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ANNUAL REPORT

OF THE

State Board of Education

AND OF THE

Superintendent of Public Instruction

OF

NEW JERSEY

WITH ACCOMPANYING DOCUMENTS

For the School Year Ending June 30th

1903

NEW JERSEY STATE LIBRARY

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Report of the State Board of Education.

DECEMBER 1st, 1903.

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

In accordance with the requirement of law I herewith submit the annual report of the State Board of Education, with accompanying documents.

During the year the following County Superintendents of Schools were appointed:

Bergen county, John Terhune, reappointed; Essex county, Elmer C. Sherman, reappointed; Monmouth county, John Enright, reappointed; Morris county, Watson B. Matthews, reappointed; Salem county, J. A. Wentzell, *vice* J. Harry Smith.

The reserve Fund, being ten per cent. of the State School tax, was apportioned at a meeting held February 3d, 1903, as follows:

Atlantic County,	$5,180 67
Bergen County,	7,699 74
Burlington County,	3,943 40
Camden County,	7,522 63
Cape May County,	1,512 23
Cumberland County,	6,113 82
Essex County,	35,497 76
Gloucester County,	2,640 29
Hudson County,	32,322 63
Hunterdon County,	3,155 89
Mercer County,	7,969 15
Middlesex County,	5,172 16
Monmouth County,	8,929 34
Morris County,	5,131 98
Ocean County,	4,815 63
Passaic County,	12,753 96
Salem County,	2,491 32
Somerset County,	3,371 26
Sussex County,	2,665 36
Union County,	8,091 90
Warren County,	3,289 08

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The reports of the Principal of the State Normal School, the Superintendents of the New Jersey School for the Deaf and the Manual Training and Industrial School for Colored Youth, show that the work in these institutions had been most satisfactory.

The new building for the Manual Training and Industrial School for Colored Youth was ready for occupancy early in the school year, and the institution is now in a position to more fully carry out the purpose for which it was created. The industrial work done in that school will be increased and made more efficient as rapidly as the means at the disposal of the Board will permit.

In my last report, in discussing the effect of the change in the law making the school attendance the basis for apportioning school moneys, I said that the prediction made previously that the change would result in an increased attendance had been fulfilled, and that, with a stricter enforcement of the law relating to truancy, the attendance would show a still larger increase.

The Boards of Education throughout the State have been giving special attention to this important duty, and the result far exceeds our expectations. The increase in day's attendance over last year is 1,690,256.

Since the change in the law the total day's attendance has increased 5.5 per cent., while the number of pupils enrolled has increased only 2.3 per cent.

The beneficial effect of the change in the law is shown also by the increase in school accommodations, there being an increase of 31 in the number of school buildings, and an increase of 9,837 in the number of desks.

Of the 334,457 pupils enrolled in the public schools, 14,803 were in the high-school grade, 92,788 in the grammar grade, 216,737 in the primary grade and 20,129 in kindergartens. Over 88 per cent. of the total enrollment in kindergartens is in the counties of Bergen, Essex, Hudson and Passaic, the enrollment in these counties being: Bergen, 1,983; Essex, 9,105; Hudson, 3,466; Passaic, 3,215. Gloucester, Hunterdon, Morris and Union do not report any pupils enrolled in kindergartens. The increase is greatest in the kindergarten grade, being over eighty per cent. The increase in the high-school enrollment is due in

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large measure to the fact that many districts in the State which are unable to maintain high schools on account of lack of sufficient number of pupils, have made arrangements for the education of children desiring to take a high-school course, by the payment of tuition fees to adjoining districts. This is an economical and satisfactory method for a small district, and it is earnestly recommended that districts which have not heretofore taken action, give the matter careful consideration, and, if possible, make arrangements providing high-school privileges for its children in time for the opening of the schools next September.

It is very gratifying to note the desire of the teachers to secure the higher grades of certificates, and the sentiment in the Boards of Education in favor of thoroughly trained teachers. Of the 8,294 teachers in the State, 2,475, or nearly thirty per cent., hold State certificates. The increase in the number of teachers during the year was 326. Of this number 254, or over seventy-one per cent., hold State certificates. There was an increase in the average monthly salary of $2.14.

JAMES L. HAYS,
President.

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Members of the State Board of Education, 1903.

FIRST DISTRICT.

GEORGE A. FREY, ... CAMDEN
EDWARD E. GROSSCUP, ... WENONAH

SECOND DISTRICT.

J. BINGHAM WOODWARD, ... BORDENTOWN
S. R. MORSE, ... ATLANTIC CITY

THIRD DISTRICT.

LOUIS BEVIER, JR., ... NEW BRUNSWICK
EDMUND WILSON, ... RED BANK

FOURTH DISTRICT.

S. ST. J. McCUTCHEN, ... PLAINFIELD
PERCIVAL CHRYSTIE, ... HIGH BRIDGE

FIFTH DISTRICT.

B. H. CAMPBELL, ... ELIZABETH
CHARLES E. SURDAM, ... MORRISTOWN

SIXTH DISTRICT.

FRANCIS SCOTT, ... PATERSON
SWEETING MILES, ... ALPINE

SEVENTH DISTRICT.

JAMES M. SEYMOUR, ... NEWARK
EVERETT COLBY, ... WEST ORANGE

EIGHTH DISTRICT.

JAMES L. HAYS, ... NEWARK
JOSEPH M. BYRNE, ... NEWARK

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NINTH DISTRICT.

OTTO CROUSE, ... JERSEY CITY
ULAMOR ALLEN, ... JERSEY CITY

TENTH DISTRICT.

W. D. FORBES, ... HOBOKEN
EDWARD RUSS, ... HOBOKEN

OFFICERS.

President, ... JAMES L. HAYS.
Vice-President, ... SILAS R. MORSE.
State Supt. and (ex-officio) Secretary..... CHARLES J. BAXTER.
Assistant State Superintendent, ... J. BROGNARD BETTS.
Treasurer of the State Normal School..... J. BINGHAM WOODWARD.
Treasurer of School for the Deaf, ... J. WILLARD MORGAN.

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COMMITTEES.

FINANCE AND AUDITING.

GEORGE A. FREY,
SWEETING MILES,
EDWARD E. GROSSCUP,
S. R. MORSE,
CHARLES E. SURDAM.

GROUNDS AND BUILDINGS.

J. BINGHAM WOODWARD,
W. D. FORBES,
GEORGE A. FREY,
ULAMOR ALLEN,
JAMES M. SEYMOUR,
PERCIVAL CHRYSTIE,
CHARLES E. SURDAM.

BUREAU OF INFORMATION AND APPORTIONMENT.

S. R. MORSE,
EDWARD E. GROSSCUP,
CHARLES E. SURDAM,
JAMES M. SEYMOUR,
PERCIVAL CHRYSTIE.

LAW AND LEGISLATION.

EDWARD RUSS,
EVERETT COLBY,
S. ST. J. McCUTCHEN,
FRANCIS SCOTT,
OTTO CROUSE.

EDUCATION.

FRANCIS SCOTT,
EVERETT COLBY,
OTTO CROUSE,
EDMUND WILSON,
EDWARD RUSS,
S. ST. J. McCUTCHEN,
LOUIS BEVIER, JR.

STATE NORMAL AND MODEL SCHOOL.

S. ST. J. McCUTCHEN,
B. H. CAMPBELL,
LOUIS BEVIER, JR.,
PERCIVAL CHRYSTIE,
EDMUND WILSON.

SCHOOL FOR THE DEAF.

OTTO CROUSE,
JAMES M. SEYMOUR,
ULAMOR ALLEN,
LOUIS BEVIER, JR.,
JOSEPH M. BYRNE.

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FARNUM PREPARATORY SCHOOL.

B. H. CAMPBELL,
SWEETING MILES,
EDWARD E. GROSSCUP,
EVERETT COLBY,
JOSEPH M. BYRNE.

MANUAL TRAINING AND INDUSTRIAL SCHOOL FOR COLORED YOUTH.

W. D. FORBES,
J. BINGHAM WOODWARD,
SWEETING MILES,
ULAMOR ALLEN,
JOSEPH M. BYRNE.

TRUSTEES OF TEACHERS' RETIREMENT FUND.

S. R. MORSE,
C. E. SURDAM,
W. D. FORBES.

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STATE OF NEW JERSEY,
DEPARTMENT OF PUBLIC INSTRUCTION,
TRENTON, December 1st, 1903.

To the State Board of Education:

GENTLEMEN—In compliance with the requirements of the School Law, I have the honor to submit herewith my Eighth Annual Report as State Superintendent of Public Instruction, the same being for the school year ending June 30th, 1903.

CHARLES J. BAXTER,
State Superintendent.

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ANNUAL REPORT.

New Jersey has made substantial progress along a greater number of important educational lines during the year 1902-1903 than during any previous school year of its history.

The amount expended for salaries of teachers and janitors, fuel, text-books, school apparatus, incidentals, tuition in adjoining school districts, school libraries and manual training was $6,385,928.82 as against $6,005,553.35 for the preceding school year, an increase of $380,375.47.

This has affected the cost of education as follows: Average cost of tuition per pupil enrolled for the school year of 1901-1902, $17.83; for 1902-1903, $18.26; increase, 43 cents. Per capita cost of tuition for the school year 1901-1902, calculated upon the average number of pupils in attendance, $26.84; for 1902-1903, $27.25; increase, 41 cents.

The average annual salary of all teachers employed during the school year of 1901-1902 was $543.80; for the school year of 1902-1903, $551.59; increase, $7.79. Average monthly salary of all teachers employed during the school year of 1901-1902, $58.47; school year of 1902-1903, $60.61; increase, $2.14.

The preceding disagreement between average annual and average monthly salaries is due to the fact that during the school year of 1901-1902 the schools were kept open an average of nine months and six days; during the school year of 1902-1903 they were kept open an average of but nine months and two days. Had this average been the same as for the previous school year the average monthly salary of all teachers for 1902-1903 would have been $59.31, and the increase over the previous but 84 cents per month.

The following additional items from the General Summary of Statistics are regarded as worthy of special note:

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RECEIPTS.

Increase in receipts of school year 1902-1903 over and above those of 1901-1902:

(1)	In amount appropriated from State fund for school purposes,	$80,797 12
(2)	In amount of State school tax,	154,866 75
(3)	In amount of district and city tax,	340,591 98
(4)	In amount raised in districts for manual training,	4,241 71
(5)	In amount raised in districts for school libraries,	1,540 00

DISBURSEMENTS.

Increase in disbursements during school year of 1902-1903 over and above those of 1901-1902:

(1)	In amount expended for teachers' salaries,	$258,164 49
(2)	In amount expended for repairing and building school-houses,	327,967 05
(3)	In amount expended for manual training,	12,345 33
(4)	In amount expended for text-books and apparatus,	21,775 88
(5)	In amount expended for transportation of pupils,	998 70
(6)	In amount expended for school libraries,	690 00

APPROPRIATIONS.

Increase in appropriations for school year of 1903-1904 over school year of 1902-1903:

(1)	In State school tax,	$61,028 46
(2)	In State appropriation to reduce State school tax,	32,861 48
(3)	In interest on surplus revenue,	204 55
(4)	In district school tax,	1,057,603 14

Other evidences of advancement along important educational lines are as follows:

(1)	Increase in number of districts that levied tax to pay current expenses,	8
(2)	Increase in number of districts that levied tax for manual training,	14
(3)	Increase in average annual salary paid to all teachers,	$7 79
(4)	Increase in number of school buildings,	21
(5)	Increase in number of school buildings owned,	31

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(6)	*Decrease* in the number of buildings rented for school purposes,	10
(7)	Increase in number of school buildings valued above $40,000,	11
(8)	Increase in total value of public school property,	$1,063,984 00
(9)	Increase in average value of public school buildings,	406 00
(10)	Increase in total enrollment of public schools,	7,793
(11)	Increase in total days' attendance in the public schools,	1,690,256
(12)	Increase in total number of pupils enrolled in kindergarten schools and departments,	1,715
(13)	Increase in number of pupils enrolled in high-school grades,	259
(14)	Increase in average number of pupils on roll,	6,335
(15)	Increase in average daily attendance,	5,284
(16)	Increase in number of pupils neither absent nor tardy,	907
(17)	Increase in seating capacity of public schools,	9,837
(18)	Increase in number of districts that maintained school nine months or more,	17
(19)	Increase in total number of State certificates granted,	78
(20)	Increase in total number of State certificates held by teachers employed during the year,	254
(21)	Increase in the total number of teachers employed in the State,	356

A comparison of items 20 and 21 suggests an advance in the standard of qualification of New Jersey teachers. The increase in the number of State certificates issued is 71 per cent. of the increase in the number of teachers employed.

The following general summary of statistics gives more detailed information for the school year 1902-1903:

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Summary of Statistics.

	1901-1902.	1902-1903.	Increase or Decrease.
RECEIPTS.			
Balance from last year,	$1,076,815 71	$1,167,177 68	$90,361 97 increase
Amount appropriated from State Fund for school purposes,	1,031,880 34	1,112,677 46	80,797 12 increase
Amount appropriated from income of State School Fund,	200,000 00	200,000 00	.....
Amount of State school tax,	1,486,806 75	1,641,673 50	154,866 75 increase
Amount of district and city tax,	4,310,874 69	4,651,466 67	340,591 98 increase
Amount appropriated by counties for expenses of county superintendents,	6,674 95	6,835 13	160 18 increase
Amount of interest of surplus revenue,	33,386 61	31,739 31	1,647 30 decrease
Amount raised in districts for manual training,	41,392 78	45,634 49	4,241 71 increase
Amount received from sale of district bonds,	217,540 00	578,150 00	360,610 00 increase
Amount raised in districts for school libraries,	6,850 00	8,390 00	1,540 00 increase
Amount raised in districts for teachers' libraries,	381 60	400 00	18 40 increase
DISBURSEMENTS.			
Amount expended for teachers' salaries,	4,316,684 84	4,574,849 33	258,164 49 increase
Amount expended for fuel and janitors' salaries,	578,182 56	619,932 29	41,749 73 increase
Amount expended for repairing and building school-houses,	916,316 52	1,244,283 57	327,967 05 increase
Amount expended for debt and interest,	458,241 42	507,908 98	49,667 56 increase
Amount expended for manual training,	69,289 16	81,634 49	12,345 33 increase
Amount expended for text-books and apparatus,	343,658 51	365,434 39	21,775 88 increase
Amount expended for incidentals,	667,316 19	713,465 57	46,149 38 increase
Amount expended for transportation of pupils,	6,434 80	7,433 50	998 70 increase
Amount expended for tuition of pupils in adjoining districts,	10,287 29	8,789 25	1,498 04 decrease
Amount of expenses of State Board of Education,	2,372 86	2,035 64	337 22 decrease
Amount of expenses of Department of Public Instruction,	15,907 80	18,385 59	2,477 79 increase
Amount of expenses of State School Fund,	3,052 77	2,291 14	761 63 decrease
Amount expended for salaries of county superintendents,	31,493 09	36,043 00	4,549 91 increase
Amount expended for teachers' institutes,	3,000 00	3,689 55	689 55 increase
Amount expended for school-house plans,	499 70	334 00	165 70 increase
Amount expended for current expenses and repair of State Normal School,	51,962 40	52,000 00	37 60 increase
Amount expended for State Normal School electric lighting plant,	7,418 92	.....	.....
Amount expended for School for the Deaf,	45,000 00	45,000 00	.....
Amount expended for Farnum School,	5,305 75	1,200 00	4,105 75 decrease
Amount expended for Industrial School for Colored Youth (building and land,)	14,989 92	19,552 50	4,562 58 increase
Amount expended for Industrial School for Colored Youth (current expenses),	5,000 00	5,000 00	.....
Amount expended for school libraries,	13,700 00	14,390 00	690 00 increase
Amount expended for teachers' libraries,	763 00	800 00	37 00 increase
Amount expended for expenses of county superintendents,	6,674 95	6,835 13	160 18 increase
Amount expended for supervision of school-house plans,	770 25	768 00	2 25 decrease
Balance,	838,280 53	1,112,088 32	273,807 79 increase
APPROPRIATIONS.	1902-1903.	1903-1904.	
State school tax,	1,641,673 50	1,702,701 96	61,028 46 increase
State appropriation to reduce State school tax,	883,978 04	916,839 52	32,861 48 increase
State School Fund appropriation,	200,000 00	200,000 00	.....
Interest on surplus revenue,	31,739 31	31,943 86	204 55 increase
District school tax,	4,563,391 26	5,620,994 40	1,057,603 14 increase
State Normal School (current expenses and repair),	52,000 00	53,500 00	1,500 00 increase
State Normal School (electric lighting plant),	.....	.....	.....
School for the Deaf,	45,000 00	45,000 00	.....
Industrial School for Colored Youth (current expenses),	8,500 00	5,000 00	3,500 00 decrease

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Summary of Statistics—Continued.

	1901-1902.	1902-1903.	Increase or Decrease.
Industrial School for Colored Youth (building and land),	15,000 00	.....	15,000 00 decrease
Farnum School,	1,200 00	1,200 00	.....
State Board of Education,	2,500 00	2,500 00	.....
Department of Public Instruction,	18,793 54	18,500 00	293 54 decrease
School fund expenses,	3,500 00	3,500 00	.....
Industrial training,	15,000 00	15,000 00	.....
Manual training,	36,000 00	36,000 00	.....
County superintendents' salaries,	36,050 00	36,500 00	450 00 increase
Free school libraries,	6,000 00	6,000 00	.....
Teachers' libraries,	600 00	400 00	200 00 decrease
Teachers' institutes,	4,000 00	4,000 00	.....
State Board of Examiners,	250 00	250 00	.....
School-house plans,	500 00	500 00	.....
Supervision of school-house plans,	1,000 00	1,000 00	.....
DISTRICT SCHOOL TAX.			
Number of districts that levied tax to pay current expenses,	388	396	8 increase
Number of districts that levied tax for purchase of land,	16	14	2 decrease
Number of districts that levied tax to build and repair school-houses,	212	207	5 decrease
Number of districts that levied tax for manual training,	21	35	14 increase
Number of districts that levied tax to pay debt and interest,	183	183	.....
Number of districts that levied no tax,	6	3	3 decrease
COST OF EDUCATION.			
Average cost, per pupil, calculated on enrollment,	$17 83	$18 26	$0 43 increase
Average cost, per pupil, calculated on average attendance,	26 84	27 25	0 41 increase
NUMBER OF TEACHERS.			
Males,	1,041	1,028	13 decrease
Females,	6,897	7,266	369 increase
Total,	7,938	8,294	356 increase
SALARIES OF TEACHERS.			
Average salary per year paid to all teachers,	$543 80	$551 59	$7 79 increase
Average salary per month paid to all teachers,	58 47	60 61	2 14 increase
SCHOOL DISTRICTS, HOUSES, ETC.			
Number of school districts,	394	397	3 increase
Number of school buildings,	1,932	1,953	21 increase
Number of buildings owned,	1,843	1,874	31 increase
Number of buildings rented,	89	79	10 decrease
Number of school buildings erected during the year,	43	38	5 decrease
Number of school buildings enlarged, remodeled or refurnished,	52	61	9 increase
Number of unsectarian private schools,	137	147	10 increase
Number of sectarian private schools,	131	137	6 increase
Number of school visits by county superintendents,	3,990	3,650	340 decrease
VALUATION OF SCHOOL PROPERTY.			
Number of buildings valued at $100 or less,	5	5	.....
Number valued between $100 and $500,	196	207	11 increase
Number valued between $500 and $1,000,	577	582	5 increase
Number valued between $1,000 and $5,000,	552	555	3 increase
Number valued between $5,000 and $10,000,	128	128	.....
Number valued between $10,000 and $20,000,	111	108	3 decrease
Number valued between $20,000 and $40,000,	140	144	4 increase
Number valued above $40,000,	134	145	11 increase
Total value of school property,	$18,065,764 00	$19,129,748 00	$1,063,984 00 increase
Average value of New Jersey school buildings,	9,802 00	10,208 00	406 00 increase

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Summary of Statistics—Continued.

	1901-1902.	1902-1903.	Increase or Decrease.
ATTENDANCE.			
Number of boys enrolled in the public schools,	168,269	172,621	4,352 increase
Number of girls enrolled in the public schools,	168,395	171,836	3,441 increase
Total enrollment in the public schools,	336,664	344,457	7,793 increase
Total number of days present during the year,	42,134,395½	43,824,651½	1,690,256 days increase
Number of pupils enrolled in kindergarten,	18,414	20,129	1,715 increase
Number of pupils enrolled in primary grade,	212,071	216,737	4,666 increase
Number of pupils enrolled in grammar grade,	91,635	92,788	1,153 increase
Number of pupils enrolled in high school grade,	14,544	14,803	259 increase
Average number on roll,	246,749	253,084	6,335 increase
Average daily attendance,	223,960	229,244	5,284 increase
Percentage of daily attendance on average enrollment,	.90	.90+	.....
Number of pupils neither absent nor tardy,	5,805	6,712	907 increase
Average number of cases of tardiness per day based on average daily attendance,	0.52%	0.51%	1% decrease
Total number of cases of tardiness during the year,	456,826	462,470	5,644 increase
Number of children the public schools will seat,	328,063	337,900	9,837 increase
SCHOOL TERM.			
Number of districts that maintained school six months, but less than nine,	18	4	14 decrease
Number of districts that maintained school nine months or more,	376	393	17 increase
Average time the schools were kept open,	9 mos. 6 days	9 mos. 2 days	4 days decrease
TEACHERS' CERTIFICATES GRANTED DURING THE YEAR.			
First Grade, State—			
Number granted to males,	18	5	13 decrease
Number granted to females,	5	3	2 decrease
Second Grade, State—			
Number granted to males,	23	25	2 increase
Number granted to females,	109	145	36 increase
Third Grade, State—			
Number granted to males,	13	24	11 increase
Number granted to females,	29	31	2 increase
Normal Life Certificates—			
Number granted to males,	4	4	.....
Number granted to females,	46	62	16 increase
Special State Certificates—			
Number granted to males,	1	3	2 increase
Number granted to females,	10	1	9 decrease
Provisional State Certificates—			
Number granted to males,	6	11	5 increase
Number granted to females,	13	22	9 increase
Total number of State certificates granted to males,	59	72	13 increase
Total number of State certificates granted to females,	199	264	65 increase
Total number of State certificates granted,	258	336	78 increase
First Grade, County—			
Number granted to males,	60	46	14 decrease
Number granted to females,	172	91	81 decrease
Second Grade, County—			
Number granted to males,	63	49	14 decrease
Number granted to females,	257	306	49 increase
Third Grade, County—			
Number granted to males,	62	47	15 decrease
Number granted to females,	242	327	85 increase
Special County Certificates—			
Number granted to males,	4	6	2 increase
Number granted to females,	24	27	3 increase
Total number of county certificates granted to males,	189	148	41 decrease
Total number of county certificates granted to females,	695	751	56 increase

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Summary of Statistics—Continued.

	1901-1902.	1902-1903.	Increase or Decrease.
Total number of county certificates granted,	884	899	15 increase
Total number of State and county certificates granted,	1,142	1,235	93 increase
Number of applicants for State certificates rejected,	38	31	7 decrease
Number of applicants for county certificates rejected,	589	480	109 decrease
Total number of applicants rejected,	627	511	116 decrease
GRADES OF CERTIFICATES HELD BY TEACHERS DURING THE YEAR.			
State Certificates—			
First grade,	399	387	12 decrease
Second grade,	1,485	1,721	236 increase
Third grade,	279	314	35 increase
Special,	58	53	5 decrease
County Certificates—			
First grade,	978	941	37 decrease
Second grade,	890	909	19 increase
Third grade,	513	499	14 decrease
Special,	82	119	37 increase
District Certificates—			
First grade,	2,234	2,676	442 increase
Second grade,	684	387	297 decrease
Third grade,	134	172	38 increase
Special,	202	116	86 decrease

APPORTIONMENT OF SCHOOL MONEYS.

Though the present basis of State school tax and method of apportionment have been in successful operation since March, 1901, and were fully explained in the annual school report and by the press of the State prior to their enactment, many yet entertain such erroneous views of their provisions that further explanation seems necessary.

A tax of 2¾ mills per dollar of State ratables was substituted for that of $5.00 per child of school age in the State as determined by school census, so that our rapidly growing schools would receive from the State a steadily increasing instead of an ever fluctuating support.

During the school years from 1890-1891 to 1900-1901, we had a constant increase in both school population and school enrollment. Notwithstanding this fact the State school census of four of these years was less than that of each of the school years immediately preceding, and, as a result, school boards unexpectedly found themselves obliged to wrestle with the difficult problem of meeting increased obligations with diminished re-

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sources. Under such conditions the preparation of the annual budget became a matter of the wildest conjecture, and much embarrassment and hardship were unavoidably wrought.

The tax upon ratables has justified the predictions of those who advocated it. The increase from this source for the school year of 1901-1902 over that of the preceding year was $154,866.75. The increase for 1902-1903, the year for which this report is made, was $93,889.94.

The present method of apportionment seems to be the most seriously misunderstood. The great bulk of our State school moneys, the actual State school tax levied, plus the appropriation from the general funds of the State to reduce the said tax, is practically apportioned among and paid to the several counties in the proportion that the ratables of each bear to the total ratables of the State. Or more concisely and definitely stated, barring a small contribution made to two counties that are much wealthier in school population than in taxable property, the State school tax of each county is returned to it.

The actual State school tax levied in 1902 for the school year of 1903-1904 was	$1,702,701.96
State appropriation to reduce State school tax,	916,839.52
Total amount of State school tax,	$2,619,541.48
State school fund appropriation,	200,000.00
Total amount received from the State for school year of 1903-1904,	$2,819,541.48

Only the appropriation of $200,000 from the State school fund, a sum less than one-fourteenth of the total amount received from the State, is apportioned among the counties according to attendance; or, in other words, in accordance with what each county has done during the preceding school year for the education of the youth of the State.

If the much more important appropriation from the general treasury, $916,839.52 for the school year of 1903-1904, were apportioned on a similar basis, it would be in the ratio of the combined State and local tax levied in each of the several counties for the current expenses of its schools, instead of being used to pay a *pro rata* portion of State school tax only.

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Since the adoption of the 2¾ mill basis of State school taxation, twenty counties, because of an increase of ratables, have received a larger annual amount from the State than formerly. Burlington under said tax receives $570.91 less than formerly, simply because of a decline in the assessed value of its real estate and personal property. Its experience would have been the same under the old method as under the new, because in either case the same practice of returning to each county the amount of its State school tax has prevailed.

Since the variable amount received from the general treasury to reduce the State school tax is apportioned among the counties according to ratables, and the apportionment of the comparatively small sum of $200,000 among the counties of the State by attendance does not differ materially from that formerly made in accordance with the school census, the distribution of State school moneys among the several counties remains practically the same that it has been since 1881. Therefore this feature of our present system of apportionment has been in force for the past twenty-three years and has certainly stood the test of experience.

The apportionment of State school moneys within the several counties is partly in method the same as before and partly not, and as a whole is very much better in effect. After setting aside, as formerly, $600 for each superintendent and supervising principal, $200 for each teacher employed during the time the schools are kept open and $80 for each teacher who has been employed for a portion of the year but not less than four months, the amount remaining, instead of being apportioned according to school census, is apportioned among the several school districts in the proportion which the number of days' attendance in each bears to the total days' attendance in the county. This is the only change that has been made in the apportionment of money among the school districts.

Since the sum of these amounts constitutes but 42 per cent. of the total State school moneys, it follows that 58 per cent. is apportioned on a basis of uniformity that does not take into account the school facilities provided nor the character and extent of the work done.

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The same amount is apportioned from State funds for the supervising principal who has charge of five schools as for the one who has charge of the work of twenty, or the superintendent who directs the work of one hundred; the same amount for the teachers who are employed nine months per school year and have an enrollment of from ten to twenty pupils as for those who are employed ten months and have enrollments ranging from thirty to sixty pupils; also, the same amount for the short-term teachers who are employed four months as for those who are employed six or seven months.

Whether a school district pays a supervising principal a salary of $800 or $2,000, or a superintendent a salary of $1,500 or $4,500, the State contributes but $600 toward the cost of supervision. This is true even though a district shall employ a superintendent, one or more assistant superintendents and a score of principals whose time is devoted exclusively to the work of supervision. In the apportionment of State school moneys all supervisors of school work except the superintendent are rated as teachers. It thus transpires that some of the smaller districts receive from this source 75 per cent. of the cost of supervision, while some of the larger districts receive less than 10 per cent.

It is therefore readily apparent that under our present method, 58 per cent. of our school moneys is already so apportioned as to reward most liberally those districts that accomplish the least for the State, and the claim that the remaining 42 per cent. should be apportioned in accordance with a method that would prove similar in effect does not seem to be justified.

The cheerful assent of the larger and stronger school districts to an apportionment of 58 per cent. of the State school moneys in accordance with a method that favors the smaller and weaker districts is greatly to their credit, but should not be urged as a valid reason for still further concessions.

Under an apportionment based upon school census, if a district should have or should either intentionally or unintentionally fraudulently report as large a school population as another, a form of error not peculiar to any class of school districts or any section of the State, it would receive just as much from this source, even though its school facilities were greatly inferior

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and its school attendance 50 per cent. less. This can not be regarded as a proper use of public funds designed for "the equal benefit of all the people of the State," nor the best method of providing for "the maintenance and support of a thorough and efficient system of free public schools."

In view of the principle of equity involved and its stimulating influence upon all school attendance, it seems not unreasonable to insist that 42 per cent. of the State school moneys should continue to be so apportioned as to best subserve the very purpose for which school taxes are levied and our public schools are maintained, namely, the education of the children who attend our public schools.

Apportionment on the basis of school attendance is a most valuable coadjutor of compulsory education. It makes every teacher, school officer and taxpayer a self-appointed missionary. Under its salutary influence the simple fear of financial loss has, in many instances, ripened into real educational sentiment, and many a truant and irregular attendant has been constrained to attend school regularly because it was to his interest and that of the community and State. The effect of making school attendance a partial basis of apportionment has proved most gratifying.

The number of day's attendance in the public schools of the State during the school year of 1900-1901 was 41,540,740. With this there was no former reliable record to compare.

During the school year of 1901-1902 the attendance was 42,134,305, an increase of 593,655. During the school year of 1902-1903 the attendance was 43,824,651, an increase of 1,690,256. This is slightly more than an average of 169 days' attendance for each of 10,000 pupils. Still more gratifying results are confidently expected.

The impression that apportionment by attendance operates to the serious disadvantage of our rural schools and that grave injustice is done them is erroneous. It applies with uniform fairness to all municipalities throughout the State and helps those most that do the most for themselves. The districts that supplement the amount received from State school moneys by a liberal district school tax and maintain the best schools receive

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the most from this source, and those districts, whether rural or urban, that do the least for themselves receive least. This is not conjecture, but is conclusively proved by carefully tabulated comparisons, prepared in this Department, of the working of the two methods in all the school districts of the State both before and since the enactment of the present law.

It is entirely true, as many have asserted, that the older pupils in rural communities usually attend school irregularly, and that rural pupils both old and young are more frequently than city pupils detained from school because of inclement weather. But these disadvantages are more than offset by the longer period of attendance of rural pupils, the absence of private and denominational schools in the rural districts, and the further very important fact that the disparity between city and rural ratables is much greater than that between city and rural population, and that the rural districts, as a consequence, receive and will continue to receive material benefit from the State school taxes paid by our cities and larger towns.

This further discussion of the apportionment of State school moneys is offered in the belief that our present system is the best adapted to existing conditions and the most equitable that can be devised. When it is fully understood, few will advocate the re-enactment of a method that is a temptation to dishonesty, that penalizes a school district for progressiveness and liberality, and that places a premium upon truancy and non-attendance.

DISTRICT SUPERVISION.

The school interests of a municipality can not be operated as a harmonious and effective whole unless they are under the supervision of a directing mind that has a thorough appreciation of all the conditions to be dealt with, the obstacles to be encountered and the end to be attained. Without such intelligent supervision the work of a school, whether large or small, can not have the symmetry and consecutiveness that will insure the proper advancement of pupils from grade to grade and that will graduate them from the final grade with the development that will prove most advantageous in a civic, social and industrial sense.

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In our cities and larger towns the superintendent or supervising principal is always in evidence. Though these comprise but 30 per cent. of our school districts, they include fully 60 per cent. of our school population. By far the larger number of our school districts are strictly rural and it is the great majority of these that are without supervision. Many of them embrace large areas and though the several schools are operated under the township system in theory, they have continued as neighborhood or community schools in effect.

In some of these districts it is the custom for each of the members of the Board of Education to look after the school or schools nearest his residence, and for the action of each of the several members to be ratified at subsequent regular meetings of the Board. This is not in conformity with law, and the plea of convenience is urged in vindication of the practice. Such evasion of the law is, however, more correctly attributable to a persistent adherence to the community isolation and conservatism from which it would be a blessing for many such districts to be rescued. The following table shows more definitely the present status of school supervision in New Jersey:

	No. Districts.	*No. Schools.*	*No. Teachers.*	*No. Supts. and Sup. Principals.*
Atlantic,	16	70	217	2 Sup. Prins. 1 Supt.
Bergen,	55	114	416	11 Sup. Prins. 1 Supt.
Burlington,	33	130	252	9 Sup. Prins.
Camden,	13	107	483	2 Sup. Prins. 2 Supts.
Cape May,	12	38	86	3 Sup. Prins.
Cumberland,	12	95	238	3 Sup. Prins. 2 Supts.
Essex,	17	128	1661	8 Sup. Prins. 5 Supts.
Gloucester,	17	77	167	5 Sup. Prins.
Hudson,	13	100	1420	4 Sup. Prins. 5 Supts.
Hunterdon,	20	111	164	1 Sup. Prin.
Mercer,	10	82	351	1 Sup. Prin. 1 Supt.
Middlesex,	18	98	318	7 Sup. Prins. 4 Partial. 2 Supts.

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	No. Districts.	*No. Schools.*	*No. Teachers.*	*No. Supts. and Sup. Principals*
Monmouth, ...	26	133	401	14 Sup. Prins. 1 Supt.
Morris, ...	24	121	277	12 Sup. Prins. 1 Supt.
Ocean, ...	20	68	127	1 Sup. Prin.
Passaic, ...	12	74	697	2 Sup. Prins. 2 Supts.
Salem, ...	15	79	136	1 Supt.
Somerset, ...	14	82	157	3 Sup. Prins. 1 Partial.
Sussex, ...	16	97	141	1 Sup. Prin.
Union, ...	14	52	394	6 Sup. Prins. 3 Supts.
Warren, ...	20	97	191	1 Sup. Prin. 1 Supt.
Total, ...	397	1953	8294	129

From the preceding table we note that supervision is most general in the counties containing the greater number of populous centers, and that, with a few most encouraging exceptions, it is most unusual in the counties that are mainly rural.

From official records we learn that, at the close of each of the preceding four school years, there has been an average of 806 teachers who have taught one year or less. This is conclusive proof that, during each of these years, there were employed in the schools of the State an average of 806 teachers who were without previous experience.

Because of the lower salary paid, the rural school is usually the door of entrance to the teaching profession. Here where inexperience is most in evidence, school environment the least attractive, school buildings the most unsanitary and uncomfortable, school equipment the most meager, and the directing, supporting and encouraging influence of supervision is the most urgently needed, it is most rarely found.

These conditions do not seem less unfair and unfortunate when we reflect that those who attend our rural schools are as earnest, as well endowed and as worthy as the best. Except for the two brief visits per year of the county superintendent the great majority of our rural teachers are left unaided and alone.

Those who believe that county superintendents are able to give the rural schools the supervision needed have a strange concep-

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tion of what supervision is, and forget how many days there are in a school year. Superintendents who are obliged to travel over large areas need every day the schools are kept open to make the inadequate number of visits required by law even temporarily effective. If on the other hand they should give due attention to their various executive, judicial, diplomatic and clerical duties, school visitation would, except as an occasional incident, be necessarily discontinued.

The preparation and distribution of the usual reports and circulars; conferences required with school boards, parents and teachers; organization and maintenance of teachers', school board and supervising principals' associations; preparation of questions for school examinations, passing upon the same and the granting of diplomas to grammar and high-school graduates; the examination and licensing of teachers; the adjustment of rates of tuition for non-resident pupils and of the difficulties arising in school administration generally; stimulation of proper interest in professional and school libraries and their successful management; the inspection of school buildings deemed unsafe, unsanitary, or which provide inadequate school accommodations; these and many other details of school administration together with a large official correspondence are quite sufficient to demand all the time and energy of an exceptionally efficient county superintendent.

Considering the circumstances, we are hardly warranted in expecting a strict adherence to a systematic course of study by our rural teachers. As each is thrown entirely upon his own resources, he has no alternative but to make the most of his personal equipment. The studies pursued under his supervision are therefore largely determined by his individual development and tastes, and as all his district associates are in the same manner left to their own devices, the courses of study pursued are liable to become as numerous as the schools in the district, and each to be materially modified at each change of teachers.

In many of these isolated districts this condition of things has prevailed so long that neither pupils nor patrons have a very clear conception of anything that is better. Grandparents and parents were thus educated (?), and the school advantages that were

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afforded them are unfortunately deemed good enough for their descendants.

Such absence of system, symmetry and consecutiveness in school work is from the standpoint of the intelligent taxpayer a wicked waste of public funds. From the far more important consideration of the highest and best interests of the youth of the district, it is a woeful waste of opportunity. Because of the general advance in educational matters and the higher ideals that prevail in sections not so sparsely populated, many such districts, because of unconscious comparison, seem to have retrograded.

The rule requiring the county superintendent to prepare and establish a uniform course of study in all the schools under his supervision can not be made generally effective, and the popular demand for more thorough instruction in the essentials can not be met, unless the county superintendent has the co-operation of an efficient corps of supervising principals.

Some of those who are wedded to the conditions of former years have asked: What are supervising principals for? What could they find to do? A letter recently received contains the following inquiries: "What should constitute the duties of a supervising principal?" "Do you think a supervising principal could find plenty of work that would prove advantageous in a district that enrolls but 300 pupils and employs but eight teachers?"

These are entirely proper questions and are easily answered. I deem it best to reply in such manner as shall suggest both the qualifications and the duties of the employe in question.

The supervising principal should be able to develop and to establish successfully the suggestive course of study formulated by the county superintendent, and so to systematize and direct the work of each school or department under his supervision that undue attention shall not be given to certain branches to the neglect of others of equal importance.

His knowledge of the subjects taught, and of the methods of presentation, should be such that he not only appreciates, but also frequently conducts the model recitation for each of the other teachers.

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He should be in so close touch with the work of each teacher that he knows where it is strong and where weak, and be able to give at the right time and in the right manner the help and encouragement needed. Supervision means intelligent, tactful and sympathetic leadership associated with constant helpfulness. It should be so close that neither the evasion of duty nor its faithful performance will escape notice.

Expert supervision is indispensable to the beginner in teaching. He should at the opening of school be assisted in its organization and in the preparation of the daily routine. In fact the novice in an art that requires so high an order of natural endowment as well as of attainment, and in which for every way that is right there are a thousand that are wrong, needs at every step the directing hand of larger knowledge and experience. The training of our youth is too important a trust to be made a matter of experiment.

In case of the temporary absence of a teacher he should be able to take his place, and thus prevent the progress of the school from being interrupted. No one is qualified to direct work, or is a good judge of work that he can not do.

Not the least important of a supervising principal's duties is the organization of a teachers' district association. Under his direction methods of teaching, standard professional and literary works and current history could be discussed with great profit. Each would thus have the benefit of the reading, investigation, experience and special development of the others, and all would be kept more largely in touch with the world of thought and interest.

The general maintenance of such associations would result in enduring good to all teachers, and those who contributed the most to their interest and value would derive the greatest benefit. Constant attainment is as essential to mental alertness and vigor, as food, sleep and exercise are to abounding health. No one is exempt from the laws of growth and decay. When a teacher ceases to learn, he begins to lose in teaching power.

All cases of tardiness, truancy or other unnecessary absence should be looked after by him, as a conscientious servant of the municipality and friend of its youth. He would prove a most

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valuable coadjutor of the truant officer and make the services and influence of said official far more effective.

In the organization of the schools under his supervision, advantage could be taken of the proximity of certain schools or of convenient means of transportation to combine small classes of equal attainment, and thus lessen the number of recitations required. This would serve in many instances to prevent much waste of time and effort.

It would add largely to his efficiency and, in some cases, increase his compensation and put him in closer touch and sympathy with the Board of Education to act as its secretary. This is, however, a matter that rests entirely with the discretion of the local board. In any event he should be its confidential adviser as well as trusted employe in all matters of school administration. Just as the city superintendent serves as the executive arm of the city Board of Education, so should the supervising principal serve as that of the town, township or borough board.

The several members of the board being necessarily engrossed with their respective pursuits, this body has need of such specially qualified officer. A better selection of teachers would often result and the weeding out of an occasional failure or transfer of a misfit might also occur, as no one is so competent to judge of the value of school work as the one who comes in daily contact with it and knows just how to do it himself.

Acting under the authority of the board, he could order the prompt making of numerous little repairs, such as the replacing of a broken window pane or a broken hinge, or the repair of a broken desk, each trifling in itself, but often through neglect a source of much annoyance and discomfort. At each regular meeting of the board he could call its attention to the advisability or the necessity of other repairs of more importance, report the progress of the several schools or departments under his supervision, and acquaint it with the particulars of any unusual incident of school discipline or administration that had occurred since the last regular meeting.

As he goes from school to school in the performance of accustomed duties he could improve the opportunity to call upon parents or guardians and explain away the trifling misunder-

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standings and smooth the little frictions that are sometimes incident to active, progressive school administration. No other person in the school district is in so good a position, nor can be so effective in creating and maintaining a healthful educational sentiment, as the supervising principal.

He is the correct connecting link not only between the Board of Education and the teachers in its employ, but also between the home and the school. He needs to know and to be known not only by every pupil under his supervision, but also by every patron of the school, and to be an ever harmonizing and stimulating influence in the community as well as in the school. I know no position requiring greater resourcefulness, tact and industry or which affords an opportunity for more effective service than that of the supervising principal. If he is qualified to perform the duties enumerated, the real question is not, "What can he find to do?" but how much can he do and keep within the limits of his strength and endurance.

All who are interested in any form of industrial enterprise readily recognize the value of the superintendent, business manager, foreman or overseer, but no such employe has an opportunity to render service of so high an order and involving interests so far-reaching in their effect or which requires such range of attainment as the earnest and efficient superintendent or supervising principal.

In his argument for expert supervision in the schools of Massachusetts (Annual Report of 1837), Horace Mann wrote: "The State employs in the common schools more than 3,000 teachers at an expense of more than $465,000 raised by direct taxation. But they have not one-thousandth part of the supervision which watches the same number of persons having the care of cattle, spindles or of the retail of shop goods. Who could retain his reputation for sanity, if he employed men on his farm or in his factory month after month without oversight and even without inquiry?" The "Bay State" heeded the plea of her most renowned educator for equal opportunity for all her youth, and effective supervision of all her schools, and to this fact owes her present educational rank.

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No more sane business proposition could be considered by any Board of Education than the employment of a supervising principal, when the man for the place is available, and a trifling difference between the compensation offered and that desired should never determine the engagement of one of inferior equipment.

The late Colonel Parker once said: "There never was a coin stamped by the hand of man made small enough to pay for the services of a poor teacher, and, on the other hand, there is not money enough in all the mines of all the world to measure the worth of the man or the woman who can impress boys and girls with the possibilities of life and living." Were it possible to employ language still more extreme it could with equal truthfulness and propriety be used to contrast supervision that is dear at any price with that whose value is beyond either estitimate or reward.

Section 37, act of 1903, provides that: "The State appropriation and the State school tax shall not be apportioned in any year to any district which shall not have maintained a public school for at least nine months during the preceding school year."

This measure was enacted in substantially its present form in 1867, and though many then regarded it as onerous and extreme, it has proved a most important factor in the improvement of our public schools.

The State now contributes so generously to the support of public education and offers so liberal an inducement to each and every school district in the State to provide supervision, that those who have a true appreciation of its value believe our Legislature should make efficient supervision an additional requirement for sharing in the apportionment of State school moneys.

A law requiring that a full twelve-years' common-school course be made possible for each child in the State, and making mandatory effective supervision for each school district, together with a general school term of ten months as modified by the provisos of Section 37, would place New Jersey on the high road to educational pre-eminence.

Supervision has gained a foothold in every county in the State, and the progress made in a few rural counties by their energetic and progressive superintendents, with but little favoring sentiment

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other than they have themselves been able to create, augurs well for the future. The people are slow to move until they know the reason why, and when enabled to know through effective example, their response is usually prompt.

CORPORAL PUNISHMENT.

As corporal punishment is a feature of school government prohibited by the laws of the State, and as it is supposed to have been unknown to the last two or three generations of New Jersey school children, any discussion of the subject in a school report would, to the casual reader, seem quite unnecessary, unless prefaced by valid reasons for the indulgence. I beg leave to offer the following:

Though none of our teachers make use of the rod, and the great majority of them observe the law both in letter and spirit because in sympathy with its provisions, it is feared that a few, on what are deemed occasions of great provocation, occasionally employ other forms of corporal punishment that are not less objectionable. The quasi-official approval that could easily be inferred from silence might tend to increase the number of these cases.

For several weeks past, views in accordance with an oft misquoted proverb of Solomon have received a rather generous airing, and it seems hardly proper that the privilege of influencing public sentiment should be left entirely to the few who favor a return to the methods of former days, when the punishment of pupils was a distressingly familiar feature of the school routine.

In addition to the preceding an article recently published in a leading New Jersey paper under the heading: "Is New Jersey to Return to Corporal Punishment?" was of so specific a nature, and contained apparently warranted inferences so unfortunate in tendency and so entirely at variance with existing facts, that we can hardly afford to allow them to remain unquestioned. Said article having been quite generally republished in local papers, the people of the State have had an excellent opportunity to gain an entirely erroneous impression as to the attitude of the so-called "State School Authorities" toward corporal punishment. The

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concluding sentence of the article in question is as follows: "It is more than thirty years since corporal punishment was forbidden by law in New Jersey, and it is not likely that the practice will be revived by the Legislature without a struggle." This clearly implies a gravity of situation that does not exist, and from which we shall be still further removed as child-study and a knowledge of the philosophy of education shall become more general, and more enlightened views as to the discipline and development of our youth shall prevail. It is difficult to imagine a struggle in our State Legislature over a proposition which would have very few, if any, supporters among its members, and which is in opposition to the prevailing educational sentiment of the State.

Corporal punishment has been prohibited in the New Jersey public schools acting under the general school law, since 1867, and results have conclusively proved the wisdom of the enactment. It has had the effect of advancing them in public estimate, of establishing closer relations between the home and the school, of winning for them a constantly increasing and more general patronage, and has resulted in their gradual improvement in character and discipline.

Order is absolutely essential to the successful operation of the school. Therefore because of the prohibition of corporal punishment, our teachers have been confronted with the necessity of securing it through more rational means. The employment of such means has added daily to their resourcefulness and power, and thus redounded to their benefit, as well as that of the school.

Order that is healthful and abiding is secured by winning the good will and esteem of pupils, by stimulating and appealing to their sense of honor, their personal pride and pride in the school of which they are members, by arousing their ambition and inciting them to healthful emulation; and last, but not least, by interesting them in their studies. Interest is the motive power and the soul of every successful school. It is the precursor of the enthusiasm that lightens labor and makes each day's task not a task because it is a joy. It is the magic key that unlocks the gates to the exultant fields of achievement. Interest, enthusiasm, achievement—through the agency of these three, the

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school may be transformed into a veritable Eden where neither thought nor fear of the rod is known.

Were it possible to re-introduce into our schools the reign of physical force along with disquieting fear, its inseparable attendant, the effect would be most unfortunate. The nineteen and one-eighth millions of money invested in school property would at once represent to the State a greatly diminished value, the dignity of teaching and the professional standing of our teaching force would suffer impairment, and the half-million children in the State would regard our schools with weakened interest and affection, and be far less inclined to associate them with their highest ambitions and ideals.

Some argue that as adult society has not yet risen to the plane where policemen, prisons, reformatories and military force have become unnecessary, it is unreasonable to insist that the immature can be governed without the infliction of physical pain. The fact is that all New Jersey schools are theoretically and very nearly all of them are actually so governed. We also believe that, as parenthood and teaching shall approach a standard in keeping with the responsibilities of each, children will become less and less subject to the antagonizing, hardening and debasing influences of corporal punishment both in the home and school, and that our complex civilization will develop a much smaller percentage of criminals.

The contention that it would not be found necessary to punish more than one pupil in a hundred, because of its restraining influence upon the other ninety-nine, contains within itself its own condemnation. If it were permitted, all would be subject to the indignity. It should be prohibited then, if for no other reason, for the sake of the ninety-nine.

Of all the incentives to effort, fear is the most degrading and ineffective. Calderwood says: "All fear hinders intellectual action. The fear of being punished is more seriously detrimental than any other form of fear which can be stirred. It is essentially antagonistic to the action of intelligence. Let mind have free play." Fear is utterly at variance with self-reliance, self-respect and all worthy ambition. The perennial flowers of joy and love wither and perish in its frigid and depressing atmos-

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phere. Whether it be in the home or the school, I pity the child that dwells therein and is restrained from wrongdoing, not because he cares for the right, but through fear of physical pain. New Jersey does not wish her schools to produce an order of citizenship that is moral and law-abiding because of fear of the law.

No matter what the personality of the teacher, the effect of administering corporal punishment is always detrimental to himself. If so hard and unsympathetic that it does not cause him acute mental suffering, then each repetition of the act will cause him to become still more callous and unfit to be intrusted with the instruction and training of youth. If punishment is not administered with the greatest reluctance, it will in due time be altogether likely to become a matter of self-gratification.

Furthermore, it is an ordeal that should not be thrust upon the refined and sensitive teacher. Even the thought of inflicting physical and acute mental pain upon a child is abhorrent and unnerving to any cultured man or woman. If both were placed in positions where the conditions of law, custom and school discipline made it an indispensable feature of school government, it would result in their abandonment of school work. One professional associate says, "The last time I punished a pupil it caused me to leave my dinner untasted." Another said, "It caused me to spend a sleepless night, unfitted me for the duties of the following day and is still a source of regret." The mental suffering and humiliation of such a teacher is often as great as that of the child that is punished, and nearly always more enduring.

In maintaining order by appealing to what is least worthy in the pupil the teacher debases himself; if he maintains it by appealing to what is best in the pupil, his honor, his manliness and sense of right, he stimulates at the same time what is best in himself. If a pupil can not be controlled by approved means, he then belongs in either the parental or the reform school. Under no circumstances should he be permitted to run unrestrained and untrained.

The abolishment of the rod from our public schools has resulted in establishing a higher standard of qualification among our teachers. This is true, not simply for the reason that the

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necessity of maintaining order without resorting to corporal punishment forced upon many the alternative of becoming more resourceful or of retiring from the profession, but also because it has been otherwise instrumental in increasing the number of efficient teachers.

The elimination of physical force as a factor of school government has not only advanced teaching both in character and reputation as a vocation, but has also caused it to become a more suitable as well as a more inviting field of effort for cultured women. These, because of natural adaptability to the work and because fewer lines of congenial employment are open to them than to men, accept salaries which will not, save in exceptional cases, command the services of male teachers of equal attainment. The result has been a higher standard of qualification for the amount expended for teachers' salaries, because of the material increase in the percentage of women teachers employed. Notwithstanding the inequity implied in this feature of my discussion, it is nevertheless pertinent to the subject, and is in accordance with official record.

During the school year that ended June 30th, 1868, sixty-three and eight-tenths per cent. of the teachers employed in our public schools were females. The proportion for the year 1878 was 71 per cent.; for 1888, 80.6 per cent.; for 1898, 86.7 per cent.; for 1899, 86.8 per cent.; for 1900, 87.6 per cent.; for 1901, 86.8 per cent.; for 1902, 86.8 per cent. and for 1903, 87.6 per cent.

From the preceding data we learn that up to 1898 there was constant increase in the percentage of female teachers employed in the public schools of the State, and that since 1898 the ratio of male to female teachers has remained as one to seven. According to the records of teachers' certificates issued from 1868 to 1898, the advance in the standard of qualification during this period was greater than the increase in the percentage of female teachers employed.

Though the higher salaries paid to male than to female teachers is a matter of frequent comment, and also a source of dissatisfaction in the cases in which the positions filled impose equal responsibility and effort, this is simply an illustration of the terms which the world is accustomed to exact for the privilege of

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largely pre-empting any field of employment that is open to competition. In securing the highest order of qualification available for the funds placed at their disposal, Boards of Education are simply applying customary business methods to the administration of school affairs. When the higher ethical principle of equal compensation for equivalent service shall be established, more liberal salaries will be paid to all teachers, a still higher standard of qualification will be maintained, and the present disparity between the number of male and female teachers employed in our public schools will not obtain.

The original act prohibiting corporal punishment in our public schools was approved March 21st, 1867, and seems rather quaint in these later days. It reads as follows: *"And be it enacted:* That no teacher shall be permitted to inflict 'corporeal' punishment upon any child in any school in this State" (See P. L. 1867. Chap. CLXXIX, Ar. IX, Sec. 81).

Though seemingly comprehensive in its provisions, this act was far from general in its application, because of the variegated school system under which we were then acting. It applied only to those schools which were operated under the so-called "general" school law. Districts acting under special charters, and districts acting under the provisions of any city charter, were exempted not only from the aforesaid prohibition, but from all features of the general school law that conflicted with their special charter privileges. Neither did the section in question apply to private schools.

In addition to the districts not affected by the prohibition there were those in which school boards, erroneously regarding the authority of the parent as paramount even to that of the law, permitted teachers to inflict corporal punishment at the request or with the assent of the parent. In others, local school authorities conceived the brilliant idea that the ever-present and convenient janitor could not be regarded as a teacher, and so delegated the castigation of refractory pupils to this versatile employe. According to tradition, this worthy "man-of-all-work" sometimes performed the duty in a very thorough and satisfactory manner and without undue violence to his own feelings. These conditions existed until 1893, when public sentiment having been

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aroused by a few flagrant abuses of the rod, Senator Michael T. Barrett, of Essex, introduced a measure so comprehensive in its citation of conditions as to admit no exceptions, and couched in language so explicit as to preclude any misinterpretation or evasion of its provisions. (See P. L. 1893, Chap. CIX, Sec. 1.)

The section prohibiting corporal punishment contained in the Stokes Bill and in the McKee Bill, and as given in the act now in force, though differing slightly in phraseology, is precisely the same in comprehensiveness and intent as the act of 1893. It is as follows:

"No principal, teacher or other person employed or engaged in any capacity in any school or educational institution, whether public or private, shall inflict or cause to be inflicted corporal punishment upon any pupil attending such school or institution, and every resolution, by-law, rule, ordinance or other act or authority heretofore or hereafter passed, adopted, approved, made or given by any person or persons whomsoever, natural or artificial, permitting or authorizing corporal punishment to be inflicted upon any pupil attending or that may attend any school or educational institution, shall be henceforth void and of no force or effect."

As the preceding enactment provides no penalty for its violation, the question as to the seriousness of its intent has been frequently raised. I am pleased to regard the omission as a most graceful compliment to the teachers of the State, and, as the tactful teacher never threatens, as an intimation of the most effective method of school government. The Legislature rightly assumed that those who, through scholarship and character, are qualified to teach by example as well as by precept, need not to fear, but simply to know the law.

No statute has ever been enacted which leaves the matter of its observance subject to the discretion of the citizen, and under which he could be regarded as equally innocent and law-abiding, no matter what such discretion might be. The iron hand is no less a reality when inclosed in the velvet glove than when made offensively conspicuous. It is clearly the duty of employing boards to see that the section in question is enforced. Were a teacher to be dismissed for its violation, he would be without

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redress, and also subject to the additional penalties of suspension or revocation of certificate and prosecution for "assault and battery."

From the complaints and confidences received at the Department of Public Instruction, together with long experience in school work, I have a due and a sympathetic appreciation of the difficulties which our teachers encounter. A great majority of the very embarrassing and perplexing situations which arise in the matter of school discipline are due to the fact that pupils are in some cases subject to improper home influence.

Two instances of this, recently reported to the Department, were unique, and of so serious a character as to justify mention in this discussion.

In the first case the unfortunate pupil, a daughter of parents of good repute, was sent home with a courteous note from her teacher, because of frequent impertinence. The mother wrote in reply: "I do not regard the matter of which you complain as so very serious, and guess if you intend to teach in the public schools you will have to learn to put up with such things." Such a letter suggests astonishing views of the amenities in at least one home, also a most erroneous estimate of the character, standing and purpose of our public schools. No teacher is under obligation to submit or has a right to submit to such indignity. The necessity of maintaining proper self-respect, of conserving the best interests of the school and even the welfare of the poor, misguided and irresponsible pupil forbid.

The offending pupil in the second instance was the son of the president of the Board of Education, and by virtue of this distinction had been led to believe he was entitled to exceptional privileges, and thus he became the chief obstacle in the way of proper school discipline. I am happy to state that this is the only case of this particular kind ever reported, and think it quite enough for one little State.

If, as is claimed, there are cases of extreme provocation that justify corporal punishment, I am inclined to think that the preceding furnish the instances, provided it could be inflicted upon the real offenders.

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I have heard much more of the helpful and considerate co-operation of school officers, and yet have reason to believe that this source of support could, in some instances, become still more effective. In the maintenance of order, the teacher can find no other ally vested with so much authority and so powerful to aid as the Board of Education whose members have a proper conception both of personal and of corporate co-operation in this important matter. No member of such board would send children to school who are not examples of correct deportment. *The same should be true of every patron of the New Jersey public schools.*

The authority vested by law in the local Board of Education makes it easily the master of the situation. Section 111, act of 1903, authorizes a teacher, or the principal when there shall be one, to suspend any pupil from school for good cause, provided such suspension is promptly reported to the Board of Education. Section 120 authorizes a board to suspend or expel from school any pupil guilty of continued and willful disobedience, of open defiance of the authority of the teacher, of habitual profanity or of the habitual use of obscene language.

Correct home training and influence, proper school incentives and the proper co-operation of teacher, parent and employing board would make the occasions for suspension or expulsion from school few and far between. We need a public sentiment that will impress each parent and child in the State with the fact that free instruction in our public schools is an inestimable privilege, which, in justice to the many, should be denied to the few whose deportment and influence are such as to interfere with the discipline or lower the moral tone of the school.

No matter how influential in the community, nor how large a taxpayer a parent may happen to be, he has neither a moral nor a legal right to send to school a child who daily consumes as much of the teacher's time and vitality as ten or fifteen other pupils of average industry and deportment. The work of the school is so important, and the teacher's services are so valuable that his whole power should be concentrated upon teaching. We look to the school for interest, inspiration, instruction and symmetrical development. Are we not, at the least, warranted in

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looking to the home for some of the influence which shall restrain the troublesome and the refractory?

The proper co-operation of the home and the school has quite as beneficial an effect upon the home as upon the school.

Of all the States New Jersey has taken the most advanced and enlightened stand upon the matter of corporal punishment, and experience has conclusively demonstrated the wisdom of its prohibitory enactment. We are therefore happily committed to its preservation and enforcement through all vicissitudes of school legislation and administration, and will do well further to strengthen ourselves in the position taken.

The act prohibiting corporal punishment and the act authorizing the alternative of expulsion have been so long in force that we have had ample time to get our bearings and arrive at definite conclusions. Among those who are actively engaged in school work it is the consensus of opinion that, so far as we have gone, we have done well, and that to meet existing conditions a slight modification of the legislation we already have is needed.

Because of their sympathy for the wayward and the hope of their ultimate reformation, our teachers hesitate even in cases of great stress, to recommend a measure so extreme as expulsion from school. Knowing that some incorrigibles really wish to be turned loose upon the streets and that this would mean their practical abandonment and confirmation in evil, they are often long endured in the school to its serious detriment and to the positive injury of the teacher, both in health and professional standing.

In the administration of all public interests we are enjoined to adhere to the guiding principle of "the greatest good to the greatest number." This applies with particular force to the matter of public education.

As the great majority of our youth are studious, orderly and ambitious, they fulfill the conditions of school attendance and have under the law rights that we are in duty bound to respect. To retain in the same school those who are a menace to its morals and its discipline, and who daily detract from its efficiency, is an unwarranted invasion of the rights of the many.

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The paramount purposes of our public schools are ethical and academic, and if we endeavor to make them reformatory as well, except within reasonable limits, we are attempting a costly and an unwise experiment.

If a school of thirty pupils includes but two who are persistently indolent and disobedient, it is quite possible for more force to be expended in maintaining conditions that make teaching possible than in the teaching itself. Transfer the two to a convenient probation school and you will advance the regular school in character and efficiency one hundred per cent. and afford the twenty-eight the school advantages to which they are entitled.

Sections 161 to 165, act of 1903, authorize the establishment of parental schools (the term probation schools would be more appropriate), and vest boards of education with power to compel the attendance therein of those pupils between seven and fourteen years of age whom it deems advisable thus to segregate. This feature of a school system is, however, quite as expensive as it is important, and the State, even more than the school district, is interested in its establishment and maintenance. Teachers having the personality, the power to interest and the tact that qualify them for effective service in a probation school can not be secured for the salaries usually paid.

In view of the superior talent required to instruct and control pupils whose environment has happened to be unfortunate, the injustice to others and the sacrifice involved in their attending our regular schools, the cruelty and unwisdom of expulsion, the economy of training them when they are youthful insubordinates rather than restraining them as mature criminals, and the humane duty of saving them to society, to useful industry and to themselves, lead me to believe that not only authority but also substantial encouragement should be given local boards to establish and maintain probation schools, wherever and as long as they may be needed.

I therefore beg leave to recommend that our Legislature so amend Section 182 as to require each county superintendent to apportion $400, instead of $200, for each teacher who shall have been employed in a probation school for the full time it shall have

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been kept open during the school year preceding that for which the apportionment shall be made.

If probation schools could have been established four or five generations ago, I believe our reform schools would be receiving a much smaller patronage and that it would not now be deemed necessary to enlarge our State prison. Our public, private, probation and reform schools should include all children between seven and fourteen years of age, and in each National and State census we should be obliged to report only such illiterates as are importations.

In the cities and larger towns of the United States the tendency is toward forms of punishment founded on the sense of honor, and against the use of corporal punishment. Dr. W. T. Harris, United States Commissioner of Education, made a study of the subject of corporal punishment and prepared a monograph for the Paris Exposition. I quote therefrom the following:

"In one State, New Jersey, the teacher is forbidden by law to inflict corporal punishment. No other State goes to this length, but Illinois, Kansas, Mississippi, Montana, Pennsylvania, South Dakota, Washington and West Virginia specifically prescribe a penalty for excess amounting to cruelty. Legal punishment would be meted out to a brutal teacher in the other States just as surely as in these, but resort would be had to the common law and not to a statute. Only in Arizona is there formal statutory authority for corporal punishment, but whipping has been the common mode of discipline in school from time immemorial; custom legalizes it, and, unless forbidden in express terms, the teacher does not need the authority of a special permissive law. Judicial decisions to this effect have been made in Alabama, Arkansas, Connecticut, Indiana, Iowa, Maine, Minnesota, North Carolina, Pennsylvania, Wisconsin and probably in other States.

"Local school boards have always the implied power to make regulations for the order and discipline of their respective schools, and three States, Michigan, New York and Pennsylvania, expressly grant them this power. Acting under this power, expressed or implied, several cities, notably New York City, Chicago and Albany, have prohibited absolutely the use of the rod. The same is true of Providence, Rhode Island, except in

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the primary grades, and in them whipping must not be inflicted unless the written consent of the parent or guardian has been previously filed with the city superintendent.

"Corporal punishment may be used as a last resort and under rigid regulations as to reports, etc., in a great many cities, among them being Baltimore, Detroit, Indianapolis, Louisville, Minneapolis, New Orleans, Pittsburg, Rochester, St. Louis, San Francisco, Worcester and Philadelphia.

SCHOOL LEGISLATION.

Since so much has been said about the dangerous policy of depriving the local authorities of control of the schools, and of centralizing power in the State authorities, it is believed the following statement of the powers conferred on the State Board of Education and the State Superintendent, by the act of 1867, will prove of general interest.

It clearly shows that the general school system established at that time remains the same under the present law, and that all recent school legislation has been enacted, not with a view to changing our public school system but for the purpose of making it uniform in its application.

Prior to 1867 no attempt had been made by the State to establish a general school system. State and town superintendents were provided, but the powers of these officers were limited, and the schools were practically under the control of the local authorities. This was entirely proper, for the reason that the schools were supported, except to the extent of $40,000 appropriated from the income of the State School Fund, by local tax and by tuition fees. The appropriation from the income of said fund has been largely increased and since 1900 has been $200,000 per annum.

The first general school law, so-called, was passed in 1867. That law created the State Board of Education and gave to it the same powers it now has, viz., the appointment of county superintendents, the power to make rules and regulations for the government of schools, the right to decide appeals from the de-

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cisions of the State Superintendent, and the power to make rules for the examining and licensing of teachers. Under the act of 1867 the State Board of Education appointed the State Superintendent. In accordance with an amendment passed in 1889, this appointment has since been made by the Governor and confirmed by the Senate.

In 1891 the State Normal School and the School for the Deaf, which until then were managed by separate boards of trustees, were placed under the control of the State Board of Education. In 1900 the Manual Training School for Colored Youth was also placed under its control. The claim, therefore, that the act of 1903 enlarges the powers of the Board is without foundation in fact.

The act of 1867 also defined the duties of the State Superintendent, giving him the power to decide all disputes arising under the school law, to withhold State school moneys from any district which failed to obey the law, to condemn school-houses, and, in fact, every power now possessed by him.

It is clear, therefore, that the charge that the new law tends to centralize power in the State authorities is unfounded, for the powers granted them have remained practically the same for over thirty years.

The act of 1867 abolished the township system of schools, and, except in the case of cities, created in its place small school districts irrespective of municipal lines; the boundaries of these districts being determined by the county superintendents, who, by the same act, had been substituted for the town superintendents.

The act of 1867 did not provide for a State school tax, but authorized townships and districts to raise local taxes for the support of schools. Cities and districts having special charters were exempt from its provisions, and were governed by their local charters. The powers granted to local boards in rural districts by that act have remained practically unchanged.

In 1871 an act was passed providing for a State school tax and the schools were then made free to all children in the State.

In 1894 the township school law abolishing the small school districts and making the municipality the unit was enacted. This act also excepted cities and special charter districts from its provisions. Prior to the passage of the Stokes law in 1900 there

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was no uniformity in the laws governing the schools in cities. In some cities the amount of local appropriations for schools was determined solely by the local Board of Education, in others by the Common Council and in others by a Board of Finance.

The title of school property in some cities was vested in the Board of Education and in others in the city government. The selection of sites for school-houses and the erection of buildings was in some cities controlled by the Board of Education and in others solely by the city authorities.

Very few cities had power to issue bonds for the purchase of land or the erection of school buildings, being compelled to come to the Legislature and have an act passed authorizing the issue of bonds for each building. These acts were often so framed as to apply to but one city, and were therefore declared unconstitutional. The city for whose benefit they were passed was then compelled to wait an additional year for school accommodations that were greatly needed.

In some cities the Boards of Education were incorporated and independent of the municipal government, in others they were merely city departments. The Stokes law was the first attempt by the Legislature to obey the mandate of the constitution and "provide an efficient system for the support and management of free public schools."

That act provided a uniform system for the cities, made all Boards of Education separate municipal corporations, and gave them full control of and title to school property.

The rural districts have been separate corporations since 1867, and the title to school property has always been vested in the local Boards of Education. The Stokes law simply extended these provisions to cities.

The powers of city Boards of Education have been increased, city boards have been divorced from municipal control, and the city schools, so far as possible, have been removed from political influence and control.

The Stokes law of 1901, the McKee law of 1902 and the Colby law of 1903 are the same, except as to classification, and contain no startling innovations. Their provisions are similar to those embodied in the laws of other States and have therefore stood the test of experience.

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STATISTICAL TABLES

ACCOMPANYING THE

State Superintendent's Report.

TABLE I.

Financial Report, by Counties, for the School Year Ending June 30th, 1903.

COUNTIES.	Amount due the district, July 1st, 1902, from State and county funds.	Amount due the district, July 1st, 1902, from district tax.	Amount due the district, July 1st, 1902, from other sources.	Total amount due the district, July 1st, 1902.	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.
Atlantic,	$80,311 07	$101,625 76	$58,145 55	$240,082 38	$101,058 56	$16,222 86	$43,934 15	$27,196 12
Bergen,	127,986 10	315,191 08	198,325 21	641,502 39	245,014 61	40,174 68	80,610 64	47,126 85
Burlington,	70,462 99	85,924 22	35,168 63	191,555 84	102,599 17	13,153 42	18,670 30	16,787 42
Camden,	122,384 94	278,096 48	15,683 64	416,165 06	240,990 60	44,645 12	35,081 99	15,170 91
Cape May,	24,525 58	39,914 79	12,713 96	77,154 33	36,015 88	5,107 80	5,920 47	11,317 22
Cumberland,	57,626 33	82,778 50	22,934 48	163,339 31	93,758 40	12,563 22	5,072 11	5,607 32
Essex,	651,716 76	1,171,997 23	283,791 23	2,107,505 22	1,115,642 65	138,078 14	273,799 22	109,629 97
Gloucester,	45,379 74	57,816 96	12,864 53	116,061 23	67,553 81	8,428 70	6,671 74	13,943 64
Hudson,	516,753 60	1,000,570 14	544,402 34	2,061,726 08	975,212 37	112,547 06	321,013 30	78,091 73
Hunterdon,	57,278 13	41,747 08	34,283 61	133,308 82	65,652 68	6,644 16	18,340 54	11,194 93
Mercer,	140,087 17	143,503 40	98,389 77	381,980 34	176,574 97	25,873 85	87,553 94	31,078 73
Middlesex,	86,433 85	156,229 88	41,653 94	284,317 67	155,390 70	24,375 87	24,307 81	23,086 65
Monmouth,	147,967 87	222,837 61	74,299 87	445,105 35	212,466 13	33,495 93	80,558 89	38,073 04
Morris,	87,971 86	111,019 80	92,736 84	291,728 50	137,530 36	15,627 60	31,065 51	11,863 32
Ocean,	30,880 63	53,166 32	10,317 18	94,364 13	51,744 94	5,862 73	8,285 13	10,157 07
Passaic,	204,077 53	341,004 41	98,602 04	643,683 98	358,019 87	49,841 90	88,958 69	11,444 07
Salem,	46,578 84	27,844 97	1,756 22	76,180 03	50,092 53	5,698 38	3,665 23	4,653 16
Somerset,	57,680 80	60,290 82	20,807 22	138,778 84	74,895 99	7,542 27	9,520 63	19,814 66
Sussex,	38,422 81	39,706 25	9,641 49	87,770 55	54,687 57	6,024 66	5,788 70	2,571 80
Union,	127,970 48	266,615 46	137,796 83	532,382 77	243,597 07	38,540 89	91,756 72	16,660 37
Warren,	54,257 86	53,585 51	3,283 50	111,126 87	76,350 47	9,483 05	3,707 86	2,440 00
Total,	$2,776,754 94	$4,651,466 67	$1,807,598 08	$9,235,819 69	$4,574,849 33	$619,932 29	$1,244,283 57	$507,908 98

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TABLE I—CONTINUED.

Financial Report, by Counties, for the School Year Ending June 30th, 1903.

COUNTIES.	Amount expended for manual training.	Amount expended for text-books, apparatus and supplies.	Amount expended for other school purposes.	Amount expended for transportation of pupils.	Amount expended for tuition of pupils in adjoining districts.	Total amount expended.	Balance of State and county funds, June 30th, 1903.	Balance of district tax, June 30th, 1903.	Balance of moneys from other sources, June 30th, 1903.	Total balance June 30th, 1903.
Atlantic,	$3.974 82	$13.405 67	$11,907 74	$448 70	.....	$218,148 62	$23 33	$21,342 56	$567 87	$21,933 76
Bergen,	5.216 06	24,393 62	92,747 84	599 40	$50 73	535,934 43	28 87	41,519 31	64,019 78	105,567 96
Burlington,	.....	8,485 27	26,329 46	245 00	1,194 60	187,461 64	39	3,488 49	602 32	4,091 20
Camden,	7,881 73	27,045 76	24,855 35	.....	232 50	395,903 96	.....	19,576 17	684 93	20,261 10
Cape May,	320 30	4,037 46	2,578 17	.....	.....	65,297 30	.....	11,857 03	.....	11,857 03
Cumberland,	1,212 86	8,468 57	21,034 76	91 30	668 68	148,477 22	.....	11,458 99	3,403 10	14,862 09
Essex,	42,330 06	72,708 03	154,789 29	1,868 60	1,149 00	1,909,994 96	.....	133,395 17	64,115 09	197,510 26
Gloucester,	.....	5,852 35	6,929 05	331 00	73 20	109,783 49	26	5,902 41	375 07	6,277 74
Hudson,	531 47	56,267 10	100,213 47	95 20	980 00	1,584,951 70	.....	304,118 16	172,656 22	476,774 38
Hunterdon,	.....	5,686 40	4,924 52	.....	135 00	112,578 23	663 26	4,795 43	15,271 90	20,730 59
Mercer,	.....	14,503 41	43,225 08	88 00	.....	378,897 98	108 20	660 20	2,313 96	3,082 36
Middlesex,	.....	13,201 84	18,331 49	1,303 00	.....	259,997 36	.....	24,320 31	.....	24,320 31
Monmouth,	5,567 81	15,330 42	28,301 62	1,232 50	114 85	415,141 19	421 32	24,881 12	4,661 72	29,964 16
Morris,	.....	9,953 10	22,344 00	432 00	2,492 66	231,308 55	.....	60,419 95	.....	60,419 95
Ocean,	1,188 17	5,509 62	5,577 19	134 00	160 00	88,618 85	.....	4,904 52	840 76	5,745 28
Passaic,	9,077 06	35,039 11	29,521 61	.....	192 00	582,094 31	05	37,769 71	23,819 91	61,589 67
Salem,	.....	4,678 37	2,115 00	270 00	344 11	71,516 78	620 41	3,929 77	113 07	4,663 25
Somerset,	2,751 15	4,309 78	15,207 41	294 80	396 40	134,823 09	79 35	2,080 50	1,795 90	3,955 75
Sussex,	.....	3,921 83	8,652 69	.....	605 52	82,252 77	42 28	900 45	4,575 05	5,517 78
Union,	1,583 00	25,429 21	88,431 52	.....	.....	505,998 78	17 88	22,720 48	3,645 63	26,383 99
Warren,	.....	7,207 47	5,358 31	.....	.....	104,547 16	45 36	6,023 99	510 36	6,579 71
Total,	$81,634 49	$365,434 39	$713,465 57	$7,433 50	$8,789 25	$8,123,731 37	$2,050 96	$746,064 72	$363,972 64	$1,112,088 32

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TABLE II.

Financial Report, by Cities, for the School Year Ending June 30th, 1903.

CITIES.	Amount due the district, July 1st, 1902, from State and county funds.	Amount due the district, July 1st, 1902, from district tax.	Amount due the district, July 1st, 1902, from other sources.	Total amount due the district, July 1st, 1902.	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 manual training.
Asbury Park,	$8,202 10	$20,600 00	$3,102 95	$31,905 05	$17,443 00	$2,388 92	$1,222 17	$3,025 00	$2,241 79
Atlantic City,	41,635 10	59,654 00	28,863 08	130,152 18	55,179 77	11,361 91	16,273 73	18,709 12	3,974 82
Bayonne,	56,273 77	86,596 23	117,054 76	259,924 76	109,822 72	13,334 20	33,290 14	.....	.....
Bloomfield,	23,189 65	47,004 91	3,661 38	73,855 94	38,624 95	7,424 38	3,056 94	9,980 00	4,734 17
Bordentown,	4,163 21	5,736 79	152 76	10,052 76	6,615 00	908 68	124 47	1,414 35	.....
Bridgeton,	13,365 44	20,184 56	2,294 91	35,844 91	22,477 70	3,554 35	527 34	.....	.....
Burlington,	7,163 48	11,216 49	1,055 00	19,434 97	11,510 00	1,588 33	794 78	2,360 00	.....
Camden,	86,706 36	201,288 93	2,868 92	290,864 21	176,476 12	34,402 30	21,735 53	8,356 25	7,881 73
Dover,	10,392 35	12,765 80	3,945 89	27,104 04	16,212 13	1,742 50	755 48	3,000 00	.....
East Orange,	49,390 96	102,996 54	48,551 60	200,939 10	89,984 15	12,740 91	45,934 99	19,317 50	5,087 22
Elizabeth,	55,097 24	83,726 06	32,478 75	171,302 05	95,876 50	13,388 05	30,867 05	.....	.....
Englewood,	9,468 43	33,563 58	2,386 20	45,418 21	26,275 00	4,061 68	1,500 00	1,675 00	.....
Gloucester City,	5,100 75	7,500 00	.....	12,600 75	9,225 00	1,507 74	657 64	.....	.....
Hoboken,	81,302 37	112,566 75	2,252 47	196,121 59	148,810 74	16,662 56	11,386 19	.....	.....
Jersey City,	248,983 18	565,284 77	269,684 34	1,083,952 29	454,153 52	46,711 55	177,122 48	39,755 00	.....
Lambertville,	6,384 56	6,682 62	2,021 83	15,089 01	9,325 50	1,328 46	1,306 00	1,800 00	.....
Millville,	13,040 99	15,059 01	1,874 42	29,974 42	22,386 20	3,028 10	2,565 42	.....	.....
Montclair,	34,185 66	97,848 06	44,737 89	176,771 61	75,080 90	10,978 55	7,755 94	26,542 50	9,042 13
Morristown,	13,249 63	29,500 00	22,782 55	65,532 18	26,017 00	4,373 03	3,599 38	.....	.....
Newark,	420,562 79	661,220 35	29,377 00	1,111,160 14	713,875 17	75,577 21	81,668 90	.....	14,357 57
New Brunswick,	19,777 89	47,750 00	10,846 02	78,373 91	45,088 68	7,684 93	2,916 28	15,111 09	.....
Orange,	37,175 27	105,197 61	1,048 94	143,421 82	59,593 02	8,271 17	38,586 82	16,410 00	4,173 63
Passaic,	38,778 89	76,496 72	49,640 00	164,915 61	72,265 22	11,692 66	38,429 51	.....	5,000 00

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Paterson,	132,506 52	185,000 00	21,663 05	339,169 57	229,908 65	28,883 58	21,304 66	.....	2,848 39	
Perth Amboy,	17,942 75	25,691 08	57 25	43,691 08	27,659 33	5,912 47	6,178 25	.....	.....	
Phillipsburg,	13,201 19	20,494 98	362 75	34,058 92	21,527 59	4,866 90	1,136 32	.....	.....	
Plainfield,	23,806 68	61,600 00	13,233 92	98,640 60	51,699 63	7,936 24	4,001 33	.....	.....	
Railway,	12,447 58	14,500 00	1,644 50	28,592 08	18,517 95	5,230 01	1,926 44	.....	7,505 00	
Salem,	10,646 91	8,502 06	797 67	20,046 67	13,173 75	2,217 51	1,387 33	.....	.....	
Town of Union,	23,911 92	32,372 47	68,989 07	125,273 46	76,751 83	5,259 60	31,604 17	1,367 00	.....	
Trenton,	104,895 26	115,678 29	82,581 69	303,155 24	157,320 86	20,833 87	80,753 38	4,950 00	531 47	
West Hoboken,	36,145 91	33,232 02	638 87	70,016 80	47,992 85	6,209 91	4,230 00	23,513 00	.....	
Total,	$1,659,134 82	$2,907,570 68	$870,650 43	$5,437,355 93	$2,890,070 43	$382,092 35	$674,669 06	$204,790 81	$59,872 92	

TABLE II—CONTINUED.

Financial Report, by Cities, for the School Year Ending June 30th, 1903.

CITIES.	Amount expended for text-books, apparatus and supplies.	Amount expended for other school purposes.	Amount expended for transportation of pupils.	Amount expended for tuition of pupils in adjoining districts.	Total amount expended.	Balance of State and county funds, June 30th, 1903.	Balance of district tax, June 30th, 1903.	Balance of moneys from other sources, June 30th, 1903.	Total balance, June 30th, 1903.
Asbury Park,	$1,291 73	$1,712 05			$29,324 66		$787 74	$1,792 65	$2,580 39
Atlantic City,	9,601 53	5,773 14			120,874 02		9,278 16		9,278 16
Bayonne,	9,055 71	6,494 70			171,997 56		425 30	87,501 90	87,927 20
Bloomfield,	6,735 53	1,939 64	$288 00		72,783 61			1,072 33	1,072 33
Bordentown,	337 83	219 54			9,619 87		432 89		432 89
Bridgeton,	2,057 31	868 10			29,484 80		5,374 84	985 27	6,360 11
Burlington,	2,268 31	909 03			19,430 45		4 52		4 52
Camden,	20,906 90	11,616 66			281,375 49		9,488 72		9,488 72
Dover,	887 30	2,617 08			25,214 49		1,889 55		1,889 55
East Orange,	4,546 83	4,147 86			181,759 46		9,201 81	9,977 83	19,179 64
Elizabeth,	10,112 46	13,763 96			164,008 02		5,712 33	1,581 70	7,294 03
Englewood,	1,850 00	4,304 75			39,666 43		3,563 58	2,188 20	5,751 78
Gloucester City,	348 19	772 17			12,510 74		90 01		90 01
Hoboken,	9,002 18	10,126 79			195,988 46		133 13		133 13
Jersey City,	16,828 66	19,331 02			753,902 23		274,740 67	55,309 39	330,050 06
Lambertville,	915 96	321 68			14,997 60			91 41	91 41
Millville,	1,643 33	289 25			29,912 30		62 12		62 12
Montclair,	6,495 56	35,589 54			171,485 12		5,286 49		5,286 49
Morristown,	1,495 91	5,297 88			40,693 20		24,838 98		24,838 98
Newark,	38,235 92	83,570 80			1,007,285 57		103,874 57		103,874 57
New Brunswick,	4,367 60	1,967 68			77,136 26		1,237 65		1,237 65
Orange,	2,678 27	4,313 41			134,026 32		8 52	9,386 98	9,395 50
Passaic,	7,816 49	5,240 00			140,443 88		2,965 37	21,506 36	24,471 73

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Paterson,	19,908 84	17,827 20			320,741 32		18,428 25		18,428 25
Perth Amboy,	2,895 14	1,015 89			43,691 08				
Phillipsburg,	2,967 51	354 50			33,852 82			206 10	206 10
Plainfield,	3,707 46	16,410 55			91,260 21		7,354 89	25 50	7,380 39
Rahway,	2,149 83	110 31			27,944 54			647 54	647 54
Salem,	1,376 17	524 91			20,046 67				
Town of Union,	2,716 63	17,844 36			99,658 06		4,807 44	20,807 96	25,615 40
Trenton,	10,761 73	29,772 40			303,155 24				
West Hoboken,	4,603 08	6,837 54			69,873 38			143 42	143 42
Total,	$210,565 90	$311,794 39	$288 00		$4,734,143 86		$489,987 53	$213,224 54	$703,212 07

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TABLE III.

Apportionment of School Moneys for the School Year Beginning July 1st, 1902.

COUNTIES.	Balance of State and county moneys, July 1st, 1903.	Balance of district tax, July 1st, 1903.	Balance received from other sources, July 1st, 1903.	Amount apportioned from State appropriation, State school tax, and State school fund appropriation.	Amount apportioned from surplus revenue.	Amount apportioned from balances.	Amount of district tax voted for current expenses.	Amount of district tax voted for purchase of land.
Atlantic,	$23 33	$21,342 56	$567 87	$84,585 84	$534 18		$81,945 07	
Bergen,	28 87	41,519 31	64,019 78	128,573 26	1,795 08		227,734 08	$600 00
Burlington,	39	3,488 49	602 32	65,658 50	4,363 92		62,747 97	805 00
Camden,		19,576 17	684 93	126,252 88	1,529 71		328,325 00	200 00
Cape May,		11,857 03		24,746 38	750 00		33,311 43	
Cumberland,		11,458 99	3,403 10	56,554 88	1,766 13		69,732 39	
Essex,		133,395 17	64,115 09	667,521 72			973,580 26	
Gloucester,	26	5,902 41	375 07	44,003 83	1,811 50		40,212 50	
Hudson,		304,118 16	172,656 22	537,947 82			950,264 44	122,300 00
Hunterdon,	663 26	4,795 43	15,271 90	51,814 09	3,297 43		28,327 40	
Mercer,	108 20	660 20	2,313 96	138,824 71	454 62		120,992 60	
Middlesex,		24,320 31		87,441 29			142,402 50	
Monmouth,	421 32	24,881 12	4,661 72	146,370 18	2,681 33		135,549 25	
Morris,		60,419 95		85,371 88	3,597 05		102,010 00	
Ocean,		4,904 52	840 76	31,008 53	904 10		38,987 17	
Passaic,	05	37,769 71	23,819 91	213,760 91	1,168 38		320,232 99	
Salem,	620 41	3,929 77	113 07	41,134 97	2,100 00		22,419 34	
Somerset,	79 35	2,080 50	1,795 90	55,116 22	2,869 09		46,497 41	
Sussex,	42 28	900 45	4,575 05	43,662 47	2,321 34		32,900 00	250 00
Union,	17 88	22,720 48	3,645 63	134,284 02		$800 42	241,358 76	
Warren,	45 36	6,023 99	510 36	54,907 10			45,377 43	
Total,	$2,050 96	$746,064 72	$363,972 64	$2,819,541 48	$31,943 86	$800 42	$4,044,907 99	$124,155 00

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TABLE III—CONTINUED.

Apportionment of School Moneys for the School Year Beginning July 1st, 1902.

COUNTIES.	Amount of district tax voted for building, enlarging and repairing school-houses.	Amount of district tax voted for manual training.	Amount of district tax voted for bonds and interest.	Total amount of district tax ordered to be raised.	Amount received from temporary loans.	Amount received from sale of bonds.	Amount received from manual training and other sources.	Total amount available for school year ending June 30th, 1904.
Atlantic,	$9,010 00	$2,000 00	$24,662 37	$117,617 44				$224,671 22
Bergen,	15,072 50	3,200 00	48,581 11	295,187 69			$3,200 00	534,323 99
Burlington,	8,424 47		10,963 85	82,941 29				157,054 91
Camden,	32,500 00	4,500 00	16,377 50	381,902 50			4,500 00	534,446 19
Cape May,	4,008 00		1,608 00	38,927 43				76,280 84
Cumberland,	5,055 00	500 00	6,353 00	81,640 39				154,823 49
Essex,	144,382 40	19,875 00	93,076 00	1,230,913 66			19,875 00	2,115,820 64
Gloucester,	3,953 33		7,508 03	51,673 86				103,766 93
Hudson,	309,550 00	4,900 00	200,466 00	1,587,480 44				2,602,202 64
Hunterdon,	4,916 83		1,237 00	34,481 23				110,323 34
Mercer,	11,355 86		8,014 00	140,362 46				282,724 15
Middlesex,	61,309 00		15,899 00	219,610 50				331,372 10
Monmouth,	20,932 00	4,100 00	36,653 00	197,234 25				376,249 92
Morris,	9,000 00		14,135 50	125,145 50				274,534 38
Ocean,	1,340 00		6,450 00	46,777 17				84,435 08
Passaic,	20,800 00	3,500 00	9,573 50	354,106 49				630,625 45
Salem,	2,862 33		2,917 83	28,199 50				76,097 72
Somerset,	150 00	1,350 00	9,772 50	57,769 91				119,710 97
Sussex,	4,100 00		1,815 00	39,065 00				90,566 59
Union,	141,869 00		73,352 50	456,580 26	$29,791 11	$64,622 28	21,242 27	733,704 35
Warren,	3,415 00		4,585 00	53,377 43				114,864 24
Total,	$814,005 72	$43,925 00	$594,000 69	$5,620,994 40	$29,791 11	$64,622 28	$48,817 27	$9,728,599 14

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TABLE IV.

Enrollment and Attendance of Pupils, by Counties.

COUNTIES.	Number of days the schools were kept open.	Number of boys between 4 and 20 years of age on roll in the schools during the year.	Number of girls between 4 and 20 years of age on roll in the schools during the year.	Total number of children between 4 and 20 years of age on roll 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.	Average number of cases of tardiness per day for each teacher.	Average number on roll.	Average daily attendance.
Atlantic,	170	4,959	5,025	9,984	94	21,341	.847	7,467	6,380
Bergen,	190	9,134	8,936	18,097	253	37,420	.51	13,269	11,856
Burlington,	175	5,233	5,196	10,429	65	24,775	.61	6,664	5,847
Camden,	186	10,044	10,003	20,047	220	24,145	.26	14,083	12,513
Cape May,	170	1,616	1,646	3,262	28	11,861	.997	2,258	1,968
Cumberland,	172	5,224	5,358	10,582	130	27,372	.68	7,566	6,797
Essex,	189	31,498	31,889	63,387	1,044	51,621	.18	49,798	45,588
Gloucester,	180	3,676	3,418	7,094	72	21,078	.701	4,549	4,008
Hudson,	195	32,218	32,172	64,390	2,123	34,945	.272	50,717	46,866
Hunterdon.	182	3,240	3,201	6,441	67	13,811	.46	4,279	3,634
Mercer,	187	7,334	7,419	14,753	108	23,719	.68	10,853	9,799
Middlesex,	182	6,814	6,774	13,588	394	14,683	.22	9,771	8,987
Monmouth,	178	8,703	8,451	17,154	341	29,109	.516	11,883	10,637
Morris,	187	5,921	5,753	11,674	293	13,088	.443	8,159	7,393
Ocean,	183	2,335	2,315	4,650	98	6,116	.30	3,091	2,754
Passaic,	190	13,651	13,640	27,291	408	32,157	.34	20,955	19,149
Salem,	174	2,956	2,753	5,709	90	16,287	.72	3,728	3,339
Somerset,	184	3,219	3,017	6,236	137	13,795	.53	4,251	3,810
Sussex,	180	2,543	2,664	5,207	101	16,172	.607	3,350	2,953
Union,	185	8,531	8,442	16,973	428	17,728	.49	12,875	11,664
Warren,	182	3,772	3,737	7,509	218	11,247	.326	5,308	4,844
Total,	182	172,621	171,836	344,457	6,712	462,470	.509	254,874	230,786

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TABLE IV—CONTINUED.

Enrollment and Attendance of Pupils, by Counties.

COUNTIES.	Percentage of daily attendance on average enrollment.	Number of pupils enrolled in kindergartens.	Number of pupils enrolled in primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of pupils transported.	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.
Atlantic,	.878	156	6,468	2,947	413	5	31	186	$78 44	$42 47
Bergen,	.88	1,983	10,818	4,757	539	5	65	351	104 79	55 52
Burlington,	.87	147	6,355	3,564	363	26	25	227	74 93	41 55
Camden,	.89	153	14,001	5,304	589	.....	32	451	86 41	48 47
Cape May,	.871	190	1,781	1,148	143	.....	32	54	56 99	44 89
Cumberland,	.89	28	6,583	3,088	883	.....	36	202	53 14	37 69
Essex,	.91	9,105	37,155	14,089	3,038	101	192	1,469	134 58	66 77
Gloucester,	.881	.....	4,847	2,142	105	22	33	134	58 45	42 46
Hudson,	.907	3,466	44,133	15,272	1,519	3	88	1,332	170 22	61 10
Hunterdon,	.85	.....	3,790	2,396	255	.....	31	133	53 65	39 04
Mercer,	.863	173	9,851	4,074	655	21	19	332	101 88	49 00
Middlesex,	.92	172	9,200	3,540	676	144	44	274	85 07	50 21
Monmouth,	.888	492	10,029	5,548	1,085	79	73	328	77 35	47 28
Morris,	.89	.....	7,195	3,898	581	34	66	211	64 38	49 30
Ocean,	.873	109	2,596	1,706	239	2	37	90	53 32	42 95
Passaic,	.91	3,215	16,310	6,529	1,237	.....	82	615	89 34	52 59
Salem,	.922	53	3,712	1,553	391	14	16	120	58 10	39 28
Somerset,	.878	468	3,448	2,054	266	20	20	137	78 38	47 51
Sussex,	.88	154	3,011	1,824	218	.....	34	107	52 52	36 83
Union,	.905	.....	11,058	4,756	1,159	.....	37	357	149 60	50 45
Warren,	.912	65	4,396	2,599	449	.....	35	156	55 73	36 81
Total,	.888	20,129	216,737	92,788	14,803	476	1,028	7,266	$95 88	$53 69

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TABLE V.

Enrollment and Attendance of Pupils, by Cities.

CITIES.	Number of days the schools were kept open.	Number of boys between 4 and 20 years of age on roll in the schools during the year.	Number of girls between 4 and 20 years of age on roll in the schools during the year.	Total number of children between 4 and 20 years of age on roll 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.	Average number of cases of tardiness per day for each teacher.	Average number on roll.	Average daily attendance.	Percentage of daily attendance on average enrollment.
Asbury Park,	177	371	376	747	13	1,226	.36	543	501	.92
Atlantic City,	175	2,921	2,714	5,335	25	8,981	.50	4,258	3,597	.83
Bayonne,	193	3,343	3,087	6,440	68	5,896	.20	4,802	4,076	.84
Bloomfield,	195	940	991	1,931	21	4,448	.46	1,505	1,380	.91
Bordentown,	187	286	284	570	5	568	.25	401	340	.85
Bridgeton,	185	1,225	1,298	2,523	24	5,347	.59	1,861	1,701	.92
Burlington,	187	503	553	1,056	7	1,295	.75	745	669	.90
Camden,	188½	6,840	6,891	13,731	151	4,554	.07	10,061	9,051	.90
Dover,	189	696	740	1,436	90	365	.06	1,152	1,088	.94
East Orange,	187	2,153	2,204	4,357	97	1,383	.07	3,452	3,205	.92
Elizabeth,	188	3,927	4,041	7,968	194	2,563	1.53	6,049	5,372	.90
Englewood,	184	531	596	1,127	9	2,068	.44	843	748	.89
Gloucester City,	197½	534	489	1,023	.....	5,083	1.35	647	562	.85
Hoboken,	198	4,944	4,898	9,842	188	2,215	.59	7,825	7,243	.92
Jersey City,	195½	14,844	15,425	30,269	1,631	13,643	.12	24,709	23,224	.94
Lambertville,	191	336	388	724	22	765	.27	569	526	.92
Millville,	185	997	1,184	2,181	31	3,129	.36	1,644	1,517	.92
Montclair,	188	1,568	1,464	3,032	73	6,440	.38	2,425	2,236	.92
Morristown,	190	779	801	1,580	78	1,050	.17	1,272	1,201	.94
Newark,	191	20,873	21,357	42,230	569	24,452	.15	33,515	30,692	.91
New Brunswick,	184	1,553	1,437	2,990	142	615	.05	2,147	2,050	.95
Orange,	194	1,877	1,895	3,772	100	1,615	.09	2,775	2,537	.92
Passaic,	193	2,755	2,759	5,514	28	11,708	.54	4,034	3,706	.92
Paterson,	199	8,216	8,282	16,498	304	13,693	.19	13,345	12,253	.92

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Perth Amboy,	191	1,737	1,736	3,473	73	1,293	.08	2,696	2,490	.91
Phillipsburg,	190	862	905	1,767	97	1,333	.17	1,510	1,436	.95
Plainfield,	182	1,423	1,368	2,791	71	5,955	.50	2,236	2,070	.92
Rahway,	186	721	709	1,430	21	1,394	.24	1,106	1,029	.93
Salem,	191	714	640	1,354	48	2,441	.49	980	928	.70
Town of Union,	196½	1,574	1,567	3,141	54	499	.05	2,510	2,342	.93
Trenton,	192	5,175	5,429	10,604	68	8,705	.21	8,286	7,550	.91
West Hoboken,	194	2,617	2,436	5,053	90	3,865	.29	3,834	3,634	.94
Total,	189½	97,535	98,954	196,489	4,392	151,157	.36	153,738	140,954	.90

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TABLE V.—CONTINUED.

Enrollment and Attendance of Pupils, by Cities.

CITIES.

	Number of pupils enrolled in kindergartens.	Number of pupils enrolled in primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of pupils transported.	Total number of days transported.	Average number of pupils transported per day.	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.
Asbury Park,	87	206	250	114				3	23	$134 34	$65 67
Atlantic City,		3,564	1,494	277				4	104	143 42	50 33
Bayonne,	522	3,916	1,818	174				10	174	155 69	54 07
Bloomfield,	313	975	514	129	14	1,433	7+	2	51	89 50	57 36
Bordentown,		326	194	50				3	11	85 56	46 91
Bridgeton,		1,411	804	308				2	49	87 50	38 77
Burlington,		728	272	56				2	22	101 33	46 39
Camden,	111	9,868	3,388	384				15	350	106 87	49 43
Dover,		846	469	121				3	27	110 38	51 60
East Orange,	516	2,176	1,201	464				14	101	192 50	65 75
Elizabeth,		4,997	2,504	467				11	142	160 00	57 50
Englewood,	143	607	325	52				2	36	205 80	67 80
Gloucester City,		676	295	52				1	16	100 00	57 00
Hoboken,	1,240	6,719	1,667	216				8	213	156 31	51 41
Jersey City,	453	21,279	7,820	717				35	641	243 89	66 52
Lambertville,		446	181	97				1	15	110 00	64 23
Millville,		1,510	520	151				4	50	71 00	52 13
Montclair,	428	1,490	746	368				13	88	145 83	71 01
Morristown,		961	470	149				3	37	142 00	62 46
Newark,	6,695	25,415	8,731	1,389				121	938	129 46	60 70
New Brunswick,	77	1,834	770	259				10	65	138 56	69 00
Orange,	479	2,414	696	213				9	90	120 49	59 75
Passaic,	1,020	2,808	1,306	271				9	129	109 70	57 02
Paterson,	1,700	10,008	4,012	778				49	400	96 28	51 50

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Perth Amboy,	75	2,515	723	160				7	55	123 60	47 00
Phillipsburg,		1,071	535	161				5	36	80 64	44 92
Plainfield,		1,821	691	279				5	69	100 00	64 00
Rahway,		1,023	318	89				5	33	85 00	43 00
Salem,	53	899	289	113				2	28	83 70	43 30
Town of Union,	215	1,899	814	213				8	49	122 19	56 21
Trenton,	75	7,291	2,695	543				13	249	110 40	50 80
West Hoboken,	750	3,189	1,030	93				5	81	136 39	50 91
Total,	14,971	125,019	47,492	9,007	14	1,433	7+	390	4,352	$137 44	$59 28

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TABLE VI.

Teachers' Salaries, by Counties.

COUNTIES.	Average salary per month paid to male teachers, 1902-1903.	Increase.	Decrease.	Average salary per month paid to female teachers, 1902-1903.	Increase.	Decrease.
Atlantic,	$78 44	$9 24	.....	$42 47	.....	$0 26
Bergen,	104 79	.....	$4 03	55 52	.....	1 76
Burlington,	74 93	4 57	.....	41 55	.....	04
Camden,	86 41	2 92	.....	48 47	$0 19	.....
Cape May,	56 99	79	.....	44 89	1 46	.....
Cumberland,	53 14	.....	20	37 69	.....	6 03
Essex,	134 58	25 68	.....	66 77	5 16	.....
Gloucester,	58 45	85	.....	42 46	1 52	.....
Hudson,	170 22	13 10	.....	61 10	1 81	.....
Hunterdon,	53 65	1 77	.....	39 04	38	.....
Mercer,	101 88	.....	13 80	49 00	1 34	.....
Middlesex,	85 07	.....	8 10	50 21	7 88	.....
Monmouth,	77 35	2 10	.....	47 28	.....	2 07
Morris,	64 38	.....	88	49 30	06	.....
Ocean,	53 32	.....	2 82	42 95	7 02	.....
Passaic,	89 34	6 99	.....	52 59	3 43	.....
Salem,	58 10	2 85	.....	39 28	38	.....
Somerset,	78 38	8 10	.....	47 51	1 03	.....
Sussex,	52 52	4 71	.....	36 83	.....	07
Union,	149 60	39 60	.....	50 45	.....	5 65
Warren,	55 73	5 78	.....	36 81	43	.....
Total,	$95 88	$8 73	.....	$53 69	$1 70	.....

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TABLE VII.

Teachers' Salaries, by Cities.

CITIES.	Average salary per month paid to male teachers, 1902-1903.	Increase.	Decrease.	Average salary per month paid to female teachers, 1902-1903.	Increase.	Decrease.
Asbury Park,	$134 34	.....	$90 66	$65 67	.....	$0 06
Atlantic City,	143 42	$5 25	.....	50 33	$1 28	.....
Bayonne,	155 69	20 94	.....	54 97	.....	4 76
Bloomfield,	89 50	.....	1 05	57 30	1 03	.....
Bordentown,	85 56	1 35	.....	46 91	2 89	.....
Bridgeton,	87 50	10 00	.....	38 77	.....	2 84
Burlington,	101 33	.....	5 42	46 59	.....	2 41
Camden,	105 87	.....	11 34	49 43	.....	52
Dover,	116 38	1 13	.....	51 60	66	.....
East Orange,	192 50	9 43	.....	65 75	65	.....
Elizabeth,	160 00	27 00	.....	57 50	1 50	.....
Englewood,	205 80	40 80	.....	67 80	6 08	.....
Gloucester City,	100 00	.....	.....	51 41	3 17	.....
Hoboken,	156 31	.....	18 69	66 52	87	.....
Jersey City,	243 89	8 57	.....	64 23	.....	3 95
Lambertville,	110 00	2 00	.....	52 13	5 68	.....
Millville,	71 00	3 08	.....	35 72	.....	1 55
Montclair,	145 83	39 77	.....	71 01	1 60	.....
Morristown,	142 00	79	.....	62 40	.....	37
Newark,	138 36	36 91	.....	69 70	7 71	.....
New Brunswick,	120 40	10 78	.....	60 00	13 44	.....
Orange,	161 22	34 45	.....	55 75	.....	1 23
Passaic,	109 70	1 96	.....	57 02	.....	3 36
Paterson,	96 28	.....	38 86	51 59	.....	3 21
Perth Amboy,	123 60	33 42	.....	47 00	81	.....
Phillipsburg,	80 64	5 04	.....	44 92	.....	2 40
Plainfield,	100 00	.....	2 00	64 00	4 00	.....
Rahway,	85 00	.....	28 00	43 00	3 00	.....
Salem,	83 70	3 70	.....	43 30	2 93	.....
Town of Union,	122 19	6 14	.....	56 21	1 33	.....
Trenton,	110 40	.....	21 20	50 80	.....	2 02
West Hoboken,	136 39	.....	2 35	50 91	.....	3 73
Average,	$137 44	$6 74	.....	$59 28	$1 04	.....

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TABLE VIII.

Condition of School-Houses, by Counties.

COUNTIES.	Number of school-houses.	Number owned.	Number rented.	Brick.	Wood.	Stone.	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 remodeled.
Atlantic,	70	67	3	8	62	.....	203	9,636	2	6
Bergen,	114	107	7	32	78	4	408	17,010	2	4
Burlington,	130	120	10	40	90	.....	248	11,975	3	8
Camden,	107	99	8	34	70	3	453	19,292	2	2
Cape May,	38	37	1	1	37	.....	88	3,866	.....	1
Cumberland,	95	94	1	33	62	.....	242	12,376	4	2
Essex,	128	122	6	96	31	1	1,346	62,511	5	5
Gloucester,	77	75	2	7	64	6	166	7,502	.....	3
Hudson,	100	83	17	86	12	2	1,208	55,689	6	4
Hunterdon,	111	111	.....	9	88	14	169	6,797	3	2
Mercer,	82	82	.....	41	39	2	335	14,864	2	.....
Middlesex,	98	93	5	35	63	.....	301	14,163	2	4
Monmouth,	133	132	1	28	105	.....	392	21,044	.....	4
Morris,	121	119	2	20	94	7	270	12,162	1	3
Ocean,	68	64	4	4	64	.....	123	5,290	.....	.....
Passaic,	74	74	.....	34	38	2	611	26,377	3	2
Salem,	79	79	.....	13	66	.....	136	6,804	.....	1
Somerset,	82	76	6	12	68	2	157	6,750	.....	.....
Sussex,	97	97	.....	10	84	3	141	6,121	1	1
Union,	52	48	4	25	26	1	220	8,666	2	5
Warren,	97	95	2	17	65	15	193	9,005	.....	4
Total,	1,953	1,874	79	585	1,306	62	7,410	337,900	38	61

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TABLE IX.

Condition of School-Houses, by Cities.

CITIES.	Number of school-houses.	Number owned.	Number rented.	Brick.	Wood.	Stone.	Number of class-rooms.	Number of children the school-houses will seat comfortably.
Asbury Park,	2	2	.....	1	1	.....	26	717
Atlantic City,	8	8	.....	6	2	.....	96	4,550
Bayonne,	10	9	1	8	2	.....	124	4,962
Bloomfield,	7	7	.....	7	.....	.....	55	2,332
Bordentown,	2	2	.....	1	1	.....	13	640
Bridgeton,	5	5	.....	5	.....	.....	53	2,600
Burlington,	6	6	.....	6	.....	.....	29	1,243
Camden,	35	31	4	26	7	2	305	12,599
Dover,	3	3	.....	3	.....	.....	28	1,291
East Orange,	7	7	.....	7	.....	.....	104	4,077
Elizabeth,	10	10	.....	9	.....	1	156	7,183
Englewood,	5	5	.....	2	3	.....	35	1,105
Gloucester City,	5	5	.....	3	2	.....	17	848
Hoboken,	16	9	7	15	1	.....	187	8,394
Jersey City,	33	33	.....	31	1	1	545	25,642
Lambertville,	3	3	.....	3	.....	.....	15	684
Millville,	14	14	.....	9	5	.....	53	2,624
Montclair,	12	12	.....	7	4	1	73	3,380
Morristown,	3	3	.....	3	.....	.....	34	1,552
Newark,	56	52	4	50	6	.....	827	41,157
New Brunswick,	7	7	.....	7	.....	.....	67	2,656
Orange,	7	7	.....	7	.....	.....	81	3,381
Passaic,	11	11	.....	10	1	.....	127	5,751
Paterson,	19	19	.....	19	.....	.....	367	15,454
Perth Amboy,	10	7	3	7	3	.....	61	3,002
Phillipsburg,	6	6	.....	5	1	.....	46	1,908
Plainfield,	9	7	2	6	3	.....	60	3,046
Rahway,	4	4	.....	4	.....	.....	34	1,180
Salem,	7	4	3	5	2	.....	28	1,330
Town of Union,	4	4	.....	4	.....	.....	63	3,340
Trenton,	28	28	.....	27	.....	1	227	10,289
West Hoboken,	5	4	1	4	.....	1	75	4,148
Total,	359	334	25	307	45	7	4,011	183,065

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TABLE X.

Valuation of School Properties, by Counties.

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 over $40,000.	Total valuation of school buildings.	Average value.
Atlantic,	....	10	30	16	2	....	5	4	$561,125	$8,375
Bergen,	....	....	11	38	33	17	6	2	950,700	8,885
Burlington,	....	31	44	33	4	5	3	....	347,990	2,892
Camden,	....	8	16	42	7	6	15	5	997,039	10,071
Cape May,	....	1	14	18	3	....	....	1	142,053	3,839
Cumberland,	1	2	36	42	5	2	6	....	395,100	4,203
Essex,	....	1	4	13	9	12	31	52	5,021,700	41,161
Gloucester,	....	7	25	34	7	2	....	....	170,350	2,253
Hudson,	....	1	....	5	4	7	19	47	3,899,400	46,981
Hunterdon,	4	28	50	25	2	2	....	....	175,400	1,993
Mercer,	....	1	33	14	6	11	15	2	871,451	10,627
Middlesex,	....	7	40	26	5	7	6	2	667,700	7,179
Monmouth,	....	....	27	73	14	8	5	5	992,700	7,521
Morris,	....	9	46	49	6	6	1	2	495,500	4,163
Ocean,	....	26	17	14	3	3	1	....	163,800	2,730
Passaic,	....	3	4	27	8	5	15	12	1,436,800	19,416
Salem,	....	10	49	19	1	....	....	....	151,400	1,916
Somerset,	....	6	44	18	2	4	1	1	229,665	3,022
Sussex,	....	26	51	15	3	1	1	....	154,000	1,588
Union,	....	3	1	12	3	9	10	10	1,023,325	21,319
Warren,	....	27	40	22	1	1	4	....	282,550	2,974
Total,	5	207	582	555	128	108	144	145	$19,129,748	$10,208

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TABLE XI.

Valuation of School Property, by Cities.

CITIES.	Number valued at $1,000 or less.	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.	Total valuation of school buildings.	Average value.
Asbury Park,		1				1	$100,000	$50,000
Atlantic City,					4	4	435,000	54,375
Bayonne,		1			1	7	447,000	44,700
Bloomfield,		1			2	4	276,500	39,500
Bordentown,		1		1			20,000	10,000
Bridgeton,			1		4		128,000	25,600
Burlington,		1	3	1	1		65,000	10,833
Camden,	1	4	2	5	14	5	793,489	25,273
Dover,				2	1		58,000	19,333
East Orange,						7	648,000	92,570
Elizabeth,				1	4	5	427,000	42,700
Englewood,			2		2	1	114,000	22,800
Gloucester City,		2	2	1			34,000	6,800
Hoboken,			2			7	630,000	70,000
Jersey City,		3		2	3	25	1,790,000	54,248
Lambertville,		2	1				16,000	5,333
Millville,	5	5	2	1	1		83,700	5,979
Montclair,		2	3	1	5	1	344,000	28,667
Morristown,				1	1	1	130,000	41,333
Newark,		2	2	5	14	29	2,640,400	50,950
New Brunswick,		1	1	2	1	2	196,000	28,000
Orange,						7	363,000	51,855
Passaic,		1		1	5	4	348,000	31,633
Paterson,				2	9	8	851,300	44,815
Perth Amboy,	1	1		1	4		143,500	20,500
Phillipsburg,		3			3		97,500	16,250
Plainfield,				1	5	1	236,875	39,879
Rahway,				4			64,000	16,000
Salem,		2	1	0	1		40,000	10,000
Town of Union,		1				3	206,000	51,500
Trenton,			2	10	14	2	697,126	24,897
West Hoboken,					1	3	170,000	42,500
Total,	7	34	24	42	100	127	$12,593,390	$37,705

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TABLE XII.

School Terms and District Tax.

COUNTIES.	Total 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 for current expenses.	Number of districts that raised tax for the purchase of land.	Number of districts that raised tax to build and repair school-houses.	Number of districts that raised tax for manual training.	Number of districts that raised tax for bonds and interest.	Number of districts that raised no tax.
Atlantic,	16	.....	14	2	15	7	7	.....	7	1
Bergen,	55	.....	3	52	54	1	32	4	39	1
Burlington,	33	.....	16	17	33	2	9	.....	11	.....
Camden,	13	.....	7	6	14	1	12	1	8	.....
Cape May,	12	.....	12	.....	13	.....	6	.....	4	.....
Cumberland,	12	.....	10	2	12	.....	.....	12	1	.....
Essex,	17	.....	.....	17	17	.....	7	8	13	.....
Gloucester,	17	.....	13	4	17	.....	11	.....	10	.....
Hudson,	13	.....	.....	13	13	2	11	2	8	.....
Hunterdon,	20	.....	6	14	20	.....	8	.....	2	.....
Mercer,	10	.....	.....	10	10	.....	7	.....	5	.....
Middlesex,	18	.....	6	12	17	.....	14	.....	14	.....
Monmouth,	26	.....	13	13	26	.....	19	5	16	.....
Morris,	24	.....	4	20	24	.....	14	.....	11	.....
Ocean,	20	.....	.....	20	20	.....	6	.....	7	.....
Passaic,	12	.....	1	11	12	.....	6	2	7	.....
Salem,	15	.....	12	3	15	.....	9	.....	4	.....
Somerset,	14	.....	3	11	14	.....	1	1	4	.....
Sussex,	16	.....	9	7	16	1	10	.....	1	.....
Union,	14	.....	.....	14	15	.....	10	.....	8	.....
Warren,	20	.....	9	11	19	.....	8	.....	3	1
Total,	397	.....	138	259	396	14	207	35	183	3

TABLE XIII.

Apportionment of Reserve Fund for the Year 1903–1904.

COUNTIES.	Number of Teachers.	Total Days' Attendance.	Amount Received from State School Fund.	Amount Received from State Fund.	Amount of Tax.	Amount Paid to Reserve Fund.	Amount Received from Reserve Fund.	Total Amount Received.	Amount Out.	Amount In.	Percentage Out.	Percentage In.	Per Capita on Enrollment.	Per Capita on Total Days' Attendance.	Amount per Teacher.
Atlantic, ...	204	1,028,769	$4,883 28	$27,895 90	$51,806 66	$5,180 67	$5,180 67	$84,585 84	.....	.....	.....	.....	8.78	.082	$414 63
Bergen, ...	383	2,131,084	10,115 65	41,460 16	76,997 45	7,699 74	7,699 74	128,573 26	.....	.....	.....	.....	7.56	.06	335 70
Burlington, ..	246	1,051,424	4,990 82	21,233 69	39,433 99	3,943 40	3,943 40	65,658 50	.....	.....	.....	.....	6.23	.062	266 90
Camden, ...	460	2,216,285½	10,520 08	40,506 48	75,226 32	7,522 63	7,522 63	126,252 88	.....	.....	.....	.....	6.73	.057	274 46
Cape May, ...	78	312,083½	1,481 38	8,142 75	15,122 25	1,512 23	1,512 23	24,746 38	.....	.....	.....	.....	7.99	.079	317 26
Cumberland, .	225	1,190,270	5,649 88	16,766 75	31,138 25	3,113 82	6,113 82	56,554 88	.....	$3,000 00	.....	9.8	5.12	.047	251 35
Essex, ...	1,589	8,454,113	40,129 23	221,564 87	411,477 62	41,147 76	35,497 76	667,521 72	$5,650 00	.....	1.1	.....	10.92	.079	420 09
Gloucester, ..	163	712,914	3,384 01	14,216 94	26,402 88	2,640 29	2,640 29	44,003 83	.....	.....	.....	.....	6.30	.061	268 73
Hudson, ...	1,353	8,569,431½	40,676 62	174,044 92	323,226 28	32,322 63	32,322 63	537,947 82	.....	.....	.....	.....	8.52	.062	397 57
Hunterdon, ..	163	687,201	3,261 96	16,993 25	31,558 88	3,155 89	3,155 89	51,814 09	.....	.....	.....	.....	7.75	.075	319 84
Mercer, ...	333	1,902,393	9,030 12	45,603 11	84,691 48	8,469 15	7,969 15	138,824 71	500 00	.....	.6	.....	9.52	.073	416 89
Middlesex, ..	305	1,657,913½	7,869 65	27,850 07	51,721 57	5,172 16	5,172 16	87,441 29	.....	.....	.....	.....	6.51	.052	253 90
Monmouth, ..	387	1,895,146	8,995 72	48,081 06	89,293 40	8,929 34	8,929 34	146,370 18	.....	.....	.....	.....	8.45	.077	377 83
Morris, ...	271	1,352,176½	6,418 40	27,633 72	51,319 76	5,131 98	5,131 98	85,371 88	.....	.....	.....	.....	7.37	.063	315 02
Ocean, ...	122	470,528½	2,233 47	8,968 77	16,656 29	1,665 63	4,815 63	31,008 53	.....	3,150 00	.....	18.9	6.49	.065	254 17
Passaic, ...	664	3,696,480½	17,546 13	68,675 17	127,539 61	12,753 96	12,753 96	213,760 91	.....	.....	.....	.....	8.08	.058	321 93
Salem, ...	137	591,359	2,807 02	13,414 78	24,913 17	2,491 32	2,491 32	41,134 97	.....	.....	.....	.....	7.29	.069	300 25
Somerset, ...	155	684,834	3,250 72	18,152 93	33,712 57	3,371 26	3,371 26	55,116 22	.....	.....	.....	.....	8.92	.08	355 59
Sussex, ...	141	559,730½	2,656 89	14,351 95	26,653 63	2,665 36	2,665 36	43,662 47	.....	.....	.....	.....	8.09	.074	309 66
Union, ...	371	2,063,147½	9,793 17	43,571 80	80,919 05	8,091 90	8,091 90	134,284 02	.....	.....	.....	.....	8.40	.065	361 95
Warren, ...	189	907,111	4,305 80	17,710 45	32,890 85	3,289 08	3,289 08	54,907 10	.....	.....	.....	.....	7.24	.066	290 50
Total, ...	7,938	42,134,395½	$200,000 00	$916,839 52	$1,702,701 96	$170,270 20	$170,270 20	$2,819,541 48	$6,150 00	$6,150 00	.2	.2	8.38	.067	$355 91

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TABLE XIV.

Per Capita Cost of Education, by Counties.

COUNTIES.	Per capita expense on enrolled attendance.	Per capita expense on average attendance.
Atantic,	$14 32	$22 42
Bergen,	22 21	33 99
Burlington,	14 57	25 99
Camden,	16 84	26 99
Cape May,	14 63	24 21
Cumberland,	12 91	20 09
Essex,	23 41	32 55
Gloucester,	12 57	22 24
Hudson,	18 41	25 29
Hunterdon,	12 89	22 85
Mercer,	17 64	26 55
Middlesex,	15 64	23 65
Monmouth,	16 96	27 35
Morris,	16 13	25 48
Ocean,	14 83	25 05
Passaic,	17 31	24 68
Salem,	11 07	18 92
Somerset,	16 47	26 96
Sussex,	14 19	25 02
Union,	23 33	33 94
Warren,	13 11	20 31
Average,	$18 26	$27 25

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TABLE XV.

Per Capita Cost of Education, by Cities.

CITIES.	Per capita expense on enrolled attendance.	Per capita expense on average attendance.
Asbury Park,	$30 57	$45 58
Atlantic City,	15 35	22 77
Bayonne,	21 53	34 03
Bloomfield,	28 49	39 86
Bordentown,	14 18	23 77
Bridgeton,	11 47	17 02
Burlington,	15 41	24 32
Camden,	17 72	26 89
Dover,	14 94	19 72
East Orange,	25 57	34 76
Elizabeth,	16 71	24 78
Englewood,	32 38	48 78
Gloucester City,	11 58	21 08
Hoboken,	18 75	25 48
Jersey City,	17 74	23 12
Lambertville,	16 42	22 61
Millville,	12 53	18 02
Montclair,	42 26	57 30
Morristown,	23 47	30 88
Newark,	21 57	29 69
New Brunswick,	19 77	28 83
Orange,	19 84	29 50
Passaic,	17 59	26 17
Paterson,	17 97	24 20
Perth Amboy,	10 80	15 06
Phillipsburg,	18 51	22 77
Plainfield,	28 61	38 52
Rahway,	18 18	25 27
Salem,	12 77	18 63
Town of Union,	19 92	26 71
Trenton,	18 75	26 34
West Hoboken,	12 99	18 06
Average,	$19 31	$26 92

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TABLE XVI.

Term of Service of Teachers, by Counties.

COUNTIES.	Number who have been teaching 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.	Years. Average time.	Months. Average time.	Longest time by any one teacher, in years.
Atlantic,	64	88	42	15	5	2	1	6	9	28
Bergen,	144	178	66	22	6	....	....	3	6	24
Burlington,	70	95	50	11	13	6	7	5	6	44
Camden,	86	182	88	45	34	20	28	6	....	40
Cape May,	34	39	8	4	1	....	....	3	2	17
Cumberland,	66	95	33	22	11	4	7	6	6	42
Essex,	332	610	338	154	109	56	62	7	4	41
Gloucester,	69	62	23	7	4	....	2	9	7	39
Hudson,	223	466	345	159	93	66	68	7	9	52
Hunterdon,	63	64	22	6	4	2	3	4	....	39
Mercer,	76	103	73	44	16	17	22	6	4	29
Middlesex,	88	117	69	18	9	9	8	6	2	40
Monmouth,	115	153	78	29	13	11	2	4	9	32
Morris,	103	105	42	14	6	4	3	5	5	34
Ocean,	47	61	11	3	5	....	....	3	3	17
Passaic,	154	289	143	67	26	9	9	4	6	44
Salem,	59	45	16	7	7	1	1	3	5	27
Somerset,	45	79	15	10	6	1	1	4	2	27
Sussex,	65	47	19	5	2	1	2	3	6	28
Union,	85	148	72	41	30	5	13	7	9	36
Warren,	60	61	26	21	10	7	6	6	9	33
Total,	2,048	3,087	1,579	704	410	221	245	5	6	52

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TABLE XVII.

Terms of Service of Teachers, by Districts.

CITIES.	Number who have been teaching 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.	Years. Average time.	Months. Average time.	Longest time by any one teacher, in years.
Asbury Park,	12	10	2	1	....	1	....	3	4	25
Atlantic City,	21	47	22	10	5	2	1	6	9	28
Bayonne,	23	73	43	26	11	2	6	6	....	31
Bloomfield,	24	20	7	4	5	1	....	4	8	21
Bordentown,	1	1	1	2	3	4	2	19	....	40
Bridgeton,	1	24	11	7	3	1	4	8	....	42
Burlington,	5	13	3	2	....	....	1	5	6	36
Camden,	49	122	63	36	30	18	27	9	5	40
Dover,	4	10	11	3	1	1	....	6	1	20
East Orange,	2	33	41	20	9	4	6	9	9	38
Elizabeth,	17	69	29	17	10	2	9	9	4	36
Englewood,	8	20	4	5	1	....	....	4	6	15
Gloucester City,	1	10	3	2	1	....	....	4	1	16
Hoboken,	35	59	64	25	9	15	14	7	6	37
Jersey City,	109	201	148	80	53	44	41	8	9	52
Lambertville,	6	.....	2	1	3	2	2	12	9	31
Millville,	15	13	10	6	6	2	2	8	....	29
Montclair,	23	35	27	12	1	2	1	5	6	27
Morristown,	6	16	7	4	3	2	2	7	7	34
Newark,	201	380	206	98	84	42	48	6	7	41
New Brunswick,	7	31	16	5	4	5	7	8	....	40
Orange,	15	36	21	9	8	5	5	8	....	30
Passaic,	34	56	30	10	3	....	3	5	2	31
Paterson,	74	180	102	55	23	9	6	6	....	41
Perth Amboy,	11	29	16	3	....	2	1	5	5	28
Phillipsburg,	3	6	7	9	7	4	5	10	1	33
Plainfield,	18	25	11	11	3	2	4	8	4	35
Rahway,	16	8	10	2	2	....	....	9	8	19
Salem,	7	6	6	4	5	1	1	4	3	27
Town of Union,	7	19	9	10	8	1	3	9	4	37
Trenton,	55	61	56	40	15	15	20	8	....	29
West Hoboken,	2	40	27	6	5	3	3	11	1	33
Total,	812	1,653	1,015	525	321	192	224	7	8	52

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TABLE XVIII.

Experience of Teachers, by Counties.

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.	Years. Average time.	Months. Average time.	Longest time by any one teacher, in years.
Atlantic,	17	61	69	35	17	7	11	6	4	32
Bergen,	48	147	116	38	28	24	15	7	6	47
Burlington,	26	73	61	32	20	14	26	10	....	47
Camden,	43	118	122	74	51	26	49	7	4	40
Cape May,	12	40	15	11	3	1	4	5	9	30
Cumberland,	30	60	49	36	26	18	19	10	9	42
Essex,	114	465	432	259	154	99	138	9	1	51
Gloucester,	16	46	46	26	16	9	8	3	8	44
Hudson,	92	352	334	214	157	108	163	12	6	63
Hunterdon,	22	52	32	26	13	7	12	8	8	39
Mercer,	33	82	84	51	23	42	36	9	4	45
Middlesex,	40	103	81	32	27	19	16	8	6	40
Monmouth,	31	116	102	67	33	24	28	10	2	45
Morris,	23	86	82	22	25	17	22	10	9	49
Ocean,	20	34	36	15	11	8	3	9	4	29
Passaic,	70	195	189	112	52	35	44	8	8	41
Salem,	14	58	31	9	12	5	7	5	2	36
Somerset,	12	58	36	19	12	10	10	9	1	36
Sussex,	21	46	37	16	8	5	8	7	6	36
Union,	32	104	103	55	50	18	32	9	9	49
Warren,	21	49	44	28	26	11	12	10	4	34
Total,	737	2.345	2.101	1.177	764	507	663	8	7	63

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TABLE XIX.

Experience of Teachers, by Cities.

CITIES.	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. Years.	Average time. Months.	Longest time by any one teacher, in years.
Asbury Park,	4	9	6	4	2	1	....	7	3	25
Atlantic City,	2	23	39	22	10	6	6	9	9	32
Bayonne,	21	49	49	40	12	4	9	6	....	51
Bloomfield,	9	33	5	5	4	3	2	6	6	30
Bordentown,	1	1	1	2	2	3	4	15	....	41
Bridgeton,	.....	11	14	8	5	3	10	13	3	42
Burlington,	2	9	5	1	1	1	5	12	1	42
Camden,	37	83	75	47	39	23	41	11	5	40
Dover,	1	8	13	2	3	2	1	9	8	34
East Orange,	21	54	25	13	....	1	1	5	1	37
Elizabeth,	13	44	30	25	16	5	20	12	8	49
Englewood,	4	16	12	3	1	....	2	7	....	26
Gloucester City,	1	4	7	2	2	....	1	7	7	26
Hoboken,	2	49	56	35	23	29	27	13	6	42
Jersey City,	49	158	120	94	86	59	110	12	3	63
Lambertville,	2	3	2	1	2	3	3	15	9	39
Millville,	10	10	9	5	9	8	3	11	....	27
Montclair,	3	21	35	22	12	3	5	10	....	35
Morristown,	1	5	16	3	5	5	5	12	6	41
Newark,	62	228	278	180	119	77	115	12	....	51
New Brunswick,	2	12	30	8	10	6	7	10	6	40
Orange,	2	28	28	12	8	12	9	14	....	34
Passaic,	7	44	53	22	5	2	3	7	8	31
Paterson,	44	104	114	80	42	28	37	11	....	41
Perth Amboy,	10	27	13	4	1	4	3	8	1	38
Phillipsburg,	.....	7	6	9	8	6	5	14	5	34
Plainfield,	2	25	22	8	6	5	6	12	1	36
Rahway,	7	9	10	4	3	2	3	4	7	33
Salem,	1	5	9	5	2	3	5	4	3	36
Town of Union,	6	16	8	5	11	3	8	12	6	40
Trenton,	29	54	51	41	16	37	34	11	....	45
West Hoboken,	2	32	27	10	7	4	4	12	3	40
Total,	357	1,181	1,168	722	472	348	494	10	5	63

TABLE XX.

Teachers' Certificates, by Counties.

COUNTIES.	State Certificates.				County Certificates				City Certificates.				Educational Advantages.		
	First Grade.	Second Grade.	Third Grade.	Special.	First Grade.	Second Grade.	Third Grade.	Special.	First Grade.	Second Grade.	Third Grade.	Special.	Normal Graduates.	City Training-School Graduates	College Graduates.
Atlantic,	5	65	.....	.....	44	35	13	3	51	.....	1	.....	111	.....	14
Bergen,	25	245	22	18	58	29	9	10	.....	.....	.....	.....	264	.....	35
Burlington,	5	75	18	1	56	54	43	.....	.....	.....	.....	.....	92	.....	14
Camden,	20	48	17	1	33	40	16	1	46	185	57	19	76	109	14
Cape May,	4	14	10	1	18	27	11	1	.....	.....	.....	.....	17	.....	6
Cumberland,	12	24	11	.....	48	50	34	4	10	16	29	.....	43	.....	4
Essex,	66	340	14	6	44	48	23	29	1,012	16	.....	63	486	638	202
Gloucester,	5	30	11	1	43	56	21	.....	.....	.....	.....	.....	42	.....	5
Hudson,	84	144	16	3	86	70	35	11	896	46	9	20	175	810	51
Hunterdon,	8	37	11	.....	42	39	24	3	.....	.....	.....	.....	60	.....	8
Mercer,	17	80	36	1	12	13	12	.....	180	.....	.....	.....	122	88	14
Middlesex,	24	47	47	1	30	55	33	1	43	35	.....	2	193	.....	23
Monmouth,	35	127	26	12	82	71	41	7	.....	.....	.....	.....	186	.....	48
Morris,	11	108	13	1	45	59	26	.....	4	9	.....	1	113	1	24
Ocean,	3	15	5	.....	28	37	31	8	.....	.....	.....	.....	26	.....	6
Passaic,	14	68	13	2	78	38	16	26	286	73	73	10	190	329	39
Salem,	5	27	4	.....	30	33	31	.....	2	2	1	1	30	.....	.....
Somerset,	8	64	13	2	26	18	21	5	.....	.....	.....	.....	87	.....	12
Sussex,	4	19	4	1	21	63	29	.....	.....	.....	.....	.....	23	.....	4
Union,	26	131	15	2	37	13	9	8	146	5	2	.....	138	70	38
Warren,	6	13	8	.....	80	61	21	2	.....	.....	.....	.....	21	.....	11
Total,	387	1,721	314	53	941	909	499	119	2,676	387	172	116	2,415	2,055	572

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TABLE XXI.

Teachers' Certificates, by Cities.

CITIES.	State Certificates.			County Certificates				City Certificates.				Educational Advantages.		
	First Grade.	Second Grade.	Third Grade.	Special.	First Grade.	Second Grade.	Third Grade.	Special.	First Grade.	Second Grade.	Third Grade.	Special.	Normal Graduates.	City Training-School Graduates	College Graduates.
Asbury Park,	2	11	6	3	1	1		2					16		12
Atlantic City,	2	34			17	4	1		50				73		5
Bayonne,	14	59	2					1	66	34		8	52		6
Bloomfield,	2	34	1	1	9	2	3	9					45	2	7
Bordentown,	1	5	1		4	1				1	1		6		
Bridgeton,	4	7	2		3	6	1	4	10	12	2		11		1
Burlington,	1	13			5	5							14		
Camden,	14	23	3	1					46	183	56	19	33	109	9
Dover,	1	20	2		4	3							20		3
East Orange,	4	37	4		4	7			28	9		22	83	2	14
Elizabeth,	13	16	1	1			3		115	4			12	70	10
Englewood,		17	2	1	4	2	1		8	3			25		4
Gloucester City,			6		3	2	3			2	1		6		1
Hoboken,	9	5	4	1	1	6	1		186			8	13	197	11
Jersey City,	33	5							634			4	11	609	22
Lambertville,	1	9			6								10		1
Millville,	3	3	4		6	2	5			4	27		9		
Montclair,		46			3	4				7		41	72	1	23
Morristown,	1	18	4	1	1	2			3	9		1	17	1	10
Newark,	47	69	4			9	5	1	924				102	633	108
New Brunswick,		14	1						34	26			18		9
Orange,	6	32				1			60				53		12
Passaic,	2	18	10		65	18		23					112	1	16

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TABLE XXI—CONTINUED.

Teachers' Certificates, by Cities.

CITIES.	State Certificates.				County Certificates				City Certificates.				Educational Advantages.		
	First Grade.	Second Grade.	Third Grade.	Special.	First Grade.	Second Grade.	Third Grade.	Special.	First Grade.	Second Grade.	Third Grade.	Special.	Normal Graduates.	City Training-School Graduates	College Graduates.
Paterson,	7	.....	.....	.....	.....	.....	.....	.....	286	73	73	10	20	338	22
Perth Amboy,	3	8	26	.....	3	2	.....	.....	9	9	.....	2	38	.....	5
Phillipsburg,	3	2	1	.....	29	3	3	.....	.....	.....	.....	.....	2	.....	4
Plainfield,	2	47	1	.....	.....	.....	.....	.....	24	.....	.....	.....	50	.....	9
Rahway,	2	12	1	.....	9	4	.....	.....	7	1	2	.....	21	.....	3
Salem,	2	2	4	.....	10	3	3	.....	2	2	1	1	3	.....	.....
Town of Union,	4	19	1	.....	14	9	3	7	.....	.....	.....	.....	17	.....	1
Trenton,	16	47	19	.....	.....	.....	.....	.....	180	.....	.....	.....	70	88	9
West Hoboken,	10	.....	.....	.....	29	16	.....	.....	10	12	9	.....	7	4	1
Total,	209	632	110	9	230	112	32	47	2,682	391	172	116	1,041	2,055	338

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TABLE XXII.

Grade of Certificate Granted to Teachers, by Counties.

COUNTIES.	First Grade.	Second Grade.	Third Grade.	Special.
Atlantic,	4	15	10	.....
Bergen,	8	6	5	1
Burlington,	13	25	32	.....
Camden,	6	16	10	.....
Cape May,	7	13	7	2
Cumberland,	7	25	29	.....
Essex,	3	15	21	4
Gloucester,	4	27	16	.....
Hudson,	10	19	19	9
Hunterdon,	6	22	18	.....
Mercer,	4	6	9	.....
Middlesex,	.....	15	18	1
Monmouth,	4	20	22	3
Morris,	5	21	21	3
Ocean,	4	15	35	3
Passaic,	3	5	9	2
Salem,	8	20	18	1
Somerset,	6	7	13	1
Sussex,	6	27	30	.....
Union,	1	3	9	2
Warren,	28	33	23	1
Total,	137	355	374	33

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TABLE XXIII.

Private Schools.

COUNTIES.	Number of unsectarian private schools having twenty-five pupils or more.	Number of sectarian private schools having twenty-five pupils or more.
Atlantic,	6	1
Bergen,	10	7
Burlington,	11	10
Camden,	5	9
Cape May,	3	1
Cumberland,	3	5
Essex,	33	39
Gloucester,	3	1
Hudson,	12	19
Hunterdon,	.....	2
Mercer,	2	2
Middlesex,	8	7
Monmouth,	7	5
Morris,	11	7
Ocean,	3	.....
Passaic,	2	4
Salem,	.....	3
Somerset,	7	3
Sussex,	4	.....
Union,	17	9
Warren,	.....	3
Total,	147	137

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TABLE XXIV.

Evening Schools.

LOCATION.	Number of evenings the schools were kept open.	Number on roll.	Average evening attendance.	Number of teachers.	Average salary per week paid to teachers.	Total expenditure of evening schools.
Burlington County—						
Bordentown,	80	50	9	1	$4 00	$125 00
Florence,	60	35	13	1	3 00	75 00
Medford,	80	20	15	1	4 00	92 00
Camden County—						
Winslow,	65	32	11	1	5 00	80 00
Camden,	61	1,274	372	40	6 67	3,402 83
Cumberland County—						
Landis,	134	102	43	2	9 00	280 00
Millville,	64	99	43	5	5 00	362 00
Essex County—						
Bloomfield,	128	328	57	7	7 00	1,318 03
Nutley,	64	108	.....	1	10 00	273 70
Montclair,	64	159	57	3	41 25	774 00
Newark,	81	6,444	2,935	140	12 00	40,289 07
Gloucester County—						
Clayton,	64	101	32	2	5 00	250 00
Glassboro,	64	113	21	3	5 33	256 00
Monroe,	64	64	7	1	7 00	112 00
Woodbury,	64	32	18	2	6 00	232 00
Woolwich,	64	24	21	1	6 25	125 00
Hudson County—						
East Newark,	64	130	97	3	8 00	448 00
Harrison,	64	320	220	10	5 40	1,000 00
Kearny,	80	150	72	6	6 80	720 25
Bayonne,	68	524	196	15	8 40	2,500 00
Hoboken,	64	579	261	11	8 12	1,480 00
Jersey City,	66	2,897	863	52	6 00	5,981 50
Mercer County—						
Hamilton,	32	36	23	1	8 00	64 00
Trenton,	71	1,462	798	32	6 42	4,662 90
Middlesex County—						
New Brunswick,	64	248	115	8	8 00	1,018 00
Morris County—						
Passaic Township,	59	26	4	1	5 42	80 00
Passaic County—						
Passaic,	153	1,086	424	23	9 07	6,746 88
Paterson,	84	1,543	1,067	56	8 37	7,879 50
Salem County—						
Salem,	121	142	59	4	14 58	350 00
Somerset County,						
Bridgewater Township,	70	133	104	6	5 53	577 50
Warren County—						
Lopatcong,	70	17	11	1	3 93	55 00
Phillipsburg,	64	178	89	8	3 43	1,054 73
Total,	75	18,456	8,074	448	$7 87	$82,664 89

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TABLE XXV.

District Indebtedness.

DISTRICTS.	Amount of debt July 1st, 1902, not including interest.	Amount of debt incurred since July 1st, 1902.	Amount paid during the year ending June 30th, 1903, not including interest.	Amount of debt outstanding July 1st, 1903, not including interest.
Atlantic County—				
Atlantic City,	$229,975 00		$10,000 00	$219,975 00
Buena Vista,		$1,000 00	250 00	750 00
Egg Harbor City,	2,100 00		350 00	1,750 00
Egg Harbor Township,	800 00		400 00	400 00
Galloway,	1,064 00		420 00	644 00
Hammonton,	15,000 00		1,000 00	14,000 00
Pleasantville,		22,500 00	1,000 00	21,500 00
Weymouth,	2,400 00		200 00	2,200 00
Total,	$251,339 00	$23,500 00	$13,620 00	$261,219 00
Bergen County—				
Allendale,	$2,500 00		$500 00	$2,000 00
Bergenfield and Dumont,	4,700 00		500 00	4,200 00
Carlstadt,	2,000 00	$15,000 00	2,000 00	15,000 00
Cliffside Park,		7,000 00		7,000 00
Delford,	17,000 00		1,000 00	16,000 00
East Rutherford,	7,500 00	19,700 00	1,000 00	26,200 00
Englewood City,	3,500 00		1,500 00	2,000 00
Fairview,		12,500 00		12,500 00
Fort Lee,	5,500 00	18,000 00		23,500 00
Glen Rock,	4,000 00		400 00	3,600 00
Harrington,	45,000 00		1,200 00	43,800 00
Hasbrouck Heights,	13,400 00			13,400 00
Hohokus,	1,200 00	11,000 00	600 00	11,600 00
Little Ferry,	1,500 00	1,000 00	1,500 00	1,000 00
Lodi Borough,	18,500 00		500 00	18,000 00
Maywood,	5,000 00		500 00	4,500 00
Midland Township,	1,000 00		500 00	500 00
Montvale,	2,900 00		100 00	2,800 00
New Barbadoes,	51,851 00		2,500 00	49,351 00
Orvil,	2,000 00		500 00	1,500 00
Palisades,	4,000 00		500 00	3,500 00
Ridgefield Borough,	20,000 00			20,000 00
Ridgefield Township,	11,500 00		1,000 00	10,500 00
Ridgewood Township,	42,500 00		1,500 00	41,000 00
Riverside,	6,500 00		800 00	5,700 00
Rutherford,	60,545 00		1,000 00	59,545 00
Saddle River Township,	14,000 00		800 00	13,200 00
Teaneck,	3,000 00		500 00	2,500 00
Edgewater,	9,700 00	1,800 00	1,200 00	10,300 00
Union,	12,500 00		1,000 00	11,500 00
Wallington,	25,000 00		250 00	24,750 00
Westwood,	9,500 00		500 00	9,000 00
Woodcliff,	1,500 00	500 00	500 00	1,500 00
Overpeck,	8,500 00		1,500 00	7,000 00
Lodi Township,	5,000 00			5,000 00
Garfield,	11,800 00	18,000 00	1,000 00	28,800 00
Hillsdale,	1,000 00		500 00	500 00
Bogota,	7,000 00			7,000 00
Palisades Park,	4,000 00		500 00	3,500 00
Total,	$446,596 00	$104,500 00	$27,850 00	$523,246 00

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TABLE XXV—CONTINUED.

District Indebtedness.

DISTRICTS.	Amount of debt July 1st, 1902, not including interest.	Amount of debt incurred since July 1st, 1902.	Amount paid during the year ending June 30th, 1903, not including interest.	Amount of debt outstanding July 1st, 1903, not including interest.
Burlington County—				
Bass River,	$2,100 00	.....	$600 00	$1,500 00
Beverly,	12,400 00	.....	500 00	11,900 00
Bordentown City,	7,000 00	.....	1,000 00	6,000 00
Burlington City,	31,473 23	.....	.....	31,473 23
Chester,	7,150 00	$5,850 00	5,650 00	7,350 00
Cinnaminson,	600 00	.....	300 00	300 00
Delran,	1,200 00	.....	200 00	1,000 00
Easthampton,	300 00	.....	300 00	.....
Medford,	500 00	2,450 00	2,220 00	730 00
Northampton,	27,300 00	.....	1,000 00	26,300 00
Palmyra,	9,000 00	.....	1,000 00	8,000 00
Riverside,	8,600 00	.....	400 00	8,200 00
Riverton,	700 00	.....	700 00	.....
Total,	$108,323 23	$8,300 00	$13,870 00	$102,753 23
Camden County—				
Centre,	$8,300 00	.....	$950 00	$7,350 00
Gloucester Township,	8,300 00	.....	.....	8,300 00
Haddon,	14,550 00	.....	.....	14,550 00
Haddonfield,	15,500 00	.....	500 00	15,000 00
Merchantville,	12,500 00	.....	.....	12,500 00
Waterford,	2,300 00	$3,000 00	300 00	5,000 00
Pensauken,	15,250 00	.....	500 00	14,750 00
Total,	$76,700 00	$3,000 00	$2,250 00	$77,450 00
Cape May County—				
Cape May City,	$39,000 00	.....	$2,000 00	$37,000 00
Dennis,	4,000 00	.....	600 00	3,400 00
Holly Beach,	3,000 00	.....	1,000 00	2,000 00
Wildwood,	7,000 00	.....	.....	7,000 00
Total,	$53,000 00	.....	$3,600 00	$49,400 00
Cumberland County—				
Bridgeton,	$35,000 00	$25,000 00	.....	$60,000 00
Deerfield,	600 00	6,500 00	$300 00	6,800 00
Fairfield,	800 00	.....	.....	800 00
Landis,	16,700 00	.....	2,700 00	14,000 00
Maurice,	1,200 00	.....	.....	1,200 00
Millville,	22,000 00	.....	1,000 00	21,000 00
Total,	$76,300 00	$31,500 00	$4,000 00	$103,800 00
Essex County—				
Belleville,	$34,860 00	$13,000 00	$2,000 00	$45,860 00
Bloomfield,	149,000 00	.....	4,000 00	145,000 00
East Orange,	176,350 00	45,000 00	18,300 00	203,050 00
Nutley,	57,800 00	.....	.....	57,800 00
Glen Ridge,	86,000 00	.....	.....	86,000 00
Irvington,	39,000 00	.....	2,000 00	37,000 00
Millburn,	45,000 00	.....	2,000 00	43,000 00
Montclair,	203,500 00	30,000 00	16,500 00	217,000 00
South Orange,	20,000 00	63,000 00	1,000 00	82,000 00
Vailsburgh,	20,000 00	.....	1,000 00	19,000 00
Verona,	.....	30,000 00	.....	30,000 00
West Orange,	84,000 00	10,000 00	2,000 00	92,000 00

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TABLE XXV—CONTINUED.

District Indebtedness.

DISTRICTS.	Amount of debt July 1st, 1902, not including interest.	Amount of debt incurred since July 1st, 1902.	Amount paid during the year ending June 30th, 1903, not including interest.	Amount of debt outstanding July 1st, 1903, not including interest.
Gloucester County—				
Deptford,	$1,000 00	$1,200 00	$1,000 00	$1,200 00
Franklin,	540 00	.....	420 00	120 00
Glassboro,	7,000 00	.....	1,000 00	6,000 00
Mantua,	.....	1,000 00	.....	1,000 00
Monroe,	3,850 00	.....	800 00	3,050 00
Wenonah,	5,250 00	.....	500 00	4,750 00
West Deptford,	500 00	2,500 00	500 00	2,500 00
Woodbury,	14,000 00	.....	1,000 00	13,000 00
Total,	$32,140 00	$4,700 00	$5,220 00	$31,620 00
Hudson County—				
East Newark,	$27,000 00	.....	$3,000 00	$24,000 00
Harrison,	22,500 00	.....	5,000 00	17,500 00
Kearny,	121,500 00	.....	2,000 00	119,500 00
North Bergen,	65,900 00	.....	1,000 00	64,900 00
Town of Union,	39,000 00	$60,000 00	3,000 00	96,000 00
West New York,	5,500 00	.....	1,000 00	4,500 00
West Hoboken,	85,000 00	.....	7,000 00	78,000 00
Secaucus,	2,000 00	.....	1,000 00	1,000 00
Total,	$368,400 00	$60,000 00	$23,000 00	$405,400 00
Hunterdon County—				
East Amwell,	.....	$3,000 00	.....	$3,000 00
High Bridge,	.....	23,000 00	.....	23,000 00
Raritan,	$11,200 00	.....	$1,000 00	10,200 00
Total,	$11,200 00	$26,000 00	$1,000 00	$36,200 00
Mercer County—				
East Windsor,	$3,000 00	.....	$1,000 00	$2,000 00
Ewing,	9,000 00	.....	.....	9,000 00
Hamilton,	22,000 00	$4,500 00	.....	26,500 00
Hopewell,	7,800 00	.....	1,000 00	6,800 00
Princeton Borough,	30,200 00	.....	.....	30,200 00
Total,	$72,000 00	$4,500 00	$2,000 00	$74,500 00
Middlesex County—				
Cranbury,	$4,600 00	.....	$400 00	$4,200 00
Dunellen,	3,200 00	.....	500 00	2,700 00
East Brunswick,	8,650 00	.....	550 00	8,100 00
Madison,	600 00	.....	200 00	400 00
New Brunswick,	47,500 00	.....	2,000 00	45,500 00
Piscataway,	12,000 00	.....	400 00	11,600 00
Raritan,	4,400 00	$6,500 00	500 00	10,400 00
Sayreville,	.....	2,050 00	1,400 00	650 00
South Amboy,	6,990 00	.....	2,640 00	4,350 00
South Brunswick,	.....	4,100 00	500 00	3,600 00
South River,	6,050 00	.....	500 00	5,550 00
Woodbridge,	30,000 00	.....	2,000 00	28,000 00
Jamesburg,	3,900 00	.....	300 00	3,600 00
Helmetta,	10,500 00	.....	.....	10,500 00
Total,	$138,390 00	$12,650 00	$11,890 00	$139,150 00

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TABLE XXV—CONTINUED.

District Indebtedness.

DISTRICTS.	Amount of debt July 1st, 1902, not including interest.	Amount of debt incurred since July 1st, 1902.	Amount paid during the year ending June 30th, 1903, not including interest.	Amount of debt outstanding July 1st, 1903, not including interest.
Monmouth County—				
Atlantic Highlands,	$30,000 00			$30,000 00
Keyport,	3,000 00		$1,000 00	2,000 00
Long Branch,	135,100 00	$56,000 00	4,000 00	187,100 00
Marlboro,	1,500 00		500 00	1,000 00
Matawan,	12,000 00		1,000 00	11,000 00
Middletown,	2,840 00		920 00	1,920 00
Neptune City,	10,000 00			10,000 00
Neptune Township,	89,300 00		2,000 00	87,300 00
Red Bank,	60,000 00			60,000 00
Shrewsbury,	12,000 00			12,000 00
Spring Lake Borough,	8,000 00		500 00	7,500 00
Wall,	8,500 00		500 00	8,000 00
Asbury Park,	60,500 00			60,500 00
Total,	$432,740 00	$56,000 00	$10,420 00	$478,320 00
Morris County—				
Boonton Borough,	$16,000 00		$1,000 00	$15,000 00
Dover,	23,000 00		2,000 00	21,000 00
Hanover,	4,000 00		500 00	3,500 00
Madison,	15,000 00			15,000 00
Montville,	4,000 00		2,000 00	2,000 00
Netcong,	5,000 00		500 00	4,500 00
Randolph,	1,875 00			1,875 00
Wharton,	18,500 00			18,500 00
Total,	$87,375 00		$6,000 00	$81,375 00
Ocean County—				
Brick,	$4,750 00		$250 00	$4,500 00
Dover,	17,000 00			17,000 00
Lakewood,	27,000 00		2,000 00	25,000 00
Little Egg Harbor,	3,700 00			3,700 00
Point Pleasant Beach Borough,	10,000 00			10,000 00
Union,	6,500 00		500 00	6,000 00
Total,	$68,950 00		$2,750 00	$66,200 00
Passaic County—				
Acquackanonk,	$16,500 00	$2,500 00	$1,250 00	$17,750 00
Little Falls,	18,000 00			18,000 00
Manchester,	37,200 00		600 00	36,600 00
Pompton Lakes,	2,000 00			2,000 00
Wayne,	12,600 00		500 00	12,100 00
West Milford,	1,100 00		1,100 00	
Hawthorne,	16,800 00		1,700 00	15,100 00
Total,	$104,200 00	$2,500 00	$5,150 00	$101,550 00
Salem County—				
Elmer,	$1,800 00		$300 00	$1,500 00
Pittsgrove,	2,250 00		250 00	2,000 00
Salem City,	5,000 00		1,000 00	4,000 00
Total,	$9,050 00		$1,550 00	$7,500 00

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TABLE XXV—CONTINUED.

District Indebtedness.

DISTRICTS.	Amount of debt July 1st, 1902, not including interest.	Amount of debt incurred since July 1st, 1902.	Amount paid during the year ending June 30th, 1903, not including interest.	Amount of debt outstanding July 1st, 1903, not including interest.
Somerset County—				
Bound Brook,	$14,000 00	.....	$1,000 00	$13,000 00
North Plainfield Borough,	41,000 00	.....	3,500 00	37,500 00
Somerville,	4,000 00	.....	1,000 00	3,000 00
South Bound Brook,	8,300 00	.....	400 00	7,900 00
Total,	$67,300 00	.....	$5,900 00	$61,400 00
Sussex County—				
Andover,	$1,200 00	.....	$300 00	$900 00
Newton,	21,000 00	.....	1,000 00	20,000 00
Total,	$22,200 00	.....	$1,300 00	$20,900 00
Union County—				
Cranford,	$26,000 00	$18,000 00	$1,000 00	$43,000 00
Elizabeth,	113,500 00	32,000 00	41,500 00	104,000 00
Fanwood,	5,000 00	.....	1,000 00	4,000 00
Plainfield,	61,000 00	.....	5,000 00	56,000 00
Summit,	4,500 00	.....	.....	4,500 00
Westfield,	75,000 00	.....	.....	75,000 00
Total,	$285,000 00	$50,000 00	$48,500 00	$286,500 00
Warren County—				
Belvidere,	$4,000 00	.....	$1,000 00	$3,000 00
Phillipsburg,	22,500 00	.....	.....	22,500 00
Washington Borough,	4,000 00	.....	1,000 00	3,000 00
Total,	$30,500 00	.....	$2,000 00	$28,500 00

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TABLE XXV—CONTINUED.

Summary of Indebtedness.

COUNTIES.	Amount of debt July 1st, 1902, not including interest.	Amount of debt incurred since July 1st, 1902.	Amount paid during the year ending June 30th, 1903, not including interest.	Amount of debt outstanding July 1st, 1903, not including interest.
Atlantic,	$251,339 00	$23,500 00	$13,620 00	$261,219 00
Bergen,	446,596 00	104,500 00	27,850 00	523,246 00
Burlington,	108,323 23	8,300 00	13,870 00	102,753 23
Camden,	76,700 00	3,000 00	2,250 00	77,450 00
Cape May,	53,000 00	.....	3,600 00	49,400 00
Cumberland,	76,300 00	31,500 00	4,000 00	103,800 00
Essex,	915,510 00	191,000 00	48,800 00	1,057,710 00
Gloucester,	32,140 00	4,700 00	5,220 00	31,620 00
Hudson,	368,400 00	60,000 00	23,000 00	405,400 00
Hunterdon,	11,200 00	26,000 00	1,000 00	36,200 00
Mercer,	72,000 00	4,500 00	2,000 00	74,500 00
Middlesex,	138,390 00	12,650 00	11,890 00	139,150 00
Monmouth,	432,740 00	56,000 00	10,420 00	478,320 00
Morris,	87,375 00	.....	6,000 00	81,375 00
Ocean,	68,950 00	.....	2,750 00	66,200 00
Passaic,	104,200 00	2,500 00	5,150 00	101,550 00
Salem,	9,050 00	.....	1,550 00	7,500 00
Somerset,	67,300 00	.....	5,900 00	61,400 00
Sussex,	22,200 00	.....	1,300 00	20,900 00
Union,	285,000 00	50,000 00	48,500 00	286,500 00
Warren,	30,500 00	.....	2,000 00	28,500 00
Total,	$3,657,213 23	$578,150 00	$240,670 00	$3,994,693 23

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TABLE XXVI.

State Certificates Issued During the Year 1902–03.

First Grade.

Berkan, Katherine.
Hain, F. H.
Huggan, Ages E.
Morris, E. Dorothy.
Mackey, Ebenezer.
Pilgrim, Y. C.
Wilson, John R.
Morrison, William T.

EXAMINATION.

Second Grade.

Carman, Emma P.
Ellis, George M.
Herrick, Alice M.
Horner, Clara L.
Janvier, Mary M.
Kline, Irwin E.
Lawsen, Vernon K.
Moore, Mary C.
Strahan, Charles J.
Strickler, H. K.
Wilson, J. Alfred.
Wyse, William J.

Third Grade.

Ayer, Frank P.
Bingham, Clara E.
Bowman, Leona.
Bronson, M. Virginia.
Carter, Minnie L.
Caskey, Jane G.
Clough, Emma.
Cole, Nellie B.
Coler, C. S.
DeWitt, Orville P.
Dodge, Harriet.
duPuget, Marie W.
Emmel, Bertha G.
Flake, Amos H.
Foster, Jeannette.
Griffith, A. Spencer.
Guthries, Grace.
Holmes, Isabel.
Hubbell, Grace W.
Jennison, Lynn E.
Johnson, A. L.
Kleinhaus, Edgar H.
Lavers, Lida A.
Lantz, William.
Lundy, Anita Irene.
Morse, Minnie E.
Myers, J. M.
Neiswender, Ada B. C.
Nichols, Will D.
Oakley, Mary F.
Osgood, Ellen L.
Pierson, Harry.
Preston, Mary E.
Raignel, Marguerite.
Robinson, Eva A.
Rogers, L. Winifred.
Runyon, Charles.
Schureman, Paul.
Sears, Aimee L.
Sheppard, Jeannette B.
Sheppard, Benjamin M.
Sloan, C. V.
Smith, Anna May.
Stevens, James M.
Strahan, Charles J.
Teall, Edward N.
Terry, Eva.
Tilton, Francis E.
Thomas, Wendell M.
Tobin, Revel.
Tudor, Nellie.
Tyack, Anne E.
VanScoy, Fanny T.
Wallin, Caroline.
Wesley, Thomas D.

Music and Physical Training.

Thomson, Mary E.

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Manual Training and Drawing.

Sandt, John Herman. Wooster, B. C.

Music and Drawing.

Strahan, Charles J.

NORMAL LIFE.

Apgar, Mary S.
Barhite, Jared.
Beach, Alice H.
Beckwith, Mabel H.
Bentley, Martha.
Boice, Sarah S.
Boice, Eleanor S.
Bowlby, Elizabeth.
Brandriff, Lillian R.
Brokaw, Minnie.
Brown, Louise W.
Bryant, Florence C.
Carson, Jennie.
Cawley, Rebecca.
Cunningham, Maude I.
Church, Gertrude O.
Dalley, Maria S.
Diamond, Isabella V.
Dominick, Gussie C.
Everett, Sarah R.
Flanigan, Mary.
Gardner, Kathryn.
Hackett, Mary A.
Herkner, Clara G.
Hetfield, Carolyn C.
Hoag, Winifred Avis.
Horn, Ella.
Hughes, Elsie E.
Jerolaman, Grace.
Jones, Etta B.
Johnston, Louise W.
Konwenhoven, Jennie C.
Lathberry, Counciller.
Lockwood, Edna.
Moore, Mary C.
Moore, Florence I.
Murray, Deborah R.
Neale, Hannah.
Newick, Jean F.
Oliphant, Grace S.
Opie, Verta.
Parker, Charlotte V.
Patterson, Edith.
Pearce, Bertha E.
Pursell, Mary I.
Reid, Emma T.
Robbins, Bessie K.
Robinson, Edna P.
Sayre, Jennie M.
Seniza, Frances C.
Shamalia, Elizabeth G.
Sharpless, Cora P.
Sharp, Ella A.
Steelman, Emma G.
Stillwell, Helen G.
Smashey, Gertrude W.
Sutphin, Ethel E.
Tobin, Arthur P. D.
Toone, Florence C.
Tomlinson, Minnie C.
VandeWerken, Florence E.
VanSciver, Rena J.
VanWinkle, Jessie G.
Walling, Arthur M.
Warner, Maud M.
Wright, May F.

RENEWALS.

Second Grade.

Holland, Anna E.
Hughes, Sara M.
Manning, Ella O.

Third Grade.

Bennett, Lillian G.
Codington, Nellie E.
Herbert, Priscilla.
Knapp, Grace D.
Kelly, Isaline E.
Mackey, Sarah E.
McHenry, Mabel M.
Ryerson, Mary E.
Sydenham, Laura M.
Tracy, Mary Clemmer.

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Kindergarten.

DeMott, Julia.
Fosdick, A. Marion.
Rose, Wilhelmina R. G.

ENDORSEMENTS.

Aheasy, Margaret T.
Arnold, Jennie A.
Banker, Alice E.
Barhite, Jared.
Barlow, Alice R.
Bates, Cora A.
Beebe, Dee.
Behler, Elizabeth.
Bell, Minnie M.
Bergen, Loretta I.
Bishop, L. Merle.
Bogen, Boris D.
Baugh, Jessie E.
Brooks, Helen F.
Brooks, Mary E.
Brown, Florence N.
Budd, Mary H.
Buttles, Mary A.
Bull, Dorothea E.
Bundt, Irene L.
Bush, Jr., John Morris.
Burke, Nora E.
Burch, Ida R.
Burhyte, Minnie F.
Chase, Emma J.
Chamberlain, Carrie J.
Clark, Alice M.
Clifton, Frederick C.
Clark, Almond L.
Clement, Grace E.
Cottrell, Minnie E.
Commins, Ida M.
Cooper, Mary Louise.
Conrad, Neola M.
Cornish, Emma W.
Crossen, Mary C.
Cruikshank, Clara A.
Daily, Elizabeth.
Dennis, Mary J.
Dickisson, Mae M.
Dixon, Edith D.
Edmond, Sarah.
Ellis, George Sheldon.
Elmer, Maude.
Failing, Elizabeth A.
Farmer, Grace.
Fish, Grace B.
Frisby, Sarah Louise L.
Freeborn, Genevieve H.
Gillies, Jean C.
Goodrich, Helen G.
Goode, Elizabeth.
Goodale, William.
Goodspeed, Maude.
Goodspeed, Rose H.
Greene, Lena M.
Greenwood, Florence M.
Hallock, Virginia E.
Hale, Mary E.
Hanna, Abbie.
Harvey, Laura E.
Hart, E. Gertrude.
Hatch, Edith G.
Hayden, Julia L.
Hedges, Blanche B.
Heinzelman, Alma.
Hincher, Juliaette M.
Hooker, Arline B.
Howell, Rachel Cornish.
Hutchinson, Florence.
Irish, Mary Stuart.
Jaquith, Bertha H.
Jochmus, Thresa E.
Johnson, Mabel E.
Johnson, Ladonia E.
King, Rose F.
Kooser, Mary F.
Lathrop, Gladys L.
Lalor, Genevieve.
Lamson, Eunice S.
LeBourveau, Maude M.
Lenney, James P.
Locke, Mary H.
Love, Maud Elizabeth.
Lowe, Harriet C.
Luker, Annie E.
MacCutcheon, Aleck.
Mason, Grace Z.
Milliman, Nellie G.
Mills, Alice A.
Moore, Mary A.
Murray, Thomas H.
Norton, Marion E.
Ogilvie, Florence E.
Ollwick, Katherine C.
Orchard, Edith L.
Osborn, Cornelia E.
Parker, Harriet C.
Pauley, Caroline.
Parker, Minnie E.
Patrick, W. Burton.
Pegrum, Mabel L.
Powles, Rachel G.
Prey, Alta M.
Rand, Gertrude H.
Remley, Dora E.

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Reynolds, Leela E.
Richardson, Elizabeth H.
Rigley, Henrietta.
Robinson, Winnafred M.
Rogers, Grace E.
Sackett, Frances.
Scannell, Anna H.
Schlichting, H. C.
Scobey, Edna J.
Scott, Miriam B.
Sharp, Lillian.
Sheff, Lila M.
Shea, Mabel M.
Sharp, Clara E.
Shaw, Lena B.
Sipple, Alverda V.
Sisson, Charlotte E.
Sinfell, Clarence B.
Slaymaker, Rebecca J.
Smythe, Edith K.
Spaulding, Myra B.
Spoor, Naomi M.
Stanton, William H.
Stevens, Mabel.
Stone, Laura I.
Strickland, Alta.
Swartout, Carrie G.
Talcott, Florence A.
Tandy, Beatrice E.
Teas, Elizabeth M.
Tanton, Grace C.
Terhune, Beekman R.
Thomas, Anna P.
Tomlinson, Cora.
VanSteenburg, Marion.
Walsh, Margaret L.
Wade, Charlotte.
Waugh, Elizabeth.
Washburn, Annie T.
West, Kate R.
Whipple, Florence E.
Williams, Minnie V.
Williams, Bertha W.
Willard, Ida G.
Wilcox, Clara L.
Wingfield, Henrietta B.
Winter, Gertrude E.
Witherbee, Mollie J.
Withington, Anna Wattles.
Woodley, Oscar I.
Young, Harriet L.
Zipfel, Lena M.

PROVISIONAL.

Aitkinson, Anne M.
Brunyate, Ralph M.
Bacon, Edna L.
Bowman, Josephine.
Bell, Agnes.
Cleveland, J. G.
Cole, Joseph H.
Cossitt, Sara C.
Campbell, Bertha.
Conrad, Neola M.
DeWolf, Grace A.
Dewey, Margaret.
Farquhar, Thomas N.
Fraunfelter, Ralph M.
Godfrey, Jesse.
Gybers, Bertha deB.
Hutton, H. H.
Hastings, J. B.
Johnson, Grace M.
Kirk, Lida Virginia.
Lovett, Arthur E.
Lancaster, Antoinette.
Lawson, Vernon K.
Malliet, Hazel R.
Morehouse, Elizabeth.
McKenna, Dolores.
Moore, Margaret M.
Reagle, Milo P.
Shaw, Jennie.
Stone, Laura I.
Worthington, Sophia R.
Woods, Grace M.
Watters, Maude L.

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TABLE XXVII.

County Certificates Issued During the Year 1902–03.

ATLANTIC COUNTY.

First Grade.

Garton, Josephine,	November 1st, 1902.
Hudson, Anna,	March 1st, 1903.
Mathis, Carrie J.,	" "
Drummond, Maggie,	June 1st, 1903.

Second Grade.

Barrett, Mary,	November 1st, 1902.
Davidson, Helena,	" "
Dorphley, Mabell,	" "
Edsall, Bertha,	" "
Ewart, Carrie,	" "
Gifford, J. Warren,	" "
McConnell, Norman R.,	" "
Robinson, Flora,	" "
Brownlee, Mary E.,	March 1st, 1903.
Cook, O. Florence,	" "
Smallwood, Edna R.,	" "
Adams, Pearl,	June 1st, 1903.
Bischoff, Minnie G.,	" "
Crowall, Cora M.,	" "
Savage, Kate,	" "

Third Grade.

Allen, Dora,	November 1st, 1902.
Armstrong, Lizzie V.,	" "
Cook, Florence O.,	" "
Smith, Hannah,	" "
Barrett, Clark S.,	March 1st, 1903.
Bowen, Almeda,	" "
Calloway, Lavinia,	" "
Dougherty, Minnie,	" "
Smith, Lidella H.,	" "
Matthews, Armena,	June 1st, 1903.

BERGEN COUNTY.

First Grade.

Crisman, Marguerite,	November 1st, 1902.
Hill, Elsie,	" "
Tackman, Clara,	" "
Maynard, Viola B.,	March 1st, 1903.
DeTreville, Bessie,	" "
Remsen, Kittie,	June 1st, 1903.
Normondeau, H. M.,	" "
Greene, Chauncey D.,	" "

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Second Grade.

May, Eva Alice,	November 1st, 1902.
Sawyer, George G.,	" "
Griswold, Caroline,	" "
Mehrhof, Edith,	March 1st, 1903.
Doremus, Emma S.,	" "
Eckel, Kathryn,	June 1st, 1903.

Third Grade.

Walcott, Henrietta,	November 1st, 1902.
Johnstone, Ethel,	March 1st, 1903.
Thomson, Jennie L.,	" "
Littell, Erva A.,	" "
Markey, Maude,	June 1st, 1903.

Special.

Meyer, Mary, Kindergarten,	November 1st, 1902.

BURLINGTON COUNTY.

First Grade.

Hermann, May E.,	November 1st, 1902.
Rainear, Sara S.,	" "
Fenimore, Mary A.,	March 1st, 1903.
Pharo, Adolphus,	" "
Walsh, Robert C.,	" "
Koster, Hattie,	" "
Shemeley, William H.,	" "
Walther, Helen E.,	" "
Allinson, Laura G.,	June 1st, 1903.
Haas, M. Ella,	" "
Morton, Anna M.,	" "
Stiles, James C.,	" "
Sprague, Irene A.,	" "

Second Grade.

Bowers, Susie E.,	November 1st, 1902.
Cushing, Nannie J.,	" "
Haines, Fanny S.,	" "
Holt, Mabel,	" "
Adams, Margaret C.,	March 1st, 1903.
Cunningham, Mary A.,	" "
Farrell, Ella L.,	" "
French, Gertrude,	" "
Harris, Irene G.,	" "
Haines, Julia F.,	" "
Jones, Bessie H.,	" "
Phillips, Annie,	" "
Risdon, Marion,	" "
Wills, Martha B.,	" "
Wilson, Charles O.,	" "

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Atkinson, Lizzie A.,	June 1st,	1903.
Brower, Della N. H.,	"	"
Conrow, Ella,	"	"
Du Rand, Bessie V.,	"	"
Elbert, Mabel W.,	"	"
Flake, Clara H.,	"	"
Jordan, Ella P.,	"	"
Mendenhall, Anne,	"	"
Smith, Emma G.,	"	"
Townsend, Lizzie,	"	"

Third Grade.

Bactress, Alma C.,	November 1st,	1902.
Surver, Bertha,	"	"
Wright, Gertrude L.,	"	"
Allen, Rita M.,	March 1st,	1903.
Chance, Reba M.,	"	"
Fish, Bertha,	"	"
Fairlamb, Florence H.,	"	"
Goble, Mabel E.,	"	"
Haines, Grace A.,	"	"
Kain, Mary M.,	"	"
Knowles, Harriet,	"	"
Lucas, Anna F.,	"	"
Monaghan, Mary C.,	"	"
Rogers, Roy,	"	"
Shreve, Florence E.,	"	"
Taylor, Bertha,	"	"
Townsend, Lizzie L.,	"	"
Van Sciver, Elsie L.,	"	"
Atkinson, Bessie M.,	June 1st,	1903.
Allen, Metta E.,	"	"
Bozarth, Sara R.,	"	"
Blakie, Minnie S.,	"	"
Cliver, Elsie R.,	"	"
Cope, Kate S.,	"	"
Donelly, Catherine,	"	"
Keil, Elsie M.,	"	"
Lippincott, Martha C.,	"	"
McCann, Mary,	"	"
Rogers, Jessie,	"	"
Weeks, Bertha A.,	"	"
Woolridge, Eva,	"	"
Van Sciver, Lucy M.,	"	"

CAMDEN COUNTY.

First Grade.

Clymer, Annie,	November 1st,	1902.
Brown, Fred'k N.,	March 1st,	1903.
Corson, Luther,	"	"
Engle, Lydia,	"	"
Sears, Aimeé L.,	"	"
Creamer, Mary H.,	June 1st,	1903.

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Second Grade.

Beckwith, Vera,	November	1st, 1902.
Darnell, Rose K.,	"	"
Dunmore, Anna,	"	"
Harris, Eva M.,	"	"
Mercer, Anna M.,	"	"
Packard, A. J.,	"	"
Read, Mary B.,	"	"
Steward, Nora,	"	"
Nixon, Margaret,	March	1st, 1903.
Wilkins, Helen A.,	"	"
Billow, Wesley,	June	1st, 1903.
McAfee, Maud M.,	"	"
Porch, Ruth A.,	"	"
Blakely, Rose,	"	"
Jessup, Helen,	"	"
Steelman, Linda,	"	"

Third Grade.

Jaquette, Laura D.,	November	1st, 1902.
Miller, Cornelia R.,	"	"
Taylor, S. W.,	"	"
Kelsey, Florence,	March	1st, 1903.
Holdermon, Emma,	"	"
Farrand, Blanch,	June	1st, 1903.
McFadden, Samuel H.,	"	"
Robinson, Ellen,	"	"
Whitacre, Esther S.,	"	"
Walker, Elizabeth A.,	"	"

CAPE MAY COUNTY.

First Grade.

Bohm, Mame J.,	November	1st, 1902.
Creamer, Randolph,	"	"
Elliott, George B.,	June	1st, 1903.
Hoffman, L. T.,	"	"
Wheaton, Ella S.,	"	"
Gandy, Mrs. H. C.,	"	"
Townsend, Clinton,	"	"

Second Grade.

Anneley, Jennie,	June	1st, 1902.
Holmes, Sarah M.,	"	"
Chamberlain, Carrie J.,	November	1st, 1902.
Hand, Mary E.,	"	"
Scull, Pearla T.,	"	"
Jones, Bicie T.,	"	"
Vannaman, C. A.,	"	"
Stiles, Edwin R.,	"	"
Creamer, Victoria,	March	1st, 1903.
Hoffman, J. Durell,	"	"
Townsend, Stillwell H.,	June	1st, 1902.
Scull, Belle L.,	"	"
Vannaman, Anna,	"	"

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Third Grade.

Spaulding, Myra B.,	November	1st, 1902.
Shemeley, Carrie,	"	"
Wemple, Laura,	"	"
Grace, Rae S.,	March	1st, 1903.
Creamer, Rebecca,	"	"
Hewitt, Lena R.,	"	"
Swain, Rae W.,	"	"

Special.

Kinne, Ethel C., Music and Kindergarten,	September	1st, 1902.
Johnson, Ladonia E., Kindergarten,	November	1st, 1902.

CUMBERLAND COUNTY.

First Grade.

Custer, Evan D.,	March	1st, 1903.
Howell, Ralph M.,	June	1st, 1903.
Feil, Mrs. Sadie B.,	"	"
Mayhew, Ruth L.,	"	"
Thatcher, Anna W.,	"	"
West, Mary E.,	"	"
Beebe, Anna R.,	"	"

Second Grade.

Bradford, Edna M.,	November	1st, 1902.
Dare, Ora E.,	"	"
Davis, Hildreth,	"	"
Ott, A. Bell,	March	1st, 1903.
Myers, Anna L.,	"	"
Dolby, Elsie B.,	"	"
Schureman, Etta E.,	"	"
Chalmers, Robert E.,	"	"
Dawe, Ida M.,	"	"
Carll, Mary R.,	"	"
Adcock, Helen G.,	March	1st, 1903.
Busby, Anna L.,	"	"
Bonham, Raymond L.,	"	"
Campbell, Edward,	"	"
Dile, E. C.,	"	"
Ferguson, Rhoda B.,	"	"
Fleetwood, Oscar L.,	"	"
Fogg, Ruth,	"	"
Hughes, Elizabeth,	"	"
Kenny, Josephine,	"	"
Lake, Anna M.,	"	"
Robbins, Cora,	"	"
Smith, Mary L. H.,	"	"
Stevens, Clara,	"	"
Swing, M. Ella,	"	"

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Third Grade.

Davis, George G.,	August 15th,	1902.
Harris, Winifred R.,	"	"
Howell, E. Orlando,	"	"
Rupert, Matilda,	"	"
Stevens, Clara S.,	"	"
Watson, Grace B.,	"	"
Bradford, Edna M.,	November 1st,	1902.
Carlisle, Lillian, Mrs.,	"	"
Dile, E. C.,	"	"
Dare, Ora E.,	"	"
Davis, Hildreth,	"	"
Eldridge, Ruth P.,	"	"
Lore, Frank N.,	"	"
Tyler, Margaret W.,	"	"
Garrison, Harvey K.,	March 1st,	1903.
Flanigan, Mary A.,	"	"
Kitrick, Helen P.,	"	"
Dutton, Jennie M.,	"	"
Wolf, Margaret E.,	"	"
Fleetwood, Oscar L.,	"	"
Hall, Anna M.,	"	"
Husted, Lena B.,	"	"
Claypool, Louisa A.,	June 1st,	1903.
Parvin, Elijah R.,	"	"
Jones, Ethel,	"	"
Bowen, Emma,	"	"
Lewis, Ruth,	"	"
Adams, Alice M.,	"	"
Woodruff, Mabelle,	"	"

ESSEX COUNTY.

First Grade.

Ayer, Frank P.,	March 1st,	1903.
Haven, Lena O.,	"	"
Montgomery, Georgianna G.,	"	"

Second Grade.

Adams, Faith M.,	November 1st,	1902.
Colon, Celia A.,	"	"
Curtis, Fannie E.,	"	"
Dickinson, Edith M.,	"	"
Montgomery, Georgianna G.,	"	"
Perkins, Clarence,	"	"
Taylor, Elizabeth B.,	"	"
Von Benschoten, Freda,	"	"
Wharton, Agnes,	"	"
Adams, Lois V.,	March 1st,	1903.
Condit, Harriet P.,	"	"
Hamilton, Matthew C.,	"	"
Jones, Lillian M.,	"	"
Londers, Frances,	"	"
Whiting, Maude V.,	"	"

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Third Grade.

Redington, Anna,	June 1st, 1902.
Atkinson, Anna M.,	September 10th, 1902
Ayer, Frank P.,	November 1st, 1902.
Brigham, Elizabeth,	" "
Catlin, Helen E.,	" "
Clancy, Geo. C.,	" "
Kohl, Elizabeth P.,	" "
Rowe, Mary D.,	" "
Smith, Minnie,	" "
Welsh, John J.,	" "
Clarke, Florence B.,	March 1st, 1903.
Collins, Minnie E.,	" "
Doyle, Julia G.,	" "
Greene, Gertrude F.,	" "
Lehlbach, Anna,	" "
Lyon, Amy,	" "
Sheppard, Beulah B.,	" "
Adams, Bernice R.,	June 1st, 1903.
Joule, Josephine,	" "
Reinecke, Alice M.,	" "
Williamson, Martha,	" "

Special.

Crane, Blanch H., Kindergarten,	November 1st, 1902.
Dutton, Grace, Kindergarten,	" "
Anderson, Woodford D., Commercial,	March 1st, 1903.
Brand, Mary T., Physical Training,	" "

GLOUCESTER COUNTY.

First Grade.

Paschall, Mary R.,	November 1st, 1902.
Stratton, C. Henry,	March 1st, 1903.
Bennett, Wm. H.,	June 1st, 1903.
Hazelton, Sara A.,	" "

Second Grade.

Billow, J. Westley,	November 1st, 1902.
Elliott, Anna E.,	" "
Morgan, Enola M.,	" "
Paulin, Louisa S.,	" "
Adams, Louise B.,	March 1st, 1903.
Banks, Ella F.,	" "
Beckett, Edna M.,	" "
Casselberry, Rachel,	" "
Elliott, Mary E.,	" "
Hann, Ella C.,	" "
James, Bertha A.,	" "
Jordan, Stella,	" "
Lippincott, Margaret C.,	" "
Morgan, Ella M.,	" "
Parker, Effie M.,	" "
Pierson, Elizabeth A.,	" "
Stetser, Ada B.,	" "
Tonkin, George,	" "

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Allen, Elizabeth N.,	June 1st,	1903.
Avis, Martie C.,	"	"
Cramer, Mazie F.,	"	"
Girard, Blanche J.,	"	"
Graff, Mrs. Hattie E.,	"	"
Keleher, Kate H.,	"	"
Robinson, Rose J.,	"	"
Scott, Verna L.,	"	"
Willey, Florence M.,	"	"

Third Grade.

Ashton, Edith,	November 1st,	1902.
Casperson, Oscar G.,	"	"
Dilks, Jessie,	"	"
Stradling, Elizabeth,	"	"
Bittner, John,	March 1st,	1903.
Casey, Edna K.,	"	"
Davis, Emma S.,	"	"
Du Bois, A. Edith,	"	"
Edwards, L.,	"	"
Haupt, Nona E.,	"	"
Ledden, Rilla,	"	"
Keebler, Nettie,	"	"
Martin, Margaretta,	"	"
Valentine, Mayme B.,	"	"
Yarrow, Edythe M.,	"	"
Lippincott, Laura S.,	June 1st,	1903.

Hudson County.

First Grade.

Hasbrouck, Margaret,	November 1st,	1902.
Sherwood, Anna E.,	"	"
Delaney, Anna M.,	March 1st,	1903.
Judge, Clare M.,	"	"
Durkes, Frances,	June 1st,	1903.
Gray, F. F.,	"	"
Grogan, Anna M.,	"	"
Hasbrouck, Mary,	"	"
Horton, Joel,	"	"
Kappes, Lillian F.,	"	"

Second Grade.

Brill, Anna M.,	November 1st,	1902.
Loeffle, Barbara R.,	"	"
Harriman, Jessie P.,	"	"
Sims, Grace W.,	"	"
Sutton, Minnie W.,	"	"
Danforth, Ella,	March 1st,	1903.
McDonald, Elizabeth C.,	"	"
Dietz, Mamie K.,	"	"
McDonald, Katharine,	"	"
Names, Bessie B.,	"	"
Pond, Lisle A.,	"	"
Ray, Agnes J.,	"	"
Thomas, Cherrie B.,	"	"
Van Tassel, T. Irene,	"	"

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Barth, Henrietta E.,	June 1st,	1903.
Cavanagh, Agnes M.,	"	"
Heritage, Jessie,	"	"
Reinhardt, Rosalie,	"	"
Brady, Katharine,	"	"

Third Grade.

Donlon, Katharine,	November 1st,	1902.
Ingalls, DeWitt,	"	"
Scott, Jean,	"	"
Sullivan, Kathryn,	"	"
McMillan, Geraldyne,	March 1st,	1903.
Judge, Grace,	"	"
Robinson, L. Dorothy,	"	"
Sweeney, Nora V.,	"	"
Wattles, Ruth,	"	"
Weitz, Rosa,	"	"
Adair, Jessie,	June 1st,	1903.
Blaney, Cath. F. X.,	"	"
Byrne, Helen M.,	"	"
Frost, Jennie A.,	"	"
Grady, Rose A.,	"	"
Ring, Alice C.,	"	"
Wardell, Harriet,	"	"
Van Zandt, Katharine,	"	"
Padden, K. I. G.,	"	"

Special.

Lutkemann, Marie, German,	November 1st,	1902.
Van Tassel, T. Irene, Kindergarten,	"	"
Nevin, Mrs. M. E., Music and Drawing,	"	"
Hoffman, Caroline J., German,	"	"
Beyer, G. A., Manual Training,	March 1st,	1903.
Breiby, Ole, Music,	"	"
Pope, Engel A., Domestic Science,	"	"
Spiller, Adolph, Physical Training,	"	"
Wehner, Clara, Kindergarten,	"	"

Hunterdon County.

First Grade.

Cooley, Daisy L. V. C.,	March 1st,	1903.
Ingham, Helen B.,	"	"
Insley, Rae T.,	"	"
Ross, G. Clare,	"	"
Crater, Lizzie,	June 1st,	1903.
Williamson, Chester H.,	"	"

Second Grade.

Creveling, Mildred,	November 1st,	1902.
Crosby, Howard J.,	"	"
Eichlin, Lydia A.,	"	"
Harden, Ola,	"	"
Paullin, Louisa J.,	"	"
Swackhamer, Matie,	"	"

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Apgar, F. Aletta,	March 1st, 1903.	
Armstrong, Hutoka,	"	"
Bunn, Chrissie,	"	"
Creveling, May,	"	"
Fisher, Alice S.,	"	"
Hewitt, Laura J.,	"	"
Mitchell, Alberta,	"	"
Shepherd, Hartwell,	"	"
Whippy, Katherine,	"	"
Bodine, Olive,	June 1st, 1903.	
Bowlby, Agnes,	"	"
Clarke, Florence,	"	"
Crater, H. Eugene,	"	"
Farrow, Ruth T.,	"	"
Holcombe, Bertha,	"	"
Hall, Margaret W.,	"	"

Third Grade.

Butler, Blanche B.,	November 1st, 1902.	
Carr, Florence,	"	"
Conine, Virginia T.,	"	"
Carver, E. Pearl,	"	"
Kelty, Jennie G.,	"	"
Pickell, Ethel H.,	"	"
Smith, Laura E.,	"	"
Britton, Hanna E.,	March 1st, 1903.	
Stockton, James H.,	"	"
Berger, Marion C.,	June 1st, 1903.	
Carr, Teresa G.,	"	"
Cramer, C. Stella,	"	"
Fisher, Henry H.,	"	"
Fisher, Carolyn B.,	"	"
Gibbs, Frederica,	"	"
Servis, Ella M.,	"	"
Waidman, Erna,	"	"
Williamson, Tessie C.,	"	"

MERCER COUNTY.

First Grade.

Wagner, Miles D.,	November 1st, 1902.	
Atchley, John P.,	June 1st, 1903.	
Botzong, Mrs. Sarah P.,	"	"
Phillips, Mary,	"	"

Second Grade.

Drake, Minnie E.,	November 1st, 1902.	
Hughes, Lillian A.,	March 1st, 1903.	
Fairbrothers, Nellie A.,	June 1st, 1903.	
Harden, Margaret,	"	"
Johnson, Annie C.,	"	"
Snook, M. Louise,	"	"

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Third Grade.

Johnson, Annie C.,	November 1st,	1902.
Wattles, Ruth,	"	"
Fairbrother, Nellie A.,	March 1st,	1903.
Carpenter, Sara,	June 1st,	1903.
Dennis, Emma,	"	"
MacNair, Adaline W.,	"	"
Moore, Mrs. Emma R.,	"	"
Updegrove, Mabel N.,	"	"
Walton, Lydia A.,	"	"

MIDDLESEX COUNTY.

Second Grade.

Applegate, Alice,	November 1st,	1903.
Clark, Ada B.,	"	"
Bergen, Mary E.,	"	"
Van Pelt, Carolyn,	"	"
Berdine, Adelaide,	March 1st,	1903.
Conover, N. A.,	"	"
Ervin, Anna,	"	"
French, Kathryn,	"	"
Masso, Josephine,	"	"
Rutan, L. V.,	"	"
Van Arsdale, Estelle,	"	"
Fones, May N.,	"	"
Morton, Emma,	June 1st,	1903.
Wade, Susan,	"	"
Wilson, H. S.,	"	"

Third Grade.

Lewis, M. Josephine,	November 1st,	1903.
Bain, Evelyn M.,	"	"
Berdine, Adelaide,	"	"
Love, Jesse,	"	"
DeForrest, Florence,	March 1st,	1903.
Fowell, Jennie T.,	"	"
Wark, Jennie R.,	"	"
Appleget, Estella,	"	"
Meyers, Bessie,	"	"
Osborne, Henrietta,	"	"
Thumbart, Anna S.,	"	"
Doty, Birdie,	"	"
Conover, Sara,	June 1st,	1903.
Crowell, Bessie,	"	"
DeGraw, Annie,	"	"
Vandevert, Eva,	"	"
Rolfe, Charlotte,	"	"
Kemlo, E. F. D.,	"	"

Special.

Seamans, M. A., Commercial,	November 1st,	1903.

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MONMOUTH COUNTY.

First Grade.

Goldsmith, Emma,	November 1st, 1902.
Peters, Iva L.,	" "
Leonard, Florence,	March 1st, 1903.
Ivins, Mahlon K.,	June 1st, 1903.

Second Grade.

Applegate, Rena,	November 1st, 1902.
Davison, Carrie,	" "
Hubert, Marie R.,	" "
Heisley, Nellie,	" "
Hance, Bertha,	" "
Robbins, Anna A.,	" "
Carroll, Josie,	March 1st, 1903.
Davison, Abbie,	" "
Durnell, Lizzie H.,	" "
Foster, Jennie,	" "
Harvey, T. L.,	" "
Kostenbauder, Margaret,	" "
Reed, Carrie,	" "
Ribble, Celeste,	" "
Robbins, Lydia K.,	" "
Wilkins, Pauline,	" "
Coon, Amita,	June 1st, 1903.
McCurdy, Mary J.,	" "
Ralph, Ida,	" "
Wilson, Charlotte E.,	" "

Third Grade.

Baird, Mary E.,	November 1st, 1902.
Brainard, D. E.,	" "
Paxton, Jessie V.,	" "
Upham, Caroline,	" "
Jawis, Mary,	" "
Neuman, Edwin,	" "
Bennett, George H.,	" "
Hoffmeier, Mary K.,	" "
Compton, Mrs. Anna L.,	" "
Dean, Anna May,	" "
Johnson, Elizabeth,	" "
Bowne, Carrie A.,	March 1st, 1903.
Dayton, H. May,	" "
Evans, E. May,	" "
Hannas, A. Belle,	" "
Hawser, Belle,	" "
Moran, Olive,	" "
Brown, Martha E.,	June 1st, 1903.
Cook, Jennie,	" "
Morris, Frank S.,	" "
Reid, Mary B.,	" "
Shepherd, Edith M.,	" "

Special.

Godfrey, Mrs. S. A., Commercial,	November 1st, 1902.
Jarrold, Helen, Manual Training and Drawing,	" "
Davis, Lucie Palmer, Kindergarten,	March 1st, 1903.

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MORRIS COUNTY.

First Grade.

Cabell, W. Price,	November 1st, 1902.
Evans, D. B.,	March 1st, 1903.
Compton, Addie I.,	June 1st, 1903.
Ferrie, Mary D. C.,	" "
Grimes, Elfie L.,	" "

Second Grade.

Dixon, Madge,	November 1st, 1902.
Dearborn, Thalia,	" "
Hathaway, Nellie S.,	" "
Jennings, Bertha,	" "
McCurdy, Virginia,	" "
Pihlblad, Anna L.,	" "
Rusch, Edna,	" "
Schnure, Anna,	" "
Sayre, Bertha L.,	" "
Wiggins, Daisy M.,	" "
Campbell, Bertha,	March 1st, 1903.
Grimes, Elfie L.,	" "
Keller, Lizzie,	" "
Leach, Abraham,	" "
Lofthouse, Nellie,	" "
Marshall, Elsie,	" "
Van Valkenburg, Helen,	" "
Hermann, Jesse,	June 1st, 1903.
King, Mrs. Annie C.,	" "
Lawrence, Addie M.,	" "
Wolfe, Bertha E.,	" "

Third Grade.

Howell, Frances,	June 1st, 1902.
Phillips, Agnes M.,	" "
Cumback, Rosa L.,	November 1st, 1902.
Faulkner, Alice,	" "
Hall, Hanna H.,	" "
Kelsey, Mary E.,	" "
Lawrence, Addie M.,	" "
Roberts, Harriet E.,	" "
Van Valkenburg, Helen,	" "
Vanderhoof, Edna,	" "
Wilson, Mrs. Leva H.,	" "
Zeek, Frank,	" "
Bolitho, Nellie E.,	March 1st, 1903.
Coyle, M. J.,	" "
Grimes, Elfie L.,	" "
Hammond, Cora E.,	" "
Smith, Mary E.,	" "
Spargo, Thomas,	" "
Sutton, Harriet M.,	June 1st, 1903.
Kinney, Katherine,	" "
Lawrence, Marion,	" "

Special.

Gros, Claude H. Adele, Kindergarten,	November 1st, 1902.
Bruske, Klara A., Singing and Drawing,	June 1st, 1903.
Clark, Mary E., Kindergarten,	" "

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OCEAN COUNTY.

First Grade.

Pharo, Adolphus,	November 1st, 1902.
Moore, Walter C.,	" "
Gowdy, Laura A.,	March 1st, 1903.
Steelman, Fred G.,	June 1st, 1903.

Second Grade.

Hendrickson, W. S.,	November 1st, 1902.
Burgmin, Florence E.,	" "
Edwards, Lizzie V.,	" "
DeLap, D. F.,	March 1st, 1903.
Coale, Arrabella,	June 1st, 1903.
Chamberlain, L. Estella,	" "
Darrow, P. W.,	" "
Emley, Leon A.,	" "
Herman, Minnie M.,	" "
Ireland, Maud,	" "
Jones, M. Emma,	" "
Jorden, Mary A.,	" "
Jameson, May H.,	" "
Steelman, Howard,	" "
Sherman, Howard,	" "

Third Grade.

Smith, Maud,	November 1st, 1902.
Rutter, Grace C.,	" "
Robinson, Matilda,	" "
Johnson, Sadie V.,	" "
Cranmer, Harry M.,	" "
Valentine, Mabel E.,	" "
Burke, Arthur,	" "
Poland, Nellie T.,	" "
Lane, Anna W.,	" "
Philips, Maud A.,	" "
Broadley, Carrie A.,	March 1st, 1903.
Bowker, Sara C.,	" "
Brown, Charles B.,	" "
Cranmer, Gardetta,	" "
Clayton, Maud A.,	" "
Little, Ida M.,	" "
Lingerman, John C.,	" "
Madden, May L.,	" "
McIntyre, Louise,	" "
Pearce, Lizzie E.,	" "
Sprague, Blanche Z.,	" "
Bunnell, Beatrice,	June 1st, 1903.
Britten, Ethel G.,	" "
Cranmer, Carrie,	" "
Egbert, Blanche,	" "
Falkinburg, Nellie,	" "
Fisher, Anna M.,	" "
Rogers, Irene,	" "
Rogers, George C.,	" "
Thomas, Rhoda V.,	" "
Taylor, Tace C.,	" "
Van Vorst, L. Geneva,	" "
Van Schoick, Edna M.,	" "
Wilkins, Mabel M.,	" "
Wooley, Olive V.,	" "

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Special.

Sykes, Luther M., Music, ... November 1st, 1902.
Shinn, Rachel, Kindergarten, ... " "
Johnson, Grace M., Commercial, ... March 1st, 1903.

PASSAIC COUNTY.

First Grade.

Cone, Miss N. J., ... November 1st, 1902.
France, L. Jasper, ... " "
Thompson, Fred, ... " "

Second Grade.

Berdan, Martha M., ... November 1st, 1902.
France, Kittie N., ... " "
Parke, Anna M., ... " "
Keefe, Cora M., ... March 1st, 1903.
Brown, Chas. B., ... June 1st, 1903.

Third Grade.

Fellinger, May C., ... November 1st, 1902.
Fisher, Clara J., ... " "
Hatch, Bessie B., ... March 1st, 1903.
Riordan, Alice, ... " "
Webber, Eva E., ... " "
Zimmerman, John, ... " "
Crain, Alice E., ... June 1st, 1903.
Cunningham, Agnes, ... " "
Lewis, Sadie M., ... " "

Special.

Clark, Mabel L., Kindergarten, ... November 1st, 1902.
Webber, Mary V., Kindergarten, ... " "

SALEM COUNTY.

First Grade.

Henry, Evelyn E., ... November 1st, 1902.
Klein, Louisa, ... " "
Sailor, Anna B., ... " "
Garwood, Mary P., ... June 1st, 1903.
Nemsted, Elizabeth B., ... " "
Spear, Mary A., ... " "
Wright, Harriet W., ... " "
Wentzell, Mrs. Elnora D., ... " "

Second Grade.

Cain, Emma F., ... November 1st, 1902.
Haines, Alice B., ... " "
Henry, Anna, ... " "
Sinick, Mary L. H., ... " "
Schnetzler, Gertrude, ... " "
Tonkin, Eliz. T., ... " "

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Crumbaugh, Elizabeth B.,	March	1st, 1903.
Cook, Matilda,	"	"
Keen, Alice R.,	"	"
Lippincott, Geneva,	"	"
Stoltz, Katie E.,	"	"
Young, Rebecca S.,	"	"
Barber, Mrs. Anna F.,	June	1st, 1903.
Carll, Mary R.,	"	"
Carll, Mary S.,	"	"
McCarson, Sara,	"	"
Strimple, Carrie S.,	"	"
Willmot, Leola,	"	"
Willmot, Ethel,	"	"
Walker, Howard H.,	"	"

Third Grade.

Baker, Anna M.,	November	1st, 1902.
Downs, Eugenia,	"	"
Flynn, Agnes,	"	"
Mattson, Anna F.,	"	"
Beckett, Mrs Mary L.,	March	1st, 1903.
Davidson, Anna E.,	"	"
Howell, E. Orlando,	"	"
Tyler, Anna Lee,	"	"
White, Lucy A.,	"	"
Whitesell, Gertrude,	"	"
Eckel, Laura,	June	1st, 1903.
Fogg, Ida L.,	"	"
Gordon, Mary L.,	"	"
Parvin, Edna,	"	"
Pierpont, L. Mae,	"	"
Ryan, Katharine H.,	"	"
Wright, Lizzie C.,	"	"
Tighe, Rose B.,	"	"

Special.

Eckel, May, Kindergarten,	November	1st, 1902.

SOMERSET COUNTY.

First Grade.

Stamets, Cora W.,	November	1st, 1902.
Vannatta, A. H.,	"	"
Claypoole, Elizabeth,	June	1st, 1903.
Messenger, Jane E.,	"	"
Vanderbeek, Elizabeth,	"	"
Kiernan, Elizabeth,	"	"

Second Grade.

Dunham, Clara G.,	November	1st, 1902.
Folsom, Josephine,	"	"
Hummer, Ida,	"	"
Thompson, Bessie,	"	"
Banner, Bertha E.,	March	1st, 1903.
Holmes, Jennie W.,	"	"
Sanders, S. Louise,	June	1st, 1903.

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Third Grade.

Beekman, Mathena,	November 1st, 1902.
Kuntz, Edith L.,	" "
Mitke, A. Charles,	" "
Reinecke, Alice M.,	" "
Strong, Solomon C.,	" "
Worman, Lizzie,	" "
Conyne, Flora E.,	March 1st, 1903.
Vandegrift, Eliza L.,	" "
James, A. Estella,	June 1st, 1903.
Farquhar, Sarah W.,	" "
Demarest, Euphemia J.,	" "
Jamieson, Abbie K.,	" "
Dugan, Blanche,	" "

Special.

Ayres, Mrs. Mary M., Kindergarten,	June 1st, 1903.

SUSSEX COUNTY.

First Grade.

Hutchison, A. Seeley,	November 1st, 1902.
Preston, Effa,	March 1st, 1903.
Cuddebach, Sarah B.,	June 1st, 1903.
McMickle, Ida,	" "
Smith, Chester R.,	" "
Osborn, Mae,	" "

Second Grade.

Case, Sallie V.,	November 1st, 1902.
Chrispell, P. L.,	" "
Dennis, Eleanore G.,	" "
Gillson, Mary A.,	" "
Goldsmith, Frances A.,	" "
Hill, Wm. F.,	" "
Layton, M. D.,	" "
Morris, Wm. J.,	" "
Paddock, Frances,	" "
Snook, Eliza,	" "
Van Auken, Lavinia C.,	" "
Van Orden, Bertha,	" "
Coyle, Katherine,	March 1st, 1903.
Emmons, Daisy E.,	" "
Kimble, Lizzie A.,	" "
Losey, Frank B.,	" "
Ramage, Alice,	" "
Armstrong, Cornelia,	June 1st, 1903.
Bowman, Ursula,	" "
Drake, Myra,	" "
Gillson, Anna,	" "
Hazelton, Samuel,	" "
Lawrence, Annie,	" "
Simmons, Mabel R.,	" "
Stoll, Elizabeth,	" "
Watt, Violet,	" "
Wyker, Marjorie,	" "

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Third Grade.

Coursen, Rena, ... November 1st, 1902.
Doughty, M. Olive, ... " "
Harris, Grace B., ... " "
Heller, Anna, ... " "
Hendrickson, G. Ralph, ... " "
Moore, Helen, ... " "
Van Horn, N. S., ... " "
Bevans, Eston M., ... March 1st, 1903.
Beemer, Blanche, ... " "
Cole, Lillie S., ... " "
Drew, Edith M., ... " "
Emmons, Jessie, ... " "
Long, E. M., ... " "
Rohrabacher, Edith, ... " "
Stoll, Raye E., ... " "
Stoll, Frank, ... " "
Andress, Mary, ... June 1st, 1903.
Armstrong, Carrie, ... " "
Coykendall, G. D., ... " "
Crispin, Frances, ... " "
Drew, Clarence H., ... " "
Hockenberry, M. L., Jr., ... " "
Kyte, Elsie E., ... " "
Lamb, Laura, ... " "
Rude, Lillian, ... " "
Sharp, Bessie, ... " "
Smith, Grace, ... " "
Thompson, D. C., ... " "
Webb, Cora, ... " "
Young, Elizabeth, ... " "

UNION COUNTY.

First Grade.

Johnson, Alice F., ... June 1st, 1903.

Second Grade.

Baumann, Evalyn, ... March 1st, 1903.
McConnell, Gertrude, ... June 1st, 1903.
Burgmiller, Agnes, ... " "

Third Grade.

Eaten, Ida, ... November 1st, 1902.
Robinson, Grace D., ... " "
Adams, Lucy S., ... " "
Morse, Ruth M., ... " "
Bloom, Edith M., ... March 1st, 1903.
Lindsay, Mary, ... " "
Fallon, Helen, ... June 1st, 1903.
Wilkins, Rebecca, ... " "
Holt, Caroline, ... " "

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Special.

McCully, Augusta P., Kindergarten, ... November 1st, 1902.
Hay, Mary E., Kindergarten, ... " "

WARREN COUNTY.

First Grade.

Bryan, Edward H., ... November 1st, 1902.
Dietrick, W. J., ... " "
Miller, H. S., ... " "
Smith, W. R., ... " "
Beers, L. O., ... March 1st, 1903.
France, L. J., ... " "
Harden Lemuel, ... " "
Johnson, A. L., ... " "
Lantz, William, ... " "
Transue, Chas., ... " "
Baylor, Edith, ... June 1st, 1903.
Beavers, Mary, ... " "
Bowers, Viola, ... " "
Bowman, Mary, ... " "
Hamilton, Laura, ... " "
Beidleman, Roxie, ... " "
Beers, Ida, ... " "
Gardner, Elizabeth C., ... " "
Hann, Mrs. A. B., ... " "
Martin, Flora, ... " "
Thompson, Lola, ... " "
Vough, Celia, ... " "
Wandling, Addie, ... " "
Martenis, Alice D., ... " "
Metz, Florence, ... " "
O'Neill, Lizzie, ... " "
Quick, Ella M., ... " "
Van Buskirk, Eleanor, ... " "

Second Grade.

Bowlby, H. V., ... November 1st, 1902.
Hollender, C. J., ... " "
Transue, Chas., ... " "
Burd, Grace A., ... " "
Smalley, Emily E., ... " "
Stern, Lillie, ... " "
Sharp, Lillian M., ... " "
Shorner, Elizabeth, ... " "
Wildrick, Cora, ... " "
Armstrong, Hutoka, ... March 1st, 1903.
Breen, Etta, ... " "
Creveling, Anna, ... " "
Hahn, Mary E., ... " "
Hawk, Charlotte, ... " "
Hollender, Lillian, ... " "
Myers, Cordelia, ... " "
Rinehart, Mabel, ... " "
Smith, Minnie D., ... " "
Thompson, Delia, ... " "
Ward, Sadie R., ... " "
Woolverton, H., ... " "

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Haase, Chas.,	June 1st,	1903.
Baylor, Meta,	"	"
Beckwith, Grace,	"	"
Creveling, Elizabeth C.,	"	"
McCleary, Grace,	"	"
Nelson, Hilda,	"	"
Osmun, Grace M.,	"	"
Sorson, Estella M.,	"	"
Sharp, Mary B.,	"	"
Van Horn, Maranda,	"	"
Vorseller, Fannie,	"	"
Widner, Etta,	"	"

Third Grade.

Kispough, C. V.,	November 1st,	1902.
Kinney, Mabel C.,	"	"
Linaberry, Emma,	"	"
McLaughlin, Kathryn,	"	"
McHale, Annie,	"	"
Oberly, Bessie,	"	"
Smith, Minnie D.,	"	"
Ulmer, Belle P.,	"	"
Wieard, Ella M.,	"	"
Westbrook, Lena,	"	"
Young, Lou A.,	"	"
Bell, Goldie,	March 1st,	1903.
Black, Lettie,	"	"
Carling, Jennie,	"	"
Creveling, Edna L.,	"	"
Fitts, Ada,	"	"
Headley, Edith A.,	"	"
Hess, Anna H.,	"	"
Hulsizer, Ethel B.,	"	"
McMullen, Abbie,	"	"
Jones, Linnie,	June 1st,	1903.
Osmun, Linda,	"	"
Willever, Olive,	"	"

Special.

Yetler, Florence, Kindergarten,	November 1st,	1902.

PERTH AMBOY.

Third Grade.

Ramsey, Louise,	October 4th,	1902.

Second Grade.

Hanson, May,	October 4th,	1902.
Morgan, Mary,	"	"

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COUNTY PROFESSIONAL CERTIFICATE.

BERGEN COUNTY.

First Grade.

Charles B. Armstrong.

H. M. Normandeau.

GLOUCESTER COUNTY.

First Grade.

Clara L. Cransdell.

Second Grade.

Lula Kuhnle.
Eva M. Marsh.

Mellie Woodruff.

CUMBERLAND COUNTY.

First Grade.

Mints, George S.

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TABLE XXVIII.

Payments to School Libraries.

Atlantic County.

Atlantic City—Chelsea, Texas Avenue, New Jersey Avenue, Indiana Avenue, Pennsylvania Avenue, Illinois Avenue, West Side and High Schools.
Absecon—School No. 1.
Brigantine—School No. 1.
Egg Harbor City—School No. 1.
Egg Harbor township—Schools Nos. 1, 2, 5, 6 and 8.
Galloway township—Schools Nos. 2 and 5.
Hamilton township—Schools Nos. 1 and 2.
Hammonton township—Schools Nos. 1, 2, 3, 6 and 7.
Mullica—Schools Nos. 2 and 4.
Pleasantville—Schools Nos. 1, 2 and 3.
Weymouth—Schools Nos. 1 and 4.

Bergen County.

Allendale borough—School No. 1.
Bergenfields borough—School No. 1.
Bogota borough—School No. 1.
Carlstadt borough—Schools Nos. 1, 2 and 3.
Cliffside Park—Schools Nos. 1 and 2.
Cresskill borough—School No. 1.
Delford borough—School No. 1.
Dumont borough—School No. 1.
Englewood City—Schools Nos. 2, 3 and 5.
Englewood township—School No. 1.
East Rutherford borough—Schools Nos. 1 and 2.
Edgewater—School No. 1.
Fairview borough—Schools Nos. 1 and 2.
Fort Lee—Schools Nos. 1 and 2.
Franklin township—Schools Nos. 1, 2, 3, 4, 5 and 6.
Garfield borough—Schools Nos. 1, 2 and 3.
Glen Rock borough—School No. 1.
Harrington township—Schools Nos. 1, 2, 2½, 3, 4, 5, 6, 7 and 8.
Hasbrouck Heights borough—School No. 1.
Hillsdale township—Schools Nos. 1 and 2.
Hohokus township—Schools Nos. 1, 2 and 3.
Leonia borough—School No. 1.
Little Ferry borough—School No. 1.
Lodi township—School No. 2.
Lodi borough—School No. 1.
Maywood—School No. 1.
Midland Park borough—School No. 1.
Midland township—Schools Nos. 1 and 3.
Montvale borough—Schools Nos. 1 and 2.
New Barbadoes township—Schools Nos. 1, 2, 2½, 3, 4, 5 and High.
North Arlington borough—School No. 1.
Overpeck township—Schools Nos. 1, 2 and 3.
Orvil township—Schools Nos. 1 and 2.
Old Tappan Borough—School No. 1.
Palisades township—School No. 1.
Park Ridge borough—School No. 1.
Palisades Park borough—School No. 1.
Ridgefield borough—School No. 1.
Ridgefield township—Schools Nos. 2 and 3.
Ridgewood township—Schools Nos. 1 and 2.

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Rutherford borough—Schools Nos. 1 and 2.
Saddle River township—Schools Nos. 1, 3 and 4.
Saddle River borough—School No. 1.
Teaneck township—Schools Nos. 2 and 3.
Tenafly borough—Schools Nos. 1 and 2.
Union township—Schools Nos. 1 and 2.
Upper Saddle River Borough—School No. 1.
Washington township—Schools Nos. 1, 2 and 3.
Wallington borough—School No. 1.
Westwood borough—School No. 1.
Woodcliffe borough—School No. 1.
Wood Ridge borough—School No. 1.

BURLINGTON COUNTY.

Beverly City—Schools Nos. 1 and 2.
Burlington City—Schools Nos. 1 and 6.
Chester township—Schools Nos. 1, 2, 3, 4, 5, 6, 7 and 8.
Cinnaminson Township—Schools Nos. 1, 2 and 3.
Evesham—School No. 3.
Medford township—Schools Nos. 1, 2, 3, 5 and 6.
New Hanover—Schools Nos. 1, 2 and 3.
Northampton—Schools Nos. 1, 2 and 3.
Palmyra—Schools No. 1, 2 and 3.
Riverton—School No. 1.
Riverside—Schools Nos. 1 and 2.
Tabernacle—School No. 2.

CAMDEN COUNTY.

Camden City—All schools.
Delaware township—Schools Nos. 3 and 5.
Haddonfield borough—Schools Nos. 1, 2, 3 and 4.
Gloucester township—Schools Nos. 3 and 4.
Waterford township—Schools Nos. 4 and 6.
Winslow township—Schools Nos. 2 and 8.

CAPE MAY COUNTY.

Cape May City—Schools Nos. 1, 2 and 3.
Dennis township—Schools Nos. 4, 5, 7, 8, 9, 11 and 12.
Holly Beach—School No. 1.
Middle township—School No. 4.
Ocean City borough—School No. 1.
Upper township—School No. 3 and 4.

CUMBERLAND COUNTY.

Bridgeton City—Second Ward and North Pearl Street Schools.
Commercial township—Schools Nos. 1 and 2.
Deerfield township—School No. 2.
Downe township—Schools Nos. 1 and 2.
Greenwich township—Schools Nos. 1, 3 and 4.
Hopewell township—Schools Nos. 1, 4, 5 and 8.
Landis township—Schools Nos. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17, 18, 19 and 20.
Maurice River township—Schools Nos. 2 and 3.
Millville—All schools.

ESSEX COUNTY.

Bloomfield township—Schools Nos. 1, 2, 3, 4, 5, 7 and 8.
Caldwell township—Schools Nos. 2 and 3.
East Orange—Schools Nos. 1, 2, 3, 4, 5, 6 and 7.
Glen Ridge borough—School No. 1.
Livingston township—Schools Nos. 1, 2 and 3.

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Millburn—Schools Nos. 1 and 2.
Montclair—Schools Nos. 1, 2, 3, 4, 5, 6, 7, 8 and 9.
Newark—Elizabeth Avenue, Bergen Street, Arlington Avenue, Waverly Avenue, Summer Avenue, Peshine Avenue, Newton Street, Charlton Street and Seventh Avenue Schools.
Nutley—Schools Nos. 1, 2, 3 and 4.
Orange—Schools Nos. 1, 2, 3, 4, 5 and 6.
South Orange township—Schools Nos. 1, 2 and 3.
Vailsburgh borough—School No. 1.
West Orange township—Schools Nos. 1, 2, 3, 4, 5, 6 and 7.

GLOUCESTER COUNTY.

Elk township—School No. 3.
East Greenwich township—School No. 3.
Franklin township—School No. 3.
Greenwich—Schools Nos. 1 and 2.
Glassboro—School No. 1.
Harrison—Schools Nos. 1 and 7.
Mantua—School No. 2.
Woodbury City—School No. 4.
Woolwich—School No. 1.

HUDSON COUNTY.

Bayonne—School Nos. 3, 6, 7 and High.
East Newark—School No. 1.
Harrison—Schools Nos. 1 and 2.
Hoboken—School No. 2 and High School.
Jersey City—Schools Nos. 7, 9, 10, 11, 15, 17, 21, 23, 24, 25, 26 and 29.
Kearny—Schools Nos. 2, 4 and 6.
North Bergen—Nos. 2, 3 and 7.
Weehawken township—Schools Nos. 1, 2 and 3.

HUNTERDON COUNTY.

Clinton township—School No. 2.
Delaware township—School No. 10.
East Amwell—School No. 2.
Lambertville City—School No. 1.
Junction borough—School No. 1.
Raritan township—Schools Nos. 1 and 9.
Readington township—School No. 9.
Tewkesbury township—School No. 3.
West Amwell—School Nos. 5 and 6.

MERCER COUNTY.

East Windsor township—Schools Nos. 1 and 3.
Ewing township—Schools Nos. 4 and 8.
Hamilton township—Schools Nos. 5 and 6.
Hopewell township—Schools Nos. 1, 3, 6, 7, 10, 12 and 14.
Lawrence township—Schools Nos. 1, 2, 3, 4 and 5.
Princeton borough—School No. 1.
Trenton—Schools Nos. 2, 4, 6, 11, 12, 13, 15, 16, 17, 19, 21, 22, 23, 25 and High.
Washington township—Schools Nos. 1, 2, 3, 4, 5 and 6.
West Windsor township—School No. 1.

MIDDLESEX COUNTY.

Cranbury—School No. 1.
East Brunswick township—Schools Nos. 2 and 3.
Helmetta borough—School No. 1.
Madison township—School No. 3.
Raritan township—Schools Nos. 1 and 2.

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South Amboy—Schools Nos. 1 and 2.
South Brunswick township—School No. 3.
Woodbridge township—Schools Nos. 1, 2, 5, 9 and 10.

MONMOUTH COUNTY.

Asbury Park—Schools Nos. 1 and 2.
Belmar—School No. 1.
Holmdel township—School No. 1.
Howell township—Schools Nos. 2 and 3.
Keyport—School No. 1.
Manasquan—School No. 1.
Marlborough—School No. 5.
Middletown—Schools Nos. 5, 6, 10 and 14.
Neptune township—Schools Nos. 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10.
Neptune City—School No. 1.
Raritan township—School No. 3.
Red Bank town—Schools Nos. 1, 2, 3, and 4.
Shrewsbury township—Schools Nos. 1, 2, 3, 4, 5 and 7.
Spring Lake borough—School No. 1.
Upper Freehold—School No. 9.

MORRIS COUNTY.

Boonton City—Schools Nos. 1, 2, and 3.
Boonton Township—School No. 1.
Butler—School No. 1.
Chester—School No. 4.
Dover—Schools Nos. 1, 2 and 3.
Hanover township—Schools Nos. 1, 3 and 5.
Montville—School No. 6.
Mendham township—School No. 4.
Morris—School No. 4.
Mt. Arlington borough—School No. 1.
Passaic township—School No. 2.
Pequannock township—Schools Nos. 4 and 5.
Randolph—Schools Nos. 7 and 10.
Rockaway township—Schools Nos. 2, 6 and 10.
Rockaway borough—School No. 1.
Roxbury township—School No. 6.
Washington township—School No. 1.
Wharton borough—School No. 1.

OCEAN COUNTY.

Beach Haven borough—School No. 1.
Brick township—School No. 3.
Eagleswood—School No. 1.
Island Heights borough—School No. 1.
Jackson—School No. 3.
Plumstead township—Schools Nos. 1, 2, 3, 4 and 5.
Point Pleasant—School No. 1.
Sea Side Park—School No. 1.
Union township—School No. 1.

PASSAIC COUNTY.

Acquackanonk township—Schools Nos. 2, 4, 5, 6, 7 and 8.
Hawthorne—School No. 1.
Little Falls—School No. 2.
Manchester—School No. 3.
Passaic City—Schools Nos. 2, 3, 4, 5, 6, 7, 8 and High.
Paterson City—Schools Nos. 3, 5, 9, 10, 13, 17, 18 and 19.
Pompton township—School No. 6.
Wayne township—Schools Nos. 1, 3 and 6.
West Milford—No. 3.

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SALEM COUNTY.

Elsinboro township—Schools Nos. 1 and 2.
Mannington—School No. 5.
Oldmans—School No. 1.
Pennsgrove—School No. 1.
Pittsgrove township—School No. 4.
Salem City—Copner, Acton and School No. 5.

SOMERSET COUNTY.

Bedminster township—Schools Nos. 1 and 8.
Bound Brook—School No. 1.
Branchburg—Schools Nos. 1 and 4.
Franklin township—Schools Nos. 4 and 5.
Hillsborough township—School No. 3.
Montgomery township—School No. 2.
North Plainfield borough—Schools Nos. 1, 2, 3, 4 and 5.
Somerville—Schools Nos. 1, 2 and 3.
Warren—Schools Nos. 2 and 4.

SUSSEX COUNTY.

Green township—School No. 1.
Hardyston township—Schools Nos. 3 and 8.
Lafayette—School No. 1.
Sparta township—Schools Nos. 3 and 4.
Vernon township—Schools Nos. 4 and 8.
Wantage—School No. 1.

UNION COUNTY.

Elizabeth—Schools Nos. 1, 2, 3, 4, 6, 7, 8 and 9 and Batten High.
Linden—School No. 1.
Plainfield—Stillman, Bryant, Irving, Franklin, Whittier, Lincoln and Washington Schools.
Rahway—Lincoln, Franklin, Columbia and Washington Schools.
Roselle—Schools Nos. 1 and 2.
Springfield township—School No. 1.
Union township—Unionville and Connecticut Farms Schools.
Westfield—Schools Nos. 1, 2, 3 and 4.

WARREN COUNTY.

Allamuchy township—Schools Nos. 1, 3 and 4.
Belvidere—School No. 1.
Blairstown—Schools Nos. 4, 5 and 6.
Franklin township—Schools Nos. 1, 3 and 4.
Hackettstown—School No. 1.
Harmony—School No. 6.
Independence township—School No. 3.
Knowlton—Schools Nos. 2, 5 and 6.
Oxford township—Schools Nos. 1, 2, 3 and 10.
Pohatcong—School No. 2.
Washington borough—School No. 1.
Washington township—Schools Nos. 2 and 6.

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TABLE XXIX.

Apportionment of School Moneys for the School Year Beginning July 1st, 1903.

Amount of State school tax, ... $1,702,701 96
Amount of State school fund appropriation, ... 200,000 00
Amount of State appropriation, ... 916,839 52

COUNTIES.	Apportionment from $200,000 appropriation from State school fund.	Apportionment from appropriation of $916,839.52 from State fund.	Amount apportioned to counties, being 90 per cent. of State school tax.	Amount apportioned out of the 10 per cent. reserve fund by the State Board of Education.	Total amount appropriated from State school tax.	Total amount appropriated by the State.
Atlantic, ...	$4,883 28	$27,895 90	$46,625 99	$5,180 67	$51,806 66	$84,585 84
Bergen, ...	10,115 65	41,460 16	69,297 71	7,699 74	76,997 45	128,573 26
Burlington, ...	4,990 82	21,233 69	35,490 59	3,943 40	39,433 99	65,658 50
Camden, ...	10,520 08	40,506 48	67,703 69	7,522 63	75,226 32	126,252 88
Cape May, ...	1,481 38	8,142 75	13,610 02	1,512 23	15,122 25	24,746 38
Cumberland, ...	5,649 88	16,766 75	28,024 43	6,113 82	34,138 25	56,554 88
Essex, ...	40,129 23	221,564 87	370,329 86	35,497 76	405,827 62	667,521 72
Gloucester, ...	3,384 01	14,216 94	23,762 59	2,640 29	26,402 88	44,003 83
Hudson, ...	40,676 62	174,044 92	290,903 65	32,322 63	323,226 28	537,947 82
Hunterdon, ...	3,261 96	16,993 25	28,402 99	3,155 89	31,558 88	51,814 09
Mercer, ...	9,030 12	45,603 11	76,222 33	7,969 15	84,191 48	138,824 71
Middlesex, ...	7,869 65	27,850 07	46,549 41	5,172 16	51,721 57	87,441 29
Monmouth, ...	8,995 72	48,081 06	80,364 06	8,929 34	89,293 40	146,370 18
Morris, ...	6,418 40	27,633 72	46,187 78	5,131 98	51,319 76	85,371 88
Ocean, ...	2,233 47	8,968 77	14,990 66	4,815 63	19,806 29	31,008 53
Passaic, ...	17,546 13	68,675 17	114,785 65	12,753 96	127,539 61	213,760 91
Salem, ...	2,807 02	13,414 78	22,421 85	2,491 32	24,913 17	41,134 97
Somerset, ...	3,250 72	18,152 93	30,341 31	3,371 26	33,712 57	55,116 22
Sussex, ...	2,656 89	14,351 95	23,988 27	2,665 36	26,653 63	43,662 47
Union, ...	9,793 17	43,571 80	72,827 15	8,091 90	80,919 05	134,284 02
Warren, ...	4,305 80	17,710 45	29,601 77	3,289 08	32,890 85	54,907 10
Total, ...	$200,000 00	$916,839 52	$1,532,431 76	$170,270 20	$1,702,701 96	$2,819,541 48

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TABLE XXX.

Total Attendance for State, 1902–03.

COUNTIES.	Actual attendance.	Night school.	Allowance.	Quarantine.	Total attendance.
Atlantic,	1,100,174½	1,281½	2,203	90	1,103,749
Bergen,	2,271,600½	.....	12,623½	3,640½	2,287,864½
Burlington,	1,055,740	1,185	9,259	1,688	1,067,872
Camden,	2,245,473	11,615	4,976	637	2,262,701
Cape May,	343,678½	.....	2,061½	.....	345,740
Cumberland,	1,201,920	2,546	9,581	728	1,214,775
Essex,	8,730,860½	99,967	10,739	29,936	8,871,502½
Gloucester,	706,928	2,721½	6,230½	253	716,133
Hudson,	9,023,194½	49,181	12,228½	39,903½	9,124,507½
Hunterdon,	677,338½	.....	7,366½	1,422	686,127
Mercer,	1,871,124½	28,474	3,203	990½	1,903,792
Middlesex,	1,692,081	3,149½	4,613½	22	1,699,866
Monmouth,	1,929,883	.....	3,171	3,814½	1,936,868½
Morris,	1,394,874	.....	5,852½	63	1,400,789½
Ocean,	482,010½	.....	357	.....	482,367½
Passaic,	3,735,703	51,350½	1,689	4,179	3,792,921½
Salem,	598,205	3,562½	.....	90	601,857½
Somerset,	687,242½	3,637	7,364	75	698,318½
Sussex,	543,246½	.....	6,927	.....	550,173½
Union,	2,155,570	.....	2,798	2,777	2,161,145
Warren,	909,650½	4,018	1,357	555	915,580½
Total,	43,356,498½	262,688½	114,600½	90,864	43,824,651½

Total gain in State over 1901-1902 is 1,690,256 days.

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TABLE XXX—CONTINUED.

Attendance, Loss and Gain, by Counties.

COUNTIES.	Attendance for 1901-1902.	Attendance for 1902-1903.	Gain.	Loss.
Atlantic,	1,028,769	1,103,749	74,980	.....
Bergen,	2,131,084	2,287,864½	156,780½	.....
Burlington,	1,051,424	1,067,872	16,448	.....
Camden,	2,216,285½	2,262,701	46,415½	.....
Cape May,	312,083½	345,740	33,656½	.....
Cumberland,	1,190,270	1,214,775	24,505	.....
Essex,	8,454,113	8,871,502½	417,389½	.....
Gloucester,	712,914	716,133	3,219	.....
Hudson,	8,569,431½	9,124,507½	555,076	.....
Hunterdon,	687,201	686,127	.....	1,074
Mercer,	1,902,393	1,903,792	1,399	.....
Middlesex,	1,657,913½	1,699,866	41,952½	.....
Monmouth,	1,895,146	1,936,868½	41,722½	.....
Morris,	1,352,176½	1,400,789½	48,613	.....
Ocean,	470,528½	482,367½	11,839	.....
Passaic,	3,696,480½	3,792,921½	96,441	.....
Salem,	591,359	601,857½	10,498½	.....
Somerset,	684,834	698,318½	13,484½	.....
Sussex,	559,730½	550,173½	.....	9,557
Union,	2,063,147½	2,161,145	97,997½	.....
Warren,	907,111	915,580½	8,469½	.....
Total,	42,134,395½	43,824,651½	1,700,887	10,621

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TABLE XXX—CONTINUED.

Atlantic County.

CITIES AND TOWNS.	Actual attendance.	Night school.	Allowance.	Quarantine.	Total attendance.
Absecon City,	11,814	.....	.....	.....	11,814
Atlantic City,	623,658½	.....	.....	.....	623,658½
Brigantine City,	3,091	.....	.....	.....	3,091
Buena Vista,	50,535	.....	.....	.....	50,535
Egg Harbor City,	53,583	.....	140	90	53,813
Egg Harbor,	41,611½	.....	459	.....	42,070½
Galloway,	54,265	.....	24	.....	54,289
Hamilton,	36,966	586½	1,580	.....	39,132½
Hammonton,	107,263	695	.....	.....	107,958
Linwood,	14,796	.....	.....	.....	14,796
Longport,	1,977½	.....	.....	.....	1,977½
Mullica,	15,893½	.....	.....	.....	15,893½
Pleasantville,	55,279½	.....	.....	.....	55,279½
Somers Point City,	8,509	.....	.....	.....	8,509
South Atlantic City,	2,149½	.....	.....	.....	2,149½
*Ventnor City,	.....	.....	.....	.....	.....
Weymouth,	18,782½	.....	.....	.....	18,782½
Total,	1,100,174½	1,281½	2,203	90	1,103,749

*No school in 1902-1903.

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TABLE XXX—CONTINUED.

Bergen County.

CITIES AND TOWNS.	Actual attendance.	Night school.	Allowance.	Quarantine.	Total attendance.
Allendale,	15,945½				15,945½
Bergenfield,	24,220				24,220
Bogota,	9,565				9,565
Carlstadt,	84,515				84,515
Cliffside Park,	32,739½				32,739½
Cresskill,	11,612		60		11,672
Delford,	24,339				24,339
Dumont,	24,300½				24,300½
East Rutherford,	76,522			147	76,669
Edgewater,	18,225				18,225
Englewood City,	140,013			914	140,927
Englewood Special,	1,339½		126		1,465½
Englewood,	4,404		57½		4,461½
Fairview,	18,920				18,920
Fort Lee,	45,333½		189		45,522½
Franklin,	32,080		1,066	1,107	34,253
Garfield,	119,764½		2,898		122,662½
Glen Rock,	15,090½				15,090½
Harrington,	92,855½		37		92,892½
Hasbrouck Heights,	50,094			126	50,220
Hillsdale,	20,043½				20,043½
Hohokus,	58,941		214		59,155
Leonia,	16,238½			44	16,282½
Little Ferry,	45,324½		236	84	45,644½
Lodi Borough,	81,104½			38	81,142½
Lodi,	21,354½				21,354½
Maywood,	16,474				16,474
Midland,	16,544½				16,544½
Midland Park,	47,230½				47,230½
Montvale,	9,028½				9,028½
New Barbadoes,	282,403		4,751		287,154
North Arlington,	4,508				4,508
*Oakland Borough,					
Old Tappan,	4,919				4,919
Orvil,	20,478½				20,478½
Overpeck,	84,883½			172	85,055½
Palisades,	24,044½				24,044½
Palisades Park,	22,509				22,509
Park Ridge,	25,374½				25,374½
Ridgefield Borough,	15,027½		2,520		17,547½
Ridgefield,	30,441				30,441
Ridgewood,	88,196½				88,196½
Riverside,	14,989				14,989
Rutherford,	160,972			1,008½	161,980½
Saddle River Borough,	8,197		240		8,437
Saddle River,	52,531		209		52,740
Teaneck,	17,091½		20		17,111½
Tenafly,	35,415				35,415
Union,	52,373½				52,373½
Upper Saddle River,	7,018½				7,018½
Wallington,	56,767				56,767
Washington,	21,730				21,730
Westwood,	29,637				29,637
Woodcliff,	10,005½				10,005½
Woodridge,	18,926½				18,926½
Total,	2,271,600½		12,623½	3,640½	2,287,864½

* New district.

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TABLE XXX—CONTINUED.

Burlington County.

CITIES AND TOWNS.	Actual attendance.	Night school.	Allowance.	Quarantine.	Total attendance.
Bass River,	16,364½	.....	.....	.....	16,364½
Beverly City,	48,147	.....	.....	.....	48,147
Beverly,	27,077	.....	125½	.....	27,202½
Bordentown City,	63,731	313½	963	.....	65,007½
Bordentown,	3,342	.....	.....	.....	3,342
Burlington City,	125,033	.....	88	1,217	126,338
Burlington,	13,366½	.....	28	.....	13,394½
Chester,	100,519	.....	59	.....	100,578
Chesterfield,	22,388½	.....	.....	.....	22,388½
Cinnaminson,	17,499½	.....	.....	.....	17,499½
Delran,	12,731½	.....	.....	.....	12,731½
Eastampton,	13,689½	.....	.....	.....	13,689½
Evesham,	24,574	.....	1,712	104	26,390
Fieldsboro,	11,446	.....	.....	.....	11,446
Florence,	29,736	394½	4,757	.....	34,887½
Lumberton,	29,416	.....	118	.....	29,534
Mansfield,	26,866	.....	17½	.....	26,883½
Medford,	33,525½	477	517	70	34,589½
Mount Laurel,	16,409	.....	530	192	17,131
New Hanover,	23,747½	.....	.....	.....	23,747½
Northampton,	110,512	.....	.....	.....	110,512
Palmyra,	66,900½	.....	.....	.....	66,900½
Pemberton,	39,063	.....	.....	.....	39,063
Riverside,	52,663	.....	.....	.....	52,663
Riverton,	30,336½	.....	.....	105	30,441½
Shamong,	6,617½	.....	.....	.....	6,617½
Southampton,	28,788½	.....	225	.....	29,013½
Springfield,	24,353½	.....	29	.....	24,382½
Tabernacle,	5,765	.....	.....	.....	5,765
Washington,	13,654	.....	.....	.....	13,654
Westampton,	1,633	.....	54	.....	1,687
Willingboro,	9,471	.....	36	.....	9,507
Woodland,	6,373½	.....	.....	.....	6,373½
Total,	1,055,740	1,185	9,259	1,688	1,067,872

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TABLE XXX—CONTINUED.

Camden County.

CITIES AND TOWNS.	Actual attendance.	Night school.	Allowance.	Quarantine.	Total attendance.
Camden City,	1,605,220	11,255	.....	637	1,617,112
Centre,	34,463½	.....	2,572	.....	37,035½
Chesilhurst,	4,468	.....	.....	.....	4,468
Delaware,	21,051½	.....	.....	.....	21,051½
Gloucester City,	112,001	.....	.....	.....	112,001
Gloucester,	72,932½	.....	.....	.....	72,932½
Haddon,	102,949	.....	887	.....	103,836
Haddonfield,	68,099½	.....	.....	.....	68,099½
Merchantville,	36,955	.....	.....	.....	36,955
Pensauken,	71,946½	.....	.....	.....	71,946½
Voorhees,	16,470	.....	131	.....	16,601
Waterford,	54,028½	.....	1,386	.....	55,414½
Winslow,	44,888	360	.....	.....	45,248
Total,	2,245,473	11,615	4,976	637	2,262,701

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TABLE XXX—CONTINUED.

Cape May County.

CITIES AND TOWNS.	Actual attendance.	Night school.	Allowance.	Quarantine.	Total attendance.
Anglesea,	5,258	.....	190	.....	5,448
Avalon,	1,369½	.....	.....	.....	1,369½
Cape May City,	60,560½	.....	.....	.....	60,560½
Dennis,	43,588	.....	.....	.....	43,588
Holly Beach,	16,851	.....	.....	.....	16,851
Lower,	22,528	.....	.....	.....	22,528
Middle,	46,824	.....	.....	.....	46,824
Ocean City,	35,121	.....	1,871½	.....	36,992½
Sea Isle City,	8,710	.....	.....	.....	8,710
Upper,	25,163	.....	.....	.....	25,163
West Cape May,	19,286	.....	.....	.....	19,286
Wildwood,	7,027	.....	.....	.....	7,027
Woodbine Borough,	51,392½	.....	.....	.....	51,392½
Total,	343,678½	.....	2,061½	.....	345,740

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TABLE XXX—CONTINUED.

Cumberland County.

CITIES AND TOWNS.	Actual attendance.	Night school.	Allowance.	Quarantine.	Total attendance.
Bridgeton City,	313,955½	.....	.....	.....	313,955½
Commercial,	69,675	.....	.....	.....	69,675
Deerfield,	82,617	.....	1,359½	.....	83,976½
Downe,	37,039	.....	.....	.....	37,039
Fairfield,	32,425½	.....	722½	.....	33,148
Greenwich,	26,026½	.....	.....	.....	26,026½
Hopewell,	42,944	.....	.....	.....	42,944
Landis,	223,870½	1,232½	6,792	.....	231,895
Lawrence,	35,742	.....	.....	.....	35,742
Maurice River,	45,059½	.....	.....	.....	45,059½
Millville City,	278,715½	1,313½	707	728	281,464
Stow Creek,	13,850	.....	.....	.....	13,850
Total,	1,201,920	2,546	9,581	728	1,214,775

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TABLE XXX—CONTINUED.

Essex County.

CITIES AND TOWNS.	Actual attendance.	Night school.	Allowance.	Quarantine.	Total attendance.
Belleville,	131,646½	.....	.....	.....	131,646½
Bloomfield City,	268,952	3,667	.....	457½	273,076½
Caldwell Borough,	48,239½	.....	.....	.....	48,239½
Caldwell,	19,681	.....	.....	.....	19,681
East Orange,	599,360	.....	.....	1,063	600,423
Glen Ridge,	47,578	.....	.....	.....	47,578
Irvington,	180,171½	.....	.....	.....	180,171½
Livingston,	31,853½	.....	1,175	286½	33,315
Millburn,	56,824½	.....	.....	.....	56,824½
Montclair,	421,129	1,818½	.....	771½	423,719
*Newark,	5,908,091½	93,760	3,382	25,217½	6,030,451
Nutley,	101,354	721½	.....	76½	102,152
Orange,	489,594	.....	5,152	1,642½	496,388½
South Orange,	116,985	.....	.....	294	117,279
Vailsburgh,	92,443½	.....	.....	127	92,570½
Verona,	41,341½	.....	610	.....	41,951½
West Orange,	175,615½	.....	420	.....	176,035½
Total,	8,730,860½	99,967	10,739	29,936	8,871,502½

* Newark summer school attendance of 54,728½ days included in the day school total.

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TABLE XXX—CONTINUED.

Gloucester County.

CITIES AND TOWNS.	Actual attendance.	Night school.	Allowance.	Quarantine.	Total attendance.
Clayton,	46,690½	1,032	1,045	180	48,947½
Deptford,	40,345	.....	138	.....	40,483
East Greenwich,	20,359½	.....	.....	.....	20,359½
Elk,	15,018½	.....	.....	.....	15,018½
Franklin,	43,646½	.....	1,275½	.....	44,922
Glassboro,	62,418½	638	.....	.....	63,056½
Greenwich,	58,380½	.....	.....	.....	58,380½
Harrison,	39,905½	.....	.....	.....	39,905½
Logan,	26,529	.....	.....	.....	26,529
Mantua,	44,462½	.....	300	.....	44,762½
Monroe,	55,751	140½	855½	.....	56,747
South Harrison,	17,985½	.....	.....	.....	17,985½
Washington,	22,597½	.....	.....	.....	22,597½
Wenonah,	14,791	.....	2,314	.....	17,105
West Deptford,	33,912	.....	157½	73	34,142½
Woodbury,	111,828	485	121	.....	112,434
Woolwich,	52,307	426	24	.....	52,757
Total,	706,928	2,721½	6,230½	253	716,133

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TABLE XXX—CONTINUED.

Hudson County.

CITIES AND TOWNS.	Actual attendance.	Night school.	Allowance.	Quarantine.	Total attendance.
Bayonne City,	786,642½	6,647	.....	3,392½	796,682
East Newark,	57,708½	3,019	.....	.....	60,727½
Guttenberg,	126,493½	.....	.....	.....	126,493½
Harrison,	120,000½	5,665	505	.....	126,170½
Hoboken City,	1,420,159½	6,986	3,681	4,792	1,435,618½
Jersey City,	4,444,620½	24,464	6,893½	31,637	4,507,615
Kearny,	293,101	2,400	1,149	.....	296,650
North Bergen,	258,140	.....	.....	.....	258,140
Secaucus,	50,048½	.....	.....	.....	50,048½
Town of Union,	460,244½	.....	.....	.....	460,244½
Weehawken,	161,763½	.....	.....	82	161,845½
West Hoboken City,	682,013½	.....	.....	.....	682,013½
West New York,	162,258½	.....	.....	.....	162,258½
Total.	9,023,194½	49,181	12,228½	39,903½	9,124,507½

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TABLE XXX—CONTINUED.

Hunterdon County.

CITIES AND TOWNS.	Actual attendance.	Night school.	Allowance.	Quarantine.	Total attendance.
Alexandria,	10.893	.....	.....	.....	10,893
Bethlehem,	36.767½	.....	.....	100	36.867½
Clinton (Town),	21.399	.....	.....	.....	21,399
Clinton,	37.118	.....	540	.....	37,658
Delaware,	38.549	.....	.....	.....	38.549
East Amwell,	14.058	.....	.....	.....	14,058
Franklin,	17.886	.....	.....	.....	17,886
Frenchtown,	28.967½	.....	.....	.....	28,967½
High Bridge,	31.876½	.....	344	.....	32,220½
Holland,	37.550½	.....	.....	.....	37,550½
Junction,	24.499½	.....	592	.....	25,091½
Kingwood,	16.452	.....	.....	.....	16.452
Lambertville,	99.482	.....	.....	.....	99.482
Lebanon,	55.250½	.....	253	.....	55.503½
Raritan,	88.851½	.....	4,401½	1.322	94,575
Readington,	47.938	.....	757	.....	48.695
Stockton,	14.707	.....	172	.....	14,879
Tewksbury,	24.241	.....	307	.....	24,548
Union,	19.071½	.....	.....	.....	19.071½
West Amwell,	11.780½	.....	.....	.....	11,780½
Total,	677.338½	.....	7.366½	1,422	686.127

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TABLE XXX—CONTINUED.

Mercer County.

CITIES AND TOWNS.	Actual attendance.	Night school.	Allowance.	Quarantine.	Total attendance.
East Windsor,	60,822				60,822
Ewing,	24,986½		882		25,868½
Hamilton,	85,315½	716	348		86,379½
Hopewell,	93,297				93,297
Lawrence,	27,100½				27,100½
Princeton Borough,	76,771½				76,771½
Princeton,	13,703				13,703
Trenton City,	1,446,473	27,758	1,763	906½	1,476,900½
Washington,	24,418½				24,418½
West Windsor,	18,237		210	84	18,531
Total,	1,871,124½	28,474	3,203	990½	1,903,792

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TABLE XXX—CONTINUED.

Middlesex County.

CITIES AND TOWNS.	Actual attendance.	Night school.	Allowance.	Quarantine.	Total attendance.
Cranbury,	34,000	.....	982½	.....	34,982½
Dunellen,	42,437	.....	.....	.....	42,437
East Brunswick,	39,100½	.....	.....	.....	39,100½
Helmetta,	17,818½	.....	.....	.....	17,818½
Jamesburg,	34,829½	.....	1,288	.....	36,117½
Madison,	25,087½	.....	.....	.....	25,087½
Milltown,	35,791½	.....	.....	.....	35,791½
Monroe,	18,994½	.....	.....	.....	18,994½
New Brunswick City,	379,145½	3,149½	671	.....	382,966
North Brunswick,	11,844½	.....	.....	.....	11,844½
Piscataway,	56,515	.....	839	.....	57,354
Raritan,	96,142	.....	68	.....	96,210
Perth Amboy City,	477,346½	.....	.....	.....	477,346½
Sayreville,	49,399	.....	765	.....	50,164
South Amboy,	91,042½	.....	.....	16	91,058½
South Brunswick,	52,676	.....	.....	.....	52,676
South River,	58,134½	.....	.....	.....	58,134½
Woodbridge,	171,776½	.....	.....	6	171,782½
Total,	1,692,081	3,149½	4,613½	22	1,699,866

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TABLE XXX—CONTINUED.

Monmouth County.

CITIES AND TOWNS.	Actual attendance.	Night school.	Allowance.	Quarantine.	Total attendance.
Asbury Park,	88,828½	.....	.....	28½	88,857
Atlantic,	19,398	.....	.....	.....	19,398
Atlantic Highlands,	44,174½	.....	.....	.....	44,174½
Belmar,	27,640½	.....	.....	6	27,646½
Eatontown,	42,355	.....	189	.....	42,544
Freehold (Town),	79,277	.....	.....	.....	79,277
Freehold,	27,442	.....	.....	.....	27,442
Holmdel,	20,327	.....	200	.....	20,527
Howell,	55,313½	.....	594	.....	55,907½
Keyport,	93,492½	.....	.....	.....	93,492½
Long Branch,	383,114½	.....	154	3,132	386,400½
Manalapan,	30,796½	.....	.....	.....	30,796½
Manasquan,	59,845	.....	.....	.....	59,845
Marlboro,	28,863	.....	.....	.....	28,863
Matawan,	61,001	.....	.....	.....	61,001
Middletown,	117,990	.....	1,734	60	119,784
Millstone,	36,723	.....	.....	.....	36,723
Neptune City,	18,448½	.....	.....	.....	18,448½
Neptune,	271,412	.....	.....	588	272,000
Ocean,	24,593	.....	.....	.....	24,593
Raritan,	28,092½	.....	300	.....	28,392½
Red Bank,	133,865	.....	.....	.....	133,865
Shrewsbury,	94,006	.....	.....	.....	94,006
Spring Lake,	8,291	.....	.....	.....	8,291
Upper Freehold,	53,838½	.....	.....	.....	53,838½
Wall,	80,755	.....	.....	.....	80,755
Total,	1,929,883	.....	3,171	3,814½	1,936,868½

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TABLE XXX—CONTINUED.

Morris County.

CITIES AND TOWNS.	Actual attendance.	Night school.	Allowance.	Quarantine.	Total attendance.
Boonton (Town),	100,544½	.....	.....	.....	100,544½
Boonton,	5,999½	.....	.....	.....	5,999½
Butler Borough,	33,581	.....	.....	.....	33,581
Chatham,	57,549½	.....	2,425½	.....	59,975
Chester,	34,423	.....	.....	.....	34,423
Dover,	205,629½	.....	.....	.....	205,629½
Hanover,	61,992	.....	.....	.....	61,992
Jefferson,	24,411	.....	410	.....	24,821
Madison Borough,	65,828	.....	.....	63	65,891
Mendham,	33,361	.....	.....	.....	33,361
Montville,	34,792	.....	.....	.....	34,792
Morris,	19,236½	.....	82	.....	19,318½
Morristown,	228,442	.....	.....	.....	228,442
Mt. Arlington,	4,177	.....	.....	.....	4,177
Mount Olive,	26,528½	.....	.....	.....	26,528½
Netcong Borough,	32,893	.....	.....	.....	32,893
Passaic,	39,352½	.....	.....	.....	39,352½
Pequannock,	34,560½	.....	.....	.....	34,560½
Randolph,	51,132½	.....	490	.....	51,622½
Rockaway Borough,	54,991½	.....	.....	.....	54,991½
Rockaway,	96,727	.....	.....	.....	96,727
Roxbury,	60,025	.....	114	.....	60,139
Washington,	40,142½	.....	1,036	.....	41,178½
Wharton,	48,554½	.....	1,295	.....	49,849½
Total,	1,394,874	.....	5,852½	63	1,400,789½

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TABLE XXX—CONTINUED.

Ocean County.

CITIES AND TOWNS.	Actual attendance.	Night school.	Allowance.	Quarantine.	Total attendance.
Bay Head,	5,044	.....	.....	.....	5,044
Beach Haven,	8,363½	.....	.....	.....	8,363½
Berkeley,	11,990½	.....	.....	.....	11,990½
Brick,	43,402½	.....	.....	.....	43,402½
Dover,	64,232	.....	.....	.....	64,232
Eagleswood,	12,031	.....	.....	.....	12,031
Island Heights,	8,474	.....	.....	.....	8,474
Jackson,	36,544	.....	.....	.....	36,544
Lacey,	10,722	.....	.....	.....	10,722
Lakewood,	109,543	.....	.....	.....	109,543
Little Egg Harbor,	42,569	.....	.....	.....	42,569
Long Beach,	3,318½	.....	.....	.....	3,318½
Manchester,	18,831	.....	.....	.....	18,831
Ocean,	6,822	.....	357	.....	7,179
Plumsted,	26,791	.....	.....	.....	26,791
Point Pleasant,	20,904½	.....	.....	.....	20,904½
Seaside Park,	2,430½	.....	.....	.....	2,430½
Stafford,	25,017½	.....	.....	.....	25,017½
Surf City Borough,	629½	.....	.....	.....	629½
Union,	24,350½	.....	.....	.....	24,350½
Total,	482,010½	.....	357	.....	482,367½

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TABLE XXX—CONTINUED.

Passaic County.

CITIES AND TOWNS.	Actual attendance.	Night school.	Allowance.	Quarantine.	Total attendance.
Asquackanonk,	163,927½	.....	410	14	164,351½
Hawthorne,	65,348½	.....	58	.....	65,406½
Little Falls,	73,052	.....	.....	.....	73,052
Manchester,	86,140½	.....	116	.....	86,256½
*Passaic,	714,973	28,512½	.....	.....	743,485½
Paterson,	2,416,794½	22,838	.....	4,045	2,443,677½
Pompton,	54,339½	.....	609	114	55,062½
Pompton Lakes,	24,572	.....	496	6	25,074
Prospect Park,	39,230½	.....	.....	.....	39,230½
Totowa,	7,724½	.....	.....	.....	7,724½
Wayne,	50,103½	.....	.....	.....	50,103½
West Milford,	39,497	.....	.....	.....	39,497
Total,	3,735,703	51,350½	1,689	4,179	3,792,921½

* Passaic summer school attendance of 6,278½ days included in the day school total.

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TABLE XXX—CONTINUED.

Salem County.

CITIES AND TOWNS.	Actual attendance.	Night school.	Allowance.	Quarantine.	Total attendance.
Alloway,	33,118½	.....	.....	.....	33,118½
Elmer,	28,329	.....	.....	90	28,419
Elsinboro,	10,297	.....	.....	.....	10,297
Lower Alloways Creek,	25,558	.....	.....	.....	25,558
Lower Penns Neck,	28,474½	.....	.....	.....	28,474½
Mannington,	31,667	.....	.....	.....	31,667
Oldmans,	33,666½	.....	.....	.....	33,666½
Pennsgrove,	45,188½	.....	.....	.....	45,188½
Pilesgrove,	26,973½	.....	.....	.....	26,973½
Pittsgrove,	46,649	.....	.....	.....	46,649
Quinton,	25,766½	.....	.....	.....	25,766½
Salem,	174,913	3,562½	.....	.....	178,475½
Upper Penns Neck,	11,248	.....	.....	.....	11,248
Upper Pittsgrove,	38,987½	.....	.....	.....	38,987½
Woodstown,	37,368½	.....	.....	.....	37,368½
Total,	598,205	3,562½	.....	90	601,857½

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TABLE XXX—CONTINUED.

Somerset County.

CITIES AND TOWNS.	Actual attendance.	Night school.	Allowance.	Quarantine.	Total attendance.
Bedminster,	46,607½		84		46,691½
Bernards,	56,901				56,901
Bound Brook,	64,812½				64,812½
Branchburg,	21,291				21,291
Bridgewater,	66,396½	3,637			70,033½
East Millstone,	5,563				5,563
Franklin,	25,800½		401		26,201½
Hillsborough,	41,705½				41,705½
Montgomery,	26,696		720		27,416
North Plainfield Borough,	151,996				151,996
North Plainfield,	11,108				11,108
Somerville,	132,283			48	132,331
South Bound Brook,	20,534½		5,617		26,151½
Warren,	15,547½		542	27	16,116½
Total,	687,242½	3,637	7,364	75	698,318½

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TABLE XXX—CONTINUED.

Sussex County.

CITIES AND TOWNS.	Actual attendance.	Night school.	Allowance.	Quarantine.	Total attendance.
Andover,	24,860½				24,860½
Byram,	33,479		324		33,803
Frankford,	25,869½		405		26,274½
Green,	15,556½				15,556½
Hampton,	13,501½				13,501½
Hardyston,	77,226½		4,254		81,480½
Lafayette,	17,261				17,261
Montague,	10,409½				10,409½
Newton,	103,059½				103,059½
Sandyston,	21,399½				21,399½
Sparta,	44,709				44,709
Stillwater,	27,163		69		27,232
Sussex,	38,405		1,035		39,440
Vernon,	35,744½		840		36,584½
Wallpack,	4,786½				4,786½
Wantage,	49,815½				49,815½
Total,	543,246½		6,927		550,173½

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TABLE XXX—CONTINUED.

Union County.

CITIES AND TOWNS.	Actual attendance.	Night school.	Allowance.	Quarantine.	Total attendance.
Clark,	4,375	.....	.....	.....	4,375
Cranford,	88,631½	.....	.....	.....	88,631½
Elizabeth,	989,086	.....	.....	1,425	990,511
Fanwood,	33,411½	.....	1,248	64	34,723½
Linden,	28,956	.....	.....	.....	28,956
New Providence,	22,036½	.....	297	.....	22,333½
Plainfield,	375,880½	.....	33	885½	376,799
Rahway,	193,058½	.....	255	.....	193,313½
Roselle Borough,	48,205½	.....	.....	.....	48,205½
Roselle Park,	50,609½	.....	.....	.....	50,609½
Springfield,	31,814½	.....	.....	.....	31,814½
Summit,	92,897½	.....	965	402½	94,265
Union,	53,425½	.....	.....	.....	53,425½
Westfield,	143,182	.....	.....	.....	143,182
Total,	2,155,570	.....	2,798	2,777	2,161,145

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TABLE XXX—CONTINUED.

Warren County.

CITIES AND TOWNS.	Actual attendance.	Night school.	Allowance.	Quarantine.	Total attendance.
Allamuchy,	11,067½	.....	.....	.....	11,067½
Belvidere,	51,019½	.....	.....	.....	51,019½
Blairstown,	35,908½	.....	.....	.....	35,908½
Franklin,	29,002½	.....	.....	.....	29,002½
Frelinghuysen,	18,035	.....	.....	.....	18,035
Greenwich,	21,834	.....	.....	.....	21,834
Hackettstown,	61,694½	.....	.....	.....	61,694½
Hardwick,	2,484	.....	.....	.....	2,484
Harmony,	21,739	.....	.....	.....	21,739
Hope,	22,049	.....	15	.....	22,064
Independence,	15,458½	.....	.....	.....	15,458½
Knowlton,	25,751½	.....	210	.....	25,961½
Lopatcong,	41,452	402½	387	28	42,269½
Mansfield,	19,165½	.....	610	36	19,811½
Oxford,	85,714	.....	.....	.....	85,714
Pahaquarry,	5,205½	.....	.....	.....	5,205½
Phillipsburg,	273,438	3,615½	.....	483	277,536½
Pohatcong,	44,536½	.....	135	.....	44,671½
Washington,	21,774½	.....	.....	.....	21,774½
Washington Borough,	102,321	.....	.....	8	102,329
Total,	909,650½	4,018	1,357	555	915,580½

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TABLE XXXI.

Statistics of High Schools.

COUNTIES.	Number of schools reporting full or partial High School Courses.	Amount expended for teachers' salaries.	Amount expended for text-books and supplies.	Amount expended for apparatus.	Amount expended for other High School purposes.	Total amount expended.
Atlantic,	2	$8,660 00	$1,250 00	$525 00	$250 00	$10,685 00
Bergen,	5	16,000 00	1,328 68	276 00	1,036 32	18,641 00
Burlington,	6	7,475 00	511 39	133 36	136 50	8,256 25
Camden,	2	18,010 27	200 00	75 00	12,677 79	30,963 06
Cape May,	2	8,333 50	1,230 20	111 00	1,015 79	10,690 49
Cumberland,	3	10,775 00	1,005 00	270 50	400 00	12,450 50
Essex,	12	151,461 61	7,870 88	2,209 04	23,391 97	184,933 50
Gloucester,	1	1,000 00	256 71	80 39	50 00	1,387 10
Hudson,	6	61,361 33	5,140 81	137 60	5,505 38	72,145 12
Hunterdon,	1	2,400 00	207 00	63 00	.....	2,670 00
Mercer,	2	21,350 00	1,340 00	350 00	125 00	23,165 00
Middlesex,	5	19,200 00	1,422 00	304 50	450 00	21,376 50
Monmouth,	8	36,724 16	2,323 78	504 54	235 00	39,787 48
Morris,	8	15,155 00	585 00	55 00	250 00	16,045 00
Ocean,	1	2,300 00	33 00	.....	.....	2,333 00
Passaic,	2	35,550 00	.....	.....	.....	35,550 00
Salem,	4	5,202 50	210 00	15 00	10 00	5,202 50
Somerset,	2	11,340 00	400 00	150 00	.....	11,900 00
Sussex,	1	1,550 00	200 00	25 00	50 00	1,825 00
Union,	7	36,150 00	2,725 00	725 00	3,150 00	42,750 00
Warren,	4	9,600 00	582 95	129 72	10 00	10,322 67
Total,	84	$479,598 37	$28,822 40	$6,139 65	$48,743 75	$563,079 17

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TABLE XXXI—CONTINUED.

Statistics of High Schools.

Number of schools holding one session each day.	Number of schools holding two sessions each day.	Number of schools having four years' High School Course.	Number of schools having three years' High School Course.	Number of schools having two years' High School Course.	Average age of pupils entering High Schools.		Number of graduates, 1903.	Classical Course.		Latin-Scientific Course.		English Course.	
					Years.	Months.		Male.	Fem.	Male.	Fem.	Male.	Fem.
....	2	1	1	.....	14	.....	29	.....	1	30	29	.....	.....
....	5	4	.....	1	14	.....	72	2	.....	94	158	5	14
....	6	3	3	.....	14	10	50	3	2	26	58	29	59
1	1	1	1	.....	14	.....	77	2	3	71	178	5	86
....	2	2	.....	.....	14	2	3	.....	.....	14	19	.....	.....
....	3	2	1	.....	14	6	81	.....	.....	48	88	.....	.....
2	10	10	1	1	14	2	326	397	375	120	206	141	152
....	1	1	.....	.....	14	6	2	.....	.....	.....	.....	.....	.....
1	5	5	1	.....	14	4	161	37	86	80	150	7	57
....	1	1	.....	.....	15	.....	5	.....	.....	10	26	12	14
1	1	2	.....	.....	14	8	67	5	1	48	145	100	186
....	5	4	.....	1	13	6	74	12	20	60	76	21	28
1	7	7	1	.....	14	5	108	12	15	111	139	107	122
....	8	6	2	.....	14	.....	64	9	32	69	112	56	67
....	1	1	.....	.....	15	.....	11	4	1	5	11	1	3
1	1	2	.....	.....	14	.....	84	126	206	114	183	.....	.....
1	3	3	1	.....	13	8	30	.....	.....	.....	.....	.....	.....
2	....	2	.....	.....	14	.....	37	2	.....	8	43	13	18
....	1	.....	1	.....	13	6	20	.....	.....	.....	.....	.....	.....
2	4	6	1	.....	14	8	167	14	11	147	323	3	29
....	4	3	1	.....	14	4	49	2	.....	80	105	25	60
12	71	66	15	3	14	8	1,517	627	753	1,135	2,049	525	895

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TABLE XXXI—CONTINUED.

Statistics of High Schools.

COUNTIES.	General Course.		Commercial Course.		Special Course.		Total enrollment in High Schools.		Average daily attendance.	Number dropped during the year for deficiencies.	Number of High Schools having physical apparatus.
	Male.	Fem.	Male.	Fem.	Male.	Fem.	Male.	Fem.			
Atlantic,	33	69	60	83	4	3	127	185	230	2	2
Bergen,	15	32	54	39	.....	.....	170	243	361	15	4
Burlington,	23	38	12	10	.....	.....	93	167	211	12	4
Camden,	.....	.....	5	14	68	.....	151	281	374	.....	2
Cape May,	11	31	.....	.....	.....	.....	25	50	58	1	2
Cumberland,	95	168	52	33	2	11	197	300	421	8	3
Essex,	368	872	237	151	38	2	1,301	1,758	2,307	16	11
Gloucester,	24	38	.....	.....	.....	.....	24	38	62	.....	1
Hudson,	180	443	145	179	.....	.....	449	912	1,224	40	6
Hunterdon,	5	2	.....	.....	.....	.....	27	42	51	.....	1
Mercer,	.....	.....	16	27	.....	.....	179	359	557	47	1
Middlesex,	40	55	82	106	39	66	254	351	447	45	4
Monmouth,	73	72	54	64	31	31	388	443	758	32	7
Morris,	64	85	14	16	.....	.....	212	312	412	23	7
Ocean,	.....	.....	9	8	4	4	23	27	41	3	1
Passaic,	72	113	50	63	.....	.....	362	565	820	1	2
Salem,	39	103	.....	.....	.....	.....	39	103	126	1	4
Somerset,	37	68	.....	.....	7	16	67	145	181	.....	2
Sussex,	30	58	.....	.....	.....	.....	30	58	74	13	1
Union,	113	147	128	143	.....	.....	405	653	887	20	7
Warren,	22	40	.....	.....	3	2	132	207	241	8	4
Total,	1,244	2,434	918	936	196	135	4,655	7,199	9,843	287	76

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TABLE XXXI—CONTINUED.

Statistics of High Schools.

Number of High Schools having chemical apparatus.	Number of High School having libraries.	Number of schools having Classical Course.	Number of schools having Latin-Scientific Course.	Number of schools having English Course.	Number of schools having General Course.	Number of schools having Commercial Course.	Number of teachers employed in High School.	Number of teachers holding State certificates.	Number of teachers holding county certificates.	Number holding district certificates.	Average annual salary of principal.	Average annual salary of assistant teachers.
2	2	1	2	....	1	1	16	8	2	6	$1,350 00	$643 50
4	4	1	4	2	2	3	22	17	5	.....	1,525 00	677 31
4	5	1	2	3	2	1	15	15	.....	.....	900 00	482 70
2	2	1	2	1	.....	1	25	7	2	16	1,350 00	701 08
1	2	....	1	....	1	.....	4	2	2	.....	1,040 00	607 00
3	3	....	2	....	2	2	16	6	4	6	916 66	531 73
9	11	7	5	6	7	7	148	52	21	85	1,880 00	1,038 87
1	1	....	....	....	1	.....	3	2	1	.....	500 00	475 00
6	6	2	3	1	3	4	63	31	.....	32	2,066 66	887 54
.....	1	....	1	1	1	.....	4	1	3	.....	1,400 00	591 66
1	2	1	2	2	.....	1	28	14	1	14	1,866 66	747 00
4	5	2	4	2	2	4	28	11	4	13	1,310 00	741 30
7	8	3	6	5	4	3	62	32	30	.....	1,500 00	584 18
2	8	1	4	4	2	1	30	17	11	2	992 85	634 78
1	1	1	1	1	.....	1	4	2	2	.....	1,500 00	600 00
2	2	1	1	....	1	1	36	.....	.....	36	2,050 00	925 00
1	3	....	....	....	4	.....	8	5	2	1	887 50	512 50
2	2	2	2	2	1	1	15	14	1	.....	1,000 00	600 00
1	1	....	....	....	1	.....	4	4	.....	.....	1,000 00	516 66
7	7	1	5	2	5	4	49	21	7	21	1,185 71	742 62
4	4	1	4	2	2	.....	15	6	9	.....	1,025 00	619 09
64	80	26	51	34	42	35	595	257	107	232	$1,296 95	$659 98

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TABLE XXXI—CONTINUED.

Statistics of High Schools.

COUNTIES.	Number of schools having Special Course.	Number of schools on departmental plan.	English.							
			First year.		Second year.		Third year.		Fourth year.	
			Male.	Fem.	Male.	Fem.	Male.	Fem.	Male.	Fem.
Atlantic,	1	2	69	81	29	47	24	33	2	19
Bergen,	.....	5	76	86	53	78	25	39	11	26
Burlington,	.....	4	55	93	30	42	13	31	3	8
Camden,	1	2	46	93	50	67	25	47	.....	.....
Cape May,	.....	2	16	19	4	18	4	11	1	2
Cumberland,	1	3	105	131	49	78	8	25	7	30
Essex,	1	12	571	659	306	419	194	295	153	287
Gloucester,	.....	1	17	20	6	11	.....	.....	3	7
Hudson,	.....	5	304	494	145	224	66	149	32	146
Hunterdon,	.....	1	12	23	2	7	6	8	3	3
Mercer,	.....	2	81	151	51	105	36	72	17	51
Middlesex,	1	4	106	123	82	92	33	55	23	33
Monmouth,	2	7	170	189	112	140	82	103	38	73
Morris,	.....	6	96	124	47	63	38	58	16	34
Ocean,	1	1	.....	.....	5	8	7	1	3	3
Passaic,	.....	2	199	238	60	118	29	83	27	48
Salem,	.....	1	15	30	12	21	7	26	1	9
Somerset,	1	2	10	34	8	24	5	15	4	11
Sussex,	.....	1	13	20	11	19	6	19	.....	.....
Union,	.....	7	155	202	76	153	60	120	33	54
Warren,	1	3	57	59	40	55	41	44	73	84
Total,	10	73	2,173	2,869	1,178	1,789	709	1,234	450	928

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TABLE XXXI—CONTINUED.

Statistics of High Schools.

Latin.								Greek.					
First year.		Second year.		Third year.		Fourth year.		First Year.		Second year.		Third year.	
Male.	Fem.	Male.	Fem.	Male.	Fem.	Male.	Fem.	Male.	Fem.	Male.	Fem.	Male.	Fem.
36	36	11	26	16	21	.....	15	.....	.....	.....	.....	.....	.....
49	65	19	46	25	32	11	19	.....	.....	.....	3	.....	.....
18	42	15	19	6	14	6	8	1	.....	.....	1	3	.....
37	85	18	53	15	25	3	10	2	2	.....	.....	.....	1
16	19	4	18	4	11	1	2	.....	.....	.....	.....	.....	.....
42	67	35	51	6	30	1	10	.....	.....	.....	.....	.....	.....
279	386	176	245	120	141	94	166	51	25	30	20	21	22
18	21	5	8	.....	.....	1	2	.....	.....	.....	.....	.....	.....
95	107	45	68	25	49	8	36	10	5	5	12	.....	.....
3	14	2	7	2	2	2	2	.....	.....	.....	.....	.....	.....
23	51	9	44	15	24	5	24	.....	.....	.....	.....	3	.....
84	101	48	76	31	47	25	36	5	8	2	4	3	3
50	53	34	40	21	34	7	9	8	9	6	6	4	4
54	71	27	70	21	26	8	27	.....	.....	.....	.....	.....	.....
2	4	3	6	4	1	4	1	4	1	.....	.....	.....	.....
77	102	48	81	12	30	15	32	.....	.....	.....	.....	.....	.....
5	23	4	11	2	14	.....	9	.....	.....	.....	.....	.....	.....
3	24	1	6	4	7	.....	8	.....	.....	2	.....	.....	.....
11	17	9	16	5	18	.....	.....	.....	.....	.....	.....	.....	.....
98	169	52	126	42	96	21	30	2	7	4	6	7	5
40	52	16	30	4	15	4	4	.....	.....	.....	.....	1	.....
1,040	1,509	581	1,047	380	637	216	450	83	57	52	49	42	35

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TABLE XXXI—CONTINUED.

Statistics of High Schools.

COUNTIES.	German.								Spanish.	
	First year.		Second year.		Third year.		Fourth year.		First year.	
	Male.	Fem.	Male.	Fem.	Male.	Fem.	Male.	Fem.	Male.	Fem.
Atlantic,	20	28	.....	.....	.....	.....	.....	.....	.....	.....
Bergen,	15	20	6	22	2	17	3	6	.....	.....
Burlington,	30	36	16	18	5	19	.....	.....	.....	.....
Camden,	55	38	25	52	15	20	5	9	.....	.....
Cape May,	5	14	1	2	.....	.....	.....	.....	.....	.....
Cumberland,	2	3	.....	2	.....	6	.....	.....	.....	.....
Essex,	267	299	239	272	90	180	63	133	.....	.....
Gloucester,	4	13	2	7	2	.....	.....	.....	.....	.....
Hudson,	129	180	83	99	29	67	10	41	5	.....
Hunterdon,	10	8	.....	3	2	7	.....	.....	.....	.....
Mercer,	60	103	42	64	7	29	.....	.....	.....	.....
Middlesex,	50	53	15	29	13	21	.....	.....	.....	.....
Monmouth,	85	106	53	66	16	44	1	2	.....	.....
Morris,	37	38	14	25	10	15	3	12	.....	.....
Ocean,	3	8	1	2	4	5	.....	.....	.....	.....
Passaic,	86	94	52	106	37	87	25	42	.....	.....
Salem,	5	3	2	4	2	8	1	.....	.....	.....
Somerset,	3	10	2	10	2	8	.....	.....	.....	.....
Sussex,	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Union,	30	73	27	42	4	10	13	20	.....	.....
Warren,	27	19	17	32	.....	.....	.....	.....	.....	.....
Total,	923	1,146	597	857	240	543	124	265	5	.....

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TABLE XXXI—CONTINUED.

Statistics of High Schools.

French.								Elementary Algebra.		Advanced Algebra.		Plane Geometry.	
First year.		Second year.		Third year.		Fourth year.							
Male.	Fem.	Male.	Fem.	Male.	Fem.	Male.	Fem.	Male.	Fem.	Male.	Fem.	Male.	Fem.
.....	.....	.....	.....	.....	.....	.....	.....	69	81	29	47	44	68
.....	.....	1	8	2	2	.....	3	93	121	13	27	68	93
6	13	5	2	.....	.....	.....	.....	58	90	32	49	34	57
.....	.....	.....	.....	.....	.....	.....	.....	48	100	18	10	37	55
.....	.....	.....	.....	.....	.....	.....	.....	16	19	5	20	4	9
.....	.....	.....	.....	.....	.....	.....	.....	138	192	21	47	32	69
41	100	14	62	29	66	2	12	791	894	112	122	287	388
.....	.....	.....	.....	.....	.....	.....	.....	18	17	6	15	5	15
20	41	6	18	8	21	.....	7	316	515	129	208	88	199
.....	.....	.....	.....	.....	.....	.....	.....	14	30	7	8	6	9
3	4	2	3	.....	.....	.....	.....	81	151	66	117	69	154
7	12	.....	.....	.....	.....	.....	.....	76	92	75	86	37	59
18	29	11	25	4	17	1	9	173	192	93	124	93	109
1	11	.....	.....	.....	.....	.....	.....	115	148	47	87	34	47
3	4	.....	.....	.....	.....	.....	.....	7	7	.....	.....	6	11
3	10	8	26	2	15	2	7	186	212	10	7	48	107
.....	.....	.....	.....	.....	.....	.....	.....	10	28	12	22	6	23
.....	.....	.....	.....	.....	.....	.....	.....	7	31	11	27	4	14
.....	.....	.....	.....	.....	.....	.....	.....	10	17	.....	.....	6	18
19	48	17	41	9	32	2	9	152	276	86	145	43	128
.....	.....	.....	.....	.....	.....	.....	.....	81	86	50	57	22	36
121	272	64	185	54	153	7	47	2,459	3,299	822	1,225	973	1,668

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TABLE XXXI—CONTINUED.

Statistics of High Schools.

COUNTIES.	Solid Geometry.		Trigonometry.		Physics.		Chemistry.		Physiology.	
	Male.	Fem.	Male.	Fem.	Male.	Fem.	Male.	Fem.	Male.	Fem.
Atlantic,	.....	4	.....	4	5	24	6	25	.....	.....
Bergen,	23	28	9	19	32	47	12	25	.....	.....
Burlington,	3	8	3	8	21	40	9	19	8	16
Camden,	15	34	15	2	28	56	17	38	46	93
Cape May,	1	4	.....	.....	4	18	1	2	.....	.....
Cumberland,	7	24	.....	.....	22	68	30	55	.....	.....
Essex,	57	10	50	21	136	182	117	103	329	496
Gloucester,	1	1	1	.....	.....	6	3	4	.....	.....
Hudson,	24	30	12	5	80	177	51	126	156	219
Hunterdon,	2	.....	.....	.....	4	.....	.....	.....	.....	.....
Mercer,	10	5	.....	.....	22	18	10	20	75	139
Middlesex,	23	18	.....	.....	33	63	19	25	68	68
Monmouth,	29	24	9	2	75	80	42	73	50	59
Morris,	12	29	2	2	62	85	15	17	47	53
Ocean,	3	3	.....	.....	.....	.....	4	1	.....	.....
Passaic,	4	10	9	15	40	90	35	48	17	29
Salem,	.....	9	.....	9	9	26	1	9	9	27
Somerset,	4	6	.....	.....	2	4	.....	.....	.....	.....
Sussex,	.....	.....	.....	.....	11	18	5	18	13	20
Union,	42	57	17	17	45	113	64	86	52	82
Warren,	23	31	.....	.....	25	40	8	14	34	42
Total,	283	335	127	104	656	1.155	449	708	904	1.343

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TABLE XXXI—CONTINUED.

Statistics of High Schools.

Botany.		Astronomy.		Zoology.		Geology.		Physiography.		United States History.		English History.	
Male.	Fem.	Male.	Fem.	Male.	Fem.	Male.	Fem.	Male.	Fem.	Male.	Fem.	Male.	Fem.
3	5	4	6	.....	.....	.....	.....	26	44	2	19	4	6
51	68	17	19	9	11	8	15	62	74	.....	9	15	36
22	48	4	17	25	12	6	12	.....	.....	11	20	28	30
27	85	2	49	.....	24	14	20	.....	.....	17	52	4	4
1	2	.....	.....	3	9	.....	.....	.....	.....	1	2	1	2
45	83	.....	.....	38	68	.....	.....	60	75	21	51	13	26
266	390	3	15	147	303	21	43	26	42	38	51	134	244
1	3	1	1	.....	.....	.....	.....	.....	.....	3	.....	5	9
96	211	12	109	130	248	69	160	113	209	58	87	52	89
5	5	.....	.....	.....	.....	.....	.....	11	22	.....	.....	7	8
.....	30	.....	.....	.....	30	.....	.....	4	3	10	47	19	48
34	36	8	14	.....	.....	8	14	61	66	9	14	27	33
62	82	6	10	34	45	.....	.....	73	79	25	37	70	104
47	74	.....	.....	.....	.....	2	7	22	16	9	14	25	31
5	9	.....	.....	.....	.....	.....	.....	7	7	.....	.....	6	8
12	40	.....	.....	.....	.....	.....	.....	.....	.....	8	18	17	61
13	33	.....	.....	.....	.....	.....	.....	6	6	14	32	.....	.....
1	10	.....	.....	.....	.....	.....	.....	10	28	5	10	12	15
11	18	.....	.....	.....	.....	.....	.....	.....	.....	5	16	.....	.....
3	4	27	56	18	65	25	45	38	44	2	5	34	46
30	40	17	18	.....	.....	16	17	48	53	33	42	4	6
735	1,276	101	314	404	815	169	333	567	768	271	526	477	806

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TABLE XXXI—CONTINUED.

Statistics of High Schools.

COUNTIES.	General History.		Ancient History.		Civics.		Political Economy.		Psychology.	
	Male.	Fem.	Male.	Fem.	Male.	Fem.	Male.	Fem.	Male.	Fem.
Atlantic,	28	28	45	55	38	48	.....	.....	.....	.....
Bergen,	49	62	73	87	7	12	.....	.....	.....	.....
Burlington,	16	16	12	39	25	64	.....	.....	.....	.....
Camden,	53	59	53	59	13	48	4	2	.....	48
Cape May,	7	25	2	13	11	18	.....	.....	.....	.....
Cumberland,	29	42	62	77	118	144	.....	.....	.....	.....
Essex,	142	137	172	302	145	94	26	70	.....	.....
Gloucester,	.....	.....	23	23	.....	.....	.....	.....	.....	.....
Hudson,	125	208	36	45	50	102	13	6	.....	9
Hunterdon,	2	8	.....	.....	2	3	.....	.....	.....	.....
Mercer,	.....	.....	53	110	10	47	.....	.....	.....	.....
Middlesex,	46	72	12	21	81	101	.....	.....	.....	.....
Monmouth,	68	113	144	176	102	124	3	5	.....	.....
Morris,	60	86	33	40	51	79	.....	.....	.....	.....
Ocean,	5	9	.....	.....	.....	.....	.....	.....	.....	.....
Passaic,	.....	.....	173	193	33	49	.....	.....	.....	.....
Salem,	3	17	6	6	17	34	.....	.....	.....	.....
Somerset,	8	28	.....	.....	.....	.....	.....	.....	.....	.....
Sussex,	.....	.....	.....	.....	5	16	.....	.....	.....	.....
Union,	89	133	51	83	4	18	.....	.....	.....	.....
Warren,	32	50	30	40	27	37	.....	.....	1	7
Total,	762	1,093	980	369	739	1,038	46	83	1	64

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TABLE XXXI—CONTINUED.

Statistics of High Schools.

Drawing.								Modeling.		Music.			
First year.		Second year.		Third year.		Fourth year.				First year.		Second year.	
Male.	Fem.	Male.	Fem.	Male.	Fem.	Male.	Fem.	Male.	Fem.	Male.	Fem.	Male.	Fem.
61	73	26	42	.....	.....	.....	.....	.....	.....	69	81	29	47
14	23	14	30	1	2	1	3	.....	.....	7	12	5	9
21	50	14	22	5	2	.....	.....	.....	.....	.....	.....	.....	.....
46	93	40	58	17	43	24	51	.....	.....	.....	.....	.....	.....
16	19	4	18	3	9	.....	.....	.....	.....	7	14	2	13
15	37	23	17	6	11	6	20	.....	.....	15	37	23	17
312	478	126	205	56	132	54	133	17	34	107	127	80	78
17	20	6	11	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
183	386	120	202	51	158	18	123	.....	.....	98	171	69	86
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
75	139	47	102	19	48	12	40	.....	.....	81	151	51	105
92	113	78	91	30	49	23	37	.....	.....	58	69	55	48
105	132	79	97	27	50	6	14	.....	.....	99	112	66	95
66	91	30	55	22	39	12	23	.....	.....	57	72	24	44
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
30	39	3	42	6	52	3	35	.....	.....	.....	.....	.....	.....
15	33	6	15	4	22	1	9	.....	.....	5	23	4	11
.....	.....	8	24	5	15	4	10	.....	.....	.....	.....	.....	.....
13	20	10	18	5	18	.....	.....	.....	.....	13	20	11	19
37	48	18	18	11	15	.....	11	.....	.....	49	62	24	32
47	48	28	33	3	8	.....	.....	.....	.....	5	6	6	11
1,165	1,842	680	1,100	271	673	164	509	17	34	670	957	449	615

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TABLE XXXI—CONTINUED.

Statistics of High Schools.

COUNTIES.	Music.				Wood Working.		Iron Working.		Sewing.	Cooking.
	Third year.		Fourth year.							
	Male.	Fem.	Male.	Fem.	Male.	Fem.	Male.	Fem.	Fem.	Fem.
Atlantic,	4	6	.....	.....	87	.....	.....	.....	.....	.....
Bergen,	.....	9	2	2	7	.....	.....	.....	11	.....
Burlington,	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Camden,	.....	.....	.....	.....	76	86	76	.....	.....	.....
Cape May,	1	2	.....	.....	11	31	.....	.....	.....	.....
Cumberland,	6	11	6	20	50	85	.....	.....	.....	.....
Essex,	41	75	27	59	264	125	17	26	19	97
Gloucester,	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hudson,	24	68	9	45	82	.....	.....	.....	51	75
Hunterdon,	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mercer,	36	72	15	44	.....	.....	.....	.....	.....	.....
Middlesex,	16	28	14	23	.....	.....	.....	.....	.....	.....
Monmouth,	38	68	18	34	61	56	.....	.....	.....	.....
Morris,	17	26	12	20	.....	.....	.....	.....	.....	.....
Ocean,	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Passaic,	.....	.....	.....	.....	38	4	.....	.....	.....	.....
Salem,	2	14	.....	9	.....	.....	.....	.....	.....	.....
Somerset,	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Sussex,	5	18	.....	.....	.....	.....	.....	.....	.....	.....
Union,	11	28	7	23	29	6	14	6	.....	.....
Warren,	3	8	.....	.....	.....	.....	.....	.....	.....	.....
Total,	204	433	110	279	705	393	107	32	81	172

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TABLE XXXI—CONTINUED.

Statistics of High Schools.

Commercial Law.				Bookkeeping.							
First year.		Second year.		First year.		Second year.		Third year.		Fourth year.	
Male.	Fem.	Male.	Fem.	Male.	Fem.	Male.	Fem.	Male.	Fem.	Male.	Fem.
.....	.....	.....	.....	34	35	8	10	.....	.....	.....	.....
20	11	.....	.....	34	20	2	7	1	2	1	3
2	5	.....	.....	41	51	14	23	.....	.....	.....	.....
1	9	.....	.....	4	3	2	9	.....	.....	.....	.....
.....	.....	.....	.....	16	19	.....	.....	.....	.....	.....	.....
43	70	10	6	61	76	15	18	.....	.....	.....	.....
76	45	5	6	233	179	114	82	18	6	3	11
.....	.....	.....	.....	19	24	.....	.....	.....	.....	.....	.....
29	48	.....	.....	145	169	11	15	3	8	5	3
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	14	20	2	7	.....	.....	.....	.....
11	12	.....	.....	80	109	3	8	.....	.....	.....	.....
17	17	.....	.....	52	52	26	32	9	3	.....	.....
.....	.....	.....	.....	35	39	11	13	.....	.....	.....	.....
3	1	.....	.....	4	7	4	3	.....	.....	.....	.....
16	26	1	.....	45	55	18	28	.....	2	.....	1
.....	.....	.....	.....	9	9	4	11	2	14	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	10	17	.....	.....	.....	.....	.....	.....
38	41	.....	.....	90	95	.....	2	1	.....	.....	1
4	8	.....	.....	39	40	28	20	.....	.....	.....	.....
260	293	16	12	965	1.019	262	288	34	35	9	19

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TABLE XXXI—CONTINUED.

Statistics of High Schools.

COUNTIES.	Stenography.							
	First year.		Second year.		Third year.		Fourth year.	
	Male.	Fem.	Male.	Fem.	Male.	Fem.	Male.	Fem.
Atlantic,	4	5						
Bergen,	21	16	28	22	1	2	1	3
Burlington,								
Camden,		4	3	2	9			
Cape May,								
Cumberland,								
Essex,	19	19	18	23	3	4	5	14
Gloucester,								
Hudson,	10	16	15	16	3	8		11
Hunterdon,								
Mercer,	14	20	2	7				
Middlesex,	19	29	15	26	3	8		
Monmouth,	18	22	9	19		2		
Morris,	4	10	4	5				
Ocean,	4	7	2					
Passaic,	38	54	19	29	2	8		3
Salem,								
Somerset,								
Sussex,								
Union,	45	63	12	28	1	2		5
Warren,								
Total,	196	265	127	177	22	34	6	36

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TABLE XXXI—CONTINUED.

Statistics of High Schools.

Commercial Arithmetic.				Business Practice.				Typewriting.				Commercial Geography.	
First year.		Second year.		First year.		Second year.		First year.		Second year.			
Male.	Fem.	Male.	Fem.	Male.	Fem.	Male.	Fem.	Male.	Fem.	Male.	Fem.	Male.	Fem.
16	18	.....	.....	8	10	.....	.....	8	10	.....	.....	.....	.....
21	16	.....	5	4	4	20	16	21	13	1	4	.....	.....
16	20	.....	.....	11	7	2	5	2	5	.....	.....	.....	.....
4	4	.....	.....	.....	.....	.....	.....	1	9	.....	.....	.....	.....
1	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
6	11	.....	.....	6	11	.....	.....	.....	.....	.....	.....	.....	.....
115	109	9	14	25	35	10	25	10	25	14	23	.....	.....
.....	.....	.....	.....	19	24	.....	.....	.....	.....	.....	.....	.....	.....
64	98	5	8	96	83	17	29	8	16	11	26	45	44
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
14	20	2	7	14	20	2	7	14	20	2	7	.....	.....
48	47	.....	.....	3	3	.....	.....	15	34	16	28	10	9
28	42	22	14	36	42	15	20	25	22	21	35	5	2
10	26	4	5	4	10	4	5	4	10	4	5	.....	.....
4	7	.....	.....	.....	.....	.....	.....	4	7	2	.....	.....	.....
44	60	15	29	15	25	.....	.....	43	64	23	30	2	1
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
13	20	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
85	87	.....	.....	.....	.....	.....	.....	45	64	12	24	.....	.....
4	8	.....	.....	14	14	.....	.....	.....	.....	.....	.....	.....	.....
493	595	57	82	253	288	70	107	200	299	106	182	62	56

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TABLE XXXII.

State Superintendents.

T. F. King, ... 1846-1850
S. S. Randall, ... 1850-1851
T. F. King, ... 1851-1852
John H. Phillips, ... 1852-1860
F. W. Ricord, ... 1860-1864
Chas. M. Harrison, ... 1864-1866
Ellis A. Apgar, ... 1866-1885
E. O. Chapman, ... 1885-1888
C. W. Fuller, ... 1888-1889
E. O. Chapman, ... 1889-1892
Addison B. Poland, ... 1892-1896
Charles J. Baxter, ... 1896-

County Superintendents.

Atlantic County.

Calvin Wright, from May 21, 1867, to May 21, 1873.
George B. Wight, from May 21, 1873 to June 28, 1877.
Silas R. Morse, from June 28, 1877, to September 1, 1892.
John R. Wilson, from September 1, 1892, to December 3, 1895.
Samuel D. Hoffman, from December 3, 1895, to .....

Bergen County.

Alexander Cass, from July 30, 1867, to July 30, 1873.
E. B. Vreeland, from July 30, 1873, to September 21, 1875.
John A. Demarest, from September 21, 1875, to February 4, 1886.
John Terhune, from February 4, 1886, to .....

Burlington County.

James E. Giffen, from May 1, 1867, to May 1, 1869.
William Hutchinson, from May 1, 1869, to January 21, 1871.
Henry S. Haines, from February 7, 1871, to May 1, 1873.
Walter A. Barrows, from May 1, 1873, to September 1, 1875.
Edgar Haas, from September 1, 1875, to September 29, 1896.
Herman A. Stees, from September 29, 1896, to .....

Camden County.

Alexander Gilmore, from July 30, 1867, to July 30, 1870.
Frederick R. Brace, from July 30, 1870, to September 1, 1890.
Charles S. Albertson, from September 1, 1890, to .....

Cape May County.

Maurice Beesley, from May 1, 1867, to September 1, 1881.
E. P. Shields, from September 1, 1881, to September 1, 1884.
Vincent O. Miller, from September 1, 1884, to September 29, 1896.
Aaron W. Hand, from September 29, 1896, to .....

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CUMBERLAND COUNTY.

Albert R. Jones, from May 1, 1867, to May 1, 1873.
Benjamin G. Ames, from May 1, 1873, to November 6, 1873.
Richard L. Howell, from November 6, 1873, to September 1, 1879.
William O. Garrison, from September 1, 1879, to September 1, 1884.
Joseph Moore, from September 1, 1884, to February 4, 1889.
Charles G. Hampton, from February 21, 1889, to September 24, 1895.
John N. Glaspell, from September 24, 1895, to .....

ESSEX COUNTY.

Joseph L. Munn, from May 1, 1867, to May 1, 1868.
Charles M. Davis, from May 1, 1868, to September 1, 1891.
Merritt H. C. Vail, from September 1, 1891, to September 25, 1894.
Elmer C. Sherman, from September 25, 1894, to .....

GLOUCESTER COUNTY.

William Milligan, from May 1, 1867, to September 1, 1890.
James Gallagher, from September 1, 1890, to June 30, 1892.
William H. Eldridge, from June 30, 1892, to .....

HUDSON COUNTY.

William L. Dickinson, from May 1, 1867, to November 5, 1883.
George H. Barton, from November 22, 1883, to July 8, 1885.
George C. Houghton, from November 5, 1885, to October 5, 1897.
Edward A. Murphy, from October 5, 1897, to June 4, 1901.
M. H. Kinsley, from June 4, 1901, to .....

HUNTERDON COUNTY.

John C. Rafferty, from May 1, 1867, to May 1, 1870.
Cornelius S. Conkling, from May 1, 1870, to September 1, 1876.
R. S. Swackhamer, from September 1, 1876, to September 1, 1882.
Oliver H. Hoffman, from September 1, 1882, to September 1, 1888.
Edward M. Heath, from September 1, 1888, to September 24, 1895.
Jason S. Hoffman, from September 24, 1895, to .....

MERCER COUNTY.

William H. Brace, from May 21, 1867, to May 8, 1868.
William J. Gibby, from May 8, 1868, to March 31, 1887.
Lloyd Wilbur, from July 12, 1887, to July 13, 1893.
John S. Van Dike, from July 13, 1893, to September 29, 1896.
Abel W. Hartwell, from September 29, 1896, to .....

MIDDLESEX COUNTY.

DeWitt T. Riley, from May 21, 1867, to May 8, 1868.
Ralph Willis, from May 8, 1868, to September 1, 1887.
H. Brewster Willis, from September 1, 1887, to .....

MONMOUTH COUNTY.

Samuel Lockwood, from May 1, 1867, to September 25, 1894.
John Enright, from September 25, 1894, to .....

MORRIS COUNTY.

Robert H. DeHart, from May 1, 1867, to September 13, 1870.
Remus Robinson, from September 13, 1870, to May 8, 1873.
John R. Runyon, from May 8, 1873, to May 1, 1875.

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Lewis W. Thurber, from May 1, 1875, to November 3, 1887.
Burtis C. Magie, from November 3, 1887, to June 12, 1890.
James O. Cooper, from September 1, 1890, to September 1, 1893.
Martin L. Cox, from September 1, 1893, to February 6, 1900.
Watson B. Matthews, from February 6, 1900, to .....

OCEAN COUNTY.

William F. Brown, from May 21, 1867, to May 21, 1870.
Edward M. Lonan, from May 21, 1870, to September 29, 1896
Frederick A. North, from September 29, 1896, to October 7, 1902.
Peter Tilton, from October 7, 1902, to .....

PASSAIC COUNTY.

Benjamin Aycrigg, from May 1, 1867, to July 30, 1867.
John C. Cruikshank, from July 30, 1867, to July 3, 1891.
Alexander Elliott, Jr., from July 3, 1891, to September 25, 1894.
James D. Donnell, from September 25, 1894, to October 5, 1897.
Homer A. Wilcox, from October 5, 1897, to .....

SALEM COUNTY.

William H. Reed, from May 1, 1867, to September 1, 1878.
R. Henry Holme, from September 1, 1878, to February 12, 1888.
Robert Gwynne, Jr., from February 12, 1888, to October 5, 1897.
Thomas G. Dunn, from October 5, 1897, to October 5, 1900.
J. Harry Smith, from October 5, 1900, to .....

SOMERSET COUNTY.

Frederick J. Frelinghuysen, from May 1, 1867, to May 1, 1873.
Elias W. Rarick, from May 1, 1873, to September 1, 1878.
John S. Haynes, from September 1, 1878, to September 1, 1884.
William T. F. Ayers, from September 1, 1884, to September 1, 1893.
John L. Anderson, from September 1, 1893, to September 29, 1896.
James A. Mets, from September 29, 1896, to October 7, 1902.
Henry C. Krebs, from October 7, 1902, to .....

SUSSEX COUNTY.

Nathaniel Pettit, from May 1, 1867, to December 3, 1868.
E. A. Stiles, from December 3, 1868, to September 15, 1875.
Luther Hill, from February 2, 1876, to October 7, 1902.
Ralph Decker, from October 7, 1902, to .....

UNION COUNTY.

A. F. Campbell, from May 1, 1867, to May 1, 1869.
Nathaniel W. Pease, from May 1, 1869, to September 1, 1889.
Barnabas Holmes, from September 1, 1889, to October 5, 1898.
William J. Shearer, from October 5, 1898, to .....

WARREN COUNTY.

William Holt, from May 1, 1867, to May 1, 1868.
Joseph S. Smith, from May 1, 1868, to May 1, 1871.
Ephraim Dietrich, from May 1, 1871, to September 18, 1876.
Joseph S. Smith, from September 18, 1876, to February 3, 1881.
Robert S. Price, from February 3, 1881, to December 1, 1898.
Franklin T. Atwood, from December 6, 1898, to .....

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TABLE XXXIII.

County Superintendents.

COUNTIES.	NAMES.	P. O. ADDRESS.	SALARY.
Atlantic,	S. D. HOFFMAN,	Atlantic City,	$1,632 00
Bergen,	JOHN TERHUNE,	Hackensack,	2,000 00
Burlington,	HERMAN A. STEES,	Beverly,	1,983 00
Camden,	C. S. ALBERTSON,	Magnolia,	2,000 00
Cape May,	AARON W. HAND,	Cape May City,	1,300 00
Cumberland,	JOHN N. GLASPELL,	Bridgeton,	1,831 00
Essex,	ELMER C. SHERMAN,	South Orange,	2,000 00
Gloucester,	WILLIAM H. ELDRIDGE,	Williamstown,	1,303 00
Hudson,	M. H. KINSLEY,	Arlington,	2,000 00
Hunterdon,	JASON S. HOFFMAN,	Flemington,	1,300 00
Mercer,	A. W. HARTWELL,	Titusville,	2,000 00
Middlesex,	H. BREWSTER WILLIS,	New Brunswick,	2,000 00
Monmouth,	JOHN ENRIGHT,	Freehold,	2,000 00
Morris,	WATSON B. MATTHEWS,	Dover,	2,000 00
Ocean,	PETER TILTON,	Toms River,	1,300 00
Passaic,	HOMER A. WILCOX,	Passaic,	2,000 00
Salem,	J. HARRY SMITH,	Pennsgrove,	1,300 00
Somerset,	H. C. KREBS,	Somerville,	1,300 00
Sussex,	RALPH DECKER,	Sussex,	1,300 00
Union,	W. J. SHEARER,	Elizabeth,	2,000 00
Warren,	FRANKLIN T. ATWOOD,	Hackettstown,	1,512 00

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TABLE XXXIV.

City Superintendents.

CITIES.	NAMES.
Asbury Park,	FRED. S. SHEPHERD.
Atlantic City,	C. B. BOYER.
Bayonne,	J. H. CHRISTIE.
Bloomfield,	W. E. CHANCELLOR.
Bordentown,	WM. MACFARLAND.
Bridgeton,	E. J. HITCHNER.
Burlington,	WILBUR WATTS.
Camden,	JAMES E. BRYAN.
East Orange,	VERNON L. DAVEY.
Elizabeth,	WILLIAM J. SHEARER.
Englewood,	MARCELLUS OAKEY.
Gloucester City,	HORATIO DRAPER.
Hoboken,	A. J. DEMAREST.
Jersey City,	HENRY SNYDER.
Lambertville,	A. P. KERR.
Millville,	S. C. SMITH.
Montclair,	RANDALL SPAULDING.
Morristown,	W. L. R. HAVEN.
Newark,	ADDISON B. POLAND.
New Brunswick,	W. CLINTON ARMSTRONG.
Orange,	W. M. SWINGLE.
Passaic,	FRANK E. SPAULDING.
Paterson,	L. A. GOODENOUGH.
Perth Amboy,	S. E. SHULL.
Phillipsburg,	H. B. HOWELL.
Plainfield,	H. M. MAXSON.
Rahway,	E. C. BROOME.
Salem,	MORRIS H. STRATTON.
Town of Union,	OTTO ORTEL.
Trenton,	EBENEZER MACKEY.
West Hoboken,	ROBERT WATERS.

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APPENDIX.

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Reports of County Superintendents.

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Reports of County Superintendents.

ATLANTIC COUNTY.

S. D. HOFFMAN, COUNTY SUPERINTENDENT.

Honorable Charles J. Baxter, State Superintendent:

SIR—I have the honor of submitting the following, my eighth, annual report of the condition of the public schools of Atlantic county for the school year ending June 30th, 1903:

Arbor Day.—Arbor Day and the other school holidays have been generally observed and appropriate exercises held in all the schools of the county.

Graded Schools.—Graded schools have been established at Minotola, in Buena Vista township, and at Germania and Leeds Point, in Galloway township.

Libraries.—Additions have been made to nearly all of the libraries of the townships, and it may now be said that almost every school in the county has at least the nucleus of a good working library.

One-day Institute.—One-day Institutes have been held at regular intervals with satisfactory attendance, and much helpful instruction imparted by special talent employed for the occasion.

Finances.—With one or two exceptions, all of the school buildings are owned by the several school districts. The bonded and floating indebtedness is very small compared with the value of the property, and in nearly every case the township is entirely free from school debt.

Teachers and Teachers' Certificates.—There has been a perceptible increase in the number of teachers employed in the county; in Atlantic City schools there are now employed one hundred and

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twelve; in the county, one hundred and eleven, making a total of two hundred and twenty-three, with three Supervising Principals.

Teachers' examinations have been regularly held and greater interest manifested in raising averages and obtaining higher grade certificates.

School Visits.—More than the requisite number of school visits have been made. The moderate weather of the year made the visiting of schools a pleasant outing; consequently, in addition to the required number of visits, the greater portion of my time was given to the schools throughout the county. This has afforded me the opportunity of a closer supervision over the workings of the schools, has brought me in closer contact with teacher and pupil, and has, as I believe, resulted in great good.

Commencement Exercises.—Commencement exercises of the graduates of the county course were held in Red Men's Hall, in Pleasantville, on November 21st, 1902. The class was unusually large, consisting of seventy graduates and post-graduates. An interesting program, including several original essays and orations, was successfully carried out. The address to the graduates was made by Rev. T. J. Cross, of Baltimore.

A fact worthy of note is that a larger number of the graduates have completed the post-graduate course and are attending higher institutions of learning.

Institutes.—The annual institute was held November 5th, 6th and 7th, Gloucester and Salem counties joining with us as heretofore. The instructors were Edward Howard Griggs, Montclair, New Jersey; Miss Maud Summers, Chicago; Earl Barnes, Philadelphia, Pa.; Francis M. Green, West Chester State Normal School; Susan G. Reilly, Sarah A. Dynes and Lilly A. Williams, of the New Jersey State Normal. The instruction given compared well with the high standard of that of previous years. The department work was highly successful and much appreciated by those desirous of confining their attention to specific lines of teaching.

Honorable S. R. Morse, member of the State Board, made the address of welcome, which was brimful of wholesome suggestions and fraternal greetings.

The lectures of Wednesday evening by Professor Griggs on "Walk in Florence," and on Friday evening by Earl Barnes on "A Successful Failure," were very pleasant numbers on the programme. To these the general public was invited, and the gentlemen were greeted with large and appreciative audiences.

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School Buildings.—There has been a general improvement of the school buildings throughout the county, notably in Egg Harbor City, where the interior of the building has been remodeled so as to give additional conveniences, and by the changing of the partition walls and removal of one of the stairways two new classrooms have been provided, thus increasing the seating capacity to about four hundred and seventy-four.

In Pleasantville the brick building referred to in my last report as being in contemplation has been completed and is one of the most commodious in the county. The exterior is of modern architectural design; the interior arrangement is no less modern, as every reasonable feature has been employed, including the installation of the Smead ventilating system, to make the building healthful, convenient and pleasant. The Board of Education has recently purchased a strip of land in the rear of the old lot, adding considerably to the depth of the school grounds, all of which have been graded and enclosed with a new iron fence. The new building will serve as a central high school where pupils above the fourth grade in the other two schools in the borough will attend. The Board of Education will, at the beginning of the next school year, add to the corps of teachers employed in this building an experienced teacher of music and drawing. This building has been so constructed that additional rooms can be added at limited cost, as the growth of the borough may require. The interior of each of the outlying schools of Hammonton has been beautified by papering and painting and put in excellent condition.

In conclusion, I desire to make acknowledgment of my gratitude for the support and co-operation received from you and the several Boards of Education throughout the county.

BERGEN COUNTY.

JNO. TERHUNE, COUNTY SUPERINTENDENT.

To Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—It is a pleasure, I assure you, to write this summary, for I can see the work improving from the State Department down. You are keeping pretty tight rein on us, but that is what we need to make our duties complete.

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The attendance for the year was as follows: Number of boys 9,134, and girls 8,963, making a total of 18,097. The number in the grades: Kindergarten, 1,983; Primary, 10,818; Grammar, 4,757; High School, 539.

I attended the Arbor Day exercises at Westwood last April. It was an extra session held at night for the benefit of the public. After addressing the people, I told them there was one thing more that I wanted to say, viz.: In 1889, the author of Arbor Day, J. Sterling Morton, donated to Nebraska City twenty-three acres of land, planted with 2,000 trees. On April 27, 1902, he died. Then the people formed an Arbor Day Memorial Association, and requested me to furnish an autograph letter on the sheets enclosed containing Personal Tributes to J. Sterling Morton, with my estimate of his character and life, making it, if possible, reminiscent in its nature. The letters to be bound and preserved in the Nebraska City Public Library. Second, a donation was solicited to rear a monument typifying the sturdy, strong, self-reliant character of the man whose memory it is to perpetuate.

I told the people of Westwood about their Mayor, Isaac D. Bogert, who had treated his village in the same manner in 1894, by donating a triangular plot of ground containing about two acres, and valued, at that time, at $4,000. In it are 67 sugar maples surrounding a beautiful linden, all averaging six inches in diameter. I advised them to plant some sturdy tree, to be known as the Isaac D. Bogert tree, and dedicate it with ceremonies while he lived. The people acted at once, and asked me to name the speaker of the day. I named the Rev. Herman Vanderwart, of Hackensack, as he had written for my Arbor Day programs, and that kind of duty was agreeable to him. It was all done in two weeks, the Mayor picking out the tree and locating the site; and then to hear the Dominie eulogize him was worth a day's walk.

I attended the dedication exercises on Washington's birthday at Etna. The new school is a beauty and we had a rousing good time. The trustees are interested in their school, and they have the right kind of men in the board.

Library.—Dr. Wm. T. Harris says that "supplementary reading should rather be a systematic course of reading that the pupil pursues by himself and out of school hours. There is no other way to gain a command of good language than to become familiar with the best authors. If a beginning is made with literature sufficiently childish to interest the pupils, they may be led by their own growing taste and capacity."

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Here is where they have made a great mistake, by not giving literature to the second and third grades. We have practised it for three or four years, and the doubtful ones now begin to see it, and next year will commence on an elaborate scale to deliver the books by the class-room system.

Last October I secured as many books for my Model School Library as I could; principally for the lower grades. There were 6,711 of them purchased, and 165,841 read. This is an increase over last year of 14,137 books taken out. Some schools did not read as many as last year, but the idea is spreading over the county, and those that continue to read less will soon be back numbers. Samuel Thurber says: "The first duty of the teacher is to give his pupils abundant opportunities to read good books;" and it is the first duty of the *board* to provide them. A mind well stored with what is good has less room to spare for that which is bad. Gradually, too, the taste becomes refined; first ceasing to crave for, and ultimately rejecting, what is inferior in matter and manner. The home with good books is by far the best club-house. Playing cards for "pastime," or as an "innocent amusement," soon becomes a passion; and, when once fixed, a man will forego home, family, business and pleasure, and suffer the loss of his all for the exciting scenes of the card-table. Remember what the late Dr. Holland said: "I have this moment," said he, "ringing in my ears, the dying injunction of my father's early friend, 'Keep your son from cards. Over them I have murdered time and lost heaven.'"

There is another thing connected with these libraries of the utmost importance, and that is, keeping them open during vacation. I know by my Model School Library. If boys and girls can't get anything good, they will read what is bad. I have in my office a collection of magazines that a boy was reading during this period, and that was not the worst of it, for when school began he would read nothing else. The teacher worked with him, but it was not until the holidays that he would consent to give in and go back to the library. That was a plucky teacher. How many would have done it?

Purchase your books early. John Cotton Dana, of the Free Public Library, Newark, N. J., in an address before the State Teachers' Association at Trenton, December 29-31, 1902, said: "Buy your books at a reputable store. Trust a reputable house to supply you with the best editions for your purpose."

The greatest return for the slight attention required, and nothing done in the school line, is so far-reaching in its future results.

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One thing I did for the teachers that proved a great help in the selection of books. I had a sheet 9 x 12 ruled and printed, giving the title, author, publisher, list-price, price bid, and the committee that made the list. They wrote the books wanted on it, and took a sheet with them to make a copy for me of the books purchased. That assured them of getting the books they had seen.

The beautiful catalogues of Ridgefield, Hasbrouck Heights, Garfield, Maywood, etc., are a credit to the districts. They show an interest in the work, and are valuable to pass around the neighborhood. Ridgefield held a fair last December and the net receipts were $222.26. That is for a school whose average enrollment is only 100.

Teachers and Teaching.—I called for all of the teachers' programs in October, to see if they were following the course of study, and were paying too much attention to one or more subjects. I found some giving too much time to Physiology, and not enough to Business Forms and Etymology. These were corrected, and the result was felt in the examinations. I think if Physiology is finished in the seventh year, and we can introduce some work having Arithmetic and Algebra in the same book, we will not lose anything and shorten the course considerably. I have consulted with the principals and they favor the change; provided we can get your permission.

I send you a list of the Professional Books read, Educational Journals subscribed for, and those attending the School of Pedagogy, or some Special School. I have checked off with red ink those who have done nothing in this line. If I had help in the office many similar reports would be added. They tell what the teachers are doing for the children, and who get promoted.

I sometimes think the following should be printed and hung up in some rooms:

Can you give yourself "100"?

Do I follow my program and course of study strictly?

Is my program well regulated and well balanced?

Is my school-room tastefully decorated?

Do I subscribe for school journals?

Do I give proper care to my library?

Do I apologize for want of training by claiming to be a "good manager"?

Have I a closer interest in my salary than in the success of my work?

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Am I content with busy work if it simply keeps the pupil out of mischief?

Do I come before the class without knowing the lesson in hand?

Do I excuse inaccuracy on the ground that the principle involved is correct?

Do I rob the taxpayer, set a bad example for the children and degrade my profession by simply "doing time" at the institute?

In some schools the work and study spirit is low. Society and amusement take first place. The entire school seems affected by it; in some instances the teachers are troubled with the same disease. The standards are low. Pupils do not have a grip on the things they know or should know. Hard work and plenty of it, mixed with a saving salt of fun and play, won't hurt any one. Let fathers and mothers exercise a little sense in the home rule. Let their boys and girls have healthful food regularly, plenty of sleep, some work and play, Friday night parties only, reading of the best sort—not trashy or sensational; and no sleep need be lost over boys and girls breaking down from overstudy.

If a pupil is to be excused from night study, he should also be excused from attending parties, balls, theatres and "such like" at night, and should be required to retire early that his health be in no wise injured.

Teach a people to spend their evenings, holidays and Sundays wisely, and you have made them prosperous, virtuous and happy.

Normal School graduates are in much greater demand for primary and other elementary grades than college graduates. They can get higher salaries than college graduates in the grades.

The high school graduate is no more a teacher than he is a doctor, or a lawyer, or a minister. Why has high school training brought him nearer the threshold of one profession than another? Before he can enter any one of the latter professions he must have a special training; he must obtain a technical and professional education which will fit him specially for the duties of his chosen profession.

There is not education enough by doing. You may study all the theory of swimming from a book and go to the river and drown. Nobody learned to skate or ride a bicycle by being told how; these things must be learned by doing, and when thus learned they are never forgotten. St. Paul said: "Whether there be knowledge, it shall vanish away." He referred to theoretical knowledge.

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Nevertheless, I agree with President Roosevelt when he said: "No body of public servants, no body of individuals associated in private life, are better worth the admiration and respect of all who value citizenship at its true worth than the body composed of the teachers in the public schools throughout the length and breadth of this Union. They have to deal with citizenship in the raw and to turn out something like a finished product. I think all of us who also endeavor to deal with that citizenship in the raw in our homes appreciate the burden and the responsibility."

It does not always follow that the office where the most work is done is doing the largest business. Lack of system means a whole lot of work with very little accomplished. It is worth a dollar any day to have some one tickle your thinker—start a thought—accomplish a fact. To try to work up enthusiasm about old things is the wrong idea. We should endeavor to bring up something new. That is what Benjamin Harrison meant when he said: "Don't pitch your tent in the graveyard of the past."

I called all of the examination papers in this year, for the purpose of looking over them to see if they merited what they were marked; and to examine the language, writing and manner of putting down work. The institute work was the cause, as I wanted to know if what Mr. Barnes told us was true.

Pedagogical Library.—There was $98.25 raised at the Teachers' Institute, and I subscribed the rest to make it $100, so that we could get the $100 from the State. I established these branches, viz.: Hillsdale, Fort Lee and Ramsey. The bill for the books was $212.39. This included covering, numbering and stamping. The four main branches and the five smaller branches consist of 1,957 volumes, and make it as easy of access to the teachers as possible. That we consider to be our part; the use of the books belongs to the teachers.

School Houses.—The new buildings at East Rutherford, Garfield, Ramsey, Etna and Fairview are ready; and in addition new buildings have been voted at Leonia, for $20,000; Ridgefield Park, $28,000; Fort Lee, $18,000; Carlstadt, $15,000, and Hackensack builds an addition to Union Street school, at $17,000, and a new school at $37,000.

Institute.—The institute was better attended this year than heretofore. The instruction was simply grand. What worried

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some of them was the report card. I had them delivered as they went in and collected as they went out. I excused for nothing but sickness, and a doctor's certificate must accompany such applications. The State meant it to be enforced, and I enforced it. I do not believe in carrying the work out half-way.

Child Labor.—I read in one of the newspapers that Governor Murphy said: "I shall insist upon its rigid enforcement, and if the case is taken into the courts I will direct the attorney-general to defend it. The wrong of such employment is too grievous to be palliated upon any consideration." That is enough for me; for when a business man says a thing, he means what he says. He knows that legislation may make a man a voter, but education alone can make a citizen.

Graduation.—There were 369 grammar school graduates to receive the diploma and my circular of greeting. From June 15th to the 29th, Bergen county rang with joy over the commencement exercises. Thousands of people attended and rejoiced to hear the girls and boys acquit themselves so grandly. Hackensack held the grammar school exercises for the first time in the evening, and the result was the armory could not begin to hold the people. It was the largest gathering ever witnessed in the building.

My Circular of Greeting was the same size as last year and beautifully printed. My son, Lieut. Warren J. Terhune, addressed the graduates on "The Strenuous Life"; and I followed on the "Thrift of Time." The rest of the circular consisted of advice by Sarah K. Bolton, of Cleveland, Hon. Francis Scott, of Paterson, Maud Summers, of Chicago, Dr. A. E. Winship, of Boston, and Amy E. Blanchard, of Philadelphia. The full-page illustrations were the County Superintendent and Supervising Principals of Bergen county, the school-house at Ridgefield Borough and the school-house at Closter. Smaller illustrations of the Lieutenant and those that gave advice. It was the best I had ever attempted, and I am pleased to know it met with the favor of the public. The letters of advice teemed with the very best thought. One expression in particular, that of Judge Scott, of Paterson, when he said: "Genius is the capacity for taking infinite pains; not inspiration but perspiration. Better a thousand times to wear out rather than to rust out."

Please accept my thanks for the consideration shown me from the department. I assure you it will never be forgotten.

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BURLINGTON COUNTY.

HERMAN A. STEES, COUNTY SUPERINTENDENT.

To the Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—I herewith respectfully submit my annual report of the condition of the public schools of Burlington county for the year ending June 30th, 1903.

Of our thirty-three districts seventeen have kept their schools open for ten months; twelve, for nine months, and four, for less than nine months. There are reasons, good, substantial reasons, why the schools in these four districts should not be maintained for the full time required by the law; and when the matter was brought to your attention you very graciously permitted a shortening of the term.

For three years the reports of attendance by districts have been so nearly alike that it would not be amiss to class these records in the list of happenings usually denominated as "remarkable coincidences." The total enrollments do not differ by more than one hundred; the number of pupils neither absent nor tardy differs by one; the averages of daily attendance differ by two per cent., and the number of pupils in the different grades varies almost imperceptibly. The explanation of this seeming lack of growth is easily apparent. The schools in the towns are slowly increasing in numbers while the attendance in the rural schools is decreasing in about the same ratio. The attendance in Riverside is growing by leaps and bounds, and several other towns can show a steady growth, but many of our country schools are dwindling, and are doomed to reach the vanishing point before many years. We have no less than seven schools in which the daily attendance is about five, and yet there should be no thought of abandoning them. Five of these are so remote from other schools as to make transportation impracticable; the other two should be closed and the pupils transported. In my last report I mentioned that Medford township had closed one of its outlying schools and was trying the experiment of transporting the pupils of that district to the graded school in the town of Medford. So well satisfied are all concerned that this year they have closed another outside school and will transport those children. At last reports about forty pupils were being carried in

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coaches from their homes to the graded school. There are still two more district schools in Medford Township, and I do not hesitate to predict that in a very short time both these will be closed and the pupils admitted to the town school. This is right, as it should be, whether one judges from the standpoint of economy or of benefit to the children of the town and the country. The time was when the rural school served a very useful purpose, and many are the great men whose early education was obtained in the most rural of schools, but now that more than one-half the population of the United States is urban, there is need of larger opportunities for education for all classes, and why should the country boy of the present day be denied the best educational facilities because the people of his neighborhood do not keep pace with the progress of the times?

In seven years there has been an increase of forty-nine in the number of teachers employed in the county, and salaries are advancing but not with that acceleration so desirable in this age of costly living. Ninety-nine of our teachers have State certificates and one hundred and fifty have county certificates; ninety-two are normal graduates and twenty are college graduates. Six of our high school teachers are graduates of our State Normal School, thirteen are graduates of normal schools and colleges of other States, and some have risen from the ranks.

We have three high schools with four-years' course of study, four with three-years' course of study, and fourteen with two-years' course of study. Three of our schools are on what is known as "The Approved List." The supervising principal of Chester township, Mr. George E. Megargee, reports the following improvements, in the schools under his supervision, during the term of 1902-1903: "The Board of Education has provided for a four-years' high-school course in place of the three-years' course as heretofore pursued. The work was instituted this year by adding a post-graduate class which has proved a very satisfactory plan. Three pupils have taken an extra year's work in Latin, German, Literature, Chemistry, Solid Geometry and Trigonometry. One of the post-graduates of this year's class is preparing for Mt. Holyoke College. She will return for more advanced study during the coming year. In the post-graduate class of 1903-1904 there will be three to prepare for college and three to prepare for New Jersey State Normal School. Chemistry was introduced this year in a room fitted up for laboratory work. About $200 was expended for apparatus and fixtures which enables us to teach the subject very satisfactorily. The managers of the Moorestown Free Reading Room made it possible for us to avail ourselves of the commendable advertising

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scheme of Mr. Wm. H. Wanamaker, thereby securing $500 worth of library books, periodicals, musical instruments and apparatus. Each of the eight schools in the township now has a musical instrument, and the high school has been provided with a compound microscope and a typewriter."

Similar improvements have been made in other schools. In Mount Holly an excellent commercial course of three years has been established, including such branches as typewriting, stenography, civics, commercial law, etc. Some of our high schools have become so popular that students are coming from other counties to attend them, and local private schools are closing for lack of patronage. We have two kindergartens, but no schools where manual training is taught. Just why our people do not take up this branch of school work I am unable to state. I am convinced that the necessity for it exists, and, no doubt, when its usefulness becomes more apparent we will swing into line.

Eighty-four pupils passed the examination for grammar-grade certificates, and the papers of eleven were rejected. This does not tell the whole story about the benefit to the children of this examination. It is true that I do not receive the papers of more than one-half of those who try to pass in all or some of the subjects, but the children have had the awakening that such an examination demands, and, therefore, have received an equivalent for their exertions.

The average monthly salaries of teachers, based on the actual number of days the schools were in session, are as follows:

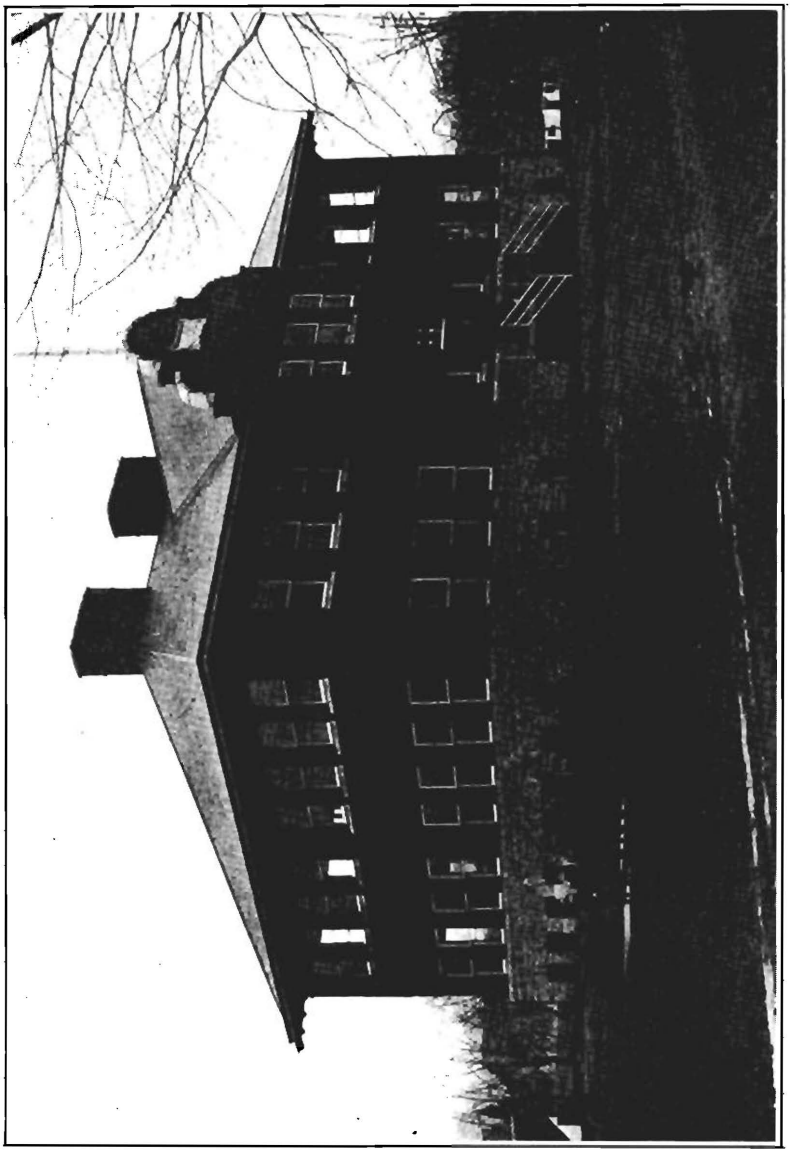
Kindergarten,	$48 51
Primary,	40 50
Grammar,	50 58
High School,	62 41
Ungraded,	38 96
Special,	52 22
Superintendents,	135 79

New Buildings.—Three new school-houses have been erected during the year; one in Delanco, one in Mount Laurel township and one in Woodland township. The building at Delanco (see photograph) is a credit to the community, the county and the State: it is built of the very best materials throughout, is well lighted, heated and ventilated; has eight class-rooms, wide halls and stairways, large cloak-rooms, teachers' retiring-room, board-room, library, slate boards, single desks throughout, and every modern convenience. The Board of Education and the people of Beverly township deserve great credit for the energy and good sense displayed in securing such a substantial educational

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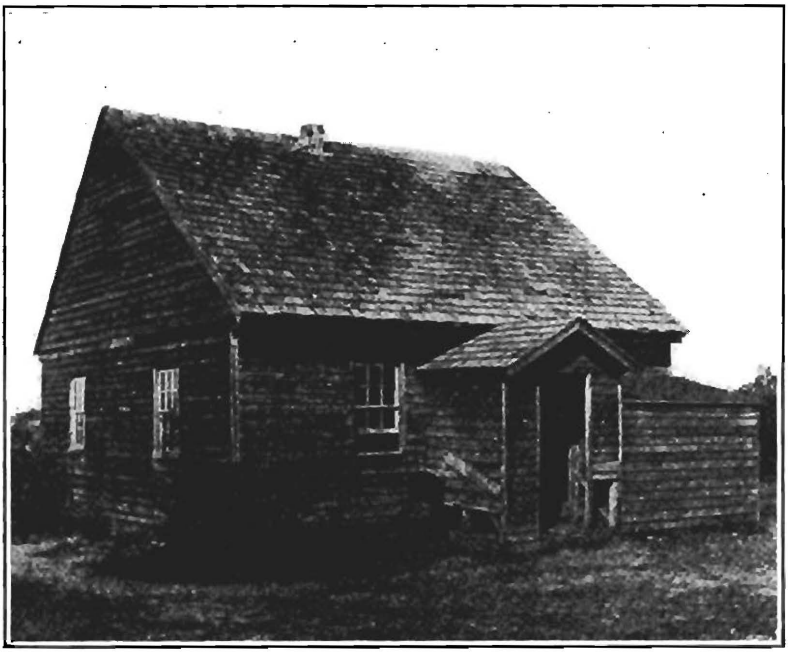
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DELANCO PUBLIC SCHOOL.

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OLD INDIAN PUBLIC SCHOOL.

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monument. The new school-house in Mount Laurel township is a wonderful improvement on its predecessor. It is a one-story building, containing one large class-room and two large cloak-rooms. There is abundance of light and a good heating apparatus, also slate boards, single desks and other creature comforts. It fully meets the needs of the community. Here again the Board of Education deserves the thanks of the people. The new school-house in Woodland township is small but comfortable, and was needed very much. For several years the Board had rented a room in a private house for school purposes, but this was a makeshift and was not without its drawbacks. Nearly all the pupils are Italians and are just as eager to learn as any gathering of little people in the county.

We have a curiosity in the way of school buildings, a picture of which I have secured. This old building is situated in Shamong township near the pine belt and is more than one hundred years old. The story as told to me is that the Society of Friends erected this building about 1790 as a mission meeting-house. At one time this section of our county was known as the Edge Pillock Indian Reservation, and the Friends labored faithfully amony these "Red Men of the Forest." These have long since departed, and now this house is used for school purposes, and about forty happy little children gather here every day during the school term. I tried to get a photograph of the inside, but was not successful. The platform occupies nearly one-half of the room and is so high that it is separated from the ceiling by less than six feet. The desks are made of wood and are so long that "ten little injuns" might have sat at each one. The teacher's desk is so substantially built that barring accidents it will last for one more century.

County Board of Education.—I think we have reason to be thankful for the success of the yearly meeting of the County Board of Education, held in the Court House on Saturday, the 6th of December. The number present was much smaller than it should have been, considering the interests involved and the efforts made by the President of the Board and myself to secure a large attendance. I am told by county superintendents that at similar gatherings in their jurisdictions an attendance of five members is not an unheard of condition; that forty out of a possible two hundred and seventy-four is cause for congratulation. Those who were present gave every evidence of being deeply interested, and expressed themselves as well repaid for any sacrifice of time they had made. Why should we try to con-

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ceal the fact that educational matters do not absorb much of the time and attention of the people? Especially is this true of many parts of the rural districts.

Let me point a contrast. Some little time before the date of our Board meeting, a day had been set for the sentencing of some chicken thieves. Not only was the Court House crowded to suffocation, but the surrounding grounds, the hotels and the streets were swarming with persons from every part of the county, to see, forsooth, a few misguided fellow-creatures sent to prison because in their early days they had not been sent to school. Morbid curiosity, let us say, will account for this rush to the county seat. Our educational meeting had been advertised in, at least, ten weekly papers; three different sets of invitations were sent out to all parts of the county, pressing, pleading requests that one day during the year be set apart as educational day, and thirty-seven men and three women, representing thirteen out of thirty-three school districts, answered roll call. The President of the Board sent the following report of the meeting to the newspapers:

"The annual meeting of the Burlington County Board of Education was held at the Court House on Saturday. There are in the neighborhood of 300 members of township boards and of this number about 40 managed to get to the meeting. Mount Laurel was the banner township, sending six of its nine members. The other townships sending representatives were: Beverly city, 2; Burlington city, 3; Chesterfield, 1; Chester, 2; Cinnaminson, 3; Eastampton, 3; Evesham, 3; Lumberton, 1; Medford, 2; Mansfield, 1; New Hanover, 2; Northampton, 6; Pemberton, 2; Palmyra, 1; Riverside, 1; Riverton, 1; Southampton, 1; Springfield, 2; Woodland, 1. This was a representation of 13 school boards out of 33, and was an increase over the attendance of the previous year.

"The meeting was opened by the President who thanked those who had given up the day for the benefit of the educational interests of the county, and while he was pleased to see the increased attendance, he still saw room for further improvement, and hoped the number would be doubled at the next meeting.

"Vernon L. Davey, Principal of the High School of East Orange, was introduced and made an interesting address. He thought Burlington county was doing remarkably well to get 40 together on an occasion like this, when he recalled the last meeting he attended in Essex where only 20 assembled. He believes in this kind of gathering, and said one of the greatest and most hopeful signs is the organization and maintenance of boards of this character. It is the country district that needs to be on the

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alert to secure proper recognition, the towns and cities can take care of themselves. He spoke on the necessity of having good teachers. One of the greatest wastes in the school system is in engaging poor teachers. The public school is as important a factor for the good of a community as anything in existence for the making of good citizens, and every one will admit that good citizens are desirable. It is all right to give the child a chance for an education to fit him for life, but the people, the taxpayers, also have rights in this matter, and one of these is the right to have good men and women started from our schools.

"The teacher is a very important factor on this point, and how to obtain the proper official is of great importance. The speaker thought the principal of a school better adapted to securing a good teacher than any other member of the Board of Education. He should be given this duty and should be held accountable for results. One of the qualifications of a teacher should be ability to handle children. This is as important as the ability to instruct. Some of the methods of the State Normal School were criticised. The course of education there is gradually reaching a system of lectures without much practical instruction. The value of this, the speaker insisted, was about equal to a course of lectures on swimming with the expectation of having the hearer become an expert swimmer at the close of the course.

"School buildings were given considerable space in his talk. The necessity of proper ventilation, light, heat and sanitary conditions was dwelt upon at length. New Jersey has a great reputation in educational matters and she should see that every detail of school life is the best. Mr. Davey spoke of the difference in many conditions now and at the time when he, as a green country boy, started in life as a student, and later as a teacher. He believed the points in school life should be classified thus: character, morality, health, education. Mr. Davey thanked those present for the marked attention paid to his remarks and was warmly applauded at the close of his talk.

"Dr. Richard H. Parsons, who was not on the program as a speaker, was asked by the President to give the audience a brief review of his work as medical inspector of the Mount Holly schools, which he kindly did.

"H. Brewster Willis, County Superintendent of Middlesex county was the next speaker. He was very glad to see that there were some men in the county of Burlington who had time to give to a meeting of this character. The man who has not time to devote to school work should not accept the position of member of the Board of Education. All members of that body

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should be men who have the time to spare and the inclination to give their time to this subject, one of the most important that can be thought of, though the county meetings could be made more interesting and more valuable if the program were extended somewhat beyond that of the present gathering. He realized that this organization was really in its infancy, but he foresaw good prospects for the future. It was Mr. Willis who suggested the social feature of these gatherings, and so well had the idea been received that he felt encouraged to make other suggestions. He thought each township board should be asked to present a report on the condition of the school under its control. This would prove to be not only interesting but of value, as the members present could compare methods and either receive or give beneficial points. He told of many transactions in his own county, and of the interest manifested there in the meetings of the County Board, all of which saw a hundred members in attendance. Mr. Willis' remarks were necessarily short at the Court House as there was some business to transact before dinner, so he concluded by saying he would continue at the dinner table.

"Election of officers for the ensuing year resulted as follows: President, Joseph C. Kingdon, Northampton; Vice-President, Samuel S. Fort, Springfield; Secretary, Charles Conard, Beverly City; Treasurer, N. P. Creely, Burlington township; Executive Committee, Edmund Braddock, Medford; William H. Zelley, Evesham; Robert T. Evans, Mount Laurel.

"The question of time of holding the next annual meeting was discussed. It was argued there would be better attendance if the meeting could be held on another day than Saturday, as many of the members were business men who could not leave on that day. Mr. Willis thought it would not be a bad idea to hold the meeting on the last day of the Annual Teachers' Institute. This would give the members a chance to attend both gatherings. He suggested the dinner be held first and the meeting to follow. There were three lady members present on Saturday and one of them thought it would not do to hold the dinner first as that would debar the ladies on township boards from attending. She was assured this was not so, and that such a course would be to the benefit of the affair as it would be a very desirable and pleasant addition to have the ladies at the dinner table. This idea was approved by all present and two of the ladies partook of the annual dinner. It is hoped there will be many more at the next gathering.

"A motion was made to hold the next meeting on the last day of the Teachers' Institute and it was adopted.

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"The meeting then adjourned to the Arcade hotel, where a fine dinner was served, at the close of which Mr. Willis was asked to renew his talk. He took up the subject of country schools, and the method to be observed for their successful management. Economy is necessary, but the great danger in being a rigid economist is to lean toward penury. It is nonsensical to expect the schools of to-day to be conducted on the same ideas and principles of a quarter of a century ago. The demands of the present day are entirely different from then. A boy or girl seeking a position now must have a greater general knowledge than used to be required. Liberality must be practiced. He had heard of schools which require teachers to act as janitors. This was wrong, and teachers should refuse to serve in that capacity unless it was especially stipulated in the contract, and even then they should receive extra compensation. The salaries paid by some country schools are low enough for teaching without adding other duties of a menial nature. Mr. Willis was glad to see so many attend the annual dinner and hoped the number would be increased. There could be no doubt of the advantages gained by mingling together in pleasant intercourse.

"Other after-dinner speeches were made by Professors Megargee, of Moorestown; Kieter, of Medford; Wilson, of Riverside, and Cook, of Mount Holly. The last speaker was Samuel S. Fort, Vice-President of the County Board, who gave one of his characteristic speeches which, while abounding in humor, contained some sharp truths. Mr. Fort is not an advocate of the use of tobacco and he closed his remarks by thanking the lady members for attending the dinner. Not only was he glad because they had graced the board with their presence, but they had made it impossible for the after-dinner cigar to be smoked, and had made it possible for the speakers to talk without being chocked.

"The session closed at quarter to four, and all went home well satisfied with the manner in which they had spent the day."

School Moneys.—The total amount of school moneys available for Burlington county, for the school year ending June 30th, 1904, is $157,054.91. This amount is made up as follows:

The State gives us,	$26,224 51
We raise by District Taxes,	82,941 29
" " " State Taxes,	39,433 99
" " for Interest on Surplus Revenues,	4,363 92
Balances from 1902 (District Taxes),	4,091 20
Total,	$157,054 91

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By easy calculation it is ascertained that the State will furnish us with but 16 per cent. of the money necessary to conduct our schools until June 30th, 1904. Or, in other words, the State donates to us $26,224.51, and we raise among ourselves $130,830.40. When it is taken into consideration that we are an agricultural people and on this account, so it is said, most unwilling to part with our substance, it seems to me a highly creditable showing that we should raise, for school purposes by self-imposed taxation, six times as much as we receive from the State.

No one questions the liberality of the State in school matters, but it is clearly seen that either the basis of distribution is wrong, or that Burlington, the largest county in area in the State, is fast failing to maintain its proportionate valuation. Look at it from this point of view: The State will distribute to its twenty-one counties, this school term, the grand total of $1,116,839.52, and of this sum we will receive $26,224.51, or less than one forty-second part, or slightly more than two and three-tenths per cent. Now, the question arises, why should this $1,116,839.52 be apportioned according to ratables? This money comes into the treasury of the State from sources over which no one part of the State has more control than another, but somewhat like Mercy, "It droppeth, like the gentle rain from heaven, upon the place beneath." Since its accumulation does not depend in any way upon the valuables of the counties neither should its distribution be made upon such a basis. It seems to me that an equitable distribution might be made upon the basis of days' attendance. Upon this base one day's attendance would be worth $0.265. Let each county's days' attendance be multiplied by this sum, and no favor would then be shown to any section. Upon this base our county would receive $1,636.22 more than under the present system of distribution. But, whether an increase in receipts for us or a decrease, I contend that the base suggested is the more equitable. County Superintendents are required to apportion school moneys upon the basis of days' attendance at school, and I am unable to understand why the same base would not be suitable for the larger unit.

It is said that because of the distribution of the State gratuities upon a basis of valuations some sea-side resorts receive large sums of money to which they would not be entitled if the base were days' attendance. This may or may not be the fact, but it is a fact that in such localities valuations are increasing enormously and rapidly, and those counties whose growth is no less certain but less rapid are being deprived of their fair share of the State moneys because of the absurdity of the base used in the

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distribution. The present method is Scriptural in so far as the act itself is concerned, "For unto every one that hath shall be given, and he shall have abundance: but from him that hath not shall be taken away even that which he hath."

We rural communities offer the chance to spend the public money in a good cause. "There are thousands of young people in the country who cannot go beyond the grammar schools because of the expense attendant in going to live in town. The rural schools may not be very high perhaps, but they will improve and, at the lowest, give an added stimulus to the country youth and advantages which they need. We should like to see one million dollars transferred from the fund to these rural high schools. The local districts owe it to themselves to give their children a good education, but it is the province of the State to furnish what these cannot afford."

Conclusion.—Space forbids special mention of examination of candidates for Rutgers College, school commencements, Teachers' Institute, Teachers' Association, observance of Arbor Day, school visitations, school libraries and many other subjects properly belonging to this report. Suffice it to say that none of these things have been neglected. My final word is one of sincere thanks for the assistance which you and the officers of your department have given me.

CAMDEN COUNTY.

CHARLES S. ALBERTSON, COUNTY SUPERINTENDENT.

Hon. C. J. Baxter, State Superintendent:

DEAR SIR—A comparison of my statistical report with those of preceding years shows that the usual advancement has been made in the schools of Camden county. I assure you, however, that all the advancement is not shown by the statistics. Much of the strength of our schools cannot be shown by figures, but can be known and felt by those only who are in close touch with the work, and who are familiar with previous conditions. Large and well-appointed buildings, liberal supplies, and even high-salaried principals and teachers, though conditions favor good work, do not always insure it.

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We have a number of one and two-room schools, for which limited financial provisions are made, that are a constant surprise and delight. The work from these schools is superior to that of more pretentious ones in thoroughness, scope and general character. Having observed these facts for several years, I find that the teachers of these schools are not always highly educated and broadly talented persons, but thorough to the point of perfection within their limits. They thoroughly study and understand each pupil—his home conditions, his tastes, temperament and trends of thought. The pupil is not passed from room to room and allowed to remain scarcely long enough to become acquainted with his teacher, and certainly not long enough to allow the teacher to become acquainted with him and his forty or more fellows. We find, therefore, there are compensations for the ungraded or partially graded schools. I have, however, nothing but commendation for very nearly all our graded schools. They are well housed, with modern appointments; well taught by trained teachers, with up-to-date methods and careful and competent supervision. Whenever and wherever we secure the co-operation, sympathy and confidence of parents, the results are always very gratifying. These results we can estimate not by academic attainment alone, but by the development of personal character, self reliance, mental grasp, good manners, correct morals, love of justice, appreciation of the infinite and beautiful and a host of other virtues. Do not infer that I believe we approach perfection in these particulars. I do believe that it is not possible to measure and show in a statistical or written report the results of the chief efforts of the efficient and conscientious teacher.

Our examinations in the branches do certainly reveal much of the efficacy of teaching, but by no means all. The supervisor who comes in close enough touch with the general work of the schools should estimate and appreciate this feature of a teacher's efficiency.

An inspection of my "report of attendance" shows considerable improvement, especially in the item of tardiness. Irregular attendance has been the serious difficulty in the rural schools. We have made special efforts to improve this, and not without results, as is shown by the report.

We have added a supplement to our course of study, which improves our previous plan of teaching, reading and literature. It prescribes a number of standard selections for supplementary reading, and one of them for special study. This is for all grades above the third. The change has added much pleasure and interest to these subjects.

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Our annual pupils' examination was held as usual. The examinations in our grammar and high-school grades are held at four centres simultaneously. Pupils from any school are permitted to attend the most convenient centre. The examinations are conducted by three principals for each centre, appointed by the County Superintendent. A number of our pupils successfully passed the examinations, and received diplomas.

With a few exceptions, our teachers are doing efficient work, and are receiving fair salaries. The percentage of trained teachers is increasing each year.

During the year the township of Clementon was formed from a portion of Gloucester township. A Board of Education was appointed for the new district, and subsequently a new board was elected. Good teachers have been elected, and ample provision made for the next school year. There is a keen interest in educational affairs in the new district, and I trust the division of the township will not be disadvantageous to the schools.

A very imposing two-room brick school building has been built at Mt. Ephraim, Centre township. This building is very complete, and a model for a building of its size. It was dedicated with interesting and impressive ceremonies. State Superintendent Baxter delivered an impressive address.

Interest in our school libraries continues. Many of our schools have added to their libraries, and others are engaged in raising money therefor.

We have added 120 volumes to our teachers' library, making in all 610 volumes. A very complete catalogue has been printed and distributed to the teachers. The catalogue contains a copy of the rules, names and addresses of the committee, and also of the librarians of each of the four centres. A short comment, many of them quotations from eminent authorities, follows the title of each book. The cost of postage for sending by mail is also indicated.

The meetings of the County Teachers' Association have been regularly held, and have been a source of improvement and enjoyment to our teachers. We have had several very interesting lectures, among them being one by Dr. Bevier.

There are in the county several district associations which hold meetings monthly. Some of these associations are pursuing professional work. One or two of them are improving their members in some of the academic branches.

Nearly all of our boards allow their teachers a few days during the year to visit other schools and "observe." This plan has added much to the efficiency of many of our teachers.

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Camden County School Board Association joined with Gloucester County Association in a meeting held at the Camden high school auditorium on April 25th.

This was the largest and most interesting meeting the association has ever held. Addresses were made by State Superintendent Baxter, E. E. Read, Jr., President of Camden Board of Education, and several others. A very animated and instructive discussion followed.

CAPE MAY COUNTY.

AARON W. HAND, COUNTY SUPERINTENDENT.

To Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—The school year ending June 30th, 1903, was a pleasant one from my standpoint, largely because I met with a greater share of co-operation from teachers and from school officers than ever before. Our various movements were unusually successful and unusually appreciated. The meetings of our Teachers' Association stand forth prominently as marks of the development of the year's work. The first of these was held at Dennisville, in October; the second at Woodbine, in January, and the third at Tuckahoe, in April. All were largely attended and all were enthusiastically enjoyed. Our evening sessions, to which everybody is particularly invited, have won the favor of all the communities in which our meetings have been held, and have unquestionably spread abroad knowledge of our school work and increased interest in it. The meeting at Woodbine was one of the most enthusiastic educational meetings ever held in this county. At every session the hall was crowded and Prof. Sabsovich, Superintendent, and the faculty of the Agricultural College, as well as that of the public schools, spared no effort to make the affair pleasant for all the visitors.

New Districts.—After investigation you were pleased, in May, to recommend the formation of a new school district, to consist of the new borough of Woodbine, increasing the number of our districts to thirteen, and, as we are not superstitious, we rejoice in this evidence of growing population and progress of our

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county. The new district is likely to be one of the most active in supplying facilities equal to the necessities of the situation in a rapidly-growing town. The educational spirit is very strong among all classes here and in my visits there is no place in the county which gives me greater pleasure. The children are very responsive and seem eager to learn, though teachers, unaccustomed to their ceaseless and apparently untiring activity, are sometimes at a loss how to successfully govern them.

The new district of Wildwood, formed during the last school year, has also fully justified its setting apart. The Board of Education has provided a thoroughly modern school building and is very liberal in the supplying of books and needed materials for the work.

Teachers' Institute.—The Teachers' Institute for Cumberland and Cape May Counties, held at Cape May November 10th, 11th and 12th, was one of the most satisfactory we have ever had, and aroused the interest and enthusiasm of teachers to a high pitch. Edward Howard Griggs and Earl Barnes are very popular with the teachers, and it happened that both were well known to many of our townspeople who are members of our University Extension Centre, and were delighted with the opportunity to listen to their very instructive lectures and attended in considerable numbers each session. Arrangements were made for the evening lectures to be given in our largest churches, in order to permit as many to attend as possible, and there were large audiences each evening. Mr. Griggs' evening subject was "Emerson," and that of Mr. Barnes was "A Successful Failure." Both were very thoroughly appreciated by both teachers and community. Miss Maud Summers, the third instructor, was also a great success, and won the appreciation of the entire body of teachers. It was a happy coincidence that the weather during the Institute was so warm and pleasant that no wraps were needed, and visiting teachers were enabled to enjoy thoroughly their hours when the Institute was not in session, and to reap physical as well as mental invigoration from their attendance here.

County Commencement.—We ambitiously endeavored to make our County Commencement in June even a greater event than it has been heretofore, although it is generally recognized as an event in which more of the people of the county show interest than in any other. After much consultation with teachers and others who were interested, throughout the county, it was determined to hold it at one of the resorts, and as Wildwood had one

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of the largest and best-equipped halls, it was settled upon as the place. Not less than 1500 people attended, coming from all sections of the county. The West Jersey and Seashore Railroad Company kindly granted a special train from the northern limit of the county to Wildwood, stopping at all intermediate stations, and owners of launches at Cape May donated the use of them to the Methodist Church for a general excursion to Wildwood on that day. A perfect June day left absolutely nothing to be desired, and entire success crowned all of our efforts and closed the school year in a very enthusiastic and fitting manner. Dr. James M. Green, of the State Normal School, delivered an address to the graduates, which contained much valuable advice and wise counsel. The Board of Education of Wildwood and citizens generally displayed a very liberal and helpful spirit, and we are particularly indebted to former Senator Philip Baker and Mayor Latimer Baker, the founders of Wildwood, and to President of the Board of Education R. W. Ryan, who was very active in perfecting arrangements for our accommodation.

Alumni Association.—The organization of this association can be said to be perfected now, and valuable aid in the creation and fostering of a progressive school spirit will be obtained from it. Local organizations have been secured in all of the townships and boroughs, excepting two of the latter, and the annual reunions held during the holidays in each of the districts are looked forward to with pleasurable anticipation by members. There is to be adopted this year a motto and colors. It is all in line with the effort to make of the county school system an institution which will attract and hold the interest of its beneficiaries and its supporters.

Increase of Salaries.—It is beginning to be recognized by several of our boards that the best work in teaching and more liberal salaries have a more or less intimate relation, and in most of our districts there is a distinction in the amount of salary paid, favorable to those who hold the higher certificates. In Cape May City, in order to hold teachers continuously and to avoid frequent changes, a salary plan has been adopted which grants an increase each year for three years to those teachers who remain. It is a harbinger of better days when the boards begin to give intelligent consideration to this important feature of their duties.

I feel that our school conditions are gradually improving, and we are getting fairly adequate results. Our county school sys-

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tem as organized calls for constant and careful attention from this office and requires me to be in close touch with each school in order that interest may be maintained, but while at times the responsibility may become burdensome, there is also much pleasure in the work when the results sought for are obtained.

CUMBERLAND COUNTY.

JOHN N. GLASPELL, COUNTY SUPERINTENDENT.

Hon. C. J. Baxter, State Superintendent:

DEAR SIR—In this, my ninth annual report, for the school year ending June 30th, 1903, I respectfully submit the following: A great improvement is noticeable in the schools over the past years, as regards the interest shown by the Boards of Education, parents, teachers and pupils. The teachers in their work, by taking up methods, studying the disposition of the children, their home life and associations, have broadened their usefulness as teachers and earned the many words of praise from the patrons of the school.

Most of the teachers keep up their interest in school work; their attendance at the meetings of our Teachers' Association shows them to be anxious to avail themeselves of any new methods that may be advanced at those meetings. My observation has been that the better teachers are never found absent from these meetings, unless from some good cause, while those most in need of the knowledge gained at such gatherings are absent on the slightest pretence and then wonder why they are not advanced to better positions.

Teachers' Meeting.—We had only one meeting of the County Association this year, which was held in Vineland high-school building. It was a very stormy day, but we had a good attendance. A number of the teachers had come a long distance, but were more than paid in their judgment for coming. Miss Elliott lectured to us on "How to Teach Geography." But few can handle the subject as she did. Prior to this meeting, she had lectured in Millville, Bridgeton and Vineland, giving the teachers of each town three afternoons. On Saturday she lectured to the

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teachers from outside districts. Still there were numbers of teachers from Millville and Bridgeton, who came to hear her on that day. The information she imparted at that time was shown in the school work, and we have only praise for her and hope she may be kept in the work she is doing, and that she may in the near future be one of the instructors at our annual Institute, if it meets with the approval of the department at Trenton.

The average number of months the schools have been kept open is 9.2. The total enrollment was 10,582. Of this number, 5,224 were boys and 5,358 were girls. The number of pupils neither absent nor tardy during the year, 130. The number of pupils in each grade is as follows: Kindergarten, 28; primary, 6,583; grammar, 3,088; high school, 883.

One year ago the number of cases of tardiness was 30,179; this year it is 27,332; a decrease of about 2,800. There were employed in the county (including the night schools), 238 teachers; 36 of whom were males, receiving an average monthly salary of $53.14, and 202 were females, receiving an average salary of $37.69. Including the night schools and those who have only taught four months has decreased the average salary of the regular teachers to a considerable extent. The longest time taught by any one teacher in the county schools is 33 years, and in the same school 27 years.

School Buildings.—Three new school buildings have been erected during the year. One three-room building at Deerfield in the place of a one-room building. A two-room building at Rosenhayn and a one-room building at Garton Road; all in Deerfield township. They are all good, substantial buildings, built in accordance with plans approved by the Department. The school-houses throughout the county are in better shape than they ever have been before; with a few exceptions, the school houses of the county are well kept and comfortable, but are not all of modern construction.

The annual Institute of Cape May and Cumberland Counties was held in Cape May City November 10th, 11th and 12th. The attendance was large and all the teachers were present, except those excused on the account of sickness. The time that should be devoted to the Institute is a question on which there is a difference of opinion. I think we all agree that three days' session is productive of good and that the time should be lengthened, if any change should be made. It has been my privilege to see good results from the instructions received from the Institute, and the impulse given to the teachers I am sure will be productive of good results.

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Arbor Day was generally observed throughout the county. In addition to the planting of trees, etc., the grounds were cleaned and the rubbish burned. Reports were received from most schools, indicating that much interest had been taken in the observance of the day.

Much interest is being taken in school libraries. The books that are now found in our schools are well adapted to the needs of the children.

Examinations were held in October, February and May, as required by law. A special examination was held in August. It is encouraging to know that teachers are trying to obtain certificates of a higher grade, with better averages. Many of the pupils from the advanced grades have appeared before the Board and taken the third-grade examination and a good proportion have been successful in their efforts.

With Boards of Education interested in their work, and teachers zealous in the discharge of their duties, the outlook of the future in our schools is encouraging.

Many thanks are due to the teachers for their cordial co-operation, and the Board of Education for their courtesy and assistance.

In closing my annual report, I wish to thank you for the prompt and ready assistance and advice rendered by you and your able assistant.

ESSEX COUNTY.

ELMER C. SHERMAN, COUNTY SUPERINTENDENT.

Hon. Chas. J. Baxter, State Superintendent:

DEAR SIR—Herewith I submit the annual report of the public schools of Essex county for the year ending June 30th, 1903.

A comparison with the previous year shows an increase of 12 in the number of teachers employed; an increase of 223 in enrollment of pupils and a decrease of 1,573 in number of cases of tardiness. Transportation was provided for 101 pupils in four districts. The objections made to transportation are gradually being overcome.

The high-school work is being constantly strengthened both in courses of study and in the efficiency of teachers. The only two

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districts maintaining no high school of their own continue to send their high-school pupils to adjoining schools. The only district maintaining a two-year high-school course has now arranged to send pupils desiring to complete the course to an adjoining school.

The average salary report for the year 1902-3, which I prepared some months ago at your request, gives much interesting information on the subject of teachers' salaries which was not before available. It shows that in the town, township and borough school districts the average monthly salary paid to kindergarten teachers was $50.40; to primary teachers, $51.42; to male grammar-school teachers, $59.16; to female grammar teachers, $55.99; to male high-school teachers, $78.93; to female high-school teachers, $71.53; to male principals, $95.00; to female principals, $75.00; to superintendents and supervising principals, $192.00. In the contracts made with teachers for the coming year there has been shown a very gratifying tendency to increase salaries so as to make them more nearly commensurate with the increased cost of living.

During the year Verona has built additions to each of its two school buildings, more than doubling their capacity, at a cost of $30,000. West Orange has built a new school, at Pleasantdale, to take the place of an old building, at a cost of $10,000. Belleville has established a new school in the Silver Lake section, and has built there a $10,000 building. South Orange has built a very handsome eight-room brick building at Maplewood, to take the place of an old wooden building that had outlived its usefulness; and is building a new eight-room addition to Columbia School which will be completed in the early fall. The two buildings will cost $65,000. Vailsburg is building an eight-room addition to its school at a cost of $30,000. When this is completed, Vailsburg will have a school building containing sixteen classrooms, an assembly hall, principal's office, teachers' room and library. The building record for the year is very gratifying. The record of building operations during the nine years that I have been in office is as follows: Entirely new buildings, 14; additions (in most cases doubling or more than doubling the former capacity), 8; school-houses rebuilt without additions, 2. In other words 24 of the 46 school-houses now used are either entirely or partly new within the past nine years.

The county examination of eighth-grade pupils as a test to enter the high school was held in June in twenty-one grammar schools in the county, and as a result county grammar-school certificates were awarded to 154 pupils.

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Reports made to me from districts which have established medical inspection of the schools testify to its value, and there is no suggestion of doing away with it. Cases of contagious disease in its incipient stage have been detected; serious trouble with the eyes and with the spine have been called to the attention of parents, and trouble from parasites, which is wont to annoy teachers so much, has been done away with. The cost of medical inspection is so small and the good results of it so many that I hope more of our districts will adopt it in the near future.

A successful evening school was established during the past year in Nutley, and several other districts have taken up the matter with a view to undertaking evening-school work next year.

I have urged upon all the school districts during the year a thorough enforcement of the compulsory education law, and it is my purpose to continue the agitation of this matter until every child of school age in this county is sent to some school. No Board of Education has completely fulfilled its duty until it has enforced this law. Many of our districts have appointed truant officers who look up and bring back to school pupils who "play truant." This, however, is only a part of what should be done. Some selfish parents keep children away from school for the sake of the little they can earn. More careless and indifferent ones pay little attention to the matter and allow children to do as they please about school attendance. Parents of both these classes should be warned and then prosecuted if they fail to send their children to school. If necessary, a school census should be taken so as to enable the school authorities to determine whether all children of legal school age are attending school.

I have also urged upon our Boards of Education the idea of making the school buildings and equipment and the school administration render a larger service to the community than they usually do. According to the last report of the State Superintendent there was invested in school buildings in this State the great sum of seventeen and a half millions of dollars. This sum has been paid by the people of the State as a whole and of the several districts. The school-houses belong to the public; they have been paid for by the public; they should be used for the benefit of the public in every way possible. Now, the fact concerning them is that the average length of time that the school-houses of this county are used is about one-sixth. As a nation we believe in education. And this surely does not mean merely that we believe in teaching children in a formal manner up to some fixed age. It certainly means that the higher the degree of

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intelligence in the people as a whole the greater is the happiness and prosperity of the nation, the greater is the safety of the State.

Why, then, should all public educational effort end with the withdrawal of the young person from school at the age of twelve or fourteen or even eighteen years? When we have great sums invested in public buildings, designed for the purpose of education, when we have all the appliances for educational work, and used but a small fraction of the time, when we have all the machinery of administration already organized, why not make use of them for educational work other than that carried on with the children; why not get greater value from the capital invested? Here and there we see examples of some particular line of educational activity outside the usual school work, undertaken and carried on by teachers and school officers. Here it is an evening school, there a course of lectures, again a boys' club or a girls' club or a parents' association. But I know of almost no place where such work has been undertaken in any large or comprehensive way with the idea of making the school the intellectual center of the community, and throwing open the doors of the school-house as wide as possible and as often as possible for any and all purposes that have to do with the refining and intellectual upbuilding of the people. In no kind of community is there greater need for organized intellectual effort than in the small village or hamlet and the rural community. In such places the opportunities for intellectual improvement are not great. There are no great public libraries and books are scarce; courses of lecture are not available; university extension efforts do not reach into so small places. Let the public school organization already existing take the place of these, and make an effort to furnish something of interest and value educationally to the community. Let the teacher be the leader of such effort. The teacher should be, not merely an instructor of children, but an educational leader in the community. I urge the idea, therefore, that the school should be the intellectual center of the community, and not that alone but a social center as well, making an effort to hold young people and furnish them recreation not only innocent but improving. For lack of it the young man with the craving for the society of his fellows implanted within him by nature, too often is led to seek his companions and his social pleasures where the influences are pernicious, and are certainly not improving either mentally or morally. Thus it happens that in spite of the efforts made in the schools, the community as a whole rises to no higher plane of thinking or living. It may perhaps seem at first like a fanciful and impractical idea, but I believe there are many rural and small village communities where

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an evening school could be maintained with great profit. We have always associated the evening school with large centers of population. But in the rural community or small village children leave school nearly as early on an average because their help is needed on the farm or in the shop or in the household. And these young people having reached the age of seventeen or eighteen years are quite apt to appreciate the fact that their education is not what it should, be and quite ready to grasp any opportunities for improvement which might be presented. I do not know whether such an experiment has ever been made, but I would like to see it made and I believe there are many places where it could be made successful and the community benefited thereby.

Our Boards of Education evidently feel to some extent the force of this idea. There is a growing interest in evening-school work. Courses of lectures were given successfully last winter in Bloomfield, Nutley, South Orange, West Orange and Milburn.

During the school year I made 152 visits to the schools—an average of three and one-third visits to each building and a total of 689 visits to class-rooms. I also attended fifteen meetings of Boards of Education, three school district meetings and six meetings of citizens called to discuss questions relating to schools; I delivered five lectures and nine educational addresses on various occasions, and attended twenty-two other educational meetings.

GLOUCESTER COUNTY.

W. H. Eldridge, County Superintendent.

Hon. Charles J. Baxter, State Superintendent of Public Instruction:

Dear Sir—I herewith submit my annual report for the school year ending June 30th, 1903.

While I am confident that at the end of each year we have made some gain over the preceding years in the thoroughness of the school work and in the general interest toward the educational affairs, as found manifested by word and act in all parts of the county, yet we have room for better and more efficient effort, that our schools may reach a higher standard of proficiency in morals as well as text knowledge. I am glad to write

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that I believe that no section of the State can show a greater thought for and interest in its schools than certain districts in this county. The people only ask to be shown that the Boards of Education need funds to run the schools successfully, when the money is voted them without criticism from any source. However, there is an influence brought to bear on children in certain sections of this county which, I think, is the greatest hindrance to the success of the schools. That is parties, gatherings or entertainments after night for children. Could parents, and even some church authorities, feel the importance of our schools and make less frequent calls on our children for night gatherings, we would have, growing up, stronger and broader-minded boys and girls.

Our School Boards are made up of good, thoughtful men; yet too often they are slow at the beginning of the year. I mean slow in having school houses and supplies ready at the close of the summer vacation.

Our school houses are still improving. While we have not built any new ones the past year, the old ones were kept in good repair and a number of rooms were re-furnished and made brighter by paint and paper. There are two new houses being built —one in West Deptford township and one in Monroe. I find that there is still trouble in keeping outhouses in proper condition. As regards heating and ventilating, I am still of the opinion that most of our old buildings can be properly heated and ventilated at a comparatively small cost, when we consider the health and comfort of our children. Glassboro district is the only one employing a medical inspector.

Our high-school departments at Glassboro and Woodbury are doing good work. Other townships, particularly Greenwich and Woolwich, are gradually broadening in high-school work.

The attendance this year was not quite as good as that for last. Tardiness is being overcome. A few of the districts have employed truant officers for the coming year. An increased number of pupils successfully passed this year's grammar-school examination.

I would write in the highest terms of our teachers. Their interest in and readiness to support our local meeting is a source of pride. In addition to our County Institute, which was held jointly with Atlantic and Salem counties at Atlantic City, and which was a marked success in every respect, we had three County Association meetings, all well attended and appreciated.

During the past year we added $100 worth of books to our pedagogical library. Our teachers are reading professional literature.

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Arbor Day was appropriately observed throughout the county.

Teachers' examinations have been held as the law prescribes. The teachers are endeavoring to raise their grade of certificates, as well as their grade of work.

HUDSON COUNTY.

M. H. KINSLEY, SUPERINTENDENT OF SCHOOLS.

To Hon. C. J. Baxter, State Superintendent:

DEAR SIR—In accordance with the law I herewith transmit my third annual report.

Normal School Teachers.—In my last report mention was made of the fact that Boards of Education were looking for trained teachers. It is pleasing to report that the number of Normal School graduates has increased from sixty-four to seventy-five, or more than eighteen per cent. In two years the number has grown from forty-seven to seventy-five, or practically sixty per cent. The greatest increase has been made in Weehawken and North Bergen, which have increased the number of Normal School teachers, respectively, from eight to seventeen, and from nine to seventeen. Kearny has increased from twenty-two to twenty-seven, and added two college graduates to its corps of high-school teachers. The proportion of Normal School teachers now employed in the towns and boroughs of this county is more than thirty-eight per cent. The proportion of college graduates is ten per cent.

Salaries.—Salaries have been increased notably in North Bergen and Secaucus. In the latter case the attention of the Board of Education was called to the matter by the County Superintendent, and at the next regular meeting the Board voted to raise the salary of each of its six teachers fifty dollars. Over fifty per cent. of the teachers of North Bergen received an increase of salary last December on the recommendation of Supervising Principal Oliver. As heretofore, Weehawken leads the county in the payment of women, the average for twenty-eight teachers being $72.19 per month.

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Institute.—The annual Institute was held in Jersey City, Saturday, December 6th. Some criticism on the part of school officers as to the advisability of holding the Institute on school days led to fixing this date as an experiment. That all teachers would attend was not expected, since many were prevented by reason of lectures in extension courses, which are given Saturdays. Many of the high-school teachers were in attendance upon the session of the High-School Teachers' Association which was in progress in Newark at the same time. It is estimated that about seventy-five per cent. of the teachers were in attendance. In addition to the regular program, the teachers were much pleased to listen to the reading of several of his poems by Mr. Edwin Markham.

Libraries and Decoration.—School No. 3, Weehawken, added 274 books to its library, and expended considerable money in the purchase of pictures. School No. 2, Harrison, spent about $125 in the purchase of 200 books for its already well-stocked library. Guttenberg also made a liberal addition to its library by an increase of 120 books at the cost of $100.

Inasmuch as considerable attention is given to the matter of decoration of school-rooms, would it not be advisable to ask for reports of the money expended for this purpose? It does not seem appropriate to report this item under the head of apparatus.

New Buildings and Improvements.—North Bergen opened a new eight-room building at Woodcliff about October 1st. The upper floor is arranged for assembly purposes. Four teachers are now employed, but an additional teacher will be needed in the fall. The land for this building was donated by the Woodcliff Land Improvement Company. North Bergen also re-opened School No. 5, enlarged by the addition of eight rooms to accommodate the rapidly increased school population of the East New Durham portion of the town. The building now contains twelve rooms.

Kearny has opened School No. 7, with five teachers employed. The building contains eight rooms, and has spacious halls, an assembly room and ample accommodations for teachers. A novel feature of this building is that the janitor is provided with a good work-room, in which many a dollar is saved to the taxpayers of the town.

The people of Weehawken have again responded generously to the call of the Board of Education in voting $35,000 for a

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ten-room annex to School No. 2. Work was started on the improvement, but has been temporarily suspended on account of a limitation of indebtedness for towns which became a law at the close of the last session of the Legislature.

At the suggestion of Principal Kernan, the Board of Education instituted baths in the boys' and girls' courts at School No. 1. Pupils whose homes are not equipped with all the modern conveniences are now able to present themselves at the school without offense to their classmates and teachers. The moral tone of the school is greatly improved, and the home is brought into closer touch with the school as the mothers co-operate with the teachers in the supervision of the baths.

Exhibitions of School Work.—The exhibition of school work is becoming popular with all concerned in this county. Whenever an opportunity is offered, as at an entertainment or other school exercise, the work of the school may well be shown to parents and friends. Under the direction of Supervising Principal Bliss, the schools of Kearny each had an exhibition of work about the last of May.

Examinations and Graduation.—Beginning Monday, June 8th, examinations for graduation from the grammar schools were given as follows: Geography, Arithmetic, Language and Grammar, United States History, Spelling and Writing. Great care was given to the marking of the results by those in charge of the work, and the papers were forwarded to my office for comparison. Pupils who were deficient in but one subject will be given an opportunity to remove the condition at the opening of school in the fall in order that they may enter high school if they desire to do so. As a result of the examination, 162 county grammar-school certificates were granted as follows: East Newark, 5; Guttenberg, 12; Harrison, 24; Kearny, 45; North Bergen, 29; Secaucus, 8; Weehawken, 32; West New York, 7.

I had the pleasure of attending the graduating exercises at Guttenberg, Weehawken, No. 5 North Bergen and West New York.

Inspection of Schools.—Many times during the year I made visits to schools without taking the number of pupils present. Such visits were usually for the purpose of seeing the work of teachers recently assuming the position. My record-book shows 389 class-room visits. I would suggest that each class teacher

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be required to make a report of the number of times the county or district superintendent visits her class. This item is already required from the County Superintendent in his report.

In closing, I wish to thank you and the members of your office force for cordial treatment and sound advice.

HUNTERDON COUNTY.

JASON S. HOFFMAN, COUNTY SUPERINTENDENT.

To Hon. C. J. Baxter, State Superintendent:

DEAR SIR—A brief report of the school-work in this county, together with the statistical tables for the year ending June 30th, 1903, is submitted, with the conviction that general statements and statistical tables convey only a partial idea of educational progress. The true spirit of progress is more easily detected than described and tabulated. This spirit has been particularly noticeable in this county during the past year. The harmonious co-operation of all the influences that tend, both directly and indirectly, to aid the work has been undisturbed, and Boards of Education, teachers and citizens have contributed of their best for the promotion of the cause. It has been by far the most pleasing year of school administration it has been my privilege to enjoy.

Total enrollment for the year, 6,441—3,240 boys, 3,201 girls.

Average number of days schools have been kept open, 182.

Total number of teachers employed, 164—31 males and 133 females.

Average monthly salary—males, $53.65 (an increase of $1.77), females, $39.04 (an increase of $0.38).

Of the teachers employed, 60 were Normal graduates, 8 college graduates; certificate qualifications—81 first-grade State; 37 second-grade State; 11 third-grade State; 42 first-grade county; 39 second-grade county, and 24 third-grade county.

School Buildings.—Four new buildings have been erected during the year, and a most commendable fact in connection with each is that a new site was selected for the building.

The difficulties in connection with the location and erection of the new building in High Bridge borough, are well known to your department, and need no comment in this report.

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The structure stands as a monument to the progressive spirit of the chief industrial center of this county. It is an eight-room, brick, two-story building, embodying all the considerations that go to make up an ideal school—healthfulness of site, convenience of access, beauty of location and architectural construction, and excellence of internal arrangement, all combine to reward the advocates of improved school facilities for their unswerving devotion to a cause that so materially controls the intellectual, moral and physical life of the community. The public-spirited liberality of Louis H. Taylor, Percival Chrystie and Walter M. Brinton in donating to the district an adjoining and very desirable plot of ground, is a most commendable tribute to their unselfish interest in the future welfare of the borough and forms a pleasing paragraph for the closing chapter of a bitter struggle.

The township of East Amwell erected a new two-room frame building in the village of Ringoes. This building takes the place of a dilapidated one-room structure amidst most gruesome surroundings. Arrangements have been completed for the employment of two teachers, at salaries far in excess of any paid heretofore in that locality.

Readington township erected a new building at the village of Readington. It is a one-room building of pleasing proportions, and modern in all of its appointments.

Raritan township erected a new building, known as Century School, No. 11. This building provides for the children of Raritan township, that formerly attended school at Sunnyside, in Franklin township.

Teachers' Associations.—The local teachers' associations have been maintained throughout the year. The officers and committees of these associations, who have so faithfully and so efficiently carried on the extra duties imposed by the meetings and conferences, deserve especial commendation. The programs have covered a wide range of both the theory and the art of schoolroom work, and have tested the loyal professional spirit of our teachers. To all enrolled in this work I desire to express my personal and official indebtedness.

The annual Union Meeting of these associations was held in the Court House, on Saturday, May 16th. This meeting was well attended. Addresses were delivered by Miss Kate D. Stout, of the Normal School; George J. Vogel, of the State Department; Miss Grace Glazer, of Clinton; John Montieth, of South Orange, and Y. C. Pilgrim, City Superintendent of Belleville, N. J.

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School Board Association.—A meeting of this association was held in the Court House on Friday, May 15th. Thirty-one members were present.

Reports from each district in regard to buildings, outhouses, grounds, flags and poles and libraries, showing improvements made during the year, formed an interesting part of the exercises. Four hours of general discussion of the school problems from the administrative side made a profitable day for all.

Teachers' Institute.—Our annual Institute was held in Allen's Opera House, December 1st, 2d and 3d. The evening lectures were held in the Presbyterian Church. The sessions were well attended and attracted an audience of enthusiastic listeners, outside of the teachers. These annual gatherings give inspiration and mental uplift to both teachers and community.

Examinations.—Teachers' examinations were held at the regular stated periods. Pupils' grammar-grade examinations were held in each district on the first Monday, Tuesday and Wednesday of June. The papers were all forwarded to this office, and fifty-five diplomas issued to graduates.

Miscellaneous.—Additions were made to sixteen libraries. Visitations were regularly made, as reported to you quarterly.

Arbor Day was generally observed, and full reports of exercises and work of clearing and beautifying grounds sent to this office. The pedagogical libraries have been more liberally used than heretofore, and a general spirit of progress seems to have suffered no exceptions this year.

MERCER COUNTY.

A. W. Hartwell, County Superintendent.

To Hon. Charles J. Baxter, State Superintendent:

Dear Sir—In addition to the annual statistical report, I respectfully submit a brief record of some phases of educational work within my province which cannot be expressed in figures.

Irregular Attendance and Tardiness.—The *habits* of irregular attendance and tardiness do more to neutralize the best efforts of teachers for the advancement of their schools than all the other

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adverse influences combined. The grading of pupils so that they may be taught in classes, is based upon true pedagogical principles, and the "action of mind upon mind," is meant to furnish a stimulus which was almost entirely lacking in former systems of individual instruction. All courses of study are framed with a view to the accomplishment of certain portions of school work in definite periods of time. In order for classes of pupils to do this, the greatest possible measure of regular attendance and promptness is absolutely necessary. Absence from school means absence from recitations and the failure to derive benefit from the teacher's special explanations—a loss not easily estimated. As the percentage of absence increases, the possibility of uniform advancement decreases, and the absentees become like deadweights upon the class, hindering the progress of those who are regular in attendance and seriously discouraging the teacher. Tardiness causes a series of interruptions which divert the attention of teachers and pupils from the work in progress. When tardiness becomes prevalent, it is indeed a serious hindrance, and from a business point of view it bodes ill for the pupils in their future struggle for success in the world.

Schools in the country suffer more from irregularity and tardiness than do those located in villages, because the country children can be profitably employed at certain seasons on the farms. The "scarcity of help" affords many a short-sighted father an excuse for depriving his children of the opportunity of acquiring a useful education. Much of the complaint in regard to the inefficiency of the country schools is due to the bad habits mentioned, and not in any appreciable degree to a lack of desire on the part of the teachers to do their work well.

These considerations have concerned me deeply ever since my appointment to the Superintendency. A portion of my time in every school during visitations has been devoted to exhorting pupils to be regular and punctual. There is good ground for believing that these exhortations have not been altogether in vain, but during the past year I have tried an experiment which bids fair to be more effective in the future than the most earnest exhortations. Last fall when I made the tour of the schools, in addition to the usual exhortation I promised to award a neat certificate to each pupil who was neither absent nor tardy during the school year. Had this offer been announced before the close of the schools on the previous year, it is more than probable that many pupils would have made special effort to enter school on the opening day. However, thirty-six certificates were awarded at the end of the year, to pupils who had complied with the conditions, and there was a decided expression of popular approval of

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the plan. In fact, the certificates were regarded as valuable testimonials, second only in importance to the diplomas awarded to graduates.

The outlook is very encouraging, and teachers generally are of the opinion that the hope of honorable reward will stimulate pupils to be more regular and punctual in their attendance. Sometimes "the wish is father to the hope," but time will tell whether that is true or not in this instance.

County Pupils' Examination.—Four years ago, an examination was held for the benefit of pupils attending the ungraded schools of the county. Only three pupils presented themselves for examination, and not one was able to reach the standard of scholarship required for a grammar-school diploma. After a conference with the teachers concerned, it was decided to hold another pupils' examination near the close of the present school year. During the spring months, so many pupils were irregular in attendance that it was found impossible to complete the course of study, except in one school. In this instance, one pupil stood the test with very creditable averages in each branch, and I was much pleased to award to him a grammar-school diploma. Many teachers believe that the award of this diploma, in conjunction with the award of certificates for regular attendance, will stimulate pupils to make a special effort to improve their opportunities during the next school year. Should this belief prove to be well founded, my next report will show a decided advance all along the line.

School Libraries.—It has become the practice for the young readers throughout the county who patronize the school libraries to send me at stated periods lists of the books which they have read. The act is voluntary on the part of pupils, but on the occasion of my first visit to each school last year, I requested the pupils who sent me lists of the books read to make them the best possible specimens of their school work, so that they might be exhibited at some meeting of the Teachers' Club. The result far exceeded my expectations. Early in February lists were received from five hundred and ten pupils, two hundred and twenty-one boys and two hundred and eighty-nine girls, representing thirty-five schools. The lists included the names of books read during the first five months after the reopening of the schools, that is, September to January, inclusive.

As no form was prescribed for general use in the preparation of the papers, there was a chance to show individuality, and this contributed very largely to the interest of the exhibit. For purpose of comparison, the papers from each school were grouped

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under the name of the district in which it was situated. The hour devoted to the examination of these papers at the February meeting of the Teachers' Club, was thoroughly enjoyed, and the success of the "new departure" suggests the wisdom of similar exhibits in the future. The following summary may be of some interest to the friends of public school libraries:

SUMMARY OF BOOKS READ BY PUPILS, SEPTEMBER TO JANUARY, 1902-03.

Stories,	4,440
Poetry,	113
Biography,	52
History,	45
Travel,	29
Nature,	45
Miscellaneous,	72
Total,	4,796

It is worthy of note that in the classification of books read by pupils, the term "Stories" includes every prose work written in story form. Fiction, pure and simple, is generally limited to the works of authors of established reputation.

Geography added to Annual Tests.—On February 27th, a set of questions in geography was sent to each school to be submitted to the pupils on the same day as the test questions in rapid addition and spelling. No previous notice of these additional questions was given to either teachers or pupils, and there was no opportunity for a review of the subject. All pupils who attained an average of seventy per cent. or above, were to be entitled to a place on the roll of honor which was to be posted in every school under my supervision. The result was very gratifying, as one hundred and thirty-eight pupils reached the required standard.

The success of this experiment may lead to tests in other branches, and pupils will thus be taught to give close attention to lessons of each day.

The Mercer County Teachers' Club.—An increased interest has been shown in the affairs of the club during the past year, and the good effect upon the teachers has been very evident. While the purpose of the club is to develop local talent, it is not limited to that, and educators of more than local fame deliver addresses at various times during the year. Social intercourse is also promoted, and the club is a center of attraction to all teachers who desire to have a more intimate acquaintance with their fellow-workers. The possibilities of such associations of teachers can hardly be overestimated.

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The Mercer County Association of School Boards.—This organization still maintains an existence, but it must be confessed that the interest manifested is not so general as it should be. Members of school boards serve without pay, and some do not seem willing to incur the expense of attending the two meetings held each year. The Association is all right in theory, but in practice it comes far short of the purpose intended. It is a question with me whether the "spirit of the law" would not be better observed by having the boards meet separately in their own districts. Certainly this would enable me to confer with a larger percentage of the members than is possible under the present arrangement.

Commencement Exercises.—One of the most hopeful signs of the times is the very great interest manifested by the people in the commencement exercises of the schools. It was my privilege to be present at several of these functions at the close of the present school year. Without exception the auditoriums were crowded to the very doors by enthusiastic persons who were anxious to give encouragement to the pupils and to their teachers. While this feeling prevails, the friends of the public school may take heart. The people are back of them, and they will not permit *their* schools to fail for lack of support either financial or moral.

MIDDLESEX COUNTY.

H. BREWSTER WILLIS, COUNTY SUPERINTENDENT.

Hon. Charles J. Baxter, State Superintendent of Public Instruction:

DEAR SIR—Herewith I most respectfully submit my annual report of the conditions of the public schools of Middlesex county, for the year ending June 30th, 1903.

All the school properties have been carefully inspected, schoolrooms visited and the work superintended as required by law. Many of the schools have been inspected and visited several times during the year.

County Testing.—The Testing Committees prepared the test questions, as heretofore, for all the schools in the county, which

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were approved by the State Superintendent and the County Superintendent.

One of the blank reports used in reporting the testing results, in the fourth year, primary promotion, and the eighth year grammar promotion, respectively, is herewith submitted:

MIDDLESEX COUNTY TESTING REPORT.

.....190....

School District of .....

No. of School .....

.....

Supervising Principal.

To the County Superintendent of Public Instruction:

DEAR SIR: The County Test has been conducted according to the printed rules and regulations in the County Course of Study, and the following credits are duly reported:

FOURTH YEAR CREDITS.

NAME OF PUPIL.	Age.	Arithmetic.	Geography.	Language.	Spelling.	Reading.	Penmanship.	No. Pupils who began the Test.	Per cent. of Pupils successfully completing Test.	No. in School not tardy to May 1st.	No. in School who have not missed to school days from opening of school to close of County Test.	REMARKS. Gen. Ave.

.....*Principal.*

.....*Testing Teacher.*

MIDDLESEX COUNTY TESTING REPORT.

.....190....

School District of .....

No. of School .....

.....

Supervising Principal.

To the County Superintendent of Public Instruction:

DEAR SIR: The County Test has been conducted according to the printed rules and regulations in the County Course of Study, and the following credits are duly reported:

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EIGHTH YEAR CREDITS.

Name of Pupil.	Age.	Arithmetic.	Civics.	Geography.	Book-keeping.	Language.	Spelling.	Reading.	Algebra.	History.	Penmanship.	No. Pupils who began the Test.	Per cent. of Pupils successfully completing Test.	No. in School not tardy to May 1st.	No. in School who have not missed 10 school days from opening of school to close of County Test.	Remarks. Gen. Ave.

.....*Principal.*

.....*Testing Teacher.*

Over two thousand promotion certificates were filled out, signed and forwarded from this office to supervising principals, for pupils who had succeeded in sustaining the county test for promotion from the primary to the grammar department, and from the grammar department to the high-school department.

The test questions for the high school years of work were likewise submitted to the County Department of Public Instruction for approval and the testing results were filed in the department.

The general result, while revealing weak spots in some of the departments, nevertheless revealed much strong progressive work in most of the districts, encouraging alike school officers, teachers, parents and pupils.

MIDDLESEX COUNTY SCHOOL BOARD ASSOCIATION.

Minutes of Meeting, November 26th, 1902.—The winter meeting of the Middlesex County School Board Association was held at the Mansion House in the city of New Brunswick.

The attendance was unusually large, all the school boards of the county and cities being well represented. Dr. Louis Bevier, Jr., member of State Board of Education, Mayor George Viehmann, Sheriff Carman, Deputy Surrogate Clayton, A. Fountain, Director of the Board of Chosen Freeholders, and many other office-holders were present.

Each of the sixteen Boards of Education occupied a separate table which was designated by displaying a large card with the name of the district printed thereon.

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At two o'clock the President called the meeting to order, and after the minutes of the last meeting had been read and approved, he presented to the Association a number of important matters, among which were: the improvement of janitor service; the establishment of a minimum salary of forty dollars per month for teachers who had taught successfully for one year; the extension of the teaching period to ten months; necessity of making a small appropriation for the enforcement of the Compulsory State School Law; inspection of the school drinking water supply; the substitution of the drinking-water jar for drinking-water pails; the importance of the position of supervising principal, and presented results from his last annual report of the school work for the past year.

Mr. J. C. Bogan entertained the association with a number of pleasing songs during the session. Mayor George A. Viehmann, of the city of New Brunswick, made an address of welcome, in which he expressed his appreciation of the good work being done by the association and dwelt upon the importance of the education of the masses by the public schools for public safety.

Reports by the representatives of the different boards of education were read in the usual order. The following blank is an outline of one of said reports:

MIDDLESEX COUNTY SCHOOL BOARD ASSOCIATION.

The Board of Education of the School District of ..... makes the following report upon questions submitted by the County Superintendent:

1. Amount of money raised last annual meeting for text-books and supplies, ... $
2. Amount of money raised last annual meeting for building and repairs, ... $
3. Amount of money raised last annual meeting for current school expenses (the balance of school money raised), ... $

Total amount district tax raised (190),.. $

4. Percentage of pupils enrolled, since July 1st, who have not been vaccinated within the last past seven years (approximately), ...Per Cent.
5. Percentage of teachers now employed who have not been vaccinated within the last past seven years, ...Per Cent.
6. No. of teachers employed, ...
7. No. of pupils enrolled who have died from any cause since the 1st of July last, ...
8. Percentage of school properties having drinking water-supply upon them, ...Per Cent.
9. How many times per week are the graded schoolhouses swept? ....Times.

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10. How many times per week are the one-room schoolhouses swept? ....Times.
11. Average monthly salary paid male teachers, ...
12. Average monthly salary paid female teachers,..... .....

Respectfully submitted this ..... day of ..... 190...

.....

For the Board of Education.

Dr. A. B. Poland, Superintendent of Public Schools of Newark, made an address, taking for his subject "How to get Pupils into School and how to keep them there." He spoke of the importance of attractive school buildings, attractive school yards, attractive school teachers and attractive school boards, and gave many useful suggestions.

Dr. Will S. Monroe, of Massachusetts, spoke upon "The Influence of Woman in this and other Countries in Education."

Dr. Earl Barnes, of Philadelphia, spoke upon "The Growing Willingness of Active Business Men to Accept Troublesome Positions in Public School Work." He maintained that it was only patriots who were broad enough to give some of their valuable time to the often thankless duties of the public school officer.

The following resolutions were read, discussed and adopted:

Resolved, That in the opinion of the Association, teachers should not be requested or expected to sweep or dust the schoolroom, unless such requirement appeared in the written contract between the board and said teacher.

Resolved, That inquiry be made to ascertain when the next meeting of the New Jersey State School Board Association will be held.

Resolved, That water pails are dangerous and that drinking-water jars should be substituted for said pails for the protection of the health of pupils and teachers.

Resolved, That a vote of thanks be given to Mr. Alexander Kennedy for the beautiful flowers which he donated to the Association.

Resolved, That a vote of thanks be extended to the speakers for their able and interesting addresses.

After the singing of "America," the board adjourned at five o'clock.

Minutes of Meeting, April 8th, 1903.—The spring meeting of the County School Board Association was held, as usual, at the Mansion House in the city of New Brunswick.

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Nearly all the Boards of Education in the county and of the cities were represented.

At the head table were seated, the President, Dr. Louis Bevier, Jr., Rev. William H. Jackson, of Woodbridge, Dr. J. H. Hulsart, of Dover, Superintendent William C. Armstrong, Superintendent S. E. Shull, Sheriff Carman, Secretary, Deputy Surrogate Clayton, Treasurer, and the officers of the Association.

Each board occupied a separate table. Music was furnished by Professor G. W. Wilmot and Clarence Rolfe.

At the conclusion of the dinner hour, among the matters which the President called to the attention of the Association, were the necessity of making a small annual appropriation to pay the expenses of truant officers, more attention to the outward condition of public school properties, as the community was judged by the appearance of the public institutions in their midst.

The President also reported that he had completed his second regular tour of visitation and inspection of all the schools in the county. He called attention to the fact that the regular attendance should be increased and the tardiness of pupils should be decreased. He made a report showing the attendance and tardy record of each district, in which the borough of Dunellen presented the best record for boroughs and the township of Raritan presented the best record for townships.

Minutes of the last meeting were read and approved, also the Treasurer's report.

This being the annual meeting, the President appointed a Committee on Nomination of Officers for the year.

The Committee in its report nominated H. Brewster Willis, for President; H. B. Zimmerman, Vice-President, William Carman, Secretary, and D. W. Clayton, Treasurer. Jesse Collyer, Frank F. DeGraw and L. T. Titsworth were nominated for membership upon the Executive Committee. The above nominations were unanimously accepted and the respective nominees elected.

The President introduced Dr. J. H. Hulsart, Superintendent of the schools of Dover. After some quick-witted and good-natured hits, by the Middlesex boy, which were very much enjoyed, the speaker complimented the Association upon its work, compared the present school system of the county with that which existed when he was a boy attending school in Middlesex county, and emphasized the importance of selecting school men for super-

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vision who possessed both professional and business qualifications, revealed through pleasing personality and manliness.

The supervising principals of the school districts presented reports the reading of which presented useful information, enabling each district to compare conditions with those of the other districts.

The following is an outline blank of one of the supervising principal's reports read at the meeting:

DISTRICT DEPARTMENT OF PUBLIC INSTRUCTION.

School District of .....

Report of Supervising Principal. .....1903.

To the County Department of Public Instruction, Middlesex Co.:

In response to a request by said department, I herewith submit the following replies to questions propounded:

1. Have uniform rules been adopted by the Board of Education?
   a. For the control of pupils?
   b. For the control of teachers?
2. How many school buildings are without a teacher in control during the nooning hour?
3. Probable number of pupils who have not attended any public school since September, 1902?
4. Total number of tardy marks in the district to April 1st, 1903?
5. What measures, if any, have been taken to reduce tardy marks, by supervising principal or teachers?
6. Average monthly enrollment from September to March, inclusive.
7. Total number of pupils suspended?
8. Total number of pupils expelled?
9. Total number of pupils who were expelled that have returned to the school?
10. Were written mid-winter tests made?
    a. If so, who prepared the questions?
    b. Under what rules and regulations?
    c. In what years of work?
    d. Who examined the answer papers?
    e. What promotions were made?

(Answer below.)

a. .....
b. .....
c. .....
d. .....
e. .....

11. Number of visits made to the schools by the supervising principal from opening of school to April 1st, 1903.
12. How frequently is each school visited, per month, by the supervising principal?
13. How many school-rooms are under your supervision?
14. How many meetings of the Board of Education since September last have you attended?
15. How many written monthly reports have you presented to said Board of the condition of the schools as found upon your inspection?

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16. How many of the schools in the district have regular janitor service?
17. How many of the schools in the district have the janitor work done by the teacher, or teachers, either with or without the aid of pupils?
18. How many teachers have you employed in the district exclusive of the supervising principal?
19. Give the percentage of said teachers worthy of commendation under the following heads:

a. Administrative ability, ...Per cent.
b. Power to impart knowledge, ...Per cent.
c. Attractive personality to children, ...Per cent.
d. Maintain the best sanitary and decorative school environment, ...Per cent.
e. Cheerfully accepts suggestions, ...Per cent.
f. Manifest a progressive and a professional spirit, ...Per cent.
g. Who have received professional instruction,... .....Per cent.

20. Give the number of meetings held by the Teachers' Professional Circle since September last.
21. Are pads, writing paper, pencils, and ink furnished by the Board of Education?
22. Is suitable printed stationery provided for the supervising principal by the Board of Education?
23. Give probable date when the school year will close.
24. Give probable place and date of holding the District School Commencement Exercises.
25. Give probable place and date when Graduation Exercises of the Grammar School or High School will be held.

.....
Supervising Principal.

Rev. William H. Jackson, pastor of the Woodbridge Congregational Church, after making a few very happy introductory remarks, made a comparison between the "Mother Country" schools, England, and the schools of her "Daughter," America. He stated that the English system of free education was based upon our American system, emphasizing the weakness of our compulsory feature. Dr. Jackson, having spent considerable time in the free schools of England, as well as in the public schools of the United States, was qualified to point out the strength and weakness of both systems. His tribute to the beneficial effect of the American flag in education was very much enjoyed.

Dr. Louis Bevier, Jr., of the State Board of Education, gave a very happy endorsement of the work of the Association, the addresses which had been delivered, and advocated high-school supervision by the State.

The following resolutions were presented, fully discussed and passed:

Resolved, That the annual budget for district school tax should include an appropriation to meet the expenses of truant officers.

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Resolved, That whereas school buildings are public institutions and indicate the public spirit of a locality, more attention should be given to the outward appearance of the same and more money should be placed in the annual budget for that purpose.

Resolved, That a vote of thanks be given to Mr. Alexander Kennedy for the massive floral bouquet presented to the Association.

Resolved, That a vote of thanks be given to the speakers.

After the singing of "America," the Association adjourned.

MIDDLESEX COUNTY SUPERVISING PRINCIPALS' ASSOCIATION.

The Supervising Principals' Association was organized on the thirteenth day of September, 1902.

At the invitation of the County Superintendent, Lester Meseroll, J. F. D. Heineken, Asbury Fountain, Harry Cathers, T. G. Van Kirk, J. N. Fowell, William Campbell, John H. Love, R. M. Fitch and others, convened at the Sewaren House, at 10:30 A. M.

The forenoon session was held on the veranda of the hotel facing the shore. The County Superintendent briefly stated the object of the organization. After a full discussion of the objects to be attained, a temporary organization was effected, as follows: President, County Superintendent; Secretary, J. F. D. Heineken.

At the afternoon session the following matters were discussed: That uniform rules and regulations for the government of schools should be printed and distributed to pupils, teachers and parents; that the Boards of Education should provide the necessary stationery with stamped envelopes for the use of the supervising principals; the duties of a progressive supervising principal.

The County Superintendent submitted blank-book reports to be used by the supervising principals as a record during visitation and inspection of schools.

The following are two leaves taken from said supervising principal's book:

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Note Book..... VISITATION OF SUPERVISING PRINCIPAL.

Dist. *School No.* *Room* *Teacher* *Date* *190*

YEAR OF WORK, CO. COURSE.	1	2	3	4	5	6	7	8	9	10	11	12	Special Subjects.	REMARKS. (Give name of substitute and dates of service)
No. Pupils on Roll Past Month,.....														
No. Pupils Present at Visit,.....														
No. Pupils Without Books at Visit,...														
Total No. School Days Lost by Teacher,														
Regularity of Attendance, ...														
Total No. Cases of Tardiness,.....														
Oral Instruction, ...														
Blackboard Exercises, ...														
Interest of Pupils, ...														
Order of School, ...														
Progress of School, ...														
Condition of Furniture, ...														
Ventilation of Room, ...														
Heating of Room, ...														
Professional Success of Teacher,.....														
Condition of Grounds, Closets, etc.,...														
Flag, Flag Staff, Rope, ...														
Work of Janitor, ...														
Drinking Water Supply, ...														

Use figures from 1 to 5 to express conclusion, and 1 to 12 for years.

Signature of Supervising Principal.

The president also submitted a monthly blank report to be made out by the supervising principal and filed with the Board of Education. The following is an outline copy taken from the supervisor's monthly report-book:

MIDDLESEX COUNTY PUBLIC SCHOOLS.

Monthly Report of the Supervising Principal.

School District of .....

The Supervising Principal will make a full report (on the space below, data taken from his visitation records) of each school; giving number of the same; consecutively, and name of each teacher, upon the following items, in consideration of all the circumstances, conditions, advantages and disadvantages.

EACH ROOM.

Work of Teacher
Work of Pupils
Work of Janitor
Health of Pupils

Total Enrollment (previous month)
Total Attendance (previous month)
Percentage of Attendance on enrollment (previous month)

EACH SCHOOL PROPERTY.

School Yard
Yard Fence
Division Fence
Closet Screen

Water Closets
School Houses
Heating Apparatus
Fuel Supply

Water Supply
Cleaning Supply
U. S. Flag
Flag-Staff and Rope

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To the Board of Education.

GENTLEMEN—

I herewith submit my report for the month ending on the day of 190

I hereby report that I have visited each school-room and each school property in the district, and have made a record of the conditions existing during the past month.

Sup. Prin. .....

Copies of the county course of study were distributed and blanks for information in the preparation of the County School Directory were submitted.

The President appointed a Committee on Constitution and By-Laws to report at next meeting. After receiving verbal reports of the condition of the work in the respective districts, the meeting adjourned.

Minutes of Meeting, November 24th, 1902.—The supervising principals met at the Mansion House, New Brunswick. After reading and approving the minutes of the previous meeting, the Committee on Constitution and By-Laws made the following report:

CONSTITUTION OF THE MIDDLESEX COUNTY SUPERVISING PRINCIPALS' ASSOCIATION.

Preamble.

We, the supervising principals of the respective school districts in the county of Middlesex, New Jersey, believing that the efficiency of the public schools depends largely upon the unity of feeling and the concertive action of the professional elements of our public school system, and anticipating the benefits to be derived from mutual conference and discussion, do hereby organize ourselves into an association to be governed by the following Constitution:

Article I.—Name.

This Association shall be known as The Middlesex County Supervising Principals' Association.

Article II.—Members.

Any supervising principal, city superintendent, or principal of a school of six or more rooms may become a member of this Association by paying the sum of one ($1.00) dollar at each annual meeting.

Article III.—Officers.

The officers of this Association shall consist of a President, Vice-President, Secretary and Treasurer. The County Superintendent shall be the President. The other officers shall be elected by ballot for the term of one year, at the annual meeting to be held on Monday during the Teachers' Institute, upon a nomination of a committee of five, appointed by the President.

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Article IV.—Meetings.

The Association shall meet when called by the President.

Article V.—Quorum.

Five members shall be necessary to constitute a quorum to transact business at a meeting of the Association.

Artilce VI.—Order of Business.

1. Calling the roll.
2. Reading minutes of last meeting.
3. Report of Treasurer.
4. Communications and bills.
5. Report of Special Committees.
6. Report of Standing Committees.
7. Unfinished business.
8. New business.
9. Addresses.
10. Adjournment.

Article VIII.—Amendments.

This Constitution may be altered or amended at a regular meeting by a two-third vote of the members present.

The proposed Constitution and By-Laws were taken up section by section and discussed and adopted as a whole.

The election of officers under said constitution resulted as follows: President, County Superintendent; Vice-President, Isaac Lee, Principal High School, New Brunswick; Secretary, J. F. D. Heineken, Supervising Principal, East Brunswick township; Treasurer, S. E. Shull, Superintendent of Schools, Perth Amboy.

Mr. Howard Griggs was introduced and made a very pleasing address. After discussing several features of school work, the meeting adjourned.

Minutes of Meeting, April 8th, 1903.—The supervising principals convened in the Aldermanic Chamber in the city of New Brunswick. Roll-call revealed the fact that all the supervising principals and superintendents were present. The minutes of the last meeting were read and approved.

The following program, which had been sent to each member of the Association some days in advance of the meeting, was carried out with success:

MEETING OF THE SUPERVISING PRINCIPALS.

April 8th, A. M., 1903.

Office of the County Department of Public Instruction, New Brunswick, N. J.

Propositions to be Discussed.

1. Can we improve the visitation blank book of the Supervising Principal? If so, how? J. F. D. Heineken, Leader.
2. Can we improve the monthly report blank of the Supervising Principal to the Board of Education? H. Cathers, Leader.

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3. What is the best method of conducting mid-winter written tests? J. H. Love, Leader.
4. What is the best measure for the reduction of tardy marks? R. M. Fitch, Leader.
5. What is the best measure for increasing school attendance with children whose record reveals indifference. W. H. Campbell, Leader.

Dr. J. H. Hulsart was present and participated in the discussions. The Association adjourned at noon to attend the meeting of the Middlesex County School Board Association, at the Mansion House.

This Association has within a year fully demonstrated its efficiency. Through the work accomplished by it, the District Department of Public Instruction has become more pronounced, important, and influential, giving valuable help directly to the County Department of Public Instruction, and indirectly to the State Department of Public Instruction.

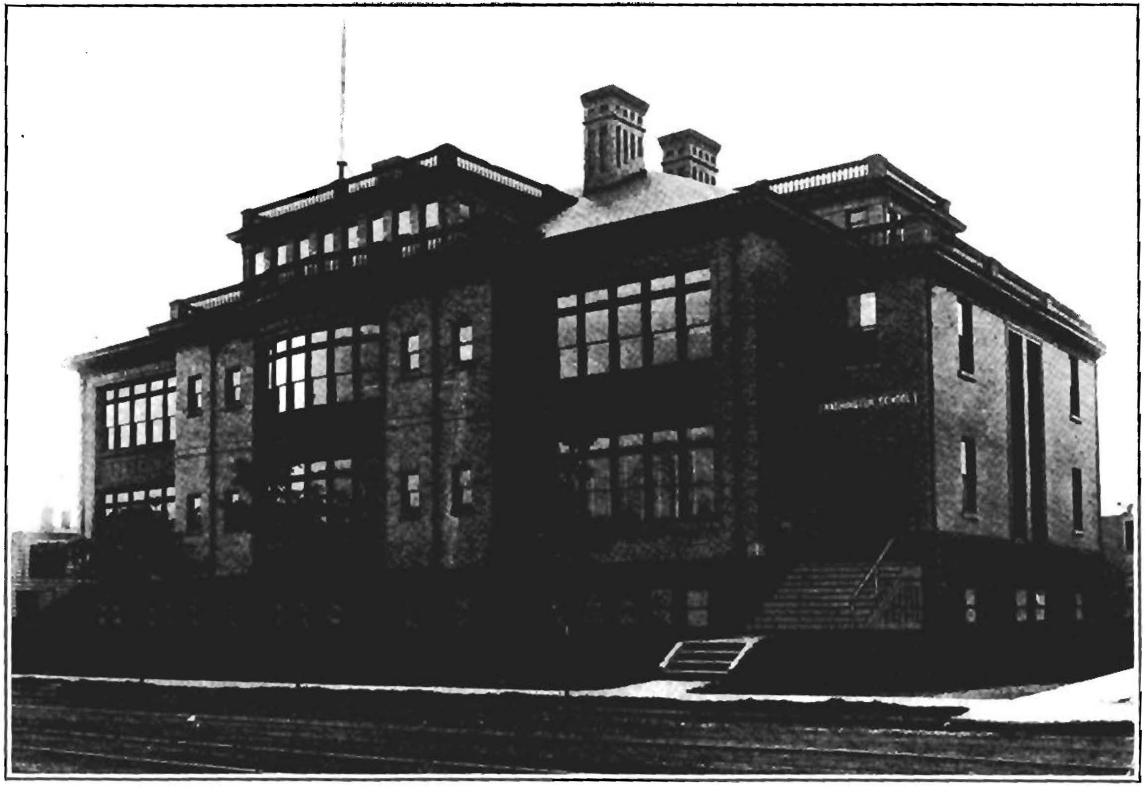
The records required to be kept in the record-books provided by the County Department of Public Instruction, and reports submitted at those meetings, are very valuable, furnishing important facts and conditions to the Boards of Education, teachers, pupils and parents, and only by comparison of these records, at proper intervals, can we ascertain our condition and measure, in some degree, our progress or deficiency.

Teachers' Institute.—The Teachers' Institute convened at the high school auditorium, New Brunswick, November 24th, 25th, 26th, 1902. Among the professional instructors were Edward Howard Griggs, Montclair; Miss Maud Summers, Chicago; Earl Barnes, Philadelphia; Sterrie A. Weaver, Westfield, Massachusetts; Dr. Louis Bevier, Jr., Rutgers College; Sarah J. McNary, State Normal School, Trenton; Will S. Monroe, Massachusetts; and among the local instructors were William C. Armstrong, Superintendent of Public Schools, New Brunswick; F. H. Lloyd and W. P. Paterson, Perth Amboy. State Superintendent C. J. Baxter was also present.

Literature and Life, Advanced Reading, The Use of the Margin, Musical Reading, The Influence of the Parent and the Teacher in Moral Education, Language, Teaching of English Literature, Imagination, How Words get Content, Children's Attitude Toward Truth, Forget and Remember, The Problem of Fatigue, The Practical Side of Commercialism in Public Schools, were presented.

Vocal music by high school pupils in charge of Professor George W. Wilmot, Supervisor of Music, and instrumental music by Clarence Rolfe were features of the occasion.

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WASHINGTON SCHOOL, NEW BRUNSWICK, N. J.
Erected 1899. Twelve Class-rooms.

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The Tuesday evening social session was held as usual in the Masonic Temple. Addresses were delivered by the Rev. M. E. Snyder, pastor of St. James M. E. Church, New Brunswick, on the Importance of Teacher's Work and an illustrated lecture by Professor L. E. Stevenson, Rutgers College, on The Old Maps of the New World.

The Young Ladies' Mandolin Trio, of Old Bridge public school, rendered several beautiful selections.

The report of the Treasurer, Recorder, and Librarian of the County Pedagogical Library were exceedingly encouraging, and certificates were granted to those who had completed the prescribed course of professional reading.

The County Superintendent, by request, presented the condition of the Teachers' Retirement Fund and directed the teachers to the County Vice-President for general information.

At the close of the sessions, resolutions were passed thanking the Board of Education of the City of New Brunswick for the use of the high school building, appreciation of the Institute program, and the twelve rooms of regular class school exhibit work.

Public School Exhibit.—Twelve rooms in the New Brunswick high school building were designated by years of work from one to twelve, inclusive, in which regular class-work from all the schools of the county were exhibited according to their respective years of work. The regular school class-work is selected from work done during October and November, and must be at least seventy-five per cent. of the regular class-work done at a regular period within the regular time.

No portion of our community seems to enjoy this exhibit work more than the pupils. They come from all parts of the county to see what kind of work the neighboring schools are doing. This yearly exhibit has been maintained for a number of years and has become one of the most important features of what is known as "Public School Week," namely, Tranksgiving Week, which week is given up entirely to institute work, school exhibit work, supervising principals' meeting, pedagogical library meeting, teachers' district meetings, School Board Association's meeting, and social session.

District School Commencement Day.—District School Commencement Day was held in each of the districts with attendance varying from three hundred to one thousand, children and parents.

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In advance of these occasions, the following suggestions were forwarded to each of the supervising principals by the County Superintendent:

To the Supervising Principal:

DEAR SIR—The good work accomplished by the District School Commencement Day Exercises is acknowledged and the occasion is now anticipated with pleasure. I believe I attended all of said exercises last year, and as the result of my observations I respectfully request those in charge of the occasion, and particularly in charge of the program, to comply with the following suggestions: That a church building or a large public hall centrally located is the most desirable place to hold said exercises; each school in the district should be represented upon the program; two ten-minute speakers, one of whom should be selected from the district, are desirable; selections for pupils should be made with a view to present cheerful, helpful and moral ideals; all trashy, unsuitable and untimely sentiment should be carefully avoided in making selections; one or two ten-minute class exercises in school work, showing some method of teaching or valuable results, should be presented; a pupil should be selected to make a short address of welcome and another pupil to make a short closing address; national songs should be selected and committed to memory; the program, excluding the reading of reports and the presentation of county promotion certificates, should not exceed one hour and a half; the hour of commencement should be two o'clock in the afternoon.

The program should be discussed at the preceding meeting of the Teachers' District Professional Circle. The Supervising Principal should preside on these occasions.

Sincerely yours,
COUNTY SUPERINTENDENT.

A report was presented and read from the platform by each principal of schools having more than one department, and by each teacher of a one-room school. The following is an outline copy of said report:

DISTRICT SCHOOL COMMENCEMENT DAY.

SCHOOL REPORT.

.....190...

(The Principal of Schools of more than one room and Teachers of one-room Schools will make out, sign, and read during the School Day Commencement Exercises the following Report:)

To the County Superintendent, Board of Education, and Friends of the Public Schools:

The following Report of School No. .....in District of ..... shows something of the work accomplished during the year and the present condition of the School, so far as words and figures can represent the same, from the opening on the ..... day of ..... 190... to the..... day of..... 190... (Insert date of last day of County Test.)

1. Highest No. of Pupils enrolled during the School Year.....
2. Lowest No. of Pupils enrolled.....
3. Percentage of Attendance upon the highest No. enrolled.....
4. No. of Pupils who have not been absent.....
5. No. of Pupils who have not been absent ten school days.....
6. No. of Pupils who have not been tardy.....

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7. No. visits by the County Superintendent.....
8. No. visits by the Supervising Principal.....
9. No. visits by the Members of the Board of Education.....
10. Title of professional works read by the Circle.....
11. Highest No. of Pupils enrolled in the 4th year.....
12. No. of successful Pupils 4th year County Test.....
13. Highest No. of Pupils enrolled in the 8th year.....
14. No. of successful Pupils 8th year County Test.....

.....
(Signature.)

These reports were collected by the Supervising Principal as soon as read and filed in the office of the County Department of Public Instruction.

I know of no feature of our school work which has done more to create an appreciative public sentiment in behalf of the public schools than these occasions.

These public school commencement days are to the pupils attending the public schools, what the college commencement days are to the students attending college, and are conducted in a manner which will bear favorable comparison in dignity and orderliness with those of college commencements.

Teachers' District Professional Circles.—These circles have held their regular meetings as required and pursued the course of professional reading prescribed by the Board of Managers of the County Pedagogical Library.

During the year the following works have been studied, notes made and discussed by the teachers in the various circles: School Management, White; Foundation of Education, Seeley; Method in History, Mace; Method of Recitation, McMury; Theory and Practice, Page; Methods in Education, Roark; History of Education, Williams; History of Education, Seeley; Pedagogy, Hewitt; The New Humanism, Griggs; Psychology, Baldwin; History of Education, Painter; Psychology, Halleck; Courses and Methods, Prince; Great American Educators, Winship.

The following is an outline report presented by the officers of each circle and filed at the close of the school year in the County Department of Public Instruction:

MIDDLESEX COUNTY TEACHERS' PROFESSIONAL CIRCLE.

.....190...

School District of .....

To the County Superintendent of Public Instruction:

DEAR SIR—The official board of the above circle hereby certifies to the following facts:

No. of Meetings held .....
No. of Papers read (give title) .....
No. of Addresses (give subjects) .....
No. of Visitors .....
Title of Library Books read and discussed this year:

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Names of Members.	Attended How Many Meetings.	Titles of Works Read for Next Pedagogical Certificate.	Library

..... *President.*

..... *Secretary.*

School-Houses.—A modern frame graded school building has been completed at Monmouth Junction, in the District of South Brunswick, and was dedicated with appropriate exercises.

School building No. 2 of the borough of Dunellen has been provided with an additional room, also school No. 2 in the borough of Milltown.

A ten thousand dollar school building is now being erected in the borough of Helmetta. The new graded school building, known as the "Pierce School," in the District of Piscataway, was formally dedicated shortly after the opening for school work in October last, and pupils are now being transported by two lines of trolley and two school wagons from four small schools which have been closed. Raritan District has two new school-houses in course of erection. Woodbridge School No. 1 is erecting a large addition in order to increase the high-school facilities.

A Pleasing Occasion.—A banquet was tendered by associates and friends to Victor W. Main, ex-president of the Board of Education of Woodbridge District, who had resigned by reason of the fact that he had purchased a home property in the city of Perth Amboy.

The occasion was held in the banquet-room of the Woodbridge Hotel on Friday evening, March 6th, 1903.

This occasion was not only agreeable entertainment, but it was intended to emphasize the fact that a citizen who had given a goodly portion of his busy time to the building up of public school work in a community should receive honor from the representative men in his locality.

Mr. Main occupied a very important position, superintending one or more large industrial institutions; and yet, he found time to assist the various lines of public school work. He was broad in his educational views, business-like and progressive, and the value of such a man in a rural district can not be easily overestimated.

The central thought of the evening was the fact that so many communities fail to appreciate the valuable services rendered gratuitously by active business and professional men.

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Would that we might have more of such occasions in giving honor to those to whom honor is due.

New Library Quarters.—The Board of Trustees of the New Brunswick Free Library (a building costing the sum of fifty thousand dollars, or more), have recognized the good work accomplished by the Middlesex Pedagogical Library and have assigned for the use of the public school teachers of Middlesex county, including the cities, a very desirable room in this beautiful building to be designated as the "Middlesex Pedagogical Library."

This commendable action on the part of the Board of Trustees has been very highly esteemed by the public school forces and will give increased interest in professional reading.

In addition to the desirable headquarters, the teachers will have access in the same building to the volumes of the free library. These encouraging conditions seem to be a fitting reward for the years of faithful contribution by the teachers, assisted by the State library appropriation, to build up one of the best, if not the best, pedagogical library in the State.

At the last meeting of the Board of Managers, a librarian was engaged to take charge of the new headquarters and give all the needed attention to the work. On Saturdays, said room will be a meeting place for the teachers of the entire county.

Conclusion.—By referring to the statistical report, it will be discovered that there has been a noticeable increase in the amount expended for salaries, buildings, text-books, transportation of pupils, and that the amount of district tax ordered to be raised exceeds that of last year by more than fifty thousand dollars.

There has also been an increase in the enrollment and a decrease in absenteeism and tardiness.

All of these results indicate conditions which point toward a steady progress in the educational work of our county.

MONMOUTH COUNTY.

JOHN ENRIGHT, COUNTY SUPERINTENDENT.

To Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—Herewith is respectfully submitted my annual report for the school year ending June 30th, 1903.

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In my report of a year ago, the last sentence reads as follows: "One thing I hope to see accomplished some day, and that is the placing of a high-school education within the reach of every boy and girl in the whole county who desires it and who is capable of receiving it." Working along the lines of the thought expressed in the above sentence, something very tangible has been accomplished during the past year. This subject was taken up at the County Board meeting at Red Bank, October, 1902. It was there advocated that the best practical way of providing a complete education for children in the rural communities, where a high school was impracticable, was to have the tuition of all pupils who have completed a grammar-school course, as provided in the home district, paid for by the Board of Education of the district in which such child resides. Dr. Louis Bevier, of Rutgers College, addressed the Board meeting and advocated a complete education for all children. In districts where there were no high schools, he maintained that it was the duty of the Board of Education to pay the tuition for all children, who completed the course of study in the home district, in a neighboring high school. The County Superintendent also addressed the meeting advocating the same policy. The members of the various boards seemed to approve the proposition. Just previous to the spring elections, I issued the following official circular letter to the Boards of Education in townships where no high schools had been maintained:

OFFICE OF
COUNTY SUPERINTENDENT.

FREEHOLD, N. J., February 20, 1903.

To Boards of Education of Monmouth County:

Your attention is called to section 113 of the school laws, which is as follows:

113. Any child who shall have completed the course of study pursued in the schools in the district in which he or she shall reside may, with the consent of the board of education of said district and of the board of education of a district in which he or she shall desire to attend school, be admitted to a school of higher grade in said last mentioned district. Said boards of education shall determine the amount to be paid for the education of such child, and the board of education of the district in which such child shall reside shall issue an order for said amount, signed by the president and district clerk or secretary of the board of education, in favor of the custodian of the school moneys of the school district in which such child shall attend school, which order shall be paid by the custodian of the school moneys of the first-mentioned district out of any moneys in his hands available for the current expenses of said district.

By this law you will note that a Board of Education has the right to provide for the payment of tuition of all children who have completed the course of study in their own district.

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For instance, if only a grammar-school course of study is provided in any given township, any child, when that course of study is completed, may attend a high school in another district and have its tuition paid by the Board of Education of the district in which such child resides.

It has come to pass that many children are now attending the high schools in this county after having finished the course of study in the districts in which they reside, the tuition being paid by their parents or guardians.

This, it seems to me, ought not to be. The public schools and the education furnished therein should be within the reach of every boy and girl between the ages of five and eighteen years, free of charge to them. The constitution of our State says that the "Legislature shall provide for a thorough and efficient education for every boy and girl between the ages of five and eighteen in the State."

The above quoted law is the present way the Legislature has directed that the child's education shall be made "thorough and efficient." Any township board may provide in its tax for current expenses moneys for the payment of a child's tuition after such child has completed its grammar-school education in its home district, providing the course of study in such district stops at that point.

This is the most economical way for any rural district to furnish a complete education to its children. It is not practical for most townships to have a high-school course of study. It is practical in most townships and much more economical to provide for this "thorough and efficient" education, which the constitution of the State directs, by paying tuition to the district where good high schools are maintained. These schools are easily accessible to the children of all the townships.

I, therefore, would earnestly recommend that the respective boards, when making up the amount to be raised for "current expenses" at the coming election, add thereto an amount of money sufficient to pay for the tuition in high schools of all the children who have completed the course of study in their own districts.

There is nothing, to my mind, that will lift up our whole school system in this county as will this one thing. It will put the little school in the country in close touch with the fully-developed high-school systems of the towns, and it will benefit both. It will be a spur to the ambition of the country boy or girl to know that a complete education in the best schools in the county is within his reach when he shall have thoroughly completed the course of study in his own school. It will also give

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definite aim to the course of study in all the rural schools and promote their efficiency.

As a basis of estimate, it would be reasonable to assume that a rate of $25.00 a year for each such pupil would be a fair price to pay. I hope that careful consideration will be given to this subject when the budgets for the coming year are made up.

I am pleased to say that there was quite a large response in the voting of moneys for this purpose. Middletown, Shrewsbury, Ocean, Atlantic and Manalapan townships and the borough of Belmar voted moneys for the payment of tuition of all pupils who had completed the course of study prescribed in their respective districts. Only in one township where the proposition was submitted was it voted down. This township, it might be said, was unrepresented in the board meeting at Red Bank. It will thus be seen that a big step forward has been made in the direction of putting within the reach of every boy and girl between the ages of five and eighteen a full, rounded education, that which, no doubt, was contemplated in the constitution of the State of New Jersey. To my mind this is the most important step made in the progress of general education in this county for a number of years. I have no doubt that in a short time every rural district in Monmouth county will thus provide for the "thorough and efficient" education of all its children.

The other subject of importance which was discussed at the County School Board meetings was the matter of a truant school for the county. It is felt, notwithstanding the fullness and efficiency of the present truant school law, that it still falls short of reaching the desired object. The confirmed truant boy is still a problem. It is not difficult to get him in the school by reason of the truant officer, but what to do with him after he is in the schools is the problem which has not been, as yet, solved. There is a growing feeling that too much concern may be given to the bad boy and too little regard paid to the great majority of fairly well-behaved and orderly children. It must not be forgotten that the truant boy is, as a rule, a bad boy. The question then comes up shall the good children of the school be subjected to the evil influences of the bad boy? It is all right to save the bad boy, if he can be saved, but we should not injure the many good children in our zeal and in our often maudlin sympathy for the really bad boy. Hence, an isolated school for the truant boy, where he may be placed on probation and which may stand as a menace for all evil ones, is thought to be a practical and wise thing to establish in this county. After thoroughly discussing this matter in the school board meetings, and after hearing two reports of a special committee appointed to investigate this matter,

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it was resolved to make effort to secure legislation this coming winter which would provide for a truant or parental school in Monmouth county. It is along these two lines above mentioned that we are striving to make progress in this county at the present time.

The accompanying statistical summaries vary but little from those of a year ago. The total number of pupils enrolled was slightly less than a year ago. The number is 17,154. This is a falling off of 215. There was an increase in the average daily attendance and, of course, in the total days' attendance. The number of teachers required to teach this number of children increased 14, the total number being 401. Of these 73 are males and 328 females. There was a large increase in the professional status of this corps of teachers. Fifty-seven are college graduates. One hundred and twenty-four are graduates of the New Jersey Normal School. Seventy-three are graduates of Normal Schools of other States. Thus 63 per cent. of the whole teaching force have been trained in Normal Schools and colleges. This is a decided improvement in this direction. Of the whole number 23 were without previous experience. The average experience of all the teachers was 10.2 years. The average length of time taught in the same school was 4.9 years. The number of teachers new in their schools last year was 99. This last item indicates the usual tendency in the matter of changing places among teachers.

In the matter of school libraries there has been a wholesome care in replenishing old libraries and establishing new ones. The character of the books which are now in these libraries has been gradually changing, the object being to obtain books which will be read and which contain wholesome moral lessons. An increase in the number of books pertaining to nature studies in these libraries is notable. There are so many good books with wholesome animal stories, which children are very fond of, that it is not difficult to obtain interesting books of this nature. The year has been notable in the fact that there have been very large donations of books to school libraries. Mr. P. F. Collier, publisher of *Collier's Weekly*, has presented to the schools of Marlboro, Holmdel and Atlantic townships a large number of useful books. Each of these districts, through the munificence of Mr. Collier, has received entirely free of cost nearly 3,000 volumes each, making a total of between 8,000 and 9,000 volumes. The number of books is not reported in the statistical part of this report, inasmuch as the donation was made after the schools had closed. The books consist of standard authors in fiction, history, science and literature; also sets of encyclopedias and dictionaries. Special provision for the care of the books had to be made by

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the Boards of Education of the respective districts. These districts are now equipped with libraries probably superior, both in character of books and in the number of books, to any rural school districts in the State. The munificence of Mr. Collier in providing so abundantly these excellent books deserves mention here. There are in all 14 schools among which these books are to be divided, which will give to each some 600 volumes. The library is becoming not only a place for books for the children, but also a centre from which parents and the community at large may draw books. In these townships there now will be found books of all kinds which will interest all the people.

In the matter of school buildings, Long Branch school district has made many extensions and improvements during the past year. In that district the school buildings and appliances generally will compare favorably with those of the best in the State. In Neptune township district moneys have been voted for extensions and new buildings to be erected during the coming year, but owing to the fact that that district has already reached its maximum of school indebtedness under recent legislation, there is some question whether additional bonds can be legally issued. Hence, the buildings which have been ordered by a vote of the people to be erected during the coming year may, because of legal restrictions, have to wait for some time in the future. A new school building is now in the course of erection in Shrewsbury township, near Oceanic. It is to be a one-room building and, with the lot, is to cost about $4,000. The remodeling of the school building at Freehold is now going on. A large assembly-room will be provided and also three more class-rooms. In the building of school-houses we have now reached the point where new ones will not be needed for some years to come. The total value of the school buildings of the county, with the lots upon which they are erected, now reaches the magnificent sum of $993,200. In 1870 the total value of school property in this county was valued at $20,000.

The usual meetings of the Monmouth County Teachers' Association were held at Keyport and Long Branch. The attendance at these meetings is voluntary. Notwithstanding, about 200 teachers attended each of these meetings. They are conducted in a manner to make of them a forum in which all have an opportunity of expressing their views. I regard these meetings as a very valuable annex to the Teachers' Institute. The Teachers' Institute was held at Asbury Park during Thanksgiving week and covered three days. Addresses were delivered by Earl Barnes, Will S. Munroe, Edward Howard Griggs, Sterrie A. Weaver, Miss Maud Summers and Miss Sarah A. Dynes. Ocean

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county joined Monmouth in this Institute and the attendance numbered in all some 500 teachers.

Grammar-school examination was held, as usual, in May, 1903. One hundred and eighty-six applicants tried the examination. Of these 107 secured certificates. These examinations are of growing interest. Effort is made to have boys and girls interested in the examination, but not to such an extent that they may regard the securing of a grammar-school certificate as the end of school education. There is danger, I have found, that boys and girls may think that the certificate is the thing to be studied for, rather than the acquisition of knowledge and the development of character.

Manual training is growing in favor in the large schools of the county. The school at Freehold added this to its curriculum last year and Atlantic Highlands will open a manual training department the coming year. At Long Branch, domestic science has been added to its manual training department. Wherever manual training is once introduced it meets with general favor. Its object and scope when once understood find strong advocates. More and more it becomes apparent that manual training is a very important branch of common-school education.

MORRIS COUNTY.

WATSON B. MATTHEWS, COUNTY SUPERINTENDENT.

To the Honorable Chas. J. Baxter, State Superintendent:

DEAR SIR—I herewith submit my report for the school year ending June 30th, 1903.

In general, the work of the schools in this county during the year has been progressive. While there are yet many things to be desired, I believe that we have taken no retrogressive steps and the tendency is in the right direction. As I look back over the three years of my work as superintendent of the schools of this county, I find a number of things that are encouraging. I find that there has been a gradual decrease in the number of third-grade certificates granted and a corresponding increase in the number of teachers holding certificates of a higher grade. Out of a total of 273 teachers, only 26 hold third-grade certificates. There has also been a gradual tendency toward better salaries. I notice that the average monthly salary for female teachers in this county for the year ending June 30th, 1900, was $41.77. For the

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year just ended it was $49.30. We still have a few districts where there is a demand for cheap teachers, but I am happy to note that the supply is becoming less every year, and I hope that the time will soon come when it will be impossible to find qualified teachers for $35 a month.

Another encouraging fact is that out of twenty-four school districts during the coming year all but two will keep their schools open ten months. The law which apportions the state money upon the basis of attendance has had a decided influence in lengthening the school term, four districts having changed from nine to ten months since the enactment of that law.

I am still further encouraged by the desire that is shown for better supervision. We now have twelve supervising principals, and boards of education are slowly but surely coming to the knowledge of the value of systematic supervision. We have formed an Association of Supervisors, with Superintendent W. L. R. Haven. of Morristown, as president, and Principal D. B. Evans, of Rockaway, as secretary. We hope that this organization may be able to do good service for education in Morris county.

School Buildings.—The new building at Wharton is about completed. The new six-room union school between Succasunna and Kenvil is well under way and will be ready for use about the first of the year.

In the borough of Rockaway an addition of four rooms is being made to the present building, and other needed improvements will be made.

A much-needed addition to the Mendham school will be made during the current year.

The Chatham borough school building was badly damaged by fire last winter. During the summer necessary repairs were made, and the building is now in better condition than ever before.

Annual Examinations.—Annual examinations were held May 19th, 20th, 21st and 22d for the seventh, eighth and ninth grades. These examinations have added greatly to the general interest in school work. Parents, as well as pupils and teachers, have become interested. Every ungraded country school feels itself a part of the system. In the eighth grade about 200 pupils were examined. Of this number 120 passed and received the grammar-school diploma. Forty took the examination for the ninth grade.

Our Teachers' Association has maintained its high standard during the year and our teachers have been greatly benefited

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thereby. Principal Stauffer, of Madison, was re-elected president for the year and the teachers of Morris county are largely indebted to him for the excellent programs herewith submitted:

MORRISTOWN, N. J., APRIL 18, '03.

MAPLE AVENUE SCHOOL.

Program.

10:30, DEVOTIONAL EXERCISES, Conducted by Rev. J. D. Erdman.
10:40, CHORUS—Students Morristown High School.
10:45, ADDRESS—Rev. J. D. Erdman, Morristown.
11:15, INTERMISSION.
11:20, ADDRESS—The Prevention of Waste in the School-room. Dr. Wm. M. Swingle, Superintendent of Schools, Orange, N. J.
12:00, ADJOURNMENT.
1:20, MUSIC—Students Morristown High School.
1:25, LECTURE—Arnold of Rugby. Prof. Leon C. Prince, Professor of History, Dickinson College, Carlisle, Pa.
2:10, INTERMISSION.
2:20, ELECTION OF OFFICERS; OTHER BUSINESS.
2:45, ADJOURNMENT.

There will be a discussion on "Waste in the School-room," led by Supt. Matthews, if time will permit.

A. F. STAUFFER, *Pres., Madison, N. J.*

BOONTON, N. J., NOVEMBER 15, 1902.

PUBLIC SCHOOL ASSEMBLY HALL.

Program.

9:40, OPENING EXERCISES.
9:50, CHORUS—"Mark the Merry Elves." Pupils of the Boonton Grammar School.
9:55, ADDRESS—How School Instruction can be Made Less Theoretical. Dr. Frank M. McMurry, Prof. of Theory and Practice of Teaching, Teachers College, Columbia University, New York.
10:55, INTERMISSION.
11:00, ADDRESS—The Teacher's Vocation—Suggestions as to Its Deeper Meanings. Rev. D. F. Diefendorf, Chatham, N. J.
11:40, CHORUS—"The Bugler." Pupils of the Boonton Grammar School.
11:50, NOON RECESS.
12:50, ADDRESS—A Larger Horizon. Hon. C. J. Baxter, State Superintendent of Public Instruction, Trenton, N. J.
1:50, BUSINESS MEETING.
2:10, Adjournment.

A. F. STAUFFER, *Pres., Madison, N. J.*

Our Institute, held in Dover, December 11th and 12th, was a thoroughly good meeting. Mr. Griggs was enthusiastically welcomed, and Mr. Barnes always has something of real worth to give to thoughtful teachers. Miss Summers is a pleasing and instructive speaker. Superintendent Baxter deserves great credit for giving the teachers of New Jersey such excellent institutes.

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School Board Meetings.—Our meeting, held in conjunction with the Institute, was poorly attended. This was due, somewhat, to the unfavorable weather. But our March meeting, held in Morristown, was well attended, having representatives from nearly every district. Superintendent Baxter was present and gave an excellent address. Mr. Charles E. Surdam, member of the State Board of Education, also gave an interesting talk. These meetings hold great possibilities, and we hope that the members of the Morris county School Boards may yet come to an appreciation of their value.

We note with regret the loss of one of our most esteemed and honored principals, Mr. J. M. McCallie, of Boonton, who has accepted a principalship in Trenton. Mr. McCallie was with us but two years, but in that time he so gained the friendship and respect of the teachers that he was elected president of our Teachers' Association for the ensuing year. While we regret our loss, we congratulate the city of Trenton upon gaining the services of so valuable a man.

My thanks are due to the school officers, principals and teachers, for hearty co-operation, and to the State Superintendent and his assistants for advice and counsel.

OCEAN COUNTY.

PETER TILTON, SUPERINTENDENT.

To Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—I have the honor to herewith submit my first annual report of the condition of the schools of Ocean county for the year ending June 30th, 1903:

The schools, as a whole, have progressed nicely during the year, although the attendance has been slightly less than last year. This is the result of contagious diseases—whooping-cough and diphtheria—which became so serious that in one district the board closed the school for some time. Fear on the part of parents kept many pupils out of school after all danger of contracting disease had passed. Interest in public education is rapidly increasing in this county, as is shown by the demand for more teachers and higher salaries. The past year shows an increase of five in our corps of teachers and an increase of over $4,000 over last year paid for salaries.

A new school-house was erected during the vacation of 1902 in the borough of Seaside Park at a cost of $2,200.

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Long Beach township organized and maintained a new school at Harvey Cedars during the entire year, in a neat and commodious building, specially fitted up for the purpose by a philanthropic citizen of that place, Mr. Francis Fenimore.

The same township is now erecting a new building at Barnegat City, and will have it ready for occupancy when school opens.

It is a notable fact that all recently-constructed buildings have been given somewhat of architectural beauty, as well as being constructed for convenience and on sanitary principles.

County eighth-grade examinations were held as usual in May, with the result that 102 diplomas were issued in the county, outside the high schools at Toms River and Lakewood.

Ocean county joined with Monmouth and held the annual Institute at Asbury Park, and it was pronounced by our teachers the most interesting and instructive one ever held for the county. As a rule, our teachers are doing very efficient work, and I feel very grateful to the entire corps for the unanimous support they have given me in this, the first and most trying year of my official duties. Coming into office, as I did, after the schools were in session, there was but one meeting of the Ocean County School Board Association, which had been defunct for some time, and I did not deem it discreet, at that time, to inaugurate any radical changes in the existing régime, but I have outlined, for the work, a policy which will, I think, expedite and simplify the work, which is, of necessity, constantly increasing in both schools and office.

We have sixty-eight school buildings in the county and I have made 153 visits to them. To every room I have made two visits, and in some cases, where I deemed it necessary, I have made more. In very many cases I spend a half-day in one room, taking part in instruction and recitations, and as the county is very large and many of the schools difficult to reach, my time has been fully occupied with visiting and office work.

A brief comparison of the present conditions in the county with those of a decade ago shows that for a strictly rural county Ocean has made rapid strides in educational interests. During this period the schools have increased ten in number; the money expended, exclusive of building and repairing, shows an increase of over $42,000; the enrollment shows a gain of 675 pupils; the teaching corps increased by 48, and a generous increase in salaries is shown for both male and female. The small increase in the number of pupils compared with the large increase in expenditure shows that demanded improvements in school conditions, and not large increase in population, has wrought the change.

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Boards of Education are realizing that a teacher can give better results with a medium-sized class, and are, as rapidly as feasible, adjusting matters accordingly.

In conclusion I wish to express my thanks to teachers and school boards for their hearty support, also the officials of the State department for assistance rendered and courtesies shown me.

PASSAIC COUNTY.

HOMER A. WILCOX, COUNTY SUPERINTENDENT.

To Hon. Chas. J. Baxter, State Superintendent:

DEAR SIR—Herewith I submit my report of the public schools of Passaic county for the year ending June 30th, 1903.

Early in the year a new one-room school building was opened for the reception of pupils at Echo Lake, in the township of West Milford. At the annual school meeting in March, appropriations were voted for enlarging the schools at Athenia, Botany Mills and Delawanna, in the township of Acquackanonk. School No. 1 in the township of Little Falls, a three-story brick structure, costing $25,000 and containing eight class-rooms, four other rooms and a large assembly-room, was formally dedicated to educational use by the Honorable Francis Scott, Vice-President of the State Board of Education, on the 26th day of June. Judge Scott, in an eloquent address, accorded the highest commendation to the men who planned and carried to completion that "temple of learning." Other addresses were delivered by William R. Smith, M.D., President of the Board of Education, the Rev. Messrs. Woodruff and Bayles, Principal Harry W. Wood, and the County Superintendent. The audience filled the assembly-room from staircase to platform and the occasion was one of profound interest.

The school library record, as compared with that for the school year of 1901-1902, presents the following gains: 232 more books have been purchased; 573 more books are in the libraries and 2,076 more books have been withdrawn. I regret to report that the districts of Hawthorne and West Milford have purchased no school library books.

There have been added to the County Pedagogical Library 116 volumes of professional literature. As a result of your circular of inquiry issued February 18th, 1903, I confidently anticipate the organization in the early autumn of a professional reading circle in every grader school.

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In the schools of the townships and boroughs, five teachers have been added to the number employed last year, making a total of 112, of whom 60 were licensed by the State and 52 by the county. The monthly salary increase for males was $2.18; that for females, $3.33.

The average number on roll in the districts other than the cities was 3,576; the average daily attendance was 3,190, which is an increase over last year's daily attendance of 159. The percentage of attendance based on the average enrollment is 89, an increase of 4. This is the best record of attendance ever made in the Passaic county public schools.

A regular attendance, as you well know, implies interest, enthusiasm and hard work on the part of both teachers and pupils, and, as a consequence, *progress* on the part of the latter. Our teachers, as a body, have labored faithfully, doing more than their duty. This fact very largely accounts for the increased attendance. Never, since I have been superintendent, have our schools, taken as a whole, made finer progress than during the school year just closed.

The examination of pupils for graduation from the eighth-year grade began on the first day of June and continued (one subject being given each day) until June 11th. The subjects were assigned in the following order: United States History, Geography, Arithmetic, English Grammar, Physiology, Constitution of the United States, Orthography and Etymology, Bookkeeping and Drawing, Algebra. The examination was conducted by the principal of each school having candidates for the county grammar-school diploma. The papers were first graded by the teacher of the class; afterward they were reviewed and finally passed upon by the County Board of Examiners. Commencement exercises were held in ten schools and diplomas were granted to 82 pupils. The following tabulation will indicate the schools from which pupils graduated and the number of graduates from each:

Name of District.	*No. of School.*	*No. of Graduates.*
Acquackanonk,	2	4
"	3	10
"	4	10
"	5	6
Hawthorne,	1	13
Little Falls,	1	6
"	2	2
Manchester,	2	18
Pompton,	6	5
Pompton Lakes,	1	5
Totowa,	1	2
West Milford,	4	1
Total,	12	82

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There were enrolled 88 pupils in high-school grades and 13 high-school diplomas were granted.

Notwithstanding all that may be accomplished for the advancement of the schools by other educational forces, it must be remembered that the law puts the Board of Education of a district in supreme control of its schools. If, therefore, a Board of Education be indifferent to the strict performance of its duties, the schools of that district will surely languish and retrograde. If, on the other hand, a board is fully alive to its important responsibilities, the schools of that district will as certainly catch the spirit of activity and enthusiasm and go forward to a higher state of proficiency. With one exception, much praise is due the school boards of this county for the care exercised in employing teachers, for the liberality shown in paying them living salaries, and for the foresight, energy and determination manifested in building, repairing, enlarging and equipping school-houses. Several boards have adopted a graded scale of teachers' salaries, based upon the faithful performance of duty and length of term of service. Out of a total of ten districts, seven have advanced the salaries of their teachers for the school year upon which we have now entered.

The annual Teachers' Institute convened in the city of Paterson on the 18th and 19th of December. Six hundred and fifty teachers were in attendance. With the array of talent presented by the corps of instructors you employ for us and the great diversity of topics treated, no attentive listener could fail to receive much profit.

Two meetings of the County School Board Association were held and were fairly well attended. At the fall meeting the program consisted of reports from the different districts and an address, entitled "Review of the Educational Work in the County Schools for the Past Year," by the County Superintendent. At the spring meeting the following officers were chosen: William R. Smith, M.D., President, Little Falls, N. J.; John Eckhart, Vice-President; A. W. Smith, Secretary, Athenia, N. J.; R. M. Torbet, Treasurer. A report of the condition of the schools in each district was then given, after which the members engaged in a discussion of that provision of the school law which appears to authorize the distribution of proportionately more State money for evening-school than for day-school attendance.

The meetings of the Passaic County Teachers' Association were held in the assembly-room of school No. 2 in the village of Haledon. After the election of officers at the fall meeting, the time was devoted to the consideration of the Teachers' Retirement Fund. At the mid-winter meeting Supervising Principal

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Absalom Grundy elucidated in detail his method of teaching double-entry bookkeeping and the County Superintendent gave a talk on "Great Things in Teaching." The principal number on the program for the spring meeting was a paper entitled "Ethics in the School-room," by Principal Miss Katherine Berkan. Each of these meetings was well attended and the teachers manifest a growing interest in the work of the Association.

In closing I beg to tender my acknowledgments to your office and to the school officers and teachers of the county for the many favors received.

SALEM COUNTY.

J. HARRY SMITH, SUPERINTENDENT.

To Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—Herewith is respectfully submitted the thirty-sixth annual report of the condition and progress of the schools of Salem county for the year ending June 30th, 1903.

The city, borough and village schools are making commendable progress, but the rural or district school is the pressing problem. Every year shows a slight decrease in attendance and, we fear, in interest upon the part of those whose duty it is to maintain and foster this important factor in our civilization. The superintendent has taken special pains to encourage and keep alive the educational spirit in these schools, believing that upon this fact depends largely the future usefulness of the district school. While every one knows that the educational spirit is necessary in any school, yet its maintenance in the rural school is, for various reasons, a more serious undertaking.

The average number of months the schools were kept open was the same as last year, 9.4. The total enrollment for the entire county was 5,709, sixty-seven more than last year. Of this number 2,956 were boys and 2,753 girls. Ninety pupils were neither absent nor tardy. The number of pupils in each grade is as follows: Kindergarten, 53; primary, 3,712; grammar, 1,553; high school, 391. One hundred and thirty-six teachers were employed, 16 of whom were males, receiving an average monthly salary of $83.70, and 120 were females, receiving $43.30. This is a substantial increase, over last year, in the salaries of both male and female.

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By reference to the statistical tables, it will be seen that the amount of money available for school purposes this year is $76,097.72, an increase of $2,688.28. The amount of district tax this year is $28,199.50, an increase of $2,444.83. Every district now orders money raised by taxation.

The Board of Education of the borough of Pennsgrove has opened another room and will employ eight teachers the coming year, an increase of one. This Board has issued the following circular:

OFFICE OF THE SECRETARY OF THE BOARD OF EDUCATION,
BOROUGH OF PENNSGROVE, N. J.

To the Parents and Guardians of the School Children of Pennsgrove.

At a regular meeting of the Board of Education held August 3d, 1903, the Secretary was commanded to issue the following:

"Owing to the fact that the State requires that every child shall have at least an elementary education, and also to the fact that the maintenance of the public school depends upon the attendance of the children, a large part of the State funds being appropriated on this basis, we, the Board of Education, feeling the responsibility placed upon us as custodians of the children's interest and the progress of our public school, do most respectfully call the attention of all concerned to the provisions of the School Law, sections number 155, 156, 157, 158 and 160, pages 58 and 59."

These sections are printed and the secretary visited every home, taking the name of each child and leaving one of the circulars. The circular also states that a truant officer will be appointed to enforce the same. Pennsgrove and Woodstown are making arrangements to employ supervising principals in the near future.

Books are being added to the pedagogical and school libraries. The teachers are coming, though slowly, to realize the importance of these factors in education. The superintendent issued, during the year, a circular to each teacher, urging the importance and necessity of establishing new libraries, making more effective use of the old ones and the value of the pedagogical library.

Salem county joined with Atlantic and Gloucester in the Annual Institute, which was held at Atlantic City in November. The instructors were able and enthusiastic and the session was alive with interest and profit from beginning to finish.

The Salem County Teachers' Association is growing in interest and fruitfulness. The attendance during the last year increased nearly fifty per cent. Three sessions or Institutes were held. Our plan is to have three speakers, one from abroad and the others home talent.

Teachers' examinations were held as required by law and about the usual number of certificates issued. The number of candidates who fail at these examinations is increasing. The subjects

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in which most failures occur are arithmetic and English grammar.

The examination of the schools of the county was held in May, beginning on the first Monday and continuing throughout the week. The work passed through the hands of the superintendent and was an improvement of the results of last year.

Laurel Hill school, under the control of the Pilesgrove Board of Education, was closed and the scholars transported to Sharptown. This did not prove satisfactory to the parents and the board has decided to reopen the school the coming year. Alloway board has decided to close Oakland and transport the children to Alloway. This school, during the past year, averaged only about eight.

Arbor Day was observed throughout the county. Many made reports to this office.

The course of study—the same as last year—has been carefully carried out. Woodstown and Elmer have printed courses of study covering the county course and extending beyond its limits or outline, which have been approved by me.

Most of the teachers are improving in their work. Of the 106 teachers in the county, outside of Salem city, 54 make a change, or over 50 per cent. This retards greatly the work of the schools. It has been more difficult this year than ever to secure teachers. There are now several vacancies and no applicants. More provisional certificates will have to be issued than formerly or the schools will go untaught.

The number of schools which hold commencements is increasing, and the programs more practical and extended.

More school visits have been made than during any previous year, and much time has been spent in attending the School Board meetings in the several districts.

Much has been done, more is waiting.

SOMERSET COUNTY.

H. C. KREBS, COUNTY SUPERINTENDENT.

Hon. Chas. J. Baxter, State Superintendent:

DEAR SIR—In this my first annual report I am able to record substantial progress in the work of the schools.

Supervision.—The vast body of teachers everywhere is composed of earnest, truth-seeking workers, who are doing what

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they can to improve themselves. In graded schools under close supervision there is no reason why each teacher should not progress constantly under the stimulus of co-operation; but the teachers in the rural schools, without such conditions, isolated, often untrained, are in no inspiring atmosphere. The young, inexperienced teacher, thrown on her own meager resources, has fewer chances to survive than to perish.

To aid these teachers should be the chief work of the County Superintendent. It seems to me little short of cruelty for the superintendent to visit a beginner in teaching, take a seat for an hour, offer his criticisms, and depart. In the presence of her superior in office the young teacher is unnerved, everything goes wrong, and she often makes a very poor impression. She does not need to be told that her pupils are noisy, or that they do not read well. She is painfully aware of these things. What she does need is practical applied assistance. It is not the superintendent's whole duty to gain an estimate of the teacher's ability. That is only a small part of his work while visiting. The question is, How may this school be most improved?

One plan consists in having the superintendent take charge of the school himself. More method and management can be taught in one hour by this plan than by one year of mere criticism and suggestion. Any person can sit down for a short time and discover points that might be improved; but the helpful superintendent is more than an inquisitor. He brings to the aid of the teacher the benefit of his larger training, knowledge and experience, and applies them directly to her particular conditions. After he has conducted the school he explains his aims in the recitations and in the management, and gives the teacher a proper point of view. A visit of this character, made in a most cordial spirit, often results in transforming a school from a monotonous round of mechanical exercises to an enthusiastic pursuit of knowledge. Certain it is that this plan proved markedly successful in this county during the year.

Course of Study.—A detailed course of study in language was sent to each teacher in pamphlet form. This course aimed to present not only the matter to be taught, but also in general terms the method. Another pamphlet explained the nature and scope of the examination of pupils for county grammar-grade diplomas. Teachers were informed as to what topics would be included and what excluded from the examinations. The object of this plan was to secure adequate treatment of the important parts of each subject, and reduce the temptation to cramming. If a teacher does not know what to prepare for in history, she

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will aim to have her class cover all the facts of the book, whether important or unimportant. The same statement applies to other subjects. The result is apt to be an overloading of the memory with information, much of which is of doubtful value, and which consumes the time that should be devoted to a more extended treatment of the important topics.

The number of diplomas issued is fifty-four. The papers in many cases were surprisingly good. The spelling was throughout very creditable; and the language of the papers was of a high order.

Teachers' Association.—The County Teachers' Association, under the able direction of Principal Gaius Hoffman, of Bound Brook, held three excellent meetings during the year. Perhaps the most helpful feature of these meetings was a class exercise in primary reading by Miss Cora L. Burt and her pupils at Bound Brook.

Teachers' Institute.—The County Teachers' Institute was equal to any we have had in many years. All teachers were present except two who were detained by their own illness. The plan of having but two addresses at each session was unanimously commended by the teachers. It gave each speaker ample time to present his subject, afforded opportunity for questions and discussion, and also enabled us to enjoy frequent exercises in singing under the inspiring leadership of Mr. Herbert Lloyd, of Bound Brook.

Boards of Education.—Two meetings of the County Boards of Education were held at the Court House, Somerville. It is unfortunate that so few of the trustees attend these meetings. Hon. J. Brognard Betts addressed the April meeting, giving valuable suggestions on township supervision and other topics of importance.

New Buildings.—Two new buildings are under way—one of four rooms, at Basking Ridge, the other a $30,000 addition, at Somerville. The latter will contain an assembly-room and equipment for high-school purposes, as well as four rooms for the elementary grades.

Public Education Society.—Somerville established a Public Education Society last April, after a series of preliminary parents' meetings. Among the objects of this body are the for-

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mation of a close sympathy between the home and the school, the study of children, and the discussion of present-day methods of education. Monthly meetings were held. Lectures were given by Superintendent W. E. Chancellor, of Bloomfield, on "Training the Child"; Supervising Principal Gaius Hoffman, of Bound Brook, "The Moral Education of Children in School"; Rev. Dr. J. R. Bryan, of Plainfield, "The Moral Education of Children Out of School"; Mr. A. V. D. Honeyman, of North Plainfield, "The Aztecs and their Descendants in Mexico." The officers for the coming year are: President, H. F. Galpin, Esq.; Vice-President, Rev. Dr. James Le Fevre; Secretary and Treasurer, Mrs. C. H. Bateman.

Efforts will be made this year to induce every school in the county to hold an entertainment to raise money for school libraries. It is hoped that this may aid in bringing the school and the community close together.

A Word of Acknowledgment.—I may be permitted to record that my predecessor, Rev. J. A. Mets, after six years of service, left to this county many legacies that should be gratefully recognized. He wrote a course of study for the schools which is so excellent as to justify its continuance for at least some years to come. He established four pedagogical libraries of over one hundred volumes each. He organized and attended teachers' meetings in all parts of the county. He strove in season and out for a high standard of professional work, for increased appropriations for school purposes, for the development of high schools, and for the transportation of pupils from small schools to those of a higher grade. His influence will therefore be felt far in the future as a factor in whatever success may be achieved by the schools of the county.

SUSSEX COUNTY.

RALPH DECKER, COUNTY SUPERINTENDENT.

To Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—I herewith submit my first annual report of the schools of Sussex county for the school year ending June 30th, 1903.

After my appointment on October 7th, 1902, it was three weeks before I could relinquish my duties as principal of the

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public school of the borough of Sussex, and on November 1st, I took up the active duties of the superintendency.

The progress of our school work for the year has been very satisfactory. As a whole our county has been free from contagious diseases, which so often play havoc with school work by keeping pupils from school. The school in the borough of Brooklyn was quarantined for a time for an epidemic of small-pox, and ont of the schools of Vernon township was closed for a time on account of scarlet fever. A slight epidemic of measles was reported from some of the townships, but these districts composed only a small portion of the county. The winter was favorable as the roads were not impassible on account of snow as in some of the previous years.

The statistical report will show that one township (Wantage) increased its school term from nine and one-half to ten months, but this does not affect the average time the school was kept open. It will show a decrease in the total enrollment, but the average enrollment and average daily attendance remain practically the same as last year. The percentage of attendance is better in nearly every township, hence the general average percentage of attendance is better than last year. There is a decided increase in the number of those who have not been absent or tardy during the year.

The financial condition of the several districts is very satisfactory. All, with one or two exceptions, show a balance of money on hand. The average salaries paid to male teachers has increased $4.71, while the average salaries paid to females remains the same as it was.

The requirement of the law regarding the visiting of schools was fully followed out. Each school was visited once and nearly all were visited twice and some more. Two hundred and sixty-one (261) visits were made in all. The meeting with Boards of Education was not carried out to the full extent of the law. Twenty-one meetings were held with the boards of the several districts, but not all the boards were visited. These meetings were informal and a general discussion of school affairs was held, which was conducive to good results in each district visited.

The examinations for teachers' certificates to teach were held by the County Board of Examiners at the times designated by law. The present Board of Examiners is Dr. Chas. J. Majory, of Newton; Principal A. B. Cope, of Stanhope, and Principal Theo. J. Green, of Franklin Furnace. Seven first-grade, twenty-three second and twenty-eight third-grade certificates were issued during the year. Of this number four first-grades, eleven second-grades and four third-grades were for renewals.

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Examination for State scholarships to the State Agricultural College was held in the Court House, Newton, on June 6th, and one applicant was in attendance.

Examinations for county grammar-school diplomas, for those that had completed the county grammar-school course, were held as usual and ninety-eight diplomas were issued.

On February 27th, a test was given in all the schools in spelling and rapid addition. The words and problems were sent out by the County Superintendent and the results were sent to him. These were tabulated and the names of those attaining 86 per cent. in spelling and 80 per cent. in rapid addition were placed on honor rolls and sent to the different schools. The result was a new activity along these lines which will naturally extend to other lines.

The reports from the teachers regarding school libraries were incomplete, consequently my report is incomplete. One new library was established during the year and additions were made to several others.

A new school building containing two rooms was erected at Vernon during the year. It is strictly up-to-date and complete in every respect. A graded-school was begun in it on March 1st. A new building is in the course of construction at Sprague, in the township of Vernon, and additions are being made to the buildings at Hamburg and Franklin Furnace. The school building at Greenville, in Green township, was condemned and efforts are being made to build a new one.

Our annual Teachers' Institute was held in the auditorium of the Newton High School on December 15th, 16th and 17th. The instructors were Miss Maud Summers, of Chicago; Prof. Earl Barnes, of Philadelphia; Prof. Edward Howard Griggs, of Montclair, and Thomas J. Bissell, of Newark. All the teachers were in attendance and all were unanimous in pronouncing it the best institute that Sussex county had ever had.

The outlook for the coming year is very promising. The State's extra appropriation, together with the extra district taxes raised throughout the county, gives us $13,000 more money for school purposes than last year. Several of the districts will lengthen their school term, and nearly all will pay larger salaries to their teachers and put their school property in better condition than previously.

During the coming year we hope to organize a County Board of Education and several Teachers' Clubs, which we hope will be very beneficial. A new outline Course of Study has been prepared and will be placed in the hands of the teachers at the beginning of the present school term.

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In conclusion I wish to thank the State Department for the co-operation and courtesy extended to me during the year.

UNION COUNTY.

WM. J. SHEARER, SUPERINTENDENT.

To Hon. Charrles J. Baxter, State Superintendent:

DEAR SIR—I herewith present my annual report of the schools of Union county for the year ending June 30th, 1903.

In brief it may be stated that there has been steady, encouraging progress upon many lines. However, the changes have not been so marked as to justify extended comment. Most of our teachers continue to show commendable interest in self-improvement, that they may be better prepared for their important work. Many are following special lines of professional reading and not a few are spending their evenings and Saturdays taking additional courses in classes of pedagogy.

In the past few years I have specially urged the importance of demanding better teachers, increasing salaries, better school accommodations, special instructors in drawing and music, and expert local supervision. In all of these particulars the Boards of Education have responded nobly. There is scarcely a district which has not increased the salaries paid, and all are better prepared for the work.

Within the past few years new buildings have been built and we are proud to be able to say that not more than one hundred pupils are in buildings which should at once be replaced.

There is reason to expect that the present year will see the erection of two more fine buildings to replace those which, while not unsatisfactory, are yet not up to date.

During the year Springfield has provided a fine, large, up-to-date building with all modern conveniences. The Board has shown its wisdom in providing for the future by building a larger building than now needed. It is probable that, by transportation, they will be able to close one of the two unsatisfactory buildings in the county. Cranford also has greatly increased their school accommodations by doubling the capacity of one of their buildings. They thus provided splendidly for their increased school population.

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More than 70 per cent. of the pupils in the county are receiving instructions from special teachers in music and drawing. A few years ago there was but one in the county who devoted his whole time to supervision, now there are eight supervising principals, and 80 per cent. of the pupils are under these supervisors. Six more devote a part of their time, as the number of pupils does not justify their giving all their time to supervision. Thus, in a few years, it has been made possible for over 90 per cent. of the children of the county to have the great benefit of close supervision.

Considering such facts, is it any wonder that I feel proud, not only of the excellent work which is being done by the principals and teachers, but also of the progressive work which the conscientious Boards of Education are accomplishing?

In closing I wish to thank the department at Trenton for their uniform courtesy and helpfulness.

WARREN COUNTY.

F. T. ATWOOD, SUPERINTENDENT.

To Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—I herewith respectfully submit my annual report for the school year ending June 30th, 1903.

It gives me pleasure to state that there has been a continued and growing interest along all lines of school work. The report this year shows an increase of over $8,000 available for school purposes for the coming year. The length of the school term is steadily increasing. Knowlton at the annual school meeting decided to lengthen the school term to ten months. Night schools have been successfully conducted at Delaware Park, Lopatcong township, and Phillipsburg. One hundred and fifty pupils tried the grammar-grade examination and one hundred and ten received diplomas. Eighty-eight were granted last year.

The Executive Committee of the Teachers' Library Association purchased seventy-eight new books for the teachers' libraries. These books were selected from the list given in the new course of professional reading for the teachers of the county. Our libraries now contain four hundred and eighty-five volumes.

In most of our graded schools the majority of the teachers have read the books required for a professional reading cer-

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tificate. The teachers of many of our ungraded schools have started the new course of professional reading and have planned to finish during the vacation.

The following list of certificates held by the teachers shows a great advance in the third professional standing: Five first-grade State, thirteen second-grade State, nine third-grade State, seventy-nine first-grade county, sixty-one second-grade county, twenty-one third-grade county, and three special.

All the progressive teachers have continued their interest in the County Teachers' Association. The meetings have been well attended and have been most helpful to those who wished to do better work.

The instructors at our County Teachers' Institute, which was held at Belvidere, December 8th, 9th and 10th, were Earl Barnes, Edward Howard Griggs and Miss Maud Summers. That you should secure this high class of instructors and lecturers was greatly appreciated by the teachers and the citizens of Belvidere and vicinity.

The boundary of Phillipsburg has been extended on the side toward Lopatcong township, so that the schools at Firth's, Pursell Hill and Lopatcong are now in the city of Phillipsburg. The remaining schools in Lopatcong are: No. 1, Uniontown; No. 2, Marble Hill; No. 3, Delaware Park.

Under the present law the Boards of Education have settled the matter of transfers and payment without friction.

At the annual school meeting the voters of Hardwick township decided that their Board of Education should consist of three members. There are other small districts in the county where this would probably be a good course to follow.

The interest in the school libraries continues to increase, and I have great hopes of seeing a library in each school in the county. One thousand six hundred and nineteen new books were purchased during the year—an increase of nearly five hundred over last year. That these libraries have been appreciated is shown by the fact that fourteen thousand and sixty-five books were taken out by the pupils during the year. There were $634.76 raised in the county for library purposes. In addition to the books a number of organs were placed in the schools. Whenever any money is raised for the libraries by subscription, entertainment or festival, immediately it is placed in the hands of the collector. This places the money in possession of the only one entitled to receive and hold school moneys, and makes it subject to the orders of the Board of Education.

There have been two meetings of the County School Board

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Association. Much of the progress and interest in the schools may be attributed to these earnest, enthusiastic meetings.

The Board of Education at Blairstown is raising the school house fourteen feet to make two additional rooms. The school at Paulina, Blairstown township, is to be closed and the pupils transported to Blairstown. This makes it necessary to employ three teachers at Blairstown, which will add much to the efficiency of the school. This is a step in the right direction. There are a number of other places in the county where consolidation would add greatly to the educational advantages of the children. No doubt during the coming school year plans will be perfected for the centralization of schools in other districts.

The Pohatcong Board of Education has decided to build three additional rooms to the school building at Alpha, thus making five rooms. These are very much needed. Belvidere has also voted to bond the district for $5,500 to build a two-room addition to the present building.

Hackettstown is making extensive changes in grading the grounds and improving the sanitary condition of the building. The chapel is also being reseated with opera chairs. Improvements are being made in school houses of many other districts, and the rooms placed in condition for the comfort and health of the children.

I have visited each school under my supervision twice and have made enough other visits to make a total of three hundred and twenty-three. I have been aided and encouraged by the hearty co-operation and support of all those interested in the schools.

I am deeply grateful to the State Department for efficient aid and many courtesies.

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Reports of City Superintendents and Supervising Principals.

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Reports of City Superintendents and Supervising Principals.

ASBURY PARK.

FRED S. SHEPHERD, PH.D., SUPERINTENDENT.

Hon. Charles J. Baxter, State Superintendent of Public Instruction:

DEAR SIR—When honest effort to attain our ideals is put forth we all want to think each year's accomplishment better than that of any preceding year. This is the frame of mind characterizing the teachers and officers of our schools at the present time.

By lessening the number of pupils per teacher through adding to our teaching force, the effectiveness of our work in the Elementary School has been enhanced in all subjects. The employment of an able specialist in writing has given a new impetus both to teachers and pupils to excel in this important art. The results have been most gratifying. A similar commendation of the work of the teachers might be made in relation to each subject in the course. Excellence in all subjects handled and no hobbyisms has been the aim.

The annual exhibition made May 29th was an occasion of unusual interest both to parents and pupils, as last year the buildings were crowded with visitors. Not the least value of such an exhibition of the work of the pupils is the standards of comparison which it offers to the pupils themselves. It was no idle curiosity that urged them from room to room and grade to grade, but a living, intelligent interest, showing itself in careful inspection of the work and sensible discussion among themselves upon its merits. I have in mind some sixth grade boys of artistic tastes seeking their classmates to take them to see the work of the little "first graders," not to make fun of the work of the latter, but to remark upon its excellence for such small children. The generous spirit of emulation excited augurs still better effort another year on the part of the pupils. Not only is this true of the Manual Training and Drawing, but also of the

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usual lines of work, as Arithmetic, Spelling, Composition, Writing, etc.

Our school library has witnessed a prosperous year. There have been added to it by purchase and gratis 581 volumes. Nearly one hundred volumes were added to the teachers' pedagogical library. Our reference library now numbers 553 volumes, and is much used by both students and teachers. The number of books taken from our circulating library this past year is 4,175. This is less than was the case a year ago. It is in part explained, I think, by the fact that our free public library has in the past year put in children's books, and the children have been encouraged to use the public library. We wish them to form the habit of going to the public library. It will probably be wise in another year or two to place the circulating part of our school library in reference library. The circulation of books on sciology increased 16 per cent. over that of a year ago; on science, 186 per cent.; on fine arts, 42 per cent.; on useful arts, 38 per cent.; on literature, 23 per cent.; on history and travel, 61 per cent. The decrease in the circulation of works of fiction was 31 per cent.

ATLANTIC CITY.

CHAS. B. BOYER, SUPERVISING PRINCIPAL.

Hon. C. J. Baxter, State Superintendent:

DEAR SIR—I herewith submit for your approval the annual report or the condition and progress of the schools of the city of Atlantic City for the year ending June 30th, 1903.

The total enrollment during the past year was 5,335, an increase of 154 over the former year. The total number of teachers employed numbered 108, an increase of ten over that of last year. Many of our classes were unusually large, and in several instances half-day sessions were held. All of the available school rooms were in use and the general condition of the schools satisfactory. Of the ninety-eight school rooms in use, all with the exception of five are furnished with single desks, over half of which are adjustable.

The blackboard surface of these rooms consists of first-quality hand-shaved natural slate blackboards, covering on an average

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of about 120 square feet to the room. The general equipment and arrangement of our school rooms is satisfactory and up-to-date from a hygienic point of view.

The establishment of separate rooms for colored children has been beneficial in more ways than one, and the harmonious feeling existing between parents, teachers, children and school officials is gratifying. A field of usefulness has been opened to bright, active and energetic colored girls, and we trust that these girls may finally complete our High School course, enter higher institutions of learning, and thus prepare themselves for the better enlightenment and educational uplifting of their own race.

Very few changes were made in the use of text-books. It has been our aim to place into the schools such books as would best meet the requirements of the school system. The books now in use have been carefully selected and are up to date in every particular. We have no open text-book list and find that uniformity of work is thus maintained throughout the city. The selection of text-books has been left entirely to the Committee on Text-books and the Supervising Principal, and it is happy to note that the work has been done in a pleasant and harmonious manner.

The usual teachers' meetings were held as in past years. These meetings were called as the needs of the work demanded, and were in charge of either the special teachers or myself. The most effective work was accomplished when regular grade meetings were held. At these meetings the subjects pertaining to the particular grade were carefully considered and the best means suggested for the accomplishment of the work assigned to the grade.

The special teachers and supervisors have had charge of the subjects pertaining to their work and have had frequent meetings during the year. Meetings for all teachers were held each month and subjects of general interest to all were discussed. Such meetings were profitable from a general view and did much to assist the new and inexperienced teachers. A group of some twenty odd teachers met in my office twice a month for discussion of articles published in Educational Foundations for 1902 and 1903.

These meetings were interesting and productive of free and open discussion on vital questions pertaining to education. The professional spirit of the teachers has been gratifying, and the willingness to profit by suggestions made by those in charge commendable. The four school buildings erected during the past ten years represent an outlay of about $250,000. These buildings are modern in every respect, and the ventilation and sanitary arrangements as near perfect as possible. The new

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High School building represents the most modern style of school architecture, and the best advanced conditions for public school work. Its facilities are adequate for higher secondary education.

During the past year special supervision for the work in each building was provided for, and the principals now in charge are doing excellent work. This was a long-felt need, and the appointment of principals for each school with full supervisory power has greatly facilitated the work and brought about a change in work so essential to good school equipment.

During the coming summer (1903) the Board of Education contemplates spending about $30,000 in the enlargement and necessary improvements to our Pennsylvania Avenue school. This is an obsolute necessity and when once completed will place the building in first-class sanitary condition.

The same interest is still maintained in the school savings-fund system as in my former report. The total deposits at the close of the present school year aggregated some forty odd thousand dollars.

The development of the public school system of this city forms a most interesting narrative, but at the same time gives us a true insight into the true spirit of educational advancement. The first public school house for this city was erected in 1859. In 1863 this little three-roomed school house became so crowded that an addition of four rooms was made to the original building. This building stood until 1887, when it was demolished and a larger and modern school house erected upon the same site. From the meager beginnings of forty years ago, when funds could hardly be procured to finish the first building, we now have a valuation of buildings, grounds and equipment amounting to $450,000. The liberality of the citizens of this city for educational purposes has kept apace with the general development and improvements made in other lines of material progress.

Our improved facilities for educational work in our high school have stimulated much local pride. The favorable impression made upon visitors and summer residents by the commodious new building and deepened by an examination of its equipment and the program of studies, has induced a number of families to remain in the city, glad that they can enjoy the benefit of a healthful climate without injury to the educational interests of their children. There has been an increase in the number of pupils attending the school and an extension of the time during which those who do not complete prescribed courses pursue their studies. The teachers have earnestly endeavored

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to maintain in all lines of work a high standard. Without making radical changes there has been healthy growth in ethical as well as scholastic lines, and progress made toward the attainment of a high ideal of school life. The work done by our special teachers in their respective lines of work has been satisfactory and the results attained very gratifying. The Board of Education has very reluctantly accepted the resignation of Miss Wilhelmine Ochs, Supervisor of Drawing. Miss Ochs filled this position for a number of years, and has, by her skill and knowledge of the subjects, placed the department of drawing on a good basis.

An additional manual training teacher will be employed, and at the beginning of the fall term Raphia and reed work will be introduced into the fourth grade.

The past school year has been a successful one. The school work has been pleasant and harmonious, and the educational advancement of pupils equally so.

There have been no radical changes in the general policy of administration, neither have there been startling innovations, but solid progress has been made along the well-established lines of former years.

BAYONNE.

JAMES H. CHRISTIE, SUPERINTENDENT.

Hon. Charles J. Baxter, State Superintendent of Public Instruction:

DEAR SIR—I herewith submit my annual report for the year ending June 30th, 1903.

The following statistics will show enrollment and attendance of pupils during the year:

Total number pupils enrolled,	6,440
Average number on roll,	4,802
Average daily attendance,	4,268
Attendance, per cent.,	89
Number of pupils in Kindergarten,	532
Number pupils enrolled in Primary,	3,916
Number pupils enrolled in Grammar,	1,818
Number pupils enrolled in High,	174
The Evening School enrollment,	524
The Evening School, average on roll,	231
The Evening School, average attendance,	196

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There were graduated from—

Grammar Schools,	141
High School,	20
Training Class,	9

The number of pupils enrolled receives a large increase each year, due to the rapid growth of the city; and in common with other municipalities in the metropolitan section, it is found difficult to supply school buildings to meet the demand. A site for a new sixteen-room building has been secured, and during the coming year the building will be completed. The building is much needed and will greatly relieve the crowded condition existing at present.

The High School building, which is now occupied, was purchased by the Board of Education, and during the vacation and early part of the year extensive repairs were made. This action was necessary owing to the rapid growth of this school. The course of study is now four years, except the commercial course, which is three years. Many students graduated from the four-year course go into professional schools in New York. A certificate for professional study from the U. S. N. Y. may be received on the presentation of the High School diploma.

The progress, utility and popularity of the evening school is worthy of mention and is evidenced by the growth of the school. The class work conducted in this school includes bookkeeping, stenography, typewriting and all grammar and primary grade work. The classes in drawing, algebra and geometry, which were instituted last year, were eliminated because a sufficiently large number did not register to warrant the employment of teachers for those classes. In the management of the evening school all reasonable concessions have been made to meet the circumstances of individual pupils. The class of beginning English, made up largely of foreign-born citizens, was well attended.

A new salary schedule has been adopted by which the salaries of the grade teachers have been raised.

While we are not paying as high salaries as some of our neighbors, yet this increase is a decided improvement on the past, and we hope to be able to report in the near future that the increased requirements in the standard of scholarship has brought about a proportionate increase in remuneration.

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BRIDGETON.

E. J. HITCHNER, SUPERINTENDENT.

To Hon. C. J. Baxter, State Superintendent Public Instruction:

DEAR SIR—It is refreshing to have something to report that is unique. Bridgeton has too many school houses. All of them are new, built of stone and brick, and modern in every detail. There are six of them, while we have use for but five. One, a beautiful six-room building, hasn't been occupied, except as a nesting place for the sparrows, since the masons and carpenters left it four years ago, and will not likely be used for many years to come.

Besides this, we have other lots bought ready for more school houses. It is believed that if the Stokes law had not placed the building of school houses in the hands of the Board of Education, City Council would have built enough school houses to shelter the entire population in winter, and bought enough lots for all to picnic on in summer.

Arbor Day.—No district in the State can more propitiously celebrate Arbor Day than can Bridgeton. The city has bought extensive grounds, embracing lakes, groves and running streams. No school building in the city is a half-mile from some boundary of this tract. The Park Commission has granted to all the schools the privilege of planting trees on Arbor Day. This year the graduating classes, with appropriate exercises, planted the trees, while all the under classes were interested spectators. Arbor Day with its beautiful lessons will soon establish itself as one of the brightest days in school life.

School Flags.—Are the schools vigilant in watching for occasions to teach patriotism to the children? The fact that the flag flies above all the school houses in the State is hardly sufficient to inculcate a proper respect for the beautiful emblem.

I would have each school supplied with two flags, one of which might be inexpensive, this to fly every school day in the year when it doesn't storm, thereby complying with the law. The other flag should be a beautiful, bright and clean one, kept for special days, as Washington's, Lincoln's, and Betsy Ross' birthdays, Memorial Day, etc. The children will notice the

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special flag, and know that some event is to be observed, and thus will their minds be made receptive to the exercises that will follow.

I have been told that when the warships of the nations are in any harbor in the world in times of peace, a gun is fired at 8 o'clock in the morning, when at once the colors of each ship (the colors having previously been drawn aloft in a ball or roll), are unfurled and all on board salute. There is a system and discipline in this that must have a tendency to lead those men to defend their flag to the uttermost in any conceivable emergency.

So with our flag days. Have the flag raised to the top of the staff, Navy fashion, then at a given minute, which should be the same throughout the district, have the flags unfurl and all the pupils trained to salute. The pupils of each school should understand that the proud privilege of saluting the flag was being enjoyed by all the children in the district at the same moment.

I do not know whether the idea is worth anything or not, but I believe that if every one of the 15,000,000 of school children in the United States could know and feel that every other child was saluting the flag in unison with himself, it could be made a basis for teaching patriotism unrivaled by any other one thing. What so much as this would impress upon the minds of foreigners that are coming in such numbers to our shores, that they are indeed in the Land of the Free, and that the first lesson their children get is to keep it free and to respect its flag?

Commencement.—The commencement exercises were held in the new theatre in June 11th. As usual, the demand for tickets was large enough to fill the house two or three times over.

The class consisted of forty-three members; these entered school twelve years ago in a class aggregating 200. All but the above number have fallen by the wayside. While we rejoice with the 20 per cent. that have gallantly worked on and received the diplomas, we sadden that so many of our pupils leave the school before graduation. In mind now are the pupils throughout the State, as well as those who belong to our local schools, because as unsatisfactory as our record is, statistics from the State show that no city can make a better showing than does Bridgeton.

Some of the members of the class expect to attend the Normal and prepare for teaching. It is not easy to reconcile ourselves to the conditions that meet these young ladies incident to this course. They have spent twelve years in school, are well prepared on those subjects they will be required to teach, yet they

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must attend the Normal three years before graduating. Three years is not too long for them, neither do we believe three years is too long for others of the same age and same mental attainments coming from other schools. It doesn't make much difference what they have studied, whether Latin, mathematics, or scientific subjects, just so they have been trained to think, or have developed power; and so we are hoping that when the new Normal School is ready, there may be an entrance test for all, and that there may be injected, what to us in a measure seems to be lacking, more of consistency in the Normal School course. For the young men of the class who intend to enter college, conditions are more favorable because of the two good preparatory schools in the city.

CAMDEN.

JAMES E. BRYAN, SUPERINTENDENT.

Hon. Charles J. Baxter, State Superintendent of Public Instruction:

DEAR SIR—I herewith submit my annual report of the condition of the schools of this city for the year ending June 30th.

We have been obliged to use several rented rooms for school purposes all the year. We are very much in need of additional school rooms in three or four sections of the city. A year ago preparations were made for two new school houses and an addition to at least one other. The necessary bonds were voted by City Council, but the uncertainty of the stability of the school law made it appear unwise to proceed with the matter at that time. We are, therefore, still without much-needed schools. In four years the average daily attendance in the day schools has increased from 8,068 to 8679, while not one new school house has been added outright to the school accommodations, and the number of sittings in the buildings owned by the district has been increased about 100.

In the reports of 1901 and 1902 I referred to the matter of lateness. I desire to call attention to a further decrease in the number of cases reported this year. In 1900 we were obliged to report 17,171 cases; in 1901, 11,848 cases; in 1902, 5,887 cases; and in 1903, 4,554 cases. This marked improvement

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has been brought about by persistent effort on the part of teachers, and is in no respect due to any change in the manner of designating or reporting lateness.

The high school enrollment has advanced from 1899 to the present year by these stages—154, 276, 316, 348, 384.

Evening schools have been conducted in five sections of the city for the length of time required by law. Fifteen teachers have been employed for the full length of time. The maximum number of teachers engaged at any one time was twenty-five. The average attendance of 372 was very much less than it would have been, had we not been obliged to delay the opening until January, and consequently the closing until April. The registration was quite large and there is every indication that the work will remain a permanent feature of the educational system of the city.

I am pleased to report further that the Board of Education has recently purchased a collection of pictures for the use of the schools. The collection comprises about fifty pictures, chiefly etchings and brown carbons. The subjects are largely architectural and reproductions of the old masters. There are a few modern subjects. Among the architectural subjects are the cathedrals at Rouen, Amiens, York, Bristol and Cologne, Notre Dame, Westminster Abbey, Canterbury, St. Peter's in Rome and St. Mark's in Venice; the Coliseum in Rome, the Roman Forum, the Arch of Constantine, and the Parthenon in Athens. Among the reproductions are represented Rembrandt, Van Dyck, Raphael, Michael Angelo, Cuyp, Nattier, Sir Joshua Reynolds, Gainsborough, Whistler, Le Brun, Corot, Turner. There are also portraits of Washington, Hamilton, Lincoln, Jefferson, John Marshall, Madison and Samuel Adams.

There have been no essential changes in the administration of the schools, except that in January the two offices of superintendent and supervising principal, before separate, were consolidated.

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EAST ORANGE.

VERNON L. DAVEY, SUPERINTENDENT.

Hon. C. J. Baxter, State Superintendent of Public Instruction:

DEAR SIR—The growth of our schools during the school year 1902–1903 has been about as usual. The total enrollment was 4,357. In the preceding year it was 4,169. This shows an increase of 4½ per cent. The average actual daily attendance for the two years was respectively 3,204 and 3,066.

For many years the number of cases of tardiness in our schools has been relatively small. The roll is called morning and noon and every pupil not in the room at the stroke of nine and one is marked tardy, without regard to the cause of tardiness. The total number for the year was 1,379, which is nearly 20 per cent. higher than for the two or three preceding years.

The Elmwood school has been enlarged from an eight to a fourteen-room building during the year, at an expense of $50,000. It now has a fine assembly room equipped with 500 opera chairs, a large manual training room and a kindergarten room 25 by 36 feet in size, with running water and open fireplace. The rooms are furnished with the best adjustable desks and chairs, supplied with pneumatic ink cells. The heating is by means of a combination of direct and indirect steam, all class rooms being heated by the latter. The ventilation is provided by a blower fan, driven by an electric motor. The closets are of the single self-acting pattern, and are placed in a well-ventilated room. A shower-bath, with dressing rooms, is located in a warmed room in the basement, and is supplied with both hot and cold water.

In two of our schools the attendance has become so large as to necessitate the formation of six one-session classes during the ensuing year. This fact has led to the inauguration of a movement to erect an additional twelve-room building in one of the thickly-populated districts. Plans are in course of preparation looking to the construction of a thoroughly modern building, at a total cost of about $70,000, including furniture, grading, etc.

The loss of twenty-four of our hundred and thirteen teachers at the close of the school year ending in June, 1903, brings the question of salaries to the front in a forcible manner. Although

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the salaries paid to teachers in this part of the State are much larger than elsewhere in the State, even when the greater cost of living is taken into account, it seems certain that they must be increased if we are to retain our best teachers. It is, however, true that the advantages of a suburban location are to the minds of many teachers sufficient to compensate for a considerable difference in salaries as between the suburban town and the great city.

Steady progress has been made in the regular work of the schools, although no special attention can be said to have been directed to any one subject. Our aim, as heretofore, has been to make an equal advance all along the line. The teachers have been faithful and earnest in their work and the general results have been satisfactory.

The discipline of the schools has been easy. The rules are few and the sympathetic control of the teachers has maintained a general condition of good feeling and mutual respect.

ELIZABETH.

Wm. J. Shearer, Superintendent.

To Hon. Charles J. Baxter, State Superintendent:

Dear Sir—I herewith submit a brief annual report for the Elizabeth schools. During the year there have been but few changes so important as to be worthy of mention. The work has moved along smoothly upon the lines previously laid down. Like many cities more favorably situated financially, Elizabeth has had great trouble to provide school accommodations for those who wish to attend school.

During the year three additions were completed. It was thought this would make ample provision for the pupils in these districts for two or three years. Yet within a short time they were filled to overflowing. Briefly stated, our problem is this: The increase in school population is such that there should be at least one large school built each year. This cannot be done without taxing the district more heavily than any district in the State.

I regret that we have not been able to do more in enforcing the compulsory school attendance law. The lack of school ac-

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commodations has made it impracticable for us to do more. I trust that, during the next year, something more can be done towards enforcing this law, which is now in such shape that it may be made effective. Too many boys and girls of school age are not attending any school. They are getting an education, but not such as they should have. It is the casual education picked up on the streets and is sure to be bad. They should be receiving the formal tuition of teachers in our schools, which is the best our city can afford. Lately a number of those upon the street have landed in jail because of crimes committed at times when they should have been in school.

Something, however, has been accomplished in this and in reaching the truants. An officer stops daily at each school, for the purpose of getting the addresses of those who are playing truant or should be in school. These they look up and bring to school. In addition to this, any principal can, by use of telephone, get immediate assistance from police headquarters whenever it is found necessary.

A change of considerable importance is that for the hours of the afternoon session. For many years the session was held from 1:30 to 3:30. During the year it was changed, first temporarily, then permanently, to 1 to 3. As others are considering the same question it may be well to mention some of the benefits of the change.

Years ago the school districts were large, now they are small and the pupils can reach their homes in a few minutes. The extra one-half hour after school may be spent in beneficial work and play, both of which are far more important than many think. Formerly, the extra one-half hour at noon was spent in groups around the school waiting for the signal to assemble in their class rooms.

Many of the most unpleasant cases and demoralizing influences were the products of this period, when the pupils are directly responsible to the authority of neither parents or teachers. For this reason the discipline at this time was more unsatisfactory than at any other time in the day.

Many of the children whose thoughtful mothers started them to school, with hands, faces and clothes in a presentable condition, underwent a wonderful change during this period of waiting. With hands black, faces besmeared, clothes soiled and shoes muddy, they appeared in the school rooms in the condition of the painted Indian on the plains. A great many of them could not be permitted to go to the class rooms until they had made the acquaintance of the basin, water, soap and towel.

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Many of the pupils daily brought notes to be excused about 3 o'clock, for confirmatory services at the churches, to take music or dancing lessons, for the purpose of going errands, or to attend to some other duties of benefit to both parents and pupils. Most of these pupils can now be retained in school until 3 o'clock.

The one-half hour from 2:30 to 3 is of more value to the pupils than the one-half hour from 3 to 3:30. All teachers know that at that time in the day most pupils are not capable of any considerable mental effort. The teachers, therefore, have tried to make use of that period for exercises which require but little intellectual power.

In winter the light in many rooms is very poor, even before the regular time for dismission. It is certainly better one-half hour earlier, and it is not necessary to incur the additional expense of burning gas, which at its best, is far less satisfactory than daylight.

It also seems to have improved the attendance. Under the new law the pupils must be marked absent unless present one hour or more. Many parents who wish their children to be excused shortly after 2 o'clock are disposed to keep their children home for the one-half day, since they are to be marked absent. With the afternoon session beginning at 1 o'clock more of these return for part of the session.

This plan is very satisfactory to a large majority of principals and teachers, as it not only relieves them of the many unpleasant instances which arise while the pupils are waiting to be called to work, but it also gives them more time after school for the correction of pupils, the revision of papers, the preparation of the next day's work and for the many little duties which require much time and attention on the part of every earnest teacher. It also gives better opportunity for necessary meetings of teachers and principals.

As the fires have to be kept up one-half hour less time, it means quite a saving in the consumption of fuel. This is also of benefit to the janitors, who are relieved from the constant attention to the fires at an earlier period. It also makes it possible for them to do more satisfactorily the sweeping and dusting before darkness interferes with their work.

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GLOUCESTER CITY.

HORATIO DRAPER, SUPERINTENDENT.

Hon. C. J. Baxter, State Superintendent:

DEAR SIR—In reviewing the work of the past year in the Gloucester schools, it may be stated that the plans, etc., outlined in last year's report have been carried out; the course of study has been carefully revised, the high school courses expanded by the addition of the study of Latin, the study of physics made more interesting and practical by the acquisition of a fair assortment of physical aparatus the course in algebra extended by beginning the study in the eighth grade.

In teaching reading, "Ward's Method" is still used, and the results obtained are satisfactory. We are striving in the matters of geography and history to bring the two subjects into closer relation and interdependence. Considerable stress has been placed upon "Number Work"; and, in arithmetic operations, analytic processes have been insisted upon.

It has been deemed advisable to go back to the study of etymology in order to greater exactness in the knowledge of the meaning of words, and in securing a more extended vocabulary.

During the year an additional class-room has been opened in order to accommodate the increased number of children. The city's population has been growing rapidly, and in the near future, a new building will be a necessity.

Besides the new teacher required for the additional class-room, another teacher has been added to the corps to assist in the High School Department, thus giving the Supervising Principal greater freedom in getting around among the several grades and assisting in carrying into effect projected changes, etc.

The Gloucester teachers are full of ambition and energy, and are alive to the importance of their work; they are taking kindly to the efforts to institute among them a course of liberal study and reading. The local Board of Education have greatly aided this movement by authorizing the issue of teachers' certificates without time limit.

In conclusion, the Gloucester schools are in a fine condition, and all concerned are trying to do their duty.

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HOBOKEN.

A. J. DEMAREST, SUPERINTENDENT.

Hon. C. J. Baxter, State Superintendent:

DEAR SIR—In compliance with law, I beg to submit the following report of the public schools of the city of Hoboken for the school year ending June 30th, 1903.

The following table shows the enrollment and attendance of pupils and the number of teachers employed during the years 1902–1903:

Total number of pupils enrolled,	9,842
Average number of pupils enrolled,	7,826
Average daily attendance,	7,243
Number of pupils in Kindergarten,	1,240
Number of pupils in Primary Department,	6,719
Number of pupils in Grammar Department,	1,667
Number of pupils in High School,	187
Number of pupils in Training School,	29
Number of teachers employed,	210

School Accommodations.—In 1872 we had three schools and employed fifty-one teachers. The enrollment was nearly 2,000. At the present time the city owns seven buildings, leases one for the high school, rents seven annexes, and has one large building in the process of construction. The new school, which will be ready for occupancy in a few months, will have a seating capacity for 1,700 pupils. In the course of thirty-one years the enrollment has more than quadrupled itself. For the past four years our system has suffered from the want of adequate accommodations. When another year rolls around I hope that I shall be in a position to report that every child in this city who wants to attend our schools will find a place in a commodious and sanitary school-room.

Course of Study.—A new course of study has been prepared by the principals in conjunction with the city superintendent. To make a good course of study for the elementary schools is a matter of great difficulty. The problem becomes more complex as our civilization advances. As time goes on the requirements of business and social life make greater demands upon the public schools. Several years ago it took a pupil ten years to complete

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the course of study. The course of study adopted in 1897 reduced the time to nine years. The new course of study covers a period of eight years, with a preliminary course for the kindergarten. The school work of each year is so apportioned that a pupil of average ability can do it with ease, provided he attends regularly and prepares his lessons.

Evening School.—The free evening school was open for four nights each week during the months of November, December, January and February. The enrollment for the term was 579. This school offers free instruction to a large number of young men and women whom necessity has driven from the day schools. The city is merely discharging a just obligation in providing an education for these who must be employed during the day. Special instruction is also provided for foreigners who desire to learn the rudiments of the English language. Practical lessons in bookkeeping and commercial arithmetic were given to large classes. Many pupils who applied last winter were disappointed that they could not take a course in stenography and typewriting. Such a course would meet with popular approval and would be patronized by a large number of young men and women who are anxious to become proficient in this line of work.

High School.—Under the able management of Prof. Lafayette Talbot, we have a High School which our citizens may be justly proud. It is not unusual for our graduates on entering college, institutes or normal schools to be credited with advanced standing. The school needs better laboratory facilities. Individual investigation and experiment should be encouraged. Mere textbook study of the sciences is a tiresome, mechanical memorizing of facts, and in my judgment is a waste of time. The High School should be equipped with a complete laboratory giving opportunities for individual study and observation. The work accomplished during the year in this school has been satisfactory. The prescribed courses entail hard work on the part of both teachers and pupils.

Teachers and Work.—It is not my desire to overestimate our teachers, but I feel that it is due to them to state that with but few exceptions, they are faithful, intelligent and show a commendable spirit of progress. A healthful sign which proves that our teachers are anxious to do better work from year to year, is the fact that many are reading professional books bearing upon special subjects. Many of our teachers are attending university extension courses and schools of pedagogy. It would be unjust

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to the school interest of this city not to take special recognition in this official way of the long and faithful services of Principal Jeremiah Kelly. Mr. Kelly has occupied a unique place in the educational history of this city for the past thirty-one years. Owing to advanced years and physical disability, Mr. Kelly deemed it his duty to tender his resignation. No higher tribute can be paid to his faithful service as an educator than to say that he was earnest, patient, modest, charitable and faithful. His teachers respected, trusted and honored him. His pupils loved him. His associate principals recognized his nobility of character.

JERSEY CITY.

HENRY SNYDER, SUPERINTENDENT.

Hon. C. J. Baxter, State Superintendent:

DEAR SIR—The following statistics show the enrollment and attendance of pupils and the number of teachers employed during the year 1902–1903:

Total number of pupils enrolled,	30,712
Average register,	24,709
Average daily attendance,	23,224
Number of pupils enrolled in Primary Department,	21,722
Number of pupils enrolled in Grammar Department,	7,820
Number of pupils enrolled in High School,	636
Number of pupils enrolled in Kindergartens,	453
Number of pupils enrolled in Normal School,	81
Number of teachers,	624

From the Grammar Schools there were graduated 880 pupils.

The number of pupils graduated from the High School was 85 in the four-year course and 15 in the two-year course.

From the Training School there were graduated 30.

There were six Evening Schools, of which one was an Evening High School. The attendance of pupils was as follows:

	Males.	*Females.*	*All.*
Total number enrolled,	2,283	614	2,897
Average attendance,	623	240	863
Percentage of attendance,	81.5	84.8	82.4

During the year three new school buildings were opened. School No. 2, 14 class-rooms, replaces old School No. 2. School No. 28, 16 class-rooms, and School No. 29, 10 class-rooms, are new buildings.

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The importance of proper lighting, heating, ventilation and sanitation has prompted the erection of buildings which satisfy the most exacting demands. In most respects our buildings present a higher standard than that prescribed by the school law. The new buildings mentioned above are additional illustrations of well-constructed school buildings. It is the intention during the coming year to erect a new high school and also a new school to replace School No. 11.

The merit system, inaugurated in 1899–1900, has been continued. All applicants for positions are placed on eligible lists in the order of merit. As vacancies occur appointments are made from these lists in the order of the standing of the candidates. The plan has been carried out rigidly and fairly, and has been successful in every respect.

MILLVILLE.

HARRY F. STAUFFER, SUPERVISING PRINCIPAL.

To Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—I hereby submit my third annual report of the Millville schools.

The average enrollment for the year in all the schools was 1,824, with an average daily attendance of 1,538. This is a gain of 63 in average enrollment over that of last year. There is no increase in the teaching force in the city proper, but one additional ungraded school in the country has been reopened.

Up to the present year no salary schedule was in force. The inexperienced teacher received the same salary as the teacher of ripe experience. In fact I know of one teacher who began teaching twenty-three years ago at $35 a month, and she received the same salary last year. What an inducement "to be abreast of the times in one's profession!" I am glad to say that the salary schedule adopted by the Board of Education last June for the grades below the High School, while not what it should be in point of salary, is yet a great step in the right direction. The chief points in the schedule are: *a.* There shall be no difference in salary between the primary and the grammar-grade teachers; *b.* There shall be an increase of salary every year for ten years until the maximum salary is reached; *c.* The appointment of a

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teacher shall be temporary for the first year; *d.* A teacher shall receive an increase of salary only after being recommended by the Educational Committee.

For a number of years teachers were elected without a proper certificate. It was considered a sufficient qualification for a teacher to possess a diploma of our High School, and about one-third of our teachers possess but this credential. By a clause in the salary schedule a teacher will receive an increase of salary only provided he hold at least a Third Grade County certificate in full force and effect. Money is a powerful stimulus for mankind in general, and it is likely that in a year or so we can report that all our teachers hold proper certificates, as required by law, and will therefore be entitled to the increase of salary.

The two-year commercial course of the High School has been in operation long enough to prove somewhat of a disappointment, and at the June meeting of the Board of Education it was decided to extend the course to four years, include in it the commercial work now pursued, four years of German, and enough of Mathematics, English, Science and History to make it equal to the Latin course. These two courses, partly elective, will, I hope, settle our High School courses of study for a few years, at least. The drawing introduced into the High School has been a success far beyond expectations with the limited time at command. It is hoped that the Board of Education will see fit to introduce it into all the grades of the city.

By means of an art exhibit the teachers cleared about $100. The firm of Whitall, Tantum & Co. donated $100, R. D. Wood & Co., $60. These amounts, together with smaller subscriptions, enabled us to invest about $325 in pictures for adorning the walls of the school-rooms.

During the past year the Board of Education appropriated money for buying supplementary reading for the first four grades of school. For these four grades we now have twenty-five sets of books, embracing history, geography, nature study, etc. These sets are changed about in the different rooms at stated times in the year. An additional sum has been appropriated for the next four grades, and we hope by this varied line of reading to remove a complaint general among the High School teachers that pupils on entering the High School can not read intelligently.

Besides the grade meetings from time to time, our teachers met once a month for the study of History of Education. The interest manifested in this work and the results attained prompted the general desire that this study be continued along the same lines in the coming year.

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We feel sad to be obliged to record the death of one of our principals during the year. As a faithful teacher, a diligent student, an agreeable co-worker, Edwin Ireland will ever be held in grateful remembrance by pupils and fellow-teachers.

Instead of continuing our term to the end of June with half-day sessions in the last month, the Board ended the term about the middle of the month, and required full day teaching. This proved to be very satisfactory to patrons, pupils and teachers.

No radical changes have been made in the general management of the schools, but we can report progress along many lines.

MONTCLAIR.

RANDALL SPAULDING, SUPERINTENDENT.

To Hon. C. J. Baxter, State Superintendent:

DEAR SIR—The High School courses have been during the past year slightly modified. (*a*) An advanced course in American history has been introduced in the third or junior year, and has proved to be quite popular. That this subject has not been included in the curriculum in past years is due partly to the precedent claim of other periods of historical study in deference to college requirements, partly to the danger of overcrowding our secondary courses, and partly to the fact that the subject is pursued in elementary grades. This subject, the only new one introduced during the year, is elective and does not therefore necessarily increase the burden of any single student. (*b*) The number of hours per week in some of the classes has been slightly increased. The object of this has been not to increase the severity of the course or courses, but to provide more time for class-room teaching. If we may profitably imitate any feature of German pedagogy it is this, that the actual amount of teaching in the class-room should be increased and the amount of home work diminished.

In the matter of electives we still adhere to the group system. This must perforce be the case in a school that is largely college preparatory. The time has passed, however, when a preparatory course must of necessity be a narrow one. Preparatory courses are broader and more catholic than they were even ten years ago. There are extremely few subjects that one would select for

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a general course, one that fits for life as the phrase goes, that are not now included, as prescribed or elective, in the entrance requirements to higher institutions. It is still our policy, as it has been, to enable those students who intend to continue their studies after graduation from the high school to defer their choice of destination to as late a time as possible. While it is desirable that choice should be made at the beginning of the High School course between the two main lines of study, namely, the one that leads to the college, and the one that leads to the scientific school, yet it is possible to defer this choice until the beginning, and in many cases even to the middle of the second year. This provision we have found to be eminently wise in view of the difficulty experienced by the growing boy in discovering his own tastes and talents.

An important division of work and addition to the teaching force in the fine arts department were made during the year past. In decorative drawing, sketching and design, no training of class teachers by after-school lessons can make the work thoroughly satisfactory without the frequent presence in the class-room of the special instructor. During the past year an unusual number of teachers' meetings have been held for the purpose of training, each meeting being limited to one or two grades or a single department. The classes, however, had become too numerous for a single instructor. About the middle of the year all forms of distinctly art work in the primary grades were assigned to the care of a second special teacher, while all such work in the grammar department and high school remained in charge of the former Director of Art Work.

The nature of the art work, furthermore, was somewhat modified and, it is believed, improved. In the primary grades the brush, with the application of color, has to a greater degree than formerly, displaced the pencil. In all this work an attempt is made to secure from the children a bolder stroke and freer hand and greater skill in representing the attitudes of living forms. Moreover, in the construction of original designs in all grades greater care has been exercised in "fitting form to function." The work proceeds on the principle that every design shall be not merely graceful and beautiful, but shall be adapted to a particular use; that beauty is supremely effective only when based on utility. A multitude of objects produced by the children in their handwork are susceptible of simple decoration and thus afford an opportunity of cultivating artistic taste as well as manual skill.

There seems to the superintendent to be in the community an increased recognition of the importance of physical culture and

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a readiness to incur expense in this department. The usual annual tests in the senses of sight and hearing have been made. This would seem to many a very formidable task; as indeed it would be if performed single-handed by the Director of Physical Culture. It is found, however, that with a little instruction and supervision, and with a few simple means the class teachers themselves can perform this work. The aim, of course, is not to make a thorough diagnosis, much less to issue a prescription, but to discover any considerable defect that would warrant the parents in consulting an oculist or an aurist; and in watching this defect from year to year. Moreover, the teacher who knows the defect may favor the child in various ways. Other tests and records also are made—of lung capacity, strength, size, rate or growth, etc. All these facts properly entered upon a card constitute a physical history of the child from year to year.

The playing of out-of-door games in which all children in the elementary grades may participate in suitable weather is a growing feature of school life. It is to be earnestly desired that our city populations shall soon demand suitable school yards for play purposes. This love of play finds its most complete expression in the competitive games of the High School. These various competitions: foot, base and basket ball; tennis, fencing, track and field sports—all under the control of the athletic association—have had a successful year. Besides, their value in purely physical culture, they secure moral benefits in cultivating personal courage and alertness, love of clean sport, fortitude in defeat, and others that may not be here enumerated. It seems evident that this attention to physical health and training is growing in public esteem and that the public are quite ready to incur a reasonable expense in providing instructors, gymnasium equipment, suitable grounds and appliances. These provisions will become more and more indispensable with our thickening population.

In Montclair, as elsewhere, the thing that rises in importance above all other considerations of buildings, material equipment or particular methods, is the personality and quality of the teachers. This feature of our last year's experience in school administration we may contemplate with considerable satisfaction. Drawn from a wide extent of country our eachers have justified their choice in their culture, spiritual vision, faithfulness and efficiency.

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NEWARK.

A. B. POLAND, SUPERINTENDENT.

Hon. Charles J. Baxter, State Superintendent of Public Instruction:

DEAR SIR—I have the honor to submit my annual report of the schools of the city of Newark for the year ending June 30th, 1903.

Increase in Enrollment and Attendance.—The following table, which gives the increase of each year over the preceding year, shows the comparative growth of our school system during the past five years:

Year.	*Total Enrollment.*	*Average Enrollment.*	*Average Attendance.*
1899, ...	1,782	909	582
1900, ...	1,370	1,230	855
1901, ...	3,103	2,498	2,425
1902, ...	2,755	671	1,512
1903, ...	1,611	684	928

It will be seen by the foregoing that the increase from year to year has been steady, if not uniform. In years when the increase has been exceptionally great, new buildings were erected and additional accommodations provided. It is a remarkable fact that the opening of a new school building in almost any part of the city is followed by an influx of new pupils not previously registered in any school of the city.

It will be found that the average growth of the school system during the past five years is as follows: In total enrollment, 2,129; in average enrollment, 1,198; in average attendance, 1,260.

Taking the growth in average enrollment as a basis, there would seem to be needed from year to year additional accommodations for about 1,200 pupils. Allowing 45 pupils, or better, 40 pupils only, to a class-room, we shall need from year to year thirty (30) additional class-rooms.

Medical Inspection.—The system of medical inspection so wisely introduced a little over two years ago has been attended with good results.

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The accompanying table shows the number of pupils excluded for each of the several contagious diseases during the past school year; it should be remembered, however, that these were suspected cases, and were excluded only as a safe precaution. It is not to be understood that all so excluded were actually suffering from the diseases named; each was permitted to return as soon as his case had developed to a point when its non-contagious character could be surely determined.

In this connection I wish to urge the desirableness of having medical inspectors go through each class-room at least once a week and personally look over the children assembled. Teachers are not able in all cases to detect the symptoms of disease that the trained eye of the medical inspector will recognize at first glance. In theory medical inspectors should pass through class-rooms daily; this practice, however, would require more time than they can reasonably give to their duties as medical inspectors, in consideration of their present compensation, which is small.

I might add, also, that medical inspectors should be authorized and required to vaccinate pupils free of charge, if any so desire it; and they should further be authorized to examine, if necessary, the arms of pupils by whomsoever vaccinated, to determine the successful or unsuccessful result of such vaccination.

Number examined—		
Males,	3,291	
Females,	3,512	
Total,		6,803
Total number excluded,		1,398
Cause of exclusion—		
Measles,	17	
Diphtheria,	...	
Scarlet fever,	2	
Croup,	7	
Whooping cough,	43	
Mumps,	38	
Contagious eye disease,	206	
Vermin,	692	
Ring worm,	77	
Chicken pox,	43	
Skin diseases,	182	
Suppurative ear diseases,	28	
St. Vitus dance,	1	
Small-pox,	...	
Others,	62	
Total,		1,398

Kindergartens.—The number of kindergarten classes at the present time is ninety-eight (98). The number of pupils enrolled in kindergartens is four thousand six hundred and fifty-one (4,651.)

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Our rules provide for one or more kindergarten classes in connection with every primary and every grammar school, although attendance upon kindergartens is not compulsory under the New Jersey law. Beyond keeping up full classes in each school, no special effort has been made to increase the attendance of children of the kindergarten age; that is, children from four to six, owing to lack of accommodations.

I have not figured out recently the average number of kindergarten pupils per teacher, but believe it to be about twenty (20) pupils in actual attendance for each teacher employed. This number of pupils, or even twenty-five (25) to thirty (30) pupils, can be taken care of by any experienced kindergarten teacher with ease and success.

The daily attendance of kindergarten children, as might be expected, is very irregular, especially during the season of the year when there is much stormy weather. This irregularity of attendance of kindergarten children affects materially the per cent. of attendance of the schools as a whole; for this reason the general attendance of the schools appears to be lower and more irregular than would otherwise be the case.

But regardless of irregular attendance, the general effect of the kindergartens upon those who attend, as well as upon the system as a whole, is exceedingly satisfactory. No one who visits these nurseries of manhood and womanhood can fail to realize their splendid potentiality for good. Such social virtues as honesty, truthfulness, obedience to authority, respect for the rights of others—in fact, the whole series of virtues upon which society rests—are here taught at the right time and, as a rule, in the best way. Our kindergartens are doing quietly, but none the less effectively, a work that will make the future citizenship of Newark better, safer and more useful.

Primary Grades.—In our primary grades, which now comprise five hundred and thirty-seven (537) classes, and in which there are enrolled at date of this report twenty-four thousand five hundred and sixty-five (24,565) pupils, the most important part of our school work is being done. It is in these grades that instruction in good citizenship, which begins in the kindergarten, takes strongest hold. At this impressionable age the lessons of the school, which now become better understood, are deeply rooted; not only the conscious lessons, but the unconscious lessons, which are often the most valuable of all. Obedience to authority, kindliness of disposition, smypathy for one another, a sense of truth, justice and equality—these are a few only of the elements of the character and of conduct that the primary schools

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aim to cultivate. If the chief end of school training is to make honest, industrious, God-fearing and law-abiding citizens, then the primary schools are doing a great work for the State—as well as for the individual.

In these grades little more is attempted in the way of formal studies that reading, and the beginnings of writing and arithmetic; but in addition to these formal studies there have been added in times past, drawing, music, elementary science and manual training. To each of the last-named studies one hour per week only is devoted, leaving, as will be seen, the greater part of the time to be devoted to the three R's, namely, reading (including spelling and language work), writing and arithmetic. That the work of the primary schools is, therefore, eminently practical, even from the standpoint of advocates of the three R's, cannot be denied. That the introduction of the newer studies has served in any manner to deteriorate the quality of teaching, or the excellence of results in the three R's, I do not believe. There was never a time, I am sure, when in the history of our schools the work of the primary grades was done with anything like the success of to-day. I say this while recognizing and admitting the many shortcomings of these schools at the present time.

Reading is better taught, writing is certainly as well taught, and arithmetic is admittedly better taught than formerly. True, not so much time per day is given to these subjects as formerly, when there were no other studies in the course. But this fact, so far from proving that the results to-day are poorer than formerly, should be interpreted in its true light, to wit, that with young children only a limited time, usually not to exceed thirty to forty-five minutes daily, can be successfully devoted to the acquisition of new knowledge in any particular field. Probably any amount of time above thirty minutes per day given to arithmetic in the second or third years, and forty minutes in the fourth year, is wasted. Hence, I feel that there is abundant room in the curriculum for the newer studies without crowding out the more ancient ones. Nor do we need to disparage the new or to decry the old; there is room and time for the old and the new.

Arithmetic.—I am personally satisfied that there has been a decided improvement in the grammar grades in most of the branches taught, but more particularly is this true of arithmetic, upon which greater emphasis has been laid temporarily. The results shown by frequent tests made in all the schools are conclusive evidence that more thorough and exact work is being

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than theretofore. Oral arithmetic, which had fallen largely into misuse, has been generally revived with most satisfactory results.

The teaching of all new processes inductively by numerous, easy, concrete problems is now quite generally the practice in all the best schools. The mastery of the multiplication table, together with its ready use when applied to the mental solution of ordinary business problems, is now found in more schools than formerly. Waste of time in the attempted solution of unusual problems given for so-called "arithmetic practice" is now becoming rare. The two aims, one of practical mastery, and the other of practical use, are constantly kept in mind by teachers in all of the best schools. By the the end of another year, if the same rate of progress continues, we shall be able to show work in arithmetic that it will be hard to excel. Meanwhile the course of study in arithmetic needs to be revised. This of itself will serve to give a great impetus to the teaching of arithmetic.

Reading.—The first of the school arts to be mastered is that of reading, since reading is the key to all other studies. For the first two or three years in school, reading constitutes the major part of the curriculum. It would seem, therefore, that it ought to be possible in this time practically to master the mechanics of reading, that is to say, to secure the ability to read at sight, with a fair degree of accuracy and of fluency, ordinary everyday English. This end is actually attained in a great many schools; in others there is more or less halting and stumbling, even after the third year in school.

When some years ago less reading matter was supplied to pupils a higher degree of elocutionary excellence was perhaps attained; in our desire to read a great deal and to secure thereby fluency, we have in some cases allowed ourselves to neglect two other ends in teaching reading, namely, the thorough understanding of the meaning of what is read and the fitting mode of expressing it.

Just as with adults out of school, a few books thoroughly read and digested furnish more culture than many books superficially read, so with pupils in school a few masterpieces of literature thoroughly read, digested and assimilated are more wholesome than the superficial reading of many books. Of this there can be no doubt. Fluency of oral speech does not prove that one thinks profoundly; fluency and shallowness often go together. We should aim, therefore, not only to cultivate fluent reading, but intelligent reading, thoughtful reading, accurate reading—mere word saying, however fluent, is not good reading.

We shall find the happy mean, I think, somewhere between the

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two extremes of reading too much and reading too little. The first-year teacher should not boast of having read three or four first readers unless the work has been thoroughly done. Not "how much" but "how well" should be the teacher's boast, especially in the first steps of a new study.

I am of the opinion in the eighth year, and possibly in the seventh year, there should be certain prescribed reading for all schools; as, for instance, Longfellow's "Evangeline," or Scott's "Lady of the Lake," or literary masterpieces of equal merit as to style and difficulty. This reading should be conducted with considerably greater thoroughness, from a literary standpoint, than most of the other reading of the course. In the eighth grade, especially the aim should be to cultivate, in some measure, an appreciation of literary excellence; but the teacher should also aim to give some of the data of literary criticism. Pupils of the age of those who compose our eighth-year classes are fully competent to read somewhat critically pieces of considerable literary difficulty. In general, the selections usually given pupils to read are below, rather than above, their capacity. We are disposed to underrate the abilities of our pupils.

The German schools and the French schools do better than we in this respect, since their reading almost from the first is of classical matter, a little beyond the easy reach of the pupil. Pupils get by such reading a training in the vernacular more like that which we aim to get through the study of Latin, for instance. To unlock the meaning of something that is apparently just beyond one's reach induces effort which is the key to growth. As I have said, the ability to read words, however fluently, provided the meaning is only partially understood, has very little value.

Despite this criticism, however, I am of the opinion that reading was never before so well taught in the schools as it is to-day. In making this statement I am comparing the results of my own observation in the best schools of New England and of New York during the last quarter of a century with what I see daily in the schools of Newark at the present time.

Language.—Some years ago the study of grammar in our schools was practically discontinued. Our printed course of study appears to call for considerable technical grammar in the seventh and eighth years; but, as a matter of fact, little has been called for, and little taught, in most of the grammar schools. Instead, much attention has been given to composition, in some schools to a good purpose, but in others without accomplishing what ought fairly to be expected.

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In revising our course of study a good opportunity has been offered to put into our work something very much needed by teachers at the present time; namely, more specific directions as to aims and methods in composition. Too much time has been wasted in written work that has little educational value—that is, the written reproduction of lessons, say in geography or history, in which the information contained is not worth the remembering and the language accepted by teachers is such as to afford no good practice in writing English. In writing, as well as in speaking English, to accomplish anything worth while pupils must put forth effort; they must do something more than merely to string words together. There must be a real effort to choose the most appropriate way. To fill a page of practice paper with a verbose ungrammatical reproduction from the lesson of the day before, is of no more value in teaching one to write good English than the reading aloud of such a reproduction is of value in teaching one to speak the language properly. To the teacher every written exercise should have a conscious purpose, namely, to teach some definite thing. As I have said, the revised course of study should make it clear to teachers what these ends are, in the several grades.

Spelling.—The spelling throughout the schools is, I believe, generally improving. Spelling-books have not until recently been used to any great extent, principals and teachers preferring to make up their own spelling lists from the text-books used and from the needs of pupils as shown by the misspelt words in their written language work. It happens, therefore, that unless great care is taken in making up these lists words of common every-day use, which are not contained in the text-books, are omitted altogether. Thus, for illustration, I have found upper-grade classes that have not been taught the spelling of the names of the common garden vegetables or of the names of some of the most common articles of food usually found upon the dinner table. The reason for such neglect is obvious: these names did not occur in the reading books or other books from the spelling lists were made up.

When spelling-books are not used great care should be taken in the several grades to select words from many sources. And, furthermore, in order to enable teachers of succeeding grades to select their words intelligently, carefully prepared lists of all words taught in preceding grades should be sent along with each class as it is promoted.

If care be taken also to review in each grade the work of all preceding grades, provided the selection of words has been

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properly made, spelling should be pretty thoroughly mastered in our elementary school course.

Evening Schools.—It gives me great pleasure to commend the progress made by several of the evening schools during the past season. The steps taken by the Committee on Evening Schools to rid these schools of weak and incompetent teachers have been, in many instances, quickly and surely awarded by larger attendance, greater interest and far superior results. It will be recalled that the board adopted, two years ago, a rule that no one could receive an appointment as teacher in evening schools whose day school record was below 2 (good) in both instruction and discipline. As a result, quite a number of former evening school teachers failed to be reappointed. So, also, under the new rules no one could be reappointed in evening schools whose record for evening school work the preceding year should fall below 2 (good). The object of these rules was to discourage the employment of any but superior teachers; their justification was the fact that evening schools are second in importance to no other class of schools. I am sure that the success which has already attended the efforts made during the past three years to build up these schools and to extend their scope and usefulness, warrants the hope of doubling their attendance in the near future and of quadrupling their efficiency.

Summer Schools.—Summer schools were maintained, as heretofore, in fourteen (14) buildings. The length of the session was six weeks, beginning July 13th and ending August 21st. The whole number of pupils enrolled was eight thousand and seventy-three (8,073), an increase of one thousand six hundred and one (1,601) over the year preceding. The average attendance in summer schools has been remarkably good, averaging 85.9 per cent., which is close up to the average attendance of regular-term schools in many parts of the State. Of the eight thousand and seventy-three (8,073) pupils enrolled, six thousand eight hundred and forty-seven (6,847) were from the public schools; seven hundred and twenty-four (724) from private schools, and five hundred and two (502) had been attending no school.

The majority of teachers in our summer schools are newly-graduated pupils of our local Normal and Training School, with no more experience than was given by practice teaching in that school. The summer schools afford these graduates an excellent opportunity to test their newly-acquired professional skill. In many respects these young graduates combine in a large way

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most of the qualities that make for success in the summer schools, that is to say, interest in the work, ambition to succeed, joyousness of spirit, love of children and willingness to carry out directions.

In theory at least the schools would be better taught by older and more experienced persons; but most of the teachers of our regular corps prefer to spend the summer vacation in rest and recreation.

The introduction of cooking for girls and of woodwork and iron-work for boys was greatly appreciated by the class of pupils for whom these special studies were intended.

I am of the opinion that the work of the summer schools should be made as "practical" as possible, and that manual training instruction is more to be desired than instruction in "formal" studies. Most of those who attend summer schools are pupils of our regular day schools, to whom a continuance of the kind of lessons taught in the regular day schools would be less interesting, and for that reason less profitable, than a kind of instruction which should contain more of the element of novelty.

Summer Playgrounds.—Last year the summer playgrounds, inaugurated by the Educational Association of the city of Newark and directed by them up to that time, were taken over by the Board of Education. Twelve playgrounds were maintained for six weeks, beginning July 13th and ending August 21st. Three of these playgrounds were maintained in the public parks and were well supplied with out-of-doors gymnastic apparatus. The others were all maintained in the yards of the public school buildings.

The average daily attendance was three thousand and sixty-six (3066), about equally divided between boys and girls. The largest single day's attendance was five thousand seven hundred and forty-one (5,741).

There is no doubt that the continued maintenance of these playgrounds is to be desired. They afford a relief for the congested parts of the city and have the advantage of competent persons to overlook the sports of the children. The moral effect cannot be otherwise than good.

Ungraded Classes.—The matter of forming in many, if not all of the larger schools, ungraded classes, not for incorrigible pupils, but for those deficient in their studies, has often been brought to my attention and I am disposed to look upon it with

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a considerable degree of favor. We have a few such classes in operation, but not many.

My observation of such classes leads me to believe that when rightly organized and conducted they may be made the means of doing a great deal of good; on the contrary, if mismanaged, they may become a great nuisance and do an incalculable amount of harm. They may be made a source of much good if put in charge of highly-qualified teachers who will be able to bring individual pupils up to grade so as to send them back as quickly as possible to the regular classes to which they belong; they will be detrimental to the welfare of the schools if for any reason the assignment of a pupil to an ungraded class is made a stigma upon a child so that he loses all interest and works only to get out of the class and out of school. Provided the ungraded classes are held strictly to what the name implies—that is, classes in which backward pupils may find exceptional facilities to work up their deficiencies—they are to be encouraged. Ordinarily, a dull and backward pupil is spurred to his best endeavors by being made to compete with his fellows. Such competition begets emulation which he needs as a stimulus to effort. The wise principal will carefully distinguish between the backward pupil who is bright but lazy, and the pupil who is lazy but not bright. To fit the conditions to the wants of the particular pupil is the thing needed. When an ungraded class is made a sort of "catch all" for pupils whom teachers fail to stimulate, it may become a means of harm; but when made to fulfill its mission of helping backward pupils, the ungraded class, in a school of sufficient size to warrant it, may be made a wholesome and beneficial adjunct to a school system.

Teachers' Salaries.—It affords me great pleasure to report that at the beginning of last year there was a general increase of salaries paid principals, teachers and janitors throughout the city. The schedules as recommended by the superintendent were adopted by the board with slight modifications only. They were generally accepted as the best that could be devised under the circumstances. Increases of salary were made to depend upon efficiency. This was a new departure in the policy of the board and has occasioned some dissatisfaction. To make salary increases, however, dependent upon the merit and efficiency of teachers seems to be a just and equitable policy.

The principle is a sound one; namely, that nothing should be paid for that is not earned. The enforcement of such a provision will, I feel sure, redound in the end to the advantage of teachers, since it will remove the stigma that school authorities

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do not distinguish the faithful and successful teacher from the unfaithful and unsuccessful one. This rule certainly rewards the faithful; it draws a sharp line of distinction between professional success and professional failure. The general adoption of this plan of paying in accordance with merit, if carefully considered, will show that it has much to commend it, both in theory and practice. I may add that the most commonly urged objection to raising teachers' salaries to a professional basis has always been the argument, "Well, if we raise the salaries of any we must raise the salaries of all, and some are not deserving." The adoption of the efficiency clause disposes forever of this stock argument against raising salaries. If only the deserving are to be benefited, taxpayers will be far more willing to pay what the services of the best professional teachers command. Payment according to efficiency will lead, undoubtedly, to better salaries in the future.

NEW BRUNSWICK.

WILLIAM CLINTON ARMSTRONG, SUPERINTENDENT.

To Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—In compliance with your request, I take pleasure in submitting to you the following report on the condition of the public schools of the city of New Brunswick.

The following tables show the number of pupils enrolled in the various departments, and the number pursuing each line of study in the High School:

NUMBER OF PUPILS ENROLLED IN EACH DEPARTMENT.

Department.	*Boys.*	*Girls.*	*Total.*
High School,	122	137	259
Grammar,	363	407	770
Primary,	859	756	1,625
Kindergarten,	32	45	77
Evening School,	167	92	259
Total,	1,553	1,437	2,990

ENROLLMENT BY COURSES OF STUDY IN THE HIGH SCHOOL DEPARTMENT.

Course.	*Boys.*	*Girls.*	*Total.*
Classical,	9	3	12
Latin-Scientific,	31	25	56
German-Scientific,	44	75	119
Commercial,	38	34	72
Total,	122	137	259

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Studies.—The pupils have made excellent progress in their studies; many of the classes have covered ground much in advance of the point reached by previous classes, thus raising the standard especially in the essential branches of arithmetic, grammar and geography.

The study of elementary United States History, with the use of a text-book, begins in the sixth year with a simple story of the most stirring events in our national life related in connection with the biographical sketches of American heroes. The subject is taught for three years, the spiral method being followed. Each year our entire history is treated by a different author with increasing fulness of detail and depth of thought; only the chief events are selected for prolonged study, the intervening narratives being read and discussed in the class room.

Our aim is not to crowd the memory with names and dates, but to cultivate a taste for historic reading, to stir the imagination, to develop sentiments of respect and love for our free institutions, and to foster a spirit of generous American patriotism.

The study of spelling has been rendered more effective by making dictation a more prominent element; choice passages selected from history or literature have constituted the subject matter of the lessons. This correlates spelling with the thought, with punctuation, and with the use of capital letters, and thus produces also a marked improvement in the pupil's composition work.

The work of a pupil during the first year in the High School formerly included several subjects which are no longer regarded necessary to complete these branches in the grammar grades; and as belonging properly to a High School course. It became this, in turn, compelled the assignment of increased work to each of the primary classes. A portion of the additional work was required from even the first-year classes.

The problem was to raise the standard in the Grammar Department one year's work in the essential studies; and this result has practically been secured without refusing promotion to any large number of pupils.

Promotion in the Primary Department is based entirely on the judgment of the teacher and the principal. In the higher grades promotion is based on the pupil's classwork during the year, combined with semi-annual examinations. This system is not followed rigidly; to pupils who fall somewhat below the required standard there is given an opportunity to regain their class standing; and individual promotions are also made in all cases in which the attainments, ability and health of the pupil, on careful investigation, justify such a step.

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Good discipline has been secured without resorting to extreme measures. Where the teaching is efficient, the question of order takes care of itself. The teachers and principals have almost without exception shown great tact and wisdom in dealing with exceptional cases. The few cases in which the subject of discipline became an object of solicitude were due for the most part to lack of experience.

Silence is not the true test of good order in a classroom; outward obedience may be secured by threats and penalties, and, what is far worse, by sarcasm. The ideal is marked by the busy stir of cheerful workers, each controlling himself and each acting from motives of honor, right and duty.

Equipment.—Aids recently obtained for the teaching of geography and history include a set of maps for physical geography classes, some classical maps, and three sets of Foster's Historical Charts of the United States. Eleven class rooms have been furnished with sets of large outline maps in drop-front cases; those for the use of fifth year classes each containing the Eastern Hemisphere, the Western Hemisphere, Europe and the United States; and those for the use of sixth year classes containing North America, South America, Asia and Africa additional.

Last year the commercial department was equipped with six Remingtons; to these we have added this year one Underwood, No. 4; one Smith-Premier, No. 2, and one Remington, No. 7, with a tabulator. Instruction in typewriting is confined during the first year to the Remington; subsequently the pupil is taught to operate each different kind of machine.

A tract of four city lots has been purchased during the year; the land thus secured fronts one hundred feet on Comstock street and extends through so as to abut the land already owned by the Board of Education; ample ground has thus been obtained for the enlargement of the Park school building.

Evening School.—Evening school opened on Monday, October 20th, 1902, and closed on Friday, February 6th, 1903, having held sixty-four sessions.

The boys and girls who enroll themselves at the night school prove for the most part to be very earnest and faithful pupils; for they have already come in contact with the stern realities of life. One class consisted almost entirely of foreigners who could not speak English or who spoke it very imperfectly; it was very gratifying to observe the rapid progress made in speaking and reading our language.

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This new phase of evening school work—the instruction of minors who do not speak English—indicates a change in the industrial conditions of our city.

The object of the evening school is so to instruct and train the pupils that they may become more efficient in their daily occupations or qualified for better employments; and we believe that the night school, with its practical instruction in the elementary branches, serves this purpose with a degree of success that fully justifies the care and the cost.

Kindergarten.—The kindergarten class, organized three years ago, proved a success from the beginning, and is doing work of an exceptionally high character. Seventy-seven pupils were enrolled during the year; and there have been names on the waiting list all the time, for the number of applicants for admission to the classes is much larger than can be accommodated. Two classes are held each day, one in the morning and another in the afternoon.

The kindergarten aims to prepare the children for intelligent work in the primary grades, and it certainly accomplishes good results in this direction. No haphazard work is done, but each day's program is carefully planned in advance; definite results are expected and attained.

A knowledge of number is gained through the use of the building blocks, splint-laying and parquetry. The eye and the ear are trained by games which lead the children to distinguish forms and sounds; and this aids the child afterward in learning to read. Each child is also taught the correct use of language, for stories are told, and he is encouraged to join freely in the conversation. The use of occupation material develops manual dexterity, so that penmanship is mastered more rapidly.

The neatest work done by the pupils is pasted into books prepared for the purpose. These are given to the children at Christmas and at the close of school in June, and serve as souvenirs of the kindergarten year. In many households these little volumes are highly treasured, for they speak eloquently of the work so patiently wrought by the tiny fingers.

Music.—The study of music develops all that is best in the child; and aside from its refining influence on the child and his home surroundings, it affords a valuable discipline to the eye, the ear, the memory, and the discriminating faculties.

The individual method of teaching sight reading, which was put in full operation at the beginning of the year, has been an unqualified success. The children are more interested than ever;

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a larger number sing, and they show a more thorough knowledge of the subject; the teachers, too, are pleased with the change, and would not wish to go back to the old system. The results in the lower grades are especially gratifying and fully justify the introduction of the new system which is in line with the best methods employed in teaching other subjects. It is estimated that at least 75 per cent. of the children in the public schools can be taught to read music fluently by this new method.

The reading of notes is not the sole object of music study in the public schools, but it is a very important part of the study; for children cannot do intelligent work before they are good music readers any more than they can appreciate good literature before they can read prose. It is therefore of the utmost importance that music-reading be taught by a system which will insure to a large majority of the pupils the ability to read music before they finish the eighth year. Additional time has been devoted to the instruction of the lower classes with the view of preparing them to take up the higher branches of music in the High School.

The pupils of the High School have two choral rehearsals a week, on Tuesday morning and Friday afternoon, at which they take up music by the best composers, thereby gaining an acquaintance with the best musical literature, which, if they wish to pursue the study of music later on, will be of great value to them.

The exceptionally high character of the musical parts of the programs rendered by our pupils at literary exercises and at commencements is proof conclusive that the instruction they receive in music is thorough and efficient.

School Libraries.—The value of a library, in the intellectual training of children, can scarcely be overestimated. But the books must be wisely chosen and carefully graded to the age and mental development of the pupil. Hence the method of using a library in the class room will vary with the different grades.

The paramount aim is to cultivate in each pupil a love for pure and wholesome reading, reading that will improve his mind and ennoble his heart.

In the Grammar Department, the library-unit consists of forty volumes, but includes only two titles, there being twenty books of each kind. The method of circulation is as follows: the books are taken to a class room and distributed to the pupils, who take them to their homes and retain them one week; the pupils then exchange books with each other; at the end of the second week, the entire set is collected and passed on to the next class room.

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In the High School, collections of books are being formed adapted for use in each special department; thus the class in literature will have its own set of books appropriate for supplementary reading and reference along its own line of work; and in the same way provision will be made for the classes in history, art and science.

Teachers can do much to encourage the larger pupils to avail themselves of the privileges offered by the Free Public Library. A knowledge of the resources of the public library, especially along the lines of science, history and literature, should be imparted to the advanced pupils.

Our school library is indebted to the liberality of Mr. James Deshler for the donation of Lee's *New Jersey as a Colony and as a State,* in four volumes, and Nelson's *New Jersey Coast,* in three volumes.

In Memoriam.—The death of Mr. Henry L. Janeway, Jr., which occurred in March, was a great loss to the public schools as well as to the entire community. He became a member of the Board of Education in May, 1898, and was chairman of the Finance Committee and a member of the Board of School Estimate. Identified with large business interests, he yet found time to give careful personal attention to his duties as a member of the Board of Education. Upright in character, capable in business, and manly in disposition, his services were deeply appreciated by all his associates.

Teachers' Retirement Fund.—Forty-five teachers are members of the Retirement Fund, an increase of eight over last year, the total membership now including 66 per cent. of the entire teaching force. The combined salary of the contributing members amounts to $23,775.00 a year, 1 per cent, of which is forwarded to Trenton. The State Retirement Fund itself (thanks to the enterprise and energy of a committee of local teachers) has been increased by a donation of $174, being the net proceeds of two entertainments held during the winter, the first a reading from Nicholas Nickleby by Professor Barbour, and the other a concert by the Rutgers College Glee Club. Contributions have also been received from a number of associate members. Thus the teachers and their friends have during the past year given the Retirement Fund the sum of $440.

Exercises in honor of the thirty-sixth class were held on Thursday, June 18th, 1903, at which time diplomas were given to sixteen young ladies and twelve young men.

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ORANGE.

WILLIAM M. SWINGLE, SUPERINTENDENT.

To Hon. C. J. Baxter, State Superintendent:

DEAR SIR—I herewith submit a brief report of the condition of the schools of this city for the year ending July 30th, 1903.

The following statistical report shows the enrollment and attendance:

Total number of days schools were kept open,	194
Total number enrolled,	3,772
Average daily attendance,	2,537
Number of pupils enrolled in Kindergartens,	479
Number of pupils enrolled in Primary Grades,	2,414
Number of pupils enrolled in Grammar Grades,	666
Number of pupils enrolled in High School,	213

We have erected a new eight-room school building at a cost of $52,000. It is complete in every detail—in lighting, heating, ventilation and equipment. We expect to open six rooms in this building at the beginning of the next school year, and within a very short time we expect that it will be necessary to place an addition on this building. We have not yet been able to realize our hopes for a new high school building, but we are making progress. The ground has been secured and part of the building which is now on the ground will be used for a school building next year. We expect to locate about one hundred pupils in this building.

During the year our increase in enrollment has been slight, but we have increased the number of teachers and decreased the number of pupils in each class. While all of our school buildings are overcrowded, yet we are able to give all who apply accommodations, and we live in expectation of securing another new building within the year.

The most important action that has been taken by our Board of Education during the past year with reference to teachers, is the adoption of a salary schedule, based on merit, and an increase in the salary of every primary and grammar grade teacher in the city. This places our teaching force in a position to secure additional salary if their work merits such an advance. It is expected that it will have a good influence on the character of the work done in the schools.

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I can best give you the general condition of the schools by quoting the following summary of progress from my last annual report to the city Board of Education:

1. "One new building, erected at a cost of $50,000."
2. "An increase of one hundred and fifty-six in the enrollment, and an increase of nine in the teaching force."
3. "An increase in the total days' attendance and a decrease in the total days' absence and tardy marks."
4. "Better results in the enforcement of the compulsory education law and fewer truants."
5. "The School libraries have been increased and closer relations have been established with the Public Library."
6. "The list of text-books, supplementary readers and reference books has been much improved and an adequate supply is now on hand."
7. "The manual training work, drawing, cooking have been increased and improved upon."
8. "A decided improvement in the course of study for the elementary and high schools and better teaching of the fundamental subjects in all grades."
9. "The adoption of a salary schedule, based on merit, and the increase in teachers' salaries."
1. "A better realization of the purpose and aim of a public system of education, and a broader professional spirit, as evidenced by improved methods of instruction and a desire for improvement along professional lines."

PASSAIC.

F. E. SPAULDING, SUPERINTENDENT.

Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—Passaic's school population continues to increase. A new fourteen-room building was opened in the Dundee section last September, and nearly all the rooms at once occupied. All would have been occupied but for the establishment of two parochial schools in the vicinity. We have a sixteen-room building under construction which will be opened this month. It will be entirely filled at once. Our high school enrollment has grown much faster even than the general enrollment, necessitating the removal of all grammar grades from the building.

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With high school pupils alone, the building is much crowded, and the need of enlarged accommodations is beginning to be strongly felt.

One or two new lines of work were undertaken last year which are worth noting here. Near the beginning of the year two physicians were appointed medical inspectors. They visited every school daily, and performed such duties as usually fall to these officers. The service was so satisfactory that it is to be continued.

Toward the end of the year a so-called parental school, modeled to some extent on the ungraded schools which have been so successful in Newark, was established. To this school were sent habitual truants and so-called incorrigibles. A special curriculum, containing considerable manual work, was introduced. In every way the school was a success. The percentage of attendance was very high, scarcely a case of unnecessary tardiness or absence occurring. Such a school seems to be a necessity in a population like ours. Still better would it be to have a school in the country where children would be kept constantly. The establishment of such a school has been seriously considered, but, on account of the expense, will be difficult to effect in the near future.

The work of the physical training department has been considerably enlarged, and with gratifying results. The excellent gymnasium facilities of the local Y. M. C. A. were secured on certain days of the week for the use of high school pupils. Extensive practical measurements were made of high school girls by the physical director, and considerable individual training was given to overcome special abnormal conditions of development.

Last year our evening schools opened in September, at the same time as the day schools, and were continued until the end of April. An additional building was opened for evening school pupils. This helped to increase the attendance, which was 30 per cent. higher than that of the previous year. Each of the last four years has shown a corresponding increase over the previous year. This fact, together with the fact that over one-half of the enrollment has been of pupils over the compulsory age, encourages the expectation that there will be little, if any, decrease this year in this department owing to the new law which does not make attendance at an evening school compulsory.

A general exhibit, showing work in all departments and in all subjects of the day and evening schools, was held in the City Hall last May and June. This exhibit was inspected by large numbers of parents, citizens and strangers interested in education. The criticisms were most favorable.

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A new salary schedule goes into effect in September, which involves an increase of about 10 per cent. on the average. This increase is richly deserved by our very efficient corps of teachers. Even under this new schedule our salaries will be scarcely up to the average paid in cities in this part of the State. It is easy for ambitious teachers to do much better financially in other places, notably in New York City., which city alone took nearly 10 per cent. of our entire corps last year.

The valuation of Passaic is so small compared with the number of children to be educated that the tax rate for school purposes seems very high. The school population increases much more rapidly than does the valuation. The time has already arrived when the amount of appropriation for current expenses, which is within the power of the Board of Estimate to order, three-fourths of one per cent. of the valuation, is inadequate to the maintenance of all departments up to their present standard. The Board of Estimate which considered the appropriations for next year were unwilling to recommend to the City Council that this amount be exceeded. Hence, the Board of Education, much to the regret of all interested in our school system, has been compelled to reduce necessary expenses. No summer schools were maintained the past summer. The evening commercial school will not be opened next year. For the sake of further economy classes will be somewhat larger than they have been, or should be, thus saving in the teachers' salary account. It may be necessary to discontinue the parental school and to shorten the term of the evening schools. It is hoped that another year the appropriation will be sufficient to render these false economies unnecessary.

PATERSON.

L. A. Goodenough, Superintendent.

Hon. Charles J. Baxter, State Superintendent:

Dear Sir—I submit herewith my annual report of the condition of the Paterson schools for the year ending June 30th, 1903.

The past year has witnessed considerable progress along the lines of educational work in our city schools. The course of study in many branches has been revised and more practically adapted to the needs of our community and the limitations of our

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schools. This fact alone has added increased interest to the work of both teachers and pupils. A change in the course of study was not made merely for the sake of a change, but the present course had evidently outlived most of its usefulness and there was a universal demand for many eliminations and in some cases complete changes. This demand applied particularly to the work in language and the fundamental processes of arithmetic, and after a year of special effort in these branches, I am satisfied that we are working on a most improved and conservative basis.

There has always been some contention as to the best methods of teaching writing, and while it is most natural that there should be a diversity of opinion, at the same time it is most detrimental to progress. Through the generosity of our board we have now been able to rectify this difficulty by the appointment of a special supervisor of writing who has complete charge of this work. By a system of grade meetings and personal visitations to the different class rooms he has already done much in the way of improving and adapting a uniform standard.

Unfortunately, I must report no improvement in school accommodations, as the result of the great fire. The uncertainty of the constitutionality of the school law has prevented the sale of bonds and has again delayed the rebuilding of our burned schools. This sad condition has greatly interfered with educational progress, for we are obliged to run at least eighty classes on four-hour time, thus depriving twenty-five hundred children of the full day's session.

Great enthusiasm has been aroused among our citizens in the interests of a new high school building. Public meetings have been held and a general demand made for a structure worthy of our large and growing population. It is to be hoped that another year will enable me to report definite action on the part of our Board of Aldermen for sufficient appropriation to build a suitable building.

Additional teachers have been assigned to the Normal School. Our training classes have largely increased in numbers and we believe that our pupil-teachers are now receiving instruction and advantages equal to any city training school.

In June, twenty-eight full-fledged teachers were given temporary licenses and I have no hesitancy in saying that they have an educational equipment of which any city might be proud.

During the past year Cupid so interfered with the teaching force that our substitute list was soon exhausted, and for the first time in the history of the city, our training school was unable to furnish the demand for teachers. As a result, we were

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obliged to call upon other normal schools, and I am convinced that it has been for the good of our system, to bring in new life and new experiences.

It gives me great pleasure to say that all principals, teachers and supervisors are endeavoring to discharge their arduous duties in a faithful, earnest and conscientious manner. Regular grade meetings have been held throughout the year for the purpose of thoroughly discussing the essentials of the course of study, and great interest was manifested in every way.

Our evening schools during the past winter were unusually successful from two standpoints, the increased enrollment and the large number remaining in attendance for the full term. Evidently these schools are in demand and it is a very pleasing sight to witness the enthusiasm of the older pupils who have reached the period when they realize the great deficiency of their early training. This, of course, is very noticeable in a manufacturing city for obvious reasons.

As an evidence of the progressive spirit in our Board of Education, I am very pleased to announce an increase in salaries of $600 for the superintendent and $300 for each of the principals.

We have been somewhat unfortunate in not being able to pay salaries commensurate with the demands of so large a school system, but with this recent action our schedule compares favorably with other cities of Paterson's population.

PERTH AMBOY.

S. E. Shull, Superintendent.

Hon. C. J. Baxter, State Superintendent of Public Instruction:

Dear Sir—The work of our schools during the year just closed was effected by an almost intolerably crowded condition of our rooms. The records show an average assignment of sixty-one pupils per teacher in the city. In rooms to which eighty-five or more pupils were assigned, the Batavian plan was continued throughout the year with the same results as last year—that is, very far from satisfactory.

An event of considerable importance was the ending of a lengthy contest for additional school room. At no time was there a question as to the need of more room, but the character

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of the building and the method of providing funds furnished a subject for lengthy, if not learned, discussion. The Board of Education thought that more room could be acquired for a given amount of money by enlarging three of the present buildings. Considered from a territorial standpoint, as well as from that of efficient and economical management, enlargement seemed to furnish the logical solution of the problem. However, those whose function it is to furnish the means for building purposes maintained that there could be no legal issue of bonds for the enlargement of school buildings; hence were made provisions whereby was started the erection of a new building. This latter will be completed at the time of the reopening of the schools and will provide a school home for 650 pupils.

The revision of the course of study in a high school is becoming a problem that refuses to stay solved for a reasonable amount of time. We believe it lies within the scheme of public school education to prepare boys and girls for college entrance, and, up to the present time, all of our applicants have been admitted. It occurs to us, however, that the tendency of the college is strongly towards the point where the signboard must indicate a divergence of the highway that has connected the college and high school. In small cities it is almost an impossibility now to provide special courses designed to fit pupils for entering most of the courses in the leading colleges. If, on the other hands, the courses of study of the high school should be especially arranged to meet the requirements of these colleges, the training received by the high school pupil assumes a one-sided character, since it is not the training that will best serve the mass of the boys and girls who do not enter college. Of course there is a solution on hand for this problem, namely: add a fifth year to the high school courses, thus affording pupils an opportunity of taking the ordinary subjects taught in any one course of the high school, together with as many additional subjects as may be required for entering a particular college course. Considering the question purely from a local standpoint, this fifth year idea could not be considered; and another turning of the college screw must mean revision without reference to college requirements. Can it be that much of what is heard relative to a shortening of the time spent in the college is a method of saying that another year must be added to secondary school training?

During the past five years the subjects of vocal music and drawing have been taught by regular class teachers. In our selection of teachers we have managed to secure a sufficient number of those fairly well grounded on these subjects to enable

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us to place two teachers, one of music and one of drawing, in each of the buildings. There can be no doubt that these teachers have met with fair success in these two specialties. There is likewise no doubt that their absence during three half days per week from their regular class rooms has had an injurious effect upon the pupils of their own class room. We shall discontinue this method of managing those subjects and expect to employ specialists for both branches.

The matter of procuring a sufficient number of suitably-prepared teachers with whom to operate our schools has long been a difficult problem; and only second to this, has been the difficulty of retaining them after they were procured. Realizing that the underlying cause of the trouble was to be found in the matter of salary, we have been donig our best to make such a financial adjustment as to inspire the hope of holding those whose success would warrant retention. While our expectations have not been fully realized, the length of service is slowly increasing.

In a vain attempt to more fully meet our demands for teachers, we arranged a Normal course for high school graduates not desiring or unable to pursue a course at a normal school. After a fair trial, we find there are no results, either in money or training, that commend a continuance of this policy. In small cities it is a sound financial proposition to raise the salary schedule to a point that proves attractive to teachers who get their training in professional schools.

A class of twenty-one pupils was graduated from our high school at the recent commencement. With four exceptions, all will attend higher institutions of learning. One of the pleasing features connected with the commencement exercises was an admirable address by Mr. H. B. Willis, superintendent of the schools of Middlesex county.

All circumstances considered, we think our schools have made some advance over former years. With the completion of our new building in September, and with the employment of special teachers of music and drawing, we expect to work under conditions more favorable to the advancement of pupils than was possible during any of the past eight years.

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PHILLIPSBURG.

H. Budd Howell, Superintendent.

Hon. C. J. Baxter, State Superintendent Public Instruction:

Dear Sir—In my epistolary report I will confine myself to the night school, which was instituted during the year just closed.

I am informed that the rocks upon which the night schools in many places have been wrecked, are irregularity of attendance, poor teaching, lack of classification, poor discipline, lack of facilities.

The first lesson taught in the Phillipsburg night school was that the school was an assemblage of the people for strictly business purposes. It was impressed that the trifler, the idler, the destroyer of school property, the truant player or the diversion seeker would be tolerated but briefly. Also that the school was not a place for the special treatment of chronic truants or other degenerates; that the pupils would be held up to as high a standard of work as in the day school or even higher. While the standard of work was maintained throughout, the aim of it differed somewhat from that of the day school, in that it was realized that the large majority were in the school for the purpose of making up their deficiencies in their early education on the practical side; they had no time for the refinements, so to speak, of day school study. This does not mean that the rational side of the work was altogether neglected, but that the emphasis was placed on those features that could be immediately applied.

The majority of the students were over the age of fifteen. All of these were required to deposit one dollar as a guarantee of good faith, the deposit to be refunded at the close of the term or sooner, unless the student was expelled, maliciously damaged or destroyed school property, or was inexcusably absent more than sixteen sessions. It is probable that this requirement operated favorably to the school in two directions: it deterred many undesirable pupils from enrolling, and it influenced the conduct and attendance of some who did enroll. But it is believed that a far more powerful influence for good was the character of the discipline and teaching. As to discipline in the sense of penalty, there was scarcely a case of it during the term. The policy of Principal Beers, admirably maintained, was to assume that pupils above the age of fifteen may be safely looked

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upon as young ladies and gentlemen, not as little boys and girls; consequently discipline of military precision was not attempted, though no culpable looseness was permitted. This, together with the fact that everybody had business to attend to about all of the time, made discipline in its negative sense almost an unknown quantity.

Many night schools, I believe, make the fundamental error of using new and untried teachers. The establishment of a night school, in the view of some Boards of Education, is only another opportunity for the distribution of the public patronage. It is needless to say that a school with such teachers is doomed to failure from the outset. As good as the working corps of the town affords is none too good. Special adaptability and exceptional skill are demanded to an unusual degree of the teachers in a night schools.

In Phillipsburg, in order to secure the further efficiency of the teaching force, the departmental plan of assigning teachers was used. Each teacher was given charge of one or more classes in a subject, instead of a class in severad different subjects, the latter being the usual plan. Thus each teacher was able to concentrate his energies and skill upon the teaching of a single branch.

It is upon the quality of the teachers in the last analysis that the success of any school depends. The best the management can do is to secure conditions to the teaching force which will enable them to do their best.

Among the conditions may be mentioned proper classification. If the pupils are allowed to take up work for which they are not prepared, the result is a hard and unprofitable struggle, ending in weariness and disgust. So the first evenings of the school were devoted to classification. Size and age were disregarded; only prior attainment was considered. This fearless graduation of pupils at the outset, subject to a later change if, as time passes, the pupils work apart, is believed to be of the first importance. Another important condition is the holding of the sessions of the school on alternate evenings only, leaving every other evening for home work. This arrangement leaves to the pupil no plausible excuse for unprepared work.

Another condition is plenty of text-books, supplies and illumination. The board liberally furnished all of these and so contributed much to the desirability and pleasantness of the school.

The teachers early reported a spirit of earnestness and industry unsurpassed and hardly equalled by the pupils of the day schools. While it was not expected that the large enrollment at the beginning would be maintained, it was believed by reason of

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various signs, that a large proportion would persevere to the end. One hundred and four was the enrollment the last month: one hundred and sixty-one was the enrollment for November, which was practically the first month. Ninety-four completed courses in arithmetic, thirty-three in grammar, twenty-nine in elementary language, thirteen in book-keeping, sixty-seven in reading, spelling and penmanship, fourteen in mechanical drawing.

The attendance steadily improved in regularity, reaching 95 per cent. the last month.

PLAINFIELD.

HENRY M. MAXSON, SUPERINTENDENT.

To the Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—The year has been with us, one of healthy progress in work, accompanied by the usual growth in numbers. We have made no changes of importance and can record but little in the way of innovation.

Our enrollment for the year was 2,791, an increase of 76 over that of the preceding year; but the average attendance increased 143, partially as the result of our freedom from any form of epidemic.

The growth of the high school in the last few years was shown by the graduating class, which was the largest in the history of the school, numbering 34. An uncommon feature was that the boys numbered two more that the girls. Twenty-one young people from our high school will enter the colleges or other higher institutions of learning in the fall, being distributed among the following institutions: Princeton, Yale, Harvard, Rutgers, New York University, Stevens, Williams, Cornell, Trenton Normal, Smith College, Columbia, Annapolis.

Liberality in administration of the courses of study has resulted in making the school more popular and holding the pupils longer. Wide freedom of choice is allowed the pupil in deciding his line of work; but the choice is made with the co-operation and advice of the teachers. Each deviation from the normal course receives careful, special consideration, and, where it is deemed desirable, a personal interview with the parents is obtained. By reason of this careful management we have found that the widest

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freedom of choice leads to but little, if any, abuse. We have found it profitable to arrange the whole matter of courses and the daily schedule in June, before school closes. There is then time enough to discuss and study matters leisurely, and the teachers are in close working touch with the pupils. Much time is also saved in the fall, since we are able to have recitations on the first day, and the school is in regular working order the second day.

This school makes quite a feature of its choral work, singing music of a high order at Christmas and Easter. It gave its annual musical reception in May in one of the city churches, singing the cantata "Ruth," by Gaul, with much acceptance to a large audience.

The one new feature in the school life of the year was the publication of a school paper, *The Oracle*. As in all the other social features of the school, the faculty is directly represented in its management. Its publication has proven an aid to the school work.

At present, the school is suffering from cramped quarters, but the question of a new building has been again passed upon favorably by the City Council, and if the school law will stay constitutional long enough for us to sell bonds and get the money, we shall have a new building. It is now ten years since the Board of Education started the movement for a new building. Three years ago the Council approved the appropriation of $100,000 for a building, but the legal warfare over the school law has prevented action. Now the appropriation has been increased $25,000 to meet the increased cost of construction resulting from the rise in cost of material and wages.

In the lower schools we are following the plans indicated in previous reports. Particular emphasis is laid on the English work in all grades with increasingly satisfactory results. School decoration by pictures and statuary has received some attention in every school, over $300 being spent during the year. It has become a regular custom for the graduating class to give the school one or more valuable works of art and the lower classes occasionally supplement it. The walls of all our school rooms are gradually being tinted with restful shades of oil color, and this year one entire building was redecorated inside and out.

The usual harmony and cordiality between teachers and parents continues to strengthen our work for the children. Special efforts have been made to enforce the compulsory education law, but with extreme cases we have met the usual difficulty that arises from the lack of a proper parental school for the reception of incorrigibles. The reform school is not the proper place for

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such children; but their reformation in many cases requires a removal from their homes and the substitution of new conditions for the out-of-school hours. The law will not do its proper work outside of the large cities until some such schools are established by the county or State, since very few of the cities or towns have enough such cases to make it practicable to establish such a school alone.

Just as school opened in the fall we met with a most severe loss in the sudden death of one of our principals, Miss Emma V. Shattuck. She was a woman of rare executive ability, conscientious in her work and devoted to her profession. Her death was a great loss not only to her own school but to the city school system. A permanent memorial of her work has been placed in the schools of which she was principal, by the contributions of the teachers of the city and of her pupils.

RAHWAY.

EDWIN C. BROOME, SUPERINTENDENT.

Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—It gives me especial pleasure to submit this report at the close of my first year of service as superintendent of the public schools of Rahway. The past year has been one of conspicuous and gratifying progress. My predecessor did effective work in blazing the trail, and left the schools in as good a condition as possible with the material at his command. Please understand, also, that the lines of progress enumerated below were made possible only by the fact that the teachers and the superintendent were ably supported by a liberal and progressive Board of Education.

During the year a vigorous movement in the direction of school-room decoration was instituted. Somewhat over a hundred dollars were secured in various ways for this purpose. In some instances the pupils kalsomined their own rooms, or hired the janitor to do it; and a number of excellent pictures and bits of statuary were installed. The teachers, also, subscribed somewhat over forty dollars toward the establishment of a pedagogical library. The library is being used this year to good advantage by the teachers in connection with a professional course in edu-

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cational foundations. Last June the Board of Education voted to assume the expense of music-teaching, which had hitherto been supported by the individual contributions of the children. Drawing, also, has been introduced throughout the schools, and a supervisor of music and drawing has been engaged.

The average attendance for last year improved substantially. In 1901-02 the percentage was 92, in 1902-03 it increased one per cent. The teachers and parents became better acquainted by a series of parents' meetings. These meetings were held at stated periods in the various schools; they were well attended always, and educational topics were freely discussed by prominent citizens. A social hour of great profit followed each meeting.

Last spring a school garden was made on the grounds of one of the schools, and the children of the lowest primary grade employed this to good advantage in connection with their nature study. The success of this experiment will doubtless lead to the establishment of similar gardens at the other schools, if conditions permit.

Some minor changes were made in the curriculum of the elementary schools during the year. A thorough revision of the course of study is now in progress. A most gratifying change was made in our system of supplementary reading. Hitherto reading matter was furnished by sending a few sets of readers around in rotation from school to school. This procedure became both inconvenient and unhygienic. This year the Board of Education purchased a supply of reading matter nearly sufficient to last each grade a year.

A year ago the high school department was placed under a new and progressive management. Hitherto the superintendent had been also principal of the high school. Last year a distinct principal was placed in charge; and two new teachers were employed in the places of two who had secured other positions. Now three of the four teachers are college graduates, besides being professionally trained. The school has been put on the departmental system. A new course of study, providing four parallel four-year courses, has gone into effect; and the commercial course has been extended to cover three years. A prominent innovation in the high school department was the organization of four literary societies. These societies embrace all the pupils in the school. They meet bi-weekly during school hours for debates and other rhetorical exercises. At the close of the school year a prize-speaking contest between representatives of the four societies was held, and the interest ran high among pupils and citizens. Thirteen pupils were graduated from

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the high school last June. The custom of having essays and orations was discontinued, and a prominent educator delivered an appropriate address. This innovation was received very favorably by the public.

Probably the most significant step in advance was taken by the Board of Education in raising the salaries of the teachers. Nearly every teacher received a substantial increase. The average salary of the female teachers appointed in June, 1902, was $454.03. The average salary of the female teachers to-day is $478.12. Of course this means an average increase to each teacher of only $24.09; but the arrow is pointing in the right direction. There is additional encouragement in the fact that the Board of Education agreed to move the maximum salary from $500 to $600 in the grammar grades, and from $500 to $550 in the primary grades. It is hoped that the appropriation will permit another increase this year all along the line.

We are very thankful for the progress achieved during the past year. We regret, however, that we are not yet able to meet certain imminent and urgent educational demands. As yet we do practically nothing in the way of systematic physical training. Our work in geography is seriously crippled for want of a sufficient equipment of globes, up-to-date maps, charts, diagrams, specimens and other apparatus, so necessary for the effective treatment of that important subject. Two of our buildings are old, inadequate in many particulars, and still equipped with double seats. Manual training, with its various forms of hand work, which has been given so important a position in most other progressive places, has not yet appeared, even in its incipient stages. For lack of room we are still compelled to require nine teachers to handle two grades each. For the same reason our kindergarten teachers are compelled to do some grade work. The most urgent need is that of centrally-located buildings, which will provide housing for the high school and contain an assembly hall, a gymnasium, rooms for the superintendent and Board of Education, and a teachers' library.

While many of our leading citizens appreciate the necessity for these important improvements, they realize that the financial condition of our city will not yet permit the unusual expenditure of money which these changes would involve.

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TOWN OF UNION.

OTTO ORTEL, SUPERINTENDENT.

Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—In connection with the statistical report for the year just ended, I am glad to report that the work of our schools is progressing satisfactorily, and improving steadily.

The policy of our Board of Education for several years past, of engaging none but trained teachers, normal or college graduates, to fill vacancies, is bearing fruit. From a pure business standpoint, it is a wise investment for any community to employ the best trained teachers at a liberal compensation rather than untrained and poorly equipped ones at a lower salary, who may or may not turn out fair, after gaining experience at the expense of the children.

Our new building, Primary School No. 3, a modern sixteen-room and auditorium, brick structure, will be ready for occupancy at the opening of the schools after vacation. We will then be able to accommodate every child entitled to attend our schools, properly and for the full time.

It is gratifying to note that the number of students attending our high school is increasing year by year. The proposed extension of the commercial course through the four years and the introduction of stenography and typewriting, will undoubtedly add to the popularity of the school, as well as to the general school system.

TRENTON.

E. MACKEY, SUPERINTENDENT.

Hon. C. J. Baxter, Superintendent Public Instruction:

DEAR SIR—In June, 1902, Dr. B. C. Gregory resigned his position as Supervising Principal of the public schools of this city, in order to accept a similar position in Chelsea, Mass.

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On this occasion the following resolutions were adopted by the Board of Education:

"WHEREAS, Mr. B. C. Gregory, the Supervising Principal of the Trenton public schools for the last fourteen years, has seen fit to tender his resignation to this Board, and it seems proper to make some minute of our estimate of his services as an officer of this Board;

"*Resolved,* That we fully appreciate the good work done by Mr. Gregory in organizing our public school system and developing it to its present degree of efficiency. During his term of service our city has increased in population almost twenty-five per centum, the number of teachers has almost doubled and the enrollment has increased more than two thousand. In an educational system growing so rapidly, many problems have presented themselves for solution, but through the untiring efforts of our Supervising Principal our schools have been steadily making progress through all this time.

"2. That we commend Mr. Gregory for his foresight in establishing in our city a Training School for Teachers. This has done much to improve the character of the teaching in our schools.

"3. That we appreciate his labors in behalf of the new High School, and that it is a fitting reward to his efforts in agitating the subject so many years, apparently with little encouragement, that the handsome structure was built and occupied during his administration.

"4. That we shall ever remember with pleasure his untiring efforts to improve existing conditions, his high ideals, and the zeal with which he strove to reach them, and his uniform kindness, courtesy and assistance to us personally, during our association in connection with school work.

"5. That we extend to Mr. Gregory our sincere congratulations on his promotion in his chosen profession, and wish for him in his new field the largest measure of success."

Dr. Gregory entered service in July, 1888, as the first "Supervising Principal" in the history of the public schools of this district. Of his work for public education since then no adequate detailed account can be given. Some idea of the great variety of the educational problems in which he was interested, of the thoroughness of his study of the principles and conditions involved, and of the intensity and persistency of his efforts for the best development of his schools, can be gleaned from his Manual of Course of Study, and from his reports to the Board of Education and to the State Superintendent of Schools. There

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are evidences of his energy, wisdom, skill and consecration as organizer and leader written large in every public school in the city. Especially fine was the influence of his personality upon the members of his corps of teachers, and those who knew him best, to a degree even beyond their cognizance, share and perpetuate the beneficence of his life.

Another faithful and efficient school officer has been lost to the schools through the operation of the new school law in making the city treasurer custodian of school funds, and the consequent retirement of Mr. Leslie C. Pierson as Superintendent of Schools. Concerning Mr. Pierson, the Board of Education has made the following record: "Inasmuch as the official connection of Mr. Leslie C. Pierson with the School Board has terminated after upwards of nine years' service as Superintendent, following seven years of service as a member of the Board;

"*Resolved,* That we note upon our minutes onr high appreciation of the services rendered by Mr. Pierson as our financial officer, as shown by the thoroughness and accuracy of his work and the excellent records he has kept of the financial affairs of the Board;

"And that we also fully appreciate the valuable services he has rendered the schools of the city in always encouraging every project for the betterment of our schools by improving our buildings and otherwise increasing the efficiency of our school system;

"*Resolved further,* That we tender to Mr. Pierson our congratulations on what he has done, and express the hope that the interest he has shown in our schools as an officer may continue with him in private life, and that he may long be spared to be useful as a public spirited citizen."

Mr. Pierson was held in the highest esteem by every teacher of the corps; he was ever active in promoting their best interests, and his removal was to them a matter of great regret.

Still another serious loss to our system of public schools is that due to the withdrawal of the School of Industrial Arts. Freed from some of the necessary limitations of the public schools, managed by an enthusiastic and efficient Board of Directors of its own, and made the object of their undivided interest and zeal, the School of Industrial Arts is, doubtless, entering upon a new era of unexampled prosperity and growth; but, in its independence, it can no longer be the main stay of our hopes, and the efficient agent, for the introduction and development of manual training and industrial art as a vital part of our system of public school education.

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In the two years that have elapsed since the last report from this city was placed upon record, there has been substantial growth in our educational plant. The Roebling school, which was destroyed by fire, has been rebuilt and improved. The Harrison school, a handsome, commodious building, containing ten class-rooms, an auditorium, and offices, has been erected at a cost of about $50,000.

The George B. McClellan school, which is to be one of the best school buildings in the city, is in course of erection. It will cost in the neighborhood of $70,000.

Dr. Gregory has done excellent pioneer work in many lines, and there remains for his successor chiefly the task of removing obstacles and of carrying forward the "impedimenta" on pathways already blazed.

Our first and most urgent work is to provide additional schools. There are annually nearly three hundred children on "waiting lists" who cannot be accommodated in our schools. Many of our schools have more pupils than the regulations in regard to floor space and air space will permit. Nearly one-half of the pupils leave school before they are fourteen years of age. We must devise plans to get more of the children of school age into school, and keep them there longer.

We need to safeguard the health of the pupils by an adequate system of medical inspection and the enforcement of necessary sanitary regulations. We need to enrich and extend our courses of instruction by the introduction of manual training and kindergarten.

These are some of the projects engaging the attention of the present administration, and for prospects of their realization, the future is not destitute of encouragement.

WEST HOBOKEN.

ROBERT WATERS, SUPERINTENDENT.

Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—During the whole of the school year the people and scholars of this town have been looking forward to the erection of a new school building. We have now four grammar school buildings and a hired annex for the high school; but we have

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nearly 5,000 scholars, and many overcrowded classes; so another new building was absolutely necessary. But on the meeting of the Board of Estimate, and after their consultation with the Town Council, it was found that enough money for this purpose ($125,000) could not be obtained; so the Board of Education had to be satisfied with a sum ($76,000) sufficient to build two twelve-room annexes to two of our grammar school buildings. Then the board went to work and remodeled School No. 1 at great expense, reducing 22 small class-rooms to 16 large ones, putting in new furnaces, metal ceilings, new windows, etc., for they expected to be able to build the annexes to the other buildings right away. Two new class rooms were also erected in the assembly room of School No. 4. Then it was found that the bonds for the erection of the annexes could not, on account of the uncertainty of the constitutionality of the school law, be sold, and so the whole matter of new annexes fell to the ground, and so remains to this day.

What was to be done? How were the increasing number of scholars to be accommodated? The Board of Education determinated, on the recommendation of their superintendent, to follow the example of other towns, and adopt the Copenhagen system wherever it was necessary; so we have now nearly all the classes in the primary department of School No. 1, and one class in School No. 2, running on this plan: Each class room has two sets of scholars and two teachers—the first set reciting from 8:30 to 12:30 A. M. with one teacher, and the other from 12:30 to 4:30 P. M. with another. This plan, which causes a loss of only one hour a day to each class, and which gives to the teachers and scholars a little more time for rest, play, and study, has been found to work fairly well, and no complaints have been made.

Besides these Copenhagen classes, we have nine half-day classes, one-half of each class reciting from 9 to 12 and the other half from 12 to 3, both under one teacher. In some of these classes there are as many as 120 scholars, 60 in each division. But these are all kindergarten and first-year classes, and I do not think that, for the little ones of which these classes are composed, much loss is suffered; for very young scholars need time for play and recreation, even more than their elder brothers and sisters, and this is an essential part of their physical education.

Now we find, since the Supreme Court declared the McKee law unconstitutional, and since the adoption by the Legislature of the Colby bill, that nothing can be done in the way of spending money or building schools until an election by the whole people be held, which is to determine how much and in what manner

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the money is to be expended. At this election the women are to be permitted to take a hand; and they, I am confident, will, by their votes, give a new aspect to the whole business.

Scarcely had the schools got under way, in this last September, when the great windstorm of the 21st blew down the back wall and carried away part of the roof of School No. 1, which had just been put in such fine condition, and caused great damage to the building. The scholars had only left their classes a few minutes before the catastrophe, and thus the pupils of one class at least had a narrow escape from being crushed to death by forty tons of brick and mortar. This occurrence cost another $2,000, added to the $8,000 already incurred for repairs to this building. The scholars were temporarily removed to School No. 4, where they and the No. 4 scholars were taught for ten days under the Copenhagen system, which showed how easily we could have taken care of the scholars of No. 1 while a new building was being erected.

We have determined to take part in the St. Louis Exposition, and show all the world what our scholars are able to do in the way of good school work. Our principals and teachers are enthusiastic in this business, and go into it with a will and an alacrity that is pleasant to see.

As to the various other events of the school year, I may sum them up in short order, for I know that neither the State Superintendent nor any of the readers of his annual report will care to read lengthy statements about the school affairs of a small town (29,000 inhabitants) like West Hoboken.

We have introduced the departmental system into the high school; have established a new library there, and allowed those pupils who wish to do so to study Latin as well as German; we have introduced grade arithmetics into all the classes, from the third year on; we have changed the upright writing in the grammar departments to the medium, but have allowed the upright to remain in the primary departments; we have had hardly any truancy and have suspended only one pupil (out of 5,000) during the year; we have made $172 for the school libraries by having the pupils photographed in their class-rooms; we have raised $128 and two cart-loads of provisions for the hospitals at Thanksgiving; we have had a huge picnic at Schutzen Park, where $750 was realized from admission tickets, part of which goes to the school library fund; we have graduated sixteen pupils from the high school, who showed uncommon proficiency and ability in their essays and orations at the commencement, and who were highly complimented by the orator of the occasion, Prosecutor Speer; we have had after-school

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lessons in singing and drawing, given to the primary teachers by the special teachers of singing and drawing; we have had appropriate exercises and interesting addresses at all our holiday celebrations; we have had wonderful moving picture exhibitions in the schools, at 5 cents admission, by which 60 per cent. of the proceeds goes to the library fund; we have had no epidemic or any uncommon degree of sickness among the scholars during the year; and, above all, we have had general harmony among the teachers, scholars, trustees and superintendent; for all of which we are thankful to Divine Providence.

Though we have had no night schools, our Board of Education has given permission to various classes of Germans, Italians and Armenians to form classes of their own, and meet in the evenings, free of expense, at the different school buildings, where they are taught English and other branches by teachers of their own choosing.

Lastly, we had a pleasant visit from our State Superintendent, who was accompanied by County Superintendent Kinsley and Trustees Hopkins and Eckert, and whom we enabled, by rapid conveyance from one school to another, to see every class in all our schools in a few hours. Although the Superintendent saw, on this occasion, many overcrowded classes and overworked teachers, he never frowned once; but showed such unvarying kindness and courtesy that he won golden opinions from all whom he met. Yet it was chiefly in deference to his views—for he declared he had never seen so many scholars crowded into so small a space as he did at School No. 1—that the Board of Education enlarged the rooms at this school and spread the desks farther apart. This visit was a pleasant event, characterized by good-humor throughout; and, notwithstanding the overcrowded classes and the overworked teachers, we all felt confident, on his departure, that the Superintendent, having seen everywhere good order and strict attention to work, went away with a good opinion of our numerously-attended schools and hard-working teachers.

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REPORTS

ON

Manual and Industrial Training

FOR THE

STATE OF NEW JERSEY.

(153)

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Manual and Industrial Training.

ASBURY PARK.

FRED S. SHEPHERD, PH.D., SUPERINTENDENT.

Hon. Charles J. Baxter, State Superintendent of Public Instruction:

DEAR SIR—What new equipment has been added this past year for manual training purposes has been in the departments of drawing and domestic science. Both departments are now admirably equipped. The former still lacks casts, etc., which have already been ordered for the coming year.

The reports of the heads respectively of the above departments are given below, showing the work as done this past year.

I can not desist from mentioning here the growing interest shown by the children in all forms of hand-work. Repeatedly, children who had earned the last Friday afternoon of the month as a half-holiday for being neither absent nor tardy during the month, have foregone their half-holiday because it was "clay day," "cord day," "basket day," "drawing day," or because they wished to work in the shop. Not only have some of the boys worked in the shop every afternoon the teacher would stay with them, even up to supper time, but the teacher was importuned to join them there Saturdays. Some Saturdays as many as thirty boys have found their enjoyment making in the shop something in which they were interested.

Both the boys and girls of the last year of the grammar school petitioned the Board to extend both the manual training and the domestic science and art into the high school. This can not be done without employing an additional teacher of one of these branches. It is to be hoped it may be done.

On the evening of exhibition day Mrs. Mary Hinman Abel, of Baltimore, delivered a very able address on the subject, "The Teaching of Home Economics in the Public Schools."

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DEPARTMENT OF DRAWING.

Equipment.—The schools have been equipped with more materials for executing the work. Whereas last year there were two class sets of paints, brushes, water cups and ink brushes, this year each class has been provided with a full set. A greater variety of papers have been used, both in color and texture.

Model stands have been made to cover the aisles in the grades, thereby making it possible to place the models within easy seeing distance of all pupils. A bucket and large dipper go with each set of model stands for handling the fresh and waste water.

The high school studio has been more fully equipped. Drawing boards have been made and a large board rack has been placed in the stock-room into which all these boards slide when not in use. Lockers have also been provided in the stock-room for keeping all the materials of the department. The walls of the studio have been beautifully and artistically made over to meet the need for a large area of wall surface on which drawings may be pinned without injury to the walls. This has been accomplished by finishing a width of eight feet running all around the room, beginning two and one-half feet from the floor, with dark green burlap glued to compo board that is fastened to the wall by means of studding. The ceiling and wall surface above and below the burlap have been tinted tones of green that harmonize with the burlap. Artistic shelves have been placed over the doors and blackboard to hold the still-life models and standing casts.

A portion of wall surface in each corridor opening into the grade rooms has also been finished with the mounted burlap, and these sections are used for a constantly changing exhibition of the best work done in the rooms adjoining each corridor.

COURSE OF STUDY.

DRAWING.

First Grade.

Time—Three thirty-minute lessons each week.
Media—Clay, charcoal, ink, crayon and water color.

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Modeling in clay preparatory exercises for the work done on paper.

Spontaneous story drawing. Illustrating games, national holidays and little verses or stories from language and literature.

Drawing from dictation, color and ink washes and lines, trees and landscape washes.

Strengthening color perception and recognition—using chart, nature and color surrounding the children.

Drawing from simple seed-pods, leaves, twigs, flowers, vegetables and common objects. A few mass drawings from animals.

Decorating objects modeled in clay and made in manual training department. Weather signals, booklets, towel borders, quatrefoils, stained glass effects, valentines and portfolios for the year's drawings.

Conversational lessons, from the child's standpoint of interest, on a few great pictures—using reproductions.

Second Grade.

Time—Three thirty-minute lessons each week.

Media—Clay, charcoal, ink crayon and water color.

Modeling in clay from nature, action poses, animals and objects to be drawn.

Drawing from dictation, washes and lines, trees and landscape washes. Bisecting and trisecting—teaching horizontal and vertical.

Spontaneous story drawing. Illustrating games, national holidays, verses and stories. Correlating with language and literature.

Strengthening color perception and recognition—using charts, nature and color surrounding the children.

Drawing from simple leaves, twigs, sprays, seed-pods, flowers, vegetables and common objects. A few mass drawings from animals.

Decorating clay and manual training objects, bookmarks, booklets, valentines and portfolios for the year's drawings. Original quatrefoils.

Conversational lessons, from the child's standpoint of interest, on a few great pictures—using reproductions.

Third Grade.

Time—Two forty-minute lessons each week.

Media—Ink, crayon and water color.

Drawing from dictation, washes and lines, landscapes, trees and insects. Oblongs and circles, bisecting and trisecting.

Spontaneous story drawing. Illustrating trees in different seasons, proverbs, Greek myths, national holidays, winter and summer sports and little verses or stories.

Color recognition and appreciation—using charts, nature and color surrounding the children.

Drawing from simple sprays, vegetables, flowers, twigs, common objects, flags and Indian things. Mass drawings of animals and figures. Seeing and drawing a few foreshortened appearances.

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Making and decorating wall pockets, picture mounts, valentines and portfolios for the year's drawings. Quatrefoils and trefoils. Adaptation of animal drawings to decorative purposes. Translation of landscapes into flat washes of color.

Conversational lessons, from the child's standpoint of interest, on a few great pictures—using reproductions.

Fourth Grade.

Time—Two forty-minute lessons each week.

Media—Ink, crayon, water color and a little pencil work.

Drawing from dictation washes and lines, landscapes and insect life. Oblongs and circles, bisecting and trisecting. Beginning pencil measurements.

Illustrating national holidays and tree landscapes at different seasons.

Color recognition and appreciation—using charts, nature and beautiful color in manufactured products.

Drawing from simple sprays, grasses, flowers, budding twigs and flags. Mass drawings of animals and figures. Cylinders and cylindrical objects on, above and below the eye-outline. Watching for foreshortened views.

Making and decorating blotters, valentines and portfolios to hold the year's drawings. Leaf rosettes, hexafoil stained glass effects and butterfly all-over patterns. Arranging leaves or flowers for borders.

Conversational lessons on a few great pictures—using reproductions; developing the child's interest in a few facts concerning each artist or the history of each picture.

Fifth Grade.

Time—Two forty-minute lessons each week.

Media—Ink, crayon, water color and pencil.

Drawing landscapes from dictation. Bisecting and trisecting. Pencil measurements.

Color recognition and appreciation—using charts, nature and beautiful color in manufactured products.

Drawing from nature. Cylinders and cylindrical objects on, above and below the eye-outline. Mass drawings of animals and figures, adding imaginative backgrounds. Studying to get foreshortened appearances.

Making and decorating picture frames, valentines and portfolios to hold the year's drawings. Borders, stained glass windows. Arranging leaves or flowers for use in decoration.

Conversational lessons on Greek art, using illustrations and correlating with history. Free brush and line drawings from Greek anthemions.

Sixth Grade.

Time—Two forty-minute lessons each week.

Media—Ink, crayon, water color and pencil.

Drawing from nature. Cylindrical and rectangular objects on line with, above and below the eye; in line and light and shade, singly and in groups.

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Drawing from the pose and adding imaginative backgrounds. Studying to get foreshortened appearances. Pencil measurements. Artistic lettering.

Studying color relationships.

Space cutting with straight lines; designing plaids.

Designing wall brackets and pleasing decorations; executing in suitable materials. Calendars, valentines and portfolios for the year's drawings. Study of space relations as regards the pleasing arrangement of flowers.

Studying the environment and work of one great artist.

Seventh Grade.

Time—Two forty-minute lessons each week.

Media—Ink, crayon, water color and pencil.

Drawing from nature. Rectangular and other objects in different relations to the eye-line and light and shade. Sketches for action and proportion. Drawing from the pose and adding imaginative backgrounds. Studying to get foreshortened appearances. Pencil measurements. Artistic lettering.

Studying color relationships.

Landscape composition. Line and dot arrangements. Rhythmic studies in design. Picture-frame designs and their execution in suitable materials. Portfolios for the year's drawings.

Studying the environment and work of one great artist.

Eighth B Grade.

Time—Two forty-minute lessons each week.

Media—Ink, crayon, water color and pencil.

Drawing from nature. Groups of objects in different relations to the eye-outline and light and shade. Short sketches from life. Pose drawing, illustrating studies in literature; adding imaginative backgrounds. Studying foreshortened appearances. Pencil measurements. Artistic lettering.

Studying color relationships and combinations.

Dark and light composition. Flower composition. Studying rhythm and balance in design. Book plates. Designing picture frames and executing in suitable materials. Portfolios for the year's drawings.

Studying a little of the work of one great period of historic art and ornament.

Eighth A Grade.

Time—Two forty-minute lessons each week.

Media—Ink, crayon, water color and pencil.

Drawing from nature. Groups of objects in different relations to the eye-outline and light and shade. Drawing from the pose to illustrate studies in literature, adding imaginative backgrounds. Pencil measurements. Artistic lettering. Perspective.

Studying color relationships and combinations.

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Landscape and flower composition. Studying rhythm, balance and harmony in design. Portfolios to hold the year's drawings. Designing magazine covers and executing in suitable materials. Designing box-lid decorations and executing in suitable materials.

Studying a little of the work of one great period of historic art and ornament.

High School.

First Year.

Time—Two forty-minute lessons each week.
Media—Pencil, ink, crayon and water color.

Drawing from objects and nature in outline and tone values.
Review of pencil measurements drills as test for accuracy.
Color in flat tones with outline; color in values.
Freehand perspective drawing of chairs, tables, etc.—developing theory.
Illustrative drawing from the pose.
Study of one of the great periods of historic art through illustrated talks and discussions, using note-books and sketches.
Line and dark and light arrangements in design. Rhythm, balance and harmony.
Problems in decoration.
Memory drawing.

Second Year.

Time—Two forty-minute lessons each week.
Media—Charcoal, pencil, ink, crayon and water color.

Drawing in outline and light and shade, from objects and nature.
Perspective drawing of windows, corners of rooms, etc.
Color in flat tones and values.
Drawing from the pose, introducing color.
Study of one of the great periods of historic art through illustrated talks. and discussions, using note-books and sketches.
Problems in design, introducing some color.
Decorative adaptations of drawings from nature.
Memory drawing.

Third Year.

Time—Two forty-minute lessons each week.
Media—Charcoal, pencil, ink, crayon and water color.

Freehand.—Drawing in outline and light and shade, from objects and nature.
Drawing in full values from posed figures.
Study of one of the great periods of historic art through illustrated talks and discussions, using note-books and sketches.
Color in values; color in design. Some study of color harmonies.
Advanced study of principles of design, with practical problems.

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MEMORY DRAWING.

Mechanical Drawing.—Working drawings of common objects. First freehand working sketches, then pencil drawings with instruments, then inked drawings.

(The student has the option between freehand and mechanical drawing.)

Fourth Year.

Time—Two forty-minute lessons each week.

Media—Pencil, ink, crayon and water color.

Freehand.—Advanced drawing in outline and light and shade, from objects and nature, giving more attention to detail.

Drawing in full values from posed figure. Memory work from the pose.

Study of one of the great periods of historic art through illustrated talks and discussions, using note-books and sketches.

ADVANCED WORK IN COLOR.

Practical problems in advanced design and their execution in suitable materials.

MEMORY DRAWING.

Mechanical Drawing.—Advanced study in working drawings of familiar objects, tools, etc.

(The student has the option between freehand and mechanical drawing.)

DEPARTMENT OF MANUAL AND DOMESTIC ARTS.

COURSE OF STUDY (1902-1903).

First Grade.

Folding and cutting in paper, objects correlated with their daily work, as nature books, boxes, weather signals, pin-wheels.

Weaving mats, braiding in rafia, wrapping picture-frames, making dust brooms of rope.

Measuring, using the ruler, making rulers.

Second Grade.

More advanced paper folding and cutting, exactness of measuring emphasized. Making objects associated with history, as Robinson Crusoe's cave, Esquimo's village and Indian village.

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Weaving mats, braiding, wrapping picture-frames, sewing on braid, sewing on canoe, binding canoe.

Knife work, in making fence and ladder for Robinson Crusoe. Bow and arrow, tomahawk.

Third Grade.

Cord work, weaving, plaiting, knotting, crocheting, as in simple plaiting and in four and six strand plaiting, for girls' and boys' watch chains.

Sponge bags, hammocks, string balls, teapot holders, weaving mats on small looms.

Fourth Grade.

Basketry and plaiting, as in simple mats, shallow baskets, work-baskets with covers, small scrap-baskets with wooden bottoms, sewed baskets of colored rafia and soft rope. Baskets of original designs.

Fifth Grade (Boys).

Bent iron work, working from pattern at first to obtain exactness in measuring and bending, later original designs carried out. Flower stands, teapot stands, letter rack, glass holders, pen racks, picture frames, brackets for shelf. Window decoration made by class.

Fifth Grade (Girls).

First year in sewing. Learning the different stitches and where they are to be used, showing the relation of one stitch to another, as basting, even and uneven, running, gathering, back stitch, half-back stitch, and the combination stitch, overcasting, overhanding, buttonhole stitch. Practical application of stitches in making a komona.

Sixth Grade (Boys).

Knife work, working from the simple cuts to the more complex; learning the grains of the wood, as in making a plant label, thread winder, kite reel, bag tag, spool case, match box, pencil sharpener, match scratcher, calendar, stamp box, picture frame.

Original design—a wall bracket, stained and painted with original design for decoration.

Sixth Grade (Girls).

Sewing. First year work in sewing, same as fifth-grade work.

Seventh Grade (Boys).

Freehand whittling and bench work, as in making a pointer, weather vane, pussy cat and bat, making footstool, caning the top, making original designs for bottom of stool.

Original work in making picture frames, painting and staining.

Seventh Grade (Girls).

Sewing. Making an underwaist for a baby, bringing in the use of various stitches as, basting, running, back stitch, half-back stitch, buttonhole stitch, binding, facing and hemming.

Making cuffs, cap and aprons for next year's cooking course.

Eighth Grade (Boys).

Shop work or bench work—Making of joints, knife strap, coat rack, wall bracket, teapot stand, class work on four folding screen.

Optional work—Footstool, book shelves.

Original work—Picture frame decorated.

Ninth Grade (Boys).

Shop work—Making of joint, flower-pot stand, towel rack, jewel box, chip work decoration. Class work on cabinet for room.

Eighth Grade (Girls).

After school work for all boys—Bird houses, tables, tool boxes, book rack, shees, boats, canoe paddles, fencing foils, canoe seat, picture frames, cabinets, cupboards, boxes, paper knives, test tube holders, trays.

LESSONS IN DOMESTIC SCIENCE.

Grade Eight—B.

1. Lecture on vegetables, classification of.
2. Starchy vegetables, boiled rice, mashed potatoes.
3. Sweet juiced vegetables, boiled carrots, baked sweet potatoes.
4. Sweet corn and boiled beets.
5. Starchy and strong-juiced vegetables, boiled cabbage and baked bananas.
6. Boiled onions and apple sauce.
7. Cranberry sauce.
8. Written lesson and caramel candy.

9. Study of proteids, milk, caramel custard.
10. Cornstarch meringue.
11. Shell fish, oysters, fried and stewed.
12. Orange jelly in orange skins.
13. Study of proteids, baked fish.
14. Chicken, dressed, stuffed and trussed.
15. Chicken, boned, roasted and carved.
16. Written lesson talk on lamb and various cuts.
17. Lamb chops and fried potatoes.
18. Mutton stew.
19. Soup, making of.
20. Soup, clarified, and toasted bread cubes.
21. Study of proteids, eggs, boiled and poached.
22. Eggs, omelet and scrambled.
23. Cheese macaroni.
24. Study of fats, butter making.
25. Rennet custard.
26. Codfish balls.
27. Chocolate creams.
28. Cocoa.
29. Cereals and coffee.
30. Frozen dishes, ice cream and lemon sherbet.
31. Cream spinach in custard cups.
32. Glace fruit.

LESSONS IN DOMESTIC SCIENCE.

Grade Eight—A.

1. Classification of vegetables, boiled rice and baked sweet potatoes.
2. Cooking of cranberries.
3. Sweet juiced vegetables, boiled beets and boiled carrots with cream sauce.
4. Strong juiced vegetables, boiled cabbage.
5. Apple sauce and brown bread.
6. Boiled onion with cream sauce.
7. Baked bannanas and caramel candy, showing correlation.
8. Caramel custard.
9. Study of milk, cornstarch meringue.
10. Soft custard and junket.
11. Study of proteids, baked fish.
12. Proteids continued, chicken, dressed, stuffed and trussed.
13. Chicken boned roasted and carved.
14. Mutton chops and fried potatoes.
15. Proteids continued, shell-fish, oysters, stewed and fried.
16. Roast loin of mutton and stuffed parsnips.
17. Mutton stew and dumpling.
18. Proteids continued, soups, clarified.
19. Flour mixture, thin batters, griddle cakes.

20. Thin batters, sweedish timbals and coffee.
21. Thick batters, cornmeal muffins.
22. Thin doughs, tea biscuit.
23. Stiff doughs, sugar cookies.
24. Bread mixture, Parker House rolls.
25. Bread mixture, white bread.
26. Entrees, rice croquettes.
27. Salads and desserts, vegetable salads and coffee jelly.
28. Study of frozen dishes, ice cream.

Total attendance in both grades was 44; 37 different foods were taught in 28 lessons, compared with 23 different foods taught in 25 lessons the year before. Therefore, the expense is somewhat more than for last year. The number taught was also larger.

FINANCIAL STATEMENT.

Receipts.

Balance from last year,	$366 16
Amount raised by special tax,	1,100 00
Amount received from the State,	1,100 00
Amount received from other sources,	.....
Total,	$2,566 16

Disbursements.

Teachers' salaries,	$1,450 00
Plant,	355 54
Material,	436 25
Incidentals,	
Balance June 30th, 1903,	324 37
Total,	$2,566 16

DRAWING.

Name of teacher—Dee Beebe.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 307; female, 313.
Number of lessons per week given in each class—Two.
Length of lesson—Forty minutes.
Amount expended for manual training during the year—Plant, $300.54; material, $199.97; Salaries, $763.64; Total, $1,264.15.
Total amount expended to date—$4,468.35.
Grade or grades in which subject is taught—All, including high school.

MODELING.

Name of teacher—Dee Beebe.
Is teacher engaged exclusively in this work—Yes.
Number of pupils—Male, 86; female, 87.
Number of lessons per week given in each class—One.
Length of lesson—Thirty and forty minutes.
Amount expended for manual training during the year—Material, $5.75; salaries, $36.36; total, $42.11.
Total amount expended to date—$58.81.
Grades or grades in which subject is taught—First and second.

CARD-BOARD, RAFFIA AND CORD.

Name of teacher—Cornelia B. White.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 121; female, 130.
Number of lessons per week given in each class—Two.
Length of lesson—Thirty and forty minutes.
Amount expended for manual training during the year—Material, $24.60; salaries, $108.33; total, $132.93.
Total amount expended to date—$132.93.
Grade or grades in which subject is taught—First, second and third.

SEWING.

Name of teacher—Grade teachers.
Number of pupils—Female, 73.
Number of lessons per week given each class—Two.
Length of lesson—Forty minutes.
Amount expended for manual training during the year—Plant, $1.24; material, $11.08; total, $12.32.
Total amount expended to date—$819.26.
Grade or grades in which subject is taught—Fifth, sixth and seventh.

BASKETRY.

Name of teacher—Cornelia B. White.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 24; female, 21.
Number of lessons per week given each class—Two.
Length of lesson—Forty minutes.
Amount expended for manual training during the year—Material, $24.35; salaries, $36.12; total, $60.47.
Total amount expended to date—$60.47.
Grade or grades in which subject is taught—Fourth.

METAL-WORKING.

Name of teacher—Cornelia B. White.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 30.
Number of lessons per week given each class—Two.
Length of lesson—Forty minutes.
Amount expended for manual training during the year—Material, $6.83; salaries, $72.22; total, $79.05.
Total amount expended to date—$307.01.
Grade or grades in which subject is taught—Fifth.

WOOD-WORKING.

Name of teacher—Cornelia B. White.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 103.
Number of lessons per week given each class—Two.
Length of lesson—Forty minutes.
Amount expended for manual training during the year—Plant, $23.94; material, $97.85; salaries, $288.89; total, $410.68.
Total amount expended to date—$3,398.75.
Grade or grades in which subject is taught—Sixth, seventh, eighth A and eighth B.

COOKING.

Name of teacher—Cornelia B. White.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Female, 44.
Number of lessons per week given each class—One.
Length of lesson—110 minutes.
Amount expended for manual training during the year—Plant, $29.82; material, $65.82; salaries, $144.44; total, $240.08.
Total amount expended to date—$1,630.05.
Grade or grades in which subject is taught—Eighth A and eighth B.

ATLANTIC CITY.

CHAS. B. BOYER, SUPERVISING PRINCIPAL.

Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—I would herewith submit to you the annual report of our manual training department for the school year ending June 30th, 1903.

There have been few changes of importance in either the kind or quality of work done in this department. Our teachers are especially well equipped for their duties and have manifested a great deal of earnestness and enthusiasm. This has inspired our pupils to sustained and successful efforts.

The number of pupils instructed in knife-work, bench-work, wood-carving and mechanical drawing numbered 680.

The five manual training rooms are well equipped for the work and will accommodate from twenty to twenty-five pupils each.

At the close of the school year the Board of Education employed an additional teacher for the coming school year, and the work will be so arranged that two teachers will have charge of the wood work, while the third will give her entire time to the instruction in sewing. The work will be somewhat extended next year. Boys and girls of the fourth grade will be given raffia and reed work. Sewing for the girls will be carried on in grades five, six and seven. Our pupils are enthusiastic and do a great deal of extra work after the regular school hours. The work in wood carving included a great many examples in high and low relief, from simple little boxes and book holders to elaborate enrichment on such pieces of furniture as chairs, tabourets, closets, picture frames and pen-trays.

The work in all its departments is well systematized and so arranged that it relates intimately to the life and interest of the pupil. The models used consist of simple useful pieces that have a place in the home life, the play life, or school life of the child and which present an end and aim intended to arouse healthy and spontaneous self-activity.

"In the manual training of to-day the higher meaning of the word is becoming understood. It is no longer mere results in pieces of work that is aimed at, but the higher results as found in the development of character. The manual training of to-day tends to strengthen the mental and physical powers by a spontaneous self-activity. Its processes reach the sense through exacting demands upon the observation; the reasoning powers through constant view of judgment before execution; the will through the development of habits of care, accuracy and perse-

verance; and the emotions through the final appeal of finished achievement to self-reliance, and the pleasure that comes to the young does as a worker, a creator."

The present course is similar to that outlined in my last report.

The exhibit at the close of the school term was creditable in every detail and was carefully examined by a large number of our citizens as well as strangers. The public has been generous in praise of the work and liberal in voting funds for support and maintenance of the department.

The following is our financial report:

FINANCIAL STATEMENT.

Receipts.

Balance from last year,	$0 72
Amount raised by special tax,	2,000 00
Amount received from the State,	2,000 00
Amount received from other sources,	.....
Total,	$4,000 72

Disbursements.

Teachers' salaries,	$2,425 00
Plant,	500 00
Material,	1,049 82
Incidentals,	.....
Balance June 30th, 1903,	25 90
Total,	$4,000 72

MECHANICAL DRAWING.

Name of teacher—Helen D. Meeker.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 90.
Number of lessons per week given each class—One.
Length of lesson—Forty minutes.
Amount expended for manual training during the year—Salaries, $1,000.00.
Grade or grades in which subject is taught—Grades nine and ten.

DESIGNING.

Name of teacher—Wilhelmine Ochs.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Female, 112.

Number of lessons per week given each class—Two.
Length of lesson—Forty minutes.
Amount expended for manual training during the year—Salaries, $900.00.
Grade or grades in which subject is taught—Grades nine and ten.

SEWING.

Name of teacher—Lucy A. Linvill.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Female, 622.
Number of lessons per week given each class—One.
Length of lesson—One hour.
Amount expended for manual training during the year—Salaries, $525.00.
Grade or grades in which subject is taught—Grades five, six and seven.

SLOYD WORK.

Name of teacher—Lucy A. Linvill.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 163.
Number of lessons per week given each class—One.
Length of lesson—One hour.
Grade or grades in which subject is taught—Grades five and six.

Name of teacher—Helen D. Meeker.
Number of pupils—Male, 315.
Number of lessons per week given each class—One.
Length of lesson—One hour.
Grade or grades in which subject is taught—Grades five and six.

WOOD-WORKING—(*a*) JOINERY.

Name of teacher—Helen D. Meeker.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 258.
Number of lessons per week given each class—One.
Length of lesson—One hour.
Grade or grades in which subject is taught—Grades seven and eight.

WOOD-WORKING—(*b*) CARVING.

Name of teacher—Helen D. Meeker.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 90.
Number of lessons per week given each class—One.
Length of lesson—Forty minutes.
Grade or grades in which subject is taught—Grades nine and ten.

Amount expended for manual training during the year—Plant, $500.00; material, $1,049.82; salaries, $2,425.00; total, $3,974.82.
Total amount expended to date—$39,973.80.

BORDENTOWN MANUAL TRAINING AND INDUSTRIAL SCHOOL FOR COLORED YOUTH.

JAMES M. GREGORY, PRINCIPAL.

Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—I respectfully submit the following report of the Manual Training and Industrial School for the school year ending June 4th, 1903:

The school has made satisfactory progress in all departments of its work. The permanence and dignity given the school by the purchase for its use of the Parnell estate and the construction of the new building brought new incentive to the work of the past year.

The total number of students enrolled is 121 (male, 57; female, 64); classified as follows:

Graduating Class,	8
Fourth Year—Literary (Graduates excepted),	1
Third Year—Literary,	4
Second Year—Literary,	1
First Year—Literary and Normal,	17
Third Year—Normal (Graduates excepted),	2
Second Year—Normal,	8
Third Year—English,	19
Second Year—English,	21
First Year—English,	31
Special Students,	9
Total number (male, 57; female, 64),	121

The faculty was composed of the following teachers:

James M. Gregory, A.M., Principal and Instructor in Latin, Civics, Psychology and Pedagogy.

Mrs. Fannie E. Gregory, Preceptress and Teacher in Physiology and Domestic Economy.

Miss Susie A. W. Payton, English Grammar, United States History, Drawing and Penmanship.

T. Edward Owens, B.A., Mathematics, Physics and Chemistry.

Miss Margaret B. Gregory, General History, Rhetoric, English, Literature and Modern Languages.

Miss Sarah L. Morgan, Geography, Composition, Bookkeeping and Typewriting.

Mrs. Jennie E. Johnson, Instructor of Vocal Music, Piano and Organ.

Albert Winkler, Director of Military Band; Instructor of Violin, Mandolin and Guitar.

James F. Gregory, A.B., B.D., Elocution and Public Speaking.

Miss Lucy I. Manning, Cookery.

Walter Miller, Carpentry and Mechanical Drawing.

John F. Jones, in charge of Farm and Garden.

W. H. Shipps, M. D., School Physician.

April 18th saw Arbor day fittingly observed at the school.

The exercises were conducted by George W. Clark, of Moorestown, N. J., President of the Baxter Bird Club. Interesting essays on the care and uses of the various trees and birds on the estate were read.

The growing reputation of the school was evidenced in the wide range of interests drawn to its commencement exercises on June 4th. The occasion was a most brilliant one, members of the Board of Education, other distinguished State officials and a vast number of friends being present. Superintendent Charles J. Baxter in his usual forceful manner delivered the address and Hon. James L. Hays presented the diplomas with grace and fitness.

There were eight students graduated from the Literary Department.

LITERARY COURSE.

Mary Cromwell, ...Bordentown, N. J.
Helen E. Gibbs, ...Philadelphia, Pa.
Marguerite R. Harris, ...New York, N. Y.
Anna J. Lyons, ...Fairhaven, N. J.
Estelle C. McCrea, ...Pensacola, Fla.
Charlotte A. Spears, ...Providence, R. I.
Elizabeth A. Walker, ...New York, N. Y.

Certificates were awarded to four students in the Industrial Department:

Lillian Holmes, Dressmaking, ... Hightstown, N. J.
Geneva E. Jennings, Cookery, ... Philadelphia, Pa.
Emma H. Reid, Cookery, ... Red Bank, N. J.
Alice M. Wilmore, Dressmaking, ... Camden, N. J.

The prizes for the year were awarded by Hon. William D. Forbes, as follows:

The W. D. Forbes Oratorical Prize of $10, offered by Hon. W. D. Forbes, of Hoboken, N. J., to the student attaining the highest excellence in the composition and delivery of an oration, was awarded to Charlotte Amanda Spears, of Providence, R. I.

The W. H. Shipps Scholarship Prize, a silver medal, offered by Dr. William H. Shipps, of Bordentown, N. J., to the student attaining the highest standard in scholarship during the year, was awarded to Jamima Smith Henderson, of Poughkeepsie, N. Y. Honorable mention was given to Augustus M. Morgan, of Philadelphia, Pa.

The Mrs. Charles J. Baxter Prize, offered by Mrs. Charles J. Baxter, of Trenton, N. J., to the student making the greatest improvement in speaking and writing English, was awarded to Rosa Hendrickson, of Red Bank, N. J.

The prize of $5 offered by the Alumni Association to the student attaining the highest average in Latin during the year, was awarded to Peter M. B. Milliard, of British Guiana, South America.

The Mrs. J. Bingham Woodward Prize, of a dressmaker's outfit for general excellence in dressmaking, was awarded to Lillian Holmes, of Hightstown, N. J.

The prize of a gold medal, offered by Mr. George P. Osmond, of Bordentown, N. J., to the girl making the greatest improvement in cooking during the year, was awarded to Alice May Wilmore, of Camden, N. J.

The prize of $2, offered by the Principal to the girl making the greatest progress in plain sewing during the year, was awarded to Anna E. Jones, of Woodstown, N. J.

The prize of a book entitled "Don Quixote," offered by Miss O. E. Watson to the student making the highest average in general history throughout the year, was awarded to Fannie W. Turner, of Bordentown, N. J.

The prize of a book entitled "Whittier's Poems," offered by Mr. T. E. Owens to the student of the Literary and Normal classes attaining the highest average in mathematics during the year, was awarded to Jamima S. Henderson, of Poughkeepsie, N. Y.

The prize of a Japanese enameled inkstand, offered by Miss Susine A. Payton for excellence in letter-writing and penmanship, was awarded to Lulu B. Madison, of Asbury Park, N. J.

The prize of a book entitled "Wood's Illustrated Natural History," offered by Miss Sara L. Morgan for punctuality and attendance was awarded to Helen F. Benson, of Atlantic City, N. J.

The prize of an etching entitled "The Fisherman's Church," offered by Miss Susie A. Payton for excellence in drawing, was awarded to Donald C. Lyons, Philadelphia, Pa.

The Faculty Prizes in Declamation were awarded, the first to Peter M. B. Milliard, of British Guiana, South America, and the second to Mary Roberta Kiar, of Oceanport, N. J., at the contest held in Bordentown March 27th, 1903.

The school is looking forward with unusual interest to the dedicatory exercises of the new building to be held in the fall. With the inspiration that will come from the presence of the Governor, other prominent State officials and the many friends of the school, this event will be the most significant occasion in the history of Negro education in the North.

This new building will give the school that substantial beginning which it has never had and will make possible a thorough reconstruction of the Industrial Department.

TREASURER'S REPORT.

Showing receipts and disbursements of the Manual Training and Industrial School for Colored Youth for the year ending June 1st, 1903:

RECEIPTS.

To balance from old account,	$1,044 79
" cash from State Treasurer,	5,000 00
" " " tuition,	363 00
" " " medical fees,	117 00
" " " proceeds from farm,	305 00
" " " Mr. Dodd, donation,	25 00
" " " all other sources,	32 08
	$6,886 87

DISBURSEMENTS.

Apparatus,	$34 48
Buildings and furniture,	597 76
Books and stationery,	215 88
Fuel,	368 32
Incidentals,	63 87
Insurance,	235 70
Medical attendance,	100 00
Oil and small stores,	237 21
Rent,	389 00
Salaries,	3,500 00
Telegraph and telephone,	39 00
Wagon and harness,	68 13
Amount to balance,	1,037 52
	$6,886 87

Respectfully submitted,

J. BINGHAM WOODWARD,
Treasurer.

BLOOMFIELD.

WILLIAM E. CHANCELLOR, SUPERINTENDENT OF SCHOOLS.

Hon. C. J. Baxter, State Superintendent:

DEAR SIR—It is almost impossible to report the work of the Town of Bloomfield upon this form.

1. We do not distinguish between drawing and modeling, which, together with water-color, &c., we teach under the general term of Art.

2. Miss Davis and Miss Locke throughout the year have been both special teachers and supervisors.

3. We have made no charge against Manual Training for work done by class-room teachers.

4. Two branches of our work, namely, basketry (and weaving) and also scroll-sawing, do not seem to be included in this Manual Training form.

5. We have charged during this year against Manual Training a few small items of salary which went for the employment of teachers in classes out of school and in grades other than their own.

6. The report as prepared does not indicate nearly the amount of work we are doing in accordance with our course. (See Conspectus).

7. The work offered during this present year does not equal the work to be offered next year, and some of our expenses of plant and material have been preliminary to next year's work.

MANUAL TRAINING COURSE IN ART, THE ART CRAFTS, AND IN HANDICRAFT.

Underlying the "manual training" courses are its purposes: to train hand, eye, and brain in skilful co-ordination, to teach methods of making articles of usefulness and beauty; to develop the powers of self-expression by planning and making real objects; and to instruct in the principles which cause real objects to be useful or beautiful or both.

The first of these purposes is physiological; it is the same in its nature as the purposes of training in handwriting, for good handwriting is a physiological process. It is the same in its nature as physical culture and athletics. The range of this purpose, affecting hand, eye and brain, shows how narrow and almost misleading is the name of "manual" training which is now the accepted term.

The second purpose, to teach methods of making articles of usefulness and beauty, is distinctive of manual training, marking it off from all other school courses. Teachers will avoid all

exercises that are not in themselves essentially worth while, either because of the children's interest in them or because of the actual usefulness of the object in home, school, or otherwise. Things of no value to anyone are never intentionally to be made.

The third purpose of manual training, to develop the mental activities by making real objects, is the same in its nature but different in its materials when compared with the writing of school compositions. It is indefensible to study English in schools when never practising writing in English. The things made by children in manual training courses are their compositions in form and in color, in wood and in cloth. As far as possible these compositions should be the spontaneous and natural product of the children's interests and plans. This purpose is spiritual, for the power to think out a plan and then make the object as directed by the plan, is spiritual: and the degree of the man's possession of this power measures very closely his efficiency in the world and makes or mars his success in life. The constructive imagination, which manual training unquestionably exercises, is one of the highest human faculties, and its efficiency or inefficiency is closely related to the will. Manual training strengthens the will by exercising it. So considered it serves as a corrective of those many other influences of the school which necessarily restrain children from self-expression. Manual training must be considered by all true teachers as an affirmative moral training whose spirit is, "Do this."

The fourth purpose of manual training corresponds closely with the purposes of the High School commercial work, the scientific courses, and the arithmetic and language of the elementary schools. This purpose is to bring the minds of the children into relation with the best aspects of real life. The children are instructed in what makes the products of their hands and minds really useful or essentially beautiful so that they are desired by others. Herein consists the great principle of preparing boys and girls for life in society that will be successful for themselves because their work is useful and attractive to others. The systematized manual training curriculum has been developed in modern education to take the place of that training which in their childhoods for many gen-

erations the ancestors of modern men received from the constructive work of their own households. The modern child by the very advances of civilization is deprived of the knowledge, activity and the skill which are essential to a complete development of body and soul.

The art-products to which the children are to be brought by art-instruction are the creations of the free imagination. Art is the play of the human spirit, and play is activity for its own sake. An art-product is desirable for itself because of its beauty, and irrespective of its use. But the spirit of work, which is activity for the sake of the product, is the only reliance for the support of great civilizations. Play and work together make life worth while to children; and this course is meant to keep the spirit of both play and work active together in the education of the schools.

The following courses are designed to meet the changing interests, powers, and needs of the children, as well as to realize the purposes of manual training as suggested above. The first appeals to the children are to the play-spirit and to their desire to please their elders by the product of their hands.

In carrying out these courses changes of grading may be made as necessity seems to require. Exercises of a technical nature and merely preparatory to making objects of beauty or usefulness are to occupy as little time as possible lest they defeat the very purpose of manual training which is to give expression to the children's interests and to satisfy their needs.

NOTE—Children enter the grades at six years of age, have had two previous years in the kindergartens, now in every elementary school.

CONSPECTUS OF MANUAL TRAINING DEPARTMENT.

MINUTES OF TIME PER WEEK.

		Note.	*Total Offered.*
Grade I.	Art ..... } Construction ..... }	1	170 minutes.
Grade II.	Art ..... } Construction ..... }	1	170 minutes.

		Note.	*Total Offered.*	
Grade III.	Art Construction	1	170 minutes.	
Grade IV.	Art	1	105 minutes.	
	Knife Work Scroll Sawing	2	75 minutes.	
	Sewing	3	30 minutes.	
	Weaving	4	45 minutes.	
			255 minutes.	
Grade V.	Art	1	90 minutes.	
	Knife Work	2	60 minutes.	
	Basketry Weaving	4	60 minutes.	
	Sewing	5	60 minutes.	
			270 minutes.	
Grade VI.	Art	1	80 minutes.	
	Knife Work Bent iron	2	120 minutes.	
	Basketry Weaving	4	120 minutes.	½ year.
	Sewing	3	120 minutes.	½ year.
			440 minutes.	
Grade VII.	Art	1	80 minutes.	
	Bent Iron Knife Work	2	120 minutes.	
	Basketry Weaving	4	120 minutes.	½ year.
	Sewing	3	120 minutes.	½ year.
			440 minutes.	
Grade VIII.	Art	1	80 minutes.	
	Bench Work	2	120 minutes.	
	Basketry Weaving	4	120 minutes.	
	Household Hygiene, etc.	1	30 minutes.	
			350 minutes.	
Grade IX.	Art		90 minutes.	
	Bench Work		90 minutes.	
	Sewing		90 minutes.	½ year.
	Cooking		90 minutes.	½ year.
			270 minutes.	

		Note.	Total Offered.	
Grade X.	Art		90 minutes.	
	Wood Working		90 minutes.	
	Cooking		90 minutes.	½ year.
	Sewing		90 minutes.	½ year.
			270 minutes.	
Grade XI.	Art		90 minutes.	
	Iron Forging / Lathe Work in Metal		90 minutes.	
	Dressmaking / Millinery		90 minutes.	
	Applied Chemistry		90 minutes.	
			360 minutes.	
Grade XII.	Art		90 minutes.	
	Iron Construction		90 minutes.	
	Dressmaking, Grade XI			
	Applied Chemistry, Grade XI			
			180 minutes.	

Total, 57 hours of instruction per week offered by the Department.

1. Required by both boys and girls.
2. Required of boys. Elective for girls.
3. Required of girls.
4. Required of girls. Elective for boys.
5. Elective for girls.
6. Required of boys.

GRADE I.

Art.

Objects to be represented:

Sketches of land and sky, flowers, leaves, branches of berries, familiar objects, vegetables, fruits, animals, children from the pose for illustrative work, especially action.

Decorative free-hand designs.

Free-hand cutting and silhouettes.

Modeling of all objects.

Pictures for picture-study. A dozen a year, large prints. Explanation of the story of the picture.

Blackboard-drawing for manual skill.

Mediums used are:

Water-color, charcoal, pencil, colored papers, pictures, silhouette paper.

Construction.

Representation of the Eskimo village, using as far as possible raw materials: cotton, wood, clay, etc.

Paper-folding, and making of plaids, fans, etc.

The same purposes run through all the various exercises: to give the children free and definite expression; to help them to observe and appreciate color and form; to develop originality in making simple designs and in combining colors harmoniously; and to assist them in realizing historical and other stories.

Five periods of thirty minutes each weekly, with an extra twenty minutes, at least once in the week.

GRADE II.

Art.

See Grade I. Advance work along the same lines.

Blackboard training of eye and hand in drawing squares, circles, oblongs, and various lines.

Construction.

See Grade I. Making of garden, using raw materials. Correlation with Nature-study in making seed-envelopes, flower-sticks, trellises, weather-vane, clock-face, walks, etc.

For time, see Grade I.

GRADE III.

Art.

The mediums used are water-color, charcoal, color-crayons, pencil, clay, ink for washes.

Fruits, grasses, sedges, sprays of flowers and leaves for color and form, fall and spring landscapes, trees, and all familiar objects.

Two objects grouped for light and dark.

Children are posed to represent familiar characters in illustration.

Early American ornament.

Flower and leaf-forms in design, fish-forms, etc.

Making and decorating Christmas, Easter and other cards.

Decorative designs for tiles.

Leaves and flowers in bas-relief.

Pictures for picture study.

Paper-folding for space relations.

Representation of historical, geographical and familiar things. Making of an Indian village, using natural materials. Rug and blanket weaving. Birch-bark canoes. Pottery modeled and decorated. Making of various objects.

This course, while varied in detail, is single in its purpose.

Five periods of thirty minutes each and one extra twenty-minute period weekly.

GRADE IV.

Art.

Picture-study, representative work, designing, composition, as in preceding and later grades, using the same variety of mediums.

Early American ornament. Pottery modeling.

Lettering. Posing of children as models. Landscapes, etc.

Two exercises of thirty minutes and one of forty-five each week.

Knife-Work.

Useful and practical objects. Toys.

In inter-relation with history the making of log-cabins, stockades and forts.

Natural woods used largely and wood in the round or square.

The first use of the knife as an art tool.

Correlation with Nature study.

Boxes to rear insects. Kites, etc.

Scroll-Sawing.

Incidental lessons, not less than twenty, in connection with knife-work.

Required for boys. Elective for girls.

One exercise of thirty minutes and one of forty-five minutes, or the equivalent, for Knife-work and Scroll-sawing together.

Sewing.

In correlation with History dolls dressed as Puritans, Indians, etc. In correlation with Geography dolls dressed to represent different nationalities, as German peasants, Turks, Japanese, etc.

Required for girls. Elective for boys.

One exercise of thirty minutes per week.

Weaving.

Rug-weaving, knitting, yarn-spinning, thread-spinning, cord-knotting.

Practical illustration of recapitulation theory of mental development.

Required for girls. Elective for boys.

One exercise of forty-five minutes per week.

GRADE V.

Art.

Sketches, flowers, leaves, berries, twigs, houses and trees, showing foliage in masses, familiar objects in groups of two objects in outline and two objects in three values. Perspective. Children are posed for illustrative work.

Picture-study.

Egyptian and Greek units and borders. Roman spiral. Initial letters. Insects, butterflies, flowers and leaves in design. Posters.

Three exercises of at least thirty minutes each, or the equivalent, weekly.

Knife-Work.

Thin wood construction.

Measurements and working to scale. Key-tag, match scratcher, pencil sharpener, arrow, rule, toys, wagon, wheelbarrow, loom, cart, etc.

Mechanical drawing for all objects made.

Required of boys. Elective for girls.

Three exercises of at least thirty minutes each, or one hour in one exercise, weekly.

Basketry and Weaving.

Baskets, rugs, blankets, in raffia, yarn, reed, cord, etc.

Required of girls. Elective for boys.

Two exercises of thirty minutes each, or the equivalent, weekly.

Sewing.

Making of simple objects of household or personal utility. This is the first grade to use exact measurements.

Two exercises of thirty minutes each, or the equivalent, weekly.

This may be taken by the girls in addition to or instead of basketry.

GRADE VI.

Art.

Work in continuation of lower grades and in preparation for higher grades.

Two exercises of at least forty minutes each weekly.

Knife-Work (boys).

Draughting, T-square, triangle, flight of steps as model, picture frames, etc. Wood chipping and staining. Outfits for games. Mechanical drawing.

Three exercises of at least forty minutes each.

Bent Iron and Sheet Metal Work.

Incidental to woodwork.

Not less than twenty exercises, as part of the above.

Basketry and Weaving (girls).

Reed, raffia, etc. Cord-knotting.

Three exercises of at least forty minutes each, weekly, first half-year.

Sewing (girls).

See lower and higher grades.
Three exercises of at least forty minutes each, weekly, second half-year.
Boys and girls may by special arrangement elect courses not required.

GRADE VII.

Art.

Advance work along lines of lower grades and in preparation for higher grades.

Sprays of flowers, leaves, berries, etc. Foreshortened leaves and flowers. Tangential union and growth of stems, trees, showing masses of foliage, and branching. Landscapes, perspective exercises showing apparent conversion of parallel lines and cylindrical lines. Groups of familiar objects in outline, and in four values or tones.

Children are dressed to represent familiar historical characters for illustrative work.

Picture study.

Greek ornament. Written composition thereon and book-cover design.

Study of space relations and uses of curved and straight lines. Space relations in landscape.

Initial letters and monograms.

Flower and leaf forms in design.

Posters; binding of books, etc.

Two exercises of at least forty minutes each weekly.

Bent Iron and Sheet Metal Work. See Grade. VI. Knife-Work.

This work will be done in this grade for two years at least, with the intention of giving an extended course in bench-work as soon as the students have been sufficiently prepared. There will, however, be some bench-work at once.

Box-making, various models, wind-mills, water-mills, boats, household and school articles.

Bulletin boards, etc. Advanced exercises in use of the knife. Mechanical drawings for all objects.

Required of boys. May be elected by girls.

Three exercises of at least forty minutes each, weekly.

Basketry, Weaving, etc.

In reed and raffia.

Rug-making, weaving, preparatory to Grade VIII.

Required of girls. May be elected by boys.

Three periods of at least forty minutes each, weekly, second half-year.

Sewing.

Plain elementary sewing on garments.
Theory and practice.
Three periods of at least forty minutes each, weekly, first half-year.

GRADE VIII.

Art.

Work in all mediums, water-color, color-crayons, pencil, charcoal, clay, ink, in advance of lower grades.
Landscapes, flowers, designs.
Gothic ornament as basis of designs.
Illumined initials.
Sketches of plans for houses.
Book designs, posters, advertising designs, space relations, perspective, composition and grouping.
Picture-study.
Talks on masters.
Leather-work.
Books, designs and binding.
Sketches from the pose, groups in light and shade, study of color values, etc.
Two periods of at least forty minutes each, weekly.

Bench-Work, to be introduced as a complete course in 1903, after pupils have had VII Grade knife-work.
Use of tools, care of tools, making objects of beauty and utility.

Knife-Work (1902-3 only).

As in Grade VII, which see. Mechanical drawings for all objects made. This work may be elected by girls. Required for boys.
Three periods per week of at least forty minutes each, or the equivalent.

Basketry and Rug-Weaving.

Advanced work in reed, grasses, raffia, etc.
Incidental exercises in chair-caning.
Advance work in yarns, cords, burlaps.
Stencil designs.
Required for girls. May be elected for boys.
Three periods per week of at least forty minutes each.

Household Hygiene and Domestic Science.

Experiments and illustrations.
One period per week of at least thirty minutes.

GRADE IX.

Options.
Select at least 4 hours per week.

2 Art.
(2 Music.)
2 Bench-work.
2 Sewing one-half year.
Cooking one-half year.

Art.

Advance along lines of lower grades and in the direction of the work in the higher grades.
Egyptian, Greek and Roman ornament.
One-story building, plans and elevations.
Designs, etc., as in other grades.
Mediums as in other grades, including clay, water-color, etc.
Two periods of at least forty-five minutes each per week.

Bench Work.

Science and art of wood construction; joinery.
Mechanical drawing as required.
Chairs, tables, book-shelves, desks, apparatus for lower grades, etc.
Two periods of at least forty-five minutes each per week.

Cooking.

See Grade X. Course is divided into two half years.
Two periods per week of at least forty-five minutes each for first half year.

Sewing.

See Grade X. Course is divided into two half years.
Two periods of at least forty-five minutes each per week for second half year.

GRADE X.

Options.
Select at least four hours.

2 Art.
(2 Music.)
2 Working in wood, 1903 and after.
2 Sewing one-half year.
2 Cooking one-half year.

Art.

Continue work of landscapes, etc., along the lines already indicated.
Saracenic and Byzantine ornament.
Modeling of tiles.
Floor plans and elevations for two-story building.

Stenciling designs.
Book designs, posters, etc.
Study of pictures and of the masters.
Two periods of at least forty-five minutes each per week.

Working in Wood.

Bench work advanced; wood-turning, carving, mechanical drawing.
Making of objects of beauty and usefulness; *i. e.*, furniture, etc.
Two periods of at least forty-five minutes each per week.

Cooking.

The course in cookery in this and the preceding grade is designed to prepare students to make good home meals economically; and includes fuels and fire-making, arrangement of kitchen and dining-room, setting of table, care of linen and of utensils, food prices and values, cooking of cereals, eggs, bread-making, cooking of meats, fish, vegetables, soups, salads, cake, pudding, ice cream, etc. Combination of foods for meals. Discussion of injurious foods and drinks.

Two periods of at least forty-five minutes per week first half year.

Sewing.

Making of simple garments, combining elementary exercises.
Two periods of at least forty-five minutes per week second half year.

GRADE XI.

Options.
Select at least 4 hours per week.

2 Art.
(2 Music.)
2 Iron-forging, 1904 and after.
2 Dressmaking and millinery, 1903 and after.
2 Applied chemistry.

Art.

Continue the work of lower grades, using as hitherto all mediums; water-color, charcoal, color crayons, pencils, ink, for landscapes, flowers, etc.
Gothic ornament, carried out in illuminated letters, etc.
Poster designs, etc.
Interior decoration.
Book designs and binding; leather, etc.
Two periods of at least forty-five minutes each.

Iron-Forging and Lathe Work in Metal.

Sizing and polishing iron castings. Making mandrills, etc. Working of wrought-iron. Thread-cutting, drilling, brass-work. Mechanical drawing as required in this work.

Two periods of at least forty-five minutes each, weekly.

Dressmaking and Millinery.

Same course as in Grade XII. Students may elect the work either year. Handiwork and machine.

Two periods of at least forty-five minutes each, weekly.

Applied Chemistry.

Same course as in Grade XII. Students may elect the work either year.

Two periods of at least forty-five minutes each, weekly.

GRADE XII.

Options.	2 Art.
Select at least four hours.	(2 Music.)
	2 Iron construction, 1904 and after.
	2 Dressmaking and millinery, 1903 and after.
	2 Applied chemistry.

Art.

Pictorial art includes the study and representation of flowers, leaves, etc., landscape, groups of familiar objects and the study of photographs and prints of the masterpieces of art.

Originality and beauty of design are sought in the arrangement of spaces in curved and straight-line designs, landscapes, flower and leaf forms, for posters, boxes, frames, commencement programs, etc.

Two periods of at least forty-five minutes each, weekly.

Iron Construction.

The course aims to give technical knowledge of and familiarity with the various types of modern machinery and the principles of their construction, and includes mechanical drawings, machine sketches, machine construction and tool-making.

Two periods of at least forty-five minutes each, weekly.

Dressmaking and Millinery.

The application of the art training in the selection of textiles, designs and colors; in the principles of draughting, cutting, fitting and making by hand and machine; and in the principles of manual skill.

Two periods of at least forty-five minutes each, weekly.

Applied Chemistry.

This course aims to give training to assist in understanding the problems of everyday life, and includes the chemistry of food, diatetics, household sanitation and household economics.

Two periods of at least forty-five minutes each, weekly.

FINANCIAL STATEMENT.

Receipts.

Balance from last year,	.....
Amount raised by special tax,	$2,500 00
Amount received from the State,	2,500 00
Amount received from other sources,	.....
Total,	$5,000 00

Disbursements.

Teachers' salaries,	$1,620 00
Plant,	2,087 05
Material,	925 62
Incidentals,	101 50
Balance June 30th, 1903,	265 83
Total,	$5,000 00

DRAWING.

Name of teacher—Florence S. Davis, succeeded in March by Anna S. Carson.

Is teacher engaged exclusively in this work?—Yes.

Number of pupils—Male, 836; female, 876.

Number of lessons per week given each class—2.

Length of Lessons—45 minutes.

Amount expended for manual training during the year—plant, $725.39; material, $280.00; salaries, $820.00; incidentals, $80.50; total, $1,905.89.

Grade or grades in which subject is taught—From kindergarten to high school. Kindergarten and grades I to XII, inclusive.

Remarks—See special statement herewith by superintendent. Misses Davis and Carson have been teaching in the high school and supervising in other grades.

MODELING.

Name of teacher—Alice H. Locke and Florence S. Davis.

Is teacher engaged exclusively in this work?—Yes.

Number of pupils—Male, 520; female, 506.

Number of lessons per week given each class—2.
Length of lesson—45 minutes.
Grade or grades in which subject is taught—From kindergarten to high school. Kindergarten and grades I to XII, inclusive.

SEWING.

Name of teacher—Alice H. Locke.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Female, 337.
Number of lessons per week given each class—1.
Length of lesson—45 minutes.
Amount expended for manual training during the year—Plant, $121.15; material, $110.00; salaries, $560.00; total, $791.15.
Grade or grades in which subject is taught—From kindergarten to high school. Kindergarten and grades I to XII, inclusive.
Remarks—Miss Locke came in November.

Name of teacher—Mary L. Myrick.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Females, 16.
Number of lessons per week given each class—3.
Length of lesson—30 minutes.
Amount expended for manual training during the year—Plant, $125.01; material, $160.37; salaries, $25, $40, $25; total, $375.38.
Grade or grades in which subject is taught—Grades V to VIII.
Remarks—This charge is for extra after school work, $90.00.

Name of teacher—Dorothy M. Howard.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Females, 17.
Number of lessons per week given each class—2.
Length of lesson—45 minutes.
Grade or grades in which subject is taught—Grades V to VIII.

Name of teacher—Sara I. Boice.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Females, 27.
Number of lessons per week given each class—2.
Length of lesson—45 minutes.
Grade or grades in which subject is taught—Grades V to VIII.

BASKETRY.

Name of teacher—Alice H. Locke.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Female, 337.
Number of lessons per week given each class—1.
Length of lesson—45 minutes.

Name of teacher—Mary L. Myrick.
Is teacher engaged exclusively in this work?—No.

Number of pupils—Females, 16.
Number of lessons per week given each class—3.
Length of lesson—30 minutes.

Name of teacher—Dorothy M. Howard.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Females, 17.
Number of lessons per week given each class—2.
Length of lesson—45 minutes.

Name of teacher—Sara I. Boice.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Females, 27.
Number of lessons per week given each class—2.
Length of lesson—45 minutes.

METAL-WORKING—BENT IRON, ETC.

Name of teacher—No teaching charged to manual training.
Amount expended for manual training during the year—Plant, $60.25; material, $43.10; total, $103.35.
Grade or grades in which subject is taught—There has been some wrought-iron and bent-iron work.

WOOD-WORKING AND KNIFE-WORK—SCROLL-SAWING.

Name of teacher—Amos Chamberlain.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Males, 406.
Number of lessons per week given each class—2.
Length of lessons—45 minutes.
Amount expended for manual training during the year—Plant, $765.00; material, $293.90; salaries, $100.00; incidentals, $21.00; total, $1,179.
Grade or grades in which subject is taught—Grades IV to X.
Remarks—Mr. Chamberlain has taught four hours out of five daily in manual training. This charge is for after-school work only, $100.00.

COOKING.

Name of teacher—Belle L. Merchant.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Females, 40.
Number of lessons per week given each class—1.
Length of lesson—55 minutes.
Amount expended for manual training during the year—Plant, $290.25; materials, $38.25; salaries, $50.00; total, $378.50.
Total amount expended to date—$4,734.17.
Grade or grades in which subject is taught—Grades VI to XII.
Remarks—This charge is for extra work—$50.00.

CAMDEN.

JAMES E. BRYAN, SUPERINTENDENT.

Hon. Charles J. Baxter, State Superintendent of Public Instruction:

DEAR SIR—I herewith submit my annual report upon manual training in the schools of this city for the year ending June 30th.

Manual Training and High School.—The plant has not been changed in any essential respect since last year. The same general lines of work have been pursued, viz.: Sloyd, carving, joinery, turning, pattern making and veneering in hardwood; chipping, filing, fitting, forging, tin work and machine construction in metal. Ninety-four boys and 81 girls have received this instruction. This is about 46 per cent. of the total enrollment.

Elementary Schools—Sewing.—All girls in grades 3 to 8, inclusive, 3,486 pupils, have received instruction in sewing. The time given is from 45 to 60 minutes per week.

Paper-folding and cutting, card-board work, and weaving have constituted the rest of the work in the lower grades.

Grades 5 to 8, inclusive, have had regular instruction in mechanical and working drawings.

FINANCIAL STATEMENT.

Receipts.

Balance from last year,	$2,685 47
Amount raised by special tax,	4,500 00
Amount received from the State,	.....
Amount received from other sources,	.....
Total,	$7,185 47

Disbursements.

Teachers' salaries,	$2,630 00
Plant,	754 34
Material,	1,123 28
Incidentals,	3,374 11
Total,	$7,881 73
Deficit, June 30, 1903,	696 26
Total,	$7,185 47

DRAWING.

Name of teacher—Myrtie E. Nye.

Is teacher engaged exclusively in this work—No (⅗).

Number of pupils—Male, 88; female, 81.

Number of lessons per week given each class—Two.

Length of lesson—Forty-five minutes.

Amount expended for manual training during the year—Plant, $142.13; material, $90.91; salaries, $480.00; total, $713.04.

Total amount expended to date—$22,677.26.

Grade or grades in which subject is taught—High school, ninth, tenth, eleventh and twelfth.

PRIMARY M. T.—MODELING, ETC.

Name of teacher—Regular teachers.

Is teacher engaged exclusively in this work—No.

Number of pupils—Male, 5,934; female, 6,412.

Number of lessons per week given each class—Two.

Length of lesson—Thirty-five minutes.

Amount expended for manual training during the year—Plant, $107.65; material, $145.87; total, $253.52.

Total amount expended to date—$10,467.01.

Grade or grades in which subject is taught—One to eight.

SEWING.

Name of teacher—Regular teachers.

Is teacher engaged exclusively in this work—No.

Number of pupils—Female, 3,486.

Number of lessons per week given each class—One.

Length of lesson—Fifty minutes.

Amount expended for manual training during the year—Plant, $31.65; material, $320.13; total, $351.78.

Total amount expended to date, $5,827.69.

Grade or grades in which subject is taught—Girls, three to eight.

METAL-WORKING.

Name of teacher—John Brown.

Is teacher engaged exclusively in this work—Yes.

Number of pupils—Male, 88.

Number of lessons per week given each class—First, second, third and fourth years, one.

Length of lesson—First year, forty-five minutes; second, third and fourth years, ninety minutes.

Amount expended for manual training during the year—Plant, $292.71; material, $92.40; salaries, $1,200.00; total, $1,585.11.

Total amount expended to date—$33,073.53.

Grade or grades in which subject is taught—High school, ninth, tenth, eleventh and twelfth.

Remarks—Boys.

WOOD-WORKING—(*a*) JOINERY.

Name of teacher—Walton Gerhard.

Is teacher engaged exclusively in this work—Yes.

Number of pupils—Male, 81.

Number of lessons per week given each class—First year, two; second year, one; third year, one; fourth year, one.

Length of lesson—First year, forty-five minutes; second, third and fourth years, ninety minutes.

Grade or grades in which subject is taught—High-school girls, ninth grade.

WOOD-WORKING—(*b*) CARVING.

Name of teacher—Walton Gerhard.

Number of pupils—Male, 13; female, 81.

Number of lessons per week given each class—First year, two; second year, one; third year, one; fourth year, one.

Length of lesson—First year, forty-five minutes; second, third and fourth years, ninety minutes.

Amount expended for manual training during the year—Plant, $56.66; material, $439.27; salaries, $950.00; total, $1,445.93.

Total amount expended to date—$27,953.10.

Grade or grades in which subject is taught—High-school boys, ninth, tenth, eleventh, twelfth.

WEAVING, ETC.

Name of teacher—Walton Gerhard.

Amount expended for manual training during the year—Plant, 77.10; material, $1.95; total, $79.05.

Total amount expended to date—$100.86.

Grade or grades in which subject is taught—Normal training class.

MOULDING.

Name of teacher—Walton Gerhard.
Amount expended for manual training during the year—Material, $24.75.
Total amount expended to date—$24.75.

CAPE MAY CITY.

F. H. HAIN, SUPERVISING PRINCIPAL.

To Hon. Chas. J. Baxter, State Superintendent:

DEAR SIR—All things considered, we closed our school term with marked success in this department. As time passes more interest is manifested, and it is quite apparent that the work gains in favor each succeeding term.

During the year new benches and tools have been added, so that we can accommodate a class of twenty-four, giving to each an individual locker and tools. We also introduced a steam engine to furnish motive power for sawing our wood into proper sizes and running the turning lathe.

The course in woodwork has been extended, now covering eight years for boys and four years for girls.

In all grades, those engaged in carving excepted, the pupils make working drawings of the articles to be made; these drawings are taken to the Manual Training room, and the pupils are guided by these in their work, and not by patterns, as heretofore.

In order to stimulate pupils, the teacher must be able to provide a variety of new pieces each year. Our sixth grade boys take particular interest in making bird boxes, and some very excellent work was exhibited.

In the eleventh grade, the pupils use the turning lathe, making useful as well as ornamental articles. As an incentive to do good work, they are permitted to take their productions at the close of the term. This year they made their own botany

presses. They were made of cherry-wood in slat form, and were very much admired by visitors.

The members of the twelfth grade are usually given a choice of some article that will require the entire year for its completion, such as table, chair, bookcase, tabouret, etc. All objects are well finished, and when filled and varnished present a very pleasing effect. The pupil begins this work with the understanding that it is to be his property when completed.

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,	.....
Total,	$1,000 00

Disbursements.

Teachers' salaries,	$556 04
Plant,	272 48
Material,	137 44
Incidentals,	30 00
Balance June 30th, 1903,	4 04
Total,	$1,000 00

DRAWING.

Name of teacher—Myra B. Spaulding.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 69; female, 94.
Number of lessons per week given each class—One.
Length of lesson—One hour.
Amount expended for manual training during the year—Material, $51.58; salaries, $74.80; total, $126.38.
Grade or grades in which subject is taught—5, 6, 7, 8, 9 and 10.

Name of teacher—W. O. Bundy.
Is teacher engaged exclusively in this work?—No.
Number of lessons per week given each class—One.
Length of lesson—One hour.
Amount expended for manual training during the year—Material, $7.00; salaries, $14.40; total, $21.40.
Grade or grades in which subject is taught—5, 6, 7 and 8.

SEWING.

Name of teacher—Mary Walter.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Female, 66.
Number of lessons per week given each class—One.
Length of lesson—One hour.
Amount expended for manual training during the year—Material, $28.83; salaries, $66.96; total, 95.79.
Grade or grades in which subject is taught—5, 6, 7 and 8.

Name of teacher—Courtland Vanaman.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 22; female, 22.
Number of lessons per week given each class—One.
Length of lesson—One hour.
Amount expended for manual training during the year—Salaries, $42.96; total, $42.96.
Grade or grades in which subject is taught—4.

Name of teacher—Mame J. Bohm.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 15; female, 20.
Number of lessons per week given each class—One.
Length of lesson—One hour.
Amount expended for manual training during the year—Salaries, $42.96; total, $42.96.
Grade or grades in which subject is taught—3.

Name of teacher—Laura Wemple.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 23; female, 24.
Number of lessons per week given each class—One.
Length of lesson—One hour.
Amount expended for manual training during the year—Salaries, $42.96; total, $42.96.
Grade or grades in which subject is taught—2.

Name of teacher—Ella S. Wheaton.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 20; female, 25.
Number of lessons per week given each class—One.
Length of lesson—One hour.
Amount expended for manual training during the year—Salaries, $42.96; total, $42.96.
Grade or grades in which subject is taught—1.

Name of teacher—Ladonia Johnson.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 7; female, 8.
Number of lessons per week given each class—One.

Length of lesson—One hour.
Amount expended for manual training during the year—Salaries, $42.96; total, $42.96.

Name of teacher—A. Maysi Borican.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 29; female, 42.
Number of lessons per week given each class—One.
Length of lesson—One hour.
Amount expended for manual training during the year—Salaries, $42.96; total, $42.96.
Grade or grades in which subject is taught—1, 2, 3, 4, 5, 6, 7 and 8.

WOOD-WORKING—(*a*) JOINERY.

Name of teacher—Stillwell H. Townsend.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 74; female, 31.
Number of lessons per week given each class—One.
Length of lesson—One hour.
Amount expended for manual training during the year—Plant, $272.48; material, $50.03; salaries, $117.72; total, $440.23.
Grade or grades in which subject is taught—Grammar and high school.

WOOD-WORKING—(*b*) CARVING.

Name of teacher—W. O. Bundy.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Female, 8.
Number of lessons per week given each class—One.
Length of lesson—One hour.
Amount expended for manual training during the year—Salaries, $24.40; total, $24.40.
Total amount expended to date—$995.96.

CARLSTADT.

PHILIP SHERIDAN, D. C.

To the Hon. Chas. J. Baxter, State Superintendent:

DEAR SIR—In accordance with your request I beg to submit the following, concerning manual training in the Carlstadt public school:

For a detailed description of the plant I beg to refer to previous reports. With the completion of an addition to our school

building our present close quarters will be exchanged for a room that will better answer the purposes of a modern work-shop. A spacious, well equipped plant will go far towards the securing of good results.

During the past year whittling was introduced in the fifth grade. A sufficient number of trays were purchased, together with the necessary outfit. The work proved to be very interesting to the pupils. The latter were required to make a working drawing of every model presented.

Another new feature was the introduction of weaving on toy looms, in fourth, seventh and eighth grades. The boys, as well as the girls, took an active interest in this work.

The course in woodwork for the seventh and eighth grades was considerably modified during the past year. It was our aim to give such models as would be of practical use, and the making of which would be a source of delight to the pupil. The change was eagerly welcomed by the boys.

All the girls, from the third grade up, received instruction in sewing. Constructive work in cardboard was carried on by the boys and girls of the fourth grade.

A revised course in manual training has been worked out for the coming school year. Some form of manual training will be placed in every grade of the school, including paper-folding, raffia work and basketry, cord-work and bent-iron work.

At the close of school, in June, a manual training exhibit was opened to the public. Visitors took a manifest interest in the work displayed and did not fail to recognize the value of such instruction. We are beginning to see more and more clearly that some form of manual training, introducing the child into the world of art and industry, must occupy an important place in the school curriculum.

FINANCIAL STATEMENT.

Receipts.

Balance from last year,	$5 75
Amount raised by special tax,	600 00
Amount received from the State,	600 00
Amount received from other sources,	.....
Total,	$1,205 75

Disbursements.

Teachers' salaries,	$1,070 00
Plant,	87 43
Material,	75 70
Incidentals,	8 17
Deficit June 30th, 1903,	35 55
Total,	$1,241 30

DRAWING.

Name of teacher—B. W. Riemer.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 63.
Number of lessons per week given each class—One.
Length of lesson—Forty minutes.
Amount expended for manual training during the year—Plant, $28.18; material, $20.07; salaries, $109.00.

Name of teacher—Miss E. Speer.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 37; female, 30.
Number of lessons per week given each class—One.
Length of lesson—Forty minutes.
Amount expended for manual training during the year—salaries, $100.00; total, $257.25.

WEAVING.

Name of teacher—Miss E. Speer.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 58; female, 53.
Number of lessons per week given each class—One.
Length of lesson—Forty minutes.
Amount expended for manual training during the year—Plant, $27.75; material, $12.17; salaries, $100.00; total, $139.92.
Grade or grades in which subject is taught—4th, 7th and 8th.

SEWING.

Name of teacher—Class teachers.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Female, 165.
Number of lessons per week given each class—One.
Length of lesson—Forty minutes.
Amount expended for manual training during the year—Material, $11.17; salaries, $315.00; total, $326.17.
Grade or grades in which subject is taught—3d to 8th, inclusive.
Remarks—Kindergarten teacher taught 6th, 7th and 8th grades.

WHITTLING.

Name of teacher—B. W. Riemer.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 20.
Number of lessons per week given each class—One.
Length of lesson—Forty minutes.
Amount expended for manual training during the year—Plant, $31.50; material, $12.15; salaries, $46.00; total, $89.65.
Grade or grades in which subject is taught—Fifth.

WOOD-WORKING—(*a*) JOINERY.

Name of teacher—B. W. Riemer.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 63.
Number of lessons per week given each class—One and two.
Length of lesson—Forty-five minutes.
Amount expended for manual training during the year—Material, $20.14; salaries, $400.00; incidentals, $8.17; total, $428.31.
Grade or grades in which subject is taught—6th, 7th and 8th.

WOOD-WORKING—(*b*) CARVING.

Name of teacher—B. W. Riemer.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 4.
Number of lessons per week given each class—One and two.
Length of lesson—Forty-five minutes.
Grade or grades in which subject is taught—Ninth.
Remarks—Carving has also been done in 6th, 7th and 8th grades, in connection with other wood-work.
Amount expended for manual training during the year—Plant, $87.43; material, $75.70; salaries, $1,070.00; incidentals, $8.17; total, $1,241.30.

EAST ORANGE.

VERNON L. DAVEY, SUPERINTENDENT.

C. J. Baxter, State Superintendent of Public Instruction:

DEAR SIR—There have been some changes in our Manual Training Department during the past year.

The principal change in the grammar schools has been the introduction of bent iron-work and the reduction of the time

devoted to knife work in thin woods. The latter is now confined to the fifth year, and joinery is taken up in the sixth year. Three outfits of tools were purchased last year for use in bent iron work. Each outfit consists of a cutting machine and twenty-four sets of pliers. At the middle of the year these are transferred from three schools to the other three needing them.

Miss Josephine Mahon, who has charge of the Manual Training in the High School, reports as follows concerning the modifications in her work:

"Various forms of work in the arts and crafts have been added to the High School course during the past year. Pupils are now applying their own designs and coloring in wood-carving, wax-modeling and casting, etched and repoussed metal, bead work, basketry, pressed leather and pyrography. The work in wood-carving has been much the same as in past years, except that the designs have had less historical and more nature shapes as interpreted by the new art. A great many objects for household use have been made and decorated with water-color, pyrography, carving or metal. Wax-modeling and casting have been carried further than in previous years. The pierced, etched and repoussed iron, brass and copper which are newly introduced, embrace the making of such objects as lanterns, lamp and candle shades, small trays, bowls, etc., and practice in the various processes necessary for their construction and decoration in the use of acids, blow-pipe and other tools. In basket-making the work has been confined to the use of reed and raffia variously colored. In pressed leather such objects as card cases, belts, bags, magazine covers have been completed.

"The work in mechanical drawing was arranged to give a knowledge of the elements of constructive geometry, developments, sections and machine construction, with their application in the making of working sketches and instrumental drawings from such models as valves, pulleys, brackets, etc. The department was very much encouraged and enriched at the close of the year by the gift from the graduating class of a collection of small machines, including a drill-press, gas pump, steam engine, light and loose pulleys, for use as models by the drawing classes.

"In architectural drawing the pupils have learned to make and read plans and elevations of buildings and to work out various details in house construction, such as framing plans, sections through partitions, doors, windows, cornices, sills and various others which enter into ordinary suburban building. These exercises are followed by original designs for plans of houses."

The instructors remain as in the preceding year, except that Miss Inzeborg Sellman has taken the place made vacant by Miss Margaret B. Dilworth, who was obliged to give up her work because of failing health.

The Elmwood School has now been enlarged and supplied with a large and well equipped manual training room. The boys of this school have heretofore been obliged to go to the Nassau School to receive instruction in wood-working. With the completion of this room all pupils in our schools are enabled to take their manual training in their own building.

The liberal policy of the State with respect to manual training has made possible this desirable condition of affairs. If the entire cost of the equipment and maintenance of this department fell on the individual communities, it is certain that the scope of the work would be largely reduced and most of the pupils would be required to travel considerable distances during school hours. The loss of time consequent on such a method is apparent.

Pupils lose none of their interest in this general subject and requests to be excused are practically unknown. Our greatest need is for additional time, to permit of an expansion of the course.

FINANCIAL STATEMENT.

Receipts.

Balance from last year,	$380 63
Amount raised by special tax,	2,500 00
Amount received from the State,	2,500 00
Amount received from other sources,	.....
Total,	$5,380 63

DISBURSEMENTS.

Teachers' salaries,	$3,379 00
Plant,	1,256 15
Material,	452 07
Incidentals,	.....
Balance June 30th, 1903,	293 41
Total,	$5,380 63

DRAWING.

Name of teacher—Josephine Mahon.
Is teacher engaged exclusively in this work?—In manual training.
Number of pupils—Male, 66.
Number of lessons per week given each class—Two.
Length of lesson—Forty-five minutes.
Amount expended for manual training during the year—Plant, $4.12; material, $10.37; salaries, $350.00.
Grade or grades in which subject is taught—Grammar and high.

Name of teacher—Martha A. Hurlbut.
Is teacher engaged exclusively in this work—Yes.
Number of pupils—Male, 533; female, 619.
Number of lessons per week given each class—Two.
Length of lesson—Forty-five minutes.
Amount expended for manual training during the year—Plant, $4.12; material, $10.37; salaries, $600.00; total, $964.49.
Total amount expended to date—$7,582.84.
Grade or grades in which subject is taught—Grammar and high.

SEWING.

Name of teacher—Ann R. Annat.
Is teacher engaged exclusively in this work—Yes.
Number of pupils—Female, 579.
Number of lessons per week given each class—One.
Length of lesson—Forty-five minutes.
Amount expended for manual training during the year—Material, $110.54; salaries, $750.00; total, $860.54.
Total amount expended to date—$5,493.45.
Grade or grades in which subject is taught—Grammar and high.

WOOD-WORKING—(*a*) JOINERY.

Name of teacher—Inzeborg Sellman.
Is teacher engaged exclusively in this work—Yes.
Number of pupils—Male, 542.
Number of lessons per week given each class—One.

Length of lesson—Forty-five minutes.
Amount expended for manual training during the year—Plant, $1,252.03; material, $331.16; salaries, $779.00; total, $3,262.19.
Total amount expended to date—$26,315.73.
Grade or grades in which subject is taught—Grammar.

WOOD-WORKING—(*b*) CARVING AND CRAFT WORK.

Name of teacher—Josephine Mahon.
Is teacher engaged exclusively in this work—Yes.
Number of pupils—Male, 68; female, 93.
Number of lessons per week given each class—Two.
Length of lesson—Forty-five minutes.
Amount expended for manual training during the year—$900.00.
Grade or grades in which subject is taught—High.

FREEHOLD.

JOHN ENRIGHT, SUPERINTENDENT.

To the Hon. C. J. Baxter, State Superintendent:

DEAR SIR—I herewith submit a brief report of the work in the manual training department of the Freehold school. This is our first year in this kind of work and the results for the year are entirely satisfactory. The interest and enthusiasm in the work have exceeded expectations. This department of our school has sprung into immediate favor.

A new room in the basement was fitted up especially for the work in wood. The room is well lighted, with metallic ceiling and is dry and properly heated. Ten new benches have been placed in this room at which twenty pupils can work at one time easily. A complete set of tools is provided for each worker. All the classes working in wood have two lessons a week in this room. They also have two lessons in drawing and decorating. Thus four periods a week are given to manual training.

The drawing and manual training are taught by Miss Belle Arrowsmith, who gives her whole time to these two subjects.

The fifth and sixth grades do paper folding and whittling in connection with their drawing.

We consider the first year's work in this new department as entirely successful and feel that it is on a solid basis in this school.

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,	.....
Total,	$1,000 00

Disbursements.

Teachers' salaries,	$600 00
Plant,	258 00
Material,	95 63
Incidentals,	.....
Balance June 30th, 1903,	46 37
Total,	$1,000 00

DRAWING.

Name of teacher—Belle Arrowsmith.

Is teacher engaged exclusively in this work?—No.

Number of pupils—Male, 110; female, 107.

Number of lessons per week given each class—Two.

Length of lesson—Forty minutes.

Amount expended for manual training during the year—Material, $43.00; salaries, $300.00; total, $343.00.

Total amount expended to date—$343.00.

Grade or grades in which subject is taught—5th to 10th, inclusive.

WOOD-WORKING AND WHITTLING.

Name of teacher—Belle Arrowsmith.

Is teacher engaged exclusively in this work?—No.

Number of pupils—Male, 121; female, 110.

Number of lessons per week given each class—Two.

Length of lesson—Forty minutes.

Amount expended for manual training during the year—Plant, $258.00; material, $52.63; salaries, $300.00; total, $610.63.

Total amount expended to date—$610.63.

Grade or grades in which subject is taught—5th to 10th, inclusive.

GLEN RIDGE.

WM. FORD UPSON, D. C.

Hon. C. J. Baxter, State Superintendent:

DEAR SIR—I beg leave to submit the following outline of the work accomplished in manual training during 1902–3.

Grade I.—Some paper-folding and construction, planned and carried out entirely by the class teacher. Christmas work, involving cutting, pasting, etc. Raffia hammock, woven on a cardboard loom (string for warp). Raffia mat, braided and sewed.

Grade II.—Paper-folding and simple paper construction, boxes, etc., for Christmas work. Cutting and mounting pictures.

Raffia picture-frame. Cardboard wound with raffia and decorated with raffia braid. Cardboard cut out by children from a pattern.

Napkin ring, cardboard, wound with raffia.

Grade III.—Paper-folding, etc., as in II, only slightly more difficult.

Christmas work. Picture-frame cut out of heavy paper and decorated. Pictures mounted, etc.

Construction and decoration of folders in which to keep best work.

Weaving a small wash-cloth on a cardboard loom, made by children. Stripes planned for. Shuttle invented and cut out, etc. Material used, knitting cotton.

Grade IV.—Fret sawing at first with pattern. Rule, compass, try-square and plane used later in the year.

1. Number 1-10. Sawed out, after being traced on wood from a pattern.
2. Child's name sawed out.
3. Hatchet, alligator, fish.
4. Buzzer (3-inch circle, 2 brad-awl holes, string, etc.). For further drill in use of saw and brad-awl.
5. Boy, soldier and pig. Separate parts sawed out and put together with nails, bent over afterward. Pencil used to draw faces, etc., on wood.
6. Ladder. First work without a pattern. To teach about grain of wood, use of hammer and small brads, sawing long straight lines, and the making several pieces the same length.
7. Chicken coop. Use of try-square and rule. No pattern used. Measurements taken from the model made by the teacher.

8. Making furniture for a doll-house, using patterns designed and made by the children themselves.

   Stain used by a few of the boys. Sewing for the house done by some of the girls with the aid of their class teacher.

   Several of the boys helped in making the house, which was sent, when finished, with all its contents, as a Christmas gift to a family of poor children.

9. In connection with the study of fisheries, patterns of fish were made by the children in the drawing class, cut out and used as patterns on the wood. Fish sawed out and used as a frieze in the class-room.

10. Sled patterns folded and cut out by children, in drawing class, and used in shop in the construction of a sled.

11. Cart planned on paper and constructed in wood by each child. Use of plane, try-square and rule. Working edge and right-angle corners insisted upon.

    The cart and the sled were made as types of methods of transportation. One boy also made a palanquin, and two others wheelbarrows. They were told a little of the evolution of the cart, and discussed and drew pictures of the Indians' mode of transporting his goods, also the Irish jaunting car, etc.

12. Coiled basket made for Easter.

Grade V.—Knife work. Plane used in last part of year.

[Letters W. D. at left mean that each child made a working drawing of the object before he whittled it.]

W. D. 1. Label
W. D. 2. Greek cross. Winder.
W. D. 3. St. Andrew's cross. Winder.
W. D. 4. Key tag. First curved cut, and use of brace and bit for first time.
5. Buzzer. Talk on grain of wood.
6. Pin-cushion. Two circles of wood with felt between. First use of glue. Pin-cushion decorated with water colors (original design), and used as Christmas gift.
W. D. 7. Calendar, decorated with original design in color.
8. Pencil sharpener. Extra model.
W. D. 9. Bill file. Stain first used.
W. D. 10. Match-striker. Each child planned the shape and size for his own match-striker. Stained. Plane first used.
W. D. 11. Spool case. Stained. Plane used. Glue and nails.
W. D. 12. Picture-frame. First use of marking gauge. Stained.
13. Toothpick holder. Wood and raffia, woven around nails as spokes. Wooden base, three inches square, beveled (extra model).

Grade VI.—Knife work, leading to use of plane, saw, etc.

W. D. 1. Toothpick box. Review in cutting square edges, bevel, etc.
2. Pin-cushion, same as in V, given as a review in cutting circles.
3. Extra model, pen rack.
W. D. 4. Match-box. Design and decoration entirely original. (Christmas work.)

5. Extra model. Calendar. Original design and decoration. Stain first used on 4 and 5.
6. Tooth-brush holder. Involving all the tools and processes learned thus far.

W. D. 7. Original design for a picture-frame. Design when perfected cut out and used as a pattern on the wood. Frame stained and decorated with original flower design in water color. Use of plane and working gauge.

W. D. 8. Box made and stained. Several boxes were planned and their dimensions given to the children, who then made a full-size working drawing of the box they had chosen to construct. Wood used $^3/_{16}$", $\frac{1}{4}$" and $\frac{3}{8}$" thick. Plane used throughout. First beveling with a plane.

Grade VII.

W. D. 1. Tool rack. First use of saw, plane, chisel, gauge, bit and counter-sink.

W. D. 2. Clothes cleat with wire hooks First use of stain.

W. D. 3. Knife strop.

W. D. 4. Whisk-broom holder. Stained and simply decorated. Design, dimensions, etc., modified by each pupil to suit his own purpose. Working drawing made before working on wood.

W. D. 5. Flower-pot stand. Middle lap joint.

6. Extra Christmas work on various articles designed by pupils.

VII Grade from here on is made up of pupils who have been in the VI till now, and who have had very little beside knife work.

W. D 7. Pen-tray, planned for and decorated largely as a result of the pupils' own ideas. This tray involved the principles in making a box.

8. Extra model knife strop.

W. D. 9. Box designed by each pupil for a special purpose. Envelope boxes, boxes with covers for neck-ties, collars, pencils, etc.

Grade VIII.—This class had had one year of bench work.

1. Ink-stand. Sweet gum wood.
2. Three-arm towel rack. Sweet gum wood.
3. Extra model. Box. Sweet gum wood.
4. Christmas work, original designs.

The VIII from here on is made up of pupils who have been in VII grade all year, and so have had but half a year of bench work.

5. Bracket. Original design and original decoration.
6. Picture-frame. End lap joint. Size, proportion and simple decoration designed by pupils.

VII and VIII.—Basketry (girls).

Coiled and braided baskets. Multiple braiding, applied in a raffia belt.

Coiled and braided baskets. Multiple braiding, applied in a raffia belt. Basket made from raffia with "lazy squaw stitch."

High-School Boys.

Book-rack, white wood, $\frac{5}{8}$" thick. Original design and decoration.

High-School Girls.

Coiled basket. Braided basket. Belt. Nine strands.

Knotted string bag, of raffia.

The department of manual training in our school is in good working condition, and is developing steadily. This year we have added basketry to the course, and next year we propose to add cooking.

FINANCIAL STATEMENT.

Receipts.

Balance from last year,	.....
Amount raised by special tax,	$500 00
Amount received from the State,	1,000 00
Amount received from other sources,	.....
Total,	$1,500 00

Disbursements.

Teachers' salaries,	$600 00
Plant,	172 85
Material,	193 28
Incidentals,	.....
Balance June 30th, 1903,	533 87
Total,	$1,500 00

DRAWING.

Name of teacher—Alice R. Smith.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 62; female, 66.
Number of lessons per week given each class—Four.
Length of lesson—One-half hour.
Grade or grades in which subject is taught—First, second and third.
Remarks—All the year.

Number of pupils—Male, 63; female, 73.
Number of lessons per week given each class—Two.
Length of lesson—One-half hour.
Grade or grades in which subject is taught—Fourth, fifth and sixth.
Remarks—All the year.

Number of pupils—Male, 26; female, 33.
Number of lessons per week given each class—Two.
Length of lesson—Three-quarters of an hour.
Grade or grades in which subject is taught—Seventh and eighth.
Remarks—All the year.

Number of pupils—Male, 9; female, 10.
Number of lessons per week given each class—One.
Length of lesson—Three-quarters of an hour.
Amount expended for manual training during the year—Material, $66.95; total, $66.95.
Total amount expended to date—$66.95.
Grade or grades in which subject is taught—High school.
Remarks—One half year.

MODELING.

Name of teacher—Alice R. Smith.
Number of pupils—Male, 89; female, 89.
Grade or grades in which subject is taught—Primary grades, first, second, third and fourth.
Remarks—Occasionally in place of drawing.

BASKETRY.

Name of teacher—Alice R. Smith.
Number of pupils—Female, 33.
Number of lessons per week given each class—Two.
Length of lesson—Three-quarters of an hour.
Grade or grades in which subject is taught—Seventh and eighth.
Remarks—One half year, in place of joinery.

Number of pupils—Female, 10.
Number of lessons per week given each class—One.
Length of lesson—Three-quarters of an hour.
Amount expended for manual training during the year—Material, $21.15; total, $21.15.
Total amount expended to date—$21.15.
Grade or grades in which subject is taught—High school.
Remarks—In place of drawing.

WOOD-WORKING—(*a*) JOINERY.

Name of teacher—Alice R. Smith.
Number of pupils—Male, 63; female, 73.
Number of lessons per week given each class—Two.
Length of lesson—One-half hour.
Grade or Grades in which subject is taught—Fourth, fifth and sixth.

Number of pupils—Male, 26; female, 33.
Number of lessons per week given each class—Two.
Length of lesson—Three-quarters of an hour.
Amount expended for manual training during the year—Plant, $172.85; material, $105.18; salaries, $600.00; total, $878.03.
Total amount expended to date—$3,007.30.
Grade or grades in which subject is taught—Seventh and eighth.

Number of pupils—Male, 9.
Number of lessons per week given each class—One.
Length of lesson—Three-quarters of an hour.
Grade or grades in which subject is taught—High school.
Remarks—In place of drawing.

HOBOKEN.

A. J. DEMAREST, SUPERINTENDENT.

Hon. C. J. Baxter, State Superintendent:

DEAR SIR—I respectfully submit the sixteenth annual report of the department for Industrial Education of the city of Hoboken, for the year ending June 30th, 1903.

Rapid progress has been made during the year by the classes in sewing. The work is of a very practical character and of incalculable benefit to the pupils receiving it. The results of this work cannot be judged by the number of garments made nor by the variety of stitches taken, but should be considered from the standpoint of ethics. The benefit of the sewing lessons extends beyond material advantages and offers one of the best mediums for teaching and developing self-reliance and patience. Several grade teachers have assured me that they have noticed an apparent gain in personal neatness on the part of the girls who have taken the course in sewing. Sewing establishes a bond between the home and the school. The course in sewing includes felling, hemstitching, basting, running, back-stitching, overhanding, hemming, over-casting, sewing on buttons, gathering, putting on bands, patching on gingham, darning on stockinet, darning on cashmere, button holes, seams, scollops on flannel, sewing on tape, eyelets, feather, catch and chain stitching, and the practical application of this knowledge to the making of small models of garments.

In the evening school we had two classes in sewing. The lower class was given the introductory lessons along the same

lines as the classes of the day schools, while the pupils of the more advanced class were taught the use of the sewing machine and to make their own shirt waists, house sacques, aprons, etc. The girls of the evening classes are anxious to learn, and the power which they acquire in handling the needle must be a source of great gratification to themselves and to their parents.

Wood-carving is taught to the boys of the seventh grade. The first exercises in wood-carving are executed in soft wood. As the work advances, more difficult objects are carved and put together, such as book racks, boxes, picture frames and tabourettes.

The boys of the sixth year in school receive instruction in modeling in clay. I am convinced that the work of this department is by many who are not familiar with its character, greatly underestimated. To train the hand and eye is no less a matter of education than that of developing exclusively the mental functions. The instruction begins by the formation of the simple geometric solids and objects resembling the same, and from thence to the study of nature and historic ornament. Drawing is taught in connection with modeling. The work in this department is thoroughly done.

The department of domestic science is regarded as one of the most practical phases of industrial work. The kitchen is a gem for neatness and order and is worthy of a visit and close inspection at any time. The pupils are impressed with the underlying principles of domestic economy. They are taught that cleanliness is next to godliness and that order is heaven's first law. The kitchen is well equipped for individual work, and as far as practicable this idea is successfully carried out. While the work in cooking has in the main been along the same lines as in previous years, yet I feel confident that real progress has been made. The evening cooking classes were well attended and the results were very gratifying.

The work of the joinery department is so varied that it would be impossible to give a detailed account or description of the models made. The course in joinery is supplemented by wood turning, and includes cylinders, beading, moulding, corner blocks, cups, bowls, rings and many simple patterns. The boys are

interested in this work and the results show care and thought. While it should be borne in mind that the aim of industrial work is primarily educational, yet it seems to me that the boys would become more interested if they could see the results of their labor in a more concrete form. The work should be so graded that the exercises should progress from the simple to the complex; and the practical application of these exercises to the making of useful objects for the home and school, such as tables, bookcases, magazine racks, etc.

The evening school was held during the months of November, December, January, February and March. The evening school is divided into three departments: mechanical drawing, sewing and domestic science. Students completing the course in any of these departments are awarded diplomas of graduation. The evening school is doing a noble work. The pupils who attend show their keen appreciation by a faithful attendance and close application to work.

Manual training should be introduced into the High School—first, because of its culture value; second, because of its industrial value; third, because it will prove of great value to our young men who intend to take a course in industrial education at Stevens Institute.

In order to show the extent of the work accomplished by the manual training department of this city, I beg leave to submit the following table:

DAY SCHOOL (PUBLIC AND PRIVATE).

Number of pupils instructed during the year in sewing,	748
Number of pupils instructed during the year in modeling,	464
Number of pupils instructed during the year in wood-carving,	365
Number of pupils instructed during the year in joinery,	327
Number of pupils instructed during the year in domestic science,	219

EVENING SCHOOL.

Number of pupils instructed during term in mechanical drawing,	92
Number of pupils instructed during term in sewing,	52
Number of pupils instructed during term in domestic science,	54
Total number of pupils who have received instruction,	2,321

FINANCIAL STATEMENT.

Receipts.

Balance from last year,	$3,352 73
Amount raised by special tax,	5,000 00
Amount received from the State,	5,000 00
Amount received from other sources,	341 73
Total,	$13,694 46

Disbursements.

Teachers' salaries,	$6,540 87
Plant,	2,180 74
Material,	1,031 82
Incidentals,	676 81
Balance June 30th, 1903,	3,264 22
Total,	$13,694 46

DRAWING.

Name of teacher (evening)—A. H. Rockwood.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 13.
Number of lessons per week given each class—Three.
Length of lesson—One and a half hour.
Amount expended for manual training during the year—Plant: Repair-pairing, cleaning, etc., $966.00; light and power, $382.74; janitor services. $498.00; special teacher and secretary, $334.00; total, $2,180.74. Material. $171.81; salaries, $642.50.
Total amount expended to date—$814.31.

Name of teacher (evening)—Wm. H. Rogers.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 9.
Number of lessons per week given each class—Three.
Length of lesson—One and a half hour.

Name of teacher (evening)—Robt. E. Burke.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 12.
Number of lessons per week given each class—Three.
Length of lesson—One and a half hour.

Name of teacher (evening)—F. C. Freeman.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 15.
Number of lessons per week given each class—Three.
Length of lesson—One and a half hour.

MODELING.

Name of teacher—E. E. Haddenhorst.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 273.
Number of lessons per week given each class—Five.
Amount expended for manual training during the year—Material, $44.32; salaries, $804.31.
Total amount expended to date—$848.63.
Grade or grades in which subject is taught—Sixth.

SEWING.

Name of teacher (day)—P. G. Fleming.
Is teacher engaged exclusively in this work?—Yes.
Number of lessons per week given each class—Five.
Amount expended for manual training during the year—Salaries, $1,274.31.
Grade or grades in which subject is taught—Sixth and seventh.

Name of teacher (day)—E. B. Allen.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Female, 649.
Number of lessons per week given each class—Five.

Name of teacher (evening)—M. Meharg.
Is teacher engaged exclusively in this work?—No.
Number of lessons per week given each class—Five.
Length of lesson—One and one-half hour.
Amount expended for manual training during the year—Material, $119.94; salaries, $332.50.
Total amount expended to date—$1,726.75.

Name of teacher (evening)—A. Meharg.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Female, 50.
Number of lessons per week given each class—Five.
Length of lesson—One and one-half hour.

DOMESTIC ECONOMY.

Name of teacher—Elizabeth Huger.
Number of pupils—Female, 133.
Number of lessons per week given each class—Five.
Amount expended for manual training during the year—Salaries, $962.75.
Grade or grades in which subject is taught—Eighth and ninth.

Name of teacher (evening)—E. A. Pope.
Number of pupils—Female, 31.
Number of lessons per week given each class—Three.
Length of lesson—One and one-half hour.
Amount expended for manual training during the year—Material, $244.23; salaries, $262.50.
Total amount expended to date—$1,479.48.

WOOD-WORKING—(*a*) JOINERY.

Name of teacher—James Bloomer.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 246.
Number of lessons per week given each class—Five.
Amount expended for manual training during the year—Salaries, $1,287.00.
Grade or grades in which subject is taught—Eighth and ninth.

WOOD-WORKING—(*b*) CARVING.

Name of teacher—A. H. Rockwood.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 229.
Number of lessons per week given each class—Five.
Amount expended for manual training during the year—Material, $451.52.
Amount expended for manual training during the year—Salaries, $975.00.
Total amount expended to date—$2,713.52.
Grade or grades in which subject is taught—Seventh and eighth.

LAKEWOOD.

H. J. NEAL, SUPERVISING PRINCIPAL.

To Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—Before last October the Lakewood public schools taught only that form of manual training known as shopwork. The privilege was practically confined to the grammar school, and both boys and girls used carpenter tools for a period extending over four years. At the beginning of the present school year the Board of Education decided to modify and extend the course. The work is now graded to suit pupils of all ages, from the first grade to the high school. In the first and second grades the children braid raffia for horse lines and weave miniature rugs on small wooden looms. With seine cord they learn the principle of crocheting, though the chains are made without the use of a crochet-hook. Using cardboard, they fold and cut the

material to form boxes and trays of many shapes, picture frames, tiny book covers and small pieces of doll furniture.

In the third and fourth grades raffia is braided and twisted for small baskets and hats, the children learning to sew the braids into shape. Rugs are woven on cardboard looms with two colors of raffia. Cardboard of artistic colors is folded, cut and pasted for book-marks, boxes, candle shades, screens, etc. Light wood is used for whittling and many interesting and useful articles are made.

The pupils of the fifth grade use the narrow Venetian iron, shaping it into teapot stands, card holders, pencil racks, candlesticks, miniature bridges, etc. They use seine cord, receiving practice in making knots of various kinds and discovering the difference between the firm, square knot and the slippery granny knot. In the latter part of the year light wood work is taken up.

In the sixth grade the pupils begin shopwork. For this there is a very well-equipped work-room with twenty Larsson Sloyd benches and twenty full sets of Larsson tools. In this room are made mesh sticks for the cord work, netting-needles, knitting-needles, trays and plant stands, many kinds of boxes, book-cases, picture-frames, etc. Many things made in the shop are used throughout the schools, thus saving the expense of buying the goods.

The girls of the sixth grade have the privilege of choosing between shop-work and basket weaving. The classes make baskets of braided and twisted raffia, braided belts, baskets of round and flat reeds.

The seventh and eighth grades continue the shop-work, taking up more difficult uses of tools, making more complex articles, towel racks, brackets, drawing boards, etc. The basket work in these grades also advances to the working out of designs in shapes and decoration of the baskets.

A noticeable feature of the present course is that every article made has a distinct use. From the lowest to the highest, the aim is to connect the idea of good workmanship with the desire for a well-finished, useful article.

FINANCIAL STATEMENT.

Receipts.

Balance from last year,	$921 34
Amount raised by special tax,	500 00
Amount received from the State,	500 00
Amount received from other sources,	.....
Total,	$1,921 34

DISBURSEMENTS.

Teachers' salaries,	$800 00
Plant,	.....
Material,	397 47
Incidentals,	.....
Balance June 30th, 1903,	723 87
Total,	$1,921 34

For other forms of manual training work see written statement.

OTHER FORMS.

Name of teacher—Mary B. Loos.
Is teacher engaged exclusively in this work—Yes.
Number of pupils—Male, 239; female, 324.
Number of lessons per week given each class—One.
Length of lesson—Sixty minutes.
Amount expended for manual training during the year—Salaries, $454.00.
Grade or grades in which subject is taught—Sixth, seventh and eighth, females; first, second, third and fourth, both sexes.

METAL-WORKING.

Name of teacher—Mary B. Loos.
Is teacher engaged exclusively in this work—Yes.
Number of pupils—Male, 29; female, 53.
Number of lessons per week given each class—One.
Length of lesson—Sixty minutes.
Amount expended for manual training during the year—Salary, $80.00.
Grade or grades in which subject is taught—Fifth.

WOOD-WORKING—JOINERY.

Name of teacher—Mary B. Loos.
Is teacher engaged exclusively in this work—Yes.
Number of pupils—Male, 64; female, 23.
Number of lessons per week given each class—One.
Length of lesson—Seventy minutes.
Amount expended for manual training during the year—Salary, $266.00.
Grade or grades in which subject is taught—Sixth, seventh and eighth.

LANDIS TOWNSHIP.

J. J. UNGER, SUPERINTENDENT.

Hon. Charles J. Baxter, State Superintendent of Public Instruction:

DEAR SIR—I take pleasure in submitting to you this my sixth annual report on manual training in the schools of Vineland and Landis township.

Few changes have been made from the policy outlined in my former report. As previously reported, the room is inadequate for the number of children it must accommodate. Every available space is occupied. A new teachers' desk, a bench for gluing and finishing work, several tool racks, and some casts have been added to the furniture and equipments of the room. For the suitable safekeeping of the lumber used, a rack has been built in the basement, which contains four-foot pieces of various thickness of white pine, bass, cherry, walnut, chestnut, poplar, oak and mahogany wood.

More attention than ever before has been given to brush and ink-work. Excellent work was done by the classes in freehand, mechanical and architectural drawing.

An unusual amount of interest has been manifested by the pupils in woodwork. A large class met two evenings each week after regular school-hours for special work. While it is the intention to make the work educational, the fact of applying the underlying principles to the making of useful articles is made prominent.

A very satisfactory evidence of the interest taken in manual training by both pupils and parents was the large attendance at the manual training exhibit held at the close of the term. The work of the exhibit was so arranged that the entire course in woodwork, bent-iron work, drawing and sewing was fully exemplified.

The general condition of manual training is one of steady progress. Although there are still those who raise objections to this line of school work on account of expense, there are very few who question the value of manual training in a scheme of education.

FINANCIAL STATEMENT.

Receipts.

Balance from last year,	$1,080 60
Amount raised by special tax,	500 00
Amount received from the State,	500 00
Amount received from other sources,	.....
Total,	$2,080 60

Disbursements.

Teachers' salaries,	$800 00
Plant,	17 50
Material,	433 11
Incidentals,	48 00
Balance June 30th, 1903,	781 99
Total,	$2,080 60

DRAWING.

Name of teacher—John H. Sandt (and grade teachers).
Is teacher engaged exclusively in this work—Yes.
Number of pupils—Male, 974; female, 964.
Number of lessons per week given each class—One.
Length of lesson—Twenty to forty-five minutes.
Amount expended for manual training during the year—Material, $112.89; total, $112.89.
Grade or grades in which subject is taught—First to twelfth.

MODELING.

Name of teacher—John H. Sandt (and principal grade teachers).
Is teacher engaged exclusively in this work—Yes.
Number of pupils—Male, 634; female, 630.
Number of lessons per week given each class—One.
Length of lesson—Twenty to forty-five minutes.
Amount expended for manual training during the year—Material, $32.76; total, $32.76.
Grade or grades in which subject is taught—First to fourth.

SEWING.

Name of teacher—Grade teachers.
Is teacher engaged exclusively in this work—No.
Number of pupils—Female, 161.
Number of lessons per week given each class—One.
Length of lesson—Forty-five minutes.
Amount expended for manual training during the year—Material, $11.88; total, $11.88.
Grade or grades in which subject is taught—Sixth, seventh and eighth.

METAL-WORKING.

Name of teacher—John H. Sandt.
Is teacher engaged exclusively in this work—Yes.
Number of pupils—Male, 32.
Number of lessons per week given each class—One.
Length of lesson—Forty-five minutes.
Amount expended for manual training during the year—Material, 23.74; total, $23.74.
Grade or grades in which subject is taught—Fifth.

WOOD-WORKING.

Name of teacher—John H. Sandt.
Is teacher engaged exclusively in this work—Yes.
Number of pupils—Male, 195; female, 74.
Number of lessons per week given each class—One.
Length of lesson—Forty-five minutes.
Amount expended for manual training during the year—Plant, $17.50; material, $251.84; salaries, for all lines of manual training, $800.00 incidentals, $48.00; total, $1,117.34.
Grade or grades in which subject is taught—Sixth to twelfth.

LONG BRANCH.

CHRISTOPHER GREGORY, PRINCIPAL.

Hon. C. J. Baxter, State Superintendent Public Instruction:

DEAR SIR—During this year the intention of the Board of Education, as expressed in the report for last year, has been carried out and we have added to our manual training course

a domestic science department. We were exceedingly fortunate in having at our disposal a large well-lighted room on the third floor of the Grammar School building, admirably adapted in every way to this purpose. During the summer this room was put in complete order and furnished most completely with everything necessary for successful work. One end of the room is set off by large Japanese screens and fitted up as a dining-room. Miss Mary L. Wallace, a graduate of the Teachers' College, and a teacher of several years' experience, has been in charge of the department and has achieved excellent results. Accompanying this report is a statement of the course of study and of the equipment of this department.

The other departments were carried on as during the preceding year with a decided improvement in the work done. A beginning was made in basket work in the fifth year. The whole subject of manual training has proven a very interesting one to the pupils and seems to have become a permanent part of the course. Last September, when the domestic science department was opened, there was a little questioning on the part of the community, but as the work progressed and it became better understood what we were trying to do, this feeling died out, or at least ceased to express itself, and nothing but favorable comment has been heard for several months.

DOMESTIC SCIENCE DEPARTMENT.

PLANT.

Cooking room 29 x 40 feet.

Cooking counter 26 inches wide arranged in the form of a hollow square, 15 feet on a side, with two entrances. This cooking counter will accommodate 20 pupils, and is fitted up so that each pupil has for her own use a draw mixing board and drawers and cupboards to hold the individual equipment.

KITCHEN.

Two large porcelain-lined sinks, fitted with movable draining boards.
1 Large dresser.
1 Large closet for dishes.
1 Coal stove.
1 Gas stove.
1 Dozen individual gas stoves.

20 Stools.
1 Ice box.
1 Clock, small
1 Side board.
4 Japanese screens.
1 School desk.
1 Dozen jars for holding provision.
1 Sugar canister.
1 Coffee canister.
1 Tea canister.
1 Large garbage jar.
1 Coffee mill.
1 Broom, large.
2 Small brooms.
2 Dust pans.
1 Coal hod and shovel.
2 Sink strainers.
2 Sink scrapers.
1 Black board.
7 Yellow bowls, 4 quart.
2 White bowls, 1 quart.
3 Cake pans, large.
1 Kettle, 6 quart.
2 Lemon squeezers.
2 Toasters.
1 Flat iron.
15 Fruit cans.
15 Jelly glasses.
2 Fruit fillers.
18 Good individual cake tins.
6 Poor individual cake tins.
2 Small yellow jars.
1 Large frying pan and bracket.
1 Wooden mallet.
2 Towel racks.
2 Ice cream freezers.
24 Soap dishes.

EQUIPMENT OF INDIVIDUAL DESK.

20 Egg beaters (Doves).
20 Egg beaters (wire), 8 x 12.
20 Frying pans.
Kitchen forks.
Kitchen knives.
Paring knives.
Mats, asbestos.
20 Pepper shakes.
20 Salt shakes.

20 Granite plates, deep.
20 Granite plates, shallow.
Salt spoons.
20 Sauce pans.
20 Table spoons.
20 Tea spoons.
20 Vegetable brushes.
20 Table brushes.
Measuring cup.
20 Wooden spoons.
Muffin cups.
*9 Tea kettles.
*10 Bread pans.
20 Double boilers.
*10 Flour sifters.
*12 Nutmeg graters.
*10 Rolling pins.
Strainers.
*10 Tea pots.
*10 Coffee pots.
*10 Pitchers for desk.
*10 Garbage jars for desk.

Articles marked thus (*) are furnished one for every two desks.

DINING-ROOM EQUIPMENT.

1 Table felt.
1 Dining-room table.
1 Dozen dining-room chairs.
Table cloths.
Napkins.
Doilies.
1 Dozen coffee cups and saucers.
1 Dozen after dinner cups and saucers.
1 Dozen bread and butter plates.
1 Dozen dinner plates.
2 Cake plates.
11 Small plates.
Vegetable dishes.
10 Thin glasses.
Heavy glasses.
1 Cream pitcher.
1 Sugar bowl.
4 Salt and pepper shakers.
23 Plated tea spoons.
6 Plated table spoons.
1 Dozen plated knives.
1 Dozen plated forks.
1 Platter.

1 Dozen sauce plates.
2 Trays.
1 Coffee rest.
1 Dozen plated after dinner coffee spoons.

DOMESTIC SCIENCE, SEVENTH AND EIGHTH GRADES.

I. Carbo-hydrates.
  1. Study of starch.
    (1) Its origin.
    (2) Its composition.
    (3) Its structure.
  2. Study of effect of high and low temperature, moist and dry heat upon starch.
  3. Cooking of potatoes, cereals, toast, corn starch pudding.

II. Proteids.
  1. As a group.
    (1) Composition.
    (2) Properties.
  2. Different proteid foods studied.
    (1) Eggs.
      Composition.
      Effect of heat upon albumen.
    (2) Eggs cooked in various ways.
    (3) Meat.
      a. Composition and use.
      b. Study of different cuts.
      c. Tough and tender meat. Cooking principles underlying both.
      d. Extracting and retaining juices.
      e. Pan broiling chops, making beef tea, broiling steak and making beef stew.

III. Batter mixtures.
  The development of the proper proportion of ingredients needed in making muffins, biscuits, plain cake from pop-over mixture.
  Discussion of different methods by which mixtures are made light. The effect of beaten air, baking powder and yeast.
  Discussion of the use and effect of butter, milk, eggs and flour in batter mixtures.

IV. Study of fermentation.
  1. Yeast plant. Its growth and effect of different temperature upon it.
  2. Producing fermentation in yeast bread by favorable temperature.
    (1) Series of bread lessons.
  3. Preventing fermentation by unfavorable temperature.
    (1) Canning and preserving fruit.

V. Combination of various food materials to make attractive dishes.
   1. Noting the effect of each food material, proper proportions, manipulation, weight and measure.
   2. Constructing dishes.
      (1) Egg vermicelli.
      (2) Waldorf salad.
      (3) Vegetables served in bread baskets.

VI. Frozen mixtures.
   1. Effect of cold on mixture, effect of ice and salt on mixture.
   2. Making frozen deserts and ice cream.

VII. Discussion of table setting, care of dining-room, waiting upon table, planning simple meals, menu, cooking and serving meal.

VIII. Housekeeping lessons.
   1. Sweeping and dusting room, discussing reasons for cleanliness, study of bacteria in gelatine culture.
   2. Study of traps and plumbing, care of sinks and traps.
   3. Care of ice chest, cleaning and care of food in ice chest.
   4. Cleaning metal and silver.

FINANCIAL STATEMENT.

Receipts.

Balance from last year,	$64 57
Amount raised by special tax,	2,150 00
Amount received from the State,	*2,150 00
Amount received from other sources,	.....
Total,	$4,364 57

Disbursements.

Teachers' salaries,	$2,350 00
Plant,	1,164 22
Material,	693 11
Incidentals,	.....
Balance June 30th, 1903,	157 24
Total,	$4,364 57

DRAWING.

Name of teacher—Mary Woods.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 1,245; female, 1,214.
Number of lessons per week given each class—Two.

* Not yet received. Application made in May.

Length of lesson—Primary, 30 minutes; grammar, 40 minutes; high school, 45 minutes.

Amount expended for manual training during the year—Material, $185.25; salaries, $800.00; total, $985.25.

Total amount expended to date—$1,914.29.

Grade or grades in which subject is taught—All except kindergarten through tenth year. Optional in eleventh and twelfth years.

Remarks—Below seventh year. Miss Woods supervises the work.

MODELING.

In connection with drawing.

SEWING.

Name of teacher—Mary Wallace.

Is teacher engaged exclusively in this work?—Yes, with cooking.

Number of pupils—Female, 174.

Number of lessons per week given each class—One.

Length of lesson—Sixty minutes.

Amount expended for manual training during the year—Material, $60.66; salaries, $300.00; total, $360.66.

Total amount expended to date—$739.99.

Grade or grades in which subject is taught—Fifth and sixth years, girls.

METAL-WORKING.

Name of teacher—Mary S. Halladay.

Is teacher engaged exclusively in this work?—About one-third of time.

Number of pupils—Male, 107.

Number of lessons per week given each class—One.

Length of lesson—Sixty minutes.

Amount expended for manual training during the year—Material, $29.29; salaries, $250.00; total, $279.29.

Total amount expended to date—$562.18.

Grade or grades in which subject is taught—Fifth and sixth years, boys.

WOOD-WORKING.

Name of teacher—Mary S. Halladay.

Is teacher engaged exclusively in this work?—About two-thirds of time.

Number of pupils—Male, 250.

Number of lessons per week given each class—One.

Length of lesson—Ninety minutes.

Amount expended for manual training during the year—Material, $310.57; salaries, $600.00; total, $910.57.

Total amount expended to date—$1,704.74.

Grade or grades in which subject is taught—Seventh and eighth years, boys.

COOKING.

Name of teacher—Mary Wallace.
Is teacher engaged exclusively in this work?—Yes, with sewing.
Number of pupils—Female, 127.
Number of lessons per week given each class—One.
Length of lesson—Ninety minutes.
Amount expended for manual training during the year—Plant, $1,164.22; material, $107.34; salaries, $400.00; total, $1,668.56.
Total amount expended to date—$1,668.56.
Grade or grades in which subject is taught—Seventh and eighth years, girls.

MONTCLAIR.

RANDALL SPAULDING, SUPERINTENDENT.

Hon. C. J. Baxter, State Superintendent:

DEAR SIR—While no radical changes in this department have been made during the past year, yet considerable progress has been made in systematizing the work and correlating it with other forms of school work. A director was secured to take charge of this entire department, a gentleman who was unusually well qualified for the position by reason of natural ability, training and experience.

In the primary grades, where much of the hand-work must be done in the class rooms, the teachers met frequently with the director to receive instruction and training in their special work. This consists chiefly in: *Paper and cardboard,* used in the making of seed boxes and trays, decorated tags, clock face with hands, sun-dials, flags, pans and windmills, candle shades, caterpillar cages, weather vanes, kites, portfolios for drawings, booklets for flower and bird calendars and for story illustration, envelopes and cards for Christmas and Easter, studies in bookbinding, decorated bookmarks, wall pockets, picture frames, Indian wigwams and canoes. *Wood,* used in loom of rough sticks, supports for wigwams and kettles, primitive bridge, bows and arrows, mast and yard for Norse galley. *Weaving,* raffia

mats, bags and hammocks; woolen or jute blankets and rugs with original designs, mats for doors in cliff dwellings, mats for sails for Chinese junks. *Cordwork,* whistle chain and horse lines of chain stitch or braid, bags of tied cords and raffia, fish weir. *Basketry,* napkin rings, mats, baskets and hats of wound and braided raffia, reed baskets, birds' nests. Grasses are gathered to be worked into baskets in combination with raffia and hemp. *Sewing,* simple stitches in the making of needle books and blotters, book-marks of burlap or Java canvas; bags for buttons, jack stones and marbles, decorated with stitches or applique. *Studies of Transportation,* prairie schooners, wagons, carts, boats.

The handwork in our fourth grade consists entirely of work in clay modeling and pottery. The instructor has himself constructed a kiln in which the various articles are very successfully fired and glazed. Probably among all the media of expression used in this grade in the various schools there is nothing else that offers such advantages for training in both manual skill and artistic taste. There is an opportunity for infinite variety in the forms of vases, bowls, pitchers, tiles, &c. The material, moreover, is inexpensive.

In the grammar grades, except the highest, wood is the material chiefly employed. The list of articles made includes the key tag, plant label, pencil sharpener, calendar back, match safe, box with leather or brass hinges and clasp, flower-pot stand, tool rack, coat hanger, sleeve board, bench hook, mitre box, bracket, study of mechanical devices such as waterwheels, canal locks, derricks, &c.; to girls, as more interesting to them, are assigned the making of: a four-room doll house with furnishings, woven rugs, portieres, &c.; bread board, box for sewing implements, cooking utensils, such as wooden spoons, beaters, &c.; the study of looms and weaving as introductory to sewing.

In the higher elementary grades considerable ornamental carving in wood is done to original designs; while in the highest or eighth grade, the course consists of lathe work in wood and metal, and a variety of other work with machinery. The girls in the seventh grade are employed in sewing, in the eighth in domestic science.

At the beginning of the year domestic science was offered as an elective to the girls in the High School, on the understanding that all who elected it should continue in it to the end of the year and should give it their serious attention. About fifty elected the subject and the results were highly satisfactory. This subject seems to be increasingly popular and has fully justified its recognition.

It will be noted in all the work that has been mentioned above that the attempt is made in each case to assign a piece of work that is useful and therefore interesting to the pupil; and also to connect it as closely as possible with the pupil's daily experience, or with the school subjects that he has at the time in hand. Only thus can the hand and the brain be successfully trained together.

FINANCIAL STATEMENT.

Receipts.

Balance from last year,	$499 48
Amount raised by special tax,	4,250 00
Amount received from the State,	4,250 00
Amount received from other sources,	6 00
Total,	$9,005 48

Disbursements.

Teachers' salaries,	$6,269 34
Plant,	742 94
Material,	1,009 89
Incidentals,	959 06
Balance June 30th, 1903,	24 25
Total,	$9,005 48

DRAWING.

Name of teacher—Mary J. Goffe.

Is teacher engaged exclusively in this work?—Yes.

Number of pupils—Male, 476; female, 443.

Number of lessons per week given each class—Two.

Length of lesson—Twenty-five to forty-five minutes.

Amount expended for manual training during the year—Material, $33.11; salaries, $450.00.

Grade or grades in which subject is taught—Sixth to tenth grades, inclusive.

Name of teacher—Cheshire L. Borne.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 754; female, 707.
Number of lessons per week given each class—Two.
Length of lesson—Twenty-five to forty-five minutes.
Amount expended for manual training during the year—Material, $47.28; total, $530.39.
Grade or grades in which subject is taught—Second to fifth grades, inclusive.

MODELING.

Name of teacher—Cheshire L. Borne.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 649; female, 611.
Number of lessons per week given each class—Two.
Length of lesson—Forty-five minutes.
Amount expended for manual training during the year—Plant, $10.00; material, $85.00; salaries, $1,380.00; incidentals, $190.00; total, $1,665.00.
Grade or grades in which subject is taught—Second, third, fourth and fifth grades.

SEWING.

Name of teacher—Melita N. Heward.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Female, 104.
Number of lessons per week given each class—Two.
Length of lesson—Fifty minutes.
Amount expended for manual training during the year—Material, $64.92; salaries, $150.00; incidentals, $15.00; total, $229.92.
Grade or grades in which subject is taught—Seventh grade.

METAL-WORKING.

Name of teacher—Richard A. Backus.
Is teacher engaged exclusively in this work—No.
Number of pupils—Male, 87.
Number of lessons per week given each class—Two.
Length of lesson—Forty-five minutes.
Amount expended for manual training during the year—Plant, $119.73; material, $72.57; salaries, $709.34; incidentals, $208.58; total, $1,110.22.
Grade or grades in which subject is taught—Ninth grade.

WOOD-WORKING (*a*) JOINERY.

Name of teacher—Wm. H. Noyes.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 229; female, 304.

Number of lessons per week given each class—Two.
Length of lesson—Fifty minutes.
Amount expended for manual training during the year—Plant, $613.21; material, $532.37; salaries, $2,700.00; incidentals, $300.00; total, $4,145.58.
Grade or grades in which subject is taught—Sixth, seventh, eighth and ninth grades.

WOOD-WORKING (*b*) CARVING.

Name of teacher—Grace Vincent.
Is teacher engaged exclusively in this work?—Yes.
Amount expended for manual training during the year—Repairs, insurance, etc., $121.71; total, $121.71.

COOKING.

Name of teacher—Melita N. Heward.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Female, 119.
Number of lessons per week given each class—Two.
Length of lesson—Fifty minutes.
Amount expended for manual training during the year—Material, $174.64; salaries, $880.00; incidentals, $123.77; total, $1,178.41.
Grade or grades in which subject is taught—Eighth grade and high school.
Total amount expended for manual training during the year—Plant, $742.94; material, $1,009.89; salaries, $6,269.34; incidentals, $959.06; total, $8,981.23.

NEWARK.

A. B. POLAND, SUPERINTENDENT.

Hon. Charles J. Baxter, State Superintendent of Public Instruction:

DEAR SIR—Manual training work in the city of Newark has continued to develop and expand, until now all grades from the fifth upward in all schools and all grades from the kindergarten upward in twenty-four (24) schools are doing prescribed manual training work. The extension of this work into primary grades has not only been made without opposition of any kind, but upon the expressed wish of principals and teachers.

Voluntary classes have been organized by Mr. Pickwick for the training of teachers to do this primary manual training work. These classes have been quite popular, it having been necessary to refuse admission to many teachers on account of inability to accommodate them.

This fact alone, that teachers of primary grades are willing to put themselves to great inconvenience to learn a new art and to teach the same without additional remuneration, shows conclusively their strong belief in the value of the work. Teachers deserve a great deal of credit for undertaking this work from such a high professional spirit. It certainly does not savor of that narrowness which critics of the schools sometimes delight to affirm; namely, that teachers are willing to do nothing except what they are paid for.

Owing to the growing demand for more and more manual training in all parts of the city, we have long since reached the limit of the State appropriation. I would recommend that an effort be made to secure legislation to increase the amount that may be appropriated to any district from five thousand dollars ($5,000), the amount we now receive, to at least ten thousand dollars ($10,000); this would doubtless meet our demands for many years to come.

Considering the large number of pupils now taught, instruction in manual training is given as cheaply, if not more cheaply, than most other studies. The supplies are in the main inexpensive, and pupils are taught in reasonably large classes.

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,	4,357 57
Total,	$14,357 57

Disbursements.

Teachers' salaries,	$11,079 21
Plant,	1,014 97
Material,	2,263 39
Incidentals,	.....
Balance June 30th, 1903,	.....
Total,	$14,357 57

DRAWING AND WOOD-WORK.

Name of teacher—Elizabeth E. Garrabrant.
Is teacher engaged exclusively in this work—One-third time.
Number of pupils—Male, 61; female, 9.
Number of lessons per week given each class—Two or four.
Length of lesson—Forty-five minutes.
Grade or grades in which subject is taught—High school.

Name of teacher—Pamela Howell.
Is teacher engaged exclusively in this work?—One-half time.
Number of pupils—Male, 71; female, 11.
Number of lessons per week given each class—Two or four.
Length of lesson—Forty-five minutes.
Grade or grades in which subject is taught—High school.

Name of teacher—Mrs. Anna K. Langlas.
Is teacher engaged exclusively in this work?—One-quarter time.
Number of pupils—Male, 150.
Number of lessons per week given each class—One.
Length of lesson—One hour.
Grade or grades in which subject is taught—Fifth and sixth.

Name of teacher—Hortense Deidrick.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 500.
Number of lessons per week given each class—One.
Length of lesson—One hour.
Grade or grades in which subject is taught—Fifth and sixth.
Remarks—Whittling.

Name of teacher—Edith Boughton.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 475.
Number of lessons per week given each class—One.
Length of lesson—One hour.
Grade or grades in which subject is taught—Fifth and sixth.
Remarks—Whittling.

Name of teacher—Alice B. Perry.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 525.

Number of lessons per week given each class—One.
Length of lesson—One hour.
Grade or grades in which subject is taught—Fifth and sixth.
Remarks—Whittling.

Name of teacher—Mary Geraghty.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 500.
Number of lessons per week given each class—One.
Length of lesson—One hour.
Grade or grades in which subject is taught—Fifth and sixth.
Remarks—Whittling.

Name of teacher—Emma Blaeser.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 500.
Number of lessons per week given each class—One.
Length of lesson—One hour.
Grade or grades in which subject is taught—Fifth and sixth.
Remarks—Whittling.

Name of teacher—C. Elsa Saam.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 162.
Number of lessons per week given each class—One.
Length of lesson—One hour.
Grade or grades in which subject is taught—Fifth and sixth.
Remarks—Whittling.

Name of teacher—Chas. H. Cook.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 342.
Number of lessons per week given each class—One.
Length of lesson—One and one-half hour.
Grade or grades in which subject is taught—Seventh and eighth.
Remarks—Bench work.

Name of teacher—John F. Hill.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 342.
Number of lessons per week given each class—One.
Length of lesson—One and one-half hour.
Grade or grades in which subject is taught—Seventh and eighth.
Remarks—Bench work.

Name of teacher—Henry F. Pease.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 342.
Number of lessons per week given each class—One.
Length of lesson—One and one-half hour.
Grade or grades in which subject is taught—Seventh and eighth.
Remarks—Bench work.

SEWING.

Name of teachers—Carrie V. Stephens, supervisor; Mary M. Donnelly, assistant.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Female, 4,200.
Number of lessons per week given each class—One.
Length of lesson—One hour.
Grade or grades in which subject is taught—Fifth, sixth, seventh and eighth.
Remarks—Taught by the class teacher. Sewing expenditures are paid from general fund.

PRIMARY MANUAL TRAINING.

Name of teacher—C. Elsa Saam.
Is teacher engaged exclusively in this work?—One-half time.
Number of pupils—Male, 112; female, 128.
Number of lessons per week given each class—One.
Length of lesson—Fifty minutes.
Grade or grades in which subject is taught—Second, third and fourth.
Remarks—Raffia, braiding, weaving, basketry, Venetian iron work, whittling.

WOOD-WORKING.

Name of teacher—Carl F. Langlas.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 40; female, 5.
Number of lessons per week given each class—Four.
Length of lesson—Forty-five minutes.
Grade or grades in which subject is taught—High school.
Remarks—Our carving is all applied. We, therefore, have in the same class both carving and joinery.

Name of teacher—Carl F. Langlas.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 69; female, 10.
Number of lessons per week given each class—Two.
Length of lesson—Forty-five minutes.
Grade or grades in which subject is taught—High school.

JOINERY AND CARVING.

Name of teacher—Pamela Howell.
Is teacher engaged exclusively in this work?—One-half time.
Number of pupils—Male, 1.
Number of lessons per week given each class—Four.
Length of lesson—Forty-five minutes.
Grade or grades in which subject is taught—High school.

Name of teacher—Pamela Howell.
Is teacher engaged exclusively in this work?—One-half time.
Number of pupils—Male, 45; female, 8.
Number of lessons per week given each class—Two.
Length of lesson—Forty-five minutes.
Grade or grades in which subject is taught—High school.
Amount expended for manual training during the year—Plant, $1,014.97; material, $2,263.39; salaries, $11,079.21; total, $14,357.57.
Total amount expended to date—$64,147.13.

NEWARK TECHNICAL SCHOOL.

CHARLES A. COLTON, DIRECTOR.

Hon. Charles J. Baxter, Superintendent Public Instruction:

SIR—At the opening of the year 1902–1903 a course in Design for Jewelers and Silversmiths was organized, which will require three or four years to complete. The students attending come from a variety of occupations, all of which call for more or less artistic work.

The number of students in all courses the past year was about 10 per cent. greater that the year before.

Much new equipment has been purchased and all the rooms in the building are now in use.

Herewith is appended the financial statement for the year ending April 30th, 1903:

RECEIPTS.

Balance on hand May 1, 1902,	$13,846 62
City appropriation,	10,000 00
State appropriation,	5,000 00
Tuition fees received,	1,602 75
Merchandise sold,	658 05
Interest on deposits,	321 56
Received from students for chemical apparatus,	37 10
Received from students for locker rents,	12 00
Received for electrical machine,	4 50
Received for electrical wiring tools,	1 10
Total receipts,	$31,483 69

PAYMENTS.

Chemistry and physics,	$2 58
Paid on mortgage,	3,000 00
Lighting,	496 81
Electrical laboratory,	268 06
Merchandise purchased,	703 71
Chemical laboratory,	40 70
Plumbing laboratory,	12 97
Electroplating laboratory,	69 18
Paid models for services,	131 05
Expense account,	1,573 95
Salaries,	8,758 25
Library,	132 70
Furniture and fixtures,	193 95
Electric wiring,	134 89
Repairs and alterations,	565 88
Department of design,	110 89
Total payments,	$16,195 57
Balance on hand,	15,288 12
	$31,483 69

NORTH PLAINFIELD.

HOMER J. WIGHTMAN, SUPERINTENDENT.

Hon. C. J. Baxter, State Superintendent of Public Instruction:

DEAR SIR—The manual training plant in North Plainfield is as described in the 1901 Report of the State Board of Education. The courses are the same as outlined in the 1901 report with the addition of basketry and work in cane and reed and raffia in all primary classes. Practical basketry and hat-making is elective in the High School. Several new designs and patterns have been developed in the wood-shop along the lines of the outlined course.

The courses continue popular and are generally recognized as among the more important lines of work offered by our schools. Through the assistance of a special committee of practical

women of the town who inspect and act as an advisory body, the cooking and sewing are being made as practical and serviceable as possible.

FINANCIAL STATEMENT.

Receipts.

Balance from last year,	$52 84
Amount raised by special tax,	1,400 00
Amount received from the State,	1,400 00
Amount received from other sources,	.....
Total,	$2,852 84

Disbursements.

Teachers' salaries,	$2,000 00
Plant,	2 88
Material,	353 25
Incidentals,	345 15
Balance June 30th, 1903,	151 56
Total,	$2,852 84

DRAWING.

Name of teacher—Laura M. Sydenham, Robert Sander, mechanical drawing.

Is teacher engaged exclusively in this work?—Yes.

Number of pupils—Male, 484; female, 589.

Number of lessons per week given each class—One. Mechanical drawing, two to three.

Length of lesson—One and one-half hours. Mechanical drawing, forty minutes

Amount expended for manual training during the year—Material, $130.58; salaries, $750.00; total, $880.58.

Grade or grades in which subject is taught—First to eighth year, each inclusive.

MODELING.

Name of teacher—Regular teachers. In connection with drawing. Included under drawing.

Grade or grades in which subject is taught—Confined chiefly to primary (first four grades).

SEWING.

Name of teacher—Bessie M. Taylor.

Is teacher engaged exclusively in this work?—Sewing and cooking.

Number of pupils—Female, 112.

Number of lessons per week given each class—Sewing, 2; cooking, 1.

Length of lesson—Sewing, 40 minutes; cooking, 80 minutes.

Amount expended for manual training during the year—Material, $60.70; total, $60.70.

Grade or grades in which subject is taught—Sixth and seventh years.

BASKETRY.

Name of teacher—L. M. Sydenham and regular teachers.

Number of pupils—Male, 164; female, 161.

Amount expended for manual training during the year—Included under drawing.

Grade or grades in which subject is taught—All below fifth. Elective in high school.

WOOD-WORKING.

Name of teacher—Robert Sander.

Is teacher engaged exclusively in this work?—Wood-working and mechanical drawing.

Number of pupils—Male, 186; female, 21.

Number of lessons per week given each class—Two. Mechanical drawing, one.

Length of lesson—Forty minutes. Mechanical drawing, one and one-half hours. High school, three hours.

Amount expended for manual training during the year—Material, $28.54; salaries, $800.00; total, $828.54.

Grade or grades in which subject is taught—All grammar grades, fifth to eighth, inclusive.

COOKING.

Name of teacher—Bessie Taylor.

Is teacher engaged exclusively in this work?—Cooking and sewing.

Number of pupils—Female, 109.

Number of lessons per week given each class—One.

Length of lesson—One and one-half to two hours.

Amount expended for manual training during the year—Plant, $2.88; material, $133.43; salaries, $450.00; total, $586.31; janitor, fuel, etc. $345.15.

Grade or grades in which subject is taught—Seventh and eighth years, required; high school, elective.

ORANGE.

WILLIAM M. SWINGLE, SUPERINTENDENT.

To Hon. C. J. Baxter, State Superintendent:

DEAR SIR—There have been few important changes in the manual training work during the past year. The number of those taking this subject has increased with the growth of the schools, and it will be necessary to employ additional teaching force for the next year. The Board of Education has arranged to employ an additional teacher for one day in each week. She is experienced and capable and will be given entire charge of all of the work in one building. One additional plant has been added to our equipment in the Tremont Avenue School, where twenty benches of the best type, fitted out complete with tools, have been placed. This will be one of our best equipped shops.

Improvement has been made in all lines of work. The bent iron work, introduced last year, is fully meeting our expectations. The boys like the work and many good designs have been worked out. Much of this work is original. A very decided advance has been made in basketry and the various forms of raffia work. No material is so well adapted for school work as this, and we are more than pleased with results. In wood working, the application of the principles taught in the type forms is made prominent. The children delight in taking home some useful ornament or article which they have made and the parents have become much interested. We have not attempted the more advanced forms of carving, as they have in some other places, believing that the results do not compensate for the time and labor expended.

In cooking, the interest is not diminished. We have allowed the plant to be used during the year at night for the use of a class of girls who work during the day in the shops. The

result has been very satisfactory and they have made good use of the time and opportunity. A plan, never tried before, has been the organization of cooking classes for boys in the High School. The interest shown was unexpected and two large classes were organized and have done good work for the last twelve weeks. A special feature of the work was the teaching of "camp cooking." The teacher reports unabated interest and as good success as with the girls. The work is optional, but it must be continuous.

These items cover the general work of this department. We think it is one of our most popular lines of work. The public is prone to look at the practical side, while we try to keep the educational element in the front. With the class of pupils who attend our schools, I am fully convinced that even a farther advance by teaching boys how to sew, at least the younger boys, and the girls how to use tools, in an elementary way, would be very helpful and an added improvement to our work.

The statistical report shows a balance in our favor and we will try to make good use of it. The report is as follows:

FINANCIAL STATEMENT.

Receipts.

Balance from last year,	$528 98
Amount raised by special tax,	2,125 00
Amount received from the State,	2,125 00
Amount received from other sources,	.....
Total,	$4,778 98

Disbursements.

Teachers' salaries,	$3,350 00
Plant,	52 03
Material,	632 48
Incidentals,	139 12
Balance June 30th, 1903,	605 35
Total,	$4,778 98

DRAWING.

Name of teacher—Agnes Birkman.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 1,290; female, 1,406.
Number of lessons per week given each class—One.
Length of lesson—Forty to sixty minutes.
Amount expended for manual training during the year—Material, $119.64; salaries, $920.00; total, $1,039.64.
Grade or grades in which subject is taught—All grades.

MODELING.

Name of teacher—Mary E. Habberton.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 1,408; female, 1,680.
Number of lessons per week given each class—One.
Length of lesson—Thirty to sixty minutes.
Amount expended for manual training during the year—Salaries, $990.00; total, $990.00.
Grade or grades in which subject is taught—First, second, third and fourth.

BASKETRY.

Name of teacher—Mary E. Habberton.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 200; female, 208.
Number of lessons per week given each class—One.
Length of lesson—Sixty minutes.
Amount expended for manual training during the year—Material, $76.32; total, $76.32.
Grade or grades in which subject is taught—Third and fourth.

SEWING.

Name of teacher—Mary E. Habberton.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Female, 299.
Number of lessons per week given each class—One.
Length of lesson—Sixty minutes.
Grade or grades in which subject is taught—Fifth, sixth and seventh.

METAL-WORKING.

Name of teacher—Samuel E. Wardell.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 117.

Number of lessons per week given each class—One.
Length of lesson—Sixty minutes.
Amount expended for manual training during the year—Salaries, $960.00; total, $960.00.
Grade or grades in which subject is taught—Fifth.

WOOD-WORKING.

Name of teacher—Samuel E. Wardell.
Is teacher engaged exclusively in this work?—Four days.
Number of pupils—Male, 246.
Number of lessons per week given each class—One.
Length of lesson—Ninety minutes.
Amount expended for manual training during the year—Plant, $52.03; material, $272.14; incidentals, $50.55; total, $374.72.
Grade or grades in which subject is taught—Sixth, seventh, eighth and high school.

COOKING.

Name of teacher—Helen R. Sumner.
Is teacher engaged exclusively in this work?—Two days.
Number of pupils—Male, 27; female, 101.
Number of lessons per week given each class—One.
Length of lesson—120 minutes.
Amount expended for manual training during the year—Material, $177.79; salaries, $480.00; incidentals, $75.16; total, $732.95.
Grade or grades in which subject is taught—Eighth and high school.
Total amount expended to date—Plant, $52.03; material, $645.89; salaries, $3,350.00; incidentals, $125.71; total, $4,173.83.

PASSAIC.

F. E. SPAULDING, SUPERINTENDENT.

Hon. C. J. Baxter, State Superintendent:

DEAR SIR—The work of our manual training department was extended the past year by the addition of reed and raffia work in the third and fourth grades, for boys. One lesson a week is given, of about one-half hour, while the girls in the same room are having sewing. This work is under the supervision of the

sewing teacher, but is carried on by the regular teacher, while the former is busy with the sewing. We now have systematic and distinct courses for boys and for girls beginning with the third grade and extending to the High School. Below the third grade the work is the same for boys and girls, and consists of work in paper, with some molding, coarse sewing and drawing. The past year a class of high school boys did advanced woodwork, two lessons per week, of one and one-half hour each. This was given after the regular school hours.

A school kitchen has just been fitted up in the basement of a grammar school in which an elementary evening school is maintained nearly the entire school year. Here instruction will be given evening school pupils, girls and women, in cooking and housekeeping. We are expecting important results. Most of the evening school pupils are foreigners, who are sorely in need of just such instruction as this department will furnish. Sewing has been taught in the evening schools for several years, and with the best of success. This evening school work and the growth of the work in the day schools, on account of the increase in the number of classes, will necessitate the employment of an additional teacher. This will make five teachers who devote their entire time to manual training.

FINANCIAL STATEMENT.

Receipts.

Balance from last year,	$556 98
Amount raised by special tax,	2,500 00
Amount received from the State,	2,500 00
Amount received from other sources,	16 43
Total,	$5,573 41

Disbursements.

Teachers' salaries,	$3,433 40
Plant,	17 09
Material,	732 58
Incidentals (including janitor's salary),	562 01
Balance June 30th, 1903,	828 33
Total,	$5,573 41

DRAWING.

Name of teacher—William A. Robbins.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 247.
Number of lessons per week given each class—One.
Length of lesson—One hour.
Grade or grades in which subject is taught—Sixth to eighth.

Name of teacher—Margaret W. Langstroth.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 547; female, 584.
Number of lessons per week given each class—One.
Length of lesson—One-half to three-quarters of an hour.
Grade or grades in which subject is taught—Fourth to eighth.

SEWING.

Name of teacher—Theo. Burghardt.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Female, 850.
Length of lesson—One-half to one hour and one-quarter.
Grade or grades in which subject is taught—Third to sixth.

METAL-WORKING.

Name of teacher—William A. Robbins.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 109.
Length of lesson—One hour.
Grade or grades in which subject is taught—Fifth.

WOOD-WORKING (*a*) JOINERY.

Name of teacher—William A. Robbins.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 246.
Length of lesson—One hour.
Grade or grades in which subject is taught—Sixth to eighth.

WOOD-WORKING (*b*) CARVING.

Name of teacher—William A. Robbins.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 54.
Length of lesson—One hour.

COOKING.

Name of teacher—Florence Newell.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Female, 135.
Length of lesson—Two hours.
Grade or grades in which subject is taught—Seventh and eighth.
Amount expended for manual training during the year—Plant, $17.09; material, $732.58; salaries, $3,433.40; incidentals, $562.01; total, $4,745.08.
Total amount expended to date—$29,251.52.

PATERSON.

L. A. GOODENOUGH, SUPERINTENDENT.

To Hon. Chas. J. Baxter, State Superintendent Public Instruction:

DEAR SIR—I submit herewith a brief report of the character and amount of work done and general condition of our Manual Training School at the close of June, 1903.

Practically the same course of instruction has been followed as during the previous years, but, owing to the increased number of pupils in our higher grammar grades, we have been obliged to confine the work almost entirely to the 8A and 8B classes. About fifty boys from the High School have also attended in their own time, and as this came at a period not interfering with grammar classes, it enabled those who had previously taken up the work to voluntarily complete a more extended course. These high school boys have aided greatly in making benches, bookcases, closets, etc., for the schools at practically no expense except cost for the material.

Our quarters are somewhat cramped and it is impossible to consider suggestions for doing any great variety of manual training work.

We have five lathes and plenty of tools for the one particular line of work, and it is to be hoped that the time is not far

distant when our building facilities will admit of a thoroughly equipped modern manual training school.

We feel that our special line of work can not be excelled and of course regret its limitations. The interest manifested by all the boys is most gratifying and our citizens feel that the small amount appropriated is many times returned in the enthusiasm and the good practical results of the work done.

FINANCIAL STATEMENT.

Receipts.

Balance from last year,	$947 56
Amount raised by special tax,	1,500 00
Amount received from the State,	1,500 00
Amount received from other sources,	.....
Total,	$3,947 56

Disbursements.

Janitor,	$240 00
Teachers' salaries,	1,275 00
Rent,	209 52
Plant,	944 02
Material,	138 27
Incidentals,	41 58
Balance June 30th, 1903,	1,099 17
Total,	$3,947 56

WOOD-WORKING—(*a*) JOINERY.

Name of teacher—Edwin D. Hilton.
Number of pupils—Male, 241.
Number of lessons per week given each class—One every two weeks.
Length of lesson—Two hours.
Grade or grades in which subject is taught—8A and 8B; grammar grades.

WOOD-WORKING—(*b*) CARVING AND TURNING.

Name of teacher—Edwin D. Hilton.
Number of pupils—Male, 50.
Number of lessons per week given each class—One.
Length of lesson—Two hours.
Grade or grades in which subject is taught—High school.
Amount expended for manual training during the year—Plant, $1,153.54; material, $138.27; salaries, $1,275.00; incidentals, $41.58; janitor, $240.00; total, $2,848.39.

POMPTON TOWNSHIP—SCHOOL No. 4, MIDVALE.

E. J. BROWN, D. C.

C. J. Baxter, State Superintendent:

DEAR SIR—In addition to the work previously reported, I would like to report the addition of the following sewing and wood-working:

Sewing—

All the plain stitches, from basting to buttonhole. Hemstitching. Working white huck toweling with colored silks in various designs.

Wood-work—

Making box wagons with two wheels and four wheels, sleds, building, staining, polishing, etc., small book-cabinets.

FINANCIAL STATEMENT.

Receipts.

Balance from last year,	.....
Amount raised by special tax,	.....
Amount received from the State,	$500 00
Amount received from other sources,	500 00
Total,	$1,000 00

Disbursements.

Teachers' salaries,	$500 00
Plant: benches, tools and furniture,	215 90
Material,	83 58
Incidentals,	61 55
Balance June 30th, 1903,	138 97
Total,	$1,000 00

SEWING.

Name of teacher—Lucy F. Fearn.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 5; female, 36.

Number of lessons per week given each class—Two.
Length of lesson—Forty-five minutes.
Grade or grades in which subject is taught—Second to sixth.

WOOD-WORKING.

Name of teacher—Lucy F. Fearn.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 35.
Number of lessons per week given each class—Two.
Length of lesson—Forty-five minutes.
Grade or grades in which subject is taught—Second to sixth.

RED BANK.

S. V. ARROWSMITH, SUPERINTENDENT.

Hon. Charles J. Baxter, State Superintendent of Public Instruction:

DEAR SIR—The manual training room which we have occupied this year in the new High School building is much better adapted to our needs that the one formerly used, and the pupils have shown a correspondingly greater interest in their work. Although only one forty-minute period a week is required of each pupil, yet more than twice that time has been given by a majority of the pupils, working after school hours whenever there was an opportunity.

Miss Helen L. Jarrold, our Supervisor of Drawing and Manual Training, has closely related the work of the two subjects. Every working drawing has been a drawing of an object to be made, and blue prints have been made as another step between the preliminary sketch and the finished article. Much of the design work has been applied to the construction and decoration of manual training models.

Whenever possible, the results of the work in manual training have been made to meet some need of the school. For such

needs, a book-case, clock dials, counting frames and a number of large picture frames have been made.

We have tried to obtain greater proficiency in the branches of manual training already established, and have also added one new branch.

Basketry has been enjoyed by the third, fourth, fifth and seventh grades. After a course of instruction by the supervisor, the grade teachers have taught most of the lessons. Much of the material has been gathered from the fields or river bank, where children who cannot afford to buy materials to carry on their work at home, can find an endless supply.

The course has been as follows:

BOYS AND GIRLS.

Grades 1 and 2.—Paper-folding and clay-modeling.
Grades 3, 4 and 5.—Basketry with grasses, splints and raffia.
Grade 6.—Whittling thin basswood.

BOYS.

Grade 7.—Whittling thick wood and hard wood.
Grades 8 and 9.—Bench work.

GIRLS.

Grade 7.—Reed basketry.
Grade 8.—Knife carving and pyrography.
Grade 9. Wood carving.

FINANCIAL STATEMENT.

Receipts.

Balance from last year,	$29 10
Amount raised by special tax,	500 00
Amount received from the State,	500 00
Amount received from other sources,	.....
Total,	$1,029 10

Disbursements.

Teachers' salaries,	$700 00
Plant,	18 63
Material,	196 73
Incidentals,	72 06
Balance June 30th, 1903,	41 68
Total,	$1,029 10

DRAWING.

Name of teacher—H. L. Jarrold.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 491; female, 449.
Number of lessons per week given each class—Two in primary, one in upper grades.
Length of lesson—Thirty minutes in primary; forty minutes in upper grades.
Grade or grades in which subject is taught—First to ninth inclusive.
Miss Janold teashes manual training, also drawing, in the grammar and high-school grades, and directs the work in the primary grades.

WOOD-WORKING—(*a*) JOINERY.

Name of teacher—H. L. Jarrold.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 49; female, 20.
Number of lessons per week given each class—One.
Length of lesson—Forty minutes.
Grade or grades in which subject is taught—Sixth to ninth.

WOOD-WORKING—(*b*) CARVING.

Name of teacher—H. L. Jarrold.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 70; female, 93.
Number of lessons per week given each class—One.
Length of lesson—Forty minutes.
Grade or grades in which subject is taught—Eighth to tenth.

RIDGEWOOD.

B. C. WOOSTER, PRINCIPAL.

To Hon. Chas. J. Baxter, State Superintendent:

DEAR SIR—I report briefly upon manual training in the Ridgewood school, for the year ending June 30th, 1903, as follows:

The primary drawing consists of plane geometric forms,

nature forms and simple design, with color, brush work, free hand paper-cutting, etc. The children illustrate stories with their own pictures.

The grammar grade work continues the above with geometric construction, historic ornament, design and object-drawing. The high school work is model and object-drawing in charcoal from cast and pose. The boys have working drawings of their woodwork.

The work in sewing has been frequently described. We have been able to do considerable garment making and other practical applied work during the past year.

Fourth-year primary boys do development work in paper and tag manilla. Fifth year, cut forms from thin wood. Sixth and seventh have chip carving and regular wood carving. Eighth and ninth grades do joinery. Application is made of skill acquired in making many useful and ornamental articles which pupils may take home.

Carving and joinery are done in well-lighted basement equipped for thirty pupils at one time.

FINANCIAL STATEMENT.

Receipts.

Balance from last year,	$1,886 09
Amount raised by special tax,	600 00
Amount received from the State,	600 00
Amount received from other sources,	.....
Total,	$3,086 09

Disbursements.

Teachers' salaries,	$1,175 00
Plant,	.....
Material,	95 65
Incidentals,	.....
Balance June 30th, 1903,	1,815 44
Total,	$3,086 09

DRAWING.

Name of teacher—Miss Helen Marvine.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 273; female, 253.

Number of lessons per week given each class—One.
Length of lesson—Sixty minutes.
Amount expended for manual training during the year—Material, $40.10; salaries, $400.00; total, $440.10.
Total amount expended to date—$3,577.00.
Grade or grades in which subject is taught—First to tenth.

SEWING.

Name of teacher—Miss Sarah Denison.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Female, 140.
Number of lessons per week given each class—One.
Length of lesson—Sixty minutes.
Amount expended for manual training during the year—Material, $4.34; salaries, $225.00; total, $229.34.
Total amount expended to date—$2,486.63.
Grade or grades in which subject is taught—Fourth to ninth.

WOOD-WORKING.

Name of teacher—B. C. Wooster.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 154.
Number of lessons per week given each class—One.
Length of lesson—Sixty minutes.
Amount expended for manual training during the year—Material, $51.21; salaries, $550.00; total, $601.21.
Total amount expended to date—$5,933.71.
Grade or grades in which subject is taught—Fourth to tenth.

SOUTH ORANGE.

H. W. FOSTER, SUPERINTENDENT.

Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—The following is the written report of the Manual Training Department:

"Manual training in the township schools of South Orange is not an isolated subject, but is related intimately with the regular class-work, from the kindergarten through the high school, and

recognizes the natural demand of the normal child to be doing something.

"In the primary grades the paper-folding and knotting are a part of number work. The life of primitive people is illustrated by work in clay, braiding, sewing, weaving, while the furnishing of a doll's house, with its curtains, portieres of beads and cord, rugs, furniture, are of the greatest personal interest and value to the child.

"In the grammar grades, nature study furnishes a working centre, as well as the making of baskets with raffia and reed, sewing, making raffia hats, bent iron and wood-working.

"The problems supply a need either in school or at home, and give opportunity for both imitative and creative work.

"In the high school the cooking classes are doing practical work as well as studying the chemistry of foods.

"In the wood-working and metal classes an opportunity is given to design and make individual problems in wood and copper.

"The aim of the department is by doing, to develop the power of definite thinking."

FINANCIAL STATEMENT.

Receipts.

Balance from last year,	$56 38
Amount raised by special tax,	1,000 00
Amount received from the State,	1,000 00
Amount received from other sources,	.....
Total,	$2,056 38

Disbursements.

Teachers' salaries,	$1,525 00
Plant,	71 57
Material,	372 64
Incidentals,	.....
Balance June 30th, 1903,	87 17
Total,	$2,056 38

DRAWING.

Name of teacher—Jeanette Palen, Anna B. Gausmann.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 215; female, 204.
Number of lessons per week given each class—Two.
Length of lesson—Forty-five minutes.
Amount expended for manual training during the year—Plant, $7.75; material, $12.30; salaries, $350.00; total, $370.05.
Grade or grades in which subject is taught—Fifth, sixth, seventh, eighth, ninth, tenth, eleventh and twelfth.

BASKETRY, WEAVING, PAPER-CUTTING, CLAY MODELING, BENT IRON, COPPER, ETC.

Name of teacher—Jeanette Palen, Anna B. Gausmann.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 242; female, 212.
Number of lessons per week given each class—One.
Length of lesson—Forty-five minutes.
Amount expended for manual training during the year—Plant, $14.40; material, $57.86; salaries, $210.00; total, $282.26.
Grade or grades in which subject is taught—First, second, third, fourth and fifth. Copper in high school.
Remarks—Bent iron and copper too little to separate.

SEWING.

Name of teacher—Anna B. Gausmann.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Female, 75.
Number of lessons per week given each class—One.
Length of lesson—Forty-five minutes.
Amount expended for manual training during the year—Material, $62.24; salaries, $140.00; total, $202.24.
Grade or grades in which subject is taught—Sixth and seventh.

WOOD-WORKING—(*a*) JOINERY.

Name of teacher—Jeanette Palen, Anna B. Gausmann.
Number of pupils—Male, 115.
Number of lessons per week given each class—One.
Length of lesson—Forty-five minutes.
Amount expended for manual training during the year—Plant, $21.32; material, $185.79; salaries, $600.00; total, $807.11.
Grade or grades in which subject is taught—Sixth, seventh and eighth.

WOOD-WORKING—(*b*) CARVING.

Name of teacher—Jeanette Palen, Anna B. Gausmann.
Number of pupils—Male, 19; female, 7.
Grade or grades in which subject is taught—Ninth, tenth, eleventh and twelfth.

COOKING.

Name of teacher—Melita N. Heward.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Female, 42.
Number of lessons per week given each class—One.
Length of lesson—One and one-half hours.
Amount expended for manual training during the year—Plant, $28.10; material, $54.45; salaries, $225.00; total, $307.55.
Grade or grades in which subject is taught—Eighth and ninth.
Remarks—One day per week.
Total amount expended to date—Plant, $71.57; material, $372.64; salaries, $1,525.00; total, $1,969.21.

TOWN OF UNION.

OTTO ORTEL, SUPERINTENDENT.

To Hon. Chas. J. Baxter, State Superintendent:

DEAR SIR—There has been no material change in the kind of work done in our Manual Training Departments during the past year, although the character of the work shows a steady improvement along the whole line.

The usual exhibit in June, which was formerly held two afternoons and evenings, was, by popular request, continued for two additional afternoons and evenings, so large was the number of visitors who desired to study it.

We have had the good fortune through the generosity of our fellow-townsman, Mr. John Eisele, to be presented with a large and valuable collection of plaster casts, representing the various styles of architecture and ornamentation, which we will be able

to display to advantage when we enter our new quarters in the school house which will be completed in time for the fall term.

These casts will serve as excellent models for drawing, modeling and wood-working, besides affording an opportunity for studying the development of the esthetic state, the appreciation of beauty and the taste of nations and ages.

FINANCIAL STATEMENT.

Receipts.

Balance from last year,	$456 84
Amount raised by special tax,	900 00
Amount received from the State,	1,051 55
Amount received from other sources,	34 05
Total,	$2,442 44

Disbursements.

Teachers' salaries,	$1,350 00
Plant,	12 25
Material,	519 22
Incidentals,	.....
Balance June 30th, 1903,	560 97
Total,	$2,442 44

DRAWING.

Name of teacher—Nathan C. Billings, Gustav A. Beyer and class teachers.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 317; female, 332.
Number of lessons per week given each class—One.
Length of lesson—One hour.
Amount expended for manual training during the year—Plant, $12.25; material, $212.18; total, $224.43.
Total amount expended to date—$2,152.47.
Grade or grades in which subject is taught—Sixth, seventh and eighth year in grammar and four years in high school.

MODELING.

Name of teacher—Nathan C. Billings.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 18; female, 39.
Number of lessons per week given each class—One.

Length of lesson—One hour.
Total amount expended to date—$103.04.
Grade or grades in which subject is taught—Junior and senior years in high school.

SEWING.

Name of teacher—Caroline J. Hoffmann and class teachers.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Female, 1,007.
Number of lessons per week given each class—One.
Length of lesson—One hour.
Amount expended for manual training during the year—Material, $53.34; salaries, $50.00; total, $103.34.
Total amount expended to date—$1,360.76.
Grade or grades in which subject is taught—From third year through grammar, and first and second year high school.

WOOD-WORKING.

Name of teacher—Gustav A. Beyer.
Is teacher engaged exclusively in this work?—No.
Number of lessons per week given each class—One.
Amount expended for manual training during the year—Material, $151.34; salaries, $900.00; total, $1,051.34.
Total amount expended to date—$8,937.89.
Grade or grades in which subject is taught—First and second year.

WOOD-WORKING—(*a*) JOINERY.

Name of teacher—Gustav A. Beyer.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 81.
Number of lessons per week given each class—One.
Length of lesson—Two hours.
Grade or grades in which subject is taught—High school.

WOOD-WORKING—(*b*) CARVING.

Name of teacher—Gustav A. Beyer.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 81.
Number of lessons per week given each class—One.
Length of lesson—Two hours.
Total amount expended to date—Incidentals, $33.50.

COOKING.

Name of teacher—Engel A. Pope.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Female, 75.

Number of lessons per week given each class—One.

Length of lesson—Two hours.

Amount expended for manual training during the year—Material, $102.36; salaries, $400.00; total, $502.36.

Total amount expended to date—$6,437.83.

Grade or grades in which subject is taught—First and second year, high school.

TRENTON SCHOOL OF INDUSTRIAL ARTS.

To the Board of Education of the State of New Jersey:

SIRS—The Board of Trustees of the Trenton School for Industrial Education begs leave to submit to your honorable body its first annual report.

For a decade prior to 1898 the city of Trenton, through its Board of Education, maintained an Evening Mechanical Drawing School, conducted by Mr. Joseph Crampton. In response to the appeals of several citizens in 1897, Welling G. Sickel, then Mayor of Trenton, appointed a committee to consider plans for the enlargement of the Mechanical Drawing Class into a School of Art, in accordance with the provisions of Article XXV, School Law of 1888. On March 3d, 1898, by a resolution of the Board of Education, it was decided to organize a School of Art, and on Monday evening, April 4th, 1898, the school was formally opened in the building known as "The Academy," on Academy street. The school was conducted by the Board of Education through its Art School Committee, assisted by an Advisory Board, selected by the Board of Education, according to the provisions of the School Law of 1898. Charles F. Binns was appointed director of the school and served two years in that capacity. On September 13th, 1900, Professor John Ward Stimson, former Director of the Metropolitan Museum of Art School and founder of the Artist-Artisan Institute, both of New York City, was elected Director of the Trenton Art School. Under Professor Stimson's able management the organization and equipment of the school were substantially im-

proved. The school was moved from the "Academy Building" to Library Hall, East State street, and several new departments were established.

At the close of the school year, 1900–1, Professor Stimson resigned, and was succeeded by Professor Henry McBride, of New York City, who was elected Director September 5th, 1901. The school a year later was moved to its present commodious and convenient quarters, No. 219 East State street.

After several years' experience it was found that the interests of the school required a change in management. The policy of governing the school by a committee of the Board of Education, assisted by an Advisory Board, involved a dual control, a divided responsibility and needless delays of various sorts. Efficient and aggressive management under such a cumbersome and vexatious system was impossible. So, in the latter part of 1902, by an unanimous vote of the Board of Education and the Advisory Board, application was made to Governor Franklin Murphy to appoint a Board of Trustees, according to the provisions of "An Act providing for the establishment of Schools for Industrial Education, approved March 24th, 1881." This application met with the cordial approval of the Governor, and on December 30th, 1902, the following gentlemen were appointed to serve as Trustees:

Archibald M. Maddock and Charles Howell Cook; term expires 1906.

Garret D. W. Vroom and Alfred Wesley Wishart; term expires 1905.

Karl G. Roebling and Harry C. Taylor; term expires 1904.

Edward C. Stover and Frederick H. Clark, term expires 1903.

The Board organized by the adoption of suitable by-laws and elected Garret D. W. Vroom, President; Edward C. Stover, Treasurer, and Robert C. Belville, Secretary. Subsequently, owing to the protracted illness of Mr. Stover, Harry C. Taylor was elected Assistant Treasurer, with the full powers of the Treasurer.

Naturally the organization and development of a vital and comprehensive industrial art education in a community where no special attention has been accorded such matters would be at-

tended with difficulty. Yet the Board feels that the progress already made is a sure guarantee of the permanent usefulness of the school and amply justifies the generous support given by the municipal and State authorities.

For a detailed statement of the accomplished results and prospects of the school, the Board respectfully submits the appended report of the director of the school, Mr. Henry McBride, which is followed by the financial statement of the Treasurer:

To Hon. G. D. W. Vroom, President, and the Board of Trustees:

SIRS—In submitting to you the annual exhibition of students' work which has interested large numbers of visitors, I have also the honor to report the flourishing condition of the classes and a total enrollment of one hundred and seventy-nine pupils, forty of whom are day pupils. Several new departments were added to the school this year, giving the students for the first time a chance to "apply" their knowledge as well as to study the theory of art; a number of public ventures linked us more than ever before with the life of the community; and lastly, we have had the advantage of more commodious and better adapted quarters.

The motto upon our catalogue "For the Union of Art and Skill with Industrial Life," is a concise statement of the policy of the Institution.

In distinction from a trades-school, which supplies artisans only, it is our duty to produce artist-artisans—to give the workers of this city and neighborhood the opportunity of advancing their culture along artistic lines, and to give artists the benefit of working side by side with the technician. It is unquestionable that these two divisions of students are of the greatest inspiration and service to each other, and give our school its chance for a wide influence upon society in general. The school is naturally too young to point to the artists it has produced, but it will have some to be proud of in the near future, in spite of its lack of endowments scholarships, etc., whereas all the big industries of the city have workmen enrolled among our students and we may already fairly claim to have produced artist-artisans.

Rightly the school was first organized upon an Art-basis purely and had two successful years as such. This year three new departments of applied art were added: China painting and ceramics, rug-making and dyeing of fabrics, and book-binding. In all of these departments thorough and artistic work has been done and the exhibition of some of it in the annual exhibition made a profound impression upon the public and did a great deal to explain our aims. The fine bindings of the hand-made books were a revelation to many; the rugs, though made by novices, were compared to Oriental rugs, and the china was decorated on new lines. In all branches of decorative work a great awakening has taken place, due largely to the influence of the late Wm. Morris, and this school will be found to be abreast of the times in reflecting modern art impulses.

In recognition of our debt to the general public, several art exhibitions upon special subjects were arranged and carried out with success. Among them were showings of Japanese prints, original illustrations, arts and crafts,

home economics, The Trenton Camera Club, and the pottery exhibition, which aroused particular interest. In midwinter, Prof. Chas. Zueblin, of the University of Chicago, gave six lectures upon successive Tuesday evenings under the heading "Art and Life," and with the subjects, Gothic Revival; John Ruskin and Ethics of Wealth; Wm. Morris and Ethics of Work; Wm. Morris, Master Workman; Arts and Crafts movement; Renascence of Civic Beauty. These lectures aroused growing interest, culminating in crowded houses and great enthusiasm. Without a doubt they will have a splendid influence upon the coming school year, not to speak of the indirect value of the discussion of those subjects among our citizens.

During the year the school received the following gifts: A sum of one hundred dollars from Edmund C. Hill, Esq., to be expended upon examples of the best pottery, which were to be placed in the school museum; an engine from A. Crozer Reeves, Esq., valued at three hundred dollars, to be used in the mechanical drawing class; Mr. Reeves also gave twenty-five dollars for a prize in the mechanical drawing class; H. C. Taylor, Esq., gave to the school's reading-room several subscriptions to magazines and many bound volumes of valuable foreign art journals; Hon. G. D. W. Vroom presented a handsome volume "British Art and Artists," to be given as a first prize in the life class.

The school also became the custodian of the famous collection of china, which was bequeathed by Mrs. Alice Maddock, of New York City, upon her death, to the city of Trenton. This collection of Colonial wares is one of the most complete in existence and will be placed on permanent and public exhibition in the school auditorium.

The corps of instructors includes:

Henry McBride, Director.
Oliver Kemp, Drawing and Illustration.
Mira Burr Edson, Design.
Agnes Gendell, Modelling.
Helen Haskell, Book-binding.
Amy M. Hicks, Rugs, Weaving, etc.
Mrs. G. L. Bennett, Ceramics.
Mr. G. L. Bennett, Mechanical Drawing.

Respectfully submitted,

June 1st, 1903. HENRY MCBRIDE, *Director.*

STATEMENT OF RECEIPTS AND DISBURSEMENTS FOR YEAR ENDING JUNE 30TH, 1903.

Receipts.

Balance on hand July 1st, 1902,	$3,885	42
Contributions from private sources,	1,234	00
Contributed by State of New Jersey,	4,997	65
Receipts of lecture course,	124	70
Received from city of Trenton on account of appropriation for year ending February 28th, 1904,	1,000	00
	$11,241	77

Disbursements.

Teachers' salaries,	$6,780 00	
Janitor's salary,	335 00	
Light,	318 01	
Fuel,	243 38	
Materials,	350 76	
Rent,	1,200 00	
Printing,	48 50	
Advertising,	159 00	
Secretary,	100 00	
Incidentals,	76 36	
Lectures,	224 25	
Total regular disbursements,		9,835 26
		$1,406 51

Additional disbursements.

Expenses of moving to new building and fitting up same,	$790 94	
Rent paid on account of year ending June 30th, 1902,	200 00	
Extra amount paid for fuel, acct. strike,	100 00	
Total extra disbursements, which should not occur another year,		1,090 94
Cash balance on hand,		$315 57

All of which is respectfully submitted.

G. D. W. VROOM.
President, Board of Trustees,

WESTFIELD.

J. J. SAVITZ, A.M. PD. M., SUPERVISING PRINCIPAL.

Hon. C. J. Baxter, State Superintendent:

DEAR SIR—In accordance with the results of a special election held June, 1902, the Board of Education added manual training to the curriculum of the Westfield public schools. A course of study for this department was adopted soon after the opening

of the schools in the fall of 1902, and approved by the State Board of Education.

PLANT AND MATERIAL.

The Board of Education fitted up a room in the basement of the Washington building for a shop. This room was originally designed for this purpose. Work benches were put in to accommodate twenty-four students, each student having a separate place. Inasmuch as it was deemed best to have small classes each grade was divided so that sixteen pupils were working in the shop at the same time. Sixteen complete sets of tools were purchased from Hammacher & Schlemmer, known as Manual Training Outfit No. 2. In addition to this, there were purchased a band saw, turning lathe, carving tools, Sloyd knives, scissors and various other tools necessary for the work and not included in the sets. Four additional sets of tools have been ordered for next year with additional tools for carving and special work.

The material consisted of lumber, the specially prepared wood for this purpose; clay, a set of large models, oak-tag, raffia, reed for basketry, construction paper, brushes, paints; paper, more especially for mechanical drawing, mechanical drawing sets, venetian iron, scissors, paste for construction, etc.

CHARACTER AND AMOUNT OF WORK.

While the practical value of manual training was kept in sight, it was not forgotten that its chief claim for a place in the course of study is its educational value. The work should lead pupils to broader views, to form correct judgments in general and for motor reaction in particular, and for the development of brain areas through bodily movements, thus strengthening the brain locally and generally as the great centre of energy, or perhaps the organ through which the mind directs its energy for bodily reaction on the environment.

Work of some kind was given to all grades. The aim was to connect it with the work in the kindergarten and follow up the work through the grades, step by step, through the high school.

In the first four grades the work consisted of modeling, drawing, free cutting and construction work. In all these grades, the work was correlated with the regular school work. As our work in the grades aims to lead the pupils to grow into the power of understanding their environment, social, industrial, etc., it is easy to see how helpful such work can be made if properly correlated.

In grades five to eight, inclusive, the work consisted of carving, metal work, construction work, basketry and shop-work. In these grades work was given to lead the pupils to learn to use tools. The course compared favorably with other manual training courses, but we have aimed to work out our own problem in our own way. Much work in manual training now done is useless and has no value to speak of as compared with other exercises. Not the product, but the change in the child, is the thing to look for. This cannot be determined by a hasty examination of a few boxes, etc. In the high school, the work consisted in a thorough course in mechanical drawing and work in the shop. It should be stated that even with advanced classes it is necessary to begin with very elementary work. The advanced pupils can take longer steps but they should take the first step.

The work was in charge of Miss Elizabeth Young. Miss Young is a graduate of the Cooper Union Art School and of Teachers' College in Art and Manual Training Courses. She has been working at Columbia in manual training as a post-graduate student and will continue to do so another year.

Her work consisted in teaching the teachers at the meetings (weekly) making them do all the work themselves before they attempted any of the work in the grades. Most of our teachers are very skillful in work of this kind and they could easily do the work in the class. In addition to this, she taught each class once a week, frequently twice, always in the presence of the teacher. This, of course, refers to work which could be done in the classrooms. We believe that as much work as possible should be done in the classroom by the class teacher. In this way manual training can be used as a recreation, and it affords a

means for a very healthy reaction against the drudgery of the school-room routine.

Miss Young does all the work in the shop and in Mechanical Drawing in the high school. Note that we have an elementary form of mechanical drawing in the fifth grade. She inspects all the work that is done in the school and passes upon it.

It is safe to say that nothing could have been done this year which would have had such a salutary effect upon the work in our schools. The pupils, I am led to believe, have enjoyed their work thoroughly. We have done more work, better work in every other line because of it. The discipline, governing of the classes, was made very much easier, in fact it was not considered last year. In the grammar grades where the shop-work was optional for girls, 95 per cent. took it. As we were somewhat limited in time, pupils, whole classes, requested that they might spend an hour in the shop or in the class room doing some work in manual training, after the usual school hours. Three classes spent an hour and more in the shop each week in this way.

While we feel well satisfied with the results, we know that we have just begun. Careful study of other systems is being made by the teachers and principal during the summer with a view of doing more effective work next year.

FINANCIAL STATEMENT.

Receipts.

Balance from last year,	.....
Amount raised by special tax,	$600 00
Amount received from the State,	600 00
Amount received from other sources,	.....
Total,	$1,200 00

Disbursements.

Teachers' salaries,	$780 00
Plant,	299 86
Material,	120 14
Incidentals,	.....
Balance June 30th, 1903,	.....
Total,	$1,200 00

DRAWING.

Name of teacher—Miss Elizabeth Young, sup., assisted by grade teachers.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 517; female, 508.
Number of lessons per week given each class—High school, 1; grammar, 2; primary, 5.
Length of lesson—High school, 1 hour; grammar, 1 hour; primary, ⅓ hour.
Amount expended for manual training during the year—Material, $71.00.
Grade or grades in which subject is taught—Kindergarten, through high school.
Remarks—Includes cardboard construction and raffia. Mechanical drawing preparatory to construction from fifth grade.

MODELING.

Name of teacher—Miss Elizabeth Young, sup., and grade teachers.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 287; female, 273.
Number of lessons per week given each class—Kindergarten, 1; primary, 1.
Length of lesson—One-half hour.
Amount expended for manual training during the year—Plant, $14.40.
Grade or grades in which subject is taught—Kindergarten and primary.

METAL-WORKING.

Name of teacher—Miss Elizabeth Young, sup., and grade teachers.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 65; female, 60.
Number of lessons per week given each class—One.
Length of lesson—One-half hour.
Amount expended for manual training during the year—Plant, $12.60; material, $8.52.
Grade or grades in which subject is taught—Grades 5 and 6.
Remarks—Includes basketry, *i. e.*, basketry is taught in these grades.

WOOD-WORKING—(*a*) JOINERY.

Name of teacher—Miss Elizabeth Young, sup., and grade teachers.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 129; female, 106.
Number of lessons per week given each class—Two.
Length of lesson—One hour.
Amount expended for manual training during the year—Plant, $272.86; material, $40.62.
Grade of grades in which subject is taught—Grades 5, 6, 7, 8, 9, 10, 11, 12.

WOOD-WORKING—(*b*) CARVING.

Name of teacher—Miss Elizabeth Young, sup., and grade teachers.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 129; female, 106.
Number of lessons per week given each class—Two.
Length of lesson—One hour.
Grade of grades in which subject is taught—Grades 5, 6, 7, 8, 9, 10, 11, 12.
Amount expended for manual training during the year—Plant, $299.86; material, $120.14; salaries, $780.00; total, $1,200.00.

WEST ORANGE.

EDWARD D. MCCOLLOM, SUPERINTENDENT.

Hon. C. J. Baxter, State Superintendent:

DEAR SIR—I herewith present the first annual report of the Department of Manual Training in the public schools of West Orange.

Manual training was formally made a part of our course of study in September, 1902. We had, previously, for at least ten years, done much good work in clay modeling, and both mechanical and freehand drawing. In 1902–03 we increased both the amount and the scope of the above, and added basketry and wood and metal-working. These additions, under the energetic management of Miss Gertrude Hutton, formerly one of our most successful grade teachers, were undertaken by all with enthusiasm and progressed with vigor and increasing interest. The appended list of articles, made in the different grades, will show something of the outward results of the work. But quite as important, if less tangible, is the gain the pupils have made in skill, muscular development, self-control, accuracy, truth and patience. These things cannot be measured in the ordinary way, but their importance is none the less great.

The pupils who have worked in the shop have learned the use of the most of the tools with which the shop is equipped. Their work has been done mostly in white pine, but they are now ready to begin work in harder and closer-grained wood, and to attempt the execution of many articles of much greater beauty and use than they have been given to do this year.

LIST OF ARTICLES MADE IN THE MANUAL TRAINING DEPARTMENT, 1902-1903.

Regular Fifth Grade.

Calendar backs of braided raffia. Napkin rings of raffia and cardboard. Braided raffia baskets. Raffia school bags. Match holders.

Advanced Fifth Grade (Miss Whiting, Teacher).

Napkin rings of rattan and raffia. Picture frames of cardboard covered with raffia. Braided raffia baskets. Watch cases. Twine holders.

Advanced Fifth Grade (Miss Webster, Teacher).

Napkin rings. Braided raffia mats. Netted bags of raffia. Braided raffia baskets. Book marks.

Regular Sixth Grade.

Reed mats. Letter cases of wire covered with raffia. Case of splint and raffia covered with raffia for drinking glass. Minnow nets.

Advanced Sixth Grade.

Netted cases of raffia for flower bowls. Raffia baskets.

Six rattan rings covered with raffia for Ring Toss, and the standard of wood to complete the game; this involved the use of a cross-lap joint. Key boards. Paper files. Match strikers. The last three models were knife-work, and the designs for decoration were made and executed in the art department.

Regular Seventh Grade.

A variety of reed and raffia baskets.

Advanced Seventh Grade.

In bent iron work, a bridge, a candle-stick, pen rack, bracket and tea standard, the designs for the two last being made in the art department.

In knife-work, a picture frame, decorated in the art department.

Eighth Grade.

Tool rack. Coat rack. Bread board. Coat hanger. Cross stand. Pen tray.

Ninth Grade.

Flower stake. Bench hook. Coat hanger. Sleeve board. Cross stand. Paper knives, designed and decorated in the art department.

PLANT (1).

BENCH WORK.

Shop 25 x 40.

Twenty-five Chandler & Barber benches with end and side vises, and tool rack.

Rack for lumber and lockers for keeping material and unfinished work.

Individual tools for each bench.

1 Back-saw, 10 inches.
1 Pencil.
1 Brace, 6 inches.
1 Ruler.
1 Try-square, 6 inches.
2 Sloyd knives.
1 Gauge.
2 Firmer chisels, ¼, ⅞.
1 Block plane.
1 Smoothing plane.
1 Wood-carving knife.
1 Rule, 2 feet.
1 Bench hook.
1 Round mallet.

PLANT (2).

General Tools.

2 Cutting off saws, 22 inches.
2 Cutting off saws, 18 inches.
12 Splitting saws, 16 inches.
12 Claw-hammers.
8 Screw drivers.
4 Nail sets.
2 Counter-sinks.
1 Caliper.
1 Turning saw.

12 Compasses.
1 Bevel.
2 Brad-awls.
12 Files.
12 Bits, ¼ inch.
12 Bits, ⅜ inch.
3 Bits ⅝ inch.
6 Gauges, ⅞ inch.
6 Small gauges, ⅛ inch.
3 India comb oil-stones.
6 Scrapers.
12 Hand-screws, 8-inch.
12 One-half foot pans.
12 Varnish brushes.

PLANT (3).

Whittling.

Individual tools.
50 Knives.
50 Try squares.
50 Rulers.

Raffia.

2 Gross needles.
2 Dozen scissors.

Venetian Iron Work.

2 Iron clips.
48 Round-nose pliers.
48 Flat-nose pliers.

Drawing, Paper-cutting, Stick-laying, Clay-modeling.

High school room 28 x 35 feet.
30 Adjustable drawing tables.
30 Drawing boards.
60 Geometric Solids Large.
300 Geometric solids, small.
40 Casts.
25 Scissors.
100 Brushes.
35 Paint Boxes.
4 Drawing boards.
4 Try-squares.
8 Triangles.
4 Set draughting instruments.
125 Boxwood modeling tools.
45. Modeling boards.

Other schools.
Geometric solids,
Pencils.
Paint boxes and brushes for each class.
Sepia Pencils.
Charcoal.
Black Pencils.

INSTRUCTION AND EXPENSE.

Drawing, Clay-modeling, etc.

Name of teacher—Charlotte Hallock Tuttle.

Is teacher engaged exclusively in this work?—Yes.

Number of pupils—Male, 571; female, 600.

Number of lessons per week given each class—From 2 to 5.

Length of lesson—From 15 to 30 minutes in primary; 45 minutes in higher grades.

Amount expended for manual training during the year—Plant, $50.00; material, $208.93; salary, $500.00; total, $758.93.

Grades in which subject is taught—First to tenth, and volunteer classes from eleventh and twelfth.

Basketry, Metal-Working and Wood-Working.

Name of teacher—J. Gertrude Hutton.

Is teacher engaged exclusively in this work?—No.

Number of pupils—Basketry and metal-working, male, 168; female, 190. Whittling, male, 70; female, 99. Joinery, male, 25; female, 34. Carving, male, 8.

Number of lessons per week given each class—One.

Length of lesson—Forty-five minutes.

Amount expended for manual training during the year—Plant, $517.72; material, $223.35; salary, $500.00; total, $1,241.07.

Grades in which subjects are taught—Basketry and metal-working, fifth to seventh grades; whittling, seventh and eighth; joinery, eighth to tenth; carving, volunteers from ninth and tenth grades.

FINANCIAL STATEMENT.

Receipts.

Balance from last year,	.....
Amount raised by special tax,	$1,000 00
Amount received from the State,	1,000 00
Amount received from other sources,	.....
Total,	$2,000 00

Disbursements.

Teachers' salaries,	$1,000 00
Plant,	567 72
Material,	432 28
Incidentals,	.....
Balance June 30th, 1903,	.....
Total,	$2,000 00

REPORT OF THE BOARD OF TRUSTEES

OF THE

Teachers' Retirement Fund,

For the Year Ending June 30, 1903.

Report of the Board of Trustees of the Teachers' Retirement Fund for the Year Ending June 30, 1903.

TRENTON, N. J., October 6th, 1903.

To the Honorable the State Board of Education:

GENTLEMEN—In compliance with the law, I have the honor to submit the report of the Board of Trustees of the Teachers' Retirement Fund of the State of New Jersey for the fiscal year ending June 30th, 1903.

TREASURER'S REPORT.

That the year just closed has been the most prosperous one in the history of the Fund is shown by the Treasurer's report of receipts and disbursements, which is as follows:

STATE TREASURER'S OFFICE.
TRENTON, N. J., July 20th, 1903.

The Board of Trustees, Teachers' Retirement Fund:

GENTLEMEN—The following is the annual statement of receipts and disbursements of the Teachers' Retirement Fund, for the year ending June 30th, 1903:

Receipts.

Balance in bank July 1, 1902,	$9,346 22	
Members' dues, etc.,	22,686 50	
Interest on deposit in bank,	335 45	
Interest on investments,	2,150 00	
		$34,518 17

Disbursements.

Expenses,	$767 15	
Treasurer's office,	800 00	
Salary of Secretary,	325 00	
Annuities,	14,865 45	
Rebates,	210 73	
Balance in bank July 30, 1903,	17,549 84	
		$34,518 17

Permanent Principal.

Balance in bank July 1, 1902,	$6 67	
H. Anna Lindsley, donation,	33 00	
S. Emily Potter, proceeds of an excursion to Asbury Park, May 30, 1902, under auspices of School Teachers' Guild of Newark,	85 00	
J. H. Brensinger, "Capt.", proceeds base-ball game, Jersey City, June 21, 1902,	300 00	
Fred W. Fort, proceeds of a base-ball game, Newark, during June, 1902,	230 00	
Frederick Frelinghuysen, Treasurer, 70% of deferred payment, *in re* Teachers' Bazaar, 1901,	39 20	
Ella A. Macpherson, Treasurer, proceeds of literary entertainment held in New Brunswick, October 24, 1902,	87 00	
Emma M. Cattell, President, proceeds of entertainment given by Mt. Vernon school, Camden,	25 00	
Laura M. Gaskill, proceeds of an entertainment by teachers of Mt. Holly public school,	150 00	
Sarah Y. Ely, proceeds of an entertainment given at State Schools,	130 00	
Sarah N. Branum, proceeds of a sale and sociable by Eighth Street, Roseville Avenue, Sussex Avenue and Bruce Street schools, Newark,	110 50	
Arthur L. Root, M.D., donation,	2 00	
R. D. Argue, Secretary, proceeds of a musical festival held in Newark, in November, 1902,	1,151 13	
Emma M. Cattell, President, portion directed by Camden Branch Teachers' Retirement Fund, taken from a sum subscribed by members of the Camden Branch,	50 00	
Jennie D. Clark, proceeds of Griggs lecture, under the auspices of the Newark Educational Association,	27 25	
Lucinda I. Ellis, proceeds of sale in Salem city and county of Miss Ellis' objective tables for teaching number work,	20 04	
Wm. F. Robinson, Treasurer, proceeds of an entertainment by the teachers of Elizabeth,	356 68	
Mrs. Susan C. Marvin, President, Teachers' Retirement Fund, for associate membership dues,	469 00	
		$3,272 47
Balance in bank June 30, 1903,		$3,272 47

Assets.

The following is the condition of the Teachers' Retirement Fund at the close of business June 30, 1903:

Investments,	$53,500 00	
Balance in bank, "Investment Fund,"	3,272 47	
Balance in bank, "General Fund,"	17,549 84	
		$74,322 31

During the past year there have been 657 names added to the register.

(Signed) FRANK O. BRIGGS,
State Treasurer.

MOST PROSPEROUS YEAR IN HISTORY OF FUND.

Although seventeen additional annuities were granted during 1902–'03, a larger number than ever before, and the disbursements on account of annuities were substantially above any previous like period, it will be seen from the following comparative figures that last year was the most prosperous in the history of the Fund.

RECEIPTS.

	1901–1902.	*1902–1903.*
Members' dues, etc.,	$16,008 67	$22,686 50
Interest,	1,833 67	2,485 45
Entertainments, etc.,	2,412 04	3,265 80
	$20,254 38	$28,437 75

DISBURSEMENTS.

	1901–1902.	*1902–1903.*
Annuities,	$13,975 62	$14,865 45
Administrative,	1,782 65	1,892 15
Rebates,	100 55	210 73
Surplus on the year's business,	4,395 56	11,469 42
	$20,254 38	$28,437 75

Other gratifying features of the Treasurer's statement are the facts that $3,265.80 was added to the permanent principal

as the result of various voluntary enterprises undertaken by the teachers throughout the State, and that, on June 30th, the net surplus, invested and in bank, amounted to $74,322.31.

UNPRECEDENTED GAIN IN MEMBERSHIP.

The registered membership increase, also, was greater than in any twelve months since 1896, the year in which the law was first enacted—657 names having been added to the register.

ANNUITIES GRANTED IN 1902–03.

The annuities granted during the year were as follows:

Name and Address.	*Annuity Granted.*	*Amount.*
Miss Emma Johnson, Jersey City, Hudson Co.,	Oct. 3, 1902	$406 00
Miss Florence M. Coppinger, Jersey City, Hudson Co.,	Oct. 3, 1902	326 40
Miss Margaret A. Rasch, Newark, Essex Co.,	Oct. 3, 1902	325 00
Miss Emily A. Davis, Lambertville, Hunterdon Co.,	Oct. 3, 1902	250 00
Miss Priscilla H. Redfield, Gloucester, Camden Co.,	Nov 7, 1902	350 00
Mr. Jeremiah Kelly, Hoboken, Hudson Co.,	Nov. 7, 1902	600 00
*Mrs. Eliza J. Eveland, Jersey City, Hudson Co.,	Nov. 7, 1902	540 00
Mr. William Dougherty, Gloucester, Camden Co.,	Nov. 7, 1902	500 00
Miss Ida F. Stout, Lamberville, Hunterdon Co.,	Nov. 7, 1902	250 00
Miss Rachel H. Strong, Berlin, Camden Co.,	Nov. 7, 1902	300 00
Miss Eunice A. McLeod, Newark, Essex Co.,	Mar. 6, 1903	446 00
Mr. Ephraim M. Shadinger, Mantoloking, Ocean Co.,	Mar. 6, 1903	250 00
Mrs. P. K. Hendrickson, Jackson's Mills, Ocean Co.,	Mar. 6, 1903,	250 00

* Deceased.

Name and Address.	*Annuity granted.*	*Amount.*
Miss Jane Eliza Baird, Bloomfield, Essex Co.,	Mar. 6, 1903	$257 50
Mr. Sanford S. White, Andover, Sussex Co.,	Mar. 6, 1903,	250 00
Samuel D. Quigg, Delanco, Burlington Co.,	Mar. 6, 1903,	250 00
Miss Anita A. Wright, Camden, Camden Co.,	Mar. 6, 1903	353 50
		$5,904 40

ANNUITANTS DECEASED IN THE YEAR 1902-03.

Since our last report the following annuitants have died:

Name and Address.	*Annuity Dated From.*	*Amount.*	*Date of Decease.*
Mrs. Jennie L. Morris, Long Branch, Monmouth Co.,	July 1, 1902	$300 00	Nov. 27, 1902
Mr. Joseph P. Leighton, Parker, Morris Co.,	Dec. 1, 1897	250 00	Feb. 18, 1903
Mrs. Eliza J. Eveland, Jersey City, Hudson Co.,	Jan. 1, 1903	540 00	April 21, 1903
Mrs. E. Jennie Wortman, Liberty Corners, Somerset Co.,	Jan. 1, 1900	315 00	May 10, 1903
Miss Phebe A. Brigham, Jersey City, Hudson Co.,	April 1, 1898	510 00	May 27, 1903
		$1,915.00	

ANNUITY RECORD TO JULY 1, 1903.

The following table gives a list of those who have been retired on annuity, with the date of their retirement, their length of service in New Jersey, their average salary at time of retirement, the amount of annuity, and the total of their annuity payment to July 1st, 1903:

NAME.	Length of service in New Jersey.	Average salary of last five years.	Annuity.	Date of Retirement.	Amount received from Fund to June 30th, 1903.
*Joseph P. Leighton, Parker, Morris Co.,	58 years	$312 00	$250 00	Dec. 3, 1897	$1,292 78
Almira Walker, Orange, Essex Co.,	36 years	450 00	250 00	Dec. 3, 1897	1,381 77
Abby M. Munn, Montclair, Essex Co.,	37 years	750 00	375 00	Dec. 3, 1897	2,072 77
*Jacob Moench, Carlstadt, Bergen Co.,	29¼ yrs	450 00	250 00	Dec. 3, 1897	95 13
*Helen F. Hall, Shiloh, Cumberland Co.,	24¼ yrs	353 00	250 00	Dec. 3, 1897	948 88
Phebe Hancock, Newark, Essex Co.,	40 years	1,000 00	500 00	Jan. 7, 1898	2,598 73
*Phebe A. Brigham, Jersey City, Hudson Co.,	39 years	1,020 00	510 00	Jan. 7, 1898	2,603 06
*Imogene L. Colvin, Jersey City, Hudson Co.,	24⅓ yrs	624 00	312 00	May 13, 1898	866 58
Sarah J. Reynolds, Paterson, Passaic Co.,	25 years	375 00	268 50	Nov. 5, 1898	1,196 10
Clara Bonham, Cherryville, Hunterdon Co.,	42 years	258 80	250 00	Nov. 5, 1898	1,113 66
Mrs. Helen S. Donkersley, Paterson, Passaic Co.,	37 years	650 00	325 00	Nov. 5, 1898	1,447 92
Thamer Snover, Stillwater, Sussex Co.,	40 years	351 00	250 00	Feb. 4, 1899	1,051 79
*Anna Marshall, Millville, Cumberland Co.,	29 years	375 00	250 00	Feb. 4, 1899	223 91
Louise Chedister, Newark, Essex Co.,	26 years	800 00	400 00	Mar. 3, 1899	1,683 00
Sallie T. Brown, Camden, Camden Co.,	45 years	750 00	375 00	Mar. 22, 1899	1,577 78
M. Jennie Wood, Camden, Camden Co.,	44 years	750 00	375 00	Mar. 22, 1899	1,577 78
*James Corkery, Forked River, Ocean Co.,	20 years	600 00	300 00	Mar. 22, 1899	470 25
Jennie Hutchinson, Trenton, Mercer Co.,	31½ yrs	500 00	250 00	Mar. 22, 1899	1,051 79
Annie M. Atkinson, Paterson, Passaic Co.,	29 years	500 00	250 00	Dec. 26, 1899	866 18
*Mrs. E. Jennie Wortman, Liberty Corner, Somerset Co.,	28 years	630 00	315 00	Dec. 26, 1899	1,046 48
Mrs. Harriet J. Strang, Richwood, Gloucester Co.,	48 years	321 00	250 00	Dec. 26, 1899	866 18
Anna R. Burr, Mt. Holly, Burlington Co.,	30 years	450 00	250 00	Dec. 26, 1899	866 18
*Hattie F. Hoffman, Pennsgrove, Salem Co.,	25 years	350 00	250 00	Dec. 26, 1899	247 48
Samantha Wheeler, Bloomfield, Essex Co.,	41 years	550 00	275 00	Dec. 26, 1899	952 85
*Mrs. Hannah A. Collins, Cape May Court House, Cape May Co.,	20 years	389 60	250 00	Dec. 26, 1899	164 86
Ella Hazard, Rahway, Union Co.,	40 years	440 00	250 00	Mar. 26, 1900	804 31
Janet F. Wright, Trenton, Mercer Co.,	37 years	500 00	250 00	Mar. 26, 1900	804 31
*Emily S. Sayre, Woodstown, Salem Co.,	24 years	708 50	354 25	April 14, 1900	185 09
Hannah Over, Orange, Essex Co.,	34 years	450 00	250 00	June 23, 1900	742 44
Mrs. Mary S. Bond, Ringoes, Hunterdon Co.,	20 years	291 60	250 00	June 23, 1900	742 44
Carrie B. Runyon, Plainfield, Union Co.,	34 years	750 00	375 00	Sept. 14, 1900	1,020 91

NAME.	Length of service in New Jersey.	Average salary of last five years.	Annuity.	Date of Retirement.	Amount received from Fund to June 30th, 1903.
Esther J. Crosby, Newark, Essex Co.,	38 years	$1,000 00	$500 00	Oct. 12, 1900	$1,237 50
Sarah R. Bowne, Princeton, Mercer Co.,	38 years	590 00	295 00	Oct. 12, 1900	730 10
*Mary G. Lindsley, Morristown, Morris Co.,	22 years	570 00	287 50	Oct. 12, 1900	388 13
Laura C. Delano, Newark, Essex Co.,	36 years	650 00	325 00	Jan. 4, 1901	723 96
Kate G. Focer, Glassboro, Gloucester Co.,	30 years	450 00	250 00	Jan. 4, 1901	556 83
Nathaniel Kiser, Brookside, Morris Co.,	39 years	329 00	250 00	Jan. 4, 1901	556 83
Helen Bamber, Camden, Camden Co.,	29 years	500 00	250 00	Mar. 1, 1901	556 83
Ellen Smith, New Brunswick, Middlesex Co.,	35 years	500 00	250 00	Mar. 1, 1901	556 83
Harriet E. Smith, New Brunswick, Middlesex Co.,	40 years	500 00	250 00	May 10, 1901	494 96
Helen E. Tifft, Hoboken, Hudson Co.,	30⅛ yrs	840 00	420 00	May 10, 1901	831 60
Alice E. Johnson, Newark, Essex Co.,	27 years	800 00	400 00	May 10, 1901	792 00
Jane E. Johnson, Newark, Essex Co.,	21 years	1,300 00	600 00	Sept. 20, 1901	1,039 50
Mrs. Orrell F. Elwell, Trenton, Mercer Co.,	24 years	500 00	250 00	Sept. 20, 1901	433 09
Mrs. Hattie Lindaberry, Anthony, Hunterdon Co.,	25 years	303 90	250 00	Dec. 20, 1901	371 22
Noah E. Jeffery, Bayhead, Ocean Co.,	28 years	396 00	250 00	Dec. 20, 1901	371 22
Ellen Couenhoven, Passaic, Passaic Co.,	25 years	640 00	320 00	Dec. 20, 1901	475 20
†Sarah Rankinback, New Brunswick, Middlesex Co.,	37 years	720 00	360 00	April 4, 1902	.....
Kate F. Hubbard, Bloomfield, Essex Co.,	29 years	550 00	275 00	April 4, 1902	340 30
Minnie Whitehead, Rahway, Union Co.,	22 years	500 00	250 00	April 4, 1902	309 35
*Mrs. Jennie L. Morris, Long Branch, Monmouth Co.,	24 years	600 00	300 00	May 30, 1902	123 75
Emma L. Hodgkins, Boonton, Morris Co.,	20 years	500 00	250 00	May 30, 1902	247 48
Emma Johnson, Jersey City, Hudson Co.,	30 years	812 00	406 00	Oct. 3, 1902	200 96
Florence M. Coppinger, Jersey City, Hudson Co.,	20½ yrs	652 80	326 40	Oct. 3, 1902	161 56
Margaret A. Rasch, Newark, Essex Co.,	27 years	650 00	325 00	Oct. 3, 1902	160 88
Emily A. Davis, Lambertville, Hunterdon Co.,	26 years	445 00	250 00	Oct. 3, 1902	123 74
Priscilla H. Redfield, Gloucester, Camden Co.,	50 years	700 00	350 00	Nov. 7, 1902	86 62
Jeremiah Kelly, Hoboken, Hudson Co.,	32 years	1,820 00	600 00	Nox. 7, 1902	297 00
*Mrs. Eliza J. Eveland, Jersey City, Hudson Co.,	54 years	1,080 00	540 00	Nov. 7, 1902	164 83
William Dougherty, Gloucester, Camden Co.,	26 years	1,000 00	500 00	Nov. 7, 1902	247 50
Ida F. Stout, Lambertville, Hunterdon Co.,	21 years	465 00	250 00	Nov. 7, 1902	123 74
Rachel H. Strong, Berlin, Camden Co.,	30⅓ yrs	600 00	300 00	Nov. 7, 1902	148 50

NAME.	Length of service in New Jersey.	Average salary of last five years.	Annuity.	Date of Retirement.	Amount received from Fund to June 30th, 1903.
Eunice A. McLeod, Newark, Essex Co.,	35 years	$920 00	$446 00	Mar. 6, 1903	$110 38
Ephraim M. Shadinger, Mantoloking, Ocean Co.,	22 years	361 00	250 00	Mar. 6, 1903	61 87
Mrs. P. K. Hendrickson, Jackson's Mills, Ocean Co.,	32 years	360 00	250 00	Mar. 6, 1903	61 87
Jane Eliza Baird, Bloomfield, Essex Co.,	36 years	515 00	257 50	Mar. 6, 1903	63 73
Sanford S. White, Andover, Sussex Co.,	39 years	410 00	250 00	Mar. 6, 1903	61 87
Samuel D. Quigg, Delanco, Burlington Co.,	32½ yrs	500 00	250 00	Mar. 6, 1903	61 87
Anita A. Wright, Camden, Camden Co.,	47 years	707 00	353 50	Mar. 6, 1903	87 49
Totals,	2217 years	$41,436 20	$21,796 65		$45.924 48
Averages,	32 years	$600 53	$315 89		

*Deceased.

†Died before first payment was due.

APPLICATIONS FOR ANNUITY PENDING DECISION.

The following applications for annuity await the consideration and action of the Board:

NAME AND ADDRESS.	Filed with Secretary.	Presented to Board.	Annuity asked for.	Years of teaching service in New Jersey.
Miss Marion Richardson, Newark, Essex Co.,	Oct. 31, 1899	Dec. 26, 1899	$325	24-7
Miss Mary V. L. Hagaman, Franklin Park, Middlesex Co.,	April 16, 1900	Oct. 12, 1900	250	20
Miss Harriet E. Ball, Newark, Essex Co.,	May 2, 1900	Oct. 12, 1900	325	22-6
Miss Emma A. Issler, Newark, Essex Co.,	Oct. 20, 1900	Nov. 5, 1900	355	20
Mr. Nehemiah R. Whitacre, Marlton, Burlington Co.,	Jan. 1, 1901	Jan. 4, 1901	250	21
Miss Martha L. Gould, Orange, Essex Co.,	April 1, 1901	April 4, 1902	325	30
Mr. Peter M. Mechling, Pittstown, Hunterdon Co.,	June 7, 1901	Sept. 20, 1901	250	32
Miss Edith E. Hulin, Bloomfield, Essex Co.,	July 15, 1901	Sept. 20, 1901	275	29
Miss R. Anna Baird, Bloomfield, Essex Co.,	Sept. 8, 1901	Sept. 20, 1901	275	28
Miss Mary E. Ward, Newark, Essex Co.,	Sept. 20, 1901	Sept. 20, 1901	500	20
Miss M. Adelaide Healy, Newark, Essex Co.,	Mar. 21, 1902	April 4, 1902	325	20-6
Miss Rebecca T. Allen, Cranbury, Middlesex Co.,	April 21, 1902	May 30, 1902	250	20
Mrs. Jennie Lunger, Clinton, Hunterdon Co.,	Dec. 24, 1902	Mar. 6, 1903	250	21
Mr. George H. Voorhis, Trenton, Mercer Co.,	Jan. 24, 1903	Mar. 6, 1903	600	40
Mr. John M. Sullivan, Lower Bank, Burlington Co.,	Mar. 6, 1903	Mar. 6, 1903	250	40
Miss Lue J. Mershon, Vineland, Cumberland Co.,	Mar. 10, 1903	May 22, 1903	250	20
Mrs. Deborah J. Bateman, Cedarville, Cumberland Co.,	Mar. 17, 1903	May 22, 1903	250	20
Miss Annie E. Stelle, New Brunswick, Middlesex Co.,	Mar. 23, 1903	May 22, 1903	340	35
Mr. Elias L. Dalrymple, Quakertown, Hunterdon Co.,	April 21, 1903	May 22, 1903	250	21-4
Miss Annie Bradway, Woodstown, Salem Co.,	May 9, 1903	May 22, 1903	250	41
Miss Lydia V. Marden, Trenton, Mercer Co.,	May 12, 1903	May 22, 1903	260	43
Miss Marcia M. Wright, Trenton, Mercer Co.,	May 20, 1903	May 22, 1903	360	43-6
Miss Anna R. Johnson, Mt. Holly, Burlington Co.,	May 20, 1903	May 22, 1903	250	36
			$7,015	

STATISTICS OF FUND TO JUNE 30TH, 1903.

The following table shows, by counties, the number of teachers in the State of New Jersey (report of 1903), the Fund membership, percentage of membership, the number of teachers who have been granted annuities in the several counties since

the organization of the Fund, the amount paid in annuities to the various counties, with the amount applied for from each county and now under consideration by the Board of Trustees:

COUNTY.	Number of teachers in New Jersey June 30, 1903.	Number of teachers who were members of the Fund June 30, 1903.	Percentage of membership to total of teachers June 30, 1903.	Number of teachers retired on annuity to June 30, 1903.	Amount received from Fund by retired teachers to June 30, 1903.	Amount of annuities per year in force June 30, 1903.	Applications for annuity on file June 30, 1903.	Amount of annuities claimed by applications on file, June 30, 1903.
Atlantic,	217	24	.11	.....	.....	.....	.....	.....
*Bergen,	416	69	.17	1	$95 13	.....	.....	.....
Burlington,	252	94	.37	2	928 05	$500 00	3	$750 00
Camden,	483	303	.63	7	4,282 50	2,503 50	.....	.....
Cape May,	86	13	.15	1	164 86	.....	.....	.....
Cumberland,	238	107	.45	2	1,172 79	.....	2	500 00
Essex,	1,661	632	.38	14	13,899 81	5,178 50	6	2,105 00
Gloucester,	169	82	.48	2	1,423 01	500 00	.....	.....
Hudson,	1,338	1,143	.85	7	5,125 59	1,752 40	.....	.....
Hunterdon,	164	51	.31	5	2,474 80	1,250 00	4	1,000 00
Mercer,	351	247	.70	4	3,019 29	1,045 00	3	1,220 00
Middlesex,	318	104	.33	3	1,051 79	500 00	3	840 00
Monmouth,	401	133	.33	1	123 75	.....	.....	.....
Morris,	277	71	.26	4	2,485 22	500 00	.....	.....
Ocean,	127	21	.17	4	965 21	750 00	.....	.....
Passaic,	697	290	.42	4	3,985 40	1,163 50	.....	.....
Salem,	136	49	.36	2	432 57	.....	1	250 00
*Somerset,	157	36	.23	1	1,046 98	.....	.....	.....
Sussex,	141	36	.26	2	1,113 66	500 00	.....	.....
Union,	394	194	.49	3	2,134 57	875 00	.....	.....
Warren,	191	51	.27	.....	.....	.....	.....	.....
Totals.	8,214	3,750	.46	69	$45,924 48	†$17,017 90	22	$6,665 00

* By error Bergen county has heretofore been charged with an annuity which should have been charged to Somerset county. The correction is made in this table. The Bergen and Somerset annuitants are deceased.

† Less one per cent. deducted for the Fund, making $16,847.73, the net amount of annuities in force on June 30th, 1903.

ANNUITY RECORD TO JUNE 30TH, 1903.

The following table shows: (1) the annuitants from the various counties and cities, (2) amount of annuity, (3) date annuity was granted, (4) the amount received by each annuitant to June 30th, 1903, and by the various counties and cities to the same date:

COUNTY.	Name of annuitant and place retired from	Amount of annuity.	Annuity began to accrue	Amount received to June 30, 1903.
Atlantic, ...	.....	.....	.....	.....
Bergen, ...	*Jacob Moench, Carlstadt, ...	$250 00	Jan. 1, 1898	$95 13
Burlington, ..	Anna R. Burr, Mount Holly, ...	$250 00	Jan. 1, 1900	$866 18
" ..	Samuel D. Quigg, Delanco, ...	250 00	April 1, 1903	61 87
" ..	Nehemiah R. Whitacre, Marlton, ...	250 00	Oct. 1, 1903	.....
	Total paid to Burlington county, to June 30th, 1903, ...	.....	.....	$928 05
Camden, ...	Sallie T. Brown, Camden City, ...	$375 00	April 1, 1899	$1,577 78
"	M. Jennie Wood, Camden City, ...	375 00	April 1, 1899	1,577 78
"	Helen Bember, Camden City, ...	250 00	April 1, 1901	556 83
"	Anita A. Wright, Camden City, ...	353 50	April 1, 1903	87 49
	Total paid to Camden City, to June 30th, 1903, ...	.....	.....	$3,799 88
"	Priscilla H. Redfield, Gloucester City,..	$350 00	April 1, 1903	$86 62
"	William Dougherty, Gloucester City,....	500 00	Jan. 1, 1903	247 50
	Total paid to Gloucester City, to June 30th, 1903, ...	.....	.....	$334 12
"	Rachel H. Strong, Berlin, ...	$300 00	Jan. 1, 1903	158 50
	Total paid to Camden county, to June 30th, 1903, ...	.....	.....	$4,292 50
Cape May,....	*Mrs. Hannah A. Collins, Cape May Court House, ...	$250 00	Jan. 1, 1900	$164 86
Cumberland,..	*Helen F. Hall, Shiloh, ...	$250 00	April 1, 1898	$948 88
" ..	*Anna Marshall, Millville, ...	250 00	April 1, 1899	223 91
	Total paid to Cumberland county, to June 30th, 1903, ...	.....	.....	$1,172 79
Essex, ...	Almira Walker, Orange, ...	$250 00	Dec. 1, 1897	$1,381 77
"	Hannah Oven, Orange, ...	250 00	July 1, 1900	742 44
	Total paid to city of Orange, to June 30th, 1903, ...	.....	.....	$2,124 21
"	Abby M. Munn, Montclair, ...	$375 00	Dec. 1, 1897	$2,072 77
"	Phebe Hancock, Newark, ...	500 00	April 1, 1898	2,598 73
"	Louise Chedister, Newark, ...	400 00	April 1, 1899	1,683 00
"	Esther J. Crosby, Newark, ...	500 00	Jan. 1, 1901	1,237 50
"	Laura C. Delano, Newark, ...	325 00	April 1, 1901	723 96
"	Alice E. Johnson, Newark, ...	400 00	July 1, 1901	792 00
"	Jane E. Johnson, Newark, ...	600 00	Oct. 1, 1901	1,039 50
"	Margaret A. Rasch, Newark, ...	325 00	Jan. 1, 1903	160 88
	Eunice A. McLeod, Newark, ...	446 00	April 1, 1903	110 38
	Total paid to Newark, to June 30th, 1903, ...	.....	.....	$8,345 95
"	Samantha Wheeler, Bloomfield, ...	$275 00	Jan. 1, 1900	$952 85
"	Kate F. Hubbard, Bloomfield, ...	275 00	April 1, 1902	340 30
	Jane Elia Baird, Bloomfield, ...	257 50	April 1, 1903	63 73
	Total paid to Bloomfield, to June 30th, 1903, ...	.....	.....	$1,356 88
	Total paid to Essex county, to June 30th, 1903, ...	.....	.....	$13,899 81
Gloucester, ..	Mrs. Harriet J. Strang, Richwood, ...	$250 00	Jan. 1, 1900	$866 18
" ..	Kate G. Focer, Glassboro, ...	250 00	April 1, 1901	556 83
	Total paid to Gloucester county, to June 30th, 1903, ...	.....	.....	$1,423 01
Hudson, ...	*Phebe A. Brigham, Jersey City, ...	$510 00	April 1, 1898	$2,603 06
"	*Imogene L. Colvin, Jersey City, ...	312 00	July 1, 1898	866 58
"	Emma Johnson, Jersey City, ...	406 00	Jan. 1, 1903	200 96
"	Florence M. Coppinger, Jersey City, ...	326 40	Jan. 1, 1903	161 56
	*Mrs. Eliza J. Eveland, Jersey City,....	540 00	Jan. 1, 1903	164 83
	Total paid to Jersey City, to June 30th, 1903, ...	.....	.....	$3,996 99
"	Helen E. Tifft, Hoboken, ...	$420 00	July 1, 1901	$831 60
	Jeremiah Kelly, Hoboken, ...	600 00	Jan. 1, 1903	297 00
	Total paid to Hoboken, to June 30th, 1903, ...	.....	.....	$1,128 60
	Total paid to Hudson county, to June 30th, 1903, ...	.....	.....	$5,125 59

* Deceased.

COUNTY.	Name of annuitant and place retired from	Amount of annuity.	Annuity began to accrue.	Amount received to June 30, 1903.
Hunterdon, ..	Clara Bonham, Cherryville, ...	$250 00	Jan. 1, 1899	$1,113 66
" ..	Mrs. Mary S. Bond, Ringoes, ...	250 00	July 1, 1900	742 44
" ..	Mrs. Hattie Lindaberry, Anthony,.....	250 00	Jan. 1, 1902	371 22
" ..	Emily A. Davis, Lambertville, ...	250 00	Jan. 1, 1902	123 74
" ..	Ida F. Stout, Lambertville,.....	250 00	Jan. 1, 1902	123 74
	Total paid to Hunterdon county, to June 30th, 1903, ...	.....	.....	$2,474 80
Mercer, ...	Jennie Hutchinson, Trenton, ...	$250 00	April 1, 1899	$1,051 79
"	Janet F. Wright, Trenton, ...	250 00	April 1, 1900	804 31
"	Mrs. Orrell F. Elwell, Trenton, ...	250 00	Oct. 1, 1901	433 09
	Total paid to Trenton, to June 30th, 1903, ...	.....	.....	$2,289 19
"	Sarah R. Bowne, Princeton, ...	$295 00	Jan. 1, 1901	730 10
	Total paid to Mercer county, to June 30th, 1903, ...	.....	.....	$3,019 29
Middlesex, ...	Ellen Smith, New Brunswick, ...	$250 00	April 1, 1901	$556 83
" ...	Harriet E. Smith, New Brunswick, ...	250 00	July 1, 1901	494 96
" ...	†Sarah Rankinback, New Brunswick,....	360 00	.....	.....
	Total paid to Middlesex county, to June 30th, 1903, ...	.....	.....	$1,051 79
Monmouth, ...	*Mrs. Jennie L. Morris, Long Branch,.....	$300 00	July 1, 1902	$123 75
Morris, ...	*Joseph P. Leighton, Parker, ...	$250 00	Dec. 1, 1897	$1,292 78
"	*Mary G. Lindsley, Morristown, ...	287 50	Jan. 1, 1901	388 13
"	Nathaniel Kiser, Brookside.	250 00	April 1, 1901	556 83
"	Emma L. Hodgkins, Boonton, ...	250 00	July 1, 1902	247 48
	Total paid to Morris county, to June 30th, 1903, ...	.....	.....	$2,485 22
Ocean, ...	*James Corkery, Forked River, ...	$300 00	April 1, 1899	$470 25
"	Noah E. Jeffery, Bayhead, ...	250 00	Jan. 1, 1902	433 09
"	Ephraim M. Shadinger, Mantoloking....	250 00	April 1, 1903	123 74
"	Mrs. P. K. Hendrickson, Jackson's Mills,	250 00	April 1, 1903	123 74
	Total paid to Ocean county, to June 30th, 1903, ...	.....	.....	$1,150 82
Passaic, ...	Sarah J. Reynolds, Paterson.	$268 50	Jan. 1, 1899	$1,196 10
"	Mrs. Helen M. Donkersley, Paterson....	325 00	Jan. 1, 1899	1,447 92
"	Annie M. Atkinson, Paterson, ...	250 00	Jan. 1, 1900	866 18
	Total paid to Paterson, to June 30th, 1903, ...	.....	.....	$3,510 20
"	Ellen Couenhoven, Passaic, ...	$320 00	Jan. 1, 1902	$475 20
	Total paid to Passaic county, to June 30th, 1903, ...	.....	.....	$3,985 40
Salem, ...	*Hattie F. Hoffman, Pennsgrove, ...	$250 00	Jan. 1, 1900	$247 48
"	*Emily S. Sayre, Woodstown, ...	354 25	April 1, 1900	185 09
	Total paid to Salem county, to June 30th, 1903, ...	.....	.....	$432 57
Somerset, ...	*Mrs. E. Jennie Wortman, Liberty Corner, ...	$315 00	Jan. 1, 1900	$1,046 48
Sussex, ...	Thamer Snover, Stillwater, ...	$250 00	April 1, 1899	$1,051 79
"	Sanford S. White, Andover, ...	250 00	April 1, 1903	61 87
	Total paid to Sussex county, to June 30th, 1903, ...	.....	.....	$1,113 66
Union, ...	Ella Hazard, Rahway, ...	$250 00	April 1, 1900	$804 31
"	Minnie Whitehead, Rahway.	250 00	April 1, 1902	309 35
	Total paid to Rahway, to June 30th, 1903, ...	.....	.....	$1,113 66
"	Carrie B. Runyon, Plainfield, ...	$375 00	Oct. 1, 1900	$1,020 91
	Total paid to Union county, to June 30th, 1903, ...	.....	.....	$2,134 57
Warren, ...	.....	.....	.....	.....
	Total paid in State, to June 30th, 1903, ...	.....	.....	$45,934 48

* Deceased.

† Died before first payment was due.

Recapitulation.

The Public School Teachers' Retirement Fund of the State of New Jersey became a part of the public school system by virtue of a law enacted March 11th, 1896. The first annuity was granted December 3d, 1897. The number and value of the annuities granted in the various years, together with the number of deceases, and the number and value of the annuities in force at the close of each fiscal year, will be found in the following table:

Year.	*Number and Value of Annuities Granted*		*Deceased.*		*Number and Value of Annuities in force at end of Fiscal Year.*	
1897–98, ...	8	$2,657 00	1	$250 00	7	$2,447 00*
1898–99, ...	10	3,043 50	.....		17	5,490 50*
1899–00, ...	12	3,194 25	1	250 00	29	8,434 75*
1900–01, ...	12	3,852 50	5	1,466 25	35	10,821 00*
1901–02, ...	10	3,105 00	3	897 50	42	13.028 50*
1902–03, ...	17	5,904 40	5	1,915 00	54	17,017 90*
Totals, ...	69	$21,796 65	15	$4,778 75	54	$17,017 90*

*Less one per cent. deducted for the Fund.

Sixty-nine annuities granted (11 men, 58 women), average, $315.89; total, $21,796.65.

Average length of teaching service in New Jersey at time of application for annuity, 32 years.

Total amount of annuities paid to June 30th, 1903, $45,924.48.

Total amount of rebates paid to June 30th, 1903, $311.28.

Total amount of administrative expense to June 30th, 1903, $10,983.38.

Receipts, 1901-02, $20,254.38; 1902-03, $28,437.75.

Disbursements, 1901-02, $15,858.82; 1902-03, $16,968.33.

Surplus, 1901-02, $4,395.56; 1902-03, $11,469.42.

Total surplus, July 1st, 1902, $62,852.89.

Total surplus, July 1st, 1903, $74,322.31.

Fifteen annuitants deceased; value of annuities, $4,778.75.

Fifty-four annuities in force July 1st, 1903; value, $17,017.90, less one per cent. due the Fund, making $16,847.73 net.

RETIREMENT FUND DEPARTMENT OF NEW JERSEY STATE TEACHERS' ASSOCIATION.

The Retirement Fund Department of the New Jersey State Teachers' Association has actively prosecuted the work outlined in the report for 1901–02, and to its efforts, chiefly, are due the year's splendid growth in membership and income.

CHANGES IN BOARD.

We have to report the resignation, on account of continued ill-health, of Judge Otto Crouse, of Jersey City, who had been a member of this Board during its entire existence, and the appointment of the Hon. William D. Forbes, of Hoboken, to fill the vacancy. From the first organization of the Board, Judge Crouse proved himself, not only in his official capacity, but in every public and personal relation, a stanch, sympathetic friend of the Fund. Its great strength in Hudson county is due very largely to his commanding influence with the teachers in his home community. We pray that Divine Providence may restore our esteemed and beloved co-worker to health, and that his valuable services to the State may be prolonged for many years.

STATE PENSION LAW.

It is gratifying to report that New Jersey, by the enactment of a Teachers' Half-Pay Pension law out of public funds, has recognized the justice of a pension system for aged teachers. The pension statute (Chapter 16 of the Laws of 1903) is mandatory on boards of education and finance boards, and provides that teachers who have served forty years continuously in the same district are eligible to demand retirement on half pay. It may be remarked, however, that this act, while commendable from a philanthropic and educational point of view, is not calculated to benefit the public school system of the State to the same extent as that designed by the Teachers' Retirement Fund Law: First, because the pension act applies to a very limited number; second, its benefits can reach only those more

fortunate teachers whose "lines have fallen in pleasant places," *i. e.,* in cities and the larger towns where tenure of office has made forty years' consecutive service in one school district possible, and where comparatively higher salaries have made a pension less imperatively necessary than in the case of aged and invalided teachers of suburban and rural districts whose services have been constant, if not consecutive, and not the less valuable because less well remunerated.

The New Jersey Teachers' Retirement Fund Law particularly commends itself to lovers of justice and to citizens interested in the general educational welfare of the commonwealth, because our Fund offers equal protection to all the teachers of the State, and not to those of the larger cities only. The Teachers' Retirement Fund Law also becomes a more useful arm of the public school system because it provides that any public or State school teacher who is a member of the Fund and who has taught in New Jersey for a period or periods aggregating twenty or more years and "shall have become incapacitated from earning a sufficient livelihood" is eligible to apply for retirement on annuity from the Fund.

Of the sixty-nine annuities this far declared by this Board, forty have been in favor of infirm, aged, and poorly-paid teachers in rural or suburban districts. That the Department of Public Instruction of the State of New Jersey has been proportionately benefited in the increased efficiency of its schools by the retirement of sixty-nine worn-out teachers, it is believed no one will dispute.

DERELICT SCHOOL OFFICIALS.

It is with regret that in closing this report the attention of your honorable body is again directed to the fact that many teachers are deprived of the privilege of membership, and the Fund itself suffers annually no inconsiderable loss, through the failure of Boards of Education and District Clerks to deduct and forward to the State Treasurer the required per centum of the monthly salaries of those teachers who have duly notified them to do so. To most of these officials the Secretary of this Board has written personally and sent official forms for the transaction of business, but without avail.

OFFICERS AND TRUSTEES.

OFFICERS.

President, CHARLES J. BAXTER, State Superintendent of Public Instruction.
Treasurer, FRANK O. BRIGGS, Treasurer of the State of New Jersey.
Secretary, MISS ELIZABETH A. ALLEN.

TRUSTEES.

CHARLES J. BAXTER, ...State Superintendent of Public Instruction.
SILAS R. MORSE, ...Member of State Board of Education.
CHARLES E. SURDAM, ...Member of State Board of Education.
WILLIAM D. FORBES, ...Member of State Board of Education.
MISS ELIZABETH A. ALLEN, Elected by New Jersey State Teachers' Association.
MRS. GEORGIA B. CRATER,..Elected by New Jersey State Teachers' Association.
THOMAS M. WHITE,.....Elected by New Jersey State Teachers' Association.

Respectfully submitted,
ELIZABETH A. ALLEN,
Secretary.

REPORT

OF THE

New Jersey School for the Deaf.

1902-1903.

JOHN P. WALKER, Superintendent.

New Jersey School for the Deaf.

JOHN P. WALKER, SUPERINTENDENT.

To the State Board of Education:

GENTLEMEN—The end of the current year marks the close of the second decade in the history of our school, and concludes a period in every way fraught with good to the children of our care. It is greatly to be regretted that it has not brought the much-needed new building so long demanded by the increase in our number of pupils, but other conditions have been so favorable as to render the deficiency one not insurmountable, and progress has been most satisfactory in every line of our endeavor. The congestion in school-rooms, sitting-rooms and dormitories, has been a matter of constant inconvenience, and at times a menace to the general health, but by dint of careful supervision and most watchful attention to ventilation and cleanliness of pupils, any possible evil effect of the crowding has been avoided and a high standard of health maintained. Immediate steps, however, ought to be taken to enlarge the present facilities and to provide the much-needed air space and living-room. The only complete remedy would be the erection of entirely new buildings. Both mental and physical well-being continue to be endangered in the present structures, and no alteration or addition can fully provide the needed facilities. In the event of no provision for new buildings, other steps ought to be at once taken looking towards relief. Some of the many objections might be overcome and temporary relief obtained by a comparatively small expenditure.

Perhaps one of the best ways to relieve the present crowding and to give sufficient room, until such time as complete provision be made, would be to erect between the main building and the Industrial Hall, a school house containing, say, twelve

good-sized rooms, where all of the children could be taught. this would allow two more rooms in the Industrial building for trade instruction, and the partitions of the rooms in the main building, now used as school rooms, could be removed and the space could be transformed into large commodious study and sitting rooms. This would supply one of the greatest needs of the school. To do away with the crowding in the dormitories, the hospital, now much too large for the needs of the pupils, could be, with little expense, turned into a primary department, where thirty or forty of our least children could be comfortably housed. The coach-house, or the upper floor of the Industrial building could then, without great expenditure, be remodeled as an Infirmary. This would be, at best, but a make-shift and could relieve for but a very short time the necessity for an entire new plant, with the specific and particular arrangements that are required in a school for the training and education, in the best manner, of children without the sense of hearing. It is greatly to be regretted that the pressing need has not already been supplied, and that such an institution as is needed is not already a part of the school system of the State. Among similar schools, it stands almost, if not quite, alone in this, that it is carried on in a building never intended for the purpose. It is a building that could scarcely be worse in its adaptation to the end, and one that will in design, arrangement and finish, compare unfavorably with the other schools of learning in the State. The deaf are as much entitled to an education as the hearing. Indeed the State should, perhaps, because of their being so handicapped, in the event of discrimination, make it in their favor, and have their schools the best in every way of any within its borders.

My attention has recently been called to the fact that there is in the State a number of children, who, in addition to their deafness, are also blind. Application has been made to our school for the admission of two of these, and cognizance should at once be taken of the appeal; and I would respectfully submit to you as to whether these children should be received with us, sent to the institution for the blind, or be placed with some other school where there are already children similarly afflicted, under instruction.

ATTENDANCE.

The whole number of pupils enrolled since my last report has been 156. Of these 6 left at the end of the term expiring in June, and 24 were admitted in September. There are at present in attendance 150. Of these who have left, one had been with us but five years, and of the others, only one had completed the full twelve years' course. It has been a much-to-be-regretted fact that owing to the interest of the children in their trade, and the anxiety of the parents to make them wage-earners, the vast majority return to their homes and enter upon some occupation long before their education has been completed. It takes an average speaking child twelve years to pass through the various grades of the public school, during which time they get but a good common school education, and this with every faculty perfect. The parents of the deaf child too often think its education complete after five or six terms in a school for the deaf. In not a few cases the child gets work before any effort has been made to educate it at all. Every effort is being made by us to impress parents with a full sense of their duty in these cases, but in many instances to no avail, so that a not inconsiderable number of the deaf are growing up in ignorance, and this in a State that is making every provision for their nurture and education. It would seem that only the intervention of legislative enactment can prevent this condition. The admission of children at the age of six instead of eight as formerly, has proven to be a wise provision. As a rule, no progress is made intellectually by the child prior to its going to a school for the deaf, and the sooner it gets under proper educational influence, after it is beyond absolute babyhood, the better, especially in view of the desire among parents in so many cases to get it to work at so early an age.

INTELLECTUAL DEPARTMENT.

It has continued to be the aim of the school to make well-rounded men and women. Mere development of the mind, while almost the sole object in the public school, would, in an

institution for the deaf, result in but comparatively little advantage to the child. The speaking child attends school almost wholly to increase its mental strength. Its morals, its physique and its ability to create value and make a living, are left largely to outside instruction. The soul, the mind, the body, the industrial sense, alike, receive attention in the school for the deaf, and the best of such schools are those that bring correlation in these, and the greatest perfection in each. The mind is the mainspring of action, and, naturally, receives the most attention, and it is to this that the first and the best efforts of our school have been directed, and to the cultivation of this no pains have been too great and no effort has been spared. There has been ample provision of all school-room requisites. Instructors have worked with zeal and fidelity, and the children have been encouraged in every way to prepare for the years to come, when school and teacher are no more. The methods pursued during the past term are virtually the methods of the preceding one, with such other means as to have been found by the best educators of the deaf in the land, to be the most advantageous in the school-room. Speech-teaching has been followed during all waking hours. In the chapel, at the table, in the shops, in the infirmary, in the study rooms, in the gymnasium and on the playgrounds, as well as in the school-room, all the speech possible has been used with them, and progress in this has been especially marked and gratifying. At the closing exercises in June, attended by perhaps the largest gathering ever assembled within the chapel walls, the speech of those who participated excited the greatest interest and was commented upon as showing marked and constantly-growing improvement.

HEALTH.

There is in almost every case during the first year of school life with us a marked gain in the strength and weight of the child. We expect in the growing youth a gradual increase in this respect, but during this time with us, the gain is so great as to occasion universal remark among parents. The reason for

it is at once apparent. The indulgence of home, the petulance permitted, the selfishness induced, the temper unchecked, all tend to retard the intellectual growth, and have marked ill-effect upon the general health of the deaf child. It is in the majority of cases allowed the most and best of everything. Its wilfulness demands late hours and gets them; and the pies, pastry and confectionery that comes to it, in intended kindness, taxes the system to a degree that saps the health and strength, and reduces the vitality, in many cases, to its lowest ebb. Foods that tax without nourishing have but little or no place upon our bill of fare. An occasional desert and a modicum of good confectionery and nuts, upon special occasions, are the only extras, our table being limited almost exclusively to those staples which assimilate readily, and with the least loss of vital force The same careful supervision of the meals has been taken as during the previous term, and the result has been a general condition of health among the pupils that has been almost perfect. The physical training has been at all times under the watchful eye of a physical director, who has noted daily every possible physical defect, and adapted the exercises of the child to their correction. A daily routine, varying upon Saturday and Sunday, provides pleasurable occupation during all waking hours, giving as nearly as may be, eight hours to work, intellectual, industrial and calisthenic; six hours for rest and refreshment, and ten for sleep. Exception has been taken that our rising hour is somewhat early, the morning meal being served the year around at 6:30. Were the exception founded upon any basis of ill-health, it would merit serious consideration. Considering the hour of retiring, however, and the superb health of our charges, it would scarcely appear to be a matter demanding any change. The custom has been continued of devoting a day of each month to nature study, long walks being taken to some interesting point, bits of nature searched out and discussed, vistas of attractive scenery photographed, and games indulged in. These trips have been of the greatest interest, broadening the children mentally, developing them physically, and proving in every way red-letter days, relieving the terms' labors of all

tedium and instilling that love for their Alma Mater, without which the temple of education is reared upon the sands.

INDUSTRIAL TRAINING.

If a deaf child could have either a good classical education or a good knowledge of a trade, but not both, it would probably be safe to select for it the trade. It has a natural adaptation for the latter, and so great a love for it that, certainly from the standpoints of material comfort and happiness, the trade is to be chosen. The trades taught at present are, for the boys, printing, half-tone engraving, wood-working, carving, cane-seating and shoemaking; for girls, dressmaking, millinery, embroidery and domestic science. The development of manual dexterity begins with the very incipiency of its life with us. Its hours of instruction are divided between the language and speech-class, the kindergarten, the sloyd department and the lawn. The sloyd, aside from the simple language work necessary, is wholly manual, the kindergarten largely manual, and the lawn exercises, to a considerable extent, directed to the training of the eye and hand, consisting of exercises and games requiring intelligent action of the body as well as of the mind. The result is that at a very early age the child is prepared to enter upon the study of the trade, out of which it expects to make its living. The zeal with which it does this is one of the most encouraging evidences during its whole pupilage. Everything depends upon the point of view. No one ever attains even a modicum of success in the pursuits that are distasteful. There can be nothing but failure in such work, and so our first effort is to give them an appreciation of the dignity of labor, and to make them take a pleasure in a participation in the world's work, and a pride in the creation of value. The lesson is rapidly learned and development is in nearly every case most marked. The normal child with hearing and speech fully developed would appear susceptible of advancement along intellectual lines at a pace infinitely more rapid and entirely disproportionate to its mechanical advancement. With the deaf, the

situation is quite reversed, the disproportion is just as great but all in favor of the trade. The growth of our work during the past year has been most satisfactory and has been retarded only by the circumstance to which I have already called your attention, that many of our boys and girls leave us to take positions in trades at which they have attained excellence before their minds are at all fully developed. The instance of the boy, who at the close of our last term was lured away to a position paying a good living salary, before his education was half completed, was but one of the many examples of this greatly-to-be-regretted mistake.

In the wood-working department there has been a special drill in wood-turning, carving and scroll-sawing, and the results obtained have been of a very high order. Mahogany cases, closets, wall-cabinets, Indian clubs and a great variety of other useful articles have been produced, all of which reflect great credit upon the young workmen there engaged. A pair of very ornate mahogany pedestals completed there during the past term are among the furnishings of our central corridor, and receive universal commendation. The machinery and tools of this department as well as those of the other sections of the Industrial building have been regularly inspected by Mr. D. F. Walker, of Philadelphia, and have been pronounced by him to be of a variety and quality above the average in such schools, and all in excellent working order. The finished work of the various classes was also examined by him, all defects pointed out, and many valuable suggestions made for improvement in construction, the use of appliances, and the methods of our manual instruction.

Connected with and as a part of our printing department, half-tone engraving, begun as an experiment four years since, has established itself as a trade readily acquired by our boys, and one that when acquired will afford an available means of earning a livelihood. A member of this class, with but two years' experience in it, during the past summer obtained remunerative employment in this work.

IMPROVEMENTS.

Every care has been taken during the past summer, with the means at hand, to correct existing deficiencies and to put the buildings, now in use, in the best possible condition. The walls of the main building have been thoroughly painted and calcimined and gas fixtures put in perfect order, fire extinguishers recharged, new closets for the pupils have been rebuilt, the floors put in repair, and every part of all three buildings have been gone over carefully by cleaners. A number of beautiful engravings and photogravures have been placed upon the walls of the main building, and a fine bronze piece, "The Moon Sprite," placed in the main corridor. In the Industrial building the removal of the partitions in the wood-working department has been valuable and beneficial in every way, and it was decided by the Committee on Grounds and Buildings to take out the one also between the sewing-rooms. The work of doing this was completed by our instructor in wood-working and his boys early in the summer, and the change for the better in the work done there has been most marked. New implements and materials have been furnished for the printing, shoemaking, dressmaking, millinery and embroidery departments, and the work in each has been greatly facilitated. The infirmary has shared in the general improvement, having had its walls put in complete repair and painted with germ-proof paint, and in the south dormitory of the second floor where the ceiling was in a particularly bad condition, a whole new one of steel has been substituted. On all the buildings the fire-escapes have been treated from top to bottom to another coat of paint. Upon the grounds the added growth of the trees has added materially to the beauty of the place, and the frequent rains and unremitting care of our gardener, Mr. Newcomb, have brought the lawns to a condition exceeding in richness and beauty any previous season, and the Macadam roadway and fine asphalt walks have greatly added to the comfort of the children in going from building to building.

PERSONNEL.

There is every advantage in a well-trained and experienced corps of assistants in a school requiring the especial abilities that are needed in a school for the deaf, and frequent changes cannot but militate against the success of the work. It is, therefore, a subject for congratulation that there has been during the year no change of any kind in our staff of instructors, and none in the more important positions of the household. I desire to express my sincere appreciation of the earnest efforts, the untiring zeal, and the unfailing fealty of these officers, and to accord to them every meed of praise for the manner in which they have done this portion of the State's educational work. I would acknowledge also my great obligation to the members of the Board of Education who have at such personal sacrifice conserved the interests of the school, to the members of the Legislative Bodies of the Commonwealth who have made the material provision for the children of our care, to the parents of our pupils who have acted in such perfect accord with us in the pursuit of our labors, and to the children themselves who have by their attention to their studies, their obedience, and their whole-hearted response to our efforts, made light the burden imposed. It is this loyalty to duty and to one another that has brought the success that has been attained by our school, and with the continuance of this loyalty assured, we may look to the future of the work with an unfaltering trust.

Respectfully submitted,

JOHN P. WALKER.

REPORT

OF THE

Rutgers Scientific School

THE

New Jersey State College for the Benefit of Agriculture and the Mechanic Arts.
1902-1903.

AUSTIN SCOTT, Ph.D., LL.D., President.

Rutgers Scientific School.

By the act of the Legislature of New Jersey, approved April 4th, 1864, constituted the State College for the Benefit of Agriculture and Mechanical Arts, in accordance with the law of the United States of July 2d, 1862.

BOARD OF VISITORS.

(Appointed by the Governor.)

FIRST CONGRESSIONAL DISTRICT.

EPHRAIM T. GILL, ... Haddonfield.
JOHN F. DRIVER, ... Mullica Hill.

SECOND CONGRESSIONAL DISTRICT.

H. L. SABSOVICH, ... Woodbine.
JOHN E. DARNELL, ... Masonville.

THIRD CONGRESSIONAL DISTRICT.

DAVID D. DENISE, *President*, ... Freehold.
JAMES NEILSON, ... New Brunswick.

FOURTH CONGRESSIONAL DISTRICT.

SAMUEL B. KETCHAM, *Vice-President*, ... Pennington.
PETER V. D. VAN DOREN, ... Millstone.

FIFTH CONGRESSIONAL DISTRICT.

OGDEN WOODRUFF, ... Elizabeth.
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SIXTH CONGRESSIONAL DISTRICT.

ABRAM C. HOLDRUM, ... Westwood.
WILLIAM H. BELCHER, ... Paterson.

SEVENTH CONGRESSIONAL DISTRICT.

GEORGE E. DE CAMP, ... Roseland.
CYRUS B. CRANE, ... Caldwell.

EIGHTH CONGRESSIONAL DISTRICT.

GEORGE DORER, ...East Orange.
JOSEPH B. WARD, M.D., ...Lyons Farms.

NINTH CONGRESSIONAL DISTRICT.

PHILIP M. BRETT, ...Jersey City.
JOHN HUDSON, ...Jersey City.

TENTH CONGRESSIONAL DISTRICT.

HENRY BELL, ...Union Hill.
HENRY A. GAEDE, ...Hoboken.

CONDITION AND PROGRESS.

Two buildings have been constructed during the year:

(*a*) The Ralph Voorhees Library Building, erected at a cost exceeding $60,000, the gift of Ralph Voorhees, Esq., of Clinton, N. J., designed to accommodate more than 100,000 volumes, and to furnish ample reading, study, stack, archive, and lecture rooms. The outer walls are constructed of "Long Meadow" stone, and the building is practically fireproof throughout.

(*b*) The Ceramics Building, authorized by an Act of the Legislature of New Jersey, approved March 17th, 1902, which appropriated $12,000 therefor, and which contains a workshop, a wet closet, a kiln, a library room, a room for collections of ceramic ware and a Director's room for instruction and for investigation.

Two additional courses of study have been established:

(*a*) A full four years' Course in Clay-Working and Ceramics, leading to the degree of Bachelor of Science (B.Sc.). Two students were graduated from this course in 1903.

(*b*) A short two years' Course in Ceramics, for which a certificate will be given.

FACULTY.

AUSTIN SCOTT, Ph.D., LL.D., *President,*
Professor of History and Political Science.

JACOB COOPER, D.D., D.C.L., LL.D.,
Professor of Logic and Mental Philosophy.

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 Ethics and the Evidences of Christianity.

LOUIS BEVIER, JR., Ph.D.,
Professor of the Greek Language and Literature. Secretary of the Extension Department.

AFRED ALEXANDER TITSWORTH, M.Sc., C.E.,
Professor of Graphics and Mathematics.

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, Sc.D.,
Professor of Agriculture; Director of the Agricultural College Experiment Station; Superintendent of the College Farm.

*ALBERT HUNTINGTON CHESTER, E.M., Ph.D., Sc.D.,
Professor of Chemistry and Mineralogy. Curator of the Museum.

JOHN CHARLES VAN DYKE, L.H.D.,
Professor of the History of Art.

ROBERT WOODWORTH PRENTISS, M.Sc.,
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.

REV. HENRY DUBOIS MULFORD, D.D.,
Professor of the English Language and Literature; Lecturer on the English Bible.

WILLIAM HAMILTON KIRK, Ph.D.,
Professor of the Latin Language and Literature.

SAMUEL EWING SMILEY, Captain Fifteenth U. S. Infantry,
Professor of Military Science and Tactics.

IRVING STRONG UPSON, A.M.,
Librarian and Registrar. Secretary of the Faculty.

*Died April 13th, 1903.

CLARENCE LIVINGSTON SPEYERS, Ph.B.,
Associate Professor of Chemistry.

EDWIN BELL DAVIS, B.L.,
Associate Professor of Modern Languages.

WILLIAM EUGENE BREAZELE, M.Sc.,
Acting Associate Professor of Mathematics.

EDWARD LIVINGSTON BARBOUR, B.O.,
Instructor in Rhetoric and Elocution.

FRED HERBERT DODGE, A.B.,
Instructor in Physical Training. Director of the Gymnasium.

RICHARD MORRIS, M.Sc.,
Instructor in Mathematics and Graphics.

CULLEN WARNER PARMELEE, B.Sc.,
Instructor in Chemistry; Director of Clay Working and Ceramics.

ALBERT CHESTER DEREGT, A.B.,
Instructor in Chemistry.

ROBERT WILSON NEAL, A.M.,
Instructor in English.

ARTHUR HEREFORD WYKEHAM GEORGE, A.B.,
Instructor in Mathematics.

EUGENE HOWARD BABBITT, A.B.,
Instructor in German.

FRANK FORRESTER THOMPSON, E.E.,
Instructor in Electrical Science.

STUDENTS.

The enrollment of students for the year was 161; graduate students, 4; seniors, 31; juniors, 40; sophomores, 33; freshmen, 52; special student not candidate for a degree, 1. There were also 62 students in the Classical School and 155 pupils in attendance at the Preparatory School. The degree of Bachelor of Science was conferred upon 30 graduates in June, 1903. Of these graduates, 4 had pursued the Course in Agriculture, 13 the Course in Civil Engineering and Mechanics, 4 the Course in Chemistry, 6 the Course in Electricity, 1 the Course in Biology, and 2 the Course in Clay-Working and Ceramics.

ADMISSION.

Every applicant for admission should 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 AT THE COLLEGE.

Examinations for admission will be held on the Friday and Saturday preceding commencement week, June 17th and 18th, 1904, beginning at 10 A. M., on Friday, in the registrar's office. Applicants may also be examined on Monday and Tuesday, September 19th and 20th, at the same hour and place. Students are advised to be present for examination in June.

STATE COMPETITIVE EXAMINATIONS.

Students will also be admitted who pass the State competitive examinations, which will be held in the court house of each county on Saturday, June 4th, 1904. For the requirements of the State law see following pages.

Only such students are admitted with conditions as are, in the opinion of the faculty, so nearly prepared as to be able to make up all deficiencies during the first two months of the term, meanwhile maintaining a good standing in their class. Conditioned students will have an opportunity given them to remove their entrance conditions as early as possible in the first term. It is expected that all entrance conditions will be removed before the Thanksgiving recess.

CERTIFICATES.

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.

ADVANCED STANDING.

Students may enter advanced classes 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. Full equivalents will be accepted.

SPECIAL STUDENTS.

In exceptional cases students properly prepared for admission to the freshman class may, by special vote of the faculty, be permitted to pursue select branches of study. Such students are required to take examinations, all work in composition and elocution and military drill, with the class with which they have studied.

FREE SCHOLARSHIPS.

State Scholarships, Act of 1864.

Under this 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. These students are admitted to free scholarships on the recommendation of the Superintendent of Schools in each county after passing the required examinations. The scholarships provided by the act of 1864 are distributed among the counties, in proportion to their population, as follows:

Atlantic,	1
Bergen,	1
Burlington,	3
Camden,	2
Cape May,	1
Cumberland,	1

Essex,	6
Gloucester,	1
Hudson,	6
Hunterdon,	1
Mercer,	2
Middlesex,	2
Monmouth,	2
Morris,	2
Ocean,	1
Passaic,	2
Salem,	1
Somerset,	1
Sussex,	1
Union,	2
Warren,	1
	40

Scholarships at Large.

In June, 1888, the trustees of the college provided ten additional free State scholarships.

State Scholarships, Act of 1890.

By a law passed March 31st, 1890, a number of free scholarships, one for each Assembly district for each year, is established and offered to students in all parts of the State. The candidates for these scholarships are selected as follows: A competitive examination, under the direction of the city superintendents and the county superintendent of education of each county, shall be held at the county court house in each county of the State, upon the first Saturday in June of each year. If several 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 counterbalanced by vacancies in other Assembly ditricts, 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.

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. Mathematics.

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 explain them thoroughly.

Attention is especially 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.

GEOMETRY.—The *whole* of Plane and Solid Geometry.

2. English.

In June and September, 1904 and 1905, the examination will be based on the following books:

1. Those prescribed for careful reading are:
   Shakespeare's *The Merchant of Venice;*
   Shakespeare's *Julius Cæsar;*
   The Sir Roger De Coverley Papers in *The Spectator;*
   Goldsmith's *The Vicar of Wakefield;*
   Coleridge's *The Rime of the Ancient Mariner;*
   Scott's *Ivanhoe;*
   Carlyle's *Essay on Burns;*
   Tennyson's *The Princess;*
   Lowell's *The Vision of Sir Launfal;*
   George Eliot's *Silas Marner.*

2. Those prescribed for study and practice are:
   Shakespeare's *Macbeth;*
   Milton's *Lycidas, Comus, L'Allegro* and *Il Penseroso;*
   Burke's *Speech on Conciliation with America;*
   Macaulay's *Essays on Milton and Addison.*

A short essay is required, to be written at the examination, on some theme connected with one or more of the books in the second list. The examination presupposes the ability to write good English, and no student will be accepted in English whose paper is notably deficient in details of form, such as spelling, punctuation, grammar and division into paragraphs.

3. History of the United States.

Candidates for admission are examined in the History of the United States, with special reference to the colonization of the several States, the forms of government which existed previous to the War for Independence, the causes and principal events of that war, the period of the Confederation, the establishment of the Federal Constitution with the general history subsequent to that event.

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.

Students must have reviewed this subject within the two years immediately preceding the application for admission.

4. Science.

PHYSICS.—Students are required to show satisfactory acquaintance with Well's or Cooley's Natural Philosophy or Peck's Ganot's Physics.

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 text-books are used during the course.

COURSES OF STUDY.

During the freshman 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.

At the end of the freshman year each student shall notify the secretary of the faculty and the registrar of his choice of one of the full courses, which shall then be pursued for three years.

The schedule of studies embraces not only the special branches indicated by the names of the courses, which give preparation for the chosen pursuit in life, but also other subjects which aid in training intelligent men, whatever their occupation, for the wise and useful discharge of the duties of citizenship.

Six distinct courses of study are provided as follows:

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.
VI. A Course in Clay-Working and Ceramics.

Exercises in English are required throughout the entire course, as follows: (A) Essays, two each term. The librarian responds to requests for lists of books and articles relating to the subjects assigned, and students are expected to make these exercises the occasions for a widened acquaintance with literature. The essays are read and criticised by the several members of the faculty who assign the subjects. (B) Forensics, four times each term, declamations and extempore speaking during the freshman and sophomore years and orations and extempore speaking during the junior and senior years.

Military drill is required of all students in the scientific school twice each week throughout the entire course.

EXTENSION DEPARTMENT.

The work is conducted in accordance with 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) Appropriate credits 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 a full course since a far better knowledge of the subject can thus be obtained. The course consists of six or twelve lecture studies as may be preferred. For the season of 1903-1904 the following courses are offered, to which additions will be made later:

AGRICULTURE.

Soils and Crops—By Prof. Edward B. Voorhees, ScD.
The Food of Plants—By Prof. Edward B. Voorhees, ScD.
Animal Nutrition—By Prof. Edward B. Voorhees, Sc.D.
Agricultural Botany, 1—By Prof. Byron D. Halsted, ScD.
Agricultural Botany, 2—By Prof. Byron D. Halsted, Sc.D.
Economic Entomology, 1—By Prof. John B. Smith, Sc.D.
Economic Entomology, 2—By Prof. John B. Smith, Sc.D.
Application of the Principles of Physics—By Prof. F. C. VanDyck, Ph.D.
Construction of Roads, Bridges and Drains—By Prof. A. A. Titsworth, M.S., C.E.

HISTORY AND SOCIAL SCIENCE.

Colonial Days in America (6)—By Everett T. Tomlinson, Ph.D.
The American Revolution (6)—By Everett T. Tomlinson, Ph.D.
The Spanish-American War (6)—By Rev. George Hubbard Payson, A.M.
Sociology—By Rev. George Hubbard Payson, A.M.

LITERATURE.

The Literary Study of the English Bible—By Prof. Ferdinand S. Schenck, D.D.
Some Representative Names in English Literature—By Prof. A. V. Williams Jackson, Ph.D., L.H.D.
Shakespeare and the English Drama—By Prof. A. V. Williams Jackson. Ph.D., L.H.D.
India and Persia—By Prof. A. V. Williams Jackson, Ph.D., L.H.D.
Poets of the Nineteenth Century—By Prof. Louis Bevier, Jr., Ph.D.
Modern French Lyric Poetry (6)—By Edwin B. Davis, B.L.
The Greek Poets—By Prof. Louis Bevier, Jr., Ph.D.
The World's Great Thinkers—By Prof. Jacob Cooper, D.D., D.C.L.
Educational Epochs—By Prof. Eliot R. Payson, Ph.D.

SCIENCE.

Astronomy—By Prof. Robert W. Prentiss, M.S.
Botany—By Prof. Byron D. Halsted, Sc.D.
Electricity—By Prof. F. C. Van Dyck, Ph.D.
Entomology—By Prof. John B. Smith, Sc.D.
Physiology—By Prof. Julius Nelson, Ph.D
Zoölogy—By Prof. Julius Nelson, Ph.D.

FORTY-NINTH ANNUAL REPORT

OF THE

State Normal and Model Schools

AND

Farnum Preparatory School,

FOR THE YEAR ENDING JUNE 30th, 1903.

JAMES M. GREEN, Ph. D., Principal.

Principal's Report.

To the Board of Education of the State of New Jersey:

GENTLEMEN—I herewith submit the forty-ninth annual report of the New Jersey State Norman School, with its auxiliaries, the Model and the Farnum Preparatory Schools, for the school year ending June 30th, 1903.

TREASURER'S REPORT.

Showing receipts and disbursements of the New Jersey State Normal School for the year ending August 31st, 1903:

RECEIPTS.

To cash from State Treasurer,	$48,000 00
" cash from tuition,	21,659 42
" cash from tuition in music,	2,642 37
" cash from use of books,	1,981 00
	$74,282 79

DISBURSEMENTS.

Advertising,	$64 60
Apparatus,	570 22
Buildings, grounds and furniture,	716 72
Books and stationery,	2,416 15
Express and postage,	448 06
Fuel,	2,198 54
Gas and electric light,	94 30
Incidentals,	990 23
Motor service,	300 00
Pianos,	45 00
Rent,	260 00
Salaries,	60,942 48
Telegraph and telephone,	148 75
Teaching instrumental music,	2,619 56
Water,	267 76
Returned to boarding halls, amount borrowed,	2,200 42
	$74,282 79

Treasurer's Supplementary Report.

Showing receipts and disbursements of the New Jersey State Normal School from September 1st to October 31st, 1903:

RECEIPTS.

To cash received from tuition,	$3,786 85
" cash received from tuition in music,	78 50
" cash received from use of books,	434 00
" cash received from temporary loan from boarding hall,	9,892 54
	$14,191 89

DISBURSEMENTS.

Advertising,	$460 50
Apparatus,	41 97
Books and stationery,	377 63
Buildings, grounds and furniture,	368 34
Express and postage,	50 00
Fuel,	35 38
Gas,	7 30
Incidentals,	33 73
Rent,	65 00
Salaries,	12,609 16
Telegraph and telephone,	9 00
Water,	133 88
	$14,191 89

Treasurer's Report.

Showing receipts and disbursements of the New Jersey State Normal School Boarding Halls, for the year ending August 31st, 1903:

RECEIPTS.

To balance from old account,	$562 50
" cash received from board,	57,472 34
" cash received from Normal School for money advanced,	2,200 42
" cash received from all other sources,	388 68
	$60,623 94

DISBURSEMENTS.

Carting and work on grounds,	$662 55
Disinfectants,	95 00
Express, postage and stationery,	67 33
Fuel,	2,603 65
Furniture,	2,374 30
Gas and electric light,	729 30
Incidentals,	327 28
Insurance,	218 00
Interest,	450 00
Laundry supplies,	96 23
Provisions,	31,155 92
Rent,	1,120 00
Repairs and improvements,	3,508 45
Salaries,	11,331 19
Telegraph and telephone,	34 83
Water,	182 03
Amount to balance,	5,167 88
	$60,623 94

Treasurer's Supplementary Report.

Showing receipts and disbursements of the New Jersey State Normal School Boarding Halls, from September 1st to October 31st, 1903:

RECEIPTS.

To balance from old account,	$5,167 88
" cash received from board,	13,475 00
	$18,642 88

DISBURSEMENTS.

Carting and work on grounds,	$85 50
Fuel,	35 38
Furniture,	1,217 39
Gas,	32 70
Incidentals,	113 08
Provisions,	2,847 23
Rent,	165 00
Repairs and improvements,	1,605 24
Salaries,	1,909 75

Water,	$87 08
Temporary advance to Normal School,	9,892 54
Balance,	651 99
	$18,642 88

Respectfully submitted,

J. BINGHAM WOODWARD,
Treasurer.

Audited and approved.

GEORGE A. FREY,
Chairman of Committee on Finance and Auditing.

PRINCIPAL'S REPORT.

The academic year closing with June last may be added to the list of successful years in the history of our schools.

Owing to the raising of the standard of admission, the enrollment in the Normal School was sixty-eight less than that of the preceding year. The Model enrollment was thirty-six greater than that of the previous year, while that of the Farnum was eighteen less. The qualifications of the new students received, their general attitude toward work, and the educational progress of the schools as a whole was marked. The Farnum Preparatory School was strengthened by the addition of a teacher to its corps and the introduction of French in its curriculum.

During the year we received 201 new students in the Normal School, 171 in September and 30 in February. Of the number received 118 entered at once the professional or two years course, being graduates of high schools, or offering the equivalent of a high school course, and 83 entered in the first or second term of the three years course.

The number of high school graduates received was thirty-four less than that of the previous year. It was at this point that the raising of standards was most keenly felt, the number received in the three years course being practically the same as that of the previous year.

The number of graduates of high schools entering the Normal School is exceedingly encouraging when compared with that of

ten years ago, but it is not yet what might be expected in a State where the Normal School is articulated with the high schools as in New Jersey.

The total number of students graduated from the Normal School as residents in the respective counties in 1900, 1901 and 1902 was 587. Of these, 314 entered as graduates of high schools on the "Approved List," an average of 104 per year.

The following tables may be of interest as giving the details of the counties for these three years, and as showing somewhat the distribution of the high school graduates:

Representation of counties in the graduating classes of 1900, 1901 and 1902 of the New Jersey State Normal School. The figures represent graduation.

	1900.	*1901.*	*1902.*	*Totals.*
Atlantic,	8	5	5	18
Bergen,	8	1	10	19
Burlington,	10	19	13	42
Camden,	4	9	5	18
Cape May,	2	3	3	8
Cumberland,	18	3	8	29
Essex,	17	12	7	36
Gloucester,	6	4	6	16
Hudson,	7	20	19	46
Hunterdon,	13	9	23	45
Mercer,	9	24	28	61
Middlesex,	12	8	10	30
Monmouth,	20	18	30	68
Morris,	13	10	18	41
Ocean,	1	3	4	8
Passaic,	5	0	2	7
Salem,	8	6	6	20
Somerset,	5	7	5	17
Sussex,	3	1	4	8
Union,	11	9	8	28
Warren,	2	2	4	8
Other States,	8	5	1	14
Totals,	191	177	219	587

Of the above, the following were admitted as high school graduates:

	1900.	1901.	1902.	Totals.
Atlantic,	4	2	2	8
Bergen,	6	0	3	9
Burlington,	5	15	8	28
Camden,	1	0	0	1
Cape May,	1	0	2	3
Cumberland,	9	2	2	13
Essex,	13	8	5	26
Gloucester,	3	0	1	4
Hudson,	7	18	16	41
Hunterdon,	3	2	3	8
Mercer,	2	10	15	27
Middlesex,	7	4	7	18
Monmouth,	15	15	28	58
Morris,	6	5	9	20
Ocean,	1	1	0	2
Passaic,	0	0	2	2
Salem,	3	3	3	9
Somerset,	1	3	4	8
Sussex,	1	0	2	3
Union,	2	7	5	14
Warren,	1	1	4	6
Other States,	1	4	1	6
Totals,	92	100	122	314

There are at present 57 high schools on the "Approved List." The number of admissions to the Normal School from these respective schools during the last seven years is as follows: Asbury Park, 18; Atlantic City, 17; Atlantic Highlands, 9; Bayonne, 28; Belleville, 5; Bloomfield, 6; Boonton, 2; Burlington, 8; Caldwell, 6; Cape May, 3; Dover, 14; East Orange, 11; Elizabeth, 14; Farnum, 46; Flemington, 8; Freehold, 32; Hackensack, 12; Hoboken, 20; Jersey City, 8; Kearney, 6; Lakewood, 0; Long Branch, 30; Madison, 9; Manasquan, 8; Millville, 27; Model, 55; Montclair, 7; Moorestown, 10; Morristown, 11; Mount Holly, 12; Newark, 4; New Brunswick, 30; North Plainfield, 5; Ocean Grove, 12; Orange, 9; Passaic, 8; Paterson, 13; Perth Amboy, 19; Phillipsburg, 7; Plainfield, 12; Princeton, 8; Rahway, 12; Red Bank, 11; Ridgewood, 4; Rockaway, 6; Salem, 22; Somerville, 19; South Orange, 7; Summit, 4; Town of Union, 16; Trenton, 80; Vineland, 10; Westfield, 6; West Orange, 6; Woodbridge, 3; Woodbury, 2; Woodstown, 7.

The above figures will show that outside of New Brunswick and Trenton the attendance is from what might be termed town high schools in distinction from city high schools. Also, they will show that excepting in Trenton the Model School and the Farnum Preparatory School, the attendance is not in direct relation to the distance of the high school from the Normal. Asbury Park and Ocean Grove, Long Branch, Atlantic City, Salem and Millville are among the schools sending the largest numbers, and they are more distant from Trenton than many of the other high schools from which the numbers are smaller. It would seem fair to conclude that—other things being equal—the *interest in teaching and the impression of the advantages to be derived from attending the Normal School* would be effective in their influence. It certainly is desirable that the Normal School and the high schools of the State that patronize it be in more than passive relations if the output of the Normal School is to be anything like it should be commensurate with the need for teachers.

The small attendance at the State Normal School from the large cities is noticeable. This is doubtless due to the local training schools in these cities, but is it natural, and is it educational?

A city superintendent said recently that he "urged all those living in his own city to attend the local training school. Why not?" This attitude clearly eliminates the thought that the city is a part of the State. If it is recognized that the city is a part of the State, of its system of education, of its institutions, enterprises—in short, of its body politic in every way, is it a natural attitude to urge the local pupil not to attend the State institution, or rather to attend the local institution in preference to the State institution?

If there is any one educational fact more apparent than another it is that learning is best advanced by the students of one neighborhood or locality exchanging with those of other localities. Witness the attendance upon the different colleges and universities, not only of our own but of other countries. It cannot be urged that localism in education is any more favorable than in business or in the professions.

If a State is to maintain a normal school system, and if this normal school system is to be developed to its highest efficiency, it

must be sustained to the greatest degree feasible by all of the different parts of the State. It does not follow that the local training schools must under all conditions be abandoned. It does follow that the local training school neighborhood would, under perfectly natural and open conditions, develop many students who would prefer to go away from home for the sake of institutional life in normal schools as in other schools.

Another influence which tends to divert graduates of high schools from attending the State Normal School is the fact that a bright high school graduate can, with comparatively little difficulty, pass the local examinations, whether county or town, secure a certificate, and enter at once upon the work of teaching. In some of the smaller high schools this course is encouraged even to the extent of offering instruction in some one or more of the pedagogical subjects in the high school course.

It may be best that the two above conditions should be as they are, but it is absolutely certain that they cannot be as they are consistent with a large high school graduate attendance at normal schools unless there is a strong and well-directed influence in favor of attendance at the Normal School.

When a city says to a graduate of its own high school, "If you attend the local training school you will be considered in the order of your standing at graduation for an appointment in the city; if instead of this you leave the city and attend the State Normal School, no matter what course you take or what your standing may be when you return home and ask for an appointment, you must take your place at the foot of the line," it needs no stronger inducement to keep this pupil at home. If, however, the local boards say to the graduates of their high schools, "If you go out from home for your education, when you return we will consider you in the order of your qualifications for appointment," undoubtedly some would wish to go.

The general comments on the work of the Normal School have corresponded with the estimate of this work by the faculty of the school itself. These comments have been to the effect that the general character of the work in the Normal School was of a high order, but that the work as a whole would be strengthened if greater facilities for practice-teaching were afforded.

The two great elements in teaching are scholarship—which consists in the possession of valuable knowledge and the ability to impart it, and discipline—which consists in the ability to interest pupils in their work to the exclusion of idleness or the wasting of time by spending it in unprofitable ways. Of these two elements it is clear that scholarship stands first, and it was exceedingly important for the educational interests of our State that high standards of scholarship be established. It was certainly true ten years ago, and it is more or less true still, that many of the schools of the State were spending a great deal of time on unimportant matter. If the Normal School is effective in bringing about a reform in this respect through its graduates, it will abundantly repay all of the money and energy that has been expended for its upbuilding. We must, however, bear in mind that the best of ideas cannot be enforced in the school room without good discipline and that the latter comes largely through practice under skilled critics. We need the enlargement of our practice-teaching facilities.

Last winter the following resolution was passed by the State Board of Education:

"*Resolved,* That the Legislature be requested to add to the annual appropriation for maintenance of the State Normal School the sum of $5000, said sum to be specifically applied to securing larger facilities for practice-teaching for said school; be it further

"*Resolved,* That the State Board of Education enter into negotiations with the educational governing body of some suitable city, Trenton preferred, with the purpose of securing the designation of seventy-five class-room teachers, more or less, to be determined by the needs of the Normal School, under which teachers the State Board of Education may assign students of the State Normal School for practice-teaching according to a plan agreed upon by the State Board of Education and the local educational governing body or bodies—the State Board of Education to defray the expense of such practice-teaching from amount appropriated for such purpose by the Legislature.

"NOTE.—The State Board should have the privilege of assigning for practice-teaching about two hundred students per year for from one to two months each, according to the needs of each student.

"The training teacher of the Noral School should have the privilege of visiting these students during their practice-teaching for the purpose of forming an opinion of their success."

The Committee on Appropriations of the Legislature was asked to appropriate $5,000 for this specific purpose, the State Board entertaining the opinion that its general powers in connection with the training of teachers were sufficient to authorize it to engage this part time of various teachers in the public schools of the State. The appropriation was refused. Whether this refusal was due to a lack of funds, or a lack of appreciation of the importance of the matter, or to opposition to the principle was not developed. In view of the general opinion of the importance of the matter, it would certainly seem wise that it should be again brought forward, either in the form of a request for an appropriation or of a bill.

The introduction of Commercial Law into our course authorized one year ago has been accomplished. The subject was introduced as an elective unit and was at once taken up by some thirty-five students. This modification in our course was undoubtedly wise.

As this report is written, a class has also been formed in Stenography.

During the year emphasis has been laid upon weaving, basketry, etc., in our grades in the Model School, and also to a re-arrangement of the course in Manual Training accordingly. The faculty are under the impression that these modifications are very decided improvements. The structural work in weaving is very interesting to the children and is much more adaptable in the younger grades than is the use of tools. In fact, the work is so attractive that the higher grades asked for it.

The system of certificating graduates of high schools is growing more and more in our confidence. The teachers of the Normal School and the teachers of the high schools are aiming constantly to get a better understanding of the respective standards. During the year we have been able to send to the different high schools reports of the success of their graduates who were in the Normal School. I wish, however, to emphasize again what I

have frequently stated, that actual visitation is highly essential to a good understanding. It would be a great gain if each high school would send one or more delegates to visit the Normal School each year. The teachers of the Normal School do a great deal of visiting, but they have a much better opportunity to know what is being done in the high schools than the high schools have to know what is being done in the Normal.

In my last annual report I called attention to the inadequacy of our boarding-hall accommodations. The Legislature of last winter passed a law appropriating $125,000 for the further development of this school. It would be very fortunate if a portion of this money could be secured and applied at once to the enlargement of the boarding halls. It is unnecessary to enumerate again the many inconveniences and expenses growing out of the renting of houses for the accommodation of the pupils.

The demand for the graduates of the Normal School as teachers is increasing each year. It is much greater than our supply. It is not infrequently the case that the members of a class are practically all engaged before the date of their graduation.

ATTENDANCE.

NORMAL.

	Males.	*Females.*	*Total.*
First quarter,	31	489	520
Second quarter,	31	485	516
Third quarter,	31	462	493
Fourth quarter,	31	455	486

Total number of students enrolled during the year, 552. Males, 31; females, 521.

MODEL.

	Males.	*Females.*	*Total.*
First quarter,	193	310	503
Second quarter,	191	308	499
Third quarter,	184	299	483
Fourth quarter,	181	291	472

Total number of students enrolled during the year, 534. Males, 206; females, 328. The average attendance per quarter was 489. Males, 187; females, 302.

FARNUM.

	Males.	*Females.*	*Total.*
First quarter,	39	80	119
Second quarter,	41	78	119
Third quarter,	40	78	118
Fourth quarter,	44	75	119

Total number of students enrolled during the year, 128. Males, 44;

The Normal enrollment is less than that of last year by 68. The Model enrollment is greater than that of last year by 36, and the average attendance is 34 more than last year. The enrollment in the Farnum is 18 less than that of last year, making the total enrollment 1,214, or 50 less than that of last year.

GRADUATES.

The number of students graduated from the Normal School during the year was 200, of whom 5 were males.

The average monthly salary received by the class is $41.57, being $1.60 less than that received by the class of last year, that being the largest average salary received by any beginning class in the history of the school.

The class of 1902 have raised their average salary from $43.57 to $45.54.

The following table will be of interest, showing our representation in the different counties, according to the State Superintendent's report:

Counties.	No. in Normal.	Number of graduates of N. J. State Normal employed.	Number of State Normal graduates employed, including those from other States.	Number of graduates of 1902 employed.
Atlantic,	11	62	111	3
Bergen,	15	201	164	30
Burlington,	51	79	92	9
Camden,	14	52	76	7
Cape May,	9	13	17	3
Cumberland,	38	35	43	5
Essex,	39	139	486	19
Gloucester,	6	31	42	2
Hudson,	44	131	175	20
Hunterdon,	28	44	60	7
Mercer,	74	115	122	9
Middlesex,	38	100	103	12
Monmouth,	44	124	186	20
Morris,	27	75	113	11
Ocean,	9	10	26	1
Passaic,	13	88	190	8
Salem,	15	25	30	5
Somerset,	17	51	87	3
Sussex,	21	13	23	2
Union,	25	62	138	9

The number of graduates of the Model School was 20, 11 males and 9 females. Of these, 2 entered the Normal School; 7 entered college; 4 are pursuing studies in other institutions of learning; 1 is pursuing a post-graduate course in Model; 2 are in business; 4 are at home.

The number graduated from the Farnum was 4, all of whom entered the Normal School.

Further particulars concerning the Farnum School will be found in the last part of this report.

TEACHERS.

Miss Bercy A. Humphrey, who had for a number of years been instructor in Reading and Nature Lessons in the Model School, died after a very brief illness early in January. She was regarded as one of our most efficient, earnest and painstaking teachers, and was loved by her pupils and respected by all who were associated with her.

Prof. E. C. Sheppard resigned from the department of Botany and Zoölogy to take a post-graduate university course. Miss Jean Broadhurst was appointed to fill the vacancy and to take the Nature Work left vacant by the death of Miss Humphrey. Miss Broadhurst was graduated from the New Jersey State Normal School. After graduation she taught some five years in graded schools, taking at the same time courses of study in the Teachers' College and Columbia University in Wood Work, Nature Study, Physiology and Geography. She finally resigned her grade work, completed the course at Columbia, and taught as assistant in the department of Botany and Zoölogy in Barnard College. She traveled abroad, where she was able to advance somewhat her studies.

Miss Alice E. Hill withdrew from the department of Vocal Class Music. This vacancy was filled by the appointment of Miss Grace Heward. Miss Heward was graduated from the Crane Normal School of Music, Potsdam, N. Y. After her

graduation from that school she was engaged for some seven years as a teacher of Music in the Oshkosh Normal School, where she ranked as highly efficient.

Miss Margaret B. Parker, who had been for a number of years a teacher of Drawing in the Model department, resigned to accept an appointment in Greater New York. This resignation took effect in April, and Miss Myra Burr Edson, of the Trenton Art School, was engaged to fill the vacancy until the end of the school year. Miss Ottilie P. Staber, of Brooklyn, was appointed to fill the vacancy beginning with September. Miss Staber received her academic education in Packer Collegiate Institute and Adelphi College of Brooklyn, where, in addition to the ordinary branches, she had courses in English, United States and French History, American, English and German Literature. She also studied one year in a general academic course in Germany. Her education in Art was received in the Brooklyn Art School, New York School of Applied Design, Pratt Institute, in Germany, and in Teachers' College, New York. She had had one year of experience as teacher of Art in the Millersville Normal School of Pennsylvania.

Miss Anna B. Bockee, who was so efficient in the department of German, resigned. Miss Emma M. Haigh, of Camden, was appointed to fill this vacancy. Miss Haigh was graduated from the Friends' Central High School of Philadelphia, had taught for a number of years in graded schools, had completed the examinations for the various State certificates to teach, had studied German in Harvard, as a resident in Germany—both in the German Normal School at Hanover and with a tutor in Berlin—in Dresden and in the cities of Southern Germany. She also completed a course in German in the University of Pennsylvania. Her recent teaching was in the Friends' Central School of Philadelphia.

Miss M. Frances Freeland was appointed to teach in the Model School and assist in the Normal to cover the work left vacant in English through the death of Miss Humphrey and supplement in the Normal School the departments of History and English. Miss Freeland was graduated from the Normal School and completed part of the course in Cornell University, traveled abroad and afterward completed the special advanced course in the Normal School, and did associate work in the departments of English

and History. She was for a number of years a highly successful teacher in East Orange and Asbury Park.

Miss Grace A. Wood, of the primary department, requested a leave of absence for one year. Miss Eunice E. Lippincott was appointed to fill the vacancy in the primary work, and the special lessons in Kindergarten were assigned to Miss Lair, of the Kindergarten department. Miss Lippincott was graduated from the Normal School with honor, and afterward taught with marked success in the primary department of the schools of Montclair.

Miss Janette Trowbridge resigned from the department of Physical Training to accept an appointment in Greater New York. Miss Felicia H. Thomas was appointed to fill this vacancy. Miss Thomas was graduated from the Westtown Boarding School and afterward took work in Physical Training under Dr. Sargent and was graduated from the Boston Normal School of Gymnastics, and had taught Physical Training with efficiency for some years at Westtown.

Prof. Charles S. Skilton resigned from the position of teacher of piano to accept the position of Dean of the Faculty of Fine Arts of Kansas University. Mr. Paul Ambrose, of New York, was appointed to fill this position. Mr. Ambrose was educated at the central schools and Collegiate Institute of Hamilton, Ontario. He studied Music under his father, who is a well-known composer, and later in New York under A. R. Parsons, Bruno Oscar Klein and Dudley Buck. He has been on the corps at the Westminster School, Simsbury, Conn., and at the American Institute of Applied Music. His compositions are well known.

Mr. Ray Henry Hart, teacher of Mathematics in the Model School, resigned, and Mr. W. B. Secor, of the department of History and Education of the Normal School, was transferred to fill this vacancy. Mr. Henry H. Foster, of Buffalo, N. Y., was appointed to teach the History of Education in the Normal School. Mr. Foster was graduated from the public schools of Buffalo and took the Arts course and the pedagogical courses of Cornell University, after which he was principal of a primary and grammar school in Peoria, Ill., for some four years.

Miss Ida E. Housman, who had been Associate for the year in the departments of Physics and Chemistry, withdrew to accept a

regular appointment. Miss Clara Hamilton, of the class of 1903 of the Normal, was appointed Associate in Chemistry, and Miss M. Elizabeth English, of the same class, was appointed Associate in Physics.

Mr. Robert H. Kelley, a member of the February class of 1904, who had had a full course in Stenography and some experience in teaching before coming to the Normal School, was appointed to teach Stenography one period a day in the Normal School.

The faculty was represented in a large number of general educational interests, both of the State and country, taking an active part in many institutes and conventions. A number of faculty meetings were held and, among others, the following subjects were discussed: Social interests of our student body as related to home and school; Social opportunity in our school considered as a preparation for the future; Importance of Physical Training and athletic sports in a scheme of education; Our grammar school course; A discussion of its points of strength and weakness as exemplified by the pupils who have passed through the grammar department; Some of the methods of the Chicago Institute; The word content of a student's mind necessary to enter college.

COMMISSIONED HIGH SCHOOLS.

The plan of commissioning high schools and receiving the graduates of such high schools into the two years' or strictly professional course of the Normal School on high school certificates, is continued. All schools to be on the "Approved List" must have full four years' courses, and their graduates on making application for admission to the Normal School must present certificates showing the amount of work done in each subject.

MODE OF COMMISSIONING.

I. Upon the application of the principal, local superintendent and president of the board of education of any high school in this State, the Committee on Education shall make an examination of the school on behalf of which such application is made, and if,

in its 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 secretary of the board of education of said 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 graduates of any high school on the "Approved List," who may have entered the Normal School 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 said high school from the "Approved List." Notice of such action shall be sent to the secretary of the board of education of the high school in question, and it shall also be reported to the State Board of Education.

HIGH SCHOOL SUBJECTS.

The following are suggested as standard high school subjects, and are supposed to have been preceded by a thorough grammar school course of four years, including orthography, reading, English grammar, geography, United States history, elementary civics, drawing, practical arithmetic, science lessons, singing, etc.

Mathematics:
- Algebra, through quadratics and progressions.
- Geometry, plane and solid, with original work.

Physics—a year's course:
- With experiments by the teacher.
- With laboratory work by the pupils.

Chemistry—a year's course:
- With experiments by the teacher.
- With laboratory work by the pupils.

Physiology and Hygiene:
- With direct reference to physical training.

Bookkeeping:

Single and double entry.

Commercial Law.

Botany:

At least a five months' course, including practical work with plants.

Zoölogy:

At least a five months' course, including practical work with insects and animals.

General History:

Grecian history, Roman history, English history, advanced American history.

Civics.

Physical Geography:

The earth as a globe. The atmosphere, the ocean and the land; with observational exercises in the field and laboratory.

Drawing:

The ability to sketch objects, singly and in groups, and explain the principles governing representation; simple working drawings of geometric solids and joints, the proper placing of views, working to scale and the various conventions used; making of elementary designs from plant-forms, showing an appreciation of balance and harmony.

English:

Ability to describe clearly and artistically, to narrate with an appreciation of the value of climax, together with a detailed knowledge of the principles underlying description and narration. Ability to write clear compositions upon simple themes, to debate orally and in written form, together with a general knowledge of the principles underlying exposition and argumentation.

Literature:

The college entrance requirements, 1900-1905, or the equivalent.

For Study:

Shakespeare—Macbeth.
Milton—L'Allegro, Il Penseroso, Comus and Lucidas.
Burke—Speech on Conciliation with America.
Macaulay—Essay on Milton, Essay on Addison.

For Reading:

Shakespeare—Merchant of Venice and Julius Cæsar.
Addison—De Coverley Papers.
Goldsmith—Vicar of Wakefield.
Scott—Ivanhoe.
Tennyson—The Princess.
George Eliot—Silas Marner.
Lowell—Vision of Sir Launfal.
Carlyle—Essay on Burns.
Coleridge—The Ancient Mariner.

Latin:

Beginning Latin, with grammar; Cæsar, first five books of Gallic War; Cicero, six orations; Virgil, the first six books of the Æneid; Latin prose composition.

Greek:

Beginning Greek, with grammar; Xenophon's Anabasis, first four books; Homer's Iliad, first three books; Greek prose composition.

German and French:

College requirements.

NOTE—If a single modern language is elected, it should be pursued at least three years. A full course in one foreign language is much more valuable than partial courses in two or more.

The above subjects, or their equivalents, may be arranged in courses, such as Classical, Scientific, English, but each course should provide for four years of standard work.

HIGH SCHOOL APPLICATION.

To the State Board of Education:

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 shall have pursued a four years' course of standard high school work. Herewith find course of study.

(Signed) .....*Principal.*
.....*Superintendent.*
.....*President of Board.*

STATE OF NEW JERSEY.

HIGH SCHOOL COMMISSION.

This certifies that the ..... High School is placed on the "Approved List" of the State Board of Education, 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, ..., 19..

[SEAL.] .....*Chairman.* } *Committee on Education.*
.....*Secretary.* }

NOTE.—Persons desiring to have a High School commissioned should send to the State Superintendent of Public Instruction for blank form.

Superintendent, under the county system, refers to County Superintendent.

For admission to the first year on certificate, see "Conditions of Admission."

The following high schools are now on the "Approved List": Long Branch, New Brunswick, Newark, Jersey City, Caldwell, Orange, Passaic, Asbury Park, Plainfield, Trenton, Hackensack. Rahway, Morristown, Montlair, Atlantic City, Dover, Hoboken, Vineland, Salem, East Orange, Woodstown, Mount Holly, Manasquan, Bayonne City, Reading Academy—Flemington, Madison, Westfield, State Model, Farnum Preparatory, Ridgewood, South Orange, Moorestown, Cape May, Woodbury, Perth Amboy, Lakewood, Atlantic Highlands, Town of Union, North Plainfield, Phillipsburg, West Orange, Red Bank, Belleville, Somerville, Bloomfield, Elizabeth, Ocean Grove, Woodbridge, Boonton, Kearny, Paterson, Burlington, Princeton, Millville, Summit, Freehold, Milburn Township and Rutherford.

LIBRARY.

The library has been kept up to its usual standard in current literature, books of reference, etc., and a number of new books have been added. We have also been able to use the Study Room as a supplementary pedagogical library.

LECTURES.

During the year we have had a number of exceedingly interesting lecturers to favor us, among them Jacob Riis on Character Building; Livingston Barbour on Dickens' Christmas Carol; Col. George Nox McCain on Venezuela and the Mighty Orinoco, under the auspices of the State Agricultural Society; Prof. Henry M. VanDyke on Tennyson, under the auspices of the Contemporary; Prof. Lightner Witmer on Optical Illusions; Dr. Booker T. Washington on The Negro Problem.

LITERARY SOCIETIES.

There are nine Literary Societies in the school, viz.: The Normal Debating Society, composed of young men of the Normal School; the Thencanic Society, composed of young men of the

Model School; the Shakespeare Society, composed of young men and women of the Normal School; the Criterion Society, composed of young women of the Normal School; the Gamma Sigma Society, the Arguromuthos Society, the Philomathean Society, composed each of young ladies from the Normal and Model Departments; the Normal Dramatic Club, composed of young men and women, and the Delphic Literary Society, composed of young ladies of both schools.

The general order of exercises in these societies is debate, discussion, recitation and reading. In the majority of the societies debate is regarded as the most beneficial feature. It is desirable that debate be given even more place. It so often happens that reading and commenting on authors dwindles into a mere pastime, instead of developing the power of sustained and critical thought.

According to the reports of the various presidents, the interest in society work has been good throughout the year. A number of the societies gave programs on Friday evenings to entertain the boarders during their recreation hours.

In addition to these smaller and less formal entertainments several more formal programs were given, among them the following: Interscholastic Debate between the Thencanic Society of the Model School and the Mu Alpha of Peddie Institute on the subject "Resolved, That a Tariff for Revenue Only Would be a Beneficial Policy for the United States." This debate was held at Peddie Institute, the Mu Alpha taking the affirmative and the Thencanic the negative. The arguments were highly creditable to both societies in subject matter as well as delivery. The negative side won.

A play, "A Scrap of Paper," by the Normal Dramatic Club; a literary contest between the Alpha and Beta chapters of the Normal and Model schools. The Alpha and Beta are chapters composed of the different societies of the school grouped for contest in debate, recitation, essay, instrumental and vocal music.

ATHLETICS.

There are two athletic associations in the school, the one known as the Athletic Association; the other as the Girls' Athletic As-

sociation. The purpose of these associations is to promote interest in games and healthful sports.

"THE SIGNAL."

Our school publication had one of the most successful years in its history. Its subscription list was large, and the literary contributions were of a character calculated to interest students. The Board of Editors have the practice of entrusting a banner to the class securing the highest percentage of subscriptions. The boys' division of the Senior Class of the Model School won the prize, which was conferred on behalf of the "Signal" by Mr. Edward Lawrence Katzenbach, Model '96.

GROUNDS AND BUILDINGS.

Our school buildings were painted during the spring. This was the first time since the erection of the new central building that all parts of the buildings were painted at one time, that the shades of paint might be the same. A number of he windows on the north side of the building were doubled that the heating of the building might be better protected, and a new boiler was installed for heating purposes.

Since the installation of the new heating and ventilating system the boiler capacity of the heating plant has never been sufficient to secure the thorough heating of all of the rooms of the building. The installation of this additional boiler is expected to accomplish this result.

All of the buildings were thoroughly cleaned and renovated during the summer.

ENTERTAINMENTS.

From time to time public entertainments were given by the schools, usually adapted to some holiday or day devoted to some special observance. Prominent among these entertainments were those given by the Musical department and the department of

Physical Training. The Military Drill by Companies A and B, composed of young ladies in the department of Physical Training, was of special interest, as was that of Arbor Day. The following were the gifts in honor of Arbor Day: The decoration of the Drawing room by covering the walls with burlap and placing plaster casts, two Della Robbias, one Moorish Gothic and one Gothic cornice; a Seth Thomas clock; a set of pictures from the Art Collectors' Club; photograph of the President of the State Board of Education; trees for the campus. The amount of the contributions was $250.

COMMENCEMENT WEEK.

The various exercises of both the February and June Commencement seasons were successful, if we can judge from the sizes of audiences and the expressions of pleasure.

ALUMNI.

The Alumni Association held its fifteenth annual meeting June the 18th. The meeting was called to order in the auditorium at twelve o'clock by President Benjamin Messler. About 350 members responded to roll call, representing classes beginning with the first years of the history of the school. After a brief business meeting, in which some plans were initiated for the fiftieth anniversary of the founding of the school, the Association adjourned to the dining room of the Boarding Halls, where a luncheon was served.

The following officers were elected for the ensuing year:

President—Mr. SAMUEL H. BULLOCK, Normal '80, Trenton.
Normal Vice-President—Mrs. ANNA WATSON NEWMAN, Normal '96, Trenton.
Model Vice-President—A. DUNBAR HUTCHINSON, M.D., Model '94, Trenton.
Recording Secretary—Miss EVA E. STRUBLE, Normal '80, Newark.
Corresponding Secretary—Miss ELEANOR B. PARMENTER, Normal '96, State Normal School, Trenton.
Treasurer—Mrs. MARY THOMPSON STULL, Model '75, Trenton.

The meeting was very enjoyable. It seemed really like a family gathering, and did much to further the growing interest in the future of our Alma Mater, as well as of the Association itself.

All graduates of the Normal or Model and all who came within one year of graduation are eligible and very much desired as members of the Association.

The North Jersey Alumni Association held its Eighth Annual Banquet at the Hotel Marlborough, in New York, Saturday, March 14th, 1903.

The following officers were elected for the ensuing year:

President—CHAS. H. GLEASON, '98, Newark.
First Vice-President—LUTHER B. BISSELL, '93, Hoboken.
Second Vice-President—MISS JENNIE V. CHINNICK, '95, Wyckoff.
Secretary—WILLARD A. STOWELL, '82, Ramsey.

About 125 members were present. The social spirit that prevailed was inspiring, and all felt renewed vigor for the work that was before them.

This organization is a Normal branch of the general Alumni Association. As a branch, it is so centered that it is convenient to a very large portion of our graduates, and should become a strong and flourishing association.

REPORT

OF THE

Bureau of Information for Teachers and School Officers.

1902-1903.

(345)

Report of the Bureau of Information for Teachers and School Officers.

To the Members of the State Board of Education:

GENTLEMEN—I have the honor to present to your honorable body the sixth annual report of the Bureau of Information for the year ending October 31st, 1903.

During the year six hundred and twelve teachers were registered. Of this number, four hundred and eighteen secured positions through the Bureau, leaving one hundred and ninety-four teachers who secured positions through other sources. Four hundred and thirty-two applications for teachers were received from school officers desiring suitable candidates for vacant positions in the schools under their charge.

The work of the Bureau has steadily increased during the past six years, as will be observed from the following comparative table.

Year.	*Applications for Teachers.*	*No. of Teachers registered.*
1898,	150	260
1898–1899,	380	600
1899–1900,	402	566
1900–1901,	422	607
1901–1902,	426	510
1902–1903,	432	612

As in previous years, there was a large demand for skilled teachers for the small-salaried positions. It is very difficult for the Bureau to meet this demand, as experienced teachers cannot be expected to consider positions paying $27, $30, $32 and $35 per month. Inexperienced teachers should not hesitate to consider these positions to secure their first experience in actual school work, but they will not apply until all the higher-salaried positions are filled. This condition exists and the small schools are

being filled with teachers who remain but one year, and in many cases but three or four months. The constant changing of teachers is not beneficial to the children attending these schools, yet the taxpayers in the districts will not improve their schools by raising money to pay good teachers a fair living salary. The requirements demanded of persons entering the teaching profession in this State should be counterbalanced with sufficient remuneration for their services.

The demands on the Bureau from school officers and teachers are increasing to such an extent that the efficiency of the service is being impaired for lack of sufficient help to attend to the work.

The manager of the Bureau is idebted for valuable assistance rendered in promoting the interests of the Bureau to the State Superintendent of Public Instruction, C. J. Baxter; the Principal of the State Normal School, James M. Green; the County Superintendents of Public Instruction and the various school officers and teachers of the State.

Respectfully submitted,

SILAS R. MORSE,

Chairman of the Committee on Bureau of Information and Apportionment of School Moneys.

REPORT

OF

Supervising Architect.

1902-1903.

Report of Supervising Architect.

STATE OF NEW JERSEY,
STATE BOARD OF EDUCATION.
HERMAN KREITLER,
Supervising Architect of School Building Plans.

Mr. Charles J. Baxter, State Superintendent, Trenton, N. J.:

DEAR SIR—I herewith respectfully submit my annual report as Supervising Architect of School Building Plans.

Since December 2d, 1902, the date of my last report, there have been submitted to me the plans for forty (40) new school buildings or extensions to school buildings for criticism and approval. The buildings are located throughout the State in the places following, viz.:

Alpha, Pohatcong township.
Athenia.
Basking Ridge.
Bayonne.
Blackwood, Gloucester township.
Carlstadt.
Clifton.
Coytesville.
Erma, Cape May county.
Fairview.
Franklin, Bergen county.
Hackensack.
Haddonfield.
Hamburg.
Hamilton.
Helmetta.
Leonia.

Mendham.
Mercerville.
Millville.
Newark—Central Avenue, Charlton Street, Oliver Street, Franklin School.
Oceanic (East).
Palisades Park.
Paterson.
Perth Amboy.
Ridgefield Park.
Riverside.
Roxbury.
Sand Hills, Raritan township.
Saybrook.
Somerville.
Summit.
Tansboro, Camden county.
Vailsburg.
Vineland.
Weehawken.
West Deptford, Gloucester county.

The number of plans submitted for approval in the year past has been materially less than in the years preceding. This is probably due to the high price of building materials and labor, or that buildings are being erected without the plans having been submitted.

A material improvement in the arrangements for light, ventilation and sanitation is perceptible in the plans received during the last year as compared with those submitted in former years, the improvement being without doubt due to the enactment of the law relating to the construction of school buildings.

It is to be hoped that this improvement may continue; that hereafter all school building plans will be submitted for criticism and approval, and the letter and spirit of the law complied with.

Yours very truly,

H. KREITLER.

STATISTICAL TABLES.

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Financial Report by Districts, for the County of ATLANTIC, State

DISTRICTS.	Amount due the district, July 1st, 1902, from State and county funds.	Amount due the district, July 1st, 1902, from district tax.	Amount due the district, July 1st, 1902, from other sources.	Total amount due the district, July 1st, 1902.	Amount expended for teachers' salaries.	Amount expended for fuel and janitors' salaries.	Amount expended for building and repairing, excluding debt and interest.
Atlantic City, ...	$41,635 10	$59,654 00	$28,862 08	$130,152 18	$55,179 77	$11,361 91	$16,273 73
Absecon City, ...	823 53	1,249 80	915 00	2,988 33	1,278 00	137 95	259 68
Brigantine City, ..	246 92	355 38	40 00	642 30	447 50	33 35	24 70
Buena Vista Twp.,	3,188 84	1,990 89	1,226 89	6,406 62	3,492 00	190 67	1,025 00
Egg Harbor City..	4,825 94	3,350 00	36 15	8,212 09	4,511 94	450 75	676 20
Egg Harbor Twp.,	3,551 45	7,694 35	1,821 47	13,067 27	4,927 50	757 25	2,578 63
Galloway Twp., ..	4,401 94	3,620 86	16 90	8,039 70	4,949 25	242 51	175 00
Hammonton, ...	8,087 66	11,097 32	29 54	19,214 52	9,753 50	1,241 75	647 88
Hamilton Twp., ..	3,343 62	2,560 41	144 78	6,048 81	3,892 00	272 14	130 80
Linwood, ...	1,109 38	878 64	558 36	2,546 38	1,314 00	139 60	176 09
Longport, ...	312 97	408 35	.....	721 32	405 00	.....	.....
Mulica Twp., ...	1,867 60	1,596 14	44 38	3,508 12	2,160 00	243 40	98 41
Pleasantville, ...	3,957 88	4,914 40	24,389 00	33,261 28	5,536 85	898 59	21,765 44
Somers Point City,.	690 20	571 56	.....	1,261 76	810 00	65 51	40 00
So. Atlantic City,..	284 71	317 93	.....	602 64	337 50	90 00	.....
Weymouth Twp., .	1,983 33	1,365 73	60 00	3,409 06	2,063 75	97 48	62 79
	$80,311 07	$101,625 76	$58,145 55	$240,082 38	$101,058 56	$16,222 88	$43,934 15

of New Jersey, for the School Year Ending June 30th, 1903.

Amount expended for debt and interest.	Amount expended for manual training.	Amount expended for text-books, apparatus and supplies.	Amount expended for other school purposes.	Amount expended for transportation of pupils.	Total amount expended.	Balance of State and county funds, June 30th, 1903.	Balance of district tax, June 30th, 1903.	Balance of moneys from other sources, June 30th, 1903.	Total balance, June 30th, 1903.
$18,709 12	$3.974 82	$9,601 53	$5,773 14	.....	$120,874 02	.....	$9,278 16	.....	$9,278 16
900 00	.....	155 48	23 92	.....	2,755 03	.....	233 30	.....	233 30
.....	.....	38 58	98 00	.....	642 13	.....	17	.....	17
300 00	.....	231 47	445 88	.....	5,685 02	.....	721 60	.....	721 60
570 75	.....	522 15	1,355 70	$124 60	8,212 09	.....	.....	.....	.....
2,248 50	.....	538 64	337 58	34 90	11,423 00	.....	1,644 27	.....	1,644 27
474 00	.....	600 91	262 42	.....	6,704 09	.....	1,335 61	.....	1,335 61
1,600 00	.....	538 53	414 09	.....	14,195 75	.....	5,018 77	.....	5,018 77
.....	.....	256 06	256 28	289 20	5,096 28	.....	841 06	$111 47	952 53
510 00	.....	162 40	172 49	.....	2,474 58	.....	41 19	30 61	71 80
.....	.....	33 99	.....	.....	438 99	.....	282 33	.....	282 33
.....	.....	137 68	119 37	.....	2,758 86	.....	716 13	33 13	749 26
1,450 00	.....	434 12	2,337 62	.....	32,422 62	.....	446 00	392 66	838 66
.....	.....	24 21	60 34	.....	1,000 06	.....	261 70	.....	261 70
.....	.....	84 73	62 50	.....	574 73	.....	27 91	.....	27 91
433 75	.....	45 19	188 41	.....	2,891 37	$23 33	494 36	.....	517 69
$27,196 12	$3.974 82	$13,405 67	$11,907 74	$448 70	$218,148 62	$23 33	$21,342 56	$567 87	$21,933 76

Apportionment of School Moneys, by Districts, for County of ATLANTIC,

DISTRICTS.	Balance State and county moneys July 1st, 1903.	Balance district tax, July 1st, 1903.	Balance received from other sources July 1st, 1903.	Amount apportioned from State appropriation, State school tax and State school fund appropriation.	Amount apportioned from surplus revenue.	Amount apportioned from balances.	Amount of district tax voted for current expenses.
Atlantic City,	.....	$9,278 16	.....	$44,940 39	$308 69	.....	$59,739 50
Absecon City,	.....	233 30	.....	1,038 33	5 87	.....	700 00
Brigantine City,	.....	17	.....	256 88	76	.....	260 00
Buena Vista Twp.,	.....	721 60	.....	3,510 04	20 21	.....	1,100 00
Egg Harbor City,	.....	.....	.....	3,768 89	26 36	.....	2,779 25
Egg Harbor Twp.,	.....	1,644 27	.....	3,751 82	20 77	.....	3,600 00
Galloway Twp.,	.....	1,335 61	.....	4,229 88	27 17	.....	2,000 00
Hammonton,	.....	5,018 77	.....	8,602 45	48 76	.....	4,570 00
Hamilton Twp.,	.....	841 06	$111 47	3,645 46	18 28	.....	1,550 00
Linwood,	.....	41 19	30 61	1,185 08	7 83	.....	700 00
Longport,	.....	282 33	.....	282 52	1 10	.....	146 32
Mullica Twp.,	.....	716 13	33 13	1,841 38	8 58	.....	1,050 00
Pleasantville,	.....	446 00	392 66	4,581 87	25 46	.....	2,800 00
Somers Point City,	.....	261 70	.....	680 65	3 76	.....	.....
South Atlantic City,	.....	27 91	.....	283 67	1 12	.....	250 00
Weymouth Twp.,	$23 33	494 36	.....	1,986 53	9 46	.....	700 00
	$23 33	$21,342 56	$567 87	$84,585 84	$534 18	.....	$81,945 07

State of New Jersey, for the School Year Ending June 30th, 1903.

Amount of district tax voted for purchase of land.	Amount of district tax voted for building, enlarging and repairing school-houses.	Amount of district tax voted for manual training.	Amount of district tax voted for bonds and interest.	Total amount of district tax ordered to be raised.	Amount received from temporary loans.	Amount received from sale of bonds.	Amount received from manual training and other sources.	Total amount available for school year ending June 30th, 1904.
.....	$5,000 00	$2,000 00	$19,404 12	$86,143 62	.....	.....	.....	$140,670 86
.....	.....	.....	.....	700 00	.....	.....	.....	1,977 50
.....	.....	.....	.....	260 00	.....	.....	.....	517 81
.....	.....	.....	287 50	1,387 50	.....	.....	.....	5,639 35
.....	.....	.....	570 75	3,350 00	.....	.....	.....	7,145 25
.....	2,560 00	.....	442 00	6,602 00	.....	.....	.....	12,018 86
.....	175 00	.....	458 00	2,633 00	.....	.....	.....	8,225 66
.....	825 00	.....	1,600 00	6,995 00	.....	.....	.....	20,664 98
.....	250 00	.....	.....	1,800 00	.....	.....	.....	6,416 27
.....	100 00	.....	.....	800 00	.....	.....	.....	2,064 71
.....	.....	.....	.....	146 32	.....	.....	.....	712 27
.....	100 00	.....	.....	1,150 00	.....	.....	.....	3,749 22
.....	.....	.....	1,900 00	4,700 00	.....	.....	.....	10,145 99
.....	.....	.....	.....	.....	.....	.....	.....	946 11
.....	.....	.....	.....	250 00	.....	.....	.....	562 70
.....	.....	.....	.....	700 00	.....	.....	.....	3,213 68
.....	$9,010 00	$2,000 00	$24,662 37	$117,617 44	.....	.....	.....	$224,671 22

Report of Attendance, by Districts, for the County of ATLANTIC,

DISTRICTS.	Number of days the schools were kept open.	Number of boys between 4 and 20 years of age enrolled in the schools during the year.	Number of girls between 4 and 20 years of age enrolled in the schools during the year.	Total number of children between 4 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.	Average number of cases of tardiness per day for each teacher.	Average number on roll.
Atlantic City,	175	2,621	2,714	5,335	25	8,981	.5	4,258
Absecon City,	168	53	55	108	1	226	.44	76
Brigantine City,	186	11	14	25	.....	21	.112	18
Buena Vista Twp.,	170	325	284	609	2	457	.295	347
Egg Harbor City,	180	207	209	416	9	1,792	1.418	326
Egg Harbor Twp.,	164	222	215	437	9	473	.290	281
Galloway Twp.,	171	246	260	506	12	1,080	.690	356
Hammonton,	168	466	502	968	15	3,925	1.17	746
Hamilton Twp.,	167	181	187	368	14	313	.279	259
Linwood,	172	73	62	135	.....	344	.666	97
Longport,	165	10	8	18	.....	23	.139	13
Mullica Twp.,	166	98	81	179	3	496	.595	113
Pleasantville,	169	287	291	578	4	1,443	.859	378
Somers Point City,	168	40	38	78	.....	133	.394	57
South Atlantic City,	165	10	12	22	.....	994	5.09	14
Weymouth Twp.,	168	109	93	202	.....	640	.624	128
	170	4,959	5,025	9,984	94	21,341	.847	7,467

State of New Jersey, for the School Year Ending June 30th, 1903.

Average daily attendance.	Percentage of daily attendance on average enrollment.	Number of pupils enrolled in kindergartens.	Number of pupils enrolled in primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of pupils transported.	Total number of days transported.	Average number of pupils transported per day.	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.
3,597	.85	.....	3,564	1,494	277	.....	.....	.....	4	104	$143 42	$50 33
68	.899	.....	45	63	.....	.....	.....	.....	1	2	60 00	40 00
16	.916	.....	15	10	.....	.....	.....	.....	.....	1	.....	50 00
293	.861	.....	425	176	8	.....	.....	.....	5	5	39 60	38 00
295	.908	70	221	111	14	.....	.....	.....	2	7	91 66	46 42
247	.882	.....	225	203	9	.....	.....	.....	7	4	51 42	41 87
311	.871	.....	286	206	14	.....	.....	.....	5	6	58 00	43 33
638	.856	86	636	208	38	.....	.....	.....	1	22	133 33	44 53
221	.881	.....	233	115	20	5	711½	4	2	8	60 00	39 06
86	.88	.....	87	44	4	.....	.....	.....	2	1	59 00	40 00
12	.889	.....	9	9	.....	.....	.....	.....	.....	1	.....	45 00
95	.861	.....	88	81	10	.....	.....	.....	.....	6	.....	40 00
329	.871	.....	452	112	14	.....	.....	.....	2	10	88 05	41 50
51	.869	.....	63	15	.....	.....	.....	.....	.....	2	.....	45 00
13	.913	.....	14	8	.....	.....	.....	.....	.....	1	.....	37 50
108	.851	.....	105	92	5	.....	.....	.....	.....	6	.....	37 08
6,380	.878	156	6,468	2,947	413	5	711½	4	31	186	$78 44	$42 47

Financial Report by Districts, for the County of BERGEN, State

DISTRICTS.	Amount due the district, July 1st, 1902, from State and county funds.	Amount due the district, July 1st, 1902, from district tax.	Amount due the district, July 1st, 1902, from other sources.	Total amount due the district, July 1st, 1902.	Amount expended for teachers' salaries.	Amount expended for fuel and janitors' salaries.	Amount expended for building and repairing, excluding debt and interest.
Allendale,	$931 93	$1,969 25	$35 21	$2,936 39	$1,635 00	$287 86	$23 38
Bergenfield,	1,101 77	3,703 99	2,006 95	6,812 71	2,550 00	329 40	1,624 05
Bogota,	602 29	2,149 56	121 08	2,872 93	1,155 00	299 57	439 67
Carlstadt,	3,881 63	5,300 00	18,507 74	27,689 37	5,442 50	521 40	325 15
Cliffside Park,	1,442 26	4,820 88	8,280 00	14,543 14	2,865 00	463 00	3,900 03
Cresskill,	690 21	1,161 53	174 60	2,026 34	1,270 00	155 50	6 83
Delford,	1,333 90	6,280 00	4,113 74	11,727 64	2,750 00	654 75	4,565 51
Dumont,	1,273 51	3,225 45	21 22	4,520 18	2,450 00	253 35	76 17
East Rutherford,	4,018 48	8,513 28	20,237 70	32,769 46	6,785 00	943 63	9,398 60
Edgewater,	873 32	4,822 00	2,010 00	7,705 32	2,250 00	416 75	48 12
Englewood Twp.,	.....	979 12	601 70	1,580 82	600 00	145 23	.....
Englewood City,	9,468 43	33,563 58	2,386 20	45,418 21	26,275 00	4,061 68	1,500 00
Englewood Special,	218 28	1,349 10	67 20	1,634 58	700 00	89 65	.....
Fairview,	1,436 60	3,520 58	13,226 46	18,183 64	2,400 00	369 75	9,028 03
Fort Lee,	2,279 38	5,407 31	1,740 00	9,426 69	5,011 77	471 93	134 83
Franklin,	1,946 07	1,596 26	1,082 50	4,624 83	3,020 07	670 32	.....
Garfield,	6,222 98	8,722 16	18,508 35	33,453 49	9,816 89	1,222 98	18,900 00
Glen Rock,	708 80	2,363 38	781 39	3,853 57	1,150 00	181 64	69 08
Harrington,	6,299 89	17,243 74	6,065 92	29,609 55	11,987 50	3,284 92	653 37
Hasbrouck Heights,	3,107 29	5,768 31	19 51	8,895 11	5,965 00	667 00	703 12
Hillsdale,	1,504 77	3,842 14	153 68	5,500 59	2,680 00	438 45	156 56
Hohokus,	3,246 89	7,110 82	11,100 00	21,457 71	5,227 50	678 85	9,660 68
Leonia,	976 28	2,871 93	104 51	3,952 72	2,084 00	224 50	62 08
Little Ferry,	2,176 70	5,625 19	4,062 06	11,863 95	3,275 00	674 70	1,228 13
Lodi Borough,	3,867 49	6,983 44	48 76	10,899 69	6,170 00	1,030 63	147 79
Lodi Township,	1,532 82	1,663 42	1,889 00	5,085 24	1,850 00	348 21	382 80
Maywood,	912 70	3,693 66	828 43	5,434 79	1,825 00	581 75	456 15
Midland,	895 02	3,199 61	108 80	4,203 43	1,500 00	360 67	371 07
Midland Park,	2,160 74	2,801 50	917 60	5,879 84	3,590 00	521 40	69 40
Montvale,	573 19	1,074 00	275 68	1,922 87	1,000 00	129 88	95 93
New Barbadoes,	15,693 89	29,979 88	25,532 89	71,206 66	32,718 09	4,613 29	5,292 10
North Arlington,	315 51	794 52	35 00	1,145 03	600 00	120 50	78 00
Oakland.	.....	.....	.....	.....	.....	.....	.....
Old Tappan,	328 39	1,065 69	21 50	1,415 58	680 00	85 50	.....
Orvil,	1,993 73	3,150 00	1,828 03	6,971 76	2,306 72	533 75	904 93
Overpeck,	4,773 58	15,777 28	16,481 00	37,031 86	8,239 29	1,270 52	722 55
Palisades,	1,315 87	4,253 32	54 85	5,624 04	2,145 00	370 00	384 27
Palisades Park,	990 68	3,120 65	1,020 00	5,131 33	1,900 00	472 86	200 00
Park Ridge.	1,298 70	3,104 53	42 78	4,446 01	3,000 00	306 65	182 49
Ridgefield Bor.,	962 34	4,214 91	211 59	5,388 84	2,400 00	709 59	239 74
Ridgefield Twp.,	1,764 33	6,011 42	775 53	8,551 28	3,080 36	659 18	.....
Ridgewood,	4,496 55	12,315 87	4,829 29	21,641 71	9,023 80	1,486 42	526 26
Riverside.	933 02	3,857 15	1,075 50	5,865 67	2,150 00	341 78	77 29
Rutherford,	9,054 88	25,324 12	10,783 95	45,162 95	19,465 48	3,567 98	2,410 55
Saddle River Bor.,	586 59	554 46	20 00	1,161 05	850 00	141 93	28 90
Saddle River Twp.,	3,283 10	7,860 04	414 51	11,557 65	5,197 97	1,008 37	475 31
Teaneck,	1,232 22	3,171 00	236 33	4,639 55	2,380 00	426 26	27 86
Tenafly,	1,959 68	4,901 99	115 83	6,977 50	4,597 48	653 62	94 49
Union.	3,525 76	9,295 14	2,167 98	14,988 88	5,592 72	960 79	393 56
Upper Saddle River,	456 92	269 49	.....	726 41	455 63	45 82	17 00
Wallington,	2,903 58	5,096 56	2,138 50	10,138 64	4,282 67	690 61	106 56
Washington,	957 66	2,013 36	7,871 30	10,842 32	2,150 00	239 32	4,230 60
Westwood,	1,899 47	4,823 16	2,126 67	8,849 30	3,570 00	671 84	.....
Woodcliff.	570 17	1,311 35	327 56	2,209 08	870 17	113 75	98 60
Wood Ridge.	1,005 86	1,600 00	738 63	3,344 49	2,079 00	205 00	93 05
	$127,986 10	$315,191 08	$198,325 21	$641,502 39	$245,014 61	$40,174 68	$80,610 64

of New Jersey, for the School Year Ending June 30th, 1903.

Amount expended for debt and interest.	Amount expended for manual training.	Amount expended for text-books, apparatus and supplies.	Amount expended for other school purposes.	Amount expended for transportation of pupils.	Amount expended for tuition of pupils in adjoining districts.	Total amount expended.	Balance of State, county and township funds, June 30th, 1903.	Balance of district tax, June 30th, 1903.	Balance of moneys from other sources, June 30th, 1903.	Total balance, June 30th, 1903.
$625 00	.....	$141 98	$79 57	.....	.....	$2,792 79	.....	$143 60	.....	$143 60
367 50	.....	169 88	725 61	.....	.....	5,766 44	.....	278 88	$767 39	1,046 27
350 00	.....	123 27	304 43	.....	.....	2,671 94	.....	103 78	97 21	200 99
90 00	$1,241 30	486 80	2,782 24	.....	.....	10,889 39	.....	.....	16,799 98	16,799 98
.....	.....	326 00	1,879 49	.....	.....	9,433 52	.....	1,634 62	3,475 00	5,109 62
.....	.....	69 90	319 26	.....	.....	1,821 49	.....	204 85	.....	204 85
1,680 00	.....	194 49	1,484 36	.....	.....	11,329 11	.....	.....	398 53	398 53
517 50	.....	197 78	152 52	.....	.....	3,647 32	.....	872 86	.....	872 86
2,150 50	.....	545 52	413 04	.....	.....	20,236 29	.....	1,212 37	11,320 80	12,533 17
976 50	.....	544 44	1,393 59	.....	.....	5,629 40	.....	.....	2,075 92	2,075 92
.....	.....	449 86	379 85	.....	.....	1,574 94	.....	.....	5 88	5 88
1,675 00	.....	1,850 00	4,304 75	.....	.....	39,666 43	.....	3,563 58	2,188 20	5,751 78
.....	.....	28 13	170 82	.....	.....	988 60	.....	645 98	.....	645 98
625 00	.....	213 92	363 29	$110 00	.....	13,109 99	.....	896 27	4,177 38	5,073 65
.....	.....	535 11	2,991 84	279 40	.....	8,523 88	.....	.....	902 81	902 81
.....	.....	311 67	566 95	.....	.....	4,569 01	.....	55 82	.....	55 82
665 00	.....	700 84	819 13	.....	.....	32,124 84	.....	1,328 65	.....	1,328 65
600 00	.....	91 10	154 74	.....	.....	2,246 56	.....	874 56	732 45	1,607 01
3,325 00	.....	714 13	1,159 91	.....	.....	21,124 83	.....	3,578 71	4,906 01	8,484 72
670 00	.....	424 78	454 70	.....	.....	8,884 60	.....	10 51	.....	10 51
550 00	.....	153 56	197 22	.....	.....	4,175 79	.....	1,282 11	42 69	1,324 80
900 00	.....	610 82	596 68	.....	.....	17,674 53	.....	2,248 05	1,535 13	3,783 18
.....	.....	254 13	481 10	.....	.....	3,105 81	.....	795 69	51 22	846 91
1,339 50	.....	556 89	4,318 70	.....	.....	11,392 92	.....	.....	471 03	471 03
1,332 50	.....	342 88	473 40	.....	.....	9,497 20	.....	1,402 49	.....	1,402 49
616 50	.....	118 15	1,758 93	.....	.....	5,074 59	.....	10 65	.....	10 65
750 00	.....	261 77	221 93	.....	.....	4,096 60	.....	669 94	668 25	1,338 19
525 00	.....	264 20	384 68	.....	.....	3,405 62	.....	797 81	.....	797 81
175 00	.....	246 80	829 79	.....	.....	5,432 39	.....	150 06	297 39	447 45
216 00	.....	57 20	129 02	.....	.....	1,628 03	.....	59 20	235 64	294 84
4,950 05	2,704 11	2,704 56	15,983 73	.....	.....	68,965 93	.....	.....	2,240 73	2,240 73
.....	.....	58 01	91 14	.....	.....	947 65	.....	197 38	.....	197 38
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
153 75	.....	51 63	204 45	.....	.....	1,175 33	.....	240 25	.....	240 25
600 00	.....	398 33	1,743 94	.....	.....	6,487 67	.....	.....	484 09	484 09
1,887 50	.....	1,530 89	19,213 39	.....	.....	32,864 14	.....	4,167 72	.....	4,167 72
725 00	.....	209 70	202 98	210 00	.....	4,246 95	$28 87	1,323 59	24 63	1,377 09
687 50	.....	212 66	1,481 76	.....	.....	4,954 78	.....	176 55	.....	176 55
.....	.....	350 17	167 30	.....	$50 73	4,057 34	.....	372 56	16 11	388 67
1,000 00	.....	354 89	447 00	.....	.....	5,151 22	.....	237 62	.....	237 62
1,550 00	.....	264 28	842 89	.....	.....	6,396 71	.....	2,138 24	16 33	2,154 57
3,625 00	1,270 65	652 12	888 49	.....	.....	17,472 74	.....	30 33	4,138 64	4,168 97
1,105 00	.....	164 70	1,255 16	.....	.....	5,093 93	.....	764 76	6 98	771 74
2,694 46	.....	3,313 91	11,111 51	.....	.....	42,563 89	.....	949 82	1,649 24	2,599 06
.....	.....	56 14	64 97	.....	.....	1,141 94	.....	18 82	29	19 11
1,480 00	.....	394 99	225 95	.....	.....	8,782 59	.....	2,436 31	338 75	2,775 06
650 00	.....	225 88	277 34	.....	.....	3,987 34	.....	476 10	176 11	652 21
.....	.....	456 27	404 54	.....	.....	6,206 40	.....	765 46	5 64	771 10
1,808 34	.....	798 15	330 18	.....	.....	9,883 74	.....	2,993 86	2,111 28	5,105 14
.....	.....	.....	.....	.....	.....	594 31	.....	132 10	.....	132 10
1,743 75	.....	385 15	2,329 90	.....	.....	9,538 64	.....	600 00	.....	600 00
207 50	.....	159 33	2,808 78	.....	.....	9,795 53	.....	14 27	1,032 52	1,046 79
962 50	.....	381 39	2,614 94	.....	.....	8,200 67	.....	648 63	.....	648 63
575 00	.....	78 87	452 81	.....	.....	2,189 20	.....	13 90	5 98	19 88
.....	.....	172 85	171 04	.....	.....	2,720 94	.....	.....	623 55	623 55
$47,126 85	$5,216 06	$24,393 62	$92,747 84	$599 40	$50 73	$535,934 43	$28 87	$41,519 31	$64,019 78	$105,567 96

Apportionment of School Moneys, by Districts, for County of BERGEN,

DISTRICTS.	Balance State and county moneys, July 1st, 1903.	Balance district tax, July 1st, 1903.	Balance received from other sources, July 1st, 1903.	Amount apportioned from State appropriation, State school tax and State school fund appropriation.	Amount apportioned from surplus revenue.	Amount apportioned from balances.	Amount of district tax voted for current expenses.
Allendale,	.....	$143 60	.....	$913 40	$13 47	.....	$1,300 00
Bergenfield,	.....	278 88	$767 39	1,207 51	17 51	.....	2,175 00
Bogota,	.....	103 78	97 21	575 97	7 56	.....	1,380 00
Carlstadt,	.....	.....	16,799 98	3,665 66	62 98	.....	4,410 00
Cliffside Park,	.....	1,634 62	3,475 00	1,568 45	24 43	.....	2,300 00
Cresskill,	.....	204 85	.....	626 23	9 72	.....	1,000 00
Delford,	.....	.....	398 53	1,416 54	17 90	.....	3,050 00
Dumont,	.....	872 86	.....	1,251 81	19 42	.....	2,045 00
East Rutherford,	.....	1,212 37	11,320 80	3,696 18	64 29	.....	6,700 00
Edgewater,	.....	.....	2,075 92	855 42	10 98	.....	3,500 00
Englewood Twp.,	.....	.....	5 88	200 00	.....	.....	1,000 00
Englewood City,	.....	3,563 58	2,188 20	10,505 24	107 65	.....	30,200 00
Englewood Special,	.....	645 98	.....	227 55	1 18	.....	.....
Fairview,	.....	896 27	4,177 38	1,347 25	23 52	.....	2,100 00
Fort Lee,	.....	.....	902 81	2,408 39	34 74	.....	6,300 00
Franklin,	.....	55 82	.....	1,667 38	20 08	.....	2,450 00
Garfield,	.....	1,328 65	.....	6,462 74	97 23	.....	6,830 00
Glen Rock,	.....	874 56	732 45	687 19	12 34	.....	1,300 00
Harrington,	.....	3,578 71	4,906 01	5,753 36	75 35	.....	11,000 00
Hasbrouck Heights,	.....	10 51	.....	3,076 17	37 65	.....	4,555 00
Hillsdale,	.....	1,282 11	42 69	1,421 69	18 12	.....	2,300 00
Hohokus,	.....	2,248 05	1,535 13	3,170 02	50 28	.....	4,100 00
Leonia,	.....	795 69	51 22	949 48	15 02	.....	2,500 00
Little Ferry,	.....	.....	471 03	2,217 21	35 12	.....	2,870 00
Lodi Borough,	.....	1,402 49	.....	4,341 62	57 65	.....	5,000 00
Lodi Township,	.....	10 65	.....	1,286 12	20 89	.....	1,200 00
Maywood,	.....	669 94	668 25	869 92	11 60	.....	1,700 00
Midland,	.....	797 81	.....	888 50	12 40	.....	1,850 00
Midland Park,	.....	150 06	297 39	2,146 37	32 07	.....	2,000 00
Montvale,	.....	59 20	235 64	550 27	6 46	.....	977 00
New Barbadoes,	.....	.....	2,240 73	15,345 96	29 73	.....	28,460 00
North Arlington,	.....	197 38	.....	301 81	4 37	.....	450 00
Oakland,	.....	.....	.....	324 77	5 36	.....	450 00
Old Tappan,	.....	240 25	.....	296 40	4 14	.....	535 00
Orvil,	.....	.....	484 09	1,715 23	30 74	.....	2,425 00
Overpeck,	.....	4,167 72	.....	4,669 66	63 15	.....	8,570 00
Palisades,	$28 87	1,323 59	24 63	1,266 40	20 04	.....	1,800 00
Palisades Park,	.....	176 55	.....	932 79	14 30	.....	3,545 00
Park Ridge,	.....	372 56	16 11	1,420 63	18 08	.....	2,700 00
Ridgefield Borough,	.....	237 62	.....	917 22	13 63	.....	2,250 00
Ridgefield Twp.,	.....	2,138 24	16 33	1,697 79	29 99	.....	3,000 00
Ridgewood,	.....	30 33	4,138 64	5,276 06	63 43	.....	8,100 00
Riverside,	.....	764 76	6 98	897 73	12 79	.....	1,925 00
Rutherford,	.....	949 82	1,649 24	9,407 98	120 67	.....	20,175 00
Saddle River Bor.,	.....	18 82	29	532 76	5 70	.....	555 00
Saddle River Twp.,	.....	2,436 31	338 75	2,998 42	42 90	.....	3,450 00
Teaneck,	.....	476 10	176 11	1,126 27	14 02	.....	2,050 00
Tenafly,	.....	765 46	5 64	2,054 94	28 14	.....	3,700 00
Union,	.....	2,993 86	2,111 28	3,410 34	43 42	.....	4,560 00
Upper Saddle River,	.....	132 10	.....	317 58	5 05	.....	235 00
Wallington,	.....	600 00	.....	3,329 39	48 53	.....	2,307 08
Washington,	.....	14 27	1,032 52	1,075 92	11 86	.....	3,000 00
Westwood,	.....	648 63	.....	1,754 97	23 85	.....	3,150 00
Woodcliff,	.....	13 90	5 98	570 96	7 35	.....	800 00
Wood Ridge,	.....	.....	623 55	977 64	16 23	.....	1,450 00
	$28 87	$41,519 31	$64,019 78	$128,573 26	$1,795 08	.....	$227,734 08

State of New Jersey, for the School Year Ending June 30th, 1903.

Amount of district tax voted for purchase of land.	Amount of district tax voted for building, enlarging and repairing school-houses.	Amount of district tax voted for manual training.	Amount of district tax voted for bonds and interest.	Total amount of district tax ordered to be raised.	Amount received from temporary loans.	Amount received from sale of bonds.	Amount received from manual training and other sources.	Total amount available for school year ending June 30th, 1904.
.....	.....	.....	$600 00	$1,900 00	.....	.....	.....	$2,970 47
.....	$350 00	.....	815 00	3,340 00	.....	.....	.....	5,611 29
.....	100 00	.....	350 00	1,830 00	.....	.....	.....	2,614 52
.....	200 00	$600 00	690 00	5,900 00	.....	.....	$600 00	27,028 62
.....	700 00	.....	350 00	3,350 00	.....	.....	.....	10,052 50
.....	.....	.....	.....	1,000 00	.....	.....	.....	1,840 80
.....	150 00	.....	1,640 00	4,840 00	.....	.....	.....	6,672 97
.....	125 00	.....	505 00	2,675 00	.....	.....	.....	4,819 09
.....	800 00	.....	1,638 00	9,138 00	.....	.....	.....	25,431 64
.....	.....	.....	850 00	4,350 00	.....	.....	.....	7,292 32
.....	.....	.....	.....	1,000 00	.....	.....	.....	1,205 88
.....	2,200 00	.....	600 00	33,000 00	.....	.....	.....	49,364 67
.....	.....	.....	.....	.....	.....	.....	.....	874 71
.....	.....	.....	625 00	2,725 00	.....	.....	.....	9,169 42
.....	.....	.....	810 00	7,110 00	.....	.....	.....	10,455 94
.....	200 00	.....	.....	2,650 00	.....	.....	.....	4,393 28
.....	.....	500 00	2,370 00	9,700 00	.....	.....	500 00	18,088 62
.....	.....	.....	580 00	1,880 00	.....	.....	.....	4,186 54
.....	1,000 00	.....	3,265 00	15,265 00	.....	.....	.....	29,578 43
.....	800 00	.....	670 00	6,025 00	.....	.....	.....	9,149 33
.....	512 50	.....	.....	2,812 50	.....	.....	.....	5,577 11
.....	500 00	.....	1,070 00	5,670 00	.....	.....	.....	12,673 48
.....	.....	.....	.....	2,500 00	.....	.....	.....	4,311 41
.....	300 00	.....	200 00	3,370 00	.....	.....	.....	6,093 36
.....	.....	.....	1,320 00	6,320 00	.....	.....	.....	12,121 76
.....	.....	.....	601 50	1,801 50	.....	.....	.....	3,199 16
.....	500 00	.....	725 00	2,925 00	.....	.....	.....	5,144 71
.....	150 00	.....	.....	2,000 00	.....	.....	.....	3,698 71
.....	200 00	.....	662 50	2,862 50	.....	.....	.....	5,488 39
.....	50 00	.....	.....	1,027 00	.....	.....	.....	1,878 57
.....	1,540 00	1,500 00	6,245 65	37,745 05	.....	.....	1,500 00	57,061 47
.....	150 00	.....	.....	600 00	.....	.....	.....	1,103 56
.....	.....	.....	.....	450 00	.....	.....	.....	780 12
.....	.....	.....	.....	535 00	.....	.....	.....	1,075 79
$600 00	175 00	.....	575 00	3,775 00	.....	.....	.....	6,005 96
.....	.....	.....	1,812 50	10,382 50	.....	.....	.....	19,283 03
.....	100 00	.....	710 00	2,610 00	.....	.....	.....	5,273 53
.....	1,000 00	.....	662 50	5,207 50	.....	.....	.....	6,331 14
.....	.....	.....	.....	2,700 00	.....	.....	.....	4,527 38
.....	.....	.....	1,250 00	3,500 00	.....	.....	.....	4,668 47
.....	.....	.....	1,500 00	4,500 00	.....	.....	.....	8,382 35
.....	800 00	600 00	3,550 00	13,050 00	.....	.....	600 00	23,158 46
.....	.....	.....	570 00	2,495 00	.....	.....	.....	4,177 26
.....	.....	.....	3,481 56	23,656 56	.....	.....	.....	35,784 27
.....	20 00	.....	.....	575 00	.....	.....	.....	1,132 57
.....	400 00	.....	1,960 00	5,810 00	.....	.....	.....	11,626 38
.....	150 00	.....	125 00	2,325 00	.....	.....	.....	4,177 50
.....	300 00	.....	.....	4,000 00	.....	.....	.....	6,854 18
.....	.....	.....	1,300 00	5,860 00	.....	.....	.....	14,418 90
.....	50 00	.....	.....	285 00	.....	.....	.....	739 73
.....	200 00	.....	1,737 50	4,244 58	.....	.....	.....	8,222 50
.....	1,200 00	.....	1,165 00	5,365 00	.....	.....	.....	7,499 57
.....	.....	.....	425 00	3,575 00	.....	.....	.....	6,002 45
.....	.....	.....	575 00	1,375 00	.....	.....	.....	1,973 19
.....	150 00	.....	.....	1,600 00	.....	.....	.....	3,217 42
$600 00	$15,072 50	$3,200 00	$48,581 11	$295,187 69	.....	.....	$3,200 00	$534,323 99

Report of Attendance, by Districts, for the County of BERGEN,

DISTRICTS.	Number of days the schools were kept open.	Number of boys between 4 and 20 years of age enrolled in the schools during the year.	Number of girls between 4 and 20 years of age enrolled in the schools during the year.	Total number of children between 4 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.	Average number of cases of tardiness per day for each teacher.	Average number on roll.
Allendale,	198	74	59	133	.....	158	.27	87
Bergenfield,	199	92	92	184	.....	530	.66	139
Bogota,	189	45	36	81	.....	101	.26	56
Carlstadt,	195	289	297	586	.....	984	.46	468
Cliffside Park,	195	159	130	289	11	188	.19	187
Cresskill,	196	50	53	103	.....	276	.70	66
Delford,	193	86	104	190	1	282	.29	138
Dumont,	192	98	82	180	8	1,243	1.61	136
East Rutherford,	192	288	283	571	19	1,040	.54	429
Edgewater,	192	102	83	185	3	175	.30	105
Englewood Township,	189	20	20	40	.....	150	.79	25
Englewood City,	184	531	596	1,127	9	2,668	.44	843
Englewood Special,	168	15	.....	15	.....	27	.16	8
Fairview,	194	123	130	253	.....	240	.31	168
Fort Lee,	196	183	167	350	7	381	.24	267
Franklin,	177	131	157	288	1	508	.48	177
Garfield,	186	485	477	962	5	1,586	.47	728
Glen Rock,	191	76	67	143	1	213	.56	90
Harrington,	189	370	334	704	4	1,663	.49	542
Hasbrouck Heights,	190	188	175	363	4	1,240	.81	283
Hillsdale,	192	84	78	162	2	460	.48	116
Hohokus,	188	256	242	498	.....	750	.40	365
Leonia,	189	69	62	131	.....	206	.36	95
Little Ferry,	192	188	193	381	.....	500	.37	280
Lodi Township,	193	110	92	202	.....	339	.44	127
Lodi Borough,	195	316	341	657	39	557	.25	490
Maywood,	193	38	53	111	2	135	.23	91
Midland,	193	79	79	158	.....	341	.59	100
Midland Park,	200	182	180	362	3	591	.42	267
Montvale,	186	50	40	90	1	1,158	3.10	58
New Barbadoes,	193	1,071	1,051	2,122	38	2,795	.33	1,596
North Arlington,	186	22	25	47	.....	88	.47	28
Oakland,	188	34	39	73	1	91	.48	53
Old Tappan,	197	25	18	43	.....	71	.36	30
Orvil,	192	119	128	247	3	724	.75	168
Overpeck,	199	293	303	596	3	1,863	.71	472
Palisades,	195	94	95	189	9	294	.38	131
Palisades Park,	201	85	75	160	.....	194	.32	124
Park Ridge,	193	122	96	218	.....	394	.41	147
Ridgefield Borough,	166	68	58	126	3	27	.05	100
Ridgefield Township,	196	108	131	239	1	986	1.01	170
Ridgewood,	188	370	347	717	4	2,764	.92	522
Riverside,	186	71	51	122	3	281	.50	86
Rutherford,	189	560	587	1,147	31	3,225	.59	912
Saddle River Borough,	184	38	37	75	2	167	.45	49
Saddle River Township,	194	251	215	466	1	893	.46	310
Teaneck,	190	69	85	154	.....	352	.46	100
Tenafly,	189	146	132	278	11	854	.75	205
Union,	192	194	230	424	2	757	.44	302
Upper Saddle River,	193	36	31	67	.....	96	.50	39
Wallington,	192	247	215	462	6	139	.09	330
Washington,	190	89	100	189	2	99	.13	132
Westwood,	193	121	95	216	1	657	.63	168
Woodcliff,	190	45	39	84	3	708	1.86	59
Wood Ridge,	196	59	78	137	4	211	.35	105
	190	9,134	8,963	18,097	253	37,420	.51	13,269

State of New Jersey, for the School Year Ending June 30th, 1903.

Average daily attendance.	Percentage of daily attendance on average enrollment.	Number of pupils enrolled in kindergartens.	Number of pupils enrolled in primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of pupils transported.	Total number of days transported.	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.
80	.92	.....	92	41	.....	.....	.....	1	2	$65 60	$49 24
121	.87	.....	126	53	5	.....	.....	1	3	100 50	51 30
59	.89	6	53	22	.....	.....	.....	.....	2	.....	60 68
425	.93	84	365	132	5	.....	.....	2	9	120 50	46 29
166	.89	.....	219	70	.....	.....	.....	1	4	115 38	48 96
59	.89	.....	72	31	.....	.....	.....	.....	2	.....	61 06
125	.91	36	89	55	10	.....	.....	1	4	93 26	46 88
126	.93	.....	130	46	4	.....	.....	1	3	103 88	50 29
398	.93	106	308	144	13	.....	.....	1	10	140 60	56 80
94	.90	37	92	56	.....	.....	.....	.....	3	.....	78 12
23	.92	.....	22	18	.....	.....	.....	1	.....	63 48	.....
748	.89	143	607	325	52	.....	.....	2	36	205 80	67 80
7	.88	.....	12	3	.....	.....	.....	.....	1	.....	83 40
97	.58	.....	194	59	.....	.....	.....	1	3	87 62	53 20
245	.92	.....	241	109	.....	.....	.....	2	6	101 90	57 00
138	.78	.....	203	85	.....	.....	.....	1	5	50 60	49 60
671	.92	267	567	115	13	.....	.....	1	18	150 20	52 80
79	.88	.....	108	35	.....	.....	.....	1	1	73 28	47 12
491	.91	.....	466	214	24	.....	.....	6	13	88 62	58 60
259	.92	57	181	103	22	.....	.....	1	8	136 80	57 88
104	.90	15	88	58	1	.....	.....	1	4	88 60	46 80
314	.86	.....	342	150	6	.....	.....	2	8	82 40	49 20
85	.90	14	78	39	.....	.....	.....	1	2	105 80	58 20
236	.84	.....	305	76	.....	.....	.....	.....	7	.....	48 80
110	.87	.....	169	33	.....	.....	.....	1	3	51 80	46 60
439	.90	137	430	85	5	.....	.....	1	12	119 00	48 20
86	.94	.....	76	35	.....	.....	.....	1	2	77 60	55 70
84	.84	.....	97	61	.....	.....	.....	1	2	51 56	51 56
241	.90	71	191	100	.....	.....	.....	1	6	99 74	43 22
48	.83	.....	61	29	.....	.....	.....	1	1	53 60	53 60
1,458	.91	416	1,029	474	203	.....	.....	6	44	154 96	60 52
24	.86	.....	29	18	.....	.....	.....	1	.....	64 52	.....
37	.70	.....	59	14	.....	.....	.....	.....	1	.....	47 87
26	.87	.....	25	18	.....	.....	.....	1	.....	69 03	.....
151	.90	.....	173	74	.....	.....	.....	1	4	88 42	52 01
426	.90	83	322	174	17	.....	.....	1	13	130 65	54 03
123	.94	.....	157	32	.....	38	3396½	1	3	84 61	45 13
112	.90	37	80	43	.....	.....	.....	1	2	89 54	48 65
131	.89	51	108	59	.....	.....	.....	1	4	103 62	51 81
90	.90	.....	81	45	.....	.....	.....	1	2	144 58	72 29
154	.91	.....	154	85	.....	.....	.....	2	3	84 18	49 32
463	.89	99	351	222	45	.....	.....	1	16	185 68	57 18
80	.93	.....	77	45	.....	.....	.....	1	2	102 15	64 52
843	.92	126	546	377	98	.....	.....	3	28	129 81	59 90
44	.90	.....	55	20	.....	.....	.....	.....	2	.....	46 18
260	.84	61	314	91	.....	.....	.....	.....	10	.....	53 91
89	.89	.....	100	54	.....	.....	.....	1	3	73 49	59 48
184	.90	35	137	106	.....	.....	.....	1	6	158 73	55 55
267	.88	.....	202	122	.....	.....	.....	1	9	125 00	49 48
36	.92	.....	29	38	.....	.....	.....	.....	1	.....	44 04
296	.90	86	326	50	.....	.....	.....	1	8	93 75	45 57
112	.85	2	124	63	.....	5	551	2	2	68 18	44 58
152	.90	.....	117	83	16	.....	.....	2	5	58 29	52 85
53	.90	.....	57	27	.....	.....	.....	1	1	73 68	42 15
96	.91	14	82	41	.....	.....	.....	1	2	101 78	55 98
11,856	.88	1,983	10,818	4,757	539	5	551	65	351	$104 79	$55 52

Financial Report by Districts, for the County of BURLINGTON,

DISTRICTS.	Amount due the district, July 1st, 1902, from State and county funds.	Amount due the district, July 1st, 1902, from district tax.	Amount due the district, July 1st, 1902, from other sources.	Total amount due the district, July 1st, 1902.	Amount expended for teachers' salaries.	Amount expended for fuel and janitors' salaries.	Amount expended for building and repairing, excluding debt and interest.
Bass River,	$1,291 10	$1,299 17	$30 00	$2,620 27	$1,594 50	$152 04	$15 59
Beverly City,	3,131 61	3,070 29	667 45	6,869 35	5,127 50	755 45	159 86
Beverly Twp.,	1,376 66	3,127 26	11,678 72	16,182 64	2,060 00	438 24	11,639 26
Bordentown City,	4,163 21	5,736 79	152 76	10,052 76	6,615 00	908 68	124 47
Bordentown Twp.,	255 83	350 43	15 00	621 26	400 00	9 00	30 22
Burlington City,	7,163 48	11,216 49	1,055 00	19,434 97	11,510 00	1,588 33	794 78
Burlington Twp.,	1,062 14	787 93	415 43	2,265 50	1,350 00	109 04	103 64
Chester,	5,808 05	9,320 70	6,025 11	21,153 86	10,534 14	1,811 53	1,022 78
Chesterfield,	1,567 97	1,326 03	.....	2,894 00	2,190 00	175 31	54 39
Cinnaminson,	1,042 56	2,496 39	2,130 00	5,668 95	1,950 00	330 00	218 52
Delran,	1,029 47	1,065 63	112 27	2,207 37	1,354 50	108 00	14 32
Eastampton,	816 98	1,811 39	.....	2,628 37	1,150 00	140 74	458 92
Eversham,	1,883 09	1,700 00	1,232 30	4,815 39	2,504 50	212 60	526 71
Fieldsboro Bor.,	641 10	356 88	104 00	1,101 98	820 00	129 31	25 00
Florence,	2,258 86	1,914 40	.....	4,173 26	2,831 25	127 11	.....
Lumberton,	1,879 18	1,829 17	41 45	3,749 80	2,468 49	206 40	266 85
Mansfield,	1,727 25	1,200 00	100 00	3,027 25	2,291 25	201 46	138 83
Medford,	2,421 56	1,975 11	2,504 61	6,901 28	3,320 42	403 11	337 87
Mount Laurel,	1,600 32	2,212 10	2,108 50	5,920 92	2,143 50	206 23	1,201 12
New Hanover,	1,760 70	1,581 24	105 04	3,446 98	2,315 00	128 02	122 88
Northampton,	6,428 57	12,653 31	613 00	19,694 88	10,175 25	1,574 46	290 72
Palmyra,	3,826 57	4,622 72	1,046 00	9,495 29	5,770 00	1,064 72	82 98
Pemberton,	2,668 92	1,916 28	.....	4,585 20	3,711 25	343 33	26 03
Riverside,	3,217 92	3,586 84	3,413 33	10,218 09	4,080 00	506 35	88 43
Riverton Bor.,	2,281 42	2,567 27	1,087 80	5,936 49	3,055 00	565 70	163 19
Shamong,	712 10	328 25	.....	1,040 35	810 00	51 20	.....
Southampton,	2,352 14	1,565 75	.....	3,917 89	3,053 00	198 26	215 20
Springfield,	1,830 97	1,320 03	135 36	3,286 36	2,557 63	208 78	184 02
Tabernacle,	508 49	282 20	.....	790 69	634 36	42 85	14 65
Washington,	1,384 50	708 93	.....	2,093 43	1,650 00	134 11	49 32
Westampton,	449 21	762 33	40 00	1,251 54	450 00	58 25	7 66
Willingboro,	792 86	735 32	355 50	1,883 68	1,053 63	164 96	174 80
Woodland,	1,128 20	497 59	.....	1,625 79	1,069 00	99 85	117 29
	$70,462 99	$85,924 22	$35,168 63	$191,555 84	$102,599 17	$13,153 42	$18,670 30

State of New Jersey, for the School Year Ending June 30th, 1903.

Amount expended for debt and interest.	Amount expended for manual training.	Amount expended for text-books, apparatus and supplies.	Amount expended for other school purposes.	Amount expended for transportation of pupils.	Amount expended for tuition of pupils in adjoining districts.	Total amount expended.	Balance of State and county funds, June 30th, 1903.	Balance of district tax, June 30th, 1903.	Balance of moneys from other sources, June 30th, 1903.	Total balance, June 30th, 1903.
$397 50	.....	$51 87	$247 28	.....	.....	$2,458 78	.....	$131 49	$30 00	$161 49
22 60	.....	432 41	314 11	.....	.....	6,811 93	.....	57 42	.....	57 42
1,005 00	.....	146 87	295 21	.....	$558 60	16,143 18	.....	39 46	.....	39 46
1,414 35	.....	337 83	219 54	.....	.....	9,619 87	.....	432 89	.....	432 89
.....	.....	24 61	61 35	.....	.....	525 18	.....	81 08	15 00	96 08
2,360 00	.....	2,268 31	909 03	.....	.....	19,430 45	.....	4 52	.....	4 52
350 00	.....	86 35	79 48	.....	.....	2,078 51	.....	186 99	.....	186 99
1,375 80	.....	1,153 67	5,245 79	.....	.....	21,143 71	.....	10 15	.....	10 15
110 10	.....	16 36	330 46	.....	.....	2,876 62	.....	17 38	.....	17 38
369 17	.....	230 10	2,045 35	.....	444 00	5,587 14	.....	.....	81 81	81 81
230 00	.....	68 62	194 51	.....	.....	1,969 95	.....	237 42	.....	237 42
623 00	.....	88 38	68 15	.....	.....	2,529 19	.....	99 18	.....	99 18
1,053 37	.....	359 28	178 40	.....	.....	4,814 86	.....	.....	53	53
.....	.....	10 00	65 04	.....	.....	1,049 35	.....	52 63	.....	52 63
7 77	.....	214 68	770 00	.....	.....	3,950 81	.....	222 45	.....	222 45
.....	.....	137 28	134 17	.....	.....	3,213 19	.....	495 16	41 45	536 61
30 00	.....	238 71	127 00	.....	.....	3,027 25	.....	.....	.....	.....
2,231 93	.....	160 27	259 02	$175 00	.....	6,887 62	.....	.....	13 66	13 66
.....	.....	190 67	2,160 52	.....	.....	5,902 04	.....	18 88	.....	18 88
519 50	.....	97 04	262 83	.....	.....	3,445 27	.....	.....	1 71	1 71
1,762 00	.....	835 15	5,057 30	.....	.....	19,694 88	.....	.....	.....	.....
1,625 00	.....	376 28	382 70	.....	.....	9,301 68	.....	193 61	.....	193 61
.....	.....	154 81	242 78	.....	.....	4,478 20	.....	107 00	.....	107 00
901 32	.....	283 06	4,098 63	.....	.....	9,957 79	.....	86 97	173 33	260 30
5 00	.....	254 75	1,555 97	.....	.....	5,599 61	.....	92 05	244 83	336 88
.....	.....	.....	46 50	.....	.....	907 70	.....	132 65	.....	132 65
.....	.....	116 85	114 58	.....	.....	3,697 89	.....	220 00	.....	220 00
.....	.....	47 40	192 54	.....	.....	3,190 37	.....	95 99	.....	95 99
.....	.....	5 62	19 08	.....	.....	716 56	.....	74 13	.....	74 13
58 51	.....	43 03	100 73	.....	.....	2,035 70	$0 39	57 34	.....	57 73
24 50	.....	2 38	454 54	.....	150 00	1,147 33	.....	104 21	.....	104 21
311 00	.....	20 76	23 87	.....	42 00	1,791 02	.....	92 66	.....	92 66
.....	.....	51 87	73 00	70 00	.....	1,481 01	.....	144 78	.....	144 78
$16,787 42	.....	$8,485 27	$26,329 46	$245 00	$1,194 60	$187,464 64	$0 39	$3,488 49	$602 32	$4,091 20

Apportionment of School Moneys, by Districts, for County of BURLING-

DISTRICTS.	Balance State and county moneys, July 1st, 1903.	Balance district tax, July 1st, 1903.	Balance received from other sources, July 1st, 1903.	Amount apportioned from State appropriation, State school tax and State school fund appropriation.	Amount apportioned from surplus revenue.	Amount apportioned from balances.	Amount of district tax voted for current expenses.
Bass River,	.....	$131 49	$30 00	$1,217 18	$75 59	.....	$900 60
Beverly City,	.....	57 42	.....	2,942 72	188 89	.....	2,750 00
Beverly Twp.,	.....	39 46	.....	1,296 94	103 35	.....	1,900 00
Bordentown City,	.....	432 89	.....	3,863 56	272 71	.....	3,966 05
Bordentown Twp.,	.....	81 08	15 00	236 91	12 85	.....	200 60
Burlington City,	.....	4 52	.....	6,641 80	501 79	.....	9,282 39
Burlington Twp.,	.....	186 99	.....	964 90	57 39	.....	750 00
Chester,	.....	10 15	.....	5,581 94	411 35	.....	7,280 60
Chesterfield,	.....	17 38	.....	1,454 17	88 46	.....	1,100 00
Cinnaminson,	.....	.....	81 81	995 43	68 01	.....	2,110 00
Delran,	.....	237 42	.....	964 73	57 33	.....	550 00
Eastampton,	.....	99 18	.....	771 75	59 77	.....	600 09
Evesham,	.....	.....	53	1,751 22	122 23	.....	1,500 00
Fieldsboro Borough,	.....	52 63	.....	538 06	48 05	.....	352 26
Florence,	.....	222 45	.....	2,092 26	143 47	.....	1,500 00
Lumberton,	.....	495 16	41 45	1,733 51	116 07	.....	1,400 00
Mansfield,	.....	.....	.....	1,548 31	121 22	.....	1,200 00
Medford,	.....	.....	13 66	2,286 17	141 36	.....	1,650 00
Mount Laurel,	.....	18 88	.....	1,710 01	107 89	.....	2,000 00
New Hanover,	.....	.....	1 71	1,512 72	108 84	.....	1,300 00
Northampton,	.....	.....	.....	5,893 15	450 06	.....	5,801 00
Palmyra,	.....	193 61	.....	3,714 83	248 78	.....	3,148 09
Pemberton,	.....	107 00	.....	2,430 93	149 97	.....	1,920 00
Riverside,	.....	86 97	173 33	2,984 29	203 35	.....	2,776 00
Riverton Bor.,	.....	92 05	244 83	2,000 19	114 57	.....	2,362 27
Shamong,	.....	132 65	.....	647 33	16 65	.....	250 00
Southampton,	.....	220 00	.....	2,140 82	118 61	.....	1,400 00
Springfield,	.....	95 99	.....	1,710 97	108 22	.....	1,400 00
Tabernacle,	.....	74 13	.....	469 07	24 03	.....	150 00
Washington,	$0 39	57 34	.....	1,333 06	46 31	.....	75 00
Westampton,	.....	104 21	.....	430 41	10 58	.....	225 00
Willingboro,	.....	92 66	.....	711 70	38 87	.....	700 00
Woodland,	.....	144 78	.....	1,078 46	27 30	.....	250 00
	$0 39	$3,488 49	$602 32	$65,658 50	$4,363 92	.....	$62.747 97

TON, State of New Jersey, for the School Year Ending June 30th, 1903.

Amount of district tax voted for purchase of land.	Amount of district tax voted for building, enlarging and repairing school-houses.	Amount of district tax voted for manual training.	Amount of district tax voted for bonds and interest.	Total amount of district tax ordered to be raised.	Amount received from temporary loans.	Amount received from sale of bonds.	Amount received from manual training and other sources.	Total amount available for school year ending June 30th, 1904.
.....	.....	.....	$397 50	$1,297 50	.....	.....	.....	$2,751 76
.....	.....	.....	.....	2,750 00	.....	.....	.....	5,939 03
.....	.....	.....	1,000 00	2,900 00	.....	.....	.....	4,339 75
.....	$124 47	.....	1,414 35	5,504 87	.....	.....	.....	10,074 03
.....	.....	.....	.....	200 00	.....	.....	.....	545 84
.....	300 00	.....	1,360 00	10,942 39	.....	.....	.....	18,090 50
.....	.....	.....	.....	750 00	.....	.....	.....	1,959 28
.....	1,200 00	.....	1,350 00	9,830 00	.....	.....	.....	15,833 44
.....	.....	.....	.....	1,100 00	.....	.....	.....	2,660 01
.....	.....	.....	330 00	2,440 00	.....	.....	.....	3,585 25
.....	50 00	.....	260 00	860 00	.....	.....	.....	2,119 48
.....	300 00	.....	30 00	930 00	.....	.....	.....	1,860 70
.....	.....	.....	.....	1,500 00	.....	.....	.....	3,373 98
.....	.....	.....	.....	352 26	.....	.....	.....	991 00
.....	.....	.....	.....	1,500 00	.....	.....	.....	3,958 18
.....	.....	.....	.....	1,400 00	.....	.....	.....	3,786 19
.....	.....	.....	.....	1,200 00	.....	.....	.....	2,869 53
.....	.....	.....	.....	1,650 00	.....	.....	.....	4,091 19
.....	.....	.....	.....	2,000 00	.....	.....	.....	3,836 78
.....	.....	.....	.....	1,300 00	.....	.....	.....	2,923 27
.....	200 00	.....	2,312 00	8,313 00	.....	.....	.....	14,656 21
.....	150 00	.....	1,400 00	4,698 00	.....	.....	.....	8,855 22
.....	.....	.....	.....	1,920 00	.....	.....	.....	4,607 90
$600 00	6,000 00	.....	1,110 00	10,486 60	.....	.....	.....	13,933 94
205 00	.....	.....	.....	2,567 27	.....	.....	.....	5,027 91
.....	.....	.....	.....	250 00	.....	.....	.....	1,046 63
.....	.....	.....	.....	1,400 00	.....	.....	.....	3,879 43
.....	.....	.....	.....	1,400 00	.....	.....	.....	3,315 18
.....	.....	.....	.....	150 00	.....	.....	.....	717 23
.....	.....	.....	.....	75 00	.....	.....	.....	1,512 50
.....	.....	.....	.....	225 00	.....	.....	.....	770 20
.....	.....	.....	.....	700 00	.....	.....	.....	1,543 23
.....	100 00	.....	.....	350 00	.....	.....	.....	1,600 54
$805 00	$8,424 47	.....	$10,963 85	$82,941 29	.....	.....	.....	$157,054 91

Report of Attendance, by Districts, for the County of BURLINGTON,

DISTRICTS.	Number of days the schools were kept open.	Number of boys between 4 and 20 years of age enrolled in the schools during the year.	Number of girls between 4 and 20 years of age enrolled in the schools during the year.	Total number of children between 4 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.	Average number of cases of tardiness per day for each teacher.	Average number on roll.
Bass River,	170	101	80	181	3	867	1.70	113
Beverly City,	185	197	224	421	4	406	.24	291
Beverly Twp.,	180	119	110	229	.....	157	.87	169
Bordentown City,	187	286	284	570	5	568	.25	401
Bordentown Twp.,	187	18	9	27	.....	135	.72	20
Burlington City,	187½	503	553	1,056	7	3,265	.75	745
Burlington Twp.,	172	89	78	167	1	326	.41	87
Chester,	191	358	412	770	22	1,737	.50	570
Chesterfield,	191	124	133	257	.....	959	.47	140
Cinnaminson,	186	109	89	198	1	438	.59	104
Delran,	169	87	82	169	.....	653	1.15	86
Eastampton,	186	71	68	139	.....	430	.74	83
Evesham,	160	158	152	310	1	584	.53	168
Fieldsboro Bor.,	189	47	59	106	3	238	.62	69
Florence,	160	203	175	378	2	544	.48	217
Lumberton,	170	157	145	302	6	647	.54	202
Mansfield,	188	134	134	268	.....	264	.23	157
Medford,	172	204	168	372	2	1,693	.80	216
Mount Laurel,	167	171	160	331	.....	573	.49	165
New Hanover,	188	172	151	323	.....	1,736	1.52	150
Northampton,	184	437	473	910	.....	1,576	.44	673
Palmyra,	184	252	307	559	.....	489	.24	411
Pemberton,	180	225	209	434	2	935	.37	241
Riverside,	184	255	230	485	.....	1,016	.61	325
Riverton Bor.,	186	110	101	211	2	715	.57	177
Shamong,	151	42	65	107	.....	606	.97	51
Southampton,	170	203	175	378	.....	920	.68	199
Springfield,	179	135	133	268	1	872	.70	153
Tabernacle,	161	40	49	89	.....	183	.45	43
Washington,	157	89	74	163	.....	589	.47	104
Westampton,	147	19	8	27	.....	59	.19	11
Willingboro,	168	66	55	121	1	419	.83	61
Woodland,	130	52	51	103	2	176	.24	62
	174.7	5,233	5,196	10,429	65	24,775	.61	6,664

State of New Jersey, for the School Year Ending June 30th, 1903.

Average daily attendance.	Percentage of daily attendance on average enrollment.	Number of pupils enrolled in kindergartens.	Number of pupils enrolled in primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of pupils transported.	Total number of days transported.	Average number of pupils transported per day.	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.
94	83	.....	89	92	.....	.....	.....	.....	1	4	$52.39	$34.86
260	89	40	237	132	12	.....	.....	.....	1	9	108.10	48.54
149	88	.....	126	99	4	.....	.....	.....	.....	5	.....	45.83
340	85	.....	326	194	50	.....	.....	.....	3	11	85.56	46.91
18	88	.....	16	11	.....	.....	.....	.....	.....	1	.....	42.78
669	90	.....	728	272	56	.....	.....	.....	2	22	101.33	46.59
76	87	.....	128	39	.....	.....	.....	.....	.....	4	.....	38.57
532	93	.....	396	319	55	.....	.....	.....	2	19	104.71	47.00
115	81	.....	139	104	14	.....	.....	.....	.....	6	.....	38.13
93	79	.....	145	53	.....	.....	.....	.....	.....	4	.....	51.07
73	85	.....	128	41	.....	.....	.....	.....	1	3	45.80	38.47
72	86	.....	94	36	9	.....	.....	.....	.....	3	.....	41.20
148	88	.....	203	84	23	.....	.....	.....	1	6	46.67	44.07
61	87	.....	70	36	.....	7	531½	4	.....	2	.....	43.33
184	84	.....	229	149	.....	.....	.....	.....	2	7	63.63	40.48
166	86	.....	185	117	.....	.....	.....	.....	.....	7	.....	41.44
140	88	.....	150	116	2	.....	.....	.....	.....	6	.....	40.78
204	85	.....	235	110	27	19	1,305	8	1	8	93.02	40.54
144	88	.....	193	133	5	.....	.....	.....	.....	7	.....	40.53
122	81	.....	197	125	1	.....	.....	.....	2	4	38.04	42.55
601	89	74	488	297	51	.....	.....	.....	1	20	195.65	45.32
364	88	.....	351	171	37	.....	.....	.....	1	12	108.69	43.25
211	85	.....	245	189	.....	.....	.....	.....	1	9	36.84	43.82
286	88	.....	347	138	.....	.....	.....	.....	1	9	92.39	39.02
163	90	33	90	82	6	.....	.....	.....	1	6	75.26	47.50
38	70	.....	82	25	.....	.....	.....	.....	.....	3	.....	35.76
165	82	.....	249	129	.....	.....	.....	.....	2	7	35.52	41.75
129	84	.....	167	98	3	.....	.....	.....	.....	7	.....	40.80
33	71	.....	40	41	8	.....	.....	.....	.....	2	.....	36.33
84	80	.....	100	63	.....	.....	.....	.....	1	5	34.94	34.40
10	91	.....	21	6	.....	.....	.....	.....	.....	2	.....	30.60
55	90	.....	90	31	.....	.....	.....	.....	.....	3	.....	41.95
48	76	.....	71	32	.....	.....	.....	.....	1	4	30.26	36.88
5,847	87	147	6,355	3,564	363	26	1,836½	12	25	227	$74.93	$41.55

Financial Report by Districts, for the County of CAMDEN, State

DISTRICTS.	Amount due the district, July 1st, 1902, from State and county funds.	Amount due the district, July 1st, 1902, from district tax.	Amount due the district, July 1st, 1902, from other sources.	Total amount due the district, July 1st, 1902.	Amount expended for teachers' salaries.	Amount expended for fuel and janitors' salaries.
Camden City,	$86,706 36	$201,288 93	$2,868 92	$290,864 21	$176,476 12	$34,402 30
Gloucester City,	5,100 75	7,500 00	.....	12,600 75	9,225 00	1,507 74
Merchantville Borough,	1,877 41	6,200 00	784 01	8,861 42	4,850 01	780 20
Haddonfield Borough,	4,283 76	15,266 17	759 32	20,309 25	8,457 50	1,717 32
Chesilhurst Borough,	277 38	544 21	1 25	822 84	450 00	42 50
Pensauken Twp.,	4,051 82	8,890 64	3,113 62	16,056 08	7,851 82	936 35
Delaware Twp.,	1,499 22	2,855 15	42 50	4,396 87	2,540 00	217 72
Haddon Twp.,	4,159 67	10,888 00	1,283 21	16,330 88	9,375 50	1,554 11
Centre Twp.,	2,341 85	4,769 99	4,885 00	11,996 84	3,850 00	693 42
Gloucester Twp.,	5,378 20	9,606 40	1,739 56	16,724 16	7,390 50	1,053 50
Waterford Twp.,	3,157 81	4,682 14	196 25	8,036 20	5,039 00	817 51
Winslow Twp.,	2,536 06	4,354 85	10 00	6,900 91	3,943 00	678 35
Voorhees Twp.,	1,014 65	1,250 00	.....	2,264 65	1,542 15	244 10
	$122,384 94	$278,096 48	$15,683 64	$416,165 06	$240,990 60	$44,645 12

of New Jersey, for the School Year Ending June 30th, 1903.

Amount expended for building and repairing, excluding debt and interest.	Amount expended for debt and interest.	Amount expended for manual training.	Amount expended for text-books, apparatus and supplies.	Amount expended for other school purposes.	Amount expended for tuition of pupils in adjoining districts.	Total amount expended.	Balance of district tax, June 30th, 1903.	Balance of moneys from other sources, June 30th, 1903.	Total balance, June 30th, 1903.
$21,735 53	$8,356 25	$7,881 73	$20,906 90	$11,616 66	.....	$281,375 49	$9,488 72	.....	$9,488 72
657 64	.....	.....	348 19	772 17	.....	12,510 74	90 01	.....	90 01
245 59	625 00	.....	573 73	1,424 09	.....	8,498 62	.....	$362 80	362 80
813 33	1,602 07	.....	1,347 09	103 88	.....	14,041 19	6,268 06	.....	3,628 73
22 05	.....	.....	43 49	20 25	.....	578 29	244 55	.....	244 55
502 76	1,212 25	.....	494 22	3,586 94	.....	14,584 34	1,455 62	16 12	1,471 74
187 18	.....	.....	74 37	194 23	$110 00	3,323 50	1,052 37	21 00	1,073 37
1,314 12	603 61	.....	956 69	1,923 22	.....	15,727 25	505 97	97 66	603 63
5,061 29	1,107 50	.....	297 62	570 06	22 50	11,602 39	217 10	177 35	394 45
3,063 50	1,366 00	.....	600 00	3,170 77	.....	16,644 27	79 89	.....	79 89
222 14	255 00	.....	661 86	1,022 86	.....	8,018 37	17 83	.....	17 83
1,256 86	.....	.....	645 60	329 65	.....	6,853 46	37 45	10 00	47 45
.....	43 23	.....	96 00	120 57	100 00	2,146 05	118 60	.....	118 60
$35,081 99	$15,170 91	$7,881 73	$27,045 76	$24,855 35	$232 50	$395,903 96	$19,576 17	$684 93	$20,261 10

Apportionment of School Moneys, by Districts, for the County of CAM-

DISTRICTS.	Balance State and county moneys, July 1st, 1903.	Balance district tax, July 1st, 1903.	Balance received from other sources, July 1st, 1903.	Amount apportioned from State appropriation, State school tax and State school fund appropriation.	Amount apportioned from surplus revenue.	Amount apportioned from balances.	Amount of district tax voted for current expenses.
Camden City,	.....	$9,488 72	.....	$88,741 54	$1,109 65	.....	$271.800 00
Gloucester City,	.....	90 01	.....	5.071 61	75 11	.....	7,800 00
Merchantville Borough....	.....	.....	$362 80	2,759 95	28 57	.....	4,675 00
Haddonfield Borough, ...	.....	6,268 06	.....	4,324 44	47 17	.....	7,000 00
Chesilhurst Borough, ...	.....	244 55	.....	262 35	3 17	.....	330 00
Pensauken Twp., ...	.....	1,455 62	16 12	4,021 60	41 93	.....	6,650 00
Delaware Twp., ...	.....	1.052 37	21 00	1,489 41	14 77	.....	2,000 00
Haddon Twp., ...	.....	505 97	97 66	5,135 93	57 97	.....	10,850 00
Centre Twp., ...	.....	217 10	177 35	2.349 90	28 06	.....	2,870 00
Gloucester Twp., ...	.....	79 89	.....	2.511 44	21 00	.....	3,050 00
Waterford Twp., ...	.....	17 83	.....	3.130 80	37 30	.....	3,300 00
Winslow Twp., ...	.....	37 45	10 00	2.830 11	28 07	.....	3,800 00
Voorhees Twp., ...	.....	118 60	.....	1.005 32	10 48	.....	1,150 00
Clementon Twp., ...	.....	.....	.....	2,618 48	26 46	.....	3,050 00
	.....	$19,576 17	$684 93	$126,252 88	$1,529 71	.....	$328,325 00

DEN, State of New Jersey, for the School Year Ending June 30th, 1903.

Amount of district tax voted for purchase of land.	Amount of district tax voted for building, enlarging and repairing school-houses.	Amount of district tax voted for manual training.	Amount of district tax voted for bonds and interest.	Total amount of district tax ordered to be raised.	Amount received from temporary loans.	Amount received from sale of bonds.	Amount received from manual training and other sources.	Total amount available for school year ending June 30th, 1904.
.....	$25,000 00	$4,500 00	$8,400 00	$309,700 00	.....	.....	$4,500 00	$413,539 91
.....	700 00	.....	.....	8,500 00	.....	.....	.....	13,736 73
.....	400 00	.....	1,125 00	6,209 00	.....	.....	.....	9,351 22
.....	300 00	.....	1,595 00	8,895 00	.....	.....	.....	19,534 67
.....	.....	.....	.....	330 00	.....	.....	.....	840 07
.....	950 00	.....	1,350 00	8,950 00	.....	.....	.....	14,485 27
.....	200 00	.....	.....	2,200 00	.....	.....	.....	4,777 55
.....	2,100 00	.....	1,125 00	14,075 00	.....	.....	.....	19,872 53
$200 00	150 00	.....	1,032 50	4,252 50	.....	.....	.....	7,024 91
.....	200 00	.....	.....	3,250 00	.....	.....	.....	5,862 33
.....	500 00	.....	500 00	4,300 00	.....	.....	.....	7,485 93
.....	1,800 00	.....	.....	5,600 00	.....	.....	.....	8,505 63
.....	200 00	.....	.....	1,350 00	.....	.....	.....	2,484 40
.....	.....	.....	1,250 00	4,300 00	.....	.....	.....	6,944 94
$200 00	$32,500 00	$4,500 00	$16,377 50	$381,902 50	.....	.....	$4,500 00	$534,446 19

Report of Attendance, by Districts, for the County of CAMDEN,

DISTRICTS.	Number of days the schools were kept open.	Number of boys between 4 and 20 years of age enrolled in the schools during the year.	Number of girls between 4 and 20 years of age enrolled in the schools during the year.	Total number of children between 4 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 City,	188½	6,840	6,891	13,731	151	4,554
Gloucester City,	197½	534	489	1,023	.....	5,083
Merchantville Borough,	179	157	166	323	.....	1,072
Haddonfield Borough,	184	259	240	499	39	1,939
Chesilhurst Borough,	167	29	27	56	.....	342
Pensauken Township,	185	395	316	711	4	1,597
Delaware Township,	184	141	100	241	2	427
Haddon Township,	183	446	486	932	12	2,618
Centre Township,	166	205	212	417	.....	751
Gloucester Township,	174	396	405	801	5	2,468
Waterford Township,	172	288	326	614	3	1,385
Winslow Township,	170	266	264	530	4	1,739
Voorhees Township,	174½	88	81	169	.....	179
	186	10,044	10,003	20,047	220	24,145

State of New Jersey, for the School Year Ending June 30th, 1903.

Average number of cases of tardiness per day for each teacher.	Average number on roll.	Average daily attendance.	Percentage of daily attendance on average enrollment.	Number of pupils enrolled in kindergartens.	Number of pupils enrolled in primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	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.
.07	10,061	9,051	90	111	9,868	3,368	384	15	330	$105.87	$49.43
1.35	647	562	85	.....	676	295	52	1	16	100.00	51.41
.74	232	203	89	42	148	89	44	1	7	100.00	51.43
.80	405	358	91	.....	250	206	43	2	13	96.25	50.18
2.04	31	26	83	.....	55	1	.....	1	.....	50.00	.....
.53	435	386	88	.....	521	184	6	3	13	43.33	43.85
.46	124	108	87	.....	160	79	2	.....	6	.....	42.50
.81	641	559	87	.....	627	298	7	3	17	73.33	42.20
.48	254	203	80	.....	312	100	5	3	6	50.34	42.63
.75	486	403	82	.....	498	281	22	1	18	55.00	42.03
.67	369	317	85	.....	403	193	18	1	11	63.16	42.48
1.02	325	269	83	.....	364	164	2	1	10	41.00	39.60
.02	73	65	89	.....	119	46	4	.....	4	.....	40.67
.26	14,083	12,513	89	153	14,001	5,304	589	32	451	$86.41	$48.47

Financial Report by Districts, for the County of CAPE MAY,

DISTRICTS.	Amount due the district, July 1st, 1902, from State and county funds.	Amount due the district, July 1st, 1902, from district tax.	Amount due the district, July 1st, 1902, from other sources.	Total amount due the district, July 1st, 1902.	Amount expended for teachers' salaries.
Anglesea,	$530 39	$644 01	.....	$1,174 30	$864 89
Avalon,	238 09	528 65	$8 00	774 74	270 00
Cape May,	4,662 61	13,457 24	4,370 01	22,489 86	6,578 50
Dennis Township,	5,689 82	5,396 68	2,334 69	13,421 19	8,245 00
Holly Beach,	921 35	2,002 53	2,700 00	5,623 88	1,582 50
Lower Township,	1,654 03	2,320 59	.....	3,974 62	2,160 00
Middle Township,	3,807 20	2,743 49	3,175 42	9,726 41	4,839 39
Ocean City,	2,267 05	5,565 99	64 94	7,897 98	5,175 00
Sea Isle City,	938 36	1,111 49	.....	2,049 85	1,170 00
Upper Township,	2,223 88	2,526 01	20 00	4,769 69	2,565 00
West Cape May,	1,346 29	1,336 46	10 00	2,692 75	1,845 00
Wildwood,	246 81	2,281 65	30 60	2,559 06	720 00
	$24,525 58	$39,914 79	$12,713 96	$77,154 33	$36,015 88

State of New Jersey, for the School Year Ending June 30th, 1903.

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 manual training.	Amount expended for text-books, apparatus and supplies.	Amount expended for other school purposes.	Total amount expended.	Balance of district tax, June 30th, 1903.	Total balance, June 30th, 1903.
$40 15	$154 63	$6 00	.....	$46 53	$34 00	$1,146 20	$28 10	$28 10
84 38	86 29	200 00	.....	34 00	37 50	712 17	62 57	62 57
1,842 95	546 81	3,757 50	$320 30	1,236 45	347 37	14,629 88	7,859 98	7,859 98
582 09	995 23	2,125 42	.....	444 14	951 93	13,343 81	77 38	77 38
208 60	442 88	3,000 00	.....	156 47	143 04	5,533 49	90 39	90 39
273 75	.....	897 50	.....	122 25	156 60	3,610 10	364 52	364 52
510 49	2,117 58	1,033 30	.....	288 13	268 37	9,057 86	668 55	668 55
602 54	418 81	.....	.....	1,027 60	.....	7,223 95	674 03	674 03
143 30	149 74	.....	.....	150 96	88 18	1,702 18	347 67	347 67
199 35	240 25	.....	.....	328 77	118 91	3,452 28	1,317 41	1,317 41
300 00	.....	.....	.....	110 00	101 22	2,356 22	336 53	336 53
320 20	768 25	297 50	.....	92 16	331 05	2,529 16	29 90	29 90
$5,107 80	$5,920 47	$11,317 22	$320 30	$4,037 46	$2,578 17	$65,297 30	$11,857 03	$11,857 03

Apportionment of School Moneys, by Districts, for the County of CAPE

DISTRICTS.	Balance State and county moneys, July 1st, 1903.	Balance district tax, July 1st, 1903.	Balance received from other sources, July 1st, 1903.	Amount apportioned from State appropriation, State school tax and State school fund appropriation.	Amount apportioned from surplus revenue.	Amount apportioned from balances.	Amount of district tax voted for current expenses.
Anglesea,	.....	$28 10	.....	$496 93	$10 00	.....	$600 00
Avalon,	.....	62 57	.....	237 16	3 84	.....	200 00
Cape May,	.....	7,859 98	.....	4,627 27	126 67	.....	12,613 92
Dennis Township,	.....	77 38	.....	3,404 45	103 67	.....	1,832 00
Holly Beach,	.....	90 39	.....	1,072 28	28 09	.....	1,019 00
Lower Township,	.....	364 52	.....	1,463 61	47 85	.....	1,200 00
Middle Township,	.....	668 55	.....	3,510 58	114 63	.....	2,283 80
Ocean City,	.....	674 03	.....	2,537 17	76 09	.....	6,212 71
Sea Isle City,	.....	347 67	.....	816 76	22 37	.....	700 00
Upper Township,	.....	1,317 41	.....	1,998 50	61 78	.....	800 00
West Cape May,	.....	336 53	.....	1,255 10	46 98	.....	1,200 00
Wildwood,	.....	29 90	.....	507 88	11 14	.....	1,050 00
Woodbine,	.....	.....	.....	2,818 69	96 89	.....	3,600 00
	.....	$11,857 03	.....	$24,746 38	$750 00	.....	$33,311 43

MAY, State of New Jersey, for the School Year Ending June 30th, 1903.

Amount of district tax voted for purchase of land.	Amount of district tax voted for building, enlarging and repairing school-houses.	Amount of district tax voted for manual training.	Amount of district tax voted for bonds and interest.	Total amount of district tax ordered to be raised.	Amount received from temporary loans.	Amount received from sale of bonds.	Amount received from manual training and other sources.	Total amount available for school year ending June 30th, 1904.
.....	.....	.....	.....	$600 00	.....	.....	.....	$1,135 43
.....	.....	.....	$200 00	400 00	.....	.....	.....	703 57
.....	.....	.....	.....	12,613 92	.....	.....	.....	25,227 84
.....	$383 00	.....	.....	2,215 00	.....	.....	.....	5,800 50
.....	100 00	.....	600 00	1,719 00	.....	.....	.....	2,909 76
.....	125 00	.....	.....	1,325 00	.....	.....	.....	3,200 98
.....	.....	.....	.....	2,283 80	.....	.....	.....	6,577 56
.....	3,000 00	.....	.....	9,212 71	.....	.....	.....	12,500 00
.....	100 00	.....	.....	800 00	.....	.....	.....	1,986 80
.....	.....	.....	.....	800 00	.....	.....	.....	4,177 69
.....	.....	.....	.....	1,200 00	.....	.....	.....	2,838 61
.....	.....	.....	750 00	1,809 00	.....	.....	.....	2,348 92
.....	300 00	.....	58 00	3,958 00	.....	.....	.....	6,873 58
.....	$4,008 00	.....	$1,608 00	$38,927 43	.....	.....	.....	$76,280 84

Report of Attendance, by Districts, for the County of CAPE MAY,

DISTRICTS.	Number of days the schools were kept open.	Number of boys between 4 and 20 years of age enrolled in the schools during the year.	Number of girls between 4 and 20 years of age enrolled in the schools during the year.	Total number of children between 4 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.
Anglesea,	166	28	23	51	1	110
Avalon,	171	6	10	16	.....	90
Cape May,	173	266	289	555	4	1,252
Dennis Township,	171	410	436	846	6	3,639
Holly Beach,	172	79	71	150	.....	625
Lower Township,	171	124	116	240	.....	683
Middle Township,	171	204	247	451	11	2,393
Ocean City,	160½	181	184	365	6	714
Sea Isle City,	172	50	41	91	.....	780
Upper Township,	171	133	124	257	.....	849
West Cape May,	172	101	69	170	.....	296
Wildwood,	172	34	36	70	.....	430
	170.2	1,616	1,646	3,262	28	11,861

State of New Jersey, for the School Year Ending June 30th, 1903.

Average number of cases of tardiness per day for each teacher.	Average number on roll.	Average daily attendance.	Percentage of daily attendance on average enrollment.	Number of pupils enrolled in kindergartens.	Number of pupils enrolled in primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	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.
.66	34	30	.91	.....	17	32	2	1	1	$65 66	$38 42
.52	9	7	.81	.....	10	6	.....	.....	1	.....	31 56
.512	388	344	.89	92	268	151	44	4	11	66 62	44 92
.62	657	567	.883	98	455	275	18	9	13	47 94	44 18
.84	105	83	.809	.....	91	57	2	.....	4	.....	46 04
.793	150	128	.853	.....	132	99	9	4	1	49 70	52 22
.99	285	251	.88	.....	225	202	24	5	7	61 00	37 40
.478	240	214	.891	.....	245	88	32	2	7	95 32	60 06
1.44	56	51	.896	.....	48	39	4	1	2	63 14	36 84
3.86	167	144	.802	.....	157	93	7	4	3	43 46	42 08
.42	123	109	.886	.....	90	79	1	2	2	64 42	41 86
.83	44	40	.89	.....	43	27	.....	.....	2	.....	41 86
.997	2,258	1,968	.871	190	1,781	1,148	143	32	54	$56 99	$44 89

Financial Report by Districts, for the County of CUMBERLAND,

DISTRICTS.	Amount due the district, July 1st, 1902, from State and county funds.	Amount due the district, July 1st, 1902, from district tax.	Amount due the district, July 1st, 1902, from other sources.	Total amount due the district, July 1st, 1902.	Amount expended for teachers' salaries.	Amount expended for fuel and janitors' salaries.	Amount expended for building and repairing, excluding debt and interest.
Deerfield,	$3,588 47	$5,323 72	$6,878 00	$15,790 19	$5,317 50	$410 89	$180 57
Downe,	2,370 45	2,084 45	197 75	4,652 65	3,447 00	393 15	92 91
Commercial,	3,245 30	3,560 00	147 56	6,952 86	5,353 00	587 65	164 82
Fairfield,	1,729 19	2,657 32	1,150 00	5,536 51	2,862 50	335 92	.....
Lawrence,	2,158 34	2,833 93	51	4,992 78	3,480 00	524 37	180 75
Greenwich,	1,616 05	2,389 80	74 67	4,080 52	2,430 00	411 80	63 81
Hopewell,	2,612 79	2,460 00	747 39	5,820 18	3,910 33	503 46	378 16
Landis,	10,603 59	21,653 34	9,423 07	41,680 00	17,152 17	2,439 02	670 80
Maurice River,	2,587 86	3,174 48	65 20	5,827 54	3,965 00	230 00	.....
Stow Creek,	707 86	1,397 89	81 00	2,186 75	975 00	144 51	247 53
City of Bridgeton,	13,365 44	20,184 56	2,294 91	35,844 91	22,477 70	3,554 35	527 34
City of Millville,	13,040 99	15,059 01	1,874 42	29,974 42	22,386 20	3,028 10	2,565 42
	$57,626 33	$82,778 50	$22,934 48	$163,339 31	$93,758 40	$12,563 22	$5,072 11

State of New Jersey, for the School Year Ending June 30th, 1903.

Amount expended for debt and interest.	Amount expended for manual training.	Amount expended for text-books, apparatus and supplies.	Amount expended for other school purposes.	Amount expended for transportation of pupils.	Amount expended for tuition of pupils in adjoining districts.	Total amount expended.	Balance of district tax, June 30th, 1903.	Balance of moneys from other sources, June 30th, 1903.	Total balance, June 30th, 1903.
$330 00	.....	$469 05	$7,064 95	.....	$168 68	$13,941 64	$1,365 25	$483 30	$1,848 55
.....	.....	264 38	168 95	.....	.....	4,366 39	286 26	.....	286 26
.....	.....	466 29	277 90	.....	.....	6,851 66	10 22	90 98	101 20
545 83	.....	.....	1,309 79	.....	.....	5,054 04	482 47	.....	482 47
.....	.....	454 91	145 35	.....	.....	4,785 58	206 89	51	207 40
829 55	.....	131 01	133 85	.....	.....	4,000 00	80 52	.....	80 52
96 19	.....	326 25	514 49	$91 30	.....	5,820 18	.....	.....	.....
2,968 75	$1,212 86	1,791 17	10,202 15	.....	.....	36,436 92	3,481 04	1,762 04	5,243 08
837 00	.....	778 42	10 00	.....	.....	5,820 42	7 12	.....	7 12
.....	.....	86 45	50 00	.....	500 00	2,003 49	102 26	81 00	183 26
.....	.....	2,057 31	868 10	.....	.....	29,484 80	5,374 84	985 27	6,360 11
.....	.....	1,643 33	289 25	.....	.....	29,912 30	62 12	.....	62 12
$5,607 32	$1,212 86	$8,468 57	$21,034 76	$91 30	$668 68	$148,477 22	$11,458 99	$3,403 10	$14,862 09

Apportionment of School Moneys, by Districts, for County of CUMBER-

DISTRICTS.	Balance State and county moneys, July 1st, 1903.	Balance district tax, July 1st, 1903.	Balance received from other sources, July 1st, 1903.	Amount apportioned from State appropriation, State school tax, and State school fund appropriation.	Amount apportioned from surplus revenue.	Amount apportioned from balances.	Amount of district tax voted for current expenses.
Deerfield,	.....	$1,365 25	$483 30	$3,889 00	$102 86	.....	$4,090 00
Downe,	.....	286 26	.....	2,284 85	59 91	.....	1,760 00
Commercial,	.....	10 22	90 98	3,105 80	106 40	.....	3,580 00
Fairfield,	.....	482 47	.....	1,637 81	50 10	.....	1,550 00
Lawrence,	.....	206 89	51	2,048 33	52 34	.....	2,200 00
Greenwich,	.....	80 52	.....	1,544 60	38 80	.....	1,550 00
Hopewell,	.....	.....	.....	2,533 07	61 64	.....	2,160 00
Landis,	.....	3,481 04	1,762 04	10,512 95	326 69	.....	15,800 00
Maurice River,	.....	7 12	.....	2,495 36	62 12	.....	2,400 00
Stow Creek,	.....	102 26	81 00	699 77	21 00	.....	700 00
City of Bridgeton,	.....	5,374 84	985 27	13,019 05	466 83	.....	18,014 12
City of Millville,	.....	62 12	.....	12,784 29	417 45	.....	15,928 27
	.....	$11,458 99	$3,403 10	$56,554 88	$1,766 13	.....	$69,732 39

LAND, State of New Jersey, for the School Year Ending June 30th, 1903.

Amount of district tax voted for purchase of land.	Amount of district tax voted for building, enlarging and repairing school-houses.	Amount of district tax voted for manual training.	Amount of district tax voted for bonds and interest.	Total amount of district tax ordered to be raised.	Amount received from temporary loans.	Amount received from sale of bonds.	Amount received from manual training and other sources.	Total amount available for school year ending June 30th, 1904.
.....	$440 00	.....	$1,823 00	$6,353 00	.....	.....	.....	$12,193 41
.....	315 00	.....	950 00	3,025 00	.....	.....	.....	5,656 02
.....	200 00	.....	.....	3,780 00	.....	.....	.....	7,093 40
.....	550 00	.....	.....	2,100 00	.....	.....	.....	4,270 38
.....	300 00	.....	.....	2,500 00	.....	.....	.....	4,808 07
.....	100 00	.....	.....	1,650 00	.....	.....	.....	3,313 92
.....	150 00	.....	.....	2,310 00	.....	.....	.....	4,904 71
.....	700 00	$500 00	3,000 00	20,000 00	.....	.....	.....	36,082 72
.....	100 00	.....	580 00	3,080 00	.....	.....	.....	5,644 60
.....	200 00	.....	.....	900 00	.....	.....	.....	1,804 03
.....	1,000 00	.....	.....	19,014 12	.....	.....	.....	38,860 11
.....	1,000 00	.....	.....	16,928 27	.....	.....	.....	30,192 12
.....	$5,055 00	$500 00	$6,353 00	$81,640 39	.....	.....	.....	$154,823 49

Report of Attendance, by Districts, for the County of CUMBERLAND,

DISTRICTS.	Number of days the schools were kept open.	Number of boys between 4 and 20 years of age enrolled in the schools during the year.	Number of girls between 4 and 20 years of age enrolled in the schools during the year.	Total number of children between 4 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.	Average number of cases of tardiness per day for each teacher.
Deerfield,	171	453	397	850	2	3,508	1.2
Downe,	166	213	207	420	.....	2,267	1.4
Commercial,	171	321	308	629	16	903	.46
Fairfield,	168	170	197	367	2	475	.40
Lawrence,	172	181	165	341	1	525	.34
Greenwich,	168	125	148	273	.....	892	.88
Hopewell,	171	246	215	461	.....	2,929	1.55
Landis,	170	974	964	1,938	50	4,737	.66
Maurice River,	170	227	215	442	4	1,550	.82
Stow Creek,	172	92	60	152	.....	1,110	2.15
City of Bridgeton,	185	1,225	1,298	2,523	24	5,347	.59
City of Millville,	185	997	1,184	2,181	31	3,129	.36
	172	5,224	5,358	10,582	130	27,372	.68

State of New Jersey, for the School Year Ending June 30th, 1903.

Average number on roll.	Average daily attendance.	Percentage of daily attendance on average enrollment.	Number of pupils enrolled in kindergartens.	Number of pupils enrolled in primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	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.
588	496	84	14	512	262	62	6	11	$35 00	$35 00
270	218	81	.....	278	109	33	4	6	46 75	32 66
453	403	89	.....	385	216	28	3	10	58 34	42 00
212	189	85	.....	219	119	29	2	5	62 50	38 61
230	206	90	.....	233	77	36	1	8	100 00	35 83
174	152	87	.....	151	115	7	2	6	45 00	33 33
285	250	88	.....	285	139	37	3	9	43 33	34 63
1,448	1,315	91	.....	1,264	539	135	4	39	52 36	41 28
307	270	88	1	249	139	53	3	8	51 85	35 62
94	80	85	13	86	49	4	2	1	36 12	36 12
1,861	1,701	92	.....	1,411	804	308	2	49	87 50	38 77
1,644	1,517	92	.....	1,510	520	151	4	50	71 00	35 72
7,566	6,797	89	28	6,583	3,088	883	36	202	$53 14	$37 69

Financial Report by Districts, for the County of ESSEX, State

DISTRICTS.	Amount due the district, July 1st, 1902, from State and county funds.	Amount due the district, July 1st, 1902, from district tax.	Amount due the district, July 1st, 1902, from other sources.	Total amount due the district, July 1st, 1902.	Amount expended for teachers' salaries.	Amount expended for fuel and janitors' salaries.	Amount expended for building and repairing, excluding debt and interest.
Belleville,	$10,219 32	$14,128 90	$14,374 76	$38,722 98	$14,422 50	$2,055 03	$11,555 24
Bloomfield,	23,189 65	47,004 91	3,661 38	73,855 94	38,624 95	7,424 38	3,056 94
Caldwell Bor.,	3,764 25	5,879 24	136 25	9,779 74	6,125 00	530 15	1,142 33
Caldwell Twp.,	1,398 55	1,316 52	27 04	2,742 11	1,450 00	262 82	53 68
East Orange,	49,390 96	102,996 54	48,551 60	200,939 10	89,984 15	12,740 91	45,934 99
Glen Ridge,	4,650 26	14,129 00	14,819 85	33,590 15	9,700 00	1,762 40	3,864 05
Irvington,	12,239 81	19,028 27	1,443 33	32,711 41	18,190 00	3,280 18	1,976 31
Livingston,	3,441 97	3,275 12	962 55	7,779 64	4,400 00	441 50	619 91
Millburn,	5,932 22	11,348 15	50 00	17,330 37	8,895 00	1,996 94	893 00
Montclair,	34,185 66	97,848 06	44,737 89	176,771 61	75,080 90	10,978 55	7,755 94
Nutley,	8,733 55	15,093 91	7,469 33	31,296 79	14,474 88	2,545 00	1,927 82
Orange,	37,175 27	105,197 61	1,048 94	143,421 82	59,593 02	8,271 17	38,586 82
South Orange,	10,086 45	26,986 76	71,086 65	108,159 86	20,578 00	2,505 22	30,081 51
Vailsburg,	6,431 98	7,884 76	52 06	14,368 80	8,371 87	1,166 92	715 82
Verona,	3,854 56	4,233 22	32,687 72	40,775 50	5,247 25	741 84	30,021 23
West Orange,	16,459 51	34,334 91	13,304 84	64,099 26	26,629 96	5,797 92	13,944 73
Newark,	420,562 79	661,220 35	29,377 00	1,111,160 14	713,875 17	75,577 21	81,668 90
	$651,716 76	$1,171,997 23	$283,791 23	$2,107,505 22	$1,115,642 65	$138,078 14	$273,799 22

of New Jersey, for the School Year Ending June 30th, 1903.

Amount expended for debt and interest.	Amount expended for manual training.	Amount expended for text-books, apparatus and supplies.	Amount expended for other school purposes.	Amount expended for transportation of pupils.	Total amount expended.	Balance of district tax, June 30th, 1903.	Balance of moneys from other sources, June 30th, 1903.	Total balance, June 30th, 1903.
$3,647 82	.....	$1,260 86	$2,186 61	.....	$35,128 06	$1,018 38	$2,576 54	$3,594 92
9,980 00	$4,734 17	6,735 53	1,939 64	$288 00	72,783 61	.....	1,072 33	1,072 33
.....	.....	428 80	320 97	.....	8,547 25	1,096 24	136 25	1,232 49
.....	.....	182 80	102 00	.....	2,175 30	541 73	25 08	566 81
19,317 50	5,087 22	4,546 83	4,147 86	.....	181,759 46	9,201 81	9,977 83	19,179 64
5,620 00	966 13	1,005 10	10,059 40	.....	32,977 08	.....	613 07	613 07
3,032 50	.....	2,225 57	1,574 91	.....	30,279 47	1,925 00	506 94	2,431 94
1,127 91	.....	368 99	536 04	188 00	7,682 35	.....	97 29	97 29
3,789 09	.....	878 98	753 06	.....	17,196 98	133 39	.....	133 39
26,542 50	9,042 13	6,495 56	35,589 54	.....	171,485 12	5,286 49	.....	5,286 49
9,631 74	.....	1,393 94	1,206 16	.....	31,179 54	117 25	.....	117 25
16,410 00	4,173 63	2,678 27	4,313 41	.....	134,026 32	8 52	9,386 98	9,395 50
3,260 00	1,969 21	2,515 23	1,346 50	.....	62,255 67	6,232 01	39,672 18	45,904 19
1,625 00	.....	673 24	668 06	.....	14,245 91	101 09	21 80	122 89
.....	.....	617 85	3,832 30	192 60	40,653 07	93 63	28 80	122 43
5,655 00	2,000 00	2,464 56	2,642 03	1,200 00	60,334 20	3,765 06	.....	3,765 06
.....	14,357 57	38,235 92	83,570 80	.....	1,007,285 57	103,874 57	.....	103,874 57
$109,629 97	$42,330 06	$72,708 03	$154,789 29	$1,868 60	$1,909,994 96	$133,395 17	$64,115 09	$197,510 26

Amount expended for tuition of pupils in adjoining districts—Caldwell township, $124.00; Vailsburg, $1,025.00.

Apportionment of School Moneys, by Districts, for the County of ESSEX,

DISTRICTS.	Balance State and county moneys, July 1st, 1903.	Balance district tax, July 1st, 1903.	Balance received from other sources, July 1st, 1903.	Amount apportioned from State appropriation, State school tax and State school fund appropriation.	Amount apportioned from surplus revenue.	Amount apportioned from balances.	Amount of district tax voted for current expenses.
Belleville,	.....	$1,018 38	$2.576 54	$10.403 18	.....	.....	$13,410 00
Bloomfield,	.....	.....	1,072 33	24,365 36	.....	.....	35,000 00
Caldwell Borough,	.....	1.096 24	136 25	3.995 62	.....	.....	4.500 00
Caldwell Township,	.....	541 73	25 08	1.351 52	.....	.....	850 00
East Orange,	.....	9.201 81	9,977 83	47.102 55	.....	.....	72.447 45
Glen Ridge,	.....	.....	613 07	4.788 28	.....	.....	10.000 00
Irvington,	.....	1.925 00	506 94	13.133 93	.....	.....	14,040 00
Livingston,	.....	.....	97 29	3.408 97	.....	.....	2.700 00
Millburn,	.....	133 39	.....	5.801 39	.....	.....	8.948 00
Montclair,	.....	5.286 49	.....	35.815 19	.....	.....	64.984 81
Nutley,	.....	117 25	.....	8.822 27	.....	.....	13,625 00
Orange,	.....	8 52	9,386 98	39.165 76	.....	.....	48,000 00
South Orange,	.....	6.232 01	39,672 18	10,161 91	.....	.....	22,000 00
Vailsburg,	.....	101 09	21 80	6,970 23	.....	.....	8.225 00
Verona,	.....	93 63	28 80	3.734 57	.....	.....	5,350 00
West Orange,	.....	3.765 06	.....	16.311 98	.....	.....	23.500 00
Newark,	.....	103,874 57	.....	432.189 01	.....	.....	626.000 00
	.....	$133.395 17	$64.115 09	$667.521 72	.....	.....	$973,580 26

State of New Jersey, for the School Year Ending June 30th, 1903.

Amount of district tax voted for purchase of land.	Amount of district tax voted for building, enlarging and repairing school-houses.	Amount of district tax voted for manual training.	Amount of district tax voted for bonds and interest.	Total amount of district tax ordered to be raised.	Amount received from temporary loans.	Amount received from sale of bonds.	Amount received from manual training and other sources.	Total amount available for school year ending June 30th, 1904.
.....	.....	.....	$4,415 50	$17,825 50	.....	.....	.....	$31,823 60
.....	.....	$2,500 00	9,820 00	47,320 00	.....	.....	$2,500 00	75,257 69
.....	.....	.....	.....	4,500 00	.....	.....	.....	9,728 11
.....	.....	.....	.....	850 00	.....	.....	.....	2,768 33
.....	$8,200 00	2,500 00	18,722 50	101,869 95	.....	.....	2,500 00	176,652 14
.....	.....	500 00	3,590 00	14,090 00	.....	.....	500 00	19,991 35
.....	2,000 00	.....	2,510 00	18,550 00	.....	.....	.....	34,115 87
.....	500 00	.....	.....	3,200 00	.....	.....	.....	6,706 26
.....	.....	.....	3,700 00	12,648 00	.....	.....	.....	18,582 78
.....	5,000 00	5,000 00	13,237 50	88,222 31	.....	.....	5,000 00	134,323 99
.....	.....	.....	3,428 00	17,053 00	.....	.....	.....	25,992 52
.....	11,182 40	2,125 00	16,255 00	77,562 40	.....	.....	2,125 00	128,248 66
.....	.....	1,250 00	6,920 00	30,170 00	.....	.....	1,250 00	87,486 10
.....	.....	.....	2,775 00	11,000 00	.....	.....	.....	18,093 12
.....	.....	.....	1,937 50	7,287 50	.....	.....	.....	11,144 50
.....	2,500 00	1,000 00	5,765 00	32,765 00	.....	.....	1,000 00	53,842 04
.....	115,000 00	5,000 00	.....	746,000 00	.....	.....	5,000 00	1,287,063 58
.....	$144,382 40	$19,875 00	$93,076 00	$1,230,913 66	.....	.....	$19,875 00	$2,115,820 64

Report of Attendance, by Districts, for the County of ESSEX,

DISTRICTS.	Number of days the schools were kept open.	Number of boys between 4 and 20 years of age enrolled in the schools during the year.	Number of girls between 4 and 20 years of age enrolled in the schools during the year.	Total number of children between 4 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.	Average number of cases of tardiness per day for each teacher.	Average number on roll.
Belleville,	187	546	530	1,076	5	1,120	.28	821
Bloomfield,	195	940	991	1,931	21	4,448	.46	1,505
Caldwell Borough,	190	169	160	329	16	1,178	.62	262
Caldwell Township,	186	89	71	160	1	515	.92	116
East Orange,	187	2,153	2,204	4,357	97	1,383	.07	3,452
Glen Ridge,	182	177	189	366	4	690	.34	282
Irvington,	191	647	632	1,279	35	707	.13	1,023
Livingston,	190	142	132	274	3	1,288	.75	193
Millburn,	188	202	208	410	3	2,272	.86	330
Montclair,	188	1,568	1,464	3,032	73	6,440	.38	2,425
Nutley,	182	456	459	915	14	1,031	.28	648
Orange,	194	1,877	1,895	3,772	100	1,615	.09	2,775
South Orange,	190	439	401	840	34	674	.16	656
Vailsburg,	192	341	322	663	20	912	.32	535
Verona,	187	175	185	360	8	468	.27	241
West Orange,	191	704	689	1,393	41	2,428	.35	1,019
Newark,	191	20,873	21,357	42,230	569	24,452	.15	33,515
	189	31,498	31,889	63,387	1,044	51,621	.18	49,798

State of New Jersey, for the School Year Ending June 30th, 1903.

Average daily attendance.	Percentage of daily attendance on average enrollment.	Number of pupils enrolled in kindergartens.	Number of pupils enrolled in primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of pupils transported.	Total number of days transported.	Average number of pupils transported per day.	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.
709	.86	62	718	246	50	.....	.....	.....	1	23	$160 00	$54 34
1,380	.91	313	975	514	129	14	1,433	7+	10	51	89 50	57 30
254	.96	35	175	74	45	.....	.....	.....	1	9	130 00	51 38
103	.88	.....	86	74	.....	.....	.....	.....	2	1	50 00	50 00
3,205	.92	516	2,176	1,201	464	.....	.....	.....	14	101	192 50	65 75
256	.90	63	179	105	19	.....	.....	.....	1	12	200 00	64 16
934	.91	.....	832	396	51	.....	.....	.....	2	27	142 50	56 85
158	.81	.....	158	84	32	10	973	5+	2	7	62 50	45 00
298	.90	42	211	128	29	.....	.....	.....	1	14	150 00	53 21
2,236	.92	428	1,490	746	368	.....	.....	.....	13	88	145 83	71 01
582	.89	138	520	213	44	.....	.....	.....	3	20	117 50	53 25
2,537	.92	479	2,414	666	213	.....	.....	.....	9	90	161 22	55 75
609	.92	48	370	300	122	.....	.....	.....	7	23	110 00	70 97
493	.92	83	397	183	.....	.....	.....	.....	1	15	150 00	47 16
218	.90	.....	226	111	23	25	1,838.5	9.8	2	7	92 50	48 93
924	.90	203	813	317	60	52	7,149	37.4	2	43	155 00	57 32
30,692	.91	6,695	25,415	8,731	1,389	.....	.....	.....	121	938	138 36	69 70
45,588	.91	9,105	37,155	14,089	3,038	101	11,393.5	59.2	192	1,469	$134 58	$66 77

Financial Report by Districts, for the County of GLOUCESTER,

DISTRICTS.	Amount due the district, July 1st, 1902, from State and county funds.	Amount due the district, July 1st, 1902, from district tax.	Amount due the district, July 1st, 1902, from other sources.	Total amount due the district, July 1st, 1902.	Amount expended for teachers' salaries.	Amount expended for fuel and janitors' salaries.	Amount expended for building and repairing, excluding debt and interest.
Clayton,	$2,655 44	$2,245 40	$1,193 64	$6,094 48	$3,829 00	$513 37	$154 55
Deptford,	2,835 11	3,322 45	1,191 00	7,348 56	4,536 10	644 22	242 31
East Greenwich,	1,087 79	1,861 53	20 00	2,969 32	1,800 00	141 00	35 28
Elk,	1,107 92	1,149 59	.....	2,257 51	1,305 00	98 68	.....
Franklin,	3,340 23	3,178 74	33 59	6,552 56	3,708 00	219 32	246 43
Glassboro,	3,762 99	3,960 32	2,904 93	10,628 24	5,376 00	630 51	71 89
Greenwich,	2,739 43	4,559 15	356 70	7,655 28	4,670 00	606 96	386 57
Harrison,	2,931 88	2,594 13	266 08	5,792 09	4,222 27	414 63	93 85
Logan,	1,943 30	2,036 43	195 45	4,169 18	2,880 50	438 29	71 86
Mantua,	2,908 91	3,965 00	48 00	7,011 91	4,800 00	522 82	900 00
Monroe,	4,012 87	4,417 00	899 61	9,329 48	5,777 55	596 69	352 98
So. Harrison,	1,306 39	1,600 00	598 31	3,504 70	1,665 00	172 63	96 91
Washington,	1,641 14	1,330 74	400 00	3,371 88	2,142 00	180 07	160 34
Wenonah,	1,125 30	3,210 58	43	4,336 31	1,900 00	481 59	78 33
West Deptford,	2,232 07	4,846 18	2,500 00	9,578 25	3,365 00	458 84	3,010 31
Woodbury,	6,732 64	10,872 64	720 93	18,326 21	10,970 75	1,664 76	547 19
Woolwich,	2,926 33	2,673 08	1,535 86	7,135 27	4,606 64	644 32	222 94
	$45,379 74	$57,816 96	$12,864 53	116,061 23	$67,553 81	$8,428 70	$6,671 74

State of New Jersey, for the School Year Ending June 30th, 1903.

Amount expended for debt and interest.	Amount expended for text-books, apparatus and supplies.	Amount expended for other school purposes.	Amount expended for transportation of pupils.	Amount expended for tuition of pupils in adjoining districts.	Total amount expended.	Balance of State and county funds, June 30th, 1903.	Balance of district tax, June 30th, 1903.	Balance of moneys from other sources, June 30th, 1903.	Total balance, June 30th, 1903.
$1,000 00	$403 92	$193 64	.....	.....	$6,094 48	.....	.....	.....	.....
1,200 00	297 74	290 25	.....	.....	7,210 62	.....	$137 94	.....	$137 94
.....	161 27	290 21	.....	.....	2,427 76	.....	541 56	.....	541 56
.....	64 07	45 07	.....	$73 20	1,586 02	.....	671 49	.....	671 49
1,270 50	370 33	403 16	$331 00	.....	6,548 74	$0 23	.....	$3 59	3 82
3,750 00	512 19	197 90	.....	.....	10,538 49	.....	89 75	.....	89 75
699 60	426 45	725 90	.....	.....	7,515 48	.....	.....	139 80	139 80
400 00	263 82	138 76	.....	.....	5,533 33	.....	258 76	.....	258 76
200 00	244 17	299 39	.....	.....	4,134 21	.....	34 97	.....	34 97
.....	439 03	300 00	.....	.....	6,961 85	.....	2 06	48 00	50 06
1,012 00	409 77	1,048 61	.....	.....	9,197 60	.....	130 51	1 37	131 88
536 69	116 11	735 73	.....	.....	3,323 07	.....	181 63	.....	181 63
6 00	144 87	701 65	.....	.....	3,334 93	.....	36 95	.....	36 95
760 00	205 50	77 46	.....	.....	3,502 88	.....	833 43	.....	833 43
575 00	195 13	769 81	.....	.....	8,374 09	.....	1,204 16	.....	1,204 16
1,612 50	1,033 08	586 51	.....	.....	16,414 79	.....	1,777 00	134 42	1,911 42
921 35	564 90	125 00	.....	.....	7,085 15	03	2 20	47 89	50 12
$13,943 64	$5,852 35	$6,929 05	$331 00	$73 20	$109,783 49	$0 26	$5,902 41	$375 07	$6,277 74

Apportionment of School Moneys, by Districts, for County of GLOUCES-

DISTRICTS.	Balance State and county moneys, July 1st, 1903.	Balance district tax, July 1st, 1903.	Balance received from other sources, July 1st, 1903.	Amount apportioned from State appropriation, State school tax and State school fund appropriation.	Amount apportioned from surplus revenue.	Amount apportioned from balances.	Amount of district tax voted for current expenses.
Clayton,	.....	.....	.....	$2,387 17	$120 81	.....	$2,200 00
Deptford,	.....	$137 94	.....	2,634 43	122 21	.....	3,300 00
East Greenwich,	.....	541 56	.....	1,050 99	48 35	.....	1,300 00
Elk,	.....	671 49	.....	1,008 80	40 22	.....	450 00
Franklin,	$0 23	.....	$3 59	3,175 94	110 95	.....	2,000 00
Glassboro,	.....	89 75	.....	3,651 55	156 33	.....	2,790 00
Greenwich,	.....	.....	139 80	3,283 01	131 57	.....	2,900 00
Harrison,	.....	278 76	.....	2,760 75	108 02	.....	2,250 00
Logan,	.....	34 97	.....	1,838 70	69 10	.....	2,000 00
Mantua,	.....	2 06	48 00	2,782 54	112 22	.....	2,500 00
Monroe,	.....	130 51	1 37	3,823 54	143 23	.....	2,905 00
South Harrison,	.....	181 63	.....	1,234 90	45 25	.....	990 00
Washington,	.....	36 95	.....	1,515 99	60 87	.....	800 00
Wenonah,	.....	833 43	.....	1,041 16	46 46	.....	1,800 00
West Deptford,	.....	1,204 16	.....	2,075 65	91 63	.....	2,615 00
Woodbury,	.....	1,777 00	134 42	6,429 79	283 13	.....	7,387 50
Woolwich,	03	2 20	47 89	3,208 92	121 15	.....	2,025 00
	$0 26	$5,902 41	$375 07	$44,003 83	$1,811 50	.....	$40,212 50

TER, State of New Jersey, for the School Year Ending June 30th, 1903.

Amount of district tax voted for purchase of land.	Amount of district tax voted for building, enlarging and repairing school-houses.	Amount of district tax voted for manual training.	Amount of district tax voted for bonds and interest.	Total amount of district tax ordered to be raised.	Amount received from temporary loans.	Amount received from sale of bonds.	Amount received from manual training and other sources.	Total amount available for school year ending June 30th, 1904.
.....	.....	.....	.....	$2,200 00	.....	.....	.....	$4,707 98
.....	.....	.....	.....	3,300 00	.....	.....	.....	6,194 58
.....	.....	.....	.....	1,300 00	.....	.....	.....	2,940 90
.....	.....	.....	.....	450 00	.....	.....	.....	2,170 51
.....	$125 00	.....	$75 00	2,200 00	.....	.....	.....	5,490 71
.....	150 00	.....	1,300 00	4,240 00	.....	.....	.....	8,137 63
.....	400 00	.....	639 40	3,939 40	.....	.....	.....	7,493 78
.....	250 00	.....	.....	2,500 00	.....	.....	.....	5,627 53
.....	.....	.....	.....	2,000 00	.....	.....	.....	3,942 77
.....	.....	.....	300 00	2,800 00	.....	.....	.....	5,744 82
.....	600 00	.....	1,621 13	5,126 13	.....	.....	.....	9,224 78
.....	100 00	.....	510 00	1,600 00	.....	.....	.....	3,061 78
.....	300 00	.....	.....	1,100 00	.....	.....	.....	2,713 81
.....	78 33	.....	500 00	2,378 33	.....	.....	.....	4,299 38
.....	750 00	.....	550 00	3,915 00	.....	.....	.....	7,286 44
.....	1,000 00	.....	1,612 50	10,000 00	.....	.....	.....	18,624 34
.....	200 00	.....	400 00	2,625 00	.....	.....	.....	6,105 19
.....	$3,953 33	.....	$7,508 03	$51,673 86	.....	.....	.....	$103,766 93

Report of Attendance, by Districts, for the County of GLOUCESTER,

DISTRICTS.	Number of days the schools were kept open.	Number of boys between 4 and 20 years of age enrolled in the schools during the year.	Number of girls between 4 and 20 years of age enrolled in the schools during the year.	Total number of children between 4 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.	Average number of cases of tardiness per day for each teacher.	Average number on roll.
Clayton,	184	302	217	519	3	1,279	.81	333
Deptford,	179	212	229	441	1	1,713	1.06	259
East Greenwich,	169	95	90	185	5	550	.81	133
Elk,	171	90	89	179	1	374	.54	105
Franklin,	171	237	273	510	9	1,125	.59	295
Glassboro,	186½	386	305	691	8	659	.25	367
Greenwich,	168	262	255	517	4	1,668	.9	389
Harrison,	177	195	185	380	7	1,342	.69	231
Logan,	165	160	156	316	2	970	.73	166
Mantua,	184	209	211	420	2	1,942	.96	270
Monroe,	169	341	289	630	2	1,335	.56	379
South Harrison,	171	79	76	155	3	429	.5	116
Washington,	172	126	121	247	1	942	.91	147
Wenonah,	164	61	73	134	.....	750	1.14	99
West Deptford,	174	178	198	376	.....	1,478	1.13	233
Woodbury,	187	483	425	908	10	3,323	.74	674
Woolwich,	169	260	226	486	14	1,199	.59	353
	180+	3,676	3,418	7,094	72	21,078	.701	4,549

State of New Jersey, for the School Year Ending June 30th, 1903.

Average daily attendance.	Percentage of daily attendance on average enrollment.	Number of pupils enrolled in kindergartens.	Number of pupils enrolled in primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of pupils transported.	Total number of days transported.	Average number of pupils transported per day.	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.
285	95.5	.....	377	141	1	.....	.....	.....	2	8	$68 02	$34 78
219	84.5	.....	297	143	1	.....	.....	.....	4	6	62 85	42 36
120	90.1	.....	142	43	.....	.....	.....	.....	1	3	63 90	49 70
89	84.7	.....	117	62	.....	.....	.....	.....	1	3	36 84	38 59
254	86.1	.....	370	130	10	22	169	14	5	6	45 05	34 56
335	91.2	.....	512	167	12	.....	.....	.....	3	11	61 59	36 34
348	89.4	.....	310	205	2	.....	.....	.....	1	10	95 23	41 88
205	88.7	.....	242	138	.....	.....	.....	.....	2	9	50 71	40 55
142	85.5	.....	217	95	4	.....	.....	.....	3	5	45 34	42 45
238	88.1	.....	286	134	.....	.....	.....	.....	1	10	70 65	44 60
330	87	.....	497	128	5	.....	.....	.....	3	11	57 97	46 92
102	87.9	....	92	63	.....	.....	.....	.....	1	4	34 21	40 13
126	85.7	.....	175	72	.....	.....	.....	.....	2	4	44 48	40 63
89	89.8	.....	68	66	.....	.....	.....	.....	1	3	81 34	49 27
195	83.8	.....	285	91	.....	.....	.....	.....	1	7	56 44	47 06
610	90.5	.....	568	276	64	.....	.....	.....	2	22	96 25	44 69
321	90.9	.....	292	188	6	.....	.....	.....	.....	12	.....	45 40
4.008	88.1	.....	4.847	2.142	105	22	169	14	33	134	$58 45	$42 46

Franklin Township transports the children from old school No. 8 to school No. 9; old school No. 10 to school No. 3.

Financial Report by Districts, for the County of HUDSON, State

DISTRICTS.	Amount due the district, July 1st, 1902, from State and county funds.	Amount due the district, July 1st, 1902, from district tax.	Amount due the district, July 1st, 1902, from other sources.	Total amount due the district, July 1st, 1902.	Amount expended for teachers' salaries.	Amount expended for fuel and janitors' salaries.
Bayonne,	$56,273 77	$86,596 23	$117,054 76	$259,924 76	$109,822 72	$13,334 29
East Newark,	3,442 46	11,966 83	40 65	15,449 94	5,167 00	917 25
Guttenberg,	6,629 86	4,710 97	110 00	11,450 83	7,675 00	1,267 25
Harrison,	8,723 24	15,974 50	85 50	24,783 24	12,653 24	2,068 70
Hoboken,	81,302 37	112,566 75	2,252 47	196,121 59	148,810 74	16,662 53
Jersey City,	248,983 18	565,284 77	269,684 34	1,083,952 29	454,153 52	46,711 55
Kearny,	18,135 04	35,966 48	25,955 29	80,056 81	31,742 00	6,898 40
North Bergen,	14,607 14	36,823 49	28,614 36	80,044 99	22,239 29	4,355 00
Secaucus,	2,710 22	6,268 50	500 00	9,478 72	3,955 00	786 40
Town of Union,	23,911 92	32,372 47	68,989 07	125,273 46	36,751 83	5,259 60
Weehawken,	7,743 46	42,057 13	19,477 03	69,277 62	21,091 66	5,277 27
West Hoboken,	36,145 91	33,232 02	638 87	70,016 80	47,992 85	6,209 91
West New York,	8,145 03	16,750 00	11,000 00	35,895 03	13,157 52	2,798 88
	$516,753 60	$1,000,570 14	$544,402 34	$2,061,726 08	$915,212 37	$112,547 06

of New Jersey, for the School Year Ending June 30th, 1903.

Amount expended for building and repairing, excluding debt and interest.	Amount expended for debt and interest.	Amount expended for text-books, apparatus and supplies.	Amount expended for other school purposes.	Total amount expended.	Balance of district tax, June 30th, 1903.	Balance of moneys from other sources, June 30th, 1903.	Total balance, June 30th, 1903.
$33,290 14	.....	$9,055 71	$6,494 70	$171,997 56	$425 30	$87,501 90	$87,927 20
606 34	$4,383 43	766 01	2,356 90	14,196 93	1,253 01	.....	1,253 01
775 36	.....	1,106 66	345 72	11,169 99	250 84	30 00	280 84
945 61	6,105 00	925 95	1,999 24	24,697 74	.....	85 50	85 50
11,386 19	.....	9,002 18	10,126 79	195,988 46	133 13	.....	133 13
177,122 48	39,755 00	16,828 66	19,331 02	753,902 23	274,740 67	55,309 39	330,050 06
26,570 71	5,475 00	4,019 05	597 77	75,302 93	3,215 75	1,538 13	4,753 88
26,707 46	4,395 00	3,006 00	6,814 40	67,606 35	12,296 14	142 50	12,438 64
1,216 99	1,923 30	253 02	646 43	8,781 14	697 58	.....	697 58
31,604 17	4,950 00	2,716 63	17,844 36	99,658 06	4,807 44	20,807 96	25,615 40
3,257 85	9,880 00	2,044 29	13,488 61	56,019 68	6,160 52	7,097 42	13,257 94
4,230 00	.....	4,603 08	6,837 54	69,873 38	.....	143 42	143 42
3,300 00	1,225 00	1,945 86	13,329 99	35,757 25	137 78	.....	137 78
$321,013 30	$78,091 73	$56,267 10	$100,213 47	$1,584,951 70	$304,118 16	$172,656 22	$476,774 38

Amount expended for manual training—Town of Union, $531.47.
Amount expended for transportation of pupils—North Bergen, $95.20.
Amount expended for tuition of pupils in adjoining districts—Weehawken, $980.00.

Apportionment of School Moneys, by Districts, for the County of HUD-

DISTRICTS.	Balance State and county moneys, July 1st, 1903.	Balance district tax, July 1st, 1903.	Balance received from other sources, July 1st, 1903.	Amount apportioned from State appropriation, State school tax and State school fund appropriation.	Amount apportioned from surplus revenue.	Amount apportioned from balances.	Amount of district tax voted for current expenses.
Bayonne,	.....	$425 30	$87,501 90	$57,352 27	.....	.....	$83,596 23
East Newark,	.....	1,253 01	.....	3,624 80	.....	.....	3,985 00
Gutteuberg,	.....	250 84	30 00	7,310 39	.....	.....	4,050 00
Harrison,	.....	.....	85 50	8,437 33	.....	.....	10,375 00
Hoboken,	.....	133 13	.....	85,088 54	.....	.....	109,066 75
Jersey City,	.....	274,740 67	55,309 39	256,868 44	.....	.....	577,692 00
Kearny,	.....	3,215 75	1,538 13	19,584 85	.....	.....	26,915 15
North Bergen,	.....	12,296 14	142 50	15,657 44	.....	.....	24,800 00
Secaucus,	.....	697 58	.....	2,784 62	.....	.....	2,730 00
Town of Union,	.....	4,807 44	20,807 96	25,357 11	.....	.....	25,000 00
Weehawken,	.....	6,160 52	7,097 42	9,500 18	.....	.....	33,704 31
West Hoboken,	.....	.....	143 42	37,214 28	.....	.....	35,000 00
West New York,	.....	137 78	.....	9,167 57	.....	.....	13,450 00
	.....	$304,118 16	$172,656 22	$537,947 82	.....	.....	$950,264 44

SON, State of New Jersey, for the School Year Ending June 30th, 1903.

Amount of district tax voted for purchase of land.	Amount of district tax voted for building, enlarging and repairing school-houses.	Amount of district tax voted for manual training.	Amount of district tax voted for bonds and interest.	Total amount of district tax ordered to be raised.	Amount received from temporary loans.	Amount received from sale of bonds.	Amount received from manual training and other sources.	Total amount available for school year ending June 30th, 1904.
.....	$4,000 00	$4,000 00	.....	$91,596 23	.....	.....	.....	$236,875 70
.....	600 00	.....	$4,250 00	8,835 00	.....	.....	.....	13,712 81
.....	200 00	.....	.....	4,250 00	.....	.....	.....	11,841 23
.....	950 00	.....	955 00	12,280 00	.....	.....	.....	20,802 83
$12,000 00	121,500 00	.....	130,000 00	372,566 75	.....	.....	.....	457,788 42
110,300 00	173,000 00	.....	39,755 00	900,747 00	.....	.....	.....	1,487,665 50
.....	.....	.....	.....	26,915 15	.....	.....	.....	51,253 88
.....	2,900 00	.....	5,345 00	33,045 00	.....	.....	.....	61,141 08
.....	100 00	.....	.....	2,830 00	.....	.....	.....	6,312 20
.....	2,000 00	900 00	7,500 00	35,400 00	.....	.....	.....	86,372 51
.....	1,000 00	.....	11,336 00	46,040 31	.....	.....	.....	68,798 43
.....	.....	.....	.....	35,000 00	.....	.....	.....	72,357 70
.....	3,300 00	.....	1,225 00	17,975 00	.....	.....	.....	27,280 35
$122,300 00	$309,550 00	$4,900 00	$200,466 00	$1,587,480 44	.....	.....	.....	$2,602,202 64

Report of Attendance, by Districts, for the County of HUDSON,

DISTRICTS.	Number of days the schools were kept open.	Number of boys between 4 and 20 years of age enrolled in the schools during the year.	Number of girls between 4 and 20 years of age enrolled in the schools during the year.	Total number of children between 4 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.	Average number of cases of tardiness per day for each teacher.	Average number on roll.
Bayonne,	193	3,343	3,097	6,440	68	5,896	.207	4,802
East Newark,	194	237	242	479	1	864	.540	332
Guttenberg,	200	448	464	912	5	140	.046	695
Harrison,	192	529	548	1,077	10	463	1.009	694
Hoboken,	198	4,944	4,898	9,842	188	2,215	.597	7,826
Jersey City,	195½	14,844	15,425	30,269	1,651	13,643	.123	24,709
Kearny,	189	1,165	1,102	2,267	31	1,982	.130	1,808
North Bergen,	195½	1,065	992	2,057	11	2,456	.290	1,455
Secaucus,	195	191	199	390	11	917	3.350	291
Town of Union,	196½	1,574	1,567	3,141	54	499	.055	2,510
Weehawken,	193	613	598	1,211	17	1,415	.94	887
West Hoboken,	194	2,617	2,436	5,053	90	3,865	.29	3,834
West New York,	201	648	604	1,252	6	590	.146	874
	195	32,218	32,172	64,390	2,123	34,945	.272	50,717

State of New Jersey, for the School Year Ending June 30th, 1903.

Average daily attendance.	Percentage of daily attendance on average enrollment.	Number of pupils enrolled in kindergartens.	Number of pupils enrolled in primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of pupils transported.	Total number of days transported.	Average number of pupils transported per day.	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.
4,076	.84	532	3,916	1,818	174	....	.....	....	10	174	$155 69	$54 97
297	.907	.....	429	59	.....	....	.....	....	1	7	123 71	53 40
632	.90	.....	702	210	.....	....	.....	....	1	15	115 00	43 70
624	.903	.....	745	332	.....	....	.....	....	2	16	170 21	61 42
7,243	.926	1,240	6,719	1,667	216	....	.....	....	8	213	156 31	66 52
23,224	.94	453	21,279	7,820	717	....	.....	....	35	641	243 89	64 23
1,612	.90	.....	1,475	697	95	....	.....	....	4	48	140 79	58 45
1,320	.908	.....	1,714	336	7	3	564½	3	8	36	103 20	40 23
254	.881	.....	338	52	.....	....	.....	....	2	5	87 63	51 54
2,342	.933	215	1,899	814	213	....	.....	....	8	49	122 19	56 21
830	.937	276	690	245	.....	....	.....	....	2	28	131 97	72 19
3,634	.948	750	3,180	1,030	93	....	.....	....	5	81	136 39	50 91
778	.877	.....	1,056	192	4	....	.....	....	2	19	130 00	55 95
46,866	.907	3,466	44,133	15,272	1,519	3	564½	3	88	1,332	$170 22	$61 10

Financial Report by Districts, for the County of HUNTERDON,

DISTRICTS.	Amount due the district, July 1st, 1902, from State and county funds.	Amount due the district, July 1st, 1902, from district tax.	Amount due the district, July 1st, 1902, from other sources.	Total amount due the district, July 1st, 1902.	Amount expended for teachers' salaries.	Amount expended for fuel and janitors' salaries.
Alexandria,	$1,602 74	$419 97	$28 00	$2,050 71	$1,050 00	$208 57
Bethlehem,	2,597 63	1,025 43	.....	3,623 06	2,470 00	158 18
Town of Clinton,	1,492 42	1,200 00	.....	2,692 42	2,100 00	244 00
Clinton Township,	2,890 53	2,450 00	20 00	5,360 53	3,858 24	218 62
Delaware,	3,243 78	1,241 14	.....	4,484 92	2,985 20	244 94
East Amwell,	1,357 78	1,278 55	50 00	2,686 33	1,400 00	95 70
Franklin,	1,610 27	3,947 96	2,483 92	8,042 15	1,607 05	8 60
Frenchtown,	1,679 21	2,162 90	65 47	3,907 58	2,000 00	500 20
High Bridge,	2,439 24	2,563 80	23,216 00	28,219 04	2,800 00	150 00
Holland,	3,335 77	1,381 86	.....	4,717 63	3,343 90	363 77
Junction,	1,806 74	1,017 40	51 74	2,875 88	1,995 00	206 93
Kingwood,	2,343 68	311 63	53 30	2,708 61	2,008 80	206 15
Lambertville,	6,384 56	6,682 62	2,021 83	15,089 01	9,325 50	1,328 46
Lebanon,	5,593 25	1,738 50	12 93	7,344 68	5,581 14	458 66
Raritan,	7,290 55	9,324 36	6,090 37	22,705 28	11,294 00	1,494 50
Readington,	4,806 03	2,072 97	10 00	6,889 00	4,958 39	277 36
Stockton,	1,119 86	348 67	88 62	1,557 15	1,085 00	160 01
Tewksbury,	2,054 21	1,604 56	20 00	3,678 77	2,145 49	179 05
Union,	2,457 96	373 53	30 00	2,861 49	2,294 72	47 88
West Amwell,	1,171 92	601 23	41 43	1,814 58	1,350 25	93 18
	$57,278 13	$41,747 08	$34,283 61	$133,308 82	$65,652 68	$6,644 16

State of New Jersey, for the School Year Ending June 30th, 1903.

Amount expended for building and repairing, excluding debt and interest.	Amount expended for debt and interest.	Amount expended for text-books, apparatus and supplies.	Amount expended for other school purposes.	Total amount expended.	Balance of State and county funds, June 30th, 1903.	Balance of district tax, June 30th, 1903.	Balance of moneys from other sources, June 30th, 1903.	Total balance, June 30th, 1903.
$22 55	.....	$58 11	$40 07	$1,514 30	$290 61	$245 80	.....	$536 41
79 39	.....	209 34	75 00	2,991 91	127 63	503 52	.....	631 15
31 32	.....	239 00	53 10	2,667 42	.....	25 00	.....	25 00
353 33	$314 25	242 57	319 55	5,306 56	.....	53 97	.....	53 97
750 00	.....	245 21	.....	4,225 35	13 64	245 93	.....	259 57
221 83	.....	124 42	124 91	1,966 86	.....	682 88	$36 59	719 47
2,775 00	2,348 46	320 82	529 97	7,589 30	3 22	449 63	.....	452 85
57 31	958 00	200 59	71 69	3,787 79	.....	54 32	65 47	119 79
9,010 36	336 16	323 13	763 17	13,382 82	.....	630 58	14,205 64	14,836 22
262 10	.....	114 00	120 67	4,204 44	.....	513 19	.....	513 19
155 01	237 44	148 67	98 95	2,842 00	1 74	40	31 74	33 88
21 29	205 00	78 31	78 00	2,597 55	111 06	.....	.....	111 06
1,306 00	1,800 00	915 96	321 68	14,997 60	.....	.....	91 41	91 41
147 72	.....	31 16	324 95	6,543 63	.....	.....	801 05	801 05
2,270 32	4,146 12	1,481 24	1,315 88	22,002 06	.....	703 22	.....	703 22
.....	728 50	278 24	377 08	6,619 57	.....	259 43	10 00	269 43
34 56	121 00	42 42	55 53	1,498 52	.....	58 63	.....	58 63
714 00	.....	250 00	172 89	3,461 43	.....	217 34	.....	217 34
.....	.....	260 28	.....	2,602 88	115 36	113 25	30 00	258 61
128 45	.....	122 93	81 43	1,776 24	.....	38 34	.....	38 34
$18,340 54	$11,194 93	$5,686 40	$4,924 52	$112,578 23	$663 26	$4,795 43	$15,271 90	$20,730 59

Amount expended for tuition of pupils in adjoining districts—Alexandria, $135.00.

Apportionment of School Moneys, by Districts, for County of HUNTER-

DISTRICTS.	Balance State and county moneys July 1st, 1903.	Balance district tax, July 1st, 1903.	Balance received from other sources July 1st, 1903.	Amount apportioned from State appropriation, State school tax and State school fund appropriation.	Amount apportioned from surplus revenue.	Amount apportioned from balances.	Amount of district tax voted for current expenses.
Alexandria,	$290 61	$245 80	.....	$1,050 38	$79 78	.....	$300 00
Bethlehem,	127 63	503 52	.....	2,268 07	153 78	.....	600 00
Town of Clinton,	.....	25 00	.....	1,395 07	105 41	.....	1,500 00
Clinton Township,	.....	53 97	.....	2,651 79	186 32	.....	1,796 67
Delaware,	13 64	245 93	.....	2,788 95	175 20	.....	550 00
East Amwell,	.....	682 88	$36 59	1,163 20	64 35	.....	800 00
Franklin,	3 22	449 63	.....	1,366 15	64 86	.....	250 00
Frenchtown,	.....	54 32	65 47	1,704 22	124 75	.....	1,300 00
High Bridge,	.....	630 58	14,205 64	2,125 33	163 92	.....	1,810 00
Holland,	.....	513 19	.....	3,031 59	182 74	.....	750 00
Junction,	1 74	40	31 74	1,677 64	120 03	.....	990 00
Kingwood,	111 06	.....	.....	2,069 21	83 12	.....	300 00
Lambertville,	.....	.....	91 41	6,277 04	474 23	.....	5,580 73
Lebanon,	.....	.....	801 05	5,144 40	273 59	.....	1,250 00
Raritan,	.....	703 22	.....	7,124 54	447 22	.....	7,500 00
Readington,	.....	259 43	10 00	3,981 43	244 72	.....	600 00
Stockton,	.....	58 63	.....	1,041 69	78 24	.....	200 00
Tewksbury,	.....	217 34	.....	1,912 12	126 14	.....	850 00
Union,	115 36	113 25	30 00	1,948 25	97 12	.....	600 00
West Amwell,	.....	38 34	.....	1,093 62	51 91	.....	800 00
	$663 26	$4,795 43	$15,271 90	$51,814 09	$3,297 43	.....	$28,327 40

DON, State of New Jersey, for the School Year Ending June 30th, 1903.

Amount of district tax voted for purchase of land.	Amount of district tax voted for building, enlarging and repairing school-houses.	Amount of district tax voted for manual training.	Amount of district tax voted for bonds and interest.	Total amount of district tax ordered to be raised.	Amount received from temporary loans.	Amount received from sale of bonds.	Amount received from manual training and other sources.	Total amount available for school year ending June 30th, 1904.
.....	.....	.....	.....	$300 00	.....	.....	.....	$1,966 57
.....	.....	.....	.....	600 00	.....	.....	.....	3,653 00
.....	.....	.....	.....	1,500 00	.....	.....	.....	3,025 48
.....	$353 33	.....	$300 00	2,450 00	.....	.....	.....	5,342 08
.....	.....	.....	.....	550 00	.....	.....	.....	3,773 72
.....	.....	.....	.....	800 00	.....	.....	.....	2,747 02
.....	100 00	.....	.....	350 00	.....	.....	.....	2,233 86
.....	.....	.....	937 00	2,237 00	.....	.....	.....	4,185 76
.....	.....	.....	.....	1,810 00	.....	.....	.....	18,935 47
.....	250 00	.....	.....	1,000 00	.....	.....	.....	4,727 52
.....	238 50	.....	.....	1,228 50	.....	.....	.....	3,060 05
.....	.....	.....	.....	300 00	.....	.....	.....	2,563 39
.....	.....	.....	.....	5,580 73	.....	.....	.....	12,423 41
.....	225 00	.....	.....	1,475 00	.....	.....	.....	7,694 04
.....	500 00	.....	.....	8,000 00	.....	.....	.....	16,274 98
.....	2,900 00	.....	.....	3,500 00	.....	.....	.....	7,995 58
.....	.....	.....	.....	200 00	.....	.....	.....	1,378 56
.....	.....	.....	.....	850 00	.....	.....	.....	3,105 60
.....	350 00	.....	.....	950 00	.....	.....	.....	3,253 98
.....	.....	.....	.....	800 00	.....	.....	.....	1,983 27
.....	$4,916 83	.....	$1,237 00	$34,481 23	.....	.....	.....	$110,323 34

Report of Attendance, by Districts, for the County of HUNTERDON,

DISTRICTS.	Number of days the schools were kept open.	Number of boys between 4 and 20 years of age enrolled in the schools during the year.	Number of girls between 4 and 20 years of age enrolled in the schools during the year.	Total number of children between 4 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.	Average number of cases of tardiness per day for each teacher.	Average number on roll.
Alexandria,	190	61	62	123	.....	513	1.09	69
Bethlehem,	186	169	170	339	7	545	.41	213
Town of Clinton,	186	79	90	169	3	478	.64	125
Clinton Township,	181	213	184	397	2	1,271	.88	225
Delaware,	188	211	194	405	1	1,268	.75	229
East Amwell,	188	84	77	161	2	391	.52	83
Franklin,	174	97	97	194	2	236	.27	116
Frenchtown,	190	99	110	209	.....	1,484	1.56	168
High Bridge,	187	130	140	270	3	13	.001	184
Holland,	176	187	175	362	.....	1,683	1.06	235
Junction,	182	87	118	205	8	317	.35	149
Kingwood,	172	122	87	209	.....	484	.35	116
Lambertville,	191	336	388	724	22	765	.27	569
Lebanon,	177	320	260	580	3	1,317	.53	351
Raritan,	182	379	421	800	8	1,013	.50	537
Readington,	183	275	238	513	4	781	.39	268
Stockton,	171	65	77	142	.....	225	.44	100
Tewksbury,	172	136	130	266	2	435	.42	148
Union,	180	112	115	227	.....	295	.27	123
West Amwell,	190	78	68	146	.....	299	.39	71
	182	3,240	3,201	6,441	67	13,811	.46	4,279

State of New Jersey, for the School Year Ending June 30th, 1903.

Average daily attendance.	Percentage of daily attendance on average enrollment.	Number of pupils enrolled in kindergartens.	Number of pupils enrolled in primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of pupils transported.	Total number of days transported.	Average number of pupils transported per day.	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	.81	.....	60	63	.....	.....	.....	.....	1	2	$35 00	$35 00
192	.90	.....	187	152	.....	.....	.....	.....	2	5	47 00	32 90
115	.92	.....	87	40	42	.....	.....	.....	1	3	85 00	45 00
201	.89	.....	256	141	.....	.....	.....	.....	3	5	67 16	42 92
200	.87	.....	227	178	.....	.....	.....	.....	4	5	33 25	32 75
73	.88	.....	84	77	.....	.....	.....	.....	.....	4	.....	35 00
101	.87	.....	99	95	.....	.....	.....	.....	1	4	33 89	33 09
149	.90	.....	97	82	30	.....	.....	.....	1	4	60 00	35 00
169	.92	.....	188	74	8	.....	.....	.....	1	5	80 00	40 00
204	.87	.....	210	152	.....	.....	.....	.....	2	8	50 27	34 20
138	.94	.....	137	59	9	.....	.....	.....	1	4	73 68	36 84
101	.87	.....	115	94	.....	.....	.....	.....	1	7	30 00	28 00
526	.92	.....	446	181	97	.....	.....	.....	1	15	110 00	52 13
306	.87	.....	371	209	.....	.....	.....	.....	3	15	50 00	31 38
488	.91	.....	442	289	69	.....	.....	.....	1	22	140 00	49 82
233	.86	.....	279	234	.....	.....	.....	.....	1	12	45 00	36 17
86	.86	.....	113	29	.....	.....	.....	.....	1	2	50 00	32 50
132	.89	.....	156	110	.....	.....	.....	.....	2	4	45 00	31 00
103	.84	.....	143	84	.....	.....	.....	.....	3	4	38 88	34 60
61	.86	.....	93	53	.....	.....	.....	.....	1	3	35 00	35 00
3.634	.85	.....	3.790	2.396	255	.....	.....	.....	31	133	$53 65	$39 04

Financial Report by Districts, for the County of MERCER, State

DISTRICTS.	Amount due the district, July 1st, 1902, from State and county funds.	Amount due the district, July 1st, 1902, from district tax.	Amount due the district, July 1st, 1902, from other sources.	Total amount due the district, July 1st, 1902.	Amount expended for teachers' salaries.	Amount expended for fuel and janitors' salaries.
East Windsor,	$4,813 55	$4,244 26	$1,279 65	$10,337 46	$5,520 88	$911 60
Ewing,	2,167 66	950 00	122 38	3,240 04	2,116 00	197 00
Hamilton,	6,181 35	4,710 00	6,632 32	17,523 67	6,896 25	867 75
Hopewell,	7,739 26	4,347 75	1,476 69	13,563 70	7,690 62	827 72
Lawrence,	2,472 54	1,200 00	335 55	4,008 09	2,347 54	125 00
Princeton Township,	1,236 20	726 58	95 40	2,058 18	1,200 00	91 36
Princeton Borough,	6,284 70	10,000 00	5,206 09	21,490 79	8,855 35	1,649 13
Trenton,	104,895 26	115,678 29	82,581 69	303,155 24	137,520 86	20,833 87
Washington,	2,321 10	729 04	660 00	3,710 14	2,251 50	173 93
West Windsor,	1,975 55	917 48	.....	2,893 03	2,175 97	196 49
	$140,087 17	$143,503 40	$98,389 77	$381,980 34	$176,574 97	$25,873 85

of New Jersey, for the School Year Ending June 30th, 1903.

Amount expended for building and repairing, excluding debt and interest.	Amount expended for debt and interest.	Amount expended for text-books, apparatus and supplies.	Amount expended for other school purposes.	Total amount expended.	Balance of State and county funds, June 30th, 1903.	Balance of district tax, June 30th, 1903.	Balance of moneys from other sources, June 30th, 1903.	Total balance, June 30th, 1903.
$294 56	$1,150 00	$274 53	$1,935 41	$10,086 98	.....	.....	$250 00	$250 48
42 81	457 23	180 96	152 60	3,146 60	.....	$3 06	90 38	93 44
5,061 94	2,262 50	1,284 25	555 88	16,983 57	.....	.....	540 10	540 10
565 39	486 00	573 47	2,663 99	12,807 19	.....	.....	756 51	756 51
655 33	.....	300 00	577 69	4,005 56	.....	2 53	.....	2 53
16 80	.....	134 56	214 30	1,690 02	$6 20	334 06	27 90	368 16
.....	3,210 00	646 39	6,492 17	20,853 04	.....	.....	637 75	637 75
80,753 38	23,513 00	10,761 73	29,772 40	303,155 24	.....	.....	.....	.....
163 73	.....	111 66	735 39	3,436 21	102 00	161 09	10 84	273 93
.....	.....	235 86	125 25	2,733 57	.....	159 46	.....	159 46
$87,553 94	$31,078 73	$14,503 41	$43,225 08	$378,897 98	$108 20	$660 20	$2,313 96	$3,082 36

Amount expended for transportation of pupils—Hamilton, $55.00; Princeton Twp., $33.00.

Apportionment of School Moneys, by Districts, for the County of MER-

DISTRICTS.	Balance State and county moneys, July 1st, 1903.	Balance district tax, July 1st, 1903.	Balance received from other sources, July 1st, 1903.	Amount apportioned from State appropriation, State school tax and State school fund appropriation.	Amount apportioned from surplus revenue.	Amount apportioned from balances.	Amount of district tax voted for current expenses.
East Windsor,	.....	.....	$250 48	$4.671 57	$174 00	.....	$3.080 46
Ewing,	.....	$3 06	90 38	1.964 91	.....	.....	750 00
Hamilton,	.....	.....	540 19	6.249 71	.....	.....	2.620 00
Hopewell,	.....	.....	756 51	7.561 49	.....	.....	1.950 00
Lawrence,	.....	2 53	.....	2.243 36	.....	.....	542 14
Princeton Township,	$6 20	334 06	27 90	1.104 48	.....	.....	500 60
Princeton Borough,	.....	.....	637 75	6.081 47	.....	.....	8.000 66
Trenton,	.....	.....	.....	105.227 55	.....	.....	102.550 00
Washington,	102 00	161 09	10 84	2.090 69	124 62	.....	400 00
West Windsor,	.....	159 46	.....	1.629 48	156 00	.....	600 00
	$108 20	$660 20	$2.313 96	$138.824 71	$454 62	.....	$120.992 60

CER, State of New Jersey, for the School Year Ending June 30th, 1903.

Amount of district tax voted for purchase of land.	Amount of district tax voted for building, enlarging and repairing school-houses.	Amount of district tax voted for manual training.	Amount of district tax voted for bonds and interest.	Total amount of district tax ordered to be raised.	Amount received from temporary loans.	Amount received from sale of bonds.	Amount received from manual training and other sources.	Total amount available for school year ending June 30th, 1904.
.....	.....	.....	$1,125 00	$4,205 46	.....	.....	.....	$9,301 51
.....	$650 00	.....	450 00	1,850 00	.....	.....	.....	3,908 35
.....	1,604 00	.....	4,155 00	8,379 00	.....	.....	.....	15,168 81
.....	800 00	.....	1,284 00	4,034 00	.....	.....	.....	12,352 00
.....	651 86	.....	.....	1,194 00	.....	.....	.....	3,439 89
.....	100 00	.....	.....	600 00	.....	.....	.....	2,072 64
.....	.....	.....	1,000 00	9,000 00	.....	.....	.....	15,719 22
.....	7,350 00	.....	.....	109,900 00	.....	.....	.....	215,127 55
.....	200 00	.....	.....	600 00	.....	.....	.....	3,089 24
.....	.....	.....	.....	600 00	.....	.....	.....	2,544 94
.....	$11,355 86	.....	$8,014 00	$140,362 46	.....	.....	.....	$282,724 15

Report of Attendance, by Districts, for the County of MERCER,

DISTRICTS.	Number of days the schools were kept open.	Number of boys between 4 and 20 years of age enrolled in the schools during the year.	Number of girls between 4 and 20 years of age enrolled in the schools during the year.	Total number of children between 4 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.	Average number of cases of tardiness per day for each teacher.	Average number on roll.
East Windsor,	185	257	251	508	21	1,331	.23	357
Ewing,	184	139	110	249	.....	690	.75	156
Hamilton,	184	477	430	907	7	1,927	.33	530
Hopewell,	188	455	430	885	7	5,758	.71	550
Lawrence,	192	143	135	278	.....	661	.46	160
Princeton Township,	185	91	59	150	.....	1,043	1.86	84
Princeton Borough,	191	328	336	664	3	1,275	.49	453
Trenton,	192	5,175	5,429	10,604	68	8,705	.21	8,286
Washington,	185	147	140	287	1	1,132	1.01	161
West Windsor,	187	122	99	221	1	1,197	.81	116
	187.3	7,334	7,419	14,753	108	23,719	.68	10,853

State of New Jersey, for the School Year Ending June 30th, 1903.

Average daily attendance.	Percentage of daily attendance on average enrollment.	Number of pupils enrolled in kindergartens.	Number of pupils enrolled in primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of pupils transported.	Total number of days transported.	Average number of pupils transported per day.	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.
326	.854	4	392	96	16	.....	.....	.....	.....	12	.....	$48 86
137	.866	12	120	117	.....	.....	.....	.....	.....	5	.....	47 04
452	.863	4	581	320	2	21	50	.....	.....	17	.....	43 78
489	.868	3	488	349	45	.....	.....	.....	3	17	$59 40	37 22
140	.872	.....	167	110	1	.....	.....	.....	.....	6	.....	43 93
73	.858	.....	98	52	.....	.....	.....	.....	.....	3	.....	43 06
405	.882	69	403	153	39	.....	.....	.....	3	12	107 46	46 06
7,550	.91	75	7,291	2,695	543	.....	.....	.....	13	249	110 40	50 80
130	.818	.....	205	82	.....	.....	.....	.....	.....	6	.....	40 53
97	.839	6	106	100	9	.....	.....	.....	.....	5	.....	46 96
9,799	.863	173	9,851	4,074	655	21	50	.....	19	332	$101 88	$49 00

Financial Report by Districts, for the County of MIDDLESEX,

DISTRICTS.	Amount due the district, July 1st, 1902, from State and county funds.	Amount due the district, July 1st, 1902, from district tax.	Amount due the district, July 1st, 1902, from other sources.	Total amount due the district, July 1st, 1902.	Amount expended for teachers' salaries.	Amount expended for fuel and janitors' salaries.
Cranbury,	$1,928 15	$3,030 03	$20 00	$4,978 18	$3,253 00	$314 77
Dunellen,	1,937 53	4,160 05	285 29	6,382 87	3,785 00	809 44
East Brunswick,	3,079 50	4,240 58	87 00	7,407 08	4,262 00	400 92
Helmetta,	939 67	4,006 79	10,620 93	15,567 39	1,910 00	265 06
Jamesburg,	1,659 46	2,183 60	355 24	4,198 30	2,575 00	245 52
Madison,	2,375 41	1,387 31	30 00	3,792 72	2,700 00	135 00
Milltown,	1,524 44	1,863 74	36 06	3,424 24	2,471 00	247 35
Monroe,	1,677 39	2,316 80	.....	3,994 19	2,385 00	307 40
New Brunswick,	19,777 53	47,750 00	10,846 02	78,373 91	45,088 68	7,684 93
North Brunswick,	848 90	952 76	10 00	1,811 66	848 90	156 49
Perth Amboy,	17,942 75	25,691 08	57 25	43,691 08	27,659 33	5,942 47
Piscataway,	3,987 88	5,710 50	7,710 72	17,409 10	6,443 20	857 57
Raritan,	5,646 04	9,700 64	7,029 31	22,375 99	10,615 00	1,495 55
Sayreville,	2,401 94	3,764 30	.....	6,166 24	4,401 94	674 75
South Amboy,	4,752 22	9,270 58	44 10	14,066 90	9,700 00	1,216 95
South Brunswick,	4,391 38	4,507 92	3,732 52	12,631 82	5,742 65	369 45
South River,	2,609 94	3,609 22	.....	6,219 16	4,150 00	434 55
Woodbridge,	8,953 36	22,083 98	789 50	31,826 84	17,400 00	2,817 70
	$86,433 85	$156,229 88	$41,653 94	$284,317 67	$155,390 70	$24,375 87

State of New Jersey, for the School Year Ending June 30th, 1903.

Amount expended for building and repairing, excluding debt and interest.	Amount expended for debt and interest.	Amount expended for text-books, apparatus and supplies.	Amount expended for other school purposes.	Amount expended for transportation of pupils.	Total amount expended.	Balance of district tax, June 30th, 1903.	Total balance, June 30th, 1903.
$360 00	$607 00	$135 00	$204 07	.....	$4,873 84	$104 34	$104 34
330 88	636 00	281 16	405 04	.....	6,247 52	135 35	135 35
241 91	910 06	408 50	545 40	.....	6,768 79	638 29	638 29
41 97	.....	133 98	1,302 67	.....	3,653 68	11,913 71	11,913 71
48 79	456 00	199 92	472 63	.....	3,997 86	200 44	200 44
248 51	230 00	.....	477 72	.....	3,791 23	1 49	1 49
284 18	.....	210 97	70 85	.....	3,284 35	139 89	139 89
425 72	.....	285 00	212 80	$21 00	3,636 92	357 27	357 27
2,916 28	15,111 09	4,367 60	1,967 68	.....	77,136 26	1,237 65	1,237 65
80 01	.....	196 36	359 79	123 00	1,764 55	47 11	47 11
6,178 25	.....	2,895 14	1,015 89	.....	43,691 08	.....	.....
7,564 49	774 00	441 42	378 41	686 00	17,145 09	264 01	264 01
1,613 97	676 00	496 46	974 63	473 00	16,344 61	6,031 38	6,031 38
248 32	.....	390 51	285 69	.....	6,001 21	165 03	165 03
833 03	.....	869 48	938 11	.....	13,557 57	509 33	509 33
358 78	.....	244 57	4,069 85	.....	10,785 30	1,846 52	1,846 52
.....	649 00	262 81	648 95	.....	6,145 31	73 85	73 85
2,532 72	3,037 50	1,382 96	4,001 31	.....	31,172 19	654 65	654 65
$24,307 81	$23,086 65	$13,201 84	$18,331 49	$1,303 00	$259,997 36	$24,320 31	$24,320 31

Apportionment of School Moneys, by Districts, for County of MIDDLE-

DISTRICTS.	Balance State and county moneys, July 1st, 1903.	Balance district tax, July 1st, 1903.	Balance received from other sources, July 1st, 1903.	Amount apportioned from State appropriation, State school tax and State school fund appropriation.	Amount apportioned from surplus revenue.	Amount apportioned from balances.	Amount of district tax voted for current expenses.
Cranbury,	.....	$104 34	.....	$2,038 23	.....	.....	$2,266 00
Dunellen,	.....	135 35	.....	1,904 11	.....	.....	3,000 00
East Brunswick,	.....	638 29	.....	3,312 50	.....	.....	2,150 00
Helmetta,	.....	11,913 71	.....	1,021 36	.....	.....	2,000 00
Jamesburg,	.....	200 44	.....	1,654 44	.....	.....	1,675 00
Madison,	.....	1 49	.....	2,322 10	.....	.....	548 50
Milltown,	.....	139 89	.....	1,421 09	.....	.....	1,350 00
Monroe,	.....	357 27	.....	2,245 33	.....	.....	2,018 00
New Brunswick,	.....	1,237 65	.....	19,554 16	.....	.....	60,000 00
North Brunswick,	.....	47 11	.....	942 88	.....	.....	870 00
Perth Amboy,	.....	.....	.....	18,580 16	.....	.....	26,900 00
Piscataway,	.....	264 01	.....	4,107 68	.....	.....	4,150 00
Raritan,	.....	6,031 38	.....	5,768 87	.....	.....	8,200 00
Sayreville,	.....	165 03	.....	2,350 38	.....	.....	3,275 00
South Amboy,	.....	509 33	.....	4,505 28	.....	.....	6,225 00
South Brunswick,	.....	1,846 52	.....	4,458 22	.....	.....	2,475 00
South River,	.....	73 85	.....	2,485 84	.....	.....	.....
Woodbridge,	.....	654 65	.....	8,768 66	.....	.....	15,300 00
	.....	$24,320 31	.....	$87,441 29	.....	.....	$142,402 50

SEX, State of New Jersey, for the School Year Ending June 30th, 1903.

Amount of district tax voted for purchase of land.	Amount of district tax voted for building, enlarging and repairing school-houses.	Amount of district tax voted for manual training.	Amount of district tax voted for bonds and interest.	Total amount of district tax ordered to be raised.	Amount received from temporary loans.	Amount received from sale of bonds.	Amount received from manual training and other sources.	Total amount available for school year ending June 30th, 1904.
.....	$134 00	.....	$589 00	$2,989 00	.....	.....	.....	$5,131 57
.....	500 00	.....	640 00	4,140 00	.....	.....	.....	6,179 46
.....	350 00	.....	1,050 00	3,550 00	.....	.....	.....	7,500 79
.....	.....	.....	1,525 00	3,525 00	.....	.....	.....	16,460 07
.....	50 00	.....	456 00	2,181 00	.....	.....	.....	4,035 88
.....	.....	.....	240 00	788 00	.....	.....	.....	3,112 09
.....	250 00	.....	175 00	1,775 00	.....	.....	.....	3,335 98
.....	400 00	.....	.....	2,418 00	.....	.....	.....	5,020 60
.....	2,000 00	.....	4,100 00	66,100 00	.....	.....	.....	86,891 81
.....	75 00	.....	.....	945 00	.....	.....	.....	1,934 99
.....	53,000 00	.....	.....	79,900 00	.....	.....	.....	98,480 16
.....	350 00	.....	1,210 50	5,710 50	.....	.....	.....	10,082 19
.....	400 00	.....	676 00	9,276 00	.....	.....	.....	21,076 25
.....	.....	.....	250 00	3,525 00	.....	.....	.....	6,040 41
.....	1,400 00	.....	1,600 00	9,225 00	.....	.....	.....	14,239 61
.....	400 00	.....	687 50	3,562 50	.....	.....	.....	9,867 24
.....	.....	.....	.....	.....	.....	.....	.....	2,559 69
.....	2,000 00	.....	2,700 00	20,000 00	.....	.....	.....	29,423 31
.....	$61,309 00	.....	$15,899 00	$219,610 50	.....	.....	.....	$331,372 10

Report of Attendance, by Districts, for the County of MIDDLESEX,

DISTRICTS.	Number of days the schools were kept open.	Number of boys between 4 and 20 years of age enrolled in the schools during the year.	Number of girls between 4 and 20 years of age enrolled in the schools during the year.	Total number of children between 4 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.	Average number of cases of tardiness per day for each teacher.	Average number on roll.
Cranbury,	179.6	156	170	326	.....	914	.33	200
Dunellen,	192	129	154	283	42	239	.19	233
East Brunswick,	171	202	187	389	13	1,403	.40	259
Helmetta,	184	74	64	138	.....	169	.41	109
Jamesburg,	190	138	144	282	6	1,000	.15	209
Madison,	177.7	139	131	270	5	614	.40	162
Milltown,	182.7	141	133	274	18	304	.05	209
Monroe,	171.8	115	91	206	1	434	.36	122
New Brunswick,	184	1,553	1,437	2,990	142	615	.05	2,147
North Brunswick,	172.3	51	52	103	1	187	.15	55
Perth Amboy,	191	1,737	1,736	3,473	73	1,293	.08	2,696
Piscataway,	185.5	251	256	507	2	1,450	.51	285
Raritan,	185	413	420	833	22	1,799	.26	573
Sayreville,	182.7	199	228	427	5	314	.06	288
South Amboy,	185	353	343	696	7	549	.01	531
South Brunswick,	171.3	316	274	590	2	1,029	.33	335
South River,	186	210	227	437	24	352	.04	333
Woodbridge,	184.9	637	727	1,364	31	2,018	.19	1,025
	182	6,814	6,774	13,588	394	14,683	.22	9,771

State of New Jersey, for the School Year Ending June 30th, 1903.

Average daily attendance.	Percentage of daily attendance on average enrollment.	Number of pupils enrolled in kindergartens.	Number of pupils enrolled in primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of pupils transported.	Total number of days transported.	Average number of pupils transported per day.	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.
186	.87	.....	222	78	26	.....	.....	.....	.....	8	.....	$42 60
220	.95	.....	172	97	14	.....	.....	.....	1	6	$109 20	48 00
228	.87	.....	245	136	8	.....	.....	.....	4	7	50 00	30 00
102	.93	.....	91	42	5	.....	.....	.....	.....	4	.....	51 80
182	.88	.....	185	89	8	.....	.....	.....	1	5	82 00	38 90
137	.83	.....	200	61	9	.....	.....	.....	1	7	.....	33 33
195	.94	.....	180	82	12	.....	.....	.....	1	5	58 60	42 20
109	.90	.....	132	72	2	.....	.....	.....	.....	7	.....	39 80
2,050	.95	77	1,884	770	259	.....	.....	.....	10	65	120 40	60 00
51	.92	.....	75	27	1	.....	.....	.....	.....	*4	.....	40 60
2,490	.91	75	2,515	723	160	.....	.....	.....	7	55	123 60	47 60
253	.89	.....	340	152	15	144	9,884	130	4	11	51 80	41 00
516	.88	.....	567	232	34	.....	.....	.....	4	17	65 00	47 80
260	.90	.....	249	174	4	.....	.....	.....	2	7	69 40	56 00
488	.92	.....	464	181	51	.....	.....	.....	2	15	108 00	55 40
291	.86	.....	396	189	5	.....	.....	.....	1	16	35 60	37 80
307	.92	.....	256	171	10	.....	.....	.....	1	8	83 20	40 60
922	.89	20	1,027	264	53	.....	.....	.....	5	27	95 80	59 40
8,987	.92	172	9,200	3,540	676	144	9,884	130	44	274	$85 07	$50 21

Financial Report by Districts, for the County of MONMOUTH,

DISTRICTS.	Amount due the district, July 1st, 1902, from State and county funds.	Amount due the district, July 1st, 1902, from district tax.	Amount due the district, July 1st, 1902, from other sources.	Total amount due the district, July 1st, 1902.	Amount expended for teachers' salaries.	Amount expended for fuel and janitors' salaries.	Amount expended for building and repairing, excluding debt and interest.
Asbury Park,	$8,202 10	$20,600 00	$3,102 95	$31,905 05	$17,443 00	$2,388 92	$1,222 17
Atlantic,	2,069 11	800 00	.....	2,869 11	2,096 50	149 72	224 21
Atlantic Highlands,	3,102 32	3,868 45	3,856 30	10,827 07	3,102 32	405 00	524 50
Belmar,	2,317 87	3,439 98	252 12	6,009 97	3,790 00	532 60	361 51
Eatontown,	3,483 22	2,704 00	.....	6,187 22	4,761 25	394 28	200 00
Freehold (Town),	6,864 85	8,103 83	.....	14,968 68	9,900 00	917 36	214 58
Freehold Township,	2,751 92	1,769 39	.....	4,521 31	2,701 00	118 63	.....
Holmdel,	1,697 51	1,242 89	530 00	3,470 40	1,732 00	151 45	24 05
Howell,	5,346 73	3,000 00	50 00	8,396 73	6,162 50	443 64	23 91
Keyport,	6,661 94	4,837 45	.....	11,499 39	7,400 00	997 46	619 46
Long Branch,	26,067 61	60,467 45	59,346 30	145,881 36	46,416 92	10,514 38	59,240 32
Manalapan,	3,067 02	2,603 33	1,925 00	7,595 35	3,406 50	250 66	764 50
Manasquan,	3,527 46	2,289 76	.....	5,817 22	4,650 00	374 19	264 79
Marlboro,	3,039 94	1,724 18	.....	4,764 12	2,737 57	301 08	128 07
Matawan,	4,477 16	5,020 24	677 39	10,174 79	5,064 00	663 52	101 51
Middletown,	8,804 43	7,424 04	219 49	16,447 96	11,183 06	922 15	445 59
Millstone,	2,837 64	1,100 00	402 74	4,340 38	3,380 00	198 08	54 20
Neptune City,	1,047 30	2,602 37	1,760 33	5,410 00	1,830 01	570 01	.....
Neptune Township,	20,322 73	31,082 29	200 00	51,605 02	30,130 75	4,653 45	586 81
Ocean,	1,884 75	8,723 80	.....	10,608 55	2,928 75	548 90	219 86
Raritan,	1,980 31	966 12	20 00	2,966 43	2,070 00	78 60	94 51
Red Bank,	9,644 07	28,707 45	1,663 25	40,014 77	15,810 00	4,307 92	13,908 10
Shrewsbury,	6,927 95	9,200 00	135 00	16,262 95	9,515 00	2,506 00	450 00
Spring Lake,	720 98	3,116 05	55 00	3,892 03	1,150 00	270 50	155 40
Upper Freehold,	4,598 94	1,281 71	64 00	5,944 65	4,900 00	219 25	57 63
Wall,	6,522 01	6,162 83	40 00	12,724 84	8,205 00	618 18	673 21
	$147,967 87	$222,837 61	$74,299 87	$445,105 35	$212,466 13	$33,495 93	$80,558 89

State of New Jersey, for the School Year Ending June 30th, 1903.

Amount expended for debt and interest.	Amount expended for manual training.	Amount expended for text-books, apparatus and supplies.	Amount expended for other school purposes.	Amount expended for transportation of pupils.	Total amount expended.	Balance of State and county funds, June 30th, 1903.	Balance of district tax, June 30th, 1903.	Balance of moneys from other sources, June 30th, 1903.	Total balance, June 30th, 1903.
$3,025 00	$2,241 79	$1,291 73	$1,712 05	.....	$29,324 66	.....	$787 74	$1,792 65	$2,580 39
14 87	.....	206 95	143 44	.....	2,835 69	$33 42	.....	.....	33 42
1,500 00	166 45	1,134 38	651 42	.....	7,484 07	.....	3,343 00	.....	3,343 00
.....	.....	259 66	161 74	.....	5,105 51	.....	690 40	214 06	904 46
.....	.....	325 00	341 97	.....	6,022 50	.....	164 72	.....	164 72
600 00	281 04	610 68	156 88	.....	12,680 54	.....	2,288 14	.....	2,288 14
.....	.....	98 76	1,089 71	.....	4,008 10	50 92	462 29	.....	513 21
5 17	.....	190 52	1,143 53	.....	3,246 72	.....	213 68	10 00	223 68
121 58	.....	466 87	982 09	$95 00	8,295 59	.....	71 14	30 00	101 14
1,150 00	.....	482 96	139 08	.....	10,788 96	11 94	698 49	.....	710 43
12,780 50	1,797 57	2,549 08	6,143 98	.....	139,442 75	.....	4,532 52	1,906 09	6,438 61
531 15	.....	192 93	2,445 29	.....	7,591 03	.....	1 50	2 82	4 32
50 00	.....	254 79	185 83	.....	5,779 60	.....	37 62	.....	37 62
575 00	.....	399 89	467 11	.....	4,638 97	46 04	79 11	.....	125 15
1,632 00	.....	357 53	1,480 41	301 00	9,599 97	180 64	.....	394 18	574 82
1,075 30	.....	903 34	561 50	.....	15,090 94	17 07	1,216 95	123 00	1,357 02
24 47	.....	218 65	433 54	.....	4,308 94	.....	.....	31 44	31 44
559 79	.....	269 96	2,078 11	.....	5,307 88	.....	102 12	.....	102 12
6,729 75	.....	1,406 36	2,017 26	.....	45,524 38	.....	6,080 64	.....	6,080 64
4,380 00	.....	176 46	289 46	537 50	9,080 93	.....	1,527 62	.....	1,527 62
255 96	.....	236 68	183 42	.....	2,919 17	10 31	36 95	.....	47 26
.....	1,080 96	1,780 43	3,004 88	.....	39,892 29	.....	.....	122 48	122 48
1,200 00	.....	832 00	1,643 47	.....	16,231 07	.....	31 88	.....	31 88
937 50	.....	75 78	60 23	168 00	2,817 41	70 98	968 64	35 00	1,074 62
.....	.....	144 76	227 70	131 00	5,680 34	.....	264 31	.....	264 31
925 00	.....	464 27	557 52	.....	11,443 18	.....	1,281 66	.....	1,281 66
$38,073 04	$5,567 81	$15,330 42	$28,301 62	$1,232 50	$415,141 19	$421 32	$24,881 12	$4,661 72	$29,964 16

Amount expended for tuition of pupils in adjoining districts—Marlboro. $30.25; Shrewsbury, $84.60.

Apportionment of School Moneys, by Districts, for the County of MON-

DISTRICTS.	Balance State and county moneys, July 1st, 1903.	Balance district tax, July 1st, 1903.	Balance received from other sources, July 1st, 1903.	Amount apportioned from State appropriation, State school tax and State school fund appropriation.	Amount apportioned from surplus revenue.	Amount of district tax voted for current expenses.
Asbury Park,	.....	$787 74	$1,792 65	$8,216 74	$125 66	$14,123 00
Atlantic,	$33 42	.....	.....	1,971 71	32 14	550 00
Atlantic Highlands,	.....	3,343 00	.....	3,033 77	59 72	2,000 00
Belmar,	.....	690 40	214 06	2,322 35	38 42	3,071 25
Eatontown,	.....	164 72	.....	3,431 11	63 78	2,175 00
Freehold (Town of),	.....	2,288 14	.....	6,535 84	122 29	2,500 00
Freehold Township,	50 92	462 29	.....	2,301 15	37 54	2,250 00
Holmdel,	.....	213 68	10 00	1,704 55	29 35	1,000 00
Howell,	.....	71 14	30 00	5,293 94	83 05	2,175 00
Keyport,	11 94	698 49	.....	6,333 82	123 45	2,700 00
Long Branch,	.....	4,532 52	1,906 09	26,060 45	519 04	36,800 00
Manalapan,	.....	1 50	2 82	2,918 19	46 58	1,100 00
Manasquan,	.....	37 62	.....	3,457 35	77 37	2,000 00
Marlboro,	46 04	79 11	.....	2,805 29	41 87	750 00
Matawan,	180 64	.....	394 18	4,021 48	75 87	2,500 00
Middletown,	17 07	1,216 95	123 00	8,834 41	168 06	5,000 00
Millstone,	.....	.....	31 44	2,805 32	50 20	1,200 00
Neptune City,	.....	102 12	.....	1,465 06	27 70	1,770 00
Neptune Township,	.....	6,080 64	.....	20,949 62	389 47	19,560 00
Ocean,	.....	1,527 62	.....	1,972 51	32 18	3,525 00
Raritan,	10 31	36 95	.....	1,970 83	40 44	1,000 00
Red Bank,	.....	.....	122 48	9,698 33	170 72	14,000 00
Shrewsbury,	.....	31 88	.....	6,742 08	130 89	8,000 00
Spring Lake,	70 98	968 64	35 00	669 25	11 22	900 00
Upper Freehold,	.....	264 31	.....	4,367 96	73 64	1,100 00
Wall,	.....	1,281 66	.....	6,457 07	110 68	3,800 00
	$421 32	$24,881 12	$4,661 72	$146,370 18	$2,681 33	$135,549 25

MOUTH, State of New Jersey, for the School Year Ending June 30th, 1903.

Amount of district tax voted for purchase of land.	Amount of district tax voted for building, enlarging and repairing school-houses.	Amount of district tax voted for manual training.	Amount of district tax voted for bonds and interest.	Total amount of district tax ordered to be raised.	Amount received from temporary loans.	Amount received from sale of bonds.	Amount received from manual training and other sources.	Total amount available for school year ending June 30th, 1904.
.....	$1,002 00	$1,100 00	$3,025 00	$19,250 00	.....	.....	.....	$30,172 79
.....	250 00	.....	.....	800 00	.....	.....	.....	2,837 27
.....	200 00	500 00	1,500 00	4,200 00	.....	.....	.....	10,636 49
.....	.....	.....	.....	3,071 25	.....	.....	.....	6,336 48
.....	300 00	.....	.....	2,475 00	.....	.....	.....	6,134 61
.....	1,000 00	500 00	600 00	4,600 00	.....	.....	.....	13,546 27
.....	.....	.....	.....	2,250 00	.....	.....	.....	5,101 90
.....	200 00	.....	.....	1,200 00	.....	.....	.....	3,157 58
.....	500 00	.....	200 00	2,875 00	.....	.....	.....	8,353 13
.....	650 00	.....	1,100 00	4,450 00	.....	.....	.....	11,647 70
.....	5,000 00	1,500 00	13,000 00	56,300 00	.....	.....	.....	89,318 10
.....	500 00	.....	.....	1,600 00	.....	.....	.....	4,569 09
.....	300 00	.....	.....	2,300 00	.....	.....	.....	5,872 34
.....	250 00	.....	550 00	1,550 00	.....	.....	.....	4,522 31
.....	480 00	.....	1,550 00	4,530 00	.....	.....	.....	9,202 17
.....	500 00	.....	488 00	5,988 00	.....	.....	.....	16,347 49
.....	500 00	.....	.....	1,700 00	.....	.....	.....	4,586 96
.....	.....	.....	450 00	2,220 00	.....	.....	.....	3,814 88
.....	1,500 00	.....	6,300 00	27,360 00	.....	.....	.....	54,779 73
.....	.....	.....	3,690 00	7,215 00	.....	.....	.....	10,747 31
.....	.....	.....	.....	1,000 00	.....	.....	.....	3,658 53
.....	3,600 00	500 00	1,200 00	19,300 00	.....	.....	.....	29,291 53
.....	4,000 00	.....	1,200 00	13,200 00	.....	.....	.....	20,104 85
.....	.....	.....	900 00	1,800 00	.....	.....	.....	3,555 09
.....	200 00	.....	.....	1,300 00	.....	.....	.....	6,005 91
.....	.....	.....	900 00	4,700 00	.....	.....	.....	12,549 41
.....	$20,932 00	$4,100 00	$36,653 00	$197,234 25	.....	.....	.....	$376,249 92

Report of Attendance, by Districts, for the County of MONMOUTH,

DISTRICTS.	Number of days the schools were kept open.	Number of boys between 4 and 20 years of age enrolled in the schools during the year.	Number of girls between 4 and 20 years of age enrolled in the schools during the year.	Total number of children between 4 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.	Average number of cases of tardiness per day for each teacher.	Average number on roll.
Asbury Park,	177	371	376	747	13	1,226	.364	543
Atlantic,	171	129	102	231	1	754	.723	130
Atlantic Highlands,	183	197	148	345	2	636	.4	263
Belmar,	165	128	118	246	....	333	.285	185
Eatontown,	177	237	227	464	29	1,654	1.070	276
Freehold (Town of),	190	311	321	632	2	1,272	.506	450
Freehold Township,	188	131	148	279	3	543	.473	167
Holmdel,	169	116	108	224	2	329	.388	137
Howell,	168	376	337	713	2	1,380	.548	419
Keyport,	182	391	383	774	58	463	.17	587
Long Branch,	186	1,399	1,381	2.780	75	1,409	.11	2,202
Manalapan,	170	205	168	373	.....	1,813	.927	213
Manasquan,	186	220	204	424	5	1,000	.67	345
Marlboro,	156	153	167	320	2	645	.442	190
Matawan,	176	271	278	549	23	660	.468	416
Middletown,	177	656	649	1,305	5	2,279	.567	794
Millstone,	190	212	174	386	3	1,649	1.078	221
Neptune City,	163	76	109	185	2	359	.545	128
Neptune Township,	181	1,134	1,159	2.293	36	3,265	.367	1,633
Ocean,	181	118	105	223	18	290	.524	145
Raritan,	170	146	152	298	7	282	.288	191
Red Bank,	190	516	500	1,016	21	1,168	.296	763
Shrewsbury,	181	428	403	831	23	1,471	.698	568
Spring Lake,	181	44	38	82	.....	98	.26	47
Upper Freehold,	193	304	286	590	.....	1,864	.594	325
Wall,	173	434	410	844	9	2,267	.744	545
	178	8,703	8,451	17,154	341	29,109	.516	11,883

State of New Jersey, for the School Year Ending June 30th, 1903.

Average daily attendance.	Percentage of daily attendance on average enrollment.	Number of pupils enrolled in kindergartens.	Number of pupils enrolled in primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of pupils transported.	Total number of days transported.	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.
501	.92	87	296	250	114	.....	.....	3	23	$134 34	$65 67
110	.845	.....	138	88	5	.....	.....	.....	6	.....	38 27
236	.903	43	138	109	55	.....	.....	1	7	125 00	49 28
166	.905	.....	162	70	14	.....	.....	1	6	111 11	51 66
240	.862	.....	300	156	8	.....	.....	4	6	62 50	39 16
412	.915	.....	285	207	140	.....	.....	3	14	85 00	52 50
141	.833	.....	184	95	.....	.....	.....	.....	7	.....	38 50
121	.880	.....	142	82	.....	.....	.....	1	4	78 00	42 50
350	.836	.....	389	298	26	.....	.....	6	10	50 83	39 75
508	.90	.....	519	193	62	.....	.....	1	14	147 36	43 03
2,053	.933	257	1,492	806	225	.....	.....	7	63	128 55	59 95
182	.848	.....	234	126	13	.....	.....	2	7	58 00	37 14
322	.934	.....	201	161	62	.....	.....	2	6	105 00	42 50
164	.844	.....	180	129	11	.....	.....	1	8	66 66	32 08
347	.832	105	307	122	15	57	6,054	1	9	134 21	45 54
682	.865	.....	792	497	16	.....	.....	5	18	61 00	47 55
193	.867	.....	244	142	.....	.....	.....	5	3	44 00	39 33
113	.898	.....	114	71	.....	.....	.....	1	3	65 00	42 88
1,499	.918	.....	1,585	572	136	.....	.....	5	51	71 00	31 12
132	.854	.....	101	122	.....	22	2,412	2	3	77 50	45 91
163	.871	.....	193	105	.....	.....	.....	2	3	57 50	38 33
700	.92	.....	629	270	117	.....	.....	1	25	200 00	57 00
509	.867	.....	422	375	34	.....	.....	9	9	65 08	50 99
44	.935	.....	53	29	.....	.....	.....	.....	2	.....	57 50
279	.846	.....	407	163	20	.....	.....	2	10	65 00	36 00
470	.884	.....	522	310	12	.....	.....	8	11	57 50	37 67
10,637	.888	492	10,029	5,548	1,085	79	8,466	73	328	$77 35	$47 28

Financial Report by Districts, for the County of MORRIS, State

DISTRICTS.	Amount due the district, July 1st, 1902, from State and county funds.	Amount due the district, July 1st, 1902, from district tax.	Amount due the district, July 1st, 1902, from other sources.	Total amount due the district, July 1st, 1902.	Amount expended for teachers' salaries.	Amount expended for fuel and janitors' salaries.
Boonton Township, ...	$358 86	$250 00	$33 82	$642 68	$450 00	$17 50
Boonton (Town), ...	6,066 04	9,235 00	1,018 55	16,319 59	9,910 00	1,226 22
Butler, ...	1,671 32	1,975 00	332 99	3,979 31	2,600 00	187 59
Chatham, ...	4,123 94	6,470 99	6,042 92	16,637 85	7,700 00	1,143 32
Chester, ...	2,348 58	2,250 76	433 17	5,032 51	2,948 58	318 95
Dover, ...	10,392 35	12,765 80	3,945 89	27,104 04	16,212 13	1,742 50
Hanover, ...	4,280 48	3,500 00	2,031 03	9,811 51	6,283 45	418 34
Jefferson, ...	2,501 68	3,050 00	.....	5,551 68	3,479 20	804 94
Madison, ...	4,446 00	7,750 00	1,855 27	14,051 27	9,733 00	1,088 00
Mendham, ...	2,483 17	1,900 00	112 15	4,495 32	3,152 50	247 75
Montville, ...	1,769 38	1,637 75	4,581 48	7,988 61	2,767 00	233 65
Morris, ...	1,219 95	1,200 00	1,255 07	3,675 02	1,850 00	111 47
Morristown, ...	13,249 63	29,500 00	22,782 55	65,532 18	26,017 00	4,373 03
Mt. Arlington, ...	591 11	550 00	202 67	1,343 78	550 00	146 02
Mt. Olive, ...	2,128 60	1,395 00	817 45	4,341 05	2,804 00	214 94
Netcong, ...	1,772 32	2,207 00	181 51	4,160 83	2,350 00	335 20
Passaic, ...	2,567 33	2,500 00	3,628 34	8,695 67	3,630 00	295 55
Pequannock, ...	2,174 07	3,250 00	4,839 42	10,263 49	3,150 00	326 33
Randolph, ...	3,987 61	2,500 00	2,253 20	8,740 81	5,363 00	182 49
Rockaway Township, ..	6,886 06	5,000 00	1,694 97	13,561 03	8,362 50	508 95
Rockaway Borough, ...	3,046 16	3,500 00	2,483 82	9,029 98	4,881 75	673 73
Roxbury, ...	3,571 50	2,800 00	11,628 02	17,999 52	5,323 75	304 93
Washington, ...	3,464 95	2,000 00	37 47	5,502 42	4,162 50	244 31
Wharton, ...	2,890 77	3,832 50	20,545 08	27,268 35	3,850 00	481 89
	$87,971 86	$111,019 80	$92,736 84	$291,728 50	$137,530 36	$15,627 60

of New Jersey, for the School Year Ending June 30th, 1903.

Amount expended for building and repairing, excluding debt and interest.	Amount expended for debt and interest.	Amount expended for text-books, apparatus and supplies.	Amount expended for other school purposes.	Amount expended for transportation of pupils.	Amount expended for tuition of pupils in adjoining districts.	Total amount expended.	Balance of district tax, June 30th, 1903.	Total balance, June 30th, 1903.
$69 14	.....	$15 93	$39 25	.....	.....	$591 82	$50 86	$50 86
72 14	$1,620 00	1,205 46	835 15	.....	.....	14,868 97	1,450 62	1,450 62
877 16	.....	263 37	27 75	.....	.....	3,955 87	23 44	23 44
2,801 64	.....	558 13	547 45	.....	.....	12,750 54	3,887 31	3,887 31
506 09	442 60	200 00	599 21	.....	.....	5,015 43	17 08	17 08
755 48	3,000 00	887 30	2,617 08	.....	.....	25,214 49	1,889 55	1,889 55
280 71	1,705 64	291 89	165 32	.....	.....	9,145 35	666 16	666 16
512 00	.....	345 00	50 00	.....	.....	5,191 14	360 54	360 54
1,150 00	750 00	775 00	379 27	.....	.....	13,875 27	176 00	176 00
341 91	.....	218 37	251 87	.....	.....	4,212 40	282 92	282 92
.....	2,200 00	299 98	239 60	.....	.....	5,740 23	2,248 38	2,248 38
243 80	.....	140 42	200 47	.....	.....	2,546 16	1,128 86	1,128 86
3,599 38	.....	1,495 91	5,207 88	.....	.....	40,693 20	24,838 98	24,838 98
14 30	.....	48 29	270 50	.....	.....	1,029 11	314 67	314 67
137 03	.....	239 46	939 64	.....	.....	4,335 07	5 98	5 98
165 00	750 00	77 90	144 27	.....	.....	3,822 37	388 46	388 46
238 70	.....	461 47	1,630 46	.....	$2,160 00	8,416 18	279 49	279 49
2,807 83	903 83	201 01	313 90	.....	.....	7,702 90	2,560 59	2,560 59
579 12	75 00	202 47	1,696 59	$211 25	297 66	8,607 58	133 23	133 23
555 23	.....	538 75	2,765 21	.....	.....	12,730 64	830 39	830 39
84 48	.....	433 20	885 33	.....	.....	6,958 49	2,071 49	2,071 49
97 18	.....	515 74	1,182 61	.....	35 00	7,459 21	10,540 31	10,540 31
.....	.....	197 31	522 26	220 75	.....	5,347 13	155 29	155 29
15,177 19	416 25	340 74	832 93	.....	.....	21,099 00	6,169 35	6,169 35
$31,065 51	$11,863 32	$9,953 10	$22,344 00	$432 00	$2,492 66	$231,308 55	$60,419 95	$60,419 95

Apportionment of School Moneys, by Districts, for the County of MORRIS,

DISTRICTS.	Balance State and county moneys, July 1st, 1903.	Balance district tax, July 1st, 1903.	Balance received from other sources, July 1st, 1903.	Amount apportioned from State appropriation, State school tax and State school fund appropriation.	Amount apportioned from surplus revenue.	Amount apportioned from balances.	Amount of district tax voted for current expenses.
Boonton Township,	.....	$50 86	.....	$329 36	$18 21	.....	$150 00
Boonton (Town),	.....	1,450 62	.....	5,566 64	248 49	.....	7,000 00
Butler,	.....	23 44	.....	1,594 94	83 69	.....	1,000 00
Chatham,	.....	3,887 31	.....	4,069 37	150 40	.....	5,890 00
Chester,	.....	17 08	.....	2,714 63	89 28	.....	1,985 00
Dover,	.....	1,889 55	.....	9,916 13	511 45	.....	12,050 00
Hanover,	.....	666 16	.....	4,496 47	142 98	.....	2,900 00
Jefferson,	.....	360 54	.....	2,599 68	84 36	.....	1,450 00
Madison,	.....	176 00	.....	4,423 60	172 12	.....	8,000 00
Mendham,	.....	282 92	.....	2,424 83	87 90	.....	2,000 00
Montville,	.....	2,248 38	.....	2,024 91	87 91	.....	1,350 00
Morris,	.....	1,128 86	.....	1,150 95	49 37	.....	1,000 00
Morristown,	.....	24,838 98	.....	12,591 56	589 57	.....	27,000 00
Mt. Arlington,	.....	314 67	.....	316 94	16 46	.....	550 00
Mt. Olive,	.....	5 98	.....	2,094 54	69 57	.....	1,350 00
Netcong,	.....	338 46	.....	1,617 81	86 91	.....	1,275 00
Passaic,	.....	279 49	.....	2,407 00	102 27	.....	5,000 00
Pequannock,	.....	2,560 59	.....	1,968 76	80 01	.....	3,000 00
Randolph,	.....	133 23	.....	4,069 85	122 36	.....	2,900 00
Rockaway Township,	.....	830 39	.....	6,131 78	271 72	.....	5,260 00
Rockaway Borough,	.....	2,071 49	.....	3,113 46	128 49	.....	2,500 00
Roxbury,	.....	10,540 31	.....	3,787 66	155 81	.....	2,900 00
Washington,	.....	155 29	.....	3,248 11	119 30	.....	2,500 00
Wharton,	.....	6,169 35	.....	2,712 90	128 42	.....	3,000 00
	.....	$60,419 95	.....	$85,371 88	$3,597 05	.....	$102,010 00

State of New Jersey, for the School Year Ending June 30th, 1903.

Amount of district tax voted for purchase of land.	Amount of district tax voted for building, enlarging and repairing school-houses.	Amount of district tax voted for manual training.	Amount of district tax voted for bonds and interest.	Total amount of district tax ered to be raised.	Amount received from temporary loans.	Amount received from sale of bonds.	Amount received from manual training and other sources.	Total amount available for school year ending June 30th, 1904.
.....	$50 00	.....	.....	$200 00	.....	.....	.....	$598 43
.....	.....	.....	$1,600 00	8,600 00	.....	.....	.....	15,865 75
.....	500 00	.....	.....	1,500 00	.....	.....	.....	3,202 07
.....	1,110 00	.....	.....	7,000 00	.....	.....	.....	15,107 08
.....	300 00	.....	.....	2,285 00	.....	.....	.....	5,105 99
.....	450 00	.....	2,900 00	15,400 00	.....	.....	.....	27,717 13
.....	600 00	.....	640 00	4,140 00	.....	.....	.....	9,445 61
.....	950 00	.....	.....	2,400 00	.....	.....	.....	5,444 58
.....	.....	.....	750 00	8,750 00	.....	.....	.....	13,521 72
.....	.....	.....	.....	2,000 00	.....	.....	.....	4,795 65
.....	150 00	.....	2,080 00	3,580 00	.....	.....	.....	7,941 20
.....	200 00	.....	.....	1,200 00	.....	.....	.....	3,529 18
.....	3,000 00	.....	.....	30,000 00	.....	.....	.....	68,020 11
.....	.....	.....	.....	550 00	.....	.....	.....	1,198 07
.....	150 00	.....	.....	1,500 00	.....	.....	.....	3,670 09
.....	.....	.....	725 00	2,000 00	.....	.....	.....	4,043 18
.....	200 00	.....	.....	5,200 00	.....	.....	.....	7,988 76
.....	.....	.....	640 00	3,640 00	.....	.....	.....	8,249 36
.....	200 00	.....	393 00	3,493 00	.....	.....	.....	7,818 44
.....	1,140 00	.....	.....	6,400 00	.....	.....	.....	13,633 89
.....	.....	.....	1,450 00	3,950 00	.....	.....	.....	9,263 44
.....	.....	.....	1,720 00	4,620 00	.....	.....	.....	19,103 78
.....	.....	.....	.....	2,500 00	.....	.....	.....	6,022 70
.....	.....	.....	1,237 50	4,237 50	.....	.....	.....	13,248 17
.....	$9,000 00	.....	$14,135 50	$125,145 50	.....	.....	.....	$274,534 38

Report of Attendance, by Districts, for the County of MORRIS,

DISTRICTS.	Number of days the schools were kept open.	Number of boys between 4 and 20 years of age enrolled in the schools during the year.	Number of girls between 4 and 20 years of age enrolled in the schools during the year.	Total number of children between 4 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.	Average number of cases of tardiness per day for each teacher.	Average number on roll.
Boonton Township,	195	25	29	54	4	34	.174	35
Boonton (Town),	192	371	349	720	35	1,072	.328	554
Butler,	190	136	158	294	.....	286	.301	192
Chatham,	185	254	237	491	18	576	.234	357
Chester,	191	145	148	293	3	180	.118	204
Dover,	189	696	740	1,436	90	365	.065	1,152
Hanover,	189	313	290	603	3	1,139	.113	380
Jefferson,	168	191	190	381	3	786	.509	191
Madison,	188	250	264	514	9	729	.387	380
Mendham,	190	163	157	320	1	1,567	4.028	204
Montville,	175	180	176	356	.....	415	.376	222
Morris,	191	84	92	176	.....	195	1.014	116
Morristown,	190	779	801	1,580	78	1,050	.177	1,272
Mt. Arlington,	192	17	29	46	1	45	.230	23
Mt. Olive,	181	127	119	246	6	459	.329	163
Netcong,	189	123	140	263	5	41	.043	188
Passaic,	170	240	184	424	.....	739	.430	240
Pequannock,	192	181	150	331	.....	344	.273	209
Randolph,	190	235	215	450	1	1,003	.406	307
Rockaway Township,	193	478	419	897	5	542	.210	574
Rockaway Borough,	192	197	226	423	21	57	.037	309
Roxbury,	192	275	254	529	1	314	.108	342
Washington,	172	244	215	459	4	871	.412	268
Wharton,	188	217	171	388	5	279	.249	277
	187	5,921	5,753	11,674	293	13,088	.443	8.159

State of New Jersey, for the School Year Ending June 30th, 1903.

Average daily attendance.	Percentage of daily attendance on average enrollment.	Number of pupils enrolled in kindergartens.	Number of pupils enrolled in primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of pupils transported.	Total number of days transported.	Average number of pupils transported per day.	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.
31	.886	.....	41	13	.....	.....	.....	.....	.....	1	.....	$46 15
516	.938	.....	426	230	64	.....	.....	.....	2	15	$114 58	53 72
172	.862	.....	191	103	.....	.....	.....	.....	1	4	84 21	47 37
322	.899	.....	320	151	20	.....	.....	.....	3	10	90 09	56 21
184	.902	.....	153	106	34	.....	.....	.....	2	7	57 59	32 40
1,088	.945	.....	846	469	121	.....	.....	.....	3	27	116 38	51 60
324	.869	.....	406	193	4	.....	.....	.....	1	15	57 14	43 20
161	.836	.....	186	195	.....	5	.....	.....	4	5	45 20	41 60
350	.920	.....	324	129	61	.....	.....	.....	1	13	170 21	66 60
174	.850	.....	198	118	4	.....	.....	.....	1	8	47 20	35 60
196	.847	.....	246	110	.....	.....	.....	.....	2	4	43 60	46 78
100	.859	.....	83	93	.....	.....	.....	.....	3	1	52 63	36 64
1,201	.944	.....	961	470	149	.....	.....	.....	3	37	142 00	62 40
22	.938	.....	11	35	.....	.....	.....	.....	.....	1	.....	57 28
146	.868	.....	133	112	1	.....	.....	.....	2	6	37 60	35 20
170	.904	.....	193	76	24	.....	.....	.....	1	4	89 80	39 60
208	.864	.....	209	215	.....	.....	.....	.....	6	3	47 60	47 00
178	.854	.....	214	115	2	.....	.....	.....	4	3	50 60	41 60
274	.892	.....	278	169	3	15	.....	.....	5	9	48 40	38 60
488	.870	.....	645	252	.....	.....	.....	.....	8	11	55 00	38 80
288	.930	.....	223	160	40	.....	.....	.....	1	8	119 60	48 40
306	.900	.....	349	162	18	.....	.....	.....	4	9	46 20	37 20
235	.860	.....	300	151	8	14	.....	.....	8	4	41 20	37 40
259	.930	.....	289	71	28	.....	.....	.....	1	6	106 20	50 40
7,393	.89	.....	7,195	3,898	581	34	.....	.....	66	211	$64 38	$49 30

Financial Report by Districts, for the County of OCEAN, State

DISTRICTS.	Amount due the district, July 1st, 1902, from State and county funds.	Amount due the district, July 1st, 1902, from district tax.	Amount due the district, July 1st, 1902, from other sources.	Total amount due the district, July 1st, 1902.	Amount expended for teachers' salaries.	Amount expended for fuel and janitors' salaries.
Bay Head Borough,	$243 97	$500 00	$17 25	$761 22	$450 00	$40 60
Beach Haven Borough,	495 72	701 98	45 00	1.242 70	765 00	100 00
Berkeley Township,	719 33	672 03	388 82	1.780 18	1.260 00	65 06
Brick Township,	2.751 26	2.745 68	500 00	5.996 94	3.900 00	444 65
Dover Township,	4.095 44	7,179 41	.....	11.274 85	7.270 00	761 60
Eagleswood Township,	943 33	495 26	168 20	1.606 79	1.215 33	77 10
Island Heights Borough,	498 88	575 61	3 85	1.078 34	810 00	50 19
Jackson Township,	2.507 75	1.551 44	60 00	4.119 19	3.011 75	244 62
Lacey Township,	754 41	856 76	.....	1.611 17	1.215 00	51 10
Lakewood Township,	6.083 54	23.771 35	5,012 93	34.867 82	14.545 45	1,961 50
Little Egg Harbor Twp.,	2,388 43	2.701 81	.....	5.090 24	2.979 90	545 88
Long Beach Township,	435 73	767 24	270 00	1.472 97	670 00	52 97
Manchester Township,	2.125 95	1.678 28	.....	3.804 23	2.814 00	460 08
Ocean Township,	717 24	25 00	277 20	1.019 44	945 00	38 34
Plumsted Township,	1,742 58	1,400 00	1.166 87	4.309 45	2.660 00	117 41
Point Pleasant Borough,	1,297 19	3,200 00	.....	4,497 19	2,850 00	325 00
Seaside Park Borough,	221 19	864 01	2,250 00	3.335 20	450 00	20 95
Stafford Township,	1,353 84	1,098 00	75 00	2.526 84	1,800 00	104 13
Surf City Borough,	207 44	18 00	24 06	249 50	216 00	15 50
Union Township,	1.297 41	2,364 46	58 00	3,719 87	1.918 41	386 65
	$30,880 63	$53,166 32	$10,317 18	$94.364 13	$51,744 94	$5,862 73

of New Jersey, for the School Year Ending June 30th, 1903.

Amount expended for building and repairing, excluding debt and interest.	Amount expended for debt and interest.	Amount expended for text-books, apparatus and supplies.	Amount expended for other school purposes.	Amount expended for transportation of pupils.	Amount expended for tuition of pupils in adjoining districts.	Total amount expended.	Balance of district tax, June 30th, 1903.	Balance of moneys from other sources, June 30th, 1903.	Total balance, June 30th, 1903.
$125 00	.....	$100 00	$46 22	.....	.....	$761 22	.....	.....	.....
.....	.....	40 00	337 70	.....	.....	1,242 70	.....	.....	.....
41 51	.....	278 61	.....	.....	$135 00	1,780 18	.....	.....	.....
163 84	$450 00	167 47	189 83	.....	.....	5,315 79	$681 15	.....	$681 15
582 03	1,065 81	760 36	105 05	.....	.....	10,544 85	730 00	.....	730 00
.....	91 60	27 95	178 50	.....	.....	1,590 48	3 11	$13 20	16 31
.....	10 00	41 61	154 88	.....	.....	1,066 68	7 81	3 85	11 66
39 08	47 51	256 03	212 88	.....	.....	3,811 87	307 32	.....	307 32
7 15	.....	36 75	32 00	.....	.....	1,342 60	269 17	.....	269 17
4,512 78	6,396 00	2,117 95	1,186 86	.....	.....	31,908 71	2,156 40	802 71	2,959 11
404 58	173 53	426 71	472 03	.....	.....	5,001 73	88 51	.....	88 51
80 00	.....	69 04	600 96	.....	.....	1,472 97	.....	.....	.....
81 55	.....	157 01	157 59	$134 00	.....	3,804 23	.....	.....	.....
.....	9 00	1 89	25 21	.....	.....	1,019 44	.....	.....	.....
100 00	133 00	363 54	935 50	.....	.....	4,309 45	.....	.....	.....
20 00	500 00	150 00	289 52	.....	.....	4,134 52	362 67	.....	362 67
2,059 44	55 00	229 28	927 81	.....	.....	3,212 48	101 72	21 00	122 72
68 17	1 54	165 95	170 65	.....	25 00	2,335 44	191 40	.....	191 40
.....	.....	.....	18 00	.....	.....	249 50	.....	.....	.....
.....	1,224 08	119 47	66 00	.....	.....	3,714 61	5 26	.....	5 26
$8,285 13	$10,157 07	$5,509 62	$5,577 19	$134 00	$160 00	$88,618 85	$4,904 52	$840 76	$5,745 28

Amount expended for manual training—Lakewood Township, $1,188.17.

Apportionment of School Moneys, by Districts, for County of OCEAN,

DISTRICTS.	Balance State and county moneys, July 1st, 1903.	Balance district tax, July 1st, 1903.	Balance received from other sources, July 1st, 1903.	Amount apportioned from State appropriation, State school tax and State school fund appropriation.	Amount apportioned from surplus revenue.	Amount apportioned from balances.	Amount of district tax voted for current expenses.
Bay Head Borough,	.....	.....	.....	$267 33	$11 35	.....	$625 00
Beach Haven Borough,	.....	.....	.....	494 48	15 91	.....	550 00
Berkeley Township,	.....	.....	.....	728 45	21 63	.....	650 00
Brick Township,	.....	$681 15	.....	2,722 79	88 04	.....	1,500 00
Dover Township,	.....	730 00	.....	4,116 74	120 71	.....	6,250 00
Eagleswood Township,	.....	3 11	$13 20	922 05	20 55	.....	490 67
Island Heights Borough,	.....	7 81	3 85	498 49	16 59	.....	485 00
Jackson Township,	.....	307 32	.....	2,568 03	68 71	.....	880 00
Lacey Township,	.....	269 17	.....	731 99	22 22	.....	560 00
Lakewood Township,	.....	2,156 40	802 70	6,455 08	177 68	.....	16,950 00
Little Egg Harbor Township,	.....	88 51	.....	2,333 88	89 90	.....	1,417 00
Long Beach Township,	.....	.....	.....	623 86	4 03	.....	450 00
Manchester Township,	.....	.....	.....	2,030 38	38 79	.....	1,300 00
Ocean Township,	.....	.....	.....	700 52	16 93	.....	300 00
Plumsted Township,	.....	.....	.....	1,651 43	42 34	.....	1,000 00
Point Pleasant Borough,	.....	362 67	.....	1,234 23	39 45	.....	3,275 00
Seaside Park Borough,	.....	101 72	21 00	221 31	3 60	.....	606 50
Stafford Township,	.....	191 40	.....	1,334 06	56 25	.....	908 00
Surf City Borough,	.....	.....	.....	205 20	89	.....	50 00
Union Township,	.....	5 26	.....	1,168 23	48 53	.....	740 00
	.....	$4,904 52	$840 76	$31,008 53	$904 10	.....	$38,987 17

State of New Jersey, for the School Year Ending June 30th, 1903.

Amount of district tax voted for purchase of land.	Amount of district tax voted for building, enlarging and repairing school-houses.	Amount of district tax voted for manual training.	Amount of district tax voted for bonds and interest.	Total amount of district tax ordered to be raised.	Amount received from temporary loans.	Amount received from sale of bonds.	Amount received from manual training and other sources.	Total amount available for school year ending June 30th, 1904.
.....	.....	.....	.....	$625 00	.....	.....	.....	$903 68
.....	.....	.....	.....	550 00	.....	.....	.....	1,060 39
.....	$150 00	.....	.....	800 00	.....	.....	.....	1,550 08
.....	.....	.....	.....	1,500 00	.....	.....	.....	4,991 98
.....	.....	.....	.....	6,250 00	.....	.....	.....	11,217 45
.....	.....	.....	.....	490 67	.....	.....	.....	1,449 58
.....	.....	.....	.....	485 00	.....	.....	.....	1,011 74
.....	.....	.....	.....	880 00	.....	.....	.....	3,824 06
.....	140 00	.....	.....	700 00	.....	.....	.....	1,723 38
.....	.....	.....	$3,250 00	20,200 00	.....	.....	.....	29,791 87
.....	200 00	.....	480 00	2,097 00	.....	.....	.....	4,609 29
.....	.....	.....	750 00	1,200 00	.....	.....	.....	1,827 89
.....	375 00	.....	.....	1,675 00	.....	.....	.....	3,744 17
.....	.....	.....	.....	300 00	.....	.....	.....	1,017 45
.....	.....	.....	600 00	1,600 00	.....	.....	.....	3,293 77
.....	350 00	.....	500 00	4,125 00	.....	.....	.....	5,761 35
.....	.....	.....	110 00	716 50	.....	.....	.....	1,064 13
.....	125 00	.....	.....	1,033 00	.....	.....	.....	2,614 71
.....	.....	.....	.....	50 00	.....	.....	.....	256 09
.....	.....	.....	765 00	1,500 00	.....	.....	.....	2,722 02
.....	$1,340 00	.....	$6,450 00	$46,777 17	.....	.....	.....	$84,435 08

Report of Attendance, by Districts, for the County of OCEAN,

DISTRICTS.	Number of days the schools were kept open.	Number of boys between 4 and 20 years of age enrolled in the schools during the year.	Number of girls between 4 and 20 years of age enrolled in the schools during the year.	Total number of children between 4 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.	Average number of cases of tardiness per day for each teacher.	Average number on roll.
Bay Head Borough,	200	23	25	48	.....	78	.39	31
Beach Haven Borough,	180	43	38	81	.....	108	.32	56
Berkeley Township,	180	56	66	122	.....	149	.27	83
Brick Township,	180	243	226	469	6	910	.50	295
Dover Township,	182	285	291	576	22	689	.24	399
Eagleswood Township,	180	74	71	145	1	104	.60	55
Island Heights Borough,	180	33	33	66	4	99	.57	52
Jackson Township,	180	219	204	423	10	517	.37	223
Lacey Township,	180	54	64	118	.....	194	.32	72
Lakewood Township,	190	429	495	924	31	952	.23	689
Little Egg Harbor Township.	180	230	172	402	4	559	.36	282
Long Beach Township,	180	20	19	39	.....	113	.21	24
Manchester Township,	180	105	90	195	2	146	.10	138
Ocean Township,	180	42	42	84	3	77	.13	46
Plumsted Township,	190	157	131	288	.....	222	.17	162
Point Pleasant Borough,	200	89	92	181	4	559	.60	129
Seaside Park Borough,	180	10	18	28	.....	27	.16	20
Stafford Township,	180	122	131	253	3	207	.24	174
Surf City Borough,	180	7	4	11	.....	19	.11	5
Union Township,	180	94	103	197	8	378	.46	156
	183	2,335	2,315	4,650	98	6,116	.30	3,091

State of New Jersey, for the School Year Ending June 30th, 1903.

Average daily attendance.	Percentage of daily attendance on average enrollment.	Number of pupils enrolled in kindergartens.	Number of pupils enrolled in primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of pupils transported.	Total number of days transported.	Average number of pupils transported per day.	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	.831	.....	36	12	.....	.....	.....	.....	1	.....	$45 00	.....
51	.928	.....	43	30	8	.....	.....	.....	.....	2	.....	$42 50
73	.869	.....	70	52	.....	.....	.....	.....	2	1	50 00	40 00
243	.823	.....	254	209	6	.....	.....	.....	4	7	50 00	36 09
361	.840	.....	329	198	49	.....	.....	.....	4	13	63 84	42 67
47	.854	.....	94	46	5	.....	.....	.....	1	3	60 00	25 00
49	.942	.....	36	20	10	.....	.....	.....	1	1	60 00	30 00
210	.941	.....	193	222	8	.....	.....	.....	6	6	34 53	30 35
63	.875	.....	68	50	.....	.....	.....	.....	2	1	50 00	35 00
636	.923	109	479	286	50	.....	.....	.....	3	22	65 89	62 00
248	.879	.....	247	133	22	.....	.....	.....	.....	9	.....	38 50
21	.875	.....	21	14	4	.....	.....	.....	2	1	37 50	35 00
125	.906	.....	121	66	8	2	2	2	2	6	52 54	36 85
42	.913	.....	45	39	.....	.....	.....	.....	.....	3	.....	37 26
134	.827	.....	181	107	.....	.....	.....	.....	3	4	50 18	34 94
113	.876	.....	84	70	27	.....	.....	.....	1	4	120 00	44 83
16	.800	.....	23	5	.....	.....	.....	.....	1	.....	50 00	.....
151	.862	.....	152	81	20	.....	.....	.....	3	2	52 40	29 81
4	.800	.....	11	.....	.....	.....	.....	.....	.....	1	.....	24 00
141	.903	.....	109	66	22	.....	.....	.....	1	4	90 00	32 71
2,754	.873	109	2,596	1,706	239	2	2	2	37	90	$53 32	$42 95

Financial Report by Districts, for the County of PASSAIC, State

DISTRICTS.	Amount due the district, July 1st, 1902, from State and county funds.	Amount due the district, July 1st, 1902, from district tax.	Amount due the district, July 1st, 1902, from other sources.	Total amount due the district, July 1st, 1902.	Amount expended for teachers' salaries.	Amount expended for fuel and janitors' salaries.
Acquackanonk,	$7,626 00	$29,490 25	$3,013 89	$40,130 14	$14,745 00	$2,994 62
Hawthorne,	3,380 69	9,261 38	152 50	12,794 57	6,286 40	1,120 99
Little Falls,	3,667 84	12,315 17	19,056 40	35,039 41	6,150 50	689 04
Manchester,	5,249 56	8,012 76	1,729 00	14,991 32	8,131 50	1,724 22
Passaic,	38,778 89	76,496 72	49,640 00	164,915 61	72,265 22	11,692 66
Paterson,	132,506 52	185,000 00	21,663 05	339,169 57	229,908 65	28,883 58
Pompton,	2,557 05	5,543 70	2,110 20	10,210 95	5,117 00	744 00
Pompton Lakes,	1,326 33	2,214 03	216 87	3,757 23	2,315 00	317 56
Prospect Park,	2,331 14	3,200 00	49 40	5,580 54	3,449 97	712 50
Totowa,	619 65	1,379 92	63 54	2,062 91	1,153 93	99 60
Wayne,	2,874 88	5,712 88	544 57	9,132 33	5,050 00	699 64
West Milford,	3,158 98	2,377 60	362 82	5,899 40	3,446 70	163 49
	$204,077 53	$341,004 41	$98,602 04	$643,683 98	$358,019 87	$49,841 90

of New Jersey, for the School Year Ending June 30th, 1903.

Amount expended for building and repairing, excluding debt and interest.	Amount expended for debt and interest.	Amount expended for text-books, apparatus and supplies.	Amount expended for other school purposes.	Amount expended for tuition of pupils in adjoining districts.	Total amount expended.	Balance of district tax, June 30th, 1903.	Balance of moneys from other sources, June 30th, 1903.	Total balance, June 30th, 1903.
$7,694 78	$2,081 25	$2,915 11	$1,136 54	$40 00	$31,607 30	$8,223 63	$299 21	$8,522 84
359 61	2,842 50	585 16	332 31	.....	11,526 97	1,115 10	152 50	1,267 60
19,488 97	720 00	1,302 17	2,279 82	.....	30,630 50	4,186 50	222 41	4,408 91
379 09	3,335 00	769 13	594 98	.....	14,933 92	.....	57 40	57 40
38,429 51	.....	7,816 49	5,240 00	.....	140,443 88	2,965 37	21,506 36	24,471 73
21,364 66	.....	19,908 84	17,827 20	.....	320,741 32	18,428 25	.....	18,428 25
.....	.....	660 95	1,054 02	.....	8,804 64	684 76	721 50	1,406 31
385 98	62 50	108 83	107 10	.....	3,296 97	243 39	216 87	460 26
322 35	87 50	222 51	174 02	.....	4,968 85	586 69	25 00	611 69
171 72	.....	112 85	160 34	152 00	1,850 44	212 47	.....	212 47
219 24	1,130 00	387 39	418 73	.....	7,905 00	971 49	255 84	1,227 33
142 78	1,185 32	249 68	196 55	.....	5,384 52	152 06	362 82	514 88
$88,958 69	$11,444 07	$35,039 11	$29,521 61	$192 00	$582,094 31	$37,769 71	$23,819 91	$61,589 67

Amount expended for manual training—Passaic, $5,000.00; Paterson, $2,848.39; Pompton, $1,228.67. Balance of State and county funds, June 30th, 1903—Pompton, $0.05.

Apportionment of School Moneys, by Districts, for the County of PAS-

DISTRICTS.	Balance State and county moneys, July 1st, 1903.	Balance district tax, July 1st, 1903.	Balance received from other sources, July 1st, 1903.	Amount apportioned from State appropriation, State school tax and State school fund appropriation.	Amount apportioned from surplus revenue.	Amount apportioned from balances.	Amount of district tax voted for current expenses.
Acquackanonk,	.....	$8,223 63	$299 21	$8,614 48	$46 34	.....	$18,030 00
Hawthorne,	.....	1,115 10	152 50	4,072 34	18 34	.....	6,500 00
Little Falls,	.....	4,186 50	222 41	3,799 75	23 06	.....	7,000 00
Manchester,	.....	.....	57 40	5,481 95	27 13	.....	7,250 00
Passaic,	.....	2,965 37	21,506 36	42,582 73	214 28	.....	76,652 99
Paterson,	.....	18,428 25	.....	136,086 63	778 05	.....	189,335 00
Pompton,	$0 05	684 76	721 50	3,070 29	14 28	.....	5,500 00
Pompton Lakes,	.....	243 39	216 87	1,292 56	7 10	.....	2,315 00
Prospect Park,	.....	586 69	25 00	2,107 70	10 20	.....	2,100 00
Totowa,	.....	212 47	.....	578 69	2 58	.....	1,175 00
Wayne,	.....	971 49	255 84	2,990 01	14 28	.....	3,600 00
West Milford,	.....	152 06	362 82	3,083 78	12 74	.....	775 00
	$0 05	$37,769 71	$23,819 91	$213,760 91	$1,168 38	.....	$320,232 99

SAIC, State of New Jersey, for the School Year Ending June 30th, 1903.

Amount of district tax voted for purchase of land.	Amount of district tax voted for building, enlarging and repairing school-houses.	Amount of district tax voted for manual training.	Amount of district tax voted for bonds and interest.	Total amount of district tax ordered to be raised.	Amount received from temporary loans.	Amount received from sale of bonds.	Amount received from manual training and other sources.	Total amount available for school year ending June 30th, 1904.
.....	$2,400 00	.....	$2,662 50	$23,092 50	.....	.....	.....	$40,276 16
.....	.....	.....	1,855 00	8,355 00	.....	.....	.....	13,713 28
.....	.....	.....	720 00	7,720 00	.....	.....	.....	15,951 72
.....	750 00	.....	2,000 00	10,000 00	.....	.....	.....	15,566 48
.....	.....	2,500 00	.....	79,152 99	.....	.....	.....	146,421 73
.....	15,000 00	1,000 00	.....	205,335 00	.....	.....	.....	360,627 93
.....	.....	.....	.....	5,500 00	.....	.....	.....	9,990 88
.....	550 00	.....	.....	2,865 00	.....	.....	.....	4,624 92
.....	1,500 00	.....	650 00	4,250 00	.....	.....	.....	6,979 59
.....	.....	.....	.....	1,175 00	.....	.....	.....	1,968 74
.....	600 00	.....	1,580 00	5,780 00	.....	.....	.....	10,011 62
.....	.....	.....	106 00	881 00	.....	.....	.....	4,492 40
.....	$20,800 00	$3,500 00	$9,573 50	$354,106 49	.....	.....	.....	$630,6[illegible] 45

Report of Attendance, by Districts, for the County of PASSAIC,

DISTRICTS.	Number of days the schools were kept open.	Number of boys between 4 and 20 years of age enrolled in the schools during the year.	Number of girls between 4 and 20 years of age enrolled in the schools during the year.	Total number of children between 4 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.	Average number of cases of tardiness per day for each teacher.	Average number on roll.
Acquackanonk,	190	689	680	1,369	35	941	.18	946
Hawthorne,	192	264	286	550	8	578	.25	387
Little Falls,	191	308	283	591	13	358	.17	418
Manchester,	191	354	304	658	16	545	.16	490
Passaic,	193	2,755	2,759	5,514	28	11,708	.54	4,034
Paterson,	190	8,216	8,282	16,498	304	13,693	.19	13,345
Pompton,	188	280	310	590	.....	1,826	.88	338
Pompton Lakes,	197	96	97	193	2	71	.09	138
Prospect Park,	189	149	146	295	.....	320	.24	228
Totowa,	187	40	40	80	.....	137	.36	50
Wayne,	192	242	232	474	2	883	.45	299
West Milford,	172	258	221	479	.....	1,097	.57	282
	190	13,651	13,640	27,291	408	32,157	.34	20,955

State of New Jersey, for the School Year Ending June 30th, 1903.

Average daily attendance.	Percentage of daily attendance on average enrollment.	Number of pupils enrolled in kindergartens.	Number of pupils enrolled in primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	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.
863	.91	220	843	284	22	4	23	$81 58	$53 32
343	.89	74	342	134	.....	2	10	78 12	47 91
380	.91	15	433	127	16	4	7	77 22	48 61
451	.91	98	380	156	24	1	16	125 64	57 61
3,706	.92	1,029	2,808	1,306	371	7	129	109 70	57 02
12,253	.92	1,700	10,008	4,012	778	49	400	96 28	51 59
284	.84	.....	456	130	4	4	7	67 80	54 70
125	.90	.....	124	60	9	1	3	78 16	52 28
208	.91	79	163	53	.....	1	6	100 52	44 08
41	.83	.....	58	22	.....	1	1	74 86	50 80
265	.88	.....	343	118	13	5	5	57 28	47 90
230	.82	.....	352	127	.....	3	8	38 36	36 22
19,149	.91	3,215	16,310	6,529	1,237	82	615	$89 34	$52 59

Financial Report by Districts, for the County of SALEM, State

DISTRICTS.	Amount due the district, July 1st, 1902, from State and county funds.	Amount due the district, July 1st, 1902, from district tax.	Amount due the district, July 1st, 1902, from other sources.	Total amount due the district, July 1st, 1902.	Amount expended for teachers' salaries.	Amount expended for fuel and janitors' salaries.
Alloway,	$3,032 27	$1,542 62	.....	$4,574 89	$3,200 00	$247 39
Elmer,	2,879 27	1,631 50	$38 24	4,549 01	2,063 50	384 65
Elsinboro,	916 13	450 00	100 00	1,466 13	954 00	137 57
Lower Alloway Creek,	2,256 29	600 00	.....	2,856 29	2,140 00	181 99
Lower Penn's Neck,	2,237 02	1,000 00	.....	3,237 02	2,483 33	143 44
Mannington,	3,594 16	1,150 00	40 00	4,784 16	3,033 00	311 30
Oldmans,	2,705 45	1,225 61	10 00	3,941 06	3,295 00	234 62
Pennsgrove,	2,440 25	3,934 11	50 82	6,425 18	2,880 00	348 31
Pilesgrove,	3,293 13	1,406 00	52 65	4,745 78	2,677 70	244 16
Pittsgrove,	3,371 00	1,881 80	68 00	5,320 80	3,792 25	238 39
Quinton,	1,620 73	1,267 27	.....	2,888 00	1,987 50	201 19
Salem City,	10,686 94	8,562 06	797 67	20,046 67	13,173 75	2,217 51
Upper Penn's Neck,	1,204 03	600 00	15 25	1,819 28	1,305 00	244 82
Upper Pittsgrove,	3,544 75	1,000 00	301 70	4,846 45	3,762 50	225 33
Woodstown,	2,797 42	1,600 00	281 89	4,679 31	3,345 00	337 71
	$46,578 84	$27,844 97	$1,756 22	$76,180 03	$50,092 53	$5,698 38

of New Jersey, for the School Year Ending June 30th, 1903.

Amount expended for building and repairing, excluding debt and interest.	Amount expended for debt and interest.	Amount expended for text-books, apparatus and supplies.	Amount expended for other school purposes.	Amount expended for tuition of pupils in adjoining districts.	Total amount expended.	Balance of State and county funds, June 30th, 1903.	Balance of district tax, June 30th, 1903.	Balance of moneys from other sources, June 30th, 1903.	Total balance, June 30th, 1903.
$116 63	$331 25	$235 01	$165 60	.....	$4,295 88	.....	$279 01	.....	$279 01
347 45	459 40	156 45	101 55	.....	3,513 00	.....	1,036 01	.....	1,036 01
18 89	4 55	77 48	81 61	.....	1,274 10	.....	192 03	.....	192 03
120 08	17 08	107 81	70 39	.....	2,637 35	.....	218 94	.....	218 94
57 06	58 30	227 54	95 85	.....	3,065 52	.....	171 50	.....	171 50
55 54	.....	160 56	155 93	$70 00	3,786 33	$419 71	538 12	$40 00	997 83
127 67	10 00	178 32	95 45	.....	3,941 06	.....	.....	.....	.....
617 52	1,446 36	602 57	94 23	.....	5,988 99	.....	408 62	27 57	436 19
104 32	6 00	410 44	190 00	.....	3,902 62	200 70	642 46	.....	843 16
141 05	389 47	381 78	178 10	135 00	5,256 04	.....	64 76	.....	64 76
64 14	.....	226 43	18 63	70 00	2,567 89	.....	320 11	.....	320 11
1,387 33	1,367 00	1,376 17	524 91	.....	20,046 67	.....	.....	.....	.....
35 99	65 29	92 55	.....	69 11	1,812 76	.....	6 52	.....	6 52
191 33	208 82	181 60	179 68	.....	4,749 26	.....	51 69	45 50	97 19
280 23	289 64	263 66	163 07	.....	4,679 31	.....	.....	.....	.....
$3,665 23	$4,653 16	$4,678 37	$2,115 00	$344 11	$71,516 78	$620 41	$3,929 77	$113 07	$4,663 25

Amount expended for transportation of pupils—Pilesgrove, $270.00.

Apportionment of School Moneys, by Districts, for the County of SALEM,

DISTRICTS.	Balance State and county moneys, July 1st, 1903.	Balance district tax, July 1st, 1903.	Balance received from other sources, July 1st, 1903.	Amount apportioned from State appropriation, State school tax and State school fund appropriation.	Amount apportioned from surplus revenue.	Amount apportioned from balances.	Amount of district tax voted for current expenses.
Alloway,	.....	$279 01	.....	$2,743 65	$117 81	.....	$1,500 00
Elmer,	.....	1,036 01	.....	1,638 33	101 14	.....	600 00
Elsinboro,	.....	192 03	.....	814 22	33 94	.....	400 00
Lower Alloway Creek,	.....	218 94	.....	2,022 89	86 01	.....	700 00
Lower Penn's Neck,	.....	171 50	.....	2,102 88	111 36	.....	850 00
Mannington,	$419 71	538 12	$40 00	2,525 21	114 90	.....	1,300 00
Oldmans,	.....	.....	.....	2,584 22	111 57	.....	1,500 00
Pennsgrove,	.....	408 62	27 57	2,347 75	150 16	.....	3,000 00
Pilesgrove,	200 70	642 46	.....	2,479 54	107 66	.....	1,225 00
Pittsgrove,	.....	64 76	.....	3,113 07	144 68	.....	1,250 00
Quinton,	.....	320 11	.....	1,540 97	85 70	.....	1,100 00
Salem City,	.....	.....	.....	10,193 41	613 65	.....	6,194 34
Upper Penn's Neck,	.....	6 52	.....	1,048 37	39 34	.....	600 00
Upper Pittsgrove,	.....	51 69	45 50	3,278 89	139 24	.....	800 00
Woodstown,	.....	.....	.....	2,701 57	142 84	.....	1,400 00
	$620 41	$3,929 77	$113 07	$41,134 97	$2,100 00	.....	$22,419 34

State of New Jersey, for the School Year Ending June 30th, 1903.

Amount of district tax voted for purchase of land.	Amount of district tax voted for building, enlarging and repairing school-houses.	Amount of district tax voted for manual training.	Amount of district tax voted for bonds and interest.	Total amount of district tax ordered to be raised.	Amount received from temporary loans.	Amount received from sale of bonds.	Amount received from manual training and other sources.	Total amount available for school year ending June 30th, 1904.
.....	$200 00	.....	.....	$1,700 00	.....	.....	.....	$4,840 47
.....	.....	.....	$367 50	967 50	.....	.....	.....	3,742 98
.....	.....	.....	.....	400 00	.....	.....	.....	1,440 19
.....	.....	.....	.....	700 00	.....	.....	.....	3,027 84
.....	150 00	.....	.....	1,000 00	.....	.....	.....	3,385 74
.....	100 00	.....	.....	1,400 00	.....	.....	.....	5,037 94
.....	.....	.....	.....	1,500 00	.....	.....	.....	4,195 79
.....	.....	.....	833 33	3,833 33	.....	.....	.....	6,767 43
.....	275 00	.....	.....	1,500 00	.....	.....	.....	4,930 36
.....	350 00	.....	350 00	1,950 00	.....	.....	.....	5,272 51
.....	100 00	.....	.....	1,200 00	.....	.....	.....	3,146 78
.....	1,387 33	.....	1,367 00	8,948 67	.....	.....	.....	19,755 73
.....	.....	.....	.....	600 00	.....	.....	.....	1,694 23
.....	200 00	.....	.....	1,000 00	.....	.....	.....	4,515 32
.....	100 00	.....	.....	1,500 00	.....	.....	.....	4,344 41
.....	$2,862 33	.....	$2,917 83	$28,199 50	.....	.....	.....	$76,097 72

Report of Attendance, by Districts, for the County of SALEM,

DISTRICTS.	Number of days the schools were kept open.	Number of boys between 4 and 20 years of age enrolled in the schools during the year.	Number of girls between 4 and 20 years of age enrolled in the schools during the year.	Total number of children between 4 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.	Average number of cases of tardiness per day for each teacher.	Average number on roll.
Alloway,	171.1	200	178	378	7	1,915	1.62	222
Elmer,	171	120	125	245	9	334	.39	178
Elsinboro,	171	60	59	119	.....	340	.46	67
Lower Alloway Creek,	172.7	133	134	267	4	1,101	.96	162
Lower Penn's Neck,	175.5	159	132	291	.....	1,014	.72	175
Mannington,	174.2	203	186	389	.....	807	.51	207
Oldmans,	171.4	168	172	340	3	1,517	.65	223
Pennsgrove,	168.1	211	178	389	6	388	.33	290
Pilesgrove,	171	170	127	297	1	1,207	.86	184
Pittsgrove,	171	282	268	550	2	3,842	1.30	328
Quinton,	186	107	101	208	3	400	.65	151
Upper Penn's Neck,	171	77	70	147	.....	380	.37	77
Upper Pittsgrove,	170	208	217	425	2	1,004	.38	262
Woodstown,	180	144	166	310	5	2,037	1.60	222
Salem City,	191	714	640	1,354	48	2,441	.49	980
	174.1	2.956	2.753	5.709	90	16,287	.72	3,728

State of New Jersey, for the School Year Ending June 30th, 1903.

Average daily attendance.	Percentage of daily attendance on average enrollment.	Number of pupils enrolled in kindergartens.	Number of pupils enrolled in primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of pupils transported.	Total number of days transported.	Average number of pupils transported per day.	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.
190	.815	.....	236	106	36	.....	.....	.....	3	7	$36 60	$37 60
165	.929	.....	144	88	13	.....	.....	.....	1	4	68 40	43 42
59	.880	.....	67	49	3	.....	.....	.....	.....	3	.....	37 20
144	.898	.....	170	93	4	.....	.....	.....	.....	7	.....	33 00
155	.875	.....	180	83	28	.....	.....	.....	1	6	57 80	36 50
182	.870	.....	315	66	8	.....	.....	.....	2	7	48 00	36 90
192	.865	.....	217	94	29	.....	.....	.....	.....	9	.....	40 40
261	.900	.....	253	102	34	.....	.....	.....	1	6	85 70	42 80
162	.800	.....	207	69	21	14	1,268½	7.4	.....	8	.....	39 00
270	.844	.....	396	145	9	.....	.....	.....	1	10	49 40	39 60
137	.881	.....	134	56	18	.....	.....	.....	1	4	58 50	38 70
64	.830	.....	89	50	8	.....	.....	.....	1	3	42 00	37 00
223	.852	.....	250	142	33	.....	.....	.....	1	11	37 60	37 00
207	.915	.....	155	121	34	.....	.....	.....	2	7	79 00	34 40
928	.709	53	899	289	113	.....	.....	.....	2	28	83 70	43 30
3,339	.922	53	3,712	1,553	391	14	1,268.5	7.4	16	120	$58 16	$39 28

Financial Report by Districts, for the County of SOMERSET, State

DISTRICTS.	Amount due the district, July 1st, 1902, from State and county funds.	Amount due the district, July 1st, 1902, from district tax.	Amount due the district, July 1st, 1902, from other sources.	Total amount due the district, July 1st, 1902.	Amount expended for teachers' salaries.	Amount expended for fuel and janitors' salaries.
Bedminster,	$3,893 85	$1,847 28	$20 00	$5,761 13	$4,164 70	$401 27
Bernards,	4,535 38	6,201 00	7,087 45	17,823 93	5,800 00	384 33
Bound Brook,	4,802 80	6,647 32	1,725 16	13,175 28	7,265 00	818 68
Branchburg,	2,067 75	1,429 79	20 00	3,517 54	2,254 50	173 01
Bridgewater,	5,202 65	3,437 52	2,152 78	10,792 95	6,737 50	511 18
East Millstone,	429 21	55 66	7 25	492 12	400 00	29 21
Franklin,	3,411 76	1,266 11	130 00	4,807 87	3,524 12	327 59
Hillsborough,	4,571 14	1,244 16	752 00	6,567 30	4,377 27	340 34
Montgomery,	2,477 86	589 56	104 44	3,171 86	2,258 75	268 71
North Plainfield Borough,	12,152 39	23,138 14	3,601 00	38,891 53	19,200 00	2,840 67
North Plainfield Township,	994 08	1,674 68	1 16	2,669 92	1,050 00	92 00
Somerville,	9,762 81	9,620 00	3,516 98	22,899 79	13,917 90	1,101 76
South Bound Brook,	1,604 94	2,375 34	1,668 00	5,648 28	2,198 00	195 41
Warren,	1,774 18	764 16	21 00	2,559 34	1,748 25	58 11
	$57,680 80	$60,290 82	$20,807 22	$138,778 84	$74,895 99	$7,542 27

of New Jersey, for the School Year Ending June 30th, 1903.

Amount expended for building and repairing, excluding debt and interest.	Amount expended for debt and interest.	Amount expended for text-books, apparatus and supplies.	Amount expended for other school purposes.	Amount expended for tuition of pupils in adjoining districts.	Total amount expended.	Balance of State and county funds, June 30th, 1903.	Balance of district tax, June 30th, 1903.	Balance of moneys from other sources, June 30th, 1903.	Total balance, June 30th, 1903.
$295 72	$203 50	$274 41	$185 16	.....	$5,524 76	$77 88	$158 49	.....	$236 37
5,265 99	3,498 37	.....	2,337 91	.....	17,286 60	.....	208 53	$328 80	537 33
265 73	2,576 94	167 89	1,742 66	.....	12,836 90	.....	132 82	205 56	338 38
406 45	4 50	172 61	78 10	.....	3,089 17	.....	428 37	.....	428 37
491 57	1,938 12	432 30	577 82	.....	10,688 49	1 47	3 77	99 22	104 46
.....	.....	11 50	25 00	.....	465 71	.....	19 16	7 25	26 41
75 00	.....	75 00	412 60	$211 00	4,625 31	.....	92 56	90 00	182 56
150 00	750 00	217 62	398 98	.....	6,529 01	.....	38 29	.....	38 29
169 67	.....	114 82	227 39	65 40	3,104 74	.....	67 12	.....	67 12
791 99	4,925 00	1,214 01	6,672 46	.....	38,395 28	.....	496 25	.....	496 25
.....	1,024 75	87 75	61 70	120 00	2,436 20	.....	232 56	1 16	233 72
1,223 55	3,657 08	1,398 92	967 20	.....	22,266 41	.....	.....	633 38	633 38
373 01	724 00	89 22	1,488 18	.....	5,067 82	.....	150 93	429 53	580 46
11 95	512 40	53 73	122 25	.....	2,506 69	.....	51 65	1 00	52 65
$9.520 63	$19.814 66	$4,309 78	$15,297 41	$396 40	$134,823 09	$79 35	$2,080 50	$1,795 90	$3,955 75

Amount expended for manual training—North Plainfield Borough, $2.751.15. Amount expended for transportation of pupils—Hillsborough, $294.80.

Apportionment of School Moneys, by Districts, for the County of SOMER-

DISTRICTS.	Balance State and county moneys, July 1st, 1903.	Balance district tax, July 1st, 1903.	Balance received from other sources, July 1st, 1903.	Amount apportioned from State appropriation, State school tax and State school fund appropriation.	Amount apportioned from surplus revenue.	Amount apportioned from balances.	Amount of district tax voted for current expenses.
Bedminster,	$77 88	$158 49	.....	$3,805 64	$207 17	.....	$1,645 00
Bernards,	.....	208 53	$328 80	4,379 67	229 62	.....	4,500 00
Bound Brook,	.....	132 82	205 56	4,812 98	239 08	.....	6,000 00
Branchburg,	.....	428 37	.....	1,826 81	80 88	.....	1,050 00
Bridgewater,	1 47	3 77	99 22	4,994 22	293 44	.....	3,000 00
East Millstone,	.....	.....	.....	365 84	21 40	.....	600 00
Franklin,	.....	92 56	90 00	3,097 24	115 77	.....	1,450 00
Hillsborough,	.....	38 29	.....	4,279 65	190 92	.....	1,200 00
Montgomery,	.....	67 12	.....	2,325 36	119 40	.....	650 00
North Plainfield Boro.,	.....	496 25	.....	11,783 66	643 03	.....	15,600 00
North Plainfield Twp.,	.....	232 56	1 16	925 11	41 95	.....	500 00
Somerville,	.....	.....	633 38	9,176 98	513 14	.....	8,500 00
South Bound Brook,	.....	.....	.....	1,771 75	99 58	.....	1,302 41
Warren,	.....	51 65	1 00	1,571 31	73 71	.....	500 00
	$79 35	$2,080 50	$1,795 90	$55,116 22	$2,869 09	.....	$46,497 41

SET, State of New Jersey, for the School Year Ending June 30th, 1903.

Amount of district tax voted for purchase of land.	Amount of district tax voted for building, enlarging and repairing school-houses.	Amount of district tax voted for manual training.	Amount of district tax voted for bonds and interest.	Total amount of district tax ordered to be raised.	Amount received from temporary loans.	Amount received from sale of bonds.	Amount received from manual training and other sources.	Total amount available for school year ending June 30th, 1904.
.....	.....	.....	.....	$1,645 00	.....	.....	.....	$5,894 18
.....	.....	.....	$1,450 00	5,950 00	.....	.....	.....	11,096 62
.....	.....	.....	.....	6,000 00	.....	.....	.....	11,390 44
.....	.....	.....	.....	1,050 00	.....	.....	.....	3,386 06
.....	.....	.....	.....	3,000 00	.....	.....	.....	8,392 12
.....	.....	.....	.....	600 00	.....	.....	.....	1,013 65
.....	$150 00	.....	.....	1,600 00	.....	.....	.....	4,995 57
.....	.....	.....	.....	1,200 00	.....	.....	.....	5,708 86
.....	.....	.....	.....	650 00	.....	.....	.....	3,161 88
.....	.....	$1,350 00	5,262 50	22,212 50	.....	.....	.....	35,135 44
.....	.....	.....	.....	500 00	.....	.....	.....	1,700 78
.....	.....	.....	2,360 00	10,860 00	.....	.....	.....	21,183 50
.....	.....	.....	700 00	2,002 41	.....	.....	.....	4,254 20
.....	.....	.....	.....	500 00	.....	.....	.....	2,197 67
.....	$150 00	$1,350 00	$9,772 50	$57,769 91	.....	.....	.....	$119,710 97

Report of Attendance, by Districts, for the County of SOMERSET,

DISTRICTS.	Number of days the schools were kept open.	Number of boys between 4 and 20 years of age enrolled in the schools during the year.	Number of girls between 4 and 20 years of age enrolled in the schools during the year.	Total number of children between 4 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.	Average number of cases of tardiness per day for each teacher.	Average number on roll.
Bedminster,	193	240	223	463	3	1,395	.664	275
Bernards,	189	314	268	582	2	1,610	.616	351
Bound Brook,	189	260	255	515	18	84	.044	373
Branchburg,	188	116	99	215	2	869	.76	127
Bridgewater,	195	375	332	707	5	995	.34	495
East Millstone,	190½	25	31	56	.....	193	1.013	35
Franklin,	170	174	131	305	2	1,684	.883	171
Hillsborough,	192	262	183	445	4	1,210	.526	244
Montgomery,	168	155	134	289	1	685	.585	182
North Plainfield Borough,	181	570	595	1,165	83	2,457	.39	906
North Plainfield Township,	188	59	58	117	1	204	.363	66
Somerville,	190	479	510	989	16	1.746	.37	758
South Bound Brook,	159	98	96	194	.....	231	.393	165
Warren,	183	92	102	194	.....	432	.47	103
	184	3.219	3,017	6.236	137	13.795	.53	4,251

State of New Jersey, for the School Year Ending June 30th, 1903.

Average daily attendance.	Percentage of daily attendance on average enrollment.	Number of pupils enrolled in kindergartens.	Number of pupils enrolled in primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of pupils transported.	Total number of days transported.	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.
242	88	.....	247	210	6	.....	.....	2	9	$41 45	$37 65
301	85.7	.....	398	184	.....	11	135	3	9	67 02	45 85
343	92	100	247	129	39	.....	.....	2	12	90 00	53 35
109	84.6	.....	141	74	.....	.....	.....	1	5	42 55	39 36
444	90	81	412	214	.....	.....	.....	2	10	90 00	45 13
29	84.7	.....	35	21	.....	.....	.....	.....	1	.....	42 10
147	84.1	1	180	121	3	6	265	.....	11	.....	38 90
213	87.3	.....	272	172	1	3	.....	2	10	44 53	36 82
157	86.3	.....	134	150	5	.....	.....	.....	7	.....	39 18
848	93.6	192	563	305	105	.....	.....	3	31	128 91	55 96
59	89.3	.....	74	43	.....	.....	.....	.....	3	.....	37 23
685	90.4	94	512	276	107	.....	.....	3	21	93 00	55 26
150	91.5	.....	118	76	.....	.....	.....	1	4	88 05	46 85
83	82.3	.....	115	79	.....	.....	.....	1	4	38 25	38 25
3,810	87.84	468	3,448	2,054	266	20	400	20	137	$78 38	$47 51

Financial Report by Districts, for the County of SUSSEX, State

DISTRICTS.	Amount due the district, July 1st, 1902, from State and county funds.	Amount due the district, July 1st, 1902, from district tax.	Amount due the district, July 1st, 1902, from other sources.	Total amount due the district, July 1st, 1902.	Amount expended for teachers' salaries.	Amount expended for fuel and janitors' salaries.
Andover,	$1,654 93	$1,760 00	$77 20	$3,492 13	$2,500 00	$227 13
Byram,	2,097 94	2,500 00	172 51	4,770 45	3,555 00	619 56
Borough of Sussex,	1,875 03	1,600 00	1,120 65	4,595 68	2,725 00	280 11
Frankford,	2,429 23	1,657 09	505 00	4,591 32	2,955 75	303 00
Green,	1,012 17	600 00	70 01	1,682 18	1,260 00	127 00
Hampton,	1,012 92	589 25	154 50	1,756 67	1,120 50	125 00
Hardyston,	1,933 65	7,031 80	1,881 70	10,847 15	7,341 20	735 97
Lafayette,	1,049 69	808 63	20 00	1,878 32	1,470 32	95 42
Montague,	1,432 68	551 00	.....	1,983 68	1,440 00	152 19
Newton,	7,870 35	9,365 00	598 00	17,833 35	9,886 50	1,879 06
Sandyston,	2,016 88	500 00	199 51	2,716 39	2,005 00	156 75
Sparta,	2,996 34	3,400 00	161 82	6,558 16	5,345 50	322 17
Stillwater,	2,113 65	1,025 01	.....	3,138 66	2,466 00	233 25
Vernon,	3,391 28	5,500 00	4,640 59	13,531 87	4,469 50	256 66
Wallpack,	704 91	318 47	.....	1,023 38	675 00	61 00
Wantage,	4,831 16	2,500 00	40 00	7,371 16	5,472 30	448 39
	$38,422 81	$39,706 25	$9,641 49	$87,770 55	$54,687 57	$6,024 66

of New Jersey, for the School Year Ending June 30th, 1903.

Amount expended for building and repairing, excluding debt and interest.	Amount expended for debt and interest.	Amount expended for text-books, apparatus and supplies.	Amount expended for other school purposes.	Amount expended for tuition of pupils in adjoining districts.	Total amount expended.	Balance of State and county funds, June 30th, 1903.	Balance of district tax, June 30th, 1903.	Balance of moneys from other sources, June 30th, 1903.	Total balance, June 30th, 1903.
$53 79	$60 00	$115 09	$528 52	.....	$3,484 53	.....	$7 60	.....	$7 60
24 84	.....	134 02	65 73	$45 00	4,444 15	.....	153 79	$172 51	326 30
100 66	.....	461 81	1,026 08	.....	4,593 66	.....	2 02	.....	2 02
.....	.....	116 00	1,140 35	.....	4,515 10	.....	76 22	.....	76 22
60 00	.....	75 00	81 02	36 88	1,639 90	$42 28	.....	.....	42 28
.....	153 25	80 29	100 00	.....	1,579 04	.....	173 13	4 50	177 63
619 25	.....	559 83	1,496 54	60 00	10,812 79	.....	.....	34 36	34 36
66 13	2 30	120 48	125 38	.....	1,878 03	.....	.....	29	29
42 67	.....	78 66	55 00	.....	1,768 52	.....	.....	215 16	215 16
248 01	1,865 00	901 68	431 75	.....	15,212 00	.....	.....	2,621 35	2,621 35
159 20	241 25	154 19	.....	.....	2,716 39	.....	.....	.....	.....
66 38	.....	249 92	396 85	.....	6,380 82	.....	55 52	121 82	177 34
35 87	.....	120 34	65 72	.....	2,923 18	.....	215 48	.....	215 48
4,013 01	250 00	537 44	2,832 60	58 90	12,418 11	.....	.....	1,113 76	1,113 76
.....	.....	17 69	53 00	.....	806 69	.....	216 69	.....	216 69
298 89	.....	199 39	256 15	404 74	7,079 86	.....	.....	291 30	291 30
$5,788 70	$2,571 80	$3,921 83	$8,652 69	$605 52	$82,252 77	$42 28	$900 45	$4,575 05	$5,517 78

Apportionment of School Moneys, by Districts, for the County of SUS-

DISTRICTS.	Balance State and county moneys, July 1st, 1903.	Balance district tax, July 1st, 1903.	Balance received from other sources, July 1st, 1903.	Amount apportioned from State appropriation, State school tax and State school fund appropriation.	Amount apportioned from surplus revenue.	Amount apportioned from balances.	Amount of district tax voted for current expenses.
Andover,	.....	$7 60	.....	$1,858 36	$98 81	.....	$1,450 00
Byram,	.....	153 79	$172 51	2,419 28	128 62	.....	2,500 00
Borough of Sussex,	.....	2 02	.....	2,310 13	122 80	.....	1,600 00
Frankford,	.....	76 22	.....	2,780 77	147 85	.....	1,000 00
Green,	$42 28	.....	.....	1,171 78	62 29	.....	900 00
Hampton,	.....	173 13	4 50	1,165 89	61 98	.....	500 00
Hardyston,	.....	.....	34 36	5,328 06	283 26	.....	6,200 00
Lafayette,	.....	.....	29	1,217 81	64 74	.....	725 00
Montague,	.....	.....	215 16	1,257 04	66 84	.....	500 00
Newton,	.....	.....	2,621 35	6,879 52	365 76	.....	7,500 00
Sandyston,	.....	.....	.....	2,186 98	116 27	.....	600 00
Sparta,	.....	55 52	121 82	3,400 62	180 78	.....	3,400 00
Stillwater,	.....	215 48	.....	2,409 19	128 07	.....	1,100 00
Vernon,	.....	.....	1,113 76	3,875 46	206 04	.....	1,800 00
Wallpack,	.....	216 69	.....	745 29	39 69	.....	125 00
Wantage,	.....	.....	291 30	4,656 29	247 54	.....	3,000 00
	$42 28	$900 45	$4,575 05	$43,662 47	$2,321 34	.....	$32,900 00

SEX, State of New Jersey, for the School Year Ending June 30th, 1903.

Amount of district tax voted for purcnase of land.	Amount of district tax voted for building, enlarging and repairing school-houses.	Amount of district tax voted for manual training.	Amount of district tax voted for bonds and interest.	Total amount of district tax ered to be raised.	Amount received from temporary loans.	Amount received from sale of bonds.	Amount received from manual training and other sources.	Total amount available for school year ending June 30th, 1904.
.....	$50 00	.....	.....	$1,500 00	.....	.....	.....	$3,464 77
.....	200 00	.....	.....	2,700 00	.....	.....	.....	5,573 20
.....	200 00	.....	.....	1,800 00	.....	.....	.....	4,234 95
.....	.....	.....	.....	1,000 00	.....	.....	.....	4,004 84
.....	.....	.....	.....	900 00	.....	.....	.....	3,176 35
.....	100 00	.....	.....	600 00	.....	.....	.....	2,005 50
.....	1,600 00	.....	.....	7,800 00	.....	.....	.....	13,445 68
.....	100 00	.....	.....	825 00	.....	.....	.....	2,107 84
.....	100 00	.....	.....	600 00	.....	.....	.....	2,139 04
.....	.....	.....	$1,815 00	9,315 00	.....	.....	.....	19,181 63
.....	.....	.....	.....	600 00	.....	.....	.....	2,903 25
.....	200 00	.....	.....	3,600 00	.....	.....	.....	7,358 74
.....	50 00	.....	.....	1,150 00	.....	.....	.....	3,902 74
$250 00	1,500 00	.....	.....	3,550 00	.....	.....	.....	8,745 26
.....	.....	.....	.....	125 00	.....	.....	.....	1,126 67
.....	.....	.....	.....	3,000 00	.....	.....	.....	8,195 13
$250 00	$4,100 00	.....	$1,815 00	$39,065 00	.....	.....	.....	$90,566 59

Report of Attendance, by Districts, for the County of SUSSEX,

DISTRICTS.	Number of days the schools were kept open.	Number of boys between 4 and 20 years of age enrolled in the schools during the year.	Number of girls between 4 and 20 years of age enrolled in the schools during the year.	Total number of children between 4 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.	Average number of cases of tardiness per day for each teacher.	Average number on roll.
Andover,	189	114	122	236	1	749	.625	149
Byram,	175.5	155	144	299	4	522	.325	200
Borough of Sussex,	185.5	149	153	302	8	2,167	1.940	223
Frankford,	177	132	163	295	3	205	.113	170
Green,	175	83	80	163	4	283	.394	97
Hampton,	175	57	76	133	8	408	.566	85
Hardyston,	186	341	352	693	19	1,152	.385	469
Lafayette,	192	67	86	153	1	558	.697	99
Montague,	172	70	72	142	.....	1,083	1.203	71
Newton,	188	365	437	802	22	902	.188	606
Sandyston,	175	129	119	248	.....	921	.639	140
Sparta,	181	223	196	419	16	1,415	.645	263
Stillwater,	173	157	141	298	.....	1,449	1.601	183
Vernon,	174	190	228	418	6	1,940	.718	247
Wallpack,	176	32	34	66	2	327	.605	35
Wantage,	191	279	261	540	7	2,391	.700	313
	180.3	2,543	2,664	5,207	101	16,172	.607	3,350

State of New Jersey, for the School Year Ending June 30th, 1903.

Average daily attendance.	Percentage of daily attendance on average enrollment.	Number of pupils enrolled in kindergartens.	Number of pupils enrolled in primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of pupils transported.	Total number of days transported.	Average number of pupils transported per day.	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.
134	.90	17	120	99	.....	.....	.....	.....	.....	6	.....	$41 66
174	.87	.....	109	155	35	.....	.....	.....	1	6	$114 58	46 66
207	.928	58	110	104	30	.....	.....	.....	1	5	84 20	41 62
148	.87	.....	171	103	21	.....	.....	.....	2	8	43 96	31 02
87	.897	.....	81	82	.....	.....	.....	.....	.....	4	.....	39 95
76	.894	.....	67	66	.....	.....	.....	.....	1	3	34 32	32 68
425	.906	.....	495	190	8	.....	.....	.....	4	11	78 46	42 06
89	.898	.....	78	74	1	.....	.....	.....	2	2	40 36	36 44
58	.817	.....	78	64	.....	.....	.....	.....	2	3	36 62	31 40
543	.90	79	454	181	88	.....	.....	.....	2	16	109 40	49 46
121	.86	.....	131	117	.....	.....	.....	.....	3	5	32 20	27 44
232	.88	.....	271	119	29	.....	.....	.....	3	8	73 28	42 54
158	.85	.....	175	123	.....	.....	.....	.....	2	6	38 52	36 16
208	.84	.....	300	118	.....	.....	.....	.....	5	10	40 00	34 14
28	.80	.....	41	25	.....	.....	.....	.....	1	2	25 56	25 56
265	.85	.....	330	204	6	.....	.....	.....	5	12	33 32	34 12
2.953	.88	154	3,011	1,824	218	.....	.....	.....	34	107	$52 52	$36 83

Financial Report by Districts, for the County of UNION, State

DISTRICTS.	Amount due the district, July 1st, 1902, from State and county funds.	Amount due the district, July 1st, 1902, from district tax.	Amount due the district, July 1st, 1902, from other sources.	Total amount due the district, July 1st, 1902.	Amount expended for teachers' salaries.	Amount expended for fuel and janitors' salaries.
Clark,	$406 28	$590 33	$45 35	$1,041 96	$406 28	$24 00
Cranford,	5,321 88	34,953 60	22,855 64	63,131 12	12,275 75	2,351 94
Elizabeth,	55,097 24	83,726 06	32,478 75	171,302 05	95,876 50	13,388 05
Fanwood,	2,204 22	7,620 44	230 00	10,054 66	4,374 98	538 30
Linden,	1,370 12	5,296 93	64 70	6,731 75	3,400 00	565 75
New Providence,	1,727 14	2,101 15	1,084 54	4,912 83	2,610 00	232 69
Plainfield,	23,806 68	61,600 00	13,233 92	98,640 60	51,699 63	7,936 24
Rahway,	12,447 58	14,500 00	1,644 50	28,592 08	18,517 95	5,230 01
Roselle,	2,601 50	7,547 58	192 00	10,341 08	6,494 23	554 61
Roselle Park,	3,455 78	6,750 40	19,129 09	29,335 27	6,219 38	1,000 30
Springfield,	1,932 88	3,180 72	21,574 41	26,688 01	2,900 00	606 22
Summit,	6,645 87	1,573 25	24,343 74	32,562 86	14,335 74	2,108 84
Union,	3,099 85	11,100 00	53 44	14,253 29	7,211 63	944 19
Westfield,	7,853 46	26,075 00	866 75	34,795 21	17,275 00	3,059 75
	$127,970 48	$266,615 46	$137,796 83	$532,382 77	$243,597 07	$38,540 89

of New Jersey, for the School Year Ending June 30th, 1903.

Amount expended for building and repairing, excluding debt and interest.	Amount expended for debt and interest.	Amount expended for text-books, apparatus and supplies.	Amount expended for other school purposes.	Total amount expended.	Balance of State and county funds, June 30th, 1903.	Balance of district tax, June 30th, 1903.	Balance of moneys from other sources, June 30th, 1903.	Total balance, June 30th, 1903.
$6 92	.....	$25 32	$446 43	$908 95	.....	$113 40	$19 61	$133 01
19,009 99	$2,170 00	1,975 85	24,121 50	61,905 03	.....	1,226 09	.....	1,226 09
30,867 05	.....	10,112 46	13,763 96	164,008 02	.....	5,712 33	1,581 70	7,294 03
1,105 44	1,225 00	363 66	2,376 60	9,983 98	.....	70 68	.....	70 38
575 21	.....	433 75	552 15	5,526 86	.....	1,172 34	32 55	1,204 89
390 40	234 54	110 84	1,235 61	4,814 08	.....	98 75	.....	98 75
4,001 33	7,505 00	3,707 46	16,410 55	91,260 21	.....	7,354 89	25 50	7,380 39
1,936 44	.....	2,149 83	110 31	27,944 54	.....	.....	647 54	647 78
465 17	.....	1,007 07	1,172 22	9,693 30	.....	647 78	.....	647 54
8,543 12	605 00	639 79	11,528 18	28,535 77	.....	151 05	648 45	799 50
21,671 81	.....	390 10	959 16	26,527 29	$17 88	90 90	51 94	160 72
644 05	1,725 00	1,450 95	5,332 59	25,980 17	.....	5,944 35	638 34	6,582 69
1,174 00	120 83	1,174 00	3,498 35	14,123 00	.....	130 29	.....	130 29
1,365 79	3,075 00	1,888 13	6,923 91	34,787 58	.....	7 63	.....	7 63
$91,756 72	$16,660 37	$25,429 21	$88,431 52	$505,998 78	$17 88	$22,720 48	$3,645 63	$26,383 99

Amount expended for manual training—Summit, $383.00; Westfield, $1,200.00.

Apportionment of School Moneys, by Districts, for the County of UNION,

DISTRICTS.	Balance State and county moneys, July 1st, 1902.	Balance district tax, July 1st, 1903.	Balance received from other sources, July 1st, 1903.	Amount apportioned from State appropriation, State school tax and State school fund appropriation.	Amount apportioned from surplus revenue.	Amount apportioned from balances.	Amount of district tax voted for current expenses.
Clark,	.....	$113 40	$19 61	$308 63	.....	.....	$300 00
Cranford,	.....	1,226 09	.....	5,890 97	.....	.....	17,150 00
Elizabeth,	.....	5,712 33	1,581 70	56,584 13	.....	.....	82,402 76
Fanwood,	.....	70 68	.....	2,277 78	.....	.....	3,725 00
Linden,	.....	1,172 34	32 55	1,606 72	.....	$9 25	3,600 00
New Providence,	.....	98 75	.....	1,775 66	.....	.....	9,026 00
Plainfield,	.....	7,354 89	25 50	23,965 40	.....	.....	52,200 00
Rahway,	.....	.....	647 54	12,738 96	.....	.....	17,000 00
Roselle,	.....	647 78	.....	2,968 70	.....	791 17	5,800 00
Roselle Park,	.....	151 05	648 45	3,749 03	.....	.....	5,400 00
Springfield,	$17 88	90 90	51 94	2,001 65	.....	.....	2,405 00
Summit,	.....	5,944 35	638 34	6,862 19	.....	.....	14,605 00
Union,	.....	130 29	.....	3,508 10	.....	.....	9,600 00
Westfield,	.....	7 63	.....	9,651 63	.....	.....	17,209 00
New Dist. of Garwood,	.....	.....	.....	394 47	.....	.....	945 00
	$17 88	$22,720 48	$3,645 63	$134,284 02	.....	$800 42	$241,358 76

State of New Jersey, for the School Year Ending June 30th, 1903.

Amount of district tax voted for purchase of land.	Amount of district tax voted for building, enlarging and repairing school-houses.	Amount of district tax voted for manual training.	Amount of district tax voted for bonds and interest.	Total amount of district tax ordered to be raised.	Amount received from temporary loans.	Amount received from sale of bonds.	Amount received from manual training and other sources.	Total amount available for school year ending June 30th, 1904.
.....	.....	.....	.....	$300 00	.....	.....	.....	$741 64
.....	.....	.....	$2,170 00	19,320 00	$22,191 11	.....	$664 53	49,292 70
.....	.....	.....	.....	82,402 76	.....	$32,000 00	19,829 55	198,110 47
.....	$300 00	.....	1,202 50	5,227 50	.....	.....	.....	7,575 96
.....	.....	.....	.....	3,600 00	.....	.....	21 42	6,442 28
.....	1,574 00	.....	.....	10,600 00	850 00	.....	.....	13,324 41
.....	129,500 00	.....	64,000 00	245,700 00	.....	.....	.....	277,045 79
.....	.....	.....	.....	17,000 00	.....	.....	.....	30,386 50
.....	.....	.....	.....	5,800 00	.....	.....	162 00	10,369 65
.....	800 00	.....	500 00	6,700 00	6,750 00	12,301 53	122 67	30,422 73
.....	95 00	.....	680 00	3,180 00	.....	20,320 75	80 18	25,743 30
.....	900 00	.....	1,725 00	17,230 00	.....	.....	328 48	31,003 36
.....	1,500 00	.....	.....	11,100 00	.....	.....	33 44	14,771 83
.....	5,200 00	.....	3,075 00	25,475 00	.....	.....	.....	35,134 26
.....	2,000 00	.....	.....	2,945 00	.....	.....	.....	3,339 97
.....	$141,869 00	.....	$73,352 50	$456,580 26	$29,791 11	$64,622 28	$21,242 27	$733,704 85

Report of Attendance, by Districts, for the County of UNION,

DISTRICTS.	Number of days the schools were kept open.	Number of boys between 4 and 20 years of age enrolled in the schools during the year.	Number of girls between 4 and 20 years of age enrolled in the schools during the year.	Total number of children between 4 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.	Average number of cases of tardiness per day for each teacher.
Clark,	184	21	22	43	.....	44	.22
Cranford,	188	338	377	715	23	1,970	.6
Elizabeth,	188	3,927	4,041	7,968	194	2,563	1.53
Fanwood,	190	151	97	248	3	667	.58
Linden,	184	123	123	246	6	659	.7
New Providence,	180	120	92	212	3	143	.35
Plainfield,	182	1,423	1,368	2,791	71	5,955	.5
Rahway,	186	721	709	1,430	21	1,394	.24
Roselle,	180	201	172	373	2	101	.07
Roselle Park,	188	222	221	443	13	767	.67
Springfield,	190	128	138	266	10	344	.34
Summit,	188	394	354	748	10	1,414	.31
Union,	184	245	220	465	6	439	.54
Westfield,	188	517	508	1,025	66	1,268	.3
	185+	8,531	8,442	16,973	428	17,728	.49

State of New Jersey, for the School Year Ending June 30th, 1903.

Average number on roll.	Average daily attendance.	Percentage of daily attendance on average 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 male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
29	24	81.5	33	10	.....	.....	1	.....	$40 00
538	493	91.4	530	150	32	1	18	$200 00	57 50
6,049	5,372	90.1	4,997	2,504	467	11	142	160 00	57 50
170	156	91.7	161	63	16	1	6	100 00	47 50
173	156	90	178	44	14	1	5	110 00	46 00
134	123	91	152	83	2	3	3	60 00	39 00
2,236	2,070	92.5	1,821	691	279	5	69	100 00	64 00
1,106	1,029	93	1,021	318	89	5	33	85 00	43 00
292	269	90	221	125	27	1	8	150 00	60 00
293	265	89	306	119	18	1	11	120 00	45 00
190	168	92.6	183	68	12	1	5	90 00	40 00
536	496	92.6	475	205	68	2	20	145 00	65 00
307	274	88	290	150	24	4	10	145 00	40 00
822	769	94	680	226	111	1	26	210 00	61 00
12,875	11,664	90.5	11,058	4,756	1,159	37	357	$149 60	$50 45

Financial Report by Districts, for the County of WARREN, State

DISTRICTS.	Amount due the district, July 1st, 1902, from State and county funds.	Amount due the district, July 1st, 1902, from district tax.	Amount due the district, July 1st, 1902, from other sources.	Total amount due the district, July 1st, 1902.	Amount expended for teachers' salaries.	Amount expended for fuel and janitors' salaries.
Allamuchy,	$1.005 50	$606 85	$80 00	$1.692 35	$1.282 50	$112 30
Belvidere,	2.576 32	4.550 48	283 00	7.409 80	4.250 00	566 06
Blairstown,	2.560 86	1,680 35	74 28	4.315 49	2.832 25	229 01
Franklin,	1.632 00	1.516 55	37 50	3.186 05	2.310 00	167 93
Frelinghuysen,	1.520 45	999 53	.....	2.519 98	1.919 00	125 87
Greenwich,	1.382 92	1.040 15	.....	2.423 07	2.005 70	110 79
Hackettstown,	4.115 38	3,972 24	252 37	8.339 99	6.118 25	573 57
Hardwick,	519 65	47 12	.....	566 77	477 00	31 00
Harmony,	1.764 38	1.174 34	40 00	2.978 72	1.872 00	199 36
Hope,	2.032 39	432 54	88 15	2.553 08	1.866 96	216 63
Independence,	851 68	744 33	69 59	1.665 60	1.040 62	85 10
Knowlton,	1.885 29	997 01	140 54	3.022 84	2.123 15	192 48
Lopatcong,	2.516 58	1.756 41	99 94	4.372 93	2.954 14	261 34
Mansfield,	1.524 74	920 22	35 28	2.480 24	1,900 00	104 62
Oxford,	4.631 30	2.940 00	504 88	8.076 18	5,920 00	594 23
Pahaquarry,	720 71	70 85	.....	791 56	648 00	39 00
Phillipsburg,	13.201 19	20,494 98	362 75	34.058 92	24.527 59	4.866 99
Pohatcong,	2.289 34	1.141 78	410 00	3.841 12	2.565 00	214 31
Washington Borough,	5.930 81	7.699 78	360 66	13.991 25	7.813 81	632 18
Washington Township.	1.596 37	800 00	444 56	2.840 93	1.924 50	160 37
	$54.257 86	$53.585 51	$3.283 50	$111.126 87	$76.350 47	$9.483 05

of New Jersey, for the School Year Ending June 30th, 1903.

Amount expended for building and repairing, excluding debt and interest.	Amount expended for debt and interest.	Amount expended for text-books, apparatus and supplies.	Amount expended for other school purposes.	Total amount expended.	Balance of State and county funds, June 30th, 1903.	Balance of district tax, June 30th, 1903.	Balance of moneys from other sources, June 30th, 1903.	Total balance, June 30th, 1903.
$17 73	.....	$52 77	$154 15	$1.619 45	.....	$72 90	.....	$72 90
57 95	$1,195 00	312 25	268 67	6.649 93	.....	759 87	.....	759 87
260 86	.....	200 00	321 35	3.843 47	.....	420 46	$51 56	472 02
118 44	.....	226 58	12 85	2.835 80	.....	312 75	37 50	350 25
79 88	.....	187 99	41 33	2.354 07	.....	165 91	.....	165 91
58 26	.....	71 82	99 04	2.345 61	.....	77 46	.....	77 46
516 85	.....	768 69	271 52	8,248 88	.....	91 11	.....	91 11
.....	.....	.....	31 14	539 14	$11 65	15 98	.....	27 63
65 48	.....	65 69	174 25	2.376 78	.....	601 94	.....	601 94
1 35	.....	131 94	106 20	2.323 08	.....	141 85	88 15	230 00
60 84	.....	84 11	234 56	1.505 23	.....	153 83	6 54	160 37
.....	.....	167 69	327 93	2.811 25	.....	192 59	19 00	211 59
.....	105 00	156 96	335 84	3,813 28	.....	529 81	29 84	559 65
168 06	.....	42 04	110 60	2,325 32	.....	154 92	.....	154 92
184 68	.....	510 00	852 53	8,061 44	.....	.....	14 74	14 74
.....	.....	10 89	23 34	721 23	33 71	36 62	.....	70 33
1,136 32	.....	2,967 51	354 50	33,852 82	.....	.....	206 10	206 10
198 70	.....	343 81	501 28	3,823 10	.....	18 02	.....	18 02
782 46	1,140 00	720 08	567 82	11,656 35	.....	2.277 97	56 93	2,334 90
.....	.....	186 65	569 41	2,849 93	.....	.....	.....	.....
$3,707 86	$2,440 00	$7,207 47	$5.358 31	$104.547 16	$45 36	$6.023 99	$510 36	$6.579 71

Apportionment of School Moneys, by Districts, for the County of WAR-

DISTRICTS.	Balance State and county moneys July 1st, 1903.	Balance district tax, July 1st, 1903.	Balance received from other sources July 1st, 1903.	Amount apportioned from State appropriation, State school tax and State school fund appropriation.	Amount apportioned from surplus revenue.	Amount apportioned from balances.	Amount of district tax voted for current expenses.
Allamuchy,	.....	$72 90	.....	$999 80	.....	.....	$528 00
Belvidere,	.....	759 87	.....	2,589 60	.....	.....	3,090 00
Blairstown,	.....	420 46	$51 56	2,574 14	.....	.....	1,200 00
Franklin,	.....	312 75	37 50	1,627 17	.....	.....	1,081 87
Frelinghuysen,	.....	165 91	.....	1,698 97	.....	.....	700 00
Greenwich,	.....	77 46	.....	1,339 64	.....	.....	1,000 00
Hackettstown,	.....	91 11	.....	4,072 34	.....	.....	4,112 06
Hardwick,	$11 65	15 98	.....	457 09	.....	.....	105 00
Harmony,	.....	601 94	.....	1,737 60	.....	.....	850 00
Hope,	.....	141 85	88 15	1,969 68	.....	.....	350 00
Independence,	.....	153 83	6 54	873 06	.....	.....	750 00
Knowlton,	.....	192 59	19 00	1,822 55	.....	.....	1,060 50
Lopatcong,	.....	529 81	29 84	1,143 89	.....	.....	700 00
Mansfield,	.....	154 92	.....	1,532 75	.....	.....	900 00
Oxford,	.....	.....	14 74	4,807 99	.....	.....	2,200 00
Pahaquarry,	33 71	36 62	.....	664 79	.....	.....	.....
Phillipsburg,	.....	.....	206 10	15,288 71	.....	.....	19,700 00
Pohatcong,	.....	18 02	.....	2,283 14	.....	.....	2,050 00
Washington Borough,	.....	2,277 97	56 93	5,844 14	.....	.....	4,000 00
Washington Township,	.....	.....	.....	1,580 05	.....	.....	1,000 00
	$45 36	$6,023 99	$510 36	$54,907 10	.....	.....	$45,377 43

REN, State of New Jersey, for the School Year Ending June 30th, 1903.

Amount of district tax voted for purchase of land.	Amount of district tax voted for building, enlarging and repairing school-houses.	Amount of district tax voted for manual training.	Amount of district tax voted for bonds and interest.	Total amount of district tax ordered to be raised.	Amount received from temporary loans.	Amount received from sale of bonds.	Amount received from manual training and other sources.	Total amount available for school year ending June 30th, 1904.
.....	$40 00	.....	.....	$568 00	.....	.....	.....	$1,640 70
.....	.....	.....	.....	3,090 00	.....	.....	.....	6,439 47
.....	800 00	.....	.....	2,000 00	.....	.....	.....	5,046 16
.....	100 00	.....	.....	1,181 87	.....	.....	.....	3,159 29
.....	.....	.....	.....	700 00	.....	.....	.....	2,564 88
.....	300 00	.....	.....	1,300 00	.....	.....	.....	2,717 10
.....	.....	.....	.....	4,112 06	.....	.....	.....	8,275 51
.....	.....	.....	.....	105 00	.....	.....	.....	589 72
.....	.....	.....	.....	850 00	.....	.....	.....	3,181 54
.....	200 00	.....	.....	550 00	.....	.....	.....	2,749 68
.....	75 00	.....	.....	825 00	.....	.....	.....	1,858 43
.....	.....	.....	.....	1,060 50	.....	.....	.....	3,094 64
.....	.....	.....	.....	700 00	.....	.....	.....	2,403 54
.....	.....	.....	.....	900 00	.....	.....	.....	2,587 67
.....	400 00	.....	.....	2,600 00	.....	.....	.....	7,422 73
.....	.....	.....	.....	.....	.....	.....	.....	735 12
.....	1,500 00	.....	$505 00	21,705 00	.....	.....	.....	37,199 81
.....	.....	.....	3,000 00	5,050 00	.....	.....	.....	7,351 16
.....	.....	.....	1,080 00	5,080 00	.....	.....	.....	13,259 04
.....	.....	.....	.....	1,000 00	.....	.....	.....	2,580 05
.....	$3,415 00	.....	$4,585 00	$53,377 43	.....	.....	.....	$114,864 24

Report of Attendance, by Districts, for the County of WARREN,

DISTRICTS.	Number of days the schools were kept open.	Number of boys between 4 and 20 years of age enrolled in the schools during the year.	Number of girls between 4 and 20 years of age enrolled in the schools during the year.	Total number of children between 4 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.	Average number of cases of tardiness per day for each teacher.
Allamuchy,	182	70	65	135	2	135	.257
Belvidere,	191	191	167	358	32	210	.122
Blairstown,	172	185	157	342	11	1,564	.905
Franklin,	194	138	152	290	.....	360	.159
Frelinghuysen,	172	88	94	182	4	736	.611
Greenwich,	191	96	88	184	.....	197	.207
Hackettstown,	190	219	221	440	4	793	.351
Hardwick,	173	24	16	40	.....	216	.624
Harmony,	172	126	141	267	1	634	.526
Hope,	171	122	107	229	11	757	.629
Independence,	191	81	60	141	2	367	.641
Knowlton,	172	134	122	256	5	592	.491
Lopatcong,	179	213	202	415	6	612	.380
Mansfield,	190	109	107	216	.....	231	.202
Oxford,	191	336	381	717	10	531	.199
Pahaquarry,	174	27	34	61	.....	593	1.136
Phillipsburg,	190	862	905	1,767	97	1,333	.170
Pohatcong,	172	274	248	522	2	294	.212
Washington Borough,	191	370	368	738	31	813	.250
Washington Township,	190	107	102	209	.....	279	.245
	182.4	3,772	3,737	7,509	218	11,247	.326

State of New Jersey, for the School Year Ending June 30th, 1903.

Average number on roll.	Average daily attendance.	Percentage of daily attendance on average enrollment.	Number of pupils enrolled in kindergartens.	Number of pupils enrolled in primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	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.
69	60	.869	.....	81	54	.....	2	2	$37 90	$35 16
284	266	.938	65	177	78	38	2	7	78 54	41 14
224	205	.915	.....	189	140	13	1	9	32 48	34 80
166	145	.880	.....	216	74	.....	2	4	43 30	37 88
94	86	.915	.....	95	78	9	2	5	41 90	28 04
128	114	.890	.....	110	60	14	1	4	58 64	35 82
357	323	.920	.....	224	152	64	3	10	77 20	41 32
17	14	.824	.....	20	20	.....	.....	2	.....	27 54
139	123	.885	.....	124	143	.....	.....	7	.....	31 10
149	127	.852	.....	118	87	24	2	6	40 00	31 80
86	78	.907	.....	66	65	10	.....	3	.....	36 64
162	146	.901	.....	146	110	.....	4	3	37 42	32 28
257	231	.899	.....	259	156	.....	1	8	42 46	36 00
120	101	.841	.....	129	87	.....	.....	6	.....	33 32
510	449	.880	.....	439	240	38	4	14	47 66	29 92
35	29	.829	.....	40	21	.....	.....	3	.....	24 82
1,510	1,436	.951	.....	1,071	535	161	5	36	80 64	44 92
295	261	.885	.....	373	149	.....	1	7	47 08	35 90
577	533	.923	.....	396	264	78	4	15	66 76	36 30
135	117	.867	.....	123	86	.....	1	5	44 48	31 58
5,308	4,844	.912	65	4,396	2,599	449	35	156	$55 73	$36 81

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