rahway,	Union.
Fay, Rose Helen,	Long Branch,	Monmouth.
Freeland, M. Frances,	Milford,	Hunterdon.
Garrabrant, Lula Kingsland,	Brookdale,	Essex.
Goddard, Ada E.,	Trenton,	Mercer.
Green, Mary Scudder,	Trenton,	Mercer.
Gregory, Edith,	Yardville,	Mercer.
Heath, Helen T.,	Hackensack,	Bergen.
Henderson, Janet,	Orange,	Essex.
Hoffman, Edgar Hughes,	Cold Spring,	Cape May.
Howell, Maude,	Chester,	Morris.
Hunt, Ella Jean,	Asbury Park,	Monmouth.
Hughes, Saidee,	Pequannock,	Morris.
Jones, Grace E.,	Newark,	Essex.
Livermore, Adelaide Lunette,	Woodbury,	Gloucester.
MacRae, Georgie Utley,	Nyack,	New York.
Maxwell, Charles S.,	Frenchtown,	Hunterdon.
McCulley, Charlotte J.,	Berlin,	Camden.
Meyer, Beatrice L.,	Long Branch,	Monmouth.
Neer, Mary Louise,	Park Ridge,	Bergen.
Oliver, Edwin Wintermute,	Swartwood,	Sussex.
Rees, Ella May,	Trenton,	Mercer.
Reeves, Lillie Naomi,	Caldwell,	Essex.
Reineck, Lillian Fredrica,	New Brunswick,	Middlesex.
Rice, C. Mabel,	Trenton,	Mercer.
Rittenhouse, Alwilda,	Baptisttown,	Hunterdon.
Sexton, Eva,	Asbury Park,	Monmouth.
Silver, Eleanor Fithian,	Bridgeton,	Cumberland.
Simmons, Effie D.,	Marksboro,	Warren.
Struby, Elva May,	Beverly,	Burlington.
Temby, Lottie G.,	Sparta,	Sussex.
Thurlow, Kate R.,	Blackwood,	Camden.
Tingley, Jennie E.,	Rahway,	Camden.
Vincent, Grace,	Somerville,	Somerset.
Westervelt, Nellie,	Rahway,	Union.
Whittaker, Elizabeth,	Hamilton Square,	Mercer.
Willis, Grace Adele,	Newark,	Essex.
Wilson, Katharine P.,	Asbury Park,	Monmouth.
Wilson, John R.,	Paterson,	Passaic.
Woolston, Kate R. H.,	Stanhope,	Sussex.
Young, Edith Gilberta,	Morristown,	Morris.

THIRD GRADE CERTIFICATES—FEBRUARY.

Beers, Henry J.,	Broadway,	Warren.
Brown, Henriette R.,	Old Bridge,	Middlesex.
Bugbee, Alice H.,	Williamstown,	Gloucester.
Carson, Mary,	Bordentown,	Burlington.
Creveling, Susie L.,	Layton,	Sussex.
Crowell, Elenora F.,	Railway,	Union.
Cullen, Margaret,	Port Richmond,	New York.
Culver, Hattie,	Helmetta,	Middlesex.
Davis, Fannie H.,	Port Morris,	Morris.
Dobson, Maggie G.,	Old Bridge,	Middlesex.
Estelle, Sarah D.,	Lakewood,	Ocean.
Godfrey, M. Cornelia,	Stewartsville,	Warren.
Kerr, Sue H. C.,	Trenton,	Mercer.
Padgett, Julia H.,	Bridgeton,	Cumberland.
Runyon, Eva G.,	Washington,	Warren.
Sortor, Cornelia,	Trenton,	Mercer.
Van Dyke, Bella,	Stockton,	Hunterdon.
Van Gilder, Sara S.,	Petersburg,	Cape May.

JUNE.

Davison, Mary M.,	Belvidere,	Warren.
Hoch, Dora,	Lambertville,	Hunterdon.
Mathews, Tillie,	Trenton Junction,	Mercer.

COUNTY EXAMINATIONS FOR TEACHERS' LICENSES.

There were held during the year, as formerly, four examinations for county certificates.

Hereafter but three such examinations will be held annually, the August examination having been abolished, as recommended in my report of a year ago.

The rule of the board in respect to county examinations now reads, viz. :

“The county superintendent, together with those persons whom he may appoint as county examiners, shall hold three stated meetings during each year for the examination of teachers, in such places in the county as are most convenient of access to the teachers. The first examination shall be held on the first Friday and Saturday in October ; the second on the first Friday and Saturday in February, and the third on the first Friday and Saturday in May ; provided, that when any of these days falls upon a legal holiday, the examination shall be postponed one week. The October and February examinations shall be for second and third grade certificates, and the May examination for first, second and third grade certificates. At all examinations the day and order in which subjects required for a certificate of any grade may be taken shall be determined by the State superintendent.”

It will be observed that the rule above quoted fixes the examination for two successive days. The practice heretofore has been to hold the third grade examination on Friday, and the second and first on the following Saturday. I am fully satisfied that in most cases it is a great hardship to require candidates for the third grade certificate to complete the examination in a single day. Besides the great strain and consequent injury entailed by the effort to take and complete an examination in seven subjects in six to eight hours, there are other results no less objectionable:

1. The examinations being hastily taken, candidates are unable to show their attainments to the best advantage; hence examiners are often compelled to take a great deal on faith, or to reject really meritorious cases where lack of sufficient time has prevented the necessary elaboration of an answer.

2. Not to make the difficulty of completing seven subjects in one day still greater, the State superintendent has felt compelled to issue examination papers of a less comprehensive and searching character than is absolutely required to make a satisfactory test of the qualifications of a candidate.

There is a great amount of chance in an examination test under any circumstances, but when an examination, through lack of time, is cut down to a few specific questions, luck determines the result in any particular case quite as often as merit. Examinations, therefore, should not only be leisurely taken, but they should be sufficiently extensive to eliminate the element of luck so far as possible. Three questions out of four are not so favorable to a candidate as nine out of twelve or seventy-five out of a hundred.

There is a proper limit to the shortness of an examination, as there is to its length or comprehensiveness, to be a reasonable and reliable test of a candidate's proficiency.

By making the examinations easy enough and short enough, one day would suffice for the seven subjects required of third grade candidates.

It seems, however, far more desirable to maintain, if possible, the length and comprehensiveness heretofore aimed at by holding a two-days' session for third grade candidates. Since a third grade certificate continues in force only one year from time of issue and cannot be re-issued to the same person more than once, it would seem desirable, on the part of holders of such certificate, to begin immediately upon receiving it to prepare for an examination for a certificate of the second grade. Only four additional subjects, to wit, English composition, physiology, United States history and bookkeeping, are necessary to qualify for the second grade examinations. By taking one or two of these subjects at a time, a second grade certificate could be

easily obtained before the expiration of the third grade certificate, and that, too, without any great hardship.

One or two studies can be carried on simultaneously with teaching to the positive gain of the student. But when preparation is put off altogether until immediately prior to the date of an examination—not an unusual occurrence by any means—it is not to be wondered at if candidates fail to pass. As a rule they deserve to fail. To make examinations easier would be a mistake.

Still, however, so long as a large number of candidates for third grade and subsequent certificates are graduates of neither normal nor high schools, difficult examinations are impossible if the schools are to be supplied with a sufficient number of qualified teachers.

In passing from the second to the first grade, five additional subjects have to be taken up, namely, algebra, physics, history of education, Constitution of the United States, and the school law of New Jersey. This certificate is valid for three years from date of issue, affording ample time for the holder to prepare for the next higher or first grade certificate. This latter will remain in force for five years and may be renewed without examination.

The whole examination system of the State is based upon the idea that teachers are able to do some studying while teaching, that they will be benefited thereby; that the new subjects required for the successive grades of certificates can all be mastered during the life of the lower certificate; that the inducement should be sufficient to compel such mastery.

Attention is called to the data contained in the table accompanying this report concerning teachers' examinations.

By Rule 6 of the State Board of Education, it becomes the duty of the State superintendent to report the names of all persons to whom certificates have been granted during the year. At the close of this report will be found a complete list for the year 1892-93.

NUMBER OF TOWNSHIPS AND CITIES, NUMBER OF SCHOOL
DISTRICTS, LENGTH OF SCHOOL YEAR, DISTRICTS
RAISING SPECIAL TAX, ETC.

The following table compiled from the reports of the various county and city school officers gives important data concerning the number of townships and cities, number of school districts, length of school year, and number of districts raising a special tax for any purpose, for the year 1892-93:

COUNTIES.	Number of townships and cities.	Number of school districts.	Number of districts in which the schools have been kept open less than six months.	Number in which they have been kept open six months, but less than nine.	Number in which they have been kept open nine months or more.	Number of districts that raised tax to pay teachers' salaries.	Number of districts that raised district tax to build school-houses.	Number of districts that raised district tax for payment of debt and interest.	Number of districts that raised tax for text-books and apparatus.	Number of districts that raised no tax.
Atlantic.....	14	48	*4	2	42	8	17	5	8	33
Bergen.....	18	79	3	2	74	62	54	38	.....	6
Burlington.....	28	107	.....	38	69	10	26	12	5	78
Canden.....	11	48	*2	2	44	23	11	13	33	8
Cape May.....	11	32	.....	.....	32	13	15	8	.....	18
Cumberland.....	12	63	1	3	59	22	39	2	.....	21
Essex.....	14	32	.....	1	31	17	14	13	7	10
Gloucester.....	16	65	.....	.....	65	21	39	6	6	22
Hudson.....	11	15	.....	.....	15	12	11	6	14	.....
Hunterdon.....	18	107	.....	.....	107	7	13	3	.....	92
Mercer.....	9	55	*1	1	53	2	9	6	1	43
Middlesex.....	13	78	1	5	72	19	33	5	.....	43
Monmouth.....	16	116	.....	3	113	13	15	16	5	84
Morris.....	17	109	1	7	101	28	28	5	.....	43
Ocean.....	13	58	.....	10	48	13	6	8	11	36
Passaic.....	8	40	.....	3	37	16	17	12	.....	17
Salem.....	12	68	.....	1	67	2	6	1	.....	58
Somerset.....	9	71	.....	4	67	9	13	4	5	55
Sussex.....	16	99	1	7	91	11	15	3	.....	75
Union.....	12	24	.....	1	23	22	16	9	23	1
Warren.....	20	89	.....	.....	89	15	24	6	1	56
Total.....	298	1,403	14	90	1,299	345	421	181	119	799

* New districts.

From the above table it will be observed that the whole number of townships and cities in the State is 298, while the whole number of separate school districts is 1,403, or a little more than four times the number of townships and cities.

Elsewhere in this report, under the heading of "Township School System," will be found an argument for abolishing the school districts as now constituted and making the townships, boroughs and cities separate school districts instead. The importance of legislation to this end is so great that the attention of your honorable Board is called particularly thereto. The law of the State requires that all schools shall be kept open not less than nine months of each year. The sections of the school law referring to this subject are the following:

"No school district shall be entitled to receive any part of the school appropriation which shall not have maintained a public school for at least nine months during the then next preceding school year; provided, that any new district, or a district in which the school is discontinued on account of the repairing of an old or the erection of

a new school building, shall not be deprived of its full share of the public school funds on account of the restrictions of this section.

“He [the State Superintendent of Public Instruction] shall have power, and it shall be his duty to direct and cause the county superintendent of any county, or any board of trustees or other school officers, to withhold from any officer, or district, or teacher, that part of the State appropriation derived from the revenue of the State, until such officer, district or teacher shall have complied with the provisions of this act and its supplements relating to his, its or their duties, and with all the rules and regulations made in pursuance thereof by the State Board of Education; he shall forbid the payment of said part of the State appropriation to any district in which the school or schools have not been kept according to law, or in which a public school has not been kept for at least nine months during the year next preceding the demand for payment.”

It will be seen from the above table that 14 districts of the State kept their schools open for less than six months during the past year, while 90 more kept their schools open more than six but less than nine months, as required by law. Under the provisions of the last section quoted, it was possible for the State superintendent to allow the payment of public money, while complying strictly with the letter of the law, to several of these delinquent districts because of the erection of new school buildings or repairs to old ones.

Not more than ten or twelve districts could fairly claim exemption from the enforcement of the law for this cause. A few new districts were created during the year so late that it was impossible for them to keep school open the full nine months. Still other districts failed to keep school the full nine months on account of epidemic of some sort.

But in a large number of cases, however, the failure of a district to maintain a school for the full legal term was due to its meager appropriation, which was insufficient to employ a teacher for that length of time.

The law appropriates to each school district of the State not less than \$275 per annum. It is the entire appropriation by the State to districts having a school census (5 to 18 years) less than 45. It is not enough to secure, in most cases, a competent teacher. First, \$20 must be deducted for incidentals, then enough to pay for fuel. There is left for the teacher not far from \$240, or about \$27 per month, or \$1.33 per day.

If, in order to secure a competent teacher, larger wages are paid, the school year must be cut down to a greater or less extent or a special tax must be raised. Many districts are so poor that they have continually resorted to the practice of cutting down the length of the school year.

The State Department has rarely, if ever, in such cases inflicted the penalty of withholding the State appropriation, since it would inflict too great a hardship upon the children of the district, who would be denied altogether, in some cases, the privilege of attending school.

The best and cheapest method of securing to all the children in the State equal school privileges, including the same length of school term, will be the abolition of the district school system and the substitution therefor of the so-called township system, which has the larger area, to wit, the township, for its unit. I beg to call your attention once again to what is stated elsewhere in this report concerning the advantages of the township school system.

It will be seen that only 345 of the 1,397 school districts in the State, less than one-quarter, raised any special tax for teachers' wages.

Deduct from the 345 the number of cities and villages in most of which special taxes were raised, and the number of rural districts raising special taxes for teachers' salaries is very small. This fact should be considered in connection with the statement above that the State appropriation for the smallest class of school districts is \$275 only.

It can hardly be expected, therefore, that in the competition among districts to secure the best teachers, that the rural school will fare as well as the village and city schools where, by reason of raising a special tax, higher wages are paid.

One of the most valuable features of the township school system is that it will secure for all parts of the township equally good teachers, by enabling the same wages to be paid for the same kind of work, whether in the village or in the outlying parts of the township. Teachers' wages will be gradually increased. The village standard will ultimately prevail. A higher standard of teaching ability will be demanded; a grateful community will be willing to pay a larger compensation therefor.

The whole number of districts that raised a tax to build school-houses is shown by the table above to be 421. This is a falling off from a year ago, when the whole number reported was 484. It should be said, however, that the number is still phenomenally large, being about one-third of the entire number of school districts in the State.

Such a large amount of construction of new school buildings points conclusively to a widespread interest in education that is unprecedented in the State of New Jersey.

In the foregoing table it will be observed that 119 school districts of the State raised a special tax for text-books and apparatus. This is somewhat less than one-tenth of the whole number of districts. The number comprises, however, most of the large cities of the State.

The disposition to provide free text-books and supplies for all children in the schools is gaining rapidly. I should not be surprised if

in a year or two at the most legislation could easily be had to make it compulsory for all school districts of the State to furnish free text-books. The wisdom and economy of this plan I have already discussed. See report of 1891-92.

Of the 1,397 school districts in the State, 799, or nearly two-thirds, raised no tax at all during the year 1892-93.

In the case of many of these districts new buildings had already been erected or improvements made, so that the appropriation from the State tax was sufficient to run the schools for the year without need of special tax.

But in not a few districts the failure to raise a special tax can only be interpreted as showing poverty or indifference on the part of the district.

There is no better sign of the healthful condition of a community than the raising annually of a good-sized special tax for schools.

Last year the number of districts that raised no special tax was 875. There is a gain, therefore, for the present year of 76.

SCHOOL BUILDINGS.

The whole number of school buildings in the State at the date of this report is 1,725, an increase over last year of 37. Of this number 1,674 are owned by the districts and 51 are rented; 428 are constructed of brick, 1,239 of wood and 68 of stone.

The whole number of separate class-rooms is 5,007, an increase over the preceding year of 334. There were erected during the year 36 new school buildings.

The number of school buildings enlarged, remodeled or refurnished during the year is 97, a gain of 11 over the year preceding.

The total valuation at date of all the school buildings of the State, including lots, is reported at \$10,374,218, an increase of \$369,982 over the reported valuation of last year.

Below will be found a table giving the number of school buildings, material of which constructed, number of class-rooms, &c., for each of the twenty-one counties of the State:

COUNTIES.	Number of school-houses.	Number owned.	Number rented.	MATERIAL.			Number of class-rooms.	Number of children the school-houses will seat comfortably.	Number of school-houses erected during the year.	Number enlarged, refurnished or remodelled.
				Brick.	Wood.	Stone.				
Atlantic.....	55	53	2	4	51	.....	125	6,152	2	2
Bergen.....	81	81	.....	20	53	3	196	9,070	8	3
Burlington.....	121	110	11	33	88	.....	216	10,488	.....	.....
Camden.....	87	84	3	25	54	5	298	13,970	.....	5
Cape May.....	32	32	.....	.....	32	.....	52	2,331	1	.....
Cumberland.....	103	103	.....	35	68	.....	273	9,849	4	.....
Essex.....	96	87	9	66	29	1	742	39,400	3	1
Gloucester.....	71	71	.....	6	63	2	135	6,366	.....	2
Hudson.....	58	52	4	49	7	.....	732	34,656	3	.....
Hunterdon.....	109	109	.....	5	84	20	150	7,273	1	15
Mercer.....	81	76	5	30	43	3	227	10,538	2	6
Middlesex.....	86	84	2	20	66	.....	192	9,819	1	12
Monmouth.....	130	128	2	19	111	.....	292	17,713	2	1
Morris.....	113	112	1	16	87	10	198	9,563	2	9
Ocean.....	58	55	3	2	56	.....	86	4,226	.....	1
Passaic.....	64	61	3	25	39	.....	341	15,133	2	5
Salem.....	76	76	.....	14	62	.....	127	5,561	.....	3
Somerset.....	72	72	.....	9	61	2	113	5,099	1	5
Sussex.....	100	99	1	11	83	6	118	5,440	2	9
Union.....	40	38	2	17	22	1	226	9,539	.....	4
Warren.....	94	91	3	19	60	15	163	8,757	1	5
Total.....	1,725	1,674	51	423	1,239	63	5,007	240,948	36	97

VALUATION OF SCHOOL BUILDINGS.

As shown by the above table, the whole number of school buildings owned by the several districts of the State is 1,674, having a total valuation of \$10,374,218.

In the table below is shown the number of buildings of each class valued at \$100 and less up to \$40,000 and above.

It will be seen that the average value is highest in Hudson county, to wit, \$33,694, and next highest in Essex, \$30,347. Hunterdon shows the lowest average value, \$1,430, and Sussex the next lowest, \$1,450. The average for the State at large is \$7,145.

The tendency is to build larger and more expensive school buildings both in cities and rural districts.

In growing communities it is by no means an economy to erect new buildings scarcely large enough to provide for existing wants. A wise provision will lead school boards to consider the needs of the future.

The experience of many years has shown that, except in strictly rural communities, population is constantly increasing. Hence the economy in the long run of having buildings too large rather than not large enough.

I have said nothing of the dangers of overcrowding, considered from a sanitary standpoint, nor of the great loss in the working effi-

ciency of a school by reason of lack of suitable room and conveniences. If nothing but economies were considered, the erection of large, well-arranged school buildings would be universal.

COUNTIES.	Number of buildings valued at \$100 or less.	Number valued between \$100 and \$500	Number valued between \$500 and \$1,000.	Number valued between \$1,000 and \$5,000.	Number valued between \$5,000 and \$10,000.	Number valued between \$10,000 and \$20,000.	Number valued between \$20,000 and \$40,000.	Number valued above \$40,000.	Average value.
Atlantic.....	2	5	22	17	2	1	4		\$2,844
Bergen.....			17	33	20	2	3		5,320
Burlington.....		20	28	47	11	3	1		2,363
Camden.....		2	18	35	7	7	11	4	7,942
Cape May.....		3	4	46	3				2,460
Cumberland.....	1	5	29	14	6			1	3,766
Essex.....			5	14	11	12	2		30,347
Gloucester.....		9	23	35		3	24	26	2,217
Hudson.....			7		5	5			33,594
Hunterdon.....			27	1	1		16	19	1,430
Mercer.....		24	56	29	14	4			6,919
Middlesex.....	1	8	29	14	4	12	3		4,715
Monmouth.....		1	28	39	7	4	4	1	4,118
Morris.....		1	38	71	6	7	4	1	3,292
Ocean.....		19	39	42	3	7	1	1	1,988
Passaic.....	1	16	17	18	1	1	1		11,855
Salem.....		7	8	22	3	7	13	1	2,356
Somerset.....		3	28	39	4	1	1		1,960
Sussex.....		14	39	15	2	1	1		1,450
Union.....	6	31	39	19	2	6	12	2	15,894
Warren.....			4	12	2	1	4		3,103
Warren.....		6	35	40	5	1			
Total.....	11	174	506	614	103	99	111	56	\$7,145

COST OF MAINTAINING THE SCHOOLS.

In the table below will be found the per capita cost of maintaining schools in the cities and villages of the State, based, first, on the total school census; next, on the enrolled attendance, and lastly, on the average attendance:

CITIES AND VILLAGES.	Per capita expense on	Per capita expense on	Per capita expense on
	total school census.	enrolled attendance.	average attendance.
Asbury Park.....	\$11 59	\$13 11	\$20 84
Atlantic City.....	16 27	20 03	30 22
Bayonne.....	10 61	15 43	26 34
Belvidere.....	16 28	21 60	30 82
Bloomfield.....	12 55	35 84	51 69
Bordentown.....	6 55	18 53	32 05
Bridgeton.....	6 41	8 75	14 05
Burlington.....	6 10	10 44	19 64
Camden.....	11 35	16 15	29 32
Cranford.....	16 25	21 79	30 79
Dover.....	12 21	14 82	22 32
East Orange.....	19 47	26 06	40 84
Egg Harbor City.....	10 43	12 53	19 43
Elizabeth.....	8 52	16 38	23 27
Englewood.....	15 69	31 75	42 63
Flemington.....	11 05	15 59	23 63
Freehold.....	7 71	11 01	17 90
Gloucester City.....	4 56	10 25	19 65
Hackensack (District 32).....	22 71	23 48	32 99
Hackettstown.....	12 41	15 57	23 29
Hammonton.....	9 43	13 66	23 24
Harrison.....	7 70	23 39	44 82
Hoboken.....	7 78	15 94	25 59
Jersey City.....	3 03	7 72	11 54
Kearny.....	19 48	23 58	42 19
Keyport.....	7 84	26 12	41 98
Lambertville.....	8 53	16 28	24 46
Long Branch.....	18 46	21 19	30 70
Madison.....	18 13	25 92	39 67
Millville.....	7 82	11 62	17 27
Montclair.....	31 17	35 65	50 78
Morristown.....	9 22	18 68	25 93
Mount Holly.....	9 75	15 21	26 66
Newark.....	8 71	16 76	24 96
New Brunswick.....	7 26	13 94	20 82
Newton.....	10 43	15 36	22 06
North Plainfield.....	12 39	16 84	23 99
Orange.....	8 23	21 82	31 44
Passaic.....	11 38	17 71	27 80
Paterson.....	8 25	13 96	20 76
Perth Amboy.....	7 55	12 27	18 23
Phillipsburg.....	10 30	16 20	21 10
Plainfield.....	17 63	25 87	36 41
Princeton.....	6 05	14 15	24 62
Rahway.....	10 86	16 60	25 87
Ridgewood.....	15 12	21 80	31 07
Red Bank.....	10 96	15 07	24 91
Rutherford.....	23 39	39 73	55 66
Salem.....	10 72	13 74	19 23
Somerville.....	9 32	12 03	18 79
Summit.....	10 90	32 45	50 92
Toms River.....	8 32	10 44	15 63
Trenton.....	9 53	21 55	31 17
Union Hill.....	9 51	13 96	19 63
Vineland.....	14 96	18 13	27 34
Washington.....	9 58	11 50	17 65
Westfield.....	24 74	30 53	47 43
West Hoboken.....	7 07	9 66	15 39
Woodbury.....	15 14	16 99	28 90

Figured on the basis of total school census (5 to 18 years) the highest *per capita* cost for the support of schools is paid by Montclair, to wit, \$31.17. Next after Montclair comes Rutherford, with a *per capita* of \$28.39. Other towns and cities show a *per capita* cost above \$20 for all children of school age residing in the district are Hackensack (District No. 32), \$22.71, and Westfield, \$24.74.

Lowest in the State stands Jersey City, with a *per capita* cost of only \$3.03.

The explanation of this remarkably low cost per child in Jersey City is due to the large number of children as shown by the census (65,000) and the relatively small school enrollment (about 25,000).

Clearly, if Jersey City were required to educate in the public schools all the children of school age resident in the city the cost *per capita* would be nearly three times as great.

Other cities and towns showing a *per capita* cost below \$8 per child are Bordentown, Bridgeton, Burlington, Freehold, Gloucester City, Harrison, Hoboken, Keyport, Millville, New Brunswick, Perth Amboy, Princeton and West Hoboken.

Above \$8 per child and below \$9 are Elizabeth, Lambertville, Newark, Orange, Paterson and Toms River.

Above \$9 per child and less than \$10 are Hammonton, Morristown, Mount Holly, Somerville, Trenton, Union Hill and Washington.

It is because of data such as the foregoing, which shows that certain cities and towns are not providing, at public expense, education for the full quota of their children of school age, that the department has recommended a change in the method of distributing school moneys.

A fair distribution of State school moneys would require that a part, if not all, should be apportioned on the basis of the number of pupils actually enrolled or taught in the schools, and not as now, wholly on the basis of the number of children of school age, whether enrolled and taught or otherwise.

The *per capita* cost of instruction, figured on the actual enrollment of pupils in the schools, shows Rutherford (\$39.73) to be in the lead, with Bloomfield (\$35.84) and Montclair (\$35.65) good seconds.

Other towns and cities expending over \$30 per child enrolled are: Englewood, \$31.75; Summit, \$32.45, and Westfield, \$30.58. Above \$25 per child enrolled and below \$30 are: East Orange, Harrison, Keyport, Madison and Plainfield. Above \$20 and less than \$25 per child enrolled are: Atlantic City, Belvidere, Cranford, Hackensack (District No. 32), Kearny, Long Branch, Orange, Ridgewood and Trenton.

On the basis of enrollment as on the basis of school census, Jersey City still shows the lowest *per capita* expense, to wit, \$7.72. Next to Jersey City comes Bridgeton, \$8.75. These two cities, with West Hoboken, are the only places falling below a *per capita* cost of \$10 per child.

The explanation of the remarkably low cost in Jersey City, based on enrollment as above, as compared with other cities, is to be found in the low average attendance (compared with the whole number enrolled) and the larger size of classes, whereby the cost of tuition is relatively less.

In the outside column is shown the *per capita* cost based on average attendance. On this reckoning, Rutherford heads the list with the large *per capita* cost of \$55.66. Next comes Bloomfield, \$51.69; Summit, \$50.92, and Montclair, \$50.78.

These are the only cities and villages reporting the cost per child above \$50.

Above \$40 and below \$50 are the following: East Orange, \$40.84; Englewood, \$42.63; Harrison, \$44.82; Kearny, \$42.19; Keyport, \$41.98, and Westfield, \$47.43.

Above \$30 and below \$40, based on average attendance, are: Atlantic City, Belvidere, Bordentown, Cranford, Hackensack (District No. 32), Long Branch, Madison, Orange, Plainfield, Ridgewood and Trenton.

Above \$20 and below \$30 *per capita* are: Asbury Park, Bayonne, Camden, Dover, Elizabeth, Flemington, Hackettstown, Hammonton, Hoboken, Lambertville, Morristown, Mount Holly, Newark, New Brunswick, Newton, North Plainfield, Passaic, Paterson, Phillipsburg, Princeton, Rahway, Red Bank, Vineland and Woodbury.

Above \$10 and below \$20 are the following: Bridgeton, Burlington, Egg Harbor City, Freehold, Gloucester City, Jersey City, Millville, Perth Amboy, Salem, Somerville, Toms River, Union Hill, Washington and West Hoboken.

It will be seen that Jersey City is still at the bottom of the list, showing a cost *per capita*, based upon average attendance, of only \$11.54. Next in order comes Bridgeton, \$14.05; West Hoboken, \$15.39; Toms River, \$15.63; Millville, \$17.27; Washington, \$17.65; Freehold, \$17.80; Perth Amboy, \$18.23; Somerville, \$18.79; Salem, \$19.23; Egg Harbor City, \$19.43; Union Hill, \$19.63; Burlington, \$19.64, and Gloucester City, \$19.65.

Owing to the larger number of places included in this year's report, it will be impossible to draw any deduction from the increase or decrease of the general average.

Important deductions can be made, however, by comparing the report of last year with this year's report as regards particular cities or towns shown in both. The important general inference to be drawn from the data above is that a wide disparity exists among the several municipalities of the State in respect to the liberal treatment of their schools.

The figures given in the table are based upon current expenditures for the maintenance of schools and not upon permanent expenditures, such as cost of land and school buildings, repairs, &c.

Following is a table giving similar data as to the *per capita* cost of maintaining schools for the counties of the State, including cities and villages :

COUNTIES.	Per capita expense on total school census.	Per capita expense on enrolled attendance.	Per capita expense on average attendance.
Atlantic.....	\$10 26	\$13 24	\$22 54
Bergen.....	10 44	15 19	25 18
Burlington.....	6 70	9 82	19 71
Camden.....	8 00	11 94	22 58
Cape May.....	7 58	10 13	17 60
Cumberland.....	7 19	9 03	15 51
Essex.....	8 86	17 50	26 08
Gloucester.....	8 28	10 27	19 64
Hudson.....	8 01	18 05	25 97
Hunterdon.....	8 09	10 31	19 04
Mercer.....	8 75	15 42	24 87
Middlesex.....	6 62	11 28	18 38
Monmouth.....	9 09	11 77	20 71
Morris.....	7 68	10 40	19 96
Ocean.....	6 98	8 41	15 59
Passaic.....	7 80	13 05	20 34
Salem.....	7 70	9 15	17 31
Somerset.....	7 63	10 70	19 76
Sussex.....	8 56	10 19	19 03
Union.....	9 60	16 33	24 06
Warren.....	7 84	10 11	16 44
Average.....	\$7 56	\$12 91	\$21 18

From the foregoing it appears that the average cost per child for the State at large, based upon the whole number of children in the State of school age, to wit, 5 to 18 years inclusive, was only \$7.56. Compared with last year this appears to be a loss of \$0.13 per child.

The fluctuations of the school census are so wide from year to year that not much dependence can be placed upon gain or loss in the average cost reckoned upon this basis.

A more satisfactory basis for computation is that of enrolled attendance. The average cost on this basis for the year of this report is \$12.91 per child. This is a gain over the year preceding of \$0.10.

In the outside column is shown the *per capita* cost based upon actual attendance. Here the State average is \$21.18 per child as against \$20.69 a year ago, a slight gain of \$0.49 per child.

On this last basis of average attendance Essex county takes the lead, showing the average cost per child of maintaining schools to be \$26.08. Hudson comes next with an average cost of \$25.97. Next follow Bergen county, \$25.18; Mercer, \$24.87; Union, \$24.06; Camden, \$22.58; Atlantic, \$22.54. Below the average for the State are: Monmouth county, \$20.71; Passaic, \$20.34; Cumberland, \$15.51; Ocean, \$15.59; Warren, \$16.44; Salem, \$17.31; Cape

May, \$17.60; Middlesex, \$18.38; Sussex, \$19.03; Hunterdon, \$19.04; Gloucester, \$19.64; Burlington, \$19.71; Somerset, \$19.76; Morris, \$19.96.

The principal factor in cost of maintenance of schools is that of teachers' salaries. The counties of Essex and Hudson, containing the largest cities, pay the highest average salaries. The group of counties, 14 in all, paying less *per capita* than the State average are all counties, with two exceptions, Passaic and Middlesex, that contain no large cities. Passaic county contains the city of Paterson, and Middlesex county the city of New Brunswick.

The small salaries paid to the teachers of each of these cities does not raise greatly the county average.

FREE TEXT-BOOKS.

A plea was made last year for the enactment of a law to provide for the purchase, by school districts, of text-books and supplies to be furnished to all the school children of the State without cost.

It is hardly necessary to repeat the argument. The advantages are so many and obvious that I doubt not the Legislature of the State will take the matter in hand at an early date. Not until the State shall provide, besides buildings and equipment and instruction, the one thing more, to wit, the means of instruction, can it be said that the schools are altogether free to all.

Inability to purchase books and the necessary school supplies is a cause of non-attendance of pupils, especially in cities, that can hardly be overestimated. The experience of all districts furnishing free supplies has proved this beyond a question of doubt.

I shall look with great hope to the coming Legislature to act upon this important subject.

In the table below it will be seen that 206 districts in all furnish free text-books, or only about one-seventh of all the districts of the State. It should be said, however, that many of these districts are the large cities and villages, so that the actual number of children benefited is considerably larger than might otherwise appear :

COUNTIES.	Number of districts that furnish the text-books.	Number of districts that do not furnish the text-books.
Atlantic	20	23
Bergen.....	27	52
Burlington.....	8	99
Camden.....	14	34
Cape May.....	18	14
Cumberland.....	5	53
Essex.....	16	16
Gloucester.....	24	41
Hudson.....	15	.....
Hunterdon.....	2	105
Mercer.....	6	49
Middlesex.....	6	72
Monmouth.....	5	111
Morris.....	7	102
Ocean.....	3	55
Passaic.....	2	38
Salem.....	2	66
Somerset.....	2	69
Sussex.....	.....	99
Union.....	22	2
Warren.....	2	87
Total.....	206	1,197

GRADES OF TEACHERS' CERTIFICATES.

Below is shown the number of certificates of each grade held by teachers in the schools of the several cities and villages of the State for the year of this report :

CITIES AND VILLAGES.	STATE CERTIFICATES.			COUNTY CERTIFICATES.			City certificates.	Special certificates.	Normal graduates.	College graduates.
	First grade.	Second grade.	Third grade.	First grade.	Second grade.	Third grade.				
Asbury Park.....	2	8	4	7	5	2			15	1
Atlantic City.....	2	6	3	18	10	1	8		19	1
Bayonne.....	4	2	1				23		11	
Belvidere.....		1	1	4	2					
Bloomfield.....		2	1	12	7	7		2	9	3
Bordentown.....	1	5		3	4				5	
Bridgeton.....	5	2	1				30		7	
Burlington.....	2	1		5	8	2				
Camden.....	15		2				189	1	6	1
Cranford.....			1	4	1	1			2	1
Dover.....	2		5	3	3	4	1		10	
East Orange.....	8	9	4	4	5	9		11		
Egg Harbor City.....			1	1			5		5	1
Elizabeth.....	6	1					43	3	6	2
Englewood.....	1	2	2	3	3	1			6	
Flemington.....	1	3	1	1	1				5	
Freehold.....	1	1	3	2	1	2			7	
Gloucester City.....				1			10			
Hackensack District 32.....	1	2	2		2	1		2	5	
Hackettstown.....	1		2	4	3	1			2	
Hammonton.....		1		2	4	4				
Harrison.....	1	1	1	2	5	1				
Hoboken.....	9			5	1	1	115		3	3
Jersey City.....	25	6			1	1	388	24	8	14
Kearny.....	3		2	4	11	8				
Keypoint.....				10	2					
Lambertville.....		2	5	6	1				3	
Long Branch.....	1	8	15	7	3	2		4	23	
Madison.....	1		2	1		1		2	6	
Millville.....	2		1	1	1	36			1	2
Montclair.....	2	3	3	4	10			3	5	1
Morristown.....	1						22		6	
Mount Holly.....	1	4		4	4	3		1	2	
Newark.....	27	7	2	2		2	427	5	22	25
New Brunswick.....							49	1	3	1
Newton.....	1			2	2	1	3		3	1
North Plainfield.....	1	1	4	7	1	1			4	
Orange.....	2	1	6		1	1	40	4	8	
Passaic.....	3	8	13				17	4	25	1
Paterson.....	6			2			229	1	19	
Perth Amboy.....	5		3	1	5		6		1	1
Phillipsburg.....	1	2	1	24	8	1			1	3
Plainfield.....		2					48		27	4
Princeton.....	3	1	3			2			5	1
Rahway.....	4	2	2	7	8	1	1		6	2
Red Bank.....			3	4	6	2			3	
Ridgewood.....	1	2	2						2	
Rutherford.....	2	5	3		3				8	1
Salem.....	3	1		4	6	10		1	3	
Somerville.....	2	2	1	3	4	1			5	
Summit.....	1		2	1	1	1		1		
Toms River.....				3	2					1
Trenton.....	14	13	19	2	3	2	99	1	38	
Union Hill.....	4		1	13	15					
Vineland.....	1		1	4	14	3			1	
Washington.....			3	2	8				3	
Westfield.....	4	2	2			2			5	1
West Hoboken.....	1			13	17	3				
Woodbury.....	1	4	2	3	6	5		1	6	
Total.....	185	121	132	215	213	92	1789	72	380	72

It will be seen from the above that out of 2,819 certificates held by teachers in the cities and villages of the State, 185, or 6.56 per cent., were first grade State certificates; 121, or 4.29 per cent., second grade State certificates; 132, or 4.68 per cent., third grade State certificates; in all, 438, or 15.54 per cent., were certificates issued by the State Board of Examiners. So, also, it will be seen that of the whole number of certificates, 520, or 18.44 per cent., were county certificates, viz., 215, or 7.63 per cent., being the first grade county; 213, or 7.53 per cent., of the second grade county; 92, or 3.26 per cent. of the third grade county.

The number of city certificates—that is, certificates issued by city boards of examiners—was 1,789, or 63 per cent. of the whole number. The number of special certificates—that is, certificates for special subjects—such as Kindergarten, French, German, &c., was 72, or about 3 per cent. of the whole number.

It should be observed that the following places, namely, Belvidere, Bloomfield, Cranford, Egg Harbor City, Gloucester City, Hammon-ton, Keyport, Lambertville, New Brunswick, Plainfield, Red Bank, Toms River and Washington, report no teachers holding first grade State certificates.

Newark reports the largest number, to wit, 27, and Jersey City the next largest number, 25. Camden reports 15, Trenton 14, Hoboken 9, East Orange 8 and Paterson 6. Although the cities of the State, having separate boards of examiners, are not required to demand any higher certificates than those issued by themselves, still the rule is well established in Newark, Jersey City and many other cities of the State that no teachers will be employed as principals of grammar schools who do not possess State certificates of the highest grade. This rule is a most excellent one, and should be adopted by all the cities and larger villages of the State. It insures a better class of candidates when vacancies occur; it gives a kind of prestige to the principal teacher of the school, which operates to exalt his position and to encourage those holding inferior certificates to labor for certificates of a higher grade.

For the past few years State certificates of the first grade have not been issued except upon the most rigid examination into the literary qualifications of candidates, and in no case except upon evidence of the most satisfactory nature as regards the ability of the candidate to govern and to direct the work of a large graded school.

The general adoption of a rule requiring that all high and that all grammar school principals should hold a first grade State certificate, whether college graduates or not, is most earnestly recommended.

The diploma of the State Normal School is the equivalent of a second grade State certificate. Graduates of the normal schools of other States, licensed to teach in New Jersey, by indorsement of their foreign diplomas, receive second grade State certificates. The whole number of normal school graduates teaching in the cities and villages

of the State during the past year was 380, or 17.9 per cent. of the whole number of teachers employed.

It should be remarked, however, that several of the largest cities of the State, notably Newark, Jersey City, Paterson, Trenton, &c., maintain city training schools, which give with greater or less success the professional training of the State Normal School. It may safely be affirmed that 50 per cent., probably 75 per cent., of the 1,789 teachers reported as holding city certificates have had a fairly good professional training. Compared with the number of teachers outside of cities who have had a similar training, the above figures bespeak a marked superiority for the city schools.

The fact that State and county certificates are graded, to wit, first, second and third, whereas city certificates are all of the same grade, calls for some comment. The chief value of a system of graded licenses lies in the fact that teachers are compelled to continue their literary and professional studies after receiving their first certificate to teach. By this means drones and incompetents may be easily discovered and got rid of. When the first and only license, as in most of the cities, is a life certificate, the stimulus to professional improvement is wanting.

I would not recommend the too frequent examination of teachers, which may inflict an unnecessary hardship without sufficient compensation; but, just as three grades of certificates work admirably in State and county, so in cities the issuing of several grades of certificates will serve to stimulate continued study and will furnish an easy and practicable means to rid a system of drones, derelicts and incompetents.

The whole number of college graduates reported is 72.

Of this number, Newark furnishes 25; Jersey City, 14; Plainfield, 4; Bloomfield, Hoboken and Phillipsburg, 3 each; Elizabeth, Millville and Rahway, 2 each; Asbury Park, Atlantic City, Camden, Cranford, Egg Harbor City, Montclair, New Brunswick, Newton, Passaic, Perth Amboy, Princeton, Rutherford, Toms River and Westfield, 1 each. Of the whole number of cities and villages reported above, 35, or about one-half, do not employ college graduates.

The reason for this extraordinary fact is that few of these places maintain schools of a sufficiently high grade to require the services of a college-educated man or woman.

To be sure a college education is not absolutely essential to the possession of the highest teaching attainments. Many of the non-graduate principals are among the best educated and most talented teachers in the State. It is true, however, that as a general rule the college-educated teacher is the better fitted for instruction of a high school grade.

With the increase in number of high schools in our State, the demand for college graduates will be greater. Encouragement may be had by comparing the number of college graduates now employed

and the number employed five or ten years ago. The improvement, though not rapid, is in the right direction.

Below is a similar table for the counties of the State, showing the number of teachers holding certificates of different grades :

COUNTIES.	STATE CERTIFICATES.			COUNTY CERTIFICATES.			City certificates.	Special certificates.	Normal graduates.	College graduates.
	First grade.	Second grade.	Third grade.	First grade.	Second grade.	Third grade.				
Atlantic.....	3	9	7	35	29	18	13	5	59	2
Bergen.....	16	22	44	27	45	13		9	73	5
Burlington.....	7	21	17	41	66	46		2	29	
Camden.....	26	4	11	17	37	12	199	5	14	1
Cape May.....	4	3	1	14	15	12			2	
Cumberland.....	10	2	11	28	49	25	66		18	3
Essex.....	46	27	20	36	51	49	490	11	60	46
Gloucester.....	5	14	12	11	38	38		3	19	1
Hudson.....	70	11	4	47	63	19	326	24	22	17
Hunterdon.....	9	7	4	34	66	30			10	
Mercer.....	18	20	35	6	17	22	99	1	64	1
Middlesex.....	9	8	11	20	34	49	55	1	14	3
Monmouth.....	6	22	32	59	84	49		5	35	5
Morris.....	9	12	22	27	38	44	22	6	30	
Ocean.....		1	3	11	39	31			5	
Passaic.....	11	8	13	12	16	18	246	6	45	3
Salem.....	4	6	2	22	43	35	1		12	
Somerset.....	5	8	16	24	33	23			25	
Sussex.....	4	2	5	19	36	55		1	11	1
Union.....	19	12	14	25	19	13	92	7	36	10
Warren.....	8	7	26	54	71	34			11	8
Total.....	292	226	310	569	889	645	1,789	86	594	97

By an inspection of the foregoing table it will be seen that of the 4,806 teachers reported. 292, or 6.07 per cent., hold first grade State certificates ; 226, or 4.70 per cent., hold second grade State certificates, and 310, or 6.45 per cent., hold third grade State certificates.

The whole number of teachers holding State certificates is 828, which is 17.23 per cent. of the whole number of teachers in the State.

Owing to the new rules of the State Board of Examiners permitting teachers to divide their examinations at will, taking one or more subjects at a time, it is confidently believed that the number of applicants for State certificates will largely increase.

It should be the ambition of every good teacher to secure the very highest certificate issued. It involves some labor, to be sure, to teach school while preparing for an examination, but the satisfaction of holding by examination the very highest grade of certificate issued, to say nothing of the increased efficiency derived therefrom, is a sufficient reward.

Examinations for State certificates are by no means easy ; if such were the case the credit of holding a State certificate would be less. They are constantly increasing in difficulty as the general attainments of candidates become higher.

Essex county has the largest number of teachers holding State certificates, 93, and Hudson stands next, to wit, 85.

Ocean county has no teacher holding a first grade State certificate, and but four teachers holding a State certificate of any kind. Cape May county has only 8 teachers having a State license, Sussex county but 11, and Salem but 12.

Of the whole number of teachers in the State, 569, or 11.83 per cent., hold first grade county certificates; 889, or 18.49 per cent., second grade, and 645, or 13.42 per cent., third grade certificates.

The whole number of teachers teaching under a county license is 2,103, or 43.77 per cent. of the whole number of teachers in the State.

It will be observed by comparison with previous reports of the department that the number of teachers holding the higher grade county certificates is constantly increasing. The rules of the board are such as to encourage teachers holding lower certificates to work for higher. The general effect upon the teacher has been inspiring—upon the schools, salutary.

The whole number of city certificates in force the past year was 1,789, or 37.22 per cent. of the whole number of certificates of all classes.

The number of special certificates in force was 86. These are mostly issued by city boards of examiners, for special subjects, as German, gymnastics, drawing, &c.

The whole number of normal school graduates teaching in the State the past year was 594, or 12.36 per cent. of the whole number of teachers employed.

Compared with reports of previous years it will be seen that the number of professionally-trained teachers is constantly growing.

Bergen county shows the largest number of normal graduates, to wit, 73; Mercer county the next largest, 64; Essex county comes next in order with 60, and Atlantic county the next largest number, namely, 59. Cape May county shows but 2 normal graduates; Ocean county, 5; Hunterdon county, 10; Sussex and Warren, 11 each; Salem county, 12; Camden and Middlesex, 14 each.

The fact that certain counties, each having about the same number of teachers, show such wide disparity in the number of normal school graduates employed is to be accounted for on three hypotheses, to wit:

1. Low wages, not sufficient to attract normal school graduates.
2. Low sentiment, favoring employment of home talent, whether suitably educated to teach or not.
3. A county superintendent who thinks so lightly of a professional education for his teachers as not to make any effort to create a demand.

Doubtless the great disparity alluded to above may be easily shouldered upon one of the foregoing causes.

In the matter of employing college graduates, Essex county easily takes the lead ; in fact Essex county furnishes nearly one-half of the whole number. Hudson county comes next, but with a much smaller number, to wit, only 17. Burlington, Cape May, Hunterdon, Morris, Ocean, Salem and Somerset counties show the remarkable record of seven counties in whose teaching force there is not one college graduate. This is a record that can hardly be paralleled in any of the Eastern States.

It arises from the fact that these counties contain few schools of a high grade where a college graduate is absolutely required. It is also due to the fact that salaries are low.

It is to be hoped that the time will come when no community of any considerable size will be satisfied to have for the principal of its school a teacher with a less amount of education and culture than that which the college is presumed to give.

SALARIES OF TEACHERS.

The general tendency throughout the country is towards an increase in the salaries of teachers. In our own State there is a growing appreciation of the value and importance of good schools and a desire to have the best. But a good school is impossible without a good teacher. In the more general competition to secure trained and experienced teachers salaries must necessarily advance. This is a hopeful sign.

The table below exhibits the increase and decrease in the average monthly salary paid to men and women in the cities and villages of the State for the year of this report :

CITIES AND VILLAGES.

	Increase in the average monthly salary paid to men.	Decrease in the average monthly salary paid to men.	Increase in the average monthly salary paid to women.	Decrease in the average monthly salary paid to women.
Asbury Park.....	\$2 50		\$5 65	
Atlantic City.....	5 68		12 15	
Bayonne.....	50		1 08	
Belvidere.....	35 00		4 57	
Bloomfield.....	16 50		64	
Bordentown.....		\$12 05		\$1 56
Bridgeton.....			38	
Burlington.....			85	
Camden.....		4 91	2 82	
Cranford.....				83
Dover.....	12 50		3 66	
East Orange.....	13 50		5 20	
Egg Harbor City.....		18 18	7 51	
Elizabeth.....		5 00		48
Englewood.....		27 62		1 16
Flemington.....	20 00		2 82	
Freehold.....				2 45
Gloucester City.....				
Hackensack (District 32).....	4 27		25	
Hackettstown.....	2 50		11	
Hammononton.....		24 60	3 50	
Harrison.....	25 56		12 33	
Hoboken.....	10 13		11 51	
Jersey City.....	29 71		10 10	
Kearny.....		46 66	2 00	
Keyport.....	2 63			59
Lambertville.....	2 00		1 11	
Long Branch.....	29 88			1 30
Madison.....	38 00		7 16	
Millville.....	19			73
Montclair.....		58 50	2 15	
Morristown.....				1 18
Mount Holly.....	9 75		01	
Newark.....	20 00			
New Brunswick.....	30 00		6 80	
Newton.....				2 50
North Plainfield.....	4 95			
Orange.....	16 60		1 80	
Passaic.....		2 00	2 97	
Paterson.....	1 50			90
Perth Amboy.....		10 00	6 00	
Phillipsburg.....		9 58		2 21
Plainfield.....	57 50			3 27
Princeton.....	22 50		4 30	
Rahway.....		9 00	50	
Red Bank.....		10 00		4 68
Ridgewood.....	23 71		2 94	
Rutherford.....			46	
Salem.....			24	
Somerville.....	55 00			2 08
Summit.....	10 00		2 40	
Toms River.....	2 50		2 50	
Trenton.....	6 94		1 89	
Union Hill.....	25 55		9 48	
Vineland.....	33 34		5 71	
Washington.....	63		2 12	
Westfield.....		35 00	4 76	
West Hoboken.....		9 00		3 62
Woodbury.....		20 25	39	

Of the 59 cities and towns in the above list, 34 report an increase of salaries to men, and 16 report a decrease and 9 report no change.

In salaries paid to women, 41 report an increase, 16 a decrease and 2 only report no change.

The largest increase reported is that of Plainfield, \$57.50 per month, and the next highest, \$55 per month, that of Somerville.

The largest decrease in salaries paid to men is that of Montclair, \$58.50 per month, and the next largest, \$35 per month, that of Westfield.

The largest increase in salaries paid to women, \$12.33 per month, is reported from Harrison and the next largest, \$11.51 per month, from the city of Hoboken.

The largest decrease in salaries paid to women, \$4.86 per month, is that of Red Bank, and the next largest, \$3.63 per month, that of West Hoboken.

Paterson reports an increase of \$1.50 per month paid to men, and a decrease of \$0.90 per month paid to women. Trenton reports an increase of \$6.94 per month to men, and an increase of \$1.80 per month to women. The city of Newark reports an increase of \$20 per month paid to men. Jersey City reports an increase of \$29.71 per month paid to men, and an increase of \$10.10 paid to women.

The value, for comparative purposes, of the foregoing table would be greatly enhanced provided figures were at hand to show the average salaries paid in the cities and towns above given, also the number of male and female teachers employed in each. Where only one male teacher is employed, an increase or decrease of salary would not have the significance of a similar increase or decrease, say, in Newark, Jersey City or Paterson, where a large number are employed.

It is especially gratifying to note that by far the largest number of cities and towns report increases of salary. Not until those having charge of schools as superintendents, principals or teachers receive a much larger average salary than is now paid can it be said that the teaching profession of the State is adequately recognized and remunerated.

The work of instruction properly performed is skilled labor of the highest kind.

Its importance justifies any reasonable expenditure to secure the best.

The following table furnishes similar data for counties including cities and villages :

COUNTIES.	Increase in the average salary paid to men.	Decrease in the average salary paid to men.	Increase in the average salary paid to women.	Decrease in the average salary paid to women.
Atlantic.....	\$6 72		\$3 68	
Bergen.....		\$0 21	91	
Burlington.....		1 18		\$1 19
Camden.....		1 10	2 25	
Cape May.....		3 44		1 58
Cumberland.....		1 24	16	
Essex.....	15 52		87	
Gloucester.....		6 06	1 68	
Hudson.....		26 30	10 56	
Hunterdon.....	4 46			60
Mercer.....	15 19		2 32	
Middlesex.....		2 75	13 65	
Monmouth.....		20	12 42	
Morris.....	8 11		1 71	
Ocean.....	29		59	
Passaic.....		3 66		2 03
Salem.....	3 37		06	
Somerset.....	5 29		55	
Sussex.....		21		34
Union.....	12 36		1 10	
Warren.....	1 03		1 67	

From the foregoing table it will be seen that ten of the twenty-one counties of the State report an increase in the average monthly salary paid to men ranging from \$15.52 in Essex county, to \$0.29 in Ocean county. Mercer county reports the large increase in salaries paid to men, \$15.19; Union county, of \$12.36. The whole number of counties reporting increased salaries paid to women is sixteen, ranging from \$10.56 per month in Hudson county to \$0.06 cents in Salem county. The largest loss in monthly salary paid to men is \$26.30, in Hudson county.

For this phenomenal loss there seems to be no sufficient reason. I am prone to believe that it is an error on the part of the school officers.

As was stated in my comments upon similar data from the cities and towns, it is particularly gratifying to know that the general tendency throughout the State is towards an increase in the pay to teachers.

Good service commands a good remuneration. The State of New Jersey cannot expect to hold her own in the competition that is going on for the best system of public schools, unless she secures and keeps the services of her best teachers. But to keep the best teachers demands the payment of liberal salaries. Hence the fact that the average salary paid to teachers in the several counties of the State is rising year by year, is good cause for congratulation.

TOTAL EXPERIENCE OF TEACHERS.

In the table below will be found a statement of the number of years' experience of the teachers engaged during the past year in the schools of the cities and villages of the State.

CITIES AND VILLAGES.	Number who have been teaching one year or less.	Number between one and five years.	Number between five and ten years.	Number between ten and fifteen years.	Number between fifteen and twenty years.	Number between twenty and twenty-five years.	Number over twenty-five years.	AVERAGE TIME.		Longest time by any one teacher, in years.
								Years.	Months.	
Asbury Park.....		15	5	5	3			7	3	19
Atlantic City.....	7	16	15	6	3	1		6	5	21
Bayonne.....	6	11	8	12	1		12	4	9	27
Belvidere.....	1	1	3	1	1			10	4	17
Bloomfield.....	6	6	8	3	12	3	12	8	4	35
Bordentown.....		4	4	4	1		12	12	6	31
Bridgeton.....	1	13	8	3	12			11	8	32
Burlington.....		3	5	5		4		13	5	30
Camden.....	25	66	40	24	27	16	12	10	1	43
Cranford.....	1	3	1	2				6		15
Dover.....	1	6	6	4		1		8		22
East Orange.....	36	3	6	12		1	12	3		28
Egg Harbor City.....	1	16	12		1			5		15
Elizabeth.....	5	3	8	8	4	6	6	11	3	38
Englewood.....	1	3	6	1		1		7	6	21
Flemington.....		3	12		1			8		15
Freehold.....	1	5		1		12		8	1	22
Gloucester City.....	1	5			3	1	1	10	8	40
Hackensack.....		4	2	2		1	1	10	8	31
Hackettstown.....	1	12	4	1	3			9	5	20
Hammonton.....	1	1	1			1		7		30
Harrison.....	1	1	5	3			1	10	2	31
Hoboken.....	3	32	32	29	12	18	5	11	1	36
Jersey City.....	43	116	106	65	50	36	29	10	5	45
Kearny.....		5	16	7				3	8	10
Keyport.....		5	5	5	2			8		18
Lambertville.....	1	1	5	3	3	1	1	14		28
Long Branch.....	8	10	11	6	3	1	1	7	1	28
Madison.....		4			1			7	2	19
Millville.....	3	9	15	6	5	2	1	6	2	26
Montclair.....	4	6	4	4		1	1	7	8	32
Morristown.....	1	4	9	6	4			12	2	31
Mount Holly.....		4	7	2	2			11		23
Newark.....	21	108	125	80	58	41	38	11	5	47
New Brunswick.....	1	7	20	4	5	6	7	13	4	35
Newton.....	1	2	2	1	2			12	1	24
North Plainfield.....	2	4	2	3	3		1	9	9	28
Orange.....	2	21	14	6	8		2	8		36
Passaic.....	12	14	10	4	4	1		5	8	25
Paterson.....	31	83	48	35	19	14	8	8	4	36
Perth Amboy.....	3	8	4	3	4		1	10		28
Phillipsburg.....	3	6	16	8	2			8	6	24
Plainfield.....	3	20	11	7	5	2		2	2	32
Princeton.....	1	1		1	3		12	14	3	27
Rahway.....	1	7	4	5	3	2		11	3	32
Red Bank.....	5	1	5	12	1	1		7	9	31
Ridgewood.....		1	1	1	1			9	4	17
Rutherford.....	1	4	5	4				6	7	15
Salem.....		8	5	6		4	1	10	4	18
Somerville.....		4			2		1	10	3	40
Summit.....	1		12	12	12			10	7	17
Toms River.....		3	13					5	9	9
Trenton.....	12	36	39	27	16	12	9	11	5	37
Union Hill.....	1	6	16	3	2	12	3	10	3	29
Vineland.....	4	14	3	2				4	9	15
Washington.....	1	7	3		2			6	7	20
Westfield.....	3	3	4			1	1	8	1	26
West Hoboken.....	2	14	7	4	4	12	1	8	8	30
Woodbury.....	3	8	12	5	2	1	1	9		25
Total.....	267	787	707	420	287	195	156	8	4	

The above facts are important, since they show to what extent the schools of the State are being taught by teachers of much or little experience.

Of the 2,819 teachers reported, 267, or 9.05 per cent., have had an experience of one year or less; 787, or 27.58 per cent., have had an experience of more than one year but less than five years; 707, or 25.09 per cent., have had an experience of more than five years but less than ten years; 420, or 14.91 per cent., between ten and fifteen years; 287, or 10.19 per cent., between fifteen and twenty years; 195, or 6.92 per cent., between twenty and twenty-five years; 156, or 5.54 per cent., over twenty-five years. The highest average experience is shown by Princeton, namely, fourteen years and three months. Next comes Lambertville, with an average experience of fourteen years; Burlington, with an average experience of thirteen years and five months, and the city of New Brunswick, with an average experience of thirteen years and four months. Kearny and East Orange show the lowest average experience, to wit, three years and eight months and three years and nine months respectively. Bayonne and Vineland come next, with an average of four years and nine months.

Of the larger cities of the State, Newark has an average of eleven years and five months; Jersey City, ten years and five months; Paterson, eight year and four months; Trenton, eleven years and five months; Camden, ten years and one month.

The average experience of all the cities and towns reported is eight years and four months.

Newark reports the longest teaching experience, to wit, forty-seven years.

Below will be found similar data to the foregoing for the counties of the State, including the cities:

COUNTIES.	Number who have been teaching one year or less.	Number between one and five years.	Number between five and ten years.	Number between ten and fifteen years.	Number between fifteen and twenty years.	Number between twenty and twenty-five years.	Number over twenty-five years.	AVERAGE TIME.		Longest time by any one teacher, in years.
								Years.	Months.	
Atlantic.....	20	48	26	17	6	1	1	6	3	30
Bergen.....	30	57	42	22	10	11	4	8	6	45
Burlington.....	21	69	55	22	11	10	12	7	6	43
Camden.....	51	114	58	37	22	17	12	8	3	43
Cape May.....	6	20	10	5	4	3	1	7	8	28
Cumberland.....	30	78	41	17	9	12	4	7	4	32
Essex.....	89	184	186	102	72	51	46	9	1	47
Gloucester.....	19	44	28	17	12	1	3	7	5	40
Hudson.....	62	207	190	115	71	59	40	8	5	45
Hunterdon.....	12	55	29	28	12	5	9	9	6	33
Mercer.....	26	73	48	35	21	14	11	5	3	13
Middlesex.....	26	60	47	21	13	8	12	6	1	35
Monmouth.....	39	84	62	37	19	9	7	8	2	40
Morris.....	23	63	52	24	9	4	5	6	7	55
Ocean.....	12	42	18	4	7	2	.....	5	7	25
Passaic.....	65	104	65	45	24	16	11	4	6	36
Salem.....	15	46	29	11	6	3	3	7	1	31
Somerset.....	21	32	25	16	9	2	4	7	7	40
Sussex.....	33	44	19	10	7	4	5	7	5	39
Union.....	20	66	47	28	17	11	12	8	4	38
Warren.....	28	65	60	25	16	5	1	7	8	35
Total.....	648	1,555	1,137	638	377	248	203	7	3	47

An inspection of the table above will show that of the 4,806 teachers in the State, 648, or 13.48 per cent., had taught less than one year; 1,555, or 32.35 per cent., between one and five years; 1,137, or 23.66 per cent., between five and ten years; 638, or 13.21 per cent., between ten and fifteen years; 377, or 7.84 per cent., between fifteen and twenty years; 248, or 5.16 per cent., between twenty and twenty-five years; 203, or 4.22 per cent., more than twenty-five years.

Essex county shows the highest average experience, to wit, nine years and one month. Next comes Hunterdon county, with an average experience of nine years.

The county showing the lowest average experience is Passaic county, namely, four years and six months; the next lowest, Mercer county, five years and three months.

The average experience for the State at large is seven years and three months. Above this average are the counties of Bergen, Burlington, Camden, Cape May, Cumberland, Essex, Gloucester, Hudson, Hunterdon, Monmouth, Somerset, Sussex, Union and Warren.

Below the average are Atlantic, Mercer, Middlesex, Morris, Ocean and Passaic.

The cities, as a rule, will show a higher average experience than the rural districts for several reasons, viz.:

1. A longer tenure of office, practically for life, in the larger cities.
2. Higher relative salaries are paid, often increasing according to years of service.
3. Positions to teach in city schools are generally considered more desirable.

The longest experience of any one teacher is reported from Essex county, to wit, forty-seven years.

TERMS OF SERVICE OF TEACHERS.

The following table furnishes information of an interesting and valuable nature concerning the term of service of teachers in the schools of the cities and villages where last employed :

CITIES AND VILLAGES.	Number who have been in the same school one year or less.	Number between one and five years.	Number between five and ten years.	Number between ten and fifteen years.	Number between fifteen and twenty years.	Number between twenty and twenty-five years.	Number over twenty-five years.	AVERAGE TIME.		Longest time by any one teacher, in years.
								Years.	Months.	
Asbury Park.....	3	18	4	12	1			4	5	19
Atlantic City.....	18	17	10	12	1			3	6	16
Bayonne.....	8	13	7	1			1	4	9	27
Belvidere.....	1	2	3	1				7	1	15
Bloomfield.....	7	11	9	12	1	1	1	6	1	33
Bordentown.....	1	3	4	3	1		1	9	8	30
Bridgeton.....	1	21	6	1	6	3		8	1	24
Burlington.....		6	5	12	2			11	1	25
Camden.....	70	106	11	9	9	5		3	9	21
Cranford.....	12	12	2	1				5	12	15
Dover.....	12	13	2	1				3	12	13
East Orange.....	36	8	3		1	1	1	3		28
Egg Harbor City.....	4	3						1	7	4
Elizabeth.....	8	20	11	4	4	2	4	3	6	27
Englewood.....	5	6	1					12	8	8
Flemington.....		6	1					3	5	6
Freehold.....	1	6	1	1		1		6		22
Gloucester City.....	2	1	1		2		1	10	7	38
Hackensack.....	4	4		2	1			7	5	22
Hackettstown.....	2	4	4	1				5	6	15
Hammonton.....	4	6		1				3	3	13
Harrison.....	1	1	5	3	1			9	2	20
Hoboken.....	8	37	28	25	14	17	2	10	5	35
Jersey City.....	58	160	105	69	27	16	10	7	4	36
Kearny.....	5	16	7					4	2	10
Keypoint.....	5	2	3	1	1			5	1	18
Lambertville.....		1	6	4	2		1	11	8	28
Long Branch.....	11	15	7	3	4			5	5	20
Madison.....	4	3						1	8	4
Milville.....	8	15	12	4	1	1		6		25
Montclair.....	4	13	6		1		1	5	8	32
Morristown.....	4	8	3	6	1	1		7	7	24
Mount Holly.....	4	4	7	1	2	1		7	7	21
Newark.....	60	114	128	69	29	30	12	8	1	42
New Brunswick.....	1	13	15	4	4	7	6	12	5	35
Newton.....	5	3		1				4	3	16
North Plainfield.....	2	6	2	3	2			6	6	20
Orange.....	15	30	9	5	2		2	5	4	33
Passaic.....	17	12	9	4	4			5	8	25
Paterson.....	59	101	39	22	11	3	3	5	5	31
Perth Amboy.....	1	14	3	2				4	6	14
Phillipsburg.....	6	5	14	5	2	3		8	3	33
Plainfield.....	12	25	9	1	2	2	1	5		27
Princeton.....	1	1	1	1	3	1	1	14	3	30
Rahway.....	4	11	5	2	1	1		6	9	28
Red Bank.....	5	6	1	1	2			5	5	18
Ridgewood.....	2	2		1				6	4	14
Rutherford.....	5	5	3	1				4	2	12
Salem.....	6	6	6	4	2			6	4	15
Somerville.....	2	6	4		1			5	1	17
Summit.....	2	3	2					4	1	9
Toms River.....		5						5	8	5
Trenton.....	22	74	23	17	14	2	1	8	4	32
Union Hill.....	1	15	12	2		1		7	1	27
Vineland.....	6	16	1				2	3		7
Washington.....	4	7	1		1			4	9	18
Westfield.....	6	4	1			1		3	7	24
West Hoboken.....	3	15	6	4	3	3		8	1	24
Woodbury.....	5	10	2	4			1	5	8	29
Total.....	529	1,090	571	304	164	108	53	6	0	

It will be seen by the foregoing table that 529 teachers, or 18.77 per cent., have taught in the school where last employed a period of one year or less; 1,090 teachers, or 37.60 per cent., a period of more than one year but less than five years; 571 teachers, or 20.25 per cent., a period of more than five but less than ten years; 304, or 10.78 per cent., a period of more than ten years but less than fifteen years; 164, or 5.81 per cent., a period of more than fifteen but less than twenty years; 108, or 3.83 per cent., a period of more than twenty years but less than twenty-five years; 53, or 1.88 per cent., more than twenty-five years.

The highest average term of service is reported by Princeton, namely, fourteen years and three months. The next highest average is that of New Brunswick, which is twelve years and five months. Newark reports an average term of service of eight years and one month; Jersey City, seven years and four months; Paterson, five years; Trenton, eight years and four months; Camden, three years and nine months.

Egg Harbor City stands at the foot of the list, reporting an average term of service of one year and seven months only; Madison stands next, with one year and eight months.

The average term of service for all the cities and towns reported is six years. Above the average will be found Belvidere, Bordentown, Bridgeton, Burlington, Gloucester City, Hackensack (District No. 32), Harrison, Hoboken, Jersey City, Lambertville, Mount Holly, Newark, New Brunswick, Newton, North Plainfield, Phillipsburg, Princeton, Rahway, Rutherford, Trenton, Union Hill and West Hoboken.

The conditions that chiefly determine the length of time a teacher remains in the same school are the salary paid and the satisfaction given.

Changes because of ability to secure a higher salary are quite common. Owing to this cause teachers are continually changing from place to place.

Those cities that pay a sufficient salary to retain the services of their best teachers are to be congratulated. As a general rule the tenure of office in the larger cities is more secure, and hence teachers remain longer. The loss of time and efficiency due to the shifting about of the teaching force of a State is one of the deplorable facts for which there seems to be no immediate remedy.

Below will be found similar data concerning the term of service of all the teachers of the State, including those teaching in rural schools as well as cities and villages:

COUNTIES.	Number who have been in the same school one year or less.	Number between one and five years.	Number between five and ten years.	Number between ten and fifteen years.	Number between fifteen and twenty years.	Number between twenty and twenty-five years.	Number over twenty-five years.	AVERAGE TIME.		Longest time by any one teacher, in years.
								Years.	Months.	
Atlantic.....	63	40	12	3	1	.....	.....	2	8	16
Bergen.....	72	74	15	9	.....	.....	.....	4	6	26
Burlington.....	66	80	29	11	.....	.....	.....	4	7	30
Camden.....	112	149	22	12	.....	.....	.....	9	2	38
Cape May.....	17	27	2	.....	1	.....	.....	3	3	19
Cumberland.....	59	94	21	6	.....	.....	.....	5	4	25
Essex.....	144	255	168	80	34	32	.....	5	1	43
Gloucester.....	51	49	15	5	1	1	.....	3	.....	29
Hudson.....	89	278	172	106	46	35	.....	15	7	42
Hunterdon.....	69	71	5	4	.....	.....	.....	1	3	28
Mercer.....	47	108	31	20	17	3	.....	2	3	13
Middlesex.....	71	60	29	10	4	7	.....	6	9	35
Monmouth.....	80	123	27	16	9	.....	.....	4	1	22
Morris.....	93	62	13	9	2	1	.....	4	4	24
Ocean.....	27	51	7	.....	.....	.....	.....	2	4	5
Passaic.....	103	126	50	27	16	5	.....	3	4	31
Salem.....	55	39	12	5	2	.....	.....	3	1	18
Somerset.....	52	40	10	2	3	2	.....	3	.....	20
Sussex.....	74	36	7	3	.....	.....	.....	2	4	17
Union.....	51	83	39	9	7	6	.....	4	6	28
Warren.....	58	79	38	14	8	3	.....	6	1	23
Total.....	1,353	2,024	724	353	182	114	56	4	6	43

From the foregoing table it will be seen that 1,353 of the 4,806 teachers of the State had taught less than one year in the schools where last employed. This is nearly 28.15 per cent. of the whole number. Add now 2,024 teachers who had taught more than one but less than five years in their last school, and we have a total of 3,377 teachers, more than 70.26 per cent., comparatively new in their field of labor. If space permitted, it would be most interesting to trace out all the causes for this itinerancy among teachers. So important, however, is a longer tenure to an efficient administration of the schools, that I shall take the earliest opportunity to report fully thereon.

The average term of service for the entire State was four years and six months. This average is exceeded by Middlesex county, with an average of nine years and two months; also by Burlington, Cumberland, Essex, Hudson and Warren counties.

Ocean and Sussex counties show the lowest average term, to wit, two years and four months. The shortness of term in the case of the last-mentioned counties is due to the small salaries paid. Teachers, after a short experience, remove to other more remunerative fields of labor.

The remarkably low record of Atlantic county, two years and eight months, also deserves notice. This county contains Atlantic City,

which employs nearly one-half of all the teachers in the county. Here good salaries are paid. By referring to the preceding table for cities it will be seen that the average term of service in Atlantic City is only three years and five months.

The short term of service for both city and county is, therefore, inexplicable upon ordinary grounds.

Essex county still reports one teacher who has taught in the same school for forty-three years; Hudson one who has served in the same school for forty-two years. The State Department will watch with a great deal of solicitude the re-appearance of both these names upon the school roll from year to year. May their terms of effective service be lengthened out to the full half century.

COUNTY AND CITY SUPERINTENDENTS' REPORTS.

The school law requires that all county and city superintendents shall report annually to the State Superintendent of Public Instruction concerning the condition, needs, &c., of the schools within their several jurisdictions.

These reports for the year 1892-93 will be found in the accompanying Appendix. Their careful perusal is recommended. Some of them are particularly replete with excellent and timely suggestions.

In the larger cities of the State it is the custom for the city superintendent to make and publish an annual report. This document is quite generally circulated throughout the city publishing it and is exchanged for similar reports from other cities. Since, however, municipal economy will not warrant too extended a circulation of these city reports, the great majority of the school districts of the State are wholly in the dark as to the operation of the schools of the cities.

The value of such reports to the State at large is great. Possessing advantages superior to those possessed by the rural districts in respect to the employment of skilled teachers and their professional supervision, pursuing also more elaborate courses of study and employing the most approved methods of instruction, if the results obtained in the cities were published and widely distributed throughout the State, the cities would exert upon the rural communities a great and potent influence for good.

I should like to call particular attention to several reports in the present volume which are unusually prolific in valuable suggestions. The reader who is desirous of familiarizing himself with the best educational thought and practice of the State should make a careful perusal of these reports of city and county superintendents.

PRINCIPALS' REPORTS.

It is well known that many of the best schools of the State are to be found outside of the great cities, in the townships and larger villages, where the most liberal provisions are made for their support and the highest talent and skill are employed in instruction and supervision. Heretofore there has been no means whereby one outside of their immediate locality could become acquainted with the splendid work of these schools.

I have made, therefore, a special request of county superintendents to secure reports from the principals of a few of the best schools in their respective counties for publication herewith.

The principals' reports constitute a most interesting and valuable part of this volume. They are given in full in the Appendix. Some of these reports are remarkable for their breadth and for the insight into school organization, management and instruction which they exhibit. It is now for the first time possible for teachers to learn of the remarkable progress that is being made in certain sections of the State. It is hoped that a knowledge of what is being done in these most progressive communities will arouse in the delinquent and dilatory districts a spirit of enterprise and emulation.

The State of New Jersey has never directly fostered the establishment of high schools. Unlike Massachusetts, New York, and in fact most of the Northern States, New Jersey has never had any legislation looking directly towards the encouragement of higher education.

Considering the wealth and intelligence of the people of our State this is all the more remarkable.

Despite, however, this lack of State aid and encouragement, there have grown up in many of our larger communities schools of a high grade that would be a credit to any State possessing them.

True, they are relatively few in number, as compared with schools of a similar grade in Massachusetts and New York, but they are constantly increasing both in number and excellence. It is this class of schools particularly that county superintendents have asked to make special reports. It is hoped that a study of these reports and a careful comparison of their aims, methods and results will be productive of much good. The drifting of population from the rural districts to the villages and cities will tend to increase the size and importance of these large graded schools. The development of secondary or high school courses in these schools along right lines is to be confidently expected.

Whenever our antiquated district school system shall be abolished, and the pupils of an entire township admitted to the advantages of these central graded schools, education in New Jersey will receive a forward impetus quite unprecedented in the history of the State. To

bring about this beneficent change from a district to a township system, should engage not only the earnest attention, but enlist the ardent support of every principal, teacher and school officer in the State.

The village schools, with their graded courses of study, their higher-priced teachers, their supervision by skilled principals, their libraries, apparatus, &c., are so much superior to the average district school that it seems difficult to believe a system perpetuating the exclusion of the children of a township from the privileges of such schools has been permitted to exist so long unchallenged. To throw open the doors of the village graded school to all the children of a township is the first and most important step towards the improvement of the schools of New Jersey.

The shibboleth of every educational worker in our State should be henceforth "equal school privileges for all," until such time as the school district barriers now existing are swept away, and every child given an equal chance for an education.

VISITATION OF SCHOOLS BY COUNTY SUPERINTENDENTS.

Rule 26 of the State Board of Education reads, viz.: "It shall be the duty of each county superintendent to visit the schools in his county as often as may be necessary; provided, that he shall visit every school under his jurisdiction at least once each year; and provided further, that the total number of visits made during the year shall equal at least twice the number of schools under his jurisdiction; the additional visits to be made to such districts as, in his judgment, most need his encouragement and advice."

Under this rule the number of visits reported by the county superintendents for the year of this report is as follows:

Atlantic, 163; Bergen, 154; Burlington, 131; Camden, 120; Cape May, 67; Cumberland, 80; Essex, 74; Gloucester, 149; Hudson, 53; Hunterdon, 221; Mercer, 85; Middlesex, 154; Monmouth, 243; Morris, 320; Ocean, 100; Passaic, 76; Salem, 143; Somerset, 149; Sussex, 231; Union, 80; Warren, 191.

The number of these visits will depend very largely upon the devotion and energy of each superintendent.

From the figures above given it will be seen that several superintendents have exceeded the legal requirement.

In a large county, where the schools are many miles apart, it is a difficult matter to cover the whole ground more than twice a year.

The small sum allowed by the State for expenses, namely, \$300, is insufficient in many cases to meet the cost of visiting the schools.

It seems to me that a larger sum might well be allowed, provided the expenses are absolutely necessary to the proper supervision of the schools of the county. No money expended for education earns so

large a dividend as that paid for supervision, provided, of course, the supervision be of the right kind. Good schools are impossible under our present system, which gives employment to a large proportion of untrained teachers, unless the work of such teachers is supervised closely by competent experts.

PRIVATE AND SECTARIAN SCHOOLS.

The number of schools of this class reported by the several school officers of the State is 327. The largest number is reported from Essex county, to wit, 96; the next largest from Hudson, 30. No accurate data have been received by the department to show the average attendance upon these schools.

There is no doubt, however, that the enrollment of pupils in private and sectarian schools runs up to many thousands. It is to be regretted that official information upon this point is so difficult to obtain. Many valuable facts having an important bearing upon the administration and efficiency of the public schools might be derived from a better knowledge of the number, growth and efficiency of the private schools of the State.

COUNTIES.	Number of unsectarian private schools having twenty-five pupils or more.	Number of sectarian private schools having twenty-five pupils or more.
Atlantic	2	2
Bergen	7	7
Burlington	17	10
Camden	5	11
Cape May.....	1	2
Cumberland	9	7
Essex.....	46	50
Gloucester.....	4	2
Hudson.....	11	19
Hunterdon.....	2	.....
Mercer.....	13	.....
Middlesex.....	12	10
Monmouth.....	3	9
Morris.....	11	6
Ocean.....	.....	3
Passaic.....	8	13
Salem.....	.....	2
Somerset.....	1	1
Sussex.....	3	1
Union.....	.....	.....
Warren.....	3	2
Total.....	158	169

EVENING SCHOOLS.

During the past year evening schools were maintained in the following places: Camden, Elizabeth, Gloucester City, Harrison, Hoboken, Jersey City, Kearny, Millville, Montclair, Newark, New Brunswick, Passaic, Salem, Trenton, Union Hill and Woodbury—sixteen in all—an increase over last year of three. Paterson disappears from the list, and Harrison, Kearny, Montclair and Union Hill are added.

There was an increase of 100 in the total number of evenings the schools were kept open, and a decrease of 3,199 in the whole number of pupils enrolled. The large decrease is due to the abandonment of evening schools in Paterson, and a large reduction in the enrollment in Jersey City and Newark.

The average attendance was 4,845, a decrease of 3,692. The number of teachers employed was 233, a decrease of 77, and their average salary per week was \$6.82, a decrease of \$1.20. The total amount expended for evening schools was \$44,933.49, a decrease of \$4,097.27.

The following table gives the detailed statistics concerning the evening schools:

CITIES AND VILLAGES	Number of evenings the schools have been kept open.	Number enrolled.	Average evening attendance.	Number of teachers.	Average salary per week to teachers.	Total expenditures for evening schools.
Camden.....	72	1,559	529	24	\$ 10 12	\$1,807 50
Elizabeth.....	44	151	77	4	11 25	409 50
Gloucester City.....	60	142	47	4	7 81	375 00
Harrison.....	58	329	211	9	5 97	1,034 00
Hoboken.....	74	545	240	11	7 62	1,498 75
Jersey City.....	50	2,379	970	60	5 50	4,945 69
Kearny.....	60	369	207	7	8 09	1,012 00
Millville.....	63	270	103	3	4 06	546 30
Montclair.....	56	104	83	3	20 00	660 00
Newark.....	93	3,242	1,492	67	12 00	22,212 13
New Brunswick.....	36	123	80	3	10 00	248 00
Passaic.....	125	432	204	5	9 25	1,343 15
Salem.....	100	97	51	2	6 25	345 00
Trenton.....	86	857	395	21	9 25	4,520 98
Union Hill.....	80	195	120	3	9 32	525 49
Woodbury.....	70	72	33	2	12 50	450 00
Total.....	1,157	10,866	4,845	233	\$ 6 82	\$44,933 49

APPORTIONMENT OF RESERVE FUND.

In accordance with the law, the State Board of Education, at a meeting held April 4th, apportioned the reserve fund, being ten per cent. of the total amount of the State school tax, among the counties as follows:

REPORT OF SUPERINTENDENT.

APPORTIONMENT OF RESERVE FUND FOR THE YEAR 1893-94.

COUNTIES.	Amount of tax.	Amount received from \$100,000 apportionment.	Amount of surplus revenue.	Amount paid to reserve fund.	Amount received from reserve fund.	Total amount received.	Amount out.	Amount in.	Percentage out.	Percentage in.	Number of \$775 districts.	Number of \$275 districts.	Maximum census in \$275 districts.	Per capita apportionment to remaining districts.
Atlantic.....	\$13,612 82	\$1,656 13	\$334 18	\$1,361 28	\$3,361 28	\$11,803 13	\$1,000 00	.....	.022	.....	11	13	58 36	.....
Bergen.....	53,866 41	3,181 47	4,795 08	5,386 64	5,386 64	58,842 96	.....	.....	.....	.....	24	1	84	.....
Burlington.....	66,554 37	3,674 04	4,483 32	6,655 44	6,655 44	74,434 76	.....	.....	.....	.....	52	21	85	.....
Camden.....	118,706 61	5,708 23	1,829 71	11,870 66	11,870 66	125,944 55	.....	.....	.....	.....	13	6	69	.....
Cape May.....	13,576 35	743 81	1,740 99	1,357 64	1,357 64	15,000 12	.....	.....	.....	.....	13	7	92	.....
Cumberland.....	46,005 44	3,111 63	1,766 13	4,000 54	8,579 54	51,862 20	.....	.....	.....	.....	23	13	98	.....
Essex.....	453,316 61	17,815 16	45,331 66	37,643 66	37,643 66	463,413 77	7,688 00	.....	.017	.....	2	3	56	.....
Glooucester.....	39,894 53	1,914 51	1,811 50	3,989 45	3,989 45	43,620 54	.....	.....	.....	.....	2	3	56	.....
Hudson.....	379,338 63	23,255 38	3,297 13	37,933 86	37,933 86	40,591 01	.....	.....	.....	.....	26	12	72	.....
Hunterdon.....	51,928 60	4,131 18	3,297 13	5,822 80	3,992 80	58,855 61	1,500 00	.....	.027	.....	39	22	58	.....
Mercer.....	112,329 60	4,820 32	451 62	11,232 96	11,232 96	124,562 56	.....	.....	.....	.....	16	7	62	.....
Middlesex.....	70,735 28	3,827 28	3,237 51	7,073 33	7,073 33	74,562 56	.....	.....	.....	.....	16	17	62	.....
Monmouth.....	111,959 46	4,416 59	2,237 51	11,193 95	8,093 95	115,462 89	3,100 00	.....	.....	.....	43	10	51	.....
Morris.....	66,936 63	3,428 99	3,876 81	6,693 66	6,693 66	73,962 66	.....	.....	.891	.....	20	12	58	.....
Passaic.....	16,112 61	1,189 72	1,041 67	811 26	7,905 26	24,638 00	.....	.....	.....	.....	48	20	77	.....
Paterson.....	122,084 11	7,201 97	1,189 72	12,208 41	12,208 41	130,454 46	.....	.....	.027	.....	26	16	91	.....
Queen.....	40,700 08	1,677 85	2,016 00	2,208 01	3,470 01	43,703 93	600 00	.....	.....	.....	10	4	83	.....
Salem.....	46,511 98	1,796 55	2,869 09	4,651 20	2,651 20	49,177 62	2,000 00	.....	.014	.....	23	14	60	.....
Somerset.....	27,990 87	1,458 71	2,221 34	2,202 09	8,411 09	37,335 92	.....	.....	.....	.....	23	15	56	.....
Sussex.....	89,157 39	4,569 84	5,015 65	8,915 74	8,915 74	93,727 23	.....	.....	.200	.....	45	45	90	.....
Union.....	51,812 22	2,421 64	.....	5,181 22	5,181 22	54,263 86	.....	.....	.....	.....	6	22	71	.....
Warren.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	51	22	79	.....
Total.....	\$2,426,110 00	\$100,000 00	\$31,525 86	\$202,611 00	\$202,611 00	\$2,157,498 29	\$15,888 00	\$15,888 00	.....	.....	522	265	.....	.....

The counties are divided into three classes, receiving and paying. In the first-named class are included the counties which receive a larger amount from the reserve fund that they contribute; in the second are included the counties which receive the exact amount they contribute, and in the third are included the counties which receive less than they contribute.

In the following table the counties are grouped according to the above classification, and there is also shown the amount apportioned per child to the districts receiving more than \$375 each :

Receiving Counties.

	Amount per Child.
Cumberland.....	\$3 90
Ocean.....	3 90
Sussex.....	3 90

Medium Counties.

Cape May.....	3 97
Hudson.....	4 27
Bergen.....	4 39
Middlesex.....	4 39
Burlington.....	4 41
Passaic.....	4 42
Warren.....	4 70
Morris.....	4 79
Union.....	5 03
Gloucester.....	5 16
Camden.....	5 36
Mercer.....	5 97

Paying Counties.

Salem.....	6 24
Atlantic.....	6 36
Monmouth.....	6 37
Essex.....	6 42
Hunterdon.....	6 43
Somerset.....	6 48

STATISTICAL TABLES

ACCOMPANYING THE

STATE SUPERINTENDENT'S REPORT.

TABLE I.
Financial Report, by Counties, for the School Year Ending June 30th, 1893.

COUNTIES.	Amount due the district July 1st, 1892, from State, county and township funds.	Amount due the district's July 1st, 1892, from district tax.	Amount due the districts July 1st, 1892, from other sources.	Total amount due the districts July 1st, 1892.	Amount expended for teachers' salaries.	Amount expended for fuel and janitors' salaries.	Amount expended for building and repairing, excluding debt and interest.	Amount expended for debt and interest.	Amount expended for taking school census.
Atlantic.....	\$7,837 14	\$1,857 62	\$9,520 80	\$98,715 56	\$7,818 33	\$7,098 57	\$3,737 85	\$9,510 27	\$334 96
Bergen.....	64,450 08	130,956 01	48,483 01	248,569 10	97,751 46	11,864 98	51,254 42	19,836 06	554 15
Burlington.....	96,424 71	32,109 59	11,947 87	140,482 17	81,850 32	6,541 07	9,107 03	10,152 84	513 40
Camden.....	97,799 16	159,856 36	4,075 22	261,730 74	142,022 33	28,272 82	15,903 58	26,273 88	1,109 10
Cape May.....	19,671 80	13,136 41	902 33	33,760 54	18,870 29	1,762 06	1,922 45	3,283 86	77 97
Cumberland.....	60,068 08	55,142 05	17,771 32	132,981 45	71,961 25	7,086 81	26,180 77	6,223 30	825 82
Essex.....	593,170 50	230,822 58	205,780 38	1,089,773 46	548,617 87	63,803 55	270,713 52	35,393 22	3,387 68
Glocester.....	56,846 20	23,572 46	1,870 24	82,288 90	52,805 61	6,426 35	3,551 19	5,751 75	273 58
Hudson.....	461,241 42	253,402 80	80,621 39	795,355 61	362,114 29	50,309 26	47,335 39	27,041 00	1,837 94
Hunterdon.....	69,553 03	7,061 75	20 00	76,635 38	59,983 69	4,122 98	3,387 91	528 87	147 81
Mercer.....	201,645 94	76,010 32	3,607 14	281,263 40	131,636 34	15,036 71	25,077 28	3,770 62	843 20
Middlesex.....	87,133 11	44,566 21	1,605 01	133,304 33	86,725 59	10,329 73	11,329 13	5,400 35	428 23
Monmouth.....	147,813 76	92,978 33	15,600 95	256,393 04	134,270 12	14,314 19	41,682 11	2,412 32	534 82
Morris.....	84,775 79	69,899 36	3,145 03	157,820 18	89,293 40	9,354 78	26,127 66	5,470 11	392 19
Ocean.....	30,430 67	26,317 90	1,002 92	57,751 49	28,384 95	2,421 08	14,308 29	3,850 01	116 70
Passaic.....	137,291 08	178,675 19	5,354 10	321,320 97	184,619 53	26,852 25	40,580 22	4,350 49	1,323 30
Salem.....	8,608 24	18,608 24	537 94	27,754 42	45,186 93	3,873 04	2,747 24	2,138 24	323 87
Somerset.....	68,623 94	18,860 42	1,714 46	74,355 38	50,438 80	3,422 50	5,233 93	4,890 24	179 15
Sussex.....	47,725 61	13,518 50	786 81	61,980 92	43,507 46	3,344 00	2,915 79	4,761 31	170 36
Union.....	110,691 24	110,057 60	66,994 79	287,743 53	135,053 97	18,982 46	39,896 11	14,243 67	555 19
Warren.....	70,193 04	24,359 00	1,086 65	95,638 59	66,486 74	6,458 39	3,321 53	10,026 49	306 90
Total.....	\$2,616,366 00	\$1,602,006 60	\$542,378 26	\$4,760,751 46	\$2,489,399 27	\$301,747 58	\$655,403 40	\$215,449 79	\$14,036 32

TABLE I.—CONTINUED.
Financial Report, by Counties, for the School Year Ending June 30th, 1893.

COUNTIES.	Amount expended for manual training.	Amount expended for text-books and apparatus.	Amount expended for incidents.	Total amount expended.	Balance of State, county and township funds June 30th, 1893.	Balance of district tax June 30th, 1893.	Balance of moneys from other sources June 30th, 1893.	Total balance June 30th, 1893.	Overdrafts.
Atlantic.....	\$1,637 63	\$2,679 51	\$2,624 92	\$85,442 04	\$3,624 84	\$9,510 22	\$68 46	\$13,273 52	
Bergen.....	7,874 99	4,521 25	19,210 05	212,867 38	508 32	29,612 24	\$91 11	\$30,774 07	
Burlington.....	70 00	1,340 86	7,288 02	116,863 54	12,010 41	11,132 70	475 46	23,415 61	
Camden.....	1,726 40	17,287 32	8,248 70	241,847 54	626 33	17,132 54	2,364 04	20,482 91	
Cape May.....	.....	753 18	1,196 59	27,871 40	1,090 53	4,173 04	39 83	6,003 25	
Cumberland.....	3,989 51	3,989 51	4,758 66	127,372 40	3,367 75	7,170 83	70 77	10,609 25	
Essex.....	8,665 82	2,468 36	36,022 48	992,709 75	8,753 00	35,332 08	54,315 09	99,400 17	
Gloucester.....	1,403 96	19,510 25	2,504 30	73,781 14	4,132 77	3,366 74	26 31	1,236 46	
Hudson.....	.....	656 00	3,203 31	529,535 61	2,336 65	2,273 16	-	229,682 80	
Hunterdon.....	.....	4,853 39	19,396 06	200,413 60	60,214 56	20,394 66	240 58	80,849 80	
Mercer.....	.....	2,596 32	4,669 42	121,378 77	4,403 67	7,401 29	20 60	11,825 56	
Middlesex.....	.....	4,793 11	11,913 57	220,420 24	17,310 03	18,069 00	968 31	36,347 34	
Monmouth.....	.....	4,081 50	4,367 41	142,117 05	2,063 72	13,146 09	493 32	15,703 13	
Morris.....	.....	299 34	2,188 67	52,164 04	1,451 15	3,667 62	468 68	5,687 45	
Ocean.....	.....	9,335 34	14,243 73	292,167 89	5,499 17	23,180 11	478 80	29,153 08	
Passaic.....	.....	331 49	2,570 43	57,171 24	11,739 65	8,948 53	.....	20,688 48	
Salem.....	.....	408 80	1,863 82	65,937 24	1,181 75	6,974 16	239 23	8,415 14	
Somerset.....	.....	493 01	2,489 24	57,681 17	3,747 37	633 72	.....	4,381 09	
Sussex.....	.....	9,600 21	13,482 64	232,752 39	548 27	44,433 14	10,039 73	53,021 14	
Union.....	.....	628 14	2,741 63	90,663 27	2,087 74	2,887 55	.....	4,975 32	
Warren.....	.....	721 59	1,826 01	.....	.....	.....	.....	.....
Total.....	\$26,455 75	\$116,836 01	\$185,665 14	\$4,007,983 26	\$152,027 28	\$393,247 74	\$300,616 37	\$755,891 39	\$3,123 19

TABLE II.
Financial Report, by Cities and Villages, for the School Year Ending June 30th, 1893.

CITIES AND VILLAGES.	Amount due the districts		Amount due the dis-		Total amount due the		Amount expended for		Amount expended for		Amount expended for	
	July 1st, 1892, from State, county and township funds.	July 1st, 1892, from district tax.	tricts July 1st, 1892, from other sources.	tricts July 1st, 1892, from other sources.	districts July 1st, 1892.	teachers' salaries.	fuel and janitors' salaries.	Amount expended for building and repairing.	Amount expended for building and repairing.	Amount expended for building and repairing.	debt and interest.	debt and interest.
Asbury Park.....	\$12,572 56	\$15,268 11	\$9,576 84	\$7,840 67	\$16,192 43	\$2,032 10	\$262 68	\$1,880 00				
Atlantic City.....	22,025 83	20,182 00	18,397 09	50,784 67	4,563 13	1,027 42	4,393 27	7,400 00				
Bayonne.....	20,050 16	36,565 00	7,000 00	75,012 25	37,133 50	5,322 70	576 83	2,616 19				
Belvidere.....	2,761 79	3,945 99	14,401 68	7,407 78	17,693 61	1,946 45	16,330 41	4,025 00				
Bloomfield.....	11,741 47	16,126 69	8,850 71	42,269 84	9,866 20	7,917 52	1,068 79	547 50				
Borden town.....	8,850 71	1,515 49	21,500 00	21,500 00	15,035 62	1,609 38	890 79					
Bridgeton.....	12,624 61	8,975 39	234 16	12,905 77	8,740 00	383 76						
Burlington.....	11,205 67	1,465 94	179,786 82	179,786 82	98,799 44	21,580 89	11,886 05	15,548 51				
Camden.....	63,843 87	115,560 70	382 25	7,229 63	4,350 00	621 76	811 96					
Cranford.....	2,708 13	4,500 00	21 50	7,229 63	4,350 00	621 76	811 96					
Dover.....	6,632 95	11,798 43	267 81	18,689 19	9,645 07	1,373 21	1,463 08	1,870 00				
East Orange.....	37,060 43	23,810 00	503 90	67,373 43	40,033 50	5,533 33	6,213 25	4,633 50				
Egg Harbor City.....	3,064 62	1,700 00	75 44	4,840 06	3,580 00	348 63	46 59					
Elizabeth.....	53,271 43	23,500 00	41,801 48	118,572 91	63,822 92	6,726 71	13,870 13	2,360 00				
Englewood.....	4,638 21	13,695 46	461 54	18,795 21	7,976 78	208 11	597 46	1,550 00				
Flemington.....	4,630 02	1,200 00	5,830 02	5,830 02	3,640 00	279 94	745 00					
Freehold.....	6,081 54	745 00	6,826 54	6,826 54	5,650 00	1,136 38	1,167 76					
Glovesater City.....	6,878 80	2,163 13	2,367 00	13,973 65	6,689 95	570 00	91 72	3,275 00				
Hackensack.....	2,431 65	8,475 00	116 55	8,672 66	4,900 00	519 50	379 54	2,400 00				
Hackettstown.....	3,850 71	4,705 40	53 40	9,157 58	4,881 25	750 99	379 54	900 00				
Hammononton.....	4,417 59	4,686 86	10 00	41,730 82	9,571 01	818 50	7,800 00	1,239 00				
Harrison.....	10,251 32	31,479 00	2,000 00	41,730 82	9,571 01	818 50	7,800 00	1,239 00				
Hoboken.....	68,044 44	48,771 48	2,000 00	118,815 62	149,418 08	11,479 62	4,101 84					
Jersey City.....	292,758 33	60,067 43	5,527 92	358,353 68	149,418 08	23,223 62	2,252 38					
Kearny.....	19,666 03	21,030 00	227 50	40,923 53	22,359 44	2,252 38	958 71	9,030 00				
Keypport.....	6,709 16	1,400 00	12,010 00	18,719 16	6,724 80	235 26	11,673 02					
Lambertville.....	7,149 69	33,733 31	8,549 69	8,549 69	6,780 00	669 09	1,485 21	38 79				
Long Branch.....	21,708 42	3,000 00	55,441 73	55,441 73	26,929 14	5,671 11	1,386 64	6,875 00				
Madison.....	4,061 20	3,000 00	7,076 75	7,076 75	5,128 00	616 47	242 22					
Milville.....	11,184 51	14,415 29	15 55	25,599 80	17,082 64	2,117 07	2,311 71					

TABLE II.—CONTINUED.
Financial Report, by Cities and Villages, for the School Year Ending June 30th, 1893.

CITIES AND VILLAGES.	Amount expended for taking school census.	Amount expended for manual training.	Amount expended for text-books and apparatus.	Amount expended for incidentals.	Total amount expended.	Balance of State, county and township funds June 30th, 1893.	Balance of district tax June 30th, 1893.	Balance of money's from other sources June 30th, 1893.	Total balance June 30th, 1893.
Ashbury Park.....	\$109 75		\$771 50	\$1,288 72	\$22,537 15		\$5,303 52		\$5,303 52
Athletic City.....	147 45		1,325 94	848 21	44,341 21		6,443 46		6,443 46
Bayonne.....	247 25	\$1,637 63	3,684 32	1,710 73	52,491 77		\$22,520 48		22,520 48
Belvidere.....	21 65		144 71	344 07	6,936 34		471 44		471 44
Bloomfield.....			658 40	466 66	41,617 55		450 36		450 36
Bordentown.....	174 90		237 73	250 55	9,712 31	\$163 19			1,538 89
Bridgeton.....	155 45		1,442 08	1,828 45	19,961 77		1,538 23		1,538 23
Burlington.....			15,058 90	1,485 94	10,669 70	2,061 91			2,296 23
Cranford.....	750 85	1,726 40		5,201 92	170,552 96		234 16		234 16
Dover.....	63 65		584 86	333 67	6,712 25		9,233 36		9,233 36
East Orange.....	168 20		1,061 23	148 39	15,624 93		517 38		517 38
Egg Harbor City.....	93 10		3,426 35	2,242 64	62,249 40		2,931 81	142 45	3,074 26
Elizabeth.....	92 10		4,380 01	47 20	4,645 59		4,884 03	240 00	5,124 03
Elizabeth.....	562 00		4,379 50	3,545 65	55,705 77	545 30	194 47		194 47
Freehold.....	39 25	497 96	787 71	571 77	12,321 08	335 14	6,062 86	1,652 70	32,867 14
Freehold.....				612 37	5,020 38		809 64		6,474 13
Gloucester City.....	108 50		207 14	19 86	6,694 80	131 74			809 64
Hackensack.....	29 20	1,708 40	490 27	210 85	9,041 95		709 11		709 11
Hackettstown.....	34 45		50 00	430 06	13,264 54		168 65		168 65
Hammononton.....	39 50		50 16	491 30	8,501 01		1,694 91		1,694 91
Harrison.....	134 95		725 00	912 61	20,689 53	540 49	20,500 00		21,040 49
Hoboken.....	916 49		3,154 41	4,906 61	115,347 08		3,268 84		3,268 84
Jersey City.....			6,779 71	1,406 63	181,135 99			3,268 84	3,268 84
Kearny.....	100 50		1,400 00	3,050 00	18,161 03	1,535 00			17,217 69
Keyport.....			66 00	64 23	18,437 34		227 50		1,762 50
Lambertville.....			86 00	44 69	8,438 83		326 98		371 85
Long Branch.....	48 20		1,500 00	4,687 44	40,436 83		60 71		60 71
Madison.....			531 43	4,674 70	23,982 52		8,932 40		8,932 40
Millville.....			852 18	1,993 54	23,459 14		33 93		93 93
							2,140 66		2,140 66

* Overdraft \$9.30.

TABLE II.—CONTINUED.
Financial Report, by Cities and Villages, for the School Year Ending June 30th, 1893.

	Amount due the districts July 1st, 1892, from State, county and township funds.	Amount due the districts July 1st, 1892, from district tax.	Amount due the districts July 1st, 1892, from other sources.	Total amount due the districts July 1st, 1892.	Teachers' salaries.	Amount expended for fuel and janitors' salaries.	Amount expended for building and repairing, excluding debt and interest.	Amount expended for debt and interest.
Montclair.....	\$52,778 85	\$28,659 45	\$131,636 64	\$184,411 89	\$24,958 55	\$3,326 36	\$99,360 63	\$13,739 68
Morristown.....	12,212 45	3,888 57	4,716 80	40,881 88	14,221 00	1,748 71	19,167 96	2,200 00
Mount Holly.....	6,603 87	3,888 57	4,716 80	15,268 64	7,664 85	1,748 71	12,031 32	4,965 00
Newark.....	369,033 85	144,850 00	106,711 38	620,594 76	376,300 05	41,480 74	120,312 32	
New Brunswick.....	24,797 22	10,024 00	581 01	35,405 23	26,755 00	4,309 54	2,335 87	601 82
Newton.....	2,878 53	4,874 23		7,752 76	4,843 00	576 23	87 69	1,850 00
North Plainfield.....	6,675 08	7,851 65	6,589 85	14,826 73	8,375 00	761 50	448 62	1,825 00
Orange.....	37,268 46	3,000 00		46,858 31	30,301 65	3,786 98	4,401 79	
Parsippany.....	14,949 95	32,126 74		47,076 72	22,053 16	4,635 91	9,330 01	1,070 00
Paterson.....	97,387 70	135,000 00	4,527 70	236,915 40	141,958 01	20,401 95	37,840 41	
Phillipsburg.....	40,352 02	6,176 25		46,528 27	10,686 28	1,511 23	2,172 13	
Plainfield.....	20,553 75	4,224 00		24,777 75	19,312 38	2,343 11	457 86	2,425 00
Rahway.....	15,955 27	42,500 00		58,455 27	30,857 61	5,072 40	19,040 62	7,860 00
Randolph.....	3,457 50	2,000 00	19,333 27	21,790 77	3,058 98	2,391 77	1,137 49	
Red Bank.....	6,045 81	913 80	98 30	7,057 91	13,768 21	1,362 25	1,110 12	
Ridgecrest.....	3,018 18	2,800 00	1,951 41	7,569 59	2,575 78	419 31	8,029 78	2,069 76
Rutherford.....	16,082 02	20,786 79	1,169 16	38,037 97	10,755 00	1,454 89	938 58	1,840 00
Salem.....	6,687 00	6,732 31	2,527 94	15,947 25	6,680 00	300 30	921 83	557 30
Somerville.....	6,837 00	7,735 00	250 00	14,822 00	11,699 00	270 00	1,087 22	
Somerville.....	1,650 23	3,760 00	120 00	5,530 23	3,703 89	238 92	2,865 51	
Trenton River.....	154,138 50	69,425 16	256 44	223,620 10	98,588 59	12,108 94	20,805 51	
Union Hill.....	11,853 85	20,554 05	47,372 65	79,780 55	16,968 43	2,012 61	20,200 87	6,450 00
Vineland.....	5,069 24	15,096 68	12,866 32	33,032 24	9,752 00	858 20	14,067 89	4,826 24
Washington.....	4,161 15	3,346 73		7,507 88	5,541 00	600 10	1,251 50	1,860 00
Westfield.....	4,078 03	9,450 00	2,093 72	15,621 75	7,051 00	1,251 50	178 96	1,541 00
West Hoboken.....	12,672 71	13,208 01	1 00	25,881 72	16,559 50	1,955 63	595 32	
Woodbury.....	7,748 59	9,000 00	1,485 00	18,233 59	10,167 50	2,101 00	962 52	3,469 91
Total.....	\$1,672,505 55	\$1,150,554 14	\$454,014 81	\$3,277,074 50	\$1,663,124 69	\$224,848 30	\$474,201 06	\$124,452 53

CITIES AND VILLAGES.

TABLE II.—CONTINUED.
Financial Report, by Cities and Villages, for the School Year Ending June 30th, 1893.

CITIES AND VILLAGES.	Amount expended for taking school census.	Amount expended for manual training.	Amount expended for text-books and apparatus.	Amounts expended for incidentals.	Total amount expended.	Balance of State, county and township funds June 30th, 1893.	Balance of district tax June 30th, 1893.	Balance of moneys from other sources June 30th, 1893.	Total balance June 30th, 1893.
Montclair.....	\$2 35	\$3,879 19	\$1,405 42	\$3,864 40	\$50,706 58			\$33,708 41	\$33,708 41
Morristown.....	110 25		713 71	1,355 23	39,518 86		\$1,365 02	1,365 02	1,365 02
Mount Holly.....	73 50		603 66	694 20	14,743 18		525 46	525 46	525 46
Newark.....	2,631 95		17,533 43	20,688 77	579,547 27		21,586 56	19,160 93	41,047 49
New Brunswick.....	243 60		1,010 36	246 04	35,405 23				
Newton.....	39 35			208 31	7,904 58		148 18		148 18
North Plainfield.....	50 05		8 00	262 96	11,823 13		2,698 60		2,698 60
Orange.....	282 60	3,996 63	772 91	2,979 00	46,531 56			336 75	336 75
Passaic.....	163 85		2,445 72	7,198 07	47,076 72				
Paterson.....	1,090 05	2,603 03	6,577 93	6,197 85	216,709 23		20,206 17		20,206 17
Perth Amboy.....	124 15		330 36	332 86	16,468 27				
Phillipsburg.....	141 35		1,192 73	895 89	25,325 92		282 54		282 54
Princeton.....	85 85		30 00	2,697 24	66,873 93		2,934 15	8,150 84	11,114 99
Rahway.....	53 75		107 68	361 38	6,057 89		591 55	65 30	1,494 68
Red Bank.....	15 00	1,038 13		1,734 69	19,990 38		187 31	533 55	187 31
Ridgewood.....	42 05	979 51		539 21	11,786 53		841 21	540 24	841 21
Rutherford.....	72 10		578 11	2,379 45	23,879 86		7,411 35	2,480 09	2,480 09
Salem.....			266 57	250 80	15,683 51		2,772 28		2,772 28
Somerville.....		130 18		528 36	8,927 02		3,613 27		3,613 27
Summit.....			137 14	528 36	7,078 82		2,588 04		2,588 04
Toms River.....	17 20		100 00	412 16	2,882 19				
Trenton.....	706 50		4,357 23	17,588 67	154,600 71		19,027 83	25,405 32	69,219 48
Union Hill.....	162 20		1,339 70	1,930 62	50,209 89		4,195 35	291 21	291 21
Vineland.....		1,845 78	915 00	975 82	32,741 03				
Washington.....	41 25			451 85	7,587 20				
Westfield.....	32 00		377 45	4,511 45	14,943 36		563 90		563 90
West Hoboken.....	160 00	289 60	1,290 49	2,085 32	22,725 86		3,155 86		3,155 86
Woodbury.....			852 20	283 50	17,506 66		426 93		426 93
Total.....	\$10,144 04	\$21,446 80	\$95,911 21	\$121,545 38	\$2,736,064 01	\$56,387 09	\$200,595 41	\$293,350 29	\$550,323 49

TABLE III.
Financial Statement for the School Year Beginning July 1st, 1893.

COUNTIES.	Balance State, county and town-ship moneys July 1st, 1893.	Balance district tax July 1st, 1893.	Balance received from other sources July 1st, 1893.	Amount apportioned from State appropriation, including State school tax and \$100,000.	Amount apportioned from town-ship tax.	Amount apportioned from sur-plus revenue.	Amount apportioned from bal-ances.	Amount of district tax voted for payment of teachers' salaries.
Atlantic.....	\$3,694 84	\$9,510 22	\$68 46	\$14,268 95	\$1,676 50	\$534 18	.....	\$14,677 22
Bergen.....	508 32	29,612 24	601 11	57,047 88	.....	1,795 08	.....	48,804 73
Burlington.....	12,010 41	11,132 76	475 46	70,228 41	.....	4,363 92	.....	5,190 00
Camden.....	628 33	17,192 54	2,364 04	124,414 84	.....	1,529 71	.....	112,148 44
Carroll.....	1,690 53	4,773 04	39 83	14,319 16	3,925 00	740 88	.....	3,253 00
Cherokee.....	3,429 97	3,168 00	9 60	53,096 07	.....	1,766 13	.....	31,272 17
Chatham.....	8,753 80	35,332 08	54,315 09	463,443 77	.....	.....	.....	98,445 06
Cherokee.....	4,132 77	4,366 74	34 56	41,809 04	.....	1,811 50	.....	4,176 29
Cherokee.....	5,259 30	32,148 29	229,682 80	402,594 01	.....	.....	.....	389,865 65
Cherokee.....	2,336 67	2,273 17	.....	55,559 18	.....	3,247 43	.....	3,359 29
Cherokee.....	70,237 47	21,761 49	431 16	117,149 92	.....	454 62	.....	15,600 00
Cherokee.....	4,403 67	7,401 29	20 60	74,562 56	.....	.....	.....	23,215 76
Cherokee.....	17,311 08	18,009 00	968 31	113,256 05	.....	1,847 95	.....	20,378 00
Cherokee.....	2,063 72	13,146 09	483 32	70,365 62	.....	3,597 04	.....	19,761 00
Cherokee.....	1,471 15	3,619 52	468 68	23,596 33	.....	1,038 41	.....	2,922 37
Cherokee.....	5,499 17	2,973 94	473 80	129,286 08	.....	7,497 54	.....	162,989 16
Cherokee.....	11,739 95	8,948 53	.....	41,777 93	6,000 00	2,193 79	.....	300 00
Cherokee.....	1,181 75	6,974 16	259 23	46,808 53	.....	2,869 09	.....	3,895 00
Cherokee.....	3,747 37	633 72	.....	35,064 58	5,600 00	.....	.....	6,525 00
Cherokee.....	546 27	44,433 14	10,039 73	99,727 23	.....	2,321 31	.....	44,403 04
Cherokee.....	2,087 74	2,837 55	.....	54,233 86	.....	.....	.....	12,757 00
Total.....	\$162,132 83	\$280,357 54	\$300,795 78	\$2,126,110 00	\$20,201 50	\$37,658 61	\$11,500 00	\$1,014,749 18

TABLE III.—CONTINUED.

Financial Statement for the School Year Beginning July 1st, 1893.

COUNTIES.	Amount of district tax voted for building, purchasing, hiring, repairing or furnishing school-houses.	Amount of debt and interest.	Amount of district tax voted for text-books and apparatus.	Total amount of district tax ordered to be raised.	Amount received from temporary loans.	Amount received from sale of bonds.	Amount voted for manual training.	Amount received from other sources.	Total amount available for school year ending June 30, 1894.
Atlantic.....	\$10,140 75	\$8,125 50	\$3,538 78	936,482 25		\$79,100 00	\$1,000 00		\$100,235 40
Bergen.....	34,429 71	26,368 77	550 00	109,703 24			3,900 00		282,267 87
Burlington.....	40,950 00	5,750 04		52,440 04					150,051 00
Camden.....	16,486 81	22,814 51	20,032 61	171,453 37					317,850 83
Cape May.....	16,236 30	2,975 00		8,464 50					33,352 84
Cumberland.....	16,729 24	1,481 36		49,549 77					131,089 96
Essex.....	133,752 72	22,088 65	3,686 98	308,973 41		18,671 82	2,000 00		335,552 84
Glooucester.....	16,482 07	3,091 50	765 00	21,530 86		136,629 00	9,613 21		1,158,343 31
Hudson.....	70,085 00	27,296 00	113,240 00	592,086 65					76,685 47
Hunterdon.....	3,068 00	850 00		7,306 00			1,000 00		1,262,771 05
Mercer.....	23,969 25	2,650 00	4,500 00	51,910 25					70,772 45
Middlesex.....	11,384 95	4,720 80		38,621 17					124,894 91
Monmouth.....	25,980 00	22,153 86	16,897 00	85,408 96					228,004 29
Morris.....	9,833 00	6,360 00	9,463 00	45,617 00					138,801 50
Ocean.....	650 00	5,231 00	978 00	9,218 37			25 00		136,301 46
Passaic.....	122,260 06	5,231 00		290,490 22			1,000 00		407,230 75
Salem.....	1,260 00	3,250 00		1,764 00					79,124 20
Somerset.....	6,823 00	3,250 00		14,088 00					71,660 76
Sussex.....	17,220 00	2,050 00		25,795 00					73,162 01
Union.....	52,409 74	20,752 80	40,304 22	158,469 80					307,218 17
Warren.....	10,277 00	10,523 50	450 00	34,007 50					83,216 68
Total.....	\$684,390 50	\$203,215 09	\$215,005 89	\$2,117,360 36	\$8,250 81	\$234,400 82	\$18,513 21	\$120,757 64	\$5,438,038 60

TABLE IV.
Enrollment and Attendance of Pupils.

COUNTIES.	Number of months the schools were kept open.	Number of boys between five and eighteen years of age, according to the census of 1893.	Number of girls between five and eighteen years of age, according to the census of 1893.	Total number of children between five and eighteen years of age, according to the census of 1893.	Number of boys enrolled in the public schools.	Number of girls enrolled in the public schools.	Total number of children enrolled in the public schools.	Average daily attendance.	Total number of cases of tardiness per day.	Average number of cases of tardiness per day for each teacher.	Number of male teachers employed.	Number of female teachers employed.	Average monthly salary paid to male teachers.	Average monthly salary paid to female teachers.
Atlantic.....	8.9	3,331	3,327	6,711	2,752	2,698	5,451	3,203	34,463	1.6	21	104	\$73.75	\$47.08
Bergen.....	9.9	6,399	6,367	12,892	2,772	4,527	7,332	5,631	21,758	1.96	43	131	\$71.15	\$48.77
Burlington.....	8.5	7,518	7,270	14,838	5,075	4,527	9,611	4,051	23,803	1.52	41	160	\$66.32	\$49.07
Camden.....	8.6	11,527	11,464	23,143	8,470	8,281	16,711	8,834	32,522	1.52	18	288	\$99.32	\$66.22
Cape May.....	9.0	1,526	1,484	3,010	913	911	1,827	1,237	5,213	1.36	23	20	\$93.81	\$71.11
Cumberland.....	9.0	6,534	6,075	12,609	4,935	5,093	9,965	5,769	50,574	1.88	77	164	\$54.70	\$35.35
Essex.....	9.7	36,572	35,619	72,191	19,432	19,771	39,293	26,429	31,949	1.04	72	693	\$60.43	\$35.48
Gloucester.....	9.5	4,010	3,748	7,758	3,201	3,076	6,277	3,282	30,658	2.28	26	97	\$1.83	\$9.13
Hudson.....	10.0	48,272	45,963	94,226	21,515	21,474	43,174	27,805	56,680	3.65	54	736	\$10.04	\$1.01
Hunterdon.....	9.8	4,339	4,297	8,636	3,312	3,261	6,506	3,578	11,255	2.39	47	103	\$4.15	\$3.02
Mercer.....	9.8	10,038	9,495	19,538	5,630	5,505	11,135	6,906	31,702	2.39	16	214	\$10.30	\$4.61
Middlesex.....	9.4	7,873	7,636	15,509	4,628	4,659	9,287	5,700	14,232	1.552	18	170	\$7.27	\$4.32
Monmouth.....	9.0	9,024	8,873	17,897	7,365	6,816	14,181	8,007	30,225	1.192	72	170	\$6.05	\$4.38
Morris.....	9.0	7,064	6,831	13,895	4,839	4,536	9,375	5,833	26,323	1.758	46	146	\$6.73	\$4.34
Ocean.....	8.8	2,106	2,325	4,431	1,977	1,998	3,975	2,132	18,029	1.88	32	48	\$6.45	\$3.02
Passaic.....	9.8	14,755	14,420	29,184	9,178	9,133	18,311	11,752	56,754	.66	38	297	\$4.81	\$7.52
Salem.....	9.4	3,498	3,301	6,799	3,005	2,707	5,712	3,020	22,994	2.5	18	95	\$5.73	\$6.84
Somerset.....	9.7	3,868	3,412	7,280	2,471	2,471	4,907	2,900	16,995	1.32	18	91	\$3.29	\$1.07
Sussex.....	9.4	3,015	2,896	5,911	2,383	2,383	4,807	2,627	21,410	.9	38	83	\$4.23	\$1.75
Union.....	9.9	9,293	9,255	18,518	5,437	5,452	10,689	7,382	15,375	.85	26	199	\$13.05	\$6.05
Warren.....	9.5	4,943	4,870	9,813	3,833	3,756	7,589	4,665	17,700	.703	42	124	\$1.62	\$5.09
Total.....	9.5	205,988	199,252	405,222	125,970	123,618	249,688	151,273	610,656	1.318	737	4,131	\$79.99	\$47.73

TABLE V.
Enrollment and Attendance of Pupils.

CITIES AND TOWNS.	Number of months the schools were kept open.	Number of boys between five and eighteen years of age, according to the census of 1893.	Number of girls between five and eighteen years of age, according to the census of 1893.	Total number of children between five and eighteen years of age, according to the census of 1893.	Number of boys enrolled in the public schools.	Number of girls enrolled in the public schools.	Total number of children enrolled in the public schools.	Average daily attendance.	Total number of cases of tardiness per day.	Average number of days for tardiness per case for each teacher.	Number of male teachers employed.	Number of female teachers employed.	Paid to male teachers.	Paid to female teachers.	Average monthly salary.
Asbury Park.....	10	952	983	1,935	854	865	1,719	1,081	4,964	.88	26	26	\$97 50	\$51 50	Average monthly salary.
Atlantic City.....	9.5	1,332	1,392	2,725	1,057	1,156	2,213	1,467	5,048	.50	49	49	146 68	83 05	
Bayonne.....	9.9	2,483	2,462	4,945	1,746	1,654	3,400	1,993	13,333	1.10	63	63	150 50	50 50	
Bethlehem.....	9.3	215	211	426	161	160	321	225	888	.67	6	6	100 00	39 57	
Bloomfield.....	9	1,076	1,000	2,076	589	572	1,161	805	2,117	.42	29	29	117 50	55 37	
Bordentown.....	10.5	745	736	1,481	281	243	524	303	462	1.60	12	12	98 37	52 31	
Bridgeport.....	10	1,597	1,513	3,110	1,073	1,206	2,279	1,420	9,436	1.24	36	36	90 00	36 75	
Bridgeton.....	10.2	882	857	1,739	516	500	1,016	540	3,244	.90	15	15	90 47	41 59	
Burlington.....	10	7,413	7,604	15,017	5,177	5,379	10,556	5,816	18,344	.46	8	193	154 37	48 57	
Camden.....	10.2	204	210	414	161	147	308	218	1,330	.80	1	1	140 00	49 17	
Dover.....	10	648	631	1,279	518	509	1,027	700	820	.25	2	16	102 50	47 33	
East Orange.....	9	1,592	1,605	3,197	1,141	1,247	2,388	1,524	553	.07	8	50	162 50	62 20	
Egg Harbor City.....	9.5	220	225	445	189	180	369	239	1,272	1.07	5	5	76 26	48 42	
Elizabeth.....	10	5,052	5,006	10,058	2,618	2,615	5,233	3,682	8,815	.70	4	85	180 00	54 42	
Englewood.....	10.5	375	409	784	205	183	388	289	115	.06	9	9	152 88	61 41	
Flemington.....	10	222	232	454	169	153	322	212	350	.25	1	6	120 00	45 40	
Freshhold.....	9	429	439	868	329	279	608	376	1,374	.82	2	8	110 00	41 25	
Gloucester City.....	10	973	1,011	1,984	431	451	882	460	2,010	.4	1	10	100 00	48 00	
Gloucester (District No. 32).....	10	288	315	603	301	264	565	402	610	.37	2	8	145 63	54 31	
Hackettstown.....	10	351	334	685	297	249	546	365	154	.77	2	9	77 50	36 11	
Hammonton.....	9	422	371	793	330	245	575	321	3,928	.2	2	9	75 40	43 50	
Harrison.....	10	1,315	1,370	2,685	343	386	729	462	1,725	.20	3	9	153 33	67 33	
Hoboken.....	10	7,269	7,269	14,538	3,576	3,672	7,248	4,514	6,235	.07	9	128	136 25	58 95	
Jersey City.....	10	31,010	28,899	59,909	11,682	11,754	23,436	15,693	22,193	.29	19	427	196 58	55 78	
Kearny.....	10	945	2,010	2,955	751	909	1,660	928	4,316	.21	8	23	120 00	45 00	
Keypress.....	9.5	421	432	853	352	350	702	437	331	1.68	1	11	147 36	41 38	
Lambertville.....	10	477	518	995	247	276	523	347	14,500	.5	13	13	102 00	41 00	
Long Branch.....	9.7	1,260	1,117	2,377	1,117	1,075	2,192	1,513	1,146	.29	5	35	141 54	58 70	
Madison.....	10	194	181	385	126	143	269	176	1,011	.72	1	6	150 00	59 16	
Millville.....	10.5	1,667	1,394	3,061	1,069	1,069	2,018	1,358	9,153	.9	5	37	76 19	85 62	
Montclair.....	9	818	829	1,647	712	728	1,440	1,011	5,993	1.26	3	33	166 50	65 50	

TABLE V.—CONTINUED.
Enrollment and Attendance of Pupils.

CITIES AND TOWNS.	Number of months the schools were kept open.	Number of boys between five and eighteen years of age, according to the census of 1893.		Number of girls between five and eighteen years of age, according to the census of 1893.		Total number of children between five and eighteen years of age, according to the census of 1893.	Number of boys enrolled in the public schools.	Number of girls enrolled in the public schools.	Total number of children enrolled in the public schools.	Average daily attendance.	Total number of cases of hardness per day.	Average number of cases of hardness per day for each teacher.	Number of male teachers employed.	Number of female teachers employed.	Average monthly salary paid to male teachers.	Average monthly salary paid to female teachers.
		1,084	1,171	2,205	546												543	1,089	783	499	10	22	$132	50
Morristown	10	1,084	1,171	2,205	546	543	1,089	783	499	10	22	\$132	50	22	\$132	50
Mount Holly	10	737	774	1,511	443	433	869	553	2,687	80	15	95	60	15	95	60
Newark	10	26,600	25,774	52,636	13,561	13,707	27,361	18,378	6,880	08	35	141	190	41	190	65
New Brunswick	9.5	2,434	2,326	4,722	1,226	1,313	2,539	1,700	1,69	01	1	8	150	48	150	55
Newton	9.7	363	476	789	219	216	436	336	761	40	1	8	150	8	150	40
North Plainfield	9.7	2,466	2,792	5,258	1,489	1,489	2,978	1,933	1,489	84	1	14	161	14	161	95
Orange	10	1,631	1,756	3,387	1,031	1,068	2,152	1,480	1,706	02	5	52	176	52	176	60
Passaic	10	11,013	10,756	21,801	6,439	6,378	12,807	8,615	9,555	10	1	44	120	44	120	60
Paterson	10.5	1,929	1,946	3,875	772	791	1,563	1,200	1,686	30	3	34	83	34	83	75
Perth Amboy	10	1,210	1,237	2,447	680	682	1,342	893	1,234	83	19	224	131	224	131	50
Phillipsburg	10	1,348	1,356	2,704	922	927	1,849	1,319	2,404	71	4	46	127	46	127	50
Plainfield	10	1,518	1,382	2,900	209	219	428	246	5,805	9	7	110	60	7	110	40
Princeton	10	922	910	1,841	616	588	1,204	773	1,326	27	5	20	95	20	95	40
Radcliff	9.3	326	549	875	400	382	782	473	2,850	06	14	140	60	14	140	39
Red Bank	10	116	143	259	104	104	208	146	785	80	1	13	71	13	71	52
Ridgewood	9.7	332	295	627	325	276	601	439	3,341	07	1	13	170	13	170	60
Rutherford	10	385	403	788	594	550	1,144	840	2,723	56	3	21	70	21	70	38
Salem	10	406	467	957	350	362	712	475	1,910	07	1	12	150	12	150	60
Somerville	10	332	317	649	120	98	218	139	659	65	1	5	180	5	180	63
Summit	10	184	161	345	151	125	276	185	865	90	2	3	75	3	75	80
Toms River	10	7,139	6,991	14,130	3,473	3,701	7,174	4,961	13,801	46	6	154	166	154	166	66
Trenton	10	1,572	1,581	3,153	1,082	1,066	2,148	1,527	2,23	01	3	29	136	29	136	66
Union Hill	10	613	648	1,261	491	550	1,041	683	5,701	50	2	20	133	20	133	34
Vineland	9	391	401	792	319	349	668	429	959	39	2	11	75	11	75	60
Washington	10	297	367	664	217	205	422	315	1,027	57	2	8	125	8	125	60
Westfield	10	1,581	1,629	3,210	1,224	1,158	2,382	1,476	6,587	27	35	128	50	35	128	50
West Hoboken	10	594	582	1,176	543	505	1,048	616	11,376	2.70	4	17	72	4	72	25
Woodbury	10	139,980	136,688	276,678	75,858	76,831	152,689	100,113	254,413	.926	219	219	\$143	219	\$143	63
Total	9.9	139,980	136,688	276,678	75,858	76,831	152,689	100,113	254,413	.926	219	219	\$143	219	\$143	63

TABLE VI.
District Indebtedness.

DISTRICTS.	Amount of indebtedness July 1st, 1892.	Amount incurred during the year.	Nature of security.	Date of issue.	When payable.	Rate of interest.	Amount paid during the year.	Amount outstanding June 30th, 1893.
Athletic County—								
District No. 1	\$41,333 33	.....	Bonds.	1888 and 1891.	1889 to 1900.	5 p. c.	\$5,333 33	\$36,000 00
" " 6	2,050 00	.....	"	1888.	1892 to 1902.	5 p. c.	50 00	2,000 00
" " 10	320 00	.....	"	1888.	1889 to 1894.	5 p. c.	160 00	160 00
" " 12	2,080 00	.....	Notes.	1891.	1892 to 1896.	5 p. c.	520 00	1,560 00
" " 15	.....	\$600 00	"	1893.	1894 to 1896.	6 p. c.	.....	600 00
" " 38	.....	4,500 00	Bonds.	1893.	1894 to 1897.	5 p. c.	.....	4,500 00
" " 48	18,000 00	.....	"	1892.	1895 to 1931.	5 p. c.	.....	18,000 00
" " 49	900 00	.....	Notes.	1891.	1891.	6 p. c.	.....	900 00
Bergen County—								
District No. 1	9,600 00	.....	Bonds.	1891 and 1892.	1893 to 1900.	5 p. c.	1,000 00	8,600 00
" " 2	5,500 00	.....	Mortgages.	1876 and 1887.	.....	{ \$1,000—6 p. c. 4,500—5 p. c.	1,000 00	4,500 00
" " 6	1,200 00	.....	Bonds.	1890.	1894 and 1896.	5 p. c.	.....	1,200 00
" " 7	11,000 00	.....	"	1888.	1889 to 1902.	5 p. c.	1,000 00	10,000 00
" " 8	.....	5,000 00	"	1895.	1894 to 1898.	5 p. c.	.....	5,000 00
" " 10	6,000 00	.....	"	1890.	1899 to 1911.	5 p. c.	.....	6,000 00
" " 11	10,440 00	.....	"	1891.	1892 to 1901.	{ \$1,240—4 p. c. 6,500—5 p. c.	1,080 00	9,360 00
" " 13	1,600 00	.....	"	1889.	1890 to 1895.	5 p. c.	500 00	1,100 00
" " 14	.....	10,000 00	"	1893.	1896 to 1915.	5 p. c.	.....	10,000 00
" " 15	2,000 00	.....	Mortgage.	1887.	.....	5 p. c.	500 00	1,500 00
" " 19	2,150 00	.....	Bonds.	1890.	1891 to 1902.	5 p. c.	200 00	1,950 00
" " 21	2,350 00	.....	"	1885.	1886 to 1896.	6 p. c.	500 00	1,850 00
" " 23	.....	2,250 00	"	1892.	1889 to 1902.	5 p. c.	.....	2,250 00
" " 29	1,550 00	.....	"	1886.	1887 to 1895.	6 p. c.	500 00	1,050 00
" " 31	15,000 00	.....	"	1887.	1887.	6 p. c.	.....	15,000 00
" " 32	14,500 00	.....	"	1878 and 1888.	1887 to 1897.	{ \$12,500—6 p. c. 2,000—5 p. c.	2,500 00	12,000 00

TABLE VI.—CONTINUED.
District Indebtedness.

DISTRICTS.		Amount of indebtedness, July 1st, 1892.	Amount incurred during the year.	Nature of security.	Date of issue.	When payable.	Rate of interest.	Amount paid during the Year.	Amount outstanding June 30th, 1893.
Bergen County—Con.					1884 and 1893.	1885 to 1923.	{ \$1,500—5% D. C. 15,000—5 D. C. }	\$500 00	\$16,000 00
District No. 33.....		\$1,500 00	\$15,000 00	Bonds.	1891.	1892 to 1897.	5 P. C.	.....	6,500 00
" " 33 ¹		6,500 00	.....	" "	1893.	1899 to 1923.	5 P. C.	.....	12,000 00
" " 35.....		.....	12,000 00	" "	1891.	1896 to 1901.	5 P. C.	.....	2,250 00
" " 37.....		2,250 00	.....	Mortgage.	1866.	.....	5 P. C.	.....	2,000 00
" " 39.....		2,000 00	2,000 00	Bonds.	1888 and 1893.	1897 to 1899.	5 P. C.	.....	12,000 00
" " 40.....		20,775 00	.....	" "	1887 to 1892.	1890 to 1913.	5 P. C.	1,000 00	19,775 00
" " 41.....		.....	7,000 00	" "	1893.	1894 to 1900.	5 P. C.	.....	7,000 00
" " 42.....		2,500 00	.....	" "	1892.	1897 to 1905.	5 P. C.	.....	2,500 00
" " 44.....		.....	11,500 00	" "	1893.	1902 to 1909.	5 P. C.	.....	11,500 00
" " 51.....		3,850 00	.....	" "	1890.	1893 to 1900.	5 P. C.	450 00	3,500 00
" " 53.....		400 00	.....	" "	1892.	1892 to 1894.	5 P. C.	200 00	200 00
" " 56.....		6,000 00	.....	" "	1886 and 1891.	1896 to 1905.	5 P. C.	.....	6,000 00
" " 63.....		10,000 00	.....	" "	1889.	1892 to 1901.	5 P. C.	1,000 00	9,000 00
" " 64.....		960 00	.....	" "	1892.	1891 to 1902.	5 P. C.	320 00	640 00
" " 65.....		5,000 00	.....	" "	1892.	1898 to 1907.	5 P. C.	.....	5,000 00
" " 66.....		13,000 00	.....	" "	1892.	1922.	5 P. C.	.....	13,000 00
" " 68.....		1,600 00	.....	" "	1892.	1894 to 1901.	5 P. C.	.....	1,600 00
" " 69.....		5,000 00	.....	" "	1892.	1895 to 1904.	5 P. C.	.....	5,000 00
" " 70.....		.....	6,000 00	" "	1893.	1898 to 1913.	5 P. C.	.....	6,000 00
" " 71.....		.....	2,000 00	" "	1893.	1894 to 1903.	5 P. C.	.....	2,000 00
" " 72.....		.....	6,000 00	" "	1893.	1898 to 1912.	5 P. C.	.....	6,000 00
" " 74.....		.....	6,900 00	" "	1893.	1908.	5 P. C.	.....	6,000 00
Burlington County.					1886.	1888 to 1897.	5 P. C.	.....	1,600 00
District No. 1.....		1,600 00	.....	Bonds.	1889.	1890 to 1894.	5 P. C.	200 00	200 00
" " 5.....		400 00	.....	" "	1886.	1887 to 1896.	5 P. C.	.....	1,000 00
" " 9.....		1,000 00	.....	" "	1871.	.....	5 P. C.	.....	1,000 00
" " 15.....		5,700 00	.....	Mortgage.	.....	.....	5 P. C.	.....	5,700 00

District No. 17.	800 00	8,200 00	Bonds.	1889.	1891 to 1899.	5 P. C.	100 00	700 00
" " 19.	5,000 00	8,200 00	"	1893.	1894 to 1912.	5 P. C.	.....	8,200 00
" " 22.	2,500 00	.....	"	1892.	1893 to 1897.	5 P. C.	1,750 00	4,000 00
" " 23.	6,000 00	.....	Notes.	1886 and 1890.	1887 to 1895.	5 P. C.	1,750 00	1,750 00
" " 29.	2,183 84	.....	Bonds.	1889 and 1890.	1890 to 1900.	5 P. C.	583 84	5,000 00
" " 35.	750 00	.....	Notes.	1892.	1893 to 1895.	5 P. C.	250 00	1,000 00
" " 72.	5,000 00	30,000 00	Bonds.	1875 and 1893.	1895 to 1924.	5 P. C.	.....	500 00
" " 73.	.....	.....	.....	.....	.....	.....	.....	35,000 00
Camden County.								
District No. 1.	167,825 00	12,000 00	Bonds.	1877 to 1893.	1878 to 1903.	{ \$16,825-6 P. C. }	9,825 00	170,000 00
" " 3.	5,700 00	.....	"	1888.	1889 to 1905.	{ 113,000-5 P. C. }	400 00	5,300 00
" " 4.	18,200 00	.....	"	1891.	1892 to 1909.	5 P. C.	1,000 00	17,200 00
" " 5.	9,000 00	.....	"	1881 and 1887.	1897.	5 P. C.	.....	9,000 00
" " 12.	12,500 00	.....	"	1883 and 1891.	1888 to 1905.	5 P. C.	1,000 00	11,500 00
" " 15.	400 00	.....	"	1889.	1891 to 1894.	5 P. C.	.....	200 00
" " 27.	474 00	.....	Mortgage.	1888.	1889 to 1894.	5 P. C.	173 25	284 75
" " 30.	600 00	.....	"	1892.	1895 to 1898.	5 P. C.	100 00	500 00
" " 43.	18,200 00	.....	Bonds.	1883 and 1890.	1889 to 1911.	5 P. C.	2,000 00	16,200 00
" " 45.	750 00	.....	"	1888.	1890 to 1896.	5 P. C.	150 00	600 00
" " 46.	3,000 00	.....	"	1889.	1889 to 1897.	5 P. C.	500 00	2,500 00
Cape May County.								
District No. 1.	750 00	.....	Bonds.	1889.	1891 to 1895.	6 P. C.	250 00	500 00
" " 21.	600 00	.....	"	1890.	1891 to 1895.	5 P. C.	200 00	400 00
" " 23.	500 00	.....	"	1888.	1890 to 1897.	5 P. C.	100 00	400 00
" " 26.	1,300 00	.....	"	1886.	1887 to 1895.	5 P. C.	896 50	953 50
" " 28.	1,500 00	.....	"	1880.	.....	6 P. C.	.....	1,500 00
" " 30.	4,000 00	.....	"	1884.	1890 to 1896.	5 P. C.	1,000 00	3,000 00
" " 31.	5,000 00	.....	"	1886.	1892 to 1896.	5 P. C.	.....	5,000 00
" " 32.	500 00	.....	"	1886.	1888 to 1893.	6 P. C.	500 00	.....
Cumberland County.								
District No. 9.	750 00	.....	Bonds.	1892.	1893 to 1895.	5 P. C.	250 00	500 00
" " 41.	2,200 00	.....	Notes.	1882 to 1886.	.....	4 P. C.	1,294 00	906 00
" " 44.	24,500 00	.....	Bonds.	1877 and 1892.	1878 to 1895.	{ \$10,000-7 P. C. }	2,000 00	22,500 00
" " 45.	3,000 00	3,000 00	"	1892.	1897 to 1906.	{ 12,500-5 P. C. }	.....	3,000 00
" " 53.	2,300 00	2,300 00	"	1892.	1893 to 1895.	5 P. C.	.....	2,300 00
" " 56.	900 00	900 00	"	1882.	1893 to 1901.	5 P. C.	.....	2,000 00
" " 62.	10,000 00	10,000 00	"	1892.	1893 and 1894.	5 P. C.	.....	10,000 00
" " 64.	1,500 00	.....	"	1889.	1900 to 1904.	5 P. C.	.....	1,500 00
Essex County.								
District No. 3.	5,500 00	.....	{ Mortgage and Bonds.	1872 and 1887.	1889 to 1895.	5 P. C.	1,000 00	4,500 00
" " 4.	16,800 00	.....	{ Mortgage and Bonds.	1880 and 1890.	1892 to 1906.	5 P. C.	1,000 00	15,800 00
" " 7.	17,000 00	14,000 00	{ Bonds.	1879 to 1893.	1891 to 1901.	5 P. C.	3,000 00	28,000 00
" " 8.	145,000 00	.....	{ Mortgages and Bonds.	1879 to 1892.	1902.	5 P. C.	.....	145,000 00
" " 10.	11,500 00	22,000 00	"	1889 to 1893.	1894 to 1921.	5 P. C.	.....	83,500 00

TABLE VI.—CONTINUED.
District Indebtedness.

DISTRICTS.	Amount of indebtedness July 1st, 1892.	Amount incurred during the year.	Nature of security.	Date of issue.	When payable.	Rate of interest.	Amount paid during the year.	Amount outstanding June 30th, 1893.
Essex County—								
District No. 12.....	\$2,400 00	.....	Bonds.	1881.	1887 to 1896.	6 p. c.	.....	\$2,400 00
" " 20.....	1,100 00	.....	"	1888.	1889 to 1905.	5 p. c.	.....	900 00
" " 23.....	500 00	.....	Mortgage.	1886.	1891 to 1895.	5 p. c.	.....	350 00
" " 24.....	1,000 00	.....	Bonds.	1892.	1893 to 1897.	5 p. c.	.....	500 00
" " 28.....	6,000 00	.....	"	1889.	1890 to 1896.	5 p. c.	.....	5,000 00
" " 31.....	11,500 00	.....	"	1882.	1893 to 1901.	5 p. c.	.....	10,500 00
" " 42.....	5,000 00	.....	"	1889.	.....	5 p. c.	.....	1,000 00
" " 43.....	50,000 00	.....	"	1869 to 1882.	1892 to 1906.	5 p. c.	.....	20,000 00
" " 45.....	60,000 00	.....	"	1870 to 1891.	1893 to 1896.	5 p. c.	.....	59,000 00
Gloucester County—								
District No. 1.....	20,000 00	.....	Bonds.	1888 and 1889.	1891 to 1906.	4½ p. c.	.....	19,000 00
" " 2.....	800 00	.....	"	1888.	1889 to 1895.	5 p. c.	.....	400 00
" " 28.....	1,200 00	.....	"	1888.	1889 to 1893.	6 p. c.	.....	600 00
" " 33.....	540 00	.....	Mortgage.	1889.	1891 to 1893.	.....	.....	375 00
" " 34.....	540 00	.....	Bonds.	1890.	1891 to 1900.	5 p. c.	.....	60 00
" " 50.....	2,000 00	.....	Mortgage.	.....	.....	.....	.....	480 00
" " 54.....	400 00	.....	Bonds.	1887.	1888 to 1892.	5 p. c.	.....	2,000 00
" " 57.....	400 00	.....	"	1891.	1892 to 1902.	6 p. c.	.....	400 00
" " 61.....	4,500 00	.....	"	.....	.....	.....	.....	500 00
Hudson County—								
District No. 3.....	7,000 00	.....	Bonds.	1891.	1892 to 1897.	6 p. c.	.....	7,000 00
" " 6.....	69,000 00	.....	"	1883 to 1892.	1884 to 1916.	5 p. c.	.....	66,000 00
" " 7.....	25,050 00	.....	"	1889.	1904.	4 p. c.	.....	25,000 00
" " 8.....	1,700 00	.....	Mortgage.	1890.	1895.	6 p. c.	.....	1,700 00
" " 10.....	17,500 00	.....	Bonds.	1891 and 1892.	.....	5 p. c.	.....	17,500 00
" " 12.....	156,750 00	.....	"	1877 to 1890.	1892 to 1910.	{ \$11,750—6 p. c. 45,000—4½ p. c. 100,000—4 p. c. }	.....	156,750 00
" " 13.....	205,000 00	.....	"	1869 to 1886.	1887 to 1900.	5 p. c.	.....	200,000 00

District No. 16.....	18,200 00	\$24,000 00	Bonds.	1874 and 1883.	1891 to 1903.	{ \$18,200—7 P. C. 24,000—5 P. C. 46,000—5 P. C. }	42,200 00
“ “ 17.....	62,400 00	.....	“	1879 to 1891.	1880 to 1901.	{ 4,000 00 }	58,400 00
Hunterdon County— District No. 81.....	1,885 00	.....	Bonds.	1888.	1890 to 1894.	{ 5 P. C. 6 P. C. }	885 00
“ “ 107.....	433 34	.....	“	1890.	1892 to 1894.	{ 500 00 183 34 }	250 00
Mercer County— District No. 1.....	600 00	.....	Bonds.	1889.	1890 to 1895.	{ 5 P. C. 5 P. C. 5 P. C. 5 P. C. }	400 00
“ “ 6.....	3,800 00	.....	“	1888.	1891 to 1890.	{ 3,300 00 }	3,300 00
“ “ 13.....	3,000 00	.....	“	1892.	1893 to 1907.	{ \$20,000—7 P. C. 21,000—5 P. C. 103,000—4 P. C. }	3,000 00
“ “ 29.....	141,000 00	.....	“	1873 to 1892.	1893 to 1918.	{ 5 P. C. 5 P. C. 5 P. C. 6 P. C. 6 P. C. 6 P. C. }	144,000 00
“ “ 20.....	4,250 00	.....	“	1891.	1901.	{ 4,250 00 }	4,250 00
“ “ 34.....	18,450 00	.....	“	1890.	1894 to 1914.	{ 5 P. C. 5 P. C. 6 P. C. 6 P. C. }	18,450 00
“ “ 37.....	150 00	.....	Mortgage.	1868.	1890 to 1893.	{ 150 00 }	150 00
“ “ 39.....	4,474 66	.....	Bonds.	1870.	1891.	{ 4,474 66 }	4,474 66
Middlesex County— District No. 2.....	5,700 00	.....	Bonds.	1890.	1891 to 1911.	{ 4½ P. C. 5 P. C. 5 P. C. 4 P. C. 4 P. C. }	4,500 00
“ “ 3.....	1,700 00	.....	“	1888.	1889 to 1911.	{ 1,000 00 100 00 }	1,000 00
“ “ 22.....	3,000 00	2,400 00	“	1892.	1891 to 1897.	{ 1,000 00 }	2,400 00
“ “ 24.....	4,500 00	700 00	“	1876.	1877 to 1901.	{ 500 00 }	8,000 00
“ “ 31.....	4,500 00	.....	“	1884 to 1892.	1885 to 1902.	{ \$1,300—6 P. C. 3,200—5 P. C. 890—5 P. C. }	4,700 00
“ “ 39.....	300 00	850 00	“	1886 and 1892.	1887 to 1907.	{ 93 00 }	1,057 00
“ “ 72.....	5,000 00	.....	“	1875.	1876 to 1895.	{ 500 00 500 00 }	4,500 00
“ “ 73.....	2,200 00	.....	“	1890.	1891 to 1895.	{ 1,400 00 200 00 }	1,400 00
“ “ 74.....	3,000 00	.....	“	1880.	1889 to 1895.	{ 200 00 200 00 }	800 00
“ “ 75.....	3,650 00	.....	Mortgages.	1883.	1891 to 1899.	{ 350 00 }	3,300 00
Monmouth County— District No. 7.....	3,000 00	.....	Bonds.	1889.	1890 to 1895.	{ 5 P. C. 5 P. C. }	2,000 00
“ “ 22.....	500 00	.....	Note.	1873.	1891 to 1905.	{ 500 00 }	500 00
“ “ 49.....	4,750 00	4,750 00	Bonds.	1893.	1893 to 1901.	{ 12,000 00 12,000 00 }	12,000 00
“ “ 61.....	1,000 00	1,000 00	“	1892.	1891 to 1896.	{ 4,750 00 }	4,750 00
“ “ 68.....	2,000 00	2,000 00	“	1893.	1891 to 1896.	{ 1,000 00 }	1,000 00
“ “ 71.....	1,600 00	.....	“	1892.	1895 to 1901.	{ 2,000 00 }	2,000 00
“ “ 72.....	18,000 00	.....	“	1880.	1894 to 1899.	{ 1,400 00 5 P. C. 5 P. C. 5 P. C. }	1,400 00
“ “ 85.....	89,400 00	.....	“	1892.	1893 to 1923.	{ 5 P. C. 5 P. C. 5 P. C. }	17,400 00
“ “ 90.....	17,000 00	15,000 00	“	1875 to 1891.	1876 to 1921.	{ \$23,400—7 P. C. 24,000—6 P. C. 32,000—5 P. C. 41,000—5 P. C. 21,000—5 P. C. }	86,400 00
“ “ 92.....	6,800 00	.....	“	1886 to 1893.	1887 to 1909.	{ 1,000 00 }	31,000 00
“ “ 94.....	500 00	.....	“	1891.	1892 to 1900.	{ 700 00 }	6,100 00
“ “ 94½.....	4,000 00	.....	“	1882.	1883 to 1893.	{ 500 00 }	500 00
“ “ 95.....	1,125 00	.....	“	1884 and 1886.	1885 to 1896.	{ 1,000 00 3,000 00 }	3,000 00
“ “ 95.....	.....	.....	“	1891.	1892 to 1895.	{ 750 00 750 00 }	750 00

TABLE VI.—CONTINUED.

District Indebtedness.

DISTRICTS.	Amount of indebtedness June 1st, 1892.	Amount incurred during the year.	Nature of security.	Date of issue.	When payable.	Rate of interest.	Amount paid during the year.	Amount outstanding June 30th, 1893.
Monmouth County—Con.—								
District No. 102.....	\$800 00	.....	Bonds.	1890.	1891 to 1896.	5 P. C.	\$200 00	\$600 00
“ “ 104.....	2,000 00	.....	“	1889.	.....	5 P. C.	.....	2,000 00
“ “ 110.....	600 00	.....	“	1890.	1891 to 1898.	5 P. C.	100 00	500 00
Morris County—								
District No. 1.....	15,000 00	.....	Bonds.	1891.	1892 to 1906.	5 P. C.	1,000 00	14,000 00
“ “ 32½.....	5,000 00	.....	“	1891.	1892 to 1899.	5 P. C.	.....	5,000 00
“ “ 37.....	12,000 00	.....	“	1892.	1893 to 1902.	5 P. C.	1,000 00	11,000 00
“ “ 67.....	4,000 00	.....	“	1896.	1887 to 1894.	4 P. C.	.....	4,000 00
“ “ 108.....	400 00	.....	“	1887.	1890 to 1886.	5 P. C.	400 00	.....
“ “ 111.....	2,500 00	.....	“	1888.	1889 to 1896.	5 P. C.	.....	2,500 00
Ocean County—								
District No. 14.....	2,000 00	\$19,000 00	Bonds.	1892.	1893 to 1911.	5 P. C.	400 00	19,000 00
“ “ 23.....	500 00	.....	“	1887.	1888 to 1897.	5 P. C.	500 00	1,600 00
“ “ 43.....	10,000 00	.....	“	1887.	1888 to 1897.	5 P. C.	.....	10,000 00
“ “ 49.....	800 00	.....	“	1887.	1897 to 1906.	5 P. C.	300 00	.....
“ “ 52.....	3,400 00	.....	“	1889.	1895 to 1899.	5 P. C.	300 00	.....
“ “ 55.....	150 00	.....	“	1871.	1886 to 1894.	7 P. C.	300 00	3,150 00
“ “ 57.....	1,100 00	.....	“	1873.	1886 to 1903.	7 P. C.	100 00	1,200 00
“ “ 57.....	1,100 00	.....	“	1884.	.....	6 P. C.	.....	1,000 00
Passaic County—								
District No. 3.....	2,500 00	.....	Bonds.	1878 and 1888.	1888 to 1895.	{ \$500—7 P. C. 2,000—5 P. C. }	500 00	2,000 00
“ “ 4.....	2,800 00	.....	“	1889.	1892 to 1906.	{ 5 P. C. \$9,500—7 P. C. }	200 00	2,600 00
“ “ 5.....	28,500 00	9,000 00	“	1873 to 1893.	1874 to 1912.	{ 19,000—5 P. C. 5 P. C. }	1,070 00	36,430 00
“ “ 7.....	3,500 00	.....	“	1884.	1895 to 1898.	5 P. C.	.....	3,500 00
“ “ 9.....	1,600 00	.....	“	1888.	1889 to 1899.	5 P. C.	200 00	1,400 00

District No. 10.	\$4,000 00	Bonds.	1890.	1900 to 1907.	5 P. C. 6 P. C. 6 P. C. 5 P. C.	\$4,000 00 600 00 2,550 00 2,750 00 3,200 00 5,000 00
" " 11	600 00	" "	1885.	1888 to 1897.	6 P. C.	600 00
" " 13	2,550 00	" "	1891.	1892 to 1896.	6 P. C.	800 00
" " 38	2,750 00	" "	1890.	1891 to 1896.	6 P. C.	2,750 00
" " 39	3,200 00	" "	1890.	1891 to 1900.	5 P. C.	400 00
" " 40	5,000 00	" "	1890.	1900.	5 P. C.	5,000 00
Salem County—						
District No. 1.	15,000 00	Bonds.	1890.	1892 to 1901.	5 P. C.	15,000 00
" " 14	254 00	" "	1886.	1891 to 1900.	5 P. C.	254 00
" " 71.	1,200 00	" "	1890.	1891 to 1900.	5 P. C.	1,200 00
Somerset County—						
District No. 28.	1,500 00	Bonds.	1887.	1888 to 1894.	5 P. C.	1,000 00
" " 31	1,600 50	" "	1883.	1886 to 1894.	5 P. C.	800 50
" " 34	18,500 00	" "	1882.	1886 to 1902.	5 P. C.	1,000 00
" " 74	200 00	Notes.	1890.	1891 to 1893.	6 P. C.	200 00
Sussex County—						
District No. 37	7,000 00	Bonds.	1889 and 1890.	1883 to 1899.	5 P. C.	6,000 00
" " 43	1,000 00	" "	1890.	1891 to 1893.	5 P. C.	1,000 00
" " 64	300 00	Notes.	1890.	1891 to 1895.	6 P. C.	200 00
Union County—						
District No. 1.	2,000 00	Bonds.	1871.	1872 to 1896.	7 P. C.	1,500 00
" " 5.	40,000 00	Mortgages.	1889 and 1893.	1893 to 1920.	{ \$20,000—6 P. C. 30,000—5 P. C. }	50,000 00
" " 10	29,800 00	Bonds.	1888 and 1891.	1893 to 1920.	5 P. C.	29,800 00
" " 12	77,000 00	{ Mortgages and Bonds. }	1875 to 1891.	1893 to 1920.	5 P. C.	4,000 00
" " 14	15,000 00	Bonds.	1889.	1890 to 1907.	5 P. C.	14,000 00
" " 17	550 00	Mortgage.	1883.	1890 to 1907.	4 ½ P. C. 6 ½ P. C.	550 00
" " 25.	4,000 00	" "	1876 to 1890.	1892 to 1905.	{ \$1,200—7 P. C. 400—6 P. C. 2,400—5 P. C. }	4,000 00
Warren County—						
District No. 10.	1,475 00	Note.	1892.	1896.	5 P. C.	1,475 00
" " 10.	1,100 00	" "	1874.	1892 to 1898.	5 P. C.	1,100 00
" " 10 ½	2,600 00	Bonds.	1891.	1892 to 1898.	7 P. C.	2,600 00
" " 12.	23,000 00	" "	1880 to 1887.	1886 to 1900.	5 P. C.	2,550 00
" " 31	7,000 00	" "	1891.	1886 to 1900.	5 P. C.	800 00
" " 33.	2,200 00	Note.	1891.	1892 to 1905.	5 P. C.	2,200 00
" " 41.	14,000 00	Bonds.	1884.	1885 to 1899.	6 P. C.	13,000 00
" " 48.	7,300 00	" "	1884.	1885 to 1899.	5 P. C. 7 P. C.	1,300 00 6,000 00

SUMMARY.

COUNTIES.	Amount of indebtedness July 1st, 1892.	Amount incurred during the year.	Amount paid during the year.	Amount outstanding July 1st, 1893.
Atlantic.....	\$64,683 33	\$5,100 00	\$6,063 33	\$63,720 00
Bergen	171,825 00	87,250 00	12,230 00	246,845 00
Burlington.....	30,933 84	38,200 00	3,883 84	65,250 00
Camden.....	236,649 00	12,000 00	15,354 25	233,294 75
Cape May.....	14,240 00		2,446 50	11,793 50
Cumberland	28,950 00	16,200 00	3,544 00	41,606 00
Essex.....	329,300 00	36,000 00	38,450 00	326,850 00
Gloucester	29,815 00		3,335 00	26,480 00
Hudson.....	562,550 00	24,000 00	12,000 00	574,550 00
Hunterdon.....	1,818 34		683 34	1,135 00
Mercer.....	178,724 66		850 00	177,874 66
Middlesex.....	33,050 00	3,950 00	4,243 00	32,757 00
Monmouth.....	145,325 00	34,750 00	8,475 00	171,600 00
Morris.....	38,900 00		2,400 00	36,500 00
Ocean.....	17,950 00	19,000 00	1,500 00	35,450 00
Passaic.....	57,300 00	9,000 00	2,670 00	63,630 00
Salem.....	16,454 00		150 00	16,304 00
Somerset.....	21,809 50		2,509 50	19,300 00
Sussex.....	8,300 00		2,100 00	6,200 00
Union.....	168,350 00	10,000 00	5,500 00	172,850 00
Warren.....	58,675 00		5,450 00	53,225 00
Total	\$2,215,602 67	\$295,450 00	\$133,837 76	\$2,377,214 91

TABLE VII.

Condition of School Libraries in Atlantic County June 30th, 1893.

NAMES OF SCHOOLS.		Number of district.	Amount raised during the year.	Amount previously raised.	Amount received from the State during the year.	Amount previously received from the State.	Number of books purchased during the year.	Number of books previously purchased.	Amount expended for apparatus during the year.	Amount previously expended for apparatus.	Number of books now in the library.	Number of books taken out during the year.	Present value of school library.	Present value of apparatus.
ATLANTIC.														
Atlantic City—Pennsylvania Ave.	1	\$10 00	\$769 00	\$10 00	\$120 00	1,116	\$85 00	1,150	850	\$575 00	1,150	850	\$575 00	10 00
Atlantic City—New Jersey Ave.	1	10 00	145 00	10 00	30 00	183		137	450	82 00	137	450	82 00	25 00
Atlantic City—Indiana Ave.	1	10 00	568 87	10 00	30 00	549		494	692	296 00	494	692	296 00	10 00
Atlantic City—Texas Ave.	3	10 00	101 30	10 00	70 00	136		127	883	76 00	127	883	76 00	100 00
Leeds Point	4	10 00	65 00	10 00	30 00	30	35	65	\$25 00	45 00	65	20	45 00	\$18 00
Smithville	3	10 00	120 00	10 00	20 00	180		170	20	10 00	170	58	10 00	20 00
Port Republic	3	10 00	84 00	10 00	60 00	280		45	30	40 00	45	30	40 00	5 00
Germania	8	10 00	40 00	10 00	40 00	73		20	144 00	10 00	20	30	50 00	5 00
North Absecon	13		92 00	10 00	30 00	36		25	5 00	10 00	25	2	10 00	25 00
Absecon—School No. 1.	12		30 00	10 00	20 00	36		13	11 00	10 00	13	10	10 00	9 00
Absecon—School No. 2.	12		20 00	10 00	20 00	36		13	11 00	10 00	13	10	10 00	9 00
Pomona	13		50 00	20 00	30 00	280		232	169 00	50 00	232	560	50 00	100 00
South Absecon	14		265 00	150 00	150 00	453		491	270 00	221 00	491	1,547	221 00	100 00
Pleasantville	15		423 00	140 00	100 00	300		285	25 00	175 00	285	860	175 00	25 00
Smith's Landing	16	10 00	157 00	10 00	110 00	257	9 00	260	47 00	50 00	260	243	50 00	30 00
Bakersville	17	10 00	136 00	10 00	70 00	164		160	155 00	174 00	160	269	174 00	10 00
Bargatown	18		300 00	130 00	50 00	167		67	41 00	10 00	67	10	10 00	10 00
Linwood	19		131 00	30 00	30 00	64		20	5 00	5 00	20	20	5 00	40 00
Seaview	20		152 00	30 00	30 00	64		24	70 00	10 00	24	20	10 00	40 00
Steelmanville	21		224 00	50 00	50 00	233		70	41 00	5 00	70	20	5 00	10 00
Scullville	22		924 00	40 00	40 00	72		67	48 00	2 00	67	15	50 00	61 00
English Creek	22		40 00	20 00	20 00	68		10	10 00	10 00	10	2	2 00	10 00
Hawkinsville	23		20 00	20 00	20 00	44		28	25 00	25 00	28	2	15 00	15 00
Tuckahoe	28		21 00	20 00	20 00	28		50	12 00	12 00	50	4	20 00	15 00
Tuckahoe	28		42 00	20 00	20 00	86		139	162	40 00	139	162	40 00	12 00
East Vineland	29		20 00	20 00	20 00	139		20	17 00	17 00	20	6	40 00	10 00
Oak Ford	30		20 00	20 00	20 00	139		20	17 00	17 00	20	6	40 00	10 00
Richland	30		20 00	20 00	20 00	139		20	17 00	17 00	20	6	40 00	10 00
Buena	32		45 00	40 00	40 00	130		20	17 00	17 00	20	6	40 00	10 00

12	Tennady	20 00	344 00	10 00	150 00	36	634	324	400 00	670
13	Cresskill	10 00	70 00	10 00	70 00	220	220	310	100 00	220
14	Closter	10 00	228 00	10 00	150 00	10	408	424	220 00	424
15	Alpine	18 50	55 55	10 00	30 00	41	60	80	83 05	101
16	Old Closter	20 00	45 75	10 00	30 00	24	156	140	52 00	180
17	Norwood	20 00	50 00	20 00	50 00	72	135	120	100 00	135
18	Old Tappan	20 00	50 00	20 00	30 00	72	74	334	100 00	146
19	River Vale	30 09	40 00	10 00	80 00	175	175	43	150 00	129
20	Old Hook	10 00	81 62	10 00	80 00	33	33	571	100 00	178
21	Westwood	10 00	40 00	10 00	40 00	80	80	230	100 00	230
21 1/2	Hillsdale	10 00	40 00	10 00	40 00	33	71	450	85 00	101
22	Hillsdale Terrace	31 00	.....	30 00	.....	80	74	400	40 00	74
23	Pascack	10 00	46 75	10 00	40 00	8	8	23 46	85 00	8
24	Paranus	30 00	30 00	10 00	30 00	50	50	30	26 75	50
25	Arcola	30 00	30 00	10 00	30 00	40	92	360	80 00	132
27	Spring Valley	29 25	30 00	10 00	30 00	36	104	950	110 00	140
28	Oradell	11 44	63 75	10 00	60 00	104	104	503	90 00	175
29	River Edge	30 15 66	110 00	10 00	110 00	41	140	130	150 00	175
30	State Street	10 00	130 00	10 00	130 00	90	90	140	100 00	140
31	Union Street	10 00	168 73	30 00	80 00	52	279	1,106	400 00	32
32	Hudson Street	10 00	70 00	10 00	70 00	40	70	354	67 00	120
33	Cherry Hill	10 00	45 00	10 00	20 00	29	94	782	100 00	110
33 1/2	Little Ferry	10 00	80 00	10 00	80 00	109	150	85	225 00	123
35	Lodi	10 60	20 00	10 00	20 00	40	57	210	225 00	123
35 1/2	Hasbrouck Heights	29 79	238 57	10 00	130 00	67	516	1,212	225 00	259
34	Moonachie	10 00	242 75	10 00	230 00	40	234	210	60 00	97
36	Woodridge	37 10 00	242 75	10 00	230 00	234	234	380	200 00	331
37	Carlstadt	33 00	130 00	20 00	130 00	79	82	380	200 00	331
38	Passaic Park	10 00	130 00	10 00	130 00	79	82	1,020	250 00	300
39	N. Belleville Bridge	10 00	414 21	10 00	170 00	5	1,270	812	250 00	161
40	Rutherford Borough	40 1/2	40 00	40 00	40 00	8	21	25	150 00	975
40 1/2	North Rutherford	40 1/2	50 00	40 00	50 00	40	21	107	100 00	128
41	East Passaic	20 00	100 00	20 00	100 00	87	242	1,300	175 00	282
42	Garfield	20 00	40 00	20 00	40 00	100	128	95	175 00	128
42 1/2	Dundee Lake	20 00	40 00	20 00	40 00	100	128	85	50 00	110
43	Rochelle Park	20 00	50 00	20 00	50 00	24	300	361	125 00	324
44	Ridgewood Grove	10 00	130 00	10 00	130 00	24	300	1,127	40 00	324
45	Paranus Church	50 00	102 00	50 00	60 00	143	360	503	150 00	503
46	Ridgewood	17 00	23 00	10 00	20 00	53	80	650	70 00	133
47	Midland Park	10 00	20 00	10 00	20 00	36	64	155	60 00	100
48	Wyckoff	15 00	35 00	10 00	20 00	28	62	200	80 00	90
49	Slocum	10 00	20 00	10 00	20 00	40	62	200	20 00	90
50	Western	10 00	25 00	10 00	20 00	41	51	225	40 00	94
51	Oakland	10 00	23 50	10 00	20 00	77	77	225	45 00	92
52	Campgaw	10 00	73 50	10 00	60 00	9	116	225	40 00	77
53	Saddle River	20 00	80 00	20 00	80 00	125	213	115	125 00	125
54	Hobokus	30 00	90 00	30 00	90 00	20	213	372	65 00	80
54	Waldwick	49 50	80 00	30 00	80 00	125	213	145	145 00	140
55	Allentate	20 00	30 00	20 00	30 00	20	20	63	60 00	63
55	Upper Saddle River	20 00	90 00	20 00	80 00	20	130	535	206 00	150
56	Ramseys	20 00	60 00	20 00	60 00	20	130	159	350 00	150
57	Darlington	20 00	60 00	20 00	60 00	20	232	159	10 00	416

35	Smithville.....	40 00	40 00	150	85 00	44	10 00	20 00
40	Mound.....	20 00	20 00	4	40 00	5	40 00	20 00
41	Jubinstown.....	78 55	20 00	325	30 00	123	100	35 00
42	Jobstown.....	41 00	30 00	97	40 00	14	15 00	25 00
43	Spartburg.....	55 30	20 00	2	50 00	40	30 00	30 00
44	Stokesville.....	20 61	7	2	22 61	7	30	40 00
45	Recklesstown.....	100 00	7	176	43 50	175	30	40 00
46	Extonville.....	30 00	20 00	2	50 00	2	10 00	25 00
49	Harrison.....	20 00	60 00	97	40 00	102	75 00	10 00
50	Jacobstown.....	130 00	3	3	115 32	3	102	50 00
52	Wrightstown.....	77 82	8	9	60 00	9	3	40 00
53	Pointville.....	30 00	30 00	9	40 00	3	40 00	80 00
54	New Hanover.....	20 00	10 00	20 00	40 00	20 00	40 00	5 00
55	Brown's Mills.....	30 00	30 00	20 00	30 00	20 00	20 00	40 00
58	Pemberton.....	30 00	30 00	20 00	30 00	20 00	20 00	40 00
60	Birmingham.....	30 00	30 00	20 00	30 00	20 00	20 00	40 00
63	Vincetown.....	50 00	50 00	125	39 70	125	15	20 00
67	Eayestown.....	70 00	58	328	20 00	32	25 00	20 00
69	Lamberton.....	49 01	30 00	70	45 00	60	15	20 00
71	Hahesport.....	20 00	20 00	20 00	40 00	20 00	20 00	20 00
73	Mount Holly.....	50 00	50 00	70	115 00	33	40 00	140 00
76	Hartford.....	20 00	20 00	20 00	40 00	20 00	40 00	40 00
79	London Grove.....	20 00	20 00	20 00	40 00	20 00	40 00	40 00
80	Mount Laurel.....	20 00	20 00	20 00	40 00	20 00	40 00	40 00
81	Pine Grove.....	20 00	20 00	20 00	40 00	20 00	40 00	40 00
82	Marlton.....	62 00	5	5	40 00	10	30 00	25 00
87	Medford.....	86 00	200	200	152 00	125	400	100 00
90	Tabernacle.....	20 00	20 00	100	40 00	75	75	40 00
95	Jones Mills.....	60 00	20 00	20 00	40 00	20 00	20 00	40 00
106	Basin River.....	30 00	20 00	313	34 20	75	1,197 10	1,555 08

CAMDEN.

1	Camden.....	1,080 00	160 00	2,814	8,795 40	2,093	1,197 10	1,555 08
2	Pensauken.....	75 00	30 00	2,528	15,225	2,528	10,112 00	90 00
3	Pennsville.....	10 00	88	88	25	88	100 00	25 00
4	Rosendale.....	33 50	40 00	4	45 00	4	32 00	100 00
5	Catto (Colored).....	25 00	20 00	15	80 00	17	17 00	35 00
6	Merchantville.....	40 00	20 00	2	35 00	7	32 00	60 00
7	Homesitead.....	35 00	20 00	2	35 00	7	17 00	35 00
8	Greenville.....	50 00	10 00	3	150 00	132	90 00	84 00
9	Ellisburg.....	97 00	10 00	35	50 00	35	80 00	40 00
10	Hillman.....	10 00	10 00	22	4 50	22	4 50	40 00
11	Hillman.....	10 00	10 00	35	50 00	35	80 00	40 00
12	Champion.....	30 00	30 00	44	1 10 00	44	1 10 00	40 00
13	Westmont.....	30 00	30 00	144	14 36	150	70 00	10 00
14	Haddonfield.....	71 53	50 00	6	40 00	102	40 00	10 00
15	Mount Ephraim.....	40 00	20 00	130	40 00	140	75 00	40 00
16	Greenland.....	30 00	20 00	120	14 05	110	90 00	12 00
17	Snow Hill.....	118 85	60 00	92	186 80	85	80 00	20 00
18	Hillside.....	30 00	30 00	92	186 80	85	80 00	175 00
19	Somerdale.....	30 00	30 00	92	186 80	85	80 00	175 00
20	Chew's Landing.....	98 00	60 00	92	186 80	85	80 00	175 00

TABLE VII.—CONTINUED.

Condition of School Libraries in Cape May and Cumberland Counties June 30th, 1893.

NAMES OF SCHOOLS.	Number of district.	Amount raised during the year.	Amount previously raised.	Amount received from the State during the year.	Amount previously received from the State.	Number of books purchased during the year.	Number of books previously purchased.	Amount expended for apparatus during the year.	Amount previously expended for apparatus.	Number of books now in the library.	Number of books taken out during the year.	Present value of school library.	Present value of apparatus.
Camden—Cont.													
Mechanicsville.....	20		\$30 00		\$30 00	2	173	\$15 00	\$126 07	15	.....	\$18 00	\$50 00
Blackwood.....	21	\$10 00	233 00	.....	130 00	.....	.....	40 00	20 00	175	325	175 00	130 00
Clementon.....	24	.....	20 00	.....	20 00	.....	.....	.....	.....	.....	.....	.....	60 00
Glendale.....	26	.....	110 00	.....	100 00	.....	241	.....	42 50	210	193	189 00	40 00
Gibbstown.....	27	.....	70 00	.....	50 00	.....	193	.....	90 00	201	173	100 00	90 00
Millford.....	28	.....	30 00	.....	30 00	.....	57	.....	78 00	58	15	50 00	70 00
Berlin.....	30	.....	80 00	.....	90 00	.....	249	.....	.....	252	540	150 00	50 00
Atco.....	31	25 00	40 00	.....	40 00	97	43	.....	61 00	140	203	70 00	25 00
Jackson.....	32	.....	20 00	.....	20 00	.....	.....	.....	.....	.....	.....	.....	50 00
North Tansboro.....	34	.....	20 00	.....	20 00	.....	.....	.....	.....	.....	.....	.....	75 00
Pump Branch.....	37	10 00	40 00	.....	40 00	.....	85	.....	.....	85	.....	.....	60 00
Rates' Mill.....	38	.....	50 00	.....	50 00	.....	120	.....	75 00	120	40	50 00	75 00
Ancora.....	39	.....	30 00	.....	30 00	.....	.....	.....	100 00	65	60	7 00	100 00
Pine Grove.....	40	.....	30 00	.....	30 00	.....	.....	.....	.....	.....	.....	.....	75 00
Winslow.....	41	.....	20 00	.....	20 00	.....	.....	.....	20 00	12	.....	5 00	20 00
Parkdale.....	42	.....	48 00	.....	30 00	.....	44	.....	38 00	49	12	10 00	30 00
Union Valley.....	44	.....	7 00	.....	30 00	.....	.....	.....	27 00	35	.....	35 00	30 00
Chiselhurst.....	45	50 00	30 00	\$20 00	30 00	500	1	51 50	100 00	501	423	55 00	5 00
Collingswood.....	46	30 45	10 00	10 00	30 00	41	83	.....	40 00	124	.....	80 00	150 00
Newton.....	47	20 00	.....	20 00	.....	69	.....	.....	.....	.....	.....	40 00	40 00
		208 45	2,961 88	70 00	2,280 00	718	4,545	117 89	1,392 78	5,502	18,098	11,904 50	1,807 00
CAPE MAY.													
Reesley's Point.....	1	.....	54 00	.....	40 00	.....	90	.....	25 00	50	12	25 00	25 00
Palermo.....	2	.....	20 00	.....	20 00	.....	54	.....	.....	32	10	.....	.....
Seaville.....	3	.....	20 00	.....	20 00	.....	2	.....	5 00	2	.....	.....	.....
Petersburgh	4	.....	80 00	.....	80 00	.....	35	.....	25 00	35	.....	.....	.....

5	Tuckahoe.....	50 00	50 00	58	23 00	58	30 00	58	5 00
11	Dennisville.....	40 00	40 00	5		5			
12	South Dennis.....	40 00	40 00	40	80 00	44	25 00	13	75 00
13	Ocean View.....	45 00	30 00	41	30 00	41	25 00	8	55 00
11	Clermont.....	30 00	10 00	14		14	100 00		40 00
16	Cape May C. H.....	60 00		55	5 00	75			
17	Townsend's Inlet.....	20 00							
18	Goshen.....	30 00							
19	Dias Creek.....	50 00	10 00	45	16 00		50 00		28 00
20	Green Creek.....	40 00							
21	Rio Grande.....	20 00							
22	Fishing Creek.....	20 00		55	30 00	55	20 00		20 00
23	Academy.....	20 00		25		25			
25	Cold Spring.....	30 00							
26	West Cape May.....	80 00		107	50 00	66	100 00	12	75 00
27	Cape May City.....	100 00		143	50 00	15	15 00	15	150 00
28	Cape May Point.....	60 00		121		80	50 00	52	50 00
29	Ocean City.....	50 00		63		63	135 00	85	35 00
31	Holly Beach.....	20 00			30 00	170	100 00	95	25 00
		1,019 00	20 00	928	96 00	820	605 00	339	468 00
		68 00		45					
			20 00						
3	Friendship.....	20 00							
6	Cohansey.....	20 00							
7	Rosebath.....	30 00		81		81	40 00		
12	Dividing Creek.....	52 00		116		116	75 00	800	30 00
13	Tom's Bridge.....	62 05		136		136	100 00	170	41 00
14	North Port Norris.....	20 00							
15	Bakeyville.....	40 00		50		50	15 00		10 00
16	Mauricetown.....	50 00		93		93	59 00	20	
17	Bucksblunt.....	51 00	10 00	145		145	50 00	476	25 00
18	Port Norris.....	57 00	10 00	272		272	100 00	520	75 00
19	Fairton.....	30 00							
21	Central.....	20 00							
22	Cedarville.....	169 00	10 00	186		186	106 00	818	127 00
23	Herring Row.....	20 00		23		23	18 00	22	
25	Sayre's Neck.....	20 00		13		13	20 00	18	16 00
27	Greenwich.....	20 00		15		15	8 00	8	4 00
28	Bacon's Neck.....	30 00		28		28	35 00		
29	Head of Greenwich.....	20 00							
31	Dutch Neck.....	60 00							
32	Lower Hopewell.....	30 00		50		50	50 00		
33	Bowentown.....	21 50		11		11	10 00		
34	Roadstown.....	20 00							
35	Sidmouth.....	30 00		19		19	20 00		
37	Harmony.....	20 00		100		100	40 00		
39	Spring Run.....	60 00	10 00	112		112	70 00	874	11 00
41	South Road.....	70 00		9		9	28 00		57 00
43	South Vineland.....	80 00					5 00	30	20 00
44	Vineland.....	510 00					160 00		
46	Vine Road.....	30 00		200		200	150 00		12 00

CUMBERLAND.

TABLE VII—CONTINUED.
Condition of School Libraries in Essex County June 30th, 1893.

NAMES OF SCHOOLS.	Number of district.	Amount raised during the year.	Amount previously raised.	Amount received from the State during the year.	Amount previously received from the State.	Number of books purchased during the year.	Number of books previously purchased.	Amount expended for apparatus during the year.	Amount previously expended for apparatus.	Number of books now in the library.	Number of books taken out during the year.	Present value of school library.	Present value of apparatus.
CUMBERLAND—Con.													
Kingman.....	48	\$11 00	\$10 00	\$10 00	\$10 00	.....	.....	.....	\$12 00	95	75	\$50 00	\$25 00
North Vineland.....	40	.....	30 00	.....	30 00	.....	75	.....	.....	45	.....	20 00	15 00
Bucks.....	50	.....	70 00	.....	70 00	.....	.....	.....	.....	85	50	40 00	60 00
Port Elizabeth.....	51	.....	20 00	.....	20 00	.....	30	.....	.....	30	.....	30 00	.....
Leesburg.....	52	.....	20 00	.....	20 00	.....	.....	.....	.....	.....	.....	.....	.....
Hoslierville.....	53	.....	20 00	.....	20 00	.....	.....	.....	.....	.....	.....	.....	.....
Hawking's Neck.....	54	.....	20 00	.....	20 00	.....	54	.....	5 00	64	49	30 00	3 00
Burtonwood.....	58	.....	20 00	.....	20 00	.....	18	.....	.....	18	.....	15 00	10 00
Union.....	59	.....	20 00	.....	40 00	.....	28	.....	4 00	36	.....	50 00	4 00
Town Hall.....	60	.....	70 00	.....	70 00	.....	100	.....	40 00	90	125	20 00	50 00
Bridgton.....	61	.....	40 00	.....	40 00	.....	123	.....	310 00	320	451	230 00	273 00
Millville.....	62	40 00	250 00	40 00	250 00	197	.....	.....	.....	.....	.....	.....	.....
		181 00	3,202 05	90 00	2,139 00	229	2,077	.....	926 00	2,634	4,458	1,435 00	579 00
ESSEX.													
Central Union.....	3	.....	30 00	.....	30 00	.....	650	.....	.....	650	150	200 00	.....
Franklin.....	4	50 10	418 00	30 00	210 00	100	47	.....	229 00	530	200	500 00	100 00
Brookdale.....	6	10 00	30 00	.....	30 00	.....	40	\$176 80	100 00	50	100	500 00	500 00
Bloomfield.....	7	45 13	1,138 79	40 00	430 00	46	1,225	100 00	500 00	1,271	1,326	500 00	500 00
Montclair.....	8	41 60	1,204 91	30 00	350 00	74	1,189	.....	.....	1,233	.....	300 00	.....
Mount Lebanon.....	10	.....	200 00	.....	70 00	40	369	.....	.....	409	986	.....	.....
Cedar Grove.....	11	.....	100 00	.....	100 00	.....	51	.....	.....	100	51	90 00	.....
Verona.....	12	30 00	60 00	10 00	20 00	50	61	.....	.....	101	200	.....	200 00
Caldwell.....	13	.....	200 00	.....	50 00	.....	53	.....	107 45	100	.....	75 00	.....
North Caldwell.....	14	.....	20 00	.....	20 00	.....	230	.....	.....	250	56	40 00	.....
Fairfield.....	15	.....	20 00	.....	20 00	.....	60	.....	.....	60	50	35 00	5 00
Clinton.....	16	.....	50 00	.....	20 00	.....	151	.....	.....	151	.....	50 00	10 00

Roseland.....	19	60 00	60 00	60 00	60 00	60 00	164	225	.....
Lynchston.....	20	10 00	190 00	150 00	150 00	150 00	1,230	600	.....
Squiertown.....	21	.....	50 00	50 00	50 00	50 00	12	.....	.....
Northfield.....	22	.....	92 00	40 00	40 00	40 00	110	53	72 50
Washington Place.....	23	.....	30 00	30 00	30 00	30 00	125	37 50	35 00
White Oak Ridge.....	24	.....	30 00	30 00	30 00	30 00	80	50	15 00
Washington.....	26	.....	150 00	90 00	90 00	90 00	600	50 00	50 00
Maplewood.....	27	.....	130 00	130 00	130 00	130 00	600	1,150	200 00
Columbia.....	28	29 00	91 50	80 00	80 00	80 00	289	50 00	80 00
Vailsburg.....	29	58 52	27 55	20 00	20 00	20 00	231	.....	10 00
Irlinton.....	30	.....	60 00	60 00	60 00	60 00	38	34 00	.....
Lyons Farms.....	31	.....	20 00	20 00	20 00	20 00	.....	.....	.....
St. Marks.....	33	11 60	20 00	20 00	20 00	20 00	131	65	.....
Waverly.....	34	47 00	20 00	20 00	20 00	20 00	354	97 90	.....
Pleasant Dale.....	40	.....	40 00	40 00	40 00	40 00	50	25	25 00
West Orange.....	41	60 00	60 00	60 00	60 00	60 00	240	225	80 00
South Mountain.....	42	.....	66 00	60 00	60 00	60 00	316	206	136 00
East Orange - Ashland.....	45	21 00	410 00	10 00	10 00	10 00	217	1,109	175 00
East Orange - Ashland.....	45	12 75	60 00	60 00	60 00	60 00	233	753	125 00
Columbian.....	45	20 00	20 00	20 00	20 00	20 00	33	40 00	40 00
Franklin.....	45	20 00	40 00	40 00	40 00	40 00	114	503	100 00
Edmwood.....	45	10 00	20 00	20 00	20 00	20 00	144	382	60 00
High School.....	45	15 00	20 00	20 00	20 00	20 00	614	350	614 00
High.....	43	.....	100 00	100 00	100 00	100 00	593	.....	.....
South Market Street.....	43	.....	20 00	20 00	20 00	20 00	2,278	.....	.....
Hamburg Place.....	43	10 00	10 00	10 00	10 00	10 00	252	.....	.....
Oliver Street.....	43	10 00	10 00	10 00	10 00	10 00	934	.....	.....
South Street.....	43	.....	40 00	40 00	40 00	40 00	148	.....	.....
*Thomas Street.....	43	.....	40 00	40 00	40 00	40 00	.....	.....	.....
Walnut Street.....	43	10 00	10 00	10 00	10 00	10 00	325	.....	.....
*Houston Street.....	43	.....	30 00	30 00	30 00	30 00	380	.....	.....
Lafayette Street.....	43	.....	40 00	40 00	40 00	40 00	391	.....	.....
Lawrence Street.....	43	50 00	70 00	70 00	70 00	70 00	50	.....	.....
Commerce Street.....	43	.....	60 00	60 00	60 00	60 00	725	.....	.....
Burnet Street.....	43	.....	80 00	80 00	80 00	80 00	.....	.....	.....
*Summer Avenue.....	43	85 00	50 00	50 00	50 00	50 00	806	.....	.....
*Summer Avenue Annex.....	43	.....	30 00	30 00	30 00	30 00	516	.....	.....
Webster Street.....	43	15 00	10 00	10 00	10 00	10 00	161	.....	.....
Franklin.....	43	.....	20 00	20 00	20 00	20 00	97	.....	.....
Elliott Street.....	43	2 00	.....	.....	.....	.....	26	.....	.....
Roseville Avenue.....	43	.....	20 00	20 00	20 00	20 00	461	.....	.....
Central Avenue.....	43	10 00	10 00	10 00	10 00	10 00	123	.....	.....
Warren Street.....	43	.....	.....	.....	.....	.....	.....	.....	.....
Wickliffe Street.....	43	.....	40 00	40 00	40 00	40 00	277	.....	.....
South Eighth Street.....	43	100 00	10 00	10 00	10 00	10 00	298	.....	.....
Newton Street.....	43	30 00	10 00	10 00	10 00	10 00	505	.....	.....
South Tenth Street.....	43	10 00	10 00	10 00	10 00	10 00	190	.....	.....
Camden Street.....	43	90 00	60 00	60 00	60 00	60 00	406	.....	.....
Morton Street.....	43	.....	70 00	70 00	70 00	70 00	871	.....	.....

* Abolished.

TABLE VII—CONTINUED.
Condition of School Libraries in Gloucester and Hudson Counties June 30th, 1893.

NAMES OF SCHOOLS.	Number of district.	Amount raised during the year.	Amount previously raised.	Amount received from the State during the year.	Amount previously received from the State.	Number of books purchased during the year.	Number of books previously purchased.	Amount expended for apparatus during the year.	Amount previously expended for apparatus.	Number of books now in the library.	Number of books taken out during the year.	Present value of school library.	Present value of apparatus.
Essex—Con.													
Newark—Eighteenth Avenue.....	43	\$188 00	.....	\$10 00	\$120 00	90	522	.....	.....	447	.....	.....	.....
• Eighteenth Avenue Annex.....	43	.....	.....	.....	20 00	.....	.....	.....	.....	.....	.....	.....	.....
Washington Street.....	43	22 00	.....	.....	30 00	31	502	.....	.....	533	.....	.....	.....
Washington Street.....	43	11 00	.....	.....	30 00	2	21	.....	.....	23	.....	.....	.....
Chatham Street.....	43	.....	.....	.....	60 00	.....	582	.....	.....	582	.....	.....	.....
Miller Street.....	43	58 00	.....	10 00	70 00	42	361	.....	.....	245	.....	.....	.....
Elizabeth Avenue.....	43	20 00	.....	20 00	.....	.....	.....	.....	.....	.....	.....	.....	.....
Monmouth Street.....	43	.....	.....	.....	20 00	.....	50	.....	.....	50	.....	.....	.....
No. 1 (High School).....	44	10 44	\$250 56	10 00	140 00	42	485	\$25 00	\$307 50	527	.....	.....	.....
No. 2 (Lincoln Avenue).....	44	.....	120 00	.....	120 00	.....	531	.....	.....	531	378	.....	.....
No. 3 (Park Avenue).....	44	10 00	113 87	10 00	110 00	48	413	.....	20 54	461	.....	.....	.....
No. 4 (Valley).....	44	.....	70 00	.....	70 00	.....	224	.....	.....	220	450	.....	.....
No. 5 (Oakwood Avenue).....	44	10 00	40 00	10 00	40 00	31	121	.....	.....	152	654	.....	.....
GLoucester.													
Woodbury.....	1	60 00	796 23	60 00	670 00	101	790	66 72	703 63	891	5,760	\$1,500 00	\$770 00
Thoroughtfare.....	5	.....	34 00	.....	30 00	.....	61	.....	.....	61	300	40 00	100 00
Richwood.....	7	.....	50 00	.....	50 00	.....	40	.....	60 00	30	.....	25 00	50 00
Jederson.....	8	.....	20 00	.....	20 00	.....	35	.....	10 00	35	60	20 00	5 00
Mantua.....	9	.....	20 00	.....	20 00	.....	.....	.....	40 00	.....	.....	.....	35 00
Paulin.....	11	.....	20 00	.....	20 00	.....	.....	.....	40 00	.....	.....	.....	32 00
Greenswich.....	14	.....	20 00	.....	20 00	.....	30	.....	75 00	30	.....	35 00	75 00
Gilbstone.....	15	.....	20 00	.....	20 00	.....	.....	.....	75 00	.....	.....	.....	75 00
Paulsboro.....	16	.....	100 00	.....	90 00	.....	290	.....	.....	270	243	60 00	150 00

* Abolished.

Clarksboro.....	80 00	80 00	125	50 00	91	115 00	40 00
Poplar Grove.....	100 00	60 00	45	50 00	45	15 00	40 00
Fairview.....	30 00	30 00	86	50 00	82	6 00	5 00
Oak Grove.....	20 00	20 00	46	2 10	65	65 00	2 10
Harrisonville.....	35 15	30 00	14	60 00	210	60 00	100 00
Cloverdale.....	30 00	30 00	132	70 00	45	50 00	80 00
Union.....	118 00	80 00	46	8 50	81	87 00	115 00
Harmony.....	40 00	20 00	65	130 00	29	40 00	50 00
Good Will.....	20 00	20 00	29	40 00	75	40 00	125 60
Swedesboro.....	255 00	20 00	100	150 00	200	40 00	90 00
Repaupe.....	20 00	20 00	10	43 00	10	180 00	30 00
Bridgeport.....	20 00	20 00	230	3 00	140	42	37 00
Pittman.....	20 00	20 00	140	19 88	42	50 00	25 00
Glassboro.....	20 00	20 00	100	40 00	37	40 00	100 00
Unionville.....	10 00	10 00	50	25 00	100	50 00	68 00
Clayton.....	125 00	120 00	38	40 00	120	50 00	30 00
Franklinville.....	50 00	50 00	38	65 00	302	100 00	8 00
Chewsville.....	20 00	20 00	8	65 00	73	45 00	65 00
Fries Mills.....	40 00	80 00	100	270	2,855	2,628 00	2,516 10
Forest Grove.....	10 00	80 00	2	223 20	157	777 00	2,000 00
Wenonah.....	60 00	60 00	100	35 00	288	105 00	136 00
New Brooklyn.....	50 00	50 00	50	40 00	1,005	136 00	200 00
Washington Grove.....	20 00	20 00	100	40 00	330	300 00	200 00
Cole's Hills.....	20 00	20 00	250	20 00	386	38 50	500 00
Wedell.....	60 00	60 00	61	40 00	84	84	100 00
Redell.....	55 75	20 00	8	200 00	994	775 00	45 00
Chestnut Ridge.....	39 00	30 00	60	40 00	727	777 00	100 00
	121 87	2,659 13	270	2,880	2,855	7,601	2,516 10
HUDSON.							
Bull's Ferry.....	1 10 00	179 00	306	35 00	288	105 00	136 00
Secaucus.....	10 00	20 00	1,105	40 15	1,005	300 00	200 00
New Durham.....	30 00	30 00	330	38 50	386	38 50	500 00
Town of Union.....	1,440 04	70 00	126	200 00	994	775 00	45 00
Weehawken.....	30 00	30 00	687	40 00	727	777 00	100 00
Guttenberg.....	165 00	50 00	108	10 00	118	105 00	136 00
West New York.....	43 49	40 00	319	90 00	351	136 00	200 00
West Hoboken.....	777 52	30 00	40	131 32	357	136 00	200 00
Hoboken.....	460 00	400 00	1,300	45 00	979	8,500	500 00
Jersey City—High.....	125 00	70 00	602	20 00	1,310	2,976	725 00
No. 1.....	10 00	10 00	40	100 00	524	100 00	45 00
No. 2.....	10 00	10 00	40	100 00	255	100 00	45 00
No. 3.....	216 05	90 00	70	4 50	850	350 00	4 50
No. 4.....	136 00	40 00	208	21 00	957	225 00	8 00
No. 5.....	1,372 11	160 00	355	355	294	350 00	8 00
No. 6.....	856 05	10 00	23	23	294	225 00	8 00
No. 7.....	856 05	10 00	23	23	294	225 00	8 00
No. 8.....	856 05	10 00	23	23	294	225 00	8 00
No. 8 Annex.....	10 00	100 00	40	4 50	850	350 00	4 50
No. 9.....	91 84	80 00	70	21 00	957	225 00	8 00
No. 10.....	165 72	120 00	23	23	294	225 00	8 00
No. 11.....	140 00	10 00	23	23	294	225 00	8 00
No. 12.....	140 00	10 00	23	23	294	225 00	8 00

Junction.....	9	10 00	65 00	10 00	60 00	76	90 00	26
Mondakia.....	11	10 00	105 00	10 00	70 00	54	45 00	49
Bloomsbury.....	12	10 00	94 17	10 00	50 00	20	61 50	20
Valley.....	13	10 00	20 00	10 00	20 00	131	40 00	140
South Ashbury.....	14	10 00	51 00	10 00	30 00	20	40 00	5
Calton.....	15	10 00	40 00	10 00	20 00	137	15 00	137
Charlestown.....	16	10 00	30 00	10 00	30 00	48	20 00	41
Mount Joy.....	19	10 00	30 00	10 00	30 00	58	20 00	43
High York.....	21	10 00	33 00	10 00	30 00	88	20 00	88
Mount Pleasant.....	25	10 00	73 00	10 00	30 00	165	20 00	175
Wilmington.....	26	10 00	33 00	10 00	40 00	36	55 00	12
Everett.....	28	10 00	30 00	10 00	30 00	20	40 00	15
Wright's Grove.....	29	10 00	51 00	10 00	40 00	40	35 00	25
Pleasant.....	30	10 00	45 00	10 00	40 00	138	35 00	113
Old Church.....	31	10 00	21 55	10 00	20 00	60	25 00	60
Frenchtown.....	32	10 00	168 76	10 00	70 00	77	187 76	73
Bardonia.....	35	10 00	20 00	10 00	20 00	23	20 00	7
Rock Ridge.....	40	10 00	51 00	10 00	20 00	65	25 00	66
Quakerstown.....	43	10 00	51 00	10 00	50 00	25	55 00	25
Cherryville.....	45	10 00	20 00	10 00	20 00	41	40 00	22
The Union.....	47	10 00	33 40	10 00	30 00	75	40 00	75
Van Syckels.....	48	10 00	20 00	10 00	20 00	10	40 00	10
Paterson.....	49	10 00	51 80	10 00	30 00	111	40 00	111
Mechins.....	50	10 00	30 00	10 00	30 00	87	17 00	87
New Stone.....	52	20 00	59 51	20 00	50 00	128	82 50	130
Clinton Borough.....	53	20 00	30 00	10 00	30 00	70	5 00	80
Amandale.....	54	20 00	48 15	10 00	40 00	8	71 50	11
Lebanon.....	56	10 00	120 00	10 00	120 00	70	46 50	70
High Bridge.....	61	10 00	76 10	10 00	60 00	40	15 00	40
Fairmount.....	62	10 00	20 00	10 00	20 00	40	15 00	40
Mountainville.....	61	20 00	20 00	20 00	20 00	40	15 00	40
Cokesbury.....	65	20 00	25 00	20 00	20 00	40	15 00	40
Mount Grove.....	65	10 00	157 80	10 00	140 00	500	47 00	500
New Germantown.....	67	10 00	30 61	10 00	30 00	1	31 61	1
The Centre.....	68	10 00	30 00	10 00	30 00	87	21 50	85
Three Corners.....	70	10 00	56 20	10 00	40 00	40	91 20	40
The Station.....	71	10 00	20 00	10 00	20 00	11	23 55	11
White House.....	72	10 00	81 40	10 00	50 00	2	47 50	2
Pleasant Run.....	74	10 00	40 00	10 00	40 00	40	4 50	105
The Ridge.....	75	10 00	52 65	10 00	40 00	102	6 00	46
Readington.....	76	10 00	26 20	10 00	20 00	46	50 00	32
Centreville.....	77	10 00	65 00	10 00	50 00	62	50 00	62
Three Bridges.....	78	10 00	70 00	10 00	50 00	120	74 55	120
Oak Grove.....	81	10 00	44 55	10 00	30 00	1	35 00	1
Reaville.....	83	10 00	60 00	10 00	30 00	110	35 00	100
Pleasant Ridge.....	84	10 00	30 00	10 00	60 00	55	60 00	50
Higgins.....	85	10 00	148 30	10 00	110 00	204	25 00	60
Neshanic.....	86	10 00	30 00	10 00	30 00	60	35 00	15
Flemington.....	87	10 00	20 00	10 00	20 00	18	35 00	15
Wagners.....	88	10 00	23 00	10 00	20 00	54	40 00	60
Summit.....	90	10 00	20 00	10 00	20 00	54	40 00	60
Croton.....	92	10 00	23 00	10 00	20 00	54	40 00	60
Sand Brook.....	93	10 00	20 00	10 00	20 00	54	40 00	60

21	20 00	20 00	80 00	56	188	15 00	60	465	46 00	35 00
29	50 00	80 00	50 00	.....	12	30 00	104	97	50 00	45 00
30	20 00	20 00	20 00	.....	75	77 00	21	.....	17 00	.....
31	20 00	20 00	20 00	.....	90	20 00	65	32	30 00	30 00
32	20 00	20 00	20 00	.....	6	20 00	85	.....	30 00	30 00
36	20 00	20 00	20 00	.....	75	120 00	689	432	335 00	30 00
37	20 00	20 00	40 00	.....	.....	.....	.....	.....	.....	38 00
39	20 00	20 00	40 00	.....	.....	.....	.....	.....	.....	58 00
40	40 00	40 00	40 00	.....	.....	.....	.....	.....	.....	.....
41	20 00	20 00	20 00	.....	.....	.....	.....	.....	.....	35 00
42	20 00	20 00	20 00	.....	72	25 00	72	.....	40 75	20 00
43	27 00	40 00	40 00	.....	80	.....	47	25 00	15 00	.....
44	40 00	40 00	40 00	.....	.....	.....	20	.....	15 00	35 00
45	30 00	30 00	30 00	.....	.....	.....	62	.....	40 00	.....
48	20 00	20 00	20 00	13	.....	.....	20	.....	20 00	75 00
49	20 00	20 00	20 00	26	199	90 00	225	295	200 00	75 00
52	20 00	100 00	20 00	.....	52	20 56	54	25	30 00	35 00
53	20 00	20 00	20 00	.....	104	.....	104	131	100 00	187 00
19	80 00	20 00	20 00	.....	54	.....	35	400	35 00	.....
19	35 75	10 00	20 00	71	.....	.....	71	.....	40 00	.....
19	20 00	20 00	30 00	.....	76	.....	76	175	30 00	.....
19	1 75	30 00	30 00	34	70	.....	104	.....	60 00	.....
19	10 00	20 00	10 00	28	270	380 00	245	1,500	255 00	380 00
19	12 40	173 00	10 00	.....	34	10 00	34	.....	49 72	10 00
19	40 00	20 00	20 00	.....	.....	.....	.....	.....	.....	.....
	159 30	1,437 40	130 00	230	1,419	92 00	2,543	3,894	1,551 66	1,468

MIDDLESEX.

1	.....	20 00	20 00	40	38	40 00	76	50	100 00	30 00
2	.....	20 00	40 00	.....	.....	60 00	.....	.....	.....	30 00
3	.....	40 00	30 00	.....	.....	25 00	.....	.....	.....	30 00
4	.....	20 00	20 00	.....	.....	40 00	.....	.....	.....	15 00
5	.....	20 00	20 00	.....	.....	15 00	.....	.....	.....	30 00
6	.....	30 00	30 00	.....	45	40 00	.....	.....	.....	15 00
7	.....	30 00	30 00	.....	40	40 00	.....	.....	.....	15 00
8	.....	40 00	20 00	.....	.....	40 00	.....	.....	.....	30 00
9	.....	20 00	20 00	.....	.....	40 00	.....	.....	.....	.....
10	.....	30 00	30 00	.....	32	40 00	32	15	40 00	30 00
11	.....	20 00	20 00	.....	.....	40 00	.....	.....	.....	.....
12	.....	20 00	30 00	.....	72	7 75	65	10	50 00	30 00
13	.....	30 00	30 00	.....	40	35 00	30	10	50 00	30 00
14	10 00	30 00	10 00	.....	50	.....	.....	.....	.....	.....
15	10 00	100 00	10 00	74	294	.....	388	300	200 00	300 00
16	.....	20 00	20 00	.....	.....	20 00	4	.....	10 00	10 00
17	.....	40 00	40 00	.....	26	.....	26	.....	10 00	.....
18	.....	20 00	20 00	.....	.....	40 00	.....	.....	.....	25 00
20	.....	40 00	40 00	.....	30	50 00	50	.....	40 00	.....
22	10 00	40 00	10 00	110	115	28 00	218	150	75 00	10 00
23	.....	50 00	50 00	.....	.....	100 00	75	25	.....	.....
24	10 00	205 00	10 00	.....	199	.....	230	200	200 00	100 00
28	.....	20 00	20 00	21	77	1 50	80	151	40 00	121 00
31	.....	50 00	20 00	.....	250	40 00	140	200	50 00	160 00

TABLE VII.—CONTINUED.

Condition of School Libraries in Monmouth County June 30th, 1893.

NAMES OF SCHOOLS.	Number of district.	Amount raised during the year.	Amount previously raised.	Amount received from the State during the year.	Amount previously received from the State.	Number of books purchased during the year.	Number of books previously purchased.	Amount expended for apparatus during the year.	Amount previously expended for apparatus.	Number of books now in the library.	Number of books taken out during the year.	Present value of school library.	Present value of apparatus.
Middlesex—Con.													
Old Bridge.....	35	\$20 00	\$20 00	\$10 00	18	18	\$32 00	10 00	18	10	10	\$5 00	\$10 00
Spotswood.....	36	75 00	75 00	60 00	46	65	34 00	30 00	101	10	10	75 00	70 00
Brickland.....	37	110 00	110 00	10 00	213	37	100 00	230 00	350	350	350	220 00	250 00
Park School House.....	38	130 00	130 00	10 00	721	721	144 00	230 00	588	830	830	150 00	230 00
Raritan.....	40	20 00	20 00	20 00	64	64	40 00	40 00	32	8	8	15 00	20 00
Six Mile Run.....	41	20 00	20 00	40 00	30	30	30 00	30 00	160	180	180	50 00	40 00
Sand Hills.....	42	20 00	20 00	20 00	20	20	20 00	20 00	20	10	10	5 00	30 00
George's Road.....	43	20 00	20 00	20 00	26	26	10 00	10 00	26	26	26	20 00	25 00
Dayton.....	44	20 00	20 00	20 00	16	16	10 00	10 00	19	15	15	20 00	25 00
Mapleton.....	47	20 00	20 00	10 00	8	8	10 00	10 00	8	8	8	10 00	10 00
Plainsboro.....	49	30 00	30 00	30 00	43	43	60 00	60 00	47	30	30	20 00	50 00
North Cranbury.....	53	30 00	30 00	30 00	48	48	40 00	40 00	40	40	40	30 00	30 00
South Cranbury.....	54	30 00	30 00	30 00	48	48	40 00	40 00	40	40	40	30 00	30 00
Kingston.....	56	40 00	40 00	40 00	48	48	40 00	40 00	40	40	40	30 00	30 00
Jamesburg.....	57	38 00	38 00	30 00	48	48	40 00	40 00	40	40	40	30 00	30 00
Matchaponix.....	58	30 00	30 00	30 00	48	48	40 00	40 00	40	40	40	30 00	30 00
Prospect Plains.....	59	20 00	20 00	20 00	48	48	40 00	40 00	40	40	40	30 00	30 00
Monroe.....	60	20 00	20 00	20 00	48	48	40 00	40 00	40	40	40	30 00	30 00
Gravel Hill.....	61	50 00	50 00	40 00	82	82	130 00	130 00	77	37	37	75 00	100 00
Wyeckoff's Mills.....	62	30 00	30 00	30 00	100	100	20 00	20 00	45	150	150	40 00	25 00
Old Church.....	63	30 00	30 00	30 00	47	47	50 00	50 00	75	30	30	40 00	40 00
Grove.....	64	40 00	40 00	40 00	75	75	50 00	50 00	260	225	225	75 00	40 00
Pleasant Grove.....	65	70 00	70 00	60 00	177	177	50 00	50 00	16	12	12	10 00	50 00
Jacksonville.....	66	30 00	30 00	30 00	75	75	20 00	20 00	22	10	10	20 00	10 00
Morrisstown.....	68	20 00	20 00	20 00	50	50	60 00	60 00	22	10	10	20 00	10 00
Northampton.....	69	30 00	30 00	30 00	70	70	20 00	20 00	20	40	40	30 00	30 00
Castle Grove.....	70	40 00	40 00	40 00	70	70	20 00	20 00	20	40	40	30 00	30 00
Millbridge.....	70	40 00	40 00	40 00	70	70	20 00	20 00	20	40	40	30 00	30 00

Perth Amboy.....	72	70 00	70 00	70 00	70 00	100 00	100 00	100 00	100 00					
Iredelton.....	74	80 00	30 00	30 00	30 00	75 00	75 00	75 00	75 00					
Highland Park.....	75	78 00	10 00	10 00	10 00	105 00	105 00	75 00	75 00	258	200	200	75 00	75 00
South River.....	76	80 00	30 00	30 00	30 00	248	248	105 00	105 00	105	76	76	50 00	85 00
Monmouth Junction.....	77	30 00	10 00	10 00	10 00	48	48	70 00	70 00				50 00	30 00
South Milltown.....	78	30 00	20 00	20 00	20 00			40 00	40 00					
New Brunswick—Livingston Avenue High.	79	260 00	130 00	130 00	130 00									
Bayard Street.....	73	150 00	150 00	150 00	150 00									
Carmain Street.....	78	120 00	120 00	120 00	120 00									
Guilden Street.....	78	120 00	120 00	120 00	120 00									
French Street.....	73	70 00	70 00	70 00	70 00									
Hale Street.....	73	90 00	90 00	90 00	90 00									
		181 00	2,861 00	110 00	110 00	2,940 00	415	6,235	239 50	2,781 75	2,781 75	6,308	4,150 00	3,666 00
Coll's Neck.....	1	31 51	35 00	35 00	35 00	93	93					156	40 00	35 00
Vanderburg.....	2	20 00	20 00	20 00	20 00									42 50
Stoneyville.....	3	7 00	60 00	60 00	60 00	842	842	20 00	20 00	15 00	15 00	125	50 00	35 00
Millside.....	4	20 00	20 00	20 00	20 00	80	80	20 00	20 00	*	*	80	30 00	20 00
East Freehold.....	6	20 00	20 00	20 00	20 00							1,000	500 00	450 00
Freehold.....	7	170 00	10 00	10 00	10 00							25		
Freehold, No. 1.....	7	10 00	20 00	20 00	20 00									
Georgia.....	9	30 00	30 00	30 00	30 00									
Albion.....	14	20 00	20 00	20 00	20 00									
Adelphi.....	15	20 00	20 00	20 00	20 00									
Legh Branch.....	16	10 00	30 00	30 00	30 00	40	40	20 00	20 00	20 00	20 00			40 00
East Branch.....	22	20 00	20 00	20 00	20 00	45	45	20 00	20 00					
Mead Ridge.....	25	10 00	50 00	50 00	50 00	112	112	20 00	20 00	45 00	45 00	115	80	65 00
Leedsville.....	27	20 00	20 00	20 00	20 00									
Sayreville.....	29	20 00	20 00	20 00	20 00									
Clarksburg.....	30	20 00	20 00	20 00	20 00									
Trenton.....	33	40 00	20 00	20 00	20 00	153	153	20 00	20 00	25 00	25 00	110	25 00	45 00
Englishtown.....	34	5 25	30 00	30 00	30 00	50	50	20 00	20 00	20 00	20 00	50	15 00	40 00
Pleasant Valley.....	38	10 00	90 00	90 00	90 00	178	178	20 00	20 00	10 00	10 00	157	150 00	30 00
Morganville.....	39	20 00	30 00	30 00	30 00	105	105	25 00	25 00	5 00	5 00	98	40 00	30 00
Robertsville.....	40	20 00	20 00	20 00	20 00	117	117	100	100	40 00	40 00	100	40 00	100
Marlboro.....	42	70 00	70 00	70 00	70 00	250	250	20 00	20 00			190	45 00	20 00
Giffwood.....	45	20 00	20 00	20 00	20 00									
Mount Pleasant.....	46	41 52	60 00	60 00	60 00	96	96	20 00	20 00	215 00	215 00	96	71 52	20 00
Point.....	47	70 00	70 00	70 00	70 00	230	230			100 00	100 00	222	100 00	100 00
Lower Point.....	48	812 70	10 00	10 00	10 00	43	43	87 00	87 00	125 50	125 50	958	500 00	150 00
Keyport.....	49	35 40	50 00	50 00	50 00	210	210	20 00	20 00	25 00	25 00	210	100 00	45 00
Bethany.....	51	30 00	30 00	30 00	30 00	58	58	20 00	20 00	15 00	15 00	18	25 00	35 00
Holland.....	53	23 00	20 00	20 00	20 00	75	75	*	*					
Holland.....	54	20 00	20 00	20 00	20 00									
Centerville.....	56	60 00	60 00	60 00	60 00	175	175					165	50 00	50 00
Oak Grove.....	58	100 00	100 00	100 00	100 00	300	300	22 40	22 40	45 00	45 00	50	65 00	67 40
Navestink.....	59	10 00	62 30	62 30	62 30	158	158	20 00	20 00	15 00	15 00	205	149 00	35 00
Chanceville.....	60	18 03	34 50	34 50	34 50	81	81	25 00	25 00	25 00	25 00	281	100 00	20 00
Middletown.....	62	11 57	35 39	35 39	35 39	92	92	20 00	20 00	20 00	20 00	121	87 00	40 00
Headens.....	63	10 00	50 00	50 00	50 00	184	184					180	70 00	70 00
Leedsville.....	64	10 00	50 00	50 00	50 00									

* Library lost. † 12 reference books. ‡ None left. § No account; all gone.

MONMOUTH.

TABLE VII.

Condition of School Libraries in Monmouth and Morris Counties June 30th, 1893.

NAME OF SCHOOLS.	Number of district.	Amount raised during the year.	Amount previously raised.	Amount received from the State during the year.	Amount previously received from the State.	Number of books purchased during the year.	Number of books previously purchased.	Amount expended for apparatus during the year.	Amount previously expended for apparatus.	Number of books now in the library.	Number of books taken out during the year.	Present value of school library.	Present value of apparatus.
Monmouth—Con.													
Nut Swamp.....	65	.....	\$20 00	.....	\$20 00	60	.....	.....	.....	40	.....	\$20 00	.....
Highlands.....	67	.....	60 00	.....	20 00	200	.....	\$20 00	.....	200	.....	50 00	\$20 00
Port Monmouth.....	68	.....	20 00	.....	20 00	.....	.....	.....	.....	.....	.....	.....	.....
Atlantic Highlands.....	69	.....	40 00	.....	40 00	100	.....	.....	.....	80	.....	15 00	50 00
Riverside.....	70	.....	20 00	.....	20 00	40	.....	.....	.....	83	.....	10	12 00
Seabrook.....	71	\$30 00	20 00	\$10 00	20 00	50	.....	5 00	.....	90	.....	25 00	5 00
Oceanic.....	72	.....	30 00	.....	20 00	75	.....	.....	.....	171	.....	150 00	.....
Fair Haven.....	73	.....	50 00	.....	50 00	70	.....	.....	.....	70	.....	50	.....
Little Silver.....	74	29 00	45 65	10 00	20 00	69	.....	20 00	.....	114	.....	100 00	20 00
Red Bank.....	75	37 68	300 00	10 00	130 00	.....	.....	61 20	603 34	695	.....	600 00	500 00
No. 1.....	75	10 00	70 00	10 00	70 00	60	.....	.....	.....	.....	.....	.....	.....
No. 2.....	75	10 00	20 00	10 00	20 00	.....	.....	.....	.....	.....	.....	.....	.....
Shrewsbury.....	77	.....	20 00	.....	20 00	.....	.....	.....	.....	.....	.....	.....	.....
Tinton Falls.....	78	22 28	83 38	10 00	70 00	50	.....	.....	.....	40	.....	12 00	.....
Eatontown.....	88	36 50	60 00	10 00	60 00	165	.....	15 00	.....	180	.....	168 00	40 00
Ocean Port.....	84	.....	69 00	.....	60 00	92	.....	.....	.....	147	.....	125 00	.....
Long Branch—High.....	85	10 00	80 00	10 00	50 00	80	.....	.....	.....	70	.....	20 00	.....
No. 1.....	85	.....	80 00	.....	80 00	.....	.....	.....	.....	.....	.....	.....	.....
No. 2.....	85	10 00	70 00	10 00	70 00	.....	.....	.....	.....	.....	.....	.....	.....
No. 3.....	85	10 00	60 00	10 00	60 00	.....	.....	.....	.....	.....	.....	.....	.....
No. 4.....	85	.....	60 00	.....	60 00	.....	.....	.....	.....	.....	.....	.....	.....
No. 5.....	85	.....	50 00	.....	50 00	.....	.....	.....	.....	.....	.....	.....	.....
No. 6.....	85	.....	40 00	.....	40 00	.....	.....	.....	.....	.....	.....	.....	.....
No. 7.....	85	.....	20 00	.....	20 00	.....	.....	.....	.....	.....	.....	.....	.....
Local.....	87	10 00	40 00	10 00	40 00	73	.....	.....	25 00	98	.....	50 00	20 00

* Books all gone.

Asbury Park—High	901½	43 00	418 62	10 00	30 00	56	436	22 85	80 00	492	3,825	550 00	102 85
No. 1	900½	10 00	20 00	10 00	30 00	22	134	35 00	.....	156	200	125 00	35 00
No. 2	900½	10 00	20 00	10 00	30 00	.....	.....	.....	.....	.....	.....	90 00	90 00
No. 3	900	118 00	80 00	20 00	20 00	16	151	.....	90 00	167	500	70 00	.....
No. 4	904½	6 10	30 00	30 00	30 00	25	60	.....	.....	85	.....	.....	.....
No. 5	901	23 00	61 00	10 00	30 00	.....	*	.....	.....	.....	.....	.....	.....
No. 6	902	.....	20 00	20 00	20 00	.....	.....	.....	40 00	280	147	70 00	40 00
No. 7	902	.....	80 00	80 00	80 00	.....	300	.....	90 00	70	150	50 00	90 00
No. 8	904	.....	46 00	30 00	30 00	.....	75	20 00	.....	.....	.....	.....	20 00
No. 9	904	10 00	30 00	10 00	30 00	.....	70	.....	.....	.....	.....	.....	.....
No. 10	906	.....	30 00	30 00	30 00	.....	.....	.....	.....	.....	.....	.....	.....
No. 11	906	783 71	14,536 57	290 00	3,015 00	793	8,619	1,000 95	.....	9,646	14,659	5,319 52	3,212 95
No. 12	901	10 00	101 00	10 00	80 00	15	223	160 00	150 00	201	554	200 00	250 00
No. 13	902	.....	30 00	30 00	30 00	.....	100	.....	.....	80	50	40 00	.....
No. 14	903	31 00	80 00	.....	.....	40	95	.....	15 00	102	45	90 00	10 00
No. 15	904	.....	20 00	20 00	20 00	.....	.....	.....	5 00	.....	.....	20 00	3 00
No. 16	905	10 00	20 00	10 00	20 00	.....	51	.....	.....	59	175	150 00	50 00
No. 17	906	.....	20 00	20 00	20 00	.....	300	.....	.....	.....	.....	50 00	.....
No. 18	907	.....	40 00	40 00	40 00	.....	133	.....	.....	133	50	50 00	.....
No. 19	908	10 00	30 00	10 00	30 00	26	61	.....	27 00	14	100	125 00	25 00
No. 20	909	20 00	80 00	.....	80 00	.....	14	.....	.....	70	100	125 00	25 00
No. 21	910	.....	20 00	20 00	20 00	.....	.....	.....	.....	47	.....	20 00	.....
No. 22	911	10 00	20 00	10 00	20 00	47	40	.....	.....	32	7	15 00	.....
No. 23	912	.....	20 00	20 00	20 00	.....	204	.....	.....	220	239	150 00	15 00
No. 24	913	10 00	90 00	10 00	90 00	22	104	2 00	16 00	71	50	35 00	18 00
No. 25	914	.....	117 80	.....	60 00	.....	.....	.....	.....	.....	.....	.....	.....
No. 26	915	16 00	50 00	.....	50 00	.....	75	.....	.....	75	287	25 00	.....
No. 27	916	.....	50 00	.....	50 00	.....	124	.....	.....	77	.....	.....	.....
No. 28	917	.....	50 00	.....	50 00	.....	85	.....	.....	150	140	75 00	.....
No. 29	918	.....	50 00	.....	50 00	.....	.....	.....	.....	49	75	40 00	.....
No. 30	919	21 00	.....	20 00	.....	49	120	.....	.....	101	75	40 00	.....
No. 31	920	30 00	.....	30 00	.....	.....	.....	.....	.....	112	108	100 00	.....
No. 32	921	30 00	.....	30 00	.....	.....	.....	.....	.....	101	75	40 00	.....
No. 33	922	16 50	20 00	10 00	20 00	.....	49	.....	20 00	44	38	10 00	15 00
No. 34	923	20 00	90 00	10 00	90 00	.....	38	.....	175 00	58	50	65 00	.....
No. 35	924	.....	60 00	.....	60 00	.....	.....	.....	.....	175	195	100 00	50 00
No. 36	925	.....	20 00	20 00	20 00	.....	.....	.....	.....	156	50	100 00	75 00
No. 37	926	.....	70 00	70 00	70 00	.....	162	.....	20 00	149	144	75 00	20 00
No. 38	927	.....	20 00	20 00	20 00	.....	42	15 80	.....	44	60	35 00	20 00
No. 39	928	.....	80 00	80 00	80 00	.....	173	.....	100 00	40	173	90 00	20 00
No. 40	929	.....	20 00	20 00	20 00	.....	.....	.....	15 00	59	.....	37 00	15 00
No. 41	930	.....	40 00	40 00	40 00	.....	.....	.....	.....	.....	.....	.....	.....
No. 42	931	.....	20 00	20 00	20 00	.....	.....	.....	81 00	65	1	40 00	20 00
No. 43	932	.....	22 00	20 00	20 00	.....	65	.....	20 00	65	200	75 00	15 00
No. 44	933	.....	40 00	40 00	40 00	.....	165	.....	15 00	165	200	75 00	15 00
No. 45	934	.....	140 00	80 00	80 00	.....	150	.....	20 00	133	92	130 00	15 00
No. 46	935	.....	20 00	20 00	20 00	.....	75	.....	75 00	75	208	40 00	.....

MORRIS.

* Library all gone.

TABLE VII.—CONTINUED.
Condition of School Libraries in Ocean and Passaic Counties June 30th, 1893.

NAMES OF SCHOOLS.	Number of district.	Amount raised during the year.	Amount previously raised.	Amount received from the State during the year.	Amount previously received from the State.	Number of books purchased during the year.	Amount expended for apparatus during the year.	Amount previously expended for apparatus.	Number of books now in the library.	Number of books taken out during the year.	Present value of school library.	Present value of apparatus.
Morris—Con.												
Brookside.....	62	\$20 00	\$20 00		\$20 00			\$40 00				\$15 00
Washington Corner.....	63	60 00	60 00		60 00							
Union Hill.....	64	30 00	30 00		30 00							
Washington Valley.....	65	\$14 75	40 00		30 00	59		40 00	45		\$30 00	35 00
Morris Plains.....	66	60 00	50 00	\$10 00	50 00	60			90		50 00	50 00
Morristown.....	67	13 00	250 00	10 00	110 00	240		150 00	260		250 00	25 00
Mountain.....	68		60 00		120 00	163		9 80	351		100 00	8 00
New Village.....	69		120 00		120 00							
Green Village.....	72		90 00		90 00	104			142		85 00	
Pleasant Plains.....	73	15 00	30 00	10 00	30 00	32			136		65 00	
Millington.....	74	10 00	80 00	10 00	80 00	150		1 50	122		70 100 00	1 00
Long Hill.....	75		40 00		40 00				107		50 00	
Solon.....	77		20 00		20 00							
Mount Vernon.....	78		50 00		50 00				113		60 00	
Chatham.....	79	135 00	130 00	10 00	130 00	57		50 00	354		400 00	900 00
		225 00	100 00	10 00	70 00	230			300		300 00	150 00
		35 00	342 25	10 00	220 00	33			701		600 00	
Madison.....	81		100 00		100 00	668						
		10 00	70 00	10 00	70 00							
		10 00	20 00	10 00	20 00	20		33 00	51		40 00	33 00
Alton.....	83		80 00		80 00	52			234		122	
Monroe.....	84		40 00		40 00	315			48		30 00	
Littleton.....	85		90 00		90 00							
Malapardis.....	86		90 00		90 00							
Whippany.....	87	21 50	40 00		40 00				180		226	
Hanover.....	88		40 00		40 00							
Hanover Neck.....	89		40 00		40 00							
Troy.....	90	27 00	20 00	10 00	20 00				44			
Parsippany.....	91	21 00	40 00		40 00						24	

93	Old Boonton.....	20 00	20 00	42	4 14	25 00	41	29	40 00	29 14
95	Boonton.....	92 76	10 00	300		81 80	425	500	300 00	60 00
96	Hook, Mountaln.....	106 00	10 00	55		70 00				
97	Wongahaville.....	50 00	10 00			18 00	178	174	55 00	10 00
100	Jacksville.....	20 00					15		3 00	
103	Keansville.....	20 00				7 00	40	20	15 00	7 00
104	Keansville.....	20 00								
105	Pompton Plains.....	30 00					62	90	25 00	
106	Pompton Plains.....	20 00					140	260	45 00	30 00
108	Stirling.....	40 00		50		15 00	140		70 00	85 00
111	Butler.....	30 00	10 00							
		3,975 81	290 00	819	901 53	1,240 10	7,171	5,748	4,991 00	2,073 14
		723 03								

OCEAN.

1	New Egypt.....	30 00								
2	Archertown.....	20 00								
6	Cassville.....	30 00								
9	New Prospect.....	20 00		134		30 00	134	200	40 00	25 00
11	Whitesville.....	20 00								
14	Lakewood.....	40 00	10 00	100	20 00		100		100 00	100 00
17	Point Pleasant Bay.....	40 00								
18	Burrsville.....	20 00								
22	Horicon.....	20 00								
23	Manchester.....	60 00								
31	Toms River.....	40 00	10 00	325	15 00	100 00	350	1,413	150 00	75 00
34	Bayville.....	20 00								
36	Red Oak Grove.....	20 00								
37	Cedar Creek.....	20 00								
38	Forked River.....	30 00								
39	Waretown.....	20 00								
42	Barnegat.....	50 00								
43	Manahawken.....	20 00								
44	Cedar Run.....	40 00								
45	West Creek.....	30 00								
50	Beach Haven.....	20 00								
55	Tuckerton.....	20 00								
		630 00	20 00	325	35 00	130 00	584	1,613	280 00	200 00

PASSAIC.

1	South Acquackanonk.....	50 00							90 00	
2	Centerville.....	108 25	10 00	288	37 50	40 00	268	260	198 25	77 50
3	Clifton.....	106 00	10 00	26	153	40 00	179	500	50 00	50 00
5	Passaic.....	827 50		204	10 00	340 00			125 00	250 00
38	Albion Place.....	35 00		122			122	450	83 00	
39	Athena.....	35 00	10 00	60	44 73	55 00	95		60 00	100 73
6	Little Falls.....	20 00				20 00				50 00
11	Goffle.....	20 00								
12	Upper Haledon.....	58 00		210	37 50	20 00	60	30	50 00	
40	Prospect Park.....		20 00					200	50 00	
13	Franklin.....	139 98	10 00	25			180	205	50 00	
14	Jefferson.....	149 58		182			182		160 00	7 00

TABLE VII.—CONTINUED.
Condition of School Libraries in Salem and Somerset Counties June 30th, 1893.

NAMES OF SCHOOLS.	Number of district.	Amount raised during the year.	Amount previously raised.	Amount received from the State during the year.	Amount previously received from the State.	Number of books purchased during the year.	Number of books previously purchased.	Amount expended for apparatus during the year.	Amount previously expended for apparatus.	Number of books now in the library.	Number of books taken out during the year.	Present value of school library.	Present value of apparatus.
Passaic—Con.													
Breakneck.....	15		\$144 79		\$80 00		280			280	144	\$200 00	
Washington.....	16		75 00		60 00		188			188	75	95 00	
Pompton Church.....	18		100 00		100 00		209	\$6 00		209	25		
Wanaque.....	17		70 00		40 00		90		\$6 50	90	70	60 00	\$6 50
Midvale.....	27		40 00		30 00		63		15 00	63	60	60 00	15 00
Bloomington.....	22	\$10 00	104 27	\$10 00	50 00	24	175		42 25	199	750	750	40 00
Upper Macoph.....	26		50 00		20 00		90			87	20		
West Milford.....	28		40 00		40 00		78			78	81	45 00	50 00
Newfoundland.....	31		30 00		30 00		40		10 00	40	10	15 50	
Clinton.....	32		50 00		20 00		52		15 00	41	20	50 00	15 00
Stockholm.....	34		65 00		40 00		107	26 55	205 00	1,583	400	3,000 00	300 00
Paterson—High	35	12 69	3,847 01	10 00	80 00		1,491		14 00	200	500	212 00	14 00
N. 6.....	35		182 98		40 00		530			531	1,200	250 00	
N. 2.....	35		344 37		90 00	1	90			30	10	8 00	
N. 7.....	35		20 00		20 00		401			401	39	150 00	
N. 4.....	35		184 11		30 00		243			243	129	100 00	
N. 6.....	35		30 00		30 00		200			300	250	100 00	
N. 5.....	35		235 00		30 00		186			186	317	100 00	
N. 9.....	35		30 00		30 00					150	50	100 00	
N. 8.....	35		20 00		20 00		175			150	50	100 00	
N. 9.....	35		112 00		50 00		426		6 00	451	1,184	200 00	12 00
N. 6.....	35	10 00	120 00	10 00	120 00	25	432		15 00	432	1,272	216 00	15 00
N. 10.....	35		527 26		60 00		94			94	79	130 00	
N. 6.....	35		103 40		30 00	36	58						
N. 6.....	35		103 40		30 00								
N. 13.....	35		103 40		30 00								
		2,269 00	5,566 13	90 00	630 00	168	4,016	2,655 00	240 00	4,601	5,401	4,566 00	341 00

SALEM.

Table for SALEM with columns for school names, 1-17, 18-22, 23-27, 28-32, 33-37, 38-42, 43-47, 48-52, 53-57, 58-62, 63-67, 68-72. Rows include Salem-High, West Ward Primary, East Ward Primary, East Ward Intermediate, Union, Franklin, Canton, Friendship, Penusville, Wyncoop, Compprise, Woodstown, Sharpdown, Woodstown No. 1, Woodstown No. 2, Woodstown No. 3, Friendship, Horse Branch, Alloway, Independent, Quantin, Auburn, Central, Pennsgrove, Whig Lane, Centre Union, Independence, Shirley, Jefferson, Friendship, New Freedom, Monroe, Elmer, Greenville, Centreaton, Lower Neck, Alliance Pioneer, Peapack, Potersville, Lannington, Pluckamin, Burnt Mills, Bernardsville, Basking Ridge, Mine Mount, Mine Brook, Franklin, Mount Prospect.

SOMERSET.

Table for SOMERSET with columns for school names, 1-17, 18-22, 23-27, 28-32, 33-37, 38-42, 43-47, 48-52, 53-57, 58-62, 63-67, 68-72. Rows include Peapack, Potersville, Lannington, Pluckamin, Burnt Mills, Bernardsville, Basking Ridge, Mine Mount, Mine Brook, Franklin, Mount Prospect.

TABLE VII—CONTINUED.
Condition of School Libraries in Sussex County June 30th, 1893.

NAMES OF SCHOOLS.	Number of district.	Amount raised during the year.	Amount previously raised.	Amount received from the State during the year.	Amount previously received from the State.	Number of books purchased during the year.	Number of books previously purchased.	Amount expended for apparatus during the year.	Amount previously expended for apparatus.	Number of books now in the library.	Number of books taken out during the year.	Present value of school library.	Present value of apparatus.
Somerset—Con.													
Pleasant Valley.....	18		\$40 00		\$10 00		11		\$66 98	11	11	\$20 00	\$83 00
North Branch.....	19		64 35		40 00		81		4 00	70	33	25 00	40 00
Cedar Grove.....	20		40 00		40 00		136		8 00	130	130	98 00	8 00
South Branch.....	22		70 00		30 00		86		65 00	100	40	40 00	100 00
Washington Valley.....	24		30 00		60 00		100			125	30	50 00	15 00
Martinsville.....	25		40 00		60 00	6	95	\$15 00		72	30	25 00	300 00
Green Knoll.....	27	\$10 00	60 00	\$10 00			349		310 50	190	117	150 00	350 00
Somerville.....	28		356 89		130 00		356		185 20	150	130	75 00	25 00
Raritan.....	29		188 30		50 00		190		51 50	150	117	150 00	350 00
Round Brook.....	31	48 23	29 67		20 00		92		50 00	52	12	40 00	50 00
South Sterling.....	32		20 00		30 00		73		30 00	55	30	40 00	
Dead River.....	33		30 00		30 00		100		10 00	100	225	75 00	2 00
Mount Horeb.....	31		55 00		30 00		40	37 50	100 00	78	77	60 00	137 50
Warrenville.....	35		30 00		30 00		40	15 00	70 00	42	200	27 00	75 00
Springdale.....	33		30 00		20 00		56	12 00	70 00	56	80	40 00	12 00
Washingtonville.....	35	10 00	23 00		20 00		241	23 00	110 00	270	601	200 00	100 00
North Plainfield.....	38	30 00	260 00	10 00	130 00	28		10 00	65 00				75 00
Harmony Plains.....	40		30 00		30 00								
Liberty.....	42		20 00		20 00		11			12		20 00	
Bloomington.....	43		20 00		20 00		70		117 80	74	29	45 00	115 00
Millsboro.....	44	5 90	40 00		40 00	10			25 00			60 00	25 00
Hillborough.....	43		30 00		30 00		107		75 00	400		300 00	50 00
Pleasant View.....	45		70 00		70 00		400					60 00	
Flagtown.....	50		40 00		40 00					25		60 00	
Neshanic.....	50		40 00		40 00								
Clover Hill.....	51	10 00	30 00	10 00	30 00	38			25 00		40	20 00	25 00
Harbinger.....	53	10 00	30 00	10 00	30 00	60		5 00	35 00	260		17 00	7 00
Blawenburg.....	54	10 00	30 00	10 00	30 00	60				2		15 00	30 00
	55		20 00		20 00		200						

TABLE VII—CONTINUED.

Condition of School Libraries in Union and Warren Counties June 30th, 1893.

NAMES OF SCHOOLS.		Number of district.	Amount raised during the Year.	Amount previously raised.	Amount received from the State during the year.	Amount previously received from the State.	Number of books purchased during the year.	Number of books previously purchased.	Amount expended for apparatus during the year.	Amount previously expended for apparatus.	Number of books now in the library.	Number of books taken out during the year.	Present value of school library.	Present value of apparatus.
SUNSEX—Con.														
Deekertown.....	92	\$40 00	\$40 00	\$40 00	84	84	84	\$55 00	410 00	527 15	3,427	1,831	1,923 50	1,060 00
Central.....	93	50 00	50 00	40 00	65	65	300	25 00	35 00	50 00	25	25	\$10 00	\$60 00
Lewisburg.....	96	61 00	61 00	60 00	300	300	41	25 00	300	70 00	41	41	35 00	20 00
Pond.....	97	20 00	20 00	20 00	42	42	155	15 00	15 00	15 00	177	500	150 00	10 00
Beemerville.....	100	\$14 00	93 00	\$10 00	12	12	53	20 00	20 00	20 00	59	59	20 00	10 00
Madison.....	101	20 00	20 00	20 00	37	37	16 00	16 00	16 00	16 00	31	31	20 00	15 00
Longbridge.....	102	20 00	20 00	20 00	185	185	102 75	102 75	102 75	102 75	178	89	48 50	100 00
Branchville.....	103	147 41	147 41	100 00	61	61	93	14 00	14 00	14 00	182	32	25 00	10 00
Augusta.....	105	20 00	20 00	20 00	72	72	100	15 00	15 00	15 00	90	90	20 00	15 00
Frankford Plains.....	106	70 00	70 00	60 00	93	93	100	5 00	5 00	5 00	75	75	40 00	45 00
Wykertown.....	110	20 00	20 00	20 00	138	138	82	15 00	15 00	15 00	47	47	45 00	35 00
Myrtle Grove.....	114	38 58	38 58	20 00	72	72	42	\$20 00	\$20 00	42	6	6	45 00	35 00
Newton.....	115	20 00	20 00	20 00	138	138	82	15 00	15 00	15 00	47	47	45 00	35 00
Lafayette.....	116	70 00	70 00	70 00	138	138	82	15 00	15 00	15 00	47	47	45 00	35 00
Statesville.....	117	47 25	47 25	30 00	42	42	42	\$20 00	\$20 00	42	6	6	45 00	35 00
Harmony Vale.....	118	33 94	33 94	30 00	42	42	42	\$20 00	\$20 00	42	6	6	45 00	35 00
			2,230 69	1,580 00	225	3,699	410 00	527 15	3,427	1,831	1,923 50	1,060 00		
UNION.														
Linden.....	1	450 76	450 76	90 00	370	370	332	50 00	35 00	50 00	332	550	200 00	45 00
East Linden.....	2	179 98	179 98	60 00	154	154	165	70 50	90 00	70 50	165	9	150 00	50 00
South Roselle.....	4	154 77	154 77	120 00	304	304	343	39 41	343	39 41	829	829	250 00	65 00
Scudder.....	6	43 58	43 58	20 00	86	86	7	25 00	15 00	25 00	86	231	100 00	5 00
Cranford.....	9	40 00	40 00	20 00	318	318	303	65 50	65 50	65 50	303	303	335 00	40 00
Westfield.....	10	217 74	217 74	50 00	85	85	85	52 50	52 50	52 50	85	85	75 00	50 00
Willow Grove.....	11	74 00	74 00	50 00	130	130	130	166 50	27 00	166 50	552	552	500 00	200 00
Scotts Plains.....	14	395 67	395 67	100 00	448	448	27 00	166 50	27 00	166 50	552	1,060	500 00	200 00

TABLE VII—CONTINUED.
Condition of School Libraries in Warren County June 30th, 1893.

NAMES OF SCHOOLS.	Number of district.	Amount raised during the year.	Amount previously raised.	Amount received from the State during the year.	Amount previously received from the State.	Number of books purchased during the year.	Number of books previously purchased.	Amount expended for apparatus during the year.	Amount previously expended for apparatus.	Number of books now in the library.	Number of books taken out during the year.	Present value of school library.	Present value of apparatus.
Warren—Con.		103 05	1,671 70	90 00	1,390 00	319	2,244	133 63	691 00	2,513	1,375	1,559 26	823 84
Quaker Settlement.....	57	.....	\$30 00	.....	\$30 00	.....	137	.....	\$12 00	80	6	\$15 00	\$5 00
Johnsborough.....	58	.....	30 00	.....	50 00	.....	61	.....	.....	54	19	98 00	.....
Marksboro.....	59	.....	70 00	.....	40 00	.....	108	.....	.....	103	.....	64 26	.....
Townshury.....	67	.....	40 00	\$10 00	30 00	22	50	.....	10 00	72	100	70 00	10 00
Mount Hermon.....	69	\$10 00	20 00	.....	20 00	.....	.....	.....	15 00	.....	.....	15 00	15 00
Kalarana.....	71	.....	30 00	.....	30 00	.....	15	.....	15 00	15	.....	60 00	15 00
Union Brick.....	72	.....	30 00	10 00	30 00	46	26	\$63 34	.....	132	30	77 00	66 34
Blairstown.....	73	23 96	30 00	.....	30 00	.....	.....	30 00	.....	.....	.....	.....	30 00
Jacksonburg.....	76	.....	30 00	.....	30 00	.....	.....	60 00	.....	.....	.....	.....	22 50
Washington.....	77	.....	30 00	.....	20 00	.....	35	.....	.....	5	.....	10 00	.....
Franklin Grove.....	79	.....	30 00	.....	30 00	.....	30	.....	.....	14	.....	30 00	20 00
Calho.....	83	.....	20 00	.....	30 00	.....	15	.....	10 00	15	.....	80 00	10 00
Water Gap.....	85	.....	30 00	.....	30 00	.....	136	.....	.....	129	.....	.....	.....
Hadesburg.....	86	.....	30 00	.....	60 00	.....	137	.....	.....	129	.....	.....	.....
Mount Pleasant.....	88	.....	30 00	.....	30 00	.....	17	.....	.....	17	.....	40 00	.....
Walnut Grove.....	89	.....	30 00	.....	30 00	.....	16	.....	.....	16	.....	40 00	.....
Columbia.....	90	.....	30 00	.....	30 00	.....	15	.....	.....	15	.....	40 00	.....
Delaware.....	92	.....	45 50	.....	30 00	.....	25	8 00	44 00	21	.....	25 00	44 00
		103 05	1,671 70	90 00	1,390 00	319	2,244	133 63	691 00	2,513	1,375	1,559 26	823 84

TABLE VIII.

County Superintendents.

COUNTIES.	NAMES.	P. O. ADDRESS.
Atlantic.....	J. RUSSELL WILSON.....	Atlantic City.
Bergen.....	JOHN TERHUNE.....	Hackensack.
Burlington.....	EDGAR HAAS.....	Bordentown.
Camden.....	CHAS. S. ALBERTSON.....	Magnolia.
Cape May.....	VINCENT O. MILLER.....	South Dennis.
Cumberland.....	CHAS. G. HAMPTON.....	Bridgeton.
Essex.....	DR. M. H. C. VAIL.....	Newark.
Gloucester.....	WILLIAM H. ELDRIDGE.....	Williamstown.
Hudson.....	REV. G. C. HOUGHTON.....	Hoboken.
Hunterdon.....	E. M. HEATH.....	Locktown.
Mercer.....	LLOYD WILBUR.....	Hightstown.
Middlesex.....	H. BREWSTER WILLIS.....	New Brunswick.
Monmouth.....	SAMUEL LOCKWOOD.....	Freehold.
Morris.....	JAMES O. COOPER.....	Dover.
Ocean.....	E. M. LONAN.....	Toms River.
Passaic.....	ALEXANDER ELLIOTT, JR.....	Paterson.
Salem.....	ROBERT GWYNNE, JR.....	Salem.
Somerset.....	WILLIAM T. F. AYERS.....	Somerville.
Sussex.....	LUTHER HILL.....	Andover.
Union.....	B. HOLMES.....	Elizabeth.
Warren.....	ROBERT S. PRICE.....	Hackettstown.

TABLE IX.
City Superintendents.

CITIES.	NAMES.
Atlantic City.....	W. B. LOUDENSLAGER.
Bayonne.....	CHARLES M. DAVIS.
Bridgeton.....	JOHN S. TURNER.
Camden.....	MARTIN V. BERGEN.
Egg Harbor City.....	JOHN SCHUSTER.
Elizabeth.....	J. AUGUSTUS DIX.
Gloucester City.....	J. C. STINSON.
Hoboken.....	DAVID E. RUE.
Jersey City.....	HENRY SNYDER.
Millville.....	HON. E. C. STOKES.
Morristown.....	W. L. R. HAVEN.
Newark.....	DR. WILLIAM N. BARRINGER.
New Brunswick.....	GEORGE G. RYAN.
Orange.....	U. W. CUTTS.
Passaic.....	DR. H. H. HUTTON.
Paterson.....	DR. J. A. REINHART.
Perth Amboy.....	JAMES S. WIGHT.
Phillipsburg.....	H. BUDD HOWELL.
Plainfield.....	H. M. MAXSON.
Rahway.....	D. B. CORSON.
Salem.....	ROBERT GWYNNE, JR.
Trenton.....	F. H. LALOR.

CERTIFICATES

GRANTED BY

COUNTY SUPERINTENDENTS.

CERTIFICATES GRANTED BY COUNTY SUPERINTENDENTS.

ATLANTIC COUNTY.

FIRST GRADE.

Price, Hannie M., May 5th, 1893. Price, Richard S., May 5th, 1893.

SECOND GRADE.

Higbee, Mina A., May 5th, 1893.	Trefethen, Sadie S., May 5th, 1893.
Marts, Ella S., " "	Tudor, Nellie, " "
Somers, Etta A., " "	Wright, Georgie, " "

THIRD GRADE.

Blizzard, Elizabeth, Nov. 5th, 1892.	Price, Mary C., Feb. 4th, 1893.
Frambes, Ina, " "	Risley, Eva, " "
Gordon, M. Emma, " "	Risley, Ida M., " "
Somers, Etta E., " "	Steelman, Carrie R., " "
Conkey, Mina E., Feb. 4th, 1893.	Trefethen, Sadie S., " "
English, C. P., " "	Drummond, Maggie, May 5th, 1893.
Edsall, Bertha, " "	Farrar, W. H., " "
Farley, Rose, " "	Kern, W. E., " "
Hooper, Emma, " "	Montford, Nora, " "
Higbee, Mina E., " "	Marrs, Sophie, " "
Janicka, Wanda S., " "	Scull, Abbie, " "
McConnell, Howard, " "	Williams, Ida, " "
Marts, Ella S., " "	

BERGEN COUNTY.

SECOND GRADE.

Arrow, Isabelle N., May 6th, 1893.	Moore, Jennie, May 6th, 1893.
Burroughs, Meda R., " "	Myers, Mattie E., " "
Burr, Henrietta A., " "	Myers, Vida, " "
Cleveland, J. G., " "	Myers, Tillie G., " "
Carmody, Jennie C., " "	Romaine, Jeanette, " "
Denison, Sarah, " "	Voorhis, Helene F., " "
Frank, Ida, " "	Voorhis, Ida M., " "
Hill, Margaret M., " "	Van Saun, Anna, " "
Huyler, Eva, " "	Wright, Anna R., " "
Loos, Mary B., " "	Johnston, Mary M., Aug. 30th, 1893.

THIRD GRADE.

Bates, Irene M.,	Nov. 5th, 1892.	Westlotorn, Anna C.,	Feb. 4th, 1893.
Bloomer, Christiana,	" "	Nolan, Annie M.,	Aug. 30th, 1893.
Whitney, Flora G.,	" "	Terhune, Charlotte M.,	" "
Wright, Margaret R.,	" "	Vanderbeek, May E.,	" "
Wilcox, Carra E.,	" "	Bamberger, M.,	May 5th, 1893.
Burr, Henrietta,	Feb. 4th, 1893.	Ballagh, Lizzie E.,	" "
Barnard, Analasia,	" "	Church, Ida L.,	" "
Duncon, Arabella,	" "	Gamewell, John A.,	" "
Gordon, Julia C.,	" "	Heath, Frances W.,	" "
Herckner, Charlotte,	" "	Lepper, John R.,	" "
Stearns, Orian,	" "	Myers, Adelle,	" "

BURLINGTON COUNTY.

FIRST GRADE.

Asay, Julia A.,	May 6th, 1893.	Lull, Esther M.,	May 6th, 1893.
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SECOND GRADE.

Branson, Lilla T.,	May 6th, 1893.	Morton, Anna M.,	May 6th, 1893.
Brown, Margaret,	" "	Patterson, Anna V.,	" "
Clymer, Allen,	" "	Pease, Maggie E.,	" "
Dobbins, Amanda R.,	" "	Patterson, Mary E.,	" "
Garrison, William I.,	" "	Rigg, Anna M.,	" "
Goldy, Laura,	" "	Sisom, Mary B.,	" "
Harris, Cunningham,	" "	Tansey, Sarah E.,	" "
Hughes, Lillian,	" "	Taylor, Fannie L.,	" "
Harker, Walla,	" "	Vansciver, Susan C.,	" "
Hilyard, J. Barclay,	" "	Wright, Walter E.,	" "
Haines, Fanny,	" "	Walther, Helen E.,	" "
Johnson, Erminie L.,	" "	White, Ida M.,	" "
McCoy, Josie,	" "		

THIRD GRADE.

Bentley, Rachel,	Nov. 5th, 1892.	McCoy, Josie,	Feb. 4th, 1893.
Branson, Lilla T.,	" "	Megargee, William C.,	" "
Crammer, May A.,	" "	Nason, Charles D.,	" "
Ewenger, S. Lizzie,	" "	Nason, Winifred E.,	" "
Gifford, Eva,	" "	Patterson, Emma V.,	" "
Giberson, Harry,	" "	Pfan, Anna,	" "
Kistner, Charlotte,	" "	Patterson, Mary E.,	" "
Kelly, Josie,	" "	Preston Rosalths,	" "
Peterson, Estella,	" "	Risdon, Marion,	" "
Venable, Martie A.,	" "	Schlagle, Mary A.,	" "
Woolman, Rebecca S.,	" "	Schlagle, Elsa,	" "
Brennan, Kate,	Feb. 4th, 1893.	Sexton, Wilmer I.,	" "
Carty, Horace P.,	" "	Thompson, Lizzie R.,	" "
Hughes, Emma A.,	" "	Venable, Lillian M.,	" "
Helsel, Moses T.,	" "	White, Ida M.,	" "
Hilyard, J. Barclay,	" "	Wright, Florrie L.,	" "
Harris, Minna M.,	" "	Bayles, Nettie D.,	May 6th, 1893.
Johnson, Erminie L.,	" "	Cross, Mary E.,	" "

Gravatt, Thomas E.,	May 6th, 1893.	Pease, Mary G.,	May 6th, 1893.
Harris, Mabel V.,	" "	Rogers, Charles H.,	" "
Herrmann, May E.,	" "	Schlagle, Elsa,	" "
Lanning, Georgia'a D.,	" "	Venable, Martie A.,	" "
Lull, Sybil E.,	" "	Whitacre, Emily S.,	" "
Morrison, Anna B.,	" "	Witcraft, S. Leonard,	" "
Murphy, William T.,	" "		

CAMDEN COUNTY.

FIRST GRADE.

Furber, M. C.,	May 5th, 1893.	Redman, Mary,	May 5th, 1893.
Jennings, Minnie,	" "	Townsend, Alice H.,	" "

SECOND GRADE.

Albertson, Mary H.,	May 5th, 1893.	Lippincott, Anna E.,	May 5th, 1893.
Conkey, Nora E.,	" "	Maskell, Mrs. A. E. C.,	" "
Eastlack, Emma,	" "	Ritson, Rebecca B.,	" "
Jackson, Joseph E.,	" "	Reynolds, Emma C.,	" "
Kaighn, Lizzie,	" "	Townsend, Alice H.,	" "
Lindsey, Grace,	" "	Watson, Clara,	" "
Lock, Mary H.,	" "		

THIRD GRADE.

Albertson, Mary,	Nov. 5th, 1892.	Flint, Nettie J.,	Feb. 4th, 1893.
Davis, Gertrude,	" "	Fayer, Laura M.,	" "
Jackson, Joseph,	" "	Warrington, Mary B.,	" "
Lindsey, Grace E.,	" "	Bates, Irene M.,	May 5th, 1893.
Souders, Hattie,	" "	Bates, Lydia,	" "
Townsend, Alice H.,	" "	Cline, Rosella	" "
Watson, May,	" "	Cutler, Emma,	" "
Davis, Estelle,	Feb. 4th, 1893.	German, Jennie,	" "
Davis, Gertrude,	" "	Jones, Fannie,	" "

CAPE MAY COUNTY.

FIRST GRADE.

Creamer, Hannah C.,	May 6th, 1893.	Tomlin, Charles,	May 6th, 1893.
Jefferson, Matthew,	" "		

SECOND GRADE.

Bennett, Addie,	May 6th, 1893.	Hoffman, Howard,	May 6th, 1893.
Douglass, Joseph,	" "	Hildreth, Llewellen,	" "
French, Hannah E.,	" "	Ludlum, May M.,	" "

THIRD GRADE.

Creamer, Victoria,	Feb. 4th, 1893.	Smith, Hannah,	Feb. 4th, 1893.
Douglass, Joseph,	" "	Tomlin, Jennie,	" "
Hildreth, Llewellen,	" "	Tomlin, Charles,	" "
Rolands, Israel K.,	" "	Woolson, Huldah B.,	" "
Swain, Emma G.,	" "		

CUMBERLAND COUNTY.

FIRST GRADE.

Howell, Mary E., May 20th, 1893. West, Mary E., May 20th, 1893.

SECOND GRADE.

Ausden, Landa,	May 20th, 1893.	Davis, Lizzie,	May 20th, 1893.
Beezby, Lizzie,	" "	Fogg, Ruth,	" "
Brineshultz, Fanny,	" "	Jackson, Howard,	" "
Brewer, Ray,	" "	Moore, George F.,	" "
Burfit, Clara S.,	" "	Swain, Nellie B.,	" "
Claypoole, Mary D.,	" "	Wright, Harriet W.,	" "
Diament, Ray,	" "	Weatherby, Addie C.,	" "

THIRD GRADE.

Buckson, Ella J.,	Nov. 10th, 1892.	Campbell, C. M.,	Feb. 18th, 1893.
Bateman, Emma,	" "	Chew, Lizzie A.,	" "
Carlisle, Anna V.,	" "	Claypoole, Mary D.,	" "
Kernan, Winnie G.,	" "	Ewing, Mary D.,	" "
McGalliard, Lizzie,	" "	James, Anna E.,	" "
Robinson, Etta,	" "	McGalliard, Lizzie E.,	" "
Robins, Sophia,	" "	Munyan, George C.,	" "
Weatherby, Addie C.,	" "	Monahan, Michael,	" "
Amsden, Linda H.,	Feb. 18th, 1893.	Neipling, Etta B.,	" "
Broadwater, Anna,	" "	Wright, Harriet W.,	" "
Beezby, Lizzie M.,	" "	Young, Beulah,	" "
Brineshultz, Fanny D.,	" "	Bishop, Belle W.,	May 20th, 1893.
Barton, Jessica A.,	" "	Vealer, Jennie S.,	" "
Burfit, Clara S.,	" "	Wallis, Hall K.,	" "
Chambers, Sallie B.,	" "		

ESSEX COUNTY.

FIRST GRADE.

Draper, Mary M., May 15th, 1893. Richelton, Elizab'h, May 15th, 1893.
 Robinson, Ida E., " " Synnett, Margaret M., " "

SECOND GRADE.

Condit, Mary M., May 16th, 1893. Reeve, Louisa P., May 16th, 1893.
 Doty, Jessie T., " " Smith, Lydia M., " "
 Gaynor, Emma F., " "

THIRD GRADE.

Corby, Laura M.,	Nov. 5th, 1892.	Cumming, Laura S.,	Feb. 4th, 1893.
Carhart, M. Bradley,	" "	Kingsland, I. S.,	" "
Du Bois, M. Helen,	" "	Mason, Rosamond,	" "
Griffin, William H.,	" "	Murray, Flora,	" "
McGinnis, Kath. L.,	" "	Everts, Ruth L.,	May 16th, 1893.
Shepherd, Helen,	" "	Frythal, Alice F.,	" "
Walker, Lena S.,	" "	Peet, Mary D.,	" "
Childs, Jennie L.,	Feb. 4th, 1893.	Pickering, Lulu,	" "

GLOUCESTER COUNTY.

FIRST GRADE.

Bennet, William H., May 5th, 1893. Heelwood, Theodore, May 5th, 1893.
 Causdell, Clara L., " " " " " " " "

SECOND GRADE.

Allen, Kate F., May 5th, 1893. Platt, Belle, May 5th, 1893.
 Angelo, Marguerite, " " Strong, Harriet J., " "
 Alford, Emma J., " " Stewart, M. P., " "
 Bloomirgdale, Mrs. H. G., " " Worrell, Fannie, " "
 Gorse, John W., " " Walter, Sallie A., " "
 Morris, Ida G., " " " "

THIRD GRADE.

Albertson, Laura, Nov. 5th, 1892. Locke, Millie, Feb. 4th, 1893.
 Elwell, M. S., " " Morris, Ida G., " "
 Hill, Alice, " " Owen, Chrissie P., " "
 Jordan, Stella, " " Raymond, Mrs. S. W., " "
 Johnson, William H., " " Strong, F., " "
 Little, Mary S., " " Stranger, J. P., " "
 Thomason, Oscar, " " Tatem, Margaret M., " "
 Cowgill, Laura F., Feb. 4th, 1893. Wright, Mary E., " "
 Copestick, Florence, " " Young, Maud M., " "
 Eastlack, Lydia P., " " Bloodgood, Minnie B., " "
 Eastlack, Silas R., " " Beck, Ella, " "
 Gorse, John W., " " Porch, Maggie S., " "
 Jaggard, Joanna, " " " "

PROVISIONAL.

Allen, Kate F., Jenkins, Louisa,
 Cowgill, Laura T., Kuhule, Lulu S.,
 Dickinson, Morgan, Lucas, Mary,
 Fruitt, Eva M., Porch, Maggie,
 Grier, Jessie G., Strong, F.,
 Hill, Alice, Spaulding, Mrs. L. K.

HUDSON COUNTY.

FIRST GRADE.

Andrews, Minnie C., May 15th, 1893. Horton, Joel, May 15th, 1893.
 Bulkley, Carrie D., " " Kennedy, Georgina, " "
 Dashill, Caroline H., " " Thistle, Mary, " "

SECOND GRADE.

Burke, Mary T., May 15th, 1893. Jeanneret, Nellie, May 15th, 1893.
 Bulkley, Carrie D., " " Lindsey, Gertrude A., " "
 Dinsa, Annie A., " " McKenna, Julia R., " "
 Erk, Ida, " " Martin, May L., " "
 Georgert, Mamie J., " " Sherwood, Annie E., " "
 Holzman, Minnie, " " Woods, May, " "
 Harford, Florence, " " Wallace, Annie L., " "

THIRD GRADE.

Barnes, Catherine, Nov. 5th, 1892.	Flaherty, Mary C., Feb. 4th, 1893.
Luetkemann, Marie, " "	McCarthy, Lena M., " "
Sharp, Marie W., " "	Sharp, Marie W., " "
Burke, Marguerite, Feb. 4th, 1893.	Whipple, Mary E., " "
Dinsa, Annie A., " "	Hasbrouck, Maggie, May 15th, 1893.

SPECIAL EXAMINATION—THIRD GRADE.

Brilitz, Mabel, Dec. 17th, 1892.	Lloyd, Annie E., Dec. 17th, 1892.
Fowler, Kate, " "	Lull, Stella, " "
Farrell, May, " "	O'Dwyer, Mary C., " "
Gravatt, Sadie, " "	Van Orden, Bertha, " "
Jontras, May, " "	Van Meta, Jessie, " "
Kearns, Mary A., " "	

HUNTERDON COUNTY.

FIRST GRADE.

Cole, Nellie B., May 6th, 1893.	Thaw, Roderick D., May 6th, 1893.
Dalrymple, E. L., " "	Williamson, C. H., " "

SECOND GRADE.

Amey, Lafayette R., May 6th, 1893.	Mechling, Peter M., May 6th, 1893.
Brittain, Alice L., " "	Park, Fannie, " "
Black, Will H., " "	Purcell, Mary N., " "
Broadhurst, Anna A., " "	Parker, Eliza, " "
Cregar, J. B., " "	Reynolds, Dora C., " "
Dilts, J. Spencer, " "	Rup, Virginia R., " "
Harvey, Anna A., " "	Sharp, Mary, " "
Hulsizer, Rachel W., " "	Shipman, Belle, " "
Lake, Bertha, " "	Sutton, T. A., " "
Mick, Lizzie A., " "	Twining, Lydia V., " "

THIRD GRADE.

Albright, W. K., Nov. 5th, 1892.	Crater, Lizzie, Feb. 4th, 1893.
Beidleman, Eva, " "	Dilts, Annie L., " "
Farley, Harry W., " "	Dalrymple, Milton, " "
Hamilton, R. A., " "	Kline, Annie, " "
Hildebrandt, Etta, " "	Kitchen, Jonathan, " "
Hahn, Ida, " "	Mongan, Mary, " "
Lake, Bertha, " "	McPeck, Jennie, " "
Lair, Lizzie, " "	Nice, Ada J., " "
Nice, Ada, " "	Reinhart, Walter E., " "
Porte, E. R., " "	Reinhart, Jacob, " "
Ribbins, Eliza, " "	Streeter, Walter, " "
Stout, Joseph P., " "	Smith, Hattie, " "
Sharps, Mary, " "	Shives, Laura, " "
Sipley, J. Mary, " "	Suydam, Hannah, " "
Walrath, Julia, " "	Stout, Jos. P., " "
Albright, W. H., Feb. 4th, 1893.	Stute, Willa B., " "
Bowlby, Harry, " "	Walrath, Julia, " "
Bowlby, Edith, " "	Diamond, Mary P., May 5th, 1893.
Barris, Josie S., " "	Walrath, Julia A., " "

MERCER COUNTY.

SECOND GRADE.

Twining, Leona,	May 5th, 1893.	Twining, Estelle,	May 5th, 1893.
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THIRD GRADE.

Brearley, Edw'd P.,	Nov. 5th, 1892	Harden, Sarah V.,	Feb. 4th, 1893.
Harvey, Anna A.,	" "	Morgan, Clara H.,	" "
Hendrickson, Katie,	" "	Nutt, Lizzie B.,	" "
Howell, Louisa,	" "	Pfeiffer, Eugenie,	" "
Pullen, Ella J.,	" "	Prall, Emma E.,	" "
Truce, Virginia C.,	" "	Updike, Jennie,	" "
Wright, Laura C.,	" "	Vincent, Emma N.,	" "
Faussett, Cornelia C.,	Feb. 4th, 1893.	Wyckoff, Newton,	" "
Hunt, Ella S.,	" "	Wallace, Flora S.,	" "
Harden, Margaret,	" "	Dey, Mary C.,	May 5th, 1893.

MIDDLESEX COUNTY.

FIRST GRADE.

Campbell, William,	May 5th, 1893.	Huff, Gabel B.,	May 5th, 1893.
Gordon, Adeline,	" "	McCurdy, Josie,	" "

SECOND GRADE.

Armstrong, Jennie,	May 5th, 1893.	La Forge, Lucy,	May 5th, 1893.
Brown, Jennie,	" "	Littrell, Anna,	" "
Bogan, Regina,	" "	Miller, Anna,	" "
Connor, Katy,	" "	McCurdy, Mary J.,	" "
Carhart, Alice,	" "	McWilliams, Emma,	" "
Fillips, Susan,	" "	Pownall, Maggie,	" "
Flannegan, Josie,	" "	Rutan, L. V.,	" "
Hutchins, Martha,	" "	Scudder, Laura,	" "
Hageman, Mary V. L.,	" "	Thomall, Dillie,	" "
Hillman, Mercy,	" "	Van De Grift, Eva,	" "
Kennedy, Elizabeth,	" "	Wilson, Howard,	" "

THIRD GRADE.

Brown, Jennie L.,	Nov. 5th, 1892.	Amstrong, Jennie,	Feb. 4th, 1893.
Carhart, Alice,	" "	Brown, S. T. M.,	" "
Cathers, H.,	" "	Bresnahan, Mamie,	" "
Folsom, Josephine,	" "	Burnett, Margaret,	" "
Gulick, Mamie H.,	" "	Connors, Katie H.,	" "
Hillman, Mercy,	" "	Henderson, Nora B.,	" "
Letson, Mary A.,	" "	Keidel, Anna M.,	" "
Lefferts, Nellie L.,	" "	Littrell, Anna L.,	" "
McWilliams, Emma,	" "	Morton, Emma,	" "
Smith, Madora,	" "	Perrine, Kate H.,	" "
Wilson, Howard S.,	" "	Rutson, L. V.,	" "
Walton, Addie,	" "	Strickland, Carrie D.,	" "

Scudder, Laura,	Feb. 4th, 1893.	La Forge, Rhoda,	May 5th, 1893.
Snooks, Louise M.,	" "	Morton, Emma,	" "
Silvers, Mamie C.,	" "	Pullen, Adeline,	" "
Watson, May J.,	" "	Richards, Annie,	" "
Gulick, Mamie,	May 5th, 1893.	Voorhees, Edith,	" "
Hurshelwood, Mabel,	" "	Wright, Annie,	" "
Hendrickson, Cora,	" "	Warne, Mamie,	" "

MONMOUTH COUNTY.

FIRST GRADE.

Bernard, Alice,	May 5th, 1893.	Lufburrow, Linnie,	May 5th, 1893.
Bedle, Anna H.,	" "	Tiernan, John,	" "
Cassaboom, F.,	" "	Sterner, Henry W.,	" "
Clark, Mary A.,	" "	Sullivan, John M.,	" "
Flandeau, S. M. F.,	" "	Sargent, C. M.,	" "

SECOND GRADE.

Bloodgood, Mary E.,	May 5th, 1893.	Mitchell, Maud,	May 5th, 1893.
Bearnise, Edgar W.,	" "	Morgan, Emma S.,	" "
Butcher, Frank,	" "	Nepean, Henry E.,	" "
Brown, Sarah R.,	" "	Nurcellas, Anzolette,	" "
Casner, Frank,	" "	Osborn, Frances,	" "
Case, Lorinda,	" "	Polhemus, Edgar M.,	" "
Chinery, Serena,	" "	Pullen, Gertrude S.,	" "
Clarkson, Mary E.,	" "	Pettis, Clara E.,	" "
Goldsmith, Emma L.,	" "	Slocum, Lottie C.,	" "
Hough, Martha D.,	" "	Tilton, A. A.,	" "
Irvins, Mahlon K.,	" "	Van Nostrand, Hattie,	" "
Johnson, Ida L.,	" "	Wooley, Elhert,	" "
Leonard, George M.,	" "	Winters, W. J.,	" "

THIRD GRADE.

Biddle, S. C.,	Nov. 4th, 1892.	Pullen, Gertrude S.,	Feb. 4th, 1893.
Cafferty, Anna M.,	" "	Prickett, W. A.,	" "
Clayton, Elliott,	" "	Rogers, Mary W.,	" "
Chinery, Serena E.,	" "	Robbins, Eliza,	" "
Sargent, Charles M.,	" "	Smith, Cora G.,	" "
Toombs, Elizabeth,	" "	Smith, Carolyne E.,	" "
Brown, May,	Feb. 4th, 1893.	Trill, Alice A.,	" "
Colon, Celia A.,	" "	Tansey, Michael J.,	" "
Corlies, Ella B.,	" "	Warren, Mary L.,	" "
Du Bois, Sarah A.,	" "	Walling, Lenetta,	" "
Finlay, Mary E.,	" "	Cassell, Florence W.,	May 5th, 1893.
Frazier, Etta M.,	" "	Field, Charlotte W.,	" "
Goldsmith, Emma L.,	" "	Ford, Addie C.,	" "
Greene, John H.,	" "	McIntyre, Carrie,	" "
Jones, Jennie D.,	" "	McCue, Cornelia,	" "
Johnson, Lillie,	" "	Purnell, John,	" "
Leonard, George M.,	" "	Richdale, Ella F.,	" "
Munson, Minnie W.,	" "	Rue, Mary F.,	" "
Marcellas, Anzolette,	" "	Sipple, Alverda V.,	" "
Miller, Belle E.,	" "		" "

MORRIS COUNTY.

FIRST GRADE.

Atwood, E. H.,	May 5th, 1893.	Kayhart, Emma J.,	May 5th, 1893.
Berry, Jennie,	" "	Sherill, Helen L.,	" "
Dillon, Rose A.,	" "	Thriney, Lizzie F.,	" "
Everett, R. M.,	" "		

SECOND GRADE.

Carey, Addie M.,	May 5th, 1893.	Searly, Etta C.,	May 5th, 1893.
Eaton, Charles W.,	" "	Titman, A. J.,	" "
Hall, Olive M.,	" "	Winter, Mattie,	" "
McFarland, Edith F.,	" "		

THIRD GRADE.

Anderson, Louise,	Nov. 5th, 1892.	Slack, Jennie,	Nov. 5th, 1892.
Apgar, Roxie,	" "	Stiles, M. J.,	" "
Burrell, Lillie M.,	" "	Taylor, Alpheus S.,	" "
Coe, Carrie,	" "	Beach, Elva C.,	Feb. 4th, 1893.
Coe, Grace D.,	" "	Bilderbeck, Ida M.,	" "
Compton, Addie I.,	" "	Coe, Grace D.,	" "
Faulkner, Alice,	" "	Cooke, Sarah M.,	" "
Frame, Jennie W.,	" "	Due, Immanuel,	" "
Gould, Emma V.,	" "	Kase, Martha,	" "
Hawkins, Sadie E.,	" "	Lyon, Mary A.,	" "
Hendershot, Delia A.,	" "	Myers, Lizzie,	" "
Hopper, Catherine,	" "	Righter, Nellie,	" "
Kase, Martha,	" "	Searing, Etta C.,	" "
Kayhart, Theodore,	" "	Sherrill, Helen C.,	" "
Leach, Abraham,	" "	Slack, Jennie,	" "
Mead, Lillie H.,	" "	Thomas, Cherrie B.,	" "
Mutchler, Amelia,	" "	Thorpe, Jennie,	" "
Pruden, Kate K.,	" "	Winter, Mattie,	" "
Runyon, J. S.,	" "	Johnson, O. K.,	May 5th, 1893.
Searing, Etta C.,	" "	Reade, Julia,	" "
Sherrill, Margaret E.,	" "	Suydam, Eva S.,	" "

OCEAN COUNTY.

THIRD GRADE.

Chapman, L. May,	Feb. 4th, 1893.	Spencer, Sadie E.,	Feb. 4th, 1893.
Cramer, Theodore B.,	" "	Adams, Lillie F.,	May 5th, 1893.
Mathis, Maja C.,	" "	Matthews, Rilla,	" "

PASSAIC COUNTY.

SECOND GRADE.

Brown, Charles B.,	May 6th, 1893.	Scott, Grace E.,	May 6th, 1893.
Finn, Henrietta,	" "	Thurston, D. J.,	" "

THIRD GRADE.

Terhune, Chas. M.,	Feb. 4th, 1893.	Hopper, May,	May 5th, 1893.
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SALEM COUNTY.

FIRST GRADE.

Pierpont, Ella S. C.,	May 6th, 1893.	Spear, Mary A.,	May 6th, 1893.
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SECOND GRADE.

Allen, Tillie,	May 6th, 1893.	Morrison, Anna R.,	May 6th, 1893.
Bradford, Harry,	" "	Miller, Velma,	" "
Brown, Kate A.,	" "	Pierpont, E. C.,	" "
Chase, Florence,	" "	Shute, Mattie C.,	" "
Goslin, Helen,	" "	Summerrill, Alice C.,	" "
Gwen, Jas. R.,	" "	Smick, Mary L. H.,	" "
Hayes, Eva C.,	" "	Van Harler, C. E.,	" "
Layton, Sallie C.,	" "	White, Fay,	" "

THIRD GRADE.

Ayres, Josephine,	Nov. 5th, 1892.	Clifton, Mary E.,	Feb. 4th, 1893.
Bevis, Maggie,	" "	Chase, Florence,	" "
Goslin, Helen T.,	" "	Goslin, Helen,	" "
Henry, Ella,	" "	Kille, Maggie C.,	" "
Luinekin, Anna,	" "	Perry, Eliza,	" "
Miller, Velma,	" "	Pierpont, Carrie,	" "
Statzer, Robert B.,	" "	Voute, Lottie H.,	" "
Summerrill, Alice,	" "	White, Fay,	" "
Shute, Mattie,	" "	Wandes, Eliza H.,	" "
Thompson, Louella,	" "	Statzer, Robert,	" "
Wancler, E. H.,	" "	Bevis, Marjory,	May 6th, 1893.
Warrington, Mary,	" "	Jenkins, Elizabeth,	" "
Allen, Tillie H.,	Feb. 4th, 1893.	Murlin, Ella,	" "

SOMERSET COUNTY.

FIRST GRADE.

Bartle, Chrissie M.,	May 6th, 1893.	Ribble, S. Lizzie,	May 6th, 1893.
Claypoole, Elizabeth,	" "	Ribble, Ella H.,	" "
Elliott, Mattie,	" "	Reger, Jno. F.,	" "
Kiernan, Lizzie,	" "	Van Derbeek, Elizab'h,	" "
Messenger, Jane E.,	" "		

SECOND GRADE.

Bolmer, Fannie G.,	May 6th, 1893.	Lindsley, Marg't F.,	May 6th, 1893.
Bartolette, Olive C.,	" "	O'Connor, Mary A.,	" "
Gerthen, Garretta Q.,	" "	Rudiboc, Marie B.,	" "
Hummer, Ida,	" "	Voorhees, Mary R.,	" "
Hamilton, Charles,	" "	Wever, Cora A.,	" "
Larimer, Elizabeth S.,	" "		

THIRD GRADE.

De Hart, Bertha E.,	Nov. 5th, 1892.	Hermann, Mary,	Feb. 4th, 1893.
Kellogg, Mary P.,	" "	Layton, S. Addie,	" "
Lane, Elizabeth E.,	" "	Quick, Katie J.,	" "
Stewart, Cassie,	" "	Van Derbeek, Kate L.,	" "
Stryker, Mary A.,	" "	Kreusen, Mabelle,	May 6th, 1893.
Wells, Wm. B.,	" "	Tierney, Mary,	" "
Allen, Carrie E.,	Feb. 4th, 1893.	Smith, Lizzie A.,	" "
Beadle, Cynthia H.,	" "	Stryker, Emma L.,	" "
De Hart, Bertha E.,	" "		

SUSSEX COUNTY.

FIRST GRADE.

Bennett, Sarah,	May 5th, 1893.	Van Etten, F. L.,	May 5th, 1893.
Middaugh, Mary E.,	" "		

SECOND GRADE.

Burrows, Sadie,	May 5th, 1893.	Hursh, Warren C.,	May 5th, 1893.
Brink, Nettie,	" "	McKinney, W. Elmer,	" "
Current, Libbie,	" "	Morris, Norma C.,	" "
Crawley, Ellen A.,	" "	Reed, Sarah E.,	" "
Current, Georgia,	" "	Stoll, Elizabeth,	" "
Cole, Annie,	" "	Stevenson, Anna H.,	" "
Demarest, Anna C.,	" "	Snover, Fred,	" "
Dennis, Maggie T.,	" "	Sherril, Will H.,	" "
France, L. Jasper,	" "	Woodruff, Rebecca,	" "
Falkner, Laura,	" "	Young, E. Beatrice,	" "
Hollinshed, Lizzie,	" "		

THIRD GRADE.

Aber, Eva,	Nov. 5th, 1892.	France, L. Jasper,	Nov. 5th, 1892.
Brink, Marilda,	" "	Farber, Lizzie A.,	" "
Burrows, Sadie,	" "	Hiles, Sallie,	" "
Birkland, Jennie O.,	" "	Kyte, Flora,	" "
Campbell, Mrs. Jessie,	" "	Munson, Carrie,	" "
Current, Libbie,	" "	Munson, Hattie,	" "
Current, Georgia,	" "	Norman, Nellie B.,	" "
Current, Mamie,	" "	Schneider, Alice,	" "
Case, Annie M.,	" "	Snook, Eliza,	" "
Demarest, Annie C.,	" "	Shuster, Elwood D.,	" "
Eaton, Edith M.,	" "	Simpson, Hattie,	" "

Stoll, Elizabeth,	Nov. 5th, 1892.	Jones, M. Eva,	Feb. 4th, 1893.
Walling, Emma,	" "	Jones, Jessie B.,	" "
Winterwaite, Bertha,	" "	Losey, Asa W.,	" "
Wilson, Floyd J.,	" "	Morris, Norman C.,	" "
Budd, Mattie,	Feb. 4th, 1893.	Ryerson, John D.,	" "
Bissell, Harry,	" "	Stoll, Margaret,	" "
Burrows, Sallie,	" "	Titus, Maggie,	" "
Clark, Estelle M.,	" "	Van Tassel, Jennie,	" "
Coyle, Nellie B.,	" "	Wood, Harry W.,	" "
Coyle, Kathryn,	" "	Cope, Harvey,	May 5th, 1893.
Cole, Annie,	" "	Fuller, Samuel E.,	" "
Crowley, Ellen A.,	" "	Gordan, Bert H.,	" "
Down, Louisa,	" "	Gillman, Mame,	" "
Durling, Belle,	" "	Hiles, Sallie,	" "
Farley, Anna,	" "	Hopler, Lizzie,	" "
Fuller, Fannie,	" "	Hetzell, Emma,	" "
Gariss, Fletcher S.,	" "	Hyatt, Alice,	" "
Hill, Frank,	" "	Martin, Myra E.,	" "
Hollinshed, Lizzie W.,	" "	McCarthy, George,	" "
Hyde, Lizzie C.,	" "	Reed, Flora A.,	" "
Hough, Eva A.,	" "	Remsen, Mary D.,	" "

UNION COUNTY.

FIRST GRADE.

Harned, Luther M.,	May 6th, 1893.	Saxe, Henry W.,	May 6th, 1893.
Kline, Ambrose B.,	" "	Tuft, Robert A.,	" "
Lacy, May R.,	" "		

SECOND GRADE.

Brewsters, H. H.,	May 6th, 1893.	Tappan, Sophie R.,	May 6th, 1893.
Clark, Nettie A.,	" "	Yawger, Eliza F.,	" "
Coggeshall, M. Louise,	" "	Eddy, Pauline,	Sept. 3d, 1892.
Jewell, Anna M.,	" "	Watts, Ella L.,	" "

THIRD GRADE.

Farren, Julia D.,	Nov. 5th, 1892.	Brewster, H. L.,	Feb. 4th, 1893.
Hedden, Edith F.,	" "	Cotton, Mary L.,	" "
Kline, Ambrose B.,	" "	Gregory, Emma L.,	" "
Ludlow, Lizzie,	" "	Ludlow, Cliffie L.,	" "
Olds, Kate,	" "	Rudd, Annie C.,	" "
Ockey, Lottie M.,	" "	Welden, Adelaide,	" "
Smith, Anna H.,	" "	Watts, Ella L.,	" "
Wadsworth, Esther T.,	" "	Clark, Tina,	May 6th, 1893.
Woodruff, Mary T.,	" "		

PROVISIONAL—THIRD GRADE.

Farran, Julia D.,	Sept., 1892.	Griffith, Edith A.,	Sept., 1892.
Hedden, Edith F.,	" "	Brewster, Harriet,	Feb., 1893.
Gregory, Emma L.,	" "	Cotton, Mary L.,	" "
Ludlow, Lizzie,	" "	Gregory, Emma L.,	" "
Ludlow, Cliffie L.,	" "	Rudd, Annie C.,	" "
Olds, Kate,	" "	Saxe, Henry W.,	" "
Smith, Anna H.,	" "	Tuft, Robert A.,	" "
Woodruff, Mary T.,	" "		

FIRST GRADE.

Biglow, Dora A.,	May 6th, 1893.	Lacy, Mary R.,	May 6th, 1893.
Kline, Ambrose B.,	“ “	“ “	“ “

SPECIAL.

Kline, Helen, Sept., 1892.

WARREN COUNTY.

FIRST GRADE.

Beers, Ida.,	May 6th, 1893.	Meyer, Mary A.,	May 6th, 1893.
Engler, E. W.,	“ “	O'Neil, Lizzie,	“ “
Flint, Mary F.,	“ “	Rush, J. Calvin,	“ “
Jones, C. F.,	“ “	Riel, Mary,	“ “
Lantz, William,	“ “		

SECOND GRADE.

Bellis, Mamie,	May 6th, 1893.	Larison, Ella,	May 6th, 1893.
Biglow, Eva,	“ “	Myers, Lizzie A.,	“ “
Cullen, Lucy,	“ “	Mosier, McClellen,	“ “
Chatmers, Helen,	“ “	McCarthy, Maggie,	“ “
Cody, Mary A.,	“ “	Mitchell, Minnie C.,	“ “
Castner, Mattie,	“ “	Nye, Alice E.,	“ “
Ditton, Mamie F.,	“ “	Quick, E. W.,	“ “
Dull, A. Mary,	“ “	Reese, Amanda,	“ “
Frame, Jennie W.,	“ “	Shaffer, Martha R.,	“ “
Gilroy, Ada E.,	“ “	Shafer, A. Olive,	“ “
Howell, Clinton,	“ “	Shipman, Cora E.,	“ “
Horn, Kate E.,	“ “	Smith, Olive K.,	“ “
Howell, A.,	“ “	Wilson, Samuel,	“ “
Heery, Annie,	“ “	Willeven, Beulah E.,	“ “
Johnson, Josie,	“ “	Yocum, Sue L.,	“ “
Lanning, Lizzie K.,	“ “		

THIRD GRADE.

Barber, Josie,	Nov. 5th, 1892.	Myers, Florence E.,	Nov. 5th, 1892.
Cody, Mary A.,	“ “	McCarthy, Maggie,	“ “
Castner, Mattie,	“ “	Nye, Alice E.,	“ “
Ditten, Mamie,	“ “	Parks, J. R.,	“ “
Dumont, Wayne,	“ “	Phipps, Ella F.,	“ “
Depue, A. B.,	“ “	Ribble, C.,	“ “
Gilpke, Mary C.,	“ “	Schrigg, E. F.,	“ “
Heller, J. W.,	“ “	Stephenson, Anna N.,	“ “
Hankinson, Fannie,	“ “	Stadelhoper, Ada,	“ “
Horn, Lizzie,	“ “	Striker, Nellie,	“ “
Heery, Anna,	“ “	Sweeny, Margaret L.,	“ “
Horn, Kate E.,	“ “	Stadelhoper, Maggie,	“ “
Horn, Ida May,	“ “	Terry, U. S.,	“ “
Jones, C. F.,	“ “	Van Campen, Ambrose,	“ “
Mosier, McClellen,	“ “	Young, Maud,	“ “
Mitchell, Minnie C.,	“ “	Albright, Catherine,	Feb. 4th, 1893.

SCHOOL REPORT.

Bonham, Charles L.,	Feb. 4th, 1893.	Smith, Olive,	Feb. 4th, 1893.
Bellis, Mamie,	" "	Schranz, Margaret M.,	" "
Beck, Stella,	" "	Serch, Delia M.,	" "
Banghart, Ida M.,	" "	Sipley, Olive,	" "
Corgan, Lizzie,	" "	Sweeny, Margaret S.,	" "
Depue, M. Edith,	" "	Thompson, Delia M.,	" "
Howell, Alanson,	" "	Woolverton, Etta,	" "
Johnson, Josie,	" "	Brands, John D.,	May 6th, 1893.
Kremer, Lillie,	" "	Drinkhouse, Lizzie,	" "
Leigh, Lottie,	" "	Gruver, Alvin S.,	" "
Linabury, Frances,	" "	Henry, M. Jeanette,	" "
Maloney, Mary,	" "	Jacobus, Edith,	" "
Miller, Ada,	" "	Martin, Belle V.,	" "
Parks, Agnes,	" "	Ort, T. H.,	" "
Remier, Edward T.,	" "	Pierson, Fred. K.,	" "
Sharp, Clinton,	" "	Person, Charles E.,	" "
Smith, George W.,	" "	Swayze, Lizzie,	" "
Striker, Nellie,	" "	Thompson, Lola,	" "

PROVISIONAL.

Henry, Jeanette,	Nov. 5th, 1892.	McConachy, Anna,	March, 1893.
Kinney, Mary M.,	" "	Van Etten, John,	" "

APPENDIX.

REPORTS OF COUNTY SUPERINTENDENTS.

ATLANTIC COUNTY.

J. RUSSELL WILSON, SUPERINTENDENT.

To Addison B. Poland, State Superintendent :

SIR—I have the honor to submit the following report of the public schools in this county for the school year ending June 30th, 1893 :

Educational Progress.—During the year a revised course of study was placed in the hands of the teachers, since many felt that the course in operation for some time past had outrun its usefulness and needed pruning. This was done carefully, with the assistance of a committee of the most interested teachers. Literature and botany were added to the course, and definite limits were set for each grade. All of our teachers express themselves as being much pleased with the revision. The results shown at the yearly examination of the public schools in May were very gratifying. An increased interest seems to have been added to the school work. This alone is an indication of progress.

Teachers.—In school work, as in any work, success depends largely upon the previous training of those who have it in hand. The State maintains a training school for teachers, but its graduates drop out of teaching in such numbers every year that it does not apparently increase the number of trained teachers in the State. In my statistical report for the year just ended there are recorded but two New Jersey normal graduates, both being females. If we desire a male normal graduate, it is always necessary to seek for one in an adjoining State. Many boards of trustees this year have requested the superintendent to send them a male graduate; about five were supplied, but in each case a New York or Pennsylvania graduate had to be chosen. Could not a remedy be found for this lack of male teachers? Probably another State normal school, located in the upper portion of the State, would solve the question.

New Districts.—Four new districts have been formed during the year. Two of them were needed several years ago. The necessity for the others has arisen recently. These districts will give many children the opportunity of attending school regularly.

School Buildings.—District No. 25 will have a new building for next year. The trustees have been making an earnest effort for years to bring this about, and they deserve much praise for pushing through the work in the face of serious difficulties. The district is large, but thinly settled, and increased taxes are not favorably regarded.

In District No. 49 a building in good repair, formerly used as a hall, has been purchased and furnished for a school-house.

Districts Nos. 38 and 27 have so completely remodeled their buildings that they may be said to have new buildings.

Teachers' Association.—An entirely new plan for conducting the meetings of the teachers' association in this county was tried this year. It was decided at a regular meeting called for that purpose to adopt a written constitution and by-laws for the association. The work brought before each meeting is done entirely by the teachers, and is laid out and assigned to them by a special committee appointed by the president. It has worked successfully. All of the teachers are benefited by doing work of this kind before an audience composed entirely of their fellow-workers. If the money devoted to the expenses of institutes could be made available for local associations, it would be put to better use. The corps of teachers in this county is small compared with most other counties, and it is difficult to provide for the expenses incident to meetings.

Celebrations.—Arbor Day was more generally observed this year than formerly, owing, probably, to having a superior programme. The one used was prepared by Superintendent Terhune, of Bergen county. According to the reports there is a forest of young trees growing in this county as the result of Arbor Day exercises.

Columbus Day was celebrated with more enthusiasm than any school holiday in the history of the county. It should be placed on the same footing as Arbor Day; it should be made a holiday, for the purpose of teaching patriotic sentiment. Many schools which would never have possessed any but for the occurrence of this holiday were provided with a national flag for the occasion.

Township Boards of Trustees.—The township boards of trustees were called together early in the summer and many local difficulties were settled at the meetings. Considerable time was spent in explaining the new blanks for district clerks, but even with the explanations given few were made out in a tolerable manner. The blanks are very complete, but it requires a higher grade of officer than the average clerk to make them accomplish the purpose intended. Either the blank should be simplified or a single township official should be clerk *ex officio* of each board.

Columbian Exhibit.—Work was begun in the latter part of October for the World's Fair, upon the lines laid down in the Columbian circular, and at the county exhibit held in the Court House at Mays Landing nearly every school was represented. The work exhibited must be classed as rural, as none was shown from Atlantic City, Egg

Harbor City or any large graded school, nearly every school exhibiting being ungraded. These had been severely crippled in their efforts by epidemics. Several schools were closed two weeks, and Mays Landing four weeks, during the time of preparation. The unprecedented snowstorms also practically closed many schools for two and three weeks. Much credit for their efforts in preparing work should be given to all of our teachers. Amongst those deserving special mention are Miss Mary Ward, Leeds Point, ungraded school; Mr. Charles Ingersoll, Germania, ungraded school; Mr. E. J. Tomlinson, Absecon, school of two grades; Mr. D. I. Steelman, Smiths Landing, school of four grades; and Mr. E. D. Riley, Mays Landing, school of four grades.

BERGEN COUNTY.

JOHN TERHUNE, SUPERINTENDENT.

To Addison B. Poland, State Superintendent:

SIR—My eighth annual report is submitted with profound respect and humility.

The preparation of the statistics required has been somewhat tedious on account of the deviation from those previously rendered; but, when completed and studied, I find the summaries exceedingly valuable as a guide for future efforts in endeavoring to correct existing evils heretofore undiscovered.

These written reports are generally considered monotonous, but this year is an exception, after reading your publication for 1892. It is without exaggeration the most able, exhaustive and suggestive exposition of the condition and significance of the cause of public education yet produced in New Jersey. It is a monumental volume to you, a credit to the State, and an object lesson to your subordinates, in showing them "the engaging powers of making new things familiar and familiar things new."

I regret that the compensation is not commensurate with such talented services and executive ability, and I sincerely hope that the authorities will make haste to recognize and remedy this inequality between the remuneration and the energy exercised in the successful discharge of such responsible duties. The effect of such well-directed

activity is manifest all along the lines, and the awakening of the indifferent and sluggish is observable in every department.

Columbus Day Exercises.—The official programs for the observance of Columbus Day were distributed at an Association meeting held September 24th. A report stating the attendance, interest, collections and names of orators was requested. Following is the result:

One school was closed, two held no exercises, and five made no report. In the sixty-seven districts from which reports were received, 3,612 visitors attended, \$112.28 constituted the collections for library purposes, and thirty orations were delivered. The day was observed with great enthusiasm in every hamlet. In the afternoon long parades consisting of school children, firemen, Grand Army Posts and other civic organizations were marching to patriotic music in the larger villages and towns. The one at Hackensack was over a mile in length and attended the unveiling ceremonies of a soldiers' monument in the Ronderhook Cemetery.

On my way to attend the exercises in the Washington High School, I met the postman and was handed a letter from my son, an ensign in the U. S. Navy. He had been appointed an executive officer on the caravel Pinta, and in his letter gave a graphic description of the fete at Palos, on the third day of August, the anniversary of the sailing of Columbus.

The fact that the ensign was a graduate of this school, together with the coincidence of receiving the letter portraying the celebration in Spain at this opportune moment was deemed worthy and appropriate by Prof. Haas and myself to read the letter to the audience.

The contents were received with acclamation, and the exercises in every particular were enjoyed with a patriotic fervor never before witnessed in the public schools.

Teachers' Institute.—The union institute for Bergen and Passaic counties was held in the Hackensack Opera House, on Friday and Saturday, December 2d and 3d.

The time was short, but every expression was full of freshness. None of the customary listlessness was observed at any time. This constant alertness was evidence that the institute was doing the solid work for which it was intended, and the teachers appreciated the fact.

The address by Superintendent Ryan, of New Brunswick, was listened to with the closest attention; and his subject, "Whose fault is it?" was presented in a scholarly manner. A gentleman interested in the public schools said that it was the most masterly discourse that he ever had the pleasure of hearing.

Many teachers, in their communications, pronounced it "the institute" over all others.

Substitute for Institutes.—The question of holding institutes, and encroaching upon the regular school days, has been criticised by some people, and occasionally by the press. To avoid this in the future, I

would suggest that the State Board of Education employ six lecturers to work every Saturday for thirty-five weeks.

Have two go to a county and give one lesson each in the morning, and another in the afternoon, upon subjects directed by the State Superintendent. By this method three counties can be visited each week, and the circuit will be made in seven weeks. Each county will have had five days of well-directed service in a year, with sufficient intervals to digest and apply the instruction received and no school days lost.

By uniting counties a greater number of visits could be accomplished.

The \$2,100 that it now costs the State would allow each instructor ten dollars per day, and the remainder could be contributed by the county associations.

World's Fair Work.—Considerable attention was given to the preparation of work for Chicago. The distribution of supplies, issuing of circulars containing instructions, collection of the work, arrangement of the exhibit, selection and shipment to Trenton, with the clerical labor in supplying statistics required by the several committees, kept us out of mischief the entire winter.

The county exhibition was held in Armory Hall, a large room well adapted in every respect for the purpose. The doors were open to the public from Thursday morning, January 19th, until Saturday night. An admission fee of ten cents to adults and five cents to pupils was charged for the purpose of defraying expenses.

The efforts of the pupils were very commendable, and thoroughly acquitted the teachers. I was so well pleased that I had a number of the best tables photographed before taking down the work.

Arbor Day.—In compliance with your circular of April 18th, requesting a report of the observance of Arbor Day and a copy of the program of exercises, it gives me pleasure to report that 73 of the 75 districts carried out the program provided. District No. 68 was without a teacher and District No. 28 was closed on account of the teacher's sickness.

Notwithstanding the attraction to visit the war ships in the harbor, and to witness the naval parade in New York City, 2,460 visitors and 52 trustees were present in the several schools. This is an increase in attendance over any previous celebration of 948. One hundred and fifteen trees were planted, 75 of which were maple; and 92 flower-beds were made and planted. The trees were dedicated as follows: Hon. J. Sterling Morton, 17; Columbus, 13; George Washington and Superintendent Terhune, each 4; Governor Werts, State Superintendent Poland and Longfellow, each 3; President Cleveland, Dr. J. M. Green, Louisa M. Alcott, Lincoln, Grant and Tennyson, each 2; the remainder one each to poets, trustees, teachers and pupils.

Sixty-one districts are in possession of beautiful flags, obtained as follows: donation, 19; subscription, 29; entertainment, 9; taxation, 4.

Seventy persons outside of the enrollment assisted in 22 districts to execute the program.

The schools were profusely decorated with drawings on the blackboards, flowers, plants and evergreens. Addresses were made by 17 ministers and 25 friends. Many of the essays by the advanced pupils were highly commendable for deep thought and scholarly arrangement. The children understand the object and value of the day and exhibit increased enthusiasm at each recurrence. Teachers in 54 of the districts report that the day is rapidly gaining in popularity.

Three of the districts had their planting exercises during the day, and deferred the literary part until evening. All three were favored with large audiences.

I suggested this idea two years ago, and for rural districts it should become universal. This season of the year is a busy one for farmers and many residents are engaged in the city during the day. All are at leisure in the evening and cheerfully attend the exercises. It also gives teachers an excellent opportunity to replenish the library fund by collections or admission fees.

My net gain from the sale of the program and from advertisements therein was \$150, which will be expended toward the next catalogue for the "Bergen County Teachers' Pedagogical Library."

The information desired for a report of the observance of the day should be dictated by you, so that the same questions may be answered by each county and combined for a State history.

Examinations.—In addition to the regular teachers' examinations required by law, your permission was obtained to hold a special examination in August. I prefer to have a special test, rather than issue provisional certificates. The reports containing the results of both successful and unsuccessful were promptly forwarded to your office.

At the competitive examination for State scholarships held in the Court House, but one candidate, William J. Morrison, Jr., a member of the graduating class of Washington High School, was present and secured the certificate with ease.

The annual county examination of pupils was held on Wednesday, Thursday and Friday of the first week in June. The reports from the several township boards of examiners showed that 653 credentials had been earned, viz.:

Certificates of merit, 295; post certificates of merit, 132; second grade diplomas, 132; post second grade diplomas, 49; first grade diplomas, 44; post first grade diplomas, 1. This is an increase of 177 over that of last year.

The suggestion of Superintendent Willis in the State report for 1892 with reference to a "uniform State standard" for a diploma meets with my hearty indorsement. The statistics collected the past year show clearly where the attention of the State for popular educa-

tion is demanded. Not over four per cent. of the enrollment remain after the grammar course.

In my address before the Council of Education, December 29th, 1890, I emphasized this fact and demonstrated it from carefully prepared data. I earnestly appealed to the authorities to outline a logical course for eight years' work, and thus correct a multitude of sin that was being imposed upon a large percentage of rural school children through a haphazard, go-as-you-please system.

A State diploma at the end of a grammar school course is what is needed, and the State has done its duty when that course is properly adjusted and enforced.

The higher work should be left to the wishes of the legal voters. It is our duty to do the greatest good for the greatest number, and we overstep the boundaries when we attempt to reach out too far. It is frequently accomplished at the expense of thoroughness in the lower grades, by giving a taste of this and that, with a promise of the desert later, and when that time arrives ninety-six out of a hundred have deserted the feast with improper habits.

Teachers' Association.—Five meetings of the association were held. In addition to discussions of school queries by the members, and recitations, readings and singing arranged for by the Committee on Entertainment, we had the following instructors at different sessions: Hon. Augustus W. Cutler, "The Diversion of the Riparian Fund;" Miss Emma Ballou, of Jersey City, "Moral Training in our Public Schools;" William Beverly Harrison, of New York City, "What Business Men Demand of the Boys they Employ;" Principal A. J. Demarest, of Hoboken, "Penmanship and Book-keeping;" Principal C. S. Haskell, of Jersey City, "Geography;" and Superintendent Henry Snyder, of Jersey City, "Language."

The meetings were well attended, and the association is in a prosperous financial condition.

School Districts.—As stated in my last report that more new districts would be created, I formed new ones at Palisades Park, Northvale, Haworth and Peetzburgh.

Palisades Park voted to bond \$6,000 for a new building; the site, valued at \$1,500, was donated to the district. Northvale issued bonds for a \$2,000 building. Haworth issued \$6,000 worth of bonds for a site and building. Peetzburgh also bonded itself to the amount of \$6,000 for the same purpose.

Other districts that are building new houses, and have bonded for this purpose, are: Demarest, No. 14, \$10,000; Lodi, No. 35, \$12,000; North Belleville Bridge, No. 39, \$3,000; Highland, No. 8, \$5,000.

With but one exception the above will put in the Smead system of heating and ventilation.

The following districts have bonded for enlargements: District No. 33, \$15,000; District No. 40½, \$7,000; District No. 42, \$8,000.

The following districts have furnished another room for an addi-

tional teacher: Nos. 2, 63, 13, 69, 51, 42, 40, 40½, 33 and 30; and District No. 15 put new furniture in its intermediate department.

The boundaries of Districts Nos. 4, 4½, 6, 14, 18, 45, 61 and 29 have been changed in the formation of the new districts and for other purposes.

I suggested some time ago that the proper place to make all school bonds and coupons payable is at the office of the township collector. I still adhere to this plan for legitimate reasons.

A law should be enacted making it obligatory upon the township collectors to pay these bonds, coupons and notes, if due, upon presentation when the funds for this purpose are in their possession. The boards of trustees could at any subsequent date give the collector a voucher for these securities for deposit with the State Superintendent as required, for cancellation, and the transaction would have passed through its proper financial channels and be systematically complete, without the present inconvenience to banking institutions.

Some collectors refuse to visit the banks to pay these securities and obligations when notified of their arrival, and I do not blame them. It is not their business to go in search of them, nor is it legal for them to pay these moneys except upon orders. The law is very explicit upon what orders and conditions the collectors may pay out school moneys, and if I were a collector I should emphatically refuse, under the present law, to pay any coupons, bonds, or notes, without the order of the district trustees accompanying the same, and made payable to the proper party. These transactions, executed under any other circumstances, are undoubtedly without sanction in the law, and the officer is certainly amenable.

School Libraries.—My statistical report of these libraries is only approximately correct. They reach me in such an incomplete condition that it is impossible to render a satisfactory summary. I have corrected fifty-eight items and supplied about fifty others with the best estimates in my power. It is a grave mistake not to make provision to have the history of each corrected to date and the future records reliable. They are exerting a powerful influence for good and are yet in their infancy.

I propose to attempt their extension in rural districts by making them a substitute for circulating libraries in the larger towns. It is sure to succeed when the people realize the advantages and understand the object. I shall recommend librarians appointed during vacation to keep up the interest.

Library extension will take the place in villages of university extension in the cities, by suggesting literature adapted to the wants of the various communities, and thus have the long winter evenings profitably spent.

The fact that over twenty-two thousand volumes have been read in a rural county in ten months is very encouraging.

Pedagogical Library.—The following is a correct summary of the patronage of the teachers' library for the year just ended :

	Teachers.	Books read.
Hackensack Branch	53	205
Rutherford Branch.....	34	142
Englewood Branch.....	24	81
Ridgewood Branch.....	17	102

This shows that 128 teachers of the '174 in the county read 530 books during the year.

Another catalogue of 252 books has been placed in the four branches, making a total of 900 volumes. The cost at present exceeds \$1,000.

Township System.—In your last annual report you urge the township system. The balance of all arguments is certainly in its favor.

Its adoption will correct at once, or reduce to a minimum, the unsolved problem of itinerancy in teaching. It will keep all schools open a uniform length of time; reduce the clerical work of assessors, collectors and county superintendents, and be a great economizer in every feature of school work.

It will also be a great justifier by forcing parsimonious sections to pay their share for the support of the schools, while under the present system 875 districts that raise no special tax are a burden to the more populous and progressive districts.

A law that permits some sections to receive from \$10 to \$60 per capita while others receive less than \$4, should be substituted without delay by one having a shadow of equilibrium. It is evidence of weakness to find such a cumbersome system of administering the greatest engine of civilization adhered to in this enlightened age.

The district system has apparently served its time, and, like ancient school furniture, must be speedily supplanted by something more flexible and less frictional.

Miscellaneous.—The total amount to be expended in Bergen county for the school year commencing July 1st, 1893, is \$282,267.87. This is surprising for a rural county. The people in a majority of the townships are very liberal in voting money for educational purposes.

They expect and are entitled to good results for such unrestricted generosity, and I fully realize the responsibility of watching over its expenditure.

We shall increase our corps of teachers next year about twenty. I say, unconditionally, that we have as faithful and as conscientious a body of teachers as can be produced. The most of them are constantly at work improving and broadening themselves for the cause. That teaching is a profession is no longer questioned by many trustees.

The State Normal School could not supply the demand this year, and a few normals from other States had to be secured. That the State Normal School is constantly improving is undoubted. I can

see more power come with each succeeding class. I am pleased to see more of our young ladies from Bergen county taking the course at Trenton.

In conclusion, I wish to express my sincere thanks for the many encouragements received from you, both in person and by letter. It comforts one to know that his efforts have the approbation of his superior, and it is very kind of you to give them recognition. I assure you that they have occasionally served as a tonic and a balm in buoying up my melancholy spirits.

BURLINGTON COUNTY.

EDGAR HAAS, SUPERINTENDENT.

To Addison B. Poland, State Superintendent :

DEAR SIR—In comparing the statistics to be found elsewhere in the tables with the corresponding data of last year, it will be seen that the average monthly salary for the male teachers has decreased by \$1.18, and that of the female teachers by \$1.19.

The value of the school property has increased by \$6,025. The number of children enrolled in the school registers has increased by 225. The average daily attendance has increased by 144. The number of children that the school-houses will comfortably seat has decreased by 1,339; this decrease is by reason of a difference of view; that of the previous year was estimated from the capacity of the room, and that of this year by a count of the actual number of seats in possession, independent of the room for more. The increase in the number of teachers is but one female.

Length of School Year.—The decrease in the time of keeping the schools open is six-tenths of a month less than that of the previous year. The school in District No. 89 was kept open for eleven months; twenty-eight schools were kept open for ten months and upward; forty schools were kept open for nine months and upward; twenty-one schools for eight months and upward; twelve schools for seven months and upward; three for six months and upward; the school in District No. 104 was kept open for 5.55 months; the one in District No. 54 for three months; and the one in District No. 97 for 2.75 months—this was on account of sickness. The other schools that were

kept open less than nine months had not a sufficient number of pupils to warrant the employment of a teacher for the whole nine months. The pupils in these agricultural and berry districts are sent out in the fall and spring by their parents to earn what little they can towards the support and maintenance of their respective families. To impose the penalty of withholding the apportionment of the State money from the district for the coming year would be a manifest and absolute wrong. I hope I may not be instructed to impose it.

Libraries.—Districts Nos. 4, 6, 8, 16, 21, 22, 24, 29, 41 and 58 received library aid during the year; Nos. 4, 8, 21 and Wilson Station of No. 29, received it for the first time; all the schools of No. 29, Moorestown, Stanwick and Wilson Station, received it.

Buildings and Repairs.—Fieldsborough district, No. 14, altered and repaired her school building to the great convenience of the teachers and the comfort of the pupils.

Riverside district, No. 19, voted a tax of \$8,000 for the building of a new house. It is now in process of erection, and it is expected that it will be ready for occupancy by December. When completed it will be commodious and convenient—an honor to the district. Too much praise cannot be given to the trustees, and especially to Mr. Alexander Rhodes, the district clerk, for their untiring efforts to get the people of the district to see the necessity of a new one.

New Hanover district, No. 54, will also erect a new house, and although small it will amply subserve the needs of the district, the number of children being but small. It will be completed about the 1st of December.

Atsion district, No. 94, will repair and re-seat its house. The cost will be about \$100. All praise to Mr. Moses B. Camp, district clerk, for having effected the much-needed improvement.

Mount Holly district, No. 73, has also taken steps towards a new building, to be completed about the 1st of January next. It is to be of dark-red brick, with trimmings of terra cotta and fancy moulded brick. The foundation and basement are to be of Trenton brownstone. The basement will contain apartments for heaters, fuel and play-rooms for the children in wet and inclement weather. The size of the building is to be 144 feet long by 50 feet wide. The superstructure is to be two and a half stories; the two stories to be divided into 14 class-rooms, an office for the principal, a general drawing-room for the teachers, clothes closets, &c. The system of heating and ventilation will be Smead's; the heaters will be six in number—two double ones in the middle, flanked on either end with a single one. There will be electric bells throughout the building, with electric light in the principal's office. As fire apparatus there will be hose attached and coiled in the hallways at each end of the building. The furniture and appliances for each room will be of the most improved style. The front of the play-ground facing two streets, will slope down to a low brownstone wall, coped with

irregular, sharp-edged caps. The whole cost will be \$30,000. When this building is completed the three school buildings will contain 19 rooms to accommodate all the pupils of the district, from the primary up to the high.

Teachers' Licenses.—The examinations of applicants for teachers' certificates were held at the three times prescribed by the State Board of Education. The number of certificates granted during the year, together with the names of the applicants, and their standing in the different studies, were sent to you from time to time, as the examinations occurred. In addition to these there was a number of applicants cursorily examined for *provisional* certificates, to meet the demands of some of the schools having no teachers. This, I think, is radically wrong, from the fact that it often places the trustees of the schools in the suspense of uncertainty as to the tenure of the employment of their teachers. Oftentimes these teachers fail to get a *regular* certificate at the next coming examination. The result is, the teacher is dismissed and the school closed up. Every special examination should be thorough and final, the grade determining the time of the certificate, the same as the regular one does. Another regular one in August would do away with many of the special and provisional ones now occurring from time to time. Everything would be more satisfactory to all concerned—to parents, teachers, trustees and superintendents.

The certificates of the teaching force in the county are as follows :

State Certificates.

First grade.....	6
Second grade.....	19
Third grade.....	19
Total.....	44

County Certificates.

First grade.....	41
Second grade.....	67
Third grade.....	46
Provisional, third grade.....	3
Total.....	157

Those of the first grade State were received through an examination by the State.

Those of the second grade State, 3 were received through an examination by the State, and the remaining 16 from the Normal School.

Those of the third grade State were received from the Normal School.

From the above we see that 9 teachers received their certificates from the State examiners, 35 received theirs from the Normal School and 157 from the county examiners.

Primarily, the end and aim of our school system is to give a maximum of various intellectual power in a minimum of time. And since the schools in the rural districts cannot be so closely and exactly classified as those in the cities, there should be a distinction between the two classes, as to the requirements of the teachers taking charge of them. In the cities, where close gradation and classification are required, the teachers should be "well up" in the science of pedagogy, &c.; while those of the rural schools, having a few of every degree of proficiency and ability, should be able to give almost high individual instruction; and the examination of this class of teachers should be almost wholly in various and high and academic subjects commensurate with the capacities and demands of the pupils. Without the ability of teachers to pass such examinations, our schools would materially fail to accomplish the end expected of them.

Examinations for Promotion.—As a general thing there is too much valuable time and energy lost by the pupils in examinations for promotions. The questions propounded are only those of the text of the subject studied, and they are so closely confined to the subject-matter that they differ in nothing save in the catechism. With a good memory this may be made to appear perfection in appreciation, while at the same time the pupil may be wholly ignorant of the relations, connections and bearings of the subject, he having learned by rote, at a great sacrifice of time, only the isolated, catechetical truth or fact, independent of its bearing upon succeeding study. A pupil of good judgment and discerning powers will never fail to make the subject all his own, but, with a poor memory, he will fail to make the close catechetical answers required in the examination; and thus while he, knowing all, is marked "down," the other, knowing comparatively nothing, is marked "up"—a perfect farce, and an injustice to both—time lost to no end.

The well-educated, enthusiastic teacher who has been with his pupils for some time, ever endeavoring through constant cognizance of their progress to homologize their capacities for instantaneous appreciation of future study, sees at once, without a word or expression from any, the differences among them all, the proficient and deficient. Acting thus, how quickly could he grade them for promotion!

There are many that do keep up this constant cognizance, and would like, thus, to grade their pupils. They follow the old-established method, not because they think it right, but because they fear they may be denounced as shirking a duty commanded by age. But the time will come when, like superstition of old, the decaying barriers

of the false practice will be superseded by the impregnable walls of justice and truth.

And any principal not keeping up this constant cognizance of difference of appreciation, but through his disinterested spirit, *having* to resort to the unjust system of marking, is not worthy of the name of teacher. The sooner such a person leaves the profession the better—he better take to the plough. No, not so; for even the farmer keeps up a constant cognizance of the value of his soils, in order to know when to change his crop for an abundant harvest.

There seems to be no place for such a teacher, save that in the school where the trustees, manifesting no interest whatever except that of seeing him paid, ever allow him to play the autocrat in the manner suggested by indifference and self-ease.

Teachers' Association.—The Teachers' Association holding its meetings monthly for nine months in the year, from September to May, has done real solid work for its individual members. The subjects of the year just passed were geometry, trigonometry and drawing. As instructors of drawing we had Miss Ella Richardson and Mr. H. Smith, both of the city of New York. It is needless to say that they did good work, when it is known that they are the live exponents of graphic instruction.

The great trouble in our county is that most of our schools are in rural districts, and that a continuity of instruction from the same individual is almost impossible. When any one teacher ends his term in a year, the next following one is seemingly averse to take up the subject of his predecessor where he left it. The result is that all our drawing begins and ends, again and again, in the elements adapted to the primary department. Pupils become disheartened, and since the practice leads to no end worthy of appreciation in the way of utility or æsthetic culture, they give up the study as so much stuff of the governess in the nursery, intended to amuse and entertain the little ones in charge.

No matter how fraught with life, all the advice, suggestion and instruction die still-born in the ear of the auditor, before his conscientious spirit becomes sufficiently aroused and interested to incite him to carry his pupils on from step to step to ideal originality and execution worthy the admiration of all capable of passing judgment.

The study of geometry and trigonometry was conducted by the County Superintendent, and so well was it received by those present, that every one, without a single exception, took it in for all its worth. Yet while it was so much positive and immediately available matter for the school-room, but very few seemed disposed to incorporate any part of it in their higher course of study. It seems that they are individually selfish—greedy to receive but slow or unwilling to give. It is likely that they have never yet learned the first principle of the mental recompense, that he who gives most, retains most. Perhaps we are over-anxious, and that we should not complain. It may be

that after a time, their high and almost ethereal accumulations may condense, and take the shape of the nimbus, and through the exuberance of its own selfishness its spirit may flash the horizon round, and in a continuous outpour quench the thirst of intellectual soil.

Joint Teachers' Institute.—A joint institute of the teachers of Burlington, Mercer and Ocean counties was held on the 16th, 17th and 18th days of November, in the Opera House at Mount Holly. The programme of the institute will be found elsewhere. There was no halt in any part of the exercises. To the delight of all present, every instructor was fully up to his subject. The spirit of the platform enthused the whole assembly. No pains were spared by the committee on arrangements to make the occasion pleasant and agreeable to all in attendance. The only drawback, in a pleasurable point of view, during the three days, was the heavy rainstorm on Friday afternoon. As a whole the institute was a grand success.

Arbor Day.—Arbor Day was observed in nearly every school in the county. The programme sent out to the teachers, for the occasion, was that prepared by John Terhune, Superintendent of Bergen county. Most of the teachers sent in good reports of the manner in which the exercises were conducted. The summary of said reports was sent you immediately after they were received at this office. The work is beginning to tell in the way in which the originator, J. Sterling Morton, designed that it should. The spirit of forestry is growing from year to year.

Visiting Schools.—As usual, all the schools were visited once, with the exception of a very few that were closed at the time of my call. Most of them were visited twice, some three and even four times. The whole number of visits is 214.

In summing all the items of work, interest and enthusiasm throughout the county, we feel that we are making real material progress all along the line of intellectual development.

Conclusion.—In conclusion, permit me to express my profound thanks to you and to all others with whom I have had to do, for kindness and courtesy on all occasions; also to the State Board of Education, for my re-appointment, hoping that I may never give them a single cause of regret for their action.

CAMDEN COUNTY.

CHARLES S. ALBERTSON, SUPERINTENDENT.

To Addison B. Poland, State Superintendent:

SIR—I herewith submit my annual report for the public schools of Camden county.

The school year has been a very satisfactory one. The accomplished results, as well as the promise for the future, are very gratifying.

The people of the different communities continue to manifest an interest in the schools and in the management of them. In most districts the financial management is liberal, but judicious.

The meetings of the County Teachers' Association have been held regularly, and have been well attended. I believe these meetings are of great value to the teachers. The members participate in discussions or listen to the addresses of prominent educators. A union institute with Gloucester and Atlantic counties was held at Atlantic City.

In the schools considerable attention was given to the preparation of work for the World's Fair. In accordance with the plan proposed by the State Superintendent, local exhibitions of this work were held in many of the districts, and a county exhibition was held in the main school building at Haddonfield. This was largely attended, and much interest and appreciation were manifested by the visitors.

"Columbus Day" was observed by all the schools with appropriate patriotic exercises.

Nearly all the schools had appropriate Arbor Day exercises, and some trees were planted and named.

Our regular county pupils' examination was held, and the certificates and diplomas granted.

The schools have all been visited, and the inspections made according to law. The school property of the county is in good condition.

CAPE MAY COUNTY.

VINCENT O. MILLER, SUPERINTENDENT.

To Addison B. Poland, State Superintendent:

SIR—I herewith present my annual report of the public schools of Cape May county for the school year ending June 30th, 1893.

As a rule, the teachers of the county are well qualified and the results of their painstaking work are very gratifying.

The high standard of the examination questions for the past year has caused some unprogressive teachers to drop from the ranks, to the benefit of the schools. But it is proper to say here, also, that some teachers doing excellent work in primary departments, whose busy hands and active brains are devoted to the best development of the little ones under their training, find little time to prepare for an examination in the studies necessary to secure a second grade certificate. An examination specially prepared for teachers in primary grades would obviate this difficulty.

The average daily attendance of pupils in farming districts was greatly lessened by snow blockades and the unusual severity of the past winter.

The annual commencement of Cape May county public schools took place at Cape May Court House, May 24th, 1893. The class consisted of twenty graduates and eleven post-graduates.

A union institute of Cumberland and Cape May counties was held in Vineland during the month of October.

CUMBERLAND COUNTY.

CHARLES G. HAMPTON, SUPERINTENDENT.

To Addison B. Poland, State Superintendent :

SIR—I herewith respectfully submit my report of the condition of the public schools of Cumberland county, for the school year ending June 30th, 1893.

Districts.—Since my report of last year I have carefully revised the boundaries of every district in my county, corrected errors, supplied omissions and established lines long in dispute. These district boundaries have been printed in pamphlet form and a copy put into the hands of every district clerk, assessor and township collector in the county. It was a work requiring a great deal of labor and frequent conferences with present and former school officers, but its results are highly gratifying.

Teachers.—Comparatively few changes have occurred during the past year. This, in my judgment, is much to the advantage of the schools. I have to regret that Dr. J. P. Burnett, for the past two years principal of the Vineland High School, has retired from the profession, with a view of again taking up the practice of medicine.

School-Houses.—Districts Nos. 45 and 56 have erected new school-houses during the year and furnished them with new and modern furniture. The new building in District No. 53 was completed in the late autumn and occupied during the remainder of the school year. Oftentimes the erection of a new school-house encounters much opposition, but in such instances, in my experience, the increased school attendance and greater interest in the schools exhibited by the people of the district have justified the expense of the improvements.

Visits.—During the past year I have paid at least two official visits to every school-room under my jurisdiction, and have visited many of them oftener. I am sorry to say, however, that in some districts I am the only visitor that enters the school-room in the course of the year, while in none of them are visitors frequent.

Manual Training.—This work, under the skillful training of Miss May Bennett, in the Vineland High School, has increased in usefulness and interest, and is now conducted to the eminent satisfaction of trustees and patrons of the school.

Kindergarten Work.—No pure kindergarten work is attempted in any school in my county. Many schools, however, have adopted a mixed work of this kind with considerable success.

Financial.—Many of the districts are compelled to raise some additional school funds by special tax to piece out the funds received from the State. This is especially the case in districts having a school population of one hundred or more pupils, and employing more than one teacher. In fact there is a seeming, if not real, inconsistency in the present method of apportioning the State school money. Under the present apportionment the smallest school in the county receives as much as one of 44 children, and one of 45 children as much as one of 90. I cannot suggest a remedy for this apparent inequality but believe one should be found.

Teachers' Institute.—Cumberland and Cape May counties held a joint institute, as has been the custom for some years past. The sessions were well attended and marked interest shown in the work.

Arbor Day.—The usual Arbor Day notice was given and a printed order of exercises sent to each school. The day was observed by appropriate exercises in every district, with a single exception.

Columbian School Exhibit.—The plan of preparing an exhibit of school work for the Columbian Exposition met with some opposition from the teachers at first. It was held that it would seriously hinder and delay the usual year's work, and further, that the preparation of the work in its details was wholly new to many schools, and that the time for preparation was altogether too short. All finally began the work in good earnest, and the result when placed on exhibition during the Christmas holidays exceeded their most sanguine expectations, calling forth the highest commendations from the many intelligent visitors. I think this work delayed the year's school work little, if any, and am quite sure it opened up new and useful matter in many schools.

ESSEX COUNTY.

M. H. C. VAIL, SUPERINTENDENT.

To Addison B. Poland, State Superintendent :

SIR—In this my second annual report I am able to state that the public schools under my care are in excellent condition. Although the year has been somewhat broken into by the Columbian anniversaries, the educational results compare most favorably with the past.

Teachers.—I am indeed fortunate in the very superior corps of teachers in this county, to all of whom a deep debt of gratitude is due for loyal devotion to their work. That many of the teachers of Essex county are following teaching as a life calling is evident in the magnificent results obtained.

The close proximity of Essex county to schools of pedagogy in New York City and Brooklyn has given opportunity, which many of our teachers have availed themselves of, to study the science and art of teaching under gifted masters.

Pride in the Profession.—A growing pride in the profession of teaching is clearly manifest. Every year shows a marked decrease in the number of teachers who engage in teaching for the want of something else to do. The sooner the places of all such are filled by those who do take a pride in teaching, the better it will be for the cause of public education. Now, while I would not advise proceeding to the extreme in the matter of depriving any of the privileges of using the teacher's calling as a stepping-stone by which to reach other learned professions, I would certainly discourage the practice. Experience teaches that the love for the work, so essential to success, is rarely found among those the trend of whose thoughts is away from the teacher's calling.

Our Trenton normal graduates, wherever employed, are proving to be excellent teachers. They are doing honor to their *alma mater*. While I have not a word to say in derogation of the graduates of normal schools of other sister States who are teaching in the schools of Essex county, I am gratified indeed to be able to say that they no longer carry off all the honors. The graduates from our own State Normal School are worthy competitors, who broaden out under the influence of their school-room experience and daily give evidence of their excellent training. I regret that the supply of teachers from our own State Normal School will not meet the demand.

School-Houses.—Although I am able to report but a single new building erected during the year, yet never before have the school-houses, taken as a whole, been in such excellent condition as at present. The new high school building of Montclair was completed last year at a cost of more than one hundred thousand dollars. The visitor cannot fail to see that in this elegant school-house the people have a generous fulfillment of all their wishes and expectations.

"No steps backward" still continues to be the motto of District No. 33—Lyons Farms. And "none forward" says Dr. Ward, the efficient district clerk, since owing to the impossibility of obtaining money for the erection of a new building the little "Stone Jug" yet stands, representing the old and menacing the new in progressive school-house architecture.

The honestly earned reputation which the public schools of East Orange enjoy is due, in a large measure, to the ability of its superintendent. So, also, of the school in Montclair. From these schools

hundreds of young men and young women go forth into the world with a thorough preparation for life.

In Upper Montclair a new building has been erected, which will be ready for occupancy by December 1st. This building will cost, when completed, nearly \$25,000; it will be a credit to the people who have so generously paid the heavy tax which its erection imposed. It will accommodate the higher grades which Principal Thompson has already in preparation.

In Bloomfield, some of the already large and convenient buildings have been repaired, keeping them close up to the front in the advancing line of school-house reform. The same safe and steady-going policy which has been in vogue in the Bloomfield schools since Mr. John B. Dunbar took the reins as principal is still the rule. It is safe to say that few schools in the county show better results. Like Montclair, East Orange and several other schools in this county, Bloomfield has secured a man qualified in all respects to fill the important position of principal, and is supporting him nobly.

Indeed, I am able to report harmony between school boards and teachers in all districts of the county. The rule that trustees should command outside of the school-house and the principal be supreme within, prevails so generally that it is the rarest exception for trouble to arise.

I am unable to report progress towards the building of a new school-house in Millburn, but the prospect is now brightening. Obstacles to the erection of a new building have been removed, and there is now no doubt that my next report will record the fact that the proposed new school-house at Millburn has been completed. Maplewood and Vailsburgh have caught the progressive spirit. They propose to make the school children comfortable with hot-air furnaces, and have adopted the method of heating by steam.

Free Text-Books.—It is now becoming the rule for districts to furnish free text-books. This is indeed gratifying to me. From the day of my entrance upon the duties of my office I have not ceased to urge upon clerks and trustees the necessity. In carrying out this system I have advised that no obstacles be placed in the way of any purchasing their own books who desired to do so.

Truancy.—While there is yet much to be done in securing the entire removal of this drawback to our schools, I am able to report some improvement. Although I have had little opportunity of carrying out a systematic plan for the abatement of the evil, I am yet buoyed up with the hope that the time is not far distant when a satisfactory plan may be devised and put into effect. There are more than 70,000 children of school age in the county of Essex, to all of whom the State is generously extending educational facilities that are absolutely free. Yet, there are many of these who scorn the proffered training and prefer to grovel on through life's journey in the very lowest walk, clothed mentally, as bodily, in the dirty rags of filth and ignorance.

Physical Culture.—I am pleased to report the most gratifying results in this very important branch. In a large percentage of the schools systematic calisthenics are practiced; elsewhere improvised exercises are given. A close observation of the effects, both mental and physical, of a carefully regulated and scientifically applied system of exercise will satisfy even the casual observer. The sparkling eye, the glowing cheek, the expanded chest, the supple muscle and erect form of those who enter heartily into the daily exercises, demonstrate clearly their great value.

Manual Training.—In this report I can only supplement what I said last year concerning the value of manual training as a branch of school instruction. In all the schools where manual training has been introduced the results are excellent. No visitor to workshops, kitchens or dining-halls where lessons are being given, can fail to be delighted. President James L. Hays, of the Newark Board of Education, and City Superintendent Barringer, upon my invitation, visited the workshops and kitchens attached to the Montclair public school.

The very excellent work shown at Chicago (not only in manual training, but in all other branches) by the schools of Montclair, South Orange and East Orange, received great praise from all who inspected it.

Teachers' Institute.—The great usefulness of the teachers' institute is easily inferred from its growing popularity. Close attendance upon its sessions has now become the rule. This very desirable state of affairs has been brought about to a great extent by the efforts of the superintendent to please, entertain and encourage as well as instruct. Instead of evading attendance upon its sessions, teachers are now anxiously awaiting it. It would not surprise me if in the near future teachers should come up with a request (almost a demand) for more time to be given to the county institute.

Our Public School System.—Every year the numbers of those who wish to be classed as opponents of our public school system are certainly growing less and less. This is but natural and to be expected, as the evidences of its beneficence are being piled up. Such a warm place do our public schools hold in the affections of the people, it needs but a whisper of danger to rally them as one. 'Tis indeed the "apple of the people's eye," this inestimable gift of the State, the best of man's devisings. Go where you will throughout the cities, villages, counties and townships of the State, the magnificent results of our public school system shine resplendent everywhere. Thousands and tens of thousands of those who now conduct the business, professional and politics of the country are proud to call the public school their *alma mater*.

GLOUCESTER COUNTY.

W. H. ELDRIDGE, SUPERINTENDENT.

To Addison B. Poland, State Superintendent :

SIR—I have the honor herewith to submit my annual report of the public schools of Gloucester county for the school year ending June 30th, 1893.

I am pleased with the good work done in the public schools of the county the past year. The teachers have shown great interest in their work by their efforts for thorough teaching and higher grades of certificates. I say here that Gloucester county should be proud of her teachers. Here and there one would err in judgment or fail in teaching some particular subject. Considering that a number of them entered schools at the beginning of the year for the first time as teachers, this cannot be wondered at.

The trustees have made themselves felt by their expressions on school work. I found on my visits to the township school boards of trustees, during July and August, many trustees of sterling worth; men and women ready to ask advice and willing to give it. Nearly all expressed a willingness to do all that lay in their power for the welfare of their schools.

School Buildings.—All our school buildings are in good repair, two excepted, well furnished and comfortable. Some are old, and from the outside seem gloomy and uninviting; but, if one should enter, he will find pleasant and cozy rooms. The Glassboro people are building a large stone school-house, which, when finished, will be the most comfortable school building in the county.

Teachers' Association.—Our association meetings are still a source of pleasure and benefit to us. During the past year we had three meetings, which were well attended, there being present 105 to 110 out of 125 teachers at each gathering. Among our instructors at these meetings were James M. Green, Ph.D., Principal of the State School at Trenton; Miss Fogel, of the Normal School; H. Johnson, Ph.D., Principal of the Boys' High School, Philadelphia, and Prof. M. G. Brumbaugh, Ph.D., of the University of Pennsylvania.

Arbor Day.—Arbor Day exercises were held by nearly every teacher in the county. A suitable programme was sent to the principal of each school. A number used them. Some made their own.

Teachers' Institute.—Our teachers enjoyed the institute exercises at Atlantic City with the Atlantic and Camden county teachers. While the institute is what we need, and we are greatly benefited by it, yet we in Gloucester county feel that could we have the \$100 for our Saturday Association meetings, it would do us more good than it does by spending three consecutive days at an institute.

Uniform County Examinations.—Our yearly examination of pupils seems to work to the advantage of the schools. The past year we issued to pupils 46 first grade and 4 post-graduate certificates. While this system of examinations is good for our schools, I am afraid the so-called commencement exercises that follow are a drawback from the fact that many of the teachers feel that they must be up to the times, and, in order to get up, must take from two to four weeks of actual school working time for rehearsals. I do not favor commencements as conducted in this county.

Normal School Graduates.—I wish here to say a word for our Normal School graduates. We have a number in this county, and all are doing good work. I find them ever ready to put forth their best efforts.

Chicago School Exhibit Work.—Much time was spent during the past year in preparing work for the Columbian Exposition. I was pleased with the work sent in by the teachers, and think it compared favorably with that from the other counties of the State.

Libraries.—A few of the teachers made an effort and received State aid to the library fund of their respective schools.

Teachers' Licenses.—There are a number of hard-working and successful primary teachers in this county, women who have held, because of their success in that line of work, their positions for years. They are subject to the examination for second grade county certificates, said examination covering work in subjects that they are never called on to use in their school-rooms. These teachers are conscientious workers. They spend all their time on work adapted to the little ones; hence, find little time in which to prepare for examination. I would suggest that the State Board of Education allow such teachers a certificate permitting them to teach primary departments without examinations for either grade of certificates as they now stand.

HUDSON COUNTY.

GEO. C. HOUGHTON, SUPERINTENDENT.

To Addison B. Poland, State Superintendent :

DEAR SIR—I present herewith my eighth annual report of the Hudson county schools, and, in doing so, will ask you to allow one who has been for eight years intimately connected with the public educational interests to express pleasure and satisfaction in the manifest betterment of the system of public instruction which has followed the wise regulations and careful rulings of the Department during the past eighteen months, and especially in respect to teachers' qualifications. Should the Department consider it practicable to add to the literary qualifications required for admission to the corps of licensed teachers a practical examination of the candidates' *ability to teach*, I venture, with becoming deference, to advance the opinion that the New Jersey qualifying examinations will outrank those of any other State in America, and, so far as I have observed, in Europe as well.

Examination in the Practice of Teaching—In this connection permit me to speak of a test which was made in this county immediately after the last regular examination. An invitation was extended to all the (third grade) candidates who were without experience in teaching to meet at my office in the morning at 8 o'clock, for a test in the practice of teaching, and there were fourteen who accepted the invitation and went with me to District No. 6 school-house, in the Town of Union (Mr. Otto Ortel, Principal), and were placed in charge of fourteen class-rooms of that school for the day.

Invitations had been extended to several persons to assist in this test in the capacity of examiners and the following *principals of schools* kindly accepted the invitation and served during the day, assisting also in the work of grading the candidates and discussing improvements which might be made in future tests: Messrs. David E. Rue, Superintending Principal of the Hoboken Schools; Robert Waters, West Hoboken; Philip G. Vroom, Bayonne; J. C. Allen, New Durham; John Dwyer, Harrison; A. G. Balcom, Kearny; E. A. Murphy, North Bergen; Miss A. E. Wilson, Bergen Point; S. A. Roberson, South New Durham; Miss J. S. Currey, Vice Principal, Union Hill; Alex. Smith, Principal, Guttenberg, together with Mr. Ortel and some of his teachers.

The examiners were placed, one in each class-room, and a candidate was sent to each room with a paper prepared, in conformity with the daily rule of this school, by the class-teacher, containing the subject (subdivided) appointed, in the routine, for that class at that hour. At the expiration of the class-hour or period the candidate passed to another class-room, provided with another and different theme, and appeared before another member of the examining board. Following out this routine each candidate was afforded the opportunity of teaching all the branches in which she had been examined for literary qualifications, and appeared before all the examiners in turn. Each examiner had the opportunity of observing the method and ability of all the candidates, and marked each on a scale of 100 in every subject, and also in respect to her manner of meeting her pupils, her discipline and method, her ability in the matter of gaining the pupils' attention and keeping it, and her manner at the close of the class-hour. The test was a most interesting one, and an instructive one to examiners as well as candidates. My general observation as I continually passed from room to room was, that it was a trying county ordeal to some, but not more so than I observe at every regular county examination. Some whose literary qualifications were excellent nevertheless found great difficulty in practical teaching; others, who were hardly more than average scholars, succeeded beyond the most hopeful expectation; those who were below the average in practical teaching were equally so in their scholastic ability; and yet, let me say in passing, these last are the candidates whose influential friends demand (and obtain) teachers' positions for them!

This practical test, some one might object, would demoralize a school by the day's novitiate. My answer is that every school should be as well ordered, and its teachers as fully equipped, as the school in the Town of Union whose principal welcomed the test—and his faith was well founded.

My object in selecting principals of schools for examiners was not only that I might have the benefit of their knowledge and experience in the examination, but also in the beneficial results for their own schools and for the profession. With this end in view I courted their criticism orally and over their signatures, and having named the examiners above, it will be seen that they are principals scattered about the county, presiding over large schools and scholastic in their attainments. There was not a dissenting voice. Let me quote from some of the written expressions of experienced principals who were present:

“By this method of examination only such teachers as have received teachers' training will be employed.” This kind of examination “will manifestly bring very beneficial results to our public school system.” Such tests as you have inaugurated “would, if a part of our examination system, work wonders.” “I deem such tests essential for the good of the candidates, the schools of the State, and the teach-

ing profession; * * * the influence on the school where such tests are held will be good and must have a salutary effect. All experienced principals know that many candidates who secure high averages in scholarship are dead failures in the class-room." The great obstacle in our employing novices "will be removed by these tests. * * * Candidates will prepare for the ordeal by which their usefulness as teachers will be judged as fully as they will prepare themselves in scholarship, and the schools of the State will reap beneficent harvests." "Knowledge and the ability to impart that knowledge, education and the ability to educate, are alike essential in the success of a teacher." These tests "will tend to exclude incompetency and mediocrity from the teachers' ranks." One, of very great experience, writes: "I consider such tests as of value because they will cause more attention to be paid to pedagogy and the methods of teaching and eliminate the oft reproach of 'all theory and no practice.' I would not substitute this plan of examination in place of a written one, but I would make it count as a principal factor in issuing a certificate." Under the supervision of "an intelligent examiner, the fitness or unfitness of a candidate cannot but be developed. The bars should be placed so high that it will be impossible for incompetent candidates to get over them." This test "will give the county a 'preferred list' of competent teachers, from which list trustees and boards of education may draw their teaching corps rather than from agencies paid to procure positions for unfit persons." One writes: "Good teachers make good schools and this sort of examination will make good teachers with high ideals, and the teachers of long standing will be compelled to study methods to keep themselves abreast of the neophytes, who will discount them at the end of the first year." One principal asks if physicians are not required to study and pass an examination upon the practice of medicine before trusted with a certified diploma. Another writes: "By this token a candidate may readily learn whether he or she had better seek employment in another sphere of work." "Our schools have a vast number of teachers, so called, who have no heart in or aptitude for their daily duty." "This method will require more training schools for teachers, or else compel persons preparing for the work of a teacher to attend the State normal school as they ought." "A forward step in the right direction."

You will pardon me for making this subject a leading one in my report of the Hudson county schools. My experience and observation here, and in other countries, led me to try the experiment, for which I obtained your sanction. The result has been as favorable as I could have expected. Another test would have less flaws; a system such as the department might authorize would have none.

Incidental School Expenditures.—My visitation of the schools leads to the observation that school districts are drawn into more difficulties by a sense of independent responsibility than is consistent with their legally dependent position or their ability to make good their respon-

sibility. The uppermost thought seems to be that *they raise taxes* for the conduct of their schools and should therefore be free to use the school funds as seems best to themselves. When the annual report is made the *limits are narrowed* and it becomes a serious matter—so serious as to compel an amazing enlargement of the incidental account. While this is a general observation, it is by no means general in its application, but it has certain forcible exemplifications.

Arbor Day Observance.—Two of our districts did not observe Arbor Day this year, I regret to say, and I have at hand no excuse to offer. Four of the districts observed the occasion, but on another day, dismissing the pupils on the 28th of April, in order that they might witness the “naval parade.” Otherwise the spirit and letter of the law were complied with, and seventeen trees were planted and ten flower-beds were laid. About 250 trees have been planted in the school grounds of the county since the observance of Arbor Day was authorized.

Special Mention.—Mr. Joel Horton, principal of the school in Bull’s Ferry, is to be commended for his careful and unceasing labor and success in a portion of the county where opportunities are fewer than elsewhere.

Secaucus has lost the valuable services of Mr. A. J. Allen, who has been promoted to a position in the Hoboken high school, but his successor is by no means a new teacher in this county. The affairs of this district have been vastly improved since the last spring election.

The Durham district has made no changes, and Messrs. Roberson, Murphy and Allen, and Miss Carmody, continue their efficient work, ably assisted by Miss Jeannerette, a young teacher of promise; Miss Georgeot, on whom much responsibility has rested this fall, and creditably so; Miss Gudenrath, who has shown herself to be admirably fitted for the double duty performed, and the Misses Lindsay and Erk, excellent teachers, both.

Mr. James Phelan and Miss Louise Havens have made a transformation of the schools in District No. 5. Three years ago this was a comparatively small school, but has grown beyond the capacity of its school-house and greatly improved its methods. Miss Havens can readily obtain a more prominent position, but that would prove a great loss to this district.

The Town of Union is pre-eminently a “school town.” There seems to be in this district a feeling that the school is the “town center.” The principal and school board will lack for nothing that will improve school life and school health and school culture. The people send each year selected men to the board of education, and the principal is always fully and promptly sustained by them, and not by them only, but also by his exceptional assistant, Miss Currey, and a trained and scholarly and loyal band of teachers.

In Weehawken there is also a very loyal support of the school and of the principal, Mr. E. W. Kernan, and his admirable corps of

instructors. In this district the teachers have a class among themselves in physical culture, and, under the able instruction of a professor, are preparing themselves to teach the pupils a systematic course in this important and healthful branch. I hope that other county (and city) schools will imitate them.

District No. 8 is continuing its improvement, and the board have given to the principal, Mr. Alex. Smith, good teachers but not enough of them. The classes are still overcrowded.

East New York, under Mr. Ward, has arisen from lethargy, and the school is growing larger and better, and, by next fall, will have a third teacher.

The school building in District No. 10 is a fairly good one and has capabilities for good work.

West Hoboken has lost by death the principal or head teacher of one of its schools, Miss Annie Wild, an excellent and well-trained teacher, whose demise has cast a gloom over the schools. Mr. Robt. Waters has an efficient corps of teachers, and in many respects his school is in the fore rank of the schools of the county, but the town has not yet roused itself sufficiently to perceive its opportunities and its necessities in school matters. It seems unjust that the people should be lax in their loyal support of the school system with such capable instructors as Mr. Waters, Mr. Scheck, Miss Neafie, Miss Contessa and others.

In Harrison we have, at last, a new school-house! I am greatly pleased with this addition to our school buildings, because it has been, for eight years, my constant hope, and my annual complaint has been the apparent indifference of the people to their overcrowded school. Mr. Dwyer continues to preside over the old school-house, and it would be difficult to fill his place. His assistant, Mr. Pendergast, has been appointed to the charge of the new building, taking with him some of the trained and experienced teachers who have had the benefit of Mr. Dwyer's instructions.

The four schools of Kearny are all doing good work, but the board has thought it necessary to abolish the position of superintending principal, notwithstanding the excellent results of the experiment under Mr. John Keynton last year. Kearny is growing rapidly and will soon need another school-house, and the people will, I am persuaded, promptly respond when the demand is made.

New School Building.—The new school building in the Town of Union is three stories in height and is built of brick. The eight class-rooms are each 25 x 30 feet in size, four being on the first floor and four on the second, leaving the third floor free for an assembly-room (62 x 48) and committee-rooms. The Smead, Wills & Company's system of heating, ventilating and dry closets is used. The school is built on ground fronting on three streets, and is 200 x 300 feet in area. The ground cost \$14,000 and the building \$26,000. The higher grammar classes will be instructed in this building and

the grammar and primary classes taught in the present large school-house, which accommodates about 1,500 children.

Manual Training.—Manual training in the county continues its progress, although districts like Kearny, Harrison and West Hoboken are not yet ready to undertake it. Such centers where the boys and girls, in common with all boys and girls, are to have their future usefulness circumscribed by the measure of their education, deserve and might well demand hand and eye training as well as mental instruction; nay, more than that, for the children deserve mind culture through hands and eyes and a familiarizing of their thoughts with the construction of the things that are daily before them, rather than a memorizing of forms, which, in their mental processes, bear no relation to each other. Industrial education as a plaything or diversion may not be wholly bad, but is wide of the mark; as an effort towards the culture of the whole boy and the whole girl, it is of inestimable value. So it has been found wherever fundamentally and properly introduced. In the Town of Union it is a fundamental part of the public school system, and let me call attention to the fact that the teachers in that school so thoroughly believed in its merit, nay, more, in its necessity, that when the people's subscriptions were asked for its introduction *the teachers themselves subscribed one-ninth of all the money raised*. Teachers who believe in better educational methods will work for it, and will succeed in obtaining it. I forbear to speak further of manual training in the Town of Union, because a very full report will be made by the principal.

In Hoboken, manual training is on an altogether different plan so far as its supervision and class arrangement is concerned. Educationally, apart from locality, I prefer the method adopted in the Town of Union. Practically, in a city like Hoboken, the larger number are benefited by the method adopted in Hoboken because many hundred children, not attending the public schools, are admitted, and a large part of the funds for the support of the work comes from the promoters of these academies and schools. The results have been, I venture to say, phenomenal, and the economical cost equally so; the cost of instructing about two thousand children for the past year (apart from teachers' salaries) in six separate departments—drawing, sewing, domestic economy, wood-carving, modeling and wood-working—has been about \$900, and that includes materials, tools, rent, &c. As a separate report will be made by the board, I refrain from speaking more at length upon the work of the Hoboken Manual Training School.

Teachers' Institute.—We were greatly aided by the institute which the department provided for us. I regret that a larger hall could not have been furnished for the 800 teachers who attended. The institute was, however, very helpful. In a somewhat lengthy letter, recently received from one of the principals in an outlying district, I find him, unconsciously, quoting from Dr. Maxwell's lecture, "A Born Teacher,"

delivered at the institute. Possibly, teachers in cities are apt to forget that the county schools have needs that city schools are not greatly troubled about, and therefore the underlying principles (helpful, and indeed necessary in city as well as county schools) are not in teachers' city meetings, brought so conspicuously to the fore. In my opinion the union of the whole county in an institute is a wise arrangement.

School Census.—Some parts of our county have had less money this past year from the State than they received during the previous year, but the fault seems to lie where it naturally belongs—in the lack of children! The Superintendent of Hudson county has opportunities for observation of the census returns which some of his comrades probably lack. In those districts where the money is needed for better work, and could not be obtained except from the State apportionment, the new method of census-taking is by no means detrimental, and the relief to the county superintendent, morally, mentally and physically, worthy of an expression of profound thanks.

Last year's experience in preparing for the Columbian Exhibit was a hard one, but its effect upon this year's work is very marked. Higher aims, commendable ambition, deeper interest, more regular attendance and exceptional studiousness are very plainly written all over the county.

HUNTERDON COUNTY.

E. M. HEATH, SUPERINTENDENT.

To Addison B. Poland, State Superintendent:

DEAR SIR—By a comparison of statistics elsewhere to be found with similar data for the year preceding, it will be seen that the number of districts receiving \$275 and \$375 respectively has largely increased, requiring more money for the use of these schools, and thus reducing the per capita for those districts numbering 59 children of school age or over. The same ratio of decrease, in our school census, will in a very few years so increase the number of small schools that competent instructors will be difficult to obtain.

School Buildings.—In February last the school building at Centreville, No. 77, was burned. A neat, comfortable and substantial building, a credit to the district, has been erected in its place. Many districts have improved their school buildings, adding much to their comfort and appearance.

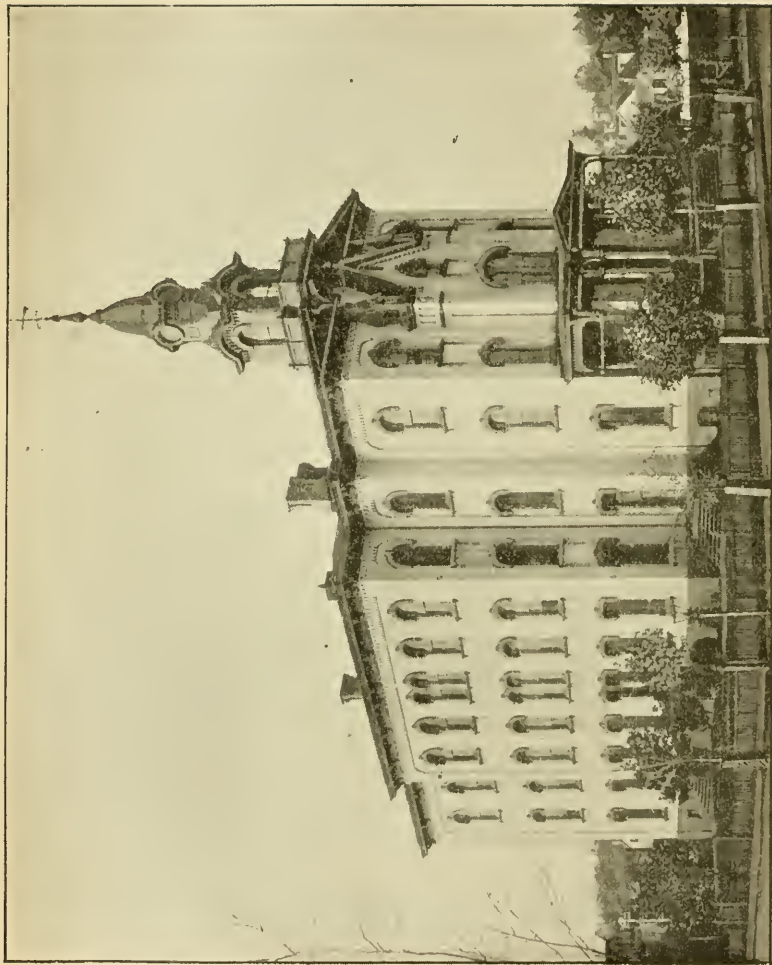
Teachers' Examinations.—In accordance with the law, three teachers' examinations were held. Ninety applicants presented themselves for certificates; 62 were granted and 28 were rejected. Of the number granted, 4 were first grade; 19 second grade, and 39 third grade.

Arbor Day.—A circular was prepared and sent to each school in the county, containing suggestions for the observance of these exercises. Each teacher was earnestly requested to prepare some suitable exercise for the occasion, and to take such other steps as would make the observance of the day interesting and profitable to the schools. There was a very general response, many of the schools having interesting programmes, consisting of reading, declamations, recitations, music, &c. A pleasant feature of the observance, was a donation from Dr. I. S. Cramer, of ten beautiful cork-maple trees, one for each district in the township of Delaware. A continuation of the observance of this law cannot fail to have a marked effect on the comfort, beauty and value of the school property of the county.

Institute.—Hunterdon and Somerset counties again held a joint institute, November 21st, 22d and 23d, 1892, in Somerset Hall, Somerville, N. J. A varied and interesting programme had been prepared and was faithfully carried out. This institute commanded close attention and elicited high commendation from the teachers.

Columbian Work.—It was my ambition to have good work for the Columbian Exposition from as many schools as possible, and work of some character from every school in the county. The teachers generally were prompt and enthusiastic. Just a few were dilatory; and of these, five or six failed to respond at all. The general quality of the work submitted fully met my expectation. For a rural county it was certainly creditable; and, while our larger schools acquitted themselves nobly, one of the pleasing features is that excellent work was submitted by some of our ungraded country schools. I believe that the preparation of this work, though involving much time and labor, has been profitable to the schools. Something of the kind seems necessary, now and then, to arouse us from our lethargy, and to make us satisfied with nothing short of the best work that can be done. If our teachers and our schools could be permanently inspired with the same feeling—the same determination to have and to do the best possible work all the time—the progress of our schools would soon become another wonder of the age.

Conclusion.—The past school year has been a grand one; the present is hopeful. My thanks are tendered to all friends of education for their generous aid.



HIGH SCHOOL, NEW BRUNSWICK, N. J.

MIDDLESEX COUNTY.

H. BREWSTER WILLIS, SUPERINTENDENT.

To Addison B. Poland, State Superintendent :

SIR—The annual statistical report, respecting schools of Middlesex county, has been forwarded, but we present a few additional items of interest.

School Buildings and Improvements.—A few months since, the old school-house of District No. 17 was destroyed by fire, necessitating a new building, long needed, and likely to be much longer delayed but for this visitation of fire.

The trustees, aided by \$1,000 insurance upon the old building, have erected a new school-house of suitable dimensions, and furnished the same with improved modern furniture.

The public schools of Metuchen, Lawrence Brook, Lafayette, Union and some others have undergone improvements in the way of hard-wood floors and ceilings, slateboards and new furniture.

District No. 22, known as Blazing Star, has had, during the year, a remarkable increase in the number of children of school age, the census of 1893 numbering 118 names against 81 of the former year.

In consequence of this increase the school building has been enlarged to afford proper accommodations.

We are happy to be able to report that there is now not one distinctively poor school-house in Middlesex county.

Examinations.—The regular county examinations required by law have been held.

There is, we think, a growing desire on the part of teachers for extended knowledge and more accuracy and thoroughness in their work. A few are pursuing special studies under teachers of recognized ability, with good results, as shown at our examinations.

The abandonment of the August examination is a relief and comfort to teachers. During the summer months they are widely scattered, some attending summer schools, and all more or less distant from New Brunswick, making their attendance for examination in the midst of vacation a hardship, inasmuch as it interrupts their plans and pleasures, imposes upon them a burden of anxiety and involves much additional expense.

Teachers' Institute.—Middlesex and Monmouth counties held a union institute in Educational Hall, Asbury Park, October 17th, 18th and 19th, 1892.

The sessions throughout the three days were well attended, and a lively interest aroused in the subjects presented.

The occasion was one of pleasurable social intercourse, useful conferences, practical hints and valuable instruction.

Columbian Exposition.—During the holiday week, 1892, the Board of Education of New Brunswick placed five rooms in the High School building at the disposal of the county superintendent for the purpose of a county school exhibit, consisting of work preparatory to the educational exhibit at the World's Fair.

Every public school in the county, excepting two which had been reasonably excused, prepared work in one or more of the various branches pursued in our public schools. This work was accompanied with a statement of daily rules and regulations adopted by the boards of trustees, and in some instances with photographs of school buildings.

About 4,000 specimens of school work were presented, a large part belonging to the higher grades of study and exhibiting great care and skill in its execution.

These exhibits, after being carefully assorted, were arranged according to number of district, subject-matter and grade of work, in one or other of the rooms assigned.

Committees were appointed, each consisting of five teachers, to examine the work and to judge of its comparative merit, considering in every case, age of the pupil, period of attendance at school, and grade of work.

In the afternoon of each day these committees reported progress to the county superintendent and likewise to the city papers.

On the best specimens of work, all things considered, was placed a blue ribbon, on the next best a red ribbon, and on those ranking third in excellence a yellow ribbon.

The public interest awakened was a gratifying success. During five successive days, from 10 A. M. to 5 P. M., visitors flocked to the exhibition.

Between five and six thousand names were registered in the book kept for the purpose. Among them were parents, teachers, college professors, city and county officials, and many friends of education among the business men of the city.

The variety and excellence of the work, carefully arranged for inspection and comparison, afforded a rare opportunity to teachers and members of school boards to examine the course of study, methods of instruction and quality of work in each and in any of the public schools of the county. About 1,500 of these exhibits were selected and forwarded to Trenton for the Columbian Exposition. The New Brunswick city schools, both public and private, contributed a large

amount of beautiful school work, which added much to the interest and success of the occasion.

School Visitation and Inspection.—At least twice during the year every school-house in the county has been visited, and the buildings and premises inspected, according to law.

Arbor Day.—A programme of exercises was sent to each school, and the occasion was one of general interest throughout the county.

School Year.—The change of the school year from September 1st, to July 1st, will, or should prevent any discrepancies between the report of the township collector and that of the respective district clerks, since expenditures for cleaning, repairing, &c., during the summer will be included in the expenses of the coming school year, where they properly belong.

Annual Report of State Board of Education.—The report of the Superintendent of Public Instruction, contained in the Annual Report of the State Board of Education, is of singular excellence, for the plan adopted, the great labor bestowed upon it, and the large amount of valuable information it conveys.

It is a full and complete exhibition of our system of public instructions, and it will be a lasting source of information to intelligent inquirers.

Report Blanks.—The blank books, Forms Nos. 7 and 8, prepared for the report of county superintendents, on finance, attendance, school-houses, libraries, &c., is a manifest improvement on the individual blanks, formerly employed, being far more convenient and better adapted for preservation and reference.

In Conclusion.—A number of musical instruments have been purchased and placed in our schools during the past year.

Nearly all of the schools are supplied with pianos or organs, and the national songs are committed to memory by the pupils and sung in a very cheerful and spirited manner.

The general appearance and neatness of school-rooms, teachers and pupils have been much improved, more attention being given to the preparation and tidiness for school, to politeness in school and to moral instruction.

The year has given many encouraging evidences of advancement; school trustees, teachers, pupils and the press have done well their part to make the work of the past year unsurpassed by that of any previous one.

MONMOUTH COUNTY.

SAMUEL LOCKWOOD, SUPERINTENDENT.

To Addison B. Poland, State Superintendent :

SIR—Again I have the honor of reporting the school work of the year now closed, namely, from September 1st, 1892, to June 30th, 1893.

The following summary contains all the factors which entered into the apportionment of the school moneys for the year on which we have entered :

Apportionment of School Moneys for Monmouth County for the Year beginning July 1st, 1893, and ending June 30th, 1894.

Number of children in the county, according to census of 1892.....	17,897
Interest from surplus revenue.....	\$1,847 95
State appropriation from the \$100,000.....	4,416 59
Appropriation from the \$5, or State school tax.....	108,839 46
Total amount of school moneys.....	115,104 00
\$375 districts, having not more than 59 children nor less than 45 each.....	24
Districts receiving each \$275, having less than 45 children each.....	12
Number of children in these 36 districts.....	1,585
Amount appropriated to the children of these 36 districts.....	\$12,300 00
Average per child, for the above.....	\$7.7602
Number of children in the districts which number more than 59.....	16,312
Amount from all sources to each child in the above <i>pro rata</i> districts.....	\$6.34836

A severe stringency for the coming year must be anticipated if the above summary be compared with that of the previous year. I will select three items for contrast :

Number of children in the county, according to census of 1891.....	18,967
Total amount of school moneys.....	\$130,927 46
Amount to each child in the <i>pro rata</i> districts.....	\$6.85886

The above shows a census reduced by 1,070, a decrease of income to the amount of \$15,923.46, and a decrease to each child in the *pro rata* districts of plus 51 cents. Thus the exhibit stands: fewer children and less income per child. With the financial outlook so gloomy, I felt it imperative that the annual apportionment of the school moneys should be made and put in possession of the district clerks in time to meet the emergency.

A special meeting of the legal voters is the wise provision of the law in such cases. The need in some instances was a special tax to meet the deficit. Some districts took prompt action in time for the assessors. Too often the *morale* of the meeting to raise additional money for school uses is lamentable. However clear and pressing the necessity, the opposition, determined and organized, defeat the measure and tie up the hands of the trustees. The deplorable fact is that these defeats are almost inevitable to the weak districts. Such a district, to get its allowance of \$275, though it have raised in the general school tax not more than \$2.50 per child, yet receives \$8 per child. Now, an adjoining *pro rata* district, receiving not much over \$5 per child, helps pay the excess of the weak district. Yet this same weak district, so highly favored, when asked to order a special tax of a small sum greatly needed, will raise the cry, "We are overtaxed for our school already." To the reasonable few this effrontery is exasperating. The remedy seems to lie in the township system.

Institute.—The county institute was held in union with Middlesex county, at Asbury Park, October 17th, 18th and 19th. Its most practical trend was instruction as to the required educational exhibit in the Columbian Exposition. The number of teachers present was about four hundred.

Contrasted with some previous ones, I feel warranted in regarding our institute as a praiseworthy success. Yet there is a longing for something different. But no one has yet outlined this want. It is, however, claimed that more special instruction should be addressed to the teachers of the "higher forms" in the public schools. I think it may be premised that the "new methods," as giving the scientific treatment of the foundation, must be the most apparent in primary work, although an applied psychology should appear all along the line. Hence the abstract will come in with the grammar grades, and the purest reasoning in the High School. In a word the older methods are less changed in the highest grades of instruction, now, as the principal of the High School, who is versed in the scientific methods from the foundation up, and who knows well the weak points and the strong ones in his teachers, he can diagnose the situation, and

he, in my judgment is especially able to instruct in high-grade work. Hence his ability should be drafted at the county institute.

Columbus Day.—Columbus Day, October 21st, was celebrated with spirit, the schools and the communities uniting. As the flag came in with marked prominence, patriotism was the one theme. The impulse was wholesome, and it is hoped far reaching.

Columbian Educational Exhibit.—Our county contribution to the State's educational exhibit in the Columbian Exposition, was entered on at once. In view of the shortness of the time set for the work, I had some rapid and hard riding to perform for the sake of instruction to the willing and of prodding the indisposed. The result of the county's work for the time taken was certainly commendable. With few exceptions the teachers and pupils evinced alacrity, and the work of the county was mainly delivered to the State department by January 12th.

The local value of the effort was gratifying to me. It furnished a fine opportunity for comparison of the school work in Monmouth to-day with that of the centennial year. Sixteen years should show advancement both in kind and degree. Happily, the balance-sheet was gratifying. The *esprit de corps* was finer. Both in teacher and taught loyalty to "the cause" showed a better setting. The teacher's effort was on a broader plane, and the pupil's heartiness forced more of self into his work. Hence, with an average that excelled, the superiority of a good deal was pronounced. With but little perfunctory work, there was less weeding necessary. Speaking for Monmouth, I should think the rejected work of '93 was barely one-third that of '76. It was clear that the primaries in their "busy" and their systematic work were more attractive. The scientific methods, or technique, of the normal school had taken root.

The stimulus was novel to both teacher and pupil. To the one it was a freshening of the sense of responsibility, in that it was a testing-time; to the other a new idea had been presented, the great value of immaculate neatness, a profound lesson on neatness and purity. How sore a trial to the child to find his work of days, already praised by his schoolmates, rejected by the teacher, simply for a thumb-mark on the margin, or a crumpled edge! And what a refined sense did that child experience when his duplicated work received the teacher's praise for its faultless purity and neatness!

Arbor Day.—Arbor Day was kept with spirit generally. A few failed, and not all were enthusiastic. Still, I am proud of what was done. The Terhune tract, with other material, was distributed. But in these matters the personality of the teacher must appear. If the teacher is even in a small way a botanist, and an admirer and observer of trees, there will be more likelihood of lively, breezy work and less room for inanition or platitudes. Some of my teachers got up very attractive exercises. A few trees were planted, but for this our space

is limited. The taste is growing for decorating the school grounds with shrubs and flowers.

The Home Worth of Arbor Day.—To get at an appreciative value of the effect on the child it must be that what is done can “be seen and known of men.” Not to be invidious at all, I must mention the practice of No. 49, at Keyport. Principal Arrowsmith has inculcated with signal success the duty of the school boy or girl to do special Arbor-Day work in the home garden and lawn. Such work, even if it be but a fruit tree or shrub, is reported to the principal, with a yearly account of its condition. These reports cover several years, and now the principal has a record of several hundred fruit trees, with ornamental trees, shrubs and flowers.

Contagious Diseases.—Contagious diseases have made a sad year in Monmouth and interfered seriously with the general school work, and my own duties not excepted. The most terrible role has been by diphtheria and small-pox. The first, though the more fatal, did not cause the terror which was produced by the latter. For this a pest-house was established, and in one of my rides I found myself inhaling, at a considerable distance, the fumes from the burning of the bed-clothes of patients. As the cases were widely scattered in the county, it became a serious question how and where to visit schools.

Buildings, &c.—The material side of the school interests has had large increase during the year now closed. The Garfield Avenue primary at Long Branch has been enlarged, so that in the future it may be arranged for fourteen rooms if needed. Thus Long Branch has now ten sub-districts, all feeders to its excellent High School. Asbury Park has put up a fine school-house in North Asbury Park. In respect of these two districts, Nos. 85 and 90½, these increased accommodations are immediately filled; in fact, they do not entirely relieve the pressure. Hence arises a loud but hardly reasonable demur to what seems a constant imposition of taxes; but, as it comes entirely of an increase of population, this must be accounted as a phase of prosperity which necessarily brings with it its own legitimate cost. Oceanic and Navesink have entered their new buildings. Keyport has completed its enlargement. Harmony and Belmar have made notable improvements; so, also, Farmingdale and Aumack’s.

Library and Apparatus.—In books and apparatus the Manasquan and Freehold graded schools have made remarkable acquisitions during the year. The first has now a very complete outfit for chemistry and physics. Freehold met with a piece of good fortune. The Freehold Library Company was disbanded, and for a very small sum the library was bought for the school. In the number and the quality of the books it is a very valuable acquisition.

As this *addendum* to my annual report is written under illness accompanied with physical suffering, I feel glad that I may be excused any detail of personal labors, which have been many, and even novel.

MORRIS COUNTY.

JAMES O. COOPER, SUPERINTENDENT.

To Addison B. Poland, State Superintendent :

SIR—I herewith respectfully submit my fourth annual report of the public schools of Morris county, for the year ending June 30th, 1893.

The year just closed has been the most successful in the history of this county.

We have employed a larger percentage of trained teachers than ever before, many of them being graduates of the best normal schools of New York, New England, and of our own State Normal School. As the work of these teachers becomes more generally known, the demand for them increases.

With but few exceptions, the work of all the teachers of the county has been very satisfactory. So long, however, as selfish motives control the selection of a teacher, such as the willingness of a teacher to sing in the church choir, or to board with a certain family, and so long as the ability of the candidate to teach is disregarded in any case, poor teachers will get into the ranks. Thus to a certain extent will the march of progress, that is so generally manifest in this county, be retarded.

Columbian Exhibit.—During the early part of the school year, preparation for the school exhibit at the World's Fair demanded a very large part of our time and attention. The whole-heartedness with which the teachers took hold of this work, and the vigor with which it was prosecuted till its completion, deserve our most hearty commendation.

All the Chicago exhibit work was completed by the holidays, and between Christmas and New Year's day a county exhibit was held in the assembly-room of the Morristown public school. This was very generally visited by the citizens of the county, but not by so large a percentage of teachers as should have been present. The work was very favorably commented upon by the leading citizens and by the press.

New Buildings.—The rapid increase of population at Lake Hopatcong, and the fact that the school-house there was unfavorably located, demanded the formation of a new school district. The new district is

known as Mount Arlington School District, No. 23. A beautiful new school-house stands now on the boulevard, in the center of the district. Only one room will be used for school purposes. This is a model. It is well lighted, heated by steam, finished in hard wood and oil, and elegantly furnished. It is certainly one of the best-built school-houses in the northern part of the State.

Under the leadership of the good mayor of the borough, Howard P. Frothingham, the citizens of the district raised by subscription between five and six hundred dollars for the maintenance of the school during the present year. The district now contains over one hundred children of school age.

The new school-house at Milton, District No. 24, was completed about the first of October. It has been much appreciated by pupils and parents during the cold winter.

The citizens of Butler have still further beautified their elegant stone school-house by adding a tall tower of the same material as the building, in which has been placed a town clock.

At Troy, District No. 90, the school-house has been remodeled. A new room has been added which is used as a dining-room and wardrobe. The building has been repainted, and now presents a very creditable appearance.

The school-house in District No. 101 has been repaired and refurnished with modern desks. This is the last district in the county to dispense with the "ancient slab seats along the side of the room."

In Districts Nos. 6, 8, 28 and 98, the buildings have been repaired and repainted.

New buildings are needed in Districts Nos. 22, 27, 32, 50 and 60. In the last-named district some of the leading citizens are loath to part with the present school-house, as with it are associated some of their earliest recollections, dating back to about 1825, A. D.

The school-house at Chester Cross Roads stands condemned, and I trust never to be used again for school purposes. To permit its further use would be an insult to sanitary intelligence and to the children of the district. From a sanitary standpoint, it is the worst school-house that I have ever been in.

School Moneys.—The aggregate amount of money available for all school purposes during the year just closed was \$157,820.18, an increase over the preceding year of over \$15,000.

The special tax voted for school purposes during the coming year aggregates nearly \$46,000.

Teachers' Salaries.—The average monthly salary paid to teachers during the year was \$63.73 to males and \$42.34 to females. Compared with the salaries of the preceding year, there is an increase of more than fourteen per cent. to males and more than four per cent. to females.

The average time the schools of the county were kept open shows a slight decrease compared with the preceding year, owing to the fact

that for a few of the small, undesirable schools, trustees were unable to secure teachers, and consequently school was kept in these districts less than the time required by law.

During my term of three and a quarter years as county superintendent, six new school-houses have been constructed, at an aggregate cost of \$39,500, and forty-six others have been repaired, enlarged or refurnished, at an aggregate cost of about \$35,500.

More and better teachers are now employed than ever before, and at much better salaries; parents and trustees take greater interest in educational work; money is more freely voted for school purposes; greater attention is being paid to sanitary considerations; more and better apparatus is being furnished the schools, and, in general, the school work of the county is in a very healthy and satisfactory condition.

With best wishes for the future prosperity of our schools, I close my last annual report as county superintendent.

OCEAN COUNTY.

E. M. LONAN, COUNTY SUPERINTENDENT.

To Addison B. Poland, State Superintendent :

SIR—In compliance with statutory requirements, I herewith submit my annual report of the schools of Ocean county for the year ending June 30th, 1893.

During the past year the educational authorities of Ocean county have faithfully tried to execute their official duties, and to improve the educational facilities of the county. Local prejudices and individual mistakes have, as usual, tried to hamper the local school, but with increased knowledge and experience, has come the desire for better schools and larger educational privileges. The sparseness of population, and the lack of wealth also, cause no end of trouble for the local school officials; but, as the health-giving properties of our "pines" become known, and men of wealth settle in our midst, Ocean may be able to give generous local support to her public schools.

My efforts to carry out the wishes of the State Superintendent have received the faithful support of our teachers, who have shown a

marked interest in the study of professional literature. With limited educational opportunities, it is no small task for the country teacher to travel the difficult road of "self-education."

In preparing exhibits for the Columbian Fair, and in celebrating Columbus and Arbor Days, they have made a creditable exhibit of work and display of interest.

I have had occasion during the year to advise a number of our young ladies and gentlemen, and I have tried to interest them in taking a course in the State Normal or the State College. If more of our students would go to the State Normal, instead of attending a sectarian and non-professional school, we would have better-equipped teachers in our county. But the idea that anyone can teach a school still has root in some of our communities, and all efforts of mine to eradicate it have thus far been unsuccessful.

Arbor Day was celebrated in all of our schools. I prepared a county programme, which was followed in most of the schools. Toms River, Lakewood, Point Pleasant, Barnegat, Manchester and Waretown had very interesting and entertaining exercises. Flattering reports of the exercises were sent in by most of the teachers.

Since Toms River inaugurated her graduation exercises it has become very popular with the principals of our graded schools to have closing exercises, and, from personal experience, I am able to state that, as a result, our people feel a greater interest in the welfare of their schools.

In the matter of school libraries I find that much interest has been taken in this valuable school work at Toms River, Lakewood and Tuckerton, and I feel confident that if the suggestions of the State Superintendent in his recently issued report be carried out by those in charge of these libraries, the money spent for them will be a good investment.

There has been the usual attendance of candidates at the teachers' examinations, but on account of the difficulty of the questions there were more failures than usual.

I am pleased to notice that the State Department has so wisely emphasized the importance of the pedagogical side of questioning, and I find that as a result our teachers are giving more time and attention to professional study. Recognizing the dangers of provisional licensing, I have exercised the utmost caution in the issuance of "permits."

Our tri-county institute at Mount Holly was very helpful to our teachers, and was well attended. In the State Report for last year are a number of wise recommendations concerning institutes which ought to be heeded by our legislators.

The adoption of the township as the local school unit would give us more efficient and responsible trustees, and, with the free text-book system, our public schools would be *free*.

It is a pleasure for me to indorse the State Superintendent's remarks upon the saving of time in the school-room work, and the necessity of paying our teachers better salaries. In his efforts to improve the educational condition of New Jersey he can rely upon the loyal support of our teachers.

I cannot close this report without alluding to the loss of services, as county examiner, of my friend Prof. J. D. Dillingham, who has so ably conducted the High School at Toms River for the past three years. Prof. Dillingham is a graduate of two colleges, and has endeared himself to school officers, parents and children.

I flattered myself that I had a very efficient board of examiners, but shall be compelled, though reluctantly, to make a change, owing to the resignation of Prof. Dillingham, who leaves us for the principalship of one of Jersey City's schools. As an educator he has no superior and few equals.

In conclusion, I wish to render thanks to my friends in the county for valuable advice in regard to school matters, and to the State Department for aid and advice, freely given and often asked for.

PASSAIC COUNTY.

ALEXANDER ELLIOTT, JR., SUPERINTENDENT.

To Addison B. Poland, State Superintendent :

SIR—As a supplement to the statistical report for Passaic county, permit me to submit the following brief review of the progress made during the school year ending June 30th, 1893.

In my general report heretofore, I have not thought it well to enlarge upon the work done in the way of advancing the educational standards of the county, although during this time work has been steadily progressing. Now, however, as I can more clearly mark the various improvements effected during my incumbency, I feel that something should be said of the improvements that have taken place generally throughout Passaic county.

School Buildings.—The school-houses, with but one or two exceptions, have been put in excellent condition. They are well located on convenient sites, and leave little to be desired as far as lighting, heating and ventilation are concerned. In Districts Nos. 2, 10 and

39 there are neat frame school-houses of one and two rooms, while Little Falls, Clifton and Bloomingdale possess superior buildings containing three rooms, fully equipped with maps, charts, globes, &c., for illustrating the various subjects taught. In District No. 36, Haledon, a project was started to raise funds for building a new school-house; but, on account of the efforts of a faction which professed antagonism to any further taxation in that district, the plan had to be abandoned for the present. A hall has since been hired for the accommodation of the overflow from the regular school. I have no doubt that the project will be revived this year. And from present indications, there will be no further opposition offered thereto.

Management of Schools.—The fine condition of the schools, however, is only a natural outcome of the excellent management which prevails. Not only on my visits, but by means, also, of outside inquiries, I have received the most flattering information in regard to the discipline maintained by many of our teachers. In this regard, Clifton, Haledon, Little Falls, Athenia and Bloomingdale deserve particular mention.

Text-Books.—in regard to text-books let me observe that this is a field wherein a great improvement has been wrought, throughout this county. In the schools under my charge, I have been most determined in securing a uniformity of text-books. Each teacher has been instructed to insist, whenever such a course was possible, that the old books in the school be replaced according to the standard list prepared by me. Although parents, as a rule, do not co-operate with teachers in this regard, I notice that a general improvement has been effected, which argues well for the future.

Course of Study.—Because of the confused state of the text-books, I have been somewhat hampered, hitherto, in prescribing a general course of study; but I am now formulating one, which I trust will be suited to the present requirements.

Arbor Day.—Arbor Day was celebrated this year with more enthusiasm than at any previous celebration during my incumbency. Many visitors were present during the exercises, and, judging by the reports received, it is the general impression among teachers that the spirit which this institution is intended to inculcate is gradually growing. My opinion, however, is that the pupils regard the occasion more in the light of a holiday than as an occasion of beneficence. Be that as it may, it is an institution capable of producing much good and deserves to be perpetuated.

Financial Stringency.—Upon a general view of the course of educational matters in this county, I am fully satisfied that there has been an advance; but, if this improvement has not met my fullest expectations, a principal reason therefor lies in the fact that the cities of Paterson and Passaic refused, in the early part of the year, to pay over their share of the county tax. Our teachers were, therefore, compelled to raise funds on the strength of their orders for salary, in

many instances, I fear, at a large discount. Consequently, I could not with equal rigor exact the same work from them (while their services were unrequited) as if they had been receiving, in due time, their just pay.

From the teachers' point of view, this condition of affairs, as it lasted the greater part of a year, was looked upon, and rightly so, as most unjust. Moreover, I was led to infer, from their manner of speaking of it, that they regarded the county superintendent as largely to blame for the pendency of payment, and this in spite of the various publications from time to time in the papers of the real cause. Nor were the teachers the only ones to hold this fallacious view. I have on file in my office letters of the most insulting character received during the crisis from district clerks and trustees throughout the county. Many of these letters have caused me much annoyance as militating against my management of the schools. This unfortunate complication was settled some time in October, but I can truthfully assert that its evil effects are still hardly eradicated. I trust, though, that we shall have no further trouble on that score. But for this difficulty all has moved satisfactorily.

SALEM COUNTY.

ROBERT GWYNNE, JR., SUPERINTENDENT.

To Addison B. Poland, State Superintendent :

DEAR SIR—Herewith I send the statistical reports for Salem county. There were enrolled last year 5,712 children. There was an average daily attendance of 3,020. The percentage of daily attendance on total enrollment was .497 per cent. This tells the whole story why schools in the rural districts do not make proper advance. Eighteen male and ninety-five female teachers were employed, at a cost of \$45,186.93; the male teachers receiving an average of \$55.72 per month, the female teachers, \$36.84. The total amount expended for schools was \$57,056.75.

The school-houses in Districts 43 and 45 have been enlarged by the addition of one room in the former and two in the latter, greatly increasing the accommodations for the children. Districts Nos. 71 and 4 have improved and refurnished their buildings. The school

property of the county is now, with but two exceptions, in excellent condition.

The educational work has been better than ever before during my superintendency. In spite of the time required to make up the World's Fair exhibit, and the time lost during the stormy period of last winter, commendable progress has been made. The time lost during the storm was deplorable; the attendance in a majority of the schools fell off to almost nothing. One school was altogether closed for three weeks. An epidemic of scarlet-fever closed several schools for periods of from one to five weeks. Had we held our own, in spite of these obstacles, would have been remarkable; that we made progress speaks well for the efficiency of the teachers and the industry of the pupils.

Our county is awaking to the necessity of trained teachers, and we have sent more pupils to the Normal School for the coming year than ever before.

Every school in the county appropriately celebrated Columbus Day. Every school observed Arbor Day, and a detailed report was sent you, showing the number of trees planted.

I feel that the past year has been one of the best of school years in our county, and I sincerely hope that during the coming year we may do even better work, and place our schools on a still higher plane.

SOMERSET COUNTY.

W. T. F. AYERS, SUPERINTENDENT.

To Addison B. Poland, State Superintendent:

SIR—In obedience to law, I submit the following report of the schools of Somerset county for the year ending June 30th, 1893:

Statistics.—Since the tables to be found elsewhere in this report furnish all the statistical matter of importance relating to Somerset county, I will not repeat it here.

Libraries.—Districts Nos. 11, 15, 16, 27, 38, 53, 54 and 65 report additions to their libraries.

Examinations for Teachers' Licenses.—The prescribed examinations for teachers' certificates were held, at which 53 applicants presented

themselves for examination. Of these, 37 were successful and 16 were rejected. Those receiving certificates were classed as follows :

First grade to males.....	1
First grade to females.....	8
Second grade to males.....	1
Second grade to females.....	10
Third grade to males.....	...
Third grade to females.....	17

Grades of Certificates.—Of the one hundred and nine teachers engaged in the county during the last year, the number who held certificates of the various grades is as follows :

First grade State certificates.....	5
Second grade State certificates.....	8
Third grade State certificates.....	16
First grade county certificates.....	24
Second grade county certificates.....	33
Third grade county certificates.....	23

Institute.—A joint institute of Hunterdon and Somerset counties was held in Somerville in November last, at which many useful subjects were discussed to the satisfaction of those present.

Teachers' Salaries.—There were employed in Somerset county 109 teachers, 18 of whom were males and 91 females. The average monthly salary paid male teachers was \$73.29, an increase of \$5.29 per month. The average monthly salary paid female teachers was \$41.75, an increase of 55 cents per month.

Columbus Day.—The county was thoroughly organized for the work, the teachers having held several meetings and arranged a programme peculiar and appropriate for the county in addition to the national programme.

The day was observed by nearly all the schools in the county by appropriate exercises. In about three-fourths of the schools the national programme was fully carried out, and, in addition, many choice patriotic selections were rendered. Some of the schools had elaborate exercises, accompanied with refreshments, a picnic or general gala day.

In Raritan and Bound Brook there were large street parades, in which the schools, accompanied by brass bands, the fire department and other organizations of the towns took part. They were the grandest displays these towns have witnessed in years.

Columbian Exhibit.—A large amount of work was done by the different schools. The exhibit, taken as a whole, was very creditable and deserved much commendation. Out of 71 districts, about 60 were represented by work.

Arbor Day.—With few exceptions, the schools of Somerset county observed the day by appropriate exercises and planting a large number of trees.

Visiting Schools.—One hundred and forty-nine visits were made to the different schools and 233 to the different class-rooms.

SUSSEX COUNTY.

LUTHER HILL, SUPERINTENDENT.

To Addison B. Poland, State Superintendent :

SIR—Permit me to supplement the statistical report for the school year ending June 30th, 1893, with the following brief statement :

The amount of school work done and the progress made are not less than any previous year. To some extent snow-drifts and the severity of the winter interfered with the attendance in rural districts, but the percentage of attendance on the average enrollment for the whole county is 87, which compares favorably with the larger towns, as Newton and Deckertown, in each of which the percentage is 89.

Compulsory School Law.—The number of children attending no school is too large. While we are opposed to unnecessary arbitrary action, and are sufficiently conservative in most matters appertaining to school supervision, we would hail with delight the enactment of a practical and effective compulsory law of a radical type. The children who are to be benefited by such a law do not realize the importance of attending school, and the parents, their natural guardians, through indifference or neglect, fail to send them voluntarily, and are usually too stupid to be persuaded to do so by argument, and too obstinate to be moved by the menaces of a defective law.

School Buildings.—Two new school-houses have been completed during the year ; nine have undergone thorough repairs ; several have been partially repaired, and appropriations have been ordered for the building of others during the coming year. We have also added considerably to our supply of apparatus.

Sanitary Conditions.—But while our accommodations are increasing and facilities for teaching are being multiplied, the sanitary conditions of the school-rooms are not satisfactory. Imperfect ventilation, neglected flues, and wretchedly-kept outbuildings exist, notwithstanding public protest and personal notice.

Libraries.—Libraries have been established during the year in four schools, and eighteen others have made additions. The selection of books for school libraries is often unfortunate. My attention has been called to two, at least, in which every book purchased is a work of fiction.

Arbor Day.—Eighty-six districts reported their exercises on Arbor Day, with 450 visitors and 248 trees planted.

Institute.—A very successful institute was held November 2d, 3d and 4th. Most of the instruction was upon general school management, and the teacher who failed to be greatly benefited is the one who failed to give attention to the exercises. Special instruction was given also for the preparation of work for the World's Columbian Exhibit at Chicago.

At the close of the institute a meeting of the County Teachers' Association was held, and the necessity of immediate action on the part of the teachers was urged in preparing work for the exhibit. Nearly all the teachers entered into the task with enthusiasm. We were ably assisted in our duties by A. B. Cope, A.M., Charles J. Majory, Ph.D., Messrs. J. D. Evans, W. C. Hursh, Miss M. A. Hyde and Miss Lizzie Middaugh, who, as a county board of exhibit, cheerfully rendered material aid in conducting meetings for instruction in the details of the work, in distributing supplies, in collecting and assorting papers, &c.

Every school department in the county but twelve furnished work and was represented at the greatest World's Fair ever held.

Teachers' Examinations.—Teachers' examinations have been regularly conducted. As a result, 3 certificates of the first grade, 31 of the second grade and 93 of the third grade have been issued. I agree with Dr. Lockwood, of Monmouth, in the opinion that the two-year limit of third-grade licenses requires modification.

Again I tender my grateful acknowledgments to the State Board of Education for the honor conferred upon me by re-appointment.

UNION COUNTY.

B. HOLMES, SUPERINTENDENT.

To Addison B. Poland, State Superintendent:

SIR—In compliance with the provisions of the school law I respectfully submit the following brief report, supplementary to the tabulated statistics of the several cities and townships of Union county, for the school year ending June 30th, 1893.

School Property.—The general excellent condition of the various school properties of the county has been maintained the past year. Perhaps not so many special improvements are to be noted as usual, but no district has allowed its buildings to go entirely neglected.

One improvement to be especially commended is the addition to the school building in Springfield District, No. 22. This was so near completion as to be occupied in April, and placed the lowest class in a comfortable and well-lighted room, which it had long needed.

In the North Roselle District, No. 25, the building was unfortunately damaged by fire in December, but not to a very serious extent. The school was closed only for a few weeks. By the energetic action of the trustees, fully supported by the citizens of the district, repairs were promptly made and at the same time a new steam boiler put in, thereby making a needed improvement.

School Libraries.—The applications for aid to school libraries have not been as many as last year. Only seven districts have received additional payments this year, making an aggregate expenditure of about two hundred dollars for this purpose. It is to be hoped that every district will avail itself of this privilege the coming year.

Teachers.—Of the sixty-three teachers employed last year, forty-eight were re-engaged. There has been an addition of one, making the total this year sixty-four—sixty-one regular, three special, one in drawing, one in domestic economy (cooking), one in sewing. It may be of interest to note that twenty-five of these had received the benefit of normal training, and thirty-three had taken a special, an academic or a full collegiate course of instruction. The general efficiency of the corps has been fully up to the usual standard. The longest time a teacher has occupied the present place is twenty-five years; the shortest, two months. The greatest total experience of any

teacher is twenty-six years; the least, three months. Fourteen teachers have not changed positions during their term of service.

The special teachers in form study, drawing, cooking and sewing have continued their work with excellent results. The subject was mentioned more at length in my report last year, and now seems to be a permanent part of our school work.

Owing to sickness and other causes there have been nine changes since school opened in September. As a rule, frequent changes, particularly during the year's work, are to be avoided, if possible. Too much care cannot be exercised in the selection and employment of teachers. It is the practice of trustees in some districts to have the teachers engaged before or during the first week of vacation. This is a wise course.

Examinations.—The usual regular examinations for teachers' certificates have been held as directed by the rules of the State Board of Education. The whole number of teachers examined for the year was 33; number of certificates issued—third grade, 17; second, 6; first, 4; special, 1; candidates rejected, 5. During the year 22 provisional certificates were issued.

The full record of certificates for the teachers employed during the year is as follows: State—first grade, 8; second, 7; third, 9; county—first grade, 18; second, 13; third, 14; special, 4; total, 73.

County Association.—The meetings of the Teachers' Association have been held as usual, with the exception of the November meeting, when the annual institute was held instead.

Schools Open.—The longest time that any school has been kept open this year is ten and one-half months; the shortest time, eight and one-half months (owing to sickness); the average length of time, nine and seventeen-twentieths months. In this respect there is little variation from year to year, unless caused by unusual circumstances.

Columbus Day.—In accordance with proclamations, national and State, the 21st day of October was almost without exception celebrated by the schools of the county in an appropriate manner. The programme largely adopted was that issued by the committee of the National Department of Superintendence, with such adaptations as circumstances seemed to require. In some of the larger schools the exercises were quite elaborate, and in all interesting and instructive, teaching lessons of patriotism not soon to be forgotten.

Columbian School Exhibit.—Early in the year the address of the committee of the State Board of Education, the circular of instruction from the State Superintendent and directions from the various committees were received, outlining the work of the exhibit. Meetings of principals and teachers were held, and all entered into the work in earnest. The call being early in the school year, with many new teachers, and the brief time allotted for the work, were somewhat discouraging, but the energy and enthusiasm shown by the teachers and pupils overcame these in a large measure, and the result was a

creditable exhibit from every school and nearly every grade in the county.

The collection consisted of specimens of clay and kindergarten work, 30 large cards of mounted work, 205 envelopes, 12 large maps and 18 large drawings, a total of over 1,000 separate specimens.

Where all strove to do their best, it might seem unwise to make special mention of any particular school or subject, yet I venture a word in regard to one or two. The largest and most complete exhibit was from Cranford, District No. 9, representing work in every year of every grade, and on every subject in the school course. The next in number of specimens was from Westfield, District No. 10; the next from Summit, District No. 19. The kindergarten exhibit from the latter school was large, tastefully mounted and very fine. Much of the other work from this school was excellent. A dozen specimens of drawing from Springfield, District No. 22, showed careful training and artistic skill. Specimens of needlework from North Roselle, District No. 25, were creditable alike to teacher and pupil. My sincere thanks are tendered to principals, teachers and pupils for the interest shown in this work.

School Census.—The school census shows an aggregate increase of 344. In six districts there has been a loss of 192, in seventeen districts a gain of 536, in one district no change.

Visitations and Examinations.—Every school has been visited the past year oftener than required by law, the condition of the school buildings and premises noted, and the methods of instruction carefully observed. It is not an easy thing for a teacher to merit the highest mark in all things required in the report. There are some items for which a teacher is not responsible and cannot reasonably be held accountable; but the essentials of a good school—order, attention, correct methods and progress—are within his keeping, and on the accomplishment of these it is proper that he should have full credit. I find from data taken at the time of my visits that the marks on these points, while not, in many cases, the highest attainable, may be classified generally as good.

The thirteenth annual written examination of pupils who had finished the studies in the several grades of the "Course of Instruction" was held in June. One hundred and twenty-nine primary and grammar certificates were given, and twenty-one diplomas awarded to those who had completed the High School course.

Annual Institute.—The annual institute for the county was held at school building No. 4, Elizabeth, on the 18th and 19th of November. There were in attendance two hundred and eleven teachers. Six were absent, for which good excuse was rendered. The programme was carried out essentially as arranged. One of the leading features was directions and explanations in regard to the Columbian School Exhibit. Owing to the limited time allotted each speaker, the results

were not as satisfactory to instructor or teacher as otherwise might have been.

Arbor Day.—In accordance with notice received, programmes and letters were sent to the principal of each school. The usual exercises were held in the larger number of the schools. Trees and shrubs were planted, the school grounds put in order and visits paid to the forests. Reports have been received, in response to request, that twenty-two trees were planted. In one district several were planted on the school grounds, to be known as the "Columbus trees." There are now growing, in good condition, three hundred and forty-three trees on the school premises of the twenty-one districts of the county.

Conclusion.—In a few words it may be said that while there are still many things desirable to attain, the past year has been one of considerable improvement. School officers and teachers have, as a rule, worked faithfully and harmoniously for the interest and advancement of the schools under their charge.

WARREN COUNTY.

R. S. PRICE, SUPERINTENDENT.

To Addison B. Poland, State Superintendent:

DEAR SIR—My annual statistical reports, which I herewith submit, have been prepared with care, and I hope you may find them correct in every particular, and that they will show that we have kept pace with the progressive counties of the State. The statistical reports give an accurate account of the school finances for the year ending June 30th, 1893, showing the sources from which money was received and the objects for which it was disbursed. They also contain a statement of the money appropriated by the State and school districts for the year commencing July 1st, and a statement of the number of children in the county of school age, the number enrolled in the school registers and many other items of interest. These reports are so full and itemized so explicitly, it seems unnecessary that they should be repeated here.

Buildings.—The school buildings in the county are, most of them, in excellent condition, about 70 per cent. of them having been rebuilt, undergone substantial repairs or refurnished within the past eight or

ten years. We have but three buildings that can be classed very poor, yet these are quite comfortable. We have 6 in fair condition, 16 good, and 63 very good. The last-mentioned are well furnished and fully equipped to meet the demands of the districts in which they are located. Danville, District No. 51, purchased a large and desirable lot during the year, removed their school-house, and remodeled it, making it now a very attractive school property. Several buildings were repaired, some added new furniture, and about all the improvements were made that the hard times would permit. Considering the fact that Warren is an agricultural county, and that the tillers of the soil are the heaviest taxed, and receive less reward for their labor than any other class of people in the State, we are to be congratulated upon having excellent school properties, and upon what has been accomplished in this line in the past few years. With but one exception, where improvements were necessary for the good of the schools—and such improvements were recommended—the recommendations have been cheerfully, and in most cases promptly carried out. The prompt response on the part of the people to requests for better school accommodations has been one of the greatest sources of encouragement I have had since I entered upon the duties of my office.

School Debt.—There are only eight school districts in the county having any debt, and the total indebtedness, not including Phillipsburg, is \$32,772.23, divided as follows:

District No. 10, Furnace.....	\$1,100 00
District No. 10½, Firths.....	2,600 00
District No. 31, Washington Borough.....	6,400 00
District No. 32, Oxford.....	500 00
District No. 33, Pittengerville.....	2,200 00
District No. 41, Belvidere.....	13,000 00
District No. 48, Hackettstown.....	6,000 00
District No. 86, Hainesburg.....	977 23

Indebtedness paid during the year amounts to \$6,109.61. The total estimated value of school property in the county is \$282,400.

Arbor Day.—The schools of the county, according to our custom for several years, generally observed Arbor Day. Literary exercises appropriate to the occasion were held, and many of the schools planted trees and shrubbery upon the school grounds. I had my annual Arbor Day circular nearly ready for the printer when I received the notice sent out by County Superintendent Terhune, of Bergen county, to the other county superintendents of the State, kindly offering to send them, at cost, copies of the programme he was preparing. Knowing that Superintendent Terhune was an enthusiastic leader in the observance of the day, I was assured that any programme or circular emanating from his office would be eminently appropriate, and ordered a supply for the county.

Examinations.—The teachers' examinations during the year were conducted strictly in accordance with the rules of the State Board of Education. These are the results:

Total number of applicants examined.....	171
First grade certificates granted to males.....	4
First grade certificates granted to females.....	5
Second grade certificates granted to males.....	3
Second grade certificates granted to females.....	28
Third grade certificates granted to males.....	19
Third grade certificates granted to females.....	49
Total number of certificates granted.....	108
Total number of applicants rejected.....	63

The third grade examination, covering seven branches, orthography, reading, writing, geography, arithmetic, grammar, and theory and practice of teaching, is, permit me to suggest, too much for one day. Many of the applicants for third grade certificates are young and inexperienced, and the nervous strain of an examination requiring them in many cases to work from 9 A. M. to 6 P. M., is very discouraging. The questions are not too difficult, but require so much time to be answered fully, that the applicants become overtaxed, and cannot do justice to themselves or the examination. It tests the physical endurance and nerve force of the applicant more than it does his knowledge. I do not hold that the third grade examination covers too many branches (it should include more), or that it is too advanced for our lowest grade teacher, but that the seven branches are too many for one day. I would recommend that United States history and bookkeeping be added to the grade, and that two days be allowed for the examination. United States history and bookkeeping, should be taught in every school, and there being a demand that these branches be taught in almost every school, no teacher should be licensed who is not qualified to teach them. Most of our applicants for their first certificates are graduated from schools where United States history and bookkeeping are taught, and they can pass in them as well as in any of the branches now included in the third grade. I am convinced that such a change would be a step forward in the cause, for as we advance the requirements of the teacher, so we promote the efficiency of the school. If the two days are allowed for the third grade, I am quite sure no teacher could object to the change, even though the extra branches are added, for the additional time would enable them to do justice to themselves, and pass a more creditable examination.

Flags.—The recommendation that was first made, by a Grand Army post in this State, that the stars and stripes be daily unfurled over every school-house in the land, has been carried out by a large number of the schools in the county. Within the past year quite a

number of handsome flags have been hoisted. Some of these flags were kindly donated by the societies known as the Order of United American Mechanics and the Patriotic Sons of America, and others were purchased from funds raised by entertainments, or given by friends of the schools.

Institutes.—Our annual institute was held at Phillipsburg, November 21st, 22d and 23d, and all except two or three of the teachers were present. Those who were absent were excused on account of sickness. These annual gatherings have become occasions of interest and delight to every progressive and socially-inclined teacher. The programme prepared was carried out with but one exception. Superintendent Barringer, of Newark, was to deliver a lecture one evening, but, owing to an unavoidable business engagement, was compelled to return to Newark at the close of the afternoon session. Prof. B. C. Gregory, of Trenton, being present, very kindly consented to substitute for Superintendent Barringer. His lecture was able and entertaining, and well received by a large and appreciative audience.

School Year.—The changing of the date of the school year I most heartily approve. Having the year end June 30th instead of August 31st gives the superintendents the months of July and August, while the schools are closed, to meet the trustees and collectors, audit their accounts, and receive their financial reports.

Discipline.—We have but little trouble in the matter of school discipline, and heartily approve of the existing law prohibiting corporal punishment. I occasionally read of teachers, to my surprise, who are opposed to the law, and talk of making an effort for its repeal. Such teachers, I am inclined to think, have either had trouble or are fearful they may get into trouble by an indiscreet use of the rod. The common law permitting a teacher to use physical force in order to impart knowledge to a child has been compelled to surrender before statutory law, inspired by the progress of civilization in this nineteenth century, especially in New Jersey; and I hope, for the good of the schools, it may never again be the law of the State. The teacher who has not executive ability enough to govern a school without the rod is the one who has not self-control enough to use it judiciously. The rod is a disturber and not a peacemaker nine times out of ten in a school-room. There are not so many expelled from our schools to-day for improper conduct and disobedience as were years ago driven out of schools by the injudicious use of the rod. If we adopt the rod as the arbiter of peace we must submit questions of discipline to it. If our teachers were all able-bodied men, and well drilled in the art of self-defense, they might maintain order, though not the best, by the use of the rod; but seventy-five per cent. of them being ladies, and many of them physically unable to subdue the unruly pupil, from twelve to twenty years of age, by the rod, we have no right to require them to attempt the undesirable task. If we permit the rod again in our schools, we should enact a law prohibiting

the licensing of teachers who are physically unable to use it successfully. We encourage our teachers to use moral, not muscular, force, and when appeal has been made to the conscience of an unruly pupil, without avail, we advise the teachers to suspend him for a time, and if absolutely necessary, to expel him. It is very seldom when a pupil is suspended in this county that he is not corrected by his parents or other proper authority, and returned to the school, with promises of obedience.

Columbus Day—The schools throughout the county celebrated Columbus Day, and many of them held public exercises, which were attended by large and enthusiastic audiences. Historical essays were read, patriotic speeches made, liberty-inspiring songs were sung, flags were unfurled, and the name of Columbus received all possible honor. The public school was the acknowledged leader in every district, around which all the gatherings for the celebration centered.

Chicago School Exhibit.—There was a cheerful response on the part of our schools to your call for the production of school-room work for the Exposition. The exhibit prepared by our graded schools was good, and I hope compared favorably with that received from other graded schools. Our small ungraded schools did more and better work than we had a right to expect of them. Such schools have not the facilities for drawing or doing ornamental work enjoyed by the larger schools, but, considering the disadvantages under which they labored, their exhibit was excellent and did credit to both teachers and pupils.

We are proud of the high rank taken by New Jersey in her educational exhibit, and I am sure you can but feel honored to be superintendent of the schools of a State recognized as having one of the best systems of public schools in the country. You were fortunate in securing the services of that competent and worthy gentleman, Ex-County Superintendent S. R. Morse, of Atlantic, to assist you in consummating your plans and admirably arranging the exhibit at Chicago.

The schools have the support of the press and the public, and I trust that through this support, and the hearty co-operation of the teachers, the State and county school officers, some progress has been made during the year.

REPORTS OF CITY SUPERINTENDENTS AND SUPERVISING PRINCIPALS.

ATLANTIC CITY.

WILLIAM B. LOUDENSLAGER, SUPERINTENDENT.

To Addison B. Poland, State Superintendent :

SIR—I herewith present my first annual report of the public schools of Atlantic City for the year ending June 30th, 1893.

This is the second year of Mr. W. A. Deremer's work as supervising principal, and it has been fruitful of good results.

A training school for teachers was held for two weeks at the beginning of the regular fall term, for the purpose of instruction in the curriculum as laid down by the board of education. This work I consider invaluable. It brings the teacher into direct accord with the supervising principal. It harmonizes the work. Despite the great loss arising from the sickness of Principal Deremer during the first two months of the term, and the necessity of taking time to prepare a good exhibit for the World's Fair at Chicago, I was more than gratified with the results of the fall term's work. Prof. Deremer labored day and night to improve the schools of Atlantic City. To make our World's Fair exhibit a success imposed upon him an additional burden. I am sure that all connected with our schools will join me in saying, "Well done, thou good and faithful servant."

That the work of the year has been successful is due to the hearty co-operation that has existed between teachers and supervising principal.

A large majority of our teachers are normal school graduates. Nearly all others hold first grade county certificates. Those holding normal certificates are graduates from various schools and from several different States. Those holding county certificates are principally from our own county. We aim to employ none but first-class teachers—those who possess the highest intellectual qualifications, great skill in teaching, good health and a love for children.

School Buildings.—At present we have but four school buildings, viz., the New Jersey Avenue school, a frame building, containing eight large and well-lighted class-rooms, with a seating capacity of three hundred and seventy-seven; the Pennsylvania Avenue school, a brick building, containing fourteen class-rooms, with a seating capacity of six hundred and eighty pupils, also laboratory, library, office and two large, well-lighted rooms in the basement for manual training; the Indiana Avenue school, a frame building, containing twelve class-rooms, all large and well lighted, having a seating capacity of six hundred and twenty-one pupils; the Texas Avenue school, a brick building, containing twelve class-rooms, with a seating capacity of six hundred and twenty-eight. All the rooms of this building are likewise well lighted. Each of the above buildings is heated and ventilated throughout by the Smead and Wills system. I have found the above buildings inadequate for the demands of our fast-growing city. We must have more school facilities. Hence arises the question, shall we crowd our buildings by additions to each or shall we select a new site and build a substantial brick or stone building capable of accommodating the whole eighth, ninth, tenth, eleventh and twelfth grades, with proper facilities, also, for the manual training department and drawing school? At a regularly called district school meeting, last October, \$50,000 were voted for a new building. Owing, however, to a technicality a lot was not selected and nothing further has been done.

Manual Training.—Our manual training department is fully sustaining the confidence of those who aided in establishing it. In all the grades, from the primary up, drawing is systematically taught by "steps," so that the more apt pupil may advance as his proficiency warrants, regardless of the class or grade he may be in. Work in several steps may be going on at the same time in any one of the grammar grades. Only high school pupils—those of the ninth, tenth, eleventh and twelfth grades—receive special instruction in manual training work. In these four classes there are registered at present 128 pupils, divided in classes of 16 or less, so that each may have per week three periods of forty minutes each, alternating drawing with shop work. The ninth and tenth grades take mechanical drawing and joinery; the eleventh and twelfth grades, designing and wood-carving.

In the basement of our Central School building are two rooms fitted up complete, one with drawing desks, and the other with benches, lathes and tools for woodwork.

The classes in woodwork are under the instruction of Mr. L. E. Ackerman, a graduate of Pratt Institute, Brooklyn. They seem to take great interest in this work, and are acquiring habits of neatness, judgment, accuracy, painstaking and skilled handicraft, which are so largely the outcome of this training. The two hours weekly which are devoted to this work are taken from what would otherwise be

“study periods” in school, while the work of these study periods is required to be done home. Our manual training work enlists the interest of the pupils, is a relief from the routine of book study, and is producing in general highly satisfactory results.

Music.—A special teacher of music has been employed in the public schools of Atlantic City for about three years. The results are highly satisfactory. At the beginning advancement was, of course, slow, since the pupils in the higher grades had not been drilled in the rudiments. But now the pupils in the higher rooms are prepared for more advanced work in music and better results are achieved, although the time and attention devoted to this branch is not great. It costs less than \$1,000 a year to give this extra instruction in music to our 2,000 pupils, the regular teachers in the 46 rooms drilling the pupils in the lessons which the music teacher appoints. Their musical instruction has shown beneficial results in other lines, especially upon discipline and the general tone of the schools.

Other Studies.—Special attention has been given in our regular work the past year to advance the standard in rapid and accurate addition, &c. Careful investigation has shown that such elementary drills, important as they are, have been somewhat neglected.

Truancy.—The truancy question has played no little part in our school work this year. It was found that there were many boys who did not attend school regularly, and who induced other boys to keep them company. After repeated visits to parents and finding many of them indifferent the aid of the City Council was invoked. A truant officer was appointed, who did very effective work. Truants were arrested and their parents summoned to appear before a justice of the peace. Parents were given to understand that they must look to their boys' welfare. The effect has been to break up truancy almost entirely.

Arbor Day.—Arbor Day exercises were observed at the different schools throughout the city, not by the planting of trees, but by other appropriate exercises, as, for instance, addresses, readings and talks on trees. The programmes were gotten up by the teachers. I am convinced that the Arbor Day celebration has a good effect on pupils, and teachers as well. Next year I hope to secure the planting of a tree at each school building.

Philanthropy and Moral Training.—A means for moral training which was inaugurated in this city by Principal W. A. Deremer, deserves special mention. The same means he used to advantage for several years in Vineland—I am not sure but that he was the originator of the idea. It has been the custom of Principal Deremer just before the holiday season, to write a suitable letter to be read to all the pupils by their teachers, calling attention to less fortunate persons or families, and asking the children to bring the names and places of residence of all such whom they may know. This information is

given to the teachers in confidence, no third party knowing how the information comes in any particular case. The teachers consult together and personally investigate every case of want or distress, to learn what article may be most acceptable and to guard against imposition.

The children are also asked to bring to the Central School building some Friday afternoon or Saturday morning such articles of clothing, groceries, fuel or other donations as they may be able to collect, so that the teachers on Saturday may make up the orders and have the children convey comfort and good cheer to every worthy needy family in town. It is surprising how many wagon-loads of vegetables, canned goods, bread, meat, clothing of all sizes and kinds and other useful articles, money for medicines, shoes for children unable to go to school, &c., have been collected and distributed in this way. This practical philanthropy affords temporary relief to needy families and is moral instruction of a very valuable kind. The chief good of it all, it seems to me, is the moral effect upon the children; the good done to needy persons is incidental. This practice, carefully conducted, is worthy of imitation everywhere. It brings the schools in touch with the people as nothing else has ever done.

General Comments.—Our schools are always open to visitors. They are always welcomed. None will be disappointed in making a tour of the schools.

Special praise is due our corps of teachers for their zeal, loyalty and unflinching efforts to carry out all the requirements of the board and of the supervising principal.

BAYONNE.

CHARLES M. DAVIS, SUPERINTENDENT.

To Addison B. Poland, State Superintendent:

SIR—In obedience to law I have the honor to present this report concerning the public schools of Bayonne during the school year ending June 30th, 1893.

Statistics.—According to the census of school children taken in May, 1893, there were in Bayonne—

Males	2,746
Females	2,605
Total.....	5,351

Of these, 967 attended private and parochial schools.

988 attended no school.

3,396 were enrolled in public schools.

5,351

There were 102 children under 15 years of age employed in stores and factories; 16 over 10, not able to read; and 262 whose fathers are not citizens.

Owing to the time lost during the Columbus celebration in October, 1892, the schools were kept open only 9.9 months instead of 10 months, the usual time.

The enrollment for the year was—

Boys.....	1,746
Girls.....	1,654
Total.....	3,400

In the primary departments.....	2,331
In the grammar departments.....	1,019
In the High School.....	50
	<hr/>
	3,400

The average tardiness per day for each teacher was 1.1; the average daily attendance 1,993, being 60 per cent. on the enrollment.

The foregoing statement shows an increase of 406 in the census, 242 in the enrollment, and 171 in the average attendance.

Course of Study.—No change has been made in the course of study; but a committee has been appointed to revise the manual, and it is expected that the curriculum will be enlarged and enriched.

More attention has been given to singing and drawing in most of the schools, with marked success. The Board of Education has not, as yet, seen the way clear to establish evening schools, or to introduce manual training.

Teachers.—There are seven separate schools; six elementary, one High School. There are five male and two female principals; one of the latter being in charge of the High School. The annual salary of the High School principal is \$1,000; that of the others, \$1,500 each. Sixty-one assistants were employed at an average salary of \$482.20.

Principals are required to hold first grade State certificates ; head assistants, first grade city certificates.

Assistant teachers hold certificates as follows :

	State.	City.
First grade.....	4	17
Second grade.....	3	26
Third grade.....	3	8
	10	51

It gives me great pleasure to report the excellent character of the work done in our schools by both principals and teachers. Many of the latter are pursuing regular lines of study, or reading, while not a few attend Saturday courses of professional study in New York.

Student Teachers.—The class of student teachers established by the Board of Education numbered eight members, all of whom, having successfully passed their examination, were licensed to teach and receive appointments when their term of study and probation expired. Great care is taken to give them practice in all departments of the schools to which they are assigned, as well as to become thoroughly acquainted with the subjects in which they are instructed by the superintendent. These subjects are psychology and methodology. By carefully observing their progress, it is not difficult to learn for what kind and grade of work each one is best fitted and on her graduation to assign her to the position best suited to her ambition and tastes.

Buildings.—The buildings are the same and in about the same condition as reported last year. One of them (No. 3) is to be moved, but not enlarged, and no steps have as yet been taken to accommodate the rapidly increasing number of school children. It is, however, expected that the city authorities will take early action in this direction.

BELVIDERE.

R. M. VAN HORN, PRINCIPAL.

To Addison B. Poland, State Superintendent :

SIR—By favor of County Superintendent Price, I beg to submit the following report :

Free text-books have been furnished by the almost unanimous vote of our citizens, thus removing a former obstacle and showing a sentiment for sensible outlays which is likewise exhibited in our

excellent school building, pleasant location and numerous conveniences.

A special teacher in drawing has been provided, that those having special taste for art may be developed beyond the limit which we public school teachers usually reach.

Last year a regular course of study was introduced which needed alteration to meet existing conditions. A re-organization of several classes was deemed imperative, since some pupils were clearly capable of doing work of a higher grade. Regular and systematic reviews and examinations have been held, the good effects of which are already apparent.

There is a greater enrollment of pupils and a better percentage of attendance than formerly. Many pupils are manifesting increased interest in their studies, while the majority are doing good work. We aim at thoroughness, not simply to go over so many pages. In the fundamental branches especially is this required. Pupils are not allowed to forget the lower branches while pursuing the studies of the high school. Hobby-riding is deprecated, yet careful attention to language work and practical English grammar is especially insisted upon throughout the course.

With assistant teachers earnest and diligent, with a harmonious school board backed by a generous public sentiment, all co-operating towards improvement, education in Belvidere may be regarded as exceptionally hopeful.

BLOOMFIELD.

JOHN C. DUNBAR, PRINCIPAL.

To Addison B. Poland, State Superintendent :

SIR—By request of County Superintendent Vail, I beg to submit the following report :

The Bloomfield public school, as now organized, comprises a primary department, in three buildings, with an enrollment of 670, a grammar department, in one building, with an enrollment of 420, and a high school with an enrollment of 90. There are in all 34 teachers.

The course of instruction in the primary department extends through the first four years. In the lowest class a system of kindergarten work is had. The specific aim in this is to develop and train

the powers of observation, comparison and expression. The manual work includes map-weaving, simple needlework, clay-modeling, and elementary drawing with the immediate view of developing the facts of position, dimension, the relation of parts, in forms presented, and the rudimentary ideas of symmetry and proportion. While thus having a specific end, this work is also found to exert an important and valuable influence in aiding pupils very noticeably in much of the usual class-work ; it is, therefore, continued in modified form both as separate work, and conjointly with other exercises, quite through the entire department. The study of numbers is begun with objects and carefully advanced, gradually introducing the elements of original exercises, both concrete and abstract, till pupils can readily and accurately perform simple exercises involving integral and fractional numbers, with simple business forms. In language, reading, writing and composition are commenced together with carefully selected exercises, arranged by the several teachers. As early as the second year the reading is had from books found to be best adapted to interest and instruct small children, as *Aesop's Fables*, *Anderson's Fairy Tales*, *Swiss Family Robinson*, &c. Such volumes, while admirably answering all the class uses of the ordinary reader, serve also, in the hands of the skillful teacher, a very desirable purpose in directing the pupil's attention to choicer forms of reading matter, as literature. The immediate ends sought in reading, as a class exercise, are that pupils may thereby be assisted in the acquisition of a vocabulary, that they may become able to discern readily the thought of each successive sentence, as met, and render it accurately, with proper quality of voice, good inflections, correct emphasis, &c. At suitable time regular lessons are had in composition, at first largely in connection with reading exercises, beginning with the formation and discussion of simple statements, and carefully advanced, as pupils show proficiency, by means of varied object-lessons, pictures, reproduction, narratives, and also upon independently chosen subjects. In all these exercises careful attention is directed to neatness, penmanship, spelling, punctuation, choice of words, arrangement and sentence construction. By such special means, as well as in connection with daily recitations, continuous effort is maintained to cultivate in pupils habits of good expression, oral and written. In geography, by the aid of modeling and map-drawing, the study is begun with the observation and discussion of familiar relief forms and surface conditions, the results of these, as actually seen by pupils, including the study of plants, their growth, structural facts and uses. The fourth year is given to a careful study of the State of New Jersey, its surface features, its products, natural, agricultural (both illustrated, so far as may be by actual specimens) and manufactured, markets, transportation, political divisions, with interesting facts of its history.

By such means, as briefly outlined, the pupils are prepared for entering upon the critical and more applied study of the common

English branches of the grammar department. While earnestly seeking to avoid all that shall in any degree savor of mere iteration or idle instrumentation, the endeavor here, as elsewhere in the school, is to welcome and utilize fully every means, in matter or method, that has rightful place in contributing to a sturdy mental development. Neither children nor schools grow by jumps. Their life, precisely in proportion as it is healthful and for good use, is an organic growth, every part as soon as acquired becoming at once a means and end to every other part, already had, or to be acquired. The controlling purpose, accordingly, in this department is that not many, but the more important studies only, shall in proper order be taken up; and that all work in each of these shall be shaped to secure a thorough mastery of fundamental principles in their common and useful applications. As a necessary sequence considerable portions usually presented in text-books are eliminated, or more worthy topics substituted for original investigation. This remark holds especially of arithmetic, language, geography and history. The branches included in the course, other than those just named, are: elementary drawing, mechanical and in designing; elementary geometry, elementary natural science, physiology and elements of civil government. In study the general method familiar in the primary department is continued, with increasing emphasis upon the element of original and critical, or comparative discussion of succeeding topics on the part of both pupil and teacher. The immediate end secured by this method is greater simplicity, directness and accuracy in all work. No attempt is made directly to train the memory as such; but rather critical attention and independent judgment. If these are once had, the former comes incidentally, but inevitably, and with it desired permanency of results. As already implied, the common English studies are here completed. The department is thus made to occupy a distinct, clearly defined position between the primary department and the high school. This arrangement, in matter and in manner of work, was matured with special reference to the interests of the large majority of pupils who find it necessary to leave school early to engage in industrial or commercial employments. The advantage thereby secured to this large class in enabling them to enter active life with a preparedness (secured, indeed, in briefer time, but larger in scope and more valuable in character) for enhanced usefulness to others and to themselves, has been very marked. In important respects the fulfillment has quite surpassed expectation.

A preliminary endeavor, worthy of mention, throughout the primary and grammar departments, is that in all classes the maximum seating may be limited to thirty-five pupils. The special intent in this limitation of numbers, aside from the facilitating of general class work, is that the largest freedom may thereby be secured to teachers for extending individual encouragement and aid to pupils. This is a

field too frequently overlooked in the organization and conduct of public school work, yet, when properly undertaken, affording generous and valuable results. Much of the best work in the school finds its source and power in effort of this character.

The governing purpose in the instruction had in the high school is to offer to pupils whose immediate education closes with it an opportunity to gain, in connection with the studies pursued, an acquaintance with the elements of general culture. By culture is meant an ability to discern valuable facts and truths, to understand their real nature, economic relations and uses, and to aid in giving them expression or direction for worthy personal or general ends; in short, a trained ability to appreciate properly, enter into and contribute in useful ways to the advancing of the better spirit and effort of modern life. This is, perhaps, the utmost that may rightfully be expected from the system of public education in its highest estate. The second office that the high school has in view is to afford requisite preparation to such pupils as desire to take advanced studies in higher institutions. About 20 per cent. of the graduates are of this class. No pretense is held forth of competing here with special preparatory schools. The sole endeavor is that pupils be wisely guided in gaining such proficiency, in amount and character of work done, as shall enable them, with fair effort, to pursue creditably to themselves the studies thereafter assigned to them. The studies of the department are higher algebra, geometry, elements of trigonometry, natural sciences, political economy, constitutional history, English language and literature, with critical exercises in composition, Latin, Greek, German and French. In English and modern languages the course is arranged for three years; in the classical and scientific preparatory, four years. In the natural sciences the general scheme matured and suggested for schools by the American Association for the Advancement of Science is in the main followed. More than 25 per cent. of the graduates of the school, thus far, have engaged in teaching.

Instruction in drawing, music and penmanship, in all departments, is under the personal direction of special teachers. This has been found after extended experience to be the only satisfactory plan in these branches. As taught by skilled experts, a much more exact and useful training is secured in them.

No attempt has yet been made to establish a separate department for technical instruction in industrial occupations. When limited to single schools, trials in this direction, so far as concerns sufficient results of permanent value, seem not to have passed beyond the experimental stage. In no field of productive industry does there longer appear call or place for mere knack. Trained mastery of details and appliances in special directions alone finds recognition. To attain such proficiency, extended facilities, masters in each form of work as instructors, and consecutive, continuous training alone promise or

achieve desired success. In larger communities, where a numerous patronage of qualified pupils from several schools may safely be expected, generous results necessarily follow well-equipped and judiciously administered movement in this direction.

BORDENTOWN.

WM. MACFARLAND, PRINCIPAL.

To Addison B. Poland, State Superintendent :

DEAR SIR—In compliance with the request of County Superintendent Haas, I hereby respectfully submit my report of the schools under my supervision for the year ending June 30th, 1893.

Buildings.—The time seems not to have arrived when this city can well afford to abandon the "old school-house." In our present situation the class-rooms are mostly small, crowded with furniture at the expense of sufficient space for aisles, and without cloak-rooms; yet, in this somewhat cramped condition there is seating accommodation for all who apply for admission. The schools are equipped with books of reference, charts, maps, manikins, physical and chemical apparatus.

Course of Study.—Since the majority of our pupils do not remain to complete the course, we constantly endeavor to adjust it to the wants of those who must soon become self-supporting.

The course includes the natural and physical sciences and the English branches of the ordinary high school. To those who finish it a certificate of graduation is granted.

Promotions are based on monthly averages obtained by monthly examinations, for the purpose of testing the pupil's knowledge of the work done during that month only. The frequency of these examinations, dealing with subjects so recently pursued, gives the pupils practice and confidence, whereby they are the better able to express their ideas. So, also, the teacher has an opportunity, at short intervals, to measure her own impress on her class. The grading, too, is closer by frequent examinations. If a pupil's average for the month continues to fall below 50, without satisfactory reason, he is placed in the next lower class. All who obtain 80 and above, for the term, are promoted without further examination.

The monthly averages thus obtained are recorded on a card which shows the standing for the entire year. Thus, each month, both pupil and parent may know the pupil's chance for promotion; consequently, parents manifest a much greater interest and give us their aid, while pupils express disappointment should a teacher not issue the cards promptly.

During the year our greatest advance has been in the line of language studies. This has been greatly facilitated by using the system of syntactic reading introduced into the schools by County Superintendent Edgar Haas. By its use the child quickly sees the relations of the words in a sentence, when parsing is no longer dull work.

Believing youth to be the age for acquiring the use of language, we are endeavoring to lead the pupils step by step to master the meaning and use of each new word acquired.

I am assisted by an efficient, faithful corps of teachers, who are working earnestly with me for the highest attainments in school work.

The board of trustees is composed of well-known and successful business men, who are prompt in giving their hearty co-operation in all matters pertaining to the good of the schools.

CAMDEN.

MARTIN V. BERGEN, SUPERINTENDENT.

To Addison B. Poland, State Superintendent:

SIR—I herewith send to you my annual report of the condition of the schools of this city for the year ending June 30th, 1893. The statistical report I have also forwarded on forms furnished from your office. I shall briefly sketch the work accomplished during the past year in this city.

Columbian Anniversary.—At the opening of the school year in September, the supervising principals were called together at my office to consult in regard to what preparation should be made in our schools to celebrate the 400th anniversary of the discovery of this country. At this meeting a programme was arranged for the several districts, in order that there should not be a conflict between the civil celebration and that of the schools. The school exercises were commenced at 9:30 A. M. in each school. Reports were forwarded me from each

district that, notwithstanding the preparation that had been made for the military, civic and trade displays, which were to take place at a later hour, not a child was absent from his respective school. The rooms and exterior parts of the buildings were handsomely decorated. From the opening to the closing of the exercises the rooms were crowded with the parents, relatives and friends of the pupils. An effort was made to have the children massed in one central locality, and, as the military and civic parade passed, have them sing patriotic selections. This had to be abandoned on account of inability to provide a suitable place. The children of the Third district (Principal Horatio Draper) were, however, able to carry out a part of the programme, the procession passing in front of their schools. The celebration of this day, in the manner here named, I believe has inspired in the hearts of our people a love of country that was heretofore dormant which will bear fruitage in years to come.

Columbian School Exhibit.—In accordance with circulars from your office, the schools in the early part of the year prepared to take part in the grand exhibit of school work that was to make this State stand abreast of her sister States in the grand national exhibit at Chicago a few months later.

Our supervising principals, their assistants and all, even to the smallest pupil in our primary department, vied with one another, that the school work which should go from this city should be of the best, and such work as our citizens would not be ashamed of when compared with work done elsewhere. Acting upon your suggestion, local exhibits of the work were held in the several district schools. The best of these were sent to the central or city exhibit, where the work of all the schools could be compared.

In several districts, particularly the Second, under the management of Principal Geo. E. Fry; the Third, Principal H. Draper; the Fourth, Principal S. E. Manness, and the Sixth, Principal W. F. Powell, the work was exceptionally fine, especially the latter two, the one in crayon pastels and water-color drawings, the other in paper-work, wherein the paper was worked into the most artistic shapes. The sewing in this district was also remarkable, several well-made garments having been produced by the boys attending the schools. In this school could also be traced the various steps in sewing, from the rudimentary step to the drafting, cutting, fitting, and, finally, to the making of the garments. The credit of this is due to Miss A. L. Jones, the assistant principal, who supervised the work even to its minutest features. At the central exhibit, held at the Broadway school, during the three days and evenings it was open, fully twenty thousand of our citizens availed themselves of the opportunity to acquaint themselves with the work of the schools. Special interest centered around the work of the boys of the manual training school, under Prof. John Brown, the manual training instructor, who was constant in his attentions, explaining the various mechanical contriv-

ances. At its close a committee, under the direction of Principals Draper, Buckwalter, Fry, Manness, Middleton and Powell, selected the specimens of work to be sent to Trenton. The task was an arduous one, on account of the excellence of all the specimens presented.

Manual Training School.—Our Manual Training School, now in the third year of its existence, continues to improve, not only in the quality of the work done by its pupils, but also in the interest manifested by the community in its future success. It has supplied a great want in our school curriculum. Though this feature of school work is now in its infancy it will be found in the near future a part of all educational systems. A year ago we hoped before another report was sent you that a suitable building would be erected to take the place of the present cramped quarters. Unfortunately these expectations will not be realized until the advent of another year. The school is still under the supervision of Principal Horatio Draper, an energetic and active worker in this branch of education. He is assisted by Prof. John Brown as instructor in metals and woodwork and the several supervising principals who have thus far served as instructors in the literary branches of the curriculum, without compensation. An additional feature of the manual training work this year will be light and heavy wood-carving.

High School.—This city, as I have stated in a former report to you, stands in urgent need of a high school. This, with a kindergarten in each district, would make our system of schools complete. By having the former we could provide that higher intellectual culture for which many of our citizens are compelled to send their children elsewhere. This should not be. I feel that it is the duty of every locality to give this higher culture, when a demand for the same is made and the need for it recognized. In another year we hope to meet this want, the present stringency compelling us to husband our resources. No new schools have been erected for the same reason, though in many of our districts an urgent demand is constantly being made for greater facilities, especially for primary grades.

Evening Schools.—The evening schools in this city were opened on October 20th, and continued for a period of eighteen weeks. An evening school was opened in each of the six districts, under the supervision of the principal of the district, assisted by a corps of well-trained assistants. The number of pupils enrolled during the term was 1,559. These schools were open four nights during the week. A few years ago the evening schools were in a chaotic condition. At present they have reached a high degree of efficiency. They have been the means of giving a rudimentary education to many who otherwise would have been unable to obtain it. Many young men and women employed in factories, stores, &c., who have been deprived of a chance of obtaining an education, seek these schools. Our manufacturers make it compulsory for all their employes of both sexes,

and between certain ages, to attend these schools, and to present, at the end of the week, a card showing the number of evenings they have so attended. I am informed that those failing so to attend are discharged. Nor are our colored residents remiss in their zeal to acquire knowledge, many adults of this class being among the most constant attendants. Many who were unable to read or write before these schools were opened are now proficient in both, besides having acquired other valuable attainments. The oldest pupils attending school in this city are to be found in the colored school, several of whom are seventy years of age. No inclemency of weather has deterred them from their pursuit of knowledge. I consider that the establishing of schools of this character is the greatest benefit that can be conferred upon an unfortunate class, always large in every community, and particularly so in a manufacturing center. By this means they are made conversant with and amenable to our laws and lose that communistic feeling so prevalent among the ignorant and vicious.

Arbor Day.—In accordance with the proclamation of the Governor, Arbor Day was generally observed and the following programme of exercises carried out in every school in the city :

ARBOR DAY PROGRAMME.

FOR GRAMMAR SCHOOLS. CAMDEN, NEW JERSEY.

Friday, April 28th, 1893.

“ Before these fields were shorn and tilled,
Full to the brim our rivers flowed,
The melody of waters filled
The fresh and boundless wood.”

SONG.....	Welcome to Arbor Day.
SCRIPTURE SELECTIONS.	
READING PROCLAMATION OF THE GOVERNOR.	
READING CIRCULAR OF STATE SUPERINTENDENT.	
CHORUS.....	Arbor Day.
READING.....	The Origin of Arbor Day.
ESSAY.....	The Value of Trees.
CHORUS.....	The old Oak Trees.
QUOTATIONS (By the pupils).....	On Trees.
READING.....	Care of Trees.
CHORUS.....	Like Glad Birds of Springtime.
READING.....	Care of Trees.
ESSAY.....	What Trees Need.
	Planting tree. (If there be one.)
SONG... ..	Little Leaves.
ADDRESS.	
SONG.....	Class Tree.

At many of the schools trees were planted, and named after poets, statesmen, and one after the present State Superintendent. At these exercises many of the parents and friends of the pupils were present. The accrued benefit of holding these exercises will no doubt become

apparent in the future, and clothe our soil with that covering of which man, in his progress and greed, has deprived it.

Agricultural College.—At the stated examination held on the first Saturday of June for entrance to the State College, several of the pupils of the schools presented themselves. Two were successful in passing, one from the Manual Training, the other from the First district. These have been the first to avail themselves of the opportunity to acquire a higher education under this law.

Truant Law.—If the truant law could be enforced it would add greatly to our enrollment and attendance. It would require, however, our school commissioners to provide additional buildings for such increase. Every boy and girl living in idleness is a constant menace to the welfare of any community. It is from this class that there comes a large proportion of our criminals. I conceive it to be our duty to enforce upon them an education, and thus eradicate from our midst an element always productive of evil. It is much better to educate them than have them a burden to our taxpayers as inmates of prison cells.

School Property.—I have been unable to furnish the value of our present school property as required in form No. 9. Our school commissioners are making such an appraisalment, and when completed I will furnish you a copy of the same, if not too late for your report.

Professional Improvement.—Within the last few years there has been a general desire on the part of our teachers to obtain higher grade certificates, the better to fit them for the work of their chosen profession. Every year teachers' classes are formed, for instruction in pedagogics or such other studies as will best qualify them as teachers. Many pass their summer vacation also in study at the several summer schools for teachers. Our teachers are divided as follows:

Holding first grade city certificates.....	39
Holding second grade city certificates.....	49
Holding third grade city certificates.....	110
Holding first grade State certificates.....	17
Holding second grade State certificates.....	2

Many of the above named are the possessors of both city and State certificates.

Examinations.—Examinations are held in this city during the first week in May, under the supervision of the superintendent of schools, assisted by the supervising principals. At this time teachers' certificates are granted to all who successfully pass the same. Our rules provide that "no person shall be allowed to enter such examination unless he or she shall have attained the age of seventeen." Under this provision, the number for lower or third grade certificates this

year was not as great as in former years. Of the number presenting themselves, fourteen succeeded in procuring third grade certificates; four, second grade certificates, and six, first grade certificates. Aside from these, many took partial courses, expecting to complete the same at the next regular examination.

Salaries.—The salaries paid the teachers of the city are about the same as those of last year, a slight increase only having been made to the teachers of the lower grades. I believe a higher salary should be paid to the supervising principals for the work they are compelled to do, and for which, in cities of the same class in the upper part of the State, a greater salary is paid.

During the year two of our ablest teachers were compelled to resign on account of ill health—Miss Louisa Ash, principal of the girls' department of the E. A. Stevens School, who had been a teacher in our city for thirty years, and Miss Harriet N. King, principal of the girls' department of the Cooper School for forty years. More than a passing notice is due to these ladies. Their retirement is a sad loss to our schools. Miss King has been identified with our school system since its first inception. Who can gauge the vast amount of good received by more than two generations that have passed the portals of this school? Both ladies were noted for their culture. Their interest in their work was not confined solely to the school-room. Many to-day can trace their resolution to obtain a higher education to the advice and efforts of these ladies.

Library.—During the year our school commissioners appropriated for library purposes the sum of \$180, expecting that this amount would be supplemented with a like sum from the State, but to this time the money has not been received.

Permit me to express to you, and through you to the school commissioners, supervising principals and teachers of our schools with whom I have been brought into official intercourse during the year, my thanks for the hearty co-operation accorded me in the endeavor to bring our schools to a higher plane of efficiency and success.

CRANFORD.

RICHARD E. CLEMENT, PRINCIPAL.

To Addison B. Poland, State Superintendent :

DEAR SIR—By request of Superintendent Holmes, of Union county, I have the honor to submit my report of the Cranford public school.

Trustees.—The trustees of this school are all New York business men, who manage the affairs of the school in a business-like way. Progressive and up to date in every respect, they are steadily increasing its usefulness and efficiency. The district furnishes, without cost to the pupils, all books and supplies used. It has founded a school library, formed the nucleus for a physical and chemical laboratory, which will receive annual additions until it becomes all that may be required in a secondary school; supplied a score of the best wall maps, illustrating both physical and political geography, together with a large terrestrial globe.

During the past year industrial drawing has been introduced into all grades. The trustees have provided individual sets of models for all pupils in the primary grades, and general sets of models and materials for use in each of the higher grades.

Teachers.—As the trustees exercise great care and good judgment in the selection of teachers, our assistants, six in number, are thoroughly competent and are all doing satisfactory work.

The assistant in the High School is a graduate of Smith College. Two assistants in the grammar and one in the primary department are graduates of normal schools. Of the other teachers, one has taught seventeen years in her present position and one ten years. Both are graduates of a high school and both hold county certificates of the first grade.

Pupils.—Our total enrollment to-day is 285, divided as follows: Boys—primary, 83; grammar, 47; high, 19; total, 149. Girls—primary, 73; grammar, 39; high, 24; total 136. Primary total, 156; grammar total, 86; high total, 43.

Cranford is a residential town, hundreds of New York business men having their homes here. Our pupils, therefore, are of an exceptionally good class.

Work.—The revised course of study adopted for our school in 1891 by the county superintendent and our board of trustees has been in use long enough to prove its value. By its provisions the standard grade of all departments of the school was materially raised. Recognizing the fact that many children leave school before entering the grammar grade, the pupils of our primary classes, in addition to the work usually given, are now required to become familiar with and to use the simpler and more common business forms, to apply the fundamental rules of arithmetic in the solution of those practical problems which every citizen in the common walks of life is sure to be called upon to solve; to make frequent and practical use of the tables of denominate numbers and to become familiar with the more important topics of American history. At the same time special efforts are made to develop in the pupil facility of expression. Beginning in the primary grade and continuing through the higher grades, special attention is paid to the composition of letters of all kinds.

Nor are the natural sciences neglected, careful and systematic instruction in elementary botany, physics, chemistry, zoology and physiology being begun in the primary grade and continued throughout every class in school.

Our grammar course has been extended and enriched by the addition of subjects which have heretofore found place only in the higher grades. Effort is made so to round out each year's work that no matter at what year the pupil leaves school he will know thoroughly all he has studied.

In the highest grammar grade the work in physiology is completed by careful study of an advanced text-book (the fourth to be used by a pupil in regular course), by the use of White's anatomical chart and various models and objects. In every grade the teaching of temperance in all things is especially emphasized.

The mode of government of the school district, the town, the county and the State, with an outline of our national government, is taught in our grammar grades. Pupils, particularly boys, are eager to take up and continue this study. They will most willingly devote extra time to acquire a knowledge of what is to them a very interesting subject. In all grades of the school love for country is systematically taught. The pupils are familiar with nearly all of our patriotic songs, and frequently sing them. Our country's flag floats a hundred feet above our school grounds on every fair day of the school year; no opportunity to foster patriotism is permitted to go unimproved.

During the present school year double-entry bookkeeping has been taught to pupils of the upper grades of the grammar department, and with such marked success that next year instruction in elementary bookkeeping will be given in all the grammar grades. During the remainder of this year, and during every year hereafter, pupils in the higher primary grades will be taught how to keep simple personal accounts.

In the high school department pupils are given a thorough "fit" for the scientific department of Rutgers. The foundation is laid, moreover, for a classical education. Of our graduates several have been admitted to Rutgers. One has graduated with honors from that institution and two are now in attendance there. One member of our Class of '93 successfully passed the competitive examination for admission under the State Scholarship law of 1890. All these students had no preparation other than that received in our school.

We give three full years' work in Latin; a portion of each of three years to higher arithmetic; two full years to algebra, geometry, rhetoric, English composition and ethics; from one-half to one year to each of the following: bookkeeping, physical geography, astronomy, chemistry, physics, civil government, English, French and German history (taken separately), English and American literature, parliamentary rules and practice.

In addition to the foregoing the work previously done in the grammar department is reviewed, extended and perfected.

I cannot close this report without testifying to the uniform kindness and courtesy shown teachers and pupils by our most worthy county superintendent. A large measure of the success attained we owe to the watchful care, skillful guidance and wise counsel of Mr. Holmes. I believe he has the love and respect of all in any way connected with our school.

EGG HARBOR CITY.

JOHN SCHUSTER, SUPERINTENDENT.

To Addison B. Poland, State Superintendent:

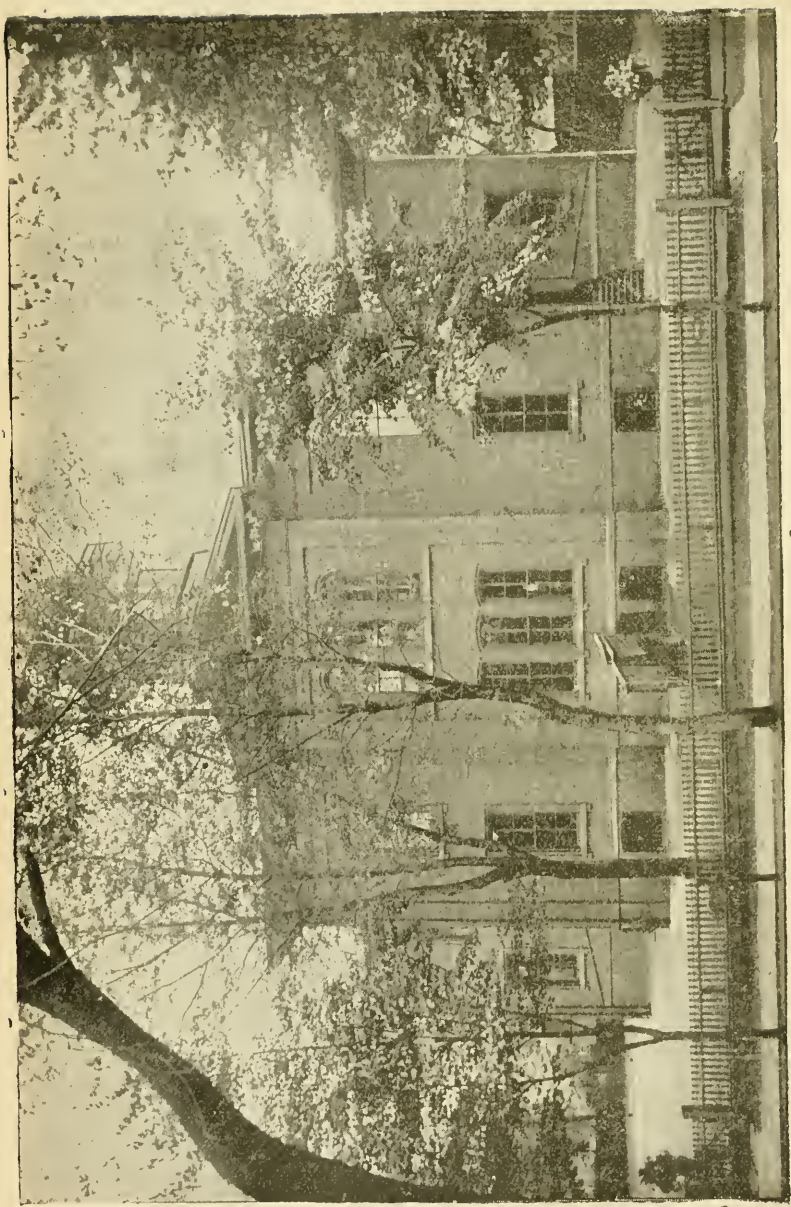
SIR—I herewith respectfully submit my annual report of the schools of Egg Harbor City as required by the School law.

The work of our present force of teachers during the past year has given general satisfaction. They believe in the developing method and are not slaves to the text-book. Their future services were secured by seasonable re-engagements and increased salaries.

We maintain a kindergarten, the beneficial influence of which is fully appreciated by our people.

To keep the educational interest alive we had in the past year—

1. An entertainment in a public hall for the benefit of the school library. Sixty-four dollars were realized on this occasion.



SCHOOL No. 2.

Elizabeth, - - - Union County.



This building was erected in 1858, but was enlarged and received extensive repairs in 1880, and again in 1884. It contains thirteen class-rooms and a principal's office. The lot on which it stands is situated on Morrell street, and is about 125 feet square. The playground is paved with asphalt.

2. Public examinations of all grades at the close of the year, to which parents and patrons of the school were invited.

3. Commencement exercises for the graduates, which, as usual, drew a full house.

4. A picnic on the fair grounds, in which all the children and many adults participated. This is considered by our people as a kind of *Volksfest* and closes the school year in about the same manner as a keystone closes an arch. *Volksfest* is German, as you know, and so are we.

Our Board of Education recently asked the Common Council to levy a special school tax of \$2,000 for the next school year, which request was promptly complied with.

A greater generosity is rarely manifested by any of our sister cities—by those, even, that are blessed with greater wealth than we are.

ELIZABETH.

J. AUGUSTUS DIX, SUPERINTENDENT.

To Addison B. Poland, State Superintendent:

SIR—I have the honor to present the following report of the schools of this city for the school year ending June 30th, 1893:

It is with much pleasure that I announce the addition of two new primary school buildings—one, situated in the lower part of the city, will be ready for occupancy by about October 1st; the other will probably be completed by January 1st, 1894.

While these schools will afford much needed relief from overcrowding in certain sections of the city, the number of schools must be largely increased to accommodate the children of school age as shown by the census.

The increase in the number of primary schools, however, creates a problem which the board will have to solve in the near future. These natural feeders to the grammar department will soon call for increased class-rooms in that department. Already two new class-rooms have been taken in School No. 1; Schools Nos. 2 and 3 are asking for additional facilities, and No. 4 has required an assistant teacher in this department.

The Battin High School commencement was held this year at

Library Hall, the Opera House having been destroyed by fire. There were 23 High School graduates, also 6 graduates from the Normal Training class and 117 from the grammar schools.

The work done in the High School is eminently satisfactory, and the principal and teachers merit special praise for the results obtained. The text-books do not furnish all that is given to the scholars, but in every department they are brought in touch with the subject under consideration by practical illustrations; in the physical sciences by the use of philosophical instruments, and work in the laboratory; in botany by the gathering, examination and preservation of various forms of plant-life; in geology by an acquaintance with mineralogical specimens, and in history by illustrations bearing upon the subject.

The change authorized by the board, reducing the course in the primary department from six to four years, has met with fair results, as good as could be expected in adapting the classes to the changed condition. Principals and teachers have entered into the work with zeal and fidelity, so that by the end of another year we may expect to have the new arrangement working smoothly.

Evening School.—The evening school was in session for forty-four evenings, with an average attendance of seventy-seven (77) on enrollment of 151 pupils, ranging in age from twelve to forty-two years, 44 being over twenty-one years of age. The small attendance was undoubtedly owing to the uncertainty of regular sessions. In order to make the school successful, the public must be certain of its continuance and regularity of sessions, otherwise those needing such aid seek other methods of acquiring the education sought for. I regret to say that the board have found it necessary to suspend the opening of the school for the coming year, owing to increase in expenditures made necessary by the work on new buildings.

It gives me pleasure to call attention to the admirable work done by Miss Royce, the supervisor of drawing, and her assistant. It is now two years since she first began her work, and in following the footsteps of one who had done so well for us, giving us a reputation both at home and abroad, it required more than usual effort to sustain it. The work prepared under her supervision for exhibition at the World's Fair at Chicago was an excellent example of school work, intended more to display the ability of the pupils and methods employed than for "show."

An exhibit was held during commencement week, at the Battin High School, at which drawings from all the schools were shown. Certain hours were designated, during which pupils from the various schools could examine the work. This plan was adopted as one likely to instill a healthy spirit of rivalry and prove an incentive for greater effort.

There are quite a number of our teachers, I am glad to add, who

have shown most excellent work produced by their classes, obtained by their individual effort.

It is gratifying to be able to report the attention that is now given to the subject of music, an important branch of education, especially in its bearing on the best use of the voice. Heretofore this subject has not received any marked or regular attention in our schools. A great step forward would be a systematic and uniform method in all the schools as outlined in the Course of Instruction.

The continued good work of our teacher of elocution is deserving of more than passing notice. The effect wrought by her training was clearly shown at the last commencement exercises of the Battin High School, in the clear enunciation and carrying power of the pupils' voices. It would be of unquestionable advantage if this method of voice culture could be gradually extended to include our entire school system.

"Columbus Day," the preparation of exhibits for the World's Fair, and the closing of schools on account of extreme cold interfered considerably with the regular school work, but in spite of all these breaks in the routine, I can report the work of the year as having been faithfully done, due in a great measure to the wise supervision of our principals, seconded by the faithful performance of duty by their assistants.

Although I can speak well of the work done in our schools as compared with the work of other schools throughout the State, yet it must be borne in mind that our course of instruction is far from containing all the subjects that are considered necessary at the present time, and is not as full as the courses of many other cities. In my annual report to the Board of Education, I impressed upon them the necessity of not curtailing, in any part, our present curriculum, otherwise we must expect many to pass by this city, to find homes where richer courses of instruction are offered to their children.

I also recommended that the subject of promotion, with or without examination, be made a matter of early consideration by the incoming board.

Subjoined will be found extracts from reports received by me from the principals and special teachers :

BATTIN HIGH SCHOOL. MISS L. H. SAYRE, PRINCIPAL.

"Although there have been many interruptions during the year the work done in the various departments has been equal, and in some respects beyond that of previous years.

"In geometry, besides the five books of Davies', which is the regular text-book, there have been special demonstrations from Well's Geometry, but the chief advancement has been in original problems and demonstrations.

"In the use of Sheldon's Complete Algebra there has been great advance in the grade; more subjects have been taken up, and more difficult work done. Well's and Wentworth's algebras have been chiefly used in connection with the review. Our aim is to have our graduates fully prepared for the entrance examination to any of our colleges.

"At the beginning of the year a regular course of reading was arranged, by which pupils begin a systematic study of the work of American authors as soon as they enter the school. This is continued through all grades. In the Senior Class English as well as American authors are studied. Especial attention has been given to those works required for admission to the colleges in our immediate vicinity, one period a week being devoted to this purpose.

"In the Scientific Department the plan has been of the same general character as in previous years, the work of the text-book having practical application in the experiments in physics and chemistry, and in the preparation of botanical specimens.

"The regular work of the various departments was satisfactorily shown in the preparation of papers for the exhibit at the Columbian Exposition, and was received with approval at Trenton.

"The Graduating Class numbers twenty-four, six boys and eighteen girls. One of the boys hopes to enter Rutgers College; others, law offices. Some of the girls will enter the training class; others continue the work in drawing at Cooper Institute.

"Although a special report of the work in drawing will probably be prepared, I would here say just a word in regard to this department. The progress this year has been most encouraging. There has been a constant advance. The course pursued has been such as to render the pupils more self-reliant, and has resulted in more intelligent work. The most marked improvement is apparent throughout the school.

"Through the kindness of several of our friends who volunteered their services, a very pleasant 'musicale' was given early in December, by means of which about one hundred volumes were added to our library.

* * * "Slight additions have been made to the apparatus, which may now be valued at about \$200."

SCHOOL NO. 1—MR. B. HOLMES, PRINCIPAL.

* * * "The school opened later by one week than the regular time, and for nearly three weeks more, workmen were engaged in completing the repairs then under way, so that there has been a loss of nearly a month in the actual working time of the year.

"The Columbian celebration and the Columbian school exhibit made a further demand of time and labor upon the teachers, con-

sequently the addition of any new feature to the regular school course could hardly be expected. In the exhibit every class in the school prepared work in several studies, and in addition, the lower classes made a commendable exhibit in kindergarten work, weaving, embroidery and clay-work, and the highest classes, a series of geographical and historical maps of considerable merit.

“The total enrollment this year has been more than it was last, and the average attendance greater. The lowest primary class has a total enrollment of one hundred and seventy-five (175), making it necessary to have two divisions attending alternate half days. The same amount of work cannot of course be accomplished as on whole-time attendance. The erection of a new primary school building in the vicinity will, it is hoped, give relief in this particular.

“The re-arrangement of the school to meet the change of grades made by the Board of Education, to take effect in September, with the somewhat indefinite division of work for each class, has been made as satisfactorily as circumstances would permit. This, with the greater attendance, has made it necessary to increase the number of classes in the grammar department and advance the pupils as rapidly as possible, that they may be prepared to go to the next higher class at the beginning of the next school year. Most classes have found enough to do to work up to the advanced grades. A few classes have been able to take some supplementary reading in history and literature.

“The overcrowded condition of the lower classes and the depletion of the more advanced to engage in work (subjects more fully mentioned in former reports) still operate as a serious drawback, and the result of the year's work, while encouraging, does not reach the standard hoped for at the outset.”

SCHOOL NO. 2—MR. N. W. PEASE, PRINCIPAL.

* * * “The changes ordered to take effect in September last, reducing the number of classes in the primary grade from six to four, were made as soon as the school term began; but, owing to the fact that no change was made in the course of study, which was arranged for six classes, teachers have labored under great and serious disadvantages during the entire year. The reasons for this are self-evident, so I will not dwell further upon it, save to suggest that the ‘course’ be revised and adapted to four classes as soon as practicable.

“As in former years, teachers in this grade have endeavored to instruct in the correct use of all words learned. A vocabulary is essential, but careful training in the use of the individual words is of still greater importance. In fact no means should be left untried in endeavoring to lead pupils to think for themselves and choose such words as will best express what they wish to say. This should be

kept constantly in view through all the classes of both grades in an elementary school. In all branches of study, in all class exercises and at all times, correct expression of thought should be assiduously cultivated.

“Reading, unless properly taught, is apt to become meaningless, and even a language lesson may be rendered a dry, monotonous, uninteresting exercise unless the instructor is wise enough to give it the right direction and impart vitality to it. Let the correct use of words, language, expression of thought, be rendered habitual in any class and the *status* of that class in all departments of school work will be assured. Ease, fluency of expression, confidence and correctness will mark all recitations. Such training is simple, natural and in strict harmony with the child’s nature. He delights in it, and, where it is correctly employed, all school exercises become a pleasure. Hesitation, blundering and incertitude are the offspring of neglect on this line. We have dwelt upon this point because we consider it fundamental, and it furnishes the key to what limited success has been achieved by our labors.

“In this department of our work—language, reading and expression of thought orally, and by use of pen or pencil—very satisfactory progress has been made.

“Assistants in the various class-rooms have faithfully endeavored to give the best training possible; and the wholesome effects of such wise instruction have been felt in the other branches—geography, arithmetic and history.

“There have been many interruptions during the year, which have diverted the attention and materially retarded the progress, still we are measurably gratified as we review the year’s work.

“In preparing our exhibit for the Columbian Fair, we did not attempt anything save to reproduce lessons given during the first three months of the year, September, October and November, the aim being merely to show the regular school work done daily in each of the seventeen class-rooms. Nor were the best papers only selected, but some of the poorer also, so that a fair, just sample of what we were really doing could be presented. Teachers sought to furnish nothing outside regular class-room work.

“Specimens not strictly in that line were prepared, but were not sent.”

SCHOOL NO. 3—MR. W. D. HEYER, PRINCIPAL.

“The new grading of the primary department by limiting the course to four years, instead of six as formerly, has been a great advance upon the old system, although we need a more accurately defined course of study to suit the change.

“A child can now enter the school at 5 years of age, complete the primary course at 9, and graduate from the grammar department at

13. This is as it should be. There is nothing in our course of study that a child of average ability cannot readily understand and accomplish at the age of 12, and to keep back a scholar unnecessarily on account of age is a detriment to the child and a reflection upon the ability of the teacher. It, of course, adds to the appearance of a school to see large scholars in the higher classes, but it is at the expense of the true welfare of the child.

“On the first of the year a school was established on Centre street, and placed under my charge with the assistance of three teachers, for the purpose of relieving the overcrowded condition of this school. About one hundred and fifty children have been transferred to the Centre Street School from our primary department, and our crowded classes have been much relieved thereby.”

SCHOOL NO. 4—MR. W. F. ROBINSON, PRINCIPAL.

“In the primary department we have been busy adapting the work of a previous six years' course, to a four years' course, in accordance with the instructions from the board, and are moderately well pleased with the result. I trust, however, that early in the fall the course of study will be adjusted (officially) to suit the four grades. I took the liberty of preparing a temporary course of study by condensing the work of the former six grades into four. I think fractions should be transferred to the grammar department, where they rightfully belong, in the fifth year. This change of grade in the primary department will permit at least three-fourths of our pupils to complete the course in four years without any 'skipping' of classes, an opportunity so long denied them.

“A note in the course of study says: 'Music is to be taught in all classes;' but no further suggestions are given as to manner, method or extent. Knowing that the ear is more seriously neglected in our primary instruction than either the eye or touch in the development of sense perception, we have endeavored to equalize this work by giving some attention to music. In the six lower rooms this has been accomplished by having one of the teachers, who is fitted to teach music, exchange classes with the other teachers in turn while she gave the lesson. Miss Condell, of Room 4, has performed this task, and has done it so promptly, cheerfully and successfully that I'm sure no one interested in education can feel otherwise than grateful.

“I have frequently spoken of the work of our stereopticon in the grammar department, and the importance of pictures in the art of instruction. Miss Wheeler, the principal of the primary department, has done some excellent work during the past year, with a large collection of classified and mounted pictures, which she has used in language, geography and reading. Her work also in paper pulp,

while teaching the physical features of the countries studied, has been intelligently and successfully conducted.

"No radical changes have been made in the grammar department. After comparing its work sent to Trenton for the World's Fair with that of the same grade in other cities, I feel at least that ours was not the worst. I have never ceased to believe, however, that the incentive to work was seriously impaired when the board took manual training from this department. A step backwards is too frequently followed by fatal results, and in this instance it has cost the grammar teachers much undue effort to meet the reaction."

SCHOOL NO. 5—MISS L. E. BRAUN, PRINCIPAL.

"Several conditions have tended to make the year's progress somewhat more difficult than usual. (1) The Columbian Exhibit, (2) the change of time in the course of study, and (3) the overcrowded classes during the entire year—these have all tended to make the work very hard.

"The change of time in the course of study made it necessary for each teacher to cover more ground in each branch of study. * * * We have succeeded in preparing twice as many pupils for the grammar department as heretofore. Whether these younger pupils will be able to keep up to grade in the higher department remains to be seen.

"On account of the overcrowded condition of the school, it became necessary to divide the class in the lowest grade, and allow each division only a half day's schooling. In many cases this necessity proved a hardship, as not a few of the mothers are obliged to go out to work daily, and have no one to take care of the children in their absence.

"The course of instruction has been adjusted so that each grade consists of two classes. In reading, the work has been much the same as usual, our aim being to make the pupils ready and intelligent readers. That they are better and more interested in reading is shown by their desire to obtain library books each week. * * * In language, the results have been particularly gratifying.

"The kindergarten work has been about the same as usual, although Miss Jones has not been able to spend as much time on the work as she would like to, the large class and half time making a great difference in this important branch."

SCHOOL NO. 6—MISS J. R. MEEKER FOR MISS M. E. PARROT,
PRINCIPAL.

"This June marks the close of the third year in our school, and I think we can say it has been a year of progress.

“We have, of course, suffered from the absence of our principal, but each teacher has shown a hearty willingness to share the extra cares and duties thus occasioned. The pupils also, as a whole, have shown self-reliance and a disposition to be helpful. In all the studies pursued there has been enthusiasm shown by both teachers and scholars.

“A special feature this year, beginning with the lowest grade, has been language development. Spelling has been almost entirely taught in connection with language work. * * * Arithmetic has been taught in a more concrete, practical manner. * * * In geography there has been modeling in clay by class and rapid sketching of maps from memory. This subject has been taught in a conversational manner, and the classes have used selected readings of travels, descriptions of scenes, natural phenomena, &c., as aids to a better understanding.

“Science lessons have been given on seeds, plants, minerals, cocoons, &c., and the children are much interested in making collections for themselves and the school. * * * More attention has been given to vocal music this year than last. All the classes have had lessons in singing, the two higher being taught to read at sight. * * * In the lower grades special attention has been given to penmanship. * * * Industrial and kindergarten work have been carried on as begun.

“In discipline we have striven to govern according to the disposition of the child, and we feel gratified and encouraged with the results we have had.”

DRAWING, ETC.—MISS ORA ROYCE, SUPERVISOR.

“As the end of the school year approaches I find the work much more satisfactory than at this time last year. Having become better acquainted with teachers and pupils, I am enabled to adapt my teaching to their needs.

“I have continued my visits to each school, and the monthly meetings of the teachers have been held the same as last year. At the close I gave a written examination to each teacher, not only to test her knowledge of the subject, but her ability to teach it. * * * Written examinations of pupils have been held in all the grammar and the highest three primary grades, to test the individual knowledge, putting drawing on the same basis as all other studies. Thus treated, it becomes, as it should, a means to an end, a necessary and valuable factor of the pupil's general education.

“On account of time, sewing was taught to the second grade grammar only. In some schools the boys as well as the girls were members of the classes and the results are very fair. * * * Owing to the shortening of the primary course I have tried to make the

work of each grade overlap, so that by another year we may be able to enter into full grade work.

“The first half of the year was interrupted and disturbed by the exhibit which we were called upon to make for the World’s Fair. The short time given us for preparation, necessitated the pushing of pupils, and urging them to more advanced work than our better judgment dictated.

“In the High School drawing is much better graded than before ; all pupils take the lesson and it is gratifying to be able to report more intelligent, and at the same time more advanced work.”

VOICE CULTURE AND ELOCUTION—MRS. J. A. FRASER, TEACHER.

“The work of Voice Culture and Elocution in the Battin High School is in a prosperous condition. Of course as in every department of work, there are some who do not take advantage of their opportunities, but speaking generally the students are interested in the subject and are making progress.

“Every Thursday morning during the regular school session, several of the pupils from the senior class recite before the assembled school and teachers. If it could be so managed that some members of the School Board could be present on these occasions, it would be a great incentive to the pupils. If not every week, once or twice a month at least, the presence of the members of the Board would be a great help to us.”

DOVER.

J. H. HULSART, PRINCIPAL.

To Addison B. Poland, State Superintendent :

SIR—I have the honor to submit by favor of County Superintendent Cox the following supplementary report of the Dover public schools for the school year 1892-93.

The year has been one of marked progress in the efficiency of the schools themselves, and in the favorable sentiment of the people. This progress is especially shown by the greater interest on the part of both pupils and parents in the extension of the work of the

high school. While the increase in average attendance of all grades was seventeen per cent over that of the previous year, the increase in the seventh and eighth year grades—the part of the course from which great numbers of pupils formerly dropped out—was forty-one per cent, and in the high school department thirty-two per cent.

The two years' high school course remains, but an advanced or three years' course has been arranged and the pupils entering the high school department may choose, with the approval of their parents, which of the two courses they will take. Of twenty-two pupils promoted from the grammar department in June, fifteen chose the advanced high school course.

While such a condition of the advanced work is gratifying, our best energies are directed to the lower grades. Teachers of the lowest primary grade are selected from the best candidates and are paid equally with teachers in the grammar department. Work in the primary department is made as concrete as possible, and is conducted according to the most approved methods. The original illustrations of arithmetical processes by pictures drawn by primary pupils, and also the local and State geography work in the higher grades of this department, deserve special mention.

During the year there was a gratifying freedom from sickness among the pupils, the attendance being interfered with by nothing more serious than the severe weather of the winter months. While the average attendance increased seventeen per cent., cases of tardiness decreased forty-three per cent. The steady improvement in promptness and regularity of attendance becomes evident by comparing the following statistical summaries for the past three years :

FOR THE YEAR ENDING	Total enrollment.	Average enrollment.	Average attendance.	Per cent. of attendance.	Cases of tardiness.	No. present every day.
1891.....	890	617	547	88.7	2,548	6
1892.....	945	662	595	89.8	1,452	8
1893.....	1,027	780	701	89.8	820	23

A more complete supply of text-books and apparatus, which has proved of great assistance to the teachers in their work, has been provided during the year.

I cannot close this report without favorable mention of our teachers, whose earnestness and faithfulness have made improvements possible. During the year no teacher was tardy, while the total absence, except on account of sickness or death, amounted to three days only.

EAST ORANGE.

VERNON L. DAVEY, SUPERINTENDENT.

To Addison B. Poland, State Superintendent :

SIR—In accordance with the request of County Superintendent Vail, the following special report concerning the school system of East Orange is respectfully submitted :

East Orange is a township approximately two and one-quarter miles long by one and one-half miles wide, and has a population at present numbering about 15,000.

Prior to 1889 the township contained three districts, in each of which was a substantial brick school-house, varying in size from eight rooms to fifteen rooms, and one of which contained a branch school in a four-room brick building.

As the rapidly increasing school population had filled the buildings of the two larger districts, the question of additional buildings became an important one and was discussed in the school meetings of the different districts in March, 1889. The time was ripe for action, and by common consent, with hardly a dissenting voice, a consolidation of the three districts into a new district, including the entire township, was effected.

The new district took possession of all the school properties and assumed all indebtedness, bonded or otherwise. A board of education, consisting of eight members, was appointed in accordance with the statute providing that there shall be two members from each ward. This board recommended to the township committee the erection of a central high school building. An appropriation of \$120,000 was made and the new building, which is without exception the most substantially and thoroughly constructed school-house in the State, was ready for occupancy December 1st, 1891.

The teaching force and general management of the schools continued with but few changes for a year. A superintendent of schools was then appointed and a gradual but systematic organization of the schools was commenced.

The board of education adopted a liberal policy and the people have responded willingly to their calls for appropriations. It is characteristic of the citizens of East Orange to support the schools

heartily and generously, and to scrutinize constantly and closely the character and amount of the benefits received in return.

The following table shows the growth of the system during the last four years:

YEAR.	Number of buildings.	Number of teachers.	Salaries of teachers.	School census.	Total enrollment.	Average belonging.
1890-1891.....	4	47	\$31,500	3,046	2,173	1,706
1891-1892.....	5	51	35,000	3,201	2,350	1,791
1892-1893.....	5	53	39,000	3,193	2,482	1,866
1893-1894 (estimated).....	6	59	45,000	3,324	2,647	1,935

The increasing population caused the erection of a new primary building and the division of a ward in 1893, and there are now five wards with a board of education of ten members, half of whom retire each year. The new building contains eight class-rooms, and cost, without the lot, \$45,000. It is the most complete primary building in the State.

The teaching force is divided as follows:

Male principals, including the superintendent as principal of the High School.....	6
Supervisor of physical culture.....	1
Supervisor of drawing.....	1
Supervisor of vocal music.....	1
General substitute.....	1
Manual training teacher.....	1
High school teachers.....	7
Grammar school teachers, 5th to 9th years.....	14
Primary school teachers, 1st to 4th years.....	22
Kindergartners.....	5

59

The supervisors devote their entire time to the work of the schools, and are responsible for the proper advancement of their respective branches in all schools. In the primary and grammar schools their duties are in the nature of supervision. In the High School they give direct instruction to the pupils.

The general substitute is an experienced teacher, qualified to take charge of any grade, from the kindergarten through several lines of high school work. She takes the class of any teacher who may be ill, and of teachers in turn when the latter are visiting other schools.

Eight teachers are graduates of colleges, 34 of State normal schools, and 5 of kindergarten training schools. The remainder have had large experience in their respective lines of work.

The selection of teachers is considered a matter of the greatest importance. The aim of the board of education is to secure the best teachers available, without regard to the locality in which they may be found, and to engage only teachers of experience. Teachers are appointed by the board on the recommendation of the committee on teachers. Practically, the selection is left very largely to the superintendent, who is authorized to make whatever expenditure of time and money may be necessary to enable him to visit the school-rooms of all promising candidates for positions.

This method of selection entails much labor and considerable expense, but the results leave no doubt as to its wisdom. An unusually earnest and progressive body of teachers has thus been secured. The importance of continual study and conference on educational matters is clearly recognized. Nearly every teacher takes at least one educational paper. In each school monthly or semi-monthly meetings of the teachers are held by the principals. Three classes of teachers' meetings are held at stated periods by the superintendent. The first is attended by all teachers; the second, by grammar teachers only; the third, by the primary teachers. Principals attend all these meetings and also hold a monthly principals' meeting.

The supervisor of drawing meets regularly the teachers of each grade in order to give any needed instruction or assistance. The supervisors of music and physical culture meet such teachers as need assistance.

A reading club has been organized for the systematic study of a book on education. The teachers of each school meet regularly to discuss a certain specified portion of the book. At regular but longer intervals meetings of all teachers are held at which papers are presented covering the ground gone over since the previous meeting.

The board of education are in sympathy with the efforts of the teachers in the direction of professional advancement. They have placed in each grammar school a set of a dozen of the best books on education, and on the date of this writing have engaged Superintendent Balliet, of Springfield, Massachusetts, to address the teachers on an educational subject at an evening meeting.

It is the custom of the board to hold an informal reception of all teachers on the day preceding the opening of the schools in September.

It is the policy of the board to guard the morals and health of the pupils, as well as to secure mental development. In accordance with this idea the sanitary condition of the schools has received much attention. Three of the buildings are provided with one of the best systems of heating and ventilating. In four buildings the closet system is so arranged that there is at no time the faintest suggestion

of impure air, and in all schools the closets and fences are kept absolutely free from marking or writing.

The general spirit of the management in matters pertaining to the course of study is conservative, with an earnest desire and effort to adopt whatever seems good in the most recent thought.

The methods employed in the various branches are not unlike those used in all good schools.

In arithmetic the method now followed in our primary schools is much like that unconsciously pursued by the child at home before entering school. He handles objects and tells how many he has, puts more with them or takes from them and states the result, and thus learns addition and subtraction. He finds how many piles of two or three or four he can form from them, and the idea of division is acquired. The piles of twos or threes or fours are united, and he understands multiplication. In this practical way the work advances, making constant use of whatever is simple and within the child's grasp, without regard to the part of the arithmetic in which the subject is treated. Common and decimal fractions, compound numbers, mensuration and simple interest furnish the judicious teacher much of the material for her drill work in multiplication and division. The work is intended to be intensely practical, and in the higher grammar grades especially the effort is to train the reasoning powers rather than to teach rules.

While a general knowledge of arithmetic is essential for all, only a comparatively small number require an advanced course, dealing with the details of banking, exchange, equation of payments and allied subjects. For the benefit of those intending to enter business, a special two years' commercial course has been prepared and made a part of the High School curriculum. Besides advanced work in arithmetic, this course offers the student penmanship, advanced book-keeping, business law, algebra, physiology, civil government and German.

The study of our own language is recognized as of the greatest importance, and a systematic effort to train the child in speaking and writing good English is commenced early in the primary school and continued throughout the course. Pupils in the middle grammar grades are expected to be able to express their thoughts readily on paper in good English. In the last years of the grammar school the elements of technical grammar are taken up, but the old-time, long-continued parsing of idioms is practically ignored.

The composition work affords the best possible means for learning the spelling of ordinary words. The study of the spelling-book is supplemented in this way.

One period per week is devoted to composition during the entire four years of the High School course.

Before taking up the formal study of geography the attention of the pupils is turned to their own surroundings, and they learn to

represent on paper the streets in the locality of the school and their homes. The location of the townships of Essex county follows naturally and introduces the study of mountains, rivers, bays, oceans, cities, &c. The general features of the State are next considered and its products and climate compared with those of other parts of the earth. The pupil can now take up the book understandingly. Fewer names are learned in this study than formerly, but more attention is paid to occupations, productions, and the highways of commerce and travel. The newspapers furnish information of political changes affecting boundaries or governments, and this is made a prominent feature of the study.

The schools own a large number of well-selected lantern slides, which have been fully catalogued. Each grammar school has a room arranged for the use of the stereopticon, and these pictures are of great value in the teaching of geography and history.

The history of our country is largely the history of a few men. In the lower grammar grades it is learned, to a certain extent, by frequently reading from books containing simple and interesting accounts of the principal events in the lives of some of our great men. Later a text-book is studied. Comparatively few dates are learned, an important one in each epoch being taken and the minor events being grouped about this. More attention is paid to causes and their effects, to the manners and customs of the people, and the growth and extension of commerce than to plans of campaigns and the details of battles.

Reading at school has too often consisted of a mere mouthing of words, with no apparent conception of the ideas expressed, or it has been a long drill on single selections for purely eleccionary effects. While carefully avoiding an artificial or dramatic manner, our constant endeavor has been to secure such a natural rendering of selections as shall clearly and forcibly convey the thought of the writer. To this end many books of gradually increasing difficulty are read, with frequent exercises in reading at sight from some interesting book of an easy grade.

As most of the reading of adults is silent, pupils are frequently exercised in rapidly gleaning the thought of a selection by silently reading it once.

In the higher grammar grades a distinct effort is made to cultivate a love for good literature, and selections are read from the best authors.

The critical study of selected works is taken up in the High School, and two recitation periods per week are required of all pupils during the entire course.

Many of our pupils are compelled to leave school without a course in the High School. Unless these are taught something of the natural sciences in the grammar schools many of them must go through life ignorant of subjects which are as valuable to them as

grammar and geography. For this reason, and also for the purpose of arousing in all children a love of nature and an intelligent interest in her processes, a brief course of oral instruction has been prepared extending through the grammar school. The subjects principally considered are plant and animal life, physiology and hygiene and the elements of natural philosophy. The facilities for science study in the High School are very good. Thirty pupils can be accommodated in the well-equipped chemical laboratory. The recitation-room is provided with all necessary apparatus and facilities, including a calcium-light lantern.

The Prang system of drawing is taught in the primary and grammar schools. In the High Schools advanced instruction is given in both free-hand and mechanical work. The room for the former is equipped with thirty adjustable draughting stands and a good assortment of plaster casts. In the room used for the latter are twenty adjustable draughting stands provided with swinging drawers and fully equipped with T-squares, triangles and fine cases of drawing instruments.

Vocal music is a regular branch of instruction, and a definite period is allotted to it in the daily programme.

The Ling system of gymnastics is used in the schools. The supervisor gives her forenoons to the superintendence of the work of the teachers in the primary and grammar schools, and her afternoons to the personal instruction of the pupils of the High School. The High School contains a gymnasium with a floor space 50 x 60 feet. It is equipped with dumb-bells, Indian clubs, wands, rings, twenty-five sets of chest-weights, inclined, and horizontal ladders, flying rings, breast bars, vaulting apparatus, horse, adjustable horizontal bar and rowing weights.

Manual training has been recently added to the course of study. In addition to the primary and grammar work in drawing, clay-modeling, paper-cutting and folding, instruction is now given in sewing and wood-working commencing with the seventh year of school-life.

Rooms have been fitted up for this work in the High School, and the boys of the highest classes in the grammar schools are here given instruction an hour a week in wood-working. Sewing, joinery and carving are optional with all pupils of the High School. The wood-working room contains thirteen double benches of the most approved pattern, equipped with a full complement of the best tools. It is furnished with the necessary lockers, stools, &c., and is connected with the ventilating system of the building.

The course of study of the High School is as follows :

HIGH SCHOOL.

CLASSICAL COURSE.	LAT. ENG. COURSE.	ENGLISH COURSE.
FIRST YEAR.	FIRST YEAR.	FIRST YEAR.
Latin Grammar and Lessons. Physiology, 1st $\frac{1}{2}$ year. Algebra, 2d $\frac{1}{2}$ year. General History.	Latin Grammar and Lessons. Physiology, 1st $\frac{1}{2}$ year. <i>Algebra, 2d $\frac{1}{2}$ year.</i> <i>General History.</i> <i>Civil Government, 1st $\frac{1}{2}$ year.</i> <i>Bookkeeping, 2d $\frac{1}{2}$ year.</i>	Civil Government, 1st $\frac{1}{2}$ year. Bookkeeping, 2d $\frac{1}{2}$ year. Physiology, 1st $\frac{1}{2}$ year. Algebra, 2d $\frac{1}{2}$ year. General History.
SECOND YEAR.	SECOND YEAR.	SECOND YEAR.
Latin—Cæsar and Latin Prose Composition. Roman History. Algebra. Rhetoric, 1st $\frac{1}{2}$ year. Greek Grammar and Lessons, 2d $\frac{1}{2}$ year.	Latin—Cæsar and Prose Composition. <i>Algebra.</i> <i>Rhetoric 1st $\frac{1}{2}$ year.</i> <i>Botany, 2d $\frac{1}{2}$ year.</i> <i>German.</i> <i>French.</i>	Algebra. Rhetoric, 1st $\frac{1}{2}$ year. Botany, 2d $\frac{1}{2}$ year. <i>German.</i> <i>French.</i>
JUNIOR YEAR.	JUNIOR YEAR.	JUNIOR YEAR.
Latin—Cicero and Vergil. Greek Lessons and Analysis. Grecian History. Plane Geometry.	Latin—Cicero and Vergil. <i>Physics, 1st 25 weeks.</i> <i>Zoology, last 15 weeks.</i> <i>Plane Geometry.</i> <i>Advanced German.</i> <i>Advanced French.</i>	Physics, 1st 25 weeks. Zoology, last 15 weeks. Plane Geometry. <i>Advanced German.</i> <i>Advanced French.</i>
SENIOR YEAR.	SENIOR YEAR.	SENIOR YEAR.
Latin—Vergil and Review. Greek—Iliad and Review. English and American Literature. Review Arithmetic.	English and American Literature. <i>Latin, Vergil and Review.</i> <i>Chemistry, 1st $\frac{1}{2}$ year.</i> <i>Geology, 2d $\frac{1}{2}$ year.</i> <i>Solid Geometry, 1st $\frac{1}{2}$ year.</i> <i>Trigonometry, 2d $\frac{1}{2}$ year.</i> <i>Review Arithmetic and Grammar, 2d $\frac{1}{2}$ year.</i>	Chemistry, 1st $\frac{1}{2}$ year. Geology, 2d $\frac{1}{2}$ year. English and American Literature. Solid Geometry, 1st $\frac{1}{2}$ year. <i>Trigonometry, 2d $\frac{1}{2}$ year.</i> <i>Review Arithmetic and Grammar, 2d $\frac{1}{2}$ year.</i>
COMMERCIAL COURSE.		
FIRST YEAR.		SECOND YEAR.
Business Arithmetic. Civil Government, 1st $\frac{1}{2}$ year. Bookkeeping, 2d $\frac{1}{2}$ year. Physiology, 1st $\frac{1}{2}$ year. Algebra, 2d $\frac{1}{2}$ year. Commercial Correspondence.		Algebra. Advanced Bookkeeping and Commercial Law. <i>German.</i> <i>French.</i> <i>Rhetoric, 1st $\frac{1}{2}$ year.</i> <i>Botany, 2d $\frac{1}{2}$ year.</i>

Every pupil is expected to take three of the studies named in some one of these courses. Those in ordinary type are required of all. The other study or studies necessary to complete the required number may be selected from those in Italics, but no one will be allowed to take more than two languages besides English in any year.

No pupil may take more than three of these subjects at one time except with the approval of the principal on a written request from the parent.

Reading, spelling, composition, physical culture and vocal music through the course, at least half an hour per week. Pupils who show themselves to be superior spellers will be excused from this study. Declamation twice a year for boys, and once for girls, unless the latter are excused by request of parents.

Drawing and manual training are optional.

Certificates will be awarded to those completing the commercial course.

These courses will be modified to suit the requirements of any college.

ENGLEWOOD.

EDWIN S. RICHARDS, PRINCIPAL.

To Addison B. Poland, State Superintendent :

DEAR SIR—In compliance with the request of County Superintendent Terhune I respectfully submit the following report of School No. 1, District of Englewood, Bergen county :

Enrollment and Attendance.—The school census for this year is 781. The enrollment on school register is 392, of which number 29 reside outside of the district. The average enrollment for the past five months has been 343, and the average daily attendance 321. Sickness has been, to a great degree, the cause of absenteeism.

Tardiness.—Tardiness, we believe, has been reduced to a very low average. For the year 1892-93 the average number tardy per day was less than one per cent., in fact only .375.

System.—The building is so arranged as to be adapted to the departmental system only, there being four large assembly-rooms with two class-rooms connected with each. The pupils of each department, namely, primary, junior, intermediate and senior, assemble in their respective assembly-rooms for devotional and opening exercises and retire to the class-rooms for recitation. In making the changes from room to room the classes of the two upper departments march to the music of the piano. In the lower departments the pupils must depend upon some signal given by the teacher. We hope that in the near future a piano may be placed in each of those departments.

Grading.—To complete the course of study requires eleven years, hence eleven grades. Promotions are made at the close of the year.

Reading.—In teaching beginners, the word and sentence methods are used. Due attention is given to phonic spelling. The readiness and accuracy with which the little "tots" give the sounds forming words is surprising. Believing that there is a disposition on the part of pupils generally to neglect the reading lesson, we require that the lesson shall be read aloud several times before recitation. Care must be given in the preparation to correct pronunciation, distinct articulation and expression.

One series of readers is used as a basis, supplemented by other reading matter. In the higher grades choice selections of literature are read, such as Scott's *Ivanhoe* and *Lady of the Lake*, Shakespeare's *Merchant of Venice*, Longfellow's *Evangeline*, &c.

Attention is given to the spelling of the words in the reading lessons; in fact, in some grades the spelling lessons are wholly taken from them.

Mathematics.—The concrete method is used, hence the teaching of numbers is begun by the use of objects. The fundamental operations are completed with the fourth year. The practical application of the rules and principles is our aim. To this end, many examples that illustrate the different processes, and exercise the thinking powers are given. As advancement is made, the pupils are required to measure liquids, illustrate fractional parts by dividing sticks, &c., measure areas, draw diagrams illustrating same; in short, we employ concrete methods when possible. Heretofore arithmetic as a separate study ended with the ninth year. Feeling that it was dropped at the very time when the child could the more readily comprehend its principles, we decided to continue the study a part of the next year. In order not to trespass upon the time given to algebra, it is commenced the ninth year, giving three periods a week to arithmetic and two to algebra. During the tenth year the order is reversed. By this arrangement the same time is given to each subject as formerly, but better results are obtained.

Plane and solid geometry are included in the course. Much effort is put forth to make this subject attractive. Examples for application of theorems are given.

Language.—Besides giving due attention to the use of correct language in all recitations, and in conversation, special time is assigned for study, commencing in the primary grades. In this branch a departure also has been made. Time formerly given to technical grammar is now devoted to language drill, consisting of oral and written descriptions of pictures, visits, objects, &c., in which attention is given to the formation of correct sentences, punctuation, capitalization and clearness of expression. Tarbell's lessons were introduced last fall. During the ninth and tenth years more attention is given to technical grammar and the study of rhetoric.

Geography.—This subject is pursued through six grades, commencing in the fourth. With beginners, the land and water divisions are taught by means of the moulding-board. As the pupils advance, the text-book is placed in their hands. An effort is made to eliminate the unimportant, and to give special attention to that which pertains to the earth as the abode of man and the conditions affecting him. Map-drawing is a prominent feature of class work. Physical geography as a study is pursued one-half year.

History.—Both United States and general history are in the curriculum. The most important facts only are emphasized. Maps representing the growth of the United States at different periods in its history are required to be drawn.

Drawing, Manual Training.—In the primary grades pupils model in clay the sphere, cube, cylinder, hemisphere, square and triangular prisms, ellipsoid, ovoid, cone, pyramid, vase and simple objects based upon them. Considerable paper-folding, cutting and pasting are done. The best figures are mounted on cardboard and kept for inspection. Some pretty borders have been made from colored papers.

The first grade pupils enjoy stick-laying and the making of mats and frames of colored slats. In grades three to six, inclusive, some work is done in making models of solids in paper, study of colors and designing with same. The course in form study, drawing and color, as outlined in the report of the Board of Education for 1892, forms the basis of the year's work. We hope to adopt it in full in the near future.

Bookkeeping.—This subject is pursued during the tenth year. Double entry only is taught. The principles of debit and credit are illustrated by the use of practical business transactions. The different business forms are required to be written, and transfers of the same made, in order that their use may be learned. College currency is also used, each pupil being given the cash investment that the set of transactions requires. Accuracy, neatness, legibility and rapidity are taught as essentials.

Physics.—As far as possible this subject is taught by experiment, the pupil being led to observe and to deduce principles. Some apparatus is constructed by us.

Last year, apparatus consisting of a Toepler-Holtz electric machine, lifting and force-pumps, &c., amounting to \$40, was purchased.

The pupils delight to show a penny silver plated with a battery of their own make and to see water decomposed into its gases. Experiments showing the process of distilling liquids and the reverse of the law "heat expands and cold contracts" are fully as interesting to them.

Library Apparatus.—A circulating library for the use of pupils is in process of formation. Our reference-books are, Library of Universal Knowledge, International Encyclopedias, Lippincott's

Gazetteer, dictionaries, Cyclopaedia of Quotations and the Library of American Literature.

A full set of maps, a globe, physical apparatus and an anatomical chart, constitute a part of the apparatus.

Exhibit.—We purpose giving an exhibit in the spring, such as we gave last year. It consisted of such work as would honestly represent the character of the results obtained in daily recitations. The public was invited to inspect the exhibit, and many embraced the opportunity to acquaint themselves with what the children are doing. It was a means of education to the pupil as well as to the parent.

Contemplated Improvements.—The re-adjustment of the classes in the lower grades, the introduction of more kindergarten work, and the abolition of the daily marking system are being considered.

Character.—While laboring earnestly for the improvement of our pupils intellectually, we are not forgetful that the most important part of the teacher's mission is character-building. To this end we endeavor to assist the child in the cultivation of good habits, to inculcate the principles of truthfulness and integrity, and to prepare him for the proper exercise of the duties which devolve upon every citizen.

FLEMINGTON.

S. B. GILHULY, PRINCIPAL.

To Addison B. Poland, State Superintendent :

SIR—By request of County Superintendent Heath, I beg to submit the following report of the public school of Flemington :

The inclosed course of study I put into the hands of all my teachers, in order that all may know what is being done in the rooms above and below their own, and also what is aimed to be accomplished by any particular study. You will observe that I have placed the subject of composition in the line with reading. It is from reading that we hope to secure better English, and not from the study of grammar. I give grammar a prominent place, however, because it seems to be desirable that a child should have a reason for what he says and does.

The work of teachers is made sufficiently clear for them by typewritten suggestions, of which I submit samples. I take care that

these do not curtail their individuality, yet serve as a guide for reference. In some subjects, such as geography and plant lessons, the work is arranged by months. I forward you for inspection the outline on geography. Every subject taught is thus more or less fully made out. There is gained a unity of effort with the least amount of friction. The suggestions of the business department are arranged under the head of number. Weights and measures, also a part of this subject, are placed in a separate column for more ready reference. Phonics are kept up even after leaving the primary grades by searching for words in the dictionary. Spelling, with the rules for same, is taught orally by preference, but not to the exclusion of written work. I am quite aware that oral spelling has received some very strong criticism from excellent sources, but I am inclined to think with much injustice.

Plant lessons and other science lessons are employed merely to lead the pupils' observation in the proper direction; yet they are not without their value as information. This latter, however, is a secondary consideration at this stage. The main object is to teach to observe.

In arithmetic pupils are taught to carry on actual business transactions with money. They learn thereby the true meaning of the word interest as used for the rent of money. A pupil takes a silver dollar (paper imitation) and gives it to his neighbor. After the expiration of a year he receives back one dollar and six cents. He understands that he has rented that amount of money to his neighbor and that he receives in return a sum to pay him for the use. Instruction in notes and bills is conducted on the same plan, a calendar being kept to mark the time these become due.

In penmanship we are obtaining good results from the upright style. There is not nearly so much time wasted in trying to change the natural hand of a child as when we used the slant. All printing is in vertical lines. Is not this fact a good reason for the use of the vertical?

The subject of literature is the one to which we are giving most attention. We are doing all in our power to guide the minds of pupils into right channels and to lay a foundation for future reading. Each of our rooms contains a table upon which are placed, by contributions from the children, the papers that will both interest and instruct them. One pupil gives "Youth's Companion," another "Harper's Young People," &c. Thus the quota of good reading is supplied at a small cost. We are very sure that the love for trash is being killed.

Each of the three years of the High School course is divided into two terms. The first year is almost wholly a commercial year. Many pupils of the High School are able to attend only one year, hence it was thought best to instruct pupils in the most practical

studies possible, so that if they should not be able to complete the course they would have a good start in life.

In the first half of this course we have put business arithmetic, bookkeeping, civil government, commercial law, drawing, music, &c. In the second half, beginning February 1st, we commence German, physiology, shorthand and typewriting. The last subject is an innovation. It has been recommended but not yet adopted.

The junior, or tenth year, includes physics, Latin, algebra, general history and botany. The method of study in physics is wholly by experiment. I have beside me now, as I write, a photographic negative taken by the class this morning and developed in their own dark-room. It will be printed and toned by them. They are taught to do first and to deduce the laws later by observation and experiment.

The senior or eleventh year includes the subjects of Cæsar, geometry, English and American literature (including composition) and zoology. Our plan of teaching literature contemplates the use of complete texts, selections from which are read daily in class. The student is introduced to the author through his writings and not through a biography.

We have been discussing Dickens with a great deal of pleasure and profit. Pupils arrange their impressions of his works and thus incidentally write compositions, which, if called by that name, would never be produced.

HACKENSACK, WASHINGTON SCHOOL.

NELSON HAAS, PRINCIPAL.

To Addison B. Poland, State Superintendent :

DEAR SIR—By request of County Superintendent John Terhune, I beg to submit a report of the Washington School of Hackensack. The Washington School continues in a prosperous condition. The attendance is large. The number of pupils attracted from other districts and towns has increased annually.

Since the beginning of the present year we have been compelled, by lack of room, to refuse admission to more than forty non-resident applicants.

This demand for admission to the school is attributable to the exceptional success for the last eighteen years of our candidates at the

competitive examinations for cadetships at the Naval Academy and at West Point, for admission to the State Agricultural College, and also to the high averages universally obtained at various entrance examinations to other institutions of learning. The reports from such students are, that their solid foundations have made the first year's work at these higher institutions comparatively easy.

This school has nine departmental teachers and one special instructor in drawing and manual training. We are not equipped with a workshop, nor with tools for working in wood and metal.

The course during the first eight years, comprising the primary and grammar departments, affords to pupils who are punctual and regular in attendance and studious in their habits, opportunities for acquiring a good business education.

The English High School course covers a period of three years. The entire curriculum is English exclusively, no instruction in the classics or foreign tongues being attempted. The management believes that it is wiser to concentrate the pupils' energies on subjects of the greatest utility, securing thereby such thoroughness and command as shall be helpful in the practical affairs of life, than it is to misdirect their energies in getting a smattering of many subjects at the expense of thoroughness in any.

The course of study is an embodiment of this idea, as is evidenced by the importance attached to mathematics, bookkeeping, ethics, the sciences, English composition and literature, history, geography and civil government. We do not wish to be considered as decrying the value of a classical education, but as questioning the propriety of allotting the classics a place in the common public school system.

It is impossible in a report of this character to explain in detail, even if it were desired, the methods of teaching the various subjects. I will note, therefore, only a few features that occur to me, which, probably, are not unlike those of other schools of a similar grade in our State.

While considerable attention is bestowed on arithmetic, it is devoted to those portions that are of practical importance, the rubbish being eliminated.

In the lower grades objects are employed to assist the young learner in combining and separating numbers, so that he may be led to make and verify his own tables, which he is then required to memorize. Many problems that relate to things coming within the range of the pupils' experience are given, and their solutions are facilitated by the use of objects. But, as we especially wish to develop in the pupils habits of mental self-reliance, we require the objects to be discarded in any operation as soon as the pupil is capable of performing that operation unaided. Staffs are for persons unable to walk without assistance. In the higher grades problems always bear a relation to preceding operations and to the increasing experience of the student.

As the beginner made, verified and memorized his own tables, so

the older learner is led in many cases by a series of inductive exercises with small numbers to make his own rules, which he then applies, tests and memorizes. In the highest grammar grades, when the inductive method is too slow or impracticable, there is a gradual change from induction to deduction, so that in the high school the demonstrative, or deductive, process prevails.

In the important work in commercial arithmetic, the pupils having been taught correct business forms, make out the proper papers when performing the operations incident to commercial transactions. In all grades pupils propose and construct problems for solution, this for exercise in language as well as in mathematics.

Algebra is introduced in the last year of the grammar course. The knowledge of equations obtained is utilized in the higher work in arithmetic. Geometry, plane, solid and spherical, is taught and the principles applied to measurements. The principles of constructive geometry are applied to mechanical, architectural and perspective drawing. Trigonometry, plane and spherical, is taught, and its principles applied to surveying, geography and astronomy.

The foundation for the work in the sciences is laid in the lower grades, where observational and general lessons are given. Conversations are held about plant life, animal life, human life, &c. This work is continued throughout all grades.

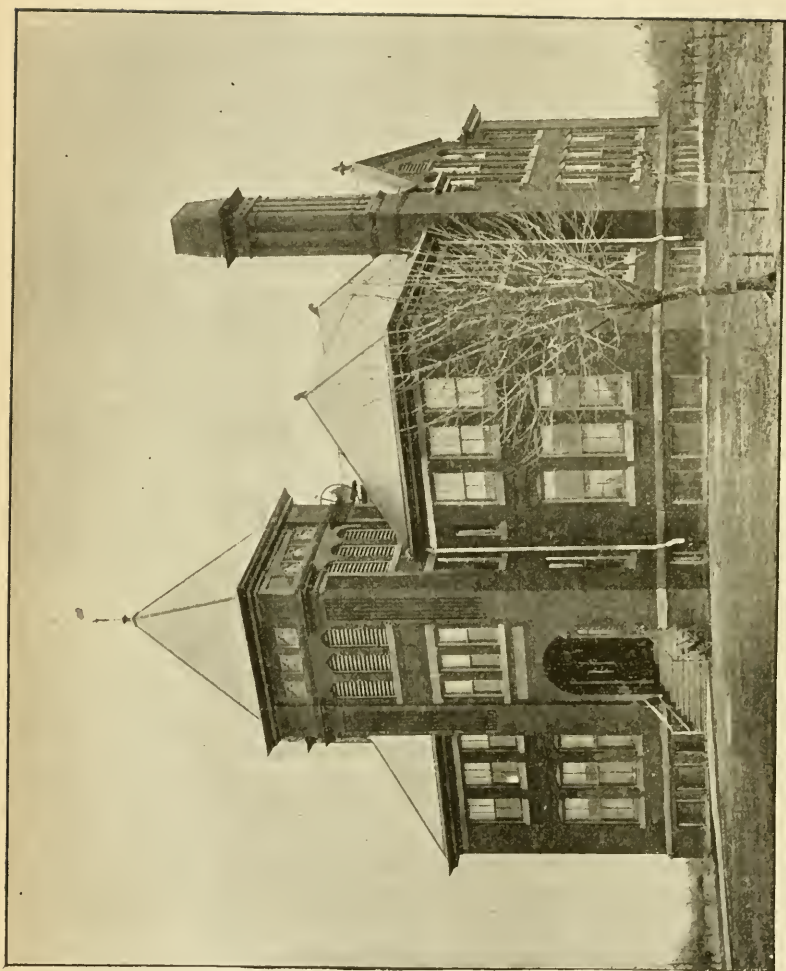
Language lessons in the lower grades lead to the study of technical grammar in the later years of the course. We believe that when the so-called language lessons are permitted to drive technical grammar entirely from the curriculum their value has been overestimated.

It will be seen from the above that there is a tendency towards unification—a grouping of cognate subjects. We believe in the interdependence, not in the isolation, of subjects, and are trying to work accordingly. Perhaps this mutual dependence is nowhere else so marked as in the group embracing geography, history and civil government. Importance is attached to commercial geography, current events in history, and the school debating society, which puts into actual practice many principles taught in civil government.

We believe that knowledge is based on sense-perception, and further, that the mind has other avenues than the eye and the ear for reaching the extra-subjective, the world of so-called things. Hence, training the hand to be skillful in drawing and doing things is educating the mind. Therefore, we are not surprised at the beneficial effects proceeding from the instruction of the specialist in drawing and manual training.

We attach great importance to ethical culture and the formation of proper habits of study and strive to promote them.

Like other educators who believe in progress towards higher educational ideas, we are never quite satisfied with existing conditions. This desire to attain the best, coupled with the necessity imposed by the constant increase in the number of departments, has led from time



HIGH SCHOOL.

Hammonton, - - - Atlantic County.

This building was erected at a cost of \$18,000, including the furniture. It is 72 by 72. The square building was adopted in order to secure the greatest amount of space at the least cost. There is no excavation for the cellar. The entrance from the ground level leads to the dry closets, furnaces, and the play-rooms for the children in stormy weather. The Smead system of heating and ventilating is used. The first floor contains four class-rooms, with accommodations for 52 pupils each. A wide hall extends entirely through the building. The stairs ascend on either side, without turns. The second floor contains four recitation-rooms, a principal's room, and an assembly-room 35 by 70 feet. The entire building is supplied with water from a driven well, and pumped by a windmill. Ample closets, racks, wash-basins, &c., are provided. The foundation is of stone, and the walls of brick, and are 20 inches thick. A fine lawn surrounds the building, and there are ample play-grounds.

to time to revision of the course of study. Such a revision is now in progress, which, it is hoped, will embody the distinctive features and tendencies of the work.

Whatever of success this school may have attained is probably traceable to conservatism in its methods and management. Only such methods have been adopted as have proved valuable in the experience of competent teachers; no attempt is made to jeopardize the welfare of pupils by trying schemes whose novelty is their chief recommendation.

We believe there is a great deal more in the teacher than in his method; and that there is a great deal more in the differing capacities and conditions to be found in a class than any one method will compass.

HAMMONTON.

RHYLAND E. SALISBURY, PRINCIPAL.

To Addison B. Poland, State Superintendent :

SIR—I have the honor to submit to you, as requested by County Superintendent Wilson, the following report of the condition of the public schools of Hammonton for the year ending June 30th, 1893 :

Ever since the establishment of the county course of study in Atlantic county by Superintendent S. R. Morse, these schools have faithfully and energetically pursued the same, and have furnished no small proportion of the graduates of that course. With the growth of the schools both in number of pupils and in character of work, advances along the whole line became necessary.

A new brick building for the Central school was erected and furnished at a cost of something over \$20,000, and was occupied for the first time this year. Principal W. B. Matthews, who for some years had done yeoman service in the work that has brought the schools to their present condition, had gone to Madison, and the present principal took charge of the schools at the commencement of the year. For several years prior to this, Superintendent S. R. Morse had urged upon the board of education the need of these schools for more advanced work than the county course afforded; with the commencement of this year, it was determined to formulate a course of study for our own schools and to establish a high school department.

This has been done. The sixth and seventh grades have been removed from the division schools to the Central, and it is expected that the fifth grade will be removed from them the coming year; this will leave only the primary work in these schools, and consequently will enable the several teachers to do more efficient work in their respective schools.

The new course of study, with its accompanying grading of the work, has unified the schools of the town to the extent that in all of them the same grades are now doing the same work in the same subjects. The teachers are, with scarcely an exception, progressive, zealous and efficient. We greatly need apparatus in all the schools and for the high school a reference library, and an increase of teaching force; steps looking towards supplying these needs are being taken.

The following is the condensed course of study:

GRADES 1-4, PRIMARY.

Language.	Plant Lessons.
Reading.	Spelling.
Number.	Writing.
Place Lessons.	Drawing.
Body Lessons.	Music.

GRADES 5-8, GRAMMAR.

Language.	Physiology.
Reading.	Spelling.
Arithmetic.	Writing.
Geography.	Drawing.
U. S. History.	Music.

GRADES 9-12, HIGH SCHOOL.

Elocution.	Composition and	Civil Government.
Grammar.	Rhetoric.	Astronomy.
Physical Geography.	Zoology.	English Literature.
Advanced Arithmetic.	Botany.	Latin.
Algebra.	Geometry.	German.
Bookkeeping.	Physics.	Drawing.
General History.	Chemistry.	Music.
	Geology.	

HOBOKEN.

D. E. RUE, SUPERINTENDENT.

To Addison B. Poland, State Superintendent :

SIR—The annual report of the public schools of Hoboken is hereby submitted.

Columbus Day.—The Columbus celebrations of last fall in the vicinity of New York City and the various holidays incident to the four hundredth anniversary of the discovery of this continent by Columbus, have lessened somewhat the number of working days for the schools, but this loss, it is certain, is more than balanced by the lessons of patriotism taught to the scholars by means of these national pageants.

Appropriate exercises were held in all the schools. All classes from the High School down to the lowest primary grades, furnished excellent programmes consisting of readings, compositions and speeches. These were rendered in various assembly-rooms, the walls of which were covered with flags, bunting, pictures and other patriotic decorations.

The "Evening News" of this city kindly printed all the programmes in full.

School Exhibit.—In this connection, I desire to mention the work for the World's Fair, which was on exhibition to the public for two afternoons and evenings. The highly creditable character of the work was fully appreciated by a large number of visitors.

More School Room Needed.—The overcrowded condition of the schools was again a hindrance to work during the past year. This has been a source of complaint in our reports for years past. The opening of the new school gave only temporary relief. At the commencement of the coming school year, the High School will take up its quarters in school building No. 6. School No. 4 will be changed to a primary school, accommodating twenty-five classes. This will give some, though very meagre, relief to the downtown schools; it will still be necessary to retain the annex to school No. 1.

The new building, No. 6, will be fully occupied, and one of its assembly-rooms will have to be used for class-rooms. The need for a new building in the lower section of the city becomes more and more pressing.

The Common Council seems to have recognized the inadequacy of accommodations, and has advertised for a suitable building site in the First ward. It is to be hoped that this action will soon result in providing a new school building.

Evening School.—Evening classes were held in school building No. 1. They were open from November, 1892, until the first of March, 1893. Ten classes were organized; two for girls, two for the instruction of Germans in the English language, and six classes for boys and young men.

The average attendance was higher than in previous years. Absence for more than three successive evenings was reported to the parent of a pupil by the use of postal cards.

Normal School.—The plan and scope of the Normal School have been outlined in previous reports.

According to the new rules of the board, its graduates must teach seventy-five days to entitle them to a permanent appointment. They must also receive from the school principals a statement of their qualification to teach, as shown by their work during this period of probation. The attendance of the past year was large, the High School sending its full quota of graduates.

High School.—The High School, as before stated, will remove to school No. 6 at the commencement of the coming year. In its new quarters it will have larger and much more suitable rooms for its classes than now. Mr. C. J. Brower, who succeeded Mr. Elston in the principalship of the High School, has given general satisfaction to the board and the public. He will have for his assistants during the coming year Mr. L. F. Talbot and Mr. A. J. Allen, both young men of ability and culture. The course of study has been revised, and the standard raised. A commercial course of two years is to be introduced. This will include the studies of arithmetic, bookkeeping, letter-writing, civil government, physiology, commercial geography, history and political economy.

The chief aim of this course will be to prepare boys for entering into business. It is expected that the male attendance, which has fallen off considerably at the High School of late years, will be largely increased by the addition of a commercial course.

The commencement exercises of last June were, as usual, attended by a large audience, who were entertained by an interesting programme. The High School has at last been placed on a solid basis and high hopes are entertained for its future success and usefulness.

The Teachers' Association.—The meetings of this association during the year have been well attended. Lectures have been delivered by prominent educators, and many educational questions have been discussed by the teachers themselves. The association has been very active in its advocacy of the proposed teachers' pension bill.

Arbor Day.—Arbor Day was observed, as heretofore, with appropriate exercises in all the schools.

Special Branches.—Besides German, drawing continues to be made a special branch of instruction in the schools of this city.

Industrial Education.—The condition and needs of this separate school are fully detailed in the report of its trustees.

In Memoriam.—It is with sincere regret that I mention the death, in January last, of Dr. William Pior, who, for over twenty years, was in charge of the instruction of the German language in the schools of Hoboken. Dr. Pior was a ripe scholar, a genial friend and a courteous gentleman, and well fitted by education and experience for the position he so long occupied.

Conclusion.—I desire to state, in conclusion, that, notwithstanding lack of class-rooms and other disadvantages, the general condition of the school department of this city is most excellent. The board is aiding the teachers in the introduction of the most modern methods and appliances. The introduction of the commercial course in the High School will, I think, not only increase the usefulness of that school alone but will make itself felt for good in all the grammar grades.

KEYPORT.

S. V. ARROWSMITH, PRINCIPAL.

To Addison B. Poland, State Superintendent :

DEAR SIR—In compliance with the request of County Superintendent Lockwood, I herewith submit the following brief report :

Last year our board of education provided a substantial addition to our school building, at a cost of \$12,000, and also added two more teachers to our corps, thus affording us much needed relief.

Our enrollment last year was 702. Twelve teachers, including the principal, are employed. This gives an average of 58.5 pupils to each teacher. By reference to the last State report, I find that the average number of pupils to each teacher for the State is 35. We have the sentiment of the community with us, however, and are hopeful of better things in the future.

Ours is the only school in the town except the parochial school, which has but a small patronage. In 1881 a graduating course, embracing eleven years, was established, from which 112 pupils have since been graduated. Of this number, 36 have successfully passed the county examinations, and have engaged in teaching; six com-

peted for and obtained State scholarships at Rutgers College; several others, upon examination, entered the second year's course at the State Normal School.

In 1889 a post-graduate course of one year was added, which has proved popular, and has been completed by seventeen pupils.

I can most cheerfully testify to the faithfulness and zeal which have characterized the work of our teachers, and can commend them not only for their devotion to their work in the class-room, but also for their application to a systematic study of professional literature. Whatever degree of excellence has characterized our work is due to the professional *esprit de corps* of our teachers.

Three years ago we attempted the systematic introduction of elementary manual training. Our teachers organized themselves into a class, and, under competent instruction, three hours each week were devoted to class study. Our aim was that each teacher should so comprehend the entire course as to be qualified to teach the subject in any grade. While the result of our work in drawing is not all that was hoped for, in consequence of the overcrowded condition of the primary and intermediate grades, still the attempt cannot be considered a failure, as we still have much to show for it, and are hopeful of more encouraging conditions in the future.

Upon the whole, I believe the school interests of Keyport to be in a very healthy condition. The average salary of our teachers, however, is below that of the State average, viz, \$41.25 per month. As a consequence, our entire corps of teachers are residents of the town, and graduates of our own school. With two exceptions, they all hold first grade county licenses. All are doing good work in their respective departments.

Our library is a valuable adjunct to the school and is well patronized by both teachers and pupils. We have now on hand 958 volumes, and the number of books loaned during the year was 1881.

LONG BRANCH.

CHRISTOPHER GREGORY, PRINCIPAL.

To Addison B. Poland, State Superintendent:

SIR—I have the honor to submit the following report of the condition of the schools of Long Branch, Monmouth County:

There are in this district, under the control of the board of education, nine schools, eight of which are in buildings owned by the board

and one in a hired building. Three have one teacher each ; one has two teachers ; one, three teachers ; two, four teachers, and one, seven teachers. These are called primary schools, although two of them have fifth, sixth and seventh-year classes. The district being more than eight miles long, and in its broadest part, three miles across, it is necessary to provide many schools for the small children, if they are to have the opportunity to attend school. The wisdom of this policy is shown by the facts of enrollment and attendance as hereafter given. Four of the primary buildings are built of brick, and three of these are constructed, warmed, ventilated, and furnished after the most modern ideas. The fourth is to be enlarged during the coming summer by the addition of eight rooms, and is to be furnished with the Smead system of heating and ventilating. It will then be a fourteen-room building. From the primary schools the pupils go to the main school-house, located near the center of the district. This contains nineteen rooms, including an assembly-room seating 700 pupils, a large library, a laboratory with abundant facilities for individual work, and a drawing-room. All of these schools are under the direct supervision of a principal of schools, and form a complete system, beginning with the lowest primary work and ending with preparation for college.

The number enrolled in the census of 1892 was 2,515 ; the total enrollment in the schools last year was 2,128, or about 85 per cent. of the census enrollment. The average enrollment was 1,657, or about 66 per cent. of the census. The percentage of attendance for the district is 90. Of the total enrollment, 127 were enrolled in the High School, 715 in the grammar school classes, and the remainder in the primary classes. The growth of the schools has been steady and rapid. For the year ending 1889, the average enrollment was 1,352 and the attendance 1,183 ; for the past year the enrollment was as above given and the attendance was 1,493. The growth has been largely in the upper grades of the school. During the past five years the High School has more than doubled its numbers.

A full and progressive course of study has been adopted and the effort is constantly made to keep it abreast of the most recent educational thought. Generous provision of apparatus is made and every facility is given by the board for doing the best work. While there is no kindergarten, kindergarten methods are in use in the primary grades wherever practicable. The quality of the teaching done by the primary teachers is steadily advancing, and rational methods, based on a study of the child's mental development, are in general use. The salary of the teachers is graded according to length of service and success, not on position. Teachers with an aptitude for primary work are glad to continue in it and thus acquire the skill which comes by experience alone. This circumstance has done much to raise the standard of teaching.

The following notes on the course of study will best explain the methods in use :

Language.—This is pursued with the utmost system, both by itself and in connection with other branches of study, from the first year in school to the end of the course. As much time as possible is given to actual composition, oral or written. Gratifying results have been obtained. What is known as technical grammar grows out of the language work and becomes a distinctive branch in the sixth, seventh and eighth years. A very close relation is maintained with the language work by a persistent effort to make practical what is learned from the grammar. The inductive plan is followed, the topics being taken up in the order of the frequency of their actual occurrence in composition. Teachers are instructed to spend no time on what does not have a direct and practical bearing on correctness or propriety of expression. No time is spent on the analysis of long or intricate sentences or on the parsing of words in the use of which the pupil is not likely to make a mistake. Much time is given to making the pupil very ready with what he does know, so that what knowledge he has is usable.

The English work develops in the High School into rhetoric and literature. No text-book is used in the latter subject, but the productions of our great authors are the objects of attention.

Arithmetic.—An innovation has been made in this department. As soon as the pupil is able to add, subtract, multiply and divide he is drilled on problems taken from all parts of the arithmetic. Thus a child in the fourth year in school solves problems in common and decimal fractions, denominate numbers, percentage, interest, partnership, &c., considering all as mere applications of the four fundamental rules. The ordinary division into topics is not observed. In each succeeding grade the difficulty of the problems increases but their general character remains the same. The plan is natural, simple and feasible. It keeps the pupil in contact with the problems of commercial arithmetic a long time, and so makes his knowledge of it surer and readier, and, if a pupil is obliged to leave school in the fifth or sixth year, he carries with him something more than a knowledge of the fundamental rules as abstract processes.

Drawing.—The Prang system is used under the direction of a special teacher, a graduate of the Pratt Institute, who supervises the instruction in all the schools of the district. It begins in the first year as form study and is carried on until the end of the High School course. This subject has been in charge of a special teacher for about seven years and has reached a high state of development.

Music and Voice Culture.—These subjects are each under the charge of special teachers, both of whom give all their time to the work. The Normal music system is used. The teacher of voice culture is a graduate of the Boston School of Expression, and gives especial attention to the matter of oral reading. Both of these teachers supervise the instruction in their subjects in the primary schools.

Sciences.—The instruction is practical. In chemistry and physics, the pupil does his work at his laboratory desk; in botany he makes excursions under the charge of the teacher to the woods and fields and does actual work in plant analysis. In all our science teaching, the text-book is subordinate.

High School.—There are in the High School three courses, one of four years and two of three years each. The four years' course is for those preparing for college. We have during the past few years sent pupils to Princeton, Columbia, Dickinson, Lafayette, Vassar and the State Normal School. The instruction in the High School is specialized, each department being in all its grades under the charge of a special teacher.

Teachers.—Twenty-seven of the teachers are graduates of normal schools. In appointments preference is always given to normal school graduates. Three kinds of meetings are held. Every two weeks all the teachers meet to study the practical applications of psychology; there are grade meetings, in which the topics of the grade are discussed; lastly, the special teachers call the teachers together to give instruction in their particular subjects. There is a teachers' consulting library of about 350 volumes.

School Library.—This is in the main building and numbers 1,500 volumes. The books are distributed as needed among all the schools and all the classes. They may be taken out at any time. Restrictions are reduced to a minimum, every effort being made to make it as easy as possible for pupils to get books. Two thousand eight hundred volumes were taken out last year.

Examinations and Promotions.—Examinations take place twice a year, promotions once. All pupils who get above a certain term average in any subject are excused from examination in that subject. A pupil may be excused in all subjects or in one, according as his work has been good in all or in one. Both term and examination marks are used in deciding who shall be promoted, but under no circumstances is a pupil kept back if in the judgment of his teacher he is ready for advancement.

MONTCLAIR.

RANDALL SPAULDING, SUPERINTENDENT.

To Addison B. Poland, State Superintendent :

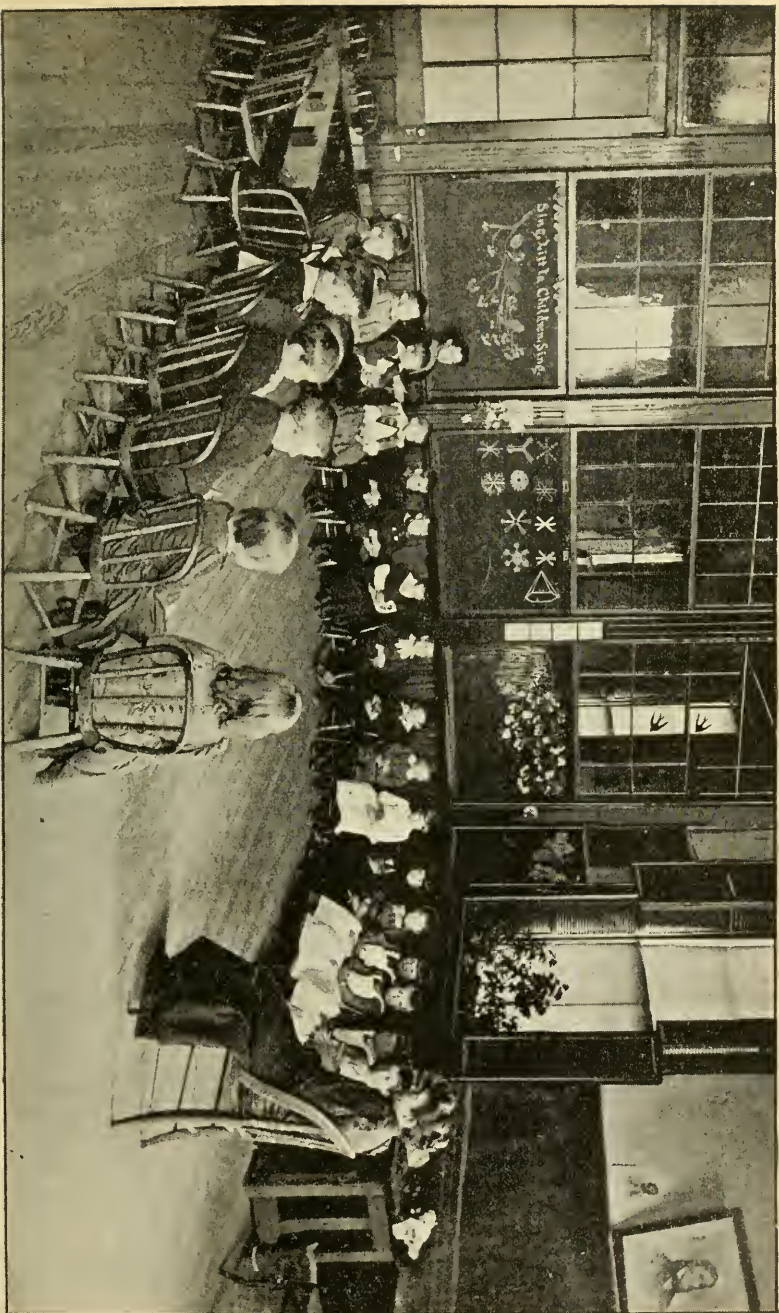
DEAR SIR—At the request of County Superintendent Vail, I beg to submit the following report of the public schools of Montclair :

The aims and present work of these schools may be briefly sketched. District No. 8, Montclair, comprises the greater part of the population of the town. The census enrollment of 1892-93 was 1,703. Of this number, 1,440 names were found upon the public school register for the year. Thirty-nine teachers have been employed. This number includes the principal, who has taught one class per day in the High School, and six special teachers, who have given instruction in the departments of manual training, drawing and music. The average salary paid in the High School department, not including the principal, who is at the same time superintendent of the schools, has been \$958 ; the average salary paid in the primary and grammar departments, not including two trained assistants, who have been paid by the day, has been \$593.

The course of study embraces thirteen years of school work. The primary and grammar departments, beginning with kindergarten, two of which are maintained for children entering at five years of age, cover nine years of school life. The High School course covers four years.

The school library consists of 1,242 volumes, valued at \$1,630. These volumes consist chiefly of valuable works of reference in history and science, such as can be made use of in composition.

High School Department.—The number enrolled in the High School during the past year has been 207, out of the total enrollment in the school of 1,440. The High School work embraces three courses: classical, Latin-scientific and commercial-scientific. The number pursuing the various branches during the past year was as follows: Latin, 144 ; Greek, 19 ; German, 50 (French was also introduced at the beginning of the current year); algebra, 79 ; geometry, 31 ; physics, 21 ; chemistry, 20 ; history (not of United States), 110 ; rhetoric, 43 ; English literature, with daily recitations, 20 ; English literature, in weekly readings, the entire school ; geology, 16 ; botany, 84 ; arithmetic, 102 ; composition, the entire school.



KINDERGARTEN DEPARTMENT—MONTCLAIR.

The classical course prepares for all the leading colleges, while the other courses, equivalent to the classical, give a general preparation for life. The graduating class of 1893 consisted of 20 pupils, of whom 9 entered college and 5 entered professional schools.

Two hundred and six pupils have been graduated by the High School since its organization. Of these, 78 have entered colleges upon courses leading to a degree, 9 have entered college upon special courses, and 17 have entered professional schools of law, medicine, &c.

Composition work, on which emphasis is laid from the beginning of school life, in the High School is in charge of one teacher, who, with the aid of an assistant, gives all the instruction in this subject and does all the work of reading and correcting essays. English literature is taught chiefly by weekly readings, which extend from the beginning to the end of the four years' course. The list of books read includes those prescribed by the colleges.

Grammar and Primary Departments.—One thousand two hundred and thirty-three pupils have been enrolled during the past year in these departments. Pupils entering the school at five years of age are placed in the kindergarten. Two kindergartens have been maintained, with a total enrollment of 132. Owing to the pressure in this department, pupils have been divided into forenoon and afternoon groups. Each kindergarten is provided with an assistant for one-half of the day. It has been our experience that the kindergarten training strengthens perceptibly the power to observe and to reason.

The remaining work of the school can be more easily sketched by subjects.

Reading.—The sentence method is employed at the beginning. Practice in phonics is given in all grades as occasion requires, and particularly in individual cases. Constant attention is paid to articulation, expression and to securing a clear comprehension of the thought. Pupils in the fifth grade, and above, are taught to use the dictionary.

Both sight reading and silent reading are practiced, the latter being followed by an oral statement of the thought.

In the lower grades, where reading must be taught merely as a means to an end, various primers and primary readers are used. In the third year, however, we have secured greater interest by the use of such books as Nature Readers and Easy Steps for Little Feet. After the children have acquired ability to read easy literature the reading matter falls into four classes—mythological, historical, literary and scientific. Under the first class the pupils have read, during the past year, Hawthorne's Wonder Book and Tanglewood Tales, Kingsley's Greek Heroes, Stories from the Ancient World and Mabie's Norse Stories; under the second class, five sets of American History Stories, Yonge's Young Folks' History of Rome; under the third class, Whittier's Child Life in Prose and Child Life in Poetry, Book of Tales in Prose and Poetry, Hans Bruiker and Phaeton Rogers;

under the fourth class, Kingsley's Water Babies, Hooker's Child's Book of Nature, Little Folks in Feathers and Fur, Geographical Readers and Ballou's Footprints of Travel.

A large number of books, mythological and literary, have been read to pupils. In the higher grades pupils have read or have referred to a very large number of standard works bearing upon their school work, especially in the subjects of history, physiology and zoology.

Penmanship.—The Spencerian system of penmanship is used. Teachers are free, however, to adopt and use any movements that seem advisable for the proper training of the muscles. In the lower grades time is given, daily, to training in the forms of letters; in the last four years, although time is set apart for practice in penmanship, more has been accomplished by insisting upon neatness and legibility in all written exercises. This constant watchfulness we have found to be the only way to success in the teaching of penmanship.

Spelling.—No text-book on this subject has been used. The special practice in spelling has consisted in writing paragraphs at the teacher's dictation; these paragraphs containing words that the pupil has misspelled before or has immediate use for. Oral spelling has also been practiced to some extent, in order to secure variety and to aid pupils in syllabification. The teachers constantly note words that are incorrectly spelled in examination and other papers, and thus base their instruction on the needs of the pupils.

Language.—Our aim in all language-teaching is to treat the subject as an art. The correct use of language has always been our first object. The science of language, or grammar, except as it has been taught to some extent, orally and incidentally, is deferred until the High School is reached.

We find text-books more useful in the hands of the teachers than in the hands of the pupils. The use of various marks of punctuation, of capitals, and of abbreviations is introduced progressively throughout all grades. Some instruction in grammar is given in the seventh and succeeding grades.

The chief work, however, in language consists in actual composition. In the earlier years stories read, or told, by the teachers are reproduced; observations by the pupils are described and stories suggested by pictures are narrated. In the more advanced grades, research in history and science is systematically embodied in the form of composition.

In the selection of subjects an attempt is made to stimulate and give free play to the imagination and invention, powers that are so frequently atrophied by conventional school work. An attempt is made, also, to secure neatness and correctness in all written exercises.

Mathematics.—An attempt has been made to diminish the difficulties of learning arithmetic, by gradually introducing the various topics in their simplest forms into the earlier grades. In the order of topics

usually pursued, ratio and proportion are taught in the ninth grade. Elementary practical problems in geometry, not to be demonstrated, are given in the eighth grade. This work is continued in the ninth grade, use being made of Spencer's Inventional Geometry. Simple algebraic equations are also taught in the ninth grade. In selecting or inventing examples, an effort is made to make them practical and illustrative of principles, rather than puzzling and complicated.

History.—The reading of both ancient and modern history is practiced in all classes, but the daily recitation-room work is confined to the eighth and ninth grades. Here the work is limited to the history of the United States. A method of research is followed; each pupil buys one of a number of good text-books, and searches also for material in works of reference, with which the school is abundantly supplied.

Geography.—Oral instruction in this branch is begun in the second year. Text-books are required in the fifth year. It is our aim to train children to observe changes that are being wrought under the operation of natural causes, such as winds, water, heat, cold, &c, and thus to understand somewhat how the earth has come to be the fit home of man. The continents are first studied with reference to their physical features. Then, as conditioned on such features, the children study the soil, climate, animal life, and political and commercial geography of various countries. Maps of the continents are drawn and modeled in putty or wood-pulp. Modeling in wood-pulp has been introduced during the year, and seems to be growing in favor. In the eighth grade, especial study is made of physical geography, a simple text-book being placed in the hands of pupils.

Science.—Our plan includes oral instruction in science from the first year of school life. Pupils are not required to define, or to generalize, in the earlier grades, but only to observe accurately and to report. Topics are assigned to each class in the study of plant life, animal life, the human body, physics and chemistry. It is understood by the teachers that they are to use the order of topics assigned only as a general guide; that they are required rather to practice a judicious opportunism, taking advantage always of what interests the child at the moment. Our success in this work has been far from perfect, yet a good beginning has been made during the past year. During the seventh, eighth and ninth years, stated lessons are given on certain topics in physics and chemistry.

In the ninth grade, courses in physiology and zoology are given. In both these branches the school is supplied with a large number of the best works of reference. There are also extensive collections in zoology. The work consists largely of original observation and research, and the making of collections.

Drawing.—The work in this department embraces all grades below the High School. From the third to the ninth year, inclusive, it is

under the care of a special teacher. Geometrical drawing, design and model-drawing, are taught to the youngest grades and continued throughout the course. Models for drawing consist of both natural and conventional forms, such as fruit, articles of furniture, geometric solids, &c. Both natural and conventional forms, also, are worked into designs, such as leaves, berries and straight and curved lines. Working drawings are made in the seventh grade in connection with joinery. In the eighth grade shading is begun; designs for carving are made by combining natural and conventional leaf forms with curves. More elaborate designs are also invented, and the backgrounds inked. Charcoal-work is given in the ninth grade.

Music.—Vocal music in all grades is under the care of a special teacher. Pupils practice, however, under the direction of the class teachers. In the earlier grades nothing but the tonic sol-fa notation is used. Its use is continued to the eighth grade. Singing from the staff, however, is begun in the fifth year. Our experience has led us to believe firmly in the use of the tonic sol-fa notation in the earlier stages of the work.

Physical Training.—A special teacher in elocution and physical training was added to the corps at the beginning of the present year. Part of her time is devoted to the training of classes in the gymnasium, to which the ninth grade and all classes in the High School resort, also to conducting exercises in other grades, as far down as the fifth. The class teachers receive instruction from the special teacher once a week. The exercises have consisted thus far of free and light gymnastics, suited to use in furnished class-rooms and to use with light apparatus in the gymnasium.

Part of the special teacher's time is occupied at present in instructing and training High School pupils in elocution.

Manual Training.—Manual training in some form is given to all pupils, of both sexes, in all grades below the High School. During the first three years this work is chiefly an extension of kindergarten occupations. Training is given in clay-modeling, designing with pencil, sticks and tablets, parquetry, mat-weaving, paper-folding and cutting, &c.

In the fourth and fifth grades pupils are instructed in the use of dividers, ruler and scissors in cutting out and constructing hollow forms suggested by various geometrical figures. They are also trained in knife-work, in the cutting to model of a large number of both natural and artificial forms.

In the fifth grade slip-work is also taught as a beginning of joinery, the parts being shaped and glued together.

The sixth year is given to advanced clay-modeling. The clay is first compacted into a mass whose form approximates that of the object to be modeled. Parts are then cut away until the finished form remains. A large number of objects from nature and from casts have been modeled.

The boys in the seventh grade are taught joinery. They complete a course of twenty exercises, including the construction of a saw-horse, miter-box, finished box, &c. The girls, during the same year, are taught sewing. The various stitches learned are applied to the making of articles of clothing.

In the eighth grade the boys are taught wood-carving. Instruction is given in the care and use of tools; plane and surface carving of blotters and inkstands; diaper carving of paper-racks and folios; lines of decoration in picture frames and screen frames; incised model-carving in frames, book slides and boxes; relief-work in chairs, stools, &c.; in the use of oils, stain and shellac in finishing woods. During the same year the girls receive a course of lessons in cooking. The work in this department falls under the following classifications: Cooking of vegetables, canning of fruits, soup-stock, bread, meats and poultry, entrees, cakes, desserts, fish, salads, cereals, eggs, miscellanies. The girls take turns in this work; while some are engaged in cooking, others take notes.

The boys in the ninth grade are trained in wood-turning and metal-work. In the former each pupil executes during the year about ten pieces, the exercises being so arranged as to combine the greatest number of different uses of the tools. Various articles, such as cups, vases, &c., are turned from drawings. In the metal-work each boy turns to size rough castings and polishes them. Mandrels are made and pieces bored, driven on, turned and finished. Rough iron cubes are clipped and filed to the cubical form. A brass template of 240° is made, and by means of this, a rough pressed nut, filed into a true hexagon. By means of this template, also, brass and iron cylinders are chipped and filed hexagonal.

In the ninth grade the girls have the same course in wood-carving that the boys have in the eighth grade. Their success in this work has been eminently satisfactory.

The time devoted to manual training in all grades is two hours per week.

MOUNT HOLLY.

CHARLES D. RAINE, SUPERVISING PRINCIPAL.

To Addison B. Poland, State Superintendent :

SIR—As requested by County Superintendent Haas, I send a report of the public high and graded schools of this town.

All the schools are under the immediate direction and management of one supervising principal, who is held responsible for the proper grading of the work, the selection of text-books, the course of instruction, the teaching and training of the pupils, the general management and order and the results obtained. This position since 1882 has been held by myself.

Text-books and school supplies in general are furnished to the pupils free.

The school census shows that the town has some 1,500 children of school age. The schools grade from primary to high school.

With the exception of the colored school, which has several grades, there are two grades or classes in each division.

A systematic course of instruction, carefully arranged with a view to approved pedagogical principles, proper sequence and good results, is placed in the hands of each teacher for her information and guidance.

COURSE OF INSTRUCTION.

The course of instruction, in brief, is as follows :

Primary Divisions.—Kindergarten work. Form, color and drawing. Object Lessons—Human body, objects and qualities, animals and birds, reading, spelling, language, number-work, elements in geography (direction, distance, locality, surface forms, &c.), writing, music, manners and moral training, physical exercises.

Grammar Divisions.—Reading, spelling, derivation and defining of words, arithmetic (mental and written, with practical applications), English (composition, grammar and literary exercises), advanced geography (with sand-modeling, production maps, &c.), history of the United States, current history, art instruction (form, color, drawing, construction), lessons on trees and other plant life, music, manners and moral training, physical exercises, penmanship.

High School.—Mathematics—Higher arithmetic, algebra, geometry, mensuration, trigonometry.

Language—Elocution, English (spoken and written), rhetoric, English and American literature.

History—Ancient, medieval and modern history, current questions, events, inventions and discoveries.

Science—Physiology, physics, physical geography, psychology, botany.

Citizenship—Science of government, Constitution of the United States, political economy.

Business—Forms and transactions, bookkeeping, commercial geography, commercial law.

Æsthetics—Art instruction (form, and geometric, decorative and pictorial drawing), music.

Training—Ethics, manners, physical exercises.

Promotions.—The year is divided into two terms of five months each, and promotions are regularly made in January and June. In cases where pupils show more than ordinary aptitude and ability, special promotions are made before the end of the term.

Management.—In the management, espionage and distrust are not permitted. Each pupil is considered honorable and trustworthy until found to be otherwise. Effort is made to lead him to do right because it is right so to do, to lead him to be considerate of the rights of others, and, by thus training in self-dependence and unselfishness, to lead to self-government and honorable dealing with his fellows.

Throughout the management, teaching and training, the ever-present thought and intention is to make sensibly educated, well-trained, right-thinking and patriotic American citizens.

Patriotism.—Each division owns a handsome bunting flag of our country. The pupils are taught what it cost, what it means, what it stands for. At appointed times, the color bearer of the division, bears it to the front of the room, and the pupils standing, salute it with appropriate gestures, in the following words: .

“I am an American;
I believe in liberty with law;
I give my head and my heart to my country.
One country—one language—one flag!”

Graduates.—For the year just closed, there were eight graduates from the High School department. One of these will continue art study in an advanced class of the Philadelphia School of Design and Art for Women; another is employed as chief clerk in an insurance office; another as bookkeeper for a business firm; two will become teachers, and three have not yet made choice of an occupation.

During the eleven years that the schools have been under the present management, there have been eighty-two graduates. Of these,

eighteen have become successful and sought-for teachers in the schools of the county; five have continued their studies and graduated from colleges; one is a lawyer; one, editor of a newspaper; four, civil engineers; two, mechanical engineers; one, manager of an extensive business in the South; one holds a high and responsible position with a leading railroad; one is a bank officer; others are bookkeepers, and engaged in business, the trades, &c.

All fill whatever positions they are called to with acceptability and credit, and there is not one who is otherwise than a sober, honorable, upright man and woman of character and worth.

Exhibit Work.—Our contribution to the New Jersey exhibit for the Columbian Exposition was two hundred and ninety-three pieces of work, showing the every-day work of the schools. Information reaches us that the greater part of this has found its way to Chicago in the educational exhibit of the State, and is thought by the authorities in charge, and by others, to compare favorably with other school work there shown. One large piece, a crayon drawing, has been especially commended.

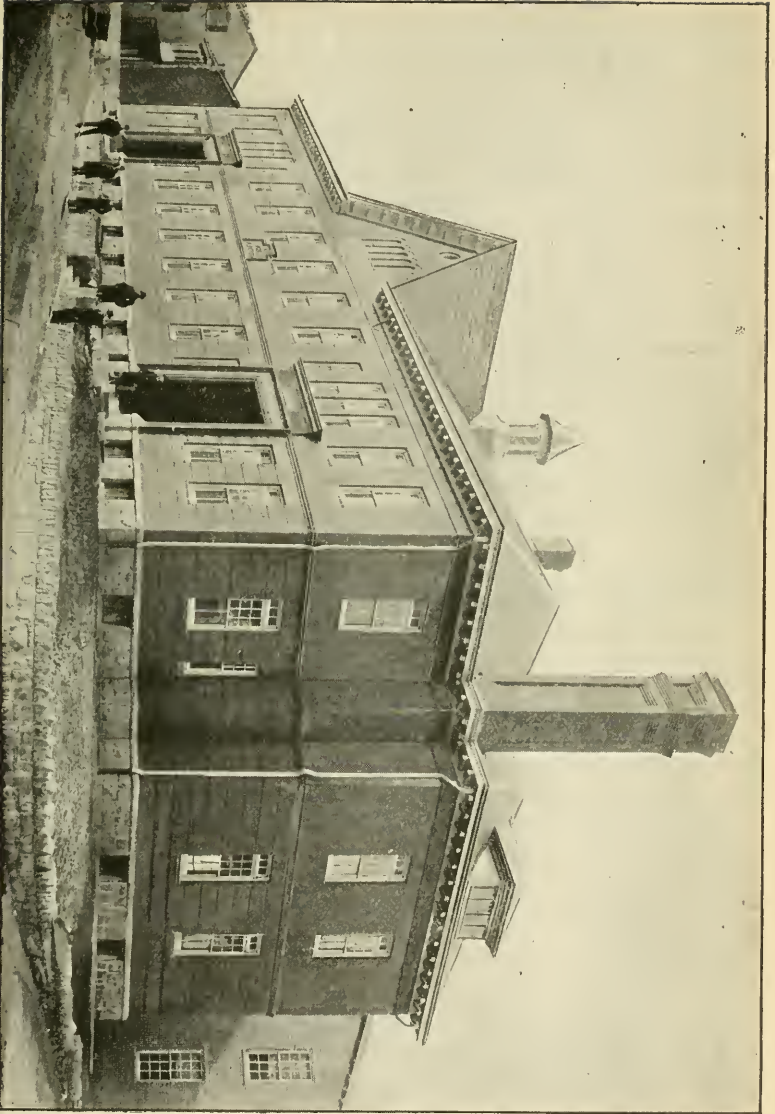
The New School Building.—With the exception of the building of one plain four-roomed brick house, erected six or seven years ago, Mount Holly has shown little enterprise or pride in the matter of school buildings for many years. This year, however, the sentiment in favor of progress in this direction became strong enough to assert itself, and at a mass-meeting of the voters, called by the board, the sum of \$30,000 was voted for the erecting and furnishing of a commodious school building, with modern improvements, on the plot of land already owned and used for school purposes at the corner of Brainerd and Buttonwood streets. Accordingly, the three-story, roughcast, one-hundred-year-old house that stood on the ground above named has been torn down and the new building will take its place.

As the schools are well equipped with good furniture, much of it bought in recent years, almost the entire sum of \$30,000 will be expended in erecting the new school building and in providing heating and ventilating apparatus, accommodations, &c. The building will be ready for occupancy in February or March of the new year.

It will be built from plans furnished by Moses & King, architects, of Philadelphia. They are also employed to superintend the work.

The house, a cut of which, made from a drawing by the architects, accompanies this report, will be in the old English collegiate style, two and a half stories high, with a basement underneath; length, one hundred and forty-four feet; width, fifty feet, and will contain fourteen school-rooms, a principal's office, teachers' room, and, in the basement, play-rooms, water-closets, &c.

Each room will be provided with a washstand, and, at each end of the building, upstairs and down, will be attachments for fire hose.



HIGH SCHOOL, MOUNT HOLLY, N. J.

Electric bells in the office are connected by wire with each room. The office and basement will be provided with electric lights.

The Smead system of heating and ventilating will be used. In this, six furnaces and three large stacks will be required.

The building will be of dark-red brick, laid in brown cement, with stone lintels to the windows, and terra cotta about the main doorways. The roof will be of slate. The basement will be of brownstone, laid in broken range. When completed it will be one of the largest, handsomest and best-equipped school buildings in the State, and an evidence of the progressive spirit in Mount Holly that within recent years has been rapidly coming to the front.

With the house before mentioned, one other and this one, Mount Holly will have three substantial brick buildings available for school purposes.

It is a satisfaction and indeed a pleasure to be able to say that our public schools stand high in the estimation of our citizens, and of the people generally in this section of the state. Much of the prosperous condition and high character of the schools is due to the honorable, energetic and public-spirited citizens who constitute our board. By them, whatever is attempted is promptly and willingly seconded, and with them politics, sectarianism and selfishness have no place.

The schools of Mount Holly are American schools. In them the American-English language is taught.

We hold that the public-school life of a pupil is too short to be frittered away in acquiring German, French, Russian, Jew and what not, to the resulting exclusion of acquiring the best knowledge and practice possible of our national tongue.

To make our public schools subserve the wishes of foreigners is a folly and a wrong. If foreigners prefer America let them become Americans—"One country, one language, one flag."

Pupils in our schools need to be trained not only to observe carefully and to think accurately but to express themselves in agreeable tones of voice, complete sentences, and correctly in the language of our country.

In the past, the schools of our town have shown good results along these lines, and during the coming year special effort to excel will be made.

In the matter of art instruction, also, we hope to be able to improve upon the work heretofore done, giving to the plan better grading and purpose, and to the instruction more of definiteness and application, at the same time seeking to make it a means of cultivating and developing the pupil's mental powers, elevating his character and refining his taste and life.

MORRISTOWN.

W. L. R. HAVEN, SUPERINTENDENT.

To Addison B. Poland, State Superintendent :

DEAR SIR—The following brief supplementary report of the Morristown public schools for the year ending June 30th, 1893, is respectfully submitted :

In my report a year ago I stated that our work had suffered from lack of sufficient school accommodations. This hindrance has been removed. The addition to the Maple Avenue building, which had been commenced at the time of my last report, has been completed, and is now occupied in part. This addition gives us six light, airy rooms, each 30 by 40 feet. We now have ample seating capacity for our present needs.

The classes in wood-working and cooking were discontinued last year, as the building used for that purpose was too far away from the main building to allow our taking classes from the class-rooms during school hours, and we understood the teaching of voluntary classes on Saturday would not entitle us to draw from the State fund for that purpose. I cannot say how soon the work will be resumed.

We have a pretty full course in paper-folding and cutting, also in clay-modeling in connection with the work in drawing, which includes original designing, perspective and mechanical drawing. We regard this as truly manual training as handling the tools in the carpenter's shop.

Our attendance for the year has been fairly good. We may not secure so high a per cent. of attendance as some of the larger cities where the district is more compact and the pupils have the advantages of street cars in bad weather. The Morristown district covers a pretty wide area and some of the younger pupils have a long distance to walk, which has a tendency to reduce our attendance on stormy days very much. I am gratified to find most of the pupils ambitious to preserve a good record in this respect. We aim constantly to encourage this feeling, not only for the sake of greater progress in the classes, but as well for the effects which the formation of regular, punctual habits will have upon their future lives.

We graduated in June a class of fifteen—seven boys and eight girls. It is gratifying to find that a large number of those who com-

plete the course here are anxious to continue their studies in other and higher institutions of learning. We have at present, of our pupils, three in Princeton College, three in Rutgers, one in Amherst, three in the Woman's College at Baltimore, two at Mt. Holyoke and four at the College for Teachers in New York. Three were graduated from the State Normal School in June.

Our pupils were interested in preparing work for the Columbian exhibit, and the interest thus awakened in some classes showed itself in their work during the remainder of the year. I hope the plan suggested may be carried out of having a permanent exhibit of school work at Trenton, to which contributions may be made from the different schools of the State. I am confident this would furnish a healthy incentive.

NEWARK.

WM. N. BARRINGER, SUPERINTENDENT.

To Addison B. Poland, State Superintendent :

DEAR SIR—The following brief report of the public schools of Newark is respectfully submitted.

Their general condition is commendable. A progressive spirit permeates the teachers and the schools. I feel safe in saying that they give better promise of progress and improvement than at any time heretofore.

I have noted many times that the public sentiment of Newark is strongly in favor of its system of public schools. I speak of it now to emphasize the fact that this sentiment becomes more intelligent and stronger from year to year. I think one of the important duties of the school authorities is to foster, educate and enlighten this public sentiment.

Like all rapidly growing cities, the population outruns the school accommodations for the children. In some parts of the city this is already a problem difficult of solution. The prevalence and rapidly growing tendency towards the apartment plan of dwellings is in a marked degree re-distributing the population.

School Accommodation.—The number of school buildings now in use by the city is 45 ; 39 owned by the city, 6 rented.

Enrollment.

Day schools	27,361
Evening schools.....	3,242
Total.....	30,603

The following table shows the enrollment, attendance, &c., in the different schools, from September, 1892, to June 30th, 1893:

	Enrollment.	Average Enrollment.	Average Attendance.	Per cent. of Attendance.
Normal and Training School—Normal Department.....	86	84	76	90.4
High School.....	985	844	773	91.5
Grammar schools.....	5,622	4,734	4,310	91.
Primary schools.....	20,049	14,857	12,884	86.7
Industrial schools.....	415	248	209	84.2
Colored school.....	204	154	126	81.8
Total.....	27,361	20,921	18,378	87.8

Ages of Pupils.—Of the 27,361 enrolled for the year—

1,148 were between.....	5 and 6 years of age.
3,115 “ “	6 “ 7 “ “ “
3,277 “ “	7 “ 8 “ “ “
3,485 “ “	8 “ 9 “ “ “
3,407 “ “	9 “ 10 “ “ “
3,332 “ “	10 “ 11 “ “ “
2,783 “ “	11 “ 12 “ “ “
2,578 “ “	12 “ 13 “ “ “
1,917 “ “	13 “ 14 “ “ “
1,175 “ “	14 “ 15 “ “ “
606 “ “	15 “ 16 “ “ “
287 “ “	16 “ 17 “ “ “
135 “ “	17 “ 18 “ “ “
116 were over.....	18 “ “ “

The attendance of the pupils as to regularity and punctuality is improving from year to year. The importance of these factors, regularity and punctuality, to the school cannot be overestimated. I have noted in previous reports that irregularity and non-punctuality are

defects peculiar to American schools. The first great step towards improvement in the efficiency in our schools is the removal of these evils. The street school should be disbanded.

Another important factor in the progress and improvement of our educational institutions is an enlightened, progressive, aggressive, professional body of teachers. Indeed, this is the chief need of the day.

Many of the teachers of our city are doing commendable work in this direction. Their schools and classes show corresponding results.

The following table shows the number and distribution of the teachers in the employ of the board :

	Male.	Female.	Total
Normal and Training School—Normal Department.....	1	2	3
High School.....	9	16	25
Grammar schools.....	16	112	128
Primary schools.....	7	300	307
Industrial schools.....	...	5	5
Colored school.....	1	3	4
Special teachers.....	1	3	4
<hr/>	<hr/>	<hr/>	<hr/>
Total.....	35	441	476
June, 1892.....	36	428	464
<hr/>	<hr/>	<hr/>	<hr/>
Increase.....	...	13	...
Decrease.....	1	...	...
Net increase.....	...	...	12

High School.—The number of applicants was 707; girls, 385; boys, 322; a decrease of 48 from last year.

The number graduated, 616; girls, 344; boys, 272; a decrease of 66 from last year.

Of the number graduated, 235 were admitted by honorary graduation; girls, 161; boys, 74; a decrease of 64 from last year, and 381 by examination; girls, 183; boys, 198; a decrease of 2 from last year.

The number rejected, 91; girls, 41; boys, 50; an increase of 18 over last year.

Of the entire number of applicants, 87.1 per cent. were admitted and 12.9 per cent. rejected.

The above summary gives the results of the examination for graduation from the grammar schools, which admits to the High School. The result was very satisfactory.

The number now attending the High School is 1,015, the largest in the history of the school. This school never was so strong and satisfactory as now.

Evening Schools.—The number of pupils registered was 3,242; males, 2,486; females, 756; a decrease of 643 from last year.

The average enrollment was 1,984; a decrease of 295 from last year, and the average attendance was 1,492; a decrease of 214 from last year.

The number of teachers employed in these schools was 67; males, 33; females, 34; a decrease of 13 from last year.

The above brief statement gives the condition of these schools at their close, March 1st, 1893.

The schools struggled with many difficulties, which interfered seriously with the enrollment and attendance. These have been largely removed, and the schools began a very promising year October 1st, 1893.

In an industrial city like Newark, these schools are a necessity and should receive a liberal support.

In conclusion, I can say that the schools of Newark are in a very healthy condition in most respects. In some sections we are much pressed for accommodations.

The buildings are generally in a good sanitary condition and are kept so. Much attention is given to the health of the pupils. Physical culture is attended to in nearly every school and class.

We are making considerable progress in enforcing the Compulsory School law.

The course of study is being thoroughly revised, and, we hope, better adapted to the progress and needs of our schools.

NEWTON.

CHAS. J. MAJORY, PH.D., PRINCIPAL.

To Addison B. Poland, State Superintendent:

SIR—In compliance with the request of County Superintendent Hill, I respectfully submit the following report of the Newton public schools for the year 1892-93:

The school census for the year as taken in May showed 729 persons of school age residing in the district. This number was four less than for the preceding year. The average daily attendance for the year has been 338, an increase of 47 pupils per day over the average attendance of the preceding year.

For the year 1891-92, with 450 pupils enrolled and an average daily attendance of 287 pupils, there had been no less than 2,385

cases of tardiness recorded, an average of about 12 cases per day. During the year for which this report is made, the total number of cases of tardiness has been 761, or about four cases per day. This improvement has been secured by persistent effort to stimulate the pupils to co-operation, not by any system of punishments. It is hoped that the next year will show further improvement.

Half-day Session.—During the first week of the school year it was found that the enrollment of pupils for first-year work was too great for the teacher to deal with, and half-day sessions were provided for. This plan met with no opposition from parents, many expressing themselves in favor of half-day sessions under any circumstances for little children during their first months at school. While the school age begins with five years, I see no practical reason for this conclusion, and the half-day provision was intended to be but a temporary expedient necessitated by our lack of room. An enlargement of our building provides for the full accommodation of our pupils after the summer vacation.

Columbus Day.—Very complete provision was made for the observance of Columbus Day on the 21st of October. The school building had never been supplied with a flag or staff, and for the purpose of supplying these a contribution was asked from the parents of the pupils. A circular letter was prepared and sent to each family in the town, setting forth the desirability of having the national flag float over the school and asking that each family contribute in some amount, small or large, to the purpose. One hundred dollars was mentioned as the sum believed to be needed for the purchase of flag and staff and for the expenses necessarily incident to the observance of the day. Envelopes appropriately inscribed were inclosed with each letter for the return of a contribution under seal. In ten days contributions varying from five cents to ten dollars each, aggregating \$144.72 were received. With this sum a staff fifty feet long and and a twenty-five-foot bunting flag were purchased and the staff was erected upon the highest point of the school building, with roof-walk and platform, enabling pupils to raise the flag upon any occasion. The exercises included a parade of the school pupils and the Grand Army post of the town and did much to stimulate public interest in the school work.

World's Fair Exhibit Work.—During the months of November and December much attention was given to the preparation of work in such form as could be submitted for exhibit at Chicago. The principal and one-half of the assistant teachers being new in the school and unacquainted with the pupils or with their former work, the preparation of papers for this purpose interfered more than would otherwise have been the case with regular duties. For the same reason the work prepared was less satisfactory than it should have been to the teachers themselves. Yet it is believed that the benefits resulting from the efforts to secure fairly creditable work amply repaid pupils and teachers for the labor expended. If the work exhibited

at Chicago from the schools of New Jersey can be arranged for permanent exhibit at the State capital, with provision for its annual revision, and under the care of a suitable custodian, it can become a useful factor in the advance of the schools in the regular lines of desirable work. Whatever facilitates just comparison of results and free interchange of ideas promotes progress.

Improvement of Building.—With the approach of the annual school meeting the need of increased accommodation for the school was discussed in the local press, and in due time a circular letter was issued, setting forth the facts in regard to enrollment and attendance of pupils and discussing, with reasons for and against, the several plans that had been suggested for providing additional class-rooms. The plan recommended by the board of trustees was to build an addition in the rear of and connected with the existing building, to be of brick and stone, to harmonize with the existing building in exterior appearance. At the annual meeting there was a very large attendance of voters and the appropriations asked by the board were voted. The addition will give four new class-rooms, two on each floor. At the same time provision is made for introducing the Smead system of heating and ventilating, with sanitary closets, into the old and new buildings, throughout. These improvements will give to Newton school suitable facilities for doing excellent work.

Kindergarten Work.—At the beginning of the year the first primary class-room was so arranged as to seat about forty pupils at desks and at the same time allow two kindergarten tables to be placed at the side. A regularly trained kindergartner was employed, and the programme for the class was arranged to include both kindergarten work and primary reading, number and language work. As the pupils thus provided for were in attendance but for half-day sessions, as above shown, the results accomplished were not as full as was expected when this provision was made for joining the two kinds of work. Yet it is believed that in reading and number, the accomplishments during the year were as full as they could have been without the kindergarten work, if the other conditions were the same. It is the intention for next year, to fit one room entirely for kindergarten work, and the adjoining room for regular primary work, and, with forty pupils in each room, have the pupils change work morning and afternoon, spending half the day with one teacher in regular primary reading, number and language work, and the other half-day in the kindergarten.

Department Plan of Instruction.—With the opening of school in September of 1893, the work for the four grammar grade years will be arranged upon the department plan. It is believed that far more efficient work can thus be done and that the pupils will be much farther advanced at the end of their eighth school year, because of having been taught by one teacher for four years in a given branch. The personal influence of the teacher upon the pupils' character will

also be stronger, it is believed, because of the direct daily contact during this long period. Also the various problems of the correlation of subjects in teaching should be better worked out when each teacher has her own special line of study to which to relate the other studies. Correlation with due attention to specifically different lines of instruction seems a more feasible end in school economy under this arrangement than under the ordinary class-room plan of grade teachers. The advantages to the teacher in preparing for her work are great and evident.

Course of Study.—The course of study in the Newton school is arranged to cover eleven years, from five years of age at entrance to sixteen at graduation. While this period of school life accords with the theory of the course, the fact is that the pupils in any given class or grade vary in age by two or three years, with exceptional pupils much farther from the normal age for their grade. While this condition must prevail as to exceptional pupils, it seems that there ought to be a nearer approach to uniformity in age for the many members in each class. In making promotions at the end of the year, age of pupils will be an important factor considered. There will be no examination for promotion, each class list being made up by the principal upon consultation with the teacher. In the high school course an effort will be made to adapt the subjects of study, and more especially the methods of instruction, to certain definite ends. First, those studies will be provided for that are required for the approved list of schools in relation to the State Normal School; second, the work will be extended as soon as practicable to meet the requirements for the State scholarships in Rutgers College; third, so much of Latin will be taught as may enable pupils who desire to enter college for the full classical course to fit for entrance in one year at a preparatory school. Such review of the elementary branches—arithmetic, geography, grammar, history, &c.—will be provided for, that pupils of suitable age who desire to prepare for teaching in the rural schools, under third grade county examination, may here find a good opportunity. Meanwhile care will be exercised to provide duly for the large majority who do not complete the course of study, but must leave the school earlier to work in store or shop or factory.

For more than twenty years the public school of Newton seems to have held favorable rank among the graded schools of the State, and the community are found very ready to provide for its advancement in any line in which they are shown a need for improvement.

NORTH PLAINFIELD.

CHAS. E. BOSS, PRINCIPAL.

To Addison B. Poland, State Superintendent :

SIR—Complying with the request of County Superintendent Anderson I have the honor to present a report of the workings of the North Plainfield public school for the year ending June 30th, 1893. In this I wish to give you some of the difficulties we have encountered in the past year as well as our hopes and plans for the future.

Accommodations.—The past year has been discouraging to us because of the lack of room for some of our classes, especially in the lower primary grades, which have been overcrowded. We tried to overcome this by half-day sessions but have found that inadequate and unsatisfactory.

Building.—Our school board give us promise of adequate facilities in the near future. At a meeting of the district in March last a liberal appropriation was made to enlarge our school building. The work has progressed fairly, and by March 1st, 1894, next we hope to realize the advantages of ample room. There have been added to our building eight spacious class-rooms, offices, library, &c., which will give us, when finished, twenty good class-rooms, and making the building well suited to our needs. Electric bells have been placed throughout the building; heating and ventilation have received the most careful consideration, and everything, within reasonable bounds, has been done to make our building, in this respect, all that could be desired. Single desks have been placed in the higher class-rooms; this we consider a great improvement over double desks for such grades.

Daily Recess.—For some years we have had recess in the forenoon session only. The past year we tried having marching within the building at the middle of the forenoon session in place of recess. This experiment has been so successful that we have never desired to return to the former plan. The order of our school has been decidedly improved by the change.

Teachers.—North Plainfield has been fortunate in having a corps of teachers faithful and loyal to its school. The policy of our board is perhaps worthy of notice here. There is no recognized line of promotion among teachers. A teacher is paid a salary for work in the grade for which she is best fitted, thus avoiding jealousy and strife to

get a higher grade, not from choice or fitness for that work, but for the salary. We find some teachers best fitted for the lower grades and some for higher work, and when a teacher is in the place where she can do her best work, be it primary or high school, there is where we can afford to pay her the best salary.

Aids.—While we have no special teachers for particular subjects, and often feel the need of such, our teachers are thoroughly alive to accept every aid and advance in all lines. A teachers' meeting is held weekly, either after school or at night. At these meetings, subjects relating to the general management of the school, as well as the details of individual cases in different class-rooms, are discussed. At other times, important matters pertaining to teaching methods are presented for discussion. At one meeting, the study of arithmetic claims attention—how taught, how much time given each day, &c.; at another meeting, some other subject is considered, &c. In this way the latest thoughts and best methods are brought up for discussion. This proves very helpful to our teachers and of great advantage to our school. Some of our teachers have taken lessons in special subjects, at their own expense, and have repeated the work to others. Vocal music, science lessons and drawing have been taken up in this way. The leading educational publications and magazines are taken by a club composed of all our teachers.

Grading.—Our school is graded so that no teacher has pupils of more than one grade, but some grades are so large that they are taught in more than one division. While our lowest grade is ranked as a primary department and the youngest pupil is but five years of age, there is much of our work during the first year that is truly kindergarten in its character. A ring-board, a device of our own, teaches, objectively, color, form, number and position. This, in connection with a peg-board and colored pegs, gives our little ones a practice which we find very helpful, making up, in some measure, for their never having had the strict kindergarten training. The form lessons are a great aid in drawing; position lessons are an aid in place and geography; color, so often entirely neglected, develops another side of the child's nature, while the number-work is the true foundation for mathematical thought.

Subjects of Study—Arithmetic.—Our purpose is to give an intelligent idea of number without the use of puzzling problems. We try to accomplish this by giving many practical examples from actual business and from different text-books.

Reading.—Early in the course, a line or a stanza from some standard author is committed to memory by each child, and, from grade to grade, additional selections from such authors are made until the pupil becomes somewhat familiar with at least one writer. In supplementary reading, a series of historical stories are read, which interest the pupil and create a love for history.

Language.—This subject has special attention, a period each day being devoted to it. Teachers are requested in every recitation, to insist on having the full idea contained in a question, repeated and restated in the answer, instead of a simple answer "yes" or "no," thus making the work of the day a practice in language.

Spelling.—Words are taken from other lessons, such as reading, geography, history, &c., and sometimes selected words are given with meanings and use explained.

Geography.—We discard the memorizing of many important facts and places, and introduce instead imaginary trips of travel and in this way give true life and interest to the subject. The study of a country as to its products, &c., is also encouraged.

History.—This subject is made interesting by the study of the leading characters of a period or epoch, by the clear presentation of topics, by the progress of discovery being traced upon the map, and by numerous blackboard drawings.

Drawing, Penmanship and Vocal Music.—These subjects are taught in the different grades, but without the aid of special teachers.

Observation Lessons.—Very successful work has been accomplished in observation lessons; *e. g.* one grade studying trees as to wood and bark, collecting and arranging specimens; another grade, trees, as to leaves, collecting pressing, mounting, and naming specimens. This work has been very enjoyable both to teachers and pupils, all the pupils doing better in other subjects because of practice in observation. Some teachers in the higher grades have added interest to their work by devoting a few moments each day to a consideration of items of news.

Government.—We realize that self-control is the great desideratum to be attained; hence any study that fails to give this is defective. We try to lead our pupils to think, to think for themselves, to think aright. They are thus fitted to make the best use of their school opportunities. It is our aim to hold our pupils first in our thought, and hence make our school and all its labors aids to their best development and future good.

ORANGE.

U. W. CUTTS, SUPERINTENDENT.

To Addison B. Poland, State Superintendent :

SIR—In connection with the statistics of the schools of this city, I have the honor of submitting a few supplementary notes.

Enrollment.—The enrollment has been greater than that of the year preceding. Three parochial institutions in the city, two of which are very large, together with the non-sectarian private schools, enroll a large percentage of the school population; yet there is need of increased accommodations in the public schools. Half-day classes in the first-year grade are required in the primary departments, on account of the lack of seating room. In No. 4 district, the erection of a new building, which was hoped for during the year, was postponed. As a temporary relief, an annex building has been rented and furnished to accommodate classes of the second and third grades. In what way to make the best use of existing conditions, so as to meet the increasing demands of population, is often a perplexing question in school management.

School Buildings.—The school buildings are in good condition. No. 4 is made as comfortable as can be expected for so old an edifice. No. 1 contains advanced grammar grades as well as the High School. Promotions are made to this from three of the other schools. With the increase in numbers, a new High School building will soon be needed to meet the requirements of the city. After making suitable provision for the younger children, proper accommodation must be furnished for the older pupils who wish to remain in school as long as the State law allows and to pursue the studies of the High School course.

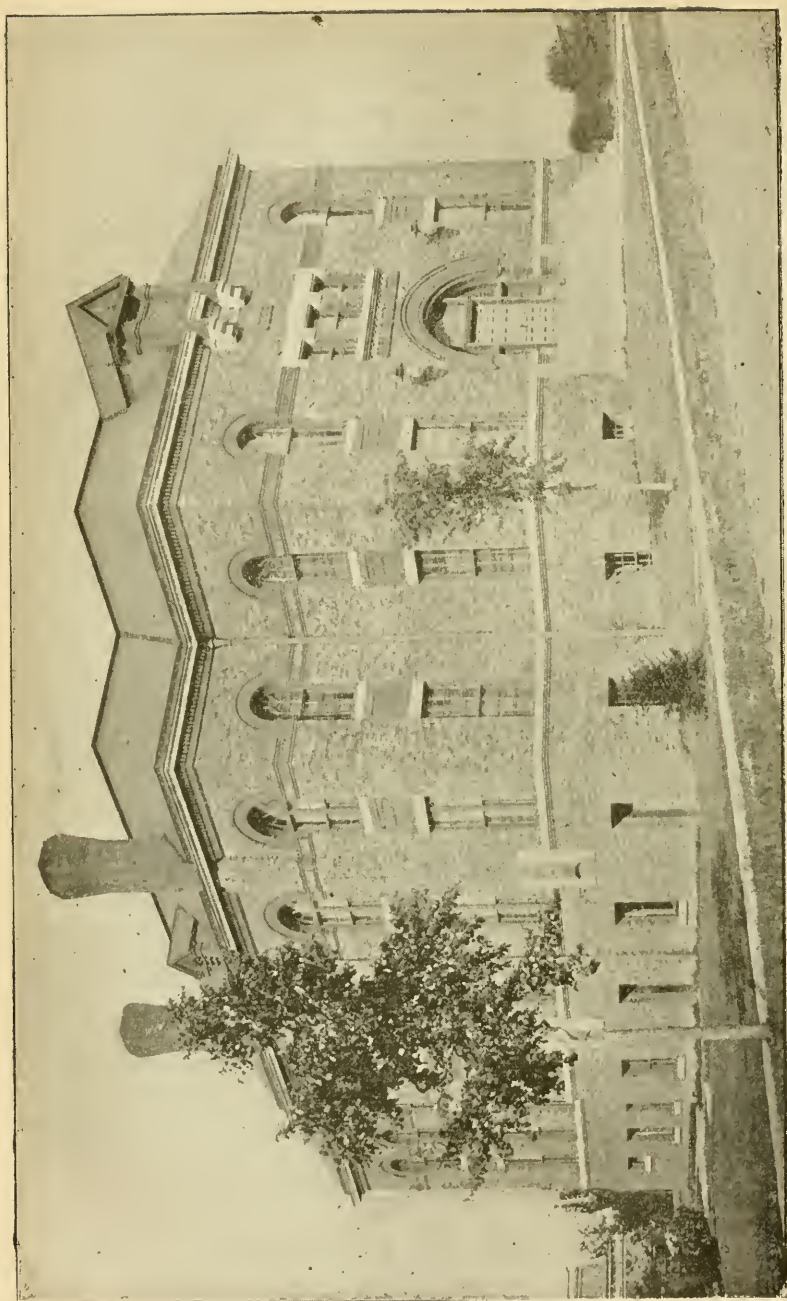
Libraries.—The school libraries are increasing in value. The selection of books is made with the purpose not only of furnishing volumes of reference, in the strict sense of the term, but also of giving pupils useful reading matter as supplementary to their regular lessons and of cultivating their literary taste. In the primary schools, books of travel, history, biography, elementary science and selected juvenile stories are purchased, in addition to the standard works of reference. In the High School, the library is mainly one of reference, with works of standard authors in essays, history, poetry, science, travel, biography

and fiction. Among the books recently added to the library may be mentioned the works of Whittier and of Holmes, volumes of Thoreau and of Miss Jewett, Modern Classics, Munger's *On the Threshold*, Grant White's *Words and Their Uses*, Howell's *Italian Journeys*, Welsh's *Development of English Literature*, Campbell's *Handbook of English Synonyms*, Arnold's *English Literature*, Morley's *Studies in Literature*, Matthew Arnold's *Essays in Criticism*, Dana's *Mineralogy*, *The Wonders of Optics*, *The Intelligence of Animals*, *Service Astronomy with an Opera Glass*, Carlyle's *French Revolution*, Lowell's *Among My Books and My Study Windows*, Tate's *Philosophy of Education*, John Fiske's *Critical Period in American History* and *Civil Government in the United States*, Bryce's *American Commonwealth*.

Manual Training.—The manual training has been under the same competent instruction as last year. The interest in the work is fully sustained. Little change in the course is to be noted. The coloring of original designs with water colors has been added to the work of the High School and advanced grammar grades. Plans have been made for the introduction of wood-carving in the eighth grade for the coming year. The special teachers regret that more time cannot be spared from the school programme for this department, as the period allotted is brief compared with that advocated by the State Board of Education.

Columbus Day.—Columbus Day, October 21st, was observed in all the schools, following the official programme as suggested by the committee of superintendents in May, 1892. This included the opening prayer, the reading of the President's proclamation, the salute of the national flag, the recitation of the special ode, the explanation of the meaning of the day, and the singing of patriotic hymns. Various addresses were also made by school officials and visitors. The schools are provided with handsome flag-staffs and flags, and on all school days in fair weather the national colors are displayed during the session.

Conclusion.—The year has been one of earnest work. By no means claiming perfection, the instruction has been in the main intelligent, and in the line of progress. Teachers have endeavored to make a study of the individual child, to understand his temperament and capabilities, and to incite him to do his best from right motives. The responsibility of the schools in the matter of training for good citizenship and in the formation of right character has been accepted and emphasized.



HIGH SCHOOL.

Passaic City, - - - Passaic County.



This building is located on a lot 281 by 187 feet, situated on the corner of Bloomfield and Lafayette avenues. The building is a substantial structure of brick, and was erected at a cost of \$40,000. It is heated and ventilated by the Smead system. The first floor contains six class-rooms, each 24 by 27 feet; also, a principal's room and a teachers' room, each 14.6 by 11 feet, and six cloak-rooms, each 5 by 17 feet. The main hall on this floor is 18 by 66, and a rear hall 9 by 48 feet. The height of the ceiling on this floor is 13 feet. On the second floor are two class-rooms, each 24 by 27 feet; an assembly-room, 43 by 45 feet; four recitation-rooms, each 20 by 24 feet; a laboratory, 9 by 12 feet; a cloak-room, 23 by 16 feet, and a storage-room for supplies, 6 by 16 feet. The hall on this floor is 9 by 48 feet, and the height of the ceiling is 15 feet. Each class-room has its separate library. The blackboards are of slate, and the furniture of solid cherry. In the basement are play-rooms for use in stormy weather, and dry closets.

PASSAIC.

H. H. HUTTON, SUPERINTENDENT.

To Addison B. Poland, State Superintendent :

SIR—I have the honor to report relative to the schools of this city as follows :

Buildings.—We have here six school buildings—a high school, centrally situated, and five outlying buildings.

During the year primary school No. 2 has been enlarged so as to accommodate 224 additional pupils. But the addition was no sooner finished than every room was filled to its utmost. We need to-day rooms for 200 more pupils. It is proposed to enlarge school No. 4, so as to double its capacity.

Population and School Enrollment.

Population of city by census, 1890.....	13,027
Estimated population, 1893.....	15,000
School census, 1892.....	3,277
School census, 1893.....	3,256

The census for this year has been ordered taken over again by the State Superintendent of School Census, as that taken in May last has been pretty clearly shown to be incomplete.

There were enrolled in the

High school.....	112	pupils.
Grammar school.....	772	“
Primary school.....	1,774	“
Evening school.....	432	“
In all.....	3,090	“

In addition to this enrollment there were about 300 pupils in the parochial and other private schools. This swells the number of pupils enrolled in the schools of the city during the past year, to 3,390.

And yet the census takers could find but 3,256 persons in the city of school age.

Compulsory Attendance.—It is no unusual thing for children to come to me, as I pass from one school building to another, and say, "There is a boy" or "there are two boys," as the case may be, "who won't go to school; their father wants them to go, but they won't." There are many such children and many such parents—willful and weak ones. But the schools are established to train all the children. Officials dislike to meddle with their neighbors' affairs; they see their children loitering on the sidewalks and playing in the streets, many of them filthy in garb, and more so in language, contaminating all children who come within their influence; they see, yet say and do nothing. Instead of dealing with non-attendance and truancy in a half-hearted and unbusiness-like way, why does not the State enact a stringent and mandatory law? Every board of education should be obliged to appoint a truant officer, and make suitable provision for taking care of all incorrigible truants. In default of this the public money should be withheld. As it is now, the very children whom the State has specially in view, whose education she specially desires for her preservation, are allowed by derelict parents and derelict officials to grow up in ignorance and crime. How absurd this is! Will not some of our statesmen look into this? It is not too small a matter. "The little foxes spoil the vines." Along here are strewn danger-points to the Commonwealth. How much better it would be to distract these willful children in their tender years, before they become hardened in crime. Surely, in the near future, some one will make a special study of this phase of education. Helpless, I leave it. The power must come from another direction. City superintendents cannot remedy the evil.

Manual Training.—Our people are coming to see that this branch of our educational work must not be neglected. It looks expensive, but, after all, the price had better be paid if by so doing our boys and girls may, through industrial exercises, be more readily adjusted to their life-work.

The difficulty and delicacy of the task of preparing youth for good citizenship are more and more keenly appreciated every day. As the population increases the greater will be the need of well-trained minds and skillful hands; the greater will be the call for keener eyes and ears, for young people will know earlier in their "teens" for what, by natural endowments, they are fitted.

One great thing is to bring about a change in the minds of people in relation to the *status* of labor. There must be a nobler idea of work and its worth, and if we desire this idea to permeate the minds of the people we must first cherish it in the schools.

Thousands of lads are turned the wrong way because of overfondness of parents who dread to have their children enter industrial

pursuits, yet in these lines they might be happy and prosperous. Manual training in connection with the public schools can greatly aid in correcting this. Our board of education contemplates erecting a suitable building for the purpose on the high school grounds at an early date.

PATERSON.

J. A. REINHART, PH.D., SUPERINTENDENT.

To Addison B. Poland, State Superintendent :

DEAR SIR—I make herewith my report of the condition of schools and of the progress of instruction in the city of Paterson, for the school year ending June 30th, 1893.

Number and Classification of the Schools.

Normal Training and Practice School.....	1
High School.....	1
Elementary schools.....	18
Manual training shop.....	1
Alms-house school.....	1
	<hr/>
Total number of schools.....	22

Number and Classification of Teachers.

Number of principals.....	17
Normal and High School instructors.....	11
Assistant principals.....	1
Teachers employed in departmental work, fifth to eighth grades...	43
Teachers employed in departmental work, first to fourth grades...	169
Supervisor of drawing.....	1
Supervisor of kindergarten work.....	1
Instructor in woodwork.....	1
	<hr/>
Total number of teachers.....	244

Population and School Enrollment.

Population of city by census of 1890.....	78,347
Estimated population of city, 1893.....	87,000
School census of 1891.....	21,489
School census of 1892.....	21,801
School census of 1893.....	22,646
Total enrollment in all elementary schools.....	13,443
Average enrollment in the schools during the year.....	9,619
Average attendance in the schools during the year.....	8,356
Number enrolled, June 30th, 1893.....	9,176

Increase of School Accommodations—Last year Paterson reported the opening of a new and very commodious school building. This year we have to report the completion of school No. 18. The growth of our city is such as to require one additional school building, furnishing accommodations for 600 to 900 pupils every year. The Educational Commission is now erecting an addition to school No. 13, which will accommodate 400 more pupils at that school. Plans are now in preparation for the erection of a new building in place of the old and worn-out building known as No. 1.

Administration.—This is the second year during which our schools have been administered by the Commissioners of Public Instruction, an appointed board which took the place of an elective board April 19th, 1892. All the powers and duties of the old elective boards of education were lodged in an appointed educational commission. This commission is composed of eight members, appointed by the mayor, the latter himself being one of the members. There can be no doubt of the wisdom of this legislation. The experience of our own city will be the same as that of all other municipalities. Small school boards, divorced as far as possible from politics, appointed rather than elected, will be found to constitute the best form of school administration and government.

The Eight-Year Elementary Course.—The course for elementary schools has been reduced to eight years. This does not include a kindergarten or sub-primary grade of five months at the base of each school.

Shortening and Enriching the Course of Study.—The phrase which has become almost classical, "Shortening and enriching the course of study," has had its practical illustration with us. The re-organization of the schools upon the eight-year course was accompanied by a subdivision of each year's work into half-year portions, the more thorough gradation of the material to be mastered, and the elimination of much matter deemed unimportant and unnecessary. The new course provides also for the introduction during the last half of the eighth year of elementary algebra in the form of algebraic solutions

of problems in arithmetic, also for an elementary course in geometry. These two additions to the course have not yet become realities. It was thought best to postpone the actual introduction of these studies in the elementary schools until the school year of '93-94, thus giving both teachers and pupils time to prepare for the new work.

The Normal and Practice School.—The Normal School with its associate practice classes is doing an excellent work in the practical training of our young teachers. We are accomplishing more than ever before in this line. It must be said, however, that only about one-half of the graduates of any one year become first-rate instructors. The remainder lack either the natural talent, the scholarship or the professional spirit necessary to make good teachers. Public sentiment will, perhaps, some day be intelligent, far-seeing and vigorous enough to demand that only its superior young people enter into the actual work of the schools. This maximum of public spirit has not yet been attained in our city, however.

The High School.—A paragraph in the writer's report for last year respecting the establishment of a department in the High School devoted exclusively to the writing of English has attracted very considerable attention. This was a decided innovation at the time but has fully justified itself. It is to be understood that the work in this department is not teaching about the writing of English composition, but the teaching of English composition by actual practice. We have succeeded in doing a large amount of excellent work in this line, and while it is hopeful in itself, my anticipation of its usefulness in modifying the teaching of English throughout the elementary course is the most satisfactory feature of the matter. Pupils are trained to investigate and gather the materials for writing, to discuss the relation and value of these facts and their various possible forms of expression; then the actual writing is begun. The time occupied in actual composition is comparatively small, does not perhaps average over five or ten minutes per day, but the preliminary work, the gathering of materials, the arrangement of the facts and the determination of the form in which they shall be put, occupy a large part of the time.

Departmental Method of Instruction in Upper Elementary Grades.—The four upper grades of our elementary schools are instructed by the departmental method, that is to say, instructors have a certain subject or subjects assigned to them, and they instruct in that subject or subjects all pupils in the four upper grades in any school. The ideal conditions for the successful working of the departmental method of instruction are schools and classes large enough so that each teacher may have but one main subject to teach or two closely allied subjects. In some of our schools one teacher teaches all the geography taught in the school to which she has been assigned. In another school one teacher teaches all the geography and history taught in the upper grades of the school to which she has been assigned. This illustrates that the particular conditions at each school determine in what

particular form the departmental method of teaching shall take. Certain results have followed our adoption of this kind of work in our schools. It stimulates in the teacher scholarship, it favors the acquisition of special power in definite lines. One other effect in our own particular case has been the better preparation of students for the High School.

Study of Literature in Elementary Schools.—Our schools use the usual first, second and third readers. Instead of readers of higher grade heretofore used, complete works of standard literature have been put in the hands of the pupils. Such books as Scudder's Fable and Folk Stories, Hans Andersen's Stories, Hawthorne's Wonder Book, True Stories from New England History, Tanglewood Tales, Franklin's Autobiography, Irving's Sketch Book, Longfellow's and Whittier's poems have been introduced in grades from the third to the eighth. This experiment has been very popular with both pupils and teachers. The pupils are interested in these masterpieces of English literature, and the teachers are doing a good work in fostering a love of the best literature. There can be no question about the good effects of this kind of study. The reading of complete works is far superior in its culturing effect to the reading of extracts and compilations of disconnected pieces.

The Supervision of Schools.—The general problem to which the superintendent has directed his attention during the past year has been the vitalizing of the supervisory agencies in our school system. The supervisory agencies are (1) the superintendent, (2) the principals of the various schools, (3) the special instructors or supervisors of special subjects. Some of the principals of the various schools have assisted the superintendent in giving instruction to the teachers by subjects and grades. For example, the teachers of history have elected a certain principal as leader. This principal meets monthly with the teachers of that subject, guiding discussion and elaborating methods of instruction. The general result of the matter is this, that teachers are more interested in becoming real students of educational principles and processes than ever before. The future will doubtless see our work in this line developed into a more comprehensive and systematic form.

Abolition of Formal Written Term Examination.—A very important move has been made in the matter of doing away with written term examinations for promotions. Heretofore, the review preparatory to these examinations and the examination itself, consumed about the whole of the last month of each term. Instead of these stated examinations for promotion, trial examinations held at times not previously announced have been substituted. The pupils will be promoted from class to class on the recommendation of the principal and teacher. The basis of this recommendation will be a record of estimates made up at the end of each month. There can be no question as to the

evils of the former written term examinations. It will be an interesting matter to watch the development of the schools under this new scheme of promotion on the record made month by month.

PERTH AMBOY.

JAMES S. WIGHT, SUPERINTENDENT.

To Addison B. Poland, State Superintendent :

SIR—There are three school buildings in the city of Perth Amboy, and plans are about perfected for increasing the accommodations. The rapid growth of the city renders such immediate increase imperative.

Two of our buildings are modern structures of brick, in a state of good repair, well lighted, heated, ventilated, and having the most improved sanitary arrangements. The High School building underwent extensive repairs last summer, including apparatus for heating by steam, an improved system of ventilation and a complete renovation within and without, at a cost of nearly \$6,000.

Schools.—School No. 3, known as Maurer's school, has upon its roll 50 pupils, chiefly of German extraction. The studies pursued in this school are all of an elementary character. The school is in a flourishing condition under the fatherly guidance of Principal Charles Dietz.

School No. 2, under the principalship of Mr. W. W. Warner, consists of eight departments, and enrolls 550 pupils. The course of study pursued includes primary, intermediate and grammar grades. Excellent work is done. Pupils who finish the prescribed course of study are promoted to the High School upon passing a satisfactory examination.

High School.—This school is under the supervision of Mr. W. Spader Willis, who is keenly alive to the educational interests of the day. It consists of eleven departments, including primary, intermediate, grammar and high school grades. It has an enrollment of 700.

Its curriculum comprises a course of three years, embracing the following subjects :

Literature,		Word Analysis,
Arithmetic,		Grammar,
Bookkeeping,		Physical Geography,
Algebra,		Civil Government,
Constitution of United States,		Ancient History,
Botany,	Geology,	Physiology,
Chemistry,	Philosophy,	Geometry (six books),
Latin (elective),		Thorough Reviews.

Instruction in the High School is given chiefly by Principal W. Spader Willis and Vice Principal Miss Eugenie Dimmick.

This institution is accomplishing excellent results, pupils being well prepared for college or for business.

Examinations.—Besides being examined in all the subjects comprised in the High School course the graduating class is obliged to attend the county examinations for teachers' certificates held at New Brunswick. County Superintendent H. B. Willis recommends a uniform State standard for graduation; but, in the absence of such standard, he has urged pupils of the advanced classes to pass the examinations aforesaid. Pupils of the graduating class of the Perth Amboy High School have regularly taken these county examinations with excellent results, no instance of failure having been recorded. This reflects credit upon both pupils and teachers. The following are the averages of last year's graduating class at the county examinations held in October at New Brunswick:

Averages.

	Orthography.	Reading.	Writing.	Geography.	Arithmetic.	Grammar.
Edith Mercer.....	83	98	88	92	75	80
Clara Farrington...	85	92	90	91	70	88
Frantz Neilsen.....	88	86	78	95	88	70
Wm. Van Wyck...	83	84	78	86	70	90
Mary Van Wyck...	82	86	83	70	80	81
Jennie Gibbons.....	87	90	83	70	91	83

The average age of the above pupils was between 15 and 16 years.

The graduating exercises of the High School, which are of a superior order, have aroused uncommon interest throughout the city and vicinity.

Teachers.—Twenty teachers are employed in the schools of the city, all of whom hold either State, normal school, or first and second grade county certificates. It may be truthfully said that they are faithful to their duties and true to the best interests of those under their care. The total number of children enrolled is 1,300. The average attendance is excellent. All books and supplies are furnished by the board of education without expense to parents or guardians.

Board of Education.—This body consists of one member from each of the six wards in the city. The president of the board appoints the following standing committees for each year: Finance, Accounts,

School Buildings, Teachers, School Books, Furniture, Supplies, Printing. The board elects a secretary annually, and fixes his compensation. The city superintendent supervises all the schools, attends examinations, makes monthly reports to the board and suggests such improvements as experience and observation dictate. To the liberality and zeal of the board of education is largely due the progress of our schools.

General Information.—The High School sent a very elaborate display of exhibit-work to the Chicago Fair. This work received more than a passing notice, and reflected credit upon the educational interests of the city. The library of the High School contains nearly 300 volumes of standard works.

This institution has also considerable apparatus for illustrating science work.

Mason's system of music is very successfully used. Physical culture has been introduced into the primary and intermediate departments of the High School. It has been found a great help to the discipline of the rooms, aside from the value it has been to the general health and gracefulness of the pupils.

Conclusion.—Educational interest is greatly on the increase. Parents and children are anxious that the schools of Perth Amboy should be second to none in the State.

We need more room, more teachers and more money. These needs will doubtless be filled in due time. Public opinion will demand it.

PHILLIPSBURG.

H. BUDD HOWELL, SUPERINTENDENT.

To Addison B. Poland, State Superintendent :

SIR—In addition to my statistical report, permit me to submit the following report :

The recent appearance of the report of the Committee of Ten on secondary education has doubtless quickened the general interest in high school work, and aroused some curiosity as to how nearly the curricula of existing high schools conform to the recommendations of the committee. It would be interesting as well as profitable, I suppose, to have access to reports along this line from the several super-

intendents or high school principals in New Jersey and elsewhere. It may not be inappropriate, therefore, to confine my report to the course of study in the Phillipsburg High School, with a view to showing what it is possible to do toward realizing the ideal of the Committee of Ten in a town of 9,000 inhabitants, forming a somewhat conservative community.

I should say, in passing, that the nearness of Lafayette College, situated just across the Delaware, has given a strong impetus to the establishment and continuance of the classical course. Beside this influence, the conditions are about the same, I suppose, as in other manufacturing and railroad towns.

We have two courses, classical and English, extending through four years, the ninth, tenth, eleventh and twelfth school years, and secure what may be termed a third or Latin-scientific course by making a science study elective with the Greek of the classical course.

English.—The course in English is identical in both courses up to the fourth year. During the first two years composition and grammar are pursued side by side, together with literature, using the following authors: Lowell, Thoreau, Longfellow, Whittier, Holmes, two additional selected English authors and Bunyan. The number of periods given to English during these two years is 360. During the third year, rhetoric and literature are pursued, using the following authors: Franklin, Hawthorne, Milton and Shakespeare. Number of periods, 200. The pupils of the classical course have 22 weeks (90 periods) in the history of literature in the last year; those of the English course study Irving for 8 weeks (40 periods), Bryant for 8 weeks (40 periods), grammar (review) for 10 weeks (50 periods), Trench on the Study of Words, for 16 weeks (60 periods); principles of orthography, penmanship and elocution for 16 weeks (80 periods), in addition to the history of literature; and those of the Latin-scientific course have grammar (review) for 10 weeks (50 periods) in addition to the history of literature. No reference is here made to extra essay-writing or to elocutionary exercises which are required throughout the four years.

No other modern language is attempted, as it is believed that the study of French or German, though highly desirable, is impracticable, at present, in this community.

Latin.—Latin is begun in the last third of the first year and continued through the remainder of the course, during which time the usual Latin preparatory to college is read. In all, to introductory Latin is given 140 periods; to *Gate to Cæsar*, 60 periods; to *Cæsar*, 100; to *Virgil*, 300; to *Cicero*, 200; to Latin prose (proper), 30; total, 830 periods.

Greek.—Greek is begun seven (school) months later than Latin, or in the second third of the second year and continued to end of course. To introductory Greek is given 120 periods, to *Anabasis*, 170; to *Homer*, 180; to Greek prose, 50; total, 520 periods.

It will be interesting to note here, in connection with Latin and Greek, that the conference on Latin recommend 800 periods for Latin and the conference on Greek 500 periods for Greek.

Natural Science.—The science studies in the high school are physiology, descriptive astronomy, botany, physical geography and physics. Chemistry and zoology are not practicable, ordinarily, for a high school in a town of this size and character and should not be demanded of it. To physiology is given 200 periods; to astronomy, 80; to botany, 120; to physical geography, 100, and to physics 200 periods. With the above may be mentioned 10 periods given to a review of ancient geography and 60 to a review of modern geography (political).

History.—The classical pupils get 140 periods of ancient history, and the English course 200 periods of English history. The pupils of both courses get 200 periods of general history. The pupils of the English course are given 80 periods of civil government and 50 periods of commercial law.

Mathematics.—The Committee of Ten has excluded arithmetic from the high school altogether. This is incomprehensible to me. If there is any place where arithmetic ought to be *studied* it is in the high school. Indeed it can scarcely be said to be studied anywhere else as a science. To arithmetic, therefore, we devote 5 periods per day during the first year, giving especial attention to what is termed higher arithmetic, and 90 periods in the last year to a sort of philosophical review of the whole subject; in all, 290 periods. To algebra is given 400 periods, to geometry 200. The pupils of both courses get the above; in addition the pupils of the English course get 260 periods in bookkeeping.

Below find a comparative table of the total number of periods given to each branch in each of the three courses for the four years.

	PHILLIPSBURG HIGH SCHOOL.			SAMPLE COURSES OF COMMITTEE OF TEN.		
	Classical.	English.	Latin-Scientific.	Classical.	English.	Latin-Scientific.
Arithmetic.....	200	290	200	0	0	0
Algebra.....	400	400	400	360	360	360
Geometry.....	200	200	200	200	200	200
Bookkeeping.....	0	260	0	0	0	0
Total—Mathematics.....	800	1,150	800	560	560	560
Physical Geography.....	0	100	100	120	180	180
Physics.....	0	200	200	120	120	120
Astronomy.....	0	80	80	0	60	60
Botany.....	0	120	120	0	120	120
Physiology.....	200	200	200	0	60	60
Chemistry.....	0	0	0	120	120	120
Geology.....	0	0	0	0	60	60
Total—Science.....	200	700	700	360	720	720
English.....	650	920	700	440	680	520
Latin.....	830	0	830	720	0	720
Greek.....	520	0	0	560	0	0
French or German.....	0	0	0	280	680	440
History.....	350	590	400	280	560	240

It should be explained that, in the above table, forty weeks are taken to constitute a school year; that civil government and political geography are included with history, as recommended by the Conference on History; that the time given to meteorology in the sample courses is included with physical geography, and that French or German is placed in the table as the language additional to English in the sample English course.

A consideration of the table reveals striking differences as well as agreements, the former especially presenting much food for thought, particularly to us who are most interested.

I am aware that only one aspect of the comparison has been presented, and that a very superficial one. Other considerations of a profounder nature might well be treated; but I have already trespassed too much upon your time.

At the beginning of the school year another teacher, Mr. Wayne Dumont, was added to the teaching force of the high school, making the following list :

Y. C. PILGRIM, M.S., PRINCIPAL,
Latin and Greek.

L. O. BEERS, A.M., VICE PRINCIPAL,
Mathematics and Physiology.

WAYNE DUMONT, A.B.,
English Literature and Natural Science.

MARY L. MACK,
English and History.

PLAINFIELD.

HENRY M. MAXSON, SUPERINTENDENT.

To Addison B. Poland, State Superintendent :

SIR—During his first year a superintendent can do little more than get acquainted with his schools. In forming this acquaintance I have been much pleased to find the Plainfield schools generally doing excellent work and the teachers earnest and well prepared for their duties.

Discipline.—With but one or two exceptions the schools have been under excellent discipline. It is very seldom that a case is referred to the superintendent by either teacher or parent. We aim to make all discipline a means of moral growth in the pupil. While we wish to avoid all feeling of unnatural restraint, we, at the same time, try to secure such self-control on the part of the children that there shall be nothing to prevent close attention to work. In the discipline of individuals we have secured, to an unusual degree, the co-operation and support of the parents.

Accommodations.—While it is less than two years since an addition was made to the Bryant building, we are again beginning to be pressed for room, nearly all of our first-year rooms being much overcrowded.

It is proposed to afford relief by the erection of a new high school building. When the high school vacates the present building its rooms will be turned over to the grammar schools, allowing the primaries to expand into the rooms now occupied by the grammar grades. A lot has been selected for this purpose, that will give the new high school a quiet, beautiful and healthful location. It is the

policy of our board to keep the buildings in perfect repair, and to watch with greatest care the sanitary condition of the schools.

High School.—This school was never more prosperous. The graduating class this year is the largest in the history of the school. The same may be said of the entering class. It has been found necessary to fit up class-rooms in the assembly hall and employ an additional teacher to care for the increased attendance.

The course of study, which bore quite hard on the classical portion of the school, has been revised so as to relieve this pressure, and some other changes have been made, to the end that the school might give either a good, thorough preparation for the colleges and universities or a strong, general academic training for those who do not aspire to a college course, and do this without endangering the health of any of its pupils. As a further convenience for the large number that come from a distance we have adopted the one-session plan, the school being in session from 8:20 A. M. to 1 P. M.

Our weakest department is that of Natural Science, our present accommodations making it impossible to follow the best modern lines of work. In the new building it is proposed to give this department such fittings as shall make it what it should be, one of the strongest in the school.

Grammar and Primary.—In the lower schools the work has been conducted upon the same general plan as in former years. The grading is now so well perfected that it seems wise to pay particular attention to the question of how to shorten the time required to complete the course, in the case of the brighter pupils. Statistics seem to indicate the consumption of too much time in the case of a large proportion of the children. Special efforts have been made during the year to ascertain the cause of the retarding and to advance the pupils more rapidly.

Attention has also been given to reducing routine work by the teacher and worry by the pupils to the smallest degree possible. To this end, examinations have been reduced in number, in length and in importance, and they are now given without previous notice to the pupil, so that there can be no cramming nor worry in anticipation. Pupils that had maintained a satisfactory standing during the year were excused entirely from this final examination.

The plan of individual promotion and irregular promotion of small groups during the year has been tried more largely than ever before, and, in the main, successfully.

To do full justice to the children I believe the grades will eventually have to be reduced to half-year intervals, since it is too near to an outrage upon nature to attempt to keep the forty or fifty children in one room exactly abreast mentally for a whole year. With half-year intervals more attention could be paid to individual capacities, since it would be possible to change children from grade to grade with much less loss from the skipping.

Library.—Quite a number of books, suitable to the lower grade, have been added to the school library by purchase during the year, but no effort has been made to raise money by public entertainments. The year has had many interruptions and extra demands, and it seemed wise not to further divert the energies of teachers and pupils from their legitimate work.

We have looked rather to the Free Public Library to meet our needs and have obtained the privilege for each teacher to draw an extra number of books for school use, also a reduction of the age limit for obtaining cards and the granting of special privileges to pupils, indorsed by their teachers. These enlarged privileges and the cordiality shown by our library authorities will enable us to make much use of the public library and to train the pupils both to like good books and to frequent the library. The latter point I consider of no small importance, since a child that is accustomed to visit the library as a pupil is quite likely to continue his visits when his school life is finished.

Plainfield schools are fortunate in possessing the confidence and pride of the majority of the parents. This, with a School Board of an unusually high grade, affords the teachers most excellent conditions for good work, with an eye single to the good of the children.

PRINCETON.

A. W. HARTWELL, PRINCIPAL.

To Addison B. Poland, State Superintendent:

SIR—In compliance with the request of County Superintendent Van Dyke, permit me to present the following brief statement concerning the public schools of Princeton:

In 1858 the three school districts comprised within the limits of the borough were consolidated into one by legislative enactment, under the name of the "Princeton Borough School District." The general management of the schools was delegated to a board of education comprised of five members, whose terms were so fixed that the term of one would expire each year, and each subsequent member be elected for a term of five years. A special election is called by the board after the close of the annual district meeting, and the new member is elected by the legal voters present. It is well worthy of mention that this provision has eliminated political party lines, so

that the fitness of a candidate for the position is the only question considered.

The school population of the borough, as reported by the special census taker, is 828. Of this number, 669 are white children and 159 colored. The original act of incorporation specified that a separate school should be maintained for colored children, and that provision is in practical operation at the present time.

There are two school buildings—the Model school for white children and the Witherspoon street school for colored. These buildings are in excellent condition; they have modern furniture, and they have a joint seating capacity of 430 pupils. These accommodations are ample for all the pupils who attend the public schools.

The Model school building has a Baker, Smith & Co.'s steam-heating and ventilating apparatus, which is in the main very satisfactory, since it combines radiation with the introduction of pure warm air into the rooms. There are also ventiducts for the escape of impure air.

The Witherspoon street school building is provided with a hot-air furnace, which is quite satisfactory in operation.

There is no high school department, but pupils who complete the prescribed course of study in the English branches are graduated, and the diploma awarded by the board of education is accepted by the principal of the State Normal School as a certificate of fitness to enter that institution.

For ten years past the one-session plan has been in satisfactory operation in the schools. The session begins at 8:50 A. M. and ends at 1 P. M., with a recess of fifteen minutes at 11 A. M. Of course, this system requires the full preparation of at least one recitation out of school hours, but needed assistance is always cheerfully given to pupils either before the opening of the session or after its close.

In the selection of teachers for the Model school preference is given to applicants who are residents of the borough and graduates of the State Normal school. A teacher's tenure of office is practically limited only by the ability to perform her duties in a satisfactory manner. The senior teacher has served continuously for thirty years, and the junior teacher for nine years. Such stability in office is the greatest possible encouragement to earnestness and faithfulness.

The preference for Normal graduates is necessarily waived in the selection of teachers for the Witherspoon street school, but the best talent attainable is secured, and the three teachers now employed at that school are well qualified for the positions which they hold.

A library of 680 volumes is provided for the use of pupils, and has done much to cultivate a taste for wholesome literature. Additions of carefully selected books are made at regular intervals.

For many years the board has offered valuable prizes to promote regular attendance, punctuality, good deportment and scholarship. Recently, additional prizes for proficiency in special lines have been

offered by citizens deeply interested in the welfare of pupils. The award of these prizes forms a very attractive feature of the annual closing exercises of the school.

An alumni association has been formed, which serves as a connecting link between the past of the school and its present. The good influence of the organization has been felt since its first inception, and there is reason to believe that it will become a powerful factor in keeping up the standard of the school.

The school annual "The Model School Times," has been adopted by the association as its organ, and under the title of "The Model School Times and Alumni Record," the publication has a larger field of usefulness.

It is proper in this connection to make mention of a feature which has become time-honored with us. Each year the pupils of the graduating class prepare an elaborate "scrap-book" for presentation to the school as a token of their regard. This work is a labor of love, which proves a blessing to those who do it as well as to them for whom it is done. No other possessions of the school are more highly prized than the collection of scrap-books.

In conclusion, it gives me the greatest pleasure to say that the board of education and the teachers work in perfect harmony, and that the people generally vote ample means for the support of the schools.

RAHWAY.

D. B. CORSON, SUPERINTENDENT.

To Addison B. Poland, State Superintendent :

SIR—The custom in Rahway heretofore has been to appoint some man to fill the office of superintendent who had nothing but his education to recommend him for the position, and the appointee has generally been a man who has devoted his best energies to law or medicine rather than to the study of school systems and school management. The school interests, instead of being paramount, have been of secondary importance to the highest official in the system. The plan in use in Trenton and East Orange, and, in a modified form, in Camden, has been inaugurated here by the election of the principal of one of the schools to the superintendency, and the Rahway board of education has shown its determination to have a proper school system and

efficient schools by making the appointments to the offices of superintendent and secretary upon fitness rather than upon political grounds.

The school interests are engrossing the attention of our citizens because the schools have won the confidence of the community. There is a manifest desire for advancement consistent with modern ideas of educational progress. Many new plans and features have been introduced; among them the addition of drawing to our curriculum, and the institution of departmental teaching, so that our principals are given some time each day for the supervision of their schools. Not least among the improvements is that in the character of the teachers added to our corps. Each year we are strengthened by the placing of the graduates of the State Normal School of this State into our schools. Nearly one-third of our present teaching force, most of them having been trained in our own State institution, are normal graduates.

The new curriculum, written by the present superintendent, is, after a year's trial, found to be satisfactory, and it is likely to be the basis of our work for many years to come. The naming of the classes has been changed from the confused nomenclature hitherto in use to *first-year class*, *second-year class*, &c.; the child on entering school at five years of age is placed in the first-year class. There are 12 classes—6 in primary, 4 in grammar, 2 in high school grades. In order that no principal may be the judge of his own work, the following outlined system has been introduced:

The principals of the schools form a board of examiners, each drawing the required number of subjects by chance. One principal prepares for all the classes the examination, and marks all the papers of a given subject. Our highest grammar grade is the same as the lowest high school grade in other cities.

RED BANK.

RICHARD CASE, PRINCIPAL.

To Addison B. Poland, State Superintendent:

DEAR SIR—By request of County Superintendent Lockwood, I beg to submit the following report:

The schools of Red Bank were very unfortunate during the school year 1892-93. Diphtheria, small-pox and the Columbus exhibit

were the evils with which they had to contend. The last-named, however, ought not to be classed as an evil, for although, coming as it did, it disturbed the regular work very much, yet it acted as a great and lasting incentive to teachers and pupils.

We are hampered by lack of room and the need of modern appliances, especially in our higher grades. We give our graduates a high school diploma, but have not a full high school course. We hope to have one in the near future, as soon as we have a suitable building in which to do the work.

Important as buildings and appliances are, it is not possible to have good schools without good teachers. I am pleased to say that our school board is waking up to the fact that special training is as requisite for teachers as it is for lawyers or doctors; that men and women of ability cannot afford to spend the time necessary to acquire such training unless they have in prospect higher salaries than our teachers are now receiving.

RIDGEWOOD.

B. C. WOOSTER, PRINCIPAL.

To Addison B. Poland, State Superintendent :

DEAR SIR—By request of County Superintendent John Terhune, I beg to submit the following brief statement of what we are doing in our public school :

The rapid growth of our town and the increasing desire of its inhabitants for a good school have enabled us to make some recent changes, which we believe to be improvements. Our pupils are mostly children of New York business men, quick and intelligent, but somewhat lacking in the methodic application and persistency oftener found where home duties are pressing necessities. We early introduced elementary manual training in the lower grades and have continued to advance the line of work until it occupies an important place in each grade. The results have been very satisfactory, and we believe the work has tended to remedy the deficiency just noted.

A copy of our course of study is in your hands. Since its creation some slight changes have been made. Since many children never enter advanced grades, we have arranged to complete the use of elementary text-books in arithmetic, geography, history, &c., with the

fifth year. We begin the use of grammar grade text-books and the regular county examinations with the sixth year and complete the latter in the tenth, thus extending the time one year, to make room for manual training, singing, drawing, &c.

Our library now numbers 570 volumes and is much used, with a marked upward tendency in the class of books read. Geography, general and United States history and literature furnish constant suggestion for its use. Around these subjects, also, have been grouped much satisfactory work in map-drawing, collecting specimens of productions, historic relics, &c. These, in turn, have furnished material for language work, observation lessons and general information.

Some recent purchases have been a complete set of physical apparatus, wall maps and a set of encyclopædias.

We have tried hard to get good teachers and believe we have succeeded. Points in evidence are the workmanlike appearance of the class-rooms, the amount of interest taken and extra work done.

A great drawback is insufficient room. This, however, we think, will soon be remedied by the erection of a fine modern building, in which case we shall expand the work already well begun in primary grades, and confidently expect to hold each child by strong bonds of interest.

We aim soon to add chemistry and descriptive geometry to our course and to be able to prepare for the scientific course of Rutgers College.

A printed course of study is furnished each resident of the district, and the work of the board of trustees is systematic, harmonious and progressive. The trustees co-operate with the superintendent in all suggestions relating to sanitation, course of study, text-books and school law in general.

RUTHERFORD.

T. B. HASCALL, PRINCIPAL.

To Addison B. Poland, State Superintendent :

DEAR SIR—In response to a suggestion of County Superintendent John Terhune, permit me to transmit the following data in respect to the Rutherford grammar school :

Our enrollment thus far this year has been 261, with an average attendance of 95 per cent.

Two well-equipped primaries are feeders to the grammar department. The primary course covers four years, and each grade has its teacher.

Kindergarten methods are pursued to some extent during the first year. Our grammar school course covers six years, and it is our endeavor in all grades to do thorough work, aiming to make our graduates independent thinkers, who shall know not only what they think but why they think so.

Our school building, though not a new one, is well lighted and ventilated, and generally well adapted to school use.

At present we have eight class-rooms, presided over by seven grade teachers and one specialist in manual training.

The matter of additional school accommodation to meet the demand of our growing borough is now engrossing the attention of the trustees, and a substantial improvement may be confidently anticipated before the opening of another year.

Four of the graduates in our last class entered an advanced grade in the Passaic High School, two entered the Stevens Institute High School, and two the Trenton Normal School.

SALEM.

ROBERT GWYNNE, JR., SUPERINTENDENT.

To Addison B. Poland, State Superintendent :

DEAR SIR—During the past year 1,144 children were enrolled in the public schools of the city of Salem, the largest number enrolled in the history of the schools. The average enrollment was 873, and the average daily attendance 810. The percentage of daily attendance on total enrollment was .71, while upon average enrollment it was over .92.

Our school buildings are in complete order and well furnished. Our grade has been well maintained, and our pupils advanced with reasonable progress. Industrial drawing was introduced and proved so helpful that it may lead to manual training. In one respect our city is behind the age—our pupils are still required to furnish text-books.

Fourteen pupils were graduated from our High School. The exercises upon commencement day attracted a throng—indeed, all school celebrations (Arbor Day, Columbus Day, &c.) are made prominent now, betokening an increased interest in our school work.

SOMERVILLE.

J. S. HAYNES, PRINCIPAL.

To Addison B. Poland, State Superintendent :

DEAR SIR—By request of County Superintendent Anderson I beg to submit the following brief report :

I have received from you the following questions :

“ What are you doing to improve the schools of Somerville ? ”

“ What are your aims ? ”

“ How are you trying to accomplish them ? ”

What has been done here during the last eight years may sufficiently indicate the answer to the first question.

Prior to 1885 the board of education had endeavored to run the school with the public money received from the State. The attempt had proved a failure. The attendance was very low for the size of the town, the buildings were dilapidated and the people were paying about \$2,000 a year for tuition in private schools.

In the spring of 1885 the character of the board was changed by the election of three new members ; a special tax was voted for steam-heat and necessary repairs, and the present principal was engaged to re-organize the school. An outline, tentative course of study was adopted ; several new teachers were hired, and the commencement exercises of our first class of graduates, twelve in number, were held in Armory Hall, June 29th, 1888. The average daily attendance, which, during my predecessor's last year, was 287, within four years rose to 462 for the year ending June, 1889. For the first quarter of the present school year it was 560.

The number of teachers in 1885 was eight ; there are now thirteen, with work enough for two more. Among these are seven normal graduates, one undergraduate and five other teachers who had proved their aptitude for good work by successful experience elsewhere. We have been extremely fortunate in the selections made for us by Dr. Green, Principal of the State Normal School. Teachers' meetings are held at the close of school every Wednesday afternoon, at which the teachers receive suggestions, directions, explanations and participate in discussions on methods and the branches of school work. One year was given to the reading circle, which was then discontinued, to give self-taught teachers a chance to study up for higher grades.

Our school has been graded for a ten-years' course of study : four years in the primary, four years in the grammar, and two years in the high school department. The last is very short, but it is all this town will bear at present.

In the grammar and high school departments, written examinations are held every ten weeks. The results, with term average and record of attendance and deportment, are placed upon report cards, and sent to the parents. The primary teachers also report their pupils' records for term-work ; so that every child's standing is given to his parents four times a year. Experience has shown this to be often enough ; much better than any system of monthly reports, which keep teachers tied down so much of their time to useless statistics.

In 1887 two wings were added to the main building, improving its external appearance and giving four new class-rooms, which in a very short time were all filled. Nine rooms have been supplied with the best modern furniture, free text-books for all the pupils, and the basement has been converted into a great play-room. The special tax for all these improvements and the salaries of five new teachers, have averaged but one mill on a dollar, or ten cents on every hundred dollars of the taxable property of the district, a rate less than one-third of that in half a dozen neighboring towns.

It may safely be said that the effort to improve the condition of this school has been a gratifying success. In achieving this it has given me great pleasure to acknowledge the cordial, unswerving aid I have received from the Somerville board of education. This body of men has never failed of a good working majority on whom I knew I could always depend. A pioneer in high school work has no sinecure ; but his labors are lightened wonderfully if he can feel the touch of good men and true at either elbow.

Our aims have been to bring the public schools of Somerville into favorable comparison with those of her sister towns ; to elevate and popularize the educational standard of her children and youth, so that their influence upon the generations to come may tend to make this town, so highly favored in other respects, an educational and literary center ; a community of liberal-minded, enlightened, just American citizens.

Subsidiary to this in routine work, especial attention has been given to reading, writing, drawing, bookkeeping and natural science. Every reading lesson is to be so thoroughly analyzed and explained that every child in the class may have the opportunity to know all that is in it.

The system of penmanship taught in this school is a modification of the Spencerian. Uniformity in the construction of letters is continued through all grades, to the very last month in the High School. The aim is to train our pupils so thoroughly in this branch that when they start in life for themselves, their proficiency in it will aid them in securing situations.

The advantages of an ability to supplement a description with a sketch, and to condense the details of a business transaction into a form of the utmost brevity, are obvious. Physics and chemistry have come to the front to stay. Our graduates should be able to enter at once an advanced class in the State Normal School, or the freshman class of the scientific department of an average college. We have not yet brought them quite up to that high plane, they require a few months' coaching after they leave us, but the good time is coming when secondary education in Somerville will bridge the chasm that separates the rural school from the college.

Something in that direction has already been accomplished. When a college extension class for the study of physics was organized here two years ago the public school alone raised one-fourth of the funds and furnished two-thirds of the attendance.

This town has about five hundred colored people, of whom nearly one hundred and fifty are enrolled in the school census. The colored department of our school is entirely too large for one teacher, and one of the worthy aims of our board has been compliance with the School law and better facilities for the colored children.

The increase in the attendance of the primary pupils last fall was, for a time, phenomenal. Over six hundred and forty children were counted at one time on the school premises, and this condition of affairs continued for several weeks. The primary department, having insufficient room, surged up into the grammar grades, making forced promotions necessary as far up as the seventh-year room. A repetition of this experience would have most destructive tendencies, and to avoid these, it is probable that the board of education will soon ask the good people of this town for more school buildings. Two more primary teachers we must have next year—one for the colored school and one for the lowest grade in the main building.

Several months ago a special committee was appointed to revise our course of study. To this work the committee and teachers have all contributed, drawing freely upon experience and the curricula of some of the best schools in the State. When completed and printed a copy will be sent to you. It will contain a vast amount of information which cannot be included within the limits of this report.

We have an excellent corps of assistants, most of whom are subscribers to educational periodicals, and all of whom are diligent students of the best works on pedagogy. By attendance at summer schools and educational meetings, and the support of our own county association, they have shown themselves commendably alive to the interests of this school, and the necessity of keeping fully abreast of the exacting demands of the times. There is no prospect that anything really valuable in principles or methods will escape our attention. By tireless persistence in what we conceive to be the most excellent way, we are trying to mould public sentiment into a healthful, unselfish, benign reality.

SUMMIT.

E. FRED. KNAPP, PRINCIPAL.

To Addison B. Poland, State Superintendent :

SIR—I hereby respectfully submit, by request of County Superintendent Holmes, a report of the condition and working of the Summit public school for the past year, and hope it may prove of interest to the public.

As the present principal is but a recent arrival in Summit, he can speak with greater freedom of the excellence of the school, without its being understood that he is taking credit to himself. He has, however, several things in mind for which he will ask credit in the near future.

Our enrollment is rapidly increasing. On November 1st, 1893, our school was very near its "high-water mark," having about 215 students enrolled. From November 1st, 1893, to January 5th, 1894, 27 pupils have entered. It is but a question of a few months when more school room will be required, as the present building is already crowded.

The school library, which contains about 350 books, is well used, and the children show by their choice of books the excellent training they are receiving, with the view to establishing good reading habits.

The assistant teachers in charge are unusually energetic and earnest in their efforts to cause pupils to make the most of themselves, and, as there is no frequent change in teachers, a very high grade of work is being done.

Only the kindergarten and primary departments are given a recess, but in its place, in the higher grades, light calisthenics are used to great advantage. The usual recess period is added to the noon intermission, which is appreciated by those who live at a distance from the school, preventing tardiness and giving proper time for lunch.

The work of the school proceeds principally along the general lines of other schools. The kindergarten department is continuing and is of a high grade. It is very popular. About 60 pupils are attending at present.

Manual training is receiving attention. Work is being done at present in sewing, cooking and sloyd. Arrangements are being made to introduce carpentry at an early date.

Each Friday afternoon, for about two hours, the boys in the high school and those in the seventh and eighth grades form themselves into a congress, and matters of public interest are discussed. These special departments are looked upon with great favor by pupils as well as by patrons.

TOWN OF UNION.

OTTO ORTEL, PRINCIPAL.

To Addison B. Poland, State Superintendent :

DEAR SIR—In compliance with the request of County Superintendent Houghton, I have the honor of submitting to you a report of the condition and the work of the public schools of the Town of Union :

This town is located on the Palisades, near the historic Hamilton-Burr dueling grounds. It has a population of 12,000, most of the houses being owned by the families occupying them. The inhabitants are thrifty and progressive, which is manifested by the excellent condition of its streets, sewers, water-supply, gas and electric lighting, electric and steam railroads, factories, and large stores on the principal thoroughfares, and last but not least, by its extensive school grounds and buildings.

The present buildings, erected in 1883 and 1889, are located on a plot 200 x 200, fronting on three streets. Both buildings are two-story brick structures, heated by steam and ventilated by exhaust fans, and contain a tower-clock. Cost of land and buildings, \$60,000.

There were enrolled in the school registers last year, 2,148 pupils. The average daily attendance was 1,527.

The corps of instructors consists of 1 supervising principal, 1 vice principal, 28 regular class teachers, 3 special teachers of German, 1 special teacher of vocal music, 1 for domestic economy, 1 for wood-working. Three of the teachers have taught in this town over 25 years. Nearly one-half of the teachers are graduates of our own schools. The schools are divided into ten yearly grades preceded by a kindergarten.

COURSE OF STUDY.

Following is a general outline of the course of study as pursued in the schools :

Vocal Music.—Instruction in this branch is given by a special teacher, one day a week in each department, supplemented by daily

practice under the regular class teacher. No rote singing is permitted, except in the kindergarten and the lowest primary classes.

Language.—Language lessons are given in each grade up to the seventh year, when technical grammar is taken up, followed by a study of English literature and rhetoric in the ninth and tenth years.

Arithmetic.—Number is taught at first by a modification of the "Grube" method. Arithmetic completed in the ninth year.

Reading.—This subject is taught at first by the word and sentence method, supplemented from the beginning by the phonic. From three to four first and second readers are read in each grade. Several third and fourth readers are also read in their respective grades, together with much supplementary reading from juvenile magazines and papers, throughout.

Spelling is taught chiefly by dictation, although spelling-books are used in connection therewith.

Writing.—Pupils are taught to write on paper from their first entrance in school, and even in the kindergarten. Pen and ink are used in the fourth year. One standard form of capitals is insisted on in all written work until the end of the seventh year, when individual taste in choice of forms is permitted, provided the same are plain and legible.

Memorizing.—In all grades choice selections of poetry and prose suited to the age and capacity of the pupils are memorized.

Composition.—As soon as pupils can write a sufficient number of words, they begin to write compositions. This important work is carried on through all grades.

Geography.—This study begins in the third year with drawing plan of school-room, building, with boundaries, streets, town, &c., proceeding in this manner to county, State, country and grand divisions, studying physical, political, commercial and other features, as they go on, always considering the relation of mankind in other parts of the earth with our own country and surroundings. The text-book in this subject as well as in all others, is used strictly as a reference-book.

Physiology and Hygiene.—Lessons in physiology and the laws of health are given through all grades.

Observation Lessons.—A portion of the time in each grade is devoted to instruction in things that come under the observation of the pupils. From a study of home and its surroundings in the lowest grades, through color, form, trees, fruits, flowers, men and animals, manufactures and natural productions of all kinds, inventions and discoveries, to daily occurrences as found in newspapers and magazines.

Drawing.—Pupils are taught the use of a ruler in drawing and measuring lines and in proving estimated distances, from the start. Free-hand drawing is practiced very little until the higher grades are reached, as a true knowledge of proportion and relation can only be obtained by being taught objectively at first.

Natural Sciences.—While elementary work in these branches is

given in all grades, the systematic study begins in the ninth year, with natural history, botany and mineralogy, followed in the tenth year by physics, chemistry and astronomy. Pupils make most of their apparatus for simple experiments, and all of the diagrams and drawings that show the result of their observations.

Algebra.—This subject is begun in the ninth year, and quadratics is completed in the tenth.

Geometry.—Elementary geometrical problems are solved, beginning in the sixth year, and plane geometry completed in the tenth.

Bookkeeping.—Sets in single and double entry are written up in the ninth and tenth years. Business forms are taken up earlier.

German.—Instruction in the German language is given daily in each room from the third to the tenth year. Length of each lesson, from forty to fifty minutes. German is taught by the objective and conversational methods. Pupils are taught to read, write, speak and think in German. The difficulties of grammar are taught by practice, not by rules. Translation is not resorted to, but pupils are often required to silently read in English or German and give the substance of what was read in the other language.

Manual Training.—Systematic instruction in this branch is given throughout the different grades. A complete description of this work will be found in the special manual training report.

Morals and Manners.—While exhortation and precept are not much depended on for cultivating graces of character, anecdotes are frequently read in the classes, illustrating love to parents, brothers, sisters and companions, respect to the aged, kindness to animals, benevolence, truthfulness, &c. These are freely commented on and the intercourse among pupils watched, so that any evidence of ill manners may be corrected and courtesy, truthfulness and virtue promoted.

Graduating Exercises.—The graduating exercises of the class of '93 were held on the evening of June 30th, at St. Augustine Hall. There were 15 graduates, 9 of whom were boys. The valedictory address was delivered both in English and German. County Superintendent Rev. Geo. C. Houghton addressed the graduates. President of the Board of Education Dr. John T. Luck awarded the diplomas.

In order to give an idea of the kind of work required before pupils are graduated, the following list of essays which were prepared by the graduates is given:

“Signal Service,” “Fisheries,” “Holy Grail” (from Tennyson), “Improvements in Modes of Travel,” “Our Government,” “Humble Origin of Great Men,” “Ocean Steamships,” “Canals,” “The Art of Printing,” “Famous Battles,” “Our Government and the Indian,” “The American Republic,” “The Use and Abuse of Parks.”

It will be seen that the preparation of these necessitated considerable reading and research in history, biography and literature, as well as familiarity with current events and history of the present.

Library.—A school library for the use of pupils, containing over 1,200 volumes, 200 of which are German, is contained in the main building.

There is also an extensive pedagogical library for the use of the teachers.

Night School.—A free night school is maintained every winter. The largest class is one composed of foreigners, chiefly German, who are thus enabled to acquire a knowledge of the English language. Many of the pupils return year after year. There is one class in domestic economy for working girls and women, that is well patronized. In connection with the night school the board of education provides a Saturday evening course of free popular illustrated lectures for working people. The attendance at these lectures is so large that numbers are turned away every evening for want of accommodation.

Teachers.—Each teacher keeps a note-book in which is entered from day to day an outline of the lessons to be taught the following day, as also of the method by which the desired results are to be attained. At the close of the day, on the following page are entered results, observations, difficulties encountered and other remarks. This book is open at all times to the inspection of the Principal for criticism, suggestions and advice.

Teachers' Meetings.—The teachers of the schools form an association which meets semi-monthly or oftener. At these meetings papers on educational subjects are prepared and read by the members. Practical exercises with classes of children, showing teacher's method of introducing new topics, and illustrating methods of presentation, are given, followed by general criticism and discussion.

During the last year, the teachers contributed and defrayed the expenses of engaging Prof. Jerome Allen and Dr. E. D. Shimer, of the University of the City of New York, to deliver a course of lectures on psychology and pedagogy before the association.

School Accommodation.—Every room in both buildings is occupied and many of them overcrowded. A new school-house on a plot 200 x 200, fronting on three streets, is in the course of erection, and expected to be ready for occupancy by February next.

This is to be a three-story brick building, containing four classrooms each, on the first and second floors, and an assembly-room, accommodating 500 people, on the third floor. The cost of this building and grounds will be about \$40,000.

In conclusion I will state in justice to the teachers, that a more faithful, hardworking, progressive and harmonious corps of teachers than those of the Town of Union will be hard to find.

The people of the town are proud of their school system, they elect representative men to the board of education, and never fail to come to the support of the board in the most liberal manner whenever called upon.

TRENTON.

B. C. GREGORY, SUPERVISING PRINCIPAL.

To Addison B. Poland, State Superintendent :

SIR—The advantages of the change from a large elective Board of Education to a small, appointed Commission are becoming more and more obvious. The business of the Commission this year has proceeded without a jar. The functions of the Commission have been performed with increasing ease, and at the present time the purely business side of the public school system is in a condition of completeness never known before.

Probably, in no direction has the great change referred to been so manifest as in the improvements made to school property. One new school has been built this year and one has been greatly enlarged, increasing the capacity of the city about 500 pupils. The new school is known as the Cadwalader School, and is situated near the western boundary of the city. The building is 40 feet by 68 feet, and is heated and ventilated throughout with steam. Otherwise, it is a counterpart of the Columbus building described on page 110 of the last State School report. The enlargement referred to was made in the U. S. Grant School, formerly known as the Grant Avenue School. This was a four-room building of antiquated pattern. The improvements in this school will make it a ten-room building. In the reconstruction of the building the front was taken out and a new front was built on the street line, giving accommodations for two classes in this front connection, one class on the upper floor and one on the lower. In addition to this, an annex to the building, capable of accommodating four classes, was built on the eastern side. The buildings communicate through a connecting structure, which allows of broad halls running through the entire length of the building east and west on both floors. The building is heated with steam, and closets are placed in the cellar; every appliance which would make this a first-class building in every respect has been introduced. During the coming year the number of rented rooms in the city will be greatly reduced by the abandoning of the Joseph Wood Annex, located on Academy street; a rented building known as the Jefferson Street School, which has long been unfit for school purposes, has been abandoned during the summer.

In carrying out the repairs of the buildings the Commission have availed themselves of the services of the school mechanic, to whom reference was made in the last report. The wisdom of appointing this officer grows more and more obvious. The old system was a very bad one. Repairs were frequently postponed until the evil had become aggravated. The expense of making trifling repairs had led to their neglect in many cases. Absence of responsibility brought about a looseness of administration, and when the schools were critically examined by an expert they were, in most cases, found to be in very bad order. The Committee on Grounds and Buildings determined upon a systematic renovation of the schools in the city. School after school was thoroughly attended to. So great was the need of the detailed attention that only at the conclusion of the summer vacation of 1893 could it be said that the schools were in fit condition for the purposes for which they were designed.

The renovation or repairs referred to are of every description. Heaters have been built, buildings painted, new fences put up, yard closets entirely rebuilt or renovated, new furniture introduced and connections made with sewers.

Fourteen per cent. of the rooms now occupied for school purposes have been built within five years, and are modern from every point of view. The rooms in the old buildings, also, have been greatly improved and rendered more comfortable. Thirty-seven of the 148 rooms in the city (or 25 per cent.) are supplied with single desks.

A very important amendment has been effected by a rule causing the janitors to be appointed and discharged by a committee instead of by the Commission. This locates the responsibility and insures the prompt performance of duty by the janitors.

Our teachers are urging the æsthetic conception on the children, and in some places the rooms are greatly beautified by pictures, drawings, flowers and other means of decoration. In some cases these attempts are very crude, but we rely on the doctrine of evolution. If the beginning is made, the development will follow. If the desire for the beautiful is evoked in a child's nature the step from beauty of outward decoration to beauty of character is not a long one.

I am glad to report an improvement in the health of the schools during the past year. Comparing this year with last year, I find that the maximum number of days lost was in January in both years, but the absence during last January is only 65 per cent. of that during the preceding January.

While on the matter of health I may refer to an improvement introduced a year ago, which is somewhat unique. At that time the Board contracted with the Fowler Manufacturing Company to supply the schools with clean towels on the basis of five per week for each class. The testimony of the principals as to the advantage of the towel system is in almost every case favorable. Some of the answers to my inquiries on this subject are very emphatic. The clean towel

has been an incentive to cleanliness and neatness on the part of the pupil. Formerly many children did not seem to mind dirty faces and hands; now such a thing is almost unknown. If a child becomes soiled while on the road to school, he is always anxious to make himself neat as soon as possible.

Comparing the enrollment of September 30th, 1892, with that of the same date of the preceding year, we find the increase to be 431; the attendance has increased proportionately. In the matter of exterminating tardiness, truancy and suspensions, a very remarkable advance has been made. Many of the schools have all but obliterated tardiness, and suspension for disorder is almost a thing of the past. This means that discipline is obtained with less friction, and therefore by more rational measures. Indirectly it points to better teaching and higher standards of method on the part of the teachers, for such results cannot be obtained on a low plane of teaching. The truant officer has been dispensed with, and the statistics show an actual improvement in the matter of truancy since we have had no truant officer. I am firmly of the opinion that truancy must be reached from within the school, and that the proper truant agents are skillful teachers, and the agencies interesting and profitable exercises and a loving interest in the children. A few pupils will require drastic measures, but not many.

While the accommodations for the children in the city have been greatly increased, the number of children whom we are unable to accommodate remains about the same, *i. e.* the new applications for entrance in the schools keep even pace with the building of schools. As we are building schools faster than the city is increasing in population this would seem to point to increased popularity on the part of the schools.

The High School has increased in its enrollment and is doing admirable work. The building in which the school is located is entirely inadequate. We are in hopes of procuring a better building. Until we do, I do not see how we can introduce manual training.

In the matter of High School commencements a revolution has been effected during the past year which bids fair to last for a long time to come, if the popularity of the last occasion is any indication. The effort was made to obtain the advantages of a High School commencement and avoid the disadvantages. The advantages are the stimulus it provides to hold the pupils in the school and the fact that it brings the public school system before the public. The disadvantages are the interruption of the school in preparing for the commencement, and the fact that the exhibition does not correctly represent the High School work. To reach the desired end, the essays and recitations were omitted, except the valedictory essay. The time usually taken by these exercises was filled by an address by Prof. Robert Ellis Thompson, of Philadelphia. The music was supplied in large measure by a chorus of High School pupils. The occasion was a suc-

cess from every point of view, and the popular interest in the schools received an impetus which must have an appreciable effect on the welfare of the school system.

The high character of the work of our evening schools referred to in the last State report, page 113, has been kept up during the past year—indeed, considerable advance has been made. In the matter of securing regular attendance upon the evening schools, a problem which all cities have wrestled with, we cannot say we have found a solution until the present year; this solution, we think, has been reached in the adoption of what is known as the dollar-deposit plan. The plan requires a deposit of one dollar from every applicant. The money is refunded at the close of the season if the applicant attends regularly. Several cities have adopted this plan, and others are considering its adoption. This method has recently been adopted by our Commission, and the results at the present time of writing are in the highest degree satisfactory.

I can speak with even more pleasure of the success of our evening High School than I did in last year's report. In spite of the dollar-deposit plan it is much larger and enthusiastic than ever before. The class in stenography has doubled upon the figures of last year. Many of our young men and young ladies have obtained positions as stenographers and have held them securely, without exception.

The most important subject which can engage the attention of a superintendent is the improvement of the teaching force, therefore all schemes which relate to this improvement are interesting. Last year reference was made to the training school. This year we have made some changes in the programme of the school. Additional lessons in psychology have been given. The study of Froebel's Education of Man was taken up under the direction of the supervising principal. This lesson was followed by a lesson in practical kindergarten. Each teacher in the training school gave a series of eighteen lessons on methods of teaching in one of the following subjects: physiology and hygiene, elementary science, geography, language, penmanship, reading and arithmetic. The pupils were examined in these subjects in February and June. These changes have made the work of the school very much more thorough. The improvements which have been outlined for the coming year are still more radical. In June, 1892, the first training class completed their course and were granted licenses to teach. On the evening of Friday, February 17th, 1893, the class was publicly graduated at Association Hall. The quality of work performed by the graduates of this school since they have entered our schools has been of the most gratifying character.

The necessity for training does not cease when a teacher leaves the training school. It is to the credit of our teachers that they gladly avail themselves of the opportunities put within their grasp, and even invent meetings for themselves. The meetings referred to are the psychology class, whose membership is about a hundred and meets

every two weeks. The drawing and music meetings which are held by the supervisors of these subjects, the kindergarten lessons which are given at the training school and which are attended not only by the training-school teachers and the pupil-teachers but by a considerable number of our primary teachers, and the general lectures delivered to the teachers of the city, which have been numerous. In addition to these meetings, which are arranged by the central office, the teachers have organized meetings for their own improvement. The Primary Teachers' Association is such a voluntary organization and holds its meetings once a month, devoting them to the discussion of professional subjects. A very practical result of the formation of the Primary Association is the organization of a class for the study of kindergarten principles. This meets on Saturday mornings at the High School. It consists of about thirty members and employs as its teacher Miss Anna W. Williams, of the Philadelphia Normal School. It is an enthusiastic class.

Voluntary sketch classes, taught by the supervisor of drawing, are held every week and are attended by a large and enthusiastic class. I doubt if there are many cities in which so many meetings are attended by their teachers, and attended with so much earnestness and enthusiasm, for many meetings are entirely voluntary, even some of those which are organized by the office.

The Teachers' Consulting Library now numbers 1,243 books. It is extensively used by the teachers. The supervising principal is authorized to spend ten dollars per month for purchasing books for this library. Twelve of our schools also have provided professional libraries for themselves; usually they are loan collections or else libraries bought by the schools or the teachers. I do not include under the head of professional libraries the school libraries for the children. Our record also shows the purchase of upwards of four hundred professional books by individual teachers during the past year, and three hundred subscriptions to educational journals.

Visitation is also a very important factor in the uplifting of our school system. Its influence on the teacher is broadening. The loss to the class by the teacher's absence is insignificant in comparison with the increased power gained by the teacher through the visit. A record of each visit is made and the teacher is required to present to the principal a report on such visit. Through the courtesy of the State Normal School, substitutes have in every case been provided for visiting teachers without cost to the city. One hundred and fifty-three such visits have been made by the teachers since the date of the last report. My disposition has been to encourage this visitation to the utmost, and to put no restrictions upon it, excepting that the teacher shall report the visit when she returns. I fear nothing so much as that the teachers shall not know what is going on in the educational world around them.

An earnest effort has been made to deal with the question of incom-

petency. Partial results only have been achieved. It is too early to speak of any definite achievement in this line. The plan on foot ought to greatly improve our corps of teachers both by stimulus and elimination during the coming year.

We have gradually introduced into many of our schools what is known as the floating principal system. Such teachers have no particular class, but devote their whole time to supervision. No principal can effectively supervise a school if he is also charged with the teaching of a class. If the principal is fitted for his position, and devotes the time thus placed at his disposal to the real interests of the school, he can raise his school to a high pitch of excellence.

During the year the standard of eligibility of applicants for the position of teacher has been raised. The rules were amended so that Normal School graduates to become eligible must previously have pursued the full prescribed course in the High School or in an institution of equal standing. This insures for all applicants a reasonable academic preparation, for the rule had previously required all who entered the training school to have a High School training. That amount of culture represented by a High School course is the smallest amount the city should accept from those who propose to teach in its schools. The special professional training which the Normal or the training school supplies is to be supplementary to such culture; it can never be a substitute for it.

During the past year the city came into closer relations with the State Normal School by opening its schools to the Normal School pupils for the purpose of observation and practice. Fifty-one of the pupils of the State Normal School spent the mornings during five weeks in our schools, under the direction of our regular teachers, observing and teaching.

The rules concerning promotion have remained unchanged. As was stated last year, the present rules represent a very advanced condition of things, and we find no cause to retrace our steps.

In the examination, all our examination papers were marked as a whole, and not by sections as heretofore. It seems to me that this plan has distinct advantages over the old one. When a paper is marked by sections, the examiner never forms an idea of the child's grasp of the subject as a whole. Her attention is concentrated upon details. The argument is very similar to that used regarding the substitution of monthly estimates for daily marking.

An experiment was made last year in two schools with reference to a method of promotion that will embody very radical considerations. This experiment relates to the use of Frye's mind chart. These interesting charts are the device of Supt. Alex. E. Frye, of San Bernardino, Cal. They represent an attempt to diagnose and record the mental power of the child. The purposes of the chart, as described by Supt. Frye, are: "To aid teachers to study the mind of their pupils, to encourage them to teach for development, to establish

a basis for promotion in a record of individual power, and thus to systematize the work now being done by progressive teachers everywhere." The reports which I get from the schools in which the plan has been tried, indicate that the chart is of very great benefit in connection with the study of psychology, in which the teachers of our schools are so much interested; for, while we may have the desire to study the child, unless there is some systematic plan, there is a possibility of making the study a desultory one.

I referred in my report of last year to the February examination, and stated that this examination has been somewhat unusual. At this time, the standing of the pupil does not depend upon passing the test. I therefore felt myself free to carry out a scheme in the form of an examination which would have for its object to suggest rational methods of teaching. With this in view, the question papers were prepared on the basis, not of the methods the teachers had been pursuing, but upon those which, in my judgment, they should pursue; that is, the examination was based not on an actual but an ideal state of things. Heretofore these examinations have been prepared within our city, but this year we became still more radical and had them prepared by experts from outside of our own system of schools. Mr. Charles F. King, of Boston Highlands, the author of "Methods and Aids in Geography," prepared a portion of the geography questions. Miss Anna B. Badlam, whose reputation as a primary teacher is very high, prepared a portion of the questions in language. Some of the questions were prepared in the State Normal School. The plan was received with pleasure by most of our teachers and proved to be a tonic. Every one felt the invigorating influence of the fresh, new ideas which the examination introduced.

The new course of study referred to in the last report has been prepared and is soon to be introduced into the schools. The principles on which it is based were stated in the report referred to. An attempt has been made to embody these principles. To take up the course of study, subject by subject, would demand more space than is allotted to me in the present report. An attempt has been made to encourage the training of the observation in every department where this is possible, and in order that the attempt may be successful science study has been introduced. Far more depends, however, on how the sciences are taught than on the quantity of knowledge gained. They must be taught in such a way as to train the mind to observe and to develop scientific methods of investigation and scientific habits of thought. The plan is to have the observation and study "begin during the first year of school with the simplest and most interesting objects of the child's environment and year by year introduce such other objects of study as the ever-widening horizon and the growing faculties of the child shall make possible."

In the above paragraph I have quoted from the report of the New England Association of School Superintendents.

In arithmetic, elimination has been practiced to an extent that may be regarded as destructive by many teachers. The purpose is to leave time enough to teach what we attempt to teach with thoroughness. On the other hand, algebra and geometry have been introduced in the eighth year. An effort has been made to introduce the early development of more advanced subjects, which is now advocated by many educational thinkers. Thus, percentage and interest may be introduced in a rudimentary manner very soon after federal money is taught. The idea of introducing the germs of all subjects early, and allow the course of study to be the evolution of these germs has been rigidly adhered to.

In language, formal grammar has been subordinated but not eliminated. In the discussion of formal grammar everything has been eliminated which is of no value to the child in forming a reasonably correct grammatical style. Points of grammar referring to mistakes that he cannot possibly make are omitted. The reduction of the amount of grammar involved in this method of treatment is very great.

In reading, after the third year, literature is progressively substituted for the reading-book; and in the seventh and eighth years supplants it altogether. Oral reading is subordinated to silent reading.

Geography and history are co-ordinated very carefully. In both of these subjects the topical method is emphasized.

In penmanship an earnest effort is made to secure movement writing. We have been partially successful in doing this in our schools already. The effort, however, to secure a uniform style of letter has been completely abandoned; a graceful, fluent and readable handwriting is all that is required. Any time spent in accomplishing something more than this is to be regarded as time wasted.

In spelling, these errors in methods of teaching are opposed: first, taking their words from their environment, that is to say, teaching lists of words; second, the rapidity with which the new words are introduced, defying all power to assimilate; third, trying to teach the child in school all the words he is ever going to use; fourth, the practice of giving a vocabulary too difficult for the child. A word must become a part of a child's vocabulary before it is learned in a practical sense.

The Ling or Swedish system of physical culture has been introduced into the schools this year by order of the Commission.

In music we have made a great advance; most of our children are reading music of ordinary difficulty with considerable facility, and the formation of a choral society among our grammar school pupils is now contemplated.

A long time ago the Hon. Chas. Skelton made a bequest to the city, providing for the creation of a public library under the charge of the public schools. As the will provided that during the lives of certain persons the income should not be enjoyed by the city, the

schools did not come into the possession of this income until during the past year. The city is to receive an annual income of about five hundred dollars. A room is to be provided, and it will not be long before our schools are equipped with a very practical library.

Columbus Day was celebrated this year with the same kind of festivities observed in other parts of the country. An outgrowth of the Columbus Day celebration was the celebration on the 26th of May, 1893; this was in response to a request of the National Encampment of the Grand Army of the Republic, recommending that a day be set aside each year for suitable exercises in the schools looking to the development of patriotism among the youth of the land. Details of veterans came to the schools on this day and stimulated patriotism in the minds of the children. I think this is well; to pause in the course of the school work to teach love of country is no real interruption; it is giving time for an important part of school training.

The city did its part in preparing for the State Exhibit at the World's Fair. The plan of organization was the same as that followed in the State, *i. e.* committees were formed among the teachers, each taking charge of a given subject, and the work was carried through with very little friction and interruption of the school work. At the meeting of the Commission held February 2d, 1893, it was resolved to hold a city exhibit of the school work for one day and an evening, that the parents and friends of the children might have an opportunity of examining the work that has been done. The exhibit was held from 4 to 10 P. M. February 9th. The attendance was very large.

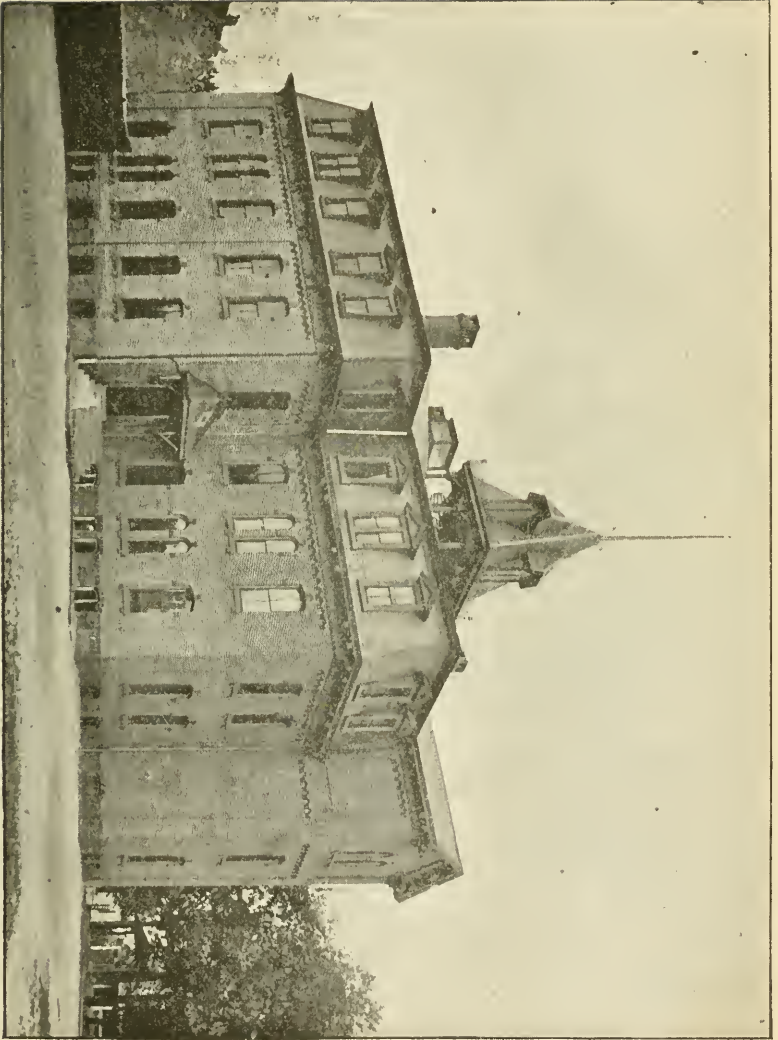
The schools since the last report have made continuous progress. The considerations relating to this progress stand out with great prominence. The first is the enthusiasm and the zeal and breadth of many of our teachers; the second is the intelligent conception and liberality which have marked the administration of the Commissioners of Public Instruction.

VINELAND.

H. J. WIGHTMAN, PRINCIPAL.

To Addison B. Poland, State Superintendent:

DEAR SIR—Pursuant to the request of County Superintendent Hampton, I have the pleasure of speaking briefly of some of the work done in the Vineland public schools during the present year. Cordial co-operation and harmony have prevailed in all the departments, and faithfulness and enthusiasm have characterized the work of the teachers.



HIGH SCHOOL, VINELAND, N. J.

e. b.
d. c.

The work of our schools which deserves to be mentioned first is the weekly teachers' meetings, at which model lessons have been given, methods discussed and a careful and systematic study of pedagogy carried on. Thus the teachers are frequently brought together to compare methods and work and to make a practical application of the pedagogical principles studied and discussed.

During the present year the work of our schools has been broadened and extended. It is our purpose to give to the children of Vineland facilities for a thorough as well as a practical training. Two of the vacant rooms in our high school building have been utilized—one as a central primary school, the other as a special drawing-room.

One feature of our school work which in results shows itself of great value in contrast with the work done by pupils of equal age coming from many other places to our schools is the science lessons. Pupils begin early to read from nature and to build their compositions from what they see. This leads to the most careful observation, accurate language, natural expression, and an ability to read understandingly and independently in a comparatively short time. Children are interested in an experiment in science or in studying and learning about the things around them.

Much systematic composition work is done in every grade of our schools, but the amount of written work in other lines has been considerably lessened. Too much written work causes a damaging strain upon the pupil in many ways, producing careless, nervous, slow and inaccurate work.

We find our pupils better trained, quicker and more accurate in mathematics by having a good amount of mental work in all grades. We aim to have most of the work of the recitation period mental work. Excellent results are being obtained in arithmetic by combining the four fundamental processes, together with fractions after a mastery of five. Practical work in denominate numbers is being done in the lowest grades.

A graded course in language study is started in the first grade and aims to thoroughly prepare for grammar and rhetoric in the higher grades.

Drawing in our schools is under the immediate charge and supervision of a specially prepared teacher. The Prang system, consisting of the *study* of forms, clay-modeling, paper-work, designing color-work and free-hand drawing (mostly from the object) has been introduced into all the schools.

The following is a brief outline of the drawing, modeling, wood-work, &c.:

First Grade.

(a) Form Study.—*Models*: The sphere, cube, cylinder, hemisphere, square and triangular prisms are studied with reference to their form,

surface, edges, corners. Resemblances to these forms are found in other objects. *Tablets*: Circle, square, oblong, semicircle, right-angled triangle.

(b) Clay-modeling.—As each of the above-named forms is studied, it is modeled in clay; also similar objects. For example, after studying and modeling the sphere, the pupils model such objects as the apple, peach, grape, &c.

(c) Color and Design.—The six leading colors—red, orange, yellow, green, blue, violet—are studied and used in the simplest designs, borders and rosettes in one color, mounted on a neutral background.

(d) Paper-work.—Cutting figures to represent the different faces of the models, and colored papers for the designs.

(e) Drawing.—Straight and curved lines, simple figures made by stick and tablet-laying, the different views of the models, the appearance of the models and similar objects placed in the simplest positions. Proper sitting, position, pencil-holding and free-arm movement are insisted upon.

Second Grade.

(a) Form Study.—*Models*: First year's models plus ellipsoid, ovoid, equilateral triangular prism, cone, square pyramid and vase form. *Tablets*: Broad and narrow ellipses, oval, equilateral, isosceles, and right-angled triangles.

(b) Clay-modeling.—Modeling of objects studied.

(c) Color and Design.—The six [leading] colors and two tints of each. Borders and rosettes are designed in one tone the first part of the year, in two tones the last part of the year.

(d) Paper-work.—Cutting figures for designs.

(e) Drawing.—Similar to first year's work in more advanced form, designs made by stick and tablet-laying; veins of objects; appearance of [models] and similar objects.

Third Grade.

(a) Drawing.—Models and objects required are sphere, hemisphere, cube, cylinder, square prism; leaves, fruits, vegetables, cups, tumblers, boxes, &c. These are placed singly and in groups, and drawn. The first work in perspective is given in this grade.

(b) Modeling in clay of objects studied.

(c) Color and Design.—Six intermediate colors—red-violet, red-orange, yellow-orange, yellow-green, blue-green, blue-violet, and two tints of each. Borders and rosettes in two and three tones.

(d) Paper-work.—Making of the sphere, cube, cubical box, square prism, and envelope of paper. The patterns are drawn with instruments, then cut and pasted.

Fourth Grade.

(a) Drawing.—Models and objects required are the cylinder, square prism, vase form, equilateral triangular prism, ellipsoid, ovoid; cylindrical and square boxes with and without covers, slates, books, simple fruits and leaves.

(b) Clay-modeling.—Simple forms: as, nuts, fruits, and leaves modeled on tiles.

(c) Color and Design.—The six leading colors with two tints and two shades of each; designs of units, rosettes, and borders in one, two and three tones.

(d) Paper-work.—Making of cylindrical and square boxes, equilateral triangular prism, and toy-house.

Fifth Grade.

(a) Drawing.—Models and objects in addition to those previously used are the cone, vase forms, books, cups, flower-pot, spray of leaves, &c.

(b) Clay-modeling.—Previous work, in advanced form, continued.

(c) Color and Design.—Six intermediate colors with two tints and two shades of each; designs in one, two, and three tones; effect of juxtaposition—combining self-tones.

(d) Paper-work.—Making of cone and cup.

(e) Wood-working begins in this grade with knife-work. The elements of mechanical drawing are acquired by drawing on paper then on wood ($\frac{1}{8}$ "), geometric figures and modifications together with small ornaments and useful figures. All geometric points in connection with the work are emphasized.

Sixth Grade.

(a) Drawing.—Models and objects in addition to those previously used—square pyramid, square plinth, oblong block, writing-desk, cylindrical and spherical objects. These are placed in such positions as to require more difficult work in perspective. Mechanical drawing for wood-work.

(b) Clay-moulding.—Simple historic designs, borders and rosettes.

(c) Color and Design.—Red-gray (russet), orange-gray (brown), yellow-gray (citrine), green-gray (olive), blue-gray (slate), violet-gray (heliotrope), and neutral-gray with two tints and two shades of each. Design for borders, rosettes and surface coverings, from simple historic units. Effect of juxtaposition—combining self-tones.

(d) Paper-work.—Making of square pyramid and square plinth.

(e) More difficult knife-work, including joints, frames, boxes, brackets, steps, &c.

Seventh Grade.

(a) Drawing.—Additional models and objects—hexagonal prism, hollow cylinder, steps, basin, mallet, handles, bowls, baskets, framing joints, sprays and branches. Besides free-hand drawings, working drawings, are made of such objects as the hollow cylinder, joints and steps.

(b) Clay-modeling.—Tiles and plaques of various sizes and shapes, in which are modeled different relief forms, historic ornaments, &c.

(c) Color and Design.—The intermediate colors and the grays; effect of juxtaposition—combining contrasting colors; designs for rosettes, borders, panels and surface covering—Greek, Moorish, Gothic.

(d) Paper-work.—Basin and hexagonal prism.

(e) Whittling.—The cutting from thick wood ($\frac{7}{8}$ "', 1"', $1\frac{1}{8}$ "') of geometrical solids and modifications; the construction of such objects as the water-wheel, wind-mill, puzzle, picture frame, &c., together with working drawings of simple plans and elevations of the objects made.

Eighth Grade.

(a) Drawing.—Models for working drawings—cube, wedge, bracket, cubical steps, pulley, flanged cylinder. For free-hand work—various vase forms, boxes, natural sprays of flowers and leaves, plants, &c.

(b) Clay-modeling of previous year continued in more advanced form.

(c) Color and Design.—All colors, combination of complementaries and other contrasting colors in various arrangements in which Egyptian, Greek, Roman and Byzantine units are used.

(d) Elementary Joinery, embracing a course of simple exercises with the plane, saw, chisel, brace and bit; constructive work in elementary joints, brackets, inkstands, frames, &c., inlaying and the first steps in carving.

Ninth and Tenth Grades.

(a) Drawing.—A regular course in mechanical drawing is given, consisting of geometric problems and their application in making working drawings of objects, tools, parts of machines, joints, &c., development of solids, isometric drawings, blue-printing. Also a course of free-hand drawing, consisting of groups of models, flowers,

fruits, arches, towers, houses and outdoor scenes, together with light and shade in both pencil and charcoal.

(b) Clay-Modeling.—Such objects as horses' heads, dogs' heads, hand and arm, clusters of leaves and fruit, leaves and blossoms, historic designs.

(c) Color and Design.—Use of water colors. Study of historic ornament and design; original designing, using historic units and also conventionalized forms of nature. Painting of historic ornament and original designs in water colors.

(d¹) Joinery of Ninth Grade.—A course of more difficult joints and their applications in the construction of such articles as door joints, box, dove-tail, rafter joints, mortise and tenon joints, blind joints, &c. More difficult work in inlaying, carving and working patterns is accomplished.

(d²) Carving of Tenth Grade.—Carving in the flat and in the round of Greek, Saracenic, Roman and modern designs as shown in borders, centerpieces, book-cases, picture frames, easels, tables and panels. The designs (many original with the pupils) are drawn first on paper then on the wood. Pupils are encouraged in all manual work to make original designs.

A course in plain and ornamental sewing is given to pupils from the Fourth to Ninth Grade inclusive. All the stitches used in plain sewing, running, basting, backstitching, hemming, patching, felling, overcasting, buttonhole-making, &c., are worked on white muslin with colored thread. Most of the fancy stitches used in the simpler kinds of embroidery and ornamental work are worked on white flannel with colored silk.

We have been pleased to note the effect of doing away with final examinations for those pupils obtaining a class average of G (80). This is a healthy stimulus, and certainly does cause better work, less nervous strain after a long term of study, and a truer estimate of merit. There are three factors that enter into our basis for promotions: 1. Class work; 2. One examination given during the year; 3. Habits of study. Each teacher is deemed able to judge of a pupil's worthiness for promotion at the end of nine months' association with him; then why should she give her attention and energy to daily recitation-marking? We believe that the energy of a teacher should be given to training and instruction, not to marking lessons or giving weekly written examinations to probe the memory.

WESTFIELD.

E. FRANCIS, PRINCIPAL.

To Addison B. Poland, State Superintendent :

DEAR SIR—By request of County Superintendent Holmes, I beg to submit the following report of the schools of Westfield :

Westfield is situated about nineteen miles from New York on the main line of the Central Railroad of New Jersey. It is a wide-awake, progressive town of some 3,500 inhabitants, all keenly alive to everything that pertains to its best interests, educational and otherwise. Largely made up, as are its people, of New York business men and their families, nothing is esteemed too good or too costly to advance the intellectual and the social standing of the community. Realizing, too, that for a suburban town with the ordinary advantages of desirable location, healthfulness, proximity to the city, and prompt and efficient railroad service, the next best attraction to good churches is good schools, the citizens of Westfield have always been most prompt and generous in the support they have accorded to the public schools. Thus it has come to be generally regarded almost as an axiom that money put into the schools is the very best investment that can be made, not only for the educational results which it is bound to bring to the town now and hereafter, and which is, of course, the chief consideration, but also for the addition to its population, which it is almost equally certain to make, of a most desirable class of settlers and investors.

With this as the prevailing sentiment, the buildings, the ventilation, the furniture and surroundings have all been made to conform to the latest and most approved plans; the best teachers that the means at hand will allow are employed, and the course of study has been made comprehensive and elastic enough to meet the requirements for college, for business, or for the general education of the ordinary, everyday citizen.

Buildings.—There are two school buildings in the district. One is situated on Prospect street, and is used for the accommodation of the primary departments. The other, which is called the Lincoln school, occupies with its beautiful grounds a whole block on the Boulevard, Academy street and Summit avenue, and is used to accommodate the

grammar and the High School pupils. The latter is a landmark. Its prominent position, its huge flag-pole, one hundred and twenty feet high, flying, as it does, during every session of the year, a forty-foot national ensign, and its well-kept lawns and walks, make it an object of interest not only to the passers-by on the numerous trains, but to the country for many miles around. It is built of brick and stone, the interior being finished in Georgia pine. Its cost was \$30,000. It is furnished throughout with single-seat desks of the best pattern that the board of education could find, the light is thrown from the rear and the side of each room as effectively as circumstances will allow, and the blackboard surface is sufficient to accommodate nearly all the pupils in attendance. Besides the six departments used for the schools, it contains an assembly-room forty feet square, furnished with three-seated and two-seated settees, which is used for the morning and the general exercises of the school, lavatories, water, &c.

The Prospect street school is a wooden building, erected in 1869 at a cost of \$16,000. Both are heated and ventilated by the Smead system of heating and ventilation, and both have the dry closets which are so striking a feature of this much-discussed system. It is pleasant to say that at the periodical visits of the medical officer of the board of health the sanitary condition of both buildings is invariably such as to admit of no cavil or complaint.

Curriculum.—The curriculum is arranged to cover a period of twelve years—four in the primary, four in the grammar and four in the High School department.

The first primary begins its work on kindergarten lines. To the usual objective methods of teaching color, form, qualities, reading, &c., are added exercises in clay-modeling, paper-cutting, paper-folding, drawing from objects, mat-weaving and card-sewing with observation lessons on plants (when the season permits), animals or minerals, and the human body. This, indeed, is indicative of all the work done in the primary department, the upper grades continuing on the same lines by regularly arranged, well-defined steps. Script-writing is used from the beginning as a basis for both reading and writing. Reading is taught by the word-phonetic method. This subject it is sought to have regarded throughout the course not merely as a lesson but as a pleasure; for from the time the little tot first realizes what reading is till he has completed the work of the first six grades, books of similar grade to his text-book, story-books and magazines are put into his hands, from which daily "sight-readings" become a welcome relief to the harder routine of the school.

The fourth primary completes the third reader; spells all the words in the reading and other lessons, and common words in everyday use; is thoroughly drilled in the four fundamental rules of arithmetic, in United States money and in common weights and measures, practical home and store problems being given therein from the beginning, and masters a simple course of language lessons, which is intended to

enable the pupils to express themselves grammatically, and with proper attention to the use of stops and capitals in their regular written work. Writing with pen and ink has heretofore been begun in the third grade; but with the results chronicled at the World's Fair by our State Superintendent, it is proposed hereafter to begin it in the first year of school. Little slate work is done in any of the grades.

Grammar Department.—In the grammar department the observation lessons on plants (in season), animals and minerals are continued, and from the basis of regular bi-weekly compositions. These compositions have become rather a feature of our schools. The best of them are cheerfully published by the local papers; and from the invariable interest manifested by the pupils in the preliminary development lessons, and the public recognition thus given to their efforts, a more than average excellence has been attained in this usually unpopular branch of school work. Certainly the quickness of apprehension, and the power of expression developed, and the habit of reading up to which the subject under discussion leads, are no mean factors in that education which it is the aim of all true teaching to produce.

Letter-writing is a weekly exercise in all the departments above the second primary. The compositions, too, which this regular instruction develops, covering as they do letters of business or of friendship, and embodying the small talk of the town, local happenings, descriptions of journeys and places visited, &c., are by no means unworthy of remark, in a day when a nicely-written, well-worded letter is none too common a production.

The work covered by the grammar department embraces the usual subjects of reading, writing, spelling, arithmetic, English grammar and United States history. The last-named subject is completed in the senior grammar department, while English grammar and higher arithmetic are continued for one year longer in the High School. Physiology and hygiene, including the effects of narcotics and stimulants, are taught by regularly graded oral lessons twice weekly from the first primary to the High School, where its study as a science is a part of the work of the first year.

High School.—The High School course has recently been rearranged. It now covers work for four years instead of three, and furnishes thorough preparation for college or for the technical or scientific school, and an academical training for the pupil whose school days end with his graduation from the High School. Thus far it has seemed to work admirably. Two of the graduates last year were admitted to college on examination and certificate—one at Smith and one at Lehigh. This year, it is expected, two will be sent to Columbia and one to Lehigh.

Drawing.—The Prang system of drawing is in use throughout the schools, being under the direct weekly supervision of a regular graduate from Pratt Institute, Brooklyn. Westfield expects to have

her full representation in this line at the next display called for by the State.

Accessories.—The schools take an active part in the public observances of the town, and on Arbor Day, Lincoln's Birthday, &c., their exercises are the attraction for the time. Commencement exercises are especially well attended, no hall or church in town having yet been found sufficiently large to accommodate all who attend.

A drum and fife corps of eighteen members has lately been organized and trained by the principal, and will hereafter lead the schools in their public appearance in the streets. It is composed entirely of boys belonging to the Lincoln school.

A roll of honor is published monthly in the local papers, consisting of the names of all pupils who have made an average percentage of ninety-three or more in the three records of attendance, recitations and deportment. This is looked for eagerly by parents as well as pupils, and so far it has seemed to lead to no ill results in the way of unseemly emulation or of ill feeling between pupils.

A color-guard is appointed monthly from the boys who have made the best records in the High School, whose duty it is to raise and lower the flag at each session and on holidays, and to take care that the colors are properly cared for and guarded.

It is an honor that is much coveted and appreciated. The names of its members are announced both in the press and from the chapel platform.

Conclusion.—Westfield has always been singularly fortunate in the class of men selected to act as members of the Board of Education.

The present members will perhaps serve to show this more than any mere repetition of names, and will indicate at once the character and standing of the men into whose hands the educational interests of Westfield have been committed. They are: Rev. Wm. A. Rice, D.D., Secretary of the American Tract Society, N. Y., President; R. R. Doherty, Ph.D., General Secretary of the Epworth League; Sherman Cooper, M.D., one of the oldest and most prominent practitioners of the town; H. L. Fink, Esq., a well-known and highly respected local business man, and S. W. Reese, Esq., D.C., a New York business man, thoroughly alive to every movement calculated to inure to the success of the schools and the welfare of the town.

To them, perhaps, more than to any other agency, is due whatever good is being developed in the schools of Westfield; for to their intelligent oversight, liberal views, and broad-minded action are largely attributable the public confidence, the generous support, and the general patronage which have enabled the schools of Westfield to meet, as they should, the requirements of all classes of its citizens.

WEST HOBOKEN PUBLIC SCHOOLS

ROBERT WATERS, PRINCIPAL.

To Addison B. Poland, State Superintendent:

DEAR SIR—By request of County Superintendent Houghton, I beg to submit the following report:

Our schools have grown wonderfully within the last decade. From 700 scholars in one building in 1883, the number has expanded to 2,000 scholars in three buildings in 1893; and this notwithstanding the fact that 120 scholars, who had got into the school from various neighboring towns, were sent away. The public schools of this town now consist of a main school with 1,035 scholars, a southern annex with 578 scholars, and a northern annex with 407 scholars; the main school being in the center of the town and the annexes, one at each end of the same. A new school building, capable of containing 800 scholars, is about to be constructed at the southern end of the town, and the site or land for a similar building at the northern end is already provided for. We expect the new school to be ready by September next, which will be a great boon to the town.

Though there is a principal teacher in each annex, the schools are under the management of one principal, who has formed a plan of instruction under which they all work. Having taught for years in the schools of Germany and in German schools in the United States, I have introduced in the classes many German methods of teaching. I lay, for instance, great stress on mental arithmetic as a means of learning to think correctly; on daily dictations from the class-reader (instead of words from a spelling-book) as a means of learning to express thought correctly; on the history lessons as a means of enforcing moral and patriotic sentiments; on the teaching of drawing as a means of training the hands and the eye in forming right conceptions of size, figure and form. I discourage the learning of rules and all mere rote-learning; but strive to get my teachers to make clear to their scholars the reason of things, the cause or principle under which things operate. I think one of the great aims of the teacher ought to be to inspire a love of reading in her scholars; and with this view I have introduced Macmillan's "Stories from Waverly" as a reader in one of the primary classes, and Miss Yonge's "Golden

Deeds" in one of the grammar classes. In the matter of discipline I maintain that if the scholars do not pay attention, it is not the scholars' fault, but the teacher's. I consider the first thing to be done in every good lesson is to make it interesting, and that where interest is lacking the whole lesson is at fault.

The German language (which is valued chiefly as an aid in the proper understanding of the grammar of the mother-tongue) is taught in the grammar department by a special teacher, and industrial drawing is taught throughout all the schools by a teacher specially trained for this purpose. Sewing is taught in every class, and kindergarten methods are employed in the lowest class in each branch of the school. Although regular instruction in singing is given only in the grammar department, songs are sung in all the classes and at every assembly of the scholars. There are eleven primary grades, seven grammar grades, and one supplementary or high school class, in which the course is one of two years, and from which most of the teachers of these schools have been graduated.

A "reading circle" is still kept up among the teachers who (thirty-seven in number) thus become familiar with the best books on teaching and the best thoughts and suggestions of the great teachers of the past. This is a voluntary affair on the part of the teachers, and much benefit has been derived from it.

Notwithstanding the views advanced in the foregoing, I still believe in half-yearly examinations of scholars for promotion. The questions in these examinations are prepared by the principal himself, and the examination is conducted entirely under his eye. At the last examinations, however, I was obliged to call upon my principal teachers at the annexes, Miss Marie Contessa and Miss Hattie Baptist, to act as assistant examiners. I think that, without such examinations, no proper estimate of the proficiency or acquirements of the scholars could be made; nor would any proper sense of responsibility rest, during the term, upon either teachers or scholars.

The new board of education, which now consists of nine members, three from each ward, has done great things for the schools. Not only has this board raised the salaries of the teachers considerably, but it has succeeded in promoting the general efficiency of the schools in every branch. The main school building is now heated by radiators; the school is provided with self-acting flushing closets, connected with the sewer; and there are fire-escapes on each side of the building, which, however, have been erected for some time, and active steps are being taken towards the building of a new school. The scholars are furnished free of expense with books, writing-books, drawing-books, &c., and the teachers are supplied with maps, books, globes and all other necessary materials.

There is a school library with over 1,200 volumes, all of the best sort, the influence of which extends not only to the scholars, but to the parents and the whole town. The funds for this library have

been raised by entertainments prepared by the principal and his teachers.

Last winter an evening school was established under the principal and six of his teachers. In this school 270 pupils, whose average age was twenty-two years, received instruction for three months in the usual English branches. As this town has, however, a large foreign population, the principal was obliged to form two classes for Germans alone (one for males and one for females), and one for French people alone; the instruction in which consisted almost entirely of the English language. I introduced a novel feature in this school which proved quite successful. I demanded from each pupil, on entering the school, a deposit of one dollar as a guarantee of good conduct and the proper use of books, &c. ; said dollar to be returned at the end of the term. The deposit was made by the 270 scholars, and the result answered my expectations completely; for there never was a more orderly and better-behaved set of night-school scholars than these. These scholars were also furnished, free of expense, with books, writing-books, slates, pencils, everything; and the cost of this three months' tuition to 270 young people was twelve hundred dollars—money so well spent, that it not only advanced the scholars in knowledge, but probably saved twelve thousand dollars to the community.

As the trolley or electric cars now bring West Hoboken within easy and speedy reach of New York, the town is growing rapidly, and greater school accommodations have become an imperative necessity. The future of the town looks very promising.

WOODBURY.

WILLIAM MILLIGAN, SUPERVISING PRINCIPAL.

To Addison B. Poland, State Superintendent:

DEAR SIR—By request of County Superintendent Eldredge I have the pleasure to submit the following report:

The first school built in this town was known, until a few years ago, as the Deptford School, on Delaware street. It was built in 1774. It had originally but one story. In 1820 the second story was erected, James Cooper having bequeathed \$500 for that purpose.

In 1863 it was remodeled and made the most pleasant and healthful in the vicinity. The land was donated by Joseph Low.

This school was established and to be forever controlled "by the society of Friends." It was to be opened to the reception of children of all denominations, on condition of payment and submission to the rules. Precepts were ordered read on visitation days, some of them being as follows: "God created you; love Him with all your strength; never pronounce His name vainly or lightly; fear nothing so much as to offend Him." "To your elders and superiors show reverence and respect; to equals and inferiors civility and kindness; to all a pleasure in obliging."

Among the rules is the following:

"The teacher shall suffer no scholar in y^e school that hath y^e itch or any other infectious disorder."

The school has been closed for a few years, as the papers stated that the public schools in the vicinity were so good that it did not pay to keep it open. The trustees a few months ago gave it to the city, and it is now occupied by the council and city officers.

The minutes of the trustees, to the last, were kept in the original book, each leaf of which bears the royal impress of the crown and cross.

"Woodbury Academy" was built in 1791. The money to build it was raised by lottery, which was quite a common way at that time to raise money for such purposes.

The land on which it was erected was deeded the same year by Joseph Bloomfield, of Burlington (who afterwards, from 1803 to 1812, was Governor of the State), to Rev. Andrew Hunter and a number of others, in trust, for the sole purpose of building an academy upon it. It had at first but one story, with a belfry upon it.

In 1820 the second story was added and used for school purposes, and the lower one was used as a place of meeting by the Presbyterians.

The late Dr. James Rush, of Philadelphia, and Commodore Benj. Cooper, son of Captain James Cooper, formerly of this place, were partially educated here, also Captain James Lawrence, who resided with his brother, John Lawrence, who lived here. He will ever be remembered as the gallant officer who was mortally wounded at sea while in command of the United States frigate Chesapeake in the engagement with the British frigate Shannon. His body now lies beside Trinity Church, New York.

Stephen Decatur, the commodore, also was at school here, his home being with his friends, the West family, at Westville, two and one-half miles north of the town.

The old Academy bell deserves a passing notice. It was placed in the belfry soon after the original building was erected. It bears upon its exterior the impress of a Latin cross, at the base the maker's name at Bordeaux, France. There can be no doubt that it was originally a convent bell, brought from San Domingo during the insurrection in

1789, to Philadelphia, and from there to this place. It is now in the belfry of the new Presbyterian chapel immediately opposite its old place, and the principal school of the district, which is still called the Academy because it stands upon the same piece of ground.

About the year 1863, the people of school district No. 7, of Deptford township, bought the old building and ground, and in a short time were compelled to add a two-story wing. This building soon became too small and the original academy too poor, and a neat two-story brick, containing eight school-rooms and two book-rooms, was erected in 1879. The wing was taken down and put up in the northern part of the city for the use of the colored children, who before this had to go to the extreme southern part to school.

The new school law soon compelled the people to consolidate districts Nos. 7 and 9, as they were both in the same town. District No. 9 had a one-room school building, to which another room was soon added.

The population having increased in 1888, two new brick buildings, each containing four rooms, were erected, and we were also compelled to build a two-story building for the use of the colored people at the lower end and a one-story building at Jericho, outside of the city, but still within the bounds of the school district. We are now using four buildings for colored children and three for whites. We have also two night schools, one for colored people and one for the boys who work in factories, stores, &c. Most of our buildings have washstands and mirrors; the rest have basins. All are furnished with clean towels every day, and oftener if soiled.

We have three male and eighteen female teachers now at work. Some of them are normal school graduates, and are doing most excellent work, while those who are not graduates are in no way inferior to them. Scholarship is not the only thing wanted in the school-room; some things also are wanted outside.

We are endeavoring all the time to raise the grade of our schools. Each department has its course of study, and now we have only one regular examination during the year. The questions are made out by the teacher of the next higher department and the papers examined by that teacher.

Promotions are made on term and examination averages taken together. Our schools are well supplied with books of reference, maps, charts, globes and manikins. We have also drawing models, geometrical blocks, &c. We have drawing in all departments, and have also introduced kindergarten work in our lowest primaries. Clay and sand are used in those departments also. We furnish the children with everything they need for their work.

We have 567 volumes at present in our library; these the pupils and teachers take out on Fridays or have them exchanged.

Many of our graduates are teaching in the county districts.

REPORT

OF THE

Rutgers Scientific School

THE

NEW JERSEY STATE AGRICULTURAL COLLEGE,

1892-1893.

AUSTIN SCOTT, Ph.D., LL.D., PRESIDENT.

(191)

RUTGERS SCIENTIFIC SCHOOL.

BY ACT OF THE LEGISLATURE CONSTITUTED THE STATE COLLEGE FOR THE
BENEFIT OF AGRICULTURE AND THE MECHANIC ARTS.

BOARD OF VISITORS.

(Appointed by the Governor.)

FIRST CONGRESSIONAL DISTRICT.

	Residences.
HENRY FREDERICK.....	Camden.
DANIEL W. HORNER.....	Merchantville.

SECOND CONGRESSIONAL DISTRICT.

JOSHUA FORSYTH.....	Pemberton.
RALPH EGE.....	Hopewell.

THIRD CONGRESSIONAL DISTRICT.

DAVID D. DENISE.....	Freehold.
JAMES NEILSON.....	New Brunswick.

FOURTH CONGRESSIONAL DISTRICT.

WILLIAM H. GREEN.....	Succasunna.
BENJAMIN F. TINE.....	Stanton.

FIFTH CONGRESSIONAL DISTRICT.

ABRAHAM W. DURYEE.....	New Durham.
SAMUEL R. DEMAREST, JR.....	Hackensack.

SIXTH CONGRESSIONAL DISTRICT.

JESSE B. ROGERS.....	Newark.
CHARLES L. JONES.....	Newark.

SEVENTH CONGRESSIONAL DISTRICT.

JAMES STEVENS.....	Jersey City.
JAMES MCCARTHY.....	Jersey City.

EIGHTH CONGRESSIONAL DISTRICT.

WILLIAM R. WARD.....	Newark.
GEORGE W. DOTY.....	Union.

FACULTY.

AUSTIN SCOTT, Ph.D., LL.D., PRESIDENT, PROFESSOR OF HISTORY
AND POLITICAL SCIENCE.

Jacob Cooper, D.D., D.C.L., Professor of Logic and Mental Philosophy.

Carl Meyer, D.D., Professor of Modern Languages and Literatures.

Francis Cuyler Van Dyck, Ph.D., Professor of Physics and Experimental
Mechanics.

Edward Albert Bowser, C.E., LL.D., Professor of Mathematics and
Engineering.

Charles Edward Hart, D.D., Professor of the English Language and
Literature.

Louis Bevier, Jr., Ph.D., Professor of the Greek Language and Literature,
Secretary of the Extension Department.

Edgar Solomon Shumway, Ph.D., Professor of the Latin Language and
Literature.

Alfred Alexander Titsworth, M.S., C.E., Professor of Graphics and Mathe-
matics.

Julius Nelson, Ph.D., Professor of Biology.

Byron David Halsted, Sc.D., Professor of Botany and Horticulture.

John Bernhard Smith, Sc.D., Professor of Entomology.

Edward Burnett Voorhees, A.M., Professor of Agriculture.

William Rankin Duryee, D.D., Professor of Ethics, Evidences of Chris-
tianity, and the English Bible.

Albert Huntington Chester, E.M., Ph.D., Sc.D., Professor of Chemistry
and Mineralogy, Curator of the Museum.

John James Brereton, First Lieutenant, Twenty-fourth United States
Infantry, Professor of Military Science and Tactics.

John Charles Van Dyke, L.H.D., Professor of the History of Art.

Robert Woodworth Prentiss, M.S., Professor of Mathematics and
Astronomy.

Eliot Robertson Payson, Ph.D., Professor of the History and Art of
Teaching.

Edward Luther Stevenson, Ph.D., Professor of History.

Irving Strong Upson, A.M., Librarian and Registrar, Secretary of the
Faculty.

Clarence Livingston Speyers, Ph.B., Associate Professor of Chemistry.

Thomas Logie, Ph.D., Associate Professor of Romance Languages.

Edward Livingston Barbour, Instructor in Elocution.

William Eugene Breazeale, M.M.P., Instructor in Mathematics.

Eugene Betts, B.S., Instructor in Electricity and Physics.

William Shields Myers, B.S., F.C.S., Assistant in Chemistry.

Woldemar Loehner, Instructor in Modern Languages.

ORGANIZATION.

Rutgers Scientific School has been designated by the Legislature of
New Jersey, in accordance with the law of Congress of July 2d, 1862,
"The State College for the Benefit of Agriculture and the Mechanic
Arts."

Free Scholarships.

Under the law, a certain number of students from the State of New Jersey are received into this department of the College, and educated free of expense for tuition. This law also provides for the appointment by the Governor of a Board of Visitors, two from each Congressional District, who possess general powers of supervision and control. The State pupils are admitted to free scholarships on the recommendation of the Superintendent of Schools in each county, and on passing the required examinations. These free scholarships are distributed among the counties in proportion to their population, as follows :

State Scholarships.

Atlantic	1	Monmouth.....	2
Bergen	1	Morris.....	2
Burlington	3	Ocean.....	1
Camden	2	Passaic.....	2
Cape May.....	1	Salem.....	1
Cumberland.....	1	Somerset.....	1
Essex.....	6	Sussex.....	1
Gloucester.....	1	Union.....	2
Hudson.....	6	Warren.....	1
Hunterdon.....	1		—
Mercer.....	2		40
Middlesex.....	2		

In June, 1888, the Trustees, to express their appreciation of the action of the Legislature in making the first appropriation yet made to further the work of the State College, voted to give to the young men of New Jersey ten additional free scholarships "at large."

By a law passed March 31st, 1890, establishing a free scholarship for each Assembly District each year, provision is made for affording the advantages of a liberal course of study, free of expense for tuition, in the State Agricultural College to the students in the schools in all parts of the State, who shall be selected as follows: "A competitive examination, under the direction of the City Superintendents and the County Superintendent of Education, in each county, shall be held at the County Court House in each county of the State, upon the first Saturday in June in each year."

The examination will be held on June 2d, 1894, and candidates for free scholarships will be examined in the subjects required for admission.

The law provides that if several properly qualified candidates for appointment pass the examination from the same Assembly District, all who are suitably qualified shall receive appointment to such free scholarships, excess from certain Assembly Districts being counter-

balanced by vacancies in other Assembly Districts, provided only that the entire number of appointees shall not exceed the entire number of free scholarships created by the State.

Letters of inquiry to the President, or to the Registrar, will receive careful attention.

The number of students has been larger than during any previous year in the history of the School. The enrollment for the year was 171; graduate students, 3; Seniors, 20; Juniors, 25; Sophomores, 41; Freshmen, 70; special students not candidates for a degree, 12. There were also 176 pupils in attendance at the Preparatory School. The degree of Bachelor of Science was conferred upon 22 graduates in June, 1893. Of these graduates, 12 had pursued the course in Civil Engineering and Mechanics, 4 the course in Chemistry, 4 the course in Electricity and 2 the course in Biology. Certificates were also granted to 2 students who had pursued special courses of study.

ADMISSION.

Every applicant for admission must be at least sixteen years of age, and must submit to the President proper testimonials of a good moral character. If an applicant for a Free State Scholarship, he must also present to the President a certificate of appointment.

Examinations for admission will be held on the Friday and Saturday preceding Commencement week, June 15th and 16th, 1894, beginning at 10 o'clock A. M. on Friday, in the Registrar's office. Applicants for admission may also be examined on Tuesday, September 18th, at the same hour and place; but all students who can conveniently do so, are advised to be present in June.

From certain preparatory schools of established reputation students are admitted without examination, upon the Principal's certificate that they have completed the required amount of work and are prepared to enter college. Blanks for such certificates will be furnished upon application. Students may enter an advanced class either at the beginning of the College year or at other times, if they sustain a satisfactory examination both on the preliminary studies and on those already passed over by the class which they propose to enter.

Provision is made for such students as wish to devote themselves to special subjects, if they are prepared to study profitably with the regular classes in those subjects; but special students are required to take sufficient work fully to occupy their entire time.

REQUIREMENTS FOR ADMISSION.

The following are the subjects in which those who wish to enter the Freshman Class of the Scientific Department are examined.

Since all are such as can be acquired in our best common schools, it is insisted that the preparation in them shall be thorough and complete :

1. ARITHMETIC.—Fundamental Operations; Common and Decimal Fractions; Denominate Numbers, including the Metric System; Percentage, including Interest and Discount; Proportion; Square and Cube Root.

In preparing the student for this course, it is recommended that he be drilled thoroughly in Arithmetic, as a clear understanding of its simple elementary and practical principles is essential to a good Mathematician.

2. ALGEBRA, through Arithmetic, Geometric and Harmonic Progressions, or the first seventeen chapters of Bowser's College Algebra.

His preparation in Algebra should be *very thorough*. In addition to understanding the PRINCIPLES of the science, he must fix them in his memory, and learn their bearing and utility, and for this reason he should pay great attention to the solution of practical examples. What is needed is ability to solve ordinary examples with facility and to explain them thoroughly.

Attention is specially called to the solution of Simultaneous Quadratic Equations and of Equations of Higher Degrees than the Second, which may be reduced to the quadratic form, and then solved by the methods of solving quadratics.

The student should form the habit of arranging his work, whether on the blackboard or on paper, in a neat and orderly manner.

3. GEOMETRY.—The *whole* of Plane and Solid Geometry.

4. ENGLISH GRAMMAR—Including Spelling.

A short ENGLISH ESSAY is also required, to be written at the examination, on some theme drawn from books announced in advance; the essay to be correct in spelling, punctuation, division into paragraphs, grammar and expression. In June and September, 1894, the themes will be drawn from these books, which all students who apply for admission then should have read carefully: Shakespeare's *Julius Cæsar* and *Merchant of Venice*; Scott's *Lady of the Lake*; Longfellow's *Courtship of Miles Standish*; Scott's *Ivanhoe*; Kingsley's *Westward Ho!*

In 1895, students should be familiar with Shakespeare's *Macbeth* and *Twelfth Night*; Milton's *L'Allegro* and *Il Penseroso*; Addison's *Sir Roger de Coverley Papers*; Macaulay's *Essays on Milton and Addison*; Irving's *Sketch Book*; Longfellow's *Evangeline*; Scott's *The Abbot*.

5. DESCRIPTIVE GEOGRAPHY.

6. PHYSICAL GEOGRAPHY.

7. HISTORY OF THE UNITED STATES.—Johnston's History of the United States, or its equivalent.

Students often lack thorough or recent preparation in this subject. A more accurate knowledge of American History has become necessary as preliminary to the systematic instruction now given on the duties and relations of American citizenship.

8. PHYSICS.—Students are required to show satisfactory acquaintance with Wells' or Cooley's Natural Philosophy, or Peck's Ganot's Physics.

9. CHEMISTRY.—Such knowledge of Chemistry as may be obtained from a thorough study of Remsen's, Cooley's or Steele's Chemistry complete. Remsen's Elements of Chemistry is recommended, because Remsen's textbooks are used during the course.

COURSES OF STUDY.

During the first year the studies of the full courses are the same, and are designed to furnish a suitable introduction to the pursuit of the higher branches in either course.

The elements of Agriculture, of Biology and of Botany are taught during the first, second and third terms respectively. Mathematics (Algebra, Trigonometry and Surveying), Draughting, English and French are taught throughout the year.

At the end of the first year students elect to pursue one of the full courses, and for the remaining three years their studies are directed with particular reference to the choice made. Some studies which go to the equipment of the intelligent citizen, whatever his occupation, such as History, English Literature, Political Economy, Practical Ethics, Astronomy and others, are interspersed throughout the entire four years, in order that students may not only acquire a thorough preparation for their special pursuits in life, but may at the same time receive a liberal training which will fit them to discharge wisely and usefully the duties of good citizenship.

There are five distinct courses of study, each of four years' length, leading to the degree of Bachelor of Science :

- I. A COURSE IN AGRICULTURE.
- II. A COURSE IN CIVIL ENGINEERING AND MECHANICS.
- III. A COURSE IN CHEMISTRY.
- IV. A COURSE IN ELECTRICITY.
- V. A COURSE IN BIOLOGY.

For students of Agriculture, not candidates for a degree, provision has been made for College instruction by means of the College Extension system, and in a winter lecture course of six weeks at the College.

Course in Agriculture.

The object of this course is to provide a broad scientific training, which is now recognized as essential to the best life on the farm.

The major studies of this course include Applied Agriculture, Biology, Botany and Entomology.

Course in Civil Engineering and Mechanics.

During the last three years, the students in this course are instructed in Descriptive Geometry, Analytic Geometry, Railroad Curves, Differential and Integral Calculus, Analytic Mechanics, Hydro-mechanics, Civil Engineering, Bridge-Building and Geodesy, and

have practice two afternoons a week in Draughting, with Exercises and Problems in Geometrical Constructions, in Descriptive Geometry, Topographical, Mechanical and Architectural Drawing and in Graphical Statics.

Course in Chemistry.

During the last three years, students in this course are instructed in General, Experimental and Agricultural Chemistry, Crystallography, Blowpipe Analysis, Descriptive and Determinative Mineralogy, Analytical, Organic, Applied and Theoretical Chemistry.

The course of study depends, to some extent, upon the student's future pursuit in life.

Course in Electricity.

This course is similar to that in Engineering, Electrical subjects being substituted for Railroad Curves, Bridge-Building, Geodesy and Hydromechanics.

The object of this course is to prepare graduates for such positions as do not demand the full mechanical equipment of a professional electrical engineer.

Course in Biology.

While this course is introductory to medical and special biological studies, it is adapted to the purposes of a general education. Scientific and Classical students electing this course divide the time nearly equally between three departments (Zoology, Botany, Entomology) during the Junior and Senior years.

EXTENSION DEPARTMENT.

The work of the Extension Department has been growing rapidly and steadily since its inception. During the last year the attendance at the various courses exceeded 1,300, and more than 600 were enrolled in the accompanying classes. The work is conducted in strict accordance with the methods of "University Extension." A course of lecture studies consists of the following elements :

- (a) A series of lectures.
- (b) A printed syllabus.
- (c) A class-hour, or hour of conference following each lecture.
- (d) Written exercises by members of the class.
- (e) An examination open to those who have taken the whole course.
- (f) Certificates issued to successful students.

Every part of this work is voluntary. Many simply attend the lectures and do not enroll themselves as students, but all are encouraged to take the full course, since a far better knowledge of the subject can thus be obtained. All courses consist of twelve lecture-studies unless otherwise specified. For the season of 1893-94 the following courses are offered, to which additions will be made later:

AGRICULTURE.

- Soils and Crops (6)—By Professor Edward B. Voorhees, A.M.
 The Food of Plants (6)—By Professor Edward B. Voorhees, A.M.
 Animal Nutrition (6)—By Professor Edward B. Voorhees, A.M.
 How Crops Grow (6)—By Professor Byron D. Halsted, Sc.D.
 Economic Entomology (6)—By Professor John B. Smith, Sc.D.
 Applications of the Principles of Physics (6)—By Professor F. C. Van Dyck, Ph.D.
 Construction of Roads, Bridges and Drains (6)—By Professor A. A. Tittworth, M.S., C.E.
 Geology (6)—By Professor Frank L. Nason, A.M.

THE FINE ARTS.

- Greek, Hellenistic and Roman Art—By Professor Edgar S. Shumway, Ph.D.
 Old Italian and Modern French Art (13)—By Professor John C. Van Dyke, L.H.D.

HISTORY.

- The Beginnings of Modern History—By Professor Edward L. Stevenson, Ph.D.
 The French Revolution—By Professor Edward L. Stevenson, Ph.D.
 The Formation and Establishment of the United States as a Nation—By Professor Edward L. Stevenson, Ph.D.
 Vital Forces in Modern History (6)—By Professor James F. Riggs, D.D.
 The Protestant Reformation (6)—By Professor James F. Riggs, D.D.
 The Eastern Question (6)—By Professor James F. Riggs, D.D.

LITERATURE.

- The English Bible (6)—By Professor William Rankin Duryee, D.D.
 English Literary Style—By E. S. Nadal, A.M.
 Studies in Romantic Poetry—By Lincoln R. Gibbs, A.M.

PHILOSOPHY.

- The World's Great Thinkers—By Professor Jacob Cooper, D.D., D.C.L.
 How We Know—By Rev. John B. Thompson, D.D.

SCIENCE.

- Astronomy—By Professor Robert W. Prentiss, M.S.
 Botany—By Professor Byron D. Halsted, Sc.D.
 Chemistry—By Professor Peter T. Austen, Ph.D., F.C.S.
 Electricity—By Professor F. C. Van Dyck, Ph.D.
 Entomology—By Professor John B. Smith, Sc.D.
 Geology—By Professor Frank L. Nason, A.M.
 Mineralogy—By Professor A. H. Chester, E.M., Ph.D., Sc.D.
 Zoology—By Professor Julius Nelson, Ph.D.

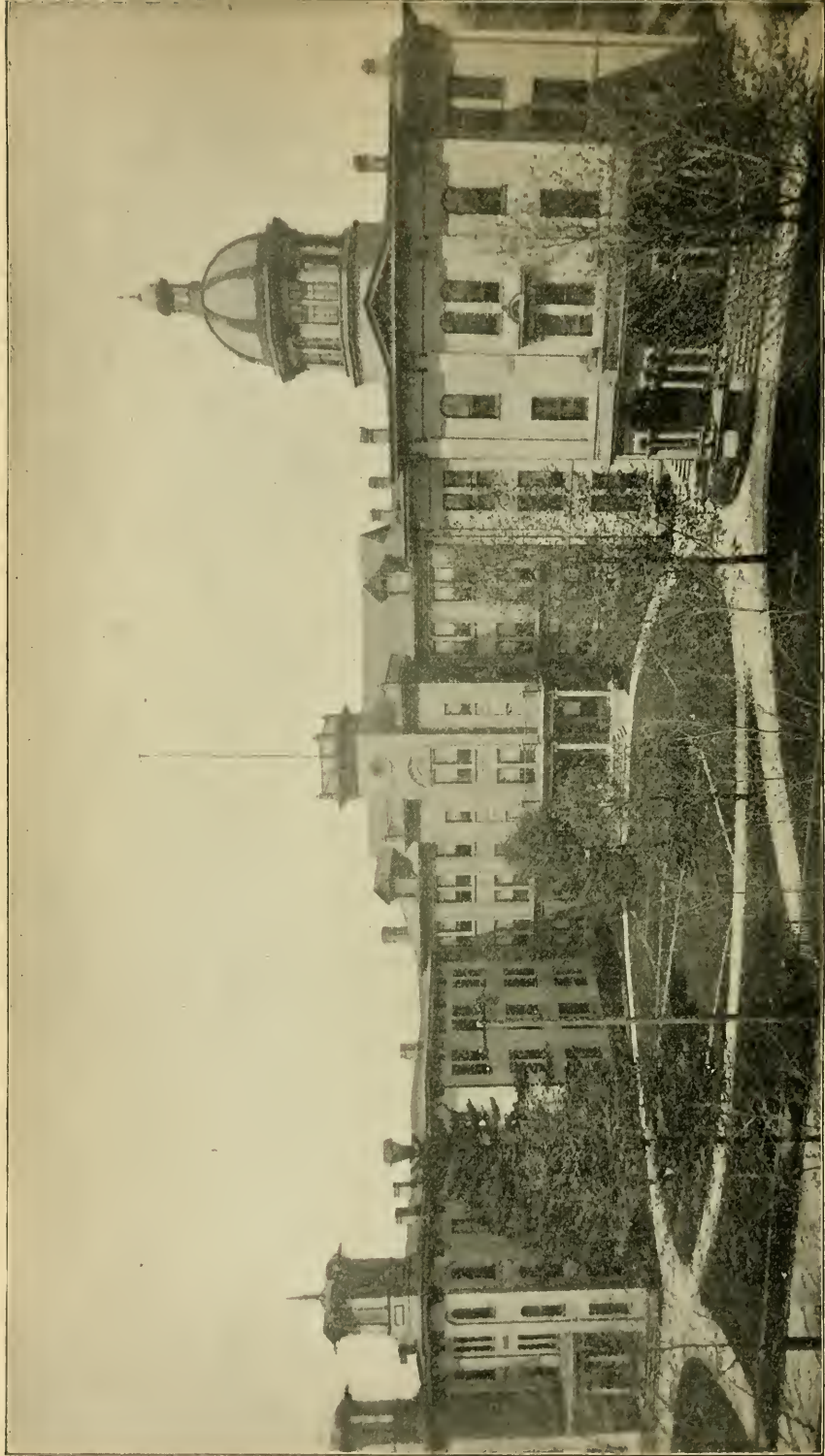
The cost of these courses to any organization in the State constituting itself an Extension Center averages about \$20 a lecture, but those requiring illustrations with the lantern or by means of experiments are somewhat more expensive. Details will be given on application. This charge entitles a center to the entire course and to seventy-five copies of the syllabus. No bill of extras will be rendered. If more than seventy-five copies of the syllabus are required they may be had at ten cents a copy. These are the charges for the work under all heads except that of Agriculture. For the courses in Agriculture the price has been set at \$10 a lecture-study. This is only possible through the generosity of friends of the late Dr. George H. Cook, who purpose to develop thus the work begun by him for the benefit of the farmers of New Jersey.

All inquiries should be sent to Louis Bevier, Jr., the Secretary of the Extension Department.

THE ROBERT F. BALLANTINE GYMNASIUM.

By the generosity of Robert F. Ballantine, Esq., of Newark, N. J., a Trustee of the College, a building has just been completed (1893), which affords unexcelled opportunities for physical instruction and exercise, and for military instruction and drill. This Gymnasium is situated on spacious grounds given to the College by another Trustee, James Neilson, Esq., of New Brunswick. The building is in two parts, the front portion being devoted to purposes of administration, and the rear, the gymnasium and drill-room proper. Ample offices are provided for the instructor in military science and the instructor in physical culture. The gymnasium and drill-room combined afford an unobstructed space one hundred feet by sixty in dimensions. The apparatus is of the most approved kind, and was chosen by the director of one of the best systems of physical instruction in the country. Suspended from the truss-roof is a running-track two hundred and eighty feet in length. Space is also afforded for the armory of the Scientific School. On the one side of the administration building is a large room for lockers, on the other side a room for military equipments. On the floor above apartments are provided suitable for all the uses incident to these purposes. In the basement are a swimming-tank, shower and needle baths, a ball cage and four bowling-alleys of perfect construction.

The building is a fine specimen of the colonial style of architecture.



STATE NORMAL AND MODEL SCHOOLS, TRENTON, N. J.

THIRTY-NINTH ANNUAL REPORT
OF THE
State Normal and Model Schools

AND
FARNUM PREPARATORY SCHOOL,
FOR THE YEAR ENDING AUGUST 31st, 1893.

JAMES M. GREEN, Ph.D., Principal.

STATE NORMAL AND MODEL SCHOOLS.

REPORT OF COMMITTEE ON FINANCE.

To the State Board of Education:

Pursuant to the By-Laws of this Board, your Committee on Finance and Auditing submits its annual report.

NORMAL SCHOOL.

The disbursements for this institution during the past year were \$11,684.69 in excess of the preceding year. An inspection of the Treasurer's report shows that the increased expenditures were for the direct material benefit of the institution, being confined to salaries for additional instructors, books generally for the School, and in particular for the new library, apparatus for the Scientific Department, and a loan to the Normal Boarding Hall. The Legislature at its last session, pursuant to the recommendation of this Board, increased the yearly appropriation eight thousand dollars. The receipts from tuition in the Model School increased over four thousand five hundred dollars, due to larger attendance and a higher rate of tuition. There is therefore a balance in the hands of your Treasurer of one thousand six hundred and twenty-eight dollars and fifty-seven cents, notwithstanding the extraordinary expenditures of the past year.

The average attendance at the Normal School was 441, and at the Model 599. There is no tuition charged for pupils attending the Normal School, the State bestowing its privileges free to those intending to be teachers, and only pupils expressing such intention are permitted to be on its rolls.

A fixed rate of tuition is charged for pupils attending the Model School, the profits derived therefrom being expended for the benefit of the Normal School, in addition to its being a training ground for the Normal pupils.

NORMAL BOARDING HALL.

This institution receives no appropriation from the State, and is managed by this Board for the purpose of providing a suitable place primarily for the accommodation of the pupils of the Normal School. Relying entirely on the income derived from this source, it must, therefore, be conducted on strict business principles, at the same time giving a satisfactory return for the moneys paid to it by its patrons.

During the past year additional buildings have been completed, and over \$17,000 has been expended for real estate, final payments on new buildings, furniture and repairs. Notwithstanding the severe winter and increased accommodations, the fuel bill has been decreased, owing to a new method of purchasing the same.

The receipts for the past year are \$3,523.34 in excess of the year 1891-92, and \$5,785.62 of the year 1890-91.

For repairs, furniture and permanent improvements there has been expended since August 31st, 1890, the sum of \$47,697.60, all of which has been paid out of the accumulated earnings of this institution, except the sum of \$6,000 borrowed temporarily from the Normal School account, and it is confidently expected that this loan will be repaid within the ensuing year, certainly within two years. The balance in the treasury at the end of the fiscal year is \$244.49.

The figures above set forth at least indicate careful management of these institutions by the committees and employes of this Board.

FARNUM SCHOOL.

This institution has had a prosperous year, the balance in the treasury being \$128.45 more than the preceding year, although its expenses have been greater. This result is due to increased receipts. The sum of \$4,000 of the funds of this institution has been unavailable as a source of income since 1889. Arrangements have been recently made so that it now yields six per cent. upon this amount, therefore increasing the yearly income \$240.

At the last session of the Legislature the sum of \$12,000 was appropriated for the purpose of erecting a gymnasium on the grounds of the State Normal School. It was found impossible to erect a suitable building within this amount and make the alterations in the main building rendered necessary. Your committee therefore recommends that an additional appropriation of eight thousand dollars be made to complete the gymnasium building and to make the necessary alterations in the main buildings.

Since the organization of this Board your Committee has advised appropriations amounting in the aggregate to over \$100,000, and no

request has been denied by the Legislature. It is believed that the moneys so appropriated have been wisely expended, and this opportunity is taken to express to the Executive and legislative officials the appreciation felt by the Board for their hearty co-operation in carrying out its plans.

Respectfully submitted,

WILLIAM R. BARRICKLO,
Chairman.

Dated Trenton, December 5th, 1893.

REPORT OF COMMITTEE ON EDUCATION.

To the State Board of Education :

The Committee on Education respectfully present the following report on the several matters committed to their charge by the By-Laws or specially referred to them by action of the Board :

STATE NORMAL SCHOOL.

This institution, the head of our State system of schools, continues to enjoy unprecedented prosperity. But while its growth has been rapid, its increase in educational efficiency has been more rapid still. Your Committee believe that there is no Normal School in the country to-day that is better equipped or more efficiently managed than our own. That this fact is appreciated by the State at large is amply evidenced by the fact that the last Legislature, without a dissenting voice, increased the annual appropriation for the support of the School from \$20,000 to \$28,000, as asked for by your Board a year ago, and also made a special appropriation of \$12,000 for the construction of a gymnasium, where systematic training in physical exercise and in the methods of teaching the subject in schools, could be given to future teachers. This new gymnasium is a splendid addition to the resources of the School, and in due time its good effects ought to be visible in every school district in the State. It is 120 feet long, 45 feet wide, and 26 feet high. The main room is 90 x 45 feet. Annexed are suitable dressing-rooms, shower-baths, and a room for the director. Every device to make the instruction given both practical and useful has been introduced; and to the special committee having the work of building in charge—Messrs. Barricklo, Woodward and Hays—the thanks of the Board are justly due.

The construction of this new building sets free for other purposes the space, 68 feet by 120, formerly used for physical exercise and dressing-rooms. Out of this six commodious recitation-rooms can be made, with additional accommodations for apparatus and working-rooms.

When the improvements just noted shall have been completed our Normal School buildings will be adapted to every form of work recognized as an appropriate part of public instruction, and without being ornate will be a distinct credit to the State of New Jersey. On contrasting the present condition of the Normal School with the state of affairs found there five years ago, there is ample ground for congratulation on the part of your Board.

It should also be noted that despite the increase in the annual appropriation, New Jersey's total expenditure for Normal Schools is much lower than that of other States no more populous and no richer than we are. The fact that notwithstanding this our School is so admirably equipped and managed, is strong testimony to the economy and efficiency of our system of administration.

The original cost of the Normal School buildings and grounds was \$155,000. These values have appreciated and been increased by subsequent appropriations, until to-day they amount to about \$360,000.

Last year the Normal School enrollment, as will be shown in detail by the Principal's annual report, rose to 441. This autumn an increase of 43 is shown, or nearly 10 per cent. The Model School enrollment last year was the unprecedented number of 599. At present the enrollment in the School shows a falling off of 4 from last year's figures, while the average attendance shows an increase of 5. This falling off is doubtless to be attributed to the prevailing business depression, which has made even the small tuition fee charged at the Model School a burden to some parents.

The success of the work of the Normal School is to be measured primarily by the efficiency of its graduates when they become teachers in the city and rural schools throughout the State. Fortunately the records on this point speak with no uncertain sound. During the past year there were 84 graduates, of whom 8 were men. Of this number 63 graduated from the Advanced, or three years', Course, and only 21 from the Elementary, or two years', Course. By action of the Committee on Education, approved by your Board, the Elementary, or two years', Course is now discontinued. Hereafter all graduates from the School will have taken the three years' course.

The graduates of 1893 receive an average monthly salary of \$43.16, which amount, when compared with the salaries paid throughout the State, shows that Normal School graduates are preferred, and that their money value is increasing. This, of course, is as it should be. The Treasurer's report, to be submitted independently, is most gratifying. It shows that the School has lived within its income, despite the many educational extensions and improvements that have been made. The large increase in the receipts from tuition in the Model School fully justifies the recent action of this Committee in relation thereto.

FARNUM PREPARATORY SCHOOL.

This institution is reported in good condition. The enrollment shows a gain of 20 over that of last year, and the income from tuition fees was correspondingly increased. Of the pupils in attendance at the school, 63 per cent. are from Beverly and the immediate vicinity, while 37 per cent. are from neighboring towns and villages.

The Treasurer's report shows that the year's income was sufficient to meet the ordinary expenditures and to leave a surplus of \$129.45.

The Committee take great satisfaction in reporting that, by the energy and good judgment of the Treasurer, Mr. Woodward, the whole of the Farnum School endowment fund has now been made productive. Of the original fund \$20,000 were invested, at 6 per cent. interest, in Louisville (Ky.) water bonds. In 1887 these became due and were paid off. The Trustees in office at the time re-invested the \$20,000 in several real estate mortgages in Burlington county, one of which was for \$4,000 at 6 per cent. This mortgage defaulted on its interest in 1889. Since that time the Farnum School has had no income from this \$4,000. An execution having been issued against the owner of the property, it was sold by the sheriff, subject to the Farnum School mortgage, and bought in by the gentleman who was at that time the Treasurer of the Farnum School. He did this to save the expense of a foreclosure suit. In November, 1893, the title to the property was transferred to the Treasurer of the Farnum Preparatory School, in whose name it now stands. This Committee, as Trustees of the School, have recently approved a lease of the property to J. Le Clerc Shedaker for five years, at an annual rental of \$240. The lease carries an option to purchase the property for \$4,000 at the end of its term or to renew it on the same conditions for five years longer. Therefore the action of the Committee puts the School in actual as well as nominal possession of property worth \$4,000, and enables it to derive a 6 per cent. income therefrom.

Respectfully submitted,

NICHOLAS MURRAY BUTLER,

Chairman.

Dated Trenton, December 5th, 1893.

TREASURER'S REPORT,

Showing Receipts and Disbursements of the New Jersey State Normal School for the Year Ending August 31st, 1893.

RECEIPTS.

Balance from last report.....	\$4,194 84
From State Treasurer, annual appropriation.....	28,000 00
“ tuition in Model School.....	21,837 21
“ “ “ music.....	2,313 58
“ use of books.....	1,545 74
	<hr/>
	\$57,891 37

DISBURSEMENTS.

Salaries	\$38,486 31
Teaching instrumental music.....	1,870 00
Books and stationery.....	4,066 48
Buildings and furniture.....	1,254 30
Pianos	57 50
Express and postage	174 82
Water.....	171 76
Incidentals.....	308 27
Rent of Taylor Opera House.....	221 83
Apparatus	1,187 34
Fuel.....	1,944 76
Advertising	267 38
Telegraph and telephone.....	36 65
Gas.....	145 40
Insurance	70 00
Advanced on account new dormitory.....	6,000 00
Amount in balance.....	1,628 57
	<hr/>
	\$57,891 37

Receipts and Disbursements of the New Jersey State Normal School Boarding Halls for Year Ending August 31st, 1893.

RECEIPTS.

Balance from last report.....	\$584 04
Advances from Normal School on account of new dormitory...	6,000 00
Received from board.....	45,999 73
“ “ all other sources.....	387 10
	<hr/>
	\$52,970 87

DISBURSEMENTS.

Real estate and new dormitory.....	\$7,665 77
Repairs and improvements.....	4,520 79
Furniture.....	5,781 63
Fuel.....	1,463 01
Gas.....	2,377 12
Salaries.....	7,938 10
Rent.....	245 00
Water.....	148 05
Incidentals.....	147 81

Provisions.....	\$22,215 35
Insurance.....	223 75
Balance.....	244 49
	<hr/>
	\$52,970 87

Respectfully submitted,

J. BINGHAM WOODWARD,

Treasurer.

Audited and approved,

WILLIAM R. BARRICKLO,

Chairman Committee on Finance and Auditing.

PRINCIPAL'S REPORT.

[Extract from the School Law of New Jersey.]

“There shall be a Normal School, or Seminary, for the training and education of teachers in the art of instructing and governing the common schools of this State, the object of which School or Seminary shall be the training and education of its pupils in such branches of knowledge and such methods of teaching and governing as will qualify them for teachers of our common schools.

“The Board of Trustees are authorized to maintain a Model School, under permanent teachers, in which the pupils of the Normal School shall have opportunity to observe and practice the modes of instruction and discipline inculcated in the Normal School, and in which pupils may be prepared for the Normal School.”

While the above extracts from the School law, now as when created, furnish a clear and concise definition of the purposes of our Normal and Model Schools, the content of the term “common schools” has greatly changed. The common school of 1855 was a very different institution from that of to-day. Then the principle of imitation was largely the practice of the teacher and the work of teaching was largely in the hands of persons bringing little or no preparation, other than a smattering of academic knowledge, to the school-room, while the curricula of the schools were of a most elementary and ill-defined character. As a natural consequence of the above conditions, preparing teachers for the common schools was a simple task, as a very modest academic training would put them sufficiently in advance of the ordinary school to command respect for their knowledge, if nothing more.

The common school of to-day requires for its instruction far different qualifications. It is not an uncommon thing to find in our rural districts school-rooms where are in practice many of the best-known principles of pedagogy, and where parents, jealous of the welfare of their children, are carefully watching the processes of instruction, and where the curricula cover, in a well-defined manner, all the forms of learning essential to good citizenship in this latter day.

In 1855 the system of supervision was inefficient and largely in the hands of men appointed to office more by reason of popular favor than by virtue of any special fitness for the duties incumbent upon them,

while to-day every populous district and most of the rural neighborhoods come under the notice of intelligent supervisors. It is self-evident that preparing teachers for this latter common school is a much more responsible and exacting task than for the former. To this new character of preparation the Normal School is devoting itself with zeal and encouragement. It realizes that if New Jersey is to satisfy her ambition to be in the front rank of the commonwealths educationally, it must lead the pace. In this laudable ambition the Normal is conscious of the fact that it is the expression rather than the originator of the wish of the State. It is made conscious of this fact by the hearty manner in which the people sustain it, not only by supplying its needs and employing its graduates, but also by stimulating it to more progressive measures.

It is plain that institutions for the training of teachers and skilled labor in the school-room are a settled part in our system of public instruction, and that the energy once divided between fostering private enterprises and antiquated hereditary dogmas is now practically united in the promotion of the common educational weal.

Evidence of the above conclusions is seen in the fact that special preparation for teaching is no longer confined to Normal Schools, but is carried on to a greater or less extent in training schools, teachers' institutes, teachers' associations, teachers' reading circles and pedagogical libraries. These evidences of an educational renaissance are very gratifying. They not only furnish a current of sentiment that will bear the Normal Schools to higher and higher accomplishments, but they also furnish evidence that the old watchword—"Education is the hope of the child"—is still inscribed on our banner.

The following figures show original cost and present valuation of the Normal School property :

Original cost of Normal and Model School buildings with lot.....	\$72,000
Estimated value of furniture, books, &c.....	8,000
Value of Boarding Halls.....	65,000
Value of Boarding Hall furniture.....	10,000
	\$155,000

The above original values have appreciated till the tables should now read as follows :

Former Normal and Model buildings.....	\$60,000
Former school furniture, apparatus, &c.....	8,000
Lot.....	115,000
Appropriation of 1890 for new building.....	40,000
Appropriation of 1891 for alterations, furniture, &c.....	8,000
Principal's residence and Boarding Halls, including addition of 1892.....	99,000
Boarding Hall furniture.....	15,000
Appropriation of 1893 for new building.....	12,000
Supplementary appropriation by the Board.....	3,000
	\$360,000

It will be observed that the last two items are an addition to our statement of last year. It was my duty in my last annual report to call attention to the necessity of increasing our annual appropriation; it is now my pleasure to report that the Legislature, without an opposing vote, met that necessity by increasing the annual appropriation from \$20,000 to \$28,000.

A further need, deeply felt but not discussed in my last report, was for additional school room, made necessary by the rapid increase in the numbers in the School and by the demand for more efficient work in certain departments. This need was also expressed to the Legislature, and was met, without opposition, by an appropriation of \$12,000 for the construction of a new building. It was decided, in applying this appropriation, to build a gymnasium, and thus gain the room now occupied within the main building for a gymnasium for additional class-rooms.

While it is doubtless true that in granting the above appropriations the Legislature was actuated by a sense of duty, the cheerful and unanimous manner in which it was done was a great encouragement to education. The Board were prompt in applying the grant, and we now have nearing completion a gymnasium which, while modest in its cost, for adaptation to its purpose and character in plan, is surpassed by few, if any, of the buildings for a similar purpose constructed at great cost. With this feature the State may feel pleased. Substantiality in public buildings should be the first principle, and when this substantiality can be combined with economy it stands as a wholesome index of a true principle in public policy.

The new gymnasium is 120 feet long by 45 feet in width and 26 feet in height. The main room is 45 by 90 feet, with a ceiling 26 feet in height. It is provided with a running gallery, sealed with boards, and lined with boards to the gallery, and sand-finish above the gallery.

Annexed are suitable dressing-rooms, shower-baths, director's room, &c. The basement, 45 by 90 feet, will contain bowling-alleys, ball-cage, &c. The construction of this new building for the gymnasium leaves to be devoted to other purposes the room formerly occupied as the gymnasium and dressing-rooms, namely, a space 68 by 120 feet. This will furnish at least six large recitation-rooms, with such apparatus and working-rooms attached as may be necessary. With the completion of the above improvements our building will be adapted to work of every form recognized as an essential part of public instruction, will be commodious and highly respectable, indeed, a credit to our State.

The addition to the annual appropriation, while it supplies our present needs, still leaves our total appropriation to Normal Schools lower than that of most other States, demonstrating the economy of our system in uniting the Normal and Model School branches.

The Building Committee in charge of the construction of the new

gymnasium consisted of Messrs. Wm. R. Barricklo, J. Bingham Woodward and Nicholas Murray Butler, James L. Hays acting for the latter during his long absence in the "Old World."

ATTENDANCE.

Normal.

	Males.	Females.	Total.
First quarter.....	34	364	398
Second quarter.....	34	357	391
Third quarter.....	35	365	400
Fourth quarter.....	33	363	396

Total number of different students enrolled during the year, 441. Males, 39; females, 402.

Model.

	Males.	Females.	Total.
First quarter.....	271	282	553
Second quarter.....	261	264	525
Third quarter.....	263	253	515
Fourth quarter.....	247	241	488

Total number of students enrolled during the year, 599. Males, 296; females, 303. The average attendance per quarter was 521. Males, 261; females, 260.

Farnum.

	Males.	Females.	Total.
First quarter.....	56	76	132
Second quarter.....	57	77	134
Third quarter.....	51	78	129
Fourth quarter.....	46	74	120

Total number of students enrolled during the year was 144. Males, 61; females, 83.

The Normal enrollment exceeds that of last year by 43. The number enrolled in the Model is less than that of last year by 4, while the average attendance exceeds that of last year by 5. The enrollment in the Farnum School shows an increase of 20 over that of last year. The total enrollment in the several departments is 59 greater than that of last year—an encouraging advance.

GRADUATES.

The number of students graduated from the Normal School during the year was 84, of whom 8 were males; 63 of those graduated were from the Advanced Course, the remaining 21 being from the Elementary Course. It should be said that those graduating from the Advanced Course entered upon that course voluntarily, the

compulsory three years' course not having gone into effect when they were admitted to the School. This is a pleasing testimony to the fact that increasing interest in pedagogical training has brought a number of graduates nearly four times greater than any under the old system when the selection of the Advanced Course was compulsory on the part of most. With the Elementary graduates of this class ends the Elementary Course. Hereafter graduation from our School will represent three years' work. All of the above graduates are now teaching, with the exception of one who was kept from it temporarily by death in her family. The average monthly salaries received by the class were \$43.16, those received by the Advanced being \$43.94, the Elementary \$42.38. The Class of 1892 have, during the year, raised their average monthly salaries from \$40.94 to \$44.47, those received by the Advanced being \$46.95, by the Elementary \$42.00.

The above amounts, received as they were by recent graduates, when compared with the average salary paid in the State, indicate two things: first, that Normal graduates receive the preference in employment; second, that the appreciation of their value is increasing. This is as it should be. If training is of value, it should be appreciated by those employing teachers, and it should gain a remuneration that would somewhat reimburse the greater expense of advanced education.

The following table will be of interest, showing the number of students in the Normal School from each county, the total number of graduates of our School employed in each of the counties according to the reports of the County and City Superintendents, and the number of graduates of the Class of '93 employed in each of the different counties:

Counties.	Number in Normal.	Number of graduates of '93 employed.	Total number of graduates employed.
Atlantic.....	8	6	11
Bergen.....	8	24	68
Burlington.....	42	6	29
Camden.....	14	1	13
Cape May.....	4	0	2
Cumberland.....	24	0	15
Essex.....	18	4	55
Gloucester.....	8	4	19
Hudson.....	6	1	10
Hunterdon.....	32	1	10
Mercer.....	81	1	58
Middlesex.....	23	2	9
Monmouth.....	24	6	30
Morris.....	38	7	21
Ocean.....	5	1	5
Passaic.....	11	6	25
Salem.....	8	0	9
Somerset.....	17	2	23
Sussex.....	18	0	7
Union.....	12	5	23
Warren.....	18	3	11

The number graduated from the Model School was 20; of these, 5 entered college, 3 entered the Normal School, 1 is teaching, 1 studying music, 2 are in business and 8 of the young ladies are at their homes.

The reports show that all are performing their respective parts well. Those who entered college, thus far, are in the higher groups. Those who entered the Normal School show a strong preparation for the pedagogical branches.

COURSE OF STUDY.

The course of study as outlined in our last report has been unchanged in principle though it has been modified in several of its details. The only criticism that appears upon the course is in the Model High School department, where the application necessary to completing the curriculum in three years is in many cases severe.

Copies of the Model course of study have been asked for by many of the schools of the State, and, in a number of instances, after careful examination, the course has been adopted by these schools.

In our last report attention was called to the effort of the School to give the fullest possible attention to the individual in the class work and to grade him on the combined basis of knowledge and working power. The close attention given in this particular has resulted, during the year, in the promotion of 29 pupils in all of the subjects of a class, and 101 pupils in single subjects. In each one of these cases the pupil sustained the work of the higher class to which he was advanced. There is no phase of our work more calculated to inspire confidence in our teachers than is this attention to the individual. It practically secures the pupil against a great loss of time that is so apt to follow where pupils are graded only upon their knowledge of given subjects and are required to remain in a grade until they pass out of all of the subjects of that grade.

In each of the subjects taught the text-book is used simply for reference. The teacher forms an order of work; which order of work not only shows the development of the subject with relation to the mind of the child, but also shows the selection of subject-matter deemed necessary to a familiarity with the average environment sufficient for the ordinary purposes of life. These orders of work, which will be found in another part of this report, are of very great interest, and in their arrangement have called for the best professional skill and thought of the teachers.

While all the departments have received their share of interest and development, that of literature has made notable gain during the year. Tests have been made with a view to substituting literary selections for the ordinary short reading lesson. It has been found that these selections can be introduced with great interest and profit even in the lowest grades. The reading lesson has ceased to be the uninteresting

exercise of pronouncing words and giving the proper emphasis, and has become a thing of pleasure.

It is safe to anticipate that the result of these experiments will greatly reduce the number of periods necessarily given to the department of English.

The department of Manual Training has been successful during the year. Doubtless increased interest will be added to it through the instrumentality of Dr. William W. Varick, who has so kindly offered a medal to the student who, in that department, shall make most satisfactory progress during the year.

The department of Instrumental Music has maintained its high standard.

LECTURES.

During the year addresses on pedagogical subjects were delivered before the Normal School by Superintendent William N. Barringer and Principal William E. Bissell, of Newark, and Supervising Principal B. C. Gregory, of Trenton, and an address before the entire School by President James M. Taylor, of Vassar College.

BUILDINGS AND GROUNDS.

During the summer the buildings were all thoroughly cleansed and renovated. The class-rooms of the Model Department were papered and the desks replaced so that the light would fall over the left shoulder of the pupils. The dining-room of the Boarding Hall was newly papered and painted. New walks were laid, and, in short, all of the departments placed in first-class condition.

HEALTH.

The health of the students has been generally good. There has been no serious illness, excepting in the one case of heart disease, which resulted in the very sad and untimely death of Miss Mary A. Miller, of Mexico City, Mexico.

TEACHERS.

The following changes have taken place in our corps of teachers: Oliver P. Steves, A.M., Ph.D., William R. Wright and Annie Klingensmith, resigned. Dr. Steves had occupied the position of Supervisor in the High and Grammar Departments, male division, in the Model School since 1878. In his work he has been successful, the

department increasing in numbers and efficiency under his care. He resigned that he might change his home to a southern climate, owing to delicate health.

Mr. William R. Wright, who had been instructor in English Grammar and Elementary Latin in the Model Department since 1885, resigned to accept a principalship at Nutley, N. J. In his work in the School he had been successful.

Miss Harriet Mathews, who had been instructor in English in the Normal Department for years, and who had strongly impressed her students by her efficiency in her work, died October 20th, 1892.

The following persons have been appointed to the corps: Miss Edith M. Luther, B.A., instructor in English in the Normal Department to succeed Miss Mathews; Oliver C. Mordorf, M.A., Supervisor in the Model Department; John C. Leach, B.A., instructor in Latin and Greek in the Model Department; M. Lilian Newman, instructor in Geography in the Model Department, and Sara E. Dillon, instructor in Drawing in the Model Department.

Early in the year the work in the Department of Natural Sciences became so great that it was no longer possible for one person to do it successfully. The department was therefore divided, Prof. Austin C. Apgar taking the Department of Botany and Zoology and William N. Mumper, Ph.D., was appointed to the Department of Physics and Chemistry, to take effect April 1st.

The above new appointees were all teachers of high scholarship and tried and successful experience in responsible positions; and may be considered to strengthen our corps.

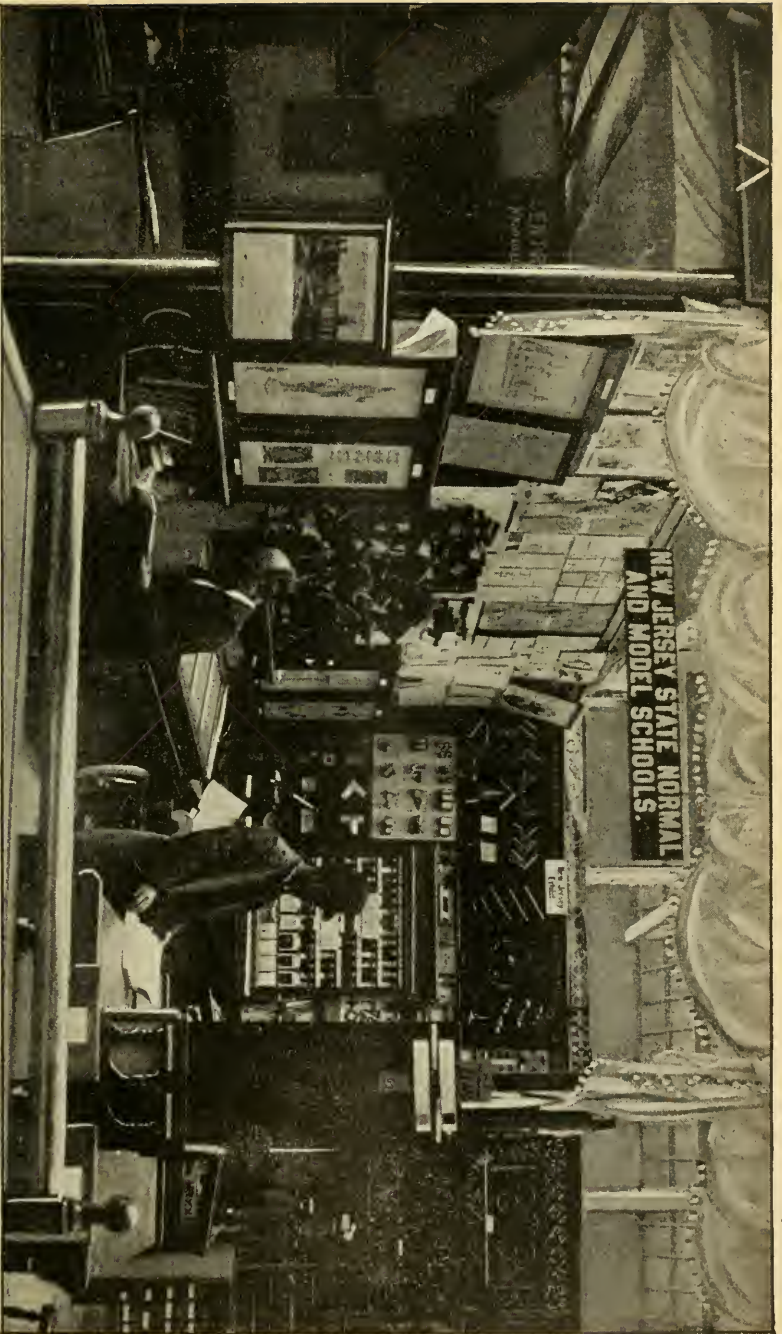
The teachers have been untiring in their efforts to accomplish good work. They have taken advantage of every means at hand for their own personal improvement as well as for the advancement of the interests of their classes.

The faculty was represented in every one of the County Teachers' Institutes, and if we are to judge of the work done from the reports received it was highly acceptable.

WORLD'S COLUMBIAN EXHIBIT.

Our School sent to the Columbian Exhibit, at Chicago, specimens of work from each subject in each class. As a rule, the teachers selected about ten typical specimens in each subject. These typical specimens were, as far as possible, so selected as to show the steps in the development of the theme.

It would be difficult to say which department succeeded best. All prepared their work with very great care, and when completed the number of specimens was sufficiently large to give a good idea of the working character of the School as a whole and to afford as nearly as might be a graphic presentation of the manner of working.



NEW JERSEY EXHIBIT.—NEW JERSEY NORMAL AND MODEL SCHOOLS.

The effect of the exhibit upon the School was to raise its ideals and to strengthen its powers of classification and presentation.

RELATION OF THE NORMAL TO THE SCHOOL SYSTEM OF THE STATE.

The commissioning system inaugurated two years ago continues to grow in product and interest.

The following High Schools are now on the "Approved List:" Long Branch, New Brunswick, Newark, Jersey City, Caldwell, Orange, Passaic, Asbury Park, Plainfield, Trenton, Washington Public School of Hackensack, Rahway, Morristown, Montclair, Atlantic City and Dover.

This system thus far works well in every way. It brings to us students well qualified, as a rule, to enter upon our work. What the system needs is a more complete realization of its possibilities. There are many students in the High Schools looking forward to a course in the Normal, yet that their work is as direct for that end as it might be is oftentimes a hypothesis. There is yet much to be done in bringing the Normal and the Commissioned Schools nearer to each other, so they may *feel* their relationship as parts of the same system.

The accepting of County Diplomas and Certificates in lieu of an examination for entrance to the School is still continuing to do a good work.

During the year students were admitted on Diplomas and Teachers' Certificates. A record of the schools from which these students come is kept, and there is a growing solicitude on the part of these schools that their work prove reliable as well as creditable from a comparative standpoint.

MODE OF COMMISSIONING.

The following resolutions, passed by the Board of Trustees February 6th, 1889, and the appended blank forms, explain the mode of commissioning. Parties desiring to commission should send to the Principal of the Normal School for blank forms:

Resolved, That after the date of the passage of this resolution, graduates of High Schools in this State may be admitted to the professional work of the Normal School without examination, under the following conditions:

I. Upon the application of any Principal, local Superintendent and President of the Board of Trustees of any High School in this State, the Committee on Education shall make an examination of the schools on behalf of which such application is made, and if, in their judgment, the course of study and discipline of the High School in question shall warrant it, said High School shall be placed upon the "Approved List," and a notice to that effect sent to the Principal of the School. The fact shall also be reported to the State Board of Education at their next meeting.

II. Properly-certified graduates of any High School on the "Approved List" shall be admitted, by the Principal of the Normal School, to the professional course of the Normal School, without examination, and shall be regular members of that course.

III. On the report of the Principal of the Normal School that the students of any High School in the "Approved List," who may have entered without examination, are, after due trial, found not to be properly qualified to go on with the work of the professional course, the Committee on Education may strike the name of the High School which certified said students from the "Approved List." Notice of such action shall be sent to the Principal of the High School in question, and it shall also be reported to the State Board of Education.

HIGH SCHOOL APPLICATION.

To the Board of Trustees of the New Jersey State Normal School:

GENTLEMEN—We, the undersigned, do hereby make application to have the High School placed on the "Approved List" of New Jersey. We do hereby certify that graduation at the above school requires that the person to be graduated shall have pursued the following branches, or their equivalents, viz.: Orthography, Penmanship, Elocution, English Grammar, Geography, United States History, General History, Book-Keeping, Practical Arithmetic, Algebra, Geometry (five books), Elementary Physics, Chemistry, Physiology, Botany, Industrial Drawing, Latin or German. Herewith find course of study.

Signed,

.....Principal.Superintendent.
Pres't of Board.

STATE OF NEW JERSEY.

HIGH SCHOOL COMMISSION.

This certifies that the High School is placed on the "Approved List" of the Board of Trustees of the State Normal School, and that the Principal of said High School is hereby authorized to certify its graduates for admission to the work of the second year, or strictly professional course, of the State Normal School, subject to the conditions upon which this commission is granted.

State Board of Education,
 Trenton, New Jersey.....18.....

[SEAL.]Chairman, } Committee
Secretary, } on
Education.

LIBRARY.

The new Library, so long and so much needed in our School, was opened January last.

Miss Josephine C. Robertson was appointed Librarian, and classified the books under the Dewey system.

There were in the possession of the School about 1,000 volumes. To these were added about 800 volumes before the close of the School in June.

The students are given free access to the Library, under proper restrictions.

It is scarcely necessary to say that the influence of this department is very strong in the School. It, perhaps, has done more than any other one feature to elevate the literary tone of the institution and promote true culture.

LITERARY SOCIETIES.

There are three Literary Societies in the School, made up of members from the various classes, namely:

The Normal Debating Society, composed of young men of the Normal School;

The Thencanic Society, composed of young men of the Model School;

The Society of Literary Workers, composed of young ladies from both the Normal and Model departments.

In addition to the above, there are several Societies made up of members of particular classes. These associations have the purposes common to literary societies, and, judging from the reports of their officials, most of them have made good progress.

Both the Normal Debating Society and the Thencanic resolved themselves into "Mock Senates" for a portion of the year, and thus gained familiarity with legislative forms as well as energy in debate. Both report a large membership.

February 10th the Thencanic gave a very interesting public entertainment, consisting of recitations, songs by the School Quartette, and two comedies—"The Famous Trial of Bardell vs. Pickwick," and "The Æneid."

The Society of Literary Workers reports but nine members, and a very indifferent amount of interest in the work assumed from time to time.

THE ALUMNI.

The Alumni Association held its annual meeting on the 29th of June. The meeting was called to order in the library of the School at 12 o'clock by President Robert L. Hoagland.

About 140 members responded to the roll-call. After a very happy welcome address from President Hoagland, the transaction of the business of the Association, and two solos by Miss Eleanor F. Silver and Miss Lottie G. Temby, the Association adjourned to the dining-room of the boarding hall, where a luncheon was served.

Toasts were responded to by Messrs. Frank Voorhees, M. W. Scully, Nathan C. Horton, Dauiel R. Warne, Thomas Bissell, John Enright, Elias F. Carr, J. Hibbs Buckman, Charles H. Dilts, Francis B. Lee and George E. Briggs.

Resolutions complimentary to Dr. Oliver P. Steves were passed.

The following officers were elected for the ensuing year :

President—HENRY WATERS, Peekskill, N. Y.
 Model Vice President—FRANK VOORHEES, Princeton.
 Normal Vice President—JOHN ENRIGHT, Freehold.
 Model Secretary—Miss MAUDE HOWELL, Trenton.
 Normal Secretary—Mrs. A. W. BURR, Bordentown.
 Recording Secretary—FRANCIS B. LEE, Trenton.
 Treasurer—ROBERT V. WHITEHEAD, Trenton.

The meeting was considered one of the most successful in the history of the Association. Many old acquaintances were renewed and new ones formed, and all separated with renewed zeal for Alma Mater. The next meeting will be held on the Normal commencement day, 1894. All graduates of the Normal or Model, and all who came within one year of graduation, are eligible to membership, and are very much desired to identify themselves with the Association.

“THE SIGNAL.”

The above is the title of our School magazine, which was published quarterly during the year. The editors chosen from both branches of the School deserve favorable mention for their energy and efficiency. The publication began the year with a debt and ended it with a largely increased circulation and a balance in the treasury. “The Signal” should be encouraged in every way. It is the one medium of communication for our alumni as well as the under-graduates. It enables all to know of the success of each as well as to keep track of the various interests of the School.

COMMENCEMENT WEEK.

The exercises of commencement week were all successful and seemed to indicate an increased interest, if possible, over those of previous years.

The Baccalaureate* address was delivered in the auditorium of the

Schools on Monday evening, June 26th, by Rev. Russell H. Conwell, of Philadelphia. Mr. Conwell took for his text, "If any of you lack wisdom let him ask of God." The discourse was very eloquent and impressive, and was listened to with rapt attention by a large audience.

Tuesday afternoon and Wednesday afternoon were the occasions of the Model and Normal Senior Days respectively. These occasions were, as usual, of marked popularity among the students and immediate friends of the graduates.

The interest in the Normal Commencement was increased by the presence of Governor Werts, who, in his remarks, as President of the Board, strengthened the confidence in our educational system.

REPORT
OF THE
New Jersey School for Deaf-Mutes.
1892-1893.

WESTON JENKINS, SUPERINTENDENT.

NEW JERSEY SCHOOL FOR DEAF-MUTES.

TRENTON, November 1st, 1893.

To Addison B. Poland, State Superintendent :

SIR—I have the honor to submit the following report of the present condition of this School and of its work during the past year.

The number of pupils in attendance at present is 110, of whom 56 are boys and 54 are girls. There are employed 8 teachers, besides a special teacher of drawing and instructors in the several mechanic arts which are taught here. Although it may appear that the number of teachers is large in proportion to the number of pupils, it is by no means in excess of the real needs of the School.

Much of the teacher's time must be spent in work over pupils taken singly, and the profitable use of "busy work," which may occupy the pupil while not receiving direct attention from the teacher, is much more limited than in the case of normal children. Hence it has been found that the success of a class of deaf-mutes, other things being equal, is almost in inverse proportion to its size, and in the most successful schools the tendency is to restrict the number of pupils under a teacher to ten, or at most twelve, and, where possible, to make the number even smaller. This is especially the case in classes in which speech is taught, as, especially in the earlier stages, every movement of the vocal organs must be made the subject of careful drill with each separate child, and this repeated daily, for a period of months and years.

The importance to the deaf of instruction in speech, and the possibility of imparting such instruction with success to a large proportion of this class, have been demonstrated with increasing force and clearness for some years past.

While Spain, Germany and Holland are entitled to credit for adopting this system at an early period, it is to American teachers that the largest share of credit belongs for bringing it to perfection. As practiced in European countries, it has been criticised, with apparently much justice, as involving an amount of mere mechanical drill which excluded the opportunity for mental culture which might be reached when written language only is used as the means of instruction. Complaints have been made by deaf persons who have been taught by these methods of the extreme irksomeness of the

necessary tasks and of the harshness of the methods used in the manipulation and training of the vocal organs. No such objections can apply to the means used in our American schools, and the results in the way of general information and of attainment in the special studies pursued are of the most gratifying kind.

No question exists at present as to the fact that a large proportion at least of deaf-mute children may be taught to speak and to read speech by watching the utterance of the speaker, so that vocal language may be to them a familiar means of communication. Nor is it doubtful that pupils so taught on right principles and by the best methods may attain as high culture as if their study had been concentrated on language in its written form. At the same time it is by no means clear that by speech alone deaf-mutes could be taught to very great advantage. While the commonplaces of daily intercourse, the short and simple expression of ordinary wants, or statement of familiar facts are readily learned, the reading of speech when it goes beyond these narrow limits is, except in rare and specially gifted cases, too uncertain to be made the basis of instruction. So that, while to the hearing person spoken language is naturally the principal means of intercourse and of acquiring knowledge, in the case of the deaf, language in its written and printed form is by far the most important agent in bringing them into contact with other minds. The subject of reading has, therefore, for the teacher of the deaf an interest and an importance far beyond what it has for other teachers. It is not alone nor principally for the sake of the innocent pleasure to be derived from books, nor for the valuable information thus acquired that we desire to see the deaf form the habit of reading. It is because reading makes the language familiar to them, and by a knowledge of language they can come to knowledge of the thoughts of others, not only nor chiefly the thoughts of the great thinkers, but those of the people among whom the uneducated deaf man lives a mental and spiritual Robinson Crusoe.

This subject has attracted much attention among teachers of the deaf written the last few years and the current literature of the day has been carefully sifted to yield the food best adapted to this class of children. A "Model Library for Deaf Children" has been collected with excellent judgment by a committee appointed for the purpose by the American Association, and the catalogue, which may be obtained from Prof. S. G. Davison, Mount Airy, Philadelphia, will be found helpful to any one who has to select from the mass of current publication such books as are adapted by their simplicity of style, and by the interest and value of the subject-matter, as well as by their freedom from all that is objectionable, to the reading of children.

In order to make more use of the habit of reading as a means, principally, of education in language, there have just been added to the school library a large number of books, mostly those adapted to the reading of the younger pupils, and, while pains has been taken to

select such as are attractive, the reading of these books, or of other matter approved by the teacher, has been made compulsory.

The routine of the school-day has lately been changed with the view of effecting several improvements of which the importance may be seen from what has been above said on the various points thus far mentioned. Each pupil now spends four hours in the class-room and two in the industrial department, instead of five hours and one and a half hours respectively, as heretofore. The teachers work six hours, and the pupils are divided into three groups, two of which are in the class-rooms, while one is in the shops. In this way the average number of pupils in a class is reduced by one-third, with the advantages referred to above. The hours of instruction in the shops are somewhat lengthened, and the number at work at one time is reduced, very much facilitating the acquisition of the handicrafts taught.

More time is at the disposal of the pupils for exercise and for reading, both of which are enforced if not taken voluntarily.

The operation of the department of printing has been especially successful during the past year. From our office is issued a little sheet, the *Daily Bulletin*, and a twelve-page illustrated weekly, the *Silent Worker*. The former is issued every school-day, and is designed for the reading of the pupils exclusively, containing the current news of the institution. It is found that such material, being just what the children are talking about among themselves, has more interest for the youngest pupils than anything else. The *Silent Worker* is issued every month during the term. It is sent in exchange to other papers, and, at the modest subscription price of fifty cents a year, has a considerable circulation in the State, containing sketches of prominent deaf persons and of those connected with the education of the deaf, examples of actual school-room work, original contributions and extracts from periodicals and books published at home or abroad in which deafness is treated of, as well as personal news about the deaf, it is a valuable help in the work of the school. The training in the art of printing which is given in our office is proving itself eminently practical by the success which attends its graduates. In spite of the hard times, all those young men who have studied printing under our present instructor have been able to keep steadily employed up to the present time.

The work of a compositor is to a deaf-mute pupil almost as instructive as his class-room exercises, as he is constantly employed with language, and, in order to avoid mistakes, he must read his copy with some understanding.

The other industrial branches taught, carpentry, shoemaking and needlework, are useful in training the attention, giving the pupil control of his muscles and in forming habits of industry, as well as in giving the pupils skill to be used in after life for self-support.

Within the year marked improvements have been made in the institution, both in its material equipment and in its organization.

The main building has been thoroughly renovated and a set of rooms has been fitted up for use as a hospital, with every appliance necessary for the care of the sick.

The teaching force has been increased, and half of the pupils now receive their instruction by means of speech. Books and other apparatus of instruction have been added as needed, and the work of the school has been rendered more efficient in various directions.

In accordance with the wishes of the State Board of Education an exhibit of the work of this School was prepared and forwarded to the Columbian World's Fair in Chicago. This display comprised specimen examination papers and manuscript lessons, written exercises illustrating methods of instruction, models of articles of furniture made in the cabinet-shop for use in school-rooms as explained below, shoes made by pupils, drawings in charcoal, crayon, pen and ink and water-color, china decoration, clay-modeling, and needlework in all its branches.

This exhibit has been favorably spoken of by competent judges, and was awarded a medal in competition with the exhibits of similar institutions.

The models of articles of furniture spoken of are regarded as having a high value in the education of our pupils. The class in carpentry measure the article to be reproduced in miniature, reduce the measurements to the required scale and make a working drawing of the object. From this they construct the model. When finished, the article, a bed or a bureau or a table, is furnished with the proper accessories, and is used in the younger classes in giving object language lessons. The use of these objects, simulating so closely, or, rather, reproducing exactly, many familiar operations of the home, not only interests the pupils and makes the language used more interesting and more real to the pupils than could be done in other ways, but often suggests to the teacher words and language forms of practical importance, such as a hearing child acquires, as we say, naturally, but which we never meet in books.

One thing which deaf children in general lack is that knowledge of prices, and of quantities stated in terms of the usual standards of measure, bushels, gallons, &c., which hearing children pick up by hearing such things talked about. To make these subjects familiar a "store" has been fitted up in connection with the School, where, at stated hours, the children come to make purchases. Samples of most of the articles in common household use are kept on hand, but in making up the packages called for dry sand is made to stand for everything solid, as coffee, tea or sugar. Pupils, under the direction of a teacher, weigh and measure the articles called for, and calculate the cost, receiving payment and making change in toy money, provided for the purpose. In this way they get a practical drill in arithmetic, and, what is equally important, they learn the names and

the usual range of prices of articles of common use, and to estimate size and weight with some correctness.

To estimate the benefits conferred by the School on the persons who have come under its influence we are not confined to a *a priori* reasoning from the tendency of the methods used. We can observe our graduates in their life as members of the great world outside the school walls, and it is found that, in general, they have become industrious, moral and useful citizens.

The present dullness in business of every kind is a severe test of their success as wage-workers, but from what I learn I think that a smaller proportion of them than of the wage-working class in general are out of work. I believe that every graduate of our printing office has had work continuously through the last season up to the time of writing.

As a class they are moral and temperate, and do credit to their training.

It hardly need to be said that in supporting and training to intelligence and usefulness a class of persons so unfortunate and so helpless as without education deaf-mutes must be, the State offers to the parents of children so afflicted a benefit which they should appreciate very highly. At the same time it is evident that the State is working for its own good in thus creating, as it were, good citizens from what would appear to be waste material.

But it is an unfortunate fact that many parents of such children fail to use the advantages thus offered. Many of them do not even know that any means has been provided for the education of such children. Others dread the name of "institution," and dread to part with their children though the separation be clearly for their good. Others still are unwilling to let it be known that their children have any physical infirmity.

The teachers and superintendents connected with the public school system of the State are in a position to learn of such cases, to give information as to the work of this School, and to influence parents in favor of placing their deaf children in the way to receive an education. I earnestly hope that a general interest in this subject may be awakened among those connected with our general educational system, with the result of bringing many deaf children now neglected under education. In this connection I am glad to acknowledge the interest shown by Hon. John J. Matthews, the Superintendent of the School Census, and the courtesy shown by him.

The year closes on a record of successful work and the promise is of continued usefulness for the future.

Very respectfully,

WESTON JENKINS,
Principal.

REPORTS
ON
Manual and Industrial Training
FOR THE
STATE OF NEW JERSEY.

1892-1893.

REPORT OF MANUAL AND INDUSTRIAL TRAINING FOR THE CITY OF NEWARK—1892-1893.

[Organized under the Act of 1881, Chapter CXLIV.]

To Addison B. Poland, State Superintendent :

DEAR SIR—In accordance with law I beg to submit the following report of the Newark Technical School for the year ending June 30th, 1893.

The Newark Technical School has for its object in all departments the advancement of the manufacturing interests of the city, and its course is arranged with special reference to the intellectual wants and improvement of the working classes.

As far as is consistent with this, all interference with the plan or object of other educational institutions in the city will be avoided. It is not a professional school, and does not aim to make experts.

The current expenses of the School are defrayed from an annual appropriation of \$5,000 by the city, supplemented by an appropriation of a like amount from the State, in accordance with the preceding enactment.

The School is greatly in need of a larger building, not only to accommodate the evening classes, but also to afford facilities for the opening of a day school, giving instruction in industrial pursuits, which the Trustees have had in contemplation for some time.

A piece of property (137 x 175 feet) on High street, has been purchased, on which to erect a building, but as yet the Trustees have not been able to carry out their plan, owing to the lack of funds. Plans for the proposed building have been accepted, the estimated cost of which is \$40,000. This money will have to be raised by private subscription.

When the amount subscribed reaches \$30,000, building operations will be commenced.

The school year begins the first Monday in October and ends the second Friday in May.

Applicants for admission must be at least sixteen years of age, of good moral character, and must pass a satisfactory examination in arithmetic, geography, history and English composition, or present a

certificate of graduation from a grammar school in Newark, to enter the first-year class.

Applicants who are not prepared to enter the first-year class may enter the preparatory class, provided they are at least fifteen years of age and proficient in the first four principles in arithmetic.

Examinations for admission are held the first Monday in June and the last Monday in September.

Applicants for the preparatory class will be admitted at any time in the year if properly qualified.

For the advanced classes applicants will be received only at the beginning of the year.

Applications may be filed a year in advance.

No applicants are received who are attending other schools.

All applicants must be residents of Newark.

The regular course of study, exclusive of the preparatory class, requires four years.

PREPARATORY.—Arithmetic, writing and composition.

FIRST YEAR.—Algebra, to equations of the second degree. Physics; properties of matter. Descriptive chemistry to the alkalies. Free-hand drawing.

SECOND YEAR.—Geometry, algebra, free-hand drawing, descriptive chemistry finished, and lectures on agricultural and technical chemistry.

The lectures on technical chemistry relate to the applications of chemistry in manufacturing industries, and include among others the following subjects: Soap, illuminating gas, coal tar and its derivatives, sugars, photography, bleaching, dyes, dyeing and tissue-printing, fermentation and brewing. The chemical nature of the materials used and the changes which they undergo in the course of manufacturing processes are considered, and collections of specimens illustrating the processes are shown as far as possible.

THIRD YEAR.—Algebra and geometry completed, theory of cutting-tools, mechanical or architectural drawing, descriptive geometry, physics: dynamics, heat, dynamic and static electricity and magnetism.

FOURTH YEAR.—Trigonometry, mechanics, technical chemistry, physics: sound and light; descriptive geometry, mechanical or architectural drawing, steam engineering: a course of ten lectures on the physical properties of steam, steam generators, steam motors and the indicator.

The course of lectures on steam engineering is open to persons who do not wish to attend the classes, on the payment of two dollars.

Examinations are held twice a year, viz., the third week in December and the last week in the school year.

Students who are found deficient at these examinations will be examined previous to the opening of the school year, and if found deficient a second time, must repeat the year's studies.

The School has a reading-room, which is open whenever the School is in session, and Wednesday and Saturday evenings during the vacation.

A large number of periodicals are regularly received, and are accessible to the students.

There is a room in the new building devoted to the illustration by specimens of industrial processes, showing the various stages in manufacture as far as possible from the raw material to the finished article, accompanied by models, drawings or prints of any important machines used in the different operations.

It is intended to be a permanent exhibition of the industries of Newark and vicinity, and it will be the aim of the School to add specimens from time to time illustrating any improvements made in processes or new articles manufactured.

The museum will also contain specimens illustrating technical processes from other localities.

It is intended to make the museum a prominent feature of the School not only for the student, but for the public in general, as an interesting and instructive place to visit.

It is hoped that manufacturers in the city will co-operate with the management in building up this important department.

The sessions of the School are held five evenings in the week, viz., from Monday to Friday inclusive. The hours of each session are from 7:20 to 9:30.

Any student absent five times during the School year without a satisfactory excuse, will forfeit his membership in the School.

Students absent for sufficient reasons who wish to retain their places, must report to the Director either in person or in writing before the five absences are recorded.

Any student leaving the school-room before the close of the evening's work, will be recorded a half absence unless excused by the Director.

Any student who is not present when the bell strikes for his class, will be marked tardy. Five cases of tardiness will be equivalent to one absence.

For a breach of good behavior or a violation of the rules of the School, a student will be immediately suspended and reported to the Board of Trustees.

A student dismissed from the School can be reinstated only by application to the Board of Trustees.

Students are requested to notify the Director of any change of residence or occupation, as soon as such change occurs.

All text-books and drawing materials must be provided by the students.

Students who complete the full course of study will receive a diploma. Those who complete a partial course will receive a certificate.

A certificate will be exchanged for a diploma at any time on the completion of the full course of study.

NUMBER OF STUDENTS.

Preparatory class.....	100
First-year class.....	103
Second-year class.....	34
Third-year class.....	18
Fourth-year class.....	16
Post-graduate and special students.....	11
Total.....	232

A new feature in the course of study introduced during the present year, as will be noticed by reference to the circular for 1893-94, is the introduction of special courses in mechanical and architectural drawing, for which tuition fees are charged. As these courses have grown more practical each year, applications have been received for admission to them, and it was decided that as long as there was room in the classes receiving such instruction students might be admitted who did not desire instruction in any other subjects.

The number admitted is limited to the vacancies existing in the classes after those pursuing the full course have been provided for. In this way no one is deprived of his privileges, the usefulness of the School is extended, and a moderate charge is made to which no one objects, and thus far all have been willing to pay.

While the number of students thus received is not large, and cannot be with our present facilities, it cannot be reckoned as a permanent source of income.

We believe the principle of charging a tuition fee to be a sound one, as greater value is attached to a thing which costs something than that which can be had free, and as special privileges are asked for, they are worth paying for.

This charge also prevents the Technical School from being a competitor with the Evening Drawing School, under the control of the Board of Education, and we aim to make our field non-competitive.

Appended is the balance-sheet for the year ending April 29th, 1893 :

FINANCIAL REPORT.

Dr.

Balance on hand August 31st, 1892.....	\$1,971 55
Cash received from State, 1892 and 1893.....	5,000 00
“ “ “ city, 1892 and 1893.....	5,000 00
“ “ “ sale of merchandise.....	500 28
“ “ “ tuition.....	6 00
“ “ for building.....	95 00
	<hr/>
	\$12,572 83
	<hr/>

Cr.

Salaries.....	\$6,004 39
Rent.....	1,400 00
Furniture and fixtures.....	1,500 00
Merchandise	476 93
Plant.....	515 20
Incidentals	689 11
	<hr/>
Balance on hand April 29th, 1893.....	\$10,535 63
	2,037 20
	<hr/>
	\$12,572 83

Respectfully submitted,

CHARLES A. COLTON,
Director.

WM. N. BARRINGER,
Secretary Board of Trustees.

REPORT OF MANUAL AND INDUSTRIAL TRAINING FOR THE CITY OF HOBOKEN—1892-1893.

[Organized under the Act of 1881, Chapter CXLIV.]

To Addison B. Poland, State Superintendent:

DEAR SIR—The Board of Trustees, "New Jersey Industrial Education, City of Hoboken," complying with the act of the Legislature of this State, under which it was organized, begs to submit its sixth annual report.

During the past year manual training, in the six departments which this Board has organized, has fairly approached the standard fixed by the steady advancement of former years, indicated in previous reports. We have no changes in the organization of the various branches to report. The teacher of sewing, Mrs. D. E. Rue, resigned at the end of the year, her resignation being accepted with regret by the Board. Mrs. Fleming was appointed to fill the vacancy.

In our last report we had occasion to mention the enthusiasm with which both teachers and pupils were entering into the work of preparing the exhibits for the World's Columbian Exposition at Chicago. The results of their labor were creditably apparent to all who had the opportunity of visiting the New Jersey Industrial Exhibit at the Fair. An exhibit in each of our departments, excepting that of cooking, was exposed, and all who viewed the New Jersey exhibit bore testimony to its excellent status among the exhibits of other States, and we have no reason to believe that the share contributed by this city was excelled by other cities of the State.

The custom of our Board has been to hold an annual exhibit of the year's industrial work in the Martha Institute, in the month of May. The exhibit of May, 1893, was exposed two afternoons and evenings, and, as in former years, there were thousands of the citizens of this city, and many visitors from out of town, who came to inspect the work. The exhibit was not only a success, as it has always been, in attendance, but the progressive educational character of the work was more marked than hitherto, and we have every encouragement in the belief that this very noticeable feature had proved to be a great stimulus to public opinion.

The teachers in the various departments have sent us their annual reports, which we herewith append, as we have done in former reports.

SEWING DEPARTMENT—MRS. DAVID E. RUE, TEACHER.

The year's work was unusually exacting, owing to the fact that some of the class-work was to be sent to the World's Fair Exposition. The object in view was an incentive to the pupils to do their best.

The specimens of work sent to Chicago, and also those shown in our local exhibit, gave evidence of what trained skill in this branch can accomplish.

The course, as it is taught, is practical; every stitch learned will be useful in its application to garment-making, and in darning and patching.

Thirty-two classes were taught in sewing, two more classes than the year previous.

The pupils maintained their interest in their work to the close of the school year.

The warm days of June and the extra strain of their studies at this season of the year did not interfere with their eagerness to sew.

A larger number finished the "course in sewing" than in any former year. It is this training for the girls that so many of our homes of to-day need.

The Board herewith appends its "Graded Course in Sewing."

FIRST GRADE OF SEWING.

Fifth Grade, Manual Training.

The child is taught the use of the needle, how to thread it; the use of the thimble, how to make a knot; an object-lesson on all the articles used in sewing, even running stitch, lines drawn on a square of unbleached muslin, followed with even, regular stitches, red cotton used to show the stitches; stitching stitch on same piece; paper-cutting and folding on square of colored paper, an object-lesson in color.

SECOND GRADE OF SEWING.

Sixth Grade, Manual Training.

Overhanding in striped calico, hemming on unbleached muslin, measuring and basting of wide hem on white muslin, overhanding.

THIRD GRADE OF SEWING.

Seventh Grade, Manual Training.

Felling, gathering on white muslin and putting on a band, buttonholes and sewing on buttons.

FOURTH GRADE OF SEWING.

Eighth Grade, Manual Training.

Gusset, herring-bone stitch, flannel, darning stockings, darning on cashmere.

FIFTH GRADE OF SEWING.

Ninth Grade, Manual Training.

Patching, hemstitching and feather-stitching on linen, single and double feather-stitch, outlining stitch.

SIXTH GRADE OF SEWING.

Tenth Grade, Manual Training.

Review of previous grades, solid embroidery on flannel, solid embroidery on linen, representing stitches taught in previous grades.

DOMESTIC ECONOMY DEPARTMENT—MISS ELIZABETH HUGER,
TEACHER.

It would be gratifying if one could estimate the influence of these classes upon the community at large; but one can learn only of a small percentage of their value. Each year, with renewed energy, we hope for greater results.

Nine classes received instruction in cooking, and all useful hints pertaining to the household. It is certain that some good must come forth from such work.

There has never been a year when pupils were more earnest. I think our two exhibitions demonstrated this fact, for the girls entered into the spirit of the occasion, and worked with vigor. Perhaps the hope of a representation at the "World's Fair" had also a good effect. It was learned with regret that, for want of money, space and time, the "Model Kitchen" was not constructed. An exhibit of this department was made, however, at the "Columbian County Exhibition," which the County Superintendent opened in the Martha Institute in Hoboken. This showed that the girls were ready if a demand had been made upon them to prepare for the World's Fair.

No schools were represented in domestic economy at the World's Fair except a certain few of the Chicago city schools. These made an exhibit of class-work each day.

Our girls have endeavored during the year to collect "specimens," bringing them to the class for further study. I feel most earnestly the truth of the following words of Dr. MacAlister, "That a good deal may be said in favor of the purely educational value of the cooking classes. The instruction necessarily involves a good deal of scientific knowledge. The chemical composition and physiological effects of food are considered in connection with its preparation, and the information derived in this way is often of more value than that obtained from the study of the principles alone as they are generally taught in the school-room. The instruction partakes largely of the nature of object-teaching in its best form, and is calculated to leave a

much stronger impression upon the mind than can be made by mere statement of scientific facts or even by such experiments as are possible in the class-room of a grammar school."

We are not able at present, to do much more than the practical work, through lack of time.

At our annual exhibition last May, refreshments of creamed oysters, salads, coffee and cake were served by the girls to many of the guests, and seemingly appreciated. These annual May exhibitions afford an opportunity to teachers to meet the parents of pupils. One mother said her daughter (hitherto a careless girl) had grown much more painstaking and manifested much more interest in her home, desiring always to practice and follow out carefully the instructions given in the class-room. This is one only of many examples going to show how great are the responsibilities of teachers. Certainly this branch of manual training must serve to connect the school with the home—most sacred place—where every virtue should have its birth and every social duty find its strongest nurture, and thus help build up all that is best in human life.

The Board herewith appends its "Graded Course in Domestic Economy:"

FIRST GRADE OF DOMESTIC ECONOMY.

First Grade, Manual Training.

Observations in Botany: Leaf forms, blade, petiole, stipules; veneration, margins, the base and apex of leaf blades.

Health Lessons: Our bodies, air and sunlight.

Practical Work: Making of fire, toasting bread, cooking water, hard-boiled eggs, baking potatoes, baking apples, &c.; preparing vegetables, measurements, &c.

SECOND GRADE OF DOMESTIC ECONOMY.

Second Grade, Manual Training.

Observations in Botany: Form of lobes, shape of leaves, the petiole, color and surface.

Health Lessons: Breathing, voice and air-supply.

Practical Work: Care of fire, fuels, &c.; soft-boiled eggs, poached and shirred eggs; beef tea; boiled potatoes and simple cooking of vegetables.

THIRD GRADE OF DOMESTIC ECONOMY.

Third Grade, Manual Training.

Observations in Botany: Compound leaves, parts of compound leaves, the parts of stems; node, internode, leaf axil, terminal bud, auxiliary bud, branches, &c.

Health Lessons: The use and abuse of food, what to eat, climate, &c.

Practical Work: Cooking of the cereals—rice, oatmeal, Indian mush; care of the same; review of first and second grade work.

FOURTH GRADE OF DOMESTIC ECONOMY.

Fourth Grade, Manual Training.

Observations in Botany: Vernation, or the way in which leaves are folded, rolled or arranged in the bud.

Health Lessons: How food becomes blood; review of former talks. Introduction of chemistry by handling objects, and working with familiar substances, such as sugar, salt, flour, sand, &c.

Practical Work: Boiling of meats; frizzled beef, corned beef, beef essence, meat balls, &c.; reviews.

FIFTH GRADE OF DOMESTIC ECONOMY.

Fifth Grade, Manual Training.

Observations in Botany: Winter buds, bud scales, growing point, unexpanded leaves, arrangement of leaves on stem—alternate, opposite, whorled, radical leaves, &c.

Health Lessons: Study of the muscles and motion, or how we move; accidents, injuries, poisons and cleanliness.

Chemistry: Of mixtures.

Practical Work: Cooking of beef's heart, baked and boiled; baked beans; beef stew; stewed prunes and other kinds of fruit; mutton and chicken stew; study of bones, &c.; dish-washing.

SIXTH GRADE OF DOMESTIC ECONOMY.

Sixth Grade, Manual Training.

Observations in Botany: Vegetables, underground stems, tuber, corn, bulbs, &c.

Chemistry: Combustion, decomposition, acids, bases and neutral compounds.

Physiology: Bones and joints, muscle and fat; muscular exercise, bathing.

Practical Work: Soup stock and clearing of the same; tapioca; dish-washing; writing recipes.

SEVENTH GRADE OF DOMESTIC ECONOMY.

Seventh Grade, Manual Training.

Study of Botany: Inflorescence, or the way flowers are placed upon the plants solitary and clustered, inflorescence peduncle, &c.

Chemistry: Review work in fifth grade, with additional work in generating the four most important elements, oxygen, hydrogen and carbon.

Physiology: The conversion of food into tissues, food, dietetics, organic and inorganic; nitrogenous or albuminous; non-nitrogenous or carbonaceous.

EIGHTH GRADE OF DOMESTIC ECONOMY.

Eighth Grade, Manual Training.

Study of Botany: Parts of the flower, receptacle, calyx, corolla, &c.

Chemistry: Of boiling, stewing, baking, roasting and frying.

Physiology: Foods; alcoholic stimulants; circulation; blood; digestion.

Practical Work: Boiling vegetables; making hash; left-over dishes; frying potatoes; baking bread, Graham gems, puffs, &c.; making tea, coffee, &c.

NINTH GRADE OF DOMESTIC ECONOMY.

Ninth Grade, Manual Training.

Study of Botany: Review of the parts of the flower; study of seeds by planting pumpkin, squash, bean, pea, apple, Indian corn, oats, &c.

Physiology: Digestion, continued.

Chemistry: Of cleaning, potash and soap-making.

Practical Work: Vegetable soups of all kinds; care of utensils; plain cakes; entrées and desserts; meats and sweet sauces.

TENTH GRADE OF DOMESTIC ECONOMY.

Tenth Grade, Manual Training.

Cooking plain foods, eggs, meats, vegetables, &c.

Classification of fruits and vegetables.

A course in physiology and anatomy.

Practical Work: General review of all subjects. Preparing dishes for the sick—teas, broths, gruels, water toast, cracker toast, milk toast; cooking of oysters—steamed, roasted, creamed, fricasseed, &c.; jellies, &c.

CLAY-MODELING AND WOOD-CARVING DEPARTMENT—MISS
JEANNETTE PALEN, TEACHER.

The hope expressed in last November's report, that the Columbian year would be one of progress, has been fairly realized.

The general standard of the clay department was much advanced under Mr. Shorey's instruction, and by the introduction of his series of progressive lessons.

The classes, with eyes and hands trained by modeling during the previous year, pursued the study of wood-carving in a more intelligent manner than ever before.

The aptitude of the pupils, with two months (annually) of summer study on the part of the teacher, may make it possible to raise the standard of excellence.

An exhibit of the work of the classes, showing their progressive steps, with other pieces, was prepared and sent to Chicago in March, where, report says, it compared favorably with other schools.

At the May exhibition, annual visitors expressed great satisfaction in the artistic quality and educational value of the work, and the improvement in both the clay-modeling and wood-carving.

There have been, each week, nearly two hundred pupils in wood-carving, organized into nine classes, with nearly three hundred studying modeling, divided into thirteen classes.

The attendance has been good, fewer leaving the classes before the year closed than hitherto.

Positions in a manufactory in New York have been filled from the carving class this fall, with fair remuneration and prospects of an advance with more experience.

President Walter Hervey, in a lecture given this summer on "The Psychology of Manual Training," at Chatauqua, said: "Manual training is not pursued for the sake of knowledge or information, but for the sake of giving power, and may afford a specific training to the will. To compare is the highest function of the intellect. Stand by one who models in clay. How constant are the comparisons he makes. Not only does he use his eye, but the hand. In wood-working every power that is required and trained by the plastic clay, is required and trained by the more stubborn and more durable wood.

"Clay obeys you, wood you must obey. Its toughness, grain, sap or species may not be disregarded; a single slip, a cut too deep, stays forever. All must be done over again, or the model will always be a witness of unskill."

The Board herewith appends its "Graded Course in Clay-Modeling and Wood-Carving:"

FIRST GRADE OF CARVING.

Seventh Grade, Manual Training.

(If used) Sloyd: Care and use of knife, use of the square and compass in laying out designs and borders. Relief: Teach use and care of tools—First, chisel practice—straight lines, squares and angles; second, interlacing straight and curved lines combined in geometric forms, low relief; third, rosettes, low relief, incising patterns; fourth, low and high relief, carving in hard wood, scrolls, panels, &c.

FIRST GRADE OF MODELING.

First Grade, Manual Training.

Model in clay sphere, cube, cylinder and objects in nature like them. Weaving colored paper in mats.

SECOND GRADE OF MODELING.

Second Grade, Manual Training.

Model sphere; bisect with string to get hemisphere; draw in different positions. Model a cube, bisect from front to back, and from right to left to make four square prisms; draw views, horizontal and vertical. Model square prism cut from corner to corner for triangular prism. Arrangement of tablets like faces of solids. Draw oblique lines and angles, acute and obtuse, lay sticks, representing edges. Model in clay geometrical forms—studied and forms in nature like them. Mat-weaving, paper-folding and cutting. Parquetry in colored paper.

THIRD GRADE OF MODELING.

Third Grade, Manual Training.

Model in clay geometrical forms, studied, and objects in nature based on them.

FOURTH GRADE OF MODELING.

Fourth Grade, Manual Training.

Build tiles with geometrical forms in low relief, later leaf forms.

JOINERY OR WOOD-WORKING DEPARTMENT—JAMES S. BLOOMER,
TEACHER.

The season of '92-'93 has been an unusually trying one. A long and severe winter, attended with much sickness, and the many holidays connected with the Columbian celebration, have resulted in making the attendance small, and have somewhat distracted the minds of the pupils. And yet with all the drawbacks we gave two exhibitions and sent work to the Chicago Fair that we have no reason to be ashamed of. A feature of our last May exhibit was the joint-work, which proved to be a source of information to many of the yearly visitors. Heretofore the perfect work only was shown, giving the impression that boys spent ten months learning to make a table or bench, a small return for the time occupied. The practical men, in looking at this part of the work, express surprise at the accuracy of the work and the disciplinary effect of the training. The boys that went through the second year more than fulfilled our hopes. While we did not have the quantity of work, the quality was of a high order, in drawing, in wood-work, and in turning.

The turning-lathe has been a great addition to our outfit, two boys in each class dividing their time in learning its use, only those who excel in the joint-work being chosen to turn.

The tools and outfit are in good condition. The boys have made some small repairs on the benches and the benches are good for another year without much further outlay. Our chief need is more room. Some of the classes that have come to us this year number twenty-five. We have tools and benches for eighteen only.

There is no abatement of interest in manual training on the part of parents, teachers or pupils; the importance of the work seems to be gaining more thorough recognition with each year.

The Board herewith appends its "Graded Course in Drawing and Joinery:"

FIRST GRADE OF WOOD-WORKING.

Sixth Grade, Manual Training.

Use of rule, compass, triangle, square and knife in making geometrical forms and simple joints in wood $\frac{1}{4}$ inch thick. Parquetry in two colors.

Teach the rule, its construction and divisions, the use of the compass, triangle, square and knife. Material given should be larger than the design, pupil to square it and bring to size; first, cut end off square, cut end at 45° , cut pieces to given length. Make square block (3") to be followed by the pentagon, hexagon, octagon, oval, ellipse, equilateral triangle, trefoil, &c., to be made in the limit of 3" square, when barrows, boxes, benches, sleds, &c., may be taken up or parquetry in two colors.

SECOND GRADE OF WOOD-WORKING.

Eighth Grade, Manual Training.

Sawing, planing, the care and use of tools, joint-work, the cross, end; mitre and dovetail laps, the slip, through, blind, keyed and relished mortises, table leg, brace-joint dovetails, &c.

Practice in sawing with rip, cross-cut and back saws. Practice planing; surface and edge. Make four blocks to given size ($1\frac{1}{2}'' \times \frac{3}{8}'' \times 9''$); of these, leave one square. Make one octagon, one round, one to taper from 1'' to $1\frac{1}{2}''$, $\frac{3}{8}''$ thick. Practice gauging and use of square and bevel, lay out and make joints, commencing with the laps, cross and mitre and dovetail, the mortises, slip, through, blind, relished, keyed the brace, the table leg, &c., the dovetails, box, drawer and blind.

THIRD GRADE OF WOOD-WORKING.

Ninth Grade, Manual Training.

Carpentry, projects in wood, viz.: Doors, sashes, benches, easels, tables, boxes, &c.; filing saws, grinding tools.

FOURTH GRADE OF WOOD-WORKING.

Tenth Grade, Manual Training.

Turning, turning cylinder shoulder, cutting, moulding, beading, face-plate work, rosettes, inside turning and simple patterns.

FIRST GRADE OF DRAWING.

First Grade, Manual Training.

Straight lines in different positions, angles; represent position by strings, sticks, &c.; circles and semicircles free-hand; represent faces of cube, sphere and cylinder.

SECOND GRADE OF DRAWING: FORM STUDY.

Second Grade, Manual Training.

Review previous solids and study square prisms, triangular prism and cone, circle, square, oblong, semicircle and triangle; impressions conveyed by sight, touch and arrangement. Teach terms of location, direction and position; build solids from dictation and draw pictures of what is made; draw faces of solids; study surface, round, plane, its use, construction with clay, paper and sticks, to fix ideas of form; imbed solids in clay, to study development of surface; impress faces in paper and cut out; study edges and corners in different positions, parallel faces, parallel edges, arrangement of tablets, and of similar shapes cut from colored paper, red, yellow and blue, in groups and borders.

THIRD GRADE OF DRAWING: FORM STUDY.

Third Grade, Manual Training.

Study ellipsoid, ovoid, equilateral and isosceles triangles, prism, ellipse, oval, and review solids previously studied, fold and draw diameter in circle and diameter and diagonal in square, "first use of rule"—draw line and divide two, three or four equal parts, teach words bisect, trisect and quadri-sect, arrange tablets and cut paper design borders and figures, straight and curved lines, primary and secondary colors.

FOURTH GRADE OF DRAWING.

Fourth Grade, Manual Training.

Mechanical working drawing, top and front of solids and simple objects, patterns or developments of surfaces, making type forms from patterns, free-hand drawing of objects based on solids, terms to be taught, proportion, outline reversed curve.

FIFTH GRADE OF DRAWING.

Fifth Grade, Manual Training.

Mechanical Drawing: Pattern-making of geometrical solids to scale; cube, cylinder, &c. Object Drawing: Study and draw objects and natural forms as they appear. Designing: Repetition around a center on an axis. Making tiles with solids and object in tiles, fruit, &c. Model from casts.

SIXTH GRADE OF DRAWING.

Sixth Grade, Manual Training.

Mechanical Drawing: Making drawings from models of cube, cylinder, square prisms, &c., and other forms based on the solids. Object Drawing: Drawing of geometrical solids and natural forms based upon them, single and in groups. Designing: Combination of geometrical forms in original arrangement; simple conventional leaf and flower forms, original arrangement.

SEVENTH GRADE OF DRAWING.

Seventh Grade, Manual Training.

Mechanical drawing, similar to third grade, but using more advanced models with sectional views and elevations to scale. Object-drawing: Drawing of rectangular forms, books, &c., with no term used except vanishing point. Designing: Using variety of inclosed forms also historic motives.

EIGHTH GRADE OF DRAWING.

Eighth Grade, Manual Training.

Mechanical working drawings, using difficult models and combinations of models. Object Drawing: Geometrical solids, singly and in groups. Designing, continuation of principles given with more historic forms and leading lines, original arrangement of leaf and flower form.

NINTH GRADE OF DRAWING.

Ninth Grade, Manual Training.

Mechanical Drawing: Geometrical problems, working drawings of objects. Object Drawing: Drawing from same models used for working drawings, and from simple casts. Designing: Study of historical ornament, Moorish, Celtic, Gothic; original conventionalization of flower form.

TENTH GRADE OF DRAWING.

Tenth Grade, Manual Training.

Mechanical Drawing: Geometrical problems and projections. Object Drawing from casts. Designing; continued study of ornament, designing from different historical ornaments, original design from flower and leaf botanized and conventionalized.

We herewith present the annual report of the Treasurer:

HOBOKEN, November 20th, 1893.

To the Board of Trustees, New Jersey Industrial Education, City of Hoboken:

GENTLEMEN—I have the honor to submit the following report of the funds of the Board for the year ending November 20th, 1893:

RECEIPTS.

To balance on hand November 4th, 1892.....	\$1,322 93
To Mayor and Council city of Hoboken, appropriation..	\$2,000 00
To State Comptroller, appropriation.....	2,000 00
To interest on deposits.....	44 33
	4,044 33
	\$5,367 26

DISBURSEMENTS.

By salaries and materials.....	\$3,838 62
By tools and fixtures.....	83 09
By rents and sundries.....	874 81
By balance on hand.....	570 74
	\$5,367 26

ASSETS.

On deposit at Hoboken Savings Bank.....	\$10 00
By cash on hand.....	530 74
Value of tools and fixtures.....	1,000 00
In outstanding bills.....	30 00
	\$1,570 74

LIABILITIES.

None.

Respectfully submitted,

T. H. McCANN,
Treasurer.

In submitting this our sixth annual report, we assure you of our intention and express the hope that we may continue to advance our standard and our progress, and shall be ready always to receive such instructions and suggestions as the Department may be pleased to communicate.

GEORGE T. WERTS, *President.*

GEORGE C. HOUGHTON, *Vice President.*

THOMAS H. McCANN, *Treasurer.*

DAVID E. RUE, *Secretary.*

JOHN REID,

MARTHA B. STEVENS,

NICHOLAS MURRAY BUTLER,

CHARLES W. FULLER.

REPORTS ON MANUAL TRAINING—1892-1893.

[Organized under Act of 1888, Chap. XXXVIII.]

ATLANTIC CITY.

To Addison B. Poland, State Superintendent :

DEAR SIR—Owing to the death of our Supervising Principal, Prof. W. A. Deremer, and the consequent change made in our school work, I am not able to give you a detailed report of our manual training for the past year, but shall endeavor to give you a brief account of what we are doing at the present time.

Plant.—Since our last report was made to you the Board of Education of this city has fitted up two rooms which are used exclusively for manual training. These rooms are situated in the basement of Pennsylvania avenue school building, and, owing to the insufficient quantity of light, it was necessary to introduce electric lights. These are, however, only used on rainy days or when pupils work after the regular school time, 4 o'clock. The one room is intended for designing and mechanical drawing, the other for wood-working, joinery and wood-carving.

The Drawing-room.—This room contains sixteen desks, each one supplied with one box water colors, four brushes, two mixing cups, one set drawing instruments, one 24" T square, two triangles, one scale, two bottles of ink and one rubber. In addition to the above the room contains one hundred drawing-boards, made of well-seasoned wood, size 18" by 26". We furnish all the necessary supplies and instruments for drawing, thus placing all of our pupils, rich and poor, on the same basis.

The Germania cold-pressed drawing-paper is used for our work.

Workshop.—This room is intended for all kinds of shop-work, and contains twelve benches, each supplied with the following tools, viz., three saws (rip, cross-cut, back), three planes (jack, smooth, jointer), four chisels ($\frac{1}{4}$ ", $\frac{1}{2}$ ", $\frac{3}{4}$ " and 1"), two try squares (6", steel 24"), one bevel gauge, one brace, two bits, one set carving tools (six in set), one hammer and one mallet.

The wood used in our shop-work is well-seasoned pine (white and yellow) and poplar.

Character and Amount of Work.—We have limited the work in these manual training rooms to the pupils of the ninth, tenth, eleventh and twelfth grades, including in all 125 pupils.

All the pupils of the ninth and the tenth grades are compelled to take mechanical drawing and joinery. This gives to these pupils, boys and girls, two years in this one line of manual training, devoting three periods of forty minutes each per week to it.

The course in mechanical drawing includes practical geometry, development of solids, working drawings of solids, sections of drawings, free-hand sketches of tools or machine castings, working drawings from sketches, methods of drawing screw-threads, bolts and nuts, cycloidal curves, gear-teeth and belting problems.

Alternating with the mechanical drawing, the pupil devotes an equal amount of his time allotted to manual training in the workshop. The aim here is self-discipline and the training of the senses. This promotes truthfulness, observation, precision and neatness. The hand is no longer useless and the eye has become a new avenue to knowledge. The use and care of tools is a secondary consideration, but it is important in that it adds dignity to manual work.

When the pupils enter the eleventh grade they have had the two years' course in mechanical drawing and joinery, and are now given the advanced work, viz., designing and wood-carving. Such pupils as have shown an aptitude for the other course may, by permission of the Board of Education, be excused from the designing and wood-carving course, and devote the entire four years to the former course. The aims in the designing-room are, in general, the same as those of the wood-room. We take up the application of washes, shading, harmony of color, study of form and planning of designs for wall paper and oilcloth patterns.

In the wood-carving the pupil is to make an original and true design; first, by making his drawing (free-hand) on paper, and then, by means of his carving tools, make a similar design on a block of wood given him. The aim of this is hand and eye training.

Teacher.—The Board of Education has employed a regular teacher for this work. Prof. Ackerman, the manual training teacher, is a graduate of Pratt Institute, New York, and his ability and skill in the line of manual training are of such a character as to awaken within his pupils a love and desire for the accomplishment of their work. He teaches daily seven classes of forty minutes each, besides having a general supervision of our free-hand drawing. The aim of our free-hand drawing is to thoroughly prepare the pupil for his work in the manual training rooms. In fact it is the preparatory department to our manual training course.

Sewing.—A course of plain sewing is being carried on in all grades from the third to the eighth inclusive. The regular grade teacher gives the lesson of one hour per week. The teachers are under the general instruction of the manual training teacher. In order to do

more and better work I feel the necessity of having a regular sewing teacher. I sincerely trust that by the time we shall make our next report we may be able to report to that effect.

General Condition.—This is the first year that we are pursuing a regular systematic plan in our work, and, judging from the past, we feel encouraged with our work. Everything is in good shape at present, and we trust that by the end of the present school year we may be able to compare favorably with any other manual training schools. The Board of Education has been very generous in its relation to our work, the pupils are all taking an active interest and public sentiment is growing more and more in favor of manual training.

The work is so arranged that pupils utilize their study periods for the purpose of doing their required work of two hours per week. Pupils have the same number of school studies as they have had previously, but are obliged to do more home work in order to make use of their study periods while at school. Any suggestions which you could offer to us at this time would be greatly appreciated.

FINANCIAL STATEMENT.

Receipts.

Balance from last year.....	\$2,440 63
Amount raised by special tax.....	1,000 00
Amount received from the State.....	1,000 00
	<hr/>
Total.....	\$4,440 63

Expenditures.

Teachers' salaries.....	\$250 00
Plant.....	1,114 30
Material.....	273 33
Balance June 30th, 1898.....	2,803 00
	<hr/>
Total.....	\$4,440 63

DRAWING.

1. *Names of teachers.*—W. A. Deremer, L. E. Ackerman.
2. *Special salary paid.*—\$250.
3. *Is teacher engaged exclusively in this work?*—W. A. Deremer, no; L. E. Ackerman, yes.
4. *Number of pupils taught*—Male, 20; female, 42.
5. *Number of lessons per week given each class.*—Three.
6. *Length of lesson.*—Forty minutes.
7. *Grade or grades in which subject is taught.*—Tenth to twelfth years.
8. *Amount expended during current year.*—Plant, \$1,114.30; material, \$273.33; salary, \$250.
9. *Total amount expended to date.*—\$1,637.63.

WOOD-WORKING.

1. *Name of teacher.*—L. E. Ackerman.
2. *Special salary paid.*—None.
3. *Is the teacher engaged exclusively in this work?*—Yes.
4. *Number of pupils taught.*—Male, 13; female, 4.
5. *Number of lessons per week given each class.*—Two.
6. *Length of lesson.*—Forty minutes.
7. *Grade or grades in which subject is taught.*—Tenth to twelfth years.
8. *Amount expended during current year.*—Plant, \$1,114.30; material (included in drawing); salary, \$
9. *Total amount expended to date.*—

SEWING.

1. *Names of teachers.*—Regular teachers.
2. *Special salary paid.*—None.
3. *Is teacher engaged exclusively in this work?*—No.
4. *Number of pupils taught.*—Males,; females, 600.
5. *Number of lessons per week given each class.*—One.
6. *Length of lesson.*—One hour.
7. *Grade or grades in which subject is taught.*—Third to eleventh year.
8. *Amount expended during current year.*—Plant, \$....., material, \$....., salary,
9. *Total amount expended to date.*—

Respectfully submitted by

CHAS. B. BOYER,

Supervising Principal.

CAMDEN.

To Addison B. Poland, State Superintendent:

DEAR SIR—Manual training still continues to grow in favor with our citizens. Its true educational import becomes day by day better understood, and to meet one that is opposed to it is a very rare occurrence.

We have been pushing our work along the same lines as last year, making slight modifications here and there as experience has suggested. In addition to our work in joinery, pattern-making, &c., in our Manual Training High School, we have, since last August, been teaching an elementary course in wood-carving. The work in tinsmithing, forging, ornamental iron-work and machine-work—chipping, filing, fitting—is still pursued with unabated interest by the pupils, and shows improvement in results. Work on the wood-lathe, also inlaid-work in wood, occupy a fair proportion of the pupils' time.

We feel that the variety of work in our course has much to do with sustaining the pupils' interest. It gives greater opportunities for a larger number to excel in something. One boy may be expert in wood-turning, but not in forging, &c. Another boy may be expert in forging, but not in joinery, &c. This is of common occurrence in our

experience, although we sometimes meet with an "all-around" boy that is expert in all the exercises. Of all our exercises, there is, perhaps, none other that is so attractive to the boys as forging.

In order to have some one person responsible for the manual training work throughout the city, the Commission of Public Instruction thought it advisable to appoint some one as Manual Training Supervisor, and H. Draper was selected for that position. To relieve him from teaching drawing in the Manual Training High School, Miss Myrtie E. Nye, a graduate of the Pennsylvania Museum of Industrial Art, was, in September, appointed to the position of drawing teacher. She is competent, and is doing good work.

We are much disappointed in not getting our new building for the Manual Training High School. We are all anxious to see the school enlarged—not only to accommodate a larger number of boys, but also to make provision for the girls graduating from our several grammar schools. The building, however, is only delayed; it must come some time in the near future.

A regular course in sewing has been in operation in five (highest) grades of the girls' schools. The instruction is given by the regular teachers, and with quite satisfactory results.

Modeling in clay, cardboard, manilla paper, &c., in connection with color study, has been receiving due attention in all grades.

After careful consideration, we are not inclined to favor placing wood-work in the grammar grade—the expense, the necessity of special teachers, the absence of a special room in each school for that particular purpose, would so interfere with the time, &c., as to materially detract from benefits that otherwise might be derived.

We believe that for the eight grades careful instruction in drawing, clay-work, paper-cutting, constructions in cardboard, &c., with the possibility of the grammar school graduate entering at the age of twelve years a special school—Manual Training and High—would be all that would be necessary.

All through our work we lay strong stress on drawing, believing it to be the keystone of all successful instruction in manual training. We are having all our teachers trained in free-hand drawing—not to do elaborate work, but to become possessed of the power of making off-hand, rapid, free-hand, outline sketches of objects. The power once possessed increases the teacher's power ten-fold.

By action of the Commission of Public Instruction last June, I was sent to Chicago to study manual training in connection with the other school exercises, &c. I spent six weeks in Chicago and visited the Educational Exhibit nearly every day. My task was a very pleasant and congenial one and full of instruction. Among other things, I found that there is scarcely a country in the civilized world, and but very few of our States, that has not manual training in some one or more of its forms. The Russian method seems to prevail in

wood-work, but I also saw considerable Swedish sloyd. The exhibits from Russia, Germany, France and England were fine. Also possessing strong points of interest was the manual training exhibit from Japan. The United States was also fully and creditably represented in this line of work.

In wood-carving there was nothing to equal the exhibits from the German and Swiss schools. The excellence of their work is, no doubt, due, in a large measure, to hereditary skill.

It was gratifying to find that the schools of our own State are pursuing the same line of thought in courses and methods with the best schools in all parts of the world. It shows a remarkable alertness, on the part of our educators, to the progressive march of ideas. Indeed, taking the educational exhibit all through, it is strikingly remarkable in its uniformity of subject-matter and in its aims. The main question now seems to be, not *what* do you do, but *how* do you do it.

One feature in the school exhibits of France, England and Germany that appealed strongly and pleasantly to me was the large amount of illustrative appliances, pictorial and otherwise, in all lines of educational work.

With a limited amount of space and a large exhibit—representative alike of the real work of both city and country schools—New Jersey, for arrangement and display, made an exhibit not excelled by any. This, with the uniform attention and courtesy shown by the State manager, Mr. S. R. Morse, drew many appreciative visitors.

I think our next year's report will show a more extended line of work in primary and grammar grades. Our main effort now is to place our drawing on a firm basis.

Below will be found an inventory of our manual training plant, tools and supplies, in the several departments.

DRAWING-ROOM.

Twenty-six adjustable drawing-desks, 50 redwood drawing-boards, 50 T-squares, 50 sets triangles, 30°, 45°, 60°; 66 irregular curves, 200 paper scales, thumb tacks, combination rack for drawing-boards, models, fitting up of room, &c., books of reference, wall boards, large wood dividers, triangles, &c. Drawing-paper, 25 x 19; 22 x 16; artist's drawing blocks, Higgins' different colored inks, lead pencils, camel-hair brushes, engineer's paper, by the yard; colored crayons, artist's black crayons, China board (paper); tissue paper, manilla paper, for patterns and working drawings; designing pens; "Bradley's Color Scheme," complete; artist's leads, charcoal sticks, black crayons.

WOOD-WORKING ROOM.

Ten double benches; 2 single benches; 24 sets of tools, fore-plane, jack-plane, smoothing-plane, block-plane, 3 firmer chisels— $1\frac{1}{4}''$, $1''$, $\frac{3}{4}''$, 1 mortising chisel $\frac{5}{16}''$, 1 try-square, bevel, marking gauge, claw-hammer, one $12''$ back saw, special rule, $12''$, screw-driver, oil-stone, oil-can, lead pencil, bench hook, dust brush, Cook's dividers.

General tools: 2 cross-cut saws, 2 rip saws, 2 hatchets, $1\frac{1}{2}$ dozen cabinetmaker's clamps, 1 glue pot, 1 shellac pot, 1 grindstone, 1 turning device for the same, 1 carpenter's steel square, wood rasps, 1 bastard file, $\frac{1}{2}$ round, 1 ratchet brace, 1 set of bits, $\frac{1}{4}''$ - $2''$, 1 bit, $\frac{3}{16}''$, 1 extension bit, 1 countersink, 2 screw-drivers, 1 pr. pliers, 1 oak chopping block, 1 saw vise, 1 saw set (Monell's), one $8''$ monkey wrench, 1 gas furnace and tubing, for heating glue, letters and numbers (steel) for marking work, 2 carpenter's horses, 1 combination awl, 1 dozen brad awls, assorted sizes, $\frac{3}{4}$ dozen cabinetmaker's clamps (iron), 2 dozen saw files, assorted sizes, 2 slip stones, 2 screw chucks for lathe, one $\frac{1}{8}''$ mortise chisel, pair carpenter's pincers, 2 full sets wood-turning tools, 3 sets patternmaker's gouges, 2 pairs wood-turning calipers, 6 turning chisels, 14 patternmaker's dogs, three $\frac{1}{8}''$ paring chisels, 1 nail puller, 2 Crown lathes, belting, &c., 1 five-horse power C and C electric motor, 1 speed calculator, 1 Victor scroll saw, 1 set carving tools, scroll saw blades, 1 belt punch, 1 dozen oilers, 1 combination iron planer, 1 iron miter box, 8 center bits, assorted sizes, 1 bit gauge, 1 set (3) iron planes, 1 convex and concave iron planes, &c.; fitting-up room, &c., platforms for small boys, fret saw files, 1 small plumb and level, mallets, 6 paring chisels $\frac{1}{4}''$ - $1\frac{1}{2}''$, glue, shellac, alcohol, chalk, cord, sperm oil, nails, brads, screws, pattern pine, $1''$ and $1\frac{1}{2}''$; poplar, $2'' \times 2''$, $3'' \times 3''$, $4'' \times 4''$ and $\frac{1}{2}''$; rosewood and ebony, $2'' \times 2''$ and $\frac{1}{8}''$; maple, $4'' \times 4''$; birch, $4'' \times 4''$; maple, $\frac{1}{8}''$; walnut, $\frac{1}{8}''$, and $\frac{1}{2}''$; white holly, $\frac{1}{8}''$; oak, $\frac{1}{8}''$ and $\frac{1}{4}''$; cherry, $4'' \times 4''$ and $\frac{1}{8}''$; brass wire, jack chair, sand-paper, emery-papers, French walnut veneering, hard oil finish, white shellac, motor power, lampblack, turpentine, linseed oil, pumice-stone, rotten-stone, copper wire, yellow wax, white wax.

METAL-WORKING ROOM.

Three long benches, 24 Parker's parallel screw vises, 24 brass clamps, 24 sets tools, 2 cape chisels, 2 flat chisels, 1 12-inch steel straight-edge, 1 6-inch steel scales, 1 4-inch graduated steel try-square, 1 steel scriber, 1 steel scraper, 1 pair 5-inch spring calipers, 1 pair combination dividers, 1 12-inch flat bastard file, 1 8-inch hand bastard file, 1 dust brush, 1 tool rack, 1 wood spring clamp, 1 center punch, 1 ball pein hammer. General tools: 6 surface plates, 6 scribe gauges, 6 steel protractors, 6 oil-cans, 2 Buffalo forges, 2 anvils (100

pounds each), 2 oak blocks for the same, 2 pairs tongs, 15 platforms for small boys, 2 set hammers, 2 hardies, 1 grindstone and truing device, 1 waste can, 1 monkey-wrench, 4 towel racks, cape chisels, flat chisels, file handles, hammer handles, steels letter and figures, 1 pair 4-inch German machine calipers, 12 10-inch smooth files, 1 16-inch drill press, 11 drills, $\frac{1}{16}$ " to $\frac{5}{8}$ "; 1 Acme drill chuck, 1 drill locket, No. 2; 1 2-pound blacksmith's hammer, 1 10-pound sledge hammer, 1 square-edge set hammer, 2 pairs blacksmith's calipers, 1 pair hollow tongs, 1 pair closed tongs, 2 punches, $\frac{3}{4}$ " and $\frac{1}{2}$ "; 2 blacksmith's squares, 1 top and bottom fuller, $\frac{3}{8}$ "; 1 set taps and dies, $\frac{7}{8}$ " - $\frac{1}{4}$ "; 1 set taps and dies, $\frac{1}{4}$ " - $\frac{3}{4}$ "; 2 double iron furnaces, 1 dozen tinner's mallets, 4 hand-grooving tools, 3 riveting hammers, 3 setting hammers, 2 pairs 6 $\frac{1}{2}$ -inch flat-nosed pliers, 8 soldering irons, 4 pairs plain dividers, 6 scratch awls, 2 rivet sets and headers, 2 pairs tinner's shears, 1 raising hammer, 2 beakhorn stakes, 1 creasing stake, 1 square coppersmith's stake, 1 creasing swedge, 1 square-face swedge, 2 bench plates, 3 stakes, 1, 2, 3 (bottom stakes), 1 hatchet blade, 1 hollow mandrel, 1 wire gauge, 6 maplewood 12-inch special rules, 1 set solid punches and chisels, 1 double stake (straight), 4 heads, 1 3-inch round-head stake, 1 washer-cutter, 1 pair crooked-nose shears, 1 20-foot x 2" bench for tin-work, fixtures for room, &c.

White waste, castings, vaseline, square iron, $\frac{5}{16}$ "; band iron, $\frac{1}{8}$ " x $\frac{3}{4}$ "; round iron, $\frac{5}{16}$ "; flat iron, 1" x $\frac{1}{8}$ "; round iron, $\frac{3}{8}$ "; round iron, $\frac{1}{4}$ "; tank rivets, $\frac{3}{8}$ "; square iron, $\frac{5}{8}$ " x $\frac{1}{8}$ "; band iron, &c.; bituminous coal, iron wire, Nos. 13 and 14; sheet tin, solder, zinc, muriatic acid, wire, No. 17: red chalk, sperm oil, $\frac{7}{8}$ " square Norway iron.

Below is a brief outline of the amount and character of the work done.

DRAWING.

Free-hand sketching, exact perspective, with instruments; orthographic and isometric projections, working drawings for shop use.

Industrial design, covering more than the elements in each, and laying a fair foundation for machine, cabinet-making and architectural special work.

WOOD-WORK.

About thirty exercises in joinery, twenty to thirty exercises in wood-turning, twenty exercises in pattern-making, varied exercises in inlaying in wood, and elementary course in wood-carving, construction of models of parts of the steam engine, &c.

METAL-WORK.

- Chipping, filing and fitting. (See course in State report, 1892.)
 Forging. (See course in State report, 1892.)
 Tinsmithing. (See course in State report, 1892.)

FINANCIAL STATEMENT.

Receipts.

Balance from last year.....	.....
Amount raised by special tax.....	\$5,000 00
Amount received from the State.....	5,000 00
Amount received from other sources.....	.....
Total.....	<u>\$10,000 00</u>

Expenditures.

Teachers' salaries.....	\$1,425 00
Plant.....	1,125 55
Material.....	1,030 53
Rent.....	600 00
Incidentals.....	998 21
Overdrawn June 30th, 1892.....	358 95
Balance June 30th, 1893.....	4,461 76
Total.....	<u>\$10,000 00</u>

DRAWING.

1. *Name of teacher.*—Horatio Draper.
2. *Special salary paid.*—\$325.
3. *Is teacher engaged exclusively in this work?*—No.
4. *Number of pupils taught.*—Male, 55; female,
5. *Number of lessons per week given each class.*—Four.
6. *Length of lesson.*—Forty-five to sixty minutes.
7. *Grade or grades in which subject is taught*—Ninth to eleventh years.
8. *Amount expended during current year.*—Plant, \$13.75; material, \$40.80; salary, \$325.
9. *Total amount expended to date.*—\$1,641.88.

MODELING.

1. *Name of teacher.*—By the regular teachers in the several schools.
2. *Special salary paid.*—None.
3. *Is the teacher engaged exclusively in this work?*—No.
4. *Number of pupils taught.*—Male, 4,000; female, 4,450.
5. *Number of lessons per week given each class.*—One.
6. *Length of lesson.*—Forty to sixty minutes.
7. *Grade or grades in which subject is taught.*—First to eighth years.
8. *Amount expended during current year*—Plant, \$193.40; material, \$580.16.
9. *Total amount expended to date.*—\$1,758.21.

WOOD-WORKING.

1. *Name of teacher.*—John Brown.
2. *Special salary paid.*—\$550.
3. *Is the teacher engaged exclusively in this work?*—No.
4. *Number of pupils taught.*—Male, 55; female,
5. *Number of lessons per week given each class.*—Five.
6. *Length of lesson.*—Sixty minutes.
7. *Grade or grades in which subject is taught.*—Ninth to eleventh years.
8. *Amount expended during current year.*—Plant, \$471.01; materials, \$130.89; salary, \$550.
9. *Total amount expended to date.*—\$4,144.17.

METAL-WORKING.

1. *Name of teacher.*—John Brown.
2. *Special salary paid.*—\$550.
3. *Is the teacher engaged exclusively in this work?*—No.
4. *Number of pupils taught.*—Male, 55; female,
5. *Number of lessons per week given each class.*—Five.
6. *Length of lesson.*—Sixty minutes.
7. *Grade or grades in which subject is taught.*—Ninth to eleventh years.
8. *Amount expended during current year.*—Plant, \$138.89; materials, \$10.90; salary, \$550.
9. *Total amount expended to date.*—\$3,636.71.

SEWING.

1. *Name of teacher.*—By the regular teachers in the girls' schools.
2. *Special salary paid.*—None.
3. *Is teacher engaged exclusively in this work?*—No.
4. *Number of pupils taught.*—Males,, females, 2,900.
5. *Number of lessons per week given each class.*—One.
6. *Length of lesson.*—Sixty minutes.
7. *Grade or grades in which subject is taught.*—Third to eighth years.
8. *Amount expended during current year.*—Plant, \$178.77; material, \$85.92; salary, \$
9. *Total amount expended to date.*—\$748.85.

Respectfully,

HORATIO DRAPER,

Supervisor Manual Training.

CARLSTADT, BERGEN COUNTY.

To Addison B. Poland, State Superintendent:

DEAR SIR—I have the honor to transmit to you herewith the third report of the manual training department of the Carlstadt public school.

Before I begin to outline the course of our work I take the liberty to state that our reasons for the introduction of manual work were purely pedagogical. We did not and do not attempt to educate artisans, but we try to show—

1. That the labor of the hand is an invaluable and necessary aid in the development of the brain.

2. That every being is good for something; that, for instance, a child, apparently very stupid, with but small success in mathematics, may be excellent in the workshop.

3. We give our pupils the opportunity to show what they can do, which reveals the natural bent of each child.

4. We lead our pupils to self-activity, to do their own thinking, inasmuch as they are required to use their own hands in the workshop.

Such education leads to independence in thought and action, rears good citizens.

5. We teach our children to love labor and thus do a great deal towards the solution of the so-called "labor question."

6. Inasmuch as honest work is the strongest antidote against vice and crime, our methods teach morality and true religion.

7. Our aim is the harmonious development of the whole being—of all the faculties of head, heart and hand.

Our plan consists of a series of exercises so arranged that the different tools and materials of construction employed are successively introduced according to the ages and abilities of the pupils. The exercises so far carried out in five divisions above the kindergarten involve the rudiments and most important principles of geometry, and also introduce such study of mathematics found to be necessary for making measurements and for the calculation of areas and volumes.

For next year's course exercises have been arranged in which the pupils will make drawings and construct some of the apparatus necessary for making simple experiments illustrating the elementary principles and most useful laws of mechanics and physics.

The following is a brief summary of the plan for each division:

The exercises planned for the eighth and seventh divisions introduce the use of paper, pencils, triangles, compasses and rulers in the drawing-room.

In the work-room small squares and chisels are employed for carving geometrical forms from pieces of clay. Only plane figures are involved in the exercise for the eighth and seventh divisions, from which the pupil will acquire a knowledge of the names and properties of lines, angles, polygons, circles, parts of the circle and also the methods of construction of many geometrical forms.

The exercises designed for the sixth and fifth divisions introduce the use of the drawing-board and "T-square." In the work instruction course the knife is employed in cutting the developments of geometrical solids from pasteboard. By means of the exercises arranged for these divisions the pupil will be given a conception of the relation between the development and the finished solid, and will also acquire a more thorough knowledge of the properties of the plane

figures which have been subjects of the exercises during the two preceding years.

In the exercises arranged for the fourth and third divisions the drawing of objects composed of several parts is introduced.

In the workshop a carpentry course will be taken up in which a large part of the apparatus used for the experiments in physics will be constructed.

By the construction of the different types of joints used in framing and applying them in the simple form of bridge or roof truss, the pupil will be taught the form that should be given joints, to illustrate special varieties of strain.

The exercises planned for our highest divisions introduce a series of parallel exercises in which the hand-saw is introduced. The aim of the exercises prepared for these divisions is to teach the method of draughting solid bodies, and calculating the volumes of many solids which are subjects of the exercises.

How far our plan has been carried out can be seen from the specimens sent to you at the end of the school year 1893.

The exercises are for both sexes, only in the fifth, fourth, third and second divisions the girls take a course in sewing as planned by the instructor at the Teachers' Seminary, No. 9 University place, New York City.

FINANCIAL STATEMENT.

Receipts.

Balance from last year.....	.....
Amount raised by special tax.....	\$600 00
Amount received from the State.....	.....
Amount received from other sources.....	.....
Overdrawn or deficiency, June 30th, 1893.....	350 15
Total.....	<u>\$950 15</u>

Expenditures.

Teachers' salaries.....	\$766 82
Plant.....	64 87
Material.....	91 73
Overdrawn, June 30th, 1892.....	26 73
Rent.....	.....
Incidentals.....	.....
Balance June 30th, 1893.....	.....
Total.....	<u>\$950 15</u>

DRAWING.

1. *Name of teacher.*—Ida Frank.
2. *Special salary paid.*—\$181.25.
3. *Is teacher engaged exclusively in this work?*—No.
4. *Number of pupils taught.*—Male, 95; female, 82.

5. *Number of lessons per week given each class.*—Two.
6. *Length of lesson.*—Forty-five minutes.
7. *Grade or grades in which subject is taught.*—All grades.
8. *Amount expended during current year.*—Plant,; material, \$34.93; salary, \$181.25.
9. *Total amount expended to date.*—

MODELING.

1. *Name of teacher.*—Catherine Trautvetter.
2. *Special salary paid.*—\$200.
3. *Is the teacher engaged exclusively in this work?*—No.
4. *Number of pupils taught.*—Male, 64; female, 64.
5. *Number of lessons per week given each class.*—Two.
6. *Length of lesson.*—Forty-five minutes.
7. *Grade or grades in which subject is taught.*—Intermediate.
8. *Amount expended during current year.*—Plant,; material, \$22.34; salary, \$200.

WOOD-WORKING.

1. *Name of teachers.*—A. F. Schem, M. Bamberger.
2. *Special salary paid.*—\$225.57.
3. *Is the teacher engaged exclusively in this work?*—No.
4. *Number of pupils taught.*—Male, 20; female,
5. *Number of lessons per week given each class.*—Two.
6. *Length of lesson.*—Forty-five minutes.
7. *Grade or grades in which subject is taught.*—Grammar.
8. *Amount expended during current year.*—Plant, \$64.87; material, \$11.02; salary, \$225.57.
9. *Total amount expended to date.*—
10. *General remarks.*—Girls of grammar grade received instruction in cardboard-work.

SEWING.

1. *Name of teacher.*—Catherine Trautvetter.
2. *Special salary paid.*—\$160.
3. *Is teacher engaged exclusively in this work?*—No.
4. *Number of pupils taught.*—Male, 29; female, 82.
5. *Number of lessons per week given each class.*—Two.
6. *Length of lesson.*—Forty-five minutes.
7. *Grade or grades in which subject is taught.*—All grades.
8. *Amount expended during current year.*—Plant, \$.....; material, \$23.44; salary, \$160.

All of which is respectfully submitted,

HERMAN FOTH,
District Clerk.

GARFIELD.

To Addison B. Poland, State Superintendent :

DEAR SIR—I herewith submit a statement of manual training in the public school of Garfield, District No. 42, county of Bergen, for the year ending June 30th, 1893.

Description of plant.—We have a room fitted up and used exclusively for work in manual training. This room contains ten workbenches. The Board is about to order four others, cabinet workers' benches. Each bench is supplied with a back-saw, divider, try-square, plane, two bits and brace, nail-hammer, bench hook, two chisels, knife and bevel. Beside these, there are a lot of general tools, for general use.

The material used is white pine, walnut, cherry and whitewood.

Character and amount of work done.—In wood-work the pupils first learn to read a working drawing prepared by the teacher on blue print; and afterwards, when they can work from these, pupils prepare their own drawings.

The work in wood joinery is identical with the course given in the College for the Training of Teachers of New York City.

General condition of the work.—The work in all grades is being systematized and is progressing finely. Our corps of teachers now numbers eight. All of them, with one exception, are Normal graduates. Some of them were recommended by Dr. Green as among the best sent out from our own State Normal School; yet we find these teachers unable to do with satisfaction the work outlined in some departments of your manual training course. For this reason we have made no attempt at modeling. We hope in the near future to secure a teacher who will be able to take charge of this work throughout the school.

FINANCIAL STATEMENT.

Receipts.

Balance from last year.....	\$509 71
Amount raised by special tax.....	530 00
Amount received from the State.....	530 00
Amount received from other sources.....	.....
Overdrawn.....	.....
Total.....	\$1,569 71

Expenditures.

Teachers' salaries.....	\$980 00
Plant.....	.....
Material.....	169 85
Rent.....	.....
Incidentals.....	.....
Balance June 30th, 1893.....	419 86
Total.....	\$1,569 71

DRAWING.

1. *Name of teachers.*—E. Shafto, Miss Bertha Thompson.
2. *Special salaries paid.*—\$600.
3. *Is teacher engaged exclusively in this work?*—No.

4. *Number of pupils taught.*—Male, 40; female, 60.
5. *Number of lessons per week given each class.*—Three.
6. *Length of lesson.*—Thirty minutes.
7. *Grade or grades in which subject is taught.*—Sixth to eighth years.
8. *Amount expended during current year*—Plant, \$.....; material, \$.....; salary, \$600.
9. *Total amount expended to date.*—

WOOD-WORKING.

1. *Name of teacher.*—E. Shafto.
2. *Special salary paid.*—\$380.
3. *Is the teacher engaged exclusively in this work?*—No.
4. *Number of pupils taught*—Male, 30; female,
5. *Number of lessons per week given each class.*—Two.
6. *Length of lesson.*—One hour.
7. *Grade or grades in which subject is taught.*—Seventh and eighth years.
8. *Amount expended during current year.*—Plant,; material, \$169.85; salary, \$380.
9. *Total amount expended to date.*—

SEWING.

1. *Name of teachers.*—Fannie Wilcox, Bertha Thompson.
2. *Special salary paid.*—None.
3. *Is teacher engaged exclusively in this work?*—No.
4. *Number of pupils taught.*—Male,; female, 60.
5. *Number of lessons per week given each class.*—One.
6. *Length of lesson.*—One hour.
7. *Grade or grades in which subject is taught.*—Sixth to eighth years.
8. *Amount expended during current year.*—Plant, \$.....; material, \$.....; salary, \$.....
9. *Total amount expended to date.*—

Respectfully submitted,

WM. B. HEPWORTH,
District Clerk.

HACKENSACK, BERGEN COUNTY.

District No. 31.

To Addison B. Poland, State Superintendent :

DEAR SIR—In introducing manual training into State street school, District No. 31, Hackensack, we have labored to comply with the requirements of the State Board, and have taken an active part in the preparation and introduction of this department of work. In the report of the district clerk, Mr. O. O. Shackelton, we would state in explanation it was our first year, and the introduction had to take place gradually and yet somewhat arbitrarily in the upper rooms.

We equipped the school especially for manual training, according to the direction of the State Board and the best information received by visiting other schools, which, upon examination, you expressed your satisfaction with. Since your visit we have added to our

facilities by the employment of a special teacher, Miss Herckner, who is a graduate of the manual training college. She took charge last year and laid out a course of work for the several departments of the school. She has labored under disadvantages, since much of her work necessarily must be executed under other teachers, although finally submitted to her for examination. This year we have adopted the departmental plan, so that the time is arranged for classes to succeed each other in the work-room under her continual supervision, with a fair prospect of reaching better results. In the last report of the district clerk respecting manual training expenses several bills for supplies were omitted, which will be included in the report for this year. The balance now to our credit for manual training will enable us to be more liberal the present year.

FINANCIAL STATEMENT.

Receipts.

Balance from last year.....	.....
Amount raised by special tax.....	\$800 00
Amount received from the State.....	800 00
Amount received from other sources.....	.....
Overdrawn.....	.....
Total.....	<u>\$1,600 00</u>

Expenditures.

Teachers' salaries.....	\$550 00
Plant.....	302 64
Material.....	116 80
Rent.....	.....
Incidentals.....	.....
Balance June 30th, 1893.....	630 56
Total.....	<u>\$1,600 00</u>

DRAWING.

1. *Name of teacher.*—Charlotte Herckner.
2. *Special salary paid.*—\$550.
3. *Is teacher engaged exclusively in this work?*—No.
4. *Number of pupils taught.*—Male, 119; female, 117.
5. *Number of lessons per week given each class.*—Two.
6. *Length of lesson.*—Forty minutes.
7. *Grade or grades in which subject is taught.*—High school and grammar.
8. *Amount expended during current year.*—Plant, \$302.64; material, \$116.80; salary, \$550.
9. *Total amount expended to date.*—\$969.44.
10. *General remarks.*—The work in the primary is in connection with the type-forms and objects based upon them.

MODELING.

1. *Name of teacher.*—Charlotte Herckner.
2. *Special salary paid.*—None.
3. *Is the teacher engaged exclusively in this work?*—No.
4. *Number of pupils taught.*—Male, 87; female, 94.
5. *Number of lessons per week given each class.*—One lesson to every five lessons of drawing.
6. *Length of lesson.*—Forty minutes.
7. *Grade or grades in which subject is taught.*—High school and grammar.
8. *Amount expended during current year.*—Plant, \$.....; material, salary, \$.....
9. *Total amount expended to date.*—
10. *General remarks.*—The primary, 60 pupils, and lowest grammar, 50 pupils, have modeling only in connection with drawing of type-forms.

WOOD-WORKING.

1. *Name of teacher.*—Charlotte Herckner.
2. *Special salary paid.*—(See above.)
3. *Is the teacher engaged exclusively in this work?*—No.
4. *Number of pupils taught.*—Male, 119; female, 117.
5. *Number of lessons per week given each class.*—Three.
6. *Length of lesson.*—Forty minutes.
7. *Grade or grades in which subject is taught.*—Grammar and high.
8. *Amount expended during current year.*—Plant, \$.....; material, \$.....; salary (see Drawing).
9. *Total amount expended to date.*—(See Drawing.)

Respectfully submitted,

JOHN C. VOORHIS,
President of the Board.

HACKENSACK, BERGEN COUNTY.

District No. 32.

To Addison B. Poland, State Superintendent:

DEAR SIR—I inclose herewith manual training report of School District No. 32, county of Bergen, for school year ending June 30th, 1893.

The report is as accurate as possible under the circumstances. As you are aware, our application for State appropriation was for school year ending July 31st, 1892, but the appropriation was not received till November 1st, 1892; consequently there was a deficiency for the year ending July 31st, 1892, in the manual training account. To meet part of this deficiency we applied some of the money received November 1st, 1892.

Material on hand.—This consists of drawing-tables, boards, dividers, T-squares, protractors, curves, compasses, ruling pens, models, books of reference, descriptive geometry, boxes of drawing instruments, rulers and architect's rulers, triangles, scissors, &c.

The supplies consisted of architect's detail paper, tracing cloth, cardboard, paper, ink, crayons, clay, &c.

Character and amount of work done.—The character of the work was principally drawing and making a great variety of objects of paper and cardboard.

The general condition of manual training in the school is highly satisfactory to us. We find that the training of the hand and the eye is a valuable aid in the education of the mind.

We do not believe, however, that wood and metal-working could be introduced into the course of study of our school without lowering its literary standing.

FINANCIAL STATEMENT.

Receipts.

Balance from last year.....	.....
Amount raised by special tax.....	\$900 00
Amount received from the State.....	900 00
Amount received from other sources.....	.....
Overdrawn.....	.....
Total.....	\$1,800 00

Expenditures.

Teachers' salaries	\$750 00
Plant.....	.....
Material.....	400 00
Rent.....	.....
Overdrawn June 30th, 1892.....	650 00
Incidentals.....	.....
Balance June 30th, 1893 .....	.....
Total.....	\$1,800 00

Respectfully submitted,

S. V. MOORE,
District Clerk.

MONTCLAIR.

To Addison B. Poland, State Superintendent :

DEAR SIR—The school year of 1892-3 has been one of marked prosperity in the department of manual training. The work is pursued with interest and, we believe, with profit, all along the line. While no new kinds of work in this department have been introduced, yet no kind that has been already tested has been, or would willingly be, dropped. Our special teachers have, with one exception, been with us more than one year, and have thus acquired the experience that makes their work extremely valuable.

Below is given the course of study now pursued in our manual



CLAY-MODELING DEPARTMENT, MONTCLAIR.

training department. It is the result of a great deal of careful study and much experiment. It is by no means a final course. It will be subject to change as experience proves the desirableness or necessity thereof.

WOOD-WORKING.

(a) *Joining.*

1. Plant.—

Fourteen large double benches, made of maple.
Twenty-eight sets of joiner's tools.
Fifty lockers.

2. Material.—

Pine and whitewood lumber.
Small amount of hard wood.

3. Character of work.—

Exercise in rip-sawing.
Cross-cut sawing.
Chiseling and use of back-saw.
Making of bench hook.
End lap-joint.
Middle lap-joint.
Miter-joint without the use of miter-box.
Gluing.
Building of a saw-horse.
Lap miter-joint.
End mortise-and-tenon joint.
Mortise-and-tenon joint.
Relished mortise-and-tenon joint.
Frame.
Lap dovetail.
End dovetail.
Half-blind dovetail.
Box dovetail.
Miter-box.
Finished box.

4. Amount of work.—

Each pupil made about twenty pieces in the course of the year. The more dexterous pupils made a larger number.

(b) *Wood-carving.*

1. Plant.—

The same fourteen double benches used in joining.
Thirty-five sets of carving tools.
Fifty lockers.

2. Material.—

Pine, whitewood, oak, cherry, black walnut, mahogany, hazel, maple, holly.
Varnish, oil, shellac, stain, waxed finish.

3. Character of work.—

Pine cuts.
Diaper-carving.
Incised.
Polishing.
Such articles were made as blotters, ink-stands, folios, paper racks, picture frames, book-slides, boxes, chairs, bellows, &c.

4. Amount of work.—

Each pupil carved, on an average, about nine pieces during the year.

(c) *Wood-turning.*

1. Plant.—
Five wood-lathes, run by steam power, with a set of turning tools for each lathe.
2. Material.—
Various kinds of lumber, both soft and hard.
3. Character.—
Various articles, such as cups, vases, &c., are turned and finished from drawings.
These exercises were so arranged as to combine the greatest number of different uses of the tools.
4. Amount.—
Each pupil executed during the year about ten pieces.

METAL-WORKING.

1. Plant.—
One steam engine of about ten horse-power, with boiler.
One large and two smaller lathes for metal-turning, with suitable tools for each.
Ten vises for chipping and filing, with suitable tools for each.
One steam drill, with suitable tools.
2. Material.—
Rough cast-iron bars and cubes.
Bars of wrought iron and of brass.
3. Character of work.—
Rough castings were turned to size and polished.
Mandrels were made and pieces bored, driven on, turned and finished.
Rough iron cubes were chipped and filed into perfect polished cubes.
A brass template of 240° was made, and by means of this a rough-pressed nut was filed into a true, polished hexagon.
Brass and iron cylinders were chipped and filed hexagonal, by means of this template.
Pupils drilled a five-eighths hole through the curved surface of a cast-iron cylinder mounted on a block of wood.

CLAY-MODELING.

1. Plant.—
Two double tables, 16 x 6.
Sets of wooden knife tools and compasses.
Two calipers.
One large pair of dividers.
Fifty plaster casts.
Three dozen stools.
Six dozen modeling-boards.
Two clay bins, zinc lined.
Three crocks, for mixing clay.
Three dozen towels.
Two dozen sponges.
Wash-basins and pails.
Twelve yards enameled cloth.
Six yards canton flannel.
2. Material.—
Twelve hundred pounds clay.

3. Character of the work.—

A portion of clay was taken and built up by successive additions into a compact mass whose form approximated that of the object to be modeled. Then parts were cut away until the finished form remained. The modeling was largely from casts; sometimes from natural objects.

4. Amount of work.—

Each pupil modeled, on an average, seven pieces during the year.

COOKING.

1. Plant.—

Two counters, divided with drawers, cupboards and moulding-boards.

One large gas range.

Seven gas stoves.

Two tables.

One large dining table.

One dozen and a half dining sets; plates, knives, forks, &c.

Variety of pans, bowls, dishes and other utensils for cooking.

Two dozen chairs.

One dozen and a half lockers.

One sink, with plumbing.

2. Material.—

Various cereals, meats, vegetables, fruits, eggs, sugar, &c.; also coffee, tea, chocolate, cocoa.

3. Character of work.—

The work during the year has fallen under the following classifications:

Cooking of vegetables.

Canning of fruits.

Soup stock.

Bread.

Meats and poultry.

Entrées.

Cakes.

Desserts.

Fish.

Salads.

Cereals.

Eggs.

Miscellaneous.

4. Amount of work.—

Each pupil took part in the preparation of dishes under all the divisions of the above classifications. The girls are obliged to take turns; some take notes while others are engaged in cooking.

SEWING.

1. Plant.—

Sets of scissors, thimbles, needles, for each class instructed in sewing.

2. Material.—

Cotton goods for drill exercises and various cloths for different garments. Thread, sewing silk and yarn.

3. Character of work.—

Special attention was given to overhanding, running, stitching, hemming, overcasting and binding. These stitches were applied to the making of various articles of clothing.

4. Amount of work.—

Each pupil was trained in the exercises above mentioned, and during the latter part of the year made some article of clothing.

DRAWING.

1. Plant.—

Ten plaster casts.
Twenty-five wooden models.
Two tables.

2. Material.—

Four reams 30 x 40 manilla paper.
One ream 18 x 24 charcoal paper.
Nine gross pencils.
One ream drawing paper.
Two gross erasers.
Two rulers.
Four boxes charcoal.
Four half-pint bottles drawing ink.

3. Character of work.—

The work consisted of model-drawing, designing, from both natural and conventional forms, working drawings, geometrical forms, shading and charcoal-work.

4. Amount of work.—

In third, fourth and fifth grades each pupil drew from four tablets, eight natural objects, four leaf forms, six simple designs, either in borders or around the center, five patterns for folding and pasting.

In the sixth grade pupils made five working drawings, six designs, eight drawings from geometrical solids, leaf forms.

In the seventh grade the pupils made free-hand outline drawings from nine geometrical solids, made drawings from leaf forms and twelve working drawings for shop-work.

In the eighth grade the pupils made and shaded ten drawings of geometrical solids and objects based on them.

Also, flower and leaf forms were drawn and shaded, and six designs were made.

In the ninth grade the pupils drew and shaded with pencil eight groups of solid forms and executed seven charcoal studies.

FINANCIAL STATEMENT.

Receipts.

Balance from last year.....	.....
Amount raised by special tax..	.....	\$1,500 00
Amount received from the State.....	.....	1,500 00
Amount received from other sources.....	.....
Overdrawn .....	.....	2,081 25
Total.....	.....	<u>\$5,081 25</u>

Expenditures.

Teachers' salaries.....	\$2,509 50
Plant.....	1,928 55
Material.....	593 70
Rent.....	.....
Incidentals.....	.....
Balance June 30th, 1893.....	.....
<hr/>	
Total.....	\$5,031 25

DRAWING.

1. *Name of teacher.*—Mary J. Goffle.
2. *Special salary paid.*—\$590.
3. *Is teacher engaged exclusively in this work?*—Yes.
4. *Number of pupils taught.*—Male, 393; female, 369.
5. *Number of lessons per week given each class.*—Two.
6. *Length of lesson.*—Forty-five minutes.
7. *Grade or grades in which subject is taught.*—Third to ninth years.
8. *Amount expended during current year.*—Plant, \$.....; material, \$.....; salary, \$590.
9. *Total amount expended to date.*—
10. *General remarks.*—

MODELING.

1. *Name of teacher.*—Meren Thompson.
2. *Special salary paid.*—\$185.
3. *Is the teacher engaged exclusively in this work?*—Yes.
4. *Number of pupils taught.*—Male, 73; female, 71.
5. *Number of lessons per week given each class.*—Two.
6. *Length of lesson.*—One hour.
7. *Grade or grades in which subject is taught.*—Sixth year.
8. *Amount expended during current year.*—Plant, \$180; material, \$36.36; salary, \$185.
9. *Total amount expended to date.*—
10. *General remarks.*—

WOOD-WORKING.

1. *Name of teachers.*—Carrie Cleveland, Amelia D. Sutton.
2. *Special salaries paid.*—\$1,000.
3. *Is the teacher engaged exclusively in this work?*—Yes.
4. *Number of pupils taught.*—Male, 119; female, 73.
5. *Number of lessons per week given each class.*—Two.
6. *Length of lesson.*—One hour.
7. *Grade or grades in which subject is taught.*—Seventh to ninth years.
8. *Amount expended during current year.*—Plant, \$925.87; material, \$258.95; salary, \$1,000.
9. *Total amount expended to date.*—
10. *General remarks.*—

METAL-WORKING.

1. *Name of teacher.*—Morgan E. Craft.
2. *Special salary paid.*—\$424.50.
3. *Is the teacher engaged exclusively in this work?*—Yes.
4. *Number of pupils taught.*—Male, 61; female,
5. *Number of lessons per week given each class.*—Two.
6. *Length of lesson.*—One hour.

7. *Grade or grades in which subject is taught.*—Ninth year.
8. *Amount expended during current year.*—Plant, \$462.68; material, \$54.66; salary, \$424.50.
9. *Total amount expended to date.*—

SEWING.

1. *Name of teachers.*—Alice Fletcher, Helen C. Wetter.
2. *Special salaries paid.*—None.
3. *Is teacher engaged exclusively in this work?*—No.
4. *Number of pupils taught.*—Male,; female, 61.
5. *Number of lessons per week given each class.*—Two.
6. *Length of lesson.*—One hour.
7. *Grade or grades in which subject is taught.*—Seventh year.
8. *Amount expended during current year.*—Plant, \$.....; material, \$27.76; salary, \$.....
9. *Total amount expended to date.*—

COOKING.

1. *Name of teacher.*—Meren Thompson.
2. *Special salary paid.*—\$310.
3. *Is teacher engaged exclusively in this work?*—Yes.
4. *Number of pupils taught.*—Male,; female, 60.
5. *Number of lessons per week given each class.*—Two.
6. *Length of lesson.*—One hour.
7. *Grade or grades in which subject is taught.*—Eighth year.
8. *Amount expended during current year.*—Plant, \$360; materials, \$215.97; salary, \$310.
9. *Total amount expended to date.*—

Respectfully submitted,

JNO. J. H. LOVE,
District Clerk.

ORANGE.

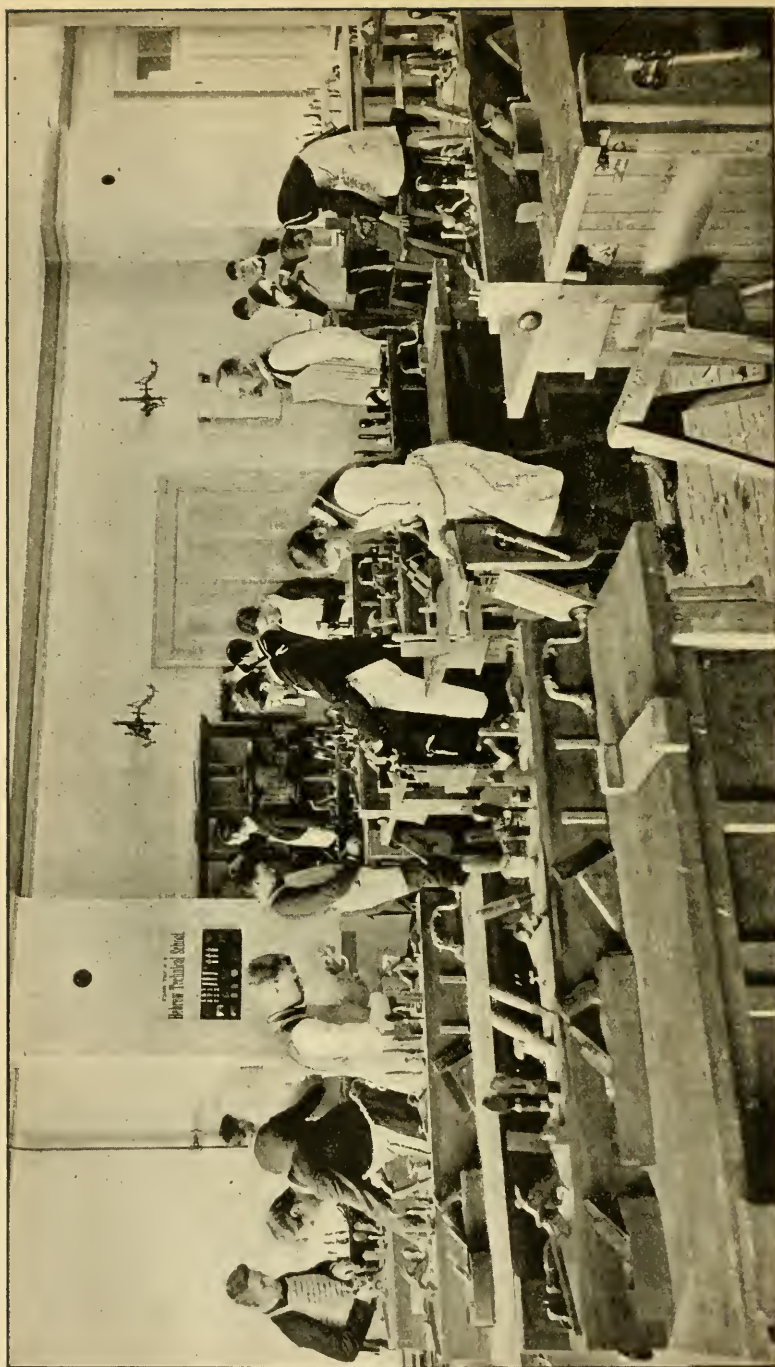
To Addison B. Poland, State Superintendent:

DEAR SIR—Herewith I present a statement of the work in manual training in the schools of this city for the year 1892–3.

A description of the plant and material cannot differ essentially from that presented for the year preceding.

DRAWING.

In drawing, all grades are taught, with the exception of the last year in the High School. The basis of all instruction beyond the fourth grade is historic ornament. A broad view of the subject is given, while at the same time it is co-ordinated with the work in the other divisions of manual training. The plant and material consist of geometric forms, casts, color-charts, drawing-boards and tables, books of reference, pencil-sharpeners, pencils, erasers and drawing-books on hand. The character of the work is indicated by the following heads: drawing from object; conventionalizing of leaves, &c.,



MANUAL TRAINING WORKS

for ornament; primary, secondary, intermediate and tertiary colors; working drawings; geometrical problems; voluntary work in water-colors and in India ink; historic ornament.

MODELING.

Work in clay-modeling has been done in the primary and two grammar grades. The plant and material consist of modeling-boards, enameled-cloth desk covers, crocks for holding clay, clay tools and clay in stock.

The work embraces the forming of geometric solids; modeling twelve type-forms and objects based on them; tiles, with geometric and natural forms, in relief.

SEWING.

All the girls in the grammar grades have received instruction in sewing. Twenty-four kinds of stitches on patches and four models of garments illustrate the character and amount of work in the sewing-course. Careful attention is paid to neatness, accuracy and system. The plant and material may be summarized under scissors, thimbles, needles and working material on hand, with cabinets and closets for storage.

COOKING.

Lessons in cooking are given in the tenth and eleventh grades. There is a course of two years, including thirty-two topics in each year, and comprising eighty different dishes. Some of the topics are divided, so that provision is made for one lesson each week throughout the year. The plant embraces two gas ranges, twelve gas stoves connected with the ranges, dishes, cooking utensils, moulding-table, ice chest, closets, drawers and cupboards, charts and diagrams, bottled results of the analyses of different foods, clock, tables, &c., in a room specially fitted up for instruction in cooking.

The chemical changes undergone in cooking, the hygienic and economic values of different foods, the preparation of simple dishes for home use and for the sick-room, bread-making, the care of dishes and cooking utensils and domestic economy, are subjects showing the nature of the instruction.

WOOD-WORKING.

In wood-working the plant and material include the double benches, with tools and lockers, closets, cabinets for finished work, stamps, blue-print cards, and lumber on hand. The instruction

includes knife-work in the sixth grade; in the seventh, eighth, ninth and High School grades, lessons in the care and proper use of tools, measurements, sawing, planing, chiseling, joint-making, mitering, the making of models of sash and doors, and of book-racks, tables and cabinets.

CONCLUSION.

The manual training department is in a prosperous condition. The interest in the work is well sustained and its value is appreciated. Constant effort is made to co-ordinate the instruction with other studies of the school course.

FINANCIAL STATEMENT.

Receipts.

Balance from last year.....	.....
Amount raised by special tax.....	\$1,800 00
Amount received from the State.....	1,800 00
Amount received from other sources.....	.....
Overdrawn.....	64 71
Total.....	\$3,664 71

Expenditures.

Teachers' salaries.....	\$2,022 67
Plant.....	149 63
Material.....	791 93
Rent.....	350 00
Incidentals.....	350 48
Balance June 30th, 1893.....	.....
Total.....	\$3,664 71

DRAWING.

1. *Name of teacher.*—Elizabeth A. Mellick.
2. *Special salary paid.*—\$506.67.
3. *Is teacher engaged exclusively in this work?*—Mostly.
4. *Number of pupils taught.*—Male, 1,079; female, 1,057.
5. *Number of lessons per week given each class.*—One.
6. *Length of lesson.*—One hour and thirty-five minutes—primary, sixty minutes; Grammar and High.
7. *Grade or grades in which subject is taught.*—All grades to fourth year in High School.
8. *Amount expended during current year.*—Plant, \$74 82; material, \$394.62; salary, \$506.67.
9. *Total amount expended to date.*—
10. *General remarks.*—Only a part of the drawing expense is included. In the primary grades, the instruction is given by the regular teachers. All the grammar and High School classes are taught in mechanical design, working drawings and historic ornament.

MODELING.

1. *Name of teachers.*—Mary E. Habberton, Elizabeth A. Mellick.
2. *Special salaries paid.*—See drawing.
3. *Is the teacher engaged exclusively in this work?*—No.
4. *Number of pupils taught.*—Male, 772; female, 724.
5. *Number of lessons per week given each class.*—Three per month.
6. *Length of lesson.*—Thirty-five minutes.
7. *Grade or grades in which subject is taught.*—All primary grades and fifth and sixth grammar.
8. *Amount expended during current year.*—Plant, \$.....; material, \$26.90; salary, \$..
9. *Total amount expended to date.*—

WOOD-WORKING.

1. *Name of teacher.*—Frank E. Hale.
2. *Special salary paid.*—\$525.
3. *Is the teacher engaged exclusively in this work?*—Yes.
4. *Number of pupils taught.*—Male, 220; female,
5. *Number of lessons per week given each class.*—Two.
6. *Length of lesson.*—Forty-five minutes.
7. *Grade or grades in which subject is taught.*—Sixth to ninth and High School except fourth year.
8. *Amount expended during current year.*—Plant, \$346.64; material, \$183.55; salary, \$525.
9. *Total amount expended to date.*—

SEWING.

1. *Name of teacher.*—Mary E. Habberton.
2. *Special salary paid.*—\$791.
3. *Is teacher engaged exclusively in this work?*—No.
4. *Number of pupils taught.*—Male,,; female, 285.
5. *Number of lessons per week given each class.*—One.
6. *Length of lesson.*—Forty-five minutes.
7. *Grade or grades in which subject is taught.*—All grammar grades.
8. *Amount expended during current year.*—Plant, \$74.81; material, \$102.37; salary, \$791.
9. *Total amount expended to date.*—

COOKING.

1. *Name of teacher.*—Mary E. Habberton.
2. *Special salary paid.*—\$200.
3. *Is teacher engaged exclusively in this work?*—No.
4. *Number of pupils taught.*—Male,,; female, 34.
5. *Number of lessons per week given each class.*—One.
6. *Length of lesson.*—One hour and fifteen minutes.
7. *Grade or grades in which subject is taught.*—High School, first and second years.
8. *Amount expended during current year.*—Plant, \$353.84; material, \$84.49; salary, \$200.
9. *Total amount expended to date.*—

Respectfully yours,

U. W. CUTTS,
Superintendent.

PASSAIC.

To Addison B. Poland, State Superintendent :

DEAR SIR—I have the honor to forward to you our manual training report for the year ending June 30th, 1893, together with the following statement in relation thereto :

In September, 1892, the Board of Education of this city made every effort to inform themselves in regard to manual training in the public schools—the branches of industrial work pursued and the extent and cost of the plant required.

Rooms were sought for the purpose of organizing one or two departments, but none were found available.

An attempt was made to build a suitable structure on the High School grounds ; but the funds were not readily secured, and while the matter was under advisement it was resolved to erect a new school building on a new site, in the Second ward, and to devote the old building, known as School No. 4, to purposes of manual training.

This building is situated at but a short distance from the High School ; it contains four rooms, and can be readily adapted to the purposes intended. A large room can be made of the two lower rooms, for carpentry and wood-carving. The two upper rooms can be used, the one for mechanical drawing and clay-modeling, and the other for cookery. Lathes and forges can be placed in the basement.

With the \$2,400 now at the disposal of the Board for this purpose it is proposed to equip these rooms, as far as that amount will go. No work can be done until said School No. 4 can be vacated—not before September next. All the appliances—tables, benches, kits of tools, lockers, lathes, forges, together with all outfits in materials for a part or all the branches above indicated, as may be determined by the Board of Education, and as may be warranted by the above-named sum of money, will be stored and insured until they can be put in place in said building.

As an apology for the delay of this report, it should be said that the \$2,400, referred to above, has only recently been made good to us by our City Council.

On the 4th instant a resolution was passed placing at the service of the Board of Education, for purposes of manual training, “the unused \$600 granted for said purposes for the school year 1892-3.” We therefore hope to retain the State money, granted that year, in addition to the amount granted by the Council and State the current year.

FINANCIAL STATEMENT.

Receipts.

Balance from last year.....	\$70 08
Amount raised by special tax.....	600 00
Amount received from the State.....	600 00
Amount received from other sources.....	.....
Overdrawn.....	.....
	<hr/>
Total.....	\$1,270 08

Expenditures.

Teachers' salaries .....	.....
Plant.....	.....
Material.....	.....
Rent.....	.....
Incidentals.....	.....
Balance June 30th, 1893 .....	.....
	<hr/>
Total.....	.....

Respectfully yours,

H. H. HUTTON,
City Superintendent.

PATERSON.

To Addison B. Poland, State Superintendent :

DEAR SIR—I transmit herewith the manual training report for the city of Paterson. I also forward a written statement giving a description of (a) Plant and material; (b) Character and amount of work done; (c) General condition of manual training of the district. The manual training work that is done in our city so far as is rightly included in this report consists of work done (1) at the workshop and (2) of work done in the High School in mechanical drawing.

(a) PLANT AND MATERIAL.

The plant at the wood-shop consists of 14 double work-benches which accommodate 28 students. Each work-bench is furnished with 2 planes, 2 saws, 1 marking gauge, 3 chisels, 1 oil-stove, 1 bench-hook and 1 hammer. There are also 3 wood-lathes and 1 emery wheel and 8 sets of carving tools. The plant for mechanical drawing consists of 48 T-squares, 40 45-degree triangles, 43 60-degree triangles, 1 large triangle for blackboard use, 29 drawing-boards, 22 ink-pens, 24 German-silver compasses with pens, 44 rulers, 48 brass compasses and 21 irregular curves.

(b) CHARACTER AND AMOUNT OF WORK DONE.

(1) *In Wood.*

The following is the series of exercises in wood-working which constitutes the line of work mainly pursued at the manual training shop: End lap-joint, cross lap-joint, miter lap-joint, slip-mortise and tenon, through mortise-tenon, end mortise and tenon, blind mortise and tenon, keyed dovetail, brace-joint, task and tenon, leg and rails, timber-scarf, half-lap dovetail, half-blind dovetail, through-end dovetail, box-end dovetail, secret-blind dovetail.

A number of chiseling lessons are given at different times parallel to the above exercises. The pupils who take the above exercises belong to the sixth, seventh and eighth years of the elementary school work.

The pupils of the sixth year are taught the names and uses of the different tools and given simple lessons in sawing, planing, boring and chiseling. The pupils of the seventh year have exercises in joinery, covering the first ten exercises named above, and also chiseling exercises.

The pupils of the eighth year are given exercises in joinery, covering each kind of joint named above from 10 to 18 inclusive, including all kinds of dovetailing, with special lessons in chiseling, arranged to give the pupils an elementary notion of wood-carving.

The High School pupils take lessons in carving and wood-turning. Wood-carving is begun with the simplest lessons in flat-carving, each pupil advancing according to his abilities, the lessons being given somewhat according to the following scheme: Plain cylinder, cylinder and cones, stepped cylinders, double-stepped cylinder, convex curves, beads, cones and cylinders, convex and concave curves, flowing and reverse curves, balister, chuck-wood, goblet, &c., according to pupil's ability.

(2) *Instruction in Mechanical Drawing.*

The instruction in mechanical drawing in the High School is given to the second-year pupils, who have about one and one-half hours per week in this study.

Outline of course in mechanical drawing:

1. Projections of points, lines, surfaces.
2. Projections of simple solids, such as prisms.
3. Projections of prisms, pyramids and cones, inclined in various ways to the different planes of projection.
4. Projections of objects named in No. 3 truncated in as many ways as possible.

5. Development of covers of same, *i. e.* making paper models of these objects.
6. Intersection of solids with development of covers of same.
7. Helix and screw.

The following comment has been made upon the above course :

“Most structures are composed of modifications and combinations of the simple solids which have been investigated in this course, and the experience and training to be obtained from a full comprehension of them should serve as a complete preparation for all the problems in orthographic projection likely to occur in practical work as applied to engineering, architecture or any constructive art.”

(c) GENERAL CONDITION OF MANUAL TRAINING.

The general condition of line of work is unsatisfactory—too little money and time, and, as a consequence, too little intelligence to bring good results. The mechanical drawing in the High School should be excepted from this general statement. The character of the work done in mechanical drawing is good, but more time should be given to it to give the best results.

FINANCIAL STATEMENT.

Receipts.

Balance from last year.....	\$820 84
Amount raised by special tax.....	1,000 00
Amount received from the State	1,000 00
Amount received from other sources.....	.....
Overdrawn .....	.....
Total.....	\$2,820 84

Expenditures.

Teachers' salaries.....	\$2,171 92
Plant.....	340 00
Material.....	91 11
Rent.....	.....
Incidentals.....	.....
Balance June 30th, 1893.....	217 81
Total.....	\$2,820 84

DRAWING.

1. *Name of teachers.*—Edwin D. Hilton, Isabella Scott.
2. *Special salary paid.*—Isabella Scott, \$100.
3. *Is teacher engaged exclusively in this work?*—No.
4. *Number of pupils taught*—Male, 387 ; female, 20.

5. *Number of lessons per week given each class.*—One lesson every two weeks.

6. *Length of lesson.*—One hour and three hours.

7. *Grade or grades in which subject is taught.*—Sixth, seventh and eighth years, grammar and High School.

8. *Amount expended during current year.*—Plant,; material,; salary, \$100.

9. *Total amount expended to date.*—

10. *General remarks.*—The salary of drawing teacher since March 20th, 1893, has been paid from the General Account, in accordance with instructions from the Department.

WOOD-WORKING.

1. *Name of teacher.*—Edwin D. Hilton.

2. *Special salary paid.*—\$1,000.

3. *Is the teacher engaged exclusively in this work?*—No.

4. *Number of pupils taught.*—Male, 350; female,

5. *Number of lessons per week given each class.*—Joinery, one lesson every two weeks.

6. *Length of lesson.*—Joinery, three hours; carving, one and one-half hours; carving, two lessons per week.

7. *Grade or grades in which subject is taught.*—Sixth, seventh and eighth, grammar and High School.

8. *Amount expended during current year.*—Plant, \$340; material, \$91.11; salary, \$1,000.

9. *Total amount expended to date.*—

10. *General remarks.*—The lessons in carving alternate with those on the lathe.

Respectfully submitted,

J. A. REINHART,

Superintendent.

RIDGEWOOD.

To Addison B. Poland, State Superintendent :

DEAR SIR—I beg to submit the following report of the condition of manual training in the Ridgewood public schools :

Plant and Material.—Material for drawing consists of 60 drawing-boards, T-squares, and sets of triangles, compasses, pencils, erasers, rulers, manilla and white drawing-paper, tracing-paper, models, objects and casts.

Material for modeling, fine clay, stone crocks, oilcloth and slate covers for desks, models, moulding-boards and cloths for keeping work damp.

Material for sewing, muslin, canvas, thread, worsted, scissors, needles, thimbles, bags for work, boxes and closet.

Material for Wood-work.—(a) Whitewood tops for regular desks, pads of drawing-paper, compasses, T-squares, triangles, pencils, rules, knives, thin basswood.

(b) Pine wood, 1" thick; tools as above.

(c) Pine tops for school desks, clamps, pegs, wedges for same, Addis carving tools of different styles sufficient for 30 or more pupils, files, rasps, sand-paper, mallets, whitewood, bass, cherry, walnut, oak, &c.

(d) Cabinet-benches, planes, saws, chisels, squares, dividers, rules, gauges, bevvels, knives, hammers, braces and bits, clamps, &c., sufficient for a dozen or more pupils, beside other tools for general use, such as grindstone, miter, &c., with pine wood of various thicknesses.

Character and Amount of Work Done.—In drawing this will be best seen by referring to course of study accompanying this report.

Previous to our application for State aid for manual training, clay was regularly used in first, second and third grades, and occasionally in others. In 1891 it was also used regularly in fourth and fifth, and in 1892 in sixth and seventh grades. The plan of work is the same as that given at the Teachers' College, New York City, and is in outline as follows:

1, circle; 2, square; 3, circle on square; 4, ellipse; 5, oblong; 6, ellipse on oblong; 7, ellipse on circle; 8, equilateral triangle; 9, isosceles triangle; 10, hemisphere; 11, half cylinder; 12, half cone; 13, half double cone; 14, half ellipsoid; 15, vase form; 16, fruit; 17, rosette; 18, winged globe; 19, Egyptian pylon; 20, Doric capital; 21, Greek lily; 22, Roman arch; 23, Greek echinus.

Our work in sewing is patterned after that which is done in Brookline, Mass. This is outlined in a recent publication by Ginn & Co.

We begin wood-work in the sixth grade, using $\frac{1}{8}$ " basswood. Children learn to accurately draw and cut out such geometric forms as square, octagon, oblong, triangle, Greek, St. Andrew's and Maltese crosses, circle quatrefoil, trefoil, hexagon star, picture frames, calendar backs, &c.

This is followed by exercises in fastening pieces of wood together by glue and brads; butt, dovetail and mitered joints and frames, brackets, boxes, easels, &c., are made.

In the seventh grade, pine 1" thick is used, and pupils learn to notch, chamfer, square, and join simple objects, the whittling-knife being the only *cutting* tool used.

In eighth year, pupils take up carving, in a series of graduated exercises, largely historic ornaments, ending with the application of carving to various articles of ornaments and use for home and school. In this we have been unusually successful, and several pupils have done remarkably good work.

In the ninth year, the usual exercises of a thorough course in joinery are given.

General Condition of Manual Training.—At present we are much in need of more room. This difficulty we hope to have remedied in the near future, by the erection of a new school building. We are proud, however, to show how much may be done in little space. In planning our course and putting it into practice, we have had the

benefit of an intimate acquaintance with the methods of several of the leading schools of the country. Our principal has studied this specialty at the Cooper Union, the Metropolitan Museum of Art School, the New York Normal Art and at the Teachers' College. We have offered liberal salaries and have aimed to secure the best teachers. If not already prepared for this special work teachers were offered inducements to qualify themselves therefor. These teachers, because of their experience and training as teachers, and because of their intimate acquaintance with the pupil and his other work, are better able to do good work than any who could be called in for manual training work alone. All our work for which we ask State aid is done out of regular school hours, and for reasons given above we find our regular teachers are best fitted to be the special teachers as well.

There has never been any considerable opposition to manual training and it has steadily gained friends.

Pupils in our higher classes are able to do a variety of things better, and are materially improved in capability for self-helpfulness. A number have discovered tastes and have gone to pursue more advanced work in the same line elsewhere; or have been led to select occupations requiring skill of hand and eye as well as brain.

On the whole we are greatly pleased with the progress made, and believe that in the results obtained, we have received ample compensation for the outlay of money.

FINANCIAL STATEMENT.

Receipts.

Balance from last year.....	\$89 68
Amount raised by special tax.....	750 00
Amount received from the State.....	750 00
Amount received from other sources.....	.....
Overdrawn.....	.....
Total.....	<u>\$1,589 68</u>

Expenditures.

Teachers' salaries.....	\$800 00
Plant.....	30 00
Material.....	208 13
Rent.....	.....
Incidentals.....	.....
Balance June 30th, 1893.....	551 55
Total.....	<u>\$1,589 68</u>

DRAWING.

1. *Name of teacher.*—B. C. Wooster and assistants.
2. *Special salary paid.*—None.
3. *Is teacher engaged exclusively in this work?*—No.

4. *Number of pupils taught.*—Male, 102; female, 103.
5. *Number of lessons per week given each class.*—Three.
6. *Length of lesson.*—Thirty minutes.
7. *Grade or grades in which subject is taught.*—First to tenth years.
8. *Amount expended during current year.*—Plant, \$.....; material, \$71.76; salary, \$.....
9. *Total amount expended to date.*—\$404.61.
10. *General remarks.*—All work done during school hours.

MODELING.

1. *Name of teacher.*—Maggie Vreeland.
2. *Special salary paid.*—\$200.
3. *Is the teacher engaged exclusively in this work?*—No.
4. *Number of pupils taught.*—Male, 89; female, 82.
5. *Number of lessons per week given each class.*—One.
6. *Length of lesson.*—One hour.
7. *Grade or grades in which subject is taught.*—First to seventh years.
8. *Amount expended during current year.*—Plant,; material, \$17.35; salary, \$200.
9. *Total amount expended to date.*—\$337.35.
10. *General remarks.*—Part of work (highest grades) done out of regular school hours.

WOOD-WORKING.

1. *Name of teacher.*—B. C. Wooster.
2. *Special salary paid.*—\$300.
3. *Is the teacher engaged exclusively in this work?*—No.
4. *Number of pupils taught.*—Male, 64; female, 34.
5. *Number of lessons per week given each class.*—Two.
6. *Length of lesson.*—One hour.
7. *Grade or grades in which subject is taught.*—Sixth to tenth years.
8. *Amount expended during current year.*—Plant, \$30; material, \$108.15; salary, \$450.
9. *Total amount expended to date.*—\$884.41.
10. *General remarks.*—Work done out of regular school hours.

Yours respectfully,

D. W. LA FETRA.

District Clerk.

RUTHERFORD.

To Addison B. Poland, State Superintendent:

DEAR SIR—Herewith I have the honor to submit a report of manual training in the school of Rutherford, District No. 40, Bergen county.

The work in the primary department for the past year included:
Stick-laying.—To represent geometric forms. In studying the oblong, a ladder, box, fence were laid and gummed.

Tablet-laying.—The faces of solids for each year were laid, so as to lead up to development.

Paper-folding.—Geometric forms similar to faces of type solids were folded and cut ; as, square, oblong, triangles, &c.

Cutting.—Units were cut from colored paper and designs of borders, centers, and all-over patterns laid and gummed.

Peas and splints.—These are used in the first year's work under the direction of kindergartners.

Clay-modeling.—The type forms and objects based on them were modeled ; as, sphere, apple, teapot.

Weaving.—This work was carried on in first five years, both copied and original.

Sewing.—Milton Bradley's cards were used and geometric and botanical designs reproduced in appropriate colors. Some pricking was done.

Color.—Pupils handled and became familiar with colors in paper, and in the spectrum. Six primaries and twelve lines were studied.

In the Grammar Department the work was the following :

Pupils have advanced thoroughly to sixth year in the white course. It was necessary to establish a good foundation and to emphasize principles.

Paper-cutting.—This has been carried on in connection with the study of historic ornament and design, good examples of art being copied.

Color.—This was taught with the color-wheel.

Drawing.—Geometric and working drawings, development, botanical-drawing, historic ornament, design and model and object-drawing, have each had their appropriate places in the year's work.

Map-drawing.—This was taught in connection with geography and history, pupils coloring tastefully with pastels.

Wood-working.—The sixth and seventh years have completed the course in thin wood begun last February, and are ready to go on with the whittling. This last year's work consisted of geometric forms drawn first accurately on paper, then on wood, and cut to the line. The tools used were T-square, rule, compass, knife, triangles, &c. The same will be used for whittling. The eight, ninth and tenth years began carving. They learned the use of six kinds of chisels. This course is to be completed during 1893-94. The patterns were graded and are a lesson in historic ornament as well as in carving.

The courses in wood-working are identical with those used at the manual training school, Teachers' College, No. 9 University Place, New York.

A general exhibition of school work was held last March, at Rutherford, showing all the branches mentioned in this report.

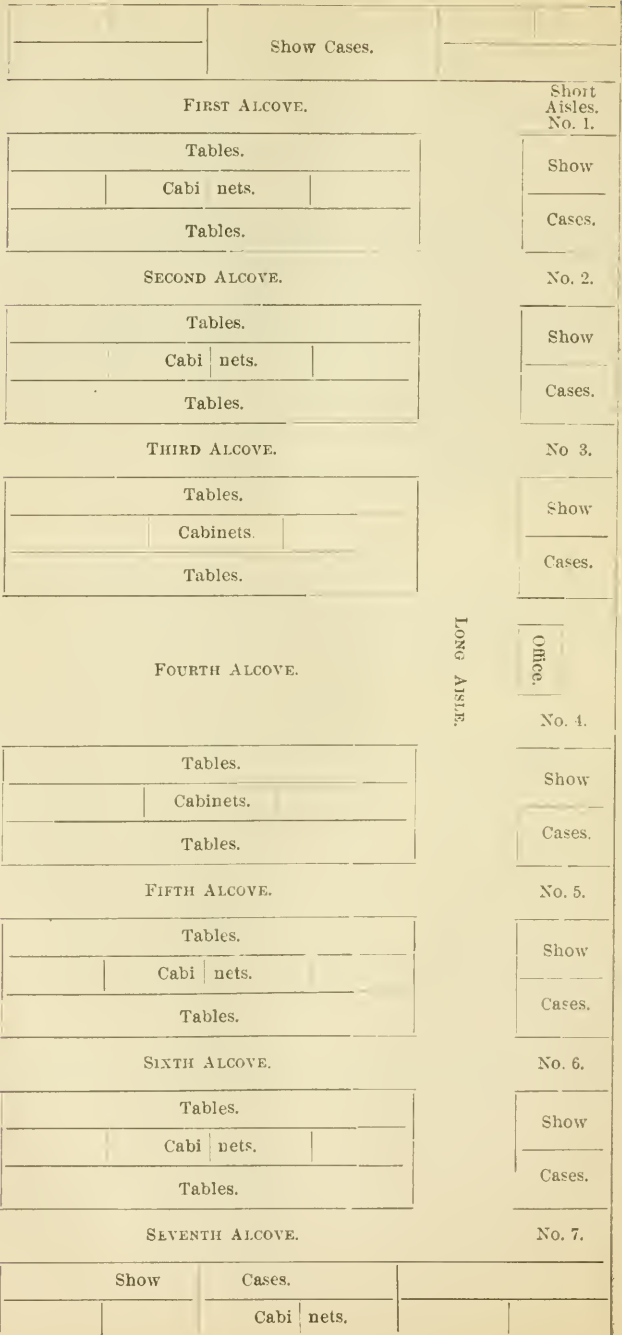
EXHIBITS RECEIVED AND CLASSIFIED AT TRENTON.

In accordance with the direction of the committee the exhibits of the several counties and cities were forwarded to Trenton during the month of January, 1893, where they were carefully inspected by the several committees on special subjects, the best work being accepted and the poorest work rejected. It should be said, however, to the credit of county and city school officers, who had previously inspected and passed upon the work, that very little material was rejected as being unworthy a place in the State exhibit.

In order to render the labor of inspection of exhibits at Chicago as easy as possible, a thorough classification of the various kinds of work was made, the greater portion of it being bound in volumes, labeled and indexed by locality, subject and year of school course. This classification involved a great deal of labor on the part of the Committee and their assistants. That this classification and arrangement was an important and desirable feature of the exhibit is fully attested by the many compliments paid it by both American and foreign critics and by visitors generally.

DIAGRAM OF FLOOR PLAN.

20 feet.



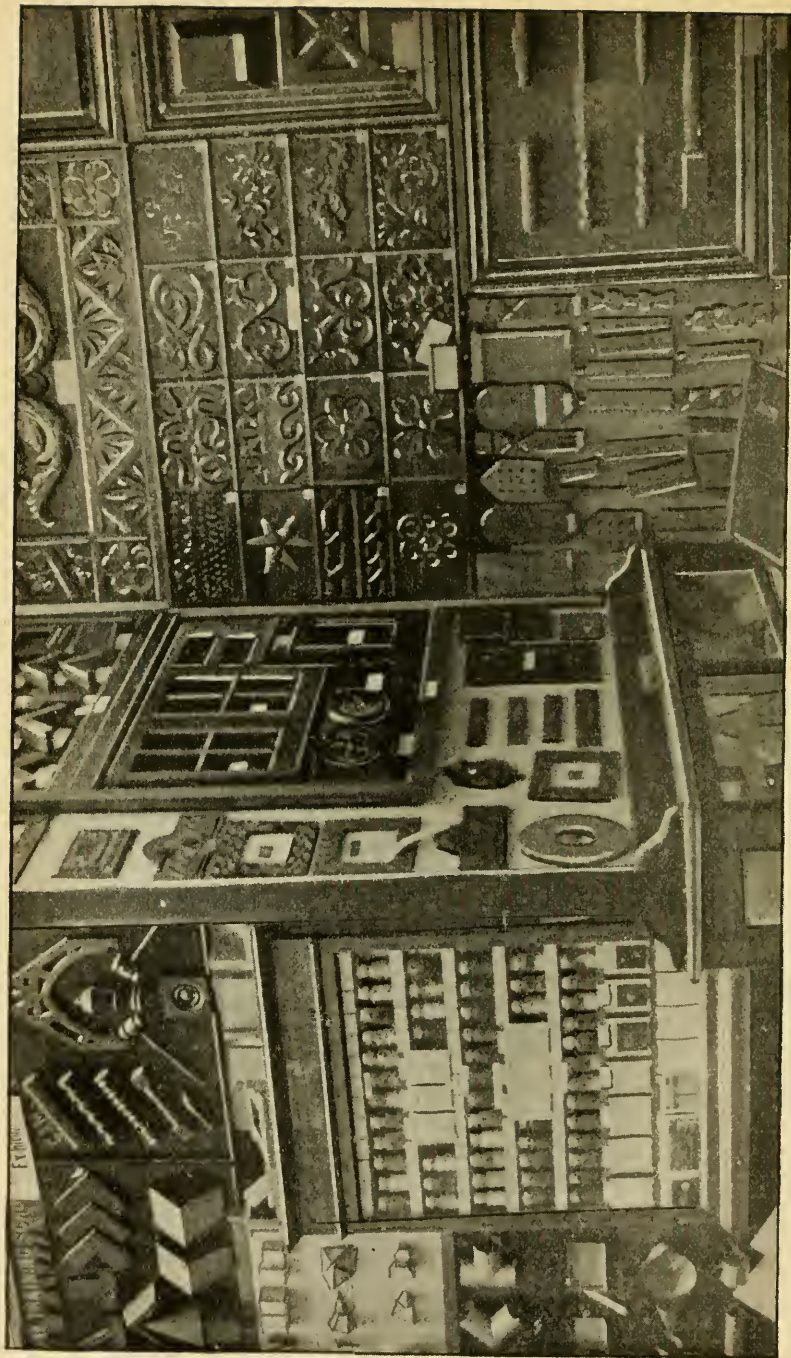
NEW JERSEY EDUCATIONAL EXHIBIT.

10-FOOT AISLE.

LONG AISLE.

63 feet.

PENN. EDUCATIONAL EXHIBIT.



NEW JERSEY MANUAL TRAINING DEPARTMENT.

FINANCIAL STATEMENT.

Receipts.

Balance from last year.....	.....
Amount raised by special tax.....	\$500 00
Amount received from the State.....	500 00
Amount received from other sources.....	.....
Overdrawn.....	.....
Total.....	\$1,000 00

Expenditures.

Teachers' salaries.....	\$487 50
Plant.....	.....
Material.....	192 47
Rent.....	.....
Incidentals.....	.....
Balance June 30th, 1893.....	320 03
Total.....	\$1,000 00

DRAWING.

1. *Name of teacher.*—Alice B. Perry.
2. *Special salary paid.*—
3. *Is teacher engaged exclusively in this work?*—No.
4. *Number of pupils taught.*—Male, 124; female, 112.
5. *Number of lessons per week given each class.*—Two.
6. *Length of lesson.*—Forty-five minutes.
7. *Grade or grades in which subject is taught.*—Fifth to tenth years.
8. *Amount expended during current year.*—Plant, \$; material, \$59.58; salary, \$
9. *Total amount expended to date.*—

WOOD-WORKING.

1. *Name of teacher.*—Alice B. Perry.
2. *Special salary paid.*—\$487.50.
3. *Is the teacher engaged exclusively in this work?*—No.
4. *Number of pupils taught.*—Male, 40; female, 38.
5. *Number of lessons per week given each class.*—Two.
6. *Length of lesson.*—Forty-five minutes.
7. *Grade or grades in which subject is taught.*—Eighth to tenth years.
8. *Amount expended during current year.*—Plant, \$; material, \$101.23; salary, \$487.50.
9. *Total amount expended to date.*—

SEWING.

1. *Name of teachers.*—Regular teachers.
2. *Special salary paid.*—None.
3. *Is the teacher engaged exclusively in this work?*—No.
4. *Number of pupils taught.*—Male, 201; female, 164.
5. *Number of lessons per week given each class.*—One.

6. *Length of lesson.*—Thirty minutes.

7. *Grade or grades in which subject is taught.*—First four years.

8. *Amount expended during current year.*—Plant, \$.....; material, \$31.66; salary, \$.....

9. *Total amount expended to date.*—

Respectfully submitted,

THEODORE D. HASCALL,

Principal.

TOWN OF UNION.

To Addison B. Poland, State Superintendent :

DEAR SIR—Following is a brief history of the introduction of manual training in the Town of Union; also a description of the plant and the latest course of instruction.

In the early part of 1889 a meeting of citizens was held at the school-house for the purpose of considering the feasibility of introducing a course in manual training for the public school pupils. Among those present by invitation were the County Superintendent, Rev. George C. Houghton, M.A.; Prof. Ham, of the Chicago Manual Training College; Dr. Nicholas Murray Butler, of the State Board of Education, and Mrs. M. B. Stevens, of Hoboken.

The meeting organized by electing Dr. Houghton as chairman and Principal Otto Ortel as secretary. Addresses were made by the above-named gentlemen and others. At the close of the meeting, after suitable resolutions were adopted, an association was formed to further the object indicated. The President of the Board of Education, Prof. Adam Reisenberger, was chosen president; Clerk of the Board of Education A. D. Bogart, secretary, and Town Treasurer Wm. Braunstein, treasurer.

A circular letter soliciting subscriptions was issued, and by this means, as well as by a personal canvass by the members, the sum of \$880.79 was raised. Of this sum, \$92 was contributed by the teachers. Permission was obtained from the Board of Education to fit up and place a workshop in the basement of the annex and a kitchen in a class-room of the second floor of the same.

For the workshop, a portion of the basement, 17 x 82 feet, was floored, partitions set, walls painted and kalsomined and two workbenches, each 35 feet long, built, furnished with drawers, containing complete sets of tools, saws, planes, squares, chisels, gouges, bits, hammers, rules, scribes, awls, oil-stones, oil-cans, &c., sufficient for 24 boys at a time.

For the kitchen, two counters, 12 feet and 8 feet long, were made and provided with 10 gas-stoves, gas-fitting, plumbing, cooking-range, sink, refrigerator, chairs and cooking utensils, furnishing accommodations for 25 pupils at a time.

For mechanical drawing there were purchased 100 drawing-boards, T-squares, set-squares, compasses and dividers. A teacher for domestic economy and one for wood-working were selected.

Having thus discharged the duties imposed upon itself by the association, the whole plant was turned over to and accepted by the Board of Education.

The regular instruction then began in September, 1889, under the auspices of the Board of Education and the supervision of the principal of schools, and has been carried on since then without interruption.

The attendance in the schools constantly increasing, the room occupied by the kitchen was soon needed for school purposes, and in 1891 the kitchen was removed to its present quarters in the basement, where a room 27 x 34 was fitted up, floored, partitioned, painted, &c. Another room in the basement, 27 x 27, was similarly formed the following year, and furnished with turning-lathes for wood and iron, the lathes and grindstones being run by steam power furnished by a six-horse-power engine, which also runs the ventilating fan. During the last two years 200 additional sets of drawing-boards and belongings were added, as well as folding drawing-tables and models. Plaster casts and modeling tools were purchased, as well as sewing material and implements.

The instruction in sewing, clay-modeling and cardboard-modeling and drawing is given in the class-rooms by the regular class teachers. Annually an exhibition of the work done during the year is held, and the number of visitors attending and inspecting it proves that there is a widespread interest manifested by our people in this important branch of our regular school work.

The course for the coming year is as follows :

MECHANICAL DRAWING.

Sixth Year.

Use of drawing-board, T-square, set-squares, compasses and dividers, constructing geometrical figures to scale. Study of solids, and drawing plans of same as well as of modifications thereof, then constructing same from stiff paper or cardboard.

Seventh Year.

Continuing work of last year with more complicated modifications of the solids, and original application of modifications. In every exercise both plan and object constructed therefrom being required.

Eighth Year.

Working drawings; elevations, plans and details required for subsequent shop-work; isometric drawing of joints; designs for carpets, oilcloths and tiling.

Ninth Year.

Advanced working and isometric drawings for shop-work; architectural drawings, detail work; designing for wall-papers and borders in color.

Tenth Year.

Working drawings for shop-work; plans, elevations and details of buildings and machinery and parts thereof.

DOMESTIC ECONOMY.

Ninth Year.

Care of kitchen—material of culinary and table utensils, their cleanliness and preservation; laying of and waiting on table; heat, fuel and fire; making and care of fire in range; physical effects of heat on albumen, starch and gluten; selecting food with regard to nutritive value and economy. Practical work in cooking, comprising about thirty-six lessons.

Tenth Year.

Chemistry of food; choice of food for invalids; invalid cookery; care of invalids; table manners; marketing; practical work in cooking, broiling, roasting, frying, baking, about thirty-six lessons.

WOOD-WORKING.

Ninth Year.

Use and care of tools; end lap-joints, miter-joints, miter lap-joints, cross lap-joints through mortise and tenon, slip mortise and tenon, and other joints.

Tenth Year.

Half dovetail, dovetail and dowel-joints; box dovetailing; objects containing some of the joints studied; wood-turning; all work from drawings made by pupils.

CLAY-MODELING.

Tenth Year.

Modeling from casts or from objects with the aid of tools. From the round, low relief and high relief.

SEWING.

Third Year.

Running on squares of unbleached muslin, outlines of leaves, fruit, &c.; stitching initials; overhanding striped calico.

Fourth Year.

Overhanding raw edges and selvages together on bleached and unbleached muslin; overhanding two selvages together on bleached and unbleached muslin; folding hems with plain and mitered corners; hemming bleached and unbleached muslin.

Fifth Year.

Stitching and overcasting seams, cutting bias and half-bias seams in muslin for felling; backstitching and felling.

Sixth Year.

Gathering and putting on bands in different ways; cutting and working buttonholes and sewing on buttons; setting in a gusset.

Seventh Year.

Review weaving preparatory to darning; darning canvas, stockings and woolen goods; darning cashmere, cloth, &c.; herring-bone stitch on canvas.

Eighth Year.

Setting in calico and cloth patches; fine sewing, making and sewing on ruffles, hemstitching, tucking, &c. In this as well as in the succeeding grades pupils who are sufficiently advanced in sewing, may, if the mother desires it, devote a portion of the time allotted to this branch of work in making suitable garments requiring the application of stitches already learned.

Ninth Year.

Letters for marking clothing; feather-stitching, chainstitching and embroidery.

Tenth Year.

Measuring, cutting and fitting.

FINANCIAL STATEMENT.

Receipts.

Balance from last year.....	\$515 09
Amount raised by special tax.....	500 00
Amount received from the State.....	618 55
Amount received from other sources.....	.....
Overdrawn.....	.....
Total.....	<u>\$1,633 64</u>

Expenditures.

Teachers' salaries.....	\$615 00
Plant.....	277 11
Material.....	222 25
Rent.....	.....
Incidentals.....	.....
Balance June 30th, 1893.....	519 28
Total.....	<u>\$1,633 64</u>

DRAWING.

1. *Name of teacher.*—Nathan C. Billings.
2. *Special salary paid.*—None.
3. *Is teacher engaged exclusively in this work?*—No.
4. *Number of pupils taught.*—Male, 250; female, 252.
5. *Number of lessons per week given each class.*—One.
6. *Length of lesson.*—Two hours.
7. *Grade or grades in which subject is taught.*—Sixth to tenth years.
8. *Amount expended during current year.*—Plant, \$; material, \$52.30; salary,
9. *Total amount expended to date.*—\$440.95.

MODELING.

1. *Name of teacher.*—Nathan C. Billings.
2. *Special salary paid.*—None.
3. *Is the teacher engaged exclusively in this work?*—No.
4. *Number of pupils taught.*—Male, 25; female, 28.
5. *Number of lessons per week given each class.*—One.
6. *Length of lesson.*—One hour.
7. *Grade or grades in which subject is taught.*—Tenth year.
8. *Amount expended during current year.*—Plant, \$; material, \$15.95; salary, \$.....
9. *Total amount expended to date.*—\$94.58.

WOOD-WORKING.

1. *Name of teacher.*—A. R. Williams.
2. *Special salary paid.*—\$285.
3. *Is the teacher engaged exclusively in this work?*—Yes.
4. *Number of pupils taught.*—Male, 118; female,
5. *Number of lessons per week given each class.*—One.
6. *Length of lesson.*—Two hours.
7. *Grade or grades in which subject is taught.*—Eighth to tenth years.
8. *Amount expended during current year.*—Plant, \$277.11; material, \$35.50; salary, \$285.
9. *Total amount expended to date.*—\$1,871.81.

SEWING.

1. *Name of teachers.*—Class teachers.
2. *Special salary paid.*—None.
3. *Is teacher engaged exclusively in this work?*—No.
4. *Number of pupils taught.*—Male, ; female, 724.
5. *Number of lessons per week given each class.*—One.
6. *Length of lesson.*—Two hours.
7. *Grade or grades in which subject is taught.*—Third to tenth years.
8. *Amount expended during current year.*—Plant, \$; material, \$84.83; salary,
9. *Total amount expended to date.*—\$326.

COOKING.

1. *Name of teacher.*—Harriet E. Pond.
2. *Special salary paid.*—\$330.
3. *Is the teacher engaged exclusively in this work?*—Yes.
4. *Number of pupils taught.*—Male, ; female, 127.
5. *Number of lessons per week given each class.*—One.
6. *Length of lesson.*—Two hours.
7. *Grade or grades in which subject is taught.*—Eighth to tenth years.
8. *Amount expended during current year.*—Plant, \$.....; material, \$83.67; salary, \$330.
9. *Total amount expended to date.*—\$1,973 78.

Respectfully submitted,

OTTO ORTEL,
Supervising Principal.

SOUTH ORANGE.

To Addison B. Poland, State Superintendent :

DEAR SIR—To accompany the manual training report of School District No. 28, South Orange, Essex county, the following written statement is respectfully submitted :

The equipment of the schools of South Orange for manual training is well housed and centrally located in the two-story building near the Columbia school. The entire upper floor and a portion of the lower is devoted to this department. The two rooms in which the work in carpentry and joinery is done, are fitted up with substantial benches and supplied with a full complement of the requisite tools for the shop work in wood of all the grades. Two sets of tools are furnished to each bench, which is double, so that there are accommodations for our largest classes, all working at the same time. A third room on the same floor is fitted up with tables and the necessary furniture and is used as a sewing-room. The capacity of each of these rooms and their furnishings is at present taxed to the utmost. The carving is carried on in connection with the drawing, and hence the supplies for this department of the work include drawing material and instruments, as well as the usual carving tools and wood prepared in the rough. Drawing instruments are also to be considered a part of the equipment in carpentry and joinery.

In the teaching done in this department, we are careful to exclude the idea from the minds of the pupils that they are doing the work for the sake of acquiring an art or of learning a trade. Admitting that this purpose is laudable in every way, we are not yet prepared to teach trades in our public schools. The manual training courses we pursue are adopted for their educative value, for the power gained by the mind to direct movements, particularly of the hands, arms and fingers ; for the development of the æsthetic sense, and last, but not least, for the inspiration and zest which this class of work proverbially lends to intellectual effort in all lines.

Manual training in the South Orange schools has had, from the first, the enthusiastic support of both parents and pupils. After several years of trial, its popularity and the sense of its worth are undiminished in this community. Furthermore, there is an unmistakable demand for an extension of its scope and purpose. During the present year the girls in certain grades are taking the same course in carpentry as the boys alone have had heretofore, and the wisdom of this change is already approved by the parents interested. A department of cooking is in great demand, and before the end of another year it is confidently expected that means of instruction will be furnished in this useful art.

FINANCIAL STATEMENT.

Receipts.

Balance from last year.....	\$97 22
Amount raised by special tax.....	750 00
Amount received from the State.....	750 00
Amount received from other sources.....	.....
Overdrawn.....	.....
Total.....	\$1,597 22

Expenditures.

Teachers' salaries	\$1,000 00
Plant.....	11 00
Material.....	390 81
Rent.....	.....
Incidentals.....	.....
Balance June 30th, 1893.....	195 41
Total.....	\$1,597 22

DRAWING.

1. *Name of teacher.*—Elizabeth Trippet.
2. *Special salary paid.*—\$1,000.
3. *Is teacher engaged exclusively in this work?*—No.
4. *Number of pupils taught.*—Male, 145; female, 118.
5. *Number of lessons per week given each class.*—Two.
6. *Length of lesson.*—Forty minutes.
7. *Grade or grades in which subject is taught.*—All grades.
8. *Amount expended during current year.*—Plant, \$11; material, \$31; salary, \$1,000.

MODELING.

1. *Name of teacher.*—Elizabeth Trippet.
2. *Special salary paid.*—See drawing.
3. *Is the teacher engaged exclusively in this work?*—No.
4. *Number of pupils taught.*—Male, 100; female, 48.
5. *Number of lessons per week given each class.*—One.
6. *Length of lesson.*—Forty-five minutes.
7. *Grade or grades in which subject is taught.*—First four years primary grades.
8. *Amount expended during current year.*—Plant, \$.....; material, \$.....; salary, \$.....
9. *General remarks.*—The lessons given twice a week in three lower grades.

WOOD-WORKING.

1. *Name of teacher.*—Elizabeth Trippet.
2. *Special salary paid.*—See drawing.
3. *Is the teacher engaged exclusively in this work?*—No.
4. *Number of pupils taught.*—Male, 53; female, 35.
5. *Number of lessons per week given each class.*—One.
6. *Length of lesson.*—One hour.

7. *Grade or grades in which subject is taught.*—Knife-cutting, first year grammar; joinery, second and fourth years grammar; carving, third year grammar and High School.

8. *Amount expended during current year.*—Plant, \$; material, \$145.39; salary, \$.....

9. *General remarks.*—In fourth or highest grammar grade the girls have alternately sewing and carpentry.

SEWING.

1. *Name of teacher.*—Elizabeth Trippet.

2. *Special salary paid.*—See drawing.

3. *Is teacher engaged exclusively in this work?*—No.

4. *Number of pupils taught.*—Male,; female, 69.

5. *Number of lessons per week given each class.*—One.

6. *Length of lesson.*—One hour.

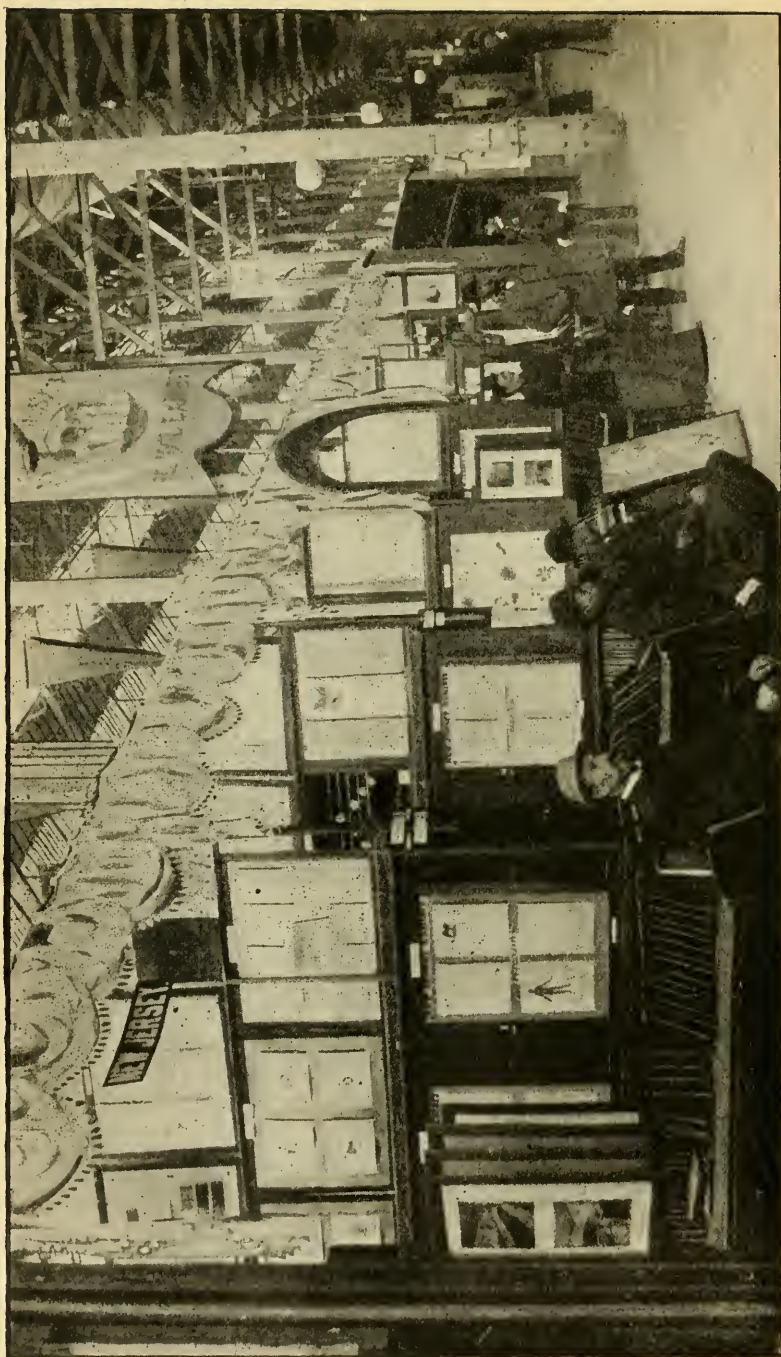
7. *Grade or grades in which subject is taught.*—Last two years of primary, all grades of grammar and first year of High School.

8. *Amount expended during current year*—Plant, \$.....; material, \$10.50; salary, \$.....

Respectfully submitted,

G. J. McANDREW,

Principal.



NEW JERSEY EDUCATIONAL EXHIBIT AT THE WORLD'S FAIR, CHICAGO, 1893.
PERSPECTIVE VIEW: FRONT.

REPORT AND CATALOGUE
OF THE
EDUCATIONAL EXHIBIT
OF THE
STATE OF NEW JERSEY,
AT THE
WORLD'S COLUMBIAN EXPOSITION,
CHICAGO, 1893.

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WORLD'S COLUMBIAN EXPOSITION.

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REPORT OF SPECIAL COMMITTEE ON EDUCATIONAL EXHIBIT AT THE WORLD'S FAIR.

STATE OF NEW JERSEY,
DEPARTMENT OF PUBLIC INSTRUCTION,
TRENTON, December, 1893. }

To the State Board of Education:

GENTLEMEN—The Special Committee appointed by the State Board of Education for the purpose of securing an appropriate and representative exhibit of the organization, administration and results of the public school system of New Jersey at the World's Columbian Exposition at Chicago in 1893, beg leave to report as follows:

Although your Committee were among the first to make application, yet owing to delay on the part of the authorities at Chicago having in charge the allotment of space, it was impossible to determine even approximately the amount likely to be awarded to New Jersey until early in the year 1893, a few months only before the opening of the World's Fair. Hence your Committee were greatly embarrassed not only in determining the extent of its proposed exhibit, but in formulating its plans for securing it. It was impossible, furthermore, to decide upon any plan for classification and display until the question of amount of space for the exhibit was finally settled.

At the outset your Committee asked for ten thousand square feet of floor space, believing any smaller amount inadequate for a complete and satisfactory exhibit. In the final allotment, however, only about one-seventh of the amount of space asked for was assigned to the State of New Jersey, and even this was subsequently cut down to barely twelve hundred square feet, in order to accommodate the exhibits of foreign countries.

Under these circumstances your Committee found it necessary either to reduce greatly the size of its proposed exhibit, or to devise means to utilize more advantageously the small amount of space allotted.

Believing that the success of the State educational exhibit could be

assured only by the action and hearty co-operation of all the school officers and teachers of the State, your Committee issued the following circular letter :

STATE OF NEW JERSEY,
DEPARTMENT OF PUBLIC INSTRUCTION.

PLAN FOR THE STATE SCHOOL EXHIBIT AT THE WORLD'S COLUMBIAN EXPOSITION, TO BE MADE AT CHICAGO, '1893, WITH DIRECTIONS TO TEACHERS AS TO ITS PREPARATION AND DISPLAY.

[Circular No. 1.]

DEPARTMENT OF PUBLIC INSTRUCTION,
STATE OF NEW JERSEY,
TRENTON, October 1st, 1892.

To the School Officers and Teachers of New Jersey :

The Committee appointed by the State Board of Education to have charge of the preparation of a State School Exhibit for the World's Columbian Exposition, beg leave to call your attention to the necessity of immediate and united effort on the part of all who are engaged in conducting the schools of the State, in order that such Exhibit may be worthy of the high character of the educational interests of the Commonwealth.

During the next few months no effort will be spared by School Officers and Teachers in all parts of the country to secure creditable exhibits of their respective State School Systems. It therefore behooves us to make no lesser effort that the School System of the State of New Jersey may be fairly represented and not suffer by comparison with the school systems of other States. Indeed, if we are to maintain the prestige to which the acknowledged excellence of our own State School System entitles us, we must begin at once, and, from this time forward, push with vigor the labor of preparation for the Columbian School Exhibit.

Not only in point of size, but in their inherent excellence, the school exhibits at Chicago next year will, undoubtedly, surpass anything the world has yet witnessed. It is certain, moreover, that exhibits such as were made at Philadelphia, in 1876, and at New Orleans, in 1885—excellent as some of them were, and our own among that number—will have no standing on the present occasion, since, to attract favorable notice, any exhibit at Chicago must be more complete, more scientifically prepared and classified, and withal more *educational* in character than previous World's Exhibits. Since 1876, there have been great improvements in systems of education the world over. The mere piling up of a vast quantity of undigested material will not answer our present purpose. The amount of space at the disposal of any State will be small, and only work of considerable excellence will, as a rule, be exhibited.

The means to be employed in our own State to secure work of a superior character will be fully explained in the accompanying circular by the State Superintendent of Public Instruction. Although, as has been stated, only material of real merit will be selected for exhibit at this time, it is nevertheless urgently recommended that every school in the State, large and small, participate in its preparation, in order that the general excellence of the schools may be clearly apparent. It is by this means only, that the greatest value of the World's Columbian Exhibit to the State at large will be realized. The effort to produce work of sufficient merit to win a place in the State display will re-act upon every school that participates to its lasting good.

School Boards of towns and cities and District Trustees throughout the State will undoubtedly insist that their principals and teachers take some active part in the preparation of this State Exhibit, for which the Legisla-

ture of New Jersey has made timely provision. It will be no valid excuse for the non-participation of any school or district to allege that there will be material enough under any circumstances—every school should contribute its share. The pride of every district, of every teacher, should be aroused, and no effort should be spared to make the exhibit thoroughly representative of the entire State. All should feel a laudable and patriotic desire to maintain the honor and prestige of the Commonwealth in a matter so important as that of public education.

It will be the aim of the Committee in displaying the State's Exhibit to preserve, so far as possible, County, City and District divisions; hence the failure of any locality to participate in the display cannot fail to attract notice.

It is with the utmost confidence, therefore, that the Committee of the State Board of Education make this appeal to the Officers and Teachers of the State of New Jersey for a common and united effort to secure an educational display worthy of the Commonwealth.

WM. R. BARRICKLO, *Chairman*,
 NICHOLAS MURRAY BUTLER,
 JOHN H. SCUDDER,
 JAMES L. HAYS,
 J. B. WOODWARD.

Committee of the State Board of Education.

For the purpose, furthermore, of a more effective organization to take immediate charge of securing, selecting and classifying the State School Exhibit, the following committees of school officers and teachers were appointed:

Executive Committee.

- Addison B. Poland, Chairman, State Supt. Public Instruction, Trenton.
- James M. Green, Prin. State Normal School, Trenton.
- William N. Barringer, City Supt. of Schools, Newark.
- Randall Spaulding, City Supt. of Schools, Montclair.
- Henry Snyder, City Supt. of Schools, Jersey City.
- J. A. Reinhart, City Supt. of Schools, Paterson.
- S. A. Farrand, Prin. Newark Academy.
- Frank H. Lalor, City Supt. of Schools, Trenton.
- J. Augustus Dix, City Supt. of Schools, Elizabeth.
- John Terhune, County Supt. of Schools, Hackensack.
- H. Brewster Willis, County Supt. of Schools, New Brunswick.
- S. R. Morse, ex-County Supt. of Schools, Atlantic City.
- H. Budd Howell, City Supt. of Schools, Phillipsburg.

In addition to the foregoing General Executive Committee, the following persons have been appointed as Special Committees to have in charge the more detailed preparation and oversight of the several Departments into which the exhibit has been divided:

Special Committees on Exhibit.

School Grounds and Buildings.—Supt. Vernon L. Davey, Chairman, East Orange; Randall Spaulding, Montclair; Rev. George C. Houghton, Hoboken; Christopher Gregory, Long Branch; A. D. Joslin, Jersey City.

Statistics.—Prin. Augustus Scarlett, Chairman, Newark; David Kennedy, Orange; B. Holmes, Elizabeth; C. E. Boss, Plainfield; W. H. Brace, Trenton.

Kindergarten.—Supt. B. C. Gregory, Chairman, Trenton; Annie Lowrie, Newark; Nellie Bodine, Trenton; Mary R. Doyle, Paterson; M. Virginia Fogle, Trenton; Ella J. Richardson, Jersey City.

Drawing.—Prin. W. A. Deremer, Chairman, Atlantic City; Langdon S. Thompson, Jersey City; Mary C. Field, Trenton; Sarah A. Fawcett, Newark; Caroline Thomas, Paterson; Janet Emery, Trenton.

Manual Training.—Prin. Horatio Draper, Chairman, Camden; Charles A. Colton, Newark; Edward M. Healy, Trenton; Otto Ortel, Union Hill; J. P. Burnett, Vineland; James S. Bloomer, Hoboken.

Natural Science.—Prof. Austin C. Apgar, Chairman, Trenton; Samuel Lockwood, Freehold; S. R. Morse, Atlantic City; George C. Sonn, Newark; W. S. Sweeny, Jersey City.

Mathematics.—Supt. George G. Ryan, Chairman, New Brunswick; John Enright, Freehold; Nelson Haas, Hackensack; E. F. Carr, Trenton; Edward Kelly, Jersey City; William C. Bissell, Newark.

Language.—Supt. J. A. Reinhart, Chairman, Paterson; A. B. Guilford, Jersey City; J. M. Ralston, Asbury Park; William F. Powell, Camden; M. Virginia Fogle, Trenton.

Geography and History.—Prin. Charles S. Haskell, Chairman, Jersey City; J. E. Manness, Camden; B. C. Wooster, Ridgewood; C. H. Gleason, Newark; Susan A. Reilly, Trenton.

Penmanship.—Prof. D. H. Farley, Chairman, Trenton; Geoffrey Buckwalter, Camden; M. E. Morse, East Orange; A. J. Demarest, Hoboken; E. S. Richards, Englewood; W. C. Sandy, Newark; M. F. Husted, Cedarville.

Physical Culture.—Prof. Charles H. Raymond, Chairman, Lawrenceville; Dr. H. B. Boice, Trenton; Lory Prentiss, Newark; J. H. Brensinger, Jersey City; T. D. Landon, Bordentown.

For the more detailed guidance of school officers and teachers in the preparation of their several local exhibits, and in order to secure unity in the State exhibit as a whole, the Committee issued the following circular of information concerning the nature and character of the exhibits desired and the manner and method of their preparation :

OFFICIAL PLAN OF EXHIBIT.

City and County Boards of Exhibit.

The work of soliciting, preparing, collecting, classifying and passing upon the work of the schools in their several jurisdictions will be left entirely to the regular executive officers of each County, City and District. In order, however, to lessen the amount of labor required, it is urgently recommended that each County or City Superintendent associate with him two or more of the leading principals or teachers in his jurisdiction, to be called a County or City Board of Exhibit.

Such Board of Exhibit will find it helpful and desirable to hold meetings of teachers as frequently as may be necessary, to instruct them in the best means of preparing their several displays. It will be well, also, for each City or County Board of Exhibit to assign certain teachers to particular kinds of work for which they may be specially qualified, and to excuse them from the preparation of material of other kinds. *The point is to get a complete exhibit from every city and county, but not to subject every school to the unnecessary labor of preparing work along all lines.*

These Boards of Exhibit will be able also to render the City or County Superintendents effective aid when the time comes to select the best material to be sent to the State Committee at Trenton, as the representative work of the City or County.

City and County Exhibits.

It will doubtless be found helpful also for the purpose of inspiring an interest in making the State Exhibit a success to arrange for holding City and County Exhibits throughout the State at a period not later, say, than the Christmas holidays. These local exhibits can be held at a very slight expense and will serve as no other means can to excite a healthy rivalry among the different schools of the same city or county. It will, moreover, give to many teachers the much-needed opportunity to become familiar with the best work of other schools and the most effective and available means for making a satisfactory display. City and County Superintendents, therefore, are urgently recommended to fix upon a date at once and make all the preliminary arrangements for such a local exhibit in their respective jurisdictions.

Separate School Exhibits.

Prior to holding the City and County Exhibits that have been described, every school should make an exhibit of its own; it should set apart a portion of its building or wall surface for a display of its own work, while the same is being got ready for the larger City or County exhibit. The object of this will be to arouse an interest in the whole subject among the pupils and patrons of the school. Properly managed, these separate school exhibits can be had at almost nominal expense. Their value considered with reference only to each particular locality can hardly be over-estimated.

Expense of State Exhibit—How provided for.

The State Department will issue to every school in the State applying therefor, through the City or County Superintendent, sufficient paper of the official pattern and size upon which to make the *final exhibit* of pupils' work. So, also, the expense of portfolios, binding and mounting will be borne by the State whenever the local authorities are unable through lack of means to do the same. But in order to be accepted as a part of the State Exhibit, all portfolios, binding, mounting, &c., must conform strictly to the regulations prescribed by the State Committee.

All expense, also, of every description, from the time of the actual shipment of the local exhibits to the State Department at Trenton, will be borne by the State.

For further particulars, not included in the foregoing, information can be had at any time on application to the State Superintendent of Public Instruction, at Trenton, who will answer promptly all inquiries that may be made.

I. Statistics, Organization, Administration.

- (a) Area, population, chief industries, school attendance, assessed value of property, school tax rate, cost per capita for education, &c.
- (b) General plan and organization of State School System, with charts showing the composition of State Board, its powers and duties.
- (c) History of State School System, laws, reports, &c.

(d) Charts to show the most important data collected by the State Superintendent of Public Instruction, and published in his annual reports.

(c) Published documents and circulars of every description; blanks and official forms of all kinds.

(f) Municipal school laws, rules and regulations; annual reports of city and county superintendents.

(g) Courses of study for graded and ungraded schools.

(h) Teachers' institutes, their history, organization, and how conducted.

(i) Photographs, models, &c., of typical and historical school buildings.

II. Kindergarten.

(a) Statistics of number, organization, attendance, &c.

(b) Furniture, equipment, including gifts, devices, &c.

(c) Exhibit of children's work, mounted and in portfolios.

(d) Courses of study in kindergarten schools; plans of exercises, plays, &c.

(e) Photographs of children at work and at play.

(f) Mottoes and designs for decorating school-rooms.

III. Primary Schools.

(a) Photographs, descriptions, elevations and plans of typical buildings.

(b) Photographs of interiors and exteriors, with children engaged in various kinds of exercises.

(c) Courses of study displayed on charts or in portfolios.

(d) Plans of exercises and teaching devices, showing method of instruction, &c.

(e) Time-tables, programmes, mottoes, banners; any useful aids in instruction or discipline.

(f) Collections of minerals, plants and animals made by pupils.

(g) School libraries for children of this age.

(h) Work of pupils in language, number, writing, color, drawing, elementary science, manual work (including advanced kindergarten exercises in paper-folding, paper-cutting, cardboard construction, stick-laying, weaving, clay-modeling, sewing, &c.), mounted or in portfolios or bound volumes.

(i) Mottoes and designs for decorating school-rooms.

IV. Grammar Schools.

(a) Photographs, printed or written descriptions, elevations, plans, models, &c., of typical school buildings.

(b) Books, apparatus, maps, charts, models, devices and all appliances for conducting the work of schools of this class.

(c) Courses of study, programmes, time-tables, plans of organization for instruction or discipline; pupils' societies for investigation or debate; mottoes, banners, and all aids of every description.

(d) Pupils' collections of minerals, plants and animals, classified and mounted by pupils themselves.

(e) Specimen work of pupils in all the studies of this grade.

(f) Home-made apparatus for illustrating physics and chemistry.

(g) Photographs of interiors and exteriors, with pupils engaged in various exercises.

(h) Photographs of shops, kitchens and sewing-rooms.

V. High Schools.

The high-school exhibits will be of the same general character as the exhibits in the lower schools, only covering a greater variety of subjects. It is expected that the high-school exhibits will show a higher excellence of judgment, taste and finish than the work of the lower-grade schools.

(a) A set of examination papers for entrance to the high school with the pupils' answers thereto should make a feature of this exhibit; so likewise the work of pupils at graduation.

(b) Diplomas, records and blanks of all description may be shown in portfolios or mounted for display on the walls.

(c) Specimens of work in type-writing and stenography.

(d) A well-selected high school library for reference.

(e) Essays, with pictorial illustrations by pupils, on topics of current interest; translations, abstracts, school publications (illustrated whenever practicable).

(f) Societies for investigation or debate, their organization, rules, &c.

VI. Ungraded Schools.

The exhibit of this class of rural or urban schools will include, besides statistics, all kinds of work pursued. The number as well as importance of the ungraded schools is such that they will constitute in every State exhibit one of its most important and instructive features.

It is especially urged upon the teachers of ungraded schools to make extraordinary efforts to secure a full and fairly representative exhibit of the class of work done therein.

VII. Evening Schools.

System and organization; rules and regulations; statistics and reports.

Course of study; specimens of pupils' work; photographs where practicable.

VIII. Normal School.

This will be a special exhibit showing in detail the sequence of studies, their proper correlation, and the scientific method pursued from the kindergarten to graduation for college or for teaching.

It is expected that this exhibit will be especially interesting and instructive.

IX. City Training Schools for Teachers.

This class of schools is becoming an important feature of State educational systems, and any exhibit that will show clearly their distinctive features will be very instructive and valuable.

The work of these schools can best be shown by charts describing their organization, courses of study, rules of government, &c.; by a full exhibit of pupil-teachers' work of all kinds; by printed blanks, programmes, time-tables, diplomas, licenses to teach, &c.

X. Special State Schools.

Exhibits will be made of the special work of the Deaf and Dumb School at Trenton, and of the School for the Feeble Minded at Vineland.

XI. Vacation Schools.

The city of Newark has for years carried on, during the summer vacation months, a number of schools of this class.

Their unique character, being almost the only schools of this kind in the country, renders them especially an object of interesting exhibit.

XII. Industrial and Technical Schools.

There are two schools of this class organized under the same general law, but distinctly unlike, one at Hoboken and the other at Newark.

It is probable that these schools will prefer to exhibit under another classification, namely, that of Manual Training or Technical Schools.

XIII. Private Schools.

Private schools of every class are cordially invited to participate in the State Educational Exhibit, and their work along any lines will be shown in connection with the work of the public schools.

XIV. Colleges and Universities.

It is expected that the higher institutions of learning in the State will make extensive and highly creditable exhibits.

XV. Reading Circles.

The New Jersey State Reading Circle was one of the first organized in the country, and one of the most successful in its operation. An effort will be made to exhibit, in some appropriate manner, the plan of its organization, the method of its working and some of its results.

General Directions for the Preparation of Material.

I. Amount of Work Required.—Within the general divisions that have been outlined, the amount of material for exhibit that any one school will furnish must rest wholly with each Superintendent, Principal or Teacher. As a general rule, it will not be well to attempt more work than can easily be done prior to the date set for the Holiday Exhibit of the county or city.

Many, if not all, of the cities and larger towns of the State will doubtless wish to be represented in all, or nearly all, kinds of work. But even when such a complete local exhibit is desired, it may be well for the City or County Superintendent to assign different kinds of work to his various schools, thereby diminishing greatly the amount of labor involved, and insuring a better product than when too much is attempted.

II. Kinds of Work.—Three kinds of exhibits of pupils' work will be made. First, the entire work of a class; second, selected papers only; third, the entire work in all branches of individual pupils. Principals and teachers will exercise their own judgment as to which kind of exhibit to make. It is evident that the first kind of exhibit will give the most truthful picture of the average work of a class; the difficulty, however, of exhibiting any

considerable amount of such work will be lack of sufficient space. The indications are that most States will exhibit "selected" work almost exclusively.

The following from a circular by Hon. C. Wellman Parks, Special Agent of the United States Bureau of Education, Troy, N. Y., contains some excellent recommendations:

"If possible, some of the earlier work of the same pupils should be shown. Where this is impossible or inconvenient, it is essential to pay great attention to the description of the members of the class from whose work the exhibited specimens are taken. The age of each pupil should be given, as well as the number of years that he or she has been attending the schools of the place. From a general programme of studies and a schedule of recitations and study hours, a visitor can determine the time that each pupil has devoted to the kind of work that is shown, hence such programmes and schedules should be the first parts of all exhibits to be prepared.

"For the Paris Exposition of 1889, some of the American cities arranged their exhibits of this class in a way that might be extensively and advantageously copied. Their volumes were class-books containing specimens of the entire work of the class. For instance, suppose the book is for the seventh-year class, and that this class studies geography, history, reading, grammar, penmanship, spelling and music. A group of about a dozen pupils of this grade will be photographed, and a copy of this will be placed upon the front cover of the volume. After an appropriate title page will follow a table showing the age, physical development and number of years of school attendance of each pupil in the group. Next comes a programme showing the arrangement of study and recitation hours for each day in the week. This is followed by a list of text-books, and the remainder of the volume is composed of specimens of all kinds of class work that can be shown in this way."

III. Quality of Work.—The quality of work furnished is of far greater consequence than its amount. Too great care cannot be taken at the outset in the selection of topics and their assignment to classes and grades. This assignment should be made in all cases by the Principal of the school acting under the authority and direction of the City or County Superintendent. The topic or lesson on which an exhibit is to be made should be one that lends itself readily to such a purpose; it should be typical of the required work of the class or grade, and the result should fairly represent the best average work of the same. Every exercise should have a separate and distinct end in view from the teacher's standpoint, and the object of the lesson should be made clearly apparent by the pupil's work. Miscellaneous and objectless work, showing no clearly-defined pedagogical purpose, should have no place in this exhibit.

The tests employed to bring out the knowledge or skill of pupils in any subject, as for instance, in arithmetic, should show the successive steps in the development of a topic, together with the pupil's power to solve difficult problems and to vary his work to meet accidental conditions. Something more is requisite to show the highest teaching results than the mere answers to trite and ordinary test questions. Still, however, the greatest care should be taken that the tests be not unfairly difficult nor beyond the age and grade of the class. The ingenuity of the principal or teacher may well be exercised at the very outset in devising tests, that in variety and adaptation will meet all the demands of an exhibit such as this is intended to be.

IV. When Work is to be Done.—It is not expected that many schools in the State have as yet done much in preparation for the Columbian Exhibit; hence it will be necessary to do all the work in the next three months. It

is recommended that immediately on receipt of this circular, superintendents, principals and teachers proceed to plan out their several kinds of exhibit and make all the necessary preliminary arrangements therefor.

In the cities the superintendent should call at once a meeting of his principals and assign to them the various kinds of work to be done. County Superintendents also will do well to call together the leading teachers of their counties for consultation and immediate action. The work in all subjects can be done simultaneously, or in successive weeks. So far as possible no test should be called for until the work of the term is well advanced, in order that better results may be secured. The first thing to be done by any superintendent or teacher is to determine the precise amount and kinds of work that are to be offered for exhibit; next, to distribute the same among the different schools and grades. This work of preparation cannot begin any too soon.

V. How the Work is to be Done.—It is desirable that the results should fairly exhibit the standard efficiency of the schools of the State. The precise time, method and manner of securing these results must be left, however, to the judgment of each superintendent and principal. The written work of pupils should all be subsequent to January 1st, 1892. We are confronted at the very outset, however, with one difficulty, namely, that since the tests are to be made at the beginning of the school year, only a small portion of the work of the year can be shown. It would be far more satisfactory if the tests were to be made at the end of a school year, so that the complete results of an entire year's study might be exhibited. If it be found desirable in any case to exhibit the work of the winter, spring or summer months, it will be necessary to give the test to a "promoted" class, accrediting the results, however, to the year or grade in which the instruction was previously given.

VI. Form of Pupils' Work.—The work of pupils will first be done on ordinary paper or slate. After a sufficient time has been given them to make their own corrections, unaided by teachers or others, they will copy their work upon the prescribed paper supplied by the State. Pupils should be particularly cautioned to observe all the directions given as to form, rulings, headings, subscription, non-rolling, non-folding, &c. Pupils' work should be written on one side of the paper only, and a margin of one inch at the left should be preserved for binding. A smaller margin should be left on the right. In no case should pupils' work be rolled or folded; it should be kept flat to facilitate mounting or binding. Whenever possible, ink should be used; or, if not, a hard lead pencil. The general title of the exercise should be written at the top and the pupil's name, age and year of course (calling the lowest primary grade the first year, and counting upwards) at the bottom right-hand corner; also, the district or city, name of school and date at the left-hand lower corner, as follows:

Newark, N. J.,
Summer Ave. School,
Oct. 21st, 1892.

Floyd M. Rice,
Aged 10 years,
4th Year Grade.

Too great attention cannot be paid to the form and neatness of pupils' work, AND ESPECIALLY TO THE WRITING.

VII. Length of Exercise.—Care should be taken that the exercises given be not too long. As a rule, two hours should be sufficient for the teacher's directions, making the first trial draft, correcting, copying and handing in the same to the teacher.

It is probable that many exercises can be written on one surface of a half sheet of paper; still there will be no limit as to the amount of paper that may be used.

VIII. Selection of Best Work.—It is recommended that for “selected” work the principal or teacher choose, not to exceed, as a general rule, one-fourth of the papers of an entire class in any one subject. These should be the best. The entire exhibit of the school should be carefully classified, labeled, &c., and sent to the County or City Superintendent when called for, with a carefully-made-out index of the different kinds of material contained. In order to avoid confusion and unnecessary labor, each package should have indorsed thereon the name of school, name of principal, subject of study and year of course. This will enable the classification to be made at headquarters with comparatively small trouble. Printed labels for the purpose will be furnished on application.

IX. Statement of Teacher.—Before sending them to the City or County Superintendent each teacher should make a careful statement to precede each set of papers. This statement should be made on paper of the same size as the pupils’ paper, so as to be bound up as a sort of preface thereto, and should set forth briefly the general subject of the examination, the year of the course, its connection with previous or subsequent work in the course of study, the aim or object of the exercise, the questions or topics submitted, the whole time given to preparation for the test, the time occupied by pupils in taking it, the number of pupils participating, and the number of papers selected; also any special conditions affecting the result that an interested person might need to know in order to form a correct judgment of the value of the exhibit.

The following will indicate in a general way the character and form of the teacher’s statement that is called for :

Teacher's Statement.

GEOGRAPHY—FIFTH YEAR.

Production Map of the State of New Jersey.

Class has previously studied the topography and climate of the State.

Aim of the lesson to fix the chief areas of the principal natural productions.

Whole time given to class instruction—one hour.

(Test questions, if any.)

Time occupied by pupils indorsed on each map.

Work done entirely at school.

Number of pupils in class—Twenty-five.

Number of papers exhibited herewith—Six.

Paterson, N. J.,
Public High School,
Oct. 21st, 1892.

EDITH R. STREETER,
Teacher.

X. Honesty of Pupils' Work.—Teachers and school officers should use every reasonable precaution to secure absolutely honest work. The chief value of an Interstate Exhibit of this kind is that it illustrates the actual work of diverse school systems and renders comparison possible. If the exhibit of one State is chiefly composed of the “improved” work of pupils, and that of another the “genuine” work, then there can be no valuable comparison of systems or results.

XI. Time for Doing Work.—It is absolutely imperative that all the work for the State Exhibit should be done prior to the Holidays, and in time to enable every school to make its local city or county exhibit.

The State Department cannot receive work later than January 10th, 1893.

This will afford sufficient time after the Holiday exhibits in the different localities of the State for the material to be packed and shipped to Trenton, classified, mounted and prepared to be set up at Chicago.

The County and City Superintendents will determine and announce when and where the local exhibits will be made.

XII. Paper, Mounting, Binding, &c.—The entire Educational Exhibit will be displayed at Chicago on wall surface, wing frames, tables, shelves, &c. The written work of pupils will be regularly bound, or securely fastened in ornamental covers, or placed in portfolios, or mounted for display upon the walls. In order to secure uniformity, the State Committee have prescribed the form and character of all mounting and binding, and their regulations must be rigidly complied with.

All paper needed for the *final work* of pupils will be furnished by the State without charge. It will be of uniform size for all subjects (except drawing), namely, $8\frac{1}{2} \times 11$ inches, ruled, and with an inch margin at the left for binding. Paper for trial work should be of the same size and shape, but each school must furnish its own. A specially-ruled paper will be furnished for the exhibit in penmanship. All exhibits in penmanship *must be sent in unmounted.*

Drawing-paper for final work will also be furnished. Its size will be 6×9 inches for primary grades and 9×12 for grammar grades. All drawing exhibits, except special permission is granted, should be sent in unmounted and unbound.

Paper for map-drawing to accompany the examination in geography and history will be of the standard size— $8\frac{1}{2} \times 11$ inches.

Photographs may be sent in mounted or unmounted. The preferred size for mounting is 8×10 inches. Plans of school buildings, elevations, &c., may be of any size. Photographs or drawings of any size will be accepted, with or without frames.

Whenever any city or school district does its own mounting or binding of the written work of pupils, the expense must be borne by such city or school district, and all the regulations of the State Committee as to size, lettering, &c., must be strictly observed.

Suggestions as to the character and cost of separate mounting and display can be had upon application to the State Committee.

Specimens of plants, leaves, &c., must be sent in on regular mounting-paper, which is $11\frac{1}{2} \times 16\frac{1}{2}$ inches, or on paper of half that size.

Collections of minerals should be sent labeled, boxed and ready to be set up. The labels should state the name of the specimen, locality where found and date; also the name of school, collector, together with his age and grade.

So also exhibits of home-made apparatus for physical or chemical experiments, and all products of manual training should be sent in mounted or boxed and labeled ready for display.

In general each exhibit should be as nearly ready for final setting up at Chicago as it is possible to make it prior to its shipment to Trenton.

While the exhibit will aim to be a State exhibit and present a unity from that standpoint, the individuality of local exhibits will be preserved as far as possible by the arrangement and subdivision of the space. An official catalogue, giving the name of school exhibiting, number and character of exhibits, names of pupils whose work is accepted, &c., will be published by the State Committee for free circulation.

Permission will be given to any city or school district to mount and bind its own exhibits, and to purchase its own display cabinets, so that its work,

if of sufficient merit, may be shipped intact to Chicago and returned likewise intact. When, however, any city or school district is unable or unwilling to do its own mounting or binding, the same will be done by the State Committee, if the work is accepted, after the receipt of the exhibit at Trenton.

From the outset the exhibit at Chicago will be under the charge of a reliable and skillful person, and no fear need be entertained of loss or damage of any kind.

All printed forms, shipping envelopes, labels, &c., will be uniform and furnished by the State.

XIII. Correspondence.—It is desirable that all Principals of schools, who intend to make an exhibit, should report at once to their respective Superintendents, who in turn should report to the State Superintendent, at Trenton, what kind of work they intend to contribute, its amount and from what grades: also, what photographs, charts, apparatus, or other material they propose sending; also, to what extent they will need aid in getting up their exhibits. *It is extremely important that this knowledge should be had at once.*

Any special instruction concerning the preparation of particular kinds of work can be had by applying personally or by letter to the Chairmen of the several Special Committees. They will be glad to correspond with any teacher desiring assistance, and will meet assemblies of teachers in any county of the State, to explain more fully the work of their departments.

For any further information as to the general features of the State School Exhibit, application should be made to any City or County Superintendent, or to the State Department of Public Instruction, at Trenton.

In addition to the foregoing circular by the Committee, special directions for the preparation for each class of exhibits were outlined by each of the following committees on special subjects. (See annual report Department of Public Instruction for 1891-92.)

School Grounds and Buildings—Vernon L. Davey, Chairman.

Statistics—A. Scarlett, Chairman.

Kindergarten—B. C. Gregory, Chairman.

Drawing—Langdon S. Thompson, Chairman.

Manual Training—Horatio Draper, Chairman.

Natural Science—Austin C. Apgar, Chairman.

Mathematics—George G. Ryan, Chairman.

Language—J. A. Reinhart, Chairman.

Geography and History—Charles S. Haskell, Chairman,

Penmanship—D. H. Farley, Chairman.

Physical Culture—Charles H. Raymond, Chairman.

The Annual Teachers' Institutes, which were held during the late fall and early winter, in all the counties of the State, were utilized to explain still more in detail the plans for the proposed exhibit, its extent, character, &c.

So great interest was thus aroused among teachers and school officers to secure a State exhibit that should do justice to the well-known excellence of the schools of New Jersey, and at the same time be fairly representative in its character, that measures had to be taken to discourage too extensive participation in the preparation of material.

Schools desiring to forward exhibits in several departments and in large quantities were directed to limit their work to a few specimens only.

It being generally understood, however, that the allotment of space at Chicago would be disappointing and that only a small portion of the material submitted could in any event be displayed, not a few schools decided to forego preparation of exhibits altogether. Had the Committee been able to say early in the fall that all the schools of the State were expected to participate and that their exhibits would certainly be shown at Chicago, the ten thousand square feet of floor space originally asked for would have been insufficient.

COUNTY AND CITY EXHIBITS.

In order that the greatest amount of good might be derived from the labor of preparing for the educational exhibit at the World' Fair, local exhibits in each county and city in the State during the month of December were encouraged. In Jersey City, Paterson, Trenton, Camden, Atlantic City, Elizabeth, East Orange, Long Branch, Bridgeton, Salem, Vineland and Egg Harbor City such local exhibits of their Columbian work were held prior to forwarding the same to the Committee at Trenton.

So, also, county exhibits were held in Atlantic county, Bergen county, Camden county, Cumberland county, Gloucester county, Hudson county, Middlesex county, Monmouth county and Salem county.

These city and county exhibits were the means of arousing a great deal of local interest in the State Educational Exhibit, and were quite generally praised for the excellence and completeness of the work displayed.

Unfortunately, the time of year was so far advanced when preparations for the Columbian School Exhibit were begun, that many of the cities and counties of the State which otherwise would have held local exhibits were unable to complete their preparation in time therefor. It was, however, one of the most satisfactory features connected with the preparation of the State exhibit that, despite the limited time afforded, the work was so generally undertaken and so faithfully carried out.

Your committee feel that too great praise cannot be bestowed upon the teachers and school officers of New Jersey for their prompt and willing response to their call.

ARRANGEMENT OF THE EXHIBIT.

The space assigned to the exhibit by the World's Fair Commissioners was 63 x 20 feet, which gave, after taking out partitions, barely 1,200 square feet of floor space.

This was arranged with seven alcoves, each 4 feet 3 inches wide by 20 feet long, with an aisle $3\frac{1}{2}$ feet by 60 feet running the length of the exhibit, giving free access to all parts of the exhibit. The space between the aisles contained tables. The sides and short aisles were occupied by show-cases. On the tables were placed the books and other work, and above these, on the top of the show-cases, were the cabinets. Above the cabinets and on the walls were hung the framed and mounted work. The drawers and shelves in the tables were also filled with work.

CONTENTS OF ALCOVES.

First Alcove.—On the left of the first alcove was the work from the New Jersey State Normal and Model Schools; on the right side the work in science, and at the lower end and short aisle was the manual training work.

Second Alcove.—On the left of the second alcove was mathematics; at the lower end and short aisle manual training work in wood, clay, sewing, &c.

Third Alcove.—On the right of the second and left of the third alcove was language, and on the right of the third were also botany, mathematics, kindergarten and miscellaneous work. At the end of this alcove were the silk quilt map of New Jersey, clay-work, home-made physical, chemical and other apparatus and miscellaneous work.

Fourth Alcove.—The fourth alcove back was used as the office, in which were a large oil-painting, "Camping," statistical charts, photographs, large map of New Jersey, having on it the location of every school building in the State. On the left were science, kindergarten work, the register and work of private schools. On the right of the fourth alcove, history, music, geography, reports and other work.

Fifth Alcove.—On the left of the fifth alcove were geography and maps; on the right, writing, bookkeeping and kindergarten work, and at the end, in short aisle, primary work of all kinds.

Sixth Alcove.—On the left of the sixth alcove were drawing and maps; on the right, music and drawing; at the end of short aisle, clay, fancy work, drawing, kindergarten work, &c.

Seventh Alcove.—Nearly all of the seventh alcove was devoted to the different systems of drawing. The show-cases were filled with minerals, clay and natural history specimens. On the ends of the cabinets, in the center alcoves, were the photographs and statistical

charts mounted on cards in swinging frames. The work in the cabinets and on the walls consisted of work in drawing, kindergarten, and specimens of all work that could be mounted and shown in that way. Specimens were taken from all the cities and counties for this purpose.

MANNER OF DISPLAY.

Owing to the small space allotted in which to display exhibits, means had to be devised, as has been previously stated, to economize room. This led to the invention and use of the New Jersey school cabinet, a device which increased more than thirty-fold the extent of available space for exhibit. This cabinet, a cut of which is shown elsewhere in this report, consisted of a case 36 x 28 inches, having a glass door and containing a series of fifteen wing-frames swinging upon hinges, each frame designed to contain two large cardboards 22 x 28 inches, upon which exhibits were mounted. When closed these cabinets preserved the exhibits from injury by dust and exposure; when opened, by simply turning like the leaves of a book, thirty-two frames of exhibits were successively presented to the eye of the observer. It was admitted by all who inspected the New Jersey exhibit that this device for multiplying available space was one of the most unique and valuable contributions made by any State or country to the educational department of the World's Fair.

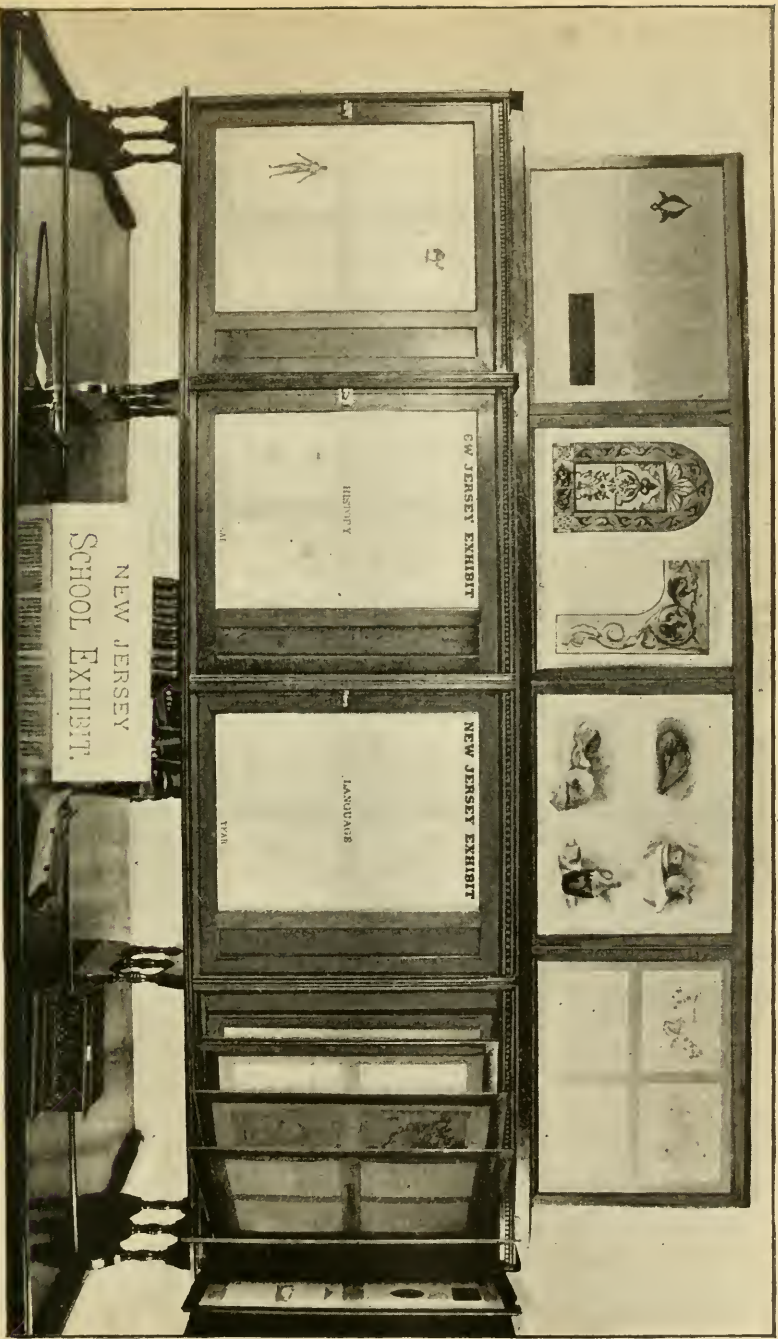
One of the most competent experts who made a thorough study during several months of the educational department of the World's Fair, Prof. Richard Waterman, of the University of Chicago, comparing the various devices employed to display school exhibits to the best advantage, said in the *Educational Review* of August, 1893:

"Among the show-cases used there are many different kinds. One consists of an iron upright supporting a number of glass-covered wings that swing on hinges. This is rather heavy and clumsy and takes up a great deal of room. Modifications of this, fitted with only half the number of wings, are used against the wall. The kind of wing-frame that seems best adapted to its purpose is that used for the New Jersey public school exhibits."

Other means taken to display the New Jersey school exhibits were the usual showcases, bookshelves, drawers, stands, wing and wall-frames—hitherto familiar.

INSTALLATION OF EXHIBITS.

By direction of the Chicago authorities, all State school exhibits were to be duly installed by the 1st of May, 1893, the date fixed for the formal opening of the Fair. The Committee take pride in being able to state that the New Jersey school exhibit was farther advanced



NEW JERSEY
SCHOOL EXHIBIT.

NEW JERSEY EXHIBIT

NEW JERSEY EXHIBIT
HISTORY

NEW JERSEY EXHIBIT
LANDMARKS

NEW JERSEY EXHIBIT

NEW JERSEY EXHIBIT

NEW JERSEY EXHIBIT

NEW JERSEY EXHIBIT

NEW JERSEY EXHIBIT.—"THE NEW JERSEY CABINETS," TABLE AND FRAMED WORK.

toward complete installment at the date named than that of any other State or country. Considering the large amount of labor involved, this result was only effected by reason of having the exhibit so thoroughly planned, organized and classified, the furniture and furnishings so perfectly fitted to their place and use before being forwarded from Trenton, that it was only necessary to unpack and set up the exhibit in conformity with the plan adopted in order to make it complete.

CARE OF EXHIBIT.

Realizing the importance of faithful and intelligent supervision by some one thoroughly acquainted with the school system of New Jersey, the Committee early secured the services of Mr. S. R. Morse, of Atlantic City. It is to his intelligent oversight, tireless industry and uniform courtesy that the success of the State exhibit at Chicago is in a large measure due. To Mrs. Morse also the Committee is indebted for services no less important and valuable.

VISITORS, ETC.

That the New Jersey school exhibit was one of the most interesting and attractive educational exhibits at Chicago may fairly be inferred from the large number of visitors who constantly thronged its aisles and alcoves during the whole period of the Fair. While many State school exhibits were not infrequently deserted, at no time was the New Jersey exhibit without a large and interested number of visitors, foreign as well as American. Not only the great variety of work shown, but its uniform excellence, contributed to this happy result. Besides, the arrangement and classification of the exhibit, as has before been intimated, were such as to induce its careful inspection and study by students of education. Representatives of foreign countries requested more than once the privilege of copying and photographing certain portions of the New Jersey exhibit for their own official reports.

AWARDS.

At the date of this report no official publication of awards has yet been made. There is every reason to believe, however, that when the list of awards is finally agreed upon and published the New Jersey exhibit will receive its full share. The Committee is in possession of information that an award for general excellence has already been granted for the State exhibit as a whole; also, that another has been granted for the originality and merit of its organization, classification and mode of display.

VALUE OF THE STATE EXHIBIT.

It is obvious that the attempt to make tangible or even pictorial any considerable part of the work of education must of necessity be a partial failure. This arises from the intrinsic nature of the educational process. Hence the expenditure of a large sum of money and the consumption of a large amount of time by teachers and pupils in preparing work for the World's Fair seemed to many, doubtless, as a waste of effort.

Admitting all the limitations and difficulties under which an educational exhibit must be made, nevertheless it is clear to your Committee, as it must be to every careful observer, that not only was the exhibit useful in arousing a commendable State pride in its schools, but many other direct as well as indirect advantages accrued to the schools through participation in the educational display at the World's Fair.

It should be a matter of intense gratification to the citizens of New Jersey that her schools were able to compare so favorably with those of other States and countries. Knowledge of the excellence of our State school system has made the desire to sustain and advance it more intense and universal. Teachers have been encouraged by the favorable comparison of their work with the work of teachers in other States; pupils have been made more enthusiastic to excel in their studies. It may safely be affirmed that nothing since the last State exhibit at Philadelphia, in 1876, has done more to awaken a general interest in education throughout the State than the World's Fair exhibit of 1893.

EXPENSE.

To provide for the expense of the State school exhibit the New Jersey Commissioners for the World's Fair were asked for what seemed a reasonable amount in comparison with the amounts appropriated for the same purpose by other States, namely, the sum of \$15,000.

It affords your Committee great gratification to report that the entire cost of the State school exhibit, from its inception to the present time, fell quite within the appropriation; in fact, an unexpended balance of \$2,500 remains to their credit after paying all the debts incurred.

CATALOGUE.

In the catalogue of exhibits accompanying this report will be found a statement in detail of all the material comprising the State school exhibit accredited to the several counties, cities and school districts

furnishing the same. The names of the principal school officers under whose supervision the exhibits were prepared are also given. The Committee regret their inability to include also the names of principals, teachers and pupils whose labors contributed to make the State exhibit a success.

The plan of cataloguing adopted shows in brief the sources from which the exhibits came, their kind, number and mode of display.

Special effort has been made to secure absolute accuracy in the cataloguing; in this the Committee believe they have been successful.

No attempt has been made to describe particular exhibits, since this would result in a catalogue of too great a bulk for convenient publication.

In the several summaries given it can readily be ascertained which counties, cities and school districts furnished the greatest amount of material. The number, but not the names, of non-participating districts is also given as a matter of record.

For the interesting series of twenty-two charts, giving comparative statistics concerning the growth and development of the public school system of New Jersey, the Committee is indebted to the committee on school statistics, of which Mr. Augustus Scarlett, of Newark, was chairman.

For the map of the State, 6 x 8 feet, a reduced copy of which appears in the catalogue, the Committee is likewise indebted to the same author.

The numerous cuts representing the State school exhibit as it appeared during the Fair are photo-lithographic reproductions from pictures taken by Mr. S. R. Morse.

The exhibits of the State Normal School, of the Deaf-Mute School, and of the State Reform School, are separately catalogued.

It is hoped that this catalogue, with the accompanying report of the Committee, will be preserved by every school district in the State for future reference and use.

FINAL DISPOSITION OF EXHIBITS.

It would seem to your Committee that the State school exhibit, which is now being stored in Trenton at some expense to the State, should be kept intact and made use of for purposes of education within the State. Thousands of persons who were unable to visit the World's Fair would be delighted to see the State school exhibit, and these would be greatly benefited if the exhibit were suitably and permanently housed where it could be inspected.

Placed in a State museum at Trenton and made readily accessible, it would be visited by teachers, school officers and pupils from all parts of the State. Renewed from time to time by fresh accessions, it would represent for any given date the high-water mark of educational

progress throughout the State. Your Committee would, therefore, most strongly urge that a suitable place for a permanent State school exhibit be provided by the Legislature at its next session.

Since other departments of the State, especially the agricultural and geological departments, are likewise without any suitable abode, a joint museum for the common display of all could be economically provided.

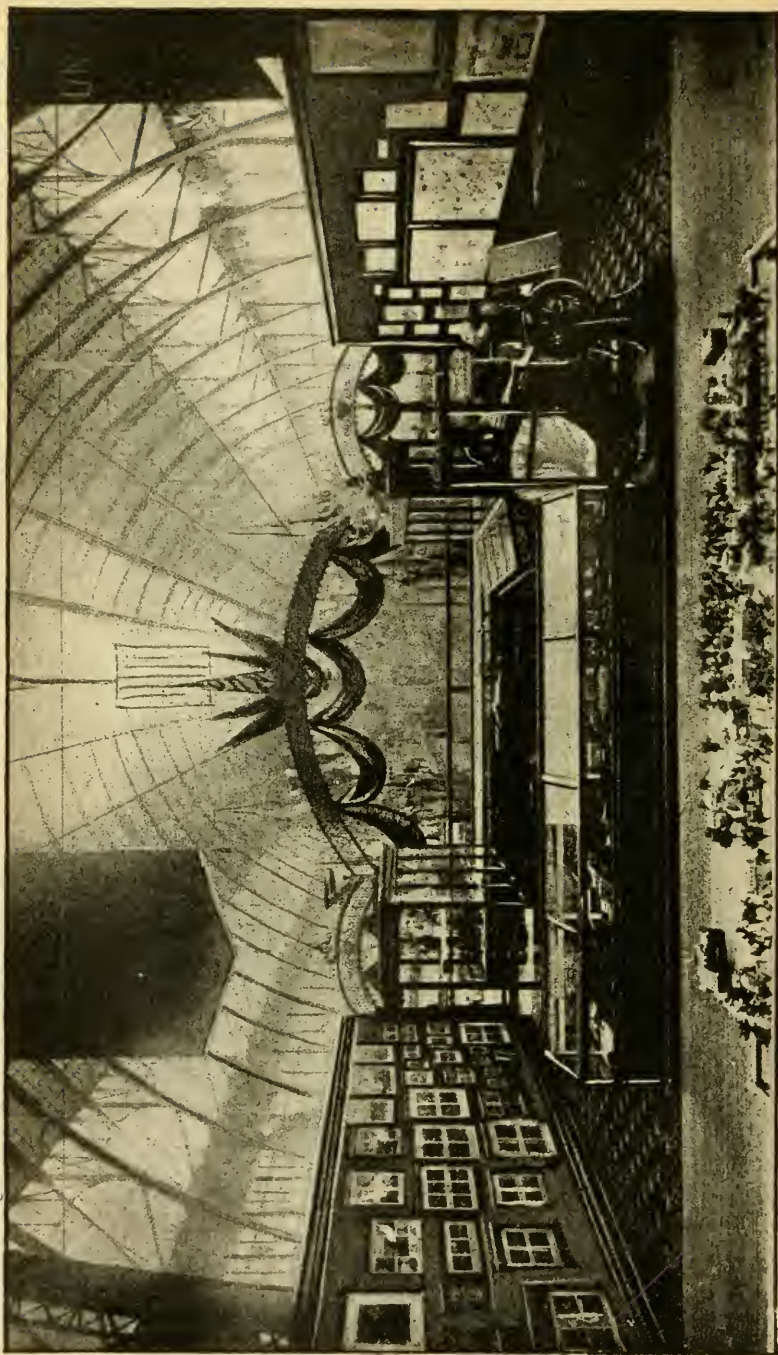
CONCLUSION.

In conclusion your Committee begs to thank the school officers, teachers and pupils of the State for the willing and prompt response to their appeal to co-operate in securing a creditable and truly representative State school exhibit.

The State of New Jersey, always distinguished among her sister States for the fertility and productiveness of her soil, for her unexcelled commercial advantages, lying between the two great *entrepots* of the Western world, for her mineral wealth and manufacturing supremacy, may well take an honest pride in the integrity and efficiency of her system of public instruction and the acknowledged excellence of her public schools.

Your Committee takes this opportunity of stating that it is under many obligations to Mr. Addison B. Poland, the State Superintendent of Public Instruction, for the success of the exhibit, as it was owing to his ability and energy that the plans of your committee, prepared after consultation with Mr. Poland, were successfully consummated.

(Signed) WM. R. BARRICKLO, *Chairman*,
NICHOLAS MURRAY BUTLER,
JAMES L. HAYS,
J. BINGHAM WOODWARD,
JOHN H. SCUDDER.



PRINCETON COLLEGE EXHIBIT.
FRONT.

REPORT
OF
PRINCETON COLLEGE
AT THE
World's Columbian Exposition.

(327)



PRINCETON COLLEGE.

The position given to Princeton College was in the gallery at the south end of the Liberal Arts Building, immediately over its main central aisle. Harvard University was located upon one side of us and Columbia College on the other.

We had at our disposal two thousand feet of floor space, and about fifteen hundred square feet of wall surface. The whole space was divided into two portions by the aisle of the gallery. The partition wall surrounding the space was ten feet high, and was covered with canton flannel of a deep maroon color, which served as a background for the pictures. The floor within the two main portions was covered with a Brussels carpet. No pains or expense were spared to make the exhibit complete and attractive.

The background of the southern space was occupied by a bookcase extending across the whole width of our section (thirty-eight feet). This case was about four feet high and contained a collection of books aggregating some three thousand volumes; the works of the alumni and of members of the Faculty; the series of the college annuals; memorabilia, &c., &c. Above the bookcase was a series of oil paintings; in the center of the line was the large picture of Washington, painted by C. W. Peale, in 1784; which for a century had hung undisturbed in North College. This picture was handsomely draped with an American flag. On either side of this painting were arranged the portraits of our ten distinguished deceased presidents, from Dickinson to Maclean. On the side walls of this space, facing one another, were two handsome crayons of ex-President McCosh and President Patton. On the same walls, one on each side, were the portraits of our two Revolutionary Governors, Belcher and Patterson. The remainder of this wall space was occupied by pictures of the College grounds and buildings. Thirty large platinotypes, illustrating all the College buildings, were prepared especially for this purpose, and among them was placed a collection of architects' colored sketches of some of the buildings.

In the center of this space was the model of the College grounds. This was a large relief map, showing each building, terrace and tree upon the Campus. It measured eight by six feet, and being upon a good scale showed the arrangement of our grounds very perfectly, forming an attractive feature of the exhibit.

Upon two easels, one on either side of this model, were placed a number of interesting College curios. Among them were the two oldest catalogues known to be extant. These were the broadsides of 1805 and 1818; a commencement programme of 1760, in Latin; a series of old diplomas, containing nearly all the signatures of the former Presidents of the College; Prof. Guyot's manuscript map of the distribution of the erratic boulders of Switzerland (1849), and an original manuscript Physical Map of the World, by Carl Ritter (Berlin, 1806). On one of the easels were the photographs of the various members of the Faculty.

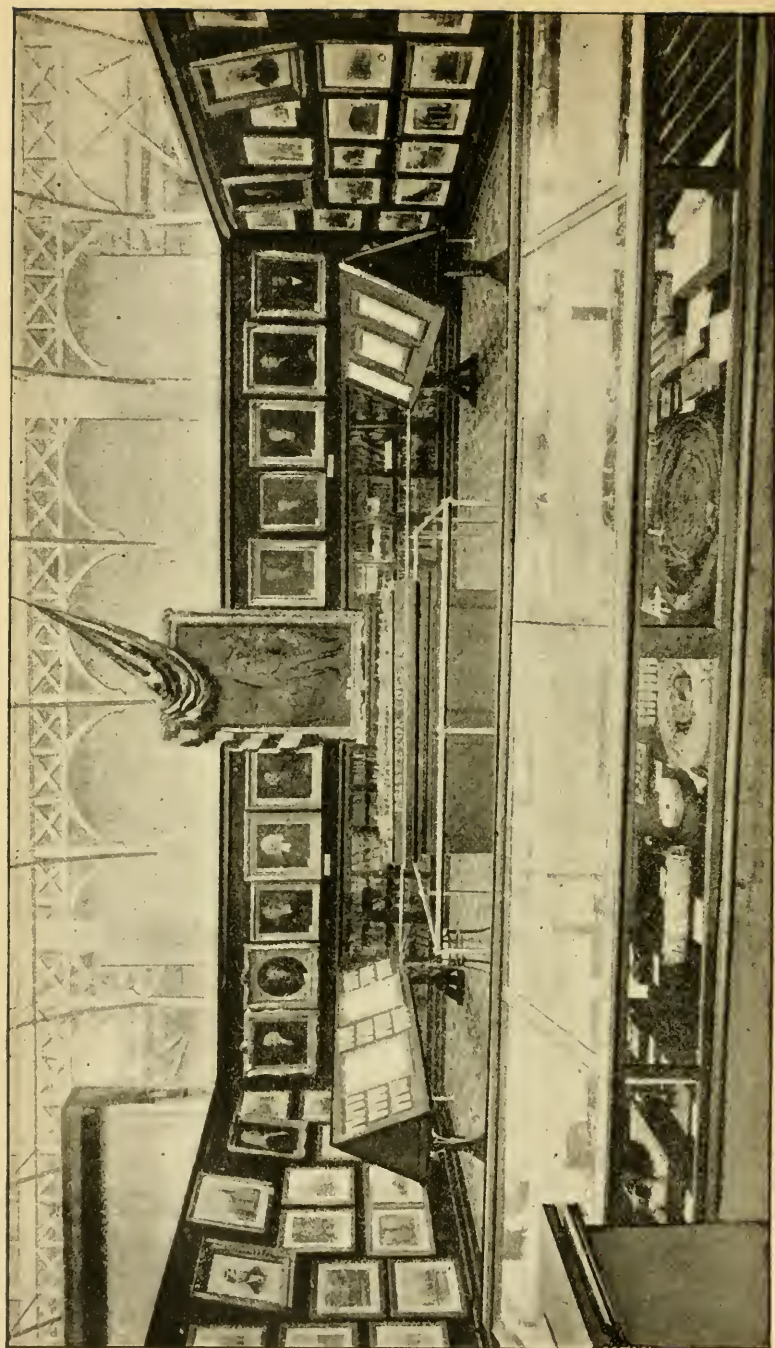
In front of the bookcase and around the model at a distance of two feet there was a nickel-plated hand-rail.

The other space had but two side walls; it was, however, closed upon the side towards the edge of the gallery by a handsome arch of open grill-work, which bore the legend "Princeton College, 1746," upon both sides. It was draped in orange and black, and at its center supported the arms of the College (taken from its seal) surrounded by a group of national and college flags. The effect of the arch was very striking, and it was almost impossible for anyone to pass through the main aisle of the great building without seeing it, as it was the most prominent object in the gallery.

Upon one of the side walls of this space were placed the exhibits from the departments of Civil Engineering and Graphics. The other side wall was devoted to the student organizations, the halls, literary magazines, religious societies, foot-ball, base-ball, lacrosse and gymnastic teams, &c., &c.

Under the arch was a long table-case which contained a series of literary treasures from the Library, also specimens from the Museum of Historic Art, consisting of samples of engravings, photographs, slides and specimens from the Trumbull-Prime collection of pottery. Across the open space next to the aisle was another table-case, containing the apparatus of Prof. Henry and an exhibit from the Department of Physical Geography. The first being the world-renowned set of instruments by means of which Prof. Henry's discoveries in electricity were made. The other set consisted of a historic collection of instruments—some of them unique and others valuable for their associations. Among them were Humboldt's magnetometer, an original Fahrenheit thermometer (Amsterdam, 1632), thermometers and barometers used by Agassiz and Guyot in their Swiss glacial work, &c., &c.

In the open space between the walls and the table-cases were two tall cases and the secretaries' desk. One case contained the exhibit of the E. M. Museum of Geology and consisted of rare and, in many instances, unique specimens from each of the Geological epochs. There were also casts of some of the more valuable things in the Museum which could not be sent. The other case contained a collection of



PRINCETON COLLEGE EXHIBIT.
REAR.

mounted birds, representing the Atlantic coast series, from the Biological Museum of the John C. Green School of Science.

The Rittenhouse Orrery (1770) was placed upon a platform by itself; and Franklin's electrical machine and Prof. Henry's great magnet were placed near the end of the table-case containing the rest of his apparatus. Under the Engineering and Graphics exhibit were some construction models, and upon a table were albums containing work from the Department of Graphics.

Without going further into detail this statement will show that the exhibit was intended to cover the history, the activity and the scope of the institution. That it accomplished this object can be inferred from the many favorable comments which have been made upon it, not only by the alumni, but also by strangers.

The exhibit was under the charge of Mr. Street, '92. He was well supplied with catalogues, directories and also with the handbook which was prepared for free distribution, with the purpose of giving concise information upon the history of the College, its buildings, its organization and its course of study. Four bronze medals were awarded the College for the exhibit.



CATALOGUE

OF THE

State School Exhibit.

(333)



CATALOGUE OF THE STATE SCHOOL EXHIBIT.

NEW JERSEY STATE NORMAL AND MODEL SCHOOLS.

JAMES M. GREEN, Principal.

The following work from the State Normal and Model Schools was displayed in bound volumes; in cabinets, each containing thirty-two cardboards, 22 x 28 inches; in frames, upon the walls, and in show-cases.

The exhibit occupied the whole of the south side of the first alcove.

Language—2 volumes of specimens of Analysis, Reproduction and Composition, with reference both to Grammar and Rhetoric; 1 volume specimens of Literature, showing analysis, reproduction, imagination and acquaintance with the laws of Art; 2 volumes Ancient and Modern Languages, showing typical exercises in Grammar, translation and original composition. Whole number of specimens, 800.

Singing.—Exercises in composition, the use of characters, Staff and Tonic Sol Fa system. 100 specimens.

Pedagogy—1 volume Psychology, containing specimens in experimental tests of the senses and typical investigations of the further mental faculties; 1 volume History of Education, containing specimens showing the progress of Education and the relation of systems; 1 volume of Science of Education, containing specimens showing the relation of facts to general principles; 1 volume of Methods, showing the systematic development of the elementary branches from the psychological and logical standpoint 700 specimens.

Mathematics—2 volumes containing specimens showing graded development of the department through Arithmetic, Algebra and Geometry, with drawings and original problems 400 specimens.

Penmanship.—1 volume showing the development of the course through the schools. 200 specimens.

Bookkeeping—1 volume showing the development of a system of accounts through single and double entry. 200 specimens.

Geography.—2 volumes showing the development of the subject from place-words through observation and field lessons to the comprehensive phases of the subject; series of maps, records of observations and written exercises; a set of relief maps in papier mache. 400 specimens.

History—2 volumes containing specimens showing the results of the development of topics and of original investigation in English, United States and General History, with maps, charts, diagrams of battles, memory work and studies in comparison, characterization and unity of relations. 400 specimens.

Science—3 volumes containing notes with equations as records of laboratory work in Chemistry, with drawings and descriptions of construction and experimental work in Physics and original problems; Botany—3 herbaria, 2 plant analyses, 2 volumes of drawings representing the stages of growth of plants from the seed; Zoology—boxes containing descriptions of beetles and crawfish, classified collections of insects; cases of minerals, analyzed and classified; 1 volume of Elementary Science-work, showing, through drawings and written descriptions, the development of the various branches with relation to the developing powers of the child.

Miscellaneous.—4 cabinets containing typical specimens of work from each of the branches taught in the schools; Drawing, representative, decorative and constructive, from the most elementary forms by graded steps through historic ornament; cards of specimens of Kindergarten-work; case of Clay-modeling and paper forms; 3 panels of Wood-work, showing the development of the course in Manual Training; carvings; model work-bench for Manual Training, folding tables, gate and wheel; pen sketch of Normal and Model building; photographs of school building and rooms

The design of the exhibit was to show both method and quality, and the relations of academic to pedagogical work. There was an average of ten specimens in every branch from each class.

ATLANTIC COUNTY.

J. RUSSELL WILSON, Superintendent.
 W. B. LOUDENSLAGER, City Superintendent.
 THEO. H. BOYSEN, City Superintendent.

Exhibits of pupils' work were received from the following districts:

Atlantic City, Absecon, Egg Harbor City, Hammonton, Somers Point, Smith's Landing, Seaview, Leeds Point, Germania, North Absecon, Pomona, Bakersville, Bargaintown, Steelmanville, Scullville, Hawkinsville, Oak Road, Newtonville, Mays Landing, Gravelly Run, Carmantown, Pleasant Mills, Elwood and Da Costa.

The work was displayed, viz., in bound volumes; in cabinets, each containing 33 cardboards, 22 x 28 inches (in general, 132 separate specimens); in frames, upon the walls, and in show-cases.

Atlantic City.

W. A. DEREMER, Supervising Principal.

Language.—3 volumes. Whole number of specimens, bound and mounted, 250. 70 mounted drawings by teachers for Language Lessons and 2 volumes containing 140 specimens of pupils' work from these drawings. The exhibits include all grades from third to tenth year.

High School.

CHARLES A. BOYER, Principal.

Mathematics.—1 volume, including work in Arithmetic, Algebra and Geometry. Whole number of specimens, bound and mounted, 115.

Bookkeeping.—1 volume from High School, comprising 15 sets.

Geography.—6 volumes Geography and Maps. Whole number of specimens, bound and mounted, 260. 50 Geographical Charts. All grades from fifth to tenth year.

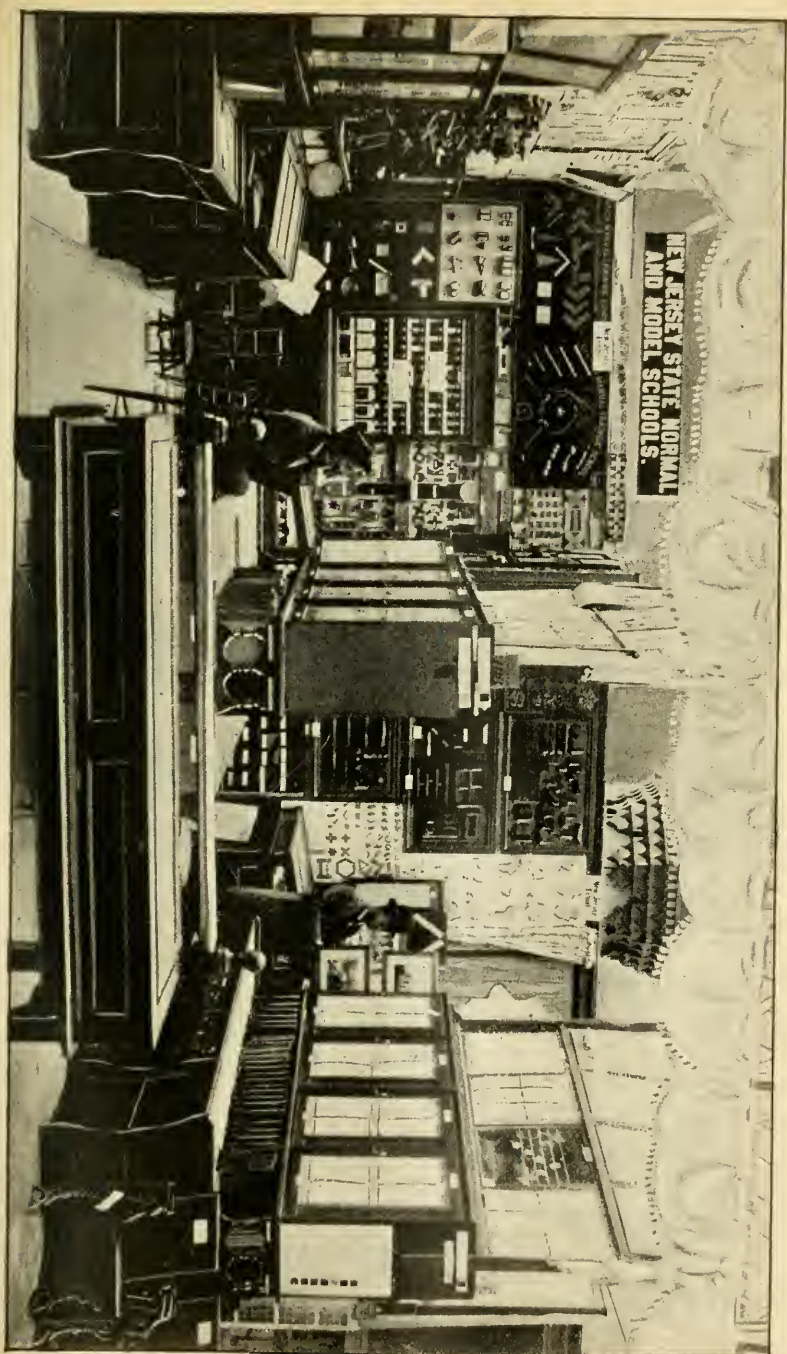
History.—25 specimens History Charts, in cabinets, from High School, eleventh and twelfth years.

Science.—75 specimens, mounted, from High School, eleventh and twelfth years.

Drawing.—100 specimens, mounted, in cabinets, first to sixth step; 75 specimens of course in water colors, in cabinets; tenth to twelfth step.

Photographs.—12 Photographs, general; 5 Photographs of Buildings.

Number of specimens from Atlantic City.....	1,146
“ “ volumes “ “ “	13
“ “ photographs.....	17





Egg Harbor City.

H. C. KREBS, Principal.

Language.—1 volume English and German. Whole number of specimens, bound and mounted, 235; all grades from first to twelfth year.

Mathematics.—1 volume Arithmetic and Geometry. Whole number of specimens, bound and mounted, 97; all grades from first to twelfth year.

Writing.—English and German. Whole number of specimens, bound and mounted, 150; all grades from first to twelfth year.

History.—23 specimens, bound in county volume; eighth year.

Drawing.—83 specimens, bound with county volume or mounted; all grades from first to twelfth year.

Number of specimens.....	588
“ “ volumes.....	2

Hammonton.

B. F. HARDING, Principal.

Bookkeeping.—1 volume Bookkeeping, including 20 sets, bound; ninth and tenth years.

History.—1 volume General History, 24 specimens, bound; tenth to twelfth years.

Science.—1 volume Physiology, 22 specimens, bound; ninth to twelfth years.

Whole number of specimens.....	66
“ “ “ volumes.....	3

Other Districts in the County.

Language.—2 volumes, English. Whole number of specimens, bound and mounted, 185; all grades from first to twelfth year.

Mathematics.—2 volumes, containing Arithmetic and Algebra. Whole number of specimens, bound and mounted, 246; all grades from first to twelfth year.

Writing.—1 volume. Whole number of specimens, bound and mounted, 364; all grades from first to twelfth year.

Bookkeeping.—2 volumes. Whole number of sets, 44.

Geography.—1 volume Geography and Maps. Whole number of specimens, bound and mounted, 182. 4 pulp Maps.

Botany.—1 volume Botany specimens from Mays Landing, E. J. Riley, Principal. Number of specimens collected by pupils, 50.

COUNTY.

Number of specimens.....	1,104
“ “ volumes.....	9

TOTAL FROM THE COUNTY, INCLUDING CITIES.

Whole number of districts.....	44
“ “ “ “ represented.....	24
“ “ “ “ not represented.....	20
“ “ “ specimens.....	2,904
“ “ “ volumes.....	27
“ “ “ photographs.....	17

BERGEN COUNTY.

JOHN TERHUNE, County Superintendent.

Exhibits of pupils' work were received from the following districts:

Edgewater, No. 1; Fairview, No. 4; Ridgefield, No. 4½; Lower Teaneck, No. 5; Leonia, No. 6; Ridgefield Park, No. 63; Englewood, No. 7; Upper Teaneck, No. 9; New Bridge, No. 10; *Bergenfield, No. 67; Tenafly, No. 12; Closter, No. 15; Old Closter, No. 17; River Vale, No. 20; Old Hook, No. 21; Westwood, No. 21½; *Eastwood, No. 68; Hillsdale, No. 22; *Hillsdale Terrace, No. 69; Pascack, No. 23; Oradell, No. 29; River Edge, No. 30; State Street, No. 31; Union Street, No. 32; Hudson Street, No. 33; Cherry Hill, No. 51; Little Ferry, No. 33½; Lodi, No. 35; Hasbrouck Heights, No. 35½; Woodridge, No. 36; Carlstadt, No. 37; North Belleville Bridge, No. 39; Rutherford, No. 40; North Rutherford, No. 40½; East Passaic, No. 41; Garfield, No. 42; Paramus Church, No. 45; Ridgewood, No. 61; Midland Park, No. 46; Campgaw, No. 53; Saddle River Valley, No. 25; Hohokus, No. 54; Allendale, No. 55; Ramseys, No. 56; Darlington, No. 57; Mahwah, No. 58.

The work was displayed, viz, in bound volumes; in cabinets, each containing 32 cardboards, 22 x 28 inches (in general, 132 separate specimens); in frames, upon the walls, and in show-cases.

Language.—4 volumes and 20 cardboards of mounted work. Whole number of specimens, bound and mounted, 364; all grades from first to twelfth year.

Mathematics.—1 volume, including Arithmetic, Algebra, Geometry and Trigonometry, and 25 cardboards. Whole number of specimens, bound and mounted, 287; all grades from first to twelfth year. 1 cabinet (33 cardboards), containing all grades from first to twelfth year, including Arithmetic, Algebra, Geometry, Trigonometry and Calculus, from the Washington School, Hackensack, Nelson Haas, Principal. Whole number of specimens, bound and mounted, 164.

Writing.—3 volumes. Whole number of specimens, bound and mounted, 526; all grades, from first to twelfth year.

Bookkeeping.—1 volume and 6 cardboards of mounted work. Whole number of sets, 24.

Geography and Maps.—25 cardboards of mounted specimens. Whole number of specimens, 140. 140 Maps mounted on cardboard, 8 pulp Maps. Whole number of specimens, 288; all grades from third to twelfth year.

History.—1 volume. Whole number of specimens, bound and mounted, 64. Historical maps. Whole number of specimens, 20. Whole number of specimens, bound and mounted, 89; all grades from fifth to twelfth year.

Science.—1 volume. Whole number of specimens, bound and mounted, 121.

* New district.

Botany.—6 volumes (Herbariums). Whole number of specimens, bound and mounted, 242; all grades from fifth to twelfth year.

Drawing.—1 volume. Whole number, bound and mounted, 100.

MISCELLANEOUS WORK.

Clay.—Number of specimens in primary work, 50; 4 portfolios in primary work, containing 46 specimens; 1 volume, "History of Bergen County Teachers' Pedagogical Library," by John Terhune.

Photographs.—Number of photographs of school buildings, 14.

SUMMARY FOR COUNTY.

Whole number of districts in the county.....	75
" " " " represented.....	43
" " " " not represented.....	27
" " " specimens sent.....	2,301
" " " volumes.....	24
" " " photographs.....	14

BURLINGTON COUNTY.

EDGAR HAAS, County Superintendent.

Exhibits of pupils' work were received from the following districts :

Union, No. 1 ; Irick, No. 2 ; Mitchell, No. 3 ; Oakland, No. 4 ; Florence, No. 5 ; Lloyd, No. 6 ; Lower Mansfield, No. 7 ; Grove, No. 8 ; Columbus, No. 9 ; Georgetown, No. 10 ; Three Tuns, No. 12 ; Mansfield Square, No. 13 ; Fieldsborough, No. 14 ; Bordentown, No. 15 ; Beverly, No. 16 ; River, No. 17 ; Delanco, No. 18 ; New Albany, No. 21 ; Riverton, No. 22 ; Cinnaminson, No. 23 ; Westfield, No. 24 ; Riverside, No. 19 ; West Chester, No. 20 ; Bridgeboro, No. 25 ; Chesterville, No. 26 ; Chesterford, No. 27 ; Chester Brick, No. 28 ; Moorestown, No. 29 ; Poplar Grove, No. 30 ; Town House, No. 31 ; Rancocas, No. 32 ; Timbuctoo, No. 33 ; Union, No. 34 ; Smithville, No. 35 ; Ewan, No. 36 ; Scott, No. 37 ; Willow Grove, No. 38 ; Old Springfield, No. 39 ; Mount, No. 40 ; Juliustown, No. 41 ; Jobstown, No. 42 ; Springfield, No. 43 ; Sykesville, No. 44 ; Recklesstown, No. 45 ; Black's Bridge, No. 46 ; Extonville, No. 48 ; Harrison, No. 49 ; Jacobstown, No. 50 ; Cookstown, No. 51 ; Cranberry, No. 51½ ; Wrightstown, No. 52 ; Pointville, No. 53 ; New Lisbon, No. 56 ; Coates, No. 57 ; Pemberton, No. 58 ; Magnolia, No. 59 ; Birmingham, No. 60 ; Lane, No. 61 ; Buddtown, No. 62 ; Vincentown, No. 63 ; Beaver Dam, No. 65 ; Freedom, No. 66 ; Eayerstown, No. 67 ; Lumberton, No. 69 ; Fostertown, No. 70 ; Hainesport, No. 71 ; Easton, No. 72 ; Mount Holly, No. 73 ; Centreton, No. 74 ; Hartford, No. 76 ; Fellowship, No. 78 ; Mount Laurel, No. 80 ; London Grove, No. 79 ; Pine Grove, No. 81 ; Marlton, No. 82 ; Milford, No. 84 ;

Cross Roads, No. 85; Eastern, No. 86; Medford, No. 87; Oak Grove, No. 89; Tabernacle, No. 90; Free Soil, No. 91; Hartford, No. 92; Union, No. 93; Atsion, No. 94; Jones Mills, No. 95; Crowleystown, No. 98; Green Bank, No. 99; Bridgeport, No. 100; Lower Bank, No. 101; Washington, No. 103; Harrisville, No. 104; Union Hill, No. 105; Bass River, No. 106; New Gretna, No. 107; East Bass River, No. 108.

The work was displayed, viz., in bound volumes; in cabinets, each containing 32 carboards, 22 x 28 inches (in general, containing 132 separate specimens); in frames, upon the walls, and in show-cases.

Burlington, WILBUR WATTS, Principal.

Bordentown, WM. MACFARLAND, Principal.

Mount Holly, CHARLES D. RAINE, Principal.

Language.—1 volume Language from Bordentown; 1 volume Language from Mount Holly; 1 volume Language from Beverly, Florence and Moorestown; and 2 volumes from other districts in the county. Whole number of specimens, bound and mounted, 652. All grades from first to twelfth year.

Mathematics.—1 volume Arithmetic and Algebra, from Bordentown; 1 volume Arithmetic, Geometry and Trigonometry from Burlington city and Florence; 1 volume Arithmetic and Algebra from Palmyra and Moorestown; 1 volume Arithmetic, Algebra, Geometry, &c., from other districts in the county. Whole number of specimens, bound and mounted, 1,198. All grades from first to twelfth year.

Writing.—3 volumes. Whole number of specimens, bound and mounted, 388. All grades from first to twelfth year.

Bookkeeping.—2 volumes. Whole number of sets, 28. All grades from seventh to tenth year.

Geography.—1 volume. Whole number of specimens, bound and mounted, 118. All grades from fourth to tenth year.

History.—2 volumes. Whole number of specimens, bound and mounted, 136. All grades from sixth to twelfth year.

Science.—1 volume Physics, Physiology, Botany. Whole number of specimens, bound and mounted, 226.

Drawing.—2 volumes. Whole number of specimens, bound and mounted, 128. All grades from first to twelfth year. 2 Crayon sketches from Mount Holly.

Photographs.—10 photographs of pupils working at blackboards, from Vincentown.

SUMMARY FOR COUNTY.

Number of districts in the county.....	107
“ “ “ represented.....	97
“ “ “ not represented.....	10
“ “ specimens	2,876
“ “ volumes.....	20
“ “ photographs.....	10

CAMDEN COUNTY.

CHARLES S. ALBERTSON, County Superintendent.
MARTIN V. BERGEN, City Superintendent, Camden.

Exhibits of pupils' work were received from the following districts: Camden city, No. 1; Merchantville, No. 5; Rosendale, No. 4; Wrightsville, No. 43; Union, No. 3; Greenville, No. 6; Ellisburg, No. 7; Hillman, No. 8; Champion, No. 10; Westmont, No. 11; Haddonfield, No. 12; Collingswood, No. 46; Mount Ephraim, No. 13; Greenland, No. 15; Somerville, No. 17; Chew's Landing, No. 18; Laurel, No. 19; Merchantville, No. 20; Blackwood, No. 21; Spring Mills, No. 22; Clementon, No. 24; Union Valley, No. 44; Magnolia, No. 48; Glendale, No. 26; Berlin, No. 30; Atco, No. 31; Waterford, No. 33; Winslow, No. 41.

The work was displayed, viz., in bound volumes; in cabinets, each containing 32 cardboards, 22 x 28 inches (in general, containing 132 separate specimens); in frames, upon the walls, and in show-cases.

Camden City.

Language.—8 volumes. Whole number of specimens, bound and mounted, 1,136; all grades from first to twelfth year.

Mathematics.—2 volumes Algebra, Geometry and Trigonometry; 1 volume Mensuration, 1 volume Arithmetic. Whole number of specimens, bound and mounted, 423; all grades from first to twelfth year.

Writing.—6 volumes. Whole number of specimens, bound and mounted, 842; all grades from first to twelfth year.

Bookkeeping.—1 volume. Whole number of sets, 12; ninth year.

Geography.—1 volume Geography and Maps. Whole number of specimens, bound and mounted, 110. Whole number of Pulp Maps, 15; all grades from third to tenth year.

Drawing.—1 volume of Mechanical Drawing, 1 volume Free-hand and other Drawing. Whole number of specimens, bound and mounted, 165; all grades from first to twelfth year. Small, framed Pictures of Fruit, No. 2.

Sewing.—Exhibits in cabinet, on walls, in show-case and in drawers. Whole number of specimens, bound and mounted, 165; all grades from first to twelfth year.

Photographs.—Photographs of School Buildings and Classes, 10.

MANUAL TRAINING—HIGH SCHOOL.

HORATIO DRAPER, Principal.

Drawing and Sewing.—For Drawing and Sewing, see above. Number of specimens, 228.

Wood-working.—3 cards, containing specimens of Wood-work—1 well curb, 1 step-ladder and 1 grindstone. Whole number of specimens, 51.

Clay-modeling.—First and second years. Number of specimens, 10.

Iron-work.—1 card, containing specimens of Iron-work. Whole number of specimens, mounted, 20.

Tin-work.—1 card of specimens (Tin). Whole number of specimens, mounted, 15.

Designing.—Borders, working plans, &c. Whole number of specimens, 62.

Science.—Drawings and apparatus by the pupils to teach Physiology. Number of Manual Training specimens, beside the Drawing and Sewing, &c., 148.

Number of specimens.....	3,136
“ “ volumes.....	22
“ “ photographs.....	10
Whole number of specimens of Manual Training, including Drawing and Sewing.....	376

Other Districts of the County.

Language.—4 volumes. Whole number of specimens, bound and mounted (including 100 from Haddonfield), 342; all grades from first to twelfth year.

Mathematics.—1 volume Arithmetic, Algebra and Geometry. Whole number of specimens, bound and mounted, 289; all grades from first to twelfth year.

Writing.—1 volume. Whole number of specimens, bound and mounted (including 100 from Haddonfield), 271; all grades from first to twelfth year.

Bookkeeping.—1 volume, 28 sets, bound and mounted.

Geography.—1 volume Geography and Maps. Whole number of specimens, bound and mounted, 123; all grades from third to twelfth year.

History.—1 volume. Whole number of specimens, bound and mounted, 107.

Science.—1 volume Physics, Physiology and Astronomy. Whole number of specimens, bound and mounted, 186; all grades from fifth to twelfth year.

Drawing.—1 volume. Whole number of specimens, bound and mounted, 93, 1 portfolio Drawing from Haddonfield. Whole number of specimens, bound and mounted, 52.

Woods.—1 box Natural Woods. Whole number of specimens (in show-cases), 46.

Programmes.—1 volume of Programmes of School Exercises. Number of specimens, bound and mounted, 25.

Photographs.—Photographs of School Buildings, 2; Photographs of Classes at Collingswood, 4.

Number of specimens.....	1,562
“ “ volumes.....	13
“ “ photographs.....	6

SUMMARY FOR COUNTY.

Whole number of districts.....	46
“ “ “ “ represented.....	23
“ “ “ “ not represented.....	18
“ “ “ specimens.....	4,698
“ “ “ volumes.....	34
“ “ “ photographs.....	16

CAPE MAY COUNTY.

V. O. MILLER, County Superintendent.

Exhibits of pupils' work were received from the following districts : Beesley's Point, No. 1 ; Palermo, No. 2 ; Seaville, No. 3 ; Petersburg, No. 4 ; Tuckahoe, No. 5 ; Marshallville, No. 6 ; East Creek, No. 9 ; Ludlam's, No. 10 ; Dennisville, No. 11 ; South Dennis, No. 12 ; Ocean View, No. 13 ; Clermont, No. 14 ; Cape May Court House, No. 16 ; Goshen, No. 18 ; Dias Creek, No. 19 ; Fishing Creek, No. 23 ; Academy, No. 24 ; Cold Spring, No. 25 ; West Cape May, No. 26 ; Cape May City, No. 27 ; Ocean City, No. 29 ; Sea Isle City, No. 30 ; Holly Beach, No. 31 ; Anglesea, No. 32.

The work was displayed, viz., in bound volumes ; in cabinets, each containing 33 cardboards, 22 x 28 inches (in general, 132 separate specimens) ; in frames, upon the walls, and in show-cases.

Language.—1 volume. Whole number of specimens, bound and mounted, 76 ; all grades, from first to twelfth year.

Mathematics.—1 volume Arithmetic and Algebra. Whole number of specimens, bound and mounted, 63 ; all grades from third to twelfth year.

Writing.—1 volume. Whole number of specimens, bound and mounted, 73 ; all grades from first to twelfth year.

Bookkeeping.—1 volume. Whole number of sets, 8.

Geography.—1 volume Geography and Maps. Whole number of specimens, bound and mounted, 63 ; all grades from third to twelfth year.

History.—1 volume. Whole number of specimens, bound and mounted, 34. Papers on Civil Government, 6. Whole number of specimens, bound and mounted, 40 ; all grades from sixth to twelfth year.

Science.—Physiology. Whole number of specimens, 13 ; all grades from sixth to tenth year.

Drawing.—Whole number of specimens mounted, 21.

MISCELLANEOUS.

10 Charts. Geographical and Historical.

SUMMARY FOR COUNTY.

Whole number of districts in the county.....	32
“ “ “ “ represented	24
“ “ “ “ not represented.....	8
“ “ “ specimens.....	367
“ “ “ volumes	6

CUMBERLAND COUNTY.

CHARLES G. HAMPTON, County Superintendent.
 WILLIAM EDWARD COX, City Superintendent, Bridgeton.
 E. C. STOKES, City Superintendent, Millville.

Exhibits of pupils' work were received from the following districts: City of Bridgeton, No. 61; City of Millville, No. 62; Newport Neck, No. 9; Newport, No. 10; Turkey Point, No. 11; Dividing Creek, No. 12; Tom's Bridge, No. 13; North Port Norris, No. 14; Haleyville, No. 15; Mauricetown, No. 16; Buckshutem, No. 17; Baileytown, No. 42; Port Norris, No. 18; Fairton, No. 19; Back Neck, No. 20; Herring Row, No. 23; Gouldtown, No. 39; Central, No. 21; Cedarville, No. 22; Centre Grove, No. 24; Sayer's Neck, No. 25; Jones Island, No. 26; Greenwich, No. 27; Bacon's Neck, No. 28; Head of Greenwich, No. 29; Springtown, No. 30; Dutch Neck, No. 31; Lower Hopewell, No. 32; Bowentown, No. 33; Roadstown, No. 34; Shiloh, No. 35; Beebe Run, No. 36; Harmony, No. 37; West Branch, No. 38; Pleasantville, No. 40; Spring Road, No. 41; South Vineland, No. 43; Vineland, No. 44; Vine Road, No. 46; Cooper's Mill, No. 47; Kingman, No. 48; North Vineland, No. 49; New Italy, No. 56; Budds, No. 50; Port Elizabeth, No. 51; Leesburg, No. 52; Heislerville, No. 53; Ewing's Neck, No. 54; West Creek, No. 55.

The work was displayed, viz, in bound volumes; in cabinets, each containing 32 cardboards, 22 x 28 inches (in general, 132 separate specimens); in frames, upon the walls and in show-cases.

Millville.

E. C. STOKES, City Superintendent.

Language.—3 volumes. Whole number of specimens, bound and mounted, 316; all grades from first to twelfth year.

Mathematics.—1 volume Arithmetic, Algebra and Geometry. Whole number of specimens, bound and mounted, 126; all grades from first to twelfth year.

Writing.—1 volume. Whole number of specimens, bound and mounted, 210; all grades from first to twelfth year.

Geography.—1 volume, including maps. Whole number of specimens, bound and mounted, 162.

Other work bound with the county volumes.

Number of specimens in separate volumes.....	814
“ “ volumes.....	6
“ “ photographs.....	1

Bridgeton.

WM. EDWARD COX, City Superintendent.

Language.—3 volumes. Whole number of specimens, bound and mounted, 343. All grades from first to twelfth year.

Mathematics.—3 volumes. Whole number of specimens, bound and mounted, 168. All grades from first to twelfth year.

Writing.—Part volume with Vineland. Whole number of specimens, bound and mounted, 86. All grades from first to twelfth year.

Geography.—2 volumes, including 32 maps. Whole number of specimens, bound and mounted, 152. All grades from fourth to ninth year. 1 map of the county and 1 of the city of Bridgeton.

History, Science and Drawing.—38 specimens in county volumes. 18 specimens in Physics and Physiology in county volume, and mounted. 21 specimens in drawing. From tenth to twelfth year.

Photographs.—1 view of Bank street school building.

Other specimens with the county volumes.

Number of specimens in separate volumes.....	826
“ “ volumes.....	9
“ “ photographs.....	1

Vineland.

J. P. BURNETT, Principal.

Language.—2 volumes. Whole number of specimens, bound and mounted, 241. All grades from first to sixth year.

Mathematics.—2 volumes. Whole number of specimens, bound and mounted, 152. All grades from first to ninth year.

Writing.—Part volume with Bridgeton. Whole number of specimens, bound and mounted, 68. All grades from third to seventh year.

Bookkeeping.—With county volume. Number of sets, 10. Ninth year.

Geography.—1 volume. Whole number of specimens, bound and mounted, 108. All grades from fourth to eighth year.

History.—1 cabinet of 31 mounted cards, 22 x 28 inches, High School, ninth year, “Mosaics of the Civil War,” illustrated with pen sketches. Number of specimens, 31. Specimens in United States History. Number of specimens, 46. Sixth and seventh years. Civics. Number of specimens, 16.

Science.—Number of specimens in Physiology and Chemistry, 34. Tenth year.

Drawing.—Bound with other work in county volume. All grades from sixth to tenth year. Number of specimens, 59.

MANUAL TRAINING.

Wood-working.—5 boxes. Whole number of specimens shown on the walls and in show-cases, 66.

Sewing.—Plain and ornamental, mounted on cardboards and exhibited in cabinets or on walls. Whole number of specimens, 120. All grades from first to eighth year.

Drawing.—Mechanical drawing and drafting. Number of specimens, 59.

Number of specimens.....	951
“ “ volumes.....	6
“ “ manual training specimens.....	186
“ “ photographs.....	2

Other Districts in the County.

Language.—3 volumes. Whole number of specimens, bound and mounted, 462. All grades from first to twelfth year.

Mathematics.—1 volume Arithmetic from Newport. 1 volume Arithmetic and Algebra from the other districts. Whole number of specimens, bound and mounted, 168. All grades from first to twelfth year.

Writing.—30 papers. Bound with volume of Vineland and Bridgeton. Tenth and eleventh years.

Bookkeeping.—1 volume. Whole number of sets, 15.

Geography.—1 volume Geography and 65 maps. Whole number of specimens, bound and mounted, 168. All grades from third to twelfth year.

History.—1 volume. Whole number of specimens, bound and mounted, 64.

Science.—2 volumes Physics, Physiology, Zoology and Astronomy. Whole number of specimens, bound and mounted, 128. Drawing and Paper-cutting and sample of leaves and wood. Whole number of specimens, 85.

TOTAL FOR COUNTY.

Number of specimens.....	1,120
“ “ volumes.....	9
“ “ photographs.....	2

SUMMARY FOR COUNTY, INCLUDING CITIES.

Whole number of districts.....	63
“ “ “ “ represented.....	15
“ “ “ “ not represented.....	48
“ “ “ specimens.....	3,711
“ “ “ volumes.....	32
“ “ “ photographs.....	4

ESSEX COUNTY.

M. H. C. VAIL, County Superintendent.

WILLIAM N. BARRINGER, City Superintendent, Newark.

U. W. CUTTS, City Superintendent, Orange.

Exhibits of pupils' work were received from the following districts:

Franklin, No. 4; Central Union, No. 7; Brookdale, No. 6; Montclair, No. 8; Washington, No. 9; Upper Montclair, No. 10; Caldwell, No. 13; Fairfield, No. 15; Clinton, No. 16; Northfield, No. 22; Washington, No. 26; Columbia, No. 28; Vailsburg, No. 29; Irvington, No. 31; Lyons Farms, No. 33; Waverly, No. 34; West Orange, No. 41; South Mountain, No. 42; Newark, No. 43; Orange, No. 44; East Orange, No. 45.

The work was displayed, viz., in bound volumes; in cabinets, each containing 33 cardboards 22 x 28 inches (in general, 132 separate specimens); in frames, upon the walls, and in show cases.

Newark.

WILLIAM N. BARRINGER, City Superintendent.

Language.—1 volume from Normal and Training Schools, containing work in Psychology, Theory and Practice of Teaching and Lesson Plans; 5 volumes from grades below the High and Normal School. Whole number of specimens, bound and mounted, 658. All grades from first to eighth year.

Mathematics.—2 volumes. Whole number of specimens, bound and mounted, 434. All grades from first to eleventh year.

Writing.—4 volumes. Whole number of specimens, bound and mounted, 589. All grades from first to twelfth year.

Bookkeeping.—2 volumes High School work and 1 card from Normal and Training School. Whole number of specimens, bound and mounted, 20.

Geography.—4 volumes Geography and maps. Whole number of specimens, bound and mounted, 281. All grades from first to eighth year. 5 maps from High School.

History.—1 volume. Whole number of specimens, bound and mounted, 95. All grades from fourth to eighth year.

Science.—25 specimens of home-made apparatus by the pupils of the High School. 25 lantern slides by pupils of the High School. Box of minerals collected by the pupils, containing 25 specimens. 3 photographs of home-made apparatus.

Drawing.—1 cabinet containing 33 cards, and 12 framed cards on the walls, showing full course in drawing. All grades from first to twelfth year. 8 volumes of work of first eight grades. Whole number of specimens, bound and mounted, 490.

Newark Turn Verein.

6 volumes Drawing. Whole number of specimens, bound and mounted, 360.

Newark Technical School.

CHAS. A. COLTON, Director.

1 large case containing, in bottles and mounted, specimens of chemicals and samples of work done. Whole number of bottles, 60. Other specimens of work, &c., 25. 20 framed Crayon Drawings. 1 portfolio of Drawing, 1 portfolio of Free-hand Drawing, 1 portfolio of Mechanical Drawing and 3 of Architectural Drawing. Whole number of specimens, bound and mounted, 108.

Kindergarten.—1 cabinet of mounted Kindergarten work from Normal and Training School. Whole number of specimens, 150.

Photographs.—1 Photograph of Thirteenth avenue school. Reports of Board of Education for 5 years, 1887-1892.

Miscellaneous.—Set of blanks used in the city schools. County map, Railroad map, United States Relief map of New Jersey, Relief map of the Middle Atlantic States.

TOTAL FOR NEWARK CITY.

Whole number of specimens.....	3,369
“ “ “ volumes.....	39
“ “ “ photographs.....	4

East Orange.

VERNON L. DAVEY, Superintendent.

Language.—2 volumes English and 1 Latin, Greek and Rhetoric, including papers from High School. Whole number of specimens, bound and mounted, 256. All grades from first to twelfth year.

Mathematics.—1 volume Arithmetic. Whole number of specimens, bound and mounted, 161. All grades from first to eighth year. 1 book of Geometrical solids, number of specimens, 30.

Writing.—1 volume. Whole number of specimens, bound and mounted, 186. All grades from first to eighth year.

Bookkeeping.—1 volume (included with work from Orange). Number of sets, 6.

Geography.—1 volume Geography and maps. Whole number of specimens, bound and mounted, 186. All grades from third to eighth year.

History.—1 volume containing illustrated papers. Whole number of specimens, bound and mounted, 151. All grades from fifth to twelfth year. 1 miscellaneous volume. Number of specimens, 110.

Science.—Illustrated papers in Chemistry, Physics and Physiology, mounted. Whole number, 15. 1 case of Chemicals, prepared by pupils. Whole number of specimens, 20. Shown in cases.

Kindergarten.—3 Portfolios. Whole number of specimens, 68. Clay samples of work. Number of specimens, 36.

Drawing.—1 cabinet showing course in Drawing. Whole number of specimens, bound and mounted, 121.

Photographs.—Photographs of buildings. Number, 6.

TOTAL FOR EAST ORANGE.

Number of specimens.....	1,346
“ “ volumes.....	13
“ “ photographs.....	6

Orange.

U. W. CUTTS, Superintendent.

Language.—1 volume English, Latin and Rhetoric. Whole number of specimens, including those from High School, bound and mounted, 155. All grades from first to thirteenth year. 1 large chart (Miss Slack) English Literature.

Mathematics —1 volume of Arithmetic, Algebra and Geometry. Whole number of specimens, bound and mounted (including those from High School), 65. All grades from first to thirteenth year.

Bookkeeping.—1 volume bound with East Orange. Whole number of sets (4 original), 5.

Geography.—10 Relief maps, and other work. Whole number of specimens, bound and mounted, 34. All grades from fourth to ninth year. 5

cards of Pulp maps with Drawing. Number of specimens, 10. All grades from fifth to ninth year.

History.—United States History. Number of specimens, 13. Eighth and ninth years.

Science.—1 volume Physiology, Physics and Geology. Whole number of specimens, 18. Eleventh to thirteenth year.

Drawing.—1 cabinet showing whole course in Drawing. Whole number of specimens (38 cards), mounted, 136. All grades from first to twelfth year. Course in tints and shades of prismatic colors with Drawing, first and second-years grade; 6 series of prismatic colors, third-year grade; 6 of intermediate colors, fourth-year grade. 5 series tertiary colors, brown and grey, with written explanations of each. Whole number of cards, 24. Whole number of specimens, 136.

Music.—1 volume of Music in several grades. 5 cards of Music, fourth to eighth grades. Whole number of specimens, bound and mounted, 50.

MANUAL TRAINING.

Wood-working.—Carpentry, 3 frames. Whole number of specimens, mounted, 60.

Sewing.—1 book, showing complete course of patches. 5 cards of Sewing. Whole number of specimens, bound and mounted, 62.

Kindergarten.—Paper-folding, sewing, weaving, &c. Whole number of specimens, mounted, &c., 55.

Photographs.—Number of photographs, 6.

Cooking.—4 charts, showing course in cooking. 1 and 2, first and second years' course. 3 and 4, hind and fore-quarter of beef. Number of specimens of manual training, 181.

TOTAL FOR ORANGE.

Whole number of specimens.....	804
“ “ “ volumes.....	6
“ “ “ photographs.....	6

SOUTH ORANGE.—Columbia, No. 28.

ELMER E. SHERMAN, Principal.

Wood-carving.—Work in Wood-carving. Whole number of specimens, 20. Other specimens with the county volume.

Montclair.

RANDALL SPAULDING, Superintendent and Principal.

Language.—2 volumes of English, Essays, &c., including 1 volume from the High School. Whole number of specimens, bound and mounted, 168. All grades from third to twelfth year.

MANUAL TRAINING.

Wood and Iron-working.—Knife-work in wood and cardboard. Whole number of specimens, mounted and shown in cases, 122. Fourth and fifth years. Wood-carving by girls and boys. Whole number of specimens

exhibited, 35. Cabinet work. Whole number exhibited, 30. Seventh year. Vise-work, wood and iron lathe-work. Whole number of specimens, 24. Eighth year.

Clay.—Specimens of Clay in show-cases. Number of specimens, 28.

Parquetry.—Mat-weaving. Embroidery and paper-folding. Whole number of specimens shown, 75. First to third year. Whole number of specimens in manual training, 314.

Photographs.—Views of school buildings and interiors. Views of cooking class, wood-workers, &c. Number of photographs, 8.

♦
TOTAL FOR MONTCLAIR.

Number of specimens	482
“ “ volumes	2
“ “ photographs	8

Bloomfield.

Science.—10 boxes of minerals, collected by the pupils. Whole number of specimens (in show-cases), 200.

History.—1 volume. Whole number of specimens, bound and mounted, 6.

Caldwell.

1 box of work received too late for binding, containing specimens in Language, Drawing, Kindergarten, Sewing, Writing and Pulp Maps. Whole number of specimens, 62.

Other Districts in the County.

Language.—1 volume (county). Whole number of specimens, bound and mounted, 164. All grades from first to twelfth year.

Mathematics.—1 volume Arithmetic, Algebra and Geometry. Whole number of specimens, bound and mounted, 112. All grades from first to twelfth year.

Writing.—2 volumes. Whole number of specimens, bound and mounted, 348. All grades from first to tenth year.

Bookkeeping.—1 volume. Whole number of sets, 15.

Geography.—1 volume Geography and Maps. Whole number of specimens, bound and mounted, 186. All grades from third to tenth year.

Science.—1 volume Physics and Physiology (illustrated). Whole number of specimens, bound and mounted, 76.

TOTAL FOR COUNTY SCHOOLS.

Number of specimens	1,169
“ “ volumes	8
“ “ photographs	4

SUMMARY FOR COUNTY, INCLUDING CITIES.

Whole number of districts	34
“ “ “ “ represented	21
“ “ “ “ not represented	13
“ “ “ specimens	7,160
“ “ “ volumes	67
“ “ “ photographs	28

GLOUCESTER COUNTY.

WILLIAM H. ELDRIDGE, County Superintendent.

Exhibits of pupils' work were received from the following districts :

Woodbury, No. 1; Almonesson, No. 2; Wenonah, No. 54; Monongahela, No. 3; Westville, No. 61; Mantua Grove, No. 4; Thoroughfare, No. 5; Red Bank, No. 6; Mantua, No. 9; Knight's Run, No. 10; Emlin, No. 11; Barnsboro, No. 12; Pitman, No. 38; Berkley, No. 13; Greenwich, No. 14; Clarksboro, No. 17; Gibbstown, No. 15; Paulsboro, No. 16; Oak Grove, No. 22; Cedar Grove, No. 23; Harrisonville, No. 24; Columbia, No. 26; Richwood, No. 7; Jefferson, No. 8; Washington, No. 18; Clem's Run, No. 20; Union, No. 27; Harmony, No. 28; Good Will, No. 29; Poplar Grove, No. 19; Cloverdale, No. 25; Battentown, No. 30; Swedesboro, No. 31; Repaupo, No. 32; Bridgeport, No. 33; Madison, No. 34; Centre Square, No. 35; Lincoln, No. 37; Nortonville, No. 39; Janvier, No. 40; Franklinville, No. 45; Malaga, No. 46; Lake, No. 47; Downstown, No. 48; Chewsville, No. 49; Hopewell, No. 50; Forest Grove, No. 52; Newfield, No. 53; Glassboro, No. 41; Fairview, No. 21; Hardingville, No. 44; Unionville, No. 42; Clayton, No. 43; Fries Mill, No. 51; Cross Keys, No. 56; Williamstown, No. 57; New Brooklyn, No. 58; Washington Grove, No. 59; Coles Mill, No. 60; Downer, No. 63; Bethel, No. 64; Bunker Hill, No. 65; Chestnut Ridge, No. 66; Deptford, No. 67; Mount Pleasant, No. 68.

The work was displayed, viz., in bound volumes; in cabinets, each containing 33 cardboards, 22 x 28 inches (in general, 132 separate specimens); in frames, upon the walls, and in show-cases.

Language.—2 volumes. Whole number of specimens, bound and mounted, 212. All grades from first to twelfth year.

Mathematics.—1 volume Arithmetic, Algebra and Geometry. 1 volume from Woodbury. Whole number of specimens, bound and mounted, 175; 1 volume from the other districts. Whole number of specimens, bound and mounted, 176. All grades from first to twelfth year.

Writing.—2 volumes. Whole number of specimens, bound and mounted, 179. All grades from sixth to twelfth year.

Bookkeeping.—1 volume. Whole number of sets, 32. Single and double entry.

Geography.—1 volume. Whole number of specimens, bound and mounted, 215. All grades from third to eighth year.

History.—1 volume. Whole number of specimens, bound and mounted, 49.

Science.—1 volume containing Physics, Physiology and Botany. Whole number of specimens, bound and mounted, 77. All grades from fourth to sixth year.

Drawing.—1 volume. Whole number of specimens, bound and mounted, 97.

Miscellaneous.—1 photograph of building in District No. 43; 1 photograph of building in District No. 9; 1 photograph of building in District No. 1; 4 cardboards with mounted work. Number of specimens, 16.

TOTAL FOR COUNTY.

Number of districts in county.....	65
“ “ “ represented.....	26
“ “ “ not represented.....	39
“ “ specimens.....	1,228
“ “ volumes.....	11
“ “ photographs.....	3

HUDSON COUNTY.

GEORGE C. HOUGHTON, County Superintendent.

HENRY SNYDER, Superintendent, Jersey City.

CHARLES M. DAVIS, Superintendent, Bayonne.

DAVID E. RUE, Superintendent, Hoboken.

Exhibits of pupils' work were received from the following districts :
 Bull's Ferry, No. 1; Secaucus, No. 2; New Durham, No. 3;
 Town of Union, No. 6; Weehawkin, No. 7; Guttenburg, No. 8;
 East New York, No. 9; West Hoboken, No. 11; Hoboken, No. 12;
 Jersey City, No. 13; Bayonne, No. 15; Harrison, No. 16; Kearny,
 No. 17.

The work was displayed in bound volumes; in cabinets, each containing 32 cardboards, 22 x 28 inches (in general, 132 separate specimens); in frames, upon the walls, and in show-cases.

Jersey City.

HENRY SNYDER, City Superintendent.

HIGH AND TRAINING SCHOOL.

Language.—8 volumes English, 1 volume Greek, 4 volumes Latin, 3 volumes French, 6 volumes German, 1 volume Physiology, 1 volume Payne, 1 volume Literary Society, 1 volume Library, 1 volume List of Books of Reference. Whole number of papers and specimens, bound and mounted, 5,480.

Mathematics.—3 volumes Algebra, 1 volume Trigonometry, 2 volumes Geometry, 1 volume Arithmetic. Whole number of specimens, bound and mounted, 652.

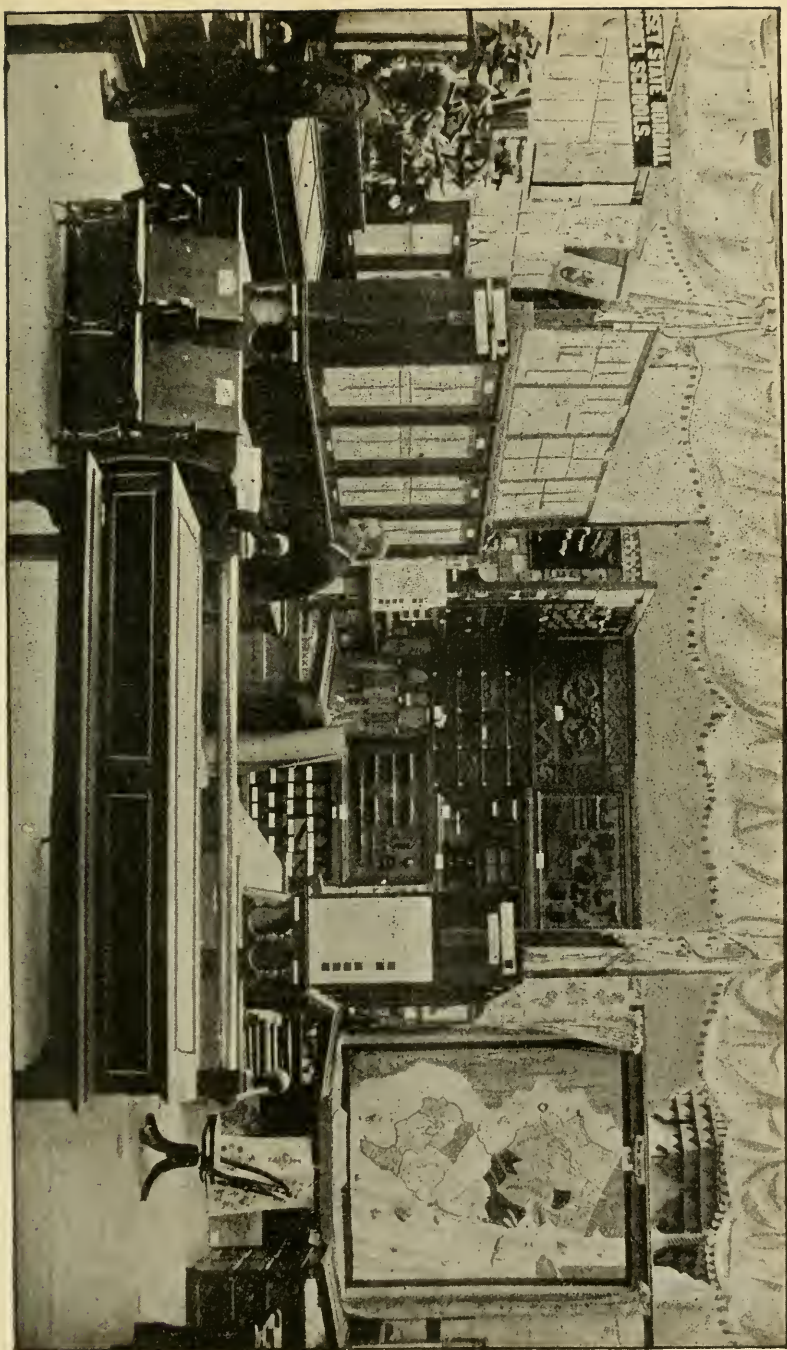
Stenography and Typewriting.—2 volumes Stenography, 1 volume Book-keeping. Whole number of specimens, bound and mounted, 86.

Geography.—1 volume Physical Geography. Number of specimens, bound and mounted, 98.

History.—2 volumes (illustrated) and 2 cardboards. Whole number of specimens, bound and mounted, 162.

Science.—(Illustrated). 2 volumes Physiology, 3 Zoology, 1 Botany, 1 Mineralogy, 1 Geology, 1 Astronomy, 1 Chemistry, 3 Physics, and 8 cardboards of Zoology and 27 cardboards of Physiology. Whole number of specimens, bound and mounted, 724.

Drawing.—5 volumes. Whole number of specimens, bound and mounted, 642.



SECOND AND THIRD ALCOVES.



GRAMMAR AND PRIMARY DEPARTMENTS.

(First to eighth year, inclusive.)

Language.—11 volumes English and 8 cardboards, 22x 28 inches. Whole number of specimens, bound and mounted, 2,272.

Mathematics.—7 volumes Arithmetic and 9 cardboards. Whole number of specimens, bound and mounted, 878.

Writing.—8 volumes and 8 cardboards. Whole number of specimens, bound and mounted, 1,232.

Geography.—9 volumes, including Maps; 8 cardboards of Geography and Maps. Whole number of specimens, bound and mounted, 864.

History.—4 volumes United States History and 3 cardboards. Whole number of specimens, bound and mounted, 342.

Science.—2 volumes Science, 3 Physiology, 3 cardboards of Science, 4 cardboards of Physiology. Whole number of specimens, bound and mounted, 428.

Drawing.—2 cabinets, showing the full course in Drawing. Whole number of specimens on cardboards, in cabinets, and on the walls, 70. Whole number of other specimens, bound and mounted, 280. 15 volumes. Whole number of specimens, bound and mounted, 1,262.

Kindergarten.—1 case, 7 portfolios, specimens on walls and in show-cases. Whole number of specimens, 165.

Clay-work.—First year's work of pupils. Whole number of specimens, 150. Work of pupil-teachers. Number of specimens, 150.

MISCELLANEOUS.

2 volumes Observation Lessons and 1 cardboard. Whole number of specimens, 124.

Sewing.—6 cardboards and in show-cases. Whole number of specimens, 48. 1 doll, dressed by the entire class.

Study of Geography, with book of explanations, and 100 specimens, gathered by the pupils, in glass bottles.

Specimens in Zoology (Vertebrates and Articulates), Eggs, &c., as collected by the pupils in their everyday class-work. Whole number of specimens, 160.

4 cases of shells. Number of specimens, 25. 10 cases of minerals. Number of specimens, 250. All exhibited in show-cases.

1 portfolio of Photographs (Geological). Number of specimens, 20.

1 set of Photographs of work. Number of views, 6. 3 Photographs of school buildings.

6 volumes of School Board Reports. Blanks, diplomas, &c. Number of specimens, 42.

TOTAL FOR JERSEY CITY.

Whole number of specimens.....	16,250
“ “ “ volumes.....	157
“ “ “ photographs.....	29

Hoboken City.

DAVID E. RUE, Superintendent.

Language.—6 volumes of English, 1 volume of German. Whole number of specimens, bound and mounted, 562. All grades from first to twelfth year.

Mathematics.—1 volume Arithmetic; 1 volume Algebra and Geometry. Whole number of specimens, bound and mounted, 144. All grades from first to twelfth year.

Writing.—1 volume. Whole number of specimens, bound and mounted, 134. All grades from first to twelfth year.

Bookkeeping.—1 volume Bookkeeping and Business Forms. Whole number of papers, 32.

History.—1 volume. Whole number of specimens, bound and mounted, 67.

Geography.—Part volume. Whole number of papers, including maps, 38. All grades from first to tenth year.

Science.—Physics and Physiology. Number of specimens, 11.

Drawing.—57 cards. Whole number of specimens, bound and mounted, 280. All grades from first to twelfth year.

Sewing.—5 cards of mounted specimens, showing the course in sewing. Whole number of specimens, 75.

Photographs.—1 album containing views, plans and specifications of one of latest school buildings. Number of views, 3.

HOBOKEN MANUAL TRAINING SCHOOL.

Clay.—Clay forms by pupils. Whole number of specimens, 50.

Chart.—One large chart showing history of Manual Training in the Public Schools of Hoboken, N. J. Attendance, cost of instruction and maintenance, from 1886 to 1892.

Wood-work.—2 large cards of Wood-carving. 1 large card of Wood-turning. 2 large cards of Wood working. All by the pupils. Whole number of specimens, 60.

TOTAL FOR HOBOKEN.

Number of specimens.....	1,456
“ “ volumes.....	12
“ “ photographs.....	3

Bayonne City.

CHARLES M. DAVIS, Superintendent.

Language.—2 volumes. Whole number of specimens, bound and mounted, 374. All grades from first to twelfth year.

Mathematics.—Part volume Arithmetic. Whole number of specimens, bound and mounted, 210. All grades from first to twelfth year.

Writing.—1 volume. Whole number of specimens, bound and mounted, 224. All grades from first to twelfth year.

Geography.—Written and Maps. Whole number of specimens, bound and mounted, 122.

Kindergarten.—Stick-laying, Tablet-laying, Weaving, Parquetry and Sewing. Whole number of specimens, 195. List of books read by pupils. Number of sets, 15. Other work bound with county.

TOTAL FOR BAYONNE CITY.

Number of specimens.....	1,140
“ “ volumes.....	4
“ “ photographs.....	3

Town of Union.

OTTO ORTEL, Principal.

Besides the general work bound and shown with the county, the following was sent from the Town of Union :

Drawing.—1 cabinet containing 33 carboards and exhibits on the walls. Whole number of specimens, bound and mounted, 102. All grades from first to twelfth year.

Sewing.—20 mounted cards, in cabinets and on the walls. Whole number of specimens, 134. All grades.

Clay-moulding.—5 large specimens, including a bust of Lincoln. Other small specimens. Whole number of specimens, 24.

Wood-working.—Set of Wood-carving by the pupils. Number of specimens, 24.

Photographs.—Views of buildings and interior views of rooms and workshops. Number of specimens, 6.

Cardboard-work.—Specimens of pupils' work. Whole number of specimens, 100. Sixth and seventh years.

TOTAL FOR TOWN OF UNION.

Number of specimens	386
“ “ photographs.....	6

West Hoboken.

ROBERT WATERS, Principal.

Besides the work bound and shown with the county exhibit, the following was sent by West Hoboken :

Geography.—Relief Maps. Whole number of specimens, 5.

Drawing.—24 mounted cards, 22 x 28 inches, showing course in Drawing. Whole number of specimens, 82. All grades from first to twelfth year.

Kindergarten.—Sets in Parquetry-work, Stick-laying, Color Parquetry, Parquetry with Designs and Colored Designs. Whole number of specimens, 46.

Photographs.—Photographs of buildings, 4.

TOTAL FOR WEST HOBOKEN.

Number of specimens	113
“ “ photographs	4

Other Districts in the County.

Language.—2 volumes and a part volume, with Mathematics. Whole number of specimens, bound and mounted, 362. All grades from first to twelfth year.

Mathematics.—5 volumes Arithmetic, Algebra and Geometry. Whole number of specimens, bound and mounted, 364. All grades from first to twelfth year.

Writing.—3 volumes. Whole number of specimens, bound and mounted, 422. All grades from first to twelfth year. 1 volume of general work from Guttenburg night school. Whole number of specimens, 50.

Bookkeeping.—1 volume. Number of sets, 21.

Geography.—1 volume, including Maps. Whole number of specimens, bound and mounted, 164. All grades from fourth to tenth year.

History.—1 volume. Whole number of specimens, bound and mounted, 62.

Science.—1 volume Physics, with Bookkeeping. Whole number of specimens, 81.

Drawing.—1 volume from county.

Photographs.—Photographs of buildings, interiors and workshops. Number of specimens, 6.

TOTAL FOR COUNTY.

Number of specimens	1,826
“ “ volumes	15
“ “ photographs	6

SUMMARY FOR THE COUNTY.

Whole number of districts	15
“ “ “ “ represented.....	13
“ “ “ “ not represented.....	2
“ “ “ specimens.....	21,193
“ “ “ volumes.....	188
“ “ “ photographs.....	51

HUNTERDON COUNTY.

E. M. HEATH, County Superintendent.

Exhibits of pupils' work were received from the following districts:

Mount Lebanon, No. 1; Lower Valley, No. 3; Changewater, No. 4; Spruce Run, No. 7; New Hampton, No. 8; Junction, No. 9; Mondalia, No. 11; Bloombury, No. 12; Valley, No. 13; South Asbury, No. 14; Little York, No. 24; Pittstown, No. 30; Old Church, No. 31; Mount Joy, No. 19; Holland, No. 20; Spring Mills, No. 21; Mount Pleasant, No. 25; Milford, No. 26; Frenchtown, No. 32; Oak Summit, No. 34; Baptisttown, No. 35; Spring Hill, No. 38; Scott's, No. 39; Rock Ridge, No. 40; Quakertown, No. 43; Cherryville, No. 45; Sidney, No. 46; Califon, No. 15; Silverthorn, No. 60; High Bridge, No. 61; Cokesbury, No. 65; The Union, No. 47; Pattenburg, No. 49; Mechlin's, No. 50; New Stone, No. 52; Annandale, No. 54; Bray's Hill, No. 55; Lebanon, No. 56; Round Valley, No. 57; Clinton Borough, No. 53; Fairmount, No. 62; Farmersville, No. 63; Mountainville, No. 64; Apgar's Corner, No. 66; New Germantown, No. 67; Stanton, No. 69; The Station, No. 71; White House, No. 72; Cold Brook, No. 73; Pleasant Run, No. 74; The Ridge, No. 75; Readington, No. 76; Three Bridges, No. 78; The Grove, No. 79; Oak Grove, No. 81; Voorhees, No. 82; Reaville, No. 83; Pleasant Ridgē, No. 84; Neshanic, No. 86;

Flemington, No. 87; Wagner's No. 88; Harmony, No. 89; Summit, No. 90; Higgins, No. 85; Locktown, No. 91; Croton, No. 92; Sand Brook, No. 93; Moore's, No. 94; Sergeant's, No. 95; Van Dolah's, No. 96; Reading's, No. 97; Stockton, No. 98; Sergeantsville, No. 109; Wertsville, No. 100; Mountain, No. 101; Unionville, No. 102; Ringoes, No. 103; Rocktown, No. 104; Mount Airy, No. 105; Mount Range, No. 107; Lambertville, No. 108.

The work was displayed, viz., in bound volumes; in cabinets, each containing 32 cardboards, 22 x 28 inches (in general, 132 separate specimens); in frames, upon the walls, and in show-cases.

Language.—4 volumes. Whole number of specimens, bound and mounted, 396. All grades from first to twelfth year.

Mathematics.—1 volume Arithmetic, 1 volume Algebra and Geometry. Whole number of specimens, bound and mounted, 246. All grades from first to twelfth year.

Writing.—2 volumes. Whole number of specimens, bound and mounted, 264. All grades from first to twelfth year.

Bookkeeping.—1 volume. Whole number of sets, 30. All grades from eighth to twelfth year.

Geography.—1 volume of Geography and Maps. Whole number of specimens, bound and mounted, 72. All grades from fourth to tenth year.

History.—1 volume. Whole number of specimens, bound and mounted, 62. All grades from sixth to twelfth year.

Science.—1 volume (with Sussex county) Physics and Physiology. Whole number of specimens, bound and mounted, 74. All grades from sixth to twelfth year.

Drawing.—1 volume. Whole number of specimens, bound and mounted, 62. All grades from first to twelfth year.

Special.—1 volume (special, with Warren). Whole number of specimens, 38.

SUMMARY FOR COUNTY.

Number of districts.....	107
“ “ “ represented.....	86
“ “ “ not represented.....	21
“ “ specimens.....	1,244
“ “ volumes.....	14

MERCER COUNTY.

LLOYD WILBUR, County Superintendent.

FRANK H. LALOR, City Superintendent, Trenton.

Exhibits of pupils' work were received from the following districts: Pleasant Valley, No. 1; Harbournown, No. 2; Woodsville, No. 3; Tidd's, No. 4; Stoutsburg, No. 5; Hopewell, No. 6; Mount Rose, No. 7; Centerville, No. 8; Federal City, No. 9; Pennington, No. 10; Marshall's Corner, No. 11; Woosamonsa, No. 11½; Titusville, No. 13; Birmingham, No. 15; Ewingville, No. 16; Columbia, No. 17; Brookville, No. 18; Hillcrest, No. 20; Trenton, No. 19; Brick,

No. 21; Grove, No. 22; Clarksville, No. 23; Central, No. 24; Washington, No. 26; Mercerville, No. 27; Hamilton Square, No. 28; Edge Brook, No. 29; Groveville, No. 30; Yardville, No. 31; Wilbur, No. 34; Farmingdale, No. 35; Stony Brook, No. 36; Cedar Grove, No. 37; Princeton, No. 39; Penn's Neck, No. 40; Parsonage, No. 41; Assanpink, No. 43; Robbinsville, No. 44; Union, No. 45; Page's Corner, No. 46; Sharon, No. 47; Allen, No. 48; Windsor, No. 49; Hickory Corner, No. 50; Locust Corner, No. 51; Hightstown, No. 52; Milford, No. 53; Cedarville, No. 54.

The work was displayed, viz., in bound volumes; in cabinets, each containing 33 cardboards, 22 x 28 inches (in general, 132 separate specimens); in frames, upon the walls, and in show-cases.

Trenton.

B. C. GREGORY, Supervising Principal.

HIGH SCHOOL.

Language.—1 volume English, 1 volume Latin and 1 volume German. Whole number of specimens, bound and mounted, 117.

Mathematics.—1 volume Arithmetic, Algebra and Geometry. Whole number of specimens, bound and mounted, 125.

Bookkeeping.—1 volume. Whole number of sets, 11. 1 volume Business-Forms. Number of specimens, 24.

Stenography.—2 volumes. Whole number of specimens, bound and mounted, 64.

Typewriting.—1 volume. Whole number of specimens, bound and mounted, 26.

Geography.—1 large Map of the City of Trenton, mounted. Physical Geography. Number of specimens mounted, 12.

Science.—Chemistry, Physiology and Hygiene and Zoology. Whole number of papers mounted, 28. 3 boxes of dissected insects. 3 cases of chemical salts, each containing 12 bottles, prepared by pupils. Whole number of specimens, 36.

Drawing.—Bound and mounted. Whole number of specimens, 60.

SCHOOLS BELOW THE HIGH SCHOOL.

(First to eighth year, inclusive.)

Language.—2 volumes. Whole number of sets, bound and mounted, 246.

Mathematics.—1 volume of Arithmetic. Whole number of specimens, bound and mounted, 186.

Writing.—2 volumes. Whole number of specimens, bound and mounted, 346.

Geography.—2 volumes Geography and Maps. Whole number of specimens, bound and mounted, 312. Framed Maps, 2.

History.—1 volume. Whole number of specimens, bound and mounted, 124.

Drawing.—1 volume in cabinets and mounted. Whole number of specimens, bound and mounted, 188.

Kindergarten.—1 cabinet and in show-cases, Weaving, Paper-folding, Clay-work, Block-building, &c. Whole number of specimens, 265.

Singing.—36 charts, 22 x 28, in cabinets and on walls, illustrating new method of teaching primary singing, by Miss Lottie Gertrude Johnson and teachers. Whole number of specimens, 36.

Photographs.—Number of photographs, 3.

TOTAL FOR TRENTON.

Whole number of specimens from city	2,212
“ “ “ volumes	18
“ “ “ photographs	3

Princeton.

A. W. HARTWELL, Principal.

The following work was exhibited in addition to what was included in the county exhibit :

8 volumes Scrap-books. Number of specimens, 640. 2 volumes “Model School Times and Alumni Record.” 324 specimens. 1 volume “Every-day Business.” Number of specimens, 36. 1 volume “Business Forms.” Number of specimens, 34. 1 volume Views of School Buildings. Number of specimens, 10.

Number of specimens bound.....	1,034
“ “ volumes.....	13
“ “ photographs.....	10

Other work with the county volumes.

Other Districts in the County.

Language.—4 volumes. Whole number of specimens, bound and mounted, 642. All grades from first to twelfth year.

Mathematics.—1 volume Arithmetic and Algebra. Whole number of specimens, bound and mounted, 236.

Writing.—2 volumes. Whole number of specimens, bound and mounted, 325.

Bookkeeping.—1 volume. Number of sets, 24.

Drawing.—1 volume, bound. Number of specimens, 64.

Photographs.—Photographs of buildings, 3. County schools.

Number of specimens	1,294
“ “ volumes.....	9
“ “ photographs	3

SUMMARY FOR COUNTY AND CITIES.

Whole number of districts	55
“ “ “ “ represented.....	48
“ “ “ “ not represented.....	7
“ “ “ specimens	4,540
“ “ “ volumes.....	40
“ “ “ photographs.....	16

MIDDLESEX COUNTY.

H. BREWSTER WILLIS, County Superintendent.
 GEORGE G. RYAN, City Superintendent, New Brunswick.
 JAMES S. WIGHT, City Superintendent, Perth Amboy.

Exhibits of pupils' work were received from the following districts:

Harris Lane, No. 1; Dunellen, No. 2; New Market, No. 3; Maple Grove, No. 4; New Brooklyn, No. 5; Newtown, No. 7; Union, No. 8; Raritan Landing, No. 9; Friendship, No. 10; Mount Pleasant, No. 11; New Dover, No. 12; Oak Tree, No. 13; New Durham, No. 14; Metuchen, No. 15; Lafayette Union, No. 16; Bonhamptown, No. 18; Highland Park, No. 75; Locust Grove, No. 19; Washington, No. 20; Rahway Neck, No. 21; Blazing Star, No. 22; Uniontown, No. 23; Woodbridge, No. 24; Fairfield Union, No. 26; Oak Hill, No. 27; Milltown, No. 28; Red Lion, No. 29; Brick School House, No. 30; Washington, No. 31; Lawrence Brook, No. 32; Summer Hill, No. 33; Dunham's Corner, No. 34; Old Bridge, No. 35; Spotswood, No. 36; Helmetta, No. 74; South Milltown, No. 78; Brickland, No. 37; South River, No. 76; Ernston, No. 25; Park School House, No. 38; Raritan, No. 39; Six-Mile Run, No. 40; Sand Hills, No. 41; George's Road, No. 42; Fresh Ponds, No. 43; Ridge, No. 44; Dayton, No. 45; Rhode Hall, No. 46; Mapleton, No. 47; Scott's Corner, No. 50; Pleasant Hill, No. 51; Kingston, No. 55; Monmouth Junction, No. 77; Plainsboro, No. 49; North Cranbury, No. 53; South Cranbury, No. 54; Wyckoff's Mills, No. 61; Jamesburg, No. 56; Matchaponix, No. 57; Prospect Plains, No. 58; Monroe, No. 59; Gravel Hill, No. 60; Old Church, No. 62; Pleasant Grove, No. 64; Jacksonville, No. 65; Morristown, No. 66; Old Bridge, No. 67; Browntown, No. 68; Cedar Grove, No. 69; Millbridge, No. 70; Perth Amboy, No. 72; New Brunswick, No. 73.

The work was displayed, viz., in bound volumes; in cabinets, each containing 32 cardboards, 22 x 28 inches (in general, 132 separate specimens); in frames, upon the walls, and in show-cases.

New Brunswick.

GEORGE G. RYAN, Superintendent.

HIGH SCHOOL.

Language, History and Geometry.—1 volume containing History and English Literature, Composition and Geometry. Whole number of specimens, bound and mounted, 136. All grades from ninth to twelfth year.

Mathematics.—1 volume containing Arithmetic and Algebra. Whole number of specimens, bound and mounted, 94. All grades from ninth to twelfth year.

Geography, History and Language.—1 volume containing United States History, Physical Geography, Latin and English Grammar. Whole number of specimens, bound and mounted, 82. All grades from ninth to twelfth year.

Language and Geography.—*Grammar Department.*—2 volumes containing Arithmetic and Geography. Whole number of specimens, bound and mounted, 182. All grades from fifth to eighth year.

Language, Geography, Mathematics.—*Primary Department.*—2 volumes containing Spelling, Number, Work, Arithmetic and Geography. Whole number of specimens, bound and mounted, 382. All grades from first to eighth year.

Whole number of volumes.....	7
“ “ “ specimens in Language.....	280
“ “ “ “ Mathematics.....	245
“ “ “ “ Geography.....	161
“ “ “ “ History.....	190
Total number of specimens bound.....	876
Number of Photographs of buildings.....	3

Other Districts in the County.

Language.—2 volumes of English. Whole number of specimens, bound and mounted, 460. 1 volume of German. Whole number of specimens, bound and mounted, 26.

Mathematics.—1 volume of Arithmetic. 1 volume of Algebra and Geometry. Whole number of specimens, bound and mounted, 336. All grades from first to twelfth year. 1 volume of Arithmetic and Algebra from South Amboy. Whole number of specimens, bound and mounted, 94. 1 volume of Arithmetic and Algebra from Dunellen. Whole number of specimens, bound and mounted, 140. All grades from first to twelfth year.

Writing.—2 volumes. Whole number of specimens, bound and mounted, 320. All grades from first to twelfth year.

Bookkeeping—1 volume typewritten. Whole number of sets, 20.

Geography.—1 volume. Whole number of specimens, bound and mounted, 241. All grades from first to twelfth year. Maps from Dayton and Franklyn, Number of specimens, 30. 1 volume of Maps from South Cranbury. Number of specimens, 20.

History.—1 volume. Whole number of specimens, bound and mounted, 282.

Science.—1 volume of Physics and Physiology. Whole number of specimens, bound and mounted, 182.

Music.—1 volume. Whole number of specimens, bound and mounted, 32.

Drawing.—1 volume. Whole number of specimens, bound and mounted, 84.

Busy-work.—Whole number of specimens mounted, 47.

Primary work.—Whole number of specimens mounted, 25. 1 large drawing of school-house.

TOTAL FOR COUNTY OUTSIDE OF NEW BRUNSWICK.

Number of specimens.....	2,340
“ “ volumes.....	15
“ “ photographs.....	2

SUMMARY FOR COUNTY, INCLUDING CITIES.

Whole number of districts.....	78
“ “ “ “ represented.....	73
“ “ “ “ not represented.....	5
“ “ “ specimens.....	3,216
“ “ “ volumes.....	23
“ “ “ photographs.....	5

MONMOUTH COUNTY.

[SAMUEL LOCKWOOD, County Superintendent.

Exhibits of pupils' work were received from the following districts :

Colt's Neck, No. 1; Vanderburg, No. 2; Scobeyville, No. 3; Hillside, No. 4, Montrose, No. 5; Robbins, No. 5½; East Freehold, No. 6; Freehold, No. 7; Paradise, No. 8; Georgia, No. 9; Siloam, No. 10; West Freehold, No. 11; Allentown, No. 14; Eglington, No. 15; Imlaystown, No. 17; Cream Ridge, No. 19; Ellisdale, No. 21; Hornerstown, No. 22; Fair Play, No. 24; Perrineville, No. 25; Manalapan, No. 26; Sweetman, No. 27; Clarksburg, No. 30; Tennent, No. 33; Englishtown, No. 34; Vanderveer, No. 35; Black's Mills, No. 36; Mount Vernon, No. 37; Pleasant Valley, No. 38; Morganville, No. 39; Magee, No. 41; Marlboro, No. 42; Bradevelt, No. 43; Strong's, No. 44; Cliffwood, No. 45; Frenan, No. 46; Point, No. 47; Lower Point, No. 48; Keyport, No. 49; Union, No. 50; Bethany, No. 51; Keansburg, No. 52; Holmdel, No. 53; Holland, No. 54; Oak Grove, No. 58; Morrisville, No. 57; Navesink, No. 59; Chanceville, No. 60; Harmony, No. 61; Middletown, No. 62; Highlands, No. 67; Port Monmouth, No. 68; Atlantic Highlands, No. 69; Seabrook, No. 71; Oceanic, No. 72; Fair Haven, No. 73; Little Silver, No. 74; Red Bank, No. 75; Shrewsbury, No. 77; Tinton Falls, No. 78; Long Branch, No. 85; Deal, No. 87; Hamilton, No. 80; Avon, No. 80½; Asbury Park, No. 90½; Eatontown, No. 83; West Long Branch, No. 86; Allenwood, No. 91; Manasquan, No. 92; Allendale, No. 93; Sea Plain, No. 94; Belmar, No. 94½; Laird, No. 95; Hurley, No. 96; Allaire, No. 97; Blue Ball, No. 101; Jerseyville, No. 102; Turkey, No. 103; Farmingdale, No. 104; West Farms, No. 106; Squankum, No. 107; North Farmingdale, No. 111.

The work was displayed, viz., in bound volumes; in cabinets, each containing 32 cardboards, 22 x 28 inches (in general, 132 separate specimens); in frames, upon the walls, and in show-cases.

Long Branch.

CHRISTOPHER GREGORY, Principal.

Language.—2 volumes. Whole number of specimens, bound and mounted, 286. All grades from first to twelfth year.

Mathematics.—1 volume Arithmetic, Algebra and Geometry. Whole number of specimens, bound and mounted, 215. All grades from first to twelfth year.

Geography.—1 volume. Whole number of specimens, bound and mounted, 135. First to twelfth year.

History.—1 volume. Whole number of specimens, bound and mounted, 130.

Science.—1 volume Chemistry and Physiology. Whole number of specimens, bound and mounted, 50. 4 volumes Botany (Herbariums). Whole number of specimens, bound and mounted, 215. 6 cardboards.

Manuscripts.—1 volume. Whole number of specimens, bound and mounted, 35.

Drawing.—4 volumes and 14 cardboards. Whole number of specimens, bound and mounted, 214.

Kindergarten.—6 mounted cardboards. Number of specimens, 50.

Clay-modeling.—Number of specimens, 60.

Total number of specimens.....	1,390
“ “ “ volumes.....	15

Red Bank.

RICHARD CASE, Principal.

Language.—1 volume. Whole number of specimens, bound and mounted, 264. All grades from first to twelfth year.

Mathematics.—1 volume Arithmetic, Algebra and Geometry. Whole number of specimens, bound and mounted, 86. All grades from first to eleventh year.

Writing and Bookkeeping.—Writing and Bookkeeping bound with county volume. Whole number of specimens, bound and mounted, 96. All grades from first to eighth year.

Geography.—1 volume, including maps. Whole number of specimens, bound and mounted, 46. All grades from fourth to ninth year.

History.—1 volume United States and General History. Whole number of specimens, bound and mounted, 35. All grades from eighth to eleventh year.

Science.—Physiology and Physics bound in the county volume. Whole number of specimens, bound and mounted, 25.

Drawing.—1 volume graded Drawing from first to tenth year and modeling in clay from first to fourth year. Whole number of specimens, bound and mounted, 90.

Whole number of specimens.....	642
“ “ “ volumes.....	5

Asbury Park and Ocean Grove.

JAMES M. RALSTON, Principal.

Language.—2 volumes. Whole number of specimens, bound and mounted, 310. All grades from first to twelfth year.

Mathematics.—1 volume Arithmetic and 1 volume Geometry and Algebra. Whole number of specimens, bound and mounted, 245. All grades from first to twelfth year.

Writing.—1 volume Writing and Bookkeeping. Whole number of specimens, bound and mounted, 125. All grades from first to twelfth year.

Geography.—With the county volumes.

History.—1 volume with Keyport. Whole number of specimens, bound and mounted, from Asbury Park and Ocean Grove, 36.

Kindergarten.—2 volumes. Whole number of specimens, bound and mounted, 146.

Science.—25 specimens of work in Chemistry, in bottles, and specimens of home-made apparatus, in show-case. Whole number of specimens, 35.

Drawing.—Mounted on cards and bound in county volume. Whole number of specimens, 36.

Whole number of specimens	933
“ “ “ volumes.....	8

Freehold.

JOHN ENRIGHT, Principal.

Language.—1 volume. Whole number of specimens, bound and mounted, 242. All grades from first to twelfth year.

Mathematics.—1 volume Arithmetic and Algebra. Whole number of specimens, bound and mounted, 86. All grades from first to twelfth year.

Drawing.—System of Drawing used in the several grades. Whole number of specimens, bound and mounted, 40. Framed specimens of Mechanical Drawings. Number, 4.

Kindergarten.—Specimens in Kindergarten.

The balance of the work exhibited with that of the county, in all branches.

Whole number of specimens from Freehold, in separate volumes.....	2
“ “ “ volumes.....	372

Keyport.

S. V. ARROWSMITH, Principal.

Language.—1 volume. Whole number of specimens, bound and mounted, 120. All grades from first to twelfth year.

Mathematics.—1 volume Arithmetic and Algebra. Whole number of specimens, bound and mounted, 110.

Geography.—Number of specimens, 35; History, 60; Science, 15; total, 110. Bound or mounted with county volume. All grades from seventh to twelfth year.

Number of specimens, bound.....	340
“ “ volumes.....	2

Other specimens with the county work.

Other Districts in the County.

Language.—5 volumes. Whole number of specimens, bound and mounted, 846. All grades from first to twelfth year.

Mathematics.—4 volumes Arithmetic, 1 volume Algebra and Geometry, and 1 volume Arithmetic and Algebra from Manasquan. Whole number of specimens, bound and mounted, 852. All grades from first to twelfth year.

Writing.—5 volumes. Whole number of specimens, bound and mounted, 940. All grades from first to twelfth year.

Bookkeeping.—1 volume. Whole number of specimens, 36.

Geography.—2 volumes, including Maps. Whole number of specimens, bound and mounted, 168. Fourth to tenth year.

History.—2 volumes (illustrated). Whole number of specimens, bound and mounted, 122.

Science.—1 volume Physiology and 1 volume Physics and Chemistry (illustrated). Whole number of specimens, bound and mounted, 141. All grades from sixth to twelfth year.

Kindergarten.—Number of specimens, bound and mounted, and in show-cases, 64.

Drawing.—2 volumes and mounted work. Whole number of specimens, bound and mounted, 241.

Other work from the county not included in the cities.

Number of specimens.....	3,410
“ “ volumes.....	25
“ “ photographs.....	4

SUMMARY FOR COUNTY, INCLUDING CITIES.

Whole number of districts.....	115
“ “ “ “ represented.....	82
“ “ “ “ not represented.....	33
“ “ “ specimens.....	7,087
“ “ “ volumes.....	57
“ “ “ photographs.....	6

MORRIS COUNTY.

JAMES O. COOPER, County Superintendent.

W. L. R. HAVEN, City Superintendent, Morristown.

Exhibits of pupils' work were received from the following districts :

Dover, No. 1; Mine Hill, No. 2; Ferro, Monte. No. 3; Millbrook, No. 6; Port Oram, No. 9; Ironia, No. 71; Union, No. 10; Denville, No. 11; Rockaway, No. 13; Mount Hope, No. 15; Lower Hibernia, No. 16; Greenville, No. 21; Hurdtown, No. 27; Berkshire, No. 28; Hopatcong, No. 29; Kenvil, No. 31; Drakeville, No. 33; Port Morris, No. 33½; Alpaugh, No. 35; Budd's Lake, No. 12; Netcong, No. 37; Bartley, No. 40; Draketown, No. 41; Flock, No. 42; Naurightville, No. 43; German Valley, No. 44; Schooley's Mount, No. 45; Middle Valley, No. 48; Milltown, No. 54; Chester,

No. 55; Chester Cross Roads, No. 96; Union, No. 59; Brookside, No. 62; Morris Plains, No. 66; Morristown, No. 67; Mountain, No. 68; New Vernon, No. 69; Millington, No. 74; Long Hill, No. 75; Sterling, No. 78; Loantaka, No. 76; Chatham, No. 79; Union Hill, No. 80; Madison, No. 81; East Madison, No. 82; Afton, No. 83; Littleton, No. 85; Hanover, No. 88; Troy, No. 90; Parsippany, No. 91; North Parsippany, No. 92; Mount Tabor, No. 110; Boonton, No. 95; Montville, No. 99; Stony Brook, No. 102; Beavertown, No. 104; Bloomingdale, No. 107; Butler, No. 111.

The work was displayed, viz., in bound volumes; in cabinets, each containing 32 cardboards, 22 x 28 inches (in general, 132 separate specimens); in frames, upon the walls, and in show cases.

Morristown.

W. L. R. HAVEN, Superintendent and Principal.

Language.—2 volumes English, 1 illustrated volume English literature. Whole number of specimens, bound and mounted, 210. All grades from first to twelfth year.

History.—1 volume (illustrated). Whole number of specimens, bound and mounted, 64. 1 volume from Madison. Whole number of specimens, bound and mounted, 62.

Drawing.—1 cabinet of 33 cardboards. Whole number of specimens, in cabinet and bound, 136. All grades from first to twelfth year.

Clay.—Clay forms (including several large specimens). Whole number, 36.

Paper Forms.—Geometrical forms. Whole number of specimens, 60. Glass pumps made by the pupils. Whole number, 4. Other work with the county exhibit.

Morristown and Madison.

Number of specimens (not with county).....	572
“ “ volumes.....	4

Dover.

J. H. HULSART, Principal.

All work bound or displayed with the county exhibit.

Chatham.

FRANK O. PAYNE, Principal.

Besides 17 cards of mounted work, Chatham sent one mounted cow skull and larynx. Other work with county exhibit.

Other Districts in the County.

Language.—1 volume. Whole number of specimens, bound and mounted, 210. All grades from first to twelfth year.

Mathematics.—2 volumes Arithmetic and 1 volume of Geometry and Algebra. Whole number of specimens, bound and mounted, 384. All grades from first to twelfth year.

Writing.—2 volumes. Whole number of specimens, bound and mounted, 368.

Bookkeeping.—1 volume. Whole number of sets, 22.

Geography.—1 volume, including Maps. Whole number of specimens, bound and mounted, 164.

History.—1 volume (illustrated). Whole number of specimens, bound and mounted, 88.

Science.—1 volume Physics, Physiology, Zoology. Whole number of specimens, bound and mounted, 108. Physical Apparatus. Number of specimens, 24.

Drawing.—1 volume. Whole number of specimens, bound and mounted, 164.

Photographs.—Number of photographs of buildings, &c., 8.

Clay.—Clay forms. Whole number of specimens, 58.

TOTAL FOR OTHER DISTRICTS.

Number of specimens.....	1,590
“ “ volumes.....	12
“ “ photographs.....	8

SUMMARY FOR CITIES AND COUNTY.

Whole number of districts.....	110
“ “ “ “ represented.....	58
“ “ “ “ not represented.....	52
“ “ “ “ specimens.....	2,162
“ “ “ “ volumes.....	16
“ “ “ “ photographs.....	8

OCEAN COUNTY.

E. M. LONAN, Superintendent.

Exhibits of pupils' work were received from the following districts:

New Egypt, No. 1; Archertown, No. 2; Lakewood, No. 14; Point Pleasant, No. 16; Point Pleasant Beach, No. 49; Bay Head, No. 51; Horicon, No. 22; Toms River, No. 31; Union, No. 32; Island Heights, No. 52; Waretown, No. 39; Barnegat, No. 42; Manahawkin, No. 43; Tuckerton, No. 55.

The work was displayed, viz., in bound volumes; in cabinets, each containing 33 cardboards, 22 x 28 inches (in general, 132 separate specimens); in frames, upon the walls, and in show-cases.

Language.—2 volumes from Toms River. Whole number of specimens, bound and mounted, 120. 1 volume from other districts. Whole number of specimens, bound and mounted, 68. All grades from first to twelfth year.

Mathematics.—1 volume Arithmetic, Algebra and Geometry, mostly from Toms River. Whole number of specimens, bound and mounted, 60. All grades from first to twelfth year.

Writing.—1 volume. Whole number of specimens, bound and mounted, 72. All grades from first to twelfth year.

Bookkeeping.—5 sets, bound. Ninth year.

Geography.—1 volume. Whole number of specimens, bound and mounted, 25, and 35 maps. All grades from third to tenth year.

History.—1 volume United States History. Whole number of specimens, bound and mounted, 50. Eighth to tenth year.

Drawing.—19 specimens. Mounted. All grades from first to twelfth year.

Photographs.—10 Photographs of classes from Toms River. 1 photograph of Point Pleasant school building. 1 photograph of Bay Head School building.

SUMMARY FOR COUNTY.

Number of districts in the county.....	58
“ “ “ represented	14
“ “ “ not represented.....	44
“ “ specimens sent.....	454
“ “ volumes.....	7
“ “ photographs.....	12

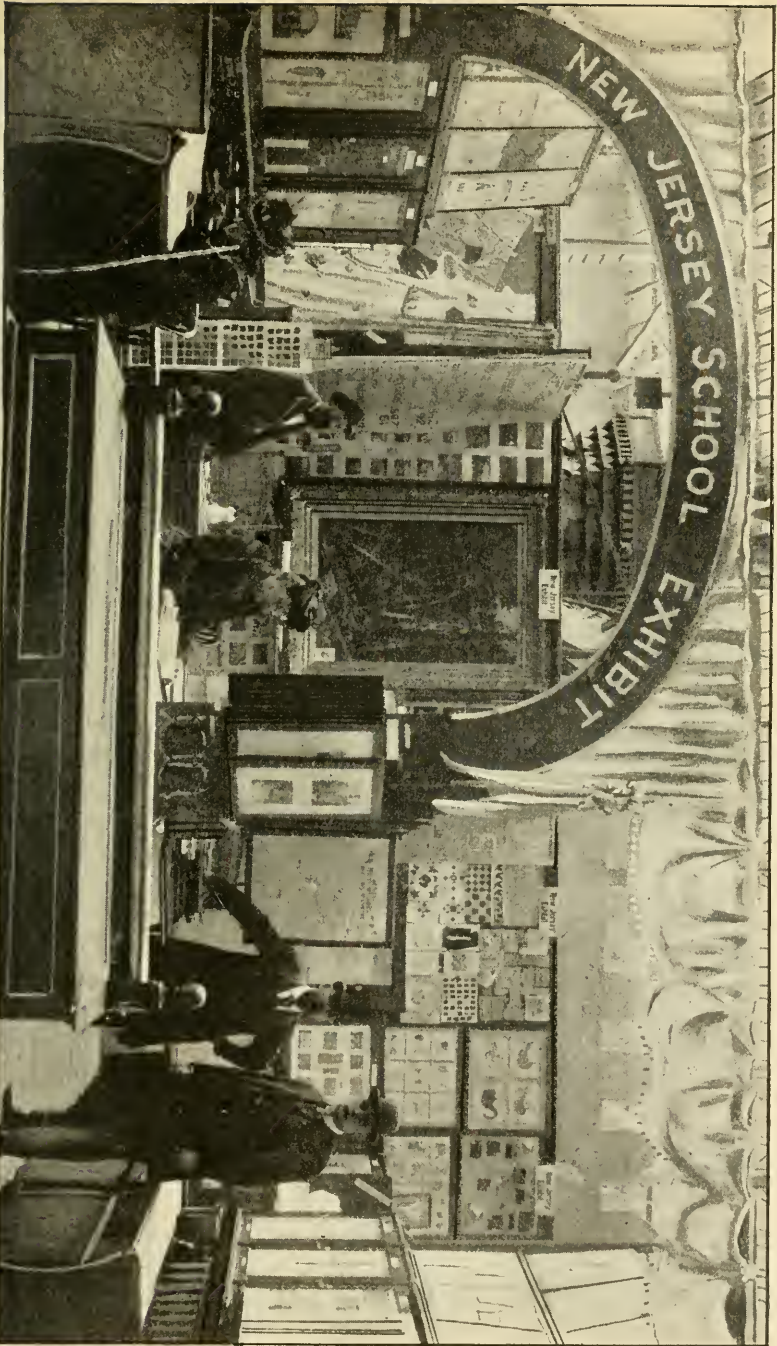
PASSAIC COUNTY.

ALEXANDER ELLIOTT, JR., County Superintendent.
 J. A. REINHART, Superintendent, Paterson.
 H. H. HUTTON, Superintendent, Passaic.

Exhibits of pupils' work were received from the following districts :

South Acquackanok, No. 1 ; Centreville, No. 2 ; Clifton, No. 3 ; North Acquackanok, No. 4 ; Albion Place, No. 38 ; Athenia, No. 39 ; Passaic, No. 5 ; Little Falls, No. 6 ; Southwest, No. 7 ; Passaic Valley, No. 8 ; Goffle, No. 11 ; Upper Haledon, No. 12 ; Prospect Park, No. 40 ; Franklin, No. 13 ; Preakness, No. 15 ; Washington, No. 16 ; Lafayette, No. 17 ; Pompton Church, No. 18 ; Midvale, No. 37 ; Ringwood, No. 22 ; Bloomingdale, No. 23 ; Charlotteburg, No. 24 ; Lower Macopin, No. 25 ; Upper Macopin, No. 26 ; Postville, No. 27 ; Hewitt, No. 29 ; Greenwood, No. 30 ; Newfoundland, No. 31 ; Oak Ridge, No. 33.

The work was displayed, viz , in bound volumes ; in cabinets, each containing 32 cardboards, 22 x 28 inches (in general, containing 132 specimens) ; in frames, upon the walls, and in show-cases.



FOURTH (OFFICE) AND FIFTH AI COVES

Paterson City.

Language.—6 volumes. Whole number of specimens, bound and mounted, 665. All grades from first to twelfth year.

Mathematics.—1 volume Arithmetic and Algebra from High School. Whole number of specimens, bound and mounted, 84. 1 volume Arithmetic. Whole number of specimens, bound and mounted, 162. All grades from first to eighth year.

History and Mechanical Drawing.—1 volume History and Mechanical Drawing. Whole number of specimens, bound and mounted, 84.

Geography.—1 volume Geography and Maps. Whole number of specimens, bound and mounted, 62. 7 charts of Maps. Whole number of specimens, 28. All grades from first to tenth year.

Physiology.—3 charts. Whole number of specimens, 24.

Drawing.—1 volume High School Drawing, 1 cabinet of Drawing. Whole number of specimens, bound and mounted, 86.

Kindergarten.—1 cabinet Tablets, Weaving, Paper-folding, Stick-laying and Rings. Whole number of specimens, mounted and in show-cases, 342.

Clay-work.—Number of specimens, 45.

Sewing.—10 charts of Sewing. Whole number of specimens, 85.

Photographs.—Number of Photographs, 2.

Whole number of specimens	1,667
“ “ “ volumes	11
“ “ “ photographs.....	2

Passaic City.

Language.—2 volumes English. All grades from first to tenth year. 1 volume Latin, Greek and Literature. Whole number of specimens, bound and mounted, 151.

Mathematics.—1 volume Arithmetic, Algebra and Geometry. Whole number of specimens, bound and mounted, 68. All grades from first to twelfth year.

Writing.—1 volume. Whole number of specimens, bound and mounted, 82. All grades.

Geography.—1 volume. Whole number of specimens, bound and mounted, 133.

United States History.—Whole number of specimens, bound and mounted, 24. In county volume.

Science.—1 cabinet of Botany, 100 specimens. Other work in county volume and mounted. Whole number of specimens, bound and mounted, 138.

Kindergarten.—32 on cards, in cabinets, and on walls. Whole number of specimens, 246.

Clay-work.—Number in show-cases, 75.

Photographs.—Number of Photographs of Classes, 10; number of Photographs representing Games, &c, 4; number of Photographs of Buildings, 3.

TOTAL FOR PASSAIC CITY.

Number of specimens.....	917
“ “ volumes.....	6
“ “ photographs.....	17

Other Districts in the County.

Language.—1 volume. Whole number of specimens, bound and mounted, 135. All grades from first to twelfth year.

Mathematics.—1 volume Arithmetic and Algebra. Whole number of specimens, bound and mounted, 145. All grades from first to twelfth year.

Writing.—1 volume. Whole number of specimens, bound and mounted, 85. All grades.

Geography.—1 volume Geography and Maps. Whole number of specimens, bound and mounted, 62.

History.—1 volume. Whole number of specimens, bound and mounted, 52.

Science.—Number of specimens mounted, in Physics and Physiology, 25. Seventh to twelfth year.

Drawing.—Number of specimens mounted, 12.

Kindergarten.—Number of specimens mounted or in show-cases, 125.

TOTAL FOR COUNTY.

Number of specimens.....	641
“ “ volumes.....	5
“ “ photographs.....	3

SUMMARY FOR COUNTY AND CITIES.

Whole number of districts.....	40
“ “ “ “ represented.....	30
“ “ “ “ not represented.....	10
“ “ “ specimens.....	3,225
“ “ “ volumes.....	22
“ “ “ photographs.....	22

SALEM COUNTY.

ROBERT GWYNNE, JR., Superintendent.

Exhibits of pupils' work were received from the following districts :

City of Salem, No. 1 ; Independent, No. 40 ; Franklin, No. 4 ; Harmersville, No. 6 ; Cross Roads, No. 9 ; Harrisonville, No. 10 ; Center, No. 12 ; Pennsville, No. 13 ; Church, No. 14 ; Wyncoop, No. 16 ; Haines' Neck, No. 18 ; Compromise, No. 21 ; Sharptown, No. 25 ; Woodstown, No. 26 ; Friendship, No. 28 ; Morgan, No. 30 ; Friesburg, No. 33 ; Franklin, No. 34 ; Washington, No. 35 ; Alloway, No. 37 ; Fisher, No. 39 ; Harmony, No. 41 ; Quinton, No. 43 ; Auburn, No. 44 ; Pedricktown, No. 45 ; Literary, No. 46 ; Brick, No. 47 ; Perkiintown, No. 53 ; Central, No. 48 ; Cove, No. 49 ; Wright, No. 50 ; Wiley, No. 51 ; Pennsgrove, No. 52 ; Centre Union, No. 55 ; Independence, No. 56 ; Washington, No. 57 ; Jefferson, No. 58 ; Friendship, No. 59 ; Monroeville, No. 62 ; Elmer, No. 64 ; Greenville, No. 65 ; Lower Neck, No. 68.

The work was displayed in bound volumes ; in cabinets, each containing 33 cardboards, 22 x 28 inches (in general, 132 separate specimens) ; in frames, upon the walls, and in show-cases.

Salem City.

ROBERT GWYNNE, JR., Superintendent.

Language.—2 volumes. Whole number of specimens, bound and mounted, 285. All grades from first to twelfth year.

Bookkeeping.—1 volume. Whole number of specimens, bound and mounted, 12. Eleventh year.

History.—1 volume. Whole number of specimens, bound and mounted, 134. Eighth and ninth years.

Specimens in Arithmetic, Algebra, Geometry, Science, Latin, Geology and Drawing bound with county volumes or mounted and displayed in cabinets, on the walls or in show-cases.

Whole number of specimens from city.....	431
Number of extra volumes.....	4
“ “ photographs.....	4

COUNTY, INCLUDING SALEM CITY.

Language.—2 volumes. All grades from first to twelfth year. 1 volume Rhetoric and Literature. Eleventh and twelfth years. Whole number of specimens, bound and mounted, 285.

Mathematics.—2 volumes Arithmetic. All grades from first to twelfth year. 1 volume Algebra and Geometry. All grades from ninth to twelfth year. Whole number of specimens, bound and mounted, 330.

Writing.—1 volume. All grades from first to twelfth year. Whole number of specimens, bound and mounted, 210.

Bookkeeping.—1 volume. Whole number of sets, 15. Ninth and tenth years.

Geography and Maps.—1 volume. Whole number of specimens, bound and mounted, 146. All grades from third to twelfth year. Putty maps, 6.

History.—1 volume. Whole number of specimens, bound and mounted, 134. All grades from sixth to twelfth year.

Science.—1 volume Physics, Physiology and Chemistry. Whole number of specimens, bound and mounted, 68. Botanical specimens, mounted, 25. 1 case of Nature-work, from Woodstown, containing 55 specimens. All grades from fifth to eleventh year.

Drawing.—1 volume. Whole number of specimens, bound and mounted, 42. All grades from first to twelfth year.

Kindergarten.—(From Salem city). Whole number of specimens, 34. Number of specimens from colored school, 3. 1 set of leather straps.

Photographs.—Whole number of Photographs of School Buildings, 4.

SUMMARY FOR COUNTY AND CITY.

Number of districts in the county.....	68
“ “ “ represented.....	42
“ “ “ not represented.....	26
“ “ specimens.....	1,785
“ “ volumes.....	16
“ “ photographs.....	8

SOMERSET COUNTY.

WILLIAM T. F. AYERS, Superintendent.

Exhibits of pupils' work were received from the following districts :

Union Grove, No. 2; Cross Roads, No. 5; Foot of Lane, No. 6; Pottersville, No. 7; Lamington, No. 8; Pluckamin, No. 9; Burnt Mills, No. 10; Bernardsville, No. 11; Mine Brook, No. 14; Franklin, No. 15; Pleasant Valley, No. 18; North Branch, No. 19; Cedar Grove, No. 20; South Branch, No. 22; Fair View, No. 23; Washington Valley, No. 24; Martinsville, No. 25; Adamsville, No. 26; Green Knoll, No. 27; Somerville, No. 28; Raritan, No. 29; Bound Brook, No. 31; South Sterling, No. 32; Dead River, No. 33; Warrentonville, No. 35; Springdale, No. 35½; Washingtonville, No. 36; North Plainfield, No. 38; Harmony Plains, No. 40; Bloomingdale, No. 43; Millstone, No. 44; Pleasant View, No. 47; Neshanic, No. 51; Clover Hill, No. 53; Harlingen, No. 54; Blawenburg, No. 55; Riverside, No. 57; Hollow, No. 58; Plainville, No. 59; Clinton, No. 60; Uniondale, No. 62; Raritan River, No. 63; Middlebush, No. 65; South Middlebush, No. 66; Pleasant Plains, No. 67; Three Mile Run, No. 68; Elm, No. 69; Ten Mile Run, No. 70; Upper Ten Mile Run, No. 71; East Millstone, No. 73.

The work was displayed, viz., in bound volumes; in cabinets, each containing 32 cardboards, 22 x 28 inches (in general, 132 separate specimens); in frames, upon the walls, and in show-cases.

Somerville.

JOHN E. HAINES, Principal.

Language.—1 volume. Whole number of specimens, bound and mounted, 210. All grades from first to twelfth year.

Mathematics.—1 volume Arithmetic, Algebra and Geometry. Whole number of specimens, bound and mounted, 38. All grades from third to twelfth year.

Bookkeeping.—1 volume. Number of sets, 16.

Photographs.—4 Photographs of Graduating Classes of 1889, 1890, 1891 and 1892. One of School building.

Other work in the county volumes and mounted on cards.

Number of specimens in separate volumes.....	264
“ “ volumes from Somerville.	3
“ “ photographs	5

Other Districts in the County.

Language.—3 volumes. Whole number of specimens, bound and mounted, 462. All grades from first to twelfth year.

Mathematics.—1 volume Arithmetic and Algebra. Whole number of specimens, bound and mounted, 132. All grades from first to twelfth year.

Writing.—1 volume of Writing, from Bound Brook, East Plainfield, Raritan and East Somerville, each. 2 volumes from the rest of the county. Whole number of specimens, bound and mounted, 864. All grades from first to twelfth year.

Geography.—1 volume Geography and Maps. Whole number of specimens, bound and mounted, 148. All grades from fifth to eleventh year.

History.—1 volume. Whole number of specimens, bound and mounted, 64.

Science.—1 volume Physics and Physiology. Whole number of specimens, bound and mounted, 48.

Drawing.—1 volume. Whole number of specimens, bound and mounted, 38.

Photographs.—1 Photograph of East Millstone School building.

OTHER WORK FROM THE COUNTY NOT INCLUDED IN THE ABOVE.

Number of specimens.....	1,790
“ “ volumes.....	13
“ “ photographs.....	1

SUMMARY FOR COUNTY, INCLUDING SOMERVILLE.

Whole number of districts in the county.....	71
“ “ “ “ represented.....	50
“ “ “ “ not represented.....	21
“ “ “ specimens.....	2,030
“ “ “ volumes.....	16
“ “ “ photographs.....	6

SUSSEX COUNTY.

LUTHER HILL, Superintendent.

Exhibits of pupils' work were received from the following districts :

Delaware, No. 3; Church, No. 4; Clove, No. 7; Union, No. 9; Peters Valley, No. 10; Centerville, No. 11; Hainesville, No. 12; Tuttle's Corner, No. 14; Shaytown, No. 16; Flatbrook Valley, No. 17; Flatbrookville, No. 18; Walpack Centre, No. 20; Yellow Frame, No. 23; Fredon, No. 24; Stillwater, No. 25; Middleville, No. 28; Keene's Corner, No. 31; Greenville, No. 34; Huntsville, No. 35; Hunt's Mills, No. 36; Stanhope, No. 37; Waterloo, No. 38; Roseville, No. 39; Amity, No. 41; Andover, No. 43; Clinton, No. 45; Germany, No. 46; Sparta Mountain, No. 48; Hopewell, No. 49; Ogdensburg, No. 50; Sparta, No. 51; Houses, No. 53; Pullis, No. 55; Ogden Mine, No. 56; Holland, No. 57; Rudeville, No. 58; Hardystonville, No. 59; Hamburg, No. 61; Monroe, No. 63; Franklin, No. 64; Willistine, No. 65; Canisteer, No. 68; Williams, No. 69; Vernon, No. 70; Price, No. 71; Glenwood, No. 73; McAfee, No. 74; Independent, No. 75; Dunn, No. 82; Dunning, No. 83; Wolfpit, No. 84; Mount Salem, No. 85; Jacksonville, No. 86; Coleville, No. 87; Clove, No. 88; Van Sickle, No. 94; Wood-

bourne, No. 95; Lewisburg, No. 96; Pond, No. 79; Blooming Grove, No. 98; Union, No. 99; Beemerville, No. 100; Deckertown, No. 92; Branchville, No. 103; Augusta, No. 105; Frankford Plains, No. 106; Myers, No. 111; Laurel Grove, No. 112; Washingtonville, No. 113; Myrtle Grove, No. 114; Newton, No. 115; Lafayette, No. 116; Statesville, No. 117; Harmony Vale, 118.

The work was displayed, viz., in bound volumes; in cabinets, each containing 33 cardboards, 22 x 28 inches (in general, 132 separate specimens); in frames, upon the walls, and in show-cases.

Language.—6 volumes. All grades from first to twelfth year. Whole number of specimens, bound and mounted, 808.

Mathematics.—1 volume Arithmetic, Algebra and Geometry. All grades from third to twelfth year. Whole number of specimens, bound and mounted, 430.

Writing.—1 volume. All grades from first to twelfth year. From Newton, Charles J. Majory, Principal. 2 volumes from county. All grades from first to twelfth year. Whole number of specimens, bound and mounted, 338.

Bookkeeping.—1 volume Bookkeeping and Business Forms. Whole number of sets, 42.

Geography.—1 volume Geography and Maps. All grades from third to twelfth year. Whole number of specimens, bound and mounted, 276.

History.—1 volume. All grades from sixth to twelfth year. Whole number of specimens, bound and mounted, 163.

Science.—Collection of Minerals by pupils of Franklin Furnace school. Whole number of specimens, 100. 1 volume Physics, Physiology and Chemistry. All grades from sixth to twelfth year. Whole number of specimens, bound and mounted, 103. Fossils, whole number of specimens, 6; Indian Relics, number of specimens, 4; Minerals from other schools, number of specimens, 20.

Drawing.—1 volume. All grades from first to twelfth year. Whole number of specimens, bound and mounted, 30.

SUMMARY FOR COUNTY.

Whole number of districts.....	99
“ “ “ “ represented.....	74
“ “ “ “ not represented.....	25
“ “ “ specimens.....	2,320
“ “ “ volumes.....	15

UNION COUNTY.

B. HOLMES, County Superintendent.

J. AUGUSTUS DIX, Superintendent, Elizabeth.

H. M. MAXSON, Superintendent, Plainfield.

Exhibits of pupils' work were received from the following districts :

Linden, No. 1; East Linden, No. 2; South Roselle, No. 4; Elizabeth, No. 5; Scudder, No. 6; Rahway, No. 7; Cranford, No. 9; Westfield, No. 10; Locust Grove, No. 15; Willow Grove, No. 11; Scotch Plains, No. 14; Plainfield, No. 12; Feltville, No. 16; Solon,

No. 17; New Providence, No 18; Summit, No. 19; East Summit, No. 20; Branch Mills, No. 21; Springfield, No. 22; Unionville, No. 23; North Roselle, No. 25; Connecticut Farms, No. 27; Lyons Farms, No. 28; Salem, No. 29.

The work was displayed, viz, in bound volumes; in cabinets, each containing 33 cardboards, 22 x 28 inches (in general, 132 separate specimens); in frames, upon the walls, and in show-cases.

Elizabeth.

J. AUGUSTUS DIX, Superintendent.

Language.—*Batten High School.*—1 volume English. Ninth to eleventh year. 1 volume Essays and Literature. Ninth to eleventh year. 1 volume English and German. Ninth to eleventh year. Whole number of specimens, bound and mounted, 92.

Other Grades.—2 volumes. All grades from first to eighth year. Whole number of specimens, bound and mounted, 281.

Mathematics—*High School.*—1 volume Algebra and Geometry. Ninth to eleventh year. Whole number of specimens, bound and mounted, 56.

Other Grades.—2 volumes Arithmetic. All grades, first to eighth year. Whole number of specimens, bound and mounted, 165.

Writing.—1 volume. All grades from first to eighth year. Whole number of specimens, bound and mounted, 92.

Geography.—1 volume. All grades from first to eighth year. Whole number of specimens, bound and mounted, 112.

History.—Historical Maps from High School. Ninth to eleventh year. Whole number mounted, 12. 2 volumes. Whole number of specimens, bound and mounted, 158. All grades from first to eighth year.

Science.—*High School.*—Work in Physics, Physiology, Zoology and Geology. Whole number of papers mounted, 18.

Drawing.—1 volume. 1 cabinet, and on walls. From the Batten High School 27 specimens. All grades. Whole number of specimens, bound and mounted, 227.

Sewing.—Embroidery mounted on cards. Number of specimens, 42.

Clay.—Displayed in show-cases. First and second years. Whole number of specimens, 117.

Kindergarten.—Mounted on cards. Mat-weaving, Paper-folding and cutting, Stick-laying, Parquetry, Ring-laying. Number mounted and in show-cases, 73.

Photographs.—1 large frame Photographs of schools, 6. Photographs of buildings, 3.

Whole number of specimens.....	1,472
“ “ “ volumes.....	13
“ “ “ photographs.....	9

Plainfield.

H. M. MAXSON, Superintendent.

Language.—*High School.*—1 volume English and German. 2 volumes English. 1 volume Latin and Greek. Eighth to twelfth year. Whole number of specimens, bound and mounted, 242.

Other Grades.—6 volumes. Whole number of specimens, bound and mounted, 518. All grades from first to eighth year.

Mathematics.—1 volume Arithmetic. 1 volume higher Arithmetic and Algebra. Whole number of specimens bound and mounted, 162.

Other Grades.—2 volumes Arithmetic. Whole number of specimens, bound and mounted, 207. All grades from first to eighth year.

Writing.—High School Writing in bound volumes and cabinets. 1 volume. Whole number of specimens, bound and mounted, 241. First to tenth year.

Geography.—3 volumes. Whole number of specimens, bound and mounted, 245. All grades.

History.—1 volume (High School). Whole number of specimens, bound and mounted, 67.

Science.—High School. Whole number of specimens, bound and mounted, 31.

Drawing.—1 volume and 1 cabinet. Whole number of specimens, bound and mounted, 215. All grades.

Clay.—Specimens of Clay-modeling mounted, 26.

Photographs.—Photographs of buildings, 5.

Whole number of specimens.....	1,954
“ “ “ volumes.....	20
“ “ “ photographs.....	5

Other Schools in the County.

Language.—3 volumes. Whole number of specimens, bound and mounted, 362. All grades from first to twelfth year.

Mathematics.—1 volume Arithmetic, Algebra and Geometry. Whole number of specimens, bound and mounted, 153. All grades from first to twelfth year.

Writing.—1 volume. Whole number of specimens, bound and mounted, 250. All grades from first to twelfth year.

Geography.—1 volume. Whole number of specimens, bound and mounted, including 62 maps, 192. All grades from fourth to ninth year.

History.—1 volume. United States, English, French and General History. Whole number of specimens, bound and mounted, 51. All grades from sixth to ninth year.

Science.—1 volume Physics, Physiology and Astronomy. Whole number of specimens, bound and mounted, 132. All grades from eighth to twelfth year.

Drawing.—1 volume. Whole number of specimens, bound and mounted, 182. All grades from first to twelfth year.

Kindergarten.—24 cardboards, 22 x 28. Whole number of specimens, 240.

Clay.—Clay-work from District No. 4 (South Roselle). Whole number of specimens, 20.

Sewing.—1 card from District No. 25 (North Roselle). Number of specimens, 18.

Cranford, Westfield and Summit sent respectively, 256, 243 and 180 specimens. Bound and shown with county work.

COUNTY.

Number of specimens.....	1,607
“ “ volumes.....	9
“ “ photographs.....	5

SUMMARY OF CITY AND COUNTY.

Number of districts in the county.....	24
“ “ “ represented.....	24
“ “ “ not represented.....	0
“ “ specimens (including cities).....	5,033
“ “ volumes.....	42
“ “ photographs.....	19

WARREN COUNTY.

ROBERT S. PRICE, Superintendent.

H. BUDD HOWELL, Superintendent, Phillipsburg.

Exhibits of pupils' work were received from the following districts :

Finesville, No. 1 ; Hughesville, No. 2 ; Carpenterville, No. 3 ; Springtown, No. 4 ; Kennedyville, No. 5 ; Still Valley, No. 6 ; Stewartsville, No. 7 ; Uniontown, No. 8 ; Lopatcong, No. 9 ; Firth's, No. 10 ; Furnace, No. 10½ ; Marble Hill, No. 11 ; Delaware Park, No. 49 ; Phillipsburg, No. 12 ; Buttonwood, No. 13 ; Lower Harmony, No. 14 ; Upper Harmony, No. 15 ; Pleasant Grove, No. 16 ; Roxburg, No. 17 ; Montana, No. 18 ; Pleasant Hollow, No. 19 ; New Village, No. 20 ; Broadway, No. 21 ; Hicks, No. 22 ; Good Springs, No. 23 ; Franklin, No. 24 ; Asbury, No. 25 ; Pleasant Valley, No. 26 ; Brass Castle, No. 27 ; Fairmount, No. 28 ; Jackson Valley, No. 29 ; Port Colden, No. 30 ; Washington Borough, No. 31 ; Oxford Furnace, No. 32 ; Pittengerville, No. 33 ; Little York, No. 34 ; Mount Pleasant, No. 35 ; Oxford Church, No. 36 ; Bridgeville, No. 37 ; Sarepta, No. 38 ; Butzville, No. 39 ; Pace's, No. 40 ; Belvidere, No. 41 ; Karrsville, No. 42 ; Port Murray, No. 43 ; Egbert's, No. 45 ; Rockport, No. 46 ; Beatystown, No. 47 ; Hackettstown, No. 48 ; Vienna, No. 50 ; Danville, No. 51 ; Petersburg, No. 53 ; Meadville, No. 52 ; Saxton's Falls, No. 55 ; Allamuchy, No. 56 ; Quaker Settlement, No. 57 ; Johnsonsborg, No. 58 ; Marksboro, No. 59 ; Ebenezer, No. 61 ; Southtown, No. 62 ; Howard, No. 63 ; Hope, No. 64 ; Hoagland's, No. 65 ; Free Union, No. 66 ; Townsbury, No. 67 ; Hazen's, No. 68 ; Paulina, No. 60 ; Centreville, No. 70 ; Kalarama, No. 71 ; Union Brick, No. 72 ; Blairstown, No. 73 ; Walnut Valley, No. 74 ; Mount Vernon, No. 75 ; Jacksonburg, No. 76 ; Franklin Grove, No. 79 ; Millbrook, No. 82 ; Calno, No. 83 ; Water Gap, No. 85 ; Hainesburg, No. 86 ; Mount Pleasant, No. 88 ; Walnut Corner, No. 89 ; Columbia, No. 90 ; Chapel Hill, No. 91 ; Delaware, No. 92.

The work was displayed in bound volumes ; in cabinets, each containing 32 cardboards, 22 x 28 inches (in general, 132 separate specimens) ; in frames, upon the walls, and in show-cases.

PHILIPSBURG.

H. BUDD HOWELL, Superintendent.

Language.—5 volumes English and 1 volume of Latin and Greek. Whole number of specimens from High School, bound and mounted, 82. Whole number of specimens from other schools, bound and mounted, 482. All grades from first to eighth year.

Mathematics.—3 volumes Arithmetic and Algebra. Whole number of specimens from High School, bound and mounted, 20. Whole number of specimens from the other schools, bound and mounted, 106. All grades from first to eighth year.

Writing.—Bound with the county volume. Whole number of specimens, bound and mounted, 96.

Bookkeeping.—High School. Number of sets, bound and mounted, 11. Bound with county volume.

Geography.—2 volumes Geography and Maps. Whole number of specimens, bound and mounted, 188. All grades from first to twelfth year.

History.—1 volume United States History, 1 volume of General History, 1 volume Ancient History. Whole number of specimens, bound and mounted, 97.

Whole number of specimens.....	1,083
“ “ “ volumes.....	13
“ “ “ photographs.....	3

Belvidere.

Language.—1 volume English. Whole number of specimens, bound and mounted, 210. All grades from first to twelfth year.

Other specimens bound or mounted with the county work.

Hackettstown.

Language.—2 volumes. Whole number of specimens, bound and mounted, 362. All grades from first to twelfth year.

Other specimens bound or mounted with the county work.

BELVIDERE AND HACKETTSTOWN.

Number of specimens.....	572
“ “ volumes.....	3
“ “ photographs.....	2

Other Districts in the County.

Language.—2 volumes English (General) and 1 volume Higher. Whole number of specimens, bound and mounted, 542. All grades from first to twelfth year.

Mathematics.—2 volumes Arithmetic, 1 volume Algebra and Geometry. Whole number of specimens, bound and mounted, 210. All grades from eighth to twelfth year.

Writing.—1 volume. Whole number of specimens, bound and mounted, 138. All grades from first to twelfth year.

Geography.—1 volume Geography and Maps. Whole number of specimens, bound and mounted, 181. All grades from first to eleventh year.

Science.—1 volume Physics, &c. Whole number of specimens, bound and mounted, 62. 1 volume (Herbarium). Number of specimens, 75.

Civics and School Law.—1 volume. Whole number of specimens, bound and mounted, 38.

Number of specimens.....	1,246
“ “ volumes.....	11
“ “ photographs.....	2

SUMMARY FOR COUNTY AND CITIES.

Whole number of districts.....	89
“ “ “ “ represented.....	84
“ “ “ “ not represented.....	5
“ “ “ specimens.....	2,900
“ “ “ volumes.....	26
“ “ “ photographs.....	7



MANUAL TRAINING EXHIBIT.

(381)

MANUAL TRAINING EXHIBIT.

HOBOKEN MANUAL TRAINING SCHOOL.

GEO. C. HOUGHTON, Director.

Wood-working.—2 large cards of Wood-carving, by the pupils; 1 large card of Wood-working, by the pupils; 2 large specimens of Wood-carving, by the pupils. Whole number of specimens, 60.

Chart.—1 large Chart, showing the history of the Hoboken Manual Training School, from 1886 to 1892.

Sewing.—5 large cards of mounted Sewing, showing the course. All grades. Number of specimens, 75.

Clay.—Course in Clay-moulding, showing the course. Whole number of specimens, 50.

CAMDEN CITY.

HORATIO DRAPER, Principal.

Drawing.—1 volume Mechanical Drawing. 1 volume Free-hand Drawing and Plans. Whole number of specimens, 185.

Sewing.—All grades of Sewing, from first to twelfth year; exhibited in cabinets, books, show-cases, drawers and on the walls. Whole number of specimens, 165.

Wood-working.—3 large cards, specimens of work by pupils, 1 Step-ladder, 1 Grindstone and Frame. Whole number of specimens, 51.

Iron-work.—1 large card, specimens of Iron-work by pupils. Whole number of specimens, 20.

Tin-work.—1 large card, specimens of Tin-work by pupils. Whole number of specimens, 15.

Designing.—Borders, Original Plans, Working Plans, Drawings and Apparatus, by pupils. Whole number of specimens, 148.

Photographs.—Views of Work-rooms, 2.

Whole number of specimens, 480.

TOWN OF UNION.

OTTO ORTEL, Principal.

Drawing.—1 cabinet, 33 cardboards, representing entire course in Drawing. Whole number or specimens in cabinet and shown on walls, 102. All grades from first to twelfth year.

Wood-working.—1 set of Wood-carving. Whole number of specimens, 24.

Sewing.—20 mounted cards of Sewing, in cabinet or on walls. Number of specimens, 134. All grades.

Clay-moulding.—5 large specimens.

Cardboard-work.—Specimens of pupils' work. Whole number of specimens, 100. Sixth and seventh years.

VINELAND.

J. P. BURNETT, Superintendent and Principal.

Sewing.—16 cards Plain and Ornamental Sewing, in cabinets and on walls. Whole number of specimens, 120. All grades from first to eighth year.

Drawing.—Mechanical Drawing and Drafting. Number of specimens, 24.

Wood-working.—5 boxes of Wood-working specimens, showing the course of instruction. Whole number of specimens sent, 210.

MONTCLAIR.

RANDALL SPAULDING, Superintendent.

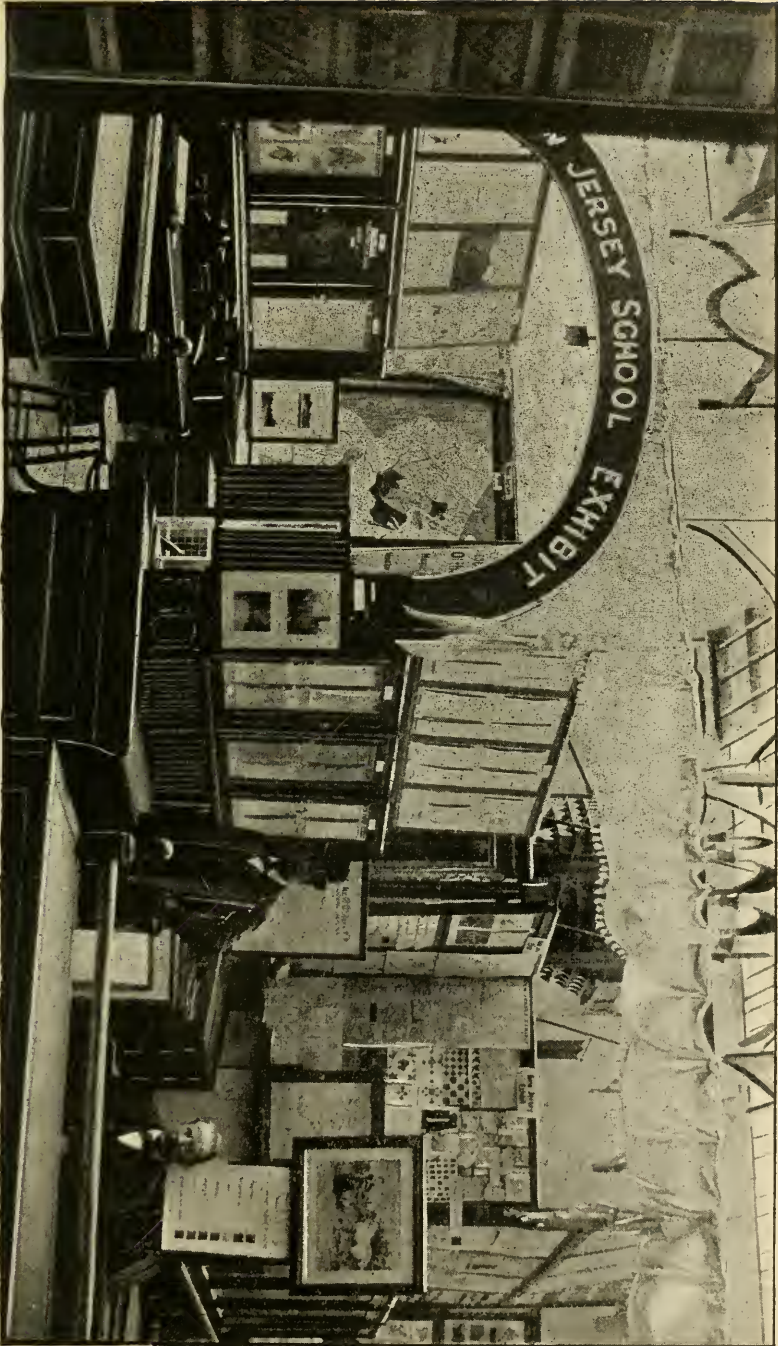
Paper.—Paper-cutting, Paper-folding, Parquetry, Weaving. Whole number of specimens, 36. All grades from first to third year.

Clay-moulding.—Whole number of specimens exhibited in show-cases, 33. All grades from third to sixth year.

Wood-working.—Knife-work in wood and cardboard, Cabinet-work, Wood-carving and Turning. Whole number of specimens, mounted and shown in cases, 135. Fourth to eighth year.

Iron.—Vise-work and Turning in iron. Whole number of specimens, 8. Eighth year.

Whole number of specimens, 212.



FOURTH AND FIFTH ALCOVES.

SUMMARIES BY COUNTIES.



SUMMARY BY COUNTIES.

SHOWING NUMBER OF VOLUMES AND NUMBER OF SPECIMENS IN EACH
SUBJECT.

ATLANTIC COUNTY.

	Number of volumes.	Number of specimens bound and mounted.
Language.....	8	808
Mathematics.....	4	458
Writing.....	1	516
Bookkeeping.....	4	79
Geography, including Maps.....	7	496
History.....	1	72
Science.....	2	147
Drawing.....	...	328
	27	2,904
Photographs.....	...	17

BERGEN COUNTY.

	Number of volumes.	Number of specimens bound and mounted.
Language.....	4	364
Mathematics.....	1	451
Writing.....	3	526
Bookkeeping.....	1	24
Geography, including Maps.....	1	288
History.....	2	89
Science.....	7	363
Clay.....	...	50
Drawing.....	1	100
Primary Work.....	4	46
	24	2,301
Photographs.....	24	14

BURLINGTON COUNTY.

	Number of volumes.	Number of specimens bound and mounted.
Language.....	5	652
Mathematics.....	4	1,198
Writing.....	3	388
Bookkeeping.....	2	28
Geography, including Maps.....	1	118
History.....	2	136
Science.....	1	226
Drawing.....	2	130
	<hr/>	<hr/>
	20	2,876
Photographs.....	.....	10

CAMDEN COUNTY.

	Number of volumes.	Number of specimens bound and mounted.
Language.....	12	1,478
Mathematics.....	5	712
Writing.....	7	1,113
Bookkeeping.....	2	40
Geography, including Maps.....	2	248
History.....	1	107
Science.....	1	232
Drawing.....	4	312
Clay, Sewing and Manual Training... ..	.....	376
	<hr/>	<hr/>
	34	4,698
Photographs.....	.....	16

CAPE MAY COUNTY.

	Number of volumes.	Number of specimens bound and mounted.
Language.....	1	76
Mathematics.....	1	63
Writing.....	1	73
Bookkeeping.....	1	8
Geography, including Maps.....	1	63
History.....	1	40
Science.....	...	13
Drawing.....	...	21
Charts.....	...	10
	<hr/>	<hr/>
	6	367

CUMBERLAND COUNTY.

	Number of volumes.	Number of specimens bound and mounted.
Language	11	1,362
Mathematics.....	8	614
Writing.....	2	394
Bookkeeping.....	1	25
Geography, including Maps.....	5	590
History	1	195
Science	2	180
Drawing.....	...	165
Manual Training.....	...	186
	<hr/>	<hr/>
	30	3,711
Photographs.....	...	4

ESSEX COUNTY.

	Number of volumes.	Number of specimens bound and mounted.
Language	12	1,464
Mathematics	6	802
Writing.....	7	1,123
Bookkeeping.....	4	46
Geography, including Maps.....	6	707
History.....	4	375
Science.....	2	489
Drawing.....	20	1,371
Manual Training, Music, &c.....	6	783
	<hr/>	<hr/>
	67	7,160
Photographs .....	...	28

GLOUCESTER COUNTY.

	Number of volumes.	Number of specimens bound and mounted.
Language	2	212
Mathematics.....	2	351
Writing	2	179
Bookkeeping	1	32
Geography, including Maps.....	1	215
History.....	1	49
Science.....	1	77
Drawing	1	97
Miscellaneous.....	...	16
	<hr/>	<hr/>
	11	1,228
Photographs .....	...	3

HUDSON COUNTY.

	Number of volumes.	Number of specimens bound and mounted.
Language	68	8,827
Mathematics.....	22	2,548
Writing.....	13	2,012
Bookkeeping.....	5	139
Geography, including Maps.....	13	1,415
History.....	7	609
Science.....	26	1,254
Drawing.....	20	2,718
Primary and Kindergarten.....	14	1,126
Clay and Sewing, &c., Manual Train- ing.....	...	545
	<hr/>	<hr/>
	188	21,193
Photographs.....	....	49

HUNTERDON COUNTY.

	Number of volumes.	Number of specimens bound and mounted.
Language.....	4	396
Mathematics.....	2	246
Writing.....	2	264
Bookkeeping.....	1	30
Geography, including Maps.....	1	72
History.....	1	62
Science.....	1	74
Drawing.....	1	62
Special.....	1 with Warren Co.,	38
	<hr/>	<hr/>
	14	1,244

MERCER COUNTY.

	Number of volumes.	Number of specimens bound and mounted.
Language.....	11	1,329
Mathematics.....	3	547
Writing.....	4	671
Bookkeeping, Stenography, &c.....	8	283
Geography, including Maps.....	2	326
History.....	9	764
Science.....	1	67
Drawing.....	2	252
Kindergarten.....	...	265
Singing.....	...	36
	<hr/>	<hr/>
	39	4,540
Photographs.....	.....	16

MIDDLESEX COUNTY.

	Number of volumes.	Number of specimens bound and mounted.
Language.....	6	766
Mathematics.....	4	815
Writing.....	2	320
Bookkeeping.....	1	20
Geography, including Maps.....	4	452
History.....	2	472
Science.....	1	182
Drawing.....	1	84
Music, Busy Work, &c.....	2	105
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	23	3,216
Photographs.....	...	3

MONMOUTH COUNTY.

	Number of volumes.	Number of specimens bound and mounted.
Language.....	13	2,103
Mathematics.....	12	1,594
Writing.....	6	1,161
Bookkeeping.....	1	36
Geography, including Maps.....	4	384
History.....	5	383
Science.....	7	481
Drawing.....	7	625
Kindergarten, Clay, &c.....	2	320
	<hr/>	<hr/>
	57	7,087
Photographs.....	...	6

MORRIS COUNTY.

	Number of volumes.	Number of specimens bound and mounted.
Language.....	4	420
Mathematics.....	3	384
Writing.....	2	368
Bookkeeping.....	1	22
Geography, including Maps.....	1	164
History.....	3	214
Science.....	1	136
Drawing.....	1	300
Clay and Paper.....	...	154
	<hr/>	<hr/>
	16	2,162
Photographs.....	...	8

OCEAN COUNTY.

	Number of volumes.	Number of specimens bound and mounted.
Language.....	3	188
Mathematics.....	1	60
Writing.....	1	72
Bookkeeping.....	...	5
Geography, including Maps.....	1	60
History.....	1	50
Drawing.....	...	19
	<hr/>	
	7	454
Photographs.....	...	12

PASSAIC COUNTY.

	Number of volumes.	Number of specimens bound and mounted.
Language.....	10	955
Mathematics.....	4	459
Writing.....	2	167
Geography, including Maps.....	3	285
History.....	2	160
Science.....	...	183
Drawing.....	1	98
Kindergarten, Sewing and Clay.....	...	918
	<hr/>	
	22	3,225
Photographs.....	...	22

SALEM COUNTY.

	Number of volumes.	Number of specimens bound and mounted.
Language.....	5	570
Mathematics.....	3	330
Writing.....	1	210
Bookkeeping.....	2	27
Geography, including Maps.....	1	152
History.....	2	268
Science.....	1	148
Drawing.....	1	42
Kindergarten.....	...	38
	<hr/>	
	16	1,785
Photographs.....	...	8

SOMERSET COUNTY.

	Number of volumes.	Number of specimens bound and mounted.
Language.....	4	672
Mathematics.....	2	170
Writing.....	5	864
Bookkeeping.....	1	16
Geography, including Maps.....	1	148
History.....	1	64
Science.....	1	48
Drawing.....	1	38
	<hr/> 16	<hr/> 2,030
Photographs.....		6

SUSSEX COUNTY.

	Number of volumes.	Number of specimens bound and mounted.
Language.....	6	808
Mathematics.....	1	430
Writing.....	3	338
Bookkeeping.....	1	42
Geography, including Maps.....	1	276
History.....	1	163
Science.....	1	233
Drawing.....	1	30
	<hr/> 15	<hr/> 2,320

UNION COUNTY.

	Number of volumes.	Number of specimens bound and mounted.
Language.....	18	1,495
Mathematics.....	8	743
Writing.....	3	583
Sewing and Clay.....		230
Geography, including Maps.....	5	549
History.....	4	288
Science.....	1	181
Drawing.....	3	657
Kindergarten.....		313
	<hr/> 42	<hr/> 5,033
Photographs.....		19

WARREN COUNTY.

	Number of volumes.	Number of specimens bound and mounted.
Language.....	12	1,678
Mathematics.....	5	336
Writing.....	1	234
Bookkeeping, bound with other work, ...		11
Geography, including Maps.....	3	369
History.....	2	97
Science.....	2	137
Civics, School Law, &c.	1	38
	<hr/>	
	26	2,900
Photographs.....	...	7

SUMMARY FOR STATE.

	Number of volumes.	Number of specimens.
Language.....	219	26,723
Mathematics.....	101	13,411
Writing.....	71	11,576
Bookkeeping.....	37	1,149
Geography and Maps.....	64	7,377
History.....	53	4,557
Science.....	59	4,889
Drawing.....	70	7,166
Kindergarten.....	29	2,926
Sewing.....	...	645
Clay.....	...	880
Manual Training.....	...	1,135
	<hr/>	
Totals.....	703	82,434
Photographs, whole number.....	...	235

NEW JERSEY STATE NORMAL AND MODEL SCHOOLS.

	Number of volumes.	Number of specimens.
Language.....		
Mathematics.....		
Writing.....		
Bookkeeping.....		
Geography.....		
History.....		
Science.....		
Methods.....		
Elocution.....		
Observation.....		
Kindergarten.....		
Clay.....		
Manual Training.....		

SUMMARY BY COUNTIES.

SHOWING NUMBER OF SPECIMENS, VOLUMES AND PHOTOGRAPHS:

ATLANTIC COUNTY.

ATLANTIC CITY.

Number of specimens.....	1,146
“ “ volumes.....	13
“ “ photographs.....	17

OTHER WORK FROM COUNTY NOT INCLUDED IN THE ABOVE.

Number of specimens.....	1,075
“ “ volumes.....	9

SUMMARY FOR COUNTY, INCLUDING ATLANTIC CITY.

Whole number of districts.....	44
“ “ “ “ represented.....	24
“ “ “ “ not represented.....	20
“ “ “ specimens.....	2,904
“ “ “ volumes.....	27
“ “ “ photographs.....	17

BERGEN COUNTY.

SUMMARY FOR COUNTY.

Whole number of districts.....	75
“ “ “ “ represented.....	48
“ “ “ “ not represented.....	27
“ “ “ specimens.....	2,301
“ “ “ volumes.....	24
“ “ “ photographs.....	14

BURLINGTON COUNTY.

SUMMARY FOR COUNTY.

Whole number of districts.....	107
“ “ “ “ represented.....	97
“ “ “ “ not represented.....	10
“ “ “ specimens.....	2,876
“ “ “ volumes.....	20
“ “ “ photographs.....	10

CAMDEN COUNTY.

CAMDEN CITY.

Number of specimens.....	3,186
“ “ volumes.....	22
“ “ photographs.....	10

OTHER WORK FROM COUNTY NOT INCLUDED IN THE ABOVE.

Number of specimens.....	1,562
“ “ volumes.....	18
“ “ photographs.....	6

SUMMARY FOR COUNTY, INCLUDING CAMDEN CITY.

Whole number of districts.....	46
“ “ “ “ represented.....	28
“ “ “ “ not represented.....	18
“ “ “ specimens.....	4,698
“ “ “ volumes.....	34
“ “ “ photographs.....	16

CUMBERLAND COUNTY.

MILLVILLE.

Number of specimens.....	814
“ “ volumes.....	1
“ “ photographs.....	6

BRIDGETON.

Number of specimens.....	826
“ “ volumes.....	9
“ “ photographs.....	1

VINELAND.

Number of specimens.....	1,120
“ “ volumes.....	9
“ “ photographs.....	2

SUMMARY FOR COUNTY, INCLUDING CITIES.

Whole number of districts.....	63
“ “ “ “ represented.....	15
“ “ “ “ not represented.....	48
“ “ “ specimens.....	3,711
“ “ “ volumes.....	32
“ “ “ photographs.....	4

CAPE MAY COUNTY.

SUMMARY FOR COUNTY.

Whole number of districts.....	32
“ “ “ “ represented.....	24
“ “ “ “ not represented.....	8
“ “ “ specimens.....	367
“ “ “ volumes.....	6

ESSEX COUNTY.

NEWARK.

Number of specimens.....	3,369
“ “ volumes.....	38
“ “ photographs.....	4

EAST ORANGE.

Number of specimens.....	1,346
“ “ volumes.....	13
“ “ photographs.....	6

ORANGE.

Number of specimens.....	804
“ “ volumes.....	6
“ “ photographs.....	6

MONTCLAIR.

Number of specimens.....	482
“ “ volumes.....	2
“ “ photographs.....	8

OTHER WORK FROM COUNTY NOT INCLUDED IN THE ABOVE.

Number of specimens.....	1,169
“ “ volumes.....	8
“ “ photographs.....	4

SUMMARY FOR COUNTY, INCLUDING CITIES.

Whole number of districts.....	34
“ “ “ “ represented.....	21
“ “ “ “ not represented.....	13
“ “ “ specimens.....	7,160
“ “ “ volumes.....	67
“ “ “ photographs.....	28

GLOUCESTER COUNTY.

SUMMARY FOR COUNTY.

Whole number of districts.....	65
“ “ “ “ represented.....	26
“ “ “ “ not represented.....	39
“ “ “ specimens.....	1,223
“ “ “ volumes.....	11
“ “ “ photographs.....	3

HUDSON COUNTY.

JERSEY CITY.

Number of specimens.....	16,252
“ “ volumes	157
“ “ photographs	29

HOBOKEN CITY.

Number of specimens.....	1,456
“ “ volumes	12
“ “ photographs.....	3

BAYONNE CITY.

Number of specimens.....	1,140
“ “ volumes	4
“ “ photographs	3

TOWN OF UNION.

Number of specimens.....	386
“ “ photographs.....	6
Other specimens bound or shown with county work.	

WEST HOBOKEN.

Number of specimens.....	113
“ “ photographs.....	4
Other specimens bound or shown with county work.	

OTHER WORK FROM COUNTY NOT INCLUDED IN THE ABOVE.

Number of specimens	1,826
“ “ volumes	15
“ “ photographs.....	6

SUMMARY FOR COUNTY, INCLUDING CITIES.

Whole number of districts.....	15
“ “ “ “ represented.....	13
“ “ “ “ not represented.....	2
“ “ “ specimens	21,193
“ “ “ volumes	188
“ “ “ photographs.....	51

HUNTERDON COUNTY.

SUMMARY FOR COUNTY.

Whole number of districts.....	107
“ “ “ “ represented.....	86
“ “ “ “ not represented.....	21
“ “ “ specimens.....	1,244
“ “ “ volumes.....	14

MERCER COUNTY.

TRENTON.

Number of specimens.....	2,212
“ “ volumes.....	18
“ “ photographs.....	3

PRINCETON.

Number of specimens.....	1,034
“ “ volumes.....	13
“ “ photographs.....	10

OTHER WORK FROM COUNTY NOT INCLUDED IN THE ABOVE.

Number of specimens.....	1,294
“ “ volumes.....	9
“ “ photographs.....	3

SUMMARY FOR COUNTY, INCLUDING CITIES.

Whole number of districts.....	55
“ “ “ “ represented.....	
“ “ “ “ not represented.....	
“ “ “ specimens.....	4,540
“ “ “ volumes.....	40
“ “ “ photographs.....	16

MIDDLESEX COUNTY.

NEW BRUNSWICK.

Number of specimens.....	876
“ “ volumes.....	7
“ “ photographs.....	3

OTHER WORK FROM COUNTY NOT INCLUDED IN THE ABOVE.

Number of specimens.....	2,340
“ “ volumes.....	15
“ “ photographs.....	2

SUMMARY FOR COUNTY, INCLUDING CITIES.

Whole number of districts.....	78
“ “ “ “ represented.....	<u>73</u>
“ “ “ “ not represented.....	5
“ “ “ specimens.....	3,216
“ “ “ volumes.....	<u>23</u>
“ “ “ photographs.....	5

MONMOUTH COUNTY.

LONG BRANCH.

Number of specimens.....	1,390
“ “ volumes.....	15

RED BANK.

Number of specimens.....	642
“ “ volumes.....	5

ASBURY PARK AND OCEAN GROVE.

Number of specimens.....	983
“ “ volumes.....	8

FREEHOLD.

Number of specimens.....	372
“ “ volumes.....	2

KEYPORT.

Number of specimens.....	340
“ “ volumes.....	2

OTHER WORK FROM COUNTY NOT INCLUDED IN THE ABOVE.

Number of specimens.....	3,410
“ “ volumes.....	25
“ “ photographs.....	4

SUMMARY FOR COUNTY, INCLUDING CITIES.

Whole number of districts.....	115
“ “ “ “ represented.....	82
“ “ “ “ not represented.....	33
“ “ “ specimens.....	7,087
“ “ “ volumes.....	57
“ “ “ photographs.....	6



SIXTH AND SEVENTH ALCOVES.



MORRIS COUNTY.

MORRISTOWN.

Number of specimens	572
“ “ volumes	4
“ “ photographs.....	3

TOTAL FROM OTHER DISTRICTS.

Number of specimens.....	1,590
“ “ volumes.....	12
“ “ photographs.....	8

SUMMARY FOR COUNTY, INCLUDING CITIES.

Whole number of districts.....	110
“ “ “ “ represented.....	58
“ “ “ “ not represented.....	52
“ “ “ specimens.....	2,162
“ “ “ volumes.....	16
“ “ “ photographs.....	8

OCEAN COUNTY.

SUMMARY FOR COUNTY.

Number of districts.....	58
“ “ “ “ represented.....	14
“ “ “ “ not represented.....	44
“ “ specimens.....	454
“ “ volumes.....	7
“ “ photographs.....	12

PASSAIC COUNTY.

PATERSON.

Number of specimens.....	1,667
“ “ volumes	11
“ “ photographs.....	2

PASSAIC CITY.

Number of specimens.....	917
“ “ volumes.....	5
“ “ photographs.....	17

OTHER WORK FROM COUNTY NOT INCLUDED IN THE ABOVE.

Number of specimens.....	641
“ “ volumes	6
“ “ photographs	3

SUMMARY FOR COUNTY, INCLUDING CITIES.

Whole number of districts.....	40
“ “ “ “ represented.....	30
“ “ “ “ not represented.....	10
“ “ “ specimens.....	3,225
“ “ “ volumes.....	22
“ “ “ photographs.....	22

SALEM CITY AND COUNTY.

SUMMARY FOR COUNTY, INCLUDING SALEM CITY.

Whole number of districts.....	68
“ “ “ “ represented.....	42
“ “ “ “ not represented.....	26
“ “ “ specimens.....	1,785
“ “ “ volumes.....	16
“ “ “ photographs.....	4

SOMERSET COUNTY.

SOMERVILLE.

Number of specimens (bound separately).....	264
“ “ volumes.....	3
“ “ photographs.....	5

OTHER WORK FROM COUNTY NOT INCLUDED IN THE ABOVE.

Number of specimens.....	1,790
“ “ volumes.....	13
“ “ photographs.....	1

SUMMARY FOR COUNTY, INCLUDING CITIES.

Whole number of districts.....	71
“ “ “ “ represented.....	50
“ “ “ “ not represented.....	21
“ “ “ specimens.....	2,030
“ “ “ volumes.....	16
“ “ “ photographs.....	6

SUSSEX COUNTY

SUMMARY FOR COUNTY.

Whole number of districts.....	99
“ “ “ “ represented.....	74
“ “ “ “ not represented.....	25
“ “ “ specimens.....	2,320
“ “ “ volumes.....	15

UNION COUNTY.

ELIZABETH.

Number of specimens.....	1,472
“ “ volumes.....	13
“ “ photographs.....	9

PLAINFIELD.

Number of specimens.....	1,954
“ “ volumes.....	20
“ “ photographs.....	5

OTHER WORK FROM COUNTY NOT INCLUDED IN THE ABOVE.

Number of specimens.....	1,607
“ “ volumes.....	9
“ “ photographs.....	5

SUMMARY FROM COUNTY, INCLUDING CITIES.

Whole number of districts.....	24
“ “ “ “ represented.....	24
“ “ “ “ not represented....	...
“ “ “ specimens.....	5,033
“ “ “ volumes.....	42
“ “ “ photographs.....	19

WARREN COUNTY.

PHILIPSBURG.

Number of specimens.....	1,033
“ “ volumes.....	13
“ “ photographs.....	3

BELVIDERE AND HACKETTSTOWN.

Number of specimens.....	572
“ “ volumes.....	3
“ “ photographs.....	2

OTHER WORK FROM COUNTY NOT INCLUDED IN THE ABOVE.

Number of specimens.....	1,246
“ “ volumes.....	11
“ “ photographs.....	2

SUMMARY FOR COUNTY, INCLUDING CITIES.

Whole number of districts.....	89
“ “ “ “ represented.....	84
“ “ “ “ not represented.....	5
“ “ “ specimens.....	2,900
“ “ “ volumes.....	26
“ “ “ photographs.....	7

SUMMARY BY COUNTIES

OF NUMBER OF DISTRICTS, NUMBER OF VOLUMES, NUMBER OF SPECIMENS
AND NUMBER OF PHOTOGRAPHS.

	No. of districts.	No. of districts contributing.	No. of districts not contributing.
Atlantic	44	24	20
Bergen.....	75	48	27
Burlington.....	107	97	10
Camden.....	46	28	18
Cape May.....	32	24	8
Cumberland.....	63	15	48
Essex	34	21	13
Gloucester	65	26	39
Hudson.....	15	13	2
Hunterdon.....	107	86	21
Mercer	55	48	7
Middlesex.....	78	73	5
Monmouth.....	115	82	33
Morris.....	110	58	52
Ocean.....	58	14	44
Passaic	40	30	10
Salem.....	68	42	26
Somerset.....	71	50	21
Sussex.....	99	74	25
Union	24	24	...
Warren	89	84	5
	1395	961	434

	No. of volumes.	No. of specimens.	No. of photographs.
Atlantic	27	2,904	17
Bergen	24	2,301	14
Burlington.....	20	2,876	10
Camden	34	4,698	16
Cape May.....	6	367	...
Cumberland.....	32	3,711	4
Essex	67	7,160	28
Gloucester	11	1,228	3
Hudson.....	188	21,193	51
Hunterdon.....	14	1,244	...
Mercer.....	40	4,540	16
Middlesex.....	23	3,216	5
Monmouth.....	57	7,087	6
Morris	16	2,162	8
Ocean	7	454	12
Passaic.....	22	3,225	22
Salem	16	1,785	8
Somerset.....	16	2,030	6
Sussex	15	2,320	...
Union	42	5,033	19
Warren.....	26	2,900	7
	703	82,434	252

STATE INSTITUTION EXHIBITS.

(407)

NEW JERSEY SCHOOL FOR DEAF-MUTES.

WESTON JENKINS, Superintendent.

SCHOOL-ROOM WORK.

No attempt was made to illustrate the whole course, which covers eight years, but specimen lessons were presented, showing methods and devices originating in this school, especially adapted to the instruction for deaf children.

LANGUAGE.

Vocabulary and sentence forms taught in the first year. "Column Work," or the writing of sentences arranging the several elements in columns numbered from one to five. Reading lessons, "The Daily Bulletin," printed by the pupils. Stories printed on cards. Stories, as Cinderella, &c., told by the aid of colored pictures and reproduced by the pupils. Journals, by pupils of different grades. Descriptions of pictures and of objects. Conversations by pupils placed in imaginary situations, *e. g.* in buying and selling.

GEOGRAPHY.

Definitions drawn out by questions and illustrated with drawings by the pupils. Pictures and samples of productions of different countries, their fauna and flora, and their human inhabitants. Sample question lessons on these.

ARITHMETIC.

Illustrative examples, in which the subject-matter is in the lower grades; something which can be handled by the pupils. In problems in higher grades the subject is illustrated, where possible, by drawings. In higher grades the solution of problems in interest, writing notes, &c., also problems in mensuration, with scale-drawings by the pupils.

HISTORY.

Specimen lessons given by pictures of important historical persons and events, with questions referring to the same.

GENERAL INFORMATION.

Lessons on matters coming variously under the head of Physiology, Botany, Chemistry, &c., but arranged with reference to their relations to the pupil rather than to each other. These subjects are not taught as separate sciences, but are so arranged as to form a branch of study treating interaction between the individual and his material environment.

Specimen papers in Physics, with drawings and mathematical work, *e. g.* levers, hydrostatic press, &c.

INDUSTRIAL.

Wood-working.—A set of models showing different kinds of joints. A model of extension table designed for use in object-lessons in Language.

Shoemaking.—Sample hand and machine stitching. A pair of shoes, one finished, the other in pieces ready to be put together.

Printing.—Sample copies of "The Silent Worker," printed by the pupils. Samples of job-work.

Needle-work.—Specimens showing a course of plain sewing and darning. A doll completely dressed.

Art.—A case of drawings in charcoal, pen and ink, and water-color, decorated china, 7 pieces.

Wood carving.—Original designs, 5 pieces.

Whole number of specimens (estimated)..... 275

NEW JERSEY STATE REFORM SCHOOL.

MR. AND MRS. IRA OTTERSON, Superintendents.

- 4 volumes of general work in Language, Mathematics, Geography, &c.
Whole number of specimens, 146.
- 1 volume of Maps, and two large maps, one of New Jersey and one of
the United States. Whole number of specimens, 35.
- 1 volume of Writing. Whole number of specimens bound, 68.
- Photographs of the buildings, &c., 15.

Whole number of specimens.....	249
“ “ “ volumes.....	6
“ “ “ photographs.....	15

MISCELLANEOUS EXHIBITS.

(413)

MISCELLANEOUS EXHIBITS.

SPECIAL EXHIBITS, INCLUDING FURNISHINGS, ETC.

Sixty-five "New Jersey School Cabinets" for holding and exhibiting specimens of work. These cabinets were originated and planned by the Department of Public Instruction of New Jersey. They were original, unique and economical.

Six exhibit tables, 8 single and 4 double show-cases, designed to hold the cabinets, books and other work.

Thirty charts containing summaries, &c., of statistics for the State of New Jersey from 1880 to 1890.

One large map of New Jersey, 5 x 7 feet, showing the location, character, &c., of every school building in the State.

One large relief map of the State of New Jersey.

One set of reports of State Board of Education, School laws of New Jersey.

PHOTOGRAPHS.

Photographs of school buildings, interior views and plans. Number, 115.

Three large statistical charts, two of the public schools and one of the private institutions of the State.

The 65 cabinets contained work as follows: 4 contained work from the State Normal and Model Schools, 61 contained work from the public schools.

The number of cabinets assigned to each subject was, viz.:

7	assigned to	Mathematics.
10	"	" Language.
5	"	" History.
5	"	" Geography and Maps.
19	"	" Drawing.
2	"	" Sewing.
5	"	" Kindergarten.
2	"	" Writing.
3	"	" Science.
1	"	" Primary Singing.
1	"	" Botanical Specimens.
6	"	" Miscellaneous Work.

There were on the walls, and over the cabinets, 150 framed card-boards, 22 x 28 inches in size, each containing one or more specimens of work selected from the various subjects comprising the exhibit.

PRIVATE INSTITUTIONS.

PEDDIE INSTITUTE, HIGHTSTOWN, N. J.

5 volumes of Photographs of the Buildings and Groups. Whole number, 64.

LAWRENCEVILLE SCHOOL.

12 large Photographs of Buildings and Groups.
1 Album containing Views of the Grounds and Buildings. Whole number, 24.

CENTENNARY COLLEGIATE INSTITUTE, HACKETTSTOWN, N. J.

Photographs of Buildings and Views of Interior. Number of views, 4.

PATERSON—ROGERS & MAGEE'S SCHOOL.

Geometrical Forms. Whole number of specimens, 15.

KINDERGARTEN.

OTHER EXHIBITS.

1 large Oil Painting, subject "Camping," by Mr. Clark, of Newark, N. J., size 4 x 6 feet, with fine gilt frame.

1 large Silk Quilt, being a map of New Jersey, 5 x 8 feet, made under the instruction of the Sisters of the Institute of the Holy Angels, at Fort Lee, Bergen county, N. J.

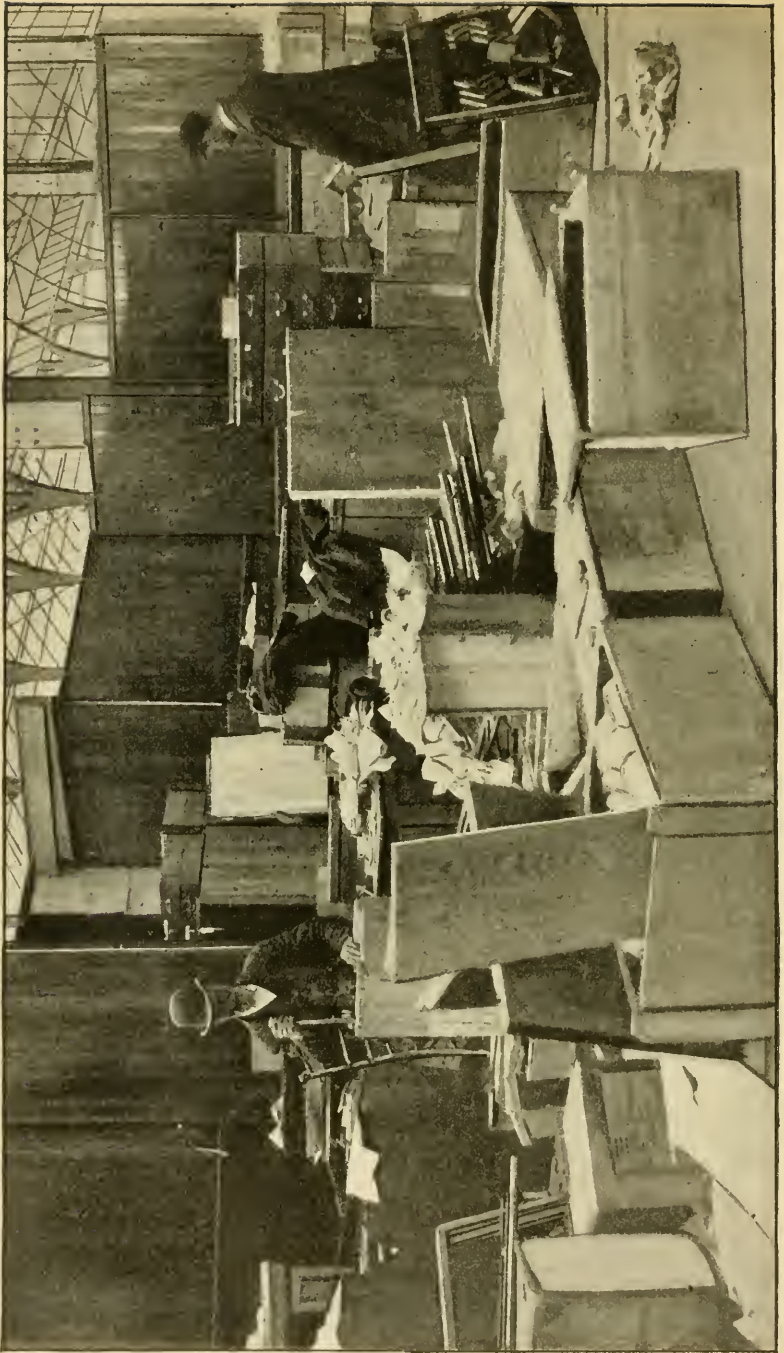
1 volume *Algæ Marinae*, collected on the New Jersey coast at Atlantic City, by S. R. Morse. Number of specimens, 142.

SUMMARY OF MISCELLANEOUS EXHIBITS.

Number of New Jersey School Cabinets	65
“ “ Tables and Show Cases.....	16
“ “ Charts.....	33
“ “ Maps	2
“ “ Reports, Laws, &c.	28
“ “ Frames, Cards 22 x 28.....	150

NEW JERSEY STATE REFORM SCHOOL.

Whole number of specimens.....	249
“ “ “ volumes	6
“ “ “ photographs.....	15



"PACKING," AFTER THE CLOSE.

NEW JERSEY SCHOOL FOR DEAF-MUTES.

Whole number of specimens (estimated)..... 275

PRIVATE INSTITUTIONS.

Whole number of exhibits..... 103
 " " " volumes..... 7

SPECIAL EXHIBITS.

Whole number of exhibits..... 144

GRAND TOTAL OF ALL EXHIBITS COMPRISING NEW JERSEY
 COLUMBIAN SCHOOL EXHIBIT.

Whole number of specimens... 83,497
 " " " volumes..... 744
 " " " photographs... 267

COLOR INDEX TO BOUND VOLUMES.

LANGUAGE, bound in Red.

Language included Reading, Language Lessons, Grammar, Spelling,
 Literature, Latin, French, Greek, German, Composition.

MATHEMATICS, bound in Black.

Mathematics included Number Lessons, Arithmetic, Algebra, Geometry,
 Calculus, Surveying.

SCIENCE, bound in Blue.

Science included Zoology, Physiology, Physical Geography, Physics,
 Botany, Mineralogy, Geology, Astronomy.

DRAWING, bound in Maroon.

GEOGRAPHY, bound in Green.

HISTORY, bound in Brown.

History included United States History, Ancient History, Modern,
 History.

WRITING AND BOOKKEEPING, bound in Garnet.

KINDERGARTEN.

MANUAL TRAINING.

Manual Training included Elementary Manual Training, Joinery,
 Carving, Sloyd, Drawing, Clay-modeling, Sewing, Metal-working,
 Cooking.

SUPERINTENDENTS' REPORTS TOO LATE FOR
CLASSIFICATION.

(419)

SUPERINTENDENTS' REPORTS TOO LATE FOR CLASSIFICATION.

MERCER COUNTY.

LLOYD WILBUR, SUPERINTENDENT.

To Addison B. Poland, State Superintendent:

DEAR SIR—The year just passed has been one of laborious and conscientious work on the part of teachers and scholars, and during the year many improvements have been made in the way of making school-houses more comfortable and the surroundings more attractive. Although no new buildings have been erected during the year, several new projects in this line have been agitated, and will, without a doubt, materialize in the near future.

In District No. 52 (Hightstown) meetings have been held and the consent of the people obtained to erect a building that will, we trust, be an ornament to the district and a model for other districts of similar grade throughout the county. It is to be built during the coming year. It will be a magnificent structure of brick, with stone trimmings, containing eight rooms of equal size, each being twenty-four by twenty-seven feet. There will be two semi-circular projecting bay windows extending along both stories, the lower half of one inclosing the stairway, and the rest forming a reception-room and small class-rooms. There will be a balcony between the bays over the front entrance. The ceilings will be of iron and the basement furnished for play-rooms. It will be heated by steam, and the windows will be so arranged that the light will fall from behind and from the left side. The cost of the building will be \$10,500, and our generous people voted \$1,500 additional for furnishing and for whatever else may be needed to make the work complete.

This year has had an unusual interest added to it in the requirement by your department that all the teachers should get up some form of work for the World's Fair. As soon as the announcement

was made there was a buzz of interest and rivalry spread through all the districts. The stimulus increased as time passed on. Every district did its best, and the result was that not a single school in the county was left unrepresented at Chicago. The exhibits were of every required kind and of very superior quality. Much of the drawing especially was superb; some specimens from District No. 38 being mentioned for peculiar excellence.

In this connection I may be excused for mentioning that I succeeded in obtaining some very magnificent representations of some of our best school architecture for exhibition there. The result of the preparation of World's Fair work has been far beyond mere rivalry and ambition. It is seen in the cultivation of accuracy and in the broadening of the views of the children on many subjects. The few districts that have formed the habit of holding closing exercises with the granting of diplomas, have continued the practice with increased satisfaction and success; three more of the schools having, during the past year, purchased organs and are now enlivened, at suitable times, with the charms of instrumental music and singing.

The number of Normal graduates employed is constantly increasing, and the advantages of their excellent training are more and more demonstrated. The interest of all our teachers in their work, whether Normal graduates or not, is, I think, all the time increasing. This is evinced by the fact that more of them are now taking the various school journals than have done so at any former period. I much regret that the compensation that they receive is not in nearer proportion to their enthusiasm and success.

The important department of my work—school visitation—has this year been more than usually satisfactory. My calls are always entirely unheralded, and I have invariably found the teachers enthusiastically engaged in their every-day work, being taken quite by surprise at my official call. Our Annual Institute this year must be pronounced magnificent. It was held at Mount Holly, commencing November 16th, in connection with Burlington and Ocean counties. No institute in which Mercer has hitherto participated has been held on so grand a scale. I think it is not too much to say that everybody that attended it felt benefited by doing so. At least that was the universal declaration of the great crowd of teachers that attended. I will not swell the dimensions of this report by mentioning the subjects presented or the names of the instructors. Suffice it to say that no subject was presented nor a period occupied that did not have a direct and practical bearing on every-day school-work. The result was what was universally pronounced an ideal institute.

In closing this report, I may say that the usual routine work of the year has been faithfully attended to, and has been, I hope, productive of good results, and, so far as I know, both teachers and school officers have tried to perform their duties in every respect conscientiously.

JERSEY CITY.

HENRY SNYDER, CITY SUPERINTENDENT.

To Addison B. Poland, State Superintendent :

DEAR SIR—During the past school year our schools have made substantial progress. Several parts of the city have for some time suffered from lack of sufficient accommodations. Additional schools are, however, being built as rapidly as circumstances permit. The law which provides that one-quarter of all moneys received for licenses granted for the sale of liquors shall be used for the erection and furnishing of new schools has been a great benefit to us. Last year two buildings, accommodating 1,700 pupils, were opened. No. 25, in the Fourth District, a building of twenty-two rooms, which will receive over 1,000 pupils, is rapidly nearing completion. Steps have been taken toward the erection of a building in the Woodlawn section. The Board of Education desire to have erected a building which shall in every respect be as well adapted to school purposes as it can be made. As the members have with commendable zeal spent much time in the study of school architecture and in the inspection of school-houses in other cities, there is no doubt but that a building will be erected which will contain every appliance necessary to promote the health and comfort of the pupils. The city is growing so rapidly that it is not easy to satisfy already existing demands for more schools and at the same time to provide for the constant growth. We are, however, gaining rapidly, and as public sentiment is favorable, it is probable that our deficiency in this respect will soon be removed.

A radical change was made in our method of making promotions. Heretofore promotion was based largely upon term examinations. In most cases term work was also considered. The rules now in force are based upon the principle that the work done by the pupil during the term should be the basis, and therefore term examinations were discarded. The teachers are required to record, according to a scale of 10, the proficiency of pupils, weekly, in all grades down to and including the fifth primary, and monthly in the sixth, seventh and eighth primary grades. Provision is made for tests, which must not be stated or pre-announced, and which shall be held from time to

time, by principals and superintendent. The results of these tests may be entered upon the record. All pupils whose average marks for the term are $7\frac{1}{2}$ or more are promoted. The details of the plan were, of course, affected somewhat by local customs and considerations. It must, therefore, be regarded, to some extent, as experimental. There is no doubt, however, but that its adoption was wise. It has thus far proved very successful. Much time at the close of the term heretofore devoted to written examinations has been saved for the regular instruction of the pupils. Indeed, this has been carried on to the last day. The teacher, too, has changed the ideals at which he aimed in his methods. He has been freed from the thralldom which the examination, when used as a test for promotion, imposes.

It is proposed to revise our course of study. Already a new course of study in mathematics has been prepared and recommended. Its main features are :

1. The elimination of many of the branches formerly taught.
2. The simplification of problems and processes.
3. The earlier introduction of the most simple fractional forms.
4. The earlier introduction of simple operations in percentage and interest.
5. A more extended course in mensuration.
6. The introduction of inventional geometry.
7. A complete review in the highest grade of the grammar department, with a view to the deduction of principles.

It is also expected that a re-adjustment of the course in language and geography will be made.

Arrangements have been made for making a test of departmental teaching next term. In School No. 3, it is proposed to specialize the work in the four higher grades of the grammar department ; in No. 6, in the five highest, and in Nos. 7 and 8, in all the grades of the grammar department. In No. 6, the teachers will change rooms, but in all the others the pupils will change. As the experiment will be made in representative schools and under such different circumstances, reliable deductions may be drawn from the results. There is no doubt in my mind but that they will be favorable to the plan.

An event of unusual importance to us in many ways was our local Columbian exhibit of school work held between December 26th and 29th, on the third floor of the High School building. Our chief object was to enable our teachers to make an easy and ready comparison between their own work and methods and those of others, and yet the presentation of our actual school work for the inspection of the people of the city and teachers of other cities was also kept in mind. The plan usually followed in displays of this kind, viz., an exhibit by schools, was discarded, not only because it would tend to create an

unhealthy rivalry and would thus endanger the accuracy and truthfulness of the exhibit, but mainly because such an arrangement is unscientific and prevents the attainment of the objects aimed at as stated above. The work was classified and arranged by *grades* and by *subjects of study*—that is, all the work of pupils of the same grade in the same subject, in all schools, was shown together, either in bound volumes, in the case of written work, or on cardboard. The color of the binding of the volumes indicated the subjects contained therein, *e. g.* volumes bound in red contained work in mathematics; those in deep blue, language, &c. All volumes were displayed on tables, the same subject always being found on the same part of the table. Samples of work were also displayed on cardboards suspended as near as possible to volumes containing similar work. One table was assigned to each grade of the grammar and primary departments, while the High School work was displayed in the room of the Board of Education, which is adjacent to the hall in which the work of the grammar and primary departments was shown, and on the same floor. As it was intended that a candid and truthful exhibit of our work should be made, there was no selection from the work of the pupils, but the work of *entire* classes was shown, just as it was prepared and presented. No encouragement was given to “show-work,” or the products of the exceptional talent of individuals as exemplified in work not included in our course of study, but our ordinary everyday work was shown as truthfully as possible. The display included about three hundred bound volumes, containing about sixty thousand exhibits or about one hundred and fifty thousand sheets, over five hundred cardboards, photographs, specimens in botany, zoology and mineralogy, home-made apparatus, samples illustrating the manufactures of the city, Kindergarten-work, and implements used in the rubber industry, from the tree to the finished product, the last being kindly loaned by ex-President Voorhees. The arrangement, as described above, rendered the inspection by visitors extremely easy, whether they wished to examine all the work of one particular grade, or to trace the development of a subject through all the grades.

It would be difficult here to call attention, in a satisfactory way, to all exhibits which, on account of their excellence, deserve mention. It is only just, however, to say that the High School exhibit was unusually complete and excellent. In the four days during which the exhibit was open it is estimated that it was viewed by ten thousand persons, many of whom came from other parts of the State and other States. That it successfully achieved the objects for which it was prepared, and that the work done in our schools is very creditable to teachers and pupils, was shown by the numerous flattering criticisms passed upon it by the many educators who inspected it. By displaying defects as well as excellencies the exhibit was a very potent agent in improving the subsequent work of the schools. It is very gratifying to record that a work of such magnitude would not

have been possible had not the members of the board, principals, teachers and pupils labored cheerfully, earnestly and zealously.

In accordance with your instructions the High School exhibit was sent to the World's Fair intact, while, on account of the small space assigned to New Jersey, selections only from the grammar and primary work were sent.

Permit me, in passing, to compliment you and those associated with you in arranging and installing the State Educational Exhibit at Chicago. It was decidedly more systematically arranged than any other State exhibit, and showed a class of work which places our State among the leaders in educational methods. It is, therefore, a source of satisfaction and pride to know that our teachers and pupils were participants in it.

Our High and Training School, although hampered by the want of room, continues to do excellent work. The number of pupils is constantly increasing and provision for its expansion must soon be made. During the past year one hundred and sixteen pupils were graduated from the High School and thirty-one from the Training School.

The work of the past year in all departments has been extremely satisfactory, and it is expected that that of the next will be more so.

Respectfully submitted,

HENRY SNYDER.

JERSEY CITY, July 1st, 1893.

STATISTICAL TABLES.

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Financial Report, by Districts, for the County of ATLANTIC,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Amount due the district July 1st, 1892, from State, county and township funds.	Amount due the district July 1st, 1892, from district tax.	Amount due the district July 1st, 1892, from other sources.	Total amount due the district July 1st, 1892.	Amount expended for teachers' sal- aries.	Amount expended for fuel and jan- itors' salaries.	Amount expended for building and repairing, excluding debt and interest.
ATLANTIC.								
Atlantic City.....	1	\$22,025 83	\$20,182 00	\$8,576 84	\$50,784 67	\$27,391 43	\$4,563 13	\$1,027 42
Absecon.....	12	790 76	1,420 95	.....	2,211 71	815 75	98 87	342 81
Brigantine.....	2	276 76	280 44	.....	557 20	340 00	18 00	160 00
Egg Harbor City....	47	3,064 62	1,700 00	75 44	4,840 06	3,590 00	348 63	46 59
Hammonton.....	48	4,417 59	4,686 86	53 40	9,157 85	4,831 25	750 99	379 54
Somers Point.....	6	544 87	376 92	.....	921 79	405 00	44 00	13 71
PLEASANT- VILLE.								
South Absecon.....	14	475 73	.....	3 90	479 63	405 00	23 93	20 00
Pleasantville.....	15	1,356 55	385 93	610 30	2,352 78	1,215 00	62 19	654 13
Smith's Landing....	16	1,870 07	357 43	15 72	2,243 22	1,553 90	115 00	125 00
		3,702 35	743 36	629 92	5,075 63	3,173 90	201 12	799 13
LINWOOD.								
Linwood.....	19	821 39	100 00	.....	921 39	580 00	58 41	3 00
Seaview.....	20	518 38	87 95	.....	606 33	450 75	30 71	5 51
		1,339 77	187 95	.....	1,527 72	1,030 75	89 12	8 51
GALLOWAY.								
Leeds Point.....	3	692 75	.....	.....	692 75	642 03	26 75	.....
Smithville.....	4	632 44	.....	.....	632 44	450 00	15 00	.....
Port Republic.....	5	1,210 21	121 37	.....	1,331 58	990 00	40 00	115 00
Gernania.....	8	795 63	110 00	.....	905 63	727 50	25 25	30 10
Centerville.....	9	558 71	.....	.....	558 71	450 00	16 00	.....
Oceanville.....	10	386 54	179 20	.....	565 74	315 00	27 65	.....
North Absecon.....	11	367 72	.....	.....	367 72	315 00	19 25	.....
Pomona.....	13	644 76	118 46	.....	763 22	450 00	39 37	110 32
		5,288 76	529 03	.....	5,817 79	4,339 53	209 27	255 42
EGG HARBOR.								
Bakersville.....	17	798 50	93 22	.....	892 02	755 72	25 25	.....
Bargaintown.....	18	446 10	83 42	35 00	564 52	405 00	24 20	38 75
Steelmanville.....	21	446 10	82 01	.....	528 11	405 00	18 00	5 15
Scullyville.....	22	917 77	90 00	.....	1,007 77	837 00	89 00	.....
English Creek.....	23	450 84	68 29	.....	519 13	360 00	26 40	50 00
		3,059 61	416 94	35 00	3,511 55	2,762 72	182 85	93 90
WEYMOUTH.								
Estellville.....	24	614 39	200 00	.....	814 39	360 00	22 86	178 83
Hawkinsville.....	25	387 89	.....	.....	387 89	315 00	13 00	.....
Tuckahoe.....	26	578 59	150 00	.....	728 59	450 00	26 00	109 10
Head of River.....	27	476 31	.....	.....	476 31	210 00	8 75	.....
		2,057 18	350 00	.....	2,407 18	1,335 00	70 61	287 93

State of New Jersey, for the School Year Ending June 30th, 1893.

Amount expended for debt and interest.	Amount expended for taking school census.	Amount expended for manual training.	Amount expended for text-books and apparatus.	Amount expended for incidentals.	Total amount expended.	Balance of State, county and township funds June 30th, 1893.	Balance of district tax June 30th, 1893.	Balance of moneys from other sources June 30th, 1893.	Total balance June 30th, 1893.
\$7,400 00	\$147 45	\$1,637 63	\$1,325 94	\$848 21	\$44,341 21		\$6,443 46		\$6,443 46
624 00	5 55		97 87	46 79	2,031 64		180 07		180 07
	1 10				519 10		38 10		38 10
	23 10		590 01	47 26	4,645 59		194 47		194 47
900 00	39 50		20 16	491 50	7,462 94		1,694 91		1,694 91
397 50	3 75		22 25	18 50	904 71		17 08		17 08
				15 92	464 85	\$14 78			14 78
	7 40		172 67	57 36	2,168 75	46 55	137 48		184 03
	11 55		94 84	269 10	2,169 39	19 01	54 82		73 83
	18 95		267 51	342 38	4,802 99	80 34	192 30		272 64
2 70	4 80			45 59	694 50	177 98	48 91		226 89
1 33	2 85		23 34	16 90	531 39	38 40	36 54		74 94
4 03	7 65		23 34	62 49	1,225 89	216 38	85 45		301 83
	3 45			20 28	692 51	24			24
	3 35			33 76	502 11	130 33			130 33
5 54	6 30			13 70	1,170 54	154 68	6 36		161 04
	4 60		54 90	38 46	880 81	1 08	23 74		24 82
	3 20			19 93	489 13	69 58			69 58
179 20	1 65			37 73	561 23	4 51			4 51
	3 05			20 00	357 30	10 42			10 42
	3 85		17 46	41 35	662 35	87 37	13 50		100 87
184 74	29 45		72 36	225 21	5,315 98	458 21	43 60		501 81
	4 00		27 25	19 12	831 34		60 68		60 68
	2 10		7 80	15 51	493 36		71 16		71 16
	1 80			16 61	446 56	4 69	76 86		81 55
	9 90		29 88	31 84	997 62		10 15		10 15
	1 70				438 10	62 74	18 29		81 03
	19 50		64 93	83 08	3,206 98	67 43	237 14		304 57
				18 75	580 44	212 78	21 17		233 95
				19 87	347 87	40 02			40 02
				18 56	603 66	84 03	40 90		124 93
	85			16 00	235 60	240 71			240 71
	85			73 18	1,767 57	577 54	62 07		639 61

Financial Report, by Districts, for the County of ATLANTIC,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Amount due the district July 1st, 1892, from State, county and township funds.	Amount due the district July 1st, 1892, from district tax.	Amount due the district July 1st, 1892, from other sources.	Total amount due the district July 1st, 1892.	Amount expended for teachers' sal- aries.	Amount expended for fuel and jani- tors' salaries.	Amount expended for building and repairing, excluding debt and interest.
Atlantic—Con.								
BUENA VISTA.								
East Vineland.....	28	\$511 73		\$25 00	\$536 73	\$405 00	\$7 25	
Oak Road.....	29	728 92	\$50 47	25 00	804 39	405 00	25 00	
Richland.....	30	674 12	9 37	25 00	708 49	435 00	28 00	
Buena.....	32	596 70	15 65	25 00	637 35	369 00	21 75	
Newtonville.....	33	465 78			465 78	360 00	15 00	
Folsom.....	34	524 51	249 37	25 00	798 88	415 00	25 27	\$233 57
		3,501 76	324 86	125 00	3,951 62	2,389 00	122 27	233 57
HAMILTON.								
Da Costa.....	35	417 28			417 28	360 00	30 59	2 35
Weymouth.....	36	822 28			822 28	360 00		
Mays Landing.....	38	2,601 59	468 31	25 20	3,095 10	1,894 00	133 08	50 13
Gravelly Run.....	39	618 46			618 46	405 00	30 18	
Carmantown.....	40	316 04			316 04	270 00	24 70	14 05
		4,775 65	468 31	25 20	5,269 16	3,289 00	253 13	66 53
MULLICA.								
Nesco.....	42	479 22	15 00		494 22	360 00	47 90	14 00
Pleasant Mills.....	43	458 49			458 49	400 00	28 42	
Elwood.....	44	824 77	175 00		999 77	720 00	41 90	8 79
Agricultural.....	45	360 18			360 18	315 00	9 36	
Weeksville.....	46	368 97			368 97	280 00	24 00	
		2,491 63	190 00		2,681 63	2,075 00	146 58	22 79
Summary.								
Atlantic City.....		22,025 83	20,182 00	8,576 84	50,784 67	27,391 43	4,563 13	1,027 42
Absecon.....		790 76	1,420 95		2,211 71	815 75	98 87	342 81
Brigantine.....		276 76	280 44		557 20	340 00	18 00	160 00
Egg Harbor City.....		3,064 62	1,700 00	75 44	4,840 06	3,590 00	348 63	46 59
Hammonton.....		4,417 59	4,686 87	53 40	9,157 85	4,881 25	750 99	379 54
Somers Point.....		544 87	376 92		921 79	405 00	44 00	13 71
Pleasantville.....		3,702 35	743 36	629 92	5,075 63	3,173 90	201 12	799 13
Linwood.....		1,339 77	187 95		1,527 72	1,030 75	89 12	8 51
Galloway.....		5,288 76	529 03		5,817 79	4,339 53	209 27	255 42
Egg Harbor.....		3,059 61	416 94	85 00	3,511 55	2,762 72	182 85	93 90
Weymouth.....		2,057 18	350 00		2,407 18	1,335 00	70 61	287 93
Buena Vista.....		3,501 76	324 86	125 00	3,951 62	2,389 00	122 27	233 57
Hamilton.....		4,775 65	468 31	25 20	5,269 16	3,289 00	253 13	66 53
Mullica.....		2,491 63	190 00		2,681 63	2,075 00	146 58	22 79
		57,337 14	31,857 62	9,520 80	98,715 56	57,818 33	7,098 57	3,737 85

State of New Jersey, for the School Year Ending June 30th, 1893.

Amount expended for debt and interest.	Amount expended for taking school censuses.	Amount expended for manual training.	Amount expended for text-books and apparatus.	Amount expended for incidentals.	Total amount expended.	Balance of State, county and township funds June 30th, 1893.	Balance of district tax June 30th, 1893.	Balance of moneys from other sources June 30th, 1893.	Total balance June 30th, 1893.
	\$2 56		\$6 04	\$27 33	\$448 18	\$69 59		\$18 96	\$83 55
	3 00		32 82	17 08	482 40	278 84	\$43 15		321 99
			8 88	28 14	500 02	182 98	9 37	16 12	208 47
				19 42	410 17	203 35	15 65	8 18	227 18
	2 90		16 82	14 25	408 97	56 81			56 81
	2 95		25 00	19 42	721 21	61 87	15 80		77 67
	11 41		89 06	125 64	2,970 95	853 44	83 97	43 26	980 67
	1 05			5 00	398 99	18 29			18 29
	3 10			56 25	453 93	368 35			368 35
	13 85		99 32	68 18	2,260 56	687 59	121 75	25 20	834 54
	2 35			20 05	457 58	160 88			160 88
					308 75	7 29			7 29
	22 35		99 32	149 48	3,879 81	1,242 40	121 75	25 20	1,389 35
				23 80	445 70	48 52			48 52
				15 45	438 87	19 62			19 62
	4 35		6 76	28 15	809 95	73 97	115 85		189 82
				23 00	347 36	12 82			12 82
				20 80	324 80	44 17			44 17
	4 35		6 76	111 20	2,366 68	199 10	115 85		314 95
7,400 00	147 45	1,637 63	1,325 94	848 21	44,341 21	6,443 46			6,443 46
624 00	5 55		97 87	46 79	2,031 64	180 07			180 07
	1 10				519 10	38 10			38 10
	23 10		590 01	47 26	4,645 59	194 47			194 47
	900 00		20 16	491 50	7,462 94	1,694 91			1,694 91
	397 50		22 25	18 50	904 71	17 08			17 08
	18 95		267 51	342 38	4,802 99	80 34	192 30		272 64
	4 03		23 34	62 49	1,225 89	216 38	85 45		301 83
	184 74		72 36	225 21	5,315 98	458 21	43 60		501 81
	19 50		64 93	83 08	3,206 98	67 43	237 14		304 57
	85			73 18	1,767 57	577 54	62 07		639 61
	11 41		89 06	125 64	2,970 95	853 44	83 97	43 26	980 37
	22 35		99 32	149 48	3,879 81	1,242 40	121 75	25 20	1,389 35
	4 35		6 76	111 20	2,366 68	199 10	115 85		314 95
9,510 27	334 96	1,637 63	2,679 51	2,624 92	85,442 04	3,694 84	9,510 22	68 46	13,273 52

Apportionment of School Moneys, by Districts, for the School Year Ending

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Balance State, county and township moneys July 1st, 1893.	Balance district tax July 1st, 1893.	Balance received from other sources July 1st, 1893.	Amount apportioned from State appropriation, including State school tax and \$100,000.	Amount apportioned from township tax.	Amount apportioned from surplus revenue.	Amount apportioned from balances.
ATLANTIC.								
Atlantic City.....	1		\$6,443 46		\$17,099 90		\$216 88	
Absecon.....	12		180 07		690 43		8 76	
Brigantine.....	2		38 10		275 00		1 75	
Egg Harbor City....	47		194 47		2,792 46	\$50 00	35 42	
Hammonton.....	48		1,694 91		4,976 22		63 11	
Somers Point.....	6		17 08		375 00	67 50	4 54	
PLEASANT-VILLE.								
South Absecon.....	14	\$14 78			375 00	75 00	3 98	
Pleasantville.....	15	46 55	137 48		928 73	210 00	11 78	
Smith's Landing....	16	19 01	54 82		1,449 57	312 00	18 39	
		80 34	192 30		2,753 30	597 00	34 15	
LINWOOD.								
Linwood.....	19	177 98	48 91		602 41	144 00	7 64	
Seaview.....	20	38 40	36 54		375 00	85 50	4 54	
		216 38	85 45		977 41	229 50	12 18	
GALLOWAY.								
Leeds Point.....	3	24			432 99	175 00	5 49	
Smithville.....	4	130 33			420 44	100 00	5 33	
Port Republic.....	5	154 68	6 36		809 50	285 00	10 27	
Germania.....	8	1 08	23 74		577 32	200 00	7 32	
Centerville.....	9	69 58			375 00	100 00	4 54	
Oceanville.....	10	4 51			275 00	110 00	2 79	
North Absecon.....	11	10 42			275 00	90 00	2 39	
Pomona.....	13	87 37	13 50		493 19	90 00	6 13	
Cologne.....	49							
Egg Harbor City....	47					50 00		
		458 21	43 60		3,648 44	1,200 00	44 26	
EGG HARBOR.								
Pomona.....	13					30 00		
Bakersville.....	17		60 68		502 02	120 00	6 37	
Bargaintown.....	18		71 16		375 00	67 50	3 58	
Steelmanville.....	21	4 69	76 86		275 00	54 00	2 87	
Scullyville.....	22		10 15		608 69	145 50	7 72	
English Creek.....	23	62 74	18 29		275 00	51 00	2 71	
Somers Point.....	6					18 00		
Pleasantville.....	15					12 00		
Smiths Landing....	16					34 50		
		67 43	237 14		2,035 71	532 50	23 25	

County of ATLANTIC, State of New Jersey, for the June 30th, 1894.

Amount of district tax voted for payment of teachers' salaries.	Amount of district tax voted for building, purchasing, fitting, repairing or furnishing school-houses.	Amount of district tax for payment of debt and interest.	Amount of district tax voted for text-books and apparatus.	Total amount of district tax ordered to be raised.	Amount received from temporary loans.	Amount received from sale of bonds.	Amount voted for manual training.	Amount received from other sources.	Total amount available for school year ending June 30th, 1894.
\$9,656 22	\$4,000 00	\$6,000 00	\$2,343 78	\$22,000 00			\$1,000 00		\$46,760 24
300 00	100 00	598 00	175 00	1,173 00					2,052 26
200 00	212 00			412 00					726 85
3,800 00	2,165 00			5,965 00					9,037 35
500 00	2,470 00	900 00	600 00	4,470 00					11,204 24
66 00	84 00	337 50		487 50					951 72
	30 00			30 00					498 76
	25 00	236 00	75 00	336 00					1,670 54
									1,853 79
	55 00	236 00	75 00	366 00					4,023 09
	50 00			50 00					1,030 94
									529 98
	50 00			50 00					1,570 92
									613 72
									656 10
	16 25			16 25					1,282 06
	20 00		85 00	105 00					914 46
									549 12
									392 30
									377 81
	13 50			13 50					693 69
105 00		54 00	50 00	209 00					209 00
									50 00
105 00	49 75	54 00	135 00	343 75					\$5,738 26
									30 00
50 00	10 00		180 00	240 00					929 07
									517 24
	120 00		30 00	150 00					413 42
									922 06
									409 74
									18 00
									12 00
									34 50
50 00	130 00		210 00	390 00					3,286 03

*Apportionment of School Moneys, by Districts, for the
School Year Ending*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district	Balance State, county and township moneys July 1st, 1893.	Balance district tax July 1st, 1893.	Balance received from other sources July 1st, 1893.	Amount apportioned from State ap- propriation, including State school tax and \$100,000.	Amount apportioned from township tax.	Amount apportioned from surplus revenue.	Amount apportioned from balances.
Atlantic—Con.								
WEYMOUTH.								
Estellville.....	24	\$212 78	\$21 17		\$375 00	\$30 00	\$4 22	
Hawkinsville.....	25	40 02			275 00	25 00	1 19	
Tuckahoe.....	26	84 03	40 90		375 00	35 00	4 70	
Head of River.....	27	240 71			275 00	10 00	1 35	
		\$577 54	\$62 07		1,300 00	100 00	11 46	
BUENA VISTA.								
East Vineland.....	28	69 59		18 96	375 00	95 00	3 58	
Oak Road.....	29	278 84	43 15		375 00	60 00	4 78	
Richland.....	30	182 98	9 37	16 12	504 77	70 00	7 16	
Buena.....	32	203 35	15 65	8 18	375 00	95 00	4 62	
Newtonville.....	33	56 81			275 00	130 00	2 39	
Folsom.....	34	61 87	15 80		420 44	80 00	5 33	
Vine Road.....						40 00		
Downtown.....						30 00		
		853 44	83 97	43 26	2,385 21	600 00	27 86	
HAMILTON.								
Da Costa.....	35	18 29			275 00	140 00	1 83	
Weymouth.....	36	368 35			275 00	40 00	2 07	
Mays Landing.....	38	687 59	121 75	25 20	1,926 48	500 00	24 43	
Gravelly Run.....	39	160 88			375 00	80 00	3 66	
Carmantown.....	40	7 29			275 00	40 00	80	
		1,242 40	121 75	25 20	3,126 48	800 00	32 79	
MULLICA.								
Da Costa.....	35					40 00		
Nesco.....	42	48 52			375 00	70 00	4 14	
Pleasant Mills.....	43	189 26			275 00	100 00	2 31	
Elwood.....	44	73 97	115 85		533 39	115 00	6 77	
Agricultural.....	45	12 82			375 00	100 00	3 67	
Weeksville.....	46	44 17			275 00	75 00	88	
		199 10	115 85		1,833 39	500 00	17 77	
Summary.								
Atlantic City.....			6,443 46		17,099 90		216 88	
Absecon.....			180 07		690 43		8 76	
Brigantion.....			38 10		275 00		1 75	
Egg Harbor City.....			194 47		2,792 46	50 00	35 42	
Hammonton.....			1,694 91		4,976 22		63 11	
Somers Point.....			17 08		375 00	67 50	4 54	
Pleasantville.....		80 34	192 30		2,753 30	597 00	34 15	
Libwood.....		216 38	85 45		977 41	229 50	12 18	
Galloway.....		458 21	43 60		3,648 44	1,200 00	44 26	
Egg Harbor.....		67 43	237 14		2,035 71	532 50	23 25	
Weymouth.....		577 54	62 07		1,300 00	100 00	11 46	
Buena Vista.....		853 44	83 97	43 26	2,385 21	600 00	27 86	
Hamilton.....		1,242 40	121 75	25 20	3,126 48	800 00	32 79	
Mullica.....		199 10	115 85		1,833 39	500 00	17 77	
		3,694 84	9,510 22	68 46	44,268 95	4,676 50	534 18	

County of ATLANTIC, State of New Jersey, for the
June 30th, 1894.

Amount of district tax voted for pay- ment of teachers' salaries.	Amount of district tax voted for build- ing, purchasing, hiring, repairing or furnishing school-houses.	Amount of district tax for payment of debt and interest.	Amount of district tax voted for text- books and apparatus.	Total amount of district tax ordered to be raised.	Amount received from temporary loans.	Amount received from sale of bonds.	Amount voted for manual training.	Amount received from other sources.	Total amount available for school year ending June 30th, 1894.
	\$400 00			\$400 00					\$1,043 17
									341 21
									539 63
									527 06
	400 00			400 00					2,451 07
									562 13
									761 77
	25 00			25 00					875 40
									701 80
									464 20
									583 44
									40 00
									30 00
	25 00			25 00					4,018 74
									435 12
									685 42
	400 00			400 00					3,685 45
									619 54
									323 09
	400 00			400 00					5,748 62
									40 00
									497 66
									396 93
									844 98
									491 49
									395 05
									2,666 11
9,656 22	4,000 00	6,000 00	2,343 78	22,000 00			1,000 00		46,760 24
300 00	100 00	598 00	175 00	1,173 00					2,052 26
200 00	212 00			412 00					726 85
3,800 00	2,165 00			5,965 00					9,037 35
500 00	12,470 00	900 00	600 00	4,470 00					11,204 24
66 00	84 00	337 50		487 50					951 62
	55 00	236 00	75 00	366 00					4,023 09
	50 00			50 00					1,570 92
105 00	49 75	54 00	135 00	343 75					5,738 26
50 00	130 00		210 00	390 00					3,286 03
	400 00			400 00					2,451 07
	25 00			25 00					4,018 74
	400 00			400 00					5,748 62
									2,666 11
14,677 22	10,140 75	8,125 50	3,538 78	36,482 25			1,600 00		100,235 40

Report of Attendance, by Districts, for the County of ATLANTIC,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of months the schools were kept open.	Number of boys between 5 and 20 years of age enrolled in the schools during the year.	Number of girls between 5 and 20 years of age enrolled in the schools during the year.	Total number of children between 5 and 20 years of age enrolled in the schools during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.
ATLANTIC.							
Atlantic City.....	1	9.5	1,057	1,156	2,213	7	5,048
Absecon.....	12	9	54	41	95	.....	320
Brigantine.....	2	8.25	11	9	20	.....	291
Egg Harbor City.....	47	9.5	189	180	369	1	1,272
Hammonton.....	48	9	330	245	575	.....	3,928
Somers Point.....	6	9	30	24	54	.....	358
PLEASANTVILLE.							
South Absecon.....	14	9	25	18	43	.....	526
Pleasantville.....	15	9	67	79	146	.....	785
Smith's Landing.....	16	9	102	104	206	.....	349
		9	194	201	395	.....	1,660
LINWOOD.							
Linwood.....	19	9	32	37	69	.....	1,310
Seaview.....	20	9	30	26	56	.....	180
		9	62	63	125	.....	1,490
GALLOWAY.							
Leeds Point.....	3	9	30	33	63	.....	125
Smithville.....	4	9	34	29	63	.....	90
Port Republic.....	5	9	57	50	107	.....	1,022
Germania.....	8	9	33	22	55	.....	196
Centerville.....	9	9	20	28	48	.....	180
Oceanville.....	10	9	13	18	31	.....	252
North Absecon.....	11	9	15	13	28	.....	173
Pomona.....	13	9	16	21	37	.....	351
		9	218	214	432	.....	2,389
EGG HARBOR.							
Bakersville.....	17	9	37	43	80	.....	1,160
Bargaintown.....	18	9	18	24	42	.....	172
Steelmanville.....	21	9	16	21	37	.....	347
Scullyville.....	22	9	48	39	87	.....	303
English Creek.....	23	9	15	13	28	.....	81
		9	134	140	274	.....	2,066
WEYMOUTH.							
Estellville.....	24	9	18	21	42	.....	242
Hawkinsville.....	25	9	7	8	15	.....	4
Tuckahoe.....	26	9	20	20	40	.....	428
Head of River.....	27	7	6	7	13	.....	60
		8.5	51	59	110	.....	734

State of New Jersey, for the School Year Ending June 30th, 1893.

Average number of cases of tardiness per day for each teacher.	Average number on roll.	Average daily attendance.	Percentage of daily attendance on total enrollment.	Number of pupils enrolled in primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of classes in school.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
.5	1,737	1,467	.84	1,442	675	96	12	3	49	\$145 68	\$53 05
1.3	65	56	.86	59	36	.....	8	1	1	60 00	32 50
1.7	18	15	.83	11	9	.....	4	.....	1	.....	40 00
1	280	239	.86	261	97	11	14	2	5	76 26	48 42
2	386	321	.83	348	166	61	6	2	9	75 40	43 50
2	35	30	.86	31	23	.....	5	.....	1	.....	45 00
2.9	25	20	.80	28	15	.....	4	.....	1	.....	45 00
1.4	93	76	.72	58	76	12	6	1	2	75 00	30 00
.5	129	110	.85	138	63	5	8	1	3	70 00	35 00
1.8	247	206	.83	224	154	17	18	2	6	72 50	35 00
7.3	43	39	.91	58	11	.....	5	.....	1	.....	60 00
1	44	38	.87	40	16	.....	4	1	.....	50 00	.....
4.5	87	77	.88	98	27	.....	9	1	1	50 00	60 00
.7	56	46	.81	25	33	5	8	.....	1	.....	71 39
.5	36	29	.75	30	31	2	4	1	.....	50 00	.....
2.8	60	52	.87	55	51	1	6	1	1	65 00	45 00
1	31	25	.81	33	22	.....	5	1	1	65 00	45 00
1	35	31	.89	30	18	.....	4	1	.....	50 00	.....
1.4	21	18	.87	20	11	.....	4	.....	1	.....	35 00
.9	18	16	.89	15	13	.....	3	.....	1	.....	35 00
1.9	20	17	.87	35	2	.....	3	.....	1	.....	50 00
1.3	277	234	.84	243	181	8	37	4	6	57 50	46 89
3.2	50	42	.84	45	29	6	7	1	1	56 05	27 83
.9	25	22	.85	36	5	1	5	.....	1	.....	45 00
1.9	21	16	.78	21	14	2	4	1	.....	45 00	.....
.6	56	44	.79	43	40	4	7	2	.....	47 00	.....
.4	22	18	.84	18	7	3	5	.....	.....	.....	40 00
1.4	174	142	.81	163	95	16	28	4	3	43 77	37 62
1.3	22	20	.90	34	7	1	4	.....	1	.....	40 00
0.0	9	7	.88	9	6	.....	3	.....	1	.....	35 00
2.3	23	19	.83	20	20	.....	4	1	.....	45 00	.....
.3	9	8	.88	11	2	.....	2	.....	1	.....	30 00
1.0	63	54	.85	74	35	1	13	1	3	45 00	35 00

Report of Attendance, by Districts, for the County of ATLANTIC,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of months the schools were kept open.	Number of boys between 5 and 20 years of age enrolled in the schools during the year.	Number of girls between 5 and 20 years of age enrolled in the schools during the year.	Total number of children between 5 and 20 years of age enrolled in the schools during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.
Atlantic—Con.							
BUENA VISTA.							
East Vineland.....	28	9	20	13	33	.....	56
Oak Road.....	29	9	26	20	46	.....	81
Richland.....	30	9	37	30	67	.....	1,058
Buena.....	32	9	26	15	41	.....	273
Newtonville.....	33	9	17	6	23	.....	55
Folsom.....	34	9	30	34	64	.....	748
		9	156	118	274	.....	2,271
HAMILTON.							
Da Costa.....	35	9	8	4	12	.....	45
Weymouth.....	36	9	12	12	24	.....	48
Mays Landing.....	38	9	117	139	256	3	563
Gravelly Run.....	39	9	15	12	27	.....	4
Carmantown.....	40	9	11	5	16	.....	79
		9	163	172	335	3	739
MULLICA.							
Nesco.....	42	9	27	16	43	.....	348
Pleasant Mills.....	43	9	15	18	33	.....	27
Elwood.....	44	9	47	28	75	.....	1,178
Agricultural.....	45	9	11	7	18	.....	67
Weeksville.....	46	9	4	7	11	.....	277
		9	104	76	180	.....	1,897
Summary.							
Atlantic City.....	9.5		1,057	1,156	2,213	7	5,048
Absecon.....	9		54	41	95	.....	320
Brigantine.....	8.25		11	9	20	.....	291
Egg Harbor City.....	9.5		189	180	369	1	1,272
Hammonton.....	9		330	245	575	.....	3,928
Somers Point.....	9		30	24	54	.....	358
Pleasantville.....	9		194	201	395	.....	1,660
Linwood.....	9		62	63	125	.....	1,490
Galloway.....	9		218	214	432	.....	2,389
Egg Harbor.....	9		134	140	274	.....	2,066
Weymouth.....	8.5		51	59	110	.....	734
Buena Vista.....	9		156	118	274	.....	2,271
Hamilton.....	9		163	172	335	3	739
Mullica.....	9		104	76	180	.....	1,897
	8.98		2,753	2,698	5,451	11	24,463

State of New Jersey, for the School Year Ending June 30th, 1893.

Average number of cases of tardiness per day for each teacher.	Average number on roll.	Average daily attendance.	Percentage of daily attendance on total enrollment.	Number of pupils enrolled in primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of classes in school.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
.3	20	16	.78	23	10	10	3	1			\$45 00
.4	23	26	.92	36	10	10	3	1			45 00
6.0	33	27	.81	55	12	12	4	1			48 33
1.5	25	21	.84	30	11	11	4	1			45 00
.3	13	10	.77	18	3	3	5	1			40 00
4.3	30	23	.76	42	22	22	3	1			48 33
2.1	149	123	.82	204	68	2	22	6			45 28
.2	8	7	.87	10	2	2	3	1			40 00
.2	17	14	.80	13	10	1	3	1			40 00
.7	149	113	.75	164	88	4	8	1	3	\$83 33	39 80
0.0	17	14	.86	13	11	3	3	1	1		45 00
.4	5	3	.60	13	3	3	2	1	1		30 00
.4	196	151	.77	213	114	8	19	1	7	83 33	39 20
1.9	25	21	.84	23	20	20	3	1	1		40 00
.1	18	16	.87	23	10	10	3	1	1		45 00
3.7	48	39	.81	44	30	1	5	2	2		40 00
.4	11	8	.73	17	1	1	2	1	1		35 00
1.5	5	4	.80	11	1	1	2	1	1		31 11
1.7	107	88	.82	118	61	1	15	6			38 52
.5	1,737	1,467	.84	1,442	675	96	12	3	49	145 68	53 05
1.3	65	56	.86	59	36	36	8	1	1	60 00	32 50
1.7	18	15	.83	11	9	9	4	1	1		40 00
1.0	280	239	.86	261	97	11	14	2	5	76 26	48 42
2.0	386	321	.83	348	166	61	6	2	9	75 40	43 50
2.0	35	30	.86	31	23	23	5	1	1		45 00
1.8	247	206	.83	224	154	17	18	2	6	72 50	35 00
4.5	87	77	.88	98	27	27	9	1	1	50 00	60 00
1.3	277	234	.84	243	181	8	37	4	6	57 50	46 89
1.4	174	142	.81	163	95	16	28	4	3	48 77	37 62
1.0	63	54	.85	74	35	1	13	1	3	45 00	35 00
2.1	149	123	.82	204	68	2	22	6	6		45 28
.4	196	151	.77	213	114	8	19	1	7	83 33	39 20
1.7	107	88	.82	118	61	1	15	6			38 52
1.6	3,821	3,203	.83	3,489	1,741	221	210	21	104	73 75	47 08

Financial Report, by Districts, for the County of BERGEN,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Amount due the district, July 1st, 1892, from State, county and township funds.	Amount due the district July 1st, 1892, from district tax.	Amount due the district July 1st, 1892, from other sources.	Total amount due the district July 1st, 1892.	Amount expended for teachers' sal- aries.	Amount expended for fuel and janit- ors' salaries.	Amount expended for building and repairing, excluding debt and interest.
BERGEN.								
RIDGEFIELD.								
Edgewater.....	1	\$1,291 92	\$2,950 00	\$5,022 03	\$9,263 95	\$2,350 00	\$342 38	\$4,134 64
Fort Lee.....	2	1,967 68	3,838 17	80 00	5,885 85	2,300 00	302 15	875 31
Coytesville.....	3	715 52	1,059 36	.....	1,774 88	1,100 00	139 50	74 02
Fairview.....	4	755 26	2,419 26	40 00	3,214 52	1,150 00	61 30	100 00
Lower Teaneck.....	5	422 35	638 25	25 00	1,085 60	450 00	86 74	47 60
Palisades Park.....	70	.....	.....	.....	.....	.....	.....	.....
Leonia.....	6	859 62	2,232 38	.....	3,112 00	2,050 00	210 85	18 65
Ridgefield Park.....	63	778 58	2,691 98	1,603 21	5,073 77	1,200 00	183 08	1,063 00
		6,790 93	15,849 40	6,770 24	29,410 57	10,600 00	1,326 00	6,313 22
Ridgefield.....	73	375 00	2,806 74	40 00	3,221 74	880 00	174 50	157 24
ENGLEWOOD.								
Englewood.....	7	4,638 21	13,695 46	461 54	18,795 21	7,976 78	798 11	597 46
Highland.....	8	665 66	862 87	44 92	1,573 45	575 00	45 50	11 87
Upper Teaneck.....	9	670 80	1,687 75	10 00	2,368 55	1,250 00	99 73	78 15
New Bridge.....	10	375 00	1,011 52	.....	1,386 52	750 00	102 13	.....
		6,349 67	17,257 60	516 46	24,123 73	10,551 78	1,045 47	687 48
PALISADES.								
Schraalenburgh.....	11	422 35	2,066 98	88 20	2,577 53	1,400 00	114 60	11 59
Bergenfield.....	67	432 30	1,331 29	319 00	2,082 59	1,050 00	127 33	240 20
Tenafly.....	12	1,252 16	1,639 57	89 41	2,981 14	1,620 00	334 28	51 99
Cresskill.....	13	566 45	1,319 14	.....	1,885 59	800 00	139 33	40 25
Peezburgh.....	72	.....	.....	.....	.....	.....	.....	.....
		2,673 26	6,356 98	490 61	9,526 85	4,870 00	715 54	344 03
HARRINGTON.								
Demarest.....	14	375 00	240 35	.....	615 35	500 00	.....	8 09
Closter.....	15	1,031 77	2,264 63	.....	3,296 40	1,750 00	204 65	100 00
Alpine.....	16	422 35	331 53	46 22	800 10	572 70	59 50	85 80
Old Closter.....	17	375 00	700 15	58 11	1,133 26	700 00	73 75	13 09
Norwood.....	18	725 47	452 60	.....	1,208 07	775 00	88 88	8 25
Old Tappan.....	19	457 14	982 31	6 37	1,445 82	700 00	90 79	21 82
Northvale.....	71	.....	.....	.....	.....	.....	.....	.....
Haworth.....	74	.....	.....	.....	.....	.....	.....	.....
		3,386 73	5,001 57	110 70	8,499 00	4,997 70	517 57	242 05
WASHINGTON.								
River Vale.....	20	375 00	142 29	.....	517 29	420 00	47 60	.....
Old Hook.....	21	375 00	147 28	40 09	562 37	400 00	57 25	10 02
Westwood.....	21½	740 36	2,085 18	.....	2,825 54	1,200 00	104 15	.....
Eastwood.....	68	447 20	1,359 00	40 00	1,846 20	504 82	38 23	7 50
Hillsdale.....	22	442 23	405 17	20 00	867 40	600 00	20 00	2 76
Hillsdale Terrace...	69	377 63	3,600 00	74 00	4,051 63	600 00	90 85	2,709 76
Pascaek.....	23	1,043 47	3,086 17	1 72	4,131 36	1,245 20	79 10	2,227 70
		3,800 89	10,825 09	175 81	14,801 79	4,970 02	437 18	5,700 24

State of New Jersey, for the School Year Ending June 30th, 1893.

Amount expended for debt and interest.	Amount expended for taking school census.	Amount expended for manual training.	Amount expended for text-books and apparatus.	Amount expended for incidentals.	Total amount expended.	Balance of State, county and township funds June 30th, 1893.	Balance of district tax June 30th, 1893.	Balance of moneys from other sources June 30th, 1893.	Total balance June 30th, 1893.
\$1,450 00	\$12 45		\$264 97	\$515 56	\$9,070 00		\$7 67	\$186 28	\$193 95
1,262 50	19 25		138 07	132 29	5,029 57		856 28		856 28
			38 50	40 84	1,392 86		352 02		382 02
			50 00	887 90	2,249 20		964 32	1 00	965 32
	3 85		6 50	50 84	645 53		435 07	5 00	440 07
60 00				169 08	2,508 58		603 42		603 42
1,476 00	8 15			1,163 49	5,093 72	*\$19 95			
4,248 50	43 70		498 04	2,960 00	25,989 46		3,248 78	192 28	3,441 06
			206 77	92 89	1,511 40		1,710 34		1,710 34
1,550 00	39 25		787 71	571 77	12,321 08	335 14	6,062 86	76 13	6,474 13
	7 00		28 63	103 67	771 67	41 41	760 37		801 78
	7 05		51 35	192 90	1,679 18		679 37	10 00	689 37
300 00				59 80	1,211 93		174 59		174 59
1,850 00	53 30		867 69	928 14	15,983 86	376 55	7,677 19	86 13	8,139 87
988 40	7 65		30 75	24 54	2,577 53				
	5 00		150 21	417 95	1,990 69		91 90		91 90
				415 38	2,421 65		559 49		559 49
580 00				107 90	1,667 48		218 11		218 11
1,568 40	12 65		180 96	965 77	8,657 35		869 50		869 50
600 00	7 20		23 00	12 75	551 04		64 31		64 31
	4 10			263 87	2,918 52	21 77	356 11		377 88
	2 75		46 96	78 00	800 10				
	3 80			88 51	920 06		155 59	47 61	203 20
302 50	4 15		37 50	66 12	942 05		266 02		266 02
				32 68	1,189 44		256 38		256 38
902 50	22 00		107 46	541 93	7,331 21	21 77	1,098 41	47 61	1,167 79
	3 40			31 30	502 30		14 99		14 99
				5 38	472 65		49 63	40 09	89 72
656 00			30 00	20 00	2,010 15		815 39		815 39
80 00	3 90			455 29	1,832 24		13 96		13 96
				78 30	738 56		128 84		128 84
250 00	10 60		37 50	210 22	8,908 93		120 70	22 00	142 70
73 64	10 85			193 17	3,829 66		299 98	1 72	301 70
1,059 64	28 75		105 00	993 66	13,294 49		1,443 49	63 81	1,507 30

* Overdrawn.

Financial Report, by Districts, for the County of BERGEN,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Amount due the district July 1st, 1892, from State, county and township funds.	Amount due the district July 1st, 1892, from district tax.	Amount due the district July 1st, 1892, from other sources.	Total amount due the district July 1st, 1892.	Amount expended for teachers' sal- aries.	Amount expended for fuel and jan- itors' salaries.	Amount expended for building and repairing, excluding debt and interest.
Bergen—Con.								
MIDLAND.								
Paramus.....	26	\$397 51	\$132 94	\$26 00	\$556 45	\$400 00	\$10 00	.....
Areola.....	27	442 23	453 40	20 00	915 63	500 00	65 40	\$58 16
Spring Valley.....	28	546 58	540 74	.....	1,087 32	478 30	65 25	.....
Oradell.....	29	889 43	1,335 23	21 62	2,246 28	1,240 00	90 66	23 07
River Edge.....	30	491 92	605 77	28 66	1,126 35	600 00	64 40	13 40
		2,767 67	3,068 08	96 28	5,932 03	3,218 30	295 71	94 63
NEW BARBADOES.								
State Street.....	31	2,658 37	6,100 00	2,450 20	11,208 57	5,410 51	692 63	317 83
Union Street.....	32	2,931 95	8,475 00	2,567 00	13,973 65	6,699 95	570 00	91 72
Hudson Street.....	33	1,918 00	3,437 89	.....	5,355 89	2,050 00	280 50	.....
Cherry Hill.....	51	375 00	1,543 04	67 00	1,985 04	686 00	102 80	70 60
		7,883 02	19,555 93	5,084 20	32,523 15	14,846 46	1,645 93	480 15
LODI.								
Little Ferry.....	33½	959 00	1,509 96	20 00	2,488 96	1,400 00	174 59	91 60
Lodi.....	35	1,595 01	300 00	10 00	1,905 01	1,540 50	122 13	.....
Hasbrouck Heights	35½	375 00	1,263 50	85 78	1,724 28	1,175 00	146 26	18 40
		2,929 01	3,073 46	115 78	6,118 25	4,115 50	442 98	110 00
BERGEN.								
Moonachie.....	34	375 00	217 90	.....	592 90	368 00	63 65	53 25
Woodridge.....	36	1,455 90	1,498 03	.....	2,953 93	2,250 00	219 05	245 00
Carlstadt.....	37	1,649 67	1,979 37	276 31	3,905 35	1,800 07	229 00	239 54
Passaic Park.....	66	785 09	1,600 00	14,844 00	17,229 09	1,500 00	354 99	13,028 44
		4,265 66	5,295 30	15,120 31	24,681 27	5,918 07	857 69	13,566 23
UNION.								
Kingsland.....	38	486 95	696 53	.....	1,183 48	600 00	54 50	6 00
N. Belleville Bdge..	39	1,724 21	4,168 05	35 00	5,927 26	2,790 00	478 01	37 26
		2,211 16	4,864 58	35 00	7,110 74	3,390 00	532 51	43 26
Rutherford.....	40	3,011 16	20,798 79	2,550 00	26,359 95	8,500 00	1,301 20	8,029 78
ROLLING SPRINGS.								
North Rutherford...	40½	1,997 50	2,433 65	8 00	4,439 15	2,450 00	323 13	727 35
East Passaic.....	41	392 55	1,134 26	2,614 00	4,140 81	550 00	160 84	2,538 28
		2,390 05	3,567 91	2,622 00	8,579 96	3,000 00	483 97	3,265 63
SADDLE RIVER.								
Garfield.....	42	1,987 56	2,414 04	658 86	5,060 46	2,689 71	251 76	106 57
Dundee Lake.....	42½	377 63	483 38	.....	866 01	472 50	43 00	89 38
Fairlawn.....	43	375 00	490 08	.....	865 08	416 00	69 78	82 90
Rochelle Park.....	65	375 00	625 00	5,271 25	6,271 25	600 00	134 94	3,999 00
		3,115 19	4,017 50	5,930 11	13,062 80	4,178 21	499 48	4,277 85

State of New Jersey, for the School Year Ending June 30th, 1893.

Amount expended for debt and interest.	Amount expended for taking school census.	Amount expended for manual training.	Amount expended for text-books and apparatus.	Amount expended for incidentals.	Total amount expended.	Balance of State, county and township funds June 30th, 1893.	Balance of district tax June 30th, 1893.	Balance of moneys from other sources June 30th, 1893.	Total balance June 30th, 1893.
	\$4 50			\$74 67	\$489 17		\$67 28		\$67 28
	4 85			99 66	728 07		187 56		187 56
				287 17	830 72		256 60		256 60
\$578 00	7 50			93 14	2,032 37		213 91		213 91
				73 40	751 20		375 15		375 15
578 00	16 85			628 04	4,831 53		1,100 50		1,100 50
450 00	26 00	\$1,600 00		1,719 15	10,216 12		992 45		992 45
3,275 00	29 20	1,708 40	\$400 00	490 27	13,264 54		709 11		709 11
575 00	21 35	500 00	134 14	257 94	3,818 93		1,536 96		1,536 96
548 75			32 98	189 72	1,630 85		349 19	\$5 00	354 19
4,848 75	76 55	3,808 40	567 12	2,657 08	28,930 44		3,587 71	5 00	3,592 71
162 50	10 85		37 50	106 11	1,983 15		505 81		505 81
	17 00			45 37	1,725 00		180 01		180 01
112 50			81 16	134 43	1,667 75		26 35	30 18	56 53
275 00	27 85		118 66	285 91	5,375 90		712 17	30 18	742 35
	3 05		65 00	33 98	586 93		5 97		5 97
	15 70		117 12	106 30	2,941 17		9 76		9 76
90 00		899 10	176 07	313 72	3,747 50		137 85	20 00	157 85
325 00	9 65		194 76	1,815 56	17,228 40		69		69
415 00	28 40	899 10	552 95	2,269 56	24,507 00		154 27	20 00	174 27
	5 95		18 50	80 70	765 65		417 83		417 83
500 00	39 65		184 33	84 62	4,113 87		1,813 39		1,813 39
500 00	45 60		202 83	165 32	4,879 52		2,231 22		2,231 22
2,069 76	42 05	979 51	578 11	2,379 45	23,879 86		2,480 09		2,480 09
	38 20		120 13	90 04	3,748 85		652 30	8 00	660 30
62 50	6 05		141 49	358 85	3,818 01		322 80		322 80
62 50	44 25		261 62	448 89	7,566 86		1,005 10	8 00	1,013 10
175 00	24 30	1,149 85	150 42	409 47	4,957 08		103 38		103 38
	5 40		37 50	17 05	664 83		201 18		201 18
	3 05			36 50	608 23		256 85		256 85
125 00	3 40		86 15	1,273 08	6,221 57		49 68		49 68
300 00	36 15	1,149 85	274 07	1,736 10	12,451 71		611 09		611 09

Financial Report, by Districts, for the County of BERGEN,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Amount due the district July 1st, 1892, from State, county and township funds.	Amount due the district July 1st, 1892, from district tax.	Amount due the district July 1st, 1892, from other sources.	Total amount due the district July 1st, 1892.	Amount expended for teachers' sal- aries.	Amount expended for fuel and janit- ors' salaries.	Amount expended for building and repairing, excluding debt and interest.
Bergen—Con.								
RIDGEWOOD.								
Ridgewood Grove.....	44	\$591 25	\$302 04	.....	\$893 29	\$565 00	\$28 20	\$46 86
Paramus Church.....	45	402 47	935 18	.....	1,337 65	700 00	151 67	225 04
Ridgewood.....	61	1,262 10	2,945 72	\$1,169 16	5,376 98	2,375 00	419 31	149 12
		2,255 82	4,182 94	1,169 16	7,607 92	3,640 00	599 18	421 02
FRANKLIN.								
Midland Park.....	46	2,025 74	581 20	144 05	2,750 99	2,200 00	291 40	.....
Union.....	47	375 00	.....	.....	375 00	326 00	29 00	.....
Wyckoff.....	48	375 00	.....	20 00	395 00	326 92	28 08	.....
Sicomac.....	49	375 00	.....	.....	375 00	331 75	53 25	.....
Western.....	50	394 25	.....	.....	394 25	333 33	23 00	.....
Oakland.....	52	521 74	.....	20 00	541 74	479 29	22 45	.....
Campgaw.....	53	375 00	.....	43 50	418 50	333 30	21 70	.....
		4,441 73	581 20	227 55	5,250 48	4,330 59	438 88	.....
ORVIL.								
Chestnut Ridge.....	24	375 00	492 65	.....	867 65	360 00	36 90	388 45
Saddle River Valley	25	432 30	200 00	20 00	652 30	500 00	40 15	15 50
Hohokus.....	54	565 16	150 00	5 00	720 16	502 50	36 96	61 38
Waldwick.....	64	397 36	578 00	160 00	1,135 36	550 00	23 50	3 18
Alendale.....	55	486 95	1,058 18	319 50	1,864 63	600 00	39 55	95 00
Upper Saddle River	59	375 01	.....	134 00	509 01	343 33	26 60	.....
		2,631 78	2,478 83	638 50	5,749 11	2,855 83	203 66	563 51
HOHOKUS.								
Ramseys.....	56	988 82	1,013 61	6,764 30	8,766 73	1,235 00	227 32	6,782 44
Darlington.....	57	547 12	125 00	.....	672 12	510 00	68 35	.....
Muhwah.....	58	649 33	40 50	.....	689 83	550 00	23 75	27 33
Masonicus.....	60	398 65	50 00	20 00	468 65	360 00	13 25	41 50
Riverdale.....	62	287 43	125 00	.....	412 43	234 00	14 86	106 83
		2,871 35	1,354 11	6,784 30	11,009 76	2,889 00	347 53	6,958 10
Summary.								
Ridgefield.....		6,790 93	15,849 40	6,770 24	29,410 57	10,600 00	1,326 00	6,313 22
Ridgefield Borough		375 00	2,806 74	40 00	3,221 74	880 00	174 50	157 24
Englewood.....		6,349 67	17,257 60	516 46	24,124 73	10,551 78	1,045 47	687 48
Palisade.....		2,673 26	6,356 98	496 61	9,526 85	4,870 00	715 54	314 03
Harrington.....		3,386 73	5,001 57	110 70	8,499 00	4,997 70	517 57	242 05
Washington.....		3,800 89	10,825 09	175 81	14,801 79	4,970 02	437 18	5,700 24
Midland.....		2,767 67	3,068 08	96 28	5,932 03	3,218 30	295 71	94 63
New Barbadoes.....		7,883 92	19,555 93	5,084 20	32,523 15	14,846 46	1,645 93	480 15
Lodi.....		2,929 01	3,073 46	115 78	6,118 25	4,115 50	412 98	110 00
Bergen.....		4,265 66	5,295 30	15,120 31	24,681 27	5,918 07	857 69	13,566 23
Union.....		2,211 16	4,864 58	85 00	7,110 74	3,390 00	532 51	43 26
Rutherford.....		3,011 16	20,798 79	2,550 00	26,359 95	8,500 00	1,301 20	8,029 78
Boiling Springs.....		2,390 05	3,567 91	2,622 00	8,579 96	3,000 00	483 97	3,265 63
Saddle River.....		3,115 19	4,017 50	5,930 11	13,062 80	4,178 21	499 48	4,277 85
Ridgewood.....		2,255 82	4,182 94	1,169 16	7,607 92	3,640 00	599 18	421 02
Franklin.....		4,441 73	581 20	227 55	5,250 48	4,330 59	438 88	.....
Orvil.....		2,631 78	2,478 83	638 50	5,749 11	2,855 83	203 66	563 51
Hohokus.....		2,871 35	1,354 11	6,784 30	11,009 76	2,889 00	347 53	6,958 10
		64,150 08	130,936 01	48,483 01	243,569 10	97,751 46	11,864 98	51,254 42

State of New Jersey, for the School Year Ending June 30th, 1893.

Amount expended for debt and interest.	Amount expended for taking school census.	Amount expended for manual training.	Amount expended for text-books and apparatus.	Amount expended for incidentals.	Total amount expended.	Balance of State, county and township funds June 30th, 1893.	Balance of district tax June 30th, 1893.	Balance of moneys from other sources June 30th, 1893.	Total balance June 30th, 1893.
.....	\$4 75	.....	.....	\$41 05	\$685 86	.....	.....	.....	\$207 43
.....	3 90	.....	.....	63 44	1,141 05	.....	.....	.....	193 60
.....	15 00	\$1,038 13	.....	539 21	4,535 77	.....	841 21	.....	841 21
.....	23 65	1,038 13	.....	643 70	6,365 68	26 25	1,215 99	.....	1,242 24
.....	.....	.....	.....	129 12	2,620 52	.....	119 47	\$11 00	130 47
.....	.....	.....	.....	20 00	375 00	.....	.....	.....	.....
.....	.....	.....	.....	40 00	395 00	.....	.....	.....	.....
.....	.....	.....	.....	20 00	375 00	.....	.....	.....	.....
.....	.....	.....	.....	20 00	376 33	17 92	.....	.....	17 92
.....	.....	.....	.....	40 00	541 74	.....	.....	.....	.....
.....	.....	.....	.....	30 40	385 40	.....	.....	33 10	33 10
.....	.....	.....	.....	299 52	5,068 99	17 92	119 47	44 10	181 49
.....	5 20	.....	.....	43 19	833 74	.....	33 91	.....	33 91
.....	8 70	.....	.....	53 12	617 47	.....	24 83	10 00	34 83
.....	.....	.....	.....	114 04	714 88	.....	5 28	.....	5 28
368 00	3 10	.....	.....	180 35	1,128 13	4 76	2 47	.....	7 23
490 00	4 45	.....	.....	549 21	1,778 21	.....	66 92	19 50	86 42
.....	2 65	.....	.....	135 70	508 28	.....	.....	73	73
858 00	24 10	.....	.....	1,075 61	5,580 71	4 76	133 41	30 23	168 40
.....	.....	.....	.....	20 00	8,587 11	.....	105 85	73 77	179 62
300 00	22 35	.....	.....	20 00	598 35	.....	73 77	.....	73 77
.....	.....	.....	.....	20 00	627 03	55 58	7 22	.....	62 80
.....	5 95	.....	.....	40 00	454 75	5 40	8 50	.....	13 90
.....	.....	.....	.....	38 48	394 17	09	18 17	.....	18 26
300 00	28 30	.....	.....	138 48	10,661 41	61 07	213 51	73 77	348 35
4,248 50	43 70	498 04	2,960 00	25,989 46	3,248 78	192 28	3,441 06	.....	3,441 06
.....	.....	206 77	92 89	1,511 40	1,710 34	.....	1,710 34	.....	1,710 34
1,850 00	53 30	867 69	925 14	15,983 86	7,677 19	86 13	8,139 87	.....	8,139 87
1,568 40	12 65	180 96	965 77	8,657 35	869 50	.....	869 50	.....	869 50
902 50	22 00	107 46	541 93	7,331 21	1,098 41	47 61	1,167 79	.....	1,167 79
1,059 61	28 75	105 00	993 66	13,294 49	1,443 49	63 81	1,507 30	.....	1,507 30
578 00	16 85	.....	628 04	4,831 53	1,100 50	.....	1,100 50	.....	1,100 50
4,848 75	76 55	3,808 40	567 12	2,657 08	28,930 41	5 00	3,592 71	.....	3,592 71
275 00	27 85	.....	118 66	255 91	5,375 00	.....	152 17	30 18	742 35
415 00	25 40	899 10	552 95	2,269 56	24,507 00	.....	714 27	20 00	174 27
500 00	45 60	.....	202 83	165 32	4,879 52	.....	2,231 22	.....	2,231 22
2,069 76	42 05	979 51	578 11	2,379 45	23,879 86	.....	2,480 09	.....	2,480 09
62 50	44 25	.....	261 62	448 89	7,566 86	.....	1,005 10	8 00	1,013 10
300 00	36 15	1,149 85	274 07	1,736 10	12,451 71	.....	611 09	.....	611 09
.....	23 65	1,038 13	.....	643 70	6,365 68	26 25	1,215 99	.....	1,242 24
658 00	21 10	.....	.....	299 52	5,068 99	17 92	119 47	44 10	181 49
300 00	28 30	.....	.....	1,075 61	5,580 71	4 76	133 41	30 23	168 40
.....	.....	.....	.....	138 48	10,661 41	61 07	213 51	73 77	348 35
19,836 05	554 15	7,874 99	4,521 28	19,210 05	212,867 38	508 32	29,612 24	601 11	30,721 67

*Apportionment of School Moneys, by Districts, for the
School Year Ending*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Balance State, county and township moneys July 1st, 1893.	Balance district tax July 1st, 1893.	Balance received from other sources July 1st, 1893.	Amount apportioned from State ap- propriation, including State school tax and \$100,000.	Amount apportioned from township tax.	Amount apportioned from surplus revenue.	Amount apportioned from balances.
BERGEN.								
RIDGEFIELD.								
Edgewater.....	1		\$7 67	\$186 28	\$1,140 71		\$37 87	
Fort Lee.....	2		556 28		1,627 19		54 03	
Coytesville.....	3		382 02		675 20		22 42	
Fairview.....	4		964 32	1 00	561 97		18 66	
Lower Teaneck.....	5		435 07	5 00	364 42		10 58	
Palisades Park.....	70				270 82		4 18	
Leonia.....	6		603 42		918 44		30 49	
Ridgefield Park.....	63				683 59		22 70	
			3,248 78	192 28	6,242 34		200 93	
Ridgefield.....	73		1,710 34		366 23		8 77	
ENGLEWOOD.								
Englewood.....	7	\$335 14	6,062 86	76 13	3,287 93		109 17	
Highland.....	8	41 41	780 37		490 67		16 29	
Upper Teaneck.....	9		679 37	10 00	632 61		17 68	
New Bridge.....	10		174 59		365 53		9 47	
		376 55	7,677 19	86 13	4,676 74		152 61	
PALISADES.								
Schraalenburgh.....	11				431 96		14 34	
Bergenfield.....	67		91 90		419 38		13 92	
Tenafly.....	12		559 49		1,174 26		38 99	
Cresskill.....	13		218 11		490 67		16 29	
Peetzburch.....	72				367 48		7 52	
			869 50		2,883 75		91 06	
HARRINGTON.								
Demarest.....	14		64 31		\$367 76		\$7 24	
Closter.....	15	21 77	356 11		809 40		26 87	
Alpine.....	16				363 58		11 42	
Old Closter.....	17		155 59	47 61	367 62		7 38	
Norwood.....	18		266 02		364 00		11 00	
Old Tappan.....	19		256 38		364 86		12 11	
Northvale.....	71				363 72		11 28	
Haworth.....	74				271 52		3 48	
		21 77	1,095 41	47 61	3,272 46		90 78	
WASHINGTON.								
River Vale.....	20		14 99		368 45		6 55	
Old Hook.....	21		49 63	40 09	366 23		8 77	
Westwood.....	21		815 39		591 33		19 63	
Eastwood.....	68		13 96		364 14		10 86	
Hillsdale.....	22		128 84		377 44		12 53	
Hillsdale Terrace.....	69		120 70	22 00	390 02		12 95	
Pascuck.....	23		299 98	1 72	910 05		30 22	
			1,443 49	63 81	3,367 66		101 51	

County of BERGEN, State of New Jersey, for the
June 30th, 1893.

Amount of district tax voted for pay- ment of teachers' salaries.	Amount of district tax voted for build- ing, purchasing, hiring, repairing or furnishing school-houses.	Amount of district tax for payment of debt and interest.	Amount of district tax voted for text- books and apparatus.	Total amount of district tax ordered to be raised.	Amount received from temporary loans.	Amount received from sale of bonds.	Amount voted for manual training.	Amount received from other sources.	Total amount available for school year ending June 30th, 1894.
\$1,400 00	\$1,000 00	\$2,000 00		\$4,400 00					\$5,772 53
1,500 00	1,550 00	500 00		3,550 00					6,087 50
650 00	350 00			1,000 00					2,079 64
800 00				800 00					2,345 95
100 00	200 00			300 00					1,115 07
400 00	600 00	300 00		1,300 00		\$6,000 00			7,575 00
500 00	700 00	600 00		1,800 00					3,352 35
1,700 00	1,350 00	1,450 00		4,500 00					5,206 29
7,050 00	5,750 00	4,850 00		17,650 00		6,000 00			33,534 33
									2,085 34
3,600 00	3,600 00	1,500 00		8,700 00					18,571 23
		1,250 00		1,250 00		5,000 00			7,555 74
500 00	500 00			1,000 00					2,239 66
375 00	225 00	300 00		900 00					1,449 59
4,475 00	4,325 00	3,050 00		11,850 00		5,000 00			29,819 22
980 00	260 00	1,038 51		2,278 51					2,724 81
700 00	500 00			1,200 00					1,725 20
700 00	800 00			1,500 00					3,272 74
875 00	125 00	555 00		1,555 00					2,280 07
600 00	190 00	300 00		1,090 00		6,000 00			7,465 00
3,855 00	1,875 00	1,893 51		7,623 51		6,000 00			17,567 82
625 00	225 00	500 00		1,350 00		10,000 00			11,789 31
900 00	275 00	575 00		1,750 00					2,964 15
225 00	125 00			350 00					725 00
325 00	375 00			700 00					1,278 20
100 00	200 00			300 00					841 02
250 00	100 00	287 50		637 50					1,270 85
125 00	75 00	100 00		300 00		2,000 00			2,675 00
175 00	200 00	300 00		675 00		6,000 00			6,950 00
2,725 00	1,575 00	1,762 50		6,062 50		18,000 00			28,593 53
125 00				125 00					514 99
100 00	100 00			200 00					664 72
500 00		600 00		1,100 00					2,537 35
125 00	75 00	250 00		450 00					868 96
150 00	200 00			350 00					868 81
600 00	335 00	250 00		1,185 00					1,730 67
409 73	127 38	326 25		863 36					2,105 33
2,009 73	837 38	1,467 25		4,314 36					9,290 83

*Apportionment of School Moneys, by Districts, for the
School Year Ending*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Balance State, county and township moneys July 1st, 1893.	Balance district tax July 1st, 1893.	Balance received from other sources July 1st, 1893.	Amount apportioned from State ap- propriation, including State school tax and \$100,000.	Amount apportioned from township tax.	Amount apportioned from surplus revenue.	Amount apportioned from balances.
Bergen—Con.								
MIDLAND.								
Paramus.....	26		\$67 28		\$385 82		\$12 81	
Arcola.....	27		187 56		394 22		13 09	
Spring Valley.....	28		256 60		369 06		12 25	
Oradell.....	29		213 91		587 13		19 49	
River Edge.....	30		375 15		444 54		14 76	
			1,100 50		2,180 77		72 40	
NEW BARBADOES.								
State Street.....	31		992 45		2,348 53		77 98	
Union Street.....	32		709 11		2,528 86		83 96	
Hudson Street.....	33		1,536 96		1,778 16		59 04	
Cherry Hill.....	51		349 19	\$5 00	364 56		10 44	
			3,587 71	5 00	7,020 11		231 42	
LODI.								
Little Ferry.....	33½		505 81		838 76		27 85	
Lodi.....	35		180 01		1,308 46		43 44	
Hasbrouck Heights.....	35½		26 35	30 18	406 80		13 51	
			712 17	30 18	2,554 02		84 80	
BERGEN.								
Moonachie.....	34		5 97		366 09		8 91	
Woodridge.....	36		9 76		1,287 49		42 75	
Carlstadt.....	37		137 85	20 00	1,346 21		44 70	
Passaic Park.....	66		69		809 40		26 87	
			154 27	20 00	3,809 19		123 23	
UNION.								
Kingsland.....	38		417 83		499 07		16 57	
N. Belleville Bdg.....	39		1,813 39		1,585 25		52 63	
			2,231 22		2,084 32		69 20	
Rutherford.....	40		2,480 09		2,629 51		87 30	
BOILING SPRINGS.								
North Rutherford.....	40½		682 30	8 00	1,526 54		50 68	
East Passaic.....	41		322 80		385 82		12 81	
			1,005 10	8 00	1,912 36		63 49	
SADDLE RIVER.								
Garfield.....	42		103 38		2,038 18		67 67	
Dundee Lake.....	42½		201 18		452 93		15 04	
Fairlawn.....	43		256 85		366 51		8 49	
Rochelle Park.....	65		49 68		365 53		9 47	
			611 09		3,223 15		100 67	

BERGEN COUNTY.

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*County of BERGEN, State of New Jersey, for the
June 30th, 1893.*

Amount of district tax voted for pay- ment of teachers' salaries.	Amount of district tax voted for build- ing, purchasing, hiring, repairing or furnishing school-houses.	Amount of district tax for payment of debt and interest.	Amount of district tax voted for text- books and apparatus.	Total amount of district tax ordered to be raised.	Amount received from temporary loans.	Amount received from sale of bonds.	Amount voted for manual training.	Amount received from other sources.	Total amount available for school year ending June 30th, 1894.
\$125 00	\$175 00			\$300 00					\$465 91
150 00	300 00			450 00					894 87
650 00		\$563 00		1,213 00					1,087 91
550 00	25 00			575 00					2,033 53
1,475 00	500 00	563 00		2,538 00					1,409 45
3,600 00	1,600 00	900 00		6,100 00			\$800 00		5,891 67
3,700 00	1,300 00	3,125 00		8,125 00			900 00		10,318 96
1,200 00	1,000 00	1,304 25		3,504 25		\$15,100 00			12,346 93
725 00	350 00	175 00		1,250 00					21,978 41
9,225 00	4,250 00	5,504 25		18,979 25		15,100 00	1,700 00		1,979 19
550 00	300 00	325 00		1,175 00					46,623 49
800 00	450 50	600 00		600 00		12,000 00			2,547 42
		112 50		1,363 00					14,131 91
1,350 00	750 50	1,087 50		3,188 00		12,000 00			1,839 84
	150 00			150 00					18,519 17
970 00	630 00			1,600 00					530 97
1,075 00	710 00	90 00		1,875 00			600 00		2,940 00
900 00	500 00	650 00		2,050 00					4,023 76
2,945 00	1,990 00	740 00		5,675 00			600 00		2,886 96
	250 00			250 00					10,381 69
1,500 00	2,000 00	600 00		4,100 00		2,000 00			1,183 47
1,500 00	2,250 00	600 00		4,350 00		2,000 00			9,551 27
6,000 00	4,200 00	1,988 76		12,188 76			500 00		10,734 74
800 00	1,200 00	1,385 00		3,385 00		7,000 00			17,885 66
300 00	400 00	125 00		825 00					12,652 52
1,100 00	1,600 00	1,510 00		4,210 00		7,000 00			1,546 43
1,600 00	1,485 00	175 00		3,260 00		8,000 00	500 00		14,198 85
100 00	100 00			200 00					13,969 23
	200 00			200 00					869 15
600 00	150 00	375 00		1,125 00					831 85
2,300 00	1,935 00	550 00		4,785 00		8,000 00	500 00		1,549 68
									17,219 91

*Apportionment of School Moneys, by Districts, for the
School Year Ending*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Balance State, county and township moneys July 1st, 1893.	Balance district tax July 1st, 1893.	Balance received from other sources July 1st, 1893.	Amount apportioned from State ap- propriation, including State school tax and \$100,000.	Amount apportioned from township tax.	Amount apportioned from surplus revenue.	Amount apportioned from balances.
Bergen—Con.								
RIDGEWOOD.								
Ridgewood Grove.....	44	\$26 25	\$181 18	.....	\$444 54	.....	\$14 76	.....
Paramus Church.....	45	.....	193 60	.....	351 64	.....	12 67	.....
Ridgewood.....	61	.....	841 21	.....	1,161 68	.....	38 57	.....
		26 25	1,215 99	.....	1,987 86	.....	66 00	.....
FRANKLIN.								
Midland Park.....	46	.....	119 47	\$11 00	1,828 50	.....	60 71	.....
Union.....	47	.....	.....	.....	365 25	.....	9 75	.....
Wyckoff.....	43	.....	.....	.....	367 62	.....	7 38	.....
Sicomac.....	49	.....	.....	.....	366 92	.....	8 08	.....
Western.....	50	17 92	.....	.....	366 23	.....	8 77	.....
Oakland.....	52	.....	.....	.....	444 54	.....	14 76	.....
Campgaw.....	53	.....	.....	33 10	366 92	.....	8 08	.....
		17 92	119 47	44 10	4,105 98	.....	117 53	.....
ORVIL.								
Chestnut Ridge.....	24	.....	33 91	.....	368 32	.....	6 68	.....
Saddle River Valley.....	28	.....	24 83	10 00	363 44	.....	11 56	.....
Hohokus.....	54	.....	5 28	.....	423 57	.....	14 06	.....
Walwick.....	64	4 76	2 47	.....	366 37	.....	8 63	.....
Allendale.....	55	.....	66 92	19 50	373 24	.....	12 39	.....
Upper Saddle River.....	59	.....	.....	73	367 62	.....	7 38	.....
		4 76	133 41	30 23	2,262 56	.....	60 70	.....
HOHOKUS.								
Ramseys.....	56	.....	105 85	73 77	884 89	.....	29 38	.....
Darlington.....	57	.....	73 77	.....	363 30	.....	11 70	.....
Mahwah.....	58	55 58	7 22	.....	582 93	.....	19 35	.....
Masonicus.....	60	5 40	8 50	.....	368 04	.....	6 96	.....
Riverdale.....	62	09	18 17	.....	269 71	.....	5 29	.....
		61 07	213 51	73 77	2,468 87	.....	72 68	.....
Summary.								
Ridgefield.....		.....	3,248 78	192 28	6,242 34	.....	200 93	.....
Ridgefield Borough.....		.....	1,710 34	.....	366 23	.....	8 77	.....
Englewood.....		376 55	7,677 74	86 13	4,676 74	.....	152 61	.....
Palisades.....		.....	869 50	.....	2,883 75	.....	91 06	.....
Harrington.....		21 77	1,098 41	47 61	3,272 46	.....	90 78	.....
Washington.....		.....	1,443 49	63 81	3,367 66	.....	101 51	.....
Midland.....		.....	1,100 50	.....	2,180 77	.....	72 40	.....
New Barbadoes.....		.....	3,587 71	5 00	7,020 11	.....	231 42	.....
Lodi.....		.....	712 17	30 18	2,554 02	.....	84 80	.....
Bergen.....		.....	154 27	20 00	3,809 19	.....	123 23	.....
Union.....		.....	2,231 22	.....	2,084 32	.....	69 20	.....
Rutherford.....		.....	2,480 09	.....	2,629 51	.....	87 30	.....
Bolling Springs.....		.....	1,005 10	8 00	1,912 36	.....	63 49	.....
Saddle River.....		.....	611 09	.....	3,223 15	.....	100 67	.....
Ridgewood.....		26 25	1,215 99	.....	1,987 86	.....	66 00	.....
Franklin.....		17 92	119 47	44 10	4,105 98	.....	117 53	.....
Orvil.....		4 76	133 41	30 23	2,262 56	.....	60 70	.....
Hohokus.....		61 07	213 51	73 77	2,468 87	72 68
		508 32	* 29,612 24	601 11	57,047 88	1,795 08

BERGEN COUNTY.

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*County of BERGEN, State of New Jersey, for the
June 30th, 1893.*

Amount of district tax voted for pay- ment of teachers' salaries.	Amount of district tax voted for build- ing, purchasing, hiring, repairing or furnishing school-houses.	Amount of district tax for payment of debt and interest.	Amount of district tax voted for text- books and apparatus.	Total amount of district tax ordered to be raised.	Amount received from temporary loans.	Amount received from sale of bonds.	Amount voted for manual training.	Amount received from other sources.	Total amount available for school year ending June 30th, 1894.
\$100 00				\$100 00					\$766 73
350 00	\$200 00			550 00					1,137 91
1,100 00	1,350 00			2,450 00			\$600 00		5,091 46
1,550 00	1,550 00			3,100 00			600 00		6,996 10
									2,019 68
	150 00			150 00					375 00
									525 00
									375 00
	100 00			100 00					392 92
									559 30
									408 10
	250 00			250 00					4,655 00
20 00	50 00			70 00					478 91
100 00	25 00			125 00					534 33
65 00	125 00			190 00					632 91
200 00		\$352 00		552 00					934 23
300 00	50 00	200 00		550 00					1,022 05
25 00	50 00			75 00					450 73
710 00	300 00	552 00		1,562 00					4,053 66
460 00	401 86	300 00		1,161 86					2,255 75
125 00	90 00			215 00					663 77
									665 08
	50 00			50 00					438 90
									293 26
635 00	491 86	300 00		1,426 86					4,316 76
7,050 00	5,750 00	4,850 00		17,650 00		\$6,000 00			33,534 33
4,475 00	4,325 00	3,050 00		11,850 00		5,000 00			2,065 34
3,355 00	1,875 00	1,893 51		7,623 51		6,000 00			29,819 22
2,725 00	1,575 00	1,762 50		6,062 50		18,000 00			17,467 82
2,009 73	837 38	1,467 25		4,314 36					28,593 53
1,475 00	500 00	563 00		2,538 00					9,290 83
9,225 00	4,250 00	5,504 25		18,979 25					5,891 67
1,350 00	750 50	1,037 50		3,138 00		15,100 00	1,700 00		46,623 49
2,945 00	1,990 00	740 00		5,675 00		12,000 00			18,519 17
1,500 00	2,250 00	600 00		4,350 00		2,000 00	600 00		10,734 74
6,000 00	4,200 00	1,988 76		12,188 76			500 00		17,885 66
1,100 00	1,600 00	1,510 00		4,210 00		7,000 00			14,198 95
2,300 00	1,935 00	550 00		4,785 00		8,000 00			17,219 91
1,550 00	1,550 90			3,100 00			600 00		6,996 10
	250 00			250 00					4,655 00
710 00	300 00	552 00		1,562 00					4,053 66
635 00	491 86	300 00		1,426 86					4,316 76
48,904 73	34,429 74	26,368 77		109,703 24		79,100 00	3,900 00		282,267 87

Report of Attendance, by Districts, for the County of BERGEN,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of months the schools were kept open.	Number of boys between 5 and 20 years of age enrolled in the schools during the year.	Number of girls between 5 and 20 years of age enrolled in the schools during the year.	Total number of children between 5 and 20 years of age enrolled in the schools during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.
BERGEN.							
RIDGEFIELD.							
Edgewater.....	1	9.35	102	71	173	3	1,062
Fort Lee.....	2	10	96	86	182	.....	340
Coytesville.....	3	10.5	54	57	111	.....	867
Fairview.....	4	9.05	51	48	99	.....	20
Lower Teaneck.....	5	10	20	22	42	1	118
Palisades Park.....	70	.....	.....	.....	.....	.....	.....
Leonia.....	6	10.4	66	88	154	.....	1,159
Ridgefield Park.....	63	10.5	92	89	181	.....	722
		9.97	481	461	942	4	4,288
Ridgefield.....	73	10.5	56	41	97	.....	592
ENGLEWOOD.							
Englewood.....	7	10.5	205	183	388	2	115
Highland.....	8	10.5	30	11	41	.....	408
Upper Teaneck.....	9	10	50	27	77	1	178
New Bridge.....	10	10.25	20	37	57	.....	222
		10.31	305	258	563	3	923
PALISADES.							
Schraalenburgh.....	11	9.75	35	42	77	.....	332
Bergenfield.....	67	10.25	38	39	77	.....	162
Tenafly.....	12	10	60	72	132	.....	630
Cresskill.....	13	10	34	26	60	.....	779
Peetzburgh.....	72	.....	.....	.....	.....	.....	.....
		10	167	179	346	.....	1,903
HARRINGTON.							
Demarest.....	14	10.2	30	29	59	1	236
Closter.....	15	10.2	72	56	128	2	233
Alpine.....	16	10.75	32	33	65	.....	199
Old Closter.....	17	10.35	15	14	29	1	.....
Norwood.....	18	10	31	26	60	.....	39
Old Tappan.....	19	10	32	34	66	.....	105
Northvale.....	71	.....	.....	.....	.....	.....	.....
Haworth.....	74	.....	.....	.....	.....	.....	.....
		10.25	215	192	407	4	812
WASHINGTON.							
River Vale.....	20	10	18	19	37	.....	333
Old Hook.....	21	10.5	23	26	49	.....	84
Westwood.....	21	10	37	65	102	2	3
Eastwood.....	68	9.35	29	33	62	.....	120
Hillsdale.....	22	10	36	33	69	.....	.....
Hillsdale Terrace.....	69	10	34	33	67	.....	330
Pascack.....	23	8.9	75	79	154	.....	678
		9.82	252	288	540	2	1,566

State of New Jersey, for the School Year Ending June 30th, 1893.

Average number of cases of tardiness per day for each teacher.	Average number on roll.	Average daily attendance.	Percentage of daily attendance on total enrollment.	Number of pupils enrolled in primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of classes in school.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
1.8	107	95	.89	138	35	.....	52	1	2	\$128 80	\$61 50
.57	116	99	.85	135	47	.....	60	1	2	100 00	65 00
2.07	79	59	.75	71	40	.....	27	1	1	66 67	38 10
.06	68	60	.88	60	34	5	56	2	2	.....	63 54
.59	29	25	.86	30	12	.....	25	1	1	.....	45 00
.....
1.85	110	95	.86	114	40	.....	36	1	2	115 38	40 86
1.14	132	91	.69	120	61	.....	54	3	3	.....	38 10
1.23	641	524	.82	668	269	5	310	4	13	102 71	50 71
1.5	66	62	.94	60	37	.....	35	.....	2	.....	45 24
.....
.06	320	239	.90	237	126	25	72	1	9	152 38	61 11
1	25	22	.88	35	6	.....	26	.....	1	.....	55 00
.4	48	41	.85	51	26	.....	35	1	1	85 00	40 00
1.35	33	31	.94	53	3	1	22	1	.....	73 17	.....
.....
.27	426	333	.90	376	161	26	155	3	11	103 52	58 63
.....
.35	57	52	.91	49	21	7	43	1	1	90 00	50 00
.5	64	56	.88	45	32	.....	36	.....	2	.....	51 22
1.04	111	87	.79	79	52	1	38	1	2	108 00	42 00
4	40	35	.88	31	29	.....	26	1	.....	80 00	.....
.....
.74	272	230	.85	204	134	8	143	3	5	92 67	47 29
.....
1.16	38	38	1.00	32	27	.....	27	.....	1	.....	49 02
.35	85	75	.88	88	35	5	58	1	2	88 24	41 67
.92	48	41	.85	49	16	.....	24	.....	1	.....	55 81
.....	21	18	.86	11	8	10	22	1	.....	67 63	.....
.2	45	40	.89	40	15	5	30	1	.....	77 50	.....
.53	49	41	.84	48	16	2	24	1	.....	70 00	.....
.....
.48	286	253	.88	268	117	22	165	4	4	75 84	47 04
.....
2	33	28	.85	10	27	.....	18	.....	1	.....	40 00
.4	31	24	.78	42	7	.....	27	.....	1	.....	38 10
.....	64	54	.84	70	23	4	53	1	1	80 00	40 00
2	51	40	.78	40	20	2	25	.....	1	.....	53 48
.....	46	39	.85	46	21	2	27	.....	1	.....	60 00
1.5	53	46	.87	45	20	2	24	1	.....	60 00	.....
1	103	87	.84	77	77	.....	63	1	2	73 04	36 52
.....
.7	381	318	.84	330	200	10	237	3	7	71 01	38 80

Report of Attendance, by Districts, for the County of BERGEN,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of months the schools were kept open.	Number of boys between 5 and 20 years of age enrolled in the schools during the year.	Number of girls between 5 and 20 years of age enrolled in the schools during the year.	Total number of children between 5 and 20 years of age enrolled in the schools during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.
Bergen—Con.							
MIDLAND.							
Paramus.....	26	10	26	26	52	1	19
Arcola.....	127	10	35	36	71	.....	610
Spring Valley.....	28	9.15	26	28	54	.....	259
Oradell.....	129	10.5	82	64	146	1	304
River Edge.....	30	10.4	41	37	78	.....	185
		10.01	210	191	401	2	1,357
NEW BARBADOES.							
State Street.....	31	10.05	258	240	498	4	639
Union Street.....	32	10.3	301	264	565	6	695
Hudson Street.....	33	10.25	164	125	289	.....	247
Cherry Hill.....	51	10	27	26	53	1	201
		10.15	750	655	1,405	11	1,782
LODI.							
Little Ferry.....	33½	10.75	79	95	174	.....	565
Lodi.....	35	10.5	105	108	213	3	225
Hasbrouck Heights.....	35½	10.5	60	59	119	.....	1,464
		10.58	241	262	506	3	2,251
BERGEN.							
Moonachie.....	34	10.75	21	25	46	.....	2
Woodridge.....	36	10.75	112	103	215	6	91
Carlstadt.....	37	10.55	131	122	253	2	651
Passaic Park.....	66	9.25	81	60	141	.....	576
		10.33	345	310	655	8	1,320
UNION.							
Kingsland.....	38	10	12	13	25	.....	60
North Belleville Bodge.....	39	10	169	167	336	.....	1,617
		10	181	180	361	.....	1,677
Rutherford.....	40	10	325	276	601	3	3,341
BOILING SPRINGS.							
North Rutherford.....	40½	10.2	148	122	270	1	717
East Passaic.....	41	9.65	30	44	74	2	286
		9.93	178	• 166	344	3	1,003
SADDLE RIVER.							
Garfield.....	42	10.5	205	233	438	3	1,138
Dundee Lake.....	42½	10.05	25	31	59	.....	212
Fairlawn.....	43	9.4	21	20	41	.....	376
Rochelle Park.....	65	10.2	19	24	43	.....	29
		10.04	270	311	581	3	1,755

State of New Jersey, for the School Year Ending June 30th, 1893.

Average number of cases of tardiness per day for each teacher.	Average number on roll.	Average daily attendance.	Percentage of daily attendance on total enrollment.	Number of pupils enrolled in primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of classes in school.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
.95	33	28	.85	20	30	2	30	1	1		\$40 00
.53	52	42	.81	55	16		36	1			50 00
	29	23	.80	28	25	1	26	1	1		54 64
.62	113	98	.87	114	29	3	33	1	1	\$76 20	41 90
.9	53	46	.87	50	27	1	33	1	1		57 69
1.35	280	237	.85	267	127	7	158	1	5	76 20	48 85
.25	319	265	.83	320	101	77	91	1	8	200 00	56 00
.37	449	402	.90	236	235	94	121	2	8	145 63	54 31
.3	201	173	.86	246	43		54	1	3	117 07	43 90
1	39	35	.90	48	5		21	1		68 60	
.34	1,005	875	.87	850	354	171	287	5	19	135 39	53 38
.74	110	97	.88	113	61		42		3		43 41
	146	133	.91	165	48		44		3		48 33
1.4	68	58	.85	80	39		40		2		55 95
.63	324	288	.89	358	148		126		8		48 39
.1	30	24	.80	34	12		24		1		34 23
.2	146	127	.87	186	29		53	1	3	93 02	39 69
1	221	196	.89	203	50		62	2	2	94 78	40 00
1.03	101	85	.84	103	38		34	1	2	86 49	37 84
.67	498	432	.87	526	129		173	4	8	92 27	38 62
.3	14	12	.86	19	6		15	1		60 00	
1.62	197	163	.83	229	107		85	1	5	90 00	44 00
1.42	211	175	.83	248	113		100	2	5	75 00	44 00
1.17	475	429	.90	365	215	21	123	1	13	170 00	56 54
.9	193	178	.92	163	99	8	60	1	3	98 04	47 85
1	47	41	.87	63	11		25		1		57 00
.92	240	219	.91	226	110	8	85	1	4	98 04	49 79
.9	286	257	.90	350	88		61	1	5	114 29	44 52
2	50	35	.70	47	12		21		1		45 00
	30	22	.73	34	7		23		1		44 26
.14	34	31	.91	25	18		20	1		58 82	
.95	400	345	.86	456	125		124	2	7	86 56	44 55

Report of Attendance, by Districts, for the County of BERGEN,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of months the schools were kept open.	Number of boys between 5 and 20 years of age enrolled in the schools during the year.	Number of girls between 5 and 20 years of age enrolled in the schools during the year.	Total number of children between 5 and 20 years of age enrolled in the schools during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.
Bergen—Con.							
RIDGEWOOD.							
Ridgewood Grove.....	44	10.25	31	35	66	.....	727
Paramus Church.....	45	10	33	29	62	.....	171
Ridgewood.....	61	9.7	104	104	208	..... 2	785
		9.98	168	168	336	..... 2	1,683
FRANKLIN.							
Midland Park.....	46	10	118	154	272	.....	1,967
Union.....	47	10	22	13	35	.....	365
Wyckoff.....	48	9	16	15	31	.....	89
Sicomac.....	49	9.45	21	15	36	.....	166
Western.....	50	9.5	19	23	47	.....	105
Oakland.....	52	10	35	25	60	.....	163
Campgaw.....	53	10	23	20	43	.....	327
		9.71	254	270	524	.....	3,162
ORVIL.							
Chestnut Ridge.....	24	9	14	17	31	.....	319
Saddle River Valley.....	25	10	26	40	66	.....	105
Hohokus.....	54	9.4	27	26	53	.....	79
Waldwick.....	64	9	27	40	67	.....	97
Allendale.....	55	10	38	26	64	.....	.....
Upper Saddle River.....	59	9	25	18	43	.....	455
		9.4	157	167	324	.....	1,055
HOHOKUS.							
Ramseys.....	56	7.65	91	82	173	..... 1	274
Darlington.....	57	9	30	39	69	.....	170
Mahwah.....	58	9.8	42	40	82	.....	212
Masonicus.....	60	8.55	31	12	43	.....	550
Riverdale.....	62	5.85	23	9	32	.....	97
		8.17	217	182	399	..... 1	1,283
Summary.							
Ridgefield.....	9.97	481	461	942	..... 4	4,288	
Ridgefield Borough.....	10.5	56	41	97	..... 3	592	
Englewood.....	10.31	305	258	563	..... 3	923	
Palisades.....	10	167	179	346	.....	1,903	
Harrington.....	10.25	215	192	407	..... 4	812	
Washington.....	9.82	252	288	540	..... 2	1,568	
Midland.....	10.01	210	191	401	..... 2	1,237	
New Barbadoes.....	10.15	750	655	1,405	..... 11	1,782	
Lodi.....	10.58	244	262	506	..... 3	2,254	
Bergen.....	10.33	345	310	655	..... 8	1,820	
Union.....	10	181	180	361	.....	1,677	
Rutherford Borough.....	10	325	276	601	..... 3	3,341	
Bolling Springs.....	9.93	178	166	344	..... 3	1,003	
Saddle River.....	10.04	270	311	581	..... 3	1,755	
Ridgewood.....	9.98	168	168	336	..... 2	1,683	
Franklin.....	9.71	254	270	524	.....	3,162	
Orvil.....	9.4	157	167	324	.....	1,055	
Hohokus.....	8.17	217	182	399	..... 1	1,283	
	9.95	4,775	4,557	9,332	..... 49	31,758	

State of New Jersey, for the School Year Ending June 30th, 1893.

Average number of cases of tardiness per day for each teacher.	Average number on roll.	Average daily attendance.	Percentage of daily attendance on total enrollment.	Number of pupils enrolled in primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of classes in school.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
3.6	46	34	.74	40	26	.....	18	1	.....	\$55 12	.....
.86	31	26	.84	48	14	.....	22	1	.....	70 00	.....
.8	162	146	.90	140	60	8	47	1	4	123 71	\$52 19
1.21	239	206	.82	228	100	8	87	3	4	82 94	52 19
2.46	176	146	.83	226	45	1	62	1	3	80 00	46 67
1.83	15	13	.87	35	.....	.....	25	.....	1	.....	33 33
.38	23	19	.83	27	4	.....	32	.....	1	.....	36 11
.9	18	13	.72	28	8	.....	15	.....	1	.....	34 92
.55	17	12	.71	43	4	.....	19	.....	1	.....	35 09
.82	29	25	.86	32	28	.....	19	1	.....	47 90	.....
1.64	26	22	.85	35	8	.....	30	.....	1	.....	33 30
1.6	304	250	.82	426	97	1	202	2	8	63 95	39 10
1.77	13	10	.77	17	14	.....	26	.....	1	.....	44 44
.5	45	42	.93	24	42	.....	23	.....	1	.....	50 00
.42	32	26	.81	43	10	.....	25	.....	1	.....	53 19
.54	45	37	.82	55	12	.....	24	1	.....	61 11	.....
.....	42	39	.93	40	24	.....	16	1	.....	60 00	.....
2.32	32	23	.72	35	8	.....	19	.....	1	.....	36 67
.96	209	177	.85	214	110	.....	133	2	4	60 56	46 08
.6	133	112	.84	88	81	4	67	1	2	87 00	38 24
.94	49	36	.73	50	18	1	27	1	.....	55 56	.....
1.08	50	44	.88	33	42	2	28	.....	1	.....	56 12
3.1	27	21	.78	35	8	.....	21	.....	1	.....	42 10
.83	28	15	.54	28	4	.....	23	1	.....	50 00	.....
1.11	287	228	.80	239	153	7	166	3	4	64 19	43 68
1.23	641	524	.82	668	269	5	310	4	13	102 71	50 71
1.5	66	62	.94	60	37	.....	35	.....	2	.....	45 24
.27	426	383	.90	376	161	26	155	3	11	103 52	58 63
.74	272	230	.85	204	134	8	143	3	5	92 67	47 29
.48	286	253	.88	268	117	22	185	4	4	75 84	47 04
.7	381	318	.84	330	200	10	237	3	7	71 01	38 30
1.35	280	237	.85	267	127	7	158	1	5	76 20	48 85
.34	1,003	875	.87	850	384	171	257	5	19	135 39	53 38
.65	324	288	.89	353	148	.....	126	.....	8	.....	48 39
.67	493	432	.87	526	129	.....	173	4	8	92 27	38 62
1.42	211	175	.83	248	113	.....	100	2	5	75 00	44 00
1.17	475	429	.90	365	215	21	123	1	13	170 00	56 54
.92	240	219	.91	226	110	8	85	1	4	98 04	49 79
.95	400	345	.86	456	125	.....	124	2	7	86 56	44 55
1.21	239	206	.82	228	100	8	87	3	4	82 94	52 19
1.6	304	250	.82	426	97	1	202	2	8	63 95	39 10
.96	209	177	.85	214	110	.....	133	2	4	60 56	46 08
1.11	287	228	.80	239	153	7	166	3	4	64 19	43 68
.96	6,547	5,631	.86	6,309	2,729	294	2,829	43	131	91 15	48 77

Financial Report, by Districts, for the County of BURLINGTON,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Amount due the district July 1st, 1892, from State, county and township funds.	Amount due the district July 1st, 1892, from district tax.	Amount due the district July 1st, 1892, from other sources.	Total amount due the district July 1st, 1892.	Amount expended for teachers' sal- aries.	Amount expended for fuel and jan- itors' salaries.	Amount expended for building and repairing, excluding debt and interest.
BURLINGTON								
BURLINGTON.								
Union	1	\$11,205 67	\$1,465 94	\$234 16	\$12,905 77	\$8,740 00	\$383 76	.....
Irick	2	513 60	64 04	.....	577 64	427 50	11 00	\$10 50
Mitchell	3	570 48	200 00	.....	770 48	315 00	33 00	66 11
Oakland	4	375 51	44 03	.....	419 54	342 00	26 31	11 40
		12,665 26	1,774 01	234 16	14,673 43	9,824 50	454 07	88 01
FLORENCE.								
Florence	5	2,112 37	762 43	.....	2,874 80	1,954 15	198 00	228 83
Lloyd	6	374 00	16 65	.....	390 65	332 50	2 50	.....
Lower Mansfield	7	275 00	.....	.....	275 00	247 80	17 20	.....
		2,761 37	779 08	.....	3,540 45	2,534 45	217 70	228 83
MANSFIELD.								
Grove	8	442 42	.....	.....	442 42	322 50	23 50	.....
Columbus	9	1,008 59	400 00	.....	1,408 59	285 00	48 72	86 60
Georgetown	10	424 91	8 86	.....	433 77	350 00	16 26	.....
Mansfield	11	429 54	.....	.....	429 54	337 25	17 75	.....
Three Tuns	12	197 08	104 53	.....	601 61	419 85	20 25	54 28
		2,802 54	513 39	.....	5,315 93	2,254 60	126 48	140 88
BORDENTOWN.								
Mansfield Square	13	380 13	100 00	.....	480 13	332 50	24 77	100 00
Fieldsborough	14	1,046 24	108 43	.....	1,154 67	820 00	83 00	.....
Bordentown	15	8,350 71	1,515 49	.....	9,866 20	7,917 52	547 86	106 25
		9,777 08	1,723 92	.....	11,501 00	9,070 02	655 63	206 25
BEVERLY.								
Beverly	16	3,475 00	1,400 00	1,425 00	6,300 00	3,812 91	423 30	204 24
River	17	375 00	318 82	.....	693 82	320 00	64 50	3 05
Delanco	18	737 22	378 02	.....	1,115 24	850 00	74 00	100 00
		4,587 22	2,096 81	1,425 00	8,109 06	4,582 91	561 80	307 29
CINNAMINSON.								
New Albany	21	636 09	.....	.....	636 09	360 00	26 00	.....
Riverton	22	1,657 59	1,792 14	4,587 19	8,036 92	1,400 00	239 25	4,125 84
Cinnaminson	23	2,839 76	1,028 91	.....	3,868 67	2,600 00	288 50	50 62
Westfield	24	1,026 80	.....	.....	1,026 80	940 00	54 00	.....
		6,160 24	2,821 05	4,587 19	13,568 48	5,300 00	607 75	4,176 46
DELRAN.								
Riverside	19	1,996 45	8,200 00	.....	10,196 45	1,928 85	47 50	1,310 50
West Chester	20	470 56	158 42	.....	628 98	450 00	20 14	.....
Bridgeboro	25	601 27	138 05	.....	739 32	472 50	23 52	.....
Chesterville	26	384 76	.....	.....	384 76	330 00	19 12	.....
		3,453 04	8,496 47	.....	11,949 51	3,181 35	110 28	1,310 50

State of New Jersey, for the School Year Ending June 30th, 1893.

Amount expended for debt and interest.	Amount expended for taking school census.	Amount expended for manual training.	Amount expended for text-books and apparatus.	Amount expended for incidentals.	Total amount expended.	Balance of State, county and township funds June 30th, 1893.	Balance of district tax June 30th, 1893.	Balance of moneys from other sources June 30th, 1893.	Total balance June 30th, 1893.
				\$1,485 94	\$10,609 70	\$2,061 91		\$234 16	\$2,296 07
	\$4 95			20 00	473 95	55 10	\$48 59		103 69
	2 85		\$24 49	92 80	506 91	202 48	61 09		263 57
				13 46	420 51	6 22	5 29		97
	7 80		24 49	1,612 20	12,011 07	2,313 23	114 97	234 16	2,662 36
\$224 00	21 80			29 66	2,656 44	23 72	194 64		218 36
	3 05			40 00	378 05	19 00	*6 40		12 60
				10 00	275 00				
224 00	24 85			79 66	3,309 49	42 72	188 24		230 96
				20 00	366 00	76 42			76 42
25 00				42 51	1,027 83	114 87	265 89		380 76
				20 00	386 26	38 65	8 86		47 51
				20 00	375 00	54 54			54 54
				20 00	514 88	36 98	50 25		87 23
25 00				122 51	2,669 47	321 46	325 00		646 46
	2 45			20 02	479 72	2 86	*2 45		41
	8 85			21 17	961 40	173 24	20 03		193 27
547 50	74 90		237 73	280 55	9,712 31	163 19	*9 30		153 89
547 50	86 20		266 11	321 72	11,153 43	339 29	8 28		347 57
	30 00	\$70 00	119 31	1,454 56	6,114 32		30 68	155 00	185 68
140 00	2 85		12 61	20 00	563 01	10 50	120 31		130 81
	10 00			56 25	1,090 25		24 99		24 99
140 00	42 85	70 00	131 92	1,530 81	7,767 58	10 50	175 98	155 00	341 48
				20 00	406 00	230 09			230 09
1,250 00	16 00		147 51	679 57	7,858 17	118 34	56 63	3 78	178 75
350 00	27 15			138 67	3,454 94	57 26	356 47		413 73
				23 96	1,017 96	8 84			8 84
1,600 00	43 15		147 91	862 20	12,737 07	414 53	413 10	3 78	831 41
				20 00	3,306 85	10	6,889 50		6,889 60
	3 85			24 15	498 14		130 84		130 84
	5 85			29 75	531 62	85 25	122 45		207 70
	2 60			18 19	369 91	14 85			14 85
	12 30			92 09	4,706 52	100 20	7,142 79		7,242 99

* Overdraft.

Financial Report, by Districts, for the County of BURLINGTON,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Amount due the district July 1st, 1892, from State, county and township funds.	Amount due the district July 1st, 1892, from district tax.	Amount due the district July 1st, 1892, from other sources.	Total amount due the district July 1st, 1892.	Amount expended for teachers' sal- aries.	Amount expended for fuel and jan- itors' salaries.	Amount expended for building and repairing, excluding debt and interest.
Burlington—								
Con.								
CHESTER.								
Chesterford.....	27	\$404 13	\$215 54	.....	\$619 67	\$315 00	\$2 00	.....
Chester Brick.....	28	477 77	.....	.....	477 77	324 00	28 50	.....
Moorestown.....	29	3,723 06	4,084 71	\$166 23	7,974 00	4,390 50	571 35	\$988 23
Poplar Grove.....	30	486 13	40 23	.....	526 36	323 00	5 75	.....
		5,091 09	4,340 48	166 23	9,597 80	5,352 50	607 60	988 23
WILLINGBORO.								
Town House.....	31	1,029 57	117 64	.....	1,147 21	450 00	22 25	36 02
Rancocas.....	32	963 66	233 58	.....	1,197 24	702 00	49 00	110 80
		1,993 23	351 22	.....	2,344 45	1,152 00	71 25	146 82
WESTAMPTON.								
Timbuctoo.....	33	306 81	.....	.....	306 81	231 00	20 22	.....
Union.....	34	439 48	95 81	.....	535 29	360 00	22 00	.....
		746 29	95 81	.....	842 10	591 00	42 22	.....
EASTAMPTON.								
Smithville.....	35	637 87	1,292 33	.....	1,930 20	869 94	138 98	514 08
Ewan.....	36	375 00	.....	.....	375 00	215 00	20 88	.....
		1,012 87	1,292 33	.....	2,205 20	1,184 94	159 86	514 08
SPRINGFIELD.								
Scott.....	37	599 83	87 73	12 33	699 89	350 00	25 50	.....
Willow Grove.....	38	542 93	4 55	14 90	562 38	350 00	19 63	20 00
Old Springfield.....	39	515 37	3 99	12 85	532 21	325 00	27 81	12 00
Mount.....	40	423 50	35 95	11 82	471 27	333 38	20 24	16 75
Juliestown.....	41	512 39	.....	25 18	537 57	507 43	15 80	.....
Jobstown.....	42	606 50	16 02	29 81	652 33	512 50	31 39	18 93
Springfield.....	43	375 00	29 25	13 11	417 36	380 00	17 66	.....
		3,575 52	177 49	120 00	3,873 01	2,758 31	158 03	67 48
CHESTERFIELD.								
Sykesville.....	44	441 78	.....	.....	441 78	360 00	20 00	.....
Recklesstown.....	45	409 65	18 99	.....	428 64	380 00	9 65	16 33
Black's Bridge.....	46	412 69	12 21	.....	424 90	333 33	26 31	.....
Crosswicks.....	47	1,023 02	394 86	.....	1,417 88	900 00	91 13	.....
Extonville.....	48	685 83	.....	.....	685 83	349 97	33 22	.....
		2,972 97	426 06	.....	3,399 03	2,323 30	180 31	16 33
NEW HANOVER.								
Harrison.....	49	316 97	.....	.....	316 97	240 00	14 33	.....
Jacobstown.....	50	363 75	.....	.....	365 75	352 00	19 13	.....
Cookstown.....	51	627 58	.....	.....	627 58	500 00	1 50	.....
Cranberry.....	51 ¹	394 65	92 47	.....	487 12	320 00	27 01	55 44
Wrightstown.....	52	407 82	47 21	.....	455 03	399 29	17 92	.....
Pointville.....	53	395 44	59 73	.....	455 17	356 00	19 32	2 00
		2,506 21	199 41	.....	2,705 62	2,167 29	99 21	57 44

State of New Jersey, for the School Year Ending June 30th, 1893.

Amount expended for debt and interest.	Amount expended for taking school census.	Amount expended for manual training.	Amount expended for text-books and apparatus.	Amount expended for incidentals.	Total amount expended.	Balance of State, county and township funds June 30th, 1893.	Balance of district tax June 30th, 1893.	Balance of moneys from other sources June 30th, 1893.	Total balance June 30th, 1893.
				\$20 00	\$337 00	\$67 13	\$215 54		\$282 67
				20 00	372 50	105 27			105 27
\$1,295 83	\$34 55		\$64 54	231 54	7,576 54	327 27		\$70 19	307 46
	3 20			20 00	351 95	137 38	37 03		174 41
1,295 83	37 75		64 54	291 54	8,637 99	309 78	579 84	70 19	959 81
	4 40			20 00	532 67	537 32	77 22		614 54
				20 00	881 80	192 66	122 78		315 44
	4 40			40 00	1,414 47	729 98	200 00		929 98
				20 00	271 22	35 59			35 59
				20 00	402 00	37 48	95 81		133 29
				40 00	673 22	73 07	95 81		168 88
331 20	5 45		30 00	35 53	1,925 18		5 02		5 02
				30 09	365 97	9 03			9 03
331 20	5 45		30 00	65 62	2,291 15	9 03	5 02		14 05
				22 70	398 20	204 33	85 03	12 33	301 69
				19 70	409 33	153 30	*25		153 05
				20 00	384 81	142 56	4 84		147 40
				12 98	383 35	49 88	38 04		87 92
				14 25	537 48		09		09
				20 00	582 62	42 61	27 10		69 71
				14 00	411 66		5 70		5 70
				123 63	3,107 45	592 68	160 55	12 33	765 56
				20 00	400 00	41 79			41 78
				20 00	425 98		2 66		2 66
				32 10	391 74	33 05	11		33 16
	8 60			216 22	1,215 95	41 89	160 04		201 93
	3 55			16 45	403 19	282 64			282 64
	12 15			304 77	2,836 86	399 36	162 81		562 17
				12 80	267 13	49 84			49 84
				5 76	376 89	-13 14			-13 14
				20 00	521 50	106 08			106 08
		4 30		20 00	426 75	27 64	32 73		60 37
				20 65	437 86		17 17		17 17
	3 50	1 50		20 00	402 32	12	52 73		52 85
	3 50		5 80	99 21	2,432 45	170 51	102 63		273 17

*Overdraft.

Financial Report, by Districts, for the County of BURLINGTON,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Amount due the district July 1st, 1892, from State, county and township funds.	Amount due the district July 1st, 1892, from district tax.	Amount due the district July 1st, 1892, from other sources.	Total amount due the district July 1st, 1892.	Amount expended for teachers' sal- aries.	Amount expended for fuel and janit- ors' salaries.	Amount expended for building and repairing, excluding debt and interest.
Burlington— Con.								
PEMBERTON.								
New Hanover.....	54	\$275 00			\$275 00	\$120 00	\$12 00	
Brown's Mills.....	55	512 20	\$408 97		916 17	450 00	35 44	286 13
New Lisbon.....	56	375 00	71 31		446 31	315 00	24 64	14 90
Coates.....	57	375 00	52 36		427 36	360 00	29 52	15 33
Pemberton.....	58	1,338 49	658 99		1,997 48	1,520 00	230 70	
Magnolia.....	59	721 62			721 62	540 00	32 00	3 00
Birmingham.....	60	439 57			439 57	315 00	70 17	
		4,036 88	1,186 63		5,223 51	3,620 00	434 47	319 36
SOUTHAMPTON.								
Lane.....	61	438 88			438 88	350 00	28 57	6 36
Buddtown.....	62	717 62			717 62	372 00	37 75	6 90
Vincetown.....	63	1,363 54			1,363 54	1,260 00	40 82	
Retreat.....	64	410 80			410 80	353 25	23 55	5 00
Beaver Dam.....	65	579 93			579 93	315 00	18 60	
Freedom.....	66	375 00			375 00	318 00	37 00	
		3,885 77			3,885 77	2,968 25	186 29	18 26
LUMBERTON.								
Eayrestown.....	67	517 46	12 14		529 60	315 00	32 80	12 14
Lumberton.....	69	972 26	70 49	\$168 50	1,211 25	665 00	111 06	6 00
Fostertown.....	70	334 48	109 57		444 05	297 00	20 30	1 43
Hainesport.....	71	580 53	3 58		584 11	528 40	36 90	
Easton.....	72	604 22	334 26		938 48	315 50	28 19	
		3,008 95	530 04	168 50	3,707 49	2,120 90	229 25	19 57
NORTHAMPTON.								
Mount Holly.....	73	6,603 57	3,888 57	4,776 50	15,268 64	7,664 85	742 97	
MOUNT LAUREL.								
Centreton.....	74	948 52	51 84		1,000 36	405 00	28 70	17 62
Hartford.....	76	458 88			458 88	360 00		
Green Grove.....	77	812 88	83 96		896 84	360 00	17 25	
Fellowship.....	78	691 23	55 75		746 98	332 50	43 75	
Mount Laurel.....	80	1,234 07	255 05		1,489 12	622 50	46 00	58 64
		4,145 58	446 60		4,592 18	2,080 00	135 70	76 26
EYESHAM.								
London Grove.....	79	733 39			733 39	437 50	25 29	
Pine Grove.....	81	1,055 15	3 25		1,058 40	410 00	18 60	
Marlton.....	82	716 30	310 87	304 10	1,331 27	730 00	101 14	7 23
Jacques' Bridge.....	83	398 13			398 13	342 00	16 75	
Millford.....	84	753 08	97 01		850 09	563 00	27 07	10 96
		3,656 05	411 13	304 10	4,371 28	2,482 50	188 85	18 19

State of New Jersey, for the School Year Ending June 30th, 1893.

Amount expended for debt and interest.	Amount expended for taking school census.	Amount expended for manual training.	Amount expended for text-books and apparatus.	Amount expended for incidentals.	Total amount expended.	Balance of State, county and township funds, June 30th, 1893.	Balance of district tax June 30th, 1893.	Balance of moneys from other sources June 30th, 1893.	Total balance June 30th, 1893.
	\$4 45			\$20 00	\$152 00	\$123 00			\$123 00
				10 00	786 02	6 76	\$123 39		130 15
				20 00	374 54	15 36	56 41		71 77
	2 85			15 69	423 39		3 97		3 97
	11 65		\$22 00	72 01	1,563 09		134 39		134 39
\$6 73				10 90	592 00		129 62		129 62
	6 10			20 00	405 17	34 40			34 40
6 73	25 05		22 00	168 60	4,596 21	309 14	318 16		627 30
				20 00	404 93	33 95			33 95
	3 20			30 00	439 85	277 77			277 77
	10 30			20 00	1,331 12	32 42			32 42
	3 30			20 00	405 10	5 70			5 70
	2 50			20 00	356 10	223 83			223 83
				20 00	375 00				
	19 30			120 00	3,312 10	573 67			573 67
				20 00	379 94	149 66			149 66
101 00	8 03		33 81	40 55	965 45	211 20	34 60		245 80
102 00	2 56		75	20 00	444 04		01		01
	5 30			12 78	583 38		73		73
295 00	3 05			20 00	661 74	240 53	36 21		276 74
498 00	18 94		34 56	113 33	3,034 55	601 39	71 55		672 91
4,965 00	72 50		603 66	694 20	14,743 18		525 46		525 46
				20 00	488 95	494 82			511 41
	17 63			20 00	380 00	78 88	16 59		78 88
				20 00	397 25	415 63	83 96		499 59
	2 85			20 00	899 10	294 98	52 90		347 88
	5 95			20 00	753 09	545 57	190 46		736 03
	26 43			100 00	2,418 39	1,829 88	343 91		2,173 79
				20 00	486 74	246 65			246 65
	3 95			20 00	448 00	606 55	3 25		609 87
465 83	5 70			11 82	1,321 72		9 55		9 55
				16 70	375 45	22 68			22 68
53 75	3 25			19 38	677 41	143 63	29 05		172 63
519 58	12 90			87 90	3,309 92	1,019 51	41 85		1,061 36

Financial Report, by Districts, for the County of BURLINGTON,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Amount due the district July 1st, 1892, from State, county and township funds.	Amount due the district July 1st, 1892, from district tax.	Amount due the district July 1st, 1892, from other sources.	Total amount due the district July 1st, 1892.	Amount expended for teachers' sal- aries.	Amount expended for fuel and jan- itors' salaries.	Amount expended for building and repairing, excluding debt and interest.
Burlington—								
Con.								
MEDFORD.								
Cross Roads.....	85	\$567 89	\$19 63		\$587 52	\$450 00	\$30 13	\$16 45
Eastern.....	86	494 16			494 16	350 00	22 14	
Medford.....	87	1,484 89	47 45	\$154 25	1,686 59	1,520 00	81 69	
Chairville.....	88	327 93	196 70	11 74	536 37	235 06	19 94	196 00
Oak Grove.....	89	487 33	3 73		491 06	304 00	33 43	1 80
		3,362 20	267 51	165 99	3,795 70	2,859 06	187 33	214 25
SHAMONG.								
Tabernacle.....	90	641 02			641 02	351 00	25 13	
Free Soil.....	91	393 94			393 94	320 00	30 14	
Hartford.....	92	434 14			434 14	304 00	37 81	
Union.....	93	682 38			682 38	315 00	18 43	4 69
Atsion.....	94	309 94	100 00		409 94	262 50	10 95	
		2,461 42	100 00		2,561 42	1,552 50	122 46	4 69
WOODLAND.								
Jones' Mill.....	95	456 39						
Woodmansie.....	96	613 03						
Mount Relief.....	97	277 44						
		1,346 86						
WASHINGTON.								
Batsio.....		3 73			3 73	3 73		
Crowleytown.....	98	375 00	75 00		450 00	343 85	16 00	75 00
Green Bank.....	99	375 00			375 00	362 70	10 00	
Bridgeport.....	100	289 69		20	289 89	246 20	16 00	
Lower Bank.....	101	281 29	112 54		393 83	245 84	15 89	106 54
Friendship.....	102	275 00			275 00	245 00	13 21	
Washington.....	103	345 00			345 00	250 00	15 00	
		1,944 71	187 54	20	2,132 45	1,727 32	86 10	181 54
BASS RIVER.								
Harrisville.....	104	282 83			282 83	194 25		
Union Hill.....	105	446 64	3 51		450 15	240 00	15 17	
Bass River.....	106	377 35			377 35	328 50	31 30	
New Gretna.....	107	351 55			351 55	333 77	21 66	
East Bass River.....	108	379 42	50		379 92	315 00	20 00	
		1,867 79	4 01		1,871 80	1,411 52	87 13	

State of New Jersey, for the School Year Ending June 30th, 1893.

Amount expended for debt and interest.	Amount expended for taking school census.	Amount expended for manual training.	Amount expended for text-books and apparatus.	Amount expended for incidentals.	Total amount expended.	Balance of State, county and township funds June 30th, 1893.	Balance of district tax June 30th, 1893.	Balance of moneys from other sources June 30th, 1893.	Total balance June 30th, 1893.
	\$4 05			\$20 00	\$520 63	\$66 89			\$66 89
				20 00	392 14	102 02			102 02
	27 45			10 00	1,639 14		\$47 45		47 45
				31 74	482 74				53 63
	1 90			20 00	361 13	129 90	03		129 93
	33 40			101 74	3,395 78	352 44	47 48		399 92
	3 15	\$10 27		15 00	404 55	236 47			236 47
	1 20			25 52	376 86	17 08			17 08
	3 30			25 10	370 21	63 93			63 93
	3 75			11 43	353 30	329 08			329 08
	1 50			18 50	293 45	16 49	100 00		116 49
	12 90	10 27		95 55	1,798 37	663 05	100 00		763 05
				6 80	268 49	187 90			187 90
				20 53	433 38	179 55			179 55
	65			10 00	116 90	160 54			160 54
	65			37 33	818 87	527 99			527 99
					3 73				
				15 15	450 00				
	2 30				375 00				
				25 70	287 90	1 99			1 99
				19 74	388 01		5 82		5 82
				16 25	274 46	54			54
				20 00	315 00	30 00			30 00
	2 30			96 84	2,094 10	32 53	5 82		38 35
				15 88	210 13	72 70			72 70
	2 15			9 50	266 82	179 82	3 51		183 33
	1 23			16 32	377 35				
	2 75			24 37	381 55				
	2 50			20 50	358 00	21 92			21 92
	8 63			86 57	1,593 85	274 44	3 51		277 95

*Summary of Financial Reports, by Townships, for the
School Year Ending*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Amount due the district July 1st, 1892, from State, county and township funds.	Amount due the district July 1st, 1892, from district tax.	Amount due the district July 1st, 1892, from other sources.	Total amount due the district July 1st, 1892.	Amount expended for teachers' sal- aries.	Amount expended for fuel and juni- ors' salaries.	Amount expended for building and repairs, excluding debt and interest.
BURLINGTON								
Burlington.....		\$12,665 26	\$1,774 01	\$234 16	\$14,673 43	\$9,824 50	\$154 07	\$88 01
Florence.....		2,761 37	779 08		3,540 45	2,534 45	217 70	228 83
Mansfield.....		2,802 54	513 39		3,315 93	2,254 60	126 48	140 88
Bordentown.....		9,777 08	1,723 92		11,501 00	9,070 02	655 63	206 25
Beverly.....		4,587 22	2,096 84	1,425 00	8,109 06	4,982 91	561 80	307 29
Cinnaminson.....		6,160 24	2,821 05	4,587 19	13,568 48	5,300 00	607 75	4,176 46
Delran.....		3,453 04	8,496 47		11,949 51	3,181 35	110 23	1,310 50
Chester.....		5,091 09	4,340 48	166 23	9,597 80	5,352 50	667 60	988 23
Willingboro.....		1,993 23	351 22		2,344 45	1,152 00	71 25	146 82
Westampton.....		746 29	95 81		842 10	591 00	42 23	
Eastampton.....		1,012 87	1,292 33		2,305 20	1,184 94	159 86	514 08
Springfield.....		3,375 52	177 49	120 00	3,873 01	2,758 31	158 03	67 48
Chesterfield.....		2,972 97	426 06		3,399 03	2,323 30	180 31	16 33
New Hanover.....		2,506 21	199 41		2,705 62	2,167 29	99 21	57 44
Pemberton.....		4,036 88	1,186 63		5,223 51	3,620 00	434 47	319 36
Southampton.....		3,885 77			3,885 77	2,968 25	186 29	18 26
Lumberton.....		3,008 95	530 04	168 50	3,707 49	2,120 90	229 25	19 57
Northampton.....		6,403 57	3,888 57	4,776 50	15,268 64	7,664 85	742 97	
Mount Laurel.....		4,145 58	446 60		4,592 18	2,080 00	135 70	76 26
Evesham.....		3,656 05	411 13	304 10	4,371 28	2,482 50	188 85	18 19
Medford.....		3,362 20	267 51	165 99	3,795 70	2,559 06	187 33	214 25
Shamong.....		2,461 42	100 00		2,561 42	1,552 50	122 46	4 69
Woodland.....		1,346 86			1,346 86	686 25	88 33	6 31
Washington.....		1,944 71	187 54	20	2,132 45	1,727 32	86 10	181 54
Bass River.....		1,867 79	4 01		1,871 80	1,411 52	87 13	
		96,424 71	32,109 59	11,947 87	140,482 17	81,850 32	6,541 07	9,107 03

County of BURLINGTON, State of New Jersey, for the June 30th, 1893.

Amount expended for debt and interest,	Amount expended for taking school census,	Amount expended for manual training,	Amount expended for text-books and apparatus,	Amount expended for incidentals,	Total amount expended,	Balance of State, county and township funds June 30th, 1893,	Balance of district tax June 30th, 1893,	Balance of moneys from other sources June 30th, 1893,	Total balance June 30th, 1893,
\$224 00	\$7 80		\$24 49	\$1,612 20	\$12,011 07	\$2,313 23	\$114 97	\$234 16	\$2,662 36
25 00	124 85			79 66	3,309 49	42 72	188 24		230 96
547 50	86 20		266 11	122 51	2,669 47	321 46	325 00		646 46
140 00	42 85	\$70 00	131 92	321 72	11,153 43	339 29	8 28		347 57
1,600 00	43 15		147 51	1,530 81	7,767 58	10 50	125 98	155 00	341 48
12 30	12 30			862 20	12,737 07	414 53	410 10	3 78	831 41
1,295 83	37 75		64 54	92 09	4,706 52	100 20	7,142 79		7,942 99
	4 40			40 00	1,414 47	729 98	579 84	70 19	959 81
331 20	5 45		30 00	40 00	673 22	73 07	200 00		929 98
				65 62	2,291 15	9 03	95 81		168 88
	12 15			123 63	3,107 45	592 68	5 02		14 05
	3 50		5 80	304 77	2,836 86	399 36	160 55	12 33	765 56
6 73	25 05		22 00	99 21	2,432 45	170 54	162 81		562 17
	19 30			168 60	4,596 21	309 14	102 63		273 17
498 00	18 94		34 56	120 00	3,312 10	573 67	318 16		627 30
4,965 00	26 43		603 66	113 33	3,034 55	601 39			573 67
	33 40			694 20	14,743 15		71 55		672 94
519 58	12 90			100 00	2,418 39	1,829 88	525 46		525 46
	33 40			87 90	3,309 92	1,019 51	343 91		2,173 79
	12 90		10 27	101 74	3,395 75	352 44	41 85		1,061 36
	65			37 33	818 87	529 99	47 48		399 92
	2 30			95 55	1,798 37	663 05	100 00		763 05
	8 63			36 84	818 87				527 89
				86 57	2,094 10	32 53	5 82		38 35
					1,593 65	274 44	3 51		277 95
10,152 84	513 40	70 00	1,340 86	7,288 02	116,863 54	12,010 41	11,132 76	475 46	23,618 63

*Apportionment of School Moneys, by Districts, for the
School Year Ending*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district	Balance State, county and township moneys July 1st, 1893.	Balance district tax July 1st, 1893.	Balance received from other sources July 1st, 1893.	Amount apportioned from State ap- propriation, including State-school tax and \$100,000.	Amount apportioned from township tax.	Amount apportioned from surplus revenue.	Amount apportioned from balances.
BURLINGTON								
BURLINGTON.								
Union	1	\$2,061 91		\$234 16	\$7,192 41		\$193 81	
Irick	2	55 10	\$48 59		351 55		24 14	
Mitchell	3	202 48	61 09		361 09		13 91	
Oakland	4	-6 26	5 29		360 80		14 20	
		2,313 23	114 97	234 16	8,265 85		546 06	
FLORENCE.								
Florence	5	23 72	194 64		1,654 38		113 58	
Lloyd	6	19 00	-6 40		357 11		17 89	
Lower Mansfield	7				264 78		10 22	
		42 72	188 24		2,276 27		141 69	
MANSFIELD.								
Grove	8	76 42			359 10		15 90	
Columbus	9	114 87	265 89		624 53		42 87	
Georgetown	10	38 65	8 86		357 40		17 60	
Mansfield	11	54 54			362 23		12 77	
Three Tuns	12	36 98	50 25		354 27		20 73	
		321 46	325 00		2,057 53		109 87	
BORDENTOWN.								
Mansfield Square	13	2 86	-2 45		361 09		13 91	
Fieldsborough	14	173 24	20 03		698 97		47 99	
Bordentown	15	163 19	-9 30		6,125 34		420 54	
		339 29	8 23		7,185 40		482 44	
BEVERLY.								
Beverly	16		30 68	155 00	2,481 57		170 38	
River	17	10 50	120 31		358 81		16 19	
Delanco	18		24 99		607 99		41 74	
		10 50	175 68	155 00	3,448 37		228 31	
CINNAMINSON.								
New Albany	21	230 09			359 38		15 62	
Riverton	22	118 34	56 63	3 78	1,306 96		89 73	
Cinnaminson	23	57 26	356 47		2,080 35		142 83	
Westfield	24	8 84			723 79		49 69	
		414 53	413 10	3 78	4,470 51		297 87	
DELRAN.								
Riverside	19	10	6,889 50		1,782 59		122 39	
West Chester	20		130 81		353 14		21 86	
Bridgeboro	25	85 25	122 45		483 91		33 22	
Chesterville	26	14 85			360 24		14 76	
		100 20	7,142 79		2,979 88		192 23	

County of BURLINGTON, State of New Jersey, for the June 30th, 1894.

Amount of district tax voted for payment of teachers' salaries.	Amount of district tax voted for building, purchasing, hiring, repairing or furnishing school-houses.	Amount of district tax for payment of debt and interest.	Amount of district tax voted for text-books and apparatus.	Total amount of district tax ordered to be raised.	Amount received from temporary loans.	Amount received from sale of bonds.	Amount voted for manual training.	Amount received from other sources.	Total amount available for school year ending June 30th, 1894.
	\$1,960 00	\$1,040 00		\$3,000 00					\$12,982 29
	150 00			150 00					479 38
									788 57
									374 03
	2,110 00	1,040 00		3,150 00					14,624 27
	400 00	212 00		612 00					2,598 32
									387 60
									275 00
	400 00	212 00		612 00					3,260 92
									451 42
	250 00	287 50		537 50					1,585 66
									422 51
									429 54
									462 23
	250 00	287 50		537 50					3,351 36
									375 41
\$150 00	350 00			500 00					1,440 23
1,065 00	250 00	285 00		1,600 00					8,299 77
1,215 00	600 00	285 00		2,100 00					10,115 41
									605 09
675 00	650 00			1,325 00					4,162 63
	125 00	135 00		260 00					765 81
250 00	250 00			500 00					1,174 72
925 00	1,025 00	135 00		2,085 00					6,103 16
									325 00
	1,000 00	1,200 00		2,200 00					3,775 44
		325 00		325 00					2,961 94
	300 00			300 00					1,082 32
	1,300 00	1,525 00		2,825 00					8,424 79
									8,794 58
									505 84
100 00	100 00			200 00					724 83
									589 85
100 00	100 00			200 00					10,615 10

*Apportionment of School Moneys, by Districts, for the
School Year Ending*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Balance State, county and township moneys July 1st, 1893.	Balance district tax July 1st, 1893.	Balance received from other sources July 1st, 1893.	Amount apportioned from State ap- propriation, including State-school tax and \$100,000.	Amount apportioned from township tax.	Amount apportioned from surplus revenue.	Amount apportioned from balances.
Burlington—								
Con.								
CHESTER.								
Chesterford.....	27	\$67 13	\$215 54		\$359 38		\$15 62	
Chester Brick.....	28	105 27			359 10		15 90	
Moorestown.....	29		327 27	\$70 19	2,820 72		193 66	
Poplar Grove.....	30	137 38	37 03		357 96		17 04	
		309 78	579 84	70 19	3,897 16		242 22	
WILLINGBORO.								
Town House.....	31	537 32	77 22		397 05		27 26	
Rancocas.....	32	192 66	122 78		558 36		38 33	
		729 98	200 00		955 41		65 59	
WESTAMPTON.								
Timbuctoo.....	33	35 59			263 64		11 36	
Union.....	34	37 48	95 81		359 67		15 23	
		73 07	95 81		623 31		26 69	
EASTAMPTON.								
Smithville.....	35		5 02		450 82		30 95	
Ewan.....	36	9 03			361 09		13 91	
		9 03	5 02		811 91		44 86	
SPRINGFIELD.								
Scott.....	37	204 33	85 03	12 33	360 80		14 20	
Willow Grove.....	38	153 30	—25		357 40		17 60	
Old Springfield.....	39	142 56	4 84		362 23		12 77	
Mount.....	40	49 88	38 04		262 51		12 49	
Juliestown.....	41		09		368 10		25 27	
Jobstown.....	42	42 61	27 10		459 08		31 52	
Springfield.....	43		5 70		360 80		14 20	
		592 68	160 55	12 33	2,530 92		128 05	
CHESTERFIELD.								
Sykesville.....	41	41 78			357 96		17 04	
Recklesstown.....	45		2 66		351 43		23 57	
Black's Bridge.....	46	33 05	11		360 24		14 76	
Crosswicks.....	47	41 89	160 04		756 88		51 96	
Extonville.....	48	282 64			354 84		20 16	
		399 36	162 81		2,181 35		127 49	
NEW HANOVER.								
Harrison.....	49	49 84			268 47		6 53	
Jacobstown.....	50	—13 11			355 12		19 88	
Cookstown.....	51	106 08			368 10		25 27	
Cranberry.....	51½	27 64	32 73		359 10		15 90	
Wrightstown.....	52		17 17		352 28		22 72	
Pointville.....	53	12	52 73		355 12		19 88	
		170 54	102 63		2,058 19		110 18	

*Apportionment of School Moneys, by Districts, for the
School Year Ending*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Balance State, county and township moneys July 1st, 1893.	Balance district tax July 1st, 1893.	Balance received from other sources July 1st, 1893.	Amount apportioned from State ap- propriation, including State school tax and \$100,000.	Amount apportioned from township tax.	Amount apportioned from surplus revenue.	Amount apportioned from balances.
Burlington—								
Col.								
PEMBERTON.								
New Hanover.....	54	\$123 00			\$269 61		\$5 39	
Brown's Mills.....	55	6 76	\$123 39		372 23		25 56	
New Lisbon.....	56	15 36	56 41		357 68		17 32	
Coates.....	57		3 97		358 81		16 19	
Pemberton.....	58		134 39		1,005 04		69 00	
Magnolia.....	59	129 62			438 31		30 26	
Birmingham.....	60	34 40			358 81		16 19	
		309 14	318 16		3,160 49		179 91	
SOUTHAMPTON.								
Lane.....	61	33 95			356 83		18 17	
Buddtown.....	62	277 77			356 83		18 17	
Vincentown.....	63	32 42			1,110 47		80 36	
Retreat.....	64	5 70			359 10		15 90	
Beaver Dam.....	65	223 83			359 67		15 33	
Freedom.....	66				262 79		12 21	
		573 67			2,865 69		160 14	
LUMBERTON.								
Eayrestown.....	67	149 66			262 79		12 21	
Lumberton.....	69	211 20	34 60		570 76		39 19	
Fostertown.....	70		01		266 48		8 52	
Hainesport.....	71		73		438 41		30 10	
Easton.....	72	240 53	36 21		357 68		17 32	
		601 39	71 55		1,896 12		107 34	
NORTHAMPTON.								
Mount Holly.....	73		525 46		6,249 42		429 06	
MOUNT LAUREL.								
Centreton.....	74	494 82	16 59		363 96		24 99	
Hartford.....	76	78 88			356 55		18 45	
Green Grove.....	77	415 63	83 96		355 98		19 02	
Fellowship.....	78	294 98	52 90		356 83		18 17	
Mount Laurel.....	80	545 57	190 46		479 77		32 94	
		1,829 88	353 91		1,913 09		113 57	
EVESHAM.								
London Grove.....	79	246 65			388 78		26 69	
Pine Grove.....	81	606 55	3 25		413 59		28 40	
Marlton.....	82		9 55		566 62		38 19	
Jacques' Bridge.....	83	22 68			357 68		17 32	
Milford.....	84	143 62	29 05		430 14		29 53	
		1,019 51	41 85		2,156 81		140 85	

County of BURLINGTON, State of New Jersey, for the
June 30th, 1894.

Amount of district tax voted for pay- ment of teachers' salaries.	Amount of district tax voted for build- ing, purchasing, hiring, repairing or furnishing school-houses.	Amount of district tax for payment of debt and interest.	Amount of district tax voted for text- books and apparatus.	Total amount of district tax ordered to be raised.	Amount received from temporary loans.	Amount received from sale of bonds.	Amount voted for manual training.	Amount received from other sources.	Total amount available for school year ending June 30th, 1894.
	\$500 00			\$500 00					\$898 00
	400 00			400 00					927 94
\$50 00				50 00					446 77
	400 00			400 00					428 97
									1,608 43
									588 19
									409 40
50 00	1,300 00			1,350 00					5,317 70
	500 00			50 00					458 95
	75 00			75 00					652 77
									1,283 25
									455 70
									588 83
									275 00
	125 00			125 00					3,724 50
									424 66
									855 75
	100 00		\$50 00	150 00					275 01
		\$295 00		295 00					619 24
	100 00	295 00	50 00	445 00					946 74
									3,121 40
1,000 00	31,235 00	265 00	500 00	33,000 00					40,203 94
									900 36
									453 88
									874 59
									722 88
									1,248 74
									4,200 45
									662 12
	300 00			300 00					1,051 79
	75 00			75 00					915 08
									472 63
									632 35
	375 00			375 00					3,734 02

*Apportionment of School Moneys, by Districts, for the
School Year Ending*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Balance State, county and township moneys July 1st, 1893.	Balance district tax July 1st, 1893.	Balance received from other sources July 1st, 1893.	Amount apportioned from State ap- propriation, including State-school tax and \$100,000.	Amount apportioned from township tax.	Amount apportioned from surplus revenue.	Amount apportioned from balances.
Burlington—								
Con.								
MEDFORD.								
Cross Roads.....	85	\$66 89			\$352 00		\$23 00	
Eastern.....	86	102 02			357 11		17 89	
Medford.....	87		\$17 45		1,191 15		81 78	
Chairville.....	88	52 93			266 20		8 80	
Oak Grove.....	89	129 90		03	264 78		10 22	
		351 74	47 48		2,431 21		141 69	
SHAMONG.								
Tabernacle.....	90	236 47			357 68		17 32	
Free Soil.....	91	17 08			265 91		9 09	
Hartford.....	92	63 93			353 14		21 86	
Union.....	93	329 08			354 27		20 73	
Atsion.....	91	16 49	100 00		267 00		7 10	
		663 05	100 00		1,598 90		76 10	
WOODLAND.								
Jones' Mill.....	95	187 90			264 78		10 22	
Woodmansie.....	96	179 55			266 48		8 52	
Mount Relief.....	97	160 54			272 73		2 27	
		527 99			803 99		21 01	
WASHINGTON.								
Batsto.....							1 99	
Crowleytown.....	98				362 23		12 77	
Green Bank.....	99				361 91		13 06	
Bridgeport.....	100	1 99			263 61		11 36	
Lower Bank.....	101		5 82		267 90		7 10	
Friendship.....	102	54			271 88		3 12	
Washington.....	103	30 00			771 31		3 69	
		32 53	5 82		1,798 90		53 09	
BASS RIVER.								
Harrisville.....	101	72 70			268 76		6 21	
Union Hill.....	105	179 82	3 51		265 35		9 65	
Bass River.....	106				359 67		15 33	
New Gretua.....	107				356 83		18 17	
East Bass River.....	108	21 92			361 09		13 91	
		274 41	3 51		1,611 70		63 30	
Ocean County.								
LITTLE EGG HARBOR.								
Shore and Islands...	109						\$11 64	
Gifford.....	110						21 86	
West Tuckerton.....	111						28 97	
Tuckerton.....	112						49 69	
Porkertown.....	113						22 15	
							131 31	

*Summary of Apportionment of School Moneys for the
School Year Ending*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Balance State, county and township moneys July 1st, 1893.	Balance district tax July 1st, 1893.	Balance received from other sources July 1st, 1893.	Amount apportioned from State ap- propriation, including State school tax and \$100,000.	Amount apportioned from township tax.	Amount apportioned from surplus revenue.	Amount apportioned from balances.
BURLINGTON								
Burlington.....		\$1,313 23	\$114 97	\$234 16	\$3,265 85		\$546 06	
Florence.....		42 72	188 24		2,276 27		141 69	
Mansfield.....		321 46	325 00		12,957 53		109 87	
Bordentown.....		339 29	8 28		7,185 40		482 44	
Beverly.....		10 50	175 98	153 00	3,448 37		228 31	
Cinnaminson.....		414 53	413 10	3 78	4,470 51		297 87	
Delran.....		100 20	7,142 79		2,979 88		192 23	
Chester.....		309 78	579 84	70 19	3,897 16		242 22	
Willingboro.....		729 98	200 00		955 41		65 59	
Westampton.....		73 07	95 81		623 31		26 69	
Eastampton.....		9 03	5 02		811 91		44 86	
Springfield.....		592 68	160 55	12 33	2,530 92		128 05	
Chesterfield.....		399 36	162 81		2,181 35		127 49	
New Hanover.....		170 54	102 63		2,058 19		110 18	
Pemberton.....		309 14	318 16		3,160 49		179 91	
Southampton.....		573 67			2,865 69		160 14	
Lumberton.....		601 39	71 55		1,896 12		107 34	
Northampton.....			525 46		6,249 42		429 06	
Mount Laurel.....		1,829 88	343 91		3,913 09		113 57	
Evesham.....		1,019 51	41 85		2,156 81		140 85	
Medford.....		352 44	47 48		2,431 24		141 69	
Shamong.....		663 05	100 00		1,538 90		76 10	
Woodland.....		527 99			803 99		21 01	
Washington.....		32 53	5 82		1,798 90		53 09	
Bass River.....		274 44	3 51		1,611 70		63 30	
Little Egg Harbor, Ocean County.....							134 31	
		12,010 41	11,132 76	475 46	70,228 41		4,363 92	

County of BURLINGTON, State of New Jersey, for the June 30th, 1894.

Amount of district tax voted for payment of teachers' salaries.	Amount of district tax voted for building, purchasing, hiring, repairing or furnishing school-houses.	Amount of district tax for payment of debt and interest.	Amount of district tax voted for text-books and apparatus.	Total amount of district tax ordered to be raised.	Amount received from temporary loans.	Amount received from sale of bonds.	Amount voted for manual training.	Amount received from other sources.	Total amount available for school year ending June 30th, 1894.
	\$2,110 00	\$1,040 00		\$3,150 00					\$14,624 27
	400 00	212 00		612 00					3,260 92
	250 00	287 50		537 50					3,351 36
1,215 00	600 00	285 00		2,100 00					10,115 41
925 00	1,025 00	135 00		2,085 00					6,103 16
	1,300 00	1,525 00		2,825 00					8,424 79
100 00	100 00			200 00					10,615 10
1,100 00	1,400 00	1,000 00		3,500 00					8,599 19
									1,950 98
500 00	125 00	590 00		1,215 00					818 88
	275 00			275 00					2,085 82
									3,424 53
50 00	1,300 00			1,350 00					3,146 01
	125 00			125 00					2,441 54
	100 00	295 00	\$50 00	445 00					5,317 70
1,000 00	31,235 00	265 00	500 00	33,000 00					3,724 50
									3,121 40
	375 00			375 00					40,203 94
300 00	130 00			430 00					4,200 45
	100 00			100 00					3,734 02
		115 54		115 54					3,402 85
									2,538 05
									1,352 99
									2,005 88
									1,952 95
									134 31
5,190 00	40,950 00	5,750 04	550 00	52,440 04					150,650 30

Report of Attendance, by Districts, for the County of BURLINGTON,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of months the schools were kept open.	Number of boys between 5 and 20 years of age enrolled in the schools during the year.	Number of girls between 5 and 20 years of age enrolled in the schools during the year.	Total number of children between 5 and 20 years of age enrolled in the schools during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.
BURLINGTON.							
BURLINGTON.							
Union	1	10.25	516	500	1,016	1	3,244
Irick	2	9.5	24	33	57	.....	189
Mitchell	3	9.25	37	25	62	.....	290
Oakland	4	9	15	22	37	.....	96
		9.5	592	580	1,172	1	3,799
FLORENCE.							
Florence	5	9.7	177	198	375	.....	551
Lloyd	6	9.5	22	35	57	15	49
Lower Mansfield	7	9	11	16	27	.....	36
		9.75	210	249	459	15	636
MANSFIELD.							
Grove	8	9.75	16	22	38	.....	32
Columbus	9	10	56	48	104	3	244
Georgetown	10	10	22	18	40	1	235
Mansfield	11	10	17	19	36	.....	199
Three Tuns	12	10.25	22	24	46	.....	136
		10	133	131	264	4	846
BORDENTOWN.							
Mansfield Square	13	8.85	21	12	33	.....	97
Fieldsborough	14	10	62	76	138	.....	155
Bordentown	15	10.5	281	213	524	1	462
		9.78	364	331	695	1	717
BEVERLY.							
Beverly	16	10	241	235	476	.....	1,935
River	17	8	17	15	32	.....	27
Delanco	18	10	69	39	108	.....	757
		9.3	327	289	616	.....	2,719
CINNAMINSON.							
New Albany	21	9	20	19	39	.....	102
Riverton	22	10	105	90	195	.....	860
Cinnaminson	23	10	184	193	377	.....	1,422
Westfield	24	9.75	68	59	127	.....	219
		9.68	377	361	738	.....	2,603
DELRAN.							
Riverside	19	10	91	104	195	.....	1,531
West Chester	20	9	21	23	44	.....	133
Bridgeboro	25	9	40	35	75	.....	726
Chesterville	26	8.25	17	9	26	.....	89
		9.06	169	171	340	.....	2,464

State of New Jersey, for the School Year Ending June 30th, 1893.

Average number of tardiness per day for each teacher.	Average number on roll.	Average daily attendance.	Percentage of daily attendance on total enrollment.	Number of pupils enrolled in primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of classes in school.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
.9	649	540	.83	669	347	.....	49	2	15	\$90 47	\$41
.9	33	28	.82	31	26	.....	5	.....	1	.....	45
1.5	27	22	.81	52	10	.....	5	.....	1	.....	37
.5	19	15	.79	24	13	.....	22	.....	1	.....	38 00
.9	725	605	.83	776	396	.....	61	2	18	90 47	41 38
.6	206	171	.83	247	128	.....	41	1	4	60 00	35 00
.2	26	22	.84	32	25	.....	6	.....	1	.....	35 00
.2	14	12	.86	12	15	.....	22	1	.....	27 53	.....
.5	246	205	.83	291	168	.....	69	2	5	43 77	35 00
.2	20	16	.80	15	23	.....	5	.....	1	.....	30 77
.6	69	62	.90	74	30	.....	39	.....	2	.....	41 25
1.2	21	17	.81	22	18	.....	19	.....	1	.....	35 00
1	16	13	.81	32	4	.....	32	1	.....	32 00	.....
.6	24	21	.88	10	36	.....	20	.....	1	.....	40 00
.7	150	129	.86	153	111	.....	115	1	5	32 00	37 65
.6	18	15	.83	22	11	.....	22	1	.....	37 57	.....
.4	83	67	.81	85	53	.....	21	.....	2	.....	41 00
1.6	339	303	.89	398	126	.....	43	2	12	98 57	52 24
.2	440	385	.88	505	190	.....	86	3	14	78 24	50 51
1.7	220	191	.87	380	96	.....	80	1	6	125 00	51 56
1.6	17	14	.82	30	2	.....	16	1	.....	40 00	.....
1.9	72	63	.87	66	42	.....	22	1	1	50 00	35 00
1.7	309	268	.87	476	142	.....	118	3	7	71 66	63 48
5.6	33	19	.83	28	11	.....	27	.....	1	.....	40 00
1.4	142	123	.86	136	59	.....	13	.....	3	.....	46 66
1	256	228	.89	260	117	.....	59	.....	7	.....	37 14
.6	65	56	.86	84	43	.....	10	1	1	55 00	51 28
1.4	486	426	.81	508	230	.....	109	1	12	55 00	40 93
2.5	122	104	.85	145	50	.....	24	1	2	95 00	47 25
.8	37	24	.89	29	15	.....	15	1	.....	50 00	.....
2	37	31	.84	42	33	.....	24	.....	2	.....	26 25
.4	13	11	.85	15	11	.....	27	1	.....	40 00	.....
1.8	199	170	.85	331	109	.....	90	3	4	61 66	36 75

Report of Attendance, by Districts, for the County of BURLINGTON,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of months the schools were kept open.	Number of boys between 5 and 20 years of age enrolled in the schools during the year.	Number of girls between 5 and 20 years of age enrolled in the schools during the year.	Total number of children between 5 and 20 years of age enrolled in the schools during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.
Burlington—Con.							
CHESTER.							
Chesterford	27	8.8	18	12	30	.....	29
Chester Brick.....	28	9	20	13	33	.....	145
Moorestown.....	29	10	226	252	478	.....	1,031
Poplar Grove.....	30	9	19	15	34	.....	267
		9.2	283	292	575	.....	1,472
WILLINGBORO.							
Town House.....	31	10	34	27	61	.....	196
Rancocas	32	9	54	46	99	.....	101
		9.5	87	73	160	.....	297
WESTAMPTON.							
Timbuctoo	33	7	8	16	24	.....	113
Union.....	34	9	20	10	30	.....	.....
		8	28	26	54	.....	113
EASTAMPTON.							
Smithville.....	35	8.65	47	52	99	.....	290
Ewan.....	36	9	25	19	44	.....	.....
		8.82	72	71	143	.....	290
SPRINGFIELD.							
Scott.....	37	10	21	11	32	.....	547
Willow Grove.....	38	10	36	19	55	.....	150
Old Springfield.....	39	10	17	11	28	.....	122
Mount	40	9.5	19	20	39	.....	85
Jullinstown	41	10	32	35	67	.....	380
Jobstown	42	10.25	47	36	83	.....	1,007
Springfield.....	43	9.5	21	17	38	.....	500
		9.89	193	149	342	.....	2,771
CHESTERFIELD.							
Sykesville	44	8.5	27	21	48	.....	64
Rocklesstown.....	45	9.5	34	33	67	.....	443
Black's Bridge.....	46	10	14	18	32	.....	110
Crosswicks.....	47	10	55	42	97	.....	518
Extonville.....	48	10.5	27	19	46	.....	260
		9.7	157	133	290	.....	1,395
NEW HANOVER.							
Harrison.....	49	8	3	6	9	.....	.....
Jacobstown	50	8.8	40	21	61	.....	594
Cookstown	51	9.65	40	31	71	.....	380
Cranberry.....	51½	7.85	17	13	30	.....	34
Wrightstown	52	10	28	38	66	.....	344
Pointville	53	8.75	31	28	59	.....	115
		8.81	159	137	296	.....	1,467

State of New Jersey, for the School Year Ending June 30th, 1893.

Average number of cases of tardiness per day for each teacher.	Average number on roll.	Average daily attendance.	Percentage of daily attendance on total enrollment.	Number of pupils enrolled in primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of classes in school.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
1.6	15	12	.80	27	3	27	1			\$35 00	
.8	19	16	.84	30	3	18		1			\$36 00
.5	298	272	.91	262	216	41		1	9	85 00	36 11
1.4	25	20	.80	16	18	28			1		35 88
.7	357	320	.90	335	240		114	2	11	60 40	36 08
1	38	33	.87	34	27	6			1		45 00
.3	54	46	.85	59	40	20			2		39 00
.5	92	79	.86	93	67	26			3		41 00
.8	17	14	.82	24		15			1		33 00
.....	18	14	.78	8	22	22			1	40 00	
.4	35	28	.80	32	22	37		1	1	40 00	33 00
.8	67	59	.88	57	42	37			2		50 29
2.6	24	20	.83	22	22	14			1		35 00
1.4	91	79	.87	79	64	51			3		45 19
2.7	13	10	.77	15	17	20			1		35 00
.7	30	26	.86	28	27	20			1		35 00
.6	16	13	.81	20	8	5			1		32 50
.3	17	14	.82	25	14	20		1		36 84	
1.9	40	32	.80	55	12	6			1		50 75
4.9	46	38	.83	59	24	28			1		50 00
2.4	19	15	.79	16	22	21			1		40 00
1.9	181	148	.82	218	124		120	1	6	36 84	40 54
.4	28	23	.82	38	10	5			1		42 35
2.3	23	27	.81	48	19	25		1		40 00	
.6	12	10	.83	15	17	22			1		33 33
1.3	53	41	.77	48	49	38			2		45 00
1.2	24	20	.83	23	23	21			1		33 33
1.2	150	121	.81	172	118		111	1	5	40 00	39 80
.....	6	5	.83	5	4	15			1		30 00
3.4	32	27	.84	21	40	24		1		40 00	
2	35	29	.83	43	28	26			1		51 81
2	11	10	.91	20	10	26			1		40 76
1.7	34	29	.85	21	45	25		1		38 00	
.6	32	26	.81	44	15	20			1		29 77
1.3	150	126	.84	154	142		136	2	4	39 00	38 08

Report of Attendance, by Districts, for the County of BURLINGTON,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of months the schools were kept open.	Number of boys between 5 and 20 years of age enrolled in the schools during the year.	Number of girls between 5 and 20 years of age enrolled in the schools during the year.	Total number of children between 5 and 20 years of age enrolled in the schools during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.
Burlington—Con.							
PEMBERTON.							
New Hanover.....	54	3	6	6	12	16	
Brown's Mills.....	55	9	30	36	66	68	
New Lisbon.....	56	9	25	25	50	110	
Coates.....	57	6	19	11	30	779	
Pemberton.....	53	9	108	130	238	237	
Magnolia.....	59	9	52	29	91	164	
Birmingham.....	60	7.45	16	24	40	116	
		7.49	256	271	527	1,310	
SOUTHAMPTON.							
Lane.....	61	10	31	16	47	9	
Buddtown.....	62	9.1	31	19	50	365	
Vincetown.....	63	10	89	90	179	1,538	
Retreat.....	64	6	17	26	43	414	
Beaver Dam.....	65	9	18	14	32	164	
Freedom.....	66	7.3	24	13	37	92	
		8.5	210	178	388	2,582	
LUMBERTON.							
Eayrestown.....	67	9	19	20	39	119	
Lumberton.....	69	9.5	48	49	97	872	
Fostertown.....	70	9	14	17	31	44	
Hainesport.....	71	9.2	38	41	79	243	
Easton.....	72	8.55	22	13	35	252	
		9.05	141	140	281	1,530	
NORTHAMPTON.							
Mount Holly.....	73	10	463	506	969	4	2,687
MOUNT LAUREL.							
Centreton.....	74	8.55	33	34	67	962	
Hartford.....	76	10	25	26	51	448	
Green Grove.....	77	8.4	15	19	34	77	
Fellowship.....	78	9.5	27	23	50	105	
Mount Laurel.....	80	9.	49	41	90	349	
		9.16	149	143	292	1,941	
EVESHAM.							
London Grove.....	79	9.15	34	36	70	178	
Pine Grove.....	81	8	40	30	70	168	
Marlton.....	82	9.45	56	47	103	482	
Jacques' Bridge.....	83	8.4	15	15	30	172	
Milford.....	84	8.75	14	22	36		
		8.75	159	150	309	1,000	

State of New Jersey, for the School Year Ending June 30th, 1893.

Average number of cases of tardiness per day for each teacher.	Average number on roll.	Average daily attendance.	Percentage of daily attendance on total enrollment.	Number of pupils enrolled in primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of classes in school.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
.3	12	10	.83	8	4	.....	18	1	.....	\$40 00	.....
.....	33	27	.82	25	41	.....	24	1	.....	.....	\$50 00
.4	24	21	.88	36	14	.....	15	1	.....	.....	35 00
.9	19	17	.90	16	14	.....	25	1	.....	.....	40 00
1.1	146	129	.89	169	69	.....	54	1	3	60 00	38 88
1.3	53	44	.83	79	12	.....	29	1	.....	60 00	.....
.8	22	19	.86	21	19	.....	18	.....	1	.....	42 28
.8	309	267	.86	354	173	.....	183	3	7	53 33	40 56
.05	24	20	.83	29	18	.....	22	.....	1	.....	35 00
.2	27	22	.81	44	6	.....	19	1	.....	43 95	.....
2.5	97	84	.87	96	83	.....	36	1	2	50 00	38 00
1.7	40	36	.90	81	12	.....	19	.....	2	.....	29 44
.9	16	12	.75	20	12	.....	20	.....	1	.....	35 00
.6	20	14	.70	20	17	.....	18	.....	1	.....	43 15
1.6	224	188	.84	240	148	.....	134	2	7	46 97	35 43
6.6	17	14	.62	23	16	.....	24	.....	1	.....	35 00
2.3	70	59	.84	51	46	.....	8	.....	2	.....	36 84
.2	18	15	.83	18	13	.....	24	.....	1	.....	33 00
1.3	41	34	.83	59	20	.....	24	.....	1	.....	50 00
1.3	17	13	.77	17	18	.....	24	.....	1	.....	36 84
2.3	163	135	.83	168	113	.....	104	.....	6	.....	38 08
.8	620	553	.89	671	298	.....	223	2	15	95 00	38 26
5.6	86	67	.78	59	8	.....	25	1	.....	47 36	.....
2.2	27	23	.85	40	11	.....	6	.....	1	.....	36 00
.4	14	12	.86	8	26	.....	23	.....	1	.....	41 86
.6	27	24	.88	41	9	.....	23	.....	1	.....	35 00
.9	47	35	.74	51	39	.....	29	.....	2	.....	34 17
1.8	201	161	.77	199	93	.....	106	1	5	47 36	36 24
1	35	29	.83	48	22	.....	16	.....	1	.....	47 81
1	27	22	.81	58	12	.....	20	1	.....	51 25	.....
1.3	66	57	.86	52	51	.....	18	.....	2	.....	38 62
1	22	18	.82	25	5	.....	19	.....	1	.....	40 71
.....	16	13	.81	20	16	.....	8	1	.....	59 65	.....
.9	166	139	.84	203	106	.....	81	2	4	55 45	41 44

Report of Attendance, by Districts, for the County of BURLINGTON,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of months the schools were kept open.	Number of boys between 5 and 20 years of age enrolled in the schools during the year.	Number of girls between 5 and 20 years of age enrolled in the schools during the year.	Total number of children between 5 and 20 years of age enrolled in the schools during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.
Burlington—Con.							
MEDFORD.							
Cross Roads.....	85	9.45	32	25	57	.....	148
Eastern.....	86	10	30	24	54	.....	451
Medford.....	87	8.75	119	105	224	.....	749
Chairville.....	88	6.75	21	15	36	.....	182
Oak Grove.....	89	11	17	7	24	.....	264
		9.19	219	176	395	.....	1,794
SHAMONG.							
Tabernacle.....	90	9	28	37	65	.....	638
Free Soil.....	91	8	12	15	27	.....	120
Hartford.....	92	7.2	28	35	63	.....	142
Union.....	93	9	29	18	47	.....	258
Atsion.....	94	7	14	13	27	.....	38
		8.04	111	118	229	.....	1,196
WOODLAND.							
Jones' Mill.....	95	8	14	17	31	.....	.....
Woodmansie.....	96	7.5	11	17	28	1	15
Mount Relief.....	97	2.75	2	3	5	.....	.....
		6.08	27	37	64	1	15
WASHINGTON.							
Crowleytown.....	98	8.5	11	17	28	2	19
Green Bank.....	99	9	15	11	26	.....	50
Bridgeport.....	100	7	30	13	43	.....	1,271
Lower Bank.....	101	7	15	13	28	.....	955
Friendship.....	102	7	5	9	14	.....	2
Washington.....	103	7	6	3	9	.....	15
		7.25	82	66	148	2	2,312
BASS RIVER.							
Harrisville.....	104	5.55	7	8	15	.....	.....
Union Hill.....	105	8	16	12	28	.....	587
Bass River.....	106	9	21	26	47	.....	218
New Gretna.....	107	8.25	34	31	65	.....	756
East Bass River.....	108	9	24	16	40	.....	276
		7.96	102	93	195	.....	1,837

State of New Jersey, for the School Year Ending June 30th, 1893.

Average number of cases of tardiness per day for each teacher.	Average number on roll.	Average daily attendance.	Percentage of daily attendance on total enrollment.	Number of pupils enrolled in primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of classes in school.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.	
.8	36	31	.86	48	9			22	1		\$42 32	
12.3	31	27	.87	50	4			6	1		35 00	
1.4	138	123	.88	95	129			10	2	\$91 43	41 14	
1.3	24	20	.83	27	9			16	1	34 81		
1.2	12	10	.83	23	1			12	1		27 63	
1.4	241	211	.88	248	152			66	2	5	63 12	37 44
3.5	28	23	.82	36	29			22		1		39 00
.8	14	12	.86	5	22			15	1		40 00	
1	28	21	.88	37	26			5		1		42 22
1.4	22	17	.77	36	11			24		1		35 00
3	15	12	.80	24	3			20		1		37 14
1.4	107	85	.79	138	91			86	1	4	40 00	37 84
	17	9	.53	12	19			20		1		30 00
.1	10	8	.80	17	11			14	1	1	35 00	35 00
	4	3	.75	5				10	1		35 00	
.0	31	20	.65	34	30			44	2	2	35 00	32 50
.1	13	11	.85	18	10			15		1		40 00
.3	18	16	.88	12	14			19	1		40 44	
9.	27	21	.77	28	15			17		1		35 00
6.8	20	16	.80	22	6			20		1		35 00
	7	6	.85	8	6			6		1		35 00
.1	8	7	.87	5	4			14	1		40 00	
2.7	93	77	.83	98	55			91	2	4	40 22	36 25
	6	5	.83	15				12	1		44 14	
3.6	12	9	.75	25	3			20		1		30 00
1.2	32	26	.81	26	21			24		1		36 50
4.6	36	30	.83	40	25			25	1		40 38	
1.5	25	21	.84	25	15			25		1		35 00
2.1	111	91	.82	131	64			106	2	3	42 26	33 66

Summary of Attendance for the County of BURLINGTON,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of months the schools were kept open.	Number of boys between 5 and 20 years of age enrolled in the schools during the year.	Number of girls between 5 and 20 years of age enrolled in the schools during the year.	Total number of children between 5 and 20 years of age enrolled in the schools during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.
BURLINGTON.							
Burlington.....	9.5	592	580	1,172	1	3,799	
Florence.....	9.75	210	249	459	15	636	
Mansfield.....	10	133	131	264	4	846	
Bordentown.....	9.75	364	331	695	1	717	
Beverly.....	9.3	327	289	616	.....	2,719
Cinnaminson.....	9.68	377	361	738	.....	2,603
Delran.....	9.06	169	171	340	.....	2,464
Chester.....	9.2	283	292	575	.....	1,472
Willingboro.....	9.5	87	73	160	.....	297
Westampton.....	8	28	26	54	.....	113
Eastampton.....	8.82	72	71	143	.....	290
Springfield.....	9.89	193	149	342	.....	2,771
Chesterfield.....	9.7	157	133	290	.....	1,395
New Hanover.....	8.84	159	137	296	.....	1,467
Pemberton.....	7.49	256	271	527	.....	1,310
Southampton.....	8.5	210	178	388	.....	2,582
Lumberton.....	9.05	141	140	281	.....	1,530
Northampton.....	10	403	506	909	4	2,687	
Mount Laurel.....	9.16	149	143	292	.....	1,941
Evesham.....	8.75	159	150	309	.....	1,000
Medford.....	9.19	219	176	395	.....	1,794
Shamong.....	8.04	111	118	229	.....	1,196
Woodland.....	8.08	27	37	64	1	15	
Washington.....	7.25	82	66	148	2	2,312	
Bass River.....	7.96	102	93	195	.....	1,837
	8.5	5,070	4,871	9,941	28	38,803	

State of New Jersey, for the School Year Ending June 30th, 1893.

Average number of cases of tardiness per day for each teacher.	Average number on roll.	Average daily attendance.	Percentage of daily attendance on total enrollment.	Number of pupils enrolled in primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of classes in school.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
.9	649	540	.83	776	396	.....	61	2	18	\$90 47	\$41 38
.5	246	205	.83	291	165	.....	69	2	5	43 77	35 00
.7	150	129	.86	153	111	.....	115	1	5	32 00	37 65
.2	440	385	.88	505	190	.....	86	3	14	78 24	50 51
1.7	309	268	.87	476	140	.....	118	3	7	71 66	63 48
1.4	486	426	.81	508	230	.....	109	1	12	55 00	40 93
1.8	199	170	.85	231	109	.....	90	3	4	61 66	36 75
.1	357	320	.90	335	240	.....	114	2	11	60 40	36 08
.5	92	79	.86	93	67	.....	26	.....	3	.....	41 00
.4	35	28	.80	32	22	.....	37	1	1	40 00	33 00
1.4	91	79	.87	79	64	.....	51	.....	2	.....	45 19
1.9	181	148	.82	218	124	.....	120	1	6	36 84	40 54
1.3	150	121	.81	172	118	.....	111	1	5	40 00	39 80
1.3	150	126	.84	154	142	.....	136	2	4	39 00	38 08
.8	309	267	.86	354	173	.....	183	3	7	53 33	40 56
1.6	224	188	.84	240	148	.....	134	2	7	46 97	35 43
2.3	163	135	.83	168	113	.....	104	.....	6	.....	38 08
.8	620	553	.89	671	298	.....	223	2	15	95 00	38 26
1.8	201	161	.77	199	93	.....	106	1	5	47 36	36 24
.9	166	139	.84	203	106	.....	81	2	4	55 45	41 44
1.4	241	211	.88	243	152	.....	66	2	5	63 12	37 44
1.4	107	85	.79	138	91	.....	86	1	4	40 00	37 84
.0	31	20	.65	34	30	.....	44	2	2	35 00	32 50
2.7	93	77	.83	93	55	.....	91	2	4	40 22	36 25
2.1	111	91	.82	131	64	.....	106	2	3	42 26	33 66
1.1	5,798	4,951	.85	6,497	3,444	.....	2,467	41	160	56 32	39 09

Financial Report, by Districts, for the County of CAMDEN,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Amount due the district July 1st, 1892, from State, county and township funds.	Amount due the district July 1st, 1892, from district tax.	Amount due the district July 1st, 1892, from other sources.	Total amount due the district July 1st, 1892.	Amount expended for teachers' sal- aries.	Amount expended for fuel and jan- itors' salaries.	Amount expended for building and repairing, excluding debt and interest.
CAMDEN.								
Camden.....	1	\$63,843 37	\$115,560 70	\$382 25	\$179,786 32	\$98,799 44	\$21,580 89	\$11,886 05
Gloucester.....	2	6,578 80	2,163 13	.....	9,041 93	6,211 00	1,136 38	1,167 76
Merchantville.....	5	1,473 80	3,536 62	21 35	5,031 77	2,467 50	468 95	540 81
STOCKTON.								
Rosendale.....	4	3,419 82	6,561 58	3,184 25	13,165 65	4,400 50	1,016 63	355 53
Wrightsville.....	43	2,041 94	6,071 50	84 00	8,197 44	3,233 75	695 00	383 18
		5,461 76	12,633 08	3,268 25	21,363 09	7,634 25	1,711 63	738 71
PENSAUKEN.								
Union.....	3	1,203 86	3,259 46	.....	4,463 32	2,203 86	345 42	.....
Greenville.....	6	375 00	555 19	.....	930 19	500 00	74 75	13 31
		1,578 86	3,814 65	.....	5,393 51	2,703 86	420 17	13 31
DELAWARE.								
Ellisburg.....	7	375 00	738 07	.....	1,113 07	730 00	82 78	35 67
Hillman.....	8	275 00	306 38	.....	581 38	400 00	24 00	.....
Horner.....	9	275 00	212 48	.....	487 48	413 19	24 59	.....
		925 00	1,256 93	.....	2,181 93	1,543 19	131 37	35 67
HADDON.								
Champion.....	10	375 00	397 49	88 37	860 86	400 00	27 75	.....
Westmont.....	11	404 84	403 51	.....	808 35	450 00	115 25	5 90
Haddonfield.....	12	2,098 77	10,218 39	.....	12,317 16	5,620 00	773 77	248 40
Collingswood.....	46	742 20	2,354 90	.....	3,097 10	1,528 75	317 03	26 95
Newton.....	47	275 00	385 00	.....	865 00	350 00	58 19	.....
		4,895 81	13,759 29	88 37	17,743 47	8,348 75	1,291 99	281 25
CENTRE.								
Mt. Ephraim.....	13	375 00	713 58	65 00	1,153 58	832 50	64 75	166 53
Greenland.....	15	983 69	500 00	.....	1,483 69	1,097 18	173 07	57 72
Hillside.....	16	375 00	152 21	.....	527 21	360 00	45 71	6 29
		1,733 69	1,365 79	65 00	3,164 48	2,289 68	283 53	230 54
GLOUCESTER.								
Somerville.....	17	375 00	114 43	.....	489 43	360 00	23 50	.....
Chev's Landing.....	18	375 00	146 65	.....	521 65	392 50	38 55	8 78
Laurel.....	19	431 47	88 10	.....	519 57	315 00	22 40	.....
Merchantville.....	20	481 00	.....	.....	481 00	315 00	36 50	23 03
Blackwood.....	21	461 65	760 50	.....	1,222 15	900 00	137 44	155 25
Spring Mills.....	22	375 00	112 30	.....	487 30	405 00	15 70	.....
Davisville.....	28	275 00	42 32	.....	317 32	270 00	17 10	.....
Clementon.....	24	632 12	437 26	.....	1,069 38	639 00	65 75	154 73
Cheesman.....	25	375 00	22 96	.....	397 96	326 25	23 69	20 00
Union Valley.....	44	375 47	.....	.....	375 47	326 48	32 37	.....
Magnolia.....	48	375 00	.....	250 00	625 00	360 00	68 90	175 29
		4,531 71	1,724 52	250 00	6,506 23	4,609 23	481 90	537 08

State of New Jersey, for the School Year Ending June 30th, 1893.

Amount expended for debt and interest.	Amount expended for taking school census.	Amount expended for manual training.	Amount expended for text-books and apparatus.	Amount expended for incidentals.	Total amount expended.	Balance of State, county and township funds June 30th, 1893.	Balance of district tax June 30th, 1893.	Balance of moneys from other sources June 30th, 1893.	Total balance June 30th, 1893.
\$15,548 51	\$750 85	\$1,726 40	\$15,058 90	\$5,201 92	\$170,552 96		\$9,233 36		\$9,233 36
	108 80		207 14	210 85	9,041 93				
450 00	12 80		347 67	394 11	4,681 84		349 93		349 93
3,886 17	45 80		514 40	582 58	10,901 61			\$2,364 04	2,364 04
2,072 00	37 10		309 59	222 81	6,953 43		1,244 01		1,244 01
5,958 17	82 90		823 99	805 39	17,755 04		1,244 01	2,364 04	3,608 05
1,479 07	16 75		131 16	242 51	4,418 67		44 65		44 65
	3 30			19 69	611 05		319 14		319 14
1,479 07	20 05		131 16	262 10	5,029 72		363 79		353 79
	3 95		152 82	53 19	1,058 47		54 66		54 66
	1 65			45 10	470 75		110 63		110 63
	2 50			35 05	475 33		12 15		12 15
	8 10		152 82	133 34	2,004 49		177 44		177 44
	4 35			167 78	599 88		260 98		260 98
	5 20		6 84	204 53	787 72		20 63		20 63
1,550 00	29 25			464 25	8,685 67		3,631 49		3,631 49
637 50	17 80		26 67	84 32	2,639 02		458 08		458 08
55 00	2 35			173 43	638 97		21 03		21 03
2,242 50	58 95		33 57	1,094 31	13,351 26		4,392 21		4,392 21
	5 65			66 87	1,136 30		17 28		17 28
	15 10		80 00	60 62	1,483 69				
	2 55			32 95	447 50		79 71		79 71
	23 30		80 00	160 44	3,067 49		96 99		96 99
				16 75	400 25		89 18		89 18
				32 42	479 25		42 40		42 40
			40 00	16 40	393 80		\$36 70		125 77
			40 00	33 24	447 77		79 07		33 23
				26 40	1,219 09		3 06		3 06
				11 79	432 49		54 81		54 81
				9 49	296 59		20 73		20 73
			80 00	76 38	1,015 86		53 52		53 52
				18 44	388 38		9 55		9 55
				13 87	372 72		2 75		2 75
				12 00	616 19		8 81		8 81
			160 00	274 18	6,062 39	82 65	361 16		443 84

Financial Report, by Districts, for the County of CAMDEN,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Amount due the district July 1st, 1892, from State, county and township funds.	Amount due the district July 1st, 1892, from district tax.	Amount due the district July 1st, 1892, from other sources.	Total amount due the district July 1st, 1892.	Amount expended for teachers' sal- aries.	Amount expended for fuel and juni- tors' salaries.	Amount expended for building and repairing, excluding debt and interest.
Camden—Con.								
WATERFORD.								
Glendale	26	\$375 00	\$299 24	.....	\$674 24	\$405 00	\$27 97	\$19 36
Gibbsboro.....	27	375 00	468 93	.....	841 93	416 25	103 50	84 95
Milford.....	25	275 00	104 56	.....	379 56	297 50	17 00	40 00
Berlin.....	30	916 21	1,192 70	.....	2,108 91	1,480 00	228 73	123 39
Atco.....	31	415 50	295 18	.....	710 68	595 00	58 21	39 57
Jackson.....	32	456 70	181 20	.....	637 90	360 00	20 44	108 04
Waterford.....	33	477 00	180 42	.....	657 42	361 00	17 73	13 50
Parkdale.....	42	391 20	.....	.....	391 20	280 00	16 85	.....
		3,681 61	2,720 23	.....	6,401 84	4,194 75	490 43	428 81
WINSLOW.								
North Tansboro.....	34	505 52	.....	.....	505 52	315 00	17 25	.....
Sicklerville.....	35	375 00	.....	.....	375 00	306 00	15 66	.....
Tansboro.....	36	579 59	.....	.....	579 59	315 00	45 08	1 50
Pump Branch.....	37	401 95	.....	.....	401 95	290 00	31 32	.....
Bates' Mill.....	38	275 00	257 38	.....	532 38	369 00	17 95	7 50
Ancora.....	39	375 00	85 52	.....	460 52	360 00	27 00	13 02
Pine Grove.....	40	375 00	175 00	.....	550 00	410 68	43 08	3 50
Winslow.....	41	532 69	354 25	.....	886 94	495 00	60 24	6 07
Chiselhurst.....	45	375 00	449 27	.....	824 27	360 00	18 00	12 00
		3,794 75	1,321 42	.....	5,116 17	3,220 68	275 58	43 59
Summary.								
Camden.....		63,843 37	115,560 70	\$382 25	179,786 32	98,799 44	21,580 89	11,886 05
Gloucester City.....		6,878 80	2,163 13	.....	9,041 93	6,211 00	1,136 38	1,167 76
Merchantville.....		1,473 80	3,536 62	21 35	5,031 77	2,467 50	468 95	540 81
Stockton.....		5,461 76	12,633 08	3,268 25	21,363 09	7,634 25	1,711 63	738 71
Pensauken.....		1,578 86	3,814 65	.....	5,393 51	2,703 86	420 17	13 31
Delaware.....		925 00	1,256 93	.....	2,181 93	1,543 19	131 37	35 67
Haddon.....		3,895 81	13,759 29	88 37	17,743 47	8,348 75	1,291 99	281 25
Centre.....		1,733 69	1,365 79	65 00	3,164 48	2,289 68	283 53	230 54
Gloucester.....		4,531 71	1,724 52	250 00	6,506 23	4,609 23	481 90	537 08
Waterford.....		3,681 61	2,720 23	.....	6,401 84	4,194 75	490 43	428 81
Winslow.....		3,794 75	1,321 42	.....	5,116 17	3,220 68	275 58	43 59
		97,799 16	159,856 36	4,075 22	261,730 74	142,022 33	28,272 82	15,903 58

State of New Jersey, for the School Year Ending June 30th, 1893.

Amount expended for debt and interest.	Amount expended for taking school census.	Amount expended for manual training.	Amount expended for text-books and apparatus.	Amount expended for incidentals.	Total amount expended.	Balance of State, county and township funds June 30th, 1893.	Balance of district tax June 30th, 1893.	Balance of moneys from other sources June 30th, 1893.	Total balance June 30th, 1893.
\$200 00	\$2 45		\$30 00	\$29 66	\$514 44		\$159 80	\$159 80	
139 16	3 90			20 00	828 60		13 33	13 33	
	1 75			10 00	366 25		13 31	13 31	
	13 70			114 44	2,099 42		9 49	9 49	
				15 56	708 34		3 34	2 34	
75 00	2 55			10 00	576 03		61 87	61 87	
	2 80			18 99	414 02	\$90 87	152 53	243 40	
	95			16 85	314 65	76 55		76 55	
414 16	28 10		30 00	235 50	5,821 75	167 42	412 67	580 09	
				10 74	342 99	162 53		162 53	
	2 50		40 00	10 00	374 16	84		84	
				19 00	380 58	199 01		199 01	
			44 08	22 70	388 10	13 85		13 85	
			13 20	18 50	426 15		106 23	106 23	
			40 00	20 00	460 02		50	50	
3 42	3 30		51 02	35 00	550 00				
	5 55		40 00	18 62	625 48		261 46	261 46	
183 75	3 90		33 83	20 00	631 48		192 79	192 79	
187 17	15 25		262 13	174 56	4,178 96	376 23	560 98	937 21	
15,548 51	750 85	\$1,726 40	15,058 90	5,201 92	170,552 96		9,233 36	9,233 36	
	108 80		207 14	210 85	9,041 93				
	450 00		347 67	394 11	4,681 84		349 93	349 93	
	5,958 17		823 99	805 39	17,755 04		1,244 01	3,608 05	
	1,479 07		131 16	264 10	5,029 72		363 79	363 79	
			152 82	133 34	2,004 49		177 44	177 44	
	2,242 50		33 51	1,094 31	13,351 26		4,392 21	4,392 21	
			80 00	160 44	3,067 49		96 99	96 99	
			160 00	274 18	6,062 39	82 68	361 16	443 84	
	414 16		30 00	235 50	581 75	167 42	412 67	580 09	
	187 17		262 13	174 56	4,178 96	376 23	560 98	937 21	
26,279 58	1,109 10	1,726 40	17,287 32	8,946 70	241,547 83	626 33	17,192 54	2,364 04	20,182 91

*Apportionment of School Moneys, by Districts, for the
School Year Ending*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district	Balance State, county and township moneys July 1st, 1893.	Balance district tax July 1st, 1893.	Balance received from other sources July 1st, 1893.	Amount apportioned from State ap- propriations, including State-school tax and \$100,000.	Amount apportioned from township tax.	Amount apportioned from surplus revenue.	Amount apportioned from balances.
CAMDEN.								
Camden.....	1		\$9,233 36		\$79,473 32		\$993 07	
Gloucester.....	2				10,499 77		131 20	
Merchantville.....	5		349 93		1,259 60		15 74	
STOCKTON.								
Rosendale.....	4			\$2,364 04	5,641 46		70 49	
Wrightsville.....	43		1,244 01		3,593 37		44 90	
			1,244 01	2,364 04	9,234 83		115 39	
PENSAUKEN.								
Union.....	3		44 65		2,111 59		26 37	
Greenville.....	6		319 14		433 96		5 42	
Homestead.....	50				508 04		6 25	
			353 79		3,053 59		38 14	
DELAWARE.								
Ellisburg.....	7		54 66		407 49		5 09	
Hillman.....	8		110 63		272 62		2 38	
Horner.....	9		12 15		372 03		2 97	
			177 44		1,052 14		10 44	
HADDON.								
Champion.....	10		260 98		428 66		5 35	
Westmont.....	11		20 63		555 70		6 94	
Haddonfield.....	12		3,631 49		3,074 84		38 50	
Collingswood.....	46		458 08		957 33		11 97	
Newton.....	47		21 03		272 23		2 77	
			4,392 21		5,289 36		65 53	
CENTRE.								
Mt. Ephraim.....	13		17 28		598 02		7 47	
Greenland.....	15				1,413 02		17 65	
Hillside.....	16		79 71		371 63		3 37	
			96 99		2,382 67		28 49	
GLOUCESTER.								
Somerville.....	17		89 18		370 90		4 10	
Chew's Landing.....	18		42 40		407 49		5 09	
Laurel.....	19	\$46 70	79 07		371 04		3 96	
Mechanicsville.....	20	33 23			272 16		2 84	
Blackwood.....	21		3 06		539 81		6 74	
Spring Mills.....	22		54 81		371 76		3 24	
Davisville.....	23		20 73		273 02		1 98	
Clementon.....	24		53 52		619 20		7 74	
Cheesman.....	25		9 53		372 03		2 97	
Union Valley.....	44	2 75			371 37		3 63	
Magnolia.....	48		8 81		371 04		3 96	
Lindenwold.....	49				412 79		5 16	
		82 68	361 16		4,752 61		51 41	

County of CAMDEN, State of New Jersey, for the June 30th, 1894.

Amount of district tax voted for payment of teachers' salaries.	Amount of district tax voted for building, purchasing, hiring, repairing or furnishing school-houses.	Amount of district tax for payment of debt and interest.	Amount of district tax voted for text-books and apparatus.	Total amount of district tax ordered to be raised.	Amount received from temporary loans.	Amount received from sale of bonds.	Amount voted for manual training.	Amount received from other sources.	Total amount available for school year ending June 30th, 1894.
\$98,799 44	\$11,586 05	\$15,548 51	\$5,201 92	\$131,485 92					\$221,135 67
	2,617 76		2,484 69	5,102 45					15,733 42
750 00		450 00	800 00	2,000 00					3,625 17
2,000 00	1,000 00	952 00	2,548 00	6,500 00					14,575 99
1,200 00		2,072 00	1,328 00	4,600 00					9,482 28
3,200 00	1,000 00	3,024 00	3,876 00	11,100 00					24,058 27
1,400 00		800 00	1,300 00	3,500 00					5,682 61
125 00			75 00	200 00					958 52
	90 00		110 00	200 00					714 39
1,525 00	90 00	800 00	1,485 00	3,900 00					7,355 52
400 00	150 00		150 00	700 00					1,167 24
125 00			75 00	200 00					585 63
			200 00	200 00					587 15
525 00	150 00		425 00	1,100 00					2,340 02
			200 00	200 00					894 99
250 00			350 00	600 00					1,183 27
3,900 00		1,575 00	2,100 00	7,575 00					14,319 83
1,000 00		625 00	375 00	2,000 00					3,427 98
75 00		45 00	255 00	375 00					671 03
5,225 00		2,245 00	3,280 00	10,750 00					20,497 10
300 00			200 00	500 00					1,122 77
30 00	176 00	212 00	80 00	500 00					1,930 67
			75 00	75 00					529 71
330 00	178 00	212 00	355 00	1,075 00					3,583 15
	25 00		25 00	50 00					514 18
30 00			70 00	100 00					554 98
			125 00	125 00					500 77
550 00				550 00					433 23
									1,099 61
25 00				25 00					429 81
									320 73
									680 46
			25 00	25 00					384 58
			250 00	250 00					402 75
			500 00	500 00					633 81
									917 95
605 00	25 00		995 00	1,625 00					6,872 86

Apportionment of School Moneys, by Districts, for the School Year Ending

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Balance State, county and township moneys July 1st, 1893.	Balance district tax July 1st, 1893.	Balance received from other sources July 1st, 1893.	Amount apportioned from State appropriation, including State school tax and \$100,000.	Amount apportioned from township tax.	Amount apportioned from surplus revenue.	Amount apportioned from balances.
Camden—Con.								
WATERFORD.								
Glendale	26		\$159 80		\$371 69		\$3 31	
Gibbsboro.....	27		13 33		476 30		5 95	
Milford.....	23		18 31		273 08		1 02	
Berlin.....	30		9 49		1,428 89		17 95	
Atco	31		2 34		502 75		6 28	
Jackson.....	32		61 87		371 23		3 77	
Waterford.....	33	\$90 87	152 53		370 37		4 62	
Parkdale.....	42	76 55			273 35		1 65	
		167 42			4,067 66		45 46	
WINSLOW.								
North Tansboro.....	34	162 53			371 10		3 90	
Sicklerville.....	35	84			372 03		2 97	
Tansboro.....	36	199 01			272 42		2 58	
Pump Branch.....	37	13 85			271 10		3 90	
Bates' Mill.....	33		106 23		272 69		2 31	
Ancora.....	39		50		371 69		3 31	
Pine Grove.....	40				370 97		4 03	
Winslow.....	41		261 46		560 97		7 01	
Chiselhurst.....	43		192 79		386 32		4 83	
		376 23	560 98		3,349 29		34 84	
Summary.								
Camden.....			9,233 36		79,473 32		\$993 07	
Gloucester City.....					10,499 77		131 20	
Merchantville.....			349 93		1,259 60		15 74	
Stockton.....			1,244 01	\$2,361 04	9,234 83		115 39	
Pensauken.....			363 79		3,053 59		38 14	
Delaware.....			377 44		1,032 14		10 44	
Haddon.....			4,392 21		5,289 36		65 53	
Centre.....			96 99		2,382 67		28 49	
Gloucester.....		\$32 68	361 16		4,752 61		51 41	
Waterford.....		167 42	412 67		4,067 66		45 46	
Winslow.....		376 23	560 98		3,349 29		34 84	
		626 33	17,192 54	2,364 04	124,414 84		1,529 71	

County of CAMDEN, State of New Jersey, for the June 30th, 1894.

Amount of district tax voted for payment of teachers' salaries.	Amount of district tax voted for building, purchasing, hiring, repairing or furnishing school-houses.	Amount of district tax for payment of debt and interest.	Amount of district tax voted for text-books and apparatus.	Total amount of district tax ordered to be raised.	Amount received from temporary loans.	Amount received from sale of bonds.	Amount voted for manual training.	Amount received from other sources.	Total amount available for school year ending June 30th, 1894.
\$30 00			70 00	\$100 00					7634 80
100 00	510 00	\$200 00	100 00	300 00					795 58
600 00	200 00	130 00	220 00	1,150 00					398 31
300 00				300 00					2,606 33
	100 00			100 00					811 37
									536 87
			100 00	100 00					618 40
									451 55
1,030 00	310 00	330 00	490 00	2,160 00					6,853 21
									537 53
	200 00			200 00					575 84
		25 00	100 00	125 00					574 01
85 00			15 00	100 00					513 85
									481 23
75 00				125 00					375 50
				350 00					575 00
		180 00	50 00	230 00					1,197 44
									813 94
160 00	200 00	205 00	640 00	1,205 00					5,526 34
									221,135 67
98,799 44	11,888 05	15,548 51	5,201 92	131,435 92					15,733 42
	2,617 76		2,484 69	5,102 45					3,625 17
750 00		450 00	800 00	2,000 00					24,058 27
3,200 00	1,000 00	3,064 00	3,876 00	11,100 00					7,355 52
1,525 00	90 00	800 00	1,485 00	3,900 00					2,340 02
525 00	150 00		425 00	1,100 00					20,497 10
5,225 00		2,245 00	3,280 00	10,750 00					3,583 15
330 00	178 00	212 00	355 00	1,075 00					6,872 86
605 00	25 00		995 00	1,625 00					6,853 21
1,030 00	310 00	330 00	490 00	2,160 00					5,526 34
160 00	200 00	205 00	640 00	1,205 00					
112,149 44	16,456 81	22,814 51	20,032 61	171,453 37					317,580 83

Report of Attendance, by Districts, for the County of CAMDEN,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of months the schools were kept open.	Number of boys between 5 and 20 years of age enrolled in the schools during the year.	Number of girls between 5 and 20 years of age enrolled in the schools during the year.	Total number of children between 5 and 20 years of age enrolled in the schools during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.
CAMDEN.							
Camden.....	1	10	5,177	5,379	10,556	86	18,344
Gloucester	2	10	431	451	882		12,010
Merchantville.....	5	10½	353	171	524		1,769
STOCKTON.							
Rosendale.....	4	10	423	369	792	1	3,480
Wrightsville	43	10	274	308	582	1	2,742
			697	677	1,374	2	6,222
PENSAUKEN.							
Union	3	10	210	216	426		1,636
Greenville.....	6	10	18	22	40		15
			228	238	466		1,651
DELAWARE.							
Ellisburg.....	7	10	34	37	71		176
Hillman.....	8	10	19	16	35		233
Horner.....	9	9	24	18	42	1	3
			77	71	148	1	413
HADDON.							
Champion.....	10	10	19	25	44		185
Westmont.....	11	10	33	27	60		842
Haddonfield.....	12	10	213	228	441	22	1,563
Collingswood.....	46	10	50	67	147		663
Newton.....	47	10	22	22	44		136
			367	369	736	22	3,439
CENTRE.							
Mt. Ephraim	13	10	39	47	86		193
Greenland.....	15	9	97	78	175		220
Hillside.....	16	9	21	14	35		174
			157	139	296		587
GLOUCESTER.							
Somerville.....	17	9	21	25	46		17
Chew's Landing	18	9	30	34	64		402
Laurel.....	19	9	20	28	48		305
Mechanicsville.....	20	9	23	16	39		196
Blackwood.....	21	10	43	56	99		589
Spring Mills.....	22	9	19	18	37		94
Davisville.....	23	9	19	7	26		267
Clementon.....	24	9	79	78	157		722
Cheesman.....	25	9	20	23	43		492
Union Valley.....	44	9	26	23	49		158
Magnolia.....	48	9	33	38	71		1,197
			333	346	679		4,339

State of New Jersey, for the School Year Ending June 30th, 1893.

Average number of cases of tardiness per day for each teacher.	Average number on roll.	Average daily attendance.	Percentage of daily attendance on total enrollment.	Number of pupils enrolled in primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of classes in school.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
.46	6676.62	5816.01	87	7,869	2,638	49	290	8	193	\$154 37	\$48 57
4	652	460	70.8	692	109	81	76	1	10	100 00	48 00
1.60	229	160	70	221	128	4	20	1	4	40 00	39 00
1.74	440.00	376.80	85.7	641	151	.....	43	.....	10	.....	44 00
1.71	378.24	316.90	83	458	94	30	154	.....	8	.....	40 44
1.72	818.24	693.70	84	1,099	245	30	197	.....	18	.....	42 25
1.70	196	175	89.3	286	140	.....	101	.....	5	.....	44 00
.07	25	23	92	22	18	.....	30	.....	1	.....	50 00
.88	221	198	89	308	158	.....	131	.....	6	.....	45 00
.88	43.2	37.46	86.9	38	33	.....	35	.....	2	.....	36 50
1.16	16.61	14.90	89.8	26	7	2	25	.....	1	.....	40 00
.....	22	18	82	22	20	.....	5	.....	1	.....	45 91
1.02	81.81	70.36	86	86	60	2	65	1	3	45 91	37 33
.9	26	32	84	36	6	2	28	.....	1	.....	40 00
4.2	35.1	29.7	84	42	13	5	28	.....	1	.....	45 00
.64	334	316	91.8	211	217	27	12	2	10	70 00	42 00
3.31	92.63	77	83	111	36	.....	40	1	2	75 00	42 00
.98	32.6	26.8	82	24	20	.....	6	.....	1	.....	35 00
2.01	530.33	471.5	89	424	288	34	114	3	15	71 66	41 66
.96	74	64	86	52	34	.....	57	.....	2	.....	42 10
1.1	132	98.8	70.5	100	70	5	61	.....	4	.....	38 00
.96	20.43	17.4	85	12	20	3	28	.....	1	.....	40 00
1.01	226.43	180.2	80	164	124	8	146	.....	7	.....	39 46
.09	26.9	19.9	74	28	16	2	34	.....	1	.....	40 00
2.2	36	31.6	88	30	34	.....	32	.....	1	.....	41 00
1.06	37	32	86	20	28	.....	28	.....	1	.....	35 00
1.9	28.8	21.6	87	14	18	7	35	.....	1	.....	35 00
2.9	68	61.1	89	44	39	16	65	.....	2	.....	45 00
.47	25	21	84	15	19	3	41	.....	1	.....	45 00
1.5	17	15	86	23	3	.....	25	1	.....	30 00	.....
4	86.8	71.6	82	79	63	5	72	.....	2	.....	35 50
2.7	14.1	10.4	73	40	3	.....	20	.....	1	.....	35 00
.8	21	16.8	80	41	8	.....	37	.....	1	.....	36 25
6.6	50	43	86	219	22	.....	43	.....	1	.....	37 00
2.2	410.6	344	84	383	253	33	482	1	12	30 00	38 77

Report of Attendance, by Districts, for the County of CAMDEN,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of months the schools were kept open.	Number of boys between 5 and 20 years of age enrolled in the schools during the year.	Number of girls between 5 and 20 years of age enrolled in the schools during the year.	Total number of children between 5 and 20 years of age enrolled in the schools during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.
Camden—Con.							
WATERFORD.							
Glendale.....	26	9	20	21	41	.....	52
Gibbsboro.....	27	9	33	33	66	.....	722
Milford.....	28	9	8	8	16	.....	34
Berlin.....	30	10	123	91	214	2	761
Atco.....	31	9	41	43	84	.....	449
Jackson.....	32	9	24	22	45	.....	42
Waterford.....	33	9	20	31	51	.....	54
Parkdale.....	42	8	6	2	8	2	.....
			274	251	525	4	2,114
WINSLOW.							
North Tansboro.....	34	8	32	17	49	.....	554
Sicklerville.....	35	9	28	9	37	.....	79
Tansboro.....	36	9	20	22	212	.....	107
Pump Branch.....	37	9	40	20	60	.....	195
Bates' Mill.....	38	9	12	17	29	.....	173
Ancora.....	39	9	18	21	39	.....	213
Pine Grove.....	40	9	22	24	46	.....	60
Winslow.....	41	10	31	29	60	.....	96
Chiselhurst.....	45	9	33	30	63	.....	158
			236	189	425	.....	1,635
Summary.							
Camden.....		10	5,177	5,379	10,556	86	15,344
Gloucester City.....		10	431	451	882	.....	12,010
Merchantville.....		10.5	353	171	524	.....	1,769
Stockton.....		10	697	677	1,374	2	6,222
Pensauken.....		10	228	238	466	.....	1,651
Delaware.....		9.6	77	71	148	1	412
Haddon.....		10	367	369	736	22	3,439
Centre.....		9.3	157	139	296	.....	587
Gloucester.....		9.1	333	346	679	.....	4,339
Waterford.....		9	274	251	525	4	2,114
Winslow.....		9	336	189	425	.....	1,635
		9.68	8,430	8,281	16,711	115	52,522

State of New Jersey, for the School Year Ending June 30th, 1893.

Average number of cases of tardiness per day for each teacher.	Average number on roll.	Average daily attendance.	Percentage of daily attendance on total enrollment.	Number of pupils enrolled in primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of classes in school.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
.23	25	19	75	24	15	2	34	1			\$45 00
3	50	33	76	41	25		34	1			46 00
.20	12	9	75	9	7		26	1			35 00
.95	127	100	78	117	58	9	102	4			37 00
2.4	55	37	60	52	32		52	2			35 00
.03	25	20	80	22	23		33	1			40 00
.03	25	21	84	34	16		33	1			40 00
.....	7	6	85	6	2		22	1			35 00
.85	326	250	76	305	208	11	336		12		37 41
3.1	20	14	70	35	14		26	1			35 00
.4	20	16	80	16	21		5	1		\$36 00	.....
.6	22	20	91	26	12	4	32	1			35 00
1.1	32	25	78	36	24		6	1			35 00
.96	21	19	90	23	6		36	1			40 00
1.1	20	16	80	19	20		5	1			40 00
.3	35	27	79	25	15		6	1		45 00	.....
.4	35	30	86	20	39	1	18	1			45 00
.8	31	24	86	40	16	7	20	1		42 00	.....
.99	236	191	81	240	167	12	154	3	6	41 00	38 33
.46	6,676.62	5,816.01	87	7,869	2,638	49	290	8	193	154 37	48 57
4.00	652	460.00	70.8	692	109	81	76	1	10	100 00	48 00
1.60	229	160.00	70	221	128	4	20	1	4	40 00	39 00
1.72	818.24	693.70	84	1,099	245	30	197	.....	18	.....	42 35
88	221	198.00	89	308	158	.....	131	.....	6	.....	45 00
1.02	81.81	70.36	86	86	60	2	65	1	3	45 91	37 33
2.01	530.33	471.50	89	421	238	34	114	3	15	71 66	41 60
1.01	226.43	180.20	80	164	124	8	146	.....	7	.....	39 46
2.20	410.60	344.00	84	383	253	33	432	1	12	30 00	33 77
.85	326	250.00	76	305	208	11	336	.....	12	.....	37 41
.99	236	191.00	81	240	167	12	154	3	6	41 00	38 33
1.52	10,408.08	8,834.77	84.8	11,771	4,418	254	.....	18	286	99 38	46 22

Financial Report, by Districts, for the County of CAPE MAY,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Amount due the district July 1st, 1892, from State, county and township funds.	Amount due the district July 1st, 1892, from district tax.	Amount due the district July 1st, 1892, from other sources.	Total amount due the district July 1st, 1892.	Amount expended for teachers' sal- aries.	Amount expended for fuel and janit- ors' salaries.	Amount expended for building and repairing, excluding debt and interest.
CAPE MAY.								
UPPER.								
Beesley's Point.....	1	\$335 22	\$295 00	.....	\$630 22	\$270 00	\$28 30	.....
Palermo ..	2	324 50	110 75	.....	435 25	333 00	29 56	\$3 00
Seaville.....	3	478 50	.....	.....	478 50	455 50	14 00	.....
Petersburgh.....	4	488 26	.....	.....	488 26	423 47	29 33	.....
Tuckahoe.....	5	587 85	.....	.....	587 85	450 00	26 19	13 47
Marshallville.....	6	474 91	.....	.....	474 91	320 00	28 00	.....
		2,689 24	405 75	.....	3,094 99	2,251 97	155 38	16 47
DENNIS.								
Belle Plain.....	7	621 90	.....	.....	621 90	360 50	.....	170 00
West Creek	8	350 42	.....	.....	350 42	324 32	14 50	.....
East Creek.....	9	349 97	.....	.....	349 97	270 00	9 00	.....
Ludlams.....	10	382 35	10 55	.....	392 90	289 00	25 00	.....
Dennisville	11	495 03	.....	\$37 50	532 53	463 50	32 25	.....
South Dennis.....	12	497 94	27 23	.....	525 17	475 83	27 94	.....
Ocean View.....	13	586 14	.....	.....	586 14	501 01	42 25	.....
Clermont.....	14	463 50	.....	.....	463 50	422 70	19 75	.....
		3,729 25	37 78	37 50	3,804 53	3,106 86	170 69	170 00
MIDDLE.								
Burleigh.....	15	345 16	.....	.....	345 16	240 00	13 11	.....
Cape May C. H.....	16	839 98	580 13	.....	1,420 11	1,199 98	144 08	.....
Towansend's Inlet.....	17	375 00	75 00	.....	450 00	389 53	18 00	.....
Goshen.....	18	631 08	245 00	.....	876 08	738 20	43 88	.....
Dias Creek.....	19	451 57	112 21	.....	563 78	450 00	30 37	.....
Green Creek.....	20	424 16	155 06	.....	579 22	495 00	30 10	.....
Rio Grande.....	21	375 00	371 00	.....	746 00	450 00	28 00	.....
		3,441 95	1,538 40	.....	4,980 35	3,962 71	307 54	.....
LOWER.								
Swaintown.....	22	375 00	141 83	.....	516 83	375 00	37 50	75 00
Fishing Creek.....	23	275 00	323 53	.....	598 53	360 00	14 87	.....
Academy.....	24	375 00	138 61	.....	513 61	405 00	44 00	.....
Cold Spring.....	25	428 63	106 60	.....	535 23	378 00	20 75	.....
		1,453 63	710 57	.....	2,164 20	1,518 00	117 12	75 00
West Cape May.....	26	958 46	1,461 03	.....	2,419 49	1,501 00	180 75	.....
Cape May City.....	27	4,843 59	2,500 00	.....	7,343 59	3,230 00	389 45	782 23
Cape May Point.....	28	375 00	487 83	.....	862 83	119 50	13 25	22 75
Ocean City.....	29	565 73	1,699 40	825 00	3,090 13	1,243 00	160 16	498 61
Sea Isle City.....	30	864 95	3,199 80	25 00	4,089 75	1,082 25	127 72	82 26
Holly Beach.....	31	375 00	475 00	14 83	864 83	360 00	86 50	72 50
Anglesea.....	32	375 00	670 85	.....	1,045 85	495 00	53 50	202 63

State of New Jersey, for the School Year Ending June 30th, 1893.

Amount expended for debt and interest.	Amount expended for taking school census.	Amount expended for manual training.	Amount expended for text-books and apparatus.	Amount expended for incidentals.	Total amount expended.	Balance of State, county and township funds June 30th, 1893.	Balance of district tax June 30th, 1893.	Balance of moneys from other sources June 30th, 1893.	Total balance June 30th, 1893.
\$295 00	\$1 80			\$21 59	\$616 69	\$13 53			\$13 53
	1 80			13 64	381 00		\$54 25		54 25
				9 00	478 50				
				20 17	472 97	15 29			15 29
88 11	4 11			20 23	602 11		*14 26		
				22 37	370 37	104 54			104 54
383 11	7 71			107 00	2,921 64	133 36	54 25		187 61
	2 35	\$30 00			562 85	59 05			59 05
				11 60	350 42				
				16 27	295 27	54 70			54 70
		8 15		12 80	334 90	55 55	2 40		57 95
				36 78	532 53				
	3 15			10 00	516 92		8 25		8 25
				24 88	568 14				
				21 05	463 50				
	5 50		38 15	133 38	3,624 58	169 30	10 65		179 95
				6 89	260 00	85 16			85 16
				76 05	1,420 11				
	3 82		10 24	18 50	440 09		9 91		9 91
				77 47	859 55		16 53		16 53
				57 11	537 48	26 30			26 30
				40 24	565 34	13 88			13 88
230 00	4 00			28 70	740 70		5 30		5 30
230 00	7 82		10 24	304 96	4,823 27	125 34	31 74		157 08
	3 00			19 50	510 00		6 83		6 83
122 50	2 10			38 76	538 23		60 30		60 30
				46 35	500 00		13 61		13 61
	4 50		49 50	16 00	468 75	13 88	52 60		66 48
122 50	9 60		54 15	120 61	2,016 98	13 88	133 34		147 22
457 00	10 10		61 05	55 06	2,264 96		154 53		154 53
	28 05		177 75	124 42	4,731 90		2,611 69		2,611 69
			40 61	19 00	215 11	647 72			647 72
851 25	6 35		205 82	71 81	3,037 00		53 13		53 13
1,129 00			108 35	126 28	2,646 86		1,417 89	\$25 00	1,442 89
125 00			31 82	60 89	736 71	93	112 36	14 83	123 12
	2 84		25 24	73 18	852 39		193 46		193 46

* Overdrawn.

*Summary of Financial Reports, by Townships, for the
School Year Ending*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Amount due the district July 1st, 1892, from State, county and township funds.	Amount due the district July 1st, 1892, from district tax.	Amount due the district July 1st, 1892, from other sources.	Total amount due the district July 1st, 1892.	Amount expended for teachers' sal- aries.	Amount expended for fuel and janit- ors' salaries.	Amount expended for building and repairs, excluding debt and interest.
CAPE MAY.								
Upper.....		\$2,689 24	\$405 75		\$3,094 99	\$2,251 97	\$155 38	\$16 47
Dennis.....		3,729 25	37 78	\$37 50	3,804 53	3,106 86	170 69	170 00
Middle.....		3,441 95	1,538 40		4,980 35	3,962 71	307 54	
Lower.....		1,453 63	710 57		2,164 20	1,518 00	117 12	75 00
West Cape May.....		958 46	1,461 03		2,419 49	1,561 00	180 75	
Cape May City.....		4,843 59	2,500 00		7,343 59	3,230 00	389 45	782 23
Cape May Point.....		375 00	487 83		862 83	119 50	13 25	22 75
Ocean City.....		565 73	1,699 40	825 00	3,090 13	1,243 00	160 16	498 61
Sea Isle City.....		864 95	3,199 80	25 00	4,089 75	1,082 25	127 72	82 26
Holly Beach.....		375 00	475 00	14 83	864 83	360 00	86 50	72 50
Anglesea.....		375 00	670 85		1,045 85	495 00	53 50	202 63
		19,671 80	13,186 41	902 33	33,760 54	18,870 29	1,762 06	1,922 45

County of CAPE MAY, State of New Jersey, for the June 30th, 1893.

Amount expended for debt and interest.	Amount expended for taking school census.	Amount expended for manual training.	Amount expended for text-books and apparatus.	Amount expended for incidentals.	Total amount expended.	Balance of State, county and township funds June 30th, 1893.	Balance of district tax June 30th, 1893.	Balance of moneys from other sources June 30th, 1893.	Total balance June 30th, 1893.
\$383 11	\$7 71			\$107 00	\$2,921 64	\$133 36	\$54 25		\$187 61
230 00	5 50		\$38 15	133 38	3,624 58	169 30	10 65		179 95
122 50	7 82		10 24	304 96	4,823 27	125 34	31 74		157 08
457 00	9 60		54 15	120 61	2,016 98	13 88	133 34		147 22
	10 10		61 05	55 06	2,264 96		154 53		154 53
	28 05		177 75	124 42	4,731 90		2,611 69		2,611 69
			40 61	19 00	215 11	647 72			647 72
851 25	6 35		205 82	71 81	3,037 00		53 13		53 13
1,120 00			108 35	126 28	2,646 86		1,417 89	\$25 00	1,442 89
125 00			31 82	60 89	736 71	93	112 36	14 83	128 12
	2 84		25 24	73 18	852 39		193 46		193 46
3,288 86	77 97		753 15	1,196 59	27,871 40	1,090 53	4,773 04	39 83	5,903 40

*Apportionment of School Moneys, by Districts, for the
School Year Ending*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Balance State, county and township moneys July 1st, 1893.	Balance district tax July 1st, 1893.	Balance received from other sources July 1st, 1893.	Amount apportioned from State ap- propriation, including State school tax and \$100,000.	Amount apportioned from township tax.	Amount apportioned from surplus revenue.	Amount apportioned from balances.
CAPE MAY.								
UPPER.								
Beesley's Point.....	1	\$13 53			\$266 88	\$49 50	\$5 12	
Palermo	2		\$54 25		266 88	49 50	5 12	
Seaville	3				361 46	82 50	13 54	
Petersburgh	4	15 29			359 74	93 00	15 26	
Tuckahoe	5				355 06	121 50	19 94	
Marshallville.....	6	104 54			362 20	78 00	12 80	
		133 36	54 25		1,972 22	474 00	77 78	
DENNIS.								
Mount Pleasant.....	35				351 86	141 00	23 14	
Belle Plain.....	7	59 05			264 66	63 00	10 34	
Eldora	8				267 12	48 00	7 83	
East Creek.....	9	54 70			269 09	36 00	5 91	
Ludlams	10	55 55	2 40		362 94	73 50	12 06	
Dennisville	11				355 31	120 00	19 69	
South Dennis	12		8 25		358 75	99 00	16 25	
Ocean View	13				352 35	138 00	22 65	
Clermont	14				356 05	115 50	18 95	
Woodbine.....	34				355 80	117 00	19 25	
		169 30	10 65		3,293 93	951 00	156 46	
MIDDLE.								
Burleigh.....	15	85 16			270 08		4 94	
Cape May C. H.	16				696 77		48 74	
Townsend's Inlet	17		9 91		362 20		12 80	
Goshen	18		16 53		436 35		30 53	
Dias Creek.....	19	26 30			358 51		16 49	
Green Creek.....	20	13 88			358 01		16 99	
Rio Grande.....	21		5 30		355 06		19 94	
		125 34	31 74		2,836 98		150 41	
LOWER.								
Swahtown.....	22		6 83		361 95		13 05	
Fishing Creek.....	23		60 30		264 66		10 34	
Academy.....	24		13 61		361 21		13 74	
Cold Spring.....	25	13 88	52 60		352 84		22 06	
		13 88	133 34		1,340 66		59 34	
West Cape May.....	26		154 53		739 00		51 69	
Cape May City.....	27		2,611 69		1,865 09	2,500 00	130 47	
Cape May Point.....	28	647 72			355 06		19 94	
Ocean City	29		53 13		446 92		31 26	
Sea Isle City	30		1,417 89	\$25 00	475 07		33 23	
Holly Beach.....	31	93	112 36	14 83	359 74		15 26	
Anglesea.....	32		193 46		363 68		11 32	
Avalon.....	35				270 81		4 19	

County of CAPE MAY, State of New Jersey, for the
June 30th, 1894.

Amount of district tax voted for pay- ment of teachers' salaries.	Amount of district tax voted for build- ing, purchasing, hiring, repairing or furnishing school-houses.	Amount of district tax for payment of debt and interest.	Amount of district tax voted for text- books and apparatus.	Total amount of district tax ordered to be raised.	Amount received from temporary loans.	Amount received from sale of bonds.	Amount voted for manual training.	Amount received from other sources.	Total amount available for school year ending June 30th, 1894.
\$100 00		\$280 00		\$280 00					\$618 03
				100 00					478 75
									457 50
									483 29
									496 50
									557 54
100 00		280 00		380 00					3,091 61
									516 00
									397 05
									323 00
									365 70
									506 45
									495 00
100 00	\$25 00			125 00					607 25
	150 00			150 00					663 00
100 00	175 00			275 00					765 50
									492 05
200 00	350 00			550 00					5,131 00
									360 18
500 00	149 50			649 50					1,395 01
75 00	25 00			100 00					484 91
275 00				275 00					758 41
									401 30
									388 88
50 00	65 00	220 00		335 00					715 30
900 00	239 50	220 00		1,359 50					4,503 99
									381 83
85 00	15 00	120 00		220 00					535 30
10 00	65 00			75 00					463 56
	25 00			25 00					466 35
95 00	105 00	120 00		320 00					1,867 07
700 00	450 00	435 00		1,585 00					2,530 22
									7,107 25
									1,022 72
800 00	425 00			1,225 00					1,756 31
300 00	550 00	1,120 00		1,970 00					3,921 19
	225 00	250 00		475 00					978 12
158 00	242 00			400 00					968 46
		200 00		200 00					475 00

Summary of Apportionment of School Moneys for the School Year Ending

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Balance State, county and township moneys July 1st, 1893.	Balance district tax July 1st, 1893.	Balance received from other sources July 1st, 1893.	Amount apportioned from State appropriation, including State school tax and \$100,000.	Amount apportioned from township tax.	Amount apportioned from surplus revenue.	Amount apportioned from balances.
CAPE MAY.								
Upper.....		\$133 36	554 25		\$1,972 22	\$474 00	\$77 78	
Dennis.....		169 30	10 65		3,293 93	951 00	156 12	
Middle.....		125 34	31 74		2,836 98		150 43	
Lower.....		13 88	133 34		1,340 66		59 19	
West Cape May.....			154 53		739 00		51 69	
Cape May City.....			2,611 69		1,865 09	2,500 00	130 47	
Cape May Point.....		647 72			355 06		19 94	
Ocean City.....			53 13		446 92		31 26	
Sea Isle City.....			1,417 89	\$25 00	475 07		33 23	
Holly Beach.....		93	112 36	14 83	359 74		15 26	
Anglesea.....			193 46		363 68		11 32	
Avalon.....					270 81		4 19	
		1,090 53	4,773 04	39 83	14,319 16	3,925 00	740 88	

County of CAPE MAY, State of New Jersey, for the June 30th, 1894.

Amount of district tax voted for payment of teachers' salaries.	Amount of district tax voted for building, purchasing, hiring, repairing or furnishing school-houses.	Amount of district tax for payment of debt and interest.	Amount of district tax voted for text-books and apparatus.	Total amount of district tax ordered to be raised.	Amount received from temporary loans.	Amount received from sale of bonds.	Amount voted for manual training.	Amount received from other sources.	Total amount available for school year ending June 30th, 1894.
\$100 00		\$280 00		\$380 00					\$3,091 61
200 00		350 00		550 00					5,131 00
900 00	\$239 50	220 00		1,359 50					4,503 99
95 00	105 00	120 00		320 00					1,867 07
700 00	450 00	435 00		1,585 00					2,530 22
									7,107 25
									1,022 72
800 00	425 00			1,225 00					1,756 31
300 00	550 00	1,120 00		1,970 00					3,921 19
	225 00	250 00		475 00					978 12
155 00	242 00			400 00					968 46
		200 00		200 00					475 00
3,253 00	2,236 50	2,975 00		8,464 50					33,352 94

Report of Attendance, by Districts, for the County of CAPE MAY,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of months the schools were kept open.	Number of boys between 5 and 20 years of age enrolled in the schools during the year.	Number of girls between 5 and 20 years of age enrolled in the schools during the year.	Total number of children between 5 and 20 years of age enrolled in the schools during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.
CAPE MAY.							
UPPER.							
Beesleys Point.....	1	9	15	16	34	.....	156
Palermo	2	9	18	21	39	1	193
Seaville.....	3	9	22	24	46	.....	207
Petersburgh	4	9	24	28	52	.....	231
Tuckahoe	5	9	43	28	71	1	.....
Marshallville.....	6	9	14	12	26	.....	26
		9	139	129	268	2	807
DENNIS.							
Belle Plain.....	7	9	24	19	43	.....	148
Eldora.....	8	9	14	14	28	.....	.....
East Creek.....	9	9	11	10	21	.....	43
Ludlams.....	10	9	16	14	30	.....	92
Dennisville.....	11	9	32	38	70	.....	135
South Dennis.....	12	9	31	35	66	.....	257
Ocean View.....	13	9	33	37	70	.....	146
Clermont.....	14	9	26	27	53	.....	68
		9	187	194	381	.....	889
MIDDLE.							
Burleigh.....	15	9	12	9	21	.....	124
Cape May C. H.....	16	9	69	75	144	22	437
Townsend's Inlet.....	17	9	18	22	40	8	180
Goshen.....	18	9	35	41	76	2	261
Dias Creek.....	19	9	29	27	56	1	226
Green Creek.....	20	9	26	51	77	.....	1,127
Rio Grande.....	21	9	30	38	68	1	404
		9	219	263	482	34	2,759
LOWER.							
Swaintown.....	22	9	39	23	62	.....	173
Fishing Creek.....	23	9	24	13	37	.....	86
Academy.....	24	9	15	27	45	.....	583
Cold Spring.....	25	9	34	27	61	.....	433
		9	115	90	205	.....	4,275
West Cape May.....	26	9	97	80	177	.....	364
Cape May City.....	27	9	181	174	355	2	1,644
Cape May Point.....	28	9	31	35	66	.....	673
Ocean City.....	29	9	56	56	112	1	1,061
Sea Isle City.....	30	9	52	50	102	1	1,741
Holly Beach.....	31	9	24	22	46	.....	137
Anglesea.....	32	9	25	18	43	.....	183

State of New Jersey, for the School Year Ending June 30th, 1893.

Average number of tardiness per day for each teacher.	Average number on roll.	Average daily attendance.	Percentage of daily attendance on total enrollment.	Number of pupils enrolled in primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of classes in school.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
.86	19	16	84	16	18	.....	25	.....	1	.....	\$30 00
1.07	24	21	84	25	13	1	30	.....	1	.....	37 00
.50	23	23	78	22	24	.....	26	1	.....	\$50 61	.....
1.27	39	26	63	40	12	.....	20	1	.....	47 00	.....
.50	46	37	82	35	36	.....	24	1	.....	50 00	.....
.16	19	15	70	13	13	.....	19	.....	1	.....	40 00
.73	175	138	77	151	116	1	144	3	3	49 20	35 66
.82	27	23	85	32	11	.....	22	.....	1	.....	40 00
.....	20	16	84	16	9	3	24	1	.....	35 90	.....
.25	15	12	75	17	3	1	22	.....	1	.....	30 00
.45	18	14	70	16	12	2	20	1	.....	32 10	.....
.80	52	47	90	14	52	4	23	1	.....	51 50	.....
1.40	51	46	90	42	22	2	20	.....	1	.....	45 00
.80	36	30	86	45	22	3	26	1	.....	55 55	.....
.30	26	21	81	40	13	.....	24	1	.....	45 00	.....
.69	245	209	82	222	144	15	181	5	3	44 01	38 33
2.30	10	8	80	16	5	.....	20	.....	1	.....	26 66
1.16	104	92	90	75	48	21	21	1	2	77 77	27 77
1	22	19	85	30	8	2	22	1	.....	48 00	.....
1.50	80	70	88	53	23	.....	20	1	1	52 78	30 00
2	41	38	92	26	23	7	30	1	.....	50 00	.....
6	48	35	73	29	48	.....	20	1	.....	55 00	.....
2	50	42	85	33	35	.....	26	1	.....	50 00	.....
2.28	255	304	84	262	190	30	159	6	4	55 59	28 05
.96	33	26	81	39	22	1	25	1	.....	41 53	.....
.40	23	19	82	17	21	.....	24	.....	1	.....	40 00
3.80	25	20	80	17	28	.....	23	.....	1	.....	43 00
2.40	40	29	72	40	21	.....	26	1	.....	43 00	.....
1.89	121	94	79	113	82	1	98	2	2	42 27	42 50
2	186	114	84	152	22	3	20	1	.....	77 77	.....
1.28	243	209	85	259	81	14	32	3	4	62 50	41 25
4.4	36	30	82	43	23	.....	24	1	.....	45 00	.....
6	79	71	90	54	63	5	26	1	2	65 00	36 50
4.8	63	67	88	55	47	.....	24	1	1	75 00	45 00
.9	28	23	92	31	15	.....	24	.....	1	.....	40 00
1	31	28	91	31	6	6	22	1	.....	55 00	.....

Summary of Attendance for the County of CAPE MAY,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of months the schools were kept open.	Number of boys between 5 and 20 years of age enrolled in the schools during the year.	Number of girls between 5 and 20 years of age enrolled in the schools during the year.	Total number of children between 5 and 20 years of age enrolled in the schools during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.
CAPE MAY.							
Upper.....	9	139	129	268	2	807	
Dennis.....	9	187	194	381	.....	889
Middle.....	9	219	263	482	34	2,759	
Lower.....	9	115	90	205	.....	1,275
West Cape May.....	9	97	80	177	.....	364
Cape May City.....	9	181	174	355	2	1,644	
Cape May Point.....	9	31	35	66	.....	673
Ocean City.....	9	56	56	112	1	1,741	
Sea Isle City.....	9	52	50	102	1	1,741	
Holly Beach.....	9	24	22	46	.....	137
Anglesea.....	9	25	18	43	.....	183
	9	1,126	1,111	2,237	40	12,213	

State of New Jersey, for the School Year Ending June 30th, 1893.

Average number of cases of tardiness per day for each teacher.	Average number on roll.	Average daily attendance.	Percentage of daily attendance on total enrollment.	Number of pupils enrolled in primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of classes in school.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
.73	175	138	77	151	116	1	144	3	3	\$49 20	\$35 66
.69	245	209	82	222	144	15	181	5	3	44 01	38 33
2.28	255	304	84	262	190	30	159	6	4	55 59	28 05
1.89	121	94	79	113	82	1	98	2	2	42 27	42 50
2	136	114	84	152	22	3	20	1	1	77 77	
1.28	243	209	85	259	81	14	32	3	4	62 50	41 25
4.4	36	30	82	43	23	1	24	1	1	45 00	
6	79	71	90	54	63	5	26	1	2	65 00	36 50
4.8	63	67	88	55	47	1	24	1	1	75 00	45 00
.9	28	23	92	31	15	1	24	1	1	40 00	
1	31	28	91	31	6	6	22	1	1	55 00	
2.36	1,412	1,287	85	1,373	789	75		24	20	53 81	37 11

Financial Report, by Districts, for the County of CUMBERLAND,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Amount due the district July 1st, 1892, from State, county and township funds.	Amount due the district July 1st, 1892, from district tax.	Amount due the district July 1st, 1892, from other sources.	Total amount due the district July 1st, 1892.	Amount expended for teachers' sal- aries.	Amount expended for fuel and jan- itors' salaries.	Amount expended for building and repairing, excluding debt and interest.
CUMBER- LAND.								
DEERFIELD.								
Centre.....	1	\$454 97	\$15 10	.....	\$470 07	\$340 00	\$12 25	.....
Union.....	2	375 00	210 00	.....	585 00	350 00	25 00	\$198 22
Friendship.....	3	675 24	217 38	.....	892 62	325 00	25 00	200 00
Woodruff.....	4	724 88	5 88	.....	730 76	324 00	32 00	150 00
Jackson.....	5	375 00	.....	.....	375 00	342 96	16 00	.....
Cohansey.....	6	511 86	150 00	.....	661 86	332 00	35 62	150 00
Rosenhavn.....	7	1,001 61	256 17	.....	1,257 78	794 00	60 00	106 91
Northville.....	8	587 24	27 99	.....	615 23	315 00	16 00	26 00
Loder.....	63	456 49	41 00	.....	497 49	315 35	23 70	26 50
Carmel.....	64	566 90	470 00	.....	1,036 90	720 00	40 62	36 79
		5,729 19	1,393 52	.....	7,122 71	4,158 31	286 19	894 42
DOWNE.								
Newport Neck.....	9	292 73	311 25	.....	603 98	250 00	10 75	.....
Newport.....	10	980 61	846 38	.....	1,826 99	1,394 35	128 83	241 97
Turkey Point.....	11	399 79	.....	.....	399 79	324 99	20 99	.....
Dividing Creek.....	12	456 76	484 06	.....	940 82	750 00	48 41	108 60
Toms Bridge.....	13	375 00	50 00	.....	425 00	350 00	23 25	25
		2,504 89	1,691 69	.....	4,196 58	3,069 34	232 23	350 82
COMMERCIAL.								
North Port Norris..	14	383 33	76 57	.....	459 90	346 14	27 69	32 05
Haleyville.....	15	402 28	335 10	.....	737 38	690 00	30 00	.....
Mauricetown.....	16	375 00	695 68	.....	1,070 68	725 00	38 73	125 00
Buckshutem.....	17	275 00	129 85	.....	404 85	360 00	23 10	.....
Port Norris.....	18	1,913 09	754 50	.....	2,667 59	1,900 00	181 00	25 00
Baileytown.....	42	275 00	112 79	.....	387 79	225 00	25 00	75 00
		3,623 70	2,104 49	.....	5,728 19	4,246 14	325 52	257 05
FAIRFIELD.								
Fairton.....	19	888 42	1,468 54	.....	2,356 96	1,190 00	129 76	842 55
Back Neck.....	20	396 30	22 85	.....	419 15	326 00	22 38	.....
Herring Row.....	23	375 00	53 17	.....	428 17	325 00	34 00	.....
Gouldtown.....	39	881 04	202 83	.....	1,083 87	685 00	70 61	.....
		2,540 76	1,747 39	.....	4,288 15	2,526 00	256 75	842 55
LAWRENCE.								
Central.....	21	375 00	113 07	.....	488 07	315 00	41 50	17 65
Cedarville.....	22	1,136 64	1,367 33	.....	2,503 97	1,866 66	225 89	50 33
Centre Grove.....	24	275 00	437 88	.....	712 88	300 00	.....	30 29
Sayre's Neck.....	25	405 10	.....	.....	405 10	325 00	23 45	.....
Jones' Island.....	26	275 00	69 82	.....	344 82	321 58	11 51	.....
		2,466 74	1,988 10	.....	4,454 84	3,128 24	302 35	98 27
GREENWICH.								
Greenwich.....	27	574 09	450 00	.....	1,024 09	675 00	48 38	86 42
Bacon's Neck.....	28	435 35	150 00	.....	585 35	406 66	35 00	.....
Head of Greenwich	29	435 62	.....	.....	435 62	325 00	32 00	10 25
Springtown.....	30	492 99	50 00	.....	542 99	300 00	34 75	71 25
		1,956 05	650 00	.....	2,606 05	1,706 66	150 13	167 92

State of New Jersey, for the School Year Ending June 30th, 1893.

Amount expended for debt and interest.	Amount expended for taking school census.	Amount expended for manual training.	Amount expended for text-books and apparatus.	Amount expended for incidentals.	Total amount expended.	Balance of State, county and township funds June 30th, 1893.	Balance of district tax June 30th, 1893.	Balance of moneys from other sources June 30th, 1893.	Total balance June 30th, 1893.
				\$10 91	\$363 16	\$91 81	\$15 10		\$106 91
	\$3 57			11 65	588 44	56			56
				14 88	564 88	310 36	17 38		327 74
				14 65	520 65	210 11			210 11
	1 75			16 85	577 56				
				17 00	534 62	127 24			127 24
	10 00			80 00	1,050 91	206 87			206 87
			\$9 00	17 40	383 40	231 83			231 83
			3 12	7 60	376 27	121 22			121 22
\$75 00			26 13	41 15	939 69	90 65			90 65
75 00	15 32		38 35	232 09	5,699 58	1,390 65	32 48		1,423 13
315 16	2 15			20 00	598 06		5 92		5 92
	11 35			48 95	1,825 45		1 54		1 54
	3 15			5 02	354 15	45 64			45 64
	10 70			16 70	934 41		6 41		6 41
				30 23	403 73		21 27		21 27
315 16	27 35			120 90	4,115 80	45 64	35 14		80 78
				32 88	438 76	21 14			21 14
				17 38	737 38				
					888 73		181 95		181 95
				2 15	385 25		19 60		19 60
12 00	19 40			103 38	2,240 78		426 81		426 81
12 00				50 46	375 46	12 33			12 33
12 00	19 40			206 25	5,066 26	33 47	628 36		661 83
12 80	11 50				2,186 61		170 35		170 35
				18 98	367 36	28 94	22 85		51 79
				15 66	374 66	34	53 17		53 51
	7 90			117 07	880 58	203 29			203 29
12 80	19 40			151 71	3,809 21	232 57	246 37		478 94
				\$43 06	417 21		70 86		70 86
	13 00			88 29	2,244 17		259 80		259 80
				68 10	398 39		314 49		314 49
				20 00	368 45	31 71			31 11
				16 67	349 76				
	13 00			236 12	3,777 98	31 71	645 15		676 86
	6 60		24 66	61 66	902 72		121 37		121 37
2 40	4 10		66 55	70 39	585 10		25		25
	2 75		20 02	19 60	409 62	20 15	23 85		44 00
	4 15			20 00	430 15	112 84			112 84
2 40	17 60		111 23	171 65	2,327 59	132 99	145 47		278 46

Financial Report, by Districts, for the County of CUMBERLAND,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Amount due the district July 1st, 1892, from State, county and township funds.	Amount due the district July 1st, 1892, from district tax.	Amount due the district July 1st, 1892, from other sources.	Total amount due the district July 1st, 1892.	Amount expended for teachers' sal- aries.	Amount expended for fuel and jan- itors' salaries.	Amount expended for building and repairing, excluding debt and interest.
Cumberland—								
Con.								
HOPEWELL.								
Dutch Neck.....	31	\$375 00	\$166 01	.....	\$541 01	\$329 00	\$33 44	\$53 86
Lower Hopewell.....	32	375 00	377 42	.....	752 42	325 00	29 82	265 00
Bowentown.....	33	384 75	.....	.....	384 75	315 10	46 55	.....
Roadtown.....	34	499 82	.....	.....	499 82	340 00	18 00	.....
Shiloh.....	35	632 30	595 87	.....	1,228 17	1,021 30	70 82	54 62
Beebe Run.....	36	302 25	50 00	.....	352 25	230 00	34 14	38 61
Harmony.....	37	275 00	256 69	.....	531 69	300 00	29 50	.....
West Branch.....	38	501 68	.....	.....	501 68	312 00	39 90	.....
		3,345 80	1,445 99	.....	4,791 79	3,172 40	302 17	412 09
LANDIS.								
Pleasantville.....	40	376 82	22 92	.....	399 74	320 00	19 25	.....
Spring Road.....	41	866 35	1,048 63	.....	1,915 03	1,057 00	58 55	43 50
South Vineland.....	43	711 83	985 53	.....	1,697 36	925 00	142 00	15 65
Vine Road.....	46	476 99	4 04	.....	481 03	360 00	17 25	18 06
Cooper's Mill.....	47	521 90	97 88	.....	619 78	315 00	28 25	37 84
Kingman.....	48	551 56	244 96	.....	796 52	360 00	.....	17 68
North Vineland.....	49	475 28	104 33	.....	579 61	270 00	31 50	13 25
New Italy.....	56	375 00	913 50	.....	1,288 50	245 00	29 26	907 44
		4,355 73	3,421 84	.....	7,777 57	3,852 00	326 05	1,103 42
Vineland.....	44	5,069 24	15,096 68	\$12,866 32	33,032 24	9,752 00	858 20	14,067 89
MAURICE RIVER.								
Halberton.....	*45	.....	.....	3,000 00	3,000 00	.....	.....	2,852 53
Budds.....	50	538 42	.....	.....	538 42	360 00	11 06	.....
Port Elizabeth.....	51	599 22	449 11	.....	1,048 33	810 00	80 31	48 87
Leesburg.....	52	955 42	629 91	.....	1,585 33	1,019 30	50 33	20 50
Heislerville.....	53	540 14	935 00	1,905 00	3,380 14	450 00	38 34	1,776 94
Ewing's Neck.....	54	379 04	.....	.....	379 04	324 77	25 26	.....
West Creek.....	55	353 25	.....	.....	353 25	270 00	6 00	.....
		3,365 49	2,014 02	4,905 00	10,284 51	3,234 07	211 30	4,698 84
STOW CREEK.								
Buttonwood.....	58	435 19	69 78	.....	501 97	352 83	54 33	30 00
Union.....	59	518 23	55 34	.....	573 57	320 00	21 85	.....
Town Hall.....	60	447 95	72 53	.....	520 48	325 00	33 29	55 00
		1,401 37	197 65	.....	1,599 02	997 83	109 47	85 00
Bridgeton.....	61	12,524 61	8,975 39	.....	21,500 00	15,035 62	1,609 38	890 79
Millville.....	62	11,184 51	14,415 29	.....	25,599 80	17,082 61	2,117 07	2,311 71

*New district.

State of New Jersey, for the School Year Ending June 30th, 1893.

Amount expended for debt and interest.	Amount expended for taking school census.	Amount expended for manual training.	Amount expended for text-books and apparatus.	Amount expended for incidentals.	Total amount expended.	Balance of State, county and township funds June 30th, 1893.	Balance of district tax June 30th, 1893.	Balance of moneys from other sources June 30th, 1893.	Total balance June 30th, 1893.
				\$20 00	\$436 30		\$104 71		\$104 71
				19 75	639 57		112 85		112 85
				20 25	381 90	2 85			2 85
				9 10	367 10	132 72			132 72
				18 50	1,165 24		62 93		62 93
				18 75	321 50		30 75		30 75
	\$5 00			22 09	356 59		175 10		175 10
				20 00	371 90	129 78			129 78
	5 00			148 44	4,040 10	265 35	486 34		751 69
\$602 22	2 70		\$4 90	26 83	373 68	24 67	1 39		26 06
522 08	5 85		26 97	110 96	1,905 08	9 95			9 95
	18 65		10 10	63 88	1,697 36				
				18 68	413 99	67 04			67 04
				5 60	436 69	175 91	7 18		183 09
135 00				25 01	537 69	185 06	73 77		253 83
87 00				20 65	422 40	142 21	15 00		157 21
				29 34	1,211 03	75 75	1 72		77 47
1,346 30	27 20		41 97	300 98	6,997 92	680 59	99 06		779 65
4,326 34		1,845 78	915 00	975 82	32,741 03		291 21		291 21
75 00	1 70				2,929 23			\$70 77	70 77
				16 35	387 41	151 01			151 01
4 50				77 39	1,021 07		27 26		27 26
	9 75		424 70	29 80	1,554 38		30 95		30 95
54 00	6 30		164 10	105 70	2,595 38	90 14	694 62		784 76
	3 40			14 15	367 58	11 46			11 46
	80			16 75	293 55	59 70			59 70
133 50	21 95		588 80	260 14	9,148 60	312 31	752 83	70 77	1,135 91
	4 15			7 00	448 31		56 66		56 66
				3 57	345 42	172 81	55 34		228 15
				20 00	433 29	69 66	17 53		87 19
	4 15			30 57	1,227 02	242 47	129 53		372 00
	155 45		1,442 08	828 45	19,961 77		1,538 23		1,538 23
			852 18	1,095 54	23,459 14		2,140 66		2,140 66

*Summary of Financial Reports, by Townships, for the
School Year Ending*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Amount due the district July 1st, 1892, from State, county and township funds.	Amount due the district July 1st, 1892, from district tax.	Amount due the district July 1st, 1892, from other sources.	Total amount due the district July 1st, 1892.	Amount expended for teachers' sal- aries.	Amount expended for fuel and jan- itors' salaries.	Amount expended for building and repairing, excluding debt and interest.
CUMBER- LAND.								
Deerfield.....		\$5,729 19	\$1,393 52		\$7,122 71	\$4,158 31	\$286 19	\$894 42
Downe.....		2,504 89	1,691 69		4,196 58	3,069 34	232 23	350 82
Commercial.....		3,623 70	2,104 49		5,728 19	4,246 14	325 52	257 05
Fairfield.....		2,540 76	1,747 39		4,288 15	2,526 00	256 75	842 55
Lawrence.....		2,466 74	1,888 10		4,354 84	3,128 24	302 35	98 27
Greenwich.....		1,956 05	650 00		2,606 05	1,706 66	150 13	167 92
Hopewell.....		3,345 80	1,445 99		4,791 79	3,172 40	302 17	412 09
Lands.....		9,424 97	18,518 52	12,866 32	40,809 81	13,604 00	1,154 25	15,171 31
Maurice River.....		3,365 49	2,014 02	4,905 00	10,284 51	3,234 07	211 30	4,638 84
Stow Creek.....		1,401 37	197 65		1,599 02	997 33	100 47	85 00
Bridgeton.....		12,524 61	8,975 39		21,500 00	15,035 62	1,609 38	890 79
Millville.....		11,184 51	14,415 29		25,599 80	17,082 64	2,117 07	2,311 71
		60,068 08	55,142 05	17,771 32	132,981 45	71,961 25	7,086 81	26,180 77

County of CUMBERLAND, State of New Jersey, for the
June 30th, 1893.

Amount expended for debt and interest.	Amount expended for taking school census.	Amount expended for manual training.	Amount expended for text-books and apparatus.	Amount expended for incidentals.	Total amount expended.	Balance of State, county and township funds June 30th, 1893.	Balance of district tax June 30th, 1893.	Balance of moneys from other sources June 30th, 1893.	Total balance June 30th, 1893.
\$75 00	\$15 32		\$38 25	\$232 09	\$5,699 58	\$1,390 65	\$32 48		\$1,423 13
315 16	27 35			120 90	4,115 80	45 64	35 14		80 78
12 00	19 40			206 25	5,066 36	33 47	628 36		661 83
12 80	19 40			151 71	3,809 21	232 57	246 37		478 94
	13 00			236 12	3,777 98	31 71	645 15		676 86
2 40	17 60		111 23	171 65	2,327 59	132 99	145 47		278 46
	5 00			148 44	4,040 10	265 35	486 34		751 69
5,672 64	27 20	1,845 78	956 97	1,276 80	39,738 95	680 59	390 27		1,070 86
133 50	21 95		588 80	260 14	9,148 65	312 31	752 83	70 77	1,135 91
	4 15			30 57	1,227 02	242 47	129 53		372 00
	155 45		1,442 08	828 45	19,961 77		1,538 23		1,538 23
			852 18	1,095 54	23,459 14		2,140 66		2,140 66
6,223 50	325 82	1,845 78	3,989 51	4,758 66	122,372 10	3,367 75	7,170 83	70 77	10,609 35

*Apportionment of School Moneys, by Districts, for the
School Year Ending*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Balance State, county and township moneys July 1st, 1893.	Balance district tax July 1st, 1893.	Balance received from other sources July 1st, 1893.	Amount apportioned from State ap- propriation, including State school tax and \$100,000.	Amount apportioned from township tax.	Amount apportioned from surplus revenue.	Amount apportioned from balances.
CUMBERLAND.								
DEERFIELD.								
Centre	1	\$79 97	\$15 10		\$270 51		\$4 49	
Union	2				365 74		9 26	
Friendship.....	3	300 24	17 38		366 44		8 56	
Woodruff.....	4	349 88	5 88		361 38		13 62	
Jackson.....	5				259 95		5 05	
Cohansey.....	13	136 00			365 04		9 96	
Rosenhayn.....	7	196 99	6 17		821 18		30 85	
Northville.....	6	212 24	7 89		368 27		6 73	
Loder.....	63	81 49	21 70		368 13		6 87	
Carmel	64	101 74	50 00		724 15		27 20	
		1,458 55	124 22		4,250 79		122 60	
DOWNE.								
Newport Neck.....	9	17 73			268 98		6 02	
Newport.....	10		21 38		869 51		32 64	
Turkey Point.....	11	24 79			366 18		8 82	
Dividing Creek.....	12		9 06		394 58		14 84	
Toms Bridge.....	13				367 58		7 42	
		42 52	30 44		2,263 83		69 74	
COMMERCIAL.								
North Port Norris.....	14	8 33	76 57		368 42		6 58	
Haleyville.....	15		85 10		362 66		12 34	
Mauricetown.....	16		120 68		361 98		13 02	
Buckshutem.....	17		29 85		271 64		3 36	
Port Norris.....	18	278 75	75 50		1,418 00		53 21	
Baileytown.....	42		79		271 50		3 50	
		287 08	392 49		3,054 20		92 01	
FAIRFIELD.								
Fairton.....	19		373 43		831 90		32 07	
Back Neck.....	20	21 30	22 85		367 72		7 28	
Herring Row.....	23		53 06		368 00		7 00	
Gouldtown.....	39	172 84			589 65		22 13	
		194 14	449 34		2,157 27		68 48	
LAWRENCE.								
Central.....	21		57 74		367 02		7 98	
Cedarville.....	22		363 83		974 04		36 56	
Centre Grove.....	24		265 95		269 54		5 46	
Sayre's Neck.....	25	30 10			368 56		6 44	
Jones' Island.....	26				269 40		5 60	
		30 10	687 52		2,248 56		62 04	
GREENWICH.								
Greenwich.....	27		83 61		462 76		17 38	
Bacon's Neck.....	28		60 35		363 94		11 06	
Head of Greenwich.....	29		78 62		366 46		8 54	
Springtown.....	30		117 99		363 80		11 20	
			340 57		1,556 96		48 18	

*Apportionment of School Moneys, by Districts, for the
School Year Ending*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Balance State, county and township moneys July 1st, 1893.	Balance district tax July 1st, 1893.	Balance received from other sources July 1st, 1893.	Amount apportioned from State ap- propriation, including State school tax and \$100,000.	Amount apportioned from township tax.	Amount apportioned from surplus revenue.	Amount apportioned from balances.
Cumberland—								
Con.								
HOPEWELL.								
Dutch Neck.....	31		\$166 01		\$366 44		\$8 54	
Lower Hopewell.....	32		112 42		366 58		7 42	
Bowentown.....	33	\$9 75			363 93		11 07	
Roadstown.....	34	124 82			368 00		7 00	
Shiloh.....	35				552 28		20 74	
Beebe Run.....	36	27 25			270 66		4 34	
Harmony.....	37		256 69		269 40		5 60	
West Branch.....	38	126 68			366 60		8 40	
		288 50	535 12		2,924 91		73 11	
LANDIS.								
Pleasantville.....	40	1 82	16 94		367 44		7 56	
Spring Road.....	41	11 08	186 69		436 60		16 39	
South Vineland.....	43		21 41		694 08		26 06	
Vine Road.....	46	141 99	3 17		365 48		9 52	
Cooper's Mill.....	47	146 90			368 00		7 00	
Kingman.....	48	176 56	20 45		365 52		9 38	
North Vineland.....	49	100 28	85 50		270 24		4 76	
New Italy.....	56				365 90		9 10	
		578 63	334 16		3,233 36		89 77	
Vineland.....	44		172 06		4,706 98		176 61	
MAURICE RIVER.								
Halberton.....	*45				270 24		4 76	
Budds.....	50	163 42			171 78		3 22	
Port Elizabeth.....	51		5 30		526 21		19 75	
Leesburg.....	52		29 91		727 74		27 31	
Heislerville.....	53	49 87			470 12		17 65	
Ewing's Neck.....	54	4 04			365 48		9 52	
West Creek.....	55	78 25			272 76		2 24	
		295 58	35 21		2,904 33		84 45	
STOW CREEK.								
Buttonwood.....	58	37 79	9 35		363 37		11 63	
Union.....	59	143 23	55 34		365 90		9 10	
Town Hall.....	60	72 95	2 18	\$9 60	366 88		8 12	
		253 97	66 87	9 60	1,096 15		28 85	
Bridgeton.....	61				11,612 73		435 58	
Millville.....	62				11,056 00		414 71	

* New district.

*Summary of Apportionment of School Moneys for the
School Year Ending*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Balance State, county and township moneys July 1st, 1893.	Balance district tax July 1st, 1893.	Balance received from other sources July 1st, 1893.	Amount apportioned from State ap- propriation, including State school tax and \$100,000.	Amount apportioned from township tax.	Amount apportioned from surplus revenue.	Amount apportioned from balances.
CUMBER- LAND.								
Deerfield.....		\$1,458 55	\$124 22		\$4,280 79		\$122 60	
Downe.....		42 52	30 44		2,263 83		69 74	
Commercial.....		287 08	392 49		3,054 20		92 01	
Fairfield.....		194 14	449 34		2,157 27		68 48	
Lawrence.....		30 10	687 52		2,248 56		62 04	
Greenwich.....			340 67		1,556 96		48 18	
Hopewell.....		288 50	535 12		2,924 91		73 11	
Landis.....		578 63	506 25		7,940 34		266 38	
Maurice River.....		295 58	35 21		2,904 33		84 45	
Stow Creek.....		253 97	66 87	\$9 60	1,096 15		28 85	
Bridgeton.....					11,612 73		435 58	
Millville.....					11,056 00		414 71	
		3,429 07	3,168 00	9 60	53,096 07		1,766 13	

County of CUMBERLAND, State of New Jersey, for the
June 30th, 1894.

Amount of district tax voted for pay- ment of teachers' salaries.	Amount of district tax voted for build- ing, purchasing, hiring, repairing or furnishing school-houses.	Amount of district tax for payment of debt and interest.	Amount of district tax voted for text- books and apparatus.	Total amount of district tax ordered to be raised.	Amount received from temporary loans.	Amount received from sale of bonds.	Amount voted for manual training.	Amount received from other sources.	Total amount available for school year ending June 30th, 1894.
\$200 00	\$910 00	\$75 00		\$1,185 00					\$7,171 16
713 74	636 26	311 25		1,661 25					4,067 78
960 00	815 00			1,775 00					5,600 78
400 00	202 83	1,095 11		1,697 94					4,567 17
961 33	445 25			1,406 58					4,434 80
343 00	307 00			650 00					2,595 71
571 00	315 00			886 00					4,707 68
3,046 42	11,754 91			14,801 33		\$13,766 32	\$2,000 00		39,859 22
690 00	1,288 81			1,978 81		4,905 00			10,203 38
	121 18			121 18					1,576 62
8,975 39				8,975 39					21,023 70
14,411 29				14,411 29					25,882 00
31,272 17	16,796 24	1,481 86		49,549 77		18,671 32	2,000 00		131,689 96

Report of Attendance, by Districts, for the County of CUMBERLAND,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of months the schools were kept open.	Number of boys between 5 and 20 years of age enrolled in the schools during the year.	Number of girls between 5 and 20 years of age enrolled in the schools during the year.	Total number of children between 5 and 20 years of age enrolled in the schools during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.
CUMBERLAND.							
DEERFIELD.							
Centre.....	1	9	12	17	29	.....	107
Union.....	2	9	39	30	69	.....	549
Friendship.....	3	9	36	20	56	.....	193
Woodruff.....	4	9	29	38	67	.....	323
Jackson.....	5	9	21	14	35	.....	207
Cohansey.....	6	9	26	33	59	.....	211
Rosenhayn.....	7	9	87	95	182	.....	1,667
Northville.....	8	9	17	13	38	.....	213
Loder.....	63	9	15	28	28	.....	72
Carmel.....	64	9	66	78	134	.....	347
		9	348	349	697	.....	6,889
DOWNE.							
Newport Neck.....	9	9	27	10	37	.....	318
Newport.....	10	9	97	84	181	.....	257
Turkey Point.....	11	9	30	22	52	.....	71
Dividing Creek.....	12	9	49	46	95	.....	62
Toms Bridge.....	13	9	37	38	65	.....	932
		9	230	200	430	.....	1,640
COMMERCIAL.							
North Port Norris.....	14	9	26	23	49	.....	256
Haleyville.....	15	9	49	34	83	.....	98
Mauricetown.....	16	9	44	37	81	.....	139
Buckshutem.....	17	9	15	14	29	.....	77
Port Norris.....	18	9	186	169	355	.....	1,845
Baileytown.....	42	9	13	12	25	.....	160
		9	333	289	622	.....	2,575
FAIRFIELD.							
Fairton.....	19	9	86	105	191	.....	270
Back Neck.....	20	9	21	17	38	.....	504
Herring Row.....	23	9	21	22	43	.....	239
Gouldtown.....	39	9	100	82	182	.....	859
		9	228	226	454	.....	1,832
LAWRENCE.							
Central.....	21	9	22	31	53	.....	239
Cedarville.....	22	9	151	124	275	.....	448
Centre Grove.....	24	9	13	14	27	.....	264
Sayre's Neck.....	25	9	28	14	42	.....	129
Jones' Island.....	26	9	26	10	36	.....	57
		9	240	193	433	.....	1,137
GREENWICH.							
Greenwich.....	27	9	61	60	121	.....	308
Bacon's Neck.....	28	9	36	33	69	.....	61
Head of Greenwich.....	29	9	21	35	56	.....	483
Springtown.....	30	9	35	27	62	.....	243
		9	153	155	308	.....	1,095

State of New Jersey, for the School Year Ending June 30th, 1893.

Average number of cases of tardiness per day for each teacher.	Average number on roll.	Average daily attendance.	Percentage of daily attendance on total enrollment.	Number of pupils enrolled in primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of classes in school.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
.57	22	15	76	11	12	6	21	1	1		\$37 77
3	36	32.7	88.5	47	22		20	1	1		38 88
1.07	28	23.09	82.66	46	10		29	1	1		36 11
1.79	30	22	73	42	25		26	1	1		36 00
1.15	26	18	70	21	14		25	1	1	\$37 77	
1.17	29	24	83	51	8		25	1	1		35 55
3.08	82	64.5	81	147	34		50	3	3		24 66
1.18	22	18.20	84	8	30		30	1	1		35 00
.40	15	12.04	80.87	15	13		21	1	1		35 00
1.92	91	71.95	77.90	94	41		10	1	1	50 00	22 50
1.53	381	302.48	79.69	482	209	6	255	2	11	43 88	33 50
1.75	25	22.08	88	30	7		20	1	1		27 00
1.42	115.54	102.61	88.88	129	52		58	1	2	88 88	22 92
.39	19.16	14.51	75.60	32	20		30	1	1		36 11
.34	73.33	64.24	89	59	36		36	1	1	50 00	33 33
5.17	39	29	76	42	23		35	1	1		38 88
1.81	272.03	232.44	83.50	292	138		179	2	6	69 44	31 65
1.42	29.52	24.36	83.44	30	19		25	1	1		38 00
.54	49.67	40.76	82	41	42		28	1	1	50 00	26 44
.77	57	50	85	50	31		45	1	1	44 44	36 11
.45	15.50	12.20	77.66	20	9		32	1	1		40 00
2.05	253.90	216.70	85.14	230	78	47	72	5	5		42 22
.88	18	13	73	17	8		10	1	1		24 72
1.01	423 59	357.02	81.04	388	187	47	212	2	10	47 22	34 58
1.50	112.89	101.82	90.19	150	35	6	52	1	1	60 00	36 11
.93	16	13	81	36	2		50	1	1		36 11
1.32	31	27	87.09	23	12	8	24	1	1		35 00
2.88	88.81	77	86.87	134	48		56	1	1	43 50	38 95
1.66	248.70	218.82	87.90	343	97	14	152	3	3	46 33	36 02
1.32	31	27	87	33	12	8		1	1		35 00
.72	157.04	128.22	81.64	161	114		66	1	4	77 77	32 41
1.31	19	16	84.21	14	13		25	1	1		33 33
.71	27.98	24.91	89	27	15		27	1	1		36 11
.31	22.64	19.36	84.18	18	18		20	1	1	33 33	33 33
4.47	257.66	215.39	81.21	253	172	8	138	2	7	55 55	34 03
.86	77	67.5	87.66	63	58		21	2	2		37 50
.34	39.90	34.09	85.53	56	13		13	1	1		40 00
2.67	31	27	87.42	38	18		25	1	1		36 11
1.35	39	33	84.61	49	13		23	1	1		30 00
1.30	186.90	161.59	86.31	206	102		90	5	5		35 90

Report of Attendance, by Districts, for the County of CUMBERLAND,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.		Number of months the schools were kept open.	Number of boys between 5 and 20 years of age enrolled in the schools during the year.	Number of girls between 5 and 20 years of age enrolled in the schools during the year.	Total number of children between 5 and 20 years of age enrolled in the schools during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.
CUMBERLAND.								
HOPEWELL.								
Dutch Neck.....	31	9	32	22	54	492		
Lower Hopewell.....	32	9	24	27	51	469		
Bowentown.....	33	9	31	13	44	33		
Roadstown.....	34	9	24	18	42	35		
Shiloh.....	35	9	84	72	156	2,512		
Beebe Run.....	36	9	11	15	26	145		
Harmony.....	37	9	19	21	40	490		
West Branch.....	35	9	19	18	37	255		
		9	244	206	450	4,161		
LANDIS.								
Pleasantville.....	40	8	22	22	44	209		
Spring Road.....	41	9	47	48	95	1,410		
South Vineland.....	43	9	76	57	133	284		
Vine Road.....	46	9	24	21	45	172		
Cooper's Mill.....	47	8	23	18	41	522		
Kingman.....	48	9	22	25	47	786		
North Vineland.....	49	9	18	19	37	450		
New Italy.....	56	7	28	24	52	280		
		8.62	260	234	494	4,113		
Vineland.....	44	9	491	550	1,041	5,701	13	
MAURICE RIVER.								
Halberton.....	*45							
Budds.....	50	9	9	6	15	47		
Port Elizabeth.....	51	9	50	47	97	336		
Leesburg.....	52	9	109	105	214	163	6	
Heislerville.....	53	6	65	47	112	326	1	
Ewing's Neck.....	54	9	32	44	76	310	1	
West Creek.....	55	9	9	5	14	111		
		8.5	274	254	528	1,298	8	
STOW CREEK.								
Buttonwood.....	58	9	51	37	88	551		
Union.....	59	9	32	34	66	704		
Town Hall.....	60	9	30	25	55	263		
		9	113	96	209	1,518		
Bridgeton.....	61	10	1,073	1,206	2,279	9,436	12	
Millville.....	62	10.5	949	1,069	2,018	9,159	11	

* New district.

State of New Jersey, for the School Year Ending June 30th, 1893.

Average number of cases of tardiness per day for each teacher.	Average number on roll.	Average daily attendance.	Percentage of daily attendance on total enrollment.	Number of pupils enrolled in primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of classes in school.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
2.73	25.60	22.50	87.89	26	28		31		1		\$36 55
2.55	37	29	78.37	37	14		22		1		36 11
1.18	26.44	21.83	82.56	37	7		6		1		33 33
1.94	24.12	21	87.06	18	24		20		1		37 77
4.47	102.44	91.98	89.88	62	79	15	20	1	2	\$40 00	36 66
.80	10.65	9.37	88	14	12		87		1		25 25
3.50	27.47	23.96	87.23	17	23		21		1		33 33
.40	20.40	16.48	80.78	21	16		18		1		34 66
2.07	274.12	236.12	85.23	232	203	15	206	1	9	40 00	34 21
1.30	23	19.42	84	27	17		20		1		40 00
2.24	62.86	54.88	82.53	60	35		63	1	1	45 00	35 00
.78	67	55	82.08	96	37		37	1	1	65 00	45 00
.95	25.72	21.96	84.72	32	24		24		1		40 00
2.90	24.67	18.92	75.88	22	7		7		1		35 00
4.36	32	26.30	82.16	38	20		20		1		40 00
2.50	22.40	17.30	77.23	25	24		24		1		30 00
2	24	23	95	52	21		21		1		35 00
2.12	281.65	232.78	82.95	352	216		216	2	8	55 50	37 50
1.50	744.09	683.92	91.91	631	156	76	156	1	20	133 34	47 91
.28	8	7	87.50	11	4		20		1		40 00
1.70	65.84	57.17	86.63	52	40	5	8	1	1	50 00	40 00
5.34	139.63	123.70	89.59	90	124		57	1	2	55 50	30 55
1.35	74	57	77	67	45		29		2		37 50
1.72	44	37	84	30	45	1	30		1		36 08
.61	9	8	88.88	8	6		27		1		30 00
1.83	300.47	289.87	85.60	258	264	6	171	2	8	52 75	35 67
3.06	41.50	36	86.74	48	40		24		1		33 33
3.91	35.50	30	84.50	47	19		19	1		35 55	
1.46	23.60	25	95.77	44	11		15		1		36 11
2.81	95.60	91	65.67	139	70		58	1	2	35 55	34 74
1.24	1,590	1,420	89.31	1,516	620	143		2	36	90 00	36 75
1	1,456	1,358	67	1,207	717	94		5	37	76 19	35 52

Summary of Attendance for the County of CUMBERLAND,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of months the schools were kept open.	Number of boys between 5 and 20 years of age enrolled in the schools during the year.	Number of girls between 5 and 20 years of age enrolled in the schools during the year.	Total number of children between 5 and 20 years of age enrolled in the schools during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.
CUMBERLAND.							
Deerfield.....	9	346	351	697	6,889		
Downe.....	9	230	200	430	1,640		
Commercial.....	9	333	289	622	2,575		
Fairfield.....	9	228	226	454	1,852		
Lawrence.....	9	240	193	433	1,137		
Greenwich.....	9	153	155	308	1,095		
Hopewell.....	9	245	205	450	4,161		
Landis.....	8.66	751	784	1,535	9,814	13	
Maurice River.....	8.5	274	254	528	1,298	8	
Stow Creek.....	9	113	96	209	1,515		
Bridgeton.....	10	1,073	1,206	2,279	9,436	12	
Millville.....	10.5	949	1,069	2,018	9,159	11	
	9.18	4,935	5,028	9,963	44	50,574	

State of New Jersey, for the School Year Ending June 30th, 1893.

Average number of cases of tardiness per day for each teacher.	Average number on roll.	Average daily attendance.	Percentage of daily attendance on total enrollment.	Number of pupils enrolled in primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of classes in school.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
1.53	381.	302.48	79.69	482	209	6	255	2	11	243 88	\$33 50
1.81	272.03	232.44	83.50	292	138	.....	179	2	6	69 41	31 65
1.01	423.59	357.02	81.04	388	187	47	212	2	10	47 22	34 58
1.66	248.70	218.82	87.90	343	97	14	152	3	3	46 33	36 02
4.47	257.66	215.39	81.21	253	172	8	138	2	7	55 55	34 03
1.30	186.90	161.59	86.31	206	102	.....	90	.....	5	.....	35 90
2.07	274.12	236.12	85.23	232	203	15	206	1	9	40 00	34 21
1.81	1,025.74	916.70	88.40	983	526	26	372	5	28	99 42	42 71
1.83	300.47	289.87	85.60	258	264	6	171	2	8	52 75	35 67
2.81	95.60	91	85.67	139	70	.....	58	1	2	35 55	34 74
1.24	1,590	1,420	89.31	1,516	620	143	.....	2	36	90 00	36 75
1	1,456	1,358	67	1,207	717	94	72	5	37	76 19	35 52
1.88	6,511.81	5799.43	84.05	6,299	3,305	359	1,905	27	164	54 70	35 35

Financial Report, by Districts, for the County of ESSEX,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Amount due the district July 1st, 1897, from State, county and township funds.	Amount due the district July 1st, 1897, from district tax.	Amount due the district July 1st, 1897, from other sources.	Total amount due the district July 1st, 1897.	Amount expended for teachers' sal- aries.	Amount expended for fuel and jan- itors' salaries.	Amount expended for building and repairing, excluding debt and interest.
ESSEX.								
BELLVILLE.								
Second River.....	3	\$5,607 41	\$5,325 77	.....	\$10,933 18	\$5,380 00	\$752 81	\$1,404 96
FRANKLIN.								
Franklin.....	4	4,541 29	6,585 86	\$1,042 69	12,169 84	4,569 00	285 70	629 24
BLOOMFIELD.								
Brookdale.....	6	870 96	400 79	.....	1,271 75	600 00	63 25	16 75
Central Union.....	7	11,741 47	16,126 69	14,401 68	42,269 84	17,693 61	1,946 45	16,830 41
		12,612 43	16,527 48	14,401 68	43,541 59	18,293 61	2,009 70	16,847 16
MONTCLAIR.								
Montclair.....	8	52,778 35	.....	131,636 64	184,414 99	24,988 55	3,326 36	99,360 63
Washington.....	9	2,490 55	1,500 00	.....	3,990 55	2,650 00	321 75	239 71
Mt. Hebron.....	10	1,104 81	4,070 22	2,193 43	7,368 46	3,362 50	549 00	423 31
		56,373 71	5,570 22	133,830 07	195,774 00	31,001 05	4,197 11	100,023 65
VERONA.								
Cedar Grove.....	11	808 47	231 60	.....	1,090 07	900 00	66 50	17 00
Verona.....	12	1,021 31	2,155 84	46 00	3,223 15	1,525 00	185 25	610 25
		1,879 78	2,387 44	46 00	4,313 22	2,425 00	251 75	627 25
CALDWELL.								
Caldwell.....	13	1,657 19	3,150 00	218 39	5,025 58	3,650 00	263 08	718 39
North Caldwell.....	14	596 56	150 00	.....	746 56	400 00	64 00	96 91
Fairfield.....	15	613 27	100 00	.....	713 27	427 50	14 60	.....
Clinton.....	16	275 00	229 97	.....	504 97	400 00	30 87	11 72
		3,142 02	3,629 97	218 39	6,990 38	4,877 50	372 55	827 02
LIVINGSTON.								
Roseland.....	19	1,167 67	.....	.....	1,167 67	\$750 00	\$47 50	.....
Livingston.....	20	731 21	328 87	74 57	1,133 65	550 00	51 25	.....
Squiertown.....	21	331 59	108 09	5 00	444 68	350 00	12 00	.....
Northfield.....	22	507 48	364 21	.....	871 69	500 00	11 50	\$39 19
Washington Place..	23	375 00	231 64	13 00	619 64	350 00	8 00	10 00
		3,111 95	1,032 81	92 57	4,237 33	2,500 00	130 25	49 19
MILLBURN.								
White Oak Ridge...	24	1,277 86	.....	.....	1,277 86	350 00	15 74	627 90
Washington.....	26	4,729 88	.....	.....	4,729 88	3,235 00	253 22	168 11
		6,007 74	.....	.....	6,007 74	3,585 00	268 96	796 01

State of New Jersey, for the School Year Ending June 30th, 1893.

Amount expended for debt and interest.	Amount expended for taking school census.	Amount expended for manual training.	Amount expended for text-books and apparatus.	Amount expended for incidentals.	Total amount expended.	Balance of State, county and township funds June 30th, 1893.	Balance of district tax June 30th, 1893.	Balance of moneys from other sources June 30th, 1893.	Total balance June 30th, 1893.
\$1,325 00				\$236 86	\$9,099 63	\$227 41	\$1,606 14		\$1,833 55
2,243 00	\$31 15		\$175 00	376 73	8,309 82		3,860 02		3,860 02
4,025 00			655 40	216 65 466 66	896 65 41,617 53	187 71	187 39 450 36	\$201 95	375 10 652 31
4,025 00			655 40	683 31	42,514 18	187 71	637 75	201 95	1,027 41
13,799 68	\$2 35	\$3,579 19	1,405 42	3,864 40	150,706 56			33,708 41	33,708 41
1,375 00	16 65		37 50	224 94	3,490 55	500 00			500 00
	10 10	40 00	455 32	965 91	7,181 14		187 32		187 32
15,174 68	109 10	3,919 19	1,898 24	5,055 25	161,378 27	500 00	187 32	33,708 41	34,395 73
				63 67	1,047 17		42 90		42 90
794 18			72 47	16 25	3,203 40		19 75		19 75
794 18			72 47	79 92	4,250 57		62 65		62 65
	15 10				4,646 57	379 01			379 01
	3 10			34 30	595 31		148 25		148 25
				37 84	479 94		233 33		233 33
	1 85		10 49	21 53	476 76		28 21		28 21
	20 05		10 49	93 97	6,201 58	379 01	409 79		788 80
				25 09	822 59		345 08		345 08
250 00			78 87	47 17	977 29	125 96	27 40		156 36
			62 69	34 93	459 62		*14 94		
	3 95		30 28	51 00	635 92		235 77		235 77
175 00			13 00	6 77	562 77			56 87	56 87
425 00	3 95		184 84	164 96	3,458 19	128 96	608 25	56 87	794 08
				9 45	1,142 91	134 95			134 95
139 82			205 51	210 07	4,071 91	657 97			657 97
139 82			205 51	219 52	5,214 82	792 92			792 92

* Overdraft.

Financial Report, by Districts, for the County of ESSEX,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Amount due the district July 1st, 1892, from State, county and township funds.	Amount due the district July 1st, 1892, from district tax.	Amount due the district July 1st, 1892, from other sources.	Total amount due the district July 1st, 1892.	Amount expended for teachers' sal- aries.	Amount expended for fuel and jan- itors' salaries.	Amount expended for building and repairing, excluding debt and interest.
Essex—Con.								
SOUTH ORANGE.								
Maplewood.....	27	\$3,595 46		\$35 50	\$3,630 96	\$2,370 00	\$285 00	\$294 99
Columbia.....	28	1,817 36	\$8,887 17		13,704 53	6,716 50	879 16	2,300 00
Vailsburgh.....	29	2,817 78	47 55	58 52	2,923 85	1,530 00	367 87	
Hilton.....	30	680 89	1,112 61	84 50	1,878 00	1,250 00	131 80	100 19
		11,911 49	10,017 33	178 52	22,137 34	11,866 50	1,663 83	2,695 18
CLINTON.								
Irvington.....	31	22,741 83		2,057 38	24,799 21	6,720 00	1,287 74	14,715 86
Lyons Farms.....	33	796 42		21 65	778 07	500 00	37 25	98 43
Waverly.....	34	456 07	556 17	57 70	1,069 94	550 00	120 00	25 00
		23,954 32	556 17	2,136 73	26,647 22	7,770 00	1,444 99	14,839 29
WEST ORANGE.								
St. Marks.....	39	17,632 58			17,632 58	7,200 00	1,267 83	328 90
Pleasant Dale.....	40	1,165 26	269 29		1,434 55	795 00	129 35	13 56
West Orange.....	41	988 26			988 26	500 00	72 50	48 26
South Mountain.....	42	879 99	1,230 24	29 50	2,139 73	1,220 00	145 17	56 49
		20,666 09	1,499 53	29 50	22,195 12	9,715 00	1,614 85	447 21
Newark.....	43	369,033 38	144,850 00	106,711 38	620,594 76	376,300 06	41,480 74	120,912 32
Orange.....	44	37,268 46	3,000 00	6,589 85	46,858 31	30,301 65	3,796 98	4,401 79
East Orange.....	45	37,060 43	29,810 00	503 00	67,373 43	40,033 50	5,533 33	6,213 25
Summary.								
Belleville.....		5,607 41	5,325 77		10,933 18	5,380 00	752 81	1,404 96
Franklin.....		4,541 29	6,585 86	1,042 69	12,169 84	4,569 00	235 70	629 24
Bloomfield.....		12,612 43	16,527 48	14,401 68	43,541 59	18,293 61	2,009 70	16,847 16
Montclair.....		56,373 71	5,570 22	133,830 07	195,774 00	31,001 05	4,197 11	100,023 65
Verona.....		1,879 78	2,387 44	46 00	4,313 22	2,425 00	251 75	627 25
Caldwell.....		3,142 02	3,629 97	218 39	6,990 38	4,877 50	372 55	827 02
Livingston.....		3,111 95	1,032 81	92 57	4,237 33	2,500 00	130 25	49 19
Millburn.....		6,007 74			6,007 74	3,585 00	268 96	796 01
South Orange.....		11,911 49	10,047 33	178 52	22,137 34	11,866 50	1,663 83	2,695 18
Clinton.....		23,954 32	556 17	2,136 73	26,647 22	7,770 00	1,444 99	14,839 29
West Orange.....		20,666 09	1,499 53	29 50	22,195 12	9,715 00	1,614 85	447 21
Newark.....		369,033 38	144,850 00	106,711 38	620,594 76	376,300 06	41,480 74	120,912 32
Orange.....		37,268 46	3,000 00	6,589 85	46,858 31	30,301 65	3,796 98	4,401 79
East Orange.....		37,060 43	29,810 00	503 00	67,373 43	40,033 50	5,533 33	6,213 25
		593,170 50	230,822 58	265,780 38	1,089,773 46	548,617 87	63,803 55	270,713 52

State of New Jersey, for the School Year Ending June 30th, 1893.

Amount expended for debt and interest.	Amount expended for taking school census.	Amount expended for manual training.	Amount expended for text-books and apparatus.	Amount expended for incidentals.	Total amount expended.	Balance of State, county and township funds June 30th, 1893.	Balance of district tax June 30th, 1893.	Balance of moneys from other sources June 30th, 1893.	Total balance June 30th, 1893.
\$46 52	\$8 00			\$81 15	\$3,085 66	\$545 30			\$545 30
1,275 00	37 75	\$750 00	\$75 00	695 34	12,728 75	975 78			975 78
				14 41	1,912 28		\$919 91	\$91 96	1,011 57
			71 58	65 51	1,619 03		258 92		258 92
1,321 52	45 75	750 00	146 58	856 41	19,345 77	1,521 08	1,178 83	91 96	2,791 57
1,321 52	41 35			2,034 26	26,120 73		*1,321 52		
	3 40		62 30	22 00	723 38		54 69		54 69
			116 68	30 04	841 72			228 22	228 22
1,321 52	44 75		178 98	2,086 30	27,685 83		54 69	228 22	282 91
3,640 00	45 00		675 19	162 14	13,319 06	4,313 52			4,313 52
	3 70		66 20	12 83	1,020 64	383 41	30 50		413 91
	3 45		24 57	20 17	668 98	319 28			319 28
350 00			78 82	63 70	1,914 18		225 55		225 55
3,990 00	52 18		844 78	258 84	16,922 86	5,016 21	256 05		5,272 26
	2,631 95		17,533 43	20,688 77	579,547 27		21,586 56	19,460 93	41,047 49
	282 60	3,996 63	772 91	2,979 00	46,531 56			326 75	326 75
4,633 50	166 20		3,426 98	2,242 64	62,249 40		4,884 03	240 00	5,124 03
1,325 00				236 86	9,099 63	227 41	1,606 14		1,833 55
2,243 00	31 15		175 00	376 73	8,309 82		3,860 02		3,860 02
4,025 00			655 40	683 31	42,514 18		637 75	201 95	1,027 41
15,174 68	109 10	3,919 19	1,898 24	5,055 25	161,378 27	500 00	187 32	33,708 41	34,395 73
794 18			72 47	79 92	4,250 57		62 65		62 65
	20 05		10 49	93 97	6,201 58	379 01	409 79		788 80
425 00	3 95		184 84	164 96	3,458 19	128 56	608 25		794 08
139 82			205 51	219 52	5,214 82	792 92		56 87	792 92
1,321 52	45 75	750 00	146 58	856 41	19,345 77	1,521 08	1,178 83	91 96	2,791 57
1,321 52	44 75		178 98	2,086 30	27,685 83		54 69	228 22	282 91
3,990 00	52 18		844 78	258 84	16,922 86	5,016 21	256 05		5,272 26
	2,631 95		17,533 43	20,688 77	579,547 27		21,586 56	19,460 93	41,047 49
	282 60	3,996 63	772 91	2,979 00	46,531 56			326 75	326 75
4,633 50	166 20		3,426 98	2,242 64	62,249 40		4,884 03	240 00	5,124 03
35,393 22	3,387 68	8,665 82	26,105 61	36,022 48	992,709 75	8,753 30	35,332 08	54,215 09	98,400 17

* Overdraft.

*Apportionment of School Moneys, by Districts, for the
School Year Ending*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Balance State, county and township moneys July 1st, 1893.	Balance district tax July 1st, 1893.	Balance received from other sources July 1st, 1893.	Amount apportioned from State ap- propriation, including Stateschool tax and \$100,000.	Amount apportioned from township tax.	Amount apportioned from surplus revenue.	Amount apportioned from balances.
ESSEX.								
BELLEVILLE.								
Second River.....	3	\$227 41	\$1,606 14		\$5,480 14			
FRANKLIN.								
Franklin.....	4		3,860 02		3,997 82			
BLOOMFIELD.								
Brookdale.....	6	187 71	187 39		757 22			
Central Union.....	7		450 36	\$201 95	12,564 56			
		187 71	637 75	201 95	13,321 78			
MONTCLAIR.								
Montclair.....	8			33,708 41	10,568 84			
Washington.....	9	500 00			2,136 87			
Mt. Hebron.....	10		187 32		1,180 73			
		500 00	187 32	33,708 41	13,886 44			
VERONA.								
Cedar Grove.....	11		42 90		690 47			
Verona.....	12		19 75		975 40			
			62 65		1,674 87			
CALDWELL.								
Caldwell.....	13	379 01			1,893 03			
North Caldwell.....	14		148 25		397 87			
Fairfield.....	15		233 33		506 95			
Clinton.....	16		28 21		284 14			
		379 01	409 79		3,081 99			
LIVINGSTON.								
Roseland.....	19		345 08		622 46			
Livingston.....	20	128 96	27 40		468 45			
Squiertown.....	21	*			282 91			
Northfield.....	22		235 77		506 95			
Washington Place..	23			56 87	285 62			
		128 96	608 25	56 87	2,166 39			
MILLBURN.								
White Oak Ridge...	24	134 95			388 83			
Washington.....	26	657 97			2,964 67			
		792 92			3,353 50			

* Overdraft.

County of ESSEX, State of New Jersey, for the
June 30th, 1894.

Amount of district tax voted for pay- ment of teachers' salaries.	Amount of district tax voted for build- ing, purchasing, hiring, repairing or furnishing school-houses.	Amount of district tax for payment of debt and interest.	Amount of district tax voted for text- books and apparatus.	Total amount of district tax ordered to be raised.	Amount received from temporary loans.	Amount received from sale of bonds.	Amount voted for manual training.	Amount received from other sources.	Total amount available for school year ending June 30th, 1894.
.....	\$1,797 15	\$1,325 00	.....	\$3,122 15	.....	.....	.....	.....	\$10,435 84
\$1,000 00	3,344 89	1,843 00	\$397 97	6,585 86	\$400 00	.....	\$642 69	.....	15,486 39
.....	300 00	.....	.....	300 00	.....	.....	.....	.....	1,432 32
6,000 00	7,000 00	3,000 00	.....	16,000 00	.....	\$14,000 00	3,879 19	\$271 50	47,367 56
6,000 00	7,300 00	3,000 00	.....	16,300 00	.....	14,000 00	3,879 19	271 50	48,799 88
26,000 00	15,908 25	.....	.....	41,908 25	.....	122,300 10	3,879 19	5,457 35	217,822 14
1,500 00	.....	.....	.....	1,500 00	.....	.....	.....	.....	4,136 87
3,350 00	.....	575 00	.....	3,925 00	2,153 43	.....	.....	40 00	7,486 48
30,850 00	15,908 25	575 00	.....	47,333 25	2,153 43	122,300 10	3,879 19	5,497 35	229,445 48
150 00	75 00	.....	.....	225 00	.....	.....	.....	6 60	973 97
850 00	600 00	544 00	.....	1,994 00	.....	.....	.....	46 00	3,035 15
1,000 00	675 00	544 00	.....	2,219 00	.....	.....	.....	52 60	4,009 12
2,550 00	600 00	.....	.....	3,150 00	.....	.....	.....	.....	5,422 04
.....	150 00	.....	.....	150 00	.....	.....	.....	.....	796 12
100 00	.....	.....	.....	100 00	.....	.....	.....	.....	740 28
125 00	11 72	53 79	10 49	201 00	.....	.....	.....	.....	513 35
2,775 00	761 72	53 79	10 49	3,601 00	.....	.....	.....	.....	7,471 79
219 50	.....	.....	.....	219 50	.....	.....	.....	58 00	1,245 04
.....	.....	255 00	.....	255 00	.....	.....	.....	5 00	884 81
.....	108 03	.....	.....	108 09	.....	.....	.....	.....	391 06
.....	50 00	57 53	100 00	207 53	.....	.....	.....	.....	950 25
.....	.....	160 33	.....	160 33	.....	.....	.....	.....	502 82
219 50	158 09	472 86	100 00	950 45	.....	.....	.....	63 00	3,973 92
250 00	.....	.....	.....	250 00	.....	.....	.....	.....	778 76
900 00	.....	.....	.....	900 00	.....	.....	.....	.....	4,522 64
1,150 00	.....	.....	.....	1,150 00	.....	.....	.....	.....	5,296 42

Apportionment of School Moneys, by Districts, for the School Year Ending

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Balance State, county and township moneys July 1st, 1893.	Balance district tax July 1st, 1893.	Balance received from other sources July 1st, 1893.	Amount apportioned from State apportionment, including State-school tax and \$100,000.	Amount apportioned from township tax.	Amount apportioned from surplus revenue.	Amount apportioned from balances.
Essex—Con.								
SOUTH ORANGE.								
Maplewood.....	27	\$545 30			\$26 73			
Columbia.....	28	975 78			4,844 85			
Vailsburgh.....	29		\$919 91	\$91 96	1,730 02			
Hilton.....	30		258 92		693 05			
		1,521 08	1,178 83	91 96	8,303 65			
CLINTON.								
Irvington.....	31	*			5,306 89			\$11,500 00
Lyons Farms.....	33		54 69		436 87			
Waverly.....	34			228 22	388 83			
			54 69	228 22	6,132 09			11,500 00
WEST ORANGE.								
St. Marks.....	39	4,313 52			5,775 32			
Pleasant Dale.....	40	383 41	30 50		474 87			
West Orange.....	41	319 28			442 79			
South Mountain.....	42		225 55		802 14			
		5,016 21	256 05		7,495 12			
Newark.....	43		21,586 56	19,460 93	337,765 77			
Orange.....	44			326 75	36,269 00			
East Orange.....	45		4,884 03	240 00	20,515 21			
Summary.								
Belleville.....		227 41	1,606 14		5,480 14			
Franklin.....			3,860 02		3,997 82			
Bloomfield.....		187 71	637 75	201 95	13,321 78			
Montclair.....		500 00	187 32	33,708 41	13,886 44			
Verona.....			62 65		1,674 87			
Caldwell.....		379 01	409 79		3,081 99			
Livingston.....		128 96	608 25	56 87	2,166 39			
Milburn.....		792 92			3,353 50			
South Orange.....		1,521 08	1,178 83	91 96	8,303 65			
Clinton.....			54 69	228 22	6,132 09			11,500 00
West Orange.....		5,016 21	256 05		7,495 12			
Newark.....			21,586 56	19,460 93	337,765 77			
Orange.....				326 75	36,269 00			
East Orange.....			4,884 03	240 00	20,515 21			
		8,753 30	35,332 08	54,315 09	463,443 77			11,500 00

*Overdraft.

County of ESSEX, State of New Jersey, for the June 30th, 1894.

Amount of district tax voted for payment of teachers' salaries.	Amount of district tax voted for building, purchasing, hiring, repairing or furnishing school-houses.	Amount of district tax for payment of debt and interest.	Amount of district tax voted for text-books and apparatus.	Total amount of district tax ordered to be raised.	Amount received from temporary loans.	Amount received from sale of bonds.	Amount voted for manual training.	Amount received from other sources.	Total amount available for school year ending June 30th, 1894.
\$2,000 00	\$4 16	\$1,250 00	\$100 00	\$2,004 16				\$35 50	\$2,611 69
2,200 00	2,400 00		58 52	5,950 00			\$1,050 00	12,820 63	12,820 63
1,000 00				1,058 52				106 07	3,915 48
650 00				650 00				84 50	1,686 47
5,850 00	2,404 16	1,250 00	158 52	9,662 68			1,050 00	226 07	21,034 27
2,169 73	72 00			2,241 73	\$2,057 38				21,106 00
103 28				103 28					594 34
100 00	148 14		60 00	308 14				57 70	982 89
2,373 01	220 14		60 00	2,653 15	2,057 38			57 70	22,683 23
6,427 55	7,928 90	3,640 00	2,960 00	20,956 45	3,640 00	\$328 90	162 14	720 19	35,896 52
600 00				600 00					1,488 78
250 00				250 00					1,011 77
450 00	404 42	350 00		1,204 42					2,232 11
7,727 55	8,333 32	3,990 00	2,960 00	23,010 87	3,640 00	328 90	162 14	720 19	40,629 18
20,000 00	124,850 00			144,850 00				106,711 38	630,374 64
3,000 00				3,000 00				6,589 85	46,185 60
16,500 00	20,000 00	9,035 00		45,535 00				503 00	71,677 24
	1,797 15	1,325 00		3,122 15					10,435 84
1,000 00	3,344 89	1,843 00	397 97	6,585 86	400 00		642 69		15,486 39
6,000 00	7,300 00	3,000 00		16,300 00		14,000 00	3,879 19	271 50	48,799 88
30,850 00	15,908 25	375 00		47,333 25	2,153 43	122,300 10	3,879 19	5,497 35	229,445 49
1,000 00	675 00	544 00		2,219 00				32 60	4,009 12
2,775 00	761 72	53 79	10 49	3,601 00					7,471 79
219 50	155 09	472 86	100 00	950 45				63 00	3,373 32
1,150 00				1,150 00					5,296 42
5,850 00	2,404 16	1,250 00	158 52	9,662 68			1,050 00	256 07	22,074 27
2,373 01	220 14		60 00	2,653 15	2,057 38			57 70	22,683 23
7,727 55	8,333 32	3,990 00	2,960 00	23,010 87	3,640 00	328 90	162 14	720 19	40,629 18
20,000 00	124,850 00			144,850 00				106,711 38	630,374 64
3,000 00				3,000 00				6,589 85	46,185 60
16,500 00	20,000 00	9,035 00		45,535 00				503 00	71,677 24
98,445 06	185,752 72	22,088 65	3,686 98	309,978 41	8,250 81	136,629 00	9,613 21	120,732 64	1,158,543 31

Report of Attendance, by Districts, for the County of ESSEX,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of months the schools were kept open.	Number of boys between 5 and 20 years of age enrolled in the schools during the year.	Number of girls between 5 and 20 years of age enrolled in the schools during the year.	Total number of children between 5 and 20 years of age enrolled in the schools during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.
ESSEX.							
BELLEVILLE.							
Second River.....	3	10.05	261	231	492	19	1,532
FRANKLIN.							
Franklin.....	4	10	189	188	377	2	1,552.
BLOOMFIELD.							
Brookdale.....	6	10	30	40	70		1,800
Central Union.....	7	9	589	572	1,161	3	2,117
		9.5	619	612	1,231	3	3,917.
MONTCLAIR.							
Montclair.....	8	9	712	728	1,440	4	5,993
Washington.....	9	10	96	81	177	1	518.
Mt. Hebron.....	10	9	82	95	177	3	220
		9.3	890	901	1,794	8	6,731
VERONA.							
Cedar Grove.....	11	10	55	45	100		201
Verona.....	12	10	69	59	128		498
		10	124	104	228		699
CALDWELL.							
Caldwell.....	13	10	132	135	267	14	586
North Caldwell.....	14	10	21	26	47		6
Clinton.....	15	10	16	24	40		108
Fairfield.....	16	9	145	188	333	1	98
		9.7	314	373	687	15	798
LIVINGSTON.							
Roseland.....	19	10	23	45	68		137
Livingston.....	20	10	28	30	58		180
Squiertown.....	21	9	20	22	42		
Northfield.....	22	10	30	19	49		210
Washington Place.....	23	8	19	13	32		208
		9.4	120	129	249		735
MILLBURN.							
White Oak Ridge.....	24	10	24	16	40		89
Washington.....	26	10	73	81	154	1	652
		10	97	97	194	1	741

State of New Jersey, for the School Year Ending June 30th, 1893.

Average number of cases of tardiness per day for each teacher.	Average number on roll.	Average daily attendance.	Percentage of daily attendance on total enrollment.	Number of pupils enrolled in primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of classes in school.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
.84	337	292	86	330	162	.....	62	1	8	\$150 00	\$48 50
.82	261	234	89	243	108	26	85	3	8	65 00	51 50
9	51	39	76	49	21	.....	19	.....	1	.....	60 00
.42	896	805	89	862	215	84	116	2	29	147 50	51 35
4.71	947	944	165	911	236	84	135	2	30	147 50	51 30
1.26	1,123	1,011	89	701	532	207	263	3	33	166 50	65 50
.65	115	106	82	159	18	.....	50	1	3	100 00	55 00
.28	136	117	86	116	61	.....	43	1	5	120 00	55 00
.73	1,374	1,234	257	976	611	207	356	5	41	153 90	63 06
.50	52	45	87	56	43	1	31	1	1	60 00	30 00
.83	102	92	90	66	35	27	56	1	2	80 00	41 25
.66	154	137	177	122	78	28	87	2	3	70 00	37 50
.42	211	203	96	144	74	49	86	1	6	120 00	40 83
.03	31	26	84	30	17	.....	17	.....	1	.....	42 50
.50	27	24	88	30	10	.....	20	.....	1	.....	45 00
.54	29	25	85	144	155	4	22	.....	1	.....	40 00
.37	298	278	353	348	256	53	145	1	9	120 00	41 38
3.44	52	46	85	49	19	.....	33	1	1	50 00	25 00
.90	41	35	85	30	28	.....	18	1	.....	45 00	.....
.85	31	27	84	32	10	.....	16	.....	1	.....	35 00
1.05	34	30	87	34	14	1	20	1	.....	50 00	.....
1.04	25	24	96	18	14	.....	22	.....	1	.....	35 00
1.45	183	162	437	163	85	1	109	3	3	48 33	31 66
.44	25	21	87	28	12	.....	26	.....	1	.....	35 00
.81	110	95	86	111	32	11	58	1	3	100 00	50 00
.64	135	116	173	139	44	11	84	1	4	100 00	46 25

Report of Attendance, by Districts, for the County of ESSEX,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of months the schools were kept open.	Number of boys between 5 and 20 years of age enrolled in the schools during the year.	Number of girls between 5 and 20 years of age enrolled in the schools during the year.	Total number of children between 5 and 20 years of age enrolled in the schools during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.
Essex—Con.							
SOUTH ORANGE.							
Maplewood.....	27	10	45	53	98	1	165
Columbia.....	28	9	153	158	316	1	421
Yailsburgh.....	26	9	93	83	176	3	224
Hilton.....	30	9	52	48	100	3	291
		9.2	348	342	690	8	1,101
CLINTON.							
Irvington.....	31	10	316	299	615	62	1,562
Lyons Farms.....	33	10	32	23	55	.....	167
Waverly.....	34	10	23	32	55	.....	255
		10	371	354	725	62	1,984
WEST ORANGE.							
St. Marks.....	39	10	230	210	440	2	2,032
Pleasant Dale.....	40	10	27	38	65	.....	337
West Orange.....	41	9	19	20	39	.....	358
South Mountain.....	42	10	54	57	111	3	293
		9.7	330	325	655	5	3,020
Newark.....	43	10	13,564	13,797	27,361	463	6,880
Orange.....	44	10	1,084	1,068	2,152	39	1,706
East Orange.....	45	9	1,141	1,247	2,388	10	553
Summary.							
Belleville.....	10.05		261	231	492	19	1,532
Franklin.....	10		189	188	377	2	1,552
Bloomfield.....	9.5		619	612	1,231	3	3,917
Montclair.....	9.3		890	904	1,794	8	6,731
Verona.....	10		124	104	228	.....	399
Caldwell.....	9.7		314	373	687	15	798
Livingston.....	9.4		120	129	249	.....	735
Millburn.....	10		97	97	194	1	741
South Orange.....	9.2		348	342	690	8	1,101
Clinton.....	10		371	354	725	62	1,984
West Orange.....	9.7		330	325	655	5	3,020
Newark.....	10		13,564	13,797	27,361	463	6,880
Orange.....	10		1,084	1,068	2,152	39	1,706
East Orange.....	9		1,141	1,247	2,388	10	553
		9.7	19,452	19,771	39,223	635	31,949

State of New Jersey, for the School Year Ending June 30th, 1893.

Average number of cases of tardiness per day for each teacher.	Average number on roll.	Average daily attendance.	Percentage of daily attendance on total enrollment.	Number of pupils enrolled in primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of classes in school.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.	
.26	67	62	92	46	39	13		1		\$120 00	\$60 00	
.....	238	213	89	156	118	42		1	9	180 00	63 33	
.33	103	93	90	139	37	.....		40	1	80 09	45 00	
.80	78	66	86	86	5	6		31	.....	.....	62 50	
.72	486	434	357	427	202	61		205	3	15	126 66	60 33
.71	472	420	88	401	205	9		121	1	11	180 00	42 50
.83	28	23	81	46	7	.....		28	.....	1	.....	50 00
1.20	40	34	85	44	8	3		30	.....	1	.....	55 00
.91	540	477	254	491	220	14		179	1	13	180 00	44 04
1.27	571	513	86	319	121	.....		67	1	12	140 00	48 83
.84	42	36	85	39	26	.....		31	.....	2	.....	40 00
1.30	32	29	90	28	11	.....		25	.....	1	.....	50 00
.73	68	61	89	50	61	.....		39	.....	1	.....	42 00
1.04	713	639	350	436	220	.....		162	2	16	110 00	47 37
.082	20,921	18,378	87	19,711	6,665	955		1,800	35	441	190 00	65 00
.019	1,629	1,480	68	1,496	578	78		50	5	52	176 60	53 80
.071	1,814	1,524	84	1,555	552	281		497	8	50	162 50	62 20
.84	337	292	86	330	162	.....		62	1	8	150 00	48 50
.82	261	234	89	243	108	26		85	3	8	65 00	51 50
4.71	947	944	165	911	236	84		135	23	30	147 50	51 30
.73	1,374	1,234	257	976	611	207		356	5	41	153 90	63 06
.66	154	137	177	122	78	28		87	2	3	70 00	37 50
.37	298	278	353	345	256	53		145	1	9	120 00	41 38
1.45	183	162	437	163	85	1		109	3	3	48 33	31 66
.64	135	116	173	139	44	11		84	1	4	100 00	46 25
.72	436	434	357	427	202	61		205	3	15	128 66	60 33
.91	540	477	254	491	220	14		179	1	13	180 00	44 04
1.04	713	639	350	436	220	.....		162	2	16	110 00	47 37
.082	20,921	18,378	87	19,711	6,665	955		1,800	35	441	190 00	65 00
.019	1,629	1,480	68	1,496	578	78		50	5	52	176 60	53 80
.071	1,814	1,524	84	1,555	552	281		497	8	50	162 50	62 20
.84	337	292	86	330	162	.....		62	1	8	150 00	48 50
.82	261	234	89	243	108	26		85	3	8	65 00	51 50
4.71	947	944	165	911	236	84		135	23	30	147 50	51 30
.73	1,374	1,234	257	976	611	207		356	5	41	153 90	63 06
.66	154	137	177	122	78	28		87	2	3	70 00	37 50
.37	298	278	353	345	256	53		145	1	9	120 00	41 38
1.45	183	162	437	163	85	1		109	3	3	48 33	31 66
.64	135	116	173	139	44	11		84	1	4	100 00	46 25
.72	436	434	357	427	202	61		205	3	15	128 66	60 33
.91	540	477	254	491	220	14		179	1	13	180 00	44 04
1.04	713	639	350	436	220	.....		162	2	16	110 00	47 37
.082	20,921	18,378	87	19,711	6,665	955		1,800	35	441	190 00	65 00
.019	1,629	1,480	68	1,496	578	78		50	5	52	176 60	53 80
.071	1,814	1,524	84	1,555	552	281		497	8	50	162 50	62 20
1.04	29,792	26,329	2,937	27,348	10,017	1,829		3,956	72	693	160 93	61 48

Financial Report, by Districts, for the County of GLOUCESTER,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Amount due the district July 1st, 1892, from State, county and township funds.	Amount due the district July 1st, 1892, from district tax.	Amount due the district July 1st, 1892, from other sources.	Total amount due the district July 1st, 1892.	Amount expended for teachers' sal- aries.	Amount expended for fuel and jan- itors' salaries.	Amount expended for building and repairing, excluding debt and interest.
GLOUCESTER.								
Woodbury.....	1	\$7,748 59	\$9,000 00	\$1,485 00	\$18,233 59	\$10,167 50	\$2,101 00	\$962 52
DEPTFORD.								
Almonesson.....	2	578 89	112 35	.....	691 24	525 00	33 89	40 00
Monongahela.....	3	490 50	50 00	.....	540 50	400 00	33 00	15 00
Wenonah.....	54	651 25	936 32	44 79	1,632 36	1,025 00	163 47	55 72
Westville.....	61	1,097 47	1,946 68	2 60	3,046 75	1,450 00	213 00	377 00
		2,818 11	3,015 35	47 39	5,910 85	3,400 00	483 36	447 72
W. DEPTFORD.								
Mantua Grove.....	4	470 37	185 59	.....	655 96	400 00	15 00	.....
Thoroughfare.....	5	753 75	477 98	24 86	1,256 59	855 00	58 00	.....
Red Bank.....	6	527 37	166 08	.....	693 45	360 00	53 43	.....
		1,751 49	829 65	24 86	2,606 00	1,615 00	126 43	.....
MANTUA.								
Mantua.....	9	1,440 04	200 00	.....	1,640 04	1,100 00	110 40	.....
Knight's Run.....	10	385 91	200 00	.....	585 91	360 00	27 48	.....
Emlin.....	11	575 28	.....	.....	575 28	333 00	19 25	4 75
Barnesboro.....	12	375 00	183 24	.....	558 24	450 00	20 10	75
Pitman.....	38	1,051 91	608 53	.....	1,660 44	874 20	39 50	148 02
		3,828 14	1,191 77	.....	5,019 91	3,117 20	216 73	153 52
E. GREENWICH.								
Berkley.....	13	580 94	50 00	.....	630 94	500 00	37 24	.....
Greenwich.....	14	1,207 60	38 76	.....	1,246 36	550 00	35 91	.....
Clarksboro.....	17	414 26	180 00	.....	594 26	500 00	28 75	30 00
		2,202 80	268 76	.....	2,471 56	1,550 00	101 90	80 00
GREENWICH.								
Gibbstown.....	15	765 81	270 12	.....	1,035 93	740 00	115 38	.....
Paulsboro.....	16	2,621 72	1,042 11	.....	3,663 83	2,575 00	357 50	196 92
		3,387 53	1,312 23	.....	4,699 76	3,315 00	472 88	196 92
HARRISON.								
Richwood.....	7	392 20	151 32	.....	543 52	400 00	27 50	73 54
Jefferson.....	8	934 97	90 00	.....	1,024 97	500 00	20 87	.....
Washington.....	18	432 25	60 29	.....	492 54	335 00	16 50	.....
Clem's Run.....	20	374 47	.....	.....	374 47	270 00	.....	.....
Union.....	27	452 25	445 44	.....	897 69	750 00	30 25	.....
Harmony.....	25	375 00	548 01	.....	923 01	550 00	50 81	7 21
Good Will.....	29	680 29	150 00	.....	830 29	620 00	32 29	.....
		3,641 43	1,445 06	.....	5,086 49	3,425 00	178 22	80 75
S. HARRISON.								
Oak Grove.....	22	319 81	.....	.....	319 81	252 00	20 00	.....
Cedar Grove.....	23	468 43	100 00	.....	568 43	270 00	20 32	.....
Harrisonville.....	24	530 64	417 16	3 45	951 25	765 00	69 09	.....
Columbia.....	26	352 22	50 00	.....	402 22	270 00	34 56	.....
		1,671 10	597 16	3 45	2,271 71	1,557 00	143 97	.....

State of New Jersey, for the School Year Ending June 30th, 1893.

Amount expended for debt and interest.	Amount expended for taking school census.	Amount expended for manual training.	Amount expended for text-books and apparatus.	Amount expended for incidentals.	Total amount expended.	Balance of State, county and township funds June 30th, 1893.	Balance of district tax June 30th, 1893.	Balance of moneys from other sources June 30th, 1893.	Total balance June 30th, 1893.
\$3,469 94			\$822 20	\$283 50	\$17,806 66		\$426 93		\$426 93
25 00	\$5 86			56 68	686 43		4 81		4 81
100 00			20 30	29 00	477 00	\$22 50	41 00		63 50
770 00	9 90		81 53	35 30	1,399 79		202 87	\$29 70	232 57
				23 72	2,925 15		121 60		121 60
895 00	15 76		101 83	144 70	5,488 37	22 50	370 28	29 70	422 48
	3 45		40 00	33 01	491 46	50 37	114 13		164 50
			33 97	73 07	1,020 04		231 69	4 86	236 55
				66 17	479 60	50 96	162 89		213 85
	3 45		73 97	172 25	1,991 10	101 33	508 71	4 86	614 90
	7 60		150 80	40 34	1,409 34		230 90		230 90
60 13	3 10		90 15	27 10	567 96	17 95			17 95
	2 15		40 00	2 00	401 15	174 13			174 13
	1 70		10 00	17 47	501 02		57 22		57 22
255 00	7 45		119 24	55 81	1,499 22		161 22		161 22
315 13	23 00		410 19	142 72	4,378 49	192 08	449 34		641 42
	6 60			18 66	562 50	68 44			68 44
	5 25			23 41	614 57	601 78	30 01		631 79
				13 00	571 75		22 51		22 51
	11 85			55 07	1,748 82	670 22	52 52		722 74
21 79				31 30	908 47		127 46		127 46
	22 60		201 92	169 70	3,523 64		140 19		140 19
21 79	22 60		201 92	201 00	4,432 11		267 65		267 65
				37 68	538 72	1 24	3 56		4 80
	5 89		24 09	20 00	570 85	383 57	70 55		454 12
				20 75	372 25	60 00	60 29		120 29
					270 00	104 47			104 47
46 04			65 00		591 29		6 40		6 40
236 40				67 89	912 31		10 70		10 70
	3 60			37 31	693 20	78 00	59 09		137 09
282 44	9 49		89 09	183 63	4,248 62	627 28	210 59		837 87
35 85	1 50			10 00	319 35	46			46
10 02	1 25			20 00	321 59	158 11	88 73		246 84
36 67	4 15			20 00	894 91		86 34		86 34
	1 95			19 07	325 58	37 47	39 17		76 64
82 54	8 85			69 07	1,861 43	196 04	214 24		410 28

Financial Report, by Districts, for the County of GLOUCESTER,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Amount due the district July 1st, 1892, from State, county and township funds.	Amount due the district July 1st, 1892, from district tax.	Amount due the district July 1st, 1892, from other sources.	Total amount due the district July 1st, 1892.	Amount expended for teachers' sal- aries.	Amount expended for fuel and jan- itors' salaries.	Amount expended for building and repairing, excluding debt and interest.
Gloucester—								
Con.								
ELK.								
Fairview.....	21	\$418 01			\$418 01	\$315 00	\$33 27	
Unionville.....	42	846 77			846 77	650 00	28 27	
Hardingville.....	44	293 66			293 66	268 50	24 20	
		1,558 44			1,558 44	1,233 50	55 74	
WOOLWICH.								
Poplar Grove.....	19	657 07	\$220 00		877 07	429 60	51 72	
Cloverdale.....	25	463 03	50 00		513 03	350 00	12 98	
Battentown.....	30	537 78	100 00	\$150 00	787 78	525 00	64 43	
Swedesboro.....	31	1,902 88	475 00		2,377 88	1,625 00	178 26	\$85 39
		3,560 76	845 00	150 00	4,555 76	2,929 60	307 39	85 39
LOGAN.								
Repaupo.....	32	640 86	50 00		690 86	555 00	62 68	7 11
Bridgeport.....	33	949 96	250 00		1,199 96	747 50	64 99	27 37
Madison.....	34	608 64			608 64	350 00	17 25	
Centre Square.....	35	487 23	50 00		487 23	324 00	43 00	8 00
Lincoln.....	37	377 47			377 47	315 00	14 92	
Nortonville.....	39	375 00	357 04		732 04	330 00	45 00	
		3,389 16	707 04		4,096 20	2,621 50	247 84	42 48
GLASSBORO.								
Glassboro.....	41	6,572 56	903 10	20 00	7,495 66	4,537 50	418 40	1,124 53
CLAYTON.								
Clayton.....	43	3,915 23	1,000 00	29 54	4,944 77	3,525 00	486 41	123 78
Fries Mill.....	51	389 54	137 22		536 76	315 00	20 82	
		4,314 77	1,137 22	29 54	5,481 53	3,840 00	507 23	123 78
MONROE.								
Cross Keys.....	56	348 15			348 15	319 50	25 29	
Williamstown.....	57	2,147 52	800 00		2,947 52	2,219 50	283 25	16 83
New Brooklyn.....	58	385 92	40 00		425 92	332 50	31 59	
Washington Grove..	59	443 26	150 00		593 26	450 00	42 15	
Cole's Mill.....	60	336 41			336 41	302 61	26 80	
Downer.....	63	305 37		50 00	355 37	270 00	22 30	25 40
		3,971 63	990 00	50 00	5,011 63	3,894 11	431 38	42 23

State of New Jersey, for the School Year Ending June 30th, 1893.

Amount expended for debt and interest.	Amount expended for taking school census.	Amount expended for manual training.	Amount expended for text-books and apparatus.	Amount expended for incidentals.	Total amount expended.	Balance of State, county and township funds June 30th, 1893.	Balance of district tax June 30th, 1893.	Balance of moneys from other sources June 30th, 1893.	Total balance June 30th, 1893.
\$54 15				\$11 04	\$359 31	\$58 70			\$58 70
				20 00	752 42	71 20	23 15		94 35
				12 61	805 31		*11-65		
54 15				43 65	1,417 04	129 90	23 15		153 05
176 25	\$3 10		\$9 50	20 00	690 17	152 65	34 25		186 90
5 00				24 88	392 96	78 30	41 77		120 07
2 62	3 95		40 00	44 25	680 25		107 53		107 53
	22 85		19 95	160 34	2,091 79		286 09		286 09
183 87	29 90		69 45	249 57	3,855 17	230 95	469 64		700 59
	4 55			13 21	642 55	45 47	2 84		48 31
	5 85		10 25	58 37	914 33	285 63			285 63
	3 30			44 59	415 14	193 50			193 50
	2 25			6 35	383 60	51 00	52 63		103 63
	2 65			20 00	352 57	24 90			24 90
357 03	2 20				734 23		*2 19		
357 03	20 80		10 25	142 52	3,442 42	600 50	55 47		655 97
	48 50		225 02	205 78	6,559 73	846 66	89 27		935 93
	30 40		180 00	23 49	4,369 08		575 69		575 69
	1 95			23 90	361 67	39 82	125 27		175 09
	32 35		180 00	47 39	4,730 75	39 82	710 96		750 78
				15 83	360 62		*12 47		
	15 30		56 54	156 91	2,748 33		199 19		199 16
			40 00	16 58	420 67		5 25		5 25
	4 35		64 62	18 40	579 52		18 74		18 74
				7 00	336 41				
					317 70		37 67		37 67
	19 65		161 16	214 72	4,763 25		260 85		260 85

* Overdrawn.

Financial Report, by Districts, for the County of GLOUCESTER,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Amount due the district July 1st, 1892, from State, county and township funds.	Amount due the district July 1st, 1892, from district tax.	Amount due the district July 1st, 1892, from other sources.	Total amount due the district July 1st, 1892.	Amount expended for teachers' sal- aries.	Amount expended for fuel and jan- itors' salaries.	Amount expended for building and repairing, excluding debt and interest.
Gloucester—								
Con.								
FRANKLIN.								
Javier	40	\$376 48	\$95 50	.....	\$471 98	\$270 00	\$45 75	.....
Franklinville	45	578 57	96 23	.....	674 80	520 50	41 24	.....
Malaga	46	842 45	.....	.....	842 45	675 70	90 00	.....
Lake	47	375 00	22 29	.....	397 29	322 00	25 00	.....
Downtown.....	48	253 66	.....	\$60 00	343 66	270 00	22 50	.....
Chewsville.....	49	290 02	.....	.....	290 02	270 00	13 40	.....
Ilopwell.....	50	375 77	.....	.....	375 77	315 00	25 00	.....
Forest Grove.....	52	277 40	82 37	.....	359 77	270 00	38 00	\$6 50
Newfield.....	53	633 10	120 79	.....	753 89	500 00	32 88	105 57
		4,032 45	417 18	60 00	4,509 63	3,413 20	303 57	112 07
WASHINGTON.								
Bethel.....	64	534 91	600 66	.....	1,185 57	807 50	160 00	34 54
Bunker Hill.....	65	393 66	142 28	.....	540 94	315 00	43 15	44 50
Chestnut Ridge.....	66	467 13	60 00	.....	527 13	342 00	13 00	50 24
Deptford.....	67	399 87	80 00	.....	479 87	375 00	34 97	20 00
Mt. Pleasant.....	68	546 67	.....	.....	546 67	350 00	49 19	.....
		2,397 24	882 94	.....	3,280 18	2,189 50	300 31	149 28
Summary.								
Woodbury.....		7,748 59	9,000 00	1,485 00	18,233 59	10,167 50	2,101 00	962 52
Deptford.....		2,818 11	3,045 35	47 32	5,910 85	3,400 00	483 36	447 72
West Deptford.....		1,751 49	829 65	24 86	2,606 00	1,615 00	126 43	.....
Mantua.....		3,828 14	1,191 77	.....	5,019 91	3,117 20	216 73	163 52
Greenwich.....		2,202 00	268 76	.....	2,471 56	1,550 00	101 90	30 00
East Greenwich.....		3,387 53	1,312 23	.....	4,699 76	3,315 00	472 88	186 92
Harrison.....		3,641 43	1,445 06	.....	5,086 49	3,425 00	178 29	80 75
South Harrison.....		1,671 10	597 16	3 45	2,271 71	1,557 00	143 97	.....
Elk.....		1,558 44	.....	.....	1,558 44	1,233 50	85 74	.....
Woolwich.....		3,560 76	845 00	150 00	4,555 76	2,929 60	307 89	85 89
Logan.....		3,380 16	707 04	.....	4,086 20	2,621 51	247 84	42 58
Glassboro.....		6,572 56	903 10	20 00	7,495 66	4,537 50	418 40	1,124 53
Clayton.....		4,314 77	1,137 22	29 54	5,481 53	3,840 00	507 23	122 78
Monroe.....		3,971 63	990 00	50 00	5,011 63	3,894 11	451 38	42 23
Franklin.....		4,032 45	417 18	60 00	4,509 63	3,413 20	303 57	112 07
Washington.....		2,397 24	882 94	.....	3,280 18	2,189 50	300 31	149 28
		56,846 20	23,572 46	1,870 24	82,288 90	52,805 61	6,426 35	3,551 19

State of New Jersey, for the School Year Ending June 30th, 1893.

Amount expended for debt and interest.	Amount expended for taking school census.	Amount expended for manual training.	Amount expended for text-books and apparatus.	Amount expended for incidentals.	Total amount expended.	Balance of State, county and township funds June 30th, 1893.	Balance of district tax June 30th, 1893.	Balance of moneys from other sources June 30th, 1893.	Total balance June 30th, 1893.
\$85 50			\$10 00	\$25 33	\$406 58	\$65 40			\$65 40
	\$8 63			20 00	581 74		\$93 06		93 06
	4 00			40 00	514 33	28 12			28 12
				26 00	377 00	20 29			20 29
				19 50	312 00		31 66		31 66
					283 40	6 62			6 62
	2 10			17 00	357 00	18 77			18 77
	5 15			35 25	351 85	7 92			7 92
				20 00	663 40	75 27	15 22		90 49
85 50	19 88		10 00	203 08	4,147 30	222 39	139 94		362 33
4 36	4 60		113 28	17 09	1,141 37		44 20		44 20
				34 54	437 19	40 51	63 24		103 75
	2 90			39 50	444 74	72 63	9 76		82 39
				20 00	452 87	27 00			27 00
				34 52	433 71	112 96			112 96
4 36	7 50		113 28	145 65	2,909 88	253 10	117 20		370 30
3,469 94			822 20	283 50	17,806 66		426 93		426 93
895 00	15 76		101 83	144 70	5,488 37	22 50	370 28	\$29 70	422 48
	3 45		73 97	172 25	1,991 10	101 33	508 71	4 86	614 90
315 13	25 00		410 19	142 72	4,378 49	192 08	449 34		641 42
	11 85			55 07	1,748 82	670 22	52 52		722 74
21 79	22 60		201 92	201 00	4,432 11		307 65		267 65
282 44	9 49		89 09	183 63	4,248 62	627 28	210 59		337 87
82 54	8 85			69 07	1,861 43	196 04	214 24		410 28
54 15				43 65	1,417 04	129 90	23 15		153 05
183 87	29 90		69 45	249 57	3,855 17	220 95	469 64		700 59
357 03	20 80		10 25	142 52	3,442 42	600 50	55 47		655 97
	48 50		225 02	205 78	6,359 73	846 66	89 27		935 93
	32 35		180 00	47 39	4,730 75	39 82	710 96		750 78
	19 65		161 16	214 72	4,763 25		260 85		260 85
85 50	19 88		10 00	203 08	4,147 30	222 39	139 94		362 33
4 36	7 50		113 28	145 65	2,909 88	253 10	117 20		370 30
5,751 75	273 58		2,468 36	2,504 30	73,781 14	4,132 77	4,366 74	31 56	8,534 07

*Apportionment of School Moneys, by Districts, for the
School Year Ending*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Balance State, county and township moneys July 1st, 1893.	Balance district tax July 1st, 1893.	Balance received from other sources July 1st, 1893.	Amount apportioned from State ap- propriation, including State school tax and \$100,000.	Amount apportioned from township tax.	Amount apportioned from surplus revenue.	Amount apportioned from balances.
GLOUCESTER.								
Woodbury.....	1		\$426 93		\$5,599 19		\$274 59	
DEPTFORD.								
Almonesson.....	2		4 81		473 40		22 41	
Monongahela	3	\$22 50	41 00		363 33		11 67	
Wenonah.....	54		202 87	\$29 70	547 37		25 91	
Westville.....	61		121 60		862 98		40 56	
		22 50	370 28	29 70	2,247 08		100 85	
W. DEPTFORD.								
Mantua Grove.....	4	50 37	114 13		358 89		16 11	
Thoroughfare.....	5		231 69	4 86	626 27		29 65	
Red Bank.....	6	50 96	162 89		358 19		16 81	
			104 33	508 71	4 86	1,343 35	62 57	
MANTUA.								
Mantua.....	9		230 90		729 83		34 79	
Knigh't's Run	10	17 95			358 89		16 11	
Emilin.....	11	174 13			362 63		12 37	
Barnesboro.....	12		57 22		361 93		13 07	
Pitman.....	38		161 22		596 69		28 25	
			192 08	449 34	2,409 97		104 59	
E. GREENWICH.								
Berkley.....	13	68 44			358 89		16 11	
Greenwich.....	14	601 78	30 01		483 26		22 88	
Clarksboro.....	17		22 51		424 09		20 08	
		670 22	52 52		1,266 24		59 07	
GREENWICH.								
Gibbstown.....	15		127 46		601 62		28 48	
Paulsboro.....	16		140 19		2,273 32		107 64	
			267 65		2,874 94		136 12	
HARRISON.								
Richwood.....	7	1 24	3 56		363 56		11 41	
Jefferson.....	8	383 57	70 55		394 50		18 68	
Clen's Run.....	20	60 00	60 29		267 77		7 23	
Washington.....	18	104 47			265 66		9 34	
Union.....	27		6 40		359 36		15 64	
Harmony.....	28		10 70		360 99		14 01	
Good Will.....	29	78 00	59 09		358 69		16 34	
		627 28	210 59		2,370 50		92 68	

County of GLOUCESTER, State of New Jersey, for the June 30th, 1894.

Amount of district tax voted for payment of teachers' salaries,	Amount of district tax voted for building, purchasing, hiring, repairing or furnishing school-houses.	Amount of district tax for payment of debt and interest.	Amount of district tax voted for text-books and apparatus.	Total amount of district tax ordered to be raised.	Amount received from temporary loans.	Amount received from sale of bonds.	Amount voted for manual training.	Amount received from other sources.	Total amount available for school year ending June 30th, 1894.
	\$9,000 00			\$9,000 00					\$15,500 71
	250 00			250 00					750 62
	1,300 00			1,300 00					438 50
\$500 00	200 00	\$740 00	\$360 00	1,800 00					2,105 85
500 00	1,750 00	740 00	360 00	3,350 00					2,825 44
									6,120 41
	75 00			75 00					614 50
250 00	120 00		40 00	410 00					1,302 47
									588 85
250 00	195 00		40 00	485 00					2,505 82
400 00				400 00					1,395 52
50 00	50 00		50 00	150 00					542 95
									549 13
75 00	50 00		15 00	140 00					572 22
70 29	274 71	255 00		600 00					1,386 16
595 29	374 71	255 00	65 00	1,290 00					4,445 98
	50 00			50 00					493 44
	100 00			100 00					1,137 93
									566 68
	150 00			150 00					2,198 05
300 00				300 00					1,057 56
300 00	120 00		200 00	620 00					3,141 15
600 00	120 00		200 00	920 00					4,198 71
75 00	75 00			150 00					529 80
	40 00			40 00					907 30
25 00	25 00			50 00					445 29
									379 47
450 00	50 00			500 00					881 40
550 00	123 36	240 00		913 36					1,299 06
50 00				50 00					562 09
1,150 00	313 36	240 00		1,703 36					5,004 41

Apportionment of School Moneys, by Districts, for the School Year Ending

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Balance State, county and township moneys July 1st, 1893.	Balance district tax July 1st, 1893.	Balance received from other sources July 1st, 1893.	Amount apportioned from State appropriation, including State school tax and \$100,000.	Amount apportioned from township tax.	Amount apportioned from surplus revenue.	Amount apportioned from balances.
Gloucester—								
Con.								
S. HARRISON.								
Oak Grove.....	22	\$0 46			\$266 60		\$3 40	
Cedar Grove.....	23	158 11	\$88 73		288 00		7 00	
Harrisonville.....	24	37 47	86 34		419 16		19 84	
Columbia.....	26		39 17		266 13		8 87	
		196 04	214 24		1,219 89		44 11	
ELK.								
Fairview.....	21	58 70			363 56		11 44	
Unionville.....	42	71 20	23 15		517 79		24 51	
Hardingville.....	44				363 80		11 20	
		129 90	23 15		1,245 15		47 15	
WOOLWICH.								
Poplar Grove.....	19	152 65	34 25		360 29		14 71	
Cloverdale.....	25	78 30	41 77		364 50		10 50	
Battentown.....	30		107 53		389 58		18 44	
Swedesboro.....	31		286 09		1,089 82		51 60	
		230 95	469 64		2,204 19		95 25	
LOGAN.								
Repaupo.....	32	45 47	2 84		493 13		23 35	
Bridgeport.....	33	285 63			567 10		26 85	
Madison.....	34	193 50			361 69		13 31	
Centre Square.....	35	51 00	52 63		364 50		10 50	
Lincoln.....	37	24 90			363 33		11 67	
Nortonville.....	39				363 33		11 67	
		600 50	55 47		2,513 08		97 35	
GLASSBORO.								
Glassboro.....	41	846 66	89 27		3,954 89		187 27	
CLAYTON.								
Clayton.....	43		575 89		3,274 38		155 04	
Fries Mill.....	51	39 82	135 27		265 89		9 11	
		39 82	710 96				164 15	
FRANKLIN.								
Janvier.....	40	65 40			267 77		7 23	
Franklinville.....	45		93 06		478 34		22 65	
Malaga.....	46	23 12			739 70		35 02	
Lake.....	47	20 29			483 28		22 88	
Downstown.....	48			\$31 66	270 10		4 90	
Chevsville.....	49	6 62			266 13		8 87	
Hopewell.....	50	18 77			363 56		11 44	
Forest Grove.....	52	7 92			265 66		9 34	
Newfield.....	53	75 27	15 22		448 75		21 25	
		222 39	108 28	31 66	3,583 27		143 58	

*Apportionment of School Moneys, by Districts, for the
School Year Ending*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Balance State, county and township moneys July 1st, 1893.	Balance district tax July 1st, 1893.	Balance received from other sources July 1st, 1893.	Amount apportioned from State ap- propriation, including State school tax and \$100,000.	Amount apportioned from township tax.	Amount apportioned from surplus revenue.	Amount apportioned from balances.
Gloucester—								
Con.								
MONROE.								
Cross Keys.....	56				\$364 03		\$10 97	
Williamstown.....	57		\$199 19		1,637 19		77 52	
New Brooklyn.....	58		5 25		360 99		14 01	
Washington Grove..	59		18 74		394 50		18 68	
Cole's Mill.....	60				268 71		6 29	
Downer.....	63		37 67		268 93		6 07	
			260 85		3,294 35		133 54	
WASHINGTON.								
Bethel.....	64		44 20		488 20		23 11	
Bunker Hill.....	65	\$10 51	63 24		362 16		12 84	
Chestnut Ridge.....	66	72 63	9 76		363 56		11 44	
Deptford.....	67	27 00			364 26		10 74	
Mt. Pleasant.....	68	112 96			364 50		10 50	
		253 10	117 20		1,942 68		68 63	
Summary.								
Woodbury.....			426 93		5,799 19		274 59	
Deptford.....			370 28	\$29 70	2,247 08		100 85	
West Deptford.....			508 71	4 86	1,343 35		62 57	
Mantua.....			449 34		2,409 97		104 59	
East Greenwich.....			52 52		1,266 24		59 07	
Greenwich.....			267 65		2,874 94		136 12	
Harrison.....			210 59		2,370 50		92 68	
South Harrison.....			214 24		1,219 89		44 11	
Elk.....			23 15		1,245 15		47 15	
Woolwich.....			469 64		2,204 19		95 25	
Logan.....			55 47		2,513 08		97 35	
Glassboro.....			89 27		3,954 89		187 27	
Clayton.....			710 96		3,540 27		164 15	
Franklin.....			139 94		3,583 27		143 58	
Monroe.....			260 85		3,294 35		133 54	
Washington.....			117 20		1,942 68		65 63	
		4,132 77	4,366 74	34 56	41,809 04		1,811 50	

County of GLOUCESTER, State of New Jersey, for the
June 30th, 1893.

Amount of district tax voted for pay- ment of teachers' salaries.	Amount of district tax voted for build- ing, purchasing, hiring, repairing or furnishing school-houses.	Amount of district tax for payment of debt and interest.	Amount of district tax voted for text- books and apparatus.	Total amount of district tax ordered to be raised.	Amount received from temporary loans.	Amount received from sale of bonds.	Amount voted for manual training.	Amount received from other sources.	Total amount available for school year ending June 30th, 1894.
\$225 00	\$875 00		\$100 00	\$1,200 00					\$375 00
50 00	100 00			150 00					3,113 90
100 00				100 00					380 25
375 00	975 00		100 00	1,450 00					581 92
									375 00
									312 67
	600 00			600 00					5,138 74
	50 00			50 00					1,155 51
75 00	25 00			100 00					478 75
									507 39
									502 00
									487 96
75 00	675 00			750 00					3,131 61
	9,000 00			9,000 00					15,500 71
500 00	1,750 00	\$740 00	360 00	3,350 00					6,120 41
250 00	195 00		40 00	485 00					2,505 82
595 29	374 71	255 00	65 00	1,290 00					4,445 98
	150 00			150 00					2,198 05
600 00	120 00		200 00	920 00					4,198 71
1,150 00	313 36	240 00		1,703 36					5,004 41
281 00	119 00			400 00					2,074 28
	100 00			100 00					1,545 35
350 00	400 00			750 00					3,750 03
	450 00			450 00					3,716 40
	800 00	1,750 00		2,550 00					7,628 09
	1,000 00			1,000 00					5,455 20
	76 00	106 50		182 50					4,271 68
375 00	975 00		100 00	1,450 00					5,138 74
75 00	675 00			750 00					3,131 61
4,176 29	16,498 07	3,091 50	765 00	24,530 86					76,685 47

Report of Attendance, by Districts, for the County of GLOUCESTER.

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of months the schools were kept open.	Number of boys between 5 and 20 years of age enrolled in the schools during the year.	Number of girls between 5 and 20 years of age enrolled in the schools during the year.	Total number of children between 5 and 20 years of age enrolled in the schools during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.
GLOUCESTER.							
Woodbury.....	1	10	543	505	1,048	5	11,376
DEPTFORD.							
Almonesson	2	9	40	40	80	.....	273
Monongahela.....	3	10	16	14	30	.....	91
Wenonah.....	54	10	37	48	85	2	776
Westville.....	61	10	92	77	169	.....	751
		9 $\frac{3}{4}$	185	179	364	2	1,891
WEST DEPTFORD.							
Mantua Grove.....	4	10	35	29	64	2	210
Thoroughfare.....	5	10	53	55	108	.....	187
Red Bank.....	6	9	31	15	46	.....	97
		9 $\frac{2}{3}$	119	99	218	2	494
MANTUA.							
Mantua	9	10	68	75	143	.....	1,067
Knight's Run	10	9	31	22	53	.....	172
Emlin	11	9	21	20	41	.....	262
Barnesboro	12	10	25	27	52	.....	286
Pitman.....	38	10	85	120	205	.....	890
		9 3-5	230	264	494	.....	2,677
EAST GREENWICH.							
Berkley	13	10	27	30	57	.....	512
Greenwich	14	10	43	22	65	.....	95
Clarksboro.....	17	10	23	37	60	.....	100
		10	93	89	182	.....	1,219
GREENWICH.							
Gibbstown.....	15	10	54	36	90	.....	395
Paulsboro	16	10	216	153	369	.....	1,308
		10	270	189	459	.....	1,703
HARRISON.							
Richwood.....	7	10	32	22	54	.....	578
Jefferson	8	10	39	36	75	.....	609
Washington	18	9	16	12	28	.....	83
Clem's Run.....	20	9	18	10	28	.....	169
Union	27	10	35	26	61	.....	127
Harmony	28	10	27	27	54	.....	153
Good Will.....	29	10	30	35	65	.....	225
		9 5-7	197	168	365	.....	1,944

State of New Jersey, for the School Year Ending June 30th, 1893.

Average number of cases of tardiness per day for each teacher.	Average number on roll.	Average daily attendance.	Percentage of daily attendance on total enrollment.	Number of pupils enrolled in primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of classes in school.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
2.7	688	616	90	718	283	47	227	4	17	\$72 25	\$43 04
2	44	33	75	29	51	.....	31	.....	1	.....	45 00
.....	17	15	88	21	9	.....	27	.....	1	.....	40 00
4	62	57	92	55	30	.....	54	.....	2	.....	51 25
4	104	94	91	125	44	.....	36	1	2	65 00	40 00
3.33	226	199	83	230	134	.....	148	1	6	65 00	44 58
1	40	33	83	45	17	2	25	.....	1	.....	40 00
1	53	44	83	71	37	.....	24	1	1	55 00	30 00
.....	25	20	80	40	6	.....	25	.....	1	.....	40 00
1	118	97	82	156	60	2	74	1	3	55 00	36 66
5	81	68	84	91	52	.....	49	1	1	65 00	45 00
1	43	43	84	43	10	.....	25	.....	1	.....	40 00
1	29	26	90	23	18	.....	34	.....	1	.....	33 33
1	32	29	91	29	23	.....	32	1	.....	45 00	.....
4	165	98	59	147	58	.....	37	1	1	50 00	38 00
2.4	350	264	81	333	161	.....	177	3	4	53 35	39 08
3	31	24	77	40	17	.....	26	1	.....	50 00	.....
.....	29	25	86	53	12	.....	36	.....	1	.....	55 00
1	33	31	94	28	32	.....	28	.....	1	.....	50 00
2	93	80	86	121	61	.....	90	1	2	50 00	55 50
2	44	43	98	49	41	.....	33	.....	2	.....	37 00
6	234	200	85	251	118	4	369	2	4	77 50	38 75
4	278	243	92	300	159	4	402	2	6	77 50	37 87
3	35	29	83	34	20	.....	23	.....	1	.....	40 00
3	37	32	86	52	23	2	35	1	.....	50 00	.....
.....	17	15	88	16	12	.....	32	.....	1	.....	37 20
1	14	12	86	14	14	.....	24	.....	1	.....	30 00
1	28	27	96	34	27	.....	33	1	1	60 00	30 00
1	85	31	89	32	22	6	30	.....	1	.....	55 00
1	40	36	90	32	33	.....	28	.....	2	.....	40 00
1.66	206	182	88	214	151	8	205	2	7	55 00	38 88

Report of Attendance, by Districts, for the County of GLOUCESTER,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of months the schools were kept open.	Number of boys between 5 and 20 years of age enrolled in the schools during the year.	Number of girls between 5 and 20 years of age enrolled in the schools during the year.	Total number of children between 5 and 20 years of age enrolled in the schools during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.
Gloucester—Con.							
SOUTH HARRISON.							
Oak Grove	22	9	12	14	26	.....	249
Cedar Grove.....	23	9	8	11	19	.....	50
Harrisonville.....	24	9	40	33	73	.....	316
Columbia	26	9	19	18	37	.....	127
		9	79	76	155	.....	742
ELK.							
Fairview.....	21	9	18	24	42	.....	84
Unionville.....	42	10	48	44	92	.....	514
Hardingville.....	44	9	21	20	41	.....	229
		9½	87	88	175	.....	827
WOOLWICH.							
Poplar Grove.....	19	9	19	29	48	.....	30
Cloverdale.....	25	10	21	10	31	.....	74
Battentown.....	30	10	31	38	69	.....	186
Swedesboro.....	31	10	97	102	199	.....	1,890
		9¾	168	179	347	.....	2,180
LOGAN.							
Repaupo.....	32	9	41	37	78	.....	416
Bridgeport.....	33	9	43	50	93	.....	177
Madison.....	34	10	31	27	58	.....	462
Centre Square.....	35	9	18	13	31	.....	416
Lincoln.....	37	9	16	24	40	.....	358
Nortonville.....	39	9	26	14	40	.....	388
		9 1-6	175	165	340	.....	2,217
GLASSBORO.							
Glassboro.....	41	10	260	272	532	1	2,616
CLAYTON.							
Clayton.....	43	10	203	222	425	.....	2,514
Fries Mill.....	51	9	14	14	28	.....	190
		9½	217	236	453	.....	2,704
FRANKLIN.							
Janvier.....	40	9	12	15	27	.....	453
Franklinville.....	45	9	35	36	71	.....	806
Malaga.....	46	9	70	68	138	.....	554
Lake.....	47	9	20	15	35	.....	200
Downtown.....	48	9	9	7	16	.....	95
Chewsville.....	49	9	18	12	30	.....	100
Hopewell.....	50	9	16	19	35	.....	270
Forest Grove.....	52	9	10	10	20	.....	71
Newfield.....	53	10	45	32	77	.....	1,046
		9 1-9	235	214	449	.....	3,895

State of New Jersey, for the School Year Ending June 30th, 1893.

Average number of cases of tardiness per day for each teacher.	Average number on roll.	Average daily attendance.	Percentage of daily attendance on total enrollment.	Number of pupils enrolled in primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of classes in school.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
1	24	18	75	14	12	30	1	1		\$28 00	
.....	11	8	73	19	.....	20	.....	1	.....	27 00	
1	45	39	87	38	35	30	1	1	\$55 00	35 00	
1	20	17	85	23	14	22	.....	1	.....	30 00	
1.33	100	82	82	94	61	102	1	4	55 00	30 00	
.....	17	13	76	25	17	25	.....	1	.....	35 00	
2	55	46	84	61	30	31	1	2	40 00	.....
2	24	19	79	21	20	27	.....	1	.....	30 00	
2	96	78	81	107	67	83	1	2	40 00	32 50	
.....	37	32	86	15	21	24	.....	1	.....	48 00	
.....	20	17	85	22	9	25	.....	1	.....	35 00	
1	41	34	84	40	23	46	.....	1	.....	32 50	
9	133	114	86	30	60	44	.....	1	2	77 50	37 50
5	231	197	85	207	113	27	139	1	5	77 50	38 10
2	63	48	76	43	35	35	.....	2	.....	35 50	
1	76	59	78	48	40	34	.....	2	.....	41 58	
2	28	23	82	43	15	50	.....	1	.....	35 00	
2	21	12	57	28	3	7	.....	1	.....	36 00	
2	31	24	77	15	25	6	.....	1	.....	35 00	
2	19	15	79	14	26	27	.....	1	.....	36 66	
1.83	238	181	76	191	144	5	159	.....	8	.....	37 10
1.3	317	272	86	360	171	1	96	1	7	100 00	45 71
2	297	250	84	324	89	12	107	1	6	100 00	38 66
1	13	11	85	13	14	1	30	.....	1	.....	35 00
1.5	310	261	84	337	103	13	137	1	7	100 00	37 25
2	14	11	79	27	.....	.....	10	.....	1	.....	30 00
4	33	32	97	60	11	28	.....	1	.....	50 00	.....
4	88	80	91	107	31	42	.....	2	.....	35 00	.....
1	16	11	69	29	6	21	.....	1	.....	35 00	.....
.....	11	9	82	16	.....	16	.....	1	.....	30 00	.....
.....	18	14	78	18	12	29	.....	1	.....	30 00	.....
1	17	14	82	24	11	27	.....	1	.....	35 00	.....
.....	15	14	93	16	4	14	.....	1	.....	30 00	.....
5	50	44	88	38	39	27	.....	1	.....	50 00	.....
2.33	262	229	87	335	114	.....	213	2	8	50 00	32 50

Report of Attendance, by Districts, for the County of GLOUCESTER,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of months the schools were kept open.	Number of boys between 5 and 20 years of age enrolled in the schools during the year.	Number of girls between 5 and 20 years of age enrolled in the schools during the year.	Total number of children between 5 and 20 years of age enrolled in the schools during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.
Gloucester—Con.							
MONROE.							
Cross Keys.....	56	9 ½	25	15	40	.....	240
Williamstown.....	57	9 ½	117	124	241	.....	867
New Brooklyn.....	58	10	24	25	49	.....	118
Washington Grove.....	59	9	34	30	64	.....	70
Cole's Mill.....	60	9	9	11	20	.....	201
Downer.....	61	9	20	19	39	.....	249
		9 ¼	229	224	453	.....	1,745
WASHINGTON.							
Bethel.....	64	9 ½	39	31	73	.....	264
Bunker Hill.....	65	9	28	25	53	.....	388
Chestnut Ridge.....	66	9	12	18	30	.....	523
Deptford.....	67	9	22	34	56	.....	116
Mt. Pleasant.....	68	10	13	18	31	.....	187
		9 3-10	114	129	243	.....	1,478
Summary.							
Woodbury.....	10		543	505	1,048	5	11,376
Deptford.....	9 ¼		185	179	364	2	1,891
West Deptford.....	9 ¾		119	99	218	2	494
Mantua.....	9 3-5		230	264	494	.....	2,627
East Greenwich.....	10		93	89	182	.....	1,219
Greenwich.....	10		270	189	459	.....	1,703
Harrison.....	9 5-7		197	168	365	.....	1,944
South Harrison.....	9		79	76	155	.....	742
Elk.....	9 ¼		87	88	175	.....	827
Woolwich.....	9 ¾		168	179	347	.....	2,180
Logan.....	9 1-6		175	165	340	.....	2,217
Glassboro.....	10		260	272	532	1	2,616
Clayton.....	9 ½		217	236	453	.....	2,704
Franklin.....	9 1-9		235	214	449	.....	3,895
Monroe.....	9 1-4		229	224	453	.....	1,745
Washington.....	9 3-10		114	129	243	.....	1,478
	9 ½		3,201	3,076	6,277	10	39,658

State of New Jersey, for the School Year Ending June 30th, 1893.

Average number of cases of tardiness per day for each teacher.	Average number on roll.	Average daily attendance.	Percentage of daily attendance on total enrollment.	Number of pupils enrolled in primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of classes in school.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
1	21	18	56	35	5	16	1	1	1	\$35 50	.....
4	139	111	79	133	108	60	1	3	3	80 00	\$45 16
1	22	18	82	46	3	23	.....	1	1	.....	34 25
.....	29	23	79	37	27	24	1	.....	.....	50 00	.....
1	14	7	50	18	2	28	.....	1	1	.....	35 00
1	25	22	80	28	11	17	.....	1	1	.....	30 00
1.6	251	199	79	297	156	.....	168	3	6	51 83	39 12
1	44	37	84	47	26	42	1	1	1	55 52	30 00
2	28	23	85	36	17	28	.....	1	1	.....	35 00
3	15	12	80	13	16	28	1	1	1	.....	38 00
1	29	24	83	37	17	23	2	1	1	.....	40 00
2	22	9	41	22	9	30	.....	1	1	.....	35 00
1.8	138	105	74	155	85	3	151	1	5	55 52	35 60
2.7	688	616	90	718	283	47	227	4	17	72 25	43 04
3.33	226	199	87	230	134	.....	148	1	6	65 00	44 58
1	118	97	82	156	60	2	74	1	3	55 00	36 66
2.4	350	264	81	333	161	.....	177	3	4	53 35	39 08
2	93	80	86	121	61	.....	90	1	2	50 00	52 50
2	278	243	92	300	155	4	402	2	6	77 50	37 87
4	206	182	88	214	143	8	205	2	7	55 00	38 88
1.66	100	82	82	94	61	.....	82	1	4	55 00	30 00
1.33	96	78	81	107	67	1	52	2	2	40 00	32 50
2	231	197	85	207	113	27	139	1	5	77 50	38 10
5	238	181	76	191	144	5	159	.....	8	.....	37 10
1.83	317	272	85	360	171	1	96	1	7	100 00	45 71
1.5	310	261	84	337	103	13	137	1	7	100 00	37 28
2.33	262	221	87	335	114	.....	213	2	8	50 00	32 50
1.6	251	199	79	297	156	.....	168	3	6	51 83	39 12
1.8	133	110	74	155	85	3	151	1	5	55 52	35 60
2.28	3,897	3,282	84	4,155	2,011	111	2,520	26	97	61 83	39 13

Financial Report, by Districts, for the County of HUDSON,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Amount due the district July 1st, 1897, from State, county and township funds.	Amount due the district July 1st, 1897, from district tax.	Amount due the district July 1st, 1897, from other sources.	Total amount due the district July 1st, 1897.	Amount expended for teachers' salaries.	Amount expended for fuel and janitors' salaries.	Amount expended for building and repairing, excluding debt and interest.
HUDSON.								
N. BERGEN.								
Bull's Ferry.....	1	\$757 70	\$1,172 01	\$37 75	\$1,997 46	\$1,550 00	\$133 25	\$42 73
Secaucus.....	2	1,091 84	.....	34 12	1,125 96	1,800 00	190 64	26 00
S. New Durham.....	3	12,395 81	.....	6,943 24	19,339 05	4,850 00	674 62	5,145 10
E. New Durham.....	5	683 88	1,139 17	20 11	1,843 16	1,260 00	100 75	50 30
		14,959 23	2,311 18	7,035 22	24,305 63	9,460 00	1,099 26	5,264 13
Town of Union.....	6	11,853 85	20,584 05	47,372 66	79,810 56	16,969 43	2,012 61	20,230 97
Weehawken.....	7	2,393 88	7,344 04	.....	9,737 92	3,656 50	1,250 95	1,130 78
Guttenberg.....	8	5,459 11	3,182 04	.....	8,641 15	1,990 00	369 35	125 00
UNION.								
East New York.....	9	767 01	2,214 80	.....	2,981 81	1,320 00	69 50	332 00
West New York.....	10	2,365 35	6,735 77	50 00	9,151 12	2,288 25	455 14	2,973 37
		3,132 36	8,950 57	50 00	12,132 93	3,608 25	524 64	3,305 37
West Hoboken.....	11	12,672 71	13,208 01	1 00	25,881 72	16,559 50	1,955 03	525 32
Hoboken.....	12	68,044 44	48,771 48	2,000 00	118,815 92	91,388 08	11,479 62	4,101 84
Jersey City.....	13	292,758 33	60,067 43	5,527 92	358,353 68	149,418 58	23,223 62	.....
Bayonne.....	15	20,050 16	36,565 00	18,397 09	75,012 25	37,133 50	5,322 70	4,393 27
Harrison.....	16	10,251 32	31,479 00	10 00	41,740 32	9,571 01	818 50	7,300 00
Kearny.....	17	19,666 03	21,030 00	227 50	40,923 53	22,359 44	2,252 38	958 71
Summary.								
North Bergen.....		14,959 23	2,311 18	7,035 22	24,305 63	9,460 00	1,099 26	5,264 13
Town of Union.....		11,853 85	20,584 05	47,372 66	79,810 56	16,969 43	2,012 61	20,230 97
Weehawken.....		2,393 88	7,344 04	.....	9,737 92	3,656 50	1,250 95	1,130 78
Guttenberg.....		5,459 11	3,182 04	.....	8,641 15	1,990 00	369 35	125 00
Union.....		3,132 36	8,950 57	50 00	12,132 93	3,608 25	524 64	3,305 37
West Hoboken.....		12,672 71	13,208 01	1 00	25,881 72	16,559 50	1,955 03	525 32
Hoboken.....		68,044 44	48,771 48	2,000 00	118,815 92	91,388 08	11,479 62	4,101 84
Jersey City.....		292,758 33	60,067 43	5,527 92	358,353 68	149,418 58	23,223 62	.....
Bayonne.....		20,050 16	36,565 00	18,397 09	75,012 25	37,133 50	5,322 70	4,393 27
Harrison.....		10,251 32	31,479 00	10 00	41,740 32	9,571 01	818 50	7,300 00
Kearny.....		19,666 03	21,030 00	227 50	40,923 53	22,359 44	2,252 38	958 71
		461,241 42	253,492 80	80,621 39	795,355 61	362,114 29	50,309 26	47,335 35

State of New Jersey, for the School Year Ending June 30th, 1893.

Amount expended for debt and interest.	Amount expended for taking school census.	Amount expended for manual training.	Amount expended for text-books and apparatus.	Amount expended for incidentals.	Total amount expended.	Balance of State, county and township funds June 30th, 1893.	Balance of district tax June 30th, 1893.	Balance of moneys from other sources June 30th, 1893.	Total balance June 30th, 1893.
	\$12 40		\$97 72	\$258 04	\$2,094 14		*\$96 68		
\$6,840 00			101 47	181 50	2,299 61		*1,173 65		
			266 39	439 28	18,215 39			\$1,123 66	\$1,123 66
			40 88	45 00	1,496 93		326 12	20 11	346 23
6,840 00	12 40		506 46	923 82	24,106 07		326 12	1,113 77	1,469 89
6,450 00	162 20	\$1,114 36	1,339 70	1,930 62	50,209 89		4,195 35	25,405 32	29,600 67
1,515 00	31 05		245 48	220 96	8,050 72		1,687 20		1,687 20
102 00	36 85		120 72	2,681 72	5,425 64	\$3,183 81	31 70		3,215 51
	8 30		112 29	181 02	2,023 11		832 00	126 70	958 70
1,865 00	28 65		241 70	106 51	7,958 62		1,192 50		1,192 50
1,865 00	36 95		353 99	287 53	9,981 73		2,021 50	126 70	2,151 20
	160 00	289 60	1,200 49	2,035 32	22,725 86		3,155 86		3,155 86
	916 49		3,154 41	4,506 64	115,547 08			3,268 84	3,268 84
			6,779 71	1,714 08	181,135 99			177,217 69	177,217 69
	247 25		3,684 32	1,710 73	52,491 77			22,520 48	22,520 48
1,239 00	134 25		725 00	912 07	20,699 83	540 49	20,500 00		21,040 49
9,030 00	100 50		1,400 00	3,060 00	39,161 03	1,535 00	227 50		1,762 50
6,840 00	12 40		506 46	923 82	24,106 07		326 12	1,143 77	1,469 89
6,450 00	162 20	1,114 36	1,339 70	1,930 62	50,209 89		4,195 35	25,405 32	29,600 67
1,515 00	31 05		245 48	220 96	8,050 72		1,687 20		1,687 20
102 00	36 85		120 72	2,681 72	5,425 64	3,183 81	31 70		3,215 51
1,865 00	36 95		353 99	287 53	9,981 73		2,024 50	126 70	2,151 20
	160 00	289 60	1,200 49	2,035 32	22,725 86		3,155 86		3,155 86
	916 49		3,154 41	4,506 64	115,547 08			3,268 84	3,268 84
			6,779 71	1,714 08	181,135 99			177,217 69	177,217 69
	247 25		3,684 32	1,710 73	52,491 77			22,520 48	22,520 48
1,239 00	134 25		725 00	912 07	20,699 83	540 49	20,500 00		21,040 49
9,030 00	100 50		1,400 00	3,060 00	39,161 03	1,535 00	227 50		1,762 50
27,041 00	1,837 94	1,403 96	19,510 28	19,983 49	529,535 61	5,259 30	32,148 23	229,682 80	267,090 33

* Overdrawn.

*Apportionment of School Moneys, by Districts, for the
School Year Ending*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Balance State, county and township moneys July 1st, 1893.	Balance district tax July 1st, 1893.	Balance received from other sources July 1st, 1893.	Amount apportioned from State ap- propriation, including State school tax and \$100,000.	Amount apportioned from township tax.	Amount apportioned from surplus revenue.	Amount apportioned from balances.
HUDSON.								
N. BERGEN.								
Bull's Ferry.....	1				\$1,016 78			
Seaucous.....	2				1,230 40			
S. New Durham.....	3			\$1,123 66	3,443 37			
E. New Durham.....	5		\$326 12	20 11	798 90			
			326 12	1,143 77	6,489 45			
Town of Union ...	6		4,195 35	25,405 32	13,470 21			
Weehawken.....	7		1,687 20		2,610 31			
Guttenberg.....	8	\$3,183 81	31 70		2,700 02			
UNION.								
East New York.....	9		832 00	126 70	709 18			
West New York.....	10		1,192 50		2,447 96			
			2,024 50	126 70	3,157 14			
West Hoboken.....	11		3,155 86		13,713 72			
Hoboken.....	12			3,268 84	63,326 67			
Jersey City.....	13			177,217 69	255,942 59			
Bayonne.....	15			22,520 48	21,126 00			
Harrison.....	16	540 49	20,500 00		11,470 79			
Kearny.....	17	1,535 00	227 50		8,587 11			
Summary.								
North Bergen.....			326 12	1,143 77	6,489 45			
Town of Union.....			4,195 35	25,405 32	13,470 21			
Weehawken.....			1,687 20		2,610 31			
Guttenberg.....		3,183 81	31 70		2,700 02			
Union.....			2,024 56	126 70	3,157 14			
West Hoboken.....			3,155 86		13,713 72			
Hoboken.....				3,268 84	63,326 67			
Jersey City.....				177,217 69	255,942 59			
Bayonne.....				22,520 48	21,126 00			
Harrison.....		540 49	20,500 00		11,470 79			
Kearny.....		1,535 00	227 50		8,587 11			
		5,259 30	32,148 29	229,682 80	402,594 01			

County of HUDSON, State of New Jersey, for the
June 30th, 1894.

Amount of district tax voted for pay- ment of teachers' salaries.	Amount of district tax voted for build- ing, purchasing, hiring, repairing or furnishing school-houses.	Amount of district tax for payment of debt and interest.	Amount of district tax voted for text- books and apparatus.	Total amount of district tax ordered to be raised.	Amount received from temporary loans.	Amount received from sale of bonds.	Amount voted for manual training.	Amount received from other sources.	Total amount available for school year ending June 30th, 1894.
\$700 00			\$550 00	1,250 00					\$2,266 78
2,000 00	\$150 00		585 00	735 00					1,965 40
700 00	5,335 00		2,145 00	9,480 00					14,047 03
	100 00		200 00	1,000 00					2,145 13
3,400 00	5,585 00		3,480 00	12,465 00					20,424 34
7,000 00	500 00	6,300 00	6,500 00	20,300 00			\$1,000 00		64,370 88
5,000 00				5,000 00					9,297 51
	200 00	102 00	1,068 00	1,370 00					
800 00	6,500 00		745 00	8,045 00					
800 00	200 00	2,505 00	1,000 00	4,505 00					
1,600 00	6,700 00	2,505 00	1,745 00	12,550 00					
2,850 00	45,000 00		9,150 00	57,000 00					
41,573 65	7,000 00	6,730 00	10,215 00	65,518 65					
285,332 00			66,332 00	351,664 00					
25,810 00	5,000 00		7,100 00	37,910 00					
		2,229 00	2,650 00	8,479 00					
8,000 00	1,000 00	9,430 00	5,000 00	23,430 00					
3,400 00	5,585 00		3,480 00	12,465 00					\$20,424 34
7,000 00	500 00	6,300 00	6,500 00	20,300 00			1,000 00		64,370 88
5,000 00				5,000 00					9,297 51
	200 00	102 00	1,068 00	1,370 00					7,285 53
1,600 00	6,700 00	2,505 00	1,745 00	12,550 00					17,858 40
2,850 00	45,000 00		9,150 00	57,000 00					73,869 58
41,573 65	7,000 00	6,730 00	10,215 00	65,518 65					132,114 16
285,332 00			66,332 00	351,664 00					784,824 28
25,810 00	5,000 00		7,100 00	37,910 00					81,556 48
		2,229 00	2,650 00	4,879 00					37,390 28
8,000 00	1,000 00	9,430 00	5,000 00	23,430 00					33,779 61
380,565 65	70,985 00	27,296 00	113,240 00	592,086 65			1,000 00		1,262,771 05

Report of Attendance, by Districts, for the County of HUDSON,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of months the schools were kept open.	Number of boys between 5 and 20 years of age enrolled in the schools during the year.	Number of girls between 5 and 20 years of age enrolled in the schools during the year.	Total number of children between 5 and 20 years of age enrolled in the schools during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.
HUDSON.							
NORTH BERGEN.							
Bull's Ferry.....	1	10.25	43	51	94	.....	91
Secaucus.....	2	10.25	67	76	143	1	273
South New Durham.....	3	10.50	259	262	521	12	1,090
East New Durham.....	5	10.50	81	69	150	30	227
		10.37	450	458	908	43	1,681
Town of Union.....	6	10	1,082	1,066	2,148	42	223
Weehawken.....	7	10.50	188	168	356	.....	324
Guttenberg.....	8	9.80	216	216	432	2	.....
UNION.							
East New York.....	9	9.80	73	98	171	.....	43
West New York.....	10	10.50	298	306	604	.....	.....
		10.15	371	314	775	.....	43
West Hoboken.....	11	10.70	1,224	1,158	2,382	7	6,587
Hoboken.....	12	10	3,576	3,672	7,248	52	6,235
Jersey City.....	13	10	11,682	11,754	23,436	655	22,193
Bayonne.....	15	9.90	1,746	1,654	3,400	12	13,333
Harrison.....	16	10	343	396	729	1	1,725
Kearny.....	17	10	751	909	1,660	7	4,316
Summary.							
North Bergen.....		10.37	450	458	908	43	1,681
Town of Union.....		10	1,082	1,066	2,148	42	223
Weehawken.....		10.50	188	168	356	.....	324
Guttenberg.....		9.80	216	216	432	2	.....
Union.....		10.15	371	314	775	.....	43
West Hoboken.....		10.70	1,224	1,158	2,382	7	6,587
Hoboken.....		10	3,576	3,672	7,248	52	6,235
Jersey City.....		10	11,682	11,754	23,436	655	22,193
Bayonne.....		9.90	1,746	1,654	3,400	12	13,333
Harrison.....		10	343	396	729	1	1,725
Kearny.....		10	751	909	1,660	7	4,316
		10.15	21,629	21,545	43,174	821	56,660

State of New Jersey, for the School Year Ending June 30th, 1893.

Average number of tardiness per day for each teacher.	Average number on roll.	Average daily attendance.	Percentage of daily attendance on total enrollment.	Number of pupils enrolled in primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of classes in school.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
.22	53	49	.91	55	39	.....	20	1	1	\$90 40	\$57 14
.61	94	85	.90	96	47	.....	18	1	2	97 56	39 04
.57	349	311	.89	439	133	.....	131	3	6	79 63	37 30
.40	88	76	.86	130	20	.....	6	1	1	50 00	40 00
.45	284	521	.89	720	239	.....	175	6	10	84 47	35 99
1.01	1,641	1,527	.93	263	515	115	31	3	29	136 66	50 00
.42	175	157	.87	315	41	.....	43	1	4	93 00	64 20
.....	304	279	.91	374	56	.....	14	1	3	111 00	34 38
.11	99	93	.93	155	16	.....	7	1	1	101 52	40 80
.....	280	252	.88	494	110	.....	13	1	4	85 71	33 26
.055	379	345	.905	649	126	.....	20	2	5	93 61	34 77
.27	1,661	1,476	.89	2,047	308	27	340	2	35	128 50	34 97
.07	5,185	4,514	.89	5,720	1,385	143	130	9	128	136 25	58 95
.29	17,115	15,693	.92	17,374	5,445	622	465	19	427	196 58	55 78
1.10	2,335	1,993	.60	2,331	1,019	50	84	5	63	150 50	50 50
.20	502	462	.92	605	250	.....	21	3	9	153 33	67 33
.21	1,060	928	.87	1,321	288	51	70	3	23	120 00	45 00
.45	284	521	.89	720	239	.....	175	6	10	84 47	35 99
1.01	1,641	1,527	.93	263	515	115	31	3	29	136 66	50 00
.42	175	157	.87	315	41	.....	43	1	4	93 00	64 20
.....	304	279	.91	374	56	.....	14	1	3	111 00	34 38
.055	379	345	.905	649	126	.....	20	2	5	93 61	34 77
.27	1,661	1,476	.89	2,047	308	27	340	2	35	128 50	34 97
.07	5,185	4,514	.89	5,720	1,385	143	130	9	128	136 25	58 95
.29	17,115	15,693	.92	17,374	5,445	622	465	19	427	196 58	55 78
1.10	2,335	1,993	.60	2,331	1,019	50	84	5	63	150 50	50 50
.20	502	462	.92	605	250	.....	21	3	9	153 33	67 33
.21	1,063	928	.87	1,321	288	51	70	3	23	120 00	45 00
.365	30,941	27,895	.878	31,719	9,672	1,008	1,393	54	736	110 04	54 01

Financial Report, by Districts, for the County of HUNTERDON,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Amount due the district July 1st, 1892, from State, county and township funds.	Amount due the district July 1st, 1892, from district tax.	Amount due the district July 1st, 1892, from other sources.	Total amount due the district July 1st, 1892.	Amount expended for teachers' sal- aries.	Amount expended for fuel and jan- itors' salaries.	Amount expended for building and repairing, excluding debt and interest.
HUNTERDON.								
LEBANON.								
Mt. Lebanon.....	1	\$440 38			\$440 38	\$380 00	\$27 80	
Little Brook.....	2	275 00			275 00	245 50	19 50	
Lower Valley.....	3	470 13			470 13	432 06	19 54	
Changewater.....	4	588 88	\$62 67		649 55	548 38	28 50	\$62 67
Mt. Airy.....	5	465 21			465 21	350 00	20 95	
White Hall.....	6	424 25			424 25	350 00	32 82	
Spruce Run.....	7	280 85			280 85	242 75	21 25	
New Hampton.....	8	714 89			714 89	650 00	22 20	
Junction.....	9	1,983 27	249 05		2,232 32	1,860 50	89 74	249 05
Clarksville.....	10	391 14			391 14	325 00	33 30	
Mondalia.....	11	982 84	175 00		1,157 84	850 00	117 84	
		7,014 84	486 72		7,501 56	6,234 19	433 44	311 72
BETHLEHEM.								
Bloomsbury.....	12	1,357 60	273 75		1,631 35	1,270 00	115 17	
Valley.....	13	901 27			901 27	824 36	33 90	
South Asbury.....	14	509 10			509 10	461 23	27 87	
Charlestown.....	16	406 37			406 37	374 96	14 84	
Mountain View.....	17	375 00	7 94		382 94	342 32	12 68	
Hickory.....	18	275 00			275 00	225 00	30 00	
		3,824 34	281 69		4,106 03	3,497 87	234 46	
ALEXANDRIA.								
Little York.....	24	615 16			615 16	540 00	28 26	
Everittstown.....	28	434 68			434 68	360 00	17 46	
Winchell's Grove.....	29	410 00			410 00	280 00	18 28	
Pittstown.....	30	408 52			408 52	333 33	20 43	
Old Church.....	31	414 04	8 04		422 08	336 12	18 88	
		2,282 40	8 04		2,290 44	1,849 45	103 31	
HOLLAND.								
Mount Joy.....	19	707 08			707 08	630 00	24 83	
Holland.....	20	571 24			571 24	450 00	25 43	
Spring Mills.....	21	330 35			330 35	300 00	19 00	3 60
Millersville.....	22	286 35	98 68		385 03	237 75	21 18	98 68
Hawks.....	23	458 65			458 65	320 00	33 68	
Mt. Pleasant.....	25	461 60			461 60	389 57	23 20	
Milford.....	26	1,162 84	403 97		1,566 81	1,200 00	64 90	
		4,038 11	502 65		4,540 76	3,527 32	212 22	102 28
Frenchtown.....	32	1,885 46	325 00		2,210 46	1,650 00	131 47	148 67

State of New Jersey, for the School Year Ending June 30th, 1893.

Amount expended for debt and interest.	Amount expended for taking school census.	Amount expended for manual training.	Amount expended for text-books and apparatus.	Amount expended for incidentals.	Total amount expended.	Balance of State, county and township funds June 30th, 1893.	Balance of district tax June 30th, 1893.	Balance of moneys from other sources June 30th, 1893.	Total balance June 30th, 1893.
				\$17 52	\$425 32	\$15 06			\$15 06
				10 00	275 00				
				10 00	461 60	8 53			8 53
				10 00	649 55				
				20 00	390 95	74 26			74 26
	\$2 45			8 70	393 97	30 28			30 28
				11 00	275 00	5 85			5 85
				18 42	690 62	24 27			24 27
	14 00			19 03	2,232 32				15 53
	2 55			14 76	375 61	15 53			
	6 25		\$50 00	88 13	1,112 22	20 00	\$25 62		45 62
	25 25		50 00	227 56	7,282 16	193 78	25 62		219 40
\$159 00	9 40			57 82	1,611 39	2 99	16 97		191 96
				22 07	880 33	20 94			
				20 00	509 10				
	2 70			13 87	406 37				
				20 00	375 00		7 94		7 94
				20 00	275 00				
159 00	12 10			153 76	4,057 19	23 93	24 91		48 84
				20 00	588 26	26 90			26 90
				13 39	390 85	43 83			43 83
				20 00	318 28	91 72			91 72
			20 00	20 00	393 76	14 76			14 76
			20 00	20 00	395 00	27 08			27 08
			40 00	93 39	2,086 15	204 29			204 29
			20 00	16 36	671 19	35 89			35 89
				20 00	515 43	55 81			55 81
				20 00	342 60	47 75			47 75
				11 39	369 00	16 03			16 03
				7 50	361 18	97 47			97 47
				20 00	432 77	28 53			28 53
				53 00	1,317 90	248 91			248 91
			20 00	148 25	4,010 07	530 69			530 69
	12 75			97 60	2,040 43	77 18	92 85		170 03

Financial Report, by Districts, for the County of HUNTERDON,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Amount due the district July 1st, 1892, from State, county and township funds,	Amount due the district July 1st, 1892, from district tax.	Amount due the district July 1st, 1892, from other sources.	Total amount due the district July 1st, 1892,	Amount expended for teachers' sal- aries.	Amount expended for fuel and jan- itors' salaries.	Amount expended for building and repairing, excluding debt and interest.
Hunterdon—								
Con.								
KINGWOOD.								
Oak Summit	34	\$282 58			\$282 58	\$250 00	\$15 80	
Baptisttown	35	281 21	\$167 75		448 99	300 00	19 90	
Union	36	277 37			277 37	240 00	15 00	
Independence	37	292 72			292 72	255 00	12 00	
Spring Hill	38	468 82			468 82	305 00	28 82	\$121 44
Scott's	39	413 45			413 45	315 00	28 02	
Rock Ridge	40	407 64	12 83		420 47	360 00	21 75	
Warsaw	41	286 23			286 23	250 00		
		2,710 05	180 58		2,890 63	2,275 00	141 29	121 44
FRANKLIN.								
Franklin	42	375 00			375 00	329 96	26 04	
Quakertown	43	375 00			375 00	349 10	15 90	
Sunnyside	44	451 14	55 00		506 14	352 46	21 30	43 38
Cherryville	45	375 00			375 00	325 00	30 00	
Sidney	46	381 82			391 82	346 30	23 23	
		1,957 96	55 00		2,012 96	1,702 82	116 47	43 38
HIGH BRIDGE.								
Califon	15	1,081 83	9 54		1,091 37	1,000 00	54 18	7 50
Rocky Run	59	407 33			407 33	350 00	11 50	21 08
Silverthorne	60	651 74			651 74	602 07	29 60	
High Bridge	61	1,508 67	225 00		1,733 67	1,410 00	66 90	133 60
Cokesbury	65	488 90			488 90	418 53	28 26	22 00
Mt. Grove	65½	275 00			275 00	241 00	22 33	
		4,413 47	234 54		4,648 01	4,021 65	212 77	184 18
UNION.								
The Union	47	392 89			392 89	342 00	20 74	
Van Syckels	48	403 01			403 01	341 75	21 52	
Pattenburg	49	671 73			671 73	609 02	25 58	
Mechlings	50	420 33			420 33	378 94	18 24	
Cooks	51	410 83			410 83	240 88	31 55	
New Stone	52	379 11			379 11	296 58	36 30	
		2,677 93			2,677 93	2,209 17	153 93	
Clinton	53	2,211 60	625 00		2,836 60	1,750 00	195 99	91 49
CLINTON.								
Annandale	54	811 43	895 97		1,738 40	1,017 56	57 73	604 52
Bray's Hill	55	275 00	56 96		331 96	266 67	18 99	20 34
Lebanon	56	935 38	300 00		1,235 38	867 50	50 98	170 02
Round Valley	57	502 03			502 03	400 00	17 53	61 05
Hamden	58	411 10			411 10	365 00	29 01	
		2,994 91	1,253 93		4,248 87	3,916 73	174 24	855 93

State of New Jersey, for the School Year Ending June 30th, 1893.

Amount expended for debt and interest.	Amount expended for taking school census.	Amount expended for manual training.	Amount expended for text-books and apparatus.	Amount expended for incidentals.	Total amount expended.	Balance of State, county and township funds June 30th, 1893.	Balance of district tax June 30th, 1893.	Balance of moneys from other sources June 30th, 1893.	Total balance June 30th, 1893.
\$57 75	\$2 30			\$11 23	\$277 05	\$5 53			\$5 53
				14 13	424 08	24 91			24 91
				20 00	275 00	2 37			2 37
				15 34	282 34	10 38			10 38
				10 00	465 26	3 56			3 56
				14 00	357 02	56 43			56 43
				10 88	392 63	15 01	\$12 83		27 84
	1 96			10 00	261 96	24 27			24 27
87 75	4 26			105 60	2,735 34	142 46	12 83		155 29
				19 00	375 00				
				10 00	375 00				
				20 00	437 14	57 38	11 62		69 00
				20 00	375 00				
				12 29	381 82				
				81 29	1,943 96	57 38	11 62		69 00
	7 65			20 16	1,059 49		1 88		1 88
				19 11	401 69	5 64			5 64
				14 07	645 74	6 00			6 00
	10 30			10 05	1,630 85	11 42	91 40		102 82
				19 98	488 82	08			08
				11 67	275 00				
	17 95			95 04	4,531 59	23 14	93 28		116 42
				17 15	379 89	13 00			13 00
			\$20 00	19 77	403 04				
			20 00	17 13	671 73				
				20 00	417 18	3 15			3 15
				20 00	312 43	98 40			98 40
				20 00	363 88	15 23			15 23
			80 00	105 05	2,548 15	129 78			129 78
	10 45			54 32	2,105 25		731 35		731 35
			20 00	30 00	1,729 81		8 59		8 59
				20 00	326 00		5 96		5 96
				58 79	1,147 29		83 09		83 09
				17 51	496 09		5 94		5 94
			20 00	17 40	431 41	9 69			9 69
			40 00	143 70	4,130 60	9 69	108 58		118 27

Financial Report, by Districts, for the County of HUNTERDON,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Amount due the district July 1st, 1892, from State, county and township funds.	Amount due the district July 1st, 1892, from district tax.	Amount due the district July 1st, 1892, from other sources.	Total amount due the district July 1st, 1892.	Amount expended for teachers' sal- aries.	Amount expended for fuel and janit- ors' salaries.	Amount expended for building and repairing, excluding debt and interest.
Hunterdon—								
Con.								
TEWKSBURY.								
Fairmount.....	62	\$728 29			\$728 29	\$685 27	\$26 49	
Farmersville.....	63	375 06			375 06	331 75	24 22	
Mountainville.....	64	530 31			530 31	482 42	27 89	
Apgar's Corner.....	66	388 44			388 44	330 00	24 00	
New Germantown.....	67	638 09			638 09	582 50	18 25	
The Centre.....	68	411 85			411 85	350 00	36 01	
		3,072 04			3,072 04	2,761 94	156 86	
READINGTON.								
Stanton.....	69	438 39			438 39	410 65	16 70	
Three Corners.....	70	463 10			463 10	360 00	41 34	\$21 76
The Station.....	71	890 92	\$195 00		1,085 92	820 17	41 71	163 67
White House.....	72	697 84			697 84	550 09	17 75	98 25
Cold Brook.....	73	385 97			385 97	344 41	21 56	
Pleasant Run.....	74	529 15			529 15	460 00	28 52	
The Ridge.....	75	374 70	65 00		439 70	333 33	24 39	45 00
Readington.....	76	502 05			502 05	440 00	25 00	
Centreville.....	77	435 49			435 49	333 00	19 18	15 00
Three Bridges.....	78	601 02			601 02	509 00	30 00	31 34
The Grove.....	79	375 00			375 00	332 46	31 63	
		5,693 63	260 00		5,953 63	4,884 02	297 78	375 02
RARITAN.								
Klinesville.....	80	530 79			530 79	333 33	17 47	
Oak Grove.....	81	454 22			454 22	333 33	27 00	9 00
Voorhees.....	82	375 00			375 00	333 33	15 11	
Reaville.....	83	375 00			375 00	316 66	25 00	15 00
Pleasant Ridge.....	84	386 67			386 67	267 50	27 23	
Neshanic.....	86	403 04			403 04	330 00	25 00	28 04
Flemington.....	87	4,630 02	1,200 00		5,830 02	3,640 00	208 75	559 06
Wagoners.....	88	275 00	20 00		295 00	240 00	21 70	
Harmony.....	89	401 27			401 27	343 80	19 50	16 95
Summit.....	90	275 00	13 00		288 00	241 25	13 75	13 00
		8,106 01	1,233 00		9,339 01	6,379 20	400 51	641 05
DELAWARE.								
Higgins.....	85	335 00			335 00	260 00	25 00	
Locktown.....	91	519 97			519 97	460 47	26 00	
Croton.....	92	375 00			375 00	320 00	19 99	6 60
Sand Brook.....	93	459 60			459 60	392 00	26 27	
Moore's.....	94	381 09		\$20 00	401 09	327 20	27 80	
Sergeants.....	95	459 60			459 60	396 79	22 81	
Van Dolahs.....	96	467 76			467 76	360 00	24 00	
Readhgs.....	97	571 50			571 50	450 00	21 50	
Stockton.....	98	1,932 69			1,932 69	1,350 00	102 46	
Sergeantsville.....	109	412 52			412 52	344 75		
		5,914 73		20 00	5,934 73	4,661 21	295 83	6 60

State of New Jersey, for the School Year Ending June 30th, 1893.

Amount expended for debt and interest.	Amount expended for taking school census.	Amount expended for manual trainings.	Amount expended for text-books and apparatus.	Amount expended for incidentals.	Total amount expended.	Balance of State, county and township funds June 30th, 1893.	Balance of district tax June 30th, 1893.	Balance of moneys from other sources June 30th, 1893.	Total balance June 30th, 1893.
				\$16 53	\$728 29				
				19 09	375 06				
				20 00	530 31				
				20 00	374 00	\$14 44			\$14 44
				18 55	619 30	18 79			18 79
				20 00	400 01	5 84			5 84
				114 17	3,032 97	39 07			39 07
				11 04	438 39				
			\$20 00	20 00	463 10				
\$11 33			20 00	29 04	1,085 92				
	\$4 45		20 00	7 39	697 84				
			20 00	20 00	385 97				
			20 00	20 00	528 52				
			20 00	16 98	439 70	63			63
			20 00	20 00	485 00	17 05			17 05
			20 00	20 00	387 18	48 31			48 31
			20 00	19 68	601 02				
				6 45	370 64	4 46			4 46
11 33	4 45		120 00	190 58	5,883 18	70 45			70 45
				20 00	370 80	159 99			159 99
				19 52	388 85	65 37			65 37
			20 00	6 56	375 00				
				17 70	374 36	64			64
				17 16	311 89	74 78			74 78
				20 00	403 04				
				612 57	5,020 38		\$300 64		809 64
			20 00	13 30	295 00				
				14 86	395 11	6 16			6 16
				20 00	288 00				
			40 00	761 67	8,222 43	306 94	809 64		1,116 58
				20 00	305 00	30 00			30 00
			20 00	13 50	519 97				
				19 94	366 53	8 47			8 47
			20 00	20 00	458 27	1 33			1 33
			20 00	20 00	395 00		6 09		6 09
			20 00	20 00	459 60				
				20 00	404 00	52 78	10 98		63 76
			20 00	20 00	511 50	60 00			60 00
	9 65			59 20	1,521 31	130 73	280 65		411 38
			20 00	20 00	384 75	27 77			27 77
9 65		120 00	232 64	5,325 93	311 08	297 72			608 80

Financial Report, by Districts, for the County of HUNTERDON,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Amount due the district July 1st, 1892, from State, county and township funds.	Amount due the district July 1st, 1892, from district tax.	Amount due the district July 1st, 1892, from other sources.	Total amount due the district July 1st, 1892.	Amount expended for teachers' sal- aries.	Amount expended for fuel and janit- ors' salaries.	Amount expended for building and repairing, excluding debt and interest.
Hunterdon—								
Con.								
E. AMWELL.								
Wertsville.....	100	\$459 60			\$459 60	\$350 00	\$29 18	
Mountain.....	101	275 00			275 00	240 00	18 00	
Unionville.....	102	375 00			375 00	312 90	14 10	\$8 00
Ringoes.....	103	475 76			475 76	380 00	22 66	
		1,585 36			1,585 36	1,282 90	83 94	8 00
W. AMWELL.								
Rocktown.....	104	275 00			275 00	231 22	23 78	
Mt. Airy.....	105	480 83			480 83	400 33	40 50	
High Valley.....	106	514 17			514 17	323 30	24 85	
Mt. Range.....	107	751 07	\$215 60		966 67	695 37	20 25	
		2,021 07	215 60		2,236 67	1,650 22	109 38	
Lambertville.....	108	7,149 69	1,400 00		8,549 69	6,730 00	669 09	495 21
Summary.								
Lebanon.....		7,014 84	486 72		7,501 56	6,234 19	433 44	311 72
Bethlehem.....		3,824 34	281 69		4,106 03	3,497 87	234 46	
Alexandria.....		2,282 40	8 04		2,290 44	1,849 45	103 31	
Holland.....		4,038 11	502 65		4,540 76	3,527 32	212 22	102 28
Frenchtown.....		1,885 46	325 00		2,210 46	1,650 00	131 47	148 61
Kingwood.....		2,710 03	180 58		2,890 63	2,275 00	141 29	121 44
Franklin.....		1,957 96	55 00		2,012 96	1,702 82	116 47	43 38
High Bridge.....		4,413 47	234 51		4,648 01	4,021 65	212 77	184 18
Union.....		2,677 93			2,677 93	2,209 17	153 93	
Clinton Borough.....		2,211 60	625 00		2,836 60	1,750 00	195 99	94 49
Clinton.....		2,994 94	1,253 93		4,248 87	2,916 73	174 24	855 93
Tewksbury.....		3,072 04			3,072 04	2,761 94	156 86	
Readington.....		5,893 63	260 00		5,953 63	4,884 02	297 78	375 02
Raritan.....		8,106 01	1,233 00		9,339 01	6,379 20	400 51	611 05
Delaware.....		5,914 73		\$20 00	5,934 73	4,661 21	295 83	6 60
East Amwell.....		1,585 36			1,585 36	1,282 90	83 94	8 00
West Amwell.....		2,021 07	215 60		2,236 67	1,650 22	109 38	
Lambertville.....		7,149 69	1,400 00		8,549 69	6,730 00	669 09	495 21
		69,553 63	7,061 75	20 00	76,635 38	59,983 69	4,122 98	3,387 94

State of New Jersey, for the School Year Ending June 30th, 1893.

Amount expended for debt and interest.	Amount expended for taking school census.	Amount expended for manual training.	Amount expended for text-books and apparatus.	Amount expended for incidentals.	Total amount expended.	Balance of State, county and township funds June 30th, 1893.	Balance of district tax June 30th, 1893.	Balance of moneys from other sources June 30th, 1893.	Total balance June 30th, 1893.
				\$20 00	\$399 18	\$60 42			\$60 42
				17 00	275 00				
			\$20 00	20 00	375 00				
	\$2 75		20 00	20 00	445 41	30 35			30 35
	2 75		40 00	77 00	1,494 59	90 77			90 77
				20 00	275 00				
				20 00	480 83				
			20 00	20 00	388 15	126 02			126 02
\$227 00				20 00	962 62		\$4 05		4 05
227 00			40 00	80 00	2,106 60	126 02	4 05		130 07
38 79	48 20		66 00	441 69	8,488 98		60 71		60 71
			50 00	227 56	7,282 16	193 78	25 62		219 40
159 00	25 25			153 76	4,057 19	23 93	24 91		48 84
	12 10		40 00	93 39	2,086 15	204 29			204 29
			20 00	148 25	4,010 07	530 69			530 69
	12 75			97 60	2,940 43	77 18	92 85		170 03
87 75	4 26			105 60	2,735 34	142 46	12 83		155 29
				81 29	1,943 96	57 38	11 62		69 00
	17 95			95 04	4,531 59	23 14	93 25		116 42
			80 00	105 05	2,548 15	129 78			129 78
	10 45			51 32	2,105 25		731 35		731 35
			40 00	143 70	4,130 60	9 69	108 58		118 27
				114 17	3,032 97	39 07			39 07
11 33	4 45		120 00	190 58	5,883 18	70 45			70 45
			40 00	761 67	8,222 43	306 94	809 64		1,116 58
	9 65		120 00	232 64	5,325 93	311 08	297 72		605 80
	2 75		40 00	77 00	1,494 59	90 77			90 77
227 00			40 00	80 00	2,106 60	126 02	4 05		130 07
38 79	48 20		66 00	441 69	8,488 98		60 71		60 71
523 87	147 81		656 00	3,203 31	72,025 57	2,336 65	2,273 16		4,609 81

*Apportionment of School Moneys, by Districts, for the
School Year Ending*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Balance State, county and township moneys July 1st, 1893.	Balance district tax July 1st, 1893.	Balance received from other sources July 1st, 1893.	Amount apportioned from State ap- propriation, including State school tax and \$100,000.	Amount apportioned from township tax.	Amount apportioned from surplus revenue.	Amount apportioned from balances.
HUNTERDON.								
LEBANON.								
Mt. Lebanon.....	1	\$15 06			\$354 00		\$21 00	
Little Brook.....	2				261 64		13 36	
Lower Valley.....	3	8 53			354 38		20 62	
Changewater.....	4				496 21		31 32	
Mt. Airy.....	5	74 26			355 91		19 09	
White Hall.....	6	30 28			363 09		22 91	
Spruce Run.....	7	5 85			261 25		13 75	
New Hampton.....	8	24 27			599 10		37 80	
Junction.....	9				1,627 84		102 71	
Clarksville.....	10	15 53			355 53		19 47	
Mondalia.....	11	20 00	\$25 62		738 28		46 58	
		193 78	25 62		5,767 23		348 61	
BETHLEHEM.								
Bloomsbury.....	12	2 99	16 97		1,137 68		71 78	
Valley.....	13	20 94			708 03		44 67	
South Asbury.....	14				381 25		24 05	
Charlestown.....	16				352 85		22 15	
Mountain View.....	17		7 94		357 82		17 18	
Hickory.....	18				260 49		14 51	
		23 93	24 91		3,198 12		194 34	
ALEXANDRIA.								
Little York.....	24	26 90			423 60		26 73	
Everittstown.....	25	43 86			417 55		26 35	
Winchell's Grove.....	29	91 72			258 96		16 04	
Pittstown.....	30	14 76			354 38		20 62	
Old Church.....	31	27 08			355 15		19 85	
		204 32			1,809 64		109 59	
HOLLAND.								
Mt. Joy.....	19	35 89			617 25		38 95	
Holland.....	20	55 81			399 40		25 20	
Spring Mills.....	21	47 75			259 73		15 27	
Millersville.....	22	16 03			262 02		12 98	
Hawks.....	23	97 47			357 82		17 18	
Mt. Pleasant.....	25	28 83			393 34		24 82	
Milford.....	26	248 91			780 63		49 26	
		530 69			3,070 19		183 66	
Frenchtown.....	32	77 18	92 85		1,428 15		90 11	

*Apportionment of School Moneys, by Districts, for the
School Year Ending*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Balance State, county and township moneys July 1st, 1893.	Balance district tax July 1st, 1893.	Balance received from other sources July 1st, 1893.	Amount apportioned from State ap- portionment, including State school tax and \$100,000.	Amount apportioned from township tax.	Amount apportioned from surplus revenue.	Amount apportioned from balances.
Hunterdon— Con.								
KINGWOOD.								
Oak Summit.....	34	\$5 53			\$263 16		\$11 84	
Baptisttown.....	35	24 91			356 67		18 33	
Union.....	36	2 37			267 36		7 64	
Independence.....	37	10 33			260 49		14 51	
Spring Hill.....	38	3 56			357 44		17 56	
Scotts.....	39	56 43			357 05		17 95	
Rock Ridge.....	40	15 01	12 83		353 62		21 38	
Warsaw.....	41	24 27			265 07		9 93	
		142 46	12 83		2,480 86		119 14	
FRANKLIN.								
Franklin.....	42				363 09		22 91	
Quakertown.....	43				357 05		17 95	
Sunnyside.....	44	57 38	11 62		353 24		21 76	
Cherryville.....	45				357 05		17 95	
Sidney.....	46				354 76		20 24	
		57 38	11 62		1,785 19		100 81	
HIGH BRIDGE.								
Califon.....	15		1 88		853 25		53 84	
Rocky Run.....	59	5 64			260 49		14 51	
Silverthorn.....	60	6 00			532 53		33 60	
High Bridge.....	61	11 42	91 40		1,258 70		79 42	
Cokesbury.....	65	08			423 60		26 73	
Mt. Grove.....	65½				265 84		9 16	
		23 14	93 28		3,594 41		217 26	
UNION.								
The Union.....	47	13 00			357 05		17 95	
Van Syckels.....	48				357 05		17 95	
Pattensburg.....	49				508 33		32 07	
Mechlings.....	50	3 15			363 09		22 91	
Cooks.....	51	98 40			294 31		10 69	
New Stone.....	52	15 23			259 35		15 65	
		129 78			2,109 18		117 22	
Clinton.....	53		731 35		1,186 09		74 84	
CLINTON.								
Annandale.....	54		8 59		708 03		44 67	
Bray's Hill.....	55		5 96		357 44		17 56	
Lebanon.....	56		88 09		756 43		47 73	
Round Valley.....	57		5 94		447 81		28 25	
Hamden.....	58	9 69			355 91		19 09	
		9 69	108 58		2,625 62		157 30	

County of HUNTERDON, State of New Jersey, for the
June 30th, 1894.

Amount of district tax voted for pay- ment of teachers' salaries.	Amount of district tax voted for build- ing, purchasing, hiring, repairing or furnishing school-houses.	Amount of district tax for payment of debt and interest.	Amount of district tax voted for text- books and apparatus.	Total amount of district tax ordered to be raised.	Amount received from temporary loans.	Amount received from sale of bonds.	Amount voted for manual training.	Amount received from other sources.	Total amount available for school year ending June 30th, 1894.
\$80 00		\$85 00							\$280 55
									564 91
									277 87
									285 38
									378 56
									431 43
									402 84
									299 27
80 00		85 00							2,920 29
									386 00
									375 00
									444 00
									375 00
									375 00
									1,955 00
									908 97
									280 64
	\$60 00								622 13
	200 00								1,640 94
									450 41
									275 00
	260 00								4,188 09
									388 00
									375 00
									540 40
									389 15
									373 40
									290 23
									2,356 18
500 00	250 00								2,742 28
200 00	145 00	510 00							1,616 29
	56 00								380 96
									948 25
									482 00
									384 69
200 00	201 00	510 00							3,812 18

*Apportionment of School Moneys, by Districts, for the
School Year Ending*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Balance State, county and township moneys July 1st, 1893.	Balance district tax July 1st, 1893.	Balance received from other sources July 1st, 1893.	Amount apportioned from State ap- propriation, including State school tax and \$100,000.	Amount apportioned from township tax.	Amount apportioned from surplus revenue.	Amount apportioned from balances.
Hunterdon—								
Cou.								
TEWKSBURY.								
Fairmount.....	62				\$550 68		\$34 75	
Farmersville.....	63				357 44		17 56	
Mountainville.....	64				429 65		27 11	
Apgar's Corner.....	66	\$14 44			354 76		20 24	
New Germantown.....	67	18 79			544 64		34 36	
The Centre.....	65	5 84			357 82		17 18	
		39 07			2,594 99		151 20	
READINGTON.								
Stanton.....	69				387 29		24 44	
Three Corners.....	70				423 60		26 73	
The Station.....	71				750 38		47 35	
White House.....	72				538 55		33 98	
Cold Brook.....	73				355 15		19 85	
Pleasant Run.....	74	63			453 86		25 64	
The Ridge.....	75				356 67		18 33	
Readington.....	76	17 05			453 86		28 64	
Centreville.....	77	48 31			355 15		19 85	
Three Bridges.....	78				447 81		28 25	
The Grove.....	79	4 46			357 05		17 95	
		70 45			4,879 40		294 01	
RARITAN.								
K linesville.....	80	159 99			356 29		18 71	
Oak Grove.....	81	65 37			353 62		21 38	
Voorhees.....	82				353 29		18 71	
Reaville.....	83	64			357 05		17 95	
Pleasant Ridge.....	84	74 78			261 64		13 86	
Neshanic.....	86				355 53		19 47	
Flemington.....	87				2,747 36		173 35	
Wagoners.....	88				262 02		12 98	
Harmony.....	89	6 16			261 25		13 75	
Summit.....	90				259 73		15 27	
		306 94			5,570 78		324 93	
DELAWARE.								
Higgins.....	85	30 00			263 93		11 07	
Locktown.....	91				423 60		26 73	
Croton.....	92	8 47			357 82		17 18	
Sand Brook.....	93	1 33			381 25		24 05	
Moore's.....	94		\$6 09		357 44		17 56	
Sergeants.....	95				405 45		25 58	
Van Dolahs.....	96	52 78	10 98		353 24		21 76	
Readings.....	97	60 00			453 86		28 64	
Stockton.....	98	130 73	280 65		1,222 40		77 13	
Sergeantsville.....	109	27 77			354 00		21 00	
		311 05	297 72		4,572 99		270 70	

*Apportionment of School Moneys, by Districts, for the
School Year Ending*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Balance State, county and township moneys July 1st, 1893.	Balance district tax July 1st, 1893.	Balance received from other sources July 1st, 1893.	Amount apportioned from State ap- propriation, including State school tax and \$100,000.	Amount apportioned from township tax.	Amount apportioned from surplus revenue.	Amount apportioned from balances.
Hunterdon—								
Con.								
E. AMWELL.								
Wertsville.....	100	260 42			\$399 40		\$25 20	
Mountain.....	101				267 18		8 02	
Unionville.....	102				260 49		14 51	
Ringoes.....	103	30 34			354 00		21 00	
		90 76			1,280 87		68 73	
W. AMWELL.								
Rocktown.....	104				261 64		13 36	
Mt. Airy.....	105				447 81		28 25	
High Valley.....	106	126 00			354 38		20 62	
Mt. Range.....	107				520 42		32 84	
		126 00			1,584 25		95 07	
Lambertville.....	108		\$60 71				379 91	
Summary.								
Lebanon.....		193 78	25 62		5,767 23		348 61	
Bethlehem.....		23 93	24 91		3,198 12		194 34	
Alexandria.....		204 32			1,809 64		109 53	
Holland.....		530 69			3,070 19		183 66	
Frenchtown.....		77 18	92 85		1,428 15		90 11	
Kingwood.....		142 46	12 83		2,480 86		119 14	
Franklin.....		57 38	11 62		1,785 19		100 81	
High Bridge.....		23 14	93 28		3,594 41		217 26	
Union.....		129 78			2,109 18		117 22	
Clinton Borough.....			731 35		1,186 09		74 84	
Clinton.....		9 69	108 58		2,625 62		157 30	
Tewksbury.....		39 07			2,594 99		151 20	
Readington.....		70 45			4,879 40		294 01	
Raritan.....		206 94	809 65		5,570 78		324 93	
Delaware.....		311 08	297 72		4,572 99		270 70	
East Amwell.....		90 76			1,280 87		68 73	
West Amwell.....		126 02	4 05		1,584 25		95 07	
Lambertville.....			60 71		6,021 22		379 91	
		2,336 67	2,273 17		55,559 18		3,297 42	

County of HUNTERDON, State of New Jersey, for the June 30th, 1894.

Amount of district tax voted for payment of teachers' salaries.	Amount of district tax voted for building, purchasing, hiring, repairing or furnishing school-houses.	Amount of district tax for payment of debt and interest.	Amount of district tax voted for text-books and apparatus.	Total amount of district tax ordered to be raised.	Amount received from temporary loans.	Amount received from sale of bonds.	Amount voted for manual training.	Amount received from other sources.	Total amount available for school year ending June 30th, 1894.
									\$485 02
									275 00
									275 00
									405 34
									1,440 36
									275 00
									476 06
									501 00
		\$265 00							818 26
		265 00							2,070 32
\$975 00	\$425 00								7,861 84
	265 00								6,600 24
	700 00								4,141 30
125 00									2,248 55
400 00									4,184 54
75 00	290 00								2,053 29
80 00		\$85 00							2,920 29
									1,955 00
	260 00								4,188 09
									2,356 18
500 00	250 00								2,742 25
200 00	201 00	510 00							3,812 19
									2,785 26
									5,243 86
1,004 29	695 71								8,612 30
									5,452 49
		265 00							1,440 36
975 00	425 00								2,074 39
									7,861 84
3,859 29	3,086 71	860 00		\$7,306 00					70,772 45

Report of Attendance, by Districts, for the County of HUNTERDON,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district,	Number of months the schools were kept open.	Number of boys between 5 and 20 years of age enrolled in the schools during the year.	Number of girls between 5 and 20 years of age enrolled in the schools during the year.	Total number of children between 5 and 20 years of age enrolled in the schools during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.
HUNTERDON.							
LEBANON.							
Mt. Lebanon.....	1	9.5				38	
Little Brook.....	2	9				30	
Lower Valley.....	3	10				39	
Changewater.....	4	10				55	
Mt. Airy.....	5	10				48	
White Hall.....	6	10				48	
Spruce Run.....	7	9.80				28	
New Hampton.....	8	10				88	
Junction.....	9	10	115	126		241	
Clarksville.....	10	10				40	
Mondalia.....	11	10				113	
		9.85				768	
BETHLEHEM.							
Bloomsbury.....	12	10	74	80		154	
Valley.....	13	10				84	
South Asbury.....	14	10				44	
Charlestown.....	16	10.5				42	
Mountain View.....	17	9.5				36	
Hickory.....	18	9				25	
		9.85				385	
ALEXANDRIA.							
Little York.....	24	9				54	
Everittstown.....	28	9.5				64	
Winchell's Grove.....	29	10				28	
Pittstown.....	30	10				54	
Old Church.....	31	10				46	
		9.70				246	
HOLLAND.							
Mount Joy.....	19	9				78	
Holland.....	20	10				53	
Spring Mills.....	21	10				33	
Millersville.....	22	9.5				27	
Hawks.....	23	10				34	
Mt. Pleasant.....	25	9.5				60	
Milford.....	26	10	63	54		117	
		9.71				402	
Frenchtown.....	32	10				186	

State of New Jersey, for the School Year Ending June 30th, 1893.

Average number of cases of tardiness per day for each teacher.	Average number on roll.	Average daily attendance.	Percentage of daily attendance on total enrollment.	Number of pupils enrolled in primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of classes in school.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
.16	18	14	79				25	1			\$38 00
.2	18	16	90				16	1			30 00
.019	25	19	74				18	1			43 20
.18	30	26	81				15	1		\$54 84	
.85	25	19	76				20	1		35 00	
.85	25	19	76				20	1			35 00
.48	18	15	84				23	1			25 24
.8	53	43	81				24	1		65 00	
1.12	180	140	97				24	1	3	82 00	34 33
.74	24	19	80				22	1	1		32 50
1.8	70	64	90				16	1	1	50 00	35 00
7.709	486	394	908				226	5	10	57 37	37 90
.7	110	96	87				20	1	2	62 00	
.12	56	45	80				21	1		68 00	
.6	26	20	79				24	1		46 13	
.46	24	21	87				23	1	1		35 61
.25	19	15	81				22	1		36 00	
.5	10	7	70				20	1			25 00
2.71	245	204	484				180	4	4	55 03	31 04
.5	28	23	80				20	1		60 00	
1	40	29	73				21	1	1		38 00
.25	20	16	80				20	1			28 00
.38	40	29	70				24	1			33 33
.09	28	21	76				21	1		33 61	
2.22	156	118	379				106	2	3	46 80	33 17
.026	28	50	88				14	1	1	40 00	30 00
.35	30	24	80				18	1		45 00	
.003	16	12	79				17		1		30 00
.65	17	14	79				18		1		25 00
.058	19	11	58				20		1		32 00
.2	40	33	83				22	1		41 00	
4	89	78	85				14	2	1	50 00	20 00
7.057	239	222	549				128	5	5	43 75	27 40
1.6	134	124	90				16	1	3	60 00	35 00

Report of Attendance, by Districts, for the County of HUNTERDON,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of months the schools were kept open.	Number of boys between 5 and 20 years of age enrolled in the schools during the year.	Number of girls between 5 and 20 years of age enrolled in the schools during the year.	Total number of children between 5 and 20 years of age enrolled in the schools during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.
Hunterdon—Con.							
KINGWOOD.							
Oak Summit.....	34	9			32		
Baptisttown.....	35	9.5			41		
Union.....	36	9			17		
Independence.....	37	9			28		
Spring Hill.....	38	9.5			28		
Scotts.....	39	10.5			44		
Rock Ridge.....	40	9			45		
Warsaw.....	41	10			26		
		9.44			261		
FRANKLIN.							
Franklin.....	42	9.75			53		
Quakertown.....	43	9			44		
Sunnyside.....	44	10			41		
Cherryville.....	45	10			33		
Sidney.....	46	9.25			43		
		9.60			214		
HIGH BRIDGE.							
Califon.....	15	10	58	76	128		
Rocky Run.....	59	10			36		
Silverthorne.....	60	9.5	36	34	70		
High Bridge.....	61	10	98	73	171		
Cokesbury.....	65	10.5			61		
Mt. Grove.....	65½	9			24		
		9.83			490		
UNION.							
The Union.....	47	9			31		
Van Syckels.....	48	9			37		
Pattenburg.....	49	10			77		
Mechlings.....	50	10			48		
Cooks.....	51	9			24		
New Stone.....	52	9			24		
		9.33			249		
Clinton.....	53	10			175		
CLINTON.							
Annandale.....	54	10	53	46	99		
Bray's Hill.....	55	10			42		
Lebanon.....	56	10	46	52	98		
Round Valley.....	57	9.75			61		
Hamden.....	58	10			38		
		10			338		

State of New Jersey, for the School Year Ending June 30th, 1893.

Average number of cases of tardiness per day for each teacher.	Average number on roll.	Average daily attendance.	Percentage of daily attendance on total enrollment.	Number of pupils enrolled in primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of classes in school.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
.49	16	13	85				10	1			\$27 77
.56	25	22	88				16	1			31 60
.53	8	6	82				10	1		\$26 66	
.50	18	15	80				22	1			27 10
.20	24	20	75				21	1			32 10
.50	17	14	82				18	1			30 00
.46	28	24	86				16	1		40 00	
.56	12	8	66				19	1			25 00
3.80	148	122	644				132	2	6	33 33	28 93
.16	22	19	90				20	1		33 84	
1.33	28	26	96				16	1		36 66	
.33	27	18	71				23	1			35 25
.48	20	15	76				21	1			32 50
.22	20	16	80				12	1			37 44
2.52	117	94	413				92	2	3	35 25	35 06
.90	95	77	80				18	1	1	60 00	40 00
.16	20	18	90				22	1	1		35 00
.85	44	33	80				28	1	1	34 12	29 24
2	124	108	87				12	1	2	65 00	38 00
.90	31	24	75				16	1	1		40 25
1.20	15	10	65				18	1		26 77	
6.01	329	270	477				109	4	6	46 47	36 50
1	23	17	80				22	1		38 00	
1	18	14	78				21	1		40 20	
1.5	52	47	89				25	1		61 90	
.06	33	25	75				24		1		37 89
.48	18	8	48				22	1	1		26 66
.15	18	12	63				21	1	1		35 18
3.74	162	123	433				135	3	3	46 70	34 18
.7	124	109	88				16	1	3	74 00	33 33
1	62	51	80				16	1	1	60 00	35 00
.33	17	13	74				21		1		26 66
.87	74	62	75				17	1	1	55 00	31 75
.80	35	28	80				24		1		41 00
.40	22	17	77				20		1		36 50
3.40	210	171	386				95	2	5	57 50	34 18

Report of Attendance, by Districts, for the County of HUNTERDON,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of months the schools were kept open.	Number of boys between 5 and 20 years of age enrolled in the schools during the year.	Number of girls between 5 and 20 years of age enrolled in the schools during the year.	Total number of children between 5 and 20 years of age enrolled in the schools during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.
Hunterdon—Con.							
TEWKSBURY.							
Fairmount.....	62	10				60	
Farmersville.....	63	10				38	
Mountainville.....	64	10				57	
Apgar's Corner.....	66	10.25				46	
New Germantown.....	67	10				61	
The Centre.....	68	10				30	
		10.04				292	
READINGTON.							
Stanton.....	69	10				42	
Three Corners.....	70	10				60	
The Station.....	71	10				96	
White House.....	72	10				51	
Cold Brook.....	73	10				34	
Pleasant Run.....	74	10.25				62	
The Ridge.....	75	10				37	
Readington.....	76	10.50				81	
Centreville.....	77	9				45	
Three Bridges.....	78	10				68	
The Grove.....	79	10.50				40	
		10.02				616	
RARITAN.							
Klinesville.....	80	10				40	
Oak Grove.....	81	10				44	
Voorhees.....	82	10				40	
Reaville.....	83	9.50				50	
Pleasant Ridge.....	84	10.50				31	
Neshanic.....	86	10				45	
Flemington.....	87	10	169	153		322	
Wagoners.....	88	9.50				24	
Harmony.....	89	9				35	
Summit.....	90	9				30	
		9.75				661	
DELAWARE.							
Higgins.....	85	9				24	
Locktown.....	91	10				50	
Croton.....	92	10				38	
Sand Brook.....	93	10				50	
Moores.....	94	10				40	
Sergeants.....	95	10				46	
Van Dolahs.....	96	9				53	
Readings.....	97	10				55	
Stockton.....	98	10	70	69		139	
Sergeantsville.....	109	9.85				57	
		9.785				455	

State of New Jersey, for the School Year Ending June 30th, 1893

Average number of cases of lameness per day for each teacher.	Average number on roll.	Average daily attendance.	Percentage of daily attendance on total enrollment.	Number of pupils enrolled in primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of classes in school.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
.28	39	32	80				17	1		\$68 52	
1	22	17	78				19		1		\$23 20
3	30	26	87				18	1		48 42	
3	18	15	83				25		1		32 20
.54	46	42	91				22	1		58 25	
2	25	17	75				25	1		35 00	
8.82	180	149	494				126	4	2	52 55	27 70
.8	20	16	77				24		1		41 06
3	50	34	67				25		1		36 00
1.22	67	56	91				26		2		41 00
1	31	26	83				35		1		55 00
.78	15	12	80				17		1		34 44
1.25	34	26	76				26		1		46 83
.30	20	18	90				25		1		33 33
.50	42	35	83				25		1		41 90
.3	18	15	80				24		1		37 00
.40	40	37	80				23		1		50 00
.40	26	24	80				23		1		31 66
10.25	363	299	887				263		12		40 75
.08	26	24	92				14		1		33 33
.1	38	25	93				14		1		33 33
.75	21	17	97				15		1		33 33
1	30	25	80				25		1		33 33
1	14	11	84				21		1		26 66
.011	31	25	77				15		1		33 00
.25	222	212	80				20	1	6	120 00	45 40
.16	20	14	91				20		1		25 26
.7	19	16	70				20		1		38 20
9	16	9	54				22		1		26 80
12.971	487	378	810				176	1	15	120 00	32 86
.62	12	10	80				22		1		\$28 80
4	43	33	51				14		1		46 04
.9	23	18	80				16		1		\$32 00
.5	35	29	88				20		1		39 20
.57	23	19	82				24		1		32 72
.75	20	16	82				18		1		39 68
.77	28	22	76				20		1		40 00
.01	34	25	82				24		1		45 00
.9	103	89	86				15		2		65 00
2	36	29	75				20		1		35 00
11.02	357	293	782				193	8	4	41 07	36 61

Report of Attendance, by Districts, for the County of HUNTERDON,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of months the schools were kept open,	Number of boys between 5 and 20 years of age enrolled in the schools during the year.	Number of girls between 5 and 20 years of age enrolled in the schools during the year.	Total number of children between 5 and 20 years of age enrolled in the schools during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.
Hunterdon—Con.							
EAST AMWELL.							
Wertsville.....	100	10			51		
Mountain.....	101	9			30		
Unionville.....	102	10			31		
Kingoes.....	103	10			52		
		9.75			164		
WEST AMWELL.							
Rocktown.....	104	10			31		
Mt. Airy.....	105	10			56		
High Valley.....	106	10.75			43		
Mount Range.....	107	10.25			51		
		10.25			181		
Lambertville.....	108	10	247	276	523		
Summary.							
Lebanon.....		9.85			768		
Bethlehem.....		9.85			385		
Alexandria.....		9.70			246		
Holland.....		9.71			402		
Frenchtown.....		10			186		
Kingwood.....		9.44			261		
Franklin.....		9.60			214		
High Bridge.....		9.83			490		
Union.....		9.33			249		
Clinton Borough.....		10			175		
Clinton.....		10			338		
Tewksbury.....		10.04			292		
Readington.....		10.02			616		
Raritan.....		9.75			661		
Delaware.....		9.785			455		
East Amwell.....		9.75			164		
West Amwell.....		10.25			181		
Lambertville.....		10			523		
		9.53			6,606		

State of New Jersey, for the School Year Ending June 30th, 1893.

Average number of cases of tardiness per day for each teacher.	Average number on roll.	Average daily attendance.	Percentage of daily attendance on total enrollment.	Number of pupils enrolled in primary grade.	Number of pupils enrolled in grammar-grade.	Number of pupils enrolled in high school grade.	Number of classes in school.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
.1	32	28	86				21	1		\$35 00	
.4	16	13	85				15		1		\$26 60
.065	15	12	94				30		1		31 29
.50	31	24	76				30		1		40 00
1.065	94	77	341				96	1	3	35 00	32 63
1	17	14	84				18		1		23 12
.2	33	25	83				16		1		40 00
.99	17	15	88				16		1		30 25
1	35	30	86				30	1		67 80	
3.19	102	84	341				80	1	3	67 80	31 12
5	386	347	90				10	1	13	102 00	44 00
7.709	486	394	908				226	5	10	57 37	37 90
2.71	245	204	484				130	4	4	55 03	31 04
2.22	156	118	379				106	2	3	48 80	33 11
7.087	239	222	549				123	5	5	43 75	27 40
1.6	134	124	90				16	1	3	60 00	35 00
3.80	148	122	644				132	2	6	33 33	28 93
2.52	117	94	413				92	2	3	35 25	35 06
6.01	329	270	477				109	4	6	46 47	36 50
3.74	162	123	433				135	3	3	46 70	34 18
.7	124	109	88				16	1	3	74 00	33 33
3.40	210	171	386				98	2	5	57 50	34 18
8.82	180	149	494				126	4	2	52 55	27 70
10.25	363	299	887				263		12		40 75
12.971	437	378	810				176	1	15	120 00	32 86
11.02	357	293	782				193	8	4	41 07	36 61
.615	94	77	341				96	1	3	35 00	32 63
3.19	102	84	341				80	1	3	67 80	31 12
5	386	347	90				10	1	13	102 00	44 00
93.462	4,269	3,578	8,596				2,127	47	103	54 15	34 02

Financial Report, by Districts, for the County of MERCER,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Amount due the district July 1st, 1892, from State, county and township funds.	Amount due the district July 1st, 1892, from district tax.	Amount due the district July 1st, 1892, from other sources.	Total amount due the district July 1st, 1892.	Amount expended for teachers' sal- aries.	Amount expended for fuel and jan- itors' salaries.	Amount expended for building and repairs, excluding debt and interest.
MERCER.								
HOPEWELL.								
Pleasant Valley.....	1	\$375 00	\$248 72	.....	\$623 72	\$306 89	\$48 11	.....
Harbourtown.....	2	375 00	91	.....	375 91	325 50	29 50	.....
Woodsville.....	3	673 86	15 00	.....	688 86	418 00	23 00	.....
Tidds.....	4	589 01	.....	.....	589 01	406 00	29 62	\$23 00
Stoutsburgh.....	5	380 65	157 79	.....	538 44	339 00	21 65	126 32
Hopewell.....	6	1,863 67	81 45	\$108 05	2,653 17	1,050 00	69 15	13 84
Mt. Rose.....	7	649 04	.....	.....	649 04	450 00	26 41	.....
Centerville.....	8	402 67	.....	.....	402 67	334 08	25 94	.....
Federal City.....	9	275 00	12 59	.....	287 59	236 49	13 51	.....
Pennington.....	10	1,557 58	124 42	.....	1,682 00	1,300 30	106 25	148 90
Marshal's Corner.....	11	394 05	58 46	.....	452 51	340 64	30 96	6 00
Woosamonsa.....	11½	546 05	.....	.....	546 05	373 20	13 26	.....
Bear.....	12	529 08	.....	.....	529 08	350 00	22 79	.....
Titusville.....	13	375 00	379 93	3,000 00	3,754 93	330 00	25 00	2,947 77
		9,285 66	1,679 27	3,108 05	14,072 98	6,590 10	490 15	3,265 83
EWING.								
Scudder's Falls.....	14	375 00	.....	.....	375 00	325 00	30 00	.....
Birmingham.....	15	1,388 25	100 00	48 54	1,536 79	600 00	44 17	5 50
Ewingville.....	16	823 30	.....	.....	823 30	466 67	33 88	.....
Columbia.....	17	2,167 21	17 46	.....	2,184 67	1,012 50	51 65	6 60
Brookville.....	18	937 88	.....	.....	937 88	410 00	18 50	.....
Hillcrest.....	20	662 60	237 50	.....	900 10	515 00	53 00	25 00
		6,354 24	354 96	48 54	6,757 74	3,329 17	231 20	37 10
LAWRENCE.								
Brick.....	21	901 14	.....	.....	901 14	684 26	.....	10 00
Grove.....	22	492 72	.....	.....	492 72	375 00	30 51	.....
Clarksville.....	23	342 58	.....	.....	342 58	280 00	29 99	.....
Central.....	24	755 47	200 00	.....	955 47	705 00	45 60	90 02
Rosedale.....	25	390 03	.....	.....	390 03	295 00	34 00	.....
		2,881 94	200 00	.....	3,081 94	2,339 26	140 10	100 02
Trenton.....	19	154,138 59	69,425 16	256 44	223,820 19	98,884 59	12,198 16	20,865 56
HAMILTON.								
Washington.....	26	471 76	.....	.....	471 76	\$334 85	\$25 09	.....
Mercerville.....	27	573 86	.....	.....	573 86	406 28	26 54	.....
Hamilton Square.....	28	1,093 84	.....	.....	1,093 84	750 00	50 52	.....
Edge Brook.....	29	451 51	.....	.....	451 51	333 00	32 02	.....
Groveville.....	30	903 17	.....	6 00	909 17	740 00	23 25	.....
Yardville.....	31	664 65	.....	.....	664 65	450 00	.....	.....
Whitehorse.....	32	799 13	.....	.....	799 13	630 00	52 62	.....
Friendslip.....	33	965 40	.....	.....	965 40	441 00	28 45	108 87
Wilbur.....	34	1,619 39	1,411 08	72 25	3,102 72	1,350 00	501 79	49 29
Farmingdale.....	35	1,061 99	.....	.....	1,061 99	537 50	40 50	.....
		8,604 70	1,411 08	78 25	10,094 03	5,972 63	781 68	158 16

State of New Jersey, for the School Year Ending June 30th, 1893.

Amount expended for debt and interest.	Amount expended for taking school census.	Amount expended for manual training.	Amount expended for text-books and apparatus.	Amount expended for incidentals.	Total amount expended.	Balance of State, county and township funds June 30th, 1893.	Balance of district tax June 30th, 1893.	Balance of moneys from other sources June 30th, 1893.	Total balance June 30th, 1893.
\$230 00				\$36 06	\$621 06		\$2 66		\$2 66
				20 00	375 00		91		91
			\$20 00	20 00	504 00	\$184 86			184 86
			20 00	20 00	475 62	413 39			413 39
				20 00	506 97				31 47
677 50	\$12 50			59 25	1,912 24	662 47	3 95	\$74 51	740 93
				20 00	496 41	152 63			152 63
			20 00	10 00	390 02	12 65			12 65
				20 00	275 00		12 59		12 59
				39 16	1,594 61		87 39		87 39
2 45			3 10	34 00	417 15		35 36		35 36
				20 00	426 46	119 59			119 59
			20 00	20 00	412 79	116 29			116 29
95 00	3 15			20 00	3,420 92		281 78	52 23	334 01
1,004 95	15 65		103 10	358 47	11,828 25	1,661 88	456 11	126 74	2,244 73
				20 00	375 00				
	4 05		20 00	33 69	707 41	724 08	56 76	48 54	829 38
	4 10		20 00	20 00	544 65	278 65			278 65
	8 90		40 00	20 00	1,139 65	1,034 16	10 86		1,045 02
					464 81	473 07			473 07
212 50				24 60	830 10	70 00			70 00
212 50	17 05		80 00	154 60	4,061 62	2,579 96	67 62	48 54	2,696 12
				20 00	720 86	180 28			180 28
	6 60			25 05	433 56	59 16			59 16
				20 00	329 99	12 59			12 59
55 31				13 70	912 63	4 87	37 97		42 84
				21 03	350 03	40 00			40 00
55 31	6 60			102 78	2,747 07	296 90	37 97		334 87
	706 50		4,357 23	17,588 67	154,600 71	50,191 65	19,027 83		69,219 48
	2 50		20 00	20 00	402 44	69 32			69 32
	3 70		20 00	20 00	476 52	97 34			97 34
				29 23	829 75	264 09			264 09
	4 00		20 00	20 00	109 92	41 59			41 59
				48 65	811 90	97 27			97 27
	3 30		20 00	13 37	486 67	177 98			177 98
	11 20		20 00	20 00	733 82	65 31			65 31
	10 30			20 00	608 62	356 78			356 78
900 00	13 10			123 11	2,937 29		165 43		165 43
	3 95		20 00	10 00	611 95	450 04			450 04
900 00	52 05		120 00	324 36	8,308 88	1,619 72	165 43		1,785 15

Financial Report, by Districts, for the County of MERCER,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Amount due the district July 1st, 1892, from State, county and township funds.	Amount due the district July 1st, 1892, from district tax.	Amount due the district July 1st, 1892, from other sources.	Total amount due the district July 1st, 1892.	Amount expended for teachers' sal- aries.	Amount expended for fuel and juni- tors' salaries.	Amount expended for building and repairing, excluding debt and interest.
Mercer—Con.								
PRINCETON.								
Stony Brook.....	36	\$586 26			\$586 26	\$375 83	\$31 12	
Cedar Grove.....	37	483 88	\$200 00		683 88	410 00	43 00	
Mt. Lucas.....	38	531 67	47 93		579 60	300 00	19 11	\$47 93
Princeton.....	39	5,457 27	2,000 00	\$95 30	7,552 57	5,038 00	542 53	82 98
		7,059 08	2,247 93	95 30	9,402 31	6,123 83	635 76	180 91
W. WINDSOR.								
Penn's Neck.....	40	493 15	12 65		505 80	355 00	9 50	
Parsonage.....	41	937 07			937 07	550 00	12 00	
Dutch Neck.....	42	1,043 45			1,043 45	447 87	17 80	
Assanpink.....	43	449 61			449 61	350 00	20 94	
		2,923 28	12 65		2,935 93	1,702 87	60 34	
WASHINGTON.								
Robbinsville.....	44	691 93			691 93	350 00	29 00	
Union.....	45	317 53			317 53	270 00	18 83	
Page's Corner.....	46	502 92			502 92	350 00	92 75	
Sharon.....	47	683 33			683 33	350 00	36 75	
Allen.....	48	532 52			532 52	375 00	27 45	
Windsor.....	49	1,079 38			1,079 38	622 50	46 75	
		3,807 61			3,807 61	2,317 50	181 53	
E. WINDSOR.								
Hickory Corner.....	50	519 18	222 96		742 14	331 73	24 08	222 96
Locust Corner.....	51	426 91			426 91	330 00	27 07	2 41
Hightstown.....	52	4,606 51	456 31	20 56	5,083 18	3,050 00	225 00	294 33
Milford.....	53	541 32			541 32	356 66	22 66	
Cedarville.....	54	497 12			497 12	308 00	18 98	
		6,590 84	679 27	20 56	7,290 67	4,376 39	317 79	519 70
Summary.								
Hopewell.....		9,285 66	1,679 27	3,108 05	14,072 98	6,590 10	490 15	3,265 83
Ewing.....		6,354 24	354 96	48 54	6,757 74	3,329 17	231 20	37 10
Lawrence.....		2,881 94	200 00		3,081 94	2,339 26	140 10	100 02
Hamilton.....		8,604 70	1,411 08	78 25	10,094 03	5,972 63	781 63	158 16
Princeton.....		7,059 08	2,247 93	95 30	9,402 31	6,123 83	635 76	130 91
West Windsor.....		2,923 28	12 65		2,935 93	1,702 87	60 34	
Washington.....		3,807 61			3,807 61	2,317 50	181 53	
East Windsor.....		6,590 84	679 27	20 56	7,290 67	4,376 39	317 79	519 70
Trenton.....		154,138 59	69,425 16	256 44	223,820 19	93,884 59	12,198 16	20,865 56
		201,645 94	76,010 32	3,607 14	281,263 40	131,636 34	15,036 71	25,077 28

State of New Jersey, for the School Year Ending June 30th, 1893.

Amount expended for debt and interest.	Amount expended for taking school census.	Amount expended for manual training.	Amount expended for text-books and apparatus.	Amount expended for incidentals.	Total amount expended.	Balance of State, county and township funds June 30th, 1893.	Balance of district tax June 30th, 1893.	Balance of moneys from other sources June 30th, 1893.	Total balance June 30th, 1893.
\$159 00	\$3 75 2 80			\$68 33 29 28 26 79 364 38	\$475 28 645 03 396 63 6,057 89	\$110 98 10 88 182 97 837 80	\$27 97	\$65 30	\$110 95 38 85 182 97 1,494 63
159 00	6 55		30 00	488 78	7,574 83	1,142 63	619 55	65 30	1,827 48
			20 00	40 50	425 00	68 15	12 65		80 80
	3 90		20 00	20 00	582 00	355 07			355 07
	5 50			20 00	509 67	533 78			533 78
				14 50	390 94	58 67			58 67
	9 40		40 00	95 00	1,907 61	1,015 67	12 65		1,028 32
				10 00	389 00	302 93			302 93
				19 50	308 33	9 20			9 20
			20 00	21 25	414 00	88 92			88 92
	3 00			32 10	418 85	264 48			264 48
				18 35	443 80	58 72			88 72
			20 00	20 00	709 25	370 13			370 13
	3 00		60 00	121 20	2,683 23	1,124 38			1,124 38
				45 44	624 21	117 93			117 93
	2 60		22 50	15 56	400 14	26 77			26 77
1,235 86	23 80		20 56	69 82	4,919 37	156 81	7 50		163 81
				13 18	392 50	148 82			148 82
			20 00	18 20	365 18	131 94			131 94
1,235 86	26 40		63 06	162 20	6,701 40	581 77	7 50		589 27
1,004 95	15 65		103 10	358 47	11,828 25	1,661 88	456 11	126 74	2,244 73
212 50	17 05		80 00	154 60	4,061 62	2,579 96	67 62	48 54	2,696 12
58 31	6 60			102 78	2,747 07	296 90	37 97		334 87
900 00	52 05		120 00	324 36	8,308 88	1,619 72	165 43		1,785 15
159 00	6 55		30 00	488 78	7,574 83	1,142 63	619 55	65 30	1,827 48
	9 40		40 00	95 00	1,907 61	1,015 67	12 65		1,028 32
	3 00		60 00	121 20	2,683 23	1,124 38			1,124 38
1,235 86	26 40		63 06	162 20	6,701 40	581 77	7 50		589 27
	706 50		4,357 23	17,588 67	154,600 71	50,191 65	19,027 83		69,219 48
3,570 62	843 20		4,853 39	19,396 06	200,413 60	60,214 56	20,394 66	240 58	80,849 80

*Apportionment of School Moneys, by Districts, for the
School Year Ending*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Balance State, county and township moneys July 1st, 1893.	Balance district tax July 1st, 1893.	Balance received from other sources July 1st, 1893.	Amount apportioned from State ap- propriation, including State school tax and \$100,000.	Amount apportioned from township tax.	Amount apportioned from surplus revenue.	Amount apportioned from balances.
MERCER.								
HOPEWELL.								
Pleasant Valley.....	1		\$2 66		\$375 00			
Harbourtown.....	2		91		409 91			
Woodsville.....	3	\$184 86			433 67			
Tidds.....	4	413 39			375 00			
Stoutsburg.....	5		31 47		375 00			
Hopewell.....	6	662 47	3 95	\$74 51	1,235 66			
Mt. Rose.....	7	152 63			451 49			
Centerville.....	8	12 65			275 00			
Federal City.....	9		12 59		275 00			
Pennington.....	10		87 39		1,259 42			
Marshall's Corner.....	11		35 36		375 00			
Woosamonsa.....	11 ^{1/2}	119 59			375 00			
Bear.....	12	116 29			439 61			
Titusville.....	13		281 78	52 23	375 00			
		1,661 88	456 11	126 74	7,029 76			
EWING.								
Scudder's Falls.....	14				375 00			
Birmingham.....	15	724 08	56 76	48 54	558 42			
Ewingville.....	16	278 65			504 96			
Columbia.....	17	1,034 16	10 86		1,099 02			
Brookville.....	18	473 07			375 00			
Hillcrest.....	20	70 00			475 25			
		2,579 96	67 62	48 54	3,387 65			
LAWRENCE.								
Brick.....	21	180 28			659 41			
Grove.....	22	59 16			398 02			
Clarksville.....	23	12 59			275 00			
Central.....	24	4 87	37 97		743 52			
Rosedale.....	25	40 00			275 00			
		296 90	37 97		2,355 95			
Trenton.....	19	60,214 56	20,344 66	240 58	83,941 48			
HAMILTON.								
Washington.....	26	69 32			375 00			
Mercerville.....	27	97 34			504 96			
Hamilton Square.....	28	264 09			772 28			
Edge Brook.....	29	41 57			433 67			
Groveville.....	30	97 27			570 30			
Yardville.....	31	177 98			510 90			
Whitehorse.....	32	65 31			701 01			
Friendship.....	33	356 78			540 60			
Wilbur.....	34		165 43		1,556 45			
Farmingdale.....	35	450 04			439 61			
		1,619 72	165 43		6,404 78			

County of *MERCER*, State of *New Jersey*, for the
June 30th, 1894.

Amount of district tax voted for pay- ment of teachers' salaries.	Amount of district tax voted for build- ing, purchasing, hiring, repairing or furnishing school-houses.	Amount of district tax for payment of debt and interest.	Amount of district tax voted for text- books and apparatus.	Total amount of district tax ordered to be raised.	Amount received from temporary loans.	Amount received from sale of bonds.	Amount voted for manual training.	Amount received from other sources.	Total amount available for school year ending June 30th, 1894.
	\$35 25	\$220 00		\$255 25					\$632 91
	\$25 00			\$25 00					635 82
									618 53
									788 39
		677 50		677 50					406 47
									2,654 09
									604 12
									287 65
									287 59
									1,346 81
									410 36
									494 59
		340 00		340 00					555 90
									1,049 01
	260 25	1,237 50		1,497 75					10,772 24
\$800 00								\$7 00	382 00
									1,987 80
									783 61
									2,144 04
									848 07
								7 00	757 75
									6,903 27
									839 69
									457 18
									287 59
									791 36
									315 00
									2,690 82
15,000 00	26,075 00		\$4,500 00	45,575 00					210,366 28
									444 32
									602 30
									1,036 87
									475 26
									667 57
									688 88
									766 32
	500 00	1,400 00		1,900 00					897 35
									3,621 88
									889 65
	500 00	1,400 00		1,900 00					10,089 93

Apportionment of School Moneys, by Districts, for the School Year Ending

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district	Balance State, county and township moneys July 1st, 1893.	Balance district tax July 1st, 1893.	Balance received from other sources July 1st, 1893.	Amount apportioned from State apportionment, including State school tax and \$100,000.	Amount apportioned from township tax.	Amount apportioned from surplus revenue.	Amount apportioned from balances.
Mercer—Con.								
PRINCETON.								
Stony Brook.....	36	\$110 98			\$469 31			
Cedar Grove.....	37	10 85	\$27 97		475 25			
Mt. Lucas.....	38	182 97			398 02			
Princeton.....	39	837 80	591 58	\$65 30	4,598 07			
		1,142 63	619 55	65 30	5,940 65			
W. WINDSOR.								
Penn's Neck.....	40	68 15	12 65		375 00		\$33 83	
Parsonage.....	41	355 07			392 08		41 35	
Dutch Neck.....	42	533 78			451 49		47 61	
Assaupink.....	43	58 67			375 00		33 21	
		1,015 67	12 65		1,593 57		156 00	
WASHINGTON.								
Robbinsville.....	44	302 93			375 00		22 36	
Union.....	45	9 20			275 00		12 83	
Page's Corner.....	46	88 92			375 00		16 86	
Sharon.....	47	264 48			275 00		11 36	
Allen.....	48	88 72			386 14		23 82	
Windsor.....	49	388 13			605 95		37 39	
		1,142 38			2,292 09		124 62	
E. WINDSOR.								
Hickory Corner.....	50	117 93			375 00		15 00	
Locust Corner.....	51	26 77			375 00		14 23	
Hightstown.....	52	156 31	7 50		2,803 99		122 01	
Milford.....	53	148 85			375 00		14 23	
Cedarville.....	54	131 94			275 00		8 53	
		581 77	7 50		4,203 99		174 00	
Summary.								
Hopewell.....		1,661 85	456 11	126 74	7,029 76			
Ewing.....		2,579 96	67 62	48 54	3,387 65			
Lawrence.....		296 90	37 97		2,355 95			
Hamilton.....		1,619 72	165 43		6,404 78			
Princeton.....		1,142 63	619 55	65 30	5,940 65			
West Windsor.....		1,015 67	12 65		1,593 57		156 00	
Washington.....		1,124 38			2,292 09		124 62	
East Windsor.....		581 77	7 50		4,203 99		174 00	
Trenton.....		60,214 56	20,394 66	240 58	83,941 45			
		70,237 47	21,761 49	481 16	117,149 92		454 62	

County of *MERCER*, State of *New Jersey*, for the
June 30th, 1894.

Amount of district tax voted for pay- ment of teachers' salaries.	Amount of district tax voted for build- ing, purchasing, hiring, repairing or furnishing school-houses.	Amount of district tax for payment of debt and interest.	Amount of district tax voted for text- books and apparatus.	Total amount of district tax ordered to be raised.	Amount received from temporary loans.	Amount received from sale of bonds.	Amount voted for manual training.	Amount received from other sources.	Total amount available for school year ending June 30th, 1894.
	\$125 00			\$125 00					\$580 29
									639 10
	2,000 00			2,000 00					580 99
									8,092 75
	2,125 00			2,125 00					9,893 13
									489 63
									788 50
									1,032 98
									466 88
									2,777 99
									700 29
									297 03
									480 78
									550 84
									498 68
									1,031 47
									3,559 09
									507 93
									416 00
									3,089 81
									538 05
									415 47
									4,967 26
	260 25	1,237 50		1,497 75					10,772 24
\$600 00		212 50		812 50					6,896 27
	500 00	1,400 00		1,900 00					2,690 82
	2,125 00			2,125 00					10,089 93
									9,893 13
									2,777 89
									3,541 09
15,000 00	26,075 00		\$1,500 00	45,575 00					4,967 26
									210,366 28
15,600 00	28,960 25	2,850 00	4,500 00	51,910 25					261,994 91

Report of Attendance, by Districts, for the County of MERCER,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of months the schools were kept open.	Number of boys between 5 and 20 years of age enrolled in the schools during the year.	Number of girls between 5 and 20 years of age enrolled in the schools during the year.	Total number of children between 5 and 20 years of age enrolled in the schools during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.
MERCER.							
HOPEWELL.							
Pleasant Valley.....	1	10.6	23	15	38	.....	203
Harbourtown.....	2	9.12	29	19	48	.....	109
Woodsville.....	3	11	50	18	68	1	247
Tidds.....	4	10.03	19	21	40	.....	62
Stoutsburg.....	5	10	23	12	35	.....	75
Hopewell.....	6	10	85	86	171	.....	295
ML. Rose.....	7	10	28	34	62	.....	200
Centerville.....	8	10.1	23	14	37	.....	104
Federal City.....	9	8.5	6	11	17	.....	22
Pennington.....	10	9.18	268	210	478	.....	1,297
Marshall's Corner.....	11	9.8	33	17	50	.....	36
Woodsmons.....	11½	10	28	23	51	.....	576
Bear.....	12	10.10	32	28	60	.....	260
Titusville.....	13	9.8	19	19	38	1	34
		9.87	666	527	1,193	.....	3,425
EWING.							
Scudder's Falls.....	14	9.12	18	13	31	.....	125
Birmingham.....	15	9.15	46	24	70	.....	93
Ewingville.....	16	9.14	43	28	71	.....	174
Columbia.....	17	9.14	35	17	52	1	49
Brookville.....	18	10	26	13	39	.....	40
Hillcrest.....	20	10	22	19	41	.....	74
		9.42	190	114	304	1	555
LAWRENCE.							
Brick.....	21	10	34	35	69	.....	152
Grove.....	22	10	24	23	47	.....	173
Clarksville.....	23	9.12	12	12	24	.....	196
Central.....	24	10	42	33	75	.....	142
Rosedale.....	25	9	13	16	29	.....	181
		9.62	125	119	244	.....	844
Trenton.....	19	10	3,473	3,701	7,174	125	13,801
HAMILTON.							
Washington.....	26	9	12	21	33	.....	.....
Mercerville.....	27	9.15	26	20	46	.....	92
Hamilton Square.....	28	10	72	51	123	.....	217
Edge Brook.....	29	10	30	20	50	.....	27
Groveville.....	30	10	29	30	59	1	61
Yardville.....	31	10	29	32	61	.....	188
Whitehorse.....	32	10.10	30	29	59	.....	79
Friendship.....	33	10.10	41	33	74	.....	168
Wilbur.....	34	10.10	136	96	232	.....	1,785
Farmingdale.....	35	10.15	29	19	48	.....	37
		9.86	434	351	785	.....	2,654

State of New Jersey, for the School Year Ending June 30th, 1893.

Average number of cases of tardiness per day for each teacher.	Average number on roll.	Average daily attendance.	Percentage of daily attendance on total enrollment.	Number of pupils enrolled in primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of classes in school.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
1	27	12	82	24	12	.....	35	.....	1	.....	\$29 78
1	34	19	77	28	18	2	30	.....	1	.....	33 90
1	36	29	15	37	31	.....	49	.....	1	.....	38 00
3.1	23	20	87	30	6	4	28	.....	1	.....	39 40
4	21	16	79	23	12	.....	27	.....	1	.....	33 70
1	90	80	87	96	52	23	52	1	2	\$50 00	29 00
2	.....	31	50	14	48	.....	38	.....	1	.....	40 00
.6	18	12	68	7	30	.....	21	.....	1	.....	31 60
1.3	4	13	95	8	7	.....	16	.....	1	.....	27 05
6	384	350	90	438	40	.....	39	1	2	69 30	29 70
8	28	23	82	35	15	.....	19	.....	1	.....	41 70
2	30	25	84	32	19	.....	23	.....	1	.....	37 50
.9	1	23	87	31	29	.....	28	.....	1	.....	33 33
1.7	33	27	81	21	11	6	38	.....	1	.....	35 10
.7	.....	680	.....	.....	.....	.....	.....	2	16	59 65	33 65
7	12	9	75	31	.....	.....	18	.....	1	.....	33 85
3	45	40	85	50	20	.....	24	.....	1	.....	61 54
8	34	28	80	55	16	.....	25	.....	1	.....	47 07
12	20	18	90	47	5	.....	5	.....	1	.....	48 96
4	24	20	84	16	15	.....	18	.....	1	.....	41 00
8	24	21	88	21	15	.....	6	.....	1	.....	50 00
5.4	159	136	84	220	61	.....	99	.....	6	.....	47 07
1	35	27	77	38	31	.....	22	1	.....	61 50	.....
3	25	18	70	27	20	.....	35	.....	1	.....	37 50
1	.....	8	5	24	.....	.....	25	.....	1	.....	32 80
4	26	20	79	40	35	.....	34	1	1	45 50	25 00
2	.....	14	.....	.....	.....	.....	.....	.....	1	.....	30 00
2.2	.....	87	.....	.....	.....	.....	.....	2	4	53 50	31 32
46	5,877	4,961	69	5,206	1,694	274	145	6	154	166 66	53 80
.....	13	12	96	.....	.....	.....	.....	.....	1	.....	32 50
8	24	16	25	36	10	.....	14	1	.....	42 75	.....
1	53	48	83	65	55	3	33	1	1	45 00	30 00
4	20	16	84	29	21	.....	25	.....	1	.....	37 00
6	40	33	83	48	12	.....	24	.....	1	.....	65 00
3	33	25	76	14	47	.....	22	.....	1	.....	45 00
1	27	22	80	28	31	.....	19	.....	1	.....	60 00
4	27	22	80	64	10	.....	21	.....	1	.....	40 00
8	114	94	83	175	.....	.....	10	3	.....	38 09	.....
2	30	25	81	28	20	.....	26	.....	1	.....	50 00
4.7	.....	313	.....	.....	.....	.....	.....	2	11	43 87	46 71

Report of Attendance, by Districts, for the County of MERCER,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of months the schools were kept open.	Number of boys between 5 and 20 years of age enrolled in the schools during the year.	Number of girls between 5 and 20 years of age enrolled in the schools during the year.	Total number of children between 5 and 20 years of age enrolled in the schools during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.
Mercer—Con.							
PRINCETON.							
Stony Brook.....	36	9, 10	22	25	47	.....	190
Cedar Grove.....	37	10, 1	25	24	49	.....	100
Mt. Lucas.....	38	10, 15	21	16	37	.....	273
Princeton.....	39	10	209	219	428	10	5,805
		9, 84	277	284	561	10	6,368
WEST WINDSOR.							
Penn's Neck.....	40	9	19	13	32	.....	68
Parsonage.....	41	11	21	27	48	.....	85
Dutch Neck.....	42	10	28	14	42	.....	624
Assanpink.....	43	10, 10	23	22	45	.....	513
		10	91	76	167	.....	1,193
WASHINGTON.							
Robbinsville.....	44	10, 10	27	23	50	.....	72
Union.....	45	9	14	10	24	.....	64
Page's Corner.....	46	10, 1	22	19	41	.....	337
Sharon.....	47	10, 4	13	8	21	.....	34
Allen.....	48	10, 10	28	29	57	.....	243
Windsor.....	49	10, 15	38	20	58	.....	180
		9, 97	142	109	251	.....	930
EAST WINDSOR.							
Hickory Corner.....	50	10	20	13	33	.....	197
Locust Corner.....	51	10, 5	26	9	35	.....	75
Hightstown.....	52	10	165	170	335	1	1,282
Milford.....	53	10	14	17	31	.....	94
Cedarville.....	54	10	7	15	22	.....	284
		10, 1	232	224	456	1	1,932
Summary.							
Hopewell.....	.....	9, 87	666	527	1,193	.....	3,425
Ewing.....	.....	9, 42	190	114	304	1	555
Lawrence.....	.....	9, 62	125	119	244	.....	844
Hamilton.....	.....	9, 86	434	351	785	.....	2,654
Princeton.....	.....	9, 84	277	284	561	10	6,368
West Windsor.....	.....	10	91	76	167	.....	1,193
Washington.....	.....	9, 97	142	109	251	.....	930
East Windsor.....	.....	10, 1	232	224	456	1	1,932
Trenton.....	.....	10	3,473	3,701	7,174	125	13,801
		9, 85	5,630	5,505	11,135	.....	31,702

State of New Jersey, for the School Year Ending June 30th, 1893.

Average number of tardiness per day for each teacher.	Average number on roll.	Average daily attendance.	Percentage of daily attendance on total enrollment.	Number of pupils enrolled in primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of classes in school.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
1	27	16	59	31	16	.....	27	.....	1	.....	\$39 56
2	32	17	54	34	15	.....	20	.....	1	.....	40 80
1	22	15	68	29	8	.....	21	.....	1	.....	33 33
3	358	246	57	261	167	.....	90	2	7	\$110 00	40 54
1.75	439	294	59	355	206	.....	158	2	10	110 00	38 56
1	.....	17	.....	.....	.....	.....	.....	.....	1	.....	35 00
4	23	18	79	33	15	.....	19	.....	1	.....	50 00
3	19	30	15	42	.....	.....	35	.....	1	.....	44 78
2	22	18	82	29	16	.....	21	.....	1	.....	33 33
2.5	.....	83	.....	.....	.....	.....	.....	.....	4	.....	40 78
2	40	15	73	33	15	2	10	.....	1	.....	33 33
3	16	13	89	16	8	.....	20	.....	1	.....	30 00
1	24	19	80	23	17	1	20	1	.....	34 82	.....
4	11	8	77	19	2	.....	14	.....	1	.....	32 24
1	28	23	82	24	33	.....	30	.....	1	.....	35 47
1	.....	28	63	.....	.....	.....	24	.....	1	.....	.....
2	.....	106	77	.....	.....	3	118	1	5	34 82	35 20
5	17	14	82	27	6	.....	7	.....	1	.....	33 33
2	34	15	82	15	15	5	18	.....	1	.....	31 70
6	219	191	87	294	34	7	60	1	5	100 00	41 00
4	22	18	84	14	17	.....	5	.....	1	.....	35 66
1	13	8	74	10	7	.....	20	.....	1	.....	30 80
3.6	295	246	82	360	79	12	110	1	9	.....	36 50
.....	.....	680	.....	.....	.....	.....	.....	2	16	59 65	33 65
5.4	159	136	84	220	61	.....	99	.....	6	.....	47 07
12	.....	87	.....	.....	.....	.....	.....	2	4	53 50	31 32
4.7	.....	313	.....	.....	.....	.....	.....	2	11	43 87	46 71
1.75	439	294	59	355	206	.....	158	2	10	110 00	38 56
2.5	.....	83	.....	.....	.....	.....	.....	.....	4	.....	40 78
2	119	106	77	115	75	3	118	1	5	34 82	35 20
3.6	295	246	82	360	79	12	110	1	4	100 00	36 50
.46	5,877	4,961	69	5,206	1,694	274	145	6	154	166 66	53 80
2.39	.....	6,906	.....	.....	.....	.....	.....	16	214	104 30	49 61

Financial Report, by Districts, for the County of MIDDLESEX,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Amount due the district July 1st, 1892, from State, county and township funds.	Amount due the district July 1st, 1892, from district tax.	Amount due the district July 1st, 1892, from other sources.	Total amount due the district July 1st, 1892.	Amount expended for teachers' sal- aries.	Amount expended for fuel and jan- itors' salaries.	Amount expended for building and repairing, excluding debt and interest.
MIDDLESEX.								
PISCATAWAY.								
Harris Lane.....	1	\$375 00	\$146 65	.....	\$521 65	\$450 00	\$33 65	\$9 45
Dunellen.....	2	1,667 20	4,087 89	.....	5,754 69	3,100 00	532 58	447 49
New Market.....	3	469 99	785 85	.....	1,255 84	730 00	50 00	215 50
Maple Grove.....	4	398 24	52 81	.....	451 08	363 71	24 75	7 52
New Brooklyn.....	5	642 74	.....	.....	642 74	610 00	12 24	.....
Feldville.....	6	490 36	.....	.....	490 36	337 50	26 82	.....
Newtown.....	7	277 53	77 69	.....	355 22	270 00	24 75	13 00
Union.....	8	482 63	.....	.....	482 63	313 33	20 50	.....
Raritan Landing....	9	391 08	100 00	.....	491 08	316 66	24 25	100 00
		5,194 76	5,250 52	.....	10,445 28	6,491 20	749 54	792 96
RARITAN.								
Friendship.....	10	426 42	.....	.....	426 42	357 00	31 25	.....
Mt. Pleasant.....	11	375 00	105 10	.....	480 10	418 00	38 00	.....
New Dover.....	12	299 42	.....	\$21 00	320 42	260 00	19 82	.....
Oak Tree.....	13	395 97	20 00	.....	415 97	321 75	52 90	.....
New Durham.....	14	375 82	.....	.....	375 82	333 31	21 69	.....
Metuchen.....	15	1,632 57	2,701 82	.....	4,334 39	2,814 43	306 74	385 00
Lafayette Union.....	16	511 65	.....	.....	511 65	323 33	14 61	.....
Piscataway.....	17	515 04	.....	1,000 00	1,515 04	160 00	11 40	746 00
Bonhamtown.....	18	436 56	.....	.....	436 56	324 98	38 33	.....
Highland Park.....	75	566 24	1,121 95	.....	1,688 19	800 00	132 50	216 43
		5,834 19	3,948 87	1,021 00	10,804 06	6,142 80	667 24	1,347 43
WOODBIDGE.								
Locust Grove.....	19	307 43	47 00	.....	454 43	279 00	17 25	.....
Washington.....	20	393 78	100 00	.....	493 78	377 50	62 11	30 56
Rahway Neck.....	21	377 61	.....	.....	377 61	372 75	4 86	.....
Blazing Star.....	22	453 06	3,205 29	.....	3,698 35	810 00	23 50	2,473 03
Uniontown.....	23	397 95	.....	.....	397 95	353 30	18 61	.....
Woodbridge.....	24	3,651 02	7,581 03	.....	11,232 05	4,700 00	617 46	322 19
Fairfield Union.....	26	1,268 20	.....	.....	1,268 20	836 00	.....	56 65
		6,829 05	10,993 32	.....	17,822 37	7,728 55	742 79	2,882 43
N. BRUNSWICK.								
Oak Hill.....	27	416 20	51 26	.....	467 46	333 30	22 00	.....
Milltown.....	28	960 22	144 32	.....	1,104 54	800 00	95 78	6 50
Red Lion.....	29	572 53	.....	.....	572 53	335 00	14 50	.....
		1,948 95	195 58	.....	2,144 53	1,468 30	132 58	6 50
E. BRUNSWICK.								
Brick School House	30	275 11	52 00	.....	327 11	255 57	75 00	51 10
Washington.....	31	1,845 29	1,487 95	.....	3,333 24	2,150 00	203 00	16 00
Lawrence Brook.....	32	528 33	21 45	.....	549 78	330 00	18 63	.....
Summer Hill.....	33	419 17	100 00	.....	519 17	354 67	18 90	.....
Dunham's Corner....	34	392 15	.....	.....	392 15	330 00	26 25	.....
Old Bridge.....	35	375 62	175 00	.....	550 62	345 00	29 75	140 95
Spotswood.....	36	726 66	250 00	.....	976 66	725 00	44 00	34 00
Helmetta.....	74	501 98	45 89	.....	547 87	450 00	2 10	45 89
South Milltown.....	78	776 71	969 67	.....	1,746 38	760 00	120 25	109 00
		5,841 02	3,101 96	.....	8,942 98	5,700 24	477 83	396 94

State of New Jersey, for the School Year Ending June 30th, 1893.

Amount expended for debt and interest.	Amount expended for taking school census.	Amount expended for manual training.	Amount expended for text-books and apparatus.	Amount expended for incidentals.	Total amount expended.	Balance of State, county and township funds June 30th, 1893.	Balance of district tax June 30th, 1893.	Balance of moneys from other sources June 30th, 1893.	Total balance June 30th, 1893.
\$543 00	\$2 50		\$69 81	\$17 50	\$513 10		\$8 55		\$8 55
151 13	3 80		51 07	273 60	4,966 48	\$788 21	15 76		788 21
41 89				38 58	1,240 08				15 76
	5 95			13 21	451 08				
				14 55	642 74				
				20 00	384 32	106 04			106 04
	2 50			18 22	325 97		29 25		29 25
				20 00	356 33	126 29			126 29
				20 00	460 91	30 17			30 17
736 02	14 75		120 88	435 68	9,341 01	1,050 71	53 56		1,104 27
				20 00	408 25	18 17			18 17
	2 80			20 30	479 10	1 00			1 00
				20 00	298 82			\$20 60	20 60
	2 85			17 15	394 65	21 32			21 32
				20 00	375 00	32			32
25 00	16 55	50 00		700 47	4,328 19		6 20		6 20
				7 40	345 34	166 81			166 81
				20 00	937 40	323 84	233 80		577 64
	4 15			20 00	387 46	49 10			49 10
413 25	7 55	21 14		105 81	1,695 65		291 51		291 51
438 25	33 90	71 14		951 13	9,651 89	580 06	551 51	20 60	1,152 17
				20 00	316 25	31 18	7 00		38 18
				8 91	479 08		14 70		14 70
					377 61				
93 29	5 90			56 60	3,461 32		237 03		237 03
				20 00	391 91	8 04			6 04
1,630 00		10 00		422 56	7,702 21		3,529 84		3,529 84
				16 31	905 96	59 24	300 00		359 24
1,723 29	5 90	10 00		544 38	13,637 34	96 46	4,058 57		4,185 03
	3 50			23 15	381 95	40 90	44 61		85 51
	8 00	5 70		47 85	963 83	94 44	46 27		140 71
				20 00	369 80	202 73			202 73
	11 50	5 70		91 00	1,715 58	338 07	90 88		428 95
				4 43	326 10	11	90		1 01
758 97				55 27	3,183 24		150 00		150 00
	2 90			20 00	371 53	159 70	18 55		178 25
				20 00	393 57	25 60	100 00		125 60
	3 25			20 00	379 50	12 65			12 65
	3 00			18 80	537 50		13 12		13 12
	6 00			18 80	827 80		148 86		148 86
				19 63	517 62	30 25			30 25
515 00	8 25			26 39	1,538 89		207 49		207 49
1,273 97	23 40			203 32	8,075 75	228 31	638 92		867 23

Financial Report, by Districts, for the County of MIDDLESEX,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Amount due the district July 1st, 1892, from State, county and township funds.	Amount due the district July 1st, 1892, from district tax.	Amount due the district July 1st, 1892, from other sources.	Total amount due the district July 1st, 1892.	Amount expended for teachers' sal- aries,	Amount expended for fuel and jan- itors' salaries.	Amount expended for building and repairs, excluding debt and interest.
Middlesex—								
Con.								
SAYREVILLE.								
Brickland.....	37	\$1,456 27			\$1,456 27	\$1,035 00	\$29 80	
South River.....	76	1,233 99	\$175 00		1,408 99	845 00	85 33	\$164 98
Ernston.....	25	815 73			815 73	405 00	25 05	
		3,505 99	175 00		3,680 99	2,285 00	140 18	164 98
SOUTH AMBOY.								
Park School House	33	4,395 27	682 56		5,077 83	3,850 00	127 01	100 00
Raritan.....	39	2,503 27	1,827 84		4,331 11	2,800 00	427 00	298 84
		6,898 54	2,510 40		9,408 94	6,650 00	554 01	398 84
S. BRUNSWICK.								
Six Mile Run.....	40	416 93	500 00		916 93	357 48	24 30	439 84
Sand Hills.....	41	393 68			393 68	333 31	19 56	
George's Road.....	42	460 21			460 21	366 67	29 90	
Fresh Ponds.....	43	553 06			553 06	316 66	19 54	
Ridge.....	44	386 51			386 51	324 01	25 01	
Dayton.....	45	610 12			610 12	500 00	46 18	
Rhode Hall.....	46	387 65			387 65	338 33	22 84	
Mapleton.....	47	277 87			277 87	240 00	20 38	
Little Rocky Hill...	48	452 57			452 57	341 50	22 75	
Scott's Corner.....	50	512 92			512 92	350 00	19 00	
Pleasant Hill.....	51	511 56	100 00		611 56	358 75	16 16	100 00
Kingston.....	55	706 18			706 18	600 00	38 86	
Monmouth Junction	77	401 71	251 45		653 16	344 18	34 44	
		6,070 97	851 45		6,922 42	4,765 89	338 92	599 84
CRANBURY.								
Plainsboro.....	49	499 95	101 66		601 61	353 00	9 70	50 35
Cranbury Neck.....	52	441 13			441 13	333 33	26 88	
North Cranbury.....	53	712 33	318 66		1,030 99	647 50	74 88	29 45
South Cranbury.....	54	508 59			508 59	385 00	23 85	
Wyckoff's Mills.....	61	377 29	7 27		384 56	333 33	17 15	
		2,539 29	427 59		2,966 88	2,052 16	152 46	79 80
MONROE.								
Jamesburg.....	56	1,419 18	621 27		2,040 45	1,400 00	210 50	
Matchaponix.....	57	477 61			477 61	330 00	12 70	
Prospect Plains.....	58	414 42	50 00		464 42	324 97	38 66	28 91
Monroe.....	59	535 36			535 36	345 00	27 14	
Gravel Hill.....	60	389 44			389 44	333 33	30 86	
Old Church.....	62	417 60	125 00		542 60	347 52	16 80	105 66
Grove.....	63	883 47	75 00		958 47	289 50	24 20	73 10
Pleasant Grove.....	64	401 15			401 15	300 00	31 37	
		4,438 23	871 27		5,309 50	3,670 32	392 23	210 67

State of New Jersey, for the School Year Ending June 30th, 1893.

Amount expended for debt and interest.	Amount expended for taking school census.	Amount expended for manual training.	Amount expended for text-books and apparatus.	Amount expended for incidentals.	Total amount expended.	Balance of State, county and township funds June 30th, 1893.	Balance of district tax June 30th, 1893.	Balance of moneys from other sources June 30th, 1893.	Total balance June 30th, 1893.
\$281 00	\$12 50			\$44 51	\$1,358 30	\$97 97		\$97 97	
				20 00	1,139 82	269 17		269 17	
					450 05		\$365 68	365 68	
281 00	12 50			64 51	2,948 17	367 14	365 68		732 82
	39 56		\$100 00	420 00	4,636 57		441 26	441 26	
93 00	27 56		85 51	113 69	3,845 60		485 51	485 51	
93 00	67 12		185 51	533 69	8,482 17		926 77	926 77	
				34 00	915 62	1 31		1 31	
				20 81	373 68	20 00		20 00	
				20 00	416 57	43 64		43 64	
				14 38	350 58	202 48		202 48	
				20 00	369 02	17 49		17 49	
				20 00	566 18	43 94		43 94	
				20 00	376 17	11 48		11 48	
				14 80	275 18	2 69		2 69	
				19 41	383 66	68 91		68 91	
				20 00	389 00	123 92		123 92	
				20 00	494 91	116 65		116 65	
				20 00	658 86	47 32		47 32	
250 00				20 00	648 62	3 09	1 45	4 54	
250 00				263 40	6,218 05	702 92	1 45		704 37
				\$20 00	433 05	116 92	51 64	168 56	
				19 35	379 56	61 57		61 57	
				20 00	771 83		259 16	259 16	
				14 75	423 60	84 99		84 99	
				27 27	377 75	6 81		6 81	
				101 37	2,385 79	270 29	310 80		581 09
	13 61			99 05	1,723 16		317 29	317 29	
	1 95			20 00	364 65	112 96		112 96	
				16 75	409 29	47 83	7 30	55 13	
				20 00	392 14	143 23		143 23	
				18 75	382 94	6 50		6 50	
				18 65	491 63	36 57	14 40	50 97	
				15 70	402 50	54 07	1 90	55 97	
				20 00	351 37	49 78		49 78	
15 56				228 90	4,517 68	450 93	340 89		791 82

Financial Report, by Districts, for the County of MIDDLESEX,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Amount due the district July 1st, 1892, from State, county and township funds.	Amount due the district July 1st, 1892, from district tax.	Amount due the district July 1st, 1892, from other sources.	Total amount due the district July 1st, 1892.	Amount expended for teachers' sal- aries.	Amount expended for fuel and jan- itors' salaries.	Amount expended for building and repairing, excluding debt and interest.
Middlesex—								
Con.								
MADISON.								
Jacksonville	65	\$402 79			\$402 79	\$355 00	\$23 90	
Morristown	66	375 71			375 71	326 00	25 97	
Old Bridge	67	388 00			388 00	338 00	28 38	
Browtown	68	375 00	\$50 00		455 00	335 84	16 66	\$40 74
Cedar Grove	69	465 52			465 52	320 00	33 95	
Millbridge	70	328 10			328 10	285 00	19 17	
Hillsboro	71	567 76			567 76	360 00	13 10	
		2,902 88	80 00		2,982 88	2,319 84	161 13	40 74
Perth Amboy	72	10,332 02	6,136 25		16,468 27	10,696 29	1,511 23	2,172 13
New Brunswick	73	24,797 22	10,024 00	\$584 01	35,405 23	26,755 00	4,309 54	2,235 87
Summary.								
Piscataway		5,194 76	5,250 52		10,445 28	6,491 20	749 54	792 96
Raritan		5,834 19	3,948 87	1,021 00	10,804 06	6,142 80	667 24	1,347 43
Woodbridge		6,829 05	10,993 32		17,822 37	7,728 55	742 79	2,882 43
North Brunswick		1,948 95	195 58		2,144 53	1,468 30	132 58	6 50
East Brunswick		5,841 02	3,101 96		8,942 98	5,700 24	477 88	396 94
Sayreville		3,505 99	175 00		3,680 99	2,285 00	140 18	164 98
South Amboy		6,898 54	2,510 40		9,408 94	6,650 00	554 01	398 84
South Brunswick		6,070 97	851 45		6,922 42	4,765 89	338 92	599 84
Cranbury		2,539 29	427 59		2,966 88	2,052 16	152 46	79 80
Monroe		4,438 23	871 27		5,309 50	3,670 32	392 23	210 67
Madison		2,902 88	80 00		2,982 88	2,319 84	161 13	40 74
Perth Amboy		10,332 02	6,136 25		16,468 27	10,696 29	1,511 23	2,172 13
New Brunswick		24,797 22	10,024 00	584 01	35,405 23	26,755 00	4,309 54	2,235 87
		87,133 11	44,566 21	1,605 01	133,304 33	86,725 59	10,329 73	11,329 13

State of New Jersey, for the School Year Ending June 30th, 1893.

Amount expended for debt and interest.	Amount expended for taking school census.	Amount expended for manual training.	Amount expended for text-books and apparatus.	Amount expended for incidentals.	Total amount expended.	Balance of State, county and township funds June 30th, 1893.	Balance of district tax June 30th, 1893.	Balance of moneys from other sources June 30th, 1893.	Total balance June 30th, 1893.
.....	.....	.....	.....	\$18 08	\$396 98	\$5 81	.....	.....	\$5 81
.....	.....	.....	.....	20 00	371 97	3 74	.....	.....	3 74
.....	.....	.....	.....	20 60	386 95	1 02	.....	.....	1 02
.....	.....	.....	.....	.....	393 24	29 50	\$32 26	.....	61 76
.....	.....	.....	.....	16 25	370 20	95 32	.....	.....	95 32
.....	.....	.....	.....	20 00	324 17	3 93	.....	.....	3 93
.....	.....	.....	.....	15 20	388 30	179 46	.....	.....	179 46
.....	.....	.....	.....	110 13	2,631 84	318 78	32 26	.....	351 04
.....	.....	.....	\$1,192 73	895 89	16,468 27	.....	.....	.....	.....
\$604 82	\$243 60	.....	1,010 36	246 04	35,405 23	.....	.....	.....	.....
736 02	14 75	.....	120 88	435 66	9,341 01	1,050 71	53 56	.....	1,104 27
438 25	33 90	.....	71 14	951 13	9,651 89	580 06	551 51	\$20 60	1,152 17
1,723 29	5 90	.....	10 00	544 38	13,637 34	96 46	4,088 57	.....	4,185 03
.....	11 50	.....	5 70	91 00	1,715 58	338 07	90 88	.....	428 95
1,273 97	23 46	.....	.....	203 32	8,075 75	228 31	638 92	.....	867 23
281 00	12 50	.....	.....	64 51	2,948 17	367 14	365 68	.....	732 82
93 00	67 12	.....	185 51	533 69	8,482 17	.....	926 77	.....	926 77
250 00	.....	.....	.....	263 40	6,218 05	702 92	1 45	.....	704 37
.....	.....	.....	.....	101 37	2,385 79	270 29	310 80	.....	581 09
.....	15 56	.....	.....	228 90	4,517 68	450 93	340 89	.....	791 82
.....	.....	.....	.....	110 13	2,631 84	318 78	32 26	.....	351 04
.....	.....	.....	1,192 73	895 89	16,468 27	.....	.....	.....	.....
604 82	243 60	.....	1,010 36	246 04	35,405 23	.....	.....	.....	.....
5,400 35	428 23	.....	2,596 32	4,669 42	121,478 77	4,403 67	7,401 29	20 60	11,825 56

*Apportionment of School Moneys, by Districts, for the
School Year Ending*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Balance State, county and township moneys July 1st, 1893.	Balance district tax July 1st, 1893.	Balance received from other sources July 1st, 1893.	Amount apportioned from State ap- propriation, including State school tax and \$100,000.	Amount apportioned from township tax.	Amount apportioned from surplus revenue.	Amount apportioned from balances.
MIDDLESEX.								
PISCATAWAY.								
Harris Lane.....	1		\$8 55		\$375 00			
Dunellen.....	2	\$788 21			1,580 24			
New Market.....	3		15 76		375 00			
Maple Grove.....	4				375 00			
New Brooklyn.....	5				527 66			
Fieldville.....	6	106 04			275 00			
Newtown.....	7		29 25		375 00			
Union.....	8	126 23			375 00			
Raritan Landing....	9	30 17			275 00			
		1,050 71	53 56		4,382 90			
RARITAN.								
Friendship.....	10	18 17			375 00			
Mt. Pleasant.....	11	1 00			375 00			
New Dover.....	12			\$20 60	275 00			
Oak Tree.....	13	21 32			375 00			
New Durham.....	14	32			375 00			
Metuchen.....	15		6 20		1,455 47			
Lafayette Union....	16	166 31			375 00			
Piscataway.....	17	323 84	253 80		391 35			
Bonhamtown.....	18	49 10			375 00			
Highland Park.....	75		291 51		663 98			
		590 06	551 51	20 60	5,035 80			
WOODBIDGE.								
Locust Grove.....	19	31 18	7 00		275 00			
Washington.....	20		14 70		275 00			
Rahway Neck.....	21				275 00			
Blazing Star.....	22		237 03		518 87			
Uniontown.....	23	6 04			375 00			
Woodbridge.....	24		3,529 84		3,271 52			
Fairfield Union.....	26	59 24	300 00		756 32			
		96 46	4,088 57		5,746 71			
N. BRUNSWICK.								
Oak Hill.....	27	40 90	44 61		375 00			
Milltown.....	28	94 44	46 27		663 98			
Red Lion.....	29	202 73			375 00			
		338 07	90 88		1,413 98			
E. BRUNSWICK.								
Brick School House	30	11	90		275 00			
Washington.....	31	159 70	150 00		1,780 87			
Lawrence Brook....	32	25 60	18 55		375 00			
Summer Hill.....	33	12 65	100 00		375 00			
Dunham's Corner....	34				375 00			
Old Bridge.....	35		13 12		375 00			
Spotswood.....	36		148 86		606 82			
Helmetta.....	74	30 25			391 35			
South Milltown.....	78		207 49		672 77			
		228 31	638 92		5,226 81			

MIDDLESEX COUNTY.

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County of MIDDLESEX, State of New Jersey, for the June 30th, 1894.

Amount of district tax voted for payment of teachers' salaries.	Amount of district tax voted for building, purchasing, hiring, repairing or furnishing school-houses.	Amount of district tax for payment of debt and interest.	Amount of district tax voted for text-books and apparatus.	Total amount of district tax ordered to be raised.	Amount received from temporary loans.	Amount received from sale of bonds.	Amount voted for manual training.	Amount received from other sources.	Total amount available for school year ending June 30th, 1894.
\$250 00	\$75 00			\$325 00					\$708 55
1,600 00	1,100 00	\$541 00		3,241 00					5,559 45
300 00	70 00	180 00		550 00					940 76
50 00	25 00			75 00					450 00
200 00	50 00			250 00					777 66
									381 04
									304 25
									501 29
	50 00			50 00					355 17
2,400 00	1,370 00	721 00		4,491 00					9,978 17
	300 00			300 00					693 17
	100 00			100 00					476 00
									295 60
									396 32
1,375 00	1,500 00	25 00		2,900 00					375 32
									4,361 67
									541 31
100 00	175 00	400 00		675 00					968 99
									424 10
1,475 00	2,075 00	425 00		3,975 00					1,630 49
									10,162 97
	100 00			100 00					313 18
	300 00			300 00					389 70
	100 00			100 00					275 00
1,100 00	1,500 00	1,560 00		4,160 00					1,055 90
									481 04
									10,961 36
									1,115 56
1,400 00	1,700 00	1,560 00		4,660 00					14,591 74
									460 51
100 00	100 00			200 00					1,004 69
									577 73
100 00	100 00			200 00					2,042 93
	20 00			20 00					296 01
450 00	475 00	782 00		1,707 00					3,797 57
	250 00			250 00					669 15
									487 65
									375 00
									388 12
150 00	70 00			250 00					755 68
50 00	50 00			100 00					671 50
									980 26
680 00	865 00	782 00		2,327 00					8,421 04

*Apportionment of School Moneys, by Districts, for the
School Year Ending*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Balance State, county and township moneys July 1st, 1893.	Balance district tax July 1st, 1893.	Balance received from other sources July 1st, 1893.	Amount apportioned from State ap- propriation, including State school tax and \$100,000.	Amount apportioned from township tax.	Amount apportioned from surplus revenue.	Amount apportioned from balances.
Middlesex—								
Con.								
SAYREVILLE.								
Brickland.....	37	\$97 97			\$1,098 31			
South River.....	76	269 17			1,068 52			
Ernston.....	25		\$365 68		417 74			
		367 14	365 68		2,585 57			
SOUTH AMBOY.								
Park School House	38		441 26		3,407 84			
Raritan.....	39		485 51		2,106 27			
			926 77		5,514 11			
S. BRUNSWICK.								
Six Mile Run.....	40	1 31			375 00			
Sand Hills.....	41	20 00			375 00			
George's Road.....	42	43 64			375 00			
Fresh Ponds.....	43	202 48			375 00			
Ridge.....	44	17 49			375 00			
Dayton.....	45	43 94			422 13			
Rhode Hall.....	46	11 48			375 00			
Mapleton.....	47	2 69			275 00			
Little Rocky Hill.....	48	68 91			375 00			
Scott's Corner.....	50	123 92			375 00			
Pleasant Hill.....	51	116 65			375 00			
Kingston.....	55	47 32			549 65			
Monmouth Junct'n	77	3 09	1 45		375 00			
		702 92	1 45		4,996 78			
CRANBURY.								
Plainsboro.....	49	116 92	51 64		375 00			
Cranbury Neck.....	52	61 57			375 00			
North Cranbury.....	53		259 16		729 94			
South Cranbury.....	54	84 99			375 00			
Wyckoff's Mills.....	61	6 81			375 00			
		270 29	310 80		2,229 94			
MONROE.								
Jamesburg.....	56		317 29		1,279 58			
Matchaponix.....	57	112 96			375 00			
Prospect Plains.....	58	47 83	7 30		375 00			
Monroe.....	59	143 22			375 00			
Gravel Hill.....	60	6 50			375 00			
Old Church.....	62	36 57	14 40		375 00			
Grove.....	63	54 07	1 90		275 00			
Pleasant Grove.....	64	49 78			375 00			
		450 93	340 89		3,504 58			

County of MIDDLESEX, State of New Jersey, for the June 30th, 1894.

Amount of district tax voted for payment of teachers' salaries.	Amount of district tax voted for building, purchasing, hiring, repairing or furnishing school-houses.	Amount of district tax for payment of debt and interest.	Amount of district tax voted for text-books and apparatus.	Total amount of district tax ordered to be raised.	Amount received from temporary loans.	Amount received from sale of bonds.	Amount voted for manual training.	Amount received from other sources.	Total amount available for school year ending June 30th, 1894.
	\$175 00			\$175 00					\$1,197 23
	175 00			175 00					1,512 69
									783 42
	500 00	\$318 00		818 00					4,667 10
\$500 00	888 48	189 50		1,577 98					4,169 76
500 00	1,388 48	507 50		2,395 98					8,836 86
	28 00			28 00					404 31
	75 00	25 00		100 00					395 00
									518 64
									577 48
									392 49
	25 00	150 00		175 00					641 07
									886 48
									277 69
									443 91
									498 92
	40 00			40 00					551 65
125 00	75 00			200 00					796 97
									379 54
150 00	368 00	25 00		543 00					6,244 15
									543 56
									436 57
									989 10
									459 99
									381 81
									2,811 03
100 00	300 00			400 00					1,996 87
									487 96
									430 13
									518 22
									381 50
	25 00			25 00					450 97
									330 97
	125 00			125 00					549 78
100 00	450 00			550 00					5,146 40

*Apportionment of School Moneys, by Districts, for the
School Year Ending*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Balance State, county and township moneys July 1st, 1893.	Balance district tax July 1st, 1893.	Balance received from other sources July 1st, 1893.	Amount apportioned from State ap- propriation, including State school tax and \$100,000.	Amount apportioned from township tax.	Amount apportioned from surplus revenue.	Amount apportioned from balances.
Middlesex—								
Con.								
MADISON.								
Jacksonville	65	\$5 81			\$375 00			
Morristown	66	3 74			375 00			
Old Bridge	67	1 02			375 00			
Browntown	65	29 50	\$32 26		375 00			
Cedar Grove	69	95 32			375 00			
Millbridge	70	3 93			375 00			
Hillsboro	71	179 46			375 00			
		318 78	32 26		2,625 00			
Perth Amboy	72				9,577 13			
New Brunswick	73				21,423 25			
Summary.								
Piscataway		1,050 71	53 56		4,382 90			
Raritan		580 06	551 51	\$20 60	5,035 80			
Woodbridge		96 46	4,083 37		5,746 71			
North Brunswick		338 07	90 38		1,413 93			
East Brunswick		228 31	638 92		5,226 81			
Sayreville		367 14	365 68		2,585 57			
South Amboy			926 77		5,514 11			
South Brunswick		702 92	1 45		4,996 78			
Cranbury		270 29	310 80		2,229 94			
Monroe		450 93	340 89		3,804 58			
Madison		318 78	32 26		2,625 00			
Perth Amboy					9,577 13			
New Brunswick					21,423 25			
		4,403.67	7,401 29	20 60	74,562 56			

County of MIDDLESEX, State of New Jersey, for the
June 30th, 1894.

Amount of district tax voted for pay- ment of teachers' salaries.	Amount of district tax voted for build- ing, purchasing, hiring, repairing or furnishing school-houses.	Amount of district tax for payment of debt and interest.	Amount of district tax voted for text- books and apparatus.	Total amount of district tax ordered to be raised.	Amount received from temporary loans.	Amount received from sale of bonds.	Amount voted for manual training.	Amount received from other sources.	Total amount available for school year ending June 30th, 1894.
									\$380 81
									378 74
	\$50 00			\$80 00					376 02
									516 76
									470 32
									378 93
									554 46
	80 00			80 00					3,056 04
\$1,900 00	900 00			2,800 00					12,377 13
14,510 76	1,913 43			16,424 19					37,847 44
2,400 00	1,370 00	\$721 00		4,491 00					9,978 17
1,475 00	2,075 00	425 00		3,975 00					10,162 97
1,400 00	1,700 00	1,560 00		4,660 00					14,591 74
100 00	100 00			200 00					2,042 93
680 00	865 00	782 00		2,327 00					8,421 04
	175 00			175 00					3,493 39
500 00	1,358 48	507 50		2,395 98					8,836 86
150 00	368 00	25 00		543 00					6,244 15
									2,811 03
100 00	450 00			550 00					5,146 40
	80 00			80 00					3,056 04
1,900 00	900 00			2,800 00					12,377 13
14,510 76	1,913 43			16,424 19					37,847 44
23,215 76	11,384 91	4,020 50		38,621 17					125,009 29

Report of Attendance, by Districts, for the County of MIDDLESEX,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of months the schools were kept open.	Number of boys between 5 and 20 years of age enrolled in the schools during the year.	Number of girls between 5 and 20 years of age enrolled in the schools during the year.	Total number of children between 5 and 20 years of age enrolled in the schools during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.
MIDDLESEX.							
PISCATAWAY.							
Harris Lane	1	10	29	23	52	1	200
Dunellen	2	10	150	136	286	13	864
New Market	3	10	26	28	54	3	242
Maple Grove	4	10	17	20	37	.....	40
New Brooklyn	5	10	44	80	74	.....	226
Fieldville	6	9	14	10	24	.....	50
Newtown	7	9	8	11	19	.....	150
Union	8	9	12	12	24	.....	82
Raritan Landing	9	8	23	14	37	.....	25
	9.4		323	284	607	17	1,909
RARITAN.							
Friendship	10	9	24	14	38	.....	176
Mt. Pleasant	11	10	18	25	43	.....	200
New Dover	12	10	12	12	24	.....	147
Oak Tree	13	9	20	23	43	.....	212
New Durham	14	10	13	22	35	1	44
Metuchen	15	10	103	96	199	.....	767
Lafayette Union	16	9	15	13	28	.....	60
Piscataway	17	4	20	25	45	.....	40
Bonhamtown	18	10	11	20	31	.....	30
Highland Park	75	10	47	44	91	.....	400
	9.1		283	294	577	1	2,076
WOODBRIIDGE.							
Locust Grove	19	9	5	10	15	.....	30
Washington	20	10	16	31	47	.....	200
Rahway Neck	21	10	5	8	13	.....	50
Blazing Star	22	10	42	50	92	.....	400
Uniontown	23	9	23	24	47	.....	58
Woodbridge	24	9.4	190	175	365	4	290
Fairfield Union	26	9.5	42	72	114	.....	500
	9.5		323	370	693	4	1,528
NORTH BRUNSWICK.							
Oak Hill	27	10	19	23	42	.....	70
Milltown	28	10	60	58	118	.....	40
Red Lion	29	9	15	14	29	.....	57
	9.7		94	95	189	.....	167
EAST BRUNSWICK.							
Brick School House	30	9	12	13	25	.....	106
Washington	31	10	132	138	270	1	360
Lawrence Brook	32	8	14	9	23	.....	106
Summer Hill	33	9	19	21	40	.....	25
Dunham's Corner	34	9	16	21	37	.....	96
Old Bridge	35	9	34	24	58	.....	117
Spotswood	36	9	46	48	94	.....	111
Helmetta	74	10	43	45	88	.....	117
South Milltown	78	9	63	64	127	.....	223
	9.1		379	383	762	1	1,216

State of New Jersey, for the School Year Ending June 30th, 1893.

Average number of cases of tardiness per day for each teacher.	Average number on roll.	Average daily attendance.	Percentage of daily attendance on total enrollment.	Number of pupils enrolled in primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of classes in school.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
1	32	28	88	30	22		21	1		\$45 00	
.71	222	205	92	192	59	35	26	1	5	100 00	\$36 00
.60	42	38	90	39	15		20		2		30 00
.20	19	16	87	20	17		18	1		36 00	
.65	35	28	80	41	33		25		2		37 50
.13	10	8	78	15	9		18		1		33 33
1	11	9	81	11	8		8		1		30 00
.45	17	14	82	15	9		24		1		34 81
.15	12	9	71	13	4		23		1		37 03
.54	44.4	355	83	396	176	35	180	3	13	60 33	34 09
.97	20	17	85	34	4				1		39 00
1	27	23	86	30	13		15		1		41 80
.73	13	10	83	22	2				1		26 00
.62	20	16	81	27	16		20		1		35 75
.22	193	161	86	30	5		28		1		33 33
.66	158	127	82	99	80	20	13	1	4	120 00	40 00
.33	22	18	83	20	8		31		1		37 01
.50	42	34	81	25	20		17	1		60 00	
.50	25	27	91	20	11		12		1		33 00
1	70	63	89	70	21				2		40 00
.65	59	496	85	377	180	20	136	2	13	90 00	36 21
.19	8	7	79	15			14		1		33 00
1	22	17	77	47			14		1		37 75
.25	13	9	80	13			14		1		37 75
1	82	79	86	70	22		22		1	40 00	37 50
.32	27	22	82	33	14		20		1		33 33
.22	253	221	90	207	145	13	79	1	8	100 00	46 00
1.30	65	60	70	100	14		18	1	1	50 00	37 50
.61	67.1	415	80	485	195	13	181	3	14	63 33	37 54
.35	24	18	77	36	6		17		1		33 33
.20	94	78	87	91	27		21		2		37 50
.31	29	18	15	26	3		21		1		37 00
.28	49	114	59	153	36		59		4		35 94
.58	16	12	80	23	2		6		1		27 00
.37	153	156	86	209	46	15	34	1	4	80 00	36 50
.66	18	15	40	17	6		20		1		41 25
.13	27	23	85	15	17	8	25		1		39 40
.53	14	13	93	27	10		22		1		36 00
.64	37	29	79	23	35		6		1		38 33
.25	65	54	85	54	40		30	1	1	55 00	25 00
.58	54	46	85	64	24		26		1		45 00
.61	94	81	86	70	57		30		2		38 50
.48	508	429	79	502	237	23	199	2	13	67 50	36 32

Report of Attendance, by Districts, for the County of MIDDLESEX,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of months the schools were kept open.	Number of boys between 5 and 20 years of age enrolled in the schools during the year.	Number of girls between 5 and 20 years of age enrolled in the schools during the year.	Total number of children between 5 and 20 years of age enrolled in the schools during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.
Middlesex—Con.							
SAYREVILLE.							
Brickland.....	37	9	69	62	131	.....	729
South River.....	76	10	39	42	81	.....	400
Eruston	25	9	27	33	60	.....	160
		9.1	135	137	272	.....	1,259
SOUTH AMBOY.							
Park School House	38	10	156	148	304	2	700
Raritan	39	10.2	118	116	234	7	244
		10.1	274	264	538	9	944
SOUTH BRUNSWICK.							
Six Mile Run.....	40	9	27	29	56	.....	45
Sand Hills.....	41	10	19	15	34	.....	60
George's Road.....	42	10	20	35	55	.....	70
Fresh Ponds.....	43	9	22	27	49	.....	27
Ridge	44	8	20	22	42	.....	186
Dayton.....	45	10	33	43	76	.....	143
Rhode Hall	46	10	24	20	44	.....	119
Mapleton	47	9	10	16	26	.....	307
Little Rocky Hill.....	48	9	21	14	35	.....	253
Scott's Corner.....	50	10	30	28	58	.....	49
Pleasant Hill.....	51	10	31	25	56	.....	198
Kingston.....	55	10	34	47	81	.....	78
Monmouth Junction.....	77	10	21	22	43	.....	114
		9.5	312	313	625	.....	1,649
CRANBURY.							
Plainsboro.....	49	10	38	25	63	.....	86
Cranbury Neck	52	10	28	11	39	.....	94
North Cranbury	53	10	58	50	108	.....	119
South Cranbury.....	54	10	25	26	54	.....	77
Wyckoff's Mills.....	61	10	26	24	50	.....	75
		10	178	136	314	.....	451
MONROE.							
Jamesburg.....	56	10	108	113	221	.....	217
Matchaponix	87	9	18	15	33	.....	25
Prospect Plains.....	58	9	32	30	62	.....	60
Monroe	59	8	21	29	50	.....	21
Gravel Hill.....	60	10	29	26	55	.....	40
Old Church	62	9	24	18	42	.....	146
Grove	63	9	14	11	25	1	63
Pleasant Grove.....	64	8	24	15	39	1	149
		9	270	257	527	2	724

State of New Jersey, for the School Year Ending June 30th, 1893.

Average number of tardiness per day for each teacher.	Average number on roll.	Average daily attendance.	Percentage of daily attendance on total enrollment.	Number of pupils enrolled in primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of classes in school.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
2	69	57	82	85	44	2	25	1	1	\$70 00	\$44 00
1	90	75	84	58	23		24	2	2		40 00
.88	40	20	72	60			21	1	1		50 00
1.29	199	152	79	203	67	2	70	1	4	70 00	44 66
.58	196	178	91	144	140	20	50		6		52 00
.21	164	157	90	127	78	29	12	1	4	50 00	45 00
.39	360	335	90	271	218	49	62	1	10	50 00	48 50
.24	31	27	89	42	14		27		1		38 00
.30	23	18	79	24	10		22		1		33 33
.35	27	22	81	30	25		21		1		33 00
.14	26	21	80	18	31		25		1		35 18
1.15	30	20	74	29	13		6		1		37 50
.71	50	43	82	56	20		34		1		45 00
.54	30	25	77	22	20	2	30		1		33 30
1.70	12	10	83	22	4		13		1		26 00
1.22	16	13	81	31	4		20		1		37 00
.24	22	17	76	29	29		24		1		35 00
.99	25	20	78	35	21		24		1		35 00
.34	52	40	76	52	29		30		1		60 00
.70	31	30	81	30	13		34		1		34 16
.66	375	311	79	420	233	2	310		13		37 11
.43	36	30	84	30	33		35		1		35 00
.40	16	13	78	24	15		21		1		33 33
.28	65	53	80	69	39		21		2		32 37
.33	36	31	89	28	26		20		1		38 50
.37	24	21	86	30	20		25		1		33 33
.36	35.4	143	83	181	133		122		6		34 50
.36	119	102	84	166	50	5	25	1	2	72 00	33 75
.15	21	16	80	18	11	4	6		1		33 00
.33	34	27	82	32	30		21		1		33 33
.13	31	19	61	25	25		19		1		48 00
.20	28	22	78	28	27		20		1		33 33
.81	21	17	81	24	18		18	1		36 67	
.34	13	11	84	12	13		28		1		32 16
.93	22	17	77	21	18		18		1		41 66
.40	36.1	231	78	326	192	9	155	2	8	54 33	36 46

Report of Attendance, by Districts, for the County of MIDDLESEX,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district,	Number of months the schools were kept open.	Number of boys between 5 and 20 years of age enrolled in the schools during the year.	Number of girls between 5 and 20 years of age enrolled in the schools during the year.	Total number of children between 5 and 20 years of age enrolled in the schools during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.
Middlesex—Con.							
MADISON.							
Jacksonville.....	65	9	34	24	58	.....	121
Morristown.....	66	9	19	21	40	.....	39
Old Bridge.....	67	9	20	22	42	.....	65
Browntown.....	68	9	20	19	39	.....	192
Cedar Grove.....	69	8	12	11	23	.....	84
Hillsboro.....	70	9	14	10	24	.....	282
Hillsboro.....	71	9	32	14	46	.....	68
		8.8	151	121	272	.....	851
Perth Amboy.....	72	10	680	662	1,342	36	1,234
New Brunswick.....	73	9.65	1,226	1,313	2,539	272	169
Summary.							
Piscataway.....		9.4	323	284	607	17	1,909
Raritan.....		9.1	283	294	577	1	2,076
Woodbridge.....		9.5	323	370	693	4	1,528
North Brunswick.....		9.7	94	95	189	.....	167
East Brunswick.....		9.1	379	383	762	1	1,261
Sayreville.....		9.1	135	137	272	.....	1,289
South Amboy.....		10.1	274	264	538	9	944
South Brunswick.....		9.5	312	343	655	.....	1,649
Cranbury.....		10	178	136	314	.....	451
Monroe.....		9	270	257	527	2	724
Madison.....		8.8	151	121	272	.....	851
Perth Amboy.....		10	680	662	1,342	36	1,234
New Brunswick.....		9.6	1,226	1,313	2,539	272	169
		9.4	4,628	4,659	9,287	342	14,252

State of New Jersey, for the School Year Ending June 30th, 1893.

Average number of cases of tardiness per day for each teacher.	Average number on roll.	Average daily attendance.	Percentage of daily attendance on total enrollment.	Number of pupils enrolled in primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of classes in school.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
.67	28	24	84	34	24	25	25	1			\$39 00
.21	19	17	86	35	5	22	22	1			36 00
.35	20	18	93	20	20	30	30	1			36 66
.92	21	15	72	20	19	21	21	1			42 00
.52	17	15	73	14	9	15	15	1			40 00
1.56	11	11	20	21	3	32	32	1			31 00
.37	16	11	41	37	9	32	32	1			40 00
.65	18.8	111	67	181	89	2	177	7			37 80
.85	1,019	903	89	837	441	64	37	3	17	\$90 00	46 00
.017	2,085	1,700	94	1,612	695	232	.....	1	48	150 00	55 00
.54	44.4	355	83	396	176	35	180	13	60 33		34 09
.65	59	496	85	377	180	20	136	13	90 00		36 21
.61	67.1	415	80	485	195	13	181	3	63 33		37 54
.28	49	114	59	153	36	.....	50	.....	.....		35 94
.48	56.4	420	79	502	237	23	199	13	67 50		36 33
1.29	66.3	152	79	205	67	2	70	1	70 00		44 66
.39	180	335	90	271	218	49	62	1	50 00		48 50
.66	28.8	311	83	420	233	2	310	13	.....		37 11
.36	35.4	145	83	181	133	.....	123	.....	6		34 50
.40	36.1	231	75	326	192	9	155	.....	8	51 33	36 46
.65	13.8	111	67	181	89	2	177	.....	7	.....	37 80
.85	1,019	903	89	837	441	64	37	3	17	90 00	46 00
.017	2,085	1,700	94	1,612	695	232	.....	1	48	150 00	55 00
.552	288.1	5,700	80	5,944	2,892	451	1,685	18	170	77 27	40 01

Financial Report, by Districts, for the County of MONMOUTH,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Amount due the district July 1st, 1892, from State, county and township funds.	Amount due the district July 1st, 1892, from district tax.	Amount due the district July 1st, 1892, from other sources.	Total amount due the district July 1st, 1892.	Amount expended for teachers' sal- aries.	Amount expended for fuel and jan- itors' salaries.	Amount expended for building and repairing, excluding debt and interest.
MONMOUTH.								
ATLANTIC.								
Colt's Neck.....	1	\$837 50	\$69 02		\$906 52	\$522 50	\$22 00	
Vanderburg.....	2	390 15		\$10 00	400 15	360 00	28 07	
Scobeyville.....	3	580 00			580 00	475 00	36 00	\$23 50
Hillside.....	4	412 70			412 70	300 00	51 11	4 88
Montrose.....	5	583 64			583 64	400 00	16 50	23 50
Robbins.....	5½	629 92			629 92	315 00	25 57	23 40
		3,433 91	69 02	10 00	3,512 93	2,372 50	179 25	80 28
FREEHOLD.								
East Freehold.....	6	772 54			772 54	400 00	25 94	18 76
Freehold.....	7	6,081 54	745 00		6,826 54	5,650 00	279 94	745 00
Paradise.....	8	473 53	2 92		476 45	357 50	15 00	
Georgia.....	9	446 01			446 01	396 00	5 53	
Siloam.....	10	542 17			542 17	375 00	34 25	
West Freehold.....	11	643 01			643 01	430 00	18 98	
Thompson.....	12	648 87			648 87	373 75	42 63	
Aumack.....	13	338 35			338 35	270 00	19 57	
		9,946 02	747 92		10,693 94	8,252 25	441 86	763 76
UPPER FREEHOLD.								
Allentown.....	14	1,877 08			1,877 08	1,350 00	106 75	
Eglington.....	15	336 46			336 46	250 00	18 09	
East Branch.....	16	432 12			432 12	387 72	27 00	
Imlaystown.....	17	530 69	117 69		648 38	450 00	25 38	83 00
Cowart.....	18	621 18			621 18	336 66	19 41	
Cream Ridge.....	19	420 53			420 53	350 00	22 40	
Pleasant Ridge.....	20	285 69			285 69	270 00	19 17	
Ellisdale.....	21	362 42			362 42	240 00	19 75	
Marl Ridge.....	22	823 03			823 03	600 00	6 10	2 15
Arneytown.....	23	415 36			415 36	350 00	19 20	
		6,104 56	117 69		6,222 25	4,584 38	283 25	85 15
MILLSTONE.								
Fair Play.....	24	402 79			402 79	320 00	25 02	
Perrineville.....	25	1,054 05		39 00	1,093 05	695 00	49 75	
Manalapan.....	26	713 29			713 29	437 50	27 50	15 00
Sweetman.....	27	692 20			692 20	620 00	18 00	
Grove.....	28	752 33			752 33	600 00	21 30	
De Bow.....	29	714 84			714 84	400 00	27 05	
Clarksburg.....	30	658 65		20 00	706 65	470 00	26 20	25 00
Union.....	31	716 36			716 36	425 96	25 50	
		5,732 51		59 00	5,791 51	3,968 46	230 32	40 00
MANALAPAN.								
Lafayette.....	32	375 00			375 00	330 00	12 15	
Tennent.....	33	617 31			617 31	550 00	34 21	
Englishtown.....	34	1,275 75			1,275 75	1,188 00	42 86	
Vanderveer.....	35	545 94			545 94	325 00	22 30	
Black's Mills.....	36	462 51			462 51	354 00	24 24	
Mt. Vernon.....	37	580 34			580 34	500 00	24 16	
		3,850 85			3,856 85	3,247 00	159 42	

State of New Jersey, for the School Year Ending June 30th, 1893.

Amount expended for debt and interest.	Amount expended for taking school census.	Amount expended for manual training.	Amount expended for text-books and apparatus.	Amount expended for incidentals.	Total amount expended.	Balance of State, county and township funds June 30th, 1893.	Balance of district tax June 30th, 1893.	Balance of moneys from other sources June 30th, 1893.	Total balance June 30th, 1893.
	\$4 85		\$20 00	\$40 42	\$609 77	\$227 73	\$69 02		\$296 75
	2 95		20 00	23 93	434 95		*34 80		
	3 00		20 00	29 50	592 00		*12 00		
	2 10		20 00	10 00	388 09	24 61		24 61	
	3 50		20 00	24 76	488 26			95 38	
	2 35		20 00	20 05	406 37	223 55			223 55
	18 75	120 00	148 66	2,919 44	571 27	69 02		640 29	
	6 15	18 50	30 05	499 40	273 14			273 14	
			19 86	6,694 80	131 74			131 74	
	7 25	20 00	22 92	422 67	53 78			53 78	
	2 30		14 47	418 30	27 71			27 71	
	3 45	20 00	39 65	472 35	69 82			69 82	
	6 65	20 00	31 51	507 14	185 87			185 87	
		20 00	25 33	461 73	187 14			187 14	
	5 90	20 00	21 30	336 77	1 58			1 58	
	31 70	118 50	205 09	9,813 16	880 78			880 78	
	16 60		259 39	1,732 74	144 34			144 34	
		20 00	22 20	310 29	26 17			26 17	
			17 40	432 12					
\$9 00	4 30	20 00	20 00	611 68	36 70			136 70	
	6 00	30 00	27 52	419 59	201 59			201 59	
			14 50	386 90	33 63			33 63	
	1 25		20 15	610 57		*24 83			
	3 10		16 31	279 16	83 26			83 26	
30 00	8 40	20 00	12 27	678 92	144 11			144 11	
	2 80	20 00	21 00	413 00	2 36			2 36	
39 00	42 45	110 00	430 74	5,574 97	672 16			672 16	
	4 75		30 10	379 87	22 92			22 92	
		39 00	46 12	829 87	263 18			263 18	
		20 00	39 69	539 69	173 60			173 60	
	6 35	20 00	15 35	679 70	12 50			12 50	
		20 00	24 85	666 15	86 18			86 18	
	3 56	20 00	25 64	476 25	238 59			238 59	
		20 00	61 28	602 48	104 17			104 17	
	3 95	20 00	20 00	495 41	220 95			220 95	
	18 61	159 00	263 03	4,669 42	1,122 09			1,122 09	
			31 12	373 27	1 73			1 73	
	4 00	20 00	9 10	617 31					
	9 30	20 00	18 49	1,278 15		*2 40			
	3 45	20 00	17 40	388 15	157 79			157 79	
		20 00	64 27	462 51					
	3 20	20 00	20 00	567 36	12 98			12 98	
	19 95	100 00	160 38	3,686 75	172 50			172 50	

* Overdrawn.

Financial Report, by Districts, for the County of MONMOUTH,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Amount due the district July 1st, 1892, from State, county and township funds.	Amount due the district July 1st, 1892, from district tax.	Amount due the district July 1st, 1892, from other sources.	Total amount due the district July 1st, 1892.	Amount expended for teachers' sal- aries.	Amount expended for fuel and janit- ors' salaries.	Amount expended for building and repairing, excluding debt and interest.
Monmouth— Con.								
MARLBOROUGH.								
Pleasant Valley.....	38	\$607 63			\$607 63	\$500 00	\$21 28	
Morganville.....	39	711 39			711 39	500 00	19 00	\$10 00
Robertsville.....	40	497 77			497 17	300 00	33 90	
Magee.....	41	396 86			396 86	350 00	20 00	
Marlboro.....	42	985 85			985 85	840 00	23 08	
Bradevelt.....	43	669 15			669 15	575 00	28 26	20 00
Strong's.....	44	448 23			448 23	255 00	17 45	
		4,316 28			4,316 28	2,320 00	162 97	30 00
MATAWAN.								
Cliffwood.....	45	935 82		\$40 00	975 82	667 50	34 50	45 00
Mt. Pleasant.....	46	1,010 79			1,010 79	840 00	46 00	15 00
Point.....	47	1,481 70	\$200 00		1,681 70	1,200 00	42 70	95 00
Lower Point.....	48	2,614 17			2,614 17	1,395 00	66 15	30 77
		6,042 48	200 00	40 00	6,282 48	4,102 50	189 35	185 77
RARITAN.								
Keyport.....	49	6,709 16		12,010 00	18,719 16	5,724 80	235 26	11,673 02
Union.....	50	591 61	100 00		691 61	390 00	22 50	79 00
Bethany.....	51	1,102 73		20 00	1,122 73	650 00	22 00	112 80
Keansburg.....	52	1,329 40	350 00		1,679 40	914 00	40 42	350 00
		9,732 90	450 00	12,030 00	22,212 90	7,678 80	320 18	12,214 82
HOLMDEL.								
Holmdel.....	53	844 03	150 00		994 03	792 67	61 50	
Holland.....	54	635 95			635 95	342 00	21 50	70 00
Crawford.....	55	805 25			805 25	405 00	30 74	95 60
Centerville.....	56	1,084 83			1,084 83	740 00	20 05	15 00
Oak Grove.....	58	674 03			674 03	425 00	14 76	
		4,044 09	150 00		4,194 09	2,704 67	148 55	180 60
MIDDLETOWN.								
Morrisville.....	57	1,078 04			1,078 04	480 00	20 00	
Navesink.....	59	1,849 95	5,977 50		7,827 45	1,275 00	72 20	4,635 09
Chanceville.....	60	935 04	250 00		1,185 04	551 25	25 50	270 00
Harmony.....	61	661 04			661 04	515 00	16 29	15 00
Middletown.....	62	813 71			813 71	611 50	22 57	3 32
Headdens.....	63	818 76		21 57	840 33	500 00	31 25	37 56
Lincroft.....	64	1,325 93			1,325 93	585 00	48 56	
Nut Swamp.....	65	412 48			412 48	300 00	31 14	
Chapel Hill.....	66	493 34			493 34	405 00	9 00	
Highlands.....	67	2,038 53	1,000 00		3,038 53	1,395 00	37 60	1,151 25
Port Monmouth.....	68	1,089 76	2,139 70		3,229 46	786 73	40 00	1,700 90
Atlantic Highlands.....	69	1,818 45	700 00		2,518 45	1,412 00	243 29	24 07
Riverside.....	70	507 85			507 85	255 00	18 25	
Seabrook.....	71	962 77	80 00	10 00	1,052 77	755 25	31 22	
		14,805 65	10,147 20	31 57	24,987 42	9,826 73	646 87	7,837 19

State of New Jersey, for the School Year Ending June 30th, 1893.

Amount expended for debt and interest.	Amount expended for taking school census.	Amount expended for manual training.	Amount expended for text-books and apparatus.	Amount expended for incidentals.	Total amount expended.	Balance of State, county and township funds June 30th, 1893.	Balance of district tax June 30th, 1893.	Balance of moneys from other sources June 30th, 1893.	Total balance June 30th, 1893.
\$1 50			\$20 00	\$25 70	\$566 98	\$40 65			\$40 65
	\$3 45		20 00	23 65	574 15	137 24			137 24
	1 70			17 90	355 25	141 02			141 92
	5 80		20 00	18 30	390 00	6 86			6 86
	4 20		20 00	41 42	930 30	55 55			55 55
	1 65		20 00	16 92	664 38	4 77			4 77
			20 00	26 15	320 25	127 98			127 98
1 50	16 80		100 00	170 04	3,801 31	514 97			514 97
			40 00	39 31	826 31	149 51			149 51
			20 00	38 13	959 13	51 66			51 66
105 00			20 00	49 69	1,512 39	169 31			169 31
				25 17	1,517 09	1,097 08			1,097 08
105 00			80 00	152 30	4,814 92	1,467 56			1,467 56
			30 00	684 23	18,347 31	44 87	\$326 98		371 85
			20 00	21 68	513 18	157 43	21 00		178 43
	5 75		20 00	43 85	854 40	268 33			268 33
	6 10			19 80	1,330 32	349 08			349 08
	11 85		50 00	769 56	21,045 21	819 71	347 98		1,167 69
	5 20		20 00	41 76	921 13	72 90			72 90
	2 30		20 00	30 00	485 80	150 15			150 15
	2 60		20 00	34 52	588 46	216 79			216 79
			20 00	28 60	823 65	261 18			261 18
				15 27	455 03	219 00			219 06
	10 10		80 00	150 15	3,274 07	920 02			920 02
			20 00	29 15	549 15	528 89			528 89
150 94			20 00	76 79	6,230 02	405 96	1,191 47		1,597 43
	5 20		20 00	42 27	914 22	273 82			273 82
	4 55		20 00	12 50	583 34	77 70			77 70
	4 55			20 00	661 94	151 77			151 77
	4 90		20 00	40 55	624 02	215 29	\$1 02		216 31
			20 00	27 83	686 29	639 64			639 64
	3 45			30 00	361 14	51 34			51 34
				20 00	466 90	26 44			26 44
	18 22		20 00	13 00	2,635 07	403 46			403 46
91 60	13 80		272 65	15 29	2,920 97	257 74	50 75		308 49
	12 55			85 65	1,777 56	740 89			740 89
				20 00	293 25	214 60			214 60
80 00			20 00	65 74	952 21	100 56			100 56
340 76	49 00		482 65	472 88	19,656 08	4,088 10	1,242 22	1 02	5,331 34

Financial Report, by Districts, for the County of MONMOUTH,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Amount due the district July 1st, 1892, from State, county and township funds.	Amount due the district July 1st, 1892, from district tax.	Amount due the district July 1st, 1892, from other sources.	Total amount due the district July 1st, 1892.	Amount expended for teachers' sal- aries.	Amount expended for fuel and jan- itors' salaries.	Amount expended for building and repairs, excluding debt and interest.
Monmouth— Con.								
SHREWSBURY.								
Oceanic.....	72	\$1,556 97	\$19,500 00	\$796 00	\$21,852 97	\$2,349 97	\$534 72	\$17,103 69
Fair Haven.....	73	2,001 12			2,001 12	1,525 00	71 40	
Little Silver.....	74	1,336 66			1,336 68	1,010 00	97 52	
Red Bank.....	75	6,941 34	3,801 02	1,584 41	12,326 77	8,525 13	1,362 28	
Shrewsbury.....	77	1,406 22			1,406 22	750 00	62 25	2 96
Tinton Falls.....	78	1,975 45			1,975 45	950 00	53 25	5 22
Woodlands.....	79	464 97			464 97	330 00	18 45	
		15,682 75	23,301 02	2,380 41	41,364 18	15,443 10	2,199 90	17,111 87
OCEAN.								
Poplar.....	81	315 01			315 01	360 00	19 66	
Long Branch.....	85	21,708 42	33,733 31		55,441 73	26,929 14	5,671 11	1,866 64
Deal.....	87	1,264 49			1,449 15	950 00	30 75	40 46
		23,287 92	33,917 97		57,205 89	28,239 14	5,721 52	1,427 10
NEPTUNE.								
Hamilton.....	80	796 69			796 69	522 50	19 75	
Avon.....	80½	975 40			975 40	990 00	51 15	
Whiteville.....	88	1,124 97			1,124 97	700 00	24 00	94 98
Green Grove.....	90	528 11			528 11	330 00	25 00	
Asbury Park.....	90½	12,572 56	15,268 11		27,840 67	16,192 40	2,032 10	262 69
		15,997 73	15,268 11		31,265 84	18,734 90	2,152 00	357 66
EATONTOWN.								
Locust Grove.....	82	418 34			418 34	315 35	18 51	
Eatontown.....	83	1,393 56			1,393 56	1,380 00	54 25	
Oceanport.....	84	1,687 18			1,687 18	1,030 00	37 79	
Branepport.....	86	1,153 01			1,153 01	880 60	59 87	
Pine Grove.....	89	438 98			438 98	431 00	30 00	
		5,091 07			5,091 07	4,036 95	200 42	
WALL.								
Allenwood.....	91	832 98			832 98	520 00	25 48	
Manasquan.....	92	2,949 68	2,802 39	145 47	5,897 54	3,450 00	270 39	170 73
Glendola.....	93	630 15	250 36		880 51	262 50	22 34	242 99
Sea Plain.....	94	1,625 53	2,159 53		3,785 06	1,933 33	293 75	301 03
Belmar.....	94½	2,232 85	2,290 63	861 50	5,384 98	2,665 00	274 16	476 75
Laird.....	95	866 95	421 89	23 00	1,311 84	811 66	32 40	
Hurley.....	96	425 03			425 03	330 00	20 97	19 60
Allaire.....	97	299 17			299 17	280 00	12 00	
New Bedford.....	98	1,019 81			1,019 81	600 00	30 25	
Blansingburg.....	99	447 97			447 97	370 00	23 81	
Center.....	100	375 00			375 00	324 00	20 00	
		11,705 12	7,924 80	1,029 97	20,659 89	11,846 49	1,025 55	1,211 10

State of New Jersey, for the School Year Ending June 30th, 1893.

Amount expended for debt and interest.	Amount expended for taking school census.	Amount expended for manual training.	Amount expended for text-books and apparatus.	Amount expended for incidentals.	Total amount expended.	Balance of State, county and township funds June 30th, 1893.	Balance of district tax June 30th, 1893.	Balance of moneys from other sources June 30th, 1893.	Total balance June 30th, 1893.
\$1,050 00	\$13 25		\$100 00	\$63 30	\$21,214 93	\$638 04			\$638 04
			20 00	40 00	1,656 40	344 72			344 72
			20 00	48 95	1,176 47	160 21			160 21
	53 75		107 68	1,734 69	11,786 53		\$6 69	\$533 55	540 24
			120 00	132 47	1,067 68	338 54			338 54
			103 75	19 78	1,132 03	843 42			543 42
			20 00	22 26	390 71	74 26			74 26
1,050 00	67 00		491 43	2,061 45	38,424 75	2,399 19	6 69	533 55	2,939 48
				13 17	392 83		*77 82		
6,875 00			1,500 00	4,087 44	46,449 33		8,992 40		8,992 40
	7 30		50 00	43 85	1,122 36	213 74	113 05		326 79
6,875 00	7 30		1,550 00	4,144 46	47,964 52	213 74	9,105 45		9,319 19
				18 44	560 69	236 00			236 00
	6 20			10 00	1,057 35		*81 95		
			20 00	36 90	875 88	249 09			249 09
	2 45			20 00	377 45	150 66			150 66
1,880 00	109 75		771 50	1,288 72	22,537 15		5,303 52		5,303 52
1,880 00	118 40		791 50	1,374 06	25,408 52	635 75	5,303 52		5,939 27
				20 40	357 36	60 98			60 98
	3 10			57 93	1,492 18		*98 62		
				48 90	1,116 69	570 49			570 49
	7 70			9 00	957 17	195 84			195 84
				20 00	481 00		*42 02		
	10 80			156 23	4,404 40	827 31			827 31
				19 25	564 73	268 25			268 25
152 50	44 50		65 75	238 14	4,392 01	20 98	1,404 83	79 72	1,566 53
	4 60			23 90	856 33	16 81	7 37		24 18
516 66	11 65		52 08	163 25	3,271 75		513 31		513 31
1,140 00	16 30		129 47	341 78	5,043 46			341 52	341 52
403 14			23 00	21 59	1,291 79		18 75		20 05
	2 15			17 75	390 47	1 30			34 56
				5 58	297 58	34 56			1 59
			20 00	15 50	665 75	354 06			354 06
				18 65	412 46	35 51			35 51
			24 54		368 54	6 46			6 46
2,212 30	79 20		314 84	865 39	17,554 87	739 52	1,944 26	421 24	3,105 02

* Overdrawn.

Financial Report, by Districts, for the County of MONMOUTH,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Amount due the district July 1st, 1892, from State, county and township funds.	Amount due the district July 1st, 1892, from district tax.	Amount due the district July 1st, 1892, from other sources.	Total amount due the district July 1st, 1892.	Amount expended for teachers' sal- aries.	Amount expended for fuel and jan- itors' salaries.	Amount expended for building and repairing, excluding debt and interest.
Monmouth— Con.								
HOWELL.								
Blue Ball.....	101	\$375 08	\$150 00		\$525 08	\$375 00	\$18 05	
Jerseyville.....	102	873 80	235 00		1,108 80	570 00	17 46	
Turkey.....	103	744 50			744 50	510 00	19 51	\$17 94
Farmingdale.....	104	1,323 77	50 60		1,383 37	1,100 00	56 07	17 60
Port Plain.....	105	391 72			391 72	330 00	20 83	
West Farms.....	106	514 34	100 00	\$20 00	634 34	458 27	18 25	113 77
Squankum.....	107	564 72			564 72	450 00	24 53	
Bethel.....	108	1,067 41			1,067 41	700 00	33 53	
Greenville.....	109	948 31			948 31	459 00	3 00	7 50
Morris.....	110	531 47	140 00		671 47	329 98	26 60	
N. Farmingdale.....	111	317 58			317 58	300 00	6 80	
Bedford.....	112	378 22			378 22	330 00	18 27	
		\$,030 92	684 60	20 00	8,725 52	5,912 25	262 78	156 81
Summary.								
Atlantic.....		3,433 91	69 02	10 00	3,512 93	2,372 50	179 25	50 28
Freehold.....		9,946 02	747 92		10,693 94	8,252 25	441 86	763 76
Upper Freehold.....		6,104 56	117 69		6,222 25	4,584 88	283 23	85 15
Millstone.....		5,732 51		59 00	5,791 51	3,968 46	220 32	40 00
Manalapan.....		3,856 85			3,856 85	3,247 00	159 42	
Marlborough.....		4,316 28			4,316 28	3,320 00	162 97	30 00
Matawan.....		6,042 48	200 00	40 00	6,282 48	4,102 50	189 35	155 77
Raritan.....		9,732 90	450 00	12,030 00	22,212 90	7,678 80	320 15	12,214 82
Holmdel.....		4,044 09	150 00		4,194 09	2,704 67	148 55	180 60
Middletown.....		14,808 65	10,147 20	31 57	24,987 42	9,826 73	646 87	7,837 19
Shrewsbury.....		15,682 75	23,301 02	2,380 41	41,364 18	15,443 10	2,199 90	17,111 87
Ocean.....		23,287 92	33,917 97		57,205 89	28,239 14	5,721 52	1,427 10
Neptune.....		15,997 73	15,268 11		31,265 84	18,734 90	2,152 00	357 66
Eatontown.....		5,091 07			5,091 07	4,036 95	200 42	
Wall.....		11,705 12	7,924 80	1,029 97	20,659 89	11,846 49	1,025 55	1,211 10
Howell.....		8,020 92	684 60	20 00	8,735 52	5,912 25	262 78	156 81
		147,813 76	92,978 33	15,600 95	256,393 04	134,270 12	14,314 19	41,682 11

State of New Jersey, *MONMOUTH COUNTY*, for the School Year ending June 30th, 1893.

Amount expended for debt and interest.	Amount expended for taking school census.	Amount expended for manual training.	Amount expended for text-books and apparatus.	Amount expended for incidental expenses.	Total amount expended for the year.	Balance of State, county and township funds, June 30th, 1893.	Balance of district tax June 30th, 1893.	Balance of moneys from other sources June 30th, 1893.	Total balance June 30th, 1893.
\$45 00	\$3 05			\$34 12	\$475 22		\$49 86		\$49 86
235 00			\$20 00	62 12	904 58	\$204 22		204 22	204 22
126 00	4 00		20 00	52 25	623 70	120 80		120 80	120 80
	9 26		85 00	66 80	1,335 99	47 35		47 35	47 35
			20 00	10 19	381 02	10 70		10 70	10 70
	3 90		20 00	20 20	634 39				
	3 85		20 00	20 00	518 38	46 34		46 34	46 34
	6 10		20 00	21 57	781 08	286 33		286 33	286 33
			20 00	52 57	542 07	406 24		406 24	406 24
127 50	2 75		20 19	18 78	525 80	133 17		\$12 50	145 67
				10 72	317 52	06			06
				19 83	368 10	10 12			10 12
408 76	32 91		245 19	389 15	7,407 85	1,265 36	49 86	12 50	1,327 72
	18 75		120 00	148 66	2,919 44	571 27	69 02		640 29
	31 70		118 50	205 09	9,813 16	860 78			880 78
39 00	42 45		110 00	430 74	5,374 97	672 16			672 16
	18 61		159 00	283 03	4,689 42	1,122 09			1,122 09
	19 95		100 00	160 38	3,686 75	172 50			172 50
1 50	16 80		100 00	170 04	3,801 31	514 97			514 97
105 00			80 00	152 30	4,814 92	1,467 56			1,467 56
	11 85		50 00	769 56	21,045 21	819 71	347 98		1,167 69
	10 10		80 00	150 15	3,274 07	920 02			920 02
340 76	49 00		482 65	472 88	19,656 08	4,088 10	1,242 22	1 02	5,331 34
1,050 00	67 00		491 43	2,061 45	38,424 75	2,399 19	6 69	533 55	2,939 43
6,375 00	7 30		1,550 00	4,144 46	47,964 52	213 74	9,105 45		9,319 19
1,880 00	118 40		791 50	1,374 06	25,408 52	635 75	5,303 52		5,939 27
	10 80			156 23	4,404 40	827 31			827 31
2,212 30	79 20		314 84	865 39	17,554 87	739 52	1,944 26	421 24	3,105 02
408 76	32 91		245 19	389 15	7,407 85	1,265 36	49 86	12 50	1,327 72
12,912 32	534 82		4,793 11	11,913 57	220,420 24	17,310 03	18,069 00	968 31	36,347 34

* Overdrawn.

Appo of School Moneys, by nty of Districts, for the school Year Ending

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Balance State, county and township moneys July 1st, 1893.	Balance district tax July sources	Balance received from other, July 1st, 1893.	Amount apportioned from State appropriation, including State school tax and \$100,000.	Amount apportioned from township tax.	Amount apportioned from surplus revenue.	Amount apportioned from balances.
MONMOUTH.								
ATLANTIC.								
Colt's Neck.....	1	\$227 73	\$69 02		\$587 04		\$9 71	
Vanderburg.....	2				370 08		4 92	
Scobeyville.....	3				369 73		5 27	
Hillside.....	4	24 61			271 58		3 42	
Montrose.....	5	95 38			487 12		8 07	
Robbins.....	5½	223 55			270 77		4 23	
		571 27	69 02		2,356 32		35 62	
FREEHOLD.								
E. Freehold.....	6	273 14			369 01		5 99	
Frehold.....	7	131 74			5,420 76		59 70	
Paradise.....	8	53 78			369 11		5 89	
Georgia.....	9	27 71			369 11		5 89	
Siloam.....	10	69 82			430 89		7 13	
W. Freehold.....	11	135 87			437 16		7 23	
Thompson.....	12	187 14			374 72		6 20	
Aumack.....	13	1 58			369 84		5 16	
		880 78			\$,140 60		123 19	
UPPER FREEHOLD.								
Allentown.....	14	144 34			1,061 68		17 57	
Eglington.....	15	26 17			270 66		4 34	
East Branch.....	16				399 69		6 61	
Inlaystown.....	17	36 70			537 10		8 88	
Cowart.....	18	201 59			399 68		6 61	
Cream Ridge.....	19	33 63			412 17		6 80	
Pleasant Ridge.....	20				272 42		2 58	
Ellisdale.....	21	83 26			272 11		2 89	
Marl Ridge.....	22	144 11			537 10		8 88	
Arneytown.....	23	2 36			369 22		5 78	
		672 16			4,531 83		7,094	
MILLSTONE.								
Fair Play.....	24	22 92			370 36		4 64	
Perrineville.....	25	263 18			593 28		9 81	
Manalapan.....	26	173 60			387 20		6 40	
Sweetman.....	27	12 50			480 57		7 95	
Grove.....	28	86 18			405 95		6 72	
De Bow.....	29	238 59			369 22		5 78	
Clarksburg.....	30	104 17			393 45		6 51	
Union.....	31	220 95			518 34		8 57	
		1,122 09			3,518 67		56 38	
MANALAPAN.								
Lafayette.....	32	1 73			369 84		5 16	
Tennent.....	33				499 61		8 26	
Englstown.....	34				1,061 67		17 57	
Vanderveer.....	35	157 79			387 20		6 40	
Black's Mills.....	36				412 17		6 80	
Mt. Vernon.....	37	12 98			399 68		6 61	
		172 50			3,130 17		50 80	

County of *MONMOUTH*, State of *New Jersey*, for the
June 30th, 1894.

Amount of district tax voted for pay- ment of teachers' salaries.	Amount of district tax voted for build- ing, purchasing, hiring, repairing or furnishing school-houses.	Amount of district tax for payment of debt and interest.	Amount of district tax voted for text- books and apparatus.	Total amount of district tax ordered to be raised.	Amount received from temporary loans.	Amount received from sale of bonds.	Amount voted for manual training.	Amount received from other sources.	Total amount available for school year ending June 30th, 1894.
	\$350 00			\$350 00					\$893 50
									725 00
									375 00
									289 61
									590 57
									498 55
	350 00			350 00					3,382 23
		\$1,100 00		1,100 00					648 14
									6,792 20
									428 75
	150 00			150 00					402 71
	275 00			275 00					507 84
									580 26
	425 00	1,100 00		1,525 00					713 06
									651 55
									10,679 57
\$250 00				250 00					1,473 59
									301 17
									406 30
									582 63
									607 83
	40 00			40 00					452 60
									315 00
									358 26
									690 09
									377 36
290 00				290 00					5,564 93
									397 92
									866 27
									567 20
									501 32
									498 55
									613 59
									504 13
									747 86
									4,697 14
									376 73
	125 00			125 00					507 57
									1,204 24
	125 00			125 00					551 39
									418 97
									544 27
250 00				250 00					3,603 47

*Apportionment of School Moneys, by Districts, for the
School Year Ending*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Balance State, county and township moneys July 1st, 1893.	Balance district tax July 1st, 1893.	Balance received from other sources July 1st, 1893.	Amount apportioned from State ap- propriation, including State school tax and \$100,000.	Amount apportioned from township tax.	Amount apportioned from surplus revenue.	Amount apportioned from balances.
Monmouth— Con.								
MARLBOROUGH.								
Pleasant Valley.....	38	\$40 65			\$524 58		\$8 67	
Morganville.....	39	137 24			624 51		10 32	
Robertsville.....	40	141 92			271 49		3 51	
Magee.....	41	6 86			271 49		3 51	
Marlboro.....	42	55 55			755 66		12 50	
Bradevelt.....	43	4 77			499 60		8 26	
Strongs.....	44	127 98			269 87		4 13	
		514 97			3,218 20		50 90	
MATAWAN.								
Cliffwood.....	45	149 51			537 10		8 88	
Mt. Pleasant.....	46	51 66			786 88		13 02	
Point.....	47	169 31			949 25		15 69	
Lower Point.....	48	1,097 08			1,174 08		19 40	
		1,467 56			3,447 31		56 99	
RARITAN.								
Keyport.....	49	44 87	\$326 98		5,327 09		88 07	
Union.....	50	157 43	21 00		369 84		5 16	
Bethany.....	51	268 33			693 19		11 46	
Keansburg.....	52	349 08			761 89		12 60	
		819 71	347 98		7,152 01		117 29	
HOLMDEL.								
Holmdel.....	53	72 90			711 93		11 77	
Holland.....	54	150 15			368 91		6 09	
Crawford.....	55	216 79			424 66		7 02	
Centerville.....	56	261 18			705 08		11 66	
Oak Grove.....	58	219 00			543 82		8 99	
		920 02			2,751 50		45 53	
MIDDLETOWN.								
Morrisville.....	57	528 89			612 01		10 12	
Navesink.....	59	405 76	1,191 47		1,205 29		19 93	
Chanceville.....	60	273 83			649 48		10 74	
Harmony.....	61	77 70			518 34		8 57	
Middletown.....	62	151 77			568 30		9 40	
Headdens.....	63	215 29			487 12		8 07	
Lincroft.....	64	629 64		\$1 02	611 98		10 12	
Nut Swamp.....	65	51 34			369 64		5 36	
Chapel Hill.....	66	26 44			430 90		7 13	
HIGHLANDS.....	67	403 46			1,701 91		24 18	
Port Monmouth.....	68	257 74	50 75		918 02		15 18	
Atlantic Highlands.....	69	740 89			1,567 54		25 90	
Riverside.....	70	214 60			370 04		4 96	
Seabrook.....	71	109 56			736 93		12 18	
		4,088 10	1,212 22	1 02	10,750 53		175 84	

County of *MONMOUTH*, State of *New Jersey*, for the
June 30th, 1894.

Amount of district tax voted for pay- ment of teachers' salaries.	Amount of district tax voted for build- ing, purchasing, furnishing, repairing or furnishing school-houses.	Amount of district tax for payment of debt and interest.	Amount of district tax voted for text- books and apparatus.	Total amount of district tax ordered to be raised.	Amount received from temporary loans.	Amount received from sale of bonds.	Amount voted for manual training.	Amount received from other sources.	Total amount available for school year ending June 30th, 1894.
	\$150 00			\$150 00					\$573 90
									922 07
									416 92
									281 86
	150 00			150 00					823 71
									512 63
									552 98
	300 00			300 00					4,084 07
									695 49
									851 56
									1,134 25
									2,290 56
									4,971 86
\$700 00		\$1,550 00		2,250 00					8,037 01
	60 00			60 00					553 43
	75 00			75 00					1,032 98
									1,198 57
700 00	135 00	1,550 00		2,385 00					10,821 99
									996 60
200 00				200 00					525 15
									648 47
									978 52
									771 31
200 00				200 00					3,920 05
									1,151 02
		712 50		712 50					3,535 15
		383 33		383 33					934 04
									987 94
									729 47
									711 50
									1,261 74
									426 34
									464 47
									2,136 58
		100 00		100 00					1,341 69
400 00	250 00			650 00					2,984 33
									589 60
		680 00		680 00					1,529 67
400 00	250 00	1,875 83		2,525 83					18,783 54

*Apportionment of School Moneys, by Districts, for the
School Year Ending*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Balance State, county and township moneys July 1st, 1893.	Balance district tax July 1st, 1893.	Balance received from other sources July 1st, 1893.	Amount apportioned from State ap- propriation, including State school tax and \$100,000.	Amount apportioned from township tax.	Amount apportioned from surplus revenue.	Amount apportioned from balances.
Monmouth— Con.								
SHREWSBURY.								
Oceanic	72	\$638 04			\$1,530 06		\$25 29	
Fair Haven	73	344 72			1,436 40		23 72	
Little Silver	74	160 21			1,030 42		17 05	
Red Bank	75		\$6 69	\$533 55	6,713 54		111 00	
Shrewsbury	77	338 54			736 93		12 18	
Tinton Falls	78	843 42			1,255 21		20 77	
Woodlands	79	74 26			370 35		4 65	
		2,399 19	6 69	533 55	13,072 91		214 66	
OCEAN.								
Poplar	81				271 49		3 51	
Long Branch	85		8,892 40		15,705 92		259 64	
Deal	87	213 74	113 05		911 77		15 08	
		213 74	9,105 45		16,889 18		278 23	
NEPTUNE.								
Hamilton	80	236 00			512 09		8 47	
Avon	80½				774 38		12 81	
Whiteville	88	249 09			555 51		9 19	
Green Grove	90	150 66			369 22		5 78	
Asbury Park	90½		5,303 52		12,084 34		199 78	
		635 75	5,303 52		14,295 84		236 03	
EATONTOWN.								
Locust Grove	82	60 98			369 01		5 99	
Eatontown	83				1,205 30		19 92	
Oceanport	84	570 49			1,005 46		16 63	
Branchport	86	195 81			843 07		13 94	
Pine Grove	89				424 76		7 02	
		827 31			3,847 60		63 50	
WALL.								
Allenwood	91	268 25			593 28		9 81	
Manasquan	92	20 98	1,404 83	79 72	2,835 33		46 87	
Glendola	93	16 81	7 37		549 56		9 09	
Sea Plain	94		513 31		1,492 55		24 65	
Belmar	94½			341 52	2,060 89		34 10	
Laird	95	1 30	18 75		599 51		9 91	
Hurley	96	34 56			369 01		5 99	
Allaire	97	1 59			272 52		2 48	
New Bedford	98	354 06			599 51		9 91	
Blansingburg	99	35 51			369 22		5 78	
Center	100	6 46			369 73		5 27	
		739 52	1,944 26	421 24	10,111 11		163 86	

County of MONMOUTH, State of New Jersey, for the June 30th, 1894.

Amount of district tax voted for payment of teachers' salaries.	Amount of district tax voted for building, purchasing, hiring, repairing or furnishing school-houses.	Amount of district tax for payment of debt and interest.	Amount of district tax voted for text-books and apparatus.	Total amount of district tax ordered to be raised.	Amount received from temporary loans.	Amount received from sale of bonds.	Amount voted for manual training.	Amount received from other sources.	Total amount available for school year ending June 30th, 1894.
		\$1,470 00		\$1,470 00					\$3,663 39
									1,804 82
\$1,600 00	\$5,770 00	300 00		7,670 00					1,207 68
									15,034 78
									1,087 65
									2,119 40
									449 26
1,600 00	5,770 00	1,770 00		9,140 00					25,367 00
									275 00
9,500 00	2,000 00	9,000 00	\$13,000 00	33,500 00					58,457 96
									1,253 64
9,500 00	2,000 00	9,000 00	13,000 00	33,500 00					59,986 60
									756 56
									787 19
									814 09
									525 66
5,200 00	16,000 00	3,800 00	1,000 00	26,000 00					43,587 64
5,200 00	16,000 00	3,800 00	1,000 00	26,000 00					46,471 14
									435 98
320 00		50 00		370 00					1,595 22
									1,592 53
									1,052 85
									431 78
320 00		50 00		370 00					5,108 41
									871 34
918 00		970 00	482 00	2,370 00					6,757 73
									582 85
750 00			885 00	1,635 00					3,665 51
400 00	400 00	1,290 00	1,530 00	3,620 00					6,036 51
		403 13		403 13					1,032 60
									409 56
									278 59
									963 48
									410 51
									381 46
2,065 00	400 00	2,663 13	2,897 00	8,028 13					21,408 12

*Apportionment of School Moneys, by Districts, for the
School Year Ending*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Balance State, county and township moneys July 1st, 1893.	Balance district tax July 1st, 1893.	Balance received from other sources July 1st, 1893.	Amount apportioned from State ap- propriation, including State school tax and \$100,000.	Amount apportioned from township tax.	Amount apportioned from surplus revenue.	Amount apportioned from balances.
Monmouth—								
Con.								
HOWELL.								
Blue Ball.....	101		\$49 86		\$380 95		\$6 30	
Jerseyville.....	102	\$204 23			524 58		8 67	
Turkey.....	103	120 80			499 61		8 26	
Farmingdale.....	104	47 38			1,111 64		18 37	
Fort Plain.....	105	10 70			270 56		4 44	
West Farms.....	106				487 12		8 07	
Squankum.....	107	46 34			418 42		6 92	
Bethel.....	108	286 33			761 91		12 59	
Greenville.....	109	406 24			574 55		9 50	
Morris.....	110	133 17		\$12 50	369 22		5 78	
N. Farmingdale.....	111	06			271 39		3 61	
Bedford.....	112	10 12			369 32		5 68	
		1,265 36	49 86	12 50	6,039 27		98 19	
Summary.								
Atlantic.....		571 27	69 02		2,356 32		35 62	
Freehold.....		880 78			8,140 60		133 19	
Upper Freehold.....		672 16			4,531 83		70 94	
Millstone.....		1,122 09			3,518 67		56 38	
Manalapan.....		172 50			3,130 17		50 80	
Marlborough.....		514 97			3,218 20		50 90	
Matawan.....		1,467 56			3,447 31		56 99	
Raritan.....		819 71	347 98		7,152 01		117 29	
Holmdel.....		920 02			2,754 50		45 53	
Middletown.....		4,088 10	1,242 22	1 02	10,750 53		175 84	
Shrewsbury.....		2,399 19	6 69	533 55	13,072 91		214 66	
Ocean.....		213 74	9,105 45		16,889 18		278 23	
Neptune.....		635 75	5,303 52		14,295 84		236 03	
Eatontown.....		827 31			3,847 60		63 50	
Wall.....		739 52	1,944 26	421 24	10,111 11		163 86	
Howell.....		1,265 36	49 86	12 50	6,039 27		98 19	
		17,311 03	18,069 00	968 31	113,256 05		1,847 95	

County of MONMOUTH, State of New Jersey, for the June 30th, 1894.

Amount of district tax voted for payment of teachers' salaries.	Amount of district tax voted for building, purchasing, hiring, repairing or furnishing school-houses.	Amount of district tax for payment of debt and interest.	Amount of district tax voted for text-books and apparatus.	Total amount of district tax ordered to be raised.	Amount received from temporary loans.	Amount received from sale of bonds.	Amount voted for manual training.	Amount received from other sources.	Total amount available for school year ending June 30th, 1894.
		\$225 00		\$225 00					\$662 11
	\$100 00								737 47
\$100 00				100 00					628 67
									1,277 39
									255 70
									595 19
									471 68
		120 00		120 00					1,060 83
									990 29
									640 67
									275 06
100 00	100 00	345 00		545 00					385 12
									8,010 18
	350 00			350 00					3,382 23
290 00	425 00	1,100 00		1,525 00					10,679 57
				290 00					5,564 93
	250 00			250 00					4,697 14
	300 00			500 00					3,603 47
									4,084 07
700 00	135 00	1,550 00		2,385 00					4,971 86
200 00				200 00					10,821 99
400 00	250 00	1,875 83		2,525 83					3,920 05
1,600 00	5,770 00	1,770 00		9,140 00					18,783 54
9,500 00	2,000 00	9,000 00	\$13,000 00	33,500 00					25,367 00
5,200 00	16,000 00	3,800 00	1,000 00	26,000 00					58,986 60
320 09		50 00		370 00					46,471 14
2,068 00	400 00	2,663 13	2,897 00	8,023 13					5,108 41
100 00	100 09	345 00		545 00					21,408 12
									8,010 18
20,378 00	25,980 00	22,153 96	16,897 00	85,408 96					236,561 30

Report of Attendance, by Districts, for the County of *MONMOUTH*,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of months the schools were kept open.	Number of boys between 5 and 20 years of age enrolled in the schools during the year.	Number of girls between 5 and 20 years of age enrolled in the schools during the year.	Total number of children between 5 and 20 years of age enrolled in the schools during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.
MONMOUTH.							
ATLANTIC.							
Colt's Neck.....	1	9.5	42	40	82	.....	163
Scobeyville.....	2	9	19	21	40	.....	333
Vanderburg.....	3	9.7	33	15	48	.....	40
Hillside.....	4	9	11	11	24	.....	45
Montrose.....	5	10	22	20	42	.....	73
Robbins.....	5½	9	17	22	39	.....	126
		9.37	146	129	275	.....	780
FREEHOLD.							
East Freehold.....	6	9.7	20	14	34	.....	69
Freehold.....	7	9	329	279	608	.....	1,474
Paradise.....	5	9.5	28	8	36	.....	58
Georgia.....	9	9	18	14	32	.....	72
Siloam.....	10	9	19	18	37	.....	143
West Freehold.....	11	10	22	19	41	.....	44
Thompsons.....	12	9	34	24	58	.....	505
Aumack.....	13	9	12	10	22	.....	360
		9.3	482	386	868	.....	2,725
UPPER FREEHOLD.							
Allentown.....	14	10	71	77	148	.....	552
Eglington.....	15	10	17	21	38	.....	105
East Branch.....	16	9.5	25	23	48	.....	55
Imlaytown.....	17	10	38	40	78	.....	67
Cowart.....	18	10	35	13	48	.....	334
Cream Ridge.....	19	10	17	35	52	.....	199
Pleasant Ridge.....	20	9	12	10	22	.....	54
Ellisdale.....	21	9	13	9	22	.....	57
Marl Ridge.....	22	10	39	37	76	.....	59
Arneytown.....	23	9	18	19	37	.....	180
		9.6	285	284	569	.....	1,892
MILLSTONE.							
Fair Play.....	24	9	21	12	33	.....	178
Perrineville.....	25	10	30	34	64	.....	600
Manalapan.....	26	10	27	24	51	.....	593
Sweetman.....	27	10	43	27	70	.....	115
Grove.....	28	10	29	32	61	.....	180
De Bow.....	29	9	35	27	62	.....	143
Clarksburg.....	30	9.5	38	25	63	.....	159
Union.....	31	9.6	33	35	68	.....	55
		9.6	256	216	472	.....	2,053
MANALAPAN.							
Lafayette.....	32	9	25	17	42	.....	160
Tennent.....	33	10	27	33	60	.....	79
Englishtown.....	34	10	86	68	154	.....	105
Vanderveer.....	35	9.2	12	17	29	.....	49
Black's Mills.....	36	9.5	33	23	56	2	133
Mt. Vernon.....	37	9.5	22	25	47	.....	165
		9.6	205	183	388	2	694

State of New Jersey, for the School Year Ending June 30th, 1893.

Average number of cases of hardness per day for each teacher.	Average number on roll.	Average daily attendance.	Percentage of daily attendance on total enrollment.	Number of pupils enrolled in primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of classes in school.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
.85	41	34.27	83	35	47	.....	22	1	.....	\$55 00	.....
1.6	33.7	26.6	87	30	10	.....	18	1	.....	.....	\$40 00
1.2	16.8	14.5	86	25	13	.....	20	1	.....	.....	50 00
1.3	18.27	15	82	20	14	.....	25	1	.....	.....	33 33 ³³ / ₁₀₀
1.4	25.56	18.6	72	40	12	.....	16	1	.....	.....	40 00
.7	19	15	78	31	5	.....	20	1	.....	.....	35 00
.86	154.33	123.9	81 ¹ / ₂	181	94	.....	121	1	5	55 00	39 66
.8	19.7	17.8	91	27	7	.....	20	1	.....	.....	.....
.62	438	376.7	88	319	239	50	16	2	8	110 00	41 25
.29	21.3	17	79	21	15	.....	21	1	.....	36 66	45 00
.25	15.5	12.7	82	16	16	.....	17	1	.....	45 00	.....
.8	17	13	69	32	5	.....	18	1	.....	.....	41 66
.2	27.5	23.1	83	20	21	.....	25	1	.....	.....	43 00
.26	33.4	28.4	86	33	25	.....	16	1	.....	.....	41 50
.2	9	8	88	15	7	.....	14	1	.....	.....	32 22
.91	581.4	496.7	83 ¹ / ₄	483	335	50	147	4	13	63 85	40 77
3.5	97	83.7	86	91	51	6	44	1	2	65 00	35 00
.5	17	14	81	25	13	.....	21	1	.....	.....	25 00
.2	21.5	16.3	79	26	22	.....	19	1	.....	.....	40 00
.3	46.4	39.4	89	26	52	.....	21	1	.....	45 00	.....
1.6	25	21	84	35	13	.....	20	1	.....	.....	36 66
1	22.8	17.6	77	46	6	.....	25	1	.....	.....	35 00
.3	10.9	9	83	19	3	.....	12	1	.....	.....	30 00
.4	13.1	11	81	9	13	.....	21	1	.....	.....	40 00
.3	46	38	82	39	37	.....	24	1	.....	60 00	.....
1	17	14.5	85	28	9	.....	22	1	.....	38 80	.....
.91	316.7	264.5	827	344	219	6	229	4	8	52 20	34 52
1	18.9	13.6	72	17	16	.....	22	1	.....	40 00	.....
3	36.1	30	83	30	34	.....	35	1	.....	60 00	.....
3	26.3	19	75	30	21	.....	34	1	.....	.....	43 75
.6	39.5	33.5	85	38	28	4	24	1	.....	62 00	.....
.9	25	20	82	27	34	.....	30	1	.....	60 00	.....
.8	31	26	76	42	20	.....	20	1	.....	.....	44 44
.8	33	28	85	46	17	.....	23	1	.....	50 00	.....
.2	41.5	35	80	36	32	.....	20	1	.....	.....	44 40
1.29	251.3	205.1	80	266	202	4	208	5	3	54 40	44 19
.8	20	15	75	31	11	.....	24	1	.....	.....	36 66
.4	36.22	30	84	18	42	.....	20	1	.....	.....	50 00
4	87	84	89.5	87	67	.....	32	1	.....	71 30	47 50
.3	13.1	10.8	76	14	15	.....	18	1	.....	.....	35 12
.68	32.2	26.5	82	32	24	.....	23	1	.....	.....	36 66
.9	19.8	15.6	79	33	14	.....	23	1	.....	52 00	.....
.58	208.32	181.9	81	215	173	.....	140	2	5	61 65	41 18

Report of Attendance, by Districts, for the County of MONMOUTH,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of months the schools were kept open.	Number of boys between 5 and 20 years of age enrolled in the schools during the year.	Number of girls between 5 and 20 years of age enrolled in the schools during the year.	Total number of children between 5 and 20 years of age enrolled in the schools during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.
Monmouth—Con.							
MARLBOROUGH.							
Pleasant Valley.....	38	10	21	29	50	.....	5
Morganville.....	39	10	50	37	87	.....	831
Robertsville.....	40	9	13	14	27	.....	170
Magee.....	41	9	18	15	33	.....	88
Marlboro.....	42	10	41	37	78	.....	255
Bradevelt.....	43	10	40	35	75	.....	602
Strongs.....	44	9	15	22	37	.....	56
		9.6	198	189	387	.....	1,957
MATAWAN.							
Cliffwood.....	45	9.5	39	29	68	.....	42
Mt. Pleasant.....	46	10	51	49	100	.....	257
Point.....	47	10	47	50	97	.....	270
Lower Point.....	48	10	45	45	90	.....	140
		9.4	182	173	355	.....	709
RARITAN.							
Keyport.....	49	9.5	352	350	702	17	331
Union.....	50	9	20	33	53	.....	215
Bethany.....	51	10	30	37	67	.....	167
Keansburg.....	52	*7.5	67	59	126	.....	125
		9	469	479	948	17	838
HOLMDEL.							
Holmdel.....	53	10.2	36	41	77	.....	309
Holland.....	54	9	27	23	50	.....	316
Crawford.....	55	9	25	23	48	.....	29
Centerville.....	56	10.5	38	36	74	.....	344
Oak Grove.....	58	9	20	24	44	.....	31
		9.5	146	147	293	.....	1,032
MIDDLETOWN.							
Morrisville.....	57	9.6	42	30	72	.....	284
Navesink.....	59	9	76	71	147	.....	178
Chanceville.....	60	9.8	37	45	82	.....	30
Harmony.....	61	9	32	39	71	.....	480
Middletown.....	62	10	43	28	71	1	66
Headdeus.....	63	10	32	23	55	.....	529
Lincroft.....	64	9	35	29	64	.....	60
Nut Swamp.....	65	9	25	15	40	.....	276
Chapel Hill.....	66	9	23	22	45	.....	10
Highlands.....	67	10	87	99	186	.....	2,280
Port Monmouth.....	68	9	59	63	122	.....	1,450
Atlantic Highlands.....	69	9	74	101	175	.....	495
Riverside.....	70	9	9	10	19	.....	183
Seabrook.....	71	9	51	40	91	.....	208
		9.3	625	615	1,240	1	6,529

* Due to breach of contract in building.

State of New Jersey, for the School Year Ending June 30th, 1893.

Average number of cases of tardiness per day for each teacher.	Average number on roll.	Average daily attendance.	Percentage of daily attendance on total enrollment.	Number of pupils enrolled in primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of classes in school.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
.02	29	25	87	18	32		23		1		\$50 00
4	53.2	43.1	81	46	41		22	1		\$50 00	
.9	15.7	12.8	82	20	7		18		1		33 33
.2	23.9	20.2	84	27	6		20		1		38 88
1	40	34	85	43	35		17	1		80 00	
3	53	43	81	40	35		23		1		57 50
3	17.7	14.4	81	24	13		18		1		27 77
1.37	232.5	192.5	83	218	169		141	2	5	65 00	41 50
.22	46.7	40	84	42	26		18	1	1	45 00	40 00
1.5	70	57	85.5	50	50		34	1	1	54 00	30 00
1.7	54.4	45.2	82.5	53	44		18	1	1	85 00	35 00
.7	60.	50	87	51	39		32	1	1	84 50	35 00
1.03	231.1	192.2	85	196	159		102	4	4	67 13	40 00
1.68	491.9	437.5	91	405	221	76	12	1	11	147 36	41 38
1.30	36	25.5	70	49	4		28		1		33 33
.84	39.6	34	85	55	12		18	1		65 00	
.7	74.3	53.7	71	70	56		22	1	1	70 00	40 00
1.13	641.8	550.7	79	579	293	76	80	3	13	94 12	38 23
1.5	44	37.2	88	43	34		29		2		39 65
1.8	24.8	18.9	75	40	10		14		1		37 77
.2	24	17	68	33	15		19		1		35 00
1.6	38	34	90	49	25		22	1		70 00	
.2	24.3	17	61	30	14		18	1		37 22	
1.06	155.1	124.1	76	195	98		102	2	4	53 61	37 47
1.6	51	43.3	84	30	42		20	1		50 00	
1	77.9	64.5	82	64	82	1	20	1	2	73 85	33 33
.2	52	44	85	36	46		30		1		55 00
2.8	52	35.5	70	50	21		17	1		55 55	
.33	46	39	85	38	33		20		2		40 00
2.5	40	28	83	38	17		26	1		50 00	
.33	40	34	86	19	45		23	1		58 50	
1.5	23.3	18.9	81	28	12		16		1		33 33
.1	30	25	83	25	20		19		1		45 00
11.5	118	94.9	81	148	38		31	1	1	83 50	41 00
8	119	80.3	68	61	61		26	1	1	65 00	33 33
2.7	99	76.7	75	127	48		50	1	2	80 00	40 00
1	14.1	12.2	78	19			12		1		28 33
1.2	68	45	66	45	46		14	1	1	65 00	20 00
2.33	83.03	641.3	79	728	511	1	324	9	13	64 60	36 93

Report of Attendance, by Districts, for the County of MONMOUTH,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of months the schools were kept open.	Number of boys between 5 and 20 years of age enrolled in the schools during the year.	Number of girls between 5 and 20 years of age enrolled in the schools during the year.	Total number of children between 5 and 20 years of age enrolled in the schools during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.
Monmouth—Con.							
SHREWSBURY.							
Oceanic.....	72	9.5	84	92	176	1	151
Fair Haven.....	73	10	78	73	151	.....	147
Little Silver.....	74	10	59	63	122	.....	93
Red Bank.....	75	9.3	400	382	782	.....	2,850
Shrewsbury.....	77	10	23	30	53	.....	168
Tinton Falls.....	78	9.3	70	46	116	.....	48
Woodland.....	79	9	18	20	38	.....	233
		9.6	732	706	1,438	1	3,690
OCEAN.							
Poplar.....	81	9	19	16	35	.....	36
Long Branch.....	85	9.75	1,117	1,075	2,192	12	1,146
Deal.....	87	10	57	40	97	.....	549
		9.6	1,193	1,131	2,324	12	1,731
NEPTUNE.							
Hamilton.....	80	9.5	35	29	64	.....	302
Avon.....	80½	9	49	39	88	.....	112
Whiteville.....	88	10	54	39	93	.....	58
Green Grove.....	90	9	25	19	44	.....	827
Asbury Park.....	90½	10	854	865	1,719	19	4,964
		9.5	1,017	991	2,008	19	6,263
EATONTOWN.							
Locust Grove.....	82	9	14	19	33	.....	192
Eatontown.....	83	10	70	55	125	.....	242
Oceanport.....	84	10	77	54	131	.....	276
Branchport.....	86	10	67	50	117	.....	800
Pine Grove.....	89	9	30	25	55	.....	257
		9.6	258	203	461	.....	1,567
WALL.							
Allenwood.....	91	9	52	36	88	.....	793
Manasquan.....	92	9.5	224	190	414	.....	1,213
Glendola.....	93	9	39	31	70	.....	256
Como.....	94	9.5	117	89	206	.....	543
Belmar.....	94½	9	155	126	281	.....	368
Laird.....	95	9.5	42	47	89	.....	385
Hurley.....	96	9	16	14	30	.....	60
Allaire.....	97	*7.3	10	12	22	.....	45
New Bedford.....	98	9	54	41	95	.....	205
Blansingburg.....	99	9	25	20	45	.....	78
Center.....	100	9	27	16	43	.....	111
		8.9	761	622	1,383	.....	4,057

* Sickness.

State of New Jersey, for the School Year Ending June 30th, 1893.

Average number of cases of tardiness per day for each teacher.	Average number on roll.	Average daily attendance.	Percentage of daily attendance on total enrollment.	Number of pupils enrolled in primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of classes in school.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
.8	110	100	85	146	30	.....	20	1	2	\$105 00	\$45 00
.8	104	85	84	88	63	.....	36	2	1	52 50	47 50
.5	78	67	86	65	57	.....	24	.....	2	.....	50 50
1.06	533.8	473.1	88	407	320	55	12	1	14	140 00	39 50
.8	36.4	32.5	89	42	11	.....	19	1	.....	75 00	.....
.4	60	50.5	81	65	51	.....	29	1	1	50 00	45 00
1.2	31	24	89	25	13	.....	28	.....	1	.....	36 66
.79	953.2	832.1	86	838	545	55	168	6	27	84 50	47 27
.5	27	23	85	25	10	.....	24	.....	1	.....	40 00
.29	1,725.5	1,513.4	88	1,344	498	350	87	5	35	141 54	58 70
3	52	40	85	61	36	.....	30	1	1	55 00	40 00
.36	1,804.5	1,576.4	86	1,430	544	350	141	6	37	98 27	69 35
1.5	29	23	78	26	38	.....	26	.....	1	.....	55 00
1.7	50	41	82	50	38	.....	22	1	1	70 00	40 00
.3	33.9	26.1	77	50	43	.....	27	1	.....	70 00	.....
4.1	29	24	83	22	22	.....	20	1	.....	36 66	.....
.88	1,210	1,081	89	1,134	488	97	28	2	26	97 50	54 50
1.69	1,351.9	1,195.1	82	1,282	629	97	123	5	28	68 54	49 83
1	22	12	55	26	7	.....	20	.....	1	.....	35 00
1.2	89.6	80	87	69	56	.....	20	1	1	100 00	50 00
1.5	62.5	53.4	85	67	64	.....	30	1	1	66 50	36 50
3	73.9	61	82	65	52	.....	16	1	1	60 00	28 00
1.8	27.3	24	70	50	5	.....	18	1	.....	46 44	.....
1.7	275.3	230.4	76	277	184	.....	104	4	4	43 24	37 40
4	65	45	83	65	23	.....	30	1	.....	61 11	.....
6	34.08	31	87	230	160	24	67	1	6	120 00	40 00
1.4	38	28	74	47	23	.....	28	1	.....	62 50	.....
3	143.5	123.7	86	52	116	38	48	1	3	75 00	41 50
2	207.3	178.7	84	162	109	10	11	1	4	111 11	46 25
2	64	55	86	40	30	19	30	1	.....	85 00	.....
.3	15	13	80	20	10	.....	18	.....	1	.....	36 66
.3	11.5	10	86	10	10	2	15	1	.....	40 00	.....
1.1	55	42	61	75	20	.....	22	1	.....	66 66	.....
.4	37	32	84	30	15	.....	15	.....	1	.....	40 00
.6	27	23	85	40	3	.....	25	.....	1	.....	36 00
1.92	698	860.4	82	771	519	93	306	8	16	77 67	40 07

Report of Attendance, by Districts, for the County of MONMOUTH,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of months the schools were kept open.	Number of boys between 5 and 20 years of age enrolled in the schools during the year.	Number of girls between 5 and 20 years of age enrolled in the schools during the year.	Total number of children between 5 and 20 years of age enrolled in the schools during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.
Monmouth—Con.							
HOWELL.							
Blue Ball.....	101	9	33	23	56	.....	206
Jerseyville.....	102	9.5	39	37	76	.....	152
Turkey.....	103	9	30	24	54	.....	21
Farmingdale.....	104	10	73	73	148	.....	467
Fort Plain.....	105	9	13	17	30	.....	23
West Farms.....	106	9	26	29	55	.....	208
Squankum.....	107	9	31	29	60	.....	211
Bethel.....	108	9	46	36	84	.....	144
Greenville.....	109	9.5	46	44	90	.....	374
Morris.....	110	9	23	21	44	.....	198
North Farmingdale.....	111	9	18	8	26	.....	574
Bedford.....	112	9	28	21	49	.....	133
		9.2	410	362	772	.....	2,711
Summary.							
Atlantic.....		9.37	146	129	275	.....	780
Freehold.....		9.3	482	386	868	.....	2,725
Upper Freehold.....		9.6	285	284	569	.....	1,892
Millstone.....		9.6	256	216	472	1	2,053
Manalapan.....		9.6	205	183	388	2	694
Marlborough.....		9.4	198	189	387	.....	1,957
Matawan.....		9	182	173	355	.....	709
Raritan.....		9.5	469	479	948	17	888
Holmdel.....		9.3	146	147	293	.....	1,032
Middletown.....		9.6	625	615	1,240	1	6,529
Shrewsbury.....		9.6	732	706	1,438	1	3,690
Ocean.....		9.5	1,193	1,131	2,324	12	1,731
Neptune.....		9.6	1,017	991	2,008	19	6,263
Eatontown.....		8.9	258	203	461	.....	1,567
Wall.....		9.2	761	622	1,383	.....	4,057
Howell.....		9.4	410	362	772	.....	2,711
			7,365	6,816	14,181	53	39,228

State of New Jersey, for the School Year Ending June 30th, 1893.

Average number of cases of tardiness per day for each teacher.	Average number on roll.	Average daily attendance.	Percentage of daily attendance on total enrollment.	Number of pupils enrolled in primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of classes in school.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
1.2	33	27	80	36	20	.....	27	.....	1	.....	.....
.8	35	27	76	53	23	.....	24	1	.....	\$60 00	.....
.1	25	20	82	38	16	.....	12	.....	.....	.....	50 00
2.2	110	69.3	86	100	48	.....	30	1	1	70 00	40 00
.1	12.4	9.6	79	25	5	.....	20	1	.....	36 66	.....
1.2	36	28	78	32	23	.....	27	1	.....	40 00	.....
1.2	34	28.5	83	45	15	.....	16	1	.....	50 00	.....
.8	54	27.3	81	47	37	.....	24	1	.....	66 66	.....
2	82	55	75	60	30	.....	33	1	.....	48 30	.....
1.1	28	15	53	31	13	.....	20	.....	1	.....	36 66
3	18	11	75	20	6	.....	20	.....	1	.....	33 33
.7	26.5	22.2	83	33	16	.....	21	.....	1	.....	36 66
1.13	503.9	339.9	78	520	252	.....	270	7	5	53 08	39 72
.88	154.33	123.9	81.3	181	94	.....	121	1	5	55 00	39 66
.91	581.4	496.7	83.3	483	335	50	147	4	13	63 88	40 77
.91	316.7	264.5	82.7	344	219	6	229	4	8	52 20	34 52
1.29	251.3	205.1	80	266	202	4	208	5	3	54 40	44 19
.58	208.32	181.9	81	215	173	.....	140	2	5	61 65	41 18
1.37	232.5	192.5	83	218	169	.....	141	2	5	65 00	41 50
1.03	231.1	192.2	85	196	159	.....	102	4	4	67 13	40 00
1.13	641.8	550.7	79.1	579	293	76	80	3	13	94 12	38 23
1.06	155.1	124.1	76	195	98	.....	102	2	4	53 61	37 47
2.33	830.3	641.3	79	728	511	1	324	9	13	64 60	36 93
.79	953.2	832.1	86	838	545	55	168	6	27	84 50	47 27
.36	1,804.5	1,576.4	86	1,430	544	350	141	6	37	98 27	69 35
1.69	1,351.9	1,195.1	82	1,282	629	97	123	5	28	68 54	49 83
1.7	275.3	230.4	76	277	184	.....	104	4	4	43 24	37 40
1.92	698.1	860.4	82	771	519	93	306	8	16	77 67	40 07
1.13	503.9	339.9	78	520	252	.....	270	7	5	53 08	39 72
1.192	9,189.75	8,007.2	1200.4	8,823	4,926	782	2,806	72	184	66 05	42 38

Financial Report, by District's, for the County of MORRIS,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Amount due the district July 1st, 1892, from State, county and township funds.	Amount due the district July 1st, 1892, from district tax.	Amount due the district July 1st, 1892, from other sources.	Total amount due the district July 1st, 1892.	Amount expended for teachers' sal- aries.	Amount expended for fuel and jan- itors' salaries.	Amount expended for building and repairing, excluding debt and interest.
MORRIS.								
RANDOLPH.								
Dover	1	\$6,632 95	\$11,798 43	\$267 81	\$18,699 19	\$9,645 07	\$1,373 21	\$1,463 08
Mine Hill	2	1,450 46	200 00	.....	1,650 46	1,312 50	117 63	42 64
Ferro Monte	3	746 40	298 34	.....	1,044 74	550 00	43 75	118 03
Wolfel	4	382 26	.....	.....	382 26	339 00	17 96	.....
Mt. Freedom	5	375 00	.....	.....	375 00	355 00	15 00	.....
Millbrook	6	534 58	.....	26 25	560 83	450 00	40 00	.....
Center Grove	7	460 69	875 00	.....	1,335 69	351 58	22 00	875 00
Shongum	8	322 87	.....	.....	322 87	236 00	6 33	43 14
Port Oram	9	2,255 10	2,473 47	.....	4,728 57	2,250 00	367 20	246 11
Ironia	71	402 28	.....	.....	402 28	315 00	18 58	.....
		13,562 59	15,645 24	294 06	29,501 89	15,804 15	2,041 66	2,790 00
ROCKAWAY.								
Union	10	412 90	.....	.....	412 90	370 00	22 40	.....
Denville	11	502 90	.....	90 11	593 01	450 00	22 00	.....
Rockaway	13	1,969 24	2,128 88	1,043 00	5,141 12	3,000 00	454 55	88 24
Mt. Pleasant	14	2,140 10	492 44	.....	2,632 54	1,934 97	105 20	224 40
Mt. Hope	15	1,561 63	200 00	.....	1,761 63	1,424 18	117 45	200 00
Lower Hibernia	16	1,032 26	1,572 22	.....	2,604 48	1,666 00	202 64	113 74
Beach Glen	17	378 91	7 12	.....	386 03	312 50	42 62	4 00
Rockaway Valley	18	275 00	65 96	.....	340 96	300 00	17 19	.....
Lyonsville	19	316 46	.....	.....	316 46	270 00	24 25	.....
Hibernia	20	811 36	1,313 60	270 00	2,394 96	1,408 50	51 32	10 00
Greenville	21	429 28	.....	.....	429 28	400 00	4 55	.....
		9,830 04	5,780 22	1,403 11	17,613 37	11,536 15	1,067 17	640 38
JEFFERSON.								
Union Valley	22	287 65	14 24	.....	301 89	223 50	10 75	.....
Arlton	24	670 39	975 55	.....	1,645 94	360 00	19 28	921 27
Weldon	25	375 00	143 40	.....	518 40	400 00	12 00	46 81
Longwood	26	275 00	3 91	.....	278 91	236 22	23 55	.....
Hurdtown	27	614 06	63 00	.....	677 06	585 00	46 96	.....
Berkshire	28	375 00	.....	.....	375 00	326 84	33 51	.....
Hopatcong	29	529 36	12 46	.....	541 82	475 00	28 25	2 99
		3,126 46	1,212 56	.....	4,339 02	2,606 56	174 30	974 07
RONBURY.								
Spencers	30	409 93	.....	.....	409 93	300 00	46 05	.....
Kenvil	31	719 93	118 73	26 00	1,164 66	800 00	41 18	172 73
Succasunna	32	645 83	389 23	.....	1,035 06	682 50	34 65	5 58
Ledgewood	33	608 77	120 61	.....	729 38	650 00	31 32	.....
Port Morris	33 ¹	709 35	1,200 00	100 00	2,009 35	980 00	148 44	.....
Hilts	34	305 48	50 00	.....	355 48	315 00	22 36	.....
Alpaugh	35	377 88	.....	40 00	417 88	340 00	10 73	.....
Netcong	37	1,514 56	2,571 84	.....	4,086 40	1,850 00	326 86	29 40
		5,291 73	4,750 41	166 00	10,208 14	5,947 50	661 59	207 71

State of New Jersey, for the School Year Ending June 30th, 1893.

Amount expended for debt and interest.	Amount expended for taking school census.	Amount expended for manual training.	Amount expended for text-books and apparatus.	Amount expended for incidentals.	Total amount expended.	Balance of State, county and township funds June 30th, 1893.	Balance of district tax June 30th, 1893.	Balance of moneys from other sources June 30th, 1893.	Total balance June 30th, 1893.
\$1,870 00	\$63 95		\$1,061 23	\$148 39	\$15,624 93		\$2,931 81	\$142 45	\$3,074 26
			61 06	20 00	1,553 83		96 63		96 63
			16 03	11 25	739 06	\$152 65	153 03		305 68
	2 30			23 00	382 26				
	3 35			1 65	375 00				
			51 26	19 57	560 83				
				26 50	1,275 08				60 61
					285 47				37 40
			154 54	17 49	3,057 34		1,671 23		1,671 23
				20 00	353 58				48 70
1,870 00	69 60		1,344 12	287 85	24,207 38	299 36	4,852 70	142 45	5,294 51
				20 00	412 40	50			50
92 00	5 30			20 33	589 68	3 33			3 33
1,016 40	18 15		93 01	87 65	4,760 00		381 12		381 12
	18 05		82 95	96 42	2,464 99	49 00	118 55		167 55
				20 00	1,761 63				
			124 59	100 53	2,207 50		396 98		396 98
				26 91	386 03				
				5 68	322 87	11 71	6 38		18 09
				3 25	297 50	18 96			18 96
512 25	7 45		20 00	49 17	2,058 69		86 27	250 00	336 27
				18 94	423 49	5 79			5 79
1,620 65	48 95		322 55	448 93	15,684 78	89 29	989 30	250 00	1,328 59
				7 05	241 30	46 35	14 24		60 59
	3 10		64 77	39 20	1,410 62	206 34		28 98	235 32
	3 70			3 00	465 51		52 89		52 89
	58			14 65	275 00		3 91		3 91
	12 20			20 00	664 16		12 90		12 90
				14 65	375 00				
	5 60			15 00	526 84	2 52	12 46		14 98
	25 18		64 77	113 55	3,958 43	255 21	96 40	28 98	380 57
				18 85	364 90	45 03			45 03
	7 10		26 00	15 63	1,062 64		102 02		102 02
	6 10			17 75	746 58	38 48	250 00		288 48
	5 00			12 91	699 23		30 15		30 15
100 00	7 75			11 99	1,248 18		761 17		761 17
				4 95	342 31	13 17			13 17
			40 00	18 64	409 37	8 51			8 51
1,607 91	15 40		7 12	46 70	3,913 39		173 01		173 01
1,707 91	41 35		73 12	147 42	8,786 60	105 19	1,316 35		1,421 54

Financial Report, by Districts, for the County of MORRIS,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Amount due the district July 1st, 1892, from State, county and township funds.	Amount due the district July 1st, 1892, from district tax.	Amount due the district July 1st, 1892, from other sources.	Total amount due the district July 1st, 1892.	Amount expended for teachers' sal- aries.	Amount expended for fuel and jan- itors' salaries.	Amount expended for building and repairing, excluding debt and interest.
Morris - Con.								
MT. OLIVE.								
Budd's Lake.....	12	\$375 00			\$375 00	\$340 72	\$14 31	
Flanders.....	36	375 00			375 00	332 50	24 20	
Cross Roads.....	38	375 31			375 31	351 00	9 61	
Mt. Olive.....	39	375 00			375 00	339 58	15 42	
Bartleyville.....	40	375 00		\$16 93	391 93	346 98	26 69	
Draketown.....	41	375 00	\$10 13		385 13	332 50	28 42	
		2,250 31	10 13	16 93	2,277 37	2,043 28	118 65	
WASHINGTON.								
Flock.....	42	375 00			375 00	332 50	29 46	
Naurightville.....	43	375 00	52 80	26 50	454 30	342 00	24 30	\$52 80
German Valley.....	44	735 82	300 00		1,035 82	925 00	32 39	
Schooley's Mount.....	45	375 00	152 00		527 00	321 45	33 55	
Stephensburg.....	46	350 35		21 00	401 35	312 00	48 50	21 00
Pleasant Grove.....	47	375 00			375 00	331 00	28 14	
Middle Valley.....	48	375 00			375 00	352 80	14 94	
Philhower.....	49	375 00			375 00	317 97	37 03	
Parker.....	50	465 84			465 84	411 35	25 00	
		3,832 01	504 80	47 50	4,384 31	3,646 07	273 31	73 80
CHESTER.								
Hacklebarney.....	51	375 00	50 00		425 00	325 00	30 00	50 00
Peapack Valley.....	52	375 00			375 00	308 00	42 10	
Masonic.....	53	275 00			275 00	250 00	20 00	
Milltown.....	54	356 44	3 52		389 96	315 00	61 30	
Chester.....	55	714 61	500 00	20 25	1,234 89	901 19	190 85	67 30
Woodhull.....	56	329 03			329 03	297 00	12 03	
Forest Hill.....	57	375 00			375 00	320 90	34 10	
Chester Cross R'ds.....	96	385 00			385 00	342 00	23 00	
		3,215 11	553 52	20 25	3,788 88	3,059 09	413 35	117 30
MENDHAM.								
Ralstonville.....	58	353 27			353 27	270 00	42 50	
Union.....	59	375 00	100 00		475 00	334 80	28 95	45 00
Mendham.....	60	531 02		40 00	571 02	360 00	34 00	
Mountain.....	61	291 17			291 17	277 88	11 07	
Brookside.....	62	375 00			375 00	343 20	19 18	
Washington Corner.....	63	276 07			276 07	188 00	18 40	
		2,201 53	100 00	40 00	2,341 53	1,723 88	149 10	45 00
MORRIS.								
Union Hill.....	64	275 00	100 00	30 00	405 00	210 00	69 46	100 00
Washington Valley.....	65	375 00			375 00	300 00	52 89	
Morris Plains.....	66	809 92		20 00	919 92	800 00	78 33	
Morristown.....	67	12,212 45	28,669 43		40,881 88	14,221 00	1,748 71	19,167 96
Mountain.....	68	432 62			432 62	333 34	19 25	
		14,194 99	28,769 43	50 00	43,014 42	15,864 34	1,968 64	19,267 96

State of New Jersey, for the School Year Ending June 30th, 1893.

Amount expended for debt and interest.	Amount expended for taking school census.	Amount expended for manual training.	Amount expended for text-books and apparatus.	Amount expended for incidentals.	Total amount expended.	Balance of State, county and township funds June 30th, 1893.	Balance of district tax June 30th, 1893.	Balance of moneys from other sources June 30th, 1893.	Total balance June 30th, 1893.
	\$3 35			\$19 97	\$375 00				
				14 95	375 00				
				14 70	375 31				
				20 00	375 00				
				18 26	391 93				
				14 08	375 00		\$10 13		\$10 13
	3 35			101 96	2,267 24		10 13		10 13
				13 04	375 00				
			\$26 50	8 70	454 30				
				172 00	957 39		78 43		78 43
				19 85	527 00				
				15 86	401 35				
				6 58	375 00				
				20 00	374 32	\$0 68			68
				15 89	375 00				
			42 39	13 60	465 84				
				269 63	4,305 20	68	78 43		79 11
				20 00	425 00				
	3 00			21 90	375 00				
				5 00	275 00				
				13 66	389 96				
				75 55	1,234 89				
				20 00	329 03				
				20 00	375 00				
				20 00	385 00				
	3 00			196 11	3,788 88				
	2 90			19 89	334 79	18 48			18 48
				11 25	420 00		55 00		55 00
	5 10		40 00	20 00	459 10	111 92			111 92
				2 22	291 17				
				12 62	375 00				
	2 00			15 56	168 96	107 11			107 11
	10 60		40 00	81 04	2,049 02	237 51	55 00		292 51
				25 54	405 00				
	2 11			20 00	375 00				
				21 59	899 92			\$20 00	20 00
\$2,200 00	110 25		713 71	1,355 23	39,516 86		1,365 02		1,365 02
	2 85			20 00	375 44	57 18			57 18
2,200 00	115 21		713 71	1,442 36	41,572 22	57 18	1,365 02	20 00	1,442 20

Financial Report, by Districts, for the County of MORRIS,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Amount due the district July 1st, 1892, from State, county and township funds.	Amount due the district July 1st, 1892, from district tax.	Amount due the district July 1st, 1892, from other sources.	Total amount due the district July 1st, 1892.	Amount expended for teachers' sal- aries.	Amount expended for fuel and jan- itors' salaries.	Amount expended for building and repairing, excluding debt and interest.
Morris—Con.								
PASSAIC.								
New Vernon.....	69	\$875 00	\$217 14	\$32 35	\$924 49	\$125 00	\$17 49	\$58 80
Logansville.....	70	275 00	80 53	.....	355 53	280 00	22 44	.....
Pleasant Plains.....	73	375 00	.....	25 00	400 00	325 00	30 00	.....
Millington.....	74	427 61	.....	120 00	547 61	400 00	57 20	.....
Long Hill.....	75	375 00	209 00	.....	584 00	400 00	30 18	9 00
Stirling.....	108	524 07	847 11	.....	1,371 18	650 00	59 65	79 95
		2,351 68	1,353 78	177 35	3,882 81	2,480 00	216 96	147 75
CHATHAM.								
Green Village.....	72	446 45	.....	2 00	448 45	375 00	30 38	.....
Solon.....	77	303 43	.....	.....	303 43	270 00	15 00	.....
Mt. Vernon.....	78	375 00	417 00	.....	792 00	500 00	17 58	.....
Chatham.....	79	1,291 65	1,528 54	20 00	2,840 19	2,250 00	96 25	349 15
Madison.....	81	4,061 20	3,000 00	15 55	7,076 75	5,128 00	616 47	242 22
Afton.....	83	375 00	.....	20 00	395 00	340 50	34 50	.....
		6,852 73	4,945 54	57 55	11,855 82	8,863 50	810 48	591 41
HANOVER.								
Monroe.....	84	375 00	.....	.....	375 00	343 40	11 60	.....
Littleton.....	85	417 79	.....	.....	417 79	350 00	38 43	.....
Malapardis.....	86	383 48	.....	.....	383 48	329 12	21 25	.....
Whippany.....	87	645 23	.....	80 50	715 73	580 00	35 23	6 67
Hanover.....	88	375 00	6 32	.....	381 32	324 00	22 72	.....
Hanover Neck.....	89	275 00	.....	29 31	304 31	270 00	17 70	.....
Troy.....	90	462 24	117 00	.....	579 24	450 00	24 48	.....
Parsippany.....	91	375 00	249 39	31 00	655 39	469 63	54 63	9 47
North Parsippany.....	92	364 85	63 57	.....	428 42	240 00	18 27	.....
Old Boonton.....	93	376 79	.....	.....	376 79	285 00	38 88	.....
Mt. Tabor.....	110	375 00	.....	.....	375 00	348 36	22 59	.....
		4,415 38	436 28	140 81	4,992 47	3,989 51	305 78	16 14
BOONTON.								
Powerville.....	94	402 31	137 58	.....	539 89	375 00	16 50	28 57
Boonton.....	95	6,775 46	3,026 10	475 07	10,276 63	5,480 00	687 00	408 61
		7,177 77	3,163 68	475 07	10,816 52	5,805 00	703 50	487 18
MONTVILLE.								
Hook Mountain.....	97	397 02	99 22	.....	496 24	350 00	20 00	.....
Lower Montville.....	98	408 85	171 92	10 00	585 77	380 00	23 85	111 87
Montville.....	99	710 84	250 72	.....	961 56	481 25	84 28	14 42
Wauhaw.....	100	375 00	131 90	.....	506 90	450 00	27 39	11 05
Taylorstown.....	101	592 03	.....	.....	592 03	342 00	16 00	.....
		2,478 74	653 76	10 00	3,142 50	1,983 25	171 52	137 34
PEQUANNOCK.								
Stony Brook.....	102	375 00	125 00	.....	500 00	331 54	11 40	125 00
Jacksonville.....	103	405 06	35 39	.....	440 45	350 00	22 00	35 39
Beavertown.....	104	449 96	200 00	.....	649 96	450 00	30 25	55 00
Pompton Plains.....	105	521 19	300 22	28 70	850 11	550 00	51 60	118 73
Pompton.....	106	375 00	100 00	.....	475 00	336 00	15 23	100 00
Bloomington.....	107	375 65	.....	.....	375 65	330 00	29 15	.....
Butler.....	111	1,492 86	1,259 40	217 70	2,969 96	1,593 58	149 06	247 50
		3,994 72	2,020 01	246 40	6,261 13	3,941 12	308 74	681 62

State of New Jersey, for the School Year Ending June 30th, 1893.

Amount expended for debt and interest.	Amount expended for taking school census.	Amount expended for manual training.	Amount expended for text-books and apparatus.	Amount expended for incidentals.	Total amount expended.	Balance of State, county and township funds June 30th, 1893.	Balance of district tax June 30th, 1893.	Balance of moneys from other sources June 30th, 1893.	Total balance June 30th, 1893.
	\$5 00			\$7 20	\$513 49		\$78 65	\$32 35	\$111 00
				1 60	304 04		51 49		51 49
			\$25 00	20 00	400 00				
			20 00	63 09	540 29			7 32	7 32
	2 85		3 48	20 00	465 51		118 49		118 49
\$434 05	3 05		8 00	17 75	1,252 45		118 73		118 73
434 05	10 90		56 48	129 64	3,475 78		367 36	39 67	407 03
	2 26			40 78	448 42		03		03
	1 10			17 33	303 43				
	2 85			19 91	540 64		251 36		251 36
	12 85			20 00	2,839 91		28		28
				531 43	6,982 82		93 93		93 93
			20 00	464 70	395 00				
	19 06		571 43	654 34	11,510 22		345 60		345 60
				20 00	375 00				
				20 18	408 61	\$9 18			9 18
				28 30	378 67	4 81			4 81
	5 80		31 50	44 31	703 51		12 22		12 22
				31 67	378 39	2 93			2 93
				16 61	304 31				
				48 80	523 28		55 96		55 96
	2 90		31 00	28 58	596 21		59 18		59 18
	1 45			9 83	269 55	95 30	63 57		158 87
				20 00	343 88	32 91			32 91
				4 05	375 00				
	10 15		62 50	272 33	4,656 41	145 13	178 71	12 22	336 06
				10 75	430 82		109 07		109 07
				475 07	7,000 68	463 15	2,812 80		3,275 95
			475 07	10 75	7,431 50	463 15	2,921 87		3,385 02
				20 00	393 30	7 02	95 93		102 94
	3 30			25 98	525 34		60 43		60 43
	3 64			12 86	598 71	134 95	227 90		362 55
	5 90			13 50	501 94		4 96		4 96
				18 55	376 55	215 48			215 48
	12 84			90 89	2,395 84	357 45	389 21		746 86
				12 67	480 61	19 39			19 39
					407 39	33 06			33 06
			37 50	20 00	592 75		57 21		57 21
	5 00		60 07	17 84	803 24		46 87		46 87
	3 25			20 00	474 53		47		47
				15 85	375 00	65			65
\$637 50	14 35		217 79	34 25	2,394 03		75 93		75 93
637 50	22 60		315 36	120 61	6,027 55	53 57	180 01		233 55

*Summary of Financial Reports, by Townships, for the
School Year Ending*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Amount due the district July 1st, 1892, from State, county and township funds.	Amount due the district July 1st, 1892, from district tax.	Amount due the district July 1st, 1892, from other sources.	Total amount due the district July 1st, 1892.	Amount expended for teachers' sal- aries.	Amount expended for fuel and jan- itors' salaries.	Amount expended for building and repairs, excluding debt and interest.
MORRIS.								
Randolph.....		\$13,562 59	\$15,645 21	\$294 06	\$29,501 89	\$15,804 15	\$2,041 66	\$2,790 00
Rockaway.....		9,830 04	5,780 22	1,403 11	17,013 37	11,536 15	1,067 17	640 38
Jefferson.....		3,126 46	1,212 56		4,339 02	2,606 56	174 30	974 07
Roxbury.....		5,291 73	4,750 41	166 00	10,208 14	5,947 50	661 59	207 71
Mt. Olive.....		2,250 31	10 13	16 93	2,277 37	2,043 23	118 65	
Washington.....		3,832 01	504 80	47 50	4,384 31	3,646 07	273 31	73 80
Chester.....		3,215 11	553 52	20 25	3,788 88	3,059 09	413 38	117 30
Mendham.....		2,201 53	100 00	40 00	2,341 53	1,723 88	149 10	45 00
Morris.....		14,194 99	28,769 43	50 00	43,014 42	15,864 34	1,968 64	19,267 86
Passaic.....		2,351 68	1,353 78	177 35	3,882 81	2,480 00	216 96	147 75
Chatham.....		6,852 73	4,945 54	57 55	11,855 82	8,863 50	810 48	591 41
Hanover.....		4,415 38	436 28	140 81	4,992 47	3,989 51	305 78	16 14
Boonton.....		7,177 77	3,163 68	575 07	10,816 52	5,805 00	703 50	437 18
Montville.....		2,478 74	653 76	10 00	3,142 50	1,983 25	171 52	137 34
Pequanmock.....		3,994 72	2,020 01	246 40	6,261 13	3,941 12	308 74	681 62
		84,775 79	69,899 36	3,145 03	157,820 18	89,293 40	9,384 78	26,127 66

County of MORRIS, State of New Jersey, for the
June 30th, 1893.

Amount expended for debt and interest.	Amount expended for taking school census.	Amount expended for manual training.	Amount expended for text-books and apparatus.	Amount expended for incidentals.	Total amount expended.	Balance of State, county and township funds June 30th, 1893.	Balance of district tax June 30th, 1893.	Balance of moneys from other sources June 30th, 1893.	Total balance June 30th, 1893.
\$1,870 00	\$69 60		\$1,344 12	\$287 85	\$24,207 88	\$299 36	\$4,852 70	\$142 45	\$5,294 51
1,620 65	48 95		322 55	448 93	15,684 78	89 29	989 30	250 00	1,328 59
	25 18		64 77	113 55	3,958 43	255 21	96 40	28 98	380 59
1,707 91	41 35		73 12	147 42	8,786 60	105 19	1,316 35		1,421 54
	3 35			101 96	2,267 24		10 13		10 13
			42 39	269 63	4,305 20	68	78 43		79 11
	3 00			196 11	3,788 88				
	10 00		40 00	81 04	2,049 02	237 51	55 00		292 51
2,200 00	115 21		713 71	1,442 36	41,572 22	57 18	1,365 02	20 00	1,442 20
434 05	10 90		56 48	129 64	3,475 78		367 36	39 67	407 03
	19 06		571 43	654 34	11,510 22		345 60		345 60
	10 15		62 50	272 33	4,656 41	145 13	178 71	12 22	336 06
			475 07	10 75	7,431 50	463 15	2,921 57		3,385 02
	12 84			90 89	2,395 84	357 45	389 21		746 66
637 50	22 60		315 36	120 61	6,027 55	53 57	180 01		233 58
8,470 11	392 19		4,081 50	4,367 41	142,117 05	2,063 72	13,146 09	493 32	15,703 13

*Apportionment of School Moneys, by Districts, for the
School Year Ending*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Balance State, county and township moneys July 1st, 1893.	Balance district tax July 1st, 1893.	Balance received from other sources July 1st, 1893.	Amount apportioned from State ap- propriation, including State school tax and \$100,000.	Amount apportioned from township tax.	Amount apportioned from surplus revenue.	Amount apportioned from balances.
MORRIS.								
RANDOLPH.								
Dover.....	1		\$2,931 81	\$142 45	\$5,840 10		\$298 54	
Mine Hill.....	2		96 63		1,100 43		56 26	
Ferro Monte.....	3	\$152 65	153 03		493 14		25 21	
Wolfe.....	4				356 76		18 24	
Mt. Freedom.....	5				356 76		18 24	
Millbrook.....	6				365 29		18 67	
Center Grove.....	7	60 61			383 55		19 61	
Shongum.....	8	37 40			261 63		13 37	
Port Oram.....	9		1,671 23		2,013 67		102 94	
Ironia.....	71	48 70			356 76		18 24	
		299 36	4,852 70	142 45	11,528 09		589 32	
ROCKAWAY.								
Union.....	10	50			365 29		18 67	
Denville.....	11	3 33			484 01		24 74	
Rockaway.....	13		381 12		1,657 50		84 74	
Mt. Pleasant.....	14	49 00	118 55		1,648 38		84 26	
Mt. Hope.....	15				1,118 71		57 18	
Lower Hibernia.....	16		396 89		771 67		39 46	
Beach Glen.....	17				356 76		18 24	
Rockaway Valley.....	18	11 71	6 38		261 63		13 37	
Lyonsville.....	19	18 96			261 63		13 37	
Hibernia.....	20		86 27	250 00	753 40		38 53	
Greenville.....	21	5 79			356 76		18 24	
		89 29	989 30	250 00	8,035 74		410 80	
JEFFERSON.								
Union Valley.....	22	46 35	14 24		261 63		13 37	
Milton.....	24	206 34		28 98	356 76		18 24	
Weldon.....	25		52 89		356 76		18 24	
Longwood.....	26		3 91		261 63		13 37	
Hurdtown.....	27		12 90		543 37		27 78	
Berkshire.....	28				356 76		18 24	
Hopatcong.....	29	2 52	12 46		511 41		26 14	
		255 21	96 40	28 98	2,648 32		135 38	
ROXBURY.								
Spencers.....	30	45 03			356 76		18 24	
Kenvil.....	31		102 02		666 66		34 08	
Succasunna.....	32	38 48	250 00		557 21		28 34	
Ledgewood.....	33		30 15		479 45		24 51	
Port Morris.....	33		761 17		707 75		36 15	
Hills.....	34	13 17			261 63		13 37	
Alpaugh.....	35	8 51			356 76		18 24	
Netcong.....	37		173 01		1,378 97		70 49	
		105 19	1,316 35		4,765 19		243 45	

County of MORRIS, State of New Jersey, for the
June 30th, 1894.

Amount of district tax voted for pay- ment of teachers' salaries.	Amount of district tax voted for build- ing, purchasing, hiring, repairing or furnishing school-houses.	Amount of district tax for payment of debt and interest.	Amount of district tax voted for text- books and apparatus.	Total amount of district tax ordered to be raised.	Amount received from temporary loans.	Amount received from sale of bonds.	Amount voted for manual training.	Amount received from other sources.	Total amount available for school year ending June 30th, 1894.
\$5,700 00	\$500 00	\$2,810 00	\$2,500 00	\$11,510 00					\$20,722 90
			200 00	200 00					1,453 32
									824 03
									375 00
	86 00			86 00					375 00
									469 96
	300 00			300 00					468 77
									312 40
									4,087 84
									423 70
5,700 00	886 00	2,810 00	2,700 00	12,096 00					29,507 92
									384 46
									512 08
1,000 00			500 00	1,500 00					3,923 36
100 00			150 00	250 00					2,150 19
800 00	700 00		100 00	1,600 00					1,175 89
									2,808 11
									375 00
									293 09
800 00				800 00					293 96
									1,928 20
									380 79
2,700 00	700 00		1,050 00	4,450 00					14,225 13
									335 59
		85 00		85 00					695 32
									427 89
100 00				100 00					278 91
	250 00			250 00					684 05
									625 00
									552 53
100 00	250 00	85 00		435 00					3,599 29
									420 03
200 00				200 00					1,002 76
									874 03
200 00				200 00					734 11
300 00	100 00	770 00		1,170 00					2,675 10
									288 17
800 00	100 00			900 00					383 51
									2,522 47
1,500 00	200 00	770 00		2,470 00					8,900 18

*Apportionment of School Moneys, by Districts, for the
School Year Ending*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Balance State, county and township moneys, July 1st, 1893.	Balance district tax July 1st, 1893.	Balance received from other sources July 1st, 1893.	Amount apportioned from State ap- propriation, including State school tax and \$100,000.	Amount apportioned from township tax.	Amount apportioned from surplus revenue.	Amount apportioned from balances.
Morris—Con.								
MT. OLIVE.								
Budd's Lake	12				\$356 76		\$18 24	
Flanders	26				356 76		18 24	
Cross Roads	35				356 76		18 24	
Mt. Olive	39				356 76		18 24	
Bartleyville	40				356 76		18 24	
Draketown	41		\$10 13		356 76		18 24	
			10 13		2,140 56		109 44	
WASHINGTON.								
Flock	42				261 63		13 37	
Naurightville	43				356 76		18 24	
German Valley	44		78 43		611 86		31 28	
Schooley's Mount. ..	45				356 76		18 24	
Stephensburg	46				356 76		18 24	
Pleasant Grove	47				356 76		18 24	
Middle Valley	48	\$0 68			365 29		18 67	
Philhower	49				356 76		18 24	
Parker	50				374 42		19 11	
		68	78 43		3,397 00		173 66	
CHESTER.								
Hacklebarney	51				261 63		13 37	
Peapack Valley	52				356 76		18 24	
Masonic	53				261 63		13 37	
Milltown	54				356 76		18 24	
Chester	55				789 95		40 37	
Woodhill	56				261 63		13 37	
Forest Hill	57				261 63		13 37	
Chester Cross R'ds. ..	96				356 76		18 24	
					2,906 75		148 57	
MENDHAM.								
Raistonville	55	18 48			356 76		18 24	
Union	59		55 00		356 76		18 24	
Mendham	60	111 92			388 12		19 84	
Mountain	61				261 63		13 37	
Brookside	62				356 76		18 24	
Washington Corner ..	63	107 11			261 63		13 37	
		237 51	55 00		1,981 66		101 30	
MORRIS.								
Union Hill	64				261 63		13 37	
Washington Valley ..	65				261 63		13 37	
Morris Plains	69			\$20 00	757 98		38 75	
Morristown	67		1,365 02		10,068 34		514 69	
Mountain	68	57 18			356 76		18 24	
		57 18	1,365 02	20 00	11,706 34		598 42	

County of MORRIS, State of New Jersey, for the
June 30th, 1894.

Amount of district tax voted for pay- ment of teachers' salaries.	Amount of district tax voted for build- ing, purchasing, hiring, repairing or furnishing school-houses.	Amount of district tax for payment of debt and interest.	Amount of district tax voted for text- books and apparatus.	Total amount of district tax ordered to be raised.	Amount received from temporary loans.	Amount received from sale of bonds.	Amount voted for manual training.	Amount received from other sources.	Total amount available for school year ending June 30th, 1894.
									\$375 00
									375 00
									375 00
		\$100 00		\$100 00					475 00
									375 00
									385 13
		100 00		100 00					2,360 13
									275 00
\$200 00	\$100 00			300 00					375 00
									1,021 57
									375 00
									375 00
									375 00
									384 64
	25 00			25 00					375 00
200 00	125 00			375 00					418 56
									3,974 77
85 00	100 00			185 00					460 00
									375 00
60 00	40 00			100 00					275 00
100 00	250 00			350 00					475 00
									1,180 32
									275 00
									275 00
									375 00
245 00	390 00			635 00					382 11
									3,690 32
									393 48
									430 00
									519 88
									275 00
									375 00
									382 11
									2,375 47
									275 00
									275 00
4,417 00	2,750 00	2,120 00	5,713 00	15,000 00					816 73
									26,948 05
									432 18
4,417 00	2,750 00	2,120 00	5,713 00	15,000 00					28,746 96

*Apportionment of School Moneys, by Districts, for the
School Year Ending*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Balance State, county and township moneys July 1st, 1893.	Balance district tax July 1st, 1893.	Balance received from other sources July 1st, 1893.	Amount apportioned from State ap- propriation, including State school tax and \$100,000.	Amount apportioned from township tax.	Amount apportioned from surplus revenue.	Amount apportioned from balances.
Morris—Con.								
PASSAIC.								
New Vernon	69		\$78 65	\$32 35	\$356 76		\$18 24	
Logansville	70		51 49		261 63		13 37	
Pleasant Plains	73				356 76		18 24	
Millington.....	74			7 32	356 76		18 24	
Long Hill	75		118 49		356 76		18 24	
Stirling.....	108		118 73		438 35		22 41	
			367 36	39 67	2,127 02		108 74	
CHATHAM.								
Green Village.....	72		03		356 76		18 24	
Solon.....	77				261 63		13 37	
Mt. Vernon	78		251 36		356 76		18 24	
Chatham.....	79		28		1,173 50		59 99	
Madison	81		93 93		2,995 39		153 12	
Afton.....	83				356 76		18 24	
			345 60		5,500 80		251 20	
HANOVER.								
Mourne	84				365 29		18 67	
Littleton.....	85	\$9 18			356 76		18 24	
Malapardis.....	86	4 81			261 63		13 37	
Whippany.....	87			12 22	538 81		27 54	
Hanover.....	88	2 93			356 76		18 24	
Hanover Neck.....	89				356 76		18 24	
Troy.....	90		55 96		356 76		18 24	
Parsippany.....	91		59 18		356 76		18 24	
North Parsippany.....	92	95 30	63 57		261 63		13 37	
Old Boonton.....	93	32 91			261 63		13 37	
Mt. Tabor.....	110				369 85		18 91	
		145 13	178 71	12 22	3,842 64		196 43	
BOONTON.								
Powerville.....	94		109 07		456 62		23 34	
Boonton.....	95	463 15	2,812 80		3,821 86		195 37	
		463 15	2,921 87		4,278 48		218 71	
MONTVILLE.								
Hook Mountain.....	97	7 02	95 92		356 76		18 24	
Lower Montville.....	98		60 43		356 76		18 24	
Montville.....	99	134 95	227 90		579 90		29 64	
Waughaw.....	100		4 96		356 76		18 24	
Taylorstown.....	101	215 43			356 76		18 24	
		357 45	389 21		2,006 94		102 60	

County of MORRIS, State of New Jersey, for the
June 30th, 1894.

Amount of district tax voted for pay- ment of teachers' salaries.	Amount of district tax voted for build- ing, purchasing, hiring, repairing or furnishing school-houses.	Amount of district tax for payment of debt and interest.	Amount of district tax voted for text- books and apparatus.	Total amount of district tax ordered to be raised.	Amount received from temporary loans.	Amount received from sale of bonds.	Amount voted for manual training.	Amount received from other sources.	Total amount available for school year ending June 30th, 1894.
\$75 00	\$75 00			\$150 00					\$636 00
									326 49
									375 00
50 00	250 00			300 00					682 32
									493 49
									579 49
125 00	325 00			450 00					3,092 79
300 00				300 00					675 03
25 00				25 00					300 00
250 00				250 00					876 36
1,100 00	400 00			1,500 00					2,733 77
2,500 00	2,000 00			4,500 00					7,742 44
124 00	176 00			300 00					675 00
4,299 00	2,576 00			6,875 00					13,002 60
									383 96
									384 18
									279 81
	150 00			150 00					728 57
									377 93
									375 00
100 00	385 00			485 00					915 96
100 00				100 00					534 18
									433 87
									307 91
									388 76
200 00	535 00			735 00					5,110 13
	50 00			50 00					639 03
									7,293 18
	50 00			50 00					7,932 21
	150 00			150 00					627 94
	150 00			150 00					585 43
	200 00			200 00					1,172 39
75 00	50 00			125 00					504 96
									\$25 00
									615 48
75 00	550 00			625 00				25 00	3,506 20

*Apportionment of School Moneys, by Districts, for the
School Year Ending*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Balance State, county and township moneys July 1st, 1893.	Balance district tax July 1st, 1893.	Balance received from other sources July 1st, 1893.	Amount apportioned from State ap- propriation, including State school tax and \$100,000.	Amount apportioned from township tax.	Amount apportioned from surplus revenue.	Amount apportioned from balances.
Morris—Con.								
PEQUANNOCK.								
Stony Brook.....	102	\$19 39			\$356 76		\$18 24	
Jacksonville.....	103	33 06			356 76		18 24	
Beavertown.....	104		\$57 21		383 55		19 61	
Pompton Plains.....	105		46 87		456 62		23 34	
Pompton.....	106	47			356 76		18 24	
Bloomington.....	107	65			356 76		18 24	
Butler.....	111		75 93		1,232 88		63 11	
		53 57	180 01		3,500 09		179 02	
Summary.								
Randolph.....		299 36	4,852 70	\$142 45	11,528 09		589 32	
Rockaway.....		89 29	989 30	250 00	8,035 74		410 80	
Jefferson.....		255 21	96 40	28 98	2,648 32		135 38	
Roxbury.....		105 19	1,316 25		4,765 19		243 45	
Mt. Olive.....			10 13		2,140 56		109 44	
Washington.....		68	78 43		3,397 00		173 66	
Chester.....					2,906 75		148 57	
Mendham.....		237 51	55 00		1,981 66		101 30	
Morris.....		57 18	1,365 02	20 00	11,706 34		598 42	
Passaic.....			367 36	39 67	2,127 02		108 74	
Chatham.....			345 60		5,500 80		281 20	
Hanover.....		145 13	178 71	12 22	3,842 64		196 43	
Boonton.....		463 15	2,921 87		4,278 48		218 71	
Montville.....		357 45	389 21		2,006 94		102 60	
Pequanock.....		53 57	180 01		3,500 09		179 02	
		2,063 72	13,146 09	493 32	70,365 62		3,597 04	

County of MORRIS, State of New Jersey, for the
June 30th, 1894.

Amount of district tax voted for pay- ment of teachers' salaries.	Amount of district tax voted for build- ing, purchasing, hiring, repairing or furnishing school-houses.	Amount of district tax for payment of debt and interest.	Amount of district tax voted for text- books and apparatus.	Total amount of district tax ordered to be raised.	Amount received from temporary loans.	Amount received from sale of bonds.	Amount voted for manual training.	Amount received from other sources.	Total amount available for school year ending June 30th, 1894.
									\$394 39
									408 06
\$100 00				\$100 00					560 37
	\$100 00			100 00					526 53
	30 00			30 00					475 47
100 00	366 00	\$575 00		1,141 00					405 65
									2,512 92
200 00	496 00	675 00		1,371 00					5,283 69
5,700 00	886 00	2,810 00	\$2,700 00	12,096 00					29,507 92
2,700 00	700 00		1,050 00	4,450 00					14,225 13
100 00	250 00	85 00		435 00					3,599 29
1,500 00	200 00	770 00		2,470 00					8,900 18
		100 00		100 00					2,360 13
200 00	125 00			325 00					3,974 77
245 00	390 00			635 00					3,690 32
									2,375 47
4,417 00	2,750 00	2,120 00	5,713 00	15,000 00					28,746 96
125 00	325 00			450 00					3,092 79
4,299 00	2,576 00			6,875 00					13,002 60
200 00	535 00			735 00					5,110 13
	50 00			50 00					7,932 21
75 00	550 00			625 00				\$25 00	3,506 20
200 00	496 00	675 00		1,371 00					5,283 69
19,761 00	9,833 00	6,560 00	9,463 00	45,617 00				25 00	135,307 79

Report of Attendance, by Districts, for the County of MORRIS,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of months the schools were kept open.	Number of boys between 5 and 20 years of age enrolled in the schools during the year.	Number of girls between 5 and 20 years of age enrolled in the schools during the year.	Total number of children between 5 and 20 years of age enrolled in the schools during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.
MORRIS.							
RANDOLPH.							
Dover.....	1	10	518	509	1,027	18	820
Mine Hill.....	2	10.25	44	45	89	.....	80
Ferro Monte.....	3	9.7	23	30	53	.....	194
Wolfe.....	4	9.5	16	16	32	.....	96
Mt. Freedom.....	5	9	32	19	51	.....	268
Millbrook.....	6	10	32	23	55	.....	523
Center Grove.....	7	10	23	17	40	.....	488
Shongum.....	8	8	10	13	23	.....	320
Port Oram.....	9	10	178	123	301	2	501
Ironia.....	71	9	21	20	41	.....	111
		9.545	897	815	1,712	20	3,351
ROCKAWAY.							
Union.....	10	9.75	27	23	50	.....	71
Denville.....	11	10	38	32	70	.....	199
Rockaway.....	13	10	138	100	238	4	317
Mt. Pleasant.....	14	11	109	96	205	1	293
Mt. Hope.....	15	10	56	42	98	4	.....
Lower Hibernia.....	16	10	116	77	193	15	1,548
Beach Glen.....	17	9	23	9	32	.....	351
Rockaway Valley.....	18	10	15	8	23	.....	95
Lyonsville.....	19	9	12	23	35	.....	94
Hibernia.....	20	10.5	85	63	148	.....	.....
Greenville.....	21	9.5	27	39	66	.....	26
		9.89	646	572	1,218	24	3,005
JEFFERSON.							
Union Valley.....	22	8.5	14	11	25	.....	119
Milton.....	24	9	27	26	53	.....	73
Weldon.....	25	10	38	31	69	.....	13
Longwood.....	26	9.4	5	2	7	.....	46
Hurdtown.....	27	9.75	56	46	102	.....	743
Berkshire.....	28	9.35	15	18	33	.....	109
Hopatcong.....	29	10	42	45	87	1	147
		9.43	197	179	376	1	1,250
ROXBURY.							
Spencers.....	30	10	14	11	25	.....	68
Kenvil.....	31	10	66	59	125	.....	505
Succasunna.....	32	10	42	38	80	.....	84
Ledgewood.....	33	10	42	38	80	.....	27
Port Morris.....	33½	10	69	72	141	1	346
Hilts.....	34	9	7	8	15	.....	6
Alpaugh.....	35	9.5	16	19	35	.....	267
Netcong.....	37	10	147	134	281	.....	767
		9.81	403	379	782	1	2,070

State of New Jersey, for the School Year Ending June 30th, 1893.

Average number of cases of tardiness per day for each teacher.	Average number on roll.	Average daily attendance.	Percentage of daily attendance on total enrollment.	Number of pupils enrolled in primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of classes in school.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
.25	759	700	92.4	685	307	35	120	2	16	\$102 50	\$47 33
.15	52	46.2	52	53	34	12	23	1	1	80 00	45 00
1	30	23	43	36	17	.....	15	.....	1	.....	55 00
.5	17.9	56	22	10	.....	.....	6	1	.....	35 00	.....
1.5	25	49	35	16	.....	.....	18	1	.....	35 00	.....
2.6	28.6	23.6	43	44	11	.....	7	1	.....	45 00	.....
1.8	14	35	19	21	.....	.....	4	1	.....	35 00	.....
1.2	8	35	13	10	.....	.....	7	.....	1	.....	30 00
.62	208.4	182.6	60	222	69	10	63	1	3	90 00	45 00
.61	23.4	21.9	53	25	16	.....	26	.....	1	.....	35 00
.59	1,182.6	1,062.2	74.2	1,154	511	47	*9.6	8	23	65 63	45 97
.36	27.8	22	44	35	13	2	22	.....	1	.....	37 00
1	40	34	48	36	24	16	18	.....	1	.....	45 00
.31	211.25	186	63	145	116	37	56	1	1	90 00	42 00
.44	116.3	92.3	45	133	52	.....	32	1	2	75 00	50 00
.027	60.76	56.16	57	70	28	.....	35	1	1	75 00	60 00
2.58	101.7	86	45	138	55	.....	53	1	2	90 00	40 00
1.9	16.8	14	44	25	7	.....	14	.....	1	.....	35 00
.47	13.36	11	48	21	2	.....	21	.....	1	.....	30 00
.52	23.6	19.5	56	21	14	.....	27	.....	1	30 00	.....
.....	93.3	81	55	96	52	.....	22	1	1	90 00	45 00
.14	33.2	27.6	42	50	16	.....	16	.....	1	.....	42 10
.71	738.07	629.56	52	790	379	49	*15	6	16	75 00	42 75
.7	12.7	10.4	41	18	7	.....	23	.....	1	.....	30 00
.4	29.4	23.9	45	25	26	2	17	1	.....	40 00	.....
.06	32.3	24.8	36	26	43	.....	13	.....	1	.....	40 00
.24	3.9	3.6	51	4	2	1	10	.....	1	.....	25 00
3.5	63.8	54.2	53	48	52	2	20	1	.....	60 00	.....
.58	15.5	11.6	35	18	15	.....	5	.....	1	.....	35 00
.7	43.75	38	44	66	21	.....	19	.....	1	.....	50 00
.92	201.35	166.5	44	205	166	5	*15	2	5	50 00	36 00
.34	14.2	12	48	19	6	.....	16	.....	1	.....	30 00
1.25	85.5	74	51.2	73	50	2	42	.....	2	.....	40 00
.42	46.1	40	50	36	44	.....	27	1	.....	50 00	.....
.06	68.8	58	70.2	40	40	.....	15	.....	2	.....	32 50
.40	104.4	92	65	96	45	.....	32	1	1	63 00	35 00
.03	4	3.2	21	7	8	.....	12	1	.....	35 00	.....
1.4	18.8	15	43	12	23	.....	25	.....	1	.....	35 80
9	183.5	158	56	151	130	.....	54	1	3	85 00	34 33
.69	325.3	452.2	54.2	434	346	2	*16	4	10	58 25	34 88

*Average for township per teacher.

Report of Attendance, by Districts, for the County of MORRIS,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of months the schools were kept open.	Number of boys between 5 and 20 years of age enrolled in the schools during the year.	Number of girls between 5 and 20 years of age enrolled in the schools during the year.	Total number of children between 5 and 20 years of age enrolled in the schools during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.
Morris—Con.							
MT. OLIVE.							
Budd's Lake	12	9.75	24	20	44	.....	472
Flanders	36	10	27	25	52	.....	99
Cross Roads	38	9	29	22	51	.....	134
Mt. Olive	39	9.65	20	29	49	.....	300
Bartleyville	40	9	26	33	59	.....	35
Draketown	41	9.65	17	17	34	.....	130
		9.51	143	146	289	.....	1,170
WASHINGTON.							
Flock	42	9.05	22	13	35	.....	269
Naurightville	43	9	28	22	50	.....	489
German Valley	44	10	74	52	126	.....	295
Schooley's Mount.....	45	8.7	28	25	53	.....	200
Stephensburg	46	9	24	14	38	.....	180
Pleasant Grove.....	47	9	23	20	43	.....	851
Middle Valley.....	48	9	43	30	73	.....	28
Philhower	49	9.5	26	27	53	.....	76
Parker	50	9	34	22	56	.....
		9.14	302	225	527	4	2,388
CHESTER.							
Hacklebarney.....	51	10	18	13	31	.....	192
Peapack Valley.....	52	9	24	23	47	.....	322
Masonic.....	53	9	9	5	14	.....	203
Milltown.....	54	9	26	25	51	.....	126
Chester.....	55	10	58	63	121	1	185
Woodhull.....	56	9	16	16	32	.....	145
Forest Hill.....	57	10	17	18	35	.....	218
Chester Cross Roads.....	96	9	20	13	33	.....	180
		9.37	188	176	364	1	1,571
MENDHAM.							
Ralstonville.....	58	9	18	12	30	.....	123
Union	59	9.3	22	26	48	.....	388
Mendham.....	60	9	45	32	77	.....	511
Mountain.....	61	9.75	5	10	15	.....	14
Brookside.....	62	9	29	22	51	.....	210
Washington Corner.....	63	4.95	10	7	17	.....	33
		8.5	129	109	238	.....	1,279
MORRIS.							
Union Hill.....	64	7	12	9	21	.....	70
Washington Valley.....	65	10	16	19	35	.....	180
Morris Plains.....	66	10	53	67	120	.....	311
Morristown.....	67	10	546	543	1,089	33	499
Mountain.....	68	9.65	22	25	47	.....	153
		9.33	649	663	1,312	33	1,213

State of New Jersey, for the School Year Ending June 30th, 1893.

Average number of cases of tardiness per day for each teacher.	Average number on roll.	Average daily attendance.	Percentage of daily attendance on total enrollment.	Number of pupils enrolled in primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of classes in school.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
2.4	21.7	16	37	29	15	24	1	1		\$34 00	
.5	29	24	46	25	23	4	25	1	1		\$35 00
.7	27.6	23	45	28	20	3	16	1		39 00	
1.5	23.6	19	39	37	12		20	1		35 00	
.19	29.4	25	43	17	35	7	24		1		39 00
.7	21.5	19	56	22	12		21		1		34 47
.99	152.8	126	44.3	158	117	14	*21	3	3	36 00	36 16
1.5	19.3	16	46	15	20		26		1		36 74
	30.8	29	58	34	16		15	1		40 00	
1.2	97.8	85	66	82	33	11	44	1	1	55 00	37 50
1.7	33.6	26	49	36	17		26		1		36 10
1.1	20	16	42	20	18		24	1		38 00	
1	23.2	18	42	24	19		22	1		36 79	
4.7	41	33	45	40	33		18	1		39 00	
.14	18	13	24	47	6		6	1		33 33	
.42	24.6	22	39	35	21		6	1		45 50	
1.17	308.3	258	41.1	333	183	11	*18.7	7	3	41 09	36 82
1	17.1	15	49	23	8		18		1		32 50
1.7	27.2	23	49	23	19		28		1		35 55
1.1	10.2	8	57.1	11	3		16		1		27 22
.7	30	26	51	30	21		20		1		40 00
.46	94.7	87	72	65	47	9	34	1	1	60 00	30 00
.8	21.4	14	43.7	22	10		23		1		33 00
1.1	21.1	19	54.3	28	7		20		1		30 00
1	19.5	15	45.4	20	13		6		1		38 00
.85	241.2	207	46.83	227	128	9	*18.3	1	8	60 00	33 28
.68	15.8	11	36.6	20	10		20		1		30 00
2	26.4	22	45.8	40	8		26		1		36 00
.07	48.4	40	52	50	26	1	24		1		40 00
1.1	10	8	53.3	4	10	1	12		1		28 50
.33	36	31	60.8	25	26		22		1		37 77
	9.5	8	47	12	5		9		1		30 00
1.16	146.1	120	49.25	151	85	2	*18.8		6		33 71
.5	12	10	47.6	16	5		12		1		30 00
.9	15.9	13	37.1	22	13		18		1		30 00
.7	71.3	60	50	70	50		29		2		40 00
.10	854	783	71.9	611	410	68	26	2	22	132 50	54 77
.8	26.7	22	46.8	38	8	1	22		1		34 54
.6	979.9	888	50.68	757	486	69	*22	2	27	132 50	51 09

*Average for township per teacher.

Report of Attendance, by Districts, for the County of MORRIS,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of months the schools were kept open.	Number of boys between 5 and 20 years of age enrolled in the schools during the year.	Number of girls between 5 and 20 years of age enrolled in the schools during the year.	Total number of children between 5 and 20 years of age enrolled in the schools during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.
Morris—Con.							
PASSAIC.							
New Vernon.....	69	9	29	22	51	1	234
Logansville.....	70	10	14	10	24		160
Pleasant Plains.....	73	9.2	13	15	28		96
Millington.....	74	9.25	14	23	37		153
Long Hill.....	75	10	22	18	40		29
Stirling.....	108	10	30	38	68		100
		9.57	122	126	248	1	772
CHATHAM.							
Green Village.....	72	9.65	27	23	50		245
Solon.....	77	9	11	10	21		270
Mt. Vernon.....	78	10	12	15	27		90
Chatham.....	79	10	97	89	186		346
Madison.....	81	10	126	143	269	1	1,011
Afton.....	83	9	22	17	39	1	219
		9.61	295	297	592	2	2,181
HANOVER.							
Monroe.....	84	8.25	24	26	50		164
Littleton.....	85	10	17	19	36		90
Malapardis.....	86	9	14	13	27		90
Whippany.....	87	10	33	44	77		865
Hanover.....	88	10	16	18	34		220
Hanover Neck.....	89	9	13	13	26		112
Troy.....	90	10	23	17	40	1	132
Parsippany.....	91	10	26	20	46	1	34
North Parsippany.....	92	7.9	8	9	17		75
Old Boonton.....	93	9.5	10	14	24		69
Mt. Tabor.....	110	9	19	23	42		14
		9.33	203	216	419	2	1,865
BOONTON.							
Powerville.....	94	10	34	26	60		414
Boonton.....	95	10	225	252	477	4	896
		10	259	278	537	4	1,310
MONTVILLE.							
Hook Mountain.....	97	10	29	27	56		1,005
Lower Montville.....	98	9	23	19	48	3	48
Montville.....	99	9.2	46	45	91		539
Waubaw.....	190	9	24	16	40		75
Taylorstown.....	101	9	14	15	29		91
		9.24	142	122	264	3	1,758

State of New Jersey, for the School Year Ending June 30th, 1893.

Average number of cases of latidness per day for each teacher.	Average number on roll.	Average daily attendance.	Percentage of daily attendance on total enrollment.	Number of pupils enrolled in primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of classes in school.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
1.3	30.7	24	47	30	20	1	12	.....	1	.....	\$47 22
.8	14.2	12	50	14	10	.....	24	.....	1	.....	28 00
.5	13.1	10	35.7	17	11	.....	8	.....	1	.....	35 32
.8	24.1	20	54	22	15	.....	5	.....	1	.....	43 24
.14	24.3	19	47.5	18	22	.....	5	.....	1	.....	.....
.5	42.26	39	57.3	48	20	.....	17	.....	1	.....	\$40 00
										65 00	.....
.67	148.66	124	48.58	149	98	1	*11.8	2	4	52 50	38 44
1.3	26.4	22	44	16	34	.....	5	.....	1	.....	38 86
.5	11	9	42.8	14	7	.....	8	.....	1	.....	30 00
.45	18.5	15	55.5	17	10	.....	20	.....	1	.....	50 00
.43	137.7	126	67.7	90	85	11	13	1	3	120 00	35 00
.72	195.83	176	65.5	159	90	20	54	1	6	150 00	59 16
1.2	32.5	28	72	18	17	4	22	.....	1	.....	40 00
.74	421.93	376	62.9	314	243	35	*8.1	3	12	106 66	47 40
1	30.7	26	52	20	30	.....	15	.....	1	.....	40 16
.45	19.4	16	44.4	14	22	.....	22	.....	1	.....	35 00
.5	14.6	12	44.4	16	11	.....	14	.....	1	.....	36 23
4.3	51.4	43	56	46	31	.....	20	.....	1	.....	.....
1.1	20.2	16	47.7	20	14	.....	18	.....	1	.....	58 00
.62	21	18	69	14	9	3	21	.....	1	.....	32 40
.66	23.4	20	50	22	18	.....	17	.....	1	.....	30 00
.17	37	33	71.8	21	25	.....	14	.....	1	.....	45 00
.47	11	9	52.9	9	7	1	5	.....	1	.....	40 00
.36	15.5	12	50	16	8	.....	24	.....	1	.....	34 81
.07	24.5	22	52.4	38	4	.....	18	.....	1	.....	30 00
										4	40 00
.88	268.7	227	53.7	236	179	4	*17	1	10	58 00	36 86
2.07	32.9	27	45	36	24	.....	8	.....	1	.....	37 50
.40	376.2	329.3	69	230	205	42	39	.....	1	10	120 00
.....											42 30
.54	409.1	356.3	67	266	229	42	*3.9	1	11	120 00	41 86
5	35.6	28	50	31	25	.....	20	.....	1	.....	35 00
.26	25.7	21	44	42	6	.....	18	.....	1	.....	40 00
2.9	56.7	48	52.7	60	31	.....	16	.....	1	.....	52 30
.41	26.1	24	60	7	33	.....	11	.....	1	.....	50 00
.5	14	12	41.3	20	9	.....	16	.....	1	.....	35 00
1.81	158.1	133	49.6	160	104	.....	*16	3	2	46 77	37 50

*Average for township per teacher.

Report of Attendance, by Districts, for the County of MORRIS,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of months the schools were kept open.	Number of boys between 5 and 20 years of age enrolled in the schools during the year.	Number of girls between 5 and 20 years of age enrolled in the schools during the year.	Total number of children between 5 and 20 years of age enrolled in the schools during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.
Morris—Con.							
PEQUANNOCK.							
Stony Brook.....	102	9.25	19	12	31	.....	10
Jacksonville.....	103	9.2	24	19	43	.....	465
Beavertown.....	104	10	34	30	64	.....	98
Pompton Plains.....	105	10	43	30	73	.....	40
Pompton.....	106	9.5	18	30	48	.....	156
Bloomington.....	107	9.1	27	23	50	.....	67
Butler.....	111	10	99	89	188	.....	274
		9.58	264	233	497	.....	1,110
Summary.							
Randolph.....		*9.545	897	815	1,712	20	3,381
Rockaway.....		9.89	646	572	1,218	24	3,005
Jefferson.....		9.43	197	179	376	1	1,250
Roxbury.....		9.81	403	379	782	1	2,070
Mt. Olive.....		9.51	143	146	289	.....	1,170
Washington.....		9.14	302	225	527	4	2,388
Chester.....		9.37	188	176	364	1	1,571
Mendham.....		8.5	129	109	238	.....	1,279
Morris.....		9.33	649	663	1,312	33	1,213
Passaic.....		9.57	122	126	248	1	772
Chatham.....		9.61	295	297	592	2	2,181
Hanover.....		9.33	203	216	419	2	1,865
Boonton.....		10	259	278	537	4	1,310
Montville.....		9.24	142	122	264	3	1,758
Pequannock.....		9.58	264	233	497	.....	1,110
		9.457	4,839	4,536	9,375	96	26,323

* Average for township.

State of New Jersey, for the School Year Ending June 30th, 1893.

Average number of cases of tardiness per day for each teacher.	Average number on roll.	Average daily attendance.	Percentage of daily attendance on total enrollment.	Number of pupils enrolled in primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of classes in school.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
.05	17.4	15	48.4	22	9	18		1		\$35 02	
2.5	20.5	16	73.2	37	6	25		1			\$38 04
.5	35.2	30	47	40	24	23		1			45 00
.2	47.3	40	54.8	41	32	20		1		55 00	
.82	26.2	23	48	33	15	26		1			36 84
.37	27.1	24	48	45	4	7	1		1		33 00
.45	129.4	110	58.5	142	46	18		1	2	67 50	35 00
.64	303.1	258	54.99	360	136	1	*15	3	6	52 51	37 13
.59	1,182.6	1,062.2	74.2	1,154	511	47	*9.6	8	23	65 63	45 97
.71	738.07	629.56	52	790	379	49	15	6	16	75 00	42 75
.92	201.35	166.5	44	205	166	5	15	2	5	50 00	36 00
.69	525.3	452.2	54.2	434	346	12	16	4	10	58 25	34 88
.99	153.8	126	44.3	158	117	14	21	3	3	36 00	36 16
1.17	308.3	258	41.1	333	183	11	18.7	7	3	41 09	36 82
.85	241.2	207	46.83	227	128	9	18.3	1	8	60 00	33 28
1.16	146.1	120	49.25	151	85	2	18.8	6			33 71
.6	979.9	888	50.68	757	486	69	22	2	27	132 50	51 09
.67	148.66	124	48.58	149	98	1	11.8	2	4	52 50	38 44
.74	421.93	376	62.9	314	243	35	8.1	3	12	106 66	47 40
.88	268.7	227	53.7	236	179	4	17	1	10	58 00	36 36
.54	409.1	356.3	67	266	229	42	3.9	1	11	120 00	41 86
1.81	188.1	133	49.6	160	104	1	16	3	2	46 77	37 50
.64	303.1	258	54.99	360	136	1	15	3	6	52 51	37 13
.758	6,156.21	5,883.76	55.97	5,694	3,390	291	14.7	46	146	63 73	42 34

*Average for township.

Financial Report, by Districts, for the County of OCEAN,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Amount due the district July 1st, 1892, from State, county and township funds.	Amount due the district July 1st, 1892, from district tax.	Amount due the district July 1st, 1892, from other sources.	Total amount due the district July 1st, 1892.	Amount expended for teachers' sal- aries.	Amount expended for fuel and janit- ors' salaries.	Amount expended for building and repairing, excluding debt and interest.
OCEAN.								
PLUMSTEAD.								
New Egypt.....	1	\$917 53	\$200 00		\$1,117 53	\$855 00	\$53 60	\$130 15
Archertown.....	2	395 28			395 28	339 93	27 79	
Collier's Mills.....	3	386 14			386 14	340 00	25 00	
Brindletown.....	53	275 00	47 40		322 40	237 75	20 10	
		1,973 95	247 40		2,221 35	1,772 68	126 49	130 15
JACKSON.								
Midwood.....	4	275 00	48 42		323 42	226 67	16 49	70 00
Prosper town.....	5	375 00			375 00	333 77	24 67	
Cassville.....	6	375 00			375 00	330 00	16 90	
Leesville.....	7	375 00			375 00	334 15	19 37	
Holmansville.....	8	275 00			275 00	265 30	8 00	
New Prospect.....	9	375 00			375 00	340 00	27 67	
Jackson's Mills.....	10	375 00			375 00	330 00	16 41	
Whitesville.....	11	375 00			375 00	330 00	13 18	
Pleasant Grove.....	12	275 00			275 00	265 00	4 38	
Cranberry.....	13	275 00			275 00	250 00	8 05	
		3,350 00	48 42		3,398 42	3,004 89	155 12	70 00
LAKESWOOD.								
Lakewood.....	14	1,382 01	17,075 21	\$74 89	18,532 11	1,973 73	350 44	12,848 98
Runyons.....	46	316 00		137 53	453 53	315 00	15 00	50 22
Seven Stars.....	47	424 00		415 50	839 50	324 00	25 50	45 00
		2,122 01	17,075 21	627 92	19,825 14	2,612 73	390 94	12,944 20
BRICK.								
Herbertsville.....	15	430 50	10 23		440 73	390 00	13 00	
Point Pleasant.....	16	599 08	250 00	15 00	864 08	720 00	61 50	
Point Pleasant Bay.	17	462 42	238 07		700 49	459 99	18 75	
Burrsville.....	18	577 90			577 90	315 00	21 53	
Metedeoconk.....	19	435 85			435 85	375 00	20 70	
Osborns.....	20	472 61			472 61	390 00	39 70	
Cedar Bridge.....	21	545 03			545 03	450 00	16 50	
Pt. Pleasant Beach..	49	462 42	1,916 56	140 00	2,518 98	1,070 17	154 42	24 69
Bay Head.....	51	435 11	147 61		582 72	366 00	26 17	25 00
		4,420 92	2,562 47	155 00	7,138 39	4,536 16	372 27	49 69
MANCHESTER.								
Horicon.....	22	292 17	60 00		352 17	300 00	10 53	
Manchester.....	23	946 04	1,256 29		2,202 33	1,237 50	200 13	10 25
Ridgeway.....	24	259 18	76 16		335 34	252 00	18 00	
Whitings.....	25	275 00	106 57		381 57	270 00	16 50	16 01
Red Oak Grove.....	36	450 00	31 00		481 00	279 00		
		2,232 39	1,530 02		3,762 41	2,338 50	245 16	26 26

State of New Jersey, for the School Year Ending June 30th, 1893.

Amount expended for debt and interest.	Amount expended for taking school census.	Amount expended for manual training.	Amount expended for text-books and apparatus.	Amount expended for incidentals.	Total amount expended.	Balance of State, county and township funds June 30th, 1893.	Balance of district tax June 30th, 1893.	Balance of moneys from other sources June 30th, 1893.	Total balance June 30th, 1893.
	\$9 30			\$19 90	\$1,067 95		\$49 58		\$49 58
	3 45			25 16	392 88	\$2 40			2 40
	2 00			15 00	383 45	2 69			2 69
				15 15	275 00		47 40		47 40
	14 75			75 21	2,119 28	5 09	96 98		102 07
	1 30				314 46		8 96		8 96
				16 56	375 00				
				6 09	352 99	22 01			22 01
				21 48	375 00				
	1 70				275 00				
				7 33	375 00				
	3 65			23 21	373 27	1 73			1 73
				21 75	364 93	10 07			10 07
					269 38	5 62			5 62
				6 95	265 00	10 00			10 00
	6 65			103 37	3,340 03	49 43	8 96		58 39
\$2,319 50	13 95	\$138 01	237 19	20 13	17,881 80		650 31		650 31
			20 00	20 00	400 35			\$53 18	53 18
					414 50	9 50		415 50	425 00
2,319 50	13 95	138 01	277 32		18,696 65	9 50	650 31	468 68	1,125 49
			37 73		440 73				20
			82 38		863 88		20		20
	5 45		43 42		527 61		172 88		172 88
	2 00		56 57		395 10	182 80			182 80
	3 15				398 85	37 00			37 00
	2 35		12 06		444 11	28 50			28 50
					466 50	78 53			78 53
500 00	6 50		40 00	36 18	1,831 96		687 02		687 02
100 00	2 90			19 95	540 02		42 70		42 70
600 00	22 35		40 00	288 29	5,908 76	326 83	902 80		1,229 63
				15 99	326 52		25 65		25 65
500 00	12 20			77 19	2,037 27		165 06		165 06
58 51	1 10			15 16	344 77		20 57		20 57
			6 33	15 15	323 99		57 58		57 58
	60			39 84	319 44	110 56	31 00		141 56
558 51	13 90	6 33	163 33		3,351 99	110 56	299 86		410 42

Financial Report, by Districts, for the County of OCEAN,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Amount due the district July 1st, 1892, from State, county and township funds.	Amount due the district July 1st, 1892, from district tax.	Amount due the district July 1st, 1892, from other sources.	Total amount due the district July 1st, 1892.	Amount expended for teachers' sal- aries.	Amount expended for fuel and jan- itors' salaries.	Amount expended for building and repairing, excluding debt and interest.
Ocean—Con.								
DOVER.								
Silverton.....	26	\$375 95	\$285 49	.....	\$671 44	\$334 00	\$23 17	\$175 49
Cedar Grove.....	27	354 65	.....	.....	384 65	330 00	27 85	.....
Cold Spring.....	28	375 00	.....	.....	375 00	335 00	17 50	.....
White Oak Bottom.	29	375 00	.....	.....	275 00	250 00	14 00	.....
Gowdys.....	30	380 50	.....	.....	380 50	325 00	19 83	.....
Toms River.....	31	1,650 23	1,400 00	\$120 00	3,170 23	2,093 89	258 91	.....
Union.....	32	424 24	175 91	.....	600 15	450 00	26 05	.....
Island Heights.....	52	380 06	456 38	100 00	936 44	340 00	43 91	200 03
		4,245 66	2,327 78	220 00	6,793 44	4,457 89	431 30	375 52
BERKELEY.								
Dover Chapel.....	33	620 01	.....	.....	620 01	375 00	21 25	.....
Bayville.....	34	485 74	\$150 00	.....	635 74	400 00	25 70	\$24 03
		1,105 75	150 00	.....	1,255 75	775 00	46 95	24 03
LACEY.								
Bamber.....	35	364 91	.....	.....	364 91	320 00	20 00	.....
Cedar Creek.....	37	686 16	.....	.....	686 16	380 00	26 00	.....
Forked River.....	38	749 41	.....	.....	749 41	660 63	33 05	.....
		1,800 48	.....	.....	1,800 48	1,340 63	79 05	.....
OCEAN.								
Waretown.....	39	483 63	235 00	.....	718 63	581 68	37 20	60 00
Millville.....	40	275 00	.....	.....	275 00	245 00	10 25	.....
		758 63	235 00	.....	993 63	826 68	47 45	60 00
UNION.								
Cedar Grove.....	41	275 00	.....	.....	275 00	250 00	8 90	.....
Barnegat.....	42	1,272 70	229 99	.....	1,502 69	1,124 00	130 00	75 74
		1,547 70	229 99	.....	1,777 69	1,374 00	138 90	75 74
STAFFORD.								
Manahawkin.....	43	861 19	.....	.....	861 19	762 50	59 50	.....
Cedar Run.....	44	375 00	.....	.....	375 00	356 72	12 00	.....
		1,236 19	.....	.....	1,236 19	1,119 22	71 50	.....
EAGLESWOOD.								
West Creek.....	45	610 64	270 00	.....	880 64	726 25	65 65	23 75
Staffordville.....	48	375 00	30 00	.....	405 00	340 00	18 65	30 00
Beach Haven.....	50	717 56	.....	.....	717 56	405 00	23 38	75 00
		1,703 20	300 00	.....	2,003 20	1,471 25	107 68	128 75

State of New Jersey, for the School Year Ending June 30th, 1893.

Amount expended for debt and interest.	Amount expended for taking school census.	Amount expended for manual training.	Amount expended for text-books and apparatus.	Amount expended for Incidentals.	Total amount expended.	Balance of State, county and township funds June 30th, 1893.	Balance of district tax June 30th, 1893.	Balance of moneys from other sources June 30th, 1893.	Total balance June 30th, 1893.
				\$20 00	\$552 66		\$118 78		\$118 78
				26 58	384 43	\$0 25		25	25
				13 60	366 10	8 90		8 90	8 90
				11 00	275 00				
				20 00	364 88	15 62		15 62	15 62
	\$17 20		\$100 00	412 16	2,882 19		288 04	288 04	288 04
	4 15		15 00	49 57	544 77		55 38	55 38	55 38
\$240 00	2 75			18 31	845 00		91 44	91 44	91 44
240 00	24 10		115 00	571 22	6,215 03	24 77	553 64		578 41
				24 25	420 50	199 51			199 51
	4 55			36 95	491 23		144 51		144 51
	4 55			61 20	911 73	199 51	144 51		344 02
				5 00	345 00	19 91			19 91
				25 15	411 15	275 01			275 01
				27 22	720 93	28 48			28 48
				57 37	1,477 08	323 40			323 40
				38 94	717 82		81		81
				18 52	273 77	1 23			1 23
				57 46	991 59	1 23	81		2 04
				16 10	275 00				
				114 04	1,443 78		58 91		58 91
				130 14	1,718 78		58 91		58 91
				39 19	861 19				
				6 28	375 00				
				45 47	1,236 19				
	6 10			30 40	852 15		25 49		28 49
	1 35			15 00	405 00				
				95 00	588 38	119 18			119 18
	7 45			140 40	1,855 53	119 18	28 49		147 67

Financial Report, by Districts, for the County of OCEAN,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Amount due the district July 1st, 1892, from State, county and township funds.	Amount due the district July 1st, 1892, from district tax.	Amount due the district July 1st, 1892, from other sources.	Total amount due the district July 1st, 1892.	Amount expended for teachers' sal- aries.	Amount expended for fuel and jan- itors' salaries.	Amount expended for building and repairing, excluding debt and interest.
Ocean—Con.								
LITTLE EGG HARBOR.								
Parkertown.....	54	\$375 00			\$375 00	\$338 95	\$18 75	
Tuckerton.....	55	2,190 82	\$992 15		3,182 97	1,035 00	110 57	513 95
West Tuckerton.....	56	470 00	445 46		915 46	805 00	37 04	
Giffords.....	57	603 11	174 00		777 11	331 37	23 63	
Shore and Islands...	58	294 86			294 86	245 00	18 25	
		3,933 79	1,611 61		5,545 40	2,755 32	208 24	513 95
Summary.								
Plumstead.....		1,973 95	247 40		2,221 35	1,772 68	126 49	130 15
Jackson.....		3,350 00	48 42		3,398 42	3,004 89	155 12	70 00
Lakewood.....		2,122 01	17,075 21	\$627 92	19,825 14	2,612 73	390 94	12,944 20
Brick.....		4,420 92	2,562 47	155 00	7,138 39	4,536 16	372 27	49 69
Manchester.....		2,232 39	1,530 02		3,762 41	2,338 50	245 16	26 26
Dover.....		4,245 66	2,327 78	220 00	6,693 44	4,457 89	431 30	375 52
Berkeley.....		1,105 75	150 00		1,255 75	775 00	46 95	24 03
Lacey.....		1,800 48			1,800 48	1,340 63	79 08	
Ocean.....		758 63	235 00		993 63	826 68	47 45	60 00
Union.....		1,547 70	229 99		1,777 69	1,374 00	138 90	75 74
Stafford.....		1,236 19			1,236 19	1,119 22	71 50	
Eagleswood.....		1,703 20	300 00		2,003 20	1,471 25	107 65	125 75
Little Egg Harbor..		3,933 79	1,611 61		5,545 40	2,755 32	208 24	513 95
		30,430 67	26,317 90	1,002 92	57,751 49	28,384 95	2,421 08	14,398 29

State of New Jersey, for the School Year Ending June 30th, 1893.

Amount expended for debt and interest,	Amount expended for taking school census.	Amount expended for manual training.	Amount expended for text-books and apparatus.	Amount expended for incidentals,	Total amount expended,	Balance of State, county and township funds June 30th, 1893.	Balance of district tax June 30th, 1893.	Balance of moneys from other sources June 30th, 1893.	Total balance June 30th, 1893.
\$504 00	\$9 00			\$17 30	\$375 00				
				88 10	2,260 62		\$922 35		\$922 35
133 00				73 42	915 46				
				19 40	507 40	\$269 71			269 71
				19 67	282 92	11 94			11 94
637 00	9 00			217 89	4,341 40	281 65	922 35		1,204 00
	14 75			75 21	2,119 28	5 09	96 98		102 07
	6 65			103 37	3,340 03	49 43	8 96		55 39
2,319 50	13 95		\$138 01	277 32	18,696 65	9 50	650 31	\$468 68	1,128 49
600 00	22 35		40 00	288 29	5,908 76	326 83	902 80		1,229 63
558 51	13 90		6 33	163 33	3,351 99	110 56	299 86		410 42
240 00	24 10		115 00	571 22	6,215 03	24 77	553 64		578 41
	4 55			61 20	911 73	199 51	144 51		344 02
				37 37	1,477 08	323 40			323 40
				37 46	991 59	1 23			2 04
				130 14	1,718 78		58 91		58 91
				45 47	1,236 19				
	7 45			140 40	1,855 53	119 18	28 49		147 67
637 00	9 00			217 89	4,341 40	281 65	922 35		1,204 00
4,355 01	116 70		299 34	2,188 67	52,164 04	1,451 15	3,667 62	468 68	5,587 45

*Apportionment of School Moneys, by Districts, for the
School Year Ending*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Balance State, county and township moneys July 1st, 1893.	Balance district tax July 1st, 1893.	Balance received from other sources July 1st, 1893.	Amount apportioned from State ap- propriation, including State school tax and \$100,000.	Amount apportioned from township tax.	Amount apportioned from surplus revenue.	Amount apportioned from balances.
OCEAN.								
PLUMSTEAD.								
New Egypt.....	1		\$49 58		\$636 76		\$35 97	
Archertown.....	2	22 40			363 56		11 44	
Collier's Mills.....	3	2 69			362 94		12 06	
Brindletown.....	53				266 68		8 32	
		5 09	49 58		1,629 94		67 79	
JACKSON.								
Midwood.....	4		8 96		268 13		6 87	
Prospectown.....	5				362 10		12 90	
Cassville.....	6	22 01			361 68		13 32	
Leesville.....	7				361 47		13 53	
Holmansville.....	8				267 92		7 09	
New Prospect.....	9				360 85		14 15	
Jackson's Mills.....	10	1 73			359 81		15 19	
Whitesville.....	11	10 07			358 15		16 85	
Pleasant Grove.....	12	5 62			269 79		5 21	
Cranberry.....	13	10 00			267 92		7 08	
		49 43	8 96		3,237 82		112 18	
LAKEWOOD.								
Lakewood.....	14		650 31		1,026 90		58 01	
Runyons.....	46			\$53 18	266 47		8 53	
Seven Stars.....	47	9 50		415 50	364 81		10 19	
		9 50	650 31	468 68	1,658 18		76 73	
BRICK.								
Herbertsville.....	15		50		359 40		15 60	
Point Pleasant.....	16				434 32		24 53	
Point Pleasant Bay.	17		172 88		445 36		25 16	
Burrsville.....	18	202 80			365 43		9 57	
Metedeconk.....	19	37 00			361 69		13 31	
Osborns.....	20	28 50			363 15		11 85	
Cedar Bridge.....	21	78 53			356 29		18 71	
Pt. Pleasant Beach.	49		687 02		412 23		23 29	
Bay Head.....	51		42 70		363 98		11 02	
		346 83	903 10		3,461 85		153 04	
MANCHESTER.								
Horicon.....	22		25 65		274 38		62	
Manchester.....	23		165 06		905 46		51 14	
Ridgeway.....	24		20 57		270 44		4 56	
Whitings.....	25		57 58		267 93		7 07	
Red Oak Grove.....	36	110 56	31 00		270 23		4 77	
		110 56	299 86		1,988 44		68 16	

County of OCEAN, State of New Jersey, for the
June 30th, 1894.

Amount of district tax voted for pay- ment of teachers' salaries.	Amount of district tax voted for build- ing, purchasing, hiring, repairing or furnishing school-houses.	Amount of district tax for payment of debt and interest.	Amount of district tax voted for text- books and apparatus.	Total amount of district tax ordered to be raised.	Amount received from temporary loans.	Amount received from sale of bonds.	Amount voted for manual training.	Amount received from other sources.	Total amount available for school year ending June 30th, 1894.
									\$722 31
									377 40
									377 69
									275 00
									1,752 40
			\$25 00	\$25 00					308 96
									375 00
									397 01
									375 00
									275 00
									375 00
		\$940 00		940 00					376 73
									1,325 07
									280 62
									285 00
	940 00	25 00		965 00					4,373 39
\$1,100 00	1,900 00			3,000 00					4,735 22
									328 18
									800 00
1,100 00	1,900 00			3,000 00					5,863 40
									375 50
250 00	68 00	32 00	350 00						808 85
									643 40
									577 80
									412 00
									403 50
977 58	\$200 00	500 00	266 00	1,943 58					3,066 12
	200 00	568 00	298 00						
60 00				60 00					360 65
350 00	50 00	480 00	120 00	1,000 00					2,121 66
									295 57
									332 58
									416 56
410 00	50 00	480 00	120 00	1,060 00					3,527 02

*Apportionment of School Moneys, by Districts, for the
School Year Ending*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Balance State, county and township moneys July 1st, 1893.	Balance district tax July 1st, 1893.	Balance received from other sources July 1st, 1893.	Amount apportioned from State ap- propriation, including State school tax and \$100,000.	Amount apportioned from township tax.	Amount apportioned from surplus revenue.	Amount apportioned from balances.
Ocean—Con.								
DOVER.								
Silverton.....	26		\$118 78		\$358 99		\$16 01	
Cedar Grove.....	27	80 25			357 12		17 88	
Cold Spring.....	28	8 90			364 81		10 19	
White Oak Bottom.	29				268 97		6 03	
Godwys.....	30	15 62			362 11		12 89	
Toms River.....	31		286 48		1,269 83		71 78	
Union.....	32		55 44		353 25		19 75	
Island Heights.....	52		91 44		364 81		10 19	
		24 77	552 14		3,701 89		164 67	
BERKELEY.								
Dover Chapel.....	33	199 51			360 24		14 76	
Bayville.....	34		144 51		356 08		18 92	
		199 51	144 51		716 32		33 68	
LACEY.								
Bamber.....	35	19 91			274 17		83	
Cedar Creek.....	37	275 01			363 56		11 44	
Forked River.....	38	28 48			507 93		25 69	
		323 40			1,145 66		40 96	
OCEAN.								
Waretown.....	39		81		423 27		23 91	
Millville.....	40	1 23			269 39		5 61	
		1 23	81		692 66		29 52	
UNION.								
Cedar Grove.....	41				268 35		6 65	
Barnegat.....	42		58 91		927 53		52 39	
			58 91		1,195 88		59 04	
STAFFORD.								
Manabawkin.....	43				736 13		41 58	
Cedar Run.....	44				362 32		12 68	
					1,098 45		54 26	
EAGLESWOOD.								
West Creek.....	45		28 49		449 04		25 36	
Staffordville.....	48				269 39		5 61	
Beach Haven.....	50	119 18			361 90		13 10	
		119 18	28 49		1,080 33		44 07	

County of OCEAN, State of New Jersey, for the
June 30th, 1894.

Amount of district tax voted for pay- ment of teachers' salaries.	Amount of district tax voted for build- ing, purchasing, hiring, repairing or furnishing school-houses.	Amount of district tax for payment of debt and interest.	Amount of district tax voted for text- books and apparatus.	Total amount of district tax ordered to be raised.	Amount received from temporary loans.	Amount received from sale of bonds.	Amount voted for manual training.	Amount received from other sources.	Total amount available for school year ending June 30th, 1894.
									\$483 78
									375 25
									383 90
									275 00
									390 62
\$75 00			\$25 00	\$100 00					1,628 04
									530 44
									466 44
75 00			25 00	100 00					4,543 47
150 00				150 00					724 51
125 00				125 00					644 51
275 00				275 00					1,369 02
									294 91
									650 01
162 37				162 37					727 47
162 37				162 37					1,672 39
200 00			35 00	235 00					682 99
	\$200 00			200 00					476 23
200 00	200 00		35 00	435 00					1,159 22
									275 00
			186 00	186 00					1,224 83
			186 00	186 00					1,499 83
	150 00			150 00					927 71
									375 00
	150 00			150 00					1,302 71
300 00			20 00	320 00					822 89
	25 00			25 00					300 00
									494 18
300 00	25 00		20 00	345 00					1,617 07

*Apportionment of School Moneys, by Districts, for the
School Year Ending*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Balance State, county and township moneys July 1st, 1893.	Balance district tax July 1st, 1893.	Balance received from other sources July 1st, 1893.	Amount apportioned from State ap- propriation, including State school tax and \$100,000.	Amount apportioned from township tax.	Amount apportioned from surplus revenue.	Amount apportioned from balances.
Ocean—Con.								
LITTLE EGG HARBOR.								
Parkertown.....	54				\$352 85		\$22 15	
Tuckerton.....	55		\$922 35		644 13		49 69	
West Tuckerton.....	56				375 43		28 97	
Giffords.....	57	\$269 71			353 14		21 86	
Shore and Islands...	58	11 94			263 36		11 64	
		281 65	922 35		1,988 91		134 31	
Summary.								
Plumstead.....		5 09	49 58		1,629 94		67 79	
Jackson.....		49 43	8 96		3,237 82		112 18	
Lakewood.....		9 50	650 31	\$468 68	1,658 18		76 73	
Brick.....		346 83	903 60		3,461 85		153 04	
Manchester.....		110 56	299 86		1,988 44		68 16	
Dover.....		24 77	552 14		3,701 89		164 67	
Berkeley.....		199 51	144 51		716 32		33 68	
Lacey.....		323 40			1,145 66		40 96	
Ocean.....		1 23	81		692 66		29 52	
Union.....			58 91		1,195 88		59 04	
Stafford.....					1,098 45		54 26	
Eagleswood.....		119 18	28 49		1,080 33		44 07	
Little Egg Harbor...		281 65	922 35		1,988 91		134 31	
		1,471 15	3,619 52	468 68	23,596 33		1,038 41	

County of OCEAN, State of New Jersey, for the
June 30th, 1894.

Amount of district tax voted for pay- ment of teachers' salaries.	Amount of district tax voted for build- ing, purchasing, hiring, repairing or furnishing school-houses.	Amount of district tax for payment of debt and interest.	Amount of district tax voted for text- books and apparatus.	Total amount of district tax ordered to be raised.	Amount received from temporary loans.	Amount received from sale of bonds.	Amount voted for manual training.	Amount received from other sources.	Total amount available for school year ending June 30th, 1894.
200 00		504 00	200 00	904 00					375 00
200 00	25 00	110 00	35 00	370 00					2,520 17
		166 00	34 00	200 00					774 40
									844 71
									286 94
400 00	25 00	750 00	269 00	1,474 00					4,801 22
									1,752 40
		940 00	25 00	965 00					4,373 39
1,100 00		1,900 00		3,000 00					5,863 40
	200 00	568 00	298 00	1,066 00					5,931 32
410 00	50 00	480 00	120 00	1,060 00					3,527 02
75 00			25 00	100 00					4,543 47
275 00				275 00					1,369 02
162 37				162 37					1,672 39
200 00	200 00		35 00	435 00					1,159 22
			186 00	186 00					1,499 83
	150 00			150 00					1,302 71
300 00	25 00		20 00	345 00					1,617 07
400 00	25 00	750 00	269 00	1,474 00					4,801 22
2,922 37	650 00	4,668 00	978 00	9,218 37					39,412 46

Report of Attendance, by Districts, for the County of OCEAN,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of months the schools were kept open.	Number of boys between 5 and 20 years of age enrolled in the schools during the year.	Number of girls between 5 and 20 years of age enrolled in the schools during the year.	Total number of children between 5 and 20 years of age enrolled in the schools during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.
OCEAN.							
PLUMSTEAD.							
New Egypt.....	1	9.5	68	70	138	.....	986
Archertown.....	2	9	36	22	58	.....	175
Collier's Mills.....	3	9	24	30	54	.....	183
Brindletown.....	53	8	10	13	23	.....	240
		8.8	138	135	273	.....	1,584
JACKSON.							
Midwood.....	4	8	19	12	31	.....	145
Prospertown.....	5	9	26	21	47	.....	540
Cassville.....	6	9	26	24	50	.....	620
Leesville.....	7	9	18	24	42	.....	1,080
Holmansville.....	8	8	7	12	19	.....	320
New Prospect.....	9	9	44	31	75	.....	122
Jackson's Mills.....	10	9	24	26	50	.....	270
Whitesville.....	11	9	31	39	70	.....	310
Pleasant Grove.....	12	9	14	20	34	.....	100
Cranberry.....	13	7.5	11	20	31	.....	450
		8.6	220	229	449	.....	3,957
LAKESWOOD.							
Lakeswood.....	14	9	135	129	264	1	1,279
Runyons.....	46	9	24	18	42	.....	110
Seven Stars.....	47	9	14	16	30	.....	72
		9	173	163	336	1	1,461
BRICK.							
Herbertsville.....	15	9	33	32	65	.....	173
Point Pleasant.....	16	9	69	66	135	.....	737
Point Pleasant Bay.....	17	9	53	51	104	.....	721
Burrsville.....	18	9	20	18	38	2	106
Metedeconk.....	19	9	31	24	55	.....	262
Osborns.....	20	9	17	26	43	.....	320
Cedar Bridge.....	21	9	27	41	68	.....	347
Point Pleasant Beach.....	49	10	39	51	90	.....	200
Bay Head.....	51	9	20	21	41	.....	371
		9.1	309	330	639	2	3,237
MANCHESTER.							
Horicon.....	22	9	3	5	8	.....	89
Manchester.....	23	9	83	98	181	.....	1,080
Ridgeway.....	24	7	8	13	21	.....	207
Whitings.....	25	8	8	15	23	.....	480
Red Oak Grove.....	36	9	17	13	30	.....	225
		8.4	119	144	263	.....	2,084

State of New Jersey, for the School Year Ending June 30th, 1893.

Average number of tardiness per day for each teacher.	Average number on roll.	Average daily attendance.	Percentage of daily attendance on total enrollment.	Number of pupils enrolled in primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of classes in school.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
1.3	38	28	76	86	52	.....	42	1	1	\$50 00	\$40 00
.9	26	22	81	39	19	.....	18	1	.....	40 00	.....
1	25	17	67	36	18	.....	17	1	.....	36 66	.....
1.5	14	10	71	17	6	.....	20	.....	1	.....	30 00
1.17	103	77	76	178	95	.....	97	3	2	42 22	35 00
.9	16	10	62	19	12	.....	15	.....	1	.....	28 33
.9	23	21	91	27	20	.....	15	.....	1	.....	38 00
.4	32	28	87	36	14	.....	17	.....	1	.....	36 33
.3	21	17	80	23	19	.....	20	.....	1	.....	36 66
.2	15	10	67	13	6	.....	21	.....	1	.....	.....
.7	40	31	79	47	28	.....	23	1	.....	35 00	.....
1.5	34	29	85	34	16	.....	19	.....	.....	36 00	36 66
1.7	39	34	87	43	27	.....	22	.....	1	.....	36 66
.55	28	23	82	22	12	.....	35	.....	1	.....	26 66
3	21	15	71	18	13	.....	36	.....	1	.....	34 00
2.27	269	218	79	282	167	.....	223	2	8	35 83	34 16
1.7	183	146	88	139	125	.....	51	.....	4	.....	46 80
.6	28	22	79	25	17	.....	22	.....	1	.....	35 00
.4	21	16	76	17	13	.....	27	.....	1	.....	40 00
.9	232	184	81	181	155	.....	100	1	5	40 00	44 45
.9	47	33	70	40	25	.....	23	.....	1	.....	54 40
12	55	51	90	74	61	.....	33	.....	1	50 00	30 00
4	62	51	82	65	39	.....	22	.....	1	51 00	.....
.5	25	22	86	24	14	.....	25	.....	1	.....	35 00
1.4	36	22	55	35	20	.....	25	.....	1	41 66	.....
1.8	23	17	75	24	19	.....	23	.....	1	43 33	.....
1.9	33	29	86	44	24	.....	30	.....	1	50 00	.....
.5	61	55	90	58	32	.....	36	.....	1	75 00	32 00
2	25	18	74	22	19	.....	30	.....	1	40 00	.....
1.6	367	298	728	386	253	.....	247	7	4	50 14	37 85
.5	6	5	83	8	.....	.....	28	.....	1	.....	36 66
2	168	146	87	116	65	.....	43	.....	3	.....	45 85
1.5	14	9	64	14	7	.....	12	.....	1	35 00	.....
3	18	13	72	13	10	.....	19	.....	1	.....	31 00
1.2	13	9	70	19	11	.....	17	.....	1	.....	31 00
1.6	219	182	752	170	93	.....	119	1	6	35 00	41 03

Report of Attendance, by Districts, for the County of OCEAN,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of months the schools were kept open.	Number of boys between 5 and 20 years of age enrolled in the schools during the year.	Number of girls between 5 and 20 years of age enrolled in the schools during the year.	Total number of children between 5 and 20 years of age enrolled in the schools during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.
Ocean—Con.							
DOVER.							
Silverton.....	26	9	31	40	71	.....	540
Cedar Grove.....	27	9	39	34	73	.....	450
Cold Spring.....	28	9	20	23	43	.....	540
White Oak Bottom.....	29	7.5	9	12	21	.....	300
Gowdys.....	30	9	21	32	53	.....	360
Toms River.....	31	10	151	125	276	5	865
Union.....	32	9	42	22	64	.....	120
Island Heights.....	52	9	28	20	58	.....	540
		8.9	341	318	659	5	3,715
BERKELEY.							
Dover Chapel.....	33	9	24	20	44	.....	199
Bayville.....	34	9	36	34	70	.....	380
		9	60	54	114	.....	579
LACEY.							
Bamber.....	35	6	1	3	4	.....	3
Cedar Creek.....	37	9	17	19	36	.....	540
Forked River.....	38	9	44	61	105	.....	900
		8	62	83	145	.....	1,443
OCEAN.							
Waretown.....	39	9	36	44	80	.....	328
Millville.....	40	7	7	5	12	.....	71
		8	43	49	92	.....	399
UNION.							
Cedar Grove.....	41	9	15	17	32	.....	360
Barneгат.....	42	9	90	85	175	.....	3,254
		9	105	102	207	.....	3,614
STAFFORD.							
Manahawkin.....	43	9.5	74	80	154	.....	298
Cedar Run.....	44	9	24	17	41	.....	231
		9.2	98	97	195	.....	529
EAGLESWOOD.							
West Creek.....	45	9	43	49	92	.....	622
Staffordville.....	48	9	24	18	42	.....	900
Beach Haven.....	50	9	22	29	51	.....	540
		9	89	96	185	.....	2,062

State of New Jersey, for the School Year Ending June 30th, 1893.

Average number of cases of tardiness per day for each teacher.	Average number on roll.	Average daily attendance.	Percentage of daily attendance on total enrollment.	Number of pupils enrolled in primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of classes in school.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
3	46	39	85	47	24	.....	38	.....	1	.....	\$36 33
2.5	49	38	78	46	27	.....	26	.....	1	.....	36 66
12	17	13	76	25	18	.....	24	.....	1	.....	.....
12	16	11	70	15	6	.....	24	.....	1	.....	.....
12	41	33	82	37	16	.....	27	.....	1	.....	\$38 00
.9	209	185	90	148	87	41	60	.....	3	.....	33 33
.7	40	35	87	40	24	.....	23	.....	1	.....	36 11
3	42	31	74	39	19	.....	18	.....	1	.....	75 00
											50 00
											36 66
2.1	460	385	80	397	221	41	240	6	6	51 24	36 19
1.1	26	22	85	31	13	.....	30	1	.....	40 00	.....
2	57	44	79	58	12	.....	30	1	.....	45 00	.....
1.5	83	66	82	89	25	.....	60	2	.....	42 30	.....
.02	4	3	80	4	.....	.....	17	.....	1	.....	35 00
3	31	23	74	29	7	.....	20	.....	1	.....	36 00
2.50	81	69	85	75	30	.....	40	1	1	50 00	30 00
1.84	116	95	79	108	37	.....	77	1	3	50 00	33 66
.6	72	56	77	61	19	.....	44	.....	3	.....	21 33
.5	8	7	85	10	2	.....	25	.....	1	.....	30 00
.55	80	63	81	71	21	.....	69	.....	4	.....	23 50
2	22	19	86	18	14	.....	20	1	.....	28 00	.....
6	111	85	77	132	43	.....	53	1	2	56 00	34 00
4	133	104	81	150	57	.....	73	2	2	42 00	34 00
1.5	47	93	80	119	35	.....	20	1	1	56 00	30 00
1.28	19	17	89	26	15	.....	23	1	.....	38 00	.....
1.39	136	110	84	145	50	.....	43	2	1	47 00	30 00
1.7	76	63	81	44	48	.....	49	.....	2	.....	35 61
5	28	22	79	31	11	.....	22	1	.....	36 00	.....
3	39	27	70	29	22	.....	31	1	.....	45 00	.....
3.2	143	112	77	104	81	.....	102	2	2	40 50	35 61

Report of Attendance, by Districts, for the County of OCEAN,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of months the schools were kept open.	Number of boys between 5 and 20 years of age enrolled in the schools during the year.	Number of girls between 5 and 20 years of age enrolled in the schools during the year.	Total number of children between 5 and 20 years of age enrolled in the schools during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.
Ocean—Con.							
LITTLE EGG HARBOR.							
Parkertown.....	54	9	35	31	66	.....	450
Tuckerton.....	55	9	93	72	165	5	1,885
West Tuckerton.....	56	9	49	46	95	.....	450
Gifford.....	57	9	34	33	67	.....	300
Shore and Islands.....	58	7	9	16	25	.....	290
		8.6	220	198	418	5	3,365
Summary.							
Plumstead.....	.....	8.8	138	135	273	.....	1,584
Jackson.....	.....	8.6	220	229	449	.....	3,957
Lakewood.....	.....	9	173	163	336	1	1,461
Brick.....	.....	9.1	309	330	639	.....	3,237
Manchester.....	.....	8.4	119	144	263	.....	2,084
Dover.....	.....	8.9	341	318	659	5	3,715
Berkeley.....	.....	9	60	54	114	.....	579
Lacey.....	.....	8	62	83	145	.....	1,443
Ocean.....	.....	8	43	49	92	.....	399
Union.....	.....	9	105	102	207	.....	3,614
Stafford.....	.....	9.2	98	97	195	.....	529
Eagleswood.....	.....	9	89	96	185	.....	2,062
Little Egg Harbor.....	.....	8.6	220	198	418	5	3,365
		8.8	1,977	1,998	3,975	11	26,029

State of New Jersey, for the School Year Ending June 30th, 1893.

Average number of cases of tardiness per day for each teacher.	Average number on roll.	Average daily attendance.	Percentage of daily attendance on total enrollment.	Number of pupils enrolled in primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of classes in school.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
2.5	51	35	70	41	25	.....	36	1	.....	\$37 50	.....
3.5	125	105	84	82	83	.....	53	1	2	55 00	30 00
2.5	73	55	76	46	49	.....	37	1	1	45 00	25 00
1.9	49	36	85	46	21	.....	21	.....	1	.....	36 66
2	22	17	77	19	6	.....	17	.....	1	.....	35 00
2.44	340	248	78	234	184	.....	164	3	5	45 83	31 33
1.17	103	77	76	178	95	.....	97	3	2	42 22	35 00
2.27	269	218	79	282	167	.....	223	2	8	35 83	34 12
.9	232	184	81	181	155	.....	100	5	5	40 00	44 45
1.6	367	298	72	386	253	.....	247	1	4	50 14	37 85
1.6	219	182	75	170	93	.....	119	1	6	35 00	41 03
2.1	460	385	80	337	221	41	240	6	6	51 24	36 19
1.5	83	66	82	89	25	.....	60	2	.....	42 50	.....
1.84	116	95	79	108	37	.....	77	1	3	50 00	33 66
.55	80	63	81	71	21	.....	69	.....	4	.....	23 50
4	133	104	81	150	57	.....	73	2	2	42 00	34 00
1.39	136	110	84	145	50	.....	43	2	1	47 00	30 00
3.2	143	112	77	104	81	.....	102	2	2	40 50	35 61
2.44	340	248	78	234	184	.....	164	3	5	45 83	31 33
1.88	2,681	2,142	79	2,495	1,439	.....	1,614	32	48	46 35	35 02

Financial Report, by Districts, for the County of PASSAIC,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Amount due the district July 1st, 1892, from State, county and township funds.	Amount due the district July 1st, 1892, from district tax.	Amount due the district July 1st, 1892, from other sources.	Total amount due the district July 1st, 1892.	Amount expended for teachers' sal- aries.	Amount expended for fuel and jan- itors' salaries.	Amount expended for building and repairing, excluding debt and interest.
PASSAIC.								
ACQUACKA- NONK.								
S. Acquackanonk.....	1	\$441 44	\$408 77	.....	\$850 21	\$360 00	\$25 00	\$327 25
Centreville.....	2	1,621 72	.....	\$20 00	1,641 72	943 00	47 73	.....
Clifton.....	3	1,921 83	1,129 18	20 00	3,071 01	1,450 00	208 20	191 17
N. Acquackanonk.....	4	382 85	885 91	207 50	1,476 26	405 00	173 50	52 00
Albion Place.....	38	394 57	446 70	.....	841 27	306 00	34 50	9 40
Athenia.....	39	408 18	1,438 76	.....	1,846 94	848 18	55 00	.....
		5,170 59	4,309 32	247 50	9,727 41	4,312 18	543 93	579 82
Passaic.....	5	14,949 98	32,126 74	.....	47,076 72	22,033 16	4,635 91	9,530 01
LITTLE FALLS.								
Little Falls.....	6	878 86	208 87	.....	1,087 73	260 00	24 75	169 38
South West.....	7	826 09	705 40	.....	1,531 49	1,050 00	58 50	40 46
Passaic Valley.....	8	1,023 03	201 07	.....	1,224 10	945 00	29 68	.....
		2,727 98	1,115 34	.....	3,843 32	2,255 00	112 93	209 84
MANCHESTER.								
Totowa.....	9	426 12	932 00	.....	1,358 12	550 00	39 55	.....
Hawthorne.....	10	375 00	421 80	299 13	1,095 93	615 00	71 95	.....
Goffe.....	11	512 07	136 00	.....	648 07	375 00	27 50	.....
Upper Haledon.....	12	474 03	530 00	.....	1,004 03	700 00	47 00	.....
Haledon Village.....	36	3,016 66	991 46	.....	4,008 12	1,850 00	156 85	7 00
Prospect Park.....	40	689 82	500 00	70 00	1,259 82	650 00	202 40	.....
		5,493 70	3,511 26	369 13	9,374 09	4,740 00	545 25	7 00
WAYNE.								
Franklin.....	13	547 22	595 00	54 77	1,196 99	195 00	74 03	.....
Jefferson.....	14	731 85	.....	.....	731 85	450 00	20 75	.....
Breakness.....	15	732 85	.....	.....	732 85	261 00	35 94	.....
Washington.....	16	408 18	464 58	.....	872 76	550 00	47 00	72 71
Lafayette.....	17	448 55	.....	.....	448 55	350 00	50 00	.....
		2,868 65	1,059 58	54 77	3,983 00	1,806 00	227 72	72 71
POMPTON.								
Pompton Church.....	18	541 18	.....	.....	541 18	420 00	14 18	.....
Wanaque.....	19	401 83	300 00	.....	701 83	315 00	11 00	200 00
Midvale.....	37	375 00	.....	.....	375 00	300 00	30 00	.....
Stonetown.....	20	375 00	.....	.....	375 00	353 78	12 27	.....
Boardville.....	21	390 22	.....	15 00	405 22	338 82	22 50	.....
Ringwood.....	22	627 96	.....	.....	627 96	570 00	24 61	.....
Bloomington.....	23	1,489 18	525 00	140 00	2,154 18	1,350 00	70 18	514 20
		4,200 37	825 00	155 00	5,180 37	3,647 60	184 74	714 20

State of New Jersey, for the School Year Ending June 30th, 1893.

Amount expended for debt and interest.	Amount expended for taking school census.	Amount expended for manual training.	Amount expended for text-books and apparatus.	Amount expended for incidentals.	Total amount expended.	Balance of State, county and township funds June 30th, 1893.	Balance of district tax June 30th, 1893.	Balance of moneys from other sources June 30th, 1893.	Total balance June 30th, 1893.
				\$24 99	\$737 24	\$112 97			\$112 97
				25 10	1,015 83	625 69			625 89
\$120 00	\$11 30		\$37 34		2,018 01	1,053 00			1,053 00
365 38	4 90			93 25	1,094 03		\$317 23	\$65 00	382 23
75 00	4 35			59 14	488 39				352 88
500 00	5 25		37 50	45 75	1,551 68		295 26		295 26
1,120 38	25 80		74 84	248 23	6,905 18	2,144 21	613 02	65 00	2,822 23
1,070 00	163 85		2,445 72	7,198 07	47,076 72				
				31 50	485 63	574 61	27 49		602 10
175 00			27 50	21 10	1,372 56	81 09	77 84		158 93
				20 00	994 68	28 35	201 07		229 42
175 00			27 50	72 60	2,552 87	684 05	306 40		990 45
280 00	4 75			36 50	910 80		447 32		447 32
200 00				5 50	892 45			203 48	203 48
18 00				11 65	432 15	97 92	118 00		215 92
	4 80			61 73	813 53		190 50		190 50
			189 85	65 19	2,268 89	1,166 66	572 57		1,739 23
250 00	9 80			10 39	1,122 59	39 82	27 41	70 00	137 23
748 00	19 35		189 85	190 96	6,440 41	1,304 40	1,355 80	273 48	2,933 68
408 61				20 00	697 64	277 19	167 39	54 77	499 35
				46 50	517 25	214 60			214 60
				13 30	310 24	422 61			422 61
	5 30		19 50	15 35	709 86		162 90		162 90
				20 00	420 00	28 55			28 55
408 61	5 30		19 50	115 15	2,654 99	942 95	330 29	54 77	1,328 01
					434 18	107 00			107 00
8 00				4 25	538 25	71 55	92 00		163 55
	2 00			20 00	352 00	23 00			23 00
				8 95	375 00				
				22 00	353 32	8 90		13 00	21 90
				33 35	627 96				
50 50	16 95			25 11	2,026 94	48 89	10 80	67 55	127 24
58 50	18 95			113 66	4,737 65	259 37	102 80	80 55	442 72

Financial Report, by Districts, for the County of PASSAIC,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Amount due the district July 1st, 1892, from State, county and township funds.	Amount due the district July 1st, 1892, from district tax.	Amount due the district July 1st, 1892, from other sources.	Total amount due the district July 1st, 1892.	Amount expended for teachers' sal- aries.	Amount expended for fuel and jani- tors' salaries.	Amount expended for building and repairing, excluding debrand interest.
Passaic—Con.								
W. MILFORD.								
Charlottesburgh.....	24	\$275 00			\$275 00	\$210 00	\$23 71	
Lower Macopin.....	25	792 93			792 93	540 00	10 50	\$184 50
Upper Macopin.....	26	437 53			437 53	369 11	13 25	
Postville.....	27	398 75			398 75	370 00	12 00	
West Milford.....	28	439 57	\$125 00		564 57	404 79	22 46	104 95
Hewitt.....	29	375 00			375 00	360 00	15 00	
Greenwood.....	30	300 86			300 86	283 06	7 80	
Newfoundland.....	31	444 06	578 95		1,023 01	424 06	11 00	312 78
Clinton.....	32	275 00			275 00	243 00	18 00	
Oak Ridge.....	33	375 68			375 68	351 73	13 00	
Stockholm.....	34	378 33	24 00		402 33	331 83	23 10	24 00
		4,492 71	727 95		5,220 66	3,887 58	169 82	626 23
Paterson.....	35	97,387 70	135,000 00	\$4,527 70	236,915 40	141,938 01	20,461 95	37,840 41
Summary.								
Acquackanonk.....		5,170 59	4,309 32	247 50	9,727 41	4,312 18	543 93	579 82
Passaic.....		14,949 98	32,126 74		47,076 72	22,033 16	4,635 91	9,530 01
Little Falls.....		2,727 98	1,115 34		3,843 32	2,255 00	112 93	209 84
Manchester.....		5,493 70	3,511 26	369 13	9,374 09	4,740 00	545 25	7 00
Wayne.....		2,868 65	1,059 58	54 77	3,983 00	1,806 00	227 72	72 71
Pompton.....		4,200 37	825 00	155 00	5,180 37	3,647 60	184 74	714 20
West Milford.....		4,492 71	727 95		5,220 66	3,887 58	169 82	626 23
Paterson.....		97,387 70	135,000 00	4,527 70	236,915 40	141,938 01	20,461 95	37,840 41
		137,291 68	178,675 19	5,354 10	321,320 97	184,619 53	26,882 25	49,580 22

State of New Jersey, for the School Year Ending June 30th, 1893.

Amount expended for debt and interest.	Amount expended for taking school census.	Amount expended for manual training.	Amount expended for text-books and apparatus.	Amount expended for incidentals.	Total amount expended.	Balance of State, county and township funds June 30th, 1893.	Balance of district tax June 30th, 1893.	Balance of moneys from other sources June 30th, 1893.	Total balance June 30th, 1893.
				\$20 00	\$233 71	\$41 29			\$41 29
				4 00	755 00	37 93			37 93
				1 00	386 36	51 17			51 17
				12 32	383 00	15 75			15 75
					544 52		\$20 05		20 05
					375 00				
				10 00	300 86				
				22 69	770 53	6 90	245 58		252 45
				6 25	267 25	7 75			7 75
				10 95	375 68				
				20 00	398 93	3 40			3 40
				107 21	4,790 84	164 19	265 63		429 82
	\$1,090 05	\$2,603 03	\$6,577 93	6,197 85	216,709 23		20,206 17		20,206 17
\$1,120 88	25 80		74 84	248 23	6,905 18	2,144 21	613 02	\$65 00	2,822 23
1,070 00	163 85		2,445 72	7,198 07	47,076 72				980 45
175 00			27 50	72 60	2,852 37	684 05	306 40		2,933 68
748 00	19 35		189 85	190 96	6,440 41	1,304 40	1,355 80	273 48	1,328 01
408 61	5 30		19 50	115 15	2,654 99	942 95	330 29	54 77	442 72
58 50	18 95			113 66	4,737 65	259 37	102 80	80 55	429 82
	1,090 05	\$2,603 03	6,577 93	6,197 85	216,709 23		20,206 17		20,206 17
8,580 49	1,323 30	2,603 03	9,335 34	14,243 73	292,167 89	5,499 17	23,180 11	473 80	29,153 05

*Apportionment of School Moneys, by Districts, for the
School Year Ending*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Balance State, county and township moneys July 1st, 1893.	Balance district tax July 1st, 1893.	Balance received from other sources July 1st, 1893.	Amount apportioned from State ap- propriation, including State school tax and \$100,000.	Amount apportioned from township tax.	Amount apportioned from surplus revenue.	Amount apportioned from balances.
PASSAIC.								
ACQUACKA- NONK.								
S. Acquackanonk.....	1	\$112 97			\$372 12		43 88	
Centreville.....	2	625 89			621 96		5 69	
Clifton.....	3	1,053 00			994 26		9 09	
N. Acquackanonk.....	4		\$317 23	\$65 00	372 12		12 88	
Albion Place.....	38	352 35		53	381 06		3 48	
Athenia.....	39		295 26		459 90		4 20	
		2,144 21	613 02	65 00	3,201 42		28 22	
Passaic.....	5				14,353 29		131 20	
LITTLE FALLS.								
Little Falls.....	6	574 61	27 49		578 17		5 28	
South West.....	7	81 09	77 84		788 40		7 21	
Passaic Valley.....	8	28 35	201 07		757 74		6 93	
		684 05	306 40		2,124 31		19 42	
MANCHESTER.								
Totowa.....	9		447 32		407 34		3 72	
Hawthorne.....	10			203 48	411 72		3 76	
Goffle.....	11	97 92	118 00		416 10		3 80	
Upper Haledon.....	12		190 50		420 48		3 85	
Haledon Village.....	36	1,166 66	572 57		1,423 50		13 01	
Prospect Park.....	40	39 82	27 41	70 00	757 74		6 93	
		1,304 40	1,355 80	273 48	3,836 88		35 07	
WAYNE.								
Franklin.....	13	277 19	167 39	54 77	534 37		4 89	
Jefferson.....	14	214 60			438 00		4 00	
Preakness.....	15	422 61			433 62		3 96	
Washington.....	16		162 90		464 28		4 24	
Lafayette.....	17	28 55			372 31		3 41	
		942 95	330 29	54 77	2,242 58		20 50	
POMPTON.								
Pompton Church.....	18	107 00			451 14		4 12	
Wanaque.....	19	71 58	92 00		371 96		3 04	
Midvale.....	37	23 00			372 68		2 32	
Stonetown.....	20				373 20		1 80	
Boardville.....	21	8 90		13 00	372 31		3 41	
Ringwood.....	22				525 60		4 81	
Bloomington.....	23	48 89	10 80	67 55	1,559 28		14 25	
		259 37	102 80	80 55	4,026 17		33 75	

County of PASSAIC, State of New Jersey, for the
June 30th, 1894.

Amount of district tax voted for pay- ment of teachers' salaries.	Amount of district tax voted for build- ing, purchasing, hiring, repairing or furnishing school-houses.	Amount of district tax for payment of debt and interest.	Amount of district tax voted for text- books and apparatus.	Total amount of district tax ordered to be raised.	Amount received from temporary loans.	Amount received from sale of bonds.	Amount voted for manual training.	Amount received from other sources.	Total amount available for school year ending June 30th, 1894.
\$300 00	\$200 00			\$500 00					\$987 97
500 00	200 00			700 00					1,953 54
1,000 00		\$620 00		1,620 00					3,676 95
50 00	300 00	330 00		680 00					1,437 23
275 00	192 50	150 00		617 50					1,354 92
125 00	170 00	530 00		825 00					1,584 36
2,250 00	1,062 50	1,630 00		4,942 50					10,994 97
22,033 16	23,973 56	1,070 00		47,076 72					61,561 21
									1,155 55
300 00	225 00	175 00		700 00					1,654 54
									994 09
300 00	225 00	175 00		700 00					3,584 18
150 00	75 00	260 00		485 00					1,343 38
200 00		200 00		400 00					1,018 96
		336 00		336 00					971 82
375 00	125 00			500 00					1,114 83
	400 00			400 00					3,575 74
100 00	450 00	250 00		800 00					1,701 90
825 00	1,050 00	1,046 00		2,921 00					9,726 63
400 00		610 00		1,010 00					2,048 61
									656 60
100 00				100 00					960 19
150 00	75 00			225 00					856 42
									404 27
650 00	75 00	610 00		1,335 00					4,926 09
	180 00			180 00					742 26
									538 58
									398 00
									375 00
									397 62
	200 00			200 00					530 41
									1,900 77
	350 00			350 00					4,882 64

*Apportionment of School Moneys, by Districts, for the
School Year Ending*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Balance State, county and township moneys July 1st, 1883.	Balance district tax July 1st, 1883.	Balance received from other sources July 1st, 1883.	Amount apportioned from State ap- propriation, including State school tax and \$100,000.	Amount apportioned from township tax.	Amount apportioned from surplus revenue.	Amount apportioned from balances.
Passaic—Con.								
W. MILFORD.								
Charlottesburgh.....	24	\$11 29			\$273 76		\$1 24	
Lower Macopin.....	25	37 93			595 68		5 45	
Upper Macopin.....	26	51 17			371 68		3 32	
Postville.....	27	15 75			273 24		1 76	
West Milford.....	28		\$20 05		459 90		4 20	
Hewitt.....	29				373 12		1 88	
Greenwood.....	30				273 52		1 48	
Newfoundland.....	31	6 90	245 58		371 72		3 28	
Clinton.....	32	7 75			273 88		1 12	
Oak Ridge.....	33				373 12		1 88	
Stockholm.....	34	3 40			373 20		1 80	
		164 19	265 63		4,012 82		27 41	
Paterson.....	35				95,488 61		7,201 97	
Summary.								
Acquackanonk.....		2,111 21	613 02	\$95 00	3,201 42		28 22	
Passaic.....					14,353 29		131 20	
Little Falls.....		684 05	306 40		2,124 81		19 42	
Manchester.....		1,304 40	1,355 80	273 48	3,836 88		35 07	
Wayne.....		912 95	330 29	54 77	2,242 58		20 50	
Pompton.....		259 37	102 80	80 55	4,026 17		23 75	
West Milford.....		164 19	265 63		4,012 82		27 41	
Paterson.....					95,488 61		7,201 97	
		5,499 17	2,973 94	473 80	129,286 08		7,497 54	

County of PASSAIC, State of New Jersey, for the
June 30th, 1894.

Amount of district tax voted for pay- ment of teachers' salaries.	Amount of district tax voted for build- ing, purchasing, hiring, repairing or furnishing school-houses.	Amount of district tax for payment of debt and interest.	Amount of district tax voted for text- books and apparatus.	Total amount of district tax ordered to be raised.	Amount received from temporary loans.	Amount received from sale of bonds.	Amount voted for manual training.	Amount received from other sources.	Total amount available for school year ending June 30th, 1894.
	\$50 00			\$50 00					\$366 29
									639 66
									426 17
									290 75
									484 15
									375 00
									275 00
		\$700 00		700 00					1,327 48
									282 75
	24 00			24 00					375 00
									402 40
	74 00	700 00		774 00					5,144 05
136,561 00	95,800 00			232,361 00			\$1,000 00		336,951 58
2,250 00	1,062 50	1,630 00		4,942 50					10,994 3
22,033 16	23,973 56	1,070 00		47,076 72					61,561 21
300 00	225 00	175 00		700 00					3,834 18
825 00	1,050 00	1,046 00		2,921 00					9,726 63
650 00	75 00	610 00		1,335 00					4,926 09
380 00				380 00					4,882 64
	74 00	700 00		774 00					5,244 05
136,561 00	95,800 00			232,361 00			1,000 00		336,051 58
162,999 16	122,260 06	5,231 00		290,490 22			1,000 00		437,220 75

Report of Attendance, by Districts, for the County of PASSAIC,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of months the schools were kept open.	Number of boys between 5 and 20 years of age enrolled in the schools during the year.	Number of girls between 5 and 20 years of age enrolled in the schools during the year.	Total number of children between 5 and 20 years of age enrolled in the schools during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.
PASSAIC.							
ACQUACKANONK.							
South Acquackanonk	1	10	19	28	47	.....	96
Centreville.....	2	10	40	45	85	2	172
Clifton.....	3	10.5	75	52	127	.....	686
North Acquackanonk.....	4	9.4	34	25	59	.....	85
Albion Place.....	38	9.2	32	29	61	5	72
Athenia.....	39	10	39	46	85	1	170
		9.85	239	225	464	8	1,281
Passaic City.....	5	10.5	1,322	1,336	2,658	5	9,555
LITTLE FALLS.							
Little Falls.....	6	9.4	32	48	80	.....	450
South West.....	7	10	56	81	137	11	791
Passaic Valley.....	8	10.5	32	22	54	.....	462
		9.96	120	151	271	11	1,703
MANCHESTER.							
Totowa.....	9	10	26	25	51	.....	627
Hawthorne.....	10	10	43	32	75	.....	256
Goffle.....	11	9.55	36	51	87	.....	168
Upper Haledon.....	12	10	33	41	74	.....	249
Haledon Village.....	36	10	128	135	263	.....	46
Prospect Park.....	40	10.5	46	57	103	.....	168
		10	312	341	653	.....	1,514
WAYNE.							
Franklin.....	13	10	49	57	106	.....	198
Jefferson.....	14	10	31	32	63	.....	277
Breakness.....	15	9	22	34	56	.....	73
Washington.....	16	10	40	39	79	.....	20
Lafayette.....	17	10	47	43	90	.....	111
		9.8	189	205	394	.....	679
POMPTON.							
Pompton Church.....	18	10	29	38	67	.....	126
Wanaque.....	19	8.4	31	20	51	.....	263
Milvale.....	37	9.7	32	29	61	2	604
Stonetown.....	20	10	14	16	30	.....	.....
Boardville.....	21	8.5	25	24	49	1	30
Ringwood.....	22	9.25	46	39	85	.....	180
Bloomington.....	23	10	109	91	200	.....	542
		9.41	286	257	543	3	1,745

State of New Jersey, for the School Year Ending June 30th, 1893.

Average number of cases of tardiness per day for each teacher.	Average number on roll.	Average daily attendance.	Percentage of daily attendance on total enrollment.	Number of pupils enrolled in primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of classes in school.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
.48	32	25	53	37	10	5			1		\$45 00
.43	61.05	55.53	66	54	31	32		1	1	\$60 00	40 00
1.1	81.57	74.54	59	97	30	39			3		48 33
.45	43	33	64	53	6	22			1		45 00
.39	54	53	87	35	26	29			1		50 00
.85	50	46.6	55	50	35	35			1		55 00
.7	321.62	292.67	63	326	138		*16	1	8	60 00	47 50
1.01	1,869	1,693	64	1,774	772	112	†264	1	44	120 00	45 09
2.4	33	27.8	34.8	60	20		19	1		65 00	
2.1	97.2	86	63	82	44	11	47	1	1	75 00	35 00
2.2	45.8	40.1	74	30	24		5	1		80 00	
2.15	176	153.9	67.4	172	88	11	*18	3	1	73 33	35 00
3	34.1	26.3	51	37	14		20	1		55 00	
1.25	38.2	34.8	46.4	52	23		6	1		60 00	60 00
.82	35.8	27.6	32	62	25		32		1		37 50
1.2	46.7	39.8	54	38	36		20	1		70 00	
.07	137.3	120	45.6	212	51		28	1	2	95 00	45 00
.8	64.3	57	55.3	98	5		24	1		65 00	
.91	356.4	305.5	46.93	499	154		*16	5	3	69 00	42 50
.49	72.91	64.51	61.4	55	51		29	1	1	60 00	25 00
1.4	35.2	30.5	48.2	28	28	7	23		1		45 00
.4	35.8	31	39	37	19		20	1		55 00	
.1	55.6	47	59.5	49	30		25		1		55 00
.55	49.2	42	46.6	78	12		14		1		55 00
.57	248.71	215.01	52.7	247	140	7	*18.5	2	4	57 50	45 00
.6	42.8	29	42	41	17	9	16		1		42 00
1.6	22.65	16.25	31.8	35	16		20		1		35 79
3.2	34.3	27	44	37	22	2	22		1		42 89
.....	18.9	16	53	24	6		18		1		35 00
.17	27	21	43	29	20		16	1		45 05	
1	48.4	41.8	49.2	84	1		6	1		60 00	
.9	126.37	107.97	49	160	40		22	1	2	70 00	32 50
1.03	320.42	259.02	45.5	410	122	11	*13.3	3	6	58 35	36 78

*Average per teacher for township.

† Average per teacher for Passaic City, 6.

Report of Attendance, by Districts, for the County of PASSAIC,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of months the schools were kept open.	Number of boys between 5 and 20 years of age enrolled in the schools during the year.	Number of girls between 5 and 20 years of age enrolled in the schools during the year.	Total number of children between 5 and 20 years of age enrolled in the schools during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.
Passaic—Con.							
WEST MILFORD.							
Charlottesburgh.....	24	8, 3	17	16	33	.....	153
Lower Macopin.....	25	9	50	35	85	.....	.....
Upper Macopin.....	26	10, 1	28	32	60	.....	.....
Postville.....	27	9, 85	18	16	34	.....	236
West Milford.....	28	10	36	40	76	.....	487
Hewitt.....	29	9	13	18	31	.....	49
Greenwood.....	30	9	24	10	34	.....	252
Newfoundland.....	31	9	47	27	74	.....	225
Clinton.....	32	9	17	10	27	.....	690
Oak Ridge.....	33	9	19	24	43	.....	492
Stockholm.....	34	9	12	12	24	.....	426
		9, 2	281	240	521	.....	3,010
Paterson.....	35	10	6,429	6,378	12,807	304	17,267
Summary.							
Acquaackanonk.....		9, 85	239	225	464	8	1,281
Passaic.....		10, 5	1,322	1,336	2,658	5	9,555
Little Falls.....		9, 96	120	151	271	11	1,703
Manchester.....		10	312	341	653	.....	1,514
Wayne.....		9, 8	189	205	394	.....	679
Pompton.....		9, 41	286	257	543	3	1,745
West Milford.....		9, 2	281	240	521	.....	3,010
Paterson.....		10	6,429	6,378	12,807	304	17,267
		9, 84	9,178	9,133	18,311	331	36,754

State of New Jersey, for the School Year Ending June 30th, 1893.

Average number of cases of tardiness per day for each teacher.	Average number on roll.	Average daily attendance.	Percentage of daily attendance on total enrollment.	Number of pupils enrolled in primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of classes in school.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.	
.9	22.1	17	51.5	33			15		1		\$30 00	
.....	33.7	30	35.3	73		12	20	1		\$54 00	.....
.....	24.2	18	30	47		13	17		1		35 00	
.....	22.3	18	53	13		21	8		1		37 00	
.....	39.2	32	42	42		34	25		1		40 00	
.....	19.3	15	48.6	10		16	5		1		36 00	
.....	12.7	9	26	30		4	25		1		27 50	
.....	39.6	34	46	54		20	16	1		42 46	.....
.....	19	14	52	12		15	22		1		24 30	
.....	20.5	19	44	15		23	15	1		36 00	.....
.....	15.6	12	50	12		12	20	1		36 57	.....
1.48	273.2	218	43.5	344		170	7	*17	4	7	42 33	32 83
.5	9,810	8,615	67.3	10,670		1,766	371	224	19	224	131 50	49 10
.7	321.62	292.67	63	326		138	*16	1	8	60 00	47 50
1.01	1,869	1,693	64	1,774		772	112	16	1	44	120 00	45 09
2.15	176	153.9	77.4	172		88	11	8	3	1	73 33	35 00
.91	356.4	305.5	46.93	499		154	16	5	3	69 00	42 50
.57	248.71	215.01	52.7	247		140	7	18.5	2	4	57 50	45 00
1.03	320.42	259.02	45.5	410		122	11	13.3	3	6	58 35	36 73
1.48	273.2	218	43.5	344		170	7	17	4	7	42 33	32 83
.5	9,810	8,615	67.3	10,670		1,766	371	224	19	224	131 50	49 10
.66	13,375.35	11,752.1	64.4	14,442		3,350	519	*4	38	297	94 81	47 52

*Average per teacher for township. † Total, 264. ‡ Total 224.

Financial Report, by Districts, for the County of SALEM,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district,	Amount due the district July 1st, 1892, from State, county and township funds,	Amount due the district July 1st, 1892, from district tax.	Amount due the district July 1st, 1892, from other sources.	Total amount due the district July 1st, 1892.	Amount expended for teachers' sal- aries.	Amount expended for fuel and jan- itors salaries.	Amount expended for building and repairs, excluding debt and interest.
SALEM.								
City of Salem.....	1	\$16,962 92	\$5,804 00	\$27 94	\$22,794 86	\$10,735 00	\$1,421 49	\$658 83
ELLSBORO.								
Union	2	788 17		10 00	798 17	408 00	53 47	12 75
Elsinboro.....	3	656 18			656 18	415 00	2 00	
Independent.....	40	582 56			582 56	350 00	25 95	
		2,026 91		10 00	2,036 91	1,173 00	81 42	12 75
LOWER ALLO- WAYS CREEK.								
Franklin.....	4	794 99			794 99	630 00	42 79	
Harmersville.....	6	409 41			409 41	325 00		
Canton.....	7	664 14			664 14	490 00	46 99	
Friendship.....	8	435 67			435 67	290 00		
Cross Roads.....	9	666 29			666 29	325 00	16 71	
		2,970 50			2,970 50	2,050 00	106 49	
L. PENNS NECK.								
Harrisonville.....	10	685 82			685 82	485 65		40 00
Finn's Point.....	11	350 51			350 51	370 00	24 69	
Centre.....	12	698 66			698 66	305 84	16 50	
Pennsville.....	13	1,136 97	135 26		1,272 23	802 50	68 50	135 26
Church.....	14	727 80			727 80	364 25	51 29	9 40
		3,599 76	135 26		3,735 02	2,328 24	160 98	184 66
MANNINGTON.								
Claysville.....	15	1,593 04			1,593 04	620 00	8 25	9 48
Wyncoop.....	16	573 99			573 99	270 00	12 00	27 25
Red School.....	17	856 62			856 62	405 00	38 50	21 33
Haines' Neck.....	18	1,131 46			1,131 46	537 50	40 99	30 27
Halltown.....	19	419 72			419 72	335 00	41 20	21 20
Concord.....	20	454 89			454 89	280 00		
Compromise.....	21	745 80			745 80	442 50	31 25	30 65
Mt. Zion.....	23	629 40	33 17		662 57	342 00	29 10	46 63
		6,404 92	33 17		6,438 09	3,232 00	201 29	186 81
PILESGROVE.								
Lanrel Hill.....	24	537 42	100 00		637 42	350 00	19 59	7 50
Sharptown.....	25	590 99	396 44		987 43	545 00	33 00	6 00
Woodstown.....	26	3,436 00	644 42		4,080 42	3,240 00	212 10	95 61
Eldridge's Hill.....	27	477 87			477 87	308 75	10 70	116 29
Friendship.....	28	334 98	249 71		584 69	270 00	18 48	
Union Grove.....	29	325 00	2 16		327 16	270 00	22 34	11 00
Morgan.....	30	378 35	175 00		553 35	360 00	24 75	2 25
Yorketown.....	31	565 06			565 06	332 50	26 18	
		6,645 67	1,567 73		8,213 40	5,676 25	367 14	238 65

State of New Jersey, for the School Year Ending June 30th, 1893.

Amount expended for debt and interest.	Amount expended for taking school census.	Amount expended for manual training.	Amount expended for text-books and apparatus.	Amount expended for incidentals.	Total amount expended.	Balance of State, county and township funds June 30th, 1893.	Balance of district tax June 30th, 1893.	Balance of moneys from other sources June 30th, 1893.	Total balance June 30th, 1893.
\$1,810 00	\$72 10			\$983 09	\$15,683 51		\$7,111 35		\$7,111 35
	3 05			24 71	501 98	296 19			296 19
	3 20			10 87	431 17	225 01			225 01
				20 55	396 80	185 76			185 76
	6 25			56 53	1,329 95	706 96			706 96
	4 40			13 95	691 14	103 85			103 85
	1 95				326 95	82 46			82 46
	3 65			20 00	560 64	103 50			103 50
				20 00	300 00	135 67			135 67
	1 45			18 55	361 71	304 58			304 58
	11 45			72 50	2,240 44	730 06			730 06
	4 00			15 00	544 65	140 17			140 17
	2 50			22 05	419 34	279 32			279 32
	2 90			20 14	345 38	5 13			5 13
	6 30			37 15	1,049 71	232 52			232 52
	3 15			27 86	455 95	271 85			271 85
	18 95			122 20	2,815 03	918 99			918 89
	5 90	\$20 06	30 25	693 94	890 10				899 10
	1 35		11 45	322 05	251 94				251 94
	3 75		16 85	485 43	371 19				371 19
	4 00		5 50	618 26	513 20				513 20
	2 30		18 00	417 70	2 01				2 01
	1 65			281 65	173 24				173 24
	3 05		23 70	531 15	214 65				214 65
	3 05		23 10	443 88	218 70				218 70
	25 05		20 06	128 85	3,794 06	2,644 03			2,644 03
	2 25			9 12	388 46	158 46	92 50		218 96
	4 35		9 42	29 64	627 41		360 02		360 02
	24 50		72 40	102 75	3,747 36		333 06		333 06
	2 55			25 00	463 29	14 58			14 58
	2 00			29 52	320 00	14 98	249 71		264 59
	2 10			4 91	310 35	16 81			16 81
	2 70		5 50	37 15	432 35		121 00		121 00
	2 80			17 20	378 68	186 38			186 38
	43 25		87 32	255 29	6,667 90	389 21	1,156 29		1,545 50

Financial Report, by Districts, for the County of SALEM,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Amount due the district July 1st, 1892, from State, county and township funds.	Amount due the district July 1st, 1892, from district tax.	Amount due the district July 1st, 1892, from other sources.	Total amount due the district July 1st, 1892.	Amount expended for teachers' sal- aries.	Amount expended for fuel and jan- itors' salaries.	Amount expended for building and repairing, excluding debt and interest.
Salem—Con.								
ALLOWAY.								
Horse Branch.....	32	\$848 13			\$848 13	\$450 00	\$16 00	\$95 91
Friesburg.....	33	627 00			627 00	340 00	12 46	47 07
Franklin.....	34	657 11			657 11	325 00	30 88	
Washington.....	35	703 94			703 94	344 99	24 70	
Alloway.....	37	1,559 64			1,559 64	1,150 00	55 53	
Pentonville.....	38	642 06			642 06	330 00	19 42	57 52
Fisher.....	39	604 35			604 35	315 00	18 25	
		5,642 23			5,642 23	3,254 99	177 24	200 50
QUINTON.								
Harmony.....	41	847 74			847 74	427 50	35 57	
Union.....	42	456 06			456 06	250 00	12 00	
Quinton.....	43	1,663 75			1,663 75	950 00	90 00	495 37
		2,967 55			2,967 55	1,627 50	137 57	495 37
OLDMANS.								
Auburn.....	44	954 11			954 11	820 00	43 68	28 06
Pedricktown.....	45	1,463 77		\$500 00	1,963 77	927 50	73 00	258 79
Literary.....	46	422 54	\$40 29		462 83	330 00	18 89	35 00
Brick.....	47	504 93			504 93	300 00	11 81	12 55
Perkintown.....	53	438 37			438 37	286 00	32 31	
		3,783 72	40 29	500 00	4,321 01	2,663 50	179 69	334 40
U. PENNS NECK.								
Central.....	48	682 01			682 01	535 00	47 86	13 22
Cove.....	49	856 51			856 51	400 00	19 00	52 87
Wright.....	50	506 79			506 79	375 00	17 81	18 54
Wiley.....	51	663 16			663 16	460 00	16 80	
Pennsgrove.....	52	2,281 50	600 29		2,881 79	2,199 50	168 13	15 03
		4,989 97	600 29		5,590 26	3,969 50	269 60	99 66
U. PITTS GROVE.								
Whig Lane.....	54	458 05			458 05	325 00	21 81	
Centre Union.....	55	439 49			439 49	355 00	20 21	
Independence.....	56	797 54			797 54	500 00	57 07	41 50
Washington.....	57	415 61			415 61	270 00	18 96	
Jefferson.....	58	575 87			575 87	332 00	26 21	16 31
Friendship.....	59	507 76			507 76	315 00	28 15	
New Freedom.....	60	342 76			342 76	288 00	12 75	
Walnut Grove.....	61	409 48			409 48	275 00	9 55	26 58
Monroeville.....	62	891 32			891 32	525 00	27 72	22 67
Union.....	63	373 80			373 80	231 55	13 48	
		5,111 68			5,211 68	3,416 55	235 81	107 06

State of New Jersey, for the School Year Ending June 30th, 1893.

Amount expended for debt and interest.	Amount expended for taking school census.	Amount expended for manual training.	Amount expended for text-books and apparatus.	Amount expended for incidentals.	Total amount expended.	Balance of State, county and township funds June 30th, 1893.	Balance of district tax June 30th, 1893.	Balance of moneys from other sources June 30th, 1893.	Total balance June 30th, 1893.
	\$4 05			\$21 37	\$587 33	\$260 80			\$260 80
	3 40			17 05	419 98	133 21	\$73 81		207 02
	2 75			20 00	378 63	278 48			278 48
	2 95			18 25	390 89	313 05			313 05
	7 80			73 60	1,287 08	272 56			272 56
	2 85		\$8 75	13 54	432 03	210 03			210 03
	2 25			13 00	348 50	255 85			255 85
	26 15	8 75		176 81	3,844 44	1,723 98	73 81		1,797 79
	2 80			31 18	497 05	350 69			350 69
	90			19 10	282 00	174 06			174 06
	9 00			23 10	1,567 47	96 28			96 28
	12 70			73 38	2,346 52	621 03			621 03
	7 70			28 03	927 47	26 64			26 64
	2 40			33 30	1,292 59	412 97	258 21		671 18
				24 35	408 24	49 30	5 29		54 59
				20 00	346 76	158 17			158 17
				15 00	333 31	96 06	9 00		105 06
	10 10			120 68	3,308 37	743 14	272 50		1,015 64
	3 45			19 00	618 53	63 48			63 48
	3 65	20 57		13 75	509 84	346 67			346 67
	3 35			11 99	426 69	54 04	26 06		80 10
	2 95			29 70	509 45	152 18	1 53		153 71
\$114 49	16 25	148 52		118 85	2,780 77	87	100 25		101 12
114 49	29 65	169 09		193 29	4,845 28	617 14	127 84		744 98
	2 80			12 75	362 36	62 38	33 31		95 69
	2 65			18 81	396 67	22 53	20 29		42 82
	3 20	6 14		22 45	630 36	167 18			167 18
	1 87			21 65	312 48	51 45	51 68		103 13
	1 95			19 99	396 46	156 28	23 13		179 41
	2 35			19 42	364 92	127 84	15 00		142 84
	1 30			6 41	308 46	26 74	7 56		34 30
	1 85			18 15	331 13	78 35			78 35
	4 35			24 49	604 23	265 46	21 63		287 09
	1 35			9 85	256 20	117 60			117 60
	23 67	6 14		173 97	3,963 27	1,075 81	172 60		1,248 41

Financial Report, by Districts, for the County of SALEM,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Amount due the district July 1st, 1892, from State, county and township funds.	Amount due the district July 1st, 1892, from district tax.	Amount due the district July 1st, 1892, from other sources.	Total amount due the district July 1st, 1892.	Amount expended for teachers' sal- aries.	Amount expended for fuel and jan- itors' salaries.	Amount expended for building and repairing, excluding debt and interest.
Salem—Con.								
PITTSBORO.								
Elmer.....	64	\$1,944 80	\$300 00		\$2,244 80	\$1,782 50	\$287 46	\$59 34
Greenville.....	65	581 83			581 83	333 00	21 50	33 56
Centreton.....	66	422 40			422 40	315 00	24 00	17 50
Upper Neck.....	67	708 55			708 55	315 00	18 28	
Lower Neck.....	68	1,178 52			1,178 52	790 00	54 00	36 51
Charity.....	69	599 10			599 10	315 00	30 25	
Good Hope.....	70	564 72			564 72	360 00	16 72	38 00
Alliance Pioneer.....	71	1,417 79	217 50		1,635 29	849 90	79 04	43 64
		7,417 71	517 50		7,935 21	5,060 40	531 25	228 55
Summary.								
City of Salem.....		16,962 92	5,804 00	\$27 94	22,794 86	10,735 00	1,424 49	658 83
Elsinboro.....		2,026 91		10 00	2,036 91	1,173 00	81 42	12 75
L. Alloways Creek.....		2,970 50			2,970 50	2,050 00	106 49	
L. Penns Neck.....		3,599 76	135 26		3,735 02	2,328 24	160 98	184 66
Mannington.....		6,404 92	33 17		6,438 09	3,232 00	201 29	186 81
Pilesgrove.....		6,645 67	1,567 73		8,213 40	5,676 25	367 14	238 65
Alloway.....		5,642 23			5,642 23	3,254 99	177 24	200 50
Quinton.....		2,967 55			2,967 55	1,627 50	137 57	495 37
Oldmans.....		3,783 72	40 29	500 00	4,324 01	2,663 50	179 69	334 40
Upper Penns Neck.....		4,989 97	600 29		5,590 26	3,969 50	269 60	99 66
Upper Pittsgrove.....		5,211 68			5,211 68	3,416 55	235 88	107 06
Pittsgrove.....		7,417 71	517 50		7,935 21	5,060 40	531 25	228 55
		68,623 54	8,698 24	537 94	77,859 72	45,186 93	3,873 04	2,747 24

State of New Jersey, for the School Year Ending June 30th, 1893.

Amount expended for debt and interest.	Amount expended for taking school census.	Amount expended for manual training.	Amount expended for text-books and apparatus.	Amount expended for incidentals.	Total amount expended.	Balance of State, county and township funds June 30th, 1893.	Balance of district tax June 30th, 1893.	Balance of moneys from other sources June 30th, 1893.	Total balance June 30th, 1893.
	\$13 85		\$34 48	\$33 03	\$2,210 66		\$34 14		\$34 14
	2 65			17 44	408 15	\$173 68			173 68
	2 65			23 71	382 86	39 54			39 54
	2 40			26 00	361 68	346 87			346 87
	5 70			18 46	904 67	273 55			273 55
	2 35			20 00	367 60	231 50			231 50
	2 35			20 00	437 07	127 65			127 65
\$213 75	12 60		5 65	55 20	1,259 78	375 51			375 51
213 75	41 55		40 13	213 84	6,332 47	1,568 60	34 14		1,602 74
1,810 00	72 10			983 09	15,683 51		7,111 35		7,111 35
	6 25			56 53	1,329 95	706 96			706 96
	11 45			72 50	2,240 44	730 06			730 06
	18 95			122 20	2,815 03	918 99			918 99
	25 05		20 06	128 85	3,794 06	2,644 03			2,644 03
	43 25		87 32	255 29	6,667 90	389 21	1,156 29		1,545 50
	26 15		8 75	173 81	3,844 44	1,724 98	73 81		1,798 79
	12 70			73 38	2,346 52	621 03			621 03
	10 10			120 68	3,308 37	743 14	272 50		1,015 64
	29 65		169 09	193 29	4,845 28	617 14	127 84		744 98
	23 67		6 14	173 97	3,963 27	1,075 81	172 60		1,248 41
213 75	44 55		40 13	213 84	6,332 47	1,568 60	34 14		1,602 74
2,138 24	323 87		331 49	2,570 43	57,171 24	11,739 95	8,948 53		20,688 48

*Apportionment of School Moneys, by Districts, for the
School Year Ending*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Balance State, county and township moneys July 1st, 1893.	Balance district tax July 1st, 1893.	Balance received from other sources July 1st, 1893.	Amount apportioned from State ap- propriation, including State school tax and \$100,000.	Amount apportioned from township tax.	Amount apportioned from surplus revenue.	Amount apportioned from balances.
SALEM.								
City of Salem.....	1		\$7,111 35		\$5,391 68	\$6,000 00	\$784 39	
ELSINBORO.								
Union.....	32	296 19			362 25		22 68	
Elsinboro.....	33	225 01			362 25		22 68	
Independent.....	40	185 76			275 00			
		706 96			999 50		45 36	
LOWER ALLO- WAYS CREEK.								
Franklin.....	4	103 85			563 50		35 28	
Harmersville.....	6	82 46			275 00			
Canton.....	7	103 50			414 00		25 92	
Friendship.....	8	135 67			275 00			
Cross Roads.....	9	304 58			275 00			
		730 06			1,802 50		61 20	
L. PENNS NECK.								
Harrisonville.....	10	140 17			477 25		29 88	
Finn's Point.....	11	279 32			375 00			
Centre.....	12	5 13			375 00			
Pennsville.....	13	222 52			661 25		41 40	
Church.....	14	271 85			362 25		22 68	
		918 99			2,250 75		93 96	
MANNINGTON.								
Claysville.....	15	899 10			603 75		37 80	
Wyncoop.....	16	251 94			275 00			
Red School.....	17	371 19			442 75		27 73	
Haines' Neck.....	18	513 20			632 50		39 60	
Halltown.....	19	2 01			375 00			
Concord.....	20	173 24			275 00			
Compromise.....	21	214 65			425 50		26 64	
Mt. Zion.....	23	218 70			356 50		23 32	
		2,644 03			3,386 00		154 08	
PILESGROVE.								
Laurel Hill.....	24	156 46	\$92 50		375 00			
Sharptown.....	25		360 02		488 75		30 60	
Woodstown.....	26		333 06		2,725 50		170 64	
Eldridge's Hill.....	27	14 58			375 00			
Friendship.....	28	14 98	249 71		275 00			
Union Grove.....	29	16 81			275 00			
Morgan.....	30		121 00		375 00			
Yorketown.....	31	186 38			373 75		23 40	
		389 21	1,156 29		5,263 00		224 64	

SALEM COUNTY.

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County of SALEM, State of New Jersey, for the June 30th, 1894.

Amount of district tax voted for payment of teachers' salaries.	Amount of district tax voted for building, purchasing, hiring, repairing or furnishing school-houses.	Amount of district tax for payment of debt and interest.	Amount of district tax voted for text-books and apparatus.	Total amount of district tax ordered to be raised.	Amount received from temporary loans.	Amount received from sale of bonds.	Amount voted for manual training.	Amount received from other sources.	Total amount available for school year ending June 30th, 1894.
									\$22,287 42
									681 12
									609 94
									460 76
									1,751 82
	\$300 00			\$300 00					1,002 63
									357 46
									543 42
									410 67
									579 56
	300 00			300 00					2,893 76
									647 30
									654 32
									380 13
									925 17
									656 78
									3,263 70
									1,540 65
									526 94
									841 66
									1,185 30
									377 01
									448 24
									666 79
									597 52
									6,184 11
									623 96
									879 37
									3,229 20
									389 58
	\$100 00			100 00					539 69
									391 81
									496 00
									583 53
100 00				100 00					7,133 14

*Apportionment of School Moneys, by Districts, for the
School Year Ending*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Balance State, county and township moneys July 1st, 1883.	Balance district tax July 1st, 1883.	Balance received from other sources July 1st, 1883.	Amount apportioned from State ap- propriation, including State school tax and \$100,000.	Amount apportioned from township tax.	Amount apportioned from surplus revenue.	Amount apportioned from balances.
Salem—Con.								
ALLOWAY.								
Horse Branch.....	32	\$261 80			\$402 50		\$25 20	
Friesburg.....	33	133 21	73 81		379 50		23 76	
Franklin.....	34	278 48			375 00			
Washington.....	35	313 05			375 00			
Alloway.....	37	272 56			931 50		58 32	
Pentonville.....	38	210 03			375 00			
Fisher.....	39	255 85			375 00			
		1,724 98	73 81		3,213 50		107 28	
QUINTON.								
Harmony.....	41	350 69			356 50		22 32	
Union.....	42	173 16			275 00			
Quinton.....	43	96 23			1,029 25		64 44	
		621 03			1,660 75		86 76	
OLDMANS.								
Auburn.....	44	26 64			695 75		43 56	
Pedricktown.....	45	412 97	258 21		931 50		58 32	
Literary.....	46	49 30	5 29		275 00			
Brick.....	47	158 17			375 00			
Perkiintown.....	53	96 05	9 00		275 00			
		743 14	272 50		2,552 25		101 88	
U. PENNS NECK.								
Central.....	48	63 45			419 75		26 28	
Cove.....	49	346 67			402 50		25 20	
Wright.....	50	54 04	26 06		402 50		25 20	
Wiley.....	51	152 18	1 53		368 00		23 04	
Pennsgrove.....	52	87	100 25		1,903 25		119 16	
		617 14	127 84		3,496 00		218 88	
U. PITTS GROVE.								
Whig Lane.....	54	62 38	33 31		375 00			
Centre Union.....	55	22 53	20 29		353 04		21 96	
Independence.....	56	167 18			396 75		24 84	
Washington.....	57	51 45	51 68		275 00			
Jefferson.....	58	156 28	23 13		375 00			
Friendship.....	59	127 84	15 00		353 40		21 60	
New Freedom.....	60	26 74	7 56		275 00			
Walnut Grove.....	61	78 35			275 00			
Monroeville.....	62	265 46	21 63		148 50		28 08	
Union.....	63	117 60			275 00			
		1,075 81	172 60		3,401 69		96 48	

County of SALEM, State of New Jersey, for the
June 30th, 1894.

Amount of district tax voted for pay- ment of teachers' salaries.	Amount of district tax voted for build- ing, purchasing, hiring, repairing or furnishing school-houses.	Amount of district tax for payment of debt and interest.	Amount of district tax voted for text- books and apparatus.	Total amount of district tax ordered to be raised.	Amount received from temporary loans.	Amount received from sale of bonds.	Amount voted for manual training.	Amount received from other sources.	Total amount available for school year ending June 30th, 1894.
									\$689 50
									610 28
									653 48
									688 05
									1,262 38
									585 03
									630 85
									5,119 57
									729 51
									448 16
									1,189 97
									2,368 54
\$200 00				\$200 00					965 95
	\$500 00			500 00					2,161 00
									329 59
									533 17
									380 06
200 00	500 00			700 00					4,369 77
									509 51
									774 62
									507 80
									544 75
									2,123 53
									4,459 86
	60 00			60 00					470 69
									477 82
									588 77
									378 13
									534 41
									517 84
	50 00			50 00					309 30
									403 35
									763 67
									392 60
	110 00			110 00					4,856 58

*Apportionment of School Moneys, by Districts, for the
School Year Ending*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Balance State, county and township moneys July 1st, 1893.	Balance district tax July 1st, 1893.	Balance received from other sources July 1st, 1893.	Amount apportioned from State ap- propriation, including State school tax and \$100,000.	Amount apportioned from township tax.	Amount apportioned from surplus revenue.	Amount apportioned from balances.
Salem—Con.								
PITTSGROVE.								
Elmer.....	64		\$34 14		\$1,679 00		\$105 12	
Greenville.....	65	\$173 63			375 00			
Centreton.....	66	39 54			375 00			
Upper Neck.....	67	346 87			375 00			
Lower Neck.....	68	273 85			672 75		42 12	
Charity.....	69	231 50			375 00			
Good Hope.....	70	127 65			375 00			
Alliance Pioneer.....	71	375 51			1,133 56		71 64	
		1,568 60	34 14		5,360 31		218 88	
Summary.								
City of Salem.....			7,111 35		8,391 68	\$6,000 00	784 39	
Elsinboro.....		706 96			999 50		45 36	
L. Alloways Creek.....		730 06			1,802 50		61 20	
L. Penns Neck.....		918 99			2,250 75		93 96	
Mannington.....		2,644 03			3,386 00		154 03	
Pilesgrove.....		389 21	1,156 29		5,263 00		224 64	
Alloway.....		1,724 98	73 81		3,213 50		107 23	
Quinton.....		621 03			1,660 75		86 76	
Oldmans.....		743 14	272 50		2,552 25		101 83	
Upper Penns Neck.....		617 14	127 84		3,406 00		218 88	
Upper Pittsgrove.....		1,075 81	172 60		3,401 69		96 48	
Pittsgrove.....		1,568 60	34 14		5,360 31		218 88	
		11,739 95	8,948 53		41,777 93	6,000 00	2,193 79	

County of SALEM, State of New Jersey, for the
June 30th, 1894.

Amount of district tax voted for pay- ment of teachers' salaries.	Amount of district tax voted for build- ing, purchasing, hiring, repairing or furnishing school-houses.	Amount of district tax for payment of debt and interest.	Amount of district tax voted for text- books and apparatus.	Total amount of district tax ordered to be raised.	Amount received from temporary loans.	Amount received from sale of bonds.	Amount voted for manual training.	Amount received from other sources.	Total amount available for school year ending June 30th, 1894.
	\$300 00			\$300 00					\$2,118 26
	50 00			50 00					548 68
									464 54
									721 87
									988 72
									606 50
		\$204 00		204 00					502 65
									1,784 71
	350 00	204 00		554 00					7,735 93
									22,287 42
									1,751 82
	300 00			300 00					2,893 76
									3,263 70
									6,184 11
\$100 00				100 00					7,133 14
									5,119 57
200 00	500 00			700 00					2,368 54
									4,369 77
	110 00			110 00					4,459 86
	350 00	204 00		554 00					4,856 58
									7,735 93
300 00	1,260 00	204 00		1,764 00					72,424 20

Report of Attendance, by Districts, for the County of SALEM,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of months the schools were kept open.	Number of boys between 5 and 20 years of age enrolled in the schools during the year.	Number of girls between 5 and 20 years of age enrolled in the schools during the year.	Total number of children between 5 and 20 years of age enrolled in the schools during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.
SALEM.							
City of Salem.....	1	10	594	550	1,144	57	2,723
ELSINBORO.							
Union.....	2	9	27	24	51	.....	213
Elsinboro.....	3	10	26	16	42	.....	64
Independent.....	40	10	22	18	40	.....	109
		9.6	75	58	133	.....	386
LOWER ALLOWAYS CREEK.							
Franklin.....	4	9	44	41	85	.....	506
Harmersville.....	6	9	24	20	44	.....	123
Canton.....	7	9	31	29	60	.....	195
Friendship.....	5	9	21	17	38	.....	156
Cross Roads.....	9	9	15	15	33	.....	21
		9	138	122	260	.....	1,001
LOWER PENNS NECK.							
Harrisonville.....	10	10	25	38	63	.....	872
Finn's Point.....	11	9	23	14	40	.....	230
Centre.....	12	9	24	22	46	.....	245
Pennsville.....	13	10.5	56	49	105	.....	438
Church.....	14	9.5	27	24	51	.....	121
		9.6	158	147	305	.....	1,906
MANNINGTON.							
Claysville.....	15	10	43	25	68	.....	88
Wyncoop.....	16	9	11	11	22	.....	253
Red School.....	17	9	37	20	57	.....	140
Haines' Neck.....	18	10	19	15	34	.....	4
Haines' Neck (Colored).....	18	9.75	16	23	39	.....	75
Halltown.....	19	9	12	15	27	.....	74
Concord.....	20	9	11	11	22	.....	21
Compromise.....	21	9.5	26	20	46	.....	33
Mt. Zion.....	23	9.5	24	40	64	.....	142
		9.4	199	180	379	.....	830
PILESGROVE.							
Laurel Hill.....	24	10	19	30	49	.....	211
Sharptown.....	25	10	40	29	69	.....	301
Woodstown.....	26	10	201	185	386	.....	1,564
Eldridge's Hill.....	27	9	12	16	28	.....	135
Friendship.....	25	9	20	15	35	.....	190
Union Grove.....	29	9	20	12	32	.....	137
Morgan.....	30	9	23	23	46	.....	225
Yorketown.....	31	9	33	22	55	.....	98
		9.4	368	332	700	.....	2,864

State of New Jersey, for the School Year Ending June 30th, 1893.

Average number of cases of tardiness per day for each teacher.	Average number on roll.	Average daily attendance.	Percentage* of daily attendance on total enrollment.	Number of pupils enrolled in primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of classes in school.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
.56	873	810	71	818	275	51	205	3	21	\$70 00	\$38 57
1.2	33	30	58.3	45	6		30		1		40 00
.3	19	16	37.8	33	9		39		1		41 50
.5	23	21	50.2	28	12		17		1		35 00
.6	75	67	48.8	106	27		86		3		38 83
2.8	53	47	62.3	35	50		15	1	1	40 00	30 00
.7	30	27	60	30	14		30		1		36 11
1	44	37	61.6	45	15		27		1		38 88
.8	18	14	37	26	10		18		1		31 11
.1	22	16	48.5	16	15	2	28		1		36 11
1	167	141	53.9	152	104	4	118	1	5	40 00	34 20
4	30	24	38	42	21		8		1		41 66
1.2	22	15	37.5	22	18		27		1		38 88
1.3	22	17	37	26	20		26		1		33 33
2.2	72	66	63	52	53		39	1	1	50 00	26 43
.6	28	24	47	29	22		28		1		38 44
1.9	174	146	44.5	171	134		128	1	5	50 00	35 75
.4	43	39	57.3	68			5	1		61 00	
1.4	13	11	50	11	11		25		1		30 00
.7	31	27	47	33	19		17	1		45 00	
	16	13	38.2	24	9	1	24		1		30 00
.4	12	10	25.6	20	19		16		1		23 07
.4	17	15	57.4	20	7		16		1		33 33
.1	12	10	45	17	5		6		1		31 11
.2	27	21	45.6	21	20	5	30		1		46 58
.8	34	30	47	60	4		25		1		36 06
.5	205	176	45.9	279	94	6	164	2	7	53 00	32 87
1	20	17	34.6	28	21		30		1		35 00
1.5	43	39	56.5	49	20		31		1		54 50
7	212	206.6	53.5	210	164	12	35		7		44 28
.7	18	16	58	19	9		22		1		33 33
1	21	19.8	54	28	7		32		1		30 00
.7	15	13	40	14	18		33		1		33 33
1.2	28	25	54	24	16	6	34		1		40 00
.5	25	23	42	50	5		18		1		36 94
1.7	382	354.4	49	422	260	18	235		14		40 93

Report of Attendance, by Districts, for the County of SALEM,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of months the schools were kept open.	Number of boys between 5 and 20 years of age enrolled in the schools during the year.	Number of girls between 5 and 20 years of age enrolled in the schools during the year.	Total number of children between 5 and 20 years of age enrolled in the schools during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.
Salem—Con.							
ALLOWAY.							
Horse Branch.....	32	8	30	25	55	.....	507
Friesburg.....	33	9	37	32	69	.....	381
Franklin.....	34	9	30	25	55	.....	196
Washington.....	35	9	27	23	50	.....	23
Alloway.....	37	10	72	77	149	.....	427
Pentonville.....	38	9	20	29	49	.....	60
Fisher.....	39	9	17	21	38	.....	245
		9	233	232	465	.....	1,841
QUINTON.							
Harmony.....	41	9	30	22	52	.....	95
Union.....	42	9	10	4	14	.....	36
Quinton.....	43	10	73	79	152	.....	233
		9.3	113	105	218	.....	364
OLDMANS.							
Auburn.....	44	10	80	46	126	.....	235
Pedricktown.....	45	10	83	68	151	.....	1,691
Literary.....	46	10	19	17	36	.....	227
Brick.....	47	9	17	23	40	.....	191
Perkintown.....	53	9	22	10	32	.....	60
		9.6	221	164	385	.....	2,404
UPPER PENNS NECK.							
Central.....	48	10	27	26	53	.....	697
Cove.....	49	10	27	28	55	.....	48
Wright.....	50	10	38	27	65	.....	248
Wiley.....	51	10	34	18	52	.....	256
Pennsgrove.....	52	10	158	147	305	.....	605
		10	284	246	530	.....	1,854
UPPER PITTSGROVE.							
Whig Lane.....	54	9	21	25	46	.....	149
Centre Union.....	55	10	22	28	50	.....	.....
Independence.....	56	10	41	31	72	.....	380
Washington.....	57	9	17	17	34	.....	139
Jefferson.....	58	9	21	17	38	.....	47
Friendship.....	59	9	29	19	48	.....	172
New Freedom.....	60	9	12	11	23	.....	281
Walnut Grove.....	61	9	7	12	19	.....	52
Monroeville.....	62	10	35	46	81	.....	287
Union.....	63	9	9	8	17	.....	72
		9.3	214	214	428	.....	1,579

State of New Jersey, for the School Year Ending June 30th, 1893.

Average number of tardiness per day for each teacher.	Average number on roll.	Average daily attendance.	Percentage of daily attendance on total enrollment.	Number of pupils enrolled in primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of classes in school.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
3	28	24	44	45	10	10	24	1		\$56 25	
2	41	32	46	20	34	15	31	1			\$37 77
1	36	31	56	17	33	5	35	1			36 33
.1	27	22	44	13	37		32	1		38 33	
2.1	79	64	43	100	49		38	1	1	65 00	50 00
.3	24	18	37	47	2		22	1			36 66
1.3	18	13	35	25	11	2	15	1			35 00
1.4	253	204	48.6	267	176	22	197	3	5	53 19	39 33
.5	19	16	29	46	6		18	1			47 55
.2	10	9	64	12	2		22	1			27 77
1.1	101	78	52	86	62	4	26	1	1	55 00	40 00
.6	130	103	48	144	70	4	66	1	3	55 00	38 44
1.1	68	55	44.5	60	46	20	33	1	1	55 00	30 00
8	93	78	51	90	60	1	37	1	1	60 00	32 75
1	22	19	53	21	12	3	28	1			33 00
1	29	21	52	22	18		30	1			33 33
.3	19	16	50	9	22	1	35	1			31 12
2.3	231	189	50.1	202	158	25	163	2	5	57 50	32 04
3.4	29	24	45	30	22	1	24	1		50 00	
.2	37	32	59	38	13	4	25	1	1		40 00
1.2	28	24	37	51	14		32	1	1		37 50
1.3	26	21	42	20	27	5	27	1		45 00	
3	212	187	61.3	216	89		11	1	4	70 00	37 48
1.8	332	288	48.8	355	165	10	119	3	6	55 00	37 90
.8	32	24	52	38	5	3	30	1			36 11
.....	34	28	57	20	29	1	26	1			35 50
1.9	38	30	42	28	34	10	35	1			50 00
1	18	16	47	22	10	2	30	1			30 00
.3	32	23	61	19	19		20	1			36 94
1	30	27	57	25	23		30	1			35 00
1.5	13	10	43	15	8		20	1			32 00
.3	15	13	68	10	9		25	1			31 00
1.4	41	34	42	43	32	6	25	1		52 50	
.4	9	7	41	13	4		16	1			25 00
.9	262	212	51	233	173	22	257	1	9	52 50	31 15

Report of Attendance, by Districts, for the County of SALEM,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of months the schools were kept open.	Number of boys between 5 and 20 years of age enrolled in the schools during the year.	Number of girls between 5 and 20 years of age enrolled in the schools during the year.	Total number of children between 5 and 20 years of age enrolled in the schools during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.
Salem—Con.							
PITTSGROVE.							
Elmer.....	64	10	133	126	259	.....	459
Greenville	65	9	27	31	58	.....	355
Centreton	66	9	28	23	51	.....	301
Upper Neck.....	67	9	24	22	46	.....	55
Lower Neck.....	68	9	76	53	129	.....	1,326
Charity	69	9	23	14	37	.....	300
Good Hope.....	70	9	22	22	44	.....	326
Alliance Pioneer.....	71	9	75	66	141	.....	1,620
		9.1	408	357	765	.....	5,242
Summary.							
City of Salem.....		10	594	550	1,144	57	2,723
Elsinboro.....		9.6	75	58	133	.....	386
Lower Alloways Creek.....		9	138	122	260	.....	1,001
Lower Penns Neck.....		9.6	158	147	305	.....	1,906
Mannington.....		9.4	199	180	379	.....	830
Pilesgrove.....		9.4	368	332	700	.....	2,864
Alloway.....		9	233	232	465	.....	1,841
Quinton.....		9.3	113	105	218	.....	364
Oldmans.....		9.6	221	164	385	.....	2,404
Upper Penns Neck.....		10	254	246	530	.....	1,854
Upper Pittsgrove.....		9.3	214	214	428	.....	1,579
Pittsgrove.....		9.1	408	357	765	.....	5,242
		9.4	3,005	2,707	5,712	57	22,994

State of New Jersey, for the School Year Ending June 30th, 1893.

Average number of cases of tardiness per day for each teacher.	Average number on roll.	Average daily attendance.	Percentage of daily attendance on total enrollment.	Number of pupils enrolled in primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of classes in school.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
2.3	140	121	60	166	37	56	49	4			\$44 56
2	34	30	52	38	19	1	17	1			37 00
1.7	24	20	39	27	24		22	1			35 00
.3	15	14	30	37	9		34	1			25 00
7	63	52	40	95	32	2	34	1		\$50 00	37 77
1.7	27	16	43	22	10	5	27	1			35 00
2	18	15	34	44			30	1			40 00
9	81.5	62	44	92	49		35	2			44 00
3.2	402.5	330	42.7	521	180	64	248	1	12	50 00	36 83
.56	873	810	71	818	275	51	205	3	21	70 00	38 57
.6	75	67	48.8	106	27		86	3	3		38 83
1	167	141	53.9	152	104	4	118	1	5	40 00	34 24
1.9	174	146	44.5	171	134		123	1	5	50 00	35 75
.5	205	176	45.9	279	94	6	164	2	7	53 00	32 87
1.7	382	354.4	49	422	260	18	235		14		40 93
1.4	253	204	43.6	267	176	22	197	3	5	53 19	39 11
.6	130	103	48	144	70	4	66	1	3	55 00	38 44
2.3	231	189	50.1	202	158	25	163	2	5	57 50	32 04
1.8	332	288	48.8	355	165	10	119	3	6	55 00	37 90
.9	262	212	51	233	173	22	257	1	9	52 50	31 15
3.2	402.5	330	42.7	521	180	64	248	1	12	50 00	36 83
2.5	3,486.5	3,020.4	49.7	3,670	1,816	226	1,986	18	95	55 72	36 84

Financial Report, by Districts, for the County of SOMERSET,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Amount due the district July 1st, 1892, from State, county and township funds.	Amount due the district July 1st, 1892, from district tax.	Amount due the district July 1st, 1892, from other sources.	Total amount due the district July 1st, 1892.	Amount expended for teachers' sal- aries.	Amount expended for fuel and jan- itors' salaries.	Amount expended for building and repairing, excluding debt and interest.
SOMERSET.								
BEDMINSTER.								
Peapack.....	1	\$532 58			\$532 58	\$187 50	\$22 52	
Union Grove.....	2	377 69			377 69	333 67	17 50	
Bedminster.....	4	489 43			489 43	410 00	30 50	\$27 50
Cross Roads.....	5	382 06			382 06	333 33	20 00	
Foot of Lane.....	6	393 04			393 04	334 66	17 00	
Pottersville.....	7	513 99	\$70 65		614 64	450 00	37 06	70 65
Lamington.....	8	288 22	37 70		325 92	255 86	20 78	32 00
Pluckamin.....	9	489 97		\$16 00	505 97	437 34	32 63	16 00
Burnt Mills.....	10	350 92			350 92	300 00	17 24	
		3,847 90	108 35	16 00	3,972 25	3,342 36	215 23	146 15
BERNARDS.								
Bernardsville.....	11	759 82	705 29	28 89	1,494 00	775 00	98 45	420 00
Basking Ridge.....	12	998 39	425 00	450 00	1,873 39	900 00	126 64	304 15
Mine Mount.....	13	424 54			424 54	380 00	24 54	
Mine Brook.....	14	425 06			425 06	330 00	32 50	
Franklin.....	15	434 46			434 46	350 00	32 14	
Mt. Prospect.....	16	375 00			375 00	332 88	22 12	
Liberty Corner.....	17	440 27	200 00		640 27	400 00	20 27	195 52
Pleasant Valley.....	18	275 00	169 73		444 73	300 00	41 00	9 10
		4,132 54	1,500 02	478 89	6,111 45	3,767 88	397 66	928 77
BRANCHBURG.								
North Branch.....	19	795 68	43	272 37	1,068 48	730 18	44 82	25 00
Cedar Grove.....	20	417 36			417 36	360 00	18 49	7 89
Harlan.....	21	375 00			375 00	334 33	18 78	
South Branch.....	22	501 82	19 16		520 98	431 93	33 67	11 00
Fairview.....	23	520 10	2 57		522 67	420 00	29 63	47 91
		2,609 96	22 16	272 37	2,904 49	2,276 44	145 39	91 50
BRIDGEWATER.								
Washington Valley.....	24	400 60			400 60	340 00	34 65	
Martinsville.....	25	669 66		15 09	684 75	577 50	69 14	
Adamsville.....	26	409 50			409 50	350 00	27 75	
Green Knoll.....	27	377 47	172 10	15 00	564 57	336 00	24 87	172 10
Somerville.....	28	6,667 99	4,732 31	299 00	11,699 30	6,650 00	300 30	921 85
Raritan.....	29	5,161 37	1,021 07	99 03	6,281 47	4,456 13	159 50	137 53
Bound Brook.....	31	2,961 20	1,389 50	366 51	4,717 21	2,953 99	104 02	396 00
		16,651 09	7,314 98	794 63	24,760 70	15,663 62	720 53	1,627 53
WARREN.								
South Sterling.....	32	275 00			275 00	240 00	18 50	
Dead River.....	33	275 00			275 00	225 00	31 41	
Mt. Horeb.....	34	379 66			379 66	338 00	12 00	
Warrenville.....	35	731 41			731 41	650 00	52 15	14 26
Springdale.....	35 1/2	596 50			596 50	514 86	31 64	
		2,257 57			2,257 57	1,997 86	145 70	14 26

State of New Jersey, for the School Year Ending June 30th, 1893.

Amount expended for debt and interest.	Amount expended for taking school census.	Amount expended for manual training.	Amount expended for text-books and apparatus.	Amount expended for incidentals.	Total amount expended.	Balance of State, county and township funds June 30th, 1893.	Balance of district tax June 30th, 1893.	Balance of moneys from other sources June 30th, 1893.	Total balance June 30th, 1893.
				\$20 00	\$530 02	\$2 56			\$2 56
				20 00	371 17	6 52			6 52
	\$3 75			8 12	479 87	9 56			9 56
				20 00	373 33	8 73			8 73
	2 60			20 00	374 26	18 78			18 78
	6 50			11 36	575 57	39 07			39 07
				17 28	325 92				
				20 00	505 97				
				20 00	337 24	13 68			13 68
	12 85			156 76	3,873 35	98 90			98 90
	5 70		\$28 89	58 91	1,386 95		\$107 05		107 05
\$461 70	7 55			14 11	1,814 15		59 24		59 24
				20 00	424 54				
	2 60			20 00	385 10	39 96			39 96
				15 51	397 65	36 81			36 81
				20 00	375 00				
				20 00	635 79		4 48		4 48
	1 50			12 10	363 70		81 03		81 03
461 70	17 35		28 89	180 63	5,782 88	76 77	251 80		328 57
244 32	7 30			12 19	1,063 81	4 67			4 67
	2 85			16 85	406 08	11 28			11 28
				21 89	375 00				
				16 55	493 15	27 83			27 83
				20 00	517 54	5 13			5 13
244 32	10 15			87 48	2,855 58	48 91			48 91
				20 00	394 65	5 95			5 95
				33 47	680 41	4 34			4 34
				20 00	397 75	12 05			12 05
				14 90	547 87	16 70			16 70
537 50			266 57	250 80	8,927 02		2,772 28		2,772 28
	35 45		105 34	38 79	4,932 79	250 37	1,021 07	\$80 24	1,351 68
849 74	21 95			74 13	4,339 83		138 39	178 99	317 88
1,387 24	57 40		371 91	452 09	20,280 32	269 41	3,931 74	259 23	4,450 38
				16 48	274 98	02			02
				18 59	275 00				
				24 50	374 50	5 16			5 16
				15 00	731 41				
				20 00	596 50				
				94 57	2,252 39	5 18			5 18

Financial Report, by Districts, for the County of SOMERSET,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Amount due the district July 1st, 1892, from State, county and township funds.	Amount due the district July 1st, 1892, from district tax.	Amount due the district July 1st, 1892, from other sources.	Total amount due the district July 1st, 1892.	Amount expended for teachers' sal- aries.	Amount expended for fuel and fuel- tutors' salaries.	Amount expended for building and repairing, excluding debt and interest.
Somerset—Con.								
NORTH PLAINFIELD.								
Washingtonville.....	36	\$733 47	.....	.....	\$733 47	\$600 00	\$18 25	\$62 83
Green Brook.....	37	394 17	.....	.....	394 17	330 00	23 45	6 65
North Plainfield.....	38	6,675 08	\$7,551 65	.....	14,526 73	8,375 00	761 50	445 62
		7,802 72	7,851 65	.....	15,654 37	9,305 00	803 23	515 10
HILLS- BOROUGH.								
Woodville.....	39	410 00	.....	.....	410 00	328 34	19 73	.....
Harmony Plains.....	40	275 00	26 78	.....	301 78	263 78	8 00	17 00
New Centre.....	41	375 00	.....	.....	375 00	300 00	55 00	.....
Liberty.....	42	447 35	.....	.....	447 35	401 64	25 71	.....
Bloomington.....	43	375 00	11 16	.....	386 16	327 00	28 00	.....
Millstone.....	44	518 38	75 00	.....	593 38	525 00	24 91	31 81
Hillsborough.....	45	375 00	1,050 00	.....	1,425 00	337 50	25 37	1,043 76
Blackwells.....	46	314 17	.....	.....	314 17	270 00	27 67	.....
Pleasant View.....	47	375 00	48 94	.....	423 94	393 33	7 22	.....
Mountain.....	48	275 00	.....	.....	275 00	225 00	30 00	.....
Flagtown.....	50	467 21	.....	.....	467 21	412 50	37 86	.....
Neshanic.....	51	790 64	245 00	.....	1,035 64	678 45	46 24	46 74
Montgomery.....	52	375 79	.....	.....	375 79	330 50	25 19	.....
Clover Hill.....	53	461 58	.....	.....	461 58	388 73	25 57	24 38
		5,835 12	1,456 88	.....	7,292 00	5,181 77	386 47	1,163 69
MONTGOMERY.								
Harlingen.....	54	744 80	.....	.....	744 80	550 00	40 00	26 00
Blawenburg.....	55	588 24	.....	.....	588 24	473 83	35 00	14 00
Rocky Hill.....	56	785 37	.....	.....	785 37	700 00	39 55	.....
Riverside.....	57	375 00	.....	.....	375 00	323 94	31 06	.....
Hollow.....	58	473 12	110 00	.....	583 12	391 08	25 00	110 00
Plainville.....	59	392 37	.....	.....	392 37	334 37	38 00	.....
		3,359 00	110 00	.....	3,469 00	2,774 22	208 91	150 00
FRANKLIN.								
Clinton.....	60	653 30	4 10	\$152 57	809 97	600 00	28 66	25 24
Bloomington.....	61	738 53	.....	.....	738 53	626 10	36 08	50 00
Uniondale.....	62	426 52	.....	.....	426 52	354 55	29 36	.....
Raritan River.....	63	290 91	100 00	.....	390 91	325 00	18 00	100 00
Middlebush.....	65	570 08	24 48	.....	594 56	525 00	41 50	.....
South Middlebush.....	66	275 00	65 43	.....	340 43	240 00	17 04	.....
Pleasant Plains.....	67	296 06	.....	.....	296 06	240 00	16 45	.....
Three Mile Run.....	68	511 71	.....	.....	511 71	416 66	47 00	25 05
Elm.....	69	743 24	81 80	.....	825 04	500 00	19 68	178 34
Ten Mile Run.....	70	314 25	.....	.....	314 25	270 00	12 95	.....
U. Ten Mile Run.....	71	473 46	.....	.....	473 46	333 34	19 55	.....
East Millstone.....	73	1,285 30	.....	.....	1,285 30	1,200 00	55 26	.....
Weston.....	74	428 24	212 00	.....	640 24	350 00	33 00	212 00
Griggstown.....	75	275 00	8 57	.....	283 57	249 00	24 82	.....
		7,281 60	496 38	152 57	7,930 55	6,129 65	399 35	596 63

State of New Jersey, for the School Year Ending June 30th, 1893.

Amount expended for debt and interest.	Amount expended for taking school census.	Amount expended for manual training.	Amount expended for text-books and apparatus.	Amount expended for incidentals.	Total amount expended.	Balance of State, county and township funds June 30th, 1893.	Balance of district tax June 30th, 1893.	Balance of moneys from other sources June 30th, 1893.	Total balance June 30th, 1893.
				\$19 00	\$700 11	\$33 36			\$33 36
				18 56	378 66	15 51			15 51
\$1,925 00	\$50 05		\$8 00	262 96	11,828 13		\$2,698 60		2,698 60
1,925 00	50 05		8 00	300 52	12,906 90	45 87	2,698 60		2,747 47
				20 00	368 07	41 93			41 93
				10 00	298 78		3 00		3 00
				20 00	375 00				
				20 00	447 35				
				20 00	375 00		11 16		11 16
				11 68	593 38				
				18 37	1,428 00				
				16 50	314 17				
				20 00	420 55		3 39		3 39
				20 00	275 00				
245 00				16 85	467 21				
				18 84	1,035 27	37			37
	2 90			20 00	375 69	10			10
245 00	2 90			20 00	461 58				
				252 22	7,232 95	42 40	17 55		59 95
				20 00	636 00	108 80			108 80
				20 00	543 83	44 41			44 41
				8 90	748 75	36 72			36 72
				20 00	375 00				
				20 00	546 08	37 04			37 04
				20 00	392 37				
				108 90	3,242 03	226 97			226 97
				15 49	809 97				
126 98	10 60			20 00	737 73	80			80
	5 55			19 71	407 02	19 50			19 50
	3 40			14 22	357 22	33 69			33 69
				20 00	58 50		8 06		8 06
				18 66	275 70		64 73		64 73
				10 55	267 06	29 06			29 06
				20 00	511 71				
				19 94	717 96	106 58	50		107 08
				11 09	294 07	20 18			20 18
				18 27	371 16	102 30			102 30
	8 90			19 03	1,283 19	2 11			2 11
				15 12	610 12	30 12			30 12
				8 57	282 39		1 18		1 18
126 98	28 45			230 65	7,511 74	344 34	74 47		418 81

*Summary of Financial Reports, by Townships, for the
School Year Ending*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Amount due the district July 1st, 1892, from State, county and township funds.	Amount due the district July 1st, 1892, from district tax.	Amount due the district July 1st, 1892, from other sources.	Total amount due the district July 1st, 1892.	Amount expended for teachers' sal- aries.	Amount expended for fuel and jan- itors' salaries.	Amount expended for building and repairing, excluding debt and interest.
SOMERSET.								
Bedminster.....		\$3,847 90	\$108 35	\$16 00	\$3,972 25	\$3,342 36	\$215 23	\$146 15-
Bernards.....		4,132 54	1,500 02	478 89	6,111 45	3,767 58	397 66	928 77
Branchburg.....		2,609 96	22 16	272 37	2,904 49	2,276 44	145 39	91 80
Bridgewater.....		16,651 09	7,314 98	794 63	24,760 70	15,663 62	720 53	1,627 53
Warren.....		2,257 57			2,257 57	1,997 86	145 70	14 26
North Plainfield.....		7,802 72	7,851 65		15,654 37	9,305 00	503 23	515 10
Hillsborough.....		5,335 12	1,456 88		7,292 00	5,181 77	386 47	1,163 69
Montgomery.....		3,359 00	110 00		3,469 00	2,774 22	208 91	150 00-
Franklin.....		7,281 60	496 38	152 57	7,930 55	6,129 65	399 38	596 63
		53,777 50	18,860 42	1,714 46	74,352 38	50,438 80	3,422 50	5,233 98-

County of SOMERSET, State of New Jersey, for the June 30th, 1893.

Amount expended for debt and interest.	Amount expended for taking school census.	Amount expended for manual training.	Amount expended for text-books and apparatus.	Amount expended for incidentals.	Total amount expended.	Balance of State, county and township funds June 30th, 1893.	Balance of district tax June 30th, 1893.	Balance of moneys from other sources June 30th, 1893.	Total balance June 30th, 1893.
\$461 70	\$12 85			\$156 76	\$3,873 35	\$98 90			\$98 90
244 32	17 35		\$28 89	180 63	5,782 88	76 77	\$251 80		328 57
1,387 24	10 15		371 91	87 48	2,855 58	48 91			48 91
	57 40			452 09	20,280 32	289 41	3,931 74	\$259 23	4,480 38
				94 57	2,252 39	5 18			5 18
1,925 00	50 05		8 00	300 52	12,806 90	48 87	2,698 60		2,747 47
245 00	2 90			252 22	7,232 95	42 40	17 55		59 95
				108 90	3,242 03	226 97			226 97
126 98	28 45			230 65	7,511 74	344 34	74 47		418 81
4,390 24	179 15		408 80	1,863 82	65,937 24	1,181 75	6,974 16	259 23	8,415 14

*Apportionment of School Moneys, by Districts, for the
School Year Ending*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Balance State, county and township moneys July 1st, 1893.	Balance district tax July 1st, 1893.	Balance received from other sources July 1st, 1893.	Amount apportioned from State ap- propriation, including State school tax and \$100,000.	Amount apportioned from township tax.	Amount apportioned from surplus revenue.	Amount apportioned from balances.
SOMERSET.								
BEDMINSTER.								
Peapack.....	1	\$2 56			\$505 18		\$32 71	
Union Grove.....	2	6 52			354 90		20 10	
Bedminster.....	4	9 56			407 80		26 40	
Cross Roads.....	5	8 73			354 90		20 10	
Foot of Lane.....	6	18 78			356 48		18 52	
Pottersville.....	7	39 07			419 98		27 19	
Lamington.....	8				263 97		11 03	
Piuckamin.....	9				419 98		27 19	
Burnt Mills.....	10	13 68			260 42		14 58	
		98 90			3,343 61		197 82	
BERNARDS.								
Bernardsville.....	11		\$107 05		681 70		44 13	
Basking Ridge.....	12		59 24		852 12		55 17	
Mine Mount.....	13				354 51		20 49	
Mine Brook.....	14	39 96			354 11		20 89	
Franklin.....	15	36 81			356 09		18 91	
Mt. Prospect.....	16				355 30		19 70	
Liberty Corner.....	17		4 48		383 45		24 83	
Pleasant Valley.....	18		81 03		258 06		16 94	
		76 77	251 80		3,595 34		221 06	
BRANCHBURG.								
North Branch.....	19	4 67			736 48		47 68	
Cedar Grove.....	20	11 28			353 72		21 28	
Harlan.....	21				258 45		16 55	
South Branch.....	22	27 83			407 80		26 40	
Fairview.....	23	5 13			426 06		27 58	
		48 91			2,182 51		139 49	
BRIDGEWATER.								
Washington Valley.....	24	5 95			352 93		22 07	
Martinsville.....	25	4 34			566 05		36 65	
Adamsville.....	26	12 05			356 48		18 52	
Green Knoll.....	27	16 70			355 69		19 31	
Somerville.....	28		2,772 28		5,824 88		377 11	
Raritan.....	29	250 37	1,021 07	\$30 24	4,376 27		283 32	
Bound Brook.....	31		138 39	178 99	2,665 93		172 59	
		289 41	3,931 74	259 23	14,498 23		929 57	
WARREN.								
South Sterling.....	32	02			260 03		14 97	
Dead River.....	33				262 39		12 61	
Mt. Horeb.....	34	5 16			357 27		17 73	
Warrenville.....	35				614 74		39 80	
Springdale.....	35½				493 02		31 92	
		5 18			1,987 45		117 03	

*Apportionment of School Moneys, by Districts, for the
School Year Ending*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Balance State, county and township moneys July 1st, 1893.	Balance district tax July 1st, 1893.	Balance received from other sources July 1st, 1893.	Amount apportioned from State ap- propriation, including State-school tax and \$100,000.	Amount apportioned from township tax.	Amount apportioned from surplus revenue.	Amount apportioned from balances.
Somerset—Con.								
N. PLAINFIELD.								
Washingtonville.....	36	\$33 36			\$590 40		\$38 22	
Green Brook.....	37	15 51			356 48		18 52	
North Plainfield.....	38		\$2,698 60		5,715 32		370 02	
		48 87	2,698 60		6,662 20		426 76	
HILLSBOROUGH.								
Woodville.....	39	41 93			356 87		18 13	
Harmony Plains.....	40		3 00		258 06		16 94	
New Centre.....	41				351 51		20 49	
Liberty.....	42				365 17		23 64	
Bloomington.....	43		11 16		356 87		18 13	
Millstone.....	44				450 39		29 16	
Hillsborough.....	45				356 48		18 52	
Blackwells.....	46				357 27		17 73	
Pleasant View.....	47		3 39		353 33		21 67	
Mountain.....	48				260 42		14 58	
Flagtown.....	50				353 00		22 86	
Neshanic.....	51	37			681 70		44 13	
Montgomery.....	52	10			356 87		18 13	
Clover Hill.....	53				359 05		23 25	
		42 40	17 55		5,219 99		307 36	
MONTGOMERY.								
Harlingen.....	54	108 80			578 22		37 44	
Blawenburg.....	55	44 41			493 02		31 92	
Rocky Hill.....	56	36 72			620 83		40 19	
Riverside.....	57				354 51		20 49	
Hollow.....	58	37 04			353 72		21 28	
Plainville.....	59				357 27		17 73	
		226 97			2,757 57		169 05	
FRANKLIN.								
Clinton.....	60				\$626 92		\$40 50	
Bloomington.....	61	\$0 80			657 36		42 56	
Uniondale.....	62	19 50			413 89		26 79	
Raritan River.....	63	33 69			264 36		10 64	
Middlebush.....	65		8 06		511 28		33 10	
South Middlebush.....	66		61 73		262 39		12 61	
Pleasant Plains.....	67	29 06			263 57		11 43	
Three Mile Run.....	68				389 51		25 22	
Elm.....	69	106 58	50		572 14		37 04	
Ten Mile Run.....	70	20 18			264 36		10 64	
U. Ten Mile Run.....	71	102 30			258 06		16 94	
East Millstone.....	73	2 11			1,052 98		68 17	
Weston.....	74	30 12			261 60		13 40	
Griggstown.....	75		1 18		263 18		11 82	
		341 34	74 47		6,061 63		360 95	

County of SOMERSET, State of New Jersey, for the
June 30th, 1894.

Amount of district tax voted for pay- ment of teachers' salaries.	Amount of district tax voted for build- ing, purchasing, hiring, repairing or furnishing school-houses.	Amount of district tax for payment of debt and interest.	Amount of district tax voted for text- books and apparatus.	Total amount of district tax ordered to be raised.	Amount received from temporary loans.	Amount received from sale of bonds.	Amount voted for manual training.	Amount received from other sources.	Total amount available for school year ending June 30th, 1894.
\$2,000 00	\$1,500 00	\$1,925 00		\$5,425 00					\$661 98
2,000 00	1,500 00	1,925 00		5,425 00					390 51
									14,208 94
200 00				\$200 00					416 93
									478 00
									375 00
									388 81
25 00	50 00			75 00					388 16
	375 00			375 00					554 55
									750 00
									375 00
									378 39
									275 00
									375 86
									726 20
	120 00			120 00					375 10
									502 30
225 00	545 00			770 00					6,357 30
									724 46
									569 35
									697 74
									375 00
									412 04
									375 00
									3,153 59
400 00	700 00	30 00		1,130 00					1,797 51
									700 72
									460 18
									308 69
									552 44
									339 73
100 00				100 00					404 06
									414 76
	500 00			500 00					716 26
									795 18
									377 30
									1,123 26
	75 00			75 00					305 12
									351 18
500 00	1,275 00	30 00		1,805 00					8,646 39

*Summary of Apportionment of School Moneys for the
School Year Ending*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Balance State, county and township moneys July 1st, 1893.	Balance district tax July 1st, 1893.	Balance received from other sources July 1st, 1893.	Amount apportioned from State ap- propriation, including State school tax and \$100,000.	Amount apportioned from township tax.	Amount apportioned from surplus revenue.	Amount apportioned from balances.
SOMERSET.								
Bedminster		\$98 90			\$3,343 61		\$797 82	
Bernards		76 77	\$251 80		3,595 34		221 06	
Branchburg		48 91			2,182 51		139 49	
Bridgewater		289 41	3,931 74	\$259 23	14,498 23		929 57	
Warren		5 18			1,987 45		117 03	
North Plainfield		48 87	2,698 60		6,662 20		426 76	
Hillsborough		42 40	17 55		5,219 99		307 36	
Montgomery		226 97			2,757 57		169 05	
Franklin		344 34	74 47		6,061 63		360 95	
		1,181 75	6,974 16	259 23	46,308 53		2,869 09	

County of SOMERSET, State of New Jersey, for the
June 30th, 1893.

Amount of district tax voted for payment of teachers' salaries.	Amount of district tax voted for building, purchasing, hiring, repairing or furnishing school-houses.	Amount of district tax for payment of debt and interest.	Amount of district tax voted for text-books and apparatus.	Total amount of district tax ordered to be raised.	Amount received from temporary loans.	Amount received from sale of bonds.	Amount voted for manual training.	Amount received from other sources.	Total amount available for school year ending June 30th, 1894.
\$250 00	\$300 00			\$300 00					\$3,940 33
	453 00			703 00					4,847 97
	125 00			125 00					2,495 91
920 00	2,625 00	\$1,395 00		4,940 00					24,848 18
									2,109 66
2,000 00	1,500 00	1,925 00		5,425 00					15,261 43
225 00	545 00			770 00					6,357 30
									3,153 59
500 00	1,275 00	30 00		1,805 00					8,646 39
3,895 00	6,823 00	3,350 00		14,068 00					71,660 76

Report of Attendance, by Districts, for the County of SOMERSET,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of months the schools were kept open.	Number of boys between 5 and 20 years of age enrolled in the schools during the year.	Number of girls between 5 and 20 years of age enrolled in the schools during the year.	Total number of children between 5 and 20 years of age enrolled in the schools during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.
SOMERSET.							
BEDMINSTER.							
Peapack.....	1	9.75	36	46	82	1	239
Union Grove.....	2	9.35	27	20	47	.....	45
Bedminster.....	4	9.65	24	26	60	.....	356
Cross Roads.....	5	10	30	23	43	.....	417
Foot of Lane.....	6	10.5	16	20	36	.....	22
Pottersville.....	7	10	28	29	57	.....	73
Lamington.....	8	9	14	10	24	.....	43
Pluckamin.....	9	9.8	22	23	45	.....	411
Burnt Mills.....	10	10	12	9	21	.....	95
		9.78	209	206	415	1	1,731
BERNARDS.							
Bernardsville.....	11	10	43	55	98	.....	360
Basking Ridge.....	12	10	66	58	124	.....	185
Mine Mount.....	13	10	32	19	51	.....	104
Mine Brook.....	14	10	19	21	40	.....	122
Franklin.....	15	10	22	12	34	.....	155
Mt. Prospect.....	16	10	22	15	37	.....	190
Liberty Corner.....	17	10	26	23	49	.....	386
Pleasant Valley.....	18	8.8	19	16	35	.....	284
		9.85	249	219	468	.....	1,789
BRANCHBURG.							
North Branch.....	19	10.25	48	36	84	.....	353
Cedar Grove.....	20	10	21	17	38	.....	24
Harlan.....	21	10	15	16	31	.....	220
South Branch.....	22	10.5	26	28	54	.....	78
Fairview.....	23	10.5	28	25	53	.....	242
		10.25	138	122	260	.....	917
BRIDGEWATER.							
Washington Valley.....	24	9.55	29	16	45	.....	214
Martinsville.....	25	9.25	40	38	78	.....	117
Adamsville.....	26	10	20	13	33	.....	169
Green Knoll.....	27	9.6	25	16	41	.....	34
Somerville.....	28	10	380	362	742	7	1,940
Raritan.....	29	10.05	123	122	245	4	270
Bound Brook.....	31	10.5	237	185	422	7	213
		9.55	854	752	1,606	18	2,957
WARREN.							
South Sterling.....	32	9	11	14	25	.....	138
Dead River.....	33	9	15	12	27	.....	606
Mt. Horeb.....	34	9.8	14	16	30	.....	310
Warrenville.....	35	9.5	40	25	65	.....	130
Springdale.....	35½	9.85	32	20	52	.....	330
		9.43	112	87	199	.....	1,514

State of New Jersey, for the School Year Ending June 30th, 1893.

Average number of cases of tardiness per day for each teacher.	Average number on roll.	Average daily attendance.	Percentage of daily attendance on total enrollment.	Number of pupils enrolled in primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of classes in school.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
1.22	50	44	90	44	30	8	30	1	1	\$50 00	
.02	24	19	79	26	21		26	1	1	35 69	
12	39	35	89	30	28	2	22	1	1	42 48	
2.08	26	23	88	20	23		19	1	1	\$33 33	
.01	22	17	77	23	13		18	1	1	31 87	
.04	31	27	87	36	21		28	1	1	45 00	
.02	12	10	83	14	10		18	1	1	28 43	
2.01	26	22	85	18	27		22	1	1	44 63	
.05	14	11	79	9	12		32	1	1	30 00	
.83	244	208	85	220	185	10	415	1	8	33 33	38 51
1.8	58	49	84	30	68		8	1	1	77 50	
.1	79	71	90	73	39	12	32	1	1	55 00	35 00
.52	22	18	82	25	15	11	20	1	1		38 00
.6	22	18	82	25	15		30	1	1	33 00	
.79	16	13	81	14	20		27	1	1		35 00
.95	20	16	80	27	8	2	38	1	1		33 28
1.93	21	18	86	28	21		15	1	1	40 00	
1.42	24	18	75	23	12		19	1	1		34 09
1.13	262	221	83	245	198	25	189	4	5	51 38	35 07
1.72	56	48	86	45	39		32	1	1	71 24	
.12	18	14	78	27	11		25	1	1		36 00
1.1	16	12	75	26	5		24	1	1		33 43
.3	34	26	76	31	23		26	1	1		41 13
1.1	29	22	77	41	12		20	1	1		40 00
.86	153	122	78	170	90		127	1	4	71 24	37 64
1.1	25	20	80	25	20		27	1	1		35 60
.63	49	37	76	30	40	8	5	1	1		62 43
.84	17	14	82	27	6		10	1	1		35 00
.17	24	19	79	31	10		25	1	1		35 00
.07	529	475	91	510	190	42	153	1	12	150 00	42 92
1.33	161	149	93	164	78	3	31	2	4	109 45	56 12
.75	271	243	90	334	35		27	1	5	100 24	35 79
2.07	1,076	957	85	1,171	382	53	278	4	25	117 28	43 46
.77	13	11	85	14	11		22	1	1		26 66
3.36	15	11	73	20	7		30	1	1		25 00
1.6	23	20	87	18	10	2	23	1	1		34 49
.68	40	39	98	21	39	5	26	1	1		68 42
1.7	32	27	85	26	26		24	1	1		51 31
1.62	123	108	86	99	93	7	130	5	5		41 18

Report of Attendance, by Districts, for the County of SOMERSET,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of months the schools were kept open,	Number of boys between 5 and 20 years of age enrolled in the schools during the year.	Number of girls between 5 and 20 years of age enrolled in the schools during the year.	Total number of children between 5 and 20 years of age enrolled in the schools during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.
Somerset—Con.							
NORTH PLAINFIELD.							
Washingtonville	36	9.4	31	31	62	.....	202
Green Brook	37	9.65	17	15	32	.....	67
North Plainfield.....	38	9.7	355	347	702	13	645
		9.58	403	393	796	13	914
HILLSBOROUGH.							
Woodville.....	39	10	18	8	26	.....	34
Harmony Plains.....	40	10.5	17	12	29	.....	195
New Centre.....	41	10.1	12	11	23	.....	232
Liberty.....	42	10	23	21	44	.....	18
Bloomington.....	43	10.2	21	13	34	.....	47
Millstone.....	44	10	25	23	48	.....	146
Hillsborough.....	45	10.1	30	14	44	.....	173
Blackwells.....	46	8.6	15	7	22	.....	201
Pleasant View.....	47	10	23	23	46	.....	89
Mountain.....	48	8.05	10	3	13	.....	52
Flagtown.....	50	10.5	27	23	50	.....	109
Neshanic.....	51	9.6	35	47	82	.....	561
Montgomery.....	52	9	19	22	41	.....	84
Clover Hill.....	53	10	21	21	42	.....	327
		9.75	286	248	544	.....	2,265
MONTGOMERY.							
Harlingen.....	54	10	39	35	74	.....	214
Blawenburg.....	55	10	36	22	58	.....	390
Rocky Hill.....	56	9.45	37	39	76	.....	1,643
Riverside.....	57	9	16	15	31	.....	132
Hollow.....	58	9.75	25	18	43	.....	112
Plainville.....	59	9.25	14	17	31	.....	51
		9.58	167	146	313	.....	2,542
FRANKLIN.							
Clinton.....	60	10	50	47	97	.....	85
Bloomington.....	61	10.5	52	42	94	.....	25
Uniondale.....	62	9.25	23	23	46	.....	145
Raritan River.....	63	9	7	7	14	.....	59
Middlebush.....	65	10.25	32	28	60	.....	186
South Middlebush.....	66	9.5	13	12	25	.....	95
Pleasant Plains.....	67	9	12	4	16	.....	78
Three Mile Run.....	68	10	35	17	52	.....	49
Elm.....	69	10	28	26	54	.....	246
Ten Mile Run.....	70	9	9	6	15	.....	294
Upper Ten Mile Run.....	71	10	15	15	30	.....	233
East Millstone.....	73	10	69	55	124	.....	560
Weston.....	74	10	11	9	20	.....	98
Griggstown.....	75	8.55	7	7	14	.....	210
		9.65	363	298	661	.....	2,363

State of New Jersey, for the School Year Ending June 30th, 1893.

Average number of cases of tardiness per day for each teacher.	Average number on roll.	Average daily attendance.	Percentage of daily attendance on total enrollment.	Number of pupils enrolled in primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of classes in school.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
1.07	34	27	79	45	17	.....	17	1	.....	\$63 83	.....
.35	22	19	86	13	14	5	20	.....	.....	.....	\$34 20
2.84	548	493	90	409	260	33	19	1	14	164 95	49 90
1.42	604	539	85	467	291	38	56	2	15	114 39	48 85
.17	12	10	83	19	7	.....	20	.....	1	.....	32 83
.92	18	16	89	16	13	.....	20	.....	1	.....	37 50
1.15	12	9	75	7	16	.....	16	.....	1	.....	29 71
.09	23	19	83	14	30	.....	20	.....	1	.....	40 16
.23	19	15	79	18	16	.....	23	.....	1	.....	32 06
.73	29	25	86	26	22	.....	24	.....	1	.....	52 59
.85	20	17	85	27	17	.....	23	.....	1	.....	33 41
1.2	9	8	89	.....	.....	.....	17	.....	1	.....	31 40
.45	23	20	86	25	18	3	20	.....	1	.....	39 33
.32	6	5	83	12	1	.....	12	.....	1	.....	27 95
.5	28	22	79	19	28	3	23	1	.....	39 28	.....
2.9	49	41	84	69	13	.....	24	.....	1	.....	70 67
.7	24	18	75	19	22	.....	22	.....	1	.....	36 72
1.63	22	18	80	16	26	.....	28	.....	1	.....	33 87
.84	294	243	82	309	229	6	292	1	13	39 28	38 32
1.07	50	35	70	36	31	7	24	.....	1	.....	55 00
1.95	36	31	86	41	16	1	29	.....	1	.....	47 48
8.7	52	43	82	43	33	.....	21	1	.....	74 07	.....
.73	21	18	86	14	16	1	19	.....	1	.....	35 99
.57	27	23	85	29	14	.....	20	.....	1	.....	40 00
.27	15	12	80	18	13	.....	15	1	.....	36 15	.....
2.21	201	162	82	181	123	9	128	2	4	55 16	44 62
.45	58	54	93	65	32	.....	28	1	.....	60 00	.....
.12	65	60	92	50	44	.....	26	.....	1	.....	59 60
.7	20	17	85	28	18	.....	5	.....	1	.....	38 33
.32	10	8	80	10	3	1	15	.....	1	.....	25 00
.9	38	30	79	20	40	.....	23	.....	1	.....	51 22
.5	9	7	78	15	10	.....	21	.....	1	.....	25 26
.5	10	9	90	12	4	.....	20	1	.....	26 67	.....
.24	27	22	82	20	32	.....	24	.....	1	.....	41 67
1.23	39	30	77	35	13	6	20	.....	1	.....	50 00
1.63	9	7	78	9	6	.....	28	.....	1	.....	30 00
1.16	17	13	76	30	.....	.....	20	.....	1	.....	33 33
2.8	79	69	87	64	60	.....	33	1	.....	75 00	45 00
.49	10	8	80	20	.....	.....	25	.....	1	.....	35 00
1.2	8	6	75	8	6	.....	16	.....	1	.....	29 12
.88	399	340	82	386	268	7	304	3	12	53 89	38 63

Summary of Attendance for the County of SOMERSET,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of months the schools were kept open.	Number of boys between 5 and 20 years of age enrolled in the schools during the year.	Number of girls between 5 and 20 years of age enrolled in the schools during the year.	Total number of children between 5 and 20 years of age enrolled in the schools during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.
SOMERSET.							
Bedminster.....		9.78	209	206	415	1	1,731
Bernards.....		9.85	249	219	468		1,789
Branchburg.....		10.25	138	122	260		917
Bridgewater.....		9.85	854	752	1,606	18	2,957
Warren.....		9.43	112	87	199		1,514
North Plainfield.....		9.58	403	393	796	13	914
Hillsborough.....		9.75	296	248	544		2,265
Montgomery.....		9.58	167	146	313		2,542
Franklin.....		9.65	363	298	661		2,363
		9.75	2,791	2,471	5,262	32	16,995

State of New Jersey, for the School Year Ending June 30th, 1893.

Average number of cases of tardiness per day for each teacher.	Average number on roll.	Average daily attendance.	Percentage of daily attendance on total enrollment.	Number of pupils enrolled in primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of classes in school.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
.83	244	208	85	220	185	10	415	1	8	\$33 33	\$38 51
1.13	262	221	83	245	198	25	189	4	5	51 38	35 07
.86	153	122	78	170	90	.....	127	1	4	71 24	37 64
2.07	1,076	957	88	1,171	382	53	278	4	25	117 25	43 46
1.62	123	108	86	99	93	7	130	.....	5	.....	41 18
1.42	604	539	88	467	291	38	56	2	15	114 39	48 85
.84	294	243	82	309	229	6	292	1	13	39 26	38 32
2.21	201	162	81	181	123	9	128	2	4	55 16	44 62
.88	399	340	85	356	268	7	304	3	12	53 89	38 63
1.32	3,356	2,900	83	3,248	1,859	155	1,919	18	91	73 29	41 75

Financial Report, by Districts, for the County of SUSSEX,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Amount due the district July 1st, 1892, from State, county and township funds.	Amount due the district July 1st, 1892, from district tax.	Amount due the district July 1st, 1892, from other sources.	Total amount due the district July 1st, 1892.	Amount expended for teachers' sal- aries.	Amount expended for fuel and jan- itors' salaries.	Amount expended for building and repairing, excluding debt and interest.
SUSSEX.								
MONTAGUE.								
River.....	1	\$282 17			\$282 17	\$225 00	\$18 38	
Montague.....	3	375 00	\$123 93		498 93	363 54	38 20	\$59 52
Church.....	4	472 91	496 65		969 56	316 67	33 25	524 09
Clove.....	7	375 00			375 00	328 54	19 01	
		1,505 08	620 58		2,125 66	1,233 75	108 84	583 61
SANDYSTON.								
Union.....	9	377 33			377 33	337 00	19 50	
Peters' Valley.....	10	507 05			507 05	300 00	25 00	
Centerville.....	11	275 00			275 00	270 00		
Hainesville.....	12	375 10			375 10	294 00	26 44	
Tuttle's Corner.....	14	353 61			353 61	252 00	11 87	
Shaytown.....	16	590 83			590 83	350 00	18 77	
Flatbrook Valley.....	17	508 82			508 82	285 00		
		2,987 74			2,987 74	2,088 00	101 58	
WALLPACK.								
Flatbrookville.....	18	275 30			275 30	245 00	18 85	
Central.....	19	519 67			519 67	297 50		
Wallpack Centre.....	20	399 46			399 46	342 00	15 85	
		1,194 43			1,194 43	884 50	34 75	
STILLWATER.								
Yellow Frame.....	23	275 24			275 24	230 20	16 71	
Fredon.....	24	392 08			392 08	332 50	18 82	
Stillwater.....	25	393 43			393 43	328 04	20 65	8 90
Mt. Pleasant.....	26	286 44	476 34		762 78	252 00	10 63	272 25
Mt. Holly.....	27	395 50			395 50	350 00	26 49	
Middleville.....	28	384 22			384 22	323 07	22 23	7 85
Swartwood.....	29	402 62			402 62	332 50	20 28	
Keenes.....	31	387 68	430 95		818 63	350 00		430 95
		2,917 21	907 29		3,824 50	2,503 31	135 81	719 95
GREEN.								
Tranquillity.....	33	375 00			375 00	315 00	33 38	
Greensville.....	34	312 08			312 08	327 50	17 69	
Huntsville.....	35	423 84			423 84	315 00	20 37	
Huntsburg.....	36	416 22			416 22	310 00	24 75	
		1,527 14			1,527 14	1,167 50	96 19	
BYRAM.								
Stanhope.....	37	1,717 86	1,950 00		3,667 86	1,725 00	433 07	
Waterloo.....	38	566 00			566 00	510 00	31 64	10 75
Roseville.....	39	350 00			350 00	317 00	23 44	2 88
Brooklyn.....	40	350 00	246 00		596 00	360 93	23 75	201 74
Amity.....	41	350 00	537 72		887 72	331 17	29 78	
		3,333 86	2,733 72		6,067 58	3,244 10	541 68	215 37

State of New Jersey, for the School Year Ending June 30th, 1893.

Amount expended for debt and interest,	Amount expended for taking school census,	Amount expended for manual training,	Amount expended for text-books and apparatus,	Amount expended for incidentals,	Total amount expended,	Balance of State, county and township funds June 30th, 1893,	Balance of district tax June 30th, 1893,	Balance of moneys from other sources June 30th, 1893,	Total balance June 30th, 1893,
	\$3 00			\$20 00	\$263 38	\$18 79			\$18 79
	2 25			14 00	478 26	20 67			20 67
			\$20 00	42 46	938 72	30 84			30 84
			20 00	7 45	375 00				
	5 25		40 00	83 91	2,055 36	70 30			70 30
				18 57	375 07	2 26			2 26
				33 04	358 04	149 01			149 01
	1 85			3 15	275 00				
				45 29	365 73	9 37			9 37
				1 50	265 37	88 24			88 24
	3 30			47 52	419 59	171 24			171 24
				43 87	328 87	179 95			179 95
	5 15			192 94	2,387 67	600 07			600 07
				8 65	274 80	50			50
	2 30		20 00	13 98	331 48	188 19			188 19
			20 00	16 95	394 80	4 66			4 66
	2 30		40 00	39 58	1,001 08	193 35			193 35
			20 00	5 00	273 56	1 68			1 68
	1 65		20 00	20 00	391 32	76			76
				23 17	385 76	7 67			7 67
	5 00			8 33	545 26	13 43	\$204 00		217 52
	2 00			5 00	384 84	10 66			10 66
	3 35			12 39	374 19	10 03			10 03
				26 05	378 83	23 79			23 79
	3 65		20 00	15 16	816 11	2 52			2 52
	15 65		60 00	115 15	3,549 87	70 54	204 00		274 63
	2 35			22 62	373 35	1 65			1 65
				20 00	265 19	46 89			46 89
				21 85	357 22	66 62			66 62
	3 16			9 95	347 86	68 36			68 36
	5 51			74 42	1,343 62	183 32			183 52
\$1,350 00	10 00		26 07	25 50	3,569 64		98 22		98 22
				13 75	566 14		*14		
			17 00		360 32		*10 32		
	4 54			15 00	605 96		*9 96		
496 77	7 08		20 00	2 92	887 72				
1,846 77	21 62		63 07	57 17	5,989 78		98 22		98 22

* Overdrawn.

Financial Report, by Districts, for the County of SUSSEX,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Amount due the district July 1st, 1892, from State, county and township funds.	Amount due the district July 1st, 1892, from district tax.	Amount due the district July 1st, 1892, from other sources.	Total amount due the district July 1st, 1892.	Amount expended for teachers' sal- aries.	Amount expended for fuel and jan- itors' salaries.	Amount expended for building and repairing, excluding debt and interest.
Sussex—Con.								
ANDOVER.								
Andover.....	43	\$1,085 24			\$1,085 24	\$960 00	\$49 60	\$8 55
Springdale.....	44	472 41			472 41	350 00	25 80	
Clinton.....	45	340 54			340 54	270 00	10 58	
Germany.....	46	494 64			494 64	323 75	30 16	
		2,392 83			2,392 83	1,903 75	116 14	8 55
SPARTA.								
East Mount.....	48	325 00			325 00	281 01	18 81	
Hopewell.....	49	365 56			365 56	326 76	34 77	
Ogdensburg.....	50	1,122 99	\$400 00		1,522 99	1,250 00	62 30	
Sparta.....	51	750 62			750 62	713 62	35 97	
West Mount.....	52	331 01			331 01	292 50	17 57	
Houses.....	53	376 02			376 02	326 62	26 85	
New Prospect.....	54	325 00			325 00	280 00	14 39	
Pullis.....	55	393 49			393 49	297 00	20 00	
Ogden Mine.....	56	350 00	255 52		605 52	450 00	25 00	44 02
		4,339 69	655 52		4,995 21	4,217 51	255 66	44 02
HARDYSTON.								
Holland.....	57	400 00			400 00	405 00	10 00	
Rudeville.....	58	474 42			474 42	368 00	29 45	
Hardystonville.....	59	400 00			400 00	350 00	10 16	
North Church.....	60	377 40	80 00		457 40	285 00		79 89
Hamburg.....	61	1,326 48	150 00		1,476 48	950 00	66 82	20 50
Stockholm.....	62	428 80			428 80	406 56	18 44	
Monroe.....	63	361 72	6 23		367 95	309 00	16 47	25 14
Franklin.....	64	1,649 66	550 00		2,199 66	1,800 00	163 93	2 00
Willistine.....	65	300 00			300 00	270 00	12 00	
		5,718 48	786 23		6,504 71	5,143 56	327 27	127 53
VERNON.								
Cherry Ridge.....	67	309 99			309 99	295 41	9 40	
Canisteer.....	68	326 50			326 50	300 00	9 00	
Williams.....	69	486 69			486 69	292 50	14 70	
Vernon.....	70	472 29			472 29	400 00	20 85	
Price.....	71	359 50			359 50	325 00	14 00	
Longwell.....	72	337 62			337 62	285 00	17 91	
Glenwood.....	73	563 20			563 20	330 00	36 70	
McCafee.....	74	398 02			398 02	360 00	23 72	
Independent.....	75	548 63			548 63	355 00	22 37	
Milton.....	76	526 55			526 55	330 00	28 55	
Srrague.....	77	332 43			332 43	300 00	22 81	
Parker.....	79	315 23			315 23	191 00	7 50	
Wawayanda.....	80	317 63			317 63	273 85	6 50	
		5,294 28			5,294 28	4,037 76	233 51	

State of New Jersey, for the School Year Ending June 30th, 1893.

Amount expended for debt and interest.	Amount expended for taking school census.	Amount expended for manual training.	Amount expended for text-books and apparatus.	Amount expended for incidentals.	Total amount expended.	Balance of State, county and township funds June 30th, 1893.	Balance of district tax June 30th, 1893.	Balance of moneys from other sources June 30th, 1893.	Total balance June 30th, 1893.
	\$7 55			\$47 14	\$1,072 84	\$12 40			\$12 40
				45 53	421 33	51 08			51 08
				44 48	325 06	15 48			15 48
				30 14	384 05	110 59			110 59
	7 55			167 29	2,203 28	189 55			189 55
				20 00	319 82	5 18			5 18
				4 03	365 56				
	7 20			126 98	1,446 48	30 79	\$45 72		76 51
				18 92	768 51		*17 89		
				18 51	328 58	2 43			2 43
			\$20 00	2 25	375 72	30			30
				23 42	317 81	7 19			7 19
				12 20	329 20	64 29			64 29
			20 00		539 02		66 50		66 50
	7 20	40 00	40 00	226 31	4,790 70	110 18	112 22		222 40
	3 00			6 25	424 25		*24 25		
	2 55	20 00	20 00	4 48	424 48	49 94			49 94
				19 89	380 05	19 95			19 95
	2 48	20 00	20 00	6 15	393 52	63 77	11		63 88
	7 00	20 00	20 00	40 72	1,105 04	371 44			371 44
					425 00	3 80			3 80
				15 80	366 41	1 54			1 54
\$143 54	14 15			31 28	2,154 90	44 76			44 76
				17 05	299 05	95			95
143 54	29 18	60 00	60 00	141 62	5,972 70	556 15	11		556 26
				5 18	309 99				
				8 70	317 70	8 80			8 80
				12 85	320 05	166 64			166 64
				32 63	452 98	19 31			19 31
				20 00	359 00	50			50
				29 83	332 74	4 88			4 88
				28 91	395 61	167 59			167 59
				32 00	415 72		*17 70		
				26 61	403 98	144 65			144 65
				30 49	389 04	137 51			137 51
				9 62	332 43				
					198 50	116 73			116 73
				12 50	292 85	24 78			24 28
				249 32	4,520 59	791 39			791 39

* Overdrawn.

Financial Report, by Districts, for the County of SUSSEX,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Amount due the district July 1st, 1892, from State, county and township funds.	Amount due the district July 1st, 1892, from district tax.	Amount due the district July 1st, 1892, from other sources.	Total amount due the district July 1st, 1892.	Amount expended for teachers' sal- aries.	Amount expended for fuel and jan- itors' salaries.	Amount expended for building and repairing, excluding debt and interest.
Sussex—Con.								
WANTAGE.								
Dunn.....	82	\$411 86			\$411 86	\$325 00	\$28 56	
Dunning.....	83	414 50			414 50	333 50	21 00	
Wolfpit.....	84	571 83	\$126 21		698 04	350 00	32 20	\$125 00
Mt. Salem.....	85	349 38			349 38	285 00	26 79	
Jacksonville.....	86	337 23	213 02		550 25	270 00	18 30	220 00
Colesville.....	87	444 59			444 59	400 00	31 11	
Clove.....	88	366 73	120 54		487 27	300 00	17 59	67 25
Rosenkrans.....	90	344 52			344 52	300 00	13 28	
Libertyville.....	91	419 08			419 08	267 00	17 17	
Central.....	93	482 57			482 57	360 00	4 76	
Van Sickle.....	94	397 36			397 36	330 00	24 98	
Woodbourne.....	95	357 88			357 88	300 00	14 76	
Lewisburg.....	96	443 99			443 99	307 00	28 27	
Pond.....	97	400 36			400 36	320 00	22 94	
Blooming Grove.....	98	514 08			514 08	380 00	17 18	
Union.....	99	367 03			367 03	288 61	19 72	
Beemerville.....	100	525 01	207 14		732 15	428 00	30 00	207 14
		7,148 00	666 91		7,814 91	5,544 11	368 61	619 39
Deckertown.....	92	1,025 93	1,106 76	\$574 67	2,707 36	1,825 00	81 91	
FRANKFORD.								
Madison.....	101	305 00			305 00	270 00	16 10	
Longbridge.....	102	328 98			328 98	270 67	22 06	18 09
Branchville.....	103	737 96	365 00	96 50	1,199 46	675 00	52 70	
Angusta.....	105	310 00			310 00	270 00	5 28	
Frankford Plains.....	106	354 13			354 13	300 00	25 90	
Harmony.....	107	300 00			300 00	270 90	14 00	
Wykertown.....	110	314 80			314 80	271 46	22 35	
		2,650 87	365 00	96 50	3,112 37	2,328 03	188 39	18 09
HAMPTON.								
Myers.....	111	373 98			373 98	270 00	29 75	
Laurel Grove.....	112	351 04	26		351 30	270 00	22 64	
Washingtonville.....	113	447 70	497 23		944 93	333 33	15 64	479 56
Myrtle Grove.....	114	394 48			394 48	307 75	24 58	12 03
		1,567 20	497 49		2,064 69	1,181 08	92 61	491 59
Newton.....	115	2,878 53	4,874 23		7,752 76	4,843 00	576 23	87 69
LAFAYETTE.								
Lafayette.....	116	451 78	304 77		756 55	630 00	46 00	
Statesville.....	117	408 13			408 13	332 50	23 38	
Harmonyvale.....	118	384 43		65 64	450 07	400 00	15 49	
		1,244 34	304 77	65 64	1,614 75	1,362 50	84 87	

State of New Jersey, for the School Year Ending June 30th, 1893.

Amount expended for debt and interest,	Amount expended for taking school census,	Amount expended for manual training,	Amount expended for text-books and apparatus,	Amount expended for incidentals,	Total amount expended,	Balance of State, county and township funds June 30th, 1893,	Balance of district tax June 30th, 1893,	Balance of moneys from other sources June 30th, 1893,	Total balance June 30th, 1893,
				\$32 20	\$385 76	\$26 10			\$26 10
				22 85	377 35	37 15			37 15
	\$2 45		\$20 00	16 11	545 76	152 28			152 28
				17 15	328 94	20 44			20 44
				23 00	531 30	18 95			18 95
	2 25			10 40	443 76	83			83
					384 84	102 43			102 43
				12 62	325 90	18 62			18 62
			20 00	35 79	339 96	79 12			79 12
				25 40	390 16	92 41			92 41
				24 00	378 98	18 33			18 38
				26 48	341 24	16 64			16 64
			20 00	11 76	367 03	76 96			76 96
				22 80	365 74	34 62			34 62
				36 45	433 63	80 45			80 45
				58 70	367 03				
			20 00	20 00	705 14	27 01			27 01
	4 70		80 00	395 71	7,012 52	802 39			802 39
\$556 00	11 85		20 00	159 63	2,654 39		\$52 97		52 97
	1 75			13 80	301 65	3 35			3 35
	365 00	5 70		8 50	319 32	9 66			9 66
			29 94	41 12	1,199 46				
			20 00	36	295 64	14 36			14 36
			20 00	4 57	350 47	3 66			3 66
				12 20	297 10	2 90			2 90
				12 15	305 96	8 84			8 84
365 00	7 45		69 94	92 70	3,069 60	42 77			42 77
				26 23	325 98	48 00			48 00
				13 60	306 24	44 80	26		44 96
				67 78	896 31	30 95	17 67		48 62
	2 75		20 00	20 00	387 11	7 37			7 37
	2 75		20 00	127 61	1,915 64	131 12	17 93		148 95
1,850 00	39 35			208 31	7,604 55		148 18		148 18
	4 85			76 78	757 63		*1 08		
				46 21	402 09	6 04			6 04
				34 58	450 07				
	4 85			157 57	1,609 79	6 04			6 04

* Overdrawn.

*Summary of Financial Reports, by Townships, for the
School Year Ending*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Amount due the district July 1st, 1892, from State, county and township funds.	Amount due the district July 1st, 1892, from district tax.	Amount due the district July 1st, 1892, from other sources.	Total amount due the district July 1st, 1892.	Amount expended for teachers' sal- aries.	Amount expended for fuel and jan- itors' salaries.	Amount expended for building and repairing, excluding debt and interest.
SUSSEX.								
Montague.....		\$1,505 08	\$620 58		\$2,125 66	\$1,233 75	\$108 84	\$583 61
Sandyston.....		2,987 74			2,987 74	2,088 00	101 58	
Wallpack.....		1,194 43			1,194 43	884 50	34 75	
Stillwater.....		2,917 21	907 29		3,824 50	2,503 31	135 81	719 95
Green.....		1,527 14			1,527 14	1,167 50	96 19	
Byram.....		3,333 86			3,333 86	3,244 10	541 68	215 27
Andover.....		2,392 83	2,733 72		5,062 83	1,903 75	116 14	8 55
Sparta.....		4,339 69	655 52		4,995 21	4,217 51	255 66	44 02
Hardyston.....		5,718 48	786 23		6,504 71	5,143 56	327 27	127 53
Vernon.....		5,294 28			5,294 28	4,037 76	233 51	
Wantage.....		7,148 00	666 91		7,814 91	5,544 11	368 61	619 39
Deckertown.....		1,025 93	1,106 76	\$574 67	2,707 36	1,825 00	81 91	
Frankford.....		2,650 87	365 00	96 50	3,112 37	2,328 03	188 39	18 09
Hampton.....		1,567 20	497 49		2,064 69	1,181 08	92 61	491 59
Newton.....		2,878 53	4,874 23		7,752 76	4,843 00	576 23	87 69
Lafayette.....		1,244 34	304 77	65 64	1,614 75	1,362 50	84 87	
		47,725 61	13,518 50	736 81	61,980 92	43,507 46	3,344 00	2,915 79

County of SUSSEX, State of New Jersey, for the
June 30th, 1893.

Amount expended for debt and interest.	Amount expended for taking school census.	Amount expended for manual training.	Amount expended for text-books and apparatus.	Amount expended for incidentals.	Total amount expended.	Balance of State, county and township funds June 30th, 1893.	Balance of district tax June 30th, 1893.	Balance of moneys from other sources June 30th, 1893.	Total balance June 30th, 1893.
.....	\$5 25	.....	240 00	\$83 91	\$2,055 36	\$70 30	.....	.....	\$70 30
.....	5 15	.....	.....	192 94	2,387 67	600 07	.....	.....	600 07
.....	3 30	.....	40 00	39 58	1,001 08	193 35	.....	.....	193 35
.....	15 65	.....	60 00	115 15	3,549 87	70 51	\$204 09	.....	274 63
.....	5 51	.....	.....	74 42	1,443 62	183 52	.....	.....	183 52
\$1,546 77	21 62	.....	63 07	57 17	5,989 75	.....	98 22	.....	98 22
.....	7 55	.....	.....	167 29	2,203 28	189 55	.....	.....	189 55
.....	7 20	.....	40 00	226 31	4,790 70	110 18	112 22	.....	222 40
143 54	29 18	.....	60 00	141 62	5,972 70	556 15	11	.....	556 26
.....	.....	.....	.....	249 32	4,520 59	791 39	.....	.....	791 39
.....	4 70	.....	50 00	395 71	7,012 52	802 39	.....	.....	802 39
556 00	11 55	.....	20 00	159 63	2,654 39	.....	52 97	.....	52 97
365 00	7 45	.....	69 94	92 79	3,069 60	42 77	.....	.....	42 77
.....	2 75	.....	20 00	127 61	1,915 64	131 12	.....	17 93	149 05
1,850 00	39 35	.....	.....	208 31	7,604 58	.....	148 18	.....	148 18
.....	4 55	.....	.....	157 57	1,609 79	6 04	.....	.....	6 04
4,761 31	170 36	.....	493 01	2,489 24	57,681 17	3,747 37	633 72	.....	4,381 09

*Apportionment of School Moneys, by Districts, for the
School Year Ending*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Balance State, county and township moneys July 1st, 1893.	Balance district tax July 1st, 1893.	Balance received from other sources July 1st, 1893.	Amount apportioned from State ap- propriation, including State school tax and \$100,000.	Amount apportioned from township tax.	Amount apportioned from surplus revenue.	Amount apportioned from balances.
SUSSEX.								
MONTAGUE.								
River	1	\$48 79			\$257 93		\$17 07	
Delaware	3	20 87			351 72		23 28	
Church	4	30 84			351 72		23 28	
Clove	7				351 72		23 28	
		70 30			1,313 09		86 91	
SANDYSTON.								
Union	9	2 26			351 72		23 28	
Peters' Valley	10	149 01			351 72		23 28	
Centerville	11				257 93		17 07	
Hainesville	12	9 37			351 72		23 28	
Tuttle's Corner	14	88 24			257 93		17 07	
Shaytown	16	171 24			351 72		23 28	
Flatbrook Valley	17	179 95			257 93		17 07	
		600 07			2,180 67		144 33	
WALLPACK.								
Flatbrookville	18	50			351 72		23 28	
Central	19	188 19			257 93		17 07	
Wallpack Centre	20	4 66			351 72		23 28	
		193 35			961 37		63 63	
STILLWATER.								
Yellow Frame	23	1 68			257 93		17 07	
Fredon	24	76			351 72		23 28	
Stillwater	25	7 67			372 21		24 66	
Mt. Pleasant	26	13 43	\$204 09		257 93		17 07	
Mt. Holly	27	10 66			351 72		23 28	
Middleville	28	10 03			351 72		23 28	
Swartwood	29	23 79			351 72		23 28	
Keene's Corner	31	2 52			351 72		23 28	
		70 54	204 09		2,646 67		175 20	
GREEN.								
Tranquillity	33	1 65			351 72		23 28	
Greensville	34	46 89			257 93		17 07	
Huntsville	35	66 62			257 93		17 07	
Hunt's Mills	36	68 36			257 93		17 07	
		183 52			1,125 51		74 49	
BYRAM.								
Stanhope	37		95 22		744 40	\$500 00	49 32	
Waterloo	38				351 72	200 00	23 28	
Rosevly	39				351 72	25 00	23 28	
Brooklyn	40				351 72	25 00	23 28	
Amity	41				351 72	50 00	23 28	
			95 22		2,151 28	1,100 00	142 44	

County of SUSSEX, State of New Jersey, for the
June 30th, 1894.

Amount of district tax voted for pay- ment of teachers' salaries.	Amount of district tax voted for build- ing, purchasing, hiring, repairing or furnishing school-houses.	Amount of district tax for payment of debt and interest.	Amount of district tax voted for text- books and apparatus.	Total amount of district tax ordered to be raised.	Amount received from temporary loans.	Amount received from sale of bonds.	Amount voted for manual training.	Amount received from other sources.	Total amount available for school year ending June 30th, 1894.
\$75 00				\$75 00					\$293 79
75 00				75 00					470 67
150 00				150 00					405 84
									450 00
									1,620 30
									377 26
									524 01
									275 00
									384 37
									363 24
									546 24
									454 95
									2,925 07
	\$30 00			30 00					405 50
									463 19
									379 66
	30 00			30 00					1,248 35
									276 68
50 00	50 00			100 00					475 76
	250 00			250 00					654 54
									492 52
	600 00			600 00					385 86
				100 00					985 03
									498 79
									377 52
50 00	1,000 00			1,050 00					4,146 50
									476 65
50 00	50 00			100 00					446 89
100 00	25 00			125 00					341 62
									343 36
150 00	75 00			225 00					1,608 52
	350 00	\$1,300 00		1,650 00					3,341 94
									575 00
									400 00
									400 00
									425 00
350 00	1,300 00			1,650 00					5,141 94

*Apportionment of School Moneys, by Districts, for the
School Year Ending*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Balance State, county and township moneys July 1st, 1893.	Balance district tax July 1st, 1893.	Balance received from other sources July 1st, 1893.	Amount apportioned from State ap- propriation, including State-school tax and \$100,000.	Amount apportioned from township tax.	Amount apportioned from surplus revenue.	Amount apportioned from balances.
Sussex—Con.								
ANDOVER.								
Andover.....	43	\$12 40			\$572 92	\$390 00	\$37 96	
Springdale.....	44	51 08			351 72	25 00	23 28	
Clinton.....	45	15 48			257 93	60 00	17 07	
Germany.....	46	110 59			351 72	25 00	23 28	
		189 55			1,534 29	500 00	101 59	
SPARTA.								
Sparta Mount.....	48	5 18			257 93	50 00	17 07	
Hopewell.....	49				351 72		23 28	
Ogdensburg.....	50	30 79	\$45 72		507 22	450 00	33 61	
Sparta.....	51				351 72	375 00	23 28	
West Mount.....	52	2 43			257 93	50 00	17 07	
Houses.....	53	30			257 93	100 00	17 07	
New Prospect.....	54	7 19			257 93	50 00	17 07	
Pullis.....	55	64 29			257 93	50 00	17 07	
Ogden Mine.....	56		66 50		257 93	75 00	17 07	
		110 18	112 22		2,758 24	1,200 00	182 59	
HARDYSTON.								
Holland.....	57	*			351 72	25 00	23 28	
Rudeville.....	58	49 94			351 72		23 28	
Hardystonville.....	59	19 95			351 72	25 00	23 28	
North Church.....	60	63 77	11		257 93	50 00	17 07	
Hamburg.....	61	371 44			441 54	275 00	29 26	
Stockholm.....	62	3 80			351 72	50 00	23 28	
Monroe.....	63	1 54			257 93	50 00	17 07	
Franklin.....	64	44 76			1,040 01	500 00	68 90	
Willistine.....	65	95			257 93	25 00	17 07	
		556 15	11		3,862 22	1,000 00	242 49	
VERNON.								
Cherry Ridge.....	67				257 93	25 00	17 07	
Canisteer.....	68	8 80			257 93	62 50	17 07	
Williams.....	69	166 64			351 72		23 28	
Vernon.....	70	19 31			351 72	75 00	23 28	
Price.....	71	50			351 72		23 28	
Longwell.....	72	4 88			257 93	62 50	17 07	
Glenwood.....	73	167 59			351 72	25 00	23 28	
McAfee.....	74				351 72	75 00	23 28	
Independent.....	75	144 65			351 72		23 28	
Milton.....	76	137 51			351 72		23 28	
Sprague.....	77				257 93	50 00	17 07	
Parker.....	79	116 73			257 93		17 07	
Wawayanda.....	80	24 78			257 93	25 00	17 07	
		791 39			4,009 62	400 00	265 38	

County of SUSSEX, State of New Jersey, for the June 30th, 1894.

Amount of district tax voted for payment of teachers' salaries.	Amount of district tax voted for building, purchasing, hiring, repairing or furnishing school-houses.	Amount of district tax for payment of debt and interest.	Amount of district tax voted for text-books and apparatus.	Total amount of district tax ordered to be raised.	Amount received from temporary loans.	Amount received from sale of bonds.	Amount voted for manual training.	Amount received from other sources.	Total amount available for school year ending June 30th, 1894.
									\$1,013 28
									451 08
									350 48
									510 59
									2,325 43
									330 18
									375 00
\$200 00	\$350 00			\$550 00					1,617 34
250 00	50 00			300 00					1,050 00
									327 43
									375 30
									332 19
200 00				200 00					389 29
									616 50
650 00	400 00			1,050 00					5,413 23
									400 00
									424 94
									419 95
	40 00			40 00					428 88
									1,117 24
									428 80
	1,000 00			1,000 00					326 54
									2,653 67
									300 95
	1,040 00			1,040 00					6,500 97
									300 00
									346 30
									541 64
									469 31
	100 00			100 00					375 50
									442 38
									567 59
									450 00
									519 65
									512 51
									325 00
									391 73
									324 78
	100 00			100 00					5,566 39

*Apportionment of School Moneys, by Districts, for the
School Year Ending*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Balance State, county and township moneys July 1st, 1893.	Balance district tax July 1st, 1893.	Balance received from other sources July 1st, 1893.	Amount apportioned from State ap- propriation, including State school tax and \$100,000.	Amount apportioned from township tax.	Amount apportioned from surplus revenue.	Amount apportioned from balances.
Sussex—Con.								
WANTAGE.								
Dunn.....	82	\$26 10			\$257 93	\$100 00	\$17 07	
Dunning.....	83	37 15			257 93	100 00	17 07	
Wolfpit.....	84	152 28			351 72	25 00	23 28	
Mt. Salem.....	85	20 44			257 93	50 00	17 07	
Jacksonville.....	86	18 95			257 93	50 00	17 07	
Coleville.....	87	83			351 72	50 00	23 28	
Clove.....	88	102 43			257 93	50 00	17 07	
Rosenkrans.....	90	18 62			257 93	50 00	17 07	
Libertyville.....	91	79 12			257 93	50 00	17 07	
Central.....	93	92 41			351 72	25 00	23 28	
Van Sickle.....	94	18 38			257 93	75 00	17 07	
Woodbourne.....	95	16 64			257 93	50 00	17 07	
Lewisburg.....	96	76 96			257 93	75 00	17 07	
Pond.....	97	34 62			351 72	25 00	23 28	
Blooming Grove.....	98	80 45			351 72	50 00	23 28	
Union.....	99				257 93	75 00	17 07	
Beemerville.....	100	27 01			351 72	100 00	23 28	
		802 39			4,947 55	1,000 00	327 45	
Deckertown.....	92		\$52 97		875 80		58 02	
FRANKFORD.								
Madison.....	101	3 35			257 93	25 00	17 07	
Longbridge.....	102	9 66			257 93	25 00	17 07	
Branchville.....	103				415 99	275 00	27 62	
Augusta.....	105	14 36			257 93	25 00	17 07	
Frankford Plains.....	106	3 66			351 72		23 28	
Harmony.....	107	2 90			257 93	25 00	17 07	
Wykertown.....	110	8 84			257 93	25 00	17 07	
		42 77			2,057 36	400 00	136 25	
HAMPTON.								
Myers.....	111	48 00			257 93		17 07	
Laurel Grove.....	112	44 50	26		257 93		17 07	
Washingtonville.....	113	30 95	17 67		351 72		23 28	
Myrtle Grove.....	114	7 37			351 72		23 28	
		131 12	17 93		1,219 30		80 70	
Newton.....	115		148 18		2,660 24		176 24	
LAFAYETTE.								
Lafayette.....	116				351 72		23 28	
Statesville.....	117	6 04			351 72		23 28	
Harmonyvale.....	118				257 93		17 07	
		6 04			961 37		63 63	

County of SUSSEX, State of New Jersey, for the
June 30th, 1894.

Amount of district tax voted for pay- ment of teachers' salaries.	Amount of district tax voted for build- ing, purchasing, fitting, repairing or furnishing school-houses.	Amount of district tax for payment of debt and interest.	Amount of district tax voted for text- books and apparatus.	Total amount of district tax ordered to be raised.	Amount received from temporary loans.	Amount received from sale of bonds.	Amount voted for manual training.	Amount received from other sources.	Total amount available for school year ending June 30th, 1894.
		\$50 00		\$50 00					\$451 10
									412 15
									527 28
									345 44
									343 95
									425 83
									427 43
									343 62
									404 12
									492 41
									368 38
									341 64
	\$75 00			75 00					426 96
									434 62
									505 45
									350 00
									502 01
	75 00	50 00		125 00					7,202 89
\$1,000 00	150 00			1,150 00					2,186 79
									303 35
									309 66
									718 61
									314 26
									378 66
									302 90
									308 84
									2,636 38
									323 00
									320 06
									423 62
									382 37
									1,449 05
4,000 00	14,000 00	700 00		18,700 00					21,684 66
									825 00
450 00				450 00					381 04
75 00				75 00					350 00
525 00				525 00					1,556 04

*Summary of Apportionment of School Moneys for the
School Year Ending*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Balance State, county and township moneys July 1st, 1893.	Balance district tax July 1st, 1893.	Balance received from other sources July 1st, 1893.	Amount apportioned from State ap- propriation, including State school tax and \$100,000.	Amount apportioned from township tax.	Amount apportioned from surplus revenue.	Amount apportioned from balances.
SUSSEX.								
Montague.....		\$70 30			\$1,313 09		\$86 91	
Sandyston.....		600 07			2,180 67		144 33	
Wallpack.....		193 35			961 37		63 63	
Stillwater.....		70 54	\$204 09		2,646 67		175 20	
Green.....		183 52			1,125 51		74 49	
Byram.....			98 22		2,151 28	\$1,100 00	142 44	
Andover.....		189 55			1,534 29	500 00	101 59	
Sparta.....		110 18	112 22		2,758 24	1,200 00	182 59	
Hardyston.....		556 15	11		3,662 22	1,000 00	242 49	
Vernon.....		791 39			4,009 62	400 00	265 38	
Wantage.....		802 39			4,947 55	1,000 00	327 45	
Deckertown.....			52 97		875 80		58 02	
Frankford.....		42 77			2,057 36	400 00	136 25	
Hampton.....		131 12	17 93		1,219 30		80 70	
Newton.....			148 18		2,660 24		176 24	
Lafayette.....		6 04			961 37		63 63	
		3,747 37	633 72		35,064 58	5,600 00	2,321 34	

County of SUSSEX, State of New Jersey, for the June 30th, 1893.

Amount of district tax voted for payment of teachers' salaries.	Amount of district tax voted for building, purchasing, hiring, repairing or furnishing school-houses.	Amount of district tax for payment of debt and interest.	Amount of district tax voted for text-books and apparatus.	Total amount of district tax ordered to be raised.	Amount received from temporary loans.	Amount received from sale of bonds.	Amount voted for manual training.	Amount received from other sources.	Total amount available for school year ending June 30th, 1894.
\$150 00				150 00					\$1,620 30
	\$30 00			30 00					2,925 07
50 00	1,000 00			1,050 00					1,248 35
150 00	75 00			225 00					4,146 50
	350 00			1,650 00					1,608 52
		\$1,300 00							5,141 94
650 00	400 00			1,050 00					2,325 43
	1,040 00			1,040 00					5,413 23
	100 00			100 00					6,566 39
	75 00	50 00		125 00					7,202 39
1,000 00	150 00			1,150 00					2,136 79
									2,636 38
4,000 00	14,000 00	700 00		18,700 00					1,449 05
525 00				525 00					21,684 66
									1,556 04
6,525 00	17,220 00	2,050 00		25,795 00					73,162 01

Report of Attendance, by Districts, for the County of SUSSEX,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of months the schools were kept open.	Number of boys between 5 and 20 years of age enrolled in the schools during the year.	Number of girls between 5 and 20 years of age enrolled in the schools during the year.	Total number of children between 5 and 20 years of age enrolled in the schools during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.
SUSSEX.							
MONTAGUE.							
River	1	9	11	14	25	3	423
Delaware	3	9	40	24	64	.....	134
Church	4	9.5	24	17	41	.....	78
Clove	7	10	23	29	57	.....	95
		9.4	103	84	187	3	735
SANDYSTON.							
Union	9	7	22	15	37	2	240
Peters' Valley	10	10	19	28	47	.....	155
Centerville	11	8.6	18	21	39	.....	409
Hainesville	12	9	33	20	53	6	490
Tuttle's Corner	14	9	12	15	27	.....	50
Shaytown	16	10	36	18	54	1	61
Flatbrook Valley	17	9.5	9	14	23	.....	84
		9	149	131	280	9	1,489
WALLPACK.							
Flatbrookville	13	8.8	15	19	34	.....	117
Central	19	9	9	7	16	.....	39
Wallpack Center	20	9	24	18	42	.....	362
		8.9	48	44	92	.....	518
STILLWATER.							
Yellow Frame	23	9	20	13	33	.....	405
Fredon	24	10	39	20	59	.....	619
Stillwater	25	8.5	40	45	85	.....	197
Mt. Pleasant	26	9	9	12	21	.....	93
Mt. Holly	27	10	24	27	51	.....	77
Middleville	28	9	22	30	52	.....	1,283
Swartswood	29	9.5	41	35	76	.....	282
Keene's Corner	31	10	31	14	45	.....	523
		9.4	226	196	422	.....	3,443
GREEN.							
Tranquillity	33	9	25	19	44	.....	188
Greensville	34	10	15	23	38	1	50
Huntsville	35	9	8	14	22	.....	248
Hunt's Mills	36	10	16	12	28	.....	225
		9.5	64	68	132	1	711
BYRAM.							
Stanhope	37	10	106	98	204	2	743
Waterloo	38	10	31	30	61	.....	66
Roseville	39	9	18	15	33	.....	82
Brooklyn	40	.....	.....	.....	.....	.....	.....
Amity	41	9	23	22	45	.....	103
		9.5	178	165	343	2	994

State of New Jersey, for the School Year Ending June 30th, 1893.

Average number of cases of tardiness per day for each teacher.	Average number on roll.	Average daily attendance.	Percentage of daily attendance on total enrollment.	Number of pupils enrolled in primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of classes in school.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
2.4	13	12	88	10	10	5	18	1	1	\$25 00	
.5	39	34	87	54	10	10	15	1	1	40 00	
.4	21	18	86	29	12	10	15	1	1	33 29	
.5	33	29	88	46	9	2	20	1	1	40 00	
1	106	93	88	139	41	7	68	2	2	36 65	32 50
1.2	26	22	83	11	21	5	27	1	1	25 00	
.7	32	29	91	25	20	2	24	1	1	30 00	
2.7	26	23	88	20	19	2	10	1	1	31 39	
2.7	40	32	89	32	17	4	27	1	1	32 66	
.3	13	11	82	20	7	2	17	1	1	28 00	
.3	24	21	87	25	24	2	21	1	1	35 00	
.4	9	8	88	21	2	2	23	1	1	31 05	
1.1	170	146	86	157	110	13	149	3	4	33 02	28 51
.6	22	20	88	23	10	1	19	1	1	27 71	
.12	7	6	87	7	7	2	21	1	1	27 50	
2	25	22	88	20	19	3	21	1	1	38 00	
.9	54	48	88	50	36	6	61	2	1	32 85	27 50
2.2	18	16	88	31	2	2	20	1	1	28 00	
3.3	34	30	87	39	20	6	6	1	1	33 25	
1	53	47	88	52	23	5	16	1	1	27 08	
.5	13	11	81	21	21	1	16	1	1	28 00	
.4	31	26	80	40	11	11	30	1	1	35 00	
.7	36	31	89	34	18	18	20	1	1	38 00	
1.3	43	36	89	51	25	25	23	1	1	36 84	
2.6	25	20	82	35	10	10	12	1	1	35 00	
2.3	253	217	86	303	114	5	143	5	3	34 57	29 44
1	27	22	89	26	17	1	20	1	1	35 00	
.2	23	17	86	18	20	20	20	1	1	31 50	
1.3	12	11	84	12	10	10	25	1	1	35 00	
1	17	14	84	18	10	10	17	1	1	31 00	
.9	79	64	86	74	57	1	85	4	4	33 12	
1.2	136	123	90	113	66	25	47	1	2	100 00	36 25
.3	26	22	82	40	15	3	25	1	1	51 00	
.4	17	14	82	22	9	2	24	1	1	38 88	
.6	27	22	82	28	17	17	16	1	1	35 00	
.4	206	181	83	203	110	30	112	3	3	62 00	37 13

Report of Attendance, by Districts, for the County of SUSSEX,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of months the schools were kept open.	Number of boys between 5 and 20 years of age enrolled in the schools during the year.	Number of girls between 5 and 20 years of age enrolled in the schools during the year.	Total number of children between 5 and 20 years of age enrolled in the schools during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.
Sussex—Con.							
ANDOVER.							
Andover.....	43	10	73	76	149	1	227
Springdale.....	44	10	19	14	33		103
Clinton.....	45	9	13	7	20		52
Germany.....	46	9	24	25	49		107
		9.5	129	122	251	1	489
SPARTA.							
Sparta Mount.....	48	10	11	6	17		401
Hopewell.....	49	9	22	21	43	1	171
Ogdensburg.....	50	10	62	69	131		665
Sparta.....	51	10	33	37	70	1	1,357
West Mount.....	52	10	9	11	20		3
Houses.....	53	10	18	19	37	1	26
New Prospect.....	54	10	15	8	23	3	76
Pullis.....	55	9	7	11	18		46
Ogden Mine.....	56	10	29	19	48	2	206
		9.8	206	201	407	8	2,951
HARDYSTON.							
Holland.....	57	9	22	24	46		218
Rudeville.....	58	10	24	23	47		79
Hardystonville.....	59	10	25	31	56	1	96
North Church.....	60	9.5	17	14	31	13	77
Hamburg.....	61	10	64	66	130		628
Stockholm.....	62	10	21	20	41		311
Monroe.....	63	10.5	12	18	30	1	143
Franklin.....	64	10	117	118	235	1	1,042
Willistine.....	65	9	13	12	25		52
		9.8	315	326	641	16	2,646
VERNON.							
Cherry Ridge.....	67	9	4	7	11		
Canisteer.....	68	10	14	8	22		121
Williams.....	69	9	25	14	39		111
Vernon.....	70	10	37	41	78		532
Price.....	71	10	21	11	32		
Longwell.....	72	9	13	11	24		174
Glenwood.....	73	10	26	18	44		114
McAfee.....	74	9	35	35	70		153
Independent.....	75	10	14	22	36		316
Milton.....	76	10	22	16	38	1	91
Sprague.....	77	9	15	15	30		358
Parker.....	79	6	5	8	13		34
Wawayanda.....	80	9	5	5	10		74
		9.3	236	211	447		2,078

State of New Jersey, for the School Year Ending June 30th, 1893.

Average number of cases of tardiness per day for each teacher.	Average number on roll.	Average daily attendance.	Percentage of daily attendance on total enrollment.	Number of pupils enrolled in primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of classes in school.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
.6	97	82	85	92	57	10	1	1		\$55 00	\$38 00
.5	12	10	80	23	10	8	1			35 00	
.5	11	10	88	18	2	20		1			30 00
.6	24	19	80	35	14	21	1			37 92	
.5	144	121	84	168	83		59	3	2	41 97	34 00
.2	9	8	81	17		28			1		28 00
.9	23	18	79	24	18	1	21		1		36 31
1.1	80	67	84	60	33	38	32	1	2	60 00	32 50
6.1	56	47	85	39	27	4	31	1	1	45 00	32 50
	15	14	89	9	11		22		1		30 00
.1	23	21	90	20	12	5	24		1		33 50
.4	10	9	86	21	2		15		1		28 00
.2	15	8	76	11	7		20	1		33 33	
1	31	27	96	41	7		24		1		45 00
1	252	219	87	242	117	48	217	3	9	46 11	33 15
1.2	24	20	83	31	15	1	20	1		45 00	
.4	25	22	88	24	22		14	1		37 00	
.5	29	26	89	48	8		14		1		35 00
.4	22	18	88	20	11		17		1		30 00
1.6	84	70	85	74	51	5	35	1	1	55 00	23 10
1.5	22	20	90	31	10		19	1		42 00	
.7	15	14	91	5	25		2		1		30 00
1.2	178	157	89	141	47	47	30		4		45 00
.4	15	12	80	25			12		1		30 00
.6	414	359	87	399	189	53	163	4	9	44 75	36 46
	7	11	91	7	4		12		1		32 00
.6	15	12	83	10	12		15		1		30 00
	16	12	74	34	5		18		1		32 50
1.3	45	38	86	48	30		22	1		40 00	
	24	17	70	17	13	2	28		1		32 50
.9	13	10	81	16	8		20		1		33 33
1	23	20	89	36	8		19		1		33 00
.8	45	38	85		70		23	1		40 00	
1.6	19	16	83	30	6		20	1		35 00	
.5	21	17	81	25	13		23	1		33 00	
2	14	12	79	25	5		10	1		30 00	
.3	7	6	90	12	1		10		1		28 00
.4	5	4	68	10			5		1		30 43
.8	254	213	84	270	175	2	225	5	8	35 60	34 47

* No record.

Report of Attendance, by Districts, for the County of SUSSEX,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of months the schools were kept open.	Number of boys between 5 and 20 years of age enrolled in the schools during the year.	Number of girls between 5 and 20 years of age enrolled in the schools during the year.	Total number of children between 5 and 20 years of age enrolled in the schools during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.
Sussex—Con.							
WANTAGE.							
Dunn.....	82	10	8	6	14	.....	11
Dunning.....	83	9.5	14	17	31	.....	390
Wolfpit.....	84	10	19	16	35	.....	5
Mt. Salem.....	85	9	13	10	23	.....	361
Jacksonville.....	86	9	12	17	29	.....	180
Coleville.....	87	10	22	10	32	.....	161
Clove.....	88	10	7	14	21	.....	46
Rosenkrans.....	90	10	12	17	29	.....	145
Libertyville.....	91	9	18	10	28	.....	37
Central.....	93	9.5	25	21	46	.....	223
Van Sickle.....	94	10	12	7	19	.....	48
Woodbourne.....	95	10	9	6	15	.....	33
Lewisbng.....	96	9	19	11	30	.....	142
Pond.....	97	10	18	22	40	.....	180
Blooming Grove.....	98	10	21	14	35	.....	442
Union.....	99	10	6	10	16	.....	125
Beemerville.....	100	10	22	28	50	1	169
		9.7	257	236	493	1	2,695
Deckertown.....	92	9.8	85	89	174	6	1,005
FRANKFORD.							
Madison.....	101	9	14	9	23	.....	91
Longbridge.....	102	9	14	11	25	.....	45
Branchville.....	103	9	60	46	106	.....	262
Augusta.....	105	9	11	13	24	.....	168
Frankford Plains.....	106	10	17	17	34	.....	32
Harmony.....	107	8.8	10	11	21	2	57
Wykertown.....	110	9	11	14	25	.....	246
		9.1	137	121	258	2	901
HAMPTON.							
Myers.....	111	9	5	7	12	.....	70
Laurel Grove.....	112	9	14	12	26	.....	360
Washingtonville.....	113	10	29	17	46	.....	197
Myrtle Grove.....	114	8.8	25	28	53	.....	.....
		9.2	73	64	137	.....	627
Newton.....	115	9.7	249	246	495	18	761
LAFAYETTE.							
Lafayette.....	116	9	41	54	95	.....	435
Statesville.....	117	9	18	15	33	.....	555
Harmonyvale.....	118	10	10	10	20	.....	164
		9.3	69	79	148	.....	1,154

State of New Jersey, for the School Year Ending June 30th, 1893.

Average number of tardiness per day for each teacher.	Average number on roll.	Average daily attendance.	Percentage of daily attendance on total enrollment.	Number of pupils enrolled in primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of classes in school.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
.....	7	6	89	7	6	1	35	.....	1	.....	\$32 50
.....	13	11	84	16	11	4	26	.....	1	.....	32 89
.....	19	17	88	18	13	4	20	.....	1	.....	35 00
.....	12	9	75	13	10	.....	25	.....	1	.....	32 00
.....	15	11	74	17	12	.....	18	.....	1	.....	30 00
.....	19	16	85	24	8	.....	6	.....	1	.....	40 00
.....	10	8	87	18	3	.....	19	.....	1	.....	30 00
.....	15	10	63	19	9	1	18	.....	1	.....	30 00
.....	16	14	87	14	14	.....	25	.....	1	.....	30 00
.....	20	21	93	26	20	.....	28	1	.....	\$37 89	.....
.....	11	10	87	14	5	.....	30	1	.....	33 00	.....
.....	8	7	82	9	6	.....	9	.....	1	.....	30 00
.....	18	15	83	20	10	.....	12	.....	1	.....	34 00
.....	18	15	83	22	14	4	21	.....	1	.....	32 00
.....	18	15	83	19	16	.....	24	.....	1	.....	35 00
.....	10	7	70	12	4	.....	10	.....	1	.....	30 00
.....	33	29	88	25	20	5	20	.....	1	.....	43 00
.....	266	221	83	293	181	19	346	2	15	35 44	33 29
.....	131	117	89	86	80	8	13	1	3	73 68	37 50
.....	15	11	72	17	5	1	26	.....	1	.....	30 00
.....	16	14	83	21	4	.....	14	1	.....	30 00	.....
.....	72	60	84	62	35	9	39	.....	2	.....	37 84
.....	19	15	87	10	11	3	16	.....	1	.....	30 00
.....	16	14	89	20	14	.....	23	.....	.....	.....	30 00
.....	15	13	84	20	1	.....	18	.....	1	.....	30 00
.....	15	13	85	15	10	.....	5	1	.....	30 00	.....
.....	168	140	83	165	80	13	141	2	6	30 00	32 61
.....	8	7	78	8	4	.....	8	1	.....	30 00	.....
.....	15	13	86	12	14	.....	9	.....	1	.....	30 00
.....	22	20	88	33	13	.....	24	.....	1	.....	33 33
.....	23	23	83	33	20	.....	16	.....	1	.....	35 17
.....	73	63	86	86	51	.....	57	1	3	30 00	32 83
.....	374	336	89	284	168	43	12	1	8	150 00	40 00
.....	60	54	80	55	40	.....	26	.....	2	.....	30 00
.....	20	17	85	27	6	.....	25	.....	1	.....	36 33
.....	17	14	86	12	6	2	16	1	.....	40 00	40 00
.....	97	85	88	94	52	2	67	1	3	40 00	32 11

* No record.

Summary of Attendance for the County of SUSSEX,

TOWNSHIPS AND DISTRICTS; OR CITIES.	Number of district.	Number of months the schools were kept open.	Number of boys between 5 and 20 years of age enrolled in the schools during the year.	Number of girls between 5 and 20 years of age enrolled in the schools during the year.	Total number of children between 5 and 20 years of age enrolled in the schools during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.
SUSSEX.							
Montague	9.4	103	84	187	3	735	
Sandyston	9.0	149	131	280	9	1,489	
Wallpack	8.9	48	44	92	.....	518
Stillwater	9.4	226	196	422	.....	3,443
Green	9.5	64	65	132	1	711	
Byram	9.5	178	165	343	2	994	
Andover	9.5	129	122	251	1	489	
Sparta	9.8	206	201	407	8	2,951	
Hardyston	9.8	315	326	641	16	2,646	
Vernon	9.3	236	211	447	.....	2,078
Wantage	9.7	257	236	493	1	2,698	
Deckertown	9.8	85	89	174	6	1,005	
Frankford	9.1	137	121	258	2	901	
Hampton	9.2	73	64	137	.....	627
Newton	9.7	249	246	495	18	761	
Lafayette	9.3	69	79	148	.....	1,154
	9.4	2,524	2,383	4,907	65	21,410	

State of New Jersey, for the School Year Ending June 30th, 1893.

	Average number of cases of tardiness per day for each teacher.	Average number on roll.	Average daily attendance.	Percentage of daily attendance on total enrollment.	Number of pupils enrolled in primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of classes in school.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
1	106	93	88	139	41	7	68	2	2		\$36 65	\$32 50
1.1	170	146	86	157	110	13	149	3	4		33 02	28 51
.9	54	48	88	50	36	6	61	2	1		32 85	27 50
2.3	253	217	86	303	114	5	143	5	3		34 57	29 44
.9	79	64	86	74	57	1	85	.....	4	.....	.....	33 12
.4	194	181	83	203	110	30	112	3	3		62 00	37 56
.5	144	121	84	168	83	.....	59	3	2		41 97	34 00
1	252	219	87	242	117	48	217	3	9		46 11	33 15
.6	414	359	87	399	189	53	163	4	9		44 75	36 46
.8	254	213	84	270	175	2	225	5	8		35 60	34 47
.8	266	221	83	293	181	19	346	2	15		35 44	33 29
1.2	131	117	89	86	80	8	13	1	3		73 68	37 50
.5	168	140	83	165	80	13	141	2	6		30 00	32 61
1.1	73	67	86	86	51	.....	57	1	3		30 00	32 83
.4	374	336	89	284	168	43	12	1	8		150 00	40 00
1.2	97	85	88	94	52	2	67	1	3		40 00	33 11
.9	3,029	2,627	87	3,013	1,644	250	1,908	38	83		43 23	34 07

Financial Report, by Districts, for the County of UNION,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district,	Amount due the district July 1st, 1892, from State, county and township funds,	Amount due the district July 1st, 1892, from district tax.	Amount due the district July 1st, 1892, from other sources.	Total amount due the district July 1st, 1892.	Amount expended for teachers' sal- aries.	Amount expended for fuel and jan- itors' salaries.	Amount expended for building and repairing, excluding debt and interest.
UNION.								
LINDEN.								
Linden.....	1	\$1,773 31	\$1,500 00	.....	\$3,273 31	\$1,800 00	\$261 30	\$55 25
East Linden.....	2	491 24	200 00	.....	691 24	427 50	22 74	.....
South Roselle.....	4	2,622 68	3,500 00	.....	6,122 68	3,250 00	274 00	662 93
		4,887 23	5,200 00	.....	10,087 23	5,477 50	558 04	718 18
Elizabeth	5	53,271 43	23,500 00	\$41,801 48	118,572 91	53,822 92	6,726 71	13,870 13
CLARK.								
Scudder.....	6	447 82	75 00	45 00	567 82	390 00	48 11	.....
Rahway.....	7	9,963 89	9,300 00	913 80	20,177 69	13,768 21	2,391 97	1,157 49
Cranford.....	9	2,708 13	4,500 00	21 50	7,229 63	4,350 00	621 76	811 96
WESTFIELD.								
Westfield	10	4,078 93	9,450 00	2,093 72	15,622 65	7,050 00	1,254 50	173 96
Locust Grove	15	523 70	200 00	9 00	732 70	450 00	44 28	43 09
		4,602 63	9,650 00	2,102 72	16,355 35	7,500 00	1,298 78	217 05
FANWOOD.								
Willow Grove.....	11	476 51	125 00	.....	601 51	430 00	29 00	25 00
Scotch Plains.....	14	1,455 62	4,252 50	55 25	5,793 37	2,985 53	528 00	26 89
		1,962 13	4,377 50	55 25	6,394 88	3,415 53	557 00	51 89
Plainfield.....	12	15,555 65	42,500 00	19,933 27	77,988 92	30,827 61	5,072 40	19,010 62
NEW PROVIDENCE.								
Felville	16	402 15	200 00	.....	602 15	415 00	57 31	.....
Solon.....	17	729 83	250 00	25 00	1,004 83	600 00	38 00	.....
New Providence.....	18	797 81	700 00	34 00	1,531 81	1,000 00	101 77	20 17
		1,929 79	1,150 00	59 00	3,138 79	2,015 00	197 08	20 17
SUMMIT.								
Summit.....	19	6,837 09	3,785 00	70 00	10,692 09	4,700 00	495 92	1,087 22
East Summit.....	20	1,253 06	550 00	.....	1,803 06	1,000 00	156 50	344 81
		8,090 15	4,335 00	70 00	12,493 15	5,700 00	652 42	1,432 03
SPRINGFIELD.								
Branch Mills.....	21	464 65	.....	.....	464 65	347 20	44 15	6 00
Springfield.....	22	1,108 35	750 00	1,502 70	3,361 05	1,530 00	132 00	1,537 71
		1,573 00	750 00	1,502 70	3,825 70	1,877 20	176 15	1,543 71

State of New Jersey, for the School Year Ending June 30th, 1893.

Amount expended for debt and interest.	Amount expended for taking school census.	Amount expended for manual training.	Amount expended for text-books and apparatus.	Amount expended for incidentals.	Total amount expended.	Balance of State, county and township funds June 30th, 1893.	Balance of district tax June 30th, 1893.	Balance of moneys from other sources June 30th, 1893.	Total balance June 30th, 1893.
\$500 00			\$101 65	\$81 13	\$2,799 33		\$473 98		\$473 98
	83 55			42 10	495 89		195 35		195 35
	13 25		53 96	167 08	4,421 22		1,701 46		1,701 46
500 00	16 80		155 61	290 31	7,716 44		2,370 79		2,370 79
2,380 00	502 90	\$497 96	4,379 50	3,545 65	85,705 77	\$545 30	30,669 74	\$1,652 10	32,867 14
	3 75		30 00	33 09	504 95	2 92	24 74	35 21	62 87
	85 85		1,923 80	663 06	19,990 38		187 31		187 31
			594 86	333 67	6,712 25		517 38		517 38
1,541 00	32 00		377 45	4,514 45	14,943 36		563 90	115 39	679 29
	3 45		79 75	23 70	644 25		79 45	9 00	88 45
1,541 00	35 45		457 20	4,538 15	15,587 61		643 35	124 39	767 74
	3 05		11 22	39 42	537 69		63 82		63 82
1,652 50	13 70		181 96	192 25	5,550 83		212 54		212 54
1,652 50	16 75		193 18	231 67	6,118 52		276 36		276 36
7,880 00	141 35		1,234 71	2,697 24	66,873 93		2,934 15	8,180 84	11,114 99
	2 60		12 91	10 00	497 82		104 33		104 33
35 00			6 15	25 00	702 15		302 68		302 68
197 17			39 34	67 53	1,425 98		105 83		105 83
230 17	2 60		58 40	102 53	2,625 95		512 84		512 84
		130 18	137 14	528 36	7,078 82		3,613 27		3,613 27
	10 50		7 81	55 76	1,575 38		227 68		227 68
	10 50	130 18	144 95	584 12	3,654 20		3,340 95		3,840 95
	2 74			20 70	420 79	05	43 81		43 86
	9 30			110 44	3,319 45			41 60	41 60
	12 01			131 14	3,740 24	05	43 81	41 60	85 46

Financial Report, by Districts, for the County of UNION,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Amount due the district July 1st, 1892, from State, county and township funds.	Amount due the district July 1st, 1892, from district tax.	Amount due the district July 1st, 1892, from other sources. 1	Total amount due the district July 1st, 1892.	Amount expended for teachers' sal- aries.	Amount expended for fuel and jan- itors' salaries.	Amount expended for building and repairing, excluding debt and interest.
Union—Con.								
UNION.								
Unionville.....	23	\$789 07	\$150 00	.....	\$939 07	\$500 00	\$57 80	\$25 82
North Roselle.....	25	1,746 50	2,500 00	.....	4,988 85	3,125 00	339 77	566 69
Connecticut Farms.	27	878 20	800 00	.....	1,683 20	950 00	79 00	5 10
Lyons Farms.....	28	574 76	600 00	.....	1,217 48	750 00	129 49	44 61
Salem	29	1,710 86	400 00	.....	2,110 86	585 00	86 00	90 66
		5,699 39	4,750 00	490 07	10,939 46	5,910 00	692 06	1,032 88
Summary.								
Linden		4,887 23	5,200 00	.....	10,087 23	5,477 50	558 04	718 18
Elizabeth		53,271 43	23,500 00	41,801 48	118,572 91	53,822 92	6,726 71	13,870 13
Clark		447 82	75 00	45 00	567 82	390 00	48 11	.....
Rahway.....		9,963 89	9,300 00	913 80	20,177 69	13,768 21	2,391 97	1,157 49
Cranford.....		2,708 13	4,500 00	21 50	7,229 63	4,350 00	621 76	811 96
Westfield		4,602 63	9,650 00	2,102 72	16,355 35	7,500 00	1,298 76	217 05
Fanwood.....		1,962 13	4,377 50	55 25	6,394 88	3,415 53	557 00	51 89
Plainfield		15,555 65	42,500 00	19,933 27	77,988 92	30,827 61	5,072 40	19,040 62
New Providence.....		1,929 79	1,150 00	59 00	3,138 79	2,015 00	197 08	20 17
Summit		8,090 15	4,335 00	70 00	12,495 15	5,700 00	652 42	1,432 03
Springfield.....		1,573 00	750 00	1,502 70	3,825 70	1,877 20	176 15	1,543 71
Union		5,699 39	4,750 00	490 07	10,939 46	5,910 00	692 06	1,032 88
		110,691 24	110,087 50	66,994 79	287,773 53	135,053 97	18,992 46	39,896 11

State of New Jersey, for the School Year Ending June 30th, 1893.

Amount expended for debt and interest.	Amount expended for taking school census.	Amount expended for manual training.	Amount expended for text-books and apparatus.	Amount expended for incidentals.	Total amount expended.	Balance of State, county and township funds June 30th, 1893.	Balance of district tax June 30th, 1893.	Balance of moneys from other sources June 30th, 1893.	Total balance June 30th, 1893.
	\$4 05			\$37 49	\$625 16		\$313 91		\$313 91
\$100 00	13 20		\$281 51	159 73	4,885 90		102 95		102 95
	5 55		69 43	43 96	1,153 04		525 16	\$5 00	530 16
	4 40		44 92	36 69	1,010 11		206 78	59	207 37
			32 14	54 14	847 94		1,262 92		1,262 92
100 00	27 20		428 00	332 01	8,522 15		2,411 72	5 59	2,417 31
500 00	16 80		155 61	290 31	7,716 44		2,370 79		2,370 79
2,360 00	502 90	\$497 96	4,379 50	3,545 65	85,705 77	\$545 30	30,669 74	1,652 10	32,867 14
	3 75		30 00	33 09	504 95	2 92	24 74	35 21	62 87
	85 85		1,923 80	663 06	19,990 38		187 31		187 31
			594 86	333 67	6,712 25		517 38		517 38
1,541 00	35 45		457 20	4,538 15	15,587 61		643 35	124 39	767 74
1,652 50	16 75		193 18	231 67	6,118 52		276 36		276 36
7,860 00	141 35		1,234 71	2,697 24	66,873 93		2,934 15	8,180 84	11,114 99
230 17	2 60		58 40	102 53	2,625 95		512 84		512 84
	10 50	130 18	144 95	584 12	8,654 20		3,840 95		3,840 95
	12 04			131 14	3,740 24	05	43 81	41 60	85 46
100 00	27 20		428 00	332 01	8,522 15		2,411 72	5 59	2,417 31
14,243 67	855 19	623 14	9,600 21	13,482 64	232,752 39	548 27	44,433 14	10039 73	55,021 14

*Apportionment of School Moneys, by Districts, for the
School Year Ending*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Balance State, county and township moneys July 1st, 1893.	Balance district tax July 1st, 1893.	Balance received from other sources July 1st, 1893.	Amount apportioned from State ap- propriation, including State school tax and \$100,000.	Amount apportioned from township tax.	Amount apportioned from surplus revenue.	Amount apportioned from balances.
UNION.								
LINDEN.								
Linden.....	1		\$473 95		\$831 39			
East Linden.....	2		195 35		375 00			
South Roselle.....	4		1,701 46		1,456 18			
			2,370 79		2,662 57			
Elizabeth.....	5	\$545 30	30,669 74	\$1,652 10	50,678 98			
CLARK.								
Scudder.....	6	2 92	24 74	35 21	377 90			
Rahway.....	7		187 31		9,276 20			
Cranford.....	9		517 38		2,086 02			
WESTFIELD.								
Westfield.....	10		563 90	115 39	3,043 37			
Locust Grove.....	15		79 45	9 00	375 00			
			643 35	124 39	3,418 37			
FANWOOD.								
Willow Grove.....	11		63 82		375 00			
Scotch Plains.....	14		212 54		1,405 79			
			276 36		1,780 79			
Plainfield.....	12		2,934 15	8,180 84	13,624 58			
NEW PROVIDENCE.								
Feltville.....	16		104 33		375 00			
Solon.....	17		302 68		375 00			
New Providence.....	18		105 83		559 30			
			512 84		1,309 30			
SUMMIT.								
Summit.....	19		3,613 27		3,270 11			
East Summit.....	20		227 68		841 47			
			3,840 95		4,111 58			
SPRINGFIELD.								
Branch Mills.....	21	05	43 81		375 00			
Springfield.....	22			41 60	937 20			
			43 81	41 60	1,312 20			

County of UNION, State of New Jersey, for the
June 30th, 1894.

Amount of district tax voted for pay- ment of teachers' salaries.	Amount of district tax voted for build- ing, purchasing, hiring, repairing or furnishing school-houses.	Amount of district tax for payment of debt and interest.	Amount of district tax voted for text- books and apparatus.	Total amount of district tax ordered to be raised.	Amount received from temporary loans.	Amount received from sale of bonds.	Amount voted for manual training.	Amount received from other sources.	Total amount available for school year ending June 30th, 1894.
\$1,000 00	\$450 00	\$605 00	\$150 00	\$2,205 00					\$3,510 37
100 00	50 00		50 00	200 00					770 35
1,700 00	800 00		300 00	2,800 00					5,957 64
2,500 00	1,300 00	605 00	500 00	5,205 00					10,238 36
4,803 04	38,869 74	2,860 00	18,522 02	65,054 80					148,600 92
	50 00		25 00	75 00					515 77
5,000 00	1,000 00		3,500 00	9,500 00					18,963 51
2,500 00	1,500 00		500 00	4,500 00					7,103 40
4,800 00	2,000 00	6,350 00	500 00	13,650 00					17,372 66
75 00	100 00		75 00	250 00					713 45
4,875 00	2,100 00	6,350 00	575 00	13,900 00					18,086 11
75 00	35 00		25 00	135 00					573 82
1,700 00	700 00	1,607 50	200 00	4,207 50					5,825 83
1,775 00	735 00	1,607 50	225 00	4,342 50					6,399 65
16,500 00	4,000 00	8,200 00	16,380 00	45,080 00					69,819 57
125 00	100 00		25 00	250 00					729 33
225 00	30 00	33 00	12 00	300 00					977 68
450 00	50 00	184 80	15 20	700 00					1,365 13
500 00	180 00	217 80	52 20	1,250 00					3,072 14
1,500 00	1,150 00		150 00	2,800 00					9,683 38
200 00	250 00		50 00	500 00					1,569 15
1,700 00	1,400 00		200 00	3,300 00					11,252 53
									418 86
600 00	200 00	712 50	100 00	1,612 50					2,591 30
600 00	200 00	712 50	100 00	1,612 50					3,010 16

*Apportionment of School Moneys, by Districts, for the
School Year Ending*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Balance State, county and township moneys July 1st, 1893.	Balance district tax July 1st, 1893.	Balance received from other sources July 1st, 1893.	Amount apportioned from State ap- propriation, including State school tax and \$100,000.	Amount apportioned from township tax.	Amount apportioned from surplus revenue.	Amount apportioned from balances.
Union—Con.								
UNION.								
Unionville.....	23		\$313 91		\$403 10			
North Roselle.....	25		102 95		1,239 52			
Connecticut Farms.....	27		525 16	\$5 00	559 30			
Lyons Farms.....	28		206 78	59	393 02			
Salem.....	29		1,262 92		493 80			
			2,411 72	5 59	3,088 74			
Summary.								
Linden.....			2,370 79		2,662 57			
Elizabeth.....		\$545 30	30,669 74	1,652 10	50,678 98			
Clark.....		2 92	24 74	35 21	377 90			
Rahway.....			187 31		9,276 20			
Cranford.....			517 38		2,086 02			
Westfield.....			643 35	124 39	3,418 37			
Fanwood.....			276 36		1,780 79			
Plainfield.....			2,934 15	8,180 84	13,624 58			
New Providence.....			512 84		1,309 30			
Summit.....			3,840 95		4,111 58			
Springfield.....		05	43 81	41 60	1,312 20			
Union.....			2,411 72	5 59	3,088 74			
		548 27	44,433 14	10,039 73	93,727 23			

County of UNION, State of New Jersey, for the
June 30th, 1894.

Amount of district tax voted for pay- ment of teachers' salaries.	Amount of district tax voted for build- ing, purchasing, hiring, repairing or furnishing school-houses.	Amount of district tax for payment of debt and interest.	Amount of district tax voted for text- books and apparatus.	Total amount of district tax ordered to be raised.	Amount received from temporary loans.	Amount received from sale of bonds.	Amount voted for manual training.	Amount received from other sources.	Total amount available for school year ending June 30th, 1894.
\$50 00	275 00		\$25 00	\$150 00					\$867 01
1,900 00	500 00	\$200 00	200 00	2,800 00					4,142 47
575 00	225 00		50 00	850 00					1,939 46
325 00	200 00		25 00	550 00					1,150 39
200 00	75 00		25 00	300 00					2,056 72
3,050 00	1,075 00	200 00	325 00	4,650 00					10,156 05
2,800 00	1,300 00	605 00	500 00	5,205 00					10,238 36
4,803 04	38,869 74	2,860 00	18,522 02	65,054 80					148,600 92
	50 00		25 00	75 00					515 77
5,000 00	1,000 00		3,500 00	9,500 00					18,963 51
2,500 00	1,500 00		500 00	4,500 00					7,103 40
4,875 00	2,100 00	6,350 00	575 00	13,900 00					18,086 11
1,775 00	735 00	1,607 50	225 00	4,342 50					6,399 65
16,500 00	4,000 00	8,200 00	16,380 00	45,080 00					69,819 57
800 00	180 00	217 80	52 20	1,250 00					3,072 14
1,700 00	1,400 00		200 00	3,300 00					11,252 58
600 00	200 00	712 50	100 00	1,612 50					3,010 16
3,050 00	1,075 00	200 00	325 00	4,650 00					10,156 05
44,403 04	52,409 74	20,752 80	40,904 22	158,469 80					307,218 17

Report of Attendance, by Districts, for the County of UNION,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of months the schools were kept open.	Number of boys between 5 and 20 years of age enrolled in the schools during the year.	Number of girls between 5 and 20 years of age enrolled in the schools during the year.	Total number of children between 5 and 20 years of age enrolled in the schools during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.
UNION.							
LINDEN.							
Linden.....	1	10	67	60	127	5	932
East Linden.....	2	9.15	19	13	32	.....	230
South Roselle.....	4	9.3	97	108	205	.....	751
		9.48	183	181	364	5	1,913
Elizabeth.....	5	10	2,618	2,615	5,233	190	1,515
CLARK.							
Scudder.....	6	9.35	19	29	48	.....	169
Rahway.....	7	10	616	588	1,204	31	1,326
Cranford.....	9	10.2	161	147	308	2	1,330
WESTFIELD.							
Westfield.....	10	10	217	265	482	1	1,027
Locust Grove.....	15	10	19	31	50	.....	433
		10	236	296	532	1	1,460
FANWOOD.							
Willow Grove.....	11	10.75	21	18	39	.....	87
Scotch Plains.....	14	9.9	92	89	181	1	544
		10.33	113	107	220	1	631
Plainfield.....	12	10	922	927	1,849	24	2,404
NEW PROVIDENCE.							
Feltville.....	16	8.9	28	20	48	.....	179
Solon.....	17	10	36	28	64	1	45
New Providence.....	18	9.7	47	43	90	.....	760
		9.5	111	91	202	1	984
SUMMIT.							
Summit.....	19	10	120	98	218	3	659
East Summit.....	20	10.1	60	55	115	.....	468
		10.05	180	153	333	3	1,127
SPRINGFIELD.							
Branch Mills.....	21	10.5	19	18	37	.....	205
Springfield.....	22	10	68	59	127	1	511
		10.25	87	77	164	1	716

State of New Jersey, for the School Year Ending June 30th, 1893.

Average number of tardiness per day for each teacher.	Average number on roll.	Average daily attendance.	Percentage of daily attendance on total enrollment.	Number of pupils enrolled in primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of classes in school.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
1.5	89	75	83	79	33	15	9	1	2	\$100 00	\$40 00
1.3	21	16	77	28	4	4	6	1	1	.....	42 75
.75	148	131	88	159	37	9	12	5	5	.....	62 00
1.18	258	222	83	266	74	24	27	1	8	100 00	48 25
.7	3,333	3,682	94	3,948	1,150	135	77	4	85	180 00	54 42
.9	29	25	85	29	19	.....	6	.....	1	.....	40 00
.27	970	773	80	802	379	23	42	5	20	96 00	44 50
.8	255	218	89	184	89	35	14	1	6	140 00	49 17
.57	355	315	89	333	75	74	20	2	8	125 00	56 90
2.00	30	27	90	31	19	.....	6	.....	1	.....	45 00
1.28	385	342	90	364	94	74	26	2	9	125 00	50 95
.4	20	17	83	33	6	.....	6	.....	1	.....	40 00
.52	114	101	85	147	24	10	11	1	4	120 00	46 88
.46	134	118	84	180	30	10	17	1	5	120 00	43 44
.71	1,446	1,319	91	1,233	452	164	50	4	46	127 50	55 85
1.	29	24	80	43	5	.....	6	1	.....	50 00	.....
.002	39	35	88	47	10	7	7	1	.....	60 00	.....
1.95	68	60	88	57	25	8	9	1	1	80 00	30 00
.98	136	119	85	147	40	15	22	3	1	63 33	30 00
.65	158	139	86	146	56	16	13	1	5	150 00	63 50
1.15	78	67	87	74	33	8	8	.....	2	.....	50 00
.90	236	206	87	220	89	24	21	.....	7	150 00	56 75
2	18	14	82	33	4	.....	6	.....	1	.....	33 34
.84	89	77	85	86	35	6	9	1	2	85 00	34 00
1.42	107	91	84	119	39	6	15	1	3	85 00	33 67

Report of Attendance, by Districts, for the County of UNION,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of months the schools were kept open.	Number of boys between 5 and 20 years of age enrolled in the schools during the year.	Number of girls between 5 and 20 years of age enrolled in the schools during the year.	Total number of children between 5 and 20 years of age enrolled in the schools during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.
Union—Con.							
UNION.							
Unionville	23	10	27	34	61	.....	16
North Roselle.....	25	9.3	98	119	212	3	927
Connecticut Farms.....	27	10	53	39	92	.....	142
Lyons Farms.....	28	10.05	46	25	71	.....	283
Salem	29	9.55	22	24	46	.....	192
		9.75	241	241	482	3	1,510
Summary.							
Linden.....		9.48	183	181	364	5	1,913
Elizabeth		10	2,618	2,615	5,233	190	1,815
Clark.....		9.35	19	29	48	.....	169
Rahway.....		10	616	588	1,204	81	1,326
Cranford.....		10.2	161	147	308	2	1,350
Westfield		10	236	296	532	1	1,450
Fanwood.....		10.33	113	107	220	1	681
Plainfield.....		10	922	927	1,849	24	2,404
New Providence.....		9.5	111	91	202	1	984
Summit.....		10.05	180	153	333	3	1,127
Springfield.....		10.25	87	77	164	1	716
Union		9.75	241	241	482	3	1,510
		9.91	5,487	5,452	10,939	262	15,375

State of New Jersey, for the School Year Ending June 30th, 1893.

Average number of cases of tardiness per day for each teacher.	Average number on roll.	Average daily attendance.	Percentage of daily attendance on total enrollment.	Number of pupils enrolled in primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of classes in school.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
.1	39	32	83	47	6	8	7	1	.....	\$50 00	.....
.96	144	126	87	162	41	9	13	1	4	90 00	\$49 37
.35	59	50	86	78	7	7	8	1	1	60 00	35 00
.675	43	35	81	47	24	.....	8	.....	2	.....	37 50
1	29	25	86	36	8	.....	8	.....	1	.....	60 00
.62	314	268	85	370	86	26	44	3	8	66 67	45 54
1.18	258	222	83	266	74	24	27	1	8	100 00	48 25
.7	3,933	3,682	94	3,948	1,150	135	77	4	85	180 00	54 42
.9	29	25	85	29	19	.....	6	.....	1	.....	40 00
.27	970	773	80	802	379	23	42	5	20	96 00	44 50
.8	255	218	89	184	89	35	14	1	6	140 00	49 17
1.28	385	342	90	364	94	74	26	2	9	125 00	50 95
.46	134	118	84	180	30	10	17	1	5	120 00	43 44
.71	1,446	1,319	91	1,232	452	164	50	4	46	127 50	55 85
.98	136	119	85	147	40	15	22	3	1	63 33	30 00
.90	236	206	87	220	89	24	21	1	7	150 00	56 75
1.42	107	90	84	119	39	6	15	1	3	85 00	33 67
.62	314	268	85	370	86	26	44	3	8	66 67	45 54
.85	8,203	7,382	86	7,862	2,541	536	361	26	199	113 95	46 05

Financial Report, by Districts, for the County of WARREN,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Amount due the district July 1st, 1892, from State, county and township funds.	Amount due the district July 1st, 1892, from district tax.	Amount due the district July 1st, 1892, from other sources.	Total amount due the district July 1st, 1892.	Amount expended for teachers' sal- aries.	Amount expended for fuel and janit- ors' salaries.	Amount expended for building and repairing, excluding debt and interest.
WARREN.								
POHATCONG.								
Finesville.....	1	\$463 07	.....	.....	\$463 07	\$400 00	\$24 28	.....
Hughesville.....	2	626 35	\$1,643 26	.....	2,269 61	586 52	54 15	\$13 52
Carpentersville.....	3	463 02	23 85	.....	486 87	380 00	29 74	23 85
Springtown.....	4	400 90	672 04	.....	1,072 94	341 25	34 98	654 67
		1,953 34	2,339 15	.....	4,292 49	1,707 77	143 15	692 04
GREENWICH.								
Kennedysville.....	5	417 24	37 27	.....	454 51	336 34	16 03	42 52
Still Valley.....	6	394 76	6 60	.....	401 36	340 00	18 70	12 59
Stewartsville.....	7	853 05	64 99	.....	923 04	807 50	11 63	47 04
		1,670 05	108 86	.....	1,778 91	1,483 84	46 36	102 15
LOPATCONG.								
Uniontown.....	8	455 78	110 44	.....	566 22	315 00	23 66	139 36
Lopatcong.....	9	597 61	.....	.....	597 61	530 80	21 60	.....
Pirthis.....	10	812 42	.....	.....	812 42	725 00	71 94	.....
Furnace.....	10½	771 00	350 44	.....	1,121 00	710 00	27 60	33 08
Marble Hill.....	11	368 32	.....	.....	368 32	266 75	13 22	.....
Delaware Park.....	49	385 46	.....	.....	385 46	328 80	29 25	.....
		3,390 59	460 44	.....	3,851 03	2,876 35	192 27	172 44
Phillipsburg.....	12	20,783 76	4,774 70	.....	25,558 46	19,312 58	2,343 11	457 86
HARMONY.								
Buttonwood.....	13	375 00	10 54	.....	385 54	285 00	10 59	.....
Lower Harmony.....	14	395 10	60 00	.....	455 10	324 00	41 50	13 00
Upper Harmony.....	15	380 64	.....	.....	380 61	315 00	29 44	.....
Pleasant Grove.....	16	392 15	59 80	.....	451 95	332 50	13 70	54 43
Roxburg.....	17	412 59	33 41	.....	446 00	353 96	34 53	5 52
Montana.....	18	408 49	.....	.....	408 49	370 00	25 64	.....
Pleasant Hollow.....	19	338 32	.....	.....	338 32	225 00	15 75	.....
		2,702 29	163 75	.....	2,866 01	2,205 46	171 15	72 95
FRANKLIN.								
New Village.....	20	379 94	.....	.....	379 94	294 00	4 87	.....
Broadway.....	21	551 70	.....	.....	551 70	467 63	25 00	7 07
Hicks.....	22	375 00	.....	.....	375 00	338 67	20 16	.....
Good Springs.....	23	405 50	.....	.....	405 50	340 63	44 87	.....
Franklin.....	24	402 89	65 01	.....	467 90	362 89	19 50	65 00
Asbury.....	25	418 82	275 16	.....	693 98	620 02	35 39	7 50
		2,533 85	340 17	.....	2,874 02	2,423 90	149 79	79 57
WASHINGTON.								
Pleasant Valley.....	26	380 00	.....	.....	380 00	300 00	27 58	.....
Brass Castle.....	27	378 03	.....	.....	378 03	326 00	31 58	.....
Fairmount.....	28	404 55	.....	.....	404 55	350 00	27 62	.....
Jackson Valley.....	29	419 64	.....	.....	419 64	360 00	22 50	.....
Port Colden.....	30	674 80	12 00	.....	686 80	550 00	41 60	12 00
		2,257 02	12 00	.....	2,269 02	1,886 00	150 88	12 00

State of New Jersey, for the School Year Ending June 30th, 1893.

Amount expended for debt and interest,	Amount expended for taking school census.	Amount expended for manual training.	Amount expended for text-books and apparatus.	Amount expended for incidentals.	Total amount expended.	Balance of State, county and township funds June 30th, 1893.	Balance of district tax June 30th, 1893.	Balance of moneys from other sources June 30th, 1893.	Total balance June 30th, 1893.
\$1,475 00				\$20 00	\$444 28	\$18 79			\$18 79
	\$3 90			20 00	2,149 19		\$120 42		120 42
				20 00	457 49	29 38			29 38
				13 85	1,044 75	10 82	17 37		28 19
1,475 00	3 90			73 85	4,095 71	58 99	137 79		196 78
	2 25			20 03	417 17	20 36	16 98		37 34
				11 56	382 85	18 51			18 51
				29 18	895 35	9 74	17 95		27 69
	2 25			60 72	1,695 37	48 61	34 93		83 54
				20 00	503 02	63 20			63 20
				10 25	562 65	34 96			34 96
				14 40	811 34	1 08			1 08
306 00				13 93	1,090 61	23 40	6 99		30 39
				16 16	296 13	72 19			72 19
				17 75	875 80	9 66			9 66
306 00				92 49	3,639 55	204 49	6 99		211 48
2,425 00	124 15		\$330 36	332 86	25,325 92		232 54		232 54
				20 00	315 59	59 41	10 54		69 95
44 30				19 72	442 52	9 88	2 70		12 58
				19 46	363 90	16 74			16 74
	3 05			26 98	430 66	15 92	5 37		21 29
	3 30			20 30	417 61	50	27 89		28 39
				12 85	408 49				
				20 00	260 75	77 57			77 57
44 30	6 35			139 31	2,639 52	180 02	46 50		226 52
			20 00	21 95	340 88	39 06			39 06
	4 70			30 22	534 62	17 08			17 08
				16 17	375 00				
				20 00	405 50				
				20 00	467 49	51			51
				22 88	685 73		8 19		8 19
	4 70		20 00	131 22	2,809 18	56 65	8 19		64 84
	2 40			21 04	351 02	28 98			28 98
				10 28	367 86	10 17			10 17
				20 79	398 41	6 14			6 14
	5 00			13 25	395 75	23 89			23 89
				30 09	638 69	48 11			48 11
	7 40			95 45	2,151 73	117 29			117 29

Financial Report, by Districts, for the County of WARREN,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Amount due the district July 1st, 1892, from State, county and township funds.	Amount due the district July 1st, 1892, from district tax.	Amount due the district July 1st, 1892, from other sources.	Total amount due the district July 1st, 1892.	Amount expended for teachers' sal- aries.	Amount expended for fuel and jan- itors' salaries.	Amount expended for building and repairing, excluding debt and interest.
Warren—Con.								
Washington.....	31	\$4,161 15	\$4,846 73	.....	\$8,507 88	\$5,541 00	\$690 10	.....
OXFORD.								
Oxford Furnace.....	32	2,757 59	624 49	.....	3,382 08	2,650 00	180 89	\$119 37
Pittengerville.....	33	1,149 22	.....	.....	1,149 22	1,026 32	72 79	.....
Little York.....	34	469 67	.....	.....	469 67	350 00	10 43	.....
Mt. Pleasant.....	35	364 22	.....	.....	364 22	305 00	18 98	.....
Oxford Church.....	36	385 32	.....	.....	385 32	333 00	34 00	.....
Bridgeville.....	37	354 12	.....	.....	354 12	297 00	5 10	.....
Sarepta.....	38	375 00	43 31	.....	418 31	324 00	22 35	1 46
Buttville.....	39	421 25	.....	.....	421 25	351 50	32 35	.....
Paces.....	40	331 76	8 56	.....	390 32	300 00	70 96	4 00
		6,658 15	676 36	.....	7,334 51	5,936 82	447 85	121 83
Belvidere.....	41	2,761 79	3,945 99	\$700 00	7,407 78	3,220 00	576 83	12 89
MANSFIELD.								
Karrville.....	42	395 16	70 00	.....	465 16	300 00	30 70	70 00
Port Murray.....	43	435 73	143 59	.....	579 32	400 00	20 00	55 83
Anderson.....	44	427 40	.....	.....	427 40	350 00	19 23	.....
Egberts.....	45	278 34	74 88	.....	353 20	293 00	17 50	.....
Rockport.....	46	375 00	125 00	.....	500 00	322 00	25 80	38 41
Beatystown.....	47	375 00	100 00	.....	475 00	361 26	22 79	58 17
		2,286 63	513 45	.....	2,800 08	2,026 26	136 02	222 41
Hackettstown.....	48	3,850 71	4,705 40	116 55	8,672 66	4,900 00	519 50	.....
INDEPEND- ENCE.								
Vienna.....	50	496 31	60 00	.....	556 31	429 73	44 75	56 96
Danville.....	51	413 54	.....	.....	413 54	316 83	29 72	.....
Petersburg.....	53	375 32	.....	.....	375 32	316 76	18 49	.....
		1,285 17	60 00	.....	1,345 17	1,063 37	92 96	56 96
ALLAMUCHY.								
Meadville.....	52	384 72	.....	.....	384 72	352 01	22 48	.....
Saxton's Falls.....	55	275 00	.....	.....	275 00	250 50	14 50	.....
Allamuchy.....	56	375 20	.....	.....	375 20	323 93	33 80	.....
Quaker Settlement.....	57	376 04	.....	.....	376 04	327 50	21 32	.....
		1,410 96	.....	.....	1,410 96	1,253 94	92 10	.....
FRELINGHUY- SEN.								
Johnsonburg.....	58	425 37	.....	.....	425 37	351 49	43 59	.....
Marksboro.....	59	437 44	108 88	.....	546 32	380 00	21 68	37 28
Ebenezer.....	61	286 36	.....	.....	286 36	250 00	7 61	.....
Southtown.....	62	365 37	.....	.....	365 37	270 90	20 55	.....
Howard.....	63	275 00	.....	.....	275 00	254 00	15 50	.....
		1,789 54	108 88	.....	1,898 42	1,505 49	108 93	37 28

State of New Jersey, for the School Year Ending June 30th, 1893.

Amount expended for debt and interest.	Amount expended for taking school census.	Amount expended for manual training.	Amount expended for text-books and apparatus.	Amount expended for incidentals.	Total amount expended.	Balance of State, county and township funds June 30th, 1893.	Balance of district tax June 30th, 1893.	Balance of moneys from other sources June 30th, 1893.	Total balance June 30th, 1893.
\$860 00	\$41 25			\$454 85	\$7,587 20		\$920 68		\$920 68
	24 20		\$17 00	20 00	3,041 46				
	10 50		20 00	19 61	1,149 22		340 62		340 62
				22 00	382 43	\$87 24			87 24
	2 30			21 15	347 43	16 79			16 79
	3 00			15 00	385 00	32			32
				10 93	313 03	41 09			41 09
				22 26	370 07	6 39	41 85		48 24
	3 30			23 54	410 69	10 56			10 56
				10 80	385 76		4 56		4 56
	43 30		67 00	165 29	6,785 09	162 39	387 03		549 42
2,616 19	21 65		144 71	344 07	6,936 34		471 41		471 44
				19 22	419 92	45 24			45 24
	4 00			42 97	522 80		56 52		56 52
				19 82	389 05	38 35			38 35
				15 70	326 20		27 00		27 00
	4 00			27 20	413 41		86 59		86 59
				20 95	463 17		11 83		11 83
	4 00			145 86	2,584 55	83 59	181 94		265 53
\$2,900 00	34 45		20 00	130 06	8,504 01		168 65		168 65
	4 25			10 59	546 28	6 99	3 04		10 03
			20 00	28 84	395 44	18 10			18 10
			20 00	20 00	375 25	07			07
	4 25		40 00	59 48	1,316 97	25 16	3 04		28 20
				6 92	381 41	3 31			3 31
				10 00	275 00				
				16 26	373 99	1 21			1 21
				24 02	372 84	3 20			3 20
				57 20	1,403 24	7 72			7 72
				21 54	416 62	8 75			8 75
				10 10	449 06	25 66	71 60		97 26
				8 77	266 38	19 98			19 98
				17 52	308 07	57 30			57 30
				5 50	275 00				
				63 43	1,715 13	111 69	71 60		183 29

Financial Report, by Districts, for the County of WARREN,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Amount due the district July 1st, 1892, from State, county and township funds.	Amount due the district July 1st, 1892, from district tax.	Amount due the district July 1st, 1892, from other sources	Total amount due the district July 1st, 1892.	Amount expended for teachers' sal- aries.	Amount expended for fuel and jan- itors' salaries.	Amount expended for building and repairs, excluding debt and interest.
Warren—Con.								
HOPE.								
Hope.....	64	\$458 04			\$458 04	\$381 98	\$45 27	
Hoaglands.....	65	378 34	\$21 12		399 46	337 40	20 75	\$17 48
Free Union.....	66	375 00			375 00	333 00	22 27	
Townsbury.....	67	394 65	151 05		545 70	315 00	19 39	145 86
Hazen.....	68	390 09			390 09	333 00	29 23	
Mt. Hermon.....	69	375 00		\$270 00	645 00	585 00	35 00	
		2,871 12	172 17	270 00	2,813 29	2,285 47	171 91	163 36
BLAIRSTOWN.								
Paulina.....	60	367 64			367 64	270 00	17 33	
Centerville.....	70	275 00			275 00	225 00	19 15	
Kalamama.....	71	403 94	11 28		415 22	270 00	17 53	
Union Brick.....	72	375 15			375 15	300 00	21 13	
Blairstown.....	73	713 50	462 04		1,175 54	850 00	56 99	
Walnut Valley.....	74	378 89			378 89	325 50	32 62	
Mt. Vernon.....	75	279 27			279 27	252 00	12 00	
Jacksonburg.....	76	407 82	68 20		476 02	320 00	20 14	61 19
Washington.....	77	500 56			500 56	300 00	14 95	
		3,701 77	541 52		4,243 29	3,112 50	212 14	61 19
HARDWICK.								
Hardwick Centre...	78	537 48			537 48	280 00	22 80	
Franklin Grove.....	79	560 31			560 31	400 00	15 90	
		1,097 79			1,097 79	680 00	38 70	
PAHAQUARRY.								
Millbrook.....	82	295 77	30 00		325 77	270 00	11 90	
Calno.....	83	290 35			290 35	252 00	17 80	
Brotzmanville.....	84	304 34			304 34	270 00	12 90	
		890 46	30 00		920 46	792 00	42 60	
KNOWLTON.								
Water Gap.....	85	381 74			381 74	315 00	18 85	
Hainesburg.....	86	405 83	928 20		1,334 03	360 00	30 83	928 20
Mt. Pleasant.....	88	277 42			277 42	247 80	9 27	
Walnut Corner.....	89	397 12			397 12	360 00	19 35	
Columbia.....	90	375 00			375 00	347 35	15 33	
Chapel Hill.....	91	424 79			424 79	315 00	14 75	
Delaware.....	92	375 00	131 23		506 23	328 84	23 66	125 40
		2,636 90	1,059 43		3,696 33	2,273 99	132 04	1,053 60

State of New Jersey, for the School Year Ending June 30th, 1893.

Amount expended for debt and interest.	Amount expended for taking school census.	Amount expended for manual training.	Amount expended for text-books and apparatus.	Amount expended for incidentals.	Total amount expended.	Balance of State, county and township funds June 30th, 1893.	Balance of district tax June 30th, 1893.	Balance of moneys from other sources June 30th, 1893.	Total balance June 30th, 1893.
				\$18 79	\$146 04	\$12 00			
				15 50	391 22	4 60	\$3 64		\$12 00
				19 73	375 00				8 24
				15 00	495 27	45 26	5 17		
				18 07	380 30	9 79			50 43
			\$20 00	5 00	645 00				9 79
			20 00	92 09	2,732 83	71 65	8 81		80 46
				15 27	302 60	65 04			65 04
				20 00	264 15	10 85			10 85
				10 04	297 87	106 07	11 28		117 35
				16 80	337 93	37 22			37 22
\$5 80		79 52		29 90	1,022 21		153 33		153 33
				6 05	364 17	14 72			14 72
				14 97	278 97	30			30
				7 20	408 53	60 48	7 01		67 49
				11 09	326 04	174 52			174 52
5 80		79 52	131 32	3,602 47	469 20	171 62			640 82
	1 45		13 12	317 37	220 11				220 11
	2 00		15 50	433 40	126 91				126 91
	3 45		28 62	750 77	347 02				347 02
			11 80	293 70	2 07	30 00			32 07
			12 23	282 03	8 32				8 32
			2 00	284 90	19 44				19 44
			26 03	860 63	29 83	30 00			59 83
			21 40	355 25	26 49				26 49
			15 00	1,334 03					
			20 00	277 07	35				35
			15 87	395 22	1 90				1 90
			12 32	375 00					
			10 34	340 09	84 70				84 70
			22 50	500 40		5 83			5 83
			117 43	3,577 06	113 44	5 83			119 27

*Summary of Financial Reports, by Townships, for the
School Year Ending*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Amount due the district July 1st, 1892, from State, county and township funds.	Amount due the district July 1st, 1892, from district tax.	Amount due the district July 1st, 1892, from other sources.	Total amount due the district July 1st, 1892.	Amount expended for teachers' sal- aries.	Amount expended for fuel and jan- itors' salaries.	Amount expended for building and repairing, excluding debt and interest.
WARREN.								
Pohatcong		\$1,953 34	\$2,339 15		\$4,292 49	\$1,707 77	\$143 15	\$692 04
Greenwich		1,670 05	108 86		1,778 91	1,483 84	46 36	102 15
Lopatcong		3,390 59	460 44		3,851 03	2,876 35	192 27	172 44
Phillipsburg		20,783 76	4,774 40		25,558 46	19,312 58	2,343 11	457 86
Harmony		2,702 29	163 75		2,866 04	2,205 46	171 15	72 95
Franklin		2,533 85	340 17		2,874 02	2,423 90	149 79	79 57
Washington		2,257 02	12 00		2,269 02	1,886 00	150 88	12 00
Washington Boro.		4,161 15	4,346 73		8,507 88	5,541 00	690 10	
Oxford		6,658 15	676 36		7,334 51	5,936 82	447 85	124 83
Belvidere		2,761 79	3,945 99	\$700 00	7,407 78	3,220 00	576 83	12 89
Mansfield		2,286 63	513 45		2,800 08	2,026 26	136 02	222 41
Hackettstown		3,850 71	4,705 40	116 55	8,672 66	4,900 00	519 50	
Independence		1,285 17	60 00		1,345 17	1,063 37	92 96	56 96
Allamuchy		1,410 96			1,410 96	1,253 94	92 10	
Frelinghuysen		1,789 54	108 88		1,898 42	1,505 49	108 93	37 28
Hope		2,371 12	172 17	270 00	2,813 29	2,285 47	171 91	163 36
Blairstown		3,701 77	541 52		4,243 29	3,112 50	212 14	61 19
Hardwick		1,097 79			1,097 79	680 00	38 70	
Pahaquarry		890 46	30 00		920 46	792 00	42 60	
Knowlton		2,636 90	1,059 43		3,696 33	2,273 99	132 04	1,053 60
		70,193 04	24,359 00	1,086 55	95,638 59	66,486 74	6,458 39	3,321 53

County of WARREN, State of New Jersey, for the
June 30th, 1893.

Amount expended for debt and interest.	Amount expended for taking school census.	Amount expended for manual training.	Amount expended for text-books and apparatus.	Amount expended for incidentals.	Total amount expended.	Balance of State, county and township funds June 30th, 1893.	Balance of district tax June 30th, 1893.	Balance of moneys from other sources June 30th, 1893.	Total balance June 30th, 1893.
\$1,475 00	\$3 90			\$73 85	\$4,095 71	\$58 99	\$137 79		\$196 78
	2 25			60 77	1,695 37	48 61	34 93		83 54
306 00				92 49	3,639 55	204 49	6 99		211 48
2,425 00	124 15		\$330 36	332 86	25,325 92		232 54		232 54
44 30	6 35			139 31	2,639 52	180 02	46 50		226 52
	4 70		20 00	131 22	2,809 18	56 65	8 19		64 84
	7 40			95 45	2,151 73	117 29			117 29
860 00	41 25			454 85	7,587 20		920 68		920 68
	43 30		67 00	165 29	6,785 09	162 39	387 03		549 42
2,616 19	21 65		144 71	344 07	6,936 34		471 44		471 44
	4 00			145 86	2,534 55	83 59	181 94		265 53
2,900 00	34 45		20 00	130 06	8,504 01		168 65		168 65
	4 25		40 00	59 43	1,316 97	25 16	3 04		28 20
				57 20	1,403 24	7 72			7 72
				63 43	1,715 13	111 69	71 60		183 29
			20 00	92 09	2,732 83	71 65	8 81		80 46
	5 80		79 52	131 32	3,602 47	469 20	171 62		640 82
	3 45			28 62	750 77	347 02			347 02
				26 03	860 63	29 83	30 00		59 83
				117 43	3,577 06	113 44	5 83		119 27
10,626 49	306 90		721 59	2,741 63	90,663 27	2,087 74	2,887 58		4,975 32

*Apportionment of School Moneys, by Districts, for the
School Year Ending*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Balance State, county and township moneys July 1st, 1893.	Balance district tax July 1st, 1893.	Balance received from other sources July 1st, 1893.	Amount apportioned from State ap- propriation, including State school tax and \$100,000.	Amount apportioned from township tax.	Amount apportioned from surplus revenue.	Amount apportioned from balances.
WARREN.								
POHATCONG.								
Finesville.....	1	\$18 79			\$375 00			
Hughesville.....	2		\$120 42		554 86			
Carpenterville.....	3	29 38			375 00			
Springtown.....	4	10 82	17 37		375 00			
		58 99	137 79		1,679 86			
GREENWICH.								
Kennedyville.....	5	20 36	16 98		375 00			
Still Valley.....	6	18 51			275 00			
Stewartsville.....	7	9 74	17 95		639 48			
		48 61	34 93		1,289 48			
LOPATCONG.								
Uniontown.....	8	63 20			375 00			
Lopatcong.....	9	34 96			545 45			
Firths.....	10	1 08			648 89			
Furnace.....	10 1/2	23 40	6 99		705 32			
Marble Hill.....	11	72 19			275 00			
Delaware Park.....	49	9 66			375 00			
		204 49	6 99		2,924 66			
Phillipsburg.....	12		232 54		11,505 95			
HARMONY.								
Buttonwood.....	13	59 41	10 54		275 00			
Lower Harmony.....	14	9 88	2 70		375 00			
Upper Harmony.....	15	16 74			375 00			
Pleasant Grove.....	16	15 92	5 37		375 00			
Roxburg.....	17	50	27 89		375 00			
Montana.....	18				375 00			
Pleasant Hollow.....	19	77 57			275 00			
		180 02	46 50		2,425 00			
FRANKLIN.								
New Village.....	20	39 06			375 00			
Broadway.....	21	17 08			427 91			
Hicks.....	22				375 00			
Good Springs.....	23				375 00			
Franklin.....	24	51			375 00			
Asbury.....	25		8 19		375 00			
		56 65	8 19		2,302 91			
WASHINGTON.								
Pleasant Valley.....	26	28 98			375 00			
Brass Castle.....	27	10 17			375 00			
Fairmount.....	28	6 14			375 00			
Jackson Valley.....	29	23 89			375 00			
Port Colden.....	30	48 11			479 61			
		117 29			1,979 61			

County of WARREN, State of New Jersey, for the
June 30th, 1894.

Amount of district tax voted for pay- ment of teachers' salaries.	Amount of district tax voted for build- ing, purchasing, hiring, repairing or furnishing school-houses.	Amount of district tax for payment of debt and interest.	Amount of district tax voted for text- books and apparatus.	Total amount of district tax ordered to be raised.	Amount received from temporary loans.	Amount received from sale of bonds.	Amount voted for manual training.	Amount received from other sources.	Total amount available for school year ending June 30th, 1894.
									\$393 79
	\$75 00			\$75 00					675 28
									479 38
									403 19
	75 00			75 00					1,951 64
									412 34
\$100 00				100 00					393 51
200 00				200 00					867 17
300 00				300 00					1,673 02
	40 00			40 00					478 20
200 00	1,165 00			1,365 00					580 41
	94 00	\$156 00		250 00					2,014 97
									985 71
									347 19
									384 66
200 00	1,299 00	156 00		1,655 00					4,791 14
6,500 00	3,550 00	4,850 00		14,900 00					26,638 49
									344 95
	100 00			100 00					387 58
									491 74
									396 29
									403 39
									375 00
									352 57
	100 00			100 00					2,751 52
									414 06
									444 99
									375 00
									375 00
225 00	50 00			275 00					375 51
									658 19
225 00	50 00			275 00					2,642 75
									403 98
	60 00			60 00					355 17
									441 14
									398 89
									527 72
	60 00			60 00					2,156 90

*Apportionment of School Moneys, by Districts, for the
School Year Ending*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Balance State, county and township moneys July 1st, 1893.	Balance district tax July 1st, 1893.	Balance received from other sources July 1st, 1893.	Amount apportioned from State ap- propriation, including State school tax and \$100,000.	Amount apportioned from township tax.	Amount apportioned from surplus revenue.	Amount apportioned from balances.
Warren—Con.								
Washington.....	31		\$920 68		\$3,724 04			
OXFORD.								
Oxford Furnace.....	32		340 62		2,275 80			
Pittensville.....	33				987 43			
Little York.....	34	\$87 24			375 00			
Mt. Pleasant.....	35	16 79			375 00			
Oxford Church.....	36	32			375 00			
Bridgeville.....	37	41 09			275 00			
Sarepta.....	38	6 39	41 85		375 00			
Butzville.....	39	10 56			375 00			
Paces.....	40		4 56		275 00			
		162 39	357 03		5,688 23			
Belyidere.....	41		771 44		2,003 08			
MANSFIELD.								
Karville.....	42	45 24			375 00			
Port Murray.....	43		56 52		376 17			
Anderson.....	44	38 35			375 00			
Egberts.....	45		27 00		275 00			
Rockport.....	46		86 59		375 00			
Beatystown.....	47		11 83		375 00			
		83 59	181 94		2,151 17			
Hackettstown.....	48		168 65		3,220 93			
INDEPEND- ENCE.								
Vienna.....	50	6 99	3 04		376 17			
Danville.....	51	18 10			375 00			
Petersburg.....	53	07			375 00			
		25 16	3 04		1,126 17			
ALLAMUCHY.								
Meadville.....	52	3 31			375 00			
Saxton's Falls.....	55				275 00			
Allamuchy.....	56	1 21			375 00			
Quaker settlement.	57	3 20			375 00			
		7 72			1,400 00			
FRELINGHUY- SEN.								
Johnsonsburg.....	58	8 75			375 00			
Marksboro.....	59	25 66	71 60		375 00			
Ebenezer.....	61	19 98			275 00			
Southtown.....	62	57 30			275 00			
Howard.....	63				275 00			
		111 69	71 60		1,575 00			

County of WARREN, State of New Jersey, for the
June 30th, 1894.

Amount of district tax voted for pay- ment of teachers' salaries.	Amount of district tax voted for build- ing, purchasing, hiring, repairing or furnishing school-houses.	Amount of district tax for payment of debt and interest.	Amount of district tax voted for text- books and apparatus.	Total amount of district tax ordered to be raised.	Amount received from temporary loans.	Amount received from sale of bonds.	Amount voted for manual training.	Amount received from other sources.	Total amount available for school year ending June 30th, 1894.
\$1,400 00	\$1,400 00	\$1,332 50		\$4,132 50					\$8,777 22
340 00	160 00			500 00					3,116 42
50 00	350 00			400 00					1,387 43
									462 24
									391 79
									375 32
									316 09
	400 00			400 00					423 24
50 00	75 00			125 00					755 56
									404 56
440 00	985 00			1,425 00					7,662 65
1,417 00	501 00	1,275 00	\$450 00	3,643 00					6,417 52
	42 00			42 00					462 24
									432 69
75 00				75 00					413 35
	50 00			50 00					377 00
	50 00			50 00					511 59
									436 83
75 00	142 00			217 00					2,633 70
1,800 00	795 00	2,410 00		5,005 00					8,394 58
60 00	60 00			120 00					506 20
	900 00			900 00					1,293 10
									375 07
60 00	960 00			1,020 00					2,174 37
									378 31
40 00	10 00			50 00					325 00
	200 00			200 00					576 21
	90 00			90 00					468 20
40 00	300 00			340 00					1,747 72
									383 75
	60 00			60 00					472 26
									354 98
									332 30
									275 00
	60 00			60 00					1,818 29

*Apportionment of School Moneys, by Districts, for the
School Year Ending*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Balance State, county and township moneys July 1st, 1893.	Balance district tax July 1st, 1893.	Balance received from other sources July 1st, 1893.	Amount apportioned from State ap- propriation, including State school tax and \$100,000.	Amount apportioned from township tax.	Amount apportioned from surplus revenue.	Amount apportioned from balances.
Warren—Con.								
HOPE.								
Hope.....	64	\$12 00			\$375 00			
Hoaglands.....	65	4 60	\$3 64		375 00			
Free Union.....	66				375 00			
Townsbury.....	67	45 26	5 17		375 00			
Hazens.....	68	9 79			375 00			
Mt. Hermon.....	69				375 00			
		71 65	8 81		2,250 00			
BLAIRSTOWN.								
Paulina.....	60	65 04			275 00			
Centerville.....	70	10 85			275 00			
Kalarama.....	71	106 07	11 28		275 00			
Union Brick.....	72	37 22			275 00			
Blairstown.....	73		153 33		587 77			
Walnut Valley.....	74	14 72			375 00			
Mt. Vernon.....	75	30			275 00			
Jacksonburg.....	76	60 48	7 01		375 00			
Washington.....	77	174 52			375 00			
		469 20	171 62		3,087 77			
HARDWICK.								
Hardwick Centre...	78	220 11			275 00			
Franklin Grove....	79	126 91			275 00			
		347 02			550 00			
PAHAQUARRY.								
Millbrook.....	82	2 07	30 00		275 00			
Calno.....	83	8 32			275 00			
Brotzmanville.....	84	19 44			275 00			
		29 83	30 00		825 00			
KNOWLTON.								
Water Gap.....	85	26 49			375 00			
Hainesburg.....	86				375 00			
Mt. Pleasant.....	88	35			275 00			
Walnut Corner.....	89	1 90			375 00			
Columbia.....	90				375 00			
Chapel Hill.....	91	84 70			375 00			
Delaware.....	92		5 83		375 00			
		113 44	5 83		2,525 00			

County of WARREN, State of New Jersey, for the
June 30th, 1894.

Amount of district tax voted for pay- ment of teachers' salaries.	Amount of district tax voted for build- ing, purchasing, hiring, repairing or furnishing school-houses.	Amount of district tax for payment of debt and interest.	Amount of district tax voted for text- books and apparatus.	Total amount of district tax ordered to be raised.	Amount received from temporary loans.	Amount received from sale of bonds.	Amount voted for manual training.	Amount received from other sources.	Total amount available for school year ending June 30th, 1894.
									\$387 00
									353 24
									375 00
									425 43
									384 79
									375 00
									2,330 46
									340 04
									285 85
									392 35
									312 22
\$300 00				\$300 00					1,041 10
									389 72
									275 30
									442 49
									549 52
300 00				300 00					4,028 59
									495 11
									401 91
									897 02
									307 07
									283 32
									294 44
									884 83
									401 49
		\$500 00		500 00					875 00
									275 35
									376 90
									375 00
									459 70
									380 83
		500 00		500 00					3,144 27

*Summary of Apportionment of School Moneys for the
School Year Ending*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Balance State, county and township moneys July 1st, 1893.	Balance district tax July 1st, 1893.	Balance received from other sources July 1st, 1893.	Amount apportioned from State ap- propriation, including State school tax and \$100,000.	Amount apportioned from township tax.	Amount apportioned from surplus revenue.	Amount apportioned from balances.
WARREN.								
Pohatcong.....		\$58 99	\$137 79		\$1,679 86			
Greenwich.....		48 61	34 93		1,289 48			
Lopatcong.....		204 49	6 99		2,924 66			
Phillipsburg.....			232 54		11,505 95			
Harmony.....		180 02	46 50		2,425 00			
Franklin.....		56 65	8 19		2,302 91			
Washington.....		117 29			1,979 61			
Washington Boro.....			920 68		3,724 04			
Oxford.....		162 39	387 03		5,688 23			
Belvidere.....			471 44		2,003 08			
Mansfield.....		83 59	181 94		2,151 17			
Hackettstown.....			168 65		3,220 93			
Independence.....		25 16	3 04		1,126 17			
Allamuchy.....		7 72			1,400 00			
Frelinghuysen.....		111 69	71 60		1,575 00			
Hope.....		71 65	8 81		2,250 00			
Blairstown.....		469 20	171 62		3,087 77			
Hardwick.....		347 02			550 00			
Pahaquarry.....		29 83	30 00		825 00			
Knowlton.....		113 44	5 83		2,525 00			
		2,087 74	2,887 58		54,233 86			

County of WARREN, State of New Jersey, for the
June 30th, 1893.

Amount of district tax voted for pay- ment of teachers salaries.	Amount of district tax voted for build- ing, purchasing, hiring, repairing or furnishing school-houses.	Amount of district tax for payment of debt and interest.	Amount of district tax voted for text- books and apparatus.	Total amount of district tax ordered to be raised.	Amount received from temporary loans.	Amount received from sale of bonds.	Amount voted for manual training.	Amount received from other sources.	Total amount available for school year ending June 30th, 1894.
\$300 00	\$75 00			\$75 00					\$1,951 64
200 00	1,299 00	\$156 00		300 00					1,673 02
6,500 00	3,550 00	4,850 00		1,655 00					4,791 14
	100 00			14,900 00					26,638 49
225 00	50 00			100 00					2,751 52
	80 00			275 00					2,642 75
1,400 00	1,400 00	1,332 50		60 00					2,156 90
440 00	985 00			4,132 50					8,777 22
1,417 00	501 00	1,275 00	\$450 00	1,425 00					7,662 65
75 00	142 00			3,643 00					6,117 52
1,800 00	795 00	2,410 00		217 00					2,633 70
60 00	960 00			5,005 00					8,394 58
40 00	300 00			1,020 00					2,174 37
	60 00			340 00					1,747 72
				60 00					1,818 29
300 00				300 00					2,330 46
									4,028 59
		500 00		500 00					897 02
									884 83
									3,144 27
12,757 00	10,277 00	10,523 50	450 00	34,007 50					93,216 68

Report of Attendance, by Districts, for the County of WARREN,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of months the schools were kept open.	Number of boys between 5 and 20 years of age enrolled in the schools during the year.	Number of girls between 5 and 20 years of age enrolled in the schools during the year.	Total number of children between 5 and 20 years of age enrolled in the schools during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.
WARREN.							
POHATCONG.							
Finesville	1	10	39	32	71	.....	30
Hughesville.....	2	9	40	46	86	.....	120
Carpenterville.....	3	9.7	34	28	62	.....	126
Springtown.....	4	10	36	22	58	.....	134
		9.68	149	128	277	.....	410
GREENWICH.							
Kennedyville	5	10	17	19	36	.....	58
Still Valley.....	6	10	12	13	25	.....	39
Stewartsville.....	7	9.5	59	62	121	.....	250
		9.83	88	94	182	.....	347
LOPATCONG.							
Uniontown.....	8	9	21	17	38	.....	71
Lopatcong	9	10	40	49	89	5	380
Firths.....	10	10	59	42	101	.....	335
Furnace.....	10 $\frac{1}{2}$	9.35	32	36	68	.....	132
Marble Hill.....	11	9.2	12	13	25	.....	15
Delaware Park.....	49	10	35	30	65	2	192
		9.58	199	187	386	7	1,128
Phillipsburg.....	12	10	772	791	1,563	71	1,686
HARMONY.							
Buttonwood.....	13	9.50	18	9	27	.....	105
Lower Harmony.....	14	9	31	21	52	1	123
Upper Harmony.....	15	9	33	22	55	.....	390
Pleasant Grove.....	16	9.50	23	16	39	.....	206
Roxburg.....	17	10	35	20	55	.....	19
Montana.....	18	9.50	30	26	56	.....	61
Pleasant Hollow.....	19	9	12	16	28	.....	155
		9.36	182	130	312	1	1,064
FRANKLIN.							
New Village.....	20	9	24	25	49	.....	310
Broadway.....	21	9	36	39	75	3	90
Hicks.....	22	10	27	25	52	2	98
Good Springs.....	23	10	20	24	44	.....	252
Franklin.....	24	10	21	18	39	.....	79
Asbury.....	25	9.6	22	43	65	.....	42
		9.60	150	174	324	5	871
WASHINGTON.							
Pleasant Valley.....	26	10	19	20	39	1	80
Brass Castle.....	27	9	25	17	42	.....	31
Fairmount.....	28	10	26	22	48	.....	26
Jackson Valley.....	29	10	17	14	31	.....	31
Port Coldeu.....	30	10	47	38	85	.....	313
		9.80	134	111	245	1	481

State of New Jersey, for the School Year Ending June 30th, 1893.

*Average number of cases of tardiness per day for each teacher.	Average number on roll.	Average daily attendance.	Percentage of daily attendance on total enrollment.	Number of pupils enrolled in primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of classes in school.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
.15	45	37	82	38	25	8	20	.....	1	.....	\$40 00
.33	61	53	87	45	41	.....	18	.....	2	.....	32 50
.60	34	27	79	30	30	2	30	.....	1	.....	38 16
.67	36	32	86	24	26	3	20	.....	1	.....	35 00
.44	176	149	83	137	122	18	76	.....	5	.....	35 63
.29	16	14	87	23	13	.....	19	.....	1	.....	33 64
.20	16	13	81	7	12	6	20	.....	1	.....	35 00
.65	87	77	90	72	35	14	28	1	1	\$52 00	33 00
.38	119	104	86	102	60	20	67	1	3	52 00	33 88
.39	22	19	88	25	13	.....	17	1	.....	35 00	.....
1.9	57	51	91	40	40	9	22	1	.....	53 08	.....
.83	78	71	91	51	50	.....	28	1	1	55 00	17 50
.70	46	41	90	48	20	.....	20	.....	2	.....	35 50
.09	16	14	77	22	3	.....	12	.....	1	.....	30 00
.96	46	41	88	40	25	.....	20	1	.....	32 50	.....
.81	265	237	87	226	151	9	119	4	4	43 90	29 62
.80	1,282	1,200	94	1,109	391	63	47	4	34	83 75	38 39
.55	17	16	84	12	15	.....	15	.....	1	.....	30 00
.71	31	25	80	31	21	.....	15	.....	1	.....	36 00
2.10	41	34	83	35	20	.....	16	.....	1	.....	35 00
1.08	26	24	86	24	15	.....	15	1	.....	35 00	.....
.09	29	26	90	45	10	.....	16	.....	1	.....	35 00
.32	37	25	78	17	37	2	.....	1	.....	38 95	.....
.86	13	11	78	21	7	.....	.....	.....	1	.....	25 00
.81	194	161	83	185	125	2	77	2	5	36 98	32 20
1.72	23	20	86	30	19	.....	20	.....	1	.....	32 50
.50	44	38	86	40	30	5	18	1	.....	51 67	.....
.49	31	27	89	42	10	.....	20	.....	1	.....	33 00
1.21	24	20	83	36	8	.....	15	.....	1	.....	34 00
.39	26	17	85	20	19	.....	20	.....	1	.....	32 00
.22	47	43	91	25	31	9	10	1	.....	62 50	.....
.76	189	165	87	193	117	14	103	2	4	57 09	32 88
.40	25	20	80	26	13	.....	14	.....	1	.....	30 00
.17	27	24	90	22	20	.....	22	.....	1	.....	36 00
.13	18	16	89	28	20	.....	17	.....	1	.....	35 00
.16	20	18	88	13	18	.....	10	.....	1	.....	36 00
1.56	54	49	90	52	30	3	14	1	.....	55 00	.....
.48	144	127	87	141	101	3	77	1	4	55 00	34 25

Report of Attendance, by Districts, for the County of WARREN,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of months the schools were kept open.	Number of boys between 5 and 20 years of age enrolled in the schools during the year.	Number of girls between 5 and 20 years of age enrolled in the schools during the year.	Total number of children between 5 and 20 years of age enrolled in the schools during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.
Warren—Con.							
Washington.....	31	10	319	349	668	5	950
OXFORD.							
Oxford Furnace.....	32	10	184	185	369	.....	304
Pittengrove.....	33	10	77	107	184	1	156
Little York.....	34	10	39	20	59	.....	116
Mt. Pleasant.....	35	9	15	21	36	.....	207
Oxford Church.....	36	9	23	18	41	.....	115
Bridgeville.....	37	9	13	13	26	.....	58
Sarepta.....	38	9	26	24	50	.....	33
Butzville.....	39	9.50	31	30	61	.....	182
Paces.....	40	9.60	17	18	35	2	20
		9.46	425	436	861	3	1,191
Belvidere.....	41	9.35	161	160	321	1	889
MANSFIELD.							
Karrville.....	42	10	22	15	37	.....	182
Port Murray.....	43	10	37	27	64	.....	100
Anderson.....	44	10	20	28	48	.....	145
Egberts.....	45	9.25	18	23	41	.....	43
Rockport.....	46	10	25	19	44	1	36
Beatystown.....	47	9	20	17	37	.....	60
		9.71	142	129	271	1	568
Hackettstown.....	48	10	297	249	546	32	154
INDEPENDENCE.							
Vienna.....	50	9.50	34	32	66	.....	314
Danville.....	51	9	32	34	66	5	118
Petersburg.....	53	9	16	23	39	.....	94
		9.17	82	89	171	5	526
ALLAMUCHY.							
Meadville.....	52	10	21	15	36	.....	95
Saxton's Falls.....	55	9	11	10	21	.....	4
Allamuchy.....	56	9.55	20	35	55	.....	60
Quaker Settlement.....	57	10	29	22	51	.....	326
		9.64	81	82	163	.....	485
FRELINGHUYSEN.							
Johnsonburg.....	58	10	38	34	72	.....	915
Marksboro.....	59	9.50	25	32	57	.....	465
Ebenezer.....	61	10	17	8	25	.....	255
Southtown.....	62	9	8	9	17	.....	113
Howard.....	63	9	18	13	31	2	39
		9.50	106	96	202	2	1,817

State of New Jersey, for the School Year Ending June 30th, 1893.

Average number of causes of tardiness per day for each teacher.	Average number on roll.	Average daily attendance.	Percentage of daily attendance on total enrollment.	Number of pupils enrolled in primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of classes in school.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
.39	482	429	89	349	292	27	94	2	11	\$75 00	\$36 82
.25	256	215	84	226	110	33	40	2	4	70 00	31 25
.26	135	120	89	90	82	12	40	1	1	55 00	23 75
.58	39	33	85	35	24	.....	2	.....	1	.....	35 00
1.03	17	14	83	25	11	.....	20	1	.....	33 90	.....
.64	27	25	92	10	28	3	20	.....	1	.....	37 00
.32	16	14	88	14	10	.....	18	.....	1	.....	33 00
.18	33	28	84	30	20	.....	24	.....	1	.....	36 00
.96	33	29	88	47	12	.....	24	1	.....	37 05	.....
.10	14	12	86	27	8	.....	17	1	.....	31 26	.....
.48	570	480	86	504	305	52	225	6	10	49 54	31 85
.67	239	225	94	179	87	55	94	1	6	100 00	39 57
.91	29	23	80	18	16	3	20	.....	1	.....	30 00
.50	41	35	85	36	28	.....	20	1	.....	40 00	.....
.72	25	22	88	23	25	.....	20	.....	1	.....	35 00
.25	17	13	76	29	12	.....	17	.....	1	.....	29 19
.18	24	22	93	24	20	.....	21	.....	1	.....	32 80
.33	23	19	82	17	19	1	18	1	.....	38 88	.....
.48	159	134	84	147	120	4	116	2	4	39 44	31 62
.77	406	365	89	297	182	67	81	2	9	77 50	36 11
1.12	42	37	83	35	22	9	22	1	.....	45 00	.....
.65	39	35	90	43	20	3	20	.....	1	.....	35 00
.53	17	15	88	20	17	2	20	1	.....	35 00	.....
.77	98	87	87	98	59	14	62	2	1	40 00	35 00
.47	20	18	90	20	16	.....	21	.....	1	.....	35 00
.02	7	6	86	13	8	.....	11	.....	1	.....	30 00
.31	35	30	86	35	20	.....	27	1	.....	33 50	.....
1.63	27	24	88	41	10	.....	25	.....	1	.....	32 50
.61	89	78	88	109	54	.....	84	1	3	33 50	32 50
4.57	40	34	85	49	23	.....	21	.....	1	.....	35 00
2.44	35	29	82	37	20	.....	21	.....	1	.....	40 00
1.42	11	9	81	16	9	.....	26	.....	1	.....	25 00
.62	10	8	80	10	7	.....	17	.....	1	.....	30 00
.21	27	20	74	12	19	.....	15	.....	1	.....	28 22
1.85	123	100	80	124	78	.....	100	.....	5	.....	31 64

Report of Attendance, by Districts, for the County of WARREN,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of months the schools were kept open.	Number of boys between 5 and 20 years of age enrolled in the schools during the year.	Number of girls between 5 and 20 years of age enrolled in the schools during the year.	Total number of children between 5 and 20 years of age enrolled in the schools during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.
Warren—Con.							
HOPE.							
Hope.....	64	9.50	31	46	77	1	184
Hoaglands.....	65	9.65	18	17	35	.....	224
Free Union.....	66	9	19	27	46	2	63
Townsbury.....	67	9	20	16	36	.....	148
Hazens.....	68	9	16	17	33	.....	443
Mt. Hermon.....	69	9	32	22	54	7	66
		9.19	136	145	281	10	1,128
BLAIRSTOWN.							
Paulina.....	60	9.60	16	7	23	1	14
Centerville.....	70	9	19	20	39	1	175
Kalarama.....	71	9	12	17	29	.....	96
Union Brick.....	72	9	20	17	37	2	62
Blairstown.....	73	10	43	61	104	.....	336
Walnut Valley.....	74	9.30	20	26	46	.....	157
Mt. Vernon.....	75	9	7	14	21	2	20
Jacksonsburg.....	76	10	21	12	33	.....	237
Washington.....	77	10	20	16	36	.....	447
		9.43	178	190	368	6	1,544
HARDWICK.							
Hardwick Centre.....	78	9	12	11	23	.....	73
Franklin Grove.....	79	10	15	20	35	.....	70
		9.50	27	31	58	.....	143
PAHAQUARRY.							
Millbrook.....	82	9	16	8	24	.....	139
Calno.....	83	9	15	8	23	.....	13
Brotzmanville.....	84	9	13	10	23	.....	324
		9	44	26	70	.....	476
KNOWLTON.							
Water Gap.....	85	9	14	19	33	.....	22
Hainesburg.....	86	9	31	29	60	1	140
Mt. Pleasant.....	88	9	17	10	27	.....	367
Walnut Corner.....	89	9	29	30	59	.....	116
Columbia.....	90	9	25	36	61	1	852
Chapel Hill.....	91	9	18	10	28	.....	257
Delaware.....	92	9	27	25	52	3	69
		9	161	159	320	5	1,823

State of New Jersey, for the School Year Ending June 30th, 1893.

Average number of tardiness per day for each teacher.	Average number on roll.	Average daily attendance.	Percentage of daily attendance on total enrollment.	Number of pupils enrolled in primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of classes in school.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
.96	46	42	91	48	28	1	29	1	1		\$40 00
1.16	19	16	84	26	9		20	1		\$35 00	
.35	25	24	96	30	16		18	1		37 00	
.82	16	13	81	20	16		18		1		35 00
2.46	21	19	86	14	17		25		1		37 00
.36	44	43	97	24	25	5	26	1		65 00	
1.02	172	157	89	162	111	8	136	3	3	45 67	37 33
.07	16	14	88	20	3		20		1		28 12
.97	23	21	91	36	3		21		1		25 00
.53	18	17	94	19	10		21		1		30 00
.34	23	21	91	20	17		24		1		33 33
.84	79	71	89	62	42		43	1	1	50 00	35 00
.87	32	27	84	30	16		21	1		35 00	
.11	14	11	80	14	7		15	1		28 00	
1.18	23	19	83	17	16		25		1		32 00
2.23	19	15	73	25	11		27		1		30 00
.79	247	216	86	243	125		217	3	7	37 67	30 49
.41	12	9	75	16	7		20		1		31 11
.35	19	15	78	24	11		20	1		40 00	
.88	31	24	76	40	18		40	1	1	40 00	31 11
.77	12	10	83	20	4		17		1		30 00
.07	15	9	60	15	8		13		1		25 00
1.80	17	13	76	12	10	1	22		1		30 00
.88	41	32	73	47	22	1	57		3		29 33
.12	23	19	82	14	16	3	22	1		35 00	
.77	42	39	92	30	20	10	30	1		40 00	
2.03	15	12	80	15	12		23	1		27 53	
.64	31	31	91	35	20	4	27	1		40 00	
4.73	44	38	86	31	27	3	8		1		38 59
1.42	17	14	82	12	12	4	23	1		35 00	
.38	35	32	91	20	29	3	22		1		36 44
1.44	210	155	86	157	136	27	155	5	2	35 51	37 51

Summary of Attendance for the County of WARREN,

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of months the schools were kept open.	Number of boys between 5 and 20 years of age enrolled in the schools during the year.	Number of girls between 5 and 20 years of age enrolled in the schools during the year.	Total number of children between 5 and 20 years of age enrolled in the schools during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.
WARREN.							
Pohatcong.....	9.68	149	128	277	.....	410
Greenwich.....	9.83	88	94	182	.....	317
Lopatcong.....	9.58	199	187	386	.....	1,128
Phillipsburg.....	10	772	791	1,563	71	1,686	
Harmony.....	9.36	182	150	312	1	1,064	
Franklin.....	9.60	150	174	324	5	871	
Washington.....	9.80	134	111	245	1	481	
Washington Borough.....	10	319	349	668	5	950	
Oxford.....	9.46	425	436	861	3	1,191	
Belvidere.....	9.35	161	160	321	1	888	
Mansfield.....	9.71	142	129	271	1	568	
Hackettstown.....	10	297	249	546	32	154	
Independence.....	9.17	82	89	171	5	526	
Allamuchy.....	9.64	81	82	163	.....	485
Frelinghuysen.....	9.50	106	96	202	.....	1,817
Hope.....	9.19	136	145	281	10	1,128	
Blairstown.....	9.43	178	190	368	6	1,544	
Hardwick.....	9.50	27	31	58	.....	143
Pahaquarry.....	9	44	26	70	.....	476
Knowlton.....	9	161	159	320	5	1,852	
	9.54	3,833	3,756	7,589	155	17,709	

State of New Jersey, for the School Year Ending June 30th, 1893.

Average number of cases of tardiness per day for each teacher.	Average number on roll.	Average daily attendance.	Percentage of daily attendance on total enrollment.	Number of pupils enrolled in primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of classes in school.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
.44	176	149	83	137	122	18	76	5			\$35 63
.38	119	104	86	102	60	20	67	1			33 88
.81	265	237	87	226	151	9	119	4		43 90	29 62
.30	1,282	1,200	94	1,109	391	63	47	4	31	83 75	38 39
.81	194	161	83	185	125	12	77	2	5	36 98	32 20
.76	189	165	87	193	117	14	103	2	4	57 09	32 88
.48	144	127	87	141	101	3	77	1	4	55 00	34 25
.39	482	429	89	349	292	27	94	2	11	75 00	36 82
.48	570	490	86	504	305	52	225	6	10	49 54	31 35
.67	239	225	94	179	87	55	94	1	6	100 00	39 57
.48	159	134	84	147	120	4	116	2	4	39 44	31 62
.77	406	365	89	297	182	67	81	2	9	77 50	36 11
.77	98	87	87	98	59	14	62	2	1	40 00	35 00
.61	89	78	88	109	54	.....	84	1	3	33 50	32 50
1.85	123	100	80	124	78	.....	100	.....	5	.....	31 64
1.02	172	157	89	162	111	8	136	3	3	45 67	37 33
.79	247	216	86	243	125	.....	217	3	7	37 67	30 49
.38	31	24	76	40	18	.....	40	1	1	40 00	31 11
.88	44	32	73	47	22	1	57	.....	3	.....	29 33
1.44	210	185	86	157	136	27	155	5	2	35 51	37 54
.703	5,239	4,665	86	4,549	2,656	384	2,027	42	124	51 62	35 09

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