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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

1904

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1905

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Members of the State Board of Education, 1904.

FIRST DISTRICT.

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

SECOND DISTRICT.

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

THIRD DISTRICT.

EDMUND WILSON, ... RED BANK
W. EDWIN FLORANCE (appointed July 22, 1904, *vice* Louis Bevier, Jr., resigned), ... NEW BRUNSWICK

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
GEORGE O'GORMAN (appointed March 21, 1904, *vice* Joseph M. Byrne, resigned), ... 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, ... FRANCIS SCOTT.
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,
W. EDWIN FLORANCE.

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,
W. EDWIN FLORANCE.

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,
PERCIVAL CHYRISTIE.

STATE NORMAL AND MODEL SCHOOL.

S. ST. J. McCUTCHEN,
B. H. CAMPBELL,
PERCIVAL CHRYSTIE,
EDMUND WILSON,
CHARLES E. SURDAM.

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SCHOOL FOR THE DEAF.

OTTO CROUSE,
JAMES M. SEYMOUR,
ULAMOR ALLEN,
GEORGE O'GORMAN,
S. R. MORSE,
W. EDWIN FLORANCE.

FARNUM PREPARATORY SCHOOL.

B. H. CAMPBELL,
SWEETING MILES,
EDWARD E. GROSSCUP,
EVERETT COLBY,
GEORGE O'GORMAN.

MANUAL TRAINING AND INDUSTRIAL SCHOOL FOR COLORED YOUTH.

W. D. FORBES,
J. BINGHAM WOODWARD,
SWEETING MILES,
ULAMOR ALLEN,
GEORGE A. FREY.

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Report of the State Board of Education.

December 7th, 1904.

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

As required by law, I submit the annual report of the State Board of Education, with accompanying documents.

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

Cumberland county, John N. Glaspell, reappointed; Essex county, Arthur B. Meredith, *vice* Elmer C. Sherman, resigned; Hudson county, M. H. Kinsley, reappointed; Hunterdon county, Jason S. Hoffman, reappointed; Passaic county, Homer A. Wilcox, reappointed.

The Reserve Fund, being ten per cent. of the State School tax, was apportioned at a meeting held February 2d, 1904, as follows:

Atlantic county,	$2,955 37
Bergen county,	7,898 24
Burlington county,	4,678 21
Camden county,	8,342 76
Cape May county,	1,576 22
Cumberland county,	7,591 35
Essex county,	40,394 58
Gloucester county,	2,694 64
Hudson county,	33,254 63
Hunterdon county,	3,168 86
Mercer county,	8,799 62
Middlesex county,	5,882 45
Monmouth county,	9,119 85
Morris county,	5,220 88
Ocean county,	5,157 36
Passaic county,	13,191 40
Salem county,	2,498 84
Somerset county,	3,389 46
Sussex county,	2,656 10
Union county,	8,420 23
Warren county,	3,300 14
	$180,191 19

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The reports of the Principal of the State Normal School, the Principal of the Farnum School, the Superintendent of the School for the Deaf and the Principal of the Manual Training and Industrial School for Colored Youth show a satisfactory and steady growth in the work done in these schools.

The appropriation of $40,000 made by the Legislature at the last session for the enlargement of the Normal School Boarding Halls will enable the Board to provide accommodations for all the pupils, will render unnecessary the renting of private dwellings, which were poorly adapted for boarding-hall purposes, and will also result in a more economical administration of the boarding halls. A contract for the erection of this addition was awarded during the summer, and the building will be completed in time for the opening of the schools next September.

The Board, after a thorough and careful examination of all the sites offered for a new Normal School, has, with the approval of the Governor, purchased a plot of twenty-five acres, situate partly in Montclair, Essex county, and partly in Acquackanonk, Passaic county. The plot is admirably situated, and is believed to be as convenient of access from all parts of Hudson, Essex, Bergen and Passaic counties as any plot of sufficient size which could be secured at a reasonable price. Within a radius of ten miles there is in cities and towns of 5,000 and over a population of more than 500,000, or about 125,000 children of school age. The site selected can be reached from the farthest point in any of the counties named above in about one and a half hours.

The statistics in the report of the State Superintendent show a very gratifying advance along all lines of school work. The increase in the enrollment of pupils in the public schools was 7,746 and in total days' attendance 1,384,353. The increase in attendance is not quite as large as that reported last year. This, however, does not mean that the boards of education have relaxed their efforts to enforce the compulsory education provisions of the law, but because the work of the truant officers in former years has been so efficient. There is no reason to expect any marked increase in regularity of attendance, the increase in attendance in the future coming mainly from increase in population.

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Of the 352,203 pupils enrolled 22,461 were in kindergartens, an increase of 2,332, and 15,846 in high-school grades, an increase of 1,043. The average number of cases of tardiness per day for each teacher was a trifle over one-quarter of one per cent. of the average daily attendance as against over one-half of one per cent. last year.

The increase in the number of teachers is 400, which about keeps pace with the increase in school enrollment. The average yearly salary of all teachers is $563.25, an increase of $11.66.

I desire to call special attention to the recommendations of the State Superintendent regarding school gardens and the proper care of school grounds.

Too little attention has been paid to the improvement of the school yards, not only in the rural districts, but also in our cities and large towns. The effect on the pupils of well kept school yards cannot be over-estimated. Wherever attention has been given to this matter, there has been a marked improvement in the neatness and behavior of the pupils. As is well said by Mr. Baxter, "the susceptible child unconsciously and inevitably forms his ideals, derives his ideas of order and appropriateness and much of his refinement or debasement of thought, from what he constantly sees." To a more limited extent, this is also true of adults. Large and well kept school yards tend to foster local pride, and lead to better kept door yards, more orderly surroundings of farm buildings and greater neatness in the homes. The care of the yards by the pupils will not only make the expense very slight, but will also have a great educational value.

The great demand of the present age is that education be made practical, and has been recognized in many communities. The adding of manual training to the school course has been an attempt to meet this demand and to better fit the boys and girls for their life work. Heretofore, however, no attempt has been made to adapt manual training in our schools to agriculture. The provision made by the State for duplicating the amount raised in the district, enables any district to establish an agricultural course. Mr. Baxter's article on "School Grounds," shows very clearly not only the value of such a course, but also contains

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valuable suggestions as to how it may be established and of what it should consist.

I hope that next year it will be possible to report a distinct advance along these lines.

JAMES L. HAYS,
President.

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STATE OF NEW JERSEY,
DEPARTMENT OF PUBLIC INSTRUCTION.

TRENTON, December 1st, 1904.

To the State Board of Education:

GENTLEMEN—In compliance with the requirements of the School Law, I have the honor to submit herewith my Ninth Annual Report as State Superintendent of Public Instruction, the same being for the school year ending June 30th, 1904.

C. J. BAXTER,
State Superintendent.

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ANNUAL REPORT.

Progress in educational matters continues to be the watchword in New Jersey, and more impressively so than ever before, for the school year ending June 30th, 1904. Though the realization of our ideals seems ever distant, encouragement to persevere is always derived from our annual retrospect.

We are gradually learning that in education, as in matters economic, means must be adapted to ends, and that results will continue to sustain an inflexible ratio to effort and outlay. This knowledge obtains in varying degrees in different municipalities, as proved by the school facilities found in each.

The amount expended for "Manual Training and Current Expenses," as defined in Section 95, was $6,901,963.59, as against $6,385,928.82 for the preceding school year, an increase of $516,034.77.

This has affected the cost of education as follows: Average cost of tuition per pupil enrolled for the school year of 1902-1903, $18.26; for 1903-1904, $19.23; increase, $0.97. Average cost of tuition per pupil for the school year of 1902-1903, calculated upon the average number of pupils in attendance, $27.25; for 1903-1904, $28.27; increase, $1.02.

The average annual salary of all teachers employed during the school year of 1902-1903 was $551.59; for the school year of 1903-1904, $563.25; increase, $11.66:

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

RECEIPTS.

Increase in receipts of school year 1903-1904 over and above those of 1902-1903:

(1)	In amount appropriated from State fund for school purposes,	$59,837 44
(2)	In amount of State school tax,	61,028 46
(3)	In amount of district and city tax,	1,322,646 84
(4)	In amount raised in districts for school libraries,	590 00

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DISBURSEMENTS.

Increase in disbursements during school year of 1903-1904 over and above those of 1902-1903:

(1)	In amount expended for teachers' salaries,	$322,033 50
(2)	In amount expended for repairing and building school-houses,	316,256 50
(3)	In amount expended for manual training,	31,121 19
(4)	In amount expended for text-books and apparatus,	28,797 31
(5)	In amount expended for transportation of pupils,	1,283 05
(6)	In amount expended for tuition of pupils in adjoining districts,	13,106 42
(7)	In amount expended for school libraries,	3,570 00

APPROPRIATIONS.

Increase in appropriations for the school year of 1904-1905 over 1903-1904:

(1)	In State school tax,	$99,209 96
(2)	In State appropriation to reduce school tax,	53,420 74

Other unmistakable evidences of advancement are as follows:

(1)	Increase in number of school buildings,	5
(2)	Increase in number of school buildings owned,	7
(3)	Decrease in the number of buildings rented for school purposes,	2
(4)	Increase in number of school buildings valued above $40,000,	7
(5)	Increase in total value of public school property,	$731,645 43
(6)	Increase in average value of public school buildings,	350 95
(7)	Increase in total enrollment of public schools,	7,746
(8)	Increase in total days' attendance in the public schools,	1,384,353
(9)	Increase in total number of pupils enrolled in kindergarten schools and departments,	2,332
(10)	Increase in number of pupils enrolled in high-school grades.	1,043
(11)	Increase in average number of pupils on roll,	9,787
(12)	Increase in average daily attendance,	10,261
(13)	Decrease in the number of cases of tardiness,	15,026
(14)	Increase in seating capacity of public schools,	16,145
(15)	Increase in total number of State certificates granted,	167
(16)	Increase in total number of State certificates held by teachers employed during the year,	154
(17)	Increase in the total number of teachers employed in the State,	400

The following general summary of statistics gives more detailed information for the school year 1903-1904:

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Summary of Statistics.

	1902–1903	1903–1904	Increase or Decrease.
RECEIPTS.			
Balance from last year,	$1,167,177 68	$1,112,088 32	$55,089 36 decrease
Amount appropriated from State Fund for school purposes,	1,112,743 21	1,172,580 65	59,837 44 increase
Amount appropriated from income of State School Fund,	200,000 00	200,000 00	
Amount of State school tax,	1,641,673 50	1,702,701 96	61,028 46 increase
Amount of district tax,	4,697,101 16	6,019,748 00	1,322,646 84 increase
Amount appropriated by counties for expenses of county superintendents,	6,835 13	6,928 79	93 66 increase
Amount of interest of surplus revenue,	31,739 31	31,943 86	204 55 increase
Amount received from sale of district bonds,	578,150 00	394,650 00	183,500 00 decrease
Amount raised in districts for school libraries,	8,390 00	8,980 00	590 00 increase
Amount raised in districts for teachers' libraries,	400 00	334 80	65 20 decrease
DISBURSEMENTS.			
For teachers' salaries,	4,574,879 33	4,896,882 83	322,033 50 increase
For fuel and janitors' salaries,	619,932 29	677,389 86	57,457 57 increase
For building and repairing school-houses,	1,244,283 57	1,560,540 07	316,256 50 increase
For debt and interest,	507,908 98	535,163 43	27,254 45 increase
For manual training,	81,634 49	112,755 68	31,121 19 increase
For text-books and apparatus,	365,434 39	394,231 70	28,797 31 increase
For incidentals,	713,465 57	772,121 30	58,655 73 increase
For transportation of pupils,	7,433 50	8,726 55	1,283 05 increase
For tuition of pupils in adjoining districts,	8,789 25	21,895 67	13,106 42 increase
For expenses of State Board of Education,	2,035 64	2,330 26	294 62 increase
For expenses of Department of Public Instruction,	18,385 59	21,364 68	2,979 09 increase
For expenses of State School Fund,	2,291 14	2,684 59	393 45 increase
For expenses of State Board of Examiners,	65 75	100 07	34 32 increase
For salaries of county superintendents,	36,043 00	36,302 34	259 34 increase
For teachers' institutes,	3,689 55	3,833 25	143 70 increase
For school-house plans,	334 00	495 00	161 00 increase
For supervision of school-house plans,	768 00	375 00	393 00 decrease
For current expenses and repair of Normal School,	52,000 00	57,481 85	5,481 85 increase
For enlarging and repairing Normal School,		14,898 20	14,898 20 increase
For School for the Deaf,	45,000 00	45,000 00	
For Farnum School,	1,200 00	2,200 00	1,000 00 increase
For Industrial School for Colored Youth—			
Current expenses,	5,000 00	5,000 00	
Building and land,	19,552 50		19,552 50 decrease
Improvement and repairs,		4,441 01	4,441 01 increase
For school libraries,	14,390 00	17,960 00	3,570 00 increase
For teachers' libraries,	800 00	669 60	130 40 decrease
For expenses of county superintendents,	6,835 13	6,928 79	93 66 increase
Balance,	1,112,088 32	1,448,184 65	336,096 33 increase
DISTRICT SCHOOL TAX.			
Number of districts that levied tax to pay current expenses,	396	430	34 increase
Number of districts that levied tax for purchase of land,	14	11	3 decrease
Number that levied tax to build and repair school-houses,	207	247	40 increase
Number that levied tax for manual training,	35	33	2 decrease
Number that levied tax to pay debt and interest,	183	202	19 increase
Number of districts that levied no tax,	3	2	1 decrease
COST OF EDUCATION.			
Average cost, per pupil, calculated on enrollment,	$18 26	$19 23	$0 97 increase
Average cost, per pupil, calculated on average attendance,	27 25	28 27	1 02 increase

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Summary of Statistics—Continued.

	1902–1903	1903–1904	Increase or Decrease.
NUMBER OF TEACHERS.			
Males,	1,028	1,052	24 increase
Females,	7,266	7,642	376 increase
Total,	8,294	8,694	400 increase
SALARIES OF TEACHERS.			
Average salary per year paid to all teachers,	$551 59	$563 25	$11 66 increase
Average salary per month paid to all teachers,	60 61	61 90	1 29 increase
SCHOOL DISTRICTS, HOUSES, ETC.			
Number of school districts,	397	432	35 increase
Number of school buildings,	1,953	1,958	5 increase
Number of buildings owned,	1,874	1,881	7 increase
Number of buildings rented,	79	77	2 decrease
Number of school-houses erected during the year,	38	34	4 decrease
Number enlarged, remodeled or refurnished,	61	53	8 decrease
Number of unsectarian private schools,	147	137	10 decrease
Number of sectarian private schools,	137	141	4 increase
Number of school visits by county superintendents,	3,650	3,489	161 decrease
VALUATION OF SCHOOL PROPERTY.			
Number of buildings valued at $100 or less,	5	19	14 increase
Number valued between $100 and $500,	207	245	38 increase
Number valued between $500 and $1,000,	582	549	33 decrease
Number valued between $1,000 and $5,000,	555	529	26 decrease
Number valued between $5,000 and $10,000,	128	134	6 increase
Number valued between $10,000 and $20,000,	108	109	1 increase
Number valued between $20,000 and $40,000,	144	144	.....
Number valued above $40,000,	145	152	7 increase
Total value of school property,	$19,129,748 00	$19,861,393 43	$731,645 43 increase
Average value of New Jersey school buildings,	10,208 00	10,558 95	350 95 increase
ATTENDANCE.			
Number of boys enrolled in the public schools,	172,621	176,798	4,177 increase
Number of girls enrolled in the public schools,	171,836	175,405	3,569 increase
Total enrollment in the public schools,	344,457	352,203	7,746 increase
Total number of days present during the year,	43,824,651½	45,209,005	1,384,353½ increase
Total number of pupils enrolled in kindergarten,	20,129	22,461	2,332 increase
Number of pupils enrolled in primary grade,	216,737	218,009	1,272 increase
Number of pupils enrolled in grammar grade,	92,788	95,887	3,099 increase
Number of pupils enrolled in high school grade,	14,803	15,846	1,043 increase
Average number on roll,	253,084	262,871	9,787 increase
Average daily attendance,	229,244	239,505	10,261 increase
Percentage of daily attendance on average enrollment,	.90+	.91	.01 increase
Number of pupils neither absent nor tardy,	6,712	6,127	585 decrease
Average number of cases of tardiness per day based on average daily attendance,	.51	.28	.23 decrease
Total number of cases of tardiness during the year,	462,470	447,444	15,026 decrease
Number of children the public schools will seat,	337,900	354,045	16,145 increase
SCHOOL TERM.			
Number of districts that maintained school six months but less than nine,	4	4	.....
Number of districts that maintained school nine months or more,	393	428	35 increase
Average time the schools were kept open,	9 mos. 2 days	9 mos. 2 days	.....

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Summary of Statistics—Continued.

	1902–1903	1903–1904	Increase or Decrease.
TEACHERS' CERTIFICATES GRANTED DURING THE YEAR.			
First Grade, State—			
Number granted to males,	5	13	8 increase
Number granted to females,	3	7	4 increase
Second Grade, State—			
Number granted to males,	7	4	3 decrease
Number granted to females,	5	3	2 decrease
Third Grade, State—			
Number granted to males,	24	18	6 decrease
Number granted to females,	31	46	15 increase
Normal Life Certificates—			
Number granted to males,	4	9	5 increase
Number granted to females,	62	156	94 increase
Temporary Endorsement Certificates—			
Number granted to males,	18	15	3 decrease
Number granted to females,	140	165	25 increase
Permanent Endorsement Certificates—			
Number granted to males,	.....	6	6 increase
Number granted to females,	.....	31	31 increase
Special State Certificates—			
Number granted to males,	3	.....	3 decrease
Number granted to females,	1	12	11 increase
Provisional State Certificates—			
Number granted to males,	11	5	6 decrease
Number granted to females,	22	13	9 decrease
Total number of State Certificates granted to males,	72	71	1 decrease
Total number of State Certificates granted to females,	264	432	168 increase
Total number of State certificates granted,	336	503	167 increase
First Grade, County—			
Number granted to males,	46	54	8 increase
Number granted to females,	91	132	41 increase
Second Grade, County—			
Number granted to males,	49	44	5 decrease
Number granted to females,	306	246	60 decrease
Third Grade, County—			
Number granted to males,	47	53	6 increase
Number granted to females,	327	378	51 increase
Special County Certificates—			
Number granted to males,	6	6	.....
Number granted to females,	27	31	4 increase
Total number of County Certificates granted to males,	148	157	9 increase
Total number of County Certificates granted to females,	751	787	36 increase
Total number of County Certificates granted,	899	944	45 increase
Total number of State and County Certifictaes granted,	1,235	1,447	212 increase
Number of applicants for State Certificates rejected,	31	43	12 increase
Number of applicants for County Certificates rejected,	480	418	62 decrease
Total number of applicants rejected,	511	461	50 decrease
GRADES OF CERTIFICATES HELD BY TEACHERS DURING THE YEAR.			
State Certificates—			
First grade,	387	428	41 increase
Second grade,	1,721	1,843	122 increase
Third grade,	314	295	19 decrease
Special,	53	63	10 increase
County Certificates—			
First grade,	941	876	65 decrease
Second grade,	909	859	50 decrease
Third grade,	499	561	62 increase
Special,	119	123	4 increase
District Certificates—			
First grade,	2,676	2,798	122 increase
Second grade,	387	579	192 increase
Third grade,	172	97	75 decrease
Special,	116	172	56 increase

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Summary of Statistics—Continued.

	1903–1904	1904–1905	Increase or Decrease
APPROPRIATIONS.			
State school tax,	$1,702,701 96	$1,801,911 92	$99,209 96 increase
State appropriation to reduce State school tax,	916,839 52	970,260 26	53,420 74 increase
Total amount of 2¾-mill tax,	2,619,541 48	2,772,172 18	152,630 70 increase
State school fund appropriation,	200,000 00	200,000 00	.....
Interest on surplus revenue,	31,943 86	29,187 09	2,756 77 decrease
District school tax,	5,620,994 40	5,505,796 00	115,198 40 decrease
State Normal School—			
Current expenses and repairs,	57,500 00	54,000 00	3,500 00 decrease
Enlarging and repairing,	40,000 00	.....	40,000 00 decrease
New State Normal School, for land,	25,000 00	.....	25,000 00 decrease
School for the Deaf,	45,000 00	45,000 00	.....
Industrial School for Colored Youth—			
Current expenses,	5,000 00	6,000 00	1,000 00 increase
Improvement and repairs,	4,325 00	.....	4,325 00 decrease
Farnum School,	2,200 00	1,200 00	1,000 00 decrease
State Board of Education,	2,650 00	2,500 00	150 00 decrease
Department of Public Instruction,	22,500 00	19,500 00	3,000 00 decrease
School fund expenses,	3,500 00	3,500 00	.....
Industrial training,	15,000 00	15,000 00	.....
Manual training,	50,000 00	45,000 00	5,000 00 decrease
County Superintendents' salaries,	36,500 00	36,500 00	.....
Free school libraries,	9,600 00	7,000 00	2,600 00 decrease
Teachers' libraries,	400 00	600 00	200 00 increase
Teachers' institutes and high school inspection,	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	.....

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BASIS OF STATE SCHOOL TAX.

Those who advocated a change of basis of State school tax from $5.00 per pupil of school age, residing in the State, to 2¾ mills on each dollar of valuation of the taxable real and personal property of the State, claimed that the tax based upon total ratables would not subject our schools to such unexpected and embarrassing fluctuations of income as that based upon school census, but would furnish for their support a steadily increasing amount, which would be more in keeping with their increase in enrollment. Though sufficient time has not elapsed to furnish an extended comparison of the two methods, we believe the following tables conclusively prove the superiority of the 2¾ mill tax as a reliable source of income for the support of our public schools:

TABLE A.

Year.	*Total State Ratables.*	*Increase Over Year Next Preceding.*
1880,	$518,617,518 84	$9,723,180 84
1881,	527,451,222 50	8,833,703 66
1882,	535,467,876 50	8,016,654 00
1883,	548,495,069 00	13,027,192 50
1884,	554,828,114 34	6,333,045 34
1885,	565,537,955 84	10,709,841 50
1886,	573,256,303 78	7,718,347 94
1887,	586,917,360 00	13,661,056 22
1888,	603,676,953 22	16,759,593 22
1889,	618,104,763 75	14,427,810 53
1890,	649,979,700 75	31,874,937 00
1891,	701,320,029 35	51,340,328 60
1892,	742,759,082 50	41,439,053 15
1893,	768,295,274 50	25,536,192 00
1894,	774,398,332 00	6,103,057 50
1895,	786,998,070 00	12,599,738 00
1896,	794,428,048 00	7,429,978 00
1897,	812,609,090 00	18,181,042 00
1898,	844,354,193 00	31,745,103 00
1899,	864,516,527 00	20,162,334 00
1900,	891,237,286 95	26,720,759 95
1901,	918,418,741 50	27,181,454 55
1902,	952,560,540 00	34,141,798 50
1903,	1,008,062,612 70	55,502,072 70
1904,	1,055,379,023 65	47,316,410 95

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The preceding table is most interesting, because showing a constant and rapid increase in the value of the real estate and personal property held in the State during the past twenty-five years. If, during this extended period, a suitable tax rate had been authorized and State ratables had been used as the basis of State school tax, our schools would have received from this source a constant, though not a uniform, increase in annual income.

TABLE B.

School Year.	*Amount of State School Tax Based Upon School Census.*	*Increase or Decrease.*
1892–1893, ...	$2,151,700 00	$99,140 Increase.
1893–1894, ...	2,026,110 00	125,590 Decrease.*
1894–1895, ...	2,119,460 00	93,350 Increase.
1895–1896, ...	2,196,240 00	76,780 Increase.
1896–1897, ...	2,124,795 00	71,445 Decrease.*
1897–1898, ...	2,194,845 00	70,050 Increase.
1898–1899, ...	2,284,310 00	89,465 Increase.
1899–1900, ...	2,333,550 00	49,240 Increase.
1900–1901, ...	2,317,825 00	15,725 Decrease.*
1901–1902, ...	2,287,395 00	30,430 Decrease.*

Table B illustrates the fluctuating support which the schools received from a system of taxation based upon school census. During a period of ten years, six show an increase, and four a falling off, in the amount received from the State school tax. When preparing their annual budgets, Boards of Education could confidently anticipate an increase in enrollment, and a consequent increase in the current expenses of the schools under their supervision, but they never knew whether to expect a larger or a smaller apportionment from the State.

The following table shows the constant increase in the enrollment of our public schools from the school year 1892-1893 to 1903-1904, inclusive:

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TABLE C.

School Year.	*Total Enrollment.*	*Increase.*
1892–1893, ...	249,588	6,344
1893–1894, ...	264,507	14,919
1894–1895, ...	274,270	9,763
1895–1896, ...	280,330	6,060
1896–1897, ...	294,880	14,550
1897–1898, ...	304,680	9,800
1898–1899, ...	315,055	10,375
1899–1900, ...	322,575	7,520
1900–1901, ...	336,432	13,857
1901–1902, ...	336,664	232
1902–1903, ...	344,457	7,793
1903–1904, ...	352,203	7,746

A larger enrollment requires not only more school buildings, but also a corresponding increase in the numerous items included in the term "current expenses." The embarrassments incident to a system of State school taxation based upon school census are made evident by an examination of tables B and C.

By consulting table C we find that the increase in enrollment during the school year 1893-1894, over that of the year next preceding, was 14,919. The average "cost of education" per pupil enrolled during the school year 1892-1893 was $12.55. This means that in addition to the formidable outlay required for additional school accommodations, Boards of Education needed, at the least, for the school year 1893-1894, an increase of $187,233.45 ($12.55×14,919) to meet current expenses. Table B, however, shows for this same year, not an increase but a decrease of $125,590.00 in the amount received from State school tax. School boards with diminished resources were thus confronted with the necessity of increasing their expenditures. From this dilemma the only proper escape was to issue school board notes and vote heavier local taxes the following year, to pay old debts. Some districts adopted the more unwise and objectionable expedient of reducing teachers' salaries. If the present system of State school taxation had then been in operation, instead of receiving from this source, for the year 1893-1894, $125,590.00 less, the schools would have received $113,957.00 (41,439,053.15×

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.00275) more than for the preceding school year, and Boards of Education would have been able to make an intelligent estimate of the amount that would be available for the ensuing school year. (See Table A, increase in ratables for the year 1892.)

By a further examination of Tables B and C we find that during the school years 1896-1897, 1900-1901, and 1901-1902, school boards were obliged to wrestle with similar financial difficulties. By noting in Table A the increase in total State ratables for each of the years next preceding the school years mentioned, we also find that if the present system of taxation upon ratables had been in continuous operation, school finances would have been in better condition, and school boards, school districts and schools would have been subject to much less inconvenience and hardship.

No modern seer has been able to predict when, through fluctuation of school census, our schools would encounter a financial drought. With a system of State school taxation based upon school census, school boards were unable to make an approximate guess as to the apportionment each would receive from the State, and thus determine to what extent it would be necessary to supplement such apportionment by a district tax. Judging from past experience, they were warranted in anticipating only a vaguely indeterminable sum, and simply knew that the chances of its being less, instead of more than the amount available for the current school year, were as two to three.

As the law requires annual returns to be made to the State comptroller, of the taxable property of the several counties as assessed for school and local purposes, and as under a system of school taxation, based upon ratables, those of one year determine the amount of State school tax that will be levied the next, Boards of Education are enabled to make an intelligent estimate of the amount to be expected from this source. For example, we already know that the total State ratables for the year 1904 is $1,055,379,023.65, and that this is $47,316,410.95 in excess of the ratables of the year 1903. (See Table A.) The rate of State school tax being fixed by law at 2¾ mills per dollar, we also know that for the school year 1905-1906 the sum total of

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State school tax will be $2,902,292.32 ($1,055,379,023.65× .00275) and that this is $130,120.14 more than has been apportioned among the school districts of the State for the school year of 1904-1905. We further know that if the legislature shall continue to authorize the payment of 35% of the State school tax from the general funds of the State, that the appropriation from the State treasury for this purpose, for the school year 1905-1906 will be $1,015,802.32, and that $1,886,490.00 will be the actual amount of State school tax levied.

In this connection, it seems advisable to explain a matter that is not generally understood, and which has been a subject of inquiry at this department. As the rate of State school tax is 2¾ mills (.00275), and 35% of such tax is paid by an appropriation from the State treasury, some taxpayers suppose that .0017875 (65% of .00275) is the invariable rate of State school tax levied throughout the State, and very naturally expect to find this decimal on their tax notices.

But as shown in Table A, the ratables of each year since 1879 have been greater than those of the year next preceding. The ratables of any year multiplied by .00275 determine the total amount of State school tax for the next, and the exact amount provided by law, neither more nor less, through State appropriation and tax levy combined, must be raised. Therefore, while the ratables upon which our State school tax is levied shall continue to be greater than those upon which it was based, the average rate throughout the State will be less than .0017875 (65% of .00275).

Those counties in which the percentage of increase in ratables has been greatest, will have the lowest tax rate, and those in which it has been least will have the highest tax rate. If, in any year, the ratables of any county happen to be less in amount than those of the preceding year, its rate of State school tax will be, necessarily, greater than .0017875 (65% of .00275) because the said per cent. of a larger amount has been apportioned to such county. A formidable reduction in the assessment of a wealthy corporation might give rise to this condition.

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From the preceding paragraphs the intelligent reader will note that the State is regarded as the unit in determining the amount of State school tax, in its apportionment among the several counties, and in the apportionment of the State appropriation to reduce State school tax; but that in the assessment of such tax, the county becomes the unit. This is practically true in the apportionment of the amount raised by State school tax among the several counties; for each has either the whole or very nearly the whole of its own State tax levy returned to it.

If, as at present, the State were the unit of assessment, and if, not as at present, it were also the unit of apportionment on a strictly equitable basis, our system of State school taxation would be less complicated and make a much closer approach to the ideal. Each county, instead of receiving, as a rule, in proportion to its ratables, would then receive from the State according to the teaching force employed and the actual work done; would receive according to its needs, its enterprise, and its effectiveness in educating the youth of the State.

Not until the much-discussed "equal taxation" shall become an accomplished fact can such ideal condition be realized. "A consummation devoutly to be wished," especially by those friends of education whose sympathies and interests embrace the State. Though a correct apportionment of the proceeds of a State school tax is now practicable, its equitable levy is impossible so long as we have twenty-one different standards of assessment, each of which is subject to material modification because of local influence or individual discretion.

As compared with the entire amount which we expend upon public education, the concession made through the agency of a reserve fund to the counties which are more abundantly blessed with school population than with taxable property is but a trifle. By reference to the general summary of this and of former annual reports, it will be seen that the aggregate local school tax, which the people wisely and generously vote upon their respective school districts, has, for many years, largely exceeded the total amount received from the State. This statement is verified by the following comparisons:

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School Year.	*State School Tax+ State Appropriation to Reduce State School Tax+ State School Fund Appropriation.*	*District Tax.*	*Ratio.*
1902-1903,	$2,725,651 54	$5,620,904 40	1 to 2.06
1903-1904,	2,819,541 48	6,019,748 00	1 to 2.13+
1904-1905,	2,972,172 18	5,505,796 00	1 to 1.85+

Their superior ability to meet this larger demand upon their resources, is a matter upon which the wealthier counties can rightfully be congratulated, and the enjoyment of this advantage should stimulate them to even greater liberality, and, in so far as State means and measures are concerned, make them sincere advocates of the doctrine of equitable support and equality of opportunity.

The rank of a community or of a commonwealth is determined, not by the superior advantages and attainments of a portion of its population, but by the industry, morality, intelligence and culture of its entire citizenship. Only the progress which reaches down and out, and comprehends the whole, is safe, sane and sure. When we would raise the mass whose weight is measured by tons, we place the lever underneath. No one to whom authority, opportunity, or influence is given can rightfully evade responsibility. The spark of divinity within has ever reminded man that he is his brother's keeper. It was the consciousness of this responsibility that prompted Cain to disavow it.

A system of State school taxation based upon ratables is not new to the people of New Jersey. Our public schools were made free in 1871 and a two-mill tax, based upon total State ratables and apportioned according to school census, was then authorized. Theoretically this was excellent legislation but most inopportune, because it was enacted during the unsettled, chaotic period of inflation that followed the Civil War. Gold commanded a high premium, paper currency was correspondingly cheap, and as a consequence, gold and silver completely disappeared from circulation. A heavy decline in the estimated value of realty was inevitable and was but a question of time. The total taxable property of the State, rated at $619,057,903.00 in 1875, notwithstand-

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ing its constant development and actual increase in intrinsic value, was assessed but $508,892,338.00 in 1879. Owing to the rapid decline in State ratables, the two-mill tax soon failed to provide a satisfactory revenue for our schools. Because of this and of the inequities which resulted from the unequal, erratic, and sometimes dishonest rating of property in the different counties, it was, in 1881, superseded by a tax of $4.00 per child of school age, as determined by an annual school census. In 1888, this tax was increased to $5 per child of school age. The act authorizing such increase took effect in the tax levy of the same year and continued in force until its repeal in 1901 and the enactment of the law which again made the total assessed value of all the property in the State the basis of State school tax.

Because the data required to carry out its provisions were not available, this law was unavoidably inoperative during the school year of 1901-1902. Its enforcement was feasable for the school year 1902-1903 and it has since proved most satisfactory.

The results thus far assured are as follows:

School Year.	*Amount of 2¾-mill tax based upon State Ratables.*	*Increase.*
1902-1903,	$2,525,651 54	$238,256 54
1903-1904,	2,619,541 48	93,889 94
1904-1905,	2,772,172 18	152,630 70
1905-1906,	2,902,292 32	130,120 14

So large an increase as $238,256.54 in the amount of State school tax for 1902-1903 over that of the preceding year will be readily understood by a reference to Tables A and B. This affords an impressive illustration of the contrast between two years of income calculated upon a fluctuating basis, and an income for the same period, depending upon the certain material prosperity of a progressive commonwealth.

The general increase in State school tax for the school year 1902-1903, the first year in which the 2¾ mill tax became operative, was simply an incident of the change in basis. Had it been in force during the school years 1891-1892 to 1901-1902, inclusive, the last ten years during which the census basis was in oper-

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ation, the amount received from a 2¾-mill tax based upon total State ratables would have aggregated $22,534,540.00 as against $22,035,230.00 based upon census. Though the difference between these amounts, $499,310.00, would not have been of substantial benefit when apportioned to all the school districts of the State throughout so extended a period, still the aggregate made available through the agency of a tax based upon ratables, would have proved of far greater value to our schools because of its more regular distribution.

From Table A we note that the annual increase of ratables for the past twenty-five years has varied from $6,103,057.50 in 1894, to $55,502,072.70 in 1903. This would have made an increase of revenue from this source ranging from $16,783.40 in 1894, to $152,630.70 in 1903. The latter amount is none too large, and the former is far too small to constitute an appreciable portion of the annual increase of expenditure imperatively demanded by a constant increase in school enrollment and a steady advance in educational standards. In our present system of education these are ever present factors, and if we make it effective, they must be seriously considered and intelligently provided for.

The public schools prepare the great majority of our youth for service and citizenship and largely determine our standards of morality and intelligence. They also constitute the basis of our industrial prosperity, and as an influence that makes for peace, order and righteousness, are the most important ally of the Christian church. Therefore, in view of the State's vital interest in public education, it would seem that the larger portion of the support which it provides, in other words the State school tax, should not be determined by total State ratables multiplied by an inflexible rate.

The amount of State ratables of each year is known several weeks in advance of the regular session of our legislature. If it shall ever happen that the usual 2¾-mill tax will not make suitable provision for the ensuing school year, then this rate should be so increased that it will provide an amount in keeping with prospective demands, and thus avoid emergencies which would impair the efficiency of the schools in those districts in which the deficency was not fully met by an increase of local tax.

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Even though the State ratables should continue to advance in amount as rapidly as during the past three years, a contingency might arise that would require an advance in the rate of school tax. The general recognition of the value of supervision and the necessity of continuing the apportionment of $600 to each district employing a superintendent or a supervising principal will constitute a formidable demand which may be confidently anticipated. The amount apportioned among the school districts on the basis of actual days' attendance, though unfortunately meager, has proved a valuable stimulus, both to enrollment and regularity of attendance, and any encroachments upon this resource will be attended with injurious effects.

The addition of $^1/_{10}$ of a mill would rarely be required to correct any failure of State ratables to provide a normal increase in the amount of State school tax. Notwithstanding such increase in rate would, under present conditions, add but thirteen cents to the State school tax of one assessed for $2,000.00 and but sixty-five cents if assessed for $10,000.00, it would, if levied upon the ratables of 1904, provide an additional amount of $105,537.90. Though but a trifling matter to the individual taxpayer, it would in many instances prove to be one of paramount importance to the individual school. To some it would mean the employment of another much needed teacher, and to others the retaining of a teacher whose services were well nigh indispensable, but who had received a "louder call" from a more progressive community.

It is important that the State provide wisely as well as generously for the support of its public schools. It will provide most wisely when it provides most opportunely.

After much experiment we have discovered the basis of State school taxation which is best, and to it, with such modifications as circumstances may demand, we should adhere. We cannot imagine conditions within the realm of probability that would make it so unsatisfactory and so unreliable a dependence as a State school tax based upon an annual school census.

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THE RESERVE FUND.

Since the change of basis of State school tax from school census to State ratables, and its payment in part by an appropriation from the State treasury, those who have not investigated the matter are in doubt as to what constitutes the portion of State school moneys known as the "reserve fund." From the first clause of section 179 of the 1903 edition of the school law, we learn that "ten per centum of the full amount of the State school tax annually raised shall be known as a reserve fund," and a careful reader of section 177 makes it entirely clear that the word *raised,* as used in the above connection, should be interpreted as meaning "levied, assessed and collected."

Section 177 provides that the "State school tax" shall be such an amount as will make, when added to the appropriation from the State treasury, a sum equal to 2¾ mills on each dollar of valuation of the taxable real and personal property in the State as exhibited by the latest abstract of ratables filed in the office of the State comptroller. This definition of the term "State School Tax," is sustained in the portion of section 179 which requires the State Superintendent, on or before the 15th of January in each year, to draw an order on the State Comptroller in favor of each county collector for 90 per centum of the amount of the "State School Tax" paid by said collector to the State Treasurer. It is therefore evidently the intent of the law that ten per centum of the total amount of State school tax paid ino the State treasury by all the county collectors shall constitute a reserve fund, and that the said fund shall not include any part or portion of the appropriation made to reduce State school tax. Ten per centum of the State school tax annually "levied, assessed and collected" is equivalent to six and one-half per centum of the so-called 2¾-mill tax.

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SCHOOL YARDS.

From one end of our great country to the other the most unlovely, lonesome, forlorn, uncared-for, and God-forsaken premises to be found are the country school houses and school yards, and this in the older as well as in the younger States. ORVILLE T. BRIGHT.

It is a poor type of school nowadays, that has not a good playground attached. THEODORE ROOSEVELT.

From the beautiful atmosphere of home come the noblest and tenderest traits of noble and tender men, the sweetest and loveliest characteristics of sweet and lovely women. But the home roof tree shares with the school the immense responsibility of early impressions. The child spends many hours of the most impressionable period of his life in the school room and on its grounds. His waking moments are about equally divided between the home and the school. ROBERT M. KING.

To do better mental work, not more, and to do it easier, we need more wholesome school surroundings. Millions of the future citizens of this republic are getting their education under most wretched conditions. Thousands of our school houses do not present a single attractive feature, but even repel the child who has any sense of order, cleanliness or beauty.
CHARLES R. SKINNER.

Beautify the school grounds. If the rest of the landscape be a desert of neglect, make the school yard the saving oasis of cheer and beauty. The school house and its surroundings reflect the character of the community. Would the intelligent citizens of many communities like to be judged by the ramshackle buildings, and their bald and ugly grounds, in which is centered their most important interest, the training of their children? The school house and its setting make an indelible impress on the minds of the children. Madame DeStael likens beautiful architecture to frozen music. Ugly architecture and desert surroundings are a frozen crime against humanity in general, and against youthful humanity in particular. The school, in the teacher, in the building, in the grounds, should be an uplift for the susceptible children. Beauty teaches and preaches. Make the school yard its cathedral.
H. A. VANFREDENBERG.

During the past ten years there has been a marked improvement in the public school buildings of New Jersey. In this respect our advance is made impressively apparent by the following comparisons:

School Year.	*Number of School Buildings Owned.*	*Total Value.*	*Av. Value.*
1893-1894, ...	1,701	$11,751,222	$6,908
1903-1904, ...	1,874	19,861,393	10,598

The improvement in construction and sanitation has been most marked since the act of 1900, which requires all plans and speci-

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fications of public school buildings to be submitted to the State Board of Education, for "suggestion and criticism," before their final adoption by local boards. The cordial support of this law has been most gratifying, and results have been even more satisfactory than was anticipated, but the environment of many of these more commodious buildings is much the same as that of the inferior structures of former years. Though we have school buildings to which an appropriate setting has been given, and rejoice in their possession, the hard-trodden, barren and unattractive school yard comes so near to being the rule, and is so familiar an association of school life, that it does not occur to the majority of people that anything less unsightly and forbidding is either possible or desirable. This is too often one of the reasons for regarding the public school as an undesirable neighbor.

Realizing the wholesome effect of examples of neatness and order upon employes and their work, our captains of industry have surrounded their factories with tasteful and well-kept grounds. The great railroad corporations also recognize the economic value of the same influence and beautify the surroundings of their offices and numerous railway stations. It is incomprehensible that so many patrons and enlightened friends of our public schools should continue blind to the far more important and enduring effect of environment upon young life.

The susceptible child unconsciously and inevitably forms his ideals, derives his ideas of order and appropriateness, and much of his refinement or debasement of thought, from what he constantly sees. The ill-kept school yard with tumble-down inclosure, so familiar to him during school days, will in all probability be reproduced in the surroundings of the home which he will establish in after years. Happily the same will be true if his school environment, through the efforts and authority of a progressive school board, ably assisted by a vigilant and cultured teacher, shall be made and kept attractive.

Though a larger percentage of our school population resides in towns and cities, the great majority of our schools are located in rural districts where land is plentiful and cheap. For the legal voters of any such district to select as a site for a twentieth century school building any dreary, out-of-the-way corner that can

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not be otherwise utilized is a form of penny-wise economy much to be deplored and greatly to their discredit. When there is so much of beauty in our rural sections, provided without either thought or care of man, there is no excuse for denying the school the refining influence of attractive natural surroundings.

Every rural and nearly every suburban school yard should contain at least an acre. Two acres would be better, so as to afford room for the school garden, when its educational and economic value shall become better understood and appreciated. After reserving sufficient space for ornamentation, the school yard should in every case be large enough to afford ample room for pupils to have free exercise in the open air. Every child is born into the world with an inalienable right to room enough to give vent to his exuberant bodily activity, and insure his healthful growth. The more beautiful the specially reserved space shall be, and the more attractive the school yard as a whole shall be made, the greater will be its influence upon the character and lives of the pupils, and the better their deportment, both in school and out.

After the portion of the school yard set apart for ornamentation shall, at the expense of the district, have been properly graded, fertilized and symmetrically laid out, it should be turned over to the school, and the pupils given to understand that it is theirs. Each should be impressed with the responsibility and led to experience the pride of ownership. Its further improvement should be the work of the pupils, under the supervision of the teacher, during intermissions and beore and after school hours. The setting of coleous or other ornamental plants along the borders of the walks, the making and cultivating of flower beds of elegant design, the planting of seeds and ornamental shrubs, the seeding or the sodding of the parts not under cultivation, and the general care of the plot, with proper division of labor, should be attended to by the pupils. Under competent direction and the stimulus of judicious commendation, such employment would ultimately become a veritable application of art to nature and a source of far greater enjoyment than aimless play. The bond of sympathy and unity of interest thus established between teacher and pupils would play a most important

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part in every phase of school work. It would relieve the teacher of much of the nervous strain of discipline, and for the time thus devoted to kind, generous and unselfish effort he would be rewarded a hundredfold. In some instances it would be not only practicable, but also advisable, to reserve all the yard in front of the building for ornamentation, and use the portion at the rear for a playground. Such division of the yard should always be provided for when a site is purchased and a new school building is erected. A few rural schools are so fortunate as to have an adjacent grove in which the children are accustomed to play. These have a rare opportunity and each should devote the entire school yard to such arrangement of shade trees, shrubs, grass plots, flower beds and well-made walks as will represent the community's highest conception of the beautiful and the artistic.

No really good work was ever properly inaugurated and earnestly and skillfully prosecuted that did not steadily gain support and grow in influence. Parents would soon become interested and vie with one another in seeing who could do most to help on the good work. Seeds, flowering plants and shrubs would be sent from the home and sometimes those of foreign ancestry from the nursery and the conservatory, and in time the ornamental portion of the school yard would become a veritable flower garden. This would serve not only as an aid to the usual instruction in nature study, and prove a thing of beauty and a joy to the school, but its influence would extend beyond the school, and ultimately result in improved home environment throughout the community. In some such manner as this, not by the tedious and fruitless discussion of its importance, will the school win the hearts and the active interest of those at home, and so secure the long-desired coöperation of the home and the school.

We are well aware that the plan suggested is not feasible for all schools, because we still have so-called school yards which can not, by any stretch of the imagination, be regarded as such. They do not surround, but are simply under some venerable specimens of school architecture that "have come down to us from a former generation." Yet, no matter where a school house

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or school shanty may stand, there are those within who are blessed with a sense of the beautiful. This craves something upon which it can feed and grow, and a place should be found somewhere for something that is pleasant to look upon. If teacher and pupils shall put their heads and hands to this work, they will certainly find a way, perhaps many ways, to make their surroundings more attractive.

Ours is a progressive age. We are constantly called upon to renounce a blind allegiance to memorials of the past, and to strive for the attainment of that which is in harmony with the present and which will inure to our future good. Whenever we permit ourselves to relapse into complacent content, we begin at once to fall behind the procession. The improvement of school surroundings is beginning to receive attention in other States, and we can not maintain our present unaccountable indifference to this subject without impairing our reputation. Some time ago, before the rubbish had been kindly concealed by the "beautiful snow," the writer passed a school yard in one of our most prosperous boroughs. The sight presented suggested the reflection: What a sorry aid to the cultivation of the æsthetic! Every school yard should, at the least, present a neat appearance. No form of litter should be tolerated.

New Jersey has 1,881 public school buildings, representing an aggregate investment of nearly $20,000,000. To the extent that we improve and beautify their surroundings will we add to their intrinsic as well as their educational value, and brighten the school life of our youth. The most desirable apparatus, the most modern and commodious building, and the most competent teachers can not make amends for a neglected and uninviting school yard.

When traveling about the State, we are always able, even at considerable distance, to identify the public school by its flagstaff. Though this is to us a pleasant suggestion of one of its most important purposes, there are others worthy of almost equal consideration that would be quite as well subserved, were exceptional beauty of environment to become just as invariable and as reliable a distinguishing feature. School surroundings should be

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as attractive as the symmetrical arrangement of luxuriant trees, blooming shrubs, clinging vines and choicest flowers can make them. To bequeath some features of permanent beauty to the generations of children that will succeed them should be the chief motive of the pupils in planting trees. Wherever it can be secured, the school-house grounds should furnish ample room for the concrete observance of Arbor day, and pupils should be taught that young trees, as well as young children, need constant care.

"How to Improve and Beautify our School Grounds," is a subject that might profitably be discussed at our teachers' meetings and associations, our school board meetings and associations, and, in fact, at every form of educational gathering known to the teaching profession. Beautiful school environment, though a silent, is a far more potent influence for good than many other educational factors which receive serious consideration.

A proper appreciation of the importance of this matter, an intelligent conception of what should and can be done, and some well-directed effort are all that are required. Any tactful teacher, with the official and community encouragement, which should be cheerfully given, can easily secure the enthusiastic coöperation of his pupils; and in the ratio that their efforts shall prove successful will interest and pride in the school be strengthened.

If each local Board of Education in our State, in addition to giving appropriate aid, should offer a prize to that school under its supervision which kept the most orderly and attractive school yard throughout the year, and each county school board association, in connection with the county superintendent, should in a similar manner endeavor to stimulate a healthful rivalry among the schools of each county, this much-needed reform would make large headway during the year 1905. Which school of each district, which district of each county, and which county of the State will surpass all the others in a prompt, cordial and effective response to this appeal?

If it shall be deemed advisable to act upon the preceding suggestion, the prize offered would best be a map, chart, globe, dictionary, gazetteer, or any of the numerous forms of apparatus needed in school work. Were such inducements offered, the re-

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sults would prove a thousandfold more valuable than the trifling outlay required. The utility of the gift and the honor of securing it would furnish a double incentive to effort.

In all measures of local school reform the superintendent, principal or teacher has, as a rule, proved to be the most important factor. Many of them can scarcely fail to regard their daily environment with a mingled sense of regret and mortification, and, if within their power, would doubtless improve it. A blind adherence to the past and the frequent, "scareful" cry of fad have retarded the progress and delayed the fruition of many important reforms. Those who are opposed to any departure from the old order of things, and who judge the new without sufficient knowledge, will always be in unpleasant and dispiriting evidence. To counteract their influence and to arouse the indifferent require the united effort of all the friends of education in every community.

The oft-quoted aphorism, "As is the teacher, so is the school," though true in a measure, does not carry us back to first principles. Local educational sentiment, to which school boards as far as practicable are accustomed to defer, determine the varying standards of culture, scholarship and efficiency to which those employed in teaching must conform. If the superintendent, principal or teacher fall below, or, as is frequently the case, shall rise above such standard, he is usually given an opportunity to seek a more congenial field. Local educational sentiment also prompts the interest that is taken in school work, the nature of the appreciation accorded, the value of the coöperation given, and is the chief factor in determining the character of the school. *As is the community, so is the school,* expresses a more precise and general truth. So, in the promotion of this most desirable reform, the condition of each school yard will be an index of the community's appreciation of the importance of attractive school environment.

This discussion is offered with the expectation that it will direct the attention of many to a matter of most unfortunate neglect, and that a general improvement in the surroundings of our public school buildings will result. If this shall be the case, it

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will prove a valuable addition to the refining influences already exerted upon our youth, serve to strengthen personal as well as local pride, increase the efficiency of our schools, and improve our school property.

The schools belong to the people. By them were they established, at their expense, for their benefit, and to the people must we look for the proper appreciation and care of their most important possession.

New Jersey is deservedly famous for its school system. Very few other States rank with it in average value of school buildings. *Let us endeavor to excel in the matter of school environment.*

SCHOOL GARDENS.

Practical education is the philosopher's stone that has revolutionized every commercial and professional calling of civilized man, and, with a properly modernized school curriculum, its golden touch would reach agriculture also, transforming and uplifting this most ancient of occupations.

CLARENCE H. POE.

As the schools of each generation are an improvement on those of the preceding one, the youth of to-day have reason to be grateful for advantages which are the result of centuries of experiment and progress. Notwithstanding the contrast between the school facilities of the present and those of former years, there remains so much of interesting life and pleasing utility yet to be employed in our scheme of education, that the youth of each succeeding generation will have occasion to rejoice in the possession of a still richer inheritance.

Various views of education have always been held, none of which has been altogether right and none, perhaps, has been altogether wrong. That mistaken views of the purpose of education have been the cause of much misdirected effort is certain. If we would carry any project to a successful issue, it is always necessary to have a proper conception of the end to be attained and of the means to be employed.

A system of education that is adapted to the requirements of the present more humane, practical, strenuous and enlightened

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age must provide for the harmonious development of all the faculties, with a view to effective service and right living. When all our courses of study and methods of teaching shall be brought into harmony with the preceding conception of the purpose of education, we will then employ the agencies which are most effective and do the things which, under varying conditions, are "the best worth while."

Professor Frank M. McMurray, of the Teachers' College of Columbia University, in an article published in the "Educational Review" of May, 1904, says: "Life is too full of large specific ends to be attained to allow time for work that has no really tangible object. * * * * Whatever can not be shown to have a plain relation to some real need of life, whether it be æesthetic, ethical or utilitarian in the narrower sense, must be dropped."

The addition of manual training to the courses of study usually pursued in our public schools was a good long step forward, and it has conclusively demonstrated both its practical and its educational value. We have learned that we can, without impairing in any degree their academic efficiency, establish most valuable relations between our schools and our varied industrial interests. This discovery, taken in connection with the fact that our courses of study were already crowded, is regarded by many as little less than a revelation. Experience has also proved that this broadening of school work, with the facilities it has provided for the alternation of study and agreeable and purposeful muscular activity, has stimulated greater interest in school work and resulted in an improvement in discipline. The claims of those who advocated the introduction of manual training into our schools have been amply justified.

Manual training schools or departments are in operation in connection with the school systems of thirty-three of our most important cities and towns, and because of the large portion of our population which these municipalities comprise, many of our youth are having the advantages of combined head and hand training. The amount expended for manual training during the school year for which this report is made was $112,755.68. This

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sum was secured by State duplication of district tax, or district tax and subscription combined, of sums ranging from $250 to $5,000.

The different branches of domestic science taught in a number of our manual training schools, make a most interesting and important connecting link between the home and the school, and the several forms of wood and iron work constitute an equally valuable correlation with many of our manufacturing industries. The much needed correlation of school work with our important agricultural and horticultural interests still remains to be accomplished.

In establishing a substantial basis for the future development of our varied industries, our legislature, in conformity with an underlying principle of our State constitution, enacted laws which would prove impartial in their application and insure the most enduring results. There was much practical wisdom in providing for the duplication of local funds and thus extending the helping hand to those who have both the desire and the ambition to help themselves. State aid, which tends to promote helpless, unworthy and unnecessary dependence, is ever harmful; only that which stimulates enterprise is effective. A flourishing industry, school or church without effort or sacrifice on the part of those immediately interested, would be an anomaly.

By act of 1881, provision was made for the annual duplication by the State of any amount not less than $3,000 nor more than $5,000, raised by tax, or by tax and subscription combined, in any school district, for the establishment and support of schools for industrial education. To prevent any misapprehension as to the full intent of the act and consequent restriction of its application, special mention was made of agriculture (see P. L. 1881, p 208, or S. L. 1903, p 97).

By act of 1887, provision was made for the annual duplication of any amount ranging from $500 to $5,000 for the establishment and support of a school or schools in any district for industrial education or manual training, or for the purpose of adding industrial education or manual training to the academic courses of study usually pursued (see P. L. 1887, p. 237). The 1902 revi-

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sion of the school law provided for the duplication, for that purpose, of any amount ranging from $250 to $5,000. This provision was included without modification in the act of 1903 and is still in force.

Section 205, Article XXII, of the 1903 revision of the school law reads, in part, as follows:

"Whenever in any school district there shall have been raised by special tax or by subscription, or both, a sum not less than two hundred and fifty dollars for the establishment in such district of a school or schools for industrial education or manual training, or for the purpose of adding industrial education or manual training to the course of study then pursued in the school or schools of such district, there shall be paid for such purpose to the custodian of the school moneys of said district, on the order of the State Superintendent of Public Instruction, an amount equal to that raised therein as aforesaid, which amount shall be paid by the State Treasurer on the warrant of the State Comptroller. Whenever such school or schools shall have been established in any district or said industrial education or manual training shall have been added to the course of study in the school or schools of any district, there shall be paid to such district in like manner for the maintenance and support thereof a sum equal to that raised each year in the district for such purpose; *provided*, that the course of study in industrial education or manual training established under the provisions of this section shall be approved by the State Board of Education; *and provided further*, that the moneys appropriated by the State as aforesaid to any school district shall not exceed in any one year the sum of five thousand dollars."

Lest the term "manual training," as used in the portion of the section quoted, should be regarded by the casual reader as an equivalent explanatory term connected with "industrial education," for the purpose of restricting the application of Article XXII to the forms of manual training now taught in our public schools, I beg leave to prove the incorrectness of such interpretation.

The fundamental law of the State prohibits special school legislation. The same privileges and encouragement extended by legal enactment to the schools most conveniently correlated with one line of industry must be granted to other schools which can be just as conveniently and advantageously correlated with any other industry, rightfully included under the same general classification.

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Practical and scientific instruction in agriculture is unquestionably industrial education. Therefore, as the act of 1881 includes instruction in agriculture among the forms of industrial education, and Article XXII of the revision of 1903 provides for the establishment and support of schools or departments for "industrial education or manual training," the logical and inevitable inference is that all the inducements offered by the State for the introduction into our schools of features of school work that will inure to the benefit of our manufacturing industries, will also apply to such forms of instruction as will tend to stimulate the interest in agriculture. This establishes a most encouraging basis for success in an important but long-neglected field of educational effort. We have the pledge of the State that, upon a compliance with similar conditions, it will duplicate annually the same amounts for adding instruction in agriculture to the courses of study now pursued in our public schools that it has for years been generously giving for the establishment and support of manual training schools and departments, and so long as the amount applied for is not less than $250, and does not exceed $5,000, funds will be duplicated for both manual training and agriculture in any school district. Through the public school the gracious helping hand of the State has been extended to our agricultural interests for the past twenty-four years and not a dollar has been accepted.

Years ago we realized our opportunities for becoming a great manufacturing state, and in this respect have made remarkable progress; but agriculture has proved to be but a moderately progressive interest. The following tables show that, from 1880 to 1890, there was a marked contrast between the development of our manufacturing and our agricultural interests. The earlier date is taken because nearest the time when the act providing for the establishment of industrial schools was passed (1881), and the later because the most recent for which reliable data are available.

AGRICULTURE.

Year.	Value of Farm Property.	Decrease in Value.	Percentage.	Value of Annual Product.	Increase in Annual Product.	Percentage.
1880,....	$212,678,320	.....	.....	$29,650,750	.....	.....
1900,....	189,533,660	$23,144,660	11% decrease.	35,052,609	$5,401,859	18% increase.

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MANUFACTURES.

Year.	Capital Invested.	Increase in Capital Invested.	Percentage.	Value of Annual Product.	Increase in Value of Annual Product.	Percentage.
1880,...	$106,226,593	.....	.....	$254,380,236	.....	.....
1900,...	502,824,082	$396,597,489	373% increase.	611,748,933	$357,368,697	140% increase.

The preceding showing for our manufacturing interests is most favorable, that for agriculture is far less gratifying. In 1880 the population of the State was 1,131,116, in 1900 it was 1,883,669, it now exceeds 2,000,000, and the growth in population of the great adjacent cities, which furnish an additional and almost unlimited market, has been still more rapid. Growth in population means increased consumption, and the prosperity of our extensive manufacturing interests implies the ability of many to purchase. Notwithstanding the development of the Great West, the New Jersey farmer has greater opportunities than ever before, and in the opinion of many who are far-seeing, New Jersey farm property at present prices is a most desirable and promising investment.

The popular notion that those who are not qualified to succeed in other vocations will do till the soil is erroneous. Judgment, foresight, industry, resourcefulness and large diversified knowledge are the prerequisites of success in this pursuit. Because of the exceptional personal equipment required to avoid misdirected effort and secure the most satisfactory results, it is the one occupation that is entitled to rank among the "learned professions." The honorable and lucrative profession of farming will undoubtedly be one of the interesting and fortunate developments of the future. We are upon the threshold of conditions in which intensive and scientific cultivation of our soil will pay, and the New Jersey farmer should now keep his brightest boy at home.

According to the United States Agricultural Report for the year 1900, our 7,815 square miles, or 5,001,600 acres, include 2,772,000 acres of so-called farm land, about five-sevenths of which, 1,980,000 acres, are cleared. This is divided into 34,650 farms, averaging fifty-seven acres each, of cleared land, and eighty acres each of cleared land and woodland, or of upland and

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swamp combined. Dividing the total value of farm products for the year 1900 by the number of farms, gives $1,012 as the average income per farm. This is an average of $12.65 per acre of farm land and $17.75 per acre of cleared land.

We note from the preceding data that so late as the year 1900 but two-fifths of the State's area had been subdued by the plowshare. The average income per acre also indicates that a very large percentage of the said two-fifths was not under remunerative cultivation. Though New Jersey is one of the thirteen original States and also one of the most densely populated, it is evident that we have, as yet, claimed in but small measure our agricultural inheritance. This statement is made with a full knowledge of the several semi-barren sections in the central and southern portions of the State.

Having considered the purpose of education and directed attention to the wise provisions contained in our laws for stimulating a proper interest in agriculture, also having shown from reliable data how moderate has been our success, and how much greater are the possibilities in the development of our agricultural resources, we will next suggest what we believe will make the public school a most important factor in such development.

In the realm of morals all recognize the truth of the adage, "As the twig is bent the tree is inclined," but forget to extend its application. We can not hope to keep the child in sympathetic touch with his physical environment and continue to force upon his attention only the unfamiliar things which lead him in thought and purpose away from it. Though our text-books are a great improvement upon those of former years, even those used in teaching the rudimentary branches still tend to develop the pupil in special rather than in general lines. In an article published in the "World's Work," August, 1903, Clarence H. Poe, editor of "The Progressive Farmer," Raleigh, N. C., says:

"The school has not taken hold on farm life. Plants, soils, animals, insects, flowers, the weather, the forests and the sky—from all these things it has stood apart, while it has babbled of subjects unfamiliar and uninteresting to the country-bred child. * * * A striking protest against the present irrational policy is found in a private letter now before me, written by one of the most efficient professors of agriculture.

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"Statistics show that in this State (not designated) each year sixty young men take up the ministry; sixty-six, law, and seventy-two, medicine, while 13,000 annually take up agriculture as a gainful pursuit. But our school-books are written for the few, not the many. * * * Put such words as phosphate, protein and nitrogen prominently in our spelling-books, and they will not be as meaningless as Greek to adult farmers. Let nature-lore give freshness to our reading-books and the mass of country boys will not be so blind to the everyday life about them. Let our arithmetics apply addition, subtraction, percentage and common fractions to agricultural problems, and the farm boy will see the need of education as preparation for his own life work. At present, however, the entire curriculum leads away from the farm."

Dr. John Graham Brooks, of Cambridge, Mass., has said:

"Look with me into an average Massachusetts school-house. Its arithmetic, its geography, its penmanship, its book-keeping and its reading-books, * * * are still dominated by clerk and trading point of view. As one listens to the teaching, it is as if the one object were to create discontent with the country life, to make every bright child hate his surroundings. The instruction seems to assume the failure of the farm life. The inexhaustible charm and resource of the country have no part in this teaching."

Though the preceding severe arraignment does not justly apply to all New Jersey schools nor to all the text-books now in use, still, in the light of greater knowledge, we can make our text-books and our teaching touch practical life more broadly. Both schools and text-books can be much better adapted to the needs of country-bred youth and be at the same time more effective in the training and development of all children. Let us demand text-books that give a larger recognition of rural interests.

In the preceding discussion of "School Yards" it was claimed that they should be large enough to afford pupils ample room for free exercise in the open air after a sufficient space for ornamentation had been reserved. Not until to such adequate school yard has been added an adjacent school garden, adapted in size to the number of pupils in attendance, will the out-of-door equipment of the public school be complete. Such equipment is needed not simply for rural schools, but, because of its educational possibilities, it should be provided for all schools.

Though we have heard but little of the school garden in New Jersey, it is far from being an experiment. It is much older than the free public school, and its value has been as conclusively

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proved. The following brief history of the school garden movement in European countries was compiled in 1903 by Orville T. Bright, Principal of the James R. Doolittle School, Chicago, Ill.:

"Two hundred and fifty years ago brave old Comenius said: 'A garden should be connected with every school where children can at times gaze upon trees, flowers and herbs and be taught to enjoy them.' As if in response to this prophetic declaration, his native country, two hundred years later, was the first to require by law the establishment of school gardens in connection with elementary schools. The Austrian imperial school law of 1869 prescribes that, 'when practicable, a garden and a place for agricultural experiments shall be established with every rural school.' To-day Austria-Hungary can boast of nearly 20,000 school gardens. In the province of Styria every school has a garden. Bohemia has 4,500, and its enormous crops of fruits are by many ascribed to school instruction.

"In Sweden, in 1869, a royal proclamation required school gardens, varying from seventy to one hundred and fifty square rods, to be appropriately laid out for the children of elementary schools. In 1876 Sweden had 1,600 such gardens, and now the number is nearly 5,000. It is quite worthy of note that while the Swedish system of manual training and gymnastics has been deemed so worthy of study and exploitation by American teachers, the school gardens, of vastly greater importance, seem entirely to have escaped their notice.

"In Belgium the school law of 1873 provides that every school shall have a garden of at least one-fourth acre, and a royal decree of 1897 requires that all teachers shall be able to give theoretical and practical instruction in botany, horticulture and agriculture.

"In Switzerland this has been a live question for twenty years past. Most of the cantons have encouraged the establishment of school gardens through prizes and other financial aid, and ample provision has been made for suitable instruction in the normal schools. The effect on the home surroundings has been marked. Indeed, this is true wherever the gardens have been established for any length of time.

"France has rapidly developed the higher teaching of all forms of agriculture during the past twenty years, and now has at least 100 institutions for this purpose, among the finest in the world. There are botanical gardens almost without number, and nomadic lecture courses for the public schools have been established. In 1882 the teaching of agriculture in the public schools was made obligatory. To-day, France has nearly 30,000 elementary school gardens, and no new school can receive governmental aid without such equipment.

"Even Russia, with all her inherent barbarism, is making great headway in school instruction in gardening. In a single province in southern Russia 257 out of 504 schools have gardens aggregating 300 acres. In 1895 these gardens contained, among other things, 111,000 fruit trees, 240,000 forest trees, and more than 1,000 bee-hives. Almost every form of economic gardening is carried on.

"Germany has not yet made the garden an organic part of its school system, but thousands of schools are trying the experiment."

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Not until recent years have the value and the feasibility of a more general correlation of public school work with industrial pursuits dawned upon western countries. We have, however, the consolation of knowing that whether Americans start early or late in any important reform, they usually forge to the front. Professor J. W. Robertson, Commissioner of Dairying and Agriculture of the Dominion of Canada, devised, and with the generous and intelligent co-operation of Sir William MacDonald, established in that Dominion, in the year 1900, the most effective and comprehensive system of rural education ever put into practical operation. These men, the former an educator and genius in the art of doing, the latter a philanthropist and pastmaster in the art of giving, have, with consolidation of schools as a basis, combined instruction in nature study, manual training, dairying and agriculture so that its advantages are made available to all the people. As a result of their united efforts our northern neighbor has experienced a rapid development of her resources and has furnished the world a valuable object lesson in industrial education. Those who have been accustomed to regard Canada simply as a cold country at the north would do well to make it a pedagogical Mecca. For a more detailed account of the great work there in progress, read "Teaching Farmers' Children on the Ground," by George Iles, in the "World's Work" for May, 1903.

With the exception of a few sporadic attempts, all that has been done toward the establishment of school gardens and the teaching of elementary agriculture in the public schools of the United States has been accomplished since the year 1900. During that year a school of horticulture was founded within the corporation limits of Hartford, Conn., by the Rev. Francis Goodwin. School garden work is only one of the subjects taught, but the interest aroused has been such that the school is most widely known because of its success in this particular line of work. See "School Gardens at the School of Horticulture, Hartford, Conn.," by H. D. Hemenway, Director, in "The Nature Study Review" for January, 1905.

In 1900 a vegetable garden four rods square was established for the instruction and exercise of some of the children in the

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George Putnam School, Roxbury District, Boston. After the plowing, a great deal of hard work was done with evident pleasure by seventh-year pupils in preparing ground and making and planting beds. Eighty-two beds, each 8 feet by 3½ feet, were planted with seeds of lettuce, radish, beet, turnip, parsnip, parsley, carrot, cabbage, kohl-rabi, onion, peanut, beans, peas, corn, tomatoes, potatoes, and a great variety of flower seeds. All did well except the potatoes. The success of this experiment was such as to convince the school authorities of that city of the advisability of preparing teachers for such work. The Boston Normal School now trains teachers in garden work in a fine garden established in 1901 on the grounds of the English High School, Dartmouth street, Boston. See National Educational Association Report for 1903, pages 85-88.

Through the co-operation of the Home Gardening Association and the School Council of Cleveland, Ohio, four school gardens have been established in connection with as many public schools of that city, and results have been most satisfactory. Some of the children are so pleased with the work that they are looking forward to the time when they can go out into the country and permanently engage in such employment. See report of the City Superintendent for 1904.

The first summer school garden or children's farm attempted in New York city was established in 1902 on an unimproved site used as a dumping ground and storage place for trucks, on Fifty-third street, between Eleventh and Twelfth avenues. Though conditions were most unfavorable, the experiment was highly successful. A description of this miniature farm by Miss Fannie G. Parsons in *The Outlook* for May 2d, 1903, is most interesting. Miss Parsons says: "The evolution from rudeness, nervous excitement and scatteration to concentration was daily perceptible." George T. Powell, former director of Briarcliff Agricultural College, who visited the "farm" for the purpose of talking to the children on nature study, said: "If I could have the training of the city children on these vacant lots for a period of two months I could send out several thousand of the boys, ranging from fifteen to eighteen years of age, upon farms throughout New York and other States."

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The official establishment of school gardens was begun by the Board of Education of the city of Philadelphia in 1904 with two gardens, each of which contained two hundred and fifty children's plots. Eight other school gardens have been established in the same city by private organizations. Two conducted by the "Philadelphia Vacant Lots Cultivation Association," an organization whose purpose is to secure the free use of unoccupied ground for individuals out of employment, were established in connection with Children's Homes. The Association has offers of more land than it can use. See article on "Uplift Work in Philadelphia," page 1057 of *The Outlook* for December 31st, 1904.

According to Circular No. 60, issued from the United States Department of Agriculture, laws have been enacted in Wisconsin, Maine, Nebraska, North Carolina, South Carolina and Tennessee, requiring teachers to pass examinations in agriculture. State adoption of text-books in agriculture has been made in Alabama, Georgia, Louisiana, North Carolina and Tennessee. Every city and county in Virginia, a majority of the counties in Maryland, about fifteen counties in California and a number of counties in Florida have adopted text-books in agriculture for regular use in the public schools. Courses of study in agriculture have been outlined in Missouri, Illinois and Indiana which have exerted a strong influence toward the teaching of this subject in the public schools.

The preceding examples have been cited to show that the school garden, associated with elementary instruction in agriculture in the public school, is not an untried experiment, and that it would be a wise, economic and educational step for New Jersey to take. No other State of the Union has greater inducement to promote the scientific and intensive cultivation of its soil. If it is asserted that our teachers are not prepared to give instruction in agriculture it should be remembered that the same objection was urged when manual training was added to our school curriculum, and the kindergarten was made an integral part of our school system. Boards of education that are in a position to pay a living wage now have no difficulty in securing well-equipped teachers in each of these departments of school work.

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When there is a demand for those who can combine instruction in nature study and elementary agriculture with the proper management of a school garden the supply will soon be in evidence. This work would prove to be far more congenial and less nerve-wearing to many of our teachers than some of the duties at present required of them. Many who now attend the summer schools of pedagogy would attend the summer schools in nature study and gardening which would be established as soon as there was a demand for them. Such school might well be maintained in connection with our "State College for the Benefit of Agriculture and the Mechanical Arts." The College of Agriculture of Cornell University provides a two-year normal course in nature study and gardening and the agricultural colleges in Connecticut, Nebraska and North Carolina have for a number of years conducted summer schools for teachers.

No matter how desirable the reform, there are always a few who can see only lions in the way. The long summer vacation has also been suggested as constituting a formidable obstacle to the success of the school garden. Experience has proved that the pride of ownership, the value of the product and the stimulus of competition are sufficient to induce each youthful gardener to cultivate his individual plot during the summer vacation, or if he is to be away, to arrange with some schoolmate to care for it after school has closed. The sense of responsibility developed and the adherence to purpose stimulated are incidental returns of the school garden more valuable than the cultivated product. The interest aroused by the little school plot has, in some instances, been so great that it has been duplicated at home and has resulted in the improved cultivation of the home garden.

The first question that arises is: How proceed to establish the school garden? Notwithstanding its serious attacks of unconstitutionality during recent years, the New Jersey school law is again in normal health, and, taken all in all, is a most admirable document. It is an excellent example of progressive school legislation, and contains just the provisions that enable each district to best further its school interests. Those districts that are sparsely populated will do well to take advantage of the inducements offered to consolidation, establish central graded

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schools and make in connection therewith provision for both the school garden and the manual training school. The State will assume one-half of the annual outlay required for maintaining either one or both of these valuable educational factors, provided such outlay is not less than $500 nor greater than $10,000. The district would be required to pay but one-half the salaries of the manual training teacher and of the instructor in nature study, gardening and agriculture, and but one-half the cost of all necessary seeds, tools and material. Our rural children deserve, and the preceding plan would give them, advantages equal to those enjoyed by the pupils of our larger towns and cities. Where rural voters decide to adhere blindly to the present system of weak, isolated schools, each school should be provided with a garden, and a nomadic instructor in gardening and elementary agriculture be employed.

The popularity and the success of the school garden will be best assured if cultivated by volunteers only, and no pupil permitted to attempt more than he can accomplish. The garden should be large enough to furnish each pupil a bed, at least four feet by twelve feet, after reserving a dozen or more beds for the different cereals, fruits, a sufficient space for walks and the new recruits which are certain to be secured.

In some communities the establishment of the school garden will prove an easy problem. They already have sufficient ground, and their present efficient teachers would welcome the garden because of the aid and inspiration it would bring to the work they are now doing in nature study. Where sufficient space is not already available, boards of education of our cities and larger towns will, undoubtedly, be able to rent vacant lots on easy terms. No matter what the difficulties to be overcome, all important reforms are usually inaugurated in our centers of population.

Our school boards and city authorities could not adopt more effective measures for brightening the lives of all city children and diminishing the expenses of municipal government than by renting all the vacant lots available and converting them into summer school gardens. These could be made the most valuable feature of vacation schools, and would prove a blessing to the

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children who are unable to go to the country during the heated term. If equal attention were given to the cultivation of flowers, botanical specimens and garden vegetables, these gardens would minister to a wide diversity of taste, and would become centers of beauty and interest. The planning and arrangement of the vegetable garden need not be such as to make it simply a garden and nothing more. No form of education should be without its cultural features. The grounds about Festival Hall at the Louisiana Purchase Exposition were beautified by beds of the ordinary red table beet. The following description of a German garden by Dr. Herman Lukins is taken from the "Educational Review" for March, 1899:

"This garden contains four-fifths of an acre in the form of an irregular oblong, well laid out, with gravel walks along the sides and center lengthwise, and with three crosswalks. In the center is a fountain, and at the intersections of the walks are circular plantings. At the north end, one-tenth of an acre is planted with specimens of native trees, some exotics, and common ornamental shrubs. Every tree and shrub has label with name and habitat. Next is the botanical division containing plants for special study in the school. The remainder of the garden is divided into six large plots, each surrounded by dwarf fruit trees or fruit bushes. Each of these six plots is divided into individual gardens one meter wide and two long, or about twenty square feet. One garden in each plot is allotted to the teacher. During the year 1898-99 six hundred pupils from the *Burgerschule* planted and cared for six hundred of these little gardens, cultivating either vegetables or flowers as they chose."

The preceding description suggests a model for a school garden which many of our most progressive school districts could easily duplicate. Though without a fountain and less artistic in design, one equal to the German garden, as regards utility, has been maintained in connection with the New Jersey State Normal School during the past two years. The school garden should, in every case, include far more than the market garden attempts. While teaching the children to cultivate vegetables and flowers, they should also, through concrete instruction, be made familiar with the flora of their vicinity, and as much of this as practicable should be given a place in the botanical section of the garden. If the æsthetic, the ethical and the intellectual shall be overshadowed by the practical, then the school garden will largely fail of its purpose.

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Though it is most desirable that an opportunity be given to all children to discover their hands, this does not constitute the sole purpose of either the manual training school or the school garden. Neither should the school garden be regarded as a substitute for manual training. Both belong to the well-equipped school, and both are needed for the symmetrical development of the pupil. Though the physical exercise which brings the pupil in contact with the soil out in the fresh air and sunshine is far more effective than the shop in counteracting the nervous strain and the effect of the usually impure air of the school-room, and the one page of the soil, which, with the aid of dew, rain and sunshine, the pupil embellishes with living pictures, is a far greater source of pleasure than all the pages of the drawing-book, this delightful recreative education does not include many of the most important features of manual training, and does not last throughout the year. The school garden, like the home garden, can be cultivated but a few months, and after its product is gathered should, unlike the average home garden, never furnish so forlorn a picture of neglect, death and decay. It should be cleared of all stalks, vines, frames and brush, and the period of beauty and interest be succeeded by neatness and order. As a precaution against future trouble, not a weed should be permitted to go to seed.

Neither this rather lengthy chapter nor the one on Rational Education in the Annual Report for the School Year 1901-1902 is intended to promulgate the idea that bread-winning should be the underlying motive in all education. We do acknowledge the heresy, if heresy it be, of believing that the tendency of the public schools should not be to alienate the child in any measure from his physical and social environment and unfit him to earn his daily bread. We simply insist that ethical, æsthetic, intellectual and practical training should go hand in hand.

Education that is purely academic leads away from, and creates an aversion to the duties of practical life. When the school days of the average youth thus trained are ended, his thought, interest and energy must be redirected, and a new and sometimes distasteful education must begin. The most unfortunate heresy ever entertained is that scholarship is, or ever was intended as a

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means of escape from an adequate share of life's duties, or that it alone will ever enable any one to earn a more leisurely and luxurious subsistence. Idle, helpless, dissatisfied and discontented culture is worth precious little to itself, and infinitely less to society at large.

In the school the child should learn that all useful labor is honorable and be taught to respect all worthy laborers. Proper training will prepare him to rejoice in the work which his hands find to do, and in grateful content to fill the niche in life to which his powers, native and acquired, relentlessly assign him. Those pupils who go out from the school with a purpose to be all they can, to do the best they can, and manfully and courageously to meet the duty which comes next are the ones who will succeed.

To insure the healthful and symmetrical development of a commonwealth or of a nation, it is necessary that educational and industrial development go hand in hand. Wherever these two intimately allied interests do not move forward in harmonious and helpful accord, it results in the presence of both misdirected and unemployed energy in a world which is dedicated to effort and achievement, and which has no use for either idle heads or hands.

Though the public school cannot be expected to graduate scientific agriculturists, it can certainly impart some conception of what it is necessary to know in order to till the soil successfully. It can do much toward correcting the erroneous impression that as high an order of intelligence is not required in this as in other vocations. It can cease being to a large extent responsible for the unfortunate and ill-founded prejudice which exists in the minds of many against rural life and its accessories.

Largely as the result of misdirected education the tide is toward the already congested cities. After rural parents have passed middle life and are most in need of those whom they have cared for during infancy, they usually find themselves alone on the farm and dependent upon service so incompetent and uninterested that the proper care and cultivation of the homestead farm is well nigh impossible. Though the cities furnish the most striking examples of luxurious living, they also furnish in largest degree the extremes of poverty, discomfort and degeneracy. Life in many of

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the crowded tenement districts is but a prolonged misery from which its luckless residents know no means of escape. They never dream that the world could afford them anything better than their present cramped, unsanitary, hard earned and half-nourished existence. To such as these the school garden or children's farm would suggest the possibility of an abode of beauty and bounty, of sunshine and pure air, where the saving of the monthly rental would not be an ever present burden, and where the cravings of hunger could be satisfied with the freshest and best that the soil affords. The trolley, the telephone, the rural free delivery and the consolidation of schools are all helping to redeem the country from its isolation and its rusticity, and make it a more and more desirable place in which to live. The time has now come when an effort should be made to turn the tide thither.

The soil is the source of the world's support and the basis of its wealth. Mother Earth stands first in the order of origin, next is the vegetable life which springs therefrom and arrays the venerable dame in garments as useful and as glorious, and next are the myriad forms of animal life which feed upon the vegetable. Following this oneness of life are the creations of human enterprise and activity with which many have become so engrossed as to live apart from nature. They are so intent upon the pursuit of the things which have not the power to satisfy, that they live unmindful of the companionship intended to appeal to what is highest and best in them, provide their purest and most refined pleasures and bring them into closest touch with the Great First Cause. Knowing in whose image he had created them, God gave our first parents the environment which, while supplying their wants, would best minister to their highest pleasure. Infinite wisdom gave the human race the right start, but it has in much too large measure chosen to follow its own devices. Since the days of Eden we have been drifting away from the garden. It now behooves us to get back to it and through the agency of the School Garden or the Children's Farm endeavor to stimulate in our State greater interest in the oldest, most independent and most necessary of occupations.

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THE EXTENT OF THE SCHOOL GARDEN MOVEMENT IN NEW JERSEY.

The school garden maintained in connection with our State Normal School and those which are the subjects of the following reports constitute, so far as we have been able to learn, the extent of the school-garden movement in this State.

East Orange, Vernon L. Davey, City Superintendent:

In the spring of 1904, Dr. Mary D. Hussey offered to the Board the free use of a plot of ground near the Columbian School for a school garden. The offer was accepted and the expenditure of not more than one hundred dollars was authorized. The selection of pupils, plan of operation and practically the entire control of the matter were placed in the hands of Mr. F. S. Coe, Principal of the Columbian School. Mr. Coe entered into the plan with earnestness and good judgment, and carried it through the summer with success and with a small expenditure of money. About thirty-five pupils volunteered to make the garden, but it seemed best to limit the number to fifteen. The smallness of the number of pupils able to avail themselves of this privilege was a surprise to all concerned, and it is one of the most serious questions connected with the maintenance of the garden. In a well-to-do-community a large number of the children spend a portion of the summer vacation out of town. This largely reduces the number of children who will agree to pay for their part of a garden during July and August. Of those who remain at home only a relatively small part care to undertake the work.

It is probable that a school garden would be more highly appreciated in a poorer community, and most highly in a poor community in a city, where a garden is a curiosity, and pulling weeds is a novelty rather than a painful duty.

Nevertheless, as the cost is small, and as the number of pupils can probably be largely increased next year, it seems well worth while to continue the experiment. This decision is more easily reached because of the willingness of Mr. Coe to continue the supervision of the undertaking, which could not be in better hands. He is unusually well versed in the necessary details, and, as a result of this year's experience, already has in mind definite plans for the accomplishment of larger results next summer.

If the garden is continued, it is hoped to utilize it in May and June and again in September and October, in connection with the nature work of the school, thus extending its use beyond those who actually care for the growing things.

The following interesting report by Mr. Coe gives briefly the details of the work of this year:

November, 1904.

Mr. Vernon L. Davey, Superintendent of Schools:

DEAR SIR—In making my report to you of what we accomplished in our school garden this past summer, it ought to be mentioned, at the outset, that the conduct of the work was almost wholly along experimental lines, the

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attempt being to determine what sort of a school garden would contribute most to the education of our children. That the result we expect is *education,* and that the raising of garden vegetables or flowers is only incidental, must not be lost sight of for a moment.

The fact that we were unable to begin work until the second week in June made it necessary to modify our plans somewhat, and limit the amount of work we had planned. The garden, as finally determined, was 60 x 100 feet and was planted for a distance of 15 feet from each end with grains and flowers designed for the drawing and nature work of the school, and also for the decoration of the rooms. On the south end were rows of castor beans, salvia and white asters, extending across the garden; then plots of oats, flax, orchard grass, timothy and red clover, the five plots together forming one row. Arranged similarly at the north end were cosmos, red cannas and nasturtiums, with plots of crimson clover, millet, barley, wheat and rye.

The central portion, 60 x 70 feet, was given to fifteen boys for individual gardens, the agreement being that each boy was to do the work for his own garden, and to have the entire product to do with as he chose. The boys also agreed, if called upon, to assist in caring for the portion of the garden planted for general school use. Each boy's garden consisted of two rows extending the width of the field, and planted according to a uniform plan. Each garden contained some of the large Western corn, an early and late sweet corn, tomatoes, potatoes, lima beans, string beans, turnips, beets, lettuce and radishes.

With the exception of the wheat, rye and oats, we had some product from all the large variety planted. A prize of five dollars was offered to the boy who proved to be the best gardener—that to be determined by his care of the garden, its appearance at a given date, which they were not to know, and by his knowledge of gardening at the end of the season. The prize was won by George W. Roy, age 13. His account book is before me, and shows the following product:

Corn, ...	21 ears.	Beets, ...	12 bunches.
Tomatoes, ...	9 quarts.	Turnips, ...	21 quarts.
Potatoes.	2 quarts.	Radishes, ...	5 bunches.
String beans.	12 quarts.	Lettuce, ...	6 heads.

We expected to make very large use of the portion of the garden designed for general school use, but on account of the late planting, and an unusually early fall frost, were disappointed in this, although some good use was made if it.

The entire expense of the garden for tools, seeds, plants, fertilizes and labor was only $27.71, and, if we deduct the value of tools, seeds and fertilizer on hand, we find the actual cost to be under twenty dollars. This was made possible partly through the efforts of our Member of Congress, Mr. Wiley, in obtaining from the Department of Agriculture a large supply of seeds; also through the generosity of Mr. John Dorer, in having the ground fitted for us free of charge.

An inquiry recently made, and conducted in a way to hold down the number, elicits the fact that 33 girls and 53 boys in the upper half of our school, desire individual gardens next year, and think they would be able to give

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them good care. Inquiry was not made lower, because it was thought that an expression by the smaller children would not be valuable. It is interesting to note in this connection that the boys having gardens last summer, and their brothers and sisters, are most enthusiastic over the prospect of gardens next summer.

It will be our effort, if the garden is continued, to largely increase the number of individual gardens, and also further extend the general class and school use of the garden, and materials obtained from it.

Our experiment has perhaps not gone far enough to enable us to arrive at any very reliable conclusions, but it seems to indicate that a garden consisting of individual plots, combined with portions set aside for class and school use, and combining a large variety of garden and flowering plants, is best adapted to our needs.

Respectfully submitted,

FRANK S. COE.

Newark, A. B. Poland, City Superintendent:

"I take pleasure in inclosing herewith a statement concerning the one school garden which was operated last summer in connection with our summer schools. We have a number of school gardens maintained during the year in connection with our schools. I have not thought these small attempts worthy of special mention."

Report by the Principal.

"State Street School Garden was conceived with the purpose of providing a wider activity for the children than the school room afforded. The land secured for the garden was a neglected back lot near the school, fifty by one hundred and fifteen feet. It was cleared up and plowed. Main walks were laid out and the whole piece divided into one hundred plots, three by nine feet, with paths one and one-half feet wide separating them.

"Beginning with the highest grade in the school, the fourth, the matter was explained to the children, and the names of those, boys and girls alike, who desired a part in the garden, were taken. The requsite one hundred volunteered from four rooms of the third and fourth grades. These children were from ten to fourteen years old, and largely either foreign born or the children of foreigners. Each child was given one plot.

"The first planting was done on May twenty-seventh. Nearly all the common garden vegetables were planted. A central plot was devoted to flowers, and morning glories were planted around the outside and trained to cover the fence. The children were taken to the garden in companies of twelve to twenty and worked under the direction of the principal. Usually we were at the garden four afternoons per week, from a quarter before four till after five o'clock. During vacation the garden was open for work each Tuesday and Friday, except for two weeks. The last harvesting was done the week before Thanksgiving.

"To witness the joy of the children when they first saw the young plants, and especially when a bunch of radishes or a few ears of corn were mature

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enough to take home, was a pleasure and a sufficient reward for the work. Each child did as he liked with the product of his plot. For the most part it was taken home to show the father and mother and to be eaten with them. Pumpkins and corn were brought to the schcool for decoration and for drawing. Language lessons were based on the garden and its products. The younger children were also taken to the garden for observation.

"The cost of the undertaking, including preparation of ground, some fencing, seeds, roots, fertilizer and tools was about sixty-five dollars.

"That the experiment can be repeated with greater success, I have no question; but, that it was worth while as conducted last year, I am also fully convinced. More than one hundred children were given an opportunity for healthy and helpful activity; they were trained in manual labor in a way which I believe to be fully as beneficial as the more ordinary form of wood-working; they learned how plants grow; I believe they improved to some extent morally; learned to value and respect property rights; certainly, I acquired an influence over some of them that I could have secured in no other way; and they enjoyed themselves. A plant was made to grow where none grew before."

H. H. TUCKER,
Prin. State St. School.

Montclair, Randall Spaulding, City Superintendent:

"We had but one regular school garden in operation last year. It was at our Watchung school, a four-room building with a large yard surrounding it. A portion of this yard was taken for the purpose. It was under the general direction of Mr. F. C. Clifton, principal both of Chestnut Street and Watchung schools. I think that Mr. Clifton regards the success of the experiment as not perfectly satisfactory. To a considerable degree, however, the children were interested in it, the flowers and vegetables flourished, and it was really worth inspection. I think the chief difficulty was that the teachers were unfamiliar with the best methods of running a garden and were not sufficiently enthusiastic. They did not take the matter quite seriously enough; neither, therefore, did the children.

"We are already laying plans to extend the experiment next year, and it is my purpose to take hold of the matter myself and try to interest the teachers therein."

Trenton, E. Mackey, City Superintendent:

"Five of our schools report that they had school gardens during the year ending June 30th, 1904. The great majority of our school buildings have window gardens in a number of the class-rooms. The pupils in a number of the schools have been given seeds which have been obtained from the Agricultural Department, at Washington, through the kindness of Congressman Wm. M. Lanning, and these pupils have planted the seeds in gardens of their own at home, and have made enthusiastic reports in regard to the produce, mentioning especially the lettuce and tomatoes. Three schools report that grass plots have been prepared and sodded or sown by pupils. One school reports the raising of peas, beans, radishes, lima beans, corn, strawberries in

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boxes, with a sufficient quantity of produce to give specimens to the pupils to take home. The same school reports a great interest in home gardens maintained by the pupils and flower gardens in the school yard, which were dug, fertilized and planted by the boys. There are four school buildings that report flower beds in school yards maintained by pupils. At one school building a florist was hired to prepare the ground and plant the flowers the first year, and the second year the work was done entirely by the pupils. Almost all the schools in the city have planted trees or shrubbery on Arbor Day."

Rahway, E. C. Broome, City Superintendent:

"We had a school garden last spring at each of two schools—Lincoln and Franklin.

"Because of late beginning, poverty of soil, etc., the one at the Franklin School was not a complete success.

"The one at the Lincoln School was established a year ago last spring, is used by the kindergarten, first and second grades, and prepared by the larger boys in the upper grades. The garden was used extensively in connection with nature study, and a good degree of success was achieved."

Orange, W. M. Swingle, City Superintendent:

"Replying to your circular, asking for information with reference to school gardens, I beg to say that we have not tried the experiment in this city. We have, for several years, given out a large number of vegetable and flower seeds to the children in the schools. These were secured from the government at Washington and from local florists who were interested in the movement. The results have been highly satisfactory and we hope to continue the plan in the future."

Burlington County, H. E. Stees, Superintendent:

"During the school year ending June 30th, 1904, there was but one school garden in our county.

"Miss Martha B. Lippincott, of Moorestown, N. J., was principal of the two-room school at Stanwick, in Chester township, and, in one part of the school yard, under her direction, each pupil of the grammar grade cultivated a small plot of ground. As I remember it, there must have been at least forty of these spaces, each about six feet by three feet. They were very successful in raising a variety of useful and ornamental plants. To my mind the chief good derived was the effect on the workers. A wholesome rivalry gave zest to the work, and many useful lessons other than a knowledge of the cultivation of plants were inculcated. Chief among these was the donation of their products to those people in the neighborhood who were in needy circumstances. The teacher reported to me that the school garden greatly assisted her in maintaining proper discipline."

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Middlesex County, H. Brewster Willis, Superintendent:

"During the school year ending June 30th, 1904, there was no undertaking by any of the schools under my supervision worthy of being dignified by the term 'School Garden.' A number of classes started little flower plots, took some pride in them and met with some success. These efforts were simply introductory and nothing more than mere beginnings.

"I am emphasizing the importance of these gardens in my official visits. On Wednesday last I arranged for one in South Amboy. At the close of the present school year I hope to give you something of a report on this line of work."

Cape May County, Aaron W. Hand, Superintendent:

"I do not recall any school garden in our county. I sent out a circular letter last year containing information as to how to obtain seed from the Agricultural Department, and our committee of the County Teachers' Association on the revision of the county course of study, will include in their report a recommendation for the introduction of the teaching of the elements of agriculture into our county work. It will be discussed at our April meeting."

Camden County, Chas. S. Albertson, Superintendent:

"I beg to inform you there are no 'School Gardens' in Camden county. I agree with you that the movement is an important one and should be encouraged. I propose to encourage it."

Jersey City, Henry Snyder, City Superintendent:

"I would say that no school gardens were in operation in connection with the schools under my supervision during the school year ending June 30th, 1904. I may say, however, that a few years ago a number of teachers of School No. 17 conducted one with very satisfactory results."

City of Passaic, O. I. Woodley, City Superintendent:

"Up to the present there has been no work of this kind done in the Passaic schools. Mr. Trafton, who has charge of the science work in the schools, is making careful plans for some work of this kind during the spring months. He has prepared some outlines and directions for carrying on the work, a copy of which will be sent you in a few days."

Mercer County, A. W. Hartwell, Superintendent:

"Strictly speaking, there have been no gardens operated in connection with the schools under my supervision during the past school year. Imbued with the true Arbor Day spirit, the teachers and pupils of several schools planted bulbs and flowering shrubs near the school houses. While the schools were in session these plants received a measure of attention, but during the summer vacation they were entirely neglected. The children might have done

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differently, but it has become fashionable for school boards to remove all road fences and thus throw the school grounds out to 'the commons.' Stray cattle, pigs and poultry have foraged at will under the very windows of the school houses, and have literally and figuratively 'nipped in the bud' a scheme which might have grown into a power for good. When I made the tour of the schools last fall, the sight of the trampled beds grieved me, and it did not surprise me to find that the children had lost interest in their modest attempt at gardening.

"In Princeton borough, however, the School Committee of the Village Improvement Society took up the matter in a systematic way. They parcelled out the ground among the classes, furnished some seeds and plants, and gave some simple instructions in gardening to both teachers and pupils. Year before last I visited these little gardens, thirteen in number, and found them in a flourishing condition."

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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, 1904.

COUNTIES.	Amount due the district, July 1st, 1903, from State and county funds.	Amount due the district, July 1st, 1903, from district tax.	Amount due the district, July 1st, 1903, from other sources.	Total amount due the district, July 1st, 1903.	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,	$88,025 68	$124,308 72	$32,454 46	$244,788 86	$108,417 68	$18,128 90	$43,206 71	$27,533 99
Bergen,	130,397 21	342,015 30	248,403 94	720,816 45	265,949 72	43,114 34	90,724 34	49,592 66
Burlington,	70,022 81	93,359 05	18,732 18	182,114 04	105,071 82	12,733 95	17,141 81	14,911 40
Camden,	132,582 59	312,067 81	22,127 05	466,777 45	248,070 78	48,178 61	38,542 82	44,773 42
Cape May,	25,496 38	40,642 68	16,033 66	82,172 72	38,601 20	4,696 94	5,453 99	7,878 72
Cumberland,	58,321 01	96,211 50	31,873 69	186,406 20	96,151 90	12,774 71	25,868 96	12,813 03
Essex,	682,256 72	1,254,522 25	352,366 81	2,289,145 78	1,224,030 68	155,743 03	407,706 73	109,488 59
Gloucester,	45,815 56	59,652 17	18,089 76	123,557 49	69,498 96	9,142 36	7,425 25	15,953 69
Hudson,	537,947 82	1,138,044 14	1,022,116 61	2,698,108 57	979,961 63	127,833 25	462,349 21	101,836 30
Hunterdon,	53,511 13	45,929 26	24,580 24	124,020 63	66,655 41	7,418 55	20,971 54	6,072 32
Mercer,	139,315 22	138,935 22	94,932 44	373,182 88	191,190 91	28,159 37	94,668 19	7,750 45
Middlesex,	87,441 29	202,315 24	32,622 17	322,378 70	162,226 79	25,614 99	80,772 39	16,499 93
Monmouth,	150,022 03	227,325 67	15,765 13	393,112 83	221,279 13	34,316 14	31,371 30	38,593 98
Morris,	88,968 93	151,497 99	78,840 89	319,307 81	146,855 93	16,902 43	46,325 60	13,869 04
Ocean,	31,912 63	52,725 67	7,990 98	92,629 28	55,207 52	5,748 68	3,005 11	8,557 73
Passaic,	218,472 74	360,841 78	68,051 80	647,366 32	390,465 48	49,648 83	76,349 52	10,387 25
Salem,	44,863 27	31,354 09	7,667 18	83,884 54	51,389 25	5,227 19	3,255 01	9,827 04
Somerset,	58,208 04	63,501 16	51,542 26	173,251 46	76,123 18	8,359 89	43,150 79	10,705 81
Sussex,	45,908 04	41,482 66	28,788 84	116,179 54	59,188 17	7,291 40	21,490 22	2,616 62
Union,	134,410 07	416,635 21	110,042 61	661,087 89	262,471 12	45,518 29	29,834 46	19,340 59
Warren,	55,412 67	63,627 19	8,562 44	127,602 30	78,075 57	10,838 01	10,926 12	6,160 87
Total,	$2,879,311 84	$5,256,994 76	$2,291,585 14	$10,427,891 74	$4,896,882 83	$677,389 86	$1,560,540 07	$535,163 43

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TABLE I—CONTINUED.

Financial Report by Counties for the School Year Ending June 30th, 1904.

COUNTIES.	Amount expended for manual training.	Amount expended for text-books, apparatus and supplies.	Amount expended for transportation of pupils.	Amount expended for tuition of pupils in adjoining districts.	Amount expended for other school purposes.	Total amount expended.	Balance of State and county funds, June 30th, 1904.	Balance of district tax, June 30th, 1904.	Balance of moneys from other sources, June 30th, 1904.	Total balance, June 30th, 1904.
Atlantic,	$4,272 18	$11,828 29	$443 60	.....	$14,910 69	$228,742 04	$0 57	$14,853 82	$1,192 43	$16,046 82
Bergen,	6,472 38	26,166 96	343 70	$2,876 93	115,253 99	600,495 02	191 67	65,057 63	55,072 13	120,321 43
Burlington,	.....	7,014 05	496 00	979 33	18,474 72	176,823 08	142 14	4,343 91	804 91	5,290 96
Camden,	8,788 75	26,705 29	.....	1,302 10	25,119 27	441,481 04	.....	18,932 62	6,363 79	25,296 41
Cape May,	145 88	3,772 16	.....	.....	7,651 28	68,200 17	1 00	8,079 23	5,892 32	13,972 55
Cumberland,	1,215 39	9,017 61	409 45	412 00	14,175 04	172,838 09	.....	11,668 16	1,899 95	13,568 11
Essex,	48,805 20	91,433 41	2,128 00	2,283 22	136,321 81	2,177,940 67	.....	29,471 57	81,733 54	111,205 11
Gloucester,	.....	5,840 94	499 00	886 21	6,822 52	116,068 93	6 12	6,535 44	947 00	7,488 56
Hudson,	21,677 21	57,017 91	244 80	1,407 50	118,134 70	1,870,462 51	1,706 10	312,844 49	513,095 47	827,646 06
Hunterdon,	.....	7,610 22	.....	386 00	10,137 91	119,251 95	121 30	4,498 83	148 55	4,768 68
Mercer,	.....	15,770 17	88 00	27 00	31,688 15	369,342 24	57 31	2,071 19	1,712 14	3,840 64
Middlesex,	.....	13,813 35	1,194 90	754 00	12,777 20	313,653 64	.....	8,513 89	211 17	8,725 06
Monmouth,	7,425 61	15,313 01	608 50	3,678 19	26,550 82	379,136 68	258 61	7,980 12	5,737 42	13,976 15
Morris,	.....	11,506 70	1,081 25	3,153 57	31,492 13	271,186 65	.....	48,121 16	.....	48,121 16
Ocean,	1,068 10	5,770 93	132 40	315 00	7,071 41	86,876 88	.....	5,281 73	470 67	5,752 40
Passaic,	8,349 49	34,176 94	.....	415 00	34,491 93	604,284 44	05	35,938 22	7,143 61	43,081 88
Salem,	.....	4,566 40	181 00	581 75	3,352 35	78,379 99	980 92	4,426 48	97 15	5,504 55
Somerset,	2,900 09	5,420 56	343 80	321 10	19,811 59	167,136 81	33 25	5,406 59	674 81	6,114 65
Sussex,	.....	4,369 92	.....	438 75	14,819 77	110,214 85	.....	5,061 38	903 31	5,964 69
Union,	1,635 40	28,728 03	382 15	1,591 02	116,022 61	505,523 67	7 03	83,923 58	71,633 61	155,564 22
Warren,	.....	8,388 85	150 00	87 00	7,041 32	121,667 74	17 95	5,673 91	242 70	5,934 56
Total,	$112,755 68	$394,231 70	$8,726 55	$21,895 67	$772,121 30	$8,979,707 09	$3,524 02	$688,683 95	$755,976 68	$1,448,184 65

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TABLE II.

Financial Report, by Cities, for the School Year Ending June 30th, 1904.

CITIES.	Amount due the district, July 1st, 1903, from State and county funds.	Amount due the district, July 1st, 1903, from district tax.	Amount due the district, July 1st, 1903, from other sources.	Total amount due the district, July 1st, 1903.	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.
Asbury Park,	$8,342 40	$20,387 74	$4,370 55	$33,100 69	$17,224 41	$1,365 27	$854 57	$3,025 00
Atlantic City,	47,749 08	79,243 62	24,524 91	151,517 61	59,117 26	11,919 76	38,245 75	18,154 13
Bayonne,	57,352 27	91,596 23	93,989 70	242,938 20	109,713 54	15,894 46	49,088 45	.....
Bloomfield,	24,365 36	47,320 00	4,151 13	75,836 49	42,114 06	7,822 86	1,941 03	9,820 00
Bordentown,	4,136 27	6,038 73	432 87	10,607 87	6,685 00	891 05	290 91	1,288 40
Bridgeton,	13,485 88	25,374 23	1,060 81	39,920 92	23,048 39	2,274 79	4,140 29	.....
Burlington,	7,143 59	11,470 93	1,560 00	20,174 52	11,620 00	1,646 30	895 88	2,320 00
Camden,	94,651 19	229,359 79	4,588 19	328,599 17	180,603 61	36,570 64	26,246 90	34,428 09
East Orange,	49,602 55	101,869 95	115,920 32	267,392 82	94,169 64	12,813 52	33,826 66	18,722 50
Elizabeth,	57,084 13	86,415 87	115 00	143,615 00	101,897 41	16,110 37	8,296 81	.....
Englewood,	10,612 89	33,000 00	830 92	44,443 81	29,451 00	4,491 58	3,055 43	600 00
Gloucester City,	5,146 72	8,800 00	1,972 81	15,919 53	10,940 00	1,843 08	828 84	51 67
Hoboken,	85,088 54	128,440 96	153,796 80	367,326 30	151,456 51	20,174 49	143,827 21	.....
Jersey City,	256,868 44	655,887 72	654,246 66	1,567,002 82	499,183 03	48,484 99	206,766 77	44,330 00
Long Branch,	26,579 49	63,467 59	3,962 27	94,009 35	46,280 01	11,048 02	12,324 24	13,184 18
Millville,	13,201 73	16,928 27	434 09	30,564 09	22,329 94	3,516 17	1,744 67	.....
Montclair,	40,815 19	88,222 31	8,107 27	137,144 77	79,739 12	11,399 34	5,435 37	13,237 50
Morristown,	13,181 13	53,145 58	1,372 09	67,698 80	26,898 81	3,716 87	4,922 65	.....
Newark,	437,279 01	747,769 00	114,034 13	1,299,082 14	785,974 39	87,905 59	256,580 56	1,426 17
New Brunswick,	19,554 16	41,683 49	1,266 87	62,504 52	42,138 78	7,353 60	3,175 20	3,825 01
Orange,	41,310 76	86,724 38	232 60	128,267 74	67,054 40	8,663 39	21,922 06	18,155 00
Passaic,	45,297 01	79,152 99	32,263 74	156,713 74	88,014 53	10,305 66	31,924 51	.....
Paterson,	137,864 68	188,885 32	20,202 80	346,952 80	240,270 75	28,065 38	25,687 84	.....

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Perth Amboy,	$18,580 16	$66,000 00	.....	$84,580 16	$32,820 83	$6,950 77	$38,717 19	.....
Phillipsburg,	15,288 71	20,882 97	$4,148 67	40,320 35	26,672 13	5,577 79	1,561 74	$505 00
Plainfield,	24,165 40	189,000 00	11,222 26	224,387 66	54,776 91	8,644 76	4,521 65	7,300 00
Rahway,	12,838 96	19,645 20	40 00	32,524 16	20,084 78	5,860 22	1,719 03	1,575 00
Salem,	10,807 06	8,193 84	1,204 53	20,205 43	13,555 00	1,782 72	742 09	165 00
Town of Union,	25,357 11	40,207 44	23,925 94	89,490 49	38,483 83	7,611 57	23,307 21	7,500 00
Trenton,	105,227 50	109,900 00	77,903 45	293,030 95	150,871 04	22,567 84	87,524 25	.....
West Hoboken,	37,214 28	35,000 00	6,730 73	78,945 01	50,765 35	8,137 38	12,025 17	.....
Total,	$1,746,191 65	$3,380,014 15	$1,368,612 11	$6,494,817 91	$3,123,954 46	$421,410 23	$1,052,140 93	$199,612 65

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TABLE II—CONTINUED.

Financial Report, by Cities, for the School Year Ending June 30th, 1904.

CITIES.	Amount expended for manual training.	Amount expended for text-books, apparatus and supplies.	Amount expended for transportation of pupils.	Amount expended for other school purposes.	Total amount expended.	Balance of State and county funds, June 30th, 1904.	Balance of district tax, June 30th, 1904.	Balance of moneys from other sources, June 30th, 1904.	Total balance, June 30th, 1904.
Asbury Park,	$2,226 83	$1,647 52	.....	$5,585 60	$31,929 20	.....	.....	$1,171 49	$1,171 49
Atlantic City,	4,272 18	7,643 37	.....	8,250 76	147,603 21	.....	$3,914 40	.....	3,914 40
Bayonne,	6,293 90	8,550 26	.....	6,053 88	195,594 49	$1,706 10	184 01	45,453 60	47,343 71
Bloomfield,	4,991 13	6,698 19	$362 00	1,471 03	75,220 30	.....	.....	616 19	616 19
Bordentown,	.....	210 51	.....	241 27	9,607 14	.....	1,000 73	.....	1,000 73
Bridgeton,	.....	2,244 10	.....	3,436 21	35,143 78	.....	3,716 33	1,060 81	4,777 14
Burlington,	.....	638 63	.....	3,004 13	20,124 94	.....	49 58	.....	49 58
Camden,	8,788 75	18,925 89	.....	15,964 41	321,528 29	.....	7,070 88	.....	7,070 88
East Orange,	5,555 06	5,543 35	.....	9,280 32	179,911 05	.....	11,304 64	76,177 13	87,481 77
Elizabeth,	.....	10,373 26	.....	3,116 27	139,794 12	.....	.....	3,820 88	3,820 88
Englewood,	.....	2,330 95	.....	3,794 99	43,723 95	.....	.....	719 86	719 86
Gloucester City,	.....	1,280 94	.....	951 19	15,895 72	.....	.....	23 81	23 81
Hoboken,	10,827 33	12,641 02	.....	25,089 79	364,016 35	.....	1,697 95	1,612 00	3,309 95
Jersey City,	2,504 84	17,555 43	.....	23,239 38	842,064 44	.....	289,667 77	435,270 61	724,938 38
Long Branch,	3,059 14	2,731 59	.....	4,224 45	92,851 63	.....	.....	1,157 72	1,157 72
Millville,	.....	1,782 82	.....	765 75	30,139 35	.....	424 74	.....	424 74
Montclair,	9,404 64	7,588 07	.....	5,911 32	132,715 36	.....	4,429 41	.....	4,429 41
Morristown,	.....	1,735 34	.....	3,413 32	40,686 99	.....	27,011 81	.....	27,011 81
Newark,	19,307 53	47,265 32	.....	94,617 62	1,293,077 18	.....	6,004 96	.....	6,004 96
New Brunswick,	.....	4,455 39	.....	1,499 36	62,447 34	.....	57 18	.....	57 18
Orange,	4,127 32	6,379 80	.....	1,917 84	128,219 81	.....	47 93	.....	47 93
Passaic,	5,712 25	7,677 94	.....	8,341 87	151,976 76	.....	.....	4,736 98	4,736 98
Paterson,	1,717 01	18,159 55	.....	18,003 58	331,904 11	.....	15,048 69	.....	15,048 69

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Perth Amboy,	.....	$2,541 14	.....	$3,550 23	$84,580 16	.....	.....	.....	.....
Phillipsburg,	.....	3,276 49	.....	2,571 93	40,165 08	.....	$155 27	.....	$155 27
Plainfield,	.....	3,789 43	.....	29,799 27	108,832 02	.....	69,899 71	$45,655 93	115,555 64
Rahway,	.....	1,972 60	.....	285 96	31,497 59	.....	1,026 57	.....	1,026 57
Salem,	.....	1,184 36	.....	1,102 08	18,531 25	.....	1,674 18	.....	1,674 18
Town of Union,	$2,051 14	3,919 19	.....	4,090 22	86,963 16	.....	163 63	2,363 70	2,527 33
Trenton,	.....	12,992 63	.....	18,109 61	292,065 37	.....	.....	965 58	965 58
West Hoboken,	.....	2,226 45	.....	5,790 66	78,945 01	.....	.....	.....	.....
Total,	$90,839 05	$225,961 53	$362 00	$313,474 30	$5,427,755 15	$1,706 10	$444,550 37	$620,806 29	$1,067,062 76

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TABLE III.

Apportionment of School Moneys for the School Year Beginning July 1st, 1904.

COUNTIES.	Balance of State and county moneys, July 1st, 1904.	Balance district tax, July 1st, 1904.	Balance received from other sources, July 1st, 1904.	Amount apportioned from State appropriation, State school tax and State school fund appropriation.	Amount apportioned from surp's revenue.	Amount apportioned from balances.	Amount of district tax voted for current expenses.
Atlantic,	$0 57	$14,853 82	$1,192 43	$145,442 80	$534 18	.....	$52,809 50
Bergen,	191 67	65,057 63	55,072 13	131,952 32	1,795 08	.....	247,171 56
Burlington,	142 14	4,343 91	804 91	66,776 63	4,363 92	.....	64,243 26
Camden,	.....	18,932 62	6,363 79	138,676 27	1,529 71	.....	342,327 00
Cape May,	1 00	8,079 23	5,892 32	25,827 34	750 00	.....	27,986 65
Cumberland,	.....	11,668 16	1,899 95	58,322 30	1,766 13	.....	74,568 33
Essex,	.....	29,471 57	81,733 54	690,710 66	.....	.....	1,074,392 25
Gloucester,	6 12	6,535 44	947 00	44,724 22	1,811 50	.....	47,877 50
Hudson,	1,706 10	312,844 49	513,095 47	553,250 71	.....	.....	1,026,662 39
Hunterdon,	121 30	4,498 83	148 55	51,882 95	.....	.....	36,457 34
Mercer,	57 31	2,071 19	1,712 14	144,067 06	454 62	.....	135,231 64
Middlesex,	.....	8,513 89	211 17	98,256 76	.....	.....	165,665 40
Monmouth,	258 61	7,980 12	5,737 42	149,144 63	3,221 98	.....	149,222 00
Morris,	.....	48,121 16	.....	86,714 94	3,597 06	.....	111,100 00
Ocean,	.....	5,281 73	470 67	31,918 37	904 10	.....	39,521 89
Passaic,	05	35,938 22	7,143 61	220,254 09	1,168 38	.....	348,201 81
Salem,	980 92	4,426 48	97 15	41,190 34	2,100 00	.....	19,172 94
Somerset,	33 25	5,406 59	674 81	55,332 47	2,869 09	.....	48,055 65
Sussex,	.....	5,061 38	903 31	43,373 85	2,321 34	$673 25	36,520 00
Union,	7 03	83,923 58	71,633 61	139,404 74	.....	.....	246,785 87
Warren,	17 95	5,673 91	242 70	54,949 73	.....	.....	55,990 56
Total,	$3,524 02	$688,683 95	$755,976 68	$2,972,173 18	$29,187 09	$673 25	$4,349,963 54

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TABLE III—CONTINUED.

Apportionment of School Moneys for the School Year Beginning July 1st, 1904.

COUNTIES.	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 manual training and other sources.	Total amount available for school year ending June 30th, 1905.
Atlantic,	$23,000 00	$39,605 00	$2,500 00	$25,672 12	$143,586 62	$2,500 00	$308,110 42
Bergen,	150 00	23,810 00	3,650 00	55,201 81	329,983 37	3,650 00	587,702 20
Burlington,	.....	5,165 91	.....	9,520 40	78,929 57	.....	155,361 08
Camden,	85 00	11,505 00	4,500 00	23,455 40	381,872 40	4,500 00	551,874 79
Cape May,	.....	6,170 00	500 00	5,499 00	40,155 65	500 00	81,205 54
Cumberland,	.....	6,950 00	500 00	6,517 33	88,535 66	500 00	162,692 20
Essex,	.....	252,908 38	20,400 00	85,912 35	1,433,612 98	20,400 00	2,255,928 75
Gloucester,	.....	5,765 00	.....	5,102 50	58,745 00	.....	112,769 28
Hudson,	.....	26,185 00	12,400 00	84,931 00	1,150,178 39	12,400 00	2,543,475 16
Hunterdon,	.....	2,734 00	.....	5,005 80	44,197 14	.....	100,848 77
Mercer,	.....	11,983 36	500 00	4,410 00	152,125 00	500 00	300,987 32
Middlesex,	5,500 00	63,250 00	.....	17,713 39	252,128 79	.....	359,110 61
Monmouth,	1,500 00	13,028 00	4,250 00	36,390 00	204,390 00	4,250 00	374,982 76
Morris,	.....	9,070 00	.....	14,237 50	134,407 50	.....	272,840 66
Ocean,	.....	4,105 00	750 00	7,505 00	51,881 89	750 00	91,206 76
Passaic,	2,200 00	96,999 07	3,500 00	9,750 00	460,650 88	3,500 00	728,655 23
Salem,	.....	2,942 09	.....	844 00	22,959 03	.....	71,753 92
Somerset,	150 00	1,396 80	1,350 00	13,464 00	64,416 45	1,350 00	130,082 66
Sussex,	200 00	5,580 00	.....	4,495 00	46,795 00	.....	99,128 13
Union,	500 00	29,060 00	800 00	19,051 25	296,197 12	12,948 27	604,114 35
Warren,	200 00	10,097 00	.....	3,760 00	70,047 56	.....	130,931 85
Total,	$33,485 00	$628,309 61	$55,600 00	$438,437 85	$5,505,796 00	$67,748 27	$10,023,762 44

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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.	Percentage of daily attendance on average enrollment.
Atlantic,	167	5,040	4,993	10,033	91	23,835	.619	7,185	6,451	.884
Bergen,	189	9,535	9,250	18,785	293	32,245	.48	14,033	12,656	.896
Burlington,	175	5,229	5,225	10,454	64	22,082	.554	6,671	5,872	.89
Camden,	185	9,488	10,297	19,785	203	21,814	.23	14,044	12,630	.90
Cape May,	171	1,721	1,707	3,428	31	13,463	.823	2,334	2,086	.879
Cumberland,	173	5,588	5,446	11,034	137	29,627	.69	7,807	7,031	.90
Essex,	188	32,801	33,026	65,827	869	48,317	.32	52,476	48,338	.915
Gloucester,	176	3,643	3,408	7,051	49	21,911	.77	4,500	3,951	.878
Hudson,	193	34,045	33,369	67,414	1,593	38,493	.132	52,989	48,475	.92
Hunterdon,	179	3,238	3,186	6,424	81	14,884	.50	4,170	3,713	.89
Mercer,	187	7,515	7,667	15,182	148	22,053	.62	11,635	10,592	.865
Middlesex,	180	7,210	6,761	13,971	454	11,789	.21	10,521	9,665	.90
Monmouth,	183	8,679	8,388	17,067	376	26,211	.74	11,771	10,714	.888
Morris,	187	5,905	5,633	11,538	296	13,285	.26	8,075	7,352	.91
Ocean,	182	2,326	2,336	4,662	52	8,556	.34	3,058	2,713	.878
Passaic,	186	14,076	14,037	28,113	432	31,040	.33	21,792	20,093	.876
Salem,	173	2,981	2,757	5,738	109	15,780	.66	3,702	3,314	.895
Somerset,	184	3,153	3,072	6,225	144	13,184	.63	4,250	3,850	.906
Sussex,	183	2,553	2,652	5,205	60	13,213	.49	3,127	2,832	.90
Union,	184	8,344	8,481	16,825	415	17,583	.81	13,382	12,253	.91
Warren,	180	3,728	3,714	7,442	230	8,089	.23	5,349	4,924	.921
Total,	182	176,798	175,405	352,203	6,127	447,444	.28	262,871	239,505	.91

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TABLE IV—CONTINUED.

Enrollment and Attendance of Pupils, by Counties.

COUNTIES.	Number of pupils on roll in kindergartens.	Number of pupils on roll in primary grade.	Number of pupils on roll in grammar grade.	Number of pupils on roll in high school grade.	Number of different pupils transported.	Total number of days transported.	Average number of pupils transported per day.	Total number of male teachers employed.	Total number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
Atlantic,	120	6,449	2,976	488	23	2,126½	16	31	198	$80 00	$42 45
Bergen,	2,087	11,211	4,892	595	25	3,849	24	65	378	109 53	58 75
Burlington,	205	6,365	3,486	398	50	4,007½	27	21	231	80 99	44 14
Camden,	229	13,851	5,062	643	.....	.....	.....	32	465	85 77	49 72
Cape May,	144	1,885	1,245	154	.....	.....	.....	28	62	62 45	42 42
Cumberland,	63	6,936	3,197	838	49	4,889	32	34	208	63 58	38 36
Essex,	9,092	38,369	15,208	3,158	81	10,490	55	212	1,579	164 85	62 11
Gloucester,	.....	4,774	2,155	122	25	1,670	10	30	137	65 79	44 37
Hudson,	3,684	44,539	17,508	1,683	25	1,863	10	103	1,392	169 42	63 98
Hunterdon,	55	3,550	2,545	274	.....	.....	.....	37	129	55 48	41 59
Mercer,	807	9,390	4,268	717	36	1,554	10	21	370	106 22	48 41
Middlesex,	124	9,595	3,541	711	189	17,608½	51	42	282	87 22	48 11
Monmouth,	461	9,884	5,666	1,056	79	5,723½	36	69	341	80 75	51 12
Morris,	209	7,056	3,643	630	93	9,151½	49	58	227	71 38	50 55
Ocean,	119	2,788	1,539	216	6	432	6	36	94	54 75	42 25
Passaic,	3,286	16,867	6,552	1,408	.....	.....	.....	81	652	119 81	56 26
Salem,	60	3,748	1,537	393	9	1,144½	7	15	124	50 70	38 31
Somerset,	431	3,380	2,112	302	17	1,191	12	27	135	71 25	50 23
Sussex,	223	2,968	1,757	257	.....	.....	.....	36	110	54 38	41 19
Union,	992	10,078	4,506	1,242	27	304	4	40	368	109 00	53 00
Warren,	63	4,326	2,492	561	14	1,388½	9	34	160	56 42	40 32
Total,	22,461	218,009	95,887	15,846	748	67,392½	358	1,052	7,642	$107 02	$54 46

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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.	Total 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,	180	384	387	771	26	787	.014	557	523	.938
Atlantic City,	174	2,659	2,652	5,311	44	10,934	.65	4,012	3,657	.91
Bayonne,	191	3,390	3,281	6,671	33	6,039	.16	5,057	4,591	.90
Bloomfield,	194	995	1,087	2,082	9	3,941	.40	1,598	1,465	.91
Bordentown,	185½	262	269	531	2	831	.031	380	339	.89
Bridgeton,	185	1,319	1,359	2,678	25	5,814	.49	1,959	1,788	.91
Burlington,	184	533	568	1,101	8	3,309	.781	779	705	.90
Camden,	186½	6,188	7,044	13,232	150	3,928	.06	9,827	8,958	.91
East Orange,	187	2,205	2,207	4,412	93	1,584	.07	3,551	3,309	.93
Elizabeth,	190	3,412	3,721	7,133	182	2,619	.08	6,161	5,626	.91
Englewood,	182½	577	603	1,180	5	2,757	.36	899	790	.878
Gloucester City,	197	547	494	1,041	.....	3,969	.20	687	599	.87
Hoboken,	195	5,427	4,935	10,362	254	1,938	.44	7,938	6,443	.94
Jersey City,	187	15,556	15,941	31,497	1,119	18,060	.16	25,947	24,439	.94
Long Branch,	181	1,313	1,241	2,554	90	978	.083	2,047	1,934	.945
Millville,	190	1,210	1,168	2,378	29	5,578	.58	1,773	1,625	.91
Montclair,	185	1,602	1,510	3,112	46	6,622	.47	2,490	2,286	.91
Morristown,	190	796	816	1,612	90	1,165	.19	1,332	1,262	.95
Newark,	190	21,706	22,036	43,742	474	23,036	.13	35,292	32,484	.92
New Brunswick,	185	1,605	1,332	2,937	153	928	.07	2,339	2,198	.93
Orange,	189	1,948	1,934	3,882	67	1,380	.07	2,936	2,723	.93
Passaic,	190	2,851	2,852	5,703	29	12,083	.52	4,292	3,929	.91
Paterson,	193	8,496	8,469	16,965	354	11,618	.03	13,726	12,761	.92

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Perth Amboy,	189	1,908	1,832	3,740	67	1,713	.12	3,048	2,835	.92
Phillipsburg,	189	1,013	1,068	2,081	86	1,212	.12	1,757	1,678	.954
Plainfield,	183	1,483	1,478	2,961	40	5,343	.43	2,286	2,097	.91
Rahway,	187	740	710	1,450	52	1,434	.25	1,191	1,113	.94
Salem,	191	712	640	1,352	65	1,805	.363	989	917	.927
Town of Union,	198	1,719	1,650	3,369	69	238	.02	2,652	2,497	.94
Trenton,	188	5,369	5,659	11,028	56	9,113	.19	9,028	8,320	.92
West Hoboken,	196	2,628	2,476	5,104	20	3,884	1.25	3,802	3,552	.915
Total,	188	100,553	101,419	201,972	3,737	154,640	.16	160,332	147,443	.92

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TABLE V.—CONTINUED.

Enrollment and Attendance of Pupils, by Cities.

CITIES.	Number of pupils enrolled in kindergartens.	Number of pupils on roll in primary grade.	Number of pupils on roll in grammar grade.	Number of pupils on roll in high school grade.	Number of pupils transported.	Total number of days transported.	Average number of pupils transported per day.	Total number of male teachers employed.	Total number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
Asbury Park,	84	343	226	118	.....	.....	.....	2	26	$165 00	$64 44
Atlantic City,	.....	3,669	1,337	305	.....	.....	.....	5	108	146 30	50 00
Bayonne,	468	3,970	2,008	225	.....	.....	.....	13	187	182 77	53 85
Bloomfield,	322	1,061	562	137	4	625	3	10	57	95 50	60 17
Bordentown,	.....	323	166	42	.....	.....	.....	2	11	86 25	44 43
Bridgeton,	.....	1,674	709	295	.....	.....	.....	3	50	100 00	40 25
Burlington,	.....	705	330	66	.....	.....	.....	1	23	141 30	48 48
Camden,	193	9,605	3,060	374	.....	.....	.....	15	335	107 33	51 69
East Orange,	438	2,211	1,284	479	.....	.....	.....	16	103	180 00	66 81
Elizabeth,	.....	4,575	2,057	501	.....	.....	.....	11	144	180 00	60 00
Englewood,	144	619	334	83	.....	.....	.....	2	40	213 60	76 70
Gloucester City,	.....	709	284	48	.....	.....	.....	1	19	120 00	51 26
Hoboken,	1,155	6,115	2,853	239	.....	.....	.....	9	211	191 46	70 22
Jersey City,	407	22,059	8,277	754	.....	.....	.....	39	665	252 80	76 25
Long Branch,	201	1,394	736	223	.....	.....	.....	7	58	135 50	61 25
Millville,	.....	1,629	609	140	.....	.....	.....	5	49	84 80	35 94
Montclair,	404	1,549	767	392	.....	.....	.....	13	95	139 46	71 00
Morristown,	.....	1,071	391	150	.....	.....	.....	3	37	143 86	63 80
Newark,	6,722	26,237	9,373	1,410	.....	.....	.....	138	1,005	145 00	72 84
New Brunswick,	77	1,811	793	256	.....	.....	.....	7	60	107 23	58 20
Orange,	462	2,333	891	196	.....	.....	.....	11	95	148 72	61 32
Passaic,	1,001	3,043	1,246	413	.....	.....	.....	7	151	146 76	57 30
Paterson,	1,795	10,202	4,061	907	.....	.....	.....	49	404	138 31	56 98

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Perth Amboy,	47	2,790	719	184	.....	.....	.....	8	64	80 60	44 00
Phillipsburg,	.....	1,236	664	181	.....	.....	.....	5	42	83 60	53 16
Plainfield,	319	1,576	732	334	.....	.....	.....	5	71	184 00	60 00
Rahway,	248	784	336	82	.....	.....	.....	5	34	124 00	46 00
Salem,	60	883	290	119	.....	.....	.....	2	29	80 00	41 22
Town of Union,	288	2,012	808	261	.....	.....	.....	9	55	115 55	56 06
Trenton,	656	6,959	2,817	596	.....	.....	.....	14	286	124 60	49 60
West Hoboken,	1,041	2,808	1,162	93	.....	.....	.....	5	84	137 04	52 93
Total,	16,532	125,955	49,882	9,603	4	625	3	422	4,598	$151 41	$62 85

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TABLE VI.

Teachers' Salaries, by Counties.

COUNTIES.	Average salary per month paid to male teachers, 1903-1904.	Increase.	Decrease.	Average salary per month paid to female teachers, 1903-1904.	Increase.	Decrease.
Atlantic,	$80 00	$1 56	.....	$42 45	.....	$0 02
Bergen,	109 53	4 74	.....	58 75	$3 23	.....
Burlington,	80 99	6 06	.....	44 14	2 59	.....
Camden,	85 77	.....	$0 64	49 72	1 25	.....
Cape May,	62 45	5 46	.....	42 42	.....	2 47
Cumberland,	63 58	10 44	.....	38 36	67	.....
Essex,	164 85	30 27	.....	62 11	.....	4 66
Gloucester,	65 79	7 34	.....	44 37	1 91	.....
Hudson,	169 42	.....	80	63 98	2 88	.....
Hunterdon,	55 48	1 83	.....	41 59	2 55	.....
Mercer,	106 22	4 34	.....	48 41	.....	59
Middlesex,	87 22	2 15	.....	48 11	.....	2 10
Monmouth,	80 75	3 40	.....	41 12	3 84	.....
Morris,	71 38	7 00	.....	50 55	1 25	.....
Ocean,	54 75	1 43	.....	42 25	.....	70
Passaic,	119 81	30 47	.....	56 26	3 67	.....
Salem,	50 70	.....	7 40	38 31	.....	97
Somerset,	71 25	.....	7 13	50 23	2 72	.....
Sussex,	54 38	1 86	.....	41 19	4 36	.....
Union,	109 00	.....	40 60	53 00	2 55	.....
Warren,	56 42	69	.....	40 32	3 51	.....
Average,	$107 02	$11 14	.....	$54 46	$0 77	.....

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TABLE VII.

Teachers' Salaries, by Cities.

CITIES.	Average salary per month paid to male teachers, 1903-1904.	Increase.	Decrease.	Average salary per month paid to female teachers, 1903-1904.	Increase.	Decrease.
Asbury Park,	$165 00	$30 66	.....	$64 44	.....	$1 23
Atlantic City,	146 30	2 88	.....	50 00	.....	33
Bayonne,	182 77	27 08	.....	53 85	.....	1 12
Bloomfield,	95 50	6 00	.....	60 17	$2 87	.....
Bordentown,	86 25	69	.....	44 43	.....	2 48
Bridgeton,	100 00	12 50	.....	40 25	1 48	.....
Burlington,	141 30	.....	.....	48 48	1 89	.....
Camden,	107 33	1 46	.....	51 69	2 26	.....
East Orange,	180 00	.....	$12 50	66 81	.....	1 06
Elizabeth,	180 00	20 00	.....	60 00	2 50	.....
Englewood,	213 60	7 80	.....	76 70	8 90	.....
Gloucester City,	120 00	20 00	.....	51 26	.....	15
Hoboken,	191 46	35 15	.....	70 22	3 70	.....
Jersey City,	252 80	8 91	.....	76 25	12 02	.....
Long Branch,	135 50	6 95	.....	61 25	1 30	.....
Millville,	84 80	13 80	.....	35 94	22	.....
Montclair,	139 46	.....	6 37	71 00	.....	01
Morristown,	143 86	1 86	.....	63 80	1 40	.....
Newark,	145 00	5 64	.....	72 84	3 14	.....
New Brunswick,	107 23	13 17	.....	58 20	.....	1 80
Orange,	148 72	.....	12 50	61 32	5 57	.....
Passaic,	146 76	37 06	.....	57 30	28	.....
Paterson,	138 31	42 03	.....	56 98	5 39	.....
Perth Amboy,	80 60	.....	43 00	44 00	.....	3 00
Phillipsburg,	83 60	2 96	.....	53 16	8 24	.....
Plainfield,	184 00	84 00	.....	60 00	.....	4 00
Rahway,	124 00	39 00	.....	46 00	3 00	.....
Salem,	80 00	.....	3 70	41 22	.....	2 08
Town of Union,	115 55	.....	6 64	56 06	.....	15
Trenton,	124 60	14 20	.....	49 60	.....	1 20
West Hoboken,	137 04	65	.....	52 93	2 02	.....
Average,	$151 41	$13 97	.....	$62 85	$3 57	.....

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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,	71	67	4	8	63	.....	221	10,190	1	13
Bergen,	112	106	6	33	76	3	436	18,551	2	3
Burlington,	129	122	7	38	91	.....	262	12,167	.....	2
Camden,	104	99	5	30	70	4	460	19,483	3	2
Cape May,	43	38	5	2	41	.....	98	3,660	.....	.....
Cumberland,	96	95	1	34	62	.....	251	12,385	.....	.....
Essex,	130	124	6	100	29	1	1,411	64,720	.....	6
Gloucester,	76	74	2	7	62	7	165	7,040	1	4
Hudson,	113	93	20	89	23	1	1,214	57,189	15	2
Hunterdon,	110	110	.....	10	87	13	170	7,146	.....	.....
Mercer,	82	82	.....	41	39	2	332	14,672	2	.....
Middlesex,	96	91	5	35	61	.....	310	14,905	4	5
Monmouth,	128	128	.....	27	101	.....	403	21,961	1	.....
Morris,	120	119	1	20	93	7	282	12,462	1	3
Ocean,	71	66	5	4	67	.....	127	5,375	1	.....
Passaic,	74	72	2	33	39	2	621	27,030	1	3
Salem,	81	79	2	14	67	.....	137	6,804	.....	.....
Somerset,	77	74	3	11	63	3	163	6,923	1	2
Sussex,	97	97	.....	10	84	3	141	6,240	1	3
Union,	51	49	2	27	23	1	455	16,163	.....	.....
Warren,	97	96	1	18	65	14	195	8,979	.....	5
Total,	1,958	1,881	77	591	1,306	61	7,854	354,045	34	53

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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	.....	107	4,980
Bayonne,	10	9	1	8	2	.....	127	5,170
Bloomfield,	8	8	.....	8	.....	.....	58	2,236
Bordentown,	2	2	.....	1	1	.....	13	664
Bridgeton,	6	6	.....	6	.....	.....	59	2,550
Burlington,	6	6	.....	6	.....	.....	29	1,242
Camden,	30	30	.....	21	6	3	308	12,669
East Orange,	7	7	.....	7	.....	.....	104	4,077
Elizabeth,	10	10	.....	9	.....	1	249	7,412
Englewood,	5	5	.....	1	4	.....	37	1,144
Gloucester City,	5	5	.....	3	2	.....	18	898
Hoboken,	16	8	8	15	1	.....	189	8,436
Jersey City,	43	43	.....	30	12	1	553	25,679
Long Branch,	9	9	.....	6	3	.....	69	3,260
Millville,	14	14	.....	9	5	.....	52	2,424
Montclair,	12	12	.....	7	4	1	73	3,440
Morristown,	3	3	.....	3	.....	.....	34	1,552
Newark,	56	52	4	50	6	.....	869	42,610
New Brunswick,	7	7	.....	7	.....	.....	67	2,656
Orange,	7	7	.....	7	.....	.....	81	3,350
Passaic,	11	11	.....	10	1	.....	127	5,751
Paterson,	19	19	.....	19	.....	.....	370	15,734
Perth Amboy,	11	6	5	8	3	.....	74	3,734
Phillipsburg,	9	9	.....	6	3	.....	51	2,128
Plainfield,	9	7	2	7	2	.....	60	3,046
Rahway,	4	4	.....	4	.....	.....	34	1,260
Salem,	7	5	2	5	2	.....	28	1,330
Town of Union,	4	4	.....	4	.....	.....	62	3,340
Trenton,	29	29	.....	28	.....	1	240	10,778
West Hoboken,	5	4	1	5	.....	.....	72	4,100
Total,	374	351	23	307	60	7	4,240	188,347

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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,	.....	11	28	16	2	1	3	4	$595,425 00	$8,887 00
Bergen,	.....	.....	10	37	32	17	6	4	1,041,921 00	9,822 00
Burlington,	1	30	40	36	7	5	3	.....	344,240 00	2,994 00
Camden,	.....	9	15	42	7	6	15	5	982,004 43	9,919 00
Cape May,	.....	.....	11	21	4	1	.....	1	142,000 00	3,737 00
Cumberland,	1	3	35	42	4	4	6	.....	427,700 00	4,502 00
Essex,	.....	1	5	14	7	13	29	55	5,418,380 00	43,695 00
Gloucester,	7	24	34	7	2	.....	.....	.....	168,370 00	2,278 00
Hudson,	.....	1	1	14	4	9	16	48	4,171,390 00	44,853 00
Hunterdon,	4	25	50	25	3	2	1	.....	194,000 00	1,764 00
Mercer,	.....	2	28	20	5	10	14	3	934,877 00	11,401 00
Middlesex,	6	39	24	5	5	4	6	2	302,967 00	3,329 00
Monmouth,	.....	.....	26	70	14	8	5	5	1,004,606 00	7,850 00
Morris,	.....	8	47	49	6	6	1	2	524,700 00	4,409 00
Ocean,	.....	27	18	14	3	3	1	.....	166,350 00	2,524 00
Passaic,	.....	2	3	27	8	4	15	13	1,446,400 00	20,089 00
Salem,	.....	3	42	22	7	1	1	.....	149,600 00	1,894 00
Somerset,	.....	6	40	20	2	4	1	1	267,728 00	3,608 00
Sussex,	.....	25	52	15	3	1	1	.....	200,600 00	1,068 00
Union,	.....	1	1	8	8	9	14	8	1,096,025 00	22,368 00
Warren,	.....	25	39	25	1	1	4	1	282,600 00	2,944 00
Total,	19	245	549	529	134	109	144	152	$19,861,393 43	$10,558 95

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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 property.	Average value.
Asbury Park,	.....	.....	1	.....	.....	1	$100,000 00	$50,000
Atlantic City,	.....	.....	.....	.....	4	4	470,000 00	58,750
Bayonne,	.....	.....	1	.....	1	7	447,000 00	49,666
Bloomfield,	.....	1	.....	.....	2	4	276,500 00	39,500
Bordentown,	1	.....	.....	1	.....	.....	28,000 00	14,000
Bridgeton,	.....	.....	.....	2	4	.....	150,000 00	25,000
Burlington,	.....	1	3	1	1	.....	65,000 00	10,816
Camden,	1	3	2	5	14	5	792,204 43	26,409
East Orange,	.....	.....	.....	.....	.....	7	650,000 00	92,860
Elizabeth,	.....	.....	.....	.....	5	5	427,000 00	42,700
Englewood,	.....	.....	2	.....	2	1	114,000 00	22,900
Gloucester City,	.....	2	2	1	.....	.....	34,000 00	6,800
Hoboken,	.....	.....	1	.....	.....	7	620,000 00	77,500
Jersey City,	.....	13	.....	2	3	25	2,021,390 00	47,009
Long Branch,	1	2	1	2	1	2	230,300 00	25,588
Millville,	5	5	2	1	1	.....	83,700 00	5,979
Montclair,	.....	2	3	1	5	1	344,000 00	28,667
Morristown,	.....	.....	.....	1	1	1	130,000 00	43,333
Newark,	.....	2	2	5	14	29	2,924,700 00	56,244
New Brunswick,	.....	1	1	2	1	2	196,000 00	28,000
Orange,	.....	.....	.....	.....	.....	7	363,000 00	57,855
Passaic,	.....	1	.....	1	5	4	348,000 00	31,630
Paterson,	.....	.....	.....	1	9	9	851,300 00	42,065
Perth Amboy,	.....	.....	.....	1	5	.....	24,667 00	4,111
Phillipsburg,	.....	6	.....	.....	3	.....	103,000 00	11,440
Plainfield,	.....	.....	.....	1	5	1	249,675 00	35,668
Rahway,	.....	.....	.....	4	.....	.....	64,000 00	16,000
Salem,	.....	2	1	1	1	.....	52,000 00	10,400
Town of Union,	.....	1	.....	.....	.....	3	228,000 00	57,000
Trenton,	.....	2	2	9	13	3	783,927 00	27,032
West Hoboken,	.....	.....	.....	.....	1	3	163,000 00	40,750
Total,	8	44	24	42	101	131	$13,233,563 43	$3,093 08

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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,	17	.....	14	3	16	1	11	1	7	1
Bergen,	59	.....	3	56	59	1	34	4	44	.....
Burlington,	34	.....	16	18	34	.....	14	.....	10	.....
Camden,	17	.....	7	10	17	1	15	1	12	.....
Cape May,	13	.....	12	1	13	.....	9	1	7	.....
Cumberland,	12	.....	10	2	12	.....	12	1	6	.....
Essex,	19	.....	.....	19	19	.....	14	8	13	.....
Gloucester,	19	.....	13	6	19	.....	15	.....	7	.....
Hudson,	13	.....	.....	13	13	.....	10	4	8	.....
Hunterdon,	20	.....	6	14	20	.....	7	.....	5	.....
Mercer,	10	.....	.....	10	10	.....	5	1	5	.....
Middlesex,	19	.....	6	13	19	1	17	.....	14	.....
Monmouth,	29	.....	13	16	29	1	11	5	14	.....
Morris,	26	.....	4	22	26	.....	16	.....	12	.....
Ocean,	23	.....	.....	23	23	.....	6	2	7	.....
Passaic,	13	.....	1	12	13	2	8	2	7	.....
Salem,	15	.....	12	3	15	.....	11	.....	3	.....
Somerset,	16	.....	3	13	16	1	6	1	6	.....
Sussex,	21	.....	9	12	20	1	7	.....	3	1
Union,	17	.....	.....	17	17	1	9	2	8	.....
Warren,	20	.....	9	11	20	1	10	.....	4	
Total,	432	.....	138	294	430	11	247	33	202	2

TABLE XIII.

Apportionment of Reserve Fund for the Year 1904-1905.

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,	217	1,103,749	$5,037 12	$51,451 99	$95,553 69	$9,555 37	$2,955 37	$145,442 80	$6,600 00	.....	6.69	.....	14.56	.131	$670 25
Bergen,	416	2,287,864½	10,440 99	42,528 97	78,982 36	7,898 24	7,898 24	131,952 32	.....	.....	.....	.....	7.29	.057	317 19
Burlington,	252	1,067,872	4,873 39	21,421 13	39,782 11	3,978 21	4,678 21	66,776 63	.....	$700 00	.....	1.76	6.40	.062	264 98
Camden,	483	2,262,701	10,326 16	44,922 54	83,427 57	8,342 76	8,342 76	138,676 27	.....	.....	.....	.....	6.91	.061	287 11
Cape May,	86	345,740	1,577 84	8,487 32	15,762 18	1,576 22	1,576 22	25,827 34	.....	.....	.....	.....	7.91	.074	300 31
Cumberland,	238	1,214,775	5,543 80	16,914 97	31,413 53	3,141 35	7,591 35	58,322 30	.....	4,450 00	.....	14.16	5.51	.048	245 05
Essex,	1,661	8,871,502½	40,486 35	228,278 51	423,945 80	42,394 58	40,394 58	690,710 66	2,000 00	.....	.47	.....	10.89	.077	415 84
Gloucester,	167	716,133	3,268 18	14,509 61	26,946 43	2,694 64	2,694 64	44,724 22	.....	.....	.....	.....	6.30	.062	267 81
Hudson,	1,420	9,124,507½	41,640 98	179,063 41	332,546 32	33,254 63	33,254 63	553,250 71	.....	.....	.....	.....	8.59	.06	389 61
Hunterdon,	164	686,127	3,131 24	17,063 10	31,688 61	3,168 86	3,168 86	51,882 95	.....	.....	.....	.....	8.05	.075	316 36
Mercer,	351	1,903,792	8,688 23	47,382 59	87,996 24	8,799 62	8,799 62	144,067 06	.....	.....	.....	.....	9.76	.075	410 44
Middlesex,	318	1,699,866	7,757 58	31,674 71	58,824 47	5,882 45	5,882 45	98,256 76	.....	.....	.....	.....	7.23	.057	308 98
Monmouth,	401	1,936,868½	8,839 17	49,106 91	91,198 55	9,119 85	9,119 85	149,144 63	.....	.....	.....	.....	8.69	.077	371 93
Morris,	277	1,400,789½	6,392 70	28,112 43	52,208 81	5,220 88	5,220 88	86,713 94	.....	.....	.....	.....	7.42	.061	313 05
Ocean,	127	482,367½	2,201 35	9,193 46	17,073 56	1,707 36	5,157 36	31,918 37	.....	3,450 00	.....	20.2	6.86	.066	251 32
Passaic,	697	3,792,921½	17,309 53	71,030 60	131,913 96	13,191 40	13,191 40	220,254 09	.....	.....	.....	.....	8.07	.058	316 00
Salem,	136	601,857½	2,746 66	13,455 29	24,988 39	2,498 84	2,498 84	41,190 34	.....	.....	.....	.....	7.21	.068	302 87
Somerset,	157	698,318½	3,186 87	18,250 96	33,894 64	3,389 46	3,389 46	55,332 47	.....	.....	.....	.....	8.87	.079	352 43
Sussex,	141	550,173½	2,510 79	14,302 07	26,560 99	2,656 10	2,656 10	43,373 85	.....	.....	.....	.....	8.33	.078	307 61
Union,	394	2,161,145	9,862 69	45,339 72	84,202 33	8,420 23	8,420 23	139,404 74	.....	.....	.....	.....	8.21	.064	353 80
Warren,	191	915,580½	4,178 38	17,769 97	33,001 38	3,300 14	3,300 14	54,949 73	.....	.....	.....	.....	7.31	.06	287 69
Total,	8,294	43,824,651½	$200,000 00	$970,260 26	$1,801,911 92	$180,191 19	$180,191 19	$2,972,172 18	$8,600 00	$8,600 00	.47	.47	8.62	.067	$358 35

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TABLE XIV.

Per Capita Cost of Education, by Counties.

COUNTIES.	Per capita cost on enrolled attendance.	Per capita cost on average attendance.
Atlantic,	$15 32	$23 83
Bergen,	24 15	35 85
Burlington,	13 84	24 65
Camden,	17 65	27 66
Cape May,	15 96	26 23
Cumberland,	12 05	18 91
Essex,	24 48	33 35
Gloucester,	13 15	23 46
Hudson,	19 05	26 50
Hunterdon,	14 35	24 83
Mercer,	17 58	25 20
Middlesex,	15 38	22 38
Monmouth,	17 68	28 16
Morris,	18 28	28 69
Ocean,	15 92	27 37
Passaic,	18 11	25 34
Salem,	11 38	19 70
Somerset,	17 73	28 67
Sussex,	16 54	30 40
Union,	27 02	37 11
Warren,	14 05	21 23
Total,	$19 23	$28 27

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TABLE XV.

Per Capita Cost of Education, by Cities.

CITIES.	Per capita cost on enrolled attendance.	Per capita cost on average attendance.
Asbury Park,	$33 49	$49 37
Atlantic City,	16 37	23 79
Bayonne,	21 01	30 54
Bloomfield,	28 08	39 91
Bordentown,	15 12	23 67
Bridgeton,	11 57	17 34
Burlington,	15 35	23 99
Camden,	19 05	28 13
East Orange,	27 61	36 81
Elizabeth,	18 43	23 37
Englewood,	33 95	50 72
Gloucester City,	14 42	25 06
Hoboken,	20 20	32 49
Jersey City,	18 68	24 08
Long Branch,	25 17	33 21
Millville,	11 94	17 47
Montclair,	33 62	41 39
Morristown,	22 18	28 34
Newark,	23 22	31 26
New Brunswick,	18 87	25 23
Orange,	21 64	30 85
Passaic,	20 05	29 05
Paterson,	17 94	23 86
Perth Amboy,	12 26	16 17
Phillipsburg,	18 31	22 70
Plainfield,	32 75	46 26
Rahway,	19 45	25 34
Salem,	13 03	19 22
Town of Union,	16 06	21 66
West Hoboken,	13 11	18 84
Trenton,	18 54	24 58
Average,	$20 22	$27 70

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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.	63	107	36	14	6	2	1	6	5	29
Bergen.	127	218	66	24	3	5	.....	3	10	25
Burlington.	75	80	54	15	10	11	7	5	7	45
Camden.	80	180	98	54	28	28	29	6	4	41
Cape May.	41	37	7	3	2	.....	.....	2	9	18
Cumberland.	62	100	34	21	12	5	8	7	2	35
Essex.	417	716	276	154	99	61	68	5	8	40
Gloucester.	56	74	20	11	3	1	2	4	2	40
Hudson.	214	492	394	179	83	69	64	8	8	53
Hunterdon.	64	62	25	6	2	3	4	4	1	40
Mercer.	109	133	73	40	15	10	11	8	.....	43
Middlesex.	87	139	55	18	10	7	8	6	1	38
Monmouth.	108	164	78	31	13	11	5	5	2	33
Morris.	95	114	43	17	8	5	3	5	8	35
Ocean.	50	50	19	5	6	.....	.....	3	9	18
Passaic.	179	295	139	76	23	13	8	5	1	42
Salem.	64	47	12	7	5	3	1	3	4	28
Somerset.	56	72	17	7	8	1	1	4	3	25
Sussex.	67	50	21	4	1	1	2	3	.....	29
Union.	78	164	82	41	22	7	14	8	1	37
Warren.	63	70	20	19	10	6	6	8	7	34
Total.	2,155	3,364	1,569	746	369	249	242	5	5	53

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TABLE XVII.

Terms of Service of Teachers, by Cities.

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.	Average time. Years.	Average time. Months.	Longest time by any one teacher, in years.
Asbury Park,	12	12	2	1	.....	.....	1	3	6	27
Atlantic City,	28	50	16	10	6	2	1	5	5	29
Bayonne,	7	105	37	25	9	1	5	9	.....	32
Bloomfield,	26	22	9	4	5	1	.....	5	3	22
Bordentown,	.....	1	1	3	1	5	2	18	.....	43
Bridgeton,	2	25	11	7	3	1	4	9	.....	35
Burlington,	1	4	13	3	2	.....	1	6	.....	36
Camden,	30	119	78	44	25	26	28	10	3	41
East Orange,	32	52	17	16	.....	.....	2	4	8	38
Elizabeth,	18	56	38	20	13	3	7	10	4	37
Englewood,	12	22	6	2	.....	.....	.....	3	6	14
Gloucester City,	8	9	1	.....	2	.....	.....	3	7	17
Hoboken,	19	60	80	28	7	10	16	9	.....	38
Jersey City,	157	131	194	93	45	48	36	8	8	53
Long Branch,	12	25	10	7	4	3	4	7	.....	25
Millville,	8	20	8	5	7	3	3	9	.....	28
Montclair,	25	43	25	11	1	2	1	5	4	28
Morristown,	8	11	9	4	4	2	2	7	9	35
Newark,	238	442	180	93	84	50	56	6	8	40
New Brunswick,	4	33	13	5	4	2	6	8	8	38
Orange,	16	36	19	15	8	5	7	8	.....	31
Passaic,	38	59	37	17	4	.....	3	5	2	32
Paterson,	88	180	92	56	19	13	5	7	.....	42
Perth Amboy,	19	29	16	4	1	2	1	5	.....	29
Phillipsburg,	6	10	7	8	7	4	5	13	8	34
Plainfield,	14	34	9	12	2	1	4	7	.....	35
Rahway,	14	12	9	1	2	.....	1	4	9	27
Salem,	6	7	6	5	5	1	1	4	1	28
Town of Union,	14	16	11	9	10	1	3	9	.....	38
Trenton,	80	89	62	38	13	9	9	9	.....	43
West Hoboken,	8	40	22	4	6	6	3	12	6	24
Total,	950	1,754	1,038	550	299	201	217	7	6	53

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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.	Average time. Years.	Average time. Months.	Longest time by any one teacher, in years.
Atlantic,	11	79	68	30	22	9	10	6	2	34
Bergen,	41	156	121	51	30	29	15	8	6	48
Burlington,	28	60	66	29	19	23	27	10	4	49
Camden,	38	126	119	83	45	34	52	9	1	41
Cape May,	8	44	14	12	5	3	4	7	5	31
Cumberland,	28	72	48	29	28	14	23	11	6	43
Essex,	159	486	452	262	172	105	155	10	.....	52
Gloucester,	20	52	39	23	15	10	8	9	3	46
Hudson,	115	321	406	210	156	120	167	11	4	64
Hunterdon,	20	46	38	22	18	8	14	11	4	40
Mercer,	48	107	85	52	37	30	32	8	.....	44
Middlesex,	43	116	76	28	29	16	16	8	9	38
Monmouth,	37	106	118	61	39	19	30	9	4	46
Morris,	30	92	77	25	24	21	16	10	9	49
Ocean,	11	49	32	15	11	5	7	8	6	34
Passaic,	73	209	199	120	55	31	46	8	2	46
Salem,	27	47	34	10	8	6	7	4	9	37
Somerset,	18	46	43	22	11	10	12	10	8	37
Sussex,	18	49	38	22	9	2	8	7	.....	39
Union,	32	110	93	74	30	33	36	11	3	49
Warren,	24	64	40	25	19	11	11	8	7	35
Total,	829	2,437	2,206	1,205	782	539	696	9	1	64

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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.	Years. Average time.	Months. Average time.	Longest time by any one teacher, in years.
Asbury Park,	3	8	10	3	3	.....	1	8	6	27
Atlantic City,	.....	36	33	19	12	7	6	9	4	34
Bayonne,	4	69	50	43	10	4	9	9	.....	52
Bloomfield,	10	35	7	6	4	3	2	7	3	28
Bordentown,	.....	.....	2	1	4	3	3	21	10	44
Bridgeton,	.....	12	15	8	5	3	10	14	2	43
Burlington,	.....	11	5	1	1	1	5	13	.....	42
Camden,	25	88	76	59	32	28	42	11	6	41
East Orange,	7	30	43	18	11	4	6	9	4	39
Elizabeth,	11	42	25	31	13	14	19	13	.....	49
Englewood,	3	14	18	3	3	.....	1	4	4	27
Gloucester City,	.....	6	9	2	2	.....	1	7	9	27
Hoboken,	1	44	58	35	25	22	35	14	.....	43
Jersey City,	95	96	178	79	78	75	103	12	9	64
Long Branch,	3	10	22	15	8	2	5	12	.....	31
Millville,	4	19	7	4	10	5	5	11	.....	30
Montclair,	3	34	34	18	12	3	4	9	6	36
Morristown,	.....	7	15	4	5	4	5	13	1	43
Newark,	114	269	265	166	120	87	122	11	4	52
New Brunswick,	.....	17	22	8	9	4	7	12	1	38
Orange,	4	12	34	27	7	8	14	12	.....	35
Passaic,	8	40	63	32	9	3	3	8	.....	32
Paterson,	48	120	106	76	41	23	39	10	.....	42
Perth Amboy,	15	29	15	3	3	3	4	6	8	39
Phillipsburg,	2	11	7	8	8	5	6	12	2	35
Plainfield,	4	17	26	12	4	6	7	11	.....	36
Rahway,	5	11	6	6	2	6	3	9	1	33
Salem,	4	3	9	6	2	2	5	3	7	37
Town of Union,	7	16	14	6	11	2	8	11	8	41
Trenton,	32	79	60	44	28	28	29	12	.....	44
West Hoboken,	6	22	30	10	14	4	3	12	7	41
Total,	418	1,207	1,264	753	496	359	512	10	4	64

TABLE XX.

Teachers' Certificates, by Counties.

COUNTIES.	State Certificates.				County Certificates				City Certificates.				Advantages. Educational		
	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,	4	68	8	3	38	40	18	2	43	.....	.....	5	119	1	14
Bergen,	28	260	34	17	54	29	9	12	.....	.....	.....	.....	300	.....	41
Burlington,	7	81	10	3	59	52	40	.....	.....	.....	.....	.....	88	.....	23
Camden,	23	63	10	3	34	37	20	1	53	170	67	16	90	107	16
Cape May,	3	15	8	2	20	30	11	1	.....	.....	.....	.....	24	.....	2
Cumberland,	12	29	13	.....	41	42	44	1	13	27	20	.....	47	.....	4
Essex,	61	348	10	5	53	31	22	31	1,125	39	.....	66	545	727	255
Gloucester,	4	31	17	1	39	57	18	.....	.....	.....	.....	.....	38	.....	8
Hudson,	82	180	20	3	96	75	38	17	928	36	.....	20	206	728	53
Hunterdon,	5	24	23	.....	44	40	28	2	.....	.....	.....	.....	52	1	8
Mercer,	23	87	23	2	12	17	16	4	207	.....	.....	.....	120	94	21
Middlesex,	53	67	9	1	26	56	32	1	38	28	6	7	127	.....	20
Monmouth,	40	137	21	10	77	69	39	17	.....	.....	.....	.....	207	.....	42
Morris,	11	110	13	1	43	50	42	4	3	7	.....	1	115	1	23
Ocean,	4	19	6	.....	27	33	34	7	.....	.....	.....	.....	32	.....	9
Passaic,	15	78	18	3	17	22	11	3	253	254	4	55	207	375	45
Salem,	5	19	4	.....	29	37	38	1	2	2	.....	2	23	.....	.....
Somerset,	11	52	18	7	33	9	26	6	.....	.....	.....	.....	78	.....	17
Sussex,	3	24	5	.....	19	57	35	3	.....	.....	.....	.....	30	.....	9
Union,	23	142	14	2	46	13	10	9	133	16	.....	.....	160	76	50
Warren,	11	9	11	.....	69	63	30	1	.....	.....	.....	.....	27	.....	14
Total,	428	1,843	295	63	876	859	561	123	2,798	579	97	172	2,635	2,110	674

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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	14	6	3	.....	1	.....	2	.....	.....	.....	.....	16	.....	10
Atlantic City,	1	39	6	.....	17	2	.....	.....	43	.....	.....	5	78	1	6
Bayonne,	13	60	2	.....	.....	.....	.....	.....	61	36	.....	17	51	.....	8
Bloomfield,	2	33	1	1	10	1	3	8	7	.....	.....	1	49	.....	9
Bordentown,	1	5	1	.....	4	2	.....	.....	.....	.....	.....	.....	6	.....	.....
Bridgeton,	4	8	2	.....	.....	1	1	.....	12	25	.....	.....	12	.....	.....
Burlington,	1	13	.....	.....	8	2	.....	.....	.....	.....	.....	.....	14	.....	.....
Camden,	14	26	3	3	.....	.....	.....	.....	52	169	67	16	47	107	12
East Orange,	5	27	3	.....	4	.....	.....	2	26	32	.....	20	88	.....	17
Elizabeth,	10	14	1	.....	4	2	1	.....	107	16	.....	.....	16	75	10
Englewood,	1	25	5	1	4	2	.....	4	.....	.....	.....	.....	28	.....	5
Gloucester City,	1	6	1	.....	4	3	3	.....	1	1	.....	.....	7	.....	.....
Hoboken,	10	5	2	1	.....	.....	.....	.....	199	.....	.....	3	13	199	8
Jersey City,	30	4	2	.....	.....	.....	.....	.....	668	.....	.....	.....	20	528	23
Long Branch,	10	26	9	6	5	3	4	2	.....	.....	.....	.....	46	.....	8
Millville,	3	3	6	.....	4	5	10	.....	1	2	20	.....	11	.....	1
Montclair,	1	48	.....	.....	2	4	1	.....	.....	7	.....	45	63	1	33
Morristown,	1	19	4	1	2	1	.....	1	3	7	.....	1	19	1	7
Newark,	43	63	2	1	4	3	1	.....	1,026	.....	.....	.....	135	721	142
New Brunswick,	1	13	1	.....	.....	.....	.....	.....	26	21	2	3	22	.....	7
Orange,	4	36	.....	.....	.....	.....	.....	.....	66	.....	.....	.....	63	2	15
Passaic,	1	19	10	.....	.....	.....	.....	.....	95	8	4	21	122	2	20
Paterson,	10	1	4	.....	.....	.....	.....	.....	158	246	.....	34	23	373	23

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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 School Graduates.	City Training-School Graduates	College Graduates.
Perth Amboy,	18	20	2	.....	3	2	.....	.....	12	7	4	4	43	.....	6
Phillipsburg,	2	2	2	.....	28	9	4	.....	.....	.....	.....	.....	2	.....	5
Plainfield,	1	50	.....	.....	.....	.....	.....	.....	25	.....	.....	.....	54	2	11
Rahway,	2	20	1	.....	9	4	1	1	1	.....	.....	.....	22	1	4
Salem,	2	3	4	.....	9	4	3	.....	2	2	.....	2	4	.....	.....
Town of Union,	4	26	2	.....	13	6	4	9	.....	.....	.....	.....	23	.....	2
Trenton,	13	64	12	1	.....	.....	.....	3	207	.....	.....	.....	75	94	10
West Hoboken,	6	3	5	1	39	29	4	2	.....	.....	.....	.....	9	1	2
Total,	217	695	99	19	173	86	40	34	2,798	579	97	172	1,181	2,108	404

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TABLE XXII.

Grade of Certificate Granted to Teachers, by Counties.

COUNTIES.	First Grade.	Second Grade.	Third Grade.	Special.
Atlantic,	7	18	13	.....
Bergen,	.....	10	10	4
Burlington,	21	17	25	.....
Camden,	9	22	25	.....
Cape May,	6	14	14	.....
Cumberland,	16	12	40	.....
Essex,	9	5	13	8
Gloucester,	6	15	18	.....
Hudson,	8	10	23	3
Hunterdon,	17	20	21	1
Mercer,	2	6	12	3
Middlesex,	9	14	22	.....
Monmouth,	4	23	25	3
Morris,	8	10	22	1
Ocean,	8	11	15	2
Passaic,	1	10	8	1
Salem,	15	15	30	.....
Somerset,	3	6	20	1
Sussex,	10	16	41	3
Union,	3	4	3	5
Warren,	24	32	31	2
Total,	186	290	431	37

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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	11
Camden,	4	9
Cape May,	3	1
Cumberland,	6	3
Essex,	33	35
Gloucester,	1	1
Hudson,	7	24
Hunterdon,	.....	1
Mercer,	4	4
Middlesex,	8	6
Monmouth,	6	5
Morris,	10	9
Ocean,	2	1
Passaic,	5	5
Salem,	.....	3
Somerset,	5	2
Sussex,	4	.....
Union,	12	10
Warren,	.....	3
Total,	137	141

TABLE XXIV. *Evening Schools.*

LOCATION.		Number of evenings the schools were kept open.	Number of male pupils enrolled.	Number of female pupils enrolled.	Total number of pupils enrolled.	Average evening attendance.	Number of male teachers.	Number of female teachers.	Total number of teachers.	Average salary per week paid to male teachers.	Average salary per week paid to female teachers.	Total expenditures for evening schools.
Bergen County,	Lodi Borough,	64	48	17	65	34	1	2	3	$7 50	$5 00	$224 00
Camden County,	Camden City,	67	189	506	695	237	2	13	15	8 50	8 32	2,966 67
Cape May County,	Woodbine,	66	28	28	56	20	.....	1	1	.....	8 00	80 00
Cumberland County,	Millville,	107	153	.....	153	42	.....	4	4	.....	5 00	440 00
Essex County,	Bloomfield,	100	218	74	292	71	5	1	6	6 00	6 00	1,038 00
	Montclair,	64	148	85	233	62	2	2	4	15 00	11 25	702 25
	Newark,	103	5,321	2,056	7,377	3,203	69	107	176	14 00	12 40	46,581 44
	West Orange,	64	123	46	169	77	3	1	4	9 00	6 00	508 00
Gloucester County,	Clayton,	67	71	.....	71	24	1	1	2	7 25	6 00	238 00
	Glassboro,	55	81	.....	81	13	2	.....	2	11 65	.....	256 00
	Monroe,	52	33	.....	33	5	1	.....	1	10 75	.....	126 00
	Woodbury,	76	14	.....	14	4	.....	1	1	.....	6 50	109 00
Hudson County,	Bayonne,	69	302	127	429	195	2	15	17	13 00	8 00	2,411 50
	East Newark,	64	89	70	159	145	1	3	4	12 50	7 50	544 00
	Harrison,	64	222	134	356	178	2	8	10	8 75	7 50	1,052 00
	Hoboken,	64	485	101	586	224	1	10	11	8 75	7 50	1,814 30
	Jersey City,	79	2,093	606	2,699	780	17	38	55	11 88	8 28	7,064 61
	Kearny,	80	170	72	242	108	3	4	7	10 00	7 50	840 00
Mercer County,	Trenton,	81	762	301	1,063	736	1	30	31	8 40	6 38	5,307 90
Middlesex County,	New Brunswick,	64	188	67	255	108	2	6	8	8 00	8 00	1,088 00
Passaic County,	Passaic,	141	499	367	866	299	1	14	15	11 25	8 66	4,546 22
	Paterson,	67	1,697	641	2,338	746	19	40	59	10 00	7 50	7,507 50
Salem County,	Salem,	95	100	.....	100	60	.....	3	3	.....	6 66	430 00
Somerset County,	Bridgewater (Raritan),	70	98	63	161	105	1	2	3	8 00	5 00	700 00
Warren County,	Lopatcong,	66	7	8	15	8	1	.....	1	6 15	.....	80 00
	Phillipsburg,	64	84	43	127	81	3	4	7	7 67	7 67	1,198 05
	Total,	75	13,223	5,412	18,635	7,565	140	310	450	$9 73	$7 42	$87,403 42

7 Ed

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TABLE XXV.

District Indebtedness.

DISTRICTS.	Amount of debt July 1st, 1903, not including interest.	Amount of debt incurred since July 1st, 1903.	Amount paid during the year ending June 30th, 1904, not including interest.	Amount of debt outstanding July 1st, 1904, not including interest.
Atlantic County—				
Atlantic City,	$219,975 00		$10,000 00	$209,975 00
Buena Vista,	750 00		250 00	500 00
Egg Harbor City,	1,750 00			1,750 00
Galloway,	644 00		320 00	324 00
Hammonton,	14,000 00		1,000 00	13,000 00
Pleasantville,	21,500 00		1,000 00	20,500 00
Weymouth,	2,200 00		200 00	2,000 00
Total,	$260,819 00		$12,770 00	$248,049 00
Bergen County—				
Allendale,	$2,000 00		$500 00	$1,500 00
Bergenfield,	4,200 00		900 00	3,300 00
Carlstadt,	15,000 00			15,000 00
Cliffside Park,	7,000 00	$5,000 00		12,000 00
Delford,	16,000 00		1,000 00	15,000 00
East Rutherford,	26,200 00			26,200 00
Englewood City,	2,000 00		500 00	1,500 00
Fairview,	12,500 00			12,500 00
Fort Lee,	23,500 00			23,500 00
Franklin,	2,550 00			2,550 00
Glen Rock,	3,600 00		400 00	3,200 00
Harrington,	43,800 00		1,200 00	42,600 00
Hasbrouck Heights,	13,400 00			13,400 00
Hohokus,	11,600 00		600 00	11,000 00
Leonia,	2,000 00			2,000 00
Little Ferry,	1,000 00	1,900 00	1,400 00	1,500 00
Lodi Borough,	18,000 00		500 00	17,500 00
Maywood,	4,500 00		500 00	4,000 00
Midland Park,	3,500 00		500 00	3,000 00
Montvale,	2,800 00		200 00	2,600 00
New Barbadoes,	49,351 00	46,000 00	3,000 00	92,351 00
Orvil,	1,500 00		500 00	1,000 00
Palisades,	3,500 00		500 00	3,000 00
Ridgefield Borough,	20,000 00			20,000 00
Ridgefield Township,	10,500 00		1,000 00	9,500 00
Ridgewood,	41,000 00		1,500 00	39,500 00
Riverside,	5,700 00		300 00	5,400 00
Rutherford,	59,545 00		1,000 00	58,545 00
Saddle River Township,	13,200 00		1,800 00	11,400 00
Teaneck,	2,500 00			2,500 00
Edgewater,	10,300 00			10,300 00
Union,	11,500 00		1,000 00	10,500 00
Wallington,	24,750 00		250 00	24,500 00
Washington,	5,300 00		900 00	4,400 00
Westwood,	9,000 00		500 00	8,500 00
Woodcliff,	1,500 00		500 00	1,000 00
Overpeck,	7,000 00	28,000 00	1,500 00	33,500 00
Lodi Township,	5,000 00			5,000 00
Garfield,	28,800 00		1,000 00	27,800 00
Hillsdale,	500 00			500 00
Bogota,	7,000 00			7,000 00
Palisades Park,	3,500 00			3,500 00
Total,	$536,096 00	$80,900 00	$23,450 00	$593,546 00

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TABLE XXV—CONTINUED.

District Indebtedness.

DISTRICTS.	Amount of debt July 1st, 1903, not including interest.	Amount of debt incurred since July 1st, 1903.	Amount paid during the year ending June 30th, 1904, not including interest.	Amount of debt outstanding July 1st, 1904, not including interest.
Burlington County—				
Bass River,	$1,500 00	.....	$300 00	$1,200 00
Beverly Township,	11,900 00	.....	500 00	11,400 00
Bordentown City,	6,000 00	.....	1,000 00	5,000 00
Burlington City,	31,473 00	.....	.....	31,473 00
Chester,	7,350 00	.....	2,350 00	5,000 00
Cinnaminson,	300 00	$4,000 00	300 00	4,000 00
Delran,	1,000 00	.....	200 00	800 00
Medford,	750 00	.....	.....	750 00
Northampton,	26,300 00	.....	1,000 00	25,300 00
Palmyra,	8,000 00	.....	1,000 00	7,000 00
Riverside,	8,200 00	8,000 00	400 00	15,800 00
Total,	$102,773 00	$12,000 00	$7,050 00	$107,723 00
Camden County—				
Center,	$7,350 00	.....	$700 00	$6,650 00
Gloucester Township,	6,000 00	.....	.....	6,000 00
Haddon	14,550 00	.....	13,550 00	1,000 00
Haddonfield,	15,000 00	$3,000 00	1,000 00	17,000 00
Merchantville,	12,500 00	.....	2,000 00	10,500 00
Waterford,	5,000 00	.....	500 00	4,500 00
Pensauken,	14,750 00	.....	500 00	14,250 00
Collingswood,	.....	4,500 00	.....	4,500 00
Haddon Heights,	.....	5,500 00	.....	5,500 00
Wood Lynne,	.....	3,000 00	.....	3,000 00
Clementon,	7,400 00	.....	950 00	6,450 00
Total,	$82,550 00	$16,000 00	$19,200 00	$79,350 00
Cape May County—				
Avalon,	$4,000 00	.....	.....	$4,000 00
Cape May City,	37,000 00	.....	$2,000 00	35,000 00
Dennis,	3,400 00	.....	3,000 00	400 00
Holly Beach,	2,000 00	.....	500 00	1,500 00
Lower,	1,200 00	$400 00	700 00	900 00
Wildwood,	7,000 00	.....	.....	7,000 00
Woodbine,	3,500 00	.....	500 00	3,000 00
Total,	$58,100 00	$400 00	$6,700 00	$51,800 00
Cumberland County—				
Bridgeton,	$60,000 00	.....	$1,000 00	$59,000 00
Deerfield,	6,800 00	.....	1,600 00	5,200 00
Fairfield,	800 00	.....	800 00	.....
Landis,	14,000 00	$4,000 00	4,600 00	13,400 00
Maurice,	1,200 00	.....	.....	1,200 00
Millville,	21,000 00	.....	1,000 00	20,000 00
Total,	$103,800 00	$4,000 00	$9,000 00	$98,800 00

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TABLE XXV—CONTINUED.

District Indebtedness.

DISTRICTS.	Amount of debt July 1st, 1903, not including interest.	Amount of debt incurred since July 1st, 1903.	Amount paid during the year ending June 30th, 1904, not including interest.	Amount of debt outstanding July 1st, 1904, not including interest.
Essex County—				
Belleville,	$45,860 00	.....	$2,000 00	$43,860 00
Bloomfield,	145,000 00	.....	4,000 00	141,000 00
East Orange,	203,050 00	$91,800 00	14,300 00	280,550 00
Nutley,	54,800 00	.....	1,000 00	53,800 00
Glen Ridge,	86,000 00	.....	.....	86,000 00
Irvington,	37,000 00	.....	1,000 00	36,000 00
Millburn,	43,000 00	.....	2,000 00	41,000 00
Montclair,	216,500 00	.....	6,000 00	210,500 00
South Orange,	82,000 00	.....	.....	82,000 00
Vailsburgh,	19,000 00	30,000 00	1,000 00	48,000 00
Verona,	30,000 00	.....	.....	30,000 00
West Orange,	92,000 00	.....	2,000 00	90,000 00
Total,	$1,054,210 00	$121,800 00	$33,300 00	$1,142,710 00
Gloucester County—				
Deptford,	$1,200 00	.....	$100 00	$1,100 00
Glassboro,	6,000 00	.....	1,000 00	5,000 00
Mantua,	1,000 00	.....	250 00	750 00
Monroe,	3,050 00	.....	.....	3,050 00
South Harrison,	500 00	.....	.....	500 00
Wenonah,	4,750 00	.....	.....	4,750 00
West Deptford,	2,500 00	$4,000 00	500 00	6,000 00
Woodbury,	13,000 00	.....	1,000 00	12,000 00
Total,	$32,000 00	$4,000 00	$2,850 00	$33,150 00
Hudson County—				
East Newark,	$24,000 00	.....	$3,000 00	$21,000 00
Harrison,	25,500 00	.....	5,000 00	20,500 00
Hoboken,	388,000 00	.....	.....	388,000 00
Kearny,	110,500 00	.....	2,000 00	188,500 00
North Bergen,	66,900 00	$14,200 00	1,000 00	80,100 00
Town of Union,	96,000 00	.....	3,000 00	93,000 00
West New York,	4,500 00	.....	1,000 00	3,500 00
Weehawken,	148,000 00	45,400 00	.....	193,400 00
West Hoboken,	78,000 00	.....	7,000 00	71,000 00
Total,	$941,400 00	$59,600 00	$22,000 00	$979,000 00
Hunterdon County—				
East Amwell,	$3,000 00	.....	$500 00	$2,500 00
Frenchtown,	7,900 00	.....	700 00	7,200 00
Highbridge,	23,000 00	.....	500 00	22,500 00
Raritan,	10,200 00	.....	1,000 00	9,200 00
Total,	$44,100 00	.....	$2,700 00	$41,400 00
Mercer County—				
East Windsor,	$2,000 00	.....	$1,000 00	$1,000 00
Ewing,	9,000 00	$4,500 00	.....	13,500 00
Hamilton,	26,500 00	.....	2,000 00	24,500 00
Hopewell,	6,800 00	.....	1,000 00	5,800 00
Princeton Borough,	30,200 00	.....	1,200 00	29,000 00
Total,	$74,500 00	$4,500 00	$5,200 00	$73,800 00

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TABLE XXV—CONTINUED.

District Indebtedness.

DISTRICTS.	Amount of debt July 1st, 1903, not including interest.	Amount of debt incurred since July 1st, 1903.	Amount paid during the year ending June 30th, 1904, not including interest.	Amount of debt outstanding July 1st, 1904, not including interest.
Middlesex County—				
Cranbury,	$4,200 00		$400 00	$3,800 00
Dunellen,	2,700 00	$800 00	500 00	3,000 00
East Brunswick,	8,100 00		750 00	7,350 00
Madison,	400 00		200 00	200 00
New Brunswick,	45,500 00		2,000 00	43,500 00
Piscataway,	11,600 00		800 00	10,800 00
Raritan,	10,400 00		500 00	9,900 00
Sayreville,	650 00	1,350 00	2,000 00	
South Amboy,	4,350 00		1,100 00	3,250 00
South Brunswick,	3,600 00		600 00	3,000 00
South River,	5,550 00		350 00	5,200 00
Woodbridge,	28,000 00	13,000 00	2,000 00	39,000 00
Jamesburg,	3,600 00		300 00	3,300 00
Helmetta,	10,500 00		1,000 00	9,500 00
Total,	$139,150 00	$15,150 00	$12,500 00	$141,800 00
Monmouth County—				
Atlantic Highlands,	$30,000 00			$30,000 00
Belmar,	1,100 00		$1,100 00	
Freehold Town,	15,000 00			15,000 00
Keyport,	2,000 00		1,000 00	1,000 00
Long Branch,	187,000 00		3,000 00	184,100 00
Marlboro,	1,000 00		500 00	500 00
Matawan,	11,000 00		1,000 00	10,000 00
Middletown,	1,920 00		420 00	1,500 00
Neptune City,	10,000 00			10,000 00
Neptune Township,	87,300 00		2,000 00	85,300 00
Red Bank,	60,000 00			60,000 00
Shrewsbury,	12,000 00			12,000 00
Spring Lake,	7,500 00		500 00	7,000 00
Wall,	8,000 00		500 00	7,500 00
Asbury Park,	60,500 00			60,500 00
Total,	$494,420 00		$10,020 00	$484,400 00
Morris County—				
Boonton Borough,	$15,000 00		$1,000 00	$14,000 00
Boonton Township,	16,000 00			16,000 00
Dover,	21,000 00		2,000 00	19,000 00
Hanover,	3,500 00		500 00	3,000 00
Madison,	15,000 00			15,000 00
Mendham,		$3,600 00		3,600 00
Montville,	2,000 00		2,000 00	
Morris,	20,000 00			20,000 00
Netcong,	4,500 00		500 00	4,000 00
Pequannock,		3,500 00	700 00	2,800 00
Rockaway Borough,	9,000 00			9,000 00
Roxbury,		13,500 00	1,000 00	12,500 00
Washington,	51,225 00			51,225 00
Wharton,	18,500 00			18,500 00
Total,	$175,725 00	$20,600 00	$7,700 00	$188,625 00

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TABLE XXV—CONTINUED.

District Indebtedness.

DISTRICTS.	Amount of debt July 1st, 1903, not including interest.	Amount of debt incurred since July 1st, 1903.	Amount paid during the year ending June 30th, 1904, not including interest.	Amount of debt outstanding July 1st, 1904, not including interest.
Ocean County—				
Brick,	$4,500 00	.....	.....	$4,500 00
Dover,	17,000 00	.....	$1,000 00	16,000 00
Lakewood,	25,000 00	.....	2,000 00	23,000 00
Little Egg Harbor,	1,000 00	.....	300 00	700 00
Point Pleasant,	10,000 00	.....	.....	10,000 00
Union,	6,000 00	.....	500 00	5,500 00
Barnegat,	2,700 00	.....	500 00	2,200 00
Seaside Park,	2,200 00	.....	.....	2,200 00
Tuckerton,	2,700 00	.....	.....	2,700 00
Total,	$71,100 00	.....	$4,300 00	$66,800 00
Passaic County—				
Aquackanonk,	$17,750 00	$11,000 00	$1,250 00	$27,500 00
Little Falls,	18,000 00	.....	.....	18,000 00
Manchester,	36,600 00	.....	600 00	36,000 00
Pompton Lakes,	1,500 00	.....	500 00	1,000 00
Wayne,	12,100 00	.....	1,000 00	11,100 00
Hawthorne,	15,100 00	.....	1,100 00	14,000 00
Total,	$101,050 00	$11,000 00	$4,450 00	$107,600 00
Salem County—				
Elmer,	$1,500 00	.....	$300 00	$1,200 00
Pittsgrove,	2,000 00	.....	250 00	1,750 00
Salem City,	4,000 00	.....	.....	4,000 00
Total,	$7,500 00	.....	$550 00	$6,950 00
Somerset County—				
Bernards,	$10,000 00	.....	$1,000 00	$9,000 00
Bound Brook,	13,000 00	.....	1,000 00	12,000 00
North Plainfield Borough,	37,500 00	.....	3,500 00	34,000 00
Somerville,	3,000 00	.....	2,000 00	1,000 00
South Bound Brook,	7,900 00	.....	400 00	7,500 00
Total,	$71,400 00	.....	$7,900 00	$63,500 00
Sussex County—				
Andover,	$900 00	.....	$300 00	$600 00
Hardyston,	.....	$8,000 00	.....	8,000 00
Newton,	20,000 00	.....	1,000 00	19,000 00
Total,	$20,900 00	$8,000 00	$1,300 00	$27,600 00
Union County—				
Cranford,	$43,000 00	.....	$1,000 00	$42,000 00
Elizabeth,	104,000 00	.....	7,500 00	96,500 00
Fanwood,	4,000 00	.....	1,000 00	3,000 00
Plainfield,	56,000 00	.....	5,000 00	51,000 00
Roselle Park,	12,000 00	.....	.....	12,000 00
Springfield,	20,500 00	.....	.....	20,500 00
Summit,	4,500 00	$35,000 00	$1,500 00	38,000 00
Westfield,	75,000 00	.....	.....	75,000 00
Total,	$319,000 00	$35,000 00	$16,000 00	$338,000 00

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TABLE XXV—CONTINUED.

Summary of Indebtedness.

DISTRICTS.	Amount of debt July 1st, 1903, not including interest.	Amount of debt incurred since July 1st, 1903.	Amount paid during the year ending June 30th, 1904, not including interest.	Amount of debt outstanding July 1st, 1904, not including interest.
Warren County—				
Pohatcong,	$3,000 00	.....	$1,000 00	$2,000 00
Washington Borough,	3,000 00	.....	1,000 00	2,000 00
Belvidere,	3,000 00	.....	1,000 00	2,000 00
Phillipsburg,	22,500 00	$1,700 00	400 00	23,800 00
Total.	$31,500 00	$1,700 00	$3,400 00	$29,800 00

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TABLE XXV—CONTINUED.

General Summary.

COUNTIES.	Amount of debt July 1st, 1903, not including interest.	Amount of debt incurred since July 1st, 1903.	Amount paid during the year ending June 30th, 1904, not including interest.	Amount of debt outstanding July 1st, 1904, not including interest.
Atlantic,	$260,819 00	.....	$12,770 00	$248,049 00
Bergen,	536,096 00	$80,900 00	23,450 00	593,546 00
Burlington,	102,773 00	12,000 00	7,050 00	107,723 00
Camden,	82,550 00	16,000 00	19,200 00	79,350 00
Cape May,	58,100 00	400 00	6,700 00	51,800 00
Cumberland,	103,800 00	4,000 00	9,000 00	98,800 00
Essex,	1,054,210 00	121,800 00	33,300 00	1,142,710 00
Gloucester,	32,000 00	4,000 00	2,850 00	33,150 00
Hudson,	941,400 00	59,600 00	22,000 00	979,000 00
Hunterdon,	44,100 00	.....	2,700 00	41,400 00
Mercer,	74,500 00	4,500 00	5,200 00	73,800 00
Middlesex,	139,150 00	15,150 00	12,500 00	141,800 00
Monmouth,	494,420 00	.....	10,020 00	484,400 00
Morris,	175,725 00	20,600 00	7,700 00	188,625 00
Ocean,	71,100 00	.....	4,300 00	66,800 00
Passaic,	101,050 00	11,000 00	4,450 00	107,600 00
Salem,	7,500 00	.....	550 00	6,950 00
Somerset,	71,400 00	.....	7,900 00	63,500 00
Sussex,	20,900 00	8,000 00	1,300 00	27,600 00
Union,	319,000 00	35,000 00	16,000 00	338,000 00
Warren,	31,500 00	1,700 00	3,400 00	29,800 00
Total,	$4,722,093 00	$394,650 00	$212,340 00	$4,904,403 00

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TABLE XXVI.

State Certificates Issued During the Year 1903-04.

First Grade.

Contessa, Marie C.
Connors, William H.
Davis, Luther S.
*Flake, Amos H.
Freeland, M. Frances.
Gaige, Edward E.
Garrison, Edward W.
Gilmore, Sara M.
†Grenelle, William H.
Howell, Clarence Joseph.
Janvier, Mary M.
Keiter, William S.
Livermore, Adelaide L.
Lodor, Charles F.
Molloy Edward F.
Moncrief, Albert.
Morris, E. Dorothy.
Potter, Arthur W.
Reagle, Milo P.
Strahan, Charles J.
Wright, Joseph M.

Second Grade.

Bowman, Josephine.
Deckman, Alice A.
Ebert, F. A.
Hildredth, Mary E.
Nelson, George O.
Reed, Mahlon B.
Rohn, William L.

Third Grade.

Ashton, Mary C.
Bacon, Edna L.
Barrick, Olive.
Barton, May T.
Baxter, Martha T.
Bowers, Jessie C.
Brill, Emma C.
Brunyate, Jr., Edwin R.
Bryant, Helen W.
Buck, Evelyn.
Campbell, Flora.
Coldren, May B.
Cooley, Ida M.
Coleman, J. Garth.
Conant, Mary S.
Cook, Elizabeth C.
Dewolf, Grace A.
Dick, Archibald M.
Fishleman, Howard L.
Farquhar, Thomas M.
Fraunfelter, Ralph M.
Gifford, May.
Godfrey, Jesse.
Gysbers, Bertha deB.
Hastings, J. B.
Heicher, M. K. W.
Hillas, Marie L.
Hilliard, R. C.
Hoyt, John E.
Johnston, Alice F.
Kalb, John Albert.
Kern, Oliver B.
Kirk, Lida V.
Lovett, Arthur E.
Marsh, Caroline E.
Martin, Isabel E.
Moore, Anna H.
Nichols, Hester D.
Reagle, Charles H.
Robinson, Arabel.
Searing, Henrietta C.
Shipman, Frank C.
Smith, W. Philip.
Souder, Helen D.
Stevens, Bertha M.
Sullivan, Margaret K.
Trimble, Alice.
Watters, Maude L.
Webster, Charles I.
White, Glenn W.
Woods, Grace Maude.

Special Kindergarten.

Barwis, Bertha M.
Combs, Ida V.
Larzelere, Sarah R.
Malliet, Hazel R.
Meyer, Mary.
Moore, Margaret McCoy.
Robinson, Elizabeth M.
Wentzell, Ada M.

* Granted May 29th, 1901.
† Granted June 18th, 1903.

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Special German.

Dittmar, Katherine.

Special Music.

Corbin, Frances T.

Special Commercial.

Sutphin, Bessie E.

NORMAL LIFE.

Allen, Grace H.
Alexander, Mary M.
Allen, Bertha C.
Allen, Ada Belle.
Arrowsmith, Isabella.
Aul, Olga.
Banta, Alice F.
Batten, Reeves D.
Benson, Hilda Marie.
Bonnard, Annette Y.
Bonnard, J. Elizabeth.
Bollenbach, Cornelia H.
Bowker, Bessie R.
Brahn, Carrie T.
Brannin, Nellie.
Bryan, Martha P.
Bryan, Agnes R.
Buck, Augusta R.
Butcher, Jennie M.
Butler, Annie.
Cadmus, Grace M.
Caldwell, Mary W.
Carty, Fannie E.
Childs, Martha F.
Chamberlain, Sara G.
Chattin, Laura H.
Clayton, Eva B.
Collings, Ella V.
Connors, Mary F.
Conover, Teresa B.
Conover, Mary A.
Coyte, Jennie M.
Covert, Clara R. A.
Craig, Mary S.
Crowell, Harriett H.
Currin, Ermida M.
Cunnison, Margaret I.
DeMass, Mary E.
Detlefson, Belle L.
Dreisbach, Matilda V.
DuBois, Phebe L.
Dyer, Florence E.
Edwards, Regina B.
Ferguson, Ella.
Fine, Edith T.
Fitts, Anna.
Flynn, Mary M.
Field, Marion C.
Fowler, Gertrude E.
Frake, Sarah L.
Fry, Nancy.
Freeman, Agnes B.
Freeman, Sallie B.
Frost, Laura A.
Galligan, Sadie J.
Gandy, Edith T.
Garrabrant, Walter.
Gordon, Louise.
Grady, Florence J.
Greenleaf, Melissa.
Greenwald, Carl H.
Hann, Gussie.
Haggerty, Mary.
Hance, Louise C.
Hance, Mary A.
Hart, Maude.
Harris, Tillie.
Harker, Ada.
Haynes, Alice E.
Headley, Elizabeth T.
Hendrickson, Hattie W.
Herbert, Laura E.
Hibbs, Elizabeth L.
Hoffman, Hannah.
Hoffman, Margaret.
Hornbaker, Mary F.
Horst, Bertha F.
Howard, Laura C.
Hudson, Lillian M.
Jaquette, Helen.
Judson, Alice.
Kappes, Minnie L.
Kelly, Nora T.
Kinney, Theodore E.
Kennedy, Anna.
Kerr, Frank E.
Keyhart, Minnie.
Kilroy, Nellie C.
Knecht, Josephine I.
Kuykendall, Mary D.
Lake, Hettie A.
Lamb, Sara E.

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Leigh, Freeman.
Lewis, Emma J.
Lippincott, Elizabeth H.
Link, Lily E.
Livesey, Irene C.
Lyons, Mary G.
Mainhard, Henrietta M.
Manning, Nellie B.
Marcellus, Estella E.
Mather, Ida E.
Meagher, Mary F.
Mercer, Mary A.
Morton, Mary J.
Morton, Julia C.
Mullaly, Jeannette M.
Myers, Leonora.
Nonomaker, Mary E.
Obreiter, Minnie A.
Ogden, Laura L.
Owen, Myra.
Paul, Henrietta B.
Parker, Helen C.
Pease, Almeda M.
Peters, Mary G.
Pierson, Hattie V.
Pond, Rita C.
Prall, Louise E.
Reed, Estella D.
Reed, Maude L.
Richter, Anna C.
Riley, Rena M.
Rosseter, Lelia B.
Savacool, Mary E.
Savidge, Rebekah T. I.
Schleinkofer, Emma M.
Showell, Townsend D.
Shedeker, Irene.
Shepard, Mary L.
Sheldon, Leona B.
Sheppard, Elizabeth P.
Siemons, Emma.
Skinner, J. Lois.
Smith, Arthur O.
Smith, Georgia.
Smith, Eva M.
Snyder, Gardner.
Southard, Emma S.
Stanger, Elizabeth M.
Steuber, Cecilia M.
Stewart, Margaret B.
Stimson, Emma G.
Stoll, Vienna.
Stofflet, Grace H.
Strachan, Martha M. H.
Talman, Marg. MacC. H.
Thomas, Gussie.
Thoms, Jr., Fred.
Thorne, Lida V. B.
Thorn, Mary E.
Thomas, Gertrude F.
Todd, Esther C.
Tredway, Edith.
VanNess, Lillie A.
Vincent, Grace.
Williamson, Eva M.
Withey, Nellie W.
Wilson, Clara.
Wills, Jessie A.
Wilson, Sara C.
Wiseman, J. Scott.
Wood, Ethelene K.
Woodward, Nellie R.
Zenneck, Emma.

Renewals.

Third Grade.

Bryce, Catherine T.
Clark, Mary G.
Cole, Joseph H.
Conrow, Laura B.
Marrs, Sara B.
Pitman, Grace W.
Pumyea, Florence S.
Perdue, Margaret J.
Searle, Emma.
Taylor, Martha B.
Taylor, Annie A.
Way, Minnie.
Weatherby, Grace K.

Kindergarten.

Green, Ivy W.

Temporary Endorsement Certificates.

Allen, Mary A.
Allen, Rose.
Abbott, Clara L.
Alexander, Helen B.
Ames, Harriet M.
Andrews, Grace W.
Anderson, Etta A.
Angell, Elizabeth T. H.

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Ayers, Dessa M.
Back, Vera E.
Balding, Ada L.
Banton, Lydia.
Barboza, Annie H.
Barber, Caroline A.
Bateman, Maude L.
Beebe, Edith A.
Benjamin, Jennie G.
Bennett, Anna C.
Bishop, Edith L.
Bishop, Jennie C.
Bourne, Mary Jay.
Briggs, Myrtle J.
Brichtman, Jessica L.
Brady, Charlotte.
Brown, Elizabeth F.
Brown, Grace.
Brown, Emma.
Brown, C. Elvira.
Bryant, Frances E.
Buffington, Margaret.
Burns, Mary Gertrude.
Butler, May.
Campbell, Elizabeth B.
Coddington, Elizabeth C.
Consalus, Frances Hamilton
Comegys, Glennie D.
Cooper, Kathleen.
Conant, J. N.
Connell, Cora May.
Collins, Louise B.
Consaul, Carrie B.
Connolly, Mary L.
Couch, Jessie B.
Craig, Anna Leslie.
Day, Howard.
Day, Lena L.
Deenen, Genevieve M.
Deyo, Louis DeWitt.
Dillon, Katherine L.
Doherty, Gertrude M.
Dodge, Blanche E.
Draper, Mary T.
DuMond, Lavinia Morse.
Dunn, Elizabeth D.
Egbert, Walter R.
Elliott, Florence E.
Elwell, Fannie L.
Ferrin, Carolyn B.
Ferris, Caroline E.
Fish, Edith Pearle.
Fletcher, Genie E.
Frederick, Ada.
French, Charles H.
Fisk, Roldo Ayers.
Freeman, William E.
Gartland, Amelia G.
Gilbert, Emma M.
Goss, Nellie E.
Hammond, Amelia.
Hamilton, Mary V.
Hartson, Elizabeth P.
Harris, Adah Belle.
Haegele, Jennie T.
Henry Pamie I.
Himes, Olive R.
Hobbs, Anabel.
Hoag, Ada L.
Howes, Maud A.
Hurley, Cecelia A.
Jackson, Emma M.
Jack, Katherine.
Johnson, Harriet A.
Jewell, Elsie Howard.
Kattelle, Elsie M.
Kentner, Elizabeth M.
King, Edna M.
Lampher, May Esther.
Lansing, Ada W.
Lanphear, Mabel.
Lawrence, Carrie E.
LeValley, R. Thurston.
Lengfeld, Amy E.
Lee, Carolyn B.
Loftus, Martha M.
Loomis, James D.
Lyon, Harriet A.
MacCann, Delia.
MacCutcheon, Paul J.
MacGowan, Beatrice M.
Marquart, Marguerite.
Marsh, Kate M.
Martin, Gertrude H.
Mead, Ida S.
Meyer, Estella M.
Mitchell, Mary E.
Miles, Anna L.
Milligan, M. Marguerite.
Minturn, Laura.
Morris, Bessie E.
Neilson, Katherine B.
Neill, Edith.
Newman, Louise Belle.
Ogden, Frances M.
Osborn, Cynthia A.
Owen, Horace.
Oshier, Jenny Agnes.
Patterson, Flora B.
Pearsall, Lillian M.
Perkins, Almeda M.
Phillips, Ida Morris.
Plumb, Clara Charlotte.
Powell, W. Eugene.
Potter, Ella H.
Potter, Edna J.
Pritchard, Myfanny.
Quigley, Mary A.
Quinn, Ella E.
Randles, Grace L.
Redanz, A. Louise.
Redmond, Elizabeth.

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Reed, Helen J.
Reusch, George F.
Ressegine, L. Margaret.
Richards, Edna M.
Ricker, Georgia A.
Sackett, Helen A.
Sanford, Ruth L.
Schoonover, Caroline E.
Sears, Stella J.
Seaman, H. K.
Shea, Adelaide M.
Sisler, Elizabeth M.
Skinner, Bessie F.
Somers, Wesley J.
Sobaje, Lucie.
Space, Emma E.
Stickler, E. Louise.
Stone, Theo. R.
Sturdevant, Emilie M.
Sutherland, Jane E.
Sweetland, Nellie M.
Thompson, Ethel A.
Thompson, Alice.
Thompson, Alta E.
Thayer, Myrtie J.
Tichenor, Gertrude E.
Totten, E. Katharine.
Treadwell, Elizabeth B.
Turner, M. Winifred.
Tuthill, Julia E.
VerPlanck, Edith M.
VanSchaak, Grace P.
Vary, Mary P.
Vincent, Grace.
Vincent, Eva M.
Wakelee, Margaret.
Waggoner, Jessica M.
Wallace, Mary L.
Walton, Rebecca A.
Welch, Florine.
Wells, Adelaide P.
White, Maude M.
Whalen, Annie M.
Winchell, Jeannette.
Williams, Pearl A.
Williams, Mary B.
Wilson, Estella.
Woolever, Jane L.
Woodin, Minnie.
Young, Garret.

PERMANENT ENDORSEMENT CERTIFICATES.

Anderson, Grace M.
Anderson, William C.
Beebe, Dee.
Brown, Florence N.
Beach, Ida L.
Clement, Grace E.
Corey, Frances E.
Clark, Georgiana E.
Defendorf, Anna G.
Dickson, Matilda M.
Dixon, Edith D.
Frazer, Mary E.
Goodsepped, Daisy M.
Glasser, Henry G.
Gillette, Virginia E.
Huber, Gertrude.
Hare, Mabel R.
Hannas, Warren F.
Hoyt, Eleanor B.
Jones, Clara C.
Lenney, James P.
Moore, William J.
Montague, Myrtie M.
Powell, Mabel A.
Pedrick, Mabel L.
Stevens, Mabel L.
Smith, Georgia T.
Schlichting, H. C.
Strong, Lottie B.
Stevenson, Frances S.
Stephens, Lavinia.
Wade, Charlotte.
Willard, Ida A.
Williams, Bertha W.
Wheeler, Jessie L.
Weeks, Nellie L.
Williams, Minnie V.

PROVISIONAL CERTIFICATES.

Second Grade.

Dodson, Agnes D.
Ford, Clara.
Hough, Clara E.
Kern, Oliver B.
Peck, Bertha E.
Rodger, Esca G.

Third Grade.

Barton, May T.
Bowers, Kessie C.
Cathers, Harry.
Dick, Archibald M.
Ely, Abigail M.
Heicher, M. K. W.
Hooper, Minnie.
LaBarre, Mabel C.
Robinson, Arabel.
Rhinesmith, Herbert.
Wayne, Frances.

Kindergarten.

Youngman, Anna.

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TABLE XXVII.

County Certificate Issued During the Years 1903–1904

Atlantic County.

Second Grade.

Adams, Viola,	November 1st, 1903.
Calloway, Lavania,	" "
Carhart, Lavania,	" "
French, Frances V.,	" "
Perry, Elijah,	" "
Rothermal, Elizabeth R.,	" "
Smallwood, Fred.,	" "
Grier, Jesse,	March 1st, 1904
Hawthorn, Amelia,	" "
Hurley, Nellie,	" "
Shinn, Lena,	" "
Barrett, Clark,	June 1st, 1904
Chapman, Mildred B.,	" "
Hall, Marian G.,	" "
Higbee, Olive B.,	" "
Rogers, E. Josephine,	" "
Rothermal, Elizabeth,	" "
Smith, Hannah,	" "

Third Grade.

Campbell, Lizzie,	November 1st, 1903.
Murray, Minnie A.,	" "
Smith, Essie,	" "
Hoyt, Anna L.,	March 1st, 1904
Mitchell, Laura,	" "
Rogers, Jessie,	" "
Steelman, Mae E.,	" "
Archer, Annie M.,	June, 1st, 1904.
Burgess, Lina M.,	" "
Flick, Mary,	" "
Jones, Wm. J.,	" "
Ketchum, Martilla F.,	" "
Mathis, Mary E.,	" "

Bergen County.

First Grade.

Ackerman, J. Alfred,	June 1st, 1904.
Casler, Elizabeth M.,	" "
Ferguson, M. Elizabeth,	" "
Gismond, Rebecca E.,	" "
Herckner, Pricilla,	" "
Hover, Lillian F.,	" "
Vreeland, Maggie,	" "

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Second Grade.

Harris, Adele,	March 1st,	1904.
Littell, Erva A.,	"	"
Van Deusen, Edith,	"	"
White, Lucy A.,	"	"
Cosine, Fannie M.,	June 1st,	1904.
Halstead, Carrie,	"	"
Hazard, Lulu B.,	"	"
Van Duesen, Edith,	"	"
White, Lucy A.,	"	"
Mehrhof, Hester A.,	"	"
Provost, Jennie M.,	"	"
Reicherlich, Anna,	"	"

Third Grade.

Provost, Jennie M.,	November 1st,	1903.
Strothoff, Catherine,	"	"
Carpenter, Harriet F.,	"	"
Delafolie, C. Alexina,	"	"
Allen, Edith,	March 1st,	1904.
Mason, Mary W.,	"	"
Bogart, Edith A.,	June 1st,	1904.
Fairhurst, Daisy G.,	"	"
Zimmerman, Adele,	"	"
Ely, Emma J.,	"	"

Special.

Christie, Minnie, Kindergarten,	March 1st,	1904.
McKenna, Dolores, Kindergarten,	"	"
Weber H. C., German,	"	"
Heats, Ida B., Kindergarten,	June 1st,	1904.

BURLINGTON COUNTY.

First Grade.

Antrim, Annie R.,	November 1st,	1904.
Johnson, Parthenia,	"	"
Kenneg, Marguerite C.,	"	"
Wood, W. Clement,	"	"
Penn, Lena E.,	"	"
Townsend, Lizzie L.,	"	"
Buzby, Ellen,	March 1st,	1904.
Ivins, Mahlon K.,	"	"
Atkinson, Lizzie E.,	June 1st,	1904.
Bonsall, Ida B.,	"	"
Bluste, Selia H.,	"	"
Brower, Della N. H.,	"	"
Farrell, Ellie L.,	"	"
Gunn, Elizabeth,	"	"
Hunter, Stella S.,	"	"
Johnson, M. Virginia,	"	"
Powell, Ella S.,	"	"
Randall, Sarah M.,	"	"
Stoops, William H.,	"	"
Stimms, Clare E.,	"	"
Scraggy, Eliza, F. C.,	"	"

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Second Grade.

Blakie, Minnie S.,	November 1st,	1903.
Taylor, Bertha,	"	"
Bozarth, Sara R.,	March 1st,	1904.
Coxson, Isabella,	"	"
Harker, Walter,	"	"
Harris, Cunningham,	"	"
Kimble, Daisy R.,	"	"
Van Sciver, Susan A.,	"	"
Beck, Mathew R.,	June 1st,	1904.
Conner, Lulu O.,	"	"
Gale, Anna F.,	"	"
Heisler, Mary A.,	"	"
Kain, Mary M.,	"	"
Lippincott, Beulah H.,	"	"
Rogers, Ray,	"	"
Read, Mary B.,	"	"
Santee, Edith C.,	"	"

Third Grade.

Holt Nance,	November 1st,	1904.
Johnson, Mary B.,	"	"
Schaner, Emma C.,	"	"
Wecks, A. Edna,	"	"
Buzby, Esther T.,	March 1st,	1904.
Bozarth, Rebecca H.,	"	"
Cramer, Georgie,	"	"
Darby, Ethel,	"	"
Frisby, Marcelina J.,	"	"
Holt, May,	"	"
Hulett, Marion,	"	"
Harker, Mrs. Edna. H.,	"	"
Small, Sadie E.,	"	"
Adams, Margaret,	June 1st,	1904.
Bastress, Alma C.,	"	"
Devitt, Mabel,	"	"
Evans, Reba R.,	"	"
Evans, Mattie D.,	"	"
Hofmann, Eva A.,	"	"
Hallenbeck, M. Louise,	"	"
Johnson, Ella S.,	"	"
Magee, Clara T.,	"	"
Monach, Alice May,	"	"
Mahaund, Katharine,	"	"
Roberts, Anna S.,	"	"

CAMDEN COUNTY.

First Grade.

Jordan, Ruth E.,	November 1st,	1903.
Dickson, Sarah A.,	"	"
Vannuxem, Mary,	March, 1st,	1904.
Lord, Mabel S.,	"	"
Cleveland, J. G.,	"	"
Ely, Emma B.,	June 1st,	1904
Morrison, Anna B.,	"	"
Sharp, M. Florence,	"	"
Way, Annie M.,	"	"

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Second Grade.

Shourds, Reba M.,	November 1st,	1904.
Preston, Rosaltha,	"	"
Miller, Annie M.,	"	"
Robinson, Edythe,	"	"
Crowell, Cora M.,	March 1st,	1904.
Craig, Lillian,	"	"
Winkeworth, Jessie,	"	"
Williams, Ida M.,	"	"
Van Pelt, Alice C.,	"	"
Stanton, Ada G.,	"	"
Harris, Lillian A.,	"	"
Powell, E. Louisa,	"	"
Woolston, Fidelia,	"	"
Bartine, Ella A.,	June 1st,	1904.
Bates, Lidie,	"	"
Harley, Sara,	"	"
Holderman, Emma,	"	"
McBride, Rose,	"	"
Still, Ephraim J.,	"	"
Strong, Martha S.,	"	"
Valentine, Elizabeth S.,	"	"
Walker, Elizabeth S.,	"	"

Third Grade.

Chick, Anna C.,	November 1st,	1903.
Rice, Laura M.,	"	"
Hoyt, Annie L.,	"	"
Harley, Sarah,	"	"
McCann, May,	"	"
Jackson, John H.,	"	"
Burke, Theresa,	March 1st,	1904.
MacNeal, Emma A.,	"	"
Snyder, Lilian,	"	"
Stiles, Clara J.,	"	"
Rukaber, Francis,	"	"
Allen, Margarita S.,	June 1st,	1904.
Appleton, Howard B.,	"	"
Cheesman, Helen D.,	"	"
Gamble, Gertrude M.,	"	"
Gordon, Mary L.,	"	"
Larmonth, Adele,	"	"
Marchant, Edith,	"	"
Moore, Mary R.,	"	"
Reeves, Clara B.,	"	"
Stokely, Laura,	"	"
Super, Anne,	"	"
Sullivan, Lillian,	"	"
Tatem, Mildred C.,	"	"
Werner, Grace M.,	"	"

CAPE MAY COUNTY.

First Grade.

Hoffman, L. T.,	June 1st,	1903.
Borican, C. H.,	November 1st,	1903.
Lloyd, Frank,	"	"
Dougherty, H. F.,	"	"
Stiles, Edwin R.,	March 1st,	1904.
Reeves, Richard E.,	June 1st,	1904.

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Second Grade.

Borican, A. Maysie,	November 1st, 1904.
Goodman, Francis,	" "
McKaig, Laura A.,	" "
Creamer, Mrs. Mae E.,	March 1st, 1904.
Forcuna, Hester A.,	" "
Creamer, Rebecca,	" "
Meerwald, Joseph,	" "
Washburn, Alice W.,	" "
Davis, George H.,	June 1st, 1904.
Hewitt, Lena R.,	" "
Rosenbaum, Sarah,	" "
Schmidt, Sarah,	" "
Springer, Clara,	" "
Swain, Rae W.,	" "

Third Grade.

Sleeper, Ethel,	November 1st, 1904.
Rosenbaum, Sarah,	" "
Washburn, Alice F.,	" "
Connelly, Clara F.,	March 1st, 1904.
Davis, George H.,	" "
Moore, Marie Y.,	" "
Haley, Byron H.,	" "
Bate, J. Herbert,	June 1st, 1904.
Braunstein, Sarah,	" "
Feaster, Agnes M.,	" "
Grobman, Rose F.,	" "
Hackney, Bertha,	" "
Stanton, Adelaid G.,	" "
Shemeley, Carrie,	" "

CUMBERLAND COUNTY.

First Grade.

Davis, Daniel W.,	November 1st, 1903.
Bennett, William H.,	March 1st, 1904.
Campbell, Edward,	" "
Wright, Norman A.,	" "
Aiken, Ina G.,	June 1st, 1904
Buzby, Anna L.,	" "
Buzby, Elizabeth M.,	" "
Barton, Jesica A.,	" "
Carlisle, Albert B.,	" "
Cook, Sadie M.,	" "
Davis, Chas. G.,	" "
Davis, Daniel W. Jr.,	" "
Davis, Auley C.,	" "
Mayhew, L. Dell,	" "
Struthers, Susie P.,	" "
Westcott, Emma M.,	" "
Murjan, Gertrude,	June 3d, 1903.
Keleher, Kate H.,	November 1st, 1903.
Eldridge, Ruth,	" "
Cosier, Blanche C.,	" "
Eilenberg, Jennie,	March 1st, 1904.
Husted, Lena B.,	" "

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Garrison, Harvey K., ... June 1st, 1904.
Ingram, Nellie, ... " "
Robinson, Low, ... " "
Woodruff, Mabelle, ... " "
Woodruff, Emily, ... " "
Vanaman, Lillian, ... " "

Third Grade.

Leonard, Lottie, ... August 5th, 1903.
Harris, Lillian H., ... " "
Dare, Edith J., ... " "
Davis, Herbert H., ... " "
Rudnick, Elizabeth H., ... November 1st, 1904.
Hummel, Margaret, ... " "
Van Pelt, Martha, ... " "
Sharp, Eddie C., ... " "
Husted, Edith, ... " "
Henderson, Ada, ... " "
Davis, Chas. N., ... " "
Bell Maggie, ... " "
Seagraves, Edna M., ... " "
Van Valin, Lulu E., ... " "
Parker, Fannie B., ... " "
Garrison, Alma, ... " "
Carl, Bessie, ... " "
Brandriff, Marguerite, ... March 1st, 1903.
Chew, Hannah H., ... " "
Campbell, Addie, ... " "
Davis, Francis N., ... " "
Estlow, Laura B., ... " "
Ford, Emma, ... " "
Rocap, Bertha, ... " "
Vanaman, Mary B., ... " "
Van Valin, Lulu E., ... " "
Steelman, Bessie W., ... " "
Zellers, Gertrude R., ... " "
Corson, Ruth A., ... June 1st, 1904.
Harris, Adelaide, ... " "
Haines, Edna L., ... " "
Lienhardt, Mary E., ... " "
Pepper, Emma, ... " "
Roork, Eva M., ... " "
Rocap, Anna, ... " "
Sloan, Boyd, ... " "
Sherry, Emma, ... " "
Wheat, Ethel, ... " "
Thompson, Emeline, ... " "
Frazuer, Susie, ... " "

Essex County.

First Grade.

Gay, Maude C., ... November 1st, 1903.
Hamilton, Matthew C., ... " "
Hyde, Perley C., ... " "
Kenney, Ivah L., ... " "
Simmons, Edith M., ... " "
Brown, Susan W., ... March 1st, 1904.
Conrow, Georgianna, ... " "
Hampton, Cherry N., ... " "
Wright, Julia A., ... June 1st, 1904.

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Second Grade.

Andrews, Gertrude, ... March 1st, 1904.
Pearsall, A. May, ... " "
Wintamute, Anna, ... " "
Baldwin, Alice M., ... June 1st, 1904.
Redington, Anna G., ... " "

Third Grade.

Howard, Luther A., ... November 1st, 1904.
Pratt, Caroline A., ... " "
Woods, Chas. J., ... " "
Betts, Sara J., ... March 1st, 1904.
Burley, Isabella G., ... " "
Denneen, Genevieve, ... " "
Fellinger, M. Cecil, ... " "
Hassett, Nella D., ... " "
Pearson, Leah N., ... " "
Wright, Jessie M., ... " "
Barrett, Mary F., ... June 1st, 1904.
McChesney, Ella, ... " "
Turnbull, Mary E., ... " "

Special.

Bailey, Edith Carr, Music and Physical Training, ... November 1st, 1903.
Harrison, Anna C. Kndergarten, ... " "
Meredith, Arthur J., Commercial, ... " "
Stryker, Adelaide B., Manual Training, ... " "
Willson, Gertrude L., Physical Training, ... " "
Small, Claudine, Drawing, ... March 1st, 1904.
Atkinson, Anna M., Kindergarten, ... June 1st, 1904.
Turnbull, Mary E., Kindergarten, ... " "

GLOUCESTER COUNTY.

First Grade.

Duffield, Ivy E., ... November 1st, 1903.
Frazier, Edwin M., ... " "
Henry, May, ... " "
Williams, Rhoda S, ... " "
Elliott, Anna E., ... June 1st, 1904.
Hallett, Thorne D., ... " "

Second Grade.

Dougherty, Laura M., ... November 1st, 1903.
Gascoigne, A. R., ... " "
Gallaher, Lydia R., ... " "
Kircher, Ethel Fay, ... " "
Moore, Alice H., ... " "
Moore, May C., ... " "
Worrell, Lillie, ... " "
Cowgill, Laura F., ... March 1st, 1904.
Nebel, Anna M., ... " "
Angelo, Marguerite L., ... June 1st, 1904.
Collins, George L., ... " "
Grundfield, Lydia C., ... " "
Haupt, Nanna E., ... " "
Stanger, Isabella J., ... " "
Stoltz, Katherine E., ... " "

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Third Grade.

Abbott, Mary,	November 1st,	1903.
Alley, Bessie,	"	"
Chance, Reba A.,	"	"
Grundfield, E. Margaret,	"	"
Leonard, Lottie,	"	"
Pope, Gertrude E.,	"	"
Tighe, Rose B.,	"	"
Tombelson, Bessie,	"	"
Collins, George H.,	"	"
Headley, Carrie,	March 1st,	1904.
Keeler, Myrtle,	"	"
Lippincott, T. Edith,	"	"
Madden, Elizabeth,	"	"
Rudolph, Emma E.,	"	"
Creeden, Anna M.,	June 1st,	1904.
McGowen, Bessie H.,	"	"
Mullel, Lida,	"	"
Schoch, Augusta,	"	"

HUDSON COUNTY.

First Grade.

Fagan, Sadie,	November 1st,	1903.
Fisher, Rosalie,	"	"
Behrmann, D. S.,	March 1st,	1904.
Bergmann, O. S.,	"	"
Cavanaugh, Agnes M.,	June 1st,	1904.
Healy, Myra C.,	"	"
McGlennon, C. A.,	"	"
Read, Mary E.,	"	"

Second Grade.

Hiney, Mary C.,	November 1st,	1903.
Surgent, Fannie V.,	"	"
Weir, Rachel,	"	"
Bergmann, H. A.,	March 1st,	1904.
Bauer, L. Pearl,	June 1st,	1904.
Frost, Jennie A.,	"	"
Gaw, Eliz. A.,	"	"
Mansfield, Genevieve,	"	"
O'Donnell, Mary,	"	"
Shannon, Julia B.,	"	"

Third Grade.

Carnwright, Effie M.,	November 1st,	1903.
Dunner, Lydia,	"	"
Harvey, Mabel M.,	"	"
Lockwood, Alene L.,	"	"
McEnnery, Mary,	"	"
Pope, Grace,	"	"
Reidy, Ella R.,	"	"
Seniza, Isabella J.,	"	"
Wilcox, H. Irene,	"	"

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Third Grade.

Bennett, Mildred V., ... March 1st, 1904.
Curran, Josephine, ... " "
Frost, Emma V., ... " "
Hangley, Beatrice L., ... " "
Holmes, Cora, ... " "
McNight, Katharine, ... " "
Wilson, Ellen, ... " "
Benstead, Henrietta, ... June 1st, 1904.
Cowper, Mary, ... " "
Kelly, Anna, M., ... " "
Mullins, Louisa, ... " "
Scott, Jean, ... " "
Tallon, Loretto C., ... " "
McDonald, Mary M., ... " "

Special.

Loch, Alice C., Kindergarten, ... November 1st, 1903.
Beyer, Gustave A., Manual Training, ... " "
Fuller, M. Alice, Doemstic Science, ... June 1st, 1904.

HUNTERDON COUNTY.

First Grade.

Hoff, Emma C., ... November 1st, 1903.
Connolly, Hanna A., ... June 1st, 1904.
Gardner, Elizabeth, ... " "
Martenis, Allie D., ... " "
Myers, Samuel O., ... " "
Myers, Willis C., ... " "
Rutan, Kitty A., ... " "
Rutan, Lily F., ... " "
Sipley, Mary J., ... " "
Stout, Annie F., ... " "
Sturgeon, Fannie J., ... " "
Terriberry, Mary, ... " "
Thaw, Roderick B., ... " "
Tomer, Newton J., ... " "
Tonkin, John C., ... " "
Van Syckel, Anna, ... " "
Waidmann, Isabel, ... " "

Second Grade.

Sipley, Mary J., ... November 1st, 1903.
Bond, Ella S., ... " "
Hann, Albert G., ... " "
Mosier, McClellan, ... " "
Wert, Ida M., ... " "
Feathersman, Daisy A., ... March 1st, 1904.
Fisher, Oscar A., ... " "
Insley, Edyth M., ... " "
McAloan, Wallace W., ... " "
Mitchell, S. Etta, ... " "
Spoor, Alton D., ... " "
Williamson, Tessie C., ... " "

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Anderson, Alice F., ... June 1st., 1904.
Butler, Blanche, ... " "
Carr, Florence, ... " "
Carr, Teresa G., ... " "
Deemer, Newberry, ... " "
Hann, Ida J., ... " "
Terriberry, Minnie H., ... " "
Tiffiany, G. W. B., ... " "

Third Grade.

Castner, Ula C., ... November 1st, 1903.
Creveling, Mary S., ... " "
Hockenbury, Anna M., ... " "
Mallory, Pearl, ... " "
McHale, Anna C., ... " "
McMullen, Abbie, ... " "
Volk, Foster W., ... " "
Best, Estelle C., ... March 1st, 1904.
Buck, Evelyn M., ... " "
Cole, Alice, ... " "
Conradt, John J., ... " "
Cornog, Jay R., ... " "
Ripley, Emma D., ... " "
Willwer, Olive, ... " "
Alpaugh, Matthias M., ... June 1st, 1904.
Lequear. Ella M., ... " "
McAlone, J. Wilbur, ... " "
Naylor, Hattie, ... " "
Opdyke, Edna M. ..... " "
Oppitz, William, ... " "
Yerger, A. B., ... " "

Special.

Vosseller, Elizabeth, Music, ... June 1st, 1904.

MERCER COUNTY.

First Grade.

Creamer, Mary H., ... November 1st, 1903.
Weidenhamer, Madge, ... June 1st, 1904.

Second Grade.

Dey, Luella B., ... November 1st, 1903.
Fields, Georgiana H., ... " "
Reed, Mabel, ... March 1st, 1904.
Sked, Mrs. Bessie D., ... " "
Fones, Mrs. Mary D., ... June 1st, 1904.
Howell, Louisa, ... " "

Third Grade.

Dennis, C. Arthur, ... November 1st, 1903.
Ewart, Katie W., ... " "
Giffiord, May H., ... " "
Morris, Martha A., ... " "

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Moore, Nellie, M.,	March 1st,	1904.
Sterling, Thirza,	"	"
Blackwell, Carrie J.,	"	"
Borden, Gussie,	June 1st,	1904.
Carlisle, E. Clara,	"	"
Johnson, Margaret B.,	"	"
Seeley, Belva L.,	"	"
Vanzant, Annie C. N.,	"	"

Special.

Forsyth, Helen E., Kindergarten,	June 1st,	1904.
Miller, Rachel, Kindergarten,	"	"
Savidge, Pearl C., Kindergarten,	"	"

MIDDLESEX COUNTY.

First Grade.

Allen, Rebecca T.,	November 1st,	1903.
Bogan, May U.,	"	"
Richards, Anna,	"	"
Hillman, Mercy,	June 1st,	1904.
McWilliams, Emma,	"	"
Smith, Fannie,	"	"
Smith, Imogene,	"	"
Thornall, Dillie,	"	"
Woodward, W. R.,	"	"

Second Grade.

Fowell, J. Grace,	November 1st,	1903.
Warne, Bessie,	"	"
Williams, Anna,	"	"
De Hart, Lavinia P.,	March 1st,	1904.
Osborn, Harriet,	"	"
Tappen, Bessie,	"	"
Wark, Jennie,	"	"
Brown, Lavinia,	"	"
Compton, Minnie,	"	"
Bradley, Rena,	June 1st,	1904.
Slugg, Bessie,	"	"
Savage, J.,	"	"
Henderson, Jessie,	"	"
Winter, Marguerite,	"	"

Third Grade.

Brown, Minnie,	November 1st,	1903.
Bays, Kittie E.,	"	"
Swalley, Grace O.,	"	"
Williams, Ada E.,	"	"
Cleveland, Susie E.,	"	"
Taylor, Tace O.,	"	"

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Long, Eva M.,	March 1st,	1904.
Long, Mattie A.,	"	"
Cortelyou, Edna,	"	"
Aumach, G. W.,	"	"
Barlow, Augusta,	"	"
Coughlin, May,	"	"
Randolph, Gertrude,	"	"
Stillwell, Leyla,	"	"
Tracy, Mamie,	"	"
Hass, Leah E.,	"	"
Boudinot, Flora,	June 1st,	1904.
Clark, Mary S.,	"	"
De Hart, Mabel,	"	"
Griggs, Mary,	"	"
DeGraw, Anna,	"	"
Morgan, Arline,	"	"

MONMOUTH COUNTY.

First Grade.

Hance, Bertha,	March 1st,	1904.
Johnson, Estella M.,	"	"
Moore, Agnes R.,	"	"
Hendrickson, Ida D.,	June 1st,	1904.

Second Grade.

Frazee, Etta M.,	November 1st,	1903.
Heller, Mareia C.,	"	"
Magee, Mrs. Emma B.,	"	"
Purnell, Isaac R.,	"	"
Stout, Catherine H.,	"	"
Taft, Evelyn L.,	"	"

Second Grade.

Allen, Angie,	March 1st,	1904.
Beers, Gertrude A.,	"	"
Clayton, Margaret,	"	"
Goodenough, Mary,	"	"
Henlift, Alice H.,	"	"
Lewis, Essie,	"	"
Sickle, Margaret,	"	"
Harvey T. L.,	"	"
Jennings, Florence,	"	"
Wiseman, S. D.,	June 1st,	1904.
Thompson, Nettie A.,	"	"
Morris, Frank S.,	"	"
Kellogg, Mary P.,	"	"
Ivey, Martha J.,	"	"
Clayton, Dena,	"	"
Green, Lenetta W.,	"	"
Miller, Belle E.,	"	"

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Third Grade.

Curtis, Harriet L.,	November 1st, 1903.
Dennis, Elizabeth,	" "
Keller, Julia M.,	" "
Vorhees, Raymond E.,	" "
Bortree, Ella,	March 1st, 1904.
Bible, Alice,	" "
Crouse, Jessie F.,	" "
Fish, Elsie J.,	" "
Hartshorne, Mary C.,	" "
Ingalls, Elizabeth,	" "
Morris Beulah,	" "
Osborn, Cornelia E.,	" "
Thompson, Ida,	" "
Voorhees, Estella D.,	" "
Yard, Mary,	" "
White, Elsie D.,	" "
Braly, Alice,	June 1st, 1904.
Bloomer, Edna L.,	" "
Bell, Agnes,	" "
Bell, Isabella,	" "
Johnson, Elizabeth H.,	" "
Gifford, Violet,	" "
Baird, Mary E.,	" "
Petrie, Stella,	" "
Taylor C. Loreine,	" "

Special.

Bean, Ernest, L., Penmanship,	November 1st, 1903.
Cochrane, Julia, Elocution,	" "
Smith, May, Commercial,	" "

MORRIS COUNTY.

First Grade.

Prudden, Geneva,	November 1st, 1903.
Van Tassel, Jennie,	" "
Hawk, Mrs. S. C.,	March 1st, 1904.
Moore, Anna H.,	" "
Reagle, M. P.,	" "
Platt, Chas. D.,	" "
Ballou, Hannah M.,	June 1st, 1904.
Flowers, Susie E.,	" "

Second Grade.

Jacobus, Edith,	March 1st, 1902.
Halliman, Gertrude,	November 1st, 1903.
Hammond, Cora E.,	" "
Marvin, Ina R.,	" "
Spargo, Thomas,	March 1st, 1904.
Washburn, W. W.,	" "
Zeek, Frank,	" "
Glover, Henry L.,	June 1st, 1904.
Heller, J. W.,	" "
Sands, Luella B.,	" "

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Third Grade.

Adams, Augusta,	November 1st,	1903.
Faulkner, Gilbert,	"	"
Gay, Mrs. Helen C.,	"	"
Sands, Luella B.,	"	"
Saunders, Mrs. E. C.,	"	"
Schmitt, Frank,	"	"
Van Cleaf, W. C.,	"	"
Bassett, Marion H.,	March 1st.,	1904.
Beach, Edith,	"	"
Cumback, Rosa L.,	"	"
Bennett Ruth H.,	"	"
Budd, Dora P.,	"	"
Cunningham, Margaretta,	"	"
Galligan, Elizabeth,	"	"
Parks Adaline,	"	"
Tillotson, Ethel N.,	"	"
MacCann, Margaret M.,	"	"
McFarlane, Jessie B.	"	"
Morrell, Catherine,	"	"
Rusch, Kate L.,	"	"
Howell, Frances B.,	June 1st,	1904.
Phillips, Agnes M.,	"	"

Special.

Billings, William, Commercial,	November 1st,	1903.

OCEAN COUNTY.

First Grade.

Rogers, Mary P.,	November 1st,	1903.
Tilton, Frank,	"	"
De Lap, D. F.,	March 1st,	1904.
Applegate, Walter C.,	June 1st,	1904.
Bird, E. May,	"	"
Hulse, Jennie,	"	"
Ivins, Geo. W.,	"	"
Pearce, C. C.,	"	"

Second Grade.

Crane, Carrie E.,	November 1st,	1903.
Fox, Margaret K.,	"	"
Morss, Florence S.,	"	"
Eriksen, Katharine,	March 1st,	1904.
Pierce, Maria,	"	"
Imlay, Edith B.,	June 1st,	1904.
Matthews, B. F.,	"	"
Sprague, Blanche Z.,	"	"
Smith, Maude,	"	"
Steelman, Charles,	"	"
Wilkins, Mabel M.,	"	"

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Third Grade.

Blackburn, Caroline, ... November 1st, 1903.
Davis, Mae, ... " "
Geiser, Laura B., ... " "
Henderson, Lon H., ... " "
Reeves, Laura C., ... " "
Conch, Joseph A., ... March 1st, 1904.
McKaig, Rettie L., ... " "
Bailey, P. S., ... June 1st, 1904.
Crane, Sara R., ... " "
Cranmer, Carrie M., ... " "
Cook, Sara M., ... " "
Gifford, Edith, ... " "
Oliphant, Eva, ... " "
Riley, Albert, ... " "
Sprague, Elizabeth M., ... " "

Special.

Pixley, Sophia, Kindergarten, ... June 1st, 1904.
Wright, Cornelia R., Kindergarten, ... " "

PASSIAC COUNTY.

First Grade.

Creveling, Uhler H., ... June 1st, 1904.

Second Grade.

Haveron, Edith W., ... November 1st, 1903.
Hatch, Bessie B., ... " "
Reed, Mary M., ... " "
Morton, Carrie M., ... " "
Fritz, Alva B., ... March 1st, 1904.
Kirnick, Luella D., ... " "
Cunningham, Jennie T., ... June 1st, 1904.
Dixon, Madge H., ... " "
Folson, Josephine, ... " "
Van Orden, Bertha, ... " "

Third Grade.

Ball, Beulah, ... November 1st, 1903.
Maxwell, Sara, ... " "
Long, Eva M., ... March 1st, 1904.
McConnell, Myrtle M., ... " "
Edsall, Luther E., ... June 1st, 1904.
Rude, Lillian, ... " "
Vogtman, Laura M., ... " "
Van Ness, Jennie M., ... " "

Special.

Frost, Marion G., Kindergarten, ... November 1st, 1903.

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Salem County.

First Grade.

Hickman, Nettie C.,	November 1st, 1903.
Summerill, May J.,	" "
Packard, A. J.,	March 1st, 1904.
Parker, Edna M.,	" "
Tonkin, John C.,	" "
Brown, Kate A.,	June 1st, 1904
Clark, Bessie F.,	" "
Deuschle, Minnie,	" "
Goslin, Helen,	" "
Hall, Ida,	" "
Holme, Eleanor G.,	" "
Henry, Anna E.,	" "
Klein, Mina,	" "
Pierpont, Carrie L.,	" "
Schaible, Cora,	" "

Second Grade.

Acton, Eleanor,	November 1st, 1903.
Green, Elizabeth W.,	" "
Jaquett, Laura D.,	" "
Steward, Edwina M.,	March 1st, 1904.
Baker, Anna M.,	" "
Ayars, Sarah E.,	June 1st, 1904.
Burt, Emma R.,	" "
Downs, Eugenia S.,	" "
Griscom, Bertha R. F.,	" "
Heritage, Sarah M.,	" "
Holme, Margaret M.,	" "
Mattson, Anna F.,	" "
Pierson, Clara W.,	" "
Shourds, Reba M.,	" "
Whitesell, Gertrude B.,	" "

Third Grade.

Bronson, Katharine,	November 1st, 1903.
Coles, Verdie P.,	" "
Dunk, Carrie M.,	" "
Finlaw, Ellen,	" "
Jones, Sarah Elkinton,	" "
Shorts, Mary V.,	" "
Wick, Lena,	" "
Bisbee, Ethel,	March 1st, 1904.
Bowen, Ivy F.,	" "
Dare, Edith G.,	" "
Downs, Charles W.,	" "
Fogg, Emily M.,	" "
Harris, Lillian R.,	" "
Heritage, Sarah M.,	" "
Locuson, Anna C. B.,	" "
Mulkeen, Mary R.,	" "
McPherson, Violet E.,	" "
Myers, Myrtle S.,	" "
Roberts, Verna,	" "
Tighe, Julia T.,	" "
Townsend, Emma F.,	" "

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Carll, Bessie F., ... June 1st, 1904.
Clark, Lizzie M., ... " "
Curry, Elizabeth C., ... " "
Garton, Cleora C., ... " "
Griscom, Alice B., ... " "
Hunt, Lillie, ... " "
Lane, Irene V., ... " "
Myers, Levanus, ... " "
Murphy, Ednah C., ... " "

SOMERSET COUNTY.

First Grade.

Fritts, Carrie, ... November 1st, 1903.
Angle, F. F., ... June 1st, 1904.
Runyon, Sarah DeM., ... " "

Second Grade.

Higgins, Ada G., ... November 1st, 1903.
Higgins, Mrs. S. S., ... " "
Martin, Alice E., ... March 1st, 1904.
Farquhar, Sarah W., ... " "
Genther, Garetta L., ... " "
McAloan, W. W., ... " "

Third Grade.

Coddington, Imogene, ... November 1st, 1903.
Lindsay, Annie, ... " "
Von Zech, Augusta, ... " "
Bigelow, Sara I., ... March 1st, 1904.
Elling, Bertha E., ... " "
Feibel, Anna A., ... " "
Gent, Catherine B., ... " "
Ketcham, Virginia H., ... " "
O'Grady, Marietta, ... " "
Powelson, Fannie H., ... " "
Ballentine, Carrie A., ... June 1st, 1904.
Bolen, Elsie H., ... " "
Buhne, Mabel E., ... " "
Fenner, Ella, ... " "
Griggs, Gertrude, ... " "
Hastings, Stella, ... " "
Kuntz, Sara, ... " "
Leek, Mabel C., ... " "
Lovejoy, Lola S., ... " "
Mundy, Aletta, ... " "

Special.

French, Edna Louise, Kindergarten, ... November 1st, 1903.

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Sussex County.

First Grade.

Roy, Lena M.,	March 1st, 1904.	
Bedell, A. W.,	June 1st, 1904.	
Demarest, Anna,	"	"
Emmons, L. May,	"	"
Holly, B. F.,	"	"
Kimble, Lizzie,	"	"
Sherred, W. H.,	"	"
Sherred, Norma E.,	"	"
Smith, Geo. C.,	"	"
Williams, Alice,	"	"

Second Grade.

Van Houten, Emma,	November 1st, 1903.	
Williams, Etta J.,	"	"
Youngs, B. B.,	"	"
Coyle, Nellie R.,	March 1st, 1904.	
Gunderson, Anna M.,	"	"
Hyde, Elizabeth,	"	"
Kymer, Anna M.,	"	"
Marlatt, Mabel E.,	"	"
Thompson, D. C.,	"	"
Wightman, Janette,	"	"
Brink, M. J.,	June 1st, 1904.	
Harris, Grace B.,	"	"
Hockenberry, M. L.,	"	"
Oliver, Carrie,	"	"
Oliver, Mattie,	"	"
Sharp, Bessie,	"	"

Third Grade.

Depue, Lura,	November 1st, 1903.	
Hazen, Mable E.,	"	"
Hursh, Ella,	"	"
Hursh, Emma,	"	"
Main, Raymond,	"	"
Shav, T. Dorothy,	"	"
Van Horn, Elvin,	"	"
Van Horn, Vincent,	"	"
Bell, Jesse E.,	March 1st, 1901.	
Bissell, Percy C.,	"	"
Cooper, Virginia,	"	"
Davis, Virginia,	"	"
Day, Mrs. Edna,	"	"
Depue, A. M.,	"	"
Hooker, May,	"	"
Iliff, Lou,	"	"
Oldfield, Sarah,	"	"
Rosenkrans, Elsie,	"	"
Sharp, Frank I.,	"	"
Talmage, Bessie M.,	"	"
Van Etten, Wm. L.,	"	"
Wright, Frank,	"	"

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Alexander, Vera,	June 1st, 1904.	
Almer, Lottie,	"	"
Ayers, Ada,	"	"
Carr, Lydia,	"	"
Chamberlain, H. E.,	"	"
Coursen, Rena,	"	"
Condit, Jas. H.,	"	"
Gordon, Frankie,	"	"
Gumaer, Sallie,	"	"
Harden, Geo. W.,	"	"
Jones, Edith M.,	"	"
Leroy, Bertha,	"	"
May, Lucy E.,	"	"
Maring, Mabel,	"	"
Miller, Evelyn,	"	"
Niper, Wm.,	"	"
Rosenkrans, Alice,	"	"
Van Horn, Alice,	"	"
Van Syckle, Edith,	"	"

Special.

Crater, Mary P., Kindergarten,	June 1st, 1904.	
Ely, S. G., Music,	"	"
Hannum, Anna P., Kindergarten,	"	"

UNION COUNTY.

First Grade.

Barnes, Marjorie E.,	November 1st, 1903.	
McDonald, Ella,	June 1st, 1904.	
Shearer, Robt. J.,	"	"

Second Grade.

Esten, Ida,	November 1st, 1903.	
Cahill, Emma,	June 1st, 1904.	
Lyon, Madeline,	"	"
Lyon, Marie S.,	"	"

Third Grade.

Sherwood, Eva,	March 1st, 1904.	
Hehe, Mary T.,	June 1st, 1904.	
Wilcox, Hattie M.,	"	"

Special.

Collins, Emma L., Commercial,	November 1st, 1903.	
Hunt, Lillian, Kindergarten,	"	"
Stowitts, Laura, Kindergarten,	"	"
Morehouse, Elizabeth, Kindergarten,	March 1st, 1904.	
Prentiss, Ida W., Drawing,	June 1st, 1904.	

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Warren County.

First Grade.

Coleman, J. G.,	November 1st, 1903.
Sanderson, W. L.,	" "
Wilson, Samuel,	" "
Kinney, Mary M.,	" "
Sliker, C. Josephine,	March 1st, 1904.
Teeter, Lulu T.,	" "
Bean, Kate F.,	June 1st, 1904.
Brownell, Linnie M.,	" "
Correll, Clara P.,	" "
Everett, Martha R,	" "
Harris, Minnie C.,	" "
Henderson, Mabel,	" "
Hollender, Lillian I.,	" "
Leibelsperger, E. A.,	" "
Myers, S. O.,	" "
Nie, Alice E.,	" "
O'Brien, Kathryn A.,	" "
Oppitz, Louis,	" "
Pittenger, Anna L.,	" "
Rice, Mary,	" "
Sarson, Estella M.,	" "
Shipman, Cora E.,	" "
Shafer, A. Olive,	" "
Swayze, Addie,	" "

Second Grade.

Amendt, Matilda,	November 1st, 1903.
Ashmore, Ray,	" "
Bachman, Bessie L.,	" "
Burmiller, Eva A.,	" "
Cornell, Marion E.,	" "
Cressman, Sadie S.,	" "
Foss, Mabel E.,	" "
Lanning, Rebecca H.,	" "
Myers, Carrie B.,	" "
Rice, Edith,	" "
Robbins, Bessie,	" "
Ulner, Belle P.,	" "
Johanson, Ollie,	" "
Kinney, Mabel,	" "
Bachman, Grace,	March 1st, 1904.
Hill, Mamie G.,	" "
Linaberry, Judson,	" "
Sharp, Clinton,	" "
Smith, Laura E.,	" "
Van Anken, Anna,	" "
Winfield, C. S.,	" "
Angle, E. C.,	June 1st, 1904.
Creveling, Edna L.,	" "
Headley, Edith A.,	" "
La Barre, Mabel,	" "
McCain, Lulu M.,	" "
Osborn, Linda C.,	" "
Rice, Nellie M.,	" "
Stiekle, Grace M.,	" "
Swayze, Myrtella,	" "
Smith, Leon A.,	" "
West, Florence E.,	" "

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Third Grade.

Andrews, Mary E.,	November 1st, 1903.
Butler, Eunice S.,	" "
Leyda, Lylle,	" "
Mitchell, Mary,	" "
Rice, Nellie M.,	" "
Shannon, Bessie,	" "
Smith, Ethel,	" "
Smith, Raymond,	" "
Walters, Edith,	" "
Allen, Chas. B.,	March 1st, 1904.
Armstrong, Carrie,	" "
Bachman, Edith,	" "
Cole, Fannie,	" "
Frost, Rachel,	" "
Gillogly, Alfred,	" "
Hanna, Geo. E.,	" "
Peterson, Anna M. H.,	" "
Stryker, Katherine,	" "
Whiteman, Grace,	" "
Beck, Bessie H.,	June 1st, 1904.
Dunn, Nellie,	" "
Gibbs, Pearl M.,	" "
Ketcham, Margaret D.,	" "
Major, Agnes M.,	" "
Maines, Raymond,	" "
Mericle, Tillie,	" "
Myers, Luella M.,	" "
Putzer, Tillie,	" "
Shoemaker, W. A.,	" "
Tinsman, Maud,	" "
Twining, Pearl M.,	" "

Special.

Wright, H. C., German and Drawing,	November 1st, 1903.
Ketcham, Charlotte C., Latin and German,	" "

Certificates Granted by the Board of Examiners of West Hoboken.

Sadie E. Gravatt,	October	2d, 1903—	1st Grade.
Sadie Smith,	November	1st, 1904—	2d "
Mary Lawler,	October	2d, 1903—	1st "
Bertha M. Chambellan,	June	1st, 1904—	1st "
Angeline Fillifetti,	"	" —	1st "
Anita Schwartz,	"	" —	1st "
Clara M. Letzeiser,	November	1st. 1903—	2d " and Kindergarten.
Valerie E. Dupuy,	June	1st, 1904—	1st Grade.
Charlotte Flood,	November	1st, 1903—	2d "
Winnifred L. Platt,	"	" —	2d "
Bella Tierney,	"	" —	2d "
Ada E. Hopkins,	"	" —	2d "
Lillian Loghry,	"	" —	2d "

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Mary H. Lane,	March	1st, 1904—2d	Grade.
Odille T. Dupuy,	"	" —2d	"
Annie Farrell,	"	" —2d	"
Jennie White,	"	" —2d	"
Alice S. Waters,	"	" —2d	"
Lauretta Morris,	June	1st, 1904—2d	"
Viola Trayler,	"	" —2d	"
Daisy L. Stanton,	"	" —3d	"
Gertrude Blankstein,	"	" —3d	"
Sarah McDonald,	"	" —3d	"
Gertrude Forsyth,	"	" —3d	"

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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.
Egg Harbor City—School No. 1.
Egg Harbor township—Schools Nos. 1, 2, 5 and 7.
Galloway township—Schools No. 5 and 6.
Hamilton township—School No. 1.
Hammonton township—Schools Nos. 2, 3, 4, 5, 6, 7 and 8.
Somer's Point—School No. 1.
Weymouth—School No. 3.

Bergen County.

Allendale borough—School No. 1.
Bergenfield borough—School No. 1.
Bogota borough—School No. 1.
Carlstadt borough—Schools Nos. 1, 2 and 3.
Cliffside Park—Schools Nos. 1 and 2.
Creskill borough—School No. 1.
Delford borough—School No. 1.
Dumont borough—School No. 1.
Englewood City—Schools Nos. 1, 2, 3, 4 and 5.
Englewood township—School No. 1.
Englewood Free School, No. 1.
East Rutherford borough—Schools Nos. 1 and 2.
Edgewater—School No. 1.
Fairview borough—School No. 1.
Fort Lee—Schools Nos. 1, 2 and 4.
Franklin township—School No. 5.
Garfield borough—Schools Nos. 1 and 2.
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 No. 1 and 2.
Hohokus township—Schools Nos. 1, 2, 3 and 4.
Little Ferry borough—School No. 1.
Lodi township—Schools Nos. 1 and 2.
Lodi borough—Schools Nos. 1 and 2.
Maywood—School No. 1.
Midland Park borough—School No. 1.
Midland township—Schools Nos. 1 and 3.
Montvale borough—School No. 1.
New Barbadoes township—Schools Nos. 1, 2, 2½, 3, 4 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.

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Ridgewood township—Schools Nos. 1 and 2.
Riverside borough—Schools Nos. 1 and 2.
Rutherford borough—Schools Nos. 2 and 3.
Saddle River township—Schools Nos. 1 and 4.
Teaneck township—Schools Nos. 1, 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—School No. 1.
Beverly township—School No. 2.
Bordentown township—School No. 1.
Burlington township—Schools Nos. 1 and 3.
Chester township—Schools Nos. 1, 2, 3, 4, 5, 6, 7 and 8.
Chesterfield township—School No. 1.
Cinnaminson township—Schools Nos. 1, 2 and 3.
Evesham—School No. 3.
Fieldsboro—School No. 1.
Florence—Schools Nos. 1 and 2.
Lumberton—Schools Nos. 2, 4 and 6.
Mansfield—Schools No. 1.
Medford township—Schools Nos. 1, 2, 3, 5 and 6.
Mt. Laurel—School No. 5.
New Hanover—School No. 3.
Northampton—Schools Nos. 1, 2 and 3.
Riverton—Schools Nos. 1 and 2.
Springfield—Schools Nos. 2, 5 and 6.
Tabernacle—School No. 1.

CAMDEN COUNTY.

Camden City—All Schools.
Chesilhurst borough—School No. 1.
Clementon—School No. 3.
Gloucester City—School No. 1.
Haddon township—Schools Nos. 1, 4, 6 and 8.
Pensauken—School No. 9.
Waterford township—School No. 5.

CAPE MAY COUNTY.

Cape May City—Schools Nos. 1, 2 and 3.
Dennis township—Schools Nos. 4, 5 and 7.
Lower township—School No. 2.
Middle township—Schools Nos. 3 and 7.
Ocean City borough—School No. 1.
Woodbine—Schools Nos. 2 and 3.

CUMBERLAND COUNTY.

Bridgeton City—Second Ward and North Pearl Street, Bank Street, Vine Street and Irving Avenue Schools.
Commercial township—Schools Nos. 1, 2 and 4.
Deerfield township—Schools Nos. 1, 2 and 10.

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Downe township—Schools Nos. 1 and 2.
Greenwich township—Schools Nos. 1, 2 and 5.
Hopewell township—Schools Nos. 1, 4 and 5.
Landis township—Schools Nos. 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17, 18, 19, 20 and High.
Lawrence township—School No. 5.
Maurice River township—Schools Nos. 1, 2, 3 and 4.
Millville—All Schools.

Essex County.

Belleville —Schools Nos. 1, 2 and 3.
Bloomfield township—Schools Nos. 1, 2, 3, 4, 5, 7 and 8.
Caldwell borough—School No. 1.
Caldwell township—School No. 1.
East Orange—Schools Nos. 1, 2, 3, 4, 5, 6 and 7.
Glen Ridge borough—School No. 1.
Millburn—Schools Nos. 1, 2 and 3.
Montclair—Schools Nos. 1, 2, 3, 4, 5, 6, 7, 8 and 10.
Newark—Elizabeth Avenue, Newton Street, Seventh Avenue, Lawrence Street, Miller Street and Arlington Avenue Schools.
Nutley—Schools Nos. 1, 2, 3 and 4.
Orange—Schools Nos. 1, 2, 3, 4, 5, 6 and 7.
South Orange township—Schools Nos. 1.
Vailsburgh borough—School No. 1.
Verona—Schools Nos. 1 and 2.

Gloucester County.

East Greenwich township—Schools Nos. 1 and 3.
Glassboro—School No. 1.
Logan—School No. 2.
Mantau—Schools Nos. 2 and 3.
Paulsboro—School No. 1.
South Harrison—School No. 1.
Washington—School No. 5.
West Deptford—Schools Nos. 2 and 3.
Woolwich—Schools Nos. 1, 2, 3 and 4.

Hudson County.

Bayonne—Schools Nos. 1, 3, 4, 7 and High.
Guttenberg—School No. 1.
Harrison—Schools Nos. 1 and 2.
Hoboken—School No. 2 and High School.
Jersey City—Schools Nos. 2, 7, 9, 10, 11, 12, 15, 17, 18, 19, 21, 22, 23, 24, 25, 26, 28 and 29.
Kearny—Schools Nos. 1, 2, 3, 4, 5, 6 and 7.
North Bergen—Schools Nos. 2, 3, 5 and 6.
Union—School No. 1.
Weehawken township—Schools Nos. 1, 2 and 3.
West Hoboken—Schools No. 1, 2, 3, 4 and High.

Hunterdon County.

Alexandria—School No. 1.
Clinton township—School No. 2.
Kingwood—Schools No. 2 and 3.
Lambertville City—School No. 1.

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Lebanon—School No. 14.
Raritan township—All schools.
Readington township—School No. 9.
Tewkesbury township—Schools Nos. 2 and 3.

MERCER COUNTY.

East Windsor township—Schools Nos. 1 and 2.
Ewing township—Schools Nos. 1, 2, 3 and 4.
Hamilton township—Schools Nos. 1 and 4.
Hopewell township—Schools Nos. 3, 6 and 12.
Lawrence township—School No. 1.
Princeton borough—Schools Nos. 1 and 2.
Trenton—Schools Nos. 1, 2, 4, 6, 7, 9, 10, 11, 11½, 15, 16, 17, 18, 19, 21, 22, 23½, 24, 27, 28 and High.

MIDDLESEX COUNTY.

Dunellen borough—Schools Nos. 1 and 2.
East Brunswick township—School No. 4.
Helmetta borough—School No. 1.
Madison township—School No. 1.
New Brunswick—All schools.
Perth Amboy—High.
Piscataway—School No. 1.
South Brunswick township—Schools Nos. 6 and 12.
Woodbridge township—School No. 1.

MONMOUTH COUNTY.

Atlantic Highlands—School No. 1.
Asbury Park—Schools Nos. 1 and 2.
Eatontown—School No. 3.
Holmdel township—School No. 1.
Howell township—Schools Nos. 1 and 8.
Keyport—School No. 1.
Marlborough—Schools Nos. 2, 3 and 5.
Middletown—Schools Nos. 5 and 9.
Neptune township—Schools Nos. 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10.
Raritan township—School No. 2.
Red Bank town—Schools Nos. 1, 2, 3 and 4.
Shrewsbury township—Schools Nos. 1, 2, 3 and 10.
Spring Lake borough—School No. 1.
Wall—School No. 2.

MORRIS COUNTY.

Boonton City—Schools Nos. 1, 2 and 3.
Boonton township—School No. 1.
Butler—School No. 1.
Chatham—Schools Nos. 1, 2, 3, 4, 5 and 6.
Dover—Schools Nos. 1, 2 and 3.
Hanover township—Schools Nos. 4 and 10.
Jefferson—School No. 9.
Madison—Schools Nos. 1, 2, 3 and 4.
Morris—Schools Nos. 2 and 4.
Passaic township—School No. 6.
Pequannock township—Schools Nos. 5 and 6.

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Randolph—School No. 10.
Rockaway township—Schools Nos. 1, 2 and 10.
Roxbury township—Schools Nos. 2 and 3.

OCEAN COUNTY.

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

PASSAIC COUNTY.

Acquackanonk township—Schools Nos. 3, 4 and 8.
Hawthorne—Schools Nos. 1 and 2.
Passaic City—Schools Nos. 2, 3, 4, 6, 7, 9 and High.
Paterson City—Schools Nos. 1, 3, 5, 7, 9, 10, 13, 14, 17, 20 and High.
Pompton Lakes borough—School No. 1.
Prospect Park—School No. 1.
Wayne township—Schools Nos. 1, 2, 4 and 6.

SALEM COUNTY.

Elmer—School No. 1.
Pennsgrove—School No. 6.
Salem City—Copner and Acton Schools.
Woodstown—School No. 1.

SOMERSET COUNTY.

Bedminster township—Schools Nos. 1, 8 and 9.
Branchburg—School No. 4.
Bridgewater—School No. 5.
Franklin township—School No. 11.
Hillsborough township—Schools Nos. 6 and 14.
Montgomery township—Schools Nos. 1 and 2.
North Plainfield borough—Schools Nos. 1 and 2.
Somerville—Schools Nos. 1, 2 and 3.
South Bound Brook—School No. 1.

SUSSEX COUNTY.

Andover borough—School No. 1.
Green township—School No. 1.
Hampton—School No. 2.
Lafayette—School No. 2.
Newton—School No. 1.
Sparta township—School No. 3.
Vernon township—Schools Nos. 4, 7, 8 and 12.
Wantage—Schools Nos. 8, 13 and 15.

UNION COUNTY.

Cranford—School No. 1.
Elizabeth—Schools Nos. 1, 2, 3, 4 and 5.
New Providence—School No. 1.
Plainfield—Stillman, Bryant, Franklin and Whittier Schools.

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Rahway—Lincoln, Franklin, Columbia and Washington Schools.
Springfield township—Schools Nos. 1 and 2.
Union township—Salem School.
Roselle Park—Schools Nos. 1, 2 and 3.
Westfield—Schools Nos. 1, 2 and 3.

Warren County.

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

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TABLE XXIX.

Apportionment of School Moneys for the School Year Beginning July 1st, 1904.

Amount of State school tax.	$1,801,911 92
Amount of State school fund appropriation.	200,000 00
Amount of State appropriation.	970,260 26

COUNTIES.	Apportionment from $200,000 appropriation from State school fund.	Apportionment from appropriation of $970,260.26 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	$5,037 12	$51,451 99	$85,998 32	$2,955 37	$88,953 69	$145,442 80
Bergen,	10,440 99	42,528 97	71,084 12	7,898 24	78,982 36	131,952 32
Burlington,	4,873 39	21,421 13	35,803 90	4,678 21	40,482 11	66,776 63
Camden,	10,326 16	44,922 54	75,084 81	8,342 76	83,427 57	138,676 27
Cape May,	1,577 84	8,487 32	14,185 96	1,576 22	15,762 18	25,827 34
Cumberland,	5,543 80	16,914 97	28,272 18	7,591 35	35,863 53	58,322 30
Essex,	40,486 35	228,278 51	381,551 22	40,394 58	421,945 80	690,710 66
Gloucester,	3,268 18	14,509 61	24,251 79	2,694 64	26,946 43	44,724 22
Hudson,	41,640 98	179,063 41	299,291 69	33,254 63	332,546 32	553,250 71
Hunterdon,	3,131 24	17,063 10	28,519 75	3,168 86	31,688 61	51,882 95
Mercer,	8,688 23	47,382 59	79,196 62	8,799 62	87,996 24	144,067 06
Middlesex,	7,757 58	31,674 71	52,942 02	5,882 45	58,824 47	98,256 76
Monmouth,	8,839 17	49,106 91	82,078 70	9,119 85	91,198 55	149,144 63
Morris,	6,392 70	28,112 43	46,987 93	5,220 88	52,208 81	86,713 94
Ocean,	2,201 35	9,193 46	15,366 20	5,157 36	20,523 56	31,918 37
Passaic,	17,309 53	71,030 60	118,722 56	13,191 40	131,913 96	220,254 09
Salem,	2,746 66	13,455 29	22,489 55	2,498 84	24,988 39	41,190 34
Somerset,	3,186 87	18,250 96	30,505 18	3,389 46	33,894 64	55,332 47
Sussex,	2,510 79	14,302 07	23,904 89	2,656 10	26,560 99	43,373 85
Union,	9,862 69	45,339 72	75,782 10	8,420 23	84,202 33	139,404 74
Warren,	4,178 38	17,769 97	29,701 24	3,300 14	33,001 38	54,949 73
Total,	$200,000 00	$970,260 26	$1,621,720 73	$180,191 19	$1,801,911 92	$2,972,172 18

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TABLE XXX.

Total Attendance for State, 1903-04.

COUNTIES.	Actual attendance.	Night school.	Allowance.	Quarantine.	Total attendance.
Atlantic,	1,118,340	310	2,184	2,595	1,123,429
Bergen,	2,395,739½	1,099	16,913	813	2,414,564½
Burlington,	1,054,223½	.....	7,075	1,685½	1,062,984
Camden,	2,270,606½	7,887	22,245	987	2,301,725½
Cape May,	355,397½	644	1,976	37	358,054½
Cumberland,	1,257,482½	1,925	13,962	.....	1,273,369½
Essex,	9,203,912	113,774	12,689½	55,112½	9,385,488
Gloucester,	708,736½	1,406	6,177½	72	716,392
Hudson,	9,278,800½	52,539	26,759	45,869	9,403,967½
Hunterdon,	672,293	.....	4,291	.....	676,584
Mercer,	1,929,502	28,468	2,061½	8,318	1,968,349½
Middlesex,	1,751,534	3,278½	11,506	1,688	1,768,006½
Monmouth,	1,962,390	.....	2,070	4,465	1,968,925
Morris,	1,383,232	.....	8,387	225½	1,391,844½
Ocean,	472,049	.....	137½	.....	472,186½
Passaic,	3,811,433	42,637	13,228	8,153	3,875,451
Salem,	585,638½	2,857½	5,409	23½	593,928½
Somerset,	710,577	3,676½	3,756	43	718,052½
Sussex,	522,426	.....	6,175	80	528,681
Union,	2,274,415½	.....	3,954	9,889	2,288,258½
Warren,	910,397	2,768	5,451½	146½	918,763
Total,	44,629,125½	263,269½	176,407½	140,202½	45,209,005

Total gain in State over 1902-1903 is 1,384,353½ days.

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TABLE XXX—CONTINUED.

Attendance, Loss and Gain, by Counties.

COUNTIES.	Attendance for 1904.	Attendance for 1903.	Loss.	Gain.
Atlantic,	1,123,429	1,103,749	.....	19,680
Bergen,	2,414,564½	2,287,864½	.....	126,700
Burlington,	1,062,984	1,067,872	4,888	.....
Camden,	2,301,725½	2,262,701	.....	39,024½
Cape May,	358,054½	345,740	.....	12,314½
Cumberland,	1,273,369½	1,214,775	.....	58,594½
Essex,	9,385,488	8,871,502½	.....	513,985½
Gloucester,	716,392	716,133	.....	259
Hudson,	9,403,967½	9,124,507½	.....	279,460
Hunterdon,	676,584	686,127	9,543	.....
Mercer,	1,968,349½	1,903,792	.....	64,557½
Middlesex,	1,768,006½	1,699,866	.....	68,140½
Monmouth,	1,968,925	1,936,868½	.....	32,056½
Morris,	1,391,844½	1,400,789½	8,945	.....
Ocean,	472,186½	482,367½	10,181	.....
Passaic,	3,875,451	3,792,921½	.....	82,529½
Salem,	593,928½	601,857½	7,929	.....
Somerset,	718,052½	698,318½	.....	19,734
Sussex,	528,681	550,173½	21,492½	.....
Union,	2,288,258½	2,161,145	.....	127,113½
Warren,	918,763	915,580½	.....	3,182½
Total,	45,209,005	43,824,651½	62,978½	1,447,332

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TABLE XXX—CONTINUED.

Atlantic County.

CITIES AND TOWNS.	Actual attendance.	Night school.	Allowance.	Quarantine.	Total attendance.
Absecon,	11,158	.....	.....	.....	11,158
Atlantic City,	633,572½	.....	.....	2,328	635,900½
Brigantine,	2,161	.....	13	.....	2,174
Buena Vista,	49,871	.....	.....	.....	49,871
Egg Harbor City,	58,012	.....	.....	54	58,066
Egg Harbor,	39,222½	.....	325	213	39,760½
Galloway,	53,990½	.....	273	.....	54,263½
Hammonton,	113,086	.....	790	.....	113,876
Hamilton,	38,178½	310	42	.....	38,530½
Linwood,	12,698½	.....	501	.....	13,199½
Longport,	2,279½	.....	.....	.....	2,279½
Mullica,	15,264	.....	.....	.....	15,264
Pleasantville,	58,392	.....	.....	.....	58,392
Somers Point,	8,716½	.....	.....	.....	8,716½
South Atlantic City,	1,512½	.....	.....	.....	1,512½
Ventnor,	863½	.....	.....	.....	863½
Weymouth,	19,361½	.....	240	.....	19,601½
Total,	1,118,340	310	2,184	2,595	1,123,429

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TABLE XXX—CONTINUED.

Bergen County.

CITIES AND TOWNS.	Actual attendance.	Night school.	Allowance.	Quarantine.	Total attendance.
Allendale,	14,750½	.....	588	.....	15,338½
Alpine,	11,875½	.....	.....	.....	11,875½
Bergenfield,	23,654½	.....	.....	.....	23,654½
Bogota,	9,948	.....	104	.....	10,052
Carlstadt,	92,797	.....	.....	49	92,846
Cliffside Park,	39,701½	.....	.....	.....	39,701½
Closter,	29,967½	.....	.....	.....	29,967½
Cresskill,	10,351½	.....	1,298	.....	11,649½
Delford,	23,360½	.....	183	.....	23,543½
Demarest,	13,057½	.....	.....	.....	13,057½
Dumont,	24,446	.....	.....	.....	24,446
East Rutherford,	85,874½	.....	.....	322	86,196½
Edgewater,	28,467	.....	98	29	28,594
Englewood City,	146,956	.....	.....	.....	146,956
Englewood Cliffs,	6,355	.....	.....	.....	6,355
Etna,	15,134	.....	830	24	15,988
Fairview,	32,716½	.....	885	.....	33,601½
Fort Lee,	69,582	.....	412	.....	69,994
Franklin,	29,436	.....	.....	.....	29,436
Garfield,	124,180½	.....	.....	.....	124,180½
Glen Rock,	15,135	.....	79	.....	15,214
Harrington,	31,316½	.....	52	.....	31,368½
Harrington Park,	5,622½	.....	.....	.....	5,622½
Hasbrouck Heights,	51,714	.....	.....	.....	51,714
Haworth,	10,829	.....	.....	.....	10,829
Hillsdale,	21,815	.....	.....	.....	21,815
Hohokus,	62,552	.....	.....	.....	62,552
Leonia,	17,676	.....	.....	.....	17,676
Little Ferry,	49,049½	.....	.....	.....	49,049½
Lodi Borough,	85,883	1,099	.....	389	87,371
Lodi,	22,611	.....	61	.....	22,672
Maywood,	16,570	.....	.....	.....	16,570
Midland Park,	50,452	.....	.....	.....	50,452
Midland,	18,237½	.....	.....	.....	18,237½
Montvale,	9,016	.....	.....	.....	9,016
New Barbadoes,	291,184	.....	247½	.....	291,431½
North Arlington,	5,496	.....	.....	.....	5,496
Oakland,	7,372½	.....	.....	.....	7,372½
Old Tappan,	4,778½	.....	.....	.....	4,778½
Orvil,	31,226½	.....	140	.....	31,366½
Overpeck,	86,014½	.....	.....	.....	86,014½
Palisades Park,	24,653½	.....	633	.....	25,286½
Palisades,	25,527½	.....	.....	.....	25,527½
Park Ridge,	28,459	.....	219	.....	28,678
Ridgefield Borough,	15,428½	.....	445½	.....	15,874
Ridgewood,	83,541½	.....	4,560	.....	88,101½
Riverside,	13,268½	.....	663	.....	13,931½
Rutherford,	171,194	.....	424	.....	171,618
Saddle River Borough,	9,377½	.....	.....	.....	9,377½
Saddle River,	56,787½	.....	194	.....	56,981½
Teaneck,	22,194	.....	36	.....	22,230
Tenafly,	30,302½	.....	4,761	.....	35,063½
Union,	57,130½	.....	.....	.....	57,130½
Upper Saddle River,	5,720	.....	.....	.....	5,720
Wallington,	54,070	.....	.....	.....	54,070
Washington,	8,637½	.....	.....	.....	8,637½
Westwood,	31,348½	.....	.....	.....	31,348½
Woodcliff,	9,745	.....	.....	.....	9,745
Woodridge,	21,191½	.....	.....	.....	21,191½
Total,	2,395,739½	1,099	16,913	813	2,414,564½

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TABLE XXX—CONTINUED.

Burlington County.

CITIES AND TOWNS.	Actual attendance.	Night school.	Allowance.	Quarantine.	Total attendance.
Bass River,	15,077	.....	99	.....	15,176
Beverly City,	48,949	.....	396	.....	49,345
Beverly,	24,100½	.....	.....	.....	24,100½
Bordentown City,	64,440½	.....	656	.....	65,096½
Bordentown,	3,624	.....	.....	.....	3,624
Burlington City,	129,896	.....	.....	936	130,832
Burlington,	12,325½	.....	35	.....	12,360½
Chester,	94,238	.....	1,986	742½	96,966½
Chesterfield,	20,869	.....	.....	.....	20,869
Cinnaminson,	21,488½	.....	.....	.....	21,488½
Delran,	16,698	.....	.....	.....	16,698
Eastampton,	12,183	.....	129	.....	12,312
Evesham,	25,364½	.....	.....	.....	25,364½
Fieldsboro Borough,	11,092	.....	.....	.....	11,092
Florence,	35,968	.....	304	.....	36,272
Lumberton,	27,074½	.....	.....	.....	27,074½
Mansfield,	26,111	.....	.....	.....	26,111
Medford,	39,587½	.....	.....	.....	39,587½
Mount Laurel,	24,941½	.....	90	.....	25,031½
New Hanover,	24,590½	.....	.....	.....	24,590½
Northampton,	103,731	.....	.....	.....	103,731
Palmyra,	68,425	.....	222	.....	68,647
Pemberton Borough,	16,306½	.....	2,016	.....	18,322½
Pemberton,	17,149½	.....	359	.....	17,508½
Riverside,	50,585½	.....	289	.....	50,874½
Riverton Borough,	30,523½	.....	.....	7	30,530½
Shamong,	6,682	.....	.....	.....	6,682
Southampton,	28,008	.....	.....	.....	28,008
Springfield,	22,031½	.....	344	.....	22,375½
Tabernacle,	5,826	.....	.....	.....	5,826
Washington,	10,971	.....	150	.....	11,121
Westampton,	1,002	.....	.....	.....	1,002
Willingboro,	8,487½	.....	.....	.....	8,487½
Woodland,	5,876	.....	.....	.....	5,876
Total.	1,054,223½	.....	7,075	1,685½	1,062,984

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TABLE XXX—CONTINUED.

Camden County.

CITIES AND TOWNS.	Actual attendance.	Night school.	Allowance.	Quarantine.	Total attendance.
Camden City,	1,592,694	7,887	18,676½	.....	1,619,257½
Centre,	47,768	.....	408	.....	48,176
Chesilhurst,	4,542	.....	.....	.....	4,542
Clementon,	39,436	.....	587½	.....	40,023½
Collingswood Borough,	55,708½	.....	.....	.....	55,708½
Delaware,	18,899	.....	.....	.....	18,899
Gloucester City,	118,024	.....	27	.....	118,051
Gloucester,	31,442	.....	.....	.....	31,442
Haddon,	28,199½	.....	119	.....	28,318½
Haddon Heights,	22,136½	.....	.....	.....	22,136½
Haddonfield Borough,	71,939½	.....	.....	.....	71,939½
Merchantville,	34,401½	.....	1,376	987	36,764½
Pensauken,	73,052½	.....	76	.....	73,128½
Voorhees,	19,309	.....	180	.....	19,489
Waterford,	60,757	.....	189	.....	60,946
Winslow,	45,054½	.....	60	.....	45,114½
Wood Lynne Borough,	7,243	.....	546	.....	7,789
Total,	2,270,606½	7,887	22,245	987	2,301,725½

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TABLE XXX—CONTINUED.

Cape May County.

CITIES AND TOWNS.	Actual attendance.	Night school.	Allowance.	Quarantine.	Total attendance.
Anglesea,	5,744½				5,744½
Avalon,	1,492				1,492
Cape May City,	59,143				59,143
Dennis,	40,322½				40,322½
Holly Beach,	18,391		555		18,946
Lower,	21,051½				21,051½
Middle,	45,873				45,873
Ocean City,	41,332		1,220	37	42,589
Sea Isle City,	7,087		42		7,129
Upper,	25,379		104		25,483
West Cape May,	20,414½				20,414½
Wildwood,	8,236½		55		8,291½
Woodbine,	60,931	644			61,575
Total,	355,397½	644	1,976	37	358,054½

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TABLE XXX—CONTINUED.

Cumberland County.

CITIES AND TOWNS.	Actual attendance.	Night school.	Allowance.	Quarantine.	Total attendance.
Bridgeton City,	329,556	.....	192	.....	329,748
Commercial,	56,529½	.....	4,300	.....	60,829½
Deerfield,	83,379½	.....	.....	.....	83,379½
Downe,	34,249½	.....	6,930	.....	41,179½
Fairfield,	30,940½	.....	.....	.....	30,940½
Greenwich,	25,950	.....	.....	.....	25,950
Hopewell,	42,851½	.....	1,256	.....	44,107½
Landis,	250,466½	.....	460	.....	250,926½
Lawrence,	39,788	.....	656	.....	40,444
Maurice River,	44,803	.....	.....	.....	44,803
Millville City,	304,909½	1,925	.....	.....	306,834½
Stoe Creek,	14,059	.....	168	.....	14,227
Total,	1,257,482½	1,925	13,962	.....	1,273,369½

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TABLE XXX—CONTINUED.

Essex County.

CITIES AND TOWNS.	Actual attendance.	Night school.	Allowance.	Quarantine.	Total attendance.
Belleville,	156,962	.....	.....	210	157,172
Bloomfield City,	284,036½	2,878	96	1,390½	288,401
Caldwell Borough,	56,559½	.....	.....	.....	56,559½
Caldwell,	20,189½	.....	.....	.....	20,189½
East Orange,	618,948½	.....	.....	1,697	620,645½
Glen Ridge,	51,071	.....	.....	393	51,464
Irvington,	194,914½	.....	.....	.....	194,914½
Livingston,	34,958½	.....	.....	21	34,979½
Millburn,	51,350½	.....	4,873	621	56,844½
Montclair,	418,191½	1,513	5,872	2,513½	428,090
*North Caldwell,	.....	.....	.....	.....	.....
†Newark,	6,234,716	106,917	.....	46,206½	6,387,839½
Nutley,	105,085	.....	1,527½	106½	106,719
Orange,	512,473	.....	.....	1,255½	513,728½
South Orange,	133,817	.....	134	113	134,064
Vailsburg,	95,208	.....	.....	585	95,793
Verona,	48,561	.....	187	.....	48,748
West Orange,	186,870	2,466	.....	.....	189,336
*Essex Fells,	.....	.....	.....	.....	.....
Total,	9,203,912	113,774	12,689½	55,112½	9,385,488

*New districts.
†Newark summer school attendance of 74,327½ 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 Borough,	45,439	780½	.....	48	46,267½
Deptford,	42,441	.....	21	.....	42,462
East Greenwich,	20,442½	.....	656	.....	21,098½
Elk,	12,961½	.....	380	.....	13,341½
Franklin,	45,414½	.....	.....	.....	45,414½
Glassboro,	60,636	369½	.....	.....	61,005½
Greenwich,	9,583	.....	.....	.....	9,583
Harrison,	38,061	.....	.....	.....	38,061
Logan,	27,716	.....	.....	.....	27,716
Mantua,	47,671	.....	174	.....	47,845
Monroe,	55,734½	181	89½	.....	56,005
*National Park Borough,	.....	.....	.....	.....	.....
Paulsboro Borough,	49,237	.....	228	.....	49,465
South Harrison,	15,454	.....	961	.....	16,415
Washington,	21,909½	.....	.....	.....	21,909½
Wenonah Borough,	16,021½	.....	178	.....	16,199½
West Deptford,	35,650	.....	540	24	36,214
Woodbury City,	118,345	75	.....	.....	118,420
Woolwich,	46,019½	.....	2,950	.....	48,969½
Total,	708,736½	1,406	6,177½	72	716.392

*No attendance.

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TABLE XXX—CONTINUED.

Hudson County.

CITIES AND TOWNS.	Actual attendance.	Night school.	Allowance.	Quarantine.	Total attendance.
Bayonne,	838,649½	6,718	1,212	3,089½	849,669
East Newark,	61,965	3,259	.....	.....	65,224
Guttenberg,	119,749	.....	6,410	.....	126,159
Harrison,	126,469½	5,770	.....	.....	132,239½
Hoboken,	1,413,016	6,969½	9,711	3,606½	1,433,303
Jersey City,	4,519,947½	26,391½	.....	38,796	4,585,135
Kearny,	325,676	3,431	1,276	.....	330,383
North Bergen,	285,017	.....	.....	.....	285,017
Secaucus,	53,384½	.....	.....	.....	53,384½
Town of Union,	491,966	.....	4,050	.....	496,016
Weehawken,	177,404½	.....	289	247	177,940½
West Hoboken,	690,994	.....	3,416	130	694,540
West New York,	174,562	.....	395	.....	174,957
Total,	8,278,800½	52,539	26,759	45,869	9,403,967½

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TABLE XXX—CONTINUED.

Hunterdon County.

CITIES AND TOWNS.	Actual attendance.	Night school.	Allowance.	Quarantine.	Total attendance.
Alexandria,	12,968½	.....	14	.....	12,982½
Bethlehem,	37,672½	.....	.....	.....	37,672½
Town of Clinton,	21,722½	.....	.....	.....	21,722½
Clinton,	35,173	.....	.....	.....	35,173
Delaware,	34,871½	.....	84	.....	34,955½
East Amwell,	17,467	.....	.....	.....	17,467
Franklin,	18,778½	.....	.....	.....	18,778½
Frenchtown,	28,621	.....	56	.....	28,677
High Bridge,	30,299	.....	.....	.....	30,299
Holland,	35,992	.....	.....	.....	35,992
Junction,	25,867½	.....	1,692	.....	27,559½
Kingwood,	16,147	.....	.....	.....	16,147
Lambertville,	99,959	.....	.....	.....	99,959
Lebanon,	53,685½	.....	270	.....	53,955½
Raritan,	96,326	.....	.....	.....	96,326
Readington,	42,173	.....	375	.....	42,548
Stockton,	13,619	.....	201	.....	13,820
Tewksbury,	23,468	.....	64	.....	23,532
Union,	16,684	.....	1,465	.....	18,149
West Amwell,	10,798½	.....	70	.....	10,868½
Total,	672,293	.....	4,291	.....	676,584

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TABLE XXX—CONTINUED.

Mercer County.

CITIES AND TOWNS.	Actual attendance.	Night school.	Allowance.	Quarantine.	Total attendance.
East Windsor,	57,276½	.....	.....	.....	57,276½
Ewing,	25,029½	.....	.....	.....	25,029½
Hamilton,	84,918	.....	924	165	86,007
Hopewell,	96,319	.....	121	.....	96,440
Lawrence,	28,691	.....	.....	.....	28,691
Princeton Borough,	84,686½	.....	.....	.....	84,686½
Princeton,	13,827	.....	.....	.....	13,827
Trenton,	1,499,308	28,468	958½	8,153	1,536,887½
Washington,	21,977½	.....	58	.....	22,035½
West Windsor,	17,469	.....	.....	.....	17,469
Total.	1,929,502	28,468	2,061½	8,318	1,968,349½

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TABLE XXX—CONTINUED.

Middlesex County.

CITIES AND TOWNS.	Actual attendance.	Night school.	Allowance.	Quarantine.	Total attendance.
Cranbury,	33,642				33,642
Dunellen,	42,095½		252		42,347½
East Brunswick,	38,904		284	69	39,257
Helmetta,	12,909½		3,081		15,990½
Jamesburg,	36,447		990		37,437
Madison,	24,588				24,588
Metuchen,	47,965				47,965
Milltown,	37,159		204		37,363
Monroe,	21,307½				21,307½
New Brunswick City,	385,911½	3,278½	2,497	1,244½	392,931½
North Brunswick,	11,357				11,357
Perth Amboy City,	518,019				518,019
Piscataway,	61,582½		117		61,699½
Raritan,	55,705½		369		56,074½
Sayreville,	45,968		1,835		47,803
South Amboy,	95,894				95,894
South Brunswick,	54,761		731		55,492
South River,	55,847½		678		56,525½
Woodbridge,	171,470½		468	374½	172,313
Total,	1,751,534	3,278½	11,506	1,688	1,768,006½

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TABLE XXX—CONTINUED.

Monmouth County.

CITIES AND TOWNS.	Actual attendance.	Night school.	Allowance.	Quarantine.	Total attendance.
Asbury Park,	94,324½	.....	.....	.....	94,324½
Atlantic,	17,439½	.....	.....	.....	17,439½
Atlantic Highlands,	46,719	.....	.....	.....	46,719
*Allenhurst,	.....	.....	.....	.....	.....
Belmar,	28,745½	.....	.....	.....	28,745½
*Deal,	.....	.....	.....	.....	.....
Eatontown,	42,914½	.....	.....	.....	42,914½
Farmingdale,	15,822½	.....	47	.....	15,869½
Freehold (Town),	80,460½	.....	.....	.....	80,460½
Freehold,	26,993½	.....	40	.....	27,033½
Highlands,	23,643½	.....	.....	.....	23,643½
Holmdel,	20,787½	.....	.....	.....	20,787½
Howell,	44,521½	.....	80	.....	44,601½
Keyport,	96,596½	.....	.....	.....	96,596½
Long Branch,	349,384	.....	.....	4,291	353,675
Manalapan,	31,795	.....	65	.....	31,860
Manasquan,	58,824	.....	652	.....	59,476
Marlboro,	29,432	.....	.....	.....	29,432
Matawan,	65,157½	.....	.....	.....	65,157½
Middletown,	91,485	.....	249	.....	91,734
Millstone,	35,316	.....	.....	.....	35,316
Neptune City,	18,216	.....	.....	.....	18,216
Neptune,	289,506½	.....	33	174	289,713½
Ocean,	22,612	.....	.....	.....	22,612
Raritan,	26,346½	.....	464	.....	26,810½
Red Bank,	139,834	.....	.....	.....	139,834
Sea Bright,	36,125	.....	.....	.....	36,125
Shrewsbury,	95,748	.....	.....	.....	95,748
Spring Lake,	12,356	.....	.....	.....	12,356
Upper Freehold,	51,249½	.....	440	.....	51,689½
Wall,	70,034½	.....	.....	.....	70,034½
Total,	1,962,390	.....	2,070	4,465	1,968,925

*No attendance.

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TABLE XXX—CONTINUED.

Morris County.

CITIES AND TOWNS.	Actual attendance.	Night school.	Allowance.	Quarantine.	Total attendance.
Boonton (Town),	95,168	.....	.....	.....	95,168
Boonton,	4,772½	.....	.....	.....	4,772½
Butler,	36,470	.....	.....	.....	36,470
Chatham Borough,	30,029	.....	.....	141½	30,170½
Chatham,	23,961	.....	.....	.....	23,961
Chester,	31,804½	.....	.....	.....	31,804½
Dover,	209,476½	.....	.....	.....	209,476½
Florham Park,	6,311½	.....	385	57	6,753½
Hanover,	54,145½	.....	2,090	.....	56,235½
Jefferson,	25,414½	.....	59	.....	25,473½
Madison,	66,876½	.....	.....	27	66,903½
Mendham,	34,260	.....	.....	.....	34,260
Montville,	34,694	.....	369	.....	35,063
Morris,	20,494½	.....	245	.....	20,739½
Morristown,	239,365	.....	.....	.....	239,365
Mt. Arlington,	4,101	.....	.....	.....	4,101
Mount Olive,	22,605½	.....	.....	.....	22,605½
Netcong,	27,492½	.....	2,826	.....	30,318½
Passaic,	40,045	.....	27	.....	40,072
Pequannock,	35,019½	.....	263	.....	35,282½
Randolph,	46,767	.....	.....	.....	46,767
Rockaway Borough,	60,155½	.....	.....	.....	60,155½
Rockaway,	85,477½	.....	2,123	.....	87,600½
Roxbury,	58,842	.....	.....	.....	58,842
Washington,	40,727½	.....	.....	.....	40,727½
Wharton,	48,756	.....	.....	.....	48,756
Total,	1,383,232	.....	8,387	225½	1,391,844½

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TABLE XXX—CONTINUED.

Ocean County.

CITIES AND TOWNS.	Actual attendance.	Night school.	Allowance.	Quarantine.	Total attendance.
Bayhead,	4,439½	.....	67½	.....	4,507
Beach Haven,	7,924½	.....	.....	.....	7,924½
Barnegat City,	1,425½	.....	.....	.....	1,425½
Berkeley,	12,198½	.....	.....	.....	12,198½
Brick,	39,436	.....	.....	.....	39,436
Dover,	59,964½	.....	.....	.....	59,964½
Eagleswood,	12,251	.....	.....	.....	12,251
Harvey Cedars,	1,167½	.....	.....	.....	1,167½
Island Heights,	9,071	.....	.....	.....	9,071
Jackson,	26,442½	.....	.....	.....	26,442½
Lacey,	9,361	.....	.....	.....	9,361
Lakewood,	114,550½	.....	.....	.....	114,550½
Little Egg Harbor,	7,014	.....	.....	.....	7,014
Long Beach,	567½	.....	.....	.....	567½
Manchester,	18,040½	.....	.....	.....	18,040½
Ocean,	8,177½	.....	.....	.....	8,177½
Plumstead,	26,741½	.....	70	.....	26,811½
Point Pleasant,	27,236½	.....	.....	.....	27,236½
Stafford,	26,896	.....	.....	.....	26,896
Seaside Park,	1,674	.....	.....	.....	1,674
Surf City,	885½	.....	.....	.....	885½
Tuckerton,	32,920	.....	.....	.....	32,920
Union,	23,664	.....	.....	.....	23,664
Total,	472.049	.....	137½	.....	472,186½

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TABLE XXX—CONTINUED.

Passaic County.

CITIES AND TOWNS.	Actual attendance.	Night school.	Allowance.	Quarantine.	Total attendance.
Acquackanonk,	180,052	.....	1,181	.....	181,233
Hawthorne Borough,	72,752½	.....	.....	.....	72,752½
Little Falls,	70,935	.....	106	.....	71,041
Manchester,	78,642	.....	.....	.....	78,642
North Haledon Borough,	11,376½	.....	.....	.....	11,376½
Passaic,	735,436½	15,219	5,562	4,901½	761,119
Paterson,	2,446,148½	27,418	3,799	3,251½	2,480,617
Pompton,	61,049½	.....	120	.....	61,169½
Pompton Lakes Borough,	21,921½	.....	1,170	.....	23,091½
Prospect Park Borough,	41,631½	.....	1,150	.....	42,781½
Totowa,	10,444	.....	.....	.....	10,444
Wayne,	48,408½	.....	140	.....	48,548½
West Milford,	32,635	.....	.....	.....	32,635
Total,	3,811,433	42,637	13,228	8,153	3,875,451

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TABLE XXX—CONTINUED.

Salem County.

CITIES AND TOWNS.	Actual attendance.	Night school.	Allowance.	Quarantine.	Total attendance.
Alloway,	31,315½	.....	.....	.....	31,315½
Elmer,	30,760	.....	.....	.....	30,760
Elsinboro,	9,867½	.....	.....	.....	9,867½
Lower Alloways Creek,	24,967	.....	1,971	23½	26,961½
Lower Penn's Neck,	25,065	.....	96	.....	25,161
Mannington,	32,419½	.....	.....	.....	32,419½
Oldmans,	29,456½	.....	1,065	.....	30,521½
Pennsgrove,	42,056½	.....	762	.....	42,818½
Pilesgrove,	29,504	.....	17	.....	29,521
Pittsgrove,	45,995½	.....	111	.....	46,106½
Quinton,	23,077½	.....	29	.....	23,106½
Salem City,	173,460½	2,857½	.....	.....	176,318
Upper Penn's Neck,	10,810½	.....	.....	.....	10,810½
Upper Pittsgrove,	39,640	.....	.....	.....	39,640
Woodstown,	37,243	.....	1,358	.....	38,601
Total,	585,638½	2,857½	5,409	23½	593,328½

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TABLE XXX—CONTINUED.

Somerset County.

CITIES AND TOWNS.	Actual attendance.	Night school.	Allowance.	Quarantine.	Total attendance.
Bedminster,	49,641½				49,641½
Bernards,	59,753		598		60,351
Bound Brook,	62,906½		1,368		64,274½
Branchburg,	23,097½				23,097½
Bridgewater,	66,520	3,676½	396	43	70,635½
East Millstone,	6,284				6,284
Franklin,	26,304½				26,304½
Hillsborough,	37,740½				37,740½
Millstone,	3,872				3,872
Montgomery,	19,041				19,041
North Plainfield Borough,	154,951				154,951
North Plainfield,	8,793		240		9,033
Rocky Hill,	10,705		114		10,819
Somerville,	140,076½				140,076½
South Bound Brook,	23,578		1,040		24,618
Warren,	17,313				17,313
Total,	710,577	3,676½	3,756	43	718,052½

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TABLE XXX—CONTINUED.

Sussex County.

CITIES AND TOWNS.	Actual attendance.	Night school.	Allowance.	Quarantine.	Total attendance.
Andover Borough,	14,005	.....	.....	.....	14,005
Andover,	9,365½	.....	189	.....	9,554½
Branchville Borough,	14,328	.....	.....	.....	14,328
Byram,	5,166½	.....	.....	.....	5,166½
Frankford,	13,785½	.....	.....	.....	13,785½
Fredon,	7,343½	.....	.....	.....	7,343½
Green,	13,718½	.....	110	.....	13,828½
Hampton,	14,171	.....	.....	.....	14,171
Hardyston,	81,478½	.....	1,840	.....	83,318½
Hopatcong Borough,	423	.....	.....	.....	423
Lafayette,	14,371	.....	238	.....	14,609
Montague,	11,500½	.....	.....	.....	11,500½
Newton,	93,803½	.....	2,565	.....	96,368½
Sandyston,	19,341½	.....	.....	.....	19,341½
Sparta,	39,157	.....	.....	47	39,204
Stanhope Borough,	29,332	.....	.....	.....	29,332
Stillwater,	16,820½	.....	160	.....	16,980½
Sussex Borough,	35,969	.....	970	.....	36,939
Vernon,	34,834	.....	103	33	34,970
Wallpack,	4,978	.....	.....	.....	4,978
Wantage,	48,534	.....	.....	.....	48,534
Total,	522,426	.....	6,175	80	528,681

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TABLE XXX—CONTINUED.

Union County.

CITIES AND TOWNS.	Actual attendance.	Night school.	Allowance.	Quarantine.	Total attendance.
Clark,	4,479	.....	10	.....	4,489
Cranford,	93,466	.....	.....	.....	93,466
Elizabeth,	1,043,653½	.....	534	7,948½	1,052,136
Fanwood,	36,085	.....	.....	.....	36,085
Garwood,	10,183	.....	.....	.....	10,183
Linden,	28,625	.....	.....	.....	28,625
Mountainside,	5,334	.....	.....	.....	5,334
New Providence,	23,559	.....	.....	.....	23,559
Plainfield,	384,873½	.....	93	1,940½	386,907
Rahway,	208,858½	.....	341	.....	209,199½
Roselle,	51,373	.....	518	.....	51,891
Roselle Park,	55,517½	.....	830	.....	56,347½
Springfield,	33,369	.....	1,172	.....	34,541
Summit,	98,566½	.....	.....	.....	98,566½
Union,	59,390½	.....	456	.....	59,846½
Westfield,	137,082½	.....	.....	.....	137,082½
Total,	2,274 415½	.....	3,954	9,889	2,288,258½

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TABLE XXX—CONTINUED.

Warren County.

CITIES AND TOWNS.	Actual attendance.	Night school.	Allowance.	Quarantine.	Total attendance.
Allamuchy,	11,377	.....	279	.....	11,656
Belvidere,	46,712½	.....	988	.....	47,700½
Blairstown,	34,678	.....	26	.....	34,704
Franklin,	26,970	.....	33	.....	27,003
Frelinghuysen,	14,628	.....	163	.....	14,791
Greenwich,	20,796	.....	.....	.....	20,796
Hackettstown,	58,685½	.....	157	146½	58,989
Hardwick,	2,745½	.....	.....	.....	2,745½
Harmony,	24,097½	.....	.....	.....	24,097½
Hope,	18,338	.....	.....	.....	18,338
Independence,	13,336	.....	75	.....	13,411
Knowlton,	28,468½	.....	.....	.....	28,468½
Lopatcong,	16,778½	275½	.....	.....	17,054
Mansfield,	18,787	.....	239	.....	19,026
Oxford,	82,430	.....	22½	.....	82,452½
Pahaquarry,	4,045½	.....	.....	.....	4,045½
Phillipsburg,	315,748½	2,492½	.....	.....	318,241
Pohatcong,	46,992½	.....	2,797	.....	49,789½
Washington Borough,	103,823	.....	672	.....	104,495
Washington,	20,959½	.....	.....	.....	20,959½
Total,	910,397	2,768	5,451½	146½	918,763

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TABLE XXXI.

Statistics of High Schools.

COUNTIES.	Number of schools reporting three or four years' 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	$9,979 00	$1,050 00	$300 00	$600 00	$11,920 00
Bergen,	4	17,222 00	1,515 00	444 00	146 00	19,317 00
Burlington,	6	8,025 00	484 00	200 00	135 00	8,844 00
Camden,	2	18,247 00	1,935 00	118 00	6,877 00	27,177 00
Cape May,	2	4,855 00	748 00	4 00	.....	5,607 00
Cumberland,	5	10,276 00	1,155 00	109 00	440 00	11,980 00
Essex,	14	155,636 00	9,946 00	2,847 00	23,269 00	191,698 00
Gloucester,	2	2,200 00	500 00	.....	.....	2,700 00
Hudson,	6	69,484 00	2,973 00	439 00	7,670 00	80,566 00
Hunterdon,	2	5,185 00	349 00	12 00	.....	5,546 00
Mercer,	2	20,853 00	1,362 00	400 00	90 00	22,705 00
Middlesex,	4	18,950 00	1,498 00	307 00	555 00	21,310 00
Monmouth,	10	42,327 00	2,629 00	820 00	659 00	46,435 00
Morris,	7	11,925 00	1,100 00	729 00	275 00	14,029 00
Ocean,	3	6,920 00	235 00	75 00	.....	7,230 00
Passaic,	2	35,400 00	1,000 00	250 00	300 00	36,950 00
Salem,	2	3,812 00	175 00	10 00	.....	3,997 00
Somerset,	3	9,400 00	400 00	200 00	.....	10,000 00
Sussex,	1	2,100 00	200 00	25 00	25 00	2,350 00
Union,	11	45,021 00	4,204 00	890 00	1,788 00	51,903 00
Warren,	5	11,150 00	845 00	535 00	.....	12,530 00
Total,	95	$508,958 00	$34,303 00	$8,714 00	$42,829 00	$594,794 00

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TABLE XXXI—CONTINUED.

Statistics of High Schools.

Number holding one session each day.	Number holding two sessions each day.	Number of schools having four years' course.	Number of schools having three years' course.	Average age of pupils entering High Schools.		Number of graduates, 1904.	Classical Course.		Latin-Scientific Course.		English Course.	
				Yrs.	Mos.		Male.	Fem.	Male.	Fem.	Male.	Fem.
.....	2	1	1	14	3	44	.....	.....	56	73	.....	.....
.....	4	4	.....	14	6	55	.....	.....	111	174	.....	.....
.....	6	3	3	14	3	34	4	24	25	73	38	43
1	1	1	1	14	7	57	2	4	55	194	.....	.....
.....	2	2	.....	14	.....	7	.....	.....	7	8	5	6
.....	5	4	1	14	.....	84	24	54	19	56	.....	.....
3	11	13	1	14	4	336	525	458	114	181	84	64
.....	2	1	1	14	6	6	.....	.....	7	8	.....	.....
1	5	5	1	14	2	173	67	96	124	226	.....	.....
.....	2	2	.....	15	6	23	.....	.....	6	20	.....	.....
1	1	2	.....	14	5	64	2	1	66	137	7	5
.....	4	4	.....	14	.....	70	22	16	62	69	39	46
1	9	8	2	14	6	123	11	14	96	157	132	112
.....	7	5	2	13	10	44	.....	.....	24	65	33	56
.....	3	3	.....	14	4	7	10	3	8	17	.....	.....
1	1	2	.....	14	1	114	176	297	177	229	49	60
1	1	2	.....	13	6	25	.....	.....	.....	.....	.....	.....
2	1	3	.....	14	5	32	14	21	45	76	16	36
.....	1	.....	1	13	6	12	.....	.....	.....	.....	.....	.....
4	7	7	3	14	6	196	81	112	160	302	9	27
1	4	4	1	14	1	77	1	.....	69	119	57	101
16	79	76	18	14	5	1,583	939	1,100	1,231	2,184	469	556

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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 having physical apparatus.
	Male.	Fem.	Male.	Fem.	Male.	Fem.	Male.	Fem.		
Atlantic,	35	43	100	67	.....	.....	191	183	365	2
Bergen,	20	45	55	45	.....	.....	186	264	394	4
Burlington,	21	37	22	8	.....	.....	110	185	248	3
Camden,	6	47	25	18	59	.....	147	263	368	2
Cape May,	18	33	.....	.....	.....	.....	30	47	66	1
Cumberland,	94	149	50	41	.....	.....	187	300	426	4
Essex,	432	937	248	163	46	2	1,449	1,805	2,895	12
Gloucester,	26	59	.....	.....	.....	.....	33	67	75	2
Hudson,	220	470	127	119	59	106	597	1,017	1,477	6
Hunterdon,	43	59	6	8	.....	.....	55	87	118	1
Mercer,	133	198	19	21	.....	.....	227	362	558	1
Middlesex,	45	69	93	85	2	.....	263	285	471	4
Monmouth,	128	159	83	91	8	.....	458	533	835	8
Morris,	83	88	10	29	.....	.....	150	238	322	4
Ocean,	21	19	16	30	3	.....	58	69	96	1
Passaic,	43	57	72	85	.....	.....	517	728	986	2
Salem,	30	94	3	.....	.....	.....	33	94	97	2
Somerset,	17	20	4	9	15	15	111	177	233	3
Sussex,	27	58	.....	.....	.....	.....	27	58	75	1
Union,	100	105	104	146	.....	.....	454	692	906	9
Warren,	21	33	.....	.....	2	2	150	255	347	4
Total,	1,563	2,779	1,037	965	194	125	5,433	7,709	11,358	76

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TABLE XXXI—CONTINUED.

Statistics of High Schools.

Number having chemical apparatus.	Number having libraries.	Number having departmental plan.	Number having Classical Course.	Number having Latin-Scientific Course.	Number having English Course.	Number having General Course.	Number having Commercial Course.	Number having Special Course.	Number of teachers employed in High School.	Number of teachers holding State certificates.	Number of teachers holding county certificates.	Number of teachers holding city certificates.	Average annual salary of principal.	Average annual salary of assistant teachers.
2	2	2	.....	2	.....	1	1	...	17	3	4	11	$1,350	$714
4	4	4	.....	4	.....	2	3	...	24	16	8	.....	1,500	769
4	6	5	1	2	3	2	1	...	16	12	4	.....	1,200	520
2	2	2	1	2	.....	1	2	1	26	6	1	19	1,250	775
1	2	2	.....	1	1	1	...	...	8	5	3	.....	825	480
4	5	3	1	2	.....	3	2	...	18	12	5	1	848	547
9	14	13	9	5	2	11	6	1	144	20	24	100	1,691	1,141
2	2	1	.....	1	.....	1	...	...	5	4	1	.....	550	500
6	6	6	2	3	.....	5	3	1	69	28	3	38	1,877	992
1	2	2	.....	1	.....	2	1	...	8	5	3	.....	1,250	580
1	2	2	1	2	1	1	1	...	29	12	2	15	2,050	774
4	4	3	2	4	2	2	4	1	25	10	3	12	1,175	788
8	10	8	3	7	5	6	6	1	65	33	32	.....	1,119	701
3	6	5	.....	3	3	3	2	...	23	12	11	.....	966	654
1	3	2	1	2	.....	1	2	1	9	4	5	.....	800	598
2	2	2	2	2	1	1	2	...	37	.....	.....	37	2,200	920
2	2	1	.....	.....	.....	2	1	...	6	4	2	.....	956	462
3	3	3	3	3	3	1	1	2	19	17	2	.....	1,000	635
1	1	1	.....	.....	.....	1	.....	...	5	5	.....	.....	1,000	550
7	11	7	4	4	2	7	3	...	54	22	9	23	1,120	778
4	5	3	1	4	2	2	.....	1	15	9	2	4	925	622
71	94	77	31	54	25	56	41	9	622	239	124	260	$25,652	$14,500

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TABLE XXXI—CONTINUED.

Statistics of High Schools.

COUNTIES.	Number of pupils studying English.								Latin.	
	First year.		Second year.		Third year.		Fourth year.		First year.	
	Male.	Fem.	Male.	Fem.	Male.	Fem.	Male.	Fem.	Male.	Fem.
Atlantic,	76	83	57	43	37	34	21	22	34	40
Bergen,	96	112	46	68	24	38	14	23	49	63
Burlington,	58	86	34	65	14	29	.....	7	32	60
Camden,	56	94	42	71	25	56	.....	.....	31	88
Cape May,	13	13	11	17	1	14	5	3	8	12
Cumberland,	100	128	25	57	21	27	10	26	14	23
Essex,	654	787	391	470	221	274	144	263	344	408
Gloucester,	16	34	12	21	4	11	1	5	13	28
Hudson,	349	524	120	248	96	136	41	85	142	240
Hunterdon,	11	14	4	9	2	6	3	3	3	7
Mercer,	119	153	34	102	27	55	18	31	47	67
Middlesex,	147	102	76	89	41	57	27	47	60	53
Monmouth,	196	212	108	121	66	102	37	59	95	113
Morris,	72	97	48	68	31	54	12	20	37	64
Ocean,	29	38	13	20	6	10	6	2	11	8
Passaic,	313	414	106	161	64	90	27	54	109	168
Salem,	35	55	31	50	5	23	2	12	13	19
Somerset,	27	39	21	47	12	28	10	21	10	20
Sussex,	10	24	9	21	8	13	.....	.....	6	22
Union,	223	276	113	168	52	118	31	78	142	188
Warren,	59	87	37	59	15	42	18	15	39	50
Total,	2,659	3,372	1,338	1,975	772	1,217	427	776	1,239	1,741

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TABLE XXXI—CONTINUED.

Statistics of High Schools.

Latin.						French.							
Second year.		Third year.		Fourth year.		First Year.		Second year.		Third year.		Fourth year.	
Male.	Fem.	Male.	Fem.	Male.	Fem.	Male.	Fem.	Male.	Fem.	Male.	Fem.	Male.	Fem.
23	25	13	20	8	12	10	24	.....	.....	.....	.....	.....	.....
26	49	18	25	13	23	1	1	7	10	11	19	2	4
10	42	8	15	.....	9	.....	.....	.....	.....	.....	.....	.....	.....
13	54	13	34	3	19	4	5	.....	1	.....	.....	.....	.....
11	13	1	13	5	3	.....	.....	.....	.....	.....	.....	.....	.....
44	85	22	47	8	22	.....	.....	.....	.....	.....	.....	.....	.....
212	265	139	172	68	154	38	123	32	70	16	75	7	37
6	12	3	5	.....	3	.....	.....	.....	.....	.....	.....	.....	.....
69	111	37	65	13	49	18	39	16	36	8	9	2	9
3	5	2	7	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
26	70	5	30	3	10	5	11	3	5	.....	.....	.....	.....
21	18	11	11	6	14	13	13	.....	.....	.....	.....	.....	.....
56	77	37	58	20	30	9	27	12	18	5	11	2	18
20	35	7	18	8	16	.....	.....	.....	.....	.....	.....	.....	.....
6	14	6	5	3	2	.....	.....	.....	.....	2	1	.....	1
27	60	21	47	17	24	27	77	7	23	2	12	.....	.....
13	27	5	18	4	21	.....	.....	.....	.....	.....	.....	.....	.....
11	18	6	12	6	10	.....	1	.....	2	.....	1	.....	.....
5	20	4	10	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
76	141	25	81	19	51	28	61	9	43	11	31	5	7
28	47	10	40	14	19	.....	.....	.....	.....	.....	.....	.....	.....
706	1,188	393	733	218	491	153	382	86	208	55	159	18	76

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TABLE XXXI—CONTINUED.

Statistics of High Schools.

COUNTIES.	German.								Greek.	
	First year.		Second year.		Third year.		Fourth year.		First year.	
	Male.	Fem.	Male.	Fem.	Male.	Fem.	Male.	Fem.	Male.	Fem.
Atlantic,	20	30	15	25	10	20	.....	.....	.....	.....
Bergen,	17	27	23	35	17	25	11	14	.....	.....
Burlington,	11	43	17	23	3	13	.....	.....	1	1
Camden,	35	66	34	53	19	33	6	5	.....	2
Cape May,	1	.....	1	3	3	1	.....	.....	.....	.....
Cumberland,	26	30	1	5	1	2	1	1	.....	.....
Essex,	320	381	250	235	129	145	65	124	30	20
Gloucester,	8	16	4	7	2	6	.....	.....	.....	.....
Hudson,	198	201	68	156	44	53	20	33	6	7
Hunterdon,	6	7	5	2	.....	.....	1	2	.....	.....
Mercer,	73	89	29	62	18	21	.....	.....	.....	1
Middlesex,	.....	.....	35	48	12	17	7	19	4	4
Monmouth,	65	107	62	65	20	38	1	11	8	9
Morris,	14	49	6	19	10	12	4	8	2	1
Ocean,	.....	.....	8	10	4	7	1	1	3	.....
Passaic,	158	163	43	108	26	72	17	20	.....	.....
Salem,	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Somerset,	9	36	18	16	10	9	3	3	4	.....
Sussex,	.....	.....	.....	.....	5	12	.....	.....	.....	.....
Union,	70	73	25	41	11	12	13	28	7	6
Warren,	15	33	13	23	.....	.....	.....	.....	.....	.....
Total,	1,046	1,351	657	936	344	498	150	269	65	51

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TABLE XXXI—CONTINUED.

Statistics of High Schools.

Greek.				Elementary Algebra.		Advanced Algebra.		Plane Geometry.		Solid Geometry.		Trigonometry.	
Second year.		Third year.											
Male.	Fem.	Male.	Fem.	Male.	Fem.	Male.	Fem.	Male.	Fem.	Male.	Fem.	Male.	Fem.
.....	.....	.....	.....	76	83	57	43	42	39	2	2	2	2
.....	.....	.....	.....	93	109	35	56	62	74	18	22	11	18
.....	.....	.....	.....	75	83	32	71	19	52	3	12	1	5
2	2	.....	1	61	108	34	73	34	65	27	44	12	.....
.....	.....	.....	.....	13	13	11	17	1	14	5	3	.....	.....
.....	.....	.....	.....	100	154	54	60	26	61	1	12	.....	.....
37	15	23	21	804	909	185	238	292	393	67	50	36	13
.....	.....	.....	.....	19	34	15	16	7	9	1	7	1	5
9	5	.....	.....	374	585	123	192	93	168	46	78	8	1
.....	.....	.....	.....	9	10	3	9	7	6	.....	.....	.....	.....
.....	.....	5	.....	161	255	20	32	58	160	12	4	2	.....
5	6	1	.....	98	110	71	84	53	77	23	20	.....	.....
.....	2	2	3	269	262	131	145	81	107	38	33	8	1
.....	.....	.....	1	69	77	57	84	34	56	10	15	.....	.....
4	1	3	.....	29	41	13	12	19	19	2	.....	.....	.....
.....	.....	.....	.....	269	314	9	7	98	146	10	13	15	11
.....	.....	.....	.....	65	95	7	31	5	19	3	22	3	22
.....	.....	2	.....	52	71	15	12	12	26	4	4	1	2
.....	.....	.....	.....	9	20	4	2	7	13	3	.....	.....	.....
4	7	5	9	221	281	100	157	87	195	25	61	10	13
.....	.....	1	.....	59	90	52	100	39	77	21	20	.....	.....
61	38	42	35	2925	3704	1028	1441	1076	1776	321	422	210	93

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TABLE XXXI—CONTINUED.

Statistics of High Schools.

COUNTIES.	Physics.		Chemistry.		Physiology.		Botany.		Astronomy.	
	Male.	Fem.	Male.	Fem.	Male.	Fem.	Male.	Fem.	Male.	Fem.
Atlantic,	23	25	12	17	.....	.....	5	5	5	5
Bergen,	26	49	13	24	.....	.....	35	42	.....	.....
Burlington,	39	52	4	17	10	8	28	73	3	5
Camden,	25	39	20	43	37	70	53	78	3	20
Cape May,	8	11	2	2	.....	.....	5	14	.....	.....
Cumberland,	66	89	23	57	21	44	42	60	.....	.....
Essex,	149	158	91	89	349	509	332	488	2	7
Gloucester,	6	9	1	6	.....	2	4	10	.....	4
Hudson,	86	162	88	133	129	178	121	197	8	62
Hunterdon,	2	3	.....	.....	.....	.....	1	4	.....	.....
Mercer,	29	29	17	17	115	148	.....	23	.....	.....
Middlesex,	50	75	15	26	49	72	24	41	.....	.....
Monmouth,	82	109	52	61	64	46	58	76	11	7
Morris,	27	42	29	31	20	33	30	39	.....	.....
Ocean,	8	12	.....	.....	.....	.....	.....	.....	.....	.....
Passaic,	35	47	32	49	24	50	7	38	.....	.....
Salem,	8	24	3	22	30	47	8	16	.....	.....
Somerset,	11	12	6	13	2	11	5	30	6	18
Sussex,	9	20	8	13	10	24	8	20	.....	.....
Union,	53	98	64	97	7	13	25	16	18	58
Warren,	38	51	2	4	19	37	34	76	8	24
Total,	780	1,116	482	721	886	1,292	825	1,346	64	210

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TABLE XXXI—CONTINUED.

Statistics of High Schools.

Zoology.		Geology.		Physiography.		United States History.		English History.		General History.		Ancient History.	
Male.	Fem.	Male.	Fem.	Male.	Fem.	Male.	Fem.	Male.	Fem.	Male.	Fem.	Male.	Fem.
.....	.....	.....	.....	.....	.....	18	18	13	15	45	35	30	25
.....	.....	5	4	67	78	7	31	19	52	25	41	64	76
17	30	2	14	4	8	22	17	8	26	28	36	22	46
4	13	14	10	17	20	10	38	6	6	29	62	46	82
.....	.....	.....	.....	5	2	2	2	2	2	8	9	3	6
42	72	.....	.....	29	74	26	60	13	17	59	89	34	51
203	287	10	28	62	63	79	98	192	284	84	107	284	374
.....	.....	.....	.....	.....	.....	4	8	10	12	3	3	11	20
102	224	24	70	136	228	93	103	61	92	124	188	32	67
.....	.....	.....	.....	8	11	3	3	.....	.....	6	10	.....	.....
.....	23	.....	.....	.....	.....	6	25	15	37	3	3	42	91
.....	.....	3	5	67	54	27	33	50	60	43	45	58	45
27	42	.....	.....	34	35	71	68	96	113	129	111	84	129
.....	.....	.....	.....	40	29	10	9	30	23	31	54	2	10
.....	.....	.....	.....	23	30	.....	.....	23	30	9	16	6	8
7	13	.....	.....	.....	.....	15	34	10	27	12	30	245	294
5	8	.....	.....	.....	.....	30	56	3	9	5	18	1	4
.....	.....	7	14	44	83	21	45	27	65	.....	.....	19	31
.....	.....	.....	.....	.....	.....	5	8	.....	.....	.....	.....	7	10
.....	.....	19	57	40	54	4	24	32	49	153	201	74	110
.....	.....	13	30	23	42	19	14	5	7	34	76	29	53
407	712	97	232	599	811	472	694	615	926	830	1134	1093	1532

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TABLE XXXI—CONTINUED.

Statistics of High Schools.

COUNTIES.	Civics.		Political Economy.		Psychology.		Drawing. First year.		Drawing. Second year.	
	Male.	Fem.	Male	Fem.	Male	Fem	Male.	Fem.	Male.	Fem.
Atlantic,	81	89	.....	.....	.....	.....	.....	65	.....	48
Bergen,	21	20	.....	.....	.....	.....	37	43	13	22
Burlington,	37	44	.....	.....	.....	.....	29	49	8	22
Camden,	6	21	.....	.....	.....	29	57	98	29	59
Cape May,	17	18	.....	.....	.....	.....	13	11	11	17
Cumberland,	63	90	.....	.....	.....	.....	84	102	16	40
Essex,	173	110	34	38	.....	.....	362	502	108	180
Gloucester,	3	3	.....	.....	.....	.....	16	34	9	18
Hudson,	72	97	20	34	.....	9	210	394	89	198
Hunterdon,	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mercer,	10	30	.....	.....	.....	.....	115	148	38	89
Middlesex,	93	86	.....	.....	.....	.....	126	95	62	61
Monmouth,	116	129	3	5	.....	.....	148	159	71	91
Morris,	41	33	.....	.....	.....	.....	46	52	28	41
Ocean,	.....	.....	5	.....	.....	.....	6	8	5	4
Passaic,	83	126	.....	.....	.....	.....	53	60	8	36
Salem,	10	24	.....	.....	.....	.....	35	55	31	50
Somerset,	5	19	.....	.....	.....	.....	4	3	15	24
Sussex,	5	7	.....	.....	.....	.....	10	24	9	20
Union,	35	41	.....	.....	.....	.....	102	112	44	49
Warren,	23	43	.....	.....	2	11	40	73	17	27
Total,	894	1,030	62	77	2	49	1,493	2,087	611	1,096

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TABLE XXXI—CONTINUED.

Statistics of High Schools.

Drawing.				Music.									
Third year.		Fourth year.		First year.		Second year.		Third year.		Fourth year.		Wood Working.	
Male.	Fem.	Male.	Fem.	Male.	Fem.	Male.	Fem.	Male.	Fem.	Male.	Fem.	Male.	Fem.
.....	.....	.....	.....	76	84	57	43	37	34	21	22	95	.....
.....	5	.....	.....	14	18	2	6	2	8	.....	9	16	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
26	44	14	32	.....	.....	.....	.....	.....	.....	.....	.....	73	70
.....	11	2	2	8	9	8	11	.....	11	.....	.....	18	33
17	19	7	18	36	32	8	33	14	8	6	8	64	81
92	132	33	100	461	576	283	346	169	203	83	188	323	127
3	9	.....	.....	3	3	3	3	1	2	.....	.....	.....	.....
75	118	34	100	149	193	28	67	20	39	7	11	102	12
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
19	47	13	20	119	153	34	102	27	55	18	31	.....	.....
45	65	21	41	126	95	62	61	45	65	21	41	.....	.....
22	39	11	14	90	114	57	71	25	45	10	30	40	22
4	19	.....	7	20	26	14	15	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	18	28	11	13	1	7	5	.....	.....	.....
10	51	3	47	86	144	26	37	20	22	4	18	44	38
9	38	3	22	35	55	31	50	9	38	3	22	.....	.....
10	19	6	12	33	57	22	20	19	22	4	9	39	29
4	7	.....	.....	10	24	9	20	8	13	.....	.....	.....	.....
11	22	12	22	103	130	61	82	16	47	12	40	18	.....
5	13	2	4	5	7	5	5	3	6	2	4	.....	.....
352	658	161	441	1392	1748	721	985	416	625	196	433	832	412

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TABLE XXXI—CONTINUED.

Statistics of High Schools.

COUNTIES.	Iron Working.		Sewing.		Cooking.		Commercial Law. First year.		Commercial Law. Second year.	
	Male.	Fem.	Male.	Fem.	Male.	Fem.	Male.	Fem.	Male.	Fem.
Atlantic	.....	.....	.....	.....	.....	.....	20	15	.....	.....
Bergen,	.....	.....	.....	20	.....	.....	20	13	.....	.....
Burlington,	.....	.....	.....	.....	.....	.....	8	2	.....	.....
Camden,	72	.....	.....	.....	.....	.....	8	2	.....	.....
Cape May,	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Cumberland,	.....	.....	.....	.....	.....	.....	9	9	.....	.....
Essex,	.....	.....	.....	28	32	137	35	19	1	.....
Gloucester,	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hudson,	.....	.....	.....	105	.....	105	46	36	.....	.....
Hunterdon,	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mercer,	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Middlesex,	.....	.....	.....	.....	.....	.....	11	5	.....	.....
Monmouth,	.....	.....	.....	.....	.....	.....	30	21	.....	.....
Morris,	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Ocean,	.....	.....	.....	.....	.....	.....	.....	3	.....	.....
Passaic,	.....	.....	.....	.....	.....	86	23	21	.....	.....
Salem,	.....	.....	.....	.....	.....	3	.....	.....	.....	.....
Somerset,	.....	.....	.....	.....	.....	26	5	9	6	.....
Sussex,	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Union,	.....	.....	.....	.....	.....	.....	71	79	.....	.....
Warren,	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total,	72	.....	.....	153	32	357	286	234	7	.....

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TABLE XXXI—CONTINUED.

Statistics of High Schools.

Bookkeeping.								Stenography.					
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.
41	49	30	25	.....	.....	.....	.....	10	10	8	8	.....	.....
34	29	16	10	1	.....	1	2	29	26	16	12	2	3
25	14	34	39	3	2	.....	.....	.....	.....	.....	.....	.....	.....
15	16	8	2	.....	.....	.....	.....	3	6	2	2	.....	.....
8	9	3	6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
45	61	14	47	13	8	.....	.....	.....	.....	.....	.....	.....	.....
231	149	108	76	33	13	6	.....	64	53	32	20	.....	.....
13	31	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
194	173	5	12	.....	.....	.....	.....	57	64	15	29	5	12
6	11	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
1	2	1	2	9	29	10	12	.....	.....	.....	.....	9	29
82	72	11	6	5	4	.....	6	24	22	6	8	2	11
101	90	42	33	1	5	.....	.....	24	20	12	10	.....	2
40	61	4	1	.....	.....	.....	.....	7	26	.....	.....	.....	.....
17	30	8	6	.....	2	.....	.....	7	13	6	3	1	2
61	64	19	18	.....	.....	.....	.....	59	71	19	18	.....	.....
8	23	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
5	10	3	4	1	4	.....	1	3	3	3	6	1	3
8	18	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
102	97	.....	.....	.....	.....	.....	.....	.....	.....	52	65	12	16
41	74	23	32	4	20	.....	.....	.....	.....	.....	.....	.....	.....
1078	1083	329	319	70	87	17	21	287	314	171	181	32	78

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TABLE XXXI—CONTINUED.

Statistics of High Schools.

COUNTIES.	Stenography.		Commercial Arithmetic.			
	Fourth year.		First year.		Second year.	
	Male.	Fem.	Male.	Fem.	Male.	Fem.
Atlantic,	.....	.....	30	30	.....	.....
Bergen,	1	3	34	29	1	2
Burlington,	.....	.....	22	31	.....	.....
Camden,	.....	.....	5	6	6	.....
Cape May,	.....	.....	.....	.....	.....	.....
Cumberland,	.....	.....	8	12	13	5
Essex,	.....	.....	123	68	4	.....
Gloucester,	.....	.....	.....	.....	.....	.....
Hudson,	1	12	114	117	.....	.....
Hunterdon,	.....	.....	.....	.....	.....	.....
Mercer,	10	12	9	29	10	12
Middlesex,	.....	.....	48	34	.....	.....
Monmouth,	.....	.....	74	66	23	21
Morris,	.....	.....	36	56	5	14
Ocean,	.....	.....	17	25	6	3
Passaic,	.....	.....	55	58	19	18
Salem,	.....	.....	3	.....	.....	.....
Somerset,	1	2	2	8	7	4
Sussex,	.....	.....	10	24	.....	.....
Union,	.....	.....	102	100	.....	.....
Warren,	.....	.....	14	7	.....	.....
	13	29	706	700	94	79

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TABLE XXXI—CONTINUED.

Statistics of High Schools.

Business Practice.				Typewriting.				Commercial Geography.	
First year.		Second year.		First year.		Second year.			
Male.	Fem.	Male.	Fem.	Male.	Fem.	Male.	Fem.	Male.	Fem.
20	15	.....	.....	10	10	8	8	.....	.....
9	5	12	10	.....	.....	14	12	.....	.....
14	6	8	2	8	2	.....	.....	.....	.....
12	10	6	.....	2	2	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
1	7	6	4	.....	.....	.....	.....	.....	.....
10	11	5	1	33	38	9	17	12	12
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
80	72	.....	.....	44	61	7	18	30	53
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
10	31	11	14	9	29	10	12	.....	.....
34	20	19	17	25	22	9	20	.....	6
35	42	3	8	49	33	21	16	.....	.....
6	7	.....	.....	7	26	.....	.....	.....	.....
3	5	.....	.....	11	17	6	3	.....	.....
19	18	.....	.....	25	47	.....	.....	19	18
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	9	4	9	14	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
16	12	.....	.....	44	64	16	34	.....	2
34	50	.....	.....	.....	.....	.....	.....	.....	.....
303	311	70	56	276	355	109	154	61	91

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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 October 4, 1904.
A. B. Meredith, from October 4, 1904, 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 .....

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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.
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 December 1, 1903.
J. A. Wentzell, from December 1, 1903, 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 .....

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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,	$1,736 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,	1,904 00
Essex,	ELMER C. SHERMAN,	South Orange,	2,000 00
Gloucester,	WILLIAM H. ELDRIDGE,	Williamstown,	1,344 00
Hudson,	M. H. KINSLEY,	Hoboken,	2,000 00
Hunterdon,	JASON S. HOFFMAN,	Flemington,	1,312 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. A. WENTZELL,	Elmer,	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,	1,528 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.
Long Branch,	CHRISTOPHER GREGORY.
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.

To Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—I herewith respectfully submit my annual report of the condition of the schools of Atlantic county for the year ending June 30th, 1904:

Arbor and Bird day was observed throughout the county with appropriate exercises, making the occasion both interesting and instructive. Quite a number of trees, shrubs and flowers were planted and the "grounds" generally improved.

During the year there has been a perceptible increase in school libraries. In one or two districts heretofore without libraries, new ones have been provided, while to those already organized in other districts, many useful volumes have been added.

Teachers' examinations have been regularly held and have disclosed a disposition on the part of the teachers to raise the standard of their certificates. A notable feature in connection with this is that the percentage of third grade applicants is now smaller than at any other time during my incumbency.

The Teachers' associations held at stated intervals were well attended, notwithstanding that on two occasions the elements were most unfavorable. Various topics pertaining to school subjects were ably presented by Prof. H. C. Krebs, County Superintendent of Somerset county, and Prof. Whitbeck, of the Model School, with great good resulting from these educational factors.

We were again joined by the teachers of Gloucester County in a most successful institute, held in the high school on December 22d, 23d and 24th, with W. A. Hailman, of Boston, Frederick Manley, of Cambridge, Mass., and Miss Maud Summers, of Chicago, for instructors. The evening lectures on Thursday and Friday by Mr. Manley were highly interesting and instructive

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and greatly enjoyed by our literary citizens as well as by the teachers.

Seventeen school buildings have been enlarged and refurnished and in some cases individual desks have been put in, thus providing excellent facilities for the accomplishment of better results and the maintenance of good discipline. Slate blackboards have largely taken the place of liquid slating, and steam heat has been introduced into several of the buildings, thereby materially increasing the comfort, convenience and healthfulness of both teacher and pupil. The Boards of Education of the county have manifested a realization of this by making larger appropriations for those purposes, and I take pleasure in availing myself of this opportunity to commend them for it.

We graduated a large class in Red Men's Hall at Pleasantville, November 2d, 1904. Rev. T. J. Cross, of Philadelphia, addressed the class, impressing upon them the importance, worth and utility of a thorough education, both as an equipment for business and a personal adornment and development, admonishing them against the many evils that beset the unwary youth. Hon. S. R. Morse, of the State Board of Education, awarded the diplomas, and an excellent program of music was furnished by the amateur orchestra of Egg Harbor City. The schools of the county and city have for years furnished successful competitors in the examinations held on the first Saturday in June for the free scholarship of Rutgers College, and several of the young men have been enabled to graduate in law, medicine and civil engineering. Some of the rural districts having ungraded schools have arranged with the contiguous districts having graded schools so that by means of transportation the pupils of the former have been enabled to avail themselves of the much better school facilities of the latter.

In conclusion I beg to extend thanks for the many courtesies from the State Superintendent and his assistant; also thanks to the several Boards of Education of the county for their hearty co-operation in the discharge of the duties pertaining to the office.

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BERGEN COUNTY.

JNO. TERHUNE, COUNTY SUPERINTENDENT.

To Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—According to usage, I will write a brief statement of the year's work.

A larger number than ever of our most efficient teachers are taking courses, in the city of New York, in pedagogy, and find it profitable. They are so intensely interested in their work that nothing stops them from finding out how to handle the child. Following is a list of the 443 teachers in the county, showing their gradation:

SCHOOL DISTRICTS.	State Cer.				County Cer.				No. Teachers.
	First Grade.	Second Grade.	Third Grade.	Special.	First Grade.	Second Grade.	Third Grade.	Special.	
Allendale,	....	2	....	....	....	1	....	....	3
Bergenfield,	1	2	....	....	....	1	....	....	4
Bogota,	....	1	1	....	....	....	....	....	2
Carlstadt,	1	7	....	1	3	....	....	....	12
Cliffside Park,	....	4	....	....	....	1	....	....	5
Cresskill,	....	1	....	....	1	....	....	....	2
Delford,	....	1	2	....	....	2	....	....	5
Dumont,	....	3	....	....	1	....	....	....	4
East Rutherford,	1	6	1	....	4	1	....	....	13
Edgewater,	....	2	....	....	1	....	....	....	3
Englewood Township,	....	1	....	....	....	....	....	....	1
Englewood City,	1	25	5	1	4	2	....	4	42
Englewood Special,	....	.....	....	....	....	....	1	....	1
Fairview,	....	2	3	....	....	....	1	....	6
Fort Lee,	1	3	1	....	1	....	2	....	8
Franklin Township,	....	3	....	....	1	2	....	....	6
Garfield,	1	19	....	....	....	....	....	....	20
Glen Rock,	....	3	....	....	....	....	....	....	3
Harrington Township,	1	15	2	....	1	1	1	....	21
Hasbrouck Heights,	1	7	2	....	....	....	....	....	10
Hillsdale Township,	....	4	....	....	1	....	....	....	5
Hohokus Township,	1	6	1	....	3	....	....	....	11
Leonia,	1	1	....	....	1	....	....	....	3
Little Ferry,	....	4	3	....	....	....	....	....	7

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School Districts.	State Cer.				County Cer.				No. Teachers.
	First Grade.	Second Grade.	Third Grade.	Special.	First Grade.	Second Grade.	Third Grade.	Special.	
Lodi Borough,	1	10	....	....	1	....	2	....	14
Lodi Township,	....	2	....	....	....	2	....	....	4
Maywood,	....	3	....	....	....	....	....	....	3
Midland Township,	....	3	....	....	....	....	....	....	3
Midland Park,	1	6	....	....	....	....	....	....	7
Montvale,	....	....	....	....	....	2	....	....	2
New Barbadoes,	7	16	4	9	11	4	....	2	53
North Arlington,	....	....	....	....	....	....	1	....	1
Oakland,	....	1	....	....	....	....	....	....	1
Old Tappan,	....	....	....	....	....	1	....	....	1
Orvil Township,	1	4	....	....	....	1	....	....	6
Overpeck Township,	1	10	....	1	2	1	....	....	15
Palisades Township,	....	3	....	....	1	....	....	....	4
Palisades Park,	....	2	....	....	2	....	....	....	4
Park Ridge,	1	3	....	....	1	....	....	....	5
Ridgefield,	....	2	....	1	....	....	....	....	3
Ridgefield Township,	1	3	....	....	....	1	....	....	5
Ridgewood,	1	8	2	1	3	....	....	3	18
Riverside,	....	2	....	....	....	1	....	....	3
Rutherford,	1	18	4	2	1	3	1	2	32
Saddle River,	....	2	....	....	....	....	....	....	2
Saddle River Township,	....	6	....	....	3	1	....	....	10
Teaneck Township,	....	4	....	....	1	....	....	....	5
Tenafly,	....	5	....	1	1	....	....	....	7
Union Township,	1	8	1	....	....	....	....	....	10
Upper Saddle River,	....	1	....	....	....	....	....	....	1
Wallington,	1	6	1	....	....	....	....	1	9
Washington Township,	....	4	....	....	1	....	....	....	5
Westwood,	1	4	1	....	....	1	....	....	7
Woodcliff,	....	1	....	....	1	....	....	....	2
Wood Ridge,	....	1	....	....	3	....	....	....	4
Total,	28	260	34	17	54	29	9	12	443

Institute.—The Institute was well attended this year, and we had less trouble with the cards than last year. One day for the Institute meets with the approval of the people.

Pedagogical Libraries.—We purchased 176 books, costing $180.37, and making the number of books in the libraries 2,133. It has been truly said—"The lover of books is the richest and happiest of the children of men."

Office.—The Board of Chosen Freeholders is building an addition to the office. When finished it will contain the present room,

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a private office, a library and show room, and a vault. We needed it very much. Thanks to the board.

School Libraries.—The number of books purchased was 5,079; the number read was 177,288, an increase of 11,447 over last year. This will not average a book in two weeks, if they are furnished down low enough. The number includes those read during the summer vacation.

Judge Tuthill, a distinguished jurist in Chicago, recently dismissed a boy offender on condition that he agree to read to his mother each night from "The Widow O'Callaghan's Boys."

The novelty, as well as the good sense of this sentence, are quite worthy of notice. There is hardly a more level-headed, rational, stimulating story in the language for boys (and girls, too) than "The Widow O'Callaghan's Boys." The book is fascinating reading for any child who can read, and those who are in the least susceptible to sane, moral suasion can profit greatly by the lessons in it. There are really few books that can be so enthusiastically recommended by the principal and by the teacher. And it is a peculiarly fit book for both the parent and the child to read. The book has been generally approved by teachers—many influential ones, and many in high places—and is already much sought for school libraries. A copy is in my model school library; and plenty new ones on Electricity, Stars and Telescopes, Tools and Machines, Business Methods, etc., that will start the boy reading in the right direction.

Judge Lindsay, of Denver, is of the same opinion as Judge Tuthill, for he said: "City jails for children are toboggan slides to hell."

Attendance.—The total attendance this year was 18,785, graded as follows: Kindergarten, 2,087; Primary, 11,211; Grammar, 4,892, and High School, 595. We issued 435 grammar grade diplomas, and the graduation exercises were well attended.

Superintendent James A. Foshay, Los Angeles, says: The teacher who has taught his classes to sing "America," "Red, White and Blue," etc., has done more to inculcate the principles of patriotism in the minds of the people than the orators who proclaim liberty, truth and justice from the platforms. The time for music to be learned is in childhood.

School Houses.—The school houses at Leonia and Overpeck township are under construction, and will be ornaments when completed. Hackensack's new school and the one enlarged are

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finished, and make beautiful additions. The small school at Crystal Lake, in Franklin township, is completed. The one of Cliffside Park, at Grantwood, has another room upstairs. Although we have about one-seventh the number of districts in the State, I think we can show better school-houses than the rest.

Arbor Day.—This day, as near as I can learn, was well observed. I received a letter, dated March 16, 1904, from the Hon. John F. Dryden, which read as follows: "I have taken the liberty of having your name placed on the list to receive a package containing five small trees, averaging about two feet in height.

"May I trouble you to turn them over to such school, or schools, within your jurisdiction, as may find them available?"

I gave the package, intact, to Dr. Nelson Haas, with the understanding that he would plant and care for them, around the High School building.

The other tree, from the Hon. John Kean, that you directed me to name a school for, I ordered sent to Prof. S. B. Gilhuly, of Rutherford.

Circular of Greeting.—This greeting consisted of the following: I selected "Unceasing Effort," to write a page to the graduates. Fence-Rail philosophy came next. Then "Commencement Hints," by the Rev. J. S. Hogan, Jersey City; "Aiming at an Income," by Wm. A. Linn, Hackensack; "Knowledge is Power," by Isabella H. Demarest, of Closter; "How I Came to Write a Book," by Frederick A. Ober, Hackensack, and followed by a piece, "How to Keep up a Good Heart," were all productions of merit. The school-houses of Oradell, Ramsey and Fairview occupied a page each, and cuts of each writer commenced each one's subject.

It was admired by the children, and that was satisfactory enough for me.

Course of Study.—In the spring of 1903 I intended to write a course of study, when I was taken sick. I had collected an immense amount of matter for that purpose, and will try to have it ready for next year. The books the children read at home, and the way they read them; the letters they write to their young friends; the way they handle the simple arithmetical problems that come up in their own lives; these, if you can get at them, are the best commentaries on the success or the failure of your methods of teaching, reading, writing, language, spelling and arithmetic. This will be a course of study after the manner sug-

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gested by the department. I may change my standard of graduation also.

There is scarcely any reason for writing much this time, after reading your advance sheets of last year. There was an inspiration about it that simply was irresistible. You touched each part with your whole heart, and nobody could read it without experiencing that a master hand wrote it. It alone was worth the salary you receive.

I have also received the courtesy of the whole board during my illness, and many friends outside have done the same for me. I can do no more than to express my sincere thanks to them all. "A friend in need is a friend indeed."

BURLINGTON COUNTY.

HERMAN A. STEES, COUNTY SUPERINTENDENT.

To 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, 1904:

A comparison of the statistical summaries of the last few years shows conclusively that each year's report is an improvement on the one preceding it. The total enrollment and the average number on roll are increasing slowly, and the number of cases of tardiness and the average number of cases of tardiness per day for each teacher are rapidly decreasing. The number of pupils on roll in the different grades is more evenly balanced than formerly. Kindergartens and high schools are receiving more attention. There is still room for improvement in both these departments, but we are gaining all the time and for this we are thankful. The ungraded or multigraded schools, and the primary and grammar departments of the graded schools are following the County Course of Study as closely as varying conditions will permit. In many instances I have advised teachers to use the State Model School Course of Study, as I know of no other equal to it. Libraries have been established in several schools and many books have been added to others. Pictures, statuary and musical instruments, purchased in part by State funds, and in part by money

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earned by means of entertainments, are finding their way into many rooms.

Two delightful meetings of our County Teachers' Association were held during the year, one in Burlington and one in Delanco. Let me remind you that attendance at these meetings and contributions for their support are entirely voluntary, and that, notwithstanding these conditions, more than two hundred were present on each occasion.

Our County Board of Education held a very enthusiastic meeting on the last day of the Teachers' Institute. Sixty-three persons were present and many pertinent questions were debated. I feel confident that if these meetings can be wisely directed and greatly expanded we shall have a power for disseminating educational sentiment equal to all other forces combined. These men desire to know what is best, they want to be sure of it; after that they will never stop until they have secured for their respective districts all that is needed. At each one of these meetings more or less is said about transportation of pupils, and when it is properly understood and its economy and practicability are fully demonstrated in the few districts in which it is being tried there will be radical changes in rural schools in Burlington county. In three districts, Medford, Bordentown and Woodland townships, transportation is an accomplished fact. A total of fifty pupils was transported with a daily everage of forty-two. I have a most encouraging report on this subject from Mr. W. S. Keiter, supervising principal of Medford township. Mr. Keiter says that children transported are never late, are most regular in attendance, are free from sickness, and that not one of them wants to to return to the little school in the country. He reports that many of the parents who were so bitterly opposed to transportation at first are now its most enthusiastic supporters. The reports of the district clerk and the custodian prove that the cost is less than under the old system. In short all that has been claimed for transportation has been proven to be true by Medford township.

School Buildings.—The number of pupils had increased so rapidly in Riverside township that more room was absolutely necessary; crowding had reached the limit. Four more rooms were added to the eight-room building in use, and now, for a time, at least, it will not be needful to pack the children quite so closely. Ten years ago three teachers were employed by this district, and they were all that were needed; the school-house was an eye-sore; but now a substantial twelve-room building, with every comfort and school-room appliance, and twelve teachers and a supervising principal, are the evidences of the thrift and the growth and the



RIVERSIDE PUBLIC SCHOOL, 1904.

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pride of the people of this community. The school-house at Masonville, in Mount Laurel township, has been enlarged by the addition of a room. The building now is by no means beautiful, either from an artistic or an architectural view point, but it is reasonably comfortable, and there is no longer need to have three or four children sitting in one seat.

In many of the other districts extensive repairs have been made to the buildings and modern desks and other evidences of comfort and convenience are on the increase.

New buildings are needed in several districts, and Boards of Education are planning and discussing, and results will follow. Beverly city should have a new and larger building. For several years two rooms on the second floor of the City Hall have been used to relieve the crowded condition of the school proper. The second floor of a City Hall sounds respectable, even dignified, but when it is known that the approach to the school-rooms is about three feet in width and otherwise unlovable, and that the ground floor is used as a temporary shelter for "knights of the road," while unduly stimulated, whose condition and language become known to the children during their moments of recreation, the suitableness of the upper rooms for educational purposes may be questioned. Mothers are protesting. Burlington city is now making an addition of eight rooms to the Captain James Lawrence building. This will be completed in time for the term of 1905-1906. Chester township needs a new building in Moorestown for the primary and grammar grades. The most urgent need of a new building exists in Florence township. The present building is not comfortable; in fact, it is most distinctly uncomfortable; it is too small, it is unsightly, it is unsanitary. I am very glad to be able to record that the Board of Education is trying to find ways and means to erect a building that will be a credit to the town of Florence and a comfort to the children and the teachers. I have advised them to duplicate the building at Delanco. Lumberton township will enlarge the school-house at Hainesport during the next summer vacation, money for this purpose having been voted by the people. Mansfield township should add two rooms to the school-house in Columbus, and should close the Grove and Mansfield schools and transport the pupils to Columbus. At several meetings of the board of this township I have urged them to take this step, but radical changes, such as this would be, might give offence to old friends and neighbors, and regretful hesitancy seems to be their present attitude. Shamong Township is debating the advisability of building a central school at Indian Mills and closing the Free Soil and Old Indian schools. The board is persuaded that this should be done; the

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disquieting factor is lack of funds. Of course, there are other buildings in the county that are antiquated and dilapidated and should be obliterated. Why are not cyclones and other destroying agencies more discriminating?

Teachers' Salaries.—Teachers' salaries as compared with those of last year have apparently made an advance. The averge monthly salary paid to male teachers is now $80.99, an increase of $4.06, and that paid to female teachers is $44.14, an increase of $2.59. The seeming increase in salary paid to male teachers is an illusion; it is due to the decrease in the number of male teachers employed in the rural schools at salaries as low as $30 per month. With two exceptions there has been no increase in salaries paid to male teachers for many years, and yet the average salary constantly increases. If Mr. A. receives a salary of $150 per month, and Mr. B. of $30 for the same period of time, the average salary of these two is $90 per month. If Mr. B. is displaced by Miss C., then the average salary paid to male teachers at once mounts to the giddy height of $150 per month. This result is not due to an actual increase in the amount of money expended for school purposes but to a decrease in the number of persons participating in the juggling contest of averaging.

I hope I may not be considered as harping too much upon one string if I write again on the subject of teachers' salaries. In our county this subject is a serious one. In the northern end of the State teachers are receiving something like an equivalent for their services, while in some of our districts the salaries are actually growing less each year. We have fifteen teachers who will receive less than $300 for this term's service, many who will get but $315, and several who must be content with $210. It requires heroic suppression of self to attempt to live on such salaries and look pleasant. Cheap teachers are, as a rule, incompetent, and, what is worse, indifferent. It is the school that suffers from such incompetency and neglect. If you could visit some of these cheap schools you would hold up your hands in holy horror. I am forced to the conclusion that frequently "a" teacher is what is sought, and utter indifference exists so long as she costs but little.

It has also been said that we are dangerously near the limit in the matter of taxation for the support of public schools, and that when the limit is reached the taxpayer will rebel and teachers' salaries will come tumbling down to depths unfathomable. The lesson to be learned about public schools is that they are necessary. A republican form of government cannot continue unless the vast majority of the people is well educated. There is safety only in

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intelligence, morality, patriotism and kindred virtues. To say that we have nearly touched the quick in taxation for schools is an attempt to frighten the timid with the old nursery bugaboo. Education by means of public schools is only in its infancy. The time will come when every form of industrial education will be made a part of the public school system, and the means for carrying on this good, because necessary, work will be voted by an enlightened people who recognize the benefits. All arguments against increased taxation for support of public schools have been used against taxation for good roads, and public improvements of every kind, and their utter futility is shown in increased demand for good roads and other good things by the very persons it was thought necessary to placate. Convince the taxpayer that when he pays school tax he is making a good investment and there will be no rebellion.

Reports.—Supervising principals and principals have sent me reports of their trials and triumphs during the year, and I would like to give them all in full, but space will not permit. One of these, however, I feel should be given, in part, to show "Something attempted, something done."

Report of the Delanco Public School. Miss Edna J. Thomas, Principal:

The school opened in September with one new teacher, making the number of teachers five. This necessitated the finishing and furnishing of a room on the second floor of the new building, of which the first floor only had been used previously. The new text books asked for were generously supplied by the Board of Education. The number of grades in each room has been reduced to two, in one room to one.

The course of study has been remodeled so as to make it more definite. A regular course in drawing has been added, and a teachers' class met every two weeks for preparation for this work. We aim to have a complete practical grammar course, with high school work for such pupils as remain with us. Most of our pupils leave after completing the eighth grade, many earlier. By a determined effort on the part of all the teachers tardiness has been reduced to one-third. This has been a satisfaction, and we hope to do much better during the coming year.

Ten dollars previously raised, with ten dollars received from the State, was spent during the year for the library. A club of girls gave a tea in the fall and raised eighteen dollars. A beautiful copy of Turner's Fighting Temeraire was purchased for the room where these girls study; casts, Luca Della Robbia's Singing Boys were placed in the hall, and a head of Donatello's was presented to the primary room.

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The Arts and Crafts Club, as it was called, met weekly for handicraft work, and did much to arouse interest in this line throughout the school. An Audubon Society of some thirty members has become a social feature and an influence in the school.

In May we had the privilege of welcoming the Burlington County Teachers' Association to our town, and an enjoyable and profitable day was the result.

The pleasant rooms of our building, the wide halls and stairway, and the general air of newness and comfort have kept teachers and pupils in good spirits and made us enthusiastic.

Conclusion.—As a whole, our year's work has been successful; we are not satisfied, but we are pleased. Again I wish to acknowledge my indebtedness to you and the members of your department for counsel that was timely and good.

CAMDEN COUNTY.

CHAS. S. ALBERTSON, COUNTY SUPERINTENDENT.

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

DEAR SIR—I am pleased to report that the past year has, in school matters, been satisfactory and successful in Camden county.

The administration, in general, has been wise. Nearly all of our teachers are competent, progressive and conscientious. The work of our supervising principals has been helpful and effective.

You will observe from my statistical report that the value of school property has, during the year, very much increased. This is owing to the purchase of land, the erection of new buildings, and the repairing and refurnishing of the older ones. With few exceptions, the school property in the county is in excellent condition. The appearance and durability of many buildings have been improved by fresh coats of paint. A large, well equipped four-room building has been built at Blackwood; also a very neat and substantial two-room building for colored children at Haddonfield.

The October, 1903, Act and the subsequent incorporation of the Borough of Haddon Heights divided Haddon township into

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four school districts. In consequence of this many vexing questions arose and much patience and forbearance were required to adjust the claims and contentions of the several new districts.

While I think the interests of the schools would be better served in the one large district, I was unable to persuade the several districts, or any two of them, to consolidate.

In each of the new districts boards were provided, as required by law, and provision made for next year.

The agitation seemed to awaken renewed interest in the schools. I hope the division will not prove disadvantageous.

Some districts have designated certain schools as "central schools," in which the higher grades are taught, thus relieving their other schools and giving the higher grade pupils better advantages.

The County School Board Association held one meeting during the year. At this meeting Assistant State Superintendent Betts spoke on consolidation, district supervision, transportation of pupils and on several other points of interest to members.

Prof. Arthur Truscott, of Drexel Institute, Philadelphia, told "How to Beautify School Grounds." Prof. Truscott is president of Merchantville Board of Education, and has had put into practice many of his suggestions, the school grounds of that borough having been much improved. His plan is to secure the interest of each pupil and teacher and make each feel that he is responsible for the appearance and preservation of each tree and plant. More in this line than at any other building in the county has been done at Gibbsboro. Here the large grounds have been transformed from a bleak and barren waste into an artistically laid out lawn. Many trees and much shrubbery have been planted and carefully cared for during the dry season and are now in a vigorous condition. This has all been done by private effort and local taste and pride.

The Camden County Teachers' Association has held its regular meetings. At each meeting we have had one or two lectures and much valuable interchange of opinions. Nearly all our teachers are members of the New Jersey State Teachers' Association, and manifest a true interest in their profession. Most of the districts have their district associations, thus completing the organization.

We have in the county several Mothers' Clubs, which are doing excellent service by meeting with the teachers and discussing different phases of child training. One of these clubs has donated to each school building in the district ten dollars for its library fund, thus enabling duplication by the State.

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There are several other points which might be included in this report. I think, however, that they may be all embraced in the statement that we have endeavored to fulfill the requierments of the law and are securing the beneficent effects thereof.

CAPE MAY COUNTY.

AARON W. HAND, COUNTY SUPERINTENDENT.

Hon. Chas. J. Baxter, State Superintendent:

DEAR SIR—The school year just closed has been a particularly strenuous one. Not only have we accomplished the usual routine of work but we have endeavored to send to St. Louis an exhibit of some work from each school in the county which would fairly indicate its condition.

We have also closed up a fund which we have been gathering for eight years for the purpose of erecting a memorial stone as a tribute from the children of the public schools of Cape May county to John Grace, a scout of the Revolutionary War on the staff of George Washington, of whom the latter wrote to General Gates, "This is my trusted scout whom British gold cannot buy." His history, gathered from all available sources, was a remarkable one, showing that he had performed eight years of service in the Revolutionary armies, held several noncommissioned grades and wound up his military career in the capacity of a scout. He died at the good old age of seventy-eight, on April 10th, 1815, and numerous of his descendants are now living in this county and in Eastern Pennsylvania.

The shaft was erected over his remains at South Dennis, and excepting for $10.00 contributed by a Daughter of the American Revolution, its cost was met entirely by contributions during the period of eight years, from the school children of Cape May county. Collections for the purpose were taken annually at my request, by teachers in the various schools, usually on Washington's Birthday.

The unveiling occurred on Decoration Day, a seventeen-month old descendant of the scout pulling the string which caused the flag with which it was draped to fall away from it. One of our teachers, Miss Pearla Scull, also a descendant, read from the

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platform his history. The Grand Army of the Republic, Junior Order of American Mechanics and a local lodge of Knights of Pythias assisted in the ceremonies and in the preparation for them, and a salute of thirteen guns was fired at the conclusion of the ceremonies, by means of a howitzer loaned us by Governor Murphy for the occasion.

The orator of the day was Edmund Bennett Leaming, Esq., of the law firm of Beldon & Leaming, Camden, and a member of a Cape May county family, prominent in its public affairs for two centuries. Two brass bands contributed the inspiration of martial and patriotic music for the occasion, one from Cape May and one from Woodbine, the services of the first provided by the Grand Army Post of Cape May and the second by the Woodbine Board of Education. From 2,500 to 3,000 people were present. We succeeded in making it a distinctively Cape May county celebration, and the event called forth many historical facts with reference to the participation of the residents of the county in the Revolutionary War which were unknown excepting to students of local history or perhaps to some of the descendants of the older families. The object of the memorial is not only to perpetuate the memory of the scout but to stimulate the interest of the children of the county, and also that of adults, in the history of their county and country. The affair was thoroughly advertised and recognized as a strictly school event, and thus it unquestionably had the effect of creating some additional interest on the part of people at large in the county school system, which is always desirable.

Our annual commencement, June 7th, upon Seaville Camp Grounds, was another successful event, which attracted an attendance of 1,500 to witness the graduation of fifty-one in the Grammar School course and thirteen in the High School course.

The annual meeting of the County Alumni Association occurred on the same day and was largely attended. It adopted as the county motto, "Without Labor There is Nothing," and as the county colors, purple and gold.

This day, which calls together from all parts of the county, people interested in the public schools, we have designated as the Annual School Day, and strive to make it a day of school meetings and events, and not to devote it exclusively to commencement exercises.

The report of the committee on libraries accepted at the October session of the County Teachers' Association, included a reading course for the pupils of the public schools of this county in each grade, from the sixth to the ninth inclusive, books being designated, after consultation of the catalogues of all the school

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libraries. In order to stimulate interest in it I have arranged to issue a certificate to pupils in these grades, who read three of the books designated and send to this office a brief review of one of them or a statement from the teacher that the books have been carefully and intelligently read. Several certificates, which are designated, "Cape May County Pupils' Reading Circle Certificate," have been issued.

The books in the various grades are as follows:

Sixth Grade—1. Uncle Tom's Cabin. 2. Hawthorne's Wonder Book. 3. The Jungle Books. 4. Wild Animals I Have Known. 5. Lives of the Hunted. 6. Gulliver's Travels. 7. Horatius at the Bridge. 8. The Barefoot Boy. 9. Hiawatha (adapted). 10. Life of Benjamin Franklin (ten-cent classic form).

Seventh Grade—1. Rip Van Winkle. 2. Christmas Carol. 3. Little Women (or other of Miss Alcott's). 4. Evangeline. 5. Huckleberry Finn (or other by same author). 6. Tom Brown's School Days. 7. Child's History of England. 8. Snow Bound. 9. The King of the Golden River. 10. Life of Whittier.

Eighth Grade—1. Spy (or other of same author). 2. Lays of Ancient Rome. 3. Man Without a Country. 4. Sketch Book. 5. Lamb's Tales of Shakespeare. 6. Nicholas Nickleby. 7. Enoch Arden. 8. Twice Told Tales. 9. John Halifax. 10. Henry Clay (biography).

Ninth Grade—1. Kenilworth. 2. Ben Hur. 3. Scarlet Letter. 4. Marmion. 5. Ramona. 6. Silas Marner. 7. Vanity Fair. 8. The American Scholar. 9. Oliver Twist. 10. Autocrat of The Breakfast Table.

Much of the work of establishing school libraries in the earlier years, after the passage of laws granting state aid for the purpose, was wasted because of the failure to care for the books provided from year to year, especially in schools in which teachers were often changed. I believe we are overcoming this neglect in this county by frequent reminders to teachers and district clerks of the necessity for keeping careful and accurate accounts of the books in the libraries from year to year.

In rural communities the public school library is essentially one to which the entire reading public should have access, as it is practically the only available method by which a library can be maintained in a small community, and where this view is taken, the largest amount of public interest is secured and also the largest amount of usefulness for the library.

The postponement of the annual Teachers' Institute for Cape May and Cumberland counties until late in December was perhaps entirely satisfactory to all concerned, excepting that the date

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selected carries the meetings into a more unpleasant season of the year.

The sessions were held in a fine church building at Vineland and were particularly profitable and instructive. The lectures of W. N. Hailman were unusually able and held the close attention of the most houghtful portion of the Institute, and those of Frederick Manley, especially his Shakespearian discourses, were entrancingly interesting.

Mr. E. T. Tomlinson's lecture upon the "Heroes and Heroines of the American Revolution," in which he pointed out the large part which had been played by New Jersey in the Revolutionary struggle, was particularly acceptable to the teachers of Cape May county, who were at that time assisting in the preparation for the John Grace Memorial celebration.

We have held during the year three series of meetings of the Cape May County Teachers' Association, each series including a Friday evening meeting to which the members of the Board of Education were particularly invited and also teachers and the general public, and meetings both Saturday morning and evening. Our Friday evening meetings are usually attended by large audiences and the attendance of teachers during this year has been much larger than heretofore.

At the October meeting Dr. George B. Hancher was the principal lecturer, and the program also included a number of interesting papers by various teachers of the county.

In the January meeting we had the favor of the presence of Assistant State Superintendent J. Brognard Betts, in a discussion of School Law, and it is a matter of regret that the extremely unpleasant weather hindered the gathering together of our usual large audience at the evening session.

Dr. William N. Mumper, Ph. D., of the State Normal School faculty, gave us an evening lecture upon "Wireless Telegraphy," with practical demonstrations, and in the Saturday sessions assisted our knowledge of physics greatly by discussing the "Relation of Elementary Science to Our Daily Lives." Some of the subjects discussed by the county teachers were, "How to Arrange Examination Papers," by Ralph Taylor; "How to Govern Ungraded Schools," by Mrs. Mary E. Hildreth; "The Functions of a Principal," by Prof. J. B. Hastings, and "Familiarity with Pupils," by Miss R. S. Gandy. This will indicate fairly the amount and kind of work given by our teachers in the meetings of our Teachers' Association.

The April session at Ocean City was gratly assisted by the lecture of Prof. Francis H. Green, of West Chester, who delivered a very entertaining and instructive lecture on "The World's

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Greatest Navy," which included such ships as friendship, scholarship, etc., to a large audience. His subjects during the Saturday session were "Guiding Principles in Teaching Language" and "Getting Acquainted With an Author." At the conclusion of the evening session a very pleasant reception for the visiting teachers was arranged by the Oceon City teachers at the Hotel Emmitt.

During the year there were several very successful meetings of the township and borough Alumni Associations organized under the county system. That of Dennisville was held on New Year's Eve, at which time the students at various colleges were at home, as well as many of those who had removed from the county for business or other purposes since their graduation from public school. The meeting was held in the evening in Dennisville and took the form of a banquet, after which toasts were proposed and responded to, some very able papers being presented in this connection. The county superintendent was present as one of the guests of the evening, and was delighted not only at the fine spirit displayed and the exalted ideals of public education which were expressed but also that there were present as members of the association representatives of almost all the learned professions as well as a number of prosperous business men.

The meeting of the West Cape May Association was held at the conclusion of the county examinations, and after the announcement of the graduates of the year, and was conducted upon lines similar to those adopted in Dennis township, and a very pleasant evening was passed by all who were fortunate enough to be present.

Very successful meetings were held both in Upper and Lower townships by the local associations, in each case taking the form of musical and literary entertainments.

The effect of these organizations upon local school conditions is already perceptible and will be greater as the years go on.

A handsome new school building at Woodbine, which cost $15,000.00 or more, is to be provided for the ensuing school year, and its equipment and arrangement will be thoroughly up-to-date. For the newly constructed district of Woodbine the purchase of a school-house is rather a large task, but the desire for educational advantages and facilities seems to be greater than the desire to economize at the expense of the schools in the matter of taxation, and I hope that this bright and shining example will have a good effect.

In West Cape May an addition is to be made to the school building and another teacher added to the corps, and in Erma, Lower township, the school-house has been enlarged an another

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teacher will be added. This is worthy of more than passing notice since the number of teachers in this township has remained the same since the first establishment of public schools within its boundaries.

In Upper township, the Marshallville school having been destroyed by fire, a fine new building is being erected, and will be ready for occupancy at the beginning of the new school year.

Additional school accommodations will be provided also at Holly Beach, Wildwood and probably at Ocean City.

To do effective work no teacher should be placed in charge of a greater number than thirty pupils. I have expressed this opinion to many of our boards, and when I find the number of pupils in charge of one teacher, especially in ungraded schools, to have reached forty or more, I direct the attention of the boards to the fact that an additional teacher is needed. In most instances such suggestions are acted upon promptly and cheerfully.

In 1896 the number of teachers within our county was sixty-four; during the ensuing year there will be employed 100 or more. This increase of over fifty-six per cent. in eight years indicates not only the rapid development which the county is undergoing but also the keener educational spirit which prevails.

The number of Normal teachers employed increases each year and those who have not the advantage of a Normal training, as a rule, are showing a very earnest spirit to obtain knowledge of how to teach in the most effective manner possible.

I endeavor to make it a point at each teachers' examination to impress upon the minds of the applicants for teachers' certificates the necessity of professional training and to urge particularly that good schools be visited and the methods employed observed, whenever opportunity offers itself. I know of very few among our county teachers who are not earnestly and sincerely endeavoring to quit themselves well and faithfully in the responsibilities which they have assumed as teachers.

In conclusion I desire to express my earnest appreciation of the valuable advice and assistance received from yourself and the Department whenever I have found it necessary to ask this aid in the solution of various problems that constantly arise.

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CUMBERLAND COUNTY.

JOHN N. GLASPELL, COUNTY SUPERINTENDENT.

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

DEAR SIR—In this, my tenth annual report, for the school year ending June 30th, 1904, I respectfully submit the following:

School Buildings.—One new school building has been erected during the year at Newport, at the cost of about $11,000. It is a six-room building, well equipped in every particular, and was formally dedicated last November. Pupils from the adjoining district are being transported to this new building, with general satisfaction to the patrons as well as the School Board. The pupils transported show a better average than when they attended the school that has been closed.

At Port Norris two rooms have been added to the school building, making it a six-room building. Both of these buildings were erected according to the plans and specifications approved by the department.

I have urged the School Boards during the year, to enforce the compulsory school law. Many of the School Boards have appointed truant officers, who have looked up the truant pupils and placed them in schools. Some parents keep their children away from school for little or no cause, pay little attention to the matter and allow children to do as they please about attending school. It seems that if a school census were taken it would enable the school authorities to know whether the children of school age were attending school and whether there were proper school accommodation.

Teachers' Meeting.—The County Teachers' Association has had two meetings during the year. The officers and committees of the association, who have so faithfully carried on the extra work imposed by these meetings, deserve commendation. At the meetings of the association, we usually have in attendance anywhere from 150 to 200 teachers. It is the country districts that need to be on the alert to receive proper recognition and to appreciate the necessity of having the best teachers.

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The greatest waste in our school system is in engaging poor teachers. The public school is an important factor for the good of the community. As a child is trained in school, so will his citizenship be. Every child should have a chance for an education to fit him for life. The teacher is an all important factor, and how to obtain the proper one is of great importance. One of the qualifications should be the ability to handle children, as well as the ability to instruct.

The Annual Institute of Cape May and Cumberland counties was held in Vineland, December 16th, 17th and 18th, at the M. E. Church, corner of Landis avenue and Seventh street. The instructors were Prof. W. M. Hailman, Prof. Frederick Manley, Miss Maud Summers and E. J. Tomlinson. The instruction given was of a higher character than that of former years. The attendance was large; only a few absent on account of sickness. It has been my privilege to see good results from the instruction received at the institute and I am sure the impulse given to the teachers will be productive of good results.

Examinations were held in October, February and May, as required by law. There was also a special examination in August. The examination of pupils was held in April and a number of pupils received the High School diploma. The pupils of the lower grades did better in their examinations than in previous years.

The progress of our school work has been very satisfactory for the year. The school at Port Norris was quarantined for a time on account of an epidemic of smallpox. One of the schools in Hopewell 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 financial condition of the several districts is very satisfactory; all show a balance on hand.

The examination for the state scholarship to the State Agricultural College was held in the court house, Bridgeton, the first Saturday in June. No applicants were in attendance.

The average number of months the schools have been kept open is nine and two-tenths (9.2). The total enrollmnt, 11,034. Of this number, 5,588 were boys; 5,546 were girls. The number of pupils neither absent nor tardy during the year, 137. The number of pupils in each grade is as follows:

Kindergarten, 63; Primary, 6,696; Grammar, 3,197; High School, 838. There were employed in the county, including night school, 242 teachers; thirty-four of whom were male, receiving an average monthly salary of $63.58, and 208 were female, re-

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ceiving an average salary of $38.36. The longest time taught by any one teacher in the county schools is thirty-four years, and in the same school, twenty-eight years.

The interest in school libraries continues to increase and I hope to see in a short time a library in each school in the county. The character of the books which are now in the libraries has been gradually changing; the object being to obtain books that will be read and contain wholesome moral lessons.

Arbor Day was generally observed throughout the country. Reports were received from most schools indicating that much interest had been taken in the observance of the day.

With the Boards of Education composed of our best citizens and teachers zealous in the discharge of their duties, the future of our schools is very encouraging.

Thanks are due to the teachers for their cordial co-operation and to the Boards 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 assistants.

ESSEX COUNTY.

E. C. SHERMAN, COUNTY SUPERINTENDENT.

To Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—I submit herewith my tenth annual report of the schools of Essex county.

The Colby Act created in this county two new school districts —the boroughs of North Caldwell and Essex Fells. In the former district there is one school employing one teacher and having about forty pupils. Essex Fells has no school and only about twenty-five children to attend a public school. By the operation of the Colby Act also, the special charter school district of Caldwell borough was cut in half and the portion outside of the municipal borough of Caldwell was deprived of the school advantages which it had enjoyed for many years. This situation has been successfully met by the formation of the territory thus affected into the borough of West Caldwell and the consolidation which has now been effected of this new district with Caldwell borough. The schools would be greatly strengthened if the

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four districts of Caldwell township, Caldwell borough, North Caldwell and Essex Fells could be consolidated into one. It is unfortunate that local jealousy and suspicion should prevent a result which would be so advantageous to all concerned.

I am, however, gratified to be able to say that the people of Caldwell township, after several years' discussion, have voted to issue bonds for the erection of a graded school, in which will be united the two schools at Fairfield and Clinton. This will give the people of that district better school advantages than they have ever enjoyed before.

In Irvington money has been voted for the erection of a school building at Manhattan Park to take the place of the unhealthy and totally inadequate rented structure that has been in use for some years. It is expected that both these new buildings will be ready for occupancy at the beginning of the school year.

During the year South Orange has opened, with appropriate ceremonies, its two handsome new buildings, and Vailsburgh dedicated its fine new school. In comment upon the rapidity of school-house construction in this county I may say that of the forty-eight buildings which have been under my jurisdiction during the past year, twenty have been built and seven have been rebuilt and enlarged during the period of my superintendency—ten years.

Verona township has taken a step in advance by the appointment of a supervising principal, who devotes his whole time to the supervision of the two schools of the district. No district in the county having more than one school is now without a supervising principal except Livingston township.

The field of the County Superintendent's work will be decreased next year by the subtraction of Vailsburgh, which will become a part of the city of Newark, on January 1st, 1905, and of Bloomfield, which with a city form of school government and with its own superintendent, will be hereafter independent of other supervision.

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GLOUCESTER COUNTY.

W. H. ELDRIDGE, COUNTY SUPERINTENDENT.

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

DEAR SIR—Our schools are still improving. The buildings are gradually growing better and the work of the teachers and pupils broader.

During the past year two new buildings have been completed, one a two-room stone house at Red Bank, School No. 1, West Deptford township; the other a one-room frame house at Cecil, School No. 1, Monroe township. Both are a credit to the respective districts and the county. Several old buildings have been repaired and a few rooms refurnished and provided with slate blackboards. The prospect is that the school year 1904-05 will give us at least three new school houses, and I trust, in the near future, that many of our very old buildings will give place to well ventilated and thoroughly heated new ones. I am constantly urging Boards of Education to attempt to provide better and more sanitary conditions for our children.

I appreciate the fact that you and I drove across the country on the 10th and 11th of May inspecting a few old buildings. The prospect is that much good will come from our trip. I think that I cannot show in a better way the interest our people are taking in our schools than by making a comparison. For school year 1893-94 the legal voters of this county provided $24,530.86 special tax money for school work; while for the year 1904-05 they gave us $58,745.00. In other words the people are enough more interested in our public schools to-day than they were ten years ago to the extent of allowing us the use of 140 per cent. more special tax money. The amount of our State moneys during the same period has increased from $43,620.64 to $46,535.72, an increase of over 6.68 per cent.

There were four new districts made during the year, the boroughs of Clayton, National Park, Paulsboro and Swedesboro. The separation of Clayton Township School District into Clayton Borough and Clayton Township Districts leaves the township with only one small ungraded school and not enough inhabitants (men and women, white and black) of legal age from whom to

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organize a Board of Education. When I attempted to appoint one I could find only one white woman and two white men, two colored women and one colored man. Since the law requires a board of nine members, this district is not represented by a Board of Education of its own citizens. The Clayton borough board has assumed control of the school. National Park District does not have any school-houses. It was taken from West Deptford township and its children attend the West Deptford schools. The borough of Paulsborough was taken from Greenwich township. This leaves Greenwich with only one school-house—two teachers. The township of Woolwich, from which the borough of Swedesborough was cut, and the borough have consolidated and the joint district is known as the School District of Woolwich.

Our teachers continue to do well. Many of them are growing broader and stronger in the work, yet a few are not all they should be. These few do not read anything professional—no pedagogical books, no school journals nor any papers pertaining to school work. We have some excellent women whose educational advantages were never more than they received from our public schools and such as they have procured from professional books and papers together with what they have read in a general way, who have become thinkers and doers in school rooms. These teachers do develop character, confidence, thoughtfulness, thoroughness, good manners and habits and "something toward the infinite and beautiful" in and among all their pupils. We want more such teachers.

There were employed in the county in 1893-94, 123 (twenty-six men and ninety-seven women) teachers. The average salary per month for men was $61.83; women $39.13. Total amount of money expended for teachers' salaries was $52,805.61. This year we had at work in our schools 167 (thirty men and 137 women) teachers. The averaged salary for the former was $65.99, the latter $44.37, and the total amount paid to teachers this year was $69,498.96.

The regularity with which our pupils attend school is a mark of some progress in our work. There were enrolled in the schools during the year 1893-94, 6,277 pupils; number who were neither absent nor tardy, 10; average number of cases of tardiness per teacher, 1.6; percentage of attendance, 84. This year there were 7,051 enrolled; number not absent or tardy, 49; average number of cases of tardiness each day per teacher, .77; percentage of attendance, 87.8. During the first mentioned year there was enrolled an average of 51 pupils per teacher, this year 42.2. We should be doing better work.

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Our school-room work is divided into grades—Third, Second, Grammar and High School. The Third grade covers the first four years of the work; the Second, the fifth and sixth years; the Grammar, the seventh and eighth years, and the High School ninth and tenth. We issued, this year, ninety Grammar certificates and eight High School.

While we have only one recognized (approved) High School in the county, I feel confident that a number of the other schools are doing the equivalent of three years' work.

Our pupils prepared some work for the school exhibit at St. Louis.

Our libraries, both for teachers and pupils, are growing.

Our joint institute with Atlantic county was well attended and appreciated by most of the teachers.

The County Teachers' Association meeting—there were three—were interesting and instructive and patronized by nearly every teacher in the county.

In closing I would thank you and those associated with you in your office for the encouragement and help you have given me in my work.

HUDSON COUNTY.

M. H. KINSLEY, SUPERINTENDENT OF SCHOOLS.

To Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—I have the honor to submit herewith the annual statistical report of the schools for Hudson county.

Teachers have maintained the usual interest in educational matters during the year just closed. As heretofore reported, steady progress is being made toward higher certificates and a more complete preparation for work even after the highest certificate has been secured. I am compelled to admit that the teachers are not in sympathy with holding the Teachers' Institute on Saturday, notwithstanding what I have just said about the general desire for progress.

On the other hand, the teachers of the county are loyal in their financial support of the State Teachers' Association, for, outside of the city districts, the eight other municipalities, with over 200 teachers, gave 100 per cent. of enrollment last year.

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School Buildings.—North Bergen has taken the necessary action for the erection of a new school in the New Durham section of the township and will build a large addition to School No. 7 in the southern part of the district. Secaucus will immediately build a six-room school in the central part of the borough and thus obviate the necessity of maintaining an ungraded school at the Iron Furnace.

West New York has completed arrangements for a twelve-room building which will contain a large assembly room and provide a board room as well. You will find a cut of the front and side elevation herewith. Weehawken has overcome the difficulty reported last year, the matter of limitation of bonded indebtedness for townships, and has the ten-room annex to School No. 2 well under way. Harrison has paid for lots upon which the Board of Education hopes to place a large building during the coming year. The establishment of large factories in this town is increasing the population rapidly.

Supervising Principals.—I am pleased to report that Mr. James F. Prendergast has been appointed Supervising Principal in the Town of Harrison. Weehawken is now the only district in the county in which conditions would seem to demand the appointment of a supervisor, whose whole time should be devoted to such work.

St. Louis Exhibition.—Kearny, Weehawken and West New York responded to the call of Mr. S. R. Morse and sent creditable exhibits to the St. Louis Exposition.

School Visitation.—Including visitation of night schools my record of attendance shows 457 visits to class room during the year. All Boards of Education were visited according to law, and several of the pic-nics so popular in North Hudson were attended.

Libraries.—School libraries are doing a good work for the pupils and the homes. Mr. Balch, of School No. 2, Weehawken, opens the library one evening in the week during the school year for the benefit of the pupils and the residents of the district. Mr. Balch's report shows that 2,829 books were taken out during the year.

The Guttenberg Board, at the suggestion of Supervising Principal Boughton, subscribed for $15 worth of the best magazines at clubbing rates, for the benefit of teachers, parents and pupils of the higher grades.

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Examinations.—Physiology has been added to the list of subjects required for graduation from the grammar schools of the county.

Some of the adverse criticism which usually attends the examination season has been eliminated by having the papers written during the third and second week, before the close of school. The plan relieves both pupils and teachers and by placing first those subjects which are ordinarily considered as being of the most importance, parents are enabled to make preparation for the graduation of those who are successful in the examinations.

Permit me to thank you and the members of your office force for encouragement, guidance and support in the discharge of the duties of this office.

HUNTERDON COUNTY.

JASON S. HOFFMANN, COUNTY SUPERINTENDENT.

To Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—The following report of the schools of Hunterdon county, with accompanying tables, is herewith respectfully submitted:

The school year has been uneventful, although the following facts indicate a steady progress—an increased expenditure for all school purposes of $6,673.72; increased local appropriations of $9,715.91; increased valuation of school properties of $19,600; increase in average salaries, males, from $53.65 to $55.48; females, from $39.04 to $41.59.

No new buildings have been erected this year. Many have been repaired, one enlarged, several refurnished.

To secure and retain the best teachers is a constant and perplexing problem and upon its solution must depend the measure of our success. The increased recognition of their daily services has lifted them to a higher appreciation of their own value and they are on the lookout for advancement along both material and professional lines; as a result, we are compelled from salary conditions to place our children under the care of untrained and inexperienced teachers, with short terms of service. We can manage to get along with poor buildings, with scant appliances and meagre supplies, but good teachers are absolutely indispensable.

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While our statistics show a noticeable increase in the average salary paid to both male and female teachers, this fails to tell the whole story. In the 85 ungraded rural schools of this county, the salary conditions are far from attractive, and these schools requiring, as they undoubtedly do, the very best teachers, must accept such as may be induced to spend a few months in them for the sake of "experience."

It is to the credit of the sturdy life of our rural population, that in spite of such experiments our farmers' sons and daughters acquire a determination, born of their surroundings, that enables most of them to overcome the difficulties, and many of them to win in a handicapped race; perhaps they are to be congratulated upon their freedom from the mechanical, artificial and unethical systems of report cards, daily and monthly records, time schedules, alarm bells, etc., that have furnished a "graded" system.

With trained and experienced teachers, freed from bondage, with an opportunity to interest, inspire and lead, our rural communities will continue to feed our national life with the fertile minds and the strong bodies of leaders and masters.

Our Institute was well attended, and the instruction was of the usual high standard that has made this gathering by far the most attractive convention held in the county.

The monthly and annual Teachers' Associations have been fairly well attended. The School Board Association held one of the best meetings in its history. Eighty members were present. Reports from the various districts proved full of interest. Assistant State Superintendent J. B. Betts, in an able and attractive manner, entertained and instructed those present.

The formal and prescribed duties of this office have been carried out as reported to you from time to time.

An investigation of the financial affairs of this county by an expert, under an order of His Honor Justice Swayze, brought an opinion from the expert that the appropriation known as "Interest on Surplus Revenue," was illegal, and such appropriation has been discontinued in this county. It created some temporary embarrassment in most of our local Boards of Education. Relief was obtained by holding special school elections; in every instance the legal voters authorized a sufficient amount of local tax to cover deficit.

The expert also gave as his opinion that the moneys expended by the Board of Freeholders for an office for the County Superintendent of Schools had no warrant in law, and under the refusal of the said body to renew lease for same the office was vacated on July 1st, 1904.

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It is extremely unfortunate for the cause of public education that this department could not be continued.

In conclusion, please accept my sincere thanks for the continued confidence and many courtesies of yourself and your co-laborers.

MERCER COUNTY.

A. W. HARTWELL, COUNTY SUPERINTENDENT.

To Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—It gives me much pleasure to announce that the Board of Chosen Freeholders of Mercer county has provided a permanent office for the County Superintendent of Schools in the beautiful new county court house. The room is located on the second floor front; it is 20 ft. by 25 ft. and has a 14 ft. ceiling. In addition to being spacious, well lighted and well ventilated, the room is finished in quartered oak, which gives it an elegant appearance. By a special vote the Board of Freeholders also gave the County Superintendent the privilege of using the board room for teachers' examinations, teachers' meetings and for the meetings of the County Association of School Boards.

Thus after many years the importance of the educational department of the county is fully recognized, and the largest measure of credit is due to the liberal views of the present Board of Freeholders.

School Libraries.—Again it is necessary for me to apologize to the State Department for the meagreness of the part of my annual report relating to school libraries. At a glance it may be seen that many of the items culled from the teachers' reports are so incomplete as to be valueless as statistics. In fact, the items, "Number of books now in the library," and "Number of books taken out during the year," are the only ones that are approximately correct. From these we learn that there are now 8,494 books in the school libraries, and that 11,679 books were taken out during the year. These two facts show conclusively the educational value of the school libraries, and the wisdom of the Stae Aid in founding and supporting them.

Since no permanent library records have been kept in the schools, the teachers are without reliable data for making up the

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required reports and they are not censurable for the defective statistics furnished.

A "library record book" has been prepared, and it is my purpose to place one in each school having a library before the close of the present school year. As a result, teachers will have correct data for reference and their items regarding school libraries will be just as reliable as those in regard to other phases of school work.

Soon after the reopening of the schools, the teachers will be requested to have copies of the catalogues of the libraries under their charge printed for the use of their pupils. This will give an air of permanence to the libraries which has been lacking heretofore. It is also my intention to keep a complete file of these printed catalogues in my office for the use of the teachers, school officers and other persons who may desire to refer to them.

Certificates for Regularity and Promptness.—In my last report mention was made of certificates awarded to pupils who were neither absent nor tardy during the school year. At the close of the present school year, eighty-eight of these certificates were awarded as against thirty-six awarded the previous year. In every instance teachers have spoken of the good effect of these certificates in encouraging pupils to be regular and punctual in their attendance at school. This effect is so important to both teachers and pupils that the practice will be continued next year.

Roll Call.—The old-time practice of calling the roll at the opening of the morning and the afternoon sessions of the schools, seems to have fallen into disuse among the teachers on the plea that they gain time by the omission. In a certain district, a committee was appointed to visit the schools for the purpose of ascertaining the number of pupils from other districts who were in attendance. In almost every instance where the regular roll call had been omitted, errors were found in the marking of the registers. Relying upon memory, the teachers had failed to mark some pupils who had been present at one or both sessions. Since a part of the school money is apportioned on the basis of attendance, the roll call is of too much importance to be omitted. Teachers under my supervision will be requested hereafter not to omit the roll call at the opening of either session. It will pay to take the necessary time and the effect upon the pupils will be beneficial. They will feel that in the matter of attendance they will have a chance to make their own record.

The Teachers' Club.—The last meeting of the Teachers' Club was held in the Freeholders' room in the new county court house

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on Saturday, May 28th. The attendance was good, the program interesting and the general feeling of satisfaction was promoted by the real elegance of the meeting-place. The mere fact that the Freeholders have accorded to the teachers of the county such a marked token of their approval should stimulate teachers to regular attendance at the meetings of the club.

The County Association of School Boards.—There can be no doubt whatever of the need of coöperation on the part of the School Boards of a county. It is a fact, though, that the interest manifested in the regularly appointed meetings of the association continues to be fitful and unsatisfactory. Those who attend the meetings always claim to be greatly benefited by the exchange of views upon important school questions, and the result could not well be otherwise. At the annual meeting in June, there was a disposition shown by those present to do some missionary work among the absentees prior to the mid-winter meeting. This may have a very salutary effect.

School-Houses.—Very commendable progress is being made in building and enlarging school-houses. Hamilton district completed a very neat, up-to-date building this year at Mercerville, and money has been voted for the erection of a two-room brick building near White Horse.

The people of Ewing district have voted money for adding two rooms to the school-house at Trenton Junction. Such action will stimulate the growth of this suburb of Trenton. In Lawrence district, also, it has been decided to build a two-room school at Slackwood. This increase of school accommodations is much needed, because quite a number of resident pupils have attended the Trenton schools.

These are encouraging signs of the times in the educational affairs of the county—they are the signs of growth.

Arbor Day.—United States Senator Dryden sent five small trees from the Agricultural Department at Washington to be planted on Arbor Day. The trees were distributed among the schools having four or more rooms. This recognition of the schools by Senator Dryden was fully appreciated.

Commencements.—Owing to ill health, I was not able to attend any of the school commencements, but I am assured that the exercises were fully up to the high standard of previous years. The attendance was unusually large and the friends of the schools



INTERIOR OF PEDAGOGICAL LIBRARY.

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gave unmistakable proof of their confidence in the value of the training which the pupils are receiving.

Conclusion.—The standard agencies which have proved effective in the past will receive full attention during the coming year, but the mention of each in detail would extend this report beyond a reasonable length.

Finally, it is proper for me to say that the educational outlook is very encouraging. There is every reason to believe that the new school year will be even more prosperous than the past. I shall conscientiously strive to make this true in practice.

MIDDLESEX COUNTY.

H. Brewster Willis, County Superintendent.

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

Dear Sir—Again the law resuires of me the submission of my annual report of the condition of the public schools of Middlesex county for the year ending June 30th, 1904, which I herewith respectfully present.

New Pedagogical Library.—The Board of Trustees of the new $50,000 Free Public Library building, recently completed, permitted the Board of Trustees of the Middlesex County Pedagogical Library to take possession of its new quarters in December, 1903. The accompanying photographs show the library building, the librarian's office, the book racks, the circulating book-chests and one or more of the reading tables. The walls are finished in red and ceilings in buff and sky blue colors. All of the furniture is finished in highly polished forest green, and handsome rugs cover the floors.

The teachers of the respective districts of the county, as well as a number of friends of the cause, made donations toward the furnishing and decorating of the quarters. The library quarters are open every Saturday, and a regular librarian is in attendance.

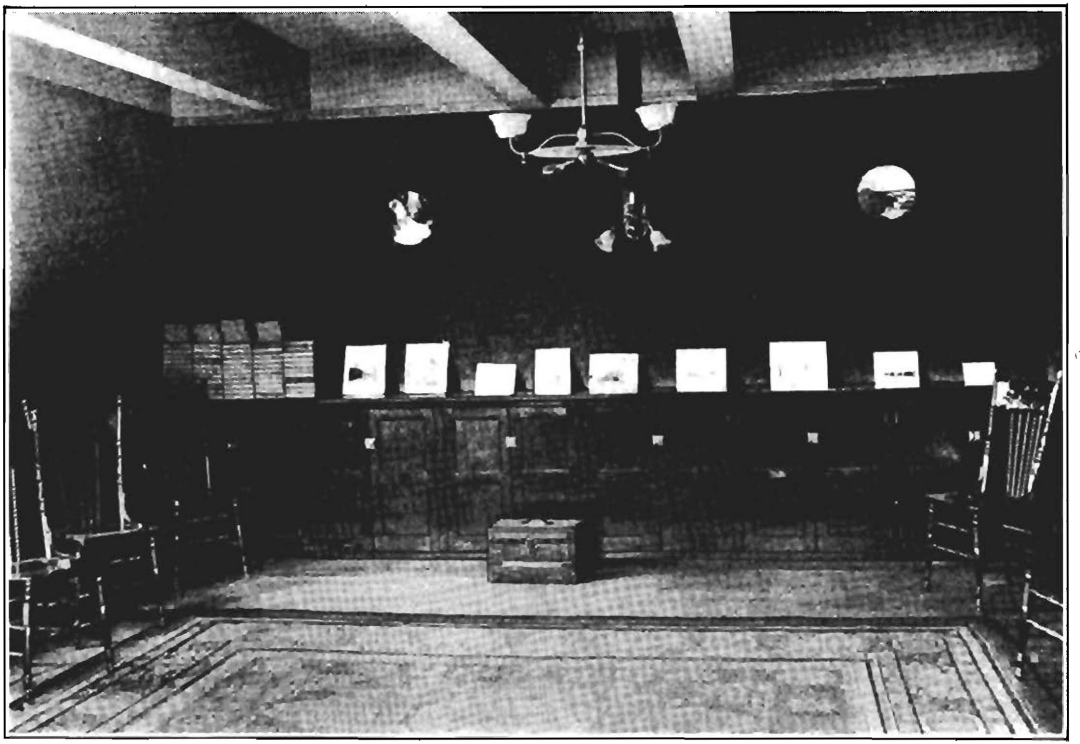
The pedagogical works number 813, and among them are such works as: Elements of Pedagogy, White; Pedagogy for Young Teachers, Hewett; Lectures on Teaching, Fitch; Elements of

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Psychology, Baldwin; Elementary Psychology and Education, Baldwin; Grube Method, Seeley; Nature Study, Wilson; Psychology of Children, Tracy; Herbert and the Herbartians, De Garmo; Language and Reading, Badlam; Special Method in Geography, McMurry; Principles of Education, Greenwood; School Hygiene, Newsholme; Pedagogy, Hewett; The Essentials of Method, De Garmo; History of Modern Education, Williams; History of Education, Painter; Psychology and Psychic Culture, Halleck; Teaching, Page; Elements of Psychology, Compayre; Psychologic Foundation of Education, Harris; Pedagogics of the Kindergarten, Harris; School Management and School Methods, Harris; School Interests and Duties, King; School Recitations and Amusements, Mann; How to Study Geography, Parker; The Child and Nature, Frye; How to Study and Teach History, Hinsdale; Ventilation and Warming of School Buildings, Morrison; Teaching the Language Arts, Hinsdale; Talks on Teaching, Parker; Mistakes in Teaching, Hughes; Historical Method, Barnes; Attention, Hughes; How to Teach Reading, Hall; General Method, McMurry; Practical Pedagogy, Hopkins; Twelve Lectures on History of Pedagogy, Hailman; School Management, White; The Art of Study, Hinsdale; Grading of Schools, Shearer; Talks on Psychology and Life's Ideals, James; Thinking and Learning to Think, Schaeffer; Great American Educators, Winship; The New Humanism, Griggs.

The number of miscellaneous books is 365, making a total number of 1,178 volumes in the library. The periodicals subscribed for by the Library Trustees are: American School Board Journal, The School Journal, The Journal of Education and The Normal Instructor. A number of other school periodicals are sent to the library.

A book called the "Library Guide Book" has been prepared by Miss Margaret Burnett, Librarian, in which she has made a record of the contents of all the books in the library, by subjects, under the following heads in alphabetical order: Arithmetic, attention, apperception, animals, benevolence, birds, boys, composition, concentration, constitution of the U. S., culture, American citizens, control, criticism, consciousness, conscientiousness, civics, chemistry, character, color, discipline, drawing, education, emotions, ethics, education, feelings, forgiveness, fidelity, grammar, gratitude, history, honesty, habit, ideals, imagination, illusions, ideas, judgment, justice, letter writing, literature, learning, latin, lessons, mathematics, memory, moods, observing power, nature study, obedience, object lessons, patriotism, pedagogy, penmanship, profanity, politeness, perception, punishment,



CIRCULATING BOOK-CHEST DEPARTMENT.

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rhetoric, reason, repentance, study, stones, sensation, school, natural science, spelling, temperance, teacher, truth, teaching, thoroughness, travel, thought, training, volition, ventilation, the will.

A teacher desiring to prepare a paper, or to look up any question bearing upon the above subjects, may turn to the Library Guide Book and find the title of the book, and the number of the page containing subject matter upon any of the above subjects.

The circulating book-chests have been distributed twice during the year among the various Teachers' Professional Circles, containing the books requested by the Circle. The library quarters have been in fact the Teachers' Professional Club apartments during the year, in which a number of meetings have been held, and teachers from cities, boroughs, towns and townships have met. Two receptions were given in these quarters. One hundred and thirty visitors, interested in the undertaking, have called to see the quarters since December last.

The following compose the Board of Library Trustees:

H. Brewster Willis, County Superintendent, President.

William C. Armstrong, City Superintendent, New Brunswick, Vice President.

J. Alfred Wilson, Supervising Principal, Secretary.

S. E. Shull, City Superintendent, Perth Amboy, Treasurer.

J. F. D. Heineken, R. M. Fitch and T. G. Van Kirk, Supervising Principals.

MIDDLESEX COUNTY SUPERVISING PRINCIPALS' ASSOCIATION.

Minutes of Annual Meeting, held December 4th, 1903.—The members of the Supervising Principals' Association convened in Graham & McCormick's banquet room, New Brunswick, at 5.30 P. M.

Minutes of the previous meeting were read and approved. H. Brewster Willis was elected President; John H. Love, Vice President; J. F. D. Heineken, Secretary; S. E. Shull, Treasurer.

Dr. Hailman delivered a very instructive address on the "Aim to be Observed in Supervision." Dr. William C. Joslin gave a humorous pointed address on the subject of "The True Value of the Artistic."

Reports were received from each of the supervising principals stating the work accomplished in their respective districts and making answer to the following questions:

1. Approximate number of pupils leaving school during the year by reason of contagious diseases.

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2. The number of teachers who have been out of school by reason of contagious diseases.

3. Number of school buildings disinfected or fumigated during the year.

4. The percentage of decrease or increase of tardiness in the district.

5. The approximate percentage of attendance on the enrollment.

A profitable discussion upon the above subjects continued until a late hour.

Minutes of Meeting held April 30th, 1904, in the Aldermanic Council Chamber, New Brunswick.—After the reading of the minutes and the transaction of the usual business part of the program, Dr. J. A. Trimmer, of Helmetta, presented a most excellent paper on "The Strength and Weaknesses of Our Public School System." He considered that among the weaknesses were too much femininity in schools, complexity of methods, secular teaching and commercialism in education.

Messrs. Willis, Shull, Joslin, Van Kirk, Wilson, Love, Conners, Fitch and others took an active part in the discussion of these subjects.

The president presented the short method of spelling, a list of words adopted by the N. E. A.

At the afternoon session Dr. Austin Scott, President of Rutgers College, gave an excellent address, showing how closely Rutgers College was connected with the elementary and secondary schools of the State, and what should be accomplished in the high schools to enable pupils to enter college.

Tardy Marks.—Reports were then read from all the districts showing the percentage of decrease or increase in tardy marks to April 1, 1904, as compared with the corresponding period of the preceding year. No increase of tardy marks was reported, but an average decrease of 36 per cent.

Contagious Diseases.—Reports were also received of contagious diseases from the supervising principals, and the procedure adopted when notified that a regular pupil had developed a contagious or communicable disease—

(a) As concerning the home.

(b) As concerning the school.

(c) As concerning the Board of Education.

(d) As concerning the local Board of Health.

(e) As concerning the State Department of Public Instruction.

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(f) As concerning the County Department of Public Instruction.

The results of these reports were as follows:

Dunellen—Chickenpox, 30; diphtheria, 1; measles, 6; whooping cough, 1.

East Brunswick—Diphtheria, 1; scarlet fever, 2.

Jamesburg—Scarlet fever, 1; measles, 4.

Madison—Diphtheria, 4; scarlet fever, 2.

Milltown—Diphtheria, 1; membraneous croup, 1.

Monroe—Measles, 6; whooping cough, 1.

Perth Amboy—Smallpox, 1; diphtheria, 63; scarlet fever, 38; measles, 89.

Piscataway—Diphtheria, 3; mumps, 74.

Raritan—Chickenpox, 10; diphtheria, 13; membraneous croup, 4; typhoid fever, 4; measles, 10; whooping cough, 2.

South Amboy—Chickenpox, 6; diphtheria, 2; typhoid fever, 1; measles, 20; mumps, 3.

South Brunswick—Chickenpox, 1; diphtheria, 4; membraneous croup, 1; scarlet fever, 16.

Woodbridge—Chickenpox, 4; diphtheria, 36; typhoid fever, 1; scarlet fever, 7; measles, 32; mumps, 2; whooping cough, 28.

Totals—Smallpox, 1; chickenpox, 51; diphtheria, 128; membraneous croup, 6; typhoid fever, 6; scarlet fever, 66; measles, 167; mumps, 79; whooping cough, 32.

Total number of cases of contagious disease from September, 1903, to April 1, 1904, 536.

The average number of cases of contagious diseases in each district was 44.

It also appeared that many of the schools had been fumigated and many of the school closets had been disinfected. The President pressed the importance of the greatest caution in handling diseases of contagion, and requested them to keep in touch with the local Board of Health.

The President presented also the apportionment of public school moneys to the several districts, showing increase and decrease of apportionment upon the attendance. It appeared from the report that sixteen out of the eighteen districts would receive an increase of State school money.

Advance sheets of the State Superintendent's report, concerning the work of the supervising principal, were distributed and fully discussed.

A lively discussion upon the subject "When is a Pupil Tardy?" was opened by S. E. Shull. At the close of the discussion a committee was appointed to consider a remedy for tardiness in city, borough and township.

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"How Shall We Rate Teachers for Advancement?" was opened by Dr. W. C. Joslin, and discussed by S. E. Shull and H. Brewster Willis. As a result of the discussion the following six points were emphasized, as worthy of consideration in advancing teachers:

1. Love for the child.
2. Love for the truth.
3. Scholarly attainment.
4. Love for books and power to beget love for books.
5. Understanding of the proper ends of education.
6. Logical mind with administrative and attractive power.

MIDDLESEX COUNTY SCHOOL BOARD ASSOCIATION.

Minutes of Meeting, December 4th, 1904.—The regular midwinter meeting of the Middlesex County School Board Association was held in the Mansion House, in the city of New Brunswick. The attendance was larger than usual.

After the singing of "America," luncheon was enjoyed, followed by instrumental music by Clarence Rolfe, and vocal solos by Prof. George W. Wilmot, Supervisor of Music.

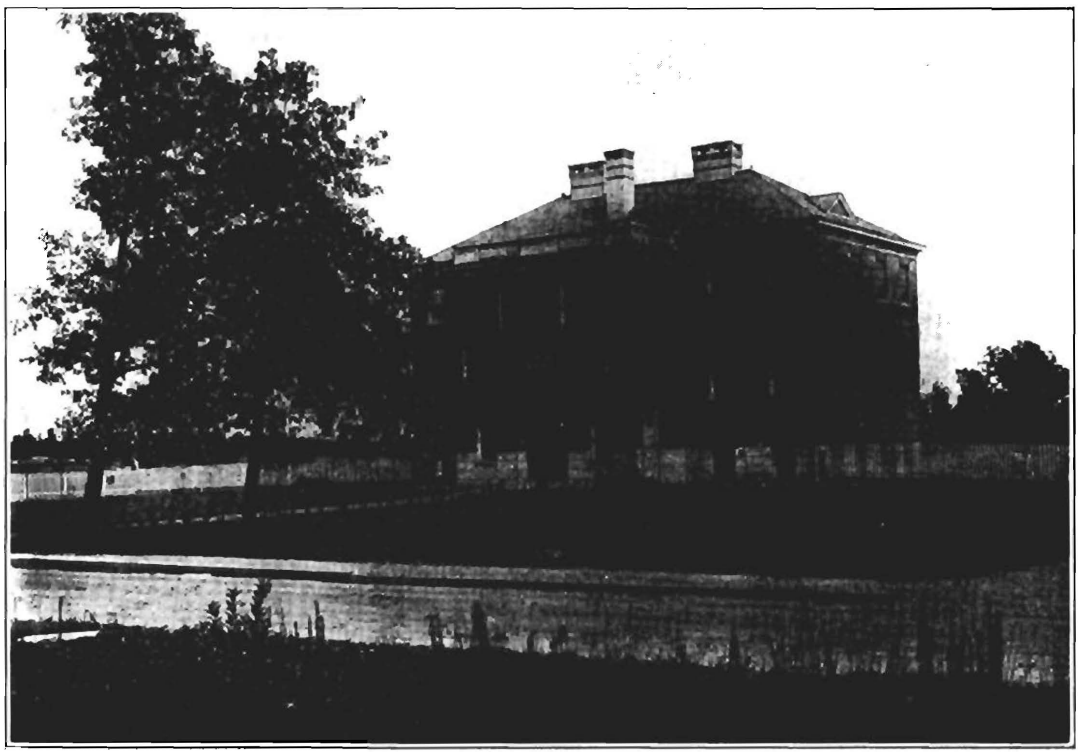
The minutes of the last meeting were read and approved, and the treasurer reported all bills paid.

The President stated that he had completed his fall visitation of all the schools and called the attention of the Boards to many items of interest, giving much approval and some disapproval of conditions. Special emphasis was placed upon the necessity of more vigilance on the part of the Boards of Education, supervising principals and teachers, to protect the schools against the spread of contagious disease.

A tabulated report was presented showing the number of children of school age, number in school, and cost of education per child in each district. These figures were placed upon a blackboard opposite each district, and proved to be a fruitful source of comparison, silently commending the liberal policy, and silently condemning the narrow policy pursued in some of the districts.

Dr. Cleaver, of Bound Brook, made a most stirring address, full of wit, helpful experience and profitable suggestions. His main point was thoroughness in school work. He warned the Boards against overloading the daily, monthly and yearly programs.

Dr. L. E. Livermore, of New Market, delivered an able, practical address, showing the importance of consolidation of small schools, based upon the experience of the Piscataway Board in



HELMETTA SCHOOL HOUSE.

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closing four small schools and opening one large new central school during the year and a half last past. He insisted that the work of a year showed such favorable results that the several communities which were opposed to the closing of the small schools were now in favor of the central school, and had voted at the annual meeting to sell the small school properties.

Dr. Mumper, of the State Normal School, gave a very timely address on the proper equipment of schools, and especially of the grammar and high schools. He stated that many of the schools were handicapped from the want of proper equipment. Teachers and pupils were without practical helps.

Dr. Bevier made a very happy closing address on the broader outlook for schools, defining the liberal policy of the State Board and insisting upon a liberal policy being pursued by the District Boards.

The following resolutions were passed after being discussed:

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

WHEREAS, A number of our schools have been recently closed by reason of contagious disease, causing loss of school money and school instruction;

Resolved, That the Boards of Education request the local Board of Health of their respective districts, to report to the supervising principal, or principal, all cases of contagious diseases which the local physicians report to said Board of Health according to law.

Resolved, That Boards of Education who fail to provide the proper seating capacity, the necessary blackboard surface, paper, pencils, a map of the United States, a map of New Jersey, and a globe of the world, should not receive public school money from the State.

New School Houses.—Helmetta. The Board of Education of Helmetta has erected a fine four-room brick structure on a very desirable lot, and have beautified its surroundings by planting trees, hedges, lawns and flowers. The special features of the school building are its excellent sanitary provisions, good ventilation, its ample light and air space, its fire protection apparatus on each floor, wash rooms and play rooms. The building is equipped with all the modern appliances. Closets, cloak-rooms and Board room, as well as the hall space, can all be heated and ventilated so as to be of the same temperature as the class-rooms.

On the sixth day of January, 1904, the building was formally dedicated to the cause of education in the presence of a large audience. Addresses were delivered by Hon. John W. Herbert,

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Mayor of Helmetta; the County Superintendent, and the Rev. J. A. Trimmer, rector of St. George's Chapel, Helmetta. The pupils sang national songs. The occasion was under the supervision of Rev. J. A. Trimmer, Welcome G. Clemons and Chester A. Burt, special committee.

The Board of Education of the township of Raritan has completed a very modern two-room frame building at Sand Hills, on a spacious new lot. This building is a new location, and affords excellent facilities to a large number of bright children of foreigners.

Said Board has also erected a very suitable new school building at Mount Pleasant on a new lot.

The Board of Education of the township of Woodbridge has voted the sum of $35,000 for the erection of a new grammar school building at Carteret, plans for which have just been adopted.

Many buildings have undergone considerable repairing and thorough cleaning. A large number of Boards of Education have employed an expert to fumigate the buildings and disinfect the premises in cases of suspicion of contagious diseases in school.

Teachers' Professional Circles.—The Teachers' Professional Circles have been maintained as heretofore, and much good work has been accomplished at these meetings in the respctive districts, judging from the annual reports filed. The professional works have been read and addresses given.

District Commencement Exercises.—The District Commencement Exercises, at the close of the school year, were held in churches and public buildings with increased enthusiasm, at which promotion certificates for the grammar and primary departments were formally presented by the County Superintendent and addresses were made on school subjects. These occasions are growing in formality, dignity and local importance.

Visitation of Schools.—The school properties of the county have been inspected and the school rooms visited during the sessions at least as often, and in many cases more frequently, than is required by law. The school properties of the county are in better condition, generally speaking, than they have been for the past two decades. The schools are measuring up to the requirements of the County Course of Study, the attendance is improving, the methods of instruction are more pedagogical, and the

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government of the pupils is becoming more and more self-government.

Teachers' Institute.—A Teachers' Institute was held in the High School auditorium building, New Brunswick, December 2d, 3d and 4th. Among the instructors were W. N. Hailmann, Maude Summers, Frederick Manley, Sarah J. McNary, W. N. Mumper, J. H. Shelley, Angelina Wray, Charles A. Sheppard.

The subjects discussed were "Learning by Doing," Common Sense in Education," "Language, Literature and Life," "Reading," "Nature Study," "Teaching of English," "Relation of Physics to Geography," "Language," and "Wireless Telegraphy." Between the regular periods a shorthand and typewriting class from the New Brunswick High School, South Amboy High School and the South River High School gave exhibitions of stenography upon the blackboard and of skill upon the typewriter from dictations given by the County Superintendent. Regular class school work was exhibited in the twelve rooms by years as heretofore.

The Teachers' Reunion was held as usual in the Masonic Temple. Music was furnished by Professor Wilmot, Supervising Principal of Music in the city of New Brunswick. An address was delivered by W. C. Joslin, Principal of the New Brunswick High School. A mandolin solo was rendered by Mrs. W. H. Conners, accompanists Miss Sadie L. Bennett and Clarence Rolfe. A recitation entitled "The Newsboy" was given by Elston Mount. The program concluded with a social feature.

Comparisons.—A glance at the statistical report will reveal very encouraging results, when compared with those of June 30th, 1903. A noticeable increase will appear in the amount of district tax expended for teachers' salaries, transportation of pupils, and current expenses generally, as well as for building and repairing school-houses.

An increase will also be found in the number of pupils enrolled, the average number on roll, average daily attendance, number of pupils transported, number of pupils who have neither been absent nor tardy during the year, with a decrease of tardiness.

The provision made for the coming year is likewise stimulating in the still greater increased amount of district tax voted for current expenses, enlarging and repairing of school houses, and for teachers' salaries, when compared with the corresponding provisions of the year just closed.

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The Press, Trolley and Telephone.—The daily and weekly press have been among the most helpful educational agencies in Middlesex county. This department takes pleasure in stating that the press of Middlesex county has always responded cheerfully and effectively to all requests for aid in the enforcement and betterment of our county school system. Much of the success attained, in many of the new lines of work, is due to the creation of a public spirit through the enlightenment of the press.

The trolley companies have become an important educational factor in this county. The trolley lines, running in almost every direction, have done much to induce a better qualified and a more desirable grade of teachers to accept positions in the small rural schools; to increase the attendance of pupils and opening the way for the consolidation of schools in a central high school.

The telephones are almost indispensable in the administration of the daily affairs of the county and district departments of public education, making it possible for school officials to render more efficient service and prevent retarding conditions.

Conclusion.—The school officers and teachers have manifested a most helpful spirit in the discharge of their official duties.

The County School Board Association and the Supervising Principals' Association have held regular meetings and have done active and excellent work.

If the ideal educational conditions, made possible by the provisions of our State system, are to be attained, the accomplishment must be largely through the hearty coöperation of these two county associations.

The taxpayers, parents and children are reached directly by these lines of work, and when the communities have been educationally enthused by these agencies the ideal standards will be approached.

The greatest blessing that a Board of Education can bestow upon a rural section is the engagement of an active, competent, socially inclined, manly, supervising principal. In such an official the hopes of the children are likely to be fulfilled and the expectations of the people realized.

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MONMOUTH COUNTY.

JOHN ENRIGHT, SUPERINTENDENT.

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

DEAR SIR—Herewith is respectfully submitted my annual report for the school year ending June 30th, 1904:

A comparison of the statistical tables of this year with those of last year will show that former standards, so far as these tables can reveal facts, have been well sustained. A slight falling off in the total number of boys and girls enrolled is more than offset by an increased daily attendance and an increase of average number on roll. The footings, showing the amounts expended for such items as fuel and janitors' salaries, or amount of money expended for text books and supplies are about the same as a year ago. So might the summaries of other headings be studied and there may be easily gathered from them that certain standards of expenditures have been set, and it seems to be a fixed policy to work towards maintaining these standards. It thus happens that in the short cycle of one year figures will show only a very little advance over the former years. In the item of teachers' salaries there is more than the ordinary increase.

It may be seen, however, by those who are in touch with educational matters in this county, that the year has been more than a maintenance of former standards. On the whole there has been a greater unifying of all school interests and a general tendency to perfecting of system in all the business of education and a bettering of what might be called the general economics of the school.

The Colby Act, of October, 1903, making a new classification of school districts, whereby all boroughs as well as incorporated towns, townships and cities became separate school districts, added to the number of school districts in Monmouth county ten new districts. These were the boroughs of Highlands, Sea Bright, Deal, Allenhurst, Bradley Beach, Avon, Farmingdale, Englishtown, Allentown and Matawan. Three of these, namely, Matawan, Englishtown and Allentown, consolidated with their respective townships and are now one district, as before the passage of the Colby Act. By an act of the Legislature of the winter of

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1894, providing for the consolidation of certain districts which formerly had voted on a bond issue, Avon went back to the district of Neptune City and Bradley Beach to the district of Neptune township. Effort was made to have Farmingdale and Highlands do the same by vote of the people but without success.

It is not an easy matter to bring about a consolidation between two adjoining school districts. If one of the districts desires it, there immediately arises a suspicion on the part of the other district that some advantage to the first is to be gained. Hence, the case is prejudiced at the start. Then, too, the fact that the municipality exists as a borough means that there has been a withdrawal of this municipality from the township which was not favorably regarded at the time of the making of the borough. Hence, the township municipality or other municipality argues that if it is good for the borough to be alone in other things, why, let it be alone in its schools. After consolidation by vote of the people and by act of the Legislature there still remains five new districts in this county, namely, Highlands, Sea Bright, Deal, Allenhurst and Farmingdale. Two of these, Deal and Allenhurst, are so small that there will be no attempt to maintain a school in the district, but the few children contained therein will be cared for in the adjoining districts by paying tuition.

The worst feature of the change by the Colby Act was the dismemberment of a strong and well managed school district, Long Branch. This district was created by a special act of the Legislature thirty years ago and was made up of a portion of several municipalities, the center of which was the incorporated town of Long Branch. Great confusion arose because of the dismemberment of this district, but there has been a settlement made by the people of this district voting themselves into a city which includes within its city lines very nearly all of the old district of Long Branch. We now have two city districts in Monmouth county, Long Branch and Asbury Park.

There were two meetings of the Monmouth County School Board Association held during the year, the first at Red Bank and the second at Freehold. These meetings were found very valuable this year because of the confusion created by the making of so many school districts. It was by reason of the meeting at Red Bank that it was possible to have three consolidations of school districts made after the passage of the Colby Act. The Red Bank meeting was held immediately after the passage of the Colby Act, and J. B. Betts, Assistant State Superintendent, came to the meeting and explained the provisions of the act and also explained other matters in school administration, especially

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the meaning of the law in reference to the proper custodian of school moneys.

The Freehold meeting was conducted entirely by members of the Association. The main subject discussed at this meeting was that of teachers' salaries. The discusson was general and a resolution unanimously adopted at the close favored the payment of a minimum salary of $45.00 a month to teachers having one year's experience in teaching. This was simply an expression of the feeling of the members of the Association and of course was in no way binding on any particular board. Inasmuch as the average salary for the county for female teachers for the past year was $47.28 it will be seen that if the resolution should be carried out in fact a very noticeable increase in teachers' wages would be the result. It will thus be seen that this Association discusses very practical questions. It is not an association in which mere academic subjects are made the basis of deliberation.

The Monmouth County Teachers' Association continues to be a very flourishing organization. Two meetings were held during the year, one at Freehold and the other at Ocean Grove. Principal Jas. T. Schock, of Keyport, terminated his year of office at the Freehold meeting. He had been successful in having two well attended meetings and also had been successful in discovering that we had among our teachers a good deal of talent in the line of public speaking. His successor, Principal W. T. Whitney, of Atlantic Highlands, presided at the meeting at Ocean Grove, which was also a well-attended meeting. The social aspect of these meetings has continued to increase and it is believed that as much is gained from this side of the meetings as from the debates or addresses. The plan of serving a luncheon in the building where the meeting is held is very successful and is economical of time, an important factor when only one day's session is held.

The Teachers' Institute was held at the Asbury Park High School. Ocean county joined with Monmouth in this institute, to the mutual satisfaction of the teachers of both counties. The instructors were W. N. Hailman, of Boston, Mass.; Frederick Manley, of Cambridge, Mass.; Maude Summers, of Chicago, Sarah J. McNary and Wm. N. Mumper, of the State Normal School, Trenton, N. J. The instructors were of the usual high order of talent furnished by the State Superintendent at these institutes.

In reference to Teachers' Institutes, it seems to me the time has come when a modification of the plan of conducting these institutes should be made. I do not feel that we should do away

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with the institute entirely, yet I am coming to the belief that a one-day institute would serve the main purpose of these gatherings. I believe there should be occasion for the getting together of all the teachers of the county. There would thus be afforded an opportunity to speak the virile word to the multitude. There would also be the inspiration that comes of the proper word spoken to the multitude. The great problem of education should be discussed by able authority at such a meeting, but it should be less didactic than formerly. I would not undertake to say that good does not come from a three-days' institute. The question which arises in my mind is whether the expenditure of time and money is compensated for in results when a three-days' meeting is held. This, too, is to be considered in the light of the fact that there are two other County Association meetings held in a year.

The Grammar school examinations were held as usual in May. There were 177 candidates who handed in papers. Out of this number only ninety-seven received Grammar school diplomas. This leaves eighty as failing to reach the standard required. This seems to be a large number of failures, but when it is considered that a number of these failures consisted of children twelve and thirteen years of age it will not appear so bad. Many are encouraged to try the examination though there may be little hope held out to them of success, there being an understanding that they will try again next year. The examinations are mainly of children in the rural and small graded schools of the county. The larger schools do not take part in this examination, inasmuch as they have examinations of their own. The subjects in which candidates for Grammar school diplomas are examined are those which are commonly known as the three R's and upon which there is so much said at the present time. The three R's, however, have had considerable added to them, because we now understand by so simple an education not only Reading, Writing and Arithmetic but also History, Civics, Physiology and Bookkeeping. A thorough knowledge of these subjects implies considerable education. The question that seems to be yet unsettled is, whether knowledge of the primary subjects of education can be obtained to the fullest degree by centering thought and study upon these subjects until a degree of perfection is acquired; or whether a fair knowledge of the rudiments and then a study of the higher branches will not give the student a better view point and a better comprehension of the elementary subjects than if he had only continued to perfect himself in these subjects and not go any higher. I am inclined to believe that the latter is the better course to pursue.

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During the past year throughout the country there has been a revival of discussion upon the question of whether the State is not going too far in its course of study. It is noticeable, however, that the objectors make no positive statement as to where there is a good stopping place. They vehemently cry that the former days were better than these, and it has been noticeable that even there have arisen advocates of corporal punishment as something that belonged to the former days that were better than these in education. There seems to be a common tendency, that comes to mankind in the ripening process of years, to look back upon youth and see in it and all that pertains thereto the things that are better than now, and as youth is mainly spent in schools it is very natural to see through the dim vista of years better things in the schools of the past than can be seen at the present. But really anyone acquainted with the methods of the former days and those of the present time who can place each side by side in reality will not say that things were better then than now. In no one of the three R's can it be said that better results were obtained then than now. There now is better general writing. There is a more practical form of grammar. There is better business arithmetic taught in the schools than ever before. No one who makes wise inquiry can come to any other conclusion.

Some advance has been made along the lines of supervision. The district of Atlantic Highlands provided for a Supervising Principal during the year. There is, however, still room for additional supervisors. I expect to make further effort in this direction during the coming year. We have two townships, Shrewsbury and Middletown, in which there is a good field for a Supervising Principal. Each of these districts is large in territory and in the number of children. I hope that in another year I shall be able to report that these two districts have added to their excellent equipment of school facilities a Supervising Principal. Then, too, there are some smaller township districts which should unite in employing a Supervising Principal. Notably among these small districts are the three consisting of Holmdel, Marlboro and Raritan. Their interests are mutual and some of the schools are located near the border line of the townships, which would make it all the more desirable to have them thus unified.

In the matter of providing a thorough and efficient education for every boy and girl between the ages of five and eighteen in all districts, progress has been made. During the coming year there will be only a few rural school districts that will not have provided for the payment of tuition in neighboring high schools of all those who have completed the course of study in their own

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districts. This is found to be much better than to attempt to provide a central higher school in townships where the geographical center is not the center of population. The movement to pay tuition by the township in the high schools is a popular one, although it requires some persuasion to get Boards of Education to adopt the plan. Once the Board of Education acts the people are ready to vote all the moneys that are needed for this purpose.

In the matter of school buildings and material appliances for the schools in this county, we are now well situated. No very large new building will be required for some time to come. There are still needed three or four single-room buildings in rural parts. One of these wants is now being filled by the erection of a new building of one room at Centerville in Holmdel township. Three thousand dollars has been voted to erect this building. This is sufficient money to make a model one-room school building.

Much of the progress that is manifest in this county during the past few years is due to the intelligent direction and interest of the local Boards of Education. There is a tendency to have school officers continued in their positions, which gives to the cause the advantages of experience. There have been very few changes in the office of district clerk in all the boards of the county for the past ten years. This has been of great advantage in the light of the many changes in the school law which have taken place during the last five years. I also desire to give testimony here to the loyal support I have continuously received from all the Boards of Education in the county.

It seems to me that we are now in a settled condition so far as school legislation is concerned and it should be our aim to maintain the standards already set and to make only such conservative changes in methods, course of study and practice of teaching as the times demand. It cannot be charged that the schools in the towns and rural districts have to any degree any of the so-called fads. The only fad, if it can be so characterized, is a desire to reach by strenuous effort the very best possible results in our schools.

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MORRIS COUNTY.

WATSON B. MATTHEWS, COUNTY SUPERINTENDENT.

Hon. C. J. Baxter, State Superintendent:

DEAR SIR—I herewith submit my report for the school year ending June 30th, 1904:

We have made steady improvement in most lines of work, and, altogether, the work of the year has been very satisfactory. Especially do I find satisfaction in contemplating the steady growth of interest in the rural ungraded schools. A teacher with forty pupils ranging from the first to the eighth grade has a difficult task before her, and the wonder is that she can accomplish what she does. I can account for the result in but one way; the conditions favor a spirit of independence and self-helpfulness in the pupils, and, also, as is noticeable in large families, a spirit of mutual helpfulness is developed, both of these aiding the teacher in accomplishing what she could not do without them. So, while the children of the rural schools do not have the advantages of the modern equipment and careful grading of the towns and cities, the law of compensation makes good their loss, to some extent, at least, in the necessary cultivation of a spirit of sturdy independence and determination. Principals of high schools frequently observe that their best pupils are those who come from the rural schools. The greatest lack in these ungraded schools is in what were formerly considered non-essentials—mere accomplishments—literature, botany, music, drawing, etc. I have earnestly endeavored to arouse an interest in these subjects, and I believe that I have succeeded in a degree, but there is much yet to be desired in this direction.

School Buildings.—Several buildings have been erected or remodeled during the year. The new building at Wharton is completed, and is an ornament to the town and a credit to the county and State. It is up-to-date in every particular. The Succasunna-Kenvil building is also completed and in use, five of the six rooms being already occupied. The addition to the Rockaway borough school is completed and thoroughly equipped. The Mendham school-house was raised, and a first floor of two large rooms,

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with hall and cloak rooms, was added. The result is a very handsome structure of four large class rooms, and commodious cloak rooms. Florham Park borough, and Mt. Vernon school in Chatham township have each equipped and opened a primary room. Under the present law, Morris township found it necessary to provide school facilities for a number of pupils that had formerly attended the Morristown schools. For this purpose, the township issued bonds to the amount of $20,000, and it now has in process of erection two fine buildings, one, in Collinsville, of two rooms, and the other, on Hillside avenue, of four rooms. Both of these buildings will be ready for use by October first. At the present time, every school district in the county is well provided with buildings; some, it is true, are not of modern construction, but there is no lack of adequate school room.

Annual Examination.—As all the districts in the county, excepting two, Jefferson and Washington, have ten months of school, we were able to hold our annual examination later than heretofore, June 1st, 2d, and 3d. About one hundred grammar school diplomas were granted as the result of this examination.

Meetings.—Our annual Institute was held in Morristown, and a most excellent program was provided. The meetings of our Teachers' Association have grown in interest and in value to the teachers. We have endeavored to procure the best available talent, and our teachers have given us loyal support. Our Principals' Association has held several meetings, and discussions relating to supervision have been mutually beneficial. The principals have revised our county course of study, and are now preparing syllabi to accompany it. The meetings of our School Board Association were held at the times prescribed, and subjects of interest were discussed. The March meeting was especially interesting. The following subject was announced for discussion: "Are you satisfied with the condition and progress of your schools? If not, why not? What suggestions can you offer for their improvement?" An interesting discussion followed, and many valuable suggestions were offered. The opinion seemed to prevail that, all things considered, our schools are better than ever before, although, in many directions, much is yet to be desired.

Teachers.—It gives me pleasure to say that I believe that the quality of our teaching force is steadily improving. The number of teachers that have received special training is increasing every year, and there is a corresponding growth of efficiency in the work

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in the school rooms. It seems to be the policy of the State Department to gradually raise the standard of certification, and the result will be better teachers and better salaries. The average monthly salary paid to female teachers in this county for the year ending June 30, 1900, was $41.77, and for the year just ended it was $50.55. It is almost impossible now to find qualified teachers willing to accept schools at $35 a month, and Boards of Education are beginning to understand that, as a rule, cheap teachers are dear in the end. We do not need a minimum salary law. If the standard of certification is raised, the efficiency of our schools will be increased, and salaries will be governed by the natural law of supply and demand. I also believe that the question of tenure will be settled in the same way. I am gratified with the growing success of supervision in Morris county. We now have thirteen supervisors whose time is wholly given to that work, and in every instance Boards of Education feel that it pays. I note with regret the loss of two of our ablest principals. Mr. D. B. Evans, for five years supervising principal of Rockaway township, and the first supervisor of a country district that the county had, has left the work to take a course in engineering. Mr. Evans is a capable, energetic young man, and we shall miss him. Principal A. F. Stauffer, of Madison, has accepted a principalship in Jersey City. Mr. Stauffer is one of the best equipped school men in the State. While he has been in Morris county but four years, he has endeared himself to the teachers and to all interested in the cause of education. As president of our Teachers' Association, he was untiring in his efforts to promote the interests of the teachers. As a member of the County Board of Examiners, he was capable, just and impartial. We need men like Principal Stauffer, and we can ill afford to lose them when we have them. May success attend him in his new field, and may the time soon come when Morris county can afford to retain the services of more men of his class.

Conclusion.—To me, the most encouraging feature of school work is in the fact that in every school district the best men of the community are interested, and, as a rule, are members of the Boards of Education. While this state of affairs exists our schools are safe. In conclusion, I wish to extend thanks to the teachers and the principals of the county for their co-operation in the work of the year; to the members of the Boards of Education who work for the interests of the schools "without money and without price," and to the State Department for the support and assistance that I have invariably received.

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OCEAN COUNTY.

PETER TILTON, SUPERINTENDENT.

To Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—I have the honor to herewith submit my second annual report of the condition of the public schools of Ocean county, for the year ending June 30th, 1904.

General Conditions.—Educational work in this county during the present year has been not only a success, but a pleasure, owing to the hearty co-operation of all the teachers. Progress throughout the county has been steady, although some of the results cannot be tabulated in statistical form. While the percentage of attendance and the total enrollment are slightly above those of last year, the average daily attendance falls a little below, owing to disturbance in several localities by contagious diseases, such as diphtheria, measles and small-pox.

Salaries and Teachers.—Salaries have shown a slight increase in the aggregate during the year, there being over $3,000 more spent than in last year, though the corps of teachers was increased by only three. The records show forty-one college and normal graduates in the corps this year over thirty-two last year, making an increase of twenty-five per cent. During the year there have been issued eight first grade, eleven second grade, fifteen third grade and two special county certificates.

New Buildings and Improvements.—During the vacation of 1903 Long Beach township erected a very neat and substantial school-house at Barnegat City and furnished it ready for occupancy when school opened in the fall. Since that time Barnegat City has become a separate school district and the borough assumes the property.

East Lakewood, owing to the increase in school population, was obliged to finish and furnish another room and install a teacher therein. Many other buildings in the county were improved by new enclosure or new roof and by the application of paint and paper.

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In some instances grounds were graded and beautified, thus showing a spirit of pride in school properties.

New Schools.—Two new schools were instituted during the year, one in Berkeley township and the other in Lakewood township. In both cases rooms were rented for the purpose, but during the present summer Lakewood township has erected a very neat school-house and furnished it, ready for use when school opens in the fall.

Progress of Schools.—Comparing the condition of the schools of a decade ago, when the township system was first adopted, with those of the year just closed, we find the increase in expenditures as follows: Total expenditures increased over $46,000; for teachers' salaries, over $25,000. The number of pupils now enrolled exceeds the number enrolled at that time by a little over 600, while the number of teachers has been increased by 48. These facts prove that smaller classes, higher salaries and improved facilities and conditions constitute the educational watchword at the present time. The districts have increased during that period from eighteen to twenty-three, three of these having been formed during the past year.

Grammar school examinations were held in May, as usual, but, as the questions were a little more thorough and searching than in former years, there was a smaller number of successful candidates.

County Teachers' Association.—Three very profitable meetings of the association were held with a new President, Prof. H. W. Sterner, at the head, at which different phases of school work were discussed, besides addresses on special lines of school work were given by some of the most progressive teachers of the county.

County School Board Association.—The last and most profitable meeting of the association was held in the Court House on the first Wednesday in April. Members were present from various parts of the county. A new set of officers was elected and all new committees appointed. Reports from various districts as to the general conditions of school property and school needs were given, and methods for improving the same were discussed at great length, arousing a new interest in the work from a district official standpoint.

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Teachers' Institute.—Our annual institute was held in connection with Monmouth county, at Asbury Park, and owing to the divisional method of conducting it the teachers derived greater benefit from it than ever before. Its effects were shown in many school rooms during the remainder of the year.

School Libraries.—Quite a number of the schools have enlarged their libraries during the year, some by entertainments and subscription, others by special appropriation.

Inspection of Schools.—Each class room in the county has received two visits from me during the school year, and some, where conditions seemed to demand it, have received more.

The installation of a young teacher calls for more frequent visits, especially so if the school is remote from other schools, and in many cases I find it lends enthusiasm and courage to both the teacher and the pupils for the Superintendent to take charge of classes and conduct some of the recitations.

Such experiences make one feel that the pecuniary result of our efforts is not the only reward.

To my very efficient Board of Examiners and advisers, Messrs. A. S. Tilton, H. W. Sterner and J. R. Steelman, I feel very grateful for their co-operation in all lines of duty. To Boards of Education and teachers I owe many thanks for insuring success, also the State Department for many courtesies and counsel often sought and cheerfully given.

PASSAIC COUNTY.

HOMER A. WILCOX, COUNTY SUPERINTENDENT.

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

DEAR SIR—I have the honor herewith to submit my seventh annual report of the educational work in the Passaic county public schools, said report being for the year ending June 30th, 1904.

In the remarks following all statements have reference exclusively to the township and borough districts.

The year has been marked by the manifestation of unusual energy and enthusiasm on the part of school officers and teachers,

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and as a consequence the schools have grown in numbers, in interest and in efficiency.

Acquackanonk township has enlarged three school buildings, adding one class-room to School No. 6, one to School No. 8 and a fine new four-room building to School No. 7. School No. 7 now employs nine teachers and is the largest school in the township.

I have experienced not a little disappointment at two entries contained in the school library statistics. As compared with the school library record for the year ending June 30th, 1903, there were 136 fewer books purchased and 1,122 fewer books taken out. The first item of decrease is accounted for by the fact that the districts of Little Falls, Manchester, Pompton and Totowa have purchased no library books this year. The decrease in the number of books taken out is attributable to the fact that in the districts of Acquackanonk, Little Falls, Prospect Park and Wayne 2,281 fewer books in the aggregate were withdrawn than were taken out last year. This fact leads me to the inevitable conclusion that some good teachers fail fully to appreciate the importance and value of the school library as an educational factor.

Just prior to the close of the schools in June, I sent out a circular to each school requesting information as to how much and what professional reading had been compassed by each teacher. From the answers returned it appears that 28 teachers have done no professional reading and that 94 teachers have read 186 volumes.

The total enrollment of children for the year was 5,445. Of this number 490 entered the kindergarten grade, 3,622 the primary grades, 1,245 the grammar grades and 88 the high school grades. The average number of pupils on roll was 3,774, which is an increase of 198 over the average number on roll last year. The average daily attendance was 3,403, an increase of 213. The percentage of attendance on the average enrollment is $89^{2}/_{10}$, a slight gain over the percentage for the preceding year.

The number of teachers employed last year was 112. This year we have 122, an increase of 10.

The monthly increase in salaries was, for female teachers, $1.03; for male teachers, $3.62.

Sixty-nine of our one hundred and twenty-two teachers were licensed by the State; fifty-five were licensed by the county.

The mid-year examination of pupils for graduation from the Eighth Year Grade was held in February, commencing on Monday, February 1st, and continuing until Friday, February 5th. Questions were given in Physiology, Geography, United States History, Bookkeeping and the Constitution of the United States.

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In former years the February examination embraced only physiology and Geography. To the end (1) that pupils might have two opportunities to attain success and (2) that those successful might have more time in which to prosecute the remaining subjects, it was determined to extend the mid-year examination this year so as to include the three additional branches named above.

The final examination of Eighth Grade pupils began on Tuesday, May 31st, and closed on Friday, June 10th. The subjects were assigned in the following order, one being given each day: Orthography, Etymology, Grammar, Arithmetic, Drawing, Physiology, Bookkeeping, Geography, Constitution of the United States, History of the United States.

All examination papers were first graded by the principal of the school or the teacher of the class. Afterward they were carefully reviewed and finally passed upon by the County Board of Examinations. Commencement exercises were held in twelve schools and County Grammar School diplomas were granted to 100 graduates. The tabulation following indicates the schools in which the entire examination was taken and the number of pupils who were successful in each:

Name of District.	*No. of School.*	*No. of Pupils Successful.*
Acquackanonk,	2	1
Acquackanonk,	3	19
Acquackanonk,	4	7
Acquackanonk,	5	1
Acquackanonk,	8	2
Hawthorne,	1	10
Little Falls,	1	13
Manchester,	2	10
Pompton,	6	3
Pompton Lakes,	1	7
Prospect Park,	1	7
Totowa,	1	1
Wayne,	1	4
Wayne,	2	7
Wayne,	3	4
West Milford,	3	1
West Milford,	4	1
West Milford,	8	2
Total,	18	100

There were enrolled 88 pupils in high school grades and 21 County High School diplomas were awarded.

The Passaic County Teachers' Association held four meetings during the year, at three of which there was a large attendance of teachers. A committee had been appointed to report at the mid-winter meeting upon the best method for keeping a record of class work. Several methods were propounded, elucidated and

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discussed, and recommendations were adopted which will tend greatly to unify the different systems heretofore in use. At the Spring meeting the subject of revising the number work as presented in the primary grades of the Passaic County Course of Study was carefully considered, and it was the consensus of opinion that such a revision is desirable.

At the Fall meeting of the Passaic County School Board Association stirring addresses were delivered by the Hon. Francis Scott and Rev. Dr. Hamilton, of Paterson. The Spring meeting was addressed by the Hon. Chas. J. Baxter, who selected as the subject of his address the theme, "Supervising Principals." Dr. Baxter stated in detail the duties of a supervising principal and set forth the advantages that would accrue to a district employing that officer. As a direct result of this meeting supervising principals have since been appointed in the districts of Pompton Lakes and Acquackanonk.

I have met the Boards of Education as required by law, have made three complete circuits of visitation to the schools in the county during the year, have examined the classes in the various schools, have inquired into the management, methods of instruction and discipline, and have noted the condition of the schoolhouses and buildings, and I feel warranted in declaring that, with a few exceptions, the condition of the schools is excellent and that their success is due mainly to the fact that the teachers and school boards thoroughly comprehend and put in practice the principle that "The schools are for the children, and for none else."

SALEM COUNTY.

J. A. WENTZELL, COUNTY SUPERINTENDENT.

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

DEAR SIR—I herewith submit my first annual report of the condition of the public schools of Salem county for the year ending June 30th, 1904.

My term of office began December 1st, 1903, but I was unable to leave immediately my position as principal of the Elmer schools. As soon as a teacher could be secured for the place I began the work left off by Superintendent J. Harry Smith; this report will therefore include that part of the year under his superintendency.

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My report shows a total enrollment of 5,738, 2,981 boys and 2,757 girls, an increase of 29 over last year.

Average number of days the schools have been kept open, 172.5. Total number of teachers employed, 139—15 males and 124 females. Average monthly salary paid to males, $50.70; to females, $38.305.

Salem City employs 31 teachers. Outside of these there are employed in the county 19 normal graduates and 3 college graduates. Teachers hold certificates as follows:

First Grade State,	3
Second Grade State	16
First Grade County,	20
Second Grade County,	33
Third Grade County,	32

Supervision.—My notion of supervision is that it should be sympathetic. A superintendent should maintain sufficient authority among his teachers to protect his own responsibilty, but he should not interfere with the personality of any teacher. The teacher herself is superior to any method ever known.

To interfere by criticism with the work of experienced teachers is to arouse antagonism; this is always undesirable, and ought to be guarded against with tried and successful teachers. To interfere by criticism with the work of beginners is to produce discouragement; nearly every young teacher that I have met in this county has impressed me with the idea that she is earnestly seeking to improve herself and her school.

In several of the schools I have conducted recitations during a part of my visit; this removes embarrassment natural to a young teacher when a school officer makes a visit, and offers an opportunity to suggest something as to management, impressing the truth of a lesson, etc. I always make it a point to discover in every young teacher some of the qualities that go to make up a good teacher, and mention them to her by way of encouragement before I leave. I am confident that what success I attained as a teacher was largely due to the words of commendation given me by my County Superintendent and other superior officers.

Attendance.—The average daily attendance has not quite equalled that of 1902-3; in 1902-3 it was 3,339; in 1903-4 it was 3,314. This has resulted from two causes; first, the excessive cold weather of the winter, which kept small children from attending school in the country districts for long periods at a time; and, second, the county has been especially troubled the past year with contagious diseases; all the schools of Lower Allo-

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way's Creek township, seven in number, and Pedricktown's four-room school were closed about three weeks on account of small-pox. Woodstown High School was closed nearly two weeks on account of diphtheria. The nature of these diseases kept many from attending school even after the danger of contagion had passed. There are over 500 fewer cases of tardiness to report this year than last; 109 pupils who have been neither absent nor tardy, an increase of 61 over last year. These results seem to me encouraging.

St. Louis Educational Exhibit.—Exhibit work was received from 43 schools of the county, representing the work of 56 rooms, for the St. Louis Exposition. About the last of December I sent to each teacher a circular letter containing all the needed information about preparing exhibit work, urging each principal and teacher to prepare something that the pupils of her school could creditably do. Some excellent papers exhibiting work in nearly every subject were received as a result of this effort; the best papers in each of the following subjects were sent by the following schools: (Penn's Grove held a local exhibit and forwarded their papers direct to Trenton, so that I did not examine them.)

Physics, ... Alloway
General History, ... Elmer
Book-keeping, ... Woodstown
Geometry, ... Woodstown

Several schools sent photographs, and Elmer sent a printed course of study. The teachers who were willing to break into their regular work and prepare the excellent exhibit received at this office deserve great credit. The papers were carefully assorted and forwarded to Trenton.

School Board Meeting.—One School Board meeting has been held during the year at the Court House, Salem, April 20th. About 40 persons were present, most of whom were members of school boards. Two speakers occupied the greater part of the time, Hon. J. Brognard Betts, Assistant State Superintendent, and Rev. George E. Archer, of Absecon, N. J. Mr. Betts ably discussed the school law and kindly urged all present to ask questions on anything that they did not understand. He urged the building of a new high school for Salem; his talk on district supervision was especially interesting.

Mr. Archer's subject was "Educational Ideals." This was entertaining and instructive.

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I believe this was one of the most beneficial meetings held in the county this year. If an arrangement could be made to pay the expenses of school board members, I think more would attend.

Teachers' Institute and Association.—The annual institute was held December 14th and 15th at Salem, in the Y. M. C. A. auditorium. To meet by ourselves was a change from previous institutes, but I think it was appreciated by all the teachers. We have been going to Atlantic City with Gloucester and Atlantic counties. At the late date of holding the institute there was no special desire to go to the seashore, and we had all the advantage of speakers that we should have enjoyed with the other two counties.

Dr. Frederick Manley's lecture in the evening, entitled "Shylock," drew a large audience of teachers and other people of the city. The institute taken altogether was a very profitable one. Two association meetings have been held during the year, both of which have been a source of improvement and pleasure to the teachers; besides the local talent always employed at these association meetings, we have had Miss M. Frances Freeland and Dr. William N. Mumper, both of the Trenton State Normal School.

School Examinations.—The county pupils' examinations began the 2d of May and closed the 10th; results of these examinations were very satisfactory; the neatness of the papers was a commendable feature for many of the schools. There were granted 17 high school diplomas and 72 grammar grade diplomas. Commencement exercises were held at Alloway, Woodstown and Salem.

Miscellaneous.—More than the required number of visits have been made during the year among the schools. Lower Alloway's Creek Board employs a supervising principal, the only one in the county. There are two schools that have four years' high school course and seven that have three years' high school course. One thing that has given general satisfaction among school boards is the payment of transfer tuition money. I have advised among the rural districts the payment of $5.00 per pupil wherever a pupil attends school outside of his own district, unless a smaller amount is agreed upon by the two boards. This was the price suggested by Mr. Betts at our School Board meeting. In 1902-3 there was paid for tuition of pupils in adjoining districts $344.11; in 1903-4 there was paid $581.75.

Oakland School in Alloway township is still closed and the pupils are transported to Alloway. The schools of the county are

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in a good condition financially, every district having a balance of money on hand at the end of the year. Only two districts report any debt, Elmer $1,200 and Pittsgrove $1,785.

The low salaries still make it difficult to secure trained teachers, and it will be necessary to issue a few provisional certificates for the beginning of next year.

In closing, I wish to express my sincere thanks to you and Assistant Superintendent Betts for your sound advice and kindness to me.

SOMERSET COUNTY.

H. C. KREBS, COUNTY SUPERINTENDENT.

Hon C. J. Baxter, State Supcrintendent:

DEAR SIR—In this, my second annual report, it is a pleasure to record a remarkable growth of educational interest and enthusiasm in several spheres of activity in the county.

New Buildings.—During the past year more new buildings have been authorized and completed than during the preceding ten years together. This shows an awakening and an enterprise that augur well for the educational future of the county.

Bernards township takes the lead in this movement. Basking Ridge occupied new quarters during the year—a handsome stone structure, consisting of four school-rooms and an assembly-room. When completed appropriate exercises were held; all the schools of the township were closed to attend and a very large audience was present.

Last May Bernards township also voted a new school building for Liberty Corner, to contain two school-rooms and an assembly-room. Its site is so selected as to permit the closing of the small Mt. Prospect school, nearby.

Mr. Frederick Olcott, a generous resident of Bernards township, has purchased a large tract of land in Bernardsville, upon which he will erect a school building at a cost of $35,000 and deed it as a gift to the township. This will, undoubtedly, be one of the finest public school buildings in the United States, as Mr. Olcott will spare no pains to construct and equip it according to the most modern ideas of school requirements.

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Somerville completed and occupied a $30,000 addition last May. The first floor of this building is fitted up for a kindergarten, primary rooms and a physical and chemical laboratory. The second floor is arranged specially and exclusively for high school purposes. The assembly-room will seat 650 people. By means of rolling partitions a portion of it may be set off for recitation-rooms, thus utilizing the space very economically. The heating and ventilating apparatus is of the most approved pattern.

The borough of North Plainfield has also authorized the construction of a $30,000 building for primary and grammar grades.

School Board Association.—Prior to this year the semi-annual meetings of the County Boards of Education had been slimly attended and of doubtful value. An attendance of thirty was considered very good. As a matter of fact, the number rarely reached thirty. Consequently, whatever of value was said and done at the meetings was largely lost through the meagerness of representation.

Taking the cue from the success that has been achieved by Superintendents Enright and Willis in their county associations, it was arranged last December to call the meeting at 11 A. M., take dinner in a body thereafter and listen to prominent after-dinner speakers on educational themes. The success of this plan was remarkable, as may be inferred from the fact that the attendance rose to ninety at that meeting, and under similar arrangements to seventy-five in March. Franklin, Bridgewater and North Plainfield townships had every member present at one or both of these meetings. Many other districts did nearly as well. Moreover, the greatest interest was shown in the questions discussed. Hon. J. Brognard Betts, Mr. George J. Vogel, Prof. Louis Bevier, Jr., Superintendent John Enright, Senator S. S. Childs, Assemblyman Swackhamer and Nelson Y. Dungan, Esq., were the speakers at these two meetings. Their addresses were not only practical, but inspiring. Those in attendance realized, as never before, the desirability of giving additional school privileges to the children. Unless all signs fail, the results of the seed sown at these two meetings will be seen in an abundant harvest.

Township Supervisors.—Somerset county did not, prior to this year, employ any township supervisors, except that Bridgewater had for several years a limited form of supervision. Largely through the enterprise of Judge L. H. Schenck, Branchburg township elected such officer last March. Warren township followed suit. It is probable that other townships will take the same step within a year. I am firmly convinced that no money can be

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more wisely expended for school purposes than that devoted to securing adequate township supervision.

County Teachers' Association.—The three meetings of this body were held as usual, and with much success, under the capable management of Principal Gaius Hoffman, of Bound Brook. Every one of these meetings was largely attended and characterized by a splendid interest and enthusiasm.

Public Education Society.—As mentioned in my last report, Somerville organized in March, 1903, a Public Education Society. This body has now been at work eighteen months, and has done much to interest the people of Somerville in educational affairs and make closer the union of the home and the school. Committees on Hygiene and on Kindergartens presented valuable reports. Lectures and addresses were given monthly. A course on "American Poets" was delivered by Prof. Louis Bevier, Jr., of Rutgers College. Worthy of special mention was an address by Superintendent H. M. Maxson, of Plainfield, on "What the Public Ought to Expect from the Schools."

Commencements.—Schools having graduates from the county course of study are more and more celebrating the occasion with commencement exercises. Eight commencements were held in the county this year. The interest shown by the people of every community in these exercises proves their value as a stimulant to educational progress.

Teachers.—There has been gratifying progress in the effectiveness of the teaching throughout the county. No one could ask for a body of teachers more willing and anxious to do their work well than are the teachers of Somerset county. The instructors at our county institute pay flattering tributes to their attitude and conduct. The devotion of our teachers is admirable. If space permitted, it would be easy to furnish accounts of the results of the work of our older teachers that would be a revelation. Some who, years ago, took charge of country schools far removed from any town or city, with no apparatus, no libraries, few text-books, little blackboard, poor surroundings of every kind, perhaps desolate boarding places, by their inspiring influence have raised up leaders in the affairs of the county and the State. And this work is quietly going on now in many communities, and the coming years will reveal it. The greatest thing any teacher can furnish to her pupils is inspiration. To do this there is one indispensable condition—she must herself be inspired. It has been my duty

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and privilege to influence the removal of several *dead* teachers, that they might be replaced by those possessing, at least, some degree of inspiration. No one is worthy to engage in the task of training our children who is not willing to secure that personal culture and that broad view of her work that alone enables her to be truly efficient.

Public Opinion.—There are many directions in which improvement is desirable in our school affairs. Our pedagogical libraries are not read as they should be. Our schools are not properly equipped with books and apparatus. Some buildings are so old that they should be abandoned. Our pupils are not granted high school, normal school and college privileges to any large extent. The salaries paid to teachers are much too low. But the basis of all improvement in these respects is an educated public opinion. Every person interested in the advancement of our schools should devote himself to the cultivation of public sentiment. It is not money that is lacking so much as a sense of the wisest use of money. If the people of the average community could be persuaded that the education of their children is worth as much as the enjoyment from the use of tobacco, what a marvelous increase there would be in local appropriations! Is it too much to expect the people of a district to spend as much money on their schools as they do on tobacco or on liquor? Yet statistics show that our tobacco bill and our drink bill are each many times our school taxes.

In season and out, orally and in print, all the time and everywhere, public sentiment must be aroused to a sense of the transcendent value of children and their proper training. Then there will be adequate provision for the needs of the schools.

SUSSEX COUNTY.

RALPH DECKER, COUNTY SUPERINTENDENT.

To Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—I herewith present my annual report of the schools of Sussex county for the year ending June 30th, 1904.

Finances.—The financial part of our report is very encouraging. It shows that all our schools were under heavier expense

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than previously, but still every district, except one, carries over a nice balance for the coming year. The unexpended balance last year was $5,517.78 and this year it is $5,964.69, an increase of $446.91. The total amount available for the school year 1903-1904 reported last year was $90,566.59, which was over $13,000 in advance of the previous year, but this year we find available for the year 1904–1905 the sum of $99,128.13, an advance of $8,561.56 over last year, a fact that is very encouraging.

School Term.—Of the sixteen school districts in the county, eight of them held school nine months last year and the remainder were open ten months. This year twelve of sixteen were open ten months and only four were open nine months.

Attendance.—The total enrollment for the year was 5,205, two less than last year. The average enrollment was 3,127. The average daily attendance was 2,832. This gives us an average of 90 per cent. of daily attendance on average enrollment, an increase of 2 per cent. for the whole county.

While tardiness still is a field for activity and hard work in our county, we are glad to report a decrease of over 10 per cent. for each teacher during the year.

The number of days present and the number of pupils who were neither absent or tardy during the year were less than last year, but when we recall the severity of the winter and take into consideration the fact that we are a rural county, we are pleased with the showing.

Salaries.—While we are not proud of the salaries paid our teachers, and think them far too small for the work done, still we are proud of the fact that there has been a decided step in the right direction during the past year. The increase salary paid per month was: For males, $1.86, and for females, $4.36. The average salary paid to males is $54.38 and to females $41.19 per month.

Teachers.—Early in the year there was a shortage of teachers, but by the opening of school all the positions were taken and we had reason to feel proud of our teaching force on account of their earnestness and efficiency. The teaching force held certificates as follows:

First Grade State,	3
Second Grade State,	24
Third Grade State,	5
First Grade County,	19

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Second Grade County,	57
Third Grade County,	35
Special Kindergarten,	2
Special Music,	1

Of the teachers 36 are graduates of colleges, or Normal Schools or both, an increase of 11 over last year.

Boards of Education—On the whole our school districts are well officered, and the officers are diligent for the upbuilding of the schools. We are striving to keep our Board of Education free from political or sectarian partisanship, which, if it prevail, will ruin any school. The school spirit is good and we have bright hopes for the future. During the year a county organization of the several school boards will be formed, with the hope of enlivening this spirit.

Teachers' Club.—During the past year a club was organized among the teachers of the county known as the Sussex County Teachers' Club. The following officers were elected: President, Principal A. B. Cope, Stanhope; First Vice-President, Principal Charles J. Majory, Ph. D., Newton; Second Vice-President, Mrs. Ida McMickle, Beemerville; Third Vice-President, Principal W. N. Harris, Ogdensburg; Fourth Vice-President, Principal H. D. McConnell, Branchville; Fifth Vice-President, Principal Samuel Hazelton, Montague; Secretary, Miss F. Blanche Hill, Newton; Treasurer, Principal A. O. Smith, Sussex.

The Constitution and By-Laws require the club to be divided into three branches, to be known as the Northern, Southern and Western branches. These branches each have their own officers and hold three meetings in their several localities during the year. They all meet and hold two general meetings during the year.

Our programs for the branch and general meetings have been strong, and have been enjoyed by the teachers and are already bearing good fruit. A feature that has been very beneficial and has brought the Boards of Education and the teachers closer together in their work has been the giving at these meetings of papers by members of the Board of Education.

Institute.—The County Teachers' Institute was equal to any we have had in many years. All our teachers were in attendance and greatly enjoyed the able presentation of the several subjects presented and were benefited to a large degree.

School Buildings.—During the year a new building was erected at the Sprague district in Vernon township, a two-roomed addi-

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tion to the Hamburg building and a four-roomed brick wing to the building at Franklin Furnace. These buildings are built according to approved plans and are nicely furnished and up to date in every respect.

The school building at Newton was burned during the year, making it necessary to rebuild the whole third floor. This has been done, and they now have an auditorium second to none in he State.

Money has been voted for new school-house at Germany Flats, in Andover township, and for one at Papakating, in Franklin township. The citizens of Sussex borough have voted a bond issue of $16,000 for a new eight-roomed brick building for the borough.

Efforts have been made to transport pupils, concentrate and build new buildings in Sandyston township, but have been unsuccessful.

School Districts.—The Colby Act and the special acts of the last Legislature made five new school districts—borough of Stanhope, borough of Andover, borough of Branchville, borough of Hopatcong and Fredon township.

Libraries.—The fire in the Newton school building burned a large section of the Teachers' Pedagogical Library, and, a section being destroyed by the burning of the Branchville building a few years ago, leaves us only a fragment of a library remaining. A movement will be made to replenish this library during the year.

Several of the districts have raised money for library purposes during the year and several new libraries have been started. Several of the schools have been supplied with musical instruments and adorned with pictures. This movement we shall encourage.

Course of Study.—A new course of study was placed in the schools at the opening of the term. In most cases it was followed and met the requirements of the schools well.

Examinations were held at the close of the school year for Grammar School diplomas and fifty diplomas were issued.

Commencements.—A number of the schools held commencement exercises, and they are found to be a great source of good in arousing the school spirit of the community. We had the pleasure of being at the commencements of Sussex borough,

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Franklin Furnace and Stanhope. At each place the seating capacity was crowded to its fullest limit and the people stood in the aisles and vestibules through long programs, so eager were they to hear the program.

Visitation.—In all 271 class-room visits were made during the year. The superintendent tried to be of the most possible benefit to the teachers and schools visited. He observed the work of the teachers and pupils and offered suggestions and praise as needed, often taking charge of the room for whole or part of the time. He often, a few days after, wrote a letter to the teacher offering suggestions that would be of a benefit to her and often gave praise and commendation for the good seen at the same time.

Thirty-three official visits were made to Boards of Education, and it is here that we feel sure that our best work has been done. These meetings have been informal to a large degree, and together the boards and superintendents have planned their work for the future.

Acknowledgments.—The county will this year lose two of its best educators, Principal Theo. J. Green, of Franklin Furnace, who becomes supervising principal of the schools of Rockaway, Morris county, and Principal A. O. Smith, of Sussex borough, who goes to a principalship at New Durham, Hudson county. These men have been very active in school affairs in our county, and in this way we wish to show our appreciation.

We would kindly acknowledge the many courtesies and sincerely thank you for the valuable assistance rendered by you and your able assistants from time to time.

UNION COUNTY.

WILLIAM J. SHEARER, SUPERINTENDENT.

To Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—In addition to my statistical report, I wish to make a very brief statement comparing the present with five years ago. I trust that this will show no little progress upon many lines. The figures have been taken from the State Superintendent's Annual Report, where it covers the several points.

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Accessibility of County Superintendent.—Five years ago, if there was an unexpected vacancy in the county, the schools had to be dismissed for days until a teacher could be found. Now the County Superintendent can be reached by telephone at his home or office any time during the day or night, so that a substitute can be provided on short notice and it is seldom necessary to dismiss any classes for want of a teacher.

When a member of the Board of Education is in doubt concerning some points, it was necessary to adjourn, and spend part of the day looking up the County Superintendent. Now they can get his opinion any time by delaying only a few minutes. In this, and in other ways, the County Superintendent has been brought into closer touch with each Board and member of a Board of Education. If the statement of the members of the Board of Education are to be relied upon this has been a source of benefit and satisfaction to all concerned.

Visits.—Formerly the visits of the County Superintendent were few and far between. In recent years each school has been visited from two to fifteen times; while the use of an automobile now enables me to get around quite frequently. Last year every school, with the exception of three, was visited in May. All were visited in June. All will be visited in September. The effort is made to help those who most need help.

Buildings.—For years an unsuccessful attempt has been made to build schools in certain sections of the county. Within the past five years from one to four schools have been provided in Cranford, Fanwood, Garwood, Linden, Mountainside, New Providence, Roselle, Springfield, Summit, Union, Westfield. This includes eleven out of thirteen districts in the county.

The State Superintendent's report shows that during the last five years the value of school buildings has increased $181,090. If to that amount be added $80,000, which will be the cost of buildings under way in the county districts, and also those under way in the city districts, the increased school value for the time will be about $400,000. This is about 50 per cent. increase over cost of all built since the establishment of the public schools. In most cases the Boards of Education co-operated. In some the County Superintendent was criticised for his persistency.

Teachers' Professional Spirit.—There has been a marked improvement in the professional spirit shown by the majority of teachers. This has been shown not merely in the securing of higher certificates and in the following of reading courses, but

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in the attendance upon the County Association meetings. Up to within five years ago, the meetings were held in a single class room and attended by thirty or forty teachers and addressed by local talent.

Since that time they have been held in the large assembly room of School No. 2, attended by from one hundred and fifty to two hundred, and addressed by some of the most prominent educators of this and other States, including those of national reputation.

Salaries.—Five years ago, the average salary paid to teachers was considered quite fair. The State Superintendent's report shows that the average salary paid to male and female teachers last year was an increase of one hundred and ten dollars a year over that paid five years ago.

Character of the Training Demanded.—The Boards of Education have continued to increase their demand for well trained teachers. The number of teachers holding third grade certificates has decreased to seven. But for very good reasons these would not be retained.

Supervising Principals.—Five years ago there was but one supervising principal in the county who devoted his whole time to supervision. Now nine out of seventeen districts have those who devote all their time to supervision. In three others, there are those who devote part of their time to supervision. In the others, because of scattered school population, closer supervision is not practicable. At the present time 17 2-3 per cent. of the pupils are under close supervision. I think every district will acknowledge that the County Superintendent has something to do with this result.

Drawing and Music.—Five years ago there was scarcely a teacher of drawing and music. Now more than 70 per cent. of the pupils are under the instruction of those who are specialists in these subjects.

Additional Money Provided.—If I have read the report of the State Superintendent aright, the amount expended five years ago was $306,301. Last year it was $505,998, an increase of $119,697.

Additional statistics might be given. Are these not sufficient to show that the authorities of Union county realize the importance of the schools and have been working nobly to make the best provision possible?

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WARREN COUNTY.

F. T. Atwood, Superintendent.

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

Dear Sir:—I herewith respectfully submit my annual report for the year ending June 30th, 1904.

Upon comparing this with my first report made in 1899 the following shows some advancement in the schools of this county. In 1899 the total amount available for school purposes was $105,803.14; in 1904 $130,931.85—a gain of over $25,000. The percentage of attendance has increased from eighty-nine to ninety-two. The teachers and pupils have been untiring in their efforts to better the attendance. Teachers, parents and pupils realize the loss following even one day's absence from school work. Taking into consideration the inclement weather of the past winter, the good attendance is worthy of commendation. There were 230 pupils not absent or tardy during this year and 167 in 1899. The teachers' salaries have been increased from $48.21 for men and $34.06 for women to $56.42 and $40.32 respectively. There are 194 teachers employed in the schools at present, an increase of thirteen. Since my first report the number of grammar grade diplomas granted has been increased from none to 128. One of the most satisfactory reports is along the line of school libraries, as follows: In 1899, amount raised during the year, $285.59; 1904, $751.92. Number of books purchased in 1899, 819; 1904, 1,311. Number of books taken out in 1899, 6,087; 1904, 19,928. Every Board of Education should see that each school has a library and assist the teacher to secure and maintain it.

Successful night schools are being conducted at Delaware Park, Lopatcong township, and the city of Phillipsburg. There are other districts where night schools will be established during the coming winter.

The sum of $50 has been raised this year for the Teachers' Library Association and we have received $50 from the State. The treasurer of the Association has about $80 on hand. This money will be expended for books at the meeting of the Executive Committee early in October. The reports of the librarians who have charge of the six libraries are very encouraging. A larger

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number of books are taken out by an ever increasing number of teachers.

Several teachers have completed the course of professional reading, sent in their notes upon the books read and have received their diplomas. It would be encouraging to grant these diplomas to all the teachers.

The progressive teachers have continued their interest in the meetings of the County Teachers' Association. The best attended and most interesting meeting of the Association was held at Washington on the day of the county exhibit of school work prepared for the St. Louis Exposition.

Exhibits of work prepared for St. Louis were held in nearly all the schools. The best in each school was sent to the township exhibit, where a selection was made by a committee of teachers and forwarded to the county exhibit. Nearly all these exhibits were largely attended and had a tendency to create interest in the schools.

The townships of Blairstown, Frelinghuysen and Hope united in forming a tri-township Teachers' Association, which added to the interest and the use of better methods of instruction in the schools. An effort will be made to form reading circles or local Teachers' Associations in all our larger districts.

The course of study for the county was revised and a four-year high school course was added. The work of the primary and grammar grades may be said to be uniform. The grammar grade examination is taken by all the graded schools and those of the ungraded schools in which the pupils have completed the course of study.

Our Teachers' Institute, which was held at Hackettstown, November 9th, 10th and 11th, 1903, was satisfactory and fully appreciated. The instructors were Miss Maud Summers, W. N. Hailman and Frederick Manley. Mr. Manley returned and gave lectures in Hackettstown and Phillipsburg during the winter. The teachers are grateful to you for the early date of the Institute and respectfully request a continuance of the same. The weather was delightful.

The two meetings of the County School Board Association have been attended by representatives from nearly all the Boards of Education. The meetings continue helpful and enthusiastic.

The transportation of children in Blairstown township has given entire satisfaction and those who were opposed to this arrangement are now heartily in favor of it.

A new school building situated in the village of Carpenterville takes the place of the old stone building located about half a mile from the village. A new school-house at Buttyville is also in the

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process of erection. This will be placed much nearer the center of population than the old one. Belvidere is adding two new rooms and changing the method of heating, ventilating and sewerage to the latest and most approved forms. The new school building at Delaware has been delayed until another year.

Each school under my supervision has been visited at least twice.

It gives me great pleasure to report the continued co-operation and support of school officers, teachers and patrons.

I wish to express my gratitude to the State Department for the unfailing courtesy and help which have always been given me in the discharge of my duties.

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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, SUPERINTENDENT.

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

DEAR SIR—We have found the apportionment of State school moneys, as prescribed by the present school laws, of material support this year in the enforcement of compulsory attendance. Through the local newspapers and through the work of truant officers and of the school officials, it has been made fairly clear to the community that it will receive State school moneys exactly in proportion to the use which it makes of the school privileges made possible by such grant.

The truant officers have also this past year given much more efficient service than formerly. While some parents object to the officers calling to learn the reason for a pupil's absence, the majority recognize the reasonableness of the law. Ignorance of the law itself we find in most instances accountable for its violation. This condition we are gradually remedying by distributing in the community printed copies of those sections of the State School Law bearing upon compulsory education. When we have more printed, we shall include also the section relating to the apportionment of State school moneys.

Teachers and school officers have also made special effort this past year to secure greater promptness and regularity of attendance.

As the result of all above mentioned influences combined, the attendance of this past year has been the best for some years past. The number of those neither absent nor tardy during the year increased one hundred per cent. over that of last year, being 3.4 per cent. of the entire enrollment last year and 1.7 per cent. the year before. Tardiness decreased 36.62 per cent. over the previous year. The percentage of daily attendance increased from 92.05 per cent. to 93.86 per cent., the highest this district has

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shown for over five years past. This marked improvement in regularity and promptness of attendance means great gain in the efficiency of the schools.

So far as this district is concerned the present method of distributing the State school moneys is most satisfactory. It seems to us in every way equitable. The shore resorts suffer great changes in population in the course of a year. Although it was the custom here formerly to take the school census after the summer visitors had supposedly departed, we could never be sure the census was correct. On the other hand, a school census taken after the present law as to the apportionment of State school moneys was passed, gave a less school population than we actually had enrolled in the schools at the time the census was completed. This shows how erroneous such a census may be and how inequitable as a basis for the division of State school moneys. The present law on the subject has also been a decided stimulus to school attendance. It is an incentive, though not the highest, to parents and school officers alike. It would be most unfortunate should the educational policy of the State revert to a less equitable and stimulating principle of distribution.

While the compulsory education law of our State permits and thus recommends the establishment of a parental school in any school district desiring such a school, in practice the law seems applicable in none but the most populous districts. I question whether in Monmouth county, for example, any school district has in its schools a sufficient number of incorrigibles to justify the opening of even one room under the name of "parental school." On the other hand, there is probably no school district without one to several pupils who ought to be segregated, not only from other public school children for the good of the latter, but also from those community and even in some cases home influences most largely responsible for such incorrigibility. It is useless to say that during the hours such children are in school they are under corrective influences. It is the influences and environment external to school that must be controlled if such children are to be reclaimed and saved to society as good, reliable citizens. A parental school or room, therefore, within any school district, could be little more efficacious, if any, than the regular school in dealing with incorrigibles, unless such school could have control of them twenty-four hours of the day in loco parentis. It would seem best, therefore, that such schools should be located in the country, on lands which could be cultivated by the pupils under direction, when not busy in the school room. A child transferred to a school so located and conducted with such industrial features as would give him healthful employment out of school-room

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hours, would meet both needs above shown, viz.: It would separate him from the large mass of school children and also remove from him the environment which could not otherwise be controlled for his betterment.

So far, therefore, as this dictrict is concerned—and ours must be the situation of most districts of the State except the most populous—a county parental school is the desideratum. Located on good farming land, conducted as industrial schools and in charge of the ablest and best paid teachers, such schools would be a godsend to many. To assure proper maintenance and standards in such schools they should be under State control exclusively and maintained by State moneys. The whole problem is too large a one for full discussion here. From the standpoint of our educational needs, however, it is to be hoped that this phase of public education may soon become incorporated by law in our State school system.

The ever persistent force of the salary schedule of New York City continues to draw away from us our teachers. When the contracts were renewed in April for the coming year only two teachers declined to return. Since signing their contracts three have requested release, two because called to much better paid positions in the High Schools of New York City and one of the Trenton Model School. In the last four years the High Schools of New York City have drawn from our High School five excellent teachers. Yet we suffer no more in this respect than other communities surrounding the great city. However, the law of compensation is at work in these conditions also. It has been necessary here, as elsewhere where such conditions obtain, to adopt a higher standard of salaries for our teachers. This they deserved before the New York City schedule went into effect.

The real compensation, therefore, is a higher appreciation by the people of the services of the teachers. I am glad to say that with the exception of the teacher whose unusual power as a teacher the Trenton Model School is fortunate to secure, our elementary teachers are all to return to us this coming year.

The increasing demand in this community for a college training for children is one of the most encouraging features of the High School work here. During the past two years about fifty per cent. of our High School graduates have gone or are going to college. This High School is now represented by its graduates as students in Columbian University, Cornell and Syracuse Universities and Adelphi College. The coming year will add Wellesley and Bryn Mawr to the list. Others are preparing for still other colleges. The college spirit, and by that we mean the desire for the broadest education to be obtained, has been much stimulated by the privi-

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lege of admission by certificate granted to the Asbury Park High School during the last two years by twenty-three of the leading eastern colleges and universities.

The school library continues to be of increasing usefulness. It numbers now 2,134 volumes, 662 volumes of which are in the section known as the reference library of the High School. It was thought last year that the increasing use of the public library by the school children was curtailing the use of the school library. Such opinion must have been erroneous, for the circulation of books from our school library increased this past year 2,391 volumes over the previous year, and reached a total of 6,566 volumes. This is by far the largest circulation we have ever had in any one year. We hope it indicates substantial strengthening of the reading habit. The circulation of juvenile books from the public library shows also a decided increase. These facts are pointers in the right direction and are encouraging to all concerned.

While the past year has shown marked progress beyond previous years in attendance, thoroughness of instruction, growth of school spirit, earnestness of purpose in study, and in public appreciation of the work of the schools, we realize too keenly the possibilities of accomplishment yet before us to be other than stimulated to more earnest and painstaking endeavor in the future.

ATLANTIC CITY.

CHAS. B. BOYER, 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, 1904. We have not had sufficient school-rooms for the accommodation of our pupils during the past year. This condition existed in both the upper and lower end of the city, and, as a result of the same, our first grades in the Texas and New Jersey Avenue schools attended only half days. Steps have however been taken by the Board of Education to obviate this difficulty, and a lot, 125 by 165 feet, at the corner of Madison and Rhode Island avenues, has been purchased, and plans have been adopted for the erection of an eleven-roomed school building during the

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coming summer. This will give ample school facilities for the upper end of the city, and it is earnestly hoped that similar steps will be taken for a similar building in the lower end of the city.

If this should be done, the school facilities for both primary and grammar grades will be ample for some years to come.

The attendance during the past year has been better than former years. We have had considerable sickness among our school children and had it not been for this our attendance would have been still better.

The total enrollment has not increased any during the year. Our enrollment was equal to that of the school years 1902 and 1903, but did not exceed it.

No radical changes have been made in our course of study. The work of the primary grades has been along scholastic lines similar to former years. Every effort has however been made to better the work, and the results at the end of the school year were gratifying. Reading, the key to all other studies of the grades, has been taught better than heretofore. Much supplementary reading material has been provided, and interest has been maintained. Arithmetic has been better taught than formerly, and the results at the end of the year were highly satisfactory.

Our teachers, as a class, have been better prepared for their work, and have shown a willingness to do the work required of them. Our teachers have shown a desire for improvement along professional lines.

During the winter, a course of six lectures on "The History of Education," was given by Dr. M. G. Brumbaugh, of the University of Pennsylvania. These lectures were well attended by all teachers, and proved to be a stimulus for advanced professional work. During the coming winter another course of lectures, on "The Philosophy of Education," will be given by Dr. Brumbaugh, and we are sure of the fact that this course will meet with the same hearty approval as the one last winter did.

The teachers have organized literary clubs and are doing considerable work along the lines of research and general study. All of these agencies contribute to a broader professional spirit.

About four hundred dollars were raised for library purposes, and the same has been judiciously expended in the purchasing of library books and books of reference.

The manual training course in the primary and grammar grades has been somewhat changed, and raffia and reed work added for all boys of the third and fourth grades. The course in the other grades has been similar to that of former years. Drawing has been well taught during the year, under the super-

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vision of Miss Ruth Drake. More attention has been given to the color work and the study of historic ornament.

The High School enrollment has been much larger than in former years, and on this account the Board of Education elected two additional High School teachers. The courses offered in the High School have been carefully arranged, and many of the students are now preparing for the colleges which they wish to enter after graduation from our High School. German and French have been added to the course as well as higher mathematics and advanced work in Greek and Roman history. A class of thirty-six was graduated last June. This was the largest class in the history of our High School, and shows in a measure the sentiment in favor of a High School education. The class consisted of eighteen boys and eighteen girls, another very striking proof of the value of higher education as manifested by the young men of our school.

Early in May, Mr. Harry P. Miller, Principal of the High School, tendered his resignation, the same to take effect at the end of the present school year. Mr. Miller had been at the head of our High School for the past ten years, and by his skill and executive ability placed the same in the front ranks of High School work in this State. It was with considerable hesitancy that the Board of Education accepted Mr. Miller's resignation. The Board has filled the vacancy thus caused by the election of Mr. George H. Eckles, of Chambersburg. It is earnestly hoped that the principal elected may continue to advance the work laid out by his predecessor, and that still better results may be achieved in the future.

It is not my desire to over-estimate our teachers, but I feel that it is due them to state that with but few exceptions, they are faithful, intelligent and show a commendable spirit of progress.

The salaries of our best teachers have been increased considerably, and in the employment of new teachers unusual care has been exercised to select good teachers and to pay better salaries than heretofore.

There have been no essential changes in the administration of the schools, except that at the end of the present school year the two offices of City Superintendent and Supervising Principal were consolidated, and the Board of Education by a unanimous vote elected me Superintendent of the Public Schools of this city, for a term of three years, dating from July 1st, 1904.

One hundred and twelve regular teachers, five special teachers and one Supervising Principal were employed during the past year.

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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, 1904.

The following statistics will show the enrollment and attendance of pupils during the year:

Total number pupils enrolled,	6,671
Average number on roll,	4,831
Average daily atendance,	4,398
Attendance, per cent.,	91
Number pupils in Kindergarten,	468
Number pupils enrolled in Primary,	3,979
Number pupils enrolled in Grammar,	1,999
Number pupils enrolled in High,	225
The Evening School enrollment,	429
The Evening School, average on roll,	226
The Evening School, average attendance,	195
There were graduated from—	
Grammar Schools,	176
High School,	21
Training Class,	8

The number of pupils enrolled, received an increase in the usual large ratio in this city, owing to the increased number of manufacturing plants which have found permanent location here within a comparatively short time. There has been an additional annex secured to accommodate the overflow of School No. 2. By the occupation of rented buildings for annexes all pupils have been accommodated.

A sixteen-room building, with a large assembly-room, is rapidly nearing completion and will be ready for occupancy in the fall. This is a modern building in every respect and will be the best equipped school building in the city. The architectural defects in our other buildings lately constructed have been carefully avoided in this one.

The High School building while in good condition is not large enough for the city. At the annual ratio of increase for the last four years this building will accommodate the pupils for one more year. It is hoped that a building will be ready by that

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time, as the Board of Education are now considering the matter of erecting a building large enough to accommodate the city for many years. The course of study is now four years, except the commercial course, which is three years. Many students, graduated from the four-year courses, 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.

This year has marked the introduction of manual training, which has met with favorable comment by all interested.

The free evening school was open for five months, four evenings each week.

Practical book-keeping, stenography and typewriting, and elementary grade work were taught. The English class for foreign pupils was well attended and rapid advancement was observed.

The higher grade classes also were regularly attended. In the grades the attendance is more irregular, and falls off toward the latter part of the term. The pupils found in the grades are largely those who require manual work in connection with their studies. I believe that in the near future our evening schools can be held in buildings fitted for manual training work, and thereby be of much greater usefulness than at present, though at present this school is popular and provides an opportunity for many who otherwise would be practically without schooling. It seems but fair to say that the evening school has the same reason for its existence that the day school has and should be as liberally supported.

BLOOMFIELD.

W. E. CHANCELLOR, SUPERINTENDENT.

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

DEAR SIR—For the school year 1903-1904, on behalf of the town of Bloomfield, I beg leave to report that no considerable new enterprise was entered upon, but that several matters were developed to a point at which a report may be of interest.

Two years ago Bloomfield adopted a rather extensive system of manual training, requiring the entire time of four teachers. During the past year we added one teacher, making five for the

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department. Our course was installed with the approval of the State department and at once found great favor with the citizens. For a town of the size of Bloomfied the manual training department is now unusually complete. All of the teachers have been well trained for their respective branches; the pupils have now had sufficient instruction to begin to understand the purpose of the work, and the parents look upon it as no less valuable a feature of the system of instruction than arithmetic and grammar. In fact many regard it as the best feature of the public school system. Our course includes drawing, water color, clay modeling, basketry, knife work, iron work, bench work, cooking, millinery, dressmaking and various other collateral exercises.

For seven years the town of Bloomfield has maintained departmental work in the higher grammar grades of the several complete elementary schools. Our plan has been to have one teacher to take charge of each class for the home lessons and to teach at least two of the main studies in that class. For the other studies pupils go to the rooms of their teachers. The result is that each class of children has from two to four different teachers who are more or less specialists in their several lines of work. Having now carried on this plan for so considerable a period, we are able to report as to its practical value.

The department system is a severe test of good teaching. Where every teacher in the upper grades of a school is a good instructor it is not only safe, but also desirable, to give these teachers the lines of work in which they are especially interested; but if there is a poor teacher in a departmental system such a teacher works a very serious injury, not to one class only, but to all of the classes. One result, therefore, has been the sifting out of the weaker teachers. That this is desirable from the point of view of the child and the point of view of the parent is unquestionable.

The two very great advantages of the departmental system to the children are that they have the same teacher for several successive years and that their teachers are enthusiastic in their respective courses. The long acquaintance of the teacher with the child results in the development of the child's mind, which is the true purpose of education. The enthusiasm of the teacher for his or her specialty kindles a similar enthusiasm in the minds of the children.

There is an incidental advantage to the plan, that it enables us to keep certain rooms for certain subjects. The history pictures, charts and maps are in one room, the science apparatus in another, etc.

It is obvious from our experience that the departmental work

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should not be installed in low grades. In our judgment, such a system should not be attempted in the fifth grade under any conditions and in the sixth grade only for two teachers who may give the work for two classes. A large number of teachers tends to confuse the younger children.

Our plan has worked no detriment at all in respect to overcrowding the children in their studies. The children have worked, if anything, with less friction than with a single teacher, and have come to the High School very much better prepared than they were before. Also, a larger per cent. of children are entering the High School than in previous years.

Our experiment in the employing of men has led us to the conclusion that we are liable to make more serious mistakes in selecting them than in the case of women. We have had in certain of our grammar schools a few young men who have proven themselves to be admirable teachers, fully as good as the most experienced women teachers, but we have also had young men who have not been at all successful. Our conlusion, therefore, is that by paying about two hundred dollars more for the grammar grade men than for the grammar grade women teachers, and by having one such teacher in every department, we can accomplish certain things for both boys and girls that are otherwise unattainable. It is a singular feature of our experience that the girls and the mothers of the girls have expressed more satisfaction in their instruction by a man in two or three studies than have the boys and the fathers of the boys. At the same time public opinion seems to be that every school should have at least one man teacher. Certainly there should be one man teacher in a school if the principal happens to be a woman, and also in the school of the man principal who does no class teaching.

During the past seven years the town of Bloomfield has built somewhat over thirty new class-rooms, about doubling the previous school accommodations. At this time every class-room is occupied and we have had to go into an assembly room for our ungraded class, which takes care of the deficient and incorrigible pupils of the entire town. It will be necessary very soon in the future to provide additional accommodations for the growth of the school population. Our estimate is that we will require four new class-rooms a year.

The allusion above to the ungraded class should properly be followed by a statement that our experience with such a class has been entirely successful. We found a strong teacher who has been able to work wonders with some twenty boys and several girls. In fact our ungraded class is the model class for deportment for the entire town. Further than this, by giving individual

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instruction, we have done for some defective children a work otherwise impossible. At first there was some public opposition to this ungraded class, but the experience of parents with it was so satisfactory that it is now supported by a universal public sentiment. It really costs us nothing, because it enables us to fill our class-rooms with the manageable pupils. It is very much easier to take care of forty-eight good boys and girls than of thirty-five pupils among whom are one or two who are noticeably deficient in mind or incorrigible in conduct.

The town has continued to utilize the county grammar examinations for admission to the High School and has found them very helpful. Their influence on the whole has been for good. It is true that occasionally a nervous boy or girl suffers from the excitement of the tests, but as a stimulus to the mediocre their services are very great.

Bloomfield faced last year the great question of annexation to Newark. On this question the town was sorely divided. A majority of the so-called "leading citizens" and probably a majority of the more thoughtful and wealthier people were in favor of giving up an independent municipal existence and of becoming a ward of the city of Newark. The Board of Education itself was divided, with the weight of opinion in favor of annexation. However, when the matter came to vote the people decided by a large majority to defer annexation until more advantageous inducements had been offered by the great city to the south. The school question was one of several which influenced this decision. The town of Bloomfield has been unfortunate in the past few years in the animosities aroused by the secession of the borough of Glen Ridge and by this proposition of annexation to Newark. It is sincerely hoped that the future will see the factionalism decline and a more harmonious tone of public sentiment take its place.

There is, however, a singular metamorphosis in course here. We are increasing rapidly our proportion of factory employes and are becoming an industrial community. While one would not care to submit an exact statement, it is probable that more than half of the people of Bloomfield are dependent upon the mills and factories for their employment, while a considerable number are farmers, and possibly a quarter is composed of the families of business men of New York and Newark. In short, the tendency of Bloomfield is cityward and the affiliation of the people are gradually becoming closer and closer to Newark. What the outcome will be it is unsafe to predict, but that the discussion is unfavorable to the development of the schools no one can question.

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BORDENTOWN.

WM. MACFARLAND, SUPERINTENDENT.

Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—The school accommodations of this city are ample. The rooms are commodious, have modern heating and ventilating methods and are well lighted. Except in architectural beauty the buildings are all that can be desired.

The standing of education is greatly improved by the fact that all the teachers are interested and work harmoniously for thoroughness in the fundamental principles of essential subjects.

Permanency of position is offered and changes in the teaching force are rare.

Salaries are not high, but teachers prefer peace and harmony here rather than uncertainties elsewhere; so the work goes uninterruptedly on, a condition which adds greatly to the efficiency of the schools, and with which the citizens feel satisfied.

We believe in encouragement rather than coercion in education. Crowding the course of study with fads and cramming the pupils' minds with smatterings of many subjects do not form a part of our educational system.

First and foremost in importance is the ability to use good English, then the three R's until the High School is reached, when other studies may be added, but nothing dropped entirely. Hasty acquaintances are soon forgotten. We must live with people that they may have abiding places in our memories. The same is true of education, we must live with the subject that we would absorb and master.

The problem of holding pupils until the course is finished is still unsolved. For every 100 pupils in our primary, we find but 72 in the grammar department, and only 14 in the High School. Just why 86 out of every 100 pupils fail to accept such school privileges is a subject for study.

The advantages offered pupils in well graded classes is being fully recognized by the rural people, and they are yearly more attracted to our schools. Trolleys and stone roads leading into the city greatly facilitate such attendance.

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BRIDGETON.

E. J. HITCHNER, SUPERINTENDENT.

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

DEAR SIR—I submit the annual report for the City of Bridgeton.

The Board of Education as Builders.—A ten-room building, made of brick and stone, and modern in every detail, was completed and ready for occupancy on the first of September—the date stipulated when contract was given. The appropriation asked for not only built and equipped the school house, but graded the lot, paved walks with best of flagging, planted and boxed thirty trees, erected an expensive flag staff and turned about two hundred dollars back into the city treasury. This new experience inclines Bridgeton to respect the higher school authorities, who suggested and passed laws giving to Boards of Education the control of all school affairs.

Truancy.—This year the Board employed, and thus fully controlled, a truant officer. While the winter was cold, the truants have had the warmest season in their lives. A tactful truant officer, equipped with information furnished by the teacher, doesn't afford a truant much aid and comfort.

REPORT OF TRUANT OFFICER.

BRIDGETON, N J, ...190

Name, ...
Residence, ...
Name of Parent or Guardian, ...
School, ... Teacher, ...
Remarks of Teacher, ...
.....
.....
.....
Action Taken, ...
.....
.....
.....
Signed, ...
Truant Officer.

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These forms are sent to the Superintendent's office and each morning the officer calls for them, and thus his attention is called to specific, definite work each day.

Besides, with a name once recorded on a register, we can know the whereabouts of an individual any and every day.

Others may have plans better than the above, but this is written with the thought that it may possibly help somebody.

A history of our year's work would present but little that would differ from the history of most small cities. Our schools are entirely free from politics, nor are they subjected to political methods. Members of the Board of Education are chosen from among the very best in the city, consequently the administrative end of our schools is excelled by none.

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 are pleased to report that by the opening of the schools in the fall the need of increased school accommodations will be met, and we shall probably be able to receive every child who applies for admission. Two new buildings and an addition to a third are now under construction. Each of the new buillings will contain two kindergarten rooms and two manual training rooms on the ground floor and six class rooms, each provided with a cloak room, on each of the two upper floors. The double-fan system of heating and ventilation is used in each case. While additional accommodations were being provided, the whole problem was very much complicated by the partial destruction by fire of the Kaighn School. The damage done was sufficient to render the entire building untenable, and the age of the building was such that to restore it to its former condition seemed to be an entirely inadequate solution of the difficulty. In view of these conditions and with a view to the investigation of other schools in the city as to their safety, protection from fire, heating and sanitary apparatus, the Board of Education requested City Council to appoint a Commission to determine the proper course of

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action. This Commission was appointed. It consisted of two members of City Council, one experienced builder, one experienced school superintendent and one lawyer. The services of the Chief of the Fire Department and Building Inspector were at the disposal of the Commission. After making a thorough inspection of the various school buildings this Commission recommended that an entirely new building be erected on the site of the Kaighn School, that fire escapes be provided at four schools, entirely new heating apparatus at four schools, new sanitary lavatories at ten schools, that the stairways in two schools be torn out and the interior construction changed entirely, and other lesser alterations. City Council has issued the necessary bonds to carry all these recommendations into effect, and the Board of Education expects to complete a considerable part of the work this summer. When this work is completed the school buildings of the city will be in excellent condition. There have been no notable changes in the administration of the schools during the year. The work has been prosecuted with a reasonable degree of regularity.

EAST ORANGE.

VERNON L. DAVEY, SUPERINTENDENT.

Superintendent C. J. Baxter, State Department of Public Instruction:

DEAR SIR—In my last report the matter of teachers' salaries received some attention, and it was suggested that an increase was apparently necessary if the best teachers were to be held. It is a pleasure to state that the Board of Education has adopted a resolution making seven hundred and twenty-five dollars the maximum salary for kindergarten, primary and grammar grade teachers, except in the departmental positions in the higher grammar grades, in which the maximum is fixed at eight hundred dollars.

Although these salaries are much below those paid in New York City, our teachers generally feel that conditions here are much more disirable than there, and it seems probable that very few will change to secure the larger amounts.

The number of changes in the teaching force at the end of

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June, 1903, was unusually large, reaching nearly twenty-five per cent. of the entire list. At the end of June, 1904, it was only ten or twelve per cent.

The following resolution looking to tenure of office for principals was also adopted:

"As a declared policy of the Board, be it

"*Resolved,* That any principal, after three years of continuous service, may be appointed to serve at the pleasure of the Board by a unanimous vote, and may be dismissed, after a fair and impartial hearing, by a majority vote."

The continuous growth of the place has resulted in serious congestion in two buildings. Contracts were, however, drawn in April for the erection of a fourteen-room building in the most crowded locality, and the indications are that it will be open for the admission of pupils at the beginning of the new year.

This building will contain commodious and especially attractive teachers' rooms and offices, a manual training room and an assembly room seated with six hundred opera chairs. Special features of the kindergarten will be an open fireplace and a toilet room connected with the cloak room and containing a water closet for the sole use of the children of this room. The corridors will be twelve feet wide. The ventilation will be by means of fans driven by electric motors. The heating will be by indirect steam, supplemented by direct steam. The cost, exclusive of land, will be about eighty-five thousand dollars.

With the completion of this building every school, except the Nassau and the High, will have from one to five vacant rooms, and it is confidently hoped that no more buildings will be needed for several years—with the probable exception of a large addition to the High School.

The Board of Education last winter arranged for a course of free popular lectures to be held, one in each of the six grammar schools. The interest and attendance were such as to lead the Board to feel justified in planning to arrange a similar course for the coming year.

The offer of the free use of a lot near the Columbian School induced the Board to make an appropriation of a hundred dollars for the purpose of carrying on a small school garden in connection with that school. The principal, Mr. Coe, was given entire charge and carried the plan through with success. Fifteen boys, who had pledged themselves to care for their plots through the entire season, were appointed as gardeners. Flower beds were combined with plots of garden vegetables and considerable enthusiasm was manifested by the gardeners. It is probable that the plan will be repeated next year on a somewhat larger scale.

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The general conduct of the schools has continued in lines much like those of the preceding year. There have been no marked innovations in subjects or methods.

The spirit and effort of the teaching force have been all that could be desired and the result has been satisfactory.

ELIZABETH.

WILLIAM J. SHEARER, SUPERINTENDENT.

To Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—During the past year the schools have moved along quietly in the right direction.

Though two additions were built to School No. 5, and one to School No. 8, we still are unable to properly accommodate those who seek admission. To do this it will be necessary for the Board of Education to build one twelve-room school yearly. Prrovision has already been made for a twelve-room school to be ready as soon after January 1st, 1905, as possible.

During the year the Board of Education has revised the rules governing the schools. The following are some of the features which may be worthy of mention:

Organization.—Superintendent elected for a term of seven years. Secretary elected for a term of five years. Medical Inspector elected yearly.

Committee on Attendance appointed to direct the Chief Attendance Officer in the performance of his duties.

Appointments.—An accredited list of teachers to be kept by the Superintendent, who is expected to recommend suitable persons to fill vacancies which may arise. Teachers to be employed for a term of five months, at the end of which time, if the work is satisfactory, teacher is to be given permanent position. If the work is unsatisfactory, teacher to be dropped. If the teacher's work gives promise of ultimate success, the teacher to be permitted to continue until the end of the year and then either given permanent place or dropped. Those given permanent positions are never re-elected, but hold positions during efficiency.

Principals are required to follow teachers closely and report to

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Superintendent character of the work done by each teacher. Committee's recommendation of teachers must be based upon experience, merit and fitness, and to be ascertained, so far as possible, from the official records of the Board.

Salaries.—Salaries have been graded with regular increase of from twenty-five to seventy-five dollars yearly for six years. Every teacher receiving a mark of eighty per cent. from Principal and Superintendent is entitled to regular increase.

Certificates.—Certificates granted by Board of City Examiners. This Board also examines for admission to High School and Normal Training Class, and may accept satisfactory evidence of work completed in other schools.

Certificates are of three grades: 1. Professional Certificates; is granted in accordance with rules of State Board of Education. 2. High School grade, granted to those holding State certificate. 3. Grammar and Primary Certificates, granted to those passing in Psychology, Science of Education, Drawing and subjects required for a first-grade county certificate.

Applicants for principalships must hold Professional State Certificate, and must be able to prove past efficiency.

In other respects the rules remain about as they have been in previous years.

GLOUCESTER CITY.

HORATIO DRAPER, SUPERINTENDENT.

Hon. C. J. Baxter, State Superintendent:

DEAR SIR—In looking back over the past year's work, one of the most gratifying incidents is the increased interest taken by parents in the work of the schools. It is true that we still have quite a number of children who do not attend school, and whose parents, from causes apart from the school management, manifest an indifference about the educational interests of their children; we note, however, with pleasure, that this class is gradually growing less. The appointment of a truant officer has, at times, been discussed, but the consensus of opinion, up to this time, has pointed to other curative methods—persuasive and educative, rather than coercive.

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We must, too, acknowledge that, in attendance, our number of "late" cases is still very large, and that the improvement, during the year, under our methods, was not so marked as we had hoped. We think, however, that we are handling this phase under methods the least objectionable from educational, phychological and moral standpoints.

With us it is axiomatic that while all good efforts should be noted and encouraged, yet that no child should be paid for doing his duty; therefore, to secure attendance, or promptness of attendance, we give no time off, or in any way confer privileges. We believe that our schools should aid to make good citizens; and we try to impress upon the minds of the children that the greatest reward is the self-satisfaction that one has in doing his duty. Of the two evils, we prefer lateness to purchase.

In study courses, we are working along the lines explained in our report, 1903.

In our smaller towns, etc., it is no small accomplishment to elaborate a course of study that will give general local satisfaction —the course has to run the gauntlet between two lines of thinkers. The parent that has a child in school is, as a rule, impressed and pleased with the curriculum that gives a smattering of Latin, German, Chemistry, etc., while he who has a boy out at work, whose wages, etc., depend upon his ability to figure accurately and quickly, to compose readily and grammatically, looks with suspicion and disfavor upon a curriculum that does not give pronounced prominence to English Grammar, Arithmetic, Composition, Penmanship, etc.

By the way, speaking of penmanship, the question of the merits of the vertical and slant systems has become of sufficient importance for our State authorities to make an effort to secure a general expression of opinion not only from the teachers, but also from the business men, merchants, etc., of the State.

The good words that we were able to say, in 1903, of the commendable efforts of the School Board and the school teachers of Gloucester City, we have no reason to revise in 1904.

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HOBOKEN.

A. J. DEMAREST, SUPERINTENDENT.

Hon. C. J. Baxter, State Superintendent:

MY 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, 1904:

The following table shows the enrollment and attendance of pupils, and the number of teachers employed during the years 1903-1904:

Total number of pupils enrolled,	10,362
Average number of pupils enrolled,	8,328
Average daily attendance,	7,522
Number of pupils in Kindergarten,	1,155
Number of pupils in Primary Department,	5,630
Number of pupils in Grammar Department,	2,752
Number of pupils in High School,	239
Number of pupils in Night School,	586
Number of teachers employed,	210

School Accommodations.—For the past four years, our system has suffered from the want of adequate school accommodations. When our new school building, which will be known as School No. 8, will be opened in September, I hope to be able to report that every child of school-going age, who wants to attend our schools, will find a place in a commodious and sanitary school-room. School No. 8 is regarded by school experts as one of the finest school buildings in the State. It will have a seating capacity of 1,600, and will cost about $140,000. The importance of proper lighting, heating, ventilation and sanitation has been carefully considered, and as a result we have a building which will satisfy the most exacting demands.

Course of Study.—The new course of study, which was prepared by the Principals in conjunction with the Superintendent, has been in use for one year. It provides for semi-annual promotions to take place in February and June. It has been found by experience that the interest of the pupils is held better, and that greater results are obtained by semi-annual promotions than by the old practice which required every pupil to spend a whole

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year in a class. A new course of study has been prepared and put into practice in the High School. The course in English has been so arranged as to meet the requirements for college entrance.

High School.—Our High School is steadily advancing, both in the character and scope of the instruction given and in the standard of efficiency required of the pupils. The standard of our High School has been recognized by several colleges and universities, by admitting our graduates to those institutions without examination. The schools and colleges granting our High School this privilege are the following: Cornell University, New York University, Rutgers College, Rutgers Scientific School, Lafayette College, New Jersey State Normal School and the Normal Schools of the State of New York. The Regents Department of the State of New York also recognizes the certificate of the school as entitling the holder to admission to medical and law schools under the jurisdiction of the department.

The Board of Education has made provision to install in the school a scientific laboratory which will give every pupil in the science department an opportunity to do individual laboratory work.

The Kindergarten.—A well-equipped kindergarten, under the care of experienced kindergartners, is maintained in each school. From the time that the kindergartens were established, in 1897, they have met with popular approval and are recognized as an established part of our school system. There are a few people, however, who look upon the kindergarten as a day nursery. These people have never taken the trouble to estimate the value of such training and naturally jump at conclusions through a process of illogical reasoning or from sheer ignorance of the principles of education.

Teachers.—In order that all the teachers of our system might have the advantage of a college extension course without cost, the Board of Education established a college extension lecture course in connection with the Teachers' College, of New York City. The course consisted of twenty lectures on English Composition. At the conclusion of the course, the Teachers' College gave each teacher, who had done satisfactory work, a certificate of credit.

It is not my intention to over-estimate our teachers, but it is due them to state that there has been a steady advance in the

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general character of the teaching. As a rule, the teachers are interested in their work, and the majority of them go to their class-rooms with their work carefully prepared.

The death of Miss Jane McCausland, which occurred on August 31st, 1903, was an irreparable loss to our schools. For thirty-two years she served in a most acceptable manner as a teacher in School No. 3. Every one associated with Miss McCausland recognized her fine sense of honor and unselfish devotion to her profession, which makes her loss so keenly felt. She was one of the three teachers of this city who was instrumental in organizing the State Teachers' Retirement Fund, and her work in promoting the interests of this movement was characterized by untiring enthusiasm, undiminished by the passing years.

JERSEY CITY.

HENRY SNYDER, SUPERINTENDENT.

Hon. C. J. Baxter, State Superintendent Public Instruction:

DEAR SIR—The following statistics show the enrollment and attendance of pupils and number of teachers employed during the year 1903-1904:

Total number of pupils enrolled,	31,497
Average register,	25,947
Average daily attendance,	24,439
Number of pupils enrolled in Primary Department,	22,059
Number of pupils enrolled in Grammar Department,	8,277
Number of pupils enrolled in High School,	651
Number of pupils enrolled in Kindergarten,	407
Number of pupils enrolled in Normal Schools,	103
Number of teachers,	649

From the Grammar Schools there were graduated 963 pupils.

The number of pupils graduated from the High School was 54 in the four-year course and 15 in the two-year course.

From the Training School there were graduated 44.

There were five Evening Schools, of which one was a Technical School. The attendance of pupils was as follows:

	Males.	*Females.*	*All.*
Total number enrolled,	2,093	606	2,699
Average attendance,	557	223	780
Percentage of attendance,	80.3	84.1	81.3

The problem of supplying sufficient accommodations for all pupils continues to be a most important one. The growth of the city

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is so rapid that it is exceedingly difficult to secure sufficient funds for the erection of all new schools needed. Last year, after all available means had been pledged for the completion of new schools in course of erection or projected, and it was found that still more accommodations were needed, the Board of Education resorted to the expedient of building temporary buildings. Eleven of these, one story high, and containing two class rooms each, were erected. The same care was exercised in the appointment and equipment of these buildings as has been applied in the erection of permanent buildings. They are very convenient and commodious structures, and have proved very useful. By means of the buildings erected last year, both permanent and temporary, it has been possible to admit all pupils who applied for admission. During the past school year, therefore, no pupil has been refused admission. It will be the aim of the Board of Education and the city authorities to maintain this favorable condition.

The Board of Education last winter took steps to enforce the Compulsory School Law. An attendance officer was appointed. He is assisted by two police officers, detailed by the Police Department. These officers have been active in the performance of their duties. The good results of the establishment of the attendance department are already apparent.

Among the evening schools maintained last winter was the Evening Technical School. In this school special attention was paid to freehand drawing, mechanical drawing, architectural drawing, clay modeling, designing, algebra and geometry. The school proved very popular and was unusually successful, as shown not only by the attendance during the term, but also by the exhibit of the work of the pupils which was given at the close of the term.

A new High School building is assured. A plot of ground, eight acres in extent, has been purchased at a cost of $92,000. Plans have been adopted and contracts in accordance therewith awarded. Arrangements have been made for beginning the construction on July 6. The Board of Education has given much attention to the details of the building, which will undoubtedly be a model High School building in every respect.

From the brief intimations which I have given above, it is apparent that decided progress has been made during the past year.

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MORRISTOWN.

W. L. R. HAVEN, SUPERINTENDENT.

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

DEAR SIR—The attendance in our schools during the past year has been larger than ever before. Some of the classes have been too large to allow the teachers to do their best work. This has been especially true in the lowest grades, where the enrollment has at times been considerably above fifty. This is twenty more than a first grade teacher should be required to teach. This condition will be relieved during the coming year by the operation of the recent school law which has changed the boundaries of the school district and set off about one hundred and fifty pupils who were formerly in this district. It was in anticipation of this change that the Board failed to provide additional room a year ago. They purchased a lot at that time and will doubtless find it necessary to build upon it in the near future. The township Board of Education has provided in a very liberal manner for the accommodation of the pupils set off from the Morristown district by the erection of two commodious buildings and an arrangement with the Morristown Board to care for those not living within easy reach of these buildings and for the High School pupils of the whole township.

The work of the schools has been carried on along substantially the same lines as in former years. We aim to keep constantly in mind the fact that it is the province of the public school to make of the pupils good citizens. This can only be done by teaching self-control, self-respect and respect for others. Knowledge is not always wisdom and to teach the branches laid down in a course of study is not always to develop true manhood and womanhood.

We graduated in June twenty-four pupils, some of whom have entered higher institutions and others are taking good positions in this community and elsewhere.

Our High School department is fuller than ever before, which serves to emphasize the fact that Morristown needs a High School building.

The teachers have done faithful work and most of them will remain during the coming year.

Other items of interest concerning the work of the year will be found in my statistical report.

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MILLVILLE.

HARRY F. STAUFFER, SUPERVISING PRINCIPAL.

To Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—I hereby submit my fourth annual report of the Millville public schools for the year ending June 30th, 1904.

The average enrollment has increased over last year from 1,824 to 1,947, and the average daily attendance from 1,538 to 1,653. These figures show progress along one line of school interest, and they suggest forcibly that provision must be made not only for present needs, but also for increased facilities for the future.

The Compulsory School Law.—Up to the present year no attempt was made to enforce the complsory school law, but at the December meeting of the Board of Education action was taken looking to that end. A truant officer was appointed. The teachers were requested to send to the supervising principal's office the names of children who were considered habitual truants or who attended irregularly, together with the name and address of the parent. A typewritten notice requesting the child to come to school within five days was sent to the parent or guardian; at the end of that time, if the child was not in school or if a reasonable excuse was not given by the parent, a personal visit was made by the truant officer. In most cases the child came to school without further action. But once a police officer was put in service. One of the hindrances to a proper enforcement of the law is that there is no census of the children of school age, and so it cannot be ascertained accurately how many children in the city of school age do not attend school. The law makes it compulsory upon parents to send children between seven and fourteen years of age to a day school every day while such school is in session, but we do not enforce the law to that extent. Boys who had worked in the factory for several years and who were closely approaching the age limit were not compelled to attend. Children who had attained the age of from ten to thirteen years, who came from homes in which morality was not at a premium, who had never attended school before, and who would have been obliged to enter the primary grades with the five-year-olds, were not compelled to attend, for it was thought better to have a few

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children remain illiterate than to taint the morals of an entire room of innocent children. Until we establish a room for habitual truants and care for such children as will exert a demoralizing influence over the rest of the school, this practice had better be continued.

Drawing.—Three years ago drawing was introduced into the High School, not alone because it was considered necessary, but in order that the High School might remain on the list of approved High Schools of the State. A teacher was elected to teach the subject one day in the week. This proved very unsatisfactory, but enough interest was created in the minds of the members of the board to investigate the importance of teaching this subject in all the grades, and at the June session of the board it was unanimously decided to introduce drawing into all the schools of the city. A supervisor of drawing, devoting her whole time to this work, was elected, a course in drawing was adopted, and we are hopefully anticipating a successful year's work.

School Accommodations.—An increased enrollment of 123 pupils is the equivalent of three additional rooms of forty-one pupils each, yet we have accommodated these pupils without extra room. The Western school is full to overflowing in the primary grade; both the Northeastern building and the Culver building have more pupils enrolled in some of the rooms than they have seating capacity. The facilities of the High School building are not what they ought to be. One grade is accommodated in the basement and the drawing teacher does her work in a similar room. It was never intended by the projectors of the High School building that these rooms should be used for school purposes, and the complaints of poor eyesight, headaches, etc., from pupils attending school in the basement are forceful reasons why provision should be made to secure rooms in which there is a proper amount of light, of heat and facilities for ventilating properly. At the March meeting of the board it was decided to examine plans looking to the erection of a modern sixteen or eighteen-roomed building in place of the old Culver building and ask the council for an appropriation. On account of the debt incurred by the city in installing a sewage system the city council did not see fit to grant the appropriation necessary.

Half-day sessions have been abolished in June. Instead of teaching until the last Friday in June with half-day sessions, we close about the middle of June with full-day sessions.

Telephones have been placed in all the school buildings and connected with the supervising principal's office.

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The adoption of a salary schedule and the requirement that all teachers must possess valid certificates before being recommended for increase of salary is enforced by the board.

An increased appropriation for additional supplementary reading was made during the year.

A new course of study for the High School with choice of electives was adopted in the fall of the year.

MONTCLAIR.

Randall Spaulding, Superintendent.

To Honorable C. J. Baxter, State Superintendent:

Dear Sir—The problem of providing increased seating accommodations, one that rapidly growing suburban communities have always with them, has been pressing for solution during the last year. In the early part of 1903 plans were worked out for the building of a new Central Grammar School, and the sum of $70,000 was voted by the town for this purpose. A site that cost $22,500 was purchased at that time. So great, however, was the increased cost of building that this sum was early discovered to be totally inadequate, and the whole matter was deferred for one year. Plans have now been drawn and accepted for a building that will cost nearly double the above mentioned sum. The completion of this building will make possible the withdrawal of three highest grade grammar classes from the High School building and afford the High School the room that it needs; it will also abolish the necessity of further colonizing in outside rooms that are almost never well suited to school purposes. Three such rooms had to be used during the past year.

The erection of another large building at the Central School suggests the fact that our policy in regard to the higher grammar grades is one of centralization. With the exception of one school quite distantly located at the north end of the town all these grades may conveniently enough assemble at one point. This plan makes for economy of administration in the use of books and apparatus, in closer grading of the pupils, in the assignment of departmental work and in the convenience of supervision.

It should be said, however, that we are not yet so convinced of the superiority of the departmental plan as to employ it in grades

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below the highest grammar. In this grammar grade a part of the work may properly be classed as secondary in character. We are aware that there are sound reasons both for and against departmental teaching. In the High School it is a necessity.

Our elementary course of study, recently revised, has been during the year fairly tested and we are not disposed to curtail the number of subjects. Life has become so complex that no child can be passably intelligent if trained only in the meagre curriculum of fifty years ago. The question of to-day is not one of curtailment, but of correllation of subject matter and of skill in administration and teaching.

During the past year considerable interest has been awakened in the teaching of geography by securing a course of lectures from a distinguished expert in that subject. Another also of our larger schools has been equipped with a stereopticon and the instrument has been much in use. Such an equipment has become an easy matter now in most of the larger towns, since the electric current is easily obtainable.

Vacation schools have been conducted during the long summer vacation and with gratifying results. The old notion that the obligation of the community to educate is limited to set times and seasons is pretty thoroughly dissipated. The playing of co-operative games, and in the open air, that is so prominent a feature of the summer school, will, it is hoped, have a wholesome and reactive influence upon the regular school work.

An experiment has been tried in school gardening, and with such success as to warrant its continuance. The pupils are by this means brought more regularly and therefore intelligently in touch with life processes than by excursions to wild nature. Both are desirable, the one for intensive study, the other for broader knowledge and interest.

We have concluded that the application of tests for defective sight and hearing, which are now made by the class teachers under the general direction of the special instructor in physical culture, may be omitted on alternate years in case of those pupils who have hitherto been normal. During the past year, therefore, we have examined about six hundred pupils who were either new to the school or who had previously been found to have defective sight. Of these seventy-five were in need of glasses, of whom nine were supplied by charity. Three hundred were examined for hearing.

The increased number of classes in our public school system has brought us to a condition in which a single instructor was no longer adequate in our art department. The dividing line, therefore, has been run between the fifth and sixth grades. All the

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work of this department in the fifth year and below has been placed in the hands of the instructor in clay modeling, who is aided by half the time of a new assistant. The clay modeling, which has been developed to a high state of efficiency, and for whose use a kiln has been built by the instructor in which the completed models may be fired, is properly considered to combine the best features of handwork and art. The art work in the sixth year and above is still conducted efficiently by the same instructor as heretofore.

NEWARK.

A. B. POLAND, SUPERINTENDENT.

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

DEAR SIR—I take pleasure in submitting the following report of the public schools of the city of Newark for the year 1903-1904:

The receipts and expenditures for the year of this report are as follows:

CURRENT EXPENSES.

Receipts.

State.		
Appropriation,	$150,504 37	
Appropriation,	27,258 94	
School Tax,	254,425 70	
Manual Training,	5,000 00	
School Library Fund,	90 00	
		$437,279 01
Municipal.		
Balance from 1902,	$5,068 77	
Common Council, Tax Ordinance,	571,000 00	
Common Council, Contingent Fund,	50,000 00	
Common Council, Additional Appropriation,	6,000 00	
Common Council, Manual Training,	5,000 00	
Cash deposited with Custodian,	2,204 54	
Interest,	1,520 02	
Interest on Bequest,	240 00	
Truancy Fines,	30 00	
		641,063 33
Total,		$1,078,342 34

Expenditures.

State.		
Teachers' Salaries,	$432,189 01	
Manual Training,	5,000 00	
School Library Fund,	90 00	
Municipal.		
Salaries, Text-books, Repairs, Furniture, Heating, Fuel, etc.,	640,456 89	
		1,077,735 90
Balance,		$606 44

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Fifty-five (55) school buildings are in use at the present time. Of this number fifty-one (51) are owned and four (4) rented by the city. In addition to the foregoing six (6) portable buildings are now in use.

The enrollment in our schools during the year of this report is shown by the following table:

	Enrollment.		
	Males.	*Females.*	*Total.*
Day Schools,	21,706	22,036	43,742
Evening Schools,	5,321	2,056	7,377
Summer Schools,	4,183	4,363	8,546
Totals,	31,210	28,455	59,665

As in previous years the playgrounds have been maintained for six weeks during the summer in three (3) public parks and seven (7) school buildings. The number of teachers employed was twenty-nine (29) and the average daily attendance was 3,104.

Medical inspection has been continued with increasing satisfaction. Throughout the year the whole number of pupils examined was 4,080 males, 4,449 females, making a total of 8,529. Of this number 1,195 were excluded from school.

The number of teachers employed for the year of this report was as follows:

Day Schools,	967
Evening Schools,	176
Summer Schools,	195
Playgrounds,	29
Total,	1,367

Attendance Department.—The attendance department has continued throughout the year to do effective work. This department consists of a chief attendance officer appointed by the Board of Education and a detail of seven (7) assistants supplied by the police department of the city. Although regular police officers, they are permanently assigned to the duty of attendance officers and, clothed in ordinary citizen's attire, are under the control of the Board of Education. Their duties require them to make daily visits to the schools for the purpose of looking up not only cases of truancy but also cases of non-attendance reported to them by the principals of the schools. The enforcement of the compulsory education act has been made, therefore, as thorough as possible.

At the opening of schools last September an effort was made to trace pupils under fourteen (14) years of age who were enrolled

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in June and did not enroll in September. A circular letter was sent to principals directing that the names of all pupils between the ages of twelve (12) and fourteen (14) years not returning in September, should be furnished the chief attendance officer. One thousand (1,000) names were thus obtained; these were all looked up in order to ascertain whether they were being mployed contrary to law in workshops and factories. Of the one thousand names so reported two hundred (200) were found to be unlawfully employed in workshops and factories and were required to return to school.

I believe that Newark has come as near to the complete enforcement of the compulsory education law as any other large city in the State, for two reasons: first, we have had the largest number of attendance officers; second, their work has been systematized to a high degree. Our methods of reporting attendance and truancy and of making permanent records of the treatment and final disposition of the same are such as to enable us in an instant almost to refer to any previous case. This is important to enable a small number of attendance officers to do thorough work without necessary loss of time.

The following summary of the work of the attendance department from September, 1903, to June, 1904, inclusive, will show the character and amount of work done:

Whole number of children reported to Attendance Department,		10,420
Number of truants reported by Principals of Public Schools,	1,259	
Number of absentees reported by Principals of Public Schools,	6,821	
Number of non-attendants reported by Principals of Public Schools,	1,565	
Number of truants reported by Principals of other schools,	651	
Number of truants, etc., reported by Police,	25	
Number of truants, etc., reported through other sources,	99	
		10,420
Whole number of visits to schools,		6,268
Number of visits to public schools,	5,617	
Number of visits to other schools,	651	
		6,268
Whole number of visits to homes,		13,803
Number of visits to homes on account of truancy,	1,514	
Number of visits to homes on account of absence,	9,119	
Number of visits to homes on account of non-attendance,	2,364	
Number of children found on street and taken home,	806	
		13,803
Whole number of children returned to school,		10,784
Number of truants returned to public schools,	1,279	
Number of absentees returned to public schools,	6,579	
Number of non-attendants placed in school,	1,558	
Number of truants, etc., returned to other schools,	725	
Number of children found on street and taken to school,	643	
		10,784
Whole number of transfer cards investigated,		2,844

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Board of Examiners.—The continued growth of the school system has added largely to the labor of our Board of Examiners. There were held during the year twelve stated examinations. In addition thereto the Board of Examiners was called together upon twelve separate occasions for the purpose of oral examination into the experience and fitness of candidates and for the transaction of general business.

The following certificates were granted:

Elementary Certificate,	29
Kindergarten Certificate,	3
Grammar Vice Prncipal's Certificate,	11
Primary Vice Principal's Certificate,	21
High School Certificate,	22
Principal's Certificate,	12
Manual Training Certificate,	5
Total,	103

Normal and Training School.—The normal and training school still continues to enroll about the same number of students as heretofore. Our limited accommodations have made it seem advisable not to encourage the attendance of any who are not residents of the city of Newark and graduates of our local High School. A few graduates of other High Schools have been admitted, however, if residing in the city of Newark and found capable of passing the required entrance examination. If we were to encourage the attendance of students residing outside of the city, the number of normal school pupils would be much greater.

The demand for more teachers has been so persistent that it may perhaps be advisable for us to change our policy and to admit more students from outside Newark into the normal and training school. During the last school year we have required upwards of seventy-five (75) new teachers. Our own school has supplied us with fifty-two (52) only. To obtain additional teachers it has been necessary to seek candidates from other parts of the State and from far distant localities. The need of additional teachers is constantly increasing and the time is not far remote when at least one hundred (100) new teachers will be required annually to fill up vacancies in our teaching corps.

Evening Schools.—The evening schools have increased in enrollment as well as efficiency. The attendance of the evening schools has become more regular, in some schools rivaling almost the per cent. of attendance in day schools.

This general improvement has been due to several causes:

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1st. Greater care in the selection of teachers. The adoption of a rule making eligible for evening school positions those only whose day school record, or previous evening school record is very good, has produced a salutary effect.

2d. The course of study has been made more definite and has been greatly improved by the addition of such studies as sewing, cooking, shopwork, stenography, etc.

3d. The improvement of the physical surroundings. There is no doubt that the attractiveness of the evening schools is greatly enhanced by pleasant, well lighted rooms. Uncomfortable seats, bare walls, dimly lighted rooms serve to repel rather than attract pupils. Our best school buildings and the most attractive rooms within these buildings are devoted to evening school purposes.

4th. Evening High Schools have been established in four buildings. For a number of years only one evening High School has been maintained. It was believed that the establishment of three additional High Schools in different parts of the city would attract a large number of pupils fourteen years of age and upwards who might find it inconvenient to attend the central High School heretofore maintained. From the opening of three additional schools the attendance has been large, exceeding almost the attendance of the day High School.

Cooking.—This subject was introduced three years ago into our summer and evening schools, where its success warranted the belief that cooking should be introduced into the day school curriculum; hence the adoption by the Board of Education a year ago of a resolution making cooking a part of the prescribed course of study for girls in the seventh and eighth grades. Five schools have already been equipped with kitchens and made cooking centres. At these centres girls belonging to the first half of the seventh and eighth grades are given instruction in cooking for a period of one and one-half hours per week.

A careful survey of what has been accomplished during the last few years in the public schools of Newark confirms the belief that great progress has been made not only in the administration of the schools but in their general efficiency as well. The year just closed has been one of exceptional interest in educational matters, not only on the part of those directly engaged in the management and instruction of the schools, but on the part of the public in general. I doubt whether any equal period in the history of the schools of this city can show a greater improvement, or an im-

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provement in so many directions; certainly, the Board of Education and its officers, principals and teachers have shown no desire to rest upon past achievements.

NEW BRUNSWICK.

WM. CLINTON ARMSTRONG, SUPERINTENDENT.

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

DEAR SIR—I take pleasure in presenting to you herewith my sixth annual report on the condition of the New Brunswick public schools.

The total attendance for the school year 1902-1903 was 382,966, and for the school year 1903-1904 it was 392,931; thus the increase was 9,965.

Reading is the most important and fundamental subject taught in the public schools. Our course in this study has been carefully readjusted throughout all the grades. Beginning with the fourth-year classes we have selected the list of books to be read each year so that each class will read one book on hygiene and one on historical and patriotic subjects.

The study of music is progressing gradually, but surely. The individual system of instruction has been in operation for two years and its results are already apparent. The pupils read music with a greater certainty and independence because each is compelled to do his work alone and also to sing alone every day. The children enjoy their singing more because they feel a sense of power from being able to read with certainty. The time given to music is fifteen minutes a day for the primary and grammar grades. The High School has two choral rehearsals a week.

We introduced during the year in the primary and grammar classes a series of graded song books, the contents of which, both words and music, are the work of the very best poets and composers. The pupils enjoy singing these new and standard pieces and thus they acquire a taste for the very best in music and literature.

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We find in very many classes that the children can take up a two or three-part song which they have never seen before and sing it the first time. The supervisor has kept an individual record of every pupil's work in music for the past year and he finds that sixty-two pupils out of every hundred can take music suitable in difficulty to their grade and sing it alone, the first time of trial, without any assistance from the teacher, with absolute correctness.

The excellency of the choruses at the High School commencement was a convincing proof of the steady progress the schools are making in this study, as it was undoubtedly the best chorus singing ever given by the school children of this city.

During the past year the Kindergarten has increased in strength and influence. Seventy-seven children were enrolled and the average attendance compared favorably with that of other grades.

The Kindergarten keeps in touch with the home life of the little ones. Fathers and mothers manifest their interest by visits to the ordinary class sessions, while numerous social exercises are held at the various holidays in order to make the parents thoroughly acquainted with the work and aims of the department.

The nature lessons are peculiarly interesting. Plants, birds and other animals are studied at close range and under favorable conditions. The children are taught to think clearly and to express their thoughts correctly. Pupils in the Kindergarten are trained for intelligent work in the next higher grade, where they find the lessons in reading and numbers much easier to master because of the development gained by the work already done.

Some attention has been paid during the year to the detection of imperfect vision among the pupils. Several cases of defective eyesight were detected by the teachers. This was done quietly and without publicity and information was sent privately to the parents, by whom proper measures were taken to relieve or remedy the defect. Steps were also taken for a more thorough and systematic investigation of this important subject. The vision of more than a hundred pupils was tested by means of the Snellen cards.

There is in the school law of this State a mandatory provision that the nature of alcoholic drinks and narcotics and their effects upon the human system shall be taught in all public schools. The law directs specifically that this subject "shall be taught as thoroughly and in the same manner as other like branches shall be taught, by the use of graded text-books in the hands of the pupils when other branches shall be thus taught and orally only in the case of pupils unable to read."

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This provision of the law has been carried out fully and in good faith.

During the first three years the instruction is given orally, Mirick's New Century Oral Lesson Book being used as a basis and suggestive guide by the teachers. Beginning with the fourth year carefully graded text-books are used. Each pupil is provided with a book, and each year thereafter as he advances from class to class he reads a different book. Thus the pupil's interest is maintained by seeing the matters that relate to his growth and health presented again and again by different authors from different points of view.

In order to prevent the spread of germ diseases, sanitary pencil and pen racks have been purchased for use in the youngest classes; every pencil is numbered by means of steel dies, and this makes it certain that each pupil always gets the same pencil and does not get one used the day before by another pupil.

Many of our graduates continue their education at higher institutions of learning.

Our High School is on the "approved list" of the State Normal, and our graduates are admitted to the professional course of the Normal School without examination. The number of our High School graduates who have been admitted to the Normal School on certificate during the last nine years, that is, from September, 1896, to September, 1904, inclusive, is thirty-eight.

Young men who graduate from our High School by completing any of our four-year courses except the Commercial, are admitted to Rutgers College on certificate. The privilege of certification was granted to our High School by Rutgers College on March 1st, 1897, for those pupils who complete our German-Scientific course, and on May 21st, 1903, for those pupils who complete our Classical course or our Latin-Scientific course. Our graduates who have completed any one of the three courses named are not required to take the college entrance examinations. Many of them, however, do enter the competitive examination held every year on the first Saturday in June at the county court house in this city. Their only reason for so doing is because that is the only way in which they can secure State scholarships. No examination, no free scholarship.

A public debate was held in the auditorium of the High School building at Perth Amboy on Friday evening, April 15th, 1904, between a team representing the debating society of our High School and a team representing the Perth Amboy High School. The judges were Prof. R. W. Prentice, of Rutgers College, Mr. Adrian Lyon, of Perth Amboy, and Mr. C. L. Corbin, of Me-

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tuchen. The question for debate was, "Resolved, that our national government should own and control all the railroads operated in the United States." The question had been selected by Perth Amboy and the negative side had been chosen by New Brunswick. The decision of the judges was to be made on the following points: (a) cogency of argument, (b) order and precision of statement, and (c) form and manner of delivery.

The decision of the judges was in favor of the New Brunswick team.

The evening school was opened on October 19th, 1903, and was closed on February 25th, having held sixty-four sessions of two hours each. Four sessions were held a week, on the regular school days with the omission of Wednesday. Eight teachers were employed; 272 pupils were enrolled. The total number of sessions of actual attendance was 6,557.

At a regular meeting of the Board of Education held on Wednesday, February 3d, 1904, the following resolution was passed:

WHEREAS, Miss Elizabeth L. Heward has served as a teacher in the Public Schools of this city for forty consecutive years and now applies voluntarily for retirement; therefore, be it

Resolved, That she be retired from active srvice according to the provisions of *an act providing for the pensioning of school teachers in this State,* introduced by Mr. Hudspeth and approved March 5th, 1903.

Miss Heward at the time of her retirement was receiving an annual salary of $735; she is therefore entitled to $367.50 a year, which is $30.63 a month.

The voluntary retirement of Miss Heward deserves more than a passing notice; it marks the withdrawal from active service in our schools of a lady whose long career as teacher and principal has been characterized by entire devotion and remarkable efficiency.

She began teaching in the schools of this city in September, 1863, having been assigned to the lowest primary class at the Bayard. She was rapidly promoted through the four grades of the primary department, and in September, 1866, took charge of a fifth-year class (D Grammar) and the next year was promoted to a sixth-year class. In January, 1870, she became principal of the French Street School; in September, 1885, the Hale Street School was annexed to her jurisdiction, and she had the supervision of both buildings until the one on French street was torn down. When the Washington School was opened in April, 1900, Miss Heward was appointed principal of the primary department, and

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in the following September she became principal of the entire building. She retired from active service at the close of school on Friday, February 11th, 1904.

Our material equipment has been improved. New steam boilers have been installed in two of our buildings. New desks, individual and adjustable, have been purchased. Important additions have been made to the apparatus used in our laboratory, including one Crooke's tube, with reflectors, for X-ray field; one fluoroscope, one Ziegler-Ruhmkorff four-inch spark coil and one imported Leitz compound microscope.

Among the volumes which have been secured for the Deshler Memorial High School library are the Riverside Art Series, the Riverside Biographical Series, Johnston's Latin Manuscripts, Kenig's Deutsche Litterativ Geschichte and Heyse's Deutsche Grammatik.

A supply of stereoscopes and stereographs has been bought for class use. The introduction of this modern and very effective means of illustrating many school topics of study was first suggested two or three years ago by Mr. George K. Parsell, who was at that time a member of the Board of Education. The idea was an excellent one, and it has become possible at last to secure a small equipment, which I hope will be steadily increased. A few moments' use of the stereoscope is sufficient to convince any one that this instrument is an important aid to the teacher in presenting to the pupils scenes and views relating to geography, history, literature, the industrial occupations and commerce.

The schedule of teachers' salaries is as follows:

$550, Kindergarten.
$375 to $450, First year of service in Primary Department.
$475, First year classes.
$450, Second, Third and Fourth year classes.
$500, Fifth and Sixth year classes.
$550, Seventh year classes.
$575, Eighth year classes.
$800 to $950, High School instructors.

The appalling loss of life at the burning of the Iroquois Theatre, in Chicago, on December 30th, 1903, aroused in school officials everywhere throughout the land a keen and lively sense of their responsibility for the safety of the lives of their pupils.

We courted inspection. Nothing had been neglected. During several years past, there had been frequent and systematic fire drills in every public school building. The Bayard building and the Park building had already been equipped with fire-escapes of approved pattern. Actual tests, given without previous warn-

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ing, either to teachers or to pupils, demonstrated the fact that our fire drills in the past had been so efficient that 850 children could be removed from each of our largest school buildings within less than three minutes' time without crowding, without panic, without accident of any kind.

Our thorough preparation to meet and face and handle successfully any emergency in case of fire was commented upon in the metropolitan press.

The only three-story building that had not been provided with fire-escapes was the High School. There the architectural plan is so simple, the halls and stairways are so wide and the exits are so well placed that this building was considered perfectly safe without exterior fire-escapes. Nevertheless, the Buildings Committee thought that public opinion would justify them in taking extraordinary precautions, so they directed fire doors (unfastened and swinging both ways) to be cut through so as to connect the two rear rooms on each floor, thus providing two exits for each class concerned and removing forever any possibility of any pupils being trapped in their room by flames in the hallway.

Among recent gifts to the High School have been a statue of "David," presented by the class of 1904, and of the "Flying Mercury," presented by the class of 1905.

On Washington's Birthday the Jersey Blue Chapter, Daughters of the American Revolution, presented to the High School a framed fac-simile copy of the Declaration of Independence, which handsome gift now adorns the walls of the auditorium.

The prize offered annually by the Jersey Blue Chapter to the pupil attaining the highest average in United States History has been awarded to Mr. Harry Samuel Feller. This prize was first offered during the year 1899-1900. The winners of the prize in previous years has been Miss Alma Iredell, in 1900; Mr. Walter Van Sickle, in 1901; Miss Kate Garland, in 1902, and Mr. Thomas A. Conway, Jr., in 1903.

The thirty-seventh annual commencement was held in the Robert L. Ballantine Gymnasium on Tuesday, June 23d, 1904.

The graduating class consisted of fifteen young ladies and seven young gentlemen.

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ORANGE.

WILLIAM M. SWINGLE, SUPERINTENDENT.

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

DEAR SIR—I have the honor to submit my annual report of the condition of the schools of the city of Orange for the year ending June 30th, 1904.

The statistical table of enrollment and attendance is as follows:

Total number of days the schools were kept open,	189
Total number enrolled,	3,882
Average daily attendance,	2,723
Percentage of attendance,	93
Number of cases of tardiness,	1,380
Number enrolled in Kindergarten,	462
Number enrolled in Primary Grades,	2,333
Number enrolled in Grammar Grades,	891
Number enrolled in High School,	196
Number of teachers employed,	106

As compared with my last report, the increase in enrollment is 112, the increase in daily attendance is 186, the decrease in tardy marks is 235, and the percentage of daily attendance is the best we have ever secured. This is due partly to our efforts to enforce the compulsory attendance law, and to the general spirit which pervades the schools to secure regular and punctual attendance on the part of all pupils.

Our school facilities have not been improved upon since my last report. We hoped to be able to record the erection of another school building during the year, but that long-deferred hope is now on a fair way to be realized. We have about 400 children who are not properly provided for, and we have been compelled to resort to the "double session" plan to keep them in school. It has been decided to donate for school purposes a portion of a plot of ground in the central part of the city that was originally purchased for a city hall, and to erect on this land a building to be used for the higher grammar grades and the High School. As soon as this project is carried out we will be well provided for in the line of buildings for several years to come. In other respects our facilities and equipment have been improved during the year. New seats, furniture, maps, globes, books and other necessary

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apparatus have been provided, and our Board of Education has shown commendable zeal in looking after the proper equipment of the schools in order that the best possible results might be obtained.

A very noticeable improvement has been made in the school-grounds by the planting of shrubbery and the ornamentation of the grounds with flower beds and neat lawns. The effect of this is seen in the community. The children take pride in their school-grounds and no complaint is made that there are any acts of vandalism. The same spirit is shown in the adornment and decoration of the school-rooms. We have made considerable progress along this line during the year.

Possibly the most important special feature of our work has been the test of eyes and ears that was ordered by our Board of Education at the beginning of the year. The teachers were given special instruction by a specialist how to make this test, and it was conducted after school hours as they had the time. The result was much more satisfactory than we expected. A large number of defective eyes were found, and in some cases the hearing was impaired, although unknown to teachers or parents. Notices were sent to parents, and when proper attention was not paid to improving the conditions the children were sent to the specialist in charge at the Memorial Hospital, where they were treated free of charge. It is the intention to make this examination hereafter at the beginning of each school year.

An increase of eight teachers has been made to our teaching force, and we were fortunate in being able to retain most of our teachers for next year. Comparatively few changes have been made. The new schedule of salaries provides for an annual increase of from twenty-five to fifty dollars, and this may have had a good effect. To say the least, we have as faithful and efficient a corps of teachers as can be found anywhere in the State.

Everything considered, we think our schools have made considerable progress and are better to-day than they were one year ago. We have improved our course of study, employed more special teachers, have a better equipment, pay our teachers more money, have the support of the public; and all these things mean better schools.

During the year the teachers have taken an interest in their own culture and improvement. Besides the regular grade meetings and special conferences, classes for mental improvement have been conducted. Emerson, Shakespeare and other authors have been studied, and a number of lectures on educational topics have been well attended. This is one of the most hopeful signs of the times. Teachers must grow or the schools will deteriorate.

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With the improved conditions promised us for next year, and the usual growth of public sentiment toward the best that can be had in the public schools, we hope to raise our standard and attain a higher field of usefulness for the future.

PASSAIC.

F. E. SPAULDING, SUPERINTENDENT.

Hon. C. J. Baxter, State Superintendent:

DEAR SIR—The results of the last year's work are very encouraging. No friction and no serious obstacles have arisen during the year to injure the work. And I am confident that the last year has been our best. This is as it should be. The broad lines of organization and development which were laid down several years ago have been found adequate to the growth and progress of our school system. For some years no radical changes in policy or method have been thought advisable. Many changes in detail have been going on constantly. And still more are needed.

A new sixteen-room building was completed in October and at once occupied to its full capacity. Since that time no new building has been under construction, a condition which has not before existed in the last six years. Extensive alterations and repairs are being made, however, on the oldest school building in the city, No. 1. Indeed, this is the first public school building erected here. The walls are in excellent condition. The interior is being remodeled, a mechanical system of heating and ventilating is being put in and, in fact, such changes made generally that the result will be a thoroughly modern building. Probably the next building to be erected will be a new High School. This subject has already been favorably discussed, and steps in this direction will probably be taken during the coming year.

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PATERSON.

L. A. GOODENOUGH, SUPERINTENDENT.

Report Written by W. E. Chancellor, Successor.

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

DEAR SIR—During the school year 1903-1904 the city of Paterson undertook the replacing of old School No. 15, burned to the ground by the great fire of February 9th, 1902, by the erection of a new building upon the same lot. This school-house will contain twenty class-rooms, an assembly hall and various rooms for principal, teachers, etc. It is being built, of course, in conformity with all the requirements of the school law in reference to ventilation, lighting and sanitation. It is now under roof and, in appearance, will be the model school of the city.

The Board of Education also undertook to find more suitable quarters for the High School than that school had enjoyed since the destruction of its building by the fire. After the defeat in the Board of Aldermen of the proposition to build a new school, the Board rented several floors in a new office building and fully equipped the rooms. The High School now has 800 pupils, pursuing four various courses—classical, scientific, commercial and technical. The higher classes of the Commercial Department occupy several rooms in an elementary school-house. The Board of Education regards the present accommodations as temporary. It has again submitted to the Board of School Estimate a request for funds with which to purchase a High School site and to erect a new and commodious building. With the enthusiastic support of the Mayor of the city and with many zealous friends of free public education upon the present Board of Aldermen, it seems probable that within two or three years the city will have a High School building of ample size and model architecture.

The success of our manual training exhibit at the World's Fair at St. Louis this year has been the source of much satisfaction alike to the Board, to the teachers and to the general public. Our course, while not very extensive, has been thorough, and its results have been technically correct and artistically pleasing. The visiting educators at St. Louis very heartily commended our work and thereby rekindled our own enthusiasm. Upon the basis

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of this course in the higher elementary grades the Board has recently established a new technical, or mechanic arts, course in the High School. In order to give the manual training constructive work proper quarters, the Board is now erecting an addition to one of the school buildings that provides special accommodations for the wood-working course. This addition will be available for the instruction of grammar grade boys from all the schools of the city.

To relieve the over-crowded buildings occupied by Schools No. 10 and No. 13, the Board has purchased a plot of ground upon which to erect a new school, No. 21.

It is appropriate for me to refer to the death of the former Superintendent, Louis A. Goodenough, and to the work done by him for the schools of the city of Paterson during his service here through a period of three and a half years. Mr. Goodenough succeeded Dr. Addison B. Poland at the time of the election of the latter to the superintendency of schools in the city of Newark. It has always been characteristic of the superintendency of Paterson that the terms of the superintendent have been brief, averaging, since 1854, scarcely three or four years to each incumbent. In several instances men whose work was of high character were allowed to accept higher salaries elsewhere. The peculiarity of the success of Mr. Goodenough here was that he not only performed the duties of his office to the satisfaction of the educational authorities, but also established such admirable relations with teachers, parents and citizens generally as to secure an indefinite election at a salary sufficient to retain his services in the competition between cities for competent superintendents. He won the heart of this city. Taking up the plans of the former superintendent, he built upon those lines. At his sudden and most unexpected death, August 5th, 1904, he left the schools well organized into an effective system. All educational affairs were working smoothly upon thoroughly matured and closely-defined principles.

At the present time the city of Paterson has twenty-two different schools, about 400 teachers and about 16,000 day and 2,000 evening school pupils—all under the control of a Board of Education consisting of eight Commissioners, appointed by the Mayor for the term of two years each. All of its courses—that of the Normal School, that of the High School and that of the elementary schools, with their kindergartens—are modern and progressive in spirit. Recently, there have been substantial and gratifying increases of salaries to teachers and principals. Public sentiment is heartily in sympathy with all school endeavor.

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PERTH AMBOY.

S. E. SHULL, SUPERINTENDENT.

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

DEAR SIR—The report at the close of the school year shows an increase in the total enrollment of 267 pupils; in the average number on roll, an increase of 357, and in the average daily attendance an increase of 344.

With one exception, our schools were in a very crowded condition. Partial relief was afforded by the completion of a thirteen-room building and by the renting of four additional rooms for school purposes.

Eleven more teachers were employed than last year. Even with the increased number of teachers and the additional school room, we find ourselves in the same need of relief at the close of this year as was felt when the schools closed last year.

A very earnest attempt is being made by the Board of Education to meet the demands for room. An addition of four rooms to one of the buildings is expected to be completed by the time of re-opening the schools in September. At this writing a contract for a twelve-room building is about to be given out. Early in the year it was hoped that this building also would be ready for occupancy by September. However, a controversy relative to its location so delayed matters that it is doubtful whether the completion of the building can be effected before April or May. The Board of Education maintained that the building should be located where it could be surrounded with sufficient ground for beautifying the school and, at the same time, furnish ample room for play-ground. The Board of Estimate favored an enlargement of one of the old buildings, which would have occupied all of the grounds of that building. Finally, public opinion vigorously asserting itself in favor of play-grounds, the site desired by the Board of Education was procured.

The opening of a new school is always an event in a community. Owing to an intolerably crowded condition of the schools, our people were specially anxious for the completion of the new building, No. 6, and fittingly celebrated the day when it was finally opened for use. It was unfortunate that this school could not be completed until November 16th, since its organiza-

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tion then necessitated the reorganization of five of the other schools at a time when disruption means much to both teachers and pupils.

Our schools have witnessed a tremendous growth during the past ten years. The total enrollment in 1894 was exactly 1,400; the present enrollment is 3,740, or an increase of 179 per centum. During this same length of time the number of teachers has increased from twenty to a corps of seventy-two.

A most remarkable growth during the decade is indicated in the High School enrollment. In 1894 this department was attended by thirty-four pupils; during the year just closed there were 184 enrolled in that department, an increase of 441 per centum.

The betterment in the High School department of our system has not been acquired without opposition. I believe there are but few communities in which there are not found some educational troglodytes, who rail at the wisdom of maintaining such a department at the expense of the public. In the light of modern progress, the logic of such people finds its basis on a civilization that does not articulate with the present. Citizens of modern propensities understand that our present system of public school education exists for the welfare of the State, and conclude from present social conditions that that welfare can most surely be subserved by the higher cultivation of the heads and hearts of those who will soon be called upon to uphold her honor.

A general raise in salaries was made to take effect last September. With a slight increase granted for the coming year, we are expecting to find a partial solution for the ruinous number of changes made in our teaching force from year to year.

PHILLIPSBURG.

H. Budd Howell, Superintendent.

Hon. C. J. Baxter, State Superintendent:

Sir—As a supplement to my statistical report, I herewith submit an outline of the courses of study offered in the High School.

With the exception of the recent introduction of college algebra and plane trigonometry, and the prospective introduction of zoölogy and chemistry, the courses are not new. By some rearrange-

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ment as to the time of taking up certain studies and the moderate use of the elective plan, greater flexibility has been secured, to the end that more regard may be paid to the needs of the individual.

COURSES OF STUDY—HIGH SCHOOL.

Four or five exercises a week for forty weeks (the school year) make a course.

The student should ordinarily complete five courses each year, and should not take more without a special reason.

A student will be permitted to take six courses at a time provided his average record during the preceding half-year in the High School is not lower than good; he will be required to drop one course at the end of the half year in which his average record falls below good.

Only pupils entering the High School with a record of *very good* will be permitted to take six courses in the D year.

By special arrangement, a student may be permitted to take less than five courses.

Four or five exercises a week for twenty weeks (a half year) make a *unit of work*. (A unit equals a half-course).

Sixty-six units of work are catalogued (thirty-three courses). These do not include the reading of twelve English Classics at the rate of three a year. Each year's reading completed under the directions and tests of the teacher of English will count as one unit.

Thirty-nine units of work (including the reading of nine English Classics, which will count as three units), satisfactorily completed, will be required for graduation, except that ordinarily not less than ten units (five courses) must be pursued and satisfactorily completed in the last year.

Students whose average record for thirty-six units (exclusive of three units credited for reading of nine English Classics) is not lower than *good* will be given extra public credit at commencement for each unit above thirty-six which they have satisfactorily completed.

A unit of work not satisfactorily completed must be repeated if it is a required subject, and a student who fails in the first half-year's work in any study will not be admitted to the second half-year's work in that study.

Of the thirty-nine units required for graduation, twenty-eight must be completed by all, as follows:

Mathematics,	6 units	Drawing,	1 unit
English (Composition, Literature, Etymology),	6 units	Natural Science,	4 units
English (Grammar),	2 units	History (exclusive of History D),	2 units
English (Reading or Classics),	3 units	Latin,	2 units
		German,	2 units

It will require four years, ordinarily, to graduate. Some pupils may be able to finish the requirements in three years, but such pupils will need be unusually strong physically and mentally. Such pupils may, by special arrangement, be permitted to take such courses in advance of their classes as they may be deemed prepared to take.

While the High School is not maintained *primarily* as a college preparatory school, the student may, usually, by selecting his courses to that end, prepare for college in the High School. *The Length of time needed for such preparation will depend upon the student's ability and industry and upon the admission requirements of the college.*

Only those who have completed all of the admission requirements (or their equivalent) of the college course or Normal School which they desire to enter will be certified for examination or admission on certificate; and, beginning June 1st, 1907, no one will be certified to college or Normal School whose average record for his preparatory work is lower than *good.*

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D.

1. Mathematics—(*a*) Algebra begun (first term), ... 4
   (*b*) Arithmetic completed (second term), ... 4
2. English—Grammar completed, ... 4
3. { Elementary Composition (second term), ... 4
   { Drawing—Book VII (first term), ... 4
4. Natural Science—Geography or Physics, ... 4
5. { History—U. S. Completed and Reviewed, ... 4
   { or
   { Latin—Beginning, ... 4

Note—English History may be substituted for U. S. History later, or be made elective with it.

C.

Required.

1. Mathematics—Algebra continued, ... 4
2. English—Composition (L. & E.), ... 4

Elective.

1. Latin, CD—Beginning, ...4 or 5
2. Latin—Cæsar, Grammar, Composition, ...4 or 5
3. { Nat. Science—Physical Geography (first term), ... 4
   { Drawing—Book VIII (second term), ... 4
4. History—Ancient, ... 4
5. Book-keeping—Single and Double Entry, ... 4
6. Greek—Beginning, ... 4

Note—Latin CD must be taken by all who did not take it in the D year. Greek will be given if a class of not less than six elect it.

If Cæsar or Greek be elected Ancient History must be taken either this year or subsequently.

Required.

1. Mathematics—(*a*) Inductive Geometry (first term),..... 4
   (*b*) { Algebra Review (second term), ... 4
   { Metric System.
2. English—Composition and Literature, ... 4

Elective.

1. Latin BC—Cæsar, Grammar, Composition, ...5 or 4
2. Latin—Cicero, Grammar, Composition, ...5 or 4
3. Nat. Science—Botany
   or
   Zoology (Zoology, beginning Sept., 1905), ... 4
4. History—Modern, ... 4
5. German—First Year, ... 4
6. Greek—Anabasis, Grammar, Composition, ... 4

Note—If German be the only foreign language taken, Modern History must be taken also. Either Latin or German must be taken. Both may be.

Required.

1. Mathematics—Plane and Solid Geometry, ... 4
2. English—(*a*) Etymology and Diction (first term), ... 4
   (*b*) History of Literature (second term), ... 4

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Elective.

1. Latin AB—Cicero, Grammar, Composition, ...4 or 5
2. Latin—Vergil, Prosody, ... 4
3. Nat. Science—Physics, ... 5
4. History—U. S. History and Civics, ... 4
5. German—Ssecond Year, ... 4
6. Greek—Iliad or Odyssey, ... 4
7. Mathematics S—(*a*) College Algebra (first term), ... 4
   (*b*) Trigonometry (second term), ... 4
8. Reviews I — (*a*) Geography (first term), ... 4
   (*b*) Reading, Spelling, Penmanship (2nd term),.. 4
9. Reviews II — (*a*) Arithmetic (first term), ... 4
   (*b*) Grammar (second term), ... 4
10. English S—Coll. Ent. Literature, Rhetoric, ... 4
11. Natural Science S—Chemistry (beginning Sept., 1906), ... 5

Note 1—Branches numbered 7, 10, 11 are to be taken preferably in the Senior year. But (*a*) *Mathematics S* may be taken at the same time as Math. A by those who need it for college entrance and by others by arrangement. (*b*) *English S* may be taken at the same time as *English A* or in the place of it by those who intend to enter college or Normal School, and according to arrangement by others. (*c*) Chemistry may be taken at the same time as Physics or in the place of it by those who need it to enter college, and according to arrangement by others.

Note 2—Mathematics (Geometry) and History of Literature (English, second term) are set down as required, and ordinarily should be taken. But under certain circumstances other work may be elected in the place of them. Etymology and Diction (English, first term), will be required of all unless English S is substituted (See Note 1, b).

SENIOR.

1. Mathematics—(*a*) College Algebra, first term (Beginning Sept., 1905), ... 4
   (*b*) Trigonometry, second term (Beginning Sept., 1905), ... 4
2. English—Coll. Ent. Literature, Rhetoric (Beginning Sept., 1908),.. 4
3. Latin SA—Vergil, Prosody (Beginning Sept., 1908), ... 4
4. Nat. Science—Chemistry (Beginning Sept., 1906), ... 5
5. German—Third Year (Beginning Sept., 1905, probably), ... 4
6. Omitted Studies—By arrangement (Beginning Sept., 1905).

PLAINFIELD.

HENRY M. MAXON, SUPERINTENDENT.

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

DEAR SIR—My report of the public schools of Plainfield for the school year of 1903-4 is chiefly a report of general progress. The teachers have worked faithfully, the pupils have responded in good spirit, and the material equipment has been kept up in good condition.

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There was an increase of one hundred and seventy in the enrollment, increasing still further the pressure from over-crowding due to our lack of accommodations as a result of the delay in building the new high school, caused by the uncertain status of our school law. We used during the year ten rented rooms and also had eight classes on half time.

I am pleased to be able to report that the school bonds have been sold and the money this time has actually been paid over to the custodian of school funds, so that our new high school is at last positively assured, and we expect to occupy it in the fall of 1905. This will not only put our high school work on a modern basis, but it will also give needed relief in nearly all the schools that are now over full.

The high school graduated the largest class in its history (forty-five) at the commencement in June, eighteen of whom expect to take courses in higher schools and colleges. The school now has over sixty of its graduates taking courses in the following higher institutions: Annapolis, Barnard, Brown, Cornell, Columbia College of Physicians and Surgeons, Harvard, Mt. Holyoke, New York University, Oberlin, Pratt, Princeton, Rutgers, Smith, Stevens, School of Ethical Culture, Teachers' College, Trenton Normal, Toronto University, Union, University of Cincinnati, Vassar, Wellesley, Wesleyan, Williams. The course of study has been slightly revised to give more complete courses in history and in German. We now have a course in history running through the four years of the high school, while the German has been extended to three years so that pupils desiring to attend the colleges or scientific schools may present full courses in either German or French, as they may prefer. Athletics and the Cadet Corps have been still further organized and improved, and both have been made a part of the school work to the extent of giving credit of pupils who do a specified amount of work in either line.

In response to the invitation from the State Department, a full line of papers in nearly all the subjects of the course was prepared for the educational exhibit at St. Louis. While such work interrupts school routine somewhat and imposes added burdens on the teachers, it has a certain compensatory value in very many cases in revealing to the pupil and his teachers a capacity or ability that was not previously recognized.

The high grade of ability in our teaching force was sustained in the new appointments, all the appointees being either college or normal graduates. One of the most difficult duties of the superintendent in the smaller cities is to fill the gaps in his teaching force that are made annually by the tempting salaries of more wealthy communities. While our salaries are still low, when the

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local cost of living is taken into account, it is a pleasure to report that the Board has again raised the maximum salary by the addition of fifty dollars.

The general equipment has been improved by the purchase of various works of reference, including three new sets of cyclopedias, and by statuary and pictures for the adornment of the school rooms.

RAHWAY.

EDWIN C. BROOME, SUPERINTENDENT.

Honorable Charles J. Baxter, State Superintendent:

DEAR SIR—Notwithstanding the fact that our city carries a heavy burden of debt, the educational department has made gratifying progress during the past year.

The movement in the direction of school-room decoration, mentioned in my last report, has continued with added interest. During the year, by means of fairs, exhibitions and subscriptions, the sum of over $400 has been raised and expended for the purchase of pictures and other works of art, and books for the school libraries. The pedagogical library has also been increased; and teachers' courses, conducted by the superintendent, have been continued with gratifying results.

Drawing, which was introduced a year ago, under a special supervisor, met with unexpected approval. The first annual drawing exhibit held last June showed surprising results for the first year. Drawing in Rahway has come to stay. Among the many advantages which the study of drawing affords (and by drawing I mean to include all the art work in the schools) are the following:

1. It increases the interest of children in school work generally; 2, it prepares better those who enter normal school and other higher institutions; 3, it illustrates and exemplifies effectively ideas involved in other studies, particularly literature, science and history; 4, it provides an excellent training for the hand and eye; 5, it has numerous practical applications in the industries and in every-day life; 6, it discovers and develops artistic taste in many conspicuous instances; 7, it develops a taste and an appreciation for art.

The system of parents' meetings, introduced two years ago, has been continued, and is proving to be an effective means of

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bringing parents into a closer sympathy with the work of our schools.

The school gardens have been continued and extended, and we hope to have one at each school next spring.

During the year an entirely new course of study for the elementary department was prepared by the superintendent. This was adopted by the Board of Education at the August meeting, and is now in operation. The new course of study for the high school, adopted a year ago, has proved very satisfactory, and has already been approved by several leading colleges, notably Smith College.

The work of the high school has continued along the lines mentioned in my last report with conspicuous success. An especially noteworthy feature has been the reorganization of the high school athletics. The basket-ball, base-ball and foot-ball teams have enjoyed unprecedented success. This is especially gratifying from the fact that only regularly enrolled students, in full standing, are permitted to play on the athletic teams of the school.

We especially rejoice over the excellent attendance during the past year. In the year 1899-1900 the percentage of attendance was 90 per cent.; in 1901-02, it was 92 per cent.; in 1902-03, it was 93 per cent., and in 1903-04, it became 94 per cent. The teachers deserve great credit for their vigilance in following cases of irregular attendance.

I point with particular pride to the increase in the salaries of our female teachers during the past two years. For the year 1901-02 the average annual salary paid to female teachers was $454.03. Substantial increases were made for the year 1902-03, and to-day the average annual salary of female teachers is $500. That means an average advance per teacher of $45.97 within two years. It is needless to add that for the same period there have been exceedingly few changes in our corps of teachers. In fact, only two women teachers out of 35 left our system last year, and one of those to marry.

Lest we grow weary in well-doing, let me suggest that the efficiency of our schools is seriously impaired by the want of many things. Our scientific apparatus for the most part is crude and insufficient. We need substantial additions to our reference libraries. We need a more effective means of enforcing the attendance law. We need more room, so that no teacher, especially in the grammar department, will hereafter be compelled to teach two grades; so that no class will contain over 45 children; so that each child may have a single desk. The best remedy would be the creation of a central building to accommodate the high school, as well as provide extra rooms to receive the overflow from the ward schools. I have reason to believe that the building of this school will not be long delayed.

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SALEM.

M. H. STRATTON, SUPERINTENDENT.

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

DEAR SIR—The number of pupils in our schools during the past year was almost exactly the same as in the year preceding.

The total number of children between 4 and 20 years of age enrolled in our schools during the year ending June 30th, 1904, was 1,355—a fair proportion for a population of less than six thousand.

With two large glass manufactories in our city, a good many of our children came from the homes of those employed in them, and the demand that they make for boys as laborers puts to the test the wisdom and the practicability of the laws as to child labor in their effect on attendance at school, and as a strain on the consciences of parents, who think that they need, and many of whom do need, the help given by the wages of their children.

As a result, we had during the winter of 1903 and 1904 a night school of over a hundred members. The average attendance was high, as the employers gave the boys to understand that they would lose their places if they did not attend the night school for the required number of nights.

Liberal rewards also were offered in the shape of prizes for regular attendance, successful study and good behavior, and our night school was a success during its term of ninety-five nights, under the care of teachers who had learned how to meet the requirements of their difficult positions.

Nevertheless, the boys, many of them, have been in regular attendance on the day schools kept for boys of their age.

It is a difficult problem to decide as to what is the best thing to do for the children of even a small city, and then to be able to do it with the means provided.

Our high school is kept in the Academy Building, built by the original settlers in the city and county, more than a hundred years ago. It is delightfully situated in the centre of a large play ground, but as a school building it hardly is up to modern requirements; certainly it does not compare with our ten-room building on Walnut street.

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The title to the high school building and grounds is held by the Board of Associators, a self perpetuating body, which lets the property to the Board of Education for a nominal rent that they do not expect to receive.

As to school buildings, we are not so well provided as our neighboring city of Bridgeton, whose superintendent reported last year that they had a beautiful six-room building not occupied and not likely to be used for many years to come.

However, we have appointed a building committee, and have been advertised as being about to build, and have received in consequence many and varied offers of the newest and most desirable improvements on the most liberal terms.

Meanwhile we have rented a building advantageously situated and have placed therein two primary teachers and one of our kindergartens in large and well lighted rooms.

We hope by next year to be able to report at least the beginning of our new high school building.

TOWN OF UNION.

OTTO ORTEL, SUPERINTENDENT.

Hon. Chas. J. Baxter, State Superintendent:

DEAR SIR—I herewith respectfully submit the general report for the schools of Town of Union, for the year 1903-1904.

Our enrollment during the year was:

Kindergarten,	288
Primary,	2,012
Grammar,	808
High School,	261
Total,	3,369

This shows a net increase of seven per cent. over the previous year.

The increase in the High School, however, was 22½ per cent. It is evident that secondary education is being appreciated more and more in our community.

The graduating exercises of the High School were held, as usual, before a large and appreciative audience. There were 9 male and 10 female graduates. The exhibit of school work

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during commencement week in the assembly-room of the new No. 3 school was also largely visited.

This exhibit consists of work in all branches of the curriculum—English, German, Latin, History, Algebra, Geometry, Commercial Branches, Stenography, Typewriting, Botany, Geology, Physics, Chemistry, Drawing, Sewing, Wood-working and Domestic Science, the original note-books, showing the every-day work of the pupils, being displayed for inspection.

The first floor (8 rooms) of the No. 3 school has been occupied since the beginning of September.

Owing to the opening of these eight rooms, we were enabled to reduce the size of the primary classes, which has resulted in the teachers doing better work than ever before.

The department plan in the sixth, seventh and eighth grammar grades continues to prove successful. Some minor changes and modifications in the course of study are contemplated, which we hope will add to the efficiency of the schools.

TRENTON.

EBENEZER MACKEY, SUPERINTENDENT.

Hon. Chas. J. Baxter, State Superintendent of Schools:

DEAR SIR—The record of the year in the public schools of the city abounds with evidences of growth and good work.

The principal items to be reported are the completion of the Geo. B. McClellan School building, the general introduction of kindergartens and the adoption of a new schedule of teachers' salaries.

The McClellan School is a two-story brick building, containing in addition to the Principal's office, library and teachers' room, twelve large class-rooms and a fine auditorium. The building and equipment cost $70,000. The auditorium will be of great service not only to the school but also to the community. Under the enthusiastic leadership of the Principal, Miss Eva Ellis, many an entertainment and course of lectures will be given to the pupils and to the general public. Miss Ellis and her assistants have already earned money and purchased a stereopticon and a piano. The school is winning a place as a "social center," and is destined to be a special blessing to the neighborhood.

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We have maintained one kindergarten in our system of schools for a number of years. It has done excellent pioneer work. This year the Board of Education appointed Miss Mary E. Windsor Supervisor of Kindergartens, and under her efficient management they have organized thirteen additional kindergartens, with a total enrollment of four hundred children.

The Kindergarten has an important mission to children whatever their social environment, but it will have special value, we think, to the children of foreigners and of the poor who constitute the vast majority of the patrons of some of our schools. Many of these children do not have wise training at home, they are left largely to the influence of the back alley and the street, they are early habituated to vagrancy and lawlessness, and, if they have any school life, it is necessarily short. The kindergarten gets hold of the children at a very susceptible age, in fact, at about the only age when any sort of school can do anything worth while for the incipient street arab. The kindergarten gives these children an acquaintance with a good English speaking vocabulary and incentives to use it, it gives them a better environment, more personal care, better occupation, and a happier time than they are likely to have at home. It gives them practice in self-expression and self-control and a preliminary training of mind and heart, a development of conscience and will, that will be of inestimable value to them in their subsequent school work, and an influence for good throughout life.

Until the adoption of the new schedule, the salary of a teacher for her first year of teaching was $350, for the next two years $400 per year, for the next two years $450, and for the next five years $500, and for the eleventh year of service and thereafter $600. Under the new schedule the salary for the first year is $400, and there is an increase of $40, annually, until the salary of $600 per year is reached. There is then a provision that makes it possible for teachers who have been very successful, and who have taken special courses of instruction at summer schools or colleges, or who have pursued special courses of reading at home, to win further increments of $50, until they reach the maximum salary of $750 per year. On the effect of these changes in the salary schedule, not only upon the comfort and happiness of the teachers but also upon their degree of scholarship and efficiency, we have reason to think, we shall be able to give you a very gratifying report next year.

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WEST HOBOKEN.

ROBERT WATERS, SUPERINTENDENT.

Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—After a long and weary struggle, our Board of Education finally succeeded in May last, in getting the Board of Town Council to relinquish all idea of building annexes to our schools, and to appropriate the sum of $150,000 for the purpose of erecting two new school-houses, one at the southern end and the other at the northern end of the town. This action gave general satisfaction, and everyone expected to see the schools go up right away. But when the bonds were sold, the land for the first building purchased, the plans for that building prepared, and the bids for the work advertized for and examined, it was found that these bids, for the erection of an eighteen-room school amounted to $80,000, which, with the price of the land, would make the school cost over $90,000, a sum amounting to twice as much as was paid six years ago for School No. 4. To be sure this new school was to consist of three more rooms than those in No. 4, but the difference in the bids, or the price of the work, was enormous.

So the Board of Education threw out all the bids, and ordered a new and less expensive plan to be made. When this was done, and new bids were received, it was found that the lowest bids now amounted to nearly $60,000, which, after due consideration, were finally accepted. So the work on this the first of the two new schools, consisting of probably fifteen or sixteen rooms, will now be begun. At the same time, land for the second new school, which is in the first ward, was purchased, and the erection of this school too will speedily follow the other. Thus, a very important and much-needed work has been well begun, and I hope the old saying will prove true, "Well begun is half done."

At present, with our limited school accommodations, we have out of our seventy-four classes, exclusive of the High School, twenty-four Copenhagen and sixteen half-day classes. The Copenhagen classes have two teachers; each teacher having about forty scholars for four hours each day; and the half-day classes, which are nearly all kindergarten classes, have but one teacher,

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who teaches half the class for three hours in the morning and the other half for three hours in the afternoon.

With the Copenhagen classes good work is done, and little or no complaint is made; but with the half-day classes it is different. Six hours with two divisions is too much work for one teacher, and though the teacher does receive extra pay, neither the teachers nor the parents are quite satisfied. However, it is not bad for the little ones to have some hours of extra out-door play, and they may make up for the loss by increased health and uncommon attention during their half-day schooling.

By the formation of two new class-rooms in School No. 4, we have now two schools—No. 1 and No. 4—with complete primary and grammar departments, from which the graduates go direct to the High School. This is what I regret so much in the plans of the schools about to be erected—they will not be large enough to contain complete primary and grammar departments; so the higher grammar classes in these schools will have to be transferred to another school to complete their grammar course, before going to the High School. However, the assembly-rooms in the new schools may be so arranged as to be easily turned into class-rooms. However, for want of sufficient means, we are thus bound to lose in one way or another. At present, admission of new scholars is refused in any school where there are already two in a seat, and new scholars must wait till there is a vacancy.

Our West Hoboken schools took part in the World's Fair, at St. Louis. Besides a considerable number of architectural and landscape drawings, whose uncommon merit was universally admired, we sent three specimens from each class of the written work in various other branches, the execution and character of which were pronounced unsurpassed in excellence by those who examined the work. You, Mr. Superintendent, can probably testify as to its character. I feel confident that though this school-work may be equalled, it can hardly be surpassed by any public school pupils anywhere. Then we had a town exhibit of the work, or at least of what remained of it; and so these specimens, hung up on the walls of the class-rooms or laid out on the desks, gave the parents of the scholars and friends of the schools an opportunity to see what good work is done by our pupils, not only in drawing but in kindergarten work, in history, geography, grammar, composition, chemistry, physics, arithmetic, algebra, geometry, and so on. Though the work took up considerable time, it was not without benefit in various ways; it familiarized the pupils with doing test-work such as they may, later in life, be called upon to do; and it created a general interest in the history of the Louisiana Purchase, in the administration of President Jefferson, and in the

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work of the Fair, about which there was considerable talk and discussion. I may add that Mr. Silas R. Morse, the manager of the New Jersey exhibit, was very helpful to us in many ways, especially in furnishing us promptly with material for the work and in indicating the lines to be followed.

The High School, which is now taught on the departmental plan, is broadening out into a four-year course, which I hope to make complete and permanent next year. It has now two foreign languages in its curriculum—German, a three-year course, compulsory; Latin, a two-year course, voluntary; but if German be not studied, Latin becomes compulsory. Either one or the other must be studied. Some study both. The majority, however, study the living tongue, this being regarded as far more useful than Latin; but where the pupil is looking toward one of the professions, Latin is recommended as a necessary preparation for entering college and for future study.

The High School has also a debate once a fortnight, in which all the scholars participate, and which I regard as eminently useful, inciting the pupils to study the subjects under debate, and to aspire toward fluent, forcible and correct expression of thought. The High School is now provided with a good library (obtained chiefly by funds from entertainments gotten up by the scholars themselves), consisting of about 250 books, nearly all of which were recently selected by Mr. Edwin Morgan, who is librarian and teacher of the language branches. There is a Glee Club also in the High School, of which two-thirds of the scholars are members.

Sixteen pupils were graduated in June last from this school, and at the commencement they showed great proficiency and skill in their essays, addresses and declamations. Five of these graduates who would probably have gone to the State Normal School to complete their education, had not the distance from home and the expense been so great, are studying to become teachers by private tuition, by home study, by instruction from the Superintendent, and by class observation and practice in our schools. They will all, I am sure, obtain their county or district certificates in due time and then receive an appointment as pupil teachers, in which capacity they have to serve six months without pay. When shall a Normal School nearer home be erected?

We had lately a series of lessons in penmanship by an expert in this branch (Mr. Marrs), whose instruction was profitable not only to the pupils but to the teachers; for this gentleman taught many things in the handling of the pen, in the movements of the arm, and in the formation of the letters, which were not known to every teacher, let alone to every scholar. Those who

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attended and paid attention to his lessons did certainly profit by them, which were given in a very striking and original manner.

At School No. 3, the Principal, Miss Marie Contessa, recently prepared an entertainment, performed entirely by the pupils of her school, by which she raised the sum of two hundred dollars with which to found a library in this school.

I find that anything worthy, gotten up for the benefit of our schools, is always readily and largely patronized by the public of our town. At the annual school pic-nic, for example, which took place last June, and where six or seven thousand persons were present, the sum of seven hundred and thirty-five dollars was realized by tickets of admission, part of which goes to the library fund.

We shall now have four good school libraries, each having from 700 to 800 volumes, the good influence of which no man can reckon or foresee. For the parents as well as the pupils profit by these books, and the result is not only an increased interest in knowledge, but a larger and wider education generally.

I have endeavored to suppress the sale of brandy-drop candies, to stop the use of penny gambling machines, and to prevent the sale of bad literature in these same candy shops, which are patronized by the children of our schools—but with what success I cannot guarantee. This is a villainous business, fatal to health and morals, which ought to be suppressed by the police. Oh, that we had some authorized person to make a business of looking up and bringing to justice the nefarious scoundrels who live and prosper on the corruption and ruin of children! Would that we had another Jerome in Hudson county! Here is where liberty degenerates into license, and where the arm of the law should be made effective. For few people seem to reflect that while he who carries on a business that is profitable to his customers as well as to himself is a good and useful citizen, he who does the reverse, or carries on a business which is beneficial and profitable only to himself, is not only a bad citizen, but a criminal. These are the greatest enemies of the Republic.

In December last two of our best known and most highly valued teachers, Miss Irene and Miss Orice Brockway, resigned, after teaching uninterruptedly for over thirty years in one school, viz., School No. 1. In all these years they were scarcely a day absent—an unparalleled record; for neither wind nor weather, sickness nor sorrow, ever kept them from their post of duty. Two more conscientious, hard-working, dutiful teachers I have never known, and our Board of Education in recognition of their exceptional record, passed a special set of resolutions regretting their resignation, thanking them for their long and meritorious

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services, and expressing their best wishes for their future happiness. These two sisters, though living a quiet and retired life, have assuredly done more good in the world, left a more lasting and beneficial impression on their fellow-beings, than many who have made the world ring with their achievements.

At Thanksgiving the pupils of our schools contributed $110.31 in cash, and an enormous quantity of provisions, clothing, cordials, etc., to the hospitals in this vicinity. At one school alone there were no fewer than 500 different packages sent in for this purpose; and at another, besides the provisions, money and clothing for the hospitals, six half-tons of coal were purchased for poor families living in the neighborhood. This, too, is education—practical cultivation of the heart as well as the head.

We have had no epidemic, no uncommon sickness during the year; but one sad event occurred last spring. Mr. Henry Hutchins, twice chosen chairman of our Board of Education, died, after a short illness, in the early part of May last. He was in his sixty-eighth year, and shortly before his death he had declared he had not been seriously ill in forty years. Mr. Hutchins was a man of quiet, gentle nature, and honorable character, and was greatly esteemed by all who knew him. He was a zealous friend of our public schools, and did everything in his power to promote their welfare. Had he known the final outcome of the long struggle for more schools and better school accommodations, in which he had taken such an active part, I imagine he would have exclaimed, with Wolfe at Quebec, "Now I die in peace!"

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REPORTS

ON

Manual and Industrial Training

FOR THE

STATE OF NEW JERSEY.

(143)

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Manual and Industrial Training.

ASBURY PARK.

FRED S. SHEPHERD, SUPERINTENDENT.

Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—The results of any new subject introduced into the school curriculum are best judged after it has been seriously and systematically taught for some years. Although manual training was introduced into our schools seven years ago, it was only four years ago that a well systematized course of hand work was introduced into all grades of the Elementary School. While the novelty of the thing raised doubts in the minds of some of the community, no subject of the curriculum seems now to excite greater public interest, or to meet with warmer approval. Lukewarm supporters have become enthusiastically outspoken in their advocacy of this form of training.

This has been brought about in part by the generous policy of the Board of Education, in not refusing any equipment needed for the effective prosecution of this work. The past year has shown little addition to equipment, except in the art department. This is specified in the subjoined report to me of the supervisor of that department. In the domestic science department, several pieces of aluminum ware were added to the cooking utensils. A few sets of scissors and paint boxes have also been added to complete the equipment of the grades in these respects. Whatever else has been purchased under the name of "plant," has been to replenish equipment worn out. With such equipment as this school now possesses, it will be the fault of the teachers if good results are not attained.

In this latter respect, however, we have been fortunate this past year. The character and amount of work done are both in

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advance of any previous year. We are beginning to see the cumulative effects of continuous years of training of the mind through hand and eye. The skill, judgment and artistic tastes shown in the products wrought out by the children, who have enjoyed such training continuously, from Kindergarten on, for the past four years, are far stronger and more refined than shown in the work of children of the same age four years ago. The same comment is true of the work in the grammar grades. Here again we find the secret of public approval of such training. A new power is seen developing in the children. It may not be consciously analyzed and defined by the parents, who observe it, but they recognize it. The children themselves feel it and this consciousness of self-mastery and expression adds a new momentum to their progress.

Especial emphasis has been laid, this past year, upon developing the original creative power of the child. Of course certain exercises in any form of manual training are necessary for all to perform, in order that some degree of knowledge of tools and materials may be gained, and some degree of skill may be acquired in handling them. From that point on, however, children should be encouraged to originate their own designs of things at once useful and artistic, and to execute them with all the nicety of finish possible. Thus taught, manual training is a strong developer of imagination and of power of thought, while also training and refining the æsthetic tastes. Here it is that manual training finds its real justification for being in a school curriculum. The past year has been more successful than any previous year, in securing original and individual work from the pupils. More independent home work was done than ever before. Wherever possible the supervisors and teachers have been careful to correlate the handwork with the literature, nature study and geography work of the grades. The interest in all school work is thus increased.

The work in sewing and cookery has followed the courses of last year. The same is true of drawing. As four years' trial has now demonstrated that the strength of one teacher is not adequate to the planning and executing of all the work in the Elementary School in manual training and domestic science and

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art, the Board has decided to engage the services of an additional teacher, who will manage the department of domestic science and art exclusively, while the former teacher will take those forms of handwork given the boys beyond the fourth grade. This differentiation of the work will, I trust, result not only in still better work being done in these special lines, but also in an extension of the course in woodwork for the boys and in domestic science and art for the girls into the High School.

The following quotations from the last report to me of Miss Dee Beebe, our supervisor of drawing, will inform you somewhat more in detail of the work of that department for the past year:

"The department of art and freehand drawing has been still further equipped this past year with models from which to work. A number of the best plaster casts have been added to those already in use as models, and include the large bas relief of Niké, by Praxiteles; the full length figure of David, by Mercie; a section of the Parthenon frieze, the bust of Dante, masques of Venus, Unknown Woman, Nubian Man and Woman, and different parts of the body in separate casts. Some excellent work in full tone values in charcoal has been done from these by High School pupils.

"The equipment of vase forms has also been enriched by the addition of a number of simple and beautiful vase forms from the best firms in New York and Boston. These have been utilized to excellent advantage, not only in the High School, but in the Elementary School as well; the younger pupils working in flat tone values and line, the High School pupils studying composition in charcoal tones, touched up with colored crayons.

"The colored crayons have been used some throughout the school department this year, the color work of last year being confined entirely to water colors. Each class has its own equipment of individual water color sets.

"There has been a gratifying improvement in the power of observation, judgment of proportions and expression; also in neat and systematic handling of materials, and in the power of concentrated attention. In willing thoughtfulness in undertaking problems involving originality of thought and imagination, the entire school has advanced. More work of this character has

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been introduced this year, and the improvement has been particularly encouraging, for in no other department of school work are these important qualities of mind so directly exercised for future practical use in all fields of endeavor.

"The utilitarian value of this department of study in public schools is so widely known and recognized, that it would be idle to dwell on it here. The broader and more indirect benefits, however, of æsthetic development and taste-cultivation in every-day environment of form and color, of individuality of expression, of originality of thought, of keen observation, of training of the hand to follow the eye accurately, etc., are all important aims which we keep constantly in view, and which should appeal to every well-trained citizen, from the standpoint not only of their value for general culture, but also for usefulness and commercial worth to our own country.

"The loan exhibition of masterpiece reproductions, held last November, was most gratifying in the interest it stimulated in the best that has been done in the world of art. Even our smallest children seemed to take away some pleasure and profit.

"A few more books on subjects of general art interest in our school library would also be appreciated."

FINANCIAL STATEMENT.

Receipts.

Balance from last year,	$324 37
Amount raised by special tax,	1,100 00
Amount received from the State,	1,100 00
Total,	$2,524 37

Disbursements.

Teachers' salaries,	$1,705 00
Plant,	147 07
Material,	374 76
Balance June 30th, 1904,	297 54
Total,	$2,524 37

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DRAWING.

Name of teacher—Dee Beebe.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 317; female, 337.
Number of lessons per week given each class—2.
Length of lesson—40 minutes.
Amount expended for manual training during the year—plant, $86.66; material, $101.94; salaries, $859.09; total, $1,047.69.
Total amount expended to date—$5,516.04.
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, 91; female, 80.
Number of lessons per week given each class—1.
Length of lesson—30 minutes.
Amount expended for manual training during the year—Material, $5.75; salaries, $40.91; total, $46.66.
Total amount expended to date—$105.47.
Grade or grades in which subject is taught—I and II.

CARD-BOARD, CORD, RAFFIA AND BASKETRY.

Name of teacher—Cornelia B. White.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 170; female, 173.
Number of lessons per week given each class—2.
Length of lesson—40 minutes.
Amount expended for manual training during the year—Plant, $10.85; material, $41.17; salaries, $240; total, $292.02.
Total amount expended to date—$485.42.
Grade or grades in which subject is taught—I to IV, inclusive.
Remarks—During the latter part of the year Miss White was allowed an assistant for six hours a week for cooking and sewing. The wages of the assistant are here added to Miss White's salary and charged to sewing and cooking in due proportions.

SEWING.

Name of teacher—Grade teachers.
Number of pupils—Female, 77.
Number of lessons per week given each class—2.
Length of lesson—40 minutes.

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Amount expended for manual training during the year—Plant, $23.15; material, $21.36; salaries, $25; total, $69.51.
Total amount expended to date—$888.27.

COOKERY.

Name of teacher—Cornelia B. White.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Female, 37.
Number of lessons per week given each class—1.
Length of lesson—110 minutes.
Amount expended for manual training during the year—Plant, $15.06; material, $61; salaries, $210; total, $286.06.
Total amount expended to date—$1,916.11.

METAL-WORKING.

Name of teacher—Cornelia B. White.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—25.
Number of lessons per week given each class—2.
Length of lesson—40 minutes.
Amount expended for manual training during the year—Material, $4.87; salaries, $60; total, $64.87.
Total amount expended to date—$371.88.

WOOD-WORKING.

Is teacher engaged exclusively in this work—Yes.
Number of pupils—Male, 87.
Number of lessons per week given each class—2.
Length of lesson—40 minutes.
Amount expended for manual training during the year—Plant, $11.35; material, $138.67; salaries, $270; total, $420.02.
Total amount expended to date—$3,818.77.

ATLANTIC CITY.

CHARLES B. BOYER, SUPERINTENDENT.

Hon. Charles J. Baxter, 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,

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1904. No radical changes in this department have been made during the past year. The course is, in all of its details, similar to that reported to the department in my former reports. Four teachers are employed, and they devote all of their time to the various lines of work constituting our manual training courses. The work practically begins in the first grade, and is continued through the grades until the pupils reach the tenth grade, second year in the High School.

The work of the third and fourth grades consists of the various forms and application of reed and raffia work and is done by the boys and girls of these grades. One-hour period per week is given to this work, and the interest maintained is highly commendable. Beginning with the fifth grade and continuing to the end of the tenth grade the boys give one hour per week to shop work, while the girls pursue a course in sewing under the supervision of a special teacher for the department.

The department of drawing is well organized and systematic; drawing and art study is carried on through all of the grades. This work is under the supervision of a special teacher, Miss Ruth Drake, and the results obtained are meeting with general approval. As a matter of fact, the drawing and manual training courses are well organized, and are receiving approval and recognition by the public in general.

The day may not be far distant when a complete course in domestic science will be added to our course. This seems at the present time a very much needed addition to the course, but on account of the lack of a suitable room for the purpose we have therefore hesitated to urge the introduction of the same.

The general condition of manual training is one of steady progress. The board has been liberal in the expenditure of money for the general maintenance and perfecting of the department, and the general public less critical. The interest maintained on the part of the pupils is very satisfactory, and requests to be excused are practically unknown. The public has been generous in praise of the work done during the past year, and liberal in voting funds for the support and maintenance of the department.

The work prepared for the St. Louis Exposition was well executed, and no doubt ranked very creditably with that of other schools of the State.

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The following is our financial report:

FINANCIAL STATEMENT.

Receipts.

Balance from last year,	$25 90
Amount raised by special tax,	2,500 00
Amount received from the State,	2,500 00
Amount received from other sources,	.....
Total,	$5,025 90

DISBURSEMENTS.

Teachers' salaries,	$2,800 00
Plant,	375 78
Material	1,096 40
Incidentals,	.....
Balance June 30th, 1904,	753 72
Total,	$5,025 90

MECHANICAL DRAWING.

Name of teacher—Helen D. Meeker.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 100.
Number of lesson per week given each class—1.
Length of lesson—40 minutes.
Amount expended for manual training during the year—Salaries, $1,000.
Grade or grades in which subject is taught—Ninth and tenth.

DESIGNING.

Name of teacher—Ruth W. Drake.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Female, 120.
Number of lessons per week given each class—2.
Length of lesson—40 minutes.
Amount expended for manual training during the year—Salaries, $750.
Grade or grades in which subject is taught—Ninth and tenth.

RAFFIA AND REED-WORK.

Name of teacher—Lucy A. Linvill.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 310; female, 340.
Number of lessons per week given each class—1.
Length of lesson—1 hour.
Amount expended for manual training during the year—Salaries, $550.
Grade or grades in which subject is taught—Fourth grade.

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SEWING.

Name of teacher—Emma Pettit.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Female, 675.
Number of lessons per week given each class—1.
Length of lesson—1 hour.
Amount expended for manual training during the year—$500.
Grade or grades in which subject is taught—Fifth, sixth and seventh.

SLOYD (*a*).

Name of teacher—Lucy A. Linvill.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 275.
Number of lessons per week given each class—1.
Length of lesson—1 hour.
Grade or grades in which subject is taught—Fifth and sixth.

SLOYD (*b*).

Name of teacher—Helen D. Meeker.
Is teacher engaged exclusively in this work?—No.
Number of pupils—200.
Number of lessons per week given each class—1.
Length of lesson—1 hour.
Grade or grades in which subject is taught—Fifth and sixth.

WOOD-WORKING—(*a*) JOINERY.

Name of teacher—Helen D. Meeker.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Males, 275.
Number of lessons per week given each class—1.
Length of lesson—1 hour.
Grade or grades in which subject is taught—Seventh and eighth.

WOOD-WORKING—(*b*) CARVING.

Name of teacher—Helen D. Meeker.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Males, 100.
Number of lessons per week given each class—1.
Length of lesson—1 hour.
Grade or grades in which subject is taught—Ninth and tenth.
Amount expended for manual training during the year—Plant, $375.78; material, $1,096.40; salaries, $2,800.00; total, $4,272.18.
Total amount expended to date—$44,245.98.

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ATLANTIC HIGHLANDS.

W. T. WHITNEY, PRINCIPAL.

To Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—It is with pleasure that I submit to you the first annual report of our manual training department for the school year ending June 30th, 1904. We feel that we have accomplished a great deal in manual training during the first year, and the results secured have firmly established manual training as a part of the public school work in this community. Work has been carried on in drawing, sewing and wood-working. The course pursued was the one presented to the State Board of Education and approved by them. An exhibition was held in June of the work done in the manual training department and was the subject of much favorable comment.

It is the intention of the Board of Education to extend it into the primary department and to develop it in the High School. Metal-working will be added next year.

PLANT.

BENCH WORK.

Shop—25 x 33.
Twelve manual training benches, with end and side screw and tool racks.
Store room and lockers for keeping material and unfinished work.
Individual tools for each bench.
4 Firmer chisels, 1 inch, ½ inch, ¼ inch, ⅛ inch.
1 Firmer gauge, ⅜ inch.
1 Back saw, 10 inches.
1 Hand saw, 22 inches.
1 Adze eye hammer.
1 Starting iron block plane.
1 Starting iron smooth plane.
1 Imported gimlet bit, 3-16 inch.
1 Imported gimlet bit, ¼ inch.
2 Dowel bits, ⅜ inch, ½ inch.

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1 Brace, 8 inches.
1 Rose countersink, 5/8 inch.
1 Try square, 6 inches.
1 Beech marking gauge.
1 Screw driver, 4 inches.
1 Rule, 2 feet, 2 folds.
1 Hickory mallet.
1 Bench hook.
1 Brad awl, 1¼ inches.
1 Winged dividers, 6 inches.
1 Bench duster.
1 Nail set.
1 Sloyd knife.
1 Spokeshave.

GENERAL TOOLS.

3 Sliding T bevels, 9 inches.
1 Cross-cut saw, 22 inches.
2 Oil stones, slip and oil can.
12 Hard screws, 12 inches.
12 Hard screws, 6 inches.

DRAWING.

High School—Room, 25 x 33.
12 Adjustable drawing tables.
24 Drawing boards.
12 T squares.
12 Triangles.
24 Rulers.
12 Sets of geometric solids.
36 Scissors.
48 Brushes.

Grammar School—Room, 25 x 33.
6 Tables, 3½ feet x 8 feet.

Remarks—This room is used for both drawing and sewing.

FINANCIAL STATEMENT.

Receipts.

Amount received by special tax,	$450 00
Amount received from State,	450 00
Amount received from other sources,	147 62
Total,	$1,047 62

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Disbursements.

Teachers' salaries,	$600 00
Plant,	278 10
Material,	135 19
Incidentals,	34 33
Total,	$1,047 62

DRAWING.

Name of teacher—Eva L. Ingling.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 85; female, 82.
Number of lessons per week given each class—2.
Length of lesson—30 minutes in primary, 40 minutes in grammar and high school.
Amount expended on manual training during the year—Material, $35.63; teacher's salary, proportionate to work done in that department, $100; total, $135.63.
Grades in which subject is taught—Sixth, seventh, eighth and ninth.

MODELING.

Only in connection with drawing.

SEWING.

Name of teacher—Edna M. Greene.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Females, 62.
Number of lessons per week given each class—2.
Length of lesson—40 minutes.
Amount expended for manual training during the year—Materials, $51.03; salaries, $100.00; incidentals, $11.09; total, $162.12.
Grades in which subject is taught—Fourth, fifth, sixth, seventh and eighth years.

WOOD-WORKING.

Name of teacher—Marguerite Rue.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 65.
Number of lessons per week given each class—3.
Length of lesson—40 minutes.
Amount expended for manual training during year—Plant, $278.10; materials, $38.58; salaries, $400.00; incidentals, $13.19; total, $749.19.
Grade in which subject is taught—Fourth, fifth, sixth, seventh and eighth years.

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BAYONNE.

J. H. CHRISTIE, SUPERINTENDENT.

Hon. C. J. Baxter, State Superintendent:

DEAR SIR—I hereby submit the first report concerning manual and industrial training in Bayonne. Since this has been the first year to introduce this work it has not been perfected to the extent of carrying out our course in full, especially in the wood and iron work.

The expense of establishing plants sufficient for the number of pupils to take this work would be too great to attempt with our manual training fund. The Board of Education has arranged to secure a six-room building which will be complete and ready for manual training work next year. The introduction of industrial training in this city seems to meet with the approval of the people in general, it being a place where a very large percentage of the boys will go into mechanical pursuits, owing to the diversity of mechanical industries located here. Many boys will be encouraged to remain longer in school, their parents feeling that they are securing an education which will enable them to occupy better positions when they leave school.

The sewing has been taken up with such enthusiasm by the girls that many classes of boys have petitioned to be permitted to join the sewing classes. Teachers have taken lessons after school to prepare themselves for further special positions, and owing to the enthusiasm of the supervisor these lessons have been generously given; also a class in sewing was conducted after school hours. The teachers employed in this work are special teachers and supervisors. Other teachers who have special ability in the work have assisted where it could be arranged to permit it. The teachers who assisted regular teachers in this work have not been charged to the manual training account.

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In this report basketry and weaving have been included in sewing, and modeling has been included in drawing because the same teachers were employed in these topics.

FINANCIAL STATEMENT.

Receipts.

Amount raised by special tax,	$4.000 00
Amount received from the State,	4.000 00
Total,	$8.000 00

Disbursements.

Teachers' salaries,	$4.895.92
Material,	1,397 98
Balance June 30th, 1904,	1,705 10
Total,	$8 000 00

DRAWING AND MODELING.

Name of teacher—P. A. Carter
Assistants—S. A. Harrigan, L. Eddy.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 3,088; female, 3,154.
Number of lessons per week given in each class—1.
Length of lesson—60 minutes.
Amount expended for manual training during the year—Material, $934.00; salaries, $2,040.00; total, $2,974.00.
Total amount expended to date—$2,974.00.
Grade or grades in which subject is taught—All, including high school.
Remarks—P. A. Carter has supervised basketry and weaving, which is included with the sewing, but her salary is in this statement only.

SEWING, RAPHIA AND WEAVING.

Names of teachers—H. J. Shafer, A. M. Low, A. F. Reure, Y. G. Fontana.
Are teachers engaged exclusively in this work?—Yes.
Number of pupils—Female, 2,996.
Number of lessons per week given in each class—1.
Length of lesson—40 minutes.
Amount expended for manual training during the year—Material, $463.98; salaries, $2,855.92; total, $3,319.90.
Grade or grades in which subject is taught—First to seventh.

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The following is a syllabus of mechanical drawing of High School:

1. Top and front views of square prism, shown in three positions.
2. Top and front view of triangular prism, and top, front and left-hand views of a hexagonal pyramid.
3. Projection of a square prism. The front, top and two side views of a square prism, having an altitude of 4 inches, base 2 inches square and tilted 30 degrees to the right.
4. Projection of a double cross. Top and front view of cross. Top and front view of cross tipped 30 degrees. Top and front view of cross turned and tilted 30 degrees away from observer.
5. Sectional views—
   a. The top and front views, and half section of a square prism 4 inches high, with 2½ inch base, and having a bore of 1½ in diameter.
   b. Top and front view of similar prism having a flange at the top and bottom ½ inch high and overhanging ¼ inch. Show one-half of the front view in section.
6. Working drawing of lap joint.
7. Working drawing of sash joint.
8. Development of a rectangular block—
   Draw development of the surface of a rectangular block 3 inches long, 2 inches deep and 2½ inches high.
9. Development of rectangular pyramid—
   Top and front views and the development of the entire surface of a pyramid having a rectangular base 2½ x 2 inches and an altitude of 4 inches.
10. Development of a truncated square pyramid.
11. Development of an elliptical cone.
12. Development of an elliptical cylinder.
13. Development of a five-piece elbow.
14. Screw threads.
15. Springs.
16. Bolts and nuts.
17. Working drawing of a cone pulley.
18. Working drawing of a five-inch clamp.
19. Working drawing of a monkey wrench.
20. Working drawing of a globe valve.
21. Working drawing of a bench lathe assembly.
22. Working drawing of head stock.
23. Working drawing of tool rest.
24. Working drawing of tail stock.
25. Working drawing of bed.

26-30. Complete set of working drawings for a stationary engine. Blue prints of the different sheets.

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DRAWING IN GRADES.

Third and Fourth Years.

Representation. Appearance of Forms. Pictures—drawings.

1. Nature—Grasses, fruits, vegetables, sprays, flowers, from the pose, from animals.
2. Objects—Balls, baskets, tumblers and other familiar objects.
3. Type Solids—Sphere, cube, cylinder, hemisphere, square prism, right-angled tri. prism.
4. Composition—Groups or models or objects. Space relation in landscape.

Decoration. Ornamentation of Forms. Original Design.

1. Historic Ornament—Early American, Christian and Egyptian.
2. Decorative Design—Space relation, plaids, parquetry.
3. Natural Growth—Arrangement around centre.
4. Color—Colored paper, brush, light and shade.

Construction. Facts of Form. Working Drawings.

1. Type Solids—Cube, square prism, right-angled tri. prism.
2. Patterns—Cube, square prism, right-angled tri. prism, objects similar in form.
3. Constructive Design—Boxes, etc.

The fourth year goes more into detail than the third year.

Fifth Year.

Representation. Appearance of Form. Pictures—Drawings.

1. Nature—Grasses, fruit, vegetables, sprays, flowers, from the pose, from animals.
2. Objects—Balls, baskets, tumblers and other familiar objects.
3. Type Solids—Sphere, cube, cylinder, hemisphere, square prism, right-angled tri. prism.
4. Composition—Groups of models or objects, space relation in landscape.

Decoration. Ornamentation of Forms. Original Designs.

1. Historic Ornament—Early American, Christian and Egyptian.
2. Decorative Design—Space relation, plaids, pasquetry.
3. Natural Growth—Arrangement around a centre.
4. Color—Colored paper, brush, light and shade.

Construction. Facts of Form. Working Drawings.

1. Type Solids—Cube, square prism, right-angled tri. prism.
2. Patterns—Cube, square prism, right-angled tri. prism, objects similar in form.
3. Constructive Design—Boxes, etc.

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Sixth Year.

Representation. Appearance of Form. Pictures—Drawings.

1. Nature—Berries, trees, from the pose, from animals, flowers, landscape.
2. Objects—Books, chairs, vases, pitchers and other familiar objects.
3. Type Solids—Cube, square, prism.

Decoration. Ornamentation of Forms. Original Designs.

1. Historic Ornament—Egyptian and Greek.
2. Color—Colored paper, brush, light and shade.

Construction. Facts of Form. Working Drawings.

1. Solids—Cube, square prism, equi. tri. prism, cone, pyramid.
2. Patterns—Cone, pyramid, objects similar in form.
3. Working Drawings—Two and three views, figured.

Fine Examples.

1. From Rembrandt, Millet, Arthur, W. Dow, John La Farge, Edwin Bachfield and Anna Klukple.
2. From Japanese Artists—Hokusai's daughter and Hiroshig.
3. From Egyptian and Greek architecture.

Composition.

1. Representation—Groups of models or objects, landscape.
2. Decoration—Space relations, light and dark color, flower compositions.
3. Construction—Mouldings, doorways, brackets.

Seventh Year.

Representation. Appearance of Form. Pictures—Drawings.

1. Nature—Corn, trees, from the pose, from animals, flowers, landscape.
2. Objects—Vases, books, jars and other familiar objects, roofs.
3. Type Solids—Square prism, right-angled tri. prism, equi. tri. prism.

Decoration. Ornamentation of Forms. Original Designs.

1. Historic Ornament—Roman, Byzantine and Romanesque.
2. Color—Colored paper, brush, light and shade.

Construction. Facts of Form. Working Drawings.

1. Solids—Cube, square prism, ellipsoid, ovoid, cone, pyramid.
2. Patterns—Cone, pyramid, objects similar in form.
3. Working Drawings—Two and three views, figured.

Composition.

1. Representation—Groups of models or objects, landscape.
2. Decorative—Space relations, light and dark, color, facts, flower composition.
3. Constructive—Grilles.

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Eighth Year.

Representation. Appearance of Form. Pictures—Drawings.

1. Nature—Flowers, trees, from the pose, from birds, landscape.
2. Objects—Vases, books, jars and other familiar objects, buildings, towers, interiors.
3. Type Solids—Cone, pyramid.

Decoration. Ornamentation of Forms. Original Designs.

1. Historic Ornament—Saracenic, Gothic and Renaissance.
2. Natural Growth—Surface design, border, arrangement around a centre.
3. Color—Colored paper, brush, light and dark.

Construction. Facts of Form. Working Drawings.

1. Solids—Cylinder, cone.
2. Patterns—Cone, cylinder, elbow.
3. Working Drawings—Plans, elevations, developments.

Composition.

1. Representation—Groups of models or objects, landscape.
2. Decoration—Space relations, light and dark, color, flower composition, surface covering.
3. Construction—Facades, lanterns and vases.

WOOD WORK AND IRON WORK.

Fifth Year Grade for Boys.

Forty minutes per week.

The making of patterns, construction in oak tag, straw board or other appropriate material. Designs should be suggested by the pupil's interests in school. Whittling in soft wood, bass-wood and pine; the construction of models both interesting and useful to the pupils.

Venetian iron in ¼ inch strips used in straight line and angle combinations. Flat and round pliers are used in this work.

Sixth Year Grade for Boys.

Forty minutes per week.

The work of the preceding grade is continued to more difficult models. The saw, plane and chisel and try-square are employed. The paper knife wind-mill and boat are made, measurements employed, models made from original design and from pattern.

Curves in combination with straight lines are introduced in the iron work.

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Seventh Year Grade for Boys.

Forty minutes per week.

Making of useful articles embracing the knowledge gained in the preceding grades, introducing more advanced steps. Decorations in scroll work and joint work of the same for construction of fancy paper racks, comb boxes, towel racks, brackets and other useful articles.

Venetian iron work extends to making simple candelabra, decorative shelf brackets, and so forth.

Pyrography is introduced in this grade, in soft wood decorative work.

Eighth Year Grade for Boys.

Forty minutes per week.

The shop work is on the same line but more advanced than in the preceding year, dealing with more valuable woods and more difficult joints. Articles are designed, measured, jointed, decorated by carving, electric pyrography, stained and polished.

The work in venetian iron is carried to the making of more elaborate models such as bridges and so forth.

In all grades the shop work is closely related to the drawing, in which classes the designs and patterns are first drafted by the pupils.

High School—Elective, 1 hour per week.

A technical course in grinding, honing and care of tools; a knowledge of their control. durability and limitations. The use of sand paper, stains and various polishing agents. Wood carving and cabinet work, boxes, book-racks, combination settee and tables, book shelves, tabourets and other articles.

Iron work is carried to making articles of more elaborate design than in the eighth year grade, and embraces hammering of sheet metal, drilling, filing, riveting, frame work and so forth.

The mechanical drawing course works in conjunction with this course. in order that drafting and making of blue prints shall precede the tool work.

The following is the course of study in sewing:

First and Second Year Grades.

Exercises shall consist of cord and raphia work of assorted colors, knot making and chain stitch, fan chains, key chains and other articles. Following design with needle and cord in perforated cardboard, and so forth.

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Third and Fourth Year Grades.

Raphia and rattan are used in making mats, rugs, baskets, hats, belts, and so forth.

In these grades pupils should be led to see the connection between the method of braiding and shaping the articles they have previously made and the more advanced work of weaving a piece of textile on the loom. The intricacies of manufacture are too difficult for comprehension, but the lessons on warp, woof, selvage, and so forth, will call forth an interest in textiles and their uses.

Fifth Year Grade for Girls.

Forty minutes per week.

Designing, drafting, cutting and sewing of small garments, centerpieces, doilies, sofa cushions, hooks and eyes, button-hole making, and so forth.

Sixth Year Grade for Girls.

Forty minutes per week.

Continuation of work in fifth year carried to designing work bags and boxes, making of fancy aprons, borders, towels, table cloths, and so forth, and making use of exact measurements.

Seventh Year Grade for Girls.

Forty minutes per week.

Review all stitches formerly learned, employing fancy stitches, drafting and completing garments. Explain method of using bought patterns, noting perforating and joining of different parts. Instruction in economical use of materials, rolling and whipping ruffles, matching and joining embroidery and lace, and so forth.

MATERIALS USED IN SEWING.

Red marking cotton, skeins.
White cotton, No. 40 and No. 50, spools.
Red cotton, No. 40, spool.
Germantown yarn, for darning.
Darning cotton, cards.
Darning cards.

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White cotton tape, No. 2.
Red dress braids.
Needles, No. 6 and No. 7, betweens.
Darning needles.
Tapestry needles.
Thimbles.
Hooks and eyes.
Buttons, with and without shanks.
White lawn.
Apron gingham.
Bleached muslin.
Unbleached muslin.
Outing flannel.
Gray flannel.
Bed ticking.
Striped cambric.
Coarse canvas.
Huck toweling.
Lace edging.
Lace insertion.

The following is a syllabus of raphia and basketry as conducted in the grades:

SEPTEMBER.

First Year.

Knotting macrame, single knot, one inch apart. Make whip.
Tie corkscrew bar. Make handle for whip.

Second Year.

Braid three and four straws, both in natural and colored raphia.
Make round mats of raphia.

Third Year.

Make picture frames, round and oval of raphia over cardboard.
Make plain mats of reed.

Fourth Year.

Make plain mats of reed.
Make napkin rings, Solomon's knot.

Fifth Year.

Plain reed mats combined for a wall pocket.
Corkscrew bar, button-hole bar, single Genoese bar—raphia and macrame.

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Sixth Year.

Oval, round and square picture frame of natural raphia finished with fancy cord of colored and natural raphia.
Reed mat, round with a little colored decoration.

Seventh Year.

Handkerchief pocket of braided raphia, fancy designs.
Raphia belt, plaited.

OCTOBER.

First Year.

Weaving on cards, over one, under one, with worsted.
Weaving on cards with raphia.
Weaving plain straw matting.
Weaving fancy straw matting.

Second Year.

Brush-broom holders, raphia over cardboard, finished, braided cord.
Wall pockets, braided raphia.
Shopping bags, braided raphia.
Collar box, raphia over cardboard.

Third Year.

Wall pockets of reed mats.
Shopping bags of reeds and macrame.
Handkerchief box, raphia over cardboard.
Board twine bag of raphia.

Fourth Year.

Picture frames of varied designs, worked in colors on natural raphia.
Napkin rings and bags of varied designs in colored raphia.
Raphia shopping bag, Solomon's knot.
Book cover, raphia.

Fifth Year.

Music rack, raphia on brass rings and slate frame.
Book cover with design, raphia.
Simple reed basket, flat bottom.
Work basket of raphia over cardboard.

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Sixth Year.

Picture frame of original shapes and designs.
Splint mats with raphia and reed weaves.
Handkerchief case, raphia.
Jewel box, raphia and reed.

Seventh Year.

Reed mat, simple centre.
Original designs by combining reed mats.
Flat-bottomed basket, reed.
Flat-bottomed basket, splints.

NOVEMBER.

First Year.

Rug weaving of raphia and worsted.
Tie "Waved or Shell Bar."
Make horse reins.
Weave shopping bag of raphia and lacings.

Second Year.

Cuff box, raphia over wire frame or cardboard.
Drinking glass with cover, raphia over wire.
Doll's umbrella, raphia over wire.
Doll farmer and farmer's wife.

Third Year.

Book mark, splints and raphia.
Napkin rings, raphia over brass rings.
Shopping bag with handle, raphia woven with brass ring for centre.
Simple raphia belt.

Fourth Year.

Flat-bottomed basket, simple weave, reed.
Bowl-shaped basket, simple weave, reed.
Pincushion basket, reed.
Small work basket, reed and raphia, without cover.

Fifth Year.

Flat-bottomed basket, reed, with col.
Bowl-shaped basket, reed, with col.
Pincushion basket, reed, with col.
Small work basket, reed and raphia, cover.

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Sixth Year.

Flat-bottomed basket, simple and double weave.
Bowl-shaped basket, simple and double weave.
Bowl-shaped basket with handles at side.
Lunch basket with handles and cover.

Seventh Year.

Work basket, flat-bottomed.
Fruit basket or tray, flat.
Bowl-shaped basket, triple weave.
Work basket, original design.

DECEMBER.

First Year.

Simple candy basket in cardboard and raphia.
House, raphia.
Doll's table, raphia and wire.

Second Year.

Doll's sofa and chairs.
Doll's bed.
Candy box, raphia.

Third Year.

Candy box, splints and raphia, square.
Candy box, splints and raphia, oblong.
Candy box with handles, round.

Fourth Year.

Candy basket, reeds, round, without cover.
Candy basket, reeds, with cover, round.
Candy basket, reeds, round, with cover and handles.

Fifth Year.

Candy basket, reeds and braided raphia, without cover.
Candy basket, reeds and colored raphia, with cover.
Candy basket, reeds and colored raphia, with cover and handles.

Sixth Year.

Fancy candy basket, reeds and raphia, without cover.
Fancy candy basket, reeds and raphia, with cover and handles.
Original fancy candy basket.

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Seventh Year.

Fancy candy basket, reeds and fancy straw, without cover.
Fancy candy basket, reeds and fancy straw, with cover and handles.
Original fancy candy basket.

JANUARY.

First Year.

Simple and Solomon's knot on macrame and raphia.
Small shopping bag, Solomon's knot.
Tie spiral cord, two colors, macrame.
Finish shopping bag.

Second Year.

Work basket, cardboard, covered with tissue paper finished with fancy raphia cord.
Doll's rug, raphia filling and macrame warp.
Doll's hammock.
Tennis net.

Third Year.

Work basket, raphia and splints, round on wooden bottom.
Work basket, oblong bottom, raphia and splints.

Fourth Year.

Simple work basket, reeds, without cover.
Simple work basket, with cover, reeds.
Simple work basket, with cover and handles.

Fifth Year.

Hammock, macrame.
Work basket, with cover and side handles.

Sixth Year.

Work basket, triple weave, without cover.
Work basket, with cover and handles.
Work basket, original design.

Seventh Year.

Work basket, triple weave.
Original design of a work basket, using fancy straws.

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FEBRUARY.

First Year.

Mats of canvas finished with knotted fringe of macrame.
Round and square mats.
Designs worked with raphia on mats made the first two weeks.

Second Year.

Rug weaving.
Tennis recquet and ball.

Third Year.

Knotting square for bags.
Shopping bag, made with square knot.
Tie cord for bag.
Finish bag.

Fourth Year.

Fancy shopping bag of raphia and beads.
Oval tray of raphia.
Oval tray of raphia using color decoration.

Fifth Year.

Oval tray of reed.
Oval tray of raphia.
Oval basket, reed.
Oval basket, raphia.

Sixth Year.

Oval tray of reed and raphia.
Oval basket of reed and raphia.
Oval and round basket with and without handles, reed.

Seventh Year.

Oval work basket with handles and cover, reed and raphia.
Oval tray, reed and raphia.
Original designs in trays and oval baskets.

MARCH.

First Year.

Carpets for doll's house.
Doll's table for kitchen and dining room.
Doll's bed and chairs.

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Second Year.

Tennis net.
Crab net, macrame and reed.
Collar box, raphia over cardboard.
Cuff box, raphia over cardboard.

Third Year.

Handkerchief box, raphia over cardboard.
Handkerchief box, braided raphia.
Flower basket with handle, raphia over wire frame.

Fourth Year.

Shopping bags of reeds with handles of raphia.
Flower baskets, vase form of raphia over reeds (coil basket).

Fifth Year.

Collar box, reed.
Cuff box, reed.
Flower baskets, vase form of reeds.

Sixth Year.

Collar box, reed and colored raphia for decoration.
Cuff box, reed and colored raphia for decoration.
Flower baskets, vase forms of reeds and colored raphia for decoration.

Seventh Year.

Collar and cuff boxes of reed and raphia, coil basketry.
Flower baskets of vase forms, original designs.

APRIL.

First Year.

Simple basket on hair pins.
Simple basket on splints.
Easter basket.

Second Year.

Simple raphia basket over wire frame, without handles.
Basket with handles, raphia over wire frame.

Third Year.

Lunch basket of raphia over reeds, with handle.

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Fourth Year.

Lunch basket with handle and cover, reed and raphia.

Fifth Year.

Chair caning.

Sixth Year.

Lunch baskets with handles and cover of raphia and reeds.

Seventh Year.

Original designs in lunch baskets.

MAY.

First Year.

Furniture for doll's house.

Second Year.

Furniture for doll's house, raphia over reed.

Third Year.

Jardinieres of raphia and reed.

Fourth Year.

Jardinieres of reed and wooden bottoms.

Fifth Year.

Jardinieres without bottoms made of reeds.

Sixth Year.

Fancy flower baskets and jardinieres of reed.

Seventh Year.

Jardinieres of reeds and raphia, with and without bottoms.
Jardinieres of reed and fancy straws.

JUNE.

First Year.

With raphia, string and beads make hanging for windows and doors of doll's house.

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Second Year.

Make dolls and draperies for doll's house.

Third Year.

Waste baskets, raphia and reeds with wooden bottoms.

Fourth Year.

Waste basket of reeds.

Fifth Year.

Waste baskets of reed with colored raphia for decoration.

Sixth Year.

Hats and bonnets of different shapes of raphia on wire.

Seventh Year.

Hats and bonnets of different shapes of raphia and fancy straws, on wire foundation.

BLOOMFIELD.

W. E. CHANCELLOR, SUPERINTENDENT.

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

DEAR SIR—We are closing the second year of our systematic work in manual training.

The important additions to our plant have been cabinets for displaying drawings, etc., sewing machines and benches, lathes, etc., for woodworking. The course as outlined in my last year's report has been in full operation except as therein stated that iron forging and construction had not yet been installed in the High School.

The plan of operation during the past year has been as follows, namely:

We have had four teachers in the department, three female and one male. Two of the former have given one-third of their

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time to supervision of lower grade work and two-thirds of the time to class teaching. The other two teachers have given all their time to class teaching. Most of the instruction in the primary grades has been given by the regular class teachers.

In all our grammar grades the instruction in all subjects is based upon the departmental plan. We have, therefore, been able conveniently to place the manual instruction in these grades in the hands of specialists, with excellent results.

So well pleased are our people with the work that the department next year will include one more teacher, who will specialize in sewing and cooking.

FINANCIAL STATEMENT.

Receipts.

Balance from last year,	$265 83
Amount raised by special tax,	2,500 00
Amount received from the State,	2,500 00
Total,	$5,265 83

Disbursements.

Teachers' salaries,	$3,100 00
Plant,	614 28
Material,	1,276 85
Balance June 30th, 1904,	274 70
Total,	$5,265 83

DRAWING.

Names of teachers—Anna S. Carson, Alice H. Locke, Grace C. Jones, Frank W. Long.

Are teachers engaged exclusively in this work?—Yes.

Number of pupils—Male, 975; female, 950.

Number of lessons per week given each class—High school, 2; Grammar grade, 2; Primary, 3.

Length of lesson—High school and grammar grade, 45 minutes; primary, 20 minutes.

Amount expended for manual training during the year—Plant, $124.70; material, $602.56; salaries—Anna S. Carson, $500.00; Alice H. Locke, $100.00; Grace C. Jones, $125.00; Frank W. Long, $117.00.

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Total amount expended to date—$1,569.26.

Grade or grades in which subject is taught—All elementary and high school grades.

MODELING.

Name of teacher—Primary grade teachers.

Is teacher engaged exclusively in this work?—No.

Number of lessons per week given each class—Primary, 1.

Length of lesson—20 minutes.

Amount expended for manual training during the year—Plant, $17.50.

Total amount expended to date—$17.50.

Grade or grades in which subject is taught—Primary grades 1, 2, 3 and 4.

SEWING.

Names of teachers—Alice H. Locke, Anna S. Carson, Grace C. Jones.

Are teachers engaged exclusively in this work?—Yes.

Number of pupils—Male, 512; Female, 924.

Number of lessons per week given each class—High school, 2; Grammar grade, 2; Primary, 1.

Length of lesson—High school and grammar grade, 45 minutes; primary, 20 minutes.

Amount expended for manual training during the year—Plant, $107.25; material, $416.95; salaries—Alice H. Locke, $550.00; Anna S. Carson, $325.00; Grace C. Jones, $250.00.

Total amount expended to date—$1,649.20.

Grade or grades in which subject is taught—Elementary grades 4, 5, 6, 7, 8 and high school.

METAL-WORKING.

Names of teachers—Alice H. Locke, Grace C. Jones, Frank W. Long.

Are teachers engaged exclusively in this work?—Yes.

Number of pupils—Male, 115; female, 11.

Number of lessons per week given each class—1.

Length of lesson—45 minutes.

Amount expended for manual training during the year—Material, $25.00; salaries—Alice H. Locke, $50.00; Grace C. Jones, $75.00; Frank W. Long, $117.00.

Total amount expended to date—$267.00.

Grade or grades in which subject is taught—Grammar grades 6 and 7.

WOOD-WORKING—JOINERY AND CARVING.

Names of teachers—Alice H. Locke, Grace C. Jones, Frank W. Long.

Are teachers engaged exclusively in this work?—Yes.

Number of pupils—Male, 392.

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Number of lessons per week given each class—2.
Length of lesson—45 minutes.
Amount expended for manual training during the year—Plant, $364.83; material, $203.75; salaries—Alice H. Locke, $100.00; Grace C. Jones, $250.00; Frank W. Long, $466.00.
Total amount expended to date—$1,384.58.
Grade or grades in which subject is taught—Elementary grades 4, 5, 6, 7 and high school.

COOKING.

Names of teachers—Alice H. Locke, Belle L. Merchant.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 30.
Number of lessons per week given each class—2.
Length of lesson—45 minutes.
Amount expended for manual training during the year—Material, $28.59; salaries—Alice H. Locke, $25.00; Belle L. Merchant, $50.00.
Total amount expended to date—$103.59.
Grade or grades in which subject is taught—High school.
Remarks—Our courses in basketry and weaving are reported under drawing. Inclose prospectus of the course as approved.

MANUAL TRAINING AND INDUSTRIAL SCHOOL FOR COLORED YOUTH, BORDENTOWN, N. J.

JAMES M. GREGORY, PRINCIPAL.

Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—I have the honor to submit the annual report of the Manual Training and Industrial School for Colored Youth, at Bordentown, for the year ending June 2d, 1904.

In a general way, I would say that the work of the school in all of its departments conducted in the spacious and well-appointed rooms of our new building, was naturally the most satisfactory of any year. The influence of the modern school building is not to be discounted in its effect upon educational endeavor.

The total number of students enrolled is 121 (male, 50; female, 71) classified as follows:

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Graduating Class,	11
Second Year—Normal,	10
Third Year—Normal,	11
Third Year—English,	25
Second Year—English,	31
First Year—English,	30
Special Students,	3

The corps of teachers for the past year included the following:

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 Oesaline E. Watson, Arithmetic and History.

Miss Sara L. Morgan, Geography, Composition, Bookkeeping and Typewriting.

Mrs. Jennie E. Johnson, Vocal Music, Piano and Organ.

James F. Gregory, A.B., B.D., English Language, Literature and Public Speaking.

Miss Lucy I. Manning, Cookery.

Miss Mabel C. Baugh, Sewing, Art Needlework, Design.

Miss Irene B. West, Dressmaking, Basketry.

Albert Winkler, Director of Military Band, Instructor of Violin, Mandolin, Guitar.

Hon. William H. Carter, Lecturer on Horticulture.

Hon. Henry I. Budd, State Commissioner of Public Roads, Lecturer on Agriculture.

W. H. Shipps, M. D., School Physician.

The school was highly honored during the spring when, on April 5th, the State Board of Education held a meeting at Ironsides. The members of the board spent the day in going over the courses of study now pursued in the Literary and Industrial Departments of the school, and in an examination of the buildings, looking to repairs and additions, during which time a dinner, prepared by the girls of the Domestic Science Department, was served to them. The gentlemen of the board expressed themselves as highly pleased with the general conduct of the school.

On another occasion, at a later date, Hon. Charles J. Baxter, State Superintendent of Public Instruction, visited the school

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and delivered an address to the students in which he gave a graphic description of his recent visit to Tuskeegee Institute. In suggesting the introduction at Ironsides of some of the successful methods employed at the Southern Institution, he predicted a brilliant future for this school.

Arbor Day aroused unusual interest at the school this year. The literary exercises were held in the school chapel at 10 o'clock, and in the afternoon many young trees, the gift of Superintendent Baxter, were planted on the campus by the students. The morning program consisted of:

Song, "The Song of the Trees," ..... School
Essay, "Origin of Arbor Day," ..... M. B. Thompson
Reading of Proclamation, ... M. B. Thompson
Essay, "Arbor Day," ..... J. Henderson
Essay, "The Canary Bird," ..... V. Davis
Essay, "Trees," ..... M. Hall
Essay, "The Use of Birds," ..... J. Rawlins
Essay, "The Baxter Bird Club," ..... M. Kiar
Essay, "The Evergreen Trees," ..... J. Miller
Essay, "How to Beautify Ironsides' Grounds," ..... G. Clark
Essay, "Ironsides, the Garden Spot of New Jersey," ..... G. Governs
Song, "Joy to the Sturdy Trees," ..... School

The commencement exercises were held at the school on the second of June. Despite the unfavoring weather a large company of visitors gathered in the commodious assembly hall of the new administration building to listen to the orations of the graduates and the addresses of the State officials. State Superintendent Charles J. Baxter, after a few strong words setting forth the need of more State pride in the breasts of the natives of New Jersey, presented the diplomas and certificates to the members of the graduating class. Hon. William D. Forbes, Chairman of the State Board Committee in charge of the Ironsides, emphasized in his address the idea of "intelligently directed work" as significant of the purpose of the school. Hon. Edward Russ, a member of the State Board of Education, followed with a few forceful remarks in commendation of the work done at the school.

The graduates of the various departments are:

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LITERARY DEPARTMENT.

Peter McDonald Milliard, ...British Guiana, S. A.

NORMAL DEPARTMENT.

Andrew J. Carey, ...Plainfield, N. J.
Augusta Jones, ...Peachbottom, Pa.
Ida M. Cooper, ...Birdsboro, Pa.
Fannie E. Haywood, ...Philadelphia, Pa.
Lillian Holmes, ...Hightstown, N. J.
William Smith, ...Camden, N. J.
John T. Kiar, ...Oceanport, N. J.
Mary A. Polk, ...Camden, N. J.
Estelle A. Price, ...Baltimore, Md.
Alice M. Wilmore, ...Camden, N. J.

INDUSTRIAL DEPARTMENT.

Estelle Price, Dressmaking, ...Baltimore, Md.
Hattie Reed, Dressmaking, ...Red Bank, N. J.
Alice M. Wilmore, Cookery, ...Camden, N. J.
John T. Kiar, Carpentry, ...Oceanport, N. J.
William Smith, Carpentry, ...Camden, N. J.

From the above number six students, chosen in a preliminary contest, delivered orations. These speakers, with their subjects, were:
Alice May Wilmore, ...Restlessness.
Andrew Jackson Carey, ...Negro Progress.
Augusta Jones, ...The Responsibility of Life.
William Smith, ...Patriotism.
Lillian Holmes, ...Work.
Peter McDonald Milliard, ...The British Negro.

Hon. J. Bingham Woodward presented the following prizes to the students:

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 William James Smith, of Camden, N. J.

The W. H. Shipps Scholarship Prize, a silver medal offered by Dr. W. H. Shipps, of Bordentown, N. J., to the student attaining the highest standard in scholarship during the year, was awarded to Fannie M. Turner, of Bordentown, N. J. Honorable mention was given to George W. Clark, of Moorestown, N. J.

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The Mrs. Charles J. Baxter Prize of $5, 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 George W. Clark, of Moorestown, N. J.

The Mrs. J. Bingham Woodward Prize of a dressmaker's outfit, for general excellence in dressmaking, was awarded to Anna Estelle Price, of Baltimore, Md.

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 prize of $2, offered by the Principal to the girl making the greatest progress in plain sewing during the year, was awarded to Ida M. Cooper, of Birdsboro, Pa.

The prize of an embroidery bag and outfit, offered by the Preceptress to the girl making the greatest improvement in embroidery, was awarded to Fannie E. Haywood, of Philadelphia, Pa.

The first prize of a hand-made basket with cuff and collar set, offered by Miss Mabel Baugh to the student in the Normal Class for the best work in sewing, was awarded to Anna E. Price, of Baltimore, Md.

The second prize of a hand-made cover, for work in the same class, offered by Miss Mabel C. Baugh, was awarded to Alice M. Wilmore, of Camden, N. J.

The prize of three volumes of Rudyard Kipling's Works, 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 Wilmore, of Camden, N. J.

The prize of one year's subscription to a dressmaking magazine to the girl making the greatest improvement in dressmaking, was awarded to Fannie W. Turner, of Bordentown, N. J.

The prize of a book entitled "The Carey Poems," offered by Miss Sara L. Morgan for punctuality and attendance, was awarded to Emma Bradley, of Haddonfield, N. J.

The prize of a book entitled "Longfellow's Poems," offered by Miss Sara L. Morgan, for excellence in letter writing and penmanship, was awarded to Clara E. Tood, of Burlington, N. J.

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The prize of a set of "Dickens' Works," offered by Miss C. E. Watson to the student making the highest average in general history throughoutthe the year, was awarded to Mattie B. Thompson, of Atlantic City, N. J.

The prize of a book entitled "Prince of the House of David," offered by Miss O. E. Watson to the student of the Literary and Normal Classes attaining the highest average in mathematics during the year, was awarded to Olden O. Perry, of Suspension, Ala.

A few weeks after the close of school, at a conference participated in by the State Superintendent Charles J. Baxter, the Chairman of the Manual Training and Industrial School Committee, William D. Forbes, and Principal J. M. Gregory, the entire course of study was gone over, looking particularly to the improvement of the Industrial Department, and in a general way to the organization of the school on a more scientific basis. The fact that in place of a poorly-appointed room, where instruction in carpentry was given once or twice a week, a thoroughly equipped modern carpenter shop is being prepared, where the boys of the school will be daily taught this trade, is significant of the prominence now to be given to the industrial feature of the school.

TREASURER'S REPORT.

Showing receipts and disbursements of the Manual Training School for Colored Youth, for the year ending June 1st, 1904:

Receipts.

To balance from old account,	$1,037 52
" cash from State Treasurer,	5,000 00
" " " tuition,	342 00
" " " medical fees,	119 00
" " " rent of farm,	260 00
" " " insurance,	300 00
" " " donation,	25 00
" " " class in dressmaking,	25 45
" " " class in needlework,	11 37
" " " sale of cow,	35 00
Total,	$7,155 34

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Disbursements.

Buildings and furniture,	$1,694 63
Books and stationery,	285 67
Fuel,	636 00
Incidentals,	54 17
Insurance,	78 15
Medical attendance,	135 00
Oil and small stores,	225 05
Postage and express,	10 00
Rent,	138 00
Salaries,	3,599 40
Telegraph and telephone,	42 40
Amount to balance,	256 86
Total,	$7,155 34

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 wood-working plant has been materially improved. We formerly had six lathes of seven-foot bed and twelve-inch swing, operated by means of overhead shafting and countershafting. These have been replaced with twelve Fay and Scott lathes of four-foot bed and ten-inch swing, each lathe operated by means of its own one-half horse-power Quaker City motor attached to the lathe bed. By this change we have gained space, the twelve lathes occupying less space than six formerly did; we have gotten rid of the vibration caused by the running of the shafting, which rendered the room above almost untenable for class purposes; we have gained efficiency and economy in the use of the lathes, and we have a much more sightly group of machinery.

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The wood-working department has been further improved by the addition of a thirty-six inch Colladay band saw, a Colladay circular saw, and the installation of the band saw, circular saw, Victor jig-saw, grind-stone, and seven and a half horse-power motor, by which they are operated, upon a foundation of rock and cement. This department is now very satisfactorily equipped. The same general lines of work have been pursued in both wood-working and metal-working departments as heretofore. Seventy-three boys and seventy girls have received this instruction. In addition to these lines of work the students in the Normal training department have received instruction in wood-work, Venetian iron-work, weaving, basketry, paper cutting, etc.

The number of these students was thirty-five. The percentage of the total enrollment represented in this department was forty-six and one-half.

Elementary Schools.—The sewing has been pursued as in former years. The primary work and basketry have been done in more than half of the schools of this city, and it is proposed to introduce the bent iron-work and whittling next year.

FINANCIAL STATEMENT.

Receipts.

Deficit from last year,	$696 26
Amount raised by Special Tax,	4,500 00
Amount received from the State,	9,000 00
Total,	$12,803 74

Disbursements.

Teachers' salaries,	$2,710 00
Plant,	3,067 46
Material,	1,619 91
Incidentals,	1,391 38
Balance June 30th, 1904,	4,014 99
Total,	$12,803 74

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DRAWING.

Name of teacher—Myrtie E. Nye.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 109; female, 213.
Number of lessons per week given each class—Two.
Length of lesson—Forty-five minutes.
Amount expended for manual training during the year—Plant, $6.41; material, $49.58; salaries, $510.00; total, 565.99.
Total amount expended to date—$23,243.25.
Grade or grades in which subject is taught—High School, ninth, tenth, eleventh and twelfth grades.

MODELING.

Name of teacher—Regular teachers.
Are teachers engaged exclusively in this work?—No.
Number of pupils—Male, 2,914; female, 2,918.
Number of lessons per week given each class—Two.
Length of lesson—Thirty minutes.
Amount expended for manual training during the year—Plant, $374.79; material, $592.05; total, $966.84.
Total amount expended to date—$11,433.85.
Grade or grades in which subject is taught—First to eighth, inclusive.

SEWING.

Name of teacher—Regular teachers.
Are teachers engaged exclusively in this work?—No.
Number of pupils—Female, 3,317.
Number of lessons per week given each class—One.
Length of lesson—Fifty minutes.
Amount expended for manual training during the year—Plant, $59.20; material, $168.73; total, $227.93.
Total amount expended to date—$6,055.62.
Grade or grades in which subject is taught—Third to enghth, girls.

METAL-WORKING.

Name of teacher—John Brown.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 72.
Number of lessons per week given each class—First year, 1; second year, 1; third year, 1; fourth year, 1.
Length of lesson—First year, 45 minutes; second, third, and fourth years, 90 minutes each.
Amount expended for manual training during the year—Plant, $163.39; material, $141.69; salaries, $1,200.00; total, $1,505.08.

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Total amount expended to date—$34,578.61.

Grade or grades in which subject is taught—High school, ninth, tenth, eleventh and twelfth grades, boys.

WOOD-WORKING.

Name of teacher—Walton Gerhard.

Is teacher engaged exclusively in this work?—Yes.

Number of lessons per week given each class—First year, 2.

Length of lesson—Forty-five minutes.

Remarks—First year girls.

WOOD-WORKING—JOINERY AND CARVING.

Name of teacher—Walton Gerhard.

Is teacher engaged exclusively in this work?—Yes.

Number of pupils—Male, 73; female, 70.

Number of lessons per week given each class—Second year, 2; third year, 2; fourth year, 2.

Length of lesson—Ninety minutes.

Amount expended for manual training during the year—Plant, $2,293.16; material, $606.14; salaries, $1,000.00; total, $3,899.30.

Total amount expended to date—$30,852.40.

Grade or grades in which subject is taught—High School, ninth, tenth, eleventh and twelfth grades.

Remarks—First, second, third and fourth year, boys

NORMAL TRAINING.

Name of teacher—Walton Gerhard.

Number of pupils—Female, 35.

Number of lessons per week given each class—Two.

Length of lesson—Forty-five minutes.

Amount expended for manual training during the year—Plant, $170.51; material, $61.72; total, $232.23.

Total amount expended to date—$333.09.

Grade or grades in which subject is taught—Normal training class.

MOULDING.

Name of teacher—Walton Gerhard.

Total amount expended to date—$24.75.

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CARLSTADT.

PHILIP SHERIDAN, D. C.

Hon. C. J. Baxter, State Superintendent:

DEAR SIR—I herewith beg to submit the written report concerning manual training in the Carlstadt public school for the school year ending June 30th, 1904.

The past year was one of the most successful in the history of our school. A marked improvement was noticeable in all lines of manual training. New forms of handiwork were introduced, while old courses were materially changed and revised so as to conform more closely to modern educational ideas. The new subjects introduced were cord-work, work with raffia, basketry and Venetian iron-work.

Grades one and two received instruction in paper-folding, cutting and pasting. The courses for grades two to four, inclusive, comprised cord-work, raffia, basketry and cardboard construction. Basketry was taught in all grades from the second to the sixth, inclusive; weaving on toy looms in grades four, seven and eight. The boys of the fifth grade received instruction in whittling; those of the sixth grade in Venetian iron-work, and those of the seventh and eighth grades in bench work. All girls from the third grade up received instruction in sewing.

The course in wood-working has been entirely changed. The giving of exercises in sawing, planing, chiseling, etc., with no other end in view than the acquiring of skill in the handling of tools, and the monotonous performance of making all kinds of joints have been altogether abandoned. From the very first the pupil's time is spent in constructing some pretty and useful article that will appeal to his interests and in the finishing of which he will take a certain pride.

Better and more commodious quarters, the need of which we have felt so long, have at last been secured. A large room in the

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basement is being fitted up for wood-working. Twenty-five new benches have been purchased, and by the middle of November the boys will be at work under more favorable conditions within their new surroundings.

As will be seen from the foregoing, a course in manual training has been laid out for every grade in our public school. It is our aim to present only such exercises as involve the making of some useful and at the same time beautiful article that will appeal to the child's interest and that is adapted to his stage of development. The children never fail to be deeply interested in this valuable work. Parents also manifest an increasing interest in our manual training department, as was clearly shown at the exhibit of the public school the latter part of June. The exhibit was a complete success, and many kind worls of commendation came from those who had given the work displayed a careful inspection.

FINANCIAL STATEMENT.

Receipts.

Amount raised by special tax,	$600 00
Amount received from the State,	600 00
Total,	$1,200 00

Disbursements.

Teachers' salaries,	$1,075 00
Plant,	10 00
Material,	133 17
Total,	$1,218 17

DRAWING.

Name of teacher—Miss M. Potts.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 29.
Number of lessons per week given each class—1.
Length of lesson—40 minutes.
Amount expended for manual training during the year—Salaries, $50.00.
Grade or grade in which subject is taught—Fourth.

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Name of teacher—B. W. Riemer.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 25.
Number of lessons per week given each class—1.
Length of lesson—40 minutes.
Amount expended for manual training during the year—Material, $20.00; salaries, $75.00.
Grade or grades in which subject is taught—Fifth.

Name of teacher—Miss E. Speer.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 27.
Number of lessons per week given each class—1.
Length of lesson—40 minutes.
Amount expended for manual training during the year—Salaries, $50.00; total, $195.00.
Grade or grade in which subject is taught—Fourth.

CORD, CARDBOARD, RAPHIA AND BASKETRY.

Name of teachers—Grade teachers.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 220; female, 222.
Number of lessons per week given each class—1.
Length of lesson—40 minutes.
Amount expended for manual training during the year—Material, $16.81; salaries, $225.00; total, $241.81.
Grade or grades in which subject is taught—One to six inclusive.
Remarks—Cardboard construction was not taught in fifth and sixth grades.

SEWING.

Name of teacher—Grade teachers.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Female, 150.
Number of lessons per week given each class—1.
Length of lesson—40 minutes.
Amount expended for manual training during the year—Material, $17.90; salaries, $350.00; total, $367.90.
Grade or grades in which subject is taught—Three to eight inclusive.
Remarks—Kindergarten teacher taught sixth, seventh and eighth grades.

VENETIAN IRON.

Name of teacher—B. W. Riemer.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 18.

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Number of lessons per week given each class—1.
Length of lesson—40 minutes.
Amount expended for manual training during the year—Plant, $10.00; material, $25.00; salaries, $100.00; total, $135.00.
Grade or grade in which subject is taught—Sixth.

WOOD-WORKING—JOINERY.

Name of teacher—B. W. Riemer.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 22.
Number of lessons per week given each class—1.
Length of lesson—40 minutes.
Amount expended for manual training during the year—Material, $43.46; salaries, $100.
Grade or grades in which subject is taught—Seventh and eighth.

WOOD-WORKING—WHITTLING.

Name of teacher—B. W. Riemer.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 25.
Number of lessons per week given each class—1.
Length of lesson—40 minutes.
Amount expended for manual training during the year—Salaries, $75.00; total, $218.46.
Grade or grades in which subject is taught—Fifth.

WEAVING.

Name of teacher—Eva J. Speer.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 27; female, 52.
Number of lessons per week given each class—1.
Length of lesson—40 minutes.
Amount expended for manual training during the year—Material, $10.00; salaries, $50.00; total, $60.00.
Grade or grades in which subject is taught—Fourth, seventh and eighth.
Total amount expended to date—Plant, $10.00; material, $133.17; salaries, $1,075.00; total, $1,218.17.

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CAPE MAY.

F. H. HAIN, SUPERVISING PRINCIPAL.

Hon. C. J. Baxter, State Superintendent:

DEAR SIR—During the year ending June 30th, the work in our manual training has progressed in a very satisfactory manner. The committee on property added new knives for sloyd work to the manual training plant.

It is our constant endeavor to extend the work in this department from year to year. During the past term, our boys took an especial interest in their work, and besides doing the work prescribed in the regular course, the following new pieces have been completed: In the fifth grade, a toy cart; sixth grade, Dutch wind mill; eighth grade, flower-pot stand; ninth grade, ironing board; tenth grade, carved picture frame; eleventh grade, new form of botany press; twelfth grade, smoker's stand. The drawings for each lesson are done by the pupils in their respective class-rooms, under the instruction of the regular drawing teacher.

Sewing.—In the Primary and Grammar grades of the Cape May Approved High School, sewing is taught at least one hour every week.

In the first four grades, "Educational Sewing Squares," by Ginn & Company, are used. They are sewed with the standard colors in cotton. All pupils sew.

In the fifth grade, the "School Maid's Folio," containing six garments, an outfit for dolls, is sewed by girls only.

In the sixth grade, outlining on bags, which are used for slippers, buttons, combs and brushes, etc. Red cotton is used and different designs are on every bag. Each girl sews at least three bags.

In the seventh and eighth grades, embroidery is taken up; each girl embroiders at least three doilies during the term.

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FINANCIAL STATEMENT.

Receipts.

Amount raised by special tax,	$500 00
Amount received from the State,	500 00
Total,	$1,000 00

Disbursements.

Teachers' salaries,	$610 00
Plant,	40 00
Material,	289 00
Incidentals,	49 00
Balance June 30th, 1904,	12 00
Total,	$1,000 00

DRAWING.

Name of teacher—Myra Spaulding.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 60; female, 45.
Number of lessons per week given each class—2.
Length of lesson—½ hour.
Amount expended for manual training during the year—Material, $40.00; salaries, $60.00; incidentals, $5.00; total, $105.00.
Grade or grades in which subject is taught—Sixth, seventh, eighth, ninth.

Name of teacher—C. H. Borican.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 5; female, 8.
Number of lessons per week given each class—2.
Length of lesson—½ hour.
Amount expended for manual training during the year—Material, $5.00; salaries, $10.00; total, $15.00.
Grade or grades in which subject is taught—Sixth, seventh, eighth, ninth.

Name of teacher—Florence Crosby.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 6; female, 7.
Number of lessons per week given each class—5.
Length of lesson—½ hour.
Amount expended for manual training during the year—Material, $20.00; salaries, $60.00; incidentals, $2.00; total, $82.00.
Grade or grades in which subject is taught—First.

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SEWING.

Name of teacher—Mame J. Bohm.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Female, 67.
Number of lessons per week given each class—1.
Length of lesson—1 hour.
Amount expended for manual training during the year—Material, $30.00; salaries, $80.00; incidentals, $5.00; total, $115.00.
Grade or grades in which subject is taught—Fifth, sixth, seventh, eighth.

Name of teacher—Lucrissa Hughes.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 25; female, 28.
Number of lessons per week given each class—1.
Length of lesson—1 hour.
Amount expended for manual training during the year—Material, $5.00; salaries, $30.00; total, $35.00.
Grade or grades in which subject is taught—First.

Name of teacher—Laura Wemple.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 24; female, 23.
Number of lessons per week given each class—1.
Length of lesson—1 hour.
Amount expended for manual training during the year—Material, $5.00; salaries, $30.00; total, $35.00.
Grade or grades in which subject is taught—Second.

Name of teacher—Marie Y. Moore.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 15; female, 18.
Number of lessons per week given each class—1.
Length of lesson—1 hour.
Amount expended for manual training during the year—Material, $5.00; salaries, $30.00; total, $35.00.
Grade or grades in which subject is taught—Third.

Name of teacher—Bicie Jones.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 25; female, 27.
Number of lessons per week given each class—1.
Length of lesson—1 hour.
Amount expended for manual training during the year—Material, $7.00; salaries, $30.00; total, $37.00.
Grade or grades in which subject is taught—Fourth.

Name of teacher—A. Mayse Borican.
Is teacher engaged exclusively in this work?—No.

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Number of pupils—Male, 30; female, 31.
Number of lessons per week given each class—1.
Length of lesson—1 hour.
Amount expended for manual training during the year—Material, $10.00; salaries, $30.00; total, $40.00.
Grade or grades in which subject is taught—First, second, third, fourth.

WOOD-WORKING.

Name of teacher—S. H. Townsend.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 90; female, 35.
Number of lessons per week given each class—1.
Length of lesson—1 hour.
Amount expended for manual training during the year—Plant, $40.00; material, $150.00; salaries, $200.00; incidentals, $35.00; total, $425.00.
Grade or grades in which subject is taught—Fifth, sixth, seventh, eighth, ninth, tenth, eleventh, twelfth.

WOOD-WORKING—JOINERY.

Name of teacher—C. H. Borican.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 7.
Number of lessons per week given each class—1.
Length of lesson—1 hour.
Amount expended for manual training during the year—Material, $12.00; salaries, $50.00; incidentals, $2.00; total, $64.00.
Total amount expended to date—$988.00.

EAST ORANGE.

VERNON L. DAVEY, SUPERINTENDENT.

Supt. Chas. J. Baxter, State Dept. of Public Instruction:

DEAR SIR—Manual training continues to hold the interest of the pupils in our schools from the lowest to the highest grades. It is a fundamental principle that the average child loves to construct, and there are few children who cannot be interested in some subject calling into play the creative faculty. In some cases the interest will be in work with the pencil; in others the chisel

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and the plane will be preferred; while to some the needle or the cooking range will appeal most forcibly; but in all these cases the underlying principle is the same—to create something for use or beauty out of the raw materials furnished. So long as child nature is unchanged, so long will it be possible for the intelligent teacher to maintain the interest of children in some form of handwork.

As evidences of the liking of this form of education, it may be said that very few pupils would care to drop the subject if it were made optional; that little advantage is taken of the greatly increased opportunities for disorder afforded by some of the classes—particularly those in woodworking in the Grammar schools, where twenty-five boys work noisily at benches—and that this is a very popular subject in the "backward class," in which the boys are allowed to take joinery and the girls sewing in lower grades than is permitted in regular classes.

The kinds of work done and materials used have not varied greatly from those of recent years.

The girls commence sewing in the fifth grade and continue through the eighth. The boys work with bent iron in the fifth year and also commence mechanical drawing and Sloyd work, using thin wood. In the sixth year the Sloyd is continued with thicker wood. Joinery and mechanical drawing are pursued in the seventh and eighth years.

In the High School the range is broader and embraces the following:

Wood Carving.—A large variety of household objects are designed along the lines of the new art. These are carved in an assortment of woods, and are joined and decorated with stain, water-color, pyrography, metal and leather.

Modeling.—In wax from casts, still life, nature and the abstract. They are cast and decorated with color.

Basketry.—In reed and raffia from pupils' designs.

Metal.—The work in pierced, etched and repoussed iron, brass and copper embraces the making of lanterns, lamps, candle and lamp shades, trays, bowls, clock cases, etc., and practice in the various processes with acids, blow pipes, etc., necessary to their decoration and construction.

Bead-Work.—Original designs applied to chains, card cases, bags, etc.

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Pressed Leather.—Original designs applied to a variety of small objects.

Mechanical Drawing.—Constructive geometry, developments, sections, working sketches and instrumental drawings from models.

Architectural Drawing.—Pupils learn to make and read plans and elevations of suburban buildings, and work out various sections and details in ordinary house construction. Tracings, blue print sketching and coloring.

Sewing.—First year only. Care and use of different kinds of sewing machines. Tucking exercises by the machine. Instruction in choice of materials. Most suitable qualites to buy. Cutting from pattern, basting and making all articles of underwear and shirtwaists.

Free-hand Drawing.—Studies in neutral and color values from life, nature and casts. Design and composition. Mediums—pencil, charcoal, pen and ink, brush and ink, and water-colors.

In the Grammar schools, the woodwork is carried on in the special manual training room, the sewing in the class-rooms.

In the High School, the two manual training rooms afford scanty accommodation or all forms of the work, except sewing, which has had a separate room.

A fourteen-room primary building now in process of erection, will contain a large and well lighted room in the basement for the manual training classes.

As will be seen by the statistical tables the instructors remain the same as for the preceding year.

FINANCIAL STATEMENT.

Receipts.

Balance from last year,	$293 41
Amount raised by special tax,	2,500 00
Amount received from the State,	2,500 00
Total,	$5,293 41

Disbursements.

Teachers' salaries,	$3,450 00
Plant,	1,090 05
Material,	1,015 01
Total,	$5,555 06
Deficit,	$261 65

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DRAWING.

Name of teacher—Josephine Mahon.
Is teacher engaged exclusively in this work?—Yes, to 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—Salaries, $300.00.
Grade or grades in which subject is taught—High School.

Name of teacher—Mary F. Isaminger.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 554; female, 644.
Number of lessons per week given each class—Two.
Length of lesson—Thirty-five minutes.
Amount expended for manual training during the year—Material, $226.49; salaries, $600.00; total, $1,126.49.
Total amount expended to date—$8,709.33.
Grade or grades in which subject is taught—High School and Grammar School.

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, $219.80; salaries, $750.00; total, $969.80.
Total amount expended to date—$6,463.25.
Grade or grades in which subject is taught—Grammar and High School.

WOOD-WORKING—(*a*) JOINERY.

Name of teacher—Inzeborg Sellman.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 515.
Number of lessons per week given each class—One.
Length of lesson—Forty-five minutes.
Amount expended for manual training during the year—Plant, $732.49; material, $437.28; salaries, $850.00.
Grade or grades in which subject is taught—Grammar.

WOOD-WORKING—(*b*) CARVING AND CRAFTS.

Name of teacher—Josephine Mahon.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 66; female, 131.
Number of lessons per week given each class—Two.
Length of lesson—Forty-five minutes.

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Amount expended for manual training during the year—Plant, $357.56; material, $131.44; salaries, $950.00; total $3,458.77.

Total amount expended to date—$29,774.50.

Grade or grades in which subject is taught—High School.

FREEHOLD.

JOHN ENRIGHT, SUPERINTENDENT OF SCHOOLS.

Hon. C. J. Baxter, State Superintendent:

DEAR SIR—Manual training in the Freehold school has made steady progress during the past year. It continues to grow in favor with all the pupils. The course is optional, but we find that it is so popular that only a very few ask to be excused from taking the course. This is the second year of manual training in our school. Last year was given largely to work in wood and paper folding in the lower grades. This year basketry has been added, which has increased the interest. The work in wood is designed to be as practical as possible. Articles of utility are made from working drawings. These articles are made to be used in the homes of the children.

The noticeable advantage in manual training is the ability given to the child at an early age, of understanding the meaning of a working drawing and the stimulation of constructive imagination. Besides this, it is noticeable that a manual training course gives dignity to skilled labor, and increases a desire of those who graduate from the High School to enter the work of practical mechanics after leaving school. This in itself is sufficient to justify whatever expenditure of time and money there may be in manual training as a public school subject.

FINANCIAL STATEMENT.

Receipts.

Balance from last year,	$46 37
Amount raised by special tax,	500 00
Amount received from the State,	500 00
Total,	$1,046 37

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Disbursements.

Teachers' salaries,	$600 00
Plant,	12 00
Material,	169 53
Incidentals,	8 40
Balance June 30th, 1904,	256 44
Total,	$1,046 37

DRAWING.

Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 92; female, 98.
Number of lessons per week given each class—2.
Length of lesson—40 minutes.
Amount expended for manual training during the year—Material, $57.03; salaries, $300.00; total, $357.03; total amount expended to date, $700.03.
Grade or grades in which subject is taught—Fifth to tenth inclusive.
Remarks—Drawing and manual training are taught by the same teacher.

WOOD-WORKING—JOINERY.

Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 96; female, 84.
Number of lessons per week given each class—2.
Length of lesson—40 minutes.
Amount expended for manual training during the year—Material, $112.50; salaries, $300.00; total, $412.50; total amount expended to date, $1,023.13.
Total amount expended to date—Material, $169.53; salaries, $600.00; total, $769.53—$1,723.16.
Grade or grades in which subject is taught—Fifth to tenth inclusive.

GARFIELD.

CHAS H. WRIGHT, D. C.

Hon. C. J. Baxter, State Superintendent:

DEAR SIR—A fair-sized room in the basement is used for woodwork exclusively. All other classes in manual training are held in the regular class-room.

There is accommodation for eighteen students in the regular shop work. In knife work there is accommodation for thirty-two pupils.

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The benches are of good make and each is equipped with a set of good tools.

There is one large closet, part of which has been partitioned off to form lockers for the unfinished work. One end of this closet is devoted to the stock, of which there is a good supply. The best finished work is placed on the walls of the shop and the different class rooms.

There is not yet a complete set of tools for each bench, but each set has been added to very much this year, and another year all benches will be supplied with every necessary tool. The tools for general use have been arranged on a rack at one side of the room.

Around the room are shelves on which books can be found in regard to woods and tools. There are also books on art and design and fully three hundred pictures of paintings of our biggest masters are convenient to the pupils at all times.

The bench work is carried on from the fourth year through the eighth. In the fourth and fifth year the knife is the only cutting tool used for half the year—the other half year is devoted to learning the use of tools and the construction of simple useful aritcles.

The sixth, seventh and eighth grades learn to work with all the tools, and make what is usually called the Sloyd set of models, changes being made to suit the economic conditions of the people.

Three-quarters of an hour a month in the seventh and eighth grades is devoted to a lecture on the evolution and use of tools, the study of woods, the use of stains and their effect on different woods.

In connection with the shop work the classes are taught to read working drawings, and to make free-hand working drawings for themselves.

The instruction in drawing and color work commences with painting sprays—leaves, fruits, vegetables and landscape—and from this leading to constructive design. Below the sixth year the design work is very lightly touched upon.

Sewing is taught in the regular class-room. While the girls are at sewing the boys are in the shop. The course of sewing is very practical. Practice pieces are made always before articles are made. The work commences with the practice of all stitches,

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leading to the application of these stitches to aprons, waists, shirts, etc. The sewing is done under the direction of the regular teacher.

Beginning with the first year and carried through the fourth year, there is a course in manual training that includes paper, clay, basketry, drawing and color work and sewing.

Many of the children come from homes where no attention is given to neatness, where there is no occasion for them to have their minds alert for directions, and paper folding, with entirely mechanical drill, is taken first in this manual training course with the aim of making the children understand directions quickly and accurately.

FINANCIAL STATEMENT.

Receipts.

Amount raised by special tax,	$500 00
Amount received from the State,	500 00
Total,	$1,000 00

Disbursements.

Teachers' salaries,	$650 00
Material,	300 00
Incidentals,	50 00
Total,	$1,000 00

DRAWING.

Name of teacher—Miss Olive R. Himes.
Number of pupils—Male, 460; female, 430.
Number of lessons per week given each class—2.
Length of lesson—45 minutes.
Grade or grades in which subject is taught—Eighth, seventh, sixth, fifth, fourth, third.

MODELING.

Name of teacher—Miss Olive R. Himes.
Number of pupils—Male, 75; female, 60.
Number of lessons per week given each class—1.
Length of lesson—45 minutes.
Grade or grades in which subject is taught—Eighth, seventh, sixth, fifth, fourth, third.

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SEWING.

Name of teacher—Miss Olive R. Himes.
Number of pupils—Female, 350.
Number of lessons per week given each class—1.
Length of lesson—45 minutes.
Grade or grades in which subject is taught—Eighth, seventh, sixth, fifth, fourth, third.

WOOD-WORKING.

Name of teacher—Miss Olive R. Himes.
Number of pupils—Male, 142.
Number of lessons per week given each class—2.
Length of lesson—45 minutes.
Grade or grades in which subject is taught—Eighth, seventh, sixth, fifth.

GLEN RIDGE.

WM. FORD UPSON, D. C.

To the State Superintendent, Trenton, New Jersey:

SIR—In connection with my manual training report, herewith submitted, I also submit the annexed statement made by Miss Glennie Comegys, our general teacher of manual training.

We have added to our plant during the past year in the Department of Wood-work 1 oval burnisher, 13 pear-scrolls, 16 drawing-boards, 6 ruling-pens, 6 Sloyd knives and 1 spoke-shave.

In the Department of Iron-work, 30 pliers and 8 pairs snips.

In the Department of Cooking we have installed a plant consisting of 1 gas range, 12 gas stoves with connections, 1 sink with connections, 10 tables, 14 stools, and pots, pans and other cooking utensils, dishes and towels.

The new Cooking Department is very popular in the school and among the parents, and promises good results. Toward the close of the year the students, under the supervision of the instructor, prepared and served an excellent dinner to the Board of Education. The wood-working and iron-working have progressed sat-

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isfactorily on the same lines as heretofore, and altogether the condition of manual training in our district is satisfactory.

MANUAL TRAINING.

Aim.—To cultivate brain, eye and hand; cultivating the social sympathies in making for the home, the school and each other.

Drawing is taught throughout the grades, including the first and second year High School boys, who have mechanical drawing. The work of the year has covered free-hand drawing and sketching, crayon, water-color, brush and ink and working drawings. We have made a thorough study of action, form, proportion, character, color, arrangement and composition, historic ornament, memory and imaginative drawing, design and picture study.

Each class has four lessons per week of one-half hour; two one-half hour lessons in drawing and two in manual training, with the exception of the boys in the seventh and eighth grades who have one hour each week in joinery. The High School boys substituted wood-working part of the time in place of mechanical drawing.

The girls of the seventh and eighth grades have one hour per week in basketry. The lower grades sometimes have raffia work substituted for drawing. The sixth grade have Venetian iron. The wood-working begins with the fourth grade up—from the knife work to joinery.

We are building up the knowledge and motives of social value and developing the power to apply such knowledge and motives.

MANUAL TRAINING.

Wedge.
Flower Trellis.
Fish line winder (two kinds).
Animals—fret sawing.
Crosses.
Pencil sharpeners.
Match strikers.
Picture frames (round, oblong).
Puzzles.
Calendar backs.
Match safes.
Flower stands.
Chair.
Settle.
Table.
Joints.
Picture frame (jointed).
Frames for weaving (jointed).
Paper knife.
Ping-pong raquets.

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Tool racks.
Clothes hanger.
Bottoms for waste-baskets (weaving).
Book racks (folding ends).
Book racks (two shelves).
Umbrella stands.
Waste baskets.
Nectie racks.
Wall brackets.
Holder for broom and dust pan.
Cat and bat.

BASKETRY.

Raffia mats.
Raffia napkin rings.
Raffia picture frames.
Raffia hats.
Raffia baskets.
Sweet grass baskets.
Candy baskets.
Flower baskets.
Melon-shaped baskets.
Work baskets.
Baskets with covers.
Wisp broom holders.
Reed mats.

BENT IRON.

Mats.
Easels.
Tea stands.
Iron stands.
Ink stands.

MANUAL TRAINING.

4 White wood boards, ½ x 16.
4 White wood boards, ⅜ x 16.
Sand paper—5 doz. No. 1½; 8 doz. No. 1; 4 doz. No. ½; 3 doz. No. 0.
Wire nails—4 lbs. 1″; 4 lbs. ½″; 3 lbs. ¼″; 3 lbs. 1½″.
2 Cans Le Page's glue.
5 Cans Malachite green Jap-a-lac.
3 Cans Mahogany Jap-a-lac.
6 Doz. tubes Ivory Black, oil paint.
3 Doz. tubes Burnt Sienna, oil paint.
3 Doz. tubes Burnt Umber, oil paint.
Turpentine.
4 Cross-cut saws.
4 Rip saws.

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4 Doz. wire clothes hooks.
3 Doz. ⅜" brass cup hooks No. 81.
4 Small screw drivers, leather strap.
1 File.
1 Can Butcher's Boston polish or hard wax.
5 Doz. No. 8 Coping saw blades.
5 Doz. No. 6 Bracket saw blades.
5 Doz. screw eyes.
3 Boxes cloth suspension rings, No. 21.
10 Yards white cheese cloth.
20 Coils ¼" bent iron; 2,000 binders, ¼".
200 Small white tags.
2 Tubes library paste.
50 Sheets Dennison's perforated gummed labels, No. 219.
1 Bundle absorbent cotton.
5 Bandage rolls.

DRAWING.

200 sheets Japanese tracing paper.
3 Reams mechanical drawing paper, size 11 x 17.
6 Reams water color paper, size 9 x 12.
2 Reams Bradley's gray paper, size 9 x 12.
13 Doz. tubes Gamboge water color, Devoe.
7 Doz. tubes new blue. water color, Devoe.
7 Doz. crimson lake water color, Devoe.
2 Doz. Prang's school S. M. pencils.
5 Doz. camel's hair H^2O color brushes No. 7.
4 Doz. water cups.
2 Doz. Japanese ink brushes.
2 Doz. Higgins water proof drawing ink, black.
1 Doz. Eagle Compasses and Dividers.
2 Gross ⅜" steel thumb tacks.
5 Watering pots.

BASKETRY.

20 Pounds No. 2 rattan (round).
15 Pounds No. 3 rattan (round).
20 Pounds No. 4 rattan (round).
15 Pounds No. 5 rattan (round).
5 Pounds No. 6 rattan (round).
10 Bundles sweet grass.
1 Bundle medium cane for chair caning.
6 Bundles sweet grass.
1 Package Diamond Dyes (all colors).
3 Doz. tapestry needles, No. 19.
2 Pounds green, dark, raffia.
2 Pounds red, dark, raffia.

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FINANCIAL STATEMENT.

Receipts.

Balance from last year,	$533 87
Amount raised by special tax,	500 00
Amount received from other sources,	316 24
Total,	$1,350 11

Disbursements.

Teachers' salaries,	$965 00
Plant,	154 65
Material,	230 46
Total,	$1,350 11

DRAWING.

Name of teacher—Jane Kenyon.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 152; female, 153.
Number of lessons per week given each class—4.
Length of lesson—30 minutes.
Amount expended for manual training during the year—Material, $40.04; total, $40.04.
Grade or grades in which subject is taught—First, second, third.

Name of teacher—Jane Kenyon, succeeded January, 1904, by Glennie Comegys.
Is teacher engaged exclusively in this work?—Yes.
Number of lessons per week given each class—2.
Length of lesson—45 minutes.
Grade or grades in which subject is taught—Fourth, fifth, sixth, seventh, eighth and high school.

RAPHIA AND BASKETRY.

Name of teacher—Glennie Comegys.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Female, 26.
Number of lessons per week given each class—1.
Length of lesson—45 minutes.
Amount expended for manual training during the year—Material, $18.05; total, $18.05.
Grade or grades in which subject is taught—Seventh, eighth.

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METAL-WORKING.

Name of teacher—Glennie Comegys.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 16; female, 19.
Number of lessons per week given each class—1.
Length of lesson—45 minutes.
Amount expended for manual training during the year—Plant, $9.81; total, $9.81.
Grade or grades in which subject is taught—Sixth.

WOOD-WORKING—JOINERY.

Name of teacher—Glennie Comegys.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 98; female, 72.
Number of lessons per week given each class—2.
Length of lesson—30 minutes.
Amount expended for manual training during the year—Plant, $64.07; material, $42.27; salaries, $665.00; total, $771.34.
Grade or grades in which subject is taught—Fourth, fifth, sixth.

COOKING.

Name of teacher—Adelaide B. Stryker.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Female, 54.
Number of lessons per week given each class—1.
Length of lesson—60 minutes.
Amount expended for manual training during the year—Plant, $80.77; material, $130.10; salaries, $300.00; total, $510.87.
Grade or grades in which subject is taught—Seventh and eighth, boys and girls.

Name of teacher—Adelaide B. Stryker.
Is teacher engaged exclusively in this work?—Yes.
Number of lessons per week given each class—2.
Length of lesson—60 minutes.
Grade or grades in which subject is taught—High school, boys only.
Total amount expended to date—Plant, $154.65; material, $230.46; salaries, $965.00; total, $1,350.11.
Remarks—Including free hand and mechanical drawing.

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HOBOKEN.

A. J. DEMAREST, SUPERINTENDENT.

Hon. C. J. Baxter, State Superintendent:

DEAR SIR—The department of manual training still holds its popularity and proves the wisdom of making it a part of the school curriculum. The general interest and work of the students are most satisfactory, and emphasizes the fact that children are delighted to see the results of their work in concrete form.

Manual training work in this city is divided into five departments, as follows: Domestic science, sewing, modeling in clay, wood carving and joinery.

The course in domestic science covers a period of two years. In this department the pupils are taught the essentials of cooking, housekeeping, household economy and preparation of food for invalids. Every week housekeepers are appointed from the classes to do the necessary cleaning each day, even to the cleaning of the sink, cupboards, washing of dishes, silver and glassware, cutlery and cooking utensils. The pupils are also trained in the care of the table, kitchen towels, dish cloths and dish towels. The pupils are encouraged to continue their work at home, and we have received many reports to the effect that in a great majority of cases the students prepare at home the dishes which they have learned to prepare at school. Cleanliness, neatness and order are some of the valuable lessons taught by precept and example.

Instruction in sewing is given to all girls in the sixth and seventh grades. The girls in these grades have sewing one hour per week. The aim of the instruction is to show the girls the necessity for practical things, such as darning on stockings and cashmere, and patching on cotton. It has been my constant aim, when visiting the sewing classes, to make the children realize that their school work was the least that I expected of them—that there must be helpfulness at home in their ability to carry out

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the ideas that have been given them in school in the care of their own clothing.

Clay modeling begins with the fifth grade, and is confined to the boys. The work begins with the sphere, then the cube, cylinder, square prism, triangular prism, ellipsoid, ovoid, pyramid and cone. The pupils study objects resembling type forms from both natural and manufactured objects; geometric forms in relief, leaf and flower forms; modeling from nature and plaster casts, and various examples of historic ornament. In this department the child gets a thorough knowledge of form. This knowledge which a child gets from modeling an object is of far greater value than that which he obtains from reading what somebody has written about the thing designed.

From the clay modeling room the pupils are advanced to the wood carving department. This work is restricted to pupils of the sixth and seventh years in school. In addition to learning the use of chisels and gouges, exercises are given in convex and concave modeling, and applied to useful and ornamental articles, such as blotters, frames, book covers, plant stands and tabourets. In connection with the carving, the pupils are taught to draw the various historic ornaments; to make patterns of the cube, cylinder and sphere, and to make working drawings of all these models.

Joinery completes the work for the boys. The course has been confined to bench and lathe work with wood. The course is thoroughly practical and is made to conform to the methods of the modern shop. Each exercise is designed to embody some definite mechanical principle. The student is required to do several pieces of work after his own design. No work is accepted until it has been executed in a workmanlike manner.

The evening school, in connection with the manual training school, is not only growing in numbers each year, but in interest as well. Mechanical drawing forms a considerable part of the course for the young men. The classes are free to all persons over fourteen years of age and residents of Hoboken.

The classes in sewing and domestic science are well attended. These classes are made up of young women who are employed during the day in shops and offices. The instruction is thorough

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and of a very practical nature. It includes the cutting and making of garments.

The value of the work is evidently appreciated by those who have availed themselves of the special opportunities offered in these classes.

FINANCIAL STATEMENT.

Receipts.

Balance from last year,	$3,264 22
Amount raised by special tax,	5,000 00
Amount received from the State,	5,000 00
Amount received from other sources,	434 60
Total,	$13,698 82

Disbursements.

Teachers' salaries,	$6,944 75
Plant,	1,388 01
Material,	1,303 42
Incidentals,	1,763 05
Balance June 30th, 1904,	2,299 59
Total,	$13,698 82

DRAWING.

Name of teacher (evening school)—H. Koester.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 14.
Number of lessons per week given each class—3.
Length of lesson—1½ hours.
Amount expended for manual training during the year—Salaries, $157.50.
Grade or grades in which subject is taught—First, second, third.
Total amount expended to date—$974.48.

Name of teacher (evening school)—O. Kazin.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 18.
Number of lessons per week given each class—3.
Length of lesson—1½ hours.
Amount expended for manual training during the year—Salaries, $157.50.
Grade or grades in which subject is taught—First, second, third.

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Name of teacher (evening school)—J. Johnson.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 23.
Length of lesson—1½ hours.
Amount expended for manual training during the year—Salaries, $150.00.
Grade or grades in which subject is taught—First, second, third.

Name of teacher (evening school)—H. Dennis.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 27.
Number of lessons per week given each class—3.
Length of lesson—1½ hours.
Grade or grades in which subject is taught—First, second, third.
Amount expended for manual training during the year—Salaries, $150.00.

Name of teacher (evening school)—A. Chapman.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 12.
Number of lessons per week given each class—3.
Length of lesson—1½ hours.
Amount expended for manual training during the year—Material, $201.98; salaries, $157.50.
Total amount expended to date—$974.48.
Grade or grades in which subject is taught—First, second, third.

MODELING.

Name of teacher—E. E. Haddenhorst.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 241.
Number of lessons per week given each class—5.
Amount expended for manual training during the year—Material, $55.83; salaries, $831.60.
Total amount expended to date—$887.43.
Grade or grades in which subject is taught—Fifth.

SEWING.

Name of teachers (evening)—A. Meharg.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Female, 60.
Number of lessons per week given each class—3.
Length of lesson—1½ hours.
Amount paid for manual training during the year—Salaries, $315.00.
Grade or grades in which subject is taught—Ungraded.

Name of teacher (evening)—M. Meharg.
Number of lessons per week given each class—3.

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Name of teacher (day)—O. G. Fleming.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Female, 587.
Number of lessons per week given each class—5.
Amount expended for manual training during the year—Material, $192.28; salaries, $831.60.
Grade or grades in which subject is taught—Fifth, sixth, seventh.

Name of teacher (day)—E. B. Allen.
Is teacher engaged exclusively in this work?—Yes.
Number of lessons per week given each class—5.
Amount expended for manual training during the year—Salaries, $585.25.
Grade or grades in which subject is taught—Fifth, sixth, seventh.
Total amount expended to date—$1,924.13.

Name of teacher (day)—M. Meharg.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Female, 34.
Number of lessons per week given each class—1.
Amount expended for manual training during the year—Plant, $1,388.01; salaries, $120.00; incidentals, $1,763.05.
Total amount expended to date—$3.151.06.

WOOD-WORKING—(*a*) JOINERY.

Name of teacher—James Bloomer.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 225.
Number of lessons per week given each class—5.
Grade or grades in which subject is taught—Eighth.
Amount expended for manual training during the year—Material, $580.00; salaries, $1,306.80.
Total amount expended to date—$2,827.20.

WOOD-WORKING—(*b*) CARVING.

Name of teacher—A. H. Rockwood.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 247.
Number of lessons per week given each class—5.
Amount expended for manual training during the year—Salaries, $940.40.
Grade or grades in which subject is taught—Sixth, seventh, eighth.

COOKING.

Name of teacher (evening)—E. Leonard.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Female, 25.

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Number of lessons per week given each class—3.
Length of lesson—1½ hours.
Amount expended for manual training during the year—Material, $273.33; salaries, $135.00.
Grade or grades in which subject is taught—Ungraded.
Total amount expended to date—$1,514.93.

Name of teacher (day and evening)—E. Huger.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Female, 154.
Number of lessons per week given each class—5.
Amount expended for manual training during the year—Salaries, $1,106.60.
Grade or grades in which subject is taught—Eighth.

JERSEY CITY.

HENRY SNYDER, SUPERINTENDENT.

Hon. C. J. Baxter, State Superintendent Public Instruction:

DEAR SIR—In October, 1903, the Evening Technical School was established in this city. In this school, which is of High School grade, ample provision was made for the study of free-hand drawing, mechanical drawing, architectural drawing, designing and modeling. All these departments were properly equipped with modeling and drawing tables, drawing boards for pupils, easels, plaster casts, cabinets, etc. The work was continued from October 19 to April 1, 1904, a total of 91 evenings, and was patronized by a large number of pupils. The results were successful in every way.

The following is a statement of the number of pupils who took the several courses:

	Male.	*Female.*
Architectural drawing,	34	1
Mechanical drawing,	68	..
Free-hand drawing,	34	17
Modeling,	25	13
Designing,	12	8
Total,	173	39

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For detailed information regarding the teachers and their work, you are referred to the accompanying statement.

FINANCIAL STATEMENT.

Receipts.

Amount raised by special tax,	$2,500 00
Amount received from State,	2,500 00
Total,	$5,000 00

Disbursements.

Teachers' salaries,	$1,735 00
Plant,	886 96
Material,	86 28
Incidentals,	47 15
Balance, June 30th, 1904,	2,244 71
Total,	$5,000 00

DRAWING—ARCHITECTURAL.

Name of teacher—P. S. Hulsizer, Principal.
Is teacher engaged exclusively in this work?—One-half time.
Number of lessons per week given each class—Four.*
Amount expended for manual training during the year—Salaries, $188.00; incidentals, $47.15; total, $235.15.
Grade or grades in which subject is taught—High School.

Name of teacher—Frank S. Eurich.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 34; female, 1.
Length of lesson—One hour.
Amount expended for manual training during the year—Salaries, $364.00.
Grade or grades in which subject is taught—High School.

DRAWING—MECHANICAL.

Name of teacher—J. Stewart Walker.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 68.
Number of lessons per week given each class—Four.*
Length of lesson—One hour.
Amount expended for manual training during the year—Plant, $571.35; material, $59.56; salaries, $227.50; total, $1,586.41.
Grade or grades in which subject is taught—High School.

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DRAWING—FREE-HAND.

Name of teacher—Dudley S. Carpenter.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 34; female, 17.
Number of lessons per week given each class—Four.*
Length of lesson—One hour.
Amount expended for manual training during the year—Salaries, $364.00.
Grade or grades in which subject is taught—High School.

MODELING.

Name of teacher—Cheshire L. Boone.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 25; female, 13.
Number of lessons per week given each class—Four.*
Length of lesson—One hour.
Amount expended for manual training during the year—Plant, $296.57; material, $26.72; salaries, $364.00; total, $687.29.
Grade or grades in which subject is taught—High School.

DESIGNING.

Name of teacher—H. A. B. Finke.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 12; female, 8.
Number of lessons per week given each class—Four.*
Length of lesson—One hour.
Amount expended for manual training during the year—Plant, $19.04; salaries, $227.50; total, $246.54.
Total amount expended to date—$2,750.39.
Grade or grades in which subject is taught—High School.

* Each teacher had two classes every evening.

LAKEWOOD.

H. J. NEAL, SUPERVISING PRINCIPAL.

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

DEAR SIR—The present manual training course of study in the Lakewood schools is practically the same as that described in last year's report, with sewing added for the girls of the seventh and eighth grades.

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The first year's work in sewing includes learning such stitches as basting, running back-stitching, hemming, over-casting and over-handing. Practical applications of these stitches is taught in making bags, aprons, pillow-slips and other useful articles.

The girls in the eighth grade take up more advanced stitches, such as gathering, half-back stitching, button-hole stitch, chain and cross stitching. Practical applications of these stitches is also taught in this grade in the making of any plain article illustrating the stitches already studied.

It gives me great pleasure to be able to report that manual training is now one of the most popular of the subjects taught in our schools. The pupils are pleased with the work assigned to them and seem eager to engage in it. Last year we received numerous complaints from parents and children regarding the subject, and quite as many requests that pupils be excused from the work. This year no complaint has come from any of our patrons. Only one pupil has expressed a wish to drop the subject, and he wanted the extra time in order to make up back work.

FINANCIAL STATEMENT.

Receipts.

Balance from last year,	$727 89
Amount raised by special tax,	500 00
Amount received from the State,	500 00
Total,	$1,727 89

Disbursements.

Teachers' salaries,	$800 00
Material,	268 10
Balance June 30th, 1904,	659 79
Total,	$1,727 89

SEWING.

Name of teacher—Elizabeth Treadwell.
Number of pupils—Female, 31.
Number of lessons per week given each class—1.
Length of lesson—70 minutes.
Grade or grades in which subject is taught—Seventh and eighth.

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METAL-WORKING.

Name of teacher—Elizabeth Treadwell.
Number of pupils—Male, 47; female, 46.
Number of lessons per week given each class—1.
Length of lesson—1 hour.
Grade or grades in which subject is taught—Fifth.

WOOD-WORKING—JOINERY.

Name of teacher—Elizabeth Treadwell.
Number of pupils—Male, 41; female, 3.
Number of lessons per week given each class—1.
Length of lesson—70 minutes.
Grade or grades in which subject is taught—Sixth, seventh and eighth.
Total amount expended to date—Materials, $268.10; all manual training subjects, $800.00.
Remarks—Miss Treadwell teaches all the manual training and supervises the drawing.
As indicated in last year's written report, Miss Treadwell teaches some form of manual training in all grades below the high school.

LANDIS TOWNSHIP.

J. J. UNGER, SUPERINTENDENT.

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

DEAR SIR—In accordance with your request, I herewith submit to you my Manual Training Report for the past year. No unusual changes have been made during the year in the plan and scope of the work in general, with the exception of raphia work, which has been given a trial in one grade. So successful has this been that we propose to extend the work gradually until it takes in many of the schools where wood work cannot be carried on to any advantage.

The manual training in our district has never been in a more flourishing condition. All the pupils are greatly interested, and many more desire to take special work in the various departments than can be accommodated.

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Dr. Joseph A. Conwell, the honorable Mayor of Vineland, has offered a number of prizes for school work during the past, and one set was offered by him last year for the best work in manual training and pose drawing. An oak chair, handsomely carved, made by Albert Temple, took the prize in manual training, and Miss Catherine Anderson was awarded a prize for the best pose drawing.

I might also state that great progress has been made in mechanical drawing. The interest in the larger pieces of wood work has steadily grown. Some of the pupils of the High School undertook pieces of cabinet work, such as bookcases, chairs, medicine cabinets, music racks, etc., out of regular hours. It is a pity with such an interest and enthusiasm on the part of both teachers and pupils that we do not have a larger room, and better and more hygienically equipped. This at present constitutes the greatest need.

FINANCIAL STATEMENT.

Receipts.

Balance from last year,	$781 99
Amount raised by special tax,	500 00
Amount received from the State,	500 00
Total,	$1,781 99

Disbursements.

Teachers' salaries,	$960 00
Material,	208 12
Balance June 30th, 1904,	613 87
Total,	$1,781 99

DRAWING.

Names of teachers—J. H. Sandt and Miss Myrtle M. Dickey.

Is teacher engaged exclusively in this work?—J. H. Sandt, *yes; Miss Myrtle M. Dickey, no.

Number of pupils—Male, 1,030; female, 997.

Number of lessons per week given each class—1.

Length of lesson—30 to 45 minutes.

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Amount expended for manual training during the year—Material, $60.00, approximate; salary, $60.00, Miss Myrtle M. Dickey; total, $120.00.

Grade or grades in which subject is taught—Grades 1 to 12.

Remarks—Miss Dickey devotes about one-eighth of her time to the teaching of drawing and seven-eighths to vocal music. The wood-working course has been revised and it is not possible to draw a sharp line between carving and joinery.

MODELING.

Name of teachers—J. H. Sandt and grade teachers.

Is teacher engaged exclusively in this work?—*Yes.

Number of pupils—1,359.

Number of lessons per week given each class—Several during a year.

Length of lesson—30 to 45 minutes.

Amount expended for manual training during the year—Material, $10.00, approximately; total, $10.00.

Grade or grades in which subject is taught—Grades 1 to 4.

SEWING.

Name of teachers—J. H. Sandt and grade teachers.

Is teacher engaged exclusively in this work?—*Yes.

Number of pupils—Female, 248.

Number of lessons per week given each class—1.

Length of lesson—45 minutes.

Amount expended for manual training druing the year—Material, $11.09; total, $11.09.

Grade or grades in which subject is taught—Grades 5 to 8.

METAL-WORKING.

Name of teacher—J. H. Sandt.

Is teacher engaged exclusively in this work?—*Yes.

Number of pupils—Male, 31.

Number of lessons per week given each class—1.

Length of lesson—45 minutes.

Amount expended for manual training during the year—Material, $15.00, approximately; total, $15.00.

Grade or grades in which subject is taught—Grade 5.

RAPHIA.

Name of teacher—J. H. Sandt.

Is teacher engaged exclusively in this work?—*Yes.

Number of pupils—Male, 17.

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Number of lessons per week given each class—1.
Length of lesson—45 minutes.
Amount expended for manual training during the year—Material, $10.00, approximately; total $10.00.
Grade or grades in which subject is taught—Grade 5.

WOOD-WORKING.

Name of teacher—J. H. Sandt.
Is teacher engaged exclusively in this work?—*Yes.
Number of pupils—Male, 210; female, 89.
Number of lessons per week given each class—1.
Length of lesson—45 minutes.
Amount expended for manual training during the year—Material, $102.03; salaries, $900.00; total, $1,002.03.
Grade or grades in which subject is taught—Grades 6 to 12.
Total amount expended to date—$1,168.12.
The course has been revised, and it is not possible to draw a sharp line between carving and drawing.

*Including modeling, sewing, metal-working and wood-working.

LONG BRANCH.

CHRISTOPHER GREGORY, SUPERINTENDENT.

Honorable C. J. Baxter, State Superintendent Public Instruction:

DEAR SIR—Our equipment in every department has been improved by the purchase of additional tools and material. When the domestic science department was being planned, the question of whether the cooking counters should have tiled or wooden tops was discussed, and it was decided to use the wooden tops. While the tiled tops are much cleaner and easier to take care of, it was thought that the wooden counters would not only be less expensive, but also would represent more nearly the conditions in the pupils' homes. During the first year much trouble was experienced. Owing to the heat from the individual stoves of the pupils, the seams in the tops opened, making it almost impossible

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to keep them clean. A year ago the tops were all sent back to the mill and made over, with this defect in mind. Our past year's experience has been much better, but we are far from being satisfied that the difficulty has been solved.

There has been a decided increase in the quantity of the work done and an improvement in the character. In the manual training department in the fifth year, much less time was given to bent-iron work, and part of the year was devoted to knife work. The knife work was finished by Thanksgiving of this year, after which bench work was taken up. The character of the work done in the shop was also very much changed, the pupils, instead of working at joints, began immediately with the construction of models, and this plan was carried out all through the course to the end of the eighth year. The shop work was almost all the contruction of furniture. In the domestic science department there was an improvement in the quality of the work, arising from the increased experience of the teacher and a better comprehension on the part of the pupils of what was required of them. In the drawing department a closer relation was established with the shop work, and all the designs and working drawings for the models made in the shop were prepared in the drawing room.

In accordance with the intention stated in previous reports, there was a great development of the work in the primary departments, and a full course of study was prepared by the teacher of manual training and the teacher of domestic science for use in the primary schools. It is appended to this report. During the past year textile weaving and basketry was carried on as planned in this course of study, and next year we expect to do, in addition, the paper work, the cord work and the pottery.

The manual training department is in a most satisfactory condition. We are fortunate in having teachers who are full of enthusiasm, so that all through the year the interest of the pupils was maintained at a high pitch. In June a complete exhibition of the work of the manual training, domestic science and domestic art departments was held in the Grammar School building, and this exhibition was in every respect successful. Several hundreds of the parents of the children visited it and saw the work of their children. They were much astonished at the scope and variety of

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the work and the skill which the children had shown in designing and making the articles exhibited. In the domestic science department the pupils had prepared samples of all the dishes they had been taught to cook during the year. There was no department that received warmer commendation than this. I mention this fact, because, when the cooking department was established two years ago, there was not an entire unanimity of sentiment in the community as to the wisdom of the plan; but I think it would be difficult now to dislodge this department from our school.

We are hoping during the coming year still further to develop the manual training department. We do not see our way clear to do very much in the High School, but we are hoping the way will open for us to make the High School manual training work as complete a success as that in the other departments.

As a preparation for the work of the next year, the teachers of the primary schools were given a course in basketry by Mrs. Consalus, the teacher of manual training. This, although requiring much hard work, was enjoyed by the teachers, and the result will be felt, without question, in the year to come.

COURSE IN ELEMENTARY MANUAL TRAINING, LONG BRANCH, N. J.

First Grade—Twenty minutes, three times a week.

I. Paper Work—

1. Measuring.—Strips of cardboard upon which inch dimensions can be marked. These they may use to measure the paper in folding and weaving.
2. Free weaving.—Using paper prepared in inch wide strips of two colors, shaping same into useful articles. Selections to be made from the following models:
    1. Bookmark.
    2. Napkin ring.
    3. Match safe.
    4. Ruler.
    5. Cubical box.
    6. Picture frame.
    7. Round box.
    8. Oblong box with cover.
    9. Box with handle.
    10. Cubical box with cover woven on.
    11. Pincushion.

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3. Construction.—Paper folding should be done with light weight paper cut right size for children to use. Kindergarten, manila or cover paper. Selections to be made from the following models:
    1. Square box.
    2. Oblong box.
    3. Cubical box.
    4. Match safe.
    5. Table.
    6. Chair.
    7. Lunch box.
    8. Hall bench.
    9. Sled.
    10. Butter dish.
    11. House, barn, hencoop.
4. Free cutting and clipping.—The free cutting of familiar forms of vegetable and animal life.
5. Colored paper used in decoration.
    1. Picture frames.
    2. Booklets, folded but not cut. May be ornamented with simple spots or borders made by children in free cutting.

Time free cutting.—Twenty minutes a week, entire year.

Construction—Free weaving, measuring—Twenty minutes bi-weekly, September, October.

II. Textile Weaving—

1. Weaving of mats and rugs, cat-tail leaves.
2. Looms, weaving on. He may construct a simple loom of wood or make one of cardboard, using same process of weaving in each case.

Time—Twenty minutes weekly, November.

III. Cord Work—

1. Knot work, overhand knot.
    1. Horse lines.
    2. Scissors guard.
    3. Whistle chain.

Material soft seine, heavy macreme cord.

Time—Twenty minutes bi-weekly, January.

IV. Basketry—

1. Native tents.
    1. African village.
    2. Indian shelters.

Weaving of mats, rugs, fences, fish weirs, game drives—cat-tail leaves with raffia or cord.

2. Making wrapped basket-raffia or cat-tail leaves wrapped with raffia.

Material—Cat-tail leaves, raffia.

Time—Twenty minutes bi-weekly, February, March, April.

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V. Pottery.—

1. Phases illustrating primitive life.
    1. Molded in hand.
    2. On flat surface.
    3. Coils.

Equipment for paper.—One pair of scissors for each child; small jar or box with removable top.

Second Grade.

I. Paper Work.—

1. Free weaving of paper strips, continued. Strips one-half inch wide. Selections from the following models:
    1. Picture frame.
    2. Square, oblong mats.
    3. Blotter back.
    4. Calendar, thermometer pads.
    5. Cover for needle book.
    6. Boxes.
    7. Handkerchief cases.
    8. Cover for memorandum book.
2. Construction, folding, cutting and pasting.—Forms made more constructive in this grade by cutting and pasting after folding. Selections from following models:
    1. Construction of weather flags.
    2. Weather chart.
    3. Button box.
    4. Egg box.
    5. Fnurniture.
    6. Bound book, booklets.
3. Measuring continued, using 1 inch and ½ inch divisions.
4. Free cutting, grouping of related objects to represent things. Illustration—Christmas story.

II. Textile weaving—

1. Free weaving with cat tail leaves, mats utilized in making box covers, boxes, handkerchief cases.
2. Weaving on loom. Loom with solid heddle and shuttle to take place of needle.

III. Basketry—

1. Braiding.
    1. Whistle chain.
    2. Scissors guard.
    3. Sailor hats, farmers' hats.
2. Wrapped basket sewed. More technique than in first grade.
3. Knotting—hammocks.

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IV. Cord work—
1. Twine bag.
2. Hammock.
3. Whip.

V. Pottery. Relating to primitive life.
1. Molding in hand.
2. Flat coils.
3. Coils.

Third Grade.

I. Paper work—
1. Measuring—use of rule and compass, 1 inch, ½ inch, ¼ inch divisions.
2. Construction. Selections from following models:
1. Weather and national flags.
2. Shipping tags.
3. Boxes, trays, portfolios, booklets.
4. Bound books.
5. Thread winder.
6. Circle marker.
7. Seamless tray.
8. Match strike.
9. Corner book mark.
10. Oblong pin tray.
11. Tripod book mark.
12. Label envelope.
13. Coin bag.
14. Card case.
15. Letter holder.
16. Card holder.
17. Picture frames.

II. Textile weaving.
Loom used in second grade may be used in third. Advance made in design. If materials will show warp threads plaids may be woven.

III. Basketry.
1. Braiding.
1. Hats typical of different localities read about.
2. Mats.
2. Knotting.
1. Twine bags.
2. Hammocks.
3. Wrapping over cardboard.
1. Picture frame.
2. Whisk broom holder.
4. Weaving, flat reeds, raphia.
1. Market basket.
2. Clothes basket.
3. Hampers.

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5. Circular weaving, flat reeds, raphia.
    1. Circular book mark.
    2. Umbrella.

IV. Cord work. Selections from following models:

1. Knotting.
    1. Crab net.
    2. Minnow net.
    3. Hammock.
    4. School bag.

V. Pottery—

Technique in pottery to begin in this grade. Possibilities of brick and tile work. Dutch ovens, old colonial fire places, primitive Dutch houses.

Fourth Grade.

I. Construction in cardboard. Selections from following models:

1. Note book covers.
2. Envelopes.
3. Portfolios—straw board, pulp board.
4. Woven tray.
5. Letter envelope.
6. Trays.
7. Needle book.
8. Bound book, leatherette.
9. Portrait calender.
10. Hexagonal tray.
11. Passe-partouting of pictures.

I. Textile weaving—

Construction of loom for contiuous warp, keddle, shuttle, warp and cloth beams, ratchet and prawl, simple form of temple. All over designs should be worked.

II. Basketry—

In this grade the material used should offer more resistance and be more difficult to manipulate, at the same time giving more opportunity for freedom of expression.

1. Braiding.
    1. Baskets.
    2. Hats.
2. Knotting.
    1. Bags.
3. Wrapping.
    1. Napkin rings, flat reed, raphia.
4. Weaving reeds.
    1. Mat.
    2. Basket, 13 spokes, single weaving, straight sides.
    3. Basket, 13 spokes, double or triple weaving.
5. Sewed baskets over rope or twine.

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IV. Pottery—
Different hand processes—simple borders and designs—coloring.

V. Sewing.

FINANCIAL STATEMENT.

Receipts.

Balance from last year,	$157.24
Amount raised by special tax,	1,500 00
Total,	$1,657 24

Disbursements.

Teachers' salaries,	$2,380 00
Plant,	135 36
Material,	581 69
June 30th, 1904, deficit,	1,359 81
Total,	$1,657 24

DRAWING.

Name of teacher—Mary Woods.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 1,184; female, 1,105.
Number of lessons per week given each class—2
Leugth of lesson—Primary, 30 minutes, grammar, 40 minutes; high school 45 minutes.
Amount expended for manual training during the year—Plant, $26.76 material, $171.40; salaries, $800.00; total, $998.16.
Grade or grades in which subject is taught—Grades through ten years except kindergarten.
Total amount expended to date—$2,912.45.

DAN. ART AND SEWING.

Name of teacher—Mary Wallace.
Is teacher engaged exclusively in this work?—Yes.*
Number of pupils—Male, 472; female, 616.
Number of lessons per week given each class—2
Length of lesson—Grammar school, 30 minutes.
Amount expended for manual training during the year—Plant, $13.20 material, $98.79; salaries, $550.00; total, $661.99.
Grade or grades in which subject is taught—One to six years inclusive.
Total amount expended to date—$1,401.98.

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Name of teacher—Frances Consalus.
Is teacher engaged exclusively in this work?—Yes.
Number of lessons per week given each class—1.
Length of lesson—Primary, 30 minutes.

Name of teacher—Frances Consalus.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 106.
Number of lessons per week given each class—2
Length of lesson—30 minutes.
Amount expended for manual training during the year—Material, $23.24; salaries, $125.00; total, $148.24.
Grade or grades in which subject is taught—Five-year boys.
Total amount expended to date—$710.42.

WOOD-WORKING.

Name of teacher—Frances Consalus.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 276.
Number of lessons per week given each class—1.
Length of lesson—90 minutes.
Amount expended for manual training during the year—Plant, $37.97; material, $238.10; salaries, $475.00; total, $751.07.
Grade or grades in which subject is taught—Six to eight years inclusive; boys.
Total amount expended to date—$2,455.81.

COOKING.

Name of teacher—Mary Wallace.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Female, 156.
Number of lessons per week given each class—1.
Length of lesson—90 minutes.
Amount expended for manual training during the year—Plant, $57.43; material, $50.16; salaries, $350.00; total, $457.59.
Grade or grades in which subject is taught—Seven to eight years; girls.
Total amount expended to date—$2,129.15.
Remarks—Below seven years Miss Woods' work is supervisory. The five to six-year boys do not take this work.
*Mrs. Consalus and Miss Wallace gave all their time to manual training.

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MONTCLAIR.

RANDALL SPAULDING, SUPERINTENDENT.

Hon. C. J. Baxter, State Superintendent:

DEAR SIR—The course of work that was constructed at least in outline in the preceding year under an able director has been developed and more perfectly adjusted in detail. Probably no greater progress has been made during the year than in this department of handwork. Several particulars may be cited in which this improvement consists:

First—In the older grades the larger and more ambitious pieces in which the pupil was obliged to call in the aid of the professional joiner have been discarded. Each finished piece is altogether the pupil's own, not only in its decoration, but in its joinery as well. This favors a just pride in accomplishment which the other plan does not.

Second—In selecting particular projects for school work in all grades utility is an essential consideration. The completed article must be good for something. The interest thus aroused in the mind of the pupil makes the plan greatly superior to the "Russian" system, in which tasks that served merely the purpose of drill were supposed to lead to a sort of general skill that should be available in a great number of applications. Whatever the merits of the latter system, and such it doubtless has, as practised by adults, it fails in interest when practised by the young; and interest is an essential consideration.

Third—Less relief carving is executed than formerly in the higher grammar grades. This change has not been made because of any special difficulty in the work. These grades have in the past executed many pieces that made a particularly fine showing. It is in our opinion true, however, that this sort of work does not give the pupil the best training either from a technical or industrial point of view. The number of tools employed is quite lim-

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ited, as is also the exercise of judgment. It seems wiser, moreover, to select in the main such work as will illustrate and give an insight into the industrial processes of our time. While carving should be included, other projects should be numerous and varied. For information concerning these we must refer to the course of study.

Fourth—Increased attention is given to the artistic character of the work. Gracefulness of form is sought and attained whenever possible; and simple and suitable designs are applied, often in color, to such objects as are susceptible of decoration.

Certain kinds of handwork have been changed in grade. Needlework is now taken in the eighth and domestic science in the ninth grade. An advanced course in the latter has proved quite popular as an elective in the High School.

FINANCIAL STATEMENT.

Receipts.

Balance from last year,	$164 25
Amount raised by special tax,	5,000 00
Amount received from the State,	5,000 00
Amount received from other sources,	94 71
Total,	$10,258 96

Disbursements.

Teachers' salaries,	$5,173 98
Janitors' salaries,	1,540 00
Plant,	824 59
Material,	1,359 67
Incidentals, $144.52; fuel, $361.88.	506 40
Balance June 30th, 1904,	854 32
Total,	$10,258 96

DRAWING.

Names of teachers—Cheshire L. Boone, Mary J. Goffe, Alice R. Smith.

Are teachers engaged exclusively in this work?—No.

Number of pupils—(Cheshire L. Boone), Male, 860; female, 822; (Mary J. Goffe), male, 447; female, 431; (Alice R. Smith), male, 860; female, 822.

Number of lessons per week given each class—Two.

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Length of lesson—(Cheshire L. Boone), Thirty to forty minutes; (Mary J. Goffe), forty-five minutes; (Alice R. Smith), thirty to forty minutes.

Amount expended for manual training during the year—(Cheshire L. Boone), Salary, $200; (Mary J. Goffe), material, $202.88; salary, $270; total, $472.88; (Alice R. Smith), salary, $160; fuel, $361.88.

Grade or grades in which subject is taught—(Cheshire L. Boone), First to fifth grades; (Mary J. Goffe), sixth to eleventh grades; (Alice R. Smith), first to fifth grades.

Remarks—Miss Smith was Mr. Boone's assistant and works in same classes.

MODELING.

Name of teacher—Cheshire L. Boone.

Is teacher engaged exclusively in this work?—No.

Number of pupils—Male, 860; female, 822.

Number of lessons per week given each class—Two.

Length of lesson—Forty-five minutes.

Amount expended for manual training during the year—Plant, $365; material, $83; salaries, $800; total, $1,248.

Grade or grades in which subject is taught—First to fifth grades.

Remarks—Less than two lessons per week are given in grades below fifth.

SEWING.

Name of teacher—Melita N. Heward.

Is teacher engaged exclusively in this work?—Yes.

Number of pupils—Female, 95.

Number of lessons per week given each class—Two.

Length of lesson—Forty-five minutes.

Amount expended for manual training during the year—Salary, $150.

Grade or grades in which subject is taught—Eighth grade.

Incidentals for all departments—$144.52.

METAL-WORKING.

Name of teacher—Oscar von Voigtlander.

Is teacher engaged exclusively in this work?—Yes.

Number of pupils—Male, 80.

Number of lessons per week given each class—Two.

Length of lesson—Fifty minutes.

Amount expended for manual training during the year—Material, $96.17; salaries, $463.98; total, $560.15.

Grade or grades in which subject is taught—Ninth grade.

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WOOD-WORKING.

Name of teacher—Walter A. Cleaveland.
Is teacher engaged exclusively in this work?—Yes.
Number of lessons per week given each class—Two.
Length of Lesson—Forty-five minutes.
Amount expended for manual training during the year—Plant, $459.59; material, $740.92; salaries, $1,200; total, $2,400.51.
Pupils in sixth grade do both joinery and carving.

WOOD-WORKING (*a*) JOINERY.

Name of teacher—Grace Vincent.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 291; female, 188.
Number of lessons per week given each class—Two.
Length of Lesson—Forty-five minutes.
Amount expended for manual training during the year—Salaries, $900.
Grade or grades in which subject is taught—Sixth to eighth grades.

WOOD-WORKING (*b*) CARVING.

Name of teacher—Alice R. Smith.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 96; female, 92.
Number of lessons per week given each class—Two.
Length of Lesson—Forty-five minutes.
Amount expended for manual training during the year—Salaries, $330.
Grade or grades in which subject is taught—Sixth grade.

COOKING.

Name of teacher—Melita N. Heward.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Female, 122.
Number of lessons per week given each class—Two.
Length of Lesson—Forty-five minutes.
Amount expended for manual training during the year—Material, $236.70; salaries, $700; total, $936.70.
Grade or grades in which subject is taught—Ninth grade and high school.
Total teachers' salaries, $5,173.98; jantors' salaries, $1,540; total salaries, $6,713.98. total expense for year, $9,404.64.

A part of Mr. Boone's, Miss Goffe's and Miss Smith's work is in fine arts drawing.

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NEWARK TECHNICAL SCHOOL.

CHARLES A. COLTON, DIRECTOR.

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

SIR—Owing to a reduction in tuition fees last October, a greater number of students attended the special courses during the past year than heretofore.

Another reduction in fees will be made to non-resident students the coming year, in the hope that more persons will take advantage of the instruction which is now given in this institution.

As all our rooms are in use, no new courses can be started until another building is provided, but the present courses will be strengthened and developed as much as possible.

Herewith is appended the financial statement for the year ending April 30, 1904:

RECEIPTS.

Balance on hand May 1st, 1903,	$15,288 12
City appropriation,	10,000 00
State appropriation,	5,000 00
Tuition fees received,	2,087 50
Merchandise sold,	564 97
Interest on deposits,	253 14
Received from Martin Memorial fund,	42 00
Received for chemical apparatus,	25 81
Received for locker rents,	19 50
Total receipts,	$33,281 04

PAYMENTS.

Paid on account of mortgage,	$6,000 00
Salaries,	9,588 75
Expense account,	1,177 47
Merchandise purchased,	594 19
Repairs and alterations,	555 65
Lighting,	550 23
Furniture and fixtures,	528 49

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Electrical laboratory,	$330 11
Library,	256 37
Paid models for services,	163 30
Electric wiring laboratory,	55 72
Chemical laboratory,	53 00
Electroplating laboratory,	49 33
Department of design,	46 56
Department of chemistry and physics,	5 00
Department of drawing,	3 90
Total payments,	$19,958 07
Balance on hand,	13,322 97
	$33,281 04

NEWARK.

A. B. POLAND, SUPERINTENDENT.

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

DEAR SIR—Manual training is still a popular branch of instruction with both pupils and teachers in the schools of this city. In addition to the benefits that such training undoubtedly confers, and upon which its right to a place in the school curriculum chiefly depends, it affords a relief from the tension of literary studies.

Experience proves that 35 to 45 minutes per day, even in the highest grammar grades, is a sufficient time allowance for the best results in arithmetic; the same is true of grammar, etc. To attempt to hold the attention of pupils for a longer period—and without attention there can be no progress—is largely to waste time and effort. To change from arithmetic to reading or from reading to geography, will usually afford great relief to pupils, but such a change is not so complete as that from any one of these literary studies to knife work, bench work, sewing, cooking or other manual training studies. If no other end were sought than simply to give relief from mental strain and to enable the mental energy of pupils to revive and to accumulate, there would be good

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ground for taking some part of every school day for manual work. But the specific value of manual training is so great that without considering at all its recreative value it demands a place in the school curriculum. This seems now to be the opinion of the highest educational authorities everywhere, as an inspection of the school exhibits shown at the St. Louis Exposition will amply prove.

I have spoken so often of the aims and value of manual training instruction that I need scarcely repeat what I have said to justify the attention that we are now giving it in the schools of this city.

During the past year twelve (12) additional schools have been added to those giving instruction in manual training in all grades, from kindergarten to the end of the grammar school course.

Before extending the manual training work into the primary grades of any school a preparation has been made by training the teachers to undertake it.

As now provided, the kindergarten and primary grades have exercises in modeling clay, manipulating paper and cardboard, using raffia, weaving, etc. The fifth and sixth grades have knife work, with wood as the medium. The seventh and eighth grades have bench work, with use of carpenter's tools. Sewing is now begun in the fifth grade and continued through the eighth grade; in the seventh and eighth grades sewing and cooking alternate half yearly.

Voluntary classes have been formed by the manual training supervisor for the instruction of teachers. In all instances these classes have been well attended, which shows the interest which teachers themselves take in manual training work. If it were left to the vote of teachers whether or not manual training should be dropped from the curriculum, I am sure that the great majority would vote to retain it; and this, too, although it adds appreciably to their labors while adding nothing to their salaries. If the reason for this favor were sought it would be found in the sense of relief from the strain of other studies which such work gives teachers as well as pupils. That the time devoted to manual training, namely, an hour to an hour and a half per week, has

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resulted in deteriorating the results in other studies teachers will generally deny.

In this connection I might note the improvement in school deportment that has been observed quite generally during the past ten years or more. This improvement in school deportment has been attributed to a number of causes: as, for instance, to the abandonment of corporal punishment, with its occasional injustice and brutality, to the more highly skilled teachers that have been sent out by our colleges and normal schools, to the more humane views of child discipline that have been generally disseminated by the press and pulpit. To each and to all of these factors, in greater or less degree, the improved conduct of children at school may be truthfully ascribed. I am of the opinion, however, that the chief cause for improvement in school deportment has been the more varied, interesting and profitable course of study pursued.

It is quite within the memory of most of us when the daily whipping at school was no unusual occurrence. To the old-time teacher the ferrule seemed almost as necessary a school appurtenance as the blackboard. Flagrant breaches of good deportment—even now in the best schools not entirely unknown, but exceedingly rare—were matters of such frequent occurrence as scarcely to occasion comment. Disobedience, untruthfulness, insubordination in all its various forms, were looked upon as necessary incidents to the best class management. That these school evils have not altogether disappeared is true, but it is likewise true that they are by no means so frequent, flagrant or universal as formerly. The cause for this improvement will be found chiefly, I believe, in the better provision now made by our enriched courses of study which occupy more profitably the pupil's whole time in school. Under the old school routine, when a pupil had "got his arithmetic," he naturally looked for something else to do; if there was nothing else in the programme to capture and hold his attention he varied the programme to suit his own pleasure and bent of mind. Hence, arose the mischief, always contagious, which rapidly spread through the entire school, to the disturbance of the working pupils and discomfiture of the teacher. Whatever may be the disadvantages of our crowded and varied programmes of to-day, they have this advantage certainly that

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they keep the pupils occupied; this, of itself, is a great gain; it affords at least a starting point toward making all the work of the school productive of the highest ends of teaching.

I have made this apparent digression from the discussion of manual training to show that on the moral side, as well as upon the intellectual side, it deserves commendation. Any study that so readily engrosses the child's attention as to smother his instincts for idleness and mischief must have some high pedagogic value.

As in drawing, music and all other special studies, care should be taken not to allot, or permit to be used, a larger amount of daily or weekly time than can be reasonably spared and profitably employed. In all subjects that appeal strongly to the pupil's interests there will be a tendency on the part of teachers to allot an unauthorized amount of time. Principals, as well as teachers, should be on the watch constantly to keep within prescribed limits the time and attention given to these branches.

It can be said of no school study that it is the chief and only study of great importance; all the authorized studies have elements of great importance; care should be taken to give each its fair time allotment and to keep each within its appropriate limits. This does not mean that the teacher must always stop an interesting exercise upon the stroke of the hour, for there are times when it would be wise to extend a period of profitable study; but, as a rule, good class management will dictate a reasonably rigid adherence to the time limits carefully laid out in the school programme. The best school training is an "all around" training; this can be secured only by giving an "all around" attention to each and to all of the several subjects that comprise the work of a class or grade. However attractive manual training work may be to teachers and pupils, it must not be permitted to encroach upon other studies that are less attractive. I am led to emphasize this caution, not because of any common complaint that the time allotted to manual training has been generally exceeded, but in order to guard against the possibility of any such complaint in the future.

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FINANCIAL STATEMENT.

Receipts.

Amount raised by special tax,	$5,000 00
Amount received from the State,	5,000 00
Amount received from other sources,	9,307 53
Total,	$19,307 53

Disbursements.

Teachers' salaries,	$13,138 40
Plant,	2,978 14
Material,	3,190 99
Total,	$19,307 53

DRAWING AND WOOD-WORK.

Name of teacher—C. Edward McKinney, Jr.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 244; 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, seventh and eighth.
Remarks—Four-fifths time, high; one-fifth time, seventh and eighth.

Name of teacher—Emma Blaeser.
Is teacher engaged exclusively in this work?—One-fifth time.
Number of pupils—Male, 74.
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—Charles H. Cook.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 383.
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—J. Francis Hill.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 323.
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.

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Name of teacher—Henry F. Pease.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 353.
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—Mary Geraghty.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 155.
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—Mary Geraghty.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 240.
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, 543.
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—Hortense Deidrick.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 482.
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—M. Will Drumm.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 485.
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—Marguerite B. Todd.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 429.
Number of lessons per week given each class—One.

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Length of lesson—One hour.
Grade or grades in which subject is taught—Fifth and sixth.
Remarks—Whittling.

Name of teacher—Phoebe J. Rowden.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 501.
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—Elizabeth Bowlby.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 429.
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.

SEWING.

Name of teachers—Carrie V. Stephen, supervisor; Mary M. Donnelly, assistant supervisor.
Are teachers engaged exclusively in this work—Yes.
Number of pupils—Female, 4,645.
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 out of general fund.

PRIMARY MANUAL TRAINING.

Name of teacher—Mrs. Anna K. Langlas.
Is teacher engaged exclusively in this work?—One-third time.
Number of pupils—Male, 215; female, 120.
Number of lessons per week given each class—One.
Length of lesson—Forty-five minutes.
Grade or grades in which subject is taught—Second, third and fourth.
Remarks—Raffia work, 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, 153; female, 7.
Number of lessons per week given each class—Two or four.
Length of lesson—Forty-five minutes.
Remarks—Our carving is all applied. We, therefore, have in the same classes both carving and joinery.

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JOINERY AND CARVING.

Name of teacher—Emma Blaeser.
Is teacher engaged exclusively in this work?—Four-fifths time.
Number of pupils—Male, 113; female, 14.
Number of lessons per week given each class—Two or four.
Length of lesson—Forty-five minutes.

COOKING.

Name of teacher—Mary L. Canfield.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Female, 314.
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—In 7 A and 8 A classes of ten schools.
Amount expended for manual training during the year—Plant, $2,978.14; material, $3,190.99; salaries, $13,138.40; total, $19,307.66.
Total amount expended to date—$83,454.66.
Remarks—Cooking expenditures are paid out of general fund.

NORTH PLAINFIELD.

HOMER J. WIGHTMAN.

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

MY DEAR SIR—I enclose Manual Training Report for the year ending June 30, 1904, together with an outline of our revised Cooking Course. In this course we emphasize economy in buying as well as in cooking. Our cooking plant provides individual gas-cookers, lockers and outfits for twenty-four pupils.

Sewing is begun in the first grammar grade and extends over two years. Practical dressmaking is a new course with us, in which High School girls make a complete outfit of under and outer garments for themselves. Both single and double thread sewing machines are used. At present this is one of our most popular courses.

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The wood-shop is fitted with the Hammacher Schlemmer benches and individual lockers, and complete tool sets for twenty pupils. Our course in wood work has changed materially. In the High School considerable cabinet work is done, consisting of book-cases, magazine racks, chairs, tabourets, waste-paper baskets, etc. Decoration with water color, burnt wood and carving combine the artistic with the useful.

The basketry and raffia and reed work of the grades is gradually being replaced by loom making and mat and rug weaving with rug yarns. In March the school had a large exhibit of ornamental basket work done by High School pupils, both boys and girls (Elective Course).

Clay modeling is limited to the first three years. The fourth year continues boys and girls together in weaving, darning, sewing on buttons, and elementary mechanical drawing, preparing for the shop work which begins in the fifth year. A considerable outlay has been made during the year for the purchase of several complete sets of mechanical drawing instruments. No one in the future will be debarred from taking mechanical drawing because of the expense of the instruments. The regular drawing course remains essentially as previously reported.

We feel that our manual training to-day is the most practical work we have yet done. It is fully appreciated, as evidenced by the number of High School pupils electing work in the department, and it is amply supported by a practically unanimous public. The extension of our school plant, which is nearing completion, will give us two large additional rooms, exclusively for manual training purposes.

A COURSE OF FORTY LESSONS IN COOKERY.

FIRST YEAR. SEVENTH YEAR.

In planning this course an effort has been made to:

1. To illustrate salient points in the most economical manner.
2. To classfy lessons according to food principles as far as practicable.
3. To use foods in season.
4. To make this course as complete as possible, as many pupils will not have the second course.
5. To correlate somewhat the work of the two grades in order to save time and supplies.

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6. To furnish variety to stimulate the student's interest.
7. To consider the technical progress of the student.
8. To place light dishes in the late spring.

GENERAL OUTLINE OF COURSE.

I. Introductory.
II-VI. Starch.
VII and VIII. General study of food principles.
IX-XII. Proteids.
XIII-XV. Raising batters and doughs.
XVI. Christmas lesson—sugars.
XVII-XX. Miscellaneous.
XXI-XXIII. Combustion—fats.
XXIV. Table setting and serving.
XXV-XXVII. Wheat and its products.
XXVIII-XXX. Eggs.
XXXI-XXXII. Raising by eggs and baking powder.
XXXIII. Luncheon.
XXXIV. Salads.
XXXV-XXXVI. Invalid cookery.
XXXVII. Cooking and serving a breakfast.
XXXVIII. Cold drinks.
XXXIX. Frozen desserts.
XL. Review and cleaning.

I. Introductory—
Explanation of kitchen equipment.
Necessary rules.
Water.
Physical and chemical properties with experiments.
Purity.

II-IV. Starch—
Lesson II.
Formation of starch in plants—tests.
Cooking of potatoes.
Study of potato.
Lesson III.
Storage of starch and other food in plants—tests.
Vegetables.
White sauce.
Lesson IV.
Cooking of starch.
Cornstarch pudding.
Lesson V.
Cookery of starch.
Cream soups—croutons.

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II-VI. Starch (continued)—

Lesson VI.

Digestion of starch.

Cereals.

VII and VIII. General study of food principles. Use of each in the body.

Lesson VII.

Milk.

Rice pudding.

Lesson VIII.

Eggs.

Necessity of cooking albumen at a low temperature.

IX-XII. Proteids—

Lesson IX.

Leaving meat to keep in juices.

Roasted shoulder of mutton. (a. Part to be used in "left-over" lesson of eighth grade.)

Lesson X.

Extracting juices with cold water. Soup.

Lesson XI.

Cuts of beef.

Stews.

Lesson XII.

Gelatine.

XIII-XV. Raising batters and doughs—

Lesson XIII.

Baking powder.

Experiments.

Biscuits.

Lesson XIV.

Baking powder (continued).

Sweet fruit biscuits.

Lesson XV.

Use of soda with molasses.

Gingerbread.

Lesson XVI. Sugars.

Christmas lesson.

XVII-XX. Miscellaneous—

Lesson XVII.

Study and cookery of fish.

XVIII.

Use of left-over fish. (Utilize material from eighth grade class.)

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Lesson XIX.
Cheese. (Kinds and food value.)
Souffle.

Lesson XX.
Apples.
Dietetic value.
Ways of cooking.

XXI-XXIII. Combustion. Fats.

Lesson XXI.
Combustion, fuel, experiments with candle, drawings.
N. B. Put at this late date that it may be correlated with nature and construction work.

Lesson XXII.
Fats—composition of and use in body.
Drippings—trying out suet for frying demonstrated (for safety).

Lesson XXIII.
Frying in deep fat.
Codfish balls.

Lesson XXIV.
Table setting and serving.
Tea.

XXV-XXVII. Wheat and its products—

Lesson XXV.
Study of wheat.
Cooking of macaroni.

Lesson XXVI.
Study of flour.
White bread.

Lesson XXVII.
Study of yeast.
Whole wheat bread.

XXVIII-XXX. Eggs—

Lesson XVIII.
Custards.
Coffee.

Lesson XXIX.
Raising by eggs.
Study of air.
Omelet.

Lesson XXX.
Raising by eggs (continued).
Study of air (continued).
Sponge cake.

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XXXI-XXXII. Raising by eggs and baking powder—
Lesson XXXI.
Muffins.
Lesson XXXII.
Cake.
Study of cocoa.
Making of cocoa.

XXXIII. Luncheon.

XXXIV. Salads.

XXXV-XXXVI. Invalid cooking—
Lesson XXXV.
Gruels.
Lesson XXXVI.
Broths.

XXXVII. Cooking and serving a breakfast.

XXXVIII. Cold drinks.

XXXIX. Frozen desserts.

XL. Review and cleaning.

FORTY LESSONS. SECOND YEAR.

Eighth Grade.

GENERAL OUTLINE.

1. Introductory and sanitation.
2- 3. Sterilization and canning and preserving.
4- 6. Miscellaneous.
7–11. Nitrogenous foods.
12–13. Gelatine.
14–22. Miscellaneous.
23–24. Frying in deep fat.
25–27. Fermentation.
28–30. Miscellaneous.
31–32. Salads.
33–35. Invalid cookery.
36. Infant feeding.
37. Packing luncheons.
38–39. Frozen desserts.
40. Review and cleaning.

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1. Introductory and house sanitation.

2–3. Sterilization, canning and preserving.

Lesson 2.

Crabapple jelly. (Each student provides his own jelly glass.)

2–3. Sterilization (continued).

Lesson 3.

Canning—tomatoes suggested. (Demonstrate.)

Canned apples. Discuss use of commercial canned goods. (Jars for a single lesson provided.)

Lesson 4.

Soups without meats.

Use vegetable soup.

Lesson 5.

Different ways of cooking potatoes.

Lesson 6.

Study of cornmeal.

Make mush and use it in bread.

7–11. Nitrogenous foods.

Lesson 7.

Study of peas and beans.

Lessons 8-9.

Braising. (Use skirt steak, if practicable.)

Left-over meat. (Use part of shoulder wasted by seventh grade.)

Lesson 10.

Broiled fish with sauce.

Lesson 11.

Study of shell fish.

Clam chowder.

12–13. Gelatine. Sauce and good value.

Lesson 12.

Moulding jellies.

Lesson 13.

Charlotte Russe.

Lesson 14.

Soup stock clearing.

Clear soups.

Lesson 15.

Study of spices and condiments.

Steamed fruit pudding.

Lesson 16.

Christmas lesson—sugar—candy. (Previously prepare small boxes in construction class.)

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Lesson 17.
Preparation of a luncheon.

Lesson 18.
Boiled or steamed fish with sauce. (Part to be utilized by seventh grade classes.)

Lesson 19.
Study and use of dried fruits.

Lesson 20.
Marketing.
Make plans for dinner the next week.

Lesson 21.
Four-course dinners.

Lesson 22.
Cookies.

23–24. Frying in deep fat.

Lesson 23.
Economy of made-over meats.
Croquettes with tomato sauce.

Lesson 24.
Crullers. (By this plan, deep frying is done by both classes at the same time.)

25–27. Fermentation.

Lesson 25.
Lactic fermentation. (Illustrated with sour milk batter cakes.)

25–27. Fermentation (continued).

Lesson 26.
Alcoholic fermentation. White bread.

Lesson 27.
Acetic fermentation. (Souring of milk.)
Making of rolls, buns or rusks.

Lesson 28.
Study of nuts.
Peanut loaf.

Lesson 29.
Cake.

Lesson 30.
Pastry or pudding. (Put this way because we could not agree about pudding in pastry.)

31–32. Salads.

Lesson 31.
Dietetic value.

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Lesson 32.
Value of oil as food.

33–35. Invalid cookery.

Lesson 33.
Drinks.

Lesson 34.
Beef tea and toast.

Lesson 35.
Bacteria. Milk.

Lesson 36.
Infant feeding.

Lesson 37.
Sandwiches.
Packing lunch baskets.

38–39. Frozen desserts.

Lesson 38.
Sheroots.

Lesson 39.
Creams.

Lesson 40.
Review.

The high school cooking varies from term to term, depending upon the work previously taken by pupils electing the subject.

FINANCIAL STATEMENT.

Receipts.

Balance from last year,	$151 56
Amount raised by special tax,	1,350 00
Amount received from the State,	1,350 00
Total,	$2,851 56

Disbursements.

Teachers' salaries,	$2,100 00
Plant,	98 13
Material,	343 64
Incidentals,	303 90
Balance June 30th, 1904,	5 89
Total,	$2,851 56

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DRAWING AND MODELING.

Name of teacher—Laura M. Sydenham.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 442; female, 515.
Number of lessons per week given each class—2-3 in grades.
Length of lesson—30 minutes.
Amount expended for manual training during the year—Plant, $49.79; material, $126.98; salaries, $700.00; total, $876.77.
Grade or grades in which subject is taught—All.

SEWING.

Name of teacher—Bessie Taylor.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Female, 72.
Number of lessons per week given each class—2.
Length of lesson—40 minutes.
Amount expended for manual training during the year—Material, $54.30; salaries, sewing and cooking, $450.00; incidentals, $3.90; total, $508.20.
Grade or grades in which subject is taught—First and second years, grammar school; dressmaking, high school.

BASKETRY.

Amount expended for manual training during the year—Material, $12.12; total, $12.12.
Grade or grades in which subject is taught—High school.

WOOD-WORKING—JOINERY.

Name of teacher—Robert M. Sander.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 178; female, 26.
Number of lessons per week given each class—2-5.
Length of lesson—40 minutes.
Amount expended for manual training during the year—Plant, $48.34; material, $41.42; salaries, $8.50; incidentals—$200.00, fuel; $100.00, janitor; total, $1,239.76.
Grade or grades in which subject is taught—All grammar grades and high school.

COOKING.

Name of teacher—Bessie Taylor.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Female, 78.

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Number of lessons per week given each class—1.

Length of lesson—90 minutes.

Amount expended for manual training during the year—Material, $108.82; total, $108.82.

Grade or grade in which subject is taught—Seventh and eighth grades and high school.

ORANGE.

WILLIAM M. SWINGLE, SUPERINTENDENT.

Hon. C. J. Baxter, State Superintendent:

DEAR SIR—I herewith submit a brief report of the work done in the Manual Training Department of our schools during the past year.

No radical changes have been made in the course of study and no additions have been made to our facilities for teaching in the different branches, but the work has grown and its purpose is being better understood by our teachers and the public. The result is that we are improving along every line of this work. The special teachers report as follows:

Miss Habberton says: "The work in my department has been conducted on the same general lines as last year, but with more than usual satisfaction; partly as the result of greater familiarity with the various subjects on the part of the class teachers, and partly as the result of more training in the lower grades. It matters little to me to what grade or class I go in the weekly round, as in one and all I find the same spirit of pleasurable interest in whatever branch is pursued. Clay modeling, weaving with raffia, construction work with cardboard, sewing, basketry—each in its own time seems to be a gratification to the pupils which gives them a love for work, which is one of the most important factors in developing the spirit of industry which will make our pupils useful men and women and good citizens. That the manual training does not in any way conflict with the scholastic training has long since been satisfactorily proved. On the contrary, there is a

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wholesome incentive to the majority of pupils; in some cases being a desirable relaxation from purely mental effort, in others arousing a new sense of power in those whose mental faculties have seemed dull, causing a reaction in favor of the regular branches."

Miss Birkman says: "The signs of growth can be noted in different ways. In the visible results, the intelligent use of the brush and pencil by the pupils, and also in that subtle growth, the formation of taste and of general culture, which shows forth constantly in the improved selection of pictures brought by the children into the school-room and pictures and articles from papers brought voluntarily by the older pupils because of illustration of some principle or idea gained in the drawing and in other lessons. In these and many other ways the art education is entering into and broadening the lives of the pupils."

Mr. Wardell says: "The work has progressed further, with much better results than last year, which I considered the banner year. The cabinet work of the First Year High School has been the very best, and some of the pieces made are the most difficult ever undertaken since manual training was introduced into our schools. The work in the Seventh Grade at the Tremont Avenue School deserves special mention, as I think it would compare favorably, if not surpass, any Seventh Grade work in the State."

Mrs. Sumner says: "Our work in cooking has progressed very favorably during the year. The training which the girl gets in the public school is often all she gets until she enters her own house as a wife. It is then that she appreciates it, and finds her cooking book of untold value. She must learn to use as few dishes as possible while preparing an article of food, she must be neat about her work and her hands and finger nails must be clean. Each class prepares at least one dinner for the Board of Education, at which time everything is made and served by the pupils. The Superintendent often joins the class at luncheon. We have now a full new outfit of dishes, silverware and glasses, and our dinners will be more frequent. Our boys' classes in the High School continue to be very interesting. The boys are now anxious to try their hand at preparing a dinner for guests. I feel very much encouraged by the interest and improvement made by these classes during the past year. With few exceptions, the pupils

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are learning, remembering and advantageously practising what is taught them."

FINANCIAL STATEMENT.

Receipts.

Balance from last year,	$605 35
Amount raised by special tax,	2,125 00
Amount received from the State,	2,125 00
Total,	$4,855 35

Disbursements.

Teachers' salaries,	$3,539 00
Material,	568 37
Incidentals,	19 95
Balance June 30th, 1904,	728 03
Total,	$4,855 35

DRAWING.

Name of teacher—Agnes Birkman.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 1,234; female, 1,221.
Number of lessons per week given each class—One to three.
Length of lesson—Twenty to sixty minutes.

Amount expended for manual training during the year—Incidentals, $19.95; material, $50.84; salaries, $870.00; total, $940.79.
Grade or grades in which subject is taught—First to eighth, inclusive, and High School.

MODELING.

Name of teacher—M. Elizabeth Habberton.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 892; female, 805.
Number of lessons per week given each class—One.
Length of lesson—Forty minutes.
Amount expended for manual training during the year—Salaries, $1,084.00.
Grade or grades in which subject is taught—First, second and third.

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Name of teacher—M. Elizabeth Habberton.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 225; female, 503.
Number of lessons per week given each class—One.
Length of lesson—Sixty minutes.
Amount expended for manual training during the year—Material, $151.19; salaries, $140.00; total, $291.19.
Grade or grades in which subject is taught—Fourth, fifth, sixth and seventh.

SEWING AND BASKETRY.

Name of teacher—Elizabeth T. Bedell.
Is teacher engaged exclusively in this work?—Yes, one day.

COOKING.

Name of teacher—Helen R. Sumner.
Is teacher engaged exclusively in this work?—Two days.
Number of pupils—Male, 32; female, 98.
Number of lessons per week given each class—One.
Length of lesson—One hundred and twenty minutes.
Amount expended for manual training during the year—Material, $190.13; salaries, $480.00; total, $670.13.
Grade or grades in which subject is taught—Eighth and first High School.

WOOD-WORKING—JOINERY.

Name of teacher—Samuel E. Wardell.
Is teacher engaged exclusively in this work?—Four days.
Number of pupils—Male, 206.
Number of lessons per week given each class—One.
Length of lesson—Sixty minutes.
Amount expended for manual training during the year—Material, $176.21; salaries, $960.00; total, $1,136.21.
Grade or grades in which subject is taught—Sixth, seventh, eighth and High School.

SLOYD AND IRON.

Name of teacher—Samuel E. Wardell.
Number of pupils—Male, 133.
Number of lessons per week given each class—One.
Length of lesson—Sixty minutes.
Grade or grades in which subject is taught—Fifth.

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PASSAIC.

F. E. SPALDING, SUPERINTENDENT.

Hon. C. J. Baxter, State Superintendent:

DEAR SIR—Our work in manual training the past year was extended by the introduction of cooking into the evening school curriculum. Several classes of women and girls, most of them sixteen and over, were given instruction in this subject. A kitchen in the basement of one of the evening schools was fitted up for this purpose. This work, and the increase in number of pupils in the day schools, necessitated the employment of an additional teacher. In the day schools the same lines of work were carried out which have constituted the curriculum in manual training for several years. All the work of this department is in a prosperous condition.

FINANCIAL STATEMENT.

Receipts.

Balance from last year,	$828 33
Amount raised by special tax,	2,500 00
Amount received from the State,	2,500 00
Total,	$5,828 33

Disbursements.

Teachers' salaries,	$3,964 93
Plant,	329 88
Material,	741 83
Incidentals (including janitor's salary),	675 61
Balance June 30th, 1904,	116 08
Total,	$5,828 33

DRAWING.

Name of teacher—William Robbins.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 250.

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Number of lessons per week given each class—1.
Length of lesson—1 hour.
Grade or grades in which subject is taught—VI–VIII.

Name of teacher—M. W. Langstroth.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 568; female, 619.
Number of lessons per week given each class—1.
Length of lesson—½ to ¾ hour.
Grade or grades in which subject is taught—IV–VIII.

SEWING.

Name of teacher—Theo. Burghardt.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Female, 800.
Number of lessons per week given each class—1.
Length of lesson—½ to 1¼ hours.
Grade or grades in which subject is taught—III–VI.

Name of teacher—Fanny M. Mitchell.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Female, 125.
Number of lessons per week given each class—1.
Length of lesson—½ to 1¼ hours.
Grade or grades in which subject is taught—III–VI.
Remarks—Also night school.

METAL-WORKING.

Name of teacher—William Robbins.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 38.
Number of lessons per week given each class—1.
Length of lesson—1 hour.
Grade or grades in which subject is taught—V.

Name of teacher—Fanny M. Mitchell.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 90.
Number of lessons per week given each class—1.
Length of lesson—1 hour.
Grade or grades in which subject is taught—V.

WOOD-WORKING—(*a*) JOINERY.

Name of teacher—William Robbins.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 149.

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Number of lessons per week given each class—1.
Length of lesson—1 hour.
Grade or grades in which subject is taught—VI–VII.

WOOD-WORKING—(*b*) CARVING.

Name of teacher—William Robbins.
Number of pupils—Male, 60.
Number of lessons per week given each class—1.
Length of lesson—1 hour.
Grade or grades in which subject is taught—VIII.

COOKING.

Name of teacher—Florence Newell.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Female, 154.
Number of lessons per week given each class—1.
Length of lesson—2 hours.
Grade or grades in which subject is taught—VII-VIII.

Name of teacher—Fanny M. Mitchell.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Female, 65.
Number of lessons per week given each class—1.
Length of lesson—2 hours.
Grade or grades in which subject is taught—Night school.
Amount expended for manual training during the year—Plant, $329.88; material, $741.83; salaries, $3,964.93; incidentals, $675.61; total, $5,712.25.
Total amount expended to date—$34,963.77.

PATERSON.

L. A. GOODENOUGH, SUPERINTENDENT.

To Hon. Chas. J. Baxter, State Superintendent Public Instruction:

DEAR SIR—I present the following report of the classification of pupils, course of instruction and work done during the past year in our Manual Training School.

The same courses of instruction have been followed as given during the previous year, and the same divisions of grammar

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grades have been made, viz., Seven A, Eight B and Eight A. Owing to the large number of grammar grade pupils we are still compelled to omit the Seven A grade, but in our new quarters, in the Court House Building, we hope in the near future to be able to accommodate that grade.

About fifty boys from the High School have again attended the school in their own time, and they have made great progress. The principal, with the help of these High School boys, has set up the ten lathes and all the shafting, hangers and belting, and has done all the work in the new quarters except the heavy millwright work, which was too dangerous for any one but experienced men to handle.

With our increased facilities we are turning out better and more practical work for use in the schools, such as closets, benches, etc., than ever before, and this work I find produces better results than work that has no practical value beyond the instruction it gives in handling tools.

Mr. Morse has made application for a special prize to be awarded for our exhibit at St. Louis, as there was none from New Jersey that could compare with ours. We showed about two hundred and fifty pieces, and it was the first time that we have ever been able to show the work from the rough block to the finished turning and carving.

Our ten lathes in the new room are fully equipped with all the necessary tools, chucks and appliances, and everything is in complete order for the next term.

FINANCIAL STATEMENT.

Receipts.

Balance from last year,	$1,099 17
Amount raised by special tax,	1,000 00
Amount received from the State,	1,000 00
Total,	$3,099 17

Disbursements.

Janitor,	$240 00
Teachers' salaries,	1,275 00
Material,	146 94

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Incidentals,	$55 07
Balance June 30th, 1904,	1,382 16
Total,	$3,099 17

WOOD-WORKING.

Name of teacher—Edwin D. Hilton.
Amount expended for manual training during the year—Janitor, $240.00; material, $146.94; salaries, $1,275.00; incidentals, $55.07; total, $1,717.01.
Grade or grades in which subject is taught—8-B and 8-A.

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—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 each week.
Length of lesson—Two hours.
Grade or grades in which subject is taught—High School.

POMPTON TOWNSHIP—SCHOOL NO. 1, RINGWOOD SCHOOL.

E. J. BROWN, D.C.

FINANCIAL STATEMENT.

Receipts.

Balance from last year,	$532 56
Amount received from the State,	250 00
Amount received from other sources (Mrs. A. S. Hewitt),	250 00
Total,	$1,032 56

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Disbursements.

Teachers' salaries,	$600 00
Plant,	208 04
Balance June 30th, 1904,	224 52
Total,	$1,032, 56

DRAWING—MECHANICAL.

Name of teacher—Pearl R. Cowles.
Is teacher engaged exclusively in this work?—No.
Average number of pupils—Male, 15; female, 5.
Number of lessons per week given each class—One.
Length of lesson—One-half hour.
Grade or grades in which subject is taught—School ungraded; from ten years of age.

DRAWING—SKETCHING.

Name of teacher—Pearl R. Cowles.
Is teacher engaged exclusively in this work?—No.
Average number of pupils—Male, 15; female, 5.
Number of lessons per week given each class—One.
Length of lesson—One-half hour.
Grade or grades in which subject is taught—School ungraded; from ten years of age.

CARDBOARD CONSTRUCTION.

Name of teacher—Pearl R. Cowles.
Is teacher engaged exclusively in this work?—No.
Average number of pupils—Male, 15; female, 5.
Number of lessons per week given each class—One.
Length of lesson—One hour.
Grade or grades in which subject is taught—School ungraded; from ten years of age.

MODELING—CLAY (ELEMENTARY).

Name of teacher—Pearl R. Cowles.
Is teacher engaged exclusively in this work?—No.
Average number of pupils—Male, 23; female, 17.
Number of lessons per week given each class—One.
Length of lesson—One-half hour.
Grade or grades in which subject is taught—All primary classes.

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SEWING.

Name of teacher—Pearl R. Cowles.
Is teacher engaged exclusively in this work?—No.
Average number of pupils—Male, 23; female, 17.
Number of lessons per week given each class—Two.
Length of lesson—One hour.
Grade or grades in which subject is taught—All classes boys and girls.

BASKETRY—REED AND RAFFIA.

Name of teacher—Pearl R. Cowles.
Is teacher engaged exclusively in this work?—No.
Average number of pupils—Male, 23; female, 17.
Number of lessons per week given each class—Busy work done whenever regular lessons are finished.
Grade or grades in which subject is taught—All classes.

BASKETRY—CANING CHAIRS (TO ORDER).

Name of teacher—Pearl R. Cowles.
Is teacher engaged exclusively in this work?—No.
Average number of pupils—Male, 10; female, 4.
Number of lessons per week given each class—Busy work done whenever regular lessons are finished.
Grade or grades in which subject is taught—All classes.

WOOD-WORKING.

Name of teacher—Pearl R. Cowles.
Is teacher engaged exclusively in this work?—No.
Average number of pupils—Female, 3.
Number of lessons per week given each class—One or two.
Length of lesson—One and one-half hours.
Amount expended for manual training during the year—Material, $208.04; salaries, $600.00; total, $808.04.
Total amount expended to date—$808.04.

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POMPTON TOWNSHIP—SCHOOL NO. 4, MIDVALE.

FINANCIAL STATEMENT.

Receipts.

Balance from last year,	$138 97
Total,	$138 97

Disbursements.

Teachers' salaries,	$100 00
Material,	12 19
Balance June 30th, 1904,	26 78
Total,	$138 97

SEWING.

Name of teacher—Lucy F. Fearn.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Female, 35.
Number of lessons per week given each class—One.
Length of lesson—Forty-five minutes.
Grade or grades in which subject is taught—Third, fourth, fifth, sixth and seventh.

WOOD-WORKING.

Name of teacher—Lucy F. Fearn.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 24.
Number of lessons per week given each class—Two classes, one lesson each.
Length of lesson—Forty-five minutes.
Grade or grades in which subject is taught—Third, fourth, fifth, sixth and seventh.

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RED BANK.

S. V. ARROWSMITH, SUPERINTENDENT.

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

DEAR SIR—There has been no substantial change in the character of the work done in our manual training department since my last report, except that it shows marked improvement in every line. This has naturally resulted in increased enthusiasm among the pupils, and a fuller recognition of its value by the patrons of the school.

Miss Jarrold has proven herself a most efficient and progressive teacher, capable of inspiring her pupils with the same interest in their work that she herself displays, which cannot fail to result in the most favorable conditions, not only in her own special department, but upon the entire system.

We feel that excellent work has been accomplished during the year. Basketry and raffia work, which were introduced last year, have been continued and further developed, proving very popular and eliciting much general interest. To this has been added during the year some work in bent iron, though the general course remains practically the same. Upon the whole, we regard the work of the department as in a healthy and prosperous condition.

FINANCIAL STATEMENT.

Receipts.

Balance from last year,	$41 68
Amount raised by special tax,	500 00
Amount received from the State,	500 00
Total,	$1,041 68

Disbursements.

Teachers' salaries,	$700 00
Plant,	76 24

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Material,	$226 12
Incidentals,	43 01
Total,	$1,045 37
Overdraft,	$3 69

DRAWING.

Name of teacher—H. L. Jarrold.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 510; female, 453.
Number of lessons per week given each class—2 in primary; 1 in upper grades.
Length of lesson—30 minutes in primary; 40 minutes in upper grades.
Amount expended for manual training during the year—Plant, $76.24; material, $226.12; salaries, $700.00; incidentals, $43.01; total, $1,045.37.
Grade or grades in which subject is taught—First to ninth inclusive.
Remarks—Miss Jarrold teaches manual training; also drawing in the grammar and high school, and directs the drawing in the primary grade.

WOOD-WORKING.

Name of teacher—H. L. Jarrold.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 123; female, 117.
Number of lessons per week given each class—2 in primary; 1 in upper grades.
Length of lesson—30 minutes in primary; 40 minutes in upper grades.
Grade or grades in which subject is taught—Sixth to tenth.

WOOD-WORKING—(*a*) JOINERY.

Name of teacher—H. L. Jarrold.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 47; female, 13.
Number of lessons per week given each class—2 in primary; 1 in upper grades.
Length of lesson—30 minutes in primary; 40 minutes in upper grades.
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, 72; female, 105.

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Number of lessons per week given each class—2 in primary; 1 in upper grades.

Length of lesson—30 minutes in primary; 40 minutes in upper grades.

Grade or grades in which subject is taught—Sixth to tenth.

RIDGEWOOD.

B. C. WOOSTER, PRINCIPAL.

Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—There has been very little change in the character of manual training work in our school during the past year. The amount of work done and equipment has remained about the same. Something has been done in the Fourth and Fifth Grades in basketry, weaving, etc.

Some very good results have been secured in design, and some upper grade pupils have succeeded very well in illustrating their work in history and English.

We have aimed to connect the work with the interests of the children and secure, so far as may be, the expression of their own thought.

Development of the manual course is hindered by want of room.

FINANCIAL STATEMENT.

Receipts.

Balance from last year,	$1,815 44
Amount raised by special tax,	600 00
Amount received from the State,	600 00
Total,	$3,015 44

Disbursements.

Teachers' salaries,	$1,175 00
Material,	135 47
Balance June 30th, 1904,	1,704 97
Total,	$3,015 44

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DRAWING.

Name of teacher—Miss Helen Marvine.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 175; female, 178.
Number of lessons per week given each class—1.
Length of lesson—60 minutes.
Amount expended for manual training during the year—Material, $81.61; salaries, $400.00; total, $481.61.
Total amount expended to date—$4,058.61.
Grade or grades in which subject is taught—Four to twelve years in school.

SEWING.

Name of teacher—Miss Sadie Denison.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Female, 135.
Number of lessons per week given each class—1.
Length of lesson—60 minutes.
Amount expended for manual training during the year—Material, $36.58; salaries, $225.00; total, $261.58.
Total amount expended to date—$2,748.21.
Grade or grades in which subject is taught—Fourth to eighth.

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—1.
Length of lesson—60 minutes.
Amount expended for manual training during the year—Material, $17.28; salaries, $550.00; total, $567.28.
Total amount expended to date—$6,500.99.
Grade or grades in which subject is taught—Fourth to tenth.

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SOUTH ORANGE.

H. W. FOSTER, SUPERINTENDENT.

Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—As in all schools, we have some pupils who are very slow to take instruction and make progress in the grades. The ordinary school subjects do not make any impression upon them, at least when presented in the ordinary way.

During the past year we have selected from the school about twenty of these, in the grades from the First to the Fifth, each pupil being about three years behind the grade in which he should be at the average age. As much of their time as possible has been given to manual training, correlated, so far as might be, with ordinary school work. These pupils have been given much individual instruction. While ordinary methods have entirely failed with such pupils, it is believed that somewhat better results will be obtained by the intimate correlation of manual training with such school work as they attempt.

The class was in operation during the latter half of the year only.

The rest of the school has been relieved of serious annoyances; the individuals in the class have taken a greater interest in their school work, and have advanced more rapidly than in their regular classes.

I believe that such a special class, with its work properly laid out,devoting a very large share of its time to the right sort of manual training, will be of great service to the individuals composing it.

This class has had at least one hour daily in manual training.

During the year our equipment was materially increased, especially in the way of new benches. The course touches every grade, from the kindergarten to the High School. Especial attention is given to join together closely art and craft, which can be done only where the teacher is well prepared on both sides.

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FINANCIAL STATEMENT.

Receipts.

Balance from last year,	$87 17
Amount raised by special tax,	1,250 00
Amount received from the State,	1,250 00
Total,	$2,587 17

Disbursements.

Teachers' salaries,	$1,770 00
Plant,	431 97
Material,	364 36
Balance June 30th, 1904,	20 84
Total,	$2,587 17

DRAWING.

Names of teachers—Jeannette Palen, Anna B. Gausmann.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 345; female, 375.
Number of lessons per week given each class—Two.
Length of lesson—Forty-five minutes.
Amount expended for manual training during the year—Material, $11.32; salaries, $380.00; total, $391.32.
Grade or grades in which subject is taught—First, second, third, fourth, fifth, sixth, seventh, eighth and High School.

BASKETRY, WEAVING, PAPER CUTTING, CLAY MODELING, BURNT-IRON, COPPER.

Names of teachers—Jeannette Palen, Anna B. Gausmann.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 258; female, 277.
Number of lessons per week given each class—One.
Length of lesson—Forty-five minutes.
Amount expended for manual training during the year—Material, $46.22; salaries, $230.00; total, $276.22.
Grade or grades in which subject is taught—First, second, third, fourth fifth; copper, High School.

Name of teacher—Genevieve Denneen.
Is teacher engaged exclusively in this work?—No.
Number of lessons per week given each class—Five.*
Length of lesson—One hour.
Remarks—* See written report.

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SEWING.

Name of teacher—Anna B. Gausmann.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Female, 86.
Number of lessons per week given each class—One.
Length of lesson—Forty-five minutes.
Amount expended for manual training during the year—Material, $70.48; salaries, $152.00; total, $222.48.
Grade or grades in which subject is taught—Sixth, sixth A, seventh.

COOKING.

Name of teacher—Genevieve Denneen.
Is teacher engaged exclusively in this work?—Two days per week.
Number of pupils—Female, 63.
Number of lessons per week given each class—One.
Length of lessons—One and one-half hours.
Amount expended for manual training during the year—Plant, $40.20; material, $66.89; salaries, $360.00; total, $467.09.
Grade or grades in which subject is taught—Eighth, ninth.

WOOD-WORKING—JOINERY AND CARVING.

Names of teachers—Jeannette Palen, Anna B. Gausmann.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—(*a*) Male, 82; (*b*) male, 18; female, 4.
Number of lessons per week given each class—One.
Length of lesson—Forty-five minutes.
Amount expended for manual training during the year—Plant, $391.77; material, $169.45; salaries, $648.00; total, $1,209.22.
Grade or grades in which subject is taught—(*a*) Sixth, seventh, eighth; (*b*) High School.

SCHOOL OF INDUSTRIAL ARTS, TRENTON.

HENRY MCBRIDE, DIRECTOR.

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

DEAR SIR—The exhibition of students' work just ended gave evidence of the unprecedented activity at the School of Industrial Arts during the year. Two hundred and thirty pupils were enrolled, an increase of forty-five per cent. over the previous year, and the increase in the number of pupils from neighboring towns,

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such as Lawrenceville, Princeton, Bordentown, etc., was especially marked.

With this increase in attendance it has been possible to raise the standard of work so that now the school is reckoned among the most progressive schools of industrial art in the country. The greater number of pupils are night pupils, who work by day in the potteries, iron works and other industries of the city. The day classes are chiefly recruited from the leisure class.

The school work can be divided into three department:

1. The art course.
2. The applied art courses.
3. The mechanical drawing department.

1. The art course is intended for those who study to be teachers, for those who make art a profession, and also for such artistic workmen already in shops, who find an art school the best means of keeping in touch with progress in design.

2. The applied art courses embrace work in several distinct industrial professions, such as book-binding, China decoration, rug-making, dyeing of fabrics, stencilling of fabrics. In all of these the highest type of artistic hand labor is sought for. The book-bindery in particular has been an especial success, and our recent exhibition of beautifully bound books, many of them elaborately tooled in gold, created a genuine sensation.

3. The mechanical drawing course offers a three-year course of study, and fits its pupils for positions in Trenton drafting rooms. Indeed, most of the fifty-eight pupils already work in the shops, and it is a frequent matter for Trenton manufacturers to insist upon their apprentices studying at the School of Industrial Arts. During this year, under the direction of Mr. Karl G. Roebling, a new department was added to the course—a department for testing of metals. The apparatus and fittings were the gift of Mr. Roebling. A prize of twenty-five dollars is annually given by Mr. A. Crozier Reeves.

During this year the school became the custodian of the Mrs. Alice Maddock collection of China (gift of Mr. Sidney Maddock, of Brooklyn, N. Y.), which had been presented to the City of Trenton, and it has been placed on permanent exhibition.

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Each month during the school year there has been a public art exhibition or a lecture upon some art topic. Among the lecturers have been Mr. Will Price, of Philadelphia, who spoke upon "The Arts and Crafts," and Professor Charles Osborne, of the University of Pennsylvania, whose topic was "The Historical Significance of Architecture."

STATEMENT OF RECEIPTS AND DISBURSEMENTS FOR THE YEAR ENDING JUNE 30TH, 1904.

Receipts.

Balance on hand July 1st, 1903,	$315 57
City appropriation, account city fiscal year ending February 29th, 1904,	3,000 00
City appropriation, account city fiscal year ending February 28th, 1905,	1,800 00
From State of New Jersey, duplicating city appropriation,	4,500 00
Contributions from private sources,	450 00
City appropriation, account Maddock collection,	500 00
Fees from pupils,	817 96
From pupils, for materials used,	50 01
From G. Winkler, heating store,	25 00
From The Contemporary, rent of room,	114 00
Total,	$11,572 54

Disbursements.

Teachers' salaries,	$6,920 00
Janitor's salary,	375 00
Light,	404 55
Fuel,	303 31
Rent,	1,200 00
Materials,	149 49
Printing,	140 50
Secretary (fourteen months),	175 00
Furniture and fixtures,	764 55
Incidentals,	544 11
Prizes,	48 95
Maddock collection,	487 60
Cash balance on hand June 30th, 1904,	59 48
Total,	$11,572 54

G. D. W. VROOM,
President Board of Directors.
E. C. STOVER,
Treasurer.
R. C. BELVILLE,
Secretary.

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TOWN OF UNION.

OTTO ORTEL, SUPERINTENDENT.

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

DEAR SIR—In connection with the statistical and financial report which is herewith enclosed, I am pleased to be able to report that we have moved our manual training departments from the basement of one of the schools to the large assembly room in the new school recently erected.

The quarters here are very fine, being commodious, well lighted, heated and ventilated.

There has been one change in our corps of manual training teachers, Miss Engel A. Pope, of the domestic economy department having resigned, and Miss M. Alice Fuller having taken her place.

No material changes in the nature or quality of the work have been made. The usual exhibit of work was held in June and attracted more attention than ever. Besides the exhibit of pure manual training work, we added one of work in science and commercial work, which was also closely scrutinized.

The interest manifested both by pupils and parents in the manual training work continues unabated and the public is convinced that this branch of school work is a most essential part of our educational system.

FINANCIAL STATEMENT.

Receipts.

Balance from last year,	$560 97
Amount raised by special tax,	900 00
Amount received from the State,	900 00
Amount received from other sources,	355 00
Total,	$2,715 97

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Disbursements.

Teachers' salaries,	$1,566 67
Plant,	261 99
Material,	252 70
Balance June 30th, 1904,	634 61
Total,	$2,715 97

DRAWING.

Name of teachers—Nathan C. Billings, Gustave A. Beyer and class teachers.

Is teacher engaged exclusively in this work?—No.

Number of pupils—Male, 350; female, 382.

Number of lessons per week given each class—1.

Length of lesson—1 hour.

Amount expended for manual training during the year—Material, $173.15; total, $173.15.

Total amount expended to date—$2,325.62.

Grade or grades in which subject is taught—Sixth, seventh, eighth year in grammar and fourth year in high school.

MODELING.

Name of teacher—Nathan C. Billings.

Is teacher engaged exclusively in this work?—No.

Number of pupils—Male, 36; female, 28.

Number of lessons per week given each class—1.

Length of lesson—1 hour.

Total amount expended to date—$103.04.

Grade or grades in which subject is taught—Jr. and Sr. high school.

SEWING.

Name of teachers—Caroline J. Hoffman and class teachers.

Is teacher engaged exclusively in this work?—No.

Number of pupils—Female, 961.

Number of lessons per week given each class—1.

Length of lesson—1 hour.

Amount expended for manual training during the year—Material, $45.39; salaries, $50.00; total, $95.39.

Total amount expended to date—$,456.15.

Grade or grades in which subject is taught—Third and fourth primary, through grammar and first and second year high school.

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WOOD-WORKING.

Name of teacher—Gustave A. Beyer.
Is teacher engaged exclusively in this work?—No.
Amount expended for manual training during the year—Plant, $142.72; material, $25.61; salaries, $991.67; total, $1,160.00.
Grade or grades in which subject is taught—First and second year high school.
Total amount expended to date—$10,097.89.

WOOD-WORKING—(*a*) JOINERY.

Name of teacher—Gustave A. Beyer.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 92.
Number of lessons per week given each class—1.
Length of lesson—2 hours.
Grade or grades in which subject is taught—First and second year high school.

WOOD-WORKING—(*b*) CARVING.

Name of teacher—Gustave A. Beyer.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 92.
Number of lessons per week given each class—1.
Length of lesson—2 hours.
Amount expended for manual training during the year—Incidentals, $33.50.
Grade or grades in which subject is taught—First and second year high school.

COOKING.

Name of teacher—M. Alice Fuller.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Female, 105.
Number of lessons per week given each class—1.
Length of lesson—2 hours.
Grade or grades in which subject is taught—First and second year high school.
Amount expended for manual training during the year—Plant, $119.27; material, $8.55; salaries, $525.00; total, $652.82.
Total amount expended to date—$7,090.65.
Total amount expended to date—Plant, $261.99; material,$252.70; salaries, $1,566.67; total, $2,081.36.
Total amount expended to date—$21,106.85.

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WEST ORANGE.

ALLTON H. SHERMAN, SUPERINTENDENT.

Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—I submit herewith the second annual report of the department of manual training and industrial drawing in the public schools of West Orange.

The work in manual training for the year ending June, 1904, shows an advance in many ways over that of the preceding year.

The work in basketry proved of special interest, and excellent results were obtained in coiled raffia baskets.

Another achievement which was eagerly carried out was the design and execution by each member of the advanced Seventh Grade of a wall bracket or shelf of thin wood, with bent iron supports. The shelves were stained and decorated.

In the higher grades pupils were encouraged to plan and carry out designs for various articles of use and beauty, and thus interest in the work was greatly increased.

The following is a partial list of the work done in the different grades:

Fourth Year.

Cord and raffia work—
School-bags, dolls' hats, mats, horse-reins, etc.

Fifth Year.

Raffia baskets, bent iron work, paper candy boxes, etc.

Sixth Year.

Raffia baskets, whittling.

Seventh Year.

Raffia and reed baskets, bent-iron work. Work with thin wood.

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Eighth, Ninth and Tenth Years.

Shop work—
- Flower-stake.
- Sleeve-board.
- Coat rack.
- Picture frames, etc.
- Individual projects, such as boxes, paper knives, looms, rabbit hutch, book shelves, etc.

MECHANICAL DRAWING.

Rouillon's course and other work suited to individual needs of pupils.

DEPARTMENT OF INDUSTRIAL DRAWING.

The work of this department has been thoroughly correlated with that of the Manual Training Department, and it will be observed that in many instances the two departments overlap, as in clay-modeling, paper-cutting, etc.

Class-room work.—The work is constantly growing and changing, a fixed course of study would therefore be most undesirable, but a very general summary of the work attempted during the year ending June, 1903, will be found below.

First Three Years.

Clay-modeling, paper-cutting and folding—black-board drawing and color-work (media, water-color and crayon)—work with brush and ink. Designs for borders, rosettes, etc.

Fourth Year.

Clay-modeling; Pencil drawing, design, brush work with ink, work in water-color.

Fifth Year.

Clay modeling in the round and in relief; paper-cutting from casts of animals; pencil drawing. Some study of Egyptian ornament. Color (medium water-color), design in connection with work in manual training. Lettering.

Sixth Year.

Pencil drawing, groups of objects, vases, figure sketches. Egyptian and Greek ornament. Perspective, as observed in roadways, pools of water, brooks.

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Lettering. Design for covers, borders for texts—and in connection with work in manual training.

Color.—1. Applied to design.

2. Direct representation.

Seventh Year.

Drawing.—Media, pencil and charcoal—groups of objects, plant forms, posed figure, landscape. Egyptian, Greek and Roman ornament.

Lettering.—Working drawings. Simplest principles of perspective.

Design.—Border of apples and leaves.

Initial letters.

Monograms.

Work in connection with manual training department.

Color.—1. Applied to design.

2. Direct representations.

3. Color values.

Eighth Year.

Drawing.—Media, pencil and charcoal. Light and shade from objects and cast. Working drawings.

Lettering.

Landscape.—Attention to principles of perspective.

Historic ornament.

Sheets of Egyptian ornament drawn and colored, instruments used. Notes taken on Egyptian art.

Design.—Surface design from plant forms.

Surface design from given "Spots." Monograms.

Color.—1. Applied to designs.

2. Applied to drawings of plants, etc.

3. Direct representation of branches of autumn leaves, flowers in vases, jars, etc., landscape, the posed figure.

Ninth Year.

Drawing.—Media, pencil and charcoal.

Groups of objects.

Cast.

Landscape.

Posed figure.

Lettering. Working drawings.

Historic ornament—Color sheets of Greek ornament, a few sheets of Byzantine and Romanesque ornament.

Notes on Greek art.

Design—Surface decoration.

Initial letters.

Monograms.

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Alphabets.
Vases.
Color—1. Applied to design.
2. Applied to charcoal drawings.
3. Direct representation—branches of fruit, branches of autumn leaves, flowers in mosses, landscape, etc.

Advanced Class.

Pupils from second, third and fourth year high school classes.

Medium.

Drawing—Charcoal.
Cast.
Groups of objects, plants, flowers, posed figure, landscape.
Design—Book covers, lettering, fans, plates, text illumination, etc.
Color—1. Applied to design.
2. Applied to charcoal drawings.
3. Direct color representation—flowers in mosses, groups of objects, the posed figure, landscape, a little figure composition.
Picture study—All grades.

FINANCIAL STATEMENT.

Receipts.

Amount received from the State,	$1,000 00
Amount received from special tax,	1,000 00
Amount received from other sources,	102 90
Total,	$2,102 90

Disbursements.

Teachers' salaries,	$1,200 00
Plant,	275 70
Material,	480 00
Incidentals,	147 20
Total,	$2,102 90

DRAWING.

Name of teacher—Charlotte H. Tuttle.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 532; female, 555.
Number of lessons per week given each class—Two.

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Length of lesson—Thirty-five to forty minutes.
Amount expended for manual training during the year—Plant, $125.00; material, $75.00; incidentals, $25.00.
Grade or grades in which subject is taught—First to tenth, inclusive.

MODELING.

Name of teacher—Charlotte H. Tuttle.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 532; female, 555.
Number of lessons per week given each class—Two.
Amount expended for manual training during the year—Plant, $25.00; material, $20.00; salaries, $500.00; incidentals, $20.00.
Grade or grades in which subject is taught—First to tenth, inclusive.

VENETIAN IRON-WORKING.

Name of teacher—J. Gertrude Hutton.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 56; female, 48.
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—Plant, $10.00; material, $40.00; incidentals, $20.10.
Grade or grades in which subject is taught—Fifth and seventh.

CORD AND RAFFIA.

Name of teacher—J. Gertrude Hutton.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 29; female, 23.
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, $10.00; incidentals, $5.00.
Grade or grades in which subject is taught—Fourth.

WHITTLING.

Name of teacher—J. Gertrude Hutton.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 71; female, 85.
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—Plant, $50.00; material, $140.00; incidentals, $40.00.
Grade or grades in which subject is taught—Sixth and seventh.

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JOINERY.

Name of teacher—J. Gertrude Hutton.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 20; female, 38.
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—Plant, $50.00; material, $150.00; incidentals, $25.00.
Grade or grades in which subject is taught—Eighth, ninth and tenth.

BASKETRY.

Name of teacher—J. Gertrude Hutton.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 172; female, 153.
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—Plant, $15.70; material, $45.00; salaries, $700.00; incidentals, $12.10.
Total amount expended to date—$2,102.90.
Grade or grades in which subject is taught—Fifth, sixth and seventh.

TOWNSHIP OF WESTFIELD.

J. J. SAVITZ, PRINCIPAL.

Mr. C. J. Baxter, State Superintendent:

DEAR SIR—Two years ago, when manual training was introduced into the schools of our district as an experiment, instead of buying individual benches it was thought best to procure benches in the same form as the individual benches, accommodating eight pupils each, four on a side. We then purchased sixteen sets (complete) Hammacher's No. 2 tools. In addition to these there were purchased jack planes, cross-cut saws, extra chisels, drawing knives, grind stone, foot turning lathe, etc. The interest in the work increased to such an extent that with the opening of the schools last year four additional sets of tools were purchased, making twenty (20) in all. There were also purchased

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spoke shaves, carving tools, squares and rules. At present we have all the tools found in a well-equipped manual training plant necessary to accommodate twenty (20) pupils.

The Board have purchased twenty (20) individual working benches, which will be ready for use in the fall. The manual training room in the basement will be fitted up with lockers for the tools and articles in the process of construction. In the department of mechanical drawing we have drawing boards and drawing tools, compasses, scrolls, etc., necessary for accommodating thirty (30) pupils. We also have purchased a set of Prang's models (large). Some additional tools will be purchased for next year, more especially tools used in carving and in making ornamental work. A power turning lathe is one of the possibilities of the near future.

Our aim in manual training is to furnish an all around development. The practical side of manual training is not neglected, and the teachers keep steadily in mind that one of the principal aims in this department is to develop an insight into the principles of construction, which enables pupils to appreciate the realm of constructed art. But manual training is even more valuable as a mental discipline. What school exercises require more accurate judgment than those which determine the amount of energy which must be expended to accomplish desired results with saws, chisels or plane? In the repeated judgments and correction of judgments there result a discerning power—skill, which is mental and which makes the body its servant.

Our work in manual training consists of modeling, free-hand and mechanical drawing, cardboard construction, iron work, wood work and carving. Modeling is confined to the kindergarten, and is in charge of the class teachers. Free-hand drawing and color work is given to all the classes up to the High School by the grade teachers. The primary pupils construct various articles from cardboard, and the third and fourth grades from thin wood with the knife. In the grammar grades working drawings are made, and the pupils construct various articles in the shop in accordance with these drawings. There were made during the year ornamental boxes, desks, tool racks, book shelves, magazine holders, shelves, pen travs, candlesticks, bridge-work, tea trays, photo-

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holders, etc. Pupils are required to do a certain amount of work, and then to stimulate invention they are allowed to construct things in which they are specially interested.

There is no subject in the curriculum in which the pupils are so enthusiastic as they are in the work of this department. Inasmuch as our school day for the High School closes at 1 o'clock, it is impossible to give instruction in this department during school hours. Sixty (almost fifty per cent. of the pupils) elected to come back for an hour and a half two days a week to get the work. In the grammar department shop work is optional, but in spite of this not more than ten (10) out of 250 boys and girls failed to elect it. The grades below are anxiously inquiring when they may begin shop work.

There was a great gain in neatness, accuracy and skill over the work of the preceding year. Children were proud of their achievements, and coaxed to be allowed to take home for parental inspection what they had constructed. So far as possible the privilege was granted. At a fair held for the purpose of raising money to buy works of art for our schools, about $20.00 was realized from the sales at the manual training table.

Not the least benefit to the pupils and the school is the opportunity which it gives the pupils to relax mentally, and thus greatly lessens the effort necessary on the part of the teachers to maintain proper discipline. It has done much to develop the power of self-control in our pupils. There is no department of our school work from which our pupils derive greater benefit. If desirable, we would be pleased to prepare an exhibit for the educational exhibit at the State House.

FINANCIAL STATEMENT.

Receipts.

Amount raised by special tax,	$600 00
Amount received from the State,	600 00
Total,	$1,200 00

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Disbursements.

Teachers' salaries,	$800 00
Plant,	161 32
Material,	238 68
Total,	$1,200 00

DRAWING.

Name of teacher—Elizabeth Young.

Is teacher engaged exclusively in this work?—Yes. To manual training in general.

Amount expended for manual training during the year—Plant, $161.32; material, $238.68; salaries, $800.00; total, $1,200.00.

Total amount expended to date—$2,400.00.

DRAWING—WORKING DRAWINGS.

Name of teacher—Elizabeth Young.
Number of pupils—Male, 490; female, 502.
Number of lessons per week given each class—3.
Length of lesson—30 minutes.
Grade or grades in which subject is taught—One to ten inclusive.

MECHANICAL DRAWING—ADVANCED WORK.

Name of teacher—Elizabeth Young.
Number of pupils—Male, 154; female, 135.
Number of lessons per week given each class—1.
Length of lesson—30 minutes in grades 5 to 8; 90 minutes in grades 9 to 13.
Grade or grades in which subject is taught—Five to thirteen inclusive.

MODELING.

Name of teacher—Elizabeth Young.
Number of pupils—Male, 70; female, 72.
Number of lessons per week given each class—1.
Length of lesson—30 minutes.
Grade or grades in which subject is taught—Kindergarten.

METAL-WORKING.

Name of teacher—Elizabeth Young.
Number of pupils—Male, 131; female, 136.
Number of lessons per month given this class—2.
Length of lesson—1 hour.
Grade or grades in which subject is taught—Five to eight inclusive.

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WOOD-WORKING—(*a*) JOINERY.

Name of teacher—Elizabeth Young.
Number of pupils—Male, 146; female, 144.
Number of lessons per week given each class—1.
Length of lesson—1 hour.
Grade or grades in which subject is taught—Five to thirteen.

WOOD-WORKING—(*b*) CARVING.

Name of teacher—Elizabeth Young.
Number of pupils—Male, 146; female, 144.
Number of lessons per week given each class—1.
Length of lesson—1 hour.
Grade or grades in which subject is taught—Five to thirteen.

Remarks—Working drawings optional in grades ten to thirteen; mechanical drawing required in five to eight inclusive; advanced work required optional in nine to thirteen inclusive; wood-working, joinery and carving, optional nine to thirteen.

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FIFTIETH ANNUAL REPORT

OF THE

State Normal and Model Schools

AND

Farnum Preparatory School,

FOR THE YEAR ENDING JUNE 30th, 1904.

JAMES M. GREEN, Ph.D., Principal.

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Report of Principal James M. Green.

To the Board of Education of the State of New Jersey:

GENTLEMEN—I herewith submit the fiftieth annual report of the New Jersey State Normal School, with its auxiliaries, the Model and the Farnum Preparatory Schools, for the school year ending June 30th, 1904:

TREASURER'S REPORT.

Showing receipts and disbursements of the New Jersey State Normal School for the year ending August 31st, 1904:

RECEIPTS.

To cash from State Treasurer,	$50,000 00
" cash from tuition,	22,949 81
" cash from tuition in music,	2,768 50
" cash from use of books,	1,821 00
	$77,539 31

DISBURSEMENTS.

Advertising,	$1,188 12
Apparatus,	830 70
Buildings, grounds and furniture,	1,247 70
Books and stationery,	2,658 27
Express and postage,	476 54
Fuel,	2,535 44
Gas and electric light,	41 80
Incidentals,	1,070 38
Pianos,	40 00
Rent,	325 00
Salaries, teacher's roll,	58,175 00
" janitor's roll,	4,336 48
J. Bingham Woodward, salary as Treasurer of Normal School,	500 00
J. Brognard Betts, salary as secretary of committees,	200 00
Teaching instrumental music,	2,746 49
Telegraph and telephone,	191 13
Water,	267 76
By amount to balance,	708 50
	$77,539 31

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Treasurer's Supplementary Report.

Showing receipts and disbursements of the New Jersey State Normal School from September 1st to October 31st, 1904:

Receipts.

To balance from old account,	$708 50
" cash from tuition,	3,842 36
" cash from tuition in music,	131 00
" cash from use of books,	397 00
" cash from temporary loan from boarding hall,	7,717 51
	$12,796 37

Disbursements.

Advertising,	$62 50
Buildings, grounds and furniture,	114 52
Books and stationery,	61 86
Express and postage,	80 50
Fuel,	49 45
Gas and electric light,	1 60
Incidentals,	3 90
Teachers' pay roll,	11,891 66
Janitor's pay roll,	396 50
Water,	133 88
	$12,796 37

Treasurer's Report.

Showing receipts and disbursements of the New Jersey State Normal School Boarding Halls for the year ending August 31st, 1904:

Receipts.

To balance from old account,	$5,167 88
" cash received for board,	54,344 25
" cash received from all other sources,	315 00
	$59,827 15

Disbursements.

Carting and work on grounds,	$829 35
Disinfectants,	90 00
Express, postage and stationery,	168 23

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Fuel,	$2,592 64
Furniture,	1,698 68
Gas and electric light,	574 10
Incidentals,	675 40
Interest,	450 00
Laundry supplies,	159 31
Provisions,	30,029 70
Rent,	1,120 00
Repairs and improvements,	3,558 18
Salaries,	11,768 53
Telegraph and telephone,	32 70
Water,	169 21
J. Brognard Betts, salary as secretary to committees,	100 00
By amount to balance,	5,811 10
	$59,827 13

Treasurer's Supplementary Report.

Showing receipts and disbursements of the New Jersey State Normal School Boarding Halls from September 1st to October 31st, 1904:

Receipts.

To balance from old account,	$5,811 10
" cash received for board,	12,958 50
	$18,769 60

Disbursements.

Carting and work on grounds,	$168 90
Disinfectants,	47 50
Fuel,	49 49
Furniture,	915 72
Gas and electric light,	24 80
Incidentals,	251 36
Provisions,	2,523 62
Rent,	165 00
Repairs and improvements,	691 54
Salaries,	2,495 57
Water,	87 08
Temporary loan to Normal School,	7,717 51
By amount to balance,	3,631 51
	$18,769 60

Respectfully submitted,

J. BINGHAM WOODWARD,
Treasurer.

Audited and approved.

George A. Frey,
Chairman of Committee on Finance and Auditing.

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PRINCIPAL'S REPORT.

HISTORICAL—FIFTIETH YEAR.

The New Jersey State Normal and Model Schools were established by an Act of the Legislature in 1855. This Act was the outgrowth of an influence in favor of special training for teaching that had its institutional origin in Rheims and Halle, and that was slowly multiplying pedagogical schools in the leading countries of Europe, and that had taken root, since 1839, in Massachusetts, New York, Connecticut, Michigan and Pennsylvania of our own country.

The agitation for the establishment of a Normal School in New Jersey began to take form as early as 1828. It was prompted by the incompetency of the teachers and the weakness of the schools generally. It was largely promoted by a few men representing business and the several leading professions. Prominent among them were President John Maclean, of Princeton College; Judge Richard S. Field, of Princeton; Principal John T. Clark, of New Brunswick, and Editor David Naar, of Trenton; Principal David Cole, of Trenton; State Superintendent John H. Phillips and Governor Rodman M. Price. The instrumentalities used were essays, editorials, addresses, teachers' institutes and conventions.

The Act creating the school appropriated $10,000 for maintenance, but nothing for the erection of buildings. The school was to be governed by a Board of Trustees appointed by the Governor, two from each of the five Congressional districts.

The Board assumed as its first important duty the securing of a suitable location and building for the school. It was thought that the desirability of having it near at hand would cause a number of localities to offer inducements for its location, consequently word was sent out inviting propositions.

Proposals were received from Paul Farnum, of Beverly, offering the use of a suitable building, and of a suitable dwelling house for the principal of the school for five years, free of expense.

The citizens of Orange offered to present a building and lot

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and the use of a valuable library, and gratuitous lectures on music, architecture and physiology.

The citizens of New Brunswick offered a lot of land and $8,000 toward the buildings, mathematical instruments, and other apparatus for the use of the school, and the delivery of free courses of lectures in their several departments by the professors of Rutgers College.

Individuals of Princeton and Pennington offered building lots.

Propositions made by the people of Trenton were, in view of all considerations, deemed of greater advantage than any that were offered elsewhere, hence it was decided to locate the school at this point.

The Board thereupon agreed to lease from certain citizens of Trenton a lot on Clinton avenue two hundred feet square, and a school building to be erected thereon at a cost not to exceed $17,500, the same to be practically rent-free for five years, at the end of which time, or at any date previous, the State to have the privilege of purchasing the property at its acutal cost. A condition of the lease required that the plans for the buildings should have the approval of the Board. This condition not only anticipated the purchase of the buildings by the State, but also the influence of the buildings on subsequent school architecture.

The corner-stone of the first or Normal School building was laid, with appropriate ceremonies, by Governor Price, October 9th, 1855. The building was dedicated July 17th, 1856.

Immediately after it was decided to locate the Normal School in Trenton, Paul Farnum proposed to establish at Beverly a high class school preparatory to the Normal, and offered to erect a building and present it to the State, with an endowment of $20,000, on condition that the State would assume the care of the school under the State Board of Education, and annually appropriate a sum equal to the interest of the fund invested. This proposition was accepted, and the building was erected and dedicated October 8th, 1858.

When the new Normal School building was opened two rooms were set aside in it for a Model School, designed for observation and training on the part of the Normal pupils. The enrollment in this school grew so rapidly that it soon became apparent that

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it would be necessary to have a separate building for it. Accordingly, in 1857, a number of citizens proposed to purchase ground adjoining that on which the Normal School was located and erect a suitable building, the total cost not to exceed $30,000. A plot of ground, 300x220 feet, adjoining the grounds of the Normal School, was secured, a building erected on plans approved by the Board of Trustees, and dedicated in 1858.

In 1865, authorized by an Act of the Legislature, the State purchased the two buildings and their grounds, which had cost their promoters not less than $51,000, for the sum of $38,000.

Previous to 1864, the students from a distance attending the schools were obliged to secure board at private houses in the city. This custom was attended with a great deal of inconvenience and uncertainty. During this year a number of citizens formed themselves into an association, and opened a boarding hall on the grounds opposite the schools. These gentlemen were incorporated by an Act of the Legislature passed March 22d, 1865, under the title of the Normal School Boarding House Association. This company erected a building on the opposite side of the street from the schools, for female pupils, where board could be procured practically at cost. The Board of Trustees agreed to pay this corporation $1,250 per annum for four years, which sum or sums should go on account of the purchase money should the State at any time during said period elect to purchase the said buildings at cost, and in addition to this they agreed to pay the association a further sum per annum equal to six per centum upon the cost of the buildings and the expense incurred in keeping them in repair. The Trustees purchased the property belonging to this association by authority of an Act of the Legislature passed February 27th, 1867, for the sum of $32,000, of which sum $30,000, or the total amount less what had been paid to this company in annual installments, was left on mortgage.

In 1873, under authority of a Supplement to the Act of 1867, the Board purchased additional property, including a boys' hall, for $39,000, the entire amount being secured by mortgage; thus it appears that the total purchase price of the Boarding Hall buildings and grounds was $71,000. The Trustees assumed this debt, together with the furnishing of the Halls, and began its

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gradual reduction by such sums as they might save annually from their receipts from tuition in the Model School and from room rentals. In 1879 the debt had been reduced to $30,000, when, by an appropriation made by the Legislature, it was cancelled. Thus, for $68,000 direct appropriation, the State became possessed of a school and boarding hall property that had cost the energetic friends of these institutions $122,000, and Trenton had redeemed its pledge in inducing the location of the institution within its boundaries.

While the school buildings met the demands of the time in which they were built, they were not equipped with laboratory or manual training facilities in keeping with the development of educational thought and practice, and with the change of administration in 1889 it became apparent that if changed educational conditions were to be met, it was necessary to increase the buildings. This matter was presented to the Legislature of 1890, and an appropriation of $40,000 was granted to erect a building connecting the Normal and Model buildings, in which new structure might be located an auditorium and suitable modern laboratories for the various branches of science and manual training; also, a library. Ground was broken for this new structure October 28th, 1890, and the new building was completed in time for the opening of the fall term of the following year.

The Legislature of 1891 granted an appropriation of $8,000 for furnishing this new building. The Legislature of 1893 appropriated $12,000 for the building of a new gymnasium, and the Legislature of 1894 appropriated $10,000 for the furnishing of this new gymnasium and dividing the former gymnasium into class rooms and furnishing these rooms. These latter appropriations brought the total cost to the State for new buildings and grounds up to $138,000.

The Board has each year, in calculating the expenses for the Boarding Halls, allowed a small margin as protection against a shut-down in case of the breaking out of contagious diseases. When such a misfortune has not visited them, it has appropriated this small margin to the development of the Halls, and has thus added one new wing and purchased a principal's residence, and a house and lot adjoining the grounds for the still

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further development of the plant. The school buildings have been kept in repair by the annual appropriations for this account by the Legislature, the account in the year 1897 including $25,000 for an improved system of ventilation, and in 1902, $10,000 for an independent electric lighting plant.

The Boarding Halls have for a number of years not been large enough to accommodate the proportion of boarders to that of day students in the school, and for some ten years the State Board has rented houses to increase its accommodations. The Legislature of 1904 appropriated $40,000 for the building of an additional wing to the Halls. This new wing is now nearing completion, and it is expected that when it is completed the arrangements for accommodating a balanced proportion of day students and boarders will be established.

The total present valuation of the property, due to the State appropriations, the careful, economic management of the Board, and the gradual advance in the value of real estate, the property being located in what is now nearly the geographical centre of the city, is estimated at $475,000.

The Normal School was opened October 1st, 1855, in a dwelling house rented temporarily for the purpose. The registration at the beginning was 15 pupils, which registration increased to 43 during the year. The enrollment thereafter showed a fairly steady increase until it reached between two and three hundred, in 1870. It then held an average of about 250 until 1889, when it began a very rapid rise, reaching 737 in 1898.

Until this time the entrance examinations were held at the time of the opening of the term, making it difficult to regulate the number that could be received in the school. After this date the entrance examinations for the fall term were fixed in June and the standard of the school sharply raised, gradually reducing the annual enrollment to its present figure, about 525, a number the school can very readily accommodate.

The school has graduated in all 3,494 teachers, about 1,600 of whom are still teaching in the State. There should be added to this number quite a good many persons who entered the school and were obliged to leave before they could complete the full course, and who have made successful teachers. These graduates

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are represented in all grades of positions, including county and city superintendencies, principalships, heads of departments, specialists and grade teachers.

The founders of the school defined its purpose to be two-fold; namely, to furnish a high education for its pupils and to train them in the art of teaching. This definition was the expression of a very clear estimate of the practical needs of that early time. The educational standards of the State were low and desultory. If these standards were to be raised it was necessary that the work of instruction should be in the hands of those who were themselves educated. Academies of the State were scarce and furnished a very meagre education, and the public schools offered only the most rudimentary beginnings. The Board of Trustees and the faculty seemed to understand the force of suiting the institution to the needs of its time, rather than to some fanciful ideal of what a professional school should be.

The need for scholarship was so emphatic that for a term of years it practically crowded out very much of method work, but with the increased efficiency of the public school system it became possible, in due time, to restore the pedagogical phase to its proper place. This restoration was made at the time of the beginning of the increased attendance, in 1889.

The Board has constantly set as the ultimate standard of admission to the school graduation from a full high school course, but the territorial conditions of the State and the school conditions were such that it was necessary to work to this standard slowly, lest a large portion of the territory be alienated.

At the present time two courses of study are maintained; the one designed for graduates of full four years' high school courses, the other for those who, in the more irregularly graded high schools of the townships, have done the equivalent of three years of high school work. This latter class must reach the same standard as those of the two years' course upon graduation. The school further offers an advanced course of one year; it also offers a special kindergarten course. Each of the courses has in it a certain number of required units, also a certain number of elective units, thus affording an opportunity for a pliability that cultivates a degree of specialization. It has among its graduates, for instance, special teachers of drawing, music, manual training, etc.

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At the beginning of the school's history, its diploma was not granted until the graduates had taught six months' successfully. This teaching might be done either before the person entered the Normal School or after her graduation.

In 1867 a temporary license for one year, good in any part of the State, was granted upon graduation, but when the diploma was given, this temporary license was made a third-grade State certificate, good for four years.

In 1871 a State certificate was granted with the diploma on examination for graduation. During this year the curriculum was divided into two courses, one known as the Elementary, or two years' course; the other as the Advanced, or three years' course. In 1873 a diploma and State certificate were granted to all who had given satisfactory evidence of success in practice teaching in the Model School. In 1874 the third-grade State certificate was granted to the graduates of the Elementary course, and a second-grade State certificate to graduates of the Advanced course, with the diploma of the school. In 1886 the rule was passed renewing the certificates upon their expiration without examination.

In 1890 the Elementary, or two years' course, was abolished, and the second-grade State certificate, good for ten years and renewable, was granted with the diploma. In 1895 a life certificate was granted upon graduation. In 1899 the school returned to the custom of granting a certificate good for ten years, upon graduation, but which certificate might be renewed for life after two years of successful experience. This system is still in vogue, excepting for those who graduate from the fourth year course. To these latter a life certificate is given upon graduation.

The certificates of the school are licenses to teach anywhere in the State, and are endorsed by the different States of the Union practically without exception, so that they are in reality certificates good to teach anywhere in the country.

Great care has been exercised in choosing the teachers for the Normal and Model Schools. The faculty now numbers 54, and has on it graduates of 16 different colleges and universities, 14 different State normal schools, and residents of 9 different States

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and representatives of 4 countries. A number of the members of the faculty are authors of prominence and of a variety of works. Many of its members are known as essayists and speakers at institutes and teachers' conventions. The faculty have always made it a practice to take an active part in all that tended to build up the educational system of the State as a whole, as well as in that which related purely to the Normal School.

The principals of the school have been William F. Phelps, M. A., 1855-1865; John S. Hart, LL.D., 1865-1871; Lewis M. Johnson, M. A., 1871-1876; Washington Hasbrouck, Ph. D., 1876-1889; James M. Green, Ph. D., 1889 to the present.

The annual cost for maintenance, placed at $10,000 in the beginning, is now $50,000, plus the earnings of the Model School, which are at present about $26,000, with an enrollment of about 575.

The educational aim of the school is the best selection of subject matter, considered from the educational point of view as well as from its actual relations to practical life problems, and the best adaptation of this matter to the mental conditions of the pupil. It can readily be seen that the fulfillment of this aim necessarily calls for high standards of education on the part of the students, and a thorough and constant investigation into the needs of the State, a standard which must inspire the confidence of the commonwealth.

The Model School may be described as the handmaiden of the Normal School. It is the embodiment in practice of that which is taught as theory in the Normal. From the beginning it assumed a higher standard than that usual in the country in institutions of this class, namely, a standard extending from first primary to college preparation, or, in other words, including a full high school academic course. The purpose of this school was regarded as two-fold: the first being its direct influence upon the Normal pupils, and second, its example in the school organization of the State. Hence, from the first the school has maintained a standard which has commanded the respect of the people and the patronage of a large territory. It soon practically drew to itself generous patronage from Trenton and the immediate vicinity and became self-supporting, and remains so to the present time. Its gradu-

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ates have entered with distinction upon the various pursuits to which they have gone. Seventy per cent. of those entering college within the past fifteen years have taken honors, and those who have entered other pursuits have done equally well.

The schools as a whole are complete in their institutional life. That experience which comes to one who goes away from home to attend a college or seminary is the experience which comes to those who attend this institution. The fact that the Normal students are practically paralleling college life in the point of maturity for two and three years, and that the boarders in the Model School are paralleling the educational experience of our leading seminaries, makes an institutional experience which is widening, fully akin to that so highly prized in any of our institutions of broader learning. These schools are strongly entrenched in the affections of the commonwealth, and as they have done a great service in the past, may still do a great service in advancing its cause of education.

THE PRESENT.

The academic year closing with June last was one of the most successful of our history, measured by the three-fold standard of enrollment, scholarship and finance.

Owing to the fact that the Normal School was still feeling the effect of the raising of its standard, its enrollment was slightly less than that of the previous year, but this decrease was much more than offset by advances in both the Model and Farnum registration.

During the year 210 new students entered the Normal School; 185 in September and 25 in February. One hundred and thirty-one were high school graduates; 48 were within one year of high school graduation, entering the three-years course on certificate; 24 were admitted on examination, 2 on teachers' certificates, and 5 re-entered, having been absent for a period for various reasons.

The number of high school graduates received was 13 more than that of last year. The significance of this advance is greater

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than the number itself, as it indicates that the high schools have brought their graduating classes up to the higher standard and that there will probably be a steady increase in their output from this time forward.

While it will probably be true that the conditions of the State will for many years to come require that the Normal School maintain a longer course for those who in their localities are unable to get full high school equipment, yet the high school will be watched as something of an educational barometer. We are warranted in saying that our relations with the high schools are constantly becoming closer and more practical.

During the past year a letter was sent to each principal of an "approved" high school in the State, asking for suggestions for the stimulation of the enrollment from high schools, and upon any other point that might be deemed important. Most of the replies were confirmatory of what is now being done. Several suggestions were received which cannot prove other than helpful, and some few suggestions were received which indicated that a still closer study of the relative conditions of the schools would prove mutually helpful.

There seems yet to be on the part of some a notion that the standard of admission to our school is lower than that of other States. A close comparison of the standard of admission to our two-years course with that of other States will show that our standard is nearly one year higher than that of any other Eastern State. This condition may not be final, but it is certainly encouraging.

There is yet a feeling that we should increase our facilities for practice teaching. This is a feeling which is strongly shared by the faculty of our school, as well as by your body. The Legislature of last winter was asked to make an appropriation to increase our facilities in this particular, but failed to do so, perhaps in view of the liberal appropriation given us in other directions. We shall, however, continue to hope for aid in this direction. While we acknowledge our need in this particular, it should not be inferred that we suffer greatly in comparison with other normal schools. It is not a question of comparison that stimulates us to greater effort in this direction, but a feeling of greater possible efficiency.

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Our schools sent a complete exhibit to the Louisiana Purchase Exposition at Saint Louis. There were in all six cases, besides the exhibits mounted on special boards and the bound volumes.

In preparing this work, the teachers of all grades and all departments were requested to select typical exercises, rather than select some work from each pupil. The object of selecting the work in this way was to convey, as nearly as might be, an understanding of the standards of work as seen through the pupils who best represented these standards. The work that was sent was, of course, the pupils' own work.

To illustrate more fully, the teacher of Drawing, for instance, would call for typical work in Drawing from each of the grades and from her own special classes in the Department of Drawing. The work when handed in would illustrate the formative topics of the subject, as well as efficiency in execution.

The exhibit from the Normal School had for its basis the exposition and illustration of Method, or the design in the mind of the teacher in her work.

That of the Model School had for its purpose the expression of this design through the pupils as in academic work.

Word has reached us that the work received the approbation of the juries and that a gold medal was awarded each school.

The Legislature of last winter granted us an appropriation of $40,000 for a new wing to our dormitories, and $3,000 for the installing of a duplicate electric engine and dynamo, and an electric motor to take the place of the worn-out steam engine used to drive our laundry machinery.

These new appointments have been installed. Plans prepared by H. E. Finch, architect, were adopted for the new wing, and the latter is now nearing completion. It is a building three stories in height, 134 feet long, 53 feet wide, built of pressed brick in front and hard brick for the remainder of the walls. It contains about fifty-six rooms, 10x21, designed each for two pupils, with single beds, is provided with bath-rooms, an elevator and is connected with the old halls by large passageways. It is finished in chestnut natural wood, with yellow rift flooring, lighted with electricity and heated by steam. Also, there is connected with it an infirmary suitable for contagious diseases.

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The completion of this wing will enable us to abandon the renting of houses and accommodate all of our boarders in our own halls. An especially pleasing feature of the new hall is the arrangement in it of three rooms with deafened walls for the accommodation of the Department of Instrumental Music. It is always hard to find for this department a home that is free from the protest of its neighbors, but within these rooms it will disturb no one.

During the year our buildings were inspected by the Building Inspector of Trenton, and were pronounced safe in all respects execpting in one or two small particulars, which were at once made to conform with his suggestions.

The auxiliary fire alarm was installed, boxes being put in some thirteen different places about the buildings.

Our plant was also inspected by the Board of Health and by the State Dairy Inspector, and both the sanitary condition and the food supply were pronounced up to standard. If inspection and care are conducive to the confidence of the public, we are certainly entitled to that confidence.

ATTENDANCE.

NORMAL.

	Males.	*Females.*	*Total.*
First quarter,	35	448	483
Second quarter,	33	441	474
Third quarter,	29	415	444
Fourth quarter,	27	411	438

Total number of students enrolled during the year, 510: males, 35; females, 475.

MODEL.

	Males.	*Females.*	*Total.*
First quarter,	197	346	543
Second quarter,	200	339	539
Third quarter,	198	327	525
Fourth quarter,	192	325	517

Total number of students enrolled during the year, 578: males, 211; females, 367. The average attendance per quarter was 531: males, 197; females, 334.

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FARNUM.

	Males.	*Females.*	*Total.*
First quarter,	50	83	133
Second quarter,	49	85	134
Third quarter,	51	87	138
Fourth quarter,	45	82	127

Total number of students enrolled during the year, 146: males, 57; females, 89.

The Normal enrollment is less than that of last year by 42. The Model enrollment is greater than that of last year by 44, and the average attendance is 42 more than last year. The enrollment in the Farnum is 18 more than last year, making the total enrollment 1,234, or 20 more than that of last year.

GRADUATES.

The number of students graduated from the Normal School during the year was 164, of whom 14 were males.

The average monthly salary received by the class is $44.86, being $3.29 more than that received by the class of last year, and is the largest average salary received by any beginning class in the history of the School.

The class of 1903 have raised their average salary from $41.57 to $44.84.

The following table will be of interest, showing our representation in the different counties, according to the State Superintendent's report:

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Counties.	No. in Normal.	Number of graduates of N. J. State Normal employed, 1903.	Number of State Normal graduates employed, including those from other States.	Number of graduates of 1904 employed.
Atlantic,	16	61	119	3
Bergen,	17	230	300	23
Burlington,	45	77	88	11
Camden,	15	58	90	3
Cape May,	8	14	24	3
Cumberland,	31	41	47	3
Essex,	32	196	545	17
Gloucester,	4	11	38	1
Hudson,	30	153	206	11
Hunterdon,	19	37	52	2
Mercer,	82	111	120	19
Middlesex,	32	122	127	6
Monmouth,	37	132	207	9
Morris,	22	77	115	10
Ocean,	10	11	32	1
Passaic,	13	98	207	11
Salem,	18	18	23	2
Somerset,	18	41	78	1
Sussex,	16	13	30	1
Union,	24	70	160	9
Warren,	10	16	27	1

There were 11 students from other States.

The number of graduates of the Model School was 36; 15 males and 21 females. Of these, 9 entered the Normal School, 13 entered college, 4 are pursuing studies in other institutions of learning, 1 is in business, 8 are at home, and 1 is teaching.

The number graduated from the Farnum was 9, 3 of whom entered the Normal School.

Further particulars concerning the Farnum School will be found in the last part of this report.

TEACHERS.

Miss Elizabeth B. Johnson resigned, her resignation to take effect with the beginning of the February term.

At a meeting held January 8th, 1904, the Committee of the State Board passed the following resolutions:

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"WHEREAS, Miss Elizabeth B. Johnson has for a number of years been a faithful and acceptable teacher in the Model School,

"*Resolved,* That in her resignation we recognize the loss of a teacher who has been faithful to her pupils and loyal to her co-workers, and whose influence has ever been for culture of a high order.

"*Resolved, further,* That we tender her our best wishes for many years of happiness in the rest she has so well earned."

The vacancy caused by Miss Johnson's resignation was filled by the appointment of Miss Mabel T. Vanderbilt, B. A., of Princeton. Miss Vanderbilt was graduated from the State Model School and Vassar College, in which College she took the Pedagogical Course. She taught successfully for some two years in the Princeton High School.

Miss Clara Hamilton, who had been Associate in the Department of Chemistry, resigned to take a regular appointment in the State, and Miss Anna M. La Dow, of the June Class, was appointed to this vacancy.

Miss M. Elizabeth English, who had been Associate in the Department of Physics, withdrew to take a regular appointment, and Miss Olivia M. Stiger, of the June Class, was appointed to fill this vacancy.

The two young ladies of these new appointments won high honors in their class.

Miss M. Lilian Newman resigned from the office of Assistant Preceptress in the Boarding Halls, and Miss Margaret I. Wade, who had been doing part of the Assistant Preceptress' work, was appointed to the full position and relieved from the work she had formerly done as Registrar.

Miss Lucile Green, B. A., was appointed Registrar. Miss Green was graduated from the State Model School and from Wellesley College.

Miss Ella R. Eldredge, instructor in Arithmetic in the Model School, resigned in view of her approaching marriage. Miss M. Elizabeth English was appointed to fill this vacancy. Miss English was graduated with distinction from the Normal School in 1903, and had served with marked efficiency as an Associate in the Department of Physics up to the time of her appointment.

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Miss Margaret Baxter MacDonald, B. S., Ph. D., of the Department of Chemistry, resigned, owing to ill health. Miss Minnie Dorothy Eby, B. A., M. A., was appointed to fill the vacancy. Miss Eby was graduated from the Ontario Normal College with the Assistant Master's Certificate, entitling her to teach in high schools and collegiate institutes; also, she was graduated from McMaster University with the degrees of B. A. and M. A., and has taken the Ph. D. course in chemistry at Bryn Mawr, and has had some six years' experience in teaching, most of which was in high schools.

Miss Sarah J. McNary, Ph. D., of the Department of English, asked leave of absence for one year, owing to poor health. Her request was granted, and Miss M. Frances Freeland, who had been teaching English in the Model School, was transferred to the Normal Department, and Miss Margaret J. Purdue, of East Orange, was appointed to take the work left vacant by Miss Freeland's transfer. Miss Purdue was graduated from the Normal School, and after teaching some years successfully, completed a course in the Department of History in Cornell University.

Miss Eunice E. Lippincott, who had been acting as head of the Primary Department during the leave of absence of Miss Grace A. Wood, withdrew, and Miss Wood returned to the work.

The faculty manifested their usual interest in the work of the State supplementary to their teaching, taking part in many institutes, county and city associations, and other branches of educational work. Owing to the pressure of preparing for the exhibit, the faculty meetings were limited to the discussion of the immediate questions of the school management that were as usual of very practical benefit.

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.

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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.

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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 Lycidas.
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.

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Tennyson—The Princess.
George Eliot—Silas Marner.
Lowell—Vision of Sir Launfal.
Carlyle—Essay on Burns.
Coleridge—The Ancinet 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."

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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, Montclair, 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, Rutherford, Rockaway, Camden, Englewood, Haddonfield and Newton.

LIBRARY.

The Library continues to be one of the centres of interest. It now numbers about five thousand volumes, some four hundred being added during the past year. It is not the aim to make this Library large, but rather very choice and definitely related to the work of the students, so that it may strongly supplement this work. The use of the Study Room as a supplementary pedagogical library is a great advantage.

LECTURES.

During the year the school was favored by a number of exceedingly interesting lecturers. Among them Dr. Richard G. Moulton, on "Lady Macbeth"; Dr. Louis Bevier, Jr., on "Holmes"; Mr. Frederick Manley, on "The Merchant of Venice"; Professor A. E. Willis, on "Physiognomy"; Professor William Libbey, on "Hawaii, the Country and People," under the auspices of the New Jersey State Board of Agriculture; Professor David Gibbs, on "The Philippines." Also, Miss Rebecca McKenzie, a soloist, sang for us.

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LITERARY SOCIETIES.

There are nine literary societies in the school, viz., the Normal Debating Society, composed of young men and women of the Normal School; the Thencanic, composed of young men of the Model School; the Shakespeare Society, compased of young men and 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 Y. M. C. A. Chapter of the Boys' Hall.

The general order of exercises in these societies is debate, discussion, recitation and reading. Each society has associated with it in a somewhat near relation some member of the faculty, and the reports, both from the official board and from the faculty, are to the effect that the year has been a profitable one.

A number of the societies gave Friday evening entertainments of a semi-formal character for the entertainment of the boarders during their recreation hour. In addition to these, more formal entertainments were given as follows: The play, "A Lover in Duplicate," by the Arguromuthos Society; the interscholastic debate between the Thencanic Society of the Model School and the Mu Alpha of Peddie Institute, on the subject, *"Resolved,* That immigration in the United States should be further restricted by excluding immigrants who cannot read and write some language." This debate was held at our school, the affirmative was taken by the Mu Alpha and the negative by the Thencanic. The debate was a highly creditable one. The decision was given in favor of the negative.

The Alpha and Beta Chapters, which are headings under which the various societies of the school (excepting the Thencanic) classify themselves once a year for a contest, gave a program consisting of debate, piano music, vocal music, orations and recitations. The work in this entertainment was of a high order.

During the year there was formed the Eastern Interscholastic Oratorical Association, composed of a number of schools from adjoining States. The Thencanic Society represented our school

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in this association. The first contest was held April 29th, under the auspices of the Thencanic at our school. The first prize was won by Mr. Eldon R. Walker, of the Model School, Thencanic. Hon. Frank S. Katzenbach, Jr., Mayor of the City of Trenton, presided and awarded the prizes.

ATHLETICS.

There are two athletic associations in the school, the one known as the Athletic Association, the other as the Girls' Athletic Association.

The purpose of these Associations is to promote interest in games and healthful sport, and in general physical development. There were teams in base ball, foot ball and basket ball. The latter team won distinction.

THE SIGNAL.

Our school publication had a successful year. Its subscription list was good, and its student editors were vigorous and efficient. The boys' division of the Senior Class of the Model School again won the prize for the largest number of subscriptions.

ENTERTAINMENTS.

During the year the Department of Physical Training gave several exhibitions of the various forms of class work, including marching, Indian club and dumb bell exercises, and various other movements, representing "day's orders." Also, a complimentary concert was given by the musical faculty of the school. An interesting program was given on Arbor Day, accompanied by a number of gifts in honor of the day, including pictures and trees. The total amount of the contribution was $240.81. In this contribution the Normal Senior Class—June Division—took the largest share, presenting sepia prints of the Abbey series of "The Holy Grail," as follows: The Vision of the Grail, The Vow of Knighthood, The Siege Perilous, The Castle of the Maidens,

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Galahad the Deliverer, Solomon's Ship, The Golden Tree—Galahad's Vision of the Naked Grail. These pictures were framed in panel and hung in the Department of English. The Normal Class of February presented two reading stands to the Auditorium.

COMMENCEMENT WEEK.

For the first time, in our recent history—at least—we conducted promotion exercises for the Grammar A Class, passing from the Grammar to the High School Department. The program was a very interesting one to the pupils and their parents.

The various features of both the February and June commencements were even more than usually attractive.

ALUMNI.

The Alumni Association held its sixteenth annual meeting June 16th. The meeting was called to order at twelve o'clock in the auditorium by President Samuel H. Bullock. About four hundred persons were present, representing many of the classes that have been graduated. After a brief business meeting, in which emphasis was laid on the desirability of making the work of the alumni stand out as a contribution to the development of the commonwealth, the Association adjourned to the Boarding Hall, where luncheon was served.

The following officers were elected for the ensuing year:

President—Miss ELIZABETH A. MESEROLL, Model '79, Normal '80, Trenton.
Normal Vice-President—Rev. D. R. WARNE, Normal '85, Ewing.
Model Vice-President—Mr. JOHN D. RUE, Model '01, Dutch Neck.
Recording Secretary—Mrs. EDWARD T. TREGO, Model '92.
Corresponding Secretary—Miss JEAN BROADHURST, Normal '92, State Normal School, Trenton, N. J.
Treasurer—Mrs. MARY THOMPSON STULL, Model '75, Trenton.

The meeting was very enjoyable in every way. A large number of the alumni make it a point to come regularly, and, hence, seem an especial part of our large family.

All graduates of the Normal and Model, and all who came within one year of graduation are eligible and earnestly desired

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as members of the Association, especially in this fiftieth year of our history.

The North Jersey Alumni Association held its ninth annual banquet at Hotel Vendome, in New York, Saturday, March 19th, 1904.

The following officers were elected for the ensuing year:

President—ARTHUR H. WILSON, '81, East Orange.
First Vice-President—HARRY PITTENGER, '99, Stockton.
Second Vice-President—ADA L. SHAFFER, '80, Hackensack.
Secretary—WILLARD A. STOWELL, '82, Ramsey.

The meeting was the largest in the history of this branch Association, numbering nearly one hundred and fifty. The cordial spirit of friendship and mutual interest that prevailed prophesies much for the future of this gathering.

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.

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REPORT

OF THE

New Jersey School for the Deaf.

1903-1904.

JOHN P. WALKER, Superintendent.

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Report of New Jersey School for the Deaf.

JOHN P. WALKER, SUPERINTENDENT.

To the State Board of Education:

GENTLEMEN—The year just closed is the twenty-first in the history of the education of deaf children in our State, our school having opened its doors in the fall of 1883. Its record since that time has been one of steady growth and improvement, each succeeding year finding its usefulness increased, until, with the attainment of its majority, it presents a mature strength and fulness of fruition that places it in eminent position among similar institutions throughout the world. The number of pupils it has been called upon to maintain and educate from year to year has gradually increased until at its highest point during the past term it reached a total of 150, a number exceeding considerably any hitherto attained. The housing and education of this number in our limited quarters has been beset with not a few difficulties, and the task has, at times, required much thought and no small amount of patient care, but at no time was the lack of room or facilities a handicap that could not be overcome by zeal and painstaking effort. It is a fact not to be denied that the class-rooms, dining-rooms, sitting-rooms and dormitory space for so large a number of children, is dangerously small; but, fortunately for us, our buildings are surrounded by a broad acreage, with which we may in good weather supplement our indoor space, and, by this means, avert the ill effects that must needs follow the herding of so many children in so limited a space. A large amount of the reading, the study, and the indulgence in recreation and games has been upon our broad lawns, and it has only been during the rigors of the coldest days and the inclemency of the stormiest ones, when all were forced within doors, that the

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paucity and inadequacy of our space has become especially manifest, and inconvenience and discomfort have ensued. While our enrollment has been an unusually large one, it has not reached the number that might have been anticipated, when the rapid increase in population is considered, and when we think of the wider information that has placed a knowledge of the existence of the school within the reach of the parents of deaf children throughout the State. Considering everything, an enrollment of two hundred might have reasonably been expected during the coming term. The indications now are that it will scarce exceed that of the year just past. Regarding this fact and future probabilities, there would not seem to be an immediate necessity for very largely increased accommodations. There should be, at an early day, however, larger study-rooms, more school-rooms and increased dormitory space. Recent repairs have put our present buildings in excellent condition, and at a comparatively small outlay facilities could be afforded that would make them adequate for years to come. The most pressing need is of suitable sitting-rooms. If the partitions of the school-rooms on the first floor of the Main Building were removed, splendid reading and study-rooms could be afforded. This would necessitate other spaces for purposes of instruction which could only be provided by the erection of an entire new building, for which there could be no better site than the center of the space between the Main Building and the Industrial Hall. This might be a plain and inexpensive structure to comport with those already upon the grounds, and if in addition to these there were fifty-feet extensions of the wings at either end of the main hall, ample accommodations for three hundred would be afforded, and it is not likely this number will be exceeded for many years to come. Of our present site, too much can scarce be said. Situated just south of the historic Assanpink creek, in one of the most convenient and beautiful suburbs of the State's capital, with two stations upon trunk lines and a half dozen trolley lines easy of access, conveniently near the centre of population of the commonwealth, having the finest markets at our doors, the opportunity of witnessing the great menageries, pageants of various sorts, moving picture exhibitions,

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State fairs, and, at the same time, having the means of becoming acquainted with the manners and customs of the people of a thriving and populous city, a people, I may add, that are vying with each other in their efforts to conduce to the pleasure, comfort and advancement of our children, what could be finer as a location? When to these are added city gas, electric lighting of the streets all around, a fire department within ten minutes' call, complete drainage, and perfect police protection, there is little left in surroundings to be desired. I would earnestly recommend that early consideration be given to the question of necessary room that is becoming so urgent, and that steps be taken to amplify the accommodations we already have, or to provide the space now absolutely required in another location.

THE INTELLECTUAL DEPARTMENT.

The early age at which we now admit pupils and the increasing tendency to leave before the completion of their school course, has necessitated during the term a further simplification of the branches constituting the usual curriculum. There has been less of the classics, less of the higher mathematics, of physiology and hygiene, and shorter courses in history. The unfortunate fact too often exists that a child, as soon as it is able to write plainly and to use simple language, thinks that it is sufficiently educated, and with the mastery of the first elements of its trade comes a feeling that it will be able to make a living at it. Unfortunately, this thought is in many cases shared by the parents, and school life is confined to a mere four or five years, when it should be extended to at least a dozen. The speaking child usually requires this latter period to get a good High School education; how can a deaf child, handicapped as it is, hope to do with less. There is no present way to combat this disposition on the part of children and parents, and until there is, we may arrange higher courses in vain, and expecting better results will be hoping against hope.

Extending the school hours of our younger children to the full five hours is simply out of the question. From one to two of

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these must be devoted to recreation. To do otherwise would be sacrificing health to mental development, which is of course not to be thought of. The fact remains that where such young pupils compose a school there is the double disadvantage of the impossibility of utilizing any but a comparatively small portion of the time for mental discipline, and an immaturity of brain power that precludes rapid advancement. Aside from the simplification of work and methods, the instruction of the year has been largely on the lines of the previous session. Speech-teaching, while most encouraging in cases where children were semi-deaf or had lost their hearing after some idea of spoken language and sound had been obtained, and while it has been attended with a large degree of success in many cases of congenitally deaf pupils, has not, in all instances, been fraught with results sufficient to warrant keeping children in pure oral lessons. For the few unpromising and backward ones, gesture has become necessary to make thought and situation clear, and a reasonable use of it has been made. The effort to disuse it entirely has proved ineffective and has operated to the detriment of the child, and especially in view of the increasing brevity of the school life, owing to the circumstances just considered, would it seem inexpedient to sacrifice everything else to the little use of speech and the slight ability to read speech which could be attained in the few years they are now with us.

TRADE TEACHING.

Our trade work, like our intellectual work, has been somewhat hampered by the extreme youth of our children. All things considered, however, it is on a most satisfactory basis. In the zeal of teachers and the great interest of the pupils there has been compensation for the lack of maturity and strength, and at least as fine work as any during past years has marked the one just closed. Students have been placed in the various classes only after their adaptibility has been studied, and it has frequently been noted that a child who has done little or nothing at one trade has achieved reasonable success at something else.

As preliminary to all trade teaching, kindergarten work has

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been found very valuable, and, supplemented by a brief Sloyd course, it has relieved the various industrial class-rooms of much of the disorder and loss of time incidental to first steps. The award of a medal at the St. Louis Exposition, for excellence in their intellectual and industrial work, has been an especial encouragement to our children, during the year.

PHYSICAL TRAINING AND HEALTH.

The lines upon which our course in physical training has been built have been still farther broadened. To stimulate the child's interest in the subject and to encourage him to give increased attention to it, talks showing the influence of exercise upon the health and upon success in trade work have been given. A child is ever seeking the reason for things. It will dutifully obey orders often without just knowing "the wherefore," but it never does a thing so willingly, so cheerfully or so well as when it knows just why it does it, and knows the reason to be a good one. These talks upon health have therefore been prolific of much benefit, and work in the gymnasium and in the field has as a consequence been most satisfactory. In the case of older pupils, systematic training has been given at prescribed hours. This has been supplemented by a variety of athletic games and sports indoors and upon the lawns, that have not only tended toward the highest development of the body, but have been prolific of a great deal of pleasure; and the exercise that is most pleasurable has been found in every case to be the one that does most for the physical welfare.

In the case of the least of our children, exercises has in all cases been given in the form of games, simple sports, and walks. These not only develop the body but increase the happiness and endear to the child its school, the latter being a matter of the greatest value and importance. To rob study and work of their irksomeness is to make the path of learning easy and the especial aim of every educator of youth should be to make the labor itself a pleasure. The great hygienic care ever taken with our

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pupils has had a marked effect upon their health. An almost empty infirmary for four years was the best evidence in the world of this. The microbes of disease sometimes, however, penetrate all health barriers and, during the last term, the wisdom of providing a large, well equipped hospital has been fully demonstrated. A case of scarlet fever developed early in the year, and in spite of every care, the infection spread until there were twnty-six cases of the dread disease. Here again, however, was demonstrated the value of a never ceasing vigilance. But a single fatality resulted. Master Charles Carlson, an exceptionally bright boy of fourteen, was taken to the infirmary suffering with a slight eruption on the morning of Wednesday, February 10th. His circulation almost wholly ceased at once, and despite the most assiduous care, his heart action, never very good, failed entirely on the following Friday, and he fell into the sleep of death. Aside from the two months during which this scourge of childhood existed, hygienic conditions were as perfect as possible and the usual excellent health prevailed. Children have been surrounded by every care. In their class-rooms, upon the lawns, in their gymnasium and in their dormitories watchful eyes and willing hands have vouchsafed them health and immunity from serious mishap. Nor is this all. With every breath has been instilled the lesson that health is a priceless jewel, and that there is no such thing as happiness, as usefulness, or as success without it, and, the lessons instilled that would teach them how to develop that sound body in which, alone, there can be a sound mind. The fine physiques that each and all took home with them at the close of the term was a full attestation of the way they had profited by this care and these teachings.

BUILDINGS AND GROUNDS.

The absence of the children during the summer afforded the usual opportunity for a thorough repairing and cleansing of the various buildings. The cleansing was especially imperative owing to the presence of germ diseases during the winter, and was conducted with particular care and thoroughness. It was preceded

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by a fumigation of every department. Subsequent to the fumigation and an abundant use of soap and water, the walls and ceilings were calcimined or painted, and every room has been brightened and beautified, as well as being made hygienic. Necessary flooring has been laid, the best maple material being used, all needed glazing done, the roofs repaired, and all woodwork put in excellent condition. The ironwork upon the premises, including the fire escapes, fences and gates, have also received heavy coats of paint.

The under drains, which had at one or two points become partially clogged, were all examined and flushed, and where any change in these was needed it was made.

ATTENDANCE.

Prompt, punctual, and regular attendance has been the rule, and absenteeism for trivial causes has been entirely done away with.

Parents have been gradually divested of the thought of Thanksgiving and Easter holidays, and now our only intra-term vacation is at Christmas. At this season two full weeks is allowed, with the understanding that children shall return promptly the first of the year, and that they lose no other time from their school work during the session except on account of sickness or for other reasons absolutely necessitating it. The fact of our pupils being resident has also tended to increase greatly the value of study hours, as the work is now done under the eye of a teacher-in-charge, who is ever at hand to make required explanations and give all needed help.

The broad aim of the school has been to give a healthy, an active and a well-developed mind in a vigorous body, to supply with a trade that will bring an honorable living, to give good manners and good morals, to teach the fundamental truths of all religion and to fit for every duty in life. The number of our graduates annually taking honorable places among their fellow men show how well these aims are being attained. Inquiry at the State prison elicits the fact that there is not among all its

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vast number of inmates a single deaf man or woman, and, indeed, I know of no educated deaf convict or pauper in the State. Before the era of schools, the penal and charitable institutions had to care largely for the deaf in their old age. Nothing could speak more strongly than these facts in favor of the work of the school. Of the earnest efforts of my associates in the furtherance of this work, of the unceasing labors of my Board in behalf of these children, and of the legislative provision that has made the success possible, I would make sincere acknowledgment. With these continued, the welfare of the deaf in our State will ever be assured.

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REPORT

OF THE

Rutgers Scientific School

THE

New Jersey State College for the Benefit of Agriculture and the Mechanic Arts.
1903-1904.

AUSTIN SCOTT, Ph.D., LL.D., President.

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The 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.
MELVIN S. CONDIT, ... Boonton.

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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 Farm.

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.

The Ralph Voorhees Library Building, mentioned in the report of last year, has been completed and furnished, and was opened for general use in September, 1904.

The State Laboratory Building of the New Jersey Agricultural Experiment Station, which affords accommodations for the laboratory and class-room work of the students of the New Jersey State College who are pursuing the courses in Agriculture, Biology and Chemistry, and which was seriously damaged by fire in 1903, has been fully repaired and offers increased facilities for instruction and study.

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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.,
Emeritus Professor of Mathematics and Engineering.

CHARLES EDWARD HART, D.D.,
Professor of Ethics and the Evidences of Christanity.

LOUIS BEVIER, JR., Ph.D.,
Professor of the Greek Language and Literature.

AFRED ALEXANDER TITSWORTH, M.Sc., C.E.,
Professor of Civil Engineering and Graphics.

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.

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.

*Died January 31st, 1904.

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JOSEPH VOLNEY LEWIS, S.B.,
Professor of Geology and Mineralogy.

EDWIN BELL DAVIS, B.L.,
Professor of Romance Languages.

IRVING STRONG UPSON, A.M.,
Librarian and Registrar. Secretary of the Faculty.

CLARENCE LIVINGSTON SPEYERS, Ph.B.,
Associate Professor of Chemistry.

WILLIAM EUGENE BREAZEALE, 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 Chemstry; Director of Clay Working and Ceramics.

ALBERT CHESTER DEREGT, A.B.,
Instructor in Chemistry.

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 167; graduate students, 5; seniors, 33; juniors, 27; sophomores, 44; freshmen, 58. There were also 58 students of the Classical School and 153 pupils in attendance at the Preparatory School. The degree of Bachelor of Science was conferred upon 31 graduates in June, 1904. Of these graduates, 3 had pursued the Course in Agriculture, 11 the Course in Civil Engineering and Mechanics, 2 the Course in Chemistry, 8 the Course in Electricity, 3 the Course in Biology, and 4 the Course in Clay-Working and Ceramics.

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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 16th and 17th, 1905, beginning at 10 A. M., on Friday, in the registrar's office. Applicants may also be examined on Monday and Tuesday, September 18th and 19th, 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 3d, 1905. 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 beginning of the second term.

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

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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

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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 appointments to such free scholarships, excess from certain Assembly districts being counterbalanced by vacancies in other Assembly districts, provided only that the entire number of appointees shall not exceed the entire number of free scholarships created by the State.

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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 a Higher Degree 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, 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 Coverly 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.*

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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;*
Macauley'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 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.

5. New Language Requirement.

LATIN. GERMAN. FRENCH.

There are two requirements in each language: an elementary, *a*, presupposing one year's work (five periods weekly); an advanced, *b*, presupposing one additional year of study (five periods weekly).

Beginning with June, 1906, the candidate for admission will be examined in two of these languages, in one of which he must meet both requirements, and in the other, the elementary requirement only; the choice of languages being left entirely with the candidate.

LATIN.—*a*. This should include drills in inflections and the elements of syn-

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tax, translation of simple sentences from English into Latin, and, in addition to more elementary matter, the reading of from twenty to thirty pages of a consecutive Latin text.

b. This should include further drills in syntax, illustrated by translation from English into Latin, and the reading of a Latin text, or texts, equal in amount to the first four books of Cæsar's *Gallic War*.

GERMAN.—*a.* This should include a careful drill on pronunciation, colloquial exercises, the rudiments of the grammar, particularly inflection, embracing the more usual strong (or irregular) verbs, translation from English into German, and the reading of seventy-five to 100 pages of graduated text.

b. This should include a careful drill on all the main points of grammar, sufficient practice to enable the student to translate familiar colloquial English into German, and to translate at sight ordinary German prose. From 150 to 200 pages of literature of medium difficulty should have been read in class in addition to requirement *a*.

FRENCH.—*a.* This should correspond in character to German *a* (from 100 to 175 pages of reading).

b. This should correspond in character to German *b* (from 250 to 400 pages of reading in addition to requirement *a*).

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

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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.

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REPORT

OF THE

Bureau of Information for Teachers and School Officers.

1903-1904.

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Report of the Bureau of Information.

SILAS R. MORSE,

Chairman of the Committee on Bureau of Information and Apportionment of School Moneys.

To the Members of the State Board of Education:

GENTLEMEN—I have the honor to present to your honorable body the seventh annual report of the Bureau of Information for the year ending October 31st, 1904.

During the year 227 teachers were registered. Of this number 212 secured positions through the Bureau, leaving fifteen teachers who secured positions through other sources.

Four hundred and eighty-seven applications for teachers were received from school officers desiring suitable candidates for vacant positions in the schools under their charge.

The large falling off in the number of registered teachers is due to the scarcity of desirable talent, and the cutting off of the registration of candidates from other States.

The demands on the Bureau from school officers and teachers are rapidly increasing, 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
1903-1904,	487	227

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The manager of the Bureau is indebted 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.

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REPORT

OF

Supervising Architect.

1903-1904.

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Report of Supervising Architect.

HERMAN KREITLER.

To the State Board of Education:

GENTLEMEN—Herewith I respectfully submit my annual report as Supervising Architect of School Building plans.

During the past year, from November 10th, 1903, to date, there have been submitted to me for criticism and approval the plans for fifty-six (56) new school buildings or additions to buildings, located in the State as follows, viz.:

Atlantic City.
Audubon, Haddon township.
Belvidere.
Borough of Sussex.
Burlington (Captain James Lawrence School, James Fenimore Cooper School).
Carpenterville (Pohatcong township).
Cartetet.
Collingswood.
Collinsville.
East Orange.
Elizabeth.
Fairhaven.
Garwood.
Germany Flats (Andover township).
Greensville.
Hainesport.
Hillside (Morris county).
Holly Beach.
Irvington.
Island Heights.
Jersey City.
Lakewood.
Liberty Corners.
Mays Landing.
Millville.

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Newark (Hawkins Street School, Lafayette Street School, Newton Street School, Seventh Avenue School, Sussex Avenue School, Thirteenth Ward School).
North Plainfield.
Passaic (School No. 1, School No. 4).
Papakating (Sussex county).
Perth Amboy (School No. 4, School No. 7).
Plainfield.
Roselle (two buildings).
Ridgewood (Kenilworth Place School, Monroe Street School, Union Street School).
Secaucus.
Totowa.
Trenton Junction.
Vernon (Sussex county).
Watsontown (Clementon township).
West Cape May.
West Hoboken.
West Long Branch.
Westmont.
West New York.
Wildwood.
Woodbine.

The plans received during the past year have shown a marked improvement in the arrangements for lighting, ventilation and sanitation over those formerly submitted, and I have all reason to believe that the criticisms made and improvements suggested, where plans were found to be defective, have generally been complied with.

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REPORT OF THE BOARD OF TRUSTEES

OF THE

Teachers' Retirement Fund,

For the Year Ending June 30, 1904.

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Teachers' Retirement Fund.

OCTOBER 1st, 1904.

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 for the fiscal year ending June 30th, 1904.

TREASURER'S REPORT.

The report of the State Treasurer is as follows:

STATE TREASURER'S OFFICE,
TRENTON, N. J., July 15th, 1904.

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, 1904:

Receipts.

Balance in bank July 1st, 1903,	$17,549 84	
Members' dues,	20,845 63	
Interest on deposit in bank,	473 53	
Interest on investments,	2,200 00	
		$41,069 00

Disbursements.

Expenses,	$703 54	
Treasurer's office,	600 00	
Salary of Secretary,	300 00	
Annuities,	19,174 50	
Rebates,	164 82	
Transferred for Permanent Investment,	7,000 00	
Balance in bank, June 30th, 1904,	13,126 14	
		$41,069 00

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Permanent Principal.

Receipts.

Balance in bank, July 1st, 1903,	$3,272 47	
Duplicate Certificates,	3 00	
		$3,275 47

Donations.

S. Emily Potter, Treas., for Mrs. Philo G. Noon, a Newark teacher,	$15 00	
F. M. Stillman, Rahway,	10 00	
R. L. Swayze, Bound Brook,	5 00	
Mrs. Henry Troth, Merchantville,	1 00	
Rev. B. M. Bogan, St. Mary's rectory, Rahway,	2 00	
F. M. Edwards, Bayonne,	5 00	
Mary C. Field, Trenton,	20 00	
M. Jennie Wood,	2 00	
Rilla Bugbee, Williamstown,	1 00	
Margaret K. Sullivan, Gloucester City, for Haddon Township Teachers' Association (now disbanded)—balance in their treasury,	12 00	
Priscilla H. Redfield, Gloucester City, for Gloucester City teachers,	5 50	
		78 50

Entertainments, etc.

S. Emily Potter, Treas., balance from a bazaar held in Newark—from sale of old papers,	$1 68	
Amelia J. Peters, for proceeds of a bazaar held by the teachers of Lakewood Public Schools,	249 33	
Susan C. Marvin, Chairman Executive Committee, percentage of net proceeds of Jersey City Teachers' bazaar—donated by Executive Committee,	2,094 75	
Ella F. Hoeflich, Treasurer Camden Branch T. R. F., proceeds of a play given in April,	200 00	
		2,545 76
Associate members' dues,		226 10
Amount transferred from Teachers' Retirement Fund to meet deficiency for purchase of mortgages,		7,000 00
		$13,125 83

Disbursements.

Bond and mortgage of the Atlantic City Loan and Building Association, Atlantic City,	$10,000 00
Balance in hand, June 30th, 1904,	3,125 83
	$13,125 83

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Assets.

The following is the condition of the Teachers' Retirement Fund at the close of business June 30th, 1904:

Investments,	$63,500 00
Balance in bank, "Investment Fund,"	3,125 83
Balance in bank, "General Fund,"	13,126 14
	$79,751 97

During the past year there have been ninety-nine names added to the register.

(Signed) FRANK O. BRIGGS,
Treasurer.

A YEAR OF MARKED PROSPERITY.

Although eighteen additional annuities were granted during 1903-'04, a larger number than ever before in a twelve-month, and the disbursements on account of annuities were proportionately increased, it will be seen from the following comparative figures that last year was a genuinely prosperous one. (The "Receipts" and "Disbursements," as given by the State Treasurer, are here reduced to actual "Income" and "Expense.")

COMPARATIVE STATEMENT OF INCOME AND EXPENSE FOR THE LAST THREE YEARS.

	School Year 1901–1902.	*School Year 1902–1903.*	*School Year 1903–1904.*
Income,	$22,002 07	$25,553 42	$27,100 40
Expense: Annuities,	$11,748 55	$14,952 94	$19,174 50
Administration,	1,895 59	1,770 59	1,603 54
Rebates,	100 55	210 73	164 82
	$13,744 69	$16,934 26	$20,942 86
	1902.	*1903.*	*1904.*
Surplus on the year's business,	$8,257 38	$8,619 16	$6,157 54
Total net surplus July 1st,	$62,852 89	$74,322 31	$79,751 97

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ANNUITIES GRANTED IN 1903–1904.

The annuities granted during the year were as follows:

No.	*Name and Address.*	*Annuity Granted.*	*Amount.*
70	Nehemiah Reese Whitacre, Marlton, Burlington Co.,	Sept. 25, 1903	$250 00
71	Edith E. Hulin, Bloomfield, Essex Co.,	Sept. 25, 1903	275 00
72	M. Adelaide Healy, Newark, Essex Co.,	Sept. 25, 1903	325 00
73	Annie E. Stelle, New Brunswick, Middlesex Co.,	Sept. 25, 1903	340 00
74	Lydia V. Marden, Trenton, Mercer Co.,	Sept. 25, 1903	260 00
75	Marcia M. Wright, Trenton, Mercer Co.,	Sept. 25, 1903	360 00
*76	Jacob B. Maxwell, South Orange, Essex Co.,	Sept. 25, 1903	600 00
77	George H. Voorhis, Trenton, Mercer Co.,	Dec. 18, 1903	600 00
78	John M. Sullivan, Lower Bank, Burlington Co.,	Dec. 18, 1903	250 00
79	Mrs. Deborah J. Bateman, Cedarville, Cumberland Co.,	Dec. 18, 1903	250 00
80	Elias L. Dalrymple, Quakertown, Hunterdon Co.,	Dec. 18, 1903	250 00
81	Anna R. Johnson, Mt. Holly, Burlington Co.,	Dec. 18, 1903	250 00
82	Mrs. Jennie Lunger, Clinton, Hunterdon Co.,	June 3, 1904	250 00
83	Mary E. Bergen, Cranbury, Middlesex Co.,	June 3, 1904	250 00
84	Rachel D. Rowland, Trenton, Mercer Co.,	June 3, 1904,	260 00
85	Sarah L. Gaston, Trenton, Mercer Co.,	June 3, 1904	270 00
86	Frances O. Crane, Elizabeth, Union Co.,	June 3, 1904	287 50
87	Mary J. Vail, Jersey City, Hudson Co.,	June 3, 1904	355 20
	Totals (18),		$5,682 70
	Average,		$315 70

*Deceased.

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ANNUITANTS DECEASED IN THE YEAR 1903–1904.

Since our last report the following annuitants have died:

No.	*Name and Address.*	*Date of Decease.*	*Amount of Annuity.*
10	Clara Bonham, Cherryville, Hunterdon Co.,	May 9, 1904	$250 00
12	Thamer Snover, Stillwater, Sussex Co.,	Mar. 25, 1904	250 00
35	Laura C. Delano, Newark, Essex Co.,	Dec. 28, 1903	325 00
76	Jacob B. Maxwell, South Orange, Essex Co.,	May 10, 1904	600 00
	Totals (4),		$1,425 00

DECEDENTS—COMPLETE TABLE OF.

The following table gives: (1) Number and name of all deceased annuitants; (2) the amount each paid into the fund; (3) amount of annuity, from which one per cent. was deducted for the fund; (4) period for which annuity was drawn; (5) total amount of annuity paid to each deceased annuitant; (6) the footings give totals and averages:

Number.	NAME.	Paid into Fund.	Amount of Annuity.	Drew Annuity for. Years.	Months.	Days.	Total Amount Received from Fund.
1	Joseph P. Leighton,	$62 50	$250 00	5	2	18	$1,292 78
4	Jacob Moench,	90 00	250 00	.....	4	19	95 13
5	Helen F. Hall,	70 60	250 00	3	9	26	948 88
7	Phebe A. Brigham,	204 00	510 00	5	.....	27	2,603 06
8	Imogene L. Colvin,	124 80	312 00	2	9	20	866 58
10	Clara Bonham,	51 76	250 00	5	4	.....	1,325 79
12	Thamer Snover,	70 20	250 00	4	11	25	1,237 40
13	Anna Marshall,	75 00	250 00	.....	10	24	223 91
17	James Corkery,	120 00	300 00	1	6	26	470 25
20	Mrs. E. Jennie Wortman,	126 00	315 00	3	4	10	1,046 48
23	Hattie F. Hoffman,	70 00	250 00	.....	11	19	247 48
25	Mrs. Hannah A. Collins,	77 92	250 00	.....	7	26	164 86
28	Emily S. Sayre,	141 70	354 25	.....	6	10	185 09
34	Mary G. Lindsley,	114 00	287 50	1	4	12	388 13
35	Laura C. Delano,	130 00	325 00	2	8	28	884 84
*48	Sarah Rankinback,	40 00	360 00	.....	.....	.....	.....
51	Mrs. Jennie L. Morris,	120 00	300 00	.....	4	27	123 75
59	Mrs. Eliza J. Eveland,	216 00	540 00	.....	3	21	164 83
76	Jacob B. Maxwell,	240 00	600 00	.....	7	10	362 20
	Totals, 19,	$2,144 48	$6,203 75	41	.....	18	$12,631 44
	Averages,	$112 86	$326 51	2	1	27	$664 87

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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.	Amount.
Miss Marion Richardson (No. 524), Newark, Essex County,	Oct. 31, 1899	Dec. 26, 1899	$325 00
Miss Mary V. L. Hageman (No. 2,026), Franklin Park, Middlesex County,	April 16, 1900	Oct. 12, 1900	250 00
Miss Harriet E. Ball (No. 755), Newark, Essex County,	May 2, 1900	Oct. 12, 1900	325 00
Miss Emma E. Isler (No. 474), Newark, Essex County,	Oct. 20, 1900	Nov. 5, 1900	355 00
Miss Martha L. Gould (No. 911), Orange, Essex County,	April 1, 1901	April 4, 1902	325 00
Mr. Peter M. Mechling (No. 2,050), Pittstown, Hunterdon County,	June 7, 1901	Sept. 20, 1901	250 00
Miss R. Anna Baird (No. 2,189), Bloomfield, Essex County,	Sept. 8, 1901	Sept. 20, 1901	275 00
Miss Mary E. Ward (No. 675), Newark, Essex County,	Sept. 20, 1901	Sept. 20, 1901	500 00
Miss Lue J. Mershon (No. 95), Vineland, Cumberland County,	Mar. 10, 1903	May 23, 1903	250 00
Miss Annie Bradway (No. 67), Woodstown, Salem County,	May 9, 1903	May 22, 1903	250 00
Miss Harriet P. Boyle (No. 2,304), Liberty Corner, Somerset County,	Nov. 16, 1903	Dec. 18, 1903	250 00
Miss Rae A. Hinchman (No. 2,163), Clarksboro, Gloucester County,	Nov. 21, 1903	Dec. 18, 1903	250 00
Miss C. Josephine Sliker (No. 2,071), Phillipsburg, Warren County,	Dec. 19, 1903	June 3, 1904	250 00
Miss Elizabeth L. Heward (No. 2,349), New Brunswick, Middlesex County,	Mar. 26, 1904	June 3, 1904	355 00
Mrs. Hattie Hall Ayres (No. 2,057), Shiloh, Cumberland County,	Mar. 28, 1904	June 3, 1904	250 00
Miss Irene Brockway (No. 784), West Hoboken, Hudson County,	April 23, 1904	June 3, 1904	357 00
Totals, 16,			$4,817 00
Average,			$301 06

Of the sixteen applications on file June 30th, 1904, eight had been tabled indefinitely for the following reasons: Because the fact of disability to earn a sufficient livelihood had not been satisfactorily established in three cases; because one application was in litigation with the Board of Trustees; two applicants had resumed employment; one had married, and did not urge her claim, and one was residing in Missouri, so that the committee was unable to report on her case. Of the remainder two were

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recent applicants, were reported favorably at the last 1903-1904 meeting, and laid over for subsequent action, while the remaining six were presented to the Board at the last meeting of the fiscal year.

RECAPITULATION TO JUNE 30TH, 1904.

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, and since four times re-enacted. 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	$2,697 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	25	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
1903-04,	18	5,682 70	4	1,425 00	68	21,275 60
Totals,	87	$27,479 35	19	$6,203 75	68	**$21,275 60**
Less one per cent. deducted for the Fund,						212 75
Apparent annuity liability for 1904-05,						$21,062 85

Eighty-seven annuities granted to 16 men and 71 women to June 30th, 1904, but six of these annuities did not begin to accrue till July 1st, 1904, the commencement of the fiscal year 1904-05.

Total yearly value of 87 annuities,	$27,479 35
Average value of 87 annuities,	315 85
Number of annuitants deceased to June 30th, 1904,	19
Value of annuities of the 19 decedents,	6,203 75
Value of 68 annuities in force July 1st, 1904,	$21,275 60
Less one per cent. due the fund,	212 75
Net value of 68 annuities in force July 1st, 1904,	$21,062 85

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Average years of teaching service in New Jersey at time of application for annuity,	32
Average salary for last five years of teaching,	$600 14
Lowest salary,	258 80
Highest salary,	1,820 00
Total of annuities paid to 81 annuitants to June 30th, 1904,	65,011 49
Average total paid to annuitants to June 30th, 1904,	802 61
Average total paid to fund by annuitants,	120 00
Total amount of rebates paid to June 30th, 1904,	476 10
Total amount of administrative expense (without interest) to June 30th, 1904,	12,586 92

ANNUITY RECORD TO JUNE 30TH, 1904.

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 June 30th, 1904:

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Number.	NAME.	Length of service in New Jersey.	Average salary of last five years.	Annuity.	Date of Retirement.	Amount received from Fund to June 30th, 1904.
*1	Joseph P. Leighton, Parker, Morris Co.,	58 years	$312 00	$250 00	Dec. 3, 1897	$1,292 78
2	Almira Walker, Orange, Essex Co.,	36 years	450 00	250 00	Dec. 3, 1897	1,629 25
3	Abby M. Munn, Montclair, Essex Co.,	37 years	750 00	375 00	Dec. 3, 1897	2,444 01
*4	Jacob Moench, Carlstadt, Bergen Co.,	29¼ yrs	450 00	250 00	Dec. 3, 1897	95 13
*5	Helen F. Hall, Shiloh, Cumberland Co.,	24¼ yrs	353 00	250 00	Dec. 3, 1897	948 88
6	Phebe Hancock, Newark, Essex Co.,	40 years	1,000 00	500 00	Jan. 7, 1898	3,093 73
*7	Phebe A. Brigham, Jersey City, Hudson Co.,	39 years	1,020 00	510 00	Jan. 7, 1898	2,603 06
*8	Imogene L. Colvin, Jersey City, Hudson Co.,	24⅓ yrs	624 00	312 00	May 13, 1898	866 58
9	Sarah J. Reynolds, Paterson, Passaic Co.,	25 years	375 00	268 50	Nov. 5, 1898	1,461 90
*10	Clara Bonham, Cherryville, Hunterdon Co.,	42 years	258 80	250 00	Nov. 5, 1898	1,325 79
11	Mrs. Helen S. Donkersley, Paterson, Passaic Co.,	37 years	650 00	325 00	Nov. 5, 1898	1,769 68
*12	Thamer Snover, Stillwater, Sussex Co.,	40 years	351 00	250 00	Feb. 4, 1899	1,237 40
*13	Anna Marshall, Millville, Cumberland Co.,	29 years	375 00	250 00	Feb. 4, 1899	223 91
14	Louise Chedister, Newark, Essex Co.,	26 years	800 00	400 00	Mar. 3, 1899	2,079 00
15	Sallie T. Brown, Camden, Camden Co.,	45 years	750 00	375 00	Mar. 22, 1899	1,949 02
16	M. Jennie Wood, Camden, Camden Co.,	44 years	750 00	375 00	Mar. 22, 1899	1,949 02
*17	James Corkery, Forked River, Ocean Co.,	20 years	600 00	300 00	Mar. 22, 1899	470 25
18	Jennie Hutchinson, Trenton, Mercer Co.,	31½ yrs	500 00	250 00	Mar. 22, 1899	1,299 27
19	Annie M. Atkinson, Paterson, Passaic Co.,	29 years	500 00	250 00	Dec. 26, 1899	1,113 66
*20	Mrs. E. Jennie Wortman, Liberty Corner, Somerset Co.,	28 years	630 00	315 00	Dec. 26, 1899	1,046 48
21	Mrs. Harriet J. Strang, Richwood, Gloucester Co.,	48 years	321 00	250 00	Dec. 26, 1899	1,113 66
22	Anna R. Burr, Mount Holly, Burlington Co.,	30 years	450 00	250 00	Dec. 26, 1899	1,113 66
*23	Hattie F. Hoffman, Pennsgrove, Salem Co.,	25 years	350 00	250 00	Dec. 26, 1899	247 48
24	Samantha Wheeler, Bloomfield, Essex Co.,	41 years	550 00	275 00	Dec. 26, 1899	1,225 09
*25	Mrs. Hannah A. Collins, Cape May Court House, Cape May Co.,	20 years	389 60	250 00	Dec. 26, 1899	164 86
26	Ella Hazard, Rahway, Union Co.,	40 years	440 00	250 00	Mar. 26, 1900	1,051 79
27	Janet F. Wright, Trenton, Mercer Co.,	37 years	500 00	250 00	Mar. 26, 1900	1,051 79
*28	Emily S. Sayre, Woodstown, Salem Co.,	24 years	708 50	354 25	April 14, 1900	185 09
29	Hannah Oven, Orange, Essex Co.,	34 years	450 00	250 00	June 23, 1900	989 92
30	Mrs. Mary S. Bond, Ringoes, Hunterdon Co.,	20 years	291 60	250 00	June 23, 1900	989 92
31	Carrie B. Runyon, Plainfield, Union Co.,	34 years	750 00	375 00	Sept. 14, 1900	1,392 15

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Number.	NAME.	Length of service in New Jersey.	Average salary of last five years.	Annuity.	Date of Retirement.	Amount received from Fund to June 30th, 1904.
32	Esther J. Crosby, Newark, Essex Co.,	38 years	$1,000 00	$500 00	Oct. 12, 1900	$1,732 50
33	Sarah R. Bowne, Princeton, Mercer Co.,	38 years	590 00	295 00	Oct. 12, 1900	1,022 14
*34	Mary G. Lindsley, Morristown, Morris Co.,	22 years	570 00	287 50	Oct. 12, 1900	388 13
*35	Laura C. Delano, Newark, Essex Co.,	36 years	650 00	325 00	Jan. 4, 1901	884 84
36	Kate G. Focer, Glassboro, Gloucester Co.,	30 years	450 00	250 00	Jan. 4, 1901	804 31
37	Nathaniel Kiser, Brookside, Morris Co.,	39 years	329 00	250 00	Jan. 4, 1901	804 31
38	Helen Bamber, Camden, Camden Co.,	29 years	500 00	250 00	Mar. 1, 1901	804 31
39	Ellen Smith, New Brunswick, Middlesex Co.	35 years	500 00	250 00	Mar. 1, 1901	804 31
40	Harriet E. Smith, New Brunswick, Middlesex Co.	40 years	500 00	250 00	May 10, 1901	742 44
41	Helen E. Tifft, Hoboken, Hudson Co.,	30⅓ yrs	840 00	420 00	May 10, 1901	1,247 40
42	Alice E. Johnson, Newark, Essex Co.,	27 years	800 00	400 00	May 10, 1901	1,188 00
43	Jane E. Johnson, Newark, Essex Co.,	21 years	1,300 00	600 00	Sept. 20, 1901	1,633 50
44	Mrs. Orrell F. Elwell, Trenton, Mercer Co.,	24 years	500 00	250 00	Sept. 20, 1901	680 57
45	Mrs. Hattie Lindaberry, Anthony, Hunterdon Co.,	25 years	303 90	250 00	Dec. 20, 1901	618 70
46	Noah E. Jeffery, Bay Head, Ocean Co.	28 years	396 00	250 00	Dec. 20, 1901	618 70
47	Ellen Couenhoven, Passaic, Passaic Co.,	25 years	640 00	320 00	Dec. 20, 1901	792 00
†48	Sarah Rankinback, New Brunswick, Middlesex Co.	37 years	720 00	360 00	April 4, 1902	.....
49	Kate F. Hubbard, Bloomfield, Essex Co.,	29 years	550 00	275 00	April 4, 1902	612 54
50	Minnie Whitehead, Rahway, Union Co.,	22 years	500 00	250 00	April 4, 1902	556 83
*51	Mrs. Jennie L. Morris, Long Branch, Monmouth Co.,	24 years	600 00	300 00	May 30, 1902	123 75
52	Emma L. Hodgkins, Boonton, Morris Co.,	20 years	500 00	250 00	May 30, 1902	494 96
53	Emma Johnson, Jersey City, Hudson Co.	30 years	812 00	406 00	Oct. 3, 1902	602 88
54	Florence M. Coppinger, Jersey City, Hudson Co.	20½ yrs	652 80	326 40	Oct. 3, 1902	484 68
55	Margaret A. Rasch, Newark, Essex Co.,	27 years	650 00	325 00	Oct. 3, 1902	482 64
56	Emily A. Davis, Lambertville, Hunterdon Co.,	26 years	445 00	250 00	Oct. 3, 1902	371 22
57	Priscilla H. Redfield, Gloucester, Camden Co.,	50 years	700 00	350 00	Nov. 7, 1902	433 10
58	Jeremiah Kelly, Hoboken, Hudson Co.,	32 years	1,820 00	600 00	Nov. 7, 1902	891 00
*59	Mrs. Eliza J. Eveland, Jersey City, Hudson Co.	54 years	1,080 00	540 00	Nov. 7, 1902	164 88
60	William Dougherty, Gloucester, Camden Co.,	26 years	1,000 00	500 00	Nov. 7, 1902	742 50
61	Ida F. Stout, Lambertville, Hunterdon Co.,	21 years	465 00	250 00	Nov. 7, 1902	371 22
62	Rachel H. Strong, Berlin, Camden Co.,	30⅓ yrs	600 00	300 00	Nov. 7, 1902	445 50
63	Eunice A. McLeod, Newark, Essex Co.,	35 years	920 00	446 00	Mar. 6, 1903	551 90

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Number.	NAME.	Length of service in New Jersey.	Average salary of last five years.	Annuity.	Date of Retirement.	Amount received from Fund to June 30th, 1904.
64	Ephraim M. Shadinger, Mantoloking, Ocean Co., ...	22 years	$361 00	$250 00	Mar. 6, 1903	$309 35
65	Mrs. P. K. Hendrickson, Jackson's Mills, Ocean Co.,...	32 years	360 00	250 00	Mar. 6, 1903	309 35
66	Jane Eliza Baird, Bloomfield, Essex Co., ...	36 years	515 00	257 50	Mar. 6, 1903	318 65
67	Sanford S. White, Andover, Sussex Co., ...	39 years	410 00	250 00	Mar. 6, 1903	309 35
68	Samuel D. Quigg, Delanco, Burlington Co., ...	32½ yrs	500 00	250 00	Mar. 6, 1903	309 35
69	Anita A. Wright, Camden, Camden Co., ...	47 years	707 00	353 50	Mar. 6, 1903	437 45
70	Nehemiah Reese Whitacre, Marlton, Burlington Co., ...	21 years	430 80	250 00	Sept. 25, 1903	185 61
71	Edith E. Hulin, Bloomfield, Essex Co., ...	29 years	550 00	275 00	Sept. 25, 1903	204 18
72	M. Adelaide Healy, Newark, Essex Co., ...	20½ yrs	650 00	325 00	Sept. 25, 1903	241 32
73	Annie E. Stelle, New Brunswick, Middlesex Co.	35 years	680 00	340 00	Sept. 25, 1903	252 45
74	Lydia V. Marden, Trenton, Mercer Co., ...	43 years	520 00	260 00	Sept. 25, 1903	193 05
75	Marcia M. Wright, Trenton, Mercer Co., ...	43½ yrs	720 00	360 00	Sept. 25, 1903	267 30
*76	Jacob B. Maxwell, South Orange, Essex Co.,.....	34½ yrs	1,200 00	600 00	Sept. 25, 1903	362 20
77	George H. Voorhis, Trenton, Mercer Co., ...	40 years	1,500 00	600 00	Dec. 18, 1903	297 00
78	John M. Sullivan, Lower Bank, Burlington Co.,.	40 years	334 80	250 00	Dec. 18, 1903	123 74
79	Mrs. Deborah J. Bateman, Cedarville, Cumberland Co.,...	20 years	404 00	250 00	Dec. 18, 1903	123 74
80	Elias L. Dalrymple, Quakertown, Hunterdon Co.,..	21⅓ yrs	347 91	250 00	Dec. 18, 1903	123 74
81	Anna R. Johnson, Mt. Holly, Burlington Co.,....	36 years	348 20	250 00	Dec. 18, 1903	123 74
§82	Mrs. Jennie Lunger, Clinton, Hunterdon Co., ...	21 years	405 00	250 00	June 3, 1904	.....
§83	Mary E. Bergen, Cranbury, Middlesex Co., ...	30 years	340 00	250 00	June 3, 1904	.....
§84	Rachel D. Rowland, Trenton, Mercer Co., ...	30 years	520 00	260 00	June 3, 1904	.....
§85	Sarah L. Gaston, Trenton, Mercer Co., ...	35 years	540 00	270 00	June 3, 1904	.....
§86	Frances O. Crane, Elizabeth, Union Co., ...	36 years	575 00	287 50	June 3, 1904	.....
§87	Mary J. Vail, Jersey City, Hudson Co.,.....	31 years	710 40	355 20	June 3, 1904	.....
	Totals, 87, ...	2784 years	$52,212 31	$27,479 35		$65,011 49
	Averages, ...	32 years	$600 14	$315 85		‡ $802 61

* Deceased.
† Died before first payment was due.
§ Annuity begins July 1st, 1904.
‡ This average of amount received from the Fund to June 30th, 1904, is based on eighty-one annuities, as six annuities (Nos. 82 to 87, inclusive) do not begin to accrue till July 1st.

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ANNUITY RECORD BY CITIES AND COUNTIES TO JUNE 30TH, 1904.

The following table shows: (1) The annuitants from the various cities and counties; (2) amount of annuity; (3) date annuity began to accrue; (4) the amount received by each annuitant to June 30th, 1904, and by the various cities and counties to the same date:

COUNTY.	Number.	Name of annuitant and place retired from.	Amount of annuity.	Annuity began to accrue.	Amount received, to June 30, 1904.
Atlantic,	...	.....	.....	.....	.....
Bergen,	*4	Jacob Moench, Carlstadt,	$250 00	Jan. 1, 1898	$95 13
Burlington,	22	Anna R. Burr, Mt. Holly,	$250 00	Jan. 1, 1900	$1,113 66
"	68	Samuel D. Quigg, Delanco,	250 00	April 1, 1903	309 35
"	70	Nehemiah R. Whitacre, Marlton,	250 00	Oct. 1, 1903	185 61
"	78	John M. Sullivan, Lower Bank,	250 00	Jan. 1, 1904	123 74
"	81	Anna R. Johnson, Mt. Holly,	250 00	Jan. 1, 1904	123 74
		Total paid to Burlington county, to June 30th, 1904,	.....	.....	$1,856 10
Camden,	15	Sallie T. Brown, Camden City,	$375 00	April 1, 1899	$1,949 02
"	16	M. Jennie Wood, Camden City,	375 00	April 1, 1899	1,949 02
"	38	Helen Bamber, Camden City,	250 00	April 1, 1901	804 31
"	69	Anita A. Wright, Camden City,	353 50	April 1, 1903	437 45
		Total paid to Camden City, to June 30th, 1904,	.....	.....	$5,139 80
"	60	William Dougherty, Gloucester City,	$500 00	Jan. 1, 1903	$742 50
"	57	Priscilla H. Redfield, Gloucester City,	350 00	April 1, 1903	433 10
		Total paid to Gloucester City, to June 30th, 1904,	.....	.....	$1,175 60
"	62	Rachel H. Strong, Berlin,	$300 00	Jan. 1, 1903	$445 50
		Total paid to Camden county, to June 30th, 1904,	.....	.....	$6,760 90
Cape May,	25	Mrs. Hannah A. Collins, Cape May Court House,	$250 00	Jan. 1, 1900	$164 86
Cumberland,	* 5	Helen F. Hall, Shiloh,	$250 00	April 1, 1898	$948 88
"	*13	Anna Marshall, Millville,	250 00	April 1, 1899	223 91
"	79	Mrs. Deborah J. Bateman, Cedarville,	250 00	Jan. 1, 1904	123 74
		Total paid to Cumberland county, to June 30th, 1904,	.....	.....	$1,296 53
Essex,	2	Almira Walker, Orange,	$250 00	Dec. 1, 1897	$1,629 25
"	29	Hannah Oven, Orange,	250 00	July 1, 1900	989 92
		Total paid to Orange, to June 30th, 1904,	.....	.....	$2,619 17
"	3	Abby M. Munn, Montclair,	$375 00	Dec. 1, 1897	$2,444 01
"	6	Phebe Hancock, Newark,	$500 00	April 1, 1898	$3,093 73
"	14	Louise Chedister, Newark,	400 00	April 1, 1899	2,079 00
"	32	Esther J. Crosby, Newark,	500 00	Jan. 1, 1901	1,732 50
"	*35	Laura C. Delano, Newark,	325 00	April 1, 1901	884 84
"	42	Alice E. Johnson, Newark,	400 00	July 1, 1901	1,188 00
"	43	Jane E. Johnson, Newark,	600 00	Oct. 1, 1901	1,633 50
"	55	Margaret A. Rasch, Newark,	325 00	Jan. 1, 1903	482 64
"	63	Eunice A. McLeod, Newark,	446 00	April 1, 1903	551 90
"	72	M. Adelaide Healy, Newark,	325 00	Oct. 1, 1903	241 32
		Total paid to Newark, to June 30th, 1904,	.....	.....	$11,887 43
"	24	Samantha Wheeler, Bloomfield,	$275 00	Jan. 1, 1900	$1,225 09
"	49	Kate F. Hubbard, Bloomfield,	275 00	April 1, 1902	612 54
"	66	Jane Eliza Baird, Bloomfield,	257 60	April 1, 1902	318 65
"	71	Edith E. Hulin, Bloomfield.	275 00	Oct. 1, 1903	204 18
		Total paid to Bloomfield, to June 30th, 1904,	.....	.....	$2,360 46

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COUNTY.	Number.	Name of annuitant and place retired from.	Amount of annuity.	Annuity began to accrue	Amount received, to June 30, 1904.
Essex,	*76	Jacob B. Maxwell, South Orange,	$600 00	Oct. 1, 1903	$362 20
		Total paid to Essex county, to June 30th, 1904,			$19,673 27
Gloucester,	21	Mrs. Harriet J. Strang, Richwood,	$250 00	Jan. 1, 1900	$1,113 66
"	36	Kate G. Focer, Glassboro,	250 00	April 1, 1901	804 31
		Total paid to Gloucester county, to June 30th, 1904,			$1,917 97
Hudson,	* 7	Phebe A. Brigham, Jersey City,	$510 00	April 1, 1898	$2,603 06
"	* 8	Imogene L. Colvin, Jersey City,	312 00	July 1, 1898	866 58
"	53	Emma Johnson, Jersey City,	406 00	Jan. 1, 1903	602 88
"	54	Florence M. Coppinger, Jersey City,	326 40	Jan. 1, 1903	484 68
"	*59	Mrs. Eliza J. Eveland, Jersey City,	540 00	Jan. 1, 1903	164 83
"	87	Mary J. Vail, Jersey City,	355 20	July 1, 1904	
		Total paid to Jersey City, to June 30th, 1904,			$4,722 03
"	41	Helen E. Tifft, Hoboken,	$420 00	July 1, 1901	$1,247 40
"	58	Jeremiah Kelly, Hoboken,	600 00	Jan. 1, 1903	891 00
		Total paid to Hoboken, to June 30th, 1904,			$2,138 40
		Total paid to Hudson county, to June 30th, 1904,			$6,860 43
Hunterdon,	*10	Clara Bonham, Cherryville,	$250 00	Jan. 1, 1899	$1,325 79
"	30	Mrs. Mary S. Bond, Ringoes,	250 00	July 1, 1900	989 92
"	45	Mrs. Hattie Lindaberry, Anthony,	250 00	Jan. 1, 1902	618 70
"	56	Emily A. Davis, Lambertville,	250 00	Jan. 1, 1903	371 22
"	61	Ida F. Stout, Lambertville,	250 00	Jan. 1, 1903	371 22
"	80	Elias L. Dalrymple, Quakertown,	250 00	Jan. 1, 1904	123 74
"	82	Mrs. Jennie Lunger, Clinton,	250 00	July 1, 1904	
		Total paid to Hunterdon county, to June 30th, 1904,			$3,800 59
Mercer,	18	Jennie Hutchinson, Trenton,	$250 00	April 1, 1899	$1,299 27
"	27	Janet F. Wright, Trenton,	250 00	April 1, 1900	1,051 79
"	44	Mrs. Orrell F. Elwell, Trenton,	250 00	Oct. 1, 1901	680 57
"	74	Lydia V. Marden, Trenton,	260 00	Oct. 1, 1903	193 05
"	75	Marcia M. Wright, Trenton,	360 00	Oct. 1, 1903	267 30
"	77	George H. Voorhis, Trenton,	600 00	Jan. 1, 1904	297 00
"	84	Rachel D. Rowland, Trenton,	260 00	July 1, 1904	
"	85	Sarah L. Gaston, Trenton,	270 00	July 1, 1904	
		Total paid to Trenton, to June 30th, 1904,			$3,788 98
"	33	Sarah R. Bowne, Princeton,	$295 00	Jan. 1, 1901	$1,022 14
		Total paid to Mercer county, to June 30th, 1904,			$4,811 12
Middlesex,	39	Ellen Smith, New Brunswick,	$250 00	April 1, 1901	$804 31
"	40	Harriet E. Smith, New Brunswick,	250 00	July 1, 1901	742 44
"	†48	Sarah Rankinback, New Brunswick,	360 00		
"	73	Annie E. Stelle, New Brunswick,	340 00	Oct. 1, 1903	252 45
"	83	Mary E. Bergen, Cranbury,	250 00	July 1, 1904	
		Total paid to Middlesex county, to June 30th, 1904,			$1,799 20
Monmouth,	*51	Mrs. Jennie L. Morris, Long Branch,	$300 00	July 1, 1902	$123 75
Morris,	* 1	Joseph P. Leighton, Parker,	$250 00	Dec. 1, 1897	$1,292 78
"	*34	Mary G. Lindsley, Morristown,	287 50	Jan. 1, 1901	388 13
"	37	Nathaniel Kiser, Brookdale,	250 00	April 1, 1901	804 31
"	52	Emma L. Hodgkins, Boonton,	250 00	July 1, 1902	494 96
		Total paid to Morris county, to June 30th, 1904,			$2,980 18
Ocean,	*17	James Corkery, Forked River,	$300 00	April 1, 1899	$470 25
"	46	Noah E. Jeffery, Bay Head,	250 00	Jan. 1, 1902	618 70
"	64	Ephraim M. Shadinger, Mantoloking,	250 00	April 1, 1903	309 35
"	65	Mrs. P. K. Hendrickson, Jackson's Mills,	250 00	April 1, 1903	309 35
		Total paid to Ocean county, to June 30th, 1904,			$1,707 65

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COUNTY.	Number.	Name of annuitant and place retired from.	Amount of annuity.	Annuity began to accrue.	Amount received, to June 30, 1904.
Passaic,	9	Sarah J. Reynolds, Paterson,	$268 50	Jan. 1, 1899	$1,461 90
"	11	Mrs. Helen S. Donkersley, Paterson,	325 00	Jan. 1, 1899	1,769 68
"	19	Annie M. Atkinson, Paterson,	250 00	Jan. 1, 1900	1,113 66
		Total paid to Paterson, to June 30th, 1904,			$4,345 24
"	47	Ellen Couenhoven, Passaic,	$320 00	Jan. 1, 1902	$792 00
		Total paid to Passaic county, to June 30th, 1904,			$5,137 24
Salem,	*23	Hattie F. Hoffman, Pennsgrove,	$250 00	Jan. 1, 1900	$247 48
"	*28	Emily S. Sayre, Woodstown,	354 25	April 1, 1900	185 09
		Total paid to Salem county, to June 30th, 1904,			$432 57
Somerset,	*20	Mrs. E. Jennie Wortman, Liberty Corner,	$315 00	Jan. 1, 1900	$1,046 48
Sussex,	*12	Thamer Snover, Stillwater,	$250 00	April 1, 1899	$1,237 40
"	67	Sanford S. White, Andover,	250 00	April 1, 1903	309 35
		Total paid to Sussex county, to June 30th, 1904,			$1,546 75
Union,	26	Ella Hazard, Rahway,	$250 00	April 1, 1900	$1,051 79
"	50	Minnie Whitehead, Rahway,	250 00	April 1, 1902	556 83
		Total paid to Rahway, to June 30th, 1904,			$1,608 62
"	31	Carrie B. Runyon, Plainfield,	$375 00	Oct. 1, 1900	$1,392 15
"	86	Frances O. Crane, Elizabeth,	287 50	July 1, 1904	.....
		Total paid to Union county, to June 30th, 1904,			$3,000 77
Warren,		.....	.....	.....	.....
		Total paid in State, to June 30th, 1904,			$65,011 49

* Deceased.
† Died before payment was due.

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COUNTY.	Number of teachers in New Jersey, June 30, 1904.	Number of teachers who were members of the Fund, June 30, 1904.	Percentage of membership to total of teachers, June 30, 1904.	Number of teachers retired on annuity, to June 30, 1904.	Amount received from Fund by retired teachers, to June 30, 1904.	Amount of annuities per year in force, July 1, 1904.	Applications for annuity on file, June 30, 1904.†	Amount of annuities claimed by applications on file, June 30, 1904.†
Atlantic,	229	25	.10	.....	.....	.....	.....	.....
Bergen,	443	74	.16	1	$95 13	.....	.....	.....
Burlington,	252	94	.37	5	1,856 10	$1,250 00	.....	.....
Camden,	497	314	.63	7	6,760 90	2,503 50	.....	.....
Cape May,	90	13	.14	1	164 86	.....	.....	.....
Cumberland,	242	107	.44	3	1,296 53	250 00	2	$500 00
Essex,	1,791	637	.35	17	19,673 27	5,453 50	6	2,105 00
Gloucester,	167	82	.49	2	1,917 97	500 00	1	250 00
Hudson,	1,495	1,169	.78	8	6,860 43	2,107 60	1	357 00
Hunterdon,	166	54	.32	7	3,800 59	1,500 00	1	250 00
Mercer,	391	254	.65	9	4,811 12	2,795 00	.....	.....
Middlesex,	324	104	.32	5	1,799 20	1,090 00	2	605 00
Monmouth,	410	135	.33	1	123 75	.....	.....	.....
Morris,	285	71	.26	4	2,980 18	500 00	.....	.....
Ocean,	130	21	.17	4	1,707 65	750 00	.....	.....
Passaic,	733	292	.42	4	5,137 24	1,163 50	.....	.....
Salem,	139	51	.36	2	432 57	.....	1	250 00
Somerset,	162	36	.23	1	1,046 48	.....	1	250 00
Sussex,	146	36	.26	2	1,546 75	250 00	.....	.....
Union,	408	207	.49	4	3,000 77	1,162 50	.....	.....
Warren,	194	51	.27	.....	.....	.....	1	250 00
Totals,	8,694	3,826	.44	87	$65,011 49	*$21,275 60	16	† $4,817 00

* Less one per cent. deducted for the Fund, making $21,062.85 the net amount of annuities in force on July 1st, 1904.

† For further particulars as to applications for annuity, see page 345.

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 refusal and 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.

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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.

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STATISTICAL TABLES.

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Financial Report by Districts, for the County of ATLANTIC, State

DISTRICTS.	Amount due the district, July 1st, 1903, from State and county funds.	Amount due the district, July 1st, 1903, from district tax.	Amount due the district, July 1st, 1903, from other sources.	Total amount due the district, July 1st, 1903.	Amount expended for teachers' salaries.	Amount expended for fuel and janitors' salaries.	Amount expended for building and repairing, excluding debt and interest.
Atlantic City, ...	$47,749 08	$79,243 62	$24,524 91	$151,517 61	$59,117 26	$11,919 76	$38,245 75
Absecon City, ...	1,044 20	933 30	510 00	2,487 50	1,267 50	121 86	57 25
Brigantine City, ...	257 64	260 17	.....	517 81	405 00	31 90	5 75
Buena Vista Twp.,	3,530 25	1,631 49	401 86	5,563 60	3,577 50	199 01	52 88
Egg Harbor City,..	3,795 25	4,441 01	1,059 90	9,296 16	5,125 00	721 63	1,177 73
Egg Harbor Twp..	3,772 59	5,144 27	590 00	9,506 86	4,972 50	780 29	403 53
Galloway Twp., ..	4,257 05	4,041 61	40 00	8,338 66	5,130 00	362 58	311 76
Hammonton, ...	8,651 21	12,829 84	164 67	21,645 72	10,881 92	1,691 85	785 60
Hamilton Twp., ..	3,663 74	2,941 61	331 47	6,936 82	4,068 00	406 92	233 70
Linwood, ...	1,192 91	841 19	500 00	2,534 10	1,467 00	136 38	23 39
Longport, ...	565 95	166 38	.....	732 33	450 00	.....	.....
Mullica Twp., ...	1,849 96	1,866 13	36 22	3,752 31	2,250 00	260 68	80 90
Pleasantville, ...	4,707 39	5,996 00	4,219 11	14,922 50	5,796 25	899 89	1,688 48
Somers Point City,	684 43	796 70	33 00	1,514 13	810 00	121 25	41 50
So. Atlantic City..	284 71	277 91	.....	562 62	360 00	122 50	.....
Ventnor City, ...	.....	1,285 77	.....	1,285 77	336 00	264 00	98 49
Weymouth Twp., .	2,019 32	1,611 72	43 32	3,674 36	2,403 75	88 40	.....
Total,.....	$88,025 68	$124,308 72	$32,454 46	$244,788 86	$108,417 68	$18,128 90	$43,206 71

Note.—No moneys expended for tuition of pupils in adjoining districts.

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of New Jersey, for the School Year Ending June 30th, 1904.

Amount expended for debt and interest.	Amount expended for manual training.	Amount expended for text-books, apparatus and supplies.	Amount expended for transportation of pupils.	Amount expended for other school purposes.	Total amount expended.	Balance of State and county funds, June 30th, 1904.	Balance of district tax, June 30th, 1904.	Balance of moneys from other sources, June 30th, 1904.	Total balance, June 30th, 1904.
$18,154 13	$4,272 18	$7,643 37	.....	$8,250 76	$147,603 21	.....	$3,914 40	.....	$3,914 40
500 00	.....	150 03	.....	83 70	2,180 34	.....	307 16	.....	307 16
.....	.....	14 95	.....	57 26	514 86	.....	2 95	.....	2 95
690 03	.....	292 40	.....	380 63	5,192 45	.....	371 15	.....	371 15
529 78	.....	478 87	$151 80	286 23	8,471 04	.....	.....	$825 12	825 12
321 50	.....	572 81	.....	919 47	7,970 10	.....	1,536 76	.....	1,536 76
387 05	.....	574 18	.....	310 85	7,076 42	.....	1,239 58	22 66	1,262 24
1,560 00	.....	810 77	.....	635 74	16,365 88	.....	5,141 07	138 77	5,279 84
.....	.....	241 63	291 80	1,576 97	6,819 02	.....	.....	117 80	117 80
510 25	.....	134 19	.....	106 51	2,377 72	.....	156 38	.....	156 38
.....	.....	15 77	.....	.....	465 77	.....	266 56	.....	266 56
.....	.....	136 22	.....	142 75	2,870 55	.....	845 54	36 22	881 76
4,468 72	.....	490 79	.....	1,529 83	14,873 96	.....	.....	48 54	48 54
.....	.....	87 43	.....	116 43	1,176 61	.....	337 52	.....	337 52
.....	.....	7 80	.....	62 50	552 80	.....	9 82	.....	9 82
.....	.....	32 01	.....	169 68	900 18	.....	385 59	.....	385 59
412 53	.....	145 07	.....	281 38	3,331 13	$0 57	339 34	3 32	343 23
$27,533 99	$4,272 18	$11,828 29	$443 60	$14,910 69	$228,742 04	$0 57	$14,853 82	$1,192 43	$16,046 82

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Apportionment of School Moneys, by Districts, for County of ATLANTIC,

DISTRICTS.	Balance State and county moneys, July 1st, 1904.	Balance district tax, July 1st, 1904.	Balance received from other sources, July 1st, 1904.	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,	.....	$3,914 40	.....	$78,442 96	$301 85	.....	$32,514 50
Absecon City,	.....	307 16	.....	1,650 28	5 72	.....	800 00
Brigantine City,	.....	2 95	.....	474 80	1 49	.....	.....
Buena Vista Twp.,	.....	371 15	.....	6,492 53	24 46	.....	1,100 00
Egg Harbor City,	.....	.....	$825 12	6,783 95	26 04	.....	1,250 00
Egg Harbor Twp.,	.....	1,536 76	.....	5,940 05	20 36	.....	1,300 00
Galloway Twp.,	.....	1,239 58	22 66	7,226 27	26 27	.....	2,050 00
Hammonton,	.....	5,141 07	138 77	15,037 42	52 25	.....	5,750 00
Hamilton Twp.,	.....	.....	117 80	5,758 86	18 94	.....	600 00
Linwood,	.....	156 38	.....	1,915 35	7 16	.....	700 00
Longport,	.....	266 56	.....	375 80	95	.....	120 00
Mullica Twp.,	.....	845 54	36 22	2,612 92	7 69	.....	950 00
Pleasantville,	.....	.....	48 54	7,914 32	26 75	.....	3,450 00
Somers Point City,	.....	337 52	.....	1,156 44	4 12	.....	225 00
So. Atlantic City,	.....	9 82	.....	391 09	1 04	.....	300 00
Ventnor City,	.....	385 59	.....	200 00	.....	.....	1,000 00
Weymouth Twp.,	$0 57	339 34	3 32	3,069 76	9 09	.....	700 00
Total,	$0 57	$14,853 82	$1,192 43	$145,442 80	$534 18	.....	$52,809 50

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State of New Jersey, for the School Year Ending June 30th, 1905.

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 manual training and other sources.	Total amount available for school year ending June 30th, 1905.
.....	$25,000 00	$2,500 00	$19,229 12	$79,243 62	.....	$161,902 83
.....	.....	.....	.....	800 00	.....	2,763 16
.....	.....	.....	.....	.....	.....	479 24
.....	.....	.....	275 00	1,375 00	.....	8,263 14
.....	800 00	.....	1,410 00	3,460 00	.....	11,095 11
.....	425 00	.....	.....	1,725 00	.....	9,222 17
.....	330 00	.....	688 00	3,068 00	.....	11,582 78
.....	1,000 00	.....	1,520 00	8,270 00	.....	28,639 51
.....	1,500 00	.....	.....	2,100 00	.....	7,995 60
.....	100 00	.....	.....	800 00	.....	2,878 89
.....	.....	.....	.....	120 00	.....	763 31
.....	250 00	.....	.....	1,200 00	.....	4,702 37
.....	175 00	.....	2,250 00	5,875 00	.....	13,864 61
.....	25 00	.....	.....	250 00	.....	1,748 08
.....	.....	.....	.....	300 00	.....	701 95
$23,000 00	10,000 00	.....	.....	34,000 00	.....	34,585 59
.....	.....	.....	300 00	1,000 00	.....	4,422 08
$23,000 00	$39,605 00	$2,500 00	$25,672 12	$143,586 62	.....	$305,610 42

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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 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.
Atlantic City,	174	2,659	2,652	5,311	44	10,934	.650	4,012
Absecon City,	166	50	50	100	1	248	.493	72
Brigantine City,	164	10	16	26	.....	31	.180	15
Buena Vista Township,	169	326	289	615	1	1,065	.554	332
Egg Harbor City,	178	218	216	434	8	2,206	1.540	357
Egg Harbor Township,	164	217	207	424	2	486	.302	268
Galloway Township,	169	243	259	502	4	1,534	.662	360
Hammonton,	175½	513	520	1,033	14	3,608	.820	742
Hamilton Township,	169	195	177	372	7	244	.270	246
Linwood,	166	67	65	132	.....	332	.660	89
Longport,	166	10	7	17	1	.....	.....	14
Mullica Township,	165	86	92	178	3	568	.486	109
Pleasantville,	168	285	305	590	5	1,827	.964	397
Somers Point City,	166	40	39	79	.....	77	.220	28
South Atlantic City,	162	6	8	14	.....	99	.610	10
Ventnor City,	152½	3	4	7	.....	169	1.408	6
Weymouth Township,	170	112	87	199	1	407	.394	128
Total,	167	5,040	4,993	10,033	91	23,835	.619	7,185

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State of New Jersey, for the School Year Ending June 30th, 1904.

Average daily attendance.	Percentage of daily attendance on average enrollment.	Number of pupils on roll in kindergartens.	Number of pupils on roll in primary grade.	Number of pupils on roll in grammar grade.	Number of pupils on roll in high school grade.	Number of different pupils transported.	Total number of days transported.	Average number of pupils transported per day.	Total number of male teachers employed.	Total number of female teachers employed.	Average salary per month paid to all male teachers.	Average salary per month paid to all female teachers.
3,657	.910	.....	3,669	1,337	305	.....	.....	.....	5	108	$146 30	$50 00
66	.894	.....	51	46	3	.....	.....	.....	1	2	60 00	40 00
13	.859	.....	15	11	.....	.....	.....	.....	.....	1	.....	45 00
289	.843	.....	358	249	8	.....	.....	.....	4	6	40 62	39 20
327	.898	60	273	80	21	13	1,125	9	1	9	133 33	48 45
234	.874	.....	240	174	10	.....	.....	.....	5	6	59 00	49 91
303	.862	.....	289	201	12	.....	.....	.....	5	7	56 00	41 42
652	.879	60	672	246	55	.....	.....	.....	1	24	140 88	44 06
228	.881	.....	245	111	16	10	1,001½	7	3	7	52 50	42 07
76	.850	.....	82	44	6	.....	.....	.....	2	1	61 50	40 00
13	.964	.....	12	5	.....	.....	.....	.....	.....	1	.....	50 00
93	.841	.....	95	74	9	.....	.....	.....	.....	6	.....	41 33
349	.878	.....	283	269	38	.....	.....	.....	3	10	75 00	42 50
27	.937	.....	39	40	.....	.....	.....	.....	1	1	55 00	35 00
9	.922	.....	9	5	.....	.....	.....	.....	.....	1	.....	40 00
5	.865	.....	6	1	.....	.....	.....	.....	.....	1	.....	42 00
110	.871	.....	111	83	5	.....	.....	.....	.....	7	.....	37 85
6,451	.884	120	6,449	2,976	488	23	2,126½	16	31	198	$80 00	$42 45

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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, 1903, from district tax.	Amount due the district, July 1st, 1903, from other sources.	Total amount due the district, July 1st, 1903.	Amount expended for teachers' salaries.	Amount expended for fuel and janitors' salaries.	Amount expended for building and repairing, excluding d bt and interest,
Allendale,	$926 87	$2,493 60	$572 16	$3,992 63	$1,650 00	$328 89	$187 15
Bergenfield,	1,225 02	3,618 88	827 42	5,671 32	2,550 00	331 80	226 50
Bogota,	583 53	1,933 78	140 21	2,657 52	1,414 10	351 74	75 52
Carlstadt,	3,728 64	5,900 00	17,845 87	27,474 51	5,810 00	506 70	14,338 26
Cliffside Park,	1,592 88	4,924 62	4,535 00	11,052 50	3,125 00	673 72	4,377 35
Cresskill,	635 95	1,204 85	826 68	2,667 48	1,300 00	155 03	197 95
Delford,	1,434 44	4,840 00	1,528 78	7,803 22	3,066 50	746 03	34 94
Dumont,	1,271 23	3,547 86	57 50	4,876 59	2,450 00	283 00	130 35
East Rutherford,	3,760 47	10,350 37	11,543 41	25,654 25	7,935 00	1,688 35	11,067 12
Edgewater,	866 40	5,575 92	210 94	6,653 26	2,500 00	561 68	.....
Englewood Township,	200 00	1,005 88	701 52	1,907 40	700 00	167 74	.....
Englewood City,	10,612 89	33,000 00	830 92	44,443 81	29,451 00	4,491 58	3,055 42
Englewood Special,	228 73	645 98	2,026 90	2,901 61	700 00	89 99	.....
Fairview,	1,370 77	4,621 27	5,046 53	11,038 57	3,078 50	734 80	4,330 41
Fort Lee Special,	2,443 13	7,202 81	3,065 29	12,711 23	5,416 50	668 95	114 61
Franklin,	1,687 46	4,540 71	1,045 25	7,273 42	2,700 75	200 83	1,470 00
Garfield,	6,559 97	11,388 68	860 54	18,809 19	10,259 97	1,695 44	250 00
Glen Rock,	699 53	2,754 56	1,746 14	5,200 23	1,490 00	284 40	1,448 84
Harrington,	5,828 71	18,843 71	5,259 71	29,932 13	13,394 39	2,491 89	1,426 17
Hasbrouck Heights,	3,113 82	6,035 51	10 00	9,159 33	6,175 00	815 38	488 77
Hillsdale,	1,439 81	4,094 61	242 95	5,777 37	2,900 00	507 55	72 31
Hohokus,	3,220 30	7,918 05	2,610 13	13,748 48	6,000 00	1,038 73	395 95
Leonia,	964 50	4,095 69	25,868 26	30,928 45	2,100 00	238 00	3,376 96
Little Ferry,	2,252 33	3,370 00	2,381 33	8,003 66	3,625 00	608 49	144 35
Lodi Borough,	4,399 27	7,722 49	2,050 54	14,172 30	7,274 00	1,052 12	150 11
Lodi Township,	1,307 01	1,812 15	1,531 40	4,650 56	1,855 00	309 65	190 85
Maywood,	881 52	3,584 94	713 75	5,180 21	1,900 00	576 25	483 00
Midland Park,	2,178 44	3,012 56	2,802 49	7,993 49	3,748 50	548 66	35 57
Midland,	900 90	2,797 81	32 87	3,731 58	1,650 00	366 52	.....
Montvale,	556 73	1,087 20	486 82	2,130 75	1,000 00	162 05	15 98
New Barbadoes,	15,575 69	39,985 78	81,589 49	137,150 96	35,188 50	4,532 79	32,985 70
North Arlington,	306 18	797 38	40 00	1,143 56	600 00	115 25	26 40
Oakland,	330 13	450 00	125 00	905 13	450 00	27 00	.....

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of New Jersey, for the School Year Ending June 30th, 1904.

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, 1904.	Balance of district tax, June 30th, 1904.	Balance of moneys from other sources, June 30th, 1904.	Total balance, June 30th, 1904.
$600 00	.....	$128 26	$608 22	.....	.....	$3,502 52	.....	$377 95	$112 16	$490 11
815 00	.....	212 95	209 72	.....	.....	4,345 97	$5 02	727 68	592 65	1,325 35
350 00	.....	90 67	308 68	.....	.....	2,590 71	.....	.....	66 81	66 81
600 00	$1,218 17	564 25	649 24	.....	.....	23,686 62	.....	777 42	3,010 47	3,787 89
350 00	.....	242 86	1,587 98	.....	.....	10,356 91	.....	695 59	.....	695 59
.....	.....	83 15	755 95	.....	.....	2,492 08	.....	175 40	.....	175 40
1,640 00	.....	244 67	1,450 82	.....	$4 50	7,187 46	.....	.....	615 76	615 76
505 00	.....	255 61	165 68	.....	20 00	3,809 64	.....	1,050 87	16 08	1,066 95
1,113 00	.....	814 13	520 07	$9 00	80 00	23,226 67	.....	639 91	1,787 67	2,427 58
912 50	.....	219 49	2,370 45	28 60	.....	6,592 72	.....	60 54	.....	60 54
.....	.....	34 26	794 21	.....	20 00	1,716 21	.....	.....	191 19	191 19
600 00	.....	2,330 95	3,794 99	.....	.....	43,723 95	.....	.....	719 86	719 86
.....	.....	19 25	101 63	.....	.....	910 87	.....	.....	1,990 74	1,990 74
625 00	.....	554 37	1,375 88	.....	.....	10,698 96	.....	251 47	88 14	339 61
1,000 00	.....	576 18	4,285 13	216 75	428 00	12,706 12	.....	5 11	.....	5 11
.....	.....	351 19	1,511 09	.....	354 60	6,588 46	.....	664 96	20 00	684 96
2,365 85	1,000 00	500 00	1,333 80	.....	.....	17,405 06	.....	1,367 59	36 54	1,404 13
680 00	.....	121 63	103 57	.....	.....	4,128 44	.....	1,059 20	12 59	1,071 79
3,265 00	.....	675 44	1,280 74	.....	80 00	22,613 63	.....	7,318 50	.....	7,318 50
670 00	.....	500 92	405 37	.....	.....	9,055 44	.....	103 89	.....	103 89
525 00	.....	251 00	87 03	.....	.....	4,342 89	.....	1,382 36	52 12	1,434 48
1,200 00	.....	550 63	1,398 97	.....	297 75	10,882 03	.....	.....	2,866 45	2,866 45
116 00	.....	225 91	5,999 28	.....	566 00	12,621 98	.....	1,649 38	16,657 09	18,306 47
133 50	.....	335 65	2,568 12	.....	.....	7,415 15	.....	536 58	51 93	588 51
1,307 50	.....	521 13	2,588 30	.....	.....	12,893 16	.....	1,279 14	.....	1,279 14
601 50	.....	107 50	1,350 43	.....	200 00	4,614 90	.....	35 66	.....	35 66
725 00	.....	159 75	268 24	.....	.....	4,112 24	.....	534 87	533 10	1,067 97
662 50	.....	332 54	2,193 24	.....	.....	7,521 01	.....	.....	472 48	472 48
.....	.....	203 22	723 75	.....	.....	2,943 49	.....	788 09	.....	788 09
212 00	.....	70 75	457 03	.....	.....	1,917 78	.....	106 43	106 54	212 97
3,245 05	2,943 74	4,191 54	30,312 87	.....	.....	116,400 25	.....	.....	20,750 71	20,750 71
.....	.....	84 96	75 05	.....	.....	901 66	.....	241 90	.....	241 90
.....	.....	34 24	144 93	.....	.....	656 17	.....	248 96	.....	248 96
.....	.....	60 59	56 61	.....	.....	906 35	.....	169 44	.....	169 44
575 00	.....	469 35	2,314 49	.....	.....	7,611 51	.....	.....	23 55	23 55
1,812 50	.....	832 29	6,710 03	.....	.....	19,932 57	.....	30,730 32	.....	30,730 32
750 00	.....	247 89	491 10	.....	.....	4,133 89	28 87	1,096 14	47 38	1,172 39
662 50	.....	441 11	2,659 90	.....	290 00	8,778 61	.....	519 70	.....	519 70
.....	.....	434 95	256 12	.....	30 00	4,296 52	.....	263 18	9 68	272 86
1,000 00	.....	264 86	522 38	.....	.....	5,220 57	.....	5 60	.....	5 60
1,562 50	.....	280 00	1,320 00	33 85	206 08	8,017 51	.....	3,269 38	.....	3,269 38
3,550 00	1,310 47	874 13	2,943 04	.....	.....	21,167 13	.....	.....	2,996 33	2,996 33
577 50	.....	80 47	1,209 04	.....	.....	4,596 49	.....	607 79	16 73	624 52
3,558 26	.....	3,423 74	10,330 64	.....	.....	42,895 57	.....	1,330 07	322 51	1,652 58
.....	.....	47 39	44 35	.....	.....	1,115 42	.....	56 26	60	56 86
2,427 50	.....	482 86	282 80	.....	.....	11,110 33	.....	186 73	569 23	755 96
125 00	.....	212 43	386 90	.....	.....	4,419 94	.....	3 38	2 18	5 56
.....	.....	468 85	1,108 95	55 50	300 00	7,382 49	.....	206 41	15 58	221 99
575 00	.....	839 18	3,234 97	.....	.....	11,152 92	.....	3,496 45	159 98	3,656 43
.....	.....	46 07	84 22	.....	.....	743 94	.....	36 99	.....	36 99
1,737 50	.....	284 41	2,213 80	.....	.....	9,596 96	.....	622 89	11 46	634 35
1,372 50	.....	171 79	4,717 89	.....	.....	9,517 54	157 78	30 25	.....	188 03
937 50	.....	346 04	1,903 57	.....	.....	7,686 86	.....	236 24	.....	236 24
550 00	.....	81 91	558 35	.....	.....	2,536 05	.....	14 68	.....	14 68
.....	.....	184 60	124 38	.....	.....	3,114 70	.....	96 28	145 84	242 12
0,592 66	$6,472 38	$26,166 96	$115,253 99	$343 70	$2,876 93	$600,495 02	$191 67	$65,057 63	$55,072 13	$120,321 43

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Apportionment of School Moneys, by Districts, for County of BERGEN,

DISTRICTS.	Balance State and county moneys, July 1st, 1904.	Balance district tax, July 1st, 1904.	Balance received from other sources, July 1st, 1904.	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,	.....	$377 95	$112 16	$876 50	$12 51	.....	$1,300 00
Alpine,	.....	1,656 72	.....	898 42	9 43	.....	2,585 00
Bergenfield,	$5 02	727 68	592 65	1,219 98	19 00	.....	2,292 50
Bogota,	.....	.....	66 81	565 87	7 50	.....	1,980 00
Carlstadt,	.....	777 42	3,010 47	3,745 51	66 42	.....	4,600 00
Cliffside Park,	.....	695 59	.....	1,567 71	25 69	.....	3,600 00
Closter,	.....	1,633 96	.....	1,636 36	22 00	.....	3,570 00
Cresskill,	.....	175 40	.....	602 40	9 16	.....	1,300 00
Delford,	.....	.....	615 76	1,422 06	19 09	.....	3,090 00
Demarest,	.....	1,034 53	.....	924 70	10 62	.....	1,200 00
Dumont,	.....	1,050 87	16 08	1,221 38	19 06	.....	2,045 00
East Rutherford,	.....	639 91	1,787 67	3,929 46	60 15	.....	6,200 00
Edgewater,	.....	60 54	.....	1,508 49	23 01	.....	5,500 00
Englewood City,	.....	.....	719 86	11,243 70	110 57	.....	29,900 00
Englewood Cliffs,	.....	.....	2,181 93	502 78	4 65	.....	2,250 00
Etna,	93 50	16 94	.....	836 54	10 70	.....	1,700 00
Fairview,	.....	251 47	88 14	1,528 09	14 84	.....	2,800 00
Franklin Township,	.....	664 96	20 00	1,668 43	21 19	.....	2,150 00
Garfield,	.....	1,367 59	36 54	6,326 98	96 24	.....	6,950 00
Glen Rock,	.....	1,059 20	12 59	861 68	11 84	.....	1,550 00
Harrington Township,	.....	1,507 06	.....	2,168 59	25 27	.....	3,500 00
Harrington Park,	.....	611 91	.....	.....	.....	.....	750 00
Hasbrouck Heights,	.....	103 89	.....	3,270 83	39 40	.....	4,650 00
Haworth,	.....	874 32	.....	582 76	5 55	.....	1,760 00
Hillsdale Township,	.....	1,382 36	52 12	1,347 56	15 72	.....	2,450 00
Hohokus Township,	.....	.....	2,866 45	3,225 76	46 41	.....	4,900 00
Leonia,	.....	1,649 38	16,657 09	882 34	12 77	.....	2,500 00
Little Ferry,	.....	536 58	51 93	2,191 49	35 81	.....	2,950 00
Lodi,	.....	1,279 14	.....	4,847 02	63 66	.....	6,000 00
Lodi Township,	.....	35 66	.....	1,170 30	16 75	.....	1,200 00
Maywood,	.....	534 87	533 10	885 67	12 92	.....	2,000 00
Midland Park,	.....	.....	472 48	2,218 99	37 06	.....	2,900 00
Midland Township,	.....	788 09	.....	886 89	12 98	.....	2,000 00
Montvale,	.....	106 43	106 54	536 55	7 08	.....	745 00
New Barbadoes,	.....	.....	20,750 71	15,579 39	225 30	.....	29,845 00
North Arlington,	.....	241 90	.....	278 17	3 54	.....	550 00
Oakland,	.....	248 96	.....	325 54	5 68	.....	385 00
Old Tappan,	.....	169 44	.....	285 31	3 86	.....	525 00
Orvil Township,	.....	.....	23 55	1,711 17	23 13	.....	3,000 00
Overpeck Township,	.....	30,730 32	.....	4,874 88	66 73	.....	7,950 00
Palisades Park,	.....	519 70	.....	1,190 31	17 66	.....	4,230 00
Palisades Township,	28 87	1,096 14	47 38	1,216 94	18 86	.....	2,075 00
Park Ridge,	.....	263 18	9 68	1,440 00	19 91	.....	2,800 00
Ridgefield,	.....	5 60	.....	904 28	13 77	.....	2,500 00
Ridgefield Township,*	.....	3,274 49	.....	3,324 77	50 89	.....	7,930 00
Ridgewood,	.....	.....	2,996 33	5,289 35	69 20	.....	11,600 00
Riverside,	.....	607 79	16 73	859 92	11 76	.....	2,125 00
Rutherford,	.....	1,330 07	322 51	9,608 77	127 09	.....	21,122 95
Saddle River,	.....	56 26	60	546 31	6 62	.....	540 00
Saddle River Township,	.....	186 73	569 23	2,914 52	41 38	.....	2,900 00
Teaneck,	.....	3 38	2 18	1,296 72	13 42	.....	2,800 00
Tenafly,	.....	206 41	15 58	2,014 11	27 79	.....	4,700 00
Union,	.....	3,496 45	159 98	3,308 17	41 09	.....	4,560 00
Upper Saddle River,	.....	36 99	.....	321 70	5 51	.....	235 00
Wallington,	.....	622 89	11 46	3,184 35	44 54	.....	2,541 11
Washington,	64 28	13 31	.....	540 27	6 35	.....	1,100 00
Westwood,	.....	236 24	.....	1,913 91	23 25	.....	3,680 00
Woodcliff,	.....	14 68	.....	573 50	7 85	.....	760 00
Wood Ridge,	.....	96 28	145 84	1,128 17	14 85	.....	1,850 00
Total,	$191 67	$65 057 63	$55 072 13	$131 952 32	$1 795 08	.....	$247,171 50

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State of New Jersey, for the School Year Ending June 30th, 1904.

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 manual training and other sources.	Total amount available for school year ending June 30th, 1905.
.....	.....	.....	$575 00	$1,875 00	.....	$3,254 12
.....	.....	.....	.....	2,585 00	.....	5,149 57
.....	.....	.....	782 50	3,075 00	.....	5,639 33
.....	$150 00	.....	350 00	2,480 00	.....	3,120 18
.....	200 00	$600 00	660 00	6,060 00	$600 00	14,259 82
.....	1,500 00	.....	350 00	5,450 00	.....	7,738 99
.....	325 00	.....	1,245 00	5,140 00	.....	8,432 32
.....	.....	.....	.....	1,300 00	.....	2,086 96
.....	210 00	.....	1,600 00	4,900 00	.....	6,956 91
.....	.....	.....	.....	1,200 00	.....	3,169 85
.....	125 00	.....	967 50	3,137 50	.....	5,444 89
.....	200 00	.....	1,613 00	8,013 00	.....	14,430 19
.....	1,720 00	.....	1,030 00	8,250 00	.....	9,842 04
.....	2,500 00	.....	600 00	33,000 00	.....	45,074 13
.....	.....	.....	600 00	2,850 00	.....	5,539 36
.....	.....	.....	175 00	1,875 00	.....	2,832 68
.....	.....	.....	625 00	3,425 00	.....	5,307 54
$150 00	1,850 00	.....	.....	4,150 00	.....	6,524 58
.....	250 00	950 00	2,200 00	10,350 00	950 00	19,127 35
.....	1,800 00	.....	560 00	3,910 00	.....	5,855 31
.....	.....	.....	425 00	3,925 00	.....	7,625 92
.....	.....	.....	361 95	1,111 95	.....	1,723 86
.....	700 00	.....	670 00	6,020 00	.....	9,434 12
.....	240 00	.....	300 00	2,300 00	.....	3,762 63
.....	.....	.....	.....	2,450 00	.....	5,247 76
.....	200 00	.....	1,440 00	6,540 00	.....	12,678 62
.....	.....	.....	900 00	3,400 00	.....	22,601 58
.....	300 00	.....	600 00	3,850 00	.....	6,665 81
.....	.....	.....	1,295 00	7,295 00	.....	13,484 82
.....	200 00	.....	586 50	1,986 50	.....	3,209 21
.....	.....	.....	700 00	2,700 00	.....	4,666 56
.....	.....	.....	637 50	3,537 50	.....	6,266 03
.....	.....	.....	.....	2,000 00	.....	3,687 96
.....	125 00	.....	404 00	1,274 00	.....	2,050 60
.....	2,655 00	1,500 00	8,366 05	42,366 05	1,500 00	80,421 45
.....	150 00	.....	.....	700 00	.....	1,223 61
.....	.....	.....	.....	385 00	.....	965 18
.....	10 00	.....	.....	535 00	.....	993 61
.....	200 00	.....	550 00	3,750 00	.....	5,507 85
.....	1,500 00	.....	3,277 50	12,727 50	.....	48,399 43
.....	.....	.....	637 50	4,867 50	.....	6,595 17
.....	450 00	.....	710 00	3,235 00	.....	5,643 19
.....	.....	.....	.....	2,800 00	.....	4,532 77
.....	.....	.....	1,250 00	3,750 00	.....	4,673 65
.....	.....	.....	.....	7,930 00	.....	14,580 15
.....	600 00	600 00	4,475 00	17,275 00	600 00	26,229 88
.....	.....	.....	1,050 00	3,175 00	.....	4,671 20
.....	2,600 00	.....	3,456 56	27,179 51	.....	38,567 95
.....	50 00	.....	.....	590 00	.....	1,199 79
.....	1,400 00	.....	2,870 00	7,170 00	.....	10,881 86
.....	200 00	.....	625 00	3,625 00	.....	4,940 70
.....	300 00	.....	.....	5,000 00	.....	7,263 89
.....	.....	.....	1,525 00	6,085 00	.....	13,090 69
.....	50 00	.....	.....	285 00	.....	649 20
.....	250 00	.....	2,206 25	4,997 36	.....	8,860 60
.....	.....	.....	500 00	1,600 00	.....	2,224 21
.....	.....	.....	925 00	4,605 00	.....	6,778 40
.....	50 00	.....	525 00	1,335 00	.....	1,931 03
.....	750 00	.....	.....	2,600 00	.....	3,985 14
$150 00	$23,810 00	$3,650 00	$55,201 81	$329,983 37	$3,650 00	$587,702 20

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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 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.
Allendale,	188	70	48	118	.....	112	.20	86
Bergenfield,	193½	92	96	188	.....	535	.69	139
Bogota,	191	41	46	87	1	61	.16	56
Carlstadt,	198	317	308	625	15	1,307	.55	538
Cliffside Park,	197	156	142	298	4	471	.48	219
Cresskill,	173	45	46	91	.....	166	.47	66
Delford,	192½	75	95	170	6	275	.28	131
Dumont,	192	93	79	172	7	621	.81	137
East Rutherford,	189	322	319	641	18	898	.42	483
Edgewater,	184	93	80	173	1	130	.23	110
Englewood Township,	193	19	24	43	.....	179	.93	30
Englewood City,	182½	577	603	1,180	5	2,757	.36	899
Englewood Special,	188	7	1	8	.....	7	.04	7
Fairview,	187½	136	151	287	.....	308	.20	213
Fort Lee,	192	200	170	370	3	573	.37	275
Franklin Township,	185	139	163	302	1	564	.51	187
Garfield,	191½	472	497	969	8	2,034	.58	705
Glen Rock,	190½	82	72	154	3	265	.51	105
Harrington Township,	188½	413	359	772	5	1,122	.30	563
Hasbrouck Heights,	187	188	171	359	2	1,247	.74	292
Hillsdale Township,	191	88	80	168	2	544	.57	126
Hohokus Township,	187	235	265	500	7	797	.42	372
Leonia,	190	76	57	133	1	220	.39	103
Little Ferry,	194	187	192	379	4	331	.24	296
Lodi,	185	343	355	698	57	578	.24	508
Lodi Township,	188½	112	91	203	.....	294	.39	134
Maywood,	189½	61	56	117	8	179	.31	94
Midland Township,	189	95	81	176	.....	361	.64	112
Midland Park,	193½	189	191	380	7	365	.27	299
Montvale,	186½	47	36	83	.....	441	1.18	60
New Barbadoes Township,	189½	1,096	1,079	2,175	37	2,613	.31	1,676
North Arlington,	185	23	21	44	.....	.....	.....	33
Oakland,	183	34	44	78	.....	57	.31	46
Old Tappan,	189	24	18	42	.....	126	.66	27
Orvil Township,	188½	128	135	263	1	953	.84	185
Overpeck Township,	191	314	306	620	1	1,871	.70	498
Palisades Township,	196	92	99	191	9	220	.28	139
Palisades Park,	188	114	96	210	1	126	.17	146
Park Ridge,	192	125	101	226	.....	392	.41	164
Ridgefield,	189½	63	69	132	3	27	.05	88
Ridgefield Township,	196½	119	120	239	2	782	.80	177
Ridgewood,	179	380	343	723	2	2,822	1.12	529
Riverside,	174½	66	47	113	4	179	.34	80
Rutherford,	190	590	616	1,206	21	2,318	.39	982
Saddle River,	190	46	36	82	.....	305	.80	55
Saddle River Township,	195	256	209	465	1	625	.32	325
Teaneck Township,	188	100	93	193	.....	466	.50	130
Tenafly,	167	142	132	274	6	812	.81	207
Union Township,	193	208	242	450	.....	739	.43	327
Upper Saddle River,	193	28	29	57	.....	66	.34	32
Wallington,	181½	268	227	495	1	222	.15	330
Washington Township,	188	106	98	204	23	194	.21	139
Westwood,	192	122	94	216	2	196	.17	175
Woodcliff,	190	48	38	86	10	181	.48	61
Wood Ridge,	192½	73	84	157	4	211	.32	134
Total,	189	9,535	9,250	18,785	293	32,245	.48	14,033

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State of New Jersey, for the School Year Ending June 30th, 1904.

Average daily attendance.	Percentage of daily attendance on average enrollment.	Number of pupils on roll in kindergartens.	Number of pupils on roll in primary grade.	Number of pupils on roll in grammar grade.	Number of pupils on roll in high school grade.	Number of different pupils transported.	Total number of days transported.	Average number of pupils transported per day.	Total number of male teachers employed.	Total number of female teachers employed.	Average salary per month paid to all male teachers.	Average salary per month paid to all female teachers.
78	.902	.....	75	43	.....	.....	.....	.....	1	2	$74 47	$50 52
123	.884	.....	129	57	2	.....	.....	.....	1	3	103 34	53 40
52	.928	13	57	17	.....	.....	.....	.....	1	1	94 24	60 21
491	.879	110	377	137	1	.....	.....	.....	2	10	121 21	.....
206	.931	.....	245	53	.....	.....	.....	.....	1	4	116 74	50 12
59	.888	.....	64	27	.....	.....	.....	.....	.....	2	.....	76 30
122	.937	.....	124	46	.....	.....	.....	.....	1	4	103 78	53 24
127	.928	.....	118	52	2	.....	.....	.....	1	3	104 16	50 34
458	.946	107	367	147	20	3	561	3	1	12	148 14	58 20
98	.904	29	96	48	.....	1	180	1	.....	3	.....	90 57
27	.893	3	21	19	.....	.....	.....	.....	1	.....	72 54	.....
790	.878	144	619	334	83	.....	.....	.....	2	40	213 60	76 70
6	.905	.....	8	.....	.....	.....	.....	.....	.....	1	.....	74 46
188	.882	35	181	71	.....	.....	.....	.....	.....	6	.....	56 87
254	.916	.....	256	114	.....	10	1,850	10	2	6	104 17	59 88
155	.831	3	179	120	.....	.....	.....	.....	1	5	48 64	48 64
647	.918	195	642	132	.....	.....	.....	.....	1	19	146 21	51 52
79	.752	.....	121	33	.....	.....	.....	.....	1	2	78 74	47 24
518	.920	.....	520	234	18	.....	.....	.....	8	13	86 52	56 92
273	.929	37	189	112	21	.....	.....	.....	1	9	139 04	57 92
115	.913	20	86	61	1	.....	.....	.....	1	4	94 24	52 36
335	.898	2	354	126	18	.....	.....	.....	1	10	106 94	53 47
93	.897	15	65	53	.....	.....	.....	.....	1	2	105 26	57 88
258	.878	77	237	65	.....	.....	.....	.....	.....	7	.....	53 38
465	.914	141	462	90	5	.....	.....	.....	1	13	129 72	48 64
117	.881	.....	178	25	.....	.....	.....	.....	1	3	52 76	47 74
87	.934	.....	84	33	.....	.....	.....	.....	1	2	84 82	58 04
97	.866	.....	123	53	.....	.....	.....	.....	1	2	63 48	55 54
258	.862	94	197	89	.....	.....	.....	.....	1	6	103 34	47 42
49	.821	.....	53	30	.....	.....	.....	.....	.....	2	.....	53 60
1,541	.919	391	1,084	493	207	.....	.....	.....	6	47	160 94	64 11
30	.909	.....	22	22	.....	.....	.....	.....	.....	1	.....	64 86
39	.847	9	48	21	.....	.....	.....	.....	.....	1	.....	49 18
25	.926	.....	22	20	.....	.....	.....	.....	1	.....	74 06	.....
163	.886	48	117	98	.....	.....	.....	.....	1	5	84 88	51 98
450	.904	59	358	174	29	.....	.....	.....	1	14	136 12	56 09
130	.938	.....	156	35	.....	.....	.....	.....	1	3	86 72	45 41
132	.911	70	99	41	.....	.....	.....	.....	1	3	106 38	58 50
146	.886	44	119	63	.....	.....	.....	.....	1	4	114 58	53 38
80	.916	.....	85	47	.....	.....	.....	.....	1	2	126 64	68 60
160	.911	.....	157	82	.....	5	290	5	2	3	94 15	52 58
466	.885	109	353	197	64	.....	.....	.....	1	17	195 52	63 42
75	.931	.....	72	41	.....	.....	.....	.....	1	2	108 88	68 76
898	.924	145	556	397	108	.....	.....	.....	4	28	116 42	62 38
50	.890	.....	60	22	.....	.....	.....	.....	.....	2	.....	43 14
290	.886	10	343	112	.....	.....	.....	.....	.....	10	.....	53 84
118	.913	.....	148	45	.....	.....	.....	.....	1	4	79 68	55 32
152	.734	44	133	97	.....	6	968	5	1	6	173 64	62 86
295	.909	.....	312	138	.....	.....	.....	.....	1	9	129 52	50 66
28	.864	.....	23	34	.....	.....	.....	.....	.....	1	.....	49 22
298	.907	115	305	75	.....	.....	.....	.....	1	8	99 16	46 83
125	.888	.....	142	62	.....	.....	.....	.....	2	3	69 14	46 98
163	.936	.....	111	89	16	.....	.....	.....	2	5	63 80	53 12
52	.923	.....	61	25	.....	.....	.....	.....	1	1	73 68	42 10
125	.929	18	98	41	.....	.....	.....	.....	1	3	103 88	55 40
12,656	.896	2,087	11,211	4,892	595	25	3,849	24	65	378	$109 53	$58 75

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Financial Report by Districts, for the County of BURLINGTON,

DISTRICTS.	Amount due the district, July 1st, 1903, from State and county funds.	Amount due the district, July 1st, 1903, from district tax.	Amount due the district, July 1st, 1903, from other sources.	Total amount due the district, July 1st, 1903.	Amount expended for teachers' salaries.	Amount expended for fuel and janitors' salaries.	Amount expended for building and repairing, excluding debt and interest.
Bass River,	$1,292 77	$1,243 99	.....	$2,536 76	$1,564 00	$166 49	$31 40
Beverly City,	3,131 61	3,414 71	$10 00	6,556 32	5,052 00	569 08	218 60
Beverly Township,	1,400 29	4,746 42	39 46	6,186 17	2,510 00	649 63	626 32
Bordentown City,	4,136 27	6,038 73	432 87	10,607 87	6,685 00	891 05	290 91
Bordentown Twp.,	249 76	481 08	25 00	755 84	400 00	39 43	.....
Burlington City,	7,143 59	11,470 93	1,560 00	20,174 52	11,620 00	1,646 30	895 88
Burlington Twp.,	1,022 29	936 99	39 25	1,998 53	1,350 00	128 94	309 00
Chester,	5,993 29	10,910 15	220 00	17,123 44	10,862 20	942 75	604 31
Chesterfield,	1,542 63	1,737 38	10 00	3,290 01	2,163 75	185 68	16 75
Cinnaminson,	1,063 44	2,881 81	4,340 00	8,285 25	2,450 00	246 49	4,365 78
Delran,	1,022 06	1,087 42	41	2,109 89	1,377 00	132 79	48 17
Eastampton,	831 52	1,029 18	32 64	1,893 34	1,150 00	226 61	147 14
Evesham,	1,873 45	1,500 00	41 03	3,414 48	2,580 00	218 63	60 00
Fieldsboro Borough,	586 11	481 53	120 00	1,187 64	765 01	95 00	50 00
Florence,	2,235 73	1,722 45	.....	3,958 18	2,763 00	319 00	224 52
Lumberton,	1,849 58	1,895 35	91 45	3,836 38	2,695 50	350 35	227 17
Mansfield,	1,669 53	2,331 36	1 13	4,002 02	2,270 00	180 86	113 99
Medford,	2,427 53	2,000 00	296 03	4,723 56	3,520 00	172 11	14 72
Mount Laurel,	1,817 90	2,018 38	10 00	3,846 28	2,431 50	188 33	202 80
New Hanover,	1,621 56	1,157 18	42 77	2,821 51	2,315 00	165 89	.....
Northampton,	6,343 21	14,537 18	638 90	21,519 29	10,285 90	1,963 84	248 12
Palmyra,	3,963 61	4,891 61	1,625 00	10,480 22	5,876 25	996 34	281 52
Pemberton Boro.,*	.....	.....	.....	.....	.....	.....	.....
Pemberton Twp.,	2,580 90	1,962 52	.....	4,543 42	3,770 00	350 85	52 09
Riverside,	3,187 64	4,186 00	8,406 47	15,780 11	4,475 00	613 00	7,598 79
Riverton Borough,	2,123 76	2,292 05	602 27	5,018 08	2,718 76	316 25	71 38
Shamong,	663 98	382 04	.....	1,046 02	894 00	55 05	20 42
Southampton,	2,259 43	1,620 00	.....	3,879 43	3,013 00	249 00	154 10
Springfield,	1,819 19	1,675 99	87 50	3,582 68	2,690 00	208 32	25 75
Tabernacle,	493 10	274 13	60 00	827 23	630 00	39 70	48 24
Washington,	1,379 76	582 34	.....	1,962 10	1,610 00	66 13	54 24
Westampton,	440 99	517 56	.....	958 55	270 00	26 53	3 00
Willingboro,	750 57	807 81	.....	1,558 38	1,114 95	220 03	26 02
Woodland,	1,105 76	544 78	.....	1,650 54	1,200 00	113 50	110 68
Total,	$70,022 81	$93,359 05	$18,732 18	$182,114 04	$105,071 82	$12,733 95	$17,141 81

* Included in report of Pemberton Township.
Note.—No moneys expended for manual training.

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State of New Jersey, for the School Year Ending June 30th, 1904.

Amount expended for debt and interest.	Amount expended for text-books, apparatus and supplies.	Amount expended for transportation of pupils.	Amount expended for tuition of pupils in adjoining districts.	Amount expended for other school purposes.	Total amount expended.	Balance of State and county funds, June 30th, 1904.	Balance of district tax, June 30th, 1904.	Balance of moneys from other sources, June 30th, 1904.	Total balance, June 30th, 1904.
$382 50	$63 13	.....	.....	$103 25	$2,310 77	.....	$225 99	.....	$225 99
19 70	492 48	.....	.....	179 60	6,531 46	.....	14 86	$10 00	24 86
978 00	247 60	.....	$568 11	567 05	6,146 71	.....	.....	39 46	39 46
1,288 40	210 51	.....	.....	241 27	9,607 14	.....	1,000 73	.....	1,000 73
.....	49 14	.....	108 00	132 33	728 90	.....	26 94	.....	26 94
2,320 00	638 63	.....	.....	3,004 13	20,124 94	.....	49 58	.....	49 58
11 15	123 22	.....	.....	52 75	1,975 06	.....	23 47	.....	23 47
1,347 24	1,236 87	.....	.....	2,127 89	17,121 26	.....	2 18	.....	2 18
211 57	156 92	.....	.....	335 86	3,070 53	.....	219 48	.....	219 48
453 75	207 20	.....	275 22	242 58	8,241 02	.....	44 23	.....	44 23
253 78	140 51	.....	.....	64 35	2,016 60	.....	93 29	.....	93 29
.....	93 98	.....	.....	145 08	1,762 81	.....	130 53	.....	130 53
50 06	92 79	.....	.....	128 35	3,129 83	.....	279 47	5 18	284 65
.....	50 00	.....	.....	178 05	1,138 06	.....	37 58	12 00	49 58
9 75	201 87	.....	28 00	84 85	3,630 99	.....	327 19	.....	327 19
3 75	163 53	.....	.....	186 51	3,628 81	.....	190 25	17 32	207 57
726 08	194 84	.....	.....	65 38	3,551 15	.....	450 87	.....	450 87
23 09	199 23	$423 00	.....	279 09	4,631 24	$9 68	29 99	52 65	92 32
.....	205 78	.....	.....	633 00	3,661 41	.....	184 87	.....	184 87
9 00	125 65	.....	.....	198 20	2,813 74	.....	.....	7 77	7 77
2,762 00	772 03	.....	.....	5,457 40	21,489 29	.....	.....	30 00	30 00
2,275 00	344 86	.....	.....	406 77	10,180 74	.....	299 48	.....	299 48
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
6 16	131 28	.....	.....	184 06	4,494 44	.....	48 98	.....	48 98
1,750 93	359 75	.....	.....	718 80	15,516 27	.....	12 62	251 22	263 84
15 84	34 39	.....	.....	1,516 40	4,673 02	.....	.....	345 06	345 06
.....	6 00	.....	.....	31 75	1,007 22	.....	38 80	.....	38 80
4 65	170 27	.....	.....	149 48	3,740 50	.....	138 93	.....	138 93
7 00	89 81	.....	.....	223 61	3,244 49	.....	303 94	34 25	338 19
.....	12 90	.....	.....	80 37	811 21	.....	16 02	.....	16 02
.....	31 27	.....	.....	152 40	1,914 04	.....	48 06	.....	48 06
.....	.....	.....	.....	526 56	826 09	132 46	.....	.....	132 46
.....	102 36	.....	.....	33 05	1,496 41	.....	61 97	.....	61 97
.....	65 25	73 00	.....	44 50	1,606 93	.....	43 61	.....	43 61
$14,911 40	$7,014 05	$496 00	$979 33	$18,474 72	$176,823 08	$142 14	$4,343 91	$804 91	$5,290 96

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Apportionment of School Moneys, by Districts, for County of BURLING-

DISTRICTS.	Balance State and county moneys, July 1st, 1904.	Balance district tax, July 1st, 1904.	Balance received from other sources, July 1st, 1904.	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,	.....	$225 99	.....	$1,191 50	$66 88	.....	$600 00
Beverly City,	.....	14 86	$10 00	2,963 42	196 75	.....	2,750 00
Beverly Township,	.....	.....	39 46	1,518 33	111 17	.....	3,200 00
Bordentown City,	.....	1,000 73	.....	3,760 74	265 66	.....	1,342 83
Bordentown Twp.,	.....	26 94	.....	239 11	13 66	.....	400 00
Burlington City,	.....	49 58	.....	6,678 44	516 28	.....	8,745 28
Burlington Twp.,	.....	23 47	.....	956 76	54 74	.....	850 00
Chester,	.....	2 18	.....	5,777 00	411 01	.....	8,050 00
Chesterfield,	.....	219 48	.....	1,462 00	91 49	.....	1,300 00
Cinnaminson,	.....	44 23	.....	1,204 78	71 51	.....	2,700 00
Delran,	.....	93 29	.....	949 00	52 03	.....	657 00
Eastampton,	.....	130 53	.....	760 21	55 94	.....	600 00
Evesham,	.....	279 47	5 18	1,708 83	107 84	.....	1,700 00
Fieldsboro Borough,	.....	37 58	12 00	533 96	46 78	.....	428 90
Florence,	.....	327 19	.....	2,008 26	142 57	.....	1,500 00
Lumberton,	.....	190 25	17 32	1,825 61	120 69	.....	1,450 00
Mansfield,	.....	450 87	.....	1,514 60	109 86	.....	1,350 00
Medford,	$9 68	29 99	52 65	2,804 77	141 35	.....	2,000 00
Mount Laurel,	.....	184 87	.....	1,600 48	70 01	.....	1,000 00
New Hanover,	.....	.....	7 77	1,477 91	97 05	.....	1,200 00
Northampton,	.....	.....	30 00	5,893 23	451 61	.....	6,311 00
Palmyra,	.....	299 48	.....	3,782 89	273 39	.....	3,851 75
Pemberton Borough,	.....	16 33	.....	1,023 30	77 97	.....	1,075 00
Pemberton Twp.,	.....	32 65	.....	1,433 85	81 66	.....	1,150 00
Riverside,	.....	12 62	251 22	3,016 27	215 21	.....	2,906 50
Riverton Borough,	.....	.....	345 06	2,356 23	124 40	.....	2,500 00
Shamong,	.....	38 80	.....	677 44	27 04	.....	300 00
Southampton,	.....	138 93	.....	2,139 53	118 57	.....	1,250 00
Springfield,	.....	303 94	34 25	1,685 33	99 64	.....	1,400 00
Tabernacle,	.....	16 02	.....	467 47	23 56	.....	200 00
Washington,	.....	48 06	.....	1,359 79	55 80	.....	400 00
Westampton,	132 46	.....	.....	219 74	6 90	.....	225 00
Willingboro,	.....	61 97	.....	711 26	38 85	.....	550 00
Woodland,	.....	43 61	.....	1,074 59	26 05	.....	300 00
Total,	$142 14	$4,343 91	$804 91	$66,776 63	$4,363 92	.....	$64,243 26

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TON, State of New Jersey, for the School Year Ending June 30th, 1905.

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, 1905.
.....	.....	.....	.....	$600 00	.....	.....	.....	$2,084 37
.....	.....	.....	.....	2,750 00	.....	.....	.....	5,935 03
.....	.....	.....	$1,000 00	4,200 00	.....	.....	.....	5,868 96
.....	$290 91	.....	288 40	1,922 14	.....	.....	.....	6,949 27
.....	.....	.....	.....	400 00	.....	.....	.....	679 71
.....	1,100 00	.....	1,280 00	11,125 28	.....	.....	.....	18,369 58
.....	.....	.....	.....	850 00	.....	.....	.....	1,884 97
.....	1,500 00	.....	1,350 00	10,900 00	.....	.....	.....	17,090 19
.....	.....	.....	.....	1,300 00	.....	.....	.....	3,072 97
.....	.....	.....	300 00	3,000 00	.....	.....	.....	4,320 52
.....	150 00	.....	240 00	1,047 00	.....	.....	.....	2,141 32
.....	300 00	.....	.....	900 00	.....	.....	.....	1,846 68
.....	.....	.....	.....	1,700 00	.....	.....	.....	3,801 32
.....	.....	.....	.....	428 90	.....	.....	.....	1,0[illegible] 22
.....	.....	.....	.....	1,500 00	.....	.....	.....	3,978 02
.....	500 00	.....	.....	1,950 00	.....	.....	.....	4,103 87
.....	.....	.....	.....	1,350 00	.....	.....	.....	3,425 33
.....	.....	.....	.....	2,000 00	.....	.....	.....	5,038 44
.....	500 00	.....	.....	1,500 00	.....	.....	.....	3,355 36
.....	.....	.....	.....	1,200 00	.....	.....	.....	2,782 73
.....	300 00	.....	2,262 00	8,873 00	.....	.....	.....	15,247 84
.....	100 00	.....	1,350 00	5,301 75	.....	.....	.....	9,657 51
.....	25 00	.....	.....	1,100 00	.....	.....	.....	2,217 60
.....	100 00	.....	.....	1,250 00	.....	.....	.....	2,798 16
.....	.....	.....	1,150 00	4,056 50	.....	.....	.....	7,551 82
.....	.....	.....	.....	2,500 00	.....	.....	.....	5,325 69
.....	.....	.....	300 00	600 00	.....	.....	.....	1,343 28
.....	100 00	.....	.....	1,350 00	.....	.....	.....	3,747 03
.....	.....	.....	.....	1,400 00	.....	.....	.....	3,523 16
.....	100 00	.....	.....	300 00	.....	.....	.....	807 05
.....	.....	.....	.....	400 00	.....	.....	.....	1,863 65
.....	.....	.....	.....	225 00	.....	.....	.....	584 10
.....	.....	.....	.....	550 00	.....	.....	.....	1,362 08
.....	100 00	.....	.....	400 00	.....	.....	.....	1,544 25
.....	$5,165 91	.....	$9,520 40	$78,929 57	.....	.....	.....	$155,361 08

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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 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.
Bass River,	171	90	75	165	.....	882	.830	102
Beverly City,	182	202	227	429	7	306	.186	303
Beverly Township,	182	115	103	218	.....	445	.330	150
Bordentown City,	185½	262	269	531	2	831	.031	380
Bordentown Township,	187	23	11	34	.....	96	.520	22
Burlington City,	184	533	568	1,101	8	3,309	.781	779
Burlington Township,	173	79	77	156	.....	316	.440	82
Chester,	186	377	431	808	7	962	.266	551
Chesterfield,	188	98	123	221	.....	591	.358	122
Cinnaminson,	185	118	94	212	1	456	.430	127
Delran,	168	94	85	179	.....	397	.750	122
Eastampton,	183	68	64	132	.....	209	.360	75
Evesham,	168	149	159	308	.....	694	.520	168
Fieldsboro Borough,	190	48	61	109	1	267	.699	85
Florence,	170	209	185	394	1	737	1.450	246
Lumberton,	168	159	150	309	.....	992	.762	181
Mansfield,	187	125	141	266	2	578	.569	159
Medford,	170	221	175	396	7	1,090	.916	260
Mount Laurel,	176	189	160	349	.....	1,114	.603	162
New Hanover,	186	180	150	330	1	1,092	.957	162
Northampton,	180	416	477	893	2	1,560	.400	648
Palmyra,	182	264	329	593	.....	389	.180	409
Pemberton Borough,*	.....	.....	.....	.....	.....	.....	.....	.....
Pemberton Township,	169	222	211	433	.....	643	.530	226
Riverside,	185	257	215	472	3	667	.402	350
Riverton Borough,	184	118	116	234	4	445	.340	179
Shamong,	166	44	56	100	.....	253	.761	49
Southampton,	163	194	167	361	15	870	.750	205
Springfield,	179	131	134	265	1	847	.803	133
Tabernacle,	172	45	52	97	.....	49	.455	36
Washington,	146	82	68	150	1	458	.510	87
Westampton,	153	12	2	14	.....	66	.431	7
Willingboro,	168	53	44	97	.....	406	.920	55
Woodland,	133	52	46	98	1	65	.084	49
Total,	175	5,229	5,225	10,454	64	22,082	.554	6,671

* Included in report of Pemberton Township.

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State of New Jersey, for the School Year Ending June 30th, 1904.

Average daily attendance.	Percentage of daily attendance on average enrollment.	Number of pupils on roll in kindergartens.	Number of pupils on roll in primary grade.	Number of pupils on roll in grammar grade.	Number of pupils on roll in high school grade.	Number of different pupils transported.	Total number of days transported.	Average number of pupils transported per day.	Total number of male teachers employed.	Total number of female teachers employed.	Average salary per month paid to all male teachers.	Average salary per month paid to all female teachers.
88	.82	.....	108	56	1	.....	.....	.....	1	4	$52 63	$33 04
269	.88	41	249	120	19	.....	.....	.....	1	9	109 89	49 45
132	.87	.....	158	59	1	.....	.....	.....	.....	6	.....	45 96
339	.89	.....	323	166	42	.....	.....	.....	2	11	86 25	44 43
20	.91	.....	15	16	3	.....	.....	.....	.....	1	.....	42 78
705	.90	.....	705	330	66	.....	.....	.....	1	23	141 30	48 48
71	.87	.....	121	33	2	.....	.....	.....	.....	4	.....	39 01
513	.92	.....	420	321	67	.....	.....	.....	1	20	172 04	49 11
93	.87	.....	116	82	23	.....	.....	.....	1	5	34 84	40 42
114	.90	.....	147	64	1	.....	.....	.....	.....	5	.....	52 97
98	.88	.....	125	54	.....	.....	.....	.....	2	2	44 46	37 50
65	.86	.....	90	38	4	.....	.....	.....	.....	3	.....	41 89
144	.84	.....	188	97	23	.....	.....	.....	.....	7	.....	43 87
73	.85	.....	64	45	.....	.....	.....	.....	.....	2	.....	43 10
210	.87	.....	234	160	.....	.....	.....	.....	.....	8	.....	40 63
159	.86	.....	204	105	.....	.....	.....	.....	.....	8	.....	40 10
141	.86	.....	181	85	.....	.....	.....	.....	1	5	53 48	38 50
233	.89	.....	261	110	25	46	3,931½	23	1	7	119 05	42 85
140	.86	.....	177	161	11	.....	.....	.....	.....	7	.....	45 27
129	.80	.....	198	130	2	.....	.....	.....	2	4	38 44	43 01
577	.89	65	504	262	62	.....	.....	.....	1	20	200 00	46 33
375	.91	62	334	163	34	.....	.....	.....	1	12	109 89	44 64
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
196	.85	.....	252	181	.....	.....	.....	.....	.....	10	.....	44 61
300	.87	.....	348	124	.....	.....	.....	.....	1	9	97 29	42 94
166	.93	37	130	65	2	.....	.....	.....	1	7	86 95	47 36
38	.82	.....	76	24	.....	.....	.....	.....	.....	3	.....	35 90
171	.82	.....	184	177	.....	.....	.....	.....	2	7	46 38	41 40
116	.86	.....	166	92	7	.....	.....	.....	.....	7	.....	42 01
31	.79	.....	72	25	.....	.....	.....	.....	.....	2	.....	42 44
72	.88	.....	86	61	3	.....	.....	.....	1	5	38 34	36 43
6	.86	.....	9	5	.....	.....	.....	.....	.....	1	.....	35 29
49	.82	.....	45	52	.....	.....	.....	.....	.....	3	.....	44 64
39	.79	.....	75	23	.....	4	76	4	1	4	54 13	31 57
5,872	.89	205	6,365	3,486	398	50	4,007½	27	21	231	$80 99	$44 14

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Financial Report by Districts, for the County of CAMDEN, State

DISTRICTS.	Amount due the district, July 1st, 1903, from State and county funds.	Amount due the district, July 1st, 1903, from district tax.	Amount due the district, July 1st, 1903, from other sources.	Total amount due the district, July 1st, 1903.	Amount expended for teachers' salaries.	Amount expended for fuel and janitors' salaries.	Amount expended for building and repairing, excluding debt and interest.
Camden City, ...	$94,651 19	$229,359 79	$4,588 19	$328,599 17	$180,603 61	$36,570 64	$26,246 90
Centre Township, ...	2,377 96	4,469 60	1,690 75	8,538 31	4,248 75	854 27	741 70
Chesilhurst Borough, .	265 52	574 55	42 37	882 44	405 00	42 00	305 75
Clementon Township,	2,644 94	4,508 00	65 04	7,217 98	3,850 75	666 01	.....
Delaware Township, .	1,504 18	3,252 37	48 06	4,804 61	2,470 00	203 30	141 43
Gloucester City, ...	5,146 72	8,800 00	1,972 81	15,919 53	10,940 00	1,843 08	828 84
Gloucester Twp., ...	2,532 44	3,329 89	6,229 35	12,091 68	3,590 60	484 40	2,408 50
Haddon Township, ...	5,193 90	14,580 97	232 66	20,007 53	10,629 57	1,883 51	1,664 83
Haddonfield Boro., ...	4,371 61	15,163 14	3,912 89	23,447 64	8,125 00	1,229 75	2,434 60
Merchantville Boro.,...	2,788 52	6,200 00	2,403 24	11,391 76	4,220 00	747 62	632 03
Pensauken Twp., ...	4,063 53	10,405 62	388 94	14,858 09	7,700 00	1,610 26	687 67
Voorhees Township,...	1,015 80	1,468 60	50 94	2,535 34	1,534 00	337 08	250 96
Waterford Township,..	3,168 10	4,317 83	468 00	7,953 93	5,187 50	942 04	294 77
Winslow Township,...	2,858 18	5,637 45	33 81	8,529 44	4,566 00	764 65	1,904 84
Total,.....	$132,582 59	$312,067 81	$22,127 05	$466,777 45	$248,070 78	$48,178 61	$38,542 82

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State of New Jersey, for the School Year Ending June 30th, 1904.

Amount expended for debt and interest.	Amount expended for manual training.	Amount expended for text-books, apparatus and supplies.	Amount expended for tuition of pupils in adjoining districts.	Amount expended for other school purposes.	Total amount expended.	Balance of district tax, June 30th, 1904.	Balance of moneys from other sources, June 30th, 1904.	Total balance, June 30th, 1904.
$34,428 09	$8,788 75	$18,925 89	.....	$15,964 41	$321,528 29	$7,070 88	.....	$7,070 88
1,062 50	.....	368 52	$155 00	1,034 61	8,465 35	.....	$72 96	72 96
.....	.....	35 20	.....	50 04	837 99	44 45	.....	44 45
1,319 00	.....	280 59	.....	889 23	7,005 58	184 00	28 40	212 40
.....	.....	78 19	339 36	178 57	3,410 85	1,345 70	48 06	1,393 76
51 67	.....	1,280 94	.....	951 19	15,895 72	.....	23 81	23 81
.....	.....	400 00	.....	829 66	7,713 16	357 67	4,020 85	4,378 52
1,121 00	.....	2,139 13	581 52	682 70	18,702 26	1,229 87	75 40	1,305 27
1,595 00	.....	993 41	.....	939 87	15,317 63	6,334 64	1,795 37	8,130 01
3,155 33	.....	480 96	.....	1,618 31	10,854 25	537 51	.....	537 51
1,436 00	.....	542 61	.....	848 48	12,825 02	1,744 13	288 94	2,033 07
.....	.....	128 80	200 00	84 50	2,535 34	.....	.....	.....
604 83	.....	490 91	26 22	344 32	7,890 59	63 34	.....	63 34
.....	.....	560 14	.....	703 38	8,499 01	20 43	10 00	30 43
$44,773 42	$8,788 75	$26,705 29	$1,302 10	$25,119 27	$441,481 04	$18,932 62	$6,363 79	$25,296 41

Note.—No moneys expended for transportation of pupils.

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Apportionment of School Moneys, by Districts, for the County of CAM-

DISTRICTS.	Balance State and county moneys, July 1st, 1904.	Balance district tax, July 1st, 1904.	Balance received from other sources, July 1st, 1904.	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,		$7,070 88		$96,636 69	$1,093 28		$282,092 00
Centre Township,			$72 96	2,667 75	25 03		3,450 00
Chesilhurst Borough,		44 45		280 55	3 02		270 00
Clementon Township,		184 00	28 40	2,863 83	27 97		1,700 00
Collingswood Borough,				2,933 36	34 99		4,420 00
Delaware Township,		1,345 70	48 06	1,579 54	14 23		2,100 00
Gloucester City,			23 81	6,419 39	75 75		11,350 00
Gloucester Township,		357 67	4,020 85	2,451 11	21 33		3,025 00
Haddon Township,		1,229 87	75 40	1,656 19	17 10		5,375 00
Haddonfield Borough,		6,334 64	1,795 37	4,627 82	46 03		7,000 00
Haddon Heights Borough,				1,162 42	13 59		1,000 00
Merchantville Borough,		537 51		2,266 26	24 98		4,245 00
Pensauken Township,		1,744 13	288 94	4,497 17	48 65		6,650 00
Voorhees Township,				1,099 30	11 22		1,300 00
Waterford Township,		63 34		3,599 08	37 46		3,700 00
Winslow Township,		20 43	10 00	3,415 79	30 58		4,000 00
Wood-Lynne Borough,				520 02	4 50		650 00
Total,		$18,932 62	$6,363 79	$138,676 27	$1,529 71		$342,327 00

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DEN, State of New Jersey, for the School Year Ending June 30th, 1905.

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, 1905.
.....	$5,000 00	$4,500 00	$13,650 00	$305,242 00	.....	.....	$4,500 00	$414,542 85
.....	150 00	.....	1,040 00	4,640 00	.....	.....	.....	7,405 74
.....	50 00	.....	.....	320 00	.....	.....	.....	648 02
.....	.....	.....	1,200 00	2,900 00	.....	.....	.....	6,004 20
.....	400 00	.....	680 00	5,500 00	.....	.....	.....	8,468 35
.....	100 00	.....	.....	2,200 00	.....	.....	.....	5,187 53
.....	1,200 00	.....	.....	12,550 00	.....	.....	.....	19,068 95
.....	200 00	.....	800 00	4,025 00	.....	.....	.....	10,875 96
.....	325 00	.....	1,234 64	6,934 64	.....	.....	.....	9,913 20
.....	300 00	.....	1,595 00	8,895 00	.....	.....	.....	21,698 86
.....	280 00	.....	300 76	1,580 76	.....	.....	.....	2,756 77
.....	600 00	.....	955 00	5,800 00	.....	.....	.....	8,628 75
.....	950 00	.....	1,350 00	8,950 00	.....	.....	.....	15,528 89
$85 00	100 00	.....	.....	1,485 00	.....	.....	.....	2,595 52
.....	300 00	.....	500 00	4,500 00	.....	.....	.....	8,199 88
.....	1,550 00	.....	.....	5,550 00	.....	.....	.....	9,026 80
.....	.....	.....	150 00	800 00	.....	.....	.....	1,324 52
$85 00	$11,505 00	$4,500 00	$23,455 40	$381,872 40	.....	.....	$4,500 00	$551,874 79

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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 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.
Camden City,	186.5	6,188	7,044	13,232	150	3,928	.06	9,827
Centre Township,	172	225	280	505	.....	950	.55	332
Chesilhurst Borough,	180	26	29	55	.....	15	.08	30
Clementon Township,	172.5	211	192	403	.....	948	.61	252
Delaware Township,	178	132	103	235	.....	645	.60	124
Gloucester City,	197	547	494	1,041	.....	3,969	.20	687
Gloucester Township,	180	169	166	335	.....	1,294	.96	196
Haddon Township,	182	480	518	998	8	2,393	.59	670
Haddonfield Borough,	185	272	258	530	31	1,746	.67	413
Merchantville Borough,	180	141	149	290	.....	751	.51	216
Pensauken Township,	184	389	351	740	2	1,609	.54	465
Voorhees Township,	178	100	85	185	.....	132	.18	117
Waterford Township,	174	330	343	673	.....	2,026	.89	418
Winslow Township,	168	278	285	563	12	1,398	.64	297
Total,	185	9,488	10,297	19,785	203	21,804	.23	14,044

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State of New Jersey, for the School Year Ending June 30th, 1904.

Average daily attendance.	Percentage of daily attendance on average enrollment.	Number of pupils on roll in kindergartens.	Number of pupils on roll in primary grade.	Number of pupils on roll in grammar grade.	Number of pupils on roll in high school grade.	Number of different pupils transported.	Total number of days transported.	Average number of pupils transported per day.	Total number of male teachers employed.	Total number of female teachers employed.	Average salary per month paid to all male teachers.	Average salary per month paid to all female teachers.
8,958	.91	193	9,605	3,060	374	.....	.....	.....	15	335	$107 33	$51 69
269	.81	.....	271	216	18	.....	.....	.....	3	7	46 90	44 10
23	.82	.....	50	5	.....	.....	.....	.....	.....	1	.....	45 00
220	.87	.....	283	117	3	.....	.....	.....	1	9	60 00	40 67
103	.83	.....	146	84	5	.....	.....	.....	.....	6	.....	42 58
599	.87	.....	709	284	48	.....	.....	.....	1	19	120 00	51 26
171	.85	.....	143	138	54	.....	.....	.....	1	8	60 00	42 70
588	.88	.....	683	297	18	.....	.....	.....	3	19	81 66	43 05
390	.94	.....	270	196	64	.....	.....	.....	2	13	81 25	50 00
191	.88	36	162	79	13	.....	.....	.....	1	7	80 00	48 28
395	.85	.....	562	163	15	.....	.....	.....	2	14	50 00	47 86
105	.89	.....	111	73	1	.....	.....	.....	1	3	36 00	41 73
361	.86	.....	440	215	18	.....	.....	.....	1	12	30 00	44 17
247	.83	.....	416	135	12	.....	.....	.....	1	12	43 00	39 66
12,630	.90	229	13,851	5,062	643	.....	.....	.....	32	465	$85 77	$49 72

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Financial Report by Districts, for the County of CAPE MAY,

DISTRICTS.	Amount due the district, July 1st, 1903, from State and county funds.	Amount due the district, July 1st, 1903, from district tax.	Amount due the district, July 1st, 1903, from other sources.	Total amount due the district, July 1st, 1903.	Amount expended for teachers' salaries.	Amount expended for fuel and janitors' salaries.
Anglesea,	$506 93	$628 10	.....	$1,135 03	$859 95	$60 80
Avalon,	241 00	400 00	$78 57	719 57	270 00	106 04
Cape May,	4,753 94	7,975 64	9,478 83	22,208 41	6,563 75	1,110 34
Dennis,	3,508 12	2,460 42	1,007 39	6,975 93	4,590 00	227 38
Holly Beach,	1,100 37	1,719 00	1,100 39	3,919 76	1,630 00	231 15
Lower,	1,511 46	2,907 02	437 97	4,856 45	2,550 00	283 63
Middle,	3,625 21	2,969 81	1,225 79	7,820 81	4,880 87	617 26
Ocean City,	2,613 26	10,560 77	30 91	13,204 94	6,300 00	714 50
Sea Isle City,	839 13	1,147 67	.....	1,986 80	1,255 00	282 66
Upper,	2,060 28	2,567 41	600 00	5,227 69	2,610 00	259 32
West Cape May,	1,302 08	1,536 46	.....	2,838 54	1,845 00	390 62
Wildwood,	519 02	1,812 38	.....	2,331 40	961 90	182 25
Woodbine,	2,915 58	3,958 00	2,073 81	8,947 39	4,584 73	230 99
Total,	$25,496 38	$40,642 68	$16,033 66	$82,172 72	$38,601 20	$4,696 94

Note.—No moneys were expended for tuition of pupils in adjoining districts or for transportation of pupils.

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State of New Jersey, for the School Year Ending June 30th, 1904.

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 State and county funds, June 30th, 1904.	Balance of district tax, June 30th, 1904.	Balance of moneys from other sources, June 30th, 1904.	Total balance, June 30th, 1904.
$59 74	$13 84	.....	$64 43	$33 52	$1,092 28	.....	$42 75	.....	$42 75
.....	200 00	.....	10 80	2 40	589 24	.....	51 76	$78 57	130 33
417 06	3,662 50	$145 88	1,080 74	566 88	13,547 15	.....	5,546 26	3,115 00	8,661 26
282 19	1,068 26	.....	211 01	413 58	6,792 42	.....	183 51	.....	183 51
270 10	67 88	.....	102 40	1,495 69	3,797 22	.....	.....	122 54	122 54
361 10	1,034 12	.....	132 51	181 19	4,242 55	.....	355 63	58 27	613 90
450 01	228 24	.....	391 08	1,137 26	7,704 72	$1 00	.....	115 09	116 09
2,926 26	.....	.....	635 38	877 16	11,453 30	.....	.....	1,751 64	1,751 64
22 42	.....	.....	87 10	63 13	1,710 31	.....	276 49	.....	276 49
84 29	.....	.....	162 17	155 32	3,271 10	.....	1,356 59	600 00	1,956 59
301 81	.....	.....	135 51	137 48	2,810 42	.....	28 12	.....	28 12
19 53	945 88	.....	160 85	22 87	2,293 28	.....	38 12	.....	38 12
259 48	658 00	.....	598 18	2,564 80	8,896 18	.....	.....	51 21	51 21
$5,453 99	$7,878 72	$145 88	$3,772 16	$7,651 28	$68,200 17	$1 00	$8,079 23	$5,892 32	$13,972 55

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Apportionment of School Moneys, by Districts, for the County of CAPE

DISTRICTS.	Balance State and county moneys, July 1st, 1904.	Balance district tax, July 1st, 1904.	Balance received from other sources, July 1st, 1904.	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,	.....	$42 75	.....	$503 80	$11 83	.....	$700 00
Avalon,	.....	51 76	$78 57	226 09	2 97	.....	250 00
Cape May,	.....	5,546 26	3,115 00	4,553 85	131 37	.....	5,000 00
Dennis,	.....	183 51	.....	3,230 45	94 55	.....	2,050 00
Holly Beach,	.....	.....	122 54	1,121 04	36 55	.....	1,819 00
Lower,	.....	555 63	58 27	1,429 22	48 87	.....	1,545 00
Middle,	$1 00	.....	115 09	3,292 13	101 57	.....	2,515 91
Ocean City,	.....	.....	1,751 64	3,304 83	80 25	.....	6,886 74
Sea Isle City,	.....	276 49	.....	765 95	18 89	.....	800 00
Upper,	.....	1,356 59	600 00	1,879 43	54 59	.....	900 00
West Cape May,	.....	28 12	.....	1,167 47	41 84	.....	1,200 00
Wildwood,	.....	38 12	.....	613 89	15 24	.....	1,220 00
Woodbine,	.....	.....	51 21	3,739 19	111 48	.....	3,100 00
Total,	$1 00	$8,079 23	$5,892 32	$25,827 34	$750 00	.....	$27,986 65

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MAY, State of New Jersey, for the School Year Ending June 30th, 1905.

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, 1905.
.....	.....	.....	.....	$700 00	.....	.....	.....	$1,258 38
.....	.....	.....	$200 00	450 00	.....	.....	.....	809 39
.....	.....	$500 00	3,400 00	8,900 00	.....	.....	.....	22,246 48
.....	$350 00	.....	118 00	2,518 00	.....	.....	.....	6,026 51
.....	100 00	.....	375 00	2,494 00	.....	.....	.....	3,774 13
.....	50 00	.....	.....	1,595 00	.....	.....	.....	3,686 99
.....	1,140 00	.....	273 00	3,928 91	.....	.....	.....	7,438 70
.....	3,000 00	.....	.....	9,886 74	.....	.....	.....	15,023 46
.....	300 00	.....	.....	1,100 00	.....	.....	.....	2,161 33
.....	500 00	.....	.....	1,400 00	.....	.....	.....	5,290 61
.....	.....	.....	.....	1,200 00	.....	.....	.....	2,437 43
.....	480 00	.....	300 00	2,000 00	.....	.....	.....	2,667 25
.....	250 00	.....	633 00	3,983 00	.....	.....	.....	7,884 88
.....	$6,170 00	$500 00	$5,499 00	$40,155 65	.....	.....	.....	$80,705 54

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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 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.
Anglesea,	170	30	19	49	.....	67	.19	36
Avalon,	170	5	8	13	.....	77	.45	10
Cape May,	172	278	253	531	4	2,004	.78	384
Dennis,	170	163	192	355	8	920	.44	261
Holly Beach,	165½	97	97	194	4	696	1.05	124
Lower,	170	123	117	240	.....	968	1.10	146
Middle,	170	212	256	468	9	2,046	.98	298
Ocean City,	166	186	182	368	1	1,057	.63	263
Sea Isle City,	180	36	34	70	.....	244	.44	46
Upper,	170	131	119	250	1	1,505	1.22	166
West Cape May,	171	97	83	180	2	283	.41	137
Wildwood,	176	41	52	93	1	439	1.11	61
Woodbine,	168	267	267	561	1	3,157	2.00	402
" Night School,	.....	28	28	56	.....	.....	.....	.....
Total,	171	1,721	1,707	3,428	31	13,463	.823	2,334

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State of New Jersey, for the School Year Ending June 30th, 1904.

Average daily attendance.	Percentage of daily attendance on average enrollment.	Number of pupils on roll in kindergartens.	Number of pupils on roll in primary grade.	Number of pupils on roll in grammar grade.	Number of pupils on roll in high school grade.	Number of different pupils transported.	Total number of days transported.	Average number of pupils transported per day.	Total number of male teachers employed.	Total number of female teachers employed.	Average salary per month paid to all male teachers.	Average salary per month paid to all female teachers.
33	.916	.....	18	26	5	.....	.....	.....	1	1	$63 40	$37 60
8	.800	.....	6	7	.....	.....	.....	.....	.....	1	.....	31 60
343	.888	50	262	162	57	.....	.....	.....	3	12	74 93	44 80
233	.898	.....	197	141	17	.....	.....	.....	7	5	46 12	44 20
111	.882	.....	135	55	4	.....	.....	.....	.....	4	.....	48 80
125	.848	.....	133	102	5	.....	.....	.....	4	1	52 80	52 80
260	.868	.....	282	165	21	.....	.....	.....	5	7	61 40	38 00
246	.897	.....	239	103	26	.....	.....	.....	1	9	81 20	57 20
42	.874	.....	31	37	2	.....	.....	.....	1	2	65 00	37 50
145	.872	.....	140	103	7	.....	.....	.....	2	5	47 60	42 20
120	.892	.....	97	81	2	.....	.....	.....	2	2	65 60	42 00
55	.902	.....	64	26	3	.....	.....	.....	1	2	58 40	34 80
365	.90	94	281	181	5	.....	.....	.....	1	11	70 60	40 00
.....	.....	.....	.....	56	.....	.....	.....	.....	.....	.....	.....	.....
2,086	.879	144	1,885	1,245	154	.....	.....	.....	28	62	$62 45	$42 42

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Financial Report by Districts, for the County of CUMBERLAND,

DISTRICTS.	Amount due the district, July 1st, 1903, from State and county funds.	Amount due the district, July 1st, 1903, from district tax.	Amount due the district, July 1st, 1903, from other sources.	Total amount due the district, July 1st, 1903.	Amount expended for teachers' salaries.	Amount expended for fuel and janitors' salaries.	Amount expended for building and repairing, excluding debt and interest.
Deerfield,	$3,991 86	$8,201 55	$2,242 79	$14,436 20	$5,750 00	$567 42	$1,110 48
Downe,	2,344 76	3,311 26	10,839 04	16,495 06	3,609 00	586 08	10,027 02
Commercial,	3,212 20	4,196 50	1,751 18	9,159 88	5,715 00	693 46	1,640 45
Fairfield,	1,687 91	2,581 30	300 00	4,569 21	2,755 40	416 35	97 71
Lawrence,	2,100 67	3,507 45	20 00	5,628 12	3,505 00	543 43	203 29
Greenwich,	1,583 40	1,730 52	64 67	3,378 59	2,450 00	372 19	131 68
Hopewell,	2,594 71	2,810 00	473 39	5,878 10	3,885 00	439 83	127 98
Landis,	10,839 64	23,481 04	14,494 70	48,815 38	18,169 17	2,853 25	6,431 78
Maurice River,	2,557 48	3,087 12	27 02	5,671 62	3,960 00	371 24	175 84
Stow Creek,	720 77	1,002 26	166 00	1,889 03	975 00	140 50	37 77
City of Bridgeton,	13,485 88	25,374 23	1,060 81	39,920 92	23,048 39	2,274 79	4,140 29
City of Millville,	13,201 73	16,928 27	434 09	30,564 09	22,329 94	3,516 17	1,744 67
Total,	$58,321 01	$96,211 50	$31,873 69	$186,406 20	$96,151 90	$12,774 71	$25,868 96

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State of New Jersey, for the School Year Ending June 30th, 1904.

Amount expended for debt and interest.	Amount expended for manual training.	Amount expended for text-books, apparatus and supplies.	Amount expended for transportation of pupils.	Amount expended for tuition of pupils in adjoining districts.	Amount expended for other school purposes.	Total amount expended.	Balance of district tax, June 30th, 1904.	Balance of moneys from other sources, June 30th, 1904.	Total balance, June 30th, 1904.
$1,876 00	.....	$806 51	.....	$102 00	$2,594 46	$12,806 87	$1,629 33	.....	$1,629 33
225 00	.....	303 19	$107 20	.....	854 09	15,711 58	736 53	$46 95	783 48
406 28	.....	364 68	.....	.....	302 80	9,122 67	37 21	.....	37 21
650 25	.....	88 82	.....	.....	136 87	4,145 40	423 81	.....	423 81
812 00	.....	406 26	.....	.....	147 95	5,617 93	9 84	35	10 19
12 38	.....	279 13	.....	.....	117 54	3,362 92	15 67	.....	15 67
286 12	.....	393 37	2 25	60 00	291 67	5,486 22	391 88	.....	391 88
7,965 00	$1,215 39	1,848 12	300 00	.....	5,223 50	44,006 21	4,183 33	625 84	4,809 17
580 00	.....	375 18	.....	.....	207 55	5,669 81	1 81	.....	1 81
.....	.....	125 43	.....	250 00	96 65	1,625 35	97 68	166 00	263 68
.....	.....	2,244 10	.....	.....	3,436 21	35,143 78	3,716 33	1,060 81	4,777 14
.....	.....	1,782 82	.....	.....	765 75	30,139 35	424 74	.....	424 74
$12,813 03	$1,215 39	$9,017 61	$409 45	$412 00	$14,175 04	$172,838 09	$11,668 16	$1,899 95	$13,568 11

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Apportionment of School Moneys, by Districts, for County of CUMBER-

DISTRICTS.	Balance of State and county moneys, July 1st, 1904.	Balance district tax, July 1st, 1904.	Balance received from other sources, July 1st, 1904.	Amount apportioned from State appropriation, State school tax and State school fund appropriation.	Amount apportioned from surp'us revenue.	Amount apportioned from balances.	Amount of district tax voted for current expenses.
Deerfield,	.....	$1,629 33	.....	$4,247 21	$122 09	.....	$3,496 00
Downe,	.....	736 53	$46 95	2,485 46	53 85	.....	2,300 00
Commercial,	.....	37 21	.....	3,336 99	101 30	.....	3,600 00
Fairfield,	.....	423 81	.....	1,655 47	48 19	.....	1,600 00
Lawrence,	.....	9 84	35	2,075 46	51 96	.....	2,700 00
Greenwich,	.....	15 67	.....	1,560 60	37 84	.....	1,600 00
Hopewell,	.....	391 88	.....	2,530 97	62 43	.....	2,800 00
Landis,	.....	4,183 33	625 84	10,987 21	337 15	.....	14,500 00
Maurice River,	.....	1 81	.....	2,547 28	65 51	.....	2,400 00
Stow Creek,	.....	97 68	166 00	706 76	20 15	.....	860 00
City of Bridgeton,	.....	3,716 33	1,060 81	13,299 65	456 45	.....	21,221 04
City of Millville,	.....	424 74	.....	12,889 24	409 21	.....	17,491 29
Total,	.....	$11,668 16	$1,899 95	$58,322 30	$1,766 13	.....	$74,568 33

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LAND, State of New Jersey, for the School Year Ending June 30th, 1905.

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, 1905.
.....	$500 00	.....	$1,456 00	$5,452 00	.....	.....	.....	$11,450 63
.....	800 00	.....	927 50	4,027 50	.....	.....	.....	7,350 29
.....	250 00	.....	478 83	4,328 83	.....	.....	.....	7,804 33
.....	200 00	.....	300 00	2,100 00	.....	.....	.....	4,227 47
.....	300 00	.....	.....	3,000 00	.....	.....	.....	5,137 61
.....	200 00	.....	.....	1,800 00	.....	.....	.....	3,414 11
.....	200 00	.....	.....	3,000 00	.....	.....	.....	5,985 28
.....	700 00	$500 00	2,800 00	18,500 00	.....	.....	.....	34,633 53
.....	200 00	.....	555 00	3,155 00	.....	.....	.....	5,769 60
.....	100 00	.....	.....	960 00	.....	.....	.....	1,950 59
.....	2,000 00	.....	.....	23,221 04	.....	.....	.....	41,754 28
.....	1,500 00	.....	.....	18,991 29	.....	.....	.....	32,714 48
.....	$6,950 00	$500 00	$6,517 33	$88,535 66	.....	.....	.....	$162,192 20

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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 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.
Deerfield,	170	470	403	873	5	5,046	1.65	576
Downe,	169	215	203	418	1	1,537	1.30	284
Commercial,	170	284	270	554	9	669	.48	387
Fairfield,	168	160	196	356	7	354	.30	202
Lawrence,	170	193	185	378	.....	800	.51	257
Greenwich,	166	137	135	272	2	808	.60	172
Hopewell,	170	252	235	487	.....	1,995	1.06	293
Landis,	176	1,030	997	2,027	57	4,578	.60	1,505
Maurice River,	170	218	228	446	2	1,605	.86	301
Stow Creek,	170	100	67	167	.....	843	1.65	98
City of Bridgeton,	185	1,319	1,359	2,678	25	5,814	.49	1,959
City of Millville,	190	1,210	1,168	2,378	29	5,578	.58	1,773
Total,	173	5,588	5,446	11,034	137	29,627	.69	7,807

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State of New Jersey, for the School Year Ending June 30th, 1904.

Average daily attendance.	Percentage of daily attendance on average enrollment.	Number of pupils on roll in kindergartens.	Number of pupils on roll in primary grade.	Number of pupils on roll in grammar grade.	Number of pupils on roll in high school grade.	Number of different pupils transported.	Total number of days transported.	Average number of pupils transported per day.	Total number of male teachers employed.	Total number of female teachers employed.	Average salary per month paid to all male teachers.	Average salary per month paid to all female teachers.
489	.85	13	564	272	24	.....	.....	.....	5	13	$36 78	$35 50
238	.84	.....	196	217	5	14	1,059	10	3	7	57 00	33 00
347	.89	.....	295	243	16	.....	.....	.....	3	11	58 34	42 00
183	.90	.....	214	114	28	.....	.....	.....	2	5	62 50	36 12
233	.90	.....	242	78	58	.....	.....	.....	2	7	66 67	36 59
153	.89	.....	140	115	17	.....	.....	.....	2	6	45 00	35 00
258	.88	50	266	122	49	3	358	2	2	9	46 39	37 65
1,374	.91	.....	1,359	523	145	32	3,472	20	2	42	119 44	41 43
260	.86	.....	267	127	52	.....	.....	.....	3	8	51 85	36 25
83	.84	.....	90	68	9	.....	.....	.....	2	1	36 12	36 12
1,788	.91	.....	1,674	709	295	.....	.....	.....	3	50	100 00	40 25
1,625	.91	.....	1,629	609	140	.....	.....	.....	5	49	84 80	35 94
7,031	.90	63	6,936	3,197	838	49	4,889	32	34	208	$63 58	$38 36

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Financial Report by Districts, for the County of ESSEX, State

DISTRICTS.	Amount due the district, July 1st, 1903, from State and county funds.	Amount due the district, July 1st, 1903, from district tax.	Amount due the district, July 1st. 1903, from other sources.	Total amount due the district, July 1st, 1903.	Amount expended for teachers' salaries.	Amount expended for fuel and janitors' salaries.	Amount expended for building and repairing, excluding debt and interest.
Belleville,	$10,403 18	$18,318 38	$5,102 76	$33,824 32	$17,062 13	$3,000 51	$4,145 12
Bloomfield,	24,365 36	47,320 00	4,151 13	75,836 49	42,114 06	7,822 86	1,941 03
Caldwell Boro.,	3,995 62	5,596 24	146 25	9,738 11	6,368 67	561 42	300 00
Caldwell Twp.,	1,351 52	1,555 05	61 58	2,968 15	1,938 50	291 01	59 86
East Orange,	49,602 55	101,869 95	115,920 32	267,392 82	94,169 64	12,813 52	33,826 66
Glen Ridge,	4,788 28	14,090 00	2,904 81	21,783 09	10,956 25	2,026 56	.....
Irvington,	13,133 93	19,205 21	1,754 23	34,093 37	19,608 57	3,390 04	2,488 84
Livingston,	3,408 97	3,616 32	477 52	7,502 81	4,800 00	587 63	322 53
Millburn,	5,801 39	12,751 39	60 00	18,612 78	9,450 00	2,203 45	1,567 24
Montclair,	40,815 19	88,222 31	8,107 27	137,144 77	79,739 12	11,399 34	5,435 37
Nutley,	8,822 27	16,093 02	13,623 18	38,538 47	15,423 16	2,858 83	1,161 81
Orange,	41,310 76	86,724 38	232 60	128,267 74	67,054 40	8,663 39	21,922 06
South Orange,	10,161 91	36,402 01	46,556 35	93,120 27	24,453 50	3,606 42	42,972 73
Vailsburgh,	6,970 23	11,101 09	35,079 00	53,150 32	9,573 75	1,799 59	30,032 44
Verona,	3,734 57	7,353 64	2,364 00	13,452 21	5,925 00	945 00	1,366 22
West Orange,	16,311 98	36,534 26	1,791 68	54,637 92	29,419 54	5,867 87	3,584 26
Newark,	437,279 01	747,769 00	114,034 13	1,299,082 14	785,974 39	87,905 59	256,580 56
Total,	$682,256 72	$1,254,522 25	$352,366 81	$2,289,145 78	$1,224,030 68	$155,743 03	$407,706 73

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of New Jersey, for the School Year Ending June 30th, 1904.

Amount expended for debt and interest.	Amount expended for manual training.	Amount expended for text-books, apparatus and supplies.	Amount expended for tuition of pupils in adjoining districts.	Amount expended for other school purposes.	Total amount expended.	Balance of district tax, June 30th, 1904.	Balance of moneys from other sources, June 30th, 1904.	Total balance, June 30th, 1904.
$6,619 22	.....	$1,469 88	.....	$821 91	$33,118 77	$705 55	.....	$705 55
9,820 00	$4,991 13	6,698 19	.....	1,471 03	75,220 30	.....	$616 19	616 19
.....	.....	416 97	.....	873 60	8,520 66	1,217 45	.....	1,217 45
.....	.....	229 36	$261 00	56 30	2,836 03	128 10	4 02	132 12
18,722 50	5,555 06	5,543 35	.....	9,280 32	179,911 05	11,304 64	76,177 13	87,481 77
3,590 00	1,350 11	916 14	.....	2,747 09	21,586 15	.....	196 94	196 94
2,487 50	.....	2,092 54	300 00	1,126 92	31,494 41	896 73	1,702 23	2,598 96
.....	.....	359 21	.....	1,163 94	7,233 31	70 73	198 77	269 50
3,700 00	.....	1,497 02	34 72	.....	18,452 43	.....	160 35	160 35
13,237 50	9,404 64	7,588 07	.....	5,911 32	132,715 36	4,429 41	.....	4,429 41
13,083 44	.....	1,179 04	.....	4,809 63	38,515 91	22 56	.....	22 56
18,155 00	4,127 32	6,379 80	.....	1,917 84	128,219 81	47 93	.....	47 93
6,920 00	2,566 33	5,652 75	.....	1,804 14	87,975 87	3,462 21	1,682 19	5,144 40
2,606 85	.....	656 91	1,687 50	5,289 70	51,646 74	1,089 37	414 21	1,503 58
3,355 41	.....	645 51	.....	657 14	13,360 28	91 93	.....	91 93
5,765 00	1,503 08	2,843 35	.....	3,773 31	54,056 41	.....	581 51	581 51
1,426 17	19,307 53	47,265 32	.....	94,617 62	1,293,077 18	6,004 96	.....	6,004 96
$109,488 59	$48,805 20	$91,433 41	$2,283 22	$136,321 81	$2,177,940 67	$29,471 57	$81,733 54	$111,205 11

Amount expended for transportation of pupils—Bloomfield, $362.00; Verona, $466.00; West Orange, $1,300. Total, $2,128.00.

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Apportionment of School Moneys, by Districts, for the County of ESSEX,

DISTRICTS.	Balance State and county moneys, July 1st, 1904.	Balance district tax, July 1st, 1904.	Balance received from other sources, July 1st, 1904.	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,	.....	$705 55	.....	$11,550 91	.....	.....	$12,410 00
Bloomfield,	.....	.....	$616 19	24,499 45	.....	.....	35,000 00
Caldwell Borough,	.....	1,217 45	.....	3,960 74	.....	.....	4,300 00
Caldwell Township,	.....	128 10	4 02	1,034 46	.....	.....	800 00
East Orange,	.....	11,304 64	76,177 13	48,044 75	.....	.....	78,955 25
Essex Fells,	.....	.....	.....	.....	.....	.....	1,200 00
Glen Ridge,	.....	.....	196 94	4,933 86	.....	.....	12,350 00
Irvington,	.....	896 73	1,702 23	13,923 25	.....	.....	15,080 00
Livingston,	.....	70 73	198 77	3,354 13	.....	.....	2,900 00
Millburn,	.....	.....	160 35	6,109 69	.....	.....	7,720 00
Montclair,	.....	4,429 41	.....	37,302 47	.....	.....	72,898 00
Newark,	.....	6,004 96	.....	446,193 37	.....	.....	703,104 00
North Caldwell,	.....	.....	.....	445 50	.....	.....	350 00
Nutley,	.....	22 56	.....	9,352 07	.....	.....	14,125 00
Orange,	.....	47 93	.....	40,656 18	.....	.....	49,200 00
South Orange,	.....	3,462 21	1,682 19	10,966 93	.....	.....	22,000 00
Vailsburgh,	.....	1,089 37	414 21	7,442 61	.....	.....	8,950 00
Verona,	.....	91 93	.....	4,185 16	.....	.....	5,650 00
West Orange,	.....	.....	581 51	16,755 13	.....	.....	27,400 00
Total,	.....	$29,471 57	$81,733 54	$690,710 66	.....	.....	$1,074,392 25

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State of New Jersey, for the School Year Ending June 30th, 1905.

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, 1905.
.....	$1,000 00	.....	$3,890 00	$17,300 00	.....	.....	.....	$29,556 46
.....	.....	$2,500 00	9,750 00	47,250 00	.....	.....	$2,500 00	74,865 64
.....	600 00	.....	.....	4,900 00	.....	.....	.....	10,078 19
.....	.....	.....	.....	800 00	.....	.....	.....	1,966 58
.....	7,500 00	3,000 00	18,127 50	107,582 75	.....	.....	3,000 00	246,109 27
.....	.....	.....	.....	1,200 00	.....	.....	.....	1,200 00
.....	.....	650 00	4,090 00	17,090 00	.....	.....	650 00	22,870 80
.....	2,050 00	.....	1,442 50	18,572 50	.....	.....	.....	35,094 71
.....	300 00	.....	.....	3,200 00	.....	.....	.....	6,823 63
.....	1,000 00	.....	3,620 00	12,340 00	.....	.....	.....	18,610 04
.....	10,500 00	5,000 00	11,982 50	100,380 50	.....	.....	5,000 00	147,112 38
.....	217,717 70	5,000 00	.....	925,821 70	.....	.....	5,000 00	1,383,020 03
.....	100 00	.....	.....	450 00	.....	.....	.....	895 50
.....	5,940 68	.....	3,388 00	23,453 68	.....	.....	.....	32,828 31
.....	2,300 00	2,000 00	11,270 00	64,770 00	.....	.....	2,000 00	107,474 11
.....	.....	1,250 00	6,920 00	30,170 00	.....	.....	1,250 00	47,531 33
.....	500 00	.....	3,631 85	13,081 85	.....	.....	.....	22,028 04
.....	400 00	.....	1,125 00	7,175 00	.....	.....	.....	11,452 09
.....	3,000 00	1,000 00	6,675 00	38,075 00	.....	.....	1,000 00	56,411 64
.....	$252,908 38	$20,400 00	$85,912 35	$1,433,612 98	.....	.....	$20,400 00	$2,255,928 75

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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 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.
Belleville,	191	642	619	1,261	5	825	.17	895
Bloomfield,	194	995	1,087	2,082	9	3,941	.40	1,598
Caldwell Borough,	190	208	190	398	11	1,547	.81	328
Caldwell Township,	191	81	81	162	.....	476	.62	117
East Orange,	187	2,205	2,207	4,412	93	1,584	.07	3,551
Glen Ridge,	181	189	207	396	3	412	.22	301
Irvington,	191	676	661	1,337	24	964	.18	1,108
Livingston,	191	147	134	281	1	891	.46	201
Millburn,	179	209	221	430	2	1,697	.68	314
Montclair,	185	1,602	1,510	3,112	46	6,622	.47	2,490
Nutley,	179	431	434	865	18	960	.25	654
Orange,	189	1,948	1,934	3,882	67	1,380	.07	2,936
South Orange,	188	465	479	944	51	479	.11	768
Vailsburgh,	189	366	310	676	25	755	.24	560
Verona,	188	188	204	392	16	348	.20	282
West Orange,	190	743	712	1,455	24	2,400	.31	1,081
Newark,	190	21,706	22,036	43,742	474	23,036	.13	35,292
Total,	188	32,801	33,026	65,827	869	48,317	.32	52,476

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State of New Jersey, for the School Year Ending June 30th, 1904.

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.
820	.91	87	865	262	47	.....	.....	.....	1	28	$180 00	$52 85
1,465	.91	322	1,061	562	137	4	625	3.2	10	57	95 50	60 17
306	.93	38	227	85	48	.....	.....	.....	1	9	140 00	49 44
106	.90	.....	97	63	2	.....	.....	.....	.....	4	.....	46 50
3,309	.93	438	2,211	1,284	479	.....	.....	.....	16	103	180 00	66 81
280	.93	52	168	129	47	.....	.....	.....	2	13	187 50	63 26
1,017	.91	.....	880	401	56	.....	.....	.....	2	29	142 50	58 18
181	.90	.....	170	72	39	.....	.....	.....	2	8	62 50	44 75
289	.90	44	242	117	27	.....	.....	.....	1	16	150 00	50 00
2,286	.91	404	1,549	767	392	.....	.....	.....	13	95	139 46	71 00
595	.90	106	476	241	42	.....	.....	.....	3	21	131 66	53 09
2,723	.93	462	2,333	891	196	.....	.....	.....	11	95	148 72	61 32
720	.93	104	393	301	146	.....	.....	.....	6	27	129 16	71 48
516	.93	96	376	204	.....	.....	.....	.....	1	16	155 00	51 40
258	.91	.....	250	117	25	36	4,101	22	2	9	88 75	49 44
983	.91	217	834	339	65	41	5,764	30	3	44	133 33	59 20
32,484	.92	6,722	26,237	9,373	1,410	.....	.....	.....	138	1,005	145 00	72 84
48,338	.915	9,092	38,369	15,208	3,158	81	10,490	55.2	212	1,579	$164 85	$62 11

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Financial Report by Districts, for the County of GLOUCESTER,

DISTRICTS.	Amount due the district, July 1st, 1903, from State and county funds.	Amount due the district, July 1st, 1903, from district tax.	Amount due the district, July 1st, 1903, from other sources.	Total amount due the district, July 1st, 1903.	Amount expended for teachers' salaries.	Amount expended for fuel and janitors' salaries.	Amount expended for building and repairing, excluding debt and interest.
Clayton,	$2,507 98	$2,200 00	$2,201 70	$6,909 68	$3,907 93	$566 45	.....
Deptford,	2,756 64	3,637 94	1,118 75	7,513 33	4,534 50	716 64	$178 68
East Greenwich,	1,099 34	1,991 56	20 00	3,110 90	1,950 00	171 08	250 00
Elk,	1,049 02	1,021 49	36 50	2,107 01	1,395 00	115 90	62 52
Franklin,	3,287 12	3,408 00	6 59	6,701 71	3,810 00	314 10	84 76
Glassboro,	3,807 88	4,329 75	3,292 93	11,430 56	5,543 50	650 00	126 64
Greenwich,	3,414 58	4,363 00	.....	7,777 58	4,955 00	683 50	367 83
Harrison,	2,868 77	2,758 75	.....	5,627 52	4,227 50	439 25	208 46
Logan,	1,907 80	2,034 97	10 00	3,952 77	2,892 00	432 57	.....
Mantua,	2,894 76	3,602 03	1,730 00	8,226 79	5,081 00	748 55	523 18
Monroe,	3,966 77	5,256 51	1,051 37	10,274 65	5,806 28	771 14	476 03
South Harrison,	1,280 15	1,281 63	496 34	3,058 12	1,755 00	173 42	62 64
Washington,	1,576 86	1,236 95	930 50	3,744 31	2,232 00	299 80	80 46
Wenonah,	1,087 62	2,833 43	268 75	4,189 80	1,880 00	151 50	200 16
West Deptford,	2,167 28	5,169 16	4,107 55	11,443 99	3,341 25	777 92	4,195 62
Woodbury,	6,712 92	11,777 00	1,577 67	20,067 59	11,532 00	1,595 83	467 54
Woolwich,	3,430 07	2,750 00	1,241 11	7,421 18	4,656 00	534 71	140 73
Total,	$45,815 56	$59,652 17	$18,089 76	$123,557 49	$69,498 96	$9,142 36	$7,425 25

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State of New Jersey, for the School Year Ending June 30th, 1904.

Amount expended for debt and interest.	Amount expended for manual training.	Amount expended for text-books, apparatus and supplies.	Amount expended for transportation of pupils.	Amount expended for tuition of pupils in adjoining districts.	Amount expended for other school purposes.	Total amount expended.	Balance of State and county funds, June 30th, 1904.	Balance of district tax, June 30th, 1904.	Balance of moneys from other sources, June 30th, 1904.	Total balance, June 30th, 1904.
$1,500 00	.....	$338 94	.....	.....	$456 38	$6,769 70	.....	.....	$139 98	$139 98
1,020 00	.....	416 56	.....	$290 00	353 80	7,510 18	.....	.....	3 15	3 15
.....	.....	206 76	.....	.....	128 49	2,706 33	.....	$404 57	.....	404 57
.....	.....	100 90	.....	.....	114 37	1,788 69	.....	318 32	.....	318 32
1,139 50	.....	339 48	$499 00	107 66	328 43	6,622 93	$6 12	66 07	6 59	78 78
4,300 00	.....	391 72	.....	.....	344 35	11,356 21	.....	74 35	.....	74 35
980 70	.....	527 92	.....	.....	254 92	7,769 87	.....	7 71	.....	7 71
.....	.....	355 26	.....	.....	170 88	5,401 35	.....	226 17	.....	226 17
.....	.....	244 21	.....	.....	340 87	3,909 65	.....	43 12	.....	43 12
1,113 00	.....	391 41	.....	.....	362 66	8,219 80	.....	6 99	.....	6 99
1,537 44	.....	379 91	.....	.....	1,231 14	10,201 94	.....	71 34	1 37	72 71
.....	.....	195 18	.....	58 55	605 68	2,850 47	.....	207 65	.....	207 65
683 00	.....	219 74	.....	.....	138 58	3,653 58	.....	90 73	.....	90 73
200 00	.....	176 33	.....	.....	291 50	2,899 49	.....	1,290 31	.....	1,290 31
759 15	.....	233 38	.....	430 00	496 28	10,233 60	.....	1,142 22	68 17	1,210 39
1,592 50	.....	1,012 41	.....	.....	947 01	17,147 29	.....	2,192 56	727 74	2,920 30
1,128 40	.....	310 83	.....	.....	257 18	7,027 85	.....	393 33	.....	393 33
$15,953 69	.....	$5,840 94	$499 00	$886 21	$6,822 52	$116,068 93	$6 12	$6,535 44	$947 00	$7,488 56

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Apportionment of School Moneys, by Districts, for County of GLOUCES-

DISTRICTS.	Balance State and county moneys, July 1st, 1904.	Balance district tax, July 1st, 1904.	Balance received from other sources, July 1st, 1904.	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,	.....	.....	$139 98	$2,427 38	$123 82	.....	$2,500 00
Deptford,	.....	.....	3 15	2,551 97	102 41	.....	3,250 00
East Greenwich,	.....	$404 57	.....	1,077 59	51 50	.....	1,200 00
Elk,	.....	318 32	.....	1,004 77	37 99	.....	700 00
Franklin,	$6 12	66 07	6 59	3,212 50	113 63	.....	2,380 00
Glassboro,	.....	74 35	.....	3,619 76	159 50	.....	2,790 00
Greenwich,	.....	7 71	.....	639 03	24 11	.....	1,850 00
Harrison,	.....	226 17	.....	2,744 10	100 94	.....	2,300 00
Logan,	.....	43 12	.....	1,841 71	67 11	.....	2,120 00
Mantua,	.....	6 99	.....	3,010 32	113 23	.....	3,550 00
Monroe,	.....	71 34	1 37	3,853 73	143 54	.....	3,430 00
National Park,	.....	.....	.....	.....	.....	.....	400 00
Paulsboro,	.....	.....	.....	2,956 96	123 57	.....	5,010 00
South Harrison,	.....	207 65	.....	1,245 23	45 50	.....	1,075 00
Washington,	.....	90 73	.....	1,508 11	57 16	.....	1,450 00
Wenonah,	.....	1,290 31	.....	1,033 22	43 27	.....	1,200 00
West Deptford,	.....	1,142 22	68 17	2,065 53	86 37	.....	3,240 00
Woodbury,	.....	2,192 56	727 74	6,612 99	284 40	.....	6,932 50
Woolwich,	.....	393 33	.....	3,319 32	133 45	.....	2,500 00
Total,	$6 12	$6,535 44	$947 00	$44,724 22	$1,811 50	.....	$47,877 50

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TER, State of New Jersey, for the School Year Ending June 30th, 1905.

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, 1905.
.....	.....	.....	.....	$2,500 00	.....	.....	.....	$5,191 18
.....	$250 00	.....	.....	3,500 00	.....	.....	.....	6,157 53
.....	600 00	.....	.....	1,800 00	.....	.....	.....	3,333 66
.....	.....	.....	.....	700 00	.....	.....	.....	2,061 08
.....	150 00	.....	$70 00	2,600 00	.....	.....	.....	6,004 91
.....	150 00	.....	1,250 00	4,190 00	.....	.....	.....	8,043 61
.....	150 00	.....	.....	2,000 00	.....	.....	.....	2,670 85
.....	200 00	.....	.....	2,500 00	.....	.....	.....	5,571 21
.....	380 00	.....	.....	2,500 00	.....	.....	.....	4,451 94
.....	150 00	.....	300 00	4,000 00	.....	.....	.....	7,130 54
.....	600 00	.....	615 00	4,645 00	.....	.....	.....	8,714 98
.....	.....	.....	.....	400 00	.....	.....	.....	400 00
.....	760 00	.....	.....	5,770 00	.....	.....	.....	8,850 53
.....	125 00	.....	.....	1,200 00	.....	.....	.....	2,698 38
.....	250 00	.....	.....	1,700 00	.....	.....	.....	3,356 00
.....	.....	.....	500 00	1,700 00	.....	.....	.....	4,066 80
.....	250 00	.....	800 00	4,290 00	.....	.....	.....	7,652 29
.....	1,500 00	.....	1,567 50	10,000 00	.....	.....	.....	19,817 69
.....	250 00	.....	.....	2,750 00	.....	.....	.....	6,596 10
.....	$5,765 00	.....	$5,102 50	$58,745 00	.....	.....	.....	$112,769 28

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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 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.
Clayton,	188	277	184	461	9	862	.45	299
Deptford,	184	235	223	458	.....	1,453	.787	263
East Greenwich,	185	113	104	217	1	597	.806	121
Elk,	162	89	85	174	.....	205	.316	93
Franklin,	169	244	261	505	.....	1,638	.881	291
Glassboro,	186.5	341	276	617	12	374	.016	392
Greenwich,	170	278	281	559	4	1,716	.917	385
Harrison,	178	177	189	366	5	1,340	.68	212
Logan,	169	157	141	298	.....	822	.608	166
Mantua,	183	246	227	473	1	2,587	1.178	288
Monroe,	170	334	283	617	3	1,059	.482	384
South Harrison,	166	78	78	156	1	300	.241	109
Washington,	170	120	113	233	.....	838	.821	141
Wenonah,	180	56	70	126	.....	1,097	1.523	100
West Deptford,	175	193	203	396	.....	1,677	1.198	240
Woodbury,	184	458	448	906	11	3,910	.923	704
Woolwich,	167	247	242	489	2	1,436	.859	312
Total,	176	3,643	3,408	7,051	49	21,911	.77	4,500

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State of New Jersey, for the School Year Ending June 30th, 1904.

Average daily attendance.	Percentage of daily attendance on average enrollment.	Number of pupils on roll in kindergartens.	Number of pupils on roll in primary grade.	Number of pupils on roll in grammar grade.	Number of pupils on roll in high school grade.	Number of different pupils transported.	Total number of days transported.	Average number of pupils transported per day.	Total number of male teachers employed.	Total number of female teachers employed.	Average salary per month paid to all male teachers.	Average salary per month paid to all female teachers.
266	86.9	.....	335	125	1	.....	.....	.....	2	8	$68 19	$40 625
225	85.5	.....	303	154	1	.....	.....	.....	4	6	62 50	40 76
110	90.9	.....	149	68	.....	.....	.....	.....	1	3	64 86	48 65
78	83.8	.....	109	64	1	.....	.....	.....	.....	4	.....	43 07
241	82.8	.....	365	139	1	25	1,670	10	4	7	48 76	41 40
337	85.9	.....	372	234	11	.....	.....	.....	4	9	67 25	43 48
344	89.3	.....	362	193	4	.....	.....	.....	1	11	94 11	45 72
187	88.2	.....	240	122	4	.....	.....	.....	3	8	53 40	39 36
151	90.9	.....	211	81	6	.....	.....	.....	1	7	53 24	41 16
262	90.9	.....	312	159	2	.....	.....	.....	1	11	71 03	46 50
318	82.8	.....	529	87	1	.....	.....	.....	3	11	71 21	46 50
95	87.1	.....	90	66	.....	.....	.....	.....	.....	5	.....	42 30
120	85.1	.....	129	103	1	.....	.....	.....	1	5	58 23	40 87
89	89.0	.....	63	63	.....	.....	.....	.....	1	3	70 00	46 29
202	84.1	.....	298	98	.....	.....	.....	.....	1	7	57 00	46 41
643	91.3	.....	559	269	78	.....	.....	.....	2	22	97 82	46 78
283	90.7	.....	348	130	11	.....	.....	.....	1	10	85 32	47 22
3,951	87.8	.....	4,774	2,155	122	25	1,670	10	30	137	$65 79	$44 37

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Financial Report by Districts, for the County of HUDSON, State

DISTRICTS.	Amount due the district, July 1st, 1903, from State and county funds.	Amount due the district, July 1st, 1903, from district tax.	Amount due the district, July 1st, 1903, from other sources.	Total amount due the district, July 1st, 1903.	Amount expended for teachers' salaries.	Amount expended for fuel and janitors' salaries.	Amount expended for building and repairing, excluding debt and interest.
Bayonne, ...	$57,352 27	$91,596 23	$93,989 70	$242,938 20	$109,713 54	$15,894 46	$49,088 4
East Newark,...	3,624 80	11,583 72	.....	15,208 52	5,273 00	1,092 00	703 8
Guttenberg, ...	7,310 39	3,950 84	2,490 00	13,751 23	7,897 00	1,462 00	1,960 0
Harrison, ...	8,437 33	18,295 00	80 00	26,812 33	14,657 87	2,294 44	1,195 6
Hoboken, ...	85,088 54	128,440 96	153,796 80	367,326 30	151,456 51	20,174 49	143,827 2
Jersey City, ...	256,868 44	655,887 72	654,246 66	1,567,002 82	499,183 03	48,484 99	206,766 7
Kearny, ...	19,584 85	34,043 10	2,517 23	56,145 18	35,792 00	7,381 96	1,318 6
North Bergen, .	15,657 44	45,341 14	14,502 50	75,501 08	24,786 75	6,106 79	6,686 9
Secaucus, ...	2,784 62	4,577 58	.....	7,362 20	4,031 00	562 50	132 9
Town of Union,.	25,357 11	40,207 44	23,925 94	89,490 49	38,483 83	7,611 57	23,307 2
Weehawken, ...	9,500 18	52,200 83	58,184 37	119,885 38	23,175 32	5,848 16	14,720 1
West Hoboken,.	37,214 28	35,000 00	6,730 73	78,945 01	50,765 35	8,137 38	12,025 1
W. New York,..	9,167 57	16,919 58	11,652 68	37,739 83	14,746 43	2,782 51	616 0
	$537,947 82	$1 138,044 14	$1,022,116 61	$2 398,108 57	$979,961 63	$127,833 25	$462,349 2

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of New Jersey, for the School Year Ending June 30th, 1904.

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 State and county funds, June 30th, 1904.	Balance of district tax, June 30th, 1904.	Balance of moneys from other sources, June 30th, 1904.	Total balance, June 30th, 1904.
.....	$6,293 90	$8,550 26	$6,053 88	$195,594 49	$1,706 10	$184 01	$45,453 60	$47,343 71
$4,216 68	.....	532 66	2,255 00	14,073 22	.....	1,135 30	.....	1,135 30
72 23	.....	616 76	304 19	12,312 26	.....	.....	1,438 97	1,438 97
6,925 00	.....	778 87	950 18	26,802 00	.....	33	10 00	10 33
.....	10,827 33	12,641 02	25,089 79	364,016 35	.....	1,697 95	1,612 00	3,309 95
44,330 00	2,504 84	17,555 43	23,239 38	842,064 44	.....	289,667 77	435,270 61	724,938 38
5,375 00	.....	1,920 10	3,916 44	55,704 18	.....	.....	441 00	441 00
2,708 89	.....	4,416 11	21,046 14	65,842 47	.....	9,456 11	202 50	9,658 61
1,030 50	.....	333 07	919 88	7,009 93	.....	352 27	.....	352 27
7,500 00	2,051 14	3,919 19	4,090 22	86,963 16	.....	163 63	2,363 70	2,527 33
28,428 00	.....	2,056 89	8,354 55	83,999 57	.....	9,582 72	26,303 09	35,885 81
.....	.....	2,226 45	5,790 66	78,945 01	.....	.....	.....	.....
1,250 00	.....	1,471 10	16,124 39	37,135 43	.....	604 40	.....	604 40
$101,836 30	$21,677 21	$57,017 91	$118,134 70	$1,870,462 51	$1,706 10	$312,844 49	$513,095 47	$827,646 06

Amount expended for transportation of pupils—North Bergen, $90.80; Weehawken, $154.00. Total, $244.80.

Amount expended for tuition of pupils in adjoining districts—Weehawken, $1,262.50; West New York, $145.00. Total, $1,407.50.

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Apportionment of School Moneys, by Districts, for the County of HUD-

DISTRICTS.	Balance State and county moneys, July 1st, 1904.	Balance district tax, July 1st, 1904.	Balance received from other sources, July 1st, 1904.	Amount apportioned from State appropriation, State school tax and State school fund appropriation.	Amount apportioned from surplus revenue.	Amount apportioned from balances.
Bayonne,	$1,706 10	$184 01	$45,453 60	$60,049 48	.....	.....
East Newark,	.....	1,135 30	.....	3,673 91	.....	.....
Guttenberg,	.....	.....	1,438 97	7,253 34	.....	.....
Harrison,	.....	33	10 00	8,444 01	.....	.....
Hoboken,	.....	1,697 95	1,612 00	85,023 01	.....	.....
Jersey City,	.....	289,667 77	435,270 61	264,587 29	.....	.....
Kearny,	.....	.....	441 00	19,447 74	.....	.....
North Bergen,	.....	9,456 11	202 50	17,055 51	.....	.....
Secaucus,	.....	352 27	.....	2,845 48	.....	.....
Town of Union,	.....	163 63	2,363 70	26,132 61	.....	.....
Weehawken,	.....	9,582 72	26,303 09	11,474 37	.....	.....
West Hoboken,	.....	.....	.....	37,377 66	.....	.....
West New York,	.....	604 40	.....	9,886 30	.....	.....
Total,	$1,706 10	$312,844 49	$513,095 47	$553,250 71	.....	.....

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SON, State of New Jersey, for the School Year Ending June 30th, 1904.

Amount of district tax voted for current expenses.	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 manual training and other sources.	Total amount available for school year ending June 30th, 1904.
$90,596 27	.....	$4,000 00	$4,000 00	.....	$98,596 27	.....	$205,989 46
7,360 00	.....	600 00	.....	$4,000 00	11,960 00	.....	16,769 21
3,500 00	.....	200 00	.....	.....	3,700 00	.....	12,392 31
11,200 00	.....	1,485 00	.....	3,925 00	16,610 00	.....	25,064 34
130,304 49	.....	7,500 00	5,000 00	.....	142,804 49	.....	231,137 45
615,710 00	.....	5,000 00	2,500 00	44,330 00	667,540 00	.....	1,657,065 67
34,052 26	.....	.....	.....	5,950 00	40,002 26	.....	59,891 00
23,786 00	.....	2,500 00	.....	5,865 00	32,151 00	.....	58,865 12
2,925 00	.....	200 00	.....	.....	3,125 00	.....	6,322 75
28,000 00	.....	2,000 00	900 00	7,350 00	38,250 00	.....	66,909 94
28,190 37	.....	2,700 00	.....	12,336 00	43,226 37	.....	90,586 55
35,000 00	.....	.....	.....	.....	35,000 00	.....	72,377 66
16,038 00	.....	.....	.....	1,175 00	17,213 00	.....	27,703 70
$1,026,662 39	.....	$26,185 00	$12,400 00	$84,931 00	$1,150,178 39	.....	$2,531,075 16

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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 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.
Bayonne,	191	3,390	3,281	6,671	33	6,039	.16	5,057
East Newark,	189	345	335	680	3	821	1.02	358
Guttenberg,	185	449	481	930	3	392	.14	704
Harrison,	190	561	492	1,053	10	444	.02	736
Hoboken,	195	5,427	4,935	10,362	254	1,938	.44	7,938
Jersey City,	187	15,556	15,941	31,497	1,119	18,060	.16	25,947
Kearny,	190	1,279	1,193	2,472	45	1,513	.01	1,941
North Bergen,	194	1,142	1,078	2,220	14	2,245	.25	1,601
Secaucus,	194	207	207	414	2	1,090	5.00	311
Town of Union,	198	1,719	1,650	3,369	69	238	.02	2,652
Weehawken,	195	657	667	1,324	20	1,230	.20	966
West Hoboken,	196	2,628	2,476	5,104	20	3,884	1.25	3,802
West New York,	198	685	633	1,318	1	599	.13	976
Total,	193	34,045	33,369	67,414	1,593	38,493	.132	52,989

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State of New Jersey, for the School Year Ending June 30th, 1904.

Average daily attendance.	Percentage of daily attendance on average enrollment.	Number of pupils on roll in kindergartens.	Number of pupils on roll in primary grade.	Number of pupils on roll in grammar grade.	Number of pupils on roll 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	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
4,591	.90	468	3,970	2,008	225	.....	.....	.....	13	176	$182 77	$53 85
327	.92	.....	569	111	.....	.....	.....	.....	2	10	126 99	54 81
641	.91	.....	663	267	.....	.....	.....	.....	1	15	118 00	45 64
666	.905	.....	712	341	.....	.....	.....	.....	4	24	178 95	68 09
6,443	.94	1,155	6,115	2,853	239	.....	.....	.....	9	211	191 46	70 22
24,439	.94	407	22,059	8,277	754	.....	.....	.....	39	665	252 80	76 25
1,797	.93	.....	1,636	730	106	.....	.....	.....	8	53	153 78	53 86
1,469	.92	.....	1,842	373	5	5	653	4	8	39	108 25	45 46
274	.88	.....	362	52	.....	.....	.....	.....	2	5	90 20	49 10
2,497	.94	288	2,012	808	261	.....	.....	.....	9	55	115 55	56 06
898	.93	253	745	326	.....	20	1,210	6	2	32	133 33	65 88
3,552	.915	1,041	2,808	1,162	93	.....	.....	.....	5	84	137 04	52 93
881	.903	72	1,046	200	.....	.....	.....	.....	1	23	152 53	59 20
48,475	.92	3,684	44,539	17,508	1,683	25	1,863	10	103	1,392	$169 42	$63 98

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Financial Report by Districts, for the County of HUNTERDON,

DISTRICTS.	Amount due the district, July 1st, 1903, from State and county funds.	Amount due the district, July 1st, 1903, from district tax.	Amount due the district, July 1st, 1903, from other sources.	Total amount due the district, July 1st, 1903.	Amount expended for teachers' salaries.	Amount expended for fuel and janitors' salaries.
Alexandria,	$1,340 99	$545 80	$78 00	$1,964 79	$1,260 00	$63 15
Bethlehem,	2,395 70	1,103 52	.....	3,499 22	2,530 00	260 47
Town of Clinton,	1,420 07	1,765 00	.....	3,185 07	2,200 00	244 00
Clinton Township,	2,651 79	1,953 97	317 50	4,923 26	3,915 00	297 57
Delaware,	2,802 54	1,884 33	23 17	4,710 04	2,967 40	257 57
East Amwell,	1,163 20	2,735 89	229 75	4,128 84	1,980 00	163 61
Franklin,	1,830 23	642 92	.....	2,473 15	1,981 15	6 00
Frenchtown,	1,704 30	2,291 32	210 20	4,205 82	2,000 00	573 78
High Bridge,	2,125 33	4,043 08	15,361 72	21,530 13	2,900 00	537 60
Holland,	3,031 59	1,513 19	.....	4,544 78	3,414 75	130 25
Junction,	1,679 38	1,478 90	41 74	3,200 02	2,250 00	363 70
Kingwood,	2,180 83	300 00	35 83	2,516 66	2,025 00	210 61
Lambertville,	6,368 45	5,580 73	2,422 48	14,371 66	8,618 50	1,150 28
Lebanon,	5,154 85	2,263 48	332 00	7,750 33	5,602 25	680 91
Raritan,	7,124 54	10,339 66	5,088 55	22,552 75	11,594 76	1,573 77
Readington,	3,981 43	3,943 83	235 93	8,161 19	4,451 36	356 00
Stockton,	1,041 69	315 00	153 37	1,510 06	1,058 50	147 49
Tewksbury,	1,912 02	1,900 00	20 00	3,832 02	2,262 02	202 62
Union,	2,509 18	414 30	30 00	2,953 48	2,294 72	93 34
West Amwell,	1,093 02	914 34	.....	2,007 36	1,350 00	105 83
Total,	$53,511 13	$45,929 26	$24,580 24	$124,020 63	$66,655 41	$7,418 55

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State of New Jersey, for the School Year Ending June 30th, 1904.

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 tuition of pupils in adjoining districts.	Amount expended for other school purposes.	Total amount expended.	Balance of State and county funds, June 30th, 1904.	Balance of district tax, June 30th, 1904.	Balance of moneys from other sources, June 30th, 1904.	Total balance, June 30th, 1904.
$45 69	.....	$203 44	$54 00	$89 81	$1,716 09	.....	$170 70	$78 00	$248 70
92 43	.....	276 46	.....	84 64	3,244 00	.....	255 22	.....	255 22
130 00	$225 00	246 00	.....	140 00	3,185 00	.....	07	.....	07
238 73	.....	234 11	.....	194 16	4,879 57	.....	43 69	.....	43 69
.....	.....	1,326 10	.....	23 17	4,574 24	.....	135 80	.....	135 80
187 53	864 93	273 58	254 00	270 01	3,993 66	.....	121 98	13 20	135 18
.....	6 75	186 92	.....	208 40	2,389 22	$0 18	83 75	.....	83 93
.....	937 00	208 43	.....	414 69	4,133 90	.....	50 92	21 00	71 92
15,345 72	1,364 39	266 21	.....	333 48	20,747 40	.....	766 73	16 00	782 73
73 21	.....	251 11	.....	187 80	4,057 12	.....	487 66	.....	487 66
74 61	2 75	150 60	.....	347 71	3,189 37	.....	10 30	35	10 65
.....	.....	260 32	.....	.....	2,495 93	.....	73	20 00	20 73
1,356 41	.....	966 04	.....	1,969 30	14,060 53	.....	311 13	.....	311 13
348 30	6 00	602 95	.....	455 86	7,696 27	.....	54 06	.....	54 06
455 50	1,468 25	980 98	.....	4,988 45	21,061 71	.....	1,491 04	.....	1,491 04
2,574 40	.....	450 00	.....	220 27	8,052 03	.....	109 16	.....	109 16
18 61	115 00	57 56	.....	80 07	1,477 23	.....	32 83	.....	32 83
.....	1,082 25	202 62	.....	20 00	3,769 51	.....	62 51	.....	62 51
.....	.....	290 28	.....	30 00	2,708 34	121 12	124 02	.....	245 14
30 40	.....	176 51	78 00	80 09	1,820 83	.....	186 53	.....	186 53
$20,971 54	$6,072 32	$7,610 22	$386 00	$10,137 91	$119,251 95	$121 30	$4,498 83	$148 55	$4,768 68

Note.—No moneys expended for manual training.
No moneys expended for transportation of pupils.

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Apportionment of School Moneys, by Districts, for County of HUNTER-

DISTRICTS.	Balance of State and county moneys, July 1st, 1904.	Balance district tax, July 1st, 1904.	Balance received from other sources, July 1st, 1904.	Amount apportioned from State appropriation, State school tax and State school fund appropriation.	Amount apportioned from surplus revenue.	Amount apportioned from balances.
Alexandria,	.....	$170 70	$78 00	$972 16	.....	.....
Bethlehem,	.....	255 22	.....	2,388 84	.....	.....
Town of Clinton,	.....	07	.....	1,373 94	.....	.....
Clinton Township,	.....	43 69	.....	2,610 04	.....	.....
Delaware,	.....	135 80	.....	2,833 94	.....	.....
East Amwell,	.....	121 98	13 20	1,377 06	.....	.....
Franklin,	$0 18	83 75	.....	1,479 73	.....	.....
Frenchtown,	.....	50 92	21 00	1,776 95	.....	.....
High Bridge,	.....	766 73	16 00	2,064 20	.....	.....
Holland,	.....	487 66	.....	3,007 17	..	..
Junction,	.....	10 30	35	1,672 99	.....	.....
Kingwood,	.....	73	20 00	2,041 26	.....	.....
Lambertville,	.....	311 13	.....	6,268 27	.....	.....
Lebanon,	.....	54 06	.....	5,088 69	.....	.....
Raritan,	.....	1,491 04	.....	7,136 66	.....	.....
Readington,	.....	109 16	.....	3,906 08	.....	.....
Stockton,	.....	32 83	.....	999 08	.....	.....
Tewksbury,	.....	62 51	.....	1,858 40	.....	.....
Union,	121 12	124 02	.....	1,911 52	.....	.....
West Amwell,	.....	186 53	.....	1,115 97	.....	.....
Total,	$121 30	$4,498 83	$148 55	$51,882 95	.....	.....

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DON, State of New Jersey, for the School Year Ending June 30th, 1905.

Amount of district tax voted for current expenses.	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 manual training and other sources.	Total amount available for school year ending June 30th, 1905.
$400 00	.....	.....	.....	.....	$400 00	.....	$1,620 86
1,125 00	.....	$225 00	.....	.....	1,350 00	.....	3,994 06
1,785 00	.....	.....	.....	.....	1,785 00	.....	3,159 01
2,200 00	.....	.....	.....	.....	2,200 00	.....	4,853 73
1,625 00	.....	.....	.....	.....	1,625 00	.....	4,594 74
1,200 00	.....	.....	.....	$612 50	1,812 50	.....	3,324 74
1,046 89	.....	.....	.....	.....	1,046 89	.....	2,610 55
1,325 00	.....	.....	.....	.....	1,325 10	.....	3,173 87
2,260 00	.....	340 00	.....	1,205 05	3,805 05	.....	6,651 98
1,000 00	.....	.....	.....	.....	1,000 00	.....	4,494 83
1,198 50	.....	100 00	.....	.....	1,298 50	.....	2,982 14
500 00	.....	.....	.....	.....	500 00	.....	2,561 99
6,288 73	.....	694 00	.....	.....	6,982 73	.....	13,562 13
1,525 00	.....	225 00	.....	.....	1,750 00	.....	6,892 75
8,424 98	.....	1,000 00	.....	2,378 25	11,803 23	.....	20,430 93
2,200 00	.....	.....	.....	.....	2,200 00	.....	6,215 24
378 24	.....	.....	.....	110 00	488 24	.....	1,520 15
875 00	.....	.....	.....	700 00	1,575 00	.....	3,495 91
700 00	.....	150 00	.....	.....	850 00	.....	3,006 66
400 00	.....	.....	.....	.....	400 00	.....	1,702 50
$36,457 34	.....	$2,734 00	.....	$5,005 80	$44,197 14	.....	$100,848 77

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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 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.
Alexandria,	173	73	78	151	.....	1,032	1.49	91
Bethlehem,	190	159	168	327	8	584	.44	216
Town of Clinton,	187	80	97	177	5	333	.43	126
Clinton Township,	182	206	169	375	.....	1,188	.81	220
Delaware,	188	206	193	399	.....	1,455	.87	216
East Amwell,	191	92	84	176	.....	418	.44	101
Franklin,	175	106	94	200	2	348	.39	122
Frenchtown,	189	100	109	209	1	1,261	1.32	166
High Bridge,	158	134	140	274	5	206	.21	209
Holland,	175	185	180	365	.....	1,205	.70	238
Junction,	179	105	109	214	8	307	.30	151
Kingwood,	170	125	102	227	.....	1,036	.76	114
Lambertville,	190	343	385	728	27	800	.26	571
Lebanon,	168	324	258	582	5	1,346	.45	359
Raritan,	189	363	433	796	18	976	.22	556
Readington,	185	266	213	479	1	1,027	.43	286
Stockton,	170	60	69	129	.....	207	.41	92
Tewksbury,	175	132	137	269	1	660	.63	152
Union,	166	114	105	219	.....	151	.13	119
West Amwell,	189	65	63	128	.....	344	.46	65
Total,	179	3,238	3,186	6,424	81	14,884	.50	4,170

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State of New Jersey, for the School Year Ending June 30th, 1904.

Average daily attendance.	Percentage of daily attendance on average enrollment.	Number of pupils on roll in kindergartens.	Number of pupils on roll in primary grade.	Number of pupils on roll in grammar grade.	Number of pupils on roll in high school grade.	Number of different pupils transported.	Total number of days transported.	Average number of pupils transported per day.	Total number of male teachers employed.	Total number of female teachers employed.	Average salary per month paid to all male teachers.	Average salary per month paid to all female teachers.
75	.83	.....	96	55	.....	.....	.....	.....	2	2	$39 45	$39 45
198	.92	.....	172	155	.....	.....	.....	.....	2	5	49 47	41 90
120	.93	.....	62	85	30	.....	.....	.....	1	3	90 90	48 13
196	.89	.....	238	137	.....	.....	.....	.....	4	4	65 00	42 55
186	.86	.....	183	216	.....	.....	.....	.....	2	7	35 64	35 64
91	.90	.....	99	77	.....	.....	.....	.....	1	4	52 35	38 75
107	.88	.....	104	96	.....	.....	.....	.....	1	4	36 00	37 83
151	.91	.....	103	85	21	.....	.....	.....	1	4	63 50	37 04
192	.92	55	103	14	.....	.....	.....	.....	1	5	95 75	42 55
206	.87	.....	198	140	27	.....	.....	.....	3	7	46 00	36 60
141	.95	.....	140	57	17	.....	.....	.....	1	4	84 00	42 00
95	.83	.....	118	109	.....	.....	.....	.....	4	4	30 60	30 60
526	.92	.....	444	193	91	.....	.....	.....	1	16	121 00	52 46
319	.88	.....	352	209	21	.....	.....	.....	3	15	58 45	34 52
510	.92	.....	460	283	53	.....	.....	.....	2	21	92 60	50 00
228	.80	.....	252	227	.....	.....	.....	.....	1	12	48 38	35 80
80	.87	.....	59	70	.....	.....	.....	.....	1	2	52 94	35 74
134	.88	.....	145	124	.....	.....	.....	.....	2	4	57 14	40 70
101	.85	.....	139	80	.....	.....	.....	.....	3	4	41 90	38 00
57	.88	.....	83	45	.....	.....	.....	.....	1	3	37 03	35 30
3,713	.89	55	3,550	2,545	274	.....	.....	.....	37	129	$55 48	$41 59

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Financial Report by Districts, for the County of MERCER, State

DISTRICTS.	Amount due the district, July 1st, 1903, from State and county funds.	Amount due the district, July 1st, 1903, from district tax.	Amount due the district, July 1st, 1903, from other sources.	Total amount due the district, July 1st, 1903.	Amount expended for teachers' salaries.	Amount expended for fuel and janitors' salaries.	Amount expended for building and repairing, excluding debt and interest.
East Windsor, ...	$4,671 57	$3,900 00	$947 48	$9,519 05	$5,440 75	$840 76	.....
Ewing, ...	1,964 91	1,853 06	130 38	3,948 35	1,959 00	249 45	563 75
Hamilton, ...	6,249 71	5,379 00	8,706 09	20,334 80	6,960 00	962 14	5,170 50
Hopewell, ...	7,561 49	5,003 98	341 25	12,906 72	7,950 00	764 11	474 59
Lawrence, ...	2,243 36	1,400 00	226 30	3,869 66	2,460 00	302 09	250 00
Princeton Township,..	1,110 68	934 06	69 90	2,114 64	1,260 00	185 13	123 57
Princeton Borough,....	6,081 47	9,020 00	6,596 75	21,698 22	9,880 32	1,946 94	450 95
Trenton, ...	105,227 50	109,900 00	77,903 45	293,030 95	150,871 04	22,567 84	87,524 25
Washington, ...	2,317 31	761 09	10 84	3,089 24	2,260 00	168 29	110 58
West Windsor, ...	1,887 22	784 13	.....	2,671 25	2,149 80	172 62	.....
Total, ...	$139,315 22	$138,935 22	$94,932 44	$373,182 88	$191,190 91	$28,159 37	$94,668 19

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of New Jersey, for the School Year Ending June 30th, 1904.

Amount expended for debt and interest.	Amount expended for text-books, apparatus and supplies.	Amount expended for transportation of pupils.	Amount expended for tuition of pupils in adjoining districts.	Amount expended for other school purposes.	Total amount expended.	Balance of State and county funds, June 30th, 1904.	Balance of district tax, June 30th, 1904.	Balance of moneys from other sources, June 30th, 1904.	Total balance, June 30th, 1904.
$1,100 00	$335 78	.....	.....	$1,506 58	$9,223 87	.....	$36 70	$258 48	$295 18
450 00	112 38	.....	.....	382 37	3,716 95	.....	180 44	50 96	231 40
2,047 02	527 75	$88 00	.....	4,298 20	20,053 61	.....	.....	281 19	281 19
1,294 00	759 66	.....	.....	591 63	11,833 99	.....	1,042 60	30 13	1,072 73
.....	.....	.....	.....	782 78	3,794 87	.....	74 79	.....	74 79
.....	114 33	.....	$27 00	214 97	1,925 00	.....	146 74	42 90	189 64
2,849 43	804 48	.....	.....	5,694 04	21,626 16	.....	.....	72 06	72 06
.....	12,992 63	.....	.....	18,109 61	292,065 37	.....	.....	965 58	965 58
10 00	123 16	.....	.....	107 97	2,780 00	$57 31	241 09	10 84	309 24
.....	.....	.....	.....	.....	2,322 42	.....	348 83	.....	348 83
$7,750 45	$15,770 17	$88 00	$27 00	$31,688 15	$369,342 24	$57 31	$2,071 19	$1,712 14	$3,840 64

Note.—No moneys expended for manual training.

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Apportionment of School Moneys, by Districts, for the County of MER-

DISTRICTS.	Balance State and county moneys, July 1st, 1904.	Balance district tax, July 1st, 1904.	Balance received from other sources, July 1st, 1904.	Amount apportioned from State appropriation, State school tax and State school fund appropriation.	Amount apportioned from surplus revenue.	Amount apportioned from balances.
East Windsor,	.....	$36 70	$258 48	$4,726 67	$174 00	.....
Ewing,	.....	180 44	50 96	1,989 58	.....	.....
Hamilton,	.....	.....	281 19	6,704 34	.....	.....
Hopewell,	.....	1,042 60	30 13	7,568 96	.....	.....
Lawrence,	.....	74 79	.....	2,236 69	.....	.....
Princeton Township,	.....	146 74	42 90	1,124 20	.....	.....
Princeton Borough,	.....	.....	72 06	6,736 80	.....	.....
Trenton,	.....	.....	965 58	109,136 82	.....	.....
Washington,	$57 31	241 09	10 84	2,134 11	124 62	.....
West Windsor,	.....	348 83	.....	1,708 89	156 00	.....
Total,	$57 31	$2,071 19	$1,712 14	$144,067 06	$454 62	.....

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CER, State of New Jersey, for the School Year Ending June 30th, 1905.

Amount of district tax voted for current expenses.	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 manual training and other sources.	Total amount available for school year ending June 30th, 1905.
$2,700 00	.....	.....	.....	$1,025 00	$3,725 00	.....	$8,920 85
425 00	.....	250 00	.....	450 00	1,125 00	.....	3,345 98
6,020 00	.....	.....	.....	1,235 00	7,255 00	.....	14,240 53
3,250 00	.....	.....	.....	1,200 00	4,450 00	.....	13,091 69
566 64	.....	833 36	.....	.....	1,400 00	.....	3,711 48
450 00	.....	100 00	.....	.....	550 00	.....	1,863 84
8,720 00	.....	.....	$500 00	500 00	9,720 00	.....	16,528 86
111,900 00	.....	10,500 00	.....	.....	122,400 00	.....	232,502 40
300 00	.....	300 00	.....	.....	600 00	.....	3,167 97
900 00	.....	.....	.....	.....	900 00	.....	3,113 72
$135,231 64	.....	$11,983 36	$500 00	$4,410 00	$152,125 00	.....	$300,486 37

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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 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.
East Windsor, ...	185	254	243	497	38	797	.146	358
Ewing, ...	180	130	107	237	2	277	.250	144
Hamilton, ...	182.6	458	429	887	6	2,177	.431	527
Hopewell, ...	188	449	425	874	37	4,132	.558	564
Lawrence, ...	188.8	147	149	296	.....	488	.425	172
Princeton Township, ...	194	84	56	140	2	964	1.650	82
Princeton Borough, ...	190	361	374	735	4	1,301	.578	510
Trenton, ...	188	5,369	5,659	11,028	56	9,113	.190	9,028
Washington, ...	183.7	140	123	263	1	1,233	1.115	140
West Windsor, ...	189.5	123	102	225	2	1,571	.830	110
Total, ...	187	7,515	7,667	15,182	148	22,053	.62	11,635

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State of New Jersey, for the School Year Ending June 30th, 1904.

Average daily attendance.	Percentage of daily attendance on average enrollment.	Number of pupils on roll in kindergartens.	Number of pupils on roll in primary grade.	Number of pupils on roll in grammar grade.	Number of pupils on roll in high school grade.	Number of different pupils transported.	Total number of days transported.	Average number of pupils transported per day.	Total number of male teachers employed.	Total number of female teachers employed.	Average salary per month paid to all male teachers.	Average salary per month paid to all female teachers.
307	.849	2	357	121	17	.....	.....	.....	.....	12	.....	$49 00
130	.896	9	116	112	.....	.....	.....	.....	.....	5	.....	42 56
433	.834	3	553	328	3	36	1,554	10	.....	17	.....	41 32
507	.876	.....	442	389	43	.....	.....	.....	3	17	$58 93	38 95
146	.873	.....	166	124	6	.....	.....	.....	.....	6	.....	43 33
72	.856	10	77	51	2	.....	.....	.....	.....	3	.....	43 00
456	.880	119	405	174	37	.....	.....	.....	3	14	92 26	52 11
8,320	.920	656	6,959	2,817	596	.....	.....	.....	14	286	124 60	49 60
116	.836	2	196	65	.....	.....	.....	.....	1	5	41 20	40 52
105	.839	6	119	87	13	.....	.....	.....	.....	5	.....	44 28
10,592	.865	807	9,390	4,268	717	36	1,554	10	21	370	$106 62	$48 41

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Financial Report by Districts, for the County of MIDDLESEX,

DISTRICTS.	Amount due the district, July 1st, 1903, from State and county funds.	Amount due the district, July 1st, 1903, from district tax.	Amount due the district, July 1st, 1903, from other sources.	Total amount due the district, July 1st, 1903.	Amount expended for teachers' salaries.	Amount expended for fuel and janitors' salaries.	Amount expended for building and repairing, excluding debt and interest.
Cranbury,	$2,038 23	$3,220 34	.....	$5,258 57	$2,980 00	$361 84	$110 20
Dunellen,	1,904 11	4,118 50	$160 87	6,183 48	4,045 00	707 25	350 34
East Brunswick,	3,312 50	4,188 29	82 00	7,582 79	4,330 50	600 89	248 81
Helmetta,	1,021 36	7,600 40	9,528 01	18,149 77	2,000 00	392 47	11,982 93
Jamesburg,	1,654 44	2,419 31	614 68	4,688 43	2,750 00	399 03	39 66
Madison,	2,322 10	1,742 21	10 00	4,074 31	3,035 93	150 00	285 00
Milltown,	1,421 09	2,298 85	50 30	3,770 24	2,640 00	303 02	230 00
Monroe,	2,245 33	2,806 45	.....	5,051 78	2,975 00	294 31	197 50
New Brunswick,	19,554 16	41,683 49	1,266 87	62,504 52	42,138 78	7,353 60	3,175 20
North Brunswick,	942 88	1,067 11	.....	2,009 99	1,392 00	165 00	143 70
Perth Amboy,	18,580 16	66,000 00	.....	84,580 16	32,820 83	6,950 77	38,717 19
Piscataway,	4,107 68	7,302 40	296 76	11,706 84	6,838 49	806 27	347 94
Raritan,	5,768 87	9,457 08	6,284 86	21,510 81	11,501 51	851 21	6,010 69
Sayreville,	2,350 38	4,035 03	.....	6,385 41	4,800 00	838 20	133 23
South Amboy,	4,505 28	11,773 26	.....	16,278 54	9,675 00	1,216 25	967 38
South Brunswick,	4,458 22	6,116 02	20 00	10,594 24	6,180 00	748 03	817 15
South River,	2,485 84	5,231 85	.....	7,717 69	4,050 00	577 85	644 81
Woodbridge,	8,768 66	21,254 65	14,307 82	44,331 13	18,073 75	2,899 00	16,370 66
Total,	$87,441 29	$202,315 24	$32,622 17	$322,378 70	$162,226 79	$25,614 99	$80,772 39

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State of New Jersey, for the School Year Ending June 30th, 1904.

Amount expended for debt and interest.	Amount expended for text-books, apparatus and supplies.	Amount expended for transportation of pupils.	Amount expended for tuition of pupils in adjoining districts.	Amount expended for other school purposes.	Total amount expended.	Balance of district tax, June 30th, 1904.	Balance of moneys from other sources, June 30th, 1904.	Total balance, June 30th, 1904.
$589 00	$200 00	$340 00	.....	$435 72	$5,016 76	$241 81	.....	$241 81
614 50	305 52	.....	.....	.....	6,022 61	.....	$160 87	160 87
922 50	370 02	.....	$50 00	310 63	6,833 35	749 44	.....	749 44
1,525 00	155 52	.....	.....	140 27	16,196 19	1,953 58	.....	1,953 58
444 00	179 37	.....	.....	531 45	4,343 51	344 92	.....	344 92
220 00	250 00	.....	.....	104 40	4,045 33	28 98	.....	28 98
6 83	317 05	.....	.....	84 40	3,581 30	138 64	50 30	188 94
.....	136 96	.....	567 00	183 71	4,354 48	697 30	.....	697 30
3,825 01	4,455 39	.....	.....	1,499 36	62,447 34	57 18	.....	57 18
13 34	111 13	.....	102 00	82 82	2,009 99	.....	.....	.....
.....	2,541 14	.....	.....	3,550 23	84,580 16	.....	.....	.....
734 50	299 77	854 90	.....	1,404 20	11,286 07	420 77	.....	420 77
826 00	426 87	.....	.....	1,784 95	21,401 23	109 58	.....	109 58
.....	279 74	.....	.....	329 65	6,380 82	4 59	.....	4 59
1,380 25	2,043 24	.....	.....	575 76	15,857 88	420 66	.....	420 66
662 50	274 36	.....	35 00	590 33	9,307 37	1,286 87	.....	1,286 87
649 00	131 50	.....	.....	368 07	6,421 23	1,296 46	.....	1,296 46
4,087 50	1,335 77	.....	.....	801 34	43,568 02	763 11	.....	763 11
$16,499 93	$13,813 35	$1,194 90	$754 00	$12,777 29	$313,653 64	$8,513 89	$211 17	$8,725 06

Note.—No moneys expended for manual training.

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Apportionment of School Moneys, by Districts, for County of MIDDLE-

DISTRICTS.	Balance State and county moneys, July 1st, 1904.	Balance district tax, July 1st, 1904.	Balance received from other sources, July 1st, 1904.	Amount apportioned from State appropriation, State school tax and State school fund appropriation.	Amount apportioned from surplus revenue.	Amount apportioned from balances.
Cranbury,	.....	$241 81	.....	$2,011 15	.....	.....
Dunellen,	.....	.....	$160 87	2,221 39	.....	.....
East Brunswick,	.....	749 44	.....	3,283 09	.....	.....
Helmetta,	.....	1,953 58	.....	1,111 29	.....	.....
Jamesburg,	.....	344 92	.....	1,830 98	.....	.....
Madison,	.....	28 98	.....	2,438 28	.....	.....
Metuchen,	.....	.....	.....	2,577 20	.....	.....
Milltown,	.....	138 64	50 30	1,825 28	.....	.....
Monroe,	.....	697 30	.....	2,331 94	.....	.....
New Brunswick,	.....	57 18	.....	21,330 39	.....	.....
North Brunswick,	.....	.....	.....	1,006 94	.....	.....
Perth Amboy,	.....	.....	.....	22,579 20	.....	.....
Piscataway,	.....	420 77	.....	4,401 97	.....	.....
Raritan,	.....	109 58	.....	4,103 59	.....	.....
Sayreville,	.....	4 59	.....	2,676 37	.....	.....
South Amboy,	.....	420 66	.....	4,990 80	.....	.....
South Brunswick,	.....	1,286 87	.....	4,720 26	.....	.....
South River,	.....	1,296 46	.....	2,815 62	.....	.....
Woodbridge,	.....	763 11	.....	10,001 02	.....	.....
Total,	.....	$8,513 89	$211 17	$98,256 76	.....	.....

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SEX, State of New Jersey, for the School Year Ending June 30th, 1905.

Amount of district tax voted for current expenses.	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 manual training and other sources.	Total amount available for school year ending June 30th, 1905.
$2,012 00	.....	$125 00	.....	$571 00	$2,708 00	.....	$4,960 96
3,900 00	.....	500 00	.....	529 50	4,929 50	.....	1,311 76
2,450 00	.....	400 00	.....	1,050 00	3,900 00	.....	7,932 53
2,000 00	.....	.....	.....	1,425 00	3,425 00	.....	6,489 87
1,825 00	.....	100 00	.....	432 00	2,357 00	.....	4,532 90
837 90	.....	150 00	.....	200 00	1,187 90	.....	3,655 16
5,002 00	.....	150 00	.....	323 39	5,475 39	.....	8,052 59
2,350 00	.....	450 00	.....	.....	2,800 00	.....	4,814 22
1,493 00	.....	125 00	.....	.....	1,618 00	.....	4,647 24
56,127 50	.....	4,200 00	.....	4,100 00	64,427 50	.....	85,815 07
1,100 00	.....	100 00	.....	.....	1,200 00	.....	2,206 94
38,500 00	$5,500 00	51,000 00	.....	.....	95,000 00	.....	117,579 20
6,925 00	.....	200 00	.....	1,255 50	8,380 50	.....	13,203 24
5,850 00	.....	450 00	.....	572 00	6,872 00	.....	11,085 17
3,768 00	.....	200 00	.....	.....	3,968 00	.....	6,648 96
8,450 00	.....	1,800 00	.....	1,830 00	12,080 00	.....	17,491 46
3,200 00	.....	800 00	.....	175 00	4,175 00	.....	10,182 13
2,375 00	.....	.....	.....	1,250 00	3,625 00	.....	7,737 08
17,500 00	.....	2,500 00	.....	4,000 00	24,000 00	.....	34,764 13
$165,665 40	$5,500 00	$63,250 00	.....	$17,713 39	$252,128 79	.....	$359,110 61

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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 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.
Cranbury,	185	146	156	302	2	477	.26	202
Dunellen,	189	137	155	292	38	74	.05	242
East Brunswick,	171	207	193	400	5	741	.38	259
Helmetta,	163	61	58	119	.....	136	.20	88
Jamesburg,	184	155	143	298	12	179	.16	217
Madison,	176	128	114	242	9	372	.24	154
Milltown,	182	142	129	271	14	122	.16	216
Monroe,	171	127	102	229	4	298	.17	133
New Brunswick,	185	1,605	1,332	2,937	153	928	.07	2,339
North Brunswick,	172.5	50	50	100	1	150	.09	73
Perth Amboy,	189	1,908	1,832	3,740	67	1,713	.12	3,048
Piscataway,	187.7	279	255	534	3	1,417	.62	354
Raritan,	181.9	417	434	851	9	1,503	.37	623
Sayreville,	180	210	206	416	33	304	.23	277
South Amboy,	181	359	342	701	19	197	.06	567
South Brunswick,	171.2	345	288	633	5	971	.36	335
South River,	182	198	222	420	35	215	.12	327
Woodbridge,	180	736	750	1,486	45	1,992	.18	1,067
Total,	180	7,210	6,761	13,971	454	11,789	.21	10,521

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State of New Jersey, for the School Year Ending June 30th, 1904.

Average daily attendance.	Percentage of daily attendance on average enrollment.	Number of pupils on roll in kindergartens.	Number of pupils on roll in primary grade.	Number of pupils on roll in grammar grade.	Number of pupils on roll in high school grade.	Number of different pupils transported.	Total number of days transported.	Average number of pupils transported per day.	Total number of male teachers employed.	Total number of female teachers employed.	Average salary per month paid to all male teachers.	Average salary per month paid to all female teachers.
181	.89	.....	170	111	21	16	1,681	15	.....	7	.....	$46 04
229	.95	.....	143	136	13	.....	.....	.....	1	7	111 70	47 11
229	.88	.....	268	114	18	.....	.....	.....	2	9	77 77	40 36
79	.90	.....	81	36	2	.....	.....	.....	.....	4	.....	62 03
195	.90	.....	201	93	4	.....	.....	.....	1	5	86 95	42 39
137	.84	.....	169	66	7	.....	.....	.....	1	7	67 41	33 77
204	.95	.....	187	74	10	.....	.....	.....	1	5	60 44	46 70
121	.92	.....	165	59	5	.....	.....	.....	1	7	70 59	41 59
2,198	.93	77	1,811	793	256	.....	.....	.....	7	60	107 23	58 20
64	.89	.....	59	41	.....	.....	.....	.....	.....	4	.....	40 00
2,835	.92	47	2,790	719	184	.....	.....	.....	8	64	80 60	44 00
321	.90	.....	359	166	9	173	15,927.5	36	4	11	65 13	42 88
558	.87	.....	497	320	34	.....	.....	.....	5	18	84 54	41 28
251	.89	.....	328	84	4	.....	.....	.....	2	7	72 30	55 74
525	.93	.....	452	202	47	.....	.....	.....	2	15	111 11	56 85
289	.88	.....	430	191	12	.....	.....	.....	2	15	55 40	40 45
303	.92	.....	326	69	25	.....	.....	....	1	8	120 80	40 40
946	.88	.....	1,159	267	60	.....	.....	.....	4	29	108 38	50 89
9,665	.90	124	9,595	3,541	711	189	17,608.5	51	42	282	$87 22	$48 11

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Financial Report by Districts, for the County of MONMOUTH,

DISTRICTS.	Amount due the district, July 1st, 1903, from State and county funds.	Amount due the district, July 1st, 1903, from district tax.	Amount due the district, July 1st, 1903, from other sources.	Total amount due the district, July 1st, 1903.	Amount expended for teachers' salaries.	Amount expended for fuel and janitors' salaries.	Amount expended for building and repairing, excluding debt and interest.
Asbury Park,	$8,342 40	$20,387 74	$4,370 55	$33,100 69	$17,224 41	$1,365 27	$854 57
Atlantic,	2,037 27	800 00	.....	2,837 27	1,800 00	127 40	158 50
Atlantic Highlands,	3,093 49	3,900 00	4,509 35	11,502 84	4,343 49	519 58	119 84
Belmar,	2,360 77	3,955 75	97 85	6,414 37	4,000 00	524 60	444 31
Eatontown,	3,494 89	2,639 72	.....	6,134 61	4,645 00	345 00	320 00
Freehold (Town),	6,658 13	9,665 44	.....	16,323 57	9,676 50	1,123 98	4,010 31
Freehold Township,	2,695 00	2,712 29	.....	5,407 29	3,000 39	150 64	.....
Holmdel,	1,733 90	1,413 68	50 25	3,197 83	2,277 00	198 25	131 72
Howell,	5,376 99	3,653 14	100 00	9,130 13	6,647 96	483 88	753 21
Keyport,	6,499 21	4,973 49	20 00	11,492 70	7,675 00	1,026 37	495 58
Long Branch,	26,579 49	63,467 59	3,962 27	94,009 35	46,280 01	11,048 02	12,324 24
Manalapan,	2,964 77	1,646 50	.....	4,611 27	3,429 00	286 45	187 55
Manasquan,	3,534 72	2,547 62	.....	6,082 34	4,850 00	422 02	277 00
Marlboro,	2,847 16	1,125 15	20 00	3,992 31	2,777 50	316 11	172 12
Matawan,	4,180 42	6,402 40	20 65	10,603 47	6,114 00	834 59	79 22
Middletown,	9,019 54	7,204 95	221 66	16,446 15	11,287 50	1,019 39	550 13
Millstone,	2,855 52	1,731 44	.....	4,586 96	3,346 96	247 19	371 68
Neptune City,	1,492 76	3,421 92	260 72	5,175 40	1,717 88	569 89	.....
Neptune Township,	21,339 09	33,440 64	288 96	55,068 69	34,203 88	4,986 17	3,732 82
Ocean,	2,004 69	8,742 20	.....	10,746 89	2,925 00	701 08	646 83
Raritan,	2,021 58	1,256 95	20 00	3,298 53	2,070 00	140 06	84 75
Red Bank,	9,869 05	17,000 00	1,698 37	28,567 42	15,884 25	4,032 50	248 80
Shrewsbury,	6,872 97	14,311 88	50 00	21,234 85	10,575 00	2,185 11	4,712 23
Spring Lake,	680 47	3,074 62	64 50	3,819 59	1,700 00	348 25	.....
Upper Freehold,	4,900 00	1,843 90	.....	6,743 90	5,358 40	392 81	162 64
Wall,	6,567 75	6,006 66	10 00	12,584 41	7,470 00	921 53	533 25
Total,	$150,022 03	$227,325 67	$15,765 13	$393,112 83	$221,279 13	$34,316 14	$31,371 30

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State of New Jersey, for the School Year Ending June 30th, 1904.

Amount expended for debt and interest.	Amount expended for manual training.	Amount expended for text-books, apparatus and supplies.	Amount expended for tuition of pupils in adjoining districts.	Amount expended for other school purposes.	Total amount expended.	Balance of State and county funds, June 30th, 1904.	Balance of district tax, June 30th, 1904.	Balance of moneys from other sources, June 30th, 1904.	Total balance, June 30th, 1904.
$3,025 00	$2,226 83	$1,647 52	.....	$5,585 60	$31,929 20	.....	.....	$1,171 49	$1,171 49
2 99	.....	62 00	$95 00	133 36	2,404 25	$109 87	$323 15	.....	433 02
1,500 00	1,047 62	70 00	.....	1,193 54	8,794 07	.....	.....	2,708 77	2,708 77
.....	.....	254 99	801 50	296 99	6,322 39	.....	24 83	67 15	91 98
.....	.....	380 00	.....	166 17	5,856 17	.....	278 44	.....	278 44
630 66	51 04	550 79	.....	131 03	16,174 31	.....	149 26	.....	149 26
.....	.....	162 06	1,304 00	249 75	4,866 84	.....	540 45	.....	540 45
.....	.....	343 37	.....	130 25	3,080 59	.....	117 24	.....	117 24
154 77	.....	595 87	90 00	339 73	9,065 42	.....	13 47	51 24	64 71
1,100 00	.....	492 28	.....	372 24	11,161 47	24 21	287 02	20 00	331 23
13,184 18	3,059 14	2,731 59	.....	4,224 45	92,851 63	.....	.....	1,157 72	1,157 72
.....	.....	255 15	.....	312 83	4,470 98	.....	140 29	.....	140 29
.....	.....	261 90	.....	61 28	5,872 20	.....	210 14	.....	210 14
24 00	.....	402 15	30 25	227 08	3,949 21	.....	43 10	.....	43 10
1,550 00	.....	681 52	.....	968 48	10,527 81	.....	75 66	.....	75 66
539 90	.....	814 64	.....	771 03	14,982 59	72 95	1,247 61	143 00	1,463 56
137 55	.....	244 85	.....	112 81	4,461 04	.....	125 92	.....	125 92
1,963 21	.....	211 62	57 00	607 11	5,126 71	.....	48 69	.....	48 69
6,242 92	.....	1,834 77	.....	4,068 13	55,068 69	.....	.....	.....	.....
3,780 00	.....	262 77	647 25	578 10	9,541 03	.....	1,205 86	.....	1,205 86
275 95	.....	178 56	100 50	196 87	3,046 69	51 58	200 26	.....	251 84
1,342 81	1,040 98	1,700 00	.....	3,910 03	28,159 37	.....	.....	408 05	408 05
1,377 54	.....	659 68	477 69	951 81	20,939 06	.....	295 79	.....	295 79
862 50	.....	213 79	75 00	246 47	3,508 51	.....	311 08	.....	311 08
.....	.....	166 16	.....	442 89	6,743 90	.....	.....	.....	.....
900 00	.....	134 98	.....	272 79	10,232 55	.....	2,341 86	10 00	2,351 86
$38,593 98	$7,425 61	$15,313 01	$3,678 19	$26,550 82	$379,136 68	$258 61	$7,980 12	$5,737 42	$13,976 15

Amount expended for transportation of pupils—Atlantic, $25.00; Matawan, $300.00; Spring Lake, $62.50; Upper Freehold, $221.00. Total, $608.50.

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Apportionment of School Moneys, by Districts, for the County of MON-

DISTRICTS.	Balance State and county moneys, July 1st, 1904.	Balance district tax, July 1st, 1904.	Balance received from other sources, July 1st, 1904.	Amount apportioned from State appropriation, State school tax and State school fund appropriation.	Amount apportioned from surplus revenue.	Amount apportioned from balances.
Asbury Park,	.....	.....	$1,171 49	$8,356 53	$147 81	.....
Atlantic,	$109 87	323 15	.....	1,845 43	32 27	.....
Atlantic Highlands,	.....	.....	2,708 77	3,869 78	73 48	.....
Belmar,	.....	24 83	67 15	2,519 87	45 99	.....
Eatontown,	.....	278 44	.....	3,215 06	70 77	.....
Freehold (Town),	.....	149 26	.....	6,037 79	131 88	.....
Freehold Township,	.....	540 45	.....	2,313 05	45 65	.....
Farmingdale,	.....	.....	.....	1,371 80	28 59	.....
Holmdel,	.....	117 24	.....	1,682 99	34 15	.....
Howell,	.....	13 47	51 24	3,788 38	64 41	.....
Highlands,	.....	.....	.....	1,533 85	36 69	.....
Keyport,	24 21	287 02	20 00	6,710 76	155 51	.....
Long Branch,	.....	.....	1,157 72	24,597 57	579 82	.....
Manalapan,	.....	140 29	.....	2,824 66	51 23	.....
Manasquan,	.....	210 14	.....	3,591 23	99 55	.....
Marlboro,	.....	43 10	.....	2,760 25	48 01	.....
Matawan,	.....	75 66	.....	4,629 66	101 46	.....
Middletown,	72 95	1,247 61	143 00	7,251 66	162 56	.....
Millstone,	.....	125 92	.....	2,821 87	61 19	.....
Neptune City,	.....	48 69	.....	1,413 82	30 69	.....
Neptune,	.....	.....	.....	21,050 12	452 46	.....
Ocean,	.....	1,205 86	.....	1,818 28	40 91	.....
Raritan,	51 58	200 26	.....	1,944 69	47 23	.....
Red Bank,	.....	.....	408 05	10,454 05	222 67	.....
Shrewsbury,	.....	295 79	.....	6,927 82	156 37	.....
Spring Lake,	.....	311 08	.....	875 89	13 79	.....
Sea Bright,	.....	.....	.....	2,459 03	52 95	.....
Upper Freehold,	.....	.....	.....	4.391 33	99 56	.....
Wall,	.....	2,341 86	10 00	6,086 91	134 33	.....
Total,	$258 61	$7,980 12	$5,737 42	$149.144 63	$3,221 98	.....

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MOUTH, State of New Jersey, for the School Year Ending June 30th, 1905.

Amount of district tax voted for current expenses.	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 manual training and other sources.	Total amount available for school year ending June 30th, 1905.
$16,537 00	.....	$578 00	$1,400 00	$3,025 00	$21,540 00	.....	$31,215 83
800 00	.....	.....	.....	.....	800 00	.....	3,110 72
2,125 00	.....	.....	450 00	1,500 00	4,075 00	.....	10,727 03
3,065 00	.....	400 00	.....	.....	3,465 00	.....	6,122 84
2,275 00	.....	450 00	.....	.....	2,725 00	.....	6,289 77
3,000 00	.....	.....	500 00	1,600 00	5,100 00	.....	11,418 93
2,250 00	.....	.....	.....	.....	2,250 00	.....	5,149 15
1,200 00	.....	.....	.....	.....	1,200 00	.....	2,600 39
900 00	$1,500 00	350 00	.....	.....	2,750 00	.....	4,584 38
1,130 00	.....	300 00	.....	.....	1,430 00	.....	5,347 50
1,200 00	.....	.....	.....	.....	1,200 00	.....	2,770 54
3,175 00	.....	.....	.....	1,100 00	4,275 00	.....	11,472 50
33,150 00	.....	4,000 00	1,400 00	13,000 00	51,550 00	.....	77,885 11
1,300 00	.....	.....	.....	.....	1,300 00	.....	4,316 18
2,800 00	.....	.....	.....	.....	2,800 00	.....	6,700 92
1,300 00	.....	.....	.....	525 00	1,825 00	.....	4,676 36
4,560 00	.....	.....	.....	1,500 00	6,060 00	.....	10,866 78
4,000 00	.....	500 00	.....	75 00	4,575 00	.....	13,452 78
1,800 00	.....	.....	.....	.....	1,800 00	.....	4,808 98
1,670 00	.....	.....	.....	405 00	2,075 00	.....	3,568 20
19,560 00	.....	1,500 00	.....	6,300 00	27,360 00	.....	48,862 58
4,775 00	.....	150 00	.....	.....	4,925 00	.....	7,990 05
700 00	.....	.....	.....	.....	700 00	.....	2,943 76
12,700 00	.....	1,400 00	500 00	4,400 00	19,000 00	.....	30,084 77
12,350 00	.....	3,400 00	.....	1,185 00	16,935 00	.....	24,314 98
1,100 00	.....	.....	.....	900 00	2,000 00	.....	3,200 76
4,500 00	.....	.....	.....	.....	4,500 00	.....	7,011 98
1,500 00	.....	.....	.....	.....	1,500 00	.....	5,990 89
3,800 00	.....	.....	.....	875 00	4,675 00	.....	13,248 10
$149,222 00	$1,500 00	$13,028 00	$4,250 00	$36,390 00	$204,390 00	.....	$370,732 76

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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 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.
Asbury Park,	180	384	387	771	26	787	.014	557
Atlantic,	175	109	101	210	.....	534	.612	113
Atlantic Highlands,	183	208	178	386	2	588	.312	273
Belmar,	182	121	125	246	1	421	2.31	172
Eatontown,	185	207	207	414	1	1,382	.707	260
Freehold (Town),	189	277	303	580	17	1,009	.377	455
Freehold Township,	183	145	144	289	20	448	.332	164
Farmingdale,	169	88	75	163	1	267	.393	106
Holmdel,	172	127	103	230	3	341	1.985	136
Howell,	169	286	275	561	.....	1,085	.528	304
Highlands,	177	135	128	263	1	318	.635	147
Keyport,	179	394	379	773	44	478	.177	579
Long Branch,	181	1,313	1,241	2,554	90	978	.083	2,047
Manalapan,	170	206	178	384	.....	1,006	1.709	96
Manasquan,	181	216	220	436	6	518	.179	351
Marlboro,	175	166	164	330	.....	912	.884	192
Matawan,	175	266	276	542	28	691	3.931	409
Middletown,	177	513	466	979	9	1,852	.468	578
Millstone,	190	202	156	358	8	1,474	.964	214
Neptune City,	167	79	97	176	6	309	.617	123
Neptune,	180	1,138	1,173	2,311	49	3,284	.357	1,730
Ocean,	183	119	93	212	1	408	.441	134
Raritan,	167	141	136	277	5	293	.386	177
Red Bank,	189	552	509	1,061	23	1,258	.314	799
Shrewsbury,	176	438	402	840	26	1,762	.985	591
Spring Lake,	182	50	45	95	.....	151	.271	72
Sea Bright,	180	146	152	298	.....	274	.246	215
Upper Freehold,	188	284	292	576	.....	1,707	.577	309
Wall,	170	369	383	752	9	1,676	.683	468
Total,	183	8,679	8,388	17,067	376	26,211	.74	11,771

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State of New Jersey, for the School Year Ending June 30th, 1904.

Average daily attendance.	Percentage of daily attendance on average enrollment.	Number of pupils on roll in kindergartens.	Number of pupils on roll in primary grade.	Number of pupils on roll in grammar grade.	Number of pupils on roll in high school grade.	Number of different pupils transported.	Total number of days transported.	Average number of pupils transported per day.	Total number of male teachers employed.	Total number of female teachers employed.	Average salary per month paid to all male teachers.	Average salary per month paid to all female teachers.
523	.938	84	343	226	118	.....	.....	.....	2	26	$165 00	$64 44
96	.827	.....	118	91	1	2	260	2	.....	5	.....	39 00
236	.922	54	146	100	86	.....	.....	.....	1	9	125 00	48 10
158	.92	.....	143	103	.....	.....	.....	.....	1	6	100 00	50 00
229	.876	.....	290	124	.....	.....	.....	.....	4	5	66 25	41 90
425	.929	.....	258	191	131	.....	.....	.....	2	14	117 50	52 50
142	.842	3	158	128	.....	.....	.....	.....	1	6	40 00	38 83
92	.875	.....	102	53	8	.....	.....	.....	1	3	70 00	43 33
121	.884	.....	131	98	1	.....	.....	.....	1	4	70 00	43 75
255	.836	13	272	271	5	.....	.....	.....	5	7	47 00	40 00
129	.879	.....	184	79	.....	.....	.....	.....	1	3	70 00	41 66
537	.93	.....	512	212	49	.....	.....	.....	1	15	140 00	41 83
1,934	.945	201	1,394	736	223	.....	.....	.....	7	58	135 50	61 25
83	.865	25	217	118	24	.....	.....	.....	1	8	40 00	40 26
326	.934	.....	194	185	57	.....	.....	.....	2	6	105 00	45 83
164	.815	.....	193	134	3	.....	.....	.....	1	7	62 50	33 12
370	.904	.....	402	102	38	61	4,006	25	1	11	120 00	45 00
505	.878	6	584	378	11	.....	.....	.....	4	16	56 25	48 43
181	.879	3	181	170	4	.....	.....	.....	5	3	44 00	36 33
108	.902	.....	108	68	.....	.....	.....	.....	1	3	70 00	48 33
1,608	.929	.....	1,556	623	132	.....	.....	.....	6	52	79 15	55 19
122	.911	.....	101	111	.....	.....	.....	.....	2	3	72 50	50 00
158	.882	.....	162	115	.....	.....	.....	.....	1	4	60 00	41 25
736	.915	.....	626	321	114	.....	.....	.....	1	27	200 00	54 37
535	.861	.....	512	298	30	.....	.....	.....	8	11	66 87	47 95
66	.927	.....	47	48	.....	2	320	2	.....	3	.....	56 66
198	.925	72	145	81	.....	.....	.....	.....	1	5	80 00	54 50
270	.861	.....	381	177	18	14	1,137.5	7	2	10	65 00	36 00
407	.785	.....	424	325	3	.....	.....	.....	6	11	60 00	42 72
10,714	.888	461	9,884	5,666	1,056	79	5,723½	36	69	341	$80 75	$51 12

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Financial Report by Districts, for the County of MORRIS, State

DISTRICTS.	Amount due the district, July 1st, 1903, from State and county funds.	Amount due the district, July 1st, 1903, from district tax.	Amount due the district, July 1st, 1903, from other sources.	Total amount due the district, July 1st, 1903.	Amount expended for teachers' salaries.	Amount expended for fuel and janitors' salaries.
Boonton Township, ...	$347 57	$200 00	$70 86	$618 43	$500 00	$24 50
Boonton Town, ...	5,815 13	9,350 00	5,405 33	20,570 46	10,450 00	1,304 33
Butler Borough, ...	1,678 63	1,500 00	539 94	3,718 57	2,630 00	214 90
Chatham Township, ...	4,219 77	7,000 00	4,898 62	16,118 39	8,750 00	1,172 44
Chester Township, ...	2,803 91	2,285 00	157 08	5,245 99	3,693 75	281 66
Dover Town, ...	10,427 58	16,395 48	2,381 11	29,204 17	18,484 50	2,677 99
Hanover Township, ...	4,639 45	4,202 89	218 28	9,060 62	6,765 85	386 37
Jefferson Township, ...	2,684 04	2,600 00	400 54	5,684 58	3,456 50	283 94
Madison Borough, ...	4,595 72	8,750 00	600 41	13,946 13	10,013 74	1,309 63
Mendham Township, ...	2,512 73	2,000 00	292 92	4,805 65	3,490 00	306 31
Montville Township, ...	2,112 82	3,540 00	1,477 50	7,130 32	2,833 00	255 88
Morris Township, ...	1,200 32	1,200 00	9,475 99	11,876 31	2,005 00	119 54
Morristown Town, ...	13,181 13	53,145 58	1,372 09	67,698 80	26,898 81	3,716 87
Mt. Arlington Borough,...	333 40	348 58	314 67	996 65	550 00	143 57
Mt. Olive Township, ...	2,164 11	1,505 98	341 31	4,011 40	2,900 00	244 03
Netcong Borough, ...	1,704 72	2,000 00	348 28	4,053 00	2,350 00	345 75
Passaic Township, ...	2,509 27	3,000 00	4,257 35	9,766 62	4,036 00	423 13
Pequannock Township, ...	2,048 77	3,000 00	3,434 84	8,483 61	3,675 00	336 59
Randolph Township, ...	4,192 21	2,900 00	3,113 13	10,205 34	5,246 13	311 35
Rockaway Township, ...	6,403 50	6,400 00	5,890 39	18,693 89	8,035 00	693 41
Rockaway Borough, ...	3,241 95	3,950 00	11,830 10	19,022 05	5,367 50	753 71
Roxbury Township, ...	3,943 47	8,140 00	10,616 66	22,700 13	5,950 15	455 76
Washington Township, ...	3,367 41	2,500 00	155 29	6,022 70	4,525 00	328 71
Wharton Borough, ...	2,841 32	5,584 48	11,248 20	19,674 00	4,250 00	812 06
Total, ...	$88,968 93	$151,497 99	$78,840 89	$319,307 81	$146,855 93	$16,902 43

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of New Jersey, for the School Year Ending June 30th, 1904.

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 transportation of pupils.	Amount expended for tuition of pupils in adjoining districts.	Amount expended for other school purposes.	Total amount expended.	Balance of district tax, June 30th, 1904.	Total balance, June 30th, 1904.
$0 98	.....	$13 30	.....	.....	$42 50	$581 28	$37 15	$37 15
859 86	$1,580 00	979 55	.....	.....	4,147 84	19,321 58	1,248 88	1,248 88
53 85	.....	172 54	.....	.....	647 25	3,718 54	03	03
1,903 38	.....	1,103 80	.....	$336 00	1,135 63	14,401 25	1,717 14	1,717 14
31 61	361 81	195 72	.....	.....	415 61	4,980 16	265 83	265 83
1,404 55	2,900 00	1,538 30	.....	.....	1,840 21	28,845 55	358 62	358 62
296 51	659 17	301 65	$450 00	269 12	268 39	9,397 06	* 336 44	* 336 44
268 06	.....	280 99	146 25	154 88	84 75	4,675 37	1,009 21	1,009 21
906 18	750 00	938 00	.....	.....	25 00	13,942 55	3 58	3 58
106 12	.....	292 10	.....	.....	314 12	4,508 65	297 00	297 00
380 93	2,040 00	191 06	.....	.....	1,133 00	6,833 87	296 45	296 45
421 17	.....	137 24	.....	170 00	2,838 53	5,691 48	6,184 83	6,184 83
4,922 65	.....	1,735 34	.....	.....	3,413 32	40,686 99	27,011 81	27,011 81
5 25	.....	79 50	.....	.....	51 00	829 32	167 33	167 33
120 97	.....	132 85	.....	118 00	221 04	3,736 89	274 51	274 51
.....	733 06	179 87	.....	.....	319 01	3,927 69	125 31	125 31
163 82	.....	596 31	.....	942 00	3,600 60	9,761 86	4 76	4 76
1,507 07	.....	312 97	.....	.....	176 76	7,654 64	828 97	828 97
140 44	75 00	222 86	225 00	251 54	3,760 47	10,232 79	* 27 45	* 27 45
1,820 02	.....	573 96	.....	535 53	5,323 83	16,981 75	1,712 14	1,712 14
7,939 47	.....	451 41	.....	.....	510 56	15,022 65	3,999 40	3,999 40
12,765 08	1,470 00	468 77	.....	172 00	299 14	21,580 90	1,119 23	1,119 23
.....	.....	195 97	260 00	204 50	480 64	5,994 82	27 88	27 88
10,307 63	1,653 75	412 64	.....	.....	442 93	17,879 01	1,794 99	1,794 99
$46,325 60	$13,869 04	$11,506 70	$1,081 25	$3,153 57	$31,492 13	$271,186 65	$48,121 16	$48,121 16

* Deficit.

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Apportionment of School Moneys, by Districts, for the County of MORRIS,

DISTRICTS.	Balance State and county moneys, July 1st, 1904.	Balance district tax, July 1st, 1904.	Balance received from other sources, July 1st, 1904.	Amount apportioned from State appropriation, State school tax and State school fund appropriation.	Amount apportioned from surplus revenue.	Amount apportioned from balances.
Boonton Township,	.....	$37 15	.....	$304 15	$15 40	.....
Boonton Town,	.....	1,248 88	.....	5,625 16	258 19	.....
Butler Borough,	.....	03	.....	2,062 88	86 23	.....
Chatham Township,	.....	331 04	.....	1,409 86	60 63	.....
Chatham Borough,	.....	597 59	.....	2,525 98	77 66	.....
Chester Township,	.....	265 83	.....	2,797 49	88 39	.....
Dover Town,	.....	358 62	.....	10,369 14	528 05	.....
Florham Park Borough,	.....	788 51	.....	306 18	15 70	.....
Hanover Township,	.....	*336 44	.....	4,876 01	159 19	.....
Jefferson Township,	.....	1,009 21	.....	2,430 87	63 74	.....
Madison Borough,	.....	3 58	.....	4,343 68	169 20	.....
Mendham Township,	.....	297 00	.....	2,379 06	85 67	.....
Montville Township,	.....	296 45	.....	2,003 90	89 34	.....
Morris Township,	.....	6,184 83	.....	1,215 33	49 60	.....
Morristown Town,	.....	27,011 81	.....	12,365 10	586 63	.....
Mt. Arlington Borough,	.....	167 33	.....	272 51	10 72	.....
Mt. Olive Township,	.....	274 51	.....	2,060 47	68 12	.....
Netcong Borough,	.....	125 31	.....	1,570 94	84 46	.....
Passaic Township,	.....	4 76	.....	2,563 05	101 05	.....
Pequannock Township,	.....	828 97	.....	2,279 88	88 75	.....
Randolph Township,	.....	*27 45	.....	4,096 03	132 56	.....
Rockaway Township,	.....	1,712 14	.....	5,678 91	248 39	.....
Rockaway Borough,	.....	3,999 40	.....	3,354 51	141 21	.....
Roxbury Township,	.....	1,119 23	.....	3,843 84	154 43	.....
Washington Township,	.....	28 88	.....	3,114 75	105 74	.....
Wharton Borough,	.....	1,794 99	.....	2,865 26	128 01	.....
Total,	.....	$48,121 16	.....	$86,714 94	$3,597 06	.....

* Deficit.

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State of New Jersey, for the School Year Ending June 30th, 1905.

Amount of district tax voted for current expenses.	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 manual training and other sources.	Total amount available for school year ending June 30th, 1905.
$225 00	.....	$25 00	.....	.....	$250 00	.....	$606 70
7,805 00	.....	.....	.....	$1,520 00	9,325 00	.....	16,457 23
1,600 00	.....	55 00	.....	.....	1,655 00	.....	3,804 14
1,650 00	.....	.....	.....	.....	1,650 00	.....	3,451 53
3,600 00	.....	.....	.....	.....	3,600 00	.....	6,801 23
2,000 00	.....	300 00	.....	.....	2,300 00	.....	5,451 71
12,000 00	.....	1,000 00	.....	2,800 00	15,800 00	.....	27,055 81
2,300 00	.....	200 00	.....	.....	2,500 00	.....	3,610 39
4,300 00	.....	240 00	.....	1,260 00	5,800 00	.....	10,498 76
2,000 00	.....	350 00	.....	.....	2,350 00	.....	5,853 82
8,000 00	.....	.....	.....	750 00	8,750 00	.....	13,266 46
2,000 00	.....	.....	.....	1,380 00	3,380 00	.....	6,141 73
1,800 00	.....	200 00	.....	.....	2,000 00	.....	4,389 69
6,500 00	.....	.....	.....	800 00	7,300 00	.....	14,749 76
23,500 00	.....	3,500 00	.....	.....	27,000 00	.....	66,963 54
450 00	.....	.....	.....	.....	450 00	.....	900 56
1,250 00	.....	100 00	.....	.....	1,350 00	.....	3,753 10
1,620 00	.....	.....	.....	700 00	2,320 00	.....	4,100 71
3,300 00	.....	200 00	.....	.....	3,500 00	.....	6,168 86
3,000 00	.....	.....	.....	840 00	3,840 00	.....	7,037 60
2,900 00	.....	200 00	.....	225 00	3,325 00	.....	7,526 14
5,500 00	.....	500 00	.....	.....	6,000 00	.....	13,639 44
3,500 00	.....	900 00	.....	1,400 00	5,800 00	.....	13,295 12
4,900 00	.....	1,000 00	.....	1,460 00	7,360 00	.....	12,477 50
2,400 00	.....	300 00	.....	.....	2,700 00	.....	5,948 37
3,000 00	.....	.....	.....	1,102 50	4,102 50	.....	8,890 76
$111,100 00	.....	$9,070 00	.....	$14,237 50	$134,407 50	.....	$272,840 66

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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 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.
Boonton Township,	192	23	21	44	3	19	.096	29
Boonton Town,	188	421	360	781	24	843	.26	554
Butler Borough,	190	140	167	307	2	272	.28	214
Chatham Township,	186	274	244	518	6	676	.28	357
Chester Township,	190	131	134	265	.....	278	.18	187
Dover Town,	191	724	736	1,460	90	303	.049	1,160
Hanover Township,	186	296	282	578	4	993	.36	368
Jefferson Township,	170	158	167	325	4	422	.27	170
Madison Borough,	190	270	251	521	16	490	.257	377
Mendham Township,	190	161	160	321	4	1,310	.766	206
Montville Township,	190	185	158	343	.....	673	.506	210
Morris Township,	190	92	106	198	2	116	.122	123
Morristown Town,	190	796	816	1,612	90	1,165	.19	1,332
Mt. Arlington Borough,	191	13	27	40	.....	93	.48	22
Mt. Olive Township,	190	121	103	224	1	636	.42	135
Netcong Borough,	175	131	133	264	3	39	.04	174
Passaic Township,	190	188	159	347	1	1,058	.62	241
Pequannock Township,	190	177	148	325	.....	462	.27	207
Randolph Township,	192	239	219	458	3	904	.39	273
Rockaway Township,	186	440	399	839	6	522	.21	508
Rockaway Borough,	189	213	212	425	29	33	.019	341
Roxbury Township,	191	247	247	494	.....	631	.3	335
Washington Township,	172	231	201	432	5	1,038	.5	268
Wharton Borough,	190	234	183	417	3	309	.23	274
Total,	187+	5,905	5,633	11,538	296	13,285	.26	8,075

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State of New Jersey, for the School Year Ending June 30th, 1904.

Average daily attendance.	Percentage of daily attendance on average enrollment.	Number of pupils on roll in kindergartens.	Number of pupils on roll in primary grade.	Number of pupils on roll in grammar grade.	Number of pupils on roll in high school grade.	Number of different pupils transported.	Total number of days transported.	Average number of pupils transported per day.	Total number of male teachers employed.	Total number of female teachers employed.	Average salary per month paid to all male teachers.	Average salary per month paid to all female teachers.
25	.86	.....	20	24	.....	.....	.....	.....	.....	1	.....	$52 08
319	.94	58	443	206	74	.....	.....	.....	3	15	$95 75	56 38
189	.88	.....	195	103	9	.....	.....	.....	1	5	84 22	46 31
326	.90	.....	345	149	24	.....	.....	.....	3	11	94 98	59 62
167	.87	.....	140	103	22	.....	.....	.....	3	6	57 89	36 31
1,097	.94	101	756	457	146	.....	.....	.....	4	28	109 95	53 66
302	.90	.....	368	202	8	38	3,483½	19	2	14	59 68	44 23
147	.87	.....	182	143	.....	5	513	3	2	7	52 33	41 43
351	.93	.....	345	126	50	.....	.....	.....	1	13	168 42	63 20
178	.86	.....	170	150	1	.....	.....	.....	1	8	52 63	39 80
182	.87	.....	238	95	10	.....	.....	.....	1	6	42 10	42 98
103	.84	.....	107	91	.....	.....	.....	.....	3	2	54 38	35 08
1,262	.95	.....	1,071	391	150	.....	.....	.....	3	37	143 86	63 80
21	.97	.....	15	23	2	.....	.....	.....	.....	1	.....	57 59
115	.85	.....	106	116	2	.....	.....	.....	.....	8	.....	38 95
157	.90	.....	168	88	8	.....	.....	.....	1	4	97 14	42 85
211	.87	.....	179	166	2	.....	.....	.....	3	6	52 63	44 73
182	.88	.....	220	99	6	.....	.....	.....	4	5	51 31	41 05
243	.895	.....	275	182	1	40	3,779	19	5	8	46 35	38 90
457	.885	.....	615	223	1	.....	.....	.....	7	11	59 14	40 81
323	.948	.....	221	153	51	.....	.....	.....	1	9	121 69	50 27
305	.91	.....	298	173	23	.....	.....	.....	2	10	75 91	47 11
241	.90	.....	281	145	6	10	1,376	8	7	5	43 34	38 22
249	.90	50	298	35	34	.....	.....	.....	1	7	105 26	48 87
7,352	.91	209	7,056	3,643	630	93	9,151½	49	58	227	$71 38	$50 55

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Financial Report by Districts, for the County of OCEAN, State

DISTRICTS.	Amount due the district, July 1st, 1903, from State and county funds.	Amount due the district, July 1st, 1903, from district tax.	Amount due the district, July 1st, 1903, from other sources.	Total amount due the district, July 1st, 1903.	Amount expended for teachers' salaries.	Amount expended for fuel and janitors' salaries.	Amount expended for building and repairing, excluding debt and interest.
Bayhead Borough, ...	$278 68	$626 23	.....	$904 91	$405 00	$17 25	$32 23
Beach Haven Borough,	510 39	712 33	.....	1,222 72	765 00	153 80	.....
Berkeley Township, ..	750 08	900 00	$601 50	2,251 58	1,470 00	142 76	.....
Brick Township, ...	2,810 83	2,181 15	.....	4,991 98	3,910 00	435 78	122 00
Dover Township, ...	4,237 45	7,300 00	366 59	11,904 04	7,315 00	750 00	500 00
Eagleswood Twp., ...	942 60	493 11	254 20	1,689 91	1,215 00	92 10	14 47
Island Heights Bor.,	515 08	702 81	13 85	1,231 74	960 00	61 50	.....
Jackson Township, ..	2,636 74	1,198 32	55 00	3,890 06	3,060 00	266 21	50 70
Lacey Township, ...	754 21	957 50	10 00	1,721 71	1,215 00	62 90	44 49
Lakewood Township, .	6,632 76	22.356 40	3,277 52	32,266 68	16,463 86	1,973 43	1,070 83
Little Egg Harbor Township, ...	2,423 78	2,185 51	905 03	5,514 32	2,989 80	314 63	163 85
Long Beach Twp.,...	627 89	1,200 00	375 26	2,203 15	1,035 00	60 00	.....
Manchester Township,	2,069 17	1,675 00	.....	3,744 17	2,806 36	226 95	145 35
Ocean Township, ...	717 45	18 85	750 63	1,486 93	1,265 00	86 20	12 61
Plumsted Township,..	1,693 77	1,600 00	850 00	4,143 77	2,662 50	187 42	90 33
Point Pleasant Bor.,	1,273 68	3,990 65	436 65	5,700 98	3,350 00	363 97	571 03
Seaside Park Bor., ..	224 91	666 72	31 75	923 38	450 00	23 50	.....
Stafford Township, ..	1,390 31	1,224 40	5 00	2,619 71	1,935 00	121 13	187 22
Surf City Borough,..	206 09	236 69	.....	442 78	225 00	22 50	.....
Union Township, ...	1,216 76	2.500 00	58 00	3,774 76	1,710 00	386 65	.....
Total, ...	$31,912 63	$52,725 67	$7,990 98	$92,629 28	$55,207 52	$5,748 68	$3,005 11

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of New Jersey, for the School Year Ending June 30th, 1904.

Amount expended for debt and interest.	Amount expended for manual training.	Amount expended for text-books, apparatus and supplies.	Amount expended for transportation of pupils.	Amount expended for tuition of pupils in adjoining districts.	Amount expended for other school purposes.	Total amount expended.	Balance of district tax, June 30th, 1904.	Balance of moneys from other sources, June 30th, 1904.	Total balance, June 30th, 1904.
.....	.....	$35 88	.....	$250 00	$36 32	$776 68	$128 23	.....	$128 23
.....	.....	55 05	.....	.....	207 21	1,181 06	.....	$41 66	41 66
$387 16	.....	140 15	.....	65 00	45 54	2,250 61	.....	97	97
.....	.....	254 19	.....	.....	59 91	4,781 88	.....	210 10	210 10
1,600 00	.....	800 00	.....	.....	684 16	11,649 16	254 88	.....	254 88
.....	.....	164 40	.....	.....	190 00	1,675 97	74	13 20	13 94
55 00	.....	141 96	.....	.....	10 00	1,228 46	3 28	.....	3 28
.....	.....	109 41	.....	.....	91 78	3,578 10	311 96	.....	311 96
.....	.....	87 99	.....	.....	38 52	1,448 90	262 81	10 00	272 81
3,280 66	$1,068 10	2,171 18	.....	.....	3,042 68	29,070 74	3,020 70	175 24	3,195 94
463 50	.....	288 28	$19 50	.....	1,044 86	5,284 42	229 90	.....	229 90
806 25	.....	127 99	.....	.....	173 91	2,203 15	.....	.....	.....
.....	.....	157 83	95 20	.....	312 48	3,744 17	.....	.....	.....
.....	.....	74 07	.....	.....	49 05	1,486 93	.....	.....	.....
130 16	.....	324 17	.....	.....	749 19	4,143 77	.....	.....	.....
500 00	.....	498 36	.....	.....	99 97	5,383 33	317 65	.....	317 65
110 00	.....	16 70	.....	.....	128 20	728 40	175 48	19 50	194 98
.....	.....	179 20	.....	.....	49 79	2,472 34	147 37	.....	147 37
.....	.....	24 12	.....	.....	55 54	327 16	115 62	.....	115 62
1,225 00	.....	120 00	17 20	.....	2 30	3,461 65	313 11	.....	313 11
$8,557 73	$1,068 10	$5,770 93	$132 40	$315 00	$7,071 41	$86,876 88	$5,281 73	$470 67	$5,752 40

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Apportionment of School Moneys, by Districts, for County of OCEAN,

DISTRICTS.	Balance State and county moneys, July 1st, 1904.	Balance district tax, July 1st, 1904.	Balance received from other sources, July 1st, 1904.	Amount apportioned from State appropriation, State school tax and State school fund appropriation.	Amount apportioned from surplus revenue.	Amount apportioned from balances.
Bayhead Borough,	.....	$128 23	.....	$249 41	$9 45	.....
Beach Haven Borough,	.....	.....	$41 66	481 81	15 66	.....
†Barnegat City Borough,	.....	.....	.....	210 23	1 95	.....
Berkeley Township,	.....	.....	97	917 30	22 47	.....
Brick Township,	.....	.....	210 10	2,624 54	81 32	.....
Dover Township,	.....	254 88	.....	4,028 28	120 30	.....
Eagleswood Township,	.....	74	13 20	917 67	22 50	.....
†Harvey Cedars Borough,	.....	.....	.....	214 67	2 80	.....
Island Heights Borough,	.....	3 28	.....	682 95	15 87	.....
Jackson Township,	.....	311 96	.....	2,557 50	68 46	.....
Lacey Township,	.....	262 81	10 00	704 89	20 08	.....
Lakewood Township,	.....	3,020 70	175 24	7,071 43	205 26	.....
Little Egg Harbor Township,*	.....	68 93	.....	681 25	15 56	.....
Long Beach Township,	.....	.....	.....	207 64	1 46	.....
Manchester Township,	.....	.....	.....	1,984 18	35 26	.....
Ocean Township,	.....	.....	.....	670 20	13 44	.....
Plumsted Township,	.....	.....	.....	1,662 04	50 18	.....
Point Pleasant Borough,	.....	317 65	.....	1,404 39	39 15	.....
Seaside Park Borough,	.....	175 48	19 50	223 82	5 15	.....
Stafford Township,	.....	147 37	.....	1,244 60	46 80	.....
Surf City Borough,	.....	115 62	.....	206 20	1 18	.....
†Tuckerton Borough,*	.....	160 97	.....	1,735 15	64 20	.....
Union Township,	.....	313 11	.....	1,238 22	45 60	.....
Total,	.....	$5,281 73	$470 67	$31,918 37	$904 10	.....

† New Districts.

* These amounts equal Little Egg Harbor's balance on page 5. The township and borough have become separate districts.

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State of New Jersey, for the School Year Ending June 30th, 1905.

Amount of district tax voted for current expenses.	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 manual training and other sources.	Total amount available for school year ending June 30th, 1905.
$600 00	.....	.....	.....	.....	$600 00	.....	$987 09
550 00	.....	.....	.....	.....	550 00	.....	1,089 13
350 00	.....	.....	.....	$575 00	925 00	.....	1,137 18
1,200 00	.....	.....	.....	.....	1,200 00	.....	2,140 74
1,700 00	.....	$400 00	.....	.....	2,100 00	.....	5,015 96
5,200 00	.....	1,500 00	.....	1,600 00	8,300 00	.....	12,703 46
576 34	.....	.....	.....	.....	576 34	.....	1,530 45
150 00	.....	.....	.....	.....	150 00	.....	367 47
642 00	.....	.....	.....	.....	642 00	.....	1,344 10
1,000 00	.....	230 00	.....	.....	1,230 00	.....	4,167 92
555 00	.....	75 00	.....	.....	630 00	.....	1,627 78
16,450 00	.....	.....	$500 00	3,250 00	20,200 00	.....	30,672 63
150 00	.....	.....	.....	.....	150 00	.....	915 74
330 00	.....	.....	.....	.....	330 00	.....	539 10
1,100 00	.....	$1,100 00	.....	.....	2,200 00	.....	4,219 44
407 55	.....	.....	.....	.....	407 55	.....	1,091 19
1,400 00	.....	.....	.....	.....	1,400 00	.....	3,112 22
2,895 00	.....	800 00	250 00	1,000 00	4,945 00	.....	6,706 19
500 00	.....	.....	.....	110 00	610 00	.....	1,033 95
948 00	.....	.....	.....	.....	948 00	.....	2,386 77
80 00	.....	.....	.....	.....	80 00	.....	403 00
1,238 00	.....	.....	.....	350 00	1,588 00	.....	3,548 32
1,500 00	.....	.....	.....	620 00	2,120 00	.....	3,716 93
$39,521 89	.....	$4,105 00	$750 00	$7,505 00	$51,881 89	.....	$90,456 76

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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 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.
Bayhead Borough,	180	15	25	40	.....	177	.98	32
Beach Haven Borough,	180	46	39	85	1	117	.32	56
Berkeley Township,	180	57	66	123	1	239	.33	78
Brick Township,	180	237	220	457	5	1,846	.93	271
Dover Township,	180	276	297	573	5	593	.20	378
Eagleswood Township,	180	74	67	141	.....	173	.24	82
Island Heights Borough,	180	36	45	81	.....	12	.03	55
Jackson Township,	180	195	181	376	.....	755	.38	174
Lacey Township,	180	54	55	109	.....	92	.17	65
Lakewood Township,	180	474	514	988	28	835	.21	724
Little Egg Harbor Township,	180	212	171	383	.....	1,450	.89	272
Long Beach Township,	180	22	17	39	.....	26	.04	20
Manchester Township,	180	90	92	182	4	154	.10	116
Ocean Township,	180	46	49	95	.....	9	.01	55
Plumsted Township,	200	147	143	290	.....	490	.35	166
Point Pleasant Borough,	200	115	120	235	3	1,252	1.14	166
Seaside Park Borough,	180	6	12	18	.....	25	.13	11
Stafford Township,	180	134	126	260	3	113	.12	179
Surf City Borough,	180	3	3	6	.....	8	.04	6
Union Township,	180	87	94	181	2	190	.26	152
Total,	182	2,326	2,336	4,662	52	8,556	.34	3,058

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State of New Jersey, for the School Year Ending June 30th, 1904.

Average daily attendance.	Percentage of daily attendance on average enrollment.	Number of pupils on roll in kindergartens.	Number of pupils on roll in primary grade.	Number of pupils on roll in grammar grade.	Number of pupils on roll in high school grade.	Number of different pupils transported.	Total number of days transported.	Average number of pupils transported per day.	Total number of male teachers employed.	Total number of female teachers employed.	Average salary per month paid to all male teachers.	Average salary per month paid to all female teachers.
27	.843	.....	40	.....	.....	.....	.....	.....	.....	1	.....	$45 00
48	.857	.....	48	37	.....	.....	.....	.....	.....	2	.....	42 50
71	.910	.....	83	40	.....	.....	.....	.....	2	2	$50 00	35 00
226	.834	.....	291	162	4	.....	.....	.....	4	7	47 50	34 28
336	.888	.....	370	162	41	.....	.....	.....	4	13	64 00	42 81
73	.890	.....	98	37	6	.....	.....	.....	1	3	60 00	25 00
53	.963	.....	42	31	8	.....	.....	.....	1	2	60 00	27 50
151	.867	.....	227	148	1	.....	.....	.....	5	6	33 00	28 83
56	.861	.....	66	43	.....	.....	.....	.....	2	1	50 00	35 00
673	.929	119	491	318	60	.....	.....	.....	3	24	89 66	60 51
233	.856	.....	281	87	15	2	130	2	.....	9	.....	37 00
18	.900	.....	19	15	5	.....	.....	.....	2	1	40 00	35 00
106	.913	.....	111	64	7	2	184	2	2	6	50 50	35 50
49	.890	.....	52	43	.....	.....	.....	.....	1	2	40 00	35 00
132	.795	.....	189	101	.....	.....	.....	.....	3	4	46 66	32 66
148	.831	.....	122	86	27	.....	.....	.....	1	5	120 00	43 00
10	.909	.....	10	8	.....	.....	.....	.....	1	.....	50 00	.....
160	.895	.....	143	95	22	.....	.....	.....	3	2	50 00	32 50
5	.833	.....	4	2	.....	.....	.....	.....	.....	1	.....	25 00
138	.907	.....	101	60	20	2	118	2	1	3	90 00	33 33
2.713	.878	119	2,788	1,539	216	6	432	6	36	94	$54 75	$42 25

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Financial Report by Districts, for the County of PASSAIC, State

DISTRICTS.	Amount due the district, July 1st, 1903, from State and county funds.	Amount due the district, July 1st, 1903, from district tax.	Amount due the district, July 1st, 1903, from other sources.	Total amount due the district, July 1st, 1903.	Amount expended for teachers' salaries.	Amount expended for fuel and janitors' salaries.	Amount expended for building and repairing, excluding debt and interest.
Acquackanonk, ..	$8,660 82	$31,316 13	$11,673 64	$51,650 59	$17,290 50	$3,776 54	$13,188 65
Hawthorne, ...	4,090 68	9,470 70	264 74	13,826 12	6,970 55	1,170 30	833 67
Little Falls,.....	3,822 81	11,906 50	436 82	16,166 13	7,415 25	1,762 44	1,768 88
Manchester, ...	5,509 08	10,000 00	872 80	16,381 88	8,721 00	1,548 07	877 53
Passaic, ...	45,297 01	79,152 99	32,263 74	156,713 74	88,014 53	10,305 66	31,924 51
Paterson, ...	137,864 68	188,885 32	20,202 80	346,952 80	240,270 75	28,065 38	25,687 84
Pompton, ...	3,084 62	6,273 66	1,171 53	10,529 81	5,909 57	765 56	505 84
Pompton Lakes,..	1,299 66	2,558 39	249 37	4,107 42	2,410 50	351 90	45 83
Prospect Park,...	2,117 90	4,836 69	68 70	7,023 29	4,050 00	680 77	721 28
Totowa, ...	581 27	8,387 47	.....	8,968 74	1,150 00	108 42	21 42
Wayne, ...	3,004 29	7,007 33	79 07	10,090 69	5,196 75	736 91	601 32
West Milford,...	3,139 92	1,046 60	768 59	4,955 11	3,066 08	376 88	172 75
Total, ...	$218,472 74	$360,841 78	$68,051 80	$647,366 32	$390,465 48	$49,648 83	$76,349 52

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of New Jersey, for the School Year Ending June 30th, 1904.

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 State and county funds, June 30th, 1904.	Balance of district tax, June 30th, 1904.	Balance of moneys from other sources, June 30th, 1904.	Total balance, June 30th, 1904.
$2,576 25	.....	$3,758 51	$2,221 16	$210 00	$43,021 61	.....	$8,092 33	$536 65	$8,628 98
1,842 50	.....	737 06	682 41	.....	12,236 49	.....	1,589 31	32	1,589 63
1,080 00	.....	769 06	1,971 12	.....	14,766 75	.....	1,018 23	381 15	1,399 38
1,985 00	.....	1,052 89	1,934 26	.....	16,118 75	.....	.....	263 13	263 13
.....	$5,712 25	7,677 94	8,341 87	.....	151,976 76	.....	.....	4,736 98	4,736 98
.....	1,717 01	18,159 55	18,003 58	.....	331,904 11	.....	15,048 69	.....	15,048 69
.....	920 23	651 57	224 26	.....	8,977 03	$0 05	1,301 43	251 30	1,552 78
537 50	.....	172 99	124 05	.....	3,642 77	.....	238 43	226 22	464 65
662 50	.....	362 87	227 42	.....	6,704 84	.....	274 75	43 70	318 45
.....	.....	244 06	212 52	205 00	1,941 42	.....	7,027 32	.....	7,027 32
1,597 50	.....	325 22	285 26	.....	8,742 96	.....	1,347 73	.....	1,347 73
106 00	.....	265 22	264 02	.....	4,250 95	.....	.....	704 16	704 16
$10,387 25	$8,349 49	$34,176 94	$34,491 93	$415 00	$604,284 44	$0 05	$35,938 22	$7,143 61	$43,081 88

Note—No moneys expended for transportation of pupils.

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Apportionment of School Moneys, by Districts, for the County of PAS-

DISTRICTS.	Balance State and county moneys, July 1st, 1904.	Balance district tax, July 1st, 1904.	Balance received from other sources, July 1st, 1904.	Amount apportioned from State appropriation, State school tax and State school fund appropriation.	Amount apportioned from surplus revenue.	Amount apportioned from balances.
Acquackanonk,	.....	$8,092 33	$536 65	$9,978 02	$50 63	.....
Hawthorne,	.....	1,589 31	32	4,423 94	20 15	.....
Little Falls,	.....	1,018 23	381 15	4,270 39	22 50	.....
Manchester,	.....	.....	263 13	4,862 35	23 52	.....
North Haledon,	.....	.....	.....	615 51	3 05	.....
Passaic,	.....	.....	4,736 98	45,106 10	229 02	.....
Paterson,	.....	15,048 69	.....	137,120 26	752 76	.....
Pompton,	$0 05	1,301 43	251 30	3,278 74	16 96	.....
Pompton Lakes,	.....	238 43	226 22	1,345 87	7 72	.....
Prospect Park,	.....	274 75	43 70	2,454 08	12 09	.....
Totowa,	.....	7,027 32	.....	568 17	2 38	.....
Wayne,	.....	1,347 73	.....	3,170 78	15 43	.....
West Milford,	.....	.....	704 16	3,059 88	12 17	.....
Total,	$0 05	$35,938 22	$7,143 61	$220,254 09	$1,168 38	.....

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SAIC, State of New Jersey, for the School Year Ending June 30th, 1905.

Amount of district tax voted for current expenses.	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 manual training and other sources.	Total amount available for school year ending June 30th, 1905.
$19,220 00	$700 00	$2,750 00	.....	$2,545 00	$25,215 00	.....	$43,872 63
7,300 00	.....	.....	.....	1,800 00	9,100 00	.....	15,133 72
7,950 00	.....	1,450 00	.....	720 00	10,120 00	.....	15,812 27
6,050 00	.....	850 00	.....	1,955 00	8,855 00	.....	14,004 00
2,500 00	.....	.....	.....	.....	2,500 00	.....	3,118 56
82,846 74	1,500 00	18,594 07	$2,500 00	.....	105,440 81	.....	155,512 91
205,730 07	.....	70,000 00	1,000 00	.....	276,730 07	.....	429,651 78
4,800 00	.....	.....	.....	.....	4,800 00	.....	9,648 48
2,280 00	.....	.....	.....	525 00	2,805 00	.....	4,623 24
2,225 00	.....	1,630 00	.....	625 00	4,480 00	.....	7,264 62
1,800 00	.....	.....	.....	.....	1,800 00	.....	9,397 87
4,050 00	.....	600 00	.....	1,580 00	6,230 00	.....	10,763 94
1,450 00	.....	1,125 00	.....	.....	2,575 00	.....	6,351 21
$348,201 81	$2,200 00	$96,999 07	$3,500 00	$9,750 00	$460,650 88	.....	$725,155 23

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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 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.
Acquackanonk,	185	741	725	1,466	19	1,194	.20	1,061
Hawthorne,	194	260	324	584	15	806	.31	416
Little Falls,	189	294	281	575	7	463	.17	410
Manchester,	189	319	278	597	4	397	.14	452
North Haledon,	190	35	50	85	.....	169	.44	67
Passaic,	190	2,851	2,852	5,703	29	12,083	.52	4,292
Paterson,	193	8,496	8,469	16,965	354	11,618	.03	13,726
Pompton,	189	313	314	627	.....	1,847	.88	368
Pompton Lakes,	186	93	95	188	.....	118	.15	132
Prospect Park,	181	158	157	315	2	263	.18	254
Totowa,	185	55	38	93	.....	123	.33	66
Wayne,	186	220	230	450	2	818	.39	294
West Milford,	161	241	224	465	.....	1,147	.64	254
Total.	186	14,076	14,037	28,113	432	31,046	.33	21,792

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State of New Jersey, for the School Year Ending June 30th, 1904.

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.
977	.92	185	965	293	23	.....	.....	.....	5	27	$75 67	$56 06
375	.90	77	365	133	9	.....	.....	.....	2	11	87 63	49 41
373	.91	35	376	147	17	.....	.....	.....	4	10	77 62	50 00
416	.92	108	323	141	25	.....	.....	.....	1	13	137 56	52 90
60	.90	.....	73	12	.....	.....	.....	.....	.....	2	.....	48 68
3,929	.91	1,001	3,043	1,246	413	.....	.....	.....	7	151	146 76	57 30
12,761	.92	1,795	10,202	4,061	907	.....	.....	.....	49	404	138 31	56 98
323	.88	.....	497	127	3	.....	.....	.....	3	8	75 82	57 66
118	.90	.....	147	34	7	.....	.....	.....	1	3	86 02	57 72
236	.93	85	157	70	3	.....	.....	.....	1	7	104 96	48 94
56	.85	.....	71	22	.....	.....	.....	.....	1	1	75 67	48 65
260	.88	.....	290	159	1	.....	.....	.....	5	6	60 21	46 14
209	.83	.....	358	107	.....	.....	.....	.....	2	9	38 01	40 48
20,093	.896	3,286	16,867	6,552	1,408	.....	.....	.....	81	652	$119 81	$56 26

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Financial Report by Districts, for the County of SALEM, State

DISTRICTS.	Amount due the district, July 1st, 1903, from State and county funds.	Amount due the district, July 1st, 1903, from district tax.	Amount due the district, July 1st, 1903, from other sources.	Total amount due the district, July 1st, 1903.	Amount expended for teachers' salaries.	Amount expended for fuel and janitors' salaries.	Amount expended for building and repairing, excluding debt and interest.
Alloway,	$2,921 01	$1,920 88	$812 60	$5,654 49	$2,980 00	$287 70	$105 25
Elmer,	1,740 67	2,003 51	57 50	3,801 68	2,337 50	198 25	86 56
Elsinboro,	848 60	592 03	126 25	1,566 88	954 00	118 00	5 01
L. A. Creek,	2,328 86	700 00	200 00	3,228 86	2,197 00	196 60	80 05
Lower Penn's Neck,	2,215 56	1,171 50	300 00	3,687 06	2,470 25	205 60	84 04
Mannington,	3,811 18	1,188 12	40 00	5,039 30	3,043 00	266 57	637 35
Oldmans,	2,697 11	1,500 00	825 68	5,022 79	3,260 00	232 44	103 62
Pennsgrove,	2,499 69	5,241 95	27 57	7,769 21	3,320 00	464 24	.....
Pilesgrove,	2,588 48	2,142 46	25 00	4,755 94	3,046 00	251 84	103 03
Pittsgrove,	3,324 23	1,950 00	2,198 98	7,473 21	3,735 00	323 39	448 53
Quinton,	1,627 69	1,520 11	.....	3,147 80	1,987 50	218 10	416 42
Salem City,	10,807 06	8,193 84	1,204 53	20,205 43	13,555 00	1,782 72	742 09
Upper Penn's Neck,	1,090 05	604 69	175 00	1,869 74	1,260 00	35 45	34 01
Upper Pittsgrove,	3,516 97	1,000 00	953 15	5,470 12	3,799 00	300 00	192 86
Woodstown,	2,846 11	1,625 00	720 92	5,192 03	3,445 00	346 29	216 19
Total,	$44,863 27	$31,354 09	$7,667 18	$83,884 54	$51,389 25	$5,227 19	$3,255 01

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of New Jersey, for the School Year Ending June 30th, 1904.

Amount expended for debt and interest.	Amount expended for text-books, apparatus and supplies.	Amount expended for transportation of pupils.	Amount expended for tuition of pupils in adjoining districts.	Amount expended for other school purposes.	Total amount expended.	Balance of State and county funds, June 30th, 1904.	Balance district tax, June 30th, 1904.	Balance of moneys from other sources, June 30th, 1904.	Total balance, June 30th, 1904.
$817 05	$209 19	$181 00	$12 00	$209 87	$4,802 06	$460 31	$392 12	.....	$852 43
367 50	260 41	.....	.....	157 73	3,407 95	.....	346 23	$47 50	393 73
.....	63 51	.....	52 50	49 98	1,243 00	.....	323 88	.....	323 88
203 00	108 94	.....	106 25	77 67	2,969 51	.....	259 35	.....	259 35
326 25	177 54	.....	.....	127 84	3,391 52	.....	295 54	.....	295 54
.....	158 18	.....	120 00	140 00	4,365 10	520 61	153 59	.....	674 20
1,027 39	227 76	.....	.....	155 43	5,006 64	.....	.....	16 15	16 15
2,953 78	546 01	.....	.....	246 08	7,530 11	.....	239 10	.....	239 10
.....	298 29	.....	171 00	374 16	4,244 32	.....	493 12	18 50	511 62
2,363 68	323 95	.....	.....	178 42	7,372 97	.....	100 24	.....	100 24
.....	287 47	.....	120 00	32 50	3,061 99	.....	85 81	.....	85 81
165 00	1,184 36	.....	.....	1,102 08	18,531 25	.....	1,674 18	.....	1,674 18
341 55	101 76	.....	.....	76 26	1,849 03	.....	5 71	15 00	20 71
760 00	133 45	.....	.....	234 43	5,419 74	.....	50 38	.....	50 38
501 84	485 58	.....	.....	189 90	5,184 80	.....	7 23	.....	7 23
$9,827 04	$4,566 40	$181 00	$581 75	$3,352 35	$78,379 99	$980 92	$4,426 48	$97 15	$5,504 55

Note—No moneys expended for manual training.

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Apportionment of School Moneys, by Districts, for the County of SALEM,

DISTRICTS.	Balance State and county moneys, July 1st, 1904.	Balance district tax, July 1st, 1904.	Balance received from other sources, July 1st, 1904.	Amount apportioned from State appropriation, State school tax and State school fund appropriation.	Amount apportioned from surplus revenue.	Amount apportioned from balances.
Alloway,	$466 31	$392 12	.....	$2,670 81	$115 55	.....
Elmer,	.....	346 23	$47 50	1,775 61	99 16	.....
Elsinboro,	.....	323 88	.....	808 56	35 93	.....
L. A. Creek,	.....	259 35	.....	2,597 67	89 17	.....
Lower Penn's Neck,	.....	295 54	.....	1,976 74	99 35	.....
Mannington,	520 61	153 59	.....	2,441 41	110 49	.....
Oldmans,	.....	.....	16 15	2,561 90	117 47	.....
Pennsgrove,	.....	239 10	.....	2,515 27	157 67	.....
Pilesgrove,	.....	493 12	18 50	2,346 33	94 12	.....
Pittsgrove,	.....	100 24	.....	3,144 85	162 77	.....
Quinton,	.....	85 81	.....	1,521 89	89 90	.....
Salem City,	.....	1,674 18	.....	10,054 93	622 74	.....
Upper Penn's Neck,	.....	5 71	15 00	1,027 82	39 25	.....
Upper Pittsgrove,	.....	50 38	.....	3,189 67	136 04	.....
Woodstown,	.....	7 23	.....	2,556 88	130 39	.....
Total,	$980 92	$4,426 48	$97 15	$41,190 34	$2,100 00	.....

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State of New Jersey, for the School Year Ending June 30th, 1905.

Amount of district tax voted for current expenses.	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 manual training and other sources.	Total amount available for school year ending June 30th, 1905.
$1,450 00	.....	$250 00	.....	.....	$1,700 00	.....	$5,338 79
1,025 00	.....	.....	.....	$354 00	1,379 00	.....	3,647 50
400 00	.....	150 00	.....	.....	550 00	.....	1,718 37
700 00	.....	100 00	.....	.....	800 00	.....	3,746 19
1,025 00	.....	75 00	.....	.....	1,100 00	.....	3,471 63
1,300 00	.....	100 00	.....	.....	1,400 00	.....	4,626 10
1,400 00	.....	.....	.....	.....	1,400 00	.....	4,093 52
1,875 00	.....	425 00	.....	.....	2,300 00	.....	5,212 04
1,200 00	.....	500 00	.....	.....	1,700 00	.....	4,652 07
1,650 00	.....	350 00	.....	325 00	2,325 00	.....	5,732 86
1,100 00	.....	100 00	.....	.....	1,200 00	.....	2,897 60
2,747 94	.....	742 09	.....	165 00	3,655 03	.....	16,006 88
600 00	.....	.....	.....	.....	600 00	.....	1,687 78
1,000 00	.....	150 00	.....	.....	1,150 00	.....	4,526 09
1,700 00	.....	.....	.....	.....	1,700 00	.....	4,394 50
$19,172 94	.....	$2,942 09	.....	$844 00	$22,959 03	.....	$71,753 92

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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 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.
Alloway,	172	181	156	337	6	1,157	.747	204
Elmer,	171	140	135	275	1	475	.461	202
Elsinboro,	172	57	53	110	.....	364	.704	63
L. A. Creek,	165.6	135	134	269	.....	846	.73	159
Lower Penn's Neck,	172	166	129	295	.....	887	.73	163
Mannington,	172	208	180	388	1	688	.44	210
Oldmans,	165.8	183	161	344	2	1,423	.953	205
Pennsgrove,	166	200	204	404	8	683	.51	277
Pilesgrove,	173.4	156	153	309	1	1,033	.662	190
Pittsgrove,	167.8	291	256	547	1	3,397	1.84	334
Quinton,	184.4	102	107	209	1	327	.587	141
Salem City,	191	712	640	1,352	65	1,805	.363	989
Upper Penn's Neck,	169	84	76	160	5	637	.942	81
Upper Pittsgrove,	171.9	216	210	426	.....	976	.473	260
Woodstown,	173.5	150	163	313	18	1,082	.76	224
Total,	173	2,981	2,757	5,738	109	15,780	.66	3,702

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State of New Jersey, for the School Year Ending June 30th, 1904.

Average daily attendance.	Percentage of daily attendance on average enrollment.	Number of pupils on roll in kindergartens.	Number of pupils on roll in primary grade.	Number of pupils on roll in grammar grade.	Number of pupils on roll in high school grade.	Number of different pupils transported.	Total number of days transported.	Average number of pupils transported per day.	Total number of male teachers employed.	Total number of female teachers employed.	Average salary per month paid to all male teachers.	Average salary per month paid to all female teachers.
180	.882	.....	195	117	25	9	1,144½	7	3	6	$36 00	$37 31
186	.925	.....	179	59	37	.....	.....	.....	1	5	69 44	41 00
57	.888	.....	70	39	1	.....	.....	.....	.....	3	.....	35 66
145	.911	.....	207	54	8	.....	.....	.....	.....	7	.....	33 28
144	.883	.....	197	75	23	.....	.....	.....	1	6	55 00	35 99
186	.885	.....	298	79	11	.....	.....	.....	2	7	46 00	35 23
176	.858	.....	200	118	26	.....	.....	.....	.....	9	.....	39 26
254	.912	.....	254	122	28	.....	.....	.....	1	7	88 88	40 00
167	.879	.....	209	84	16	.....	.....	.....	1	8	35 00	36 81
274	.820	.....	393	139	15	.....	.....	.....	1	10	35 00	38 00
124	.879	.....	137	64	8	.....	.....	.....	1	4	55 00	36 875
917	.927	60	883	290	119	.....	.....	.....	2	29	80 00	41 224
63	.777	.....	107	48	5	.....	.....	.....	.....	4	.....	35 00
228	.879	.....	268	124	34	.....	.....	.....	1	11	40 00	35 11
213	.950	.....	151	125	37	.....	.....	.....	1	8	22 22	42 69
3,314	.895	60	3,748	1,537	393	9	1,144½	7	15	124	$50 70	$38 31

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Financial Report by Districts, for the County of SOMERSET, State

DISTRICTS.	Amount due the district, July 1st, 1903, from State and county funds.	Amount due the district, July 1st, 1903, from district tax.	Amount due the district, July 1st, 1903, from other sources.	Total amount due the district, July 1st, 1903.	Amount expended for teachers' salaries.	Amount expended for fuel and janitors' salaries.	Amount expended for building and repairing, excluding debt and interest.
Bedminster.	$4,090 69	$2,270 29	$20 00	$6,380 98	$4,208 16	$433 71	$230 50
Bernards.	4,609 29	6,158 53	10,493 18	21,261 00	6,070 00	1,200 86	7,281 93
Bound Brook,	5,052 06	7,632 82	3,105 26	15,790 14	5,997 50	666 82	430 93
Branchburg,	1,907 69	1,482 87	40 00	3,430 56	2,486 00	164 74	320 14
Bridgewater,	5,289 13	3,003 77	1,506 88	9,799 78	6,900 00	572 07	237 47
East Millstone.	387 24	619 16	7 25	1,013 65	500 00	.....	246 58
Franklin,	3,213 01	1,782 56	482 00	5,477 57	3,792 81	275 00	150 00
Hillsborough,	4,470 57	1,238 29	919 65	6,628 51	4,696 05	345 54	300 00
Montgomery,	2,444 76	717 12	351 92	3,513 80	2,386 23	316 25	223 70
North Plainfield Bor.	12,426 69	22,621 25	1,511 78	36,559 72	20,190 00	2,724 28	1,136 30
N. Plainfield Twp.	967 06	732 56	11 16	1,710 78	1,100 00	30 00	.....
Somerville,	9,690 12	12,260 00	31,972 48	53,922 60	14,150 00	1,294 44	32,519 29
S. Bound Brook.	2,014 71	2,422 79	620 70	5,058 20	1,903 44	213 27	40 20
Warren.	1,645 02	539 15	500 00	2,704 17	1,742 99	122 91	33 75
Total.	$58,208 04	$63,501 16	$51,542 26	$173,251 46	$76,123 18	$8,359 89	$43,150 79

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of New Jersey, for the School Year Ending June 30th, 1904.

Amount expended for debt and interest.	Amount expended for text-books, apparatus and supplies.	Amount expended for transportation of pupils.	Amount expended for tuition of pupils in adjoining districts.	Amount expended for other school purposes.	Total amount expended.	Balance of State and county funds, June 30th, 1904.	Balance of district tax, June 30th, 1904.	Balance of moneys from other sources, June 30th, 1904.	Total balance, June 30th, 1904.
$400 00	$301 09	.....	.....	$311 19	$5,884 65	.....	$496 33	.....	$496 33
.....	802 56	.....	.....	5,848 68	21,204 03	.....	56 97	.....	56 97
1,520 00	544 59	.....	.....	6,344 03	15,503 87	.....	284 06	$2 21	286 27
.....	135 92	.....	.....	135 43	3,242 23	.....	188 33	.....	188 33
.....	279 75	.....	.....	1,295 94	9,285 23	$4 13	490 67	19 75	514 55
.....	96 03	.....	.....	63 00	905 61	.....	108 04	.....	108 04
.....	100 00	.....	$225 00	774 08	5,316 89	.....	160 68	.....	160 68
.....	150 00	$343 80	.....	787 22	6,622 61	.....	5 90	.....	5 90
.....	183 31	.....	42 00	351 92	3,503 41	.....	10 39	.....	10 39
5,175 00	1,191 00	.....	.....	751 34	34,068 01	.....	2,491 71	.....	2,491 71
.....	97 13	.....	54 10	148 20	1,429 43	.....	270 19	11 16	281 35
2,300 00	1,355 80	.....	.....	1,685 23	53,304 78	.....	.....	617 82	617 82
1,303 18	77 18	.....	.....	707 15	4,244 42	.....	789 91	23 87	813 78
7 63	106 20	.....	.....	608 16	2,621 64	29 12	53 41	.....	82 53
$10,705 81	$5,420 56	$343 80	$321 10	$19,811 59	$167,136 81	$33 25	$5,406 59	$674 81	$6,114 65

Amount expended for manual training—North Plainfield Borough, $2,900.09.

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Apportionment of School Moneys, by Districts, for the County of SOMER-

DISTRICTS.	Balance State and county moneys, July 1st, 1904.	Balance district tax, July 1st, 1904.	Balance received from other sources, July 1st, 1904.	Amount apportioned from State appropriation, State school tax and State school fund appropriation.	Amount apportioned from surplus revenue.	Amount apportioned from balances.
Bedminster	.....	$496 33	.....	$3,610 30	$191 84	.....
Bernards	.....	56 97	.....	4,118 67	233 78	.....
Bound Brook	.....	284 06	$2 21	5,237 64	266 28	.....
Branchburg	.....	188 33	.....	2,443 08	87 48	.....
Bridgewater	$4 13	490 67	19 75	4,995 33	287 74	.....
East Millstone	.....	108 04	.....	368 03	22 86	.....
Franklin	.....	160 68	.....	2,991 41	107 65	.....
Hillsborough	.....	5 90	.....	3,760 70	157 82	.....
Millstone	.....	.....	.....	299 01	13 53	.....
Montgomery	.....	10 39	.....	1,518 81	70 57	.....
North Plainfield Borough	.....	2,491 71	.....	11,870 98	624 48	.....
North Plainfield Township	.....	270 19	11 16	935 52	45 64	.....
Rocky Hill	.....	.....	.....	709 28	42 07	.....
Somerville	.....	.....	617 82	9,197 01	543 68	.....
South Bound Brook	.....	789 91	23 87	1,789 90	107 45	.....
Warren	29 12	53 41	.....	1,486 80	66 22	.....
Total	$33 25	$5,406 59	$674 81	$55,332 47	$2,869 09	.....

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SET, State of New Jersey, for the School Year Ending June 30th, 1905.

Amount of district tax voted for current expenses.	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 manual training and other sources.	Total amount available for school year ending June 30th, 1905.
$1,425 00	.....	$221 80	.....	$465 00	$2,111 80	.....	$6,410 27
5,100 00	.....	.....	.....	1,400 00	6,500 00	.....	10,909 42
6,000 00	.....	.....	.....	1,500 00	7,500 00	.....	13,290 19
1,000 00	.....	200 00	.....	.....	1,200 00	.....	3,918 89
2,600 00	.....	.....	.....	.....	2,600 00	.....	8,397 62
200 00	.....	400 00	.....	.....	600 00	.....	1,098 93
1,450 00	.....	150 00	.....	.....	1,600 00	.....	4,859 74
750 00	$150 00	300 00	.....	.....	1,200 00	.....	5,124 42
175 00	.....	.....	.....	.....	175 00	.....	487 54
750 00	.....	.....	.....	.....	750 00	.....	2,349 77
15,600 00	.....	.....	$1,350 00	5,175 00	22,125 00	.....	37,112 17
500 00	.....	.....	.....	.....	500 00	.....	1,762 51
300 00	.....	.....	.....	.....	300 00	.....	1,051 35
9,750 00	.....	.....	.....	4,240 00	13,990 00	.....	24,348 51
1,930 65	.....	.....	.....	684 00	2,614 65	.....	5,325 78
525 00	.....	125 00	.....	.....	650 00	.....	2,285 55
$48,055 65	$150 00	$1,396 80	$1,350 00	$13,464 00	$64,416 45	.....	$128,732 66

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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 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.
Bedminster,	188	261	232	493	1	1,616	.772	305
Bernards,	183	305	281	586	1	1,024	.463	342
Bound Brook,	184	243	242	485	18	113	.05	368
Branchburg,	190	117	103	220	.....	541	.472	137
Bridgewater,	195	312	262	574	1	721	.308	403
East Millstone,	181	28	35	63	.....	20	.11	39
Franklin,	181	157	143	300	.....	1,895	.95	167
Hillsborough,	189	234	168	402	5	955	.455	217
Millstone,	171	19	21	40	.....	88	.514	25
Montgomery,	188	114	90	204	1	385	.409	117
North Plainfield Borough,	182	559	652	1,202	76	2,521	.49	924
North Plainfield Township,	180	53	66	119	1	180	.33	73
Rocky Hill,	167	51	56	107	.....	85	.252	72
Somerville,	188	475	509	984	19	2,261	.502	805
South Bound Brook,	192	119	99	218	21	233	.31	144
Warren,	188	106	113	219	.....	546	.56	112
Total,	184	3,153	3,072	6,225	144	13,184	.63	4,250

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State of New Jersey, for the School Year Ending June 30th, 1904.

Average daily attendance.	Percentage of daily attendance on average enrollment.	Number of pupils on roll in kindergartens.	Number of pupils on roll in primary grade.	Number of pupils on roll in grammar grade.	Number of pupils on roll 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	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
271	.90	23	248	217	5	.....	.....	.....	2	9	$48 93	$39 18
302	.884	17	343	215	11	.....	.....	.....	3	9	71 03	47 35
342	.92	68	266	108	43	.....	.....	.....	3	12	69 73	56 34
122	.887	.....	110	110	.....	.....	.....	.....	2	5	52 63	38 42
368	.90	71	327	157	19	.....	.....	.....	2	10	89 74	46 67
34	.874	.....	38	25	.....	.....	.....	.....	1	.....	55 25	.....
144	.8725	.....	177	123	.....	.....	.....	.....	.....	11	.....	34 76
197	.908	.....	238	164	.....	17	1,191	12	3	8	41 97	37 30
23	.909	.....	26	14	.....	.....	.....	.....	.....	1	.....	43 68
98	.848	.....	68	136	.....	.....	.....	.....	.....	5	.....	38 09
856	.93	167	619	302	123	.....	.....	.....	4	33	112 63	65 04
66	.903	14	61	44	.....	.....	.....	.....	.....	3	.....	40 73
64	.88	.....	65	42	.....	.....	.....	.....	.....	2	.....	40 96
742	.92	71	520	292	101	.....	.....	.....	3	21	94 86	57 13
130	.90	.....	145	73	.....	.....	.....	.....	1	4	72 92	40 36
91	.806	.....	129	90	.....	.....	.....	.....	3	2	37 23	37 23
3,850	.906	431	3,380	2,112	302	17	1,191	12	27	135	$71 25	$50 23

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Financial Report by Districts, for the County of SUSSEX, State

DISTRICTS.	Amount due the district, July 1st, 1903, from State and county funds.	Amount due the district, July 1st, 1903, from district tax.	Amount due the district, July 1st, 1903, from other sources.	Total amount due the district, July 1st, 1903.	Amount expended for teachers' salaries.	Amount expended for fuel and janitors' salaries.
Andover,	$1,964 77	$1,845 00	.....	$3,809 77	$2,496 20	$297 04
Byram,	2,547 90	2,853 79	645 58	6,047 27	3,700 00	822 02
Borough of Sussex,	2,432 93	1,802 02	587 00	4,821 95	3,220 00	455 48
Frankford,	3,004 84	1,000 00	.....	4,004 84	2,925 00	372 62
Green,	1,234 07	942 28	22 47	2,198 82	1,505 62	123 27
Hampton,	1,227 87	773 13	51 02	2,052 02	1,317 00	121 45
Hardyston,	2,358 82	7,800 00	18,160 73	28,319 55	8,331 25	957 46
Lafayette,	1,282 55	1,075 00	40 29	2,397 84	1,546 50	123 05
Montague,	1,505 14	600 00	.....	2,105 14	1,620 00	151 93
Newton,	9,866 63	9,315 00	7,093 13	26,274 76	10,586 35	1,974 84
Sandyston,	2,303 25	600 00	1 50	2,904 75	2,103 75	150 60
Sparta,	3,581 40	3,655 52	156 91	7,393 83	5,427 50	387 79
Stillwater,	2,537 26	1,365 47	.....	3,902 73	2,601 50	294 63
Vernon,	4,081 50	4,513 76	1,954 05	10,549 31	5,108 50	501 84
Wallpack,	783 98	341 69	.....	1,125 67	702 00	81 98
Wantage,	5,195 13	3,000 00	76 16	8,271 29	5,997 00	475 40
Total,	$45,908 04	$41,482 66	$28,788 84	$116,179 54	$59,188 17	$7,291 40

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of New Jersey, for the School Year Ending June 30th, 1904.

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 tuition of pupils in adjoining districts.	Amount expended for other school purposes.	Total amount expended.	Balance of district tax, June 30th, 1904.	Balance of moneys from other sources, June 30th, 1904.	Total balance, June 30th, 1904.
$45 02	$345 00	$138 04	.....	$461 75	$3,783 05	$26 72	.....	$26 72
405 60	.....	203 80	.....	50 19	5,281 61	120 08	$645 58	765 66
106 12	.....	406 90	.....	310 43	4,498 93	323 02	.....	323 02
.....	.....	225 90	.....	467 56	3,990 18	14 66	.....	14 66
226 06	.....	103 64	.....	240 23	2,198 82	.....	.....	.....
30 20	.....	95 15	.....	231 27	1,795 07	232 25	24 70	256 95
10,038 13	200 00	613 43	.....	8,136 22	28,276 49	.....	43 06	43 06
448 23	.....	112 33	.....	121 08	2,351 19	45 75	90	46 65
120 79	.....	45 89	.....	50 00	1,988 61	116 53	.....	116 53
7,655 20	1,815 00	821 80	.....	1,261 06	24,114 25	2,084 52	75 99	2,160 51
100 30	204 06	85 00	.....	48 09	2,691 80	212 95	.....	212 95
74 20	.....	392 71	.....	328 99	6,611 19	669 56	113 08	782 64
8 06	.....	286 56	.....	97 84	3,288 59	614 14	.....	614 14
1,874 75	52 56	444 72	$38 00	2,528 94	10,549 31	.....	.....	.....
.....	.....	39 20	.....	61 25	884 43	241 24	.....	241 24
357 56	.....	355 75	400 75	324 87	7,911 33	359 96	.....	359 96
$21,490 22	$2,616 62	$4,369 92	$438 75	$14,819 77	$110,214 85	$5,061 38	$903 31	$5,964 69

Note.—No moneys expended for manual training.
No moneys expended for transportation of pupils.

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Apportionment of School Moneys, by Districts, for the County of SUS-

DISTRICTS.	Balance of State and county moneys, July 1st, 1904.	Balance district tax, July 1st, 1904.	Balance received from other sources, July 1st, 1904.	Amount apportioned from State appropriation, State school tax and State school fund appropriation.	Amount apportioned from surplus revenue.	Amount apportioned from balances.
Andover,	.....	$17 97	.....	$820 22	$43 90	$12 76
Borough of Andover,	.....	8 75	.....	1,002 57	53 60	15 62
Borough of Branchville,	.....	5 59	.....	1,137 08	60 85	17 65
Borough of Hopatcong,	.....	26 24	$141 00	211 34	11 32	3 28
Borough of Stanhope,	.....	53 46	287 44	1,528 34	81 79	23 72
Borough of Sussex,	.....	323 02	.....	2,794 79	149 56	43 38
Byram,	.....	40 38	217 14	522 13	27 95	8 10
Frankford,	.....	9 07	.....	1,473 93	78 87	22 87
Fredon,	.....	146 13	.....	573 97	30 72	8 90
Green,	.....	.....	.....	1,186 56	63 50	18 42
Hampton,	.....	232 25	24 70	1,128 68	60 40	17 52
Hardyston,	.....	.....	43 06	5,475 74	293 05	84 99
Lafayette,	.....	45 75	90	1,234 58	66 07	19 16
Montague,	.....	116 53	.....	1,228 66	65 75	19 07
Newton,	.....	2,084 52	75 99	6,831 96	365 62	106 05
Sandyston,	.....	212 95	.....	2,099 48	112 37	32 59
Sparta,	.....	669 56	113 08	3,317 38	177 53	51 49
Stillwater,	.....	468 01	.....	1,689 84	90 43	26 23
Vernon,	.....	.....	.....	3,836 85	205 33	59 56
Wallpack,	.....	241 24	.....	696 09	37 25	10 80
Wantage,	.....	359 96	.....	4,583 66	245 48	71 09
Total,	.....	$5,061 38	$903 31	$43,373 85	$2,321 34	$673 25

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SEX, State of New Jersey, for the School Year Ending June 30th, 1905.

Amount of district tax voted for current expenses.	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 manual training and other sources.	Total amount available for school year ending June 30th, 1905.
$800 00	.....	.....	.....	.....	$800 00	.....	$1,694 85
900 00	.....	.....	.....	$330 00	1,230 00	.....	2,310 54
1,020 00	.....	$180 00	.....	.....	1,100 00	.....	2,321 17
300 00	.....	.....	.....	.....	300 00	.....	693 18
1,800 00	.....	.....	.....	.....	1,800 00	.....	3,774 75
1,850 00	.....	150 00	.....	.....	2,000 00	.....	5,310 75
400 00	.....	.....	.....	.....	400 00	.....	1,215 70
1,350 00	$200 00	200 00	.....	.....	1,750 00	.....	3,334 74
300 00	.....	.....	.....	.....	300 00	.....	1,059 72
500 00	.....	1,900 00	.....	.....	2,450 00	.....	3,718 48
500 00	.....	.....	.....	.....	500 00	.....	1,963 55
7,800 00	.....	2,600 00	.....	2,400 00	12,800 00	.....	18,696 84
650 00	.....	350 00	.....	.....	1,000 00	.....	2,366 46
600 00	.....	200 00	.....	.....	800 00	.....	2,230 01
8,000 00	.....	.....	.....	1,765 00	9,765 00	.....	19,229 14
.....	.....	.....	.....	.....	.....	.....	2,467 39
3,600 00	.....	.....	.....	.....	3,600 00	.....	7,929 04
550 00	.....	.....	.....	.....	550 00	.....	2,824 51
2,500 00	.....	.....	.....	.....	2,500 00	.....	6,601 74
150 00	.....	.....	.....	.....	150 00	.....	1,135 38
3,000 00	.....	.....	.....	.....	3,000 00	.....	8,260 19
$36,520 00	$200 00	$5,580 00	.....	$4,495 00	$46,795 00	.....	$99,128 13

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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 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.
Andover,	189	104	116	220	1	570	.303	132
Byram,	189	150	144	294	5	453	.418	205
Borough of Sussex,	186	138	158	296	1	707	.543	209
Frankford,	173	143	175	318	1	278	.160	186
Green,	189	86	74	160	.....	324	.428	79
Hampton,	191	70	73	143	1	503	.658	83
Hardyston,	187	362	353	715	11	948	.324	478
Lafayette,	187	74	71	145	.....	401	.529	87
Montague,	191	64	59	123	.....	1,052	1.106	68
Newton,	183	367	440	807	14	856	.275	564
Sandyston,	171	130	121	251	.....	885	.647	133
Sparta,	189	194	198	392	11	1,205	.379	234
Stillwater,	172	165	149	314	4	1,121	.820	159
Vernon,	170	205	238	443	5	1,874	.734	232
Wallpack,	173	35	32	67	1	295	.568	32
Wantage,	191	266	251	517	5	1,731	.533	288
Total,	183	2,553	2,652	5,205	60	13,213	.49	3,127

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State of New Jersey, for the School Year Ending June 30th, 1904.

Average daily attendance.	Percentage of daily attendance on average enrollment.	Number of pupils on roll in kindergartens.	Number of pupils on roll in primary grade.	Number of pupils on roll in grammar grade.	Number of pupils on roll in high school grade.	Number of different pupils transported.	Total number of days transported.	Average number of pupils transported per day.	Total number of male teachers employed.	Total number of female teachers employed.	Average salary per month paid to all male teachers.	Average salary per month paid to all female teachers.
122	.92	21	100	99	.....	.....	.....	.....	.....	6	.....	$44 08
186	.91	.....	111	130	53	.....	.....	.....	2	5	$84 88	44 30
193	.92½	67	106	105	18	.....	.....	.....	1	6	86 20	44 80
162	.88	.....	207	96	15	.....	.....	.....	1	9	58 24	31 20
71	.90	.....	84	76	.....	.....	.....	.....	.....	4	.....	39 68
70	.84	.....	82	61	.....	.....	.....	.....	1	3	38 10	34 04
436	.91	59	431	208	17	.....	.....	.....	4	13	78 24	45 10
77	.88½	.....	73	69	3	.....	.....	.....	.....	4	.....	41 38
59	.86	.....	74	48	1	.....	.....	.....	1	4	44 00	31 56
513	.91	76	471	175	85	.....	.....	.....	3	17	87 36	51 90
109	.82	.....	152	99	.....	.....	.....	.....	2	6	28 94	30 40
205	.91	.....	215	128	49	.....	.....	.....	3	8	73 68	47 64
139	.87	.....	192	122	.....	.....	.....	.....	3	5	38 44	37 06
208	.80	.....	280	155	8	.....	.....	.....	7	8	45 62	36 28
29	.91	.....	49	18	.....	.....	.....	.....	2	1	26 74	27 52
253	.89	.....	341	168	8	.....	.....	.....	6	11	36 52	37 08
2,832	.90	223	2,968	1,757	257	.....	.....	.....	36	110	$54 38	$41 19

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Financial Report by Districts, for the County of UNION, State

DISTRICTS.	Amount due the district, July 1st, 1903, from State and county funds.	Amount due the district, July 1st, 1903, from district tax.	Amount due the district, July 1st, 1903, from other sources.	Total amount due the district, July 1st, 1903.	Amount expended for teachers' salaries.	Amount expended for fuel and janitors' salaries.	Amount expended for building and repairing, excluding debt and interest.
Clark, ...	$416 70	$413 40	$79 61	$909 71	$400 00	$39 45	.....
Cranford, ...	5,890 97	24,971 09	36,363 43	67,225 49	13,936 45	3,417 69	$550 42
Elizabeth, ...	57,084 13	86,415 87	115 00	143,615 00	101,897 41	16,110 37	8,296 81
Fanwood, ...	2,277 78	7,253 18	.....	9,530 96	4,293 00	664 25	122 59
Garwood, ...	394 47	2,945 00	9 52	3,348 99	1,000 00	.....	.....
Linden, ...	1,606 72	5,172 34	573 27	7,352 33	3,765 00	570 25	438 01
N. Providence,..	1,775 76	2,198 75	1,366 27	5,340 78	2,450 00	217 45	361 43
Plainfield, ...	24,165 40	189,000 00	11,222 26	224,387 66	54,776 91	8,644 76	4,521 65
Rahway, ...	12,838 96	19,645 20	40 00	32,524 16	20,084 78	5,860 22	1,719 03
Roselle, ...	2,968 70	8,147 78	11,009 08	22,125 56	7,327 72	688 53	250 00
Roselle Park,..	3,749 03	6,451 05	3,324 72	13,524 80	6,848 00	1,108 40	496 03
Springfield, ...	2,019 53	3,410 90	526 69	5,957 12	3,125 00	684 93	278 87
Summit, ...	6,862 19	25,408 14	36,329 35	68,599 68	15,810 00	2,105 95	9,917 27
Union, ...	3,508 10	11,159 88	7,991 66	22,659 64	8,200 00	1,188 20	1,500 00
Westfield, ...	8,851 63	24,042 63	1,091 75	33,986 01	18,556 75	4,217 84	1,382 35
Total, ...	$134,410 07	$416,635 21	$110,042 61	$661,087 89	$262,471 12	$45,518 29	$29,834 46

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of New Jersey, for the School Year Ending June 30th, 1904.

Amount expended for debt and interest.	Amount expended for text-books, apparatus and supplies.	Amount expended for transportation of pupils.	Amount expended for tuition of pupils in adjoining districts.	Amount expended for other school purposes.	Total amount expended.	Balance of district tax, June 30th, 1904.	Balance of moneys from other sources, June 30th, 1904.	Total balance, June 30th, 1904.
.....	$18 39	.....	$201 57	$37 05	$696 46	$191 03	$22 22	$213 25
$2,935 00	3,137 37	$208 05	.....	41,664 93	65,849 91	1,375 58	.....	1,375 58
.....	10,373 26	.....	.....	3,116 27	139,794 12	.....	3,820 88	3,820 88
1,157 50	508 32	.....	262 69	2,355 15	9,363 50	167 46	.....	167 46
.....	655 43	174 10	200 00	229 36	2,258 89	1,080 58	9 52	1,090 10
.....	473 30	.....	60 00	741 38	6,047 94	1,297 50	6 89	1,304 39
231 41	155 52	.....	553 25	1,371 72	5,340 78	.....	.....	.....
7,300 00	3,789 43	.....	.....	29,799 27	108,832 02	69,899 71	45,655 93	115,555 64
1,575 00	1,972 60	.....	.....	285 96	31,497 59	1,026 57	.....	1,026 57
.....	1,966 00	.....	.....	4,322 62	14,554 87	.....	7,570 69	7,570 69
480 00	706 22	.....	.....	3,817 83	13,456 48	13 90	54 42	68 32
820 00	455 87	.....	.....	542 17	5,906 84	2 36	40 89	50 28
1,650 00	1,300 21	.....	.....	14,079 19	45,298 02	8,849 49	14,452 17	23,301 66
116 68	811 17	.....	.....	10,843 49	22,659 64	.....	.....	.....
3,075 00	2,409 94	.....	313 51	2,816 22	33,966 61	19 40	.....	19 40
$19,340 59	$28,728 03	$382 15	$1,591 02	$116,022 61	$505,523 67	$83,923 58	$71,633 61	$155,564 22

Amount expended for manual training—Summit, $435.40; Westfield, $1,200.00. Total, $1,635.40
Balance of State and county funds, June 30th, 1904—Springfield, $7.03.

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Apportionment of School Moneys, by Districts, for the County of UNION,

DISTRICTS.	Balance State and county moneys, July 1st, 1904.	Balance district tax, July 1st, 1904.	Balance received from other sources, July 1st, 1904.	Amount apportioned from State appropriation, State school tax and State school fund appropriation.	Amount apportioned from surplus revenue.	Amount apportioned from balances.
Clark,	.....	$191 03	$22 22	$308 53	.....	.....
Cranford,	.....	1,375 58	.....	6,644 87	.....	.....
Elizabeth,	.....	.....	3,820 88	56,567 89	.....	.....
Fanwood,	.....	167 46	.....	2,266 22	.....	.....
Garwood,	.....	1,080 58	9 52	553 38	.....	.....
Linden,	.....	1,297 50	6 89	1,918 21	.....	.....
New Providence Township,	.....	.....	.....	864 34	.....	.....
Plainfield,	.....	69,899 71	45,655 93	24,945 59	.....	.....
Rahway,	.....	1,026 57	.....	12,994 70	.....	.....
Roselle,	.....	.....	7,570 69	3,795 63	.....	.....
Roselle Park,	.....	13 90	54 42	4,055 23	.....	.....
Springfield,	$7 02	2 36	40 89	2,589 07	.....	.....
Summit,	.....	8,849 49	14,452 17	7,138 05	.....	.....
Union,	.....	.....	.....	4,125 48	.....	.....
Westfield,	.....	19 40	.....	9,389 10	.....	.....
Mountainside,	.....	.....	.....	361 88	.....	.....
New Providence Borough,	.....	.....	.....	886 57	.....	.....
Total,	$7 03	$83,923 58	$71,633 61	$139,404 74	.....	.....

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State of New Jersey, for the School Year Ending June 30th, 1905.

Amount of district tax voted for current expenses.	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 manual training and other sources.	Total amount available for school year ending June 30th, 1905.
$300 00	.....	.....	.....	.....	$300 00	$60 00	$881 78
15,350 00	.....	$3,560 00	.....	$2,890 00	21,800 00	532 63	30,353 08
86,415 87	.....	.....	.....	.....	86,415 87	115 00	146,919 64
3,725 00	.....	300 00	.....	1,112 50	5,137 50	.....	7,571 18
2,945 00	.....	15,000 00	.....	.....	17,945 00	.....	19,588 48
4,000 00	.....	.....	.....	.....	4,000 00	546 97	7,769 57
1,000 00	.....	.....	.....	.....	1,000 00	10 02	1,874 36
54,705 00	.....	6,500 00	.....	7,095 00	68,300 00	.....	208,801 23
17,000 00	.....	.....	.....	1,575 00	18,575 00	41 00	32,637 27
8,000 00	.....	.....	.....	.....	8,000 00	8,509 08	27,875 40
6,200 00	.....	500 00	.....	1,000 00	7,700 00	176 27	11,999 82
2,510 00	.....	100 00	.....	820 00	3,430 00	474 75	6,544 10
16,005 00	.....	600 00	$200 00	1,575 00	18,380 00	1,274 80	50,094 51
9,000 00	$500 00	1,500 00	.....	.....	11,000 00	100 00	15,225 48
18,030 00	.....	1,000 00	600 00	2,983 75	23,113 75	1,091 75	33,114 00
500 00	.....	.....	.....	.....	500 00	.....	861 88
1,100 00	.....	.....	.....	.....	1,100 00	16 00	2,002 57
$246.785 87	$500 00	$29,060 00	$800 00	$19,051 25	$296,197 12	$12,948 27	$604,114 35

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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 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.
Clark,	182	20	23	43	.....	33	.2	25
Cranford,	183	357	369	726	23	2,530	1.38	552
Elizabeth,	190	3,412	3,721	7,133	182	2,619	2.51	6,161
Fanwood,	190	152	110	262	.....	698	.61	187
Garwood,	180	36	48	84	.....	186	1.03	62
Linden,	184	118	133	251	1	564	.94	170
New Providence,	188	126	106	232	9	337	1.9	148
Plainfield,	183	1,483	1,478	2,961	40	5,343	.43	2,286
Rahway,	187	740	710	1,450	52	1,434	.25	1,191
Roselle,	179	208	200	408	4	184	.12	319
Roselle Park,	181	253	240	493	9	383	.21	352
Springfield,	186	142	158	300	4	582	.53	200
Summit,	186	441	361	802	24	1,116	.28	570
Union,	184	293	269	562	4	306	.54	309
Westfield,	183	563	555	1,118	63	1,268	1.28	850
Total,	184	8,344	8,481	16,825	415	17,583	.81	13,382

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State of New Jersey, for the School Year Ending June 30th, 1904.

Average daily attendance.	Percentage of daily attendance on average enrollment.	Number of pupils on roll in kindergartens.	Number of pupils on roll in primary grade.	Number of pupils on roll in grammar grade.	Number of pupils on roll in high school grade.	Number of different pupils transported.	Total number of days transported.	Average number of pupils transported per day.	Total number of male teachers employed.	Total number of female teachers employed.	Average salary per month paid to all male teachers.	Average salary per month paid to all female teachers.
20	.85	.....	34	9	.....	.....	.....	.....	.....	1	.....	$41 00
514	.93	75	436	179	36	3	248	2	1	21	$180 00	58 00
5,626	.91	.....	4,575	2,057	501	.....	.....	.....	11	144	180 00	60 00
172	.92	.....	180	65	17	.....	.....	.....	1	7	110 00	44 00
57	.91	.....	84	.....	.....	24	2,880	16	.....	2	.....	50 00
155	.91	.....	167	75	9	.....	.....	.....	1	5	100 00	52 00
127	.89	.....	150	81	1	.....	.....	.....	3	3	60 00	32 00
2,097	.91	319	1,576	732	334	.....	.....	.....	5	71	184 00	60 00
1,113	.94	248	784	336	82	.....	.....	.....	5	34	124 00	46 00
291	.91	73	191	125	19	.....	.....	.....	2	9	105 00	58 00
308	.89	.....	348	129	16	.....	.....	.....	1	11	130 00	51 00
183	.90	49	167	70	14	.....	.....	.....	1	6	100 00	44 00
529	.93	93	443	196	70	.....	.....	.....	2	21	128 00	65 00
268	.89	.....	351	185	26	.....	.....	.....	3	9	75 00	57 00
793	.91	142	592	267	117	.....	.....	.....	2	24	155 00	72 00
12,253	.91	999	10,078	4,506	1,242	27	3,128	18	40	368	$109 00	$53 00

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Financial Report by Districts, for the County of WARREN, State

DISTRICTS.	Amount due the district, July 1st, 1903, from State and county funds.	Amount due the district, July 1st, 1903, from district tax.	Amount due the district, July 1st, 1903, from other sources.	Total amount due the district, July 1st, 1903.	Amount expended for teachers' salaries.	Amount expended for fuel and janitors' salaries.	Amount expended for building and repairing, excluding debt and interest.
Allamuchy,	$999 80	$640 90	.....	$1,640 70	$1,282 50	$145 48	$11 18
Belvidere,	2,589 60	4,999 87	$98 00	7,687 47	4,300 00	614 59	83 85
Blairstown,	2,574 14	2,420 46	1,436 12	6,430 72	2,635 25	288 89	2,042 03
Franklin,	1,627 17	1,532 12	25 00	3,184 29	2,310 00	181 96	97 53
Frelinghuysen,	1,698 97	865 91	.....	2,564 88	1,926 00	147 77	.....
Greenwich,	1,339 64	1,377 46	501 00	3,218 10	1,839 68	115 69	240 20
Hackettstown,	4,072 34	5,903 17	257 57	10,233 08	6,425 00	625 20	2,412 71
Hardwick,	513 74	103 98	.....	617 72	469 40	44 34	.....
Harmony,	2,146 63	1,015 73	95 72	3,258 08	1,998 00	276 10	41 98
Hope,	1,969 68	691 85	119 30	2,780 83	1,865 00	279 75	214 31
Independence,	877 24	974 65	35 77	1,887 66	1,125 00	82 18	75 00
Knowlton,	1,822 55	1,273 04	35 10	3,130 69	2,355 00	200 27	31 41
Lopatcong,	1,143 89	1,258 80	99 35	2,502 04	1,447 99	118 23	69 34
Mansfield,	1,532 75	1,056 98	45 52	2,635 25	1,900 00	205 68	109 83
Oxford,	4,807 99	2,614 74	948 25	8,370 98	5,897 99	450 00	300 00
Pahaquarry,	700 50	39 17	.....	739 67	648 00	34 55	4 50
Phillipsburg,	15,288 71	20,882 97	4,148 67	40,320 35	26,672 13	5,577 79	1,561 74
Pohatcong,	2,283 14	7,552 42	20 00	9,855 56	3,269 75	451 19	3,329 27
Washington Twp.,	1,580 05	1,065 00	222 03	2,867 08	1,900 00	140 34	.....
Washington Bor.,	5,844 14	7,357 97	475 04	13,677 15	7,808 88	858 01	301 24
Total,	$55,412 67	$63,627 19	$8,562 44	$127,602 30	$78,075 57	$10,838 01	$10,926 12

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of New Jersey, for the School Year Ending June 30th, 1904.

Amount expended for debt and interest.	Amount expended for text-books, apparatus and supplies.	Amount expended for transportation of pupils.	Amount expended for tuition of pupils in adjoining districts.	Amount expended for other school purposes.	Total amount expended.	Balance of State and county funds, June 30th, 1904.	Balance of district tax, June 30th, 1904.	Balance of moneys from other sources, June 30th, 1904.	Total balance, June 30th, 1904.
.....	$71 40	.....	.....	$47 35	$1,557 91	.....	$82 79	.....	$82 79
$1,150 00	355 36	.....	.....	78 75	6,582 55	.....	1,104 92	.....	1,104 92
.....	310 68	$150 00	.....	991 91	6,418 76	.....	.....	$11 96	11 96
.....	131 52	.....	.....	113 54	2,834 55	.....	324 74	25 00	349 74
.....	136 87	.....	.....	80 43	2,291 07	.....	273 81	.....	273 81
506 25	209 34	.....	.....	112 80	3,023 96	.....	194 14	.....	194 14
.....	387 85	.....	.....	382 32	10,233 08	.....	.....	.....	.....
.....	.....	.....	.....	53 72	567 46	.....	50 26	.....	50 26
.....	159 43	.....	.....	193 75	2,669 26	.....	562 10	26 72	588 82
.....	104 24	.....	.....	117 20	2,580 50	.....	113 15	87 18	200 33
.....	82 74	.....	$87 00	372 70	1,824 62	.....	51 83	11 21	63 04
.....	155 72	.....	.....	184 57	2,926 97	.....	188 64	15 08	203 72
.....	164 66	.....	.....	175 27	1,975 49	.....	483 44	43 11	526 55
.....	91 09	.....	.....	153 28	2,459 88	.....	175 37	.....	175 37
897 00	260 00	.....	.....	565 07	8,370 06	.....	92	.....	92
.....	16 72	.....	.....	12 05	715 82	$17 95	5 90	.....	23 85
505 00	3,276 49	.....	.....	2,571 93	40,165 08	.....	155 27	.....	155 27
1,541 70	1,029 55	.....	.....	233 19	9,854 65	.....	91	.....	91
460 92	175 36	.....	.....	181 52	2,858 14	.....	.....	8 94	8 94
1,100 00	1,269 83	.....	.....	419 97	11,757 93	.....	1,905 72	13 50	1,919 22
$6,160 87	$8,388 85	$150 00	$87 00	$7,041 32	$121,667 74	$17 95	$5,673 91	$242 70	$5,934 56

Note.—No moneys expended for manual training.

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Apportionment of School Moneys, by Districts, for the County of WAR-

DISTRICTS.	Balance State and county moneys, July 1st, 1904.	Balance district tax, July 1st, 1904.	Balance received from other sources, July 1st, 1904.	Amount apportioned from State appropriation, State school tax and State school fund appropriation.	Amount apportioned from surplus revenue.	Amount apportioned from balances.
Allamuchy,	.....	$82 79	.....	$967 17	.....	.....
Belvidere,	.....	1,104 92	.....	2,570 63	.....	.....
Blairstown,	.....	.....	$11 96	2,742 38	.....	.....
Franklin,	.....	324 74	25 00	1,638 09	.....	.....
Frelinghuysen,	.....	273 81	.....	1,672 44	.....	.....
Greenwich,	.....	194 14	.....	1,329 80	.....	.....
Hackettstown,	.....	.....	.....	3,931 89	.....	.....
Hardwick,	.....	50 26	.....	437 53	.....	.....
Harmony,	.....	562 10	26 72	1,728 36	.....	.....
Hope,	.....	113 15	87 18	1,933 27	.....	.....
Independence,	.....	51 83	11 21	833 50	.....	.....
Knowlton,	.....	188 64	15 08	1,792 14	.....	.....
Lopatcong,	.....	483 44	43 11	1,147 91	.....	.....
Mansfield,	.....	175 37	.....	1,499 26	.....	.....
Oxford,	.....	92	.....	4,894 70	.....	.....
Pahaquarry,	$17 95	5 90	.....	678 65	.....	.....
Phillipsburg,	.....	155 27	.....	15,202 70	.....	.....
Pohatcong,	.....	91	.....	2,674 75	.....	.....
Washington Borough,	.....	1,905 72	13 50	5,745 65	.....	.....
Washington Township,	.....	.....	8 94	1,528 91	.....	.....
Total,	$17 95	$5,673 91	$242 70	$54,949 73	.....	.....

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REN, State of New Jersey, for the School Year Ending June 30th, 1905.

Amount of district tax voted for current expenses.	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 manual training and other sources.	Total amount available for school year ending June 30th, 1905.
$393 00	.....	$107 00	.....	.....	$500 00	.....	$1,549 96
3,515 00	.....	2,500 00	.....	$1,100 00	7,115 00	.....	10,790 55
1,200 00	.....	1,300 00	.....	.....	2,500 00	.....	5,254 34
1,070 00	.....	165 00	.....	.....	1,235 00	.....	3,222 83
700 00	.....	.....	.....	.....	700 00	.....	2,646 25
1,000 00	.....	.....	.....	.....	1,000 00	.....	2,523 94
4,112 06	.....	1,700 00	.....	.....	5,812 06	.....	9,743 95
35 00	.....	.....	.....	.....	35 00	.....	522 79
900 00	.....	.....	.....	.....	900 00	.....	3,217 18
350 00	.....	150 00	.....	.....	500 00	.....	2,633 60
650 00	.....	75 00	.....	.....	725 00	.....	1,621 54
1,060 50	.....	.....	.....	.....	1,060 50	.....	3,056 36
780 00	.....	.....	.....	.....	780 00	.....	2,454 46
1,025 00	.....	.....	.....	.....	1,025 00	.....	2,699 63
3,950 00	$200 00	1,100 00	.....	.....	5,250 00	.....	10,145 62
150 00	.....	.....	.....	.....	150 00	.....	852 50
27,000 00	.....	1,500 00	.....	500 00	29,000 00	.....	44,357 97
2,600 00	.....	1,500 00	.....	1,120 00	5,220 00	.....	7,895 66
4,300 00	.....	.....	.....	1,040 00	5,340 00	.....	13,004 87
1,200 00	.....	.....	.....	.....	1,200 00	.....	2,737 85
$55,990 56	$200 00	$10,097 00	.....	$3,760 00	$70,047 56	.....	$130,931 85

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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 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.
Allamuchy,	177	73	67	140	.....	194	.271	72
Belvidere,	189	196	184	380	23	140	.080	268
Blairstown,	170	179	150	329	7	834	.491	217
Franklin,	190	133	152	285	2	245	.215	167
Frelinghuysen,	168	91	85	176	1	500	.425	98
Greenwich,	183	93	96	189	4	224	.245	126
Hackettstown,	187	227	226	453	4	541	.192	343
Hardwick,	168	25	17	42	.....	178	.529	19
Harmony,	172	131	139	270	3	444	.368	162
Hope,	170	108	83	191	4	777	.571	117
Independence,	179	77	47	124	1	106	.197	79
Knowlton,	190	135	116	251	7	563	.423	162
Lopatcong,	178	73	66	139	13	93	.131	99
Mansfield,	183	100	112	212	2	125	.114	115
Oxford,	188	331	380	711	14	609	.255	487
Pahaquarry,	170	25	23	48	.....	148	.290	28
Phillipsburg,	189	1,013	1,068	2,081	86	1,212	.120	1,757
Pohatcong,	171	253	241	494	21	166	.097	319
Washington Towrship,	189	95	90	185	2	317	.279	125
Washington Borough,	188	370	372	742	36	673	.210	589
Total,	180	3,728	3,714	7,442	230	8,089	.231	5,349

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State of New Jersey, for the School Year Ending June 30th, 1904.

Average daily attendance.	Percentage of daily attendance on average enrollment.	Number of pupils on roll in kindergartens.	Number of pupils on roll in primary grade.	Number of pupils on roll in grammar grade.	Number of pupils on roll in high school grade.	Number of different pupils transported.	Total number of days transported.	Average number of pupils transported per day.	Total number of male teachers employed.	Total number of female teachers employed.	Average salary per month paid to all male teachers.	Average salary per month paid to all female teachers.
64	.888	.....	75	65	.....	.....	.....	.....	2	2	$36 92	$35 42
249	.932	63	188	91	38	.....	.....	.....	2	7	79 24	42 32
199	.917	.....	178	111	40	14	1,388½	9	1	9	31 76	34 70
151	.904	.....	199	84	2	.....	.....	.....	1	5	46 32	39 36
86	.878	.....	93	74	9	.....	.....	.....	2	5	42 98	28 72
112	.888	.....	122	34	33	.....	.....	.....	1	4	58 14	35 82
315	.924	.....	247	150	56	.....	.....	.....	3	10	80 14	45 62
15	.789	.....	13	29	.....	.....	.....	.....	1	1	25 72	25 72
141	.870	.....	150	120	.....	.....	.....	.....	.....	7	.....	32 02
107	.915	.....	103	70	18	.....	.....	.....	2	6	37 06	30 10
73	.924	.....	71	46	7	.....	.....	.....	.....	3	.....	45 62
145	.895	.....	158	90	3	.....	.....	.....	4	3	37 74	32 28
93	.931	.....	81	58	.....	.....	.....	.....	1	3	48 04	35 22
100	.869	.....	137	73	2	.....	.....	.....	.....	6	.....	34 60
434	.891	.....	422	214	75	.....	.....	.....	3	15	52 45	31 48
24	.857	.....	31	17	.....	.....	.....	.....	1	2	25 42	25 42
1.678	.954	.....	1,236	664	181	.....	.....	.....	5	42	83 60	53 16
285	.893	.....	354	135	5	.....	.....	.....	2	8	50 28	35 20
107	.856	.....	93	92	.....	.....	.....	.....	.....	6	.....	35 26
546	.927	.....	375	275	92	.....	.....	.....	3	16	74 46	37 82
4.924	.921	63	4,326	2,492	561	14	1,388½	9	34	160	$56 42	$40 32

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