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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

1901

TRENTON, N. J.:
MacCrellish & Quigley, State Printers, Opposite Post Office.

1902.

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MEMBERS

of the

STATE BOARD OF EDUCATION,

1901.

FIRST DISTRICT.

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

SECOND DISTRICT.

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

THIRD DISTRICT.

LOUIS REVIER, Jr.

ERRATA.

Page 110, Passaic county—Attendance, 1900-1901:

Change attendance of Paterson to 2,408,406.

Change total attendance of county to 3,624,371.

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EIGHTH DISTRICT.

JAMES L. HAYS, ... NEWARK.
EDWARD MAHER, ... NEWARK.

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, ... WILLIAM S. HANCOCK.

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COMMITTEES.

FINANCE AND AUDITING.

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

GROUNDS AND BUILDINGS.

J. BINGHAM WOODWARD,
W. D. FORBES,
GEORGE A. FREY,
ULAMOR ALLEN,
LOUIS BEVIER, JR.,
JAMES M. SEYMOUR,
EDWARD MAHER.

BUREAU OF INFORMATION AND APPORTIONMENT.

S. R. MORSE,
EDWARD E. GROSSCUP,
CHARLES E. SURDAM,
EDWARD MAHER,
EDWARD RUSS.

LAW AND LEGISLATION.

EDWARD RUSS,
CHARLES E. SURDAM,
EDMUND WILSON,
EVERETT COLBY,
S. ST. J. McCUTCHEN.

EDUCATION.

FRANCIS SCOTT,
EVERETT COLBY,
OTTO CROUSE,
EDMUND WILSON,
EDWARD RUSS,
S. ST. J. McCUTCHEN,
FRANK O. BRIGGS.

STATE NORMAL AND MODEL SCHOOL.

S. ST. J. McCUTCHEN,
FRANK O. BRIGGS,
B. H. CAMPBELL,
OTTO CROUSE,
LOUIS BEVIER, JR.

SCHOOL FOR THE DEAF.

OTTO CROUSE.
FRANK O. BRIGGS,
ULAMOR ALLEN,
LOUIS BEVIER, JR.,
JAMES M. SEYMOUR,

FARNUM PREPARATORY SCHOOL.

B. H. CAMPBELL,
SWEETING MILES,
EDWARD E. GROSSCUP,
EVERETT COLBY,
FRANCIS SCOTT.

MANUAL TRAINING AND INDUSTRIAL SCHOOL FOR COLORED YOUTH.

W. D. FORBES,
EDWARD MAHER,
J. BINGHAM WOODWARD,
SWEETING MILES,
ULAMOR ALLEN.

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REPORT

OF THE

STATE BOARD OF EDUCATION.

DECEMBER 1st, 1901.

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

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

During the year the following County Superintendents were appointed: Atlantic county, Samuel D. Hoffman, re-appointed; Cumberland county, John N. Glaspell, re-appointed; Hudson county, M. H. Kinsley, *vice* E. A. Murphy, resigned; Hunterdon county, Jason S. Hoffman, re-appointed; Union county, William J. Shearer, re-appointed.

The Reserve Fund, being ten per cent. of the State School tax, was apportioned at a meeting held on the second day of April, 1901, as follows:

Atlantic County,	$3,910 85
Bergen County,	7,031 72
Burlington County,	3,739 60
Camden County,	6,410 47
Cape May County,	1,172 02
Cumberland County,	6,352 61
Essex County,	28,766 55
Gloucester County,	2,408 48
Hudson County,	28,214 76
Hunterdon County,	2,968 68
Mercer County,	7,029 38
Middlesex County,	4,722 26
Monmouth County,	7,834 67
Morris County,	4,636 27
Ocean County,	5,215 08
Passaic County,	10,986 12
Salem County,	2,329 85
Somerset County,	2,522 64
Sussex County,	2,533 46
Union County,	6,881 48
Warren County,	3,013 73

The large surplus in the State Treasury enabled the Legislature to make an appropriation for public school purposes of over

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$800,000. This appropriation was made in accordance with the provisions of the law passed last winter; and the practical effect of this appropriation was to reduce the amount of State School Tax paid by every taxpayer in the State thirty-five per cent.

The statistics contained in the report of the State Superintendent of Public Instruction, submitted herewith, contain information of great value, and show the schools of the State to be in a very satisfactory condition.

It is very gratifying to note the great improvement in the school buildings, fifty-one new buildings having been erected and sixty-nine enlarged or remodeled. This has increased the number of school-rooms 497 and the number of desks 11,909. The total value of the school property in the State is $17,494,842, an increase over last year of $1,860,371. The salaries paid the teachers are gradually improving, the average monthly salary paid to male teachers was $91.87, an increase of $5.24, and to female teachers $52.88, an increase of $2.81.

It may appear from these figures that the increase in salaries paid female teachers is very small when compared with the increase in those paid to male teachers, but a careful inquiry shows that the comparatively small increase in the salaries of female teachers is due to the fact that nearly all of the new teachers appointed to the small rural schools where low salaries are paid are women, and also to the fact that a very large percentage of the male teachers is composed of principals of large graded schools where the highest salaries are paid. If the comparison were made between male and female teachers in our graded schools the difference would be much less marked.

Many of the teachers are still paid inadequate salaries, but the sentiment in favor of better salaries and less frequent changes in the teaching force is constantly growing, and it is believed that in the near future New Jersey will stand second to none in these respects.

The enrollment in the public schools was 13,857 greater than last year. Of this increase 4,304 was in the grammar and high school grades.

There was a decrease of 5,513 in the enrollment in the primary grade, but this was largely due to the increase in the number of kindergarten classes established, and the consequent enrollment of a large number of pupils in these classes who were formerly enrolled in primary classes. The total days' attendance of all pupils increased 2,438,338. Of the total number of pupils enrolled 6,566 were neither absent nor tardy one day during the year. This means that nearly two per cent. of the pupils in our schools were present at the opening of school every school day. Taking into consideration the many stormy days this is certainly remarkable, and shows the deep interest felt by both parents and pupils.

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It is confidently predicted that the law passed last winter changing the basis of apportionment from the school census to attendance of pupils will enable us to report next year, not only a more marked increase in the enrollment, but also a still more gratifying increase in the average daily attendance.

The law passed in 1900 authorizing the establishment of kindergarten classes has met with marked favor. There has been a demand for thoroughly equipped kindergarten teachers from all parts of the State. Kindergarten departments have been established in nearly all our cities and large towns, and districts which have not already established them are making arrangements to do so in the near future.

15,066 children were enrolled in kindergarten last year, and it is probable that the next report will show nearly double this number.

The districts which have enrolled in their kindergarten departments the largest percentage of the total enrollment are: Asbury Park, Bloomfield, Hackensack, Newark and Passaic City.

JAMES L. HAYES,
President.

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STATE OF NEW JERSEY,
DEPARTMENT OF PUBLIC INSTRUCTION,
TRENTON, December 3d, 1901.

To the State Board of Education:

GENTLEMEN—In compliance with the requirements of the School Law, I have the honor to submit herewith my Sixth Annual Report as State Superintendent of Public Instruction, the same being for the school year ending June 30th, 1901.

CHARLES J. BAXTER,
State Superintendent.

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ANNUAL REPORT.

The first year of the new century finds New Jersey ably maintaining her educational rank among the sisterhood of States. Our most liberal, intelligent, and progressive citizens were never so interested in the public schools, never so deeply impressed with their importance to the Commonwealth, and never so helpful in the effort to establish a correct educational sentiment throughout the State. A higher standard of qualification and better salaries for our teachers, more thorough and effective instruction, more advanced and rational courses of study, and more adequate and sanitary school accommodations are the demands of the times, and to these the people are ably and generously responding. Progress is the watchword. In confirmation of this, attention is respectfully called to the following important particulars:

TEACHERS' SALARIES.

Amount expended for teachers' salaries during the school year of 1900-1901 $4,110,295.55, as against $3,805,482.42 for the preceding school year—an increase of $304,813.13.

Number of teachers employed during the year, 7,561; at an average monthly salary of $58.02.

Number employed during the preceding school year, 7,012; average monthly salary, $54.80.

Increase in number of teachers employed, 549; increase in average monthly salary, $3.22; average annual increase in salary in all schools kept open nine months, $28.98; in schools that were in session during ten months of the year, $32.20—an increase of 7.8 per cent. in the number of teachers employed, and, at the same time, an advance of nearly 6 per cent. in average salary. This is a most gratifying showing, and becomes still more impressive when we take into consideration that this large addition to our teaching force was made up mainly of those just entering the profession, and for this reason were employed at minimum salaries. It can only mean that the well-equipped, experienced and efficient teacher is receiving in many municipalities a larger measure of appreciation.

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The patrons and supporters of our schools, and those who administer our school interests, do well to realize that teaching, like all other forms of service, varies widely in quality, and can, in each specific instance, command its market value. Each school district will secure just the kind of service it elects to pay for and the most liberal will be the best served. Weak, spiritless and perfunctory teaching is always available on any terms, and is ever dear at any price; that which is thorough and inspiring cannot be unduly appreciated or overpaid. Let us not forget that "school days" come to each child but once, and that it behooves both the municipality and the State to make the best possible provision for the training and development of its youth during such period.

CURRENT EXPENSES.

During the year taxes for "current expenses"* were levied by 389 school districts. During the previous year but 302 districts levied such taxes. This is also pleasantly significant and simply means that in the fullness of time there has been in 87 distinct municipalities, within which are many times 87 schools, such a strengthening of educational sentiment and such a growing consciousness of larger needs that they have voluntarily abandoned the long-cherished purpose of keeping school expenses within the inadequate apportionment received from the State and, of their own free will, have voted a local school tax upon themselves to supplement it. Surely a good school is one of the many good things worth paying for, and we have but few, if any, municipalities that have this important discovery yet to make.

Number of school districts in the State, 395.

Number that voted a tax for current expenses, 389.

From this it will appear that six school districts failed to vote a tax for current expenses. But six new school districts were created during the year and, for this reason, may not have had the opportunity to vote such tax.

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* The term "current expenses" as interpreted in the law means: Salaries of principals, teachers, janitors and medical inspectors; the amounts expended for fuel, text-books, school supplies, flags, transportation, school libraries and insurance; compensation of the custodian of school moneys and of the district clerk; salaries of truant officers, if employed; cost of truant schools, when maintained, and other incidental expenses. A careful estimate of the amount needed for each of the items above enumerated should be made, and the sum of these several amounts should be voted for "current expenses"; otherwise Boards of Education are not permitted in the expenditure of school funds the discretion so often needed to meet emergencies. Money voted for a specific purpose cannot be transferred to another account.

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DISTRICT AND CITY TAX.

Amount of district and city tax levied during the year, $4,027,575.52. During the preceding year $3,778,151.65, an increase of $249,423.87.

SCHOOL BUILDINGS.

At the close of the school year (1900-1901) there were 1,828 school buildings in the State owned by the school districts, the total valuation of which—according to reports of county and city superintendents—was $17,494,842.00, and their average value $9,750. The number owned at the close of the previous school year was 1,798, aggregate value $15,634,471.00, and their average value $8,696. Increase in number of school buildings, 30; in total value, $1,860,371.00; in average value, $1,054.00. There were also 69 school buildings enlarged, remodeled or refurnished, an increase of 31 over those so improved during the preceding school year.

The advance in this respect is much the largest ever recorded in an annual report issued from this department. Modern and more adequate school accommodations are the order of the day in New Jersey. The legislation relative to the construction of school buildings (Revision of 1900, Article X, sections 127-132) was wisely conceived and has stimulated this important interest beyond the expectations of the most sanguine. It has also given liberal and progressive boards of education the long-needed support of constituted authority in their efforts to build in accordance with well known hygienic laws.

It is greatly to be regretted that such legislation could not have been secured years ago. Though we have many school buildings in which correct provision is made for heating, lighting and ventilation, there are fully as many others quite as pretentious in appearance and as expensive in construction which are dismal examples of a most unfortunate yet innocent misuse of public funds.

SCHOOL ENROLLMENT.

Increase in school enrollment, 13,857; as against an increase of 7,520 during the preceding school year.

Increase in average number on roll, 12,624; as against 5,365 increase for the preceding school year.

Percentage of daily attendance on average enrollment, .89; as against .88 for the preceding school year.

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As the increase in school enrollment is largely in excess of the normal increase in our school population, the above data clearly prove that pupils are remaining in school for a longer average period than formerly, and that there is a constantly diminishing percentage of our school population who are out of school.

The total number of pupils enrolled during the year was 336,432, an average slightly in excess of 44 pupils per teacher. Number enrolled during the preceding school year, 322,575; an average of 46 pupils per teacher. This is also a most encouraging advance on right lines. No teacher should be given more than forty pupils, and could accomplish far more for the community and the State if not required to teach more than thirty. "Order is Heaven's first law," and is nowhere more necessary than in the school-room. The greater the number of pupils placed under the instruction of one person, the greater the amount of force expended in maintaining order and the less his teaching power; also the greater the tendency to make use of formal and cumbersome school machinery which consumes valuable time in its operation and the more rare the opportunity to assist and encourage the individual pupil. Boards of education that permit an enrollment of fifty or sixty pupils in one class-room really do economize in the expenditure of school funds, but, in so doing, are reprehensibly wasteful of far greater values—the teacher's health and vitality and the pupil's most precious years.

SCHOOL ATTENDANCE.

Six thousand five hundred and sixty-six (6,566) pupils were neither absent nor tardy during the year as against 5,866 for the previous school year, an increase of 700. This proves on the part of those whose names were placed upon a veritable roll of honor, not only abounding health but an adherence to purpose and the formation of habits that will serve them well in future years. Many other thousands, no doubt, earnestly endeavored to reach the same goal and failed through no fault of their own. Equal credit is due to all who did the best they could.

The record for the entire State, in respect to tardiness, is also highly satisfactory. The total number of days' attendance was 41,449,415. And the total number of cases of tardiness 452,517. Ratio of cases of tardiness to days' attendance as $1^{1}/_{11}$ to 100. Otherwise expressed, there were 12 cases of tardiness to each 1100 days' attendance.

STATE SCHOOL TAX.

The State School Tax for the school year of 1900-1901, based upon the school census of the next preceding school year, was $\$5.00 \times 463{,}565 = \$2{,}317{,}825$.

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Said tax for the school year of 1901-1902, also necessarily based upon the census of the preceding school year, because all the data required to carry out the provisions of the act of 1901 were not available, if levied in full would be $5.00 × 457,479= $2,287,395.00. This, because of a more careful and correct enumeration, is a decrease of 6,086 in the school census and a consequent decrease of $5.00 × 6,086=$30,430.00 in the amount provided on such basis.

Section 3, Chapter 179, P. L. of 1901, provides for a further reduction in the State school tax, by authorizing an appropriation from any moneys in the State Treasury of not less than $100,000.00, the amount of said appropriation to be determined by the Legislature in the annual appropriation act, and to be apportioned among and paid to the several counties in the proportion that the ratables of each of said counties shall bear to the total ratables of the State, as exhibited by the latest abstract of ratables filed in the office of the State Comptroller.

The Legislature of 1901 having determined upon and authorized an appropriation for each of the ensuing two school years which shall equal 35 per cent. of the entire State school tax for each of such school years, said tax for the school year of 1901-1902 will be but 65 per cent. of $2,287,395, or $1,486,806.75. The difference between the preceding amounts ($800,588.25) is therefore the sum that will be taken from the Treasury surplus and applied as provided in the law. Each taxpayer upon property owned in the State will thus have 35 cents of each dollar of State school tax paid for him. This is a public benefit equitably and justly distributed and which cannot fail to receive the hearty approval of every fair-minded citizen. The credit of this popular enactment is largely due to the Hon. E. C. Stokes, who both framed and championed the measure. It is confidently expected that still larger appropriations from the State's surplus will be made in the future and the State school tax be proportionately reduced.

Its effect has already proven most salutary and clearly indicates the complete fulfillment of the predictions of its far-seeing promoters. The more progressive municipalities are taking a commendable advantage of this general and generous assistance in providing for the current expenses of their schools, and are improving the opportunity to vote larger local taxes and further improve their school facilities. The proverbial wisdom and also the satisfaction experienced in helping those who help themselves is more than realized, when those who are vitally interested in our schools are thus stimulated to still greater effort and sacrifice in their behalf.

The following summary of statistics shows the condition of the New Jersey public schools at the close of the school year 1900-01:

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SUMMARY OF STATISTICS.

	1899-1900.	1900-1901.	Increase or Decrease.
RECEIPTS.			
Balance from last year,	$1,006,953 21	$1,109,064 90	$102,111 73 increase.
Amount appropriated from State Fund for school purposes,	174,854 84	204,290 00	29,435 16 increase.
Amount appropriated from income of State School Fund,	200,000 00	200,000 00	
Amount of State school tax,	2,333,706 27	2,317,825 00	15,881 27 decrease.
Amount of district and city tax,	3,779,151 65	4,027,575 52	248,423 87 increase.
Amount appropriated by counties for expenses of county superintendents,	29,551 09	7,350 00	22,201 09 decrease.
Amount of interest of surplus revenue,	33,383 61	31,870 22	1,516 39 decrease.
Amount raised in districts for manual training,	58,303 07	45,019 73	13,283 34 decrease.
Amount received from sale of district bonds,	581,733 23	372,465 00	209,268 23 decrease.
Amount raised in districts for school libraries,	5,290 00	6,650 00	1,360 00 increase.
Amount raised in districts for teachers' libraries,	400 00	574 25	174 25 increase.
DISBURSEMENTS.			
Amount expended for teachers' salaries,	3,805,482 42	4,110,295 55	304,813 13 increase.
Amount expended for fuel and janitors' salaries,	482,934 54	537,412 18	54,477 64 increase.
Amount expended for repairing and building school-houses,	1,265,170 10	1,505,620 74	240,450 64 increase.
Amount expended for debt and interest,	391,116 84	430,237 26	39,120 42 increase.
Amount expended for taking school census,	20,435 12	14,552 32	5,882 80 decrease.
Amount expended for manual training,	88,944 99	71,943 67	17,001 32 decrease.
Amount expended for text-books and apparatus,	314,321 15	353,071 49	38,750 34 increase.
Amount expended for incidentals,	569,913 98	520,217 65	49,696 33 decrease.
Amount expended for transportation of pupils,		4,420 62	4,420 62 increase.
Amount expended for tuition of pupils in adjoining districts,		24,028 46	24,028 46 increase.
Amount of expenses of State Board of Education,	1,942 80	2,500 00	557 20 increase.
Amount of expenses of Department of Public Instruction,	10,943 00	12,498 75	1,555 75 increase.
Amount of expenses of State School Fund,	3,513 68	3,118 34	395 34 decrease.
Amount expended for salaries of county superintendents,	23,164 96	25,289 92	2,124 96 increase.
Amount expended for expenses of county superintendents,	6,386 13	6,673 89	287 76 increase.
Amount expended for teachers' institutes,	3,000 00	3,000 00	
School-house plans,	409 05	250 00	159 05 decrease.
Supervision of school-house plans,	750 00	785 00	35 00 increase.
Amount expended for current expenses and repair of State Normal School,	49,999 05	52,000 00	2,000 95 increase.
Amount expended for School for the Deaf,	43,000 00	43,000 00	
Amount expended for Farnum School,	1,456 86	2,700 00	1,243 14 increase.
Amount expended for Industrial School for Colored Youth,	5,000 00	6,000 00	1,000 00 increase.
Amount expended for school libraries,	10,580 00	12,150 00	1,570 00 increase.
Amount expended for teachers' libraries,	800 00	1,148 50	348 50 increase.
Balance from previous year,	1,109,064 90	579,770 28	529,294 62 decrease.
APPROPRIATIONS FOR 1901-1902.			
State school tax,	2,317,825 00	1,486,806 75	831,018 25 decrease.
State appropriation to reduce State school tax,		800,588 25	800,588 25 increase.
State School Fund appropriation,	200,000 00	200,000 00	
Interest on surplus revenue,	31,870 22	31,777 13	93 09 decrease.
District school tax,	4,027,575 52	4,177,739 19	150,163 67 increase.
State Normal School,	50,000 00	52,000 00	2,000 00 increase.
School for the Deaf,	43,000 00	45,000 00	2,000 00 increase.
Industrial School for Colored Youth,	5,000 00	5,000 00	
Farnum School,	1,200 00	1,200 00	
State Board of Education,	4,000 00	4,000 00	
Department of Public Instruction,	12,000 00	15,000 00	3,000 00 increase.
School fund expenses,	4,000 00	4,000 00	
Industrial training,	13,000 00	10,000 00	3,000 00 decrease.
Manual training,	33,000 00	36,000 00	3,000 00 increase.
County superintendents' salaries,		26,000 00	26,000 00 increase.
Free school libraries,	5,500 00	5,500 00	
Teachers' libraries,	300 00	600 00	300 00 increase.
Teachers' institutes,	3,000 00	3,000 00	
State Board of Examiners,		250 00	250 00 increase.

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SUMMARY OF STATISTICS—CONTINUED.

	1899-1900.	1900-1901.	Increase or Decrease.
DISTRICT SCHOOL TAX.			
Number of districts that levied tax to pay current expenses,	302	389	87 increase.
Number of districts that levied tax for purchase of land,	.....	7	7 increase.
Number of districts that levied tax to build and repair school-houses,	283	240	43 decrease.
Number of districts that levied tax for manual training,	16	16	.....
Number of districts that levied tax to pay debt and interest,	179	173	6 decrease.
Number of districts that levied no tax,	4	6	2 increase.
COST OF EDUCATION.			
Average cost, per pupil, calculated on enrollment,	$16 03	$16 55	$52 increase.
Average cost, per pupil, calculated on average attendance,	$21 91	$25 15	$3 24 increase.
NUMBER OF TEACHERS.			
Males,	907	998	91 increase.
Females,	6,105	6,563	458 increase.
SALARIES OF TEACHERS.			
Average salary per month paid to male teachers,	$86 63	$91 87	$5 24 increase.
Average salary per month paid to female teachers,	50 07	52 88	2 81 increase.
Average salary per month paid to all teachers,	54 80	58 02	3 22 increase.
SCHOOL DISTRICTS, HOUSES, ETC.			
Number of school districts,	389	395	6 increase.
Number of school buildings,	1,875	1,893	18 increase.
Number of buildings owned,	1,798	1,828	30 increase.
Number of buildings rented,	77	65	12 decrease.
Number of school departments,	6,408	6,905	497 increase.
Number of school buildings erected during the year,	38	51	13 increase.
Number of school buildings enlarged, refurnished or remodeled,	38	69	31 increase.
Number of unsectarian private schools,	200	148	52 decrease.
Number of sectarian private schools,	166	155	11 decrease.
Number of school visits by county superintendents,	4,301	3,851	450 decrease.
VALUATION OF SCHOOL PROPERTY.			
Number of buildings valued at $100 or less,	10	8	2 decrease.
Number valued between $100 and $500,	219	204	15 decrease.
Number valued between $500 and $1,000,	533	553	20 increase.
Number valued between $1,000 and $5,000,	553	558	5 increase.
Number valued between $5,000 and $10,000,	129	121	8 decrease.
Number valued between $10,000 and $20,000,	96	106	10 increase.
Number valued between $20,000 and $40,000,	128	143	15 increase.
Number valued above $40,000,	130	135	5 increase.
Total value of school property,	$15,634,471 00	$17,494,842 00	$1,860,371 00 increase.
Average value,	8,696 00	9,750 00	1,054 00 increase.
ATTENDANCE.			
Number of boys enrolled in the public schools,	161,433	168,401	6,968 increase.
Number of girls enrolled in the public schools,	161,142	168,031	6,889 increase.
Total enrollment in the public schools,	322,575	336,432	13,857 increase.
Total number of days present during the year,	39,102,402	41,540,740	2,438,338 increase.
Number of pupils enrolled in kindergarten,	.....	15,066	15,066 increase.
Number of pupils enrolled in primary grade,	219,873	214,360	5,513 decrease.
Number of pupils enrolled in grammar grade,	88,305	92,153	3,848 increase.
Number of pupils enrolled in high school grade,	14,397	14,853	456 increase.

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SUMMARY OF STATISTICS—CONTINUED.

	1899-1900.	1900-1901.	Increase or Decrease.
Average number on roll,	236,074	248,698	12,624 increase.
Average daily attendance,	207,947	221,273	13,326 increase.
Percentage of daily attendance on average enrollment,	.88	.89	.01 increase.
Number of pupils neither absent nor tardy during the year,	5,866	6,566	700 increase.
Average number of cases of tardiness during the year based on average attendance.	.57	.57	
Total number of cases of tardiness during the year,	443,051	452,517	9,466 increase.
Average number of pupils transported per day,		122	122 increase.
Number of children the public schools will seat,	310,328	322,237	11,909 increase.
SCHOOL TERM.			
Number of districts that maintained school six months, but less than nine,	10	18	8 increase.
Number of districts that maintained school nine months or more,	379	377	2 decrease.
Average time the schools were kept open,	9 mos., 6 days.	9 mos., 3 days.	3 days decrease.
TEACHERS' CERTIFICATES.			
First Grade, State—			
Number granted to males,	26	18	8 decrease.
Number granted to females,	3	5	2 increase.
Second Grade, State—			
Number granted to males,	8	16	8 increase.
Number granted to females,	83	93	10 increase.
Third Grade, State—			
Number granted to males,	7	13	6 increase.
Number granted to females,	38	29	9 decrease.
Normal Life Certificates—			
Number granted to males,		1	1 increase.
Number granted to females,	49	52	3 increase.
Special State Certificates—			
Number granted to males,		2	2 increase.
Number granted to females,	31	30	1 decrease.
Provisional State Certificates—			
Number granted to males,	2	8	6 increase.
Number granted to females,	5	9	4 increase.
Total number of State certificates granted to males,	43	58	15 increase.
Total number of State certificates granted to females,	209	218	9 increase.
Total number of State certificates granted,	252	276	24 increase.
First Grade, County—			
Number granted to males,	85	67	18 decrease.
Number granted to females,	157	139	18 decrease.
Second Grade, County—			
Number granted to males,	59	63	7 increase.
Number granted to females,	241	267	26 increase.
Third Grade, County—			
Number granted to males,	83	84	1 increase.
Number granted to females,	366	416	50 increase.
Special County Certificates—			
Number granted to males,	1	6	5 increase.
Number granted to females,	12	17	5 increase.
Total number of county certificates granted to males,	228	219	9 decrease.
Total number of county certificates granted to females,	776	839	63 increase.
Total number of county certificates granted.	1,004	1,058	54 increase.
Total number of State and county certificates granted,	1,256	1,334	78 increase.
Number of applicants for State certificates rejected,	11		
Number of applicants for county certificates rejected,	436	521	85 increase.
Total number of applicants rejected,	447		

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PRIVATE SCHOOLS.

As will be noted in the appended tables there has been, during the year, a decrease of 63 in the total number of private schools. This is the very natural result of the increased efficiency of our public schools. However excellent the private school, the consideration of expense, public enterprise and the democratic tendencies of the people will ever incline them to patronize the schools established and maintained for the masses.

We are, however, in cordial accord and in hearty sympathy with every agency whose purpose is the spread of the gospel of education, and believe the private school has its mission and that the necessity for it will ever exist.

Though there are always liberal and progressive people in every community, all communities are not progressive. The element which has the best interests of the public at heart and endeavors to establish correct standards is sometimes in the minority. While the intelligent and well-developed citizen should never forget his obligations and rightful influence as a factor in society and as a member of the body politic, he has at the same time other duties which may rightfully appeal to him with even greater force. In these days of greater responsibilities, sharper competition and larger demands as to resourcefulness and power to accomplish, "the race is to the strong," and most unfortunate is the youth who is turned adrift upon the world handicapped because the period of training and development was not improved. It is the duty of every parent, who has the means, to give his children educational advantages that will meet in good measure the demands of the times. These should be provided in the public school if possible, if not, then they should be sought elsewhere. No true parent will permit himself to be unduly influenced by the consideration of convenience or expense in a matter of so vital importance as the future welfare of his children.

The private school is a grateful and necessary provision for those who, because of delicate health, peculiarity of temperament, or unfortunate selection of parents, require time and attention which cannot, in justice to other pupils, be given them in the larger classes of the public schools. The occasional and unique parent—at least one of which is liable to be found in any populous municipality—who is inclined to take both himself and his own too seriously, has no right to demand that his children shall receive especial consideration, his vanity be confirmed, and his kind reproduced at public expense. This is a delicate, difficult, and dangerous form of service that should be performed in good faith—to the child—and the contract awarded to the highest bidder.

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The private school also affords, in many cases, instruction in special subjects which it is not practicable to include in the curriculum of our smaller and weaker schools, and last, but not least, it is the only school that affords educational advantages in connection with desirable home environment and an acceptable substitute for parental care and oversight.

The so-called common school, however, is, and will continue to be, the all-important factor in education. In it center our faith and our affections, for here "equal opportunities for all" are provided, the principles of democracy are inculcated and its spirit is illustrated. Upon it are based our brightest hopes for the future of the State and the Nation. Should we permit our interest in it to wane, we will rapidly loose ground in every other important respect. If we shall support it more liberally and increase its efficiency and power, then still greater honor and prosperity will be ours. The schools maintained by the people and for the people should be so good that they are in all essential respects the best available. No municipality should be so devoid of pride or so lacking in a sense of the "eternal fitness of things" as to permit private enterprise to offer school facilities superior to those provided in the schools maintained under the supervision and with the helpful co-operation of the State. The public school should be so well equipped, its instruction so excellent, its moral tone so pronounced, and its environment so attractive that no child, save for exceptional reasons, will be sent elsewhere.

SCHOOL LIBRARIES.

Unusual interest has been taken in the school library. More money has been raised for the purchase of books, better discounts secured and better selections made.

The increase over the preceding year, in the amount thus expended was $1,570.00. Amount contributed by the several school districts $6,650.00, amount duplicated by the State $5,500.00, total amount expended $12,150.00. In addition to this many school districts are holding additional funds in reserve until future State appropriations shall become available. This is much to be regretted as the books which such funds would purchase are needed in the school libraries now and the children now in school should have the use of them.

The chief cause for regret, however, is that the amount appropriated by the State to stimulate this important interest is so meager. In this respect New Jersey is not as liberal as she can well afford to be, nor as progressive as some other States.

Except for the smaller schools, a first duplication of $20.00 for the establishment of a school library and an annual duplica-

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tion of $10.00 for subsequent additions, indicates on the part of the State a very mild appreciation of its value as an educational factor. Though the State appropriation of $5,500.00 is doled out thus sparingly, as though the intent were to discourage rather than encourage the development of this most useful and important portion of the school equipment, the appropriation is usually exhausted four or five months before the close of the fiscal year, and applications are filed and purchases necessarily delayed until the next State appropriation shall become available. This is a most unfortunate and discouraging delay. Especially disheartening to the eager and impatient children who, in many instances in addition to soliciting subscriptions, also contribute their own meager savings and anticipate an early fruition of their efforts.

No matter whether it be the little school at the country cross-roads or the larger and better equipped school of one of our wealthiest and most progressive municipalities, books of reference, books for collateral and supplementary reading, and books that represent what is purest and best in literature should be furnished in abundance.

How often it happens that an important subject is dismissed, when the pupil's desire to know more about it is the most intense, simply because the needed books of reference are not at hand. When the interest of the class is aroused and the teacher is at hand to direct and assist in further investigation, how unfortunate that such opportunities—such impressive examples of the "opportune moment"—should pass unimproved. The ability and desire to investigate a subject intelligently and thoroughly is one of the most valuable results of correct training and instruction in school, and one that will lead to larger and richer growth in after years.

Works that will correlate with and supplement the instruction usually given in Geography, History and Science are published in abundance and sold at moderate prices, and should be found in plentiful supply in every school library. They would serve not only to enlarge the pupil's knowledge of these subjects, but also impress what has been learned upon the memory and establish the habit of comprehensive study.

The school library is needed not only in the customary work of the school, but it is also an indispensable aid in the acquirement of correct literary taste. It is clearly incumbent upon the school which teaches a pupil how to read, and thus unlocks for him the gates opening into alluring fields, thickly sown with tares as well as other and fairer fields of richest gleaning, to influence and direct him in the selection of reading matter. This is a duty and privilege which can be neglected with safety in so few cases that it should receive the most conscientious and intelligent attention in all cases. Otherwise many of our pupils

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will never become acquainted with the works of our best authors, and their thought and life fail to be enriched and enlarged by the companionship of good books. So far as they are concerned, the great writers will have lived and labored in vain. To know, to love, and to commune with the wisest and best of all ages is a birthright which the school has no right to withhold and which neither the home, the State nor society can afford to have denied. This is a heritage which should be conveyed in good faith. "The child should, from the beginning of his school days, breathe an atmosphere of literary culture that will fascinate him, and, like the narcotic, produce an ever increasing desire for larger indulgence." A love of good literature is the surest foundation for future development.

A duplication by the State of $20.00 to establish, and an annual duplication of $10.00 to make additions to, a library for a school of fifteen or twenty pupils appeals to us as entirely correct. The same gratuity to a school having an enrollment of one thousand pupils is not sufficient to produce appreciable results and savors very strongly of the inequitable. In view of this really unjust discrimination against our larger schools and that each community may be encouraged to do the best it can toward increasing the effectiveness of this most important factor in public education, it is respectfully suggested that section 232 of the school law be so amended as to read as follows:

The State Comptroller shall draw his warrant on the State Treasurer, upon the order of the State Superintendent of Public Instruction, and in favor of the custodian of the school moneys of a school district, for a sum not less than $20.00 nor greater than $100.00 for any public school situate in such district, for which there shall have been raised by special district tax, subscription, or entertainment a like sum to establish in such school a school library or to procure books of reference, school apparatus, or educational works of art; and a further sum, which shall not be less than $10.00 nor greater than $50.00 annually, upon a like order, upon condition that there shall have been raised, by special district tax, subscription, or entertainment a like sum for the maintenance of such library for such year.

The measure, in its present form, shows a most intelligent appreciation of the needs of the schools, but, as the red man said, "doesn't talk much turkey." Ten-dollar duplications are not very suggestive of the valuable aids enumerated and which are really indispensable to a well-equipped school. Literature that is the most helpful in school work and best worth the pupil's time and thought, reliable and up-to-date books of reference, approved school apparatus, classic casts, and other "educational works of art" are not fouud on bargain counters.

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THE KINDERGARTEN.

The extension of our high school facilities has long been urged, both because such school is rightfully regarded as an essential part of an up-to-date public school system and its well-known corrective and stimulating influence through all the lower grades. The belief that a reciprocal influence for even greater good could and should be exerted over the higher grades, having become a demonstrated truth, the general establishment of the kindergarten has been advocated during recent years with equal zeal and far more gratifying success.

The history of the New Jersey high schools covers a period of many years, and their increase in number and attendance has been constant. The enrollment for the school year ending June 30th, 1901, was 14,853, an increase of 456 over the preceding school year.

Legislation making the kindergarten an integral part of our public school system was not secured until March, 1900. It is therefore with excusable pride that we give in this report 15,066 as the first official record of the kindergarten enrollment in the New Jersey schools. Said enrollment has, in addition to off-setting the usual increase in the number enrolled in primary grades also reduced it 5,513 below that of the preceding school year, thus showing that many pupils rightfully belonging in the kindergarten had been attending school in the primary grades.

But comparatively few of our municipalities have provided adequate kindergarten facilities, so there is abundant room for growth. When generally established the total enrollment would be at least 100,000 greater than the excellent beginning it is our pleasure to report.

Though our experience with the kindergarten has been brief, it has been sufficiently long for us to see many of its opponents become its able advocates and exponents,and its rapid extension is confidently anticipated.

The kindergarten is based upon correct psychological principles, and is the outgrowth of a larger knowledge of child-life and a keener insight into child-nature. It has therefore never been an experiment and needs but the opportunity to prove its value. Each feature of kindergarten work is an essential part of a well-conceived plan and has development for its motive. Each directs the child's natural and spontaneous activities along educational lines and each drives pegs upon which to hang future ideas. Other things being equal, pupils who have had the advantages of the kindergarten invariably outstrip their classmates in the higher grades who have not had such training.

In the true kindergarten the spontaneity and joy of play is gradually and skillfully brought to bear upon work and the

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child thus early and unconsciously is made aware that "enthusiasm lightens labor." This is a most important and delightful discovery which many children of larger growth and maturer years have failed to make. He also gains a purer, deeper and more abiding pleasure from work than that derived from aimless play, because added thereto is the supreme satisfaction of achievement.

When the kindergarten and the high school shall become conveniently available to every child in the State and the kindergarten spirit shall pervade all school work, our school system will then make a much closer approach to present ideals. Still higher ideals then will arise and the struggle toward the genuinely ideal will ever continue.

THE TEACHERS' RETIREMENT FUND.

Though the public is interested in the teacher and has a fair conception of his responsibilities, it is not accustomed to apply the test of putting itself in his place, and for this reason fails to gain a correct appreciation of his environment.

When we consider the matter of making provision for the proverbial and inevitable rainy day which awaits the teacher even more surely than it does those engaged in other occupations, we usually hear the trite remark "Let him look out for himself as others do." While the teacher is at liberty to practice economy to a well-nigh painful degree, it is not his privilege to be provident; for, barring a few exceptional cases, his salary is not sufficient to meet both the requirements of the public as to its standard of living and the inexorable demands upon his slender purse by the necessity of self-improvement.

There is, on the part of many, a very commendable disposition to deal sympathetically with the teacher whose mental and physical powers are failing, but much of the consideration thus far shown has been sadly misdirected. Though prompted by humane motives, the employment of teachers after their vitality is almost exhausted and their services have become undesirable, is both a grievous mistake and a lamentable use of public funds. It not only affords no relief from the ever-increasing and fatal burden, but robs the child of golden opportunities.

An intense appreciation of these abnormal and unfortunate conditions gave rise, on the part of the teachers themselves, to an earnest and worthy endeavor in the line of self-help as well as larger service to the State, and the outcome was the Teachers' Retirement Fund. This association, authorized by act of Legislature 1896, has a present membership of 2,786, an assured annual income of nearly $19,000, and aggregate assets to the amount of

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$60,000. Even with this auspicious beginning, unless its friends shall work unceasingly to add to its membership, and through other approved means materially augment its income, the Fund cannot long continue to meet its increasing obligations. There are already so many applications for retirement that the Board is compelled to limit annuities to those whose disability is the most pronounced and whose necessity is the most extreme. A dozen or more applications are now under consideration, and many times this number of teachers who have not asked to be retired are bravely carrying a daily burden to which they must ere long succumb. It is earnestly hoped that, for these, provision can be made before it is too late.

Of the 47 to whom annuities have been granted, seven have already died. Though it is a cause for deep regret that help was so long delayed, it is still some satisfaction to know that through the agency of the "Fund" they were delivered from consuming anxiety during their last days, and that comforts were provided which, without its kindly aid, would have been unavailable.

It is also a pleasant thought that the Fund has solved a most perplexing problem for many humane School Boards, and has taken from many class-rooms a presence which, though loved and honored because of former service and associations, had become a fit subject for sympathy and toleration rather than a source of help and inspiration. Nor is it less agreeable to reflect that several of the surviving annuitants have greatly improved in health and spirits, and that all have been given in moderate degree both the mental and physical relief to which they are justly entitled.

Although the membership of the Fund has not increased so rapidly as could be desired, and the receipts from friendly and benevolent sources have not been so great as was anticipated, still much good has been accomplished. General interest has been awakened in a most important matter, and it has become entirely clear that until teachers shall receive salaries that will enable them to provide for themselves against the day of waning powers, some other reliable and adequate provision should be made.

Since the establishment of the Fund its friends and promoters have constantly urged its more general support on the part of teachers. The present membership of 2,786 is but $36\frac{4}{5}$ per cent. of the number of teachers employed (7,561). Many believe that if the teachers were more united in its maintenance, greater interest would be taken in it by those who are both generous and powerful to aid and far more liberal support would be received from such source. Others assert that if the public, the principal beneficiary, would contribute its rightful share

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and thus insure the success of the fund, a large majority of the teachers would be encouraged to become members. Both suppositions are entirely correct, and both should now be accomplished results. Let them become such and the success of a worthy enterprise will be assured and great and permanent good will be accomplished.

To all who think with sufficient breadth and clearness to appreciate present conditions, it is evident that some humane method of dispensing with the service of superannuated teachers is an essential feature of an efficient public school system. In the educational as in the military force, only the trained and the sturdy should remain in the ranks. When his powers are spent, the teacher, like any other self-respecting citizen, should be able to retire upon the results of his own industry and thrift. While his compensation renders this impracticable, he should, at the least, feel assured of support in after years more in keeping with his worth and work than either the cold ministrations of public charity or humiliating dependence upon friends. Is not the possibility of such a contingency a sad commentary upon our boasted civilization and a conclusive disproval of the high standard of public sentiment which we profess to maintain?

While the striking disparity between the teacher's wage and work obtains some safeguard not offensive to his pride should be provided against the risk of want in his declining years; not provided as an act of charity, but as a tribute of grateful appreciation and as a partial recompense for unrequited service. The present effort of the teachers to assist their co-laborers who are falling out by the way is a will-nigh pathetic illustration of the proverbial sacrifices of the worthy poor for those in distress. It is also an impressive suggestion of the nature of that touch of sympathy that makes the whole world kin. Shall we anticipate too much, if we indulge the hope that those "who rock the cradle of the State," may in this, as in their daily work, teach more effectively by example than by precept?

Wealthy and benevolent men are giving largely of their bounty for the establishment and maintenance of public libraries and are heaping gifts of gold upon our colleges and universities. Already the endowment funds of these institutions reach far into the millions. While we rejoice in their munificence to the public generally and to higher education particularly, we cannot but regret their failure, with a few noteworthy exceptions, to recognize a field of most urgent need and the source from which they receive the greatest benefit. To popular education, more than to all else, are we indebted for the safety of person and property. It is the sure basis of the prosperity of the State and the Nation, and to it is due the many opportunities afforded for

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the accumulation of wealth. Could some of the bounty yet held with beneficent intent be given to provide for the declining years of those who prepare our youth for citizenship and service, it would greatly strengthen our systems of public education, diffuse benefits over wider fields, and be most worthily bestowed.

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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, 1901.

COUNTIES.	Amount due the district, July 1st, 1900, from State and county funds.	Amount due the district, July 1st, 1900, from district tax.	Amount due the district, July 1st, 1900, from other sources.	Total amount due the district, July 1st, 1900.	Amount expended for teachers' salaries.	Amount expended for fuel and janitors' salaries.	Amount expended for building and repairing, excluding debt and interest.	Amount expended for debt and interest.	Amount expended for taking school census.
Atlantic,	$60,764 38	$79,847 87	$43,579 73	$184,191 98	$85,754 85	$13,307 78	$9,118 27	$24,078 44	$172 21
Bergen,	124,817 77	269,065 67	202,858 15	596,741 59	207,675 91	31,181 31	118,920 66	42,635 19	542 10
Burlington,	71,879 63	89,752 24	6,085 46	167,717 33	99,956 59	9,800 70	14,547 29	14,521 39	384 50
Camden,	111,979 12	253,625 97	19,120 28	384,725 37	214,455 20	37,684 33	20,145 08	26,256 64	901 01
Cape May,	20,229 14	26,076 85	46,119 63	92,425 62	29,028 47	3,340 14	30,271 93	5,227 00	145 56
Cumberland,	55,427 04	68,422 93	21,739 56	145,589 53	89,014 56	10,450 24	7,241 87	13,352 97	137 50
Essex,	591,493 80	937,986 70	524,822 77	2,054,303 27	986,501 37	131,946 41	541,714 75	85,793 92	3,774 85
Gloucester,	43,722 64	51,541 62	12,328 61	107,592 87	62,344 83	7,403 55	4,480 85	14,731 14	347 74
Hudson,	479,999 29	850,724 44	440,441 49	1,771,165 22	776,550 80	103,210 70	236,727 09	45,684 60	4,092 15
Hunterdon,	56,631 07	54,079 21	10,393 28	121,103 56	60,627 71	4,345 63	24,698 03	3,035 03	393 27
Mercer,	62,234 34	26,663 78	62,331 23	151,229 35	199,738 16	22,564 53	136,356 10	28,489 67	955 90
Middlesex,	81,069 94	135,693 41	36,097 36	252,860 71	137,545 96	20,197 78	31,353 60	10,140 16	.....
Monmouth,	143,815 51	184,128 44	85,716 77	413,660 72	197,884 88	28,000 69	57,211 02	38,207 13	.....
Morris,	83,533 83	109,653 44	31,963 15	225,150 42	122,596 85	13,816 82	30,182 86	8,886 41	429 35
Ocean,	28,194 11	47,320 75	6,645 06	82,159 92	44,688 32	4,129 00	8,271 63	6,130 98	183 62
Passaic,	189,617 51	295,494 40	274,165 35	759,277 26	328,051 98	40,397 20	198,205 68	9,112 74	349 51
Salem,	47,700 66	23,729 70	2,944 49	74,374 85	49,110 82	4,339 06	3,681 59	1,219 46	131 77
Somerset,	57,724 66	44,501 27	22,152 17	124,378 10	70,070 27	6,654 31	4,093 39	18,854 16	345 22
Sussex,	37,378 33	34,325 00	11,531 29	83,234 62	52,936 11	5,334 08	3,573 71	9,646 52	161 95
Union,	116,492 95	231,504 26	138,409 15	486,406 36	225,295 42	30,925 15	15,869 26	19,211 15	788 51
Warren,	53,990 93	58,512 99	3,113 84	115,617 76	70,466 49	8,382 77	8,956 08	5,022 56	316 50
Total,	$2,518,696 65	$3,872,650 94	$2,002,558 82	$8,393,906 41	$4,110,295 55	$537,412 18	$505,620 74	$430,237 26	$14,553 22

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TABLE I—CONTINUED.

Financial Report, by Counties, for the School Year Ending June 30th, 1901.

COUNTIES.	Amount expended for manual training.	Amount expended for text-books, apparatus and supplies.	Amount expended for other school purposes.	Amount expended for transportation of pupils.	Amount expended for tuition of pupils in adjoining districts.	Total amount expended.	Balance of State, county and township funds, June 30th, 1901.	Balance of district tax, June 30th, 1901.	Balance of moneys from other sources, June 30th, 1901.	Total balance, June 30th, 1901.	Overdrafts.
Atlantic,	$2,347 72	$10,340 48	$10,085 77	$454 05	$325 50	$155,985 07	$1 45	$27,999 50	$205 96	$28,206 91	.....
Bergen,	6,459 07	20,613 65	87,608 32	617 09	3,276 79	519,530 09	924 11	48,644 90	27,642 49	77,211 50	.....
Burlington,	.....	6,420 11	16,582 45	.....	.....	162,213 03	310 22	4,614 14	579 94	5,504 30	.....
Camden,	10,842 78	43,683 29	8,081 62	35 25	1,250 90	363,336 10	.....	20,068 44	1,320 83	21,389 27	.....
Cape May,	262 09	2,792 30	2,169 76	.....	.....	73,237 25	6 95	7,671 51	11,509 91	19,188 37	.....
Cumberland,	982 52	8,737 66	7,921 98	.....	.....	137,839 30	7,750 23	.....	.....	7,750 23	.....
Essex,	33,110 78	72,966 27	114,424 88	1,367 38	798 00	1,972,398 61	.....	38,143 94	43,760 72	81,904 66	.....
Gloucester,	.....	5,055 67	5,651 83	236 00	2,700 72	102,952 33	1 81	3,812 75	848 06	4,662 62	$22 08
Hudson,	2,792 47	59,650 03	64,904 30	837 70	975 73	1,295,425 57	.....	387,215 17	88,524 48	475,739 65	.....
Hunterdon,	.....	5,919 52	6,089 11	.....	3,945 26	109,053 56	2,330 06	9,509 25	210 69	12,050 00	.....
Mercer,	.....	12,715 22	56,653 90	.....	983 82	458,457 30	92 29	921 06	25,480 29	26,493 64	333,721 59
Middlesex,	.....	11,188 48	12,622 10	274 00	1,419 96	224,742 04	.....	28,118 67	.....	28,118 67	.....
Monmouth,	3,736 45	13,221 97	20,248 09	.....	3,398 89	361,909 12	754 30	10,120 83	40,876 47	51,751 60	.....
Morris,	.....	8,625 34	10,719 00	.....	.....	195,256 63	.....	23,250 16	6,643 63	29,893 79	.....
Ocean,	798 50	4,563 61	4,694 03	.....	.....	73,459 69	.....	6,793 63	2,154 73	8,948 36	248 13
Passaic,	5,611 29	25,055 00	41,984 25	.....	707 45	649,475 10	.....	44,008 64	65,793 52	109,802 16	.....
Salem,	.....	4,328 61	3,973 66	.....	1,523 41	68,308 38	3,349 41	2,053 37	663 69	6,066 47	.....
Somerset,	5,000 00	4,788 26	7,398 03	538 15	1,707 71	119,449 50	795 57	3,436 13	696 90	4,928 60	.....
Sussex,	.....	3,875 72	4,161 59	.....	.....	79,689 68	11 05	3,447 18	86 71	3,544 94	.....
Union,	.....	21,976 26	26,488 89	61 00	1,014 32	341,629 96	3 59	16,736 20	128,036 61	144,776 40	.....
Warren,	.....	6,554 04	7,754 09	.....	.....	107,452 53	7 42	7,963 90	193 91	8,165 23	.....
Total,	$71,943 67	$353,071 49	$520,217 65	$4,420 62	$24,028 46	$7,571,800 84	$16,338 46	$694,529 37	$445,229 54	$1,156,097 37	$333,991 80

TABLE II.

Financial Report, by Cities and Towns, for the School Year Ending June 30th, 1901.

CITIES AND TOWNS.	Amount due the district, July 1st, 1900, from State and county funds.	Amount due the district, July 1st, 1900, from district tax.	Amount due the district, July 1st, 1900, from other sources.	Total amount due the district, July 1st, 1900.	Amount expended for teachers' salaries.	Amount expended for fuel and janitors' salaries.	Amount expended for building and repairing, excluding debt and interest.	Amount expended for debt and interest.	Amount expended for taking school census.	Amount expended for manual training.
Asbury Park,	$1,060 17	$20,926 80	$2,862 23	$30,849 20	$14,938 50	$2,130 00	$1,820 00	$3,025 00	.....	$2,748 95
Atlantic City,	27,156 27	46,800 00	38,373 26	112,329 53	43,933 16	8,067 43	7,491 75	19,737 45	.....	2,347 72
Bayonne,	47,951 26	78,000 00	12,856 87	138,808 13	93,623 07	13,708 09	14,403 10	.....	$458 85	2,049 45
Belvidere,	2,553 27	4,728 97	.....	7,282 24	4,100 00	513 45	54 55	1,255 00	20 45	.....
Bloomfield,	19,540 19	43,761 50	38,863 84	102,165 53	34,736 88	5,412 34	40,964 62	9,220 00	223 40	.....
Bordentown,	4,145 92	6,061 55	35 00	10,242 47	6,604 00	664 70	280 67	2,056 67	.....	.....
Bridgeton,	13,107 67	12,680 11	4,212 22	30,000 00	21,673 38	2,838 91	1,520 90	.....	.....	.....
Burlington,	7,747 43	22,233 38	.....	29,980 81	11,372 20	1,373 30	9,444 84	2,440 00	78 50	.....
Camden,	79,057 79	195,819 84	7,595 54	282,473 17	160,621 96	29,300 00	9,680 75	20,380 56	716 96	10,842 78
Cranford,	4,171 86	12,749 60	5,487 87	22,409 33	9,452 58	1,984 96	709 31	22 60	3 45	.....
Dover,	9,289 51	16,597 03	23,599 16	49,485 70	15,245 75	2,255 85	20,295 02	3,185 67	72 40	.....
East Orange,	37,797 83	110,539 67	23,283 20	171,620 70	82,968 79	10,666 98	46,755 62	14,107 50	.....	5,546 58
Egg Harbor City,	4,974 26	2,473 50	289 22	7,736 98	4,553 50	450 74	278 43	472 50	.....	.....
Elizabeth,	53,788 87	80,346 93	58,480 07	192,615 87	91,313 16	13,033 16	5,636 08	4,975 00	486 76	.....
Englewood,	9,909 54	23,781 14	856 50	34,547 18	19,316 00	2,510 07	2,673 72	1,825 00	.....	.....
Freehold Town,	6,309 49	6,977 83	81 93	13,369 25	8,836 25	774 60	147 86	626 20	.....	.....
Gloucester City,	5,116 07	6,321 73	.....	11,437 80	8,088 75	1,230 32	940 96	.....	.....	.....
Hackensack, New Barbadoes Twp.,	14,366 15	21,951 80	24,008 22	60,326 17	30,009 50	3,866 34	3,388 13	4,687 55	104 55	3,103 71
Hackettstown,	3,682 94	4,262 58	25 51	7,971 03	5,750 00	666 30	549 09	.....	.....	.....
Hammonton,	6,176 69	10,726 62	122 15	17,025 46	8,420 42	1,183 76	410 04	1,680 00	50 80	.....
Harrison,	11,126 26	14,046 29	45 00	25,217 55	12,312 93	2,112 25	2,185 10	6,555 00	143 50	.....
Hoboken,	82,463 14	95,897 18	6,777 14	185,137 46	130,737 85	16,707 81	10,468 94	.....	760 95	.....
Jersey City,	241,626 01	491,531 56	267,105 64	1,000,263 21	389,928 73	46,071 20	149,834 61	14,975 00	1,934 95	.....

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Kearny,	13,382 51	24,740 67	33,058 29	71,181 47	24,683 80	4,114 33	18,543 72		133 85	
Keyport,	6,197 38	4,256 98		10,449 36	7,275 00	773 77		1,250 00		
Lambertville,	5,749 13	4,472 50	552 00	10,773 63	7,894 50	908 75	701 02	34 28	51 10	
Long Branch,	22,037 47	52,518 87	314 01	74,870 35	40,677 86	9,147 80	7,138 76	13,085 70		
Madison,	3,723 49	6,500 00	2,767 37	12,990 86	8,298 39	1,154 35	1,349 42	750 00	35 10	
Millville,	11,734 91	14,445 09	3,525 10	29,705 10	20,665 20	2,650 83	2,308 01		137 50	
Montclair,	33,573 78	69,441 03	18,012 50	121,027 31	68,496 52	10,732 03	4,733 32	18,012 50		8,431 43
Morristown,	13,955 69	36,089 68	840 93	50,886 30	23,853 50	3,512 75	2,989 88	34 00		
Mount Holly,	6,434 27	10,446 12	368 25	17,248 64	9,745 25	1,028 93	803 13	1,982 65	57 55	
Newark,	385,277 11	514,075 00	334,744 72	1,234,096 83	619,900 81	78,520 61	370,058 72		2,726 65	12,742 50
New Brunswick,	20,292 99	32,084 00	7,909 77	60,286 76	36,649 42	6,170 40	2,969 99	2,247 40		
Newton,	5,310 37	10,390 00	2,815 02	18,515 39	9,646 00	1,091 58	580 76	3,383 27		
N. Plainfield Boro.,	9,713 76	19,646 57	5,132 83	34,493 16	18,144 76	2,381 03	889 63	4,625 00	58 80	5,000 00
Orange,	39,035 25	37,600 00	3,183 66	79,818 91	55,321 23	6,950 61	6,588 51		296 05	4,683 47
Passaic,	32,467 85	58,078 58	90,377 78	180,924 21	57,973 45	7,636 29	35,225 06		177 05	3,653 51
Paterson,	128,459 93	168,500 00	154,955 99	451,915 92	223,765 48	26,068 91	150,211 60			1,302 78
Perth Amboy,	15,147 19	32,139 57		47,286 76	27,178 66	5,821 18	643 14			
Phillipsburg,	12,678 55	19,258 16	274 00	32,210 71	20,706 85	3,907 19	1,220 48	1,575 00	128 75	
Plainfield,	21,341 21	53,000 00	12,295 31	86,636 52	49,850 91	6,228 61	2,733 62	7,920 65		
Princeton,	5,561 09	6,848 86	33,309 45	45,719 40	7,261 66	1,128 43		354 34		
Rahway,	10,647 80	14,000 00	778 45	25,426 25	18,894 20	3,151 82	763 69		79 00	
Red Bank,	9,026 12	10,334 42	66,040 19	85,400 73	13,365 00	2,280 57	25,190 20	1,200 00		987 50
Ridgewood,	4,135 40	10,638 26	3,415 67	18,189 33	7,044 00	1,350 23	528 04	3,775 00	31 80	1,173 07
Rutherford,	8,529 55	19,982 87	63,808 63	92,321 05	15,155 30	2,201 37	49,358 05	3,631 56	56 05	
Salem,	9,792 86	6,936 00	803 23	17,532 09	12,855 00	1,735 95	536 68	318 00		
Somerville,	8,039 82	8,400 00	5,094 29	21,534 11	12,460 00	898 92	686 30	5,261 67		
Summit,	5,918 89	17,340 10	2,352 81	25,611 80	12,576 62	1,418 30	804 77	1,875 00	51 60	
Town of Union,	22,150 08	28,205 99	2,516 50	52,872 57	33,540 93	4,845 90	1,754 56	5,250 00	222 20	743 02
Trenton,	28,176 68	2,711 77	15,112 78	46,001 23	162,901 82	19,053 97	132,761 67	22,366 00	868 65	
Vineland, Landis Twp.	10,168 16	18,455 88	10,614 10	39,238 14	16,344 48	2,262 04	547 22	12,054 76		982 52
Washington,	5,466 07	11,124 47	211 05	16,801 59	7,804 37	734 00	1,448 85	200 00	47 60	
Westfield,	5,816 19	17,748 12	47,460 26	71,024 57	14,125 00	1,862 20	1,181 12	2,679 86	52 75	
West Hoboken,	27,576 25	35,892 56	819 83	64,288 64	38,042 86	5,471 70	3,034 66	9,730 50	290 15	
Woodbury,	5,728 65	9,995 08	1,209 28	16,933 01	10,442 00	1,610 10	1,152 14	1,702 50	46 85	
Total,	$1,652,360 04	$2,715,512 81	$1,439,634 62	$5,807,507 47	$2,922,078 19	$396,928 01	$1,159,370 81	$236,526 34	$10,604 57	$66,338 99

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TABLE II—CONTINUED.

Financial Report, by Cities and Towns, for the School Year Ending June 30th, 1901.

CITIES AND TOWNS.	Amount expended for text-books, apparatus and supplies.	Amount expended for other school purposes.	Amount expended for transportation of pupils.	Amount expended for tuition of pupils in adjoining districts.	Total amount expended.	Balance of State, county and township funds, June 30th, 1901.	Balance of district tax, June 30th, 1901.	Balance of moneys from other sources, June 30th, 1901.	Total balance, June 30th, 1901.	Overdrafts.
Asbury Park,	$1,200 00	$4,838 34			$30,700 79			$148 41	$148 41	
Atlantic City,	7,200 42	4,985 37			93,763 30		$18,566 23		18,566 23	
Bayonne,	9,003 05	2,726 69			135,972 30		2,835 83		2,835 83	
Belvidere,	361 48	83 15			6,388 08		894 16		894 16	
Bloomfield,	6,790 37	4,407 62	$117 00		101,872 23		293 30		293 30	
Bordentown,	406 33	209 17			10,221 54		20 93		20 93	
Bridgeton,	1,549 09	673 46			28,255 74	$1,744 26			1,744 26	
Burlington,	183 50	5,076 30			29,968 64		12 17		12 17	
Camden,	37,769 23	586 75			269,898 99		12,574 18		12,574 18	
Cranford,	765 34	1,308 34			14,246 58		489 93	7,672 82	8,162 75	
Dover,	1,296 44	1,366 39			43,717 52		1,547 47	4,220 71	5,768 10	
East Orange,	7,052 78	4,522 45			171,620 70					
Egg Harbor City,	443 69	246 09			6,444 95		1,292 03		1,292 03	
Elizabeth,	9,281 81	7,316 05			132,042 02		2,761 29	57,812 56	60,573 85	
Englewood,	1,464 03	4,352 50			32,141 32		1,689 36	716 50	2,405 86	
Freehold Town,	578 58	161 74			11,125 23	309 49	1,879 47	55 06	2,244 02	
Gloucester City,	683 32	461 89			11,405 24		32 56		32 56	
Hackensack, New Barbadoes Twp.,	3,248 21	10,414 43		$118 50	58,940 82		1,385 25		1,385 25	
Hackettstown,	878 21	25 51			7,869 11		101 92		101 92	
Hammonton,	544 31	400 31			12,689 64		4,335 82		4,335 82	
Harrison,	948 31	950 46			25,207 55			10 00	10 00	
Hoboken,	10,279 13	16,105 89			185,060 57		76 89		76 89	
Jersey City,	17,820 84	13,588 44			634,153 77		366,109 44		366,109 44	

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Kearny,	4,864 19	38 04			52,377 93		586 83	18,216 71	18,803 54	
Keyport,	455 63	326 64			10,081 04	17 38	350 94		368 32	
Lambertville,	762 79	403 07			10,755 51		18 12		18 12	
Long Branch,	2,285 54	2,534 69			74,870 35					
Madison,	517 54	40 00			12,144 80			846 06	846 06	
Millville,	1,887 86	803 59			28,452 99	1,252 11			1,252 11	
Montclair,	1,737 86	3,252 59			115,396 25		5,631 06		5,631 06	
Morristown,	1,725 31	2,552 18			34,667 62		16,218 68		16,218 68	
Mount Holly,	780 53	2,769 94			17,167 98			80 66	80 66	
Newark,	40,459 90	89,250 91			1,213,660 10		20,436 73		20,436 73	
New Brunswick,	3,457 91	4,126 57			55,621 69		4,665 07		4,665 07	
Newton,	875 24	426 49			16,603 34		1,912 05		1,912 05	
N. Plainfield Boro.,	1,528 58	132 83		66 50	32,827 13		1,666 03		1,666 03	
Orange,	3,255 45	1,676 70			78,772 02		52 90	993 99	1,046 89	
Passaic,	5,228 30	10,310 17			120,203 83		4,433 79	56,286 59	60,720 38	
Paterson,	14,069 53	9,912 19			425,330 49		26,511 47	73 96	26,585 43	
Perth Amboy,	2,205 14	865 00			36,713 12		10,573 64		10,573 64	
Phillipsburg,	1,865 10	2,742 53			32,145 90		64 81		64 81	
Plainfield,	3,406 71	10,307 62			80,448 12		6,188 40		6,188 40	
Princeton,	505 64	11,409 64			20,659 71			25,059 69	25,059 69	
Rahway,	1,743 13	57 19			24,689 03			737 22	737 22	
Red Bank,	1,339 52	2,032 70			46,395 49			39,005 24	39,005 24	
Ridgewood,	419 53	544 35		450 66	15,316 68		47 14	2,825 51	2,872 65	
Rutherford,	1,890 21	15,143 80			87,436 34		1,848 72	3,035 99	4,884 71	
Salem,	1,494 57	466 06			17,406 26			125 83	125 83	
Somerville,	1,022 27	827 38			21,156 54			377 57	377 57	
Summit,	1,108 05	1,930 30			19,764 64		3,494 45	2,352 71	5,847 16	
Town of Union,	3,245 92	2,760 89			52,363 42		509 15		509 15	
Trenton,	10,055 04	31,715 67			379,722 82					$333,721 59
Vineland, Landis Twp.	1,673 96	2,656 36			36,521 34	2,716 80			2,716 80	
Washington,	815 97	327 01			11,377 80		5,423 79		5,423 79	
Westfield,	1,775 33	1,833 90			23,510 16			47,514 41	47,514 41	
West Hoboken,	4,576 53	2,217 11			63,363 51		267 77	657 36	925 13	
Woodbury,	760 66	555 27		490 00	16,759 52		173 49		173 49	
Total,	$243,543 91	$301,756 72	$117 00	$1,125 66	$5,338,390 20	$6,040 04	$527,973 26	$268,825 56	$802,838 86	$333,721 59

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TABLE III.

Apportionment of School Moneys for the School Year Beginning July 1st, 1901.

COUNTIES.	Balance of State and county moneys, July 1st, 1901.	Balance of district tax, July 1st, 1901.	Balance received from other sources, July 1st, 1901.	Amount apportioned from State appropriation, including State school tax and $200,000.	Amount apportioned from surplus revenue.	Amount apportioned from balances.	Amount of district tax voted for current expenses.	Amount of district tax voted for purchase of land.
Atlantic,	$1 45	$27,999 50	$205 96	$64,599 00	$534 18	.....	$66,880 00	$75 00
Bergen,	324 11	48,644 90	27,642 49	116,745 93	1,795 08	.....	180,147 00	.....
Burlington,	310 22	4,614 14	579 94	63,556 60	4,363 92	.....	58,891 39	.....
Camden,	.....	20,068 44	1,320 83	109,700 70	1,520 71	.....	261,158 22	.....
Cape May,	6 95	7,671 51	11,509 91	19,450 11	740 00	.....	19,090 01	.....
Cumberland,	7,750 23	.....	.....	52,952 12	1,766 13	.....	59,951 28	.....
Essex,	.....	38,143 94	43,760 72	571,320 96	.....	.....	851,120 51	.....
Gloucester,	1 81	3,812 75	848 06	40,458 75	1,811 50	.....	36,800 00	100 00
Hudson,	.....	387,215 17	88,524 48	477,137 95	.....	.....	827,216 88	12,600 00
Hunterdon,	2,330 06	9,509 25	210 69	49,106 12	3,297 43	.....	22,258 00	.....
Mercer,	92 29	921 06	25,480 29	126,687 60	454 62	.....	85,675 00	275 00
Middlesex,	.....	28,118 67	.....	80,886 20	.....	.....	111,563 77	.....
Monmouth,	754 30	10,120 83	40,876 47	133,584 98	2,525 30	.....	131,115 84	300 00
Morris,	.....	23,250 16	6,643 63	77,956 14	3,597 04	.....	85,596 20	.....
Ocean,	.....	6,793 63	2,154 73	27,785 71	904 10	.....	32,879 00	.....
Passaic,	.....	44,008 64	65,793 52	186,802 17	1,167 69	.....	289,643 97	850 00
Salem,	3,349 41	2,053 37	663 69	38,541 69	2,100 00	.....	16,696 32	.....
Somerset,	795 57	3,436 13	696 90	50,819 59	2,869 09	.....	44,120 00	.....
Sussex,	11 05	3,447 18	86 71	32,879 37	2,321 34	.....	33,186 00	.....
Union,	3 59	16,736 20	128,036 61	115,875 53	.....	.....	203,147 78	.....
Warren,	7 42	7,963 90	193 91	50,457 48	.....	.....	38,084 62	.....
Total,	$16,338 46	$694,529 37	$445,229 54	$2,487,395 00	$31,777 13	.....	$3,455,221 79	$14,200 00

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TABLE III—CONTINUED.

Apportionment of School Moneys for the School Year Beginning July 1st, 1901.

COUNTIES.	Amount of district tax voted for building, enlarging and repairing school-houses.	Amount of district tax voted for manual training.	Amount of district tax voted for bonds and interest.	Total amount of district tax ordered to be raised.	Amount received from temporary loans.	Amount received from sale of bonds.	Amount received from manual training and other sources.	Total amount available for school year ending June 30th, 1902.
Atlantic,	$15,750 00	$3,000 00	$3,707 00	$89,412 00				$182,752 09
Bergen,	17,460 00	2,100 00	51,717 16	251,424 16			$2,100 00	449,276 67
Burlington,	7,248 00		11,376 50	77,515 89				150,940 71
Camden,	26,950 00	10,842 78	26,074 00	325,025 00		$13,000 00	5,000 00	475,644 68
Cape May,	5,717 00	500 00	1,162 50	26,469 51				65,847 99
Cumberland,	10,510 00	500 00	516 00	71,477 28				133,946 06
Essex,	74,020 00	18,650 00	69,238 50	1,013,029 01			18,650 00	1,684,904 63
Gloucester,	4,240 00		6,176 00	47,316 00				94,248 87
Hudson,	30,550 00	900 00	58,862 00	930,128 88				1,883,006 48
Hunterdon,	23,001 61			45,259 61				109,713 16
Mercer,	14,175 00		28,635 00	128,760 00				282,395 86
Middlesex,	11,315 00		15,768 00	138,646 77				247,651 64
Monmouth,	21,992 00	500 00	40,604 35	194,512 19			1,500 00	383,874 07
Morris,	8,154 00			93,750 20				205,197 17
Ocean,	3,380 00		4,697 50	40,956 50				78,594 67
Passaic,	6,550 00	4,400 00	10,800 50	312,244 47				610,106 49
Salem,	2,231 68		1,181 33	20,109 33				66,817 49
Somerset,	5,260 00		8,816 25	58,196 25				116,813 53
Sussex,			1,940 00	35,126 00		1,200 00		75,071 65
Union,	15,650 00		16,217 50	235,015 28				495,667 21
Warren,	2,790 24		2,490 00	43,364 86				101,987 57
Total,	$306,944 53	$41,392 78	$359,980 09	$4,177,739 19		$14,200 00	$27,250 00	$7,892,458 69

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TABLE IV.

Enrollment and Attendance of Pupils, by Counties.

COUNTIES.	Number of months the schools were kept open.	Number of boys between 4 and 20 years of age enrolled in the schools during the year.	Number of girls between 4 and 20 years of age enrolled in the schools during the year.	Total number of children between 4 and 20 years of age enrolled in the schools during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.	Average number of cases of tardiness per day for each teacher.	Average number on roll.	Average daily attendance.	Percentage of daily attendance on average enrollment.
Atlantic,	8.	4,361	4,515	8,876	97	20,332	.99	6,149	5,501	.84
Bergen,	9.4	8,204	8,130	16,334	264	35,280	.52	12,281	10,763	.88
Burlington,	9.5	5,293	5,081	10,374	49	29,565	.69	6,827	5,843	.84
Camden,	9.8	9,157	9,561	18,718	159	32,022	.38	13,527	11,617	.86
Cape May,	9.	1,471	1,510	2,981	72	8,962	.69	2,081	1,727	.83
Cumberland,	9.1	5,520	5,366	10,886	104	30,845	.81	7,501	6,524	.85
Essex,	10.	30,641	31,177	61,818	979	37,747	.42	47,920	42,386	.93
Gloucester,	9.5	3,680	3,385	7,065	51	22,183	.75	4,635	3,890	.83
Hudson,	10.	31,873	32,067	63,940	2,308	34,940	.36	48,968	44,766	.90
Hunterdon,	9.5	3,404	3,314	6,718	77	15,845	.51	4,497	3,979	.88
Mercer,	9.2	6,885	6,973	13,858	130	18,565	.79	10,721	9,306	.78
Middlesex,	9.2	6,538	6,478	13,016	357	14,114	.44	9,656	8,649	.85
Monmouth,	9.5	8,679	8,393	17,072	255	30,588	.43	12,293	10,562	.86
Morris,	9.2	5,852	5,795	11,647	296	11,953	.31	8,344	7,387	.88
Ocean,	9.	2,400	2,282	4,682	80	9,718	.42	3,204	2,716	.85
Passaic,	9.7	13,947	13,920	27,867	361	29,703	.32	20,203	18,161	.89
Salem,	9.1	2,815	2,701	5,516	186	14,864	1.03	3,875	3,319	.82
Somerset,	9.9	3,073	2,949	6,022	151	13,738	.61	4,184	3,691	.88
Sussex,	9.5	2,722	2,783	5,505	119	14,569	.6	3,685	3,151	.85
Union,	9.2	8,054	7,868	15,902	216	16,227	.54	12,394	11,323	.86
Warren,	9.4	3,852	3,783	7,635	255	10,757	.44	5,753	5,112	.89
Total,	9.3	168,401	168,031	336,432	6,566	452,517	.57	248,698	221,273	.88

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TABLE IV—CONTINUED.

Enrollment and Attendance of Pupils, by Counties.

COUNTIES.	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 classes in school.	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.
Atlantic,	125	5,851	2,488	412	1,169	24	29	155	$56 33	$38 97
Bergen,	1,219	10,191	4,480	444	5,427	14	60	299	101 09	55 41
Burlington,	.....	6,494	3,513	367	.....	....	32	214	78 48	42 52
Camden,	95	12,999	5,092	532	.....	....	24	406	87 76	47 97
Cape May,	.....	1,726	1,080	175	202	....	30	43	55 64	34 05
Cumberland,	7	6,806	3,141	932	762	....	36	188	59 49	38 04
Essex,	8,932	35,875	13,892	3,119	1,430	45	183	1,334	157 88	68 39
Gloucester,	.....	4,701	2,276	88	2,890	4	28	128	55 55	40 08
Hudson,	1,074	46,060	14,997	1,809	1,022	....	75	1,183	151 03	57 31
Hunterdon,	59	3,986	2,448	225	2,654	....	40	121	50 68	38 97
Mercer,	157	9,007	4,010	684	1,400	....	20	303	119 00	61 00
Middlesex,	.....	8,816	3,516	684	1,438	....	31	251	80 14	42 13
Monmouth,	221	10,151	5,549	1,151	1,209	....	73	303	72 43	50 87
Morris,	.....	6,826	4,293	528	237	....	65	190	63 69	48 97
Ocean,	.....	2,686	1,792	204	217	....	36	81	51 88	35 57
Passaic,	2,381	17,496	7,028	962	3,805	....	69	555	76 45	45 70
Salem,	43	3,437	1,558	478	910	....	17	117	54 05	38 10
Somerset,	313	3,205	2,274	230	1,176	35	23	130	66 19	42 83
Sussex,	.....	3,331	1,906	268	118	....	41	99	46 10	36 70
Union,	395	10,457	3,987	1,063	202	....	41	323	118 70	54 60
Warren,	45	4,259	2,833	498	377	....	45	140	47 21	36 11
Total,	15,066	214,360	92,153	14,853	26,645	122	998	6,563	91 87	52 88

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TABLE V.

Enrollment and Attendance of Pupils, by Districts.

CITIES AND TOWNS.	Number of months the schools were kept open.	Number of boys between 4 and 20 years of age enrolled in the schools during the year.	Number of girls between 4 and 20 years of age enrolled in the schools during the year.	Total number of children between 4 and 20 years of age enrolled in the schools during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.	Average number of cases of tardiness per day for each teacher.	Average number on roll.	Average daily attendance.	Percentage of daily attendance on average enrollment.
Asbury Park,	10.	378	412	790	8	1,057	.40	596	525	.88
Atlantic City,	9.	2,341	2,419	4,760	35	8,511	.60	3,698	3,181	.88
Bayonne,	10.	2,944	3,075	6,019	69	4,797	.16	4,576	3,980	.87
Belvidere,	10.	176	175	351	29	283	.17	281	259	.92
Bloomfield,	10.	873	899	1,772	19	2,639	.35	1,427	1,279	.89
Bordentown,	10.	262	264	526	4	944	.40	390	345	.88
Bridgeton,	10.	1,307	1,350	2,657	25	5,580	.55	1,666	1,468	.88
Burlington,	10.	475	523	998	4	2,981	.70	731	635	.87
Camden,	10.	6,134	6,688	12,822	98	11,848	.21	9,629	8,294	.86
Cranford,	9.	304	318	622	1	1,363	.50	424	376	.89
Dover,	9.4	656	650	1,306	104	400	.07	1,062	997	.93
East Orange,	10.	1,970	2,037	4,007	73	1,087	.06	3,321	3,015	.90
Egg Harbor City,	8.	169	190	359	11	1,194	1.12	....	247	.85
Elizabeth,	9.4	3,684	3,646	7,330	244	1,935	.46	5,732	5,379	.94
Englewood,	9.1	476	472	948	7	1,528	.31	749	663	.89
Freehold Town,	10.	328	350	678	9	1,148	.50	543	489	.90
Gloucester City,	8.	523	481	1,004	7	5,470	.33	687	567	.79
Hackensack, New Barbadoes Twp.,	9.3	999	993	1,992	68	2,095	.30	1,583	1,413	.89
Hackettstown,	10.	279	232	511	8	783	.33	409	370	.90
Hammonton,	9.	410	412	822	13	3,999	1.10	575	494	.86
Harrison,	10.	590	512	1,102	7	327	.10	789	688	.90
Hoboken,	10.	4,597	4,548	9,145	212	1,767	.64	7,621	6,976	.91
Jersey City,	10.	15,884	16,290	32,174	1,750	13,521	.13	24,213	22,492	.92
Kearny,	10.	1,185	1,155	2,340	45	2,995	.38	1,689	1,496	.90

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Keyport,	9.5	361	376	737	42	465	.19	582	509	.89
Lambertville,	10.	347	355	702	10	922	.32	550	498	.91
Long Branch,	9.5	1,384	1,327	2,711	60	1,059	.01	2,230	2,026	.91
Madison,	9.1	226	239	465	3	667	.16	384	322	.83
Millville,	10.2	1,109	1,093	2,202	16	5,521	.60	1,641	1,474	.89
Montclair,	10.	1,425	1,438	2,863	34	7,081	.52	2,320	2,065	.89
Morristown,	9.3	742	770	1,512	61	902	.16	1,258	1,175	.93
Mount Holly,	10.	445	447	892	1	1,291	.70	672	598	.88
Newark,	10.	20,631	21,239	41,870	639	11,479	.07	32,160	28,252	.87
New Brunswick,	9.8	1,540	1,461	3,001	136	235	.02	2,192	2,061	.69
Newton,	10.	394	420	814	31	504	.16	626	552	.88
N. Plainfield Boro.,	10.	518	552	1,070	94	1,045	.27	854	792	.92
Orange,	10.	1,680	1,726	3,406	53	2,842	.21	2,684	2,423	.90
Passaic,	9.6	2,477	2,506	4,983	27	10,462	.55	3,765	3,377	.90
Paterson,	10.3	8,909	8,940	17,849	285	13,345	.18	13,003	11,858	.91
Perth Amboy,	9.	1,601	1,596	3,197	39	1,213	.11	2,483	2,237	.89
Phillipsburg,	10.	862	902	1,764	109	1,335	.17	1,530	1,432	.93
Plainfield,	9.1	1,376	1,321	2,697	62	4,693	.43	2,177	1,950	.73
Princeton,	9.	258	295	553	10	1,427	.50	413	359	.86
Rahway,	9.5	776	759	1,535	46	1,194	.17	1,230	1,109	.90
Red Bank,	10.	543	484	1,027	25	1,768	.41	762	707	.93
Ridgewood,	9.3	273	267	540	1	1,654	.80	442	390	.88
Rutherford,	9.3	492	512	1,004	23	1,875	.38	792	734	.93
Salem,	10.	556	593	1,149	131	1,330	.26	982	912	.79
Somerville,	10.	466	517	983	20	1,010	.26	768	690	.90
Summit,	9.3	378	333	711	15	1,545	.41	538	485	.90
Town of Union,	10.	1,516	1,535	3,051	99	258	.03	2,486	2,285	.92
Trenton,	9.6	4,796	5,044	9,840	97	6,337	.17	8,024	7,129	.72
Vineland, Landis Township,	9.	942	932	1,874	36	5,136	.75	1,409	1,243	.88
Washington,	10.	383	408	791	35	901	.28	629	579	.92
Westfield,	8.8	438	457	895	43	1,651	.44	716	643	.88
West Hoboken,	10.	2,378	2,299	4,677	68	5,412	.39	3,618	3,305	.92
Woodbury,	10.	460	427	887	10	2,526	.75	689	600	.87
Total,	9.6	107,626	109,661	217,287	5,211	177,937	.36	167,000	150,399	.90

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TABLE V.—CONTINUED.

Enrollment and Attendance of Pupils, by Districts.

CITIES AND TOWNS.	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 classes in school.	Average number of pupils transported during the year.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
Asbury Park,	131	248	297	114	15	....	2	22	$140 00	$65 10
Atlantic City,	....	3,211	1,312	237	54	....	4	83	145 83	51 77
Bayonne,	....	4,655	1,218	146	....	....	10	154	149 30	54 60
Belvidere,	45	137	118	51	13	....	2	7	72 50	37 85
Bloomfield,	304	880	472	116	54	....	8	46	99 37	53 58
Bordentown,	....	322	167	37	....	....	2	11	86 33	50 69
Bridgeton,	....	1,569	786	302	65	....	3	48	88 33	39 95
Burlington,	....	655	301	42	....	....	2	22	108 10	46 29
Camden,	95	9,189	3,222	316	....	....	11	300	121 18	49 37
Cranford,	....	453	139	30	11	....	2	14	116 00	55 20
Dover,	....	719	467	120	13	....	3	25	109 80	51 60
East Orange,	433	1,943	1,161	470	91	....	13	98	176 15	63 82
Egg Harbor City,	50	259	32	18	12	....	2	7	88 88	41 42
Elizabeth,	....	4,768	2,098	464	12	....	16	129	120 00	53 33
Englewood,	112	527	259	50	238	....	1	26	76 50	67 57
Freehold Town,	....	298	223	157	12	....	2	14	112 50	50 00
Gloucester City,	....	658	310	36	....	....	1	15	100 00	47 26
Hackensack, New Barbadoes Twp.,	360	967	484	181	482	....	6	40	160 09	61 83
Hackettstown,	....	267	177	67	12	....	3	10	68 33	37 00
Hammonton,	68	545	161	48	12	....	1	18	122 00	45 27
Harrison,	....	713	377	12	35	....	3	15	150 46	58 17
Hoboken,	....	7,152	1,714	279	176	....	9	200	162 87	57 06
Jersey City,	332	22,858	7,992	992	542	....	21	565	214 05	62 55
Kearny,	....	1,471	784	85	50	....	5	35	101 90	54 90

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Keyport,	....	442	241	54	15	....	1	14	147 30	44 26
Lambertville,	....	450	170	82	140	....	1	14	106 30	45 66
Long Branch,	90	1,595	823	203	127	....	5	56	157 00	57 90
Madison,	....	282	135	48	12	....	1	12	164 82	63 00
Millville,	....	1,514	549	139	112	....	4	43	80 00	37 20
Montclair,	435	1,366	756	306	77	....	11	83	104 63	67 65
Morristown,	....	924	457	131	12	....	2	34	196 20	64 20
Mount Holly,	....	535	312	45	....	....	1	20	150 00	43 82
Newark,	6,590	25,085	8,583	1,612	786	....	117	846	181 00	66 39
New Brunswick,	....	1,745	1,002	254	63	....	5	61	100 00	47 00
Newton,	....	525	201	88	10	....	2	16	102 50	47 50
N. Plainfield Boro.,	111	566	290	103	13	....	3	31	100 00	49 52
Orange,	415	2,102	708	181	85	....	9	74	97 10	60 70
Passaic,	856	2,725	1,123	279	98	....	7	115	120 83	57 26
Paterson,	1,056	11,491	4,634	668	2,259	....	36	369	125 92	52 20
Perth Amboy,	....	2,479	565	153	54	....	3	51	75 00	46 00
Phillipsburg,	....	1,054	550	160	44	....	5	35	69 90	44 81
Plainfield,	277	1,722	464	234	14	....	5	66	102 60	68 00
Princeton,	53	334	135	31	21	....	4	10	80 00	45 00
Rahway,	....	1,135	336	64	39	....	4	32	132 60	47 60
Red Bank,	....	596	294	137	25	....	3	21	106 66	51 30
Ridgewood,	47	238	196	59	114	....	3	10	105 17	55 89
Rutherford,	69	540	337	58	355	....	2	25	144 85	61 91
Salem,	....	783	232	129	29	....	2	28	80 00	40 20
Somerville,	86	503	302	92	43	....	2	21	64 50	48 90
Summit,	....	447	208	56	13	....	3	17	90 60	66 80
Town of Union,	186	1,972	708	185	46	....	8	48	108 33	54 73
Trenton,	54	6,671	2,553	562	194	....	11	226	163 00	68 00
Vineland, Landis Township,	....	1,159	545	170	128	....	3	37	91 78	41 21
Washington,	....	435	260	96	12	....	3	16	66 67	36 43
Westfield,	72	537	183	103	13	....	1	21	225 80	65 20
West Hoboken,	556	3,028	1,017	76	72	....	4	82	130 00	41 41
Woodbury,	....	594	248	45	197	....	3	20	67 50	45 12
Total,	12,883	140,043	53,388	10,973	7,101	....	406	4,458	$142 95	$57 57

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TABLE VI.

Teachers' Salaries, by Counties.

COUNTIES.	Average salary per month paid to male teacher.	Average salary per month paid to female teacher.	Increase in the average salary paid to men.	Decrease in the average salary paid to men.	Increase in the average salary paid to women.	Decrease in the average salary paid to women.
Atlantic,	$56 33	$38 97	$2 90	.....	$0 75	.....
Bergen,	101 09	55 41	4 71	.....	1 98	.....
Burlington,	78 48	42 52	10 33	.....	5 96	.....
Camden,	87 76	47 97	5 37	.....	1 55	.....
Cape May,	55 64	34 05	.....	$4 86	11 28	.....
Cumberland,	59 49	38 04	2 38	.....	1 06	.....
Essex,	157 88	68 39	.....	3 51	5 47	.....
Gloucester,	55 55	40 08	98	.....	.....	$0 55
Hudson,	151 03	57 31	.....	1 68	1 17	.....
Hunterdon,	50 68	38 97	.....	4 55	3 90	.....
Mercer,	119 00	61 00	17 70	.....	16 40	.....
Middlesex,	80 14	42 13	6 03	.....	.....	69
Monmouth,	72 43	50 87	.....	2 32	1 94	.....
Morris,	63 69	48 97	.....	4 51	7 20	.....
Ocean,	51 88	35 57	.....	2 99	1 87	.....
Passaic,	76 45	45 70	3 28	.....	2 98	.....
Salem,	54 05	38 10	.....	4 20	.....	7
Somerset,	66 19	42 83	2 49	.....	.....	2 00
Sussex,	46 10	36 70	30	.....	1 09	.....
Union,	118 70	54 60	.....	49	.....	8 82
Warren,	47 21	36 11	.....	2 68	60	.....
Total,	$91 87	$52 88	$5 24	.....	$2 81	.....

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TABLE VII.

Teachers' Salaries, by Districts.

CITIES AND TOWNS.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.	Increase in the average salary paid to men.	Decrease in the average salary paid to men.	Increase in the average salary paid to women.	Decrease in the average salary paid to women.
Asbury Park,	$140 00	$65 10	.....	.....	.....	$5 10
Atlantic City,	145 83	51 77	.....	$4 17	.....	2 67
Bayonne,	149 30	54 60	.....	17 94	.....	1 13
Belvidere,	72 50	37 85	.....	.....	$0 56	.....
Bloomfield,	99 37	53 58	$4 37	.....	.....	95
Bordentown,	86 33	50 69	.....	51	3 85	.....
Bridgeton,	88 33	39 95	.....	1 66	84	.....
Burlington,	108 10	46 29	5 95	.....	7 59	.....
Camden,	121 18	49 37	1 68	.....	2 06	.....
Cranford,	116 00	55 20	.....	44 00	1 87	.....
Dover,	109 80	51 60	4 80	.....	8 40	.....
East Orange,	176 15	63 82	.....	7 95	.....	3 53
Egg Harbor City,	88 88	41 42	.....	16 67	.....	4 61
Elizabeth,	120 00	53 33	.....	18 00	.....	21 98
Englewood,	76 50	67 57	.....	71 21	.....	1 46
Freehold Town,	112 50	50 00	.....	.....	2 00	.....
Gloucester City,	100 00	47 26	.....	.....	12	.....
Hackensack,	160 09	61 83	25 09	.....	3 68	.....
Hackettstown,	68 33	37 00	.....	.....	.....	.....
Hammonton,	122 00	45 27	79 14	.....	6 26	.....
Harrison,	150 46	58 17	46 36	.....	6 29	.....
Hoboken,	162 87	57 06	.....	87	.....	6 10
Jersey City,	214 05	62 55	10 00	.....	4 25	.....
Kearny,	101 90	54 90	.....	1 85	5 76	.....
Keyport,	147 30	44 20	.....	6	78	.....
Lambertville,	106 30	45 63	4 30	.....	1 63	.....
Long Branch,	157 00	57 90	24 50	.....	10	.....
Madison,	164 82	63 00	14 82	.....	1 00	.....
Millville,	80 00	37 20	.....	3 81	82	.....
Montclair,	104 63	67 65	.....	54 19	43	.....
Morristown,	196 20	64 20	29 70	.....	5 99	.....
Mount Holly,	150 00	43 82	.....	20 00	3 82	.....
Newark,	181 00	66 30	9 00	.....	1 30	.....
New Brunswick,	100 00	47 00	.....	25 00	.....	.....
Newton,	102 50	47 50	2 50	.....	3 50	.....
North Plainfield Borough,	100 00	49 52	.....	15 00	.....	2 24
Orange,	97 10	60 70	.....	22 90	4 98	.....
Passaic,	120 83	57 26	2 99	.....	2 40	.....
Paterson,	125 92	52 20	.....	9 08	.....	10
Perth Amboy,	75 00	46 00	.....	30 00	.....	.....
Phillipsburg,	69 90	44 81	.....	2 30	.....	8
Plainfield,	102 60	68 00	.....	60 40	9 85	.....
Princeton,	80 00	45 00	.....	23 73	2 74	.....
Rahway,	132 60	47 60	12 60	.....	3 27	.....
Red Bank,	106 66	51 30	.....	.....	.....	1 83
Ridgewood,	105 17	55 89	12 11	.....	2 03	.....
Rutherford,	144 85	61 91	.....	45 63	1 28	.....
Salem,	80 00	40 20	.....	20	.....	1 00
Somerville,	64 50	48 90	.....	48 00	70	.....
Summit,	90 60	66 80	8 60	.....	4 97	.....
Town of Union,	108 33	54 73	.....	18 67	3 13	.....
Trenton,	163 00	68 00	11 58	.....	23 00	.....
Vineland,	91 78	41 21	36 15	.....	2 38	.....
Washington,	66 67	36 43	.....	.....	43	.....
Westfield,	225 80	65 20	25 88	.....	4 41	.....
West Hoboken,	130 00	41 41	.....	20 00	60	.....
Woodbury,	67 50	43 12	4 17	.....	.....	1 26
Total,	$142 95	$57 57	.....	$30 33	$1 90	.....

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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,	61	58	3	6	55	.....	170	8,436	2	5
Bergen,	107	101	6	27	75	5	381	16,140	3	2
Burlington,	130	120	10	37	93	.....	252	11,953	.....	1
Camden,	99	94	5	30	65	4	423	17,920	4	.....
Cape May,	36	36	.....	1	35	.....	63	3,060	1	2
Cumberland,	91	91	.....	34	57	.....	286	12,141	1	6
Essex,	127	122	5	94	32	1	1,275	58,811	3	14
Gloucester,	74	74	.....	6	63	5	157	6,951	.....	1
Hudson,	87	76	11	83	4	.....	1,084	51,405	3	.....
Hunterdon,	110	110	.....	8	90	12	168	6,454	4	5
Mercer,	80	79	1	37	41	2	265	12,667	.....	1
Middlesex,	96	90	6	29	67	.....	274	13,124	4	2
Monmouth,	134	133	1	28	106	.....	382	19,836	6	5
Morris,	118	116	2	18	94	6	258	11,499	3	4
Ocean,	68	64	4	4	64	.....	122	5,270	3	5
Passaic,	73	73	.....	34	38	1	374	22,381	6	7
Salem,	78	77	1	13	65	.....	136	6,535	2	1
Somerset,	77	75	2	12	63	2	151	6,493	.....	.....
Sussex,	99	99	.....	10	89	.....	140	6,073	.....	1
Union,	50	43	7	26	23	1	320	15,568	4	3
Warren,	98	97	1	13	71	14	224	9,520	2	4
Total,	1,893	1,828	65	550	1,290	53	6,905	322,237	51	69

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TABLE IX.

Condition of School-Houses, by Districts.

CITIES AND TOWNS.	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	.....	25	690
Atlantic City,	7	7	.....	5	2	.....	78	3,643
Bayonne,	9	8	1	8	1	.....	112	4,817
Belvidere,	1	1	.....	1	.....	.....	8	352
Bloomfield,	7	7	.....	7	.....	.....	59	2,276
Bordentown,	1	1	.....	1	.....	.....	13	590
Bridgeton,	7	7	.....	6	1	.....	65	2,870
Burlington,	6	6	.....	6	.....	.....	29	1,218
Camden,	29	29	.....	21	5	3	294	12,205
Cranford,	4	2	2	2	2	.....	15	481
Dover,	3	3	.....	3	.....	.....	30	1,025
East Orange,	7	7	.....	7	.....	.....	98	3,818
Egg Harbor City,	1	1	.....	.....	1	.....	10	412
Elizabeth,	10	10	.....	9	.....	1	144	6,773
Englewood,	5	3	2	3	2	.....	28	823
Freehold Town,	1	1	.....	1	.....	.....	16	800
Gloucester City,	5	5	.....	3	2	.....	15	670
Hackensack,	5	5	.....	5	.....	.....	46	2,044
Hackettstown,	1	1	.....	1	.....	.....	13	702
Hammonton,	7	6	1	1	6	.....	15	874
Harrison,	2	2	.....	2	.....	.....	16	810
Hoboken,	13	7	6	13	.....	.....	176	8,248
Jersey City,	31	30	1	30	1	.....	527	24,334
Kearny,	6	5	1	5	1	.....	39	1,726
Keyport,	1	1	.....	1	.....	.....	16	800
Lambertville,	3	3	.....	3	.....	.....	15	688
Long Branch,	10	10	.....	7	3	.....	77	3,484
Madison,	2	2	.....	2	.....	.....	12	600
Millville,	12	12	.....	9	3	.....	48	2,396
Montclair,	12	12	.....	8	3	1	72	3,340
Morristown,	3	3	.....	3	.....	.....	34	1,552
Mount Holly,	3	3	.....	3	.....	.....	21	890
Newark,	53	49	4	50	3	.....	775	38,407
New Brunswick,	7	7	.....	7	.....	.....	67	2,800
Newton,	1	1	.....	1	.....	.....	18	735
North Plainfield Borough,	2	2	.....	2	.....	.....	28	1,145
Orange,	6	6	.....	6	.....	.....	74	3,202
Passaic,	9	9	.....	8	1	.....	97	4,625
Paterson,	21	21	.....	21	.....	.....	276	13,067
Perth Amboy,	7	6	1	6	1	.....	56	2,806
Phillipsburg,	6	6	.....	5	1	.....	46	1,908
Plainfield,	8	7	1	6	2	.....	66	2,956
Princeton,	2	2	.....	1	1	.....	13	549
Rahway,	4	2	2	4	.....	.....	24	1,746
Red Bank,	4	3	1	4	.....	.....	21	1,100
Ridgewood,	3	3	.....	1	2	.....	10	443
Rutherford,	3	3	.....	2	1	.....	25	1,064
Salem,	5	4	1	5	.....	.....	28	1,330
Somerville,	3	3	.....	2	1	.....	23	916
Summit,	2	2	.....	1	1	.....	22	690
Town of Union,	8	8	.....	8	.....	.....	47	2,460
Trenton,	27	26	1	26	.....	1	218	9,848
Vineland,	19	19	.....	15	4	.....	41	2,122
Washington,	1	1	.....	1	.....	.....	18	800
Westfield,	6	3	3	1	5	.....	18	805
West Hoboken,	4	4	.....	4	.....	.....	68	3,938
Woodbury,	5	5	.....	3	2	.....	20	832
Total,	432	404	28	367	59	6	4,265	196,245

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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,	1	15	23	8	2	1	2	6	$348,425	$6.008
Bergen,	....	....	9	38	30	16	6	2	830,985	8,225
Burlington	....	32	44	32	4	5	3	....	335,750	2,775
Camden,	....	5	14	42	6	8	15	4	955,800	10,168
Cape May,	....	1	14	19	2	....	....	....	71,850	2,114
Cumberland,	1	3	33	38	4	7	3	2	356,650	3,809
Essex,	....	1	6	16	9	11	33	46	4,789,315	39,274
Gloucester,	....	7	24	35	6	2	....	....	170,350	2,302
Hudson,	....	....	....	5	7	7	19	38	3,340,600	43,955
Hunterdon,	4	24	54	25	1	1	1	....	166,600	1,515
Mercer,	....	3	21	25	4	4	10	12	658,027	8,225
Middlesex,	....	5	37	28	4	8	5	3	590,700	5,452
Monmouth.	....	....	25	74	15	8	6	5	931,900	1,009
Morris,	....	8	44	49	6	6	1	2	486,600	4,039
Ocean.	....	26	17	14	3	3	1	....	161,050	2,516
Passaic,	1	4	6	26	6	3	21	6	1,251,100	17,139
Salem,	....	7	44	17	4	2	1	2	131,550	1,819
Somerset.	....	6	44	17	2	4	1	1	222,865	2,992
Sussex,	....	27	50	17	3	1	1	....	195,250	1,972
Union,	1	2	3	12	2	8	10	5	1,213,675	28,224
Warren,	....	28	41	21	1	1	4	1	276,800	2,855
Total,	8	204	553	558	121	106	143	135	$17,494,842	$9,570

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TABLE XI.

Valuation of School Property, by Districts.

CITIES AND TOWNS.	Number valued at $1,000 or less.	Number valued between $1,000 and $5,000.	Number valued between $5,000 and $10,000.	Number valued between $10,000 and $20,000.	Number valued between $20,000 and $40,000.	Number valued above $40,000.	Total valuation of school buildings.	Average value.
Asbury Park,	.....	.....	1	.....	.....	1	$100,000 00	$50,000 00
Atlantic City,	.....	.....	.....	.....	6	1	245,000 00	35,000 00
Bayonne,	.....	1	.....	.....	2	5	365,000 00	45,625 00
Belvidere,	.....	.....	.....	1	.....	.....	15,000 00	15,000 00
Bloomfield,	.....	1	.....	.....	5	1	257,000 00	37,285 00
Bordentown,	.....	.....	.....	.....	1	.....	25,000 00	12,500 00
Bridgeton,	.....	.....	.....	4	1	2	104,000 00	14,286 00
Burlington,	.....	1	3	1	1	.....	65,000 00	10,833 00
Camden,	1	2	1	6	15	4	781,800 00	26,959 00
Cranford,	.....	.....	1	.....	1	.....	103,000 00	25,750 00
Dover,	.....	.....	.....	2	1	.....	57,000 00	19,000 00
East Orange,	.....	.....	.....	.....	1	6	599,500 00	85,571 00
Egg Harbor City,	.....	.....	1	.....	.....	.....	9,000 00	9,000 00
Elizabeth,	.....	.....	.....	1	5	4	392,000 00	39,200 00
Englewood,	.....	.....	2	.....	1	.....	35,000 00	11,666 00
Freehold Town,	.....	.....	.....	.....	.....	1	42,000 00	42,000 00
Gloucester City,	.....	2	3	.....	.....	.....	34,000 00	6,800 00
Hackensack,	.....	.....	.....	3	2	.....	107,000 00	21,400 00
Hackettstown,	.....	.....	.....	.....	1	.....	40,000 00	40,000 00
Hammonton,	5	.....	.....	.....	1	.....	32,000 00	4,571 00
Harrison,	.....	.....	.....	1	1	.....	48,000 00	24,000 00
Hoboken,	.....	.....	.....	.....	.....	7	610,000 00	87,142 00
Jersey City,	.....	2	.....	2	4	22	1,553,300 00	50,107 00
Kearny,	.....	.....	.....	2	3	.....	131,000 00	26,200 00
Keyport,	.....	.....	.....	.....	1	.....	38,000 00	38,000 00
Lambertville,	.....	2	1	.....	.....	.....	16,000 00	5,333 00
Long Branch,	1	2	1	2	2	2	254,300 00	25,430 00
Madison,	.....	1	.....	.....	.....	1	49,500 00	29,700 00
Millville,	4	3	2	2	1	.....	68,000 00	5,667 00
Montclair,	.....	2	3	1	5	1	344,000 00	20,333 00
Morristown,	.....	.....	.....	1	1	1	130,000 00	43,334 00
Mount Holly,	.....	1	1	.....	1	.....	42,000 00	14,000 00
Newark,	.....	.....	1	4	13	31	2,632,900 00	53,876 00
New Brunswick,	.....	1	1	2	1	2	196,000 00	28,000 00
Newton,	.....	.....	.....	.....	.....	1	75,000 00	75,000 00
N. Plainfield Boro.,	.....	.....	.....	1	.....	1	71,000 00	25,500 00
Orange,	.....	.....	.....	.....	.....	6	303,000 00	50,500 00
Passaic,	.....	1	.....	1	5	2	251,000 00	31,375 00
Paterson,	.....	.....	.....	1	16	4	887,900 00	42,281 00
Perth Amboy,	.....	.....	.....	2	3	1	157,000 00	26,167 00
Phillipsburg,	.....	3	.....	.....	3	.....	97,500 00	16,250 00
Plainfield,	.....	.....	.....	1	5	1	236,875 00	39,479 00
Princeton,	.....	.....	1	.....	1	.....	48,000 00	24,000 00
Rahway,	1	.....	.....	1	.....	.....	32,500 00	16,250 00
Red Bank,	.....	.....	1	1	1	.....	45,000 00	15,000 00
Ridgewood,	.....	2	.....	.....	.....	1	66,000 00	22,000 00
Rutherford,	.....	.....	1	1	.....	1	78,000 00	26,000 00
Salem,	.....	1	1	2	.....	.....	40,000 00	10,000 00
Somerville,	.....	1	.....	2	.....	.....	37,500 00	12,833 00
Summit,	.....	1	.....	.....	.....	1	54,000 00	27,000 00
Town of Union,	.....	1	5	.....	.....	2	150,000 00	50,000 00
Trenton,	.....	.....	4	9	12	1	640,726 00	24,642 00
Vineland, Landis Twp.,	4	13	.....	1	1	.....	91,900 00	4,837 00
Washington,	.....	.....	.....	.....	1	.....	30,000 00	30,000 00
Westfield,	.....	1	1	.....	1	.....	54,000 00	18,000 00
West Hoboken,	.....	.....	.....	.....	3	1	162,000 00	40,500 00
Woodbury,	1	1	2	1	.....	.....	30,000 00	6,000 00
Total,	17	46	38	59	129	115	$13,160,201 00	$32,574 75

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TABLE XII.

School Terms and District Tax.

COUNTIES.	Total number of school districts.	Number of districts in which the schools have been kept open less than six months.	Number in which they have been kept open six months but less than nine.	Number in which they have been kept open nine months or more.	Number of districts that raised tax for current expenses.	Number of districts that raised tax for the purchase of land.	Number of districts that raised tax to build and repair school-houses.	Number of districts that raised tax for manual training.	Number of districts that raised tax for bonds and interest.	Number of districts that raised no tax.
Atlantic,	16	.....	7	9	16	1	9	1	5	.....
Bergen,	55	.....	6	49	54	.....	33	2	43	1
Burlington,	33	.....	4	29	33	.....	12	.....	15	.....
Camden,	13	.....	1	12	13	.....	12	1	8	.....
Cape May,	12	.....	.....	12	12	.....	5	1	4	.....
Cumberland,	12	.....	.....	12	12	.....	12	1	2	.....
Essex,	18	.....	.....	18	18	.....	16	6	12	.....
Gloucester,	17	.....	.....	17	17	1	11	.....	9	.....
Hudson,	13	.....	.....	13	12	2	11	1	7	1
Hunterdon,	20	.....	.....	20	20	.....	9	.....	.....	.....
Mercer,	10	.....	.....	10	10	1	7	.....	4	.....
Middlesex,	18	.....	.....	18	18	.....	12	.....	11	.....
Monmouth,	26	.....	.....	26	26	1	21	1	16	.....
Morris,	23	.....	.....	23	23	.....	15	.....	.....	.....
Ocean,	20	.....	.....	20	18	.....	.....	.....	12	2
Passaic,	11	.....	.....	11	11	1	7	2	7	.....
Salem,	15	.....	.....	15	15	.....	11	.....	2	.....
Somerset,	14	.....	.....	14	13	.....	8	.....	6	1
Sussex,	16	.....	.....	16	15	.....	8	.....	1	1
Union,	13	.....	.....	13	13	.....	10	.....	6	.....
Warren,	20	.....	.....	20	20	.....	11	.....	3	.....
Total,	395	.....	18	377	389	7	240	16	173	6

TABLE XIII.

Apportionment of Reserve Fund for the Year 1901.

COUNTIES.	Amount of State Appropriation.	Amount of State School Tax.	Amount Received from $200,000.	Amount of Surplus Revenue.	Amount Paid to Reserve Fund.	Amount Received from Reserve Fund.	Total Amount Received.	Amount Out.	Amount In.	Percentage Out.	Percentage In.	Per Capita on Census.	Per Capita on Enrollment.	Amount per Teacher.
Atlantic,	$21,058 41	$39,108 47	$4,432 12	$534 18	$3,910 85	$3,910 85	$65,133 18					$6 42	$7 99	$357 88
Bergen,	37,863 10	70,317 19	8,565 64	1,795 08	7,031 72	7,031 72	118,541 01					6 05	7 74	349 68
Burlington,	20,136 30	37,395 98	6,024 32	4,363 92	3,739 60	3,739 60	67,920 52					4 93	6 58	284 18
Camden,	34,517 91	64,104 69	11,078 10	1,529 71	6,410 47	6,410 47	111,230 41					4 39	5 69	271 95
Cape May,	6,310 85	11,720 17	1,419 09	740 00	1,172 02	1,172 02	20,190 11					6 22	7 02	296 91
Cumberland,	15,360 19	32,023 07	5,566 16	1,766 13	2,852 61	6,352 61	54,718 55		$3,500 00		12.3	4 29	5 11	243 19
Essex,	189,358 33	345,265 46	36,697 17		35,166 55	28,766 55	571,320 96	$6,400 00		1.8		6 80	10 10	438 80
Gloucester,	12,968 75	24,084 81	3,405 19	1,811 50	2,408 48	2,408 48	42,270 25					5 42	6 39	287 55
Hudson,	151,925 66	282,147 62	43,064 67		28,214 76	28,214 76	477,137 95					4 84	7 79	404 69
Hunterdon,	15,985 22	29,686 85	3,434 05	3,297 43	2,968 68	2,968 68	52,403 55					6 67	7 71	323 47
Mercer,	41,081 25	75,693 76	9,912 59	454 62	7,629 38	7,029 38	127,142 22	600 00		.8		5 60	9 35	438 41
Middlesex,	25,427 57	47,222 62	8,236 01		4,122 26	4,722 26	80,886 20					4 29	6 66	313 90
Monmouth,	43,802 10	81,046 74	8,736 14	4,109 09	8,134 67	7,834 67	137,694 07	300 00		.3		6 89	8 12	379 60
Morris,	24,964 52	46,362 68	6,628 94	3,597 04	4,636 27	4,636 27	81,553 18					5 37	7 10	331 51
Ocean,	7,619 68	17,950 84	2,215 19	904 10	1,415 08	5,215 08	28,689 81		3,800 00		26.8	5 66	6 18	242 89
Passaic,	59,156 04	109,861 22	17,874 91	1,168 38	10,986 12	10,986 12	188,060 55					4 59	7 18	348 91
Salem,	12,545 34	23,298 51	2,697 84	2,125 00	2,329 85	2,329 85	40,666 69					6 58	7 28	303 48
Somerset,	16,814 22	30,623 41	3,378 96	2,869 09	3,122 64	2,522 64	53,688 68	600 00		1.9		6 94	9 06	375 44
Sussex,	10,410 91	19,931 56	2,533 90	2,321 34	1,933 46	2,533 46	35,200 71		600 00		3.1	6 07	6 50	255 07
Union,	37,054 13	68,814 82	10,006 58		6,881 48	6,881 48	115,875 53					5 06	7 86	329 19
Warren,	16,227 77	30,137 28	4,092 43		3,013 73	3,013 73	50,457 48					5 39	6 50	275 72
Total,	$800,588 25	$1,486,806 75	$200,000 00	$33,386 61	$148,680 68	$148,680 68	$2,520,781 61	$7,900 00	$7,900 00			$5 51	$7 69	$359 49

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TABLE XIV.

Per Capita Cost of Education, by Counties.

COUNTIES.	Per capita expense on enrolled attendance.	Per capita expense on average attendance.
Atlantic,	$13 58	$21 89
Bergen,	21 52	32 66
Burlington,	12 83	22 79
Camden,	16 35	26 35
Cape May,	12 59	21 70
Cumberland,	10 69	17 83
Essex,	21 22	30 95
Gloucester,	11 85	21 53
Hudson,	15 80	22 57
Hunterdon,	12 11	20 44
Mercer,	21 19	31 55
Middlesex,	14 09	21 19
Monmouth,	15 39	24 88
Morris,	13 41	21 28
Ocean,	12 44	21 45
Passaic,	15 66	24 04
Salem,	11 49	19 10
Somerset,	15 19	24 79
Sussex,	12 08	21 09
Union,	19 22	26 99
Warren,	12 37	18 28
Total,	$16 55	$25 15

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TABLE XV.

Per Capita Cost of Education, by Districts.

CITIES AND TOWNS.	Per capita expense on enrolled attendance.	Per capita expense on average attendance.
Asbury Park,	$29 25	$44 01
Atlantic City,	13 49	20 18
Bayonne,	19 85	30 03
Belvidere,	14 47	19 61
Bloomfield,	29 18	40 41
Bordentown,	14 99	22 85
Bridgeton,	10 06	18 21
Burlington,	18 12	28 48
Camden,	18 01	27 60
Cranford,	21 73	35 86
Dover,	15 49	20 29
East Orange,	26 26	34 89
Egg Harbor City,	15 87	23 06
Elizabeth,	16 56	22 58
Englewood,	29 16	43 20
Freehold Town,	15 26	21 14
Gloucester City,	10 42	18 46
Hackensack,	23 92	33 80
Hackettstown,	15 68	23 17
Hammonton,	12 89	21 44
Harrison,	14 94	23 94
Hoboken,	19 09	25 03
Jersey City,	19 71	28 19
Kearny,	14 46	22 62
Keyport,	11 99	17 35
Lambertville,	14 27	20 12
Long Branch,	20 16	26 97
Madison,	21 60	31 19
Millville,	11 88	17 74
Montclair,	29 35	40 78
Morristown,	20 93	26 93
Mount Holly,	16 23	24 05
Newark,	19 44	29 41
New Brunswick,	16 79	24 45
Newton,	15 53	22 88
North Plainfield Borough,	20 85	28 17
Orange,	19 82	31 99
Passaic,	16 32	24 08
Paterson,	14 63	22 01
Perth Amboy,	11 28	16 12
Phillipsburg,	16 64	20 49
Plainfield,	25 88	35 79
Princeton,	36 72	56 56
Rahway,	15 58	21 57
Red Bank,	18 51	26 89
Ridgewood,	18 22	25 23
Rutherford,	34 31	46 93
Salem,	14 49	18 15
Somerville,	15 47	22 03
Summit,	24 03	35 23
Town of Union,	15 93	21 28
Trenton,	22 82	31 51
Vineland,	12 24	18 45
Washington,	12 29	16 80
Westfield,	21 94	30 56
West Hoboken,	9 44	13 68
Woodbury,	15 68	23 17
Total,	.....	.....

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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.	Months.	Longest time by any one teacher, in years.
Atlantic,	52	90	27	10	3	1	1	7	1	26
Bergen,	98	185	49	16	8	2	1	3	5	26
Burlington,	67	110	34	14	12	3	6	5	4	38
Camden,	69	164	85	47	24	24	17	5	....	47
Cape May,	33	25	10	5	....	....	....	2	9	15
Cumberland,	60	88	37	15	12	7	5	7	2	33
Essex,	498	541	229	100	83	23	43	4	9	33
Gloucester,	42	80	18	7	7	1	1	4	1	39
Hudson,	191	553	246	123	56	51	38	6	8	50
Hunterdon,	79	55	17	2	3	2	3	3	7	37
Mercer,	82	130	54	24	13	12	8	6	....	40
Middlesex,	87	125	35	18	9	4	4	5	8	38
Monmouth,	94	181	61	18	11	9	2	4	5	30
Morris,	103	105	24	10	7	3	3	6	1	32
Ocean,	55	43	9	10	....	....	....	3	3	15
Passaic,	138	293	116	47	17	7	6	4	1	38
Salem,	43	60	24	2	4	1	....	5	6	25
Somerset,	46	68	26	7	5	....	1	3	9	26
Sussex,	69	55	9	2	1	3	1	3	7	26
Union,	101	132	74	28	12	8	9	5	5	36
Warren,	57	73	26	9	12	4	4	7	5	31
Total,	2.064	3,156	1,210	514	299	165	153	5	....	50

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TABLE XVII.

Terms of Service of Teachers, by Districts.

CITIES AND TOWNS.	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.	Months.	Longest time by any one teacher, in years.
Asbury Park,	10	8	2	2	1	1	.....	4	4	24
Atlantic City,	21	35	17	9	3	1	1	5	5	26
Bayonne,	18	69	48	17	4	3	5	7	2	35
Belvidere,	2	2	2	.....	1	1	1	10	4	26
Bloomfield,	19	22	4	5	3	.....	1	5	.....	29
Bordentown,	1	2	2	1	4	2	1	14	6	38
Bridgeton,	7	19	12	5	3	.....	5	8	4	33
Burlington,	9	8	3	2	.....	1	1	5	1	34
Camden,	34	103	71	41	23	23	16	7	6	47
Cranford,	11	4	1	.....	.....	.....	.....	2	5	23
Dover,	3	14	9	1	1	.....	.....	5	4	17
East Orange,	31	45	29	4	.....	1	1	4	1	35
Egg Harbor City,	3	1	5	.....	.....	.....	.....	4	9	10
Elizabeth,	40	43	34	14	5	4	5	6	5	36
Englewood,	10	11	3	3	.....	.....	.....	3	9	13
Freehold Town,	4	3	6	.....	1	1	1	8	6	30
Gloucester City,	5	7	3	1	.....	.....	.....	3	9	14
Hackensack,	10	21	14	1	.....	.....	.....	3	9	13
Hackettstown,	2	5	3	2	.....	1	.....	5	7	21
Hammonton,	5	8	6	.....	.....	.....	.....	3	8	10
Harrison,	1	7	6	.....	3	.....	1	8	4	28
Hoboken,	34	105	30	11	4	14	11	7	4	35
Jersey City,	64	242	124	70	39	30	17	8	3	50
Kearny,	6	26	5	3	.....	.....	.....	4	2	13
Keyport,	1	6	5	1	1	1	.....	8	3	24
Lambertville,	2	3	1	2	3	2	2	14	5	29
Long Branch,	10	28	8	8	6	1	.....	6	3	22
Madison,	8	5	.....	.....	.....	.....	.....	1	7	5
Millville,	5	13	10	7	7	5	.....	9	8	25
Montclair,	22	37	28	5	2	.....	.....	4	1	19
Morristown,	7	12	6	5	2	2	2	8	.....	32
Mount Holly,	2	8	5	3	2	.....	1	7	9	31
Newark,	339	306	114	79	72	15	38	6	9	39
New Brunswick,	14	25	10	6	5	2	4	8	4	38
Newton,	3	10	3	.....	1	1	.....	4	6	24
N. Plainfield Boro.,	23	6	3	1	.....	1	.....	5	1	20
Orange,	17	37	16	2	4	5	2	6	2	28
Passaic,	37	52	25	4	.....	2	2	5	.....	29
Paterson,	71	186	88	35	16	5	4	5	9	38
Perth Amboy,	9	30	9	4	1	1	.....	5	.....	21
Phillipsburg,	2	9	11	4	8	3	3	11	1	31
Plainfield,	10	26	20	7	2	3	3	7	3	33
Princeton,	7	3	.....	2	.....	1	1	7	2	31
Rahway,	15	12	6	1	1	1	.....	3	8	24
Red Bank,	8	13	3	.....	.....	.....	.....	3	1	9
Ridgewood,	3	3	5	1	.....	1	.....	6	1	22
Rutherford,	9	13	5	.....	.....	.....	.....	3	2	9
Salem,	4	8	9	6	2	1	.....	8	7	25
Somerville,	5	8	6	1	2	1	.....	6	3	25
Summit,	4	8	5	1	2	.....	.....	5	2	17
Town of Union,	1	22	11	15	4	.....	3	9	4	36
Trenton,	54	82	49	23	11	11	7	7	9	40
Vineland, Landis Twp.,	11	16	10	1	1	1	.....	4	8	21
Washington,	3	9	4	3	.....	.....	.....	5	4	15
Westfield,	7	9	4	1	.....	.....	1	4	8	31
West Hoboken,	35	32	8	5	2	3	1	4	5	31
Woodbury,	3	7	7	3	2	.....	1	7	6	38
Total,	1,101	1,854	933	428	254	152	142	4	4	50

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TABLE XVIII.

Experience of Teachers, by Counties.

COUNTIES.	Number who have been teaching one year or less.	Number between one and five years.	Number between five and ten years.	Number between ten and fifteen years.	Number between fifteen and twenty years.	Number between twenty and twenty-five years.	Number over twenty-five years.	Years.	Months.	Longest time by any one teacher, in years.
Atlantic,	18	70	50	21	10	9	6	8	1	38
Bergen,	70	116	81	34	36	12	10	7	6	45
Burlington,	26	79	54	39	12	15	21	10	3	46
Camden,	43	119	108	62	31	31	36	12	9	48
Cape May,	7	28	22	8	3	2	3	7	4	28
Cumberland,	15	61	62	30	26	18	12	10	6	40
Essex,	276	427	339	164	128	79	104	8	4	55
Gloucester,	26	43	46	10	8	6	7	9	7	42
Hudson,	88	425	273	180	125	69	98	10	1	61
Hunterdon,	25	49	34	17	15	8	13	8	2	41
Mercer,	53	78	72	43	26	18	33	9	5	42
Middlesex,	31	120	58	31	17	11	14	8	4	38
Monmouth,	23	116	105	64	26	24	18	9	5	43
Morris,	39	87	60	25	19	13	12	10	3	47
Ocean,	25	39	26	12	7	6	2	8	1	27
Passaic,	103	208	155	71	37	21	29	7	8	43
Salem,	26	52	34	12	....	6	4	7	8	34
Somerset,	25	48	39	15	10	10	6	7	5	34
Sussex,	12	63	35	12	4	7	7	6	6	41
Union,	63	80	114	38	21	22	26	10	....	48
Warren,	35	64	44	18	12	8	4	10	6	37
Total,	1,029	2,372	1,821	906	573	395	465	9	....	61

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TABLE XIX.

Experience of Teachers, by Districts.

CITIES AND TOWNS.	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.	Months.	Longest time by any one teacher, in years.
Asbury Park,	3	4	8	6	1	2	.....	9	5	25
Atlantic City,	2	29	26	13	9	5	3	8	9	38
Bayonne,	23	52	54	18	9	2	6	8	5	50
Belvidere,	.....	3	2	.....	.....	3	1	13	6	26
Bloomfield,	15	19	8	3	3	2	4	7	6	36
Bordentown,	.....	2	.....	3	3	2	3	19	.....	39
Bridgeton,	1	13	12	8	6	3	8	13	2	40
Burlington,	2	6	8	1	3	1	3	11	6	38
Camden,	30	83	72	48	22	29	27	10	8	47
Cranford,	3	3	5	2	.....	3	.....	8	9	23
Dover,	.....	9	10	5	3	1	.....	7	7	21
East Orange,	2	38	34	22	9	2	4	8	7	36
Egg Harbor City,	2	2	5	.....	.....	.....	.....	5	7	10
Elizabeth,	30	38	27	18	7	8	17	11	7	48
Englewood,	3	12	5	5	1	.....	1	7	8	30
Freehold Town,	.....	4	8	.....	1	1	2	11	7	30
Gloucester City,	.....	7	4	2	.....	1	2	11	.....	48
Hackensack,	2	12	15	7	4	4	2	10	7	45
Hackettstown,	.....	3	4	4	1	1	.....	9	5	21
Hammonton,	1	8	6	3	.....	1	.....	7	2	25
Harrison,	1	4	5	2	3	1	2	12	4	36
Hoboken,	14	53	48	26	24	18	26	12	7	40
Jersey City,	23	199	110	91	68	41	54	12	8	61
Kearny,	2	20	8	7	2	1	.....	6	9	17
Keyport,	1	3	2	5	3	1	.....	11	5	24
Lambertville,	.....	2	4	.....	3	2	4	18	3	37
Long Branch,	.....	10	22	16	4	7	2	11	3	33
Madison,	2	3	5	1	2	.....	.....	7	8	20
Millville,	4	12	9	8	8	5	1	10	8	27
Montclair,	14	36	26	14	1	2	1	7	.....	33
Morristown,	2	9	8	7	2	5	3	12	.....	39
Mount Holly,	1	6	6	1	5	.....	2	10	9	32
Newark,	210	218	196	99	89	65	86	11	8	55
New Brunswick,	3	23	15	9	6	3	7	10	1	38
Newton,	.....	8	6	.....	1	2	1	9	2	29
N. Plainfield Boro.,	5	17	3	5	3	1	.....	6	2	21
Orange,	3	23	24	8	13	6	6	10	2	32
Passaic,	18	51	36	12	1	2	2	6	6	29
Paterson,	69	113	96	54	34	14	25	9	6	43
Perth Amboy,	7	30	4	6	2	3	2	7	1	36
Phillipsburg,	2	6	7	10	5	7	3	13	6	37
Plainfield,	3	18	27	8	4	7	4	11	.....	33
Princeton,	3	3	3	3	.....	1	1	9	4	31
Rahway,	12	6	7	4	3	2	2	8	7	30
Red Bank,	5	8	4	4	1	2	.....	7	5	25
Ridgewood,	2	4	4	1	1	1	.....	7	7	25
Rutherford,	2	13	4	4	3	1	.....	7	7	23
Salem,	.....	4	12	3	4	4	3	10	3	34
Somerville,	.....	6	9	2	3	2	1	9	8	26
Summit,	.....	6	8	3	1	2	.....	8	.....	24
Town of Union,	.....	17	7	17	9	.....	6	13	1	38
Trenton,	38	52	46	32	22	15	32	10	9	42
Vineland, Landis Twp.,	7	6	11	9	5	1	1	8	8	27
Washington,	1	9	3	5	1	.....	.....	7	9	17
Westfield,	1	7	10	.....	3	.....	1	8	5	32
West Hoboken,	13	34	16	12	5	3	3	7	5	38
Woodbury,	.....	8	4	4	3	3	1	11	3	38
Total,	587	1,394	1,128	660	429	301	365	9	9	61

TABLE XX.

Teachers' Certificates, by Counties.

COUNTIES.	State Certificates.				County Certificates				District Certificates.				Educational Advantages.		
	First Grade.	Second Grade.	Third Grade.	Special.	First Grade.	Second Grade.	Third Grade.	Special.	First Grade.	Second Grade.	Third Grade.	Special.	Normal Graduates.	City Training-School Graduates	College Graduates.
Atlantic,	13	46	.....	.....	37	38	7	.....	2	36	1	4	95	.....	14
Bergen,	26	183	23	18	64	23	15	7	.....	.....	.....	.....	232	.....	23
Burlington,	8	58	11	2	65	62	35	5	.....	.....	.....	.....	74	.....	20
Camden,	21	38	21	1	28	29	14	.....	59	145	57	17	62	87	11
Cape May,	2	12	4	.....	19	23	12	.....	.....	1	.....	.....	17	.....	8
Cumberland,	11	23	14	.....	44	46	31	.....	12	20	23	.....	36	.....	3
Essex,	65	298	25	6	65	54	12	27	874	3	.....	88	480	577	149
Gloucester,	6	25	8	.....	51	50	14	2	.....	.....	.....	.....	38	.....	1
Hudson,	69	107	8	.....	88	89	44	2	837	1	.....	13	137	583	44
Hunterdon,	4	44	5	.....	52	36	20	.....	.....	.....	.....	.....	59	.....	3
Mercer,	26	40	37	.....	12	29	7	.....	172	.....	.....	.....	99	68	11
Middlesex,	6	37	23	.....	34	55	65	.....	46	7	7	2	104	.....	18
Monmouth,	32	102	19	2	72	128	20	1	.....	.....	.....	.....	174	.....	41
Morris,	19	71	5	.....	45	47	34	.....	14	16	.....	4	116	.....	24
Ocean,	4	16	1	.....	30	35	28	.....	.....	.....	.....	3	33	.....	8
Passaic,	29	51	15	3	74	37	11	8	396	.....	.....	.....	166	311	26
Salem,	4	25	4	.....	38	30	24	.....	9	.....	.....	.....	26	.....	3
Somerset,	11	44	12	2	31	22	12	19	.....	.....	.....	.....	80	.....	9
Sussex,	3	10	.....	.....	22	77	28	.....	.....	.....	.....	.....	23	.....	.....
Union,	22	56	6	1	.....	8	.....	1	241	24	1	4	151	37	29
Warren,	4	14	4	.....	80	59	22	2	.....	.....	.....	.....	22	.....	12
Total,	385	1,300	245	35	951	977	455	74	2,662	253	89	135	2,224	1,663	457

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TABLE XXI.

Teachers' Certificates, by Districts.

CITIES AND TOWNS.	State Certificates.				County Certificates				District 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,	4	7	5	2	.....	2	3	1	.....	.....	.....	.....	13	.....	8
Atlantic City,	1	26	.....	.....	22	2	.....	.....	.....	36	.....	.....	62	.....	1
Bayonne,	13	40	.....	.....	.....	.....	.....	.....	111	.....	.....	.....	40	.....	4
Belvidere,	1	1	.....	.....	5	1	.....	.....	.....	.....	.....	1	1	.....	2
Bloomfield,	1	26	1	2	14	4	1	5	.....	.....	.....	.....	46	.....	7
Bordentown,	1	5	1	.....	4	2	.....	.....	.....	.....	.....	.....	6	.....	.....
Bridgeton,	5	6	.....	.....	4	5	3	.....	9	16	3	.....	12	.....	1
Burlington,	1	9	.....	.....	6	8	.....	.....	.....	.....	.....	.....	8	.....	.....
Camden,	15	19	2	1	.....	.....	.....	.....	58	147	57	12	20	87	6
Cranford,	3	3	2	.....	5	1	2	.....	.....	.....	.....	.....	9	.....	2
Dover,	1	17	1	.....	5	2	.....	.....	.....	.....	.....	2	16	.....	3
East Orange,	7	57	3	.....	4	8	.....	2	6	3	.....	21	74	.....	16
Egg Harbor City,	1	1	.....	.....	.....	.....	1	.....	3	.....	1	2	4	.....	3
Elizabeth,	15	9	1	1	.....	1	.....	.....	98	20	.....	.....	11	37	10
Englewood,	.....	12	4	3	5	1	1	1	.....	.....	.....	.....	14	.....	4
Freehold Town,	1	7	.....	.....	3	3	.....	2	.....	.....	.....	.....	7	.....	.....
Gloucester City,	.....	.....	5	.....	2	4	.....	.....	.....	.....	.....	5	5	.....	1
Hackensack,	5	14	2	7	13	3	1	1	.....	.....	.....	.....	22	.....	5
Hackettstown,	.....	4	.....	.....	8	.....	.....	.....	.....	.....	.....	1	4	.....	3
Hammonton,	1	6	.....	.....	5	4	1	2	.....	.....	.....	.....	7	.....	3
Harrison,	3	1	.....	.....	8	6	.....	.....	.....	.....	.....	.....	3	.....	.....
Hoboken,	9	5	1	.....	5	6	1	.....	181	1	.....	.....	9	180	8
Jersey City,	26	3	1	.....	.....	.....	.....	.....	545	.....	.....	11	21	403	20
Kearny,	6	17	.....	2	6	8	.....	1	.....	.....	.....	.....	20	.....	4
Keyport,	1	1	.....	.....	10	3	.....	.....	.....	.....	.....	.....	1	.....	.....
Lambertville,	1	6	1	7	.....	.....	.....	.....	.....	.....	.....	.....	14	.....	.....
Long Branch,	9	23	10	.....	5	9	.....	.....	.....	.....	.....	5	42	.....	6
Madison,	.....	5	1	.....	6	.....	1	.....	.....	.....	.....	.....	7	.....	5
Millville,	1	8	1	.....	4	1	5	.....	3	4	20	.....	36	11	.....
Montclair,	.....	42	.....	.....	2	5	2	.....	5	.....	.....	38	63	.....	16

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TABLE XXI—CONTINUED.

Teachers' Certificates, by Districts.

CITIES AND TOWNS.	State Certificates.				County Certificates				District 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.
Morristown,	1	12	2	.....	.....	.....	.....	.....	2	16	.....	3	21	.....	10
Mount Holly,	1	7	.....	.....	5	8	.....	.....	.....	.....	.....	.....	5	.....	.....
Newark,	44	60	14	.....	15	6	.....	.....	777	.....	.....	47	124	557	77
New Brunswick,	.....	21	1	.....	1	4	.....	.....	34	.....	3	2	20	.....	5
Newton,	1	6	2	.....	1	6	.....	.....	.....	.....	.....	2	13	.....	.....
N. Plainfield Boro.,	5	17	2	1	3	1	2	3	.....	.....	.....	.....	23	.....	4
Orange,	7	.....	.....	.....	.....	.....	.....	.....	76	.....	.....	.....	42	.....	8
Passaic,	1	22	11	.....	63	20	.....	5	.....	.....	.....	.....	101	.....	14
Paterson,	9	.....	.....	.....	.....	.....	.....	.....	396	.....	.....	.....	14	311	8
Perth Amboy,	3	8	14	.....	3	3	.....	.....	12	7	4	.....	30	.....	2
Phillipssburg,	1	2	1	.....	33	3	.....	.....	.....	.....	.....	.....	1	.....	5
Plainfield,	2	28	.....	.....	.....	.....	.....	.....	41	.....	.....	.....	52	.....	7
Princeton,	2	2	2	1	1	1	5	.....	.....	.....	.....	.....	5	.....	3
Rahway,	3	8	4	.....	.....	.....	.....	.....	12	4	1	4	21	.....	.....
Red Bank,	1	5	5	.....	7	2	1	.....	.....	.....	.....	3	11	.....	4
Ridgewood,	1	6	.....	1	4	.....	.....	1	.....	.....	.....	.....	7	.....	3
Rutherford,	1	12	4	3	1	5	1	.....	.....	.....	.....	.....	17	.....	3
Salem,	2	1	2	.....	13	3	.....	.....	9	.....	.....	.....	2	.....	1
Somerville,	2	8	3	.....	6	.....	1	3	.....	.....	.....	.....	13	.....	2
Summit,	.....	11	3	.....	1	1	.....	.....	.....	.....	.....	4	15	.....	1
Town of Union,	4	13	2	.....	14	21	.....	.....	.....	.....	.....	2	14	.....	1
Trenton,	12	35	14	.....	3	1	.....	.....	172	.....	.....	.....	55	68	4
Vineland, Landis Twp.,	2	7	6	.....	14	7	4	.....	.....	.....	.....	.....	13	.....	1
Washington,	1	4	3	8	3	.....	.....	.....	.....	.....	.....	.....	1	.....	.....
Westfield,	2	11	1	.....	7	.....	1	.....	.....	.....	.....	.....	13	.....	4
West Hoboken,	4	5	.....	.....	33	25	17	2	.....	.....	.....	.....	6	.....	2
Woodbury,	2	3	2	1	9	4	.....	.....	.....	.....	.....	2	8	.....	.....
Total,	247	694	140	40	391	210	53	29	2,550	254	89	167	1,244	1,654	310

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TABLE XXII.

Grade of Certificate Granted to Teachers, by Counties.

COUNTIES.	First Grade.	Second Grade.	Third Grade.	Special.
Atlantic,	14	17	17	.....
Bergen,	5	13	18	3
Burlington,	18	20	53	.....
Camden,	11	17	18	.....
Cape May,	15	21	23	.....
Cumberland,	12	19	33	.....
Essex,	9	9	13	7
Gloucester,	9	22	27	.....
Hudson,	14	20	29	2
Hunterdon,	9	14	26	.....
Mercer,	1	4	10	.....
Middlesex,	8	8	26	.....
Monmouth,	8	21	19	2
Morris,	13	14	35	.....
Ocean,	8	19	22	1
Passaic,	5	5	10	2
Salem,	13	17	14	.....
Somerset,	.....	3	14	3
Sussex,	8	35	40	.....
Union,	2	6	4	.....
Warren,	18	26	49	3
Total,	200	330	500	23

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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,	2	5
Bergen,	5	6
Burlington,	11	8
Camden,	6	4
Cape May,	2	2
Cumberland,	7	1
Essex,	42	35
Gloucester,	2	1
Hudson,	19	24
Hunterdon,	1	.....
Mercer,	9	11
Middlesex,	5	8
Monmouth,	6	7
Morris,	12	16
Ocean,	1	2
Passaic,	2	2
Salem,	2	2
Somerset,	3	6
Sussex,	.....	4
Union,	7	11
Warren,	4	.....
Total,	148	155

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TABLE XXIV.

Evening Schools.

LOCATION.	Number of evenings the schools were kept open.	Number on roll.	Average evening attendance.	Number of teachers.	Average salary per week paid to male teachers.	Total expenditure of evening schools.
Bayonne,	80	414	134	12	$8 21	$2,049 45
Bloomfield,	61	88	22	6	4 00	80 00
Bridgewater township (Somerset Co.),	70	140	121	6	7 00	611 28
Bridgeton,	131	364	191	6	7 48	846 75
Clayton (Gloucester Co.),	64	79	24	2	9 00	250 00
East Newark,	64	131	86	3	6 67	416 00
Glassboro (Gloucester Co.),	64	111	32	3	5 33	256 00
Harrison,	64	280	200	7	7 10	904 25
Hoboken,	65	490	200	11	7 50	1,430 50
Jersey City,	65	2,585	778	52	6 27	5,904 00
Kearny,	81	283	105	5	6 80	771 50
Medford township (Burlington Co.),	80	40	18	1	5 00	80 00
Millville,	64	133	36	3	6 00	288 00
Montclair,	64	80	45	2	27 50	564 40
Monroe township (Gloucester Co.),	100	56	14	1	10 00	200 00
Newark,	135	4,462	2,330	112	12 00	33,747 59
New Brunswick,	64	224	95	6	8 00	687 00
Passaic,	154	1,173	338	14	9 23	3,976 72
Paterson,	96	2,322	687	58	6 73	7,775 50
Ridgefield township (Bergen Co.),	64	59	25	2	5 00	200 34
Salem,	75	93	53	3	6 22	280 00
Trenton,	80	1,069	648	24	6 58	4,576 41
Woodbury,	64	42	26	2	6 00	192 00
Woolwich township (Gloucester Co.),	64	21	10	1	5 38	81 25
Total,	.....	14,739	6,218	342	$7 87	$66,168 94

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TABLE XXV.

District Indebtedness.

DISTRICTS.	Amount of debt July 1st, 1900, not including interest.	Amount of debt incurred since July 1st, 1900.	Amount paid during the year ending June 30th, 1900, not including interest.	Amount of debt outstanding July 1st, 1901, not including interest.
ATLANTIC COUNTY—				
Atlantic City,	$249,975 00	.....	$10,000 00	$239,975 00
Egg Harbor City,	2,100 00	.....	.....	2,100 00
Galloway Township,	1,900 00	.....	416 00	1,484 00
Hammonton,	17,000 00	.....	1,000 00	16,000 00
Pleasantville Borough,	350 00	.....	.....	350 00
Somers Point Borough,	250 00	.....	.....	250 00
Weymouth Township,	900 00	.....	.....	900 00
	$272,475 00	.....	$11,416 00	$261,059 00
BERGEN COUNTY—				
Allendale Borough,	$3,500 00	.....	$500 00	$3,000 00
Bergenfields Borough,	5,700 00	$3,000 00	500 00	8,200 00
Cliffside Park Borough,	6,000 00	.....	.....	6,000 00
Delford Borough,	18,000 00	.....	500 00	17,500 00
East Rutherford Borough,	8,500 00	.....	500 00	8,000 00
Englewood City,	6,500 00	.....	1,500 00	5,000 00
Fort Lee (Special Charter),	5,500 00	.....	.....	5,500 00
Glen Rock Borough,	4,000 00	.....	.....	4,000 00
Harrington Township,	27,400 00	20,000 00	1,200 00	46,200 00
Hasbrouck Heights Borough,	13,775 00	.....	375 00	13,400 00
Hohokus Township,	2,400 00	.....	600 00	1,800 00
Little Ferry Borough,	2,500 00	.....	1,000 00	1,500 00
Lodi Borough,	11,500 00	9,500 00	500 00	20,500 00
Maywood Borough,	6,000 00	.....	500 00	5,500 00
Midland Township,	1,500 00	.....	500 00	1,000 00
Midland Park Borough,	3,500 00	.....	.....	3,500 00
Montvale Borough,	3,000 00	.....	.....	3,000 00
New Barbadoes Township,	56,351 00	.....	2,000 00	54,351 00
Orvil Township,	3,000 00	.....	500 00	2,500 00
Palisades Township,	5,000 00	.....	500 00	4,500 00
Park Ridge Borough,	450 00	.....	225 00	225 00
Ridgefield Borough,	20,000 00	.....	.....	20,000 00
Ridgefield Township,	12,800 00	.....	300 00	12,500 00
Ridgewood,	45,500 00	.....	1,500 00	44,000 00
Riverside Borough,	2,100 00	5,000 00	300 00	6,800 00
Rutherford Borough,	62,545 00	.....	1,000 00	61,545 00
Saddle River Township,	15,000 00	.....	500 00	14,500 00
Schraalenburgh Borough,	7,260 00	.....	530 00	6,730 00
Teaneck Township,	4,000 00	.....	500 00	3,500 00
Tenafly Borough,	1,000 00	.....	500 00	500 00
Edgewater Borough,	10,200 00	.....	.....	10,200 00
Union Township,	13,500 00	.....	1,000 00	12,500 00
Upper Saddle River Borough,	300 00	.....	.....	300 00
Wallington Borough,	25,500 00	.....	250 00	25,250 00
Westwood Borough,	10,000 00	.....	.....	10,000 00
Woodcliff Borough,	2,300 00	.....	300 00	2,000 00
Old Tappan Borough,	350 00	.....	200 00	150 00
Overpeck Township,	11,100 00	.....	1,100 00	10,000 00
Lodi Township,	3,600 00	1,500 00	.....	5,100 00
Garfield Borough,	13,300 00	.....	500 00	12,800 00
Hillsdale Township,	2,000 00	.....	500 00	1,500 00
Bogota,	7,000 00	.....	.....	7,000 00
Palisades Park,	5,000 00	.....	500 00	4,500 00
	$468,431 00	$39,000 00	$20,880 00	$486,551 00

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TABLE XXV—CONTINUED.

District Indebtedness.

DISTRICTS.	Amount of debt July 1st, 1900, not including interest.	Amount of debt incurred since July 1st, 1900.	Amount paid during the year ending June 30th, 1900, not including interest.	Amount of debt outstanding July 1st, 1901, not including interest.
BURLINGTON COUNTY—				
Bass River Township,	$27,000 00	.....	$3,000 00	$24,000 00
Beverly Township,	800 00	.....	200 00	600 00
Bordentown City,	9,600 00	.....	1,600 00	8,000 00
Burlington City,	31,473 23	.....	.....	31,473 23
Chester Township,	8,000 00	.....	300 00	7,700 00
Cinnaminson Township,	1,200 00	.....	300 00	900 00
Delran Township,	1,600 00	.....	200 00	1,400 00
Eastampton Township,	900 00	.....	600 00	300 00
Lumberton Township,	550 00	.....	.....	550 00
Northampton Township,	29,200 00	.....	1,000 00	28,300 00
Palmyra,	11,000 00	.....	1,000 00	10,000 00
Riverside Borough,	9,400 00	.....	400 00	9,000 00
	$130,823 23	.....	$8,600 00	$122,223 23
CAMDEN COUNTY—				
Centre Township,	$4,200 00	.....	$450 00	$3,750 00
Gloucester Township,	2,900 00	.....	800 00	2,100 00
Haddonfield Borough,	4,500 00	.....	1,000 00	3,500 00
Merchantville Borough,	12,500 00	.....	.....	12,500 00
Waterford Township,	2,300 00	$3,000 00	300 00	5,000 00
Pensauken Township,	9,800 00	2,500 00	600 00	11,700 00
	$36,200 00	$5,500 00	$3,150 00	$38,550 00
CAPE MAY COUNTY—				
Cape May City,	$7,000 00	$35,000 00	$1,000 00	$41,000 00
Dennis Township,	700 00	.....	400 00	300 00
Holly Beach,	4,000 00	.....	1,000 00	3,000 00
	$11,700 00	$35,000 00	$2,400 00	$44,300 00
CUMBERLAND COUNTY—				
Deerfield Township,	$1,200 00	.....	$300 00	$900 00
Landis Township,	20,800 00	.....	2,100 00	18,700 00
Maurice River Township,	2,100 00	.....	300 00	1,800 00
Millville,	24,000 00	.....	1,000 00	23,000 00
	$48,100 00	.....	$3,700 00	$44,400 00
ESSEX COUNTY—				
Belleville,	$33,860 00	$6,000 00	$2,000 00	$37,860 00
Bloomfield,	155,000 00	.....	3,000 00	152,000 00
Clinton Township,	6,000 00	.....	1,000 00	5,000 00
East Orange,	157,200 00	.....	8,000 00	149,200 00
Franklin Township,	32,800 00	28,000 00	3,000 00	57,800 00
Glen Ridge Borough,	80,000 00	7,500 00	6,500 00	81,000 00
Irvington,	18,000 00	.....	500 00	17,500 00
Millburn Township,	49,500 00	.....	2,000 00	47,500 00
Montclair,	219,000 00	.....	.....	219,000 00
South Orange,	22,000 00	.....	1,000 00	21,000 00
Vailsburgh,	7,000 00	15,000 00	1,000 00	21,000 00
West Orange,	88,000 00	.....	2,000 00	86,000 00
	$868,360 00	$56,500 00	$30,000 00	$894,860 00

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TABLE XXV—CONTINUED.

District Indebtedness.

DISTRICTS.	Amount of debt July 1st, 1900, not including interest.	Amount of debt incurred since July 1st, 1900.	Amount paid during the year ending June 30th, 1900, not including interest.	Amount of debt outstanding July 1st, 1901, not including interest.
GLOUCESTER COUNTY—				
Deptford Township,	$500 00	$1,000 00	$500 00	$1,000 00
Franklin Township,	1,300 00	.....	100 00	1,200 00
Glassboro Borough,	9,000 00	.....	1,000 00	8,000 00
Greenwich Township,	2,700 00	.....	760 00	1,940 00
Logan Township,	1,300 00	.....	800 00	500 00
South Harrison Township,	1,500 00	.....	500 00	1,000 00
Wenonah,	5,500 00	.....	.....	5,500 00
West Deptford Township,	1,500 00	.....	500 00	1,000 00
Woodbury,	16,000 00	.....	1,000 00	15,000 00
	$39,300 00	$1,000 00	$5,160 00	$35,140 00
HUDSON COUNTY—				
Guttenburg,	$12,000 00	.....	$5,000 00	$7,000 00
Harrison Township,	32,000 00	.....	5,000 00	27,000 00
Kearny,	56,000 00	$40,000 00	8,000 00	88,000 00
North Bergen Township,	41,900 00	.....	2,000 00	39,900 00
Town of Union,	45,000 00	.....	3,000 00	42,000 00
Union Township,	7,500 00	.....	1,000 00	6,500 00
Weehawken,	60,000 00	88,000 00	.....	148,000 00
West Hoboken,	97,500 00	.....	5,500 00	92,000 00
	351,900 00	128,000 00	29,500 00	450,400 00
	$703,800 00	$256,000 00	$59,000 00	$900,800 00
HUNTERDON COUNTY—				
Raritan Township,	$12,000 00	.....	$1,000 00	$11,000 00
MERCER COUNTY—				
East Windsor Township,	$5,000 00	.....	$1,000 00	$4,000 00
Ewing Township,	9,000 00	.....	.....	9,000 00
Hamilton Township,	22,000 00	.....	.....	22,000 00
Hopewell Township,	10,800 00	.....	3,000 00	7,800 00
Princeton Borough,	5,200 00	$25,000 00	.....	30,200 00
	$52,000 00	$25,000 00	$4,000 00	$73,000 00
MIDDLESEX COUNTY—				
Cranbury Township,	$5,400 00	.....	$400 00	$5,000 00
Dunellen,	3,000 00	$1,000 00	300 00	3,700 00
East Brunswick Township,	1,900 00	1,200 00	350 00	2,750 00
Madison,	1,000 00	.....	.....	1,000 00
New Brunswick,	51,000 00	.....	1,500 00	49,500 00
Piscataway Township,	900 00	6,000 00	500 00	6,400 00
Raritan Township,	5,400 00	.....	500 00	4,900 00
Sayreville Township,	1,005 00	6,415 00	2,830 00	4,590 00
South Amboy,	9,190 00	.....	2,640 00	6,550 00
Washington Township,	6,200 00	.....	500 00	5,700 00
Woodbridge Township,	19,500 00	12,500 00	1,000 00	31,000 00
Jamesburg,	4,500 00	.....	300 00	4,200 00
	$108,995 00	$27,115 00	$10,820 00	$125,290 00

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TABLE XXV—CONTINUED.

District Indebtedness.

DISTRICTS.	Amount of debt July 1st, 1900, not including interest.	Amount of debt incurred since July 1st, 1900.	Amount paid during the year ending June 30th, 1900, not including interest.	Amount of debt outstanding July 1st, 1901, not including interest.
MONMOUTH COUNTY—				
Keyport,	$5,000 00	.....	$1,000 00	$4,000 00
Long Branch,	144,100 00	.....	5,000 00	139,100 00
Marlborough Township,	2,500 00	.....	500 00	2,000 00
Matawan Township,	14,000 00	.....	1,000 00	13,000 00
Middletown Township,	5,230 00	.....	1,720 00	3,510 00
Neptune Township,	92,800 00	.....	1,500 00	91,300 00
Red Bank,	60,000 00	.....	.....	60,000 00
Shrewsbury Township,	13,200 00	.....	600 00	12,600 00
Spring Lake Borough,	8,500 00	.....	500 00	8,000 00
Wall Township,	9,500 00	.....	500 00	9,000 00
Asbury Park,	60,500 00	.....	.....	60,500 00
	$415,330 00	.....	$12,320 00	$403,010 00
MORRIS COUNTY—				
Boonton Township,	$16,000 00	.....	.....	$16,000 00
Boonton Town,	.....	.....	.....	.....
Dover City,	6,000 00	$21,000 00	$2,000 00	25,000 00
Hanover Township,	5,000 00	.....	500 00	4,500 00
Madison Borough,	15,000 00	.....	.....	15,000 00
Netcong Borough,	6,000 00	.....	500 00	5,500 00
Pequannock Township,	3,000 00	.....	750 00	2,250 00
Washington Township,	51,225 00	.....	.....	51,225 00
	$102,225 00	$21,000 00	$3,750 00	$119,475 00
OCEAN COUNTY—				
Lakewood Township,	$12,500 00	$18,050 00	$1,000 00	$29,550 00
Point Pleasant Borough,	10,000 00	.....	.....	10,000 00
Union Township,	7,000 00	.....	.....	7,000 00
	$29,500 00	$18,050 00	$1,000 00	$46,550 00
PASSAIC COUNTY—				
Acquackanonk Township,	$11,000 00	$10,500 00	$2,750 00	$18,750 00
Manchester Township,	38,800 00	.....	500 00	38,300 00
Pompton Lakes Borough,	3,000 00	.....	500 00	2,500 00
Wayne Township,	8,700 00	.....	500 00	8,200 00
West Milford Township,	400 00	800 00	100 00	1,100 00
Hawthorne Borough,	18,400 00	.....	500 00	17,900 00
	$80,300 00	$11,300 00	$4,850 00	$86,750 00
SALEM COUNTY—				
Elmer Borough,	$2,400 00	.....	$300 00	$2,100 00
Pittsgrove Township,	2,500 00	.....	.....	2,500 00
Salem City,	6,000 00	.....	.....	6,000 00
	$10,900 00	.....	$300 00	$10,600 00
SOMERSET COUNTY—				
Bound Brook Borough,	$16,000 00	.....	$1,000 00	$15,000 00
North Plainfield Borough,	41,000 00	.....	2,500 00	38,500 00
North Plainfield Township,	1,500 00	.....	500 00	1,000 00
Somerville,	6,000 00	.....	1,000 00	5,000 00
South Bound Brook,	9,100 00	.....	400 00	8,700 00
	$73,600 00	.....	$5,400 00	$68,200 00

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TABLE XXV—CONTINUED.

District Indebtedness.

DISTRICTS.	Amount of debt July 1st, 1900, not including interest.	Amount of debt incurred since July 1st, 1900.	Amount paid during the year ending June 30th, 1900, not including interest.	Amount of debt outstanding July 1st, 1901, not including interest.
SUSSEX COUNTY—				
Newton,	$23,000 00	.....	$1,000 00	$22,000 00
UNION COUNTY—				
Cranford Township,	$28,000 00	.....	$1,000 00	$27,000 00
Elizabeth,	108,500 00	$5,000 00	.....	113,500 00
Fanwood Township,	7,000 00	.....	1,000 00	6,000 00
Plainfield,	71,000 00	.....	5,000 00	66,000 00
Summit,	7,500 00	.....	1,500 00	6,000 00
Westfield Township,	7,500 00	.....	.....	7,500 00
	$229,500 00	$5,000 00	$8,500 00	$226,000 00
WARREN COUNTY—				
Washington Borough,	$5,000 00	.....	.....	$5,000 00
Belvidere Borough,	5,900 00	.....	$900 00	5,000 00
Lopatcong Township,	2,000 00	.....	.....	2,000 00
Phillipsburg,	24,075 00	.....	1,575 00	22,500 00
	36,975 00	.....	2,475 00	34,500 00
	$73,950 00	.....	$4,950 00	$69,000 00

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TABLE XXV—CONTINUED.

Summary of Indebtedness.

COUNTIES.	Amount of debt July 1st, 1900, not including interest.	Amount of debt incurred since July 1st, 1900.	Amount paid during the year ending June 30th, 1900, not including interest.	Amount of debt outstanding July 1st, 1901, not including interest.
Atlantic,	$272,475 00	.....	$11,416 00	$261,059 00
Bergen,	468,431 00	$39,000 00	20,880 00	486,551 00
Burlington,	130,823 23	.....	8,600 00	122,223 23
Camden,	36,200 00	5,500 00	3,150 00	38,550 00
Cape May,	11,700 00	35,000 00	2,400 00	44,300 00
Cumberland,	48,100 00	.....	3,700 00	44,400 00
Essex,	868,360 00	56,500 00	30,000 00	894,860 00
Gloucester,	39,300 00	1,000 00	5,160 00	35,140 00
Hudson,	351,900 00	128,000 00	29,500 00	450,400 00
Hunterdon,	12,000 00	.....	1,000 00	11,000 00
Mercer,	52,000 00	25,000 00	4,000 00	73,000 00
Middlesex,	108,995 00	27,115 00	10,820 00	125,290 00
Monmouth,	415,330 00	.....	12,320 00	403,010 00
Morris,	102,225 00	21,000 00	3,750 00	119,475 00
Ocean,	29,500 00	18,050 00	1,000 00	46,550 00
Passaic,	80,300 00	11,300 00	4,850 00	86,750 00
Salem,	10,900 00	.....	300 00	10,600 00
Somerset,	73,600 00	.....	5,400 00	68,200 00
Sussex,	23,000 00	.....	1,000 00	22,000 00
Union,	229,500 00	5,000 00	8,500 00	226,000 00
Warren,	73,950 00	.....	4,950 00	69,000 00
Total,	$3,438,589 23	$372,465 00	$172,696 00	$3,638,358 23

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TABLE XXVI.

State Certificates Issued During the Year 1900-1901.

EXPERIENCE.

First Grade.

Aspinwall, Robert M.
Boynton, R. J.
Beardsley, L. A.
Bolton, Harvey E.
Christie, James H.
Chaffee, Arthur C.
Dover, Charlotte V.
Goslee, Margaret Q.
Green, Theodore.
Howell, H. Budd.
Mordorf, Oliver C.
Moon, A. W.
McKinney, Frank D.
Marshall, Agnes M.
Potter, J. R.
Walling, C. Herbert.
West, Claude L.
Wisner, Carrie.
Wetzell, William A.
Whittaker, Rie M.

EXAMINATION.

First Grade.

Lundy, E. S.
Morey, John R.
Unger, J. J.

Second Grade.

Dunn, Mary E.
Fretz, Thomas R.
Grenelle, W. H.
Morton, Clifford.
Schleinkofer, Mary.
Steinmetz, J. J.

Third Grade.

Abbott, Frances H.
Avirett, Mrs. M. G.
Barrick, Willing.
Baldwin, Isabella.
Blakeslee, Charles W.
Burns, W. F.
Custer, Evan D.
Gambee, Robert C.
Garwood, Helen.
Gaskill, Fred C.
Haines, Joseph C.
Hall, Frances E.
Hibbard, Rufus P.
Hoffman, J. S.
Horner, Clara L.
Kelly, Eva T.
Kingsley, Fannie H.
Lynch, J. B.
Lum, Elizabeth A.
McCain, James S.
Meredith, Albert E.
McCoy, Emma.
McCoy, Katherine L.
Oswald, J. J.
Yardley, Anna W.

Kindergarten.

Ten Broeck, Edith M.

NORMAL LIFE.

Barber, Mary.
Bergen, Abbie W.
Browning, J. Mary.
Botti, Matilda M.
Brown, Addie.
Bogan, J. Regina.

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Cubberly, Viola.
Cowdry, Margaret.
Crook, Gertrude.
Crook, Grace E.
Carnahan, Mae E.
Churton, Martha A.
Donnell, Nettie W.
DeWitt, Ina C.
Dedrick, Mrs. Cora Boyd.
Grant, Mrs. Mazie B.
Gregory, Edith.
Hetfield, M. Eliza.
Hann, Nellie T.
Jones, Beulah R.
Jaggard, Cora.
Jackson, Anna A.
Jones, Grace E.
Lynn, Grace E.
Lynn, Maud.
McConachy, Anna C.
Moore, M. Estelle.
Muehleck, Lucy E.
McConachy, M. Alice.
Meyer, Beatrice L.
Muschert, Bertha E.
Price, Alice.
Pearce, Selina C.
Price, Anna L.
Reinbeck, Lillian.
Russ, Anna M.
Roberts, Iden F.
Sarsen, Rosalie S.
Seagreaves, Margaret D.
Sanders, Robert H.
Santiel, Eugenie M.
Shearn, Nellie.
Shofer, Ida M.
Stiles, M. Gertrude.
Shann, Gertrude.
Strawbridge, Harriet A.
Smeaton, Caroline A.
Summerill, Hannah A.
Titus, Mary D.
Vautier, Lillie P.
Wade, Nancy M.
Whitenack, Harriet.
Williamson, Mrs. Louise S.

RENEWALS.

Second Grade.

Aitken, Charles S.
Ellis, Eliza M.
Hamilton, Mary C.
Haryley, A. D.
Kempte, Mary H.
Lydall, Olive J.

Third Grade.

Clark, Anna D.
Flinn, Maria.
Gray, Jessie M.
Higgins, Bessie.
Hoch, Dora.
Headley, Joseph A.
Jenkins, Ruth.
Kiermier, Anna B.
Powell, Fannie.
Phillips, Mary L.
Runyon, Alleta R.
Ridgeway, Laura H.
Sanders, Florence A.
Tate, Clara L.
Thompson, Anna F.
Welsh, Carrie.
Wilde, Cora E.

ENDORSEMENTS.

Second Grade.

Adams, Mabel.
Atwood, Cora S.
Atherton, Clara L.
Anderson, Mary E.
Andrews, Fred F.
Bennett, Agnes L.
Besse, Beulah.
Brand, Florence G.
Boiselle, Florence A.
Brainard, Florence A.
Bryan, Elizabeth C.
Beach, Ida L.
Beach, Elva C.
Beardsley, Mary A.
Churton, Florence H.
Carnes, Carrie E.
Clark, Myrta B.
Cook, Marie N.

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Copeland, Sarah E.
Clary, Mabel.
Chapman, Gertrude.
Carver, Elvira.
Cleveland, Catherine.
Carpenter, Charles La V.
Corpier, Mary L.
Carver, Helen M.
Connor, Theodore.
Day, Elizabeth C.
Dickie, Myrtle M.
Dearborn, Bernice W.
Durcke, Tillie J.
Dodd, M. Estelle.
Deyo, Petronnella B.
Donovan, Nellie.
Drisko, Bertha G.
Edes, Catherine B.
Filkins, Adella.
Foster, Mary E.
Goodwin, Anne.
Hibbard, Elizabeth.
Haskell, Alice T.
Healey, M. Frances.
Haven, Ethel A.
Hover, Mamie L.
Hapgood, Edith D.
Heptonstall, Leander C.
Hamblin, Edna M.
Henries, Nellie P.
Jones, Ralph W.
Johnson, Jennie B.
Johnson, Harriet A.
Kellogg, Grace D.
King, Jennie R.
Kyte, Florence L.
Knapp, Thad. J.
Low, Florence J.
Moore, Elizabeth E.
Matthews, Agnes E.
Manning, Adella.
Mitchell, Lucy R.
Male, Emma.
Morrow, Florence A.
Maclay, Elizabeth M.
Morse, Charles N.
Myrick, Mary A.
Mulholland, M. Estelle.
Norton, Charlotte B.
Northrup, Eliza.
Parker, Florence I.
Quigg, Mary B.
Ross, Sarah G.
Sanford, George W.
Severhill, G. J.
Sarson, Ida M.
Starck, Mabel F.
Stone, Ray L.
Sleight, Isabel.
Stillman, Mary I.
Smith, Florence B.
Schrader, Elizabeth W.
Tong, Mildred E.
Thomas, Elexcenah.
Townsend, A. Jennie.
Tiffany, Jennie G.
Watson, Joseph E.
Westfall, Grace.
Wooden, Charles I.
Woodlin, Ida V. Lee.
Wheeler, Mary G.
Walter, Cora B.
Walsh, Edith J.
Walker, Addie D.
Warman, Kate D. R.
Weikert, Olga.
Waterbury, Alberta E.
Wells, M. Genevieve.
Webster, Harriet V.
West, Julia M.
Wilson, Anna J.
Wooster, Bertha S.
Wager, Minnie.
Wilson, Jennie B.
Yeckley, M. Gertrude.

Kindergarten.

Anderson, Nellie E.
Austin, Jessie H.
Angell, Elizabeth F. H.
Brown, Alice A.
Coe, Agnes E.
Cadmus, Cora J.
Carpenter, Fannie.
Dorr, Emma L.
Foth, George.
Hill, Anna C.
Henderson, Mary A. V. Z.
Hemphill, Edith C.
Myers, Olivia.
Mitchell, Edith.
Powers, Florence.
Rigley, Henrietta.
Tennant, Charlotte.
Tennant, Mary E.
Thomas, Charlotte.
Taylor, Frances.
VanPelt, Carolyn.
Wheeler, Mary L.

MUSIC.

Banghart, Sarah E.
Rigley, Henrietta.

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DRAWING.

Drennan, Eunice.
Woods, Mary.

COMMERCIAL.

Apgar, Sylvanus.
Wooden, Maude A.

PHYSICAL TRAINING.

Smith, Ethel J.

MANUAL TRAINING.

Barris, Bessie L.
Eayre, Jane.
Taylor, Bessie.

PROVISIONAL.

Burwell, Edith I.
Corcillious, Irene.
Christie, James H.
DeWitt, O. P.
Gaskill, Fred C.
Hibbard, Rufus P.
Houston, Henry E.
Kingsley, Fannie H.
Lum, Elizabeth.
Simonton, Maude.
Snodgrass, Gertrude.
Stauffer, Harry F.
Thomas, W. M.
Welling, Susie K.
Webster, Charles I.
Yardley, Anna W.

Kindergarten.

Ten Broeck, Edith M.

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TABLE XXVII.

County Certificates Issued During the Year 1900-1901.

Atlantic County.

First Grade.

Hudson, Anna,	November 1st, 1900.
Rohn, William L.,	" "
English, Gertrude,	" "
Eldridge, George,	February 2d, 1901.
Houck, Edgar W.,	" "
Kane, Hubert,	" "
McConnell, W. B.,	" "
Perry, Luella,	" "
Tudor, Nellie,	" "
Garton, Katherine,	June 1st, 1901.
Hudson, Anna,	" "
High, Kate E.,	" "
Houck, Edgar W.,	" "
Weston, Clara P.,	" "

Second Grade.

Chapman, Lena M.,	November 1st, 1900.
Ewart, Carrie,	" "
French, Harriet V.,	" "
Garton, Josephine,	" "
Hazelton, Edward,	" "
Ireland, Nellie R.,	" "
Mathis, Carrie,	" "
VanSant, Lizzie,	" "
Grier, Jesse G.,	February 2d, 1901.
Hurley, Nellie E.,	" "
Montford, Nettie M.,	" "
Price, Julia S.,	" "
Riley, W. Burt,	" "
Scull, Eugene,	" "
Shinn, Lena,	" "
Sweet, M. Eloise,	" "
Henthorne, Meme,	June 1st, 1901.

Third Grade.

Adams, Anna J.,	November 1st, 1900.
Barrett, Mary E.,	" "
Collins, Anna S.,	" "
Collins, Eliza,	" "
Steelman, Cora,	" "
Smith, Anna,	" "
Tomlin, Edna,	" "

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Allen, Dora,	February 2d, 1901.
Bowen, Almedia,	" "
Barrett, Lydia,	" "
Brodley, Emma,	" "
Collins, Annie S.,	" "
McConnell, Norman R.,	" "
Smallwood, Fred.,	" "
Collins, Annie S.,	June 1st, 1901.
Gifford, Job Warren,	" "
Smith, Hannah,	" "

BERGEN COUNTY.

First Grade.

Burroughs, Medora R.,	July 28th, 1900.
Mueller, Ernst,	November 1st, 1900.
Banta, William W.,	June 1st, 1901.
Keil, Georgette E.,	" "
Wool, Augusta W.,	" "

Second Grade.

Waite, J. Edgar,	July 28th, 1900.
Westlotorn, Anna L.,	" "
Wright, Margaret, R.,	" "
Eckerson, Lillian,	November 1st, 1900.
Stearns, Orian,	" "
Aten, Nellie,	March 1st, 1901.
Griswold, Carolyn,	" "
Normandeau, N. M.,	" "
VanDeusen, Edith I.,	" "
Beckwith, Caroline E.,	June 1st, 1901.
Cosine, Fannie M.,	" "
Gambee, Robert C.,	" "
Kingsland, Fannie R.,	" "

Third Grade.

Batchelder, Margaret,	July 28th, 1900.
Bennett, Agnes C.,	" "
Collins, Adele,	" "
Mehrhof, Hester A.,	" "
Normandeau, N. M.,	" "
Phillips, Minnie C.,	" "
Tomson, Jessie L.,	" "
Bratt, Eva.,	November 1st, 1900.
Barkman, Eleanor E.,	" "
Coulter, Jennie E.,	" "
Demarest, Eleanor E.,	" "
Ronde, Florence,	" "
Walcott, Henrietta,	" "
Gambee, Robert C.,	March 1st, 1901.
Ramsey, May A.,	" "
Sawyer, George J.,	" "
Zabriskie, Chrissie,	" "
Reinhardt, Rosalie,	June 1st, 1901.

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Special.

Datesman, Elsie F., ... March 1st, 1901.
Kingsland, Fannie R., ... June 1st, 1901.
Richards, William W., ... " "

BURLINGTON COUNTY.

First Grade.

Benyaud, Irene H., ... November 1st, 1901.
Benyeaud, Leone E., ... " "
McClellan, Ella H., ... " "
Eckhardt, Maud S., ... March 1st, 1901.
Grier, Achsah W., ... " "
Lull, Esther M., ... " "
Peterson, Emma V., ... " "
Adams, Lewis A., ... June 1st, 1901.
Church, Carrie B., ... " "
Eagle, Mary E., ... " "
Fletcher, Mary B., ... " "
Herbert, Elizabeth W., ... " "
Morrison, Anna B., ... " "
Mathis, Maja C., ... " "
Stevenson, Emma E., ... " "
Venable, Esther C., ... " "
Venable, Martha A., ... " "
Wilson, John H., ... " "

Second Grade.

Bentley, Rachel G., ... November 1st, 1900.
Church, Carrie B., ... " "
Maynard, Viola, B., ... " "
Newlin, Gertrude E., ... " "
Thompson, Frank W., ... " "
Coxson, Isabella D., ... March 1st, 1901.
Cowperthwait, Bessie R., ... " "
Harris, Cunningham, ... " "
Rigg, Ellen E., ... " "
Reinke, Margaret, ... " "
Southgate, Bertha M., ... " "
Andrus, Gertrude, ... June 1st, 1901.
Connor, Lulu Osborn, ... " "
Heisler, Mary A., ... " "
Lippincott, Julia B., ... " "
Mathis, Maja C., ... " "
Nixon, Lidie W., ... " "
Reed, Mary B., ... " "
Unde, Florence M., ... " "
Van Sciver, Susan A., ... " "

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Third Grade.

Bowers, Susie,	November 1st,	1900.
Cloutney, Lena V.,	"	"
Dolan, Kate E.,	"	"
Daniels, Mabel,	"	"
Fender, Ella J.,	"	"
Gillingham, Ella,	"	"
Heffner, James D.,	"	"
Holt, Maybell,	"	"
Holcombe, Gertrude,	"	"
Kinsley, Myra,	"	"
Venable, Florence,	"	"
Adams, A. Virginia,	March 1st,	1901.
Bills, Georgia A.,	"	"
Blake, Minnie S.,	"	"
Baker, Annie W.,	"	"
Cramer, Mazie F.,	"	"
Davidson, Helen G.,	"	"
French, Gertrude,	"	"
Haines, Della M.,	"	"
Harris, Julia M.,	"	"
Haines, Julia F.,	"	"
Knowles, Harriett E.,	"	"
Strickler, J. Clifford,	"	"
Stockum, Addie,	"	"
Taylor, Bertha,	"	"
Uncle, Florence M.,	"	"
Van Sciver, Elsie L.,	"	"
Wills, Martha B.,	"	"
Wilson, Charles O.,	"	"
Adams, Maggie C.,	June 1st,	1901.
Bailey, J. Elizabeth,	"	"
Cope, Kate S.,	"	"
Elmer, Emily C.,	"	"
Elbert, Mabel W.,	"	"
Haines, Grace A.,	"	"
Hancock, Mary A.,	"	"
Harris, Irene, G.,	"	"
Jones, Bessie H.,	"	"
Monaghan, Mary C.,	"	"
McCann, Mary,	"	"
Mendenhall, Anne,	"	"
Powell, Anna H.,	"	"
Reed, Mary B.,	"	"
Reinke, Alice,	"	"
Tomans, Thomas,	"	"
Scullin, James P.,	"	"
Stiles, James C.,	"	"
Sleeper, S. Ethel,	"	"
Santee, Edith,	"	"
Taylor Anna,	"	"
Van Sciver, Lucy M.,	"	"
Wildonger, Herman,	"	"
Walton, Lydia, R.,	"	"

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Camden County.

First Grade.

Charman, Francis R.,	November 1st, 1900.
De Witt, Orville P.,	March 1st, 1901.
Stringer, Olive,	" "
Walkley, Florence,	" "
Eastlack, Eunice C.,	June 1st, 1901.
Evaul, Mary E.,	" "
Fox, Martin A.,	" "
Furber, Daisy Y.,	" "
Rissmiller, Annie E.,	" "
Summerill, Alice C.,	" "
Sullivan, Margaret K.,	" "

Second Grade.

Gordon, Clara F.,	November 1st, 1900.
Steelman, Linda M.,	" "
Warrington, Mary B.,	" "
Currie, Edna C.,	March 1st, 1901.
Cramer, Kate,	" "
Craig, Lillian,	" "
Rockhill, Idella,	" "
Van Dyke, Cecelia,	" "
Bartine, Ella,	June 1st, 1901.
Barboza, Anna H.,	" "
Jordan, Ruth E.,	" "
Jarrett, Daisy M.,	" "
McBride, Rose,	" "
Snyder, Jessie E.,	" "
Strang, Martha S.,	" "
Valentine, Lizzie S.,	" "
Winkworth, Jessie,	" "

Third Grade.

Blakely, Rose,	November 1st, 1900.
Brown, Kate A.,	" "
Bottoms, Amy,	" "
Mercer, Emma M.,	" "
Boyce, Anna M.,	March 1st, 1901.
Kelsey, Florence,	" "
Kingett, Rose,	" "
Purnell, Isaac R.,	" "
Stockum, Sadie,	" "
Wilkins, Helen A.,	" "
Harris, Eva M.,	June 1st, 1901.
McAfee, Maude,	" "
Molan, Kathryn E.,	" "
Purdy, Lena R.,	" "
Stockum, Carrie M.,	" "
Stetset, Ada B.,	" "
Whitacre, Esther S.,	" "
Woolston, Fidelia,	" "

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CAPE MAY COUNTY.

First Grade.

Moore, W. J.,	November 1st, 1900.
Walton, Grace,	" "
Anneley, Jennie,	March 1st, 1901.
Creamer, Hannah,	" "
Grace, Deborah E.,	" "
Gandy, Roxana,	" "
Hughes, Frank R.,	" "
Hildreth, Llewellyn,	" "
Ludlum, Mary M.,	" "
Blake, H. C.,	June, 1st, 1901.
Claypoole, Jennie,	" "
Daugherty, H. T.,	" "
Eldredge, Cora,	" "
Hoffman, L. T.,	" "
James, F. W.,	" "
Miller, Mary R.,	" "

Second Grade.

Blake, Millle S.,	November 1st, 1900.
Callahan, Jennie B.,	" "
Tolbert, Gertrude M.,	" "
Woolson, Frank S.,	" "
Bohn, Mame,	March 1st, 1901.
Borecan, A. Maysie,	" "
Clouting, Lena V.,	" "
Grace, Deborah E.,	" "
Marple, Clara,	" "
Mace, Margaret,	" "
Reeve, Richard E.,	" "
Townsend, Hettie H.,	" "
Tolbert, Gertrude M.,	" "
Vanaman, C. A.,	" "
Van Gilder, Rodney,	" "
Creamer, Cornelia,	June 1st, 1901.
French, Hannah E.,	" "
Reeves, Richard E.,	" "
Wheaton, Ella S.,	" "
Young, Sarah,	" "

Third Grade.

Marple, Clara,	November 1st, 1900.
Van Gilber, Emma Y.,	" "
Wheaton, Ella,	" "
Bonham, Elizabeth,	March 1st, 1901.
Corson, Emma,	" "
Elliott, George B.,	" "
Freedman, Mary,	" "
Hand, Ellwood,	" "
Mason, Carrie,	" "
Norbury, Edwin R.,	" "
Scull, Belle L.,	" "
Stiles, Edwin R.,	" "
Taylor, Ralph E.,	" "

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Goodman, Francis, ... June 1st, 1901.
Hickman, Amanda, ... " "
Hand, Ellwood, ... " "
Jones, Bercie T., ... " "
Mason, Carrie, ... " "
Scull, Perle T., ... " "
Springer, Minnie H., ... " "
Steelman, Martin, ... " "
Townsend, Walter, ... " "

CUMBERLAND COUNTY.

First Grade.

English Laura M., ... November 1st, 1900.
Longenecker, A. M., ... " "
Stauffer, Harry F., ... January 1st, 1901.
Butcher, George E., ... March 1st, 1901.
Brandriff, Elizabeth, ... " "
Brandriff, May C., ... " "
Burdick, Leon D., ... " "
Ingersoll, Somers H., ... June 1st, 1901.
Kenny, Marguerite C., ... " "
Tonkin, John C., ... " "
Westcott, Mary L., ... " "
Woodruff, Ella N., ... " "

Second Grade.

Burdick, Leon D., ... November 1st, 1900.
Carll, Mary R., ... " "
Davis, Euphemia, ... " "
Perry, Eliza, ... " "
Dixon, Ida, M., ... March 1st, 1901.
Elienberg, Jennie, ... " "
Entriken, Jennie, ... " "
Gascoigne, A. R., ... " "
Kenny, Marion, ... " "
Robinson, Low, ... " "
Chew, Elizabeth, A., ... June 1st, 1901.
Chance, Leslie K., ... " "
Errickson, Silsbee, ... " "
Fogg, Reuben A., ... " "
French, Mary A., ... " "
Musso, Nellie T., ... " "
Prichard, Annie E., ... " "
Trimble, Alice, ... " "
Woodruff, Emilie F., ... " "

Third Grade.

Dixon, Ida M., ... November 1st, 1900.
Kenny, Maude, ... " "
Ottenger, Lillian V., ... " "
Perry, Joseph W., ... " "
Ried, Elsie G., ... " "
Wolff, Margaret E., ... " "

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Adams, Alice M.,	March 1st, 1901.
Compton, John M.,	" "
Chance, Leslie K.,	" "
Dare, Ora E.,	" "
Dolbey, Elsie D.,	" "
Garrison, Howard,	" "
Husted, Lena B.,	" "
Howard, Louisa T.,	" "
Hall, Anna M.,	" "
Love, Frank,	" "
McGraw, Edna M.,	" "
Raisch, Emma B.,	" "
Sheppard, Horace J.,	" "
Schureman, Ella E.,	" "
Trimble, Alice,	"
Adams, A. Virginia,	June 1st, 1901.
Bonham, Raymond,	" "
Bradford, Edna M.,	" "
Dutton, Jennie M.,	" "
Fisher, Mary E.,	" "
Ferguson, Rhoda,	" "
Howell, Linda W.,	" "
Kearny, Josephine,	" "
McConnell, Bertha G.,	" "
Richmond, Bessie P.,	" "
Swing, M. Ella,	" "
Wright, Norman A.,	" "

Essex County.

First Grade.

Brainard, Arthur L.,	November 1st, 1900.
Bricke, Alice H.,	" "
Fletcher, Hasseltine R.,	" "
Foster, Henry W.,	" "
Kelsey, Minnie H.,	" "
Loos, Richard F.,	" "
Scott, Lillian A.,	" "
Stahr, Helen R.,	" "
Tait, Agnes J.,	March 1st, 1901.

Second Grade.

Johnson, Josephine,	November 1st, 1900.
Wright, Julia R.,	" "
Haven, Lena O.,	March 1st, 1901.
Wadsworth, Esther S.,	" "
Williams, Minnie W.,	" "
Wintamute, Anna K.,	" "
Connor, May,	June 1st, 1901.
Richardson, Alice,	" "
Rickerich, Anna,	" "

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Third Grade.

Wharton, Agnes	November 1st, 1900.
Whiting, Maud V.	" "
Cadmus, Anna W.	March 1st, 1901.
Dietrich, Florence	" "
Drew, Isabelle R.	" "
McLaury, Madge L.	" "
Stone, M. Grace	" "
Williamson, Martha	" "
Adams, Ralph W.	June 1st, 1901.
Adams, Lois V.	" "
Bates, Florence F.	" "
McEnery, Augustus, A.	" "
Persons, Phebe L.	" "

Special.

Crane, Edith A.	November 1st, 1900.
Gerard, Grace A.	" "
Keen, Rena J.	" "
Smith, Peter J.	" "
Krantz, Louise M.	March 1st, 1901.
Pussell, Jessie D.	" "
Quinlan, Mary R.	June 1st, 1901.

GLOUCESTER COUNTY.

First Grade.

Mulford, Clara L.	November 1st, 1900.
Skinner, Helen B.	" "
Lippincott, Vida M.	March 1st, 1901.
Atkinson, Anson B.	June 1st, 1901.
Batten, Laura A.	" "
Mershom, L. J.	" "
Platt, Belle	" "
Hill, Alice	" "
Thomason, Oscar	" "

Second Grade.

Beckett, Edna M.	November 1st, 1900.
Gallaher, Lydia R.	" "
Girard, Blanch J.	" "
Gibson, Della S.	" "
Kuhner, Lulu S.	" "
Lippincott, Margaret C.	" "
Moore, Alice H.	" "
Stanger, Isabella J.	" "
Woodruff, Millie	" "
Greer, Marion	March 1st, 1901.
Grandfield, L. C.	" "
Moore, Mary C.	" "
Porch, Margueritta S.	" "
Worrell, Lillie	" "

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Beck, Chris. C.,	June 1st,	1901.
Carey, Frances,	"	"
Gross, Mary J.,	"	"
LaDow, Eva,	"	"
Rambo, Amy H.,	"	"
Wright, Nancy E.,	"	"
Yourison, Mame H.,	"	"
Zell, George H.,	"	"

Third Grade.

Avery, Belle,	November 1st,	1900.
Beck, Chris. C.,	"	"
Downer, Grace S.,	"	"
Greer, Marion,	"	"
Hann, Ella C.,	"	"
Mason, Nellie E.,	"	"
Morgan, Enola M.,	"	"
Paschall, Mary,	"	"
Paulin, Louisa,	"	"
Smith, Caroline P.,	"	"
Ballinger, Bessie B.,	March 1st,	1901.
Duffield, Ivy E.,	"	"
Elliott, Mary E.,	"	"
Gooden, Ada,	"	"
James, Bertha,	"	"
Stetson, Ada B.,	"	"
Elliott, Anna E.,	June 1st,	1901.
Frazier, Edwin M.,	"	"
Fisher, David A.,	"	"
Groff, Hattie E.,	"	"
Gooden, Anna,	"	"
Kuisell, Warren M.,	"	"
Keehler, Nettie,	"	"
Ledden, Ray,	"	"
Maxwell, Laura,	"	"
Morgan, Ella,	"	"
Tonkin, George,	"	"

HUDSON COUNTY.

First Grade.

Weismann, Martha,	November 1st,	1900.
Donelan, James W.,	March 1st,	1901.
Reinhardt, Agnes L.,	"	"
Abbott, Charlotte,	June 1st,	1901.
Bulitz, Mabel T.,	"	"
Donelan, James N.,	"	"
Farrel, Mary F.,	"	"
Tyfy, Jane R.,	"	"
Georget, Lillian,	"	"
Mannelstein, Anna L.,	"	"
O'Malley, Grace R.,	"	"
Rice, Katherine,	"	"
Schwartz, Celestine,	"	"
Wickman, Sophie,	"	"

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Second Grade.

Boland, M. Agnes,	November 1st, 1900.
Banta, Henrietta,	" "
Cavanagh, Agnes M.,	" "
DuPuis, Odile F.,	" "
Farrell, Annie E.,	" "
Hiney, Mary C.,	" "
Heritage, Jessie,	" "
Keenan, Katherine,	" "
Lang, Mary Hay,	" "
Lynch, Marie F.,	" "
Letzeiser, Charles M.,	" "
Loghy, Lillian,	" "
Loeffel, Barbara R.,	" "
O'Donnell, Mary,	March 1st, 1901.
Alces, Elizabeth M.,	June 1st, 1901.
Bann, S. Pearl,	" "
Fuihrer, Jennie,	" "
O'Donnell, K. R.,	" "
Page, Helen F.,	" "
Waters, Alice S.,	" "

Third Grade.

Ackerman, Emma,	November 1st, 1900.
Boyngne, Florence,	" "
Cunan, Josephine,	" "
Donlon, Katherine M.,	" "
Dorisching, Adela,	" "
Judge, Grace,	" "
Murphy, Eleanor G.,	" "
Padden, Mary,	" "
Reinhardt, Rosalie,	" "
Sutton, Mary,	" "
Seniza, Isabella J.,	" "
Taylor, Viola,	" "
Adair, Jessie,	March 1st, 1901.
Albanesus, Jean M.,	" "
Blaney, Catherine F.,	" "
Carleton, Susan,	" "
Grady, Rose,	" "
McDonald, S. A.,	" "
McMillan, Geraldyn,	" "
McGlennen, Cornelius,	" "
Sheriden, Alma A.,	" "
Sweeny, Nora,	" "
Van Tassel, Irene,	" "
Welling, Susie Kingman,	" "
White, Lucy M.,	" "
Hangley, Beatrice,	June 1st, 1901.
McKnight, Katherine,	" "
Streeter, Marjory, C.,	" "

Special.

Dingman, Jennie M.,	November 1st, 1900.
Schindler, Rose,	" "

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Hunterdon County.

First Grade.

Emmel, Bertha,	November 1st, 1900.
Oppita, Louis K.,	" "
Stone, Laura, I.,	" "
Hice, Mae,	March 1st, 1901.
Higgins, Joanna,	" "
Blake, William H.,	June 1st, 1901.
Bloom, Ella C.,	" "
Case, W. W.,	" "
Glasser, Henry,	" "

Second Grade.

Apgar, Roxie,	November 1st, 1900.
Mosier, McClellan,	" "
Sipley, Mary J.,	" "
Silvara, Mrs. J. W.,	" "
Wert, Ida M.,	" "
Fisher, Oscar A.,	March 1st, 1901.
Frace, Katie V. K.,	" "
Crammer, Viola M.,	" "
Lumger, Mrs. Jennie,	" "
McAloan, W. Wallace,	" "
Crater, Lizzie,	June 1st, 1901.
Deemer, Newberry,	" "
Sharps, Mary P.,	" "
Tiffany, G. W. B.,	" "

Third Grade.

Carey, Delia,	November 1st, 1900.
Carver, Pearl E.,	" "
Deemer, Newberry,	" "
Eichlin, Lydia A.,	" "
Hewitt, Minnie D.,	" "
Kelty, Jennie G.,	" "
Maloney, M. Etta,	" "
Pickell, Ethel,	" "
Swackhamer, Martin,	" "
Taylor, A. S.,	" "
Weller, Mabel,	" "
Armstrong, Hutoka,	March 1st, 1901.
Castner, Eva,	" "
Creveling, Mildred,	" "
Fisher, Alice S.,	" "
Grove, Erwin W.,	" "
Hewitt, Laura J.,	" "
Wildonger, Herman,	" "
Whippy, Katherine,	" "
Bodine, Olive M.,	June 1st, 1901.
Cramer, C. Stella,	" "
Creveling, Mary,	" "
Fisher, Henry,	" "
Holcombe, Bertha,	" "
Shrope, Katie B.,	" "
Williamson, Tessie,	" "

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MERCER COUNTY.

First Grade.

Pullen, C. A., ... November 1st, 1900.

Second Grade.

Fones, Mrs. Mary D., ... June 1st, 1901.
Newell, Alfreda H., ... " "
Ralph, Ida, ... " "
Wright, Annie V. D., ... " "

Third Grade.

Drake, Mrs. Emilie, ... November 1st, 1900.
Dey, Luella B., ... " "
Johnson, Annie C., ... " "
Blackwell, Mary K., ... March 1st, 1901.
Dey, Luella B., ... " "
Gifford, Mary, ... " "
McNair, Marie F., ... " "
Moore, Mrs. Emma R., ... " "
Snook, Jessie, ... " "
Dennis, Emma, ... June 1st, 1901.
Emley, Etta, ... " "

MIDDLESEX COUNTY.

First Grade.

Cathers, Harry, ... October 6th, 1900.
Hall, Mary H., ... " "
Hartough, S. E., ... " "
Meseroll, Lester, ... " "
South, M. S., ... " "
Cheesman, Anna, ... June 1st, 1901.
McCoy, Katherine L., ... " "
McLaughlin, Margaret, ... " "

Second Grade.

Burt, Cora S., ... October 6th, 1900.
Andrews, Isabel H., ... February 2d, 1901.
Compton, Minnie, ... " "
Morris, Mrs. Richard, ... " "
Williams, Anna, ... " "
Henderson, Jessie, ... June 1st, 1901.
Reed, Mabel, ... " "
Winter, Marguerite, ... " "

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Third Grade.

Applegate, Alice,	October 6th, 1900.
Berdine, Alice,	" "
Sutphin, Gertrude,	" "
Williamson, Emma,	" "
Appleget, Estella,	February 1st, 1901.
Clark, Ada B.,	" "
Davison, Gertrude,	" "
Gaskill, Birdie,	" "
Osborn, Henrietta M.,	" "
Pearsall, Mildred,	" "
Pearsall, Celia,	" "
Rigley, Ella M.,	" "
Savage, Sue E.,	" "
Thompson, Lena,	" "
Thumbhart, Anna S.,	" "
Van Arsdale, Estelle,	" "
Wall, Annie S.,	" "
Armstrong, Jean,	June 1st, 1901.
Boice, Margaret,	" "
Bostwick, E. B.,	" "
Kenlo, Emelie,	" "
Meyers, Bessie J.,	" "
Patridge, Jennie,	" "
Rolfe, Charlotte,	" "
Stults, Adele,	" "
Smith, Theresa,	" "

MONMOUTH COUNTY.

First Grade.

Fennimore, Roland,	November 1st, 1900.
Wilson, Edwin J.,	" "
Evans, William F.,	March 1st, 1901.
Ensign, Harriet M.,	" "
Hunt, Abby O.,	" "
Jennings, Estelle,	" "
LeQuier, S. H.,	June 1st, 1901.
Strahan, Charles,	" "

Second Grade.

Frazee, Etta M.,	November 1st, 1900.
Grover, Ida A.,	" "
Ralph, Ida,	" "
Stout, Bessie,	" "
Bender, Anna,	March 1st, 1901.
Brocklebank, Harrietta,	" "
Cawman, Anna M.,	" "
Clapp, T. M.,	" "
Goodenough, Mary,	" "
Halloway, Emma A.,	" "
Jennings, Florence,	" "

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Butcher, Lizzie M., ... June 1st, 1901.
Clayton, Dena, ... " "
Hartman, Nellie J., ... " "
Ivey, Martha J., ... " "
Lissman, Helena, ... " "
Miller, Belle, ... " "
Price, Elsie E., ... " "
Rankin, Helen A., ... " "
Sickles, Margaret M., ... " "
Wiseman, Samuel D., ... " "

Third Grade.

Beers, Gertrude, ... November 1st, 1900.
Coward, Anna Pratt, ... " "
Robbins, Lydia A. K., ... " "
Applegate, Rena, ... March 1st, 1901.
Carroll, Josie T., ... " "
Conover, Nellie A., ... " "
Daytotn, H. May, ... " "
Evans, E. Mary, ... " "
Givilliam, Carolyn, ... " "
Hagerman, Florence, ... " "
Johnson, Cassie L., ... " "
Pratt, Adaline J., ... " "
Roberts, Mary, ... " "
Thompson, Otto, ... " "
Brown, Mattie, ... June 1st, 1901.
Fields, Alice M., ... " "
Fitchner, Rose, ... " "
Hance, Bertha, ... " "
Warren, M. Louise, ... " "

Special.

Brokaw, Louise, R., ... November 1st, 1900.
Pease, Henry F., ... " "

MORRIS COUNTY.

First Grade.

Beardsley, L. A., ... November 1st, 1900.
Collard, A. W., ... " "
Coursen, Mame, ... " "
Hepburn, Emilie, ... " "
Osborn, Mae, ... " "
Stauffer, A. F., ... " "
Van Tassell, Jennie, ... " "
Achenbach, George A. W., ... June 1st, 1901.
Beams, Elma E., ... " "
Brown, B. M., ... " "
Gordon, B. H., ... " "
Lester, A. H., ... " "
Struble, Mary G., ... " "

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Second Grade.

Cook, Fanny C.,	November 1st,	1900.
Cabell, W. Price,	"	"
Compton, Addie J.,	"	"
Ferrie, Mary D.,	"	"
Haase, Charles E.,	"	"
King, Mrs. Annie C.,	"	"
Osmun, Grace M.,	"	"
Tunison, Emma,	"	"
Allen, Mary,	March 1st,	1901.
Washburn, W. W.,	"	"
Glover, Henry,	June 1st,	1901.
Haltiman, Gertrude,	"	"
Hasking, Elizabeth,	"	"
Howell, Gussie,	"	"

Third Grade.

Davis, Etta,	November 1st,	1900.
Dixon, Madge,	"	"
Eastman, George U.,	"	"
Hall, Hannah H.,	"	"
Keeshan, Bridget,	"	"
La Rue, D. W.,	"	"
Rusch, Edna,	"	"
Sayre, Bertha,	"	"
Snook, Vara M.,	"	"
Schnure, Anna L.,	"	"
Thompson, Mae C.,	"	"
Willetts, Mabel F.,	"	"
Ballou, Hannah M.,	March 1st,	1901.
Carlisle, Mary L.,	"	"
Dearborn, Thalia,	"	"
Faulkner, Bertha,	"	"
Field, Sadie,	"	"
Glann, Milton H.,	"	"
Hart, Maria E. C.,	"	"
Lawrence, Marvin,	"	"
Lawrence, Abbie M.,	"	"
Magrath, Herbert,	"	"
Philblad, Anna H.,	"	"
Roberts, Harriet E.,	"	"
Stevens, W. M.,	"	"
Wiggins, Daisy M.,	"	"
Jennings, Bertha,	June 1st,	1901.
Keller, Lizzie,	"	"
Kinney, Katherine,	"	"
Lofthouse, Nellie,	"	"
Marshall, Elsie M.,	"	"
Marvin, Mrs. Ina R.,	"	"
Rutt, Anna E.,	"	"
Sutton, Hattie,	"	"
Van Cleaf, W. C.,	"	"

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Ocean County.

First Grade.

Holmes, W. J.,	March 1st, 1901.
Downey, C. E.,	June 1st, 1901.
dePuget, Marion,	" "
Hughes, Annie P.,	" "
Johnson, Parthenia,	" "
Longstrum, Ethleen,	" "
Penn, Lona E.,	" "
Tilton, A. S.,	" "

Second Grade.

Fox, Margaret K.,	November 1st, 1900.
Veeder, David A.,	" "
Brown, Larrina S.,	March 1st, 1901.
Crammer, Shreve A.,	June 1st, 1901.
Edwards, Elizabeth L.,	" "
Ivins, Jr., N. W.,	" "
Moore, Walter C.,	" "
Matthews, R. F.,	" "
Pearce, Maria,	" "
Trewin, Ada F.,	" "

Third Grade.

Burgwin, Florence E.,	November 1st, 1900.
Clayton, Anna M.,	" "
Edwards, Bessie,	" "
Havens, Lillian M.,	" "
Lukens, Angie M.,	" "
Olmsted, Anna Q.,	" "
Philipa, Maud A.,	" "
Sembler, Lydia J.,	" "
Shinn, Frank G.,	" "
Applegate, Walter,	March 1st, 1901.
Brown, Charles B.,	" "
Crammer, Carrie,	" "
Clayton, Maude A.,	" "
duPuget, Marie W.,	" "
Egbert, Blanch,	" "
Holman, Goodrich,	" "
Moore, Walter C.,	" "
Matthews, B. F.,	" "
Pearce, Lizzie,	" "
Smith, Ida,	" "
Thompson, Elizabeth,	" "
Trapp, Bessie E.,	" "
Brown, Ella W.,	June 1st, 1901.
Britton, Ethel,	" "
Edwards, Lizzie,	" "
Falkenburgh, Mellie,	" "
Ireland, Maude,	" "
Jones, M. Emma,	" "
Sherman, Lorena,	" "
Steward, Nora,	" "
Wardell, George R.,	" "

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Special.

Wright, Cornelia R., ... June 1st, 1901.

PASSAIC COUNTY.

First Grade.

Norwood, Benj. R., ... March 1st, 1901.
Wood, Harry A., ... " "
Bortiv, William N., ... June 1st, 1901.
Grundy, Elizabeth, ... " "

Second Grade.

Morton, Carrie M., ... November 1st, 1900.
Reed, Mary M., ... " "
Went, Edith, ... " "
Ackerman, Jno. J., ... March 1st, 1901.
Gerhardus, Bos, ... " "

Third Grade.

Cunningham, Jennie J., ... November 1st, 1900.
Clark, William R., ... " "
Parker, Frank A., ... " "
Cuff, Mamie, ... March 1st, 1901.
Webber, Eva E., ... " "
Berdan, Martha M., ... June 1st, 1901.
Cunningham, Agnes, ... " "
Courtney, Anna A., ... " "
Kellogg, Edmund L., ... " "
Lewis, Sadie M., ... " "

Special.

Cornell, Jennie D., ... November 1st, 1900.
Frost, Marion G., ... " "

SALEM COUNTY.

First Grade.

Bradway, Anna, ... November 1st, 1900.
Patuck, Helena G., ... " "
Lippincott, Vida, ... March 1st, 1901.
Riley, Mary E., ... " "
Ayars, Sallie E., ... June 1st, 1901.
Bronson, M. Virginia, ... " "
Given, Jos. R., ... " "
Greer, Ashsah W., ... " "
Garwood, Emma L., ... " "
Murlin, Ella S., ... " "
Sanders, Elizabeth, ... " "
Tran, Margaret, ... " "
Thomas, J. Morrie, ... " "

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Second Grade.

Stanton, Ada G.,	November 1st, 1901.
Thompson, Cornilia A.,	" "
Deuschle, Minnie,	March 1st, 1901.
Early, Albert,	" "
Guest, Mary E.,	" "
Parker, Edna M.,	" "
Ayars, Sarah,	June 1st, 1901.
Burt, Emma,	" "
Holme, Margaret,	" "
Meyers, Lanning,	" "
Prime, Ada W.,	" "
Rohrbach, D. R.,	" "
Sparks, Elizabeth,	" "
Wainwright, Mae E.,	" "

Third Grade.

Cable, Harry J.,	November 1st, 1900.
Earlet, Albert,	" "
Fogg, Elizabeth W.,	" "
Flynn, Agnes C.,	" "
Golden, R. Boyd,	" "
Meyers, Lanning,	" "
Rohrbach, D. R.,	" "
Beckwith, Vara L.,	March 1st, 1901.
Bakeman, John J.,	" "
Davidson, Anna E.,	" "
Hofer, Harriett W.,	" "
Laytotn, Mary F.,	" "
Schnetzbo, Gertrude,	" "
Van Pelt, Alice,	" "
Cook, Matilda,	June 1st, 1901.
Fogg, Ida, L.,	" "
Henry, Anna E.,	" "
Lippincott, O. W.,	" "
Parvin, Edna,	" "
Ryan, Kathern,	" "
Willmot, Ethel,	" "

SOMERSET COUNTY.

First Grade.

Bolan, Grace R.,	November 1st, 1900.
Hetzel, Margaret H.,	" "
Redding, Lydia,	" "
Bartollette, Olive C.,	" "
Creden, Frances S.,	" "
Painter, Frances H.,	" "
Voorhees, Ada C.,	" "

Second Grade.

Freuler, Elizabeth,	March 1st, 1901.
Higgins, Ada G.,	" "
McAloan, William W.,	June 1st, 1901.

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Third Grade.

Berdine, Maude E.,	November 1st, 1900.
Cleaver, Elizabeth M.,	" "
Chance, Reba A.,	" "
Demarest, Suphemia L.,	" "
Dunham, Clara G.,	" "
Farquhar, Sarah W.,	" "
Mundy, Aletta V.,	" "
McAloan, William W.,	" "
Taylor, Charles L.,	" "
Wyckoff, J. V.,	" "
Dunham, Clara G.,	March 1st, 1901.
Miln, Adele,	" "
Demarest, Suphemia, J.,	" "
Farquhar, Sara W.,	" "
Farquhar, Thomas, M.,	" "

Special.

Lewis, Charles L.,	March 1st, 1901.
Miln, Adel,	" "
Van Fleet, Clara F.,	" "

SUSSEX COUNTY.

First Grade.

Busch, Nellie V.,	November 1st, 1900.
Thompson, Fred.,	March 1st, 1901.
Coddington, Minnie M.,	June 1st, 1901.
France, L. Jasper,	" "
Layton, Everitt L.,	" "
Stackhouse, J. B.,	" "
McCue, James,	" "
Young, Beatrice,	" "

Second Grade.

Ewald, Ida LaRoe,	November 1st, 1900.
Hyde, Elizabeth C.,	" "
Maines, Walter S.,	" "
Thompson, Lena,	" "
Williams, Etta J.,	" "
Young, Blanche B.,	" "
Bell, Edward T.,	March 1st, 1901.
Coyle, Nellie B.,	" "
Current, Myra,	" "
Dolan, Ella L.,	" "
Gunderson, Anna N.,	" "
Hursch, Warren C.,	" "
Jackson, Emma T.,	" "
Kymer, Annie M.,	" "
Layton, Laura,	" "
Marlatt, Mabel E.,	" "
Preston, Seth,	" "
Ray, Laura M.,	" "

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Stickle, Judson K.,	" "
Titus, Margaret,	" "
Wagner, Emma C.,	" "
Wightman, Janetta,	" "
Wintamate, Helen R.,	" "
Bowman, Nettie,	June 1st, 1901.
Brink, Marilda,	" "
Cole, Grace S.,	" "
Decker, Sophie,	" "
France, Mrs. Kittle,	" "
Hutchison, A. Seeley,	" "
Sperche, Anna F.,	" "
Oliver, Mattie E.,	" "
Oliver, Annie M.,	" "
Roe, Linwilla,	" "
Winfield, Clyde,	" "
Wyker, Marjery B.,	" "

Third Grade.

Goldsmith, Frances A.,	November 1st, 1900.
Hutchison, A. Seeley,	" "
Layton, Mide,	" "
Paddock, Frances A.,	" "
Shoemaker, Pauline,	" "
Van Horn, William S.,	" "
Wightman, Janetta B.,	" "
Williams, Alice L.,	" "
Beemer, Evi C.,	March 1st, 1901.
Bevans, Eston M.,	" "
Cole, Grace S.,	" "
Cooper, Marven,	" "
Decker, Hattie,	" "
Dunn, Eleanor G.,	" "
Depue, Loren S.,	" "
Downing, Adeline,	" "
Emmons, Daisy,	" "
Hooker, T. Mae,	" "
Kimble, Lizzie J.,	" "
McIntyre, Louise,	" "
Miller, Sayer,	" "
Morris, William J.,	" "
Roe, Linwilla,	" "
Van Aiken, Lavinia,	" "
Ackerman, Edith,	June 1st, 1901.
Brown, Lena C.,	" "
Drake, Sophia E.,	" "
Dunston, Anna,	" "
Hill, William F.,	" "
Howell, Levi,	" "
Hursch, Ella,	" "
Lawrence, Annie,	" "
Kendall, George DeCoy,	" "
Losey, Jason G.,	" "
McCormick, Mamie,	" "
Mott, Alvin,	" "
Preston, Effie E.,	" "
Simmons, Mabel R.,	" "
Tratt, Mary G.,	" "
Wyker, M. Olive,	" "

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UNION COUNTY.

First Grade.

Carter, Minnie L.,	November 1st, 1900.
Glover, J. W.,	June 1st, 1901.

Second Grade.

Badgley, A. J.,	November 1st, 1900.
Lyon, M. L.,	" "
Lyon, Madeline,	" "
Ludlow, Cleffie E.,	" "
Shotwell, Annie,	" "
Davis, Annie H.,	March 1st, 1901.

Third Grade.

Smith, Alberta M.,	November 1st, 1900.
Mulford, A. M.,	March 1st, 1901.
Bieber, Stella,	June 1st, 1901.
Van Pelt, Carolyn,	" "

WARREN COUNTY.

First Grade.

Oswald, O. J.,	November 1st, 1900.
Reese, William H.,	" "
Sessions, Catherine,	" "
Bowers, Ida,	June 1st, 1901.
Cody, Mary A.,	" "
Chalmers, Helen,	" "
DeWitt, Charlotte,	" "
Ditton, Mame T.,	" "
Dow, Laura M.,	" "
Gilroy, Ada E.,	" "
Hill, Elsie E.,	" "
Hixon, Susie J.,	" "
McCarthy, Maggie,	" "
Myers, J. M.,	" "
Schafer, Anna,	" "
Stevenson, Anna H.,	" "
Yocom, Sue L.,	" "
Yocom, Anna M.,	" "

Second Grade.

Carling, Flora,	November 1st, 1900.
Hann, Albert G.,	" "
Johanson, Ollie,	" "
Martin, Flora S.,	" "

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Rice, Edith,	November 1st, 1900.
Sharp, Clinton,	" "
Smith, Mary B.,	" "
Amendt, P. J.,	March 1st, 1901.
Carpenter, Minnie M.,	" "
Cooke, Floyd M.,	" "
Evans, J. L.,	" "
Emery, Mrs. C. T.,	" "
Hill, Mamie G.,	" "
Linaberry, Judson,	" "
Aten, H. F.,	June 1st, 1901.
Baylor, Edith K.,	" "
Cool, Evalyn M.,	" "
Dickison, Margaret,	" "
Hess, John T.,	" "
LaRue, James,	" "
Miller, H. S.,	" "
Newman, C. L.,	" "
Shipman, Gertrude,	" "
Stadehofer, Maggie,	" "
Warne, Margaret,	" "
West, Grace H.,	" "

Third Grade.

Aikman, Anna M.,	November 1st, 1900.
Achenbach, Enos D.,	" "
Beamer, Mary F.,	" "
Cook, C. F.,	" "
Dickison, Margaret,	" "
Fisk, Ella M.,	" "
Ferris, Jessie,	" "
Hess, John T.,	" "
Hager, E. Gertrude,	" "
Highpaugh, Clara B.,	" "
Kinney, Mabel B.,	" "
Lewis, A. Mabel,	" "
Miller, H. S.,	" "
Sharp, Lillian M.,	" "
Stem, Lillie,	" "
Ulmer, Belle P.,	" "
Vanatta, Grace A.,	" "
Young, Lou A.,	" "
Black, Lettie,	March 1st, 1901.
Carling, Anna S.,	" "
Connolley, Julia E.,	" "
Dunn, Mabel,	" "
Fowler, E. F.,	" "
Gibbs, J. W.,	" "
Hill, Lena W.,	" "
Hawk, Lotta F.,	" "
Harris, Louisa J.,	" "
Thompson, Delia M.,	" "
Toomath, Anna,	" "
West, Grace H.,	" "
Albert, Bertha,	June 1st, 1901.
Creveling, Mrs. Anna,	" "
Clarke, Florence B.,	" "
Frost, Rachel,	" "
Groff, Frank F.,	" "

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Gordon, Julia,	June 1st,	1901.
Hollender, Charles J.,	"	"
Hollender, Lillian,	"	"
Henserson, Mabel,	"	"
Harden, Olla,	"	"
McClary, Grace,	"	"
Paulin, Louise,	"	"
Pittinger, Anna L.,	"	"
Ramsey, William H.,	"	"
Rinehart, Mabel,	"	"
Robbins, Nettie D.,	"	"
Wagner, Nertha O.,	"	"
Woolverton, Florence,	"	"
Young, Madge,	"	"

Special.

Bevans, Mary,	November 1st,	1900.
Selvage, W. B.,	"	"
Wright, H. C.,	"	"

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TABLE XXVIII.

Payments to School Libraries.

Atlantic County.

Atlantic City—Pennsylvania Avenue, Indiana Avenue, New Jersey Avenue, Texas Avenue, Illinois Avenue, Chelsea Avenue and Moore Tract Schools.
Absecon—School No. 1.
Buena Vista township—School No. 4.
Egg Harbor City—School No. 1.
Egg Harbor township—School No. 5.
Galloway township—School No. 2.
Linwood township—School No. 1.
Pleasantville borough—Schools Nos. 1, 2 and 3.

Bergen County.

Allendale borough—School No. 1.
Bergenfields borough—School No. 1.
Bogota borough—School No. 1.
Carlstadt borough—Schools Nos. 1 and 2.
Cresskill borough—School No. 1.
Delford borough—School No. 2.
Dumont borough—School No. 1.
Englewood City—Schools Nos. 1, 2, 4 and 5.
Englewood Free School—School No. 1.
East Rutherford borough—Schools Nos. 1 and 2.
Fairview borough—Schools Nos. 1 and 2.
Fort Lee—School No. 2.
Franklin township—Schools Nos. 1, 2 and 5.
Garfield borough—Schools Nos. 1 and 2.
Glen Rock borough—School No. 1.
Harrington township—Schools Nos. 1, 2, 3, 5 and 7.
Hasbrouck Heights borough—School No. 1.
Hillsdale township—Schools Nos. 1 and 2.
Hohokus township—Schools Nos. 1, 2 and 3.
Little Ferry borough—School No. 1.
Lodi township—School No. 2.
Lodi borough—School No. 1.
Leonia borough—School No. 1.
Midland Park borough—School No. 1.
Midland township—Schools Nos. 1, 2 and 3.
Montvale borough—Schools Nos. 1 and 2.
New Barbadoes township—Schools Nos. 1, 2, 3, 4 and High.
North Arlington borough—School No. 1.
Overpeck township—Schools Nos. 1 and 2.
Orvil township—Schools Nos. 1 and 2.
Palisades township—School No. 1.
Park Ridge borough—School No. 1.
Palisades Park borough—School No. 1.
Ridgefield borough—School No. 1.
Ridgefield township—Schools Nos. 1, 2 and 3.
Riverside borough—Schools Nos. 1 and 2.
Saddle River township—Schools Nos. 1, 3 and 4.
Teaneck township—Schools Nos. 1, 2 and 3.

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Tenafly borough—School No. 1.
Union township—Schools Nos. 1 and 2.
Upper Saddle River township—School No. 1.
Washington township—School No. 1.
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.
Burlington City—Schools Nos. 1, 3 and 6.
Burlington township—School No. 4.
Cinnaminson township—Schools Nos. 1 and 2.
Delran township—School No. 1.
Fieldsboro township—School No. 1.
Mansfield township—School No. 3.
Medford township—Schools Nos. 1, 2 and 3.
Palmyra borough—School No. 1.
Riverton borough—School No. 2.
Springfield township—Schools Nos. 4 and 6.

Camden County.

Camden City—Cooper, George Gene, North East, Reed, Linden, E. A. Stevens, Broadway, Central, R. Fetters, Kaighn Avenue, I. S. Mulford, Liberty, Jesse W. Starr, J. W. Mickle, C. K. Evered, Mt. Vernon, Charles Sumner, C. A. Bergen, Bradshaw, High School, U. S. Grant, Garfield Rosedale, Harrison, Lincoln, Catto, Blaine, Washington and McKinley Schools.
Delaware township—Schools Nos. 3 and 4.
Haddonfield borough—Schools Nos. 1, 2, 3 and 4.
Gloucester township—Schools Nos. 1, 2, 3 and 13.
Waterford township—Schools Nos. 4 and 5.

Cape May County.

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

Cumberland County.

Commercial township—Schools Nos. 1 and 4.
Fairfield township—School No. 2.
Hopewell township—Schools Nos. 1, 4, 5, 6 and 8.
Landis township—Schools Nos. 1, 2, 3, 4, 5, 14, 15, 16, 17, 18 and 19.
Lawrence township—Schools Nos. 1 and 5.
Deerfield township—School No. 7.
Millville—High, Caramel, Farmington, Manantico, Pine Grove, Newcomb, New Furnace, South Millville, North Eastern, Eastern, Western, Old Furnace and Culver Schools.
Maurice township—School No. 2.

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Essex County.

Belleville township—Schools Nos. 1 and 3.
Bloomfield township—Schools Nos. 1, 2, 3, 4, 6, 7 and 8.
Caldwell borough—School No. 1.
Clinton township—Schools Nos. 2 and 3.
East Orange—Schools Nos. 1, 2, 3, 4, 5, 6 and 7.
Franklin township—Schools Nos. 1, 2, 3, 4 and 5.
Glen Ridge borough—School No. 1.
Livingston township—Schools Nos. 1, 2, 3 and 4.
Montclair—Schools Nos. 1, 2, 3, 4, 5, 6, 7, 8 and 9.
Millburn township—Schools Nos. 1, 2 and 3.
Newark—Elliott Street, Elizabeth Avenue, Miller Street, Newton Street, Livingston Street, Hawthorne Avenue, Sussex Avenue, Waverly Avenue, Charlton Street, Camden Street, Central Avenue, Webster Street, Summer Avenue, Fifteenth Avenue and Seventh Avenue Schools.
Orange—Schools Nos. 1, 2, 3, 4, 5 and 6.
South Orange township—Schools Nos. 2 and 3.
West Orange township—Schools Nos. 1, 2, 3, 4, 5, 6 and 7.

Gloucester County.

Clayton township—Schools Nos. 1 and 2.
Elk township—Schools Nos. 1 and 3.
Harrison township—School No. 6.
Logan township—School No. 2.
Monroe township—Schools Nos. 4, 6 and 7.
West Deptford township—Schools Nos. 1, 2 and 4.
Woolwich township—School No. 1.

Hudson County.

Bayonne—Schools Nos. 1, 2, 3, 4, 6, 7 and High.
Guttenberg—School No. 1.
Harrison—School No. 2.
Hoboken—School No. 2 and High School.
Jersey City—Schools Nos. 7, 9, 11, 14, 15, 17, 20, 21, 23, 24, 25 and 26.
Kearny—Schools Nos. 4 and 5.
North Bergen township—Schools Nos. 5 and 6.
Weehawken township—School No. 2.
West Hoboken—Schools Nos. 1, 2, 3 and 4.

Hunterdon County.

Bethlehem township—School No. 2.
Clinton borough—School No. 1.
Clinton township—Schools Nos. 1, 2 and 3.
Frenchtown borough—School No. 1.
High Bridge township—School No. 1.
Holland township—School No. 3.
Kingwood township—School No. 2.
Raritan township—School No. 1.
Readington township—School No. 9.
Tewkesbury township—Schools Nos. 1 and 3.
Union township—School No. 3.

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Mercer County.

Ewing township—Schools Nos. 1, 2, 3 and 8.
Hamilton township—Schools Nos. 4 and 7.
Hopewell township—Schools Nos. 3, 7, 10, 11, 12 and 13.
Lawrence township—Schools Nos. 1 and 2.
Trenton—Schools Nos. 1, 2, 3, 7, 8, 11, 13, 15, 16, 17, 18, 19, 21, 22, 23, 24 and 25.
Washington township—Schools Nos. 2, 3 and 4.
West Windsor township—Schools Nos. 3 and 4.

Middlesex County.

Cranbury township—School No. 1.
Dunellen borough—Schools Nos. 1 and 2.
East Brunswick township—School No. 3.
Jamesburg borough—School No. 1.
Madison township—Schools Nos. 1, 6 and 7.
Perth Amboy—High School.
Piscataway township—School No. 5.
Raritan township—Schools Nos. 2 and 5.
South Amboy—Schools Nos. 1 and 2.
South Brunswick township—Schools Nos. 1, 2, 3, 4, 6, 8, 11, 12 and 13.
Woodbridge township—School No. 9.

Monmouth County.

Atlantic township—School No. 1.
Asbury Park—Schools Nos. 1 and 2.
Atlantic Highlands borough—Schools Nos. 1 and 2.
Belmar borough—School No. 1.
Holmdel township—School No. 5.
Freehold town—School No. 1.
Manasquan borough—School No. 1.
Marlborough township—School No. 5.
Neptune township—Schools Nos. 1, 2, 3, 4, 5, 6, 7, 8, 9 and High.
Raritan township—School No. 3.
Red Bank town—Schools Nos. 1, 2, 3 and 4.
Keyport town—Graded School.
Shrewsbury township—Schools Nos. 1, 2, 3, 4 and 5.
Spring Lake borough—School No. 1.
Upper Freehold township—School No. 1.
Wall township—School No. 2.

Morris County.

Chatham township—School No. 1.
Dover—Schools Nos. 1, 2, 3 and 4.
Hanover township—School No. 10.
Jefferson township—School No. 7.
Madison borough—Schools Nos. 1, 2 and 3.
Mendham township—School No. 2.
Mt. Olive township—School No. 6.
Passaic township—School No. 1.
Pequannock township—Schools Nos. 1 and 4.
Rockaway township—Schools Nos. 5, 6 and 7.
Roxbury township—Schools Nos. 2, 9 and 10.
Washington township—School No. 1.

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Ocean County.

Beach Haven borough—School No. 1.
Lacey township—School No. 1.
Manchester township—School No. 1.
Plumstead township—School No. 1.
Pt. Pleasant Beach borough—School No. 1.

Passaic County.

Acquackanonk township—School No. 3.
Hawthorne borough—Schools Nos. 1, 2, and 3.
Passaic City—Schools Nos. 2, 3, 4, 6 and High.
Paterson City—Schools Nos. 1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 17, 18, 19, and 20.
Pompton township—School No. 6.
Pompton Lakes borough—School No. 1.
Wayne township—School No. 1.

Salem County.

Alloway township—School No. 5.
Elsinboro township—School No. 1.
Lower Penn's Neck township—School No. 4.
Pennsgrove township—School No. 1.
Pittsgrove township—School No. 7.
Salem City—High, Capner, Acton and School No. 5.
Upper Pittsgrove township—School No. 3.
Woodstown borough—Schools Nos. 1 and 2.

Somerset County.

Bernards township—School No. 5.
Bound Brook borough—School No. 1.
Bridgewater township—School No. 2.
Bedminster township—School No. 9.
Hillsborough township—Schools Nos. 1, 3, 11 and 14.
Montgomery township—Schools Nos. 1, 2 and 5.
North Plainfield borough—Schools Nos. 1, 2 and 3.
Somerville—Schools Nos. 1, 2 and High.
South Bound Brook—School No. 1.

Sussex County.

Deckertown borough—School No. 1.
Green township—School No. 3.
Frankford township—School No. 5.
Hardyston township—School No. 3.
Newton—School No. 1.
Sandyston township—School No. 4.
Sparta township—School No. 3.
Vernon township—School No. 5.

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UNION COUNTY.

Elizabeth—Schools Nos. 1, 2, 4, 5, 6, 7, 8, 9 and Batten High.
New Providence township—School No. 3.
Plainfield—Stillman, Bryant, Irving, Franklin and Central Avenue Schools.
Roselle Park—Schools Nos. 1 and 2.
Springfield township—School No. 1.
Union township—Unionville School.

WARREN COUNTY.

Blairstown township—School No. 6.
Franklin township—School No. 5.
Greenwich township—School No. 3.
Hackettstown—School No. 1.
Independence township—School No. 3.
Lopatcong township—Schools Nos. 1, 3, 5 and 6.
Hope township—Schools Nos. 1, 3 and 6.
Mansfield township—School No. 6.
Oxford township—Schools Nos. 3, 4, 6, 8, 9 and 10.
Phillipsburg—Carpenter School.
Washington borough—School No. 1.

TABLE XXIX.

Apportionment of School Moneys for the School Year Beginning July 1st, 1901.

Amount of State School Tax,	$1,486,806.75
Amount of State Appropriation,	800,588.25
Amount of State School Fund Appropriation,	200,000.00
Number of Children, according to School Census of 1900,	457,479
Amount Apportioned to each Child from State School Fund Appropriation of $200,000,	.4371785

COUNTIES.	Number of Children according to Census of 1900.	Apportionment from $200,000 appropriation from State School Fund.	Apportionment from appropriation of $800,588.25 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,	10,138	$4,432 12	$21,058 41	$35,197 62	$3,910 85	$39,108 47	$64,599 00
Bergen,	19,593	8,565 64	37,863 10	63,285 47	7,031 72	70,317 19	116,745 93
Burlington,	13,780	6,024 32	20,136 30	33,656 38	3,739 60	37,395 98	63,556 60
Camden,	25,340	11,078 10	34,517 91	57,694 22	6,410 47	64,104 69	109,700 70
Cape May,	3,246	1,419 09	6,310 85	10,548 15	1,172 02	11,720 17	19,450 11
Cumberland,	12,732	5,566 16	15,360 19	25,673 46	6,352 61	32,026 07	52,952 42
Essex,	83,941	36,697 17	139,358 33	316,498 91	28,766 55	345,265 46	571,320 96
Gloucester,	7,789	3,405 19	12,968 75	21,676 33	2,408 48	24,084 81	40,458 75
Hudson,	98,506	43,064 67	151,925 66	253,932 86	28,214 76	282,147 62	477,137 95
Hunterdon,	7,855	3,434 05	15,985 22	26,718 17	2,968 68	29,686 85	49,106 12
Mercer,	22,674	9,912 59	41,081 25	68,664 38	7,029 38	75,693 76	126,687 60
Middlesex,	18,839	8,236 01	25,427 57	42,500 36	4,722 26	47,222 62	80,886 20
Monmouth,	19,983	8,736 14	43,802 10	73,212 07	7,834 67	81,046 74	133,584 98
Morris,	15,163	6,628 94	24,964 52	41,726 41	4,636 27	46,362 68	77,956 14
Ocean,	5,067	2,215 19	7,619 68	12,735 76	5,215 08	17,950 84	27,785 71
Passaic,	40,887	17,874 91	59,156 04	98,875 10	10,986 12	109,861 22	186,892 17
Salem,	6,171	2,697 84	12,545 34	20,968 66	2,329 85	23,298 51	38,541 69
Somerset,	7,729	3,378 96	16,814 22	28,103 77	2,522 64	30,626 41	50,819 59
Sussex,	5,796	2,533 90	10,410 91	17,401 10	2,533 46	19,934 56	32,879 37
Union,	22,889	10,006 58	37,054 13	61,933 34	6,881 48	68,814 82	115,875 53
Warren,	9,361	4,092 43	16,227 77	27,123 55	3,013 73	30,137 28	50,457 48
Total,	457,479	$200,000 00	$800,588 25	$1,338,126 07	$148,680 68	$1,486,806 75	$2,487,395 00

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TABLE XXX.

Total Attendance for State—1900–1901.

Atlantic county,	971,235½	Monmouth county,	1,908,410½
Bergen county,	2,059,035	Morris county,	1,363,840
Burlington county,	1,058,797	Ocean county,	474,030
Camden county,	2,216,837	Passaic county,	3,533,046
Cape May county,	290,904½	Salem county,	596,852½
Cumberland county,	1,221,713	Somerset county,	676,951½
Essex county,	8,101,486½	Sussex county,	581,646
Gloucester county,	704,645½	Union county,	2,097,795
Hudson county,	8,509,663	Warren county,	945,153
Hunterdon county,	712,355		
Mercer county,	1,822,455	Total,	41,449,415
Middlesex county,	1,602,563½		

Atlantic County Attendance—1900–1901.

Absecon,	10,990	Linwood,	13,216½
Atlantic City,	548,933½	Longport,	2,931½
Brigantine,	1,218	Mullica,	17,323
Buena Vista,	36,038½	Pleasantville,	50,804
Egg Harbor City,	45,226	Somers Point,	7,530½
Egg Harbor township,	35,068	South Atlantic City,	2,198½
Galloway,	57,132	Weymouth,	19,338½
Hamilton,	34,864½		
Hammonton,	88,422½	Total,	971,235½

Bergen County Attendance—1900–1901.

Allendale,	14,163½	Montvale,	7,390
Bergen,	7,301½	New Barbadoes,	268,560
Bergenfield,	21,410½	North Arlington,	4,929
Bogota,	8,631½	Old Tappan,	5,478
Carlstadt,	71,755	Orvil,	33,868
Cresskill,	12,383	Overpeck,	75,678½
Cliffside Park,	27,405½	Palisades,	21,935
Delford,	22,780	Palisades Park,	16,671
Dumont,	20,205	Park Ridge,	21,280
East Rutherford,	77,595	Ridgefield,	32,614
Englewood City,	122,396	Ridgefield borough,	15,461
Englewood (special),	780	Ridgewood,	72,392
Englewood township,	.....	Riverside,	14,210
Fairview,	27,163½	Rutherford,	138,885½
Fort Lee,	37,523	Saddle River borough,	7,962
Franklin,	31,835	Saddle River,	54,750
Garfield,	111,922½	Teaneck,	18,443
Glen Rock,	13,176½	Tenafly,	32,415½
Harrington,	89,602	Undercliff,	11,662½
Hasbrouck Heights,	38,714	Union,	48,036
Hillsdale,	21,538½	Upper Saddle River,	5,442
Hohokus,	53,204½	Wallington,	55,624
Leonia,	16,055½	Washington,	15,261½
Little Ferry,	41,676	Westwood,	29,846½
Lodi borough,	54,084	Woodcliff,	7,261
Lodi township,	15,433½	Woodridge,	17,317½
Maywood,	13,343		
Midland,	12,588½	Total,	2,059,035
Midland Park,	40,995		

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Burlington County Attendance—1900–1901.

Bass River,	17,421	Mount Laurel,	25,292½
Beverly city,	43,784½	New Hanover,	21,586½
Beverly township,	22,542	Northampton,	109,433½
Bordentown city,	64,826½	Palmyra,	61,437
Bordentown township,	3,341	Pemberton,	40,032
Burlington city,	117,507	Riverside,	48,945
Burlington township,	15,687½	Riverton,	28,811
Chester,	96,236½	Shamong,	6,709
Chesterfield,	22,016	Southampton,	33,043½
Cinnaminson,	14,519	Springfield,	25,791½
Delran,	13,732½	Tabernacle,	6,493
Easthampton,	12,985½	Washington,	11,041
Evesham,	28,911	Westampton,	2,945
Fieldsboro,	14,429	Willingboro,	11,542½
Florence,	39,431	Woodland,	7,672
Lumberton,	28,688½		
Mansfield,	31,553½	Total,	1,058,797
Medford,	32,410		

Camden County Attendance—1900–1901.

Camden city,	1,611,488	Merchantville,	35,777½
Centre,	40,606½	Pensauken,	63,825½
Chesilhurst,	5,799	Voorhees,	16,085½
Delaware,	22,424	Waterford,	56,787
Gloucester city,	112,451½	Winslow,	40,173
Gloucester township,	73,294		
Haddon,	71,910	Total,	2,216,837
Haddonfield,	66,215½		

Cape May County Attendance—1900–1901.

Anglesea,	4,384	Ocean City,	29,174½
Avalon,	1,282	Sea Isle City,	11,385
Cape May City,	49,213½	Upper,	27,715
Dennis,	67,626	West Cape May,	18,381½
Holly Beach,	10,812½	Wildwood,	1,574½
Lower,	22,007		
Middle,	47,349	Total,	290,904½

Cumberland County Attendance—1900–1901.

Bridgeton,	320,370½	Landis,	213,565
Commercial,	74,750½	Lawrence,	41,511½
Deerfield,	68,165½	Maurice River,	44,927½
Downe,	42,918	Millville,	287,419
Fairfield,	38,130	Stow Creek,	12,485
Greenwich,	29,654½		
Hopewell,	47,816	Total,	1,221,713

Essex County Attendance—1900–1901.

Belleville,	117,537	Millburn,	59,296½
Bloomfield,	244,230½	Montclair,	376,209
Caldwell borough,	45,996½	Newark,	5,450,901½
Caldwell township,	18,699½	Orange,	458,393
Clinton,	37,630	South Orange,	110,679
East Orange,	563,434½	Vailsburg,	75,683
Franklin,	87,428	Verona,	48,111½
Glen Ridge,	43,327½	West Orange,	174,679
Irvington,	155,484		
Livingston,	33,766½	Total,	8,101,486½

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Gloucester County Attendance—1900–1901.

Clayton,	50,176	Monroe,	52,273
Deptford,	46,795	South Harrison,	17,168½
East Greenwich,	16,125½	Washington,	24,719½
Elk,	17,253	Wenonah,	18,228½
Franklin,	41,391	West Deptford,	35,417
Glassboro,	62,927	Woodbury,	110,537
Greenwich,	52,641	Woolwich,	47,255½
Harrison,	41,011		
Logan,	25,961	Total,	704,645½
Mantua,	44,766		

Hudson County Attendance—1900–1901.

Bayonne,	751,428½	Secaucus,	44,441
East Newark,	54,353½	Town of Union,	437,956½
Guttenberg,	113,623	Union township,	133,810½
Harrison,	133,071½	Weehawken,	110,892½
Hoboken,	1,327,661	West Hoboken,	626,341
Jersey City,	4,273,534		
Kearny,	278,644	Total,	8,509,663
North Bergen,	224,166		

Hunterdon County Attendance—1900–1901.

Alexandria,	18,771	Kingwood,	19,471½
Bethlehem,	33,858½	Lambertville,	92,948
Clinton borough,	21,563½	Lebanon,	57,039½
Clinton township,	39,156½	Raritan,	96,248½
Delaware,	36,156	Readington,	55,319
East Amwell,	15,702½	Stockton,	16,188½
Franklin,	16,406½	Tewksbury,	26,442
Frenchtown,	27,381	Union,	22,959½
High Bridge,	38,593	West Amwell,	11,467
Holland,	41,599½		
Junction,	25,083½	Total,	712,355

Mercer County Attendance—1900–1901.

East Windsor,	55,679½	Princeton township,	15,243
Ewing,	28,646½	Trenton,	1,421,371
Hamilton,	73,143	Washington,	23,919½
Hopewell,	91,736½	West Windsor,	18,180
Lawrence,	31,218½		
Princeton borough,	63,517½	Total,	1,822,455

Middlesex County Attendance—1900–1901.

Cranbury,	37,465	Perth Amboy,	421,561
Dunellen,	38,131	Piscataway,	55,889
East Brunswick,	54,124	Raritan,	88,389½
Helmetta,	18,419½	Sayreville,	42,699½
Jamesburg,	32,592½	South Amboy,	84,400
Madison,	26,635	South Brunswick,	56,127
Milltown,	17,082	South River borough,	57,453½
Monroe,	19,676½	Woodbridge,	147,078
New Brunswick,	392,839½		
North Brunswick,	11,981	Total,	1,602,563½

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Monmouth County Attendance—1900–1901.

Asbury Park,	90,520½	Matawan,	59,706
Atlantic,	23,903	Middletown,	118,541½
Atlantic Highlands,	42,469½	Millstone,	34,987½
Belmar,	25,947½	Neptune,	263,544
Eatontown,	47,583	Neptune city,	12,645½
Freehold (town),	92,294	Ocean,	19,357
Freehold township,	26,613½	Raritan,	27,612½
Holmdel,	19,718½	Red Bank,	125,629
Howell,	60,686	Shrewsbury,	93,900½
Keyport,	91,501	Spring Lake,	9,074½
Long Branch,	363,753	Upper Freehold,	56,508
Manalapan,	35,817	Wall,	82,212
Manasquan,	54,487½		
Marlboro,	29,398½	Total,	1,908,410½

Morris County Attendance—1900–1901.

Boonton,	101,622½	Mount Arlington,	8,570½
Boonton township,	7,123	Mount Olive,	23,705½
Butler borough,	30,105½	Netcong,	34,635
Chatham,	55,785½	Passaic,	39,793
Chester,	33,570½	Pequannock,	34,713
Dover city,	188,099½	Port Oram,	48,916½
Hanover,	57,423½	Randolph,	44,290½
Jefferson,	31,467	Rockaway borough,	46,915½
Madison,	55,877½	Rockaway township,	110,532½
Mendham,	30,637½	Roxbury,	61,506
Montville,	34,503½	Washington,	47,758
Morris,	18,832½		
Morristown,	217,486	Total,	1,363,840

Ocean County Attendance—1900–1901.

Bay Head,	3,593	Long Beach township,	2,919½
Beach Haven,	7,822½	Manchester,	26,637½
Berkeley,	9,752½	Ocean,	9,581
Brick,	45,050	Plumsted,	27,995
Dover,	56,830½	Point Pleasant,	24,286½
Eagleswood,	11,712½	Seaside Park,	1,732½
Island Heights,	8,079½	Stafford,	28,915
Jackson,	34,955½	Surf City borough,	608
Lacey,	12,619	Union,	24,305
Lakewood,	88,548½		
Little Egg Harbor,	48,086½	Total,	474,030

Passaic County Attendance—1900–1901.

Acquackanonk,	124,678	Pompton Lakes,	24,989½
Hawthorne,	61,754	Totowa,	10,428½
Little Falls,	69,690½	Wayne,	41,538
Manchester,	122,527½	West Milford,	45,530½
Passaic,	669,391		
Paterson,	2,317,081	Total,	3,533,046
Pompton,	45,437½		

Salem County Attendance—1900–1901.

Alloway,	34,703	Pittsgrove,	39,278
Elmer,	28,318½	Quinton,	24,410½
Elsinboro,	9,028	Salem,	171,725
Lower Alloways Creek,	26,618½	Upper Penns Neck,	13,370½
Lower Penns Neck,	29,725	Upper Pittsgrove,	44,060
Mannington,	31,376½	Woodstown,	39,223½
Oldmans,	32,459½		
Pennsgrove,	10,906	Total,	596,852½
Pilesgrove,	31,650		

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Somerset County Attendance—1900–1901.

Bedminster,	44,621	Montgomery,	28,510½
Bernards,	52,128½	North Plainfield borough,	143,263½
Bound Brook,	53,948	North Plainfield township,	10,531½
Branchburg,	23,317	Somerville,	128,430
Bridgewater,	66,523½	South Bound Brook,	21,621
East Millstone,	6,083	Warren,	20,707
Franklin,	29,555		
Hillsborough,	47,712	Total,	676,951½

Sussex County Attendance—1900–1901.

Andover,	28,290	Newton,	103,780
Byram,	44,503	Sandyston,	23,858
Deckertown,	43,042	Sparta,	50,072
Frankford,	27,369	Stillwater,	31,864
Green,	12,389	Vernon,	37,701½
Hampton,	13,265½	Wallpack,	6,689
Hardyston,	84,813	Wantage,	47,954½
Lafayette,	15,921		
Montague,	10,134½	Total,	581,646

Union County Attendance—1900–1901.

Clark,	4,851½	Roselle,	40,313½
Cranford,	69,308½	Roselle Park,	50,547½
Elizabeth,	1,010,122	Springfield,	29,374
Fanwood,	32,372	Summit,	90,273½
Linden,	22,949½	Union,	**46,310½**
New Providence,	21,219	Westfield,	114,751½
Plainfield,	354,424		
Rahway,	210,978	Total,	2,097,795

Warren County Attendance—1900–1901.

Allamuchy,	13,106	Knowlton,	30,950
Belvidere,	49,511	Lopatcong,	45,700½
Blairstown,	35,770	Mansfield,	20,710½
Franklin,	27,551½	Oxford,	78,527½
Frelinghuysen,	20,436½	Pahaquarry,	4,174
Greenwich,	24,421	Phillipsburg,	272,641
Hackettstown,	71,135	Pohatcong,	43,964
Hardwick,	4,024	Washington borough,	110,385
Harmony,	23,239½	Washington township,	25,279
Hope,	27,576		
Independence,	16,051	Total,	945,153

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TABLE XXXI.

County Superintendents.

COUNTIES.	NAMES.	P. O. ADDRESS.	SALARY.
Atlantic,	S. D. HOFFMAN,	Atlantic City,	$1,000 00
Bergen,	JOHN TERHUNE,	Hackensack,	1,300 00
Burlington,	HERMAN A. STEES,	Beverly,	1,300 00
Camden,	C. S. ALBERTSON,	Magnolia,	1,000 00
Cape May,	AARON W. HAND,	Cape May City,	800 00
Cumberland,	JOHN N. GLASPELL,	Bridgeton,	1,000 00
Essex,	ELMER C. SHERMAN,	South Orange,	1,500 00
Gloucester,	WILLIAM H. ELDRIDGE,	Williamstown,	1,000 00
Hudson,	EDWARD A. MURPHY,	New Durham,	1,300 00
Hunterdon,	JASON S. HOFFMAN,	Flemington,	1,052 50
Mercer,	A. W. HARTWELL,	Princeton,	1,000 00
Middlesex,	H. BREWSTER WILLIS,	New Brunswick,	1,300 00
Monmouth,	JOHN ENRIGHT,	Freehold,	1,300 00
Morris,	WATSON B. MATTHEWS,	Dover,	1,300 00
Ocean,	F. A. NORTH,	Lakewood,	1,000 00
Passaic,	HOMER A. WILCOX,	Passaic,	800 00
Salem,	J. HARRY SMITH,	Pennsgrove,	1,000 00
Somerset,	J. A. METS,	Somerville,	1,000 00
Sussex,	LUTHER HILL,	Andover,	1,000 00
Union,	W. H. SHEARER,	Elizabeth,	800 00
Warren,	FRANKLIN T. ATWOOD,	Hackettstown,	1,222 00

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TABLE XXXII.

City Superintendents.

CITIES.	NAMES.
Asbury Park,	FRED. S. SHEPHERD.
Atlantic City,	DR. WILLIAM M. POLLARD.
Bayonne,	CHARLES M. DAVIS.
Bridgeton,	WILLIAM E. COX.
Camden,	MARTIN V. BERGEN.
East Orange,	VERNON L. DAVEY.
Elizabeth,	WILLIAM J. SHEARER.
Gloucester City,	J. C. STINSON.
Hoboken,	A. J. DEMAREST.
Jersey City,	HENRY SNYDER.
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.
Paterson,	L. A. GOODENOUGH.
Passaic,	FRANK E. SPAULDING.
Perth Amboy,	S. E. SHULL.
Phillipsburg,	H. B. HOWELL.
Plainfield,	H. M. MAXSON.
Rahway,	W. O. ROBINSON.
Salem,	MORRIS H. STRATTON.
Town of Union,	OTTO ORTEL.
Trenton,	LESLIE C. PIERSON.
West Hoboken,	ROBERT WATERS.

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Reports of County Superintendents.

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Reports of County Superintendents.

ATLANTIC COUNTY.

S. D. HOFFMAN, SUPERINTENDENT.

To Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—I have the honor to submit this my report of the condition of the public schools of Atlantic County for the year ending June 30th, 1901.

Nothing of unusual importance has transpired during the year to make this extraordinary or very dissimilar to that of previous years. The general interest in school work has not relaxed, but has increased as the opportunity for a public school education has been enlarged. All the educational advantages that are now enjoyed must pass to the charge and keeping of men and women of succeeding generations, and how well they may be able to meet the responsibilities of their respective positions in society will largely depend upon their educational development. It is impossible to prescribe the limit of educational pursuit. The only safe rule to be applied is to acquire all the knowledge our condition affords. The most zealous student may follow this rule without the slightest apprehension of exhausting all the food for thought, and then be compelled to endure a long and painful intellectual fast, for with the acquisition of knowledge comes that broadening of the mental horizon, until we are amazed at the meagreness of our accomplishments, compared with the vast fields of thought yet unexplored. It is the misfortune of many to be deprived of a collegiate education, and forced to rely upon the public schools for instruction, hence the importance of the public school system cannot be overestimated. The boys of to-day are the men of to-morrow. We look to them for the achievements of the future, and we owe them the best school facilities the present affords.

The joint Institute of Atlantic and Gloucester Counties was held in Atlantic City the first week of November, and the instruction imparted was such as could readily be applied to practical school work. The list of instructors included Hon. C. J. Baxter,

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State Superintendent; Miss Lena Partridge, of Philadelphia; Louise Connelly, of New York; Prof. Griggs, and others, and that they were appreciated was manifested by the large attendance of the general public throughout the sessions and the unusually large number who were present at the evening lectures, which were held in the Presbyterian Church.

Arbor Day was fittingly observed throughout the county. The exercises were suitable to the occasion, and endeavor was made to impress upon the minds of the children the importance of the knowledge of trees and the influence exerted by them in shaping atmospheric conditions, &c.

The regular teachers' examinations were held and commendable zeal manifested by the applicants for higher grade certificates.

No new school buildings have been erected during the year. However, many additions and improvements have been made. In Egg Harbor City two new rooms were furnished and steam heat introduced throughout the building. I have urged upon the several boards of education the necessity of proper light and ventilation, and I am glad to note that conditions along this line have been much improved. The pupils of Egg Harbor City, by individual contributions, raised sufficient money to purchase a handsome new piano. Music in this place, as well as in Hammonton and May's Landing, has been made a part of the regular course of study. As shown by my statistical report, much of the school debt has been paid from moneys raised besides those required and received for current expenses.

The graduating exercises of the county schools were held in Red Men's Hall, at Pleasantville. Dr. James M. Green, President of the New Jersey State Normal School, delivered the annual address, after which Hon. S. R. Morse, of the State Board of Education, awarded the diplomas.

The County Board of Education, at its annual meeting, held in May, elected Frederick Schudhardt, of Egg Harbor City, president, to succeed C. F. Osgood, of Hammonton, and Webster Price, of Pleasantville, secretary, to succeed M. R. Morse, of May's Landing. The meeting was addressed by Deputy State Superintendent, J. Brognard Betts, who made very many valuable suggestions.

Quite a number of the townships have availed themselves of the present law and augmented their libraries, while several of the schools have purchased musical instruments.

In conclusion, I desire to return thanks for the numerous courtesies extended by you and your efficient deputy, Mr. Betts; also to make public acknowledgment of the hearty co-operation of the several boards of education in the county.

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BERGEN COUNTY.

JOHN TERHUNE, SUPERINTENDENT.

To Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—After rendering our statistical reports we are expected to make some general comments regarding the year's work.

The average time the schools were in session was 9.44 months. The total enrollment was 16, 334, of which 8,204 were boys and 8,130 girls. The average enrollment was 12,281, and the average daily attendance, 10,763. As to grades, 1,219 were kindergarten; 10,191, primary; 4,480, grammar, and 444 in high school departments.

There were 359 teachers employed, 60 of whom were males, receiving an average monthly salary of $101.09, and 299 were females, receiving $55.41. Two hundred and fifty-one of the teachers held State certificates, which is 6 per cent. more than last year.

School Buildings.—The new schools at Rutherford, Cherry Hill, Closter and Harrington Park were completed during the year and are a credit to the districts. I attended the dedication exercises at Rutherford and Closter. Delford borough bonded for $15,000, and a new brick school, with all modern improvements, is being erected. A small school, to cost $1,800, was voted to be built in the western part of Washington township, to accommodate a few pupils. This was an excellent opportunity to test the transportation idea, but I could not prevail upon them to try it. Schools in Franklin and Teaneck townships have been improved and repaired.

Apportionment.—The new basis for the apportionment of moneys is certainly more equitable than the old system. Nothing could have been done to arouse the authorities to do their duty to the compulsory laws more than this. Truant officers are being appointed in many districts, and there is much inquiry about their duties and powers. If the State Department would issue promptly an explicit circular on this subject, with suggestions and blank

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forms to assist in the execution of the law, the boards of education would carry them out cheerfully. The Society for the Prevention of Cruelty to Children is active and alert in this county.

Annual Institute.—The subjects and instructors for the Institute were all that could be expected. I fail to see any room for future improvement. The evening session was a success, and Prof. Griggs held the audience spell-bound with his beautiful and thoughtful expressions. I gave a short address on "Home Reading." Miss Connolly's happy and pleasing remarks at the closing period of the Institute enthused all, and the request that she visit us again was unanimous.

School Libraries.—Notwithstanding the sluggishness in many places in securing and expending the appropriations during the season of long evenings, and the careless indifference on the part of several schools for the shameful inactivity shown by their reports, we had a remarkable year for home reading, due to the faithfulness of about fifty-five principals.

We added 4,700 books and 123,388 were taken out, an increase over the number read the previous year of 39,419.

At the close of the year I found only four schools that had no libraries. During the closing of schools, Hon. George Bayliss, Mayor of the borough of North Arlington, visited my office, and after a short conversation about the condition of the school in his district, he very generously contributed $30 to procure the first and second State appropriations for a library, which will be sufficient to provide home reading for all of the pupils attending, and also those that have left school. Every family in this small borough will be entertained and instructed next winter from this act of the Mayor, for which he has my sincerest thanks.

Since the opening of the Schools the Board of Education of Riverside borough has made application for the first payment for school No. 2, and the Board of Englewood Free School has done likewise. This leaves the pupils of Franklin No. 6 the only ones that are suffering for the advantages that a library furnishes, and I hope to rescue them before the holidays.

Mr. J. Hull Browning, of Tenafly, donated $100 for the school library in his borough this summer, and had the books selected and purchased at once. Principal Shafto, of Garfield, collected about $100 during vacation, and he had promises of over $50 more when he called at my office to make his list from the Model School Library collection, with the determination of having the books in the cases and on the catalogue when school opened.

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These are examples of despatch that successful business men practice. They always do the most important things first.

The Board of Education and teachers of East Rutherford are entitled to special commendation for devotion to their school libraries.

An education does not consist in a few cold facts learned from text books. These, of course, are necessary, but they do not constitute the best part of one's education; and if our schools do no more than to lead the children to become good methodical readers, lovers of good literature, then they will have fulfilled at least half their mission. This is the decision of the most eminent educators of this country—men at the head of our Nation's schools and our great universities. And Carlyle says, "No sadder proof can be given by a man of his own *littleness* than disbelief in great men." It is only in good books that the child meets and associates with the grand and noble men and women of all ages, and as he studies the character and deeds of such persons, his own life must take on some of their noble qualities. The importance of having great models, high ideals, held constantly before the mind when it is in a plastic condition, cannot be overestimated. Some one has said that a mind once stretched by a new idea or sensation never returns to its original dimensions.

It cannot be too strongly stated that a school library is not a "fad," neither is it a luxury. It is a necessity, and no school is furnished without it. It may be questioned whether it is a good school. It most certainly is not the best possible school, and nothing short of that ought long to be good enough for any district. In a school equipment, after provisions have been made for proper light, warmth, ventilation and seats, the library takes precedence over all other necessities, even the blackboards.

Following is an unsolicited letter from a trained and observing teacher of experience: "I have found that the standing of the grade entering upon the fourth year primary is more advanced than that of former classes. Their reading and comprehension of text, not only in readers, but in other subjects, is more intelligent than in previous years. This fact we attribute to the use by this class of the library recently placed in the third grade. Pupils who read books in the lower grades are generally eager for library books in the upper grades."

A principal with more than twenty years of experience in this county told me that from close observation the past year of the home reading done by his own children, he is more than ever convinced that it is the duty of the school to watch over and guide it, and that no pupil with a craze for reading should be left with no alternative but the trashy story paper or the sensational book.

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Pupils have confidence in their teachers, and the abnormal quantity of ephemeral fiction read by the patrons of public circulating libraries to-day, is—at the least—a reflection on those who taught them; and any person having authority and care over the education of the present school generation should be openly censured, regardless of their rank or station, for any reckless inattention to this feature of work that affects all subsequent intellectual life.

Following is the result of my experiment with the class room libraries in the Hackensack schools, spoken of in my last report: I raised by subscription $214.75, and received $100 from the State for two years' appropriations. With this fund 587 books were placed in the primary rooms in April, 1900, and 237 in the fifth year or first grammar grade rooms of each school in February, 1901. For the year ending June 30th, 1898, there were but 1,887 books read from the libraries in *all* of the schools. For the year ending June 30th, 1900, there were 7,267, and June 30th, 1901, it reached 15,850. If these figures are not a sufficient incentive for the authorities to continue the work in the class rooms of the sixth, seventh and eighth grades, then I do not know what kind of a lesson is needel, and I shall leave the rest of the tutoring to the legal voters.

Occasionally you hear of a person who expresses fear about dissipating the minds and spectacling the eyes of children by too much reading. These are nineteenth century fossils and should not be permitted to have anything to do with twentieth century children. Such grumblers never do anything for a school library, but they read on an average a volume a day from newspapers and magazines while riding in cars, regardless of their eyesight. They belong to the dog in the manger class. A small book per week, with beautiful illustrations, large type, easy vocabulary, clean language and pure thoughts, can do no child any harm, if instructed how and when to read, but on the contrary, it will do much good at a time when reading is the most important subject to be learned, and the habit the most valuable acquisition.

Dr. Ward says in *The Independent:* "Literature must be learned by reading it, and the bulk of history should be learned by reading, just as geography will have to be learned by reading books of travel. Interesting books of travel or works on the history of important periods should be put in the child's way, to be read with care, and if he is authoritatively prevented from wasting his time in reading worthless stories, he will use his time in reading valuable literature, and will cultivate a scholarly taste for himself. Don't hold the child back; he is smarter than you think. Don't be afraid of making a prodigy out of him. There is no danger.

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Let him learn to read as early as possible. Then get him into the habit of reading. Then let him browse, much according to his own taste, so long as his time is not wasted. Reading for the sake of learning is a good kind of study."

We hear no more complaints about too much home work, but a few intelligent men have said that the children do not have enough. They do not consider reading to be a study, but it has helped the pupils to grasp the thought from the printed page in their text books much easier and quicker. Children must have the alphabet of literature to develop spirally, just the same as they are taught the elementary principles in all other subjects.

Following is a record of the number of books purchased and the number of books taken out of the school libraries in each county, for the years ending June 30th, 1900, and 1901, as per statistics furnished by the State Department:

	1900.		1901.	
Name of County.	*Purchased.*	*Taken out.*	*Purchased.*	*Taken out.*
Atlantic,	323	5,900	540	5,962
Bergen,	4,983	83,969	4,700	123,388
Burlington,	818	19,977	792	26,267
Camden,	500	4,017	440	5,121
Cape May,	612	15,787	1,118	5,591
Cumberland,	46	3,750	447	3,855
Essex,	1,007	5,310	1,757	20,828
Gloucester,	161	1,290	455	7,235
Hudson,	360	24,761	898	18,413
Hunterdon,	759	7,694	374	8,091
Mercer,	704	8,232	986	11,155
Middlesex,	319	5,186	565	3,588
Monmouth,	1,911	24,993	1,614	38,839
Morris,	45	622	1,107	16,668
Ocean,	901	4,174	491	4,541
Passaic,	581	9,943	597	13,238
Salem,	100	347	431	2,826
Somerset,	375	7,704	1,143	6,668
Sussex,	311	6,046	277	9,411
Union,	673	11,850	251	9,334
Warren,	709	6,776	771	5,376
Totals for State,	16,198	258,328	19,754	346,755

I will close this subject with the following caution to all: "Be always beginning; never think that you can relax, or that you have attained the end."

Pedagogical Libraries.—During the year we added 148 volumes to this library, which now contains 1,548 volumes, and far exceeds any other in the State. It was the first county professional library established, and the original act to secure State aid was drafted by me and made a law through the assistance of the Representatives in the Legislature from this county.

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I prescribed a course of professional reading for the teachers of the county last April, in compliance with the rule of the State Board of Education, and it received your hearty approval. I enclose a copy if you desire to print it as a part of this report.

Fads in Education.—The denunciation of easy and fanciful methods in teaching the three R's to primary children is becoming more pronounced by our leading educators, intelligent and observing citizens and the professional press. Time is taken from the writing period to make letters in the air, a place where they can neither be seen nor criticised. If these movements are considered necessary by some, the time for such gymnastic exercises should be deducted from the physical training period. The excessive concrete work during the first years of school has a tendency to create the habit of counting, instead of adding in number work. Some devices resorted to in teaching reading are detrimental and confusing in spelling and analysis later on.

There is no royal road to learning, and all books compiled with that object in view are not only deceptive and injurious but directly antagonistic to the soundest pedagogical principle extant, viz.: "Learn to do by doing." More consideration must be given to the value of difficulties in an education and less to the lines of least resistance. We see parents bring up children "along the line of least resistance," and we know what the children are. Is it illogical to infer that children developed along such lines at school are intellectually spoiled children, flabby of mind and will? For any responsible work we want men of energy—not men who from childhood up have had their education warped to the indolence of their minds.

Dr. Brumbaugh, Professor in the University of Pennsylvania and Commissioner of Education for Puerto Rico, in an address before the National Educational Association, at Charleston, S. C., July 13th, 1900, said: "Is it not at least possible that a lack of literary taste is due to the erroneous view of our schools, namely, the teaching a child to read by some *fanciful device* is the surest and speediest way to create a literary spirit in a pupil?"

Another critic, who, for more than thirty years has been a careful observer of educational methods and their results, admonishes teachers who attempt to supplant the value of good elementary training with *ornamental* fads or *easy* methods.

A Boston educator of national reputation said: "The school should wage an eternal warfare on shams."

A leading educational journal says: "Do as little senseless work as possible this year. The primary school is still a hot-bed of

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nonsense in many cities. Do not dare to ruin children for the sake of making a reputation for anybody."

The process of learning to read is a very simple one if the free, spontaneous action of the mind is not obstructed by abnormal and artificial methods.

Method is first of all and essentially an expression of the personality of the teacher. Subjected to any prescribed method in point of detail, her work must become mechanical, ineffective for good, and eventually effective only for much evil.

If it is one of the chief aims to try to make learning real easy for the children, you may depend upon it that, while the pupil may be having a real easy time, they are not getting much learning.

Personally, I am strongly opposed to the introduction of any silly or experimental methods during the foundation period of any child's school-life; and would promptly dispense with the services of any teacher who could not produce satisfactory results with the combination system advised and recommended by the famous committee of fifteen in its report to the National Education Association held at Chicago during the Columbian Exposition, which report was universally indorsed by the educators of all countries as being both progressive and conservative.

I am pleased to state that very little in the fad line exists in this county at present, and it will not be my fault if these funny ways increase.

Courses of Study.—There were 321 diplomas issued to grammar graduates, an increase of 14 over last year. Of this number 228 passed the required examination, and 93 were exempt according to rules approved by you. All of the principals having candidates signed a certificate that the uniform course of study had been completed. Our course of study and rules for promotion and graduation are the strongest in the State, and no weak spots like elective subjects are countenanced. I attended six commencement exercises, and found the usual enthusiasm unabated.

Several districts have taken advantage of Section 120, and have made arrangements with the Board of Education of Hackensack to enter their grammar graduates in the high school rather than add to their district course. The districts pay the tuition and transportation, and the pupils are receiving the benefit of expert instruction and expensive apparatus. I trust others will do the same, and that the outcome will be the establishment of county high schools free to all. We are convinced of the utility of uniform courses of study and text-books.

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I read that the State Department of Iowa has issued a circular urging upon all districts uniformity of studies and books, and the State Department of Wyoming has adopted the Illinois course for use in all the public schools of that State.

If New Jersey would combine all of the best features of the best courses into one masterly common course for the State—emphasizing the essentials, limiting the time to be devoted to subjects of less importance, and eliminating the worthless—it would be worth more to the average teacher than all the works on pedagogy ever written. It should be very explicit, and a copy given to every family in the State. This would enable the taxpayers and the parents to know what is expected of the children in each grade, and induce them to enter into the school spirit with the child. The pupil, as well as the teacher, would know what territory is to be covered each year or in each grade, and it would permit him during leisure time to study intelligently and systematically beyond the month's work, if inclined.

Circular of Greeting.—This year's "Greeting" to the grammar graduates was a pamphlet 6 x 8 inches, and contained sixteen pages of matter and illustrations, among which was my address, "Work Wins," a few appropriate poems, an inspiring article on "Clear Grit," with special illustrations, and another on "General Grant's Opportunity." Other full-page illustrations consisted of "The Johnson Public Library," and two groups with Dr. Nelson Haas, principal of the Hackensack High School, and nine of his graduates who won cadetships in competitive examinations for the U. S. Military and Naval academies, and are now officers in active service in the army and navy.

The circular was warmly received by the public and the graduates. One young lady graduate wrote me as follows: "The Circular of Greeting, which you have so kindly prepared for the grammar graduates, I have just received, and for which I most heartily thank you. I think we all should treasure it as a souvenir as well as for its good advice and instruction, which I hope I may follow in the future."

The circular is exceedingly popular, and should be issued by the Department to accompany the diploma for the whole State.

Suggestions.—The new registers are a decided improvement. There should have been a loose leaf placed in each for the month of September, so that teachers could keep the first month's record on a separate sheet, or until they became accustomed to the new way, and the classification in graded schools was determined, after which time it could be transferred to the register. It would be a great help for new teachers and prevent erasures by all.

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If the annual report of the district clerk, form No. 4, had a short certification on it for the custodian to fill out and sign, signifying that the receipts, expenditures and balances of the clerk agreed with his records, it would save time and labor in examining and filing, and expense in postage and blanks for us all; and would insure the receipt of this report from both officers at the same time. The classification of the items in these reports seldom agree, and all that the Boards of Education, Township Committees or Common Councils and this office care to know is that they agree as to totals and balances. This is worthy of your thoughtful consideration.

Form 72, notice of payment on library account, should state amount of money raised by the district or school as given in the application. We cannot fill out this item in our record for "school library payments," as we have no means of knowing how much was reported raised.

The annual meeting for the election of members of boards of education should precede instead of following the annual spring election. As it now stands it gives disappointed politicians and unsuccessful candidates an opportunity to wreak their vengeance at the school meeting, and they do take advantage of the occasion. Such serious evils and temptations should be removed.

Details—From your last report I learn that there are 389 school districts in the State. Of this number 55 are in Bergen county, or about one-seventh of those in the entire State. This must necessarily carry with it a like proportion of clerical work in the apportionment and paying out of school moneys, distribution of circulars and supplies, making statistical reports, the additional knowledge needed by the Bureau of Information, the filing of election returns, the attention demanded from personal calls for consultation, and correspondence in general. The writing of recommendations during the pressure incident to the closing of a school year for the numerous applicants from such a large corps of teachers, and for the renewal and indorsement of certificates, also consumes much time and energy.

I have been quite successful in doing two things at one time, but to accomplish all that is expected with a reasonable degree of thoroughness it will be necessary to discover next how to be in two places at the same time.

If we could be furnished assistance to relieve us from the strain and care of routine office work, we could give the time to more important professional duties, and the resulting irritability in trying to do both would be alleviated.

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Teachers—It is a pleasure to note that while Bergen county stands the seventh in the State as regards the number of teachers employed, she ranks *first* in the strength of her corps with reference to State certificates, surpassing the next highest county twenty per cent. This is no accident, and there are other features of supremacy for which the county is known to predominate.

The Board of Examiners has taken a wise and determined stand in the matter of issuing provisional certificates. Following is our rule: "Provisional certificates will be granted to college graduates having a degree from an approved college, to Normal School graduates of other States, and to teachers in possession of certificates in other counties of New Jersey, if the averages are satisfactory to this Board."

We recognize teaching as a profession, and are doing all in our power to have the public realize that fact. There is constant improvement in this direction by the Boards of Education in making engagements. The following suggestion given in a circular last April was adopted by several boards: "Like corporal punishment, the day of employing inexperienced or untrained teachers has passed. The best safeguard is to place upon your minutes a resolution that none of that character will be considered. This is being done in many places, and it relieves members from the petitions and supplications of politicians and friends who wish a position for some relative or acquaintance. It is our duty to take no chances, and to encourage teaching as a profession."

The Garfield Board was the first in Bergen county to adopt and execute this method in 1895. This board deserves much credit for its unswerving adherence to this sacred principle and for its loyalty to our State Normal School. Such an example of patriotism to the school generation and State institutions is worthy of imitation.

There are a few that still purchase the lowest credentials—when the highest are available for the same money—on account of being local applicants or through pity for those concerned, a misdirected sympathy belonging to defenseless children. This mode of appointing teachers robs childhood at the time it needs master minds to guide and care for it.

Public sentiment and intelligence in school matters has increased, and it seems anomalous that communities should tolerate a method of management entirely at variance with the systematic practices of business life.

The following reiterated principles approved by the National Education Associations are worthy of repetition. "The State should support and control institutions whose object is the prep-

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aration of teachers for the public schools. Normal Schools, free to persons preparing to teach, are an absolute necessity in a perfected system of education."

"No one should be placed in charge of a school who has not been previously trained for the work of teaching. The plan of issuing teachers' certificates of low grade year after year is at best a makeshift, and should be discontinued whenever the State is sufficiently advanced in education to warrant its discontinuance. There should be a limit to the length of time a person can serve as an apprentice in the vocation of teaching."

No other State is so well qualified financially as New Jersey to put in operation such logical advice.

We need two more Normal Schools at once—one in the southern part and the other in the northern section of the State—to train teachers for primary and grammar grade work wholly. They would both be filled immediately with bright high-school graduates, who could reside at home while completing a professional course. This would relieve the congested condition of the Trenton school, where special courses for supervising high and grammar-school principals, commercial, manual training, domestic science and kindergarten teachers could be established for all. The most important issue in America to-day is the securing and training of young men and women of adequate capacity, nobility of character and professional devotion for the best education of children and youth. It is time for New Jersey to initiate some advanced educational movement, and this is her opportunity.

The fact that nothing short of Normal or college-trained teachers with experience will be accepted for instructors in the Philippine Islands, and that the government pays $1,200 annually and provides first-class transportation free both ways for such, should be an object-lesson to us as to the value placed upon such services by competent judges of international repute.

All the progress and intelligence of to-day is due to the teachers of former generations, and all the hope of the future lies in the conscientious, self-sacrificing, under-paid, ill-appreciated work of the educators of to-day. That there are teachers so devoted to their calling that they cling to it despite the fact that they are shamefully underpaid offers no excuse for a continuance of the iniquity. The great mass of teachers are the most conscientious and faithful public servants employed in this country, and they do more to improve themselves than any other professional class.

Supervisors.—The number of supervising principals is gradually increasing. Districts like Hackensack, Englewood, Ruther-

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ford and Ridgewood should employ an expert primary supervisor to give her undivided attention to all grades below the grammar department. With the $600 allowed in the apportionment, this important overseer would cost but a trifle to the district, and she would be of incalculable value to the school system. The primary grades occupy the most promising field. Young life is easily moulded at this point, but calls for both skillful and enthusiastic teachers. A poor teacher in a primary grade can do irreparable harm, while the ideal primary supervisor can add indefinitely to the effectiveness not only of teaching but of the moral and social atmosphere of the schools.

The coaching teacher, recently introduced in a few progressive communities for large grades or whole departments, is the most sensible solution for rendering individual assistance. It does away with parallel classes and supersedes the flexible promotion system.

Conclusion.—I addressed two Mothers' Meetings this year, and there is more in them than name. Our whole aim has been to benefit the children directly, and figures tell us that we have succeeded. If you can show us where we are not leading, we will concentrate upon such shortcomings.

BURLINGTON COUNTY.

HERMAN A. STEES, 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, 1901.

My statistical report for last year so closely resembles that for the present year that the totals of the one might be substituted for those of the other without doing violence to either. This is strikingly true of the totals in "Report of Attendance, by Districts," where gains have been made during the present year, but so slight are they that a mere casual observer would scarcely perceive any difference, and so evenly balanced are gains and losses that one interested in finding causes for congratulation and encouragement must search with great care or the thing sought

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for will elude him. An increase in total enrollment is offset by a decrease in total attendance, and while the average number of cases of tardiness for each teacher is less than usual, the percentage of daily attendance on average enrollment is also less, and so on.

But we do find evidence of progress in three of the totals; the whole number of teachers employed has grown from 239 to 246, and the average monthly salary paid to male teachers from $68.15 to $78.48, and that paid to female teachers from $39.56 to 42.52. Here is something substantial, and we sincerely hope that the upward tendency will long continue and in some localities assume an accelerated motion.

Success in matters educational is dependent upon intelligent direction and faithful performance, hence the difficulty of establishing conclusive evidence of progress by means of comparison. Material advancement, or retrogression, may be indicated by statistical reports, but there is a large and better part of school progress that cannot be arranged in columns and compared by means of totals. For example, we are proud, and justly so, I think, of the constant increase in the efficiency of our teaching force. Ninety-four, or nearly forty per cent., of our teachers have had special training in Normal School or college, and only fourteen per cent. have third-grade county certificates. There was a time when second and third-grade certificates were considered a passport to all but the best positions. Now we have passed that stage, and are realizing that these low-grade certificates will be accepted only in inferior schools, in out-of-the-way places and where salaries are small.

Again, most of our Boards of Education make careful inquiry about experience, grade of certificate, methods of discipline, bodily health and moral character when about to select a teacher, and as a result good teachers only are employed, and delightful and progressive schools are on the increase. Here is certainly cause for rejoicing. But, and here is where contrast may be helpful, in some of our districts a most vicious system of parcelling out the selection of teachers among resident trustees still exists. It is almost superfluous to observe that, without exception, the selection is made from any other motive than the right, and that the blundering of the teacher thus selected, who dare not offend her special god-father, is one of the causes, and the principal one, why rural schools are so inefficient. I question whether some of our boards will ever relinquish this absurd custom until compelled to do so by law. One would think that the ridicule that has been heaped upon this excrescence during the past thirty years by the enlightened world would have been

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sufficient to bury it deep long ago. The survival of a custom so antagonistic to all principles of advancement is a severe blow to one's faith in the doctrine of evolution as applied to the public school system.

Meetings.—Our Burlington County Teachers' Association held two meetings during the year, one on October 13th, at Beverly, and the other on May 11th, at Bordentown. Both of these meetings were highly successful in every respect. Nearly two hundred members registered at each place, and teachers, visitors, reporters and lecturers, without exception, expressed themselves as greatly pleased. As you know, attendance at these meetings and contributions for their support are entirely voluntary, and yet, although both of these meetings were held on the "river end" of our large county, over eighty per cent. of our teachers were present at each.

It may be invidious to make comparisons, but the temptation is irresistable. Also two meetings of our County Board of Education were held during the year, and, notwithstanding the fact that this body consists of two hundred and seventy-two members, there were less than thirty persons present at each meeting. Non-attendance on the part of these men is not indisputable evidence of lack of interest in school affairs; a more charitable inference is that they seem to think that their time is too valuable to devote to such meetings. They are keenly interested in all that affects their local schools, but the benefits to be derived from consultation with members from other districts are not properly appreciated. The larger unit does not appeal to them. The officers of this organization are planning to increase the attendance during the coming year.

Mothers' Meetings.—In a former report I called attention to a series of meetings that had been held in Riverton for the purpose of increasing the interest of the mothers of the children of that community in the work of the school. As the meetings were in the nature of an experiment, and hope was the only assured possession, my reference was necessarily brief. Since that time, however, there has been wonderful expansion of the original idea, and I feel that more than a passing notice is demanded. What Riverton is doing should be done in every community, and like good results should follow.

Mrs. E. C. Grice, a member of the Board of Education of Riverton, was the pioneer in this movement, and soon enlisted the sympathy and hearty co-operation of the teachers of the school in the undertaking. Here, as elsewhere, there seemed to

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be no vital connection between the school and the people. One of the citizens expressed himself thus: "We never hear anything about the school except when called upon to vote money for its support or when something goes wrong." For some reason, unaccountable, to be sure, people are apt to feel that they would be intruding if they were to visit schools; that possibly the teachers or pupils or members of the Boards of Education might accuse them of presuming. Others are wholly absorbed in matters too important to permit them to think of children's interests, and still others are totally indifferent. To combat these erroneous conceptions and to unite all the people of the town for the best interests of the schools, these good women have labored for four years. The experimental stage for them has passed, and they are now enjoying the fruits. Some idea of the scope of the work planned for the coming year may be gained from the following program:

MOTHER'S COUNCIL,—RIVERTON, N. J.

Program, 1901–1902.

Thursday, October 10, 1901, at 3:30 P. M.
Physical Condition of Children.
- *a.* Care of the body.
- *b.* Clothing.
- *c.* Diet.
- *d.* Ventilation.
- *e.* Emergencies.

Thursday, November 14, 1901, at 8 P. M.
Parent's Meeting.
- *a.* An Entertainment by the Children.
- *b.* Social Hour.

Thursday, December 12, 1901, at 3:30 P. M.
Christmas Problems.
- *a.* What Evils are Prevalent in the Celebration of Christmas?
- *b.* The True Christmas Spirit.
- *c.* Gifts that Children can Make.
- *d.* Christmas Stories, etc.

Thursday, January 23, 1902, at 3:30 P. M.
How Shall Morals be Taught?
- *a.* Influence of Parents.
- *b.* Co-operation with Teachers.
- *c.* Courtesy in the Home.

Can Extravagance at Home Teach Dishonesty?

Thursday, March 6, 1902, at 3:30 P. M.
Right and Wrong Punishment.

Thursday, April 24, 1902, at 3:30 P. M.
Need of the Beautiful in the Home, School and Everywhere.
Its Influence on—
- *a.* Character.
- *b.* Habits.
- *c.* Usefulness in Later Life.
- *d.* Success in Business.

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In reply to a request for data for this report, I received a letter from Mrs. Grice, part of which is here given:

"I hardly know just what data you would like to have regarding the Mothers' Meetings in the public school. They have been carried on for four years now, meeting monthly from October to May. At first only a dozen or so came, now we have eighty and a hundred time and again.

"The projecting of the home into the school in this way has, of course, caused a reactionary influence by projecting the school and its work back into the homes of the attending mothers in a way never before experienced by us. Now, in turn, we are feeling that awakening in the attitude of the whole community. People who never *thought* of the school before are at least *hearing* about it.

"We women fully believe that good will come of this work, and we most earnestly desire to be kept from making any misstep through lack in judgment."

A nobler work or one more far-reaching it is difficult to conceive. May good women rise up in every community to inaugurate and consummate this blessed work.

Pupils' Examinations.—Two examinations of pupils who had completed eighth-year work were held, one in March for the rural school, and one in May for the town schools. Of the many who attempted the examinations sixty-two passed successfully, and were awarded the State grammar-school diplomas. The high standard set at the beginning has been maintained; the questions are prepared with great care; no attempt is made to puzzle the pupil, the one object being to encourage all to do higher and better work.

School Buildings.—There are one hundred and twenty-seven school-houses in our county, and nearly all of them are reasonably well adapted to the purpose for which they were erected, but there are at least a dozen, possibly more, the number depending upon the point of view, that should be speedily condemned. Their usefulness has been; their only present excuse for existence is of the memento character, or, perhaps, as a possible place of shelter for hardy but tractable young animals. Visit one of these schools on a cold, windy day. There is no inclination to remove your overcoat. You feel that the Quaker custom of wearing hats in the house is founded on wise principles. All the children are huddled as close to the wood-stove as numbers will permit; teacher and pupils are wrapped up as for travel in the Arctic regions; the mercury of the thermometer has "gone below";

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shutters bang; windows rattle, and here is where we "keep school." This is no fancy sketch, it is but a bit of personal experience, and can be duplicated upon application.

Springfield township has made a move in the right direction. A large, modern, comfortable, two-roomed building has been erected in Jacksonville, and takes the place of three very indifferent outlying schools. Here we have the beginning of transportation and consolidation. It is bound to come; it is practical; it is economical. Medford township has closed one of its outlying ungraded schools, and transports the children to a well-graded school in the town of Medford. Other schools in this township could be closed and the pupils transported to the central school, and both the children and the township would be profited thereby.

Apportionment of School Moneys.—There is an alarming decrease in the amount of money received for apportionment among the districts of our county. I do not know whether this constant decrease is going on in other counties; I presume not, as none of the County Superintendents have said anything about it in their reports. With us the yearly loss has become a serious matter. In five years the total decrease has been $7,291.50. The downward tendency is very plainly marked this year, as the drop is nearly $3,000. See how Shamong township has suffered. Of course, this is an extreme case:

In the apportionment of 1894 her portion was.....	$1,690 00
In the apportionment of 1901 her portion is.....	751 32
Difference, ...	$938 68

Whatever the cause for this condition of affairs, there should be a remedy, and it should be applied as soon as possible. Our people in these very poor districts are asking for a shorter school term, are sparing in supplies and books, are paying starvation salaries, repairs are not made, and a general air of retrogression is plainly apparent. How can we help the children?

Miscellaneous.—Teachers' Institute was voted a success. With the divine Griggs as instructor, how could any body of intelligent beings fail to receive a blessing? The number of persons presenting themselves for examination is rapidly decreasing. A favorable condition, I think. Reports show that the schools are complying with the law requiring appropriate exercises on the days preceding all holidays. I have made four hundred and eighty-nine visits to schools, and about twenty to Boards of Education. Let me thank you for your many kindnesses.

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CAMDEN COUNTY.

CHARLES S. ALBERTSON, SUPERINTENDENT.

To Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—I have the pleasure of reporting that schools and school interests of Camden county are in a very satisfactory condition. While I report no radical departure from the general policy established during the last few years, it is gratifying to say that policy has been strengthened in many respects, and that it is working well.

At the beginning of the year the schools opened promptly with good enrollment and keen interest. While the first months showed large and regular attendance, the reports for the months following the enactment of the law requiring the apportionment of school moneys on the attendance show a decided improvement in enrollment and attendance over corresponding months of previous years. Nearly all of our boards took prompt measures to secure these conditions. The law, no doubt, will have a powerful influence in improving attendance.

Comparatively few changes were made in the teaching force of the county. Most of our teachers have held their position for several years. They have become familiar with existing conditions, and have adjusted their policies and methods to meet them. Many of them are quick to recognize and even anticipate changing conditions, and make proper readjustments.

High grade, experienced teachers are demanded, secured and retained. We have a few third-grade county teachers. About forty per cent. of our teachers are graduates of Normal Schools. Many of them have taken courses in pedagogy at the University of Pennsylvania.

Regular teachers' meetings are held in every district except two. Much good is derived from some of these organizations.

We have also held regular meetings of the "Camden County Teachers' Association." At each of these meetings we have had addresses by prominent speakers, and much valuable discussion.

The matter of purchasing the third installment to our Teachers' Library is now in the hands of the committee. The library is located at four centers in the county—convenient to all, and it is appreciated by many. A most excellent Teachers' Institute

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was held at Camden in November. The instructors who took part are among the foremost educators of America.

This Institute was pronounced the most valuable and inspiring one ever held for Camden county.

The examination for graduation from the uniform county course of study was held as usual. Several diplomas were awarded. The examinations are conducted simultaneously at four centers in the county by four boards of examiners. Each board of examiners consists of three principals appointed by the County Superintendent. Pupils are permitted to attend whichever center is most convenient. The papers are graded by the examiners subject to revision by the County Superintendent.

The voters of the county deserve much credit for selecting competent, conscientious and progressive men for members of Boards of Education. The business of the boards is transacted promptly and correctly. Their recommendations are characterized by good judgment and discernment, and are promptly approved by the voters. These members deserve the gratitude of their constitutents. Many of them make personal sacrifices, and are often unappreciated and misunderstood.

"The Camden County School Board Association" held one meeting, which was addressed by S. R. Morse, of the State Board of Education. Mr. Morse gave much valuable information and advice on school administration. Many of his suggestions have been advantageously adopted. The Association was well represented at the meeting of the State Association.

Four new school buildings have been erected during the year, all modern in plan and appointments. The erection of four new buildings and the enlargement of five have been authorized. The completion of these buildings will make liberal provision for all children in the county. In all cases the committee in charge are to be commended for excellent plan and economical but substantial buildings.

CAPE MAY COUNTY.

AARON W. HAND, SUPERINTENDENT.

Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—The school year just closed has been a successful one in this county. During the fall months and up to Christmas the attendance was phenomenally large. After Christmas, however, the stormy season hindered attendance, and the breakng out

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of epidemics in some of the rural sections of the county caused a further loss. Our pupils seem to have made up in zeal for the lost time, however, and we had the largest graduating class within the history of the county. In order to relieve the graduating class of the rather exacting task of passing the entire twelve branches of the grammar course at the annual examination in May, I arranged this year for a preliminary examination in Geography, History, Physiology, Constitution and Spelling, which was held in the last week in December. Both teachers and members of the class were very much pleased with the innovation, and I am satisfied, after particular observation, that much more thorough work was secured during the year from this class than would have been if the entire examination had been held, as usual, in May. The effect upon the attendance was also beneficial. It has been the custom for many years to hold the county examinations in April, but this year I fixed the time for the week ending the second Friday in May, about the latest date which could be chosen, since all our schools are held but nine months, and close about the 20th. The effect upon the attendance of this change was decidedly apparent. When the examinations were held earlier it seemed to create the impression among pupils and parents that the examinations practically closed the school work for the year, and much time was then lost because of the withdrawal of pupils from the schools. Our county examinations are quite comprehensive, covering the work from the sixth year to the eleventh, inclusive, and as the county course of study is in use in all of the districts of the county except Cape May City, it governs the work of the year very largely.

The corps of teachers of the county was increased in number by four during the year. The crowded condition of the primary departments of the schools at Woodbine, Court House, Holly Beach and Sea Isle attracted my attention upon my first tour of visitation, and additional teachers were promptly provided at my request. Four others have been added for the coming year, one at Cape May, one at Ocean City, one at Wildwood and one at Woodbine. At Woodbine the kindergarten department, which has been supported by the founders for several years, has been taken into the public school system, making a fifth additional teacher.

Two other notable events of the year are the erection of a handsome new school building at Cape May and the creation of the new district of Wildwood. The Cape May building has cost $35,000 exclusive of the furnishings. It contains twelve classrooms and a large assembly-room, and is equipped with all the latest and best sanitary appliances. The struggle to obtain it has

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covered a period of five years, but it is well worth even a longer struggle. I have requested the Board to fix upon a tuition fee for pupils from other county schools who wish to share the benefits of the high-school course. Favorable action is likely to be taken upon this suggestion. At Wildwood another handsome new building is being erected at a cost of about $7,000. A building is to be erected at Woodbine to supply the necessity for more room in that growing town.

Our Institute for Cape May and Cumberland counties was held at Cape May, and was one of the most interesting and effective ones it has ever been my good fortune to attend. The entire body of teachers was delighted with Prof. Griggs and Miss Connolly, and many of the residents of the city attended the sessions regularly. Prof. Griggs had been engaged for our University Extension course in this city, and the knowledge of him gained at the Institute enabled us to obtain an unusually large class for the course.

The teachers' reading circles throughout the county have been very well attended during the year, and certificates of the completion of the first year's work were issued to a large number. We were unfortunate in the selection of dates for our Teachers' and Boards' Association meetings in getting stormy days. The sessions were, nevertheless, profitable and entertaining.

Strenuous efforts have been made to secure the enforcemnt of the law in the matter of out-houses, and better conditions prevail than formerly. I was compelled to warn Boards of Education which had neglected to give attention to this matter that upon further neglect the penalty prescribed by law would be applied. It is one of the most singular things in the administration of school matters that there should be found anywhere a disposition to neglect a matter so important to the physical and moral health of pupils.

The prospects for a successful year in our schools is very promising, and there is a very gratifying growth of interest.

CUMBERLAND COUNTY.

JOHN N. GLASPELL, SUPERINTENDENT.

To Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—I have the honor of submitting this my seventh annual report of the condition of the schools of Cumberland county.

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The annual Institute of Cape May and Cumberland counties was held in Cape May City in November, and was a very successful meeting. We had with us at that time Prof. Edward Howard Griggs, Miss Louise Connelly and Miss Lelia E. Patridge. The entire corps of lecturers proved to be acceptable and helpful to the teachers who had assembled for the purpose of receiving instruction that they could take home and impart to the pupils for their benefit.

Teachers' Association.—The Teachers' Association has met twice during the year. The first meeting was held in Millville high-school building, October 27th. There were present about two hundred teachers. We had with us Prof. F. H. Green, of the West Chester Normal School, who favored us with two lectures, "Guiding Principles in Teaching Libration" and "A Literary Ramble," which were highly appreciated by the teachers. Prof. Charles B. Boyer, of Atlantic City, gave a lecture on "Language;" his lecture was helpful to the teachers in their work, practicable in every particular and highly appreciated by all. Also a number of well-written essays were read by our teachers.

The second teachers' meeting was held in the Vineland high-school building, March 9th. Outside of home talent we had with us Prof. S. C. Schmucker, of West Chester Normal School, who gave us a talk on the "Modern Mound Builders and the Little Brothers of the Air," which was very instructive. The many facts he demonstrated concerning the ants and birds were a revelation to the audience. The meeting of the Association was well attended. The voice of the teachers that attend is that much good is obtained from these gatherings.

Pupils' Examination.—The annual examination of pupils in the county course was held in April. The pupils made a better showing that the previous year. A number of the gradtuates will continue in school, to fit themselves for the teachers' examination, and my desire is that they may be successful in their undertaking, and be added to our list of teachers.

Teachers' Examination.—The regular teachers' examinations have been held according to law. Also a special examintion in August for those who have come in from other States, whose certificates could not be endorsed according to State law. So far as possible the teachers of our own State have been employed. More regard has been paid to the promotion of home talent to advanced positions instead of employing strangers. It has been

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a cause of grievance to them in the past, when desirable vacancies occurred for which they were qualified, their applications received no recognition.

School Buildings.—One new building has been erected in Maurice River township and several have been remodeled and improved, and no less than three will be erected during the coming year. Great care will be taken in the matter of heat, light and ventilation of the new buildings. The amount expended for repairing and remodeling is far beyond what has been expended in former years. The gradual advance on this line each year shows evidence of increased interest for the welfare of the schools of the county. The location of the school buildings and their surroundings should receive special attention, because they exert an influence for good or evil over the children who use them.

School Libraries.—Great interest is taken by most of our schools in the extension of the school library, and as a rule there is little difficulty in raising the money necessary to secure the State appropriation. The pupils refer to these books in connection with their daily routine work. In communities where no public library is available the school library should take its place, and by so doing the community at large would be benefited. In selecting books we should be careful to obtain such works as will make them readers and thinkers.

School Boards.—The first meeting for the year was held in December, at the Board of Trade rooms. Every school board was represented. A number of difficulties that the school boards have to contend with in their work was discussed by the members. The exchange of ideas by the members showed that it was a helpful meeting to all.

Miss Babcock, of the Pearl street school, presented a class to the board, and demonstrated the Ward Method of Reading. The pupils giving the exhibition had been attending school about three months. The recitations given showed that they had been well trained in their work. The members who had been opposed to a child learning how to read before he knew his letters were convinced that the child had learned more words in three months than they used to learn in a year.

The second meeting was held in April, and was as interesting and beneficial as the December meeting.

In closing this report I desire to thank the State Department for the many courtesies shown during the year.

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ESSEX COUNTY.

ELMER C. SHERMAN, SUPERINTENDENT.

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

DEAR SIR—I submit herewith my annual report of the schools of Essex county for the year ending June 30th, 1901. Two hundred and sixty-seven teachers are reported as compared with 246 from the same districts last year. A yearly increase of about ten per cent. has been maintained for some years.

I report no school-houses erected during the year, but three rebuilt or enlarged. It is worthy of note that of forty-eight buildings now occupied sixteen have been built during the past seven years and eight enlarged; in other words, one-half of the buildings now in use are new, modern buildings, with heating, lighting and ventilation carefully provided for and thoroughly convenient and healthful.

The teachers raised $105.75 for an addition to the county pedagogical library, which was supplemented by $100 from the State, and the whole amount expended in books. There are now eight branches of the library, and arrangements have been made for distributing the books into every school-house in the county. The committee in charge have had in view the making of the books as accessible as possible so as to encourage professional study. With the distribution now arranged for, it will be the fault of the teachers if they do not avail themselves of the advantages of the library. The library now contains 590 volumes.

The following circular letter was issued last December:

"TO TEACHERS:

"Your attention is called to Rule 37 of Rules and Regulations prescribed by the State Board of Education as follows:

"'A professional certificate for each grade may be issued to a teacher whose percentage in any subject shall not be less than 75, whose general average in all the subjects shall not be less than 85, and who shall have completed the prescribed course of professional reading; *provided,* said teacher, in the judgment of the County Board of Examiners, shall possess exceptional skill in the organization, management and advancement of a school. A County Board of Examiners must exercise due caution and discretion in the issue of professional certificates. A professional certificate shall be granted only after a careful personal supervision and inspection of school work and must have the approval of the State Superintendent of Public Instruction. A professional

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certificate may be accepted by any Board of Examiners in lieu of an examination in any of the subjects covered by said certificate.'

"It should be noted that, in accordance with the last sentence of this rule, a professional certificate of any grade is renewable in the county in which it is issued without further examination; also, that it is good in the other counties of the State. These facts, and the further one that such certificate will be evidence of superior success and ability, should make it desirable for teachers to strive for it.

"The following is the course of professional reading prescribed for this certificate:

"One book selected from each of the following three groups:

Group I.—James' Talks to Teachers on Psychology.
Dewey's Psychology.

Group II.—Hinsdale's Art of Study.
Fitch's Lectures on Teaching.

Group III.—Roark's Method in Education.
Garlick's Manual of Methods.

"Application for a professional certificate may be made to the County Superintendent at any time, and should be accompanied by a letter of endorsement from the principal or superintendent under whom the applicant is teaching and by a statement of the books that have been read. The candidate will be given such a test as the County Board of Examiners may think necessary to determine whether the books have been read with thoroughness and understanding.

"ELMER C. SHERMAN,
"County Superintendent."

One professional certificate was issued during the year, and a number of teachers are now pursuing the above course of reading with the certificate in view. The number of holders of State certificates is steadily increasing and applicants for county certificates are steadily decreasing.

The dedication of the new Glen Ridge school in October, 1900, was a notable event. This building is one of the most beautiful, imposing and expensive public-school buildings in the State, and is justly the pride of the community which has provided it. Addresses were delivered by Hon. C. J. Baxter, Mr. E. P. Mitchell, president of the Board of Education since its organization, Mayor Robert S. Rudd, the County Superintendent, and others.

A County School Board Association was formally organized at a meeting held November 8th, 1900. The following officers were elected for the year:

President—E. C. Sherman.

Vice-President—William Ford Upson.

Secretary and Treasurer—George S. James.

Executive Committee—The officers, and Dr. Joseph B. Ward, Mr. J. F. Clarke and Mr. Frederick R. Pilch.

Conditions in Essex county are not such as to make an organization of this kind so vitally important as is the case in many of the counties of the State. Nevertheless, we wish to be in line with the remainder of the State and to lend our aid toward

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making the State organization a success and toward bringing the school board members into closer touch with the teachers and the professional work of the schools.

The examination of pupils for graduation from the grammar school are held in the middle and at the end of the year. The value of these examinations in providing a uniform standard is vouched for by the principals of all schools where they are held, and the certificate granted is much sought after. A slight revision of the county course of study will be made before the end of another year.

The Essex County Schoolmasters' Association held five meetings during the year, one of which was open to all teachers. These meetings, affording an opportunity for an informal discussion of subjects related to school work and school administration, are found to be very interesting and helpful.

Much interest has been taken in all our schools in the matter of school decoration. In some of our larger schools there are now many handsome pictures. In some communities many fine gifts of pictures have been made by citizens. In other places money has been raised by subscription for the purchase of pictures and statuary. In still other places it is a pleasant custom for the graduating class to leave a framed picture as a memento. All these efforts to make the school-house attractive are worthy of the highest praise. It is especially gratifying to me, however, to note the effort in the same direction on the part of the smaller and less fortunately situated schools. The large number of very excellent pictures, that are now sold at a very low price, place within the reach of all the means of making the school-room attractive. The value of pictures in training the æsthetic sense, as well as deepening the impression made by lessons in literature, history and geography, should not be lost sight of.

Kindergartens were maintained in eleven of the fourteen districts of the county (outside of the cities) during the past year. Regular instruction in vocal music was given in seven, drawing in seven, physical culture in three and manual training in two. Eleven districts maintain high schools, while three provide for their high-school pupils in other schools at the public expense. Two districts provided transportation for some children.

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GLOUCESTER COUNTY.

W. H. ELDRIDGE, SUPERINTENDENT.

To Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—I am pleased to report that the school work in this county is growing in interest and broadening in results. The boards of education and teachers in most cases have worked harmoniously during the past year; also the parents and teachers.

The school boards are showing more interest in the schools, as is evident in their care of the school buildings, in engaging the teachers and in purchasing books and other supplies needful. The district clerks have been more prompt with their reports.

We have held two County School Board meetings. They were not well attended. I am confident that if the members of the local boards would come out to these general meetings our work would be greatly enhanced. The heating and ventilating of many of our schools might be improved. Most of our new buildings are as the law requires, but the old buildings need looking after. I am confident that very many of the diseases from which our children suffer are the result of poorly ventilated and heated school-rooms. It is to be hoped that the time will soon come when the law will require all school-rooms, the old as well as the new, to be properly heated and ventilated.

The teachers of the county are, on the whole, doing conscientious work. All our teachers' gatherings have been well attended. The number of teachers employed in the county in 1892, when I took charge of the office of Superintendent, was 123 day and 5 night teachers. Since then the number has increased to 147 day and 9 night teachers. For the coming year there will be an increase of 6 day teachers. During the year ending August 1st, 1892, there was expended for teachers' salaries $51,828.56, while for the year closing July 1st, 1901, there was expended for the same purpose $62,344.83. This is a pretty good showing for the growth of our schools, when we consider that the whole number of children between the ages of 5 and 18 years was 7,758, while the number between the ages of 5 and 20 in 1901 was 7,789, an increase of only 31. The number of teachers increased 28. The whole number of children enrolled in the school registers during the year ending August 1st, 1892, was 5,966.

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The average number attending school that year was 3,370. The whole number of children enrolled during the year just passed, 7,065; the average number, 3,890. This average for 1901 would have been greater had not the Woodbury and two schools in Harrison township been closed on the account of small-pox and diphtheria. None of the schools were closed during the year 1891-92.

Our teaching force is more efficient than ever before. Six teachers hold first-grade State, 24 second-grade State and 11 third-grade State certificates; 49 first-grade county, 50 second-grade county and 16 third-grade county certificates. The High School is fully established at Woodbury, and Glassboro, we hope, will soon reach that grade work. Other districts will, before long, do higher and better grade work.

The work in Monroe district next year will be under a supervising principal.

Interest in school libraries is still maintained. One hundred dollars' worth of books were placed in the County Pedagogical Library the past year.

Teachers' examinations were held at the regular times, and 27 third-grade, 23 second-grade and 10 first-grade certificates were granted. Supervising Principal D. T. Steelman, of Glassboro, and Principal Thomas W. Hartman, of Clarksboro, were given first-grade professional certificates. The regular examinations were given the pupils throughout the county. The number of certificates granted the grammar and high school pupils was a little in advance over last year.

The attendance at our night schools is not as good as we would have it. We have five evening schools in the county, one at each of the following places: Clayton, Glassboro, Swedesboro, Williamstown and Woodbury.

Our teachers joined again with Atlantic county teachers in Institute. Because of sickness I was not permitted to meet with them. But the universal opinion of the teachers is, "It was the best Institute they ever attended."

Arbor and Bird days were observed by the schools with appropriate exercises.

Transportation of pupils has been tried in this county and found satisfactory. Franklin township carried children from Old School No. 10 about 2½ miles to School No. 3. They will continue to transport. As soon as Mantua township can make room in School No. 5—Pitman Grove—they will transport the pupils from No. 4.

In conclusion, our efforts are for success.

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HUDSON COUNTY.

M. H. KINSLEY, SUPERINTENDENT.

To Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—I herewith respectfully submit this my first report of the public schools of Hudson county. In view of the fact that my appointment was not received until June 4th, 1901, I shall be unable to give a detailed account of the work of the year.

Through the courtesy of the Board of Education of Kearny, in whose service I was engaged for the remainder of the year, I was enabled to visit a few schools, especially to be present at the closing exercises. The character of the work presented may fairly be taken to represent the careful work done by a force of earnest teachers during the year. Several schools held such closing exercises for the first time, and brought the patrons into closer sympathy thereby.

Many of our schools gave the parents and friends an opportunity to see the character of the work accomplished by displaying the work of the grades for a few days and evenings near the close of the year. Such exhibitions stimulate the pupils to better work, and in many cases call the attention of parents to the need of closer supervision of home work on their part.

The citizens of Guttenburg are to be congratulated upon having a fine sixteen-room building for the accommodation of their children. Kearny has added a well-planned eight-room building to its system and has acquired land for a seventh building.

Weehawken has nearly completed a magnificent building for the grades and high-school purposes.

North Bergen is preparing to relieve the crowded condition of the East New Durham School, and is acquiring land for the relief of several of the other schools.

In closing this brief report I wish to say that my predecessor, Mr. E. A. Murphy, was untiring in his efforts for the good of the schools under his care. Through his management the teachers became acquainted with each other and learned better methods.

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HUNTERDON COUNTY.

JASON S. HOFFMAN, SUPERINTENDENT.

To Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—A brief statement of the condition of school work in this county for the year ending June 30th, 1901, is respectfully submitted.

The schools were kept open an average of 9.65 months, with a total enrollment of 6,718, of which 3,404 were boys and 3,314 girls. Average daily attendance, 3,979. As compared with last year, we have enrolled 81 less, and have an average daily attendance of 129 more pupils.

School Buildings.—Four new buildings have been erected, one has been remodeled and four refurnished. In Frenchtown a new six-room building, complete in all its appointments, affords excellent facilities for the educational work of that borough. The *Frenchtown Star,* under date of September 25th, 1901, contains the following communication: "When human health, life and destiny are at stake, the best is never too good nor too expensive. And it should be a matter of congratulation to every resident of this borough that our Board of Education, the men selected by this community to act to a certain extent as trustees for the knowledge, morals and health of the young people entrusted to their care, should have endeavored to have obtained for them the very best thing instead of the very cheapest thing. The new school building erected by them during the past year is now practically complete and was occupied last Wednesday morning at the opening of the fall term. This building is conceded by all who have seen it to be the finest of its kind in Central New Jersey, and, with perhaps one or two exceptions, superior to any public school building in this county. Standing in a commanding position on the brow of the hill, on the site of the old building, it presents not only a beautiful architectural appearance that would be a credit to any city or town, but it is entirely and completely modern in all its interior appointments. Designed and erected after the most modern State plans for school buildings, embodying all the latest ideas of convenience, durability and appoint-

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ments for carrying out the work of the modern educational system, it is a model of its kind. It is a six-room structure, five of which rooms are furnished for occupation and use. The building is so designed as to have two identical main entrances, the north entrance being for the girls and the south for the boys. The play-ground surrounding the building has been adjusted to conform with this arrangement, the northern half of the ground being for the use of the girls, and the southern for the boys. Each of the entrances into the building opens into a large main hall, which runs the entire length of the building, and into this hall open all recitation-rooms on the first floor. On this floor are located the first primary, grammar and high-school departments. At either end and in the center of the main hall are located the cloak-rooms for the departments on this floor, each department having its separate cloak-room. From the northern end of this main hall rises a beautiful stairway, leading to the second floor. On the second floor is also a large hallway, running the entire length of the building, and with the same appointments as on the first floor, with the exception of at the southern end, where it is partitioned off, forming a room for the use of the teachers. On this floor are located the second primary and intermediate departments, and a large room on the west side of the building, which will not be finished for the present, but which will be used for storing school supplies and apparatus. The building was furnished through all the departments by the New Jersey School and Church Furniture Company, of Trenton, and the entire furnishings, seats, desks, blackboards and other appliances are of the latest approved type. It is heated and ventilated by the Wills Warming and Ventilating System, which is guaranteed to heat the entire building to a temperature of 70 degrees in the coldest weather, and at the same time to supply each pupil with 30 cubic feet of fresh air per minute from the outside atmosphere, taking the air from near the top of the building and conducting it by air shafts to every room in the building. Connected with and a part of this system is the dry-closet system, which is located in the basement, and which is absolutely free from all offensive odors and disposes of all refuse matter by combustion. The building is finished throughout in light wood, which gives a beautiful appearance to the entire interior. Connection has been made with the borough water-works, affording ample facilities for water for drinking, toilet and sanitary purposes. Every provision has been made for the health and comfort of the children, and Frenchtown now has a public school building of which she may well be proud. Inspection is invited from anyone interested in educational work,

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and the janitor, who is in attendance at all times, will conduct them through the building."

I take it that the foregoing is a full and complete justification of the condemnation proceedings which brought about this very desirable and satisfactory building.

A new brick building for primary grades in the village of Flemington was completed and opened in February. It has four class-rooms, complete in every particular, and second to none in the State.

Raritan township has also erected a modern one-room building to replace the hexagonal one known as Harmony No. 7. Provision has also been made for the erection of a new building at Voorhees Corner, No. 1. Readington township erected a new building at Stanton. All the above have been designed and erected upon plans approved by your department.

With very few exceptions our buildings are in good condition and have received needed repairs and improvements. Most outhouses have been made to comply with the legal requirements.

Examinations.—The regular teachers' examinations have been held as required by the rules and regulations of the State Board, and a report of each forwarded to your office. Grammar school examinations were held on the first Monday, Tuesday and Wednesday of June, under the same regulations, as were fully explained in a former report. Ninety-two diplomas were issued.

Teachers.—One hundred and sixty-two teachers were employed for the full year. Of this number 59 were Normal and 3 college graduates. The three local teachers' associations have held regular monthly meetings. A joint meeting of these associations was held in the Court House in May. On Friday evening we had a lecture by Prof. Kemp, of East Stroudsburg Normal School. Prof. Kemp is an entertaining and instructive lecturer and was highly appreciated by the teachers during both the evening lecture and the sessions of the association the next day. An attendance of 75 teachers upon one of the stormiest days of the season speaks volumes for the loyalty and interest of the teachers of this county.

Our annual Institute was held during the first week of December. The program was particularly strong in many features, and awakened an interest that evidenced itself in many discussions at the succeeding association meetings.

School Board Associations.—At the two meetings of this association a fair representative attendance attested the growing pop-

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ularity of this semi-annual school. Could some provision be made to reimburse members for actual expenses incurred I believe these meetings would harmonize the necessary business relations between contiguous boards, and a spirit of equity and fairness would control the transfer and tuition of pupils.

School Libraries.—One new library has been established and additions made to 13. We have made no addition to the pedagogical library. A course of professional reading will be promulgated during the present school year, which it is hoped will create an interest in professional reading and increase the volume and utility of this library.

Miscellaneous.—Visitations have been made through the year, as stated in quarterly reports sent to your office. Arbor Day was generally observed, although the proclamation was delayed beyond the usual time. We missed the issue of Superintendent Terhune's excellent programs for this occasion, but a circular letter was addressed to each teacher, giving suggestions as to its proper observance. Reports of such exercises were not as full and complete as formerly, and no statistics have been collated.

I have visited many boards at regular and special meetings during the year. A very creditable exhibit was sent to Hon. S. R. Morse for the Pan-American Exposition. It was fairly representative, coming from all grades and classes of schools. Prepared in a few days, it bore unmistakable evidence of regular every-day work.

The deplorable condition in Franklin township is still unsettled, and notwithstanding all efforts made to have the citizens understand and observe the requirements of the law, and the lashings and ridicule showered upon them by the press of the State, a persistent body, guided by a selfish and narrow-minded policy, refuse to support the recommendations of their own immediate representatives —the local Board of Education—refuse to heed the advice of competent counsel, and by abuse of those clothed with the administration of the law, exhibit a spirit as foolish and anarchistic in its tendency as would add lustre to the names of pioneers in this realm of diseased governmental policy. In justice to the law-respecting and law-abiding citizens of this township, it should be stated that a goodly number have by word and vote supported the unanimous judgment of the Board of Education, and have willingly and patriotically assumed and borne such duties as the majesty of the law has placed side by side with their privileges under it. Were boards of education in mu-

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nicipalities not divided into wards, clothed with the same powers given like bodies in municipalities divided into wards, the closing of five schools for an entire month for want of *fuel* would be ancient instead of current history. The evident intent of the law which grants the people the right to vote upon the current expenses necessary to carry out the Constitutional provisions for free schools, is to guard against extravagances, as well as to have each citizen manfully assume and discharge the responsibilities placed upon him for the care and maintenance of an institution which has rightfully been denominated "The life of our Republic," and not by a no-money vote destroy and defeat the very essence of this "life." It is to be hoped that wiser counsels may prevail, and that the children of this district may not suffer another hour's loss of their intellectual birthright.

With this single exception, our citizens have borne the burdens necessitated by the yearly changes of our school law, with its added requirements, with a spirit of loyalty to the cause and an earnest effort to get the "best."

In closing I beg leave to tender my grateful acknowledgment of advice and support from your department.

MERCER COUNTY.

A. W. HARTWELL, SUPERINTENDENT.

Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—A steady onward movement in educational matters has been in progress during the past year in this county. The wisdom of providing the additional school facilities mentioned in my last report has been fully demonstrated by a largely increased attendance. This fact has been very gratifying to boards of education, to teachers, and to all other friends of popular education. That the people are in the right frame of mind is shown by the fact that money has been voted for the erection of two new school-houses, one of them for a graded school. Rooms have also been furnished, and an additional teacher will be employed in each of three other schools.

School Libraries.—Since my last report there has been a marked increase of interest on the part of both pupils and teachers in the welfare of the school libraries.

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At the end of the first five months of the school year 190 boys and 261 girls, representing eight school districts, voluntarily sent me lists of the books which they had read during that period. In all cases the books were drawn from their school libraries.

Believing that the *kind* of books read by these 451 pupils would be quite as interesting an item of information as the number of volumes read, the following classification of the books named on the lists has been made:

Stories,	3,582	vols.
Poetry,	69	"
Biography,	55	"
History,	51	"
Travel,	74	"
Nature,	77	"
Miscellaneous,	121	"
Total,	4,029	vols.

Lest some critical people should be alarmed at the preponderance of the "story" in these lists, it is fair to explain that the class includes all prose composition in the "story-form." In most school libraries a very considerable percentage of the "stories" are founded upon fact, and, while lacking the methodical arrangement of history and biography proper, they still possess the most valuable features of both. Dates have been called "the dry bones of history," and the omission of those not essential to the full comprehension of facts is not a serious objection to books written for young people. The stories which may be classed as fiction, pure and simple, are in general clean and wholesome reading. It is quite evident that a taste for good literature is being cultivated, and that the school libraries form an important part of the system of popular education fostered by the State.

The effectiveness of any public library depends largely upon the skill and tact of the librarian. This matter is considered of so much importance that schools have been established for the special preparation of persons who are to act as librarians. The teachers of our public schools, in many instances, enter upon their duties without any previous instruction in regard to the management and care of the school libraries placed under their charge. It is not surprising that many of them are sorely perplexed as to the best course for them to pursue. A series of experiments may lead to a measure of success, but in the meantime the usefulness of the library is seriously impaired. The frequent changes of teachers complicate the problem, because the details of library management are also changed thereby. Since the issue of the catalogue of approved books, few haphazard purchases of books

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have been made, and, in consequence, the additions have permanently increased the value of the libraries as a means of culture.

Permit me to suggest, respectfully, that the issue of a concise "Manual for Librarians" would be a boon to inexperienced teachers, second only to the "Catalogue of Approved Books." Such a manual, giving directions for the management, in detail, of small libraries, would lead to a uniform system among teachers, and would greatly increase the efficiency of many school libraries throughout the State. It would also be a very appropriate supplement to the catalogue, and largely increase its usefulness to every teacher.

The Teachers' Institute.—The Mercer County Teachers' Institute was held in the auditorium of the State Normal School on Thursday and Friday, November 22d and 23d, 1900. The instructors, Dr. C. C. Rounds, Mr. Edward Howard Griggs and Miss Louise Connolly, succeeded in awakening an unusual degree of interest and enthusiasm among the teachers. The attention from first to last was almost phenomenal, and this may be considered a just tribute not only to the merit of topics discussed, but also to the tact and eloquence of the instructors themselves.

To obviate the necessity of a "roll-call" during the sessions of the Institute, "Reply Postal Cards" were sent some days in advance of the meeting to each teacher under my supervision.

On the "Reply Cards" was printed a notice of the time and place of holding the Institute, and a form for reporting attendance or non-attendance, as follows:

MERCER COUNTY TEACHERS' INSTITUTE.
Auditorium of the State Normal School, Trenton, N. J.,
Thursday and Friday, Nov. 22d and 23d, 1900.
Enrollment Card No. .....
Name .....

Thursday.		Friday.	
A. M.	*P. M.*	*A. M.*	*P. M.*
.....	.....	.....	.....

(A) absent, (P) present, (E) excused.
(Rule prescribed by the State Board.)
After the Institute, please mail this Card to the Co. Supt.

This system of reporting worked admirably in practice. Within a few days after the adjournment of the Institute replies were received from every teacher in the county. The cards were filed in the order of their receipt for future reference.

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The County Rolls of Honor.—There is no diminution of interest on the part of either teachers or pupils in the tests in spelling and rapid addition from which the rolls of honor are made up. As a method of awakening a commendable spirit of emulation among the pupils of ungraded schools, the "tests" and the resultant rolls of honor have been very successful.

Arbor and Bird Day.—Owing to the lateness of the issue of the Governor's proclamation, changing the date of Arbor and Bird Day, there was some confusion among the teachers. Many had arranged programs of exercises for the last Friday in April, the usual time, but notice of the change of date to May 6th was sent out as soon as possible, and the exercises were deferred accordingly. The proper observance of the day is now the practice in every school in the county.

Repeal of the School Census Law.—In the rural districts there is much concern as to the possible effect of apportioning the school moneys upon the basis of actual days' attendance. It is thought by some that the amount received will be less than when the whole number of school age was made the basis of apportionment. In the rural schools the attendance has been very irregular in many cases, and their efficiency has been seriously affected thereby. Under the old system the same amount of money was received, whether the children attended school or not. Now that the actual days' attendance will constitute the basis of apportionment, it is to be hoped that patrons of the schools will co-operate with boards of education in securing the largest possible attendance. Self-interest does sometimes promote the public welfare. That it may do so under the new conditions will be the wish of all teachers who desire to do effective work. The experiment is surely worth trying, and there should be no factious opposition to it.

Other Educational Agencies.—The Teachers' Library continues to be liberally patronized, and there can be no question as to the good influence which it exerts upon the teachers.

The County Teachers' Club has held regular monthly meetings during the year, and is in good condition for effective service in field during the coming year.

While the meetings of the County School Board Association have not been so largely attended as they should have been, there are evidences of awakening interest which are very encouraging for the future.

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In conclusion, permit me to say that the educational outlook is full of promise. Unless the currents of public opinion are turned out of their present course in some unforeseen manner, it is safe to predict good results for the next year in every school district.

MIDDLESEX COUNTY.

H. BREWSTER WILLIS, SUPERINTENDENT.

Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—I take pleasure in submitting to you a report embracing a part of the work accomplished in the Middlesex public schools, for the school year ending June 30th, 1901.

Buildings and Equipment.—Our schools have been fairly well equipped during the year. The boards of education have been as liberal as the school funds would allow. Some attention has been given by the boards, supervisors and principals to the healthfulness of the buildings, inducing better sanitary conditions.

Most of the school boards of the county are composed of very efficient men, and their interest in the County School Board Association meetings has produced a friendly intercourse, which has resulted in uniformity all along the lines of school work.

School Visitations.—Each school-room, school building and school-grounds has been carefully inspected, and the course of study, rules and character of work accomplished have carefully been examined, at least as often as the law requires.

The pleasure of teacher, supervisor and superintendent during these visitations (as well as helpfulness and efficiency), has been noticeably increased, since the work has been made much more definite by the uniform course of study, with the yearly minimum standards and classification of pupils.

County Course of Study.—The unity and completeness of a course of study must be well understood, carefully observed and fully appreciated by teachers, supervisors and superintendents.

The marking-off of a complete course into periods of yearly work is a matter of convenience for testing and promotion, and

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is suggestive of the value of time, and should be stimulating to both pupils and teachers.

Such periods should not, and I believe will not, restrict, mechanicalize or hide from the broad-minded, well-qualified and progressive teacher the advancement required for a complete course of work, any more than the marking-off of the course of creation into successive days of work restricted or interfered with the unity and completeness of the work of creation.

A general outline of work, followed by reasonable testing at proper intervals is necessary, alike for the protection of the child, taxpayer and the State.

The outline of work in this county comprises minimum standards (not the maximum), such as any pupil, under ordinary circumstances, with an ordinary teacher, and under ordinary supervision, should attain during the respective years.

Unfortunately, in nearly every school there are weak spots existing. It may be the ignorance or selfishness of parents, in detaining the children from school, mental weakness or indifference of pupil, disqualified or indifferent teacher, want of or meagre district supervision, want of proper school accommodations, supplies or text-books.

Whatever the cause of weakness, it should be discovered and proper action taken to infuse needed strength.

The following tables show the minimum standards of school work required by the uniform county course, in primary and grammar years, at a given age, the number and average age of pupils in each year of work by school districts. Failing to reach these yearly minimum standards, requires a satisfactory explanation from those in charge of the work.

FIRST YEAR.

Reading.—Chart, Primer, first half of First Reader.
Spelling.—Words selected from Chart and Reader.
Language.—Talking Exercises, Reproduction.
Arithmetic.—One to ten, signs. Roman numerals.
Geography.—Talking Exercises, Description of Locality, Rain, Snow, Sun, Moon, Stars.

SECOND YEAR.

Reading.—First Reader completed.
Spelling.—Words selected from Chart and Reader.
Language.—Printed work, Capitals, Abbreviations.
Arithmetic.—One to twenty. Notation Numerals.
Geography.—Talking Exercises. Cardinal points. Use of maps.

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Name of School Districts.	Number of pupils in entrance class.	First Year.		Second Year.	
		Number of pupils. Age desired between 6 and 7 years.	Average age reported.	Number of pupils. Age desired between 7 and 8 years.	Average age reported.
Cranbury,	18	29	7	46	8
Dunellen,	36	40	7	35	8
East Brunswick,	50	54	7	61	8
Helmetta,	20	28	7	33	8
Jamesburg,	22	58	7	23	7
Madison,	31	26	6	47	8
Milltown,	29	9	6	22	7
Monroe,	21	39	6	29	8
North Brunswick,	12	15	5	24	7
Piscataway,	41	43	6	53	7
Raritan,	67	116	6	112	7
Sayreville,	41	155	6	56	7
South Amboy,	40	150	6	93	7
South Brunswick,	55	50	6	84	7
South River,	29	86	6	59	8
Woodbridge,	103	247	7	235	8
	615	1,045	6.3	1,012	7.5

THIRD YEAR.

Reading.—Vowels and consonants. Second Reader. Supplementary Reading.
Spelling.—Words selected from Reader. Accent.
Language.—Reproduction Stories. Pronouns. Script.
Arithmetic.—One to one hundred. Tables developed. Notation. Measures.
Geography.—School districts, County and State.

FOURTH YEAR.

Reading.—Third Reader. Supplementary Reading.
Spelling.—Words selected from Reader. Syllabication. Use of Dictionary.
Language.—Letter writing. Story Telling.
Arithmetic.—Addition, Subtraction, Multiplication and Division. Weights and Measures.
Geography.—Primary Geography introduced.
Writing.—Vertical writing. Book I. and II.

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Name of School Districts.	Third Year.		Fourth Year.	
	Number of pupils. Age desired between 8 and 9 years.	Average age reported.	Number of pupils. Age desired between 9 and 10 years.	Average age reported.
Cranbury,	47	10	48	11
Dunellen,	40	8	28	10
East Brunswick,	64	9	78	9
Helmetta,	44	9	28	10
Jamesburg,	38	8	39	10
Madison,	37	10	43	10
Milltown,	25	8	24	9
Monroe,	51	10	40	10
North Brunswick,	13	8	26	10
Piscataway,	44	8	68	9
Raritan,	101	8	62	10
Sayreville,	58	9	66	10
South Amboy,	58	9	67	10
South Brunswick,	67	8	96	10
South River,	56	8	44	10
Woodbridge,	150	9	122	11
	893	8.6	879	9.9

Total number of pupils in primary department, 4,444.
Number of pupils in fourth-year work, 879.

FIFTH YEAR.

Reading.—Fourth Reader. Supplementary Reading.
Spelling.—Spelling-book and definitions.
Language.—Primary work in English.
Arithmetic.—Elementary Arithmetic.
Geography.—Primary Geography completed. Map of N. J. carefully studied.
History.—Primary History of U. S.
Writing.—Vertical writing. Book III. and IV.

SIXTH YEAR.

Reading.—Fifth Reader. Supplementary Reading.
Spelling.—Spelling-book, definitions, words and sentences.
Language.—Primary work in Language. Parts of Speech.
Arithmetic.—Elementary Arithmetic completed.
Geography.—Advanced Geography introduced.
History—Advanced History of U. S. introduced.
Writing.—Vertical Writing, Book V.

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Name of School Districts.	Fifth Year.		Sixth Year.	
	Number of pupils. Age desired between 10 and 11 years.	Average age reported.	Number of pupils. Age desired between 11 and 12 years.	Average age reported.
Cranbury,	30	12	22	13
Dunellen,	29	11	20	11
East Brunswick,	66	11	25	12
Helmetta,	18	11	.....	.....
Jamesburg,	33	11	29	12
Madison,	42	12	43	13
Milltown,	23	10	18	11
Monroe,	50	12	22	14
North Brunswick,	26	10	18	12
Piscataway,	48	11	43	11
Raritan,	74	11	46	12
Sayreville,	37	11	24	13
South Amboy,	62	10	60	11
South Brunswick,	43	11	45	12
South River,	61	10	38	12
Woodbridge,	116	11	77	12
	758	10.9	540	12

SEVENTH YEAR.

Reading.—Supplementary. Historical, etc.
Spelling.—Spelling-book. Dictation exercises, prefixes and suffixes.
Language.—Elementary Grammar completed.
Arithmetic.—Advanced Arithmetic. Common and decimal fractions reviewed.
Geography.—Advanced Geography completed. Physical Geography introduced.
History.—Advanced History.
Writing.—Vertical writing. Book VI.

EIGHTH YEAR.

Reading.—Natural Science. Literature.
Spelling.—Rules for spelling Derivation of words.
Language.—Advanced Grammar completed. Rules of Language. Composition.

Arithmetic.—Advanced Arithmetic completed. Rules of Arithmetic.
Geography.—Advanced Geography completed. Physical Geography.
History.—U. S. History completed. Constitution and Civics.
Bookkeeping.—Notes, drafts, accounts, bills, single-entry bookkeeping.
Algebra.—Elementary Algebra introduced.

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Name of School Districts.	Seventh Year.		Eighth Year.	
	Number of pupils. Age desired between 12 and 13 years.	Average age reported.	Number of pupils. Age desired between 13 and 14 years.	Average age reported.
Cranbury,	33	14	44	14
Dunellen,	15	13	11	13
East Brunswick,	30	13	19	14
Helmetta,	18	12	7	14
Jamesburg,	28	13	12	14
Madison,	15	15	14	15
Milltown,	19	12	11	13
Monroe,	24	14	14	15
North Brunswick,	22	14	1	16
Piscataway,	29	13	37	13
Raritan,	30	13	27	14
Sayreville,	28	14	28	14
South Amboy,	49	12	38	14
South Brunswick,	42	14	24	15
South River,	34	13	51	14
Woodbridge,	54	13	40	14
	470	13.2	378	4.2

Total number of pupils in grammar department, 2,146.
Number of pupils in eighth-year work, 378.

A wise county course of study with annual testing, properly conducted, appears to be the most desirable method of reaching these weak spots, judging from the experience of the past two years.

Middlesex County Department of Public Instruction.

Annual Tests, A. D. 1901.
Completion of Primary Department, 4th Year Work.
Completion of Grammar Department, 8th Year Work.
According to the Uniform Course of Study.

RULES AND REGULATIONS.

Rules to be Observed by Teachers.

1. Everything should be in readiness before commencing the testing exercises. All text-books should be collected, all maps covered, and blackboards cleaned. The printed test questions should not be opened by any one until the time designated for commencing the test, and then in the presence of the pupils to be tested. The teacher should separate each subject

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from the sheet of questions and present each pupil with the proper questions for the period designated only. As soon as questions are distributed the teacher should place upon the blackboard the rules to be observed by the pupils, and call the attention of the pupils to the necessity of carefully observing the same. Uniform questions will be used in the north and south side June schools for the 4th and 8th years respectively. Uniform questions will be used for the May schools for the 4th and 8th years respectively. Ruled legal cap paper should be used for the testing in both years of work. In graded schools the principal may designate the teacher to be placed in charge of the testing. In districts having a supervising principal, said principal may designate the teacher to be placed in charge of the testing. Date for testing is hereinafter mentioned.

2. Questions in Arithmetc are arranged in ten groups of two questions each. Eighth year pupils may select one question from each of the ten groups. At least ten questions in each subject must be correctly answered, and when in groups one question must be answered from each group. Pupils must not see questions until the moment of commencing the test each period.

3. Constitution, Bookkeeping, and Elementary Algebra for the 8th year work are optional with pupil.

4. An average of 70 per cent. in each subject is required to secure a county certificate. Pupils falling below 70 per cent. in any one subject fails in all subjects for the purposes of this test, and should not be reported by the teacher. It is suggested that such pupils should have a later local test by the teacher for the purpose of promotion.

5. The teacher in charge of the testing should examine with very great care all the testing papers and place a proper credit mark, in figures, on each question, with the total credit at the top of the first sheet. This marking should be on the per cent. basis of 100 for perfection.

6. The testing papers in each subject of the 8th year work, after the same have been carefully marked, should be fastened together and forwarded by the teacher in charge, to the chairman of the proper 8th year work committee, on or before Wednesday, the 8th day of May, 1901, by the May closing schools, and on or before Wednesday, the 12th day of June, 1901, by the June closing schools. See list of chairmen hereinafter mentioned. Testing teacher should send name and post-office address to chairman with testing papers. Fourth year papers to be retained for inspection and exhibited at the Teachers' Institute.

7. A complete report, stating the name of the school, the name of the teacher in charge of the testing, name of pupil, age of pupil, year of work, credits received in each subject by the successful pupil, general average in both the 4th and 8th year work, and stating that all the testing questions have been complied with, should be made out, dated and signed, and sent to the County Superintendent on or before the 8th day of May, 1901, by the May closing schools, and on or before the 12th day of June, 1901, by the June closing schools, together with the name, age, and year of work of the pupils in all the years of work, who have not missed more than ten school days (mentioning the number of days each have missed, if less than ten), from the beginning of the school year to the date of the report. Also state what arrangements have been made, giving place, date and time of commencing, for presenting said certificates to all the successful 4th year and 8th year pupils, as well as to those entitled to certificates for attendance in the district. Pupils must be gathered to some central point for this purpose. Promptness on the part of all connected with the testing must be observed, in order that justice may be done to all and certificates prepared in time for presentation.

Rules to be Observed by Pupils.

1. Legal cap paper should be used. Write on both sides, always keeping the marginal line of the paper to your left. Ink must be used in the 8th year, and preferred in the 4th year testing work. Do not write to the left of the marginal line.

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2. Write the year, day and hour of commencing the test, also name of pupil, age of pupil, year of work, subject of test, name of district and name of teacher in charge at the beginning of each subject. The pupil should write his or her name at the top of each sheet.

3. Questions should not be copied, but the answers carefully numbered to correspond with the number of their appropriate questions. One line should be left between each completed answer.

4. If unable to answer any question, write its proper number, and opposite the same write "I cannot answer."

5. In answering questions in Arithmetic and Algebra, give the entire work as well as the result.

6. After beginning a set of questions, do not leave the room without the permission of the teacher in charge, until you have completed the exercise for that period.

7. Avoid all communication with other pupils, with visitors or anyone else, except the teacher in charge, either by talking or otherwise. All reference to text-books, to printed or written abstracts of any kind, is forbidden. Testing results in violation of these rules will be rejected by the committee.

8. Do not tear off any portion of the sheet that may remain after you have finished the set of questions, but leave the sheet entire, as the papers will be preserved for future reference.

9. Correct spelling, order of subject matter, neatness of paper and handwriting, should be kept in mind by teacher and pupil.

Dates of Testing and Chairman of Committees.

May Closing Schools.

Commencing on Monday, the 29th day of April, the following order of testing must be carefully observed. Any deviation from this order will justify the committee in rejecting the testing results:

Monday, 9:15 to 11:45, 4th and 8th year—Arithmetic.
Monday, 1:00 to 3:15, 8th year—Constitution.
Tuesday, 9:15 to 11:45, 4th and 8th year—Geography.
Tuesday, 1:00 to 3:15, 8th year—Bookkeeping.
Wednesday, 9:15 to 11:45, 4th and 8th year—Language.
Wednesday, 1:00 to 3:15, 4th and 8th year—Spelling.
Thursday, 9:15 to 12:00, 4th and 8th year—Reading, and 4th year, Penmanship.
Thursday, 1:00 to 3:15, 8th year—Algebra.
Friday, 9:15 to 12:00, 8th year—History and Penmanship.

List of Chairmen of Committees.

Regulations—J. F. D. Heineken. P. O. Milltown.
Reading and Spelling—Gertrude Shann. P. O. Kingston.
History and Constitution—Howard S. Wilson. P. O. Spotswood.
Language—Margaret Burnett. P. O. New Brunswick.
Bookkeeping—William Johnson. P. O. Spotswood.
Arithmetic and Algebra—W. H. Conners. P. O. Old Bridge.
Geography—Stanley H. Smith. P. O. Dayton.

Eighth year papers in this division must be forwarded to the chairman of the proper committee, on or before Wednesday, the 8th day of May, and report sent to the County Superintendent.

See Rule 7th to be observed by teachers.

South Side June Closing Schools.

Commencing on Monday, the 3d day of June, the following order of testing must be carefully observed. Any deviation from this order will justify the committee in rejecting the testing results:

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Monday, 9:15 to 11:45, 4th and 8th year—Arithmetic.
Monday, 1:00 to 3:15, 8th year—Constitution.
Tuesday, 9:15 to 11:45, 4th and 8th year—Geography.
Tuesday, 1:00 to 3:15, 8th year—Bookkeeping.
Wednesday, 9:15 to 11:45, 4th and 8th year—Language.
Wednesday, 1:00 to 3:15, 4th and 8th year—Spelling.
Thursday, 9:15 to 12:00, 4th and 8th year—Reading, and 4th year, Penmanship.
Thursday, 1:00 to 3:15, 8th year—Algebra.
Friday, 9:15 to 12:00, 8th year—History and Penmanship.

List of Chairmen of Committees.

Regulations—William Gillingham. P. O. South River.
Reading and Spelling—Lizzie Straub. P. O. Helmetta.
History and Constitution—Howard Dare White. P. O. Jamesburg.
Language—R. M. Fitch. P. O. South Amboy.
Bookkeeping—Ella Davis. P. O. Cranbury.
Arithmetic and Algebra—Alfred Wilson. P. O. Milltown.
Geography—William Campbell. P. O. South River.
Eighth year papers in this division must be forwarded to the chairman of the proper committee on or before Wednesday, the 12th day of June, and report of results sent to the County Superintendent.
See Rule 7th to be observed by teachers.

North Side June Closing Schools.

Commencing on Monday, the 3d day of June, the following order of testing must be carefully observed. Any deviation from this order will justify the committee in rejecting the testing results:
Monday, 9:15 to 11:45, 4th and 8th year—Arithmetic.
Monday, 1:00 to 3:15, 8th year—Constitution.
Tusday, 9:15 to 11:45, 4th and 8th year—Geography.
Tusday, 1:00 to 3:15, 8th year—Bookkeeping.
Wednesday, 9:15 to 11:45, 4th and 8th year—Language.
Wednesday, 1:00 to 3:15, 4th and 8th year—Spelling.
Thursday, 9:15 to 12:00, 4th and 8th year—Reading, and 4th year, Penmanship.
Thursday, 1:00 to 3:15, 8th year—Algebra.
Friday, 9:15 to 12:00 8th year—History and Penmanship.

List of Chairmen of Committees.

Regulations—John H. Love. P. O. Woodbridge.
Reading and Spelling—Charles Sheppard. P. O. Perth Amboy.
History and Constitution—E. L. Anderson. P. O. Metuchen.
Language—Lester Meseroll. P. O. Dunellen.
Bookkeeping—Harry Pittenger. P. O. Dunellen.
Arithmetic and Algebra—Thomas G. Van Kirk. P. O. New Brunswick.
Geography—H. Cathers. P. O. Dunellen.
Eighth year papers in this division must be forwarded to the chairman of the proper committee on or before Wednesday, the 12th day of June, and report of results sent to the County Superintendent.
See Rule 7th to be observed by teachers.
The chairmen above mentioned will be good enough to examine the testing papers in the 8th year work forwarded to them, and send report of results to the County Superintendent, of the May closing schools, on or before Monday, the 13th day of May, and of the June closing schools on or before Monday, the 17th day of June, 1901. All 8th year papers are to be

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returned. Any corrections made should be reported to the marking teacher at once, or as soon as possible after examining the papers. Differences arising between the chairman of the examining committee and the marking teacher (if any) should be presented to the County Superintendent in writing, with a copy of the question or questions and answer or answers in dispute. The names of the successful pupils will be filed in the County and State Departments of Public Instruction, mentioned in the State annual report, and circulated throughout the country.

H. BREWSTER WILLIS,
County Supt. of Schools.

MIDDLESEX COUNTY DEPARTMENT OF PUBLIC INSTRUCTION.

Annual Tests, A. D. 1901.
Completion of Primary Department, 4th year work.

QUESTIONS.

Approved by Charles J. Baxter, State Superintendent of Public Instruction, May 1st, 1901.

Arithmetic.

1. If I have 21 nuts, to how many children can I give 7 each?
2. What is addition? What is the sum, or amount? What is subtraction? What is the remainder, or difference?
3. Add 573,660; 462,398; 574,297; 558,433; 628,315; 685,423; 339,278.
4. A pole stands 7 feet in the mud, 6 feet in the water, and 9 feet above the water. How long is the pole?
5. Write in Roman numerals 73; 15; 90; 86; 49.
6. From 625,900 take 569,583.
7. A man starting out on a journey took $200. He paid for railroad fare $67; for a berth in sleeping cars $8; for hotel bills $45; and for other expenses $25. How much money had he left?
8. Divide one million, three hundred seventy-five thousand, eight hundred and seventy-eight by two hundred eighty-seven.
9. $\frac{5 \times 8 \times 7 \times 12 \times 16 \times 9}{3 \times 16 \times 18 \times 4 \times 20} = ?$
10. Write in figures:—One hundred seventy thousand, two hundred seventeen; four hundred eighteen thousand, one hundred nine; sixty-three thousand, eight hundred forty; nine hundred ninety-nine.

Geography.

1. (A) In what town or township is your school?
   (B) What township of Middlesex county touches your township or town?
2. (A) In what county do you live?
   (B) What counties touch your county?
3. (A) What is the county seat of your county?
   (B) Why is it called the county seat?
4. (A) Name the rivers and canals of Middlesex county.
   (B) Locate one of each.
5. (A) Name three kinds of grain obtained from your county.
   (B) Name three kinds of fruit obtained from your county.
6. (A) In what part of the United State is New Jersey situated?
   (B) What part of New Jersey is mountainous and what part is level?
7. (A) What States touch New Jersey?
   (B) Give the capital of New Jersey and tell why it is called the capital.

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8. (A) Name the counties which touch your county on the north and west.
(B) Give the county seat of each county that touches your county.
9. (A) Describe the Raritan river.
(B) Name three railroads which cross New Jersey.
10. (A) What is the chief officer of New Jersey?
(B) Who is it?

Language.

1-5. Write a story about Geoerge Washington of not less than 100 words.
6. (A) Use these words in statements:—Pencil, coat.
(B) Use these words in questions:—Horse, knife.
7. (A) Write three rules for the use of capital letters.
(B) Place capitals where they should be in the following:
New york is a large city.
Look at this tree, john.
next friday is my birthday.
8. (A) Fill blanks with "I" or "me."
It is —, be not afraid.
Give — the apple please.
You and — will sing together.
He gave John and — an apple.
(B) How should the word "I" always be written?
9. (A) What is a noun?
(B) Write a singular noun; a plural noun.
10. (A) Copy the following sentences, and fill the blanks with is, are, was, or were:
The girl — carrying the basket.
The snowflakes — falling.
Tom and James — going to the circus.
We — not afraid of catching cold.
— that bird a singing.
(B) Write abbreviations of Doctor, Street, Mister, September, New Jersey.

Spelling.

School, teacher, father, board, running, fourth, wagon, mouth, edge, friend, jelly, idle, always, tasting, Wednesday, children, neighbor, fifth, to-day, shovel, music, knives, sugar, saucer, whistle, Thursday, Friday, beauty, month, flowers, turkey, chestnut, honest, busy, together, onion, eagle, lamb, shoulder, lunch, thought, eraser, pencil, tardy, whisper, noisy, careless, obey, honor, violet, language, arithmetic, Henry, village, iron, sphere, February, Thanksgiving, Christmas, morning, shoeing, every, chimney, sleigh, eight, knit, prayer, kitchen, fruit, taught, receive, built, nature, ocean, useful, mountain, machine, merry, touch, sponge, Saturday, climate, woman, mischief, pupil, comma, reading, breakfast, trouble, courage, puzzle, person, shower, sailor, robin, minute, hour, until, leaves, streams.

Reading.

To be supplied by the teacher.
Each child shall read a suitable selection from the general reader used during the year.
The pupil shall be marked on the basis of 100, according to style, pronunciation and understanding of the matter read.

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Penmanship.

Pupils will write the following certificate, sign and date the same, as a specimen of penmanship:

"I have neither given or received any assistance during any of the testing exercises, and have taken the test at the time and in the manner prescribed by the testing regulations."

Dated ..... day of ..... 1901.

.....Name of Pupil.

.....Name of School District.

.....No. of School.

MIDDLESEX COUNTY DEPARTMENT OF PUBLIC INSTRUCTION.

Annual Tests, A. D. 1901.
Completion of Grammar Department, 8th Year Work.

QUESTIONS.

Approved by Charles J. Baxter, State Superintendent of Public Instruction, May 1st, 1901.

Arithmetic.

1. (A) Define addition; subtraction; multiplication; division. What is a fraction?

(B) What is a decimal fraction? Define a cube; a circle; interest; a root.

2. (A) Out of 350 words a student spelled 329 correctly. What per cent. of the words was spelled correctly?

(B) The sum of two fractions is $\frac{157}{164}$, and their difference is $\frac{16}{4}$. What are the two fractions.

3. (A) Extract a square root of 173,056.

(B) Extract the cube root of 130,323,843.

4. (A) A owns $^2/_7$ of a mill, and B the remainder; $\frac{5}{8}$ of the difference between their shares is valued at $8,500. What is the value of the mill?

(B) Mr. A has a sum of money equal to 8,214 cents, consisting of an equal number of dollars, dimes and cents. How many has he of each?

5. (A) Divide, using cancellation, $48 \times 69 \times 125 \times 91$ by $13 \times 84 \times 92 \times 75$.

(B) E, F, G, H, formed a partnership with a capital of $30,000. E furnished $6,000, F $7,000, G $8,000, and H the remainder. They gained 18 per cent. of the joint stock. What was each partner's share of the profit?

6. (A) What is the net amount of a bill of $450, discounts being 30 per cent., 10 per cent. and 5 per cent.?

(B) How many acres in a field 600 feet long and 363 feet wide?

7. (A) Find the amount of $3,604.20 from June 4th, 1897, to January 3d, 1899, at 6 per cent.

(B) Write a promissory note for $319.24 payable in 60 days. Have the note discounted at 6 per cent. without days of grace. What are the discount and proceeds?

8. (A) A shed 32 feet long, 24 feet wide and 14 feet high is filled with wood. What is the value of the wood at $5.50 a cord?

(B) A commission merchant sold a consignment of cotton for $2,560, retained $100 to pay freight charges amounting to $10.40 and his own commission. What rate of commission did he charge?

9. (A) What is the number of square inches in one face of a cubical block whose contents are 185,193 cubic inches?

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(B) How much less will it cost to make a brick sidewalk 4½ feet wide and 260 feet long at $1.08 a square yard, than to lay a stone walk of the same dimensions at 22 cents a square foot?

10. (A) If 9 men can mow 75 acres of grass in 6 days of 8¼ hours each, in how many days of 8 hours each can 15 men mow 198 acres?

(B) What will be the cost of 5 boards each 20 feet long, 22 inches wide at one end and 16 inches wide at the other, and 2½ inches thick, at $25 per M?

Constitution of United States.

1. Name three purposes for which the Constitution was established; as stated in the Preamble.

2. Of what does the Executive Department of the Government consist? Legislative Department? Judicial Department?

3. How are the U. S. Senators elected? How are the U. S. Representatives elected?

4. What department of the Government has power to declare war?

5. For what term are the Senators elected? For what term are the Representatives elected? For what term are the Judges of the Supreme Court elected? For what term is the President elected?

6. Who is the Commander-in-Chief of the Army? Who is the President of the Senate?

7. What is the Writ of Habeas Corpus? What is an ex-post facto law?

8. When, where does Congress assemble?

9. What are the qualifications of a Senator? Representative?

10. How many amendments have been added to the Constitution?

Geography.

1-2. (A) Draw a diagram of hemisphere containing the circles which mark the boundaries of the zones.

(B) Name the zones and name the circles which bound them.

(C) Give the width of each zone in degrees.

(D) Which zone contains the most land?

3. (A) Name and locate three important industries of the United States.

(B) Three of Europe.

4. (A) What is climate? Compare the climate of Western Europe with that of the eastern part of North America in the same latitude.

(B) Explain the cause for the difference.

5. (A) What is a River Basin?

(B) Name and locate one in the U. S., one in Europe, one in South America, one in Asia and one in Africa.

6. (A) Name and locate three important cities in North America, Europe and Asia.

(B) Tell for what one of these in each continent is noted.

7. (A) Name two important countries of North America, two of Europe and two of Asia.

(B) Give the capital of each and the nationality of the people.

8. (A) Compare the coast line of North America with that of South America.

(B) Name and locate two important mountain ranges of each.

9. (A) How many counties in New Jersey?

(B) What is a county-seat?

10. Name and locate three counties of New Jersey.

(B) Give the county-seat of each.

11. (A) What are Continental Islands, and what are Oceanic Islands?

(B) Name and locate one of each.

12. (A) Name and locate three important seaports of the U. S. and a port of Europe with which they carry on trade.

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(B) Name some articles exported and some imported.
13. (A) What kind of lakes are salt, and what kind fresh-water lakes?
(B) Name and locate one of each.
14. (A) What is a Delta?
(B) Name and locate two.
15. (A) What is a Water-shed or Divide?
(B) Name the New England States and give the capital of each.

Bookkeeping.

1. Define (a) resources, (b) liabilities, (c) debtor, (d) bills payable, (e) discount.
2. Interpret the following: Acct., per cent., Co., C. O. D., Pd.
Glover, Warren & Co., of New York, have the following memoranda:
Dec. 3, 1900.
Sold Henry Newman, on account,
5 yds. Linen Sheeting at $2.
17 yds. Cotton Flannel at 20c.
1 Carriage Robe, $9.75.
Dec. 4.
Bought of Gustavus Stewart (N. Y. City), on account.
5 pieces Cambric, 22 yds., at 4c.
3 pieces Fancy Plaid, 85 yds., at $1.20.
20 dozen Spools Cotton, at 48c.
Dec. 5. Sold John Wile,
7 yds. Fancy Plaid at $1.35.
8 yds. Cassimere at $1.75.
Received in part payment, cash, $10.
Dec. 6. Sold for cash to Irving Dean,
10 yds. Blue Serge at 90c.
2 pairs Blankets at $5.75.
Dec. 6. Henry Newman gives us his note in payment of account of Dec. 3.
Rec'd of Henry Newman on acct., cash, $20.
3-4. Prepare a page for each of the following books: Day-Book, Cash-Book, and Ledger.
5. Using proper abbreviations, enter transactions in day-book.
6. Enter transactions in cash book.
7. Post accounts.
8. Close in proper form ledger accounts.
9. Make an itemized bill to Irving Dean (Dec. 6) and receipt same.
10. Write note mentioned in the transaction of Dec. 6.

Language.

1. (A) Define Grammar.
(B) Name and define sentences according to structure.
2. How sentences divided according to their use?
3. Name and define the parts of speech.
4. What is a phrase and a clause?
5. Coal of all kinds has originated from the decay of plants. Analyze and name the parts of speech.
6. How are verbs divided according to their use?
7. What is case? How many? Give the rules for each case.
8. Use "between" or "among" in the following sentences:
——— the Rockies, there is a wide canon ——— the mountains.
You may divide the money ——— the children and yourself.
9. What parts of speech are inflected?
10. Give feminine gender of the following: Monk, wizard, actor, poet, and man.

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11. What is voice? How many? Define each.
12. Write an imperative sentence containing "gold" as a noun. Write a sentence using "light" as a verb, and a sentence using "light" as a noun.
13. What is an abbreviation? And a contraction?
14. Give five rules for the use of the comma.
15. Define irregular verbs and give the principal parts of the following verbs: See, be, lay, eat, and bring.

Spelling.

Dictate the following words: Ceremony, solicited, adversary, reconciled, honorary, grudging, deficient, accumulate, legislature, terrace, sovereign, diminished, designed, declension, extravagant, injustice, attainment, audience, flexible, bankrupt, conveying, already, convenience, individual, decimal, minuend, antecedent, superintendent, diagonal, magazine, simplicity, hemisphere, suitable, usual, foreman, column, unaware, assessor, mattress, ventilation, necessity, artificer, dissimulation, diameter, experience, physical, merciful, incredible, cancellation, accident, business, to-morrow, parallel, separate, Christian, syllable, physician, mortgage, grammar, acknowledge, movable, remittance, discourage, choir, dictionary, almanac, wrestle, bouquet, familiar, Arctic, jewelry, yacht, secretary, perspiration, hyacinth, balance, amiable, sulphur, biscuit, governor, gauge, severely, sieve, fullness, ordinary, grievance, scheme, pamphlet, implement, musician, exquisite, adieu, truly, niece, diamond, valise, courteous, gnaw, scholar, judgment.

Reading.

To be supplied by the teacher.
Each child must read a suitable selection from the general reader used during the year.
The pupil shall be marked on the basis of 100, according to style, pronunciation and understanding of the matter read.

Algebra.

1. (A) Define Equation, Exponent, Coeficient.
(B) Simplify $m+n-(m+n)-[m-n-(m+n)-n]$
2. (A) Add $4x^2y-3xy^2-2x^2y^2$, $4xy^2-3x^2y-2x^2y^2$, $4x^2y^2-2x^2y-3xy^2$.
(B) From $4x^3+7y^3-3z^3+r^3$ substract $-2x^3+y^3-3r^3$.
3. A boy rode 32 miles upon his bicycle. A certain number of miles was down hill, twice as far plus 8 miles was level and the distance up hill was ½ as far as the distance on a level. How many miles did he travel of each kind of road?
4. $x^3-3x^2y+3xy^2-y^3\times x-y=?$
5. If from 2 times a number four is subtracted and the remainder multiplied by 3, the result equals two times the sum of the number and two, what is the number?
6. Long division, $a^3-3a^2b+3ab^2-b^3\div a-b=?$
7. Write principles used for solving by inspection:
$(a-3b)$ $(a-3b)$
$(a-x)$ $(a+x)$
$(a\div 2)$ $(a+2)$.
8. Factor:—(y^3+1).
9. Simplify $\frac{4}{x^2-x-2}\div\frac{2}{x+1}$.
10. Divide 60 into two such parts that one part exceeds the other by 24.

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History.

1. What part of North America was discovered and explored by Spaniards? By French? By English?
2. Name a discoverer or explorer for each of the nations mentioned in first question.
3. What colony was settled by the Catholics? By Quakers? By persecuted Protestants? By persons who had been imprisoned for debt?
4. Tell what John Smith did for the colony of Virginia.
5. Give a brief account of the history of New Jersey prior to the Revolution.
6. What was the cause of the French and Indian War? Mention a prominent leader on each side and the result of the war.
7. What were the causes of the Revolutionary War?
8. Name the most prominent generals on both sides. How was the American cause helped by Benjamin Franklin? Jefferson? Robert Morris?
9. Name several inventions that have affected the development of our country. Discuss as fully as you can the effects of the invention of the Cotton Gin.
10. What is a "Protective Tariff"? What was the "Missouri Compromise"?
11. Name three important battles of the Civil War and state the result of each.
12. What Presidents of our country have died during their term of office, and who succeeded them?
13. What President was impeached? Why? What is meant by "impeachment"?
14. What are the two largest political parties of the present day? Name a President who has been elected by each.
15. What was the cause of our recent war with Spain? Name some of the most important officers of the U. S., Army and Navy during that war.

Penmanship.

Pupils will write the following certificate, sign and date the same, as a specimen of penmanship:

"I have neither given or received any assistance during any of the testing exercises, and have taken the test at the time and in the manner prescribed by the testing regulations."

Dated ..... day of ..... 1901.
.....Name of Pupil.
.....Name of School District.
.....No. of School.

Testing Results as Reported by the Various Committees.—Reports of the testing reveal the fact that 62 per cent. of the pupils leaving the county primary course (fourth-year work) and 69 per cent. of the pupils leaving the grammar course (eighth-year work), succeeded in taking the annual test according to the rules and regulations prescribed.

Nearly two thousand promotion certificates, beautifully engraved, containing the county course of study, with the credit received in each subject tested, together with attendance, signed by the county and local school authorities, were issued to the successful pupils from this office, and presented to said pupils by the County Superintendent on District School Commencement Day.

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These certificates have been accepted, in lieu of further testing, for promotions in the various districts. Pupils holding the eighth-year certificates are received into the high school departments of the county, including the High School of the city of New Brunswick and the High School of the city of Perth Amboy, without further testing.

A large number of these eighth-year pupils leaving the grammar course in rural sections have entered the high schools in other localities upon the eighth-year certificate, without further testing.

Professional men and merchants generally consider these testing certificates the very highest testimonial that a young applicant can present.

Pupils whose general average fell below 70 per cent., but reached above 60 per cent., were deprived of county-testing certificates, but are permitted to take a further test under local supervision , before the opening of school, for class promotion only.

Bright, active, qualified and progressive teachers are delighted to find a standard of work that is satisfactory to school authorities, and therefore assumed to be satisfactory to parents, pupils and taxpayers.

Only the weak, doubtful, indifferent and self-opinionated teachers are likely to oppose this annual excursion by co-workers into their walled-up territory in search of natural and expected fruit.

MIDDLESEX COUNTY SCHOOL BOARD ASSOCIATION.

The following minutes were taken from the city Daily Press:

Meeting of December 6th, 1900. County School Board Association.

A Feast of Substance Precedes Feast of Wisdom. Papers and Addresses of High Educational Value.

The Middlesex County School Board Association held a remarkably interesting meeting at the Mansion House, yesterday, December 6th, 1900.

The meeting was preceded by a banquet, at which about seventy members were present. Hart's orchestra furnished suitable music during the dinner hour. Our County Superintendent, H. Brewster Willis, presided, combining dignity and wit with sound counsel.

Previous to the attack upon the eatables the assembled guests sang "America," and the Rev. J. A. Dewald asked grace.

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After the banquet the roll was called, to which the following members responded: H. Brewster Willis, J. Brognard Betts, Dr. L. Seeley, Wilson Warring, W. Fitz Randolph, Rev. John Dewald, Rev. Maurice Morgan, Supt. W. C. Armstrong, of New Brunswick schools; Supt. S. E. Shull, of Perth Amboy schools; D. W. Clayton, H. B. Zimmerman, Jesse Colyer, John C. Evans, Dr. E. E. Riva, Prof. G. W. Wilmot, Lester Meseroll, H. Pittenger, W. Chamberlain, Thomas VanKirk, L. T. Titsworth, R. M. Fitch, J. S. Meeker, Milton Weatherby, M. J. Whitford, M. D.; H. D. White, J. C. Morris, H. Cathers, W. Campbell, J. A. Wilson, Charles Anderson, E. R. Brown, Paul Collins, E. B. Dana, M. D.; R. B. Crowell, E. J. Drake, W. T. Woerner, A. W. Bissett, George Allgair, E. Manahan, O. O. Stillman, Victor Main, W. Nickel, T. W. Letson, Lewis Pierce, S. S. VanAnglen, J. S. DeHart, George McDowell, D. J. Wilson, S. S. Selover, Asbury Fountain, J. S. Love, Anthony Viehman, I. J. Stites, H. C. Gaskill, William Smith, T. J. Todd, S. E. Shook, A. M. Davison, H. H. Mershon, F. W. Stout, W. H. Clemons, R. S. McNeil, J. C. Morris, E. H. Kleinhaus, Deputy Sheriff Carman, newspaper representatives and others. The minutes of the last meeting were read and approved and the treasurer made his report.

Attention was called to the meeting of the State School Board Association, which was held in the Senate Chamber, Trenton, December 28th, and a large attendance requested.

The president called attention to the necessity of maintaining a flag over the school-houses, as required by law. Any board of education omitting to provide a proper flag will be guilty of violating the law and liable to have its share of public school money withheld.

Reports were then received from each of the district clerks of the boards of education throughout the county. These reports were full of interest when compared, and indicated better school equipment and a higher standard of school work.

The president called the attention of the members to the great variety of text-books in use, and regretted that such was the case, as it interfered with the advancement of the pupils when moving from one school district to another.

Prof. Wilmot sang several songs during the session and won a hearty applause for each song, his fine tenor voice showing off to advantage.

Rev. H. M. Morgan, A. M., pastor of the Methodist Episcopal Church, Milltown, read a very instructive paper on "The Need of Character Building in Public Schools."

He insisted that education does not so much constitute the bulwark of the nation as character, and asserted that the teachers

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and school officials of the public schools are charged with infinite responsibilities.

Dr. L. Seeley, professor at the State Normal School, in a few well-chosen words expressed his approval of the manner in which public school affairs in Middlesex County were conducted.

He believed that every child attending the public schools, of fourteen years of age, should be able to speak the English language well, write a letter correctly in English, know enough arithmetic to transact business, know enough history and civics to guide him in National, State and local affairs, and know enough geography to enable him to travel intelligently.

J. Brognard Betts, Assistant State Superintendent of Public Instruction, spoke upon the distribution of public school money on the basis of daily attendance instead of the State census. He pointed out clearly the inaccuracy in the census, its heavy cost, being not less than $45,000 a year ,and urged the boards of education to give more attention to the compulsory law.

Rev. J. A. Dewald, pastor of the German Lutheran Church, New Brunswick, read a most excellent paper on "Public Schools as the Safety of Nations," which was well received.

W. C. Armstrong, Superintendent of the public schools of the city of New Brunswick, presented briefly the subject of "Slant *vs.* Vertical System of Handwriting.

The following resolutions were adopted, after full and interesting discussion:

1. For the first four years in school work the vertical slant should be adopted.

2. That school text-books should be as near uniform in the various districts as possible.

3. That a vote of thanks be extended to our efficient Assistant State Superintendent, and all who, by able addresses, valuable papers, discussion and music, contributed to the success of the meeting.

Om motion the meeting adjourned.

Minutes of April 27th Meeting, Middlesex County School Board Association.

Important Meeting.

Ideas for School Management.

Interesting Statistics as to Division of School Moneys and Attendance.

The fifth annual and tenth regular meeting of the Middlesex County School Board Association was held at the Mansion House

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at noon to-day. The guests numbered 75, and the occasion was one of the most delightful ever held by this body of educational men of the county.

The meeting was preceded with a banquet, served in the spacious dining hall, by Proprietor Mas, in an elegant manner. The officers of the Association, with the invited guests, occupied a large table at the head of the dining hall, while the members of the Association were seated about the seventeen smaller tables, each representing a school district board.

At the center table was a large placard, giving the name of the Association, and at each of the smaller tables was a card bearing the number of that district. The members were supplied by the committee in the reception room with cards giving the names of the members who were to be seated at each table, the number of which appeared on the card. The members had no difficulty in finding their seats.

The banquet hall was beautifully decorated with palms and other potted plants, and back of the table of the President, H. Brewster Willis, was a huge American flag. The music for the occasion was furnished by Prof. Hart's orchestra, and during the business meeting which followed the banquet several solos were sung by Prof. George W. Wilmot, musical instructor in the New Brunswick schools.

Regrets were received from the State Superintendent, Assistant Superintendent, and Edmund Wilson, of Red Bank, member of the State Board of Education.

After the banquet had been enjoyed the business of the session was taken up. This consisted of the reading of the minutes of the last meeting, the presentation of the treasurer's report by D. Webster Clayton, the payment of bills, &c.

President Willis then appointed a Nominating Committee, as follows: W. E. Burns, Raritan; V. W. Main, Woodbridge; S. S. VanAnglen, North Brunswick; Abram Voorhees, Cranbury.

These officers were elected: President, H. Brewster Willis; Vice President, J. H. Wade; Secretary, W. Carman; Treasurer, D. W. Clayton. Executive Committee, W. Fitz Randolph, of Piscataway; F. E. DeGraw, of South Amboy; L. T. Titsworth, of Dunellen.

A number of matters of interest to the School Trustees were then brought up. A report of the organization of the State School Board Association meeting, held at Trenton last December, was made; also a report on text-books submitted toward uniformity.

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School Moneys.—One of the most interesting reports presented was that of President Willis, on the probable apportionment of school money under the new law, according to the total days' attendance of last year.

School Attendance.—Another report of considerable interest, and one that showed considerable work in preparation was that of the school attendance throughout the county during the last year. This was also presented by President Willis, and is as follows:

New Brunswick—Number of days school open, 200; census, 1900, 4,842; highest number enrolled, 2,666; average enrollment, 2,098; average daily attendance, 1,992.

Cranbury—Number days school open, 198; census, 1900, 346; highest number enrolled, 322; transfers, 32; average enrollment, 220; average daily attendance, 181.

Dunellen—Number days school open, 188; census, 1900, 282; highest number enrolled, 254; average enrollment, 211; average daily attendance, 200.

East Brunswick—Days school open, 180; census, 1900, 695; highest number enrolled, 485; transfers, 12; average enrollment, 355; average daily attendance, 268.

Helmetta—Days school open, 200; census, 1900, 145; highest number enrolled, 132; average enrollment, 102; average daily attendance, 79.

Jamesburg—Days school open, 184; census, 1900, 289; highest number enrolled, 262; average enrollment, 194; average daily attendance, 164.

Madison—Days school open, 190; census, 1900, 370; highest number enrolled, 274; transfers, 1; average enrollment, 183; average daily attendance, 129.

Milltown—Days school open, 180; census, 1900, 171; highest number enrolled, 140; average enrollment, 111; average daily attendance, 98.

Monroe—Days school open, 180; census, 1900, 389; highest number enrolled, 250; transfers, 29; average enrollment, 138; average daily attendance, 106.

North Brunswick—Days school open, 189; census, 1900, 229; highest number enrolled, 99; transfers, 34; average enrollment, 60; average daily attendance, 51.

Perth Amboy—Days school open, 190; census, 1900, 4,137; highest number enrolled, 2,870; average enrollment, 2,264; average daily attendance, 2,036.

Piscataway—Days school open, 192; census, 1900, 606; highest number enrolled, 464; average enrollment, 339; average daily attendance, 297.

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Raritan—Days school open, 190; census, 1900, 936; highest number enrolled, 697; transfers, 47; average enrollment, 343; average daily attendance, 291.

Sayreville—Days school open, 180; census, 1900, 941; highest number enrolled, 427; transfers, 42; average enrollment, 272; average daily attendance, 212.

South Amboy—Days school open, 184; census, 1900, 1,616; highest number enrolled, 614; average enrollment, 492; average daily attendance, 428.

South Brunswick—Days school open, 180; census, 1900, 595; highest number enrolled, 578; transfers, 41; average enrollment, 397; average daily attendance, 286.

South River—Days school open, 184; census, 1900, 656; highest number enrolled, 455; average enrollment, 302; average daily attendance, 268.

Woodbridge—Days school open, 180; census, 1900, 1,604; highest number enrolled, 1,139; average enrollment, 818; average daily attendance, 738.

An interesting feature of this meeting was the presentation of a report by the President as to the number of children of school age; that is, under the age of fifteen, who are employed in factories and on farms throughout the county.

In New Brunswick it was stated that 99 children under fifteen years of age did not attend school. In Milltown 33 children go elsewhere to school, but none are employed in factories. Sayreville, 50 work in factories and 20 children attend school elsewhere. In South River, factories employ 60 children, and at Woodbridge 260 are employed. In South Amboy there were 469 children not accounted for. A very large number went to the Parochial School, but there was said to be many children at work in the factories elsewhere. Mr. DeGraw, of South Amboy Board of Education, said: "There were about 100 who went to South River, but they were all of age. There were a large number of children between the ages of five and seven who did not attend school."

In Cranbury 17 were employed on farms, but none in factories. In East Brunswick 94 under fifteen were employed in factories. Jamesburg had 20 under age in factories, 10 schooling elsewhere, and 24 unaccounted for. Madison and Helmetta had none out of school.

The Speakers.—Four very clever speeches were delivered during the afternoon, the first being by Prof. Louis Bevier, the local member of the State Board of Education. He spoke on the

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choice of the teacher, and in his remarks said people made a mistake when they made fun of the teacher. They made up a class of people of great importance to the country.

The teacher taught the college students in the primary, grammar and high-school departments in their early days ,and thus the work of the common-school teacher was of more importance in this country than perhaps that of the college professor.

He also called attention to the fact that a mistake was made in the belief that college graduates were ready to teach on graduation. He was not, and would not be, for three years.

In selecting the teacher, he suggested that they get rid of local prominence and personal consideration. If the Board of Education was responsible for the selection of a poor teacher, they would be turned down.

Another address was made by Samuel St. John McCutchen, of North Plainfield, the President of the State School Board Association. He thought such gatherings were of considerable importance, as it was a good thing to know the standing of a county on educational lines.

He spoke of the advancement on school lines in his town during the past nine years. Recently the borough, which had not increased more than 20 per cent. in population, had voted $16,000 special school tax. He had seen three schools built there, and was proud of their progress. He commended the Association on its good work.

Rev. Frank Fletcher of New Market, delivered the witty speech of the day. His remarks kept the members in constant uproar, while making strong and timely hits.

Judge Adrian Lyon made an eloquent speech, in which he spoke of the value of educational work from the State standpoint.

Resolutions were adopted requesting the County Superintendent to submit at the November meeting a report of such brief rules and regulations as will conduce to uniformity of procedure by the boards of education, and urging each school district to hold a district commencement exercise, in addition to the graduating class exercises.

A resolution urging townships to appoint supervising principals, for whom the State provides $600, was adopted, as was that expressing the appreciation of the press for their aid, and thanking the speakers. An important resolution was that concerning the closing of small schools, as follows:

WHEREAS, It requires about the sum of $450 to maintain the smallest public school according to law;

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WHEREAS, In many of the schools the average daily attendane does not exceed fifteen pupils;

WHEREAS, The school law provides the sum of $200 a year for each school closed and children transported;

Resolved, That the continuation of said small schools in localities where such pupils can be accommodated in other schools without increasing school accommodations, is a misuse of school moneys and against the interest of the children and the taxpayer.

The following was the arrangement of tables and the seating of members by boards:

Table No. 1—Dr. Louis Bevier, S. St. John McCutchen, of Plainfield; Judge Adrian Lyon, of Perth Amboy; H. Brewster Willis, John H. Wade, D. W. Clayton, William Carman, William Fitz Randolph, F. E. DeGraw, H. B. Zimmerman, Rev. Frank Fletcher.

Table No. 2—Press representatives.

Table No. 3—R. A. Dey, J. W. Buchanan, Samuel C. James and William Nichols.

Table No. 4—Asbury Fountain, J. C. Hoffman, C. M. Clemons, William Clemons.

Table No. 5—H. H. Mershon, F. W. Stout, Professor George W. Wilmot, C. P. Palphreyman.

Table No. 6—Charles Anderson, John VanNorden, G. F. Banse and George Allgair.

Table No. 7—T. J. Todd, L. T. Titsworth and W. J. Hamilton.

Table No. 8—Dr. M. J. Whitford, Frank O. Nelson, D. J. Perrine and J. E. Meeker.

Table No. 9—W. E. Burns, A. W. Crowell, W. T. Woerner and J. C. Morris.

Table No. 10—W. F. Perrine, S. S. VanAnglen, Abram Voorhees, L. Pearce.

Table No. 11—J. O. Cozzens, Dr. I. C. Crandall, L. McGinnis, John H. Wade.

Table No. 12—V. W. Main, E. C. Ensign, C. W. Fisher, Rev. R. Stier.

Table No. 13—R. Bruce Crowell, Dr. E. B. Dana, E. J. Drake, L. Crowell.

Table No. 14—Joseph Fisher, R. J. Smith, O. O. Stillman.

Table No. 15—Dr. J. N. Harris, Morris Bauer, Jr., A. Viehman, Rev. John Dewald.

Table No. 16—Dr. E. L. Loblein, R. S. Wark, G. K. Parsells, H. A. Kibbe.

Table No. 17—J. J. Cathcart, William Holmes, H. T. Bright, E. Wagner.

Table No. 18—A. Banse.

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County Council of Teachers.—A meeting of the County Council of Teachers of Middlesex County, including representatives from the city of New Brunswick and the city of Perth Amboy, convened in the Livingston Avenue High School building, on Saturday, the 2d day of February, 1901, for the purpose of discussing important school matters. There was only one principal absent.

The course of study in the city of New Brunswick, in the city of Perth Amboy and the county schools of Middlesex were placed, respectively, upon the blackboard and carefully compared, including the high-school years of work.

It was learned that the grammar-school years, in all three divisions, covered the same work, and it was agreed that any pupil from the schools of the county, presenting an eighth-year county test certificate, should be received in the first year of the high-school department in the city of New Brunswick and in the city of Perth Amboy, without further examination.

This general understanding and unity in the courses of study in the three school divisions of our county, above mentioned, it was believed, would be a great encouragement, as well as a recommendation to the pupils desiring to enter high-school work.

It was discovered that already nearly thirty of the pupils of this county have left the eighth-year work and entered the high-school department in other counties.

Matters referring to the tenth-year course in some of the smaller schools, what constituted a school year, matters pertaining particularly to the May closing schools, matters pertaining particularly to the June closing schools, the rules and regulations for county testing, appointment of committees to prepare questions, pedagogical library matters and National Educational Association meeting were discussed at some length.

The council meeting lasted nearly three hours, and the interest was maintained to a remarkable degree.

If in unity there is strength, the public school interests of the three divisions of Middlesex county, namely, the city of New Brunswick, the city of Perth Amboy and the county, will grow stronger and stronger in the progressive lines of educational work.

Professional Circles.—The Teachers' District Professional Circles have been maintained in each district of the county with usual success and profit.

In addition to papers read and the discussion of educational works at these meetings, a number of our most successful teachers in the different years of work have been invited by

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neighboring circles to give practical and suggestive talks on their work.

These visitations, by representatives from other circles, have proven to be a very pleasing, instructive feature.

The circles of the various districts have read and discussed, during the school-year closing June 30th, 1901, the following works, taken from the pedagogical library and read and discussed at circle meetings during the year, under the supervision of the official board of the District Professional Circles, and the result reported to the County Superintendent.

Cranbury Circle—Official Board: Ella Davis, Mary E. Bergen, Mamie H. Gulick, Laura Scudder.

Read—Roark's Psychology in Education.

Dunellen Circle—Official Board: Lester Meseroll, Ada Weatherwax, Mary O. Fulper, Ritie G. Brokaw.

Read—McMurray's General Methods of Education and Hailman's History of Pedagogy.

East Brnuswick Circle—Official Board: J. F. D. Heineken, Lizzie Straub, Annie Keidel, William Johnson.

Read—Baldwin's Psychology and Page's Theory and Practice.

Jamesburg Circle—Official Board: Howard Dare White, Annie C. Paxton, Rose A. Covert, Isabel Andrews.

Read—Painter's History of Education and Baldwin's School Management.

Madison Circle—Official Board: Annie S. Wall, Gertrude Sutphin, Norma Sharp.

Read—Compayre's Elements of Psychology and Baldwin's School Management.

Monroe Circle—Official Board: Laura Cottrell, Ethel Hancock, Luella Lewis, Alice Applegate.

Read—Halleck's Psychology.

North Brunswick Circle—Official Board: J. Alfred Wilson, Bessie Stephenson, Susie B. Felter.

Read—Roark's Psychology in Education.

Piscataway Circle—Official Board: Harry Cathers, Harry Pittenger, Lillian Gunther.

Read—Page's Theory and Practice and McMurry's General Methods.

Raritan Circle—Official Board: Thos. G. Van Kirk, Nellie Lefferts, Blendina Smock, Dillie Thornal.

Read—Baldwin's School Management and Halleck's Psychology.

Sayreville Circle—Official Board: Howard S. Wilson, Virginia McCurdy, Mary G. Lyons.

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Read—McMurry's General Methods.

South Amboy Circle—Official Board: R. M. Fitch, Kate L. McCoy, M. P. Willits, I. B. Huff.

Read—Seeley's History of Education and Foundations of Psychology—Harris.

South Brunswick Circle—Official Board: Emma Morton, Estella Van Arsdale, Margaret C. Wall, Henrietta Osborn.

Read—Fitch's Lectures on Teaching and Williams' History of Education.

South River Circle—Official Board: William Campbell, May U. Bogan, J. B. Donnell, Elmer Eulner.

Read—Baldwin's School Management.

Woodbridge Circle—Official Board: John H. Love, James Sheppard, Mary Van Arsdale, Viola Dunham.

Read—Roark's Methods of Education.

Pedagogical Library.—The Pedagogical Library Committee have held the usual meetings during the year, and about 150 volumes have been added.

Certificates were presented at the Institute to those who had completed the course of reading prescribed by the committee, which consisted of four works—History of Education, Theory and Practice, School Management, Pedagogy or Psychology.

The books have been distributed to each district in the county, in circulating library book-chests ,twice during the school-year.

During most of the school-year the library rooms, which are in the City Library Building, New Brunswick, have been kept open on Saturdays from 2 to 4 o'clock by teachers who have kindly volunteered to act as librarians.

Teachers' Institute.—Middlesex County Teachers' Institute was held under the joint supervision of H. Brewster Willis, County Superintendent of Public Schools; W. C. Armstrong, City Superintendent of Public Schools of New Brnuswick, and S. E. Shull, City Superintendent of Public Schools of Perth Amboy, on Monday, Tuesday and Wednesday, November 26th, 27th and 28th.

The opening exercises were conducted by the Rev. John H. Raven, of the Theological Seminary, New Brunswick.

The Institute was divided into a main department and primary department. The following are the subjects discussed and the instructors:

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"Aims and Methods of To-day"—H. C. Krebs, Somerville.
"How to Gain Power and Facility in Blackboard Illustration"—Madame C. W. van Helden, Philadelphia.
"Incentives"—H. C. Krebs.
"Nature Work in Primary and Kindergarten"—Grace A. Wood, State Normal School.
"Home and the School"—Louise Connolly, New York.
"The Development of Personality in Children"—Edward Howard Griggs, Brooklyn.
"The Old and New"—S. E. Shull, City Superintendent, Perth Amboy, N. J.
"Nature Drawing"—Madame C. W. van Helden.
"The Mission of the Primary Teacher"—Louise Connolly.
"Inspired Teaching"—Edward Howard Griggs.
"The Philosophy of School Discipline"—Dr. L. Seeley, State Normal School.
"Spelling"—Miss Mary Mead, Perth Amboy.
"Normal School Entrance Requirements"—Dr. J. M. Green, Principal State Normal School.
"What Ought the Schools to Accomplish"—W. B. Powell, Washington, D. C.
"Management of Breath in School"—Mrs. F. W. Kitchell, Perth Amboy.
"Penmanship, Vertical *vs.* Slant"—W. C. Armstrong, City Superintendent, New Brunswick.
"Kindergarten and its Relation to Primary Schools"—Grace A. Wood.
"Who are Responsible for the Education of the Child?"—Dr. L. Seeley.
"The Education of Colored Children in the South"—Mrs. Wm. Scott, Virginia.

Important meetings were held by the principals of the May-closing schools and the principals of the June-closing schools relative to uniformity, county testing, commencement exercises and other matters of importance.

Reports were received from the Library Committee, Mr. Cathers, librarian. A report was received from the library recorder, Mr. Thos. G. Van Kirk; report received from treasurer, Mr. S. E. Shull; report from the County Superintendent on testing results, showing that 111 pupils had been successful in the eighth-year work and 289 pupils had been successful in the fourth-year work.

A report of the condition of the Teachers' Retirement Fund was read by the County Superintendent.

Presentation of pedagogical library certificates to the teachers who had completed the course of reading required by the Library Committee.

Little Miss Vera Sperling entertained the teachers by a short recitation entitled "Young America's Fourth," and little Miss Gladys Harper delighted the teachers with song. Miss S. T. M. Brown was in charge of the piano.

At the close of the session the Committee on Resolutions reported the following:

Resolved, That we, the teachers of Middlesex county in Institute assembled, extend a hearty vote of thanks to our most worthy County Superintendent, H. Brewster Willis, for his advanced work and untiring labors in the preparation and successful carrying out the institute program; also to

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the State and City Superintendents of Public Instruction in enablying our Superintendent to present to us such scholarly and masterly instructors.

Resolved, That we, as a body, express our sincere thanks to the Board of Education for the use of their high school building and the various rooms in which the school work from all the schools in the county has been exhibited.

Resolved, That we, owing to the great educational advantages derived from such an exhibit of school work, make this exhibit an annual exhibit of limited regular class school work, to take place during the Teachers' Institute.

Resolved, That the teachers of this county express their thanks to the chairmen and members of the several county school exhibit committees for the prompt and efficient manner in which they have performed their work and the pleasure that the results of their work has added to our Institute sessions.

Resolved, That the thanks of the Institute be extended to Mr. I. S. Lee and his able assistants for the unique and admirable manner in which they planned and carried into effect arrangements for the very pleasant reception and entertainment of Tuesday evening, November 27th, which resulted in bringing together socially a large number of the teachers and their friends.

Resolved, That the thanks of the Institute be expressed to Mrs. Kitchell, Miss Smith, Professor Prentiss and Rutgers Quartette for so delightfully contributing to the enjoyment of the occasion.

Resolved, That we express to all who have taken part in the Institute or aided in any way in its success our sincere thanks.

Resolved, That we extend a vote of thanks to the Pedagogical Library Committee for the faithful performance of its duty during the past year.

WHEREAS, It has pleased the Great Teacher of the Universe to remove from our midst one who has spent so many years of her life in the faithful performance of her duty as a teacher in Middlesex county; therefore, be it

Resolved, That we, as co-workers in the cause of education, express our deep sorrow and regret at the death of Miss Sarah Bernhart and commend her faithful performance of duty to the teachers of Middlesex county.

R. M. FITCH, *Chairman,*
A. E. VAN NUIS,
HAMLET P. COLLINS,
J. ALFRED WILSON,
RITIE G. BROKAW,
Committee.

The Social Session.—The Social Session of the Institute was held on Tuesday evening at the Masonic Temple. The occasion was under the control of a committee composed of one person from each school district in the county. Mr. Isaac S. Lee, principal of the Livingston Avenue High School, acting as chairman.

The occasion was divided into two sessions of one hour and a half each, and teachers, with one invited guest only, were admitted. Mr. Isaac S. Lee was master of ceremonies. Hart's orchestra rendered suitable music.

The first session was held in the audience-room of the Temple, and in the early part of which County Superintendent H. Brewster Willis and Mrs. Willis, assisted by Dr. James M. Green, principal of the State Normal School, and Mrs. Green; Superintendent W. C. Armstrong and Mrs. Armstrong and Superintendent S. E. Shull and Miss Eugenia Dimmick, received the teachers and their friends.

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Rutgers College quartette sang several selections and won much applause. Prof. George W. Wilmot was in fine voice, and made the audience happy with his finely-rendered solos.

Mrs. F. W. Kitchell, of Perth Amboy, and Miss Mary Smith, of New Brunswick, favored the occasion with their successful recitations.

Prof. R. W. Prentiss, of Rutgers College, gave a very interesting and valuable address upon astronomy.

After indulging in a few national songs, the first session closed, and the second session began in the music-room below, where all made merry until the hour struck twelve.

The occasion was very largely attended, a very successful one, and will undoubtedly be considered as an important feature of our Institute.

Public School Institute Exhibit.—Pursuant to resolution passed at the Teachers' Institute, the various schools of the county presented regular class work in each of the twelve years of work. This regular class exhibit work proved to be a special feature of the Institute.

Twelve rooms of the Livingston Avenue High School building were fitted up for this purpose, each room representing a separate year of work.

The six rooms on the first floor represented the first six years of work, and the six rooms on the second floor represented the second six years of work. Each room had a full share of exhibits, which were carefully arranged on three lines of wires hung around the room. Each exhibit was signed by the pupil doing the work, and the teacher, and contained a statement of the number in the class, the average age and the percentage of work presented, 75 per cent. being required.

The teachers found it exceedingly entertaining and instructive to visit room after room and compare the work of the schools throughout the county and cities by years.

The work was quite a revelation, and put beyond all question the value of a uniform course of study designated by yearly minimum standards.

There were hundreds of children and parents who visited the exhibits during the week, as well as teachers, many of whom enjoyed the exhibits quite as much as the Institute sessions. Special school work was rejected, thus the exhibit makes no additional work for teachers or pupils.

New School-houses.—A new brick, four-room school building was erected during the year by the Board of Education of

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Piscataway township at South Plainfield. The building is modern in all its appointments, is an ornament to the town and a monument to the generosity of the taxpayers and the progressiveness of the Board of Education.

On January 21st, 1901, this new building was dedicated to the cause of public education. The Board of Education received the taxpayers in the building from 2 to 3 o'clock in the afternoon, after which there was a flag-presentation and raising. The exercises proper were held in the Baptist Church, nearby the school-building.

The State Superintendent, County Superintendent, Township Supervisor and Board of Education occupied the platform. Prayer was offered and the address of welcome made by Rev J. A. Cubberley, pastor of the church.

The dedicatory address was delivered by our worthy State Superintendent, Dr. C. J. Baxter, in a most impressive manner. The County Superintendent made an address on the appreciation of school buildings. Addresses of less than five minutes each were made by M. J. Whitford, M.D., Wm. Fitz Randolph, J. C. Morris, Wm. Manning, J. H. Sebring, F. O. Nelson, Daniel Whitlock, J. E. Meeker and others.

The teachers and pupils added much to the occasion by solos, choruses and other exercises. The program was under the supervision of H. Cathers, the district supervisor.

A new two-room school building was erected by the Board of Education of the township of Woodbridge at Port Reading, which is a model building of its kind. A new school building has been erected by the Board of Education of Madison township at Hillsboro, which is a credit to the taxpayers in that locality.

The Board of Education of the township of East Brunswick purchased a suitable lot near Dunham's corner and moved the old school building upon the same, and made a substantial addition to the building, making the school a two-room school, which was very much needed.

The Board of Education of the township of North Brunswick has made a very desirable improvement in enlarging and heating the Red Lion school building.

The Board of Education of the Borough of Dunellen have made very noticeable improvements in the Whitney school building, at a considerable expense. There seems to be a spirit of improvement prevailing in the county in school building.

Public School District Commencement Day.—It affords me pleasure to report that, with the exception of one school district,

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the School District Commencement Day was very sucessfully observed.

These occasions were usually held in the church centrally located, and were very largely attended. In some instances tents were erected in the church-yard, and groves were fitted up for social enjoyment after the exercises closed in the church.

The following program, which was very successfully carried out in one of our districts, might give some intimation as to the character of the occasion. The instrument used on this occasion was the church organ:

1. Instrumental solo—by church organist.
2. Invocation.
3. Song by the schools—"Happy Greeting to All."
4. Address of welcome—by the pastor of the church.
5. Recitation—"Geography Demon."
6. Reading—"A Good Rule."
7. Song, vocal solo—"Summer is Here."
8. Class exercise in reading, second year pupils.
9. Chorus—"The Old School Bell."
10. Recitation—"Too Little and Too Big."
11. Recitation—"Boys."
12. Class exercise—"Quick Arithmetic," fourth year pupils.
13. Adrress—Rev. L. E. Livermore, New Market.
14. Recitation—"The Dolls' School."
15. Song—"Come to the Hills."
16. Class exercise—"U. S. History," sixth and seventh year pupils.
17. Essay—"Porto Rico."
18. Report from each teacher of the work accomplished during the year.
19. Report of the County Superintendent of the testing results, fourth and eighth year work.
20. Presentation of certificates to the fourth year pupils who have been successful in the county testing.
21. Presentation of certificates to the eighth year pupils who have been successful in the county tests.
22. Song—"America."

District Supervisors.—I am pleased to report that we have at present seven district supervisors, four of which have been appointed under the law and receive the sum of $600 annually each, and three of which are principals of schools, who give a portion of their time to supervision without any additional compensation.

These supervisors are a great help to the teachers, the Boards of Education and to this department.

Public appreciation of their service is slowly but surely growing. May the day soon dawn when every district in this county and in this State shall have a wise and capable supervisor to care for the local details of school-work.

Work Ended.—It becomes my sad duty to report the death of Miss Eugenia Dimmick, which occurred in the early spring, who

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for full forty years has been prominently connected with the public school work of this county.

She taught in the Piscataway school, was principal of the Spotswood school, vice-principal of the Woodbridge school and vice-principal of School No. 1, Perth Amboy. She was also a member of the County Board of Examiners for thirty consecutive years.

Miss Dimmick was a scholarly, dignified and ambitious woman, with more than usual energy and directive ability. She was a leader in public school affairs.

Her cheer, helpfulness and nobility of character won for her a place in the hearts of the teachers and pupils of the county which has seldom been attained.

The funeral services took place at her home in Kingston, N. Y., and many friends from New Jersey were present to pay their last tribute to the memory of a good, wise, helpful woman and a most successful educator.

Mr. J. H. Greene, president of the Board of Education of the borough of South Amboy, and Mr. S. W. Booram, president of the Board of Education of the borough of South River, departed this life in June last. Both of these gentlemen were active school men, and their valuable services and wise counsel will be missed in their respective fields of labor.

Mr. W. R. Larkin and H. C. Gaskill, of the Board of Education of the borough of Dunellen, and Mr. Charles Farr, of the Board of Education of the township of Monroe, valuable school men, have been recently called away.

Miss Alice Drake, a very promising young teacher of School No. 8, East Brunswick township, came to a very untimely death soon after she had entered upon her duties.

It is seldom that our educational ranks have been so largely impaired by death in any one year.

In Conclusion.—It gives me mingled feelings of pride and pleasure to observe that by a consideration of the Declaration of Prniciples, announced at the National Educational Association meeting in Detroit, July last, that the State of New Jersey is fast approaching the ideal public school system.

It must have been apparent to every New Jersey educator who perused the articles that the work of our Commissioners, appointed to revise our school laws, was not only abreast but in the front of school legislation in this country.

From present indications I am induced to believe that these advanced legislative school provisions are doing much to improve and elevate our schools in towns, boroughs and townships.

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The results of the work of the year plainly show that there is a commendable advance in the total number of children enrolled, the average number of pupils present, the average number of pupils enrolled, the average daily attendance, the amount of special tax raised for the year for school purposes, and the number of pupils reaching the required standards of work in the various schools at a lower average age.

All these favorable indications serve to cheer and give increased momentum to our educational spirit.

MONMOUTH COUNTY.

JOHN ENRIGHT, SUPERINTENDENT.

To Honorable Charles J. Baxter, State Superintendent:

DEAR SIR—Herewith is respectfully submitted my annual report of the schools of Monmouth county for the year ending June 30th, 1901.

The accompanying statistics, if analyzed and compared, will show that the good record of the past has again been maintained and advances made along lines indicating progress.

When the maximum of efficiency, through years of steady effort, has been closely approximated, we can justly say, "Well done," if the past standards have been reached and a small gain upon those standards is made. This much, at least, can be claimed for the work of the past year. There has been faithful duty performed by the teachers and pupils, and, as a rule, wise administrative direction by the several boards of education.

If it were asked in what one thing has the greatest progress been made in our schools during the past two or three years, I should unhesitatingly say that it is in reading. No longer is mere mechanical vocal utterance accepted as good reading. There must be a clear understanding of the subject-matter read. To attain to this is the work of the teacher. The reading recitation must no longer be a resting period for the teacher. The teacher who will be contented to sit drowsily in her chair, with her feet leisurely placed on a stool, and hear a reading lesson, cannot hope for promotion or a good word towards it when opportunity offers. There is no subject taught in our schools better suited to show a real teacher's value than reading.

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Here is the opportunity for imparting with the thought uttered that life in its fullest abundance, which is, after all, the only thing that can be given, or, as we say, taught. We talk about the living thought of the text, but it has no real life to the average child until the life of the teacher has made it breathe and burn. With the better adaptation of reading matter in the text-books of the early grades, and with teachers whose mission is magnified in the quantity of life and zeal that they bring to their work, there have been great advances made in this subject. We have, of course, a few teachers who still *hear* the reading class, and, in consequence, pupils who *hear* the sounds uttered and heed not their own voices. I have heard children reading in a fourth reader, pronouncing the words correctly, with even fair expression, who could not tell what they were reading about any more than if it were in a foreign language of which they knew nothing. Still, this kind of work is the exception and not the rule. We hope sometime to see none of it.

In my visits to schools I find it difficult to see teachers at their best, as I apprehend. As a rule there is a timidity and reserve on the part of the teacher which is quite contagious with the children, and causes general embarassment. So many teachers believe that their work will be judged by the ability of their pupils to answer text-book questions. If a dull class is on the floor, it is often dismissed and a brighter class called out. It is overlooked that opportunity to show tact and skill in teaching a dull class is even greater than in teaching a bright class. Good teaching is not shown in pouring in nor in drawing out text-book knowledge, but, rather, in giving life and inspiration. To be sure, the medium through which this life-giving is imparted is the subject-matter to be taught. I once heard a teacher say that it provoked her immeasureably to see her class which had just been promoted, and in the hands of another teacher, sit with eyes wide open, listening as if they had never before heard the function of a verb explained. She did not realize that it was not the verb, but, rather, the teacher behind it that was the well of life from which the draughts came fresh and sparkling. So good teaching in reading and in all other things must ever be measured by the enduring inspirations for higher and better things which it is able to create.

Two new school buildings were erected during the year; a one-room building, to take the place of the "eight-square" schoolhouse in Upper Freehold township, cost one thousand dollars, and a four-room brick structure at Oakhurst, in Ocean township. The latter is one of the handsomest and most commodious four-room school buildings in this county. It was dedicated to public use in October, 1900. There were present Honorable James L.

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Hays, President of the State Board of Education. Honorable Charles J. Baxter, State Superintendent of Schools, and T. Frank Appleby, of the State Board. Addresses were delivered by these gentlemen and the County Superintendent. An interesting epoch is thus marked in the educational concerns of the village of Oakhurst. The cost of the building, without the lot, is $12,000. There now remains but one place along the coast from Sandy Hook to the Ocean county line with indifferent school accommodations. That place is Neptune City. Recently they have voted to put themselves in line by bonding their district for ten thousand dollars for a new school-house. A litigious spirit on the part of a few men in the district has for the present stopped efforts to have a new building at the opening of school in the fall. It is regarded as only a temporary set-back, which will not prevent ultimate success. Red Bank is erecting at the present time a handsome large building at a cost of $60,000. It will be opened for occupancy some time during the fall.

The law of last winter doing away with the school census and substituting therefor the total number of days' attendance as a basis for apportioning a part of the school moneys, led to greater exactness in the making up of the roll-books. Hitherto there had been some confusion as to the meaning of "off roll" and absenteeism. In a few schools, and some of them large ones, children had been counted present on all holidays and when school was closed temporarily for any purpose. In these schools, at the cost of much time, the roll-books had to be re-cast. This will explain why the total number of days' attendance reported this year is so small an advance over last year, notwithstanding an increase in the total number of pupils in attendance and an increase in the daily average. Another year, with a clearer understanding of the keeping of the roll-books, there will be less disparity.

The school libraries have been enlarged, and some new ones created during the year. At Atlantic Highlands a fine second-hand library came into the possession of the school at a minimum cost. There is no gainsaying the value of a local library in the school to which pupils have access. To be sure, all the books are not worth reading by all the pupils. Whether a given book is worth while to be read at all is largely a personal equation which the teacher should take part in solving. I am persuaded that the few read too much and the many too little. The kind of reading most sought is fiction. If this creates, as I am constrained to think that it does, a thirst for more fiction, then the library is a hindrance and not a help in school-work. A hindrance, I mean, to those affected in that way. But if it creates

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a habit for reading which will lead to the reading of better things, and to thinking and talking about them, then is its mission in connection with a school fulfilled. It is noticeable that those who read of the average library book most think least, and are often unfitted for the arduous work in the higher grades. While, therefore, a school library properly selected is of much value to a school, yet there should be careful direction in its use. We are now striving to introduce more of history, biography and travel in the library, and to the taste of the pupils, and let fiction take care of itself.

The attendance at examinations, because of the liberal rules for the renewal of certificates, and the extension of time of the third-grade to two years, has very much decreased. It is now about one-half that of former years. The raising of the standard of the third-grade and the increased number seeking professional training have also much to do with it. Most teachers aspire to the higher grades as soon as it is possible for them to do so by reason of time-service. Hence, we have but eighteen out of a total of 375 who are third-grade teachers.

A Union Teachers' Institute, comprising Ocean and Monmouth, was held at the Ocean Grove high-school building during Thanksgiving week. This was the largest gathering of teachers ever held in Monmouth county. There were more than four hundred teachers in daily attendance, as shown by the roll-call. The instructors were Miss Louise Connolly, of New York City; W. B. Powell, of Washington, D. C.; W. J. Morrison, of the State Normal School, Madame C. W. Van Helden, Philadelphia, and Edward Howard Griggs, of Brooklyn, N. Y.

The transfer of children from one district to another has continued to give a good deal of trouble. There were 603 transfers made during the year. The amount of work and anxiety in adjusting so large a number is very great. The word "remote" in the school law carries with its meaning not only distance but other considerations, such as loneliness of route over which the child has to pass, age of child, as well as school accommodations in the schools affected. These might be essentially settled, and would be if left to the judgment of the Superintendent without opposition from boards of education. The money consideration to be paid by the Board of Education from whose district the child is transferred causes opposition to the transfer of many children who are clearly entitled to it. So, with zealous importunities for transfers on the one hand, and rigid opposition, oftentimes unreasonable, on the other, the work of transferring children becomes a vexatious business. After a good deal of labor, we have had everything adjusted satisfactorily, even with-

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out arbitration, with one exception. The township of Wall refuses to even arbitrate with the borough of Manasquan for the payment of forty transfers. An appeal has been taken by Manasquan, which is now pending in the State department at Trenton. Whether the change in the law of last winter, governing the payment for transferred children, will bring relief remains to be seen. At best, it is the most troublesome thing that we have to contend with in the administration of the school law.

Two school-board meetings were held in October and April at Freehold. The meetings were well attended and much interest manifested in their proceedings. Discussions and papers on such topics as "Township School Supervision," "School Sanitation," "Transfer of Children," "Transportation," and other vital school questions were presented. The value of the April meeting was very much enhanced by the presence of J. B. Betts, Deputy State Superintendent, who explained the reasons for a change of plan for the apportioning of school moneys from that of the school census as a basis to that of total days' attendance. Mr. Betts very forcibly argued that the change would be a just and fair one to all concerned.

These school-board meetings continue in favor with the earnest and progressive members of school boards in our county. It is seen by them that these meetings serve to unify all school interests, and to broaden the general scope of school administration. The management of town and borough schools are compared and contrasted with those of townships, and oftentimes important mutual lessons are taught. In the matter of providing decent out-buildings for rural schools, and keeping them so, much good has come from these meetings. The school-board association gives dignity and importance to the office of member of boards of education, and thus an added dignity and interest in his work.

A County Teachers' Association was formed at Long Branch, in January, 1901. One hundred and seventy teachers attended the first meeting. This was encouraging in a high degree. The meeting was called at my suggestion, and it was designed to be managed by the teachers themselves. It was thought that if the responsibility of success was assumed by the teachers, more interest would be manifested and better results would thus be obtained. This was stated by me at the meeting, and the teachers were urged to select their own officers and to conduct their own proceedings entirely independent of any official suggestions. Mr. C. Gregory, of Long Branch, was chosen president of the association. It was agreed to meet twice each year, in January and in May. At the first meeting, besides organizing, there were

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papers and addresses as follows: W. T. Whitney, of Atlantic Highlands, "Correlation of Studies"; Fred. S. Shepherd, Asbury Park, "Manual Training"; C. Gregory, "Preparation of a Teacher." These subjects were freely discussed by the members. J. P. Stout, of Como, also gave a paper on "Self-Government of Schools." A large meeting was held at Asbury Park in May. At this meeting Mr. B. C. Gregory, of Trenton, gave valuable assistance. The following of our own teachers took part: Miss E. Todd, of the Long Branch high school, and Miss Etta Donahay, of the Freehold high school, gave papers on the "Teaching of English." Miss Eva Green, of Red Bank, read a paper on "Teaching Reading in the Primary Grades." These meetings are not supposed to take the place of the local teachers' circles, held in the different townships, but, rather, to supplement and support them. If the initial efficiency and enthusiasm of these meetings can be maintained, and I see no good reason why they should not, much good is expected to result.

The grammar-school examinations were held, as usual, in May. One hundred fifty-two candidates tried the examination, out of which one hundred eight succeeded. It may be remembered that I do not ask that the large graded schools, having a system of examinations of their own, enter these examinations. Hence, with two voluntary exceptions, Atlantic Highlands and Matawan, the schools represented are rural. The grammar-school diplomas are recognized by the high schools of the county, and holders of them are admitted into them without further examination. We try not to make of these examinations a fetich nor to press them unduly upon the pupils and teachers. They are entered into by school and teacher of their own motions. In this way it is thought that the maximum of effectiveness is secured. It is believed that all things educational should be a leading rather than a forcing process. So with these examinations, as with other things, we strive to lure forward and, so far as lies in our power, to lead the way.

The closing of small schools and the transportation of pupils at public expense are making some headway. Yet I must say that the growth of favorable sentiment in this direction is still slow. It takes courage to deprive small neighborhoods of ancient privileges without their consent. Hence, oftentimes expediency controls judgment, and ills of yesterday are yet borne to-day. Small schools are known to be comparatively expensive and inefficient, yet they are tolerated because of the strong backing of sentiment. But no real progress is made without its compensation of resistance. Hence, the problem must be met with resolution. Two more small schools are to be closed the coming year,

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one in Upper Freehold township, the other in Howell. Provision is made for the children of these schools at Allentown and at Farmingdale. When the children are once established in these good schools it is believed that there will be no desire to return to their old schools.

Forty-five children are transported in Matawan township at public expense, and it seems to give satisfaction.

In closing, I again desire to record here my thanks to the State department for official courtesies, always so generously extended, and for assistance and support in the discharge of duties pertaining to this office.

MORRIS COUNTY.

WALTER B. MATTHEWS, SUPERINTENDENT.

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

DEAR SIR—I herewith most respectfully submit my second annual report of the condition of the schools of Morris county.

In general, the work of the schools has been very satisfactory, and I am confident that there is a steady growth in the interest manifested in educational matters throughout the county.

School-houses.—There are in Morris county one hundred and twenty-two school-houses and two hundred and sixty-six teachers. During the year five new buildings have been erected, and two are now in course of construction. Port Oram and Rockaway are both considering the matter of constructing fine modern buildings, and there is a probability of a number of others being built in the near future. The matter of out-houses has received considerable attention during the past year, but there is yet room for much improvement in that direction.

Course of Study.—The Morris county course of study has been in operation during the year, and the first annual examination was held May 13th, 14th and 15th. Pupils in the sixth, seventh and eighth grades were examined, and diplomas were granted to one hundred and twenty-five pupils of the eighth grade. The possessors of these diplomas are admitted to any high school in the county without any further examination, and I find that the greater number of them are attending some high

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school. I am confident that this plan wil result in much good, especially in the ungraded schools. It gives the pupils of such schools a definite purpose, and it becomes an inspiration through all of the grades.

It also helps the high schools by bringing in a class of earnest, hard-working students, and furthermore, it unifies and systematizes the work of the schools throughout the county.

Teachers.—I am proud to say that the teaching force of our county is gaining in efficiency every year. There is an increasing demand for teachers of a broader education and a more thorough equipment for the work. The number of college graduates in our list of teachers is steadily increasing. This is as it should be. I notice that our best-equipped teachers are also the most enthusiastic. They are always present at teachers' meetings, and in every way do their utmost to raise and uphold the cause of education.

Teachers' Meetings.—We have a regularly organized association of the teachers of the county, with two stated meetings a year—on the third Saturdays of November and April.

We have funds sufficient to engage one or two first-class speakers for each occasion, and we endeavor to make these meetings so valuable that no teacher can afford to be absent. Our Institute was held in Dover, December 17th, 18th and 19th. It was generally pronounced to be the best ever held in Morris county.

School Board Meetings.—We have held two meetings of Boards of Education during the year. Assistant State Superintendant Betts gave us a very interesting and instructive talk at one of our meetings. I find that the greatest difficulty is to secure the attendance of the people who most need the information and inspiration that results from such meetings. These school-board meetings should become one of the most important factors of progress in educational work.

Supervision.—Since my appointment I have exerted myself in every way to increase the efficiency of supervision. The greatest opposition that I have met with has been in the districts largely composed of small ungraded schools, where the need of supervision is most obvious. I hope that the time will soon come when the law will make it mandatory that every school district shall have competent supervision. During the year ending June 30th, 1900, there were three supervising principals in the county.

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During the year ending June 30th, 1901, there were ten principals who devoted their whole time to supervision. Notwithstanding this great gain, I am not satisfied, nor shall I be until the work of every one of the twenty-four school districts in the county is directed by a competent supervisor.

OCEAN COUNTY.

F. A. North, Superintendent.

To Hon. Charles J. Baxter, State Superintendent:

Dear Sir—Herewith I most respectfully submit my fifth annual report of the condition of the public schools of Ocean county, for the year ending June 30th, 1901.

Measured by customary standards, the school year just closed has been more successful than any that has preceded. Our efforts for better attendance and punctuality have been rewarded with abundant success. Double the usual number of pupils have taken the county uniform examination with better results than ever before. The Superintendent has visited schools oftener; there have been more general and local meetings for teachers; the pedagogical library has been completely revised and divisions of it placed in twelve convenient localities in the county; graduating exercises have been extended; supervisors have exercised more authority; visiting schools has become more general; a higher professional spirit pervades the teaching force; boards of education give more time to their official duties; more school buildings have been erected than in any other ten years of the county's history; more teachers have been employed; the course of study is more closely followed; parents are better satisfied, and there is more unity of feeling and purpose than ever before.

Statistical.—The tables containing the financial report, apportionment of school moneys, report of attendance, condition of school-houses, teachers' certificates, debt statement, and school libraries, for the school year ending June 30th, 1901, have already been forwarded to you. The total amount of money expended in the county for school purposes during the year was $73,459, an increase of $12,651 over the preceding year. Of this amount the State furnished $27,804, just $1,562 more than

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in the year previous. The enrollment is 4,682, an increase of 42. The average daily attendance is 2,716, an increase of 91. The percentage of daily attendance, based on the average enrollment, is 85, a slight increase over that of a year ago. The average salary paid to males per month for teaching is $51.88, and the average monthly salary paid to female teachers is $35.57, a slight decrease for the males and a slight increase for the females over last year. There are 20 school districts in Ocean county, 68 public school-houses, 4 erected during the year; 122 class-rooms, and three private schools. The value of school property is estimated at $161,050, an increase of $40,200. The amount of money available for school purposes, for the school year ending June 30th, 1902, is $78,642.70, an increase of $6,585.66. There has been an unprecedented decrease in the cases of tardiness, from 16,694 to 9,718, a decrease of 6,976. The County Superintendent made 514 official visits, an increase of 184, or 296 in excess of legal requirements. The following comparative table, embracing the past nine years, will be found interesting and instructive. One of the most convincing facts is, that while the school population remains practically the same, in nearly all other essential respcets there has been a decided improvement, especially the increase of numbers neither absent nor tardy, increased number in high school studies, increased number of visits by the Superintendent, and phenomenal decrease in tardiness.

YEAR.	Census.	Enrollment.	Average Daily Attendance.	Tardiness.	Neither Absent nor Tardy.	Number in High School Studies.	Number of Teachers.	Number of Months Taught.	Number of Visits by the County Supt.	Money Expended.
1893,	4,787	3,975	2,741	28,029	11	41	73	8.75	98	$52,164
1894,	4,955	4,025	2,207	19,797	45	45	84	8.50	110	50,244
1895,	5,093	4,534	2,578	18,360	11	56	91	8.50	113	57,741
1896,	4,938	4,265	2,276	13,708	11	62	94	8.55	107	57,373
1897,	5,045	4,422	2,497	15,246	26	72	98	8.62	132	56,281
1898,	5,033	4,489	2,725	15,587	82	120	101	8.91	219	58,631
1899,	5,163	4,527	2,516	14,552	20	138	108	9.01	257	64,559
1900,	5,067	4,640	2,625	16,694	53	177	114	9.07	330	60,808
1901,	. . .	4,682	2,716	9,718	80	204	117	9.07	514	73,459

New Buildings.—Since my last annual report, four commodious new school buildings have been completed—a six-room frame building at West Point Pleasant, valued at $6,000; a four-room frame building at Barnegat, $7,000; an eight-room brick

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building at Toms River, $18,000, and a six-room brick with assembly-room, at East Lakewood, costing $19,000. A primary room has been added to the Cedar Bridge school and another teacher employed. The school-room at Herbertsville has been divided and a primary teacher employed. The lower room at New Egypt has been divided and another teacher secured. The new school buildings at West Point Pleasant takes the place of the two antiquated houses of sub-districts 1 and 2, one having been sold and taken away and the other destroyed by fire. The new buildings at Barnegat and Toms River replace the uncomfortable, unsanitary and worn-out structures of former days. The East Lakewood building became a necessity on accout of the increased school population in that part of the town. We met with considerable opposition in accomplishing these important objects, but hard work overcame them all. Several other school buildings have received extensive repairs, and all have been put in proper condition for school purposes.

Teachers' Professional Library.—The Ocean County Pedagogical Library was established four years ago by the combined efforts of the teachers. Mr. Peter Tilton was made treasurer. Sixty dollars were raised by the teachers, $40 advanced by the Superintendent and $100 given by the State. With the $200 thus secured 200 professional books were purchased and distributed to five localities in the county, easily accessible for the teachers. To maintain the library an annual contribution of 50 cents per teacher has been solicited, with a unanimous response from the teachers in every township and borough in the county, except one. During the last year the Literary Committee, composed of F. A. North, Peter Tilton, J. R. Steelman and Richard Case, brought all the pedagogical books together for revision and redistribution. Two hundred new books were purchased. The 400 books were labeled, renumbered and divided into twelve lots. Twelve substantial boxes for holding the books were provided and sent out. At the end of the school year each township supervisor will forward the box in his charge to the next adjoining township, and as books are not often duplicated, this insures to each township a new budget of reading each year. The rules allow no book to be taken out for a longer period than 30 days, and all books must be returned to their respective boxes on or before May 10th, and all boxes must be transferred on or before May 15th, without cost to the recipient, in the following order: 1, Plumstead; 2, Jackson; 3, Lakewood; 4, Brick; 5, Point Pleasaut; 6, Manchester; 7, Dover; 8, Lacey; 9, Union; 10, Stafford; 11, Eagleswood; 12, Little Egg Harbor, and thence to Plum-

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stead. All books in box one are numbered from 100 to 200, and books in box two are numbered from 200 to 300, and so on. A correct record of the books taken from, returned or added to the library accompanies each box. The recipient of a box will examine its contents and at once report to the County Superintendent any omission in the list of books. Supervisors have charge of the books and see that the directions given above are carried out. I have designated courses of pedagogical reading for each grade of certificate, approved and authorized by the State Superintendent, and strongly advised teachers to secure the professional certificate in accordance with rule 37, which several teachers have since done.

Pupils' Uniform Examination.—The State law requires the County Superintendent "to visit and examine all the schools under his care." The rules and regulations prescribed by the State Board of Education require the County Superintendent to "prepare and establish a uniform course of study and a standard of graduation in the schools under his supervision." Both of these requirements have been carried out in Ocean county. Besides the examinations, which I personally conduct at the time of my official visits, according to law, each and every school in the county takes an active part in the annual uniform examinations for pupils during the second week in May. This time seems the best for the examination in this county. If held earlier, some schools would not be ready for the test; if later, the results could not be determined before the close of some schools. The plan which I adopted for grammar-school examinations in 1898 has now developed into a thorough and well-established system, embracing the fourth, sixth and eighth grades. I consider the common-school studies up to and including the eighth grade far more essential than any course that follows, because of the larger number of pupils benefited. All counties of the State, as far as I know, now hold pupils' examinations, and I suggest that a course of study be made out for the whole State. These examinations are the most convincing proof that definite results are being obtained in school, and that money and time are being wisely expended. More money is annually expended in public school education than in any other one institution, and the taxpayer has a right to know how well it is expended. Seldom, if ever, does the heavy taxpayer grudge the money which goes into schools, if he can see some real results. It is very difficult to measure results in school work, but we can determine approximately, at least, how well teachers and pupils discharge their duties. By these examina-

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tions the teacher's work and the pupil's diligence is measured. By this method the Board of Education can be definitely informed of the progress of the pupils and their relative standing with other schools of same rank. By this county test of scholarship, honor may be credited to those deserving it, and the weak may be encouraged and helped. The diplomas and certificates given to meritorious pupils mean far more to the pupil and general public than they do to the teacher and superintendent. It is not maintained that a single examination is an absolute test of scholarship, hence the teacher's recommendation and estimate of standing in regular school work is taken into account before issuing or refusing a diploma or certificate. That beneficial results accrue from this system of uniform examinations in this county there is no doubt. The trial has been thorough, careful, consistent and universal in the schools. The people would not consent to its discontinuance, even though a particular teacher or board should for a time deny its operation. In this, as in al other radical improvements, we find opposition. Some of its advantages may be stated as follows: (1) Taxpayers see some tangible results. (2) It places all schools on a just level. (3) Teachers and pupils receive due credit. (4) It stimulates the scholars. (5) It promotes parental interest. (6) It unifies the work. (7) It furnishes a standard for promotion. Printed rules and regulations governing my examinations are furnished to teachers, to pupils and to the examining committee. The following numbers give some idea of the rules: (1) The grammar-school diploma admits to any high school in the county. (2) Examinations held at a central point. (3) Three examiners, one representing the teacher, one the board and one the Superintendent. (4) Questions opened in presence of candidates. (5) Each subject assigned to a particular hour. (6) Entire process required in mathematics. (7) No permission to communicate or leave the room. (8) No help given. (9) Certificate of regularity in conducting the examination. (10) Papers of grammar grade marked by County Board of Examiners; of the fourth and sixth grades, marked by their teachers. The results of the examination May 9th and 10th, 1901, show that 95 pupils secured the grammar-school diploma, 245 the sixth-grade certificate and 308 the fourth-grade certificate.

Morals and Manners.—From personal observation and from consultation with thoughtful teachers on the subject of the morals and manners of their pupils, I have become satisfied that a reformation in this direction ought to be commenced. I have, therefore, prepared printed suggestions on character

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building, to be placed before the pupils during the coming school year, and also notified them that questions on morals and manners will be placed in the pupils' examination next May. The Pan-American booklets which I intend writing for the children will contain material for instruction on this important subject. If teachers could more freely mingle with their pupils, joining in their sports and social gatherings, the benefits on the side of morals and manners would be very great.

Graduation Exercises.—Nearly all of our graded schools, and several ungraded ones, now hold graduating exercises, many of which I have the pleasure of attending and presenting the diplomas. The closing exercises in one of the country schools which I attended were held in the evening, and the school-house could not contain one-half the anxious people that assembled. The energetic, popular and efficient young master had arranged a good program. Members of the Board of Education were present and took an active part. Three grammar-school diplomas, two sixth-grade certificates and ten fourth-grade certificates were awarded the deserving pupils, to the satisfaction of everybody. Never before was there such school enthusiasm in that neighborhood. The county uniform examinations have aided that teacher in doing great things for his school. Other ungraded schools have made about the same showing as the one mentioned above. Point Pleasant held its first commencement exercises for pupils in the high-school department. The people of this county are enthusiastic in their attendance upon school graduating exercises. They want to hear the pupils and see them receive their diplomas. They don't want to hear long-winded speeches from theoretical men.

Teachers' Association.—During the school year just closed, the Ocean County Teachers' Association held eleven divisional meetings and one general meeting, at each of which I gave talks on what seemed to me of the most important matters to the schools of the particular locality. The officers of the Association, feeling that more local and direct interest could be awakened without causing them loss of time or money, since the means of getting to and from any central point were very inconvenient and slow, and they desired to respect the wishes of boards that schools be closed only a half day, determined on holding divisional meetings. This plan was carried out with the most satisfactory results. More teachers and members of Boards of Education, in the aggregate, attended these meetings than ever attended any similar gatherings in the county. At one divisional

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meeting for two rural townships, besides the teachers and friends to the number of eighty, nearly the entire membership of both Boards of Education were present. At these meetings, papers and talks on these subjects and on many others were followed by free discussion and interchange of ideas: Compulsory Attendance, Pedagogical Libraries, Pupils' Annual Examination, School-Room Work, Punctuality and Attendance, Teachers' Meetings, Improved Methods, Visiting Other Schools, Authority of the Teacher, Discipline, School Incentives, Teachers' Certificates, Rules Against Tardiness, Teachers' Circle, Professional Reading, Monthly Reports, Course of Study and Summer Schools. These meetings were highly commended by all persons who attended them, a unanimous vote for their continuance being recorded every time. The supervisors in whose districts the divisional meetings were held occupied the chair, and a secretary recorded the proceedings. For the purpose of unifying the educational forces of the county, leading public opinion, and for promoting the interests of school education in the county, the following educational standards were presented at each of the twelve meetings and very generally subscribed to by the teachers and members of boards of education: Better attendance and punctuality, good order and discipline in school, thorough scholarship, improved methods in teaching, more money for schools, better school facilities, better pay for teachers, more school libraries, maintenance of the pedagogical library, enforcement of the compulsory law, visiting other schools, the present policy and scope of the grammar school examination, the sixth-grade examination as instituted, the proposed adoption of the fourth-grade examination, appointment of township supervisors, and the township teachers' circle.

Boards of Education.—There are many members of our boards of education who never see the inside of a school-room while the school is in session. They are anxious to be elected to this important office, but do not seem to think their duties amount to much. There are other members, however, who are willing to accompany me to the school whenever I make an official visit. I believe it a duty of every member of the district board to visit all the schools, at least once a year. This would require no great amount of time, but the good accomplished would be very great. The board of education is responsible for the expenditure of large sums of money, and should be composed of good, capable men.

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Visiting Schools.—During the school year ending June 30th, 1901, I have made 514 official visits in the public schools of Ocean county, just 296 visits in excess of legal requirements. I have officially visited each school and department at least twice during the year, and many of them four and five times, giving most attention to those schools which needed encouragement and advice. Your attention is respectfully called to the comparative statistical table, showing the number of visits by the County Superintendent for the last nine years, found elsewhere in my annual report. At such visits I have inquired into the management, methods of instruction and discipline of the schools, noted the condition of the school-houses, sites, buildings and appurtenances, examined the course of study, text-books and school libraries, and counseled teachers as to proper studies, methods, discipline and management of the schools. I often conduct recitations and examine the pupils. I frequently meet boards of education, and advise them in relation to their duties. In the Superintendent's visiting book I keep a full and complete record of each official visit, noting the work of teachers and schools in the entire county. The record is of great value when boards contemplate appointing teachers.

Booklets for Children.—In my last annual report I spoke of my intention to write weekly "Land and Sea Letters" to the pupils of the county, and of having 500 copies printed in form of booklets. This was done. Many copies of the fourteen letters, comprising 112 pages, were bound and sent out to schools where there was need of more supplementary reading material. Teachers and pupils made such good use of the booklets that I have decided to publish ten "Pan-American Letters," 500 copies each, at personal expense, which will treat of the Buffalo Exposition, the National Educational Association at Detroit, the Mexican Republic, the City of Mexico, morals and manners, aphorisms and short stories for children. The booklets will contain 80 pages, and be placed in the hands of children most in need of supplementary reading material.

Teachers' Institute—Ocean and Monmouth counties united in their annual Institute. November 26th, 27th and 28th, 1900, at Ocean Grove. Our teachers were well received by the members of the profession in Monmouth, and were highly instructed and entertained by the lectures. We feel that thanks are due you for arranging programs of such a high character for Institutes. A correct record of the attendance of the teachers was sent to their respective boards of education.

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Township Supervisors.—In collecting and compiling the monthly reports of teachers, in organizing teachers' circles, in visiting schools, and in performing such other duties as are most conducive to local educational progress, the township supervisor is a valuable element in the county system. This office was instituted five years ago and has grown in value and effectiveness ever since, until now we should feel a great loss to be deprived of it. By this thorough organization, teachers, boards, parents and pupils feel a certain responsibility, which tends to quicken the pace of educational advancement in every district school in the county. In my report of 1900 this system is more fully set forth.

Manchester Township, W. J. Connor Supervisor.—I hereby present my annual report of the condition of the schools of this township for the year ending June 30th, 1901. The registers of the different schools show the following total enrollment: First primary, 42; second primary, 39; intermediate, 46; grammar department. 35; Whitings, 25; Wheatland, 23; Giberson's Mills, 16, and Ridgway, 9, making a total of 235 pupils. From my observation I consider the work of the year generally satisfactory. The teachers have been faithful in the performance of their duties and on the whole I consider it one of the most successful years in the history of school work in this township. At our annual examination, given by the County Superintendent, seven of the fourth grade, thirteen of the sixth grade and six of the eighth grade passed and received certificates. This shows a very satisfactory result on the part of the pupils, for about 85 per cent. of those who took the examination passed. The close of the Bakerville school enabled us to engage the services of a trained teacher for the primary work of the town school, which relieved the congested condition of that grade and made it possible to accomplish better results. In order to accomplish the best results in any branch of business or profession it is necessary to use good material. This is more forcibly illustrated in school work than anywhere else. It is necessary that the greatest care and judgment be exercised in the selection of school books. An examination of our books reveals the fact that many are in a dilapidated condition; others are inadequate to the needs of the pupils. I find that it will be necessary to replace the primary spellers, the elementary arithmetics and some elementary geographies. During the year we raised twenty dollars by an entertainment. This amount, with ten dollars received from the State, enabled us to add sixty-five new books to our library, besides purchasing a clock for the intermediate room and a dictionary for the grammar department. Our library now contains 268 books of stand-

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ard literature. I find that it has been a great benefit to the pupils, as it furnishes them with good, clean reading. The enforcement of the truant law had the desired effect, and in some instances produced a complete change.

Stafford Township, J. R. Steelman, Supervisor.—It gives me pleasure to assure you, in making this report as Supervising Principal of Stafford township, that the schools of this township have had a satisfactory year of school work. Your graded system has been carried out in the schools of this township, and the results have been highly pleasing. While the number of grammar graduates has not been so great as in some of the other years, we have had a large number of sixth and fourth-grade pupils who passed the examination, furnished by you, in a successful manner. We had three high-school graduates, six grammar-grade, fifteen sixth-grade and forty fourth-grade pupils who were successful. Our schools are now thoroughly graded, and no pupil can take up the work of a higher grade until he shall have passed a satisfactory examination in the grade preceding it. The commencement exercises for the township were held in the M. E. Church, on Friday evening, May 31st, and they were attended by the usual large and appreciative audience, many of these being from adjoining villages. The essays delivered by the graduates, Blanche Sprague, John Lysinger and Harry Crammer, showed careful preparation and were well delivered. The young graduates received much praise from the admiring audience. We sincerely hope that the good work being done by the earnest educators in Ocean county may continue until this county may rank among the foremost in educational matters in our State.

Beach Haven and Long Beach, Miss Annie P. Hughes, Supervisor.—We are glad to report an improvement in the schools of this township for the year ending June 30th, 1901. The patrons have shown their interest in the progress of the pupils by supporting and encouraging them in the fourth and sixth-grade examinations, which were an entire success. Tardiness has decreased. The school libraries were increased, and a greater interest was evidenced by the people in the same.

Eagleswood Township, J. W. Salmons, Supervisor.—The course of study laid down by County Superintendent North was adopted by our Board of Education, and followed as nearly as possible by the teachers. Being limited to two teachers in the Central School, we are able to give but one year's work above the eighth-grade work, at the close of which an examination is given,

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and all who pass are graduated and receive a diploma from the Board of Education. Four were graduated, two passed the eighth grade, three the sixth and twenty the fourth-grade examination. Our library needs replenishing the coming year, and some new school books must be purchased, the old ones being worn out. The attendance is not as good as we would wish; probably it will be better next year. Our teachers attended several divisional meetings during the year, visited schools and discussed school work. The Board of Education is always ready to aid in the advancement of school work in every possible way.

Dover Township, A. S. Tilton, Supervisor.—Report for the school year ending June 30th, 1901. The enrollment in this township for the year just closed is 572, a decrease of 15 from last year. The average daily attendance is 303, a decrease of 42; the number neither absent nor tardy, 4, an increase of 1; cases of tardiness, 1,404, a decrease of 1,358. We are working along, avoiding radical changes, but aiming at a standard which we hope to meet in the not far distant future. Work has commenced on the new eight-room brick school building at Toms River, and we hope to enter it next fall. The board has expressed its intention of hiring an assistant for the High School. In the annual county uniform examination, May 9th and 10th, 27 secured the grammar-school diploma, 38 secured the sixth-grade certificate and 42 the fourth-grade certificate. The scholars are becoming more interested in their work, punctuality and attendance are improving, and upon the whole I think there is now the dawning of a new era in the school work of Dover township.

Island Heights Borough, F. A. Ebert, Supervisor.—The past year has been a very prosperous one. Our attendance has been very good, and we had very little tardiness after the first month. We have now a full high-school course of three years, and this year graduated our first class. The graduating class numbered three, and each one was awarded a very neat, all-lithographed diploma by the Board of Education. Our high-school course includes the following branches: Advanced arithmetic, algebra, plane geometry, bookkeeping, rhetoric, English and American literature, botany, physics, astronomy, geology, civics, general history, English history, two years of Latin and one year of German. All our pupils took the uniform county examinations in the fourth, sixth and eighth grades. Seven were awarded the grammar-school diploma, four the sixth-grade certificate and six the fourth-grade certificate. The awarding of diplomas

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and certificates at these uniform examinations has had a very beneficial effect on our schools. All pupils are now striving to secure these. Over 75 per cent. of our pupils will remain to complete the high-school course. Our County Superintendent cannot be too highly commended for the efficient work he has done for the schools of Ocean county. This completes my fourth year in Ocean county, and during this time there have been great advances, especially in the rural schools of the county. This improvement is directly due to the persistent and determined efforts of our County Superintendent, and therefore he ought to be commended by all friends of education. I am thoroughly in sympathy with his work, and shall do all in my power to assist him. He has paid us frequent visits and has always been willing to give any advice I have asked of him. Our prospects for the future are brighter than ever before, and I hope to be able to show in my fifth report still better results.

Lacey Township, Stokes Collins, Supervisor.—The school term, which closed May 20th, has been an encouraging one. We have succeeded in raising by donation the balance necessary to secure State aid toward procuring more books for our library, and the selections have been made. Pupils have been more punctual in all of the schools than heretofore. In addition to our regular monthly meetings of township teachers, we have been enabled to attend three district meetings. This is a privilege we have never enjoyed before, but one highly appreciated by the teachers. The annual examination of pupils was held as prescribed by the Superintendent, all grades being represented, the result being highly satisfactory to both teachers and pupils. During the year we were supplied with twenty bound copies of Mr. North's "Land and Sea Letters." These were read, studied and highly appreciated.

Ocean Township, C. D. Updike, Supervisor.—Schools in this township have made steady advancement in every department of work for the year just ended. Better attendance of pupils has been obtained, some pupils being neither absent nor tardy. Cases of tardiness are less in number than in previous years. Teachers have been prompt in sending in their monthly reports, which are carefully preserved for reference. Teachers have attended sectional township teachers' meetings, one being held in the grammar room of the Waretown school, embracing the townships of Berkeley, Lacey and Ocean. The grammar-school and sixth-grade examinations, with the addition of the fourth grade, have been an incentive to better school work. They have been the

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means of securing better attendance of pupils, and of keeping them in school longer each year. One pupil passed the eighth grade, two passed the sixth and fifteen passed the fourth-grade examinations. The plan followed by the County Superintendent of placing "Land and Sea Letters" within the reach of pupils has been the means of increasing their geographical knowledge. These letters are anxiously looked for by the pupils, and carefully read and studied. Closing exercises were held in the grammar-room at the end of the school year. Pupils who passed the examinations were presented with their diplomas and certificates at that time.

Berkeley Township and Seaside Park Borough, D. A. Veeder, Supervisor.—The following is my report as supervisor of Berkeley township for the year ending June 30th, 1901. Schools in this township have in most respects made satisfactory progress. The attendance, owing to an unusual amount of sickness, has been small in one or two of our schools. The salaries paid to teachers are higher than last, and will be further increased next year. The board supports the teachers and furnishes all necessary supplies. The annual county examinations were taken by a large number of our pupils. There were 400 cases of tardiness, but I hope next year will show a marked improvement in this particular. Seaside Park borough has recently been set off from this township and become a separate district.

Point Pleasant Borough, Richard Case, Supervisor.—There has been an upward movement, an elevation of the "tone" of the school during the year just closed. This has been largely due to the thorough renovation of the school-rooms, halls, &c. Clean and pleasant surroundings are a very important factor in the education of children. An additional teacher has enabled us to so arrange classes that we have improved our work in all grades and graduated the first class from our High School. Several members of the class expect to enter the Normal School the coming year. Six students passed the county grammar-school examination, four passed the sixth grade and thirteen passed the fourth grade.

Brick Township, J. H. Harvey, Supervisor.—I hereby submit my annual report as supervisor of Brick township for the year ending June 30th, 1901. The schools have gone steadily along in their accustomed work. Schools 1 and 2 moved into their new six-room building at West Point Pleasant in the middle of January last, and the building was appropriately dedicated Jan-

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uary 18th. Hon. C. J. Baxter, State Superintendent; F. A. North, County Superintendent; Hon. S. R. Morse, member of the State Board of Education; Hon. T. Frank Appleby, also member of the State Board of Education, and Prof. R. Case, Principal of Point Pleasant School, made addresses on that occasion. Several county certificates were granted to pupils of the fourth, sixth and eighth grades. We trust that our schools will go forward until they stand second to none. I wish to thank County Superintendent North for his advice and assistance rendered me in my work as supervisor.

Plumstead Township, G. W. Ivins, Supervisor.—Herewith I most respectfully submit my third annual report of the condition of the public schools of Plumstead township for the year ending June 30th, 1901. I have held monthly teachers' meetings throughout the year and they have been well attended, and we have been greatly benefited in coming together and discussing educational topics. I have advised with the teachers in regard to the management of our schools, and have always tried to advance the standard of education in our township. I have made several visits to each school during the year. Attendance has been better, tardiness less, than any previous year. Our board has appointed J. M. Thompson truant officer. All our schools took the pupils' annual county examination, and all who passed received a certificate from the County Superintendent. The New Egypt school ought to have more grammar-school graduates. The teachers of this district are familiar with the county course of study and follow it. We appreciate the help the County Superintendent has given us in our work. The Board of Education and the people are in accord with the plans of carrying out educational work in this county. I consider our schools improving.

Lakewood Township, C. E. Osborne, Supervisor.—The school library is taking its place as one of the most important features of the school work. The pupils read large numbers of the best books, and gained a taste for good literature, which showed itself in higher culture and better language. Small grade libraries were placed in some of the rooms, so as to be easy of access to the pupils, and in this manner their home reading was encouraged. In order that the children might have some elementary conception of the extent and beauty of the world of art, and that a desire for that which tends to cheer and brighten the lives of those about them might be cultivated, increased efforts for school-room decoration were made by teachers and prominent citizens in the community. Beautiful and valuable pictures were hung in the

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class-rooms and assembly-room. A special teacher of music was employed. Many flattering commendations as to this work were given by visitors qualified to form an opinion. The scope of the work done in the high-school department has changed materially during the past few years. Last year we did three years of high-school work with excellent results, and with such encouragement that our Board of Education added an extra teacher. In consequence, the five graduates of 1900 returned for further study—one to prepare for Princeton, another for Brown, another for a medical college, another for business and another for teaching. The employment of the additional teacher permitted instruction in shorthand and typewriting. A course in wood-carving also was offered by the Sloyd department to high-school pupils. In the enforcement of the compulsory law we met with the same difficulties which confront authorities in cities. Although Lakewood is not a manufacturing place, yet other opportunities for employment, or defective home environments prevented pupils from being as punctual as they otherwise would be. It was found necessary to fine some of the parents for willful neglect to obey the provisions of this enactment.

Little Egg Harbor Township, Gertrude Olmsted, Supervisor.—Satisfactory work has been done in all of the schools of the township during the past year. Eleven passed the eighth-grade examination given by our County Superintendent, twenty-nine the sixth grade and thirty-nine the fourth grade. The teachers improved every opportunity to visit good schools. They attended the meetings held by the supervisor and the County Superintendent. A class in high-school studies is graduated every year and diplomas are given to them. Our Board of Education is anxious to do what is best for the schools.

Jackson Township, D. B. Matthews, Supervisor.—There are ten school-houses and eleven teachers employed in this township, Whitesville having two teachers. Our average daily attendance, 210, though 20 more than last year, is not yet half as much as our enrollment. Tardiness, 910, is one thousand less than last year, and whereas last year we had none who were neither absent nor tardy, this year we have five. Six of our students passed the grammar-school examination, thirty-one the sixth grade and twenty the fourth grade. The county uniform examination is doing much for our schools. We held several district meetings for our teachers, the County Superintendent being present at most of them. The Board of Education has frequently met with

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the teachers. A very interesting divisional meeting of the county association was held at Prospertown, April 19th, 1901.

Evening Talks.—A dozen evenings during the winter were devoted to free illustrated talks to children in different sections of the county on some of my foreign travels and other subjects. Souvenirs from distant lands were distributed, and much interest in geographical and historical subjects resulted. These occasions were also made use of for addressing the general public on local and practical school interests.

Punctuality.—The habit of tardiness in this county had become so generally perversive of good training in school that early in the year I advised all teachers to institute decisive measures to break it up. I then saw the boards of education and asked them to stand by the teachers in the campaign against tardiness. There were many skirmishes, but the teachers won and reduced the tardiness from 16,694 to 9,718. This has worked a moral revolution that will bear fruits during the following years.

Miscellaneous.—There seems to be a scarcity of licensed teachers for the schools for the coming year. Several school libraries have been established. Three teachers have died, Mrs. Nellie H. White, Lewis Harrington and George D. Horner.

In conclusion, I desire to thank you and your assistant for many courtesies extended to me. To the State Board, local boards, teachers and all friends of education I hereby tender sincere thanks.

PASSAIC COUNTY.

HOMER A. WILCOX, SUPERINTENDENT.

To Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—I have the honor herewith to submit my fourth annual report of the condition of the public schools in Passaic county.

Five new school-houses have been built during the year, and one has been enlarged. In Acquackanonk township a new two-

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room building replaces School No. 2, in Richfield. Two large class-rooms have been added to School No. 4 in Lakeview, making it now a four-room building. Each of these schools is supplied with an approved system of heating and ventilation, and each is constructed so as to meet fully the requirements of modern school architecture. In Little Falls township, School No. 5, for one teacher, was opened for the reception of pupils last November. Later in the year the people voted $18,000 with which to erect a new brick edifice in the village of Little Falls. A fine two-room school-house, No. 5, was opened at Wanaque, Pompton township, in February, and School No. 4, at Midvale, a brick structure containing four class-rooms and costing $12,000, the gift of the Hon. Abram S. Hewitt, is rapidly nearing completion. In the township of West Milford a substantial one-room building, School No. 8, was opened at the beginning of the year in the Union Valley precinct, and on the 5th of June the people voted money for a new school-house at Echo Lake. In the township of Wayne money was voted with which to enlarge School No. 1, and also to erect a new building in Preakness. The increase in the valuation of school property for the year in the townships and boroughs is $27,000.

The school library record shows $144 less money raised, 67 fewer books purchased and 3,182 more books taken out than last year.

Prior to the year 1900 the law provided only two ways of obtaining money for the home fund for school libraries, namely, by "subscription or entertainment."

The committee appointed to frame the new school law, recognizing the principle that the main purpose of school libraries, like that of the public schools, is to train children for good citizenship, incorporated a provision in the law authorizing money to be raised for school libraries by "special district tax, subscription or entertainment."

At no time has the law imposed upon the teacher the duty of procuring the district's quota of library money. Nevertheless, members of school boards, I think, and county superintendents, I am positive, have heretofore by common consent *expected* teachers to perform that task, and it is my pleasure to add that in very many cases the work of the teachers in this respect has fully come up to our expectations. I am compelled to say, however, in justice to all concerned, that there have been many times when both teachers and trustees failed to secure for their district its full share of school library money. The fact is, that until the enactment of the law of 1900, there was no legal obligation resting upon any one to get money for this fund. The new law, it seems

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to me, by authorizing a "special district tax," assigns to each board of education the duty of assuming full control of its school libraries and of using its earnest endeaevors and its lawful authority to establish and build them up.

I am of the opinion, therefore, that boards of education ought to formulate plans by which to carry out the intention of the statute, and I respectfully recommend that each of the Passaic county boards of education appoint an early day for a conference with their teachers for the purpose of determining whether the home fund for each school library shall be secured by subscription, entertainment or special district tax. If money is to be got by subscription, it ought to be ascertained without delay who are to be the subscribers. If it is proposed to raise money by entertainment, then it should be decided when, where and by whom the entertainment or entertainments are to be given; whether by the pupils of each school or by professional talent employed for the purpose by the board of education. If the method by subscription or entertainment is found to be impracticable in some precincts, the board should include the amount needed for them in the next annual tax levy.

There have been added to the county pedagogical library this year 100 volumes of professional literature. In March new courses of professional reading, approved by you, were sent out to the teachers.

Under the leadership of Principal Edward W. Garrison as President, the Passaic County Teachers' Association has grown both in numbers and influence. The Association holds three meetings, fall, winter and spring. Prof. Apgar of the New Jersey State Normal School addressed the teachers at the spring meetmeeting.

At the fall meeting of the Passaic County School Board Association the subject for discussion was: "Ought the Provisions of the Compulsory Education Law to be Enforced in Passaic County?"

At the spring meeting of the Association officers for the ensuing year were elected as follows: Daniel W. Stagg, Lake View, President; Rev. Cornelius W. Twing, Haledon, Vice-President; Alonzo W. Smith, Athenia, Secretary; Robert M. Torbet, Paterson, Treasurer. The Association then listened to an address by the Rev. Dr. Shaw of Paterson.

The average daily attendance in the townships and boroughs of the county last year was 2,648. This year it is 2,926, a gain of 278. The percentage of attendane remains the same, 84 per cent., and there is a decrease of 10 per cent. in the average number of cases of tardiness per day for each teacher.

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The examination of pupils for county diplomas was held on the 10th, 11th, 12th and 13th of June, and questions were presented in Geography, English Grammar, Arithmetic, History of the United States, Physiology, Orthography, Constitution of the United States, Business Forms, Drawing and Algebra. All pupils who had completed the eighth-year grade and had attained an average for the year of 90 per cent. or upward in attendance and scholarship, were granted diplomas without examination. Other pupils belonging to the eighth grade were required to pass the examination.

Diplomas were awarded to 77 pupils, of whom 25 attained the requisite class average and 52 passed the examination. The subjoined tabulation shows the number of graduates from each of the schools therein named:

Name of District.	*No. of School.*	*No. of Graduates.*
Acquackanonk township,	2	1
" "	3	6
" "	4	3
" "	5	6
Hawthorne borough,	1	18
Little Falls township,	1	5
Manchester township,	2	17
Pompton township,	6	3
Pompton Lakes borough,	1	9
Totowa borough,	1	2
Wayne township,	3	1
" "	4	3
" "	5	3

There have been 97 teachers employed this year, which is an increase of eleven over last year. Of this number 46 were graduates of the New Jersey State Normal School; 5 held State certificates; 11 first-grade county; 17 second-grade county; 15 third-grade county, and three special county.

In the primary grades the teachers have striven with unremitting diligence to perfect their pupils in reading, the fundamental principles of arithmetic and practical composition. In the grammar grades much time and energy have been expended in teaching penmanship, the analysis and synthesis of sentences, practical composition and mental arithmetic. In this connection I may say that I look upon your letter to me, in which you so highly commend the exhibit work prepared for the Pan-American Exposition by the teachers of this county, as proof that they have not labored in vain; and I take this opportunity to thank you on behalf of the teachers, pupils, boards of education and myself for the encouragement your kindly words have afforded us.

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I have made three circuits of visitation to the schools during the year. With a few exceptions the teachers have done well and the schools have made satisfactory progress. On the twenty-second day of May I accompanied the Hon. Francis Scott, Vice-President of the State Board of Education, upon a visit to Schools No. 3, Wayne, No. 1, Pompton Lakes, and Nos. 4 and 5, Pompton. Judge Scott gave an interesting address in each of those schools, and at School No. 4, in Midvale, spoke in the highest terms of the work of the teacher, Mr. Richard Baxter.

Our boards of education have labored untiringly for the advancement of their respective schools, and our people are enthusiastic in all matters pertaining to the education of their children.

I beg to thank all my co-workers, teachers, boards of education and State officers for the support given me in my efforts to carry out the provisions of the law.

SALEM COUNTY.

J. HARRY SMITH, SUPERINTENDENT.

To Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—In addition to my statistical report, I have the honor of submitting the following brief summary of the work of the public schools of Salem county for the year ending June 30th, 1901:

School Buildings.—Brottomville and Norma, in Pittsgrove township, have each built a very substantial and convenient school-house. These are Hebrew settlements, known in general as Alliance. They are growing quite rapidly and hence the necessity for these new schools.

Pennsgrove has enlarged her school building by an addition consisting of two rooms. The building has been painted inside and out and all the rooms have been newly papered. The old stoves have been put away and steam heat introduced. The building now consists of eight rooms, which afford ample seating space for all the children of the borough. Many other schools have made improvements during the summer.

School Libraries.—Alloway, Pennsgrove, Woodstown and Pennsville, through the earnest efforts of their respective princi-

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pals, have made substantial additions. Quite a number of other schools have purchased books.

Pedagogical Library.—Our teachers' library is doing good work. New books have been purchased. Teachers are urged to make it a helpful force.

Teachers' Examinations.—The examinations have been held in Salem. Prof. William A. Storrie, of the Salem High School, and Prof. Fred. A. Benton, of the Woodstown public schools, are the county examiners. Many of our teachers are raising their average and working for a higher grade certificate.

School Examinations.—It has been the custom in this county to hold the examination of pupils in March or the first week in April. This year two separate examinations, with different sets of questions, were held. The first designated, "Rural School," was given the first week in April the second, known as the "Graded School," was given the first week in May. The plan was a great success. Each teacher had the choice of taking either April or May. All the larger schools, save Pedricktown, chose May; Upper Pittsgrove, entirely rural, chose May, a mark of their progressive spirit. Many reported their scholars as remaining in school later than usual.

Institute.—Our Institute was held November 12th, 13th and 14th, in the Y. M. C. A. Building, Salem. Formerly the sessions were held in the high-school building. The teachers were delighted with the change. Instructors were: Miss Louise Connolly, of New York City; Miss Lelia E. Patridge, Philadelphia; Dr. Levi Seeley, State Normal, and Dr. Edward Howard Griggs, Brooklyn. Their work was excellent. Mr. Baxter, State Superintendent, was present to direct affairs. Our teachers voted this the best Institute ever held in our county, and a vote of thanks was tendered Mr. Baxter for his splendid program.

Teachers' Association.—The first meeting for this year was held in Salem at the the close of the Institute, when the officers for the ensuing year were elected. The second meeting was convened in Woodstown, January 19th. The subjects discussed were: "Native Races of America," by G. Harlow Lampen, A.M., Philadelphia; "Nervousness in Children," by Miss Lillie A. Williams of the State Normal; "Discipline," by Principal Rissmiller, of Pennsgrove.

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The third was also held in Woodstown, April 20th. Dr. George M. Phillips, of West Chester State Normal School, gave two lectures, and Miss Sara A. Smith, of Salem High School, lectured on "Influence of German Thought in Education." Our plan is to have one speaker from a distance and the other periods filled by home talent. These meetings were fairly attended and productive of much good.

Transfers.—There have been issued several hundred transfers. The per capita tax varies from $5.00 to $10.00. Quinton township alone paid over $500 in transfers with but a few dollars in return from other districts. Some friction was occasioned, but after visiting the boards the matter was in every case harmoniously adjusted.

School Visits.—I found the duty of visiting the schools a delightful one. During my first tour I made it my chief aim to find out what was being done, how it was done, and what changes, if any, were needed. Our convictions are strong that the public school should make sure that the foundation is broad and thorough. Though in office a little over seven school months, more than 200 visits were made to the seventy-one schools.

Course of Study.—Our course of study consists of Primary, first four years; Grammar, second four years, and High School, three to four years. This course was followed by the teachers, and the examinations based on it were given as stated in this report above. Separate examinations were given on the completion of the grammar and high-school courses. Diplomas furnished by the State were given to a goodly number. We also had printed a certificate termed: "A Certificate of Promotion to Grammar Grade" for those pupils who were recommended by the principals as having satisfactorily passed the primary grade, the principals making the questions and conducting the examination.

Circulars.—Circulars were issued to teachers outlining the work required during the year in drawing and literature. Many schools which before had given very little or no attention to them were able, by this outline, to begin the teaching of these subjects.

Circulars were also issued calling attention to the new school law as to the taking of no census, and other matters passed by the recent Legislature, and on Arbor Day, which day was generally observed as indicated by the many reports of same sent to this office.

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Boards of Education.—Our County Boards of Education met in the Salem Court House, February 25th, 1901. The sessions were slimly attended, but much interest was shown by those that were present. The program consisted of exercises for both morning and afternoon. The schools would be greatly benefited if we were able to secure the attendance of these men to whom so much has been entrusted.

Conclusion.—In closing this report I desire to say that the schools are in good condition, which condition, by hard work and patience, may be improved. I thank the teachers and school boards who have treated me so kindly, and State department for the courtesy and dispatch with which all questions are answered.

SOMERSET COUNTY.

Rev. J. A. Mets, Superintendent.

To Hon. Charles J. Baxter, State Superintendent:

Dear Sir—I beg herewith to submit my fifth annual report. While some objects which I had set before me have not yet been reached, the educational work in the county has been sufficiently progressive to give encouragement and assurance of constant advancement in the endeavor to reach the highest possible degree of excellence. This is particularly noticeable in the *esprit de corps* evident in our teachers as a whole, and in the individual ambition of most to do the best work possible. There is a constant increase also in the number of teachers required in this county, while their better qualification for their great work is indicated by the higher grade of certificates held.

To my great regret most of our rural districts have not yet been ready to see the advantages of the consolidation of schools. This has been repeatedly brought to the attention of our Boards of Education, but so far without their hoped for acceptance. In consequence of this some of our schools are still being continued where neither attendance nor cost of maintenance would seem to warrant this. Some of these are being run at an average annual expense of more than sixty dollars per pupil, an arrangement so utterly unbusiness-like that it would seem that nobody could possibly consent to its continuance. It might be desirable, in order to avoid

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this waste, that authority should be vested somewhere to fix a limit in regard to pupils at which schools should be maintained.

Last spring the school-house at Harmony Plains, in Hillsborough township, was destroyed by fire. As this happened when the school was not in session, there was fortunately no loss or injury beyond that of the building and its material contents. A very tasteful, modern structure has been put in its place and will soon be ready for occupancy. Owing to an unfortunate hitch in the efforts to establish a graded school by the consolidation of the Bernardsville, Basking Ridge and Franklin Schools, this project is still hanging fire. There is no doubt, however, that it will be brought to a successful completion before the end of the new school year. This once well accomplished will undoubtedly give an impetus in the same direction in other parts of the country. At Far Hills, Bernards township, Mr. G. B. Schley is erecting at his own expense a handsome and commodiuos school-house of two stories, the upper part of which is to be used as a lecture-room and for library purposes. The use of this school-house Mr. Schley intends to offer to the township, and it will doubtless be occupied in the near future. The establishment of the manual training and domestic science departments at North Plainfield has made it necessary to enlarge the capacity of the schools there. This has been done by building the necessary additions to the Somerset Street School, the expense of which was generously borne by one of the wise and energetic friends of public education in that town. Minor improvements have also been made in several other school-houses in the county.

I regret to report that no applicants presented themselves this year to me for examination for admission to the State College of Agriculture and the Mechanic Arts. This may be owing to the high standard required by said college, a requirement which I, personally, would not like to see lowered. However desirable it might be that the benefits of our State College should be enjoyed by a greater number of beneficiaries, it seems to me that it would be far better to seek to reach this end by maintaining the present high requirements for admission and thus leading our high schools to advance their own curriculum correspondingly, than by lowering the standard, and thus encouraging some of the high schools to do less than thorough and advanced work.

The county grammar-school examinations were held the past year only in June. For this there were 51 applicants, of which only 27 secured diplomas. While this is a somewhat lower percentage than that of former years, I am inclined to raise the standard here so as to induce both teachers and pupils to do more thorough work.

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Another fifty dollars has been raised by subscriptions from the teachers, for which, with the like sum to be received from the State, a fresh supply of books for our teachers' libraries will be purchased.

In the matter of school libraries there is still a lack of interest shown on the part of some teachers and most Boards of Education. To facilitate the tabulation of library statistics I prepared a card on which each item required to be reported upon is printed, covering a period of six years. One of these was put into each school possessing a library. It is found, however, that many teachers are still remiss in giving the statistics required. In view of the fact that in several cases libraries and apparatus have disappeared, thus entailing great waste and loss of money, I would submit to the State Department the suggestion that in the future no State aid be given for the purchase of library books or apparatus to any schools or districts except upon the testimony of the County Superintendent or other proper authority that the books or apparatus for which the money is intended are properly cared for.

As before, the teachers' meetings were greatly interfered with during the past year by the severity of the weather. When possible to hold them, however, the profit derived fully justified their establishment. Our County Teachers' Association, whose meetings are held three times a year, is constantly increasing in importance and benefit.

The meetings of the County Boards of Education were held at the Court House in Somerville on the last Saturdays respectively of November and April. At the latter great help was afforded by the presence of the State Superintendent, who explained the new provisions of the school law applying to the basis on which the State school appropriations are henceforth to be made. In connection with this latter point I would respectfully suggest that all schools at which pupils attend for whom special tuition fees are paid shall be required to report the number of such pupils, and that this number be deducted from the annual attendance of such schools, so as to avoid paying these schools twice for such pupils, once in the amount appropriated for them by the State, and again by the tuition fees paid by their parents, guardians, or Boards of Education of the districts in which such pupils reside.

Our Teachers' Institute, held December 5th, 6th and 7th, 1900, was one of the most profitable and delightful held since my entrance upon office. The instruction given was, in the main, practical and helpful, while the lectures of Mr. Griggs were in themselves noble examples of chaste and faultless English. Excellent music added not a little to the enjoyment of the exercises.

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SUSSEX COUNTY.

LUTHER HILL, SUPERINTENDENT.

To Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—I respectfully submit my twenty-fifth annual report of the condition of schools of Sussex county for the school year ending June 30th, 1901.

Compared with last year's report we have gained in the number of children enrolled, the number of days attendance, the number of children neither absent nor tardy, with a better average attendance, less tardiness and a larger proportion of pupils in the grammar and high-school grades. In fact, the statistical showing is very satisfactory and an advance over that of any previous year.

In the past twenty-five years there is a gain of 10 per cent. in the attendance based on the total enrollment, and a gain of 15 per cent. if reckoned on the school census. The annual gain in the value of school property for the same period is two thousand dollars.

In my report of 1876 I spoke of the loss of funds and lack of interest in the very small schools. This is still a source of squandered wealth and wasted energy. Formerly it was inexpedient to take up all of the small schools; but now, through transportation, the State has suggested a remedy and provided a tempting offer for its adoption; but this is looked upon with disfavor, both by Boards of Education and by the people. Parents who will let their children ride for miles on the coupling pole of a lumber wagon refuse to allow them to be carried to and from a village school in a respectable vehicle. We have one school with a daily average of *three,* three schools with *four,* two with *five,* two with *seven* and three with *eight* pupils, or eleven schools with an average of less than six pupils, the cost per child being sixty dollars a year. When such schools are officially visited it requires a clever piece of acting on the part of the teacher to *appear* to be enthusiastic, and the children, less deceptive, *never* appear to be interested in their studies. To obviate this loss of money, time and opportunity we have vainly appealed to the Boards of Education to close the schools and to the people to provide for transportation. More drastic measures are needed.

With the exception of one district clerk and one collector—a chronic case—the several clerks and collectors have carefully prepared and promptly forwarded their annual financial reports.

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Many of the teachers' reports were returned to them on account of errors, but, with a single exception, were promptly corrected and forwarded.

Several breaks occurred in some of the best schools, resulting in a change of teachers, which, together with other causes, retarded progress in completion of studies, and consequently fewer grammar-school diplomas were issued than in the previous year.

Our people seem to be unwilling to measure up to the increased cost of building new school-houses under the State's demand for improved sanitation and better buildings. An appropriation asked for by the Board of Education for a much-needed new building at Vernon, was lost.

A substantial improvement at moderate cost, with the addition of a new room, has been made at Andover.

The usual amount of school visitation and office work has been done during the year.

We held a profitable meeting of the County School Board Association, at Newton, on the 16th day of Januray, for perfecting the organization, for discussion of school topics and for fixing rates of transfers.

Teachers' meetings in Newton, Byram, Andover, Sparta, Hardyston and Vernon were periodically held, under the control of the respective supervising principals and others.

Our annual Institute, held at Newton, December 10th, 11th and 12th last, with a full attendance of teachers, under the instruction of State Superintendent Baxter, W. B. Powell, Miss Louise Connolly and Edward Howard Griggs, added another to the series of very interesting and instructive Teachers' Institutes that we have enjoyed.

UNION COUNTY.

William J. Shearer, Superintendent.

To Hon. Charles J. Baxter, State Superintendent:

Dear Sir—I submit herewith my annual report for the schools of Union county for the year ending June 30th, 1901.

In my previous reports I have called attention to the course of study, the County Institute, the Teachers' Association, the School Board Association, the increase in teachers salaries, the school visitations, pedagogical libraries, music, drawing and a number

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of other matters upon which it was possible to make most encouraging reports. Without tiring by unnecessary repetition of statements upon these subjects, they may be left with the assurance that, without exception, there has been continued progress upon all these lines. In this report I wish to call your attention to but a few matters in which I have been especially interested during this, my first term as Superintendent of Union county schools.

Better Teachers.—The improvement of the teaching force is, of course, the matter of most vital importance. Much has been done upon these lines. The Boards of Education of the county have come to a full realization of this truth. More than that, they have shown their belief that in the matter of teachers, as in other matters, they cannot get what they are not willing to pay for. Accordingly, the salaries have been materially increased in all the districts of the county, except two, in which there has been some increase. The teachers are required to keep alive educationally. Than this nothing is more important. The teacher who has passed the dead line in school work should be buried pedagogically, and the sooner the better for the children. Teachers have come to understand that failure to attend educational meetings, to read educational literature along beneficial lines, and to make themselves specialists in their own work, is considered as showing that lack of professional zeal which may result in the securing of a different teacher as soon as the opportunity offers. Quite a number of our teachers are reading along the lines of a graded course in pedagogy which I have prepared. One course is intended for primary teachers, another for grammar teachers, another for high-school teachers, and still another for those who are now engaged or in the future wish to be engaged in the work of supervision. Concerning this course, I will have more to say in a future report.

Better School Accommodations.—During my first term as the Superintendent of the county schools, new schools or additions, costing from $2,000 to $40,000, have been erected as follows: Elmora, Berkeley Heights, Unionville, Springfield, Sherman, Westfield, Cranford, Mountain-side, Aldene, Lorraine, Lyons Farms, Garwood and North Summit. But three unsatisfactory buildings remain in this county. Less than 100 pupils attend school in these unsatisfactory buildings. These three buildings will be vacated within the next year, or the State Department will have reason to know that there is a commotion in Union

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county. If any county of this State or any other State has provided better school accommodations for as large a percentage of school children within a period of three years, I would like to hear of it.

Closer Supervision.—Concerning the work which I have done by way of giving closer supervision, a previous report makes mention. During the past three years I have persistently emphasized the necessity of providing closer district supervision. The Boards of Education of the county have shown their appreciation of its importance. Westfield, Cranford, Summit and Roselle have appointed supervising principals, who devote all their time to supervision. Nearly every other district has arranged matters so that the principal is left free to devote at least part of his time to supervision. In these districts the number of teachers would not justify the appointment of a supervising principal; therefore, the boards have done all that anyone could reasonably ask of them.

The above-mentioned facts are a few of the many reasons I have for feeling proud of the good work the Boards of Education have done in Union county.

WARREN COUNTY.

FRANKLIN T. ATWOOD, SUPERINTENDENT.

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

DEAR SIR—I herewith respectfully submit my annual report for the school year ending June 30th, 1901:

Two interesting and profitable meetings of the County School Board Association have been held during the year. The members of the Association spoke freely upon the different subjects under discussion, and the meetings served also as "clearing-houses" for the settlement of transfers and other disputed points. At the September meeting Mr. Daniel Spangenberg, President of the Washington Board of Education, in his report as chairman of the Committee on School Buildings, compared in an interesting manner the past school buildings with the present. The report contained many points of practical value. Hon. William H. Morrow, member of the State Board of Education, was present at the February meeting of the Association, which

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was held at Hackettstown, and made a timely and valuable address upon the Public School System of New Jersey. One of the most important of the many subjects under discussion at the meetings has been that of closing small schools and transporting the children to other schools. Although the subject has been thoroughly discussed and the benefits derived fully understood and acknowledged, none of our school boards has adopted the plan. It seems to be a difficult matter to abandon the old schoolhouse with all the memories and associations which are so closely connected with it. It surely can be a question of only a few years, however, when many of our small schools will be closed, and the children transported to well-equipped graded schools centrally located.

At the September meeting of the Executive Committee of the Teachers' Library Association it was decided to make two divisions of our libraries, one known as the permanent library and the other as the circulating library. We purchased one hundred and thirty different books and divided them into six sections, sending one to each permanent library to be read and exchanged with another library until each teacher has the privilege of reading each of the new books. That the teachers appreciate this plan is shown by the large number of books taken from the circulating libraries.

Parents, pupils and teachers are taking an increased interest in the annual examination for grammar-grade diplomas. This is shown by the fact that seventy-two successfully passed the examination in May. We continue the plan of holding the examination in the school in the district reporting the largest number of candidates for examination, the Board of Examiners being comprised of the teacher of the school together with the president and clerk of the Board of Education. Many of the pupils who receive the grammar-school diplomas enter the high schools of the county. In the rural schools the county course of study is being carefully followed and the work is becoming uniform. Upon entering the high schools the pupils are able to take up the work without being handicapped by the lack of preparation in any of the branches taught in our graded schools.

All the meetings of the County Teachers' Association have been largely attended. The object of the meetings has been to present to the teachers modern and progressive methods.

Many of our teachers have completed the course of professional reading and have received their diplomas.

The number of Normal graduates employed in our schools is nearly double that of last year. There is a growing demand for

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graduates of the Normal School, but the small salary paid in so many of our schools makes it impossible to secure them.

The Teachers' Institute was held at Phillipsburg, December 12th, 13th and 14th. The instructors were W. B. Powell, Washington, D. C.; Miss Louise Connolly, New York City; Hon. C. J. Baxter, State Superintendent; Edward Howard Griggs, Brooklyn, N. Y.; Dr. A. B. Poland, Superintendent, Paterson, N. J. The attendance and the interest manifested were excellent. Many of the teachers, inspired by the high ideals of the instructors, expressed a determination in returning to their schools to take up their work with renewed energy and zeal. Since the Institute I am confident that our schools are upon a higher plane than ever before.

Hope has been added to the list of high schools, and Stewartsville, one of the new township high schools, will graduate a class next year.

The two-room brick school building at Alpha, Pohatcong township, is completed. It is in a sightly and desirable location, and is a credit to the people of the district. A neat one-room building has been erected at Lommasson Glen, Oxford township, to accommodate the pupils formerly transferred to Harmony township.

Arbor and Bird Day and the patriotic days have been suitably observed throughout the county.

Phillipsburg, Washington and Mount Hermon contributed exhibits of school work for the Pan-American Exposition at Buffalo. The short time for preparation is the reason given by other principals for not sending exhibits.

New school libraries have been established in nine schools, four of which are in Oxford township. Many additions, also, have been made to the other libraries. Seven hundred and seventy-one new books have been purchased, and eleven thousand three hundred and twenty books have been taken from the libraries this year.

I have endeavored to make my visits as practical as possible by aiding teachers to grade the schools, combining classes and by making such suggestions as the conditions seemed to demand.

My duties have been made agreeable by the hearty co-operation of parents, pupils, teachers and all school officials.

I am deeply grateful to the State Department for the many courtesies shown.

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REPORT

OF THE

Bureau of Information

FOR

Teachers and School Officers.

1900-1901.

(229)

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Report of the Bureau of Information for Teachers and School Officers.

To the Members of the State Board of Education:

GENTLEMEN—I have the honor to present to your honorable body the fourth annual report of the Bureau of Information for the year ending October 31st, 1901.

During the year four hundred and twenty-two applications for teachers were received from school officers. These applications came from all sections of the State, and in every case the needs of the district were thoroughly considered when notifying teachers to apply for the positions. The record of every applicant for registration was carefully examined, and the names of six hundred and seven teachers were placed upon the classified lists. Of these five hundred and seventy secured positions throughout the State. On the 31st of October there were thirty-seven teachers who had not secured positions. A larger number of teachers were listed and placed in desirable positions than in any previous year. The work of the Bureau has increased steadily since its creation by your honorable body. In 1898 applications for one hundred and fifty teachers were received from school officers, and two hundred and fifty teachers were assisted in securing desirable positions. In 1898-1899 six hundred teachers applied for registration; three hundred and thirty-six secured the positions for which they were asked to apply; one hundred and sixty-four were assisted in securing positions not officially brought to the attention of the manager of the Bureau; eighty-nine secured positions through their own efforts, and eleven remained to be placed at the end of the year. Three hundred and eighty applications for teachers were received from school officers during the year. In 1899-1900 there were five hundred and sixty-two teachers registered, and of these five hundred and twenty-three secured positions. Four hundred and two applications for teachers were received from school officers in the regular form, and about one hundred and twenty-five teachers were assisted in securing positions where school officers did not request the services of the manager.

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There has been a large demand for the past record of teachers who were candidates for positions in the State. This demand came from school officers in all sections of the State, and carefully prepared statements are issued, containing the teacher's record as a person and a teacher.

The State Normal School graduated during the year one hundred and seventy-seven pupils, forty-four in the February class and one hundred and thirty-three in the June class. These graduates secured positions paying an average monthly salary of $41.94. The record of every graduate commencing with the June class, 1897, is filed in this office by the principal, Dr. Green, and from time to time additional data is secured regarding their location, salary and experience.

A list of the teachers of the State, containing the name of the district, name of the school and salary and certificate held, is prepared each year from data kindly furnished by the County and City Superintendents. This list is very valuable, not only to the manager of the Bureau, but to all school officers seeking information regarding positions and teachers, and should be published each year for general distribution to school officers. A complete list of the principals of this State is now published every year by a Chicago Teachers' Agency. Several State departments issue complete lists of their teachers, with salaries received and certificates held.

During the months of September and October there was a large demand for low-salaried teachers, which could not be met by the Bureau. It has always been the custom of the manager to recommend only those teachers holding certificates valid in this State, and a teacher who has secured a certificate by hard and careful study is not willing to accept a $250 position. There are many districts in the State that offer positions at a salary of $25 to $30 per month, and expect to secure licensed teachers. This class of schools is constantly without teachers, and, although the districts seemingly cannot afford to pay more money, they should at least make an effort to raise the necessary funds to secure good teachers for the education of their children. With the present salaries offered by such districts, experienced teachers who have acquired the necessary qualifications to become valuable and efficient are, naturally, unwilling to undertake the care and control of the district schools, and, hence, seek employment in higher-salaried positions of the State. There are but few districts upon which it would be burdensome for the people to raise, by local taxation, a sum equal at least to the amount furnished by the State for school purposes. The public

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policy of the people in general is very liberal toward public education, and the State should not be expected to pay all the expenses in running the schools, as the management of some districts indicate.

The manager of the Bureau has endeavored to secure inexperienced teachers holding valid licenses for these positions in the district schools, but has found that persons graduating from the high school, Normal School or college, desiring to enter the teaching profession, seek to secure the better class and more desirable positions in which their first actual experience shall begin.

A skilled teacher is constantly receiving tempting offers from superintendents and principals, and it will be well to consider how to retain a teacher's services after qualifying for a better position. This is a vital question connected with our public school system. Fair salaries for teachers in the public schools is earnestly desired. Skilled labor must receive an equivalent for its services, and skilled labor in the school-room is what the State seeks by training teachers in its Normal School. Graduates are naturally inclined to seek positions where the best remuneration for services is offered, rather than to accept the small salaries now being paid by many country districts, and they, therefore, are forced to seek employment elsewhere. Members of boards of education must learn that they cannot obtain the services of good teachers unless they pay them corresponding wages. Teaching is a profession, and the laws of equity govern it as such, like any others. A skilled and competent mechanic commands and deserves better wages than a novice or a tinker. Until the time arrives when well-trained and efficient teachers are better paid for their services, the public schools will continue to lose the most valuable teachers. There should be no obstacle placed in the path of extending such employment to the most remote country districts. The barrier is, in most cases, the short-sighted and narrow management of boards of education, who regard the teacher as an object of purchase to be obtained at the lowest terms possible. When it becomes thoroughly understood in all the districts that the best teacher is the only one calculated to meet their desires, they will meet the issue by raising more money to pay their teachers and hold them in the positions they occupy.

In some of the larger towns and cities of the State the principals desire to secure well-educated, inexperienced teachers, so that they may easily mold them into their system of teaching. To these principals the experienced teacher does not enter into

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the work of the established system with any degree of enthusiasm, and, consequently, does not accomplish the desired results.

There has been a strong desire for advanced scholarship in the teaching force of the State. It can be fairly stated that the majority of the teachers in New Jersey are skilled and have been carefully prepared for the profession. Many calls were received for teachers capable of teaching Latin and German. There were very few applications for kindergarten teachers, although many boards of education are preparing to open kindergarten classes next year. New Jersey teachers are gradually meeting the demand for higher education, and beginning to realize that they should be educated above what they attempt to teach. Comparatively few Pennsylvania and New York teachers secured positions in this State during the past year.

The Bureau was called upon to assist in securing candidates for a larger number of lucrative positions than ever before, and the manager has given closer attention to the securing of accurate information regarding the past records and the qualifications of its listed teachers. It has come into closer touch with the members of boards of education and is learning the requirements of the different communities throughout the State.

In the selection of teachers a board of education has the power to advance or retard the schools under its charge. Competent boards know good teachers from bad ones; they know good schools from bad ones, and the conditions under which a good one is possible. The competent board is composed of a body of business men, who plan in advance how the moneys shall be applied to furnish comfortable, commodious and convenient school-rooms, also suitable appliances, such as libraries and laboratory equipment. They must discriminate between the salary which shall be paid to a scholarly, well-trained teacher and that which at times they may be compelled to pay to some unscholarly, unskilled or otherwise incompetent person. A competent school-board will not, under ordinary circumstances, employ teachers because of residence, church relationship, political affiliations or social caste of the teachers or the teachers' relatives; especially unwise and harmful is the practice of employing teachers who are related to members of the board by blood or marriage.

There are communities in the State well known to many where members of school boards barter with each other the selection of the teachers on account of relationship. There are cities of considerable importance in which many relatives of members of the school boards are employed. In other cities it has been the policy of the boards for years to employ none but

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graduates of their own high school, and usually from the poorest families, because they need it. This is excellent charity, but death to the schools. Such a custom fixes low ideals for the children, and creates a strong anti-public sentiment. There are also many places where politics, church or some other social relation determines the selection of a teacher. There can be no thorough, progressive work done under such circumstances. This practice entails endless complications and evils. The member whose relative is employed is never quite free himself; he is compromised in the beginning; he has a personal interest to protect; he can scarcely exercise the prompt and impersonal judgment which should always characterize the acts of a member of a board of education. If at all subject to personal bias, he is liable to become unconsciously partisan. If not proof against gossip, he is a tempting target for all. Worst of all, his presence in the board cramps the other members and prevents the full, free and impartial consideration of questions and controversies arising among and in relation to teachers. On the other hand, the teacher who is related to a member of the board always labors more or less under embarrassment. If supported by the board in any difficulty, the eyes of her associates in the profession never overlook the possible weight of influence. If promoted on merit, associates never know whether merit alone is the cause. Equal access to and influence with the board being uncertain, the relations among teachers can never be quite what it should be. Indeed, it is difficult to see how freedom from constraint, favoritism, jealousy and connivance can be possible where this practice prevails. In every school district boasting of an excellent educational system the manager of the Bureau finds that teachers are classified with regard to expert knowledge and skill in the application of their knowledge. Many scholarly, refined and well-trained teachers are competent to succeed in primary grades, while unable to manage the pupils in the grammar departments. Others may possess a moderate scholastic knowledge and be successful in the intermediate and grammar grades while unable to attain success in a primary grade. Many teachers are selected to fill positions in the high schools who do not possess the expert knowledge that is necessary to make a successful high-school teacher. Often a principal finds that a teacher has been selected to fill a certain position in his school without regard to the knowledge of that class of work, and cannot accomplish the work that is required of her. A principal must have good judgment and possess tact and a strong personality to reverse the action of the board of education in placing

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the teachers elected in their proper positions. The members of a board of education should be good judges of scholarship and of general intellectual and social attainments, so that they may act intelligently in co-operating with the principal in the selection of teachers. They should also be able to act intelligently in the selection of a principal, and discriminate readily between the probable competency of a college graduate on the one hand and an academic or secondary teacher on the other. They should know the value of a person who was educated in a college, normal school, high school or in the common schools. Members of boards of education must have the backbone to reject applications from persons who have simply grown up in the locality without having educated or prepared themselves for the profession of teaching.

The State Superintendent of Public Instruction, C. J. Baxter, has rendered valuable service in promoting and fostering the interests of the Bureau throughout the State.

The Bureau is also indebted to school officers for the earnest manner in which they responded to the requests for assistance in furthering the interests of the Bureau so that it would be in a position to place good teachers at the command of school officers throughout the State.

Respectfully submitted,

SILAS R. MORSE,

Chairman of Committee on Bureau of Information, and Apportionment of School Moneys.

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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.

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

DEAR SIR—The past year in the Asbury Park public schools has been one of marked progress.

The alterations made in the interior of the high school building have afforded four additional recitation rooms, a biological laboratory, an enlarged study-room for one of the high school departments and an admirable suite of rooms for domestic science and art.

The Kindergarten Department.—The enrollment for the year 1899 to 1900 in the kindergarten department of 106 indicated the necessity this past year of adding another grade to that department, together with an additional teacher. We now admit children to the kindergarten department at the age of four years. They remain there for two years, passing on to the first grade at the average age of six. The work of the last half of the second year of the kindergarten is a transition to the work of the first grade. The enrollment in the two grades of the kindergarten department this year has reached 131, with an average daily attendance of from thirty to forty. In each grade the popularity of this work increases with each passing year. The institution last year of mothers' meetings in connection with the kindergarten proved a decided help in the work of the school in bringing the home and the school together. The department has been fully equipped with all necessary furniture and materials.

The Elementary School.—The former sub-primary being now supplanted by the second year of the kindergarten, the grades between the kindergarten and the high school will hereafter number eight instead of nine. The work of the elementary school this past year has been greater in amount and better in quality than was the case the previous year. The course of study has

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also been much enriched by the introduction of some form of manual training into every grade. A fuller statement of this work will be found in the report on manual training elsewhere.

The High School.—The organization of the high school two years ago in departments has been fully perfected this past year. The results have been most gratifying. The quality of the work has very greatly improved in every department. The departments of the school are now those of English, Mathematics, Science, History, Classical Languages, Modern Languages, Drawing, Manual Training and Domestic Arts, Music and Elocution. The teacher in each of these departments is a specialist.

The high school department was last year equipped throughout with new furniture. The new recitation-rooms were furnished with recitation chairs with arm-rests. The two study-rooms were equipped with the "Fidelity" chair and desk, one of the rooms being furnished with the commercial desk. To the Science department was added a biological laboratory, furnished with a porcelain sink, six tables sufficiently large to accommodate four students each, and a wall-table supplied with water and gas and suitable in length for the accommodation of twenty students. This places the work of the Science department in its four branches of Zoölogy, Botany, Physics and Chemistry on the top floor of the building.

The courses of study have been so broadened and modified as to permit considerable freedom in choice of studies. The high school offers the five courses—Classical, Literary, Scientific, Liberal and Commercial. All of these courses are four years in length. No limit of time is imposed for the completion of the course. As many years may be taken for this purpose as physical condition of the student may require. The school, as at present organized, is able to offer four years of English, four years of Mathematics, including Trigonometry and Advanced Algebra, three years, and possibly next year four years, of Science, four years of Latin, three of Greek, three of German, two of French and four of History; also one of Social and Political Science, four years of Drawing, two years of Domestic Science and Art. The Commercial course offers also several years' training in the usual business subjects.

The Reference Library started for the high-school departments a year ago last fall has grown to a total of 342 volumes. Most of these books are standard reference books, in Grecian, Roman, Mediæval, Modern-European, English and American History, although the departments of English and Science are well represented.

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Pedagogical Library.—A gift of $50 from the school board makes possible the beginning next year of a Pedagogical Library for teachers' use. This will be placed in the teachers' reception-room.

Medical Inspection.—A year ago last spring, under the new school law, the Board of Education appointed a medical inspector for the schools. The law requires the physical examination of every pupil in the schools at least once every year and that a record be kept of such examinations. In the execution of this law the medical inspector has been most faithful. He has been present at the building 172 out of 175 sessions of the school. The department has been supplied with all necessary instruments for making the physical examinations. A record of each examination is kept upon a card, herewith shown:

ASBURY PARK PUBLIC SCHOOLS.

Department of Medical Inspection.

No. ..... Date, ... Class, ...
Name, ... Age, ...
Weight, ... Height, ... General condition, ...
Chest measurement, ... Inspiration, ... Expiration, ...
Dorsal spine, ...
Cutaneous diseases, ...
Heart, ... Lungs, ...
Throat, ...
Naso-pharynx, ...
Nasal Septum, ... Teeth, ...
Eyes, { R., ... L., ...
Ears, { R., ... Color, } ..... L., ... Sense, } .....
Date of last successful vaccination, ...

The number of physical examinations made was 641. This took about two hours a day of the medical inspector's time from the beginning of the school year until about the middle of February. He also reports every morning at 10 o'clock, in order to examine any pupils in whom a teacher thinks she has detected any symptoms of illness.

Below is a sample of the card upon which the teachers make such report to the medical inspector:

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ASBURY PARK PUBLIC SCHOOLS.

Department of Medical Inspection.

The medical inspector will visit the school buildings each day at 10 A. M.

Date, ...
Name of pupil, ...
Residence, ...
Age, ... Class, ...
Any cases of sickness at home? .....
.....
.....
.....
Symptoms noted by teacher: .....
.....
.....
.....
.....
.....
.....
Teacher.

This card is to be filled out by the teacher when any pupil appears to be ill. This card should then be sent to the doctor's desk.

In case he discovers any physical defects or symptoms of illness in pupils, the parents are notified upon the blank shown below:

ASBURY PARK PUBLIC SCHOOLS.

Medical Inspection Department.

.....190

M.....
.....

DEAR.....

Symptoms of illness have appeared in the case of..... and you are advised to place the child under the care of your family physician.

When the child returns to school, a physician's certificate, showing that recovery has occurred, should be furnished.

Very respectfully,

JOHN TAYLOR, M. D.,
Medical Inspector.

When the physical examination of the pupils began a few families in the district were strongly opposed to it. Personal consultations with them, however, revealed the fact that they had entirely misapprehended the purpose as well as the methods of such examination, and their opposition was at once withdrawn, with the exception of one family.

The results of the system of medical inspection here have been highly gratifying. In several instances cases of serious infectious disease were discovered in time to prevent the spread of the infection, and in numerous cases the physical examination revealed defects of which parents were unaware and the remedy-

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ing of which produced immediate changes in both physical health and the intellectual progress of the children. We have found 80.95 per cent. of those pupils whose intellectual abilities seemed below par to be also below normal standard physically.

School-Room Decoration.—Much interest has been shown on the part of teachers and pupils this year in decorating and beautifying the school-rooms. The Alumni Association has also devoted its energies to this end. The result has been the placing upon the walls of our rooms over $100 worth of pictures, reproductions from masterpieces. Several pieces of statuary have also been placed in the corridors and auditorium. So good a beginning in this good work augurs still larger accomplishment in this direction in the future.

ATLANTIC CITY.

W. M. Pollard, Superintendent.

To Hon. Charles J. Baxter, State Superintendent:

Dear Sir—I herewith submit to you a brief report of the condition of our schools for the year ending June 30th, 1901.

During the year the schools have continued to move along smoothly upon lines of school work as indicated in my report of last year.

The attendance has been very good, while the increase in the total enrollment has surpassed that of any previous year.

For the school year ending June 30th, 1900, we had a total enrollment of 4,021, while on June 30th, 1901, our total enrollment was 4,760, an increase of 739 pupils. This large increase necessitated the renting of outside rooms for school purposes.

The constant increase in our enrollment has made it very difficult to secure school-room facilities for all pupils. The teaching force consisted of eighty-one regular grade teachers and six special teachers.

A new building, located on the west side, and containing six class-rooms, was completed last September, and used for school purposes during the year. This is a modern building in every respect and is a credit to this newly settled part of our city. The new high-school building now nearing completion will be

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a credit to the city. The transfer of the high school and last year grammar grade to this building will involve an almost complete re-organization of the school system.

There may be sufficient room next year for the accommodation of our pupils; but, judging the future from the past, it is very evident that more school room must be provided for at the extreme ends of the city.

The employment of colored teachers for separate colored classes has worked very successfully in our city. We employ ten colored teachers. These teachers occupy rooms in the same buildings where white children attend. The separation is continued as far as the seventh grade, after that the colored pupils attend the same grades with the white children. This plan has been in very many respects beneficial for the race.

The school exhibit prepared for the Educational Exhibit at Buffalo, New York, was of such a nature that our school work was fully represented. The work reflected credit on both pupils and teachers. There has been noted progress in all lines of school work during the past year. The primary work has been carefully supervised while extra time and attention were given to the slower and backward pupils. Individual promotions were frequently made during the past year. Class promotions are made at the end of each school year. The number of pupils thus promoted has been very satisfactory, and the general standing of advanced classes good. The high-school course has been somewhat reconstructed and a post-graduating course added.

The additional year has been a means of having many of our graduates returned for advanced work in Latin, Mathematics, English, Sciences and German.

Numerous teachers' meetings have been held during the year. These meetings have been in charge of the special teachers or the Supervising Principal and have always been for the special consideration of matters relating to the work of the respective grades. General monthly meetings have been held during the year. At these meetings the chief aim was the study of the writings of noted educators and their influences on modern education.

The sum of two hundred dollars was raised for the support of our school libraries. This, with the additional eighty dollars received from the State, was carefully and judiciously expended in the purchase of an additional number of valuable library books. The selection of library books has been in charge of a special committee of teachers and the selections made by them has been very creditable. Our teachers have been faithful in the discharge of their respective duties, and, with but few exceptions, have shown a commendable spirit of progress.

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In closing this report I wish to express my appreciation to the Board of Education for their kindness toward me in the discharge of my duties, and to the State Superintendent for all courtesies shown us in matters pertaining to the welfare of the schools of this city.

BAYONNE.

J. H. CHRISTIE, SUPERINTENDENT.

To Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—I herewith submit a brief report of the public schools of the city of Bayonne for the year ending June 30th, 1901.

The schools were in session 192 days. The following statistical table shows the enrollment and attendance:

Total number of pupils enrolled,	6,019
Average number of pupils enrolled,	4,576
Average daily attendance,	3,980
Number of pupils enrolled in primary grades,	4,655
Number of pupils enrolled in grammar grades,	1,218
Number of pupils enrolled in high school,	146
Number of male pupils enrolled,	2,944
Number of female pupils enrolled,	3,075

This shows an increase of 267 in average attendance over that of last year.

Buildings.—At the opening of the school year the board of education contemplated a new building such as would relieve the most crowded district and provide proper accommodation for the pupils now in annexes which are not suitable buildings for school purposes and which are expensive.

A 16-room building with an assembly-room was planned, but owing to the apparent inconsistency and ambiguity of the school law the Board of Education has been compelled to await the construction of the law, which will in all probability delay the progress in building a year, and thereby cause much extra labor in the matter of supervision and make the work of teachers more trying, and the attendance more irregular, from the fact that pupils must be transferred to schools far from their homes when the schools near by are filled.

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Our high-school building is a rented structure and not best suited to our needs, but a new high school will be planned as soon as the already planned elementary school is completed. The seven other elementary school buildings are in excellent condition.

High School.—The high school during the year has been much improved, more pupils have taken advantage of its tuition. The Board of Education has made every effort to provide for its growing needs. The course of study has been altered, making a four-year course, which meets the approval of the State Department of this State and also meets the requirements of the Regents of the State of New York. A commercial course of three years was also established, which satisfies a demand for early commercial education. There are two four-year courses known as the Classical and Modern Language in which certain electives are allowed.

Evening School.—This school opened October 29th, and was in session eighty evenings, four sessions having been held each week, Wednesday being omitted.

Stenography, Typewriting, Bookkeeping, Mechanical and Architectural Drawing, Algebra and the foundational branches were taught. The school had an average enrollment of 181 and average attendance of 134. The attendance at evening school has been irregular except in the specialties in which classes were small but attendance regular.

In general, good school-work has been done, and there has been a steady advance in the general character of the teaching.

The teaching force consists of 143 female and 8 male teachers, not counting those in the evening school. Fourteen of that number had not been teachers in this city prior to the year just closed.

BRIDGETON.

WM. EDWARD COX, SUPERINTENDENT.

To Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—I have the honor to present my last report as City Superintendent of the schools of Bridgeton. With the comple-

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tion of my present term I shall have filled three terms or nine years in this position, not consecutive terms. A retrospect calls attention to much improvement in our schools during these years, much credit being due to excellent boards of education during this time. In 1884, when first elected, our city did not have a building for school purposes sufficiently heated, and none contained any pretense toward ventilation; now modern buildings have been erected at Bank street, Vine street and Irving avenue, all of which are thoroughly warmed and ventilated, and during the vacation just closed the North Pearl street building has been thoroughly equipped with an efficient apparatus for warming and ventilation. Three of our buildings, Bank street, Vine street and Irving avenue, now have modern toilet-rooms installed in them.

The board during the year decided to abandon the present Second ward building, whose usefulness is so badly impaired since the West Jersey Railroad placed its tracks alongside the school yard. A committee selected sites and the board recommended the erection of a modern building of ten rooms. The Board of School Estimate passed the estimate of $25,000, and City Council is expected to take action in February.

There have been some improvements also as to school management and work in the school-room. Now a supervising principal devotes his entire time and attention to personal work and advice among the teachers; inefficient teachers have not been re-elected, and there is a constant aim to improve in all directions.

At the annual election in May Dr. H. K. Trask was elected teacher of Latin in the high school. After thirty years of valued service as principal of the South Jersey Institute he retired from that position and took a year of well-earned rest. Dr. Trask during all these years has been a highly efficient instructor and well beloved by a vast number of pupils, many of whom are now filling positions of importance in scattered parts of the country.

We have not yet begun to use the Monroe street building which was erected two years ago, and we shall be obliged to install a heating and ventilating apparatus before school can be held there.

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CAMDEN.

JAMES E. BRYAN, SUPERVISOR.

To Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—The past year has been one of quiet progress in the schools of this city.

There has been no serious interruption of any kind during the year. The attendance is better than last year both in actual number of days and in percentage. The tardiness, still excessive, has been reduced more than thirty per cent.

The number of teachers has been materially increased, so that the class-rooms are less crowded in many cases.

There have been but few changes in the course of study.

We have completed the first year of instruction in vocal music in all grades of the elementary schools. The results are eminently satisfactory.

The first year of the operation of the graded schedule of teachers' salaries has increased the aggregate about $3,000; the second year will further increase the amount about $4,000.

The requirements for district certificates have been revised in accordance with the new regulations of the State Board.

The Board of Education has operated under the provisions of the Stokes law, which seems to meet requirements here.

The statistical report has been forwarded.

CAPE MAY.

F. H. HAIN, SUPERVISING PRINCIPAL.

To Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—It affords me great pleasure to submit this my first annual report of the schools of Cape May. Supported by a progressive Board of Education, and assisted by a willing corps of teachers, I can give positive assurance that the minds of the pupils entrusted to our care have been stored with useful knowledge, and that they have been led to see some of the beauties of that higher life which a true course of training only can give.

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School Buildings.—The authorities having realized that the buildings were inadequate for their purpose undertook the erection of a magnificent, commodious and modern building. This building now in course of construction will contain thirteen class-rooms, a spacious auditorium, library, offices, cloak-rooms, laboratories, etc. The materials used are gray sandstone and brick. It presents an imposing appearance and will remain the pride of the town.

Course of Study.—It has been our purpose during the year to extend and outline the course of study in detail so as to compare favorably with those of the best schools of the State, and embrace the best thoughts of the advanced educators of the day. An effort has been made to indicate one or more leading purposes in the treatment of each subject. Certain phases of the subject are important, and others subsidiary. This course as prepared will, I believe, unify the work of the several grades, and prevent overlapping of grade work. An additional year has been added to the high-school course, thus giving four years of study in this department.

The Library.—In February the teachers prepared the pupils to give a public entertainment. About seventy dollars were realized. As a result the library has been increased by eighty volumes. The library now contains about one thousand volumes.

Enrollment.—The total enrollment in all the grades amounted to four hundred and fifty-four. There is still a large percentage that constitutes a nomadic throng, and it is our greatest drawback. While a few pupils are cognizant of the advantages offered to them to get a good education, the majority of them, as soon as the novelty wears away, get weary of climbing the hill of knowledge, and suddenly drop into some by-path which leads them to the haunts of old associations. Something should be done to interest and hold this wandering tribe. When we consider that in a few years this great uneducated mass will be entitled to all the rights and privileges of citizenship, it behooves us as educators to use all rightful means in our power to prepare them for the proper use and exercise of these sacred rights.

Graduating Exercises.—The graduating exercises held in the First M. E. Church were well attended, and all the graduates acquitted themselves very creditably. Forty-three primary graduates and twenty-three grammar graduates received certificates.

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Four high-school graduates and four post-graduates received diplomas. The music furnished by the pupils was a special feature of the occasion. The program follows:

Voluntary and March—Mr. Thos. W. Millett, Sr.
Invocation—Rev. Chas. D. Parker.
Chorus—"Flower Dances"—(*Voelckerling*).—Primary Graduates.
Salutatory and Essay, "Victoria, the Late Queen of England"—Anna E. Townsend.
Oration, "Undeveloped Possibilities"—Thomas Millett, Jr.
Chorus, "Spring Song"—(*Vogel*).—Grammar Graduates.
Essay, "Good Books"—Ella Garrison.
Oration, "The Union of Our Country"—Edward Townsend.
Solo, "Spring Song"—(*Prock*).—Fred. Eldredge.
An Original Poem, "A Girl Graduate"—Henry Goddard Leach.
Address—Dr. Walter Leaming.
Trio, "To Thee, O Country"—(*Eichberg.*)—High School.
Presentation of Certificates and Diplomas by the President of the Board of Education, Samuel R. Stites.
Address to Graduates—Aaron W. Hand, County Superintendent.
Chorus, "Italia Beloved"—(*Donizetti*).—High School.
Benediction—Rev. I. Newton Phelps, M.A.
Miss Nellie Leaming, Accompanist.

EAST ORANGE.

VERNON L. DAVEY, SUPERINTENDENT.

To Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—A report of school conditions in East Orange is invariably a report of continual growth in attendance, equipment and expenditure.

A year ago we had only four vacant school-rooms. Since then four rooms have been added and only two are now unoccupied. The teaching force has been increased to a hundred and fourteen.

The enrollment and attendance for the two years ending July 1st, 1900, and July 1st, 1901, were as follows:

	Enrolled	*Average Belonging*	*Average Attendance.*
1899-1900, ...	3,744	3,075	2,884
1900-1901, ...	4,051	3,284	3,075
Per cent. of increase, ...	8	6.7	6.6

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An immediate increase in our school accommodations is required if we are to have sufficient room for the pupils to be enrolled in September, 1902. The enrollment in the high school showed but slight increase last year, but the building will certainly be inadequate in a very short time.

The number of pupils entering and graduating from the high school was gratifyingly large. Of the graduating class of sixty pupils half entered higher institutions of learning. The number of our high-school graduates now in college is large and their records are such as to justify the popular confidence in the school.

The usual changes in the teaching force at the end of each year are considerable. In June last the number was surprisingly small, and half the cases were due to marriage. This is an encouraging fact, for a change even from one good teacher to another good one involves a distinct loss to the school.

The change in the school law, admitting children four years of age to the kindergarten, materially increased the attendance in several of our kindergartens and necessitated the employment of additional assistants. Except in a few instances, however, it was not found necessary to arrange for half-day classes, except in the cases of the youngest children, for whom two sessions would generally be too long.

The establishment of a room for backward pupils in one of our largest primary and grammar buildings has proved to be of great help to the school. In this room are placed all the backward pupils of the second, third and fourth years of that school. The number belonging at no time exceeded twenty-five. A trained teacher, specially qualified for the work, was placed in charge, and saw to it that each pupil received the most attention along the line of greatest weakness. The result was highly gratifying and the class will be continued the coming year. The Superintendent is authorized to place in this room backward pupils from other schools, at his discretion, but it has not yet seemed wise to extend the privilege of membership to any pupils outside of this one school.

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ELIZABETH.

W. J. Shearer, Superintendent.

To Hon. Charles J. Baxter, State Superintendent:

Dear Sir—I herewith present my sixth annual report for the year ending June 30th, 1901.

As the work has continued to move along smoothly on the plans made several years ago, there is nothing of particular interest to the public at large.

For several years the schools have followed the course of study of the Model School of the Trenton State Normal. That course is still followed, for the reason that it is believed to be one of the best ever prepared.

The plan of organization in use in our city, more than any other, makes it easy to secure a number of desirable results, of which the following may be mentioned:

1. Pupils are placed and kept with those of about equal advancement. Therefore none need to be worried by being hurried or by being held back unnecessarily. No pupil need be retained in any division if he cannot receive benefit from the instruction given.

2. The work is suited to the capacity of the individual. It is easy to accelerate or retard a pupil's progress at any time that the best interest of the pupil requires it. Some pupils should move faster than others. The same pupil should go slower at some times than at other times. Principals and teachers are expected to see that the rate of each is determined by the pupil's mental and physical ability. Any parent wishing to have his child move a little more slowly should notify the principal, who will promptly grant the request.

3. Thoroughness in essentials. No teacher is required to take a class over a given amount of work within a fixed time, therefore it is reasonable to require that the work be done thoroughly, broadly and well.

4. The lessons are prepared in school. Much time is reserved for this purpose and for individual instruction, that the teacher may give whatever help is needed. No home study is required of pupils in the first four years, though the required daily home

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study varies from one-half hour in the fifth year to two hours in the high school. Those who make good use of their time in school may use most of the time out of school for recreation and work, than which nothing is more important.

Last year I called attention to the fact that the attendance in the high school had increased 400 per cent. in the previous five years. Also to the fact that the number of graduates had increased from 19 to 120 per year during that time. That this was not the result of lowering the standard but in spite of a much higher standard, is shown by the fact that the course has been greatly strengthened. Five years ago we did not have even Latin in the high school. I add a brief statement of the courses now followed:

HIGH-SCHOOL COURSE.

REGULAR COURSE.

First Year.

Latin, First Book and Cæsar (5), Algebra (5), General History (5), Physiology (2), Botany (2).

Second Year.

Latin, Cæsar and Cicero (5), English (5), Algebra (5), Physics (4), French or German (4), Zoology (2).

Third Year.

Latin, Cicero and Virgil (4), Solid Geometry (4), Chemistry (4), Astronomy (4), English (3), French, German or Greek (4).

CLASSICAL COURSE.

First three years as Regular Course.

Fourth Year.

Latin, Virgil and Prose Composition (4), Advanced Algebra and Trigonometry (4), Qualitative Analysis (4), English (3), French, German or Greek (4).

COMMERCIAL COURSE.

First Year.

Commercial Arithmetic (5), Bookkeeping (5), English (5), History (2), Spelling (2), Penmanship (3), Elementary Algebra (2), Shorthand (2).

Second Year.

Shorthand (5), Typewriting and Correspondence (5), Commercial Law (2), Rhetoric (3), German (5), Spelling and Penmanship (3).

Pupils finishing any course satisfactorily are granted diplomas.

Special courses may be taken by those having good reasons for wishing same.

Advanced work may be taken after the completion of the work in any course.

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HAMMONTON.

N. C. HOLDRIDGE, SUPERVISING PRINCIPAL.

To Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—I hereby submit the annual report of the Hammonton schools.

During this year the plan of more frequent promotion was introduced. It was based in great measure upon the plan (so largely discussed) put forth by Superintendent Shearer of Elizabeth. It was not possible for us to try it with the same ease because we have a limited number of teachers. The plan as worked here is to have each room divided into three parts (divisions). Division A composed of the very bright pupils; B of the average pupils; Division C of pupils who may be backward for any reason, dullness, irregularity of attendance, laziness. A teacher promotes at any time from division to division in her room. Promotion from grade to grade is made every three months.

It apparently increases the work of teachers, but they assure me that the extra work of preparation for a new division is much less wearing than the extra worry imposed by the dozen or so laggards found in every room. Not the least favorable sign is the eagerness with which pupils look forward to next promotion and the diligent work they do to gain it. I do not write this as anything new in education, but that you may know how even the smaller schools may, by extra effort, adopt methods that limited funds and limited number of teachers seem to forbid.

Our semi-monthly teachers' meetings are well attended and interesting. In addition to the ordinary questions of method and management inseparable to school work we have followed out quite a thorough course in Psychology. This has been the method of our teachers' meetings for the last three years. Year before last we took up Methodology, and the year before that McMurray's General Method.

I can see improvement in every department as a result. I firmly believe in our teachers' meetings. Of course this is due to the faithful preparation and uniform co-operation of the teachers in this work.

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Our board during this year for the first time in the history of our schools had a supervisor who devoted his entire time to the work. At first there was opposition, but it has all died out, and all seem to think, what every experienced worker knows, viz., that a capable supervisor of schools with his time entirely devoted to supervision increases the thoroughness and excellence of the schools under his care.

During the year there was a certain element in our community who threatened to attack our system and abolish kindergarten, music and the characteristic studies of the high school. The only ground for the move was the cry of "high taxes." They failed to make good the threat, and our special teachers—kindergarten, music and high school specialists—remain.

The school population is increasing, and already the board have taken action for the erection of another school-house.

It is also our intention to enforce to the letter the compulsory element of the school law.

We hope also to open night schools in our town.

I wish, in closing, to express my thanks to the department at Trenton for their uniform courtesy, also to our Board for their effort to give the school all books and equipment within their power, and to the teachers for their willing and efficient work.

HOBOKEN.

A. J. DEMAREST, SUPERINTENDENT.

To Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—The following table shows the enrollment and attendance of pupils and the number of teachers employed during the years 1900-1901:

Total number of pupils enrolled,	9,145
Average number of pupils enrolled,	7,621
Average daily attendance,	6,976
Number of pupils in Primary Department,	7,133
Number of pupils in Grammar Department,	1,702
Number of pupils in High School,	279
Number of pupils in Training School,	31
Number of teachers employed,	200

School Accommodations.—The last school building was erected in 1897 and was filled to overflowing as soon as it was opened for the reception of pupils. Since then, in order to provide for the

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large number of applicants each year, vacant halls and stores without proper light, not to speak of sanitary arrangements, have been utilized to "stow away" over twelve hundred pupils. It is not only a shame but a disgrace to the city that it has not adequate school facilities. It is criminal to place children in these unhygienic annexes where in some instances over two hundred are crowded into one room. The only possible excuse that can be given for the existence of such school-rooms is that it is better for children to attend them, even under such unfavorable circumstances, than to be turned adrift into the streets where they are apt to pick up an education which in time would become a reproach to the city. Many of our primary classes are overcrowded. There is a limit to this school-room expansion, and that limit has been reached in Hoboken. The pupils who attend these annexes are not the only ones who suffer, but this overcrowding of classes has a demoralizing influence throughout the entire department. With the overcrowded primary department and the large number of children clamoring for admission it has necessitated, contrary to our wishes, forced promotions to make the necessary room in the lower grades. These forced promotions not only seriously interfere with the proper grading of our schools, but they are positively harmful to the pupils. The instruction under such circumstances lacks thoroughness, and then the system is attacked and blamed for inefficient work. Our teachers as a rule are thoughtful, competent and painstaking, but they cannot be expected to work miracles with classes that are large enough for two teachers to handle instead of one. No teacher should be obliged to teach more than forty pupils, and if our legislators wish to confer a lasting benefit upon the teaching fraternity of the State, they may do so by securing legislation to that effect. This is school legislation in the right direction.

Training School.—The course in the training school has been extended from one to two years, and this change meets with the approval of all who have the best interests of their children at heart. Too much care cannot be exercised in the training of teachers. Last year Mr. Jeremiah Kelly was assigned to the principalship of this school. He is keenly alive to the necessities of an efficient training school, and aided by his good judgment and broad and long experience as a successful educator, this department has a bright prospect before it.

Night School.—There are many difficult problems to be solved in conducting a successful night school. There is the irregularity

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of attendance. The majority of pupils comes from the shops, the mills and the foundries. After a day of toil the evening school does not hold out any special inducements, and as soon as the novelty wears away the attendance begins to drop off. Another obstacle in the way is due to the fact that these pupils being obliged to work all day have little or no time for the preparation of their lessons. Yet, nothwithstanding these drawbacks, the night school last year was one of the most successful ever held in this city.

High School.—Our high school is a credit to the city, and I firmly believe it has the confidence and support of the people. It is sadly handicapped for the want of proper room and laboratory facilities. Plans are under way for a well-equipped laboratory, and in the near future each pupil in the academic department will have an opportunity to do personal work in the sciences.

There were two new features introduced into the high school during the year, and both of them proved to be successful innovations. The first was a lecture course of half-hour talks on practical subjects. These talks became very popular and were instrumental in directing the thought and inquiry of our young people along new lines of investigation. The pupils were obliged to give reproductions of these talks in the class-room on the succeeding day. This in itself was of great value to the pupils. The talks were as follows:

"Character Building"—Rev. Charles L. Meade.
"Intellectual Pursuits"—Supt. Robert Waters.
"The Necessity of a High-School Education"—Dr. J. M. Green.
"The Duties and Privileges of Citizenship"—Hon. Otto Crouse.
"Opportunities for Young Men in the Trades"—Mr. W. D. Forbes.
"The Choice of Pursuit"—Mr. S. B. Dod.
"The School and the Nation"—James F. Minturn, Esq.

To give our pupils an opportunity to become accustomed to public speaking, an oratorical contest was arranged for the members of the senior and middle classes. Prizes consisting of ten and twenty-dollar gold pieces were donated by warm friends of the school. The contest was held in St. Mary's Hall before a vast audience. It was the verdict of all that it was the most entertaining and the most instructive affair ever given in this city. The contestants acquitted themselves in such a creditable manner as to make it extremely difficult for the judges to render a decision in more than one instance.

Public Lectures.—The usual course of free lectures was given as provided by law. The large attendance at these lectures shows

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that our people enjoy and appreciate this high grade of entertainment. It is our aim to select the best lecturers, aiming at quality rather than quantity. These free lectures, in addition to their instructive character, are doing a good work by bringing the people into closer touch with our schools. The following lectures were given:

"Sunshine"—Dr. A. A. Willets.
"From the Bonnie Doon to the Golden Gate"—Wallace Bruce.
"Success"—Henry Austin Adams.
"Dickens' Christmas Carol"—Charles F. Underhill.
"The Philippines"—Ramon Reyes Lala.
"The Paris Exposition"—W. Hinton White.
"An Evening in the Alps"—H. E. Northrupp.
"Paul Revere and His Midnight Ride"—G. K. Birdseye.
"Castles in Spain"—Henry Austin Adams.

Teachers and Work.—Though we have not reached the ideal toward which we are striving, yet the most captious critic, after a careful investigation of what has been accomplished in the way of live, intelligent teaching and the good results that have been attained, cannot fail to acknowledge that our schools have achieved a high degree of success and excellence. There has been a steady and marked improvement in methods of teaching, and as a result the pupils are now enjoying the benefit of a more thorough and a more practical education. The quality of instruction is of a superior order, and the old machine methods, with their treadmill grind, or what is known as pure memory work, have been supplanted by more rational methods or creative work.

During the year several grade meetings have been held and the influence that goes out from these gatherings has been most wholesome, and has been the means of stimulating our teachers to their best endeavors.

Progress has been our watchword, and we have endeavored to impress upon each principal and teacher that if we wish to maintain the high standard of our schools honest and conscientious work must be done at all times.

It becomes my painful duty to report the death of our beloved principal and fellow-worker, Mr. David E. Rue. Mr. Rue had been connected with the schools of this city for thirty-two years. His sympathetic nature, sterling qualities and true manhood made him a person whose influence was felt not only in the school circle but in the city where he was widely known. During the past year, and while disease was wearing away his life, cheerfulness, patience and fortitude were the striking characteristics of his noble nature, and we rejoice in the value of the lesson which his long and successful career in our midst has taught us.

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JERSEY CITY.

HENRY SNYDER, SUPERINTENDENT.

To Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—The following statistics show the enrollment and attendance of pupils and the number of teachers employed during the year 1900-1901:

Total number of pupils enrolled,	32,174
Average number on roll,	24,213
Average daily attendance,	22,492
Number of pupils enrolled in Primary Department,	23,190
Number of pupils enrolled in Grammar Department,	8,064
Number of pupils enrolled in High School Department,	920
Number of teachers,	586

From the grammar schools there were graduated 753 pupils.

The number of pupils graduated from the high school was 87 in the four-year course and 18 in the two-year course.

From the training school there were graduated 23.

There were six evening schools of which one was an evening high school. The attendance of pupils was as follows:

	Males.	*Females.*	*All.*
Total number enrolled,	2,039	546	2,585
Average attendance,	561	217	778
Percentage of attendance,	72.7	77.5	74.0

During the year one large school, No. 20, was opened. This school takes the place of the building which was destroyed by fire in 1899. The new building is a commodious structure containing twenty-six class-rooms, an assembly-room, principals' offices, teachers' rooms, etc. It is provided with every facility and convenience for both teachers and pupils.

Contracts have been awarded for the erection of School No. 28, a building containing sixteen class-rooms and an assembly-room, and School No. 29, which is to have ten class-rooms and an assembly-room. Steps have also been taken for the erection of a new building to replace present school building No. 2. It is evident that the phenomenal progress made during the past few years in the direction of school construction will be continued.

Since the fall of 1899 the pupils of the city have had the advantage of the expert inspection and advice of Dr. Wallace Pyle, who is a skilled oculist. With great public spirit Dr. Pyle offered his services to the schools gratuitously. He has since continued

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a systematic plan of inspection which involves an examination of the sight of pupils, and includes special attention to glaring visual defects and contagious diseases of the eye. In the former cases parents are notified of the results of the examination, while in the latter children are excluded from school until cured. As might be expected, Dr. Pyle's work has resulted in great benefit to the pupils. In the fall of 1900 arrangements were made by the Board of Education, through its president, John J. Mulvaney, with the city Board of Health. In accordance with these arrangements the city physicians frequently and regularly visit all the schools of the city, examine the condition of the buildings, carefully inspect the health of children, give particular attention to the cases which are referred to them by principals and teachers, notify parents when pupils are in need of treatment, and exclude children who are afflicted with contagious diseases. The results have, of course, been beneficial. The plans followed by the physicians have been largely experimental. As time advances the inspection becomes closer and more efficient. The activity of the Board of Health and the earnestness of the city physicians promise to make medical inspection very effective.

In November, 1900, the Board of Education appointed Mr. John T. Rowland, Jr., supervising architect of the public schools. Mr. Rowland's duties include the designing of new buildings and the supervision of their construction, and the supervision of all repairs. This appointment of a supervising architect, who shall give special attention to school architecture, and whose duties make him a specialist, must be commended as a progressive step.

It is with pleasure that I commend the very efficient work which the principals and teachers have done during the year.

MILLVILLE.

HARRY F. STAUFFER, SUPERVISING PRINCIPAL.

To Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—I herewith present my first annual report of the public schools of the city of Millville.

Compared with previous years the average enrollment has been slightly increased. The average attendance in the high school was about thirty more than that of previous years. This

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is due not so much to an increased enrollment, but to more regular attendance.

Improvements.—During the vacation period many improvements and repairs were made to the buildings. New furniture was placed in a number of rooms; all the rooms of the city were either painted or kalsomined; a number of wells in the school grounds were abandoned, the schools now being supplied with city water. Additional physical and chemical apparatus was added to the laboratory. About one hundred dollars was invested in kindergarten material for the first-year grades.

Course of Study.—During the year the board authorized the Supervising Principal to formulate a course of study for the grades below the high school. This course is about completed and is in the hands of the teachers. By frequent consultation with individual teachers, by grade meetings, and by monthly meetings of all the teachers, we hope to evolve some systematic basis of work, so that the "overlapping" of grades and the aimless work of both teachers and pupils may be reduced to a minimum.

High-School Course.—The State Board of Education, having raised the standard for approved high schools, demanded action on the part of our board.

At a meeting of the Board of Education in January it was decided to invite Dr. Green of the State Normal School to this city, to address the board and the teachers on the subject of "Approved High Schools." Dr. Green kindly consented, and gave an interesting, practical address. His suggestions were embodied in the new course of study, a copy of which was sent recently to the State Board of Education for approval, or for further modification to meet new conditions. Since a great many of our teachers do not receive any other academic training than that received in the high school, it is very necessary that the course should be rigid in order to weed out those not ambitious, and to give the ambitious ones the broadest possible culture. To provide for those who do not care to take this course, or who do not have the time or the inclination to do so, a two-year commercial course has been established. Recognizing the fact that a knowledge of English Literature and Mathematics is necessary for any person who will engage in commercial pursuits, the outline of work along this line in the commercial course is the same as that of the first two years of the approved course. An addi-

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tional teacher has been added to the high-school faculty to take charge of this department.

The Library.—Since the last report about one hundred and fifty dollars has been invested in new books. About one hundred and thirty dollars is on hand now which will soon be used for a like purpose. Until this year a librarian was selected from the high-school pupils who served without pay, and opened the room once a week for selecting books. In this way it served as a circulating library only, not as a reference library. With the opening of the year a new system will be inaugurated by putting the teacher of English of the high school, Miss McHenry, in full charge of the library. She will be paid a salary for her services and will have the room open at a stated time every day. It is the intention of those in authority, with the help of the librarian, to make the library a factor in determining the pupil's reading, not only in the high school but in the lower grades as well.

The Teachers' Professional Library.—The Teachers' Library has become a valuable adjunct to our school work in the past year. Nearly two hundred volumes were bought by money subscribed by the teachers of the city. In the short time that the library has been in existence it has become of great service to those teachers who are earnestly striving to fit themselves for better work.

One of the most prominent superintendents of the West says: "The more I study the school systems the more apparent it is that the essential element in the progress of any school toward higher and stronger work lies in the improvement of the teachers in general culture and in pedagogical training."

Commencement Exercises.—The graduating class numbered ten. The annual sermon to the class was delivered in the Presbyterian Church by Rev. George H. Broening. Commencement exercises were held in the First Baptist Church on the evening of June 29th. Clerk in Chancery E. C. Stokes, an honored son of this city, delivered the address to the class.

Transportation of Pupils.—The city of Millville includes within its extensive limits also a rural population. This has necessitated ungraded schools in communities remote from the city proper. As an experiment the Board adopted the plan of transporting the pupils of one ungraded school to the graded schools of the city. The plan has been both successful and eco-

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nomical. There are yet four ungraded schools with a total average attendance of about fifty. It seems to be the wisest policy in the future to transport these pupils into the graded schools.

For Consideration by the Board of Education:

1. The Compulsory School Law should be enforced.
2. Drawing and vocal music should be added to the school course.
3. There should be a closer union of school and home, so that teachers might know more of the individual natures of their children.
4. More supplementary reading in the grades.
5. A salary schedule for teachers so that teachers will be paid according to skill and experience in teaching and not according to length of service or grade of room only.
6. An increase in the salaries of teachers in the primary grades.
7. Uniform standard for promotions in all the schools of the city.
8. Half-year promotions in the grades.
9. More reading in the first two years of school and less "arithmetic."

MONTCLAIR.

RANDALL SPAULDING, SUPERINTENDENT.

To Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—During the past school year the enrollment has increased until all the rooms in our school buildings are occupied except two unfinished rooms, which by their location are not available for meeting the growth in population in the more thickly-settled portions of the town. Plans for a new building, therefore, must be considered during the coming year.

In our opinion the kindergarten proves itself more and more every year to be the ideal way to begin school life. Most children who do not make such a beginning are to be commiserated. Parents who object to the confinement for even three hours a day probably do not understand the freedom and spontaneity of kindergarten life. It may not be generally known, as it should be, that the sewing which was found to be too fine and exacting for

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fingers and eyes has been either done away with or replaced with larger work. A little of the symbolism that still remains may seem to many vague and shadowy, but at worst it does no harm in the hands of the kindergartner possessed of common sense and thorough training. If the main object is secured it is not important to determine the precise value of the symbolism connected therewith. Fifteen kindergartners were employed during the wear. This number, in a total enrollment, in all grades, of 2,863, may seem to many to be large. It is certainly much larger than in many towns of a similar size. We feel, however, that the money has been well spent. We intend that our kindergartners shall be able to do genuine individual work.

The written work, such as tests, notes, summaries and compositions, now required by the best methods of instruction, involves considerable labor out of school hours on the part of the teachers, especially in the higher elementary grades and the high school. Provision is made for the performance of this work in the high school by organizing a portion of it into a special department under the name of English, and securing therefor special teachers. We have during the past year carefully studied the problem of limiting the teachers out-of-school work in the higher elementary grades to the requirements of physical health and other school obligations, and we hope that we have reached a solution that will be satisfactory for at least some time to come. An elastic schedule has been devised for distributing the written tests and other written work somewhat evenly during the year, so that each teacher's work in the correcting of papers shall be practically the same in each successive week. No teacher can safely undertake to examine critically all the papers that the pupils may profitably write. On the other hand, the pupils should be made to feel constantly a sense of obligation to do their best work, that all their work is liable to meet the strict, though kindly and helpful, criticism of the teacher.

During the past year a statement of the average time per day that pupils in the higher elementary grades are expected to devote to home work has been printed and distributed to many of the parents. The time required is in no case excessive. The pupil is required to be in school five hours of the day, but there is no magic in this number. A few years ago it was almost universally six. There is no good reason why a child who has reached the age of ten or eleven year should not spend just a little time in regular home work, not merely, and perhaps not so much, for the sake of more rapid advancement in certain conventional studies as for training in self-control, in the power of making a sustained intellectual effort without the aid and supervision of

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the teacher. The private libraries, too, in many of our homes afford a better opportunity for reading and research in certain school subjects than does the school with its limited number of books for a large number of pupils. Rapid advancement moreover in the grades is not to be lightly esteemed.

A number of parents have, of late, adopted the plan of withholding their children from the afternoon session. In some cases the reasons are evidently imperative; in others such a plan is to be deprecated. The afternoon subjects in the school program are always important if not absolutely essential, and their loss puts the child to a disadvantage and leads to discouragement. This plan results in many cases in the loss of a whole year of school life before the high school is reached. We are confident that in many such instances the child would receive no physical harm, and much educational benefit, from an all-day attendance. Nor is this opinion inconsistent with the maxim, which will forever remain true, that physical health should always receive first consideration. There are cases in which the school authorities advise half-day attendance. The necessity for this should, however, first be determined by the most careful consideration and with the full knowledge that half-time attendance is a distinct educational loss to the child.

The very simple self-government plan that has been in operation several years in the older classes of the high school was successfully continued during the past year. There is in this plan not a trace of the self-reporting system. The pupils are first thrown upon their honor. If any considerable number fail to respond the plan fails. There will be, however, occasional lapses due to the weakness of human nature, and discipline must be administered. This is administered by the pupils themselves in their organized capacity instead of by the faculty. Pupils are called to account by the committee when they are seen to be in disorder, but are never asked to report themselves. It must be seen at once that the plan relies chiefly upon a strong and enlightened public sentiment. The scheme is an invaluable training for citizenship, a half-way station between obedience to authority in earlier childhood and the almost absolute freedom that comes when school days are past. In adult life we are constrained to rational conduct, not wholly by conscience or the sense of honor, and certainly not by police authority, but very largely by public sentiment. To a considerable extent this last determines conscience. We can, in my opinion, give our young people no better preparation for the conduct of mature life than to encourage them to yield themselves, during certain hours of the day, to the two constraining influences of conscience and an en-

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lightened public sentiment. This is precisely what we have tried to do.

In the department of vocal music we have noted during the past year favorable results of the training whose aim has been to enable the boys to pass through the adolescent period without a break of the voice. In spite of the abuse of the voice in which many of our boys will indulge, their voices are found to be at present in surprisingly good condition. Only a small number, probably less than ten per cent. of the whole, show signs of breaking. These results have been obtained by giving to the boys of the sixth, seventh and eighth grades special vocal exercises that were adapted to lower the voice gradually in pitch. Proper attention was paid, of course, to breathing. Only a very short time per week has been found necessary to effect the desired result.

During the past year all pupils in the third to the ninth grade inclusive have been tested for possible defects in sight and hearing. These tests were applied for the most part by the regular class teacher under the general direction of the director of physical culture. The tests are confessedly somewhat crude in character, but are adequate for the purpose of, first, ascertaining whether the pupil needs professional attention, and second, of enabling the teacher to care for her pupils in the best manner. The number who possess normal vision is strikingly small. It should be remembered, however, that many of these aberrations are slight, and, unless allowed to increase, will not interfere with the ordinary work of life. In each grade the percentage of defective vision is nearly the same. The fact that such defects do not seem to be progressive suggests that our school work does not cause any undue strain upon the eyes.

We beg to report, in general, a prosperous year.

NEW BRUNSWICK.

Wm. Clinton Armstrong, Superintendent.

To Hon. Charles J. Baxter, State Superintendent:

Dear Sir—Herewith I respectfully submit my third annual report concerning the New Brunswick public schools.

It has been a year of substantial progress. There has been no running off in search of untried and visionary schemes, no wholesale experimenting under the plea of testing fine-spun theories.

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But our aim has been intensely practical.

In studies the emphasis has been placed where it belongs, on the elementary branches. The placing of undue stress on non-essentials is one of the most seductive but pernicious tendencies in modern education. As the various dishes served at table are not of equal food-value, so the different studies named in a school program are not of equal importance, and it is a mistake to so regard them.

The attention of little children and the energy of primary teachers should not be dissipated and wasted among many subjects; the true way is to concentrate the attack on fundamentals. I have let slip no opportunity to impress upon the teachers the importance of the child's learning to read. Under present conditions I am convinced that no one thing will raise the general standard so much as to have the pupils become good readers early in the course. Reading, according to my use of the term, means far more than the ability to pronounce words; it includes a clear understanding of the thought expressed in each sentence and of the scope and character of the selection as a whole.

In discipline we have endeavored to employ such methods as to ensure good order and yet to keep every pupil in school; and taking all the circumstances into consideration, our efforts in this direction (thanks to the skill and tact of the principals and teachers who have had some refractory and exasperating pupils to manage) have been crowned with gratifying success.

Several important changes affecting the general administration of school affairs have been planned and carried into operation during the past year; but within the brief limits set for this report, it will not be possible to do more than to indicate the scope and character of some of these changes.

Heretofore there were two principals at the Bayard Street School, one having charge of the grammar department and the other of the primary department, and in like manner there were also two principals at the Washington; but last September the two departments at the Bayard were united under one principalship, and the same policy was adopted at the Washington School. This necessitated a readjustment of salaries which was made on the following basis: Each principal is to receive $675 a year with an increase of ten dollars for each class-room in excess of six.

Furthermore, in order that the principals might have more time to devote to the inspection of classes and the oversight of teachers an additional instructor was employed to act as a permanent substitute for the principals.

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The first kindergarten class in connection with the public schools of this city was organized in the Bayard building at the opening of school last September. There is a class of twenty-five pupils during the morning session, and another class with the same number of pupils during the afternoon; there is also a waiting list of applicants for admission.

Vertical penmanship was introduced into the primary department in 1896, and into the grammar department in 1897; but the results have not been deemed satisfactory, and last summer the Board, on recommendation of the Teachers' Committee, voted to abandon the vertical style of writing and to return to the slant system; and accordingly, when the schools opened last September Merrill's Slant system was introduced into all the classes except the eighth-year classes, it not being deemed wise to require pupils who have used the vertical for several years and who will soon enter the high school to change their style of penmanship at a time so late in their course.

In the primary and grammar departments music is taught to every class, the time allotted being fifteen minutes a day and the supervisor of music taking charge in person of each class during one period every two weeks; in the high school music is a required study during the first three years, but it is optional during the last year of the course.

Another innovation is the rule adopted by the Board and carried into effect last September of placing no one in charge of first-year classes except experienced teachers of approved skill. These receive a salary slightly larger than those who teach in the grade higher, and it is understood that they are not candidates for promotion. This policy is bearing rich results in the rapid progress of the youngest pupils.

The revision of the salary schedule has been another step in the right direction. Salaries were increased to some extent nearly all along the line. Although this increase was not large, nevertheless improvements, substantial and far-reaching in their character, can be pointed out, which are the direct results of that policy.

The general salary schedule by grades is as follows:

$750 high school.
$550 eighth year.
$525 seventh year.
$475 fifth and sixth years.
$425 second, third and fourth years.
$450 first year.
$550 kindergarten.

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The salaries named above are those which the Board is now paying. The possibility of an increase of salary for excellent work, and the hope of promotion to a higher grade on proof of superior ability, are the two most powerful incentives that can be brought to bear by any Board of Education on a corps of teachers.

To the generosity of the ladies of the City Improvement Society the schools are indebted for the gift of eight beautiful pictures, tastefully framed, which now adorn the class-rooms. These pictures are "Washington Crossing the Delaware," "Froschl's Madonna," "Le Divin Berger," "Ruben's Child," "Children of Charles I," "Frische Milch," "Pied Piper of Hamelin" and "Betsy Ross and the Star-Spangled Banner."

The work in English in the high school has been especially gratifying, and an earnest effort has been made to induce the pupils to read the very best books that are within the range of their thought and feeling. For this purpose the library has been re-arranged, the books on history have been sorted out and placed by themselves, and the same method has been used with the works of fiction, of poetry, of travel and adventure and of art and science, and this classification having been accomplished, the most suitable books are selected from each of these groups and carefully assigned to the pupils of the upper classes to be read by them as an essential part of their school work in English language and literature.

There are three courses of study in the high school, namely, the Classical, the Latin-Scientific and the German Scientific, and an outline of each is given herewith.

I. Latin-Scientific Course.

First Year—Algebra, English and Composition, Physical Geography and Civics, Latin, Music, Drawing and Elocution.

Second Year—Algebra, English and Composition, Physiology and Botany, Latin, Music, Drawing and Elocution.

Third Year—Algebra and Geometry, Literature and Composition, General History, Latin, Physics, Music, Drawing and Elocution.

Fourth Year—Geometry, Literature and Composition, Latin, Chemistry, Elocution, Music and Drawing, or Reviews.

II. Classical Course.

The Classical Course is the same as the Latin-Scientific, except that Greek is studied during the last three years instead of Physiology, Botany, Physics and Chemistry.

III. German-Scientific Course.

First Year—Algebra, English and Composition, Physical Geography and Civics, Bookkeeping and Penmanship, Music, Drawing and Elocution.

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Second Year—Algebra, English and Composition, German, Physiology and Botany, Music, Drawing and Elocution.
Third Year—Algebra and Geometry, Literature and Composition, General History, German, Physics, Music, Drawing and Elocution.
Fourth Year—Geometry, Literature and Composition, German, Chemistry, Elocution, Music and Drawing, or Reviews.

It is proper to show here how the schools of this city have been affected by the new method of determining the amount of money necessary to be appropriated for their use.

The Board of Education, at a special meeting held on April 24th, selected two of its members as representatives on the Board of School Estimate, and also prepared an itemized statement of the money needed for the next fiscal year. The estimate of the Board of Education was for $60,800.00, including $4,500.00 for buildings and repairs, and $40,000.00 for teachers' salaries.

The mayor of the city is *ex officio* a member of the Board of School Estimate, and on April 26th the Board of Aldermen met and appointed its two representatives. The Board of School Estimate thus constituted met on April 29th and again April 30th, and the result of their deliberations is exhibited in the following table:

ESTIMATED EXPENDITURES.

Bonds,	$2,000 00
Interest and discount,	2,300 00
Repairs and building,	4,000 00
Teachers' salaries,	38,000 00
Books and stationery,	4,000 00
Janitors' salaries,	4,200 00
Fuel, light and water,	2,350 00
Officers' salaries,	600 00
Evening school and commencement,	700 00
Incidentals,	150 00
Total,	$58,300 00

ESTIMATED RECEIPTS.

State tax,	$20,292 99
Tuition,	900 00
Balance on hand,	1,107 01
City tax,	36,000 00
Total,	$58,300 00

It will be observed that the Board of School Estimate cut down the amount needed for repairs by $500.00 and the amount desired for teachers' salaries by $2,000.00. These reductions were made over the votes and against the vigorous protests of the two members representing the Board of Education.

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NEWARK.

ADDISON B. POLAND, SUPERINTENDENT.

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

DEAR SIR—In compliance with the law, I beg to submit the following report of the public schools of the city of Newark for the school year ending June 30th, 1901:

FINANCIAL STATEMENT.

RECEIPTS.

State.

State appropriation,	$26,225 44	
State tax,	354,011 67	
State manual training,	5,000 00	
State library fund,	40 00	
		$385,277 11

Municipal.

Balance from 1899,	$947 82	
Tax ordinance,	495,000 00	
Common Council (Burnet street water-closet),	3,000 00	
Common Council (manual training),	5,000 00	
Children's playgrounds,	1,500 00	
Cash deposited with comptroller,	714 29	
Cash deposited with custodian,	1,113 24	
City auditor,	19 00	
Interest on bequest,	240 00	
		507,534 35
		$892,811 46

EXPENDITURES.

State.

Teachers' salaries,	$380,237 11	
Manual training,	5,000 00	
School library fund,	40 00	

Municipal.

Salaries, text-books, repairs, furniture, heating, fuel, etc.,	499,565 21	
		884,842 32
Balance,		$7,969 14

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ENROLLMENT.

	Males.	*Females.*	*Total.*
Day schools,	20,631	21,239	41,870
Evening schools,	3,141	1,321	4,462
Summer schools,	2,507	2,658	5,165
Total,			51,497

Increase in day schools,	3,746
Increase in evening schools,	226
Increase in summer schools,	532
Total increase,	4,504

TEACHERS.

The whole number of teachers employed was as follows:

Day schools,	851
Evening schools,	112
Summer schools,	105
Total,	1,068
Increase over 1900,	70

NORMAL SCHOOL.

Whole number of pupils enrolled,		104
Average enrollment,		97
Average attendance,		94
Number of graduates, 1901—		
General course,	30	
Kindergarten course,	11	
Total,	41	

HIGH SCHOOL.

Whole number of pupils enrolled,		1,508
Average enrollment,		1,213
Average attendance,		1,108
Number of graduates, 1901—		
Four years' course,	155	
Three years' course (commercial),	2	
Total	157	

EVENING SCHOOLS.

	Males.	*Females.*	*Total.*
Number of pupils registered,	3,141	1,321	4,462
An increase of 226 over last year.			
Number of teachers employed,	51	61	112
An increase of 2 over last year.			
Number of classes,			120

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DRAWING SCHOOL (EVENING).

Number of pupils enrolled in each department:

	Males.	*Females.*	*Total.*
Mechanical Drawing,	134	...	134
Architectural drawing,	51	...	51
Industrial designing,	195	112	307
Clay modeling,	53	...	53
Day classes,	2	97	99
	433	211	644

The number of teachers employed during the year was 12 and the number of classes 19.

These classes had an average enrollment of 452, an increase of 4 over last year.

SUMMER SCHOOLS.

Number of schools,	13
Number of classes,	87

	Males.	*Females.*	*Total.*
Number of pupils enrolled,	2,507	2,658	5,165
Average attendance,			3,065

Truant Statistics.—Number of cases reported by the schools, 2,796, a decrease of 194 from last year. Of the 2,796 cases 1,668 were from the graded schools, 175 from the ungraded schools, and 953 from the evening schools.

107 school children, not reported by the schools, were taken from the streets and sent to school by the truant officers. Of this number 91 were sent to the day schools and 16 to the evening schools.

These figures show a decrease of 130 from the preceding year.

Total number of cases acted on by the truant department, 2,903, a decrease of 324 from last year.

Number recommended by the schools for the ungraded schools, 49, an increase of 27 over last year; for the City Home, six, a decrease of three from last year.

New Buildings.—A year ago additions to school buildings, costing in the aggregate to build and equip about $300,000, were opened and almost immediately filled with children. It was thought that so large an increase in accommodations would suffice not only for our present needs but for our needs of at least a year or two to come. But the increase in school enrollment has steadily kept up and at such a rate that immediate steps will have to be taken to provide more buildings.

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Teachers and Enrollment.—It will be seen by the foregoing that the whole number of teachers employed in the schools of Newark during the year ending June 30th, 1901, was 1,068, an increase of 70 over the year preceding. The enrollment in all schools was 51,497, an increase of 4,504. An effort was made to keep the number of pupils per teacher down to 40, and, if it had not been for the rapid and unprecedented growth of the city, this might have been done.

Kindergartens.—Newark has a larger kindergarten enrollment than any other city of its size in the country. During the year of this report the average number of kindergarten pupils per teacher in actual session attendance was not far from 15. In order to lessen expense of maintenance, the number of pupils per teacher has been raised by resolution of the Board to 25.

Manual Training.—Manual training instruction is given in all grades from the sixth year through the high school, although in the latter school manual training is optional.

It is intended to provide, as soon as possible, a complete manual training course from the kindergarten to and through the high school. Such a course of study has been already prepared, and is only waiting submission to the Board to be put in effect.

Medical Inspection.—With the opening of another school year it is expected that a thorough system of medical inspection will be in operation, the initial steps having already been taken to secure the co-operation of the Board of Health.

Compulsory School Attendance.—With the beginning of another school year an effort will be made to secure a more thorough enforcement of the compulsory education law. Little has heretofore been done in our city towards enforcing this law, except to follow up, with a fair degree of success, cases of repeated truancy. An effort should be made to bring into school all children between the ages of seven and twelve, as the law requires, and all between twelve and fifteen not regularly exempted from school attendance by the proper authorities. To do this there should be a careful census made at the beginning of each school-year of every child of compulsory school age. The attendance officers, or truant officers, working with principals and teachers, could easily take this census, or directory, and keep it reasonably accurate with comparatively little labor. It would then be possible for the Board of Education to see to it that

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every child of compulsory school age attends school the full time required by law, unless by them exempted.

Enforcement of the compulsory education law would mean for the city of Newark additional school accommodations and additional expense in every way, but in the end it would prove the best school investment, since out of these unschooled children will come in the future the larger number of our worthless and criminal population.

In General.—There are a few cities, I believe, in which greater progress is being made at the present time than in Newark. The Board of Education is striving to do its utmost and is working in the most perfect harmony. The public press is doing its best to create a sentiment favorable to the schools. People generally are proud of their schools and disposed to be generous in their support. The teaching and supervising force in all departments is putting forth every effort to make the schools of Newark equal to the best.

NORTH PLAINFIELD.

H. J. WIGHTMAN, SUPERINTENDENT.

Hon. C. J. Baxter, State Superintendent:

DEAR SIR—North Plainfield can report substantial progress in every line of education during the year. The Wills system of heating and ventilation with sanitary closets has been installed in the Somerset Street School at a cost of $6,000. A manual training school has been built and equipped and a good laboratory for science work opened. The school libraries have received large additions. The school course in several lines has been enriched. Our teaching force has been increased to thirty-five. The grammar-school enrollment has increased twenty-four per cent. during the year. This can be accounted for chiefly by the new opportunities offered in manual training. We have been obliged to rent a public hall for school purposes. A new school building is our greatest present need.

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OCEAN GROVE.

Miss L. A. Doren, Supervising Principal.

To Hon. Charles J. Baxter, State Superintendent:

Dear Sir—I have the honor to submit my first annual report of the schools under my supervision.

This district contains one high-school building at Ocean Grove, in which are housed, in addition to the high school, the main grammar-school classes of the district and a large primary department. The school at Bradley Beach, six rooms, contains classes from the fifth grade down to the sub-primary; the Bradley Park school, a four-room building, contains four classes, from the third to the sub-primary; the Prospect Avenue, four rooms, has two second grades, a primary and a sub-primary, and in its annex on Springwood avenue, a mixed primary class; the Springwood Avenue school for colored children, four rooms, has all grades from the seventh down to the sub-primary, the eighth-grade colored children being required to attend the class in the Ocean Grove building; the Whitesville school has two rooms and classes from the fourth to the sub-primary; Summerfield, two rooms, but one in use, containing an ungraded class, and Hamilton an ungraded class in its single room.

These schools had a total enrollment of 2,325 during the past year, and an average attendance of about 88 per cent. Forty-seven teachers were employed in addition to the supervising principal, five teaching in the high school.

It will be seen at a glance that an effort has been made to concentrate the scholars into the high-school building, the outlying schools acting for the accommodation of children either too young or too distant to attend at the larger building. I believe this a wise provision inasmuch as better teaching, closer grading and better oversight can be maintained in a central building than in the detached schools, and, what is of great importance, a better attendance can be and is enforced, as shown by the records of the two classes of schools. The ungraded schools have by far the lowest average attendance, about 75 per cent., while the graded schools, even considering that there are so many small children in them, average 90 per cent., and the main school at Ocean Grove, taken by itself, shows an average a little higher.

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The transportation of the scholars from the Hamilton to the Summerfield school has been strongly advocated, thus making the latter a school of two divisions and more effective teaching, but owing to the strong opposition the scheme has been temporarily deferred.

On account of lack of funds, the truancy law has not been enforced as might have been done, and yet, with the limited amount of official control exercised by the township officers, truancy has been confined to a comparatively few hardened cases. The best remedy seems to be the parental school advocated in the new school law.

The course of study in the high school has been changed to a four-years' term, and contains all that is required by the associated colleges, on whose preferred list our high school has stood for the past two years.

In the grammar and primary departments more attention has been given to physical culture than was formerly the case; especially among the younger children have these exercises been beneficial. One need only to look at the brightened faces and note the quickened minds after these diversions to understand how they animate the dull and sluggish boy and girl to a renewed interest in their studies. If it be true that "*mens sana in corpore sano*," then how important it becomes while developing the mind to see that it dwells in a healthy body, such as we can make it by physical exercise.

Drawing and music have received more attention during the past year than before, and the results are seen in the water-color sketches, crayon work and copies from casts which mark an advance in the former, while our fine high-school orchestra and the excellent singing testify to the good training in the latter.

There exists a commendable spirit of mutual help among the teachers, coupled with a readiness to follow any suggestion which may be helpful in their vocation.

At the teachers' meeting, held fortnightly, those having similar grades in charge consult as to the best methods of overcoming difficulties which have appeared in the interim, and devise plans for the better teaching of the studies next in hand, while all join in freely discussing and advising as to the best means of intelligently directing the pupils' minds. It is pleasant work to cooperate with a staff of teachers who are still willing to learn and anxious to improve themselves in the noble art of teaching.

The sanitary condition of all the buildings is sharply looked after, with the result that no dangerous condition of contagion has developed in the district; in fact, it can be said that no case of contagious disease has been traced to contamination at the

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school. Teachers are instructed to watch carefully for any sign of illness or indisposition, and to report the same at once; the affected child is sent home and reports received as to its condition, which, if of a nature indicating a contagious disease, immediate steps are taken for the disinfection and destruction of any articles liable to communicate the disease.

Fire drills have been held periodically in the school, no warning, except the ringing of the alarm gong, announcing the time for hasty exit, and so well have the scholars been trained that the Ocean Grove building, containing one thousand pupils, has been quietly emptied in one minute, and in three minutes from the alarm the children were back in their seats. The value of these drills cannot be overestimated.

In conclusion, I can report an advance in the studies and discipline of the schools, and trust that a continuance of effort may accomplish still more, until the standard of education in these schools shall have reached a high degree of excellency.

ORANGE.

W. M. SWINGLE, SUPERINTENDENT.

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

DEAR SIR—I hereby respectfully submit for your information my third annual report of the condition of the public schools of this city for the year ending June 30, 1901.

The past year has been noticeable in the progress of the work of the schools. We have endeavored to establish a line of quiet and earnest work, which is so essential to the best results in the school-room. The teachers of the city realize that the education of children is a serious business. The general feeling of confidence exhibited by the patrons of the schools has placed the teachers at their ease and allowed them to devote their best energies to the detailed work of their positions. It is the daily work of the class teacher that tells most in the efficiency of the schools. Supervision is necessary, and good results can only be attained when principals, supervising teachers and class-room teachers work harmoniously, and each do their work thoroughly. Such a feeling and purpose has dominated the work of the schools during the past year. While conditions have not always been the

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best for doing good work, yet our equipment, courses of study and teaching force have been up to the average standard, and the results attained in the schools of this city will bear comparison with other cities where good work is being done.

The growth of a city usually advances more rapidly than does that of the assessment roll of taxation. It requires the wisest and most economical management to make the funds voted for school purposes provide for the accommodation of the increased attendance. During the past two years this city has been in a position to give ample school accommodation to all who have applied for admission to the schools. This is as it should be, and, in order that this condition may be maintained, it will be necessary that still other school accommodations be provided for in the near future. Another new school building, suitable for high-school and grammar grades combined, is now under consideration, and an effort will be made to erect such a building next year. The records show that while there has been a large increase in enrollment, there has also been a large corresponding increase in daily attendance. This is one of the best indications of the attitude of the public toward the public schools, and it shows that a good healthy sentiment is slowly pervading the community. It also shows that the persistent effort that is being made daily in our schools to secure prompt and regular attendance is meeting with success.

The enforcement of the compulsory law has been rigorously carried on during the year. With the large foreign element we have in this community, there are many who do not take advantage of the educational opportunities afforded unless compelled to do so.

In my report one year ago I recommended to our Board to establish a special class to receive truants, incorrigibles and such other children as cannot be well instructed and cared for in the graded school. The enforcement of the compulsory law has thrown upon us such a class, and it became a serious problem what to do with them in order to give the best training and not interfere with the discipline of the schools in which they were placed. Such a class was opened in October in the high-school building, and a teacher was appointed at a salary of $600. In order to have a boy admitted to this class the principal making such application is required to fill out a blank form, giving detailed information concerning the boy, his name, parents, residence, grade, teacher, conduct, attendance, habits, disposition, deficiencies, tendencies and the reason why he is recommended. This is carefully investigated, and, if satisfactory, the boy is

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transferred to the ungraded class. The highest enrollment at any one time in this class was eighteen boys. In my judgment, some of the best work we have done in real education has resulted from our efforts to reform the boys in this class and put them in the way to make self-respecting and law-abiding citizens. The cost is an unimportant element in the case. The good that has resulted directly and indirectly in all the schools by having in operation such a class cannot be estimated. It costs much less to educate the children in the right way than it does to reform and restrain them after they have grown up and become a menace to the community and fit subjects for jails and reformatories. I think it should be made a permanent feature of our school system.

An increasing interest is manifested in the high-school department, and the enrollment is increasing each year, as the standard of work is elevated and broadened opportunities are afforded. The entering class this year was the largest in the history of the school, and the enrollment has doubled in the last three years. The commercial course is now in full operation, and it is furnishing an opportunity to many young men and women to fit themselves for an active business career. The interest taken in these subjects is sufficient evidence that there is a strong demand for such training in the community for those who do not expect to follow a professional life. The graduates from this course will be prepared to put their training to commercial use, and already several of them are holding positions of trust in this community.

The plan of self-government now in operation is as follows: It is formed on the plan of representative government. All pupils in the high school are citizens, or will become citizens. The citizens of each class elect two tribunes from each class, a boy and a girl each month, to represent them. There are eight tribunes in all. These tribunes have supreme authority in all matters pertaining to the government and conduct of the pupils, subject to the suggestion and absolute control of the superintendent. The tribunes meet at the close of each day to discuss and pass judgment upon the conduct of any citizen. This meeting is called the council. The vice-principal of the school is president of the council. Any citizen whose name is taken for misconduct appears before the council to hear the charge against him and to act in his own defence. When any citizen has received ten demerits he is exiled from the study hall until such time as the council sees fit to restore him. The citizens and tribunes wear badges appropriate to their positions. A tribune always presided over the study-room. The teachers assist them frequently by their presence and advice in all matters. At each

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election the tribunes are installed into their responsible office by appropriate ceremonies. All matters pertaining to discipline and conduct are discussed by the pupils themselves, and this gives them a considerable amount of parliamentary practice. The important work done in the high school for the past year may be summarized as follows: An increased interest in the work of the school, more flexibility in the course of study by which students can elect what studies they wish to take, a larger equipment of the laboratories for the study of sciences, better discipline throughout the school, and better work on the part of the teachers.

When results, direct or indirect, are taken into consideration, there is no department of our schools that is doing better work in laying the foundations of mental training and the formation of character than that of the kindergartens. Children are now admitted at four years of age, and they may remain until they are six unless their mental and physical development will warrant their promotion earlier into the primary grades.

During the past year more than 500 children have received more or less training in the kindergartens. The good results of such training is already apparent in the primary grades. Children are more anxious to learn and more competent to understand the work of the primary grades and make much more progress where they have had a year or more training in the kindergartens than those who do not receive this training. The difference is very noticeable where children are of foreign parentage and are not surrounded by proper home conditions. This is one of the best evidences of the work and necessity of kindergartens.

Music is systematically taught through all the grades under the direction of a special teacher, and our boys and girls are gaining in power to read correctly and rapidly music that is placed before them. The best evidence of the good influence music is having upon the lives and characters of our boys and girls can best be seen in the higher grades, especially in the high school. It is a pleasure and a cause for gratification to see the interest taken in music, not only vocal but instrumental. During the past year the pupils of the high school have furnished all the music for the special programs which have been given. An orchestra has been maintained and takes part in the opening exercises each morning. Special vocal selections have been rendered in a very commendable manner by the members of the school. This is exceptional, and is the best evidence that can be adduced to show that the music training furnished the boys and girls in our schools is appreciated and that it is bearing fruit.

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The exercises in connection with Arbor Day, in the spring of the year, were of unusual interest and merit. Not only was a suitable program carried out in the schools, but the practical side of the work was made very prominent by the distribution of a large quantity of seeds, vines and shrubs among the children to be planted at home or on the school grounds. Through the efforts of the ladies of the Educational Union and the officers of the New Jersey Floricultural Society some 1,200 packages of flower seeds, 800 packages of vegetable seeds, 600 vines and flowering plants and 1,200 chrysanthemums were given to the children, with printed instructions showing how to plant and care far them. During the term frequent reports were made of the progress of the growing plants, and at the close of the season each child was asked to write what he could concerning his experience. The response was very gratifying, and showed that the children had taken a genuine interest and that much good had been done. Such work is educational in its best sense, and such training will exert a good influence on the lives and characters of the children. It will arouse an increased interest in the appearance of the home, the school and community. It will foster civic pride and make good citizenship.

The educational standard of teachers employed in our schools has been gradually raised during the last decade, and now we employ only those who have taken a course of professional training in an approved school. For primary and grammar grades the diplomas of graduation of our State Normal School or any Normal School of equal rank are accepted by the board of examiners. For high-school positions the diploma of a college or university is required, and, in addition, special instruction in the subjects which they are expected to teach. For kindergarten directress a high-school education and the diploma of a standard two-year kindergarten course, with two years' experience in addition, are required. For kindergarten assistants a diploma of a standard two-year kindergarten course, in addition to a high-school course, is required, but experience in kindergarten work other than that received in the school is not required. For special positions, such as manual training, drawing and music, a general education, together with the special training in the special subject, must be attested by an approved diploma. All applicants who do not come under the above-named requirements are subject to the provisions of the State school law, requiring an examination and successful experience, but ordinarily very little deviation is made from this course, and the rules of the State Board of Examiners are rigidly adhered to.

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The following summary may be of interest:

Census enumeration,	5,921
Attending public schools during year,	3,406
Highest enrollment at any one date,	3,038
Seating capacity of rooms,	3,020
Average attendance,	2,423
Number of tardy marks,	2,842
Percentage of attendance,	.91

PASSAIC.

F. E. SPAULDING, SUPERINTENDENT.

To Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—I cannot better indicate briefly the condition of education in this city than by quoting the "Summary of Growth and Progress" from my recent report to the Board of Education.

LINES OF GROWTH.

	Dec. 1, 1898.	*Dec. 1, 1900.*	*Per Cent. of Increase.*
Number of school buildings,	8	9	12½
Number of class-rooms,	69	96	39
Number of sittings,	3,372	4,530	34
Total value of buildings and grounds,	$176,000	$229,000	30
Total school enrollment for year to date,	3,218	4,365	35⅔
Number of pupils in kindergarten dept.,	344	520	51
Number of teachers in kindergarten dept.,	9	11½	28
Number of pupils in primary dept.,	1,587	2,088	31½
Number of teachers in primary dept.,	39	51½	32
Number of pupils in grammar dept.,	718	940	31
Number of teachers in grammar dept.,	17	23	35
Number of pupils in high-school dept.,	180	260	44½
Number of teachers in high-school dept.,	7	9½	35⅔
Number of supervising principals,	2	3	50
Number of supervisors and special teachers,	4	6	50
Total number of pupils in all depts. of day school,	2,829	3,808	34⅔
Total number of teachers in all depts. of day school,	78	104½	34
Evening schools—number,	1	2	100
Number of pupils,	227	465	105
Number of teachers,	5	13	140

2. Two new buildings, one of eight, the other of eighteen rooms, have been completed and fully occupied. An appropriation of $28,000 has been made for replacing School No. 3 with a new building of eight rooms, on which work will begin at once.

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3. Determined steps have been taken toward the enforcement of the compulsory education law. A truant officer has been appointed, who is devoting his whole time to this work.

4. The school libraries have been largely increased, both in number and equipment, with books. Closer relations between the public library and the schools have been established.

5. The list of text-books, desk and reference books has been much improved by the addition of new books and by the provision of an adequate supply of all the best books already on the list.

6. The number of summer schools has been increased from one to three, and the summer program revised and better adapted to the conditions.

7. The regular evening school has been improved in every important respect, so that the work done there now compares most favorably with that of any day school in the city.

8. An evening commercial school has been opened, is already well established, and is giving thorough instruction in all the usual commercial subjects.

9. Every line of work in the department of manual training, wood and iron-work, sewing and cooking has been advantageously extended.

10. Great advancement has been made in the realization of the course of study and the fundamental principles of education, which were outlined three years ago. In the grades especial improvement has been made in the teaching of arithmetic and geography. In the high school the new course of study, characterized by its flexibility and adaptability to the needs of the individual pupil, is meeting requirements beyond expectation.

11. Teaching throughout the system is being established on a sound and modern professional basis. This is evidenced not only by improved methods of instruction and better results in the school-room, but especially by the professional spirit and work of the teachers on broad lines. The supreme purpose of thoroughly educating each child is rapidly and surely rising above and properly subordinating to itself all minor aims of giving instruction in certain subjects.

12. The minimum qualifications of teachers, both elementary and high-school, have been raised thirty-three and one-third per cent., and, under certain circumstances, seventy-five per cent., estimated on the basis of the total number of years' schooling required to fit one for a teacher's position.

13. The average salary of teachers has been raised four and two-thirds per cent.

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PATERSON.

L. A. GOODENOUGH, SUPERINTENDENT.

To Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—In compliance with your request, the following brief report of the general condition of the public schools of this city is herewith respectfully submitted.

First, permit me to say that as I have been superintendent of the Paterson schools only since April first last, I am not prepared to make as complete a report as you may desire. However, I am most pleased to state that the work of the schools in general is very satisfactory, and a thoroughly progressive educational spirit pervades the entire system. With the local fiscal year ending on March 20th, 1901, the sum of $109,000 was spent for the enlargement and improvement of our school buildings and grounds. Many of the school buildings were old, and still others had become inadequate to the needs of their localities. With the above amount annexes were built and class-rooms enlarged to the extent of forty-four rooms, with an additional accommodation for 2,100 pupils. This enables us for the first time in many years to accommodate all children of school age seeking admission, and also to do away with half-day classes and classes on the Copenhagen plan.

Thus, at present, we may be congratulated on our ability to house all children in the primary and grammar grades, but we are still most sadly in need of better high-school accommodations, and we can only hope that the time is not far distant when our city fathers will earn the lasting gratitude of this entire community by appropriating sufficient funds for the erection of a high-school building worthy of this great manufacturing center.

I am glad to report that early last year steps were taken in accordance with the recommendations of my predecessor, Dr. Poland, to secure a daily medical inspection of all schools. The Commission of Public Instruction and the Board of Health endorsed the recommendation, and as a result four inspectors, at an annual salary of $250, were appointed. According to the rules adopted, these inspectors are required to visit each school daily,

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and thus the schools are provided with every precaution against the outbreak of contagious diseases.

There has been an additional number of kindergartens established, so that at present there are 1,085 pupils enrolled, and 22 regular teachers employed, with three assistants.

The work in music, with Mr. D. H. Snyder as supervisor, is most satisfactory. Mr. Snyder is a gentleman of great energy and tact, and our schools are reaping the results of his activity and conscientiousness in supervising the work, both in the grade meetings with the teachers and his daily work among the schools.

Likewise in drawing there has been a marked improvement. The adoption of the Prang system has resulted in uniformity, and now the work is thoroughly systematized and more enthusiasm is displayed in every way.

With a very efficient and active truant officer, we have been able to reduce truancy to a minimum, although there are no special classes for wayward pupils, and the truant laws are very lax in not providing adequate penalties. The good work in the manual training school continues, and I would respectfully call you attention to my special report on that school.

The evening schools opened on October 1st with a larger attendance than ever before. It was necessary to employ more teachers, and at present writing the attendance is very satisfactory, and there is every indication that a large number will remain until the close. The work done and the enthusiasm manifested in both the evening high and the commercial schools can hardly be equaled in any city. The personnel of the pupils is most excellent, and a most loyal and delightful spirit is shown by teachers and pupils.

Herewith I append the report for October:

REPORT OF EVENING SCHOOLS, PATERSON, N. J., FOR THE MONTH OF OCTOBER, 1901.

	Teachers.	*Enrolled.*	*Average Enrollment.*	*Average Attendance.*
High school, ...	5	142	117	99
Central evening, ...	11	552	356	278
Evening No. 4, ...	8	509	252	201
Evening No. 8, ...	9	475	237	194
Evening No. 11, ...	8	346	190	156
Commercial, ...	11	330	300	280
	52	2,324	1,452	1,208

The number of teachers in the above table does not include principals for the several schools.

Perhaps in no one particular line has so much improvement been made as in our Normal Training School. This school has

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heretofore suffered very materially through lack of well-qualified teachers. On account of the increased responsibility few have been willing to undertake the work at the meager salary which the city has paid. However, we have now been able to overcome this difficulty through a sudden spasm of liberality on behalf of the Commission.

With a salary more nearly commensurate with their duties, we have equipped the Normal Department with a corps of sixteen well-trained, experienced teachers and with six special instructors, so that our patrons may well feel that their daughters are receiving the best of instruction and better facilities for observation and practice work than they have ever before enjoyed. Of course many improvements can still be made, but hereafter it will not be the fault of increased advantages if our young teachers are not well qualified to enter upon their chosen work.

The work done by the teachers and pupils of the high school and commercial school is certainly most commendable. Laboring, as they are, under the most adverse conditions, with rooms ill ventilated and badly overcrowded, it is truly very discouraging to attempt to keep up a spirit of great cheerfulness and enthusiasm. However, Dr. Reinhart and his able corps of assistants are deserving of great praise for maintaining such a high standard of scholarship and, in general, giving such excellent results.

In conclusion, allow me to repeat that our schools are in a very progressive stage. Our teachers are most enthusiastic and eager to do everything possible for the general advancement of their pupils. Our commissioners are most untiring in their efforts to meet the immediate demands of all concerned, and I have every reason to believe that our schools are second to no others in the State.

PERTH AMBOY.

S. E. SHULL, SUPERINTENDENT.

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

DEAR SIR—Increased enrollment, a larger average attendance and worrying over the problem of additional room have been the most engrossing features during the past year.

During the past six years our school population has regularly increased at the rate of about three hundred pupils per annum.

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This rate of growth has exceeded our building ability. As a result, our records will show an enrollment in some of the rooms that puts proper instruction beyond the questionable point. It is hard to meditate upon another year of like conditions, but at present there is but little being done that would indicate an increase of accommodations within the immediate future.

While the percentage of attendance is slightly higher than that of last year, it was very materially lowered by reason of the prevalence of chicken-pox and whooping cough during a part of the year. Then, too the contraction of small-pox by two individuals gave the city a scare which resulted in the adoption of rules which compelled the vaccination of sixteen hundred—about two-thirds—of the pupils attending school at that time. Our experience during that trying time ought to have taught us to adopt rules that would necessitate the vaccination of pupils as one of the conditions of school enrollment. However, public opinion was so strongly against such action that another scare will bring with it another season of sore arms and fevered brows to serve as a hindrance to school work.

A special instructor in elocution is one of our innovations that seems to be full of rich promise.

We have a kindergarten department in connection with but one of our school buildings. The intelligence and zeal which characterize the pupils who advance from that department to the higher grades are quite noticeable.

The first pupils of our high school to complete the commercial course were graduated at our recent commencement. Among other subjects, the course includes stenography, typewriting, bookkeeping, business arithmetic and commercial law, and requires four years for completion. While studies of a commercial nature come within those designated as utilitarian, yet I fear the future will marshal quite an array of disappointed men and women. Pride in home institutions causes many people to make extravagant claims for those institutions. There is danger in the disposition of pupils and parents to believe that high-school commercial courses are equal to those of instititions given wholly to business training. We make no claims to the giving of a genuine business education to pupils, and inform them accordingly. However, the course is a popular one, but I fear the name will prove a stumbling block to many who take it.

Our high-school department is taking a firm hold on the people. Within six years the number of pupils enrolled in this department has increased just five hundred per cent., while the population during that time has not quite doubled.

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With rare exceptions, the additions to our teaching corps are persons of Normal training. Rules were formulated during the past year which will tend to Normal preparation by all applicants in the future below the high school.

A great need—I think the greatest—in this district is a regulation by which teachers may be paid for their worth. We still make the mistake of measuring salaries according to the grade taught, and will doubtless continue the method for some time to come. Salaries graded according to worth are not only a powerful stimulus to energy and enterprise, but, so measured, they bear the impress of right and justice.

PLAINFIELD.

HENRY M. MAXSON, SUPERINTENDENT.

To Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—While the past year has not been marked by any radical changes, it has been a year of steady growth.

The enrollment showed an increase of 141, while the average membership increased 235. The entering class in the high school was the largest in its history, numbering 92. The membership of the whole school increased to 232, requiring the addition of another teacher. For some years each fall has brought an increase to the number in this school, until now every room is full, and wardrobes have to be utilized for typewriting and some classes have to recite in the hallways and the office. In 1898 the total membership was but 139, showing that the school has increased nearly 70 per cent. in three years. It is most unfortunate that the question of the constitutionality of the new school law, which has been raised in some quarters, should continue to delay the construction of our new high school, which was sanctioned by the city government more than a year ago.

In spite of the cramped conditions, a most satisfactory growth has been made in some directions where the conditions have not blocked the way. The course of study has been greatly improved, first, by the addition of an unusually strong commercial course, then by the strengthening of the science department, and finally by the slight changes and adjustments from year to year as im-

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provements suggest themselves or as special needs become apparent.

While we have always paid much attention to the study of English, we have now exalted it to the position of prime importance in the high-school work. We believe that whatever else a pupil learns in the high school he should when he leaves it carry with him a good knowledge of the literature of his own language and an ability to use that language with considerable ease and accuracy. The courses in composition, rhetoric and literature have, therefore, been recast, combined and thoroughly revised, and the recitations planned so as to give each pupil work in the combined course five periods a week during the entire four years.

The extension and perfection of the self-government plan has done much to strengthen the discipline, and has added to the naturalness and enjoyment of school life. Four years spent in such an atmosphere as now pervades the school must have a strong influence for good in forming the character of our pupils.

In the grades below the high school various small changes have been made to strengthen and improve the organization and advancement of the classes, and the course of study is undergoing a gradual revision.

The course in English has been very much strengthened and broadened so as to secure much more oral and written practice in the use of the language and increase accuracy in the use of the idioms and freedom and fluency in thinking and in expressing thought.

To counteract the modern tendency to neglect accurate memorizing a selection of choice poems or prose extracts has been made for each grade, and each class will be expected to memorize the minimum number from year to year, reviewing and retaining those of previous years, thus not only training the memory but also stocking the mind with a choice selection of noble thoughts expressed in beautiful language. As this course will be more or less correlated with the language course, it is expected also to increase the pupil's power of expression.

Much has been done during the year to beautify the schoolrooms. The graduating class, following the custom of previous years, gave the school as a parting gift a large cast of the beautiful "Victory of Samothrace" and a carbon copy of "Sir Galahad," and other pupils and friends have added other pictures. The Irving School assembly hall has been beautified by casts of Robbia's "Cymbal Players" and "Trumpeters" and by several large photographs. The Bryant School and the Franklin School have done similar work in their halls. In one of the class-rooms that makes a study of the Western Continent, a frieze of photo-

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graphs under glass, showing views of North America, has been fastened along the top of the blackboard on two sides of the room. In another room, where the class studies Europe, a frieze of European views has been put up. The school buildings themselves have been kept in excellent repair inside and out and in all their appointments. Children are insensibly educated every hour by their surroundings, and a building out of repair, poorly kept and neglected, gives a very poor education in thrift and order to all the pupils housed in it. It is our policy to keep the whole school plant in prime condition.

Each year we are doing more and more to conserve the physical nature of the child. We have improved the ventilation and the sanitary conditions of the buildings. We have substituted city water and hygienic drinking fountains for the well and the old tin cup; adjustable desks are being introduced so that each child may sit in comfort. We have appointed school physicians to examine the pupils and inspect the buildings, but we have only begun the work of giving each child definite, systematic and expert physical training that shall enable him to develop, strengthen and preserve his natural powers and lay sound foundations for future health. In the high school we have continued our cadet corps and raised it to a higher degree of efficiency, although we are hampered by the lack of an adequate drill-hall, there being no room in the city really suitable. Membership is not compulsory, yet practically every boy in the school takes the drill and obtains, in greater or less degree, the value that comes from it in improving the carriage of the body, giving him a more manly bearing and training to alertness and promptness in obedience and in action in unison with others. For the girls in the high school, I regret to say, we have nothing In the grammar grades we have arranged for a special teacher to meet the various classes twice each week to give them expert instruction, which, we hope, will cause to disappear much of the hollow chests, sinking shoulders, shuffling walk and slouching posture with which the average school abounds. I hope that in the near future this work may be extended so that its benefits shall reach all grades. Athletics, under the leadership of the science teacher, has reached more boys and been more efficient than ever. We believe that athletics, under the oversight and guidance of the school authorities, may be made an instrument of much value for the physical and moral improvement of the school, while without such control and guidance athletics may become a distinct evil.

The usual teachers' meetings have been held as in past years, the principals each holding meetings with the teachers in her

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own building, the special teachers holding meetings to perfect the teachers in matters pertaining to their special branches, and the superintendent holding meetings of the teachers by grades to discuss matters pertaining to the instruction and management of each grade, and also general meetings of all teachers in the employ of the city for general instruction and inspiration. There have also been afternoon meetings of the parents in various buildings to bring parents closer to the school. An unusual degree of cordiality and sympathy now marks the relations between the parents and the teachers in our city schools, which has in turn done much to make the school atmosphere bright and stimulating, so that our schools are happy workshops, not places of imprisonment.

Higher salaries, prospective husbands and other causes have combined to produce an unusual number of changes in our force of teachers, but our method of filling vacancies is to search far and wide for the best candidates that our salaries will enable us to draw, and we hope to maintain the high average we have attained.

RAHWAY.

W. O. ROBINSON, SUPERINTENDENT.

To Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—Educational affairs in Rahway have undergone a few changes during the year, all of which are in the line of advancement.

Music has been introduced as a regular study throughout the curriculum. The instruction was placed under the direction of a skilled supervisor, and the new subject has scored a great victory, enlisting the enthusiastic support of patrons, pupils and teachers. The next addition to the course of study should be the introduction of drawing, and this will come when facilities are provided to make its entrance into the curriculum as certain of success as was that of music. Drawing was introduced several years ago, but under such unfavorable conditions as to make its failure reasonably certain, and it did fail.

The course of study in the high school is to be revised and extended so as to meet every requirement prescribed by the State Board of Education for schools on the "Approved List." A

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commercial course will be added in the high school also. These improvements are to be instituted at the opening of school in September.

Allow me to quote from the closing part of my annual report to the Board of Education of the city of Rahway: "I believe that the citizens and the Board of Education are to be congratulated for the changes of the last three years. * * * I believe that there has been improvement in the teaching force all along the line. I believe that better methods are in vogue, that better discipline is maintained and more thorough work done. I believe that the teachers are leading more in the path of knowledge and doing less driving. The libraries of the several schools have been increased, and there is a regular addition each year. But we still need a great addition to these libraries in reference books. The text-books in the hands of the pupils have, we believe, been steadily improved so far as any changes have been made. Laboratory work in the high school three years ago was an impossibility. This has all been changed, and we now have a fair equipment in both physics and chemistry. The pupils have been instructed as to the care of free text-books so that the expense in this particular has been lessened very materially. But, beyond all, there has been in progress an educational campaign in the municipality which has put the schools on a more solid basis in the minds of the people. If I have read this aright, it is the most important feature of all. The schools and the homes ought to be brought into more intimate touch, and if plans which I have suggested can be adopted, we shall be able to make an educational campaign much more effective than it has ever been before."

RED BANK.

S. V. Arrowsmith, Superintendent.

To Hon. Charles J. Baxter, State Superintendent:

Dear Sir—In compliance with your request, I herewith submit a brief report of the condition of the public schools of this town for the year ending June 14th, 1901.

The total number of pupils enrolled during the year is 1,027. Of these 596 are in the primary department, 294 in the grammar, and 137 in the high-school department. The average roll

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is 762, the average daily attendance 707, and the percentage of attendance 92.7 per cent. The number of cases of tardiness during the year is 1,768, an average of 1.7 to each pupil.

The past year has been, in some respects, a notable one in our school history. In my last report I emphasized the over-crowded condition of the primary and intermediate grades, and the imperative need of increased facilities. Our Board of Education, promptly recognizing the importance of the situation, made provision for an additional teacher and rented another building for temporary use.

The necessity for a recourse to an additional annex every year for the last three years fully demonstrated the necessity for a more permanent provision, which should not only afford present relief, but also provide for our future growth. And the eloquent response upon the part of the general public to the appeal of the Board of Education for a new building with modern equipment proved that they needed only the opportunity to give expression to their appreciation of our local educational advantages, and, incidentally, to their confidence in their Board of Education.

The occupancy of our new building, with its thorough equipment and perfect sanitary arrangements, will afford facilities which we have never before enjoyed, and will thus place the schools under increased obligations to the public.

It is a matter of regret that action was so long delayed, and that unavoidable conditions have since developed which will interfere with its completion in time for occupancy at the opening of the fall term. We are, however, still looking forward hopefully to the permanent establishment of a more complete system, which must prove an inspiration to both teachers and pupils.

Although the conditions in some of the grades have not been most favorable, the results of the past year's work have been, upon the whole, satisfactory. Eight new teachers were employed at the beginning of the year, five of whom were without any previous experience. The quality of the teaching force largely determines the standard of excellency of a school, and frequent change of teachers, except in cases of incompetency, tends to weaken its efficiency. It is gratifying to note that next year, with the exception of the addition of two extra teachers, our corps will remain unchanged, and that in the future no teacher will be employed who has not had at least one year's experience.

A class of twenty-five pupils was graduated in June, the largest in the history of the school. Provision has been made for the addition of the fourth year in our high-school course, and three of the class graduated in June have already signified their intention to return next year and complete the full course.

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TOWN OF UNION.

OTTO ORTEL, SUPERINTENDENT.

To Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—I herewith submit a short report of the condition of school affairs in the Town of Union.

What we must have is additional school accommodations, but it is impossible to say, under the present unsettled conditions, when we will get them.

Immediately after the passage of the new school law our Board of Education appointed its members to the Board of School Estimate, and notified the Board of Common Council to that effect, with the request that they complete the Board of Estimate by appointing their members thereof. The matter was referred to the town attorney, who advised the Board of Council to delay action until the constitutionality of the act be passed upon by the courts.

A year later a new Board of Council was put in office, as well as a new Board of Education. The Board of Education again appointed its members to the Board of Estimate, and notified the Board of Council as before. This time the Board of Council appointed the other members of the Board of Estimate, who, thereupon, met as provided by law, and decided to purchase a plot of land and to erect a new building.

In the meantime, the new school law was upheld by the Supreme Court, but, as you are aware, the matter is now awaiting the decision of the Court of Errors and Appeals. Both of our governing bodies are ready to give the relief needed as soon as all doubts as to the legality of the bond issue for this purpose are removed.

It seems a peculiar state of affairs that, although the people are anxious to tax themselves for more schools, there seems no way open for them to do so.

Our classes are disgracefully overcrowded, and the evil is growing worse. The strain upon the teachers is enormous. It is only a matter of time when the limit of endurance will be reached, and they will break down. As a matter of fact, several of the teachers have become nervously prostrated, one being obliged to give up teaching, and another whose vacation must be extended several months.

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That such uniformly excellent work has been accomplished by our teaching corps, under such trying conditions, is deserving of the highest praise.

The new building, when erected, will enable us to divide our town into several districts for primary children, so that every child can reach the school inside of five minutes. Grammar-school pupils will also be enabled to reach their buildings in considerably less time than at present.

No material changes have been made in our course of study except in the high school, where the commercial department is to receive more attention than heretofore, which will result in more efficient preparation for business.

Eighty-four per cent. of the graduates of the grammar school have entered our high school, and we believe that the strengthening and broadening of the commercial work will induce a still larger percentage to enter in the future.

Our high school offers to its students not alone the literary training and general culture which must be the result of all secondary education, but, in addition, a direct training for the business world for all its students, and, through manual training for the boys, an intelligent preparation for the trades and professions; through sewing and domestic science for the girls, a most desirable preparation for the duties the majority of them will be called on to perform.

TRENTON.

B. C. GREGORY, SUPERVISING PRINCIPAL.

To Hon C. J. Baxter, State Superintendent:

DEAR SIR—I submit my annual report for the city of Trenton.

There has been an increase in seating capacity during the past year of 1,024, a gain of 12 per cent. The gain the preceding year was only one, and from 1895 to 1900 13 per cent.

The buildings under the control of the Board are in very good condition, and the sanitary report for the year seems to be especially good, there having been a reduction in sickness on the part of the pupils of over 8 per cent.

The enrollment still increases, but the most remarkable fact concerning our enrollment is the great increase in the high and grammar schools during the last twelve years. In December, 1888, we had 155 in the high school proper, 1,156 in the gram-

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mar schools and 4,077 in the primary schools; total, 5,388. The increase in all the schools has been 61 per cent., but the high school has increased 248 per cent., the grammar schools 99 per cent. and the primary schools 42 per cent. The upper grades have increased enormously. Children are staying much longer in school than was formerly the case.

I have made an investigation to ascertain why pupils leave school. The following summary of results may have slight interest: Left the city, 323, or 29 per cent.; went to work and needed at home, 439, or 40 per cent.; poverty, 7, or 1 per cent.; sickness or death, 152, or 14 per cent.; went to other schools, 111, or 10 per cent.; indifference, 72, or 6 per cent.

The number who left the city need not be considered, for it is probable that we received an equal number from outside of the city. The number who went to other schools may be thus classified: Parochial schools, 62; other sectarian schools, 22; private schools, 22; business college, 5; total, 111. This is a very small number, especially when it is considered that 84 of these were withdrawn for religious reasons. Sickness, death and poverty claim their usual victims. The important figures are those under the headings "Went to work" and "Indifference," 511, or nearly half the whole number. These pupils constitute 5 per cent. of the total enrollment of the year. The figure is not so large, but is, nevertheless, equal to a ten-room school. This means that we are losing a whole school every year for reasons which may arise from stern necessity, but more frequently, I fear, from parental indifference. It represents a good deal of lost motion, to use a mechanical phrase, in administering school affairs.

I have frequently in these reports spoken in terms of high commendation of the skill of our teachers in the matter of discipline. The characteristic which strikes the critic most forcibly in this regard is what may be called the atmosphere of the classroom. I use the word atmosphere in a derived sense, referring to the relation between the class and the teacher and the apparent motive which characterizes the work of the children and the administration. The general character of our discipline from this point of view is delightful. In most classes the teacher not only controls, but seems to control with ease, and this could not be if the relation between her class and herself were not cordial. The attitude of the class in such cases is loyal and industrious, and the pupils do not seem to be actuated by fear, but seem really fond of their teacher and their teacher of them. There is an evident air of happiness and trying hard to do what the teacher wishes. An interesting illustration of the atmosphere of some rooms is the spirit of freedom. The teacher has reached a point

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where it is not necessary for her to give permission for the pupils to do this or that. If a child wishes a drink, or wishes to leave the room, he does it, and that is all there is to it. I am not talking of something that might be, but of something that is. The atmosphere of these classes must be very high if the discipline can be maintained in such a natural way as this. There are some classes that strike me as a sort of club of which the teacher is merely the president. I have questioned teachers and principals where this sort of discipline was practiced to ascertain whether the children took any advantage of the privileges, but the answer is always in the negative.

During the past year parents' or mothers' societies have taken root in this city. A flourishing parents' society has been organized at Cadwalader School. Several meetings have been held during the year. A strong executive committee is in charge, and meetings are to be held every month next year from October to May. Two meetings have been held in the Girard School, two in the James Moses School, and one in the Columbus School. In all these schools organization is contemplated for next year, and other schools are getting ready to start the movement. I look for a close union between the parents and the school as the result of these organizations.

On Monday, April 8th, the new high school was dedicated. From 10 o'clock in the morning to 10 o'clock in the evening the handsome building was thronged with visitors, who inspected with evident pride and satisfaction the class-rooms and appointments of the new building. The contracts called for a brick building above the first story, but later that was changed so as to allow the whole exterior of the building to be of Cleveland sandstone, as you see it to-day.

There are in the building, as now arranged, besides the beautiful auditorium, which has a seating capacity of 832, sixteen light, roomy class-rooms, with a seating capacity of 645, a science lecture-room and three laboratories, a drawing-room, a room occupied as offices by the commissioners and the secretary, two rooms occupied by the supervising principal and the consulting library, a large lunch-room and a large unfinished room, which may be used for manual training or other purposes, besides six smaller rooms for the principal's office and for the use of the teachers and small classes.

By changing the rooms now occupied as offices by the commissioners and supervising principal into class-rooms, and slight changes in two or three other rooms, the building will easily accommodate 800 pupils, which, in the judgment of the Com-

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mission, is a large enough number to place in one building under any circumstances.

The cost of the lot, with the expense of grading and surveying, amounted to $19,204.36; the expense of the bond sale was $728.28; the cost of the building proper, including architect's fees, has been $95,233.95; the cost of the heating plant is $13,509.00; the cost of the furniture amounts to $9,807.18, making the total cost of the building as it stands to-day the sum of $138,482.77. The commissioners have aimed throughout to secure a light, roomy, modern school building, well built, lighted, heated and ventilated.

The dedicatory exercises were of the greatest interest, and were listened to by a large audience. On this occasion there was presented to the school a Bible from Trenton Council, No. 90, Jr. O. U. A. M., and a silk flag from Camp 7, P. O. S. of A., and a reading desk from the New Jersey School-Church Furniture Company.

On the 1st of February Dr. Wm. H. Brace, who had for so long been principal of the high school, resigned his position on account of his health. He was made principal emeritus and retained as professor of Latin and Greek in the high school, and Dr. Wm. A. Wetzel, of Pen Argyl, appointed in his place. Dr. Wetzel is a graduate of Lafayette College and Johns Hopkins University, and has taken hold of the work with great executive skill.

The following modifications have been made as a beginning, looking to a change in the high-school course of study; they represent recommendations presented by the principal and adopted by the Board:

1. That all high-school courses extend through a period of four years.

2. That more work in the sciences, English, history and mathematics be given to the commercial course.

3. That a course be offered during the first year in the high school in concrete arithmetic and the elements of business forms, including single-entry bookkeeping, and that all first-year pupils be required to take this course.

4. That this course in arithmetic shall not displace the course now offered in the senior year.

5. That physiology be advanced from the first year to the fourth year, and one-half year be devoted to it.

6. That physical geography shall be the science study in the first year in the high school.

7. That physics and chemistry shall exchange places; that is,

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physics shall be offered in the third year and chemistry in the fourth.

8. That therefore no courses in chemistry be offered during the year 1901-1902.

9. That all first-year pupils be required to master a text-book in English grammar.

10. That (1) as an instrument for training the mind to habits of intellectual conscientiousness, patience, discrimination, accuracy and thoroughness—in a word, to habits of clear and sound thinking; (2) because of the more thorough knowledge of grammar obtained by studying a language which is more inflected than the English language; (3) because the higher schools demand this wider course, and most pupils when they enter the high school do not know whether they will go beyond the high school or not; therefore, all pupils be required to study one other language than English for at least three years, preferably German or Latin.

11. That the following constitute the first-year's work in the high school: English grammar, Latin or German, algebra, physical geography, history (Greek and Roman), arithmetic, including elementary bookkeeping.

The first step has been taken, I trust, looking to a really commercial course as distinguished from a clerical fitting school. Our commercial work in the high school is admirable, but is limited in its scope and purpose. To give the bare preparation to fit a boy to be a stenographer or bookkeeper may be appropriate to a business school, but does not entitle the school to rank as a commercial school. The commercial school should do for the commercial pupil what the art and technical school proposes to do for the artist and artisan.

Superintendent Maxwell, of Greater New York, in an address before the New York Chamber of Commerce, took a very advanced position with reference to commercial high schools. His experience with the two-year commercial courses in the Brooklyn high schools leads to the conclusion that they are not nearly as effective as they should be.

Evening schools have never been so well attended as during the past year, the enrollment running up to 1,069, and of this number more than 40 per cent. attended 60 nights or more. The enrollment the preceding year was 880 and the year before 558. It will be seen that the evening schools are growing. The majority of the pupils are between 12 and 17 years of age. Sixty-four per cent. are from the United States, 10 per cent. from other English-speaking countries, 12 per cent. from Germany, 6 per

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cent. from Italy, 5 per cent. from Russia, 3 per cent. from Hungary. Two pupils only came from France.

The term of the evening schools was also increased to 21 weeks. We are looking forward to a very long night-school term. I see no reason why the evening-school term should not be as long as the day-school term.

At the beginning of the year Prof. JohnWard Stimson was engaged as principal of the Art Technical School. He conducted the school with great skill, but resigned on June 6th, and his place was filled by Mr. Henry MacBride, of New York. This school is rapidly advancing. During the past year a large number of donations were made to the school. It is carefully watched by a voluntary advisory board of gentlemen of the city, who are deeply interested in its progress. It is believed that this school will eventually entirely revolutionize the art technical industries of the city.

The standard of the teaching force is rapidly going up. In 1895 the per cent. of non-graduates was 65, now it is only 36. The number of graduates of Normal Schools has gone up from 26 to 29 per cent., and the graduates of the training school from 9 to 34 per cent. Then less than half the teachers (35 per cent.) had had preliminary training, now more than half (64 per cent.) have had such training. The proportion of Normal graduates in the Massachusetts schools is 33.5 per cent.; in Trenton, 34 per cent.; of Normal and training-school graduates in Trenton, 64 per cent.

Three changes were made in the training school last year. The course was extended to two years, the number of class teachers was reduced from twelve to eight, and a teacher of pedagogy was appointed. The changes have been successfully carried into effect this year. The school has started on a new career.

The *esprit de corps* of the teaching force is high. Meetings of all kinds are held in this city, and no week passes without two or three such meetings. There is a large amount of study being done. Lecturers are brought from abroad, and every means is being taken not only by the department but by the teachers themselves to raise the standard of attainment. We have among our teachers a Teachers' Club, a Primary Teachers' Association and a Child Study Club, all in active operation. Over 190 visits have been made by our teachers during the past year to other schools, of which 84 visits were to other cities. I believe in visiting. There are teachers who never visit. Some think they cannot spare the time, some see no use in it, some don't care to visit. These teachers are mistaken. Time spent in visiting other schools is not wasted. A teacher generally returns from a visit

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doing some serious thinking, and this is true whether the teacher sees better or poorer work than her own. A teacher who never leaves the four walls of her class-room is like a man who never travels, the one is a narrow man, the other a narrow teacher. I have given the utmost encouragement to visiting, and I am glad that our visiting roll is so high. It means progress.

With rare exceptions, this city is served by conscientious, laborious, devoted and skillful teachers. It is common to speak of a teacher's work as done in five hours a day with liberal allowances of holidays and vacations. They who talk in this way know little of the truth. Those who are on the inside and familiar with the extent and exhausting nature of the teacher's work can testify to the fact that much of the time after the five hours are over, and many of the holidays, go in the same way as the "five hours" aforesaid.

A most important and radical change in our promotion methods has been made during the past year. In my last report I used the following language: "The tendency of an administration that is up to the times ought to be to bring about a condition of things in which the individuality of the pupils receives the highest possible consideration. The burning question in school organization now is how to conduct the school in such a manner that the bright pupil shall be given the advantage of his brightness and the dull pupil not suffer unjustly for his dullness. If a pupil can finish his year's course in eight or even six months, he must be allowed to do it, and must not be held back, and, on the other hand, we must find some way of meeting the wants of those unfortunate pupils who cannot finish the course in one year, but can finish it in fourteen months, so that they shall not be compelled to take two years."

This question has been before the principals' meeting for two years. About the middle of this year, after much discussion in these meetings, the following action was taken: In all cases in which there were two classes to a grade in a given school the principal was directed to re-arrange the pupils, putting the brightest all in one class and the rest in the other. If there were three or more classes to a grade, the pupils were to be distributed through the classes, the best in one, the next best in another, etc. The highest class of a grade was to be known as the A division of that grade, the next the B, etc. Thus in a given school there might be the 7 A, 7 B and 7 C classes. These classes varying in grade at the outset, would vary still more as time went on. The advanced grades would forge ahead and the others would drop back. The fact that all these pupils had been in one grade was based on the fiction that so many pupils would ever be of

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one grade. Varying abilities, varying degrees of industry and absences sooner or later distribute a hundred pupils over a wide area of grading, and to place them all in one grade is only to increase a teacher's labor, as every grade teacher knows. The present plan recognizes the ever-present fact that a considerable number of pupils are not up to grade. Such divisions of a grade, experience has shown, tend to separate by a period of from three to five months.

The step from one class to another is now quite short. The year interval it is hard to skip, but there are many pupils who can jump the shorter interval. The result is two-fold: First, more pupils are promoted during the year than was before possible; second, pupils seeing such promotions taking place before their eyes every month, are stimulated to strive for the same reward, and thus a higher scholarship results. We may say to a boy, "If you are good, and study hard, you will be promoted at the end of the year." A year is a long while. Boys are not built that way. They will take their chances at the beginning, purposing a struggle at the end. But, under present arrangements, promotions are made in October, January, any time now, right before his eyes, and present effort is likely to be rewarded by present gain.

There are many cases in the city in which there is but one class to a grade. To carry out the plan in such cases means a division of the class, and this, apparently, means more labor for the teacher. I, therefore, called the teachers of such classes together and presented to them the advantages and disadvantages of the plan, and left its use optional with them. The fact that a teacher, say of the fifth grade, does not have to keep all her pupils up to that grade, but is permitted to recognize a portion of them as in a lower grade, and to treat them accordingly, is an important lifting of her burden, and compensates for the increased labor of two classes. The fact is that in several subjects, such as drawing, music, writing and spelling, the classes may be considered as one. Out of 69 such classes above the first grade 46, or two-thirds, chose to divide. The large majority surpassed my expectations.

Whenever a boy or girl in a given section was fit, he was promoted to the next section, and there was nothing to hinder a promotion again before the year was out, if he deserved it. Let us bear in mind that every such promotion is a reduction of the length of the school, and as for most public-school pupils school life is limited, this consideration is of enormous importance.

Some subordinate considerations are of interest. At the end of the year regular promotions are made as usual. At this time

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a certain class of pupils trouble us, the pupils whom we ought not to promote. Two courses are open to us, to promote and not to promote. If we promote even on trial, the pupil is likely to fail more badly next year, and the influence of such a promotion is injurious. If we don't promote, the pupil loses interest, and probably leaves school. Both alternatives are unsatisfactory. Under the presnt plan we can give the boy a short promotion, say from 5 A to 6 B. The regular promotion would be from 5 A to 6 A. The pupil must be poor, indeed, if he cannot stand such a promotion. He is not disgraced, and he may the next year overtake his classmates if he is willing to try.

Again, we have the sad question of retrogressions. We hesitate a long time before we retrograde a pupil a full year, and yet sometimes this is the only thing to do. His presence in the class for which he is not fit is injurious to the class. But a retrogression to another section is not so serious, and he can afterward retrieve himself and regain his original class if he wishes. The jump is not great either way. But no pupil put back a whole year ever retrieves himself. He generally goes from worse to worse.

A new departure was made in the annual promotion of pupils. The actual transfer of the pupils was made on the last day of school, and the pupil was met and welcomed by his new teacher. Principals who promoted pupils from one school to another were to send the pupils to the school to which they were to be promoted at half-past nine Friday morning. The principal was to make preparation for the reception of these pupils, receive them kindly and dismiss them with a pleasant word. The teacher of the class into which the pupils were to go was to be present at the time and receive them. The purpose of this change was to remove the feeling of strangeness and give the pupil the pleasurable sensation of promotion before he went away on his vacation. We lose pupils during the summer vacation, and partly, we fear, because they dislike to encounter strange surroundings.

On March 7th, 1901, it was ordered that 500 copies of the new course of study be printed. I have summarized the principles on which this course of study is based in previous reports. It is here only necessary to say, therefore, that the course was tested in the schools a year before it was printed, and the results of the test embodied in the course before printing. The following table is a study which may interest some teachers. It gives the amount of time spent on each subject in the grammar and primary schools of the city. The figures represent percentages (not minutes). For instance, in the third grade 5 per cent. of

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the time is given to physical training. It will be observed that the studies are classified under seven general groups, several of which are re-classified.

GRAND DIVISION A.

Group 1.

Grades.	*1*	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*
Arithmetic, ...	..	..	15	15	15	15	18	12	6.7
Algebra, ...	..	..	..	..	..	..	..	..	6.5
Geometry, ...	..	..	..	..	..	..	..	..	3
Total, ...	..	..	15	15	15	15	18	12	16.2

Group 2.

Grades.	*1*	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*
Reading, ...	43	45	36.7	16.5	8	8	7	6.7	6
Spelling, ...	..	10	10	10	8	8	8.2	7.1	6.7
Language, ...	5	4	3.3	6.7	10.7	10.7	10.2	15	15
Total, ...	48	59	50	33.2	26.7	26.7	25.4	28.8	27.7

Group 3.

Grades.	*1*	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*
Writing, ...	17	8	6.7	6.7	6.7	6.7	6	6.7	6.7
Total in Div. A, ...	65	67	71.5	54.9	48.4	48.4	49.4	50.5	50.6

GRAND DIVISION B.

Group 4.

Grades.	*1*	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*
Geography, ...	1	1	.7	15	13.3	13.3	15	10.6	12
Natural Science, ...	4	2	.7	2.7	2.7	2.7	2	3	3
Hygiene, ...	1	1	.7	3.3	3.3	3.3	2	..	..
Total, ...	6	4	2.1	18.4	19.3	19.3	19	13.6	15

Group 5.

Grades.	*1*	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*
History, ...	1	1	.7	.7	5.3	5.3	5.3	7.5	6
Total in Div. B, ...	7	5	2.8	19.1	24.6	24.6	24.3	21.1	21

GRAND DIVISION C.

Group 6.

Grades.	*1*	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*
Drawing, ...	5	5	5	5	5	5	5	6.7	6.7
Music, ...	5	5	5	5	5	5	5	6.7	6.7
Total, ...	10	10	10	10	10	10	10	13.4	13.4

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GRAND DIVISION D.

Group 7.

Grades.	*1*	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*
Physical Training, ...	5	5	5	5	5	5	5	5	5
Morals and manners, .	1	1	.7	1	2	1.3	1.3	..	..
Recess, ...	7	7	5	5	5	5	5	5	5
Opening exercises, ...	5	5	5	5	5	5	5	5	5
Total, ...	18	18	15.7	16	17	17	16.3	15	15

SUMMARY.

Grades.	*1*	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*
Division A, ...	65	67	71.5	54.9	48.4	48.4	49.4	50.5	50.6
Division B, ...	7	5	2.8	19.1	24.6	24.6	24.3	21.1	21
Division C, ...	10	10	10	10	10	10	10	13.4	13.4
Division D, ...	18	18	15.7	16	17	17	16.3	15	15
Total, ...100	100	100	100	100	100	100	100	100	100

The first group relates to the mathematical studies, the second to the language studies, the third to penmanship, the fourth to what might be called science studies, the fifth to history, the sixth to drawing and music, the seventh to miscellaneous exercises. The first three groups represent those which are considered by all as essential. The fourth and fifth are desirable, and come next in importance to the foregoing. The sixth represents those studies which are frequently regarded as unessential, or, at least, of very little importance, and by some are considered as not belonging to the public school course. The seventh, or miscellaneous group, speaks for itself. We really, therefore, have four great subdivisions—A, the first three; B, the fourth and fifth; C, the sixth; D, the seventh.

A summary by divisions is presented at the bottom of the table. It will be seen by referring to the table that in the seventh year, which we will take as a typical year, 49 4-10 per cent. of the time is given to the first three groups (Division A); that is to say, to absolutely essential studies. Note again that 24 3-10 per cent. of the time is given to Division B, or those studies which are universally regarded as desirable. Therefore, 73 7-10 per cent. is given to those studies which almost all persons regard as valuable. It will be seen that only 10 per cent. is given to drawing and music. Referring to group seven, it is hardly to be questioned that physical training, morals and manners, and recess, are not essential studies. If we add these to the 73 7-10 per cent. already given, we have 85 per cent. of the time expended in a way which all citizens ought to applaud. There remain, therefore, that 10 per cent. of the time given to drawing and music, and 5 per cent. given to opening exercises.

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Concerning these figures it ought to be said that they dispose of the statement, very flippantly made, that the schools give very little time to essential studies. Indeed, very false figures are currently given by those who have no basis for their statements. Some critics, for instance, say that only one-half the time is given to essential subjects, some give a smaller proportion. The figures in the table are based on the facts, and it would seem that 85 per cent. of the time is a fair concession to the opinions of all but the most unreasonable.

Concerning the opening exercises, no one who has had any practical familiarity with school matters would question the importance of giving some time to such exercises. In these exercises the children are brought into social relations, they come to know themselves as a community, and this is a very important matter.

They usually, also engage in singing, thus beginning the day with a pleasant taste in their mouths. If there is any truth in the opinion that people work better if they are happy, then surely it is best to spend a little time in contributing to the happiness of the children. Again, the opening exercises furnish an opportunity to the principal to convey to the school those lessons in morals and conduct which can best be given when the school is assembled. They must be given at some time.

In language I am urging on the teachers the importance of concentrating on specific errors in language work. I have seen the importance of such concentration in my examination of the compositions and test exercises in the schools during my visits. Errors should be taken up in order. I have suggested, for instance, that teachers concentrate on margin and indentation until they are attained, and then go on to the consideration of punctuation. I am firmly of the conviction that the spreading of the criticism over a large variety of errors dissipates the attention of the children. I believe that focalization instead of dissipation should be the theory in criticism. I have requested the principals to examine compositions and test exercises and supervise the criticisms along the lines I have indicated, urging the teachers to take up one thought at a time.

Class-room, as distinguished from school libraries, are spreading. Teachers are skillful in creating a demand for good books.

I have to commend with emphasis the teachers who are spending a little time in reading from some good book to the children. I have seen a number of cases of this, and the exercise leads to a development of a literary taste. In all such cases in which the exercise is properly chosen the children are intensely interested. The children are enthusiastic about good literature, and poetry

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is taking root. I have also to commend the efforts of the teachers to provide extra reading for the classes. It is wise. I have referred to the use of silent reading in increasing vocabularies. In some schools an effort has been made to purchase books for this purpose, and classes are seen reading "Puss in Boots," or some other book, with great interest when they are not otherwise engaged, and progress in reading under such circumstances is rapid. In some cases magazines are brought by the children, and are taken out to be read by them. I saw on the blackboard in one school a statement of the magazines that were taken out by the children.

I do not think we have yet given sufficient attention in our upper grades to sight reading. There ought to be considerable of this. A book can be passed from hand to hand, and it ought to be read promptly and clearly so that all the pupils can understand it. Some of our pupils seem to have a large vocabulary. I think a teacher may, in the course of time, judge her success somewhat by the extent of her pupils' vocabularies.

Some time ago I undertook a bit of child-study in spelling, which I have endeavored to work out in my regular work in Trenton. The points presented in the discussion may be thus summarized: Children learn familiar words first by hearing them. Having heard them before seeing them, a percept of the word is formed in the mind, and when the child writes this form on the paper it seems natural to him, and, consequently, it remains for years uncorrected in spite of our teaching. To break the association between the incorrect percept and the sound there must be much oral practice; first, because there cannot be much practice unless it is oral, and, second, because the wrong form was first obtained through the ear. I have recommended, therefore, that there be oral practice in spelling before dictation, and also that there be much rapid oral practice, covering a limited number of words, and these all familiar words. This oral practice can often be conducted in the most interesting manner as a match. Of course, to get the time for this work the dictation exercise must frequently be omitted.

The paper holds that more mistakes are made on usual than on unusual words. The teacher, therefore, should concentrate on these unusual words. Our teachers should go to the pains of preparing lists of words frequently misspelled by pupils.

The criticism of spelling should be analytical. Errors differ in kind, and they differ as to their origin. It is not enough to know that a word is wrongly spelled; the teacher should know why it is wrongly spelled.

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The children should correct most of their own errors, and they should find many of them without help from the teacher. Before the paper is corrected or handed in the child should be allowed to go over his paper and find what he can, and, perhaps, he should be compelled to go over his paper more than once for this purpose. Then the paper should be read and the words incorrectly spelled marked, and then the pupils should correct these words by finding out the dictionary-spelling themselves.

One of the considerations argued at considerable length in the paper was that many errors in a spelling lesson are not, strictly speaking, errors in spelling at all; *i. e.*, they do not leave us free to infer that the child did not know how to spell the word. Full credit should be given to the child in such cases, and especially should he be allowed to correct these errors, and I think that not infrequently, when the paper has a number of errors, he should be allowed to copy the paper when all the errors have been corrected. If this plan holds good in language, why should it not hold good in spelling?

All this means fewer dictation exercises and more detailed and analytical consideration of such exercises. The present plan of many exercises and a superficial correction does little good. I think it may be shown that it even strengthens wrong tendencies. I think that the result of my visitation of schools emphasizes the importance of concentrating effort on the spelling found in the ordinary work of the pupils, most of which they could be taught to spell correctly if effort were made to bring about this result. I am very sure if the teacher has success in getting good spelling in this particular, she will get good spelling as regards unusual words. The test of success is to be found in the pupils' regular work. Again and again I found teachers giving out words of which I emphatically disapproved. Take the word "strut," which is seldom in the vocabulary of any child. One is disposed to wonder in such cases how well the children spell their ordinary work. I do not see the necessity of spending much time in teaching the word "stamens" or "grubs" or "capillaries." If the pupils are spelling in their regular compositions with skill, then I have no fault to find; otherwise I decidedly protest against the difficulty of many of the spelling lessons.

I think one phase of this error is found in the effort to apply spelling to the various subjects of the school grade. I examined a set of spelling dictations taken from the geography in the fourth grade. I asked the teacher if her purpose was to emphasize the work in geography; she said, "not especially." The purpose seemed to be merely to give variety to the work. The words are entirely too difficult. Teachers claim that pupils must

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be familiarized with the terms of geography. I suppose this must be done, but, in my opinion, a little spelling of this kind goes a good way. I think that occasionally, when it is necessary to emphasize a single word, the teacher may venture in the direction of geography, nature work, etc., but she ought to do very little of this so long as the weakness in the spelling of ordinary composition work is so evident.

I am glad to note the emphasis which teachers are placing on oral spelling as an aid. Spelling-matches have been handled with considerable judgment by the teachers.

Encouragement is being given to outdoor investigation. I have directed that when teachers desire to take out a class for outdoor work in any given study, the permission of the principal is to be sufficient. I have requested, however, that a record of such cases be kept by the principal for inspection.

To go into the details of methods employed in the schools in the various studies would make this report, already very long, unreadable. I, therefore, am compelled to omit much that I would like to present.

VINELAND.

J. J. UNGER, SUPERVISING PRINCIPAL.

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

DEAR SIR—The following statistics represent our conditions comparatively for the past four years, and will serve as a basis for this report:

	1898.	*1899.*	*1900.*	*1901.*
Total number of children between 5 and 20 years of age enrolled during the year,	1,793	1,805	1,785	1,874
Total number of days present during the year,	199,627	194,921	209,863	208,299
Total number of days absent during the year,	25,359	27,217	28,481	28,360
Number of pupils neither absent or tardy during the year,	35	24	33	42
Total number of cases of tardiness during year,	6,640	5,884	5,954	5,206
Average number on roll,	1,302	1,333	1,414	1,409
Average daily attendance,	1,154	1,164	1,245	1,243
Number of pupils enrolled in primary grade,	1,179	1,151	1,143	1,159
Number of pupils enrolled in grammar grade,	441	507	499	545
Number of pupils enrolled in high school,	173	147	143	170
Average experience of teacher,	7 yrs. 8m.	8 yrs. 6m.	8 yrs. 1 m.	8 yrs. 8m.

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	1898.	1899.	1900.	1901.
Number of teachers holding State certificates,	7	10	12	14
Number of teachers holding first grade county certificates,	11	10	12	14
Number of teachers holding second grade county certificates,	16	17	12	8
Number of teachers holding third grade county certificates,	4	1	3	3
Number of teachers employed,	38	38	39	39

It will be seen from the foregoing statistical report that the total number of children enrolled was considerably larger last year than during the three years previous, although the total number of days present last year was not so large as that of the preceding. This discrepancy is explained by the fact that all the borough schools were closed for one week and two of them for seven days because of scarlet fever. In view of this matter, the number of days present by all pupils enrolled was increased by the department to 213,565.

Our pupils have attended school with more punctuality than on former years. Compared with the year 1898, when the average daily attendance was 89 less than in 1901, the number of cases of tardiness in the latter year was 20 per cent. less. There has been quite an improvement in this direction, but, judging from the punctual attendance of pupils in the West Side building, where for the entire term there were only 183 cases of tardiness in an average daily attendance of 151, we have reason to believe our pupils as a body able to attend with a still greater degree of punctuality.

Fifty-six pupils were enrolled in the evening school, although the average enrollment was but twenty-two and the average attendance sixteen. There was only one teacher employed, and the school was kept open for five months. It is safe to say that if all children between the ages of twelve and fifteen employed in our factories would attend evening school, as the law requires, it would become necessary to employ two, if not three, teachers. We need possibly more stringent laws in this direction, but certainly a more rigid enforcement of the compulsory education law which we now have.

There is a notable increase in the percentage of children who continue to attend school beyond the fourth school year. In the year 98, 65.8 per cent. of all the children enrolled were in the primary department, while 24.5 per cent. were in the grammar department. In 1900, 64 per cent. of the whole number were in the primary department, and 28 per cent. in the grammar department. In 1901, 62 per cent. of the children enrolled were in the

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primary and 30 per cent. in the grammar department. This is moving in the right direction, and it is to be hoped that ere long at least 75 per cent. of the children enrolled in the primary school will continue their work in the grammar grades.

The course of study for the high school has now been extended to a full four-years' course. The pupils have the election of three courses—the Latin, the German and the Commercial. The requirements for the three courses are as nearly equal as possible, so that a pupil electing one of them has no advantage over another pupil electing a different one. The new course was adopted by the Board of Education May 27th, 1901, and went into effect in September.

Perhaps the greatest change inaugurated into our schools was that of grammar-school graduation. The first graduation exercises of this kind were held May 3d, 1901, and forty-seven graduates received certificates entitling them to admission to the high school. Supervising Principal Harry F. Stauffer, of Millville, delivered the address for the occasion, and the members of the class, assisted by the high-school orchestra, rendered an excellent program of musical and literary exercises. It is hoped that this will not only keep more pupils in school through the grammar grades, but that it will also increase the enrollment of the high school.

The course of study for the grammar schools has been extended again fully one-half year. To do this it was necessary to withhold promotion in the upper grades at the close of the year. The extension of the work in the grammar schools has been going on steadily for some time, for precisely the same work is now being done in the eighth grade that was done in the ninth grade three years ago. Perhaps the only subjects that it would be advisable for the present to add to the work of the grammar school is elementary algebra. It is a mistake to try to complete arithmetic before the pupil has some familiarity with the equation. This, however, should be taught in connection with arithmetic.

Progress has been made in the direction of physical training. Pancroft's "School Gymnastics" was adopted, and ten minutes a day have been devoted to these drills in nearly all the primary and grammar-school grades. A few teachers occasionally have neglected these drills for "want of time." This is a grave error, because these drills, properly conducted, afford an opportunity for getting good fresh air, give rest to the weariness of long-continued study, cause a free circulation of the blood, preserve the health of the pupils, improve the powers of expression and train the will.

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Vocal music was taught in the high-school grades by a special teacher, who gave one-half day a week to the work. This subject should be extended to all the elementary grades whatever may be the inconvenience or cost. When the value of vocal music is considered, which it has in developing and training the child's voice and in the cultivation of the child's moral and æsthetic nature, boards of education should have no hesitancy in making ample provision for this branch of study.

A large addition of books was made during the year to the consolidated school library, which is now composed of 1,722 volumes. The South Vineland school library was increased and now has 136 volumes. The Pleasantville school library has 61 volumes. Great care has been exercised in the selection of books, and the catalogue furnished by the department has been of much assistance. The consolidated library, however, is too far removed from the outlying schools to be any benefit whatever, and more of these distant schools should follow the example of South Vineland and Pleasantville. The best work is impossible without a fund of collateral reading.

The twenty-fourth annual commencement was held May 17th, 1901. Eighteen pupils received the approved high-school diploma. On this occasion the State Superintendent honored us with his presence, and favored us with an excellent address.

The same earnestness and professional zeal was manifested by our teachers as on former years. Teachers' meetings, averaging two a month, were held after the regular day's work. There were very few absences from these meetings except on account of sickness. From the statistical report above it will be seen that considerable advancement has been made in the professional qualifications of the teaching force. The number holding State certificates is double that of '98, and the number of teachers holding lower grade certificates than first-grade county has diminished almost 50 per cent.

At the close of the year came resignations from thirteen teachers, three of whom were elected to more desirable positions elsewhere. This is unfortunate. Good teachers should be paid a salary more nearly commensurate with their work. A schedule of salaries based on scholarship, experience and teaching efficiency should be adopted so as to furnish an incentive for teachers to do the best of which they are capable. This would result in more efficient teaching, and would avoid resignations from the best teachers.

Steady progress has been made along the lines suggested in my former reports, which would make this report too lengthy to review. What our schools stand most in need of at present are:

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First. More room in primary grades so as to reduce the size of classes.

Second. A strict enforcement of the compulsory attendance law.

Third. An extension of transportation of pupils, which has been begun this year.

Fourth. Two kindergarten schools, to be opened in the borough.

Fifth. Rooms better equipped with natural slate blackboard surface and more rooms furnished with single adjustable desks.

Sixth. A room well equipped for a chemical and physical laboratory.

WEST HOBOKEN.

ROBERT WATERS, SUPERINTENDENT.

To Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—Many important changes have been made in the management of the public schools of this fast-growing town during the past year.

In the first place, a resolution was passed by our Board of Education in January last to the effect that for the future no applications for the position of teacher should be considered except from those who have received a diploma from a training or Normal School, and that a training school for our younger teachers should be established in our town. This was an important step, preventing for the future any more cases of "murder of the innocents" by incompetent or untrained teachers. Heretofore our schools were too often made a training school for young ladies who wished to become teachers.

Immediately after this resolution was passed five graduates of the Trenton Normal School were appointed to positions as class teachers in our schools, to wit: Miss Linda Lippencott, Miss Minnie Brokaw, Miss Emma Hannan, Miss Mary F. Meagher and Mrs. Ida Holohan. The latter was appointed teacher and supervisor of industrial drawing *vice* Miss Kate Randall, resigned, at $600 a year, and the other class teachers at $375 a year to begin with.

Since then we have appointed two other graduates of the Normal School, Mr. George N. Venable, of Long Branch, as high-school class teacher, at $1,000 a year, and Miss Minnie A.

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Obreiter as class teacher in the primary department of School No. 2. We have also appointed a special teacher for vocal music, Miss Mina Felter, of the Asbury Park Summer School. I am happy to be able to say that all these teachers are doing good work, and rendering satisfaction to all concerned.

In the second place, an important change has been made in the superintendence of the schools. The new school law (Stokes School Act) having recognized the fact that centralized supervision is one of the essential features of our educational system, and that it is better to have the general supervision of our schools vested in a local school officer than in an officer for the entire county, our Board of Education passed a resolution (April 9th, 1901) vesting the whole supervision of our schools in a district or city superintendent; so that the undersigned, who was formerly supervising principal under the County Superintendent, is now City Superintendent, with all the responsibilities attaching to the position, among which is the chairmanship of a District Board of Examiners, which will examine and grant certificates to the teachers of our schools, and be responsible to the Board of Education for the correctness and efficiency of the same. Besides the Superintendent, this examining board will consist of three others, two male high-school teachers and one lady principal.

Our Board of Education has also ordained that for the future no school book shall be introduced except on the recommendation of the Board of Principals, of which the Superintendent is a member, and that the transfer and placing of the teachers shall be entirely in the hands of the Superintendent. To him who understands school matters these changes must appear of great significance, eminently conducive to the benefit and progress of the schools.

Our training school is, of course, only a beginning as yet. There have been lectures once a week to the younger teachers, with sometimes a class-lesson as an object-lesson, but no lessons to study have been given out, and only a general outline of the history of pedagogy, with an exposition of the essential principles of good teaching, has been attempted.

We have this year made another important forward step, which will result, at no distant day, in the erection of a new school building. In order to afford room for the ever-increasing number of pupils flowing into School No. 1, the high school there located has been removed to the annex of the Baptist Church in the First ward, which has been hired for this purpose, where very good accommodations have been found for that school. Here there are now three one-year classes under three

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male teachers, Messrs. George Robbins, Edwin Morgan and George N. Venable, and there is also one kindergarten class from School No. 2, in which school there are more small children than in any other of the four schools.

The remaining events of the year may be stated in short order as follows:

1. All the usual holidays have been observed, generally in an enthusiastic manner.

2. All our teachers were present at the institute meeting in Jersey City last December, and profited by the exercises at the same.

3. Much has been done by our pupils and teachers for the benefit of benevolent institutions this year. Three entertainments by our scholars alone, given on three different days at different schools, for the benefit of the New North Hudson County Hospital, netted the handsome sum of $633.54; a penny subscription for the benefit of the sufferers by the Galveston flood netted $90.00; a penny subscription for Christ Hospital and St. Mary's Hospital at Christmas netted $70.00, together with a great quantity of provisions and clothing; valued assistance was rendered by several of our teachers at the fair in the town of Union for the benefit of the Old Peoples' Home, and $56.00 for our school libraries was raised by five-cent afternoon entertainments in our schools.

4. Two new class-rooms have been formed (with sliding partitions) in the assembly-room of School No. 2, to afford room for the increasing number of scholars in this school. Even this enlargement has not been sufficient, as one kindergarten class had to be sent, as before stated, to the new annex in the Baptist Church. This alteration does not interfere with the regular morning assembly.

5. At the graduating exercises of our high school seventeen of the twenty graduates participated, most of whom delivered original essays, one an original poem, others declamations, and others musical exercises. There were nineteen girls and one boy who graduated, four of whom, I am happy to state, have gone to the Normal School at Trenton to complete their education. The Honorable Robert S. Hudspeth delivered an excellent address to the graduates on this occasion.

6. Six of our teachers married during the year, and their places were supplied mostly by Normal graduates. Those who married were Miss Grace Ramsay, Miss Gussie Ostermann, Miss Kate Fischer, Miss Kate Randall, Miss Margaret Koch and Miss Hattie Grey.

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7. At one period during the winter there was a great scare on account of one or two cases of small-pox that were discovered in the town. There was, however, not one case among our scholars. The Board of Health, which had the schools thoroughly fumigated, desired our Board of Education to make vaccinnation compulsory, which, however, was not agreed to. The Board of Education declared that vaccination was desirable, and that all who wished to have it done, and could not pay for it, could have it done at the expense of the board. But there was not one who availed himself of this privilege.

8. The school libraries have been in active operation as in former years, but it is observable that since the erection of the Free Public Library not nearly so many books have been taken out as formerly. A considerable number of new books has been added, especially to the library of School No. 4, and the whole of this library has been overhauled, and the books re-covered, and a new catalogue made and printed. A number of scholars who desired books to be lent to them during the vacation have been granted this privilege.

9. Only one scholar was suspended during the year.

10. The number of teachers and scholars in our four schools are as follows:

Superintendent,	1	
Principals,	5	
Special teachers,	5	
High school,	4 teachers and	83 scholars.
School No. 1,	22 teachers and	1,035 scholars.
School No. 2,	18 teachers and	1,125 scholars.
School No. 3,	17 teachers and	977 scholars.
School No. 4,	15 teachers and	900 scholars.
Pupil teachers,	7	
Total,	94 teachers and	4,120 scholars.

WOODBURY.

E. J. Frey, Supervising Principal.

To Hon. Charles J. Baxter, State Superintendent:

Dear Sir—The following brief report is respectfully submitted:

The disadvantages under which we were laboring, as described in our previous report, still exist very largely, but we have reason to believe that there is a growing sentiment in favor of providing all modern facilities of education.

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Very unfortunately our work was interrupted two different times because of the prevalence of contagious diseases—diphtheria and small-pox. Notwithstanding these interruptions, excellent work was done by our teachers that in general have been faithful and enthusiastic in the work.

The course of study was altered and enriched to some degree in the elementary grades, and radically in the high school. By the addition of another teacher, and by making the eighth grade and the high-school work departmental, we were enabled to inaugurate a four-year course in the high school. The course is not so different from those of other high schools as to warrant insertion here. We grant the privilege of electives as far as possible with our limited facilities, restricting the pupils to a minimum of required work.

With the course as stated above there was also instituted the nucleus of both a chemical and physical laboratory.

Within the next few years we hope to place ourselves in a position not to fear comparison with the best of high schools in our State.

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REPORT

OF

Supervising Architect

1900-1901.

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Supervising Architect's Report.

To Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—Herewith I respectfully submit my second annual report as Supervising Architect of School Building Plans, being a statement of the work accomplished during last year.

From November 20th, 1900, to date, the plans of forty-eight new school buildings or extensions to buildings have been submitted to me for criticism and approval. They are located in the State as follows:

Aquackanonk,
Andover,
Camden (three new schools),
Cape May,
Carlstadt,
Closter,
Delanco,
Echo Lake,
Englewood,
Franklin (Essex county),
Haddonfield,
Haddon Heights,
Hammonton,
High Bridge,
Ironia (Morris county),
Irvington (Essex county),
Jefferson township,
Kearney,
Lakewood,
Laurel Springs,
Little Falls (two schools),
Little Ferry,
Lodi,
Montville,
Neptune City,
New Durham,
Passaic,
Pensauken,
Port Reading,
Preakness (Wayne township),
Randolph (Morris county),
Red Bank,
Richfield,
Ridgefield,
Rutherford,
Spotswood,
Vernon,
Weehawken,
Westfield,
Wildwood,
Woodbine (Cape May county),
Woodcliff (North Bergen),
Woodlyn,
Woodridge,
Yardville (Hamilton township).

A marked improvement was noticeable in the plans submitted compared with those received the year previous, and plans submitted by competent architects generally complied with the requirements of the law pertaining to the supply of air, ventilation, light, etc.

Where deficiencies existed I almost invariably found a willingness to comply with the recommendations I thought proper to suggest.

The plans submitted for small country school buildings, usually prepared by the village builder or a layman, were mostly

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defective, no provisions for supplying fresh air or for removing the foul air being made; the want of sufficient appropriation in most cases being the excuse for omitting these requirements.

I have in such cases endeavored to convince the parties interested that an adequate supply of fresh air for the pupils is paramount, and that much can be accomplished towards this end by a properly arranged common stove at little additional cost.

I would here repeat the suggestion made in my last report, that, if possible, means may be found whereby some assurance can be had that the recommendations made in the criticisms on school building plans are complied with in the execution of the work.

Yours very truly,

H. KREITLER.

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REPORT

OF THE

Rutgers Scientific School

THE

New Jersey State College for the Benefit of Agriculture and the Mechanic Arts.
1900-1901.

AUSTIN SCOTT, Ph.D., LL.D., President.

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Rutgers Scientific School.

The act of the Legislature of New Jersey, approved April 4th, 1864, constituted the State College for the Benefit of Agriculture and the 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.
ROBERT GWYNNE, ... Salem.

SECOND CONGRESSIONAL DISTRICT.

WINFIELD BONHAM, ... Shiloh.
JOHN E. DARNELL, ... Masonville.

THIRD CONGRESSIONAL DISTRICT.

DAVID D. DENISE, ... Freehold.
JAMES NEILSON, ... New Brunswick.

FOURTH CONGRESSIONAL DISTRICT.

SAMUEL B. KETCHAM, ... Pennington.
GEORGE FRITTS, ... Pattenburg.

FIFTH CONGRESSIONAL DISTRICT.

JOSIAH KETCHAM, ... Belvidere.
JAMES A. BURNETT, ... Hilton.

SIXTH CONGRESSIONAL DISTRICT.

ABRAM C. HOLDRUM, ... Westwood.
GEORGE H. BLAKELEY, ... Paterson.

SEVENTH CONGRESSIONAL DISTRICT.

GEORGE E. DECAMP, ... Roseland.
CYRUS B. CRANE, ... Caldwell.

EIGHTH CONGRESSIONAL DISTRICT.

GEORGE DORER, ... East Orange.
IRA C. KILBURN, ... South Orange.

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NINTH CONGRESSIONAL DISTRICT.

RYNIER J. WORTENDYKE, ... Jersey City.
LUCIUS F. DONOHOE, M.D., ... Bayonne.

TENTH CONGRESSIONAL DISTRICT.

JOHN B. WILLIAMS, ... New Durham.
PHILIP M. BRETT, ... Jersey City.

OFFICERS.

DAVID B. DENISE, ... President.
SAMUEL B. KETCHAM, ... Vice-President.
IRVING S. UPSON, ... Secretary.

CONDITION AND PROGRESS.

An increased attendance of students during the year made necessary the appointment of an additional instructor in modern languages.

The five courses of study leading to the first degree in science (B. Sc.) have been maintained throughout the year.

The Trustees of the College have established a new four-years' course of instruction, to be known as a Latin Scientific Course, which will lead to the degree of Bachelor of Letters (Litt.B.).

The plan of practical summer field-work in connection with the course in civil engineering and mechanics inaugurated two years ago, has been continued this year.

A special course of four lectures on engineering topics by men eminent in their profession was given before the students during the winter term.

At the examinations in the principles and practice of Municipal Hygiene held in May, 1901, two persons proved themselves as qualified to act in the execution of the health laws of New Jersey, one as a sanitary and plumbing inspector and one as a sanitary inspector.

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.

CARL MEYER, D.D.,
Professor of Modern Languages and Literatures.

FRANCIS CUYLER VAN DYCK, Ph.D.,
Professor of Physics and Experimental Mechanics.

EDWARD ALBERT BOWSER, C.E., LL.D.,
Professor of Mathematics and Engineering.

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CHARLES EDWARD HART, D.D.,
Professor of Ethics, Evidences of Christianity and the English Bible.

LOUIS BEVIER, JR., Ph.D.,
Professor of Greek Language and Literature. Secretary of the Extension Department.

ALFRED ALEXANDER TITSWORTH, M.Sc., C.E.,
Professor of Graphics and Mathematics.

JULIUS NELSON, Ph.D.,
Professor of Biology.

BYRON DAVID HALSTED, Sc.D.,
Professor of Botany and Horticulture.

JOHN BERNHARD SMITH, Sc.D.,
Professor of Entomology.

EDWARD BURNETT VOORHEES, Sc.D.,
Professor of Agriculture.

ALBERT HUNTINGTON CHESTER, E.M., Ph.D., Sc.D.,
Professor of Chemistry and Mineralogy. Curator of the Museum.

JOHN CHARLES VAN DYKE, L.H.D.,
Professor of the History of Art.

ROBERT WOODWORTH PRENTISS, M.Sc.,
Professor of Mathematics and Astronomy.

ELIOT ROBERTSON PAYSON, Ph.D.,
Professor of the History and Art of Teaching.

EDWARD LUTHER STEVENSON, Ph.D.,
Professor of History.

REV. HENRY DUBOIS MULFORD, A.M.,
Professor of the English Language and Literature.

QUINCY O'M. GILLMORE, U. S. A. retired,
Professor of Military Science and Tactics.

WILLIAM HAMILTON KIRK, Ph.D.,
Professor of the Latin Language and Literature.

IRVING STRONG UPSON, A.M.,
Librarian and Registrar. Secretary of the Faculty.

CLARENCE LIVINGSTON SPEYERS, Ph.B.,
Associate Professor of Chemistry.

EDWIN BELL DAVIS, B.L.,
Associate Professor of Modern Languages.

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, B.Sc.,
Instructor in Mathematics and Graphics.

ALBERT WILHELM BOESCHE, A.M.,
Instructor in German.

BYRON BRIGGS BRACKETT, Ph.D.,
Instructor in Electrical Science.

CULLEN WARNER PARMELEE, B.Sc.,
Instructor in Chemistry.

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STUDENTS.

The enrollment of students for the year was 142; graduate students, 2; seniors, 17; juniors, 40; sophomores, 37; freshmen, 44; special students not candidates for a degree, 2. There were also 59 students in the Classical School and 171 pupils in attendance at the Preparatory School. The degree of Bachelor of Science was conferred upon 17 graduates in June, 1901. Of these graduates, 2 had pursued the Course in Agriculture, 4 the Course in Civil Engineering and Mechanics, 4 the Course in Chemistry, 3 the Course in Electricity, and 4 the Course in Biology.

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 13th and 14th, 1902, beginning at 10 A. M., on Friday, in the registrar's office. Applicants may also be examined on Monday and Tuesday, September 15th and 16th, 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 7th, 1902. For the requirements of the State law see following pages.

Only such students are admitted with conditions as are, in the opinion of the faculty, so nearly prepared as to be able to make up all deficiencies during the first two months of the term, meanwhile maintaining a good standing in their class. Conditioned students will have an opportunity given them to remove their entrance conditions as early as possible in the first term. It is expected that all entrance conditions will be removed before the Thanksgiving recess.

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Certificates.

From certain preparatory schools of established reputation, students are admitted without examination upon the principal's certificate that they have completed the required amount of work and are prepared to enter college. Blanks for such certificates will be furnished upon application.

Advanced Standing.

Students may enter advanced classes either at the beginning of the college year or at other times, if they sustain a satisfactory examination both on the preliminary studies and on those already passed over by the class which they propose to enter. Full equivalents will be accepted.

Special Students.

In exceptional cases students properly prepared for admission to the freshman class may, by special vote of the faculty, be permitted to pursue select branches of study. Such students are required to take examinations, all work in composition and elocution and military drill, with the class with which they have studied.

FREE SCHOLARSHIPS.

State Scholarships, Act of 1864.

Under this law a certain number of students from the State of New Jersey are received into this department of the college, and educated free of expense for tuition. These students are admitted to free scholarships on the recommedation 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	Hudson,	6	Salem,	1
Bergen,	1	Hunterdon,	1	Somerset,	1
Burlington,	3	Mercer,	2	Sussex,	1
Camden,	2	Middlesex,	2	Union,	2
Cape May,	1	Monmouth,	2	Warren,	1
Cumberland,	1	Morris,	2		—
Essex,	6	Ocean,	1		40
Gloucester,	1	Passaic,	2		

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Scholarships at Large.

In June, 1888, the trustees of the college provided ten additional free State scholarships.

State Scholarships, Act of 1890.

By a law passed March 31st, 1890, a number of free scholarships, one for each Assembly district for each year, is established and offered to students in all parts of the State. The candidates for these scholarships are selected as follows: A competitive examination, under the direction of the city superintendents and the county superintendent of education of each county, shall be held at the county court-house in each county of the State, upon the first Saturday in June of each year. If several candidates for appointment pass the examination from the same Assembly district, all who are suitably qualified shall receive appointment to such free scholarships, excess from certain Assembly districts being counterbalanced by vacancies in other Assembly districts, provided only that the entire number of appointees shall not exceed the entire number of free scholarships created by the State.

Letters of inquiry to the president, or to the registrar, will receive careful attention.

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.

ARITHMETIC.—Fundamental Operations; Common and Decimal Fractions; Denominate Numbers, including the Metric System; Percentage, including Interest and Discount; Proportion, Square and Cube Root.

In preparing the student for this course it is recommended that he be drilled thoroughly in Arithmetic, as a clear understanding of its simple elementary and practical principles is essential to a good Mathematician.

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.

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Attention is especially called to the solution of Simultaneous Quadratic Equations, and of Equations of Higher Degrees than the Second, which may be reduced to the quadratic form and then solved by the methods of solving quadratics.

The student should form the habit of arranging his work, whether on the blackboard or on paper, in a neat and orderly manner.

GEOMETRY.—The *whole* of Plane and Solid Geometry.

2. English.

ENGLISH GRAMMAR.—Including spelling.

A short ENGLISH ESSAY is also required to be written at the examination, on some theme drawn from books announced in advance; the essay to be correct in spelling, punctuation, division into paragraphs, grammar and expression.

In June and September, 1902, the themes will be drawn from these books, which all students who apply for admission then should have read carefully:

Shakespeare's The Merchant of Venice.
Pope's Iliad, Books I, VI, XXII and XXIV.
The Sir Roger De Coverley Papers in the Spectator.
Goldsmith's The Vicar of Wakefield.
Coleridge's The Ancient Mariner.
Scott's Ivanhoe.
Cooper's The Last of the Mohicans.
Tennyson's The Princess.
Lowell's The Vision of Sir Launfal.
George Eliot's Silas Marner.

The following books are set apart for examination upon subject-matter, form and structure, in 1902:

Shakespeare's Macbeth.
Milton's Lycidas, Comus, L'Allegro, and Il Penseroso.
Burke's Speech on Conciliation with America.
Macaulay's Essays on Milton and Addison.

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.

4. Science.

PHYSICS.—Students are required to show satisfactory acquaintance with Wells' or Cooley's Natural Philosophy, or Peck's Ganot's Physics.

CHEMISTRY.—Such knowledge of chemistry as may be obtained from a thorough study of Remsen's, Cooley's or Steele's Chemistry complete. Remsen's Elements of Chemistry is recommended, because Remsen's text-books are used during the course.

COURSES OF STUDY.

During the freshman year the studies of the full courses are the same, and are designed to furnish a suitable introduction to the pursuit of the higher branches in either course.

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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.

Five distinct courses of study are included in the schedule which 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.

Exercises in English are required throughout the entire course, as follows: (A) Essays, two each term. The librarian responds to requests for lists of books and articles relating to the subjects assigned, and students are expected to make these exercises the occasions for a widened acquaintance with literature. The essays are read and criticised by the several members of the faculty who assign the subjects. (B) Forensics, four times each term, declamations and extempore speaking during the freshman and sophomore years and orations and extempore speaking during the junior and senior years.

Military drill is required of all students in the scientific school twice each week throughout the entire course.

EXTENSION DEPARTMENT.

In the general work of this department two half courses of seven lectures each and one special course of four lectures have been given as follows: Two half courses in the American poets and one special course in agriculture. The total attendance at the 18 lectures was 225 persons, and the average attendance 180. The total attendance at the class hours following each lecture was 185 persons, and the average attendance 155.

In special work 47 lectures were given, at which the total attendance was 2,563 persons, and the average attendance 1,751. The total attendance at the class hours following 41 of the lectures was 855 persons, and the average attendance 685.

The work is conducted in accordance with methods of "University Extension." A course of lecture studies consists of the following elements:

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(*a*) A series of lectures.
(*b*) A printed syllabus.
(*c*) A class-hour, or hour of conference following each lecture.
(*d*) Written exercises by members of the class.
(*e*) An examination open to those who have taken the whole course.
(*f*) Appropriate credits issued to successful students.

Every part of this work is voluntary. Many simply attend the lectures and do not enroll themselves as students, but all are encouraged to take a full course since a far better knowledge of the subject can thus be obtained. The course consists of six or twelve lecture-studies as may be preferred. For the season of 1901-1902 the following courses are offered, to which additions will be made later:

AGRICULTURE.

Soils and crops—By Professor Edward B. Voorhees, A.M.
The Food of Plants—By Professor Edward B. Voorhees, A.M.
Animal Nutrition—By Professor Edward B. Voorhees, A.M.
Agricultural Botany, 1—By Professor Byron D. Halsted, Sc.D.
Agricultural Botany, 2—By Professor Byron D. Halsted, Sc.D.
Economic Entomology, 1—By Professor John B. Smith, Sc.D.
Economic Entomology, 2—By Professor John B. Smith, Sc.D.
Applications of the Principles of Physics—By Professor F. C. Van Dyck, Ph.D.
Construction of Roads, Bridges and Drains—By Professor A. A. Titsworth, M.S., C.E.

HISTORY AND SOCIAL SCIENCE.

The Eastern Question—By Professor James F. Riggs, D.D.
Vital Forces in Modern History (6)—By Professor James F. Riggs, D.D.
The Protestant Reformation (6)—By Professor James F. Riggs, D.D.
Six English Statesmen (6)—By Professor James F. Riggs, D.D.
The Spanish-American War (6)—By Rev. George Hubbard Payson, A.M.
Sociology—By Rev. George Hubbard Payson, A.M.

LITERATURE.

The Literary Study of the English Bible—By Professor Ferdinand S. Schenck, D.D.
Some Representative Names in English Literature—By Professor A. V. Williams Jackson, Ph.D., L.H.D.
Shakespeare and the English Drama—Py Professor A. V. Williams Jackson, Ph.D., L.H.D.
India and Persia—By Professor A. V. Williams Jackson, Ph.D., L.H.D.
The Poets of Our Century—By Professor Louis Bevier, Jr., Ph.D.
Modern French Lyric Poetry (6)—By Edwin B. Davis, B.L.
The Greek Poets—By Professor Louis Bevier, Jr., Ph.D.
The World's Great Thinkers—By Professor Jacob Cooper, D.D., D.C.L.
Educational Epochs—By Professor Eliot R. Payson, Ph.D.

SCIENCE.

Astronomy—By Professor Robert W. Prentiss, M.S.
Botany—By Professor Byron D. Halsted, Sc.D.
Electricity—By Professor F. C. Van Dyck, Ph.D.
Entomology—By Professor John B. Smith, Sc.D.
Mineralogy—By Professor A. H. Chester, E.M., Ph.D., Sc.D.
Physiology—By Professor Julius Nelson, Ph.D.
Zoölogy—By Professor Julius Nelson, Ph.D.

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Forty-seventh Annual Report

OF THE

State Normal and Model Schools

AND

FARNUM PREPARATORY SCHOOL

For the Year Ending June 30th, 1901.

JAMES M. GREEN, Ph.D., Principal.

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Principal's Report.

To the Board of Education of the State of New Jersey:

GENTLEMEN—I herewith submit the forty-seventh 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, 1901.

JAMES M. GREEN,
Principal.

TREASURER'S REPORT.

Showing receipts and disbursements of the New Jersey State Normal School for the year ending August 31st, 1901.

RECEIPTS.

To cash from State Treasurer,	$48,000 00
" " " tuition,	21,113 99
" " " tuition in music,	1,767 66
" " " use of books,	2,248 00
	$73,129 65

DISBURSEMENTS.

Advertising,	$633 28
Apparatus,	743 39
Books and stationery,	2,238 46
Buildings, grounds and furniture,	1,550 81
Express and postage,	451 64
Fuel,	2,000 20
Gas and electric light,	180 60
Incidentals,	878 24
Motor service,	1,000 00
Pianos,	86 89
Rent,	260 00
Salaries,	60,936 23
Telegraph and telephone,	148 94
Teaching instrumental music,	1,651 67
Water,	267 76
Balance,	101 54
	$73,129 65

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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, 1901.

RECEIPTS.

Balance from old account,	$101 54
From tuition,	2,790 69
" tuition in music,	31 50
" use of books,	513 00
" temporary loan from Boarding Hall Department,	10,152 89
	$13,589 62

DISBURSEMENTS.

Apparatus,	$89 22
Books and stationery,	374 02
Buildings, grounds and furniture,	488 60
Express and postage,	60 00
Fuel,	76 04
Gas and electric light,	7 10
Incidentals,	27 60
Motor service,	100 00
Rent,	65 00
Salaries,	12,168 16
Water,	133 88
	$13,589 62

TREASURER'S REPORT.

Showing receipts and disbursements of the New Jersey State Normal School Boarding Halls, for the year ending August 31st, 1901.

RECEIPTS.

Balance from old account,	$3,395 58
Amount received from board,	61,170 52
" " " all other sources,	200 00
	$64,766 10

DISBURSEMENTS.

Carting, sprinkling and work on grounds,	$697 66
Disinfectants,	85 84
Express, postage and stationery,	124 61
Fuel,	2,050 25
Furniture,	2,106 43
Gas and electric light,	1,197 80
Insurance,	30 00
Incidentals,	223 27
Interest,	675 00
Laundry supplies,	137 74
Provisions,	34,119 85
Repairs and improvements,	4,293 39
Rent,	1,320 00

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Salaries,	$11,533 19
Telegraph and telephone,	60 10
Water,	188 55
Balance,	5,922 42
	$64,766 10

TREASURER'S SUPPLEMENTARY REPORT.

Showing receipts and disbursements of the New Jersey State Normal School Boarding Halls, from September 1st, 1901, to October 31st, 1901.

RECEIPTS.

Balance from old account,	$5,922 42
Received from board,	14,974 82
	$20,897 24

DISBURSEMENTS.

Cartage and work on grounds,	$125 95
Disinfectants,	90 35
Fuel,	76 04
Furniture,	2,423 01
Gas and electric light,	62 20
Incidentals,	28 00
Insurance,	564 00
Provisions,	2,703 39
Rent,	165 00
Repairs and improvements,	1,695 00
Salaries,	2,011 13
Water,	96 53
Temporary advance to Normal School,	10,152 89
Balance,	703 75
	$20,897 24

Respectfully submitted,
J. BINGHAM WOODWARD,
Treasurer.

Audited and approved,
GEORGE A. FREY,
Chairman Committee on Finance and Auditing.

PRINCIPAL'S REPORT.

(Extract from the School Law of New Jersey.)

"A State Normal School shall be maintained for the purpose of training and educating persons in the science of education and art of teaching. The name and title of said school shall be 'The New Jersey State Normal School.' Tuition in said school shall be free.

"Each county shall be entitled to at least six times as many pupils in the School as it shall have representatives in the Legislature. In case any county shall not have the full number of pupils to which it shall be entitled, pupils may be admitted from other counties. Pupils when admitted shall sign a declaration that they intend to teach in the public schools of this State for at least two years immediately after being graduated, unless excused temporarily

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by the State Board of Education, and that if they do not so teach, they will refund to the State the cost of their education.

"The State Board of Education may maintain a Model School, under regular teachers, in which pupils of the Normal School shall have the opportunity to observe and practice approved methods of instruction and discipline."

The past year has for our school been attended with a degree of success equivalent to that of any previous year.

The enrollment in the Normal department shows a slight increase over that of last year; that in the Model department a slight decrease; that in the Farnum a decrease of two.

As stated in our previous report, we have for some years carried an enrollment practically the capacity of the building, the duty upon us being to select from the applicants such students as seemed best adapted to our work, particularly in the Normal School.

During the year we received 270 new students in the Normal School. Of these, 140 entered directly upon the strictly professional work, either from high schools or colleges, and 170 entered the first or second term of our beginning or semi-academic year. We were able to receive of the applicants all who were graduates of high schools or colleges, and all who were teachers of experience, provided their applications were in by the time specified in our rules.

It has been understood for a number of years that the lowest year of the Normal course was tentative as to standard of admission, hence from those who apply for admission to that year we select the best of the number who have reached the minimum standard of preparation.

An examination of the tables that follow will show that while the nearby counties have a larger proportionate enrollment than the more distant counties, owing to the number of "day pupils" that have ready access to the school, the proportions of boarders are very evenly distributed among the counties not having large cities in which there are training schools.

The boarding-halls are not commensurate with the capacity of the school building. This fact is responsible largely for the apparent disproportion between the number of day students and the number of boarders.

The Normal School has constantly aimed to adapt itself to the conditions of the State, making the best of those conditions, rather than to establish an ideal scholarship, irrespective of the laws of supply and demand. It has, however, always recognized the very great desirability of having students come to it with a high degree of academic preparation. It has seemed necessary for the State authorities to strive to build up and strengthen the

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Normal School through the indirect method of building up and strengthening the high schools of the State.

The past year has witnessed greater strides of advancement in the high schools than any previous year. The action of the State Board of Education in raising the requirements for a high school to be on the "Approved List" to a four-years' course has been cordially met throughout the State. Meetings of high school principals, superintendents and boards of trustees have been held; plans and policies discussed; with the result that all of the high schools excepting four that were on the "Approved List" under the old conditions have met the new conditions, and remain on the list.

The course of study as printed for the Normal School has been subject to being misread as to its intent. It literally, in printed form, was an outgrowth of the language used when we had an elementary course, and has often been interpreted to have a grammar-school meaning. Though this interpretation was incorrect, yet the language seemed to be the cause of constant misunderstanding of what constituted preparation for our work. Furthermore, the printed arrangement seemed to lack flexibility.

Impressed by the above conditions, our faculty early last year took up the careful consideration of our curriculum compared with the conditions of the schools from which students came to us. The result of these considerations appears in the new curriculum adopted with your approval. A careful examination of this curriculum will disclose merit in the following respects: First, it practically brings all graduates of the school to equivalent standards of certificates, whether they are a longer or a shorter time in taking the course; second, it names the academic phases of work in topics, rather than general titles.

These two features will greatly simplify the estimating of our diploma.

It should always be kept in mind that the development of thought power and the arrangement of the curriculum are not necessarily identical. We develop thought power by thinking, and we so arrange the curriculum that the thinking may produce the best and quickest results. Many good teachers have resulted from thinking well on indifferent subject matter. Nevertheless, improvement in the selection of the subject matter of thought is of great importance.

Every teacher knows that the term Literature is capable of a great variety of meanings, and that a knowledge of English is quite distinct from power in English. The re-arrangement in our course cannot help bringing the high schools and the Normal School into a very much more uniform understanding of work.

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I should like to again call attention to my recommendation of last year, that the State take into consideration the advisability of establishing a summer course, or rather of keeping the Normal School open the entire year, so that persons who are teaching three-quarters of the year may spend one-quarter in the school, and in that way eventually complete the course.

The graduates of our school have all readily found appointments at an increased average salary.

The Model School has maintained its high standard of scholarship. The proportion of the graduates of this school that win distinction in the higher institutions of learning is evidence of the wisdom of the course in aiming to develop the all-around student, rather than the one who can simply pass the college entrance examination.

The school sent a complete exhibit of all phases of its work to the Pan-American Exhibit at Buffalo. In collecting this exhibit type forms of pupils' recitations were chosen. While the collection did not include work from each pupil in the school, it did enable those interested to form a good opinion of the standards in our educational system.

ATTENDANCE.

NORMAL.

	Males.	*Females.*	*Total.*
First quarter,	53	523	576
Second quarter,	46	507	553
Third quarter,	48	523	571
Fourth quarter,	47	516	563

Total number of students enrolled during the year, 645. Males, 56; females, 589.

MODEL.

	Males.	*Females.*	*Total.*
First quarter,	190	306	496
Second quarter,	204	305	509
Third quarter,	203	290	493
Fourth quarter,	205	275	480

Total number of students enrolled during the year, 536. Males, 213; females, 323. The average attendance per quarter was 494. Males, 200; females, 294.

FARNUM.

	Males.	*Females.*	*Total.*
First quarter,	55	84	139
Second quarter,	52	86	138
Third quarter,	50	85	135
Fourth quarter,	44	82	126

Total number of students enrolled during the year, 147. Males, 58; females, 89.

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The Normal enrollment is greater than that of last year by 11. The Model enrollment is less than that of last year by 32, and the average attendance is 16 less than that of last year. The enrollment in the Farnum is 2 less than that of last year; making the total annual enrollment 1,328, or 46 less than that of last year.

GRADUATES.

The number of students graduated from the Normal School during the year was 177, of whom 13 were males.

The average monthly salary received by the class is $41.94, being $0.94 more than that received by the class of last year. The class of 1900 have raised their average salary from $41.00 to $44.78.

The following table will be of interest, showing our representation in the different counties, according to the State Superintendent's report:

COUNTIES.	Number in Normal.	Number of graduates of New Jersey Normal employed.	Number of Normal graduates employed, including those from other States.	Number of graduates of 1900 employed.
Atlantic,	18	45	95	3
Bergen,	27	184	232	29
Burlington,	57	63	74	9
Camden,	25	33	62	7
Cape May,	9	14	17	1
Cumberland,	24	35	36	2
Essex,	26	172	480	18
Gloucester,	18	31	38	2
Hudson,	54	81	137	20
Hunterdon,	58	59	59	4
Mercer,	72	93	99	7
Middlesex,	40	90	104	9
Monmouth,	56	117	174	12
Morris,	37	74	116	8
Ocean,	9	10	33	3
Passaic,	6	82	166	11
Salem,	16	17	26	6
Somerset,	17	62	80	7
Sussex,	21	10	23	2
Union,	33	55	151	8
Warren,	114	22	22	2

There were 9 students from other States.

The number of graduates of the Model School was 27—14 males and 13 females.

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Of these, 7 entered the Normal School; 12 entered colleges; 2 are pursuing special studies in other institutions of learning, 2 are at work, and 4 are at home.

The number graduated from the Farnum School was 12, of whom 6 entered the Normal School.

Further particulars concerning the Farnum School will be found in the last part of this report.

TEACHERS.

The following changes have been made in the corps of teachers:

Miss Frances E. Chapman, who was substituting for one year in the department of history during the leave of absence of Miss Sarah A. Dynes, withdrew, and Miss Dynes returned to the department.

Miss Mary Emma Jones, associate instructor in the departments of history and literature, resigned to enter college, and Miss Ida W. Woodruff, a graduate of the Model School and of Vassar College, was appointed to this position.

Miss Edith M. Luther, of the department of English in the Normal School, resigned to take a course of lectures, and Miss Sarah J. McNary was appointed to fill the vacancy. Miss McNary was graduated from Wellesley College. She had taught in the Newark Normal School, the Newark High School, Vassar College, and had studied in Europe. She brings to the position ripe and efficient experience.

Miss Alice Brooks, instructor in vocal music, resigned in anticipation of her marriage. Miss Maude A. Stevens, of Middlebury, Vermont, was appointed to fill the vacancy. Miss Stevens took an extended course in music in Germany, and had had considerable experience in class and chorus music and in the adaptation of music to the grades.

Prof. Oliver C. Mordorf, supervisor of the high and grammar grades in the boys' department of the Model School, resigned to accept an appointment in the Brooklyn Training School. Prof. Ray H. Whitbeck, of Ithaca, N. Y., was appointed to fill the vacancy. Prof. Whitbeck was graduated from the Genesee Normal School, New York. After successful experience as a teacher and principal, he completed a course at Cornell, where he also did special work in several departments, including dynamic geology and physical geography.

Miss Eleanor S. Boice, teacher in the fifth grade grammar department of the Model School, resigned on account of illness. Miss M. Frances Freeland was appointed to fill the vacancy.

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Miss Freeland was graduated from our Normal School in 1893, and has since taught with marked success.

Miss Ethel C. Knodle, of the second year primary department, resigned in anticipation of her marriage. Miss Emma C. Faussett was appointed to fill the vacancy. Miss Faussett was graduated from the Normal School in 1891, and had taught with marked success at Somerville since the time of her graduation.

The faculty maintained their usual record for taking an interest in the general movements in education. They were represented in most of the teachers' institutes and many teachers' associations. A number of the members of the faculty visited typical schools that they might keep themselves in touch with the best school conditions.

A number of faculty meetings were held in which the course of study was the chief subject of consideration.

A number of the teachers have done very effective work in lines co-ordinate with the departments of teaching, as, for instance, in stimulating the formation of science clubs, literary societies, school publication, proper amusements, etc.

COMMISSIONED HIGH SCHOOLS.

The plan of commissioning high schools and receiving the graduates of such schools into the pedagogical work of the Normal School on their high-school diplomas was revised as previously reported, the revision to go into effect with September, 1901. The revised plan and its application in the Normal curriculum makes it necessary that a high school to be on the "Approved List" have a full four-years' course, and that when offering its certificate for acceptance at the Normal School the amount of work done by the given pupils in each subject be specified in full.

These changes in the plan practically secure the advantages of an examination in harmonizing the work of the high schools and the Normal School, and at the same time reserve the stimulating influence of the commissioning system.

MODE OF COMMISSIONING.

Graduates of high schools in this State may be admitted to the professional work of the Normal School without examination, under the following conditions:

I. Upon the application of the principal, local superintendent and president of the Board of Education of any high school in

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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 annual meeting.

II. Properly certified graduates of any high school on the "Approved List" shall be admitted by the Principal of the Normal School to the professional course of the Normal School without examination, and shall be regular members of that course.

III. On the report of the Principal of the Normal School that the graduates of any high school on the "Approved List," who may have entered the Normal School without examination, are, after due trial, found not to be properly qualified to go on with the work of the professional course, the Committee on Education may strike the name of said high school from the "Approved List." Notice of such action shall be sent to the secretary of the Board of Education of the high school in question, and it shall also be reported to the State Board of Education.

HIGH-SCHOOL SUBJECTS.

The following are suggested as standard high-school subjects, and are supposed to have been preceded by a thorough grammar-school course of four years, including orthography, reading, English grammar, geography, United States history, elementary civics, drawing, practical arithmetic, science lessons, singing, etc.:

Mathematics:
- Algebra, through quadratics and progressions.
- Geometry, plane and solid, with original work.

Physics—a year's course:
- With experiments by the teacher.
- With laboratory work by the pupils.

Chemistry—a year's course:
- With experiments by the teacher.
- With laboratory work by the pupils.

Physiology and Hygiene:
- With direct reference to physical training.

Bookkeeping:
- Single and double entry.

Commercial Law.

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Botany:
At least a five months' course, including practical work with plants.

Zoölogy:
At least a five months' course, including practical work with insects and animals.

General History:
Grecian history, Roman history, English history, advanced American history.

Civics.

Physical Geography:
The earth as a globe. The atmosphere; the ocean and the land; with observational exercises in the field and laboratory.

Drawing:
The ability to sketch objects, singly and in groups, and explain the principles governing representation; simple working drawings of geometric solids and joints, the proper placing of views, working to scale and the various conventions used; making of elementary designs from plant forms, showing an appreciation of balance and harmony.

English:
Ability to describe clearly and artistically, to narrate with an appreciation of the value of climax, together with a detailed knowledge of the principles underlying description and narration. Ability to write clear compositions upon simple themes, to debate orally and in written form, together with a general knowledge of the principles underlying exposition and argumentation.

Literature:
The college entrance requirements, 1900-1905, or the equivalent.

For Study:

Shakespeare,	Macbeth.
Milton,	L'Allegro, Il Penseroso, Comus and Lucidas.
Burke,	Speech on Conciliation with America.
Macaulay,	Essay on Milton, Essay on Addison.

For Reading:

Shakespeare,	Merchant of Venice.
Pope,	Homer's Iliad (four books).
Addison,	De Coverley Papers.
Goldsmith,	Vicar of Wakefield.
Scott,	Ivanhoe.
De Quincy,	Revolt of the Tartars.
Tennyson,	The Princess.
George Eliot,	Silas Marner.
Lowell,	Vision of Sir Launfal.
Cooper,	Last of the Mohicans.

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.

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German and French:
College requirements.

NOTE.—If a single modern language is elected, it should be pursued at least three years. A full course in one foreign language is much more valuable than partial courses in two or more.

The above subjects, or their equivalents, may be arranged in courses, such as Classical, Scientific, English, but each course should provide for four years of standard work.

HIGH SCHOOL APPLICATION.

To the State Board of Education:

GENTLEMEN—We, the undersigned, do hereby make application to have the.....High School placed on the "Approved List" of New Jersey. We do hereby certify that graduation at the above school requires that the person shall have pursued a four years' course of standard high-school work. Herewith find course of study.

(Signed) .....*Principal.*
.....*Superintendent.*
.....*President of Board.*

STATE OF NEW JERSEY.

HIGH SCHOOL COMMISSION.

This certifies that the.....High School is placed on the "Approved List" of the State Board of Education, and that the Principal of said High School is hereby authorized to certify its graduates for admission to the work of the second year, or strictly professional course, of the State Normal School, subject to the conditions upon which this commission is granted.

State Board of Education,
Trenton, New Jersey.....19

[SEAL.] .....*Chairman.* } *Committee on Education.*
.....*Secretary.* }

NOTE.—Persons desiring to have a High School commissioned should send to the State Superintendent of Public Instruction for blank form.

Superintendent, under the county system, refers to County Superintendent. For admission to the first year on certificate, see "Conditions of Admission."

The following high schools are now on the "Approved List": Long Branch, New Brunswick, Newark, Jersey City, Caldwell, Orange, Passaic, Asbury Park, Plainfield, Trenton, Hackensack, Rahway, Morristown, 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, and Burlington.

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LIBRARY.

During the year the library has been kept up to its usual standard in current literature, books of reference, etc. We have been able to add a number of new books, and to provide cases for a supplementary library in the study-room. The growth in the demands upon the library is a most encouraging feature.

LECTURES.

Owing to the small sum available for lectures, the number of lectures given before the school was limited, and in several instances those honoring us did so without charge. We were favored as follows: Dr. Henry B. Kummel, "The Sunken Lake"; Supt. C. B. Gilbert, "Characteristics of Success in Teaching"; Mrs. Dora Valesca Baker-Shaffer, Violin Recital; Dr. John B. Smith, "The Entomologist in Europe and What He Saw There"; Dr. Luther Gulick, "Some of the Differences in the Development of Character in Boys and Girls"; Prof. R. H. Whitbeck, "Physiography"; Prof. N. Wilbur Helm, "Philosophy of Religion and Theory of Life of Browning"; Dr. Wm. N. Barringer, "Essentials in Education"; Prof. Livingston Barbour, "A Tale of Two Cities".

LITERARY SOCIETIES.

There are eight literary societies in the school, viz.: The Normal Debating Society, composed of young men of the Normal School; the Thencanic Society, composed of young men of the Model School; the Gamma Sigma Society, the Arguromuthos Society, the Sapphonian Society, the Philomathean Club composed each of young ladies from both the Normal and Model departments, and the Dramatic Club, composed of both young men and young women, and the Delphic Literary Society, composed of young ladies of both schools.

The general order of exercises in these societies is debate, discussion, recitation and reading. In the majority of the societies, debate is regarded as the most beneficial feature.

The Dramatic Club gave for the benefit of the public a dramatization of "The Cricket on the Hearth." The Thencanic Society gave an original comedy entitled "An Equilateral Triangle." The group of literary societies gave a public contest in music, declamation, essay and debate, and several of the societies gave receptions to the faculty and the other literary societies. All of these entertainments were highly creditable, and served to develop the constantly growing culture habit of the school.

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"THE SIGNAL."

Our school publication was more than usually successful. The number of subscribers was large, and the composition was of a character calculated to interest students. The Board of Editors established the practice of entrusting a banner to the class securing the highest percentage of subscriptions. The boys' division of the Senior class of the Model School won the prize, which was conferred on behalf of "The Signal" by Mr. Francis B. Lee, the first editor.

GROUNDS AND BUILDINGS.

Our school building was cleansed and put in a thorough condition of repair during the summer. Several of the plaster ceilings were replaced by corrugated iron ceilings. A new office room was erected, furnishing great relief from the congested condition of the office work.

The boarding-halls were put in thorough repair, and new toilet-rooms were built in the boys' hall.

ENTERTAINMENTS.

From time to time public entertainments were given by the school, usually suggested by the holidays or days dedicated to some special observance.

The Christmas program consisted of a cantata by the Glee Club, assisted by a number of children. Several of the primary grades had class entertainments, consisting of songs, declamations, etc.

Arbor Day was celebrated by a program consisting of appropriate essays, recitations and songs.

The following were the gifts in honor of the day: Normal Senior class, June division, a zinc Warwick vase; the Arguromuthos Society, a stained glass window entitled "Oratory"; the Gamma Sigma Society, a stained glass window entitled "Inspiration." The general school presented two stained glass windows, the one bearing the coat of arms of Lord Trent, and the other the coat of arms of New Jersey. A number of pictures were presented. The total amout contributed in honor of the day was $486.50.

Veterans' Day was observed by the singing of patriotic songs by the school and addresses by veterans Capt. E. B. Richards and Col. E. C. Stahl.

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A "German Evening" was given by the pupils in the department of German.

The Musical department gave a number of complimentary concerts of a high order, in which assistance was received from outside talent on several occasions.

The following course of ten lecture recitals was given. Each recital was an informal study of the meaning of music, aiming to develop the power of understanding and listening intelligently to music, and pointing out its relations to life. A short vocal and instrumental program was rendered at each recital.

1900.

Oct. 11—Wagner's Opera, "The Rheingold," .....
Illustrated Lecture by PROF. SKILTON.

Oct. 25—Song Recital, ...
The MISSES BOICE, of New York.

Nov. 8—Wagner's Opera, "The Valkyr," .....
Illustrated Lecture by PROF. SKILTON.

Nov. 22—Piano Recital, ...
DR. HENRY G. HANCHETT, of New York.
MISS LULL, Soprano.

Dec. 6—Poe and Chopin, ...
MISS MCGUIRE, Reader.
PROF. SKILTON, Piano.

1901.

Jan. 10—Piano Recital, ...
MISS MARY HALLOCK, of Philadelphia.
MISS EMILY MOORE, of New York, Soprano.

Jan. 24—Wagner's Opera, "Siegfried," .....
Illustrated Lecture by PROF. SKILTON.

Feb. 7—Song Recital, ...
MISS ELEANOR SAMSON, of Philadelphia.

Feb. 21—Wagner's Opera, "The Twilight of the Gods," .....
Illustrated Lecture by PROF. SKILTON.

Mar. 7—Song Recital, ...
MISS MARIE SCHWILL, of New York.

COMMENCEMENT WEEK.

The various exercises of both the February and June Commencement seasons were successful, both from the standpoint of interest and attendance. It is the aim to keep the Commencement features of the February class simple that the school may be as little interrupted as possible.

The Baccalaureate address for the June classes was delivered in the Auditorium, Monday evening, June 17th, by Chancellor James R. Day, of Syracuse. Subject: "The Logic of Events." The address was learned and of great interest.

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ALUMNI.

The Alumni Association held its thirteenth annual meeting June 20th. The meeting was called to order in the Auditorium at twelve o'clock by President John Enright. About three hundred and fifty members responded to the roll-call. This attendance included representatives of various classes back to 1859. After a brief business meeting, the association adjourned to the dining-room of the boarding-halls, where a luncheon was served.

The following program was carried out:

PROGRAM.

Double Quartet, ... Members of Glee Club
Address, ... Sup't H. Brewster Willis, Normal, '73
Music, ... Banjo and Mandolin Club
Response, ... Mr. Charles Conrad Hewitt, Model, '99
Response, ... Miss Estelle M. Moore, Normal, '94
Solo, ... Miss Banghart, Normal, '01
Response, ... Mr. W. L. Rabenort, Normal, '90
Response, ... Mr. John D. Rue, Jr., Model, '01
Duet, ... Misses Greenleaf and Combs, Normal, '01
Response, ... Mr. Thos. H. Clinton, Normal, '01
Solo, ... Miss Paulding, Normal, '01
Response, ... Mr. Horace Roberson, Normal, '81
Solo, ... Miss Banghart
Response, ... Mr. A. H. Wilson, Normal, '81
Music, ... Banjo and Mandolin Club
Response, ... Mrs. Lillian Ely Dager, Model, '86; Normal, '87
Music—"Auld Lang Syne," .....
Response, ... Prof. Oliver P. Steves

The following officers were elected for the ensuing year:

President—Mrs. Mary Willard Suydam, Normal '76, Princeton.

Normal Vice-President—Wm. H. Eldredge, Normal '77, Williamstown.

Model Vice-President—Benjamin Messler, Model '99, Trenton.

Recording Secretary—Miss Eva E. Struble, Normal '80, Trenton.

Corresponding Secretary—Miss Ella R. Eldredge, Normal '96, Atlantic City.

Treasurer—Miss Marian A. Whitehead, Model '92, Trenton.

The meeting was enthusiastic and inspired all with confidence for the future of the school, as well as the association itself. All graduates of the Normal or Model, and all who came within one year of graduation are eligible and very much desired as members of the association.

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The North Jersey Alumni Association held its sixth annual meeting at the Hotel Marlborough, in New York, March 9th, 1901.

The following program was carried out: Addresses—"The Stream Cannot Rise Higher Than Its Source," Principal J. M. Green; "The Twentieth Century Youth," Principal T. J. Bissell; "This Profession of Ours," Superintendent A. J. Demarest.

The following officers were elected for the ensuing year:

President—N. L. Chance, '93, Hasbrouck Heights.

First Vice-President—O. Watson Flavelle, '99, Newark.

Second Vice-President—Miss Elizabeth A. Considine, '95, Hoboken.

Secretary—Layton W. Rosenkrans, '96, Leonia.

About seventy-five members were present. The social spirit that prevailed and the enthusiasm for the future of the Normal School and its work were very encouraging.

This organization is a Normal branch of the general Alumni Association, but as a branch it is located in a centre of Alumni, and should become a large and strong association.

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REPORT

OF THE

New Jersey School for the Deaf.

1900-1901.

JOHN P. WALKER, Superintendent.

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New Jersey School for the Deaf.

JOHN P. WALKER, SUPERINTENDENT.

To Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—The year just closed has been one of gratifying success to the school in all its departments, one attended with marked improvement in mental and industrial training, and one in which physical and moral conditions have been all that could be desired.

There have been with us during the period one hundred and thirty-nine children, but four more than during the previous session. Of these seventy-seven have been boys and sixty-two girls, and as will be seen from the following table every section of the State has been represented:

Atlantic,	4
Bergen,	3
Burlington,	4
Cape May,	2
Camden,	5
Cumberland,	5
Essex,	33
Gloucester,	4
Hudson,	24
Hunterdon,	2
Mercer,	14
Middlesex,	7
Monmouth,	6
Morris,	4
Ocean,	2
Passaic,	10
Sussex,	1
Somerset,	3
Union,	3
Warren,	3

Attention has heretofore been called to the imperative requirement of a new administration and school building. The necessity is yearly becoming greater, as our present structures deteriorate with age, and the number of deaf children in our State increases, and it is only the matter of a very brief time when it will become absolute and demand the attention of our State. As yet no appeal has been made to our legislative bodies for it; when it is, it

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will doubtless be met as has been every appeal from us, with full-hearted and immediate response. Pending the asking, it behooves that we should at once decide the question as to whether in the event of rebuilding it would be better to occupy the present site or to remove to a more suburban locality. This question commends itself to immediate consideration, and is one that should be taken up at an early day and settled. When a conclusion in this regard is arrived at, to ask will be to receive. The work of educating deaf children appeals so strongly to every heart that there can be no denial of the request for such necessary provision.

Next in utility to new and perfectly adapted buildings are those which, though old and ill-suited, are in perfect condition. The ample appropriation of the last Legislature has made possible with us complete rejuvenation in every part. The flooring and wood-work everywhere have been put in the best repair; the buildings have all been thoroughly painted within and without; our central corridor and all rooms needing it have been artistically papered; the reception-room, dining-room, offices, a number of the bed-rooms and the aisles to the children's dormitories have been carpeted; new chairs and bedsteads have been purchased to take the place of those worn out; the fence enclosing the premises has received a full new coat of dark green, and the grounds and buildings everywhere beautified and adapted as fully as possible to the requirements of our work. The effect has been not only to make the surroundings of our children more comfortable and more convenient, but to make them more beautiful also. There could be nothing more stimulating to their minds or encouraging to them in their struggle onward and upward, and we have every reason to felicitate ourselves upon such environment.

HYGIENIC CONDITION.

The physical health enjoyed by our charges during the year has been of the best. Not only has there been not a single fatality, but there has been no serious case of illness during the period. The infirmary has been most of the time quite unoccupied, and the duties of our physician and nurse confined almost wholly to trivial cases, to attention to general matters of hygiene and to assisting in the taking of that "stitch in time" that has kept us so largely free from sickness. As materially conducive to this condition the household regulations continue to deserve especial mention. The utmost care has been exercised by every member of the family in all the minutiæ of the child-life around us. The

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food has been simple, but of the finest quality, and always well cooked, and the most careful oversight has continued during the meal hours. Every caution is given to prevent too rapid eating; ample time allowed for the processes of mastication and deglutition; care taken that violent exercise should not immediately follow eating; the use of candy and other indigestible substances between meals discouraged; the clothing of children careless enough to expose themselves during inclement weather at once changed; safeguards placed around them to keep them from accident and injury, and everything done to conserve bodily health and strength and to afford a sure foundation for the future. This care has borne fruit a hundredfold, and the health of our household since my last report has been scarce short of phenomenal.

INTELLECTUAL DEPARTMENT.

Virtually the same methods have been followed in the intellectual departments during the term just finished as during the preceding one, with, however, gradually widening and increasing efforts in the direction of giving speech to our children. Our corps of instructors as at present constituted, almost in its entirety, is conversant with modern methods of oral instruction and much of the time in every class-room is now devoted to giving the child the best possible use of its voice, and in training it to comprehend the speech of the speeking world. Communication with many of the pupils is now largely oral, and the results in this line have fully justified the effort, and afford promise of yet better things in future years. We have not yet attained the ideal condition in which all instruction and communication of every kind with every pupil is in speech, and in speech alone, and of being able to discard altogether every form of gesture. This might be possible with some of our pupils, but there is a large percentage with whom it would be quite out of the question. With those just beginning their education, indeed, to attempt to hold communication by speech alone would be simply to shut off all communication, and to lay upon intuition a burden which it would be wholly unable to bear. There are manners and morals to be taught; the cardinal principles of religion to be inculcated; the facts of history to be placed before them; mistakes in demeanor to be corrected; care of grounds, buildings, clothing and chattles to be enjoined; respect for the rights of others to be implanted; habits of industry to be encouraged, and a thousand and one other things instilled that come into the mind of a speaking child with the flow of language that enters its ears from day to

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day. It would be futile to try to do this for the deaf in a language of which they know nothing, and so a modicum of "motion" is made the instrument of assisting at times in conveying ideas. A chapel exercise is given daily. There are an hundred square feet of slate room at hand for written language; to this is added spoken language, and, when necessary, gesture is resorted to to complete the sense. Where possible, in every department spoken or written language is uniformly used.

A good common-school education is our aim, and owing to the early age at which our children come to us and the brief term they ordinarly remain with us, but little attempt is made to take them into higher mathematics, the classics, or any of the advanced branches taken up in the high schools or colleges for speaking children. Experimental courses have been arranged for the first eight years of school work. The schedule cannot be strictly adhered to on account of the varying capacities of classes, but it may at least be used as a guide in the conduct of the child's education.

THE INDUSTRIAL DEPARTMENTS.

The industrial departments have shared in the rehabilitation of the summer and the trades classes have entered upon the new term amidst surroundings which must needs be a great encouragement to them. Beside a thorough painting and varnishing in every part, radical improvements have been made in arrangement, furnishing, modes of instruction and appliances, and every modern and convenient appurtenance has been added that could be obtained at an outlay within our means. The wood-working rooms have had their partitions removed, and the instruction is now being carried on in a single commodious hall where instead of two-thirds of the children being at all times out of sight of their instructor every pupil is now immediately under his eye. The machines presented by Mr. D. F. Walker a year since have been in constant requisition, and happily without accident worthy of mention. The boys engaged here will probably at some time, most of them, have to use more or less machinery, and the sooner they get the alertness required in the use of dangerous tools and machines the better. The superintendent in a factory, in charge of a large working force, has no time to inculcate this care, and the only opportunity for them to get it is under the patient supervision of one who has their instruction for his especial work. The sets of tools here have all been completed and put in perfect order, and every chance is now afforded for getting a complete knowledge of wood-working.

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The printing office has been similarly well-arranged and equipped. Its supplies of requisites have at all times been entirely adequate, and the composition done there in both straight matter and job work has been most creditable. Much of it has been quite up to the standard of any first-class establishment engaged in the business. The work of the half-tone section also has been much improved and the cuts used in connection with our report will be entirely of its making.

With the learners in shoemaking, the sewing and dressmaking classes and those engaged in millinery and embroidery, the same care has been exercised to get results as in the other sections. It would be impossible to estimate the value of a trade to our children. It is the sheet-anchor of their lives; intellectual attainment alone would in very many cases make them but "refined paupers." The combination of a cultivated mind and pre-eminent skill in some handicraft, makes them a well-rounded whole. Occupation for the hands begins in Sloyd and simple needle-work almost contemporaneously with the beginning of their mental labors, and continues side by side with it through their entire course. They are taught to respect one as the other, and in fact it not infrequently occurs that their love for their trade overshadows their love even for their books, and perfection in the trade is accompanied at times by not great attainment in their studies, a condition of affairs perhaps less to be deprecated than a well-stored mind in a body without the necessary training that would enable it to make a decent living.

A new boiler of double the capacity which the old one had increases greatly the power of the machinery of the industrial rooms, and renders more effective the laundering plant recently installed.

THE INFIRMARY.

The infirmary has been all and more than sufficient for every need. The number of cases treated during the term has been small and not aggravated in character, but there has ever been the satisfaction of knowing that it was equal to any possible emergency. It has shared in the rejuvenating processes of the summer, and in finish outside and in and in all its equipments is in most satisfactory condition.

THE GROUNDS.

The grounds, relieved of a part of the density of their foliage, have become carpeted in every part with a heavy growth of grass,

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and the trees now open to the sunlight on every side have taken on added verdure and beauty. There is no estimating the value of these lawns to our children; they are a perennial play-ground that are to them not only things of beauty and joys forever, but in addition a fountain of health that is inexhaustible. The macadam roadways that are proposed will be much more sightly than the rutted ones now existing, and a decided advantage in every way, greatly facilitating the ingress and egress of teams and making an infinitely better ground for the track events that form so large a portion of the diversions of our children. Flower beds have been laid out at convenient points, and a profusion of flowers and plants have filled these and the hanging-baskets and vases that have been introduced to beautify the premises.

The year closed has been one of marked advancement in the education of the deaf everywhere, one in which it has been my earnest endeavor to keep apace with the foremost of the institutions engaged in the work. Towards the upbuilding mine has been but an humble instrumentality, and in concluding my resumé of the session I would make grateful acknowledgment of those more potent factors, the zealous and unremitting efforts of His Excellency the Governor, of our legislative bodies, of our Honorable Board and of yourself. These and the loyal services of my confreres are what have assured the success of my efforts in the uplifting of the children of our care. By these their highest and best interests have been served, and in their continuance we have the sure promise that the "Ephphatha" of the deaf of the State shall continue to be spoken.

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REPORT

OF THE

Teachers' Retirement Fund

1900=1901.

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Teachers' Retirement Fund.

REPORT OF THE BOARD OF TRUSTEES OF THE TEACHERS' RETIREMENT FUND FOR THE YEAR ENDING JUNE 30TH, 1901.

September 30th, 1901.

To the Honorable the State Board of Education:

GETLEMEN—In compliance with the law, I have the honor to submit the report of the Board of Trustees of the Teachers' Retirement Fund of the State of New Jersey for the fiscal year ending June 30th, 1901.

The necessity of some adequate provision for the retirement of teachers who have incurred disability through long service in our public schools is becoming so apparent that in many of the largest cities of the United States "Funds" are being created to relieve the schools, in a just and humane way, of teachers who are no longer able to serve the best interests of the pupils under their charge. This seems not only a righteous thing to do, but necessary in order that communities may enjoy schools of the highest efficiency.

The people will not stand for the expulsion of veteran teachers endeared to them by association as instructors of their children and of their children's children. This method has been repeatedly tried, and promptly condemned as ultimately detrimental to the cause of education.

To the end, therefore, that public school teachers, for a livelihood, shall not be compelled to impose their services upon a sympathetic community, long after debilitated health or the infirmities of age have rendered their services inadequate and undesirable, the public school teachers of New Jersey, by an act of the Legislature, passed March 11th, 1896, and since twice amended, have established a Fund, provided by themselves and administered by the State, for the retirement upon a modest competence of those of their number who, after a minimum service of twenty years, have become physically or mentally incapacitated for teaching.

While teachers' retirement fund laws, applicable to certain localities only, have been enacted by other States, New Jersey

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stands first and alone with a statute offering equal protection to all the teachers of the Commonwealth.

The city of New York appropriates annually five per cent. of its excise tax to the fund for the retirement of teachers, and in some cities of the United States all fines, and deductions from teachers' salaries for absence, are set aside for this purpose. The Teachers' Annuity and Aid Association of the city of Philadelphia, organized and administered by the teachers of Philadelphia, has received several appropriations of ten thousand ($10,000) dollars each from the Legislature of Pennsylvania.

Recently, Mr. Lewis Elkin, for twenty years a member of the Philadelphia Board of Education, bequeathed upwards of one million ($1,000,000) dollars as the foundation of a fund to pension unmarried female teachers, disabled and without means of support, who have served in the schools of that city twenty-five years or more; the amount of pension to be four hundred ($400) dollars per annum.

The situation of New Jersey between two large cities with funds thus munificently endowed will make it difficult for our State, without similar provision against age and disability, to compete with New York and Philadelphia for the ablest men and women of the near future to fill permanently the responsible positions of teachers in her public schools.

SOURCES OF INCOME.

Not one penny of the New Jersey Teachers' Retirement Fund is contributed by State or community. It is made up chiefly from a stoppage of one or two per cent. from the monthly salaries of those teachers who have consented to such deduction. The amounts so reserved are forwarded monthly to the State Treasurer, who is the legal custodian of the Fund. The income from this source during the past year was the not insignificant sum of $15,802.77, although less than 40 per cent. of the New Jersey teachers are members.

The law permits the Fund to be increased by donations, gifts, legacies, bazaars, entertainments, etc. Under the sanction of this provision the receipts of the Fund, since its organization, through other sources than the stoppage from salaries, have amounted to $11,716.98, as follows:

1896.	Newark teachers' excursion to Washington, D. C., ...	$75 35
"	Sale by Orange teachers, ...	1,300 00
1897.	Concert by Camden teachers, ...	200 00
"	Entertainment by Paterson teachers, ...	97 00
1898.	Subscription to "Our Times,"	25 79

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1899.	Sale by Salem teachers,	7 45
"	Donation by Mr. H. E. Harris, of Bayonne,	50 00
1901.	Donation by Dr. William R. Fisher, of Hoboken,	2 00
		$1,757 59

To further augment the income of the Fund there was organized last year, under the patronage of New Jersey's most distinguished men and women, a "*Grand State Enterprise* in Aid of the Permanent Principal of the Teachers' Retirement Fund." This has met with the sympathy and generous support of the public and has resulted thus far as follows:

No. 1.	Paterson teachers' bazaar,	$2,364 00	
No. 2.	Hoboken and West Hoboken teachers' bazaar,	4,405 74	
No. 3.	Town of Union, concert,	150 00	
No. 4.	Elizabeth, performance of "Alice in Wonderland,"	1,026 64	
No. 5.	Newark teachers' bazaar,	1,490 26	
No. 6.	Camden, performance of "The Brownies,"	350 00	
No. 7.	Long Branch, entertainment, "The Old Maid's Return,"	80 00	
No. 8.	"Chain," Laura M. Reed, Orange,	92 75	
			$9,959 39
	Brought forward,		1,757 59
			$11,716 98

In other sections of the State preparations are going on to extend the series, and it is hoped that Nos. 9, 10, 11, etc., will meet with equally encouraging success.

The first legacy received is from Miss Emily S. Sayre, of Woodstown, Salem county, who died October 10th, 1900, after having taught in the public schools of New Jersey for twenty-four years, leaving $2,285.74, half her estate, to the Teachers' Retirement Fund. This bequest is not included in the Treasurer's report, nor in the schedule of other receipts, but will appear in next year's statement.

The Treasurer's report is herewith submitted:

STATE TREASURER'S OFFICE,
TRENTON, N. J., July 1st, 1901.

To the Board of Trustees, Teachers' Retirement Fund:

GENTLEMEN—The following is the annual statement of the receipts and disbursements of the Teachers' Retirement Fund for the year ending June 30th, 1901:

RECEIPTS.

Balance in bank July 1st, 1900,	$10,568 45
Members' dues, etc.,	15,852 77
Interest on deposit in bank,	230 00
Interest on investments,	1,475 00
	$28,126 22

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DISBURSEMENTS.

Miscellaneous expenses,	$297 64	
Clerical services, Treasurer's office,	1,200 00	
Salary of Secretary,	275 00	
		$1,772 64
Annuities,		8,190 88
Balance in bank June 30th, 1901,		18,162 70
		$28,126 22

Permanent Principal.

RECEIPTS.

Balance in bank July 1st, 1900,	$99 23
B. Holmes, Treasurer Executive Committee, Elizabeth, 70 per cent. of net proceeds received from entertainment, "Alice in Wonderland," by teachers of Elizabeth,	1,026 64
Laura M. Reed, Park Avenue School, Orange, proceeds of a "Chain,"	85 25
Otto Ortel, Superintendent Town of Union, Hudson county, proceeds of concert given at Town of Union,	150 00
Emma M. Cattell, Treasurer, proceeds from "Brownies" Cantata, Camden Branch T. R. F.,	350 00
Laura M. Reed, Park Avenue School, Orange, balance of the "Chain,"	7 50
Jennie L. Morris, Treasurer, Long Branch, proceeds of an entertainment given by the teachers April 12th, 1901,	80 00
W. R. Fisher, donation to fund,	2 00
Frederic Frelinghuysen, Treasurer, 70 per cent. proceeds Newark bazaar,	1,490 26
Emma M. Cattell, Camden, amount derived from premiums on "Our Times,"	3 75
	$3,294 63
Balance in bank, Permanent Investment Fund, June 30th, 1901, ..	$3,294 63

ASSETS.

The following is the condition of the Teachers' Retirement Fund at the close of business June 30th, 1901:

Balance in bank,		$18,162 70

Permanent Fund.

Bond and mortgage on Olivet Presbyterian Church, Atlantic City, at 5 per cent.,	$12,000 00	
Bonds of school district, Atlantic City, at 5 per cent.,	25,000 00	
Balance in bank,	3,294 63	
		40,294 63
		$58,457 33

Of the above balance the following amounts are drawing interest at 3 per cent.:

National State Bank, Camden, N. J.,	$4,646 02
Camden Safe Deposit and Trust Co.,	2,295 48
Security Savings Bank, Newark, N. J.,	4,890 14
	$11,831 64

During the past year there has been a gain of one hundred and forty-one (141) members.

G. B. SWAIN,
State Treasurer.

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All of last year's credits from Jersey City do not show in the Treasurer's report, because in the remittances for dues from that city the correct membership has not been reported. The Treasurer is therefore holding checks which he is unable to enter up for the reason just stated. The addition of these items and Miss Sayre's legacy would bring the assets of the Fund, July 1st, 1901, substantially above sixty thousand ($60,000) dollars.

MEMBERSHIP.

The membership during the past year has been recruited mainly from Hudson county. Of the 141 teachers who have joined the Fund since the last report 110 are from Hudson county, 80 per cent. of whose teachers are members of the Fund. This leaves but 31 additional members for the rest of the State.

The percentage of the teachers in the several counties who are members of the Fund ranks in the following order:

Hudson, 80 per cent.; Mercer, 55 per cent.; Passaic, 50 per cent.; Union, 45 per cent.; Gloucester, 42 per cent.; Essex, 40 per cent.; Camden, 39 per cent.; Cumberland, 38 per cent.; Salem, 29 per cent.; Burlington, 25 per cent.; Warren 21 per cent.; Hunterdon, 20 per cent.; Somerset, 18 per cent.; Middlesex, 17 per cent.; Monmouth, 17 per cent.; Morris, 16 per cent.; Sussex, 13 per cent.; Cape May, 12 per cent.; Bergen, 11 per cent.; Ocean, 10 per cent., and Atlantic, 8 per cent.

There are at the close of the year 2,763 names upon the registered list. The gain in membership has been less by 105 than that of the previous year. This is in a measure due to the operation of certain amendments passed March 23d, 1900, requiring (1) teachers who have taught more than ten years but less than fifteen to consent to a deduction of 2 per cent. from their monthly salaries in order to become members; (2) demanding of teachers who have taught fifteen years or more to first pass a satisfactory medical examination before they may be admitted to membership upon the basis of a 2 per cent. deduction from their monthly salaries; (3) new teachers are given ten years in which to make up their minds about becoming members upon the one per cent. basis.

The effect of the first is to deter a vigorous and comparatively well-paid class from joining.

The second excludes from the benefits of the Fund the very class which the Fund was originally created to relieve, and by so doing to increase the efficiency of the schools.

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The number of teachers who have joined upon the 2 per cent. basis is eight, of these the number who have furnished the required evidence of sound health is five. The remainder are all teachers who have taught less than ten years.

It has been assumed from the start that the oldest teachers would join the Fund, and not those whose need of an annuity is most remote. It is therefore gratifying to record that the great majority of the new members are "young teachers," who have thus evinced that noble *esprit de corps* with which teachers become an inspired body, but without which they are a mere assemblage of disconnected units. Nevertheless, there is danger that the enterprise will languish unless the Fund and its objects are brought constantly and urgently to the attention of teachers and a warm appeal made to their generosity. But self-interest, prudent precaution, may well be appealed to. Insurance the world over is esteemed a wise investment.

In many large cities of the United States membership in the Retirement Fund is a part of the contract of all teachers employed after the passage of the law creating the Fund. In choosing their vocation, teachers elect to come under the law, precisely as they elect to be bound by the other provisions of the law relating to teachers. This plan certainly insures a constant and increasing income, but the Board of Trustees of the New Jersey Teachers' Retirement Fund has not recommended this plan, and the Fund is mainly dependent upon the voluntary support of its voluntary membership.

The law does not permit teachers to resign their membership in the Fund except by giving up teaching in the State; but natural causes operate constantly to deplete the membership—marriages, deaths, removals from the State or from the profession of teaching. There are also temporary cessations of membership on account of non-employment, furloughs and of those who cease to be contributors because of their failure to comply with the law which requires them to give notice of their removal from one district to another. In addition to these causes many teachers are unjustly deprived of membership in the Fund through failure of boards of education to deduct and forward to the State Treasurer the monthly percentage required by the law of the salaries of teachers who have legally notified their board of their desire to avail themselves of the privileges of the Retirement Fund.

The fluctuations in membership from various causes may be seen by the following:

Membership June 11th, 1896, 2,510; February 11th, 1898, 2,073 (loss of 437); June 1st, 1898, 2,231 (gain of 158); April 18th, 1899, 2,357 (gain of 26); June 30th, 1899, 2,378 (gain of

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21); June 30th, 1900, 2,622 (gain of 244); June 30th, 1901, 2,763 (gain of 141).

ANNUITIES.

Annuities are half pay—minimum $250, maximum $600. The total annuities paid since the organization of the Fund to July 1st, 1901, amount to $19,408.65, paid to 42 annuitants, averaging $304.45. Something above $2,000 of this sum, however, does not appear in the Treasurer's charges to annuity account, because the warrants for this amount, though signed and issued, had not been cashed by the Treasurer before the closing of his books June 30th, 1901.

Seven beneficiaries, drawing annuities amounting to $1,966.25, have died since the Fund began operations. The number of annuities in force at the beginning of the fiscal year, July 1st, 1901, was 35, and their amount $10,821.00; the average being $309.17.

Annuities are paid quarterly, and date from the first day of the quarter next succeeding the date of the granting of the annuity, which is due and payable on the last days of September, December, March and June. One per cent. for the Fund is reserved from each payment.

The amount of annuities chargeable to the several years is shown by the following table:

ANNUITY ACCOUNT TO DATE.

	1897-1898.	*1898-1899.*	*1899-1900.*	*1900-1901.*	*Total to June 30, 1901.*	*In force July 1, 1901.*
Joseph P. Leighton,...	$144.37	$247.48	$247.48	$247.48	$886.81	$250.00
Almira Walker, ...	144.37	247.48	247.48	247.48	886.81	250.00
Abby M. Munn,.....	216.56	371.25	371.25	371.25	1,330.31	375.00
*Jacob Moench, ...	61.87	33.26	.....	.....	95.13	.....
Helen F. Hall,.....	61.87	247.48	247.48	247.48	804.31	250.00
Phebe Hancock, ...	123.75	495.00	495.00	495.00	1,608.75	500.00
Phebe Brigham, ...	126.22	504.88	504.88	504.88	1,640.86	510.00
*Imogene L. Colvin,...	.....	308.88	308.88	248.82	866.58	.....
Sarah J. Reynolds,....	.....	132.90	265.80	265.80	664.50	268.50
Clara Bonham, ...	.....	123.74	247.48	247.48	618.70	250.00
Helen S. Donkersley,..	.....	160.88	321.76	321.76	804.40	325.00
Thamer Snover, ...	.....	61.87	247.48	247.48	556.83	250.00
*Anna Marshall, ...	.....	61.87	162.04	.....	223.91	.....
Louise Chedister, ...	.....	99.00	396.00	396.00	891.00	400.00
Sallie T. Brown,.....	.....	92.81	371.25	371.25	835.31	375.00
M. Jennie Wood,.....	.....	92.81	371.25	371.25	835.31	375.00
*James Corkery, ...	.....	74.25	297.00	99.00	470.25	.....
Jennie Hutchinson, ...	.....	61.87	247.48	247.48	556.83	250.00
Annie M. Atkinson,...	.....	.....	123.74	247.48	371.22	250.00
E. Jennie Wortman,...	.....	.....	155.92	311.84	467.76	315.00
Harriet J. Strang,.....	.....	.....	123.74	247.48	371.22	250.00
Anna R. Burr,.....	.....	.....	123.74	247.48	371.22	250.00
*Hattie F. Hoffman,....	.....	.....	123.74	123.74	247.48	.....
Samantha Wheeler, ...	.....	.....	136.12	272.24	408.36	275.00
*Hannah A. Collins,....	.....	.....	123.74	41.12	164.86	.....
Ella Hazard, ...	.....	.....	61.87	247.48	309.35	250.00
Janet F. Wright,.....	.....	.....	61.87	247.48	309.35	250.00
*Emily S. Sayre,.....	.....	.....	87.67	87.67	175.34	.....
Hannah Oven, ...	.....	.....	.....	247.48	247.48	250.00

* Deceased.

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	1897-1898.	*1898-1899.*	*1899-1900.*	*1900-1901.*	*Total to June 30, 1901.*	*In force July 1, 1901.*
Mary S. Bond,.....	.....	.....	.....	247.48	247.48	250.00
Carrie B. Runyon,.....	.....	.....	.....	278.43	278.43	375.00
Esther J. Crosby,.....	.....	.....	.....	247.50	247.50	500.00
Sarah R. Bowne,.....	.....	.....	.....	146.02	146.02	295.00
Mary G. Lindsley,.....	.....	.....	.....	141.06	141.06	287.50
Laura C. Delano,.....	.....	.....	.....	80.44	80.44	325.00
Kate G. Focer,.....	.....	.....	.....	61.87	61.87	250.00
Nathaniel Kiser, ...	.....	.....	.....	61.87	61.87	250.00
Helen Bamber, ...	.....	.....	.....	61.87	61.87	250.00
Ellen Smith, ...	.....	.....	.....	61.87	61.87	250.00
Harriet E. Smith,.....	.....	.....	.....	.....	.....	250.00
Helen E. Tifft,.....	.....	.....	.....	.....	.....	420.00
Alice E. Johnson,.....	.....	.....	.....	.....	.....	400.00
	$879.01	$3,417.71	$6,472.14	$8,639.79	$19,408.65	$10,821.00

During the past year not an application for annuity has been rejected, but in several cases it has been necessary to defer the declaration of annuities in order that the money at the command of the board might be more equitably distributed throughout the State. While it has been the policy of the board to confer the benefits of the Fund upon applicants for annuity without reference to the amounts contributed by the section from which the applicant for annuity comes, it is but just to modify this rule in future by some consideration of the means furnished, or, rather, the disposition to furnish means, by certain localities urging the retirement of their teachers while making no endeavor to furnish their just share of the means necessary to retire them. It is but right that the richer counties shall aid the poorer ones, but it is equally just and imperative that each county do its full share according to the number and ability of its teachers.

All other things being equal, it is necessary for the board to discriminate with infinite care between the claims of the several applicants for retirement; and, in their granting or deferring to grant the annuity at a stated meeting, they have been obliged to take into consideration many factors—the age, the length of service, the character of the disability, and the pressing need of the applicant for immediate relief and maintenance, etc., etc. Upon the point of mental or physical incapacity, the sworn testimony of eminent and reputable physicians employed and paid by the board has been the determining factor.

That the average time of service of the teachers thus far retired is thirty-four years, and their average age, at the time of applying for annuity, is fifty-six years, together with the fact that seven of the beneficiaries have died since the organization of the Fund, attest the wisdom and the care with which the Board of Trustees have administered their charge.

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ANNUITANTS.

The names of twelve teachers were added to the list of annuitants during the year ending June 30th, 1901, making forty-two the number of teachers retired since the organization of the Fund to the close of the fiscal year 1901. This number has been diminished by the decease of the following persons:

Mr. Jacob Moench, Carlstadt, Bergen county, died May 19th, 1898; Miss Anna Marshall, Millville, Cumberland county, died February 24th, 1900; Mrs. Hannah A. Collins, Cape May Court House, Cape May county, died August 26th, 1900; Miss Emily S. Sayre, Woodstown, Salem county, died October 10th, 1900; Mr. James Corkery, Forked River, Ocean county, died October 26th, 1900; Miss Hattie F. Hoffman, Penns Grove, Salem county, died December 19th, 1900, and Miss Imogene L. Colvin, Jersey City, Hudson county, died April 20th, 1901.

ANNUITANTS TO DATE.

Name and Address.	*Retired.*	*Annuity Per Year.*	*Commencing.*
1. Mr. Joseph P. Leighton, Parker, Morris Co.,	Dec. 3, 1897	$250 00	Dec. 1, 1897
2. Miss Almira Walker, City of Orange, Essex Co.,	Dec. 3, 1897	250 00	Dec. 1, 1897
3. Miss Abby M. Munn, Montclair, Essex Co.,	Dec. 3, 1897	375 00	Dec. 1, 1897
4. *Jacob Moench, Carlstadt, Bergen Co.,	Dec. 3, 1897	250 00	Jan. 1, 1898
5. Miss Helen F. Hall, Shiloh, Cumberland Co.,	Dec. 3, 1897	250 00	April 1, 1898
6. Miss Phebe Hancock, Newark, Essex Co.,	Jan. 7, 1898	500 00	April 1, 1898
7. Miss Phebe Brigham, Jersey City, Hudson Co.,	Jan. 7, 1898	510 00	April 1, 1898
8. *Miss Imogene L. Colvin, Jersey City, Hudson Co.,	May 13, 1898	312 00	July 1, 1898
9. Miss Sarah J. Reynolds, Paterson, Passaic Co.,	Nov. 5. 1898	268 50	Jan. 1, 1899
10. Miss Clara Bonham, Cherryville, Hunterdon Co.,	Nov. 5, 1898	250 00	Jan. 1, 1899
11. Mrs. Helen S. Donkersley, Paterson, Passaic Co.,	Nov. 5, 1898	325 00	Jan. 1, 1899
12. Mr. Thamer Snover, Stillwater, Sussex Co.,	Feb. 4, 1899	250 00	April 1, 1899
13. *Miss Anna Marshall, Millville, Cumberland Co.,	Feb. 4, 1899	250 00	April 1, 1899
14. Miss Louise Chedister, Newark, Essex Co.,	Mar. 3, 1899	400 00	April 1, 1899
15. Miss Sallie T. Brown, Camden, Camden Co.,	Mar. 22, 1899	375 00	April 1, 1899
16. Miss M. Jennie Wood, Camden, Camden Co.,	Mar. 22, 1899	375 00	April 1, 1899

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Name and Address.	*Retired.*	*Annuity Per Year.*	*Commencing.*
17. *Mr. James Corkery, Forked River, Ocean Co.,	Mar. 22, 1899	300 00	April 1, 1899
18. Miss Jennie Hutchinson, Trenton, Mercer Co.,	Mar. 22, 1899	250 00	April 1, 1899
19. Miss Annie M. Atkinson, Paterson, Passaic Co.,	Dec. 26, 1899	250 00	Jan. 1, 1900
20. Mrs. E. Jennie Wortman, Liberty Corner, Bergen Co.,	Dec. 26, 1899	315 00	Jan. 1, 1900
21. Mrs. Harriet J. Strang, Richwood, Gloucester Co.,	Dec. 26, 1899	250 00	Jan. 1, 1900
22. Miss Anna R. Burr, Mt. Holly, Burlington Co.,	Dec. 26, 1899	250 00	Jan. 1, 1900
23. *Miss Hattie F. Hoffman, Penns Grove, Salem Co.,	Dec. 26, 1899	250 00	Jan. 1, 1900
24. Miss Samantha Wheeler, Bloomfield, Essex Co.,	Dec. 26, 1899	275 00	Jan. 1, 1900
25. *Mrs. Hannah A. Collins, Cape May Court House, Cape May Co.,	Dec. 26, 1899	250 00	Jan. 1, 1900
26. Miss Ella Hazard, Rahway, Union Co.,	Mar. 26, 1900	250 00	April 1, 1900
27. Miss Janet F. Wright, Trenton, Mercer Co.,	Mar. 26, 1900	250 00	April 1, 1900
28. *Miss Emily S. Sayre, Woodstown, Salem Co.,	April 14, 1900	354 25	April 1, 1900
29. Miss Hannah Oven, Orange, Essex Co.,	June 23, 1900	250 00	July 1, 1900
30. Mrs. Mary S. Bond, Ringoes, Hunterdon Co.,	June 23, 1900	250 00	July 1, 1900
31. Miss Carrie B. Runyon, Plainfield, Union Co.,	Sept. 14, 1900	375 00	Oct. 1, 1900
32. Miss Esther J. Crosby, Newark, Essex Co.,	Oct. 12, 1900	500 00	Jan. 1, 1901
33. Miss Sarah R. Bowne, Princeton, Mercer Co.,	Oct. 12, 1900	295 00	Jan. 1, 1901
34. Miss Mary G. Lindsley, Morristown, Morris Co.,	Oct. 12, 1900	287 50	Jan. 1, 1901
35. Miss Laura C. Delano, Newark, Essex Co.,	Jan. 4, 1901	325 00	April 1, 1901
36. Miss Kate G. Focer, Glassboro, Gloucester Co.,	Jan. 4, 1901	250 00	April 1, 1901
37. Mr Nathaniel Kiser, Brookside, Morris Co.,	Jan. 4, 1901	250 00	April 1, 1901
38. Miss Helen Bamber, Camden, Camden Co.,	Mar. 1, 1901	250 00	April 1, 1901
39. Miss Ellen Smith, New Brunswick, Middlesex Co.,	Mar. 1, 1901	250 00	April 1, 1901
40. Miss Harriet E. Smith, New Brunswick, Middlesex Co.,	May 10, 1901	250 00	July 1, 1901
41. Miss Helen E. Tift, Hoboken, Hudson Co.,	May 10, 1901	420 00	July 1, 1901
42. Miss Alice E. Johnson, Newark, Essex Co.,	May 10, 1901	400 00	July 1, 1901

*Deceased.

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Total annuities granted to July 1st, 1901,	$12,787 25
Decreased by death,	1,966 25
Amount of annuities in force July 1st, 1901,	$10,821 00
Total payments to July 1st, 1901,	$19,408 65

APPLICATIONS FOR RETIREMENT.

The following applications for retirement have been presented to the Board of Trustees and referred to sub-committees of the board for investigation and report:

		Amount of Annuity.
Miss Marion Richardson, Newark, Essex county,	$325 00	
Miss Harriet E. Ball, Newark, Essex county,	325 00	
Miss Margaret A. Rasch, Newark, Essex county,	325 00	
Miss Emma A. Issler, Newark, Essex county,	355 00	
Miss Eunice A. McLeod, Newark, Essex county,	446 00	
Miss Jane E. Johnson, Newark, Essex county,	600 00	
Mrs. Orrell F. Elwell, Trenton, Mercer county,	250 00	
Mrs. Jennie L. Morris, Long Branch, Monmouth county,	300 00	
Mrs. Hattie Lindabery, Anthony, Hunterdon county,	250 00	
Miss Mary V. L. Hageman, Franklin Park, Middlesex county,	250 00	
Mr. William Dougherty, Camden, Camden county,	500 00	
Mr. Noah E. Jeffery, Bay Head, Ocean county,	250 00	
Mr. Ephraim Shadinger, Mantoloking, Ocean county,	250 00	
Mr. Nehemiah Reese Whitaker, Marlton, Burlington county,	250 00	
		$4,676 00

The following applications were filed with the Secretary prior to June 30th, 1901, but have not yet been presented to the Board:

Miss Kate F. Hubbard, Bloomfield, Essex county,	$275 00	
Mr. Peter M. Mechling, Pittstown, Hunterdon county,	250 00	
Mrs. P. K. Hendrickson, Jackson's Mills, Ocean county,	250 00	
Miss Ellen Couenhoven, Passaic, Passaic county,	320 00	
		$1,095 00
		$5,771 00

The number of teachers in the State of New Jersey (report of 1900), the Fund membership, percentage of membership, the number of teachers who have been retired in the several counties since the organization of the Fund, the amount paid in annuities, the amount in force July 1st, 1901, the number of applications pending the consideration and decision of the board, and the amount represented in these applications are shown in the following:

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COUNTY.	Number of teachers in N. J. (report of 1900).	Membership June 30, 1901.	Percentage of Membership.	Number of teachers retired to June 30, 1901.	Amount paid in annuities to June 30, 1901.	Amount of annuities in force July 1, 1901.	Applications pending July 1, 1901.	Amount of claims pending July 1, 1901.
Atlantic,	182	15	.08	0				
Bergen,	339	38	.11	2	$562 89	$315 00		
Burlington,	239	60	.25	1	371 22	250 00	1	$250 00
Camden,	409	159	.39	3	1,732 49	1,000 00	1	500 00
Cumberland,	225	87	.38	2	1,028 22	250 00		
Cape May,	68	8	.12	1	164 86			
Essex,	1,302	511	.40	9	5,700 65	3,275 00	7	2,651 00
Gloucester,	147	62	.42	2	433 09	500 00		
Hudson,	1,179	925	.80	3	2,507 44	930 00		
Hunterdon,	162	33	.20	2	866 18	500 00	2	500 00
Mercer,	290	162	.55	3	1,012 20	795 00	1	250 00
Middlesex,	258	45	.17	2	61 87	500 00	1	250 00
Monmouth,	363	62	.17	0			1	300 00
Morris,	246	40	.16	3	1,089 74	787 50		
Ocean,	114	12	.10	1	470 25		3	750 00
Passaic,	539	265	.50	3	1,840 12	843 50	1	320 00
Salem,	134	39	.29	2	422 82			
Somerset,	143	26	.18	0				
Sussex,	138	19	.13	1	556 83	250 00		
Union,	352	156	.45	2	587 78	625 00		
Warren,	183	39	.21	0				
	7,012	2,763	.39+	42	$19,408 65	$10,821 00	18	$5,771 00

In closing this report, I regret to again call your attention to the fact that certain officials fail to report the correct membership in remitting for dues. This is of the utmost importance in order that the accounts may be correctly kept with each person. It is hoped that all upon whom may devolve any duty under the Retirement Fund Act will perform it fully, so that the intention of the Legislature may be effected and the Retirement Fund made a beneficent department of the public-school system of the State.

OFFICERS AND TRUSTEES OF THE TEACHERS' RETIREMENT FUND.

In the death of Mr. George W. Howell, of Morristown, which occurred on Friday, February 15th, 1901, this board lost a zealous, wise and valued counselor, and the Fund a loyal and devoted friend.

The vacancy in the board occasioned by Mr. Howell's death has been filled by the appointment of Mr. Charles E. Surdam, of Morristown, who took his place upon the board May 10th, 1901.

Officers.

President, ... CHARLES J. BAXTER.
State Superintendent of Public Instruction.

Treasurer, ... GEORGE B. SWAIN.
Treasurer of the State of New Jersey.

Secretary, ... ELIZABETH A. ALLEN.

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Trustees.

CHARLES J. BAXTER, ...State Superintendent of Public Instruction.
OTTO CROUSE, Jersey City, ...Member of State Board of Education.
SILAS R. MORSE, Atlantic City, ...Member of State Board of Education.
CHARLES E. SURDAM, Morristown, ...Member of State Board of Education.
ELIZABETH A. ALLEN, Hoboken, ...Elected by N. J. S. Teachers' Association.
GEORGIA BEERS CRATER, Newark, ...Elected by N. J. S. Teachers' Association.
THOMAS M. WHITE, Trenton, ...Elected by N. J. S. Teachers' Association.

ELIZABETH A. ALLEN,
Secretary.

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REPORTS

ON

Manual and Industrial Training

FOR THE

STATE OF NEW JERSEY.

1900=1901.

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Manual and Industrial Training.

ASBURY PARK.

FRED. S. SHEPHERD, SUPERINTENDENT.

To Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—Herewith is my written statement regarding the equipment, character of work done and general condition of Manual Training in the schools of this district:

(*a*). *Plant and Material.*—In our Joinery Department five new benches, equipped with the necessary tools, were added to the plant and the old benches equipped with end vises.

During the vacation of last summer a room for cookery was fully equipped. It contains a cooking table large enough to accommodate 15 pupils at one time. This cooking table is supplied with 15 individual gas stoves with 15 drawers for cooking utensils, 15 cupboards for the same purpose in the lower part of the table. These cupboards have rolling fronts. The table is also equipped with supply drawers for each two pupils. These drawers contain tin boxes for flour, pastry-flour and sugar and racks for spice-boxes. In addition to this equipment, the room is supplied with a coal-range, gas-range and a gas hot-water heater. The latter and coal-range are each attched to the hot-water boiler. There are also a refrigerator and two cabinets for supplies. In these cabinets are kept the flour, cutlery, towels, dishes and other supplies and utensils necessary to work of this character. The department was fitted up at a cost of $851.80, as shown in the financial report.

(*b*). *Character and Amount of Work Done.*—This is the most successful year yet experienced by the manual training department of these schools. The work has been extended to all the grades of the elementary school, and has been, both in amount and character, both more and better than in previous years. The cookery was introduced into the ninth grade of the grammar school, in the second and third years of the high school. The interest in this work has been very great from the start and has never lagged. The results of the year's instruction in cookery

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were felt in the homes of the community long before the close of the year, and have produced the greatest satisfaction. The work has been thoroughly practical, carried on by a teacher especially trained for the work. The cost of materials, including gas for 51 girls given two hours instruction per week was only $39.51.

Sewing was continued this year in only the seventh and eighth grades for the girls. The boys in the eighth grade had joinery, as last year. Whittling was introduced into the seventh grade for boys. The girls in the same grade had sewing. Both girls and boys had whittling in the sixth grade. Bent iron-work was introduced into the fifth grade. The results there have been most surprising. As soon as the children had acquired some skill in the handling of tools and materials, and had learned the principles involved, they were required to design, first on paper and to work out for themselves, various practical and useful articles, such as holders for glasses, ink-stands, letter racks and picture frames. The originality shown in these designs was striking. They showed both mechanical ingenuity and artistic feeling, to say nothing of power of invention. In the fourth grade basketry and card-board work were carried on with great success. In the third grade clay modeling, basketry and cord-work were taught successfully. The construction of an Indian village was the outgrowth of the correlation of the work of this grade in manual training and art with literature studied in the grade.

(*c*). *General Condition of Manual Training in the Schools.*— It is safe to say that training of hand and eye has become a fixed part of the education of the children in these schools. Its educational value has been demonstrated beyond any question. Through it we have not only been able to interest and hold the great majority of pupils, but even those of least promise have in several instances been reclaimed from truancy and idleness through this work. Some of our dullest and most backward pupils have produced some of the very best work in manual training. As soon as this had been done by these pupils, the reflex influence upon all their other work was immediately felt. The character of the pupils seemed gradually to be transformed. Unless the community can afford to employ the services of an additional special teacher of manual training and extend the manual training in the high school to more complex forms, it will probably be necessary to eliminate from our high-school courses the manual training. It is showing its greatest educational value in the elementary school. For that reason we have placed it in all the elementary grades. The community are to

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be congratulated upon having accomplished so much in this direction within the last few years.

FINANCIAL STATEMENT.

Receipts.

Balance from last year,	$493 90
Amount raised by special tax,	1,000 00
Amount received from the State,	1,000 00
Total,	$2,493 90

Disbursements.

Teachers' salaries,	$1,550 00
Plant,	1,015 97
Material,	182 98
Total,	$2,748 95
Deficit June 30th, 1901,	$255 05

DRAWING.

Name of teacher—Grace E. Rich.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 291; female, 315.
Number of lessons per week given each class—Two.
Length of lesson—Forty minutes.
Amount expended for manual training during the year—Material, $42.75; salaries, $750; total, $792.75; total amount expended to date, $2,309.52.
Grade or grades in which subject is taught—All grades and high school.
Remarks—Taught by grade teachers in all grades below the ninth.

MODELING.

Names of teachers—Florence R. Sanders, Elizabeth Dunham, B. Amantha Davis.
Are teachers engaged exclusively in this work?—No.
Number of pupils—Male, 96; female, 93.
Number of lessons per week given each class—One.
Length of lesson—Forty minutes.
Amount expended for manual training during the year—Material, $5.20; total, $5.20; total amount expended to date, $5.20.
Grade or grades in which subject is taught—1st, 2d and 3d grades.
Remarks—Taught by grade teachers.

CORD-WORK, CARDBOARD AND BASKETRY.

Teachers—Florence R. Sanders, Frances Stevenson, Bessie L. Barris.
Are teachers engaged exclusively in this work?—Florence R. Sanders and Frances Stevenson not engaged exclusively; Bessie L. Barris engaged exclusively.
Number of pupils—Male, 63; female, 48.
Number of lessons per week given each class—Two.
Length of lesson—Forty minutes.
Grade or grades in which subject is taught—3d and 4th grades.
Remarks—Taught by grade teachers and special teacher.

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SEWING.

Teacher—Bessie L. Barris.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Female, 50.
Number of lessons per week given each class—One.
Length of lesson—Fifty minutes.
Amount expended for manual training during the year—Material, $1.08; salaries, $63.64; total, $64.72; total amount expended to date, $765.34.
Grade or grades in which subject is taught—7th and 8th grades.
Remarks—Taught by special teacher.

COOKERY.

Teacher—Bessie L. Barris.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Female, 51.
Number of lessons per week given each class—One.
Length of lesson—Two hours.
Amount expended for manual training during the year—Plant, $851.80; material, $39.51; salaries, $254.54; total, $1,145.85; total amount expended to date, $1,145.85.
Grade or grades in which subject is taught—9th and high school, 2d and 3d years.
Remarks—Taught by special teacher.

METAL-WORKING.

Name of teacher—Bessie L. Barris.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 41; female, 48.
Number of lessons per week given each class—Two.
Length of lesson—Forty minutes.
Amount expended for manual training during the year—Plant, $21.53; material, $15.57; salaries, $127.27; total, 164.37; total amount expended to date, $164.37.
Grade or grades in which subject is taught—5th grade.
Remarks—Taught by special teacher.

WOOD-WORKING—(*a*) JOINERY.

Name of teachers—Bessie L. Barris, Grace E. Rich.
Are teachers engaged exclusively in this work?—Yes.
Number of pupils—Male, 58; female, 21.
Number of lessons per week given each class—Bessie L. Barris, high, 9th, two; Grace E. Rich, 8th, one.
Length of lesson—Bessie L. Barris, forty minutes; Grace E. Rich, fifty minutes.
Amount expended for manual training during the year—Salaries, $254.55.
Grade or grades in which subject is taught—8th and 9th and high school.
Remarks—Taught by special teachers.

WOOD-WORKING—(*c*) WHITTLING.

Teacher—Bessie L. Barris.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 59; female, 33.
Number of lessons per week given each class—One.
Length of lesson—Forty minutes.
Amount expended for manual training during the year—Plant, $142.64; material, $78.87; salaries, $100; total, $576.06; total amount expended to date, $2,364.77.
Grade or grades in which subject is taught—6th and 7th grades.
Remarks—Taught by special teacher.

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ATLANTIC CITY.

CHAS. B. BOYER, SUPERVISING PRINCIPAL.

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

DEAR SIR—It is with pleasure that I submit to you the annual report of our manual training department for the school year ending June 30th, 1901.

The work of this department has been carried on during the past year on the general principles as outlined in my last report, and has progressed in a very satisfactory manner. The grammar-grade work has been of special interest. The boys of these grades have done remarkably well, and the interest has been kept up during the entire year.

Our manual training rooms are well equipped with all the necessary tools and suitable material. The knife work of the fifth and sixth grades has been unusually interesting, and the articles made have been such as would excite the interest of the pupils by their evident utility. The manual training work prepared for the school exhibit at Buffalo, New York, was of an interesting nature, and reflected credit upon the department.

The drawing work in this exhibit was arranged in such a manner that the entire course was fully exemplified.

During the past year our new high-school building has been in the course of erection, and will be fully completed and furnished by next September. This building will contain a large and well-equipped manual training room on the first floor, and an equally well-equipped drawing-room on the fourth floor. With the addition of these two rooms and a re-adjustment of the grammar grades in the other buildings, we shall be prepared to do better work in the future.

The course in sewing has also been placed in charge of a special teacher for the coming school year. With these additions and changes and a liberal support for the work, the prospects for excellent work in the future are very encouraging.

The work meets with a cordial reception by both pupils and teachers, and is now considered a vital part of the school work in this city. The objections formerly offered by the public have been withdrawn, and the work, we think, is progressing along educational lines. Our teachers are well prepared for the re-

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spective lines of work they are doing. The course in manual training is the same as that reported last year.

FINANCIAL STATEMENT.

Receipts.

Balance from last year,	$3,258 00
Amount raised by special tax,	2,000 00
Amount received from the State,	2,000 00
Total,	$7,258 00

Disbursements.

Teachers' salaries,	$1,700 00
Plant,	4,000 00
Material,	647 72
Balance June 30th, 1901,	910 28
Total,	$7,258 00

FREE HAND DRAWING.

Name of teacher—Wilhelmine Ochs.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 2,252; female, 2,271.
Number of lessons per week given each class—Three.
Length of lesson—Thirty minutes.
Amount expended for manual training during the year—Salaries, $800.
Grade or grades in which subject is taught—Grades 1, 2, 3, 4, 5, 6, 7 and 8.

DESIGNING.

Name of teacher—Wilhelmine Ochs.
Number of pupils—Female, 125.
Number of lessons per week given each class—Two.
Length of lesson—Forty minutes.
Grade or grades in which subject is taught—Grades 9 and 10.

SEWING.

Name of teacher—Regular grade teachers.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Female, 540.
Number of lessons per week given each class—One.
Length of lesson—One hour.
Grade or grades in which subject is taught—Grades 5, 6 and 7.

WOOD-WORKING—(*a*) JOINERY.

Name of teacher—Helen D. Meeker.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 632.
Number of lessons per week given each class—One.
Length of lesson—One hour.
Amount expended for manual training during the year—Salaries, $900.
Grade or grades in which subject is taught—Grades 5, 6, 7 and 8, grammar school.

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WOOD-WORKING—(*b*) CARVING.

Name of teacher—Helen D. Meeker.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 70.
Number of lessons per week given each class—Two.
Length of lesson—Forty minutes.
Grade or grades in which subject is taught—Grades 9 and 10, high school.

MANUAL TRAINING AND INDUSTRIAL SCHOOL FOR COLORED YOUTH, BORDENTOWN.

JAMES M. GREGORY, PRINCIPAL.

To Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—I have the honor to present the annual report of the Manual Training and Industrial School for Colored Youth, located in Bordentown, N. J., for the school year ending June 5th, 1901:

The school has steadily advanced during the past year in all branches of its work. The total number of students in attendance at the school was 118 (male, 55; female, 63).

Graduating class,	5
Second year—Normal,	8
First year—Literary,	10
Third year—English,	32
Second year—English,	26
First year—English,	34
Post-graduates,	2
Special,	1

The corps of teachers for the past year was as follows:

JAMES M. GREGORY, A.M.,
Principal.

MRS. FANNIE E. GREGORY,
Matron and Instructor in Physiology, Botany and Domestic Economy.

MISS SUSIE A. W. PAYTON,
Instructor in English Grammar, United States History, Drawing and Penmanship.

MISS MAUDE A. TROTTER,
Instructor in Mathematics, Physics and Chemistry.

MISS MARGARET B. GREGORY,
Instructor in General History, Rhetoric, English Literature and Modern Languages.

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MISS SARA L. MORGAN,
Instructor in Geography, Composition, Bookkeeping and Typewriting.

MRS. JENNIE E. JOHNSON,
Instructor in Vocal and Instrumental Music.

MISS LUCY I. MANNING,
Instructor in Plain Sewing and Dressmaking.

WALTER MILLER,
Instructor in Carpentry and Mechanical Drawing.

JAMES H. KENNEY,
In charge of Farm and Garden.

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.

Arbor Day was very fittingly celebrated at the school May 6th, 1901, under the auspices of the Baxter Bird Club. The program was as follows:

Solo and Chorus—"Listen to the Mocking Bird," .....
MALE VOICES.
Essay—"The Birds of Ironsides and Their Habits," .....
MISS ANNA LYONS, Red Bank.
Essay—"How to Make Our Lawn More Beautiful," .....
E. CHARLES BAXTER, Philadelphia.
Duet—"Spring Evening," .....
MISSES F. HAYWOOD and A. HARGROW.
Essay—"Some of the Wild Flowers Common to Ironsides," .....
MISS FANNIE TURNER, Newark.
Paper—"Should We Plant Trees on Arbor Day? If so, What Trees?" ....
MURILLO JACKSON, New Haven, Conn.
Song—"Wandering in the May Time." .....
FEMALE VOICES.

The fourth annual commencement was held June 5th, 1901. Addresses full of encouragement to the school were delivered by Hon. Charles J. Baxter, State Superintendent of Public Instruction of New Jersey; Hon. William D. Forbes, Chairman of the Manual Training and Industrial School Committee; Rev. William V. Tunnell, of Washington, D. C., and Bishop Alexander Walters, of Jersey City.

The order of exercises was as follows:

Music—March.
Invocation—Rev. H. T. Johnson, D.D., Ph.D., Camden, N. J.
Chorus—By the School.
"Teaching as a Profession"—Julia E. Taylor, South Norwalk, Conn.
"Woman's Field of Missionary Work"—Marguerite D. Smith, Newark, N. J.
Music—By the Ironsides Musical Club.
"Force of Habit"—Charlotte Harris, Othello, N. J.
"Thorough Preparation for Life's Duties"—John F. Jones, Woodstown, N. J.

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Chorus—By the School.
Presentation of Diplomas—By Hon. Charles J. Baxter, State Superintendent of Public Instruction.
Address to the Class—Rev. W. V. Tunnell, A.M., S.T.B., Washington.
Music—By the Ironsides Musical Club.
Address—Hon. W. D. Forbes, Hoboken, N. J.
Address—Bishop Alexander Walters, Jersey City, N. J.
Music—By the School.
Award of Prizes.
Benediction—Rev. John B. Reeve, D.D., Philadelphia, Pa.

The prizes for the year were awarded to the following students:

The W. D. Forbes Oratorical Prize of $10, offered by Hon. W. D. Forbes, of Hoboken, N. J., to the student making the highest excellence in the composition and delivery of an oration, was awarded to John Franklin Jones, of Woodstown, N. J.

The W. H. Shipps Scholarship Prize, a silver medal, offered by Dr. William H. Shipps, of Bordentown, N. J., to the student attaining the highest standard in scholarship during the year, was awarded to Charlotte Harris, of Othello, N. J.

The prize of $2, offered by the principal to the girl making the greatest progress in plain sewing during the year, was awarded to Hester Emma Reid, of Red Bank, N. J.

The prize of a book entitled "Harold," offered by Miss Margaret B. Gregory to the student of the second-year Normal attaining the highest standard in general history during the year, was awarded to Wayman McClow, of Bordentown, N. J.

The prize of a book entitled "Emerson's Essays," offered by Miss Maude A. Trotter to the student of the first-year literary attaining the highest degree of scholarship in mathematics during the year, was awarded to Marguerite Rosa Harris, of New York, N. Y.

The prize of a silver pen, offered by Miss Susie A. W. Payton to the student acquiring the greatest speed, and at the same time maintaining the most legible hand, in the vertical system, was awarded to Miss Lydia Williams, of Bordentown, N. J.

The prize of a book entitled "Poems of Elizabeth Barret Browning," offered by Miss Sara L. Morgan to the student of the first-year English attaining the highest standard in language lessons during the year, was awarded to Lulu Madison, of Asbury Park, N. J.

The annual industrial exhibition in the branches carpentry, cookery, dressmaking and agriculture revealed the thoroughness of the instruction in this department. It is the aim of the school to continually increase the efficiency of its industrial department. However, our efforts in this direction have been greatly hampered by the limited resources at our command.

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This year saw increased interest directed toward the military department. The school appreciates the educational advantages of military discipline. Two companies, one of boys and the other of girls, fully officered by the students, were drilled successfully under a competent instructor, Lieutenant D. Miller Magee, of Bordentown, N. J.

The general health of the students during the year has been unusually good. We lost two students during the year, both from the culmination of chronic troubles. Miss Della Shauter, of Rochester, N. Y., a member of the senior class, died at the Mercer Hospital, in Trenton, N. J., May 16th, 1901, of spinal abscess, and Mr. Julian Roberts, of Philadelphia, a student in the school for five months, died at his home from consumption of the lungs in May, 1901.

We cannot emphasize too strongly our urgent need of a permanent site for the school, and of buildings with adequate facilities for conducting its work. Until such provision is made the healthy development of the school will be seriously retarded.

It is much to be regretted that the unanimous action of the Legislature in appropriating $45,000 for the purchase of a site and the erection thereon of suitable buildings for the school failed to receive the approval of the Governor because the amount specified in the bill was not incorporated in the regular appropriation bill.

The Governor expressed himself as heartily in favor of the school, and said that if the bill had carried the appropriation, he would have approved it.

The friends of the school feel assured that the proper action will be taken by the Legislature at its next session, which will give the school the amount of money asked for by the State Board of Education.

In closing this report I wish to thank the superintendent and the members of the State Board of Education, especially the committee directly in charge of the school, for the hearty support and encouragement which they have given us in our efforts to maintain the creditable standard in scholarship and deportment which the school has reached.

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CAMDEN.

JAMES E. BRYAN, SUPERVISOR.

To Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—I herewith submit a statement of our work in manual training for the school year ending June 30th, 1901.

Manual Training and High School.—The new building erected for manual training and high-school purposes has been in use now two years, though not until this year has the installation of the manual training plant been completed.

The school is now thoroughly equipped with beautiful, well-lighted drawing-rooms, wood-shop, with bench accommodations for twenty-four pupils, six speed lathes, molding table fully equipped, and individual lockers for pupils' work, metal-shop, with bench accommodations for thirty pupils, six Buffalo forges, six metal lathes, adequate accommodations for tin-working, Cincinnati milling machine, Pond planer, drill, and individual lockers.

All machinery is run by electric power. The generators are directly connected with two engines indicating 45 horse-power with 90 pounds of steam.

The course of study covers four years. The work is required of all pupils in the first year, elective thereafter.

The time of two teachers is entirely occupied with shop work, and a large part of one teacher's time is devoted to shop drawings.

Work Accomplished this Year—First-year Pupils: The girls have finished from four to six pieces of Sloyd, beside some practice exercises. The boys have done the simpler exercises in joinery and pattern-making and the chipping and filing exercises in iron.

Second-year Pupils: Shop work every day. More difficult exercises in joinery, pattern-making, considerable lathe work. In the metal-shop, forging, tin-working and some work with lathes.

Third-year Pupils: Shop work every day. More complex patterns, turning, casting. In the metal-shop, forging, tin-working and fitting. Much time has been spent this year in assisting in the construction of a model engine from the castings.

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Elementary Schools.—Beside the primary manual work, the principal exercises have consisted in the construction of models, etc., from card-board from the working drawings.

The courses of study for elementary and high schools have been revised recently, and as soon as printed, copies will be filed in the State department.

FINANCIAL STATEMENT.

Receipts.

Balance from last year,	$15,366 31
Amount raised by special tax,	5,000 00
Amount received from the State,	5,000 00
Total,	$25,366 31

Disbursements.

Teachers' salaries,	$4,100 00
Plant,	18,602 03
Material,	834 78
Incidentals,	2,672 28
Total,	$26,209 09

DRAWING.

Name of teacher—James E. Bryan.
Is teacher engaged exclusively in this work?—No.
Amount expended for manual training during the year—Salaries, $1,000; total, $1,000.

Name of teacher—Clara S. Burrough.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 105; female, 187.
Amount expended for manual training during the year—Salaries, $500; total, $500.

Name of teacher—Myrtie E. Nye.
Is teacher engaged exclusively in this work?—Two-thirds.
Number of pupils—Male, 105; female, 187.
Number of lessons per week given each class—Two.
Length of lesson—Forty-five minutes.
Amount expended for manual training during the year—Plant, $79.62; material, $45.45; salaries, $500; total, $625.07.

Name of teacher—Regular teachers.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 2,381; female, 2,437.
Number of lessons per week given each class—Two.
Length of lesson—Thirty-five minutes.
Amount expended for manual training during the year—Plant, $20.16; material, $365.83; total, $385.99; total amount expended to date, $20,960.85.
Grade or grades in which subject is taught—4th to 8th.
Remarks—This is exclusive of free-hand work.

MODELING.

Total amount expended to date—$10,213.49.
Remarks—From previous reports.

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SEWING.

Name of teacher—Regular teachers.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Female, 3,651.
Number of lessons per week given each class—One.
Length of lesson—Fifty minutes.
Amount expended for manual training during the year—Plant, $112.87; material, $37.30; total, $150.17; total amount expended to date, $5,314.51.
Grade or grades in which subject is taught—3d to 8th, girls.

METAL-WORKING.

Name of teacher—John Brown.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 94.
Number of lessons per week given each class—Two.
Length of lesson—Forty-five minutes.
Amount expended for manual training during the year—Plant, $11,544.92, including bills paid for new plant previously installed, not reported; material, $110.78; salaries, $1,200; total, $12,855.70; total amount expended to date, $29,580.50.
Grade or grades in which subject is taught—1st, 2d, 3d years, high school, boys.

WOOD-WORKING—(*a*) JOINERY.

Name of teacher—Walter Gerhard.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 94.
Number of lessons per week given each class—Two.
Length of lesson—Forty-five minutes.
Grade or grades in which subject is taught—1st, 2d, 3d years, H. S. boys.

WOOD-WORKING—(*b*) CARVING.

Name of teacher—Walter Gerhard.
Number of pupils—Female, 90.
Number of lessons per week given each class—Two.
Length of lesson—Forty-five minutes.
Amount expended for manual training during the year—Plant, $6,844.46; material, $275.42; salaries, $900; total, $8,019.88.
Total amount expended to date—$25,214.39.
Grade or grades in which subject is taught—1st year, H. S. girls.

CAPE MAY.

F. H. HAIN, SUPERVISING PRINCIPAL.

To Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—In accordance with law, I take pleasure in submitting to you the following report upon manual training in the schools of our city for the year 1900-1901:

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It has been the purpose of the Board of Education to more fully develop and extend the work of this department so that it may tend to more practical ends. We are more than ever satisfied with the value of manual training. It promotes physical health, increases accuracy of observation and quickness of perception. It stimulates the constructive imagination, especially by drawing and in the working of clay and wood. An extract from Col. Francis W. Parker sets forth the views of all thoughtful men on this subject: "Manual training is thus a direct outcome and sequence of the kindergarten. It supplies a need for which there is no substitute. The belief that that which is begun in the kindergarten should be continued and expanded in all upper grades forces itself more and more upon thoughtful minds. Modern psychology brings its potent evidence as to the tremendous value of the work of the hand in the building of the brain. The trend of educational thought will always be in the direction of hand training as a fundamental element in education."

During the year the authorities purchased fourteen sets of carving tools. The students of the high school did very creditable work along this line. The school furnished part of the exhibit for the Pan-American Exposition at Buffalo.

The outline of work as pursued by our pupils follows. This course (wood work) is confined to the boys of the grammar grades and to both sexes of the high school.

WOOD WORK.

Fifth Grade—The work of this grade is known as the whittling course, and consists of about twelve articles made by the use of the knife, T-square, rule and compasses.

Sixth Grade—This grade brings into use the following tools: Saw, plane, gauge, brace and bit and chisel. The articles made embrace Sloyd in a variety of forms.

Seventh Grade—The work is confined entirely to joinery from simple one-half joint to difficult dovetail.

Eighth Grade—The pupils make useful articles embracing the knowledge gained in the preceding grades.

Ninth Grade—It is essential that the girls acquire a knowledge of all the tools. The work of the first half of the year is confined to the making of useful articles, and brings into use about ten different tools. The second half is devoted to elementary carving.

Tenth, Eleventh and Twelfth Grades—Advanced carving. Lessons one hour per week.

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SEWING.

Instruction is given to all boys and girls in the primary grades and to the girls in the grammar grades.

First Grade—Position; lessons on holding needle and using thimble; drill in threading needle and taking stitch; Miss Kirkwood's educational squares, running stitch. Objects based on geometrical figures, overcasting edges.

Second Grade—Educational squares, running, back-stitching and overcasting. Objects are based on geometrical figures parallel with drawing.

Third Grade—Educational squares, running, back-stitch overcasting and blanket stitch. Objects are based on botanical objects used in nature study.

Fourth Grade—Educational squares. Objects are based on insects, animals and birds.

Fifth Grade—Practice cloth. Lessons on overhanding, basting, hemming, running, stitching, straight fell, bias fell, gathers placed in a band, patch darning, buttonhole, briar and herringbone stitch.

Sixth Grade—Miniature garments. All stitches brought into practice.

Eighth Grade—Useful articles, laundry bags, comb and brush cases and other articles.

Eighth Grade—Embroidery.

This department received favorable comment by all who inspected the work.

COURSE IN MANUAL TRAINING.

First Year—Whittling Course. Fifth-year Grade: Consists of about twelve articles made by the use of the knife, T-square, rule and compasses.

Second Year—Sixth-year Grade: Brings in the use of saw, plane, gauge, brace-and-bit and chisel. Articles made to embrace Sloyd in a variety of forms.

Third Year—Seventh Grade: Confined entirely to joints from simple half-joint to difficult dovetail.

Fourth Year—Eighth Grade: Making of useful articles embracing the knowledge gained in the preceding grade.

Fifth Year—Ninth Grade: First a knowledge of all the tools (First lesson for girls). First half-year work that brings into use about ten different tools and mostly of useful articles. Last half-year, elementary carving.

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Sixth Year—Tenth, Eleventh and Twelfth-year Grades: Advanced carving.

All work should be made from working drawings, and pupils should have practice in reading working drawings from the blackboard.

Frequent lessons to be given in the names of tools, also parts. Particular attention must be given to explaining the action of tools in lessons. One hour per week.

SEWING.

Instruction is given to all girls and boys in the primary grades, and to the girls in the grammar grades.

First Year—Position: Method of holding needle and using thimble; drill in threading the needle and taking the stitch.

Sewing: Educational square, running stitch. Objects based on geometrical figures; overcasting edges.

Second Year—Sewing: Educational squares, running, backstitching and overcasting. Objects based on the geometrical figures, parallel with drawing.

Third Year—Sewing: Educational squares, running, backstitching, overcasting and blank stitch. Objects based on botanical objects used in nature study.

Fourth Year—Sewing: Educational squares. Objects based on life of insects, animals and birds.

Fifth Year—Sewing: Practice cloth, overhanding, basting, hemming, running, stitching, straight fell, bias fell, gathers placed in a band, patch, darning, buttonhole and briar and herringbone stitch.

Sixth Year—Sewing: Miniature garments. All stitches brought into practice.

Seventh Year—Sewing: Useful objects, laundry bags, comb and brush cases and other articles.

Eighth Grade—Sewing: Embroidery.

FINANCIAL STATEMENT.

Receipts.

Balance from last year,	$261 37
Amount raised by special tax,	500 00
Amount due from the State for year 1899 and 1900, $1,000.	
Amount received from other sources,	
Total,	$761 37

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Disbursements.

Teachers' salaries,	$575 00
Plant,	157 44
Material,	104 65
Total,	$837 09
Less amount of deficit,	75 72
Total,	$761 37

DRAWING.

Name of teacher—Clara Marple.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 14; female, 29.
Number of lessons per week given each class—Two and three.
Length of lesson—One-half hour.
Amount expended for manual training during the year—Material, $52.89; salaries, $50; total, $102.89; total amount expended to date, $102.89.
Remarks—Work based on White's N. C. Art. In.

SEWING.

Name of teacher—Mary Walter.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 87; female, 100.
Number of lessons per week given each class—One.
Length of lesson—One hour.
Amount expended for manual training during the year—Material, $13.38; salaries, $100; total $113.38.

Name of teacher—Beulah Bate.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 19; female, 14.
Number of lessons per week given each class—One.
Length of lesson—One hour.
Amount expended for manual training during the year—Material, $4.46; salaries, $50; total, $54.46.

Name of teacher—Ella Wheaton.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 17; female, 20.
Number of lessons per week given each class—One.
Length of lesson—One hour.
Amount expended for manual training during the year—Material, $4.46; salaries, $50; total, $54.46.

Name of teacher—A. Maysi Boricon.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 39; female, 60.
Number of lessons per week given each class—One.
Length of lesson—One hour.
Amount expended for manual training during the year—Material, $4.46; salaries, $75; total, $79.46.
Total amount expended to date—$301.76.
Grade or grades in which subject is taught—Primary and grammar grades.
Remarks—Miss Walter taught 2d and 4th primary and all grammar grades.

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WOOD-WORKING.

Name of teacher—Stillwell Townsend.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 6; female, 12.
Number of lessons per week given each class—One.
Length of lesson—One hour.
Amount expended for manual training during the year—Plant, $135.26; material, $25; salaries, $200; total, $360.26.

WOOD-WORKING—(*a*) JOINERY.

Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 6; female, 7.
Number of lessons per week given each class—One.
Length of lesson—One hour.
Amount expended for manual training during the year—Plant, $22.18; salaries, $50; total, $72.18.
Total amount expended to date—$432.44.

WOOD-WORKING—(*b*) CARVING.

Number of pupils—Male, 45.
Number of lessons per week given each class—One.
Length of lesson—One hour.

Name of teacher—E. H. Vance.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 12.
Number of lessons per week given each class—One.
Length of lesson—One hour.
Grade or grades in which subject is taught—All grammar and all high-school grades.

CARLSTADT.

PHILIP SHERIDEN, DISTRICT CLERK.

To Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—The work done in manual training has been practically the same as for several years past.

The pupils in School No. 2 received instruction in paper-folding, paper-cutting, color and primary drawing.

The plant in School No. 1 has been enlarged by the purchase of a number of new tools. Instruction in wood-working was given to the boys of the sixth, seventh and eighth grades. Mechanical drawings are made by pupils in the class-room as far as practicable, and the articles are then constructed accordingly in the work-shop. The best pieces of each kind of work are displayed for some time; this stimulates the ambition of the pupils.

The girls from the third grade up received instruction in sewing.

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During the closing week of school an extensive exhibition of work was again opened to the public, eliciting much favorable comment.

During the coming year wood-working will be introduced in the fifth grade. The course itself will receive some modification. More attention will be given to the making of such articles as excite the interest of the boys by their evident utility.

FINANCIAL STATEMENT.

Receipts.

Balance from last year,	.....
Amount received by special tax,	$600 00
Amount received from State,	600 00
Amount received from other sources, transferred from other accounts,	.....
Total,	$1,200 00

Disbursements.

Teachers' salaries,	$969 00
Plant,	36 00
Material,	177 00
Incidentals,	.....
Balance June 30th, 1901,	18 00
Total,	$1,200 00

DRAWING.

Name of teacher—Mary Atkins.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 17; female, 15.
Number of lessons per week given each class—Two.
Length of lesson—Forty-five minutes.
Amount expended for manual training during the year—Plant, $10.00; material, $100.00; total, $110.00.
Grade or grades in which subject is taught—7th, 8th.

Names of teachers—Class teachers.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 208; female, 197.
Number of lessons per week given each class—One.
Length of lesson—Forty-five minutes.
Grade or grades in which subject is taught—1 to 6.

MODELING.

Name of teacher—Lena Rathmann.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 32; female, 17.
Length of lesson—Thirty minutes.
Amount expended for manual training during the year—Material, $25.00; total, $25.00.
Grade or grades in which subject is taught—1st.

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SEWING.

Name of teacher—Lena Rathmann.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Female, 34.
Length of lesson—Ninety minutes.
Number of lessons per week given each class—One.
Grade or grades in which subject is taught—8th, 7th, 6th.

Names of teachers—Class teachers.
Number of pupils—Female, 78.
Number of lessons per week given each class—One.
Length of lesson—Forty-five minutes.
Grade or grades in which subject is taught—3d to 5th inclusive.
Amount expended for manual training during the year—Plant, $8.00; material, $15.00; total, $23.00.

PASTEBOARD.

Name of teacher—Clara Tackmann.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 28; female, 25.
Number of lessons per week given each class—One.
Length of lesson—Thirty minutes.
Grade or grades in which subject is taught—5th.
Amount expended for manual training during the year—Material, $12.00; total, $12.00.

WOOD-WORKING.

Name of teacher—B. Riemer.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 38.
Number of lessons per week given each class—One.
Length of lesson—Ninety minutes.
Grade or grades in which subject is taught—6th, 7th and 8th.
Amount expended for manual training during the year—Material, $25.00; plant, $18.00; total, $43.00.

EAST ORANGE.

VERNON L. DAVEY, SUPERINTENDENT.

To Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—There have been few important changes in the manual training department during the past year. The work has, however, grown in the primary and grammar grades with the increasing attendance in the schools, and it has become necessary to devote the entire time of one teacher to the work in wood in these schools.

The grammar schools are now all equipped with well-lighted and heated rooms, supplied with first-class benches, lockers and the necessary equipment of tools.

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The boys of one class in the Elmwood School are obliged to go to another school for the work in wood. This is the only building not arranged for this work, and these are the only pupils who do not have all the work in their own building.

A small amount of time has been devoted to work in Venetian iron, and also to weaving with rattan and raffia. The attention has been mainly directed, however, to the customary lines of work.

In the high school the interest in carving continues to be strong, and the number of pupils taking this subject is large in spite of the fact that no credits are given for the time spent in this department. The same is true of the work in mechanical drawing.

Owing to the large increase in primary and grammar schools, it has been found necessary to reduce to a small amount the time given to sewing in the high school. Opportunity is, however, still given for girls desiring it to do advanced work in this subject.

FINANCIAL STATEMENT.

Receipts.

Balance from last year,	$21 14
Amount raised by special tax,	2,250 00
Amount received from the State,	2,250 00
Amount received from other sources,	.....
Total,	$4,521 14

Disbursements.

Teachers' salaries,	$2,850 00
Plant,	1,710 30
Material,	986 28
Incidentals,	.....
Balance June 30th, 1901,	.....
Total,	$5,546 58
Deficit, June 30th, 1901,	1,025 44

DRAWING.

Name of teacher—Josephine Mahon.
Is teacher engaged exclusively in this work?—In manual training, yes.
Number of lessons per week given each class—Two.
Length of lesson—Forty-five minutes.
Amount expended for manual training during the year—Salaries, $200.00.

Name of teacher—Martha A. Hurlbut.
Is teacher engaged exclusively in this work?—In manual training, yes.
Number of pupils—Male, 80; female, 67.
Number of lessons per week given each class—Two.
Length of lesson—Forty-five minutes.
Amount expended for manual training during the year—Material, $153.27; salaries, $400.00; total, $753.27; total amount expended to date, $5,245.16.
Grade or grades in which subject is taught—All grades.

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SEWING.

Name of teacher—Ann R. Annat.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Female, 609.
Number of lessons per week given each class—One.
Length of lesson—Forty-five minutes.
Amount expended for manual training during the year—Plant, $31.55; material, $273.95; salaries, $650.00; total, $955.50; total amount expended to date, $3,799.11.
Grade or grades in which subject is taught—Grammar and high.

WOOD-WORKING—(*a*) JOINERY.

Name of teacher—Margaret B. Dilworth.
Is teacher engaged exclusively in this work—In manual training, yes.
Number of pupils—Male, 490.
Number of lessons per week given each class—One.
Length of lesson—Forty-five minutes.
Amount expended for manual training during the year—Plant, $1,678.75; material, $559,06; salaries, $700.00.

WOOD-WORKING—(*b*) CARVING.

Name of teacher—Josephine Mahon.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 49; female, 72.
Number of lessons per week given each class—Two.
Length of lesson—Forty minutes.
Amount expended for manual training during the year—Salaries, $900.00; total, $3,837.81.
Total amount expended to date—$20,666.60.
Grade or grades in which subject is taught—Grammar and high.

GARFIELD.

T. C. MORRISON, DISTRICT CLERK.

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

DEAR SIR—The following is a written statement, as requested by you, to accompany the manual training report of the schools of Garfield borough.

The plant consists of a room in No. 1 School used entirely for wood-working purposes. This room, last vacation, was fitted up for this object at a cost of about $650 to the Board of Education. It is well supplied with work-benches, tools, etc.

Different kinds of woods, drawing-paper, tracing-paper, blue-print paper, sewing materials, modeling material, sandpaper, etc., are sufficiently supplied by the Board to do good work in this department of school study.

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Last vacation a revised course of study in manual training was prepared by Supervising Principal E. Shafto, and submitted by the Board to you for your approval. On the receipt of a communication from you saying that you had approved it the board of education ordered several copies to be typewritten, and the same to be carried out in the schools. At this writing the course is working very satisfactorily.

The work is progressing, and the pupils are delighted with it, always looking forward to the periods in manual training with pleasure.

FINANCIAL STATEMENT.

Receipts.

Balance from last year,	.....
Amount raised by special tax,	$500 00
Amount received from State,	500 00
Amount received from other sources,	.....
Total,	$1,000 00

Disbursements.

Overdrawn year ending June 30th, 1899,	$11 76
Teachers' salaries,	573 80
Plant,	.....
Material,	88 70
Incidentals,	.....
Balance June 30th, 1901,	325 74
Total,	$1,000 00

DRAWING.

Name of teacher—Virginia C. Truex.
Number of pupils—Male, 250; female, 265.
Number of lessons per week given each class—Two.
Length of lesson—Thirty minutes.
Grade or grades in which subject is taught—All grades.

Name of teacher—Catherine Albright.
Number of pupils—Male, 32; female, 34.
Number of lessons per week given each class—Two.
Length of lesson—Thirty minutes.

MODELING.

Name of teacher—Virginia C. Truex.
Number of pupils—Male, 30; female, 42.
Number of lessons per week given each class—One.
Length of lesson—Thirty minutes.
Grade or grades in which subject is taught—7th and 8th.

SEWING.

Name of teacher—Virginia C. Truex.
Number of pupils—Female, 160.
Number of lessons per week given each class—Two.
Length of lesson—Thirty minutes.
Grade or grades in which subject is taught—3d, 4th, 5th, 6th and 7th.

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Name of teacher—Catherine Albright.
Number of pupils—Female, 55.
Number of lessons per week given each class—One.
Length of lesson—Forty-five minutes.
Amount expended for manual training during the year—salaries, $23.80; total, $23.80; total amount expended to date, $23.80.
Grade or grades in which subject is taught—3d, 4th and 5th.

WOOD-WORKING—(*a*) JOINERY.

Name of teacher—Virginia C. Truex.
Number of pupils—Male, 56.
Number of lessons per week given each class—Two.
Length of lesson—Forty-five minutes.
Amount expended for manual training during the year—Total, $550.00; total amount expended to date, $550.00.
Grade or grades in which subject is taught—6th, 7th and 8th.

HOBOKEN.

A. J. DEMAREST, SUPERINTENDENT.

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

DEAR SIR—The Board of Trustees for Industrial Education of the city of Hoboken respectfully submits its fourteenth annual report for the year ending June 30th, 1901.

Manual training is no longer looked upon as a fad or experiment. It is a phase of school work that has come to stay. There was a time when it was thought that it would seriously interfere with the regular class work, but it is the consensus of opinion of the leading educators now that the average of scholarship is better than in schools where the whole time is given to the regular academic branches. It is decidedly noticeable that pupils after their return from the manual training rooms enter upon their class work with greater zest and a renewed interest.

We are living in a very practical age. The question has often been asked by sceptical critics, "Is it not a waste of valuable time to take boys from their regular class work to teach them to make joints or to carve out or to mold conventional forms?"

The old education was purely an intellectual training, and only required the "boy's head" to be sent to school, but the conditions of our modern civilization demand that the boy's whole being shall be harmoniously developed. When we stop to consider that at least eighty per cent. of the boys and girls who leave our

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schools must, of necessity, engage in some form of manual labor, the value of this training takes on a new significance.

The commercial growth, the material wealth of our country and the perplexing labor problems that agitate the industrial world depend for a solution almost wholly upon these eighty per cent. of pupils who go out from our schools. The boy or girl who has had the benefit of an industrial education is of infinitely more value to an employer than one who has not had these advantages, and is in a better position to command higher wages.

Many European countries that now stand in the foremost rank as manufacturers of high-grade fabrics and the various products of skill owe their supremacy to the fact that industrial education was introduced many years ago into their common and private schools, and is the secret of their success. The American people are awaking to that fact, and if industrial education is universally introduced in our schools along practical lines, the future workman of this country, backed by a good, liberal, substantial education, and aided by a proficiency in skill, will stand as the peer of the world in his craft or art.

It has been the steadfast purpose of our board of trustees to perfect a system that shall meet the wants of this great commercial center. Plans are now under discussion for an extension of the work which will be of material benefit to the boy who desires to enter a foundry, a machine-shop or kindred occupations. The work is not confined to boys alone. The girls need and are getting a training in domestic affairs which will enable them to make their homes more attractive. New avenues of employment are opened every year to women. The girl or woman who has an education suited to these new opportunities as they develop will be capable of doing better work and commanding a higher compensation.

All of our manual training work, with the exception of sewing, is carried on in a commodious and well-equipped building erected especially for that purpose in the central part of the city.

The work is regular for all pupils of the grammar grades, and one day of each week is given to private schools. All of the work is compulsory; it is carefully graded, and each step is a thorough preparation for the succeeding one.

While the boys are in the industrial school receiving instruction in wood-carving, modeling in clay and all forms of joinery, the girls are taking lessons in sewing and domestic economy as cooking, housekeeping and marketing. The results in each department have been very satisfactory. Instead of giving a formal exhibition of work at the close of school, the public was invited

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to visit the school during a week in May, and given an opportunity to see the pupils at their work.

Evening classes were formed as in former years. The work was of a practical nature and included instruction in mechanical drawing for beginners and advanced pupils, sewing, consisting of model exercises and the making of simple garments, and domestic economy in all of its branches. Several prizes were offered by members of board to pupils of the evening school for making the most improvement during the term. Closing exercises were held in the beautiful assembly-room of the Industrial Building, consisting of addresses on various phases of industrial education.

Soon after the close of school in June, Mr. David E. Rue, after a long illness, passed "to that mysterious realm where each shall take his chamber in the silent halls of death." Mr. Rue had been connected with the schools of Hoboken for many years. He was widely known in the community, and universally respected. He was a member of the Board of Industrial Education in this city from the beginning, and always took an active interest in promoting the work. The vacancy in the board was filled by the appointment of Mr. W. D. Forbes, whose intimate and practical knowledge of industrial work makes him the right man in the right place.

FINANCIAL STATEMENT.

Receipts.

Balance from last year,	$1,682 10
Amount raised by special tax,	5,000 00
Amount received from the State,	5,000 00
Amount received from other sources,	337 24
Total,	$12,019 34

Disbursements.

Teachers' salaries,	$6,045 42
Plant,	960 00
Material,	898 55
Incidentals,	1,508 23
Balance June 30th, 1901,	2,607 14
Total,	$12,019 34

DRAWING.

Name of teacher (evening)—A. H. Rockwood.
Is teacher engaged exclusively in this work—No.
Number of pupils—Male, 20.
Number of lessons per week given each class—Three.
Length of lesson—One and one-half hours.
Amount expended for manual training during the year—Rent, heat and janitor's services, $960; material, $229.44; salaries, $295.00; total, $1,484.44.

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Name of teacher (evening)—Alexander Allaire.
Is teacher engaged exclusively in this work—No.
Number of pupils—Male, 20.
Number of lessons per week given each class—Three.
Length of lesson—One and one-half hours.
Amount expended for manual training during the year—Light and power, $524.90; total, $524.90.

MODELING.

Name of teacher—E. E. Haddenhorst.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 272.
Number of lessons per week given each class—One.
Length of lesson—One and one-half hours.
Amount expended for manual training during the year—Plant, repairs, $947.21; material, $54.58; salaries, $742.44; total, $1,744.23.
Grade or grades in which subject is taught—6th.

SEWING.

Name of teacher—P. G. Fleming.
Number of pupils—Female, 649.
Number of lessons per week given each class—One.
Lengtn of lesson—One and one-half hours.
Amount expended for manual training during the year—Salaries, $742.44; total, 742.44.
Grade or grades in which subject is taught—6th, 7th and 8th.

Name of teacher—E. B. Allen.
Is teacher engaged exclusively in this work?—Yes.
Amount expended for manual training during the year—Retirement Fund, $36.12; material, $78.25; salaries, $480.00; total, $594.37.

Name of teacher (evening)—M. Meharg.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Female, 25.
Number of lessons per week given each class—Three.
Length of lesson—Two hours.
Amount expended for manual training during the year—Salaries, $194.50; total, $194.50.

METAL-WORKING.

Name of teacher (domestic economy)—E. Huger.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Female, 133.
Number of lessons per week given each class—One.
Length of lesson—One and one-half hours.
Amount expended for manual training during the year—Material, $203.07; salaries, $891.00; total, $1,094.07.
Grade or grades in which subject is taught—8th and 9th.

Name of teacher (evening)— ——— ———.
Number of pupils—Female, 21.
Number of lessons per week given each class—Three.
Length of lesson—Two hours.
Amount expended for manual training during the year—Salaries, $145.00; total, $145.00.

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WOOD-WORKING.

Name of teacher—James Bloomer.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 236.
Length of lesson—One and one-half hours.
Amount expended for manual training during the year—Salaries, $1,188.00; total, $1,188.00.
Grade or grades in which subject is taught—8th and 9th.

WOOD-WORKING—CARVING.

Name of teacher—A. H. Rockwood.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 210.
Length of lesson—One and one-half hours.
Amount expended for manual training during the year—Material, $333.21; salaries, $900.00; total, $1,233.21.
Grade or grades in which subject is taught—7th and 8th.
Secretary's salary and incidentals, $335.04; janitor's extra services, $132.00.
Total amount expended to date—$9,412.20.

LAKEWOOD.

JESSE JOHNSON, DISTRICT CLERK.

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

DEAR SIR—The form of manual training known as Sloyd is an important subject in the curriculum of the Lakewood public schools.

Sloyd is tool-work so arranged and employed as to stimulate and promote vigorous, intelligent self-activity for a purpose which the pupil recognizes and works with a will.

Because large additions have been made to the equipment since an inventory was published in a previous report, I give in detail the tools used: 20 Larsson work-benches; 20 Stanley iron jack-planes; 20 Stanley block-planes; 6 iron smoothing-planes; 1 rabbet-plane; 1 iron and 3 wooden jointer-planes; 20 try-squares; 20 marking gauges; 20 two-fold two-foot rules; 20 Larsson 3-inch Sloyd knives; 22 back-saws; 10 cross-cut saws, No. 10; 11 rip-saws, No. 8; 20 oak bench-hooks; 20 iron spoke-shaves; 6 turning-saws; 20 flat files; 20 half-round files; 4 iron-handle compass-saws; 9 braces, with assorted Russell-Jenning bits; 19 one-inch firmer chisels; 9 quarter-inch firmer chisels; 2 one-and-one-half-inch gouges; 2 one-and-one-quarter-inch gouges; 7 adze-eye bell-face hammers; 10 wooden mallets; 6

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pair steel wing-dividers; 9 screwdrivers; 6 T-bevels; 2 cabinet scrapers; 3 counter-sinks; 5 centre-bits; 3 nail-sets; outfit of Acorn brand carving tools; mounted grindstone, special grit, hardwood frame; oilstone and slip-stones for the carving tools.

The room is well arranged, with three rows of work-benches facing north, lighted by four west windows. A fire-place, protected by a wire screen, affords the janitor a ready means of disposing of shavings and chips. A cabinet, with sliding, hasp-locked doors, holds the class work safe from dust and handling; a small closet affords storage room for nails, hooks, screws, hinges and general accessories; a commodious ante-room is used for storing lumber.

The boys of the fourth grade have received one lesson of one and one-quarter hours' length, and girls and boys of fifth, sixth, seventh and eighth grades one lesson of two hours' length each week. The high-school pupils and a few members of the seventh and eighth grades have devoted their attention to carving. The privileges of the department, as of last year, have been extended to the three district schools of the township. One teacher's time has thus been occupied with the work.

As the making of useful articles is emphasized, the following is a summary thereof: Flower-pins; shrub-sticks; penholders; cutting-boards for vegetables, bread and cake; coat-hangers; hat-racks; pen-trays; stools; brackets; cabinets; hatchet and hammer handles; paper knives; picture frames. Pupils work from blue prints either made by themselves or furnished them. The materials used are white pine, white wood, bass wood, sweet gum, red cedar, cherry, beech maple and oak, in stock varying in thickness from one-fourth to seventh-eighth inch. The lower classes use the softer woods and lighter stock.

As this work is carried on for the purpose of developing certain brain areas through muscular activity, it is believed that the courses are as valuable for girls as for boys, everything being planned so that there is no danger of over-exertion.

FINANCIAL STATEMENT.

Receipts.

Balance from last year,	$617 62
Amount raised by special tax,	500 00
Amount received from the State,	500 00
Amount received from other sources,	.....
Total,	$1,617 62

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Disbursements.

Teachers' salaries,	$600 00
Plant,	.....
Material,	198 50
Incidentals,	.....
Balance June 30th, 1901,	819 12
Total,	$1.617 62

WOOD-WORKING—(*a*) JOINERY.

Name of teacher—Pearl Reed Cowles.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 119; female, 85.
Number of lessons per week given each class—One.
Length of lessons—One and one-quarter to two hours.
Grade or grades in which subject is taught—4th to 8th inclusive, boys; 5th to 8th inclusive, girls.

WOOD-WORKING—(*b*) CARVING.

Name of teacher—Pearl Reed Cowles.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 23; female, 14.
Number of lessons per week given each class—One.
Length of lesson—Two hours.
Amount expended for manual training during the year—Material, $198.50; salaries, $600; total, $798.50.
Grade or grades in which subject is taught—High school, fourth grammar, third grammar, or 12th, 10th, 9th, 8th, 7th. Elective in 9th, 10th, 11th, 12th.

MONTCLAIR.

RANDALL SPAULDING, SUPERINTENDENT.

To C. J. Baxter, State Superintendent:

DEAR SIR—The annual exhibit of manual training, held at the close of the year, was more largely attended than ever before and indicated increasing popular interest in the subject. The interest and beauty of the exhibit were enhanced by the use of electric lights in the evening and by improved classification and arrangement of the material. Practical ability to use the hands and eyes in the expression of thought is still recognized among us, and no less than formerly as a valuable acquisition. Some improvements have been made we think during the year. It is now considered wise to carry practice in joinery over from the seventh and partly through the eighth grade. Hitherto the

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pupils have decorated certain large pieces of furniture that were of course quite beyond their ability to construct. By the above plan, however, it is hoped that the pupils will in the succeeding course in wood-carving be able to construct as well as decorate their work.

In the department of domestic science increased attention has been paid to the cooking of plain dishes such as are common even in the humblest families. The pupils have been taught to use in their work a comparatively meager equipment and to carefully avoid extravagance in the purchasing of supplies. In short, an attempt has been made not only to improve the methods of instruction, but also to bring the whole work in harmony with those economic conditions that ought to prevail in every well regulated family, whether rich or poor.

Special teachers are still employed to teach clay modeling to pupils of both sexes in the fifth grade. Both sexes have Sloyd alike in the sixth grade. The girls in the seventh grade have sewing, and those in the ninth, wood-carving. The boys of the ninth grade, as heretofore, are instructed in lathe work, both in wood and metal, and in drilling, thread-cutting and in vise-work. Basketry has been introduced into the fourth grade, to the pleasure and profit of the children.

FINANCIAL STATEMENT.

Receipts.

Balance from last year,	$955 55
Amount raised by special tax,	3,750 00
Amount received from the State,	3,750 00
Amount received from other sources,	.....
Total,	$8,455 55

Disbursements.

Teachers' salaries,	$4,310 40
Plant,	2,268 66
Material,	448 97
Incidentals,	1,403 40
Balance June 30th, 1901,	24 12
Total,	$8,455 55

DRAWING.

Name of teacher—Mary J. Goffe.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 161; female, 175.
Number of lessons per week given each class—Two.
Length of lessons—Forty-five minutes.
Amount expended for manual training during the year—Salaries, $255.00; fuel, $19.15.
Total amount expended—$274.15.
Grade or grades in which subject is taught—7th and 8th.

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MODELING.

Name of teacher—Cheshire L. Boone.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 110; female, 123.
Number of lessons per week given each class—Two.
Length of lesson—Fifty minutes.
Amount expended for manual training during the year—Plant, $33.67: material, $28.50; salaries, $800.00; insurance, $25.00; salary of janitor, $265.00.
Total amount expended—$1,152.17.
Grade or gardes in which subject in taught—5th.

BASKET-WORK.

Amount expended for manual training during the year—Services of instructor, 13 lessons; material, $63.75; salaries, $28.40.
Total amount expended—$92.15.

SEWING.

Name of teacher—Regular teachers.
Number of pupils—Female, 85.
Number of lessons per week given each class—Two.
Length of lesson—Fifty minutes.
Amount expended for manual training during the year—Material, $18.29.
Grade or grades in which subject is taught—7th.

DOMESTIC ECONOMY.

Name of teacher—Melita N. Heward.
Is teacher engaged exclusively in this work?—Two days per week.
Number of pupils—Female, 76.
Number of lessons per week given each class—One double period.
Length of lesson—One and one-half hours.
Amount expended for manual training during the year—Plant, $49.89; material, $73.82; salaries, 500.00; salary of janitor, $180.00.
Total amount expended—$822.00.
Grade or grades in which subject is taught—8th.

METAL-WORKING.

Name of teacher—Robert C. Stanley.
Is teacher engaged exclusively in this work?—Three days per week.
Number of pupils—Male, 60.
Number of lessons per week given each class—One double period.
Length of lesson—One and one-half hours.
Amount expended for manual training during the year—Material, $69.48; salaries, $7 per day; repairs, $153.50; salary of janitor, $240.00.
Total amount expended—$1,239.98.
Grade or grades in which subject is taught—9th.

WOOD-WORKING—(*a*) JOINERY.

Name of teacher—Mary L. Allis.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 279; female, 102.
Number of lessons per week given each class—Two.
Length of lesson—Fifty minutes.
Amount expended for manual training during the year—Material, $184.71; salaries, $1,200; fuel, $280.75.
Grade or grades in which subject is taught—6th, 7th and 8th.

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WOOD-WORKING—(*b*) CARVING.

Name of teacher—Olaf Sangstad.
Is teacher engaged exclusively in this work?—Four days per week.
Number of pupils—Male, 85; female, 71.
Number of lessons per week given each class—Two.
Length of lesson—Fifty minutes.
Amount expended for manual training during the year—Plant, $2,185.10; material, $10.42; salaries, $750.00.
Salary of janitor—$240.
Total amount expended—$4,850.98.
Grade or grades in which subject is taught—8th and 9th.

NEWARK.

A. B. POLAND.

FINANCIAL STATEMENT.

Receipts.

Balance from last year,	$792 65
Amount raised by special tax,	5,000 00
Amount received from State,	5,000 00
Amount received from other sources,	1,949 85
Total,	$12,742 50

Disbursements.

Teachers' salaries,	$10,405 50
Plant,	419 07
Material,	1,917 93
Incidentals,	.....
Balance June 30th, 1901,	.....
Total,	$12,742 50

MECHANICAL DRAWING.

Name of teacher—Pamela Howell.
Is teacher engaged exclusively in this work?—Mechanical drawing and carving.
Number of pupils—Male, 70; female, 19.
Number of lessons per week given each class—Two.
Length of lesson—Forty minutes.

Name of teacher— ——— ———.
Number of pupils—Male, 25; female, 3.
Number of lessons per week given each class—Four.
Length of lesson—Forty minutes.
Grade or grades in which subject is taught—High school.

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Name of teacher—Elizabeth E. Garrabrant.
Is teacher engaged exclusively in this work?—Mechanical drawing and primary hand-work.
Number of pupils—Male, 24; female, 6.
Number of lessons per week given each class—Two.
Length of lesson—Forty minutes.

PRIMARY HAND-WORK.

Name of teacher—Elizabeth E. Garrabrant.
Is teacher engaged exclusively in this work?—Primary hand-work and mechanical drawing.
Number of pupils—Male, 78; female, 72.
Number of lessons per week given each class—Five.
Length of lessons—Thirty minutes.
Grade or grades in which subject is taught—1st to 4th inclusive.

KNIFE-WORK.

Name of teacher—Anna W. Kinney.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 600; female, 396.
Number of lessons per week given each class—One.
Length of lesson—Sixty minutes.
Grade or grades in which subject is taught—5th and 6th.

Name of teacher—Emma Blaeser.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 537; female, 396.
Number of lessons per week given each class—One.
Length of lesson—Sixty minutes.
Grade or grades in which subject is taught—5th and 6th.

Name of teacher—Mary Geraghty.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 629; female, 406.
Number of lessons per week given each class—One.
Length of lesson—Sixty minutes.
Grade or grades in which subject is taught—5th and 6th.

Name of teacher—Alice B. Perry.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 616; female, 424.
Number of lessons per week given each class—One.
Length of lesson—Sixty minutes.
Grade or grades in which subject is taught—5th and 6th.

BENCH-WORK.

Name of teacher—Charles H. Cook.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 460.
Number of lessons per week given each class—One.
Length of lesson—Ninety minutes.
Grade or grades in which subject is taught—7th and 8th.

Name of teacher—Carl F. Langlas.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 488.
Number of lessons per week given each class—One.
Length of lesson—Ninety minutes.
Grade or grades in which subject is taught—7th and 8th.

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Name of teacher—J. F. Hill.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 492.
Number of lessons per week given each class—One.
Length of lesson—Ninety minutes.
Grade or grades in which subject is taught—7th and 8th.

WOOD-WORKING.

Name of teacher—George F. Buxton.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 113; female, 9.
Number of lessons per week given each class—Two.
Length of lesson—Forty minutes.

WOOD-WORKING—(*a*) JOINERY.

Name of teacher— ——— ———.
Number of pupils—Male, 47; female, 5.
Number of lessons per week given each class—Four.
Length of lesson—Forty minutes.
Grade or grades in which subject is taught—High school.

WOOD-WORKING—(*b*) CARVING.

Name of teacher—Pamela Howell.
Is teacher engaged exclusively in this work?—Carving.
Number of pupils—Male, 81; female, 9.
Number of lessons per week given each class—Two.
Length of lesson—Forty minutes.

Name of teacher—Parmela Howell.
Is teacher engaged exclusively in this work?—Mechanical drawing.
Number of pupils—Male, 12.
Number of lessons per week given each class—Four.
Length of lesson—Forty minutes.

SEWING.

Name of teacher—Carrie V. Stephens, Supervisor.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Female, 2,266.
Number of lessons per week given each class—One.
Length of lesson—Sixty minutes.
Total amount expended to date—$36,949.85.
Grade or grades in which subject is taught—6th, 7th and 8th.

Amount expended for manual training during the year—Plant, $419.07; material, $1,917.93; salaries, $10,405.50; total, $12,742.50.

NEWARK TECHNICAL SCHOOL.

CHARLES A. COLTON, DIRECTOR.

To Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—The past year has been the most prosperous the Technical School has had since occupying the present building. The increase in the number of students was twenty-five per

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cent., the number coming from outlying towns being unusually large.

At the beginning of the year a laboratory for instruction in plumbing was equipped with tools for practical work and the course begun. Owing to the lack of proper qualifications for admission to the course but three students were obtained, nine being rejected.

The object of this course is to educate plumbers, and not to make them, although the trade is thoroughly taught. Hence one of the requirements is, "An applicant for admission must have worked at least a year at the trade."

A detailed description of all the courses in the school is given in the accompanying Handbook of Information. Appended is the financial statement for the year ending April 30th, 1901:

DR.

Balance on hand May 1st, 1900,	$10,740 15
City appropriation,	10,000 00
State appropriation,	5,000 00
Received for tuition,	1,297 30
Merchandise sold,	552 72
Interest on deposits,	297 28
Received from students for chemical apparatus,	31 93
Received from students for locker rents,	10 00
Received for electroplating,	3 35
Rebate on advertising,	2 80
Credit on bill for Electrical laboratory,	1 98
Sold one blackboard eraser,	25
Total receipts,	$27,937 76

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Salaries,	$8,350 75
Expense account,	1,520 54
Merchandise bought,	527 92
Lighting,	457 85
Furniture and fixtures,	825 84
Repairs and alterations,	314 78
Library,	259 74
Chemical laboratory,	97 92
Plumbing laboratory,	71 26
Electroplating laboratory,	60 99
Electrical laboratory,	24 19
Models for services,	43 00
Tuition fee returned,	12 50
Department of Chemistry and Physics,	8 45
Department of Drawing,	7 24
Total payments,	$12,582 97
*Balance on hand,	15,354 79
	$27,937 76

*Mortgage debt, $15,000

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NORTH PLAINFIELD.

H. J. WIGHTMAN, SUPERINTENDENT.

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

DEAR SIR—I have the honor to present this our first manual training report. We feel that we have accomplished a great deal in manual training during the first year in which we have had a separate building for the work.

The community is interested in the work. This has enabled us to start out with a determination to develop a course that will best meet educational requirements and conform to our conditions and correlate properly with the other school work.

We have been fortunate in securing Mr. Robt. Sander, a graduate of Stevens Institute, to take charge of the wood-work, and Miss Bessie Taylor, a graduate of Pratt Institute and a practical cook, to take charge of the sewing and cooking.

The accompanying outlines indicate our work at the close of the present year, but do not embody any of the contemplated changes.

DESCRIPTION OF MANUAL TRAINING PLANT.

The C. W. McCutchen Public Manual Training School consists of a brick, four-roomed, two-story building situated on the Vine street front of the high school lot. The large halls contain cloak and storage closets and a dark-room for photography.

The equipment consists of the following:

WOOD SHOP.

18 adjustable Hammacher, Schlemmer benches, with end and side vise, tool-rack, etc.

20 individual lockers for storing unfinished work, each containing—

- 1 cross-cut saw, 22 in.
- 1 rip-saw, 22 in.
- 1 back-saw, 10 in.
- 1 bracket-saw.
- 1 claw-hammer.
- 1 iron smooth plane.
- 1 iron jack plane.
- 3 firmer chisels, ¼ in., ½ in., 1 in.
- 2 firmer gouges, ¼ in., ½ in.
- 3 dowel bits, ¼ in., ⅜ in., ½ in.

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1 brace, 6-in. sweep.
1 sliding T bevel, 9 in.
1 try square, 6 in.
1 marking gauge.
1 screw-driver, 4 in.
1 winged divider, 6 in.
1 nail set.
1 round mallet, 2¼-in. face.
1 bench rule, 1 ft.
1 compass.
1 Sloyd knife.
1 carpenter pencil.
1 sharpening outfit, including 1 oil-stone, 2 slips, 1 oil-can.
1 bench-duster.
1 bench-hook.
1 T square.
2 triangles, 1 30° to 60°, 1 45°.
3 carving chisels, 1 in., ½ in., ⅛ in.
1 double bend chisel, ⅛ in.
1 veiner.
3 carving gouges, ¼ in., ½ in., ½ in.
Teachers' desk.
Individual key cabinet.
Foot-power grindstone.
Blackboards.
A large adjoining storage closet.
1 large grindstone.

DRAWING ROOM.

18 patent adjustable drawing stands, with shelf.
1 cabinet for mechanical drawing instruments, drawing boards, etc.
1 cabinet with collection of casts, cases, models, etc.
1 extra large teacher's desk.
18 individual lockers for unfinished work.
1 library case, blackboards, etc.

COOKING ROOM.

Two double 15-ft. cooking tables, with slate tops covered with 4 x 4 tile, with edging tile. Each table is fitted with 12 cooking burners arranged beneath an iron rod support. Each table is also supplied with 12 draw mixing boards and 12 drawers, each containing—

1 wooden spoon.
1 tablespoon.
2 teaspoons.
1 table fork.
1 kitchen fork.
1 table knife.
1 vegetable knife.
1 tin plate.
1 china plate.
2 small granite saucepans.
3 small bowls, various sizes.
1 "Daisy" egg-beater.
1 graduated cup.
1 flour dredger.
1 "Dover" egg-beater.
1 salt-box.
1 bread-tin.
1 nutmeg-grater.

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1 sifter.
1 pepper-box.
1 baking-dish.
1 lemon-grater.
24 individual lockers for aprons, caps, etc.
2 large dish cupboards, with dinner, tea and ice-cream sets.
Teachers' table.
Extra large coal-range; sinks, with hot and cold water.
Gas-heater.
24 stools, and a large adjoining storage closet.
Refrigerator.
Ice-cream freezer.
Towel-racks and other kitchen accessories.

Sewing is conducted in the regular class-rooms, or on very warm June and September days under the shade of the yard maples, where discarded double desks have been placed.

One room of the manual training building, which is to be fitted for wood-turning, is now used for a kindergarten, and enrolls seventy pupils.

MANUAL TRAINING.

Wood-Work and Mechanical Drawing.

WOOD-WORK.

Fifth Grade, B.

Elementary Mechanical Drawing.—Use of ruler, T square, triangles, compasses, in drawing simple geometrical figures.

Knife Work.—Executing in thin wood the drawings previously made. Bracket saw used in addition to Sloyd knife.

Fifth Grade, A.

Work of 5 B partially reviewed and continued; then simple, useful articles, such as pencil-sharpeners, paper-knives, small shelves, etc.

Sixth Grade, B.

Work of 5 A extended to more difficult pieces of work; construction work in thin wood.

Sixth Grade, A.

Elementary chip carving; some of the articles made in 6 B decorated with chip carving; simple picture frames, panels, shelves, etc.

Seventh Grade.

Bench-work in carpentery and joinery; handling, taking care and sharpening of tools; simple sawing and planing exercises; two or three simple joints; useful articles.

Eighth Grade.

Elementary chip carving reviewed and continued; more elaborate designs for pupils able to execute them properly; elements of wood carving; useful articles made in seventh grade decorated with carving.

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High School.

Wood Carving and Chip Carving.—In soft and hard woods; work of eighth grade continued, using carving tools additional to those already employed.

MECHANICAL DRAWING.

1st. Simple exercise for the purpose of acquiring proper skill in the use and handling of drawing instruments, etc.
2d. Simple geometrical constructions requiring accuracy and neatness.
3d. Elementary machine design and architectural drawing.

You have our fully outlined course in drawing up to the fifth year. Only one important change has been made: A line of weaving, braiding, work in raffia and rattan, including basket-making, has been introduced.

Beginning with the fifth grade the drawing work follows:

FIFTH YEAR DRAWING.

Artist Study:
Nature—
Landscape.
Pose.
Flowers, fruit, plant life, trees.
Insects, beetles, birds.

The above are represented in pencil, in water color and with brush and ink.

Representation—
Cone, pyramid, ellipsoid, ovoid.
Familiar and beautiful objects.
Historic houses, towers.

Creative Work—
Landscape.
Borders, units, rosettes.
Story illustration.
Weaving—mats, baskets, hats.

SIXTH YEAR DRAWING.

Artist Study:
Nature and Composition—
Landscape.
Pose.
Trees, branches, berries, flowers, fruit.
Animals.

The above in black and white and in color.

Representation—
Cube, square prism.
Familiar and beautiful objects (in light and dark).
Figure studies.
Roofs and towers.

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Creative Work—
- Mouldings.
- Illustrations.
- Bent-iron designs.
- Flower designs.
- Plan of rooms.

Decoration—
- Egyptian ornament.
- Grecian ornament.
- Surface designs.
- Borders.

SEVENTH YEAR DRAWING.

Artist Study:

Nature and Composition—
- Landscape—
- Pose.
- Trees, plants, flowers, fruit.
- Animals.

Pencil, brush and ink and water color are the mediums used.

Representation—
- Square and triangular prisms.
- Historic houses.
- Figure study.
- Objects—light and shade.

Creative Work—
- Doorways.
- Grilles.
- Plan of rooms.
- Surface designs.

EIGHTH YEAR DRAWING.

Artist Study:

Nature and Composition—
- Trees, flowers, fruit.
- Pose.
- Landscape.
- Birds.

For nature work use pencil, pen and ink, brush and ink, water color.

Representation—
- Cone, pyramid—hor.
- Spires.
- Interiors.
- Objects.

Creative Work—
- Illustrations.
- Book covers.
- Bent-iron designs.

Decoration—
- Saracenic ornament.
- Gothic ornament.
- Renaissance ornament.
- Surface designs.

Continue use of instruments and problems.

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DOMESTIC SCIENCE.

Cookery—Seventh Grade Girls.

1. Examination of kitchen utensils, study of their most convenient arrangement; care of sink, knives and silverware.

2. Boiling of water, cooking food requiring little preparation, as unpared fruit. Study of gas-burners, care of desks and washing of dishes.

3. Other simple applications of heat, as frying of bacon, baking of potatoes and apples, broiling of chops, economy of frying fats, removal of grease from pans and dishes. Use of oven. Care of outside of stove.

4. Foods requiring more preparation and two processes in cooking, as potatoes peeled, boiled and mashed, spinach picked over, boiled, chopped and reheated, with seasoning.

5. Study of eggs, coagulation of albumen by heat. First study of raising mediums in omelette. Use of air in cooking, effects of air upon fruit and vegetables and canned foods.

6. Use of milk. Expansion of starch explained. Making of white sauce.

The above is the ground covered in the first ten lessons, the object being to make the student familiar with very simple examples of nearly all methods of cooking, to have her handle foods of the different classes—water, salt, proteids, carbohydrates and fats—in a general way, with a word here and there as to their value in the dietary, and to have her neat and direct about her work.

By the eleventh lesson the class has learned to save sufficient time in actual kitchen routine for the first regular talk from the teacher on food classification and dietaries.

1. Study of water begun in making tea, coffee, meat soups and water jellies. Gelatine first studied in this connection. Softening of fibers by heat touched upon.

2. Proteid. Roasting and stewing of meat. Fish. Casein of milk. Rennet. Uses of cheese. Gluten. Macaroni.

3. Carbohydrates. Special study of effects of heat upon starch in cooking of cereals. Later served in attractive ways, combined with dried and stewed fruits and cream.

Sugar—vegetables containing it, the beet an example.

Cellulose. Study of woody fiber in vegetables and kindling wood of fire.

4. Salts and fats. Dried beef, fish balls, deep frying. Use of butter and cream. Study of fats already used. Chocolate.

5. Air. Source of oxygen supply. More fire building. Oxygen in human body. Air as a raising medium. Popovers, souffles.

6. Gas. Illuminating gas. Causes of explosion. Carbonic-acid gas. Generation by fermentation caused by introduction of yeast fungus. Yeast bread. Use of baking powders. Muffins, griddle cakes and cake.

7. Further talks on cuts of meat and marketing. Poultry.

8. Nourishing combinations of foods from different classes in one dish. Made dishes and warming over.

9. Fresh young vegetables. Water in plants. Salads.

10. Preservation of foods by refrigeration, sterilization and exclusion of air. Canning.

11. Frozen mixtures.

The eighth grade will follow this course, using more difficult examples in many places, for this year. In coming years the same general order of lessons will be followed with more complicated dishes, the talks and experiments being in the main chemical. The work is elective in the high school and the students are allowed to choose some of the subjects.

SEWING.

Fifth Grade Girls.

Running, basting, overhanding, back-stitch, hemming, felling, gathering, and putting on band, patching, and darning. Making of small bag and doll's apron or petticoat.

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Sixth Grade Girls.

Work apron, making of clothes, feather-stitch, small flannel petticoat with catch-stitch and scallops. Button and button-hole. Kitchen outfit—apron with bib, Dutch cap, cuffs, holder and oven cloth. Careful and distinct chain-stitch marking on each article.

FINANCIAL STATEMENT.

Receipts.

Balance from last year,	.....
Amount raised by special tax,	.....
Amount received from the State,	$2,500 00
Amount received from other sources,	2,550 00
Total,	$5,050 00

Disbursements.

Teachers' salaries, 5 months,	$470 00
Plant,	4,361.03
Material,	141 08
Incidentals,	.....
Balance June 30th, 190 ,	77 89
Total,	$5,050 00

DRAWING.

Name of teacher—Laura M. Sydenham.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 170; female, 197.
Name of teacher—Twelve pri. teachers give one hour per week to drawing.

Work is under supervision of Miss Sydenham.
Number of pupils—Male, 288; female, 278.
Number of lessons per week given each class—Two to five.
Length of lesson—Thirty to forty minutes.
Amount expended for manual training during the year—The total expense for this work has come out of general fund.
Grade or grades in which subject is taught—All grades of the school; elective in H. S.

MODELING.

Name of teacher—Regular grade teachers in all grades.
Amount expended for manual training during the year—The total expense for this work has come out of general fund.

SEWING AND COOKING.

Name of teacher—Bessie M. Taylor.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Sewing, female, 129; cooking, female, 60.
Number of lessons per week given each class—Sewing, two forty-minute lessons per week; cooking, one eighty to ninety-minute lesson per week.
Amount expended for manual training during the year—Salaries, $120 for five months.
Grade or grades in which subject is taught—Sewing, 5, 6, 7 grades; cooking, 8 and high school.

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WOOD-WORKING—(*a*) JOINERY.

Name of teacher—Robert Souder.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 152; female, 7.
Number of lessons per week given each class—One eighty-minute or two forty-minute lessons per week.

WOOD-WORKING—(*b*) MECHANICAL DRAWING.

Name of teacher—Robert Souder.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 7.
Number of lessons per week given each class—One eighty-minute or two forty-minute lessons per week.
Amount expended for manual training during the year—$350 for five months.
Grade or Grades in which subject is taught—Sloyd and joinery, 5, 6, 7 grades; carving, 8 and high school; mechanical drawing, high school.

ORANGE.

W. M. SWINGLE, SUPERINTENDENT.

To Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—I herewith submit for your information some facts relating to the work in manual training in our schools for the year ending June 30th, 1901, together with a detailed report of the teachers of this department.

Although manual training has been a part of our educational system for the past ten years, there are those who totally misapprehend the character and purpose of such work. Because children are given work in drawing, paper-cutting, modeling in clay, constructing objects from simple materials, sewing, cooking and cutting in wood, some people think that they are playing and that there is a great waste of public money. They do not realize that the prime aim of the work is educational. Because the children are set to work with their hands and are taught to use tools, some people hastily infer that we are trying to train carpenters and teach trades, and that we succeed in giving only a smattering of these things. While the purpose is purely educational and its greatest value is to help develop the mind, there are other results that may be expected from this kind of work, all of which have their value. It helps the young man or woman to decide on a vocation; it removes prejudice and inspires a respect for those who work with their hands; it en-

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courages the intelligence of the mechanic, and enables him to do better work and demand better wages; it lessens crime by furnishing something for "idle hands to do"; it discourages the growth of the impractical man who cannot apply his knowledge. By training the eyes to see more correctly the details, it makes men and women more trustworthy and more capable of telling the truth. As an aid to discipline in the school-room and a means of arousing interest in the school work its effects cannot be estimated. We measure the value of manual training in our schools not by the results as seen in the objects made by the pupils, but by the effect of that training on the child as evinced by his newly acquired power, by his keener interest, his greater patience and perseverance, his more intelligent co-operation and the development of originality and the resources within himself that work for independence and force of character.

Some changes have been made in the work of the primary grades. Cord-working was tried in the second grade, and, while the products in the way of chains, whips, bags, hammocks, etc., proved to be excellent hand training, yet it required too much time on the part of the teacher, and the spirit of self-reliance was sacrificed on the part of the pupil. Another change is the making of bags, mats and other objects from raffia, the fiber of the tropical palm, an admirable substitute for straw. This work is inexpensive, and the influence has been excellent, the training, together with the interest of the children continually increases.

With these exceptions, the same course has been pursued in the primary classes as in former years, excepting that in sewing the girls who preferred have been permitted to furnish their own materials and make suitable garments instead of learning on the usual models.

In wood-working the course has been radically changed—the making of useful objects for the home and school has been substituted for the former detailed work on joints, etc. Some very creditable work has been done by the older boys in the high school in making such objects as wardrobes, bookcases, etc.

In drawing good results have been obtained. During the year the work has been based on the following plan: eight lessons nature study; six lessons adapting previous lessons for decorative purposes; January and February, model and object drawing; March and April, mechanical and historic ornament; May, original designs, surface patterns, iron-work, etc.; June, nature study.

During the year a number of improvements have been made in the rooms devoted to manual training. New floors have been laid, more tools purchased, and we have to-day a good equip-

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ment for this work in all our schools. During the summer a change will be made in the rooms devoted to cooking in the high school to better fit them for the increasing demands in this line. No additional teaching force will be employed, but we expect to extend the work of manual training along several lines. We hope to benefit the children and secure the interest and co-operation of the public. As a whole, the work has been very gratifying, and seems to compare favorably with the work of other schools which have been visited.

FINANCIAL STATEMENT.

Receipts.

Balance from last year,	.....
Amount raised by special tax,	$2,600 00
Amount received from the State,	2,600 00
Overdrawn July 1, 1901,	159 83
Total,	$5,359 83

Disbursements.

Teachers' salaries,	$3,660 00
Plant,	72 64
Material,	873 18
Incidentals,	77 65
Balance June 30, 1901 (overdrawn last year),	676 36
Total,	$5,359 83

DRAWING.

Name of teacher—Helen C. Jensen.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 1,350; female, 1,368.
Number of lessons per week given each class—One.
Length of lesson—Forty-five to sixty minutes.
Amount expended for manual training during the year—Material, $529.35; salaries, $990; total, $1,519.35.
Grade or grades in which subject is taught—All grades.
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MODELING.

Name of teacher—Regular teachers, Mary E. Habberton, Supervisor.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 877; female, 818.
Number of lessons per week given each class—One.
Length of lesson—Thirty to sixty minutes.
Amount expended for manual training during the year—Material, $30.00; salaries, $1,089; total, $1,119.00.
Grade or grades in which subject is taught—1, 2, 3, 4.

SEWING.

Name of teacher—Mary E. Habberton.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Female, 282.
Number of lessons per week given each class—One.
Length of lesson—Sixty minutes.
Amount expended for manual training during the year—Material, $54.23; total, $54.23.
Grade or grades in which subject is taught—5, 6, 7.

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COOKING.

Name of teacher—Helen R. Sumner.
Is teacher engaged exclusively in this work?—Two days.
Number of pupils—Female, 109.
Number of lessons per week given each class—One.
Length of lesson—Two hours.
Amount expended for manual training during the year—Plant, $52.64; material, $169.24 Salaries, $528; total, $749.88.
Grade or grades in which subject is taught—8, 1 and 2 H. S.

WOOD-WORKING.

Name of teacher—Sam'l E. Wardell.
Is teacher engaged exclusively in this work?—Four days.
Number of pupils—Male, 271.
Number of lessons per week given each class—One.
Length of lesson—One and one-half hours.
Amount expended for manual training during the year—Plant, joinery, $20.00; material, $90.36; salaries, $1,153; total, $1,163.36.
Grade or grades in which subject is taught—6, 7, 8, H. S. (optional).
Janitor's salary, $50.09; repairs, $27.56.

PASSAIC.

F. E. SPAULDING, SUPERINTENDENT.

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

DEAR SIR—The plant and equipment of our manual training department remains practically the same as reported one year ago. The character and amount of work done in this department may be indicated as follows:

I. COURSE IN WOOD AND IRON WORK.

Grade V.—Bent Iron: Talk on history of iron work; kind of iron used; proper use of tools, rule and pencil. Pupils work from blue prints. This course is designed especially to develop pupils' own common-sense in laying out the measurements, in getting true corners, graceful curves, and in putting models together.

Grade VI.—Elementary Mechanical Drawing and Thin Wood-work: Drawing on pads of paper, 6 in. x 9 in., drawings copied to thin board, 4 in. x 9 in., which is afterwards cut and models finished with saw and knife to center of pencil line. The first half of the year's work is confined to outline work on one-eighth inch wood, paying especial attention to the grain of the wood. In the second half year three-sixteenth inch wood is used to construct little models, such as pig-trough, sled, box, house, match-box, broom-holder, penny bank, etc. Near the end of the year a few lessons in chip carving give the boys designs with which to decorate some of their last pieces of work.

Grades VII and VIII (first half).—Mechanical Drawing: Pencil work; drawing of simple designs; projection, accuracy required; free-hand sketches of models, placing measurements; mechanical drawing from sketches; scale drawing—box, bench, box-trap, clothes-horse, cabinet, etc.

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Ink Work: Projection—cube, prism, etc,—accuray in measurements and quality of lines particularly sought; working drawings of joints, flat and cone-faced pulleys, wrench, etc.

Joinery: Simple practice pieces to learn the use of square, gauge, back-saw, chisel and plane; plain dado joint, afterwards applying the use of the joint in making a box or bench; half-lap joint; picture frame with corners half lapped; bench, tool-tray, towel-roller, bookcase, etc.

Grade VIII (last half).—Carving: Exercises to learn the use of the carving tools and gain power in making effective cuts; later the work includes Greek border original designs and stippled work. Models—table book-rack with carved ends, tabouret, simple table. Work in inlaying on box-cover, checker-board, etc.

II. COURSE IN COOKERY.

Care of kitchen; care and use of kitchen utensils; economy in selection and choice of foods; hygiene.

Practical study of five food principles—water, proteids, carbohydrates, fats, and mineral water. Water: composition and value; methods of cooking, scalding, simmering, boiling; method of cooking food in water. Proteids or nitrogenous foods: composition and value; examples—(*a*) meat and fish, manner of cooking; (*b*) eggs, manner of cooking; experiments with albumen. Carbohydrates, or starchy foods: composition and value; examples—cereals, vegetables, batters, doughs; experiments with air, eggs, acid, alkali and yeast. Fats: composition and value; examples—fat of meat, milk, and oil of vegetables; sautering and deep frying. Mineral matter: composition and value; kinds in different foods.

Methods of cooking fruit: Canning, preserving, pickling; jellies, marmalade, souffle, pie, hot puddings, salads, and desserts.

Invalid cookery: Care of food; manner of cooking foods for the sick—examples: broths, beef tea, beef juice, gruels, mush, porridge, meats, beverages, jellies.

Waitress course.

Cooking and serving a dinner.

III. COURSE IN SEWING.

Third Year.—Practice in threading the needle and making the knot; practice in using the needle and thimble; running stitch; practice in the use of scissors and tape-measure; basting; folding hems in paper; hemming; small hemmed towel, with loop of tape; sewing on flat buttons and shoe-buttons; backstitching; overcasting; button-bag; blanket-stitch; needle-book (blanket-stitch applied); outlining (supplementary).

Fourth Year.—Talk on the growth and manufacture of cotton, wool, silk and linen; weaving on cardboard, with worsted; overhanding of seams and of lace; putting on facings; small pillow-case; overhanding table linen; small bib; gathering—putting on a band; small apron; feather-stitching and catch-stitching (supplementary).

Fifth Year.—Felling a straight seam; talk on bias cutting and bias seams; bias French seam; skirt placket; small muslin skirt; button-holes; stocking darning; hemmed patch; cashmere darning; flannel skirt (full size); hem-stitching (applied in making handkerchiefs—supplementary).

Sixth Year.—Cutting and making a French under-waist; work-bag; cutting and making a bib apron and a pair of cuffs, to be used the following year for cooking.

FINANCIAL STATEMENT.

Receipts.

Balance from last year,	$46 43
Amount raised by special tax,	2,000 00
Amount received from State,	2,000 00
Amount received from other sources,	.....
Total,	$4,046 43

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Disbursements.

Teachers' salaries,	$2,413 25
Plant,	164 99
Material,	655 27
Incidentals (janitor's salary),	420 00
Balance June 30th, 1901,	392 92
Total,	$4,046 43

DRAWING.

Name of teacher—William A. Robbins.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 209.
Number of lessons per week given each class—One.
Length of lesson—One hour.
Grade or grades in which subject is taught—6th to 8th, inclusive.

SEWING.

Name of teacher—Theo. Burghardt.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Female, 712.
Number of lessons per week given each class—One.
Length of lesson—One-half to one hour and a quarter.
Grade or grades in which subject is taught—3d to 6th, inclusive.

COOKING.

Name of teacher—Florence Newell.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—132.
Length of lesson—Two hours.

METAL-WORKING.

Name of teacher—William A. Robbins.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—98.
Length of lesson—One hour.
Grade or grades in which subject is taught—5th.

WOOD-WORKING—JOINERY AND CARVING.

Name of teacher—William A. Robbins.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 209.
Length of lesson—One hour.
Grade or grades in which subject is taught—6th to 8th, inclusive.
Amount expended for manual training during the year—Plant, $164.99; material, $655.27; salaries, $2,833.25; total, $3,653.51.
Total amount expended to date—$19.890.51.

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PATERSON.

L. A. GOODENOUGH, SUPERINTENDENT.

To Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—In accordance with the law, I take pleasure in submitting to you the following report upon manual training in the city of Paterson for the year 1900-1901, as follows:

The character and general work of our manual training school differs very little from that heretofore reported.

Instruction is given in the following grammar grades: 7A, 8B, 8A. The lessons given to the pupils are selected with great care so as to familiarize pupils with the use of different tools, the work being confined principally to planing, sawing, gauging and marking in different forms. As the pupils advance sixteen lessons in joinery are given and a few special lessons in chiseling and plain carving.

Drawings are always prepared by the pupils in their respective class-rooms, thus facilitating the work done at the manual training school. Only two afternoons are allowed the pupils at the high school for wood-turning and carving, but we hope soon to have an additional instructor and thereby give more individual instruction to pupils who take up more advanced work.

With another teacher to aid in preparing lessons, our principal, Mr. Hilton, will be able to devote more of his valuable time to the practical application for which he is by nature and long experience so well equipped.

Our display of manual training work at the Pan-American was most complete and was pronounced by many critics as superior to any work on exhibit.

As our statistical report will show, five large lathes have been added, our building greatly repaired, new tools purchased and everything done in our means for the equipment of a first-class school.

Although our school is somewhat limited in the scope of work done, still we may justly feel that what little we do is most valuable and cannot be excelled in any city.

FINANCIAL STATEMENT.

Receipts.

Balance from last year,	$1,376 74
Amount raised by special tax,	.....
Amount received from the State,	.....
Amount received from other sources,	.....

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Disbursements.

Teachers salaries,	$900 00
Plant,	.....
Material,	237 78
Incidentals,	165 00
Balance June 30th, 190 ,	73 96
Total,	$1,376 74

DRAWING.

Taught in all grades by regular teachers.
Amount expended for manual training during the year—Material, $237.78; salaries, $165 ((janitor), $900; total, $1,302.78.

MODELING.

Taught in all grades by regular teachers.

SEWING.

Taught in a few schools only.

METAL-WORKING.

Not taught.

WOOD-WORKING—(*a*) JOINERY.

Name of teacher—Edwin D. Hilton.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 325; female, none.
Number of lessons per week given each class—One every two weeks.
Length of lesson—Two and one-half hours.
Grade or grades in which subject is taught—7 A, 8 B, 8 A, grammar.

WOOD-WORKING—(*b*) CARVING.

Name of teacher—Edwin D. Hilton.
Number of pupils—Male, 37; female, none.
Number of lessons per week given each class—One.
Length of lesson—Two hours.
Grade or grades in which subject is taught—High school.

RED BANK.

S. V. ARROWSMITH, SUPERVISING PRINCIPAL.

Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—A brief report of the work done in the manual-training department of the Red Bank schools is herewith submitted.

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But little change has been made in our plant or equipment, and our course of development of the work is practically the same as outlined fully in my last report.

Mr. H. F. Pease, our instructor, proved himself a competent head of the department, emphasizing the educational value of every exercise and creating a renewed interest in the work.

Knife-work in the sixth grade was conducted in the class-rooms, instead of in the work-shop. This arrangement was practiced in order to save time of pupils in passing to and from the work-shop, and proved in every way satisfactory in educational results.

Bench-work is practiced from the seventh to the tenth grade inclusive, being required of the boys, but optional with the girls.

Wood carving is practiced by the girls and also by a few of the boys, from the eighth to the tenth grade inclusive. It is optional, but popular, as will be noticed by reference to the statistical report.

FINANCIAL STATEMENT.

Receipts.

Balance from last year,	$17 73
Amount raised by special tax,	500 00
Amount received from the State,	500 00
Amount received from other sources,	.....
Total,	$1,017 73

Disbursements.

Teachers' salaries,	$700 00
Plant,	93 20
Material,	203 17
Incidentals,	
Total,	$996 37

DRAWING.

Name of teacher—Henry F. Pease.
Amount expended for manual training during the year—Plant, $93.20; material, $203.17; salaries, $700.00.

WOOD-WORKING.

Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 160; female, 77.
Number of lessons per week given each class—One.
Length of lesson—Forty minutes.
Grade or grades in which subjct is taught—6th to 10th, inclusive.

WOOD-WORKING—(*a*) JOINERY.

Number of pupils—Male, 120; female, 7.
Number of lessons per week given each class—One.
Length of lesson—Forty minutes.
Grade or grades in which subject is taught—7th to 10th, inclusive.

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WOOD-WORKING—(*b*) CARVING.

Number of pupils—Male, 10; female, 70.
Number of lessons per week given each class—One.
Length of lesson—Forty minutes.
Grade or grades in which subject is taught—8th to 10th, inclusive; 6th, whittling.
Total amount expended to date—$996.37.

RIDGEWOOD.

B. C. WOOSTER, SUPERVISING PRINCIPAL.

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

DEAR SIR—The character and amount of work done in manual training in the several grades of the Ridgewood School were reported upon quite fully in last year's report. There have been no material changes since.

Under heading of general condition I might report that manual training has apparently passed through the experimental stage in this village, and has been accepted as an essential and popular feature of the school curriculum in Ridgewood.

FINANCIAL STATEMENT.

Receipts.

Balance from last year,	$1,797 92
Amount raised by special tax,	600 00
Amount received from the State,	600 00
Amount received from other sources,	.....
Total,	$2,997 92

Disbursements.

Teachers' salaries,	$1,025 00
Plant,	45 06
Material,	103 01
Incidentals,	.....
Balance June 30th, 1901,	1,824 85
Total,	$2,997 92

DRAWING.

Name of teacher—Miss Maggie Freeland.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 257; female, 248.
Number of lessons per week given each class—One.
Length of lesson—Sixty minutes.

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Amount expended for manual training during the year—Material, $55.35; salaries, $350; total, $405.35.
Total amount expended to date—$2,773.97.
Grade or grades in which subject is taught—1st to 10th years.

SEWING.

Name of teacher—Miss Sarah Denison.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Female, 128.
Number of lessons per week given each class—One.
Length of lesson—Sixty minutes.
Amount expended for manual training during the year—Material, $4.49; salaries, $225; total, $229.49.
Total amount expended to date—$2,017.08.
Grade or grades in which subject is taught—4th to 10th years.

WOOD-WORKING.

Name of teacher—Mr. B. Wooster.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 90.
Number of lessons per week given each class—One.
Length of lesson—Sixty minutes.
Amount expended for manual training during the year—Plant, joinery, $38.46, carving, $6.60; material, joinery, $43.17; salaries, $450; total, $538.23.
Total amount expended to date—$4,797.85.
Grade or grades in which subject is taught—5th to 10th years.

SOUTH ORANGE.

H. W. Foster, Supervising Principal.

To Hon. Charles J. Baxter, State Superintendent:

Dear Sir—Concerning the balance of $371.88 on hand, the wood-working department has bought a very small amount of material during the past year, but has cleaned up the scraps and old lumber on hand. It will require the expenditure of at least an extra $100 the coming year to supply the needed stock. It is intended to replace the benches now in use in the manual training building with more modern benches, somewhat smaller, to give more space for the pupils, and to transfer at least a part of the present benches to the other schools where now there are none. The new benches and tools will require an additional expense of $200 to $250. An increase in the number of drawing tables is required. The equipment of the cooking department also calls for an increase in the way of utensils and fixtures to the extent of probably $75.00. The balance is, therefore,

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retained for immediate expenditure for needed additional equipment for the coming year.

During the year the manual training building has been repainted, the roof repaired, new steps constructed, a storage closet made for the sewing department, and a window inserted for additional light on the drawing tables. These expenses were in addition to those reported in the statistical report.

A beginning has been made in cord-tying, weaving and basket-work. This work excites great interest and activity among the pupils, and seems to have great educational value. The coming year will witness a distinct advance in the correlation of manual training with the other school work of the elementary grades. While a most general outline will be established for the work of each grade at the beginning of the year, the actual course will be worked out during the year by competent and well-trained teachers, planning the details according to the requirements and conditions surrounding each class. Two teachers will be employed full time, and one for a day each week. In the high school, courses will be offered in cooking, advanced sewing and carving. The boys of the seventh and eighth grades will have bench-work; the boys of the sixth grade, knife-work; the girls of the eighth grade will have cooking, those of the sixth and seventh years sewing. Up to and including the fifth year both boys and girls will have the same work, covering a variety of materials, including clay, paper, cord, wood, rattan, &c.

FINANCIAL STATEMENT.

Receipts.

Balance from last year,	$78 68
Amount raised by special tax,	1,000 00
Amount received from the State,	1,000 00
Amount received from other sources,	.....
Total,	$2,078 68

Disbursements.

Teachers' salaries,	$1,301 75
Plant,	64 40
Material,	340 65
Incidentals,	.....
Balance June 30th, 1901, to be used in immediate increase of equipment (see written report),	371 88
Total,	$2,078 68

DRAWING.

Name of teacher—Jeanette Palen.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 60; female, 79.
Number of lessons per week given each class—Two.
Length of lesson—Forty-five minutes.
Grade or grades in which subject is taught—6, 7, 8 (H. S. 9, 10, 11, 12).

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Name of teacher—Pauline L. Gifford.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 38; female, 29.
Number of lessons per week given each class—Two.
Length of lesson—Forty-five minutes.
Grade or grades in which subject is taught—6, 7, 8.
Amount expended for manual training during the year—Plant, $44; material, $98.42; salaries, $358.25; total, $500.67.

BASKETWORK, ETC.

Name of teacher—Jeanette Palen.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 27; female, 25.
Number of lessons per week given each class—One.
Length of lesson—Forty-five minutes.
Amount expended for manual training during the year—Plant, $2.40; material, $11.83; salaries, $40; total, $54.23.
Grade or grades in which subject is taught—4th grade.

SEWING.

Name of teacher—Pauline L. Gifford.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Female, 149.
Number of lessons per week given each class—One.
Length of lesson—Forty-five minutes.
Amount expended for manual training during the year—Material, $89.32; salaries, $158.30; total, $247.62.
Grade or grades in which subject is taught—3, 4, 5, 6, 7, 8, 9.

COOKING.

Name of teacher—Elizabeth Huger.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Female, 9.
Number of lessons per week given each class—One.
Length of lesson—Two hours.
Amount expended for manual training during the year—Material, $36.84; salaries, $140; total, $176.84.
Grade or grades in which subject is taught—High school.

WOOD-WORKING—(*a*) JOINERY.

Name of teacher—Jeanette Palen.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 89.
Number of lessons per week given each class—One.
Length of lesson—Forty-five minutes.
Grade or grades in which subject is taught—5, 6, 7, 8.

WOOD-WORKING—(*b*) CARVING.

Name of teacher—Jeanette Palen.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 25; female, 47.
Number of lessons per week given each class—Two.
Length of lesson—Forty-five minutes.
Grade or grades in which subject is taught—9, 10, 11, 12, H. S.

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WOOD-WORKING—(*c*) KNIFE WORK.

Name of teacher—Pauline L. Gifford.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 39.
Number of lessons per week given each class—One.
Length of lesson—Forty-five minutes.
Grade or grades in which subject is taught—6, 7, 8.

Amount expended for manual training during the year—Plant, $18; material, $104.25; salaries, $605.20; total, $727.45.

TRENTON.

B. C. GREGORY, SUPERVISING PRINCIPAL.

To Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—*Faculty.*—Prof. John W. Stimson was engaged as principal for one year from September 1st, 1900, at a salary of three thousand dollars, on the condition that not more than fifteen hundred dollars be paid out of the regular appropriation for art-school purposes, the remaining fifteen hundred dollars to be secured by the Advisory Board from private subscriptions and State appropriation.

On June 6th, Prof. Stimson presented his resignation, which was accepted.

Prof. Stimson had had, before coming to Trenton, a wide experience as Director of Metropolitan Museum of Art Schools and of the Artisan Institute, New York City, and under his supervision the school has made great progress.

The faculty this year has been constituted as follows:

General Director, John Ward Stimson. Instructors: Department of Ornamental Design, Mira Burr Edson; Department of Modeling and Sculpture, Martha Lee Norton; Department of Drawing and Illustration, Oliver Kemp; Department of Life Painting and Composition, J. W. Stimson; Department of Applied Art, Construction and Mechanics, G. L. Bennett.

Building.—It was at first intended to lease the building at 38 West State street, but it was decided, after hearing the explanation of Prof. Stimson with regard to the work to be carried on, that the building was unsuitable for the purpose for which it was secured. This action involved the Board in some expense,

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as the proprietors refused to cancel the lease. It therefore stood idle, the Board paying the rent for three-quarters of a year, at the expiration of which time the proprietors, having disposed of the property, and fearing from the want of care of the premises that additional expense would be incurred to them in repairing same, released the Board from its contract.

The library building is central, and offered reasonably commodious quarters. Many changes were made in the premises, and the school soon had the look of an art school. The school opened Monday, October 15th, and closed Friday, May 31st. The closing was marked with a very creditable exhibit of students' work, held on three days, May 29th-31st. A public address was made by the Director, under the auspices of the Advisory Board, at Association Hall, December 10th.

Curriculum.—Department of Decorative Design, including fundamental art principles, form analysis and experiment, and color arrangements for ornamental purposes, etc.; ornament, geometric, free and historic; study and selection from natural forms and motives; general application of same to line, surface and color effects, for floors, walls and interior decoration, wood-paneling and parquetry, carpets, rugs, wall papers, textiles and fabrics, marquetry and inlays, bent iron, stained glass, book covers, printing, lettering, etc.

Department of Plastic Form.—Clay modeling for decorative and sculptural purposes, from geometric, floral, animal and human subjects. Original work and composition, applicable to terra cotta, tile work, pottery, carving in wood and stone, casting in plaster and bronze.

Advanced Sculpture.—Character study for portraiture, architectural, monumental and idealistic composition, in low relief, high relief and full relief or the round.

Department of Light and Shade.—Drawing from famous antique and modern statuary, and casts of floral, animal and human forms, in charcoal, sepia, guasche, crayon, pencil, pen, India ink, etc.; artistic anatomy, lectures and demonstrations from skeletons and models. Each Thursday evening, beginning with the first week after Christmas, illustrations for magazines, books, newspapers, etc., in appropriate media. Posters and book covers, with accompanying artistic type and initialing, and lectures on practical illustration each Friday after Christmas

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week; water coloring, painting from still life, flora, etc.; sketch classes Friday evenings.

Department of Advanced Drawing and Painting.—From statues, still life, living models, for special demonstration of character and expression; composition classes every Wednesday evening; costume classes; historical and personal styles; normal lectures, instruction for special help of teachers in schools.

Department of Applied Art.—To constructive and mechanical draughtsmanship, with full practice and lecture courses in principles of projection and use of instruments, practical and theoretic geometry, principles of perspective, shades and shadows, machine designing and machine drawing, manufacturing and trade standards as applied to drawing and shop practice, machine and building construction.

Loans and Gifts.—The Director loaned the school from his private collection a large number of foreign statues, casts and autotypes. The list included 227 subjects, comprising 71 busts and casts, 156 autotypes.

The following donations were made to the school: S. E. Kaufman, picture frames, $75.00; J. H. Wilson & Co., twenty-five folios decorative designs, $50.00; F. S. Katzenbach & Co., one copper-lined tub, $8.00; Trenton Potteries Co., 800 pounds modeling clay, $7.00; Mr. Henry C. Taylor, magazines, $2.00; W. C. T. U., three volumes magazines, $24.00; students' subscriptions for magazines, $5.50; Mr. Edmund C. Hill, book, $10.00; Hon. G. D. W. Vroom, Flaxman's Iliad of Homer, engravings and photographs, $30.00.

Number of students according to departments: Decoration, 33; Sculpture, 32; Antique, 39; Illustration, 20; Life and Composition, 20; Mechanical, 41.

FINANCIAL STATEMENT.

Receipts.

Balance from last year,	$214 22
Amount raised by special tax,	4,000 00
Amount received from the State,	6,618 03
Amount received from other sources,	2,005 38
Total,	$12,837 63

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Disbursements.

Teachers' salaries,	$6,745 90
Plant,	2,069 61
Material,	561 48
Incidentals,	1,026 31
Balance June 30th, 1901,	2,434 33
Total,	$12,837 63

DRAWING.

Name of teacher—Henry McBride, Director of Art School.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 8; female, 3.
Number of lessons per week given each class—Six.
Length of lesson—Two hours.
Amount expended for manual training during the year—Salaries, $1,500.

Name of teacher—Oliver Kemp, Assistant director.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 21; female, 18.
Number of lessons per week given each class—Ten.
Length of lesson—Two hours.
Amount expended for manual training during the year—Salaries, $1,200.

MODELING.

Name of teacher—Agnes Gendell, modeling from antique and life.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 11; female, 5.
Number of lessons per week given each class—Ten.
Length of lesson—Two hours.
Amount expended for manual training during the year—$1,200.

DESIGN.

Name of teacher—Mira Burr Edson, theory of design and practical designing.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 16; female, 12.
Number of lessons per week given each class—Ten.
Length of lesson—Two hours.
Amount expended for manual training during the year—Salaries, $800.
Grade or grades in which subject is taught—Theory of design and practical designing.

MECHANICAL DRAWING.

Name of teacher—G. L. Bennett, mechanical drawing, primary and advanced.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 30.
Number of lessons per week given each class—Five.
Length of lesson—Two hours.
Amount expended for manual training during the year—Salaries, $480.

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TOWN OF UNION.

OTTO ORTEL, SUPERINTENDENT.

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

DEAR SIR—I herewith submit a report of the work done in our manual training department during the past school year.

The interest taken by our boys in wood-working continues unabated. A portion of the time devoted to this work is now spent in artistically decorating the finished article. A suitable design is lightly sketched in pencil and then executed by the wood-burning process. This produces a pleasing effect, and is at the same time an excellent training for the eye and hand, and develops the æsthetic taste.

In domestic economy, in addition to the ordinary kitchen and dining-room duties and the practical work in the preparation of foods, special attention is given to making charts and to the analysis of foods.

In the last year of the course preparation of foods for invalids and chemistry as applied to cooking are the main features.

Mechanical drawing and sewing are taught by the regular class teachers, as in the past, with satisfactory results.

The usual annual exhibit of manual training work was held in June, and largely attended.

FINANCIAL STATEMENT.

Receipts.

Balance from last year,	$546 63
Amount raised by special tax,	800 00
Amount received from the State,	1,190 00
Amount received from other sources,	.....
Total,	$2,536 63

Disbursements.

Teachers' salaries,	$1,340 00
Plant,	82 48
Material,	660 54
Incidentals,	.....
Balance June 30th, 1901,	453 61
Total,	$2,536 63

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DRAWING.

Name of teacher—N. C. Billings and class teachers.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 290; female, 328.
Number of lessons per week given each class—One.
Length of lesson—One hour.
Amount expended for manual training during the year—Material, $264; total, $264.
Total amount expended to date—$1,689.69.
Grade or grades in which subject is taught—6th to 8th grammar, and 4 years high school.

MODELING.

Name of teacher—N. C. Billings.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 17; female, 37.
Number of lessons per week given each class—One.
Length of lesson—One hour.
Total amount expended to date—$103.04.
Grade or grades in which subject is taught—Junior and senior high school.

SEWING.

Name of teacher—Caroline J. Hoffmann and class teachers.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Female, 903.
Number of lessons per week given each class—One.
Length of lesson—One hour.
Amount expended for manual training during the year—Material, $110.20; salaries, $50; total, $160.20.
Total amount expended to date—$1,147.33.
Grade or grades in which subject is taught—3d to 8th grammar, and 1st, 2d and junior high school.

DOMESTIC ECONOMY.

Name of teacher—Engel A. Pope.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Female, 75.
Number of lessons per week given each class—One.
Length of lesson—Two hours.
Amount expended for manual training during the year—Material, $60; salaries, $400; total, $460.
Total amount expended to date—$5,425.96.
Grade or grades in which subject is taught—1st and 2d high school.

WOOD-WORKING.

Name of teacher—Gustave A. Beyer.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 56.
Number of lessons per week given each class—One.
Length of lesson—Two hours.
Amount expended for manual training during the year—Plant, $82.48; material, $226.34; salaries, $890; total, $1,198.82.
Total amount expended to date—$6,830.23. Incidentals, $33.50.
Grade or grades in which subject is taught—1st and 2d high school.

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VINELAND.

J. J. UNGER, SUPERVISING PRINCIPAL.

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

DEAR SIR—It is impossible for me to make any report concerning the plant, material, character and amount of work done without repeating much of what was contained in last year's report. On these points, then, it will be sufficient to say that the manual training department is still confined to the basement of the high-school building, in a room equipped with ordinary school-desks for drawing purposes, thirteen work-benches for working in wood, benches for sketching from object or cast, and tables for carving in wood. The desks, benches and tables all lack convenience for the purpose intended, and insufficient light on cloudy days adds to the discomfort of teacher and pupils.

Steady improvement should be noted in the character of the work done. More time was devoted to ink and brush work, and excellent results were obtained in the illustrating of poems.

On the general aim and condition of the work I quote the following from my annual school report:

It is the general aim of this course to assist in general mental development through the training of hand and eye as a means of self-expression. Special effort is made to adapt both matter and method to the interests of the pupils as well as to their physical and mental ability.

The work in all lines is progressive as the pupil advances from grade to grade. No pupil is excused from taking the work except from physical inability. The pupils, with few exceptions, have been thoroughly interested in the work, and, considering the small amount of time allotted per week, their progress has been praiseworthy. The boys have been taught the use of edged tools and the characteristics of different woods by means of various exercises in squaring, mortising, mitering, dovetailing and planing. The girls have been taught plain and ornamental sewing under the directions of the regular grade teachers, and at the completion of the course they are able to do practical work, such as patch-work, buttonholing and making simple garments.

Iron-work has not yet been introduced, yet there is no reason why the bent iron-work should not precede the knife-work for

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boys. The material is inexpensive, and the work educational and very interesting. The girls could take the time in sewing, and by completing the sewing course sooner they could do more work in designing. This additional work could scarcely be done without an assistant teacher. If an assistant teacher would be employed, the work could be extended to the fifth grades, and more attention could be given to the outlying schools.

Manual training has grown greatly in popularity during the past two or three years in our schools, and the results, considering the small expenditure in this department, have been most gratifying.

FINANCIAL STATEMENT.

Receipts.

Balance from last year,	$546 13
Amount raised by special tax,	500 00
Amount received from the State, August 10th, 1900, $500; June 8th, 1901, $500,	1,000 00
Amount received from other sources,	.....
Total,	$2,046 13

Disbursements.

Teachers' salaries,	$700 00
Plant,	48 00
Material,	234 52
Incidentals,	.....
Balance June 30th, 1901,	1,063 61
Total,	$2,046 13

DRAWING.

Name of teacher—Miss Mary S. Swick and grade teachers.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 237; female, 268.
Number of lessons per week given each class—One.
Length of lesson—Thirty-five minutes.
Amount expended for manual training during the year—Material, $174.45; total, $174.45.
Grade or grades in which subject is taught—6th to 12th, inclusive.

MODELING.

Name of teacher—Miss Mary S. Swick and grade teachers.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Female, 1.
Number of lessons per week given each class—One.
Length of lesson—Forty-five minutes.
Amount expended for manual training during the year—Material, $16.70; total, $16.70.
Grade or grades in which subject is taught—Optional with carving in high school grades.

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SEWING.

Name of teachers—Miss Martha Davidson, Miss May Cosman, Miss A. R. Gascoign, Miss Bertha Coutner, Miss Nellie B. Swain, Miss Fannie A. Bolles, grade teachers.
Number of pupils—Female, 160.
Number of lessons per week given each class—One or two.
Length of lesson—Forty minutes.
Amount expended for manual training during the year—Material, $18.47; total, $18.47.
Grade or grades in which subject is taught—6th, 7th, 8th.

WOOD-WORKING—(*a*) JOINERY.

Name of teacher—Miss Mary S. Swick.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 62.
Number of lessons per week given each class—One.
Length of lesson—Forty minutes.
Amount expended for manual training during the year—Plant, $48; material, $24.90; salaries, $700 paid for all subjects; total, $772.90.
Grade or grades in which subject is taught—8th and 9th grades, boys.

WOOD-WORKING—(*b*) CARVING.

Name of teacher—Miss Mary S. Swick.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 38; female, 96.
Number of lessons per week given each class—One.
Length of lesson—Forty minutes.
Grade or grades in which subject is taught—9th, girls, 10th, 11th, 12th grades, boys and girls.

WOOD-WORKING—(*c*) KNIFE-WORK.

Name of teacher—Miss Mary S. Swick.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 93.
Number of lessons per week given each class—One.
Length of lesson—Forty minutes.
Grade or grades in which subject is taught—6th and 7th grades.

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APPENDIX.

STATISTICAL TABLES.

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Financial Report by Districts for the County of ATLANTIC,

DISTRICTS.	Amount due the district, July 1st, 1900, from State and county funds.	Amount due the district, July 1st, 1900, from district tax.	Amount due the district, July 1st, 1900, from other sources.	Total amount due the district, July 1st, 1900.	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 City	$27,156 27	$46,800 00	$38,373 26	$112,329 53	$43,933 16	$8,067 43	$7,491 75	$19,737 45
Absecon	904 27	889 11	806 50	2,599 88	1,277 75	195 78	60 06	750 00
Brigantine	267 09	355 33	.....	622 42	360 00	24 00	100 00	.....
Buena Vista	3,041 07	1,000 00	2,013 50	6,054 57	3,177 00	139 37	91 54	.....
Egg Harbor City	4,974 26	2,473 50	289 22	7,736 98	4,553 50	450 74	278 43	472 50
Egg Harbor	3,023 04	3,365 38	90 50	6,478 92	4,230 00	162 24	132 60	261 00
Galloway	3,646 89	3,415 00	41 50	7,103 39	4,946 18	248 90	95 44	518 00
Hamilton	3,020 63	2,305 26	73 50	5,399 39	3,532 50	308 68	191 62	20 57
Hammonton	6,176 69	10,726 63	122 15	17,025 46	8,420 42	1,183 76	416 04	1,680 00
Longport	2.2 52	934 88	.....	1,192 35	504 00	92 25	.....	.....
Mullica	1,731 89	1,435 33	44 31	3,211 68	2,160 00	251 88	49 60	.....
South Atlantic City	257 51	331 28	.....	588 79	315 00	106 80	.....	.....
Pleasantville	3,190 75	2,680 33	1,705 29	7,556 42	4,185 00	1,820 74	96 45	578 00
Weymouth	1,818 14	1,061 54	.....	2,879 68	2,092 50	95 79	58 53	50 55
Somers Point	341 36	673 97	.....	1,015 33	690 84	38 67	40 05	.....
Linwood	957 00	1,430 19	20 00	2,397 19	1,377 00	120 75	22 76	10 37
	$60,764 38	$79,847 87	$43,579 73	$184,191 98	$85,754 85	$13,307 78	$9,118 27	$24,078 44

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State of ***New*** *Jersey, for the School Year Ending June 30th,* 1901.

Amount expended for taking school census.	Amount expended for manual training.	Amount expended for text-books, apparatus and supplies.	Amount expended for other school purposes.	Amount expended for transportation of pupils.	Amount expended for tuition of pupils in adjoining districts.	Total amount expended.	Balance of State, county and township funds, June 30th, 1901.	Balance of district tax, June 30th, 1901.	Balance of moneys from other sources, June 30th, 1901.	Total balance, June 30th, 1901.
.....	$2,347 72	$7,200 42	$4,985 37	.....	.....	$93,763 30	.....	$18,566 23	.....	$18,566 23
$5 40	.....	151 49	107 00	.....	.....	2,547 48	.....	52 40	.....	52 40
1 25	.....	18 37	69 88	.....	.....	573 50	.....	48 92	.....	48 92
28 96	.....	124 99	2,023 49	.....	.....	5,585 35	.....	469 22	.....	469 22
.....	.....	443 69	246 09	.....	.....	6,444 95	.....	1,292 03	.....	1,292 03
32 00	.....	364 21	263 03	.....	$10 50	5,443 98	.....	1,034 94	.....	1,034 94
31 65	.....	360 68	125 00	.....	140 00	6,465 85	.....	637 54	.....	637 54
.....	.....	187 03	106 27	$454 05	98 00	4,898 72	.....	447 44	$53 23	500 67
50 80	.....	544 31	400 31	.....	.....	12,689 64	.....	4,335 82	.....	4,335 82
.....	.....	150 26	254 85	.....	.....	1,001 36	.....	190 99	.....	190 99
11 35	.....	77 88	341 04	.....	77 00	2,968 75	.....	200 58	42 35	242 93
1 50	.....	7 93	62 50	.....	.....	493 73	.....	95 06	.....	95 06
.....	.....	385 44	336 20	.....	.....	7,401 83	$1 45	42 76	110 38	154 59
12 10	.....	92 90	63 38	.....	.....	2,465 75	.....	413 93	.....	413 93
.....	.....	60 90	92 50	.....	.....	922 96	.....	92 37	.....	92 37
7 20	.....	169 98	609 86	.....	.....	2,317 92	.....	79 27	.....	79 27
$172 21	$2,347 72	$10,340 48	$10,085 77	$454 05	$325 50	$155,986 07	$1 45	$27,999 50	$205 96	$28,206 91

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Apportionment of School Moneys for the County of ATLANTIC,

DISTRICTS.	Balance State and county moneys, July 1st, 1901.	Balance district tax, July 1st, 1901.	Balance received from other sources, July 1st, 1901.	Amount apportioned from State appropriation, including State school tax and $200,000.	Amount apportioned from surplus revenue.	Amount apportioned from balances.	Amount of district tax voted for current expenses.
Absecon		$52 40		$879 01	$5 69		$800 00
Atlantic City		18,566 23		30,871 16	266 46		44,191 00
Brigantine		48 92		256 85	1 16		300 00
Buena Vista		469 22		3,280 78	30 18		1,000 00
Egg Harbor		1,034 94		3,137 07	23 29		3,100 00
Egg Harbor City		1,292 03		2,154 14	27 60		2,644 00
Galloway		637 54		3,887 50	34 40		2,350 00
Hamilton		447 44	$53 23	3,313 82	22 71		1,550 00
Hammonton		4,335 82		6,825 62	52 52		4,915 00
Linwood		79 27		972 14	7 58		900 00
Longport		190 99		264 61	1 32		400 00
Mullica		200 58	42 35	1,786 02	11 97		1,000 00
Pleasantville	$1 45	42 76	110 38	3,306 62	30 71		1,930 00
Somers Point		92 37		560 23	3 27		5 50
South Atlantic City		95 06		277 53	1 58		2 50
Weymouth		413 93		1,825 30	12 75		1,000 00
	$1 45	$27,999 50	$205 96	$64,599 00	$534 18		$66,880 00

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State of New Jersey, for the School Year Ending June 30th, 1901.

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, 1902.
.....	.....	.....	.....	$800 00	.....	$1,737 10
.....	$11,000 00	$3,000 00	.....	58,191 00	.....	107,894 85
.....	.....	.....	.....	300 00	.....	606 93
.....	.....	.....	.....	1,000 00	.....	4,780 18
.....	640 00	.....	$700 00	4,440 00	.....	8,635 30
.....	.....	.....	455 00	3,099 00	.....	7,572 77
.....	125 00	.....	502 00	2,977 00	.....	7,536 44
.....	250 00	.....	.....	1,800 00	.....	5,637 20
$75 00	1,825 00	.....	1,640 00	8,455 00	.....	19,669 96
.....	100 00	.....	.....	1,000 00	.....	2,058 99
.....	.....	.....	.....	400 00	.....	856 92
.....	50 00	.....	.....	1,050 00	.....	3,091 51
.....	260 00	.....	410 00	2,600 00	.....	6,091 92
.....	.....	.....	.....	550 00	.....	1,205 87
.....	.....	.....	.....	250 00	.....	624 17
.....	1,500 00	.....	.....	2,500 00	.....	4,751 98
$75 00	$15,750 00	$3,000 00	$3,707 00	$89,413 00	.....	$182,752 09

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Report of Attendance for the County of ATLANTIC, State of

DISTRICTS.	Number of months the schools were kept open.	Number of boys between 4 and 20 years of age enrolled in the schools during the year.	Number of girls between 4 and 20 years of age enrolled in the schools during the year.	Total number of children between 4 and 20 years of age enrolled in the schools during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.	Average number of cases of tardiness per day for each teacher.	Average number on roll.
Absecon	9	47	50	97	41	173	.31	9
Atlantic City	9	2,341	2,419	4,760	35	8,511	.6	75
Brigantine	8	6	9	15	1	30	.17	3,698
Buena Vista	9	224	260	484	1	379	.37	252
Egg Harbor	9	205	174	379	1	527	.36	176
Egg Harbor City	8	169	190	359	11	1,194	1.12	.....
Galloway	9	214	232	446	9	2,347	1.53	243
Hammonton	9	410	412	822	13	3,999	1.1	575
Hamilton	8	169	178	347	8	169	.305	245
Linwood	9	58	67	125	1	360	.758	94
Longport	8	12	12	24	1	11	.066	18
Mullica	9	86	97	183	8	540	.37	127
Pleasantville	9	256	265	522	6	632	.4	356
Somers Point	8	35	34	69	.....	110	.32	28
South Atlantic City	8	12	8	20	.....	204	1.23	13
Weymouth	8	117	107	224	1	1,206	6.89	140
	8	4,361	4,515	8,876	97	20,332	.993	6,149

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New Jersey, for the School Year Ending June 30th, 1901.

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 classes in school.	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.
7	.77	.....	6	9	.....	33	.....	.....	1	.....	$40 00
65	.86	.....	42	54	1	54	.....	1	2	$60 00	40 00
3,181	.88	.....	3,211	1,312	237	132	.....	4	83	145 83	51 77
203	.72	.....	378	103	3	218	.....	4	5	99 50	29 00
150	.82	.....	208	163	8	107	3	5	5	55 00	42 25
247	.85	50	259	32	18	12	.....	2	7	88 88	41 42
295	.85	.....	200	215	31	205	10	3	8	53 33	48 92
494	.86	68	545	161	48	12	.....	1	18	122 00	45 27
213	.87	1	210	118	18	110	11	.....	6	60 00	39 66
78	.83	.....	83	31	11	18	.....	2	1	56 50	40 00
17	.96	.....	15	9	.....	5	.....	1	.....	.....	56 00
101	.79	.....	105	69	9	109	.....	1	5	35 00	40 60
305	.86	.....	374	126	23	55	.....	3	7	65 00	38 57
22	.81	1	52	15	1	57	.....	.....	2	.....	40 16
11	.87	2	16	2	.....	5	.....	.....	1	.....	35 00
113	.80	3	147	69	5	157	.....	3	3	40 83	36 66
5,501	.84	125	5,851	2,488	412	1,169	24	29	155	$56 33	$38 97

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Financial Report for the County of BERGEN, State of

DISTRICTS.	Amount due the district, July 1st, 1900, from State and county funds.	Amount due the district, July 1st, 1900, from district tax.	Amount due the district, July 1st, 1900, from other sources.	Total amount due the district, July 1st, 1900.	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.
Ridgefield	$1,775 82	$5,621 54	$1,472 00	$8,869 36	$3,160 00	$729 51	$416 61	$932 50
Englewood	251 19	761 23	9 99	1,022 41				
Palisades	1,485 33	3,806 02	51 73	5,343 08	1,550 00	206 69	462 66	785 00
Washington	1,224 17	2,513 80	65 33	3,803 30	1,478 00	154 97	194 74	210 00
Hillsdale	1,627 08	3,606 59	369 37	5,603 04	2,675 00	274 05	205 12	600 00
Harrington	5,520 40	18,087 28	28,335 15	51,942 83	11,032 68	2,277 04	17,520 61	3,516 20
Midland	1,276 66	2,713 64	513 03	4,503 33	1,500 00	230 21	128 65	81 75
New Barbadoes	14,366 15	21,951 80	24,008 22	60,326 17	30,009 50	3,566 34	3,388 13	4,687 55
Lodi	957 08	877 68	749 76	2,584 52	1,125 00	105 35	186 47	180 00
Bergen	680 00	760 85	576 80	2,017 65	850 00	65 75	18 97	76 50
Union	3,928 31	7,718 82	2,069 45	13,716 58	5,181 60	862 50	251 09	1,725 00
Saddle River	3,455 40	7,379 28	1,100 10	11,934 78	4,648 06	999 25	863 62	1,100 00
Ridgewood	4,135 40	10,638 26	3,415 67	18,189 33	7,044 00	1,350 23	528 04	3,775 00
Franklin	2,529 98	995 26	1,060 00	4,585 24	2,520 00	117 34		
Orvil	1,940 83	3,950 00	3,323 37	9,214 20	2,421 70	696 37	1,620 75	650 00
Hohokus	3,895 82	5,550 20	1,672 50	11,118 52	5,227 50	560 64	240 41	735 00
Teaneck	1,186 25	4,146 02	159 50	5,490 77	2,050 00	333 16	181 86	700 00
Overpeck	3,681 65	10,998 68	8,963 50	23,643 83	6,400 00	1,023 37	676 77	1,540 00
Rutherford	8,529 55	19,982 87	63,808 63	92,321 05	15,155 30	2,201 37	49,358 05	3,651 56
East Rutherford	4,273 73	9,060 98	2,603 69	15,938 40	6,570 00	850 25	1,051 29	1,412 50
Delford	1,243 33	2,600 00	954 32	4,797 65	2,350 00	333 77	16 94	650 00
Cresskill	717 93	1,027 39	843 80	2,588 12	1,300 00	180 50	100 21	
Westwood	1,330 42	7,678 99	3,599 28	12,658 64	2,785 00	521 30	5,932 60	560 00
Park Ridge	1,432 91	2,935 20	55 13	4,423 24	2,600 00	225 10		247 88
Tenafly	2,131 67	5,553 76	51 50	7,736 93	3,600 00	575 01	120 88	537 50
Riverside	776 25	2,827 12	6,128 78	9,732 15	1,750 00	403 33	5,483 39	530 00
Bergenfield	1,195 49	2,671 76	471 59	4,338 84	2,100 00	320 97	252 62	392 50
Maywood	656 67	2,753 01	727 10	4,136 78	1,200 00	258 33	86 64	800 00
Carlstadt	3,869 57	4,900 00	3,357 14	12,126 71	5,472 50	436 90	1,000 00	90 00
Dumont	1,075 41	2,958 07	6,247 48	10,280 96	2,030 00	168 50	3,375 92	542 50
Hasbrouck Heights	1,807 91	5,157 26	2,728 29	9,693 46	3,640 00	603 75	274 24	1,063 75
Midland Park	2,308 32	2,901 80	992 96	6,204 08	3,150 00	423 00	90 32	175 00
Montvale	668 32	786 24	286 54	1,741 10	766 00	120 70	23 97	120 00
Little Ferry	2,334 58	5,054 74	27 70	7,417 02	2,850 00	295 33	712 09	1,000 00
Woodcliff	497 49	964 04	159 33	1,620 86	650 00	92 50		415 00
Glen Rock	758 75	1,731 21	762 25	3,252 21	1,150 00	174 50	31 01	200 00
Old Tappan	424 58	1,139 50	100 00	1,664 08	650 00	101 00		222 56
Allendale	1,020 00	1,986 00	20 20	2,926 20	1,550 00	261 00	40 87	675 00
Edgewater	945 41	4,602 15	2,949 75	8,496 91	2,160 00	510 50	465 28	987 50
Leonia	1,043 33	2,335 99	87 86	3,467 18	2,150 00	224 60	245 06	
Saddle River	665 41	591 91	22 60	1,279 92	750 00	129 17	72 61	
Upper Saddle River	608 76	193 83	21 10	823 68	450 00	46 47	39 35	
Lodi	2,821 65	6,153 30	9,551 60	18,526 55	4,075 00	585 55	9,060 77	1,267 50
Fairview	1,447 50	2,626 24	585 31	4,659 05	2,320 00	398 25	86 30	
Wood Ridge	1,040 42	1,400 00	738 63	3,179 05	1,990 00	187 75	174 84	
Wallington	2,540 41	3,867 63	12,598 44	19,006 48	3,600 00	619 09	9,948 78	1,025 00
Cliffside Park	1,279 57	3,015 07	544 00	4,838 64	2,260 00	368 48	202 57	
Bogota	566 24	1,686 33	171 77	2,424 33	1,003 07	352 70	72 25	350 00
Ridgefield	967 50	4,394 70	20 00	5,382 20	2,500 00	592 97		1,000 00
North Arlington	436 25	500 00	15 00	951 25	600 00	93 25	19 30	
Garfield	6,010 40	7,556 75	575 73	14,142 88	7,951 00	1,060 00	300 00	640 00
Palisades Park	1,005 42	3,796 99	1,379 13	6,081 54	1,991 00	418 83		740 00
Fort Lee Schools	2,459 99	4,800 81	1,000 00	8,270 80	3,978 00	653 06	723 19	800 00
City of Englewood	9,909 54	23,781 14	856 50	34,547 18	19,316 00	2,510 07	2,673 72	1,825 00
Englewood Free Schools	49 57	1,106 96		1,156 53	500 00	50 80	15 00	
	$124,817 77	$269,065 67	$202,858 15	$596,741 59	$207,675 91	$31,181 31	$118,920 66	$42,635 19

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New Jersey, for the School Year Ending June 30th, 1901.

Amount expended for taking school census.	Amount expended for manual training.	Amount expended for text-books, apparatus and supplies.	Amount expended for other school purposes.	Amount expended for transportation of pupils.	Amount expended for tuition of pupils in adjoining districts.	Total amount expended.	Balance of State, county and township funds, June 30th, 1901.	Balance of district tax, June 30th, 1901.	Balance of moneys from other sources, June 30th, 1901.	Total balance, June 30th, 1901.
.....	.....	$347 81	$1,688 68	$147 95	$110 00	$7,533 06	.....	$1,336 30	.....	$1,336 30
.....	.....	.....	93 99	.....	465 00	558 99	$251 19	202 24	$9 99	463 42
.....	.....	166 42	82 74	.....	469 15	3,722 66	569 64	1,079 05	31 73	1,620 42
$10 20	.....	62 87	135 33	.....	216 50	2,462 61	.....	1,295 94	44 75	1,340 69
11 30	.....	179 58	189 91	.....	44 75	4,179 71	.....	1,286 73	136 60	1,423 33
36 90	.....	704 60	525 09	376 74	83 50	36,079 36	.....	4,468 51	11,401 96	15,870 47
11 70	.....	160 06	1,156 53	.....	296 22	3,565 12	.....	933 38	4 83	938 21
104 55	$3,103 71	3,248 21	10,414 43	.....	118 50	58,940 92	.....	1,385 25	.....	1,385 25
9 90	.....	119 69	713 09	.....	146 01	2,584 53	.....	.....	.....	.....
5 80	.....	6 96	824 69	.....	.....	1,847 77	.....	.....	169 88	169 88
26 95	.....	776 61	360 97	.....	.....	9,184 72	.....	2,462 41	2,069 45	4,531 86
27 65	.....	291 10	772 52	.....	.....	8,702 20	.....	2,587 06	645 52	3,232 58
31 80	1,173 07	419 53	544 35	.....	450 66	15,316 68	.....	47 14	2,825 51	2,872 65
.....	.....	137 33	1,253 47	.....	235 50	4,263 64	.....	321 60	.....	321 60
.....	.....	502 01	3,218 37	.....	.....	9,107 20	.....	.....	107 00	107 00
.....	.....	772 12	1,926 87	.....	297 50	9,760 04	.....	1,358 48	.....	1,358 48
.....	.....	175 62	405 78	.....	.....	3,846 42	.....	1,544 67	99 68	1,644 35
.....	.....	706 84	9,096 61	.....	.....	19,443 59	.....	4,200 24	.....	4,200 24
56 05	.....	1,890 21	16,143 80	.....	.....	87,436 34	.....	1,848 72	3,035 99	4,884 71
.....	.....	841 87	2,900 61	.....	20 00	13,646 55	.....	2,291 68	17	2,291 85
7 85	.....	184 13	391 78	.....	91 50	4,025 97	.....	.....	771 68	771 68
.....	.....	232 31	756 24	.....	.....	2,569 26	.....	18 86	.....	18 86
.....	.....	360 50	2,580 44	.....	.....	12,629 84	.....	28 80	.....	28 80
10 00	.....	234 33	523 32	.....	.....	3,840 63	.....	554 12	28 49	582 61
.....	.....	236 06	292 66	.....	.....	5,362 11	.....	2,374 82	.....	2,374 82
.....	.....	168 27	482 43	.....	.....	8,817 41	.....	297 28	617 46	914 74
8 50	.....	158 43	441 28	.....	.....	3,674 30	45 49	510 91	108 14	664 54
5 20	.....	168 67	253 37	.....	.....	2,766 11	.....	896 94	473 73	1,370 67
.....	1,182 29	818 44	1,431 70	.....	.....	10,431 83	.....	.....	1,694 88	1,694 88
8 80	.....	195 49	3,406 54	.....	.....	9,737 75	.....	550 48	2 73	553 21
.....	.....	364 88	3,143 33	.....	.....	9,089 95	.....	575 22	28 29	603 51
19 30	.....	446 79	1,135 91	.....	.....	5,434 32	.....	.....	769 76	769 76
.....	.....	160 71	317 41	.....	.....	1,508 79	.....	212 99	19 32	232 31
.....	.....	299 24	181 20	.....	.....	5,337 85	.....	2,071 22	7 95	2,079 17
4 85	.....	78 22	161 07	.....	.....	1,401 64	.....	108 21	111 01	219 22
6 70	.....	139 60	526 58	.....	.....	2,238 39	.....	274 26	739 56	1,013 82
.....	.....	51 68	168 78	.....	.....	1,193 96	.....	470 12	.....	470 12
.....	.....	125 96	88 15	.....	.....	2,740 98	.....	185 22	.....	185 22
9 80	.....	637 68	3,741 19	.....	.....	8,451 95	.....	44 96	.....	44 96
9 05	.....	149 44	240 43	.....	66 00	3,084 58	.....	376 52	6 08	382 60
.....	.....	61 44	92 22	.....	.....	1,106 44	.....	172 62	1 86	174 48
4 60	.....	54 53	20 87	.....	8 00	623 82	117 79	60 97	21 10	199 86
31 40	.....	136 68	816 85	.....	15 00	15,988 75	.....	2,266 97	270 83	2,537 80
11 45	.....	251 55	761 16	.....	20 00	5,842 71	.....	755 38	60 96	816 34
.....	.....	87 83	249 18	.....	.....	2,889 60	.....	489 45	.....	489 45
.....	.....	395 21	2,672 86	.....	.....	18,260 44	.....	213 12	532 92	746 04
12 65	.....	204 90	236 04	.....	.....	3,284 64	.....	1,554 00	.....	1,554 00
3 00	.....	96 96	501 88	.....	.....	2,359 88	.....	.....	64 45	64 45
7 05	.....	176 03	293 95	.....	.....	4,569 00	.....	813 20	.....	813 20
.....	.....	63 51	66 53	.....	.....	842 59	.....	108 66	.....	108 66
49 10	1,000 00	400 00	1,828 84	.....	.....	13,238 94	.....	902 21	11 73	913 94
.....	.....	219 80	2,680 73	.....	.....	6,050 36	.....	31 18	.....	31 18
.....	.....	283 97	1,229 57	92 40	124 00	7,283 19	.....	887 61	.....	887 61
.....	.....	1,464 03	4,352 50	.....	.....	32,141 32	.....	1,689 36	716 50	2,405 86
.....	.....	2 92	87 97	.....	.....	656 69	.....	499 84	.....	499 84
$542 10	$6,459 07	$20,613 65	$87,608 32	$617 09	$3,276 79	$519,530 09	$924 11	$48,644 90	$27,642 49	$77,211 50

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Apportionment of School Moneys for the County of BERGEN,

DISTRICTS.	Balance State and county moneys, July 1st, 1901.	Balance district tax, July 1st, 1901.	Balance received from other sources, July 1st, 1901.	Amount apportioned from State appropriation, including State school tax and $200,000.	Amount apportioned from surplus revenue.	Amount apportioned from balances.	Amount of district tax voted for current expenses.
Ridgefield		$1,336 30		$1,695 13	$22 08		$3,000 00
Englewood	$251 19	202 24	$9 99	99 92	4 12		600 00
Palisade	509 64	1,079 05	31 73	1,106 27	20 89		1,860 00
Washington		1,295 94	44 75	1,052 97	18 69		
Hillsdale		1,286 73	136 60	1,501 83	20 71		1,700 00
Harrington		4,468 51	11,401 96	5,638 72	67 61		12,100 00
Midland		933 38	4 83	1,119 59	21 44		1,795 00
New Barbadoes		1,395 25		13,843 03	191 57		20,500 00
Lodi				1,039 65	18 14		355 00
Bergen			169 88	657 57	10 63		549 00
Union		2,462 41	2,069 45	3,596 84	49 38		4,500 00
Saddle River		2,587 06	645 52	3,227 93	50 66		2,400 00
Ridgewood		47 14	2,825 51	4,012 23	58 27		6,220 00
Franklin		321 60		2,234 74	42 69		775 00
Orvil			107 00	1,788 43	24 28		2,775 00
Hohokus		1,358 48		3,507 71	62 21		3,310 00
Teaneck		1,544 67	99 68	1,088 54	20 16		1,400 00
Overpeck		4,209 24		3,447 91	51 49		6,210 00
Rutherford		1,848 72	3,035 99	8,169 16	102 70		16,975 00
East Rutherford		2,291 68	17	3,883 13	69 45		4,525 00
Delford			771 68	1,148 62	14 38		2,200 00
Cresskill		18 86		644 27	10 08		900 00
Westwood		28 80		1,459 64	18 96		2,550 00
Park Ridge		554 12	28 49	1,266 34	19 24		1,910 00
Tenafly		2,374 82		1,903 74	37 29		2,600 00
Riverside		297 28	617 46	908 65	12 73		1,690 00
Bergenfield	45 49	510 91	108 14	977 50	15 58		1,555 00
Maywood		896 94	473 73	630 93	9 53		2,000 00
Carlstadt			1,694 88	3,641 09	59 46		5,500 00
Dumont		550 48	2 73	1,179 70	15 67		1,770 00
Hasbrouck Heights		575 22	28 29	1,819 51	25 56		3,185 00
Midland Park			769 76	2,057 10	35 36		1,765 00
Montvale		212 99	19 32	633 14	9 62		735 00
Little Ferry		2,071 22	7 95	2,052 65	35 18		1,520 00
Woodcliff		108 21	111 01	415 39	8 89		730 00
Glen Rock		274 26	739 56	697 54	12 28		1,175 00
Old Tappan		470 12		359 88	6 60		525 00
Allendale		185 22		917 53	13 10		1,000 00
Edwewater		44 96		835 21	17 96		2,475 00
Leonia		376 52	6 08	957 50	14 75		2,140 00
Saddle River		172 61	1 85	628 71	9 44		890 00
Upper Saddle River	117 79	60 97	21 10	442 28	8 43		130 00
Lodi		2,266 97	270 53	2,894 53	53 41		2,450 00
Fairview		755 38	60 96	1,308 49	20 98		1,925 00
Wood Ridge		499 45		941 95	14 11		1,450 00
Wallington		213 12	532 92	2,445 85	43 15		2,706 00
Cliffside Park		1,554 00		1,361 79	23 18		2,700 00
Bogota			64 45	533 22	5 50		1,350 00
Ridgefield		813 20		913 08	12 92		2,500 00
North Arlington		108 66		379 85	7 42		425 00
Garfield		992 21	11 73	5,780 51	89 97		4,880 00
Palisades Park		31 18		973 04	15 39		2,460 00
Fort Lee Schools		897 61		2,236 96	42 79		3,100 00
City of Englewood		1,689 35	716 50	8,495 35	127 72		23,607 00
Englewood Free School		499 84		231 08	1 28		600 00
	$924 11	$48,644 90	$27,642 49	$116,745 93	$1,795 08		$180,147 00

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State of New Jersey, for the School Year Ending June 30th, 1901.

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, 1902.
.....	.....	.....	$1,600 00	$4,600 00	.....	$7,653 51
.....	.....	.....	.....	600 00	.....	1,167 46
.....	$100 00	.....	740 00	2,700 00	.....	5,447 58
.....	.....	.....	.....	.....	.....	2,412 36
.....	.....	.....	562 50	2,262 50	.....	5,208 37
.....	600 00	.....	3,385 00	16,085 00	.....	37,661 80
.....	600 00	.....	550 00	2,945 00	.....	5,024 24
.....	3,000 00	$1,500 00	5,075 05	30,075 05	$1,500 00	46,994 90
.....	145 00	.....	555 00	1,055 00	.....	2,112 79
.....	10 00	.....	76 50	635 50	.....	1,473 58
.....	.....	.....	1,675 00	6,175 00	.....	14,353 08
.....	400 00	.....	1,225 00	4,025 00	.....	10,526 17
.....	1,300 00	600 00	3,700 00	11,820 00	600 00	19,363 15
.....	825 00	.....	.....	1,600 00	.....	4,199 03
.....	175 00	.....	625 00	3,575 00	.....	5,494 71
.....	500 00	.....	690 00	4,500 00	.....	9,428 40
.....	100 00	.....	675 00	2,175 00	.....	4,928 05
.....	.....	.....	1,975 00	8,185 00	.....	15,884 64
.....	1,425 00	.....	5,564 35	23,964 35	.....	37,120 92
.....	1,100 00	.....	875 00	6,500 00	.....	12,744 43
.....	.....	.....	1,200 00	3,400 00	.....	5,334 68
.....	100 00	.....	.....	1,000 00	.....	1,673 21
.....	635 00	.....	1,600 00	4,175 00	.....	5,682 40
.....	75 00	.....	236 26	2,221 26	.....	4,089 45
.....	400 00	.....	512 50	3,512 50	.....	7,828 35
.....	.....	.....	890 00	2,580 00	.....	4,416 12
.....	125 00	.....	425 00	2,105 00	.....	3,762 65
.....	200 00	.....	775 00	2,975 00	.....	4,986 13
.....	.....	.....	90 00	5,590 00	.....	10,985 43
.....	125 00	.....	530 00	2,425 00	.....	4,173 58
.....	300 00	.....	670 00	4,055 00	.....	6,503 58
.....	130 00	.....	175 00	2,070 00	.....	4,933 22
.....	.....	.....	220 00	955 00	.....	1,830 07
.....	300 00	.....	1,200 00	3,020 00	.....	7,187 01
.....	50 00	.....	600 00	1,380 00	.....	2,023 50
.....	.....	.....	200 00	1,375 00	.....	3,098 64
.....	.....	.....	157 50	682 50	.....	1,519 10
.....	.....	.....	650 00	1,650 00	.....	2,765 85
.....	.....	.....	975 00	3,450 00	.....	4,348 13
.....	.....	.....	.....	2,140 00	.....	3,494 85
.....	$50 00	.....	.....	440 00	.....	1,252 63
.....	.....	.....	.....	130 00	.....	742 57
.....	.....	.....	2,960 00	5,410 00	.....	10,895 74
.....	175 00	.....	.....	2,160 00	.....	4,245 81
.....	150 00	.....	.....	1,600 00	.....	3,045 51
.....	300 00	.....	2,250 00	5,256 00	.....	8,491 04
.....	.....	.....	.....	2,700 00	.....	5,638 97
.....	.....	.....	350 00	1,700 00	.....	2,303 17
.....	.....	.....	1,000 00	3,500 00	.....	5,289 20
.....	.....	.....	.....	500 00	.....	995 93
.....	75 00	.....	.....	.....	.....	.....
.....	500 00	.....	1,640 00	7,020 00	.....	13,804 42
.....	.....	.....	712 50	3,172 50	.....	4,192 11
.....	1,200 00	.....	1,000 00	5,300 00	.....	8,467 36
.....	2,400 00	.....	1,750 00	27,757 00	.....	38,785 93
.....	.....	.....	.....	600 00	.....	1,332 20
.....	$17,460 00	$2,100 00	$51,717 16	$251,424 16	$2,100 00	$449,276 67

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Report of Attendance for the County of BERGEN, State of

DISTRICTS.	Number of months the schools were kept open.	Number of boys between 4 and 20 years of age enrolled in the schools during the year.	Number of girls between 4 and 20 years of age enrolled in the schools during the year.	Total number of children between 4 and 20 years of age enrolled in the schools during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.	Average number of cases of tardiness per day for each teacher.	Average number on roll.
Ridgefield	9.53	102	124	226	31	645	.68	175
Englewood								
Palisades	9.70	88	101	189	3	185	.32	131
Washington	9.54	80	73	153	1	189	.33	100
Hilladale	9.48	98	85	183	4	1,026	1.08	136
Harrington	9.61	331	333	664	8	1,871	.43	519
Midland	9.55	55	71	126		536	.94	82
New Barbadoes	9.37	999	993	1,992	68	2,095	.30	1,583
Lodi	9.48	75	70	145		368	.65	104
Bergen	9.04	38	32	70	2	359	1.60	48
Union	8.90	209	232	441	1	1,180	.66	308
Saddle River	9.60	257	231	488		822	.45	334
Ridgewood	9.35	273	267	540	1	1,654	.80	442
Franklin	9.11	157	183	340		585	.54	219
Orvil	9.72	139	129	268	1	512	.44	197
Honokus	9.33	242	258	500	9	661	.36	338
Teaneck	9.77	87	76	163	1	281	.48	110
Overpeck	9.80	275	264	539	6	2,029	.94	436
Rutherford	9.32	492	512	1,004	23	1,875	.38	792
East Rutherford	9.50	282	294	576	10	1,017	.42	449
Delford	9.75	80	81	161		684	.87	130
Cresskill	9.90	54	48	102		393	1.06	71
Westwood	9.55	97	112	209		792	.85	177
Park Ridge	8.95	89	92	181		211	.30	128
Tenafly	9.55	123	115	238	11	711	.75	186
Riverside	9.36	77	54	131	2	144	.26	90
Bergenfield	9.95	82	73	155	2	329	.55	119
Maywood	8.90	51	54	105		133	.37	82
Carlstadt	9.60	264	247	511	8	988	.47	414
Dumont	9.50	79	74	153	2	1,032	1.33	120
Hasbrouck Heights	9.55	130	139	269	3	1,390	1.21	226
Midland Park	9.80	186	169	355		463	.39	255
Montvale	8.98	44	34	78		1,216	3.39	54
Little Ferry	9.60	170	176	346	3	547	.47	269
Woodcliff	9.50	38	46	84		337	1.77	48
Glen Rock	9.10	75	53	128		374	1.02	82
Old Tappan	8.25	32	17	49		137	.83	34
Allendale	9.95	54	61	115		94	.16	81
Edgewater	9.35	45	59	104	4	75	.18	71
Leonia	9.40	67	61	128		216	.40	97
Saddle River	9.45	36	40	76		228	.60	51
Upper Saddle River	8.40	42	32	74		991	5.89	41
Lodi	9.35	238	204	442	12	824	.55	317
Fairview	9.55	101	142	243	1	396	.52	162
Wood Ridge	9.95	48	75	123	11	91	.15	96
Wallington	9.55	249	227	476	3	1,070	.80	331
Cliffside Park	9.85	106	110	216	7	156	.20	175
Bogota	9.65	33	34	67		131	.34	50
Ridgefield	9.70	70	63	133	6	39	.07	90
North Arlington	9.45	24	16	40		41	.21	28
Garfield	9.75	428	427	855	8	1,093	.35	633
Palisades Park	9.50	66	68	134	1	169	.30	99
Fort Lee Schools	9.65	164	126	290	4	376	.32	217
City of Englewood	9.15	476	472	948	7	1,528	.31	749
Englewood Free Schools	9.	7	1	8				5
	9.44	8,204	8,130	16,334	264	35,280	.52	12,281

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New Jersey, for the School Year Ending June 30th, 1901.

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 classes in school.	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.
167	.95	.....	138	88	.....	111	.....	1	4	$94 44	$55 09
113	.87	.....	127	63	.....	62	.....	1	2	72 16	43 82
80	.80	.....	96	57	.....	68	.....	2	1	52 41	52 41
113	.83	.....	116	67	.....	77	.....	2	3	68 57	48 35
457	.89	.....	427	206	31	388	14	4	14	93 65	55 37
66	.81	.....	93	34	.....	89	.....	1	2	52 36	52 36
1,413	.89	360	967	484	181	483	.....	6	40	160 09	61 83
80	.77	.....	135	10	.....	54	.....	.....	3	.....	39 56
40	.83	.....	58	12	.....	47	.....	.....	2	.....	47 01
252	.82	.....	318	123	.....	164	.....	1	9	134 83	49 63
280	.84	.....	365	123	.....	205	.....	.....	10	.....	49 90
390	.88	47	238	196	59	114	.....	5	10	105 17	55 89
168	.77	.....	253	87	.....	172	.....	1	5	46 10	46 10
171	.87	.....	155	113	.....	113	.....	2	4	66 87	52 73
290	.86	.....	359	131	10	220	.....	2	8	84 06	50 18
94	.85	.....	87	76	.....	89	.....	1	2	81 88	63 97
382	.88	99	268	158	14	162	.....	1	10	122 45	53 06
734	.93	69	540	337	58	335	.....	2	25	144 85	61 91
406	.90	109	320	131	16	156	.....	1	10	136 84	55 26
116	.89	.....	98	63	.....	26	.....	1	3	87 18	51 28
63	.87	.....	61	41	.....	44	.....	1	1	80 81	50 51
158	.90	.....	121	83	5	63	.....	1	4	104 71	46 47
110	.86	.....	112	69	.....	64	.....	1	3	113 00	60 26
167	.90	.....	158	74	6	63	.....	1	4	157 07	54 97
75	.83	.....	85	46	.....	93	.....	1	2	101 50	42 74
108	.91	.....	106	49	.....	56	.....	1	2	100 50	55 06
75	.91	.....	74	31	.....	59	.....	.....	2	.....	67 42
372	.90	55	331	123	2	140	.....	2	9	114 58	48 90
106	.88	20	81	52	.....	72	.....	1	3	94 74	49 12
202	.90	38	144	84	3	67	.....	1	5	125 65	53 40
209	.82	40	248	67	.....	83	.....	1	5	91 84	45 92
36	.67	.....	58	20	.....	58	.....	1	1	44 54	44 54
230	.82	.....	292	54	.....	85	.....	.....	6	.....	49 48
39	.81	.....	62	22	.....	35	.....	1	.....	68 42	.....
69	.84	.....	101	27	.....	46	.....	1	1	76 92	49 45
28	.82	.....	30	19	.....	26	.....	1	.....	78 78	.....
71	.88	.....	85	30	.....	32	.....	1	2	65 33	45 23
62	.87	21	22	61	.....	48	.....	.....	3	.....	74 87
85	.88	28	59	41	.....	62	.....	1	2	106 38	61 17
42	.82	.....	54	23	.....	44	.....	.....	2	.....	39 68
32	.78	.....	37	37	.....	32	.....	.....	1	.....	53 57
288	.91	.....	370	69	3	78	.....	1	7	106 95	46 98
142	.88	.....	191	49	3	97	.....	.....	4	.....	61 52
7	.90	16	70	37	.....	46	.....	1	2	101 52	50 76
291	.88	113	308	55	.....	78	.....	1	6	94 24	47 12
153	.88	34	126	56	.....	62	.....	1	3	111 68	47 38
45	.90	18	31	18	.....	37	.....	.....	2	.....	54 24
79	.88	.....	91	42	.....	67	.....	1	2	123 71	68 56
26	.92	.....	37	3	.....	33	.....	1	.....	63 49	.....
563	.89	.....	697	155	3	145	.....	1	15	143 59	48 65
87	.88	40	59	35	.....	61	.....	1	2	94 74	57 89
194	.89	.....	198	92	.....	75	.....	2	4	98 45	54 40
663	.89	113	527	259	50	238	.....	1	26	76 50	67 57
5	.93	.....	8	.....	.....	10	.....	.....	1	.....	55 56
10,763	.88	1,219	10,191	4,480	444	5,427	14	60	299	$101 09	$55 41

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Financial Report for the County of BURLINGTON, State of

DISTRICTS.	Amount due the district, July 1st, 1900, from State and county funds.	Amount due the district, July 1st, 1900, from district tax.	Amount due the district, July 1st, 1900, from other sources.	Total amount due the district, July 1st, 1900.	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.
Bass River	$1,376 68	$1,249 00	.....	$2,625 68	$1,894 93	$159 25	$19 39	$367 50
Beverly City	2,265 51	2,347 98	$1,109 28	5,722 77	4,603 50	361 17	226 79	26 55
Beverly	1,325 57	1,050 14	309 58	3,585 29	1,979 50	256 00	132 93	20 00
Bordentown City	4,145 92	6,061 55	35 00	10,242 47	6,604 00	684 70	280 67	2,056 67
Bordentown	369 72	329 87	.....	699 59	400 00	17 98	.....	.....
Burlington City	7,747 43	22,293 38	.....	29,980 81	11,373 20	1,373 30	9,444 84	2,440 00
Burlington	1,118 62	700 00	134 55	1,953 17	1,350 00	65 00	95 19	18 05
Chester	5,523 59	9,505 32	579 32	15,608 23	9,791 25	1,190 84	1,121 02	1,520 66
Chesterfield	1,607 94	1,509 63	100 00	3,217 57	2,190 00	183 21	.....	284 50
Cinnaminson	1,193 05	1,503 88	640 00	3,336 93	1,710 00	228 00	134 00	377 32
Delran	1,158 82	1,206 10	90 00	2,454 92	1,323 00	98 07	219 99	285 05
Eastampton	817 38	1,563 38	.....	2,380 76	1,115 00	202 38	50 50	368 00
Evesham	1,937 48	1,500 00	278 79	3,716 27	2,542 00	238 09	56 98	549 00
Fieldsboro	590 52	430 74	9 91	1,021 17	810 09	88 50	11 86	8 00
Florence	2,316 14	1,322 85	.....	3,638 99	2,718 00	126 50	155 57	20 65
Lumberton	1,967 26	1,426 10	112 50	3,505 86	2,255 34	226 63	459 86	63 75
Mansfield	1,804 47	1,429 59	20 00	3,254 06	2,279 00	113 44	25 64	522 95
Medford	2,493 80	1,750 00	270 23	4,514 03	3,647 59	237 59	25 00	24 67
Mt. Laurel	2,364 23	1,009 69	.....	3,373 92	2,155 00	128 67	75 71	.....
New Hanover	1,828 29	1,000 00	415 00	3,243 29	2,035 00	136 86	48 57	315 00
Northampton	6,434 27	10,446 12	368 25	17,248 64	9,745 25	1,028 93	803 13	1,982 65
Palmyra	3,330 53	4,906 11	148 84	8,358 48	5,230 00	716 06	180 93	1,525 00
Pemberton	2,968 45	1,524 32	247 05	4,739 82	3,898 00	383 72	82 70	25 50
Riverside	3,064 53	2,726 06	20 00	5,810 59	3,600 00	454 50	103 66	870 00
Riverton	1,685 32	2,700 00	751 64	5,136 96	3,210 00	379 70	200 00	240 00
Shamong	1,649 78	190 83	.....	1,840 61	1,344 00	86 94	64 98	.....
Southampton	2,722 58	1,300 00	100 66	4,123 24	3,223 75	164 10	35 40	400 00
Springfield	1,854 10	3,915 61	104 86	5,874 57	3,640 20	131 48	45 64	53 00
Tabernacle	.....	.....	.....	.....	.....	.....	.....	.....
Washington	1,454 59	758 56	.....	2,213 15	1,501 10	71 99	375 00	30 18
Westampton	749 70	179 29	240 00	1,168 99	450 00	64 45	15 46	108 43
Willingboro	841 19	784 79	.....	1,625 98	1,170 00	132 30	17 98	18 31
Woodland	1,172 17	401 35	.....	1,573 52	1,171 00	90 35	17 90	.....
	$71,879 63	$89,752 24	$6,085 46	$167,717 33	$99,956 59	$9,800 70	$14,547 29	$14,521 39

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New Jersey, for the School Year Ending June 30th, 1901.

Amount expended for taking school census.	Amount expended for manual training.	Amount expended for text-books, apparatus and supplies.	Amount expended for other school purposes.	Amount expended for transportation of pupils.	Amount expended for tuition of pupils in adjoining districts.	Total amount expended.	Balance of State, county and township funds, June 30th, 1901.	Balance of district tax, June 30th, 1901.	Balance of moneys from other sources, June 30th, 1901.	Total balance, June 30th, 1901.
.....	.....	$86 77	$79 28	.....	.....	$2,607 11	.....	$18 57	.....	$18 57
$21 60	.....	333 08	148 54	.....	.....	5,720 23	.....	.....	$2 54	2 54
.....	.....	107 36	951 76	.....	.....	3,447 56	.....	89 27	48 47	137 74
.....	.....	406 33	209 17	.....	.....	10,221 54	.....	20 93	.....	20 93
5 80	.....	20 93	121 11	.....	.....	565 92	.....	133 77	.....	133 77
78 50	.....	183 50	5,076 30	.....	.....	29,968 64	.....	12 17	.....	12 17
10 20	.....	.....	261 39	.....	.....	1,799 83	.....	70 76	82 58	153 34
45 95	.....	1,072 76	860 10	.....	.....	15,602 58	.....	5 65	.....	5 65
.....	.....	109 41	377 87	.....	.....	3,144 99	.....	72 58	.....	72 58
.....	.....	84 23	768 26	.....	.....	3,301 81	.....	.....	35 12	35 12
10 70	.....	114 30	174 68	.....	.....	2,215 89	.....	149 18	90 00	239 18
7 85	.....	106 35	57 50	.....	.....	1,907 58	.....	473 18	.....	473 18
.....	.....	188 14	92 50	.....	.....	3,666 71	.....	.....	49 56	49 56
.....	.....	23 97	31 41	.....	.....	973 82	.....	47 34	.....	47 34
24 75	.....	168 99	293 47	.....	.....	3,537 93	.....	1 06	.....	1 06
18 20	.....	231 18	138 74	.....	.....	3,393 60	.....	92 98	19 28	112 26
.....	.....	19 05	135 45	.....	.....	3,095 53	.....	158 53	.....	158 53
24 00	.....	175 00	203 82	.....	.....	4,437 67	.....	.....	76 36	76 36
24 00	.....	410 67	246 19	.....	.....	3,040 24	$80 56	253 13	.....	333 68
21 85	.....	127 24	553 51	.....	.....	3,238 03	.....	.....	5 26	5 26
57 55	.....	780 53	2,769 94	.....	.....	17,167 98	.....	.....	80 66	80 66
.....	.....	407 73	309 51	.....	.....	8,369 23	.....	16 25	.....	16 25
.....	.....	154 73	195 17	.....	.....	4,739 82	.....	.....	.....	.....
.....	.....	414 83	140 09	.....	.....	5,583 08	.....	207 51	20 00	227 51
.....	.....	200 00	861 32	.....	.....	5,091 02	.....	.....	45 94	45 94
11 65	.....	.....	.....	.....	.....	1,507 57	218 84	114 20	.....	333 04
.....	.....	151 22	149 77	.....	.....	4,123 24	.....	.....	.....	.....
.....	.....	58 57	324 38	.....	.....	3,253 27	.....	2,621 30	.....	2,621 30
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
9 45	.....	100 00	110 07	.....	.....	2,197 79	.....	15 36	.....	15 36
6 75	.....	11 64	488 09	.....	.....	1,144 82	.....	.....	24 17	24 17
.....	.....	120 97	124 06	.....	.....	1,593 62	.....	32 33	.....	32 36
5 70	.....	50 63	219 00	.....	.....	1,554 58	10 82	8 12	.....	18 94
$284 50	.....	$6,420 11	$16,582 45	.....	.....	$162,213 03	$310 22	$4,614 14	$579 94	$5,504 30

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Apportionment of School Moneys for the County of BURLINGTON,

DISTRICTS.	Balance State and county moneys, July 1st, 1901.	Balance district tax, July 1st, 1901.	Balance received from other sources, July 1st, 1901.	Amount apportioned from State appropriation, including State school tax and $200,000.	Amount apportioned from surplus revenue.	Amount apportioned from balances.	Amount of district tax voted for current expenses.
Bass River	.....	$18 57	.....	$1,201 51	$78 54	.....	$650 00
Beverly City	.....	.....	$2 54	2,751 01	136 81	.....	2,415 00
Beverly	.....	89 27	45 47	1,339 08	128 26	.....	1,570 00
Bordentown City	.....	20 93	.....	2,928 13	291 98	.....	8,060 00
Bordentown	.....	133 79	.....	294 25	36 74	.....	250 00
Burlington City	.....	12 17	.....	6,475 65	497 20	.....	9,242 39
Burlington	.....	70 76	82 58	965 75	64 69	.....	750 00
Chester	.....	5 65	.....	4,946 71	291 03	.....	6,580 00
Chesterfield	.....	72 58	.....	1,426 69	88 36	.....	1,000 00
Cinnaminson	.....	.....	35 12	997 44	76 95	.....	1,350 00
Delran	.....	149 13	90 00	988 50	73 47	.....	450 00
Eastampton	.....	473 18	.....	727 58	49 72	.....	650 00
Evesham	.....	.....	49 56	1,683 57	110 53	.....	1,500 00
Fieldsboro	.....	47 34	.....	492 64	36 10	.....	325 00
Florence	.....	1 06	.....	1,998 15	155 18	.....	955 00
Lumberton	.....	92 98	19 28	1,695 75	115 27	.....	1,350 00
Mansfield	.....	158 53	.....	1,524 19	126 36	.....	1,000 00
Medford	.....	.....	76 36	2,261 89	148 84	.....	1,600 00
Mt. Laurel	$80 56	253 12	.....	1,549 39	136 17	.....	400 00
New Hanover	.....	.....	5 26	1,555 08	138 39	.....	1,150 00
Northampton	.....	.....	80 66	5,535 21	364 50	.....	5,650 00
Palmyra	.....	16 25	.....	3,303 76	196 34	.....	2,912 60
Pemberton	.....	.....	.....	2,466 38	181 78	.....	1,755 00
Riverside	.....	207 51	20 00	2,796 39	232 45	.....	1,952 00
Riverton	.....	.....	45 94	2,045 39	95 64	.....	1,550 00
Shamong	218 84	114 20	.....	708 88	42 44	.....	50 00
Southampton	.....	.....	.....	2,201 39	156 44	.....	1,250 00
Springfield	.....	2,621 30	.....	1,555 94	99 76	.....	1,175 00
Tabernacle	.....	.....	.....	498 33	38 32	.....	150 00
Washington	.....	15 36	.....	1,353 57	59 95	.....	250 00
Westampton	.....	.....	24 17	502 39	39 90	.....	150 00
Willingboro	.....	33 36	.....	713 75	44 31	.....	500 00
Woodland	10 82	8 12	.....	1,081 26	31 67	.....	300 00
	$310 22	$4,614 14	$579 94	$63,556 60	$4,363 92	.....	$58,891 39

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State of New Jersey, for the School Year Ending June 30th, 1901.

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, 1902.
.....	.....	.....	$420 00	$1,070 00	.....	$2,368 62
.....	$313 00	.....	22 00	2,750 00	.....	5,640 36
.....	.....	.....	230 00	1,860 00	.....	3,395 08
.....	150 00	.....	1,435 00	9,645 00	.....	13,787 04
.....	.....	.....	.....	250 00	.....	714 76
.....	300 00	.....	1,400 00	10,942 39	.....	17,927 41
.....	.....	.....	.....	750 00	.....	1,933 69
.....	1,400 00	.....	1,400 00	9,380 00	.....	14,623 39
.....	.....	.....	.....	1,000 00	.....	2,587 63
.....	50 00	.....	337 50	1,737 50	.....	2,847 01
.....	315 00	.....	270 00	1,035 00	.....	2,336 10
.....	.....	.....	336 00	986 00	.....	2,236 48
.....	.....	.....	.....	1,500 00	.....	3,343 65
.....	.....	.....	.....	325 00	.....	901 08
.....	345 00	.....	200 00	1,500 00	.....	3,654 39
.....	.....	.....	.....	1,350 00	.....	3,373 28
.....	.....	.....	.....	1,000 00	.....	2,809 08
.....	.....	.....	.....	1,600 00	.....	4,087 09
.....	400 00	.....	.....	800 00	.....	2,819 24
.....	.....	.....	350 00	1,500 00	.....	3,198 73
.....	300 00	.....	2,376 00	8,326 00	.....	14,306 37
.....	150 00	.....	1,500 00	4,583 00	.....	8,078 35
.....	150 00	.....	.....	1,905 00	.....	4,353 16
.....	400 00	.....	850 00	3,202 00	.....	6,458 35
.....	400 00	.....	250 00	2,200 00	.....	4,396 97
.....	.....	.....	.....	50 00	.....	1,134 36
.....	.....	.....	.....	1,250 00	.....	3,607 83
.....	2,500 00	.....	.....	3,675 00	.....	8,052 00
.....	.....	.....	.....	150 00	.....	686 65
.....	75 00	.....	.....	325 00	.....	1,763 78
.....	.....	.....	.....	150 00	.....	716 46
.....	.....	.....	.....	500 00	.....	1,290 45
.....	.....	.....	.....	300 00	.....	1,431 87
.....	$7,248 00	.....	$11,376 50	$77,515 89	.....	$150,940 71

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Report of Attendance for the County of BURLINGTON, State of

DISTRICTS.	Number of months the schools were kept open.	Number of boys between 4 and 20 years of age enrolled in the schools during the year.	Number of girls between 4 and 20 years of age enrolled in the schools during the year.	Total number of children between 4 and 20 years of age enrolled in the schools during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.	Average number of cases of tardiness per day for each teacher.	Average number on roll.
Bass River	9.	112	80	192	0	6 679	.78	129
Beverly City	10.	200	196	396	0	270	.16	272
Beverly	10.	104	102	206	2	56	.63	151
Bordentown City	10.	262	264	526	4	944	.40	390
Bordentown	10.	16	9	25	0	202	1.08	19
Burlington City	10.	475	523	998	4	2,981	.70	731
Burlington	9.	89	77	166	3	579	.84	106
Chester	10.	345	391	736	16	1,863	.63	560
Chesterfield	10.	125	139	264	1	1,330	1.14	150
Cinnaminson	9.	88	90	178	0	282	.55	122
Delran	9.	90	68	158	0	417	.62	103
Eastampton	9.5	69	57	126	0	267	.46	80
Evesham	9.5	168	183	351	0	585	.24	194
Feildsboro	10.	57	70	127	4	75	.19	82
Florence	9.	207	197	404	1	1,134	.54	276
Lumberton	9.	148	148	296	0	1,050	.77	191
Mansfield	10.	163	171	334	0	758	.70	198
Medford	8.6	192	193	385	3	2,502	1.24	227
Mt. Laurel	9.	163	142	305	0	469	.47	153
New Hanover	9.	169	139	308	0	1,388	1.25	161
Northampton	10.	445	447	893	1	1,291	.70	672
Palmyra	10.	264	246	510	6	748	.37	319
Pemberton	9.5	244	224	468	0	1,580	.29	258
Riverside	10.	247	202	449	0	1,483	1.06	303
Riverton	10.	123	96	219	2	1,363	1.05	179
Shamong	8.8	53	62	115	0	199	.66	60
Southampton	9.	230	195	425	0	1,560	.70	288
Springfield	10.	153	128	281	0	946	.70	166
Tabernacle	9.	48	55	103	0	319	.92	60
Washington	7.5	88	66	154	0	1,441	1.73	108
Westampton	9.	30	16	46	1	334	.62	32
Willingboro	9.	74	55	129	0	251	.30	80
Woodland	7.2	52	50	102	1	309	.49	67
	9.5	5,293	5,081	10,374	49	29,565	.69	6,827

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New Jersey, for the School Year Ending June 30th, 1901.

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 classes in school.	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.
103	.79	.....	87	97	8	.....	.....	2	3	$43 71	$32 32
239	.88	.....	254	126	16	.....	.....	1	9	100 00	45 00
127	.83	.....	137	49	20	.....	.....	1	4	50 00	41 03
345	.88	.....	322	167	37	.....	.....	2	11	86 33	50 69
17	.90	.....	15	10	.....	.....	.....	0	1	.....	40 00
635	.87	.....	655	301	43	.....	.....	2	22	108 10	46 29
89	.88	.....	116	48	2	.....	.....	0	4	.....	39 47
527	.91	.....	410	281	45	.....	.....	1	19	160 00	47 46
116	.75	.....	162	93	9	.....	.....	2	4	40 00	40 00
86	.84	.....	118	57	3	.....	.....	0	4	.....	51 20
82	.82	.....	98	69	.....	.....	.....	1	3	51 60	40 25
70	.88	.....	77	38	11	.....	.....	0	3	.....	41 80
168	.85	.....	219	112	20	.....	.....	0	7	.....	42 70
76	.84	.....	83	44	1	.....	.....	0	2	.....	43 85
239	.81	.....	357	47	.....	.....	.....	1	7	52 63	36 11
164	.87	.....	176	120	.....	.....	.....	0	7	.....	37 44
169	.84	.....	184	150	.....	.....	.....	1	5	53 90	39 34
196	.85	.....	218	130	37	.....	.....	1	8	93 43	39 47
120	.86	.....	188	117	.....	.....	.....	0	6	.....	42 23
124	.75	.....	173	126	9	.....	.....	3	3	39 42	38 19
598	.88	.....	535	312	45	.....	.....	1	20	150 00	43 82
284	.89	.....	262	215	33	.....	.....	1	11	100 00	43 46
211	.84	.....	305	157	6	.....	.....	3	7	50 77	49 14
258	.85	.....	318	131	.....	.....	.....	1	8	85 00	39 50
165	.93	.....	175	41	3	.....	.....	0	7	.....	50 75
40	.77	.....	58	57	.....	.....	.....	0	3	.....	36 95
192	.80	.....	287	129	9	.....	.....	2	7	41 20	41 11
138	.80	.....	160	115	6	.....	.....	0	7	.....	42 00
38	.77	.....	68	31	4	.....	.....	0	2	.....	36 90
79	.78	.....	92	62	.....	.....	.....	1	5	37 08	36 30
25	.79	.....	30	16	.....	.....	.....	0	2	.....	26 47
67	.83	.....	85	44	.....	.....	.....	1	3	52 63	42 35
56	.85	.....	71	30	1	.....	.....	4	1	22 17	35 13
5,843	.84	.....	6,494	3,513	367	.....	.....	33	214	$78 48	$42 52

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Financial Report for the County of CAMDEN, State of

DISTRICTS.	Amount due the district, July 1st, 1900, from State and county funds.	Amount due the district, July 1st, 1900, from district tax.	Amount due the district, July 1st, 1900, from other sources.	Total amount due the district, July 1st, 1900.	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.
Camden City.....	$79,057 79	$195,819 84	$7,595 54	$282,473 17	$160,621 96	$29,300 00	$9,680 75	$20,380 56
Gloucester City....	5,116 07	6,321 73	.....	11,437 80	8,088 75	1,280 32	940 96	.....
Merchantville Bor.	1,593 33	4,715 04	488 92	6,796 29	3,450 00	584 46	129 79	625 00
Haddonfield Bor...	3,833 64	12,795 69	536 86	17,166 19	7,754 38	959 05	248 54	1,225 00
Chesilhurst Bor...	301 09	413 44	25	714 78	387 00	46 25	16 03	.....
Pensauken Twp...	3,311 08	6,313 31	2,779 56	12,403 95	5,437 50	1,047 78	3,415 20	1,270 50
Delaware Twp....	1,577 37	2,526 43	63 20	4,166 90	2,420 00	201 69	163 50	.....
Haddon Township.	3,430 02	6,325 55	2,504 67	12,260 24	6,122 50	1,012 20	225 31	551 53
Centre Township..	2,671 27	4,079 52	19 75	6,770 54	3,836 00	825 60	259 75	652 50
Gloucester Twp....	4,667 48	5,411 66	1,085 30	11,104 44	6,653 50	948 40	171 45	972 50
Waterford Twp....	2,900 64	4,447 37	3,560 06	10,908 07	4,555 00	783 23	3,760 86	579 00
Winslow Twp.....	2,517 11	3,356 39	33 92	5,907 42	3,653 61	497 69	991 63	.....
Voorhees Twp.....	1,063 33	1,100 00	452 25	2,615 58	1,475 00	267 66	141 31	.....
	$111,979 12	$353,625 97	$19,120 28	$384,725 37	$214,455 20	$37,624 33	$20,145 08	$26,256 64

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New Jersey, for the School Year Ending June 30th, 1901.

Amount expended for taking school census.	Amount expended for manual training.	Amount expended for text-books, apparatus and supplies.	Amount expended for other school purposes.	Amount expended for transportation of pupils.	Amount expended for tuition of pupils in adjoining districts.	Total amount expended.	Balance of district tax, June 30th, 1901.	Balance of moneys from other sources, June 30th, 1901.	Total balance, June 30th, 1901.
$716 96	$10,842 78	$37,769 23	$586 75	.....	.....	$269,838 99	$12,574 18	.....	$12,574 18
.....	.....	683 32	461 89	.....	.....	11,405 24	32 56	.....	32 56
.....	.....	360 71	476 90	.....	.....	5,606 86	700 51	$488 92	1,189 43
27 00	.....	1,179 87	.....	.....	.....	11,393 84	5,236 49	535 86	5,772 35
4 50	.....	28 21	20 00	.....	.....	501 99	212 54	25	212 79
.....	.....	745 00	363 80	.....	.....	12,279 78	.....	124 17	124 17
16 60	.....	154 92	286 35	.....	$369 00	3,612 06	554 84	.....	554 84
36 95	.....	779 48	2,865 80	.....	378 00	11,971 81	288 42	.....	288 42
29 05	.....	326 09	297 40	.....	145 50	6,371 89	398 65	.....	398 65
.....	.....	567 36	1,571 77	.....	93 40	10,978 38	53 71	72 35	126 06
28 80	.....	621 62	420 03	$35 25	25 00	10,808 79	.....	99 28	99 28
29 95	.....	358 99	290 71	.....	69 00	5,890 88	16 54	.....	16 54
11 20	.....	109 19	440 22	.....	171 00	2,615 58	.....	.....	.....
$901 01	$10,842 78	$43,683 29	$8,081 62	$35 25	$1,250 90	$363,336 10	$20,068 44	$1,320 83	$21,389 27

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Apportionment of School Moneys for the County of CAMDEN,

DISTRICTS.	Balance State and county moneys, July 1st, 1901.	Balance district tax, July 1st, 1901.	Balance received from other sources, July 1st, 1901.	Amount apportioned from State appropriation, including State school tax and $200,000.	Amount apportioned from surplus revenue.	Amount apportioned from balances.	Amount of district tax voted for current expenses.
Camden City	.....	$12,574 18	.....	$77,681 58	$1,082 04	.....	$216,907 22
Gloucester City	.....	32 56	.....	4,789 97	104 40	.....	6,250 00
Merchantville Borough	.....	700 51	$488 92	1,507 10	20 16	.....	3,325 00
Haddonfield Borough	.....	5,236 49	535 86	3,902 04	32 95	.....	6,600 00
Chesilhurst Borough	.....	212 54	25	282 74	5 43	.....	225 00
Pensauken Township	.....	.....	124 17	3,161 34	49 97	.....	6,400 00
Delaware Township	.....	554 84	.....	1,505 26	20 04	.....	1,800 00
Haddon Township	.....	288 42	.....	3,276 73	44 4	.....	6,475 00
Centre Township	.....	398 65	.....	2,334 21	35 07	.....	2,845 00
Gloucester Township	.....	53 71	73 35	4,973 39	50 79	.....	3,506 00
Waterford Township	.....	.....	99 28	2,729 63	34 76	.....	3,225 00
Winslow Township	.....	16 54	.....	2,550 76	36 16	.....	2,600 00
Voorhees Township	.....	.....	.....	1,005 95	13 52	.....	1,000 00
	.....	$20,068 44	$1,320 83	$109,700 70	$1,529 71	.....	$261,158 22

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State of New Jersey, for the School Year Ending June 30th, 1901.

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 sale of bonds.	Amount received from manual training and other sources.	Total amount available for school year ending June 30th, 1902.
$23,500 00	$10,842 78	$18,500 00	$269,750 00	.....	$5,000 00	$366,087 80
.....	.....	.....	6,250 00	.....	.....	11,176 93
150 00	.....	1,125 00	4,600 00	.....	.....	7,316 69
700 00	.....	1,695 00	8,995 00	$13,000 00	.....	31,702 84
25 00	.....	.....	250 00	.....	.....	750 96
850 00	.....	1,580 00	8,830 00	.....	.....	12,165 48
100 00	.....	.....	1,900 00	.....	.....	3,980 14
600 00	.....	725 00	7,800 00	.....	.....	11,409 57
150 00	.....	630 00	3,625 00	.....	.....	6,392 93
300 00	.....	1,269 00	5,075 00	.....	.....	10,225 24
175 00	.....	550 00	3,950 00	.....	.....	6,813 67
300 00	.....	.....	2,900 00	.....	.....	5,503 46
100 00	.....	.....	1,100 00	.....	.....	2,119 47
$26,950 00	$10,842 78	$26,074 00	$325,025 00	$13,000 00	$5,000 00	$475,644 68

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Report of Attendance for the County of CAMDEN, State of

DISTRICTS.	Number of months the schools were kept open.	Number of boys between 4 and 20 years of age enrolled in the schools during the year.	Number of girls between 4 and 20 years of age enrolled in the schools during the year.	Total number of children between 4 and 20 years of age enrolled in the schools during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.	Average number of cases of tardiness per day for each teacher.	Average number on roll.
Camden City	10.	6,134	6,688	12,822	98	11,848	.21	9,629
*Gloucester City	8.	523	481	1,004	7	5,470	.33	687
Merchantville Borough	10.	141	132	273	4	479	.44	220
Haddonfield Borough	10.	260	250	510	37	1,783	.61	414
Cheslihurst Borough	9.	22	23	45	1	86	.61	40
Pensauken Township	10.	326	316	642	1	1,233	.56	438
Delaware Township	9.6	122	118	240	4	897	.78	149
Haddon Township	10.	345	342	687	1	3,151	1.31	461
Centre Township	9.7	230	216	446	3	829	.47	293
Gloucester Township	9.15	386	388	774	1	2,070	.64	512
Waterford Township	9.41	293	289	582	2	1,717	.87	381
Winslow Township	9.	294	246	540	.....	2,005	1.11	295
Voorhees Township	9.33	71	82	153	.....	454	.67	108
	9.81	9,157	9,561	18,718	159	32,022	.38	13,527

*Closed on account of small-pox.

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New Jersey, for the School Year Ending June 30th, 1901.

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.	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.
8,294	.86	95	9,189	3,222	316	.....	11	300	$131 18	$49 37
567	.79	.....	658	310	36	.....	1	15	100 00	47 26
196	.89	.....	159	81	33	.....	1	5	100 00	49 00
361	.90	.....	274	192	44	.....	3	12	70 00	48 37
35	.88	.....	26	19	.....	.....	.....	1	.....	48 00
362	.87	.....	453	188	1	.....	3	9	43 33	46 11
122	.82	.....	136	94	10	.....	.....	6	.....	41 72
387	.84	.....	524	149	4	.....	2	10	77 50	43 30
230	.78	.....	294	142	10	.....	2	6	50 34	41 75
416	.81	.....	467	276	31	.....	1	18	40 00	39 44
320	.84	.....	358	202	22	.....	.....	11	.....	43 95
286	.80	.....	340	178	22	.....	.....	9	.....	40 33
91	.83	.....	111	39	3	.....	.....	4	.....	39 50
11,617	.86	95	12,999	5,092	532	.....	24	406	$87 76	$47 97

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Financial Report by Districts for the County of CAPE MAY,

DISTRICTS.	Amount due the district, July 1st, 1900, from State and county funds.	Amount due the district, July 1st, 1900, from district tax.	Amount due the district, July 1st, 1900, from other sources.	Total amount due the district, July 1st, 1900.	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.
Anglesea	$505 13	$698 78	.....	$1,203 91	$864 90	$39 60	$8 75	$6 00
Avalon	265 08	400 00	.....	665 08	270 00	83 13	.....	200 00
Cape May	3,466 10	5,771 45	$44,763 11	53,999 66	5,690 00	1,007 38	27,966 68	1,787 00
Dennis Township	4,714 09	3,589 70	69 00	8,372 79	6,295 00	250 25	592 37	225 00
Holly Beach	633 85	2,072 48	860 11	3,586 44	838 75	185 25	185 94	2,106 50
Lower Township	1,596 29	2,141 95	23 00	3,761 34	2,025 00	237 63	318 29	587 50
Middle Township	3,330 57	3,231 00	241 26	6,803 53	4,676 47	392 33	371 25	315 00
Ocean City	1,764 23	3,594 72	108 45	5,467 40	3,170 00	530 90	543 77	.....
Sea Isle City	702 50	1,486 30	35 06	2,223 80	1,013 75	216 25	19 95	.....
Upper Township	2,067 19	2,074 06	20 00	4,161 25	2,520 00	187 42	205 11	.....
West Cape May	1,184 01	1,016 41	.....	2,200 42	1,664 60	210 00	60 42	.....
Wildwood	.....	.....	.....	.....	.....	.....	.....	.....
	$20,329 14	$26,076 85	$46,119 63	$93,425 62	$29,028 47	$3,340 14	$30,271 93	$5,227 00

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State of New Jersey, for the School Year Ending June 30th, 1901.

Amount expended for taking school census.	Amount expended for manual training.	Amount expended for text-books, apparatus and supplies.	Amount expended for other school purposes.	Amount expended for transportation of pupils.	Total amount expended.	Balance of State, county and township funds, June 30th, 1901.	Balance of district tax, June 30th, 1901.	Balance of moneys from other sources, June 30th, 1901.	Total balance, June 30th, 1901.
$2 66	.....	$34 19	$133 57	.....	$1,089 67	.....	$114 24	.....	$114 24
.....	.....	31 30	5 00	.....	589 43	$6 95	68 70	.....	75 65
27 40	$262 09	958 30	219 15	.....	37,917 40	.....	4,926 31	$11,155 95	16,082 26
43 25	.....	405 73	358 08	.....	8,169 68	.....	134 11	69 00	203 11
6 86	.....	102 47	47 77	.....	3,473 54	.....	92 90	.....	92 90
14 10	.....	164 22	372 80	.....	3,719 54	.....	18 80	23 00	41 80
29 64	.....	259 05	205 06	.....	6,248 80	.....	312 77	241 96	554 73
.....	.....	218 44	583 81	.....	5,046 93	.....	420 48	.....	420 48
7 30	.....	150 99	38 90	.....	1,447 04	.....	776 76	.....	776 76
14 45	.....	292 61	155 22	.....	3,374 81	.....	766 44	20 00	786 44
.....	.....	175 00	50 40	.....	2,160 42	.....	40 00	.....	40 00
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
$145 56	$262 09	$2,792 30	$2,169 76	.....	$73,237 25	$6 95	$7,671 51	$11,509 91	$19,188 37

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Apportionment of School Moneys for the County of CAPE MAY,

DISTRICTS.	Balance State and county moneys, July 1st, 1901.	Balance district tax, July 1st, 1901.	Balance received from other sources, July 1st, 1901.	Amount apportioned from State appropriation, including State school tax and $200,000.	Amount apportioned from surplus revenue.	Amount apportioned from balances.	Amount of district tax voted for current expenses.
Anglesea	.....	$114 24	.....	$471 39	$10 71	.....	$500 00
Avalon	$6 95	68 70	.....	224 30	3 65	.....	200 00
Cape May	.....	4,936 31	$11,155 95	3,832 31	124 93	.....	3,500 00
Dennis Township	.....	134 11	69 00	4,593 79	197 20	.....	2,900 00
Holly Beach	.....	92 90	.....	631 89	22 80	.....	767 66
Lower Township	.....	18 80	23 00	1,428 31	64 29	.....	950 00
Middle Township	.....	312 77	241 96	3,031 83	112 85	.....	2,600 00
Ocean City	.....	430 48	.....	1,594 90	59 27	.....	4,047 35
Sea Isle City	.....	776 76	.....	698 69	32 88	.....	700 00
Upper Township	.....	766 44	20 00	1,838 93	65 88	.....	725 00
West Cape May	.....	40 00	.....	1,055 15	38 30	.....	1,150 00
Wildwood	.....	.....	.....	48 60	7 29	.....	1,050 00
	$6 95	$7,671 51	$11,509 91	$19,450 11	$740 00	.....	$19,090 01

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State of New Jersey, for the School Year Ending June 30th, 1901.

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, 1902.
.....	.....	.....	.....	$500 00	.....	$1,096 34
.....	.....	.....	$200 00	400 00	.....	703 60
.....	.....	$500 00	.....	4,000 00	.....	24,039 50
.....	$4,642 00	.....	.....	7,543 00	.....	12,536 10
.....	530 00	.....	662 50	1,930 16	.....	2,677 75
.....	75 00	.....	150 00	1,175 00	.....	2,709 40
.....	.....	.....	.....	2,600 00	.....	6,299 41
.....	.....	.....	.....	4,047 35	.....	6,122 00
.....	100 00	.....	.....	800 00	.....	2,308 28
.....	400 00	.....	.....	1,125 00	.....	3,816 27
.....	.....	.....	.....	1,150 00	.....	2,283 45
.....	.....	.....	1,150 00	1,200 00	.....	1,255 89
.....	$5,717 00	$500 00	$1,162 50	$26,469 51	.....	$65,847 99

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Report of Attendance for the County of CAPE MAY, State of

DISTRICTS.	Number of months the schools were kept open.	Number of boys between 4 and 20 years of age enrolled in the schools during the year.	Number of girls between 4 and 20 years of age enrolled in the schools during the year.	Total number of children between 4 and 20 years of age enrolled in the schools during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.	Average number of cases of tardiness per day for each teacher.	Average number on roll.
Anglesea	9	25	18	43	12	59	.37	27
Avalon	9	5	11	16	.....	101	.56	10
Cape May	9	212	242	454	12	1,202	.58	337
Dennis Township	9	370	374	744	4	2,020	.50	493
Holly Beach	9	68	69	137	.....	582	1.33	113
Lower Township	9	117	129	246	.....	1,141	1.34	167
Middle Township	9	233	267	500	3	1,834	.77	334
Ocean City	9	127	153	280	2	792	.78	198
Sea Isle City	9	62	51	113	.....	275	.68	86
Upper Township	9	152	126	278	3	505	.41	191
West Cape May	9	100	90	190	36	451	.26	125
Wildwood	.....	.....	.....	.....	.....	.....	.....	.....
	.....	1,471	1,510	2,981	72	8,962	.69	2,081

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New Jersey, for the School Year Ending June 30th, 1901.

Average daily attendance.	Percentage of daily attendance on average enrollment.	Number of pupils enrolled in primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of classes in school.	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.
24	.88	20	20	3	9	.....	1	1	$60 00	$35 00
7	.78	2	13	1	20	.....	1	0	30 00	.....
284	.84	280	139	35	13	.....	4	9	62 77	42 22
404	.83	490	234	20	21	.....	5	12	43 00	40 33
87	.77	73	59	5	11	.....	1	2	45 00	30 00
129	.78	124	117	5	21	.....	4	1	45 00	45 00
281	.84	286	179	35	23	.....	7	5	68 00	31 78
175	.88	161	94	5	12	.....	1	5	100 00	46 00
73	.84	46	67	.....	13	.....	1	2	60 00	32 50
159	.86	147	111	20	26	.....	3	4	38 34	38 75
104	.83	97	47	46	33	.....	2	2	60 00	32 50
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
1,727	.83	1,726	1,080	175	202	.....	30	43	$55 64	$34 05

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Financial Report for the County of CUMBERLAND, State of

DISTRICTS.	Amount due the district, July 1st, 1900, from State and county funds.	Amount due the district, July 1st, 1900, from district tax.	Amount due the district, July 1st, 1900, from other sources.	Total amount due the district, July 1st, 1900.	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.
Deerfield	$3,421 76	$2,989 85	$18 33	$6,429 94	$4,137 00	$328 97	$163 67	$360 00
Downe	2,383 46	2,850 22	825 00	6,058 67	3,602 60	150 00	751 19	791 26
Commercial	3,121 53	3,525 00	80 20	6,726 73	5,355 00	545 19	194 97	.....
Fairfield	1,806 33	2,108 55	1,210 00	5,124 88	2,745 00	322 00	262 82	102 50
Lawrence	2,205 05	3,143 04	81 47	5,429 56	3,382 50	401 48	68 81	.....
Greenwich	1,609 29	1,900 00	81 41	3,590 70	2,455 00	329 58	270 49	15 75
Hopewell	2,474 20	2,175 00	775 42	5,424 62	3,715 00	294 64	324 85	28 70
Landis	10,168 16	18,455 88	10,614 10	39,238 14	16,344 48	2,262 04	547 22	12,054 76
Maurice River	2,613 43	3,062 54	216 50	5,893 47	3,965 00	200 00	800 00	.....
Stow Creek	781 26	1,087 65	99 81	1,968 72	975 00	126 60	28 94	.....
City of Bridgeton	13,107 67	12,680 11	4,212 22	30,000 00	21,673 38	2,838 91	1,520 90	.....
City of Millville	11,734 91	14,445 09	3,525 10	29,705 10	20,665 20	2,650 83	2,308 01	.....
	$55,427 04	$68,422 93	$21,739 56	$145,589 53	$89,014 56	$10,450 24	$7,241 87	$13,352 97

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New Jersey, for the School Year Ending June 30th, 1901.

Amount expended for taking school census.	Amount expended for manual training.	Amount expended for text-books, apparatus and supplies.	Amount expended for other school purposes.	Amount expended for transportation of pupils.	Amount expended for tuition of pupils in adjoining districts.	Total amount expended.	Balance of State, county and township funds, June 30th, 1901.	Balance of district tax, June 30th, 1901.	Total balance, June 30th, 1901.
.....	.....	$590 18	$341 03	.....	.....	$5,920 85	$509 09	.....	$509 09
.....	.....	374 51	369 14	.....	.....	6,088 10	20 57	.....	20 57
.....	.....	392 56	239 01	.....	.....	6,726 73	.....	.....	.....
.....	.....	341 28	1,336 39	.....	.....	5,109 99	14 89	.....	14 89
.....	.....	399 30	257 67	.....	.....	4,509 76	919 80	.....	919 80
.....	.....	505 23	129 71	.....	.....	3,505 76	84 94	.....	84 94
.....	.....	759 42	302 00	.....	.....	5,434 62	.....	.....	.....
.....	$982 52	1,673 96	2,656 36	.....	.....	36,531 34	2,716 80	.....	2,716 80
.....	.....	400 06	474 23	.....	.....	5,839 23	53 24	.....	53 24
.....	.....	64 26	339 39	.....	.....	1,534 19	434 53	.....	434 53
.....	.....	1,549 09	673 46	.....	.....	28,255 74	1,744 26	.....	1,744 26
$137 50	.....	1,887 86	803 59	.....	.....	28,452 99	1,252 11	.....	1,252 11
$137 50	$982 52	$8,737 66	$7,921 98	.....	.....	$137,889 30	$7,750 23	.....	$7,750 23

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Apportionment of School Moneys for the County of ***CUMBERLAND,***

DISTRICTS.	Balance State and county moneys, July 1st, 1901.	Balance district tax, July 1st, 1901.	Balance received from other sources, July 1st, 1901.	Amount apportioned from State appropriation, including State school tax and $200,000.	Amount apportioned from surplus revenue.	Amount apportioned from balances.	Amount of district tax voted for current expenses.
Deerfield	$509 09	.....	.....	$3,399 19	$116 11	.....	$2,114 12
Downe	20 57	.....	.....	2,222 72	64 79	.....	2,100 00
Commercial	.....	.....	.....	2,933 40	96 97	.....	3,315 00
Fairfield	14 89	.....	.....	1,653 72	73 81	.....	1,500 00
Lawrence	919 80	.....	.....	1,979 33	52 15	.....	2,000 00
Greenwich	24 94	.....	.....	1,507 85	42 91	.....	1,550 00
Hopewell	.....	.....	.....	2,403 65	59 24	.....	2,110 00
Landis	2,716 80	.....	.....	9,513 05	300 18	.....	13,700 00
Maurice River	53 24	.....	.....	2,438 47	69 37	.....	2,400 00
Stow Creek	434 53	.....	.....	714 00	33 17	.....	650 00
City of Bridgeton	1,744 26	.....	.....	12,436 41	475 97	.....	15,012 36
City of Millville	1,252 11	.....	.....	11,751 63	381 46	.....	13,499 80
	$7,750 23	.....	.....	$52,952 42	$1,766 13	.....	$59,951 28

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State of New Jersey, for the School Year Ending June 30th, 1901.

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, 1902.
.....	$300 00	.....	$316 00	$2,730 12	.....	$6,754 51
.....	100 00	.....	.....	2,200 00	.....	4,508 08
.....	250 00	.....	.....	3,565 00	.....	6,595 37
.....	100 00	.....	.....	1,600 00	.....	3,342 42
.....	200 00	.....	.....	2,200 00	.....	5,151 28
.....	1,400 00	.....	.....	2,950 00	.....	4,585 70
.....	310 00	.....	.....	2,420 00	.....	4,882 89
.....	500 00	$500 00	200 00	14,900 00	.....	27,429 03
.....	100 00	.....	.....	2,500 00	.....	5,061 08
.....	50 00	.....	.....	700 00	.....	1,881 70
.....	6,000 00	.....	.....	21,012 36	.....	35,669 00
.....	1,200 00	.....	.....	14,699 80	.....	28,085 00
.....	$10,510 00	$500 00	$516 00	$71,477 28	.....	$133,946 06

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Report of Attendance for the County of CUMBERLAND, State of

DISTRICTS.	Number of months the schools were kept open.	Number of boys between 4 and 20 years of age enrolled in the schools during the year.	Number of girls between 4 and 20 years of age enrolled in the schools during the year.	Total number of children between 4 and 20 years of age enrolled in the schools during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.	Average number of cases of tardiness per day for each teacher.	Average number on roll.
Deerfield	9	421	363	784	2	3,311	1.47	508
Downe	9	219	224	443	1	2,081	1.22	301
Commercial	9	348	311	660	5	1,367	.61	507
Fairfield	9	196	225	421	8	499	.42	254
Lawrence	9	190	165	355	8	982	.64	267
Greenwich	9	157	165	322	1	701	.58	206
Hopewell	9	283	236	518	0	3,206	1.66	330
Landis	9	942	932	1,874	36	5,136	.75	1,409
Maurice River	9	258	225	483	2	1,605	.83	323
Stow Creek	9	90	77	167	0	856	1.64	89
City of Bridgeton	10	1,307	1,350	2,657	25	5,580	.55	1,666
City of Millville	10.2	1,109	1,093	2,202	16	5,521	.60	1,641
	9.1	5,520	5,366	10,886	104	30,845	.81	7,501

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New Jersey, for the School Year Ending June 30th, 1901.

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 classes in school.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
406	80	7	558	204	15	60	5	10	$33 00	$31 00
250	83	.....	277	128	38	48	5	6	47 71	32 33
438	86	.....	280	247	33	46	5	8	55 60	40 00
235	88	.....	253	125	43	36	2	5	60 00	36 80
237	89	.....	246	87	42	37	1	8	100 00	34 37
172	83	.....	212	91	19	40	1	6	60 00	37 50
279	84	.....	258	194	66	60	3	8	44 07	35 07
1,243	88	.....	1,159	545	170	128	3	37	91 78	41 21
259	80	.....	274	163	46	105	4	7	47 64	35 71
73	82	.....	106	43	19	25	0	3	.....	36 07
1,468	88	.....	1,569	786	302	65	3	48	88 33	39 95
1,474	89	.....	1,514	549	139	112	4	43	80 00	37 20
6,524	85.6	7	6,806	3,141	932	762	36	188	$59 49	$38 04

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Financial Report for the County of ESSEX, State of

DISTRICTS.	Amount due the district, July 1st, 1900, from State and county funds.	Amount due the district, July 1st, 1900, from district tax.	Amount due the district, July 1st, 1900, from other sources.	Total amount due the district, July 1st, 1900.	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.
Belleville	$9,996 69	$15,369 37	$6,370 00	$31,736 06	$14,562 50	$2,192 22	$7,203 23	$3,518 00
Bloomfield	19,540 19	43,761 50	38,863 84	102,165 53	34,736 88	5,412 34	40,964 62	9,220 00
Caldwell Bor.	2,972 74	5,117 46	144 50	8,234 70	5,600 00	448 60	64 52	1,155 00
Caldwell Twp.	1,300 79	1,445 37	6 00	2,752 16	1,500 00	184 34	118 29	.....
Clinton	2,604 93	4,926 81	1,407 16	8,938 90	3,880 00	650 65	1,478 24	2,204 00
East Orange	37,797 83	110,539 67	23,283 20	171,620 70	82,968 79	10,666 98	46,755 63	14,107 50
Franklin	8,554 89	14,933 56	33,893 13	57,381 58	11,769 00	1,784 30	3,875 69	6,477 00
Glen Ridge	3,122 91	12,300 00	36,501 09	51,924 00	7,368 25	1,455 49	29,018 61	11,300 00
Irvington	9,387 30	13,802 26	15,597 00	38,786 56	14,359 23	2,146 86	5,566 58	2,297 50
Livingston	2,815 43	2,395 30	461 92	5,572 65	4,200 00	357 96	.....	.....
Millburn	5,295 43	11,213 74	3,510 64	20,019 81	8,645 00	1,492 85	4,187 71	3,940 00
Montclair	33,578 78	69,441 03	18,012 50	121,027 31	68,496 52	10,732 03	4,733 32	18,012 50
Orange	39,035 25	37,600 00	3,183 66	79,818 91	55,321 23	6,950 61	6,588 51	.....
South Orange	9,551 66	23,715 79	4,754 35	38,023 80	18,158 25	2,245 71	3,152 26	2,100 00
Vailsburgh	3,928 74	21,087 61	1,172 89	26,189 24	6,180 00	1,607 06	16,126 76	1,425 00
Verona	2,977 89	3,762 87	2,369 16	9,109 92	5,075 00	436 83	451 37	1,902 42
West Orange	13,759 24	32,599 36	547 01	46,905 61	23,779 91	5,259 98	1,368 65	8,135 00
Newark	385,277 11	514,075 00	334,744 72	1,234,096 83	619,900 81	78,520 61	370,658 72	.....
	$591,493 80	$937,946 70	$534,833 77	$2,054,303 27	$986,501 37	$131,946 41	$541,714 75	$85,793 92

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New Jersey, for the School Year Ending June 30th, 1901.

Amount expended for taking school census.	Amount expended for manual training.	Amount expended for text-books, apparatus and supplies.	Amount expended for other school purposes.	Amount expended for transportation of pupils.	Amount expended for tuition of pupils in adjoining districts.	Total amount expended.	Balance of district tax, June 30th, 1901.	Balance of moneys from other sources, June 30th, 1901.	Total balance, June 30th, 1901.
$76 00	.....	$997 30	$2,232 44	.....	.....	$30,781 79	$954 27	.....	$854 27
223 40	.....	6,790 37	4,407 62	$117 00	.....	101,872 23	293 30	.....	293 30
18 20	.....	332 49	54 79	.....	.....	7,673 60	561 10	.....	561 10
10 15	.....	75 69	204 61	.....	$231 00	2,324 09	428 07	.....	428 07
17 35	.....	336 81	241 28	.....	120 00	8,928 30	.....	$10 60	10 60
.....	$5,546 58	7,052 78	4,522 45	.....	.....	171,620 70	.....	.....	.....
53 30	.....	1,359 85	1,236 78	.....	15 00	26,570 92	1,917 23	28,893 43	30,810 66
19 55	.....	893 18	1,813 94	.....	.....	51,869 02	54 98	.....	54 98
116 15	.....	1,650 12	1,523 14	.....	.....	27,659 56	65 89	11,061 11	11,127 00
14 85	.....	385 74	460 77	.....	.....	5,419 32	.....	153 33	153 33
.....	.....	1,297 99	.....	.....	23 00	19,586 55	433 26	.....	433 26
.....	8,431 43	1,737 86	3,252 59	.....	.....	115,396 25	5,631 06	.....	5,631 05
296 05	4,683 47	3,255 45	1,676 70	.....	.....	78,772 02	52 90	993 99	1,046 89
61 35	1,706 80	2,492 96	829 89	.....	.....	30,747 22	4,627 32	2,648 26	7,275 58
46 20	.....	575 76	270 93	.....	409 00	26,042 76	146 48	.....	146 48
20 15	.....	618 05	138 50	200 38	.....	8,842 69	267 23	.....	267 23
75 50	.....	2,653 97	2,307 48	1,050 00	.....	44,631 49	2,274 12	.....	2,274 12
2,726 65	12,743 50	40,459 90	89,250 91	.....	.....	1,313,660 10	20,436 73	.....	20,436 73
$3,774 85	$33,110 78	$72,966 27	$114,424 88	$1,367 38	$798 00	$1,972,398 61	$38,143 94	$45,760 72	$81,904 66

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Apportionment of School Moneys for the County of ESSEX

DISTRICTS.	Balance State and county moneys, July 1st, 1901.	Balance district tax, July 1st, 1901.	Balance received from other sources, July 1st, 1901.	Amount apportioned from State appropriation, including State school tax and $200,000.	Amount apportioned from surplus revenue.	Amount apportioned from balances.	Amount of district tax voted for current expenses.
Belleville		$954 27		$10,257 49			$8,950 00
Bloomfield		293 30		19,127 76			41,500 00
Caldwell Borough		561 10		3,023 21			3,480 00
Caldwell Township		428 07		1,282 18			550 00
Clinton			$10 60	2,646 09			3,760 00
East Orange				36,496 61			113,800 00
Franklin		1,917 23	28,893 43	8,382 26			9,700 00
Glen Ridge		54 98		3,393 95			8,600 00
Irvington		65 89	11,061 11	9,803 83			12,600 00
Livingston			153 33	2,801 42			2,000 00
Millburn		433 26		5,564 14			6,725 00
Montclair		5,631 06		29,308 95			56,000 00
Orange		52 90	993 99	36,257 33			34,845 51
South Orange		4,627 32	2,648 26	9,403 30			16,500 00
Vailsburgh		146 48		5,385 07			5,510 00
Verona		267 23		3,154 27			3,300 00
West Orange		2,274 12		13,307 10			23,400 00
Newark		20,463 73		871,826 00			500,000 00
		$38,143 94	$43,760 72	$571,320 96			$851,120 51

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State of New Jersey, for the School Year Ending June 30th, **1901.**

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, 1902.
.....	$600 00	.....	$3,833 00	$13,283 00	.....	$24,494 76
.....	.....	.....	9,100 00	50,600 00	.....	70,021 06
.....	120 00	.....	.....	3,600 00	.....	7,184 31
.....	300 00	.....	.....	850 00	.....	2,560 25
.....	1,350 00	.....	1,250 00	6,360 00	.....	9,016 69
.....	10,000 00	$6,000 00	14,000 00	143,800 00	$6,000 00	186,296 61
.....	800 00	.....	5,563 00	16,063 00	.....	55,255 92
.....	.....	400 00	3,200 00	12,300 00	400 00	16,048 93
.....	1,000 00	.....	1,762 50	15,362 50	.....	36,293 33
.....	500 00	.....	.....	2,500 00	.....	5,454 75
.....	500 00	.....	3,860 00	11,085 00	.....	17,082 40
.....	6,000 00	4,000 00	17,500 00	83,500 00	4,000 00	122,440 01
.....	4,500 00	2,250 00	.....	41,595 51	2,250 00	81,149 73
.....	1,500 00	1,000 00	1,950 00	20,950 00	1,000 00	38,628 88
.....	500 00	.....	1,675 00	7,685 00	.....	13,216 55
.....	350 00	.....	.....	3,650 00	.....	7,071 50
.....	1,000 00	.....	5,545 00	29,945 00	.....	45,426 22
.....	45,000 00	5,000 00	.....	550,000 00	5,000 00	947,263 73
.....	$74,020 00	$18,650 00	$69,238 50	$1,013,029 01	$18,650 00	$1,684,904 62

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Report of Attendance for the County of ESSEX, State of

DISTRICTS.	Number of months the schools were kept open.	Number of boys between 4 and 20 years of age enrolled in the schools during the year.	Number of girls between 4 and 20 years of age enrolled in the schools during the year.	Total number of children between 4 and 20 years of age enrolled in the schools during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.	Average number of cases of tardiness per day for each teacher.	Average number on roll.	Average daily attendance.
Belleville	10	532	486	1,018	4	1,783	.45	720	631
Bloomfield	10	873	899	1,772	19	2,639	.35	1,427	1,279
Caldwell Borough	10	154	162	316	13	672	.42	255	235
Caldwell Township	10	102	72	174	2	665	1.19	121	100
Clinton	10	165	165	330	6	361	.23	241	205
East Orange	10	1,970	2,037	4,007	73	1,087	.066	3,321	3,015
Franklin	10	393	384	777	15	830	.25	544	472
Glen Ridge	9	181	169	350	1	1,100	.72	269	233
Irvington	10	565	566	1,131	22	411	.10	903	815
Livingston	10	125	141	266	4	920	.53	206	173
Millburn	10	221	213	434	14	1,065	.44	352	311
Montclair	10	1,425	1,438	2,863	34	7,081	.52	2,320	2,065
Orange	10	1,680	1,726	3,406	53	2,842	.21	2,684	2,423
South Orange	10	417	373	790	22	1,583	.52	641	588
Vailsburgh	10	288	243	531	26	613	.32	460	427
Verona	10	203	185	388	9	632	.41	291	252
West Orange	10	716	679	1,395	23	1,984	.31	1,005	910
Newark	10	20,631	21,239	41,870	639	11,479	.076	32,160	28,252
	.....	30,641	31,177	61,818	979	37,747	.42	47,920	42,386

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New Jersey, for the School Year Ending June 30th, 1901.

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 classes in school.	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.
.87	63	614	302	39	31	.....	1	23	$160 00	$54 13
.89	304	880	472	116	54	.....	8	46	99 37	53 58
.92	51	145	77	43	15	.....	1	8	130 00	51 25
.82	0	98	76	0	24	.....	3	0	50 00	.....
.85	41	206	83	0	24	.....	0	8	.....	50 00
.90	433	1,943	1,161	470	91	.....	13	98	176 15	63 82
.86	117	458	168	34	21	.....	2	21	100 00	53 09
.86	56	166	104	24	12	.....	2	9	107 50	59 44
.90	0	715	373	43	27	.....	1	23	200 00	55 54
.84	0	139	103	24	38	.....	1	8	70 00	43 75
.88	54	207	131	42	32	.....	1	14	120 00	53 21
.89	435	1,366	756	306	77	.....	11	83	104 62	67 65
.90	415	2,102	708	181	85	.....	9	74	97 10	60 70
.91	61	356	257	116	30	.....	6	20	110 83	63 35
.92	65	328	132	0	10	.....	1	11	135 00	44 54
.86	0	267	102	19	20	8	2	7	90 00	46 78
.90	247	800	298	50	53	37	4	35	97 50	56 85
.87	6,590	25,085	8,583	1,612	786	.....	117	846	181 00	66 30
.93	8,932	35,875	13,892	3,119	1,430	45	183	1,334	$157 88	$68 39

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Financial Report for the County of GLOUCESTER, State of

DISTRICTS.	Amount due the district, July 1st, 1900, from State and county funds.	Amount due the district, July 1st, 1900, from district tax.	Amount due the district, July 1st, 1900, from other sources.	Total amount due the district, July 1st, 1900.	Amount expended for teachers' salaries.	Amount expended for fuel and janitors' salaries.	Amount expended for building and repairing, excluding debt and interest.
Clayton	$2,815 04	$2,627 86	$1,178 88	$6,621 78	$3,882 50	$501 71	$160 63
Deptford	2,585 58	3,300 85	1,641 84	7,528 27	4,034 50	552 37	48 02
East Greenwich	1,327 51	1,507 55	.....	2,835 06	1,800 00	110 30	39 62
Elk	1,352 18	1,121 35	9 50	2,483 03	1,332 00	95 52	52 36
Franklin	3,658 81	1,782 19	1,080 00	6,551 00	3,951 00	335 62	296 82
Glassboro	3,541 53	5,991 76	.....	9,533 29	4,856 00	570 55	117 53
Greenwich	2,780 57	3,706 51	19 17	6,506 25	3,780 00	528 50	283 92
Harrison	2,706 19	2,353 89	471 13	5,531 21	4,175 25	401 16	255 75
Logan	2,096 71	2,246 27	1,109 72	5,452 70	2,902 50	357 62	277 79
Mantua	2,952 57	2,692 91	10 00	5,655 48	4,350 00	427 67	.....
Monroe	3,301 72	2,856 06	1,670 40	7,828 18	5,016 58	499 27	879 04
South Harrison	1,330 17	1,291 26	878 53	3,499 96	1,670 00	110 82	34 29
Washington	1,835 68	1,581 75	707 98	4,128 41	2,199 75	245 71	247 30
Wenonah	1,035 31	2,410 96	577 57	4,023 84	1,900 00	235 00	105 41
Woodbury	5,728 65	9,995 08	1,209 28	16,933 01	10,442 00	1,610 10	1,152 14
West Deptford	2,052 00	3,778 36	1,542 00	7,372 36	2,750 00	371 25	.....
Woolwich	2,393 42	2,297 01	222 61	5,112 04	3,402 75	390 38	530 33
	$43,722 64	$51,541 63	$12,328 61	$107,592 87	$62,344 83	$7,403 55	$4,480 85

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New Jersey, for the School Year Ending June 30th, 1901.

Amount expended for debt and interest.	Amount expended for taking school census.	Amount expended for text-books, apparatus and supplies.	Amount expended for other school purposes.	Amount expended for transportation of pupils.	Amount expended for tuition of pupils in adjoining districts.	Total amount expended.	Balance of State, county and township funds, June 30th, 1901.	Balance of district tax, June 30th, 1901.	Balance of moneys from other sources, June 30th, 1901.	Total balance, June 30th, 1901.
$1,424 77	$28 75	$332 92	$98 05	.....	.....	$6,429 33	.....	.....	$192 45	$192 45
1,530 00	23 45	308 57	290 15	.....	$710 48	7,497 54	.....	$30 73	.....	30 73
.....	14 25	203 16	75 45	.....	90 27	2,333 05	.....	502 01	.....	502 01
.....	14 25	119 41	67 81	.....	302 02	1,983 37	.....	499 66	.....	499 66
838 00	29 95	288 24	351 61	$236 00	174 76	6,499 00	$1 81	28 05	22 14	52 00
2,900 00	50 50	480 02	293 80	.....	.....	9,268 40	.....	264 89	.....	264 89
854 40	28 80	371 35	50 00	.....	14 67	5,911 54	.....	590 21	4 50	594 71
.....	.....	233 19	208 06	.....	.....	5,273 41	.....	257 80	.....	257 80
1,370 00	.....	236 80	172 37	.....	.....	5,317 08	.....	135 62	.....	135 62
.....	26 69	380 00	173 20	.....	260 00	5,677 56	.....	*22 08	.....	*22 08
70 00	42 15	284 00	960 00	.....	.....	7,751 04	.....	25 74	51 40	77 14
533 33	.....	142 94	969 05	.....	.....	3,460 43	.....	39 53	.....	39 53
608 76	16 90	119 57	187 50	.....	103 66	3,729 15	.....	396 26	.....	396 26
768 75	6 80	348 97	45 00	.....	.....	3,499 93	.....	36 34	577 57	613 91
1,702 50	46 85	760 66	555 27	.....	490 00	16,759 52	.....	173 49	.....	173 49
2,090 63	21 40	245 80	748 82	.....	370 00	6,597 90	.....	774 46	.....	774 46
40 00	.....	200 07	405 69	.....	184 86	5,054 08	.....	57 96	.....	57 96
$14,731 14	$347 74	$5,055 67	$5,651 83	$236 00	$2,700 72	$102,952 33	$1 81	$3,812 75	$848 06	$4,662 62
								22 08		22 08
								$3,790 67		$4,640 54

* Overdrawn.

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Apportionment of School Moneys for the County of GLOUCESTER,

DISTRICTS.	Balance State and county moneys, July 1st, 1901.	Balance district tax, July 1st, 1901.	Balance received from other sources, July 1st, 1901.	Amount apportioned from State appropriation, including State school tax and $200,000.	Amount apportioned from surplus revenue.	Amount apportioned from balances.	Amount of district tax voted for current expenses.
Clayton	.....	.....	$192 45	$2,473 03	$133 73	.....	$2,100 00
Deptford	.....	$30 73	.....	2,381 58	109 08	.....	3,300 00
East Greenwich	.....	502 01	.....	1,153 41	66 28	.....	1,150 00
Elk	.....	499 66	.....	1,153 41	66 28	.....	550 00
Franklin	$1 81	28 05	22 14	3,268 39	125 36	.....	1,600 00
Glassboro	.....	264 89	.....	3,610 95	182 10	.....	1,940 00
Greenwich	.....	590 21	4 50	2,514 27	133 96	.....	2,575 00
Harrison	.....	257 80	.....	2,588 13	72 79	.....	1,685 00
Logan	.....	135 63	.....	1,843 10	67 91	.....	1,475 00
Mantua	.....	.....	.....	2,621 28	116 52	.....	2,600 00
Monroe	.....	25 74	51 40	3,077 36	149 54	.....	2,120 00
South Harrison	.....	39 53	.....	1,215 77	40 47	.....	870 00
Washington	.....	396 26	.....	1,619 14	78 61	.....	1,000 00
Wenonah	.....	36 34	577 57	962 45	30 47	.....	1,575 00
West Deptford	.....	774 46	.....	1,730 74	99 54	.....	2,705 00
Woodbury	.....	173 49	.....	5,931 92	217 92	.....	7,770 00
Woolwich	.....	57 96	.....	2,324 82	120 94	.....	1,785 00
	$1 81	$3,812 75	$848 06	$40,458 75	$1,811 50	.....	$36,800 00

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State of New Jersey, for the School Year Ending June 30th, 1901.

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, 1902.
.....	.....	.....	.....	$2,100 00	.....	$4,899 21
.....	$400 00	.....	.....	3,700 00	.....	6,221 39
.....	.....	.....	.....	1,150 00	.....	2,871 70
.....	.....	.....	.....	550 00	.....	2,269 35
.....	200 00	.....	$150 00	1,950 00	.....	5,395 75
.....	50 00	.....	1,400 00	3,390 00	.....	7,447 94
.....	.....	.....	726 00	3,301 00	.....	6,543 94
.....	415 00	.....	.....	2,100 00	.....	5,018 72
.....	150 00	.....	575 00	2,200 00	.....	4,245 63
.....	200 00	.....	.....	2,800 00	.....	5,537 80
.....	1,300 00	.....	.....	3,420 00	.....	6,724 04
.....	100 00	.....	530 00	1,500 00	.....	2,795 77
.....	.....	.....	.....	1,000 00	.....	3,094 01
.....	.....	.....	525 00	2,100 00	.....	3,706 83
.....	250 00	.....	600 00	3,555 00	.....	6,159 74
.....	600 00	.....	1,630 00	10,000 00	.....	16,313 33
$100 00	575 00	.....	40 00	2,500 00	.....	5,003 72
$100 00	$4,240 00	.....	$6,176 00	$47,316 00	.....	$94,248 87

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Report of Attendance for the County of GLOUCESTER, State of

DISTRICTS.	Number of months the schools were kept open.	Number of boys between 4 and 20 years of age enrolled in the schools during the year.	Number of girls between 4 and 20 years of age enrolled in the schools during the year.	Total number of children between 4 and 20 years of age enrolled in the schools during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.	Average number of cases of tardiness per day for each teacher.	Average number on roll.
Clayton	10	290	225	515	3	781	.51	328
Deptford	10	220	235	455	0	1,777	1.06	301
East Greenwich	9	88	91	179	1	457	.58	109
Elk	9	93	87	180	1	275	.53	118
Franklin	9	237	262	499	0	2,857	1.33	247
Glassboro	10	363	292	655	8	875	.55	431
Greenwich	9	253	240	493	4	2,970	1.39	367
Harrison	10	194	194	388	4	969	.41	264
Logan	9	145	134	282	1	1,145	.9	174
Mantua	10	205	214	419	5	1,257	.69	277
Monroe	9½	416	310	726	0	1,439	.83	377
South Harrison	9	77	77	154	1	529	.48	119
Washington	9	142	134	276	0	813	.81	166
Wenonah	10	59	77	136	1	753	.96	110
West Deptford	10	185	173	258	0	1,461	1.13	233
Woodbury	10	460	427	887	10	2,526	.75	689
Woolwich	9	252	213	465	12	1,296	.78	330
	9.5	3,680	3,385	7,065	51	22,183	.75	4,635

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New Jersey, for the School Year Ending June 30th, 1901.

Average daily attendance.	Percentage of daily attendance on average enrollment.	Number of pupils enrolled in primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of classes in school.	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.
269	82.01	385	130	.....	164	.....	2	8	$70 00	$37 50
248	82.3	260	183	12	224	.....	4	5	52 50	39 00
94	86.2	131	48	.....	179	.....	1	3	60 00	46 67
100	82.2	123	57	.....	85	.....	.....	4	.....	37 00
193	78.13	332	176	1	278	4	3	9	48 33	33 22
357	82.82	437	215	3	76	.....	2	11	70 00	38 18
306	83.37	308	185	.....	137	.....	1	8	80 00	42 50
227	85.98	224	156	8	248	.....	2	9	49 88	36 79
142	81.6	185	94	3	182	.....	2	6	58 75	36 67
240	86.64	296	117	6	339	.....	1	9	65 00	41 11
301	79.84	508	205	3	188	.....	3	9	55 83	42 47
100	84.03	81	72	1	129	.....	1	4	55 55	32 50
141	84.94	161	115	.....	123	.....	2	4	45 00	38 75
99	90.	67	69	.....	55	.....	.....	4	.....	47 50
189	81.11	254	102	.....	163	.....	1	5	52 50	44 50
600	87.72	594	248	45	197	.....	3	20	67 50	43 12
284	86.06	356	104	6	123	.....	.....	9	.....	42 83
3,890	83.92	4,701	2,276	88	2,890	4	28	*128	855 55	$40 08

* Franklin township transported from old School No. 10 to School No. 3, one female teacher.

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Financial Report for the County of HUDSON, State of

DISTRICTS.	Amount due the district, July 1st, 1900, from State and county funds.	Amount due the district, July 1st, 1900, from district tax.	Amount due the district, July 1st, 1900, from other sources.	Total amount due the district, July 1st, 1900.	Amount expended for teachers' salaries.	Amount expended for fuel and janitors' salaries.	Amount expended for building and repairing, excluding debt and interest.
Bayonne	$47,951 26	$78,000 00	$12,856 87	$138,808 13	$93,623 07	$13,708 09	$14,403 10
East Newark	3,198 87	8,109 55	.....	11,308 42	4,575 00	1,122 00	810 74
Guttenberg	5,087 97	7,604 02	125 00	12,816 99	5,700 00	980 00	.....
Harrison	11,126 26	14,046 29	45 00	25,217 55	12,312 93	2,112 25	2,185 10
Hoboken	82,463 14	95,897 18	6,777 14	185,137 46	130,737 85	16,707 81	10,468 94
Jersey City	241,626 01	491,531 56	267,105 64	1,000,263 21	389,928 73	46,071 20	149,834 61
Kearny	13,382 51	24,740 67	33,058 29	71,181 47	24,683 80	4,114 33	18,543 73
North Bergen	12,867 67	31,031 09	12,001 35	55,900 11	20,868 00	3,166 27	4,714 76
Secaucus	.....	.....	.....	.....	.....	.....	.....
Town of Union	22,160 08	28,205 99	2,516 50	52,872 57	33,540 93	4,845 90	1,754 56
Weehawken	5,392 31	24,216 03	103,135 87	132,744 41	11,904 61	2,969 75	28,882 29
West Hoboken	27,576 25	35,892 56	¤19 83	64,288 64	38,042 86	5,471 70	3,034 66
West New York	7,226 56	11,400 00	2,000 00	20,626 56	10,633 02	2,021 40	2,094 61
	$479,999 29	$850,724 44	$440,441 49	$1,771,165 22	$776,550 80	$103,210 70	$236,727 09

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New Jersey, for the School Year Ending June 30th, 1901.

Amount expended for debt and interest.	Amount expended for taking school census.	Amount expended for manual training.	Amount expended for text-books, apparatus and supplies.	Amount expended for other school purposes.	Amount expended for transportation of pupils.	Amount expended for tuition of pupils in adjoining districts.	Total amount expended.	Balance of district tax, June 30th, 1901.	Balance of moneys from other sources, June 30th, 1901.	Total balance, June 30th, 1901.
.....	$458 85	$2,049 45	$9,003 05	$2,726 69	.....	.....	$135,972 30	$2,835 83	.....	$2,835 83
$1,524 93	35 60	.....	833 73	621 35	.....	.....	9,523 34	1,785 08	.....	1,785 08
.....	75 00	.....	1,050 00	2,357 44	.....	.....	10,082 44	2,609 55	$125 60	2,734 55
6,555 00	143 50	.....	948 31	950 46	.....	.....	25,207 55	.....	10 00	10 00
.....	760 95	.....	10,279 13	16,105 89	.....	.....	185,060 57	76 89	.....	76 89
14,975 00	1,934 95	.....	17,820 84	13,588 44	.....	.....	634,153 77	366,109 44	.....	366,109 44
.....	133 85	.....	4,864 19	38 04	.....	.....	52,377 93	586 83	18,216 71	18,803 54
3,372 50	.....	.....	4,246 31	12,957 25	$38 70	$38 23	49,402 02	6,498 09	.....	6,498 09
5,250 00	222 20	743 02	3,245 92	2,760 89	.....	.....	52,363 43	509 15	.....	509 15
2,880 00	37 10	.....	1,521 08	8,080 87	799 00	937 50	57,992 20	5,236 50	69,515 41	74,751 91
9,730 50	290 15	.....	4,576 53	2,217 11	.....	.....	63,363 51	267 77	657 36	925 13
1,416 67	.....	.....	1,260 95	2,499 87	.....	.....	19,926 52	700 04	.....	700 04
$45,684 60	$4,092 15	$2,792 47	$59,650 03	$64,904 30	$837 70	$975 73	$1,295,425 57	$387,215 17	$88,524 48	$475,739 65

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Apportionment of School Moneys for the County of HUDSON

DISTRICTS.	Balance State and county moneys, July 1st, 1901.	Balance district tax, July 1st, 1901.	Balance received from other sources, July 1st, 1901.	Amount apportioned from State appropriation, including State school tax and $200,000.	Amount apportioned from surplus revenue.	Amount apportioned from balances.	Amount of district tax voted for current expenses.
Bayonne	.....	$3,835 83	.....	$51,976 02	.....	.....	$75,376 87
East Newark	.....	1,755 08	.....	3,461 21	.....	.....	4,125 00
Guttenburg	.....	2,609 55	$125 00	6,198 79	.....	.....	4,425 00
Harrison	.....	.....	10 00	10,694 98	.....	.....	6,200 00
Hoboken	.....	76 89	.....	74,333 65	.....	.....	104,062 52
Jersey City	.....	366,109 44	.....	235,160 98	.....	.....	511,298 00
Kearny	.....	586 83	18,216 71	15,015 51	.....	.....	24,284 49
North Bergen	.....	6,498 09	.....	13,306 90	.....	.....	17,100 00
Secaucus	.....	.....	.....	2,768 47	.....	.....	.....
Town of Union	.....	509 15	.....	20,718 97	.....	.....	22,000 00
Weehawken	.....	5,236 50	69,515 41	6,028 03	.....	.....	23,150 00
West Hoboken	.....	267 77	657 36	29,613 43	.....	.....	27,000 00
West New York	.....	700 04	.....	7,861 03	.....	.....	8,275 00
	.....	$387,315 17	$88,524 48	$477,137 95	.....	.....	$827,216 88

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State of New Jersey, for the School Year Ending June 30th, 1901.

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, 1902.
$12,000 00	$3,500 00	.....	.....	$90,856 87	.....	$145,668 72
.....	450 00	.....	$4,600 00	9,175 00	.....	14,421 29
.....	1,500 00	.....	.....	5,925 00	.....	14,858 34
600 00	700 00	.....	6,305 00	13,805 00	.....	24,509 98
.....	1,500 00	.....	.....	105,562 52	.....	179,972 06
.....	15,000 00	.....	22,255	548,493 00	.....	1,149,768 42
.....	1,200 00	.....	.....	25,484 49	.....	59,303 54
.....	.....	.....	.....	17,100 00	.....	36,904 99
.....	.....	.....	.....	.....	.....	2,768 47
.....	2,000 00	$900 00	5,100 00	30,000 00	.....	51,228 12
.....	1,000 00	.....	9,520 00	33,670 00	.....	114,449 93
.....	3,000 00	.....	9,757 00	39,757 00	.....	70,395 55
.....	700 00	.....	1,325 00	10,300 00	.....	18,861 07
$12,600 00	$30,550 00	$900 00	$58,862 00	$930,128 88	.....	$1,883,006 48

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Report of Attendance for the County of HUDSON, State of

DISTRICTS.	Number of months the schools were kept open.	Number of boys between 4 and 20 years of age enrolled in the schools during the year.	Number of girls between 4 and 20 years of age enrolled in the schools during the year.	Total number of children between 4 and 20 years of age enrolled in the schools during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.	Average number of cases of tardiness per day for each teacher.	Average number on roll.
Bayonne	10	2,944	3,075	6,019	69	4,797	.160	4,576
East Newark	10	251	218	469	1	52	.017	324
Guttenberg	10	422	445	867	6	450	.088	631
Harrison	10	590	512	1,102	7	327	.100	789
Hoboken	10	4,597	4,548	9,145	212	1,767	.640	7,621
Jersey City	10	15,884	16,290	32,174	1,750	13,521	.132	24,213
Kearny	10	1,185	1,155	2,340	45	2,995	.380	1,689
North Bergen	10	879	877	1,756	11	2,593	.880	1,295
Secaucus	10	164	148	312	17	917	.817	259
Town of Union	10	1,516	1,535	3,051	99	258	.030	2,486
Weehawken	10	500	427	927	3	1,417	.925	656
West Hoboken	10	2,378	2,299	4,677	68	5,412	.390	3,618
West New York	10	563	538	1,101	20	434	.185	811
		31,873	32,067	63,940	2,308	34,940	.365	42,968

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New Jersey, for the School Year Ending June 30th, 1901.

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 classes in school.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
3,980	.87	.....	4,655	1,318	146	2	10	154	$149 30	$54 60
279	.86	.....	330	139	.....	8	1	7	120 00	50 24
578	.91	.....	648	219	.....	14	1	13	100 00	37 00
688	.90	.....	713	377	12	35	3	15	150 46	58 17
6,976	.91	.....	7,152	1,714	279	176	9	200	162 87	57 06
22,492	.92	332	22,858	7,992	992	542	21	565	214 05	62 55
1,496	.90	.....	1,471	784	85	50	5	35	101 90	54 90
1,146	.88	.....	1,418	323	15	34	7	28	98 90	36 33
227	.87	.....	246	66	.....	9	2	5	75 00	43 87
2,285	.92	186	1,972	708	185	46	8	48	108 33	54 73
603	.92	.....	658	269	.....	17	2	14	120 00	71 46
3,805	.92	556	3,028	1,017	76	72	4	82	130 00	41 41
711	.86	.....	911	171	19	19	2	17	110 00	47 86
44,766	.90	1,074	46,060	14,997	1,809	1,022	75	1,183	$151 03	$57 31

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Financial Report for the County of HUNTERDON,

DISTRICTS.	Amount due the district, July 1st, 1900, from State and county funds.	Amount due the district, July 1st, 1900, from district tax.	Amount due the district, July 1st, 1900, from other sources.	Total amount due the district, July 1st, 1900.	Amount expended for teachers' salaries.	Amount expended for fuel and janitors' salaries.	Amount expended for building and repairing, excluding debt and interest.
Alexandria	$1,728 98	$582 63	$181 50	$2,493 11	$1,798 98	.....	$71 13
Bethlehem	2,733 47	1,420 05	20 00	4,172 52	2,890 00	$95 67	.....
Town of Clinton	1,405 89	1,125 00	130 00	2,660 89	2,025 00	225 15	104 25
Clinton Township	2,971 86	2,698 04	475 45	6,145 35	3,646 62	248 84	596 76
Delaware	3,894 92	673 82	.....	4,568 74	3,139 45	73 85	.....
East Amwell	1,758 93	694 98	97 09	2,551 00	1,500 00	80 58	103 86
Franklin	1,577 86	480 87	495 00	2,553 73	.....	70 62	49 62
Frenchtown	1,381 02	10,666 13	168 00	12,215 15	1,650 00	106 90	3,500 00
High Bridge	1,683 25	1,193 00	15 05	2,891 30	2,160 00	58 15	355 89
Holland	3,464 88	1,084 74	20 00	4,569 62	3,405 00	200 12	79 10
Junction	1,690 69	625 76	63 34	2,379 79	1,617 50	186 08	328 08
Kingwood	2,554 37	305 59	183 90	3,043 86	2,356 00	157 20	46 31
Lambertville	5,749 13	4,472 50	552 00	10,773 63	7,894 50	908 75	701 02
Lebanon	5,836 79	2,103 13	741 73	8,681 65	5,681 60	51 10	218 22
Raritan	6,432 66	19,870 23	7,157 41	33,460 29	9,894 38	1,216 75	14,260 02
Readington	4,580 20	2,584 53	.....	7,164 73	4,300 00	269 82	2,116 00
Stockton	1,676 60	268 42	37 81	1,382 83	1,030 85	111 75	59 40
Tewksbury	2,496 55	900 00	55 00	3,451 55	2,250 00	142 96	301 91
Union	2,151 82	1,913 99	.....	4,065 81	2,151 82	60 26	1,750 00
West Amwell	1,362 21	425 80	.....	1,788 01	1,306 01	81 08	46 26
	$56,631 07	$54,079 21	$10,393 28	$121,103 56	$60,637 71	$4,345 63	$24,698 03

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New Jersey, for the School Year Ending June 30th, 1901.

Amount expended for debt and interest.	Amount expended for taking school census.	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, county and township funds, June 30th, 1901.	Balance of district tax, June 30th, 1901.	Balance of moneys from other sources, June 30th, 1901.	Total balance, June 30th, 1901.
.....	$12 10	$127 25	$110 94	$390 00	$2,440 60	.....	$52 51	.....	$52 51
.....	20 35	135 78	421 22	242 45	3,805 47	.....	347 05	$20 00	367 05
.....	31 25	160 38	45 00	.....	2,591 03	.....	69 86	.....	69 86
.....	91 50	314 78	832 05	363 00	6,093 55	.....	51 80	.....	51 80
.....	22 50	625 34	10 00	185 50	4,056 64	$496 12	15 98	.....	512 10
.....	.....	161 37	92 53	612 66	2,551 00	.....	.....	.....	.....
$137 49	.....	127 30	149 17	397 00	931 20	1,677 86	44 67	.....	1,722 53
.....	9 67	904 36	29 55	85 86	6,386 34	.....	5,780 81	148 00	5,928 81
.....	13 40	132 54	115 05	.....	2,835 03	.....	31 23	15 05	46 27
19 92	13 60	270 43	90 95	159 88	4,239 00	.....	310 62	20 00	330 62
.....	11 80	83 52	116 36	.....	2,353 24	89	22 29	3 27	26 45
.....	.....	64 08	193 78	205 00	3,022 37	.....	21 49	.....	21 49
34 28	51 10	762 79	403 07	.....	10,755 51	.....	18 12	.....	18 12
.....	28 55	168 39	404 67	.....	6,552 53	155 19	1,973 93	.....	2,129 12
2,839 00	.....	1,379 85	2,800 60	555 05	32,945 65	.....	514 64	.....	514 64
.....	34 00	150 00	142 30	75 00	7,087 12	.....	77 61	.....	77 61
4 34	6 00	41 98	33 44	28 61	1,316 37	.....	62 09	4 37	66 46
.....	21 85	133 05	58 43	543 35	3,451 55	.....	.....	.....	.....
.....	15 00	30 17	.....	.....	4,007 25	.....	58 56	.....	58 56
.....	10 60	146 16	40 00	101 90	1,732 01	.....	56 00	.....	56 00
$3,035 03	$393 27	$5,919 52	$6,089 11	$3,945 26	$109,053 56	$2,330 06	$9,509 25	$210 69	$12,050 00

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Apportionment of School Moneys for the County of HUNTERDON,

DISTRICTS.	Balance State and county moneys, July 1st, 1901.	Balance district tax, July 1st, 1901.	Balance received from other sources, July 1st, 1901.	Amount apportioned from State appropriation, including State school tax and $200,000.	Amount apportioned from surplus revenue.	Amount apportioned from balances.	Amount of district tax voted for current expenses.
Alexandria	.....	$52 51	.....	$1,520 85	$101 59	.....	$450 00
Bethlehem	.....	347 05	$20 00	2,475 97	170 85	.....	700 00
Town of Clinton	.....	69 86	.....	1,146 53	67 59	.....	1,000 00
Clinton Township	.....	51 80	.....	2,745 01	223 33	.....	1,850 00
Delaware	$496 12	15 98	.....	2,768 53	188 90	.....	750 00
East Amwell	.....	.....	.....	1,482 28	133 07	.....	800 00
Franklin	1,677 86	44 67	.....	1,544 53	106 21	.....	265 00
Frenchtown	.....	5,780 81	148 00	1,211 09	80 18	.....	1,000 00
High Bridge	.....	31 22	15 05	1,566 05	110 40	.....	1,795 00
Holland	.....	310 62	20 00	2,882 42	172 11	.....	1,000 00
Junction	89	22 29	3 27	1,307 93	99 07	.....	708 00
Kingwood	.....	21 49	.....	2,224 16	121 74	.....	150 00
Lambertville	.....	18 12	.....	5,199 63	429 02	.....	1,815 00
Lebanon	155 19	1,973 93	.....	4,838 95	239 70	.....	900 00
Raritan	.....	514 64	.....	6,042 35	359 34	.....	6,500 00
Readington	.....	77 61	.....	4,065 69	285 87	.....	575 00
Stockton	.....	62 09	4 37	858 27	50 37	.....	250 00
Tewksbury	.....	.....	.....	2,140 55	182 45	.....	750 00
Union	.....	58 56	.....	1,839 06	85 64	.....	600 00
West Amwell	.....	56 00	.....	1,256 28	89 00	.....	400 00
	$2,330 06	$9,509 25	$210 69	$49,106 12	$3,297 43	.....	$22,258 00

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State of New Jersey, for the School Year Ending June 30th, 1901.

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, 1902.
.....	.....	.....	.....	$450 00	.....	$2,124 95
.....	.....	.....	.....	700 00	.....	3,713 87
.....	.....	.....	.....	1,000 00	.....	2,283 97
.....	.....	.....	.....	1,850 00	.....	4,870 14
.....	.....	.....	.....	750 00	.....	4,219 53
.....	.....	.....	.....	800 00	.....	2,415 35
.....	$100 00	.....	.....	365 00	.....	3,738 27
.....	10,000 00	.....	.....	11,000 00	.....	18,220 08
.....	.....	.....	.....	1,795 00	.....	3,517 72
.....	.....	.....	.....	1,000 00	.....	4,385 15
.....	.....	.....	.....	708 00	.....	2,141 45
.....	.....	.....	.....	150 00	.....	2,517 39
.....	3,886 35	.....	.....	5,701 35	.....	11,348 12
.....	175 00	.....	.....	1,075 00	.....	8,272 77
.....	6,575 76	.....	.....	13,075 76	.....	19,992 09
.....	900 00	.....	.....	1,475 00	.....	5,904 17
.....	400 00	.....	.....	650 00	.....	1,625 10
.....	150 00	.....	.....	900 00	.....	3,324 00
.....	814 50	.....	.....	1,414 50	.....	3,397 76
.....	.....	.....	.....	400 00	.....	1,801 28
.....	$23,001 61	.....	.....	$45,259 61	.....	$109,713 16

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Report of Attendance for the County of HUNTERDON, State of

DISTRICTS.	Number of months the schools were kept open.	Number of boys between 4 and 20 years of age enrolled in the schools during the year.	Number of girls between 4 and 20 years of age enrolled in the schools during the year.	Total number of children between 4 and 20 years of age enrolled in the schools during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.	Average number of cases of tardiness per day for each teacher.	Average number on roll.
Alexandria	10	88	91	179	.....	537	.57	117
Bethlehem	10	152	181	333	1	851	.75	227
Town of Clinton	10	74	92	166	2	261	.35	116
Clinton Township	10	212	189	401	1	1,546	1.	253
Delaware	10	208	186	394	1	1,462	.88	238
East Amwell	10	86	84	170	1	327	.43	99
Franklin	8	101	88	189	3	407	.51	122
Frenchtown	9.5	81	96	177	8	645	.90	155
High Bridge	10	142	151	293	6	46	.05	226
Holland	9	202	195	397	2	1,792	1.03	277
Junction	9.5	99	124	223	2	308	.42	160
Kingwood	9.5	137	103	240	1	535	.36	140
Lambertville	10	347	355	702	10	922	.32	550
Lebanon	9.5	357	314	671	22	1,502	.47	393
Raritan	10	381	428	809	14	1,820	.46	581
Readington	10	307	248	555	2	1,257	.51	353
Stockton	9	83	73	156	.....	474	.92	107
Tewksbury	9.5	133	123	256	1	471	.42	162
Union	9.5	130	128	258	.....	194	.18	147
West Amwell	10	84	65	149	.....	488	.63	74
	9.13-20	3,404	3,314	6,718	77	15,845	.51	4,497

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New Jersey, for the School Year Ending June 30th, 1901.

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 classes in school.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
96	82	.....	95	84	.....	136	3	2	$34 49	$36 42
184	81	.....	223	110	.....	138	2	6	53 41	33 00
134	86	.....	99	32	35	53	1	3	75 00	45 70
214	84	.....	257	144	.....	144	3	5	66 12	40 10
200	84	.....	233	161	.....	182	4	5	29 56	36 27
83	84	.....	80	90	.....	108	1	3	40 00	38 60
102	83	.....	113	76	.....	87	2	3	41 94	41 94
139	90	.....	107	42	28	12	1	3	66 66	38 88
204	90	.....	188	99	6	18	1	4	81 87	56 53
240	86	.....	216	166	15	201	2	8	52 60	36 68
132	83	.....	148	68	7	52	1	3	71 04	35 56
116	82	.....	141	99	.....	171	3	5	32 70	31 60
498	91	.....	450	170	82	140	1	14	106 30	45 63
321	81	.....	364	307	.....	357	4	14	46 60	32 31
509	88	59	418	280	52	289	1	20	126 32	45 53
293	83	.....	342	213	.....	238	3	10	37 89	34 95
95	88	.....	99	57	.....	10	1	2	52 63	34 21
141	88	.....	154	102	.....	143	3	3	48 13	32 08
119	81	.....	170	88	.....	142	2	5	37 57	32 52
60	81	.....	89	60	.....	83	1	3	33 68	34 40
3,979	88	59	3,986	2,448	225	2,654	40	121	$50 68	$38 97

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Financial Report for the County of MERCER, State of

DISTRICTS.	Amount due the district, July 1st, 1900, from State and county funds.	Amount due the district, July 1st, 1900, from district tax.	Amount due the district, July 1st, 1900, from other sources.	Total amount due the district, July 1st, 1900.	Amount expended for teachers' salaries.	Amount expended for fuel and janitors' salaries.	Amount expended for building and repairing, excluding debt and interest.
East Windsor	$4,291 47	$3,406 67	$3,580 42	$11,278 56	$5,788 00	$344 71	.....
Ewing	2,151 48	1,436 29	954 21	4,541 98	2,047 50	222 05	$412 59
Hamilton	6,347 66	2,698 49	2,440 14	11,386 29	6,200 00	594 21	.....
Hopewell	7,171 24	6,798 36	6,211 09	20,180 69	7,470 08	687 97	2,503 63
Lawrence	2,346 24	963 34	278 14	3,587 72	2,461 00	106 78	612 50
Princeton	1,365 46	500 00	70 00	1,935 46	1,300 00	105 36	41 17
Princeton Borough	5,561 09	6,848 86	33,309 45	45,719 40	7,261 66	1,128 43	.....
Trenton	28,176 68	2,711 77	15,113 78	46,001 23	162,901 82	19,053 97	132,761 67
Washington	2,298 75	400 00	280 00	2,978 75	2,251 50	201 21	24 54
West Windsor	2,724 27	900 00	95 00	3,719 27	2,156 60	119 84	.....
	$62,234 34	$26,663 78	$62,331 23	$151,229 35	$199,738 16	$22,564 53	$136,356 10

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New Jersey, for the School Year Ending June 30th, 1901.

Amount expended for debt and interest.	Amount expended for taking school census.	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, county and township funds, June 30th, 1901.	Balance of district tax, June 30th, 1901.	Balance of moneys from other sources, June 30th, 1901.	Total balance, June 30th, 1901.
$1,250 00	.....	$202 65	$3,426 18	$256 37	$11,267 91	.....	.....	$10 65	$10 65
450 00	.....	133 11	827 50	.....	4,092 75	.....	$322 52	126 71	449 23
671 38	$55 20	727 17	3,100 75	100 00	11,348 71	.....	.....	37 58	37 58
3,475 00	.....	400 49	5,423 44	97 34	20,057 95	.....	.....	122 74	122 74
.....	.....	201 63	179 81	24 11	3,685 23	.....	.....	2 49	2 49
.....	.....	199 09	195 08	60 00	1,800 70	$5 46	4 91	24 39	34 76
354 34	.....	505 64	11,409 64	.....	26,659 71	.....	.....	25,059 69	25,059 69
32,366 00	868 65	10,055 04	31,715 67	.....	*379,722 82	.....	.....	.....	.....
22 95	15 50	151 78	163 11	85 00	2,915 59	.....	62 12	1 04	63 16
.....	16 55	139 22	212 92	361 00	3,005 93	86 83	531 51	95 00	713 34
$28,489 67	$955 90	$12,715 22	$56,653 90	$983 82	$458,457 30	$92 29	$921 06	$25,480 29	$26,493 64

* Overdraft, $333,721.59.

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Apportionment of School Moneys for the County of MERCER,

DISTRICTS.	Balance State and county moneys, July 1st, 1901.	Balance district tax, July 1st, 1901.	Balance received from other sources, July 1st, 1901.	Amount apportioned from State appropriation, including State school tax and $200,000.	Amount apportioned from surplus revenue.	Amount apportioned from balances.	Amount of district tax voted for current expenses.
East Windsor			$10 65	$3,934 75	$174 00		$3,605 00
Ewing		$322 52	126 71	1,863 13			350 00
Hamilton			37 58	6,063 95			950 00
Hopewell			122 74	7,238 79			1,500 00
Lawrence			2 49	2,304 57			450 00
Princeton	$5 46	4 91	24 39	1,130 09			550 00
Princeton Borough			25,059 69	5,677 70			6,020 00
Trenton				94,495 64			71,700 00
Washington		63 12	1 04	2,060 35	124 62		250 00
West Windsor	86 83	531 51	95 00	1,918 63	156 00		300 00
	$92 29	921 06	$25,480 29	$126,687 60	$454 62		$85,675 00

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State of New Jersey, for the School Year Ending June 30th, 1901.

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, 1902.
.....	$170 00	.....	$1,175 00	$4,950 00	.....	$9,069 40
.....	.....	.....	.....	800 00	.....	3,112 36
$275 00	11,725 00	.....	425 00	13,375 00	.....	19,476 53
.....	680 00	.....	3,581 50	5,761 50	.....	13,123 03
.....	500 00	.....	.....	950 00	.....	3,257 06
.....	150 00	.....	.....	700 00	.....	1,864 85
.....	.....	.....	.....	6,920 00	.....	36,757 39
.....	.....	.....	23,003 50	94,703 50	.....	189,199 14
.....	250 00	.....	.....	500 00	.....	2,748 13
.....	700 00	.....	.....	1,000 00	.....	3,787 97
$275 00	$14,175 00	.....	$28,635 00	$128,760 00	.....	$282,395 86

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Report of Attendance for the County of MERCER, State of

DISTRICTS.	Number of months the schools were kept open.	Number of boys between 4 and 20 years of age enrolled in the schools during the year.	Number of girls between 4 and 20 years of age enrolled in the schools during the year.	Total number of children between 4 and 20 years of age enrolled in the schools during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.	Average number of cases of tardiness per day for each teacher.	Average number on roll.
East Windsor	9.2	233	258	491	5	1,890	.99	378
Ewing	9.	146	124	270	.....	472	.46	181
Hamilton	9.5	463	365	828	1	1,586	.86	524
Hopewell	9.2	482	449	931	2	3,391	.94	605
Lawrence	9.2	165	148	313	14	753	.74	205
Princeton	9.4	97	61	158	.....	1,101	1.92	101
Princeton Borough	9.	258	295	553	10	1,427	.50	413
Trenton	9.6	4,796	5,044	9,840	97	6,337	.17	8,024
Washington	9.2	132	129	261	1	862	.77	162
West Windsor	9.	113	100	213	.....	746	1.09	128
	9.2	6,885	6,973	13,858	130	18,565	.79	10,721

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New Jersey, for the School Year Ending June 30th, 1901.

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 classes in school.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
300	.77	0	348	137	6	180	.....	12	.....	$50 00
158	.86	10	129	130	1	60	.....	5	.....	45 00
396	.75	25	511	268	14	217	.....	15	.....	42 00
492	.80	5	517	361	48	408	3	17	$58 00	37 00
168	.81	0	175	127	11	117	.....	6	.....	45 00
79	.77	0	68	87	3	82	.....	3	.....	42 00
359	.86	53	334	135	31	21	4	10	80 00	45 00
7,129	.72	54	6,671	2,553	562	194	11	226	163 00	68 00
129	.80	0	156	101	4	64	1	5	40 00	40 00
96	.74	0	98	111	4	67	1	4	61 00	45 00
9,306	.78	157	9,007	4,010	684	1,400	20	303	$119 00	$61 00

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Financial Report for the County of MIDDLESEX, State of

DISTRICTS.	Amount due the district, July 1st, 1900, from State and county funds.	Amount due the district, July 1st, 1900, from district tax.	Amount due the district, July 1st, 1900, from other sources.	Total amount due the district, July 1st, 1900.	Amount expended for teachers' salaries.	Amount expended for fuel and janitors' salaries.	Amount expended for building and repairing, excluding debt and interest.
Cranbury	$1,922 73	$2,538 30	$17 05	$4,478 08	$2,920 00	$287 02	$113 09
Dunellen	1,827 83	3,670 64	1,232 04	6,730 51	3,700 00	544 52	1,494 18
East Brunswick	3,268 06	2,601 35	1,220 00	7,089 41	4,032 75	431 70	1,588 50
Helmetta	827 47	1,207 10	241 76	2,276 33	1,234 00	106 46	83 30
Jamesburg	1,403 72	2,143 22	351 88	3,898 82	2,349 83	244 87	45 32
Madison	1,987 51	877 71	1,052 50	3,917 72	1,987 51	135 00	981 00
Milltown	851 58	741 81	85	1,594 24	1,168 00	148 83	79 01
Monroe	2,038 73	1,593 96	.....	3,632 69	2,224 98	545 17	67 00
New Brunswick	20,292 99	32,084 00	7,909 77	60,286 76	36,649 42	6,170 40	2,969 99
North Brunswick	896 76	1,842 12	8 00	2,746 88	1,045 00	100 25	1,163 02
Perth Amboy	15,147 19	32,139 57	.....	47,286 76	27,178 66	5,821 18	643 14
Piscataway	3,923 44	3,468 26	7,634 22	15,025 92	5,770 00	612 06	6,522 31
Raritan	4,982 91	8,082 03	59 95	13,124 89	9,800 00	792 86	905 55
Sayreville	2,787 43	7,601 36	.....	10,388 79	3,645 00	571 31	4,608 30
South Amboy	4,827 66	11,281 83	64 55	16,174 04	9,575 00	1,008 85	1,795 62
South Brunswick	3,935 49	2,980 45	150 00	7,065 94	4,774 81	316 19	354 94
South River	2,436 07	3,885 55	712 62	7,034 24	3,901 00	495 25	712 00
Woodbridge	7,712 37	16,954 15	15,442 17	40,108 69	15,600 00	2,165 86	7,232 33
	$81,069 94	$135,693 41	$36,097 36	$252,860 71	$137,545 96	$20,197 78	$31,353 60

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New Jersey, for the School Year Ending June 30th, 1901.

Amount expended for debt and interest.	Amount expended for text-books, apparatus and supplies.	Amount expended for other school purposes.	Amount expended for transportation of pupils.	Amount expended for tuition of pupils in adjoining districts.	Total amount expended.	Balance of State, county and township funds, June 30th, 1901.	Balance of district tax, June 30th, 1901.	Balance of moneys from other sources, June 30th, 1901.	Total balance, June 30th, 1901.
$643 00	$175 00	$158 55	.....	$169 59	$4,466 25	.....	$11 83	.....	$11 83
435 00	260 88	219 39	.....	.....	6,653 97	.....	76 54	.....	76 54
470 50	247 21	245 51	.....	60 00	7,071 17	.....	18 24	.....	18 24
.....	40 40	243 77	.....	.....	1,697 93	.....	578 40	.....	578 40
492 00	248 04	215 78	.....	.....	3,595 84	.....	302 98	.....	302 98
20 00	100 00	489 95	.....	.....	3,713 46	.....	204 26	.....	204 26
3 00	55 11	40 00	.....	.....	1,493 95	.....	100 29	.....	100 29
.....	116 20	218 04	.....	365 50	3,326 89	.....	395 80	.....	395 80
2,247 40	3,457 91	4,126 57	.....	.....	55,621 69	.....	4,665 07	.....	4,665 07
22 38	88 64	12 42	.....	297 28	2,728 99	.....	17 89	.....	17 89
.....	2,205 14	865 00	.....	.....	36,713 12	.....	10,573 64	.....	10,573 64
400 00	400 85	855 40	$274 00	24 00	14,858 62	.....	167 30	.....	167 30
716 00	614 83	249 86	.....	.....	13,079 10	.....	45 79	.....	45 79
207 05	275 86	246 75	.....	251 70	9,805 97	.....	582 82	.....	583 82
1,551 83	980 00	677 04	.....	.....	15,588 34	.....	585 70	.....	585 70
.....	238 83	695 28	.....	203 20	6,583 25	.....	482 69	.....	482 69
822 00	300 00	699 78	.....	48 69	6,978 72	.....	55 52	.....	55 52
2,110 00	1,383 58	2,363 01	.....	.....	30,854 78	.....	9,253 91	.....	9,253 91
$10,140 16	$11,188 48	$12,622 10	$274 00	$1,419 96	$224,742 04	.....	$28,118 67	.....	$28,118 67

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Apportionment of School Moneys for the County of MIDDLESEX,

DISTRICTS.	Balance State and county moneys, July 1st, 1901.	Balance district tax, July 1st, 1901.	Balance received from other sources, July 1st, 1901.	Amount apportioned from State appropriation, including State school tax and $200,000.	Amount apportioned from surplus revenue.	Amount apportioned from balances.	Amount of district tax voted for current expenses.
Cranbury		$11 83		$1,807 83			$1,580 00
Dunellen		76 54		1,732 39			2,800 00
East Brunswick		18 24		3,899 24			2,225 00
Helmetta		578 40		770 96			1,150 00
Jamesburg		302 98		1,340 64			1,450 00
Madison		204 26		2,436 12			268 00
Milltown		100 29		801 26			750 00
Monroe		395 80		1,858 58			1,440 50
New Brunswick		4,665 07		19,227 78			36,000 00
North Brunswick		17 89		869 93			510 00
Perth Amboy		10,573 64		15,556 71			22,573 27
Piscataway		167 30		3,914 31			4,150 00
Raritan		45 79		4,891 48			7,800 00
Sayreville		582 82		2,708 90			3,275 00
South Amboy		585 70		4,904 82			6,125 00
South Brunswick		482 89		4,301 34			2,170 00
South River		55 52		2,373 23			2,597 00
Woodbridge		9,253 91		7,690 68			14,100 00
		$28,118 67		$80,896 20			$111,563 77

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State of New Jersey, for the School Year Ending June 30th, 1901.

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, 1902.
.....	$100 00	.....	$625 00	$2,305 00	.....	$4,124 66
.....	500 00	.....	661 50	3,961 50	.....	5,770 43
.....	.....	.....	1,425 00	4,250 00	.....	7,967 48
.....	.....	.....	.....	1,150 00	.....	2,499 36
.....	.....	.....	468 00	1,918 00	.....	3,561 62
.....	245 00	.....	240 00	753 00	.....	3,393 38
.....	75 00	.....	.....	825 00	.....	1,726 55
.....	95 00	.....	.....	1,595 50	.....	3,789 88
.....	4,000 00	.....	4,300 00	44,300 00	.....	68,192 85
.....	150 00	.....	.....	660 00	.....	1,547 82
.....	.....	.....	.....	22,573 27	.....	48,703 62
.....	350 00	.....	1,210 50	5,710 50	.....	9,792 11
.....	200 00	.....	696 00	8,696 00	.....	13,633 27
.....	2,900 00	.....	.....	6,175 00	.....	9,466 72
.....	.....	.....	1,600 00	7,725 00	.....	13,215 52
.....	.....	.....	.....	2,170 60	.....	6,954 03
.....	700 00	.....	642 00	3,939 00	.....	6,367 75
.....	2,000 00	.....	3,900 00	20,000 00	.....	36,944 59
.....	$11,315 00	.....	$15,768 00	$138,646 77	.....	$247,651 64

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Report of Attendance for the County of MIDDLESEX, State of

DISTRICTS.	Number of months the schools were kept open.	Number of boys between 4 and 20 years of age enrolled in the schools during the year.	Number of girls between 4 and 20 years of age enrolled in the schools during the year.	Total number of children between 4 and 20 years of age enrolled in the schools during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.	Average number of cases of tardiness per day for each teacher.	Average number on roll.
Cranbury	9.4	171	153	324	1	1,002	.73	237
Dunellen	9.2	126	144	270	37	529	.40	219
East Brunswick	9.	273	261	534	10	766	.55	377
Helmetta	9.5	79	77	156	2	157	.26	115
Jamesburg	9.5	116	149	265	5	1,075	.95	200
Madison	9.	152	122	274	3	711	.45	183
Milltown	9.	73	59	132	11	68	.11	104
Monroe	9.	131	111	242	5	657	.54	142
New Brunswick	9.8	1,540	1,461	3,001	136	235	.02	2,192
North Brunswick	9.	56	53	109	2	243	.45	79
Perth Amboy	9.	1,601	1,596	3,197	39	1,213	.11	2,483
Piscataway	9.5	239	222	461	13	952	.41	319
Raritan	9.1	370	373	743	21	1,152	.27	545
Sayreville	9.	197	197	394	14	501	.45	287
South Amboy	9.6	313	326	639	16	625	.34	521
South Brunswick	9.	296	282	578	2	1,736	.84	388
South River	9.2	205	221	426	13	505	.43	346
Woodbridge	9.1	600	671	1,271	27	1,992	.71	919
	9.2	6,538	6,478	13,016	357	14,114	.44	9,656

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New Jersey, for the School Year Ending June 30th, 1901.

Average daily attendance.	Percentage of daily attendance on average enrollment.	Number of pupils enrolled in primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of classes in school.	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.
203	.85	170	138	16	57	.....	0	7	.....	$44 36
206	.93	162	82	26	10	.....	1	6	$111 11	52 22
319	.83	360	171	3	85	.....	3	9	46 66	33 96
101	.88	123	33	.....	45	.....	.....	3	.....	45 33
176	.88	173	82	10	12	.....	1	4	72 50	40 62
156	.85	205	68	1	145	.....	.....	7	.....	31 79
96	.92	89	41	2	11	.....	1	2	54 17	37 91
115	.81	161	81	.....	147	.....	.....	7	.....	35 31
2,061	.69	1,745	1,002	254	63	.....	5	61	100 00	47 00
66	.84	74	35	.....	39	.....	.....	3	.....	38 70
2,237	.89	2,479	565	153	54	.....	3	51	75 00	46 00
290	.86	264	156	41	135	.....	3	11	45 00	36 72
433	.86	521	199	23	153	.....	3	16	73 33	43 53
260	.85	299	92	3	117	.....	2	6	62 50	47 50
463	.88	398	189	52	.....	.....	1	14	200 00	50 53
320	.80	368	195	15	244	.....	1	14	38 00	35 03
310	.90	274	114	38	16	.....	3	5	60 00	44 00
797	.83	951	273	47	105	.....	4	25	103 60	47 98
8,649	.85	8,816	3,516	684	1,438	.. ....	31	251	$80 14	$42 13

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Financial Report for the County of MONMOUTH, State of

DISTRICTS.	Amount due the district, July 1st, 1900, from State and county funds.	Amount due the district, July 1st, 1900, from district tax.	Amount due the district, July 1st, 1900, from other sources.	Total amount due the district, July 1st, 1900.	Amount expended for teachers' salaries.	Amount expended for fuel and janitors' salaries.	Amount expended for building and repairing, excluding debt and interest.
Atlantic	$2,599 01	$1,011 00	$20 00	$3,630 01	$2,365 00	$148 14	$500 00
Eatontown	3,473 18	2,016 82	.....	5,490 00	4,500 00	270 13	505 00
Freehold	3,687 72	680 26	.....	4,367 98	2,760 00	132 91	.....
Holmdel	2,255 56	1,034 78	20 00	3,280 34	2,298 50	134 83	49 43
Howell	7,064 01	1,543 46	488 00	9,095 47	6,964 21	392 55	473 49
Manalapan	3,545 86	925 00	820 67	5,291 53	3,737 06	248 75	154 94
Marlboro	3,189 11	2,343 93	41 64	5,574 68	3,120 00	254 95	724 60
Matawan	4,615 49	3,740 27	.....	8,355 76	4,850 17	636 07	74 51
Middletown	11,391 83	7,304 17	163 35	18,859 35	10,697 37	800 14	500 00
Millstone	3,326 03	1,081 82	39 75	4,447 60	3,325 00	327 39	155 83
Neptune	15,908 68	29,980 67	783 19	46,672 54	25,690 50	4,328 60	5,510 81
Ocean	1,473 58	3,859 59	12,157 00	17,520 17	2,327 50	382 00	12,227 81
Raritan	2,289 68	1,351 77	20 00	3,661 45	2,025 00	120 51	95 92
Shrewsbury	6,785 96	8,673 66	100 00	15,559 62	9,731 96	1,741 00	.....
Upper Freehold	5,121 00	2,500 40	20 00	7,641 40	5,100 00	416 14	953 40
Wall	6,961 31	4,878 47	30 00	11,869 78	7,920 00	806 28	250 20
Asbury Park	7,060 17	20,926 80	2,862 23	30,849 20	14,938 50	2,130 00	1,820 66
Atlantic Highlands	2,681 31	5,193 56	1,378 50	9,153 37	4,250 00	583 14	.....
Belmar	2,190 22	4,817 11	285 31	7,292 64	3,790 00	473 35	686 87
Freehold (Town of)	6,359 49	6,977 83	81 93	13,369 25	8,836 25	774 60	147 86
Keyport	6,192 38	4,256 98	.....	10,449 36	7,275 00	773 77	.....
Long Branch	22,037 47	52,518 87	314 01	74,870 35	40,677 85	9,147 80	7,138 76
Manasquan	2,924 45	3,166 92	10 00	6,101 37	4,600 00	335 41	48 39
Neptune City	1,175 93	256 34	.....	1,432 27	990 00	50 17	.....
Red Bank	9,026 12	10,334 42	66,040 19	85,400 73	13,365 00	2,280 57	25,190 20
Spring Lake	559 96	2,923 54	141 00	3,624 50	1,550 00	311 49	.....
	$143,815 51	$184,128 44	$85,716 77	$413,660 72	$197,884 88	$28,000 69	$57,211 02

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New Jersey, for the School Year Ending June 30th, 1901.

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, county and township funds, June 30th, 1901.	Balance of district tax, June 30th, 1901.	Balance of moneys from other sources, June 30th, 1901.	Total balance, June 30th, 1901.
$15 73	.....	$110 00	$179 90	$56 00	$3,374 77	$234 01	$21 23	.....	$255 24
.....	.....	205 00	9 87	.....	5,490 00	.....	.....	.....	.....
.....	.....	82 44	200 58	1,082 10	4,258 03	.....	109 95	.....	109 95
13 22	.....	208 30	259 73	304 00	3,268 01	.....	12 33	.....	12 33
65 83	.....	452 76	554 11	123 00	9,085 95	.....	.....	$9 52	9 52
355 28	.....	210 60	273 48	210 00	5,190 11	14 35	87 07	.....	101 42
690 01	.....	321 19	260 40	84 00	5,455 15	.....	119 53	.....	119 53
1,719 50	.....	529 67	474 80	70 00	8,354 72	.....	1 04	.....	1 04
2,020 67	.....	752 84	1,078 87	317 90	16,168 79	37 26	2,583 30	70 00	2,690 56
24 79	.....	136 43	321 44	15 00	4,305 88	.....	138 98	2 74	141 72
6,427 50	.....	1,406 40	2,659 20	.....	45,023 01	.....	649 53	.....	649 53
290 00	.....	289 55	699 20	666 59	16,762 65	.....	522 55	234 97	757 52
812 96	.....	182 11	207 65	120 60	3,567 75	36 41	57 29	.....	93 70
1,260 00	.....	764 00	968 93	96 00	14,551 89	.....	997 73	.....	997 73
.....	.....	185 82	332 71	193 70	7,181 77	21 00	438 63	.....	459 63
975 00	.....	307 01	427 76	.....	10,686 25	84 40	899 13	.....	983 53
3,025 00	$2,748 95	1,200 00	4,828 34	.....	30,700 79	.....	.....	148 41	148 41
1,500 00	.....	454 14	272 76	.....	7,360 04	.....	708 11	1,085 22	1,793 33
1,152 73	.....	248 78	496 28	.....	6,848 01	.....	179 32	265 31	444 63
626 20	.....	578 58	161 74	.....	11,125 24	309 49	1,879 47	55 06	2,244 02
1,250 00	.....	455 63	326 64	.....	10,681 04	17 38	350 94	.....	368 32
13,085 70	.....	2,2?5 54	2,534 69	.....	74,870 35	.....	.....	.....	.....
648 75	.....	220 93	196 30	.....	6,049 78	.....	51 59	.....	51 59
135 76	.....	242 56	9 90	.....	1,448 39	.....	3 88	.....	3 88
1,300 00	987 50	1,389 52	2,032 70	.....	46,395 49	.....	.....	39,005 24	39,005 24
912 50	.....	71 17	470 11	.....	3,315 27	.....	309 23	.....	309 23
$38,207 13	$3,736 45	$13,221 97	$20,248 09	$3,398 89	$361,909 12	$754 30	$10,120 83	$40,876 47	$51,751 60

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Apportionment of School Moneys for the County of MONMOUTH,

DISTRICTS.	Balance State and county moneys, July 1st, 1901.	Balance district tax, July 1st, 1901.	Balance received from other sources, July 1st, 1901.	Amount apportioned from State appropriation, including State school tax and $200,000.	Amount apportioned from surplus revenue.	Amount apportioned from balances.	Amount of district tax voted for current expenses.
Atlantic	$234 01	$21 23	.....	$2,153 18	$43 84	.....	$350 00
Eatontown	.....	.....	.....	3,262 09	65 71	.....	1,980 00
Freehold	.....	109 95	.....	3,078 58	75 44	.....	1,500 00
Holmdel	.....	12 33	.....	1,790 11	35 51	.....	900 00
Howell	.....	.....	$9 53	6,158 25	123 97	.....	1,350 00
Manalapan	14 35	87 07	.....	3,149 60	60 67	.....	730 00
Marlboro	.....	119 53	.....	2,800 56	53 96	.....	625 00
Matawan	.....	1 04	.....	4,283 43	93 64	.....	2,180 00
Middletown	37 26	2,583 30	70 00	8,831 22	199 16	.....	3,000 00
Millstone	.....	138 98	2 74	2,766 86	52 44	.....	600 00
Neptune	.....	649 53	.....	16,328 87	284 46	.....	21,500 00
Ocean	.....	522 55	234 97	1,674 45	39 30	.....	3,600 00
Raritan	36 41	57 29	.....	1,992 54	44 61	.....	400 00
Shrewsbury	.....	997 73	.....	6,383 57	125 11	.....	7,300 00
Upper Freehold	21 00	438 63	.....	4,540 05	87 20	.....	600 00
Wall	84 40	899 13	.....	6,248 60	119 04	.....	3,200 00
Asbury Park	.....	.....	148 41	7,389 55	116 39	.....	16,008 00
Atlantic Highlands	.....	708 11	1,685 22	2,541 93	43 33	.....	2,995 34
Belmar	.....	179 32	265 31	1,998 89	26 92	.....	2,615 00
Freehold (Town of)	309 49	1,879 47	55 06	5,568 00	88 46	.....	2,700 00
Keyport	17 38	350 94	.....	5,728 10	104 64	.....	3,075 00
Long Branch	.....	.....	.....	21,507 40	391 38	.....	38,500 00
Manasquan	.....	51 59	.....	2,716 26	50 17	.....	2,400 00
Neptune City	.....	3 88	.....	956 73	25 02	.....	1,000 00
Red Bank	.....	.....	39,005 24	8,923 58	167 33	.....	10,500 00
Spring Lake	.....	809 23	.....	813 58	9 60	.....	1,587 50
	$754 30	$10,120 83	$40,876 47	$133,584 98	$2,525 30	.....	$131,115 84

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State of New Jersey, for the School Year Ending June 30th, 1901.

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, 1902.
.....	$500 00	.....	.....	$850 00	.....	$3,301 26
.....	300 00	.....	.....	2,200 00	.....	5,527 80
.....	.....	.....	.....	1,500 00	.....	4,763 97
.....	200 00	.....	.....	1,100 00	.....	2,937 85
.....	500 00	.....	$150 00	2,000 00	.....	8,291 74
.....	.....	.....	.....	730 00	.....	4,041 69
.....	825 00	.....	625 00	2,075 00	.....	5,049 05
.....	200 00	.....	1,800 00	4,180 00	.....	8,558 11
.....	1,800 00	.....	351 85	5,651 85	.....	17,372 79
.....	200 00	.....	.....	800 00	.....	3,761 02
.....	.....	.....	6,400 00	27,900 00	.....	45,162 86
$300 00	200 00	.....	4,480 00	8,580 00	.....	11,051 27
.....	100 00	.....	.....	500 00	.....	2,630 85
.....	1,200 00	.....	1,260 00	9,760 00	.....	17,266 41
.....	100 00	.....	.....	700 00	.....	5,786 88
.....	600 00	.....	950 00	4,750 00	.....	12,101 17
.....	967 00	.....	3,025 00	20,000 00	$1,000 00	28,654 35
.....	.....	.....	1,500 00	4,495 34	.....	8,872 93
.....	300 00	.....	.....	2,915 00	.....	5,385 44
.....	300 00	.....	600 00	3,600 00	.....	11,500 48
.....	300 00	.....	1,200 00	4,575 00	.....	10,776 06
.....	3,000 00	.....	14,000 00	55,500 00	.....	77,398 78
.....	100 00	.....	.....	2,580 00	.....	5,318 02
.....	10,000 00	.....	450 00	11,450 00	.....	12,435 68
.....	300 00	$500 00	2,400 00	13,700 00	500 00	62,295 25
.....	.....	.....	912 50	2,500 00	.....	3,632 41
$300 00	$21,992 00	$500 00	$40,604 35	$194,512 19	$1,500 00	$383,874 07

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Report of Attendance for the County of MONMOUTH, State of

DISTRICTS.	Number of months the schools were kept open.	Number of boys between 4 and 20 years of age enrolled in the schools during the year.	Number of girls between 4 and 20 years of age enrolled in the schools during the year.	Total number of children between 4 and 20 years of age enrolled in the schools during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.	Average number of cases of tardiness per day for each teacher.	Average number on roll.
Atlantic	9.8	142	118	260	.....	724	.62	167
Eatontown	10.	236	215	451	.....	1,090	.78	291
Freehold	9.9	132	134	266	1	463	.36	181
Holmdel	9.	106	113	219	.....	342	.38	138
Howell	9.	361	318	679	3	2,006	.64	445
Manalapan	10.	177	184	361	1	1,197	.69	224
Marlboro	9.2	167	172	339	.....	532	.34	216
Matawan	9.	261	272	533	22	502	.32	402
Middletown	9.5	690	659	1,339	5	3,281	.85	837
Millstone	10.	225	176	401	1	821	.56	227
Neptune	9.	1,124	1,201	2,325	38	3,902	.51	1,703
Ocean	9.	88	93	181	1	279	.79	131
Raritan	9.	146	160	306	2	389	.45	192
Shrewsbury	9.8	447	401	848	10	1,758	.58	605
Upper Freehold	10.	299	278	577	8	1,884	.68	353
Wall	9.	444	365	809	9	2,373	.80	571
Asbury Park	10.	378	412	790	8	1,057	.49	596
Atlantic Highlands	10.	207	191	398	5	1,638	1.10	257
Belmar	9.	126	99	225	1	320	.28	169
Freehold (Town of)	10.	328	350	678	9	1,148	.50	543
Keyport	9.5	361	376	737	42	465	.19	582
Long Branch	9.5	1,384	1,327	2,711	60	1,059	.01	2,230
Manasquan	10.	208	189	397	4	742	.50	330
Neptune City	9.	64	71	135	.....	226	.68	89
Red Bank	10.	543	484	1,027	25	1,768	.41	762
Spring Lake	10.	45	35	80	.....	620	.53	52
	9.5	8,679	8,393	17,072	255	30,588	.43	12,293

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New Jersey, for the School Year Ending June 30th, 1901.

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 classes in school.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
133	80	.....	188	67	5	39	0	6	.....	$41 50
249	84	.....	248	158	45	52	5	4	$57 75	40 31
141	80	.....	182	80	4	45	2	5	42 50	38 75
114	83	.....	136	83	0	35	1	4	78 00	43 80
361	81	.....	383	287	9	96	5	12	52 90	38 64
184	82	.....	207	128	26	62	2	7	58 00	36 54
165	77	.....	159	177	3	66	2	7	55 22	34 24
347	86	.....	399	121	13	12	1	9	127 77	46 67
665	80	.....	818	504	17	122	6	16	65 50	47 25
182	80	.....	263	198	0	55	4	4	42 75	40 25
1,496	88	.....	1,688	538	99	70	5	43	69 00	55 50
108	83	.....	87	82	12	18	2	2	67 50	45 00
160	83	.....	243	61	2	28	2	3	60 00	35 00
511	84	.....	506	319	23	77	6	12	69 16	47 08
396	81	.....	387	181	9	72	3	10	58 33	34 00
392	84	.....	457	324	28	88	10	8	54 90	41 00
525	88	131	248	297	114	15	2	22	140 00	65 10
230	90	.....	201	108	89	13	1	7	120 00	48 33
154	91	.....	141	64	20	13	1	6	111 11	51 70
489	90	.....	298	223	157	12	2	14	112 50	50 00
509	89	.....	442	241	54	15	1	14	147 20	44 20
2,026	91	90	1,595	823	203	127	5	56	157 00	57 90
295	89	.....	178	149	70	17	1	7	150 00	44 30
76	85	.....	67	62	6	15	1	1	65 00	45 00
707	93	.....	596	294	157	35	3	21	106 66	51 30
47	90	.....	34	40	6	20	0	3	.....	58 33
10,562	86	221	10,151	5,549	1,151	1,209	73	303	$72 43	$50 87

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Financial Report for the County of ***MORRIS****, State of*

DISTRICTS.	Amount due the district, July 1st, 1900, from State and county funds.	Amount due the district, July 1st, 1900, from district tax.	Amount due the district, July 1st, 1900, from other sources.	Total amount due the district, July 1st, 1900.	Amount expended for teachers' salaries.	Amount expended for fuel and janitors' salaries.	Amount expended for building and repairing, excluding debt and interest.
Boonton Township	$422 68	$128 20	$13 13	$564 01	$406 68	$16 00	$68 15
Boonton, Town	5,059 25	5,830 00	1,651 98	12,541 23	9,003 20	1,061 91	173 55
Chatham Township	3,361 91	7,638 70	111 63	11,112 27	6,607 50	777 87	936 99
Chester Township	2,477 50	1,838 62	133 60	4,439 72	3,000 00	300 00	100 00
Dover, Town	9,289 51	16,597 03	23,599 16	49,485 70	15,245 75	2,255 85	20,295 02
Hanover Township	4,806 48	3,078 21	206 82	7,591 51	5,062 75	380 78	565 49
Jefferson Township	2,176 08	2,080 47	10 00	4,266 55	2,776 25	100 00	970 70
Madison Borough	3,723 49	6,500 00	2,767 37	12,990 86	8,298 39	1,154 35	1,349 42
Mendham Township	2,167 26	2,401 69	97 46	4,666 41	2,792 84	183 72	251 01
Montville Township	1,820 17	870 69	411 52	3,102 38	2,045 00	119 80	58 77
Morris Township	1,677 65	1,498 74	295 95	3,372 34	1,896 00	117 55	176 98
Morristown City	13,955 69	36,089 68	840 93	50,886 30	23,853 50	3,512 75	2,989 88
Mt. Arlington Borough	336 70	693 40	100 00	1,130 10	806 25	149 28	24 36
Mt. Olive Township	2,114 36	607 65	20 00	2,742 01	2,147 09	179 45	46 00
Netcong Borough	1,709 93	2,265 12	78 31	4,053 36	2,350 00	357 37	50 00
Passaic Township	2,801 59	2,357 84	26 00	5,185 43	3,084 00	384 98	147 04
Pequannock Township	3,878 45	3,661 42	61 00	7,600 87	4,840 50	236 35	637 72
Port Oram Borough	2,421 44	2,362 83	204 55	4,988 82	3,420 00	379 87	401 96
Randolph Township	3,769 98	1,341 77	1,047 15	6,149 90	3,902 00	219 64	258 21
Rockaway Township	6,565 70	4,488 12	110 00	11,163 82	8,371 25	932 04	553 74
Rockaway Borough	2,182 70	2,816 01	73 15	5,071 86	3,906 25	476 27	82 11
Roxbury Township	3,835 30	3,400 55	2 81	7,038 65	4,895 65	257 83	45 76
Washington Township	3,789 01	1,116 70	100 60	5,006 31	3,906 00	263 16	.....
	$83,533 84	$109,653 44	$31,963 15	$225,150 42	$122,596 85	$13,816 82	$30,182 86

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New Jersey, for the School Year Ending June 30th, 1901.

Amount expended for debt and interest.	Amount expended for taking school census.	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, county and township funds, June 30th, 1901.	Balance of district tax, June 30th, 1901.	Balance of moneys from other sources, June 30th, 1901.	Total balance, June 30th, 1901.
.....	.....	.....	$7 35	$65 83	$564 01	.....	$426 27	.....	$426 27
$707 06	$48 20	.....	351 53	769 51	12,114 96	.....	1,668 12	.....	1,668 12
.....	27 00	.....	752 67	342 12	9,444 15	.....	.....	$133 60	133 60
498 33	.....	.....	150 00	257 79	4,306 12	.....	1,547 47	4,220 71	5,768 18
3,185 67	72 40	.....	1,396 44	1,366 39	43,717 52	.....	78 47	.....	78 47
750 00	.....	.....	204 31	549 71	7,513 04	.....	58 89	.....	58 89
.....	19 80	.....	150 00	190 91	4,207 68	.....	.....	846 06	846 06
750 00	35 10	.....	517 54	40 00	12,144 80	.....	.....	.....	.....
1,032 67	.....	.....	205 25	210 92	4,656 41	.....	502 31	.....	502 31
.....	19 40	.....	152 49	204 61	2,600 07	.....	409 08	140 32	549 40
7 01	.....	.....	155 86	469 54	2,822 94	.....	16,218 68	.....	16,218 68
34 00	.....	.....	1,735 31	2,552 18	34,667 62	.....	32 19	.....	32 19
.....	.....	.....	53 30	64 72	1,097 91	.....	75 75	.....	75 75
.....	.....	.....	106 57	187 15	2,666 26	.....	17 41	16 94	34 35
812 73	16 10	.....	346 95	185 86	4,019 01	.....	569 78	.....	569 78
25 50	.....	.....	270 53	723 60	4,615 65	.....	45 33	.....	45 33
900 00	42 80	.....	266 82	631 35	7,555 54	.....	12 66	204 55	217 21
.....	26 85	.....	226 39	316 54	4,771 61	.....	144 83	1,000 00	1,144 83
141 03	34 75	.....	171 86	277 58	5,005 07	.....	47 76	60 00	107 76
43 17	54 50	.....	573 85	527 51	11,056 06	.....	127 47	21 45	148 92
9 24	.....	.....	390 92	58 15	4,922 94	.....	1,169 11	.....	1,169 11
.....	32 45	.....	423 80	214 06	5,869 55	.....	98 58	.....	98 58
.....	.....	.....	225 60	512 97	4,907 73	.....	.....	.....	.....
$8,886 41	$429 35	.....	$8,625 34	$10,719 00	$195,256 63	.....	$23,250 16	$6,643 63	$29,893 79

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Apportionment of School Moneys for the County of MORRIS,

DISTRICTS.	Balance State and county moneys, July 1st, 1901.	Balance district tax, July 1st, 1901.	Balance received from other sources, July 1st, 1901.	Amount apportioned from State appropriation, including State school tax and $200,000.	Amount apportioned from surplus revenue.	Amount apportioned from balances.	Amount of district tax voted for current expenses.
Boonton Township	.....	.....	.....	$340 08	$22 30	.....	$75 00
Boonton, Town	.....	$426 27	.....	5,116 56	228 68	.....	7,750 00
Butler Borough	.....	.....	.....	1,639 09	117 61	.....	1,000 00
Chatham Township	.....	1,668 12	.....	3,484 72	128 10	.....	5,600 00
Chester Township	.....	.....	$133 60	2,169 26	90 62	.....	1,481 20
Dover, Town	.....	1,547 47	4,220 71	8,157 82	343 50	.....	10,250 00
Hanover Township	.....	78 47	.....	4,112 89	208 99	.....	1,400 00
Jefferson Township	.....	58 89	.....	2,790 12	93 94	.....	1,400 00
Madison Borough	.....	.....	846 06	3,926 13	166 53	.....	7,000 00
Mendham Township	.....	.....	.....	2,201 58	83 03	.....	1,750 00
Montville Township	.....	502 31	.....	1,578 21	92 04	.....	500 00
Morris Township	.....	409 08	140 32	1,191 93	62 39	.....	1,400 00
Morristown City	.....	16,218 68	.....	11,946 09	628 17	.....	25,000 00
Mt. Arlington Borough	.....	32 19	.....	564 31	16 61	.....	650 00
Mt. Olive Township	.....	75 75	.....	1,881 34	76 63	.....	1,250 00
Netcong Borough	.....	17 41	16 94	1,479 85	76 39	.....	1,419 00
Passaic Township	.....	569 78	.....	2,428 55	131 90	.....	1,850 00
Pequannock Township	.....	45 33	.....	1,936 53	85 45	.....	1,500 00
Port Oram Borough	.....	12 66	204 55	2,480 25	127 39	.....	1,800 00
Randolph Township	.....	144 83	1,000 00	3,715 71	164 87	.....	1,650 00
Rockaway Township	.....	47 76	60 00	6,024 33	258 58	.....	4,346 00
Rockaway Borough	.....	127 47	21 45	2,456 72	91 81	.....	2,600 00
Roxbury Township	.....	1,169 11	.....	3,368 65	154 20	.....	2,900 00
Washington Township	.....	98 58	.....	3,125 42	147 32	.....	1,425 00
	.....	$23,250 16	$6,643 63	$77,956 14	$3,597 04	.....	$85,596 20

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State of New Jersey, for the School Year Ending June 30th, 1901.

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, 1902.
.....	$75 00	.....	.....	$150 00	.....	$512 38
.....	.....	.....	.....	7,750 00	.....	13,521 51
.....	.....	.....	.....	1,000 00	.....	2,656 70
.....	800 00	.....	.....	6,400 00	.....	11,680 94
.....	100 00	.....	.....	1,581 20	.....	3,974 68
.....	500 00	.....	.....	10,750 00	.....	25,019 50
.....	1,100 00	.....	.....	2,500 00	.....	6,900 35
.....	1,200 00	.....	.....	2,600 00	.....	5,542 95
.....	.....	.....	.....	7,000 00	.....	11,938 72
.....	.....	.....	.....	1,750 00	.....	4,034 61
.....	.....	.....	.....	500 00	.....	2,672 56
.....	200 00	.....	.....	1,200 00	.....	3,003 72
.....	2,500 00	.....	.....	27,500 00	.....	56,292 94
.....	.....	.....	.....	650 00	.....	1,203 11
.....	775 00	.....	.....	2,025 00	.....	4,058 71
.....	75 00	.....	.....	1,494 00	.....	3,084 59
.....	150 00	.....	.....	2,000 00	.....	5,130 23
.....	.....	.....	.....	1,500 00	.....	3,567 31
.....	200 00	.....	.....	2,000 00	.....	4,824 85
.....	250 00	.....	.....	1,900 00	.....	6,925 41
.....	154 00	.....	.....	4,500 00	.....	10,890 67
.....	.....	.....	.....	2,600 00	.....	5,297 45
.....	.....	.....	.....	2,900 00	.....	7,591 96
.....	75 00	.....	.....	1,500 00	.....	4,871 32
.....	$8,154 00	.....	.....	$93,750 20	.....	$205,197 17

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Report of Attendance for the County of ***MORRIS****, State of*

DISTRICTS.	Number of months the schools were kept open.	Number of boys between 4 and 20 years of age enrolled in the schools during the year.	Number of girls between 4 and 20 years of age enrolled in the schools during the year.	Total number of children between 4 and 20 years of age enrolled in the schools during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.	Average number of cases of tardiness per day for each teacher.	Average number on roll.
Boonton Township.....	9.6	25	33	58	1	32	.166	41.
Boonton, Town.....	9.4	331	367	758	19	627	.02	671.
Chatham Township.....	9.15	255	228	483	11	545	.297	347.
Chester Township.....	9.5	152	147	299	2	275	.181	205.
Dover, Town..	9.4	656	650	1,306	104	400	.076	1062.
Hanover Township.....	8.55	350	325	675	13	1,715	.715	417.85
Jefferson Township.....	8.57	151	163	314	6	211	.168	211.
Madison Borough.....	9.1	226	239	465	3	667	.166	384.
Mendham Township.....	8.92	160	169	329	4	1,024	.932	199.
Montville Township.....	9.3	201	164	365	1	370	.401	230.21
Morris Township.....	9.48	90	95	185	0	334	426	125.5
Morristown City.....	9.3	742	770	1,512	61	902	.167	1258.
Mt. Olive Township.....	8.67	108	131	239	1	775	.626	156.33
Mt. Arlington Borough.....	8.75	24	40	64	2	56	.173	47.5
Netcong Borough.....	10.	132	142	274	15	66	.066	203.
Passaic Township.....	9.58	200	175	375	0	630	.568	248.9
Pequannock Township.....	9.34	303	335	638	7	1,018	.416	426.
Port Oram Borough.....	9.6	197	183	380	7	38	.101	270.
Randolph Township.....	8.66	261	235	496	2	972	.495	307.
Rockaway Borough	9.45	150	177	327	19	44	.231	260.82
Rockaway Township.....	9.09	540	500	1,040	14	399	.129	720.88
Roxbury Township.....	9.4	273	287	560	0	362	.172	366.87
Washington Township.....	9.	265	240	505	4	491	.392	326.
	9.2	5,852	5,795	11,647	296	11,953	.312	8384.41

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New Jersey, for the School Year Ending June 30th, 1901.

Average daily attendance.	Percentage of daily attendance on average enrollment.	Number of pupils enrolled in primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of classes in school.	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.
37.	.90	40	18	.....	7	.....	.....	1	.....	$52 00
533.	.933	294	390	74	13	.....	2	15	$111 73	51 76
300.	.875	301	159	23	12	.....	4	8	81 94	54 64
175.	.826	180	88	31	11	.....	2	6	52 60	35 00
997.	.939	719	467	120	13	.....	3	25	109 80	51 60
320.76	.866	398	276	1	10	.....	3	11	48 36	37 61
190.	.90	182	131	1	10	.....	6	2	42 18	34 52
322.	.838	282	135	48	12	.....	1	12	164 82	63 00
165.	.829	168	161	.....	11	.....	.....	8	.....	38 60
184.24	.80	261	104	.....	9	.....	2	3	43 60	47 60
99.46	.795	109	76	.....	9	.....	2	2	52 43	42 32
1175.	.934	924	457	131	12	.....	2	34	196 20	64 20
134.47	.86	130	109	.....	9	.....	1	6	46 40	31 80
43.84	.92	39	25	.....	9	.....	.....	2	.....	55 00
183.	.896	168	95	11	10	.....	1	4	85 00	37 50
215.	.863	161	206	8	9	.....	3	5	47 15	38 78
345.	.809	346	292	.....	9	.....	6	5	52 71	41 76
252.	.94	326	32	23	11	.....	2	5	76 80	46 20
258.	.84	295	199	2	10	.....	7	4	41 40	40 00
246.19	.944	137	151	39	12	.....	1	7	116 40	47 62
620.13	.86	768	271	1	10	.....	7	12	49 60	40 69
319.13	.869	303	242	15	10	.....	3	9	57 35	38 80
273.	.806	296	209	.....	9	.....	7	4	41 29	41 63
7397.22	.881	6,826	4,293	528	237	.....	65	190	$63 69	$48 97

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Financial Report for the County of OCEAN, State of

DISTRICTS.	Amount due the district, July 1st, 1900, from State and county funds.	Amount due the district, July 1st, 1900, from district tax.	Amount due the district, July 1st, 1900, from other sources.	Total amount due the district, July 1st, 1900.	Amount expended for teachers' salaries.	Amount expended for fuel and janitors' salaries.	Amount expended for building and repairing, excluding debt and interest.
Plumstead Township	$1,505 72	$1,400 00	$810 28	$3,716 00	$1,766 90	$170 52	.....
Jackson Township	2,576 80	916 00	170 00	3,662 80	2,624 72	227 38	$398 41
Lakewood Township	4,693 83	17,832 92	2,076 04	24,602 79	11,118 00	1,228 63	1,036 99
Brick Township	2,355 86	7,970 00	1,800 07	12,125 93	3,425 00	279 62	6,089 12
Manchester Township	2,295 08	1,500 00	37 70	3,833 78	2,355 50	335 56	167 04
Dover Township	3,660 09	6,090 82	104 03	9,854 94	6,760 00	425 29	4 80
Berkeley Township	1,002 50	969 53	.....	1,972 03	1,340 00	140 14	42 50
Lacey Township	768 76	805 96	.....	1,574 72	1,215 00	44 24	25 25
Ocean Township	729 05	400 00	100 00	1,229 05	1,024 05	46 75	.....
Union Township	1,223 35	*1,106 84	25 94	2,356 13	1,714 15	194 00	.....
Stafford Township	1,289 85	605 00	460 76	2,355 61	1,655 00	123 64	30 00
Eagleswood Township	938 98	592 75	74 40	1,606 13	1,215 00	77 65	36 39
Little Egg Harbor Twp.	2,277 27	1,952 30	629 75	4,859 32	2,934 00	333 19	211 42
Pt. Pleasant Beach Bor.	1,002 50	3,100 00	97 00	4,199 50	2,850 00	278 64	209 68
Bay Head Borough	258 57	350 00	.....	608 57	405 00	25 65	20 03
Island Heights Borough	477 43	603 84	.....	1,081 27	675 00	53 11	.....
Beach Haven Borough	468 48	686 10	187 30	1,341 88	720 00	81 74	.....
Surf City Borough	227 80	63 69	84	292 33	216 00	19 50	.....
Long Beach Township	442 69	375 00	70 95	888 64	675 00	43 75	.....
Seaside Park Borough	.....	.....	.....	.....	.....	.....	.....
	$28,194 11	$47,320 75	$6,645 06	$82,159 92	$44,688 32	$4,129 00	$8,271 63

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New Jersey, for the School Year Ending June 30th, 1901.

Amount expended for debt and interest.	Amount expended for taking school census.	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, county and township funds, June 30th, 1901.	Balance of district tax, June 30th, 1901.	Balance of moneys from other sources, June 30th, 1901.	Total balance, June 30th, 1901.
$839 33	$14 30	.....	$114 67	$771 71	$3,677 43	.....	.....	$38 57	$38 57
.....	25 00	.....	99 49	41 00	3,416 00	.....	.....	246 30	246 30
1,600 00	38 10	$798 50	1,144 45	1,648 43	18,615 10	.....	$4,323 04	1,666 65	5,989 69
1,813 78	17 65	.....	500 76	.....	12,125 93	.....	.....	.....	.....
.....	.....	.....	194 27	279 78	3,332 15	.....	492 93	7 70	500 63
.....	32 40	.....	676 91	526 20	8,425 60	.....	1,429 34	.....	1,429 34
.....	10 10	.....	257 94	81 28	1,871 98	.....	100 07	.....	100 07
.....	7 70	.....	63 97	42 91	1,399 07	.....	175 65	.....	175 65
105 00	.....	.....	39 06	11 75	1,226 61	.....	2 44	.....	2 44
5 76	.....	.....	150 80	155 35	2,220 08	.....	136 07	.....	136 07
.....	.....	.....	204 62	315 30	2,328 57	.....	26 09	95	27 04
.....	9 60	.....	163 09	34 49	1,536 22	.....	.....	69 91	69 91
835 31	22 10	.....	257 49	265 81	4,859 32	.....	.....	.....	.....
500 00	.....	.....	437 71	171 60	*4,447 63	.....	.....	.....	.....
.....	.....	.....	46 82	106 53	604 03	.....	4 54	.....	4 54
187 00	.....	.....	101 53	.....	1,016 64	.....	64 63	.....	64 63
244 80	2 52	.....	71 58	96 59	1,217 23	.....	.....	124 65	124 65
.....	.....	.....	.....	18 00	253 50	.....	38 83	.....	38 83
.....	4 15	.....	38 44	127 30	888 64	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
$6,130 98	$183 62	$798 50	$4,563 61	$4,694 03	$73,459 69	.....	$6,793 63	$2,154 73	$8,948 36

* Overdrafts, $248.13.

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Apportionment of School Moneys for the County of OCEAN

DISTRICTS.	Balance State and county moneys, July 1st, 1901.	Balance district tax, July 1st, 1901.	Balance received from other sources, July 1st, 1901.	Amount apportioned from State appropriation, including State school tax and $200,000.	Amount apportioned from surplus revenue.	Amount apportioned from balances.	Amount of district tax voted for current expenses.
Plumstead Township	.....	.....	$38 57	$1,415 93	$51 03	.....	$1,000 00
Jackson Township	.....	.....	246 30	2,457 51	89 22	.....	600 00
Lakewood Township	.....	$4,323 04	1,666 65	5,175 33	135 96	.....	10,300 00
Brick Township	.....	.....	.....	2,297 53	98 67	.....	3,300 00
Manchester Township	.....	492 93	7 70	2,084 06	55 31	.....	1,300 00
Dover Township	.....	1,429 34	.....	3,689 26	115 61	.....	5,050 00
Berkeley Township	.....	100 07	.....	733 66	31 58	.....	900 00
Lacey Township	.....	175 65	.....	716 27	4 46	.....	675 00
Ocean Township	.....	2 44	.....	690 59	27 48	.....	350 00
Union Township	.....	136 07	.....	1,163 84	21 41	.....	1,800 00
Stafford Township	.....	26 09	95	1,221 98	38 72	.....	778 00
Eagleswood Township	.....	.....	69 91	899 66	52 46	.....	411 00
Little Egg Harbor Twp.	.....	.....	.....	2,133 72	23 55	.....	1,780 00
Pt. Pleasant Beach Bor.	.....	.....	.....	1,144 97	78 87	.....	2,700 00
Bay Head Borough	.....	4 54	.....	245 30	34 26	.....	400 00
Island Heights Borough	.....	64 63	.....	453 62	10 71	.....	985 00
Beach Haven Borough	.....	.....	124 65	447 57	12 67	.....	760 00
Surf City Borough	.....	38 83	.....	215 86	11 24	.....	.....
Long Beach Twp	.....	.....	.....	430 21	3 75	.....	450 00
Sea Side Park Borough	.....	.....	.....	218 84	7 14	.....	.....
	.....	$6,793 63	$2,154 73	$27,785 71	$904 10	.....	$32,879 00

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State of New Jersey, for the School Year Ending June 30th, 1901.

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, 1902.
$100 00	.....	.....	$300 00	$1,400 00	.....	$2,905 53
475 00	.....	.....	.....	1,075 00	.....	3,868 03
.....	.....	.....	3,502 50	13,862 50	.....	25,103 48
460 00	.....	.....	.....	3,760 00	.....	6,156 20
300 00	.....	.....	.....	1,600 00	.....	4,190 00
200 00	.....	.....	.....	5,250 00	.....	10,484 21
.....	.....	.....	.....	900 00	.....	1,765 31
.....	.....	.....	.....	675 00	.....	1,594 40
150 00	.....	.....	.....	500 00	.....	1,214 44
780 00	.....	.....	.....	2,580 00	.....	3,918 63
30 00	.....	.....	.....	808 00	.....	2,109 48
25 00	.....	.....	.....	436 00	.....	1,429 12
360 00	.....	.....	175 00	2,315 00	.....	4,527 59
500 00	.....	.....	500 00	3,700 00	.....	4,879 23
.....	.....	.....	.....	400 00	.....	660 55
.....	.....	.....	220 00	605 00	.....	1,135 92
.....	.....	.....	.....	700 00	.....	1,283 46
.....	.....	.....	.....	.....	.....	258 44
.....	.....	.....	.....	450 00	.....	887 35
.....	.....	.....	.....	.....	.....	223 30
$3,380 00	.....	.....	$4,697 50	$40,956 50	.....	$78,594 67

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Report of Attendance for the County of OCEAN, State of

DISTRICTS.	Number of months the schools were kept open.	Number of boys between 4 and 20 years of age enrolled in the schools during the year.	Number of girls between 4 and 20 years of age enrolled in the schools during the year.	Total number of children between 4 and 20 years of age enrolled in the schools during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.	Average number of cases of tardiness per day for each teacher.	Average number on roll.
Plumstead Township	9.	174	135	309	2	246	.23	187
Jackson Township	9.	213	221	434	5	910	.51	265
Lakewood Township	9.	390	424	814	23	2,363	.67	592
Brick Township	9.	244	224	468	3	1,197	.66	322
Manchester Township	9.	122	106	228	3	96	.07	176
Dover Township	9.38	303	269	572	4	1,404	.61	369
Berkeley Township	9.	58	57	115	0	302	.58	76
Lacey Township	9.	60	81	141	2	243	.45	85
Ocean Township	9.	51	47	98	1	183	.32	73
Union Township	9.	92	91	183	6	364	.50	154
Stafford Township	9.	134	131	265	4	369	.27	186
Eagleswood Township	9.	91	90	181	5	197	.28	81
Little Egg Harbor Twp	9.	234	179	413	14	545	.34	322
Pt. Pleasant Beach Bor.	10.	105	104	209	4	634	.69	151
Bay Head Borough	9.	24	20	44	1	226	.73	29
Island Heights Borough	9.	40	34	74	1	132	.38	49
Beach Haven Borough	9.	37	37	74	1	178	.52	52
Surf City Borough	9.	6	7	13	0	0	.00	4
Long Beach Township	9.	11	14	25	1	41	.13	18
Seaside Park Borough	9.	11	11	22	0	88	.51	13
	9.07	2,400	2,282	4,682	80	9,718	.42	3,204

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New Jersey, for the School Year Ending June 30th, 1901.

Average daily attendance.	Percentage of daily attendance on average enrollment.	Number of pupils enrolled in primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of classes in school.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
166	.81	176	133	0	10	3	3	$40 00	$45 00
210	.79	221	211	2	12	2	9	25 00	30 00
532	.88	529	241	44	20	5	16	70 00	52 00
257	.77	269	194	5	10	4	6	50 00	34 00
153	.87	111	105	12	12	3	5	43 00	33 00
303	.82	292	234	46	16	6	10	56 00	36 00
59	.77	55	56	4	10	1	2	45 00	38 00
71	.84	78	58	5	10	2	1	50 00	35 00
57	.78	60	37	1	10	1	2	40 00	32 00
141	.90	103	68	12	10	1	3	90 00	35 00
164	.89	173	75	17	11	2	3	50 00	35 00
68	.81	116	60	5	10	1	3	60 00	25 00
278	.87	257	136	20	12	1	8	25 00	35 00
132	.87	108	79	22	12	1	4	120 00	41 00
21	.74	23	20	1	10	0	1	.....	45 00
47	.95	39	29	6	12	1	1	50 00	25 00
46	.88	45	27	2	10	0	2	.....	40 00
4	.92	8	5	0	4	0	1	.....	25 00
16	.95	10	15	0	8	1	1	40 00	55 00
11	.85	13	9	0	8	1	0	28 00	.....
2,716	.85	2,686	1,792	204	219	36	81	$51 88	$35 57

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Financial Report for the County of PASSAIC, State of

DISTRICTS.	Amount due the district, July 1st, 1900, from State and county funds.	Amount due the district, July 1st, 1900, from district tax.	Amount due the district, July 1st, 1900, from other sources.	Total amount due the district, July 1st, 1900.	Amount expended for teachers' salaries.	Amount expended for fuel and janitors' salaries.	Amount expended for building and repairing, excluding debt and interest.
Acquackanonk	$6,767 87	$22,332 91	$11,197 87	$40,298 65	$12,130 00	$2,088 39	$824 27
Hawthorne	2,553 14	7,063 77	244 28	9,861 19	4,602 50	658 50	610 03
Little Falls	3,327 85	7,143 72	4,939 99	15,411 56	5,620 30	522 76	1,682 58
Manchester	5,562 42	15,652 78	9,722 80	30,938 00	10,085 25	2,053 68	2,846 65
Passaic	32,467 85	58,078 58	90,377 78	180,924 21	57,973 45	7,636 29	35,225 06
Paterson	128,459 93	168,500 00	154,955 99	451,915 92	223,765 48	26,068 91	150,211 60
Pompton	2,895 50	5,916 24	1,040 20	9,851 94	3,641 75	224 71	3,681 44
Pompton Lakes	1,048 65	3,131 76	62 50	4,242 91	1,800 00	284 51	1,629 51
Totowa	713 28	1,590 62	.....	2,303 78	1,100 00	96 95	343 93
Wayne	2,384 21	4,938 85	346 24	7,669 30	3,710 75	504 76	265 21
West Milford	3,436 83	1,145 27	1,277 70	5,859 80	3,622 50	257 74	885 40
	$189,617 51	$295,494 40	$274,165 35	$759,277 26	$328,051 98	$40,397 20	$198,205 68

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New Jersey, for the School Year Ending June 30th, 1901.

Amount expended for debt and interest.	Amount expended for taking school census.	Amount expended for manual training.	Amount expended for text-books, apparatus and supplies.	Amount expended for other school purposes.	Amount expended for tuition of pupils in adjoining districts.	Total amount expended.	Balance of district tax, June 30th, 1901.	Balance of moneys from other sources, June 30th, 1901.	Total balance, June 30th, 1901.
$3,564 59	.....	.....	$1,851 11	$4,428 12	$41 95	$24,928 43	$8,101 47	$7,268 75	$15,370 22
2,007 50	$17 31	.....	1,030 13	233 28	.....	9,159 25	508 04	193 90	701 94
.....	39 10	.....	923 04	5,706 91	47 00	14,541 69	760 88	119 07	869 87
2,320 00	55 85	.....	921 46	10,151 89	.....	28,434 28	1,503 72	1,000 00	2,503 72
.....	177 05	$3,653 51	5,228 30	10,310 17	.....	120,203 83	4,433 79	56,286 59	60,720 38
.....	.....	1,302 78	14,069 53	9,912 19	.....	425,330 49	26,511 47	73 96	26,585 43
32 50	.....	655 00	127 60	474 35	138 67	8,966 02	540 72	345 20	885 92
139 15	11 15	.....	198 69	139 50	.....	4,202 51	3 94	36 46	40 40
.....	17 75	.....	91 74	97 62	186 70	1,934 69	369 09	.....	369 09
935 00	.....	.....	304 93	389 66	293 13	6,403 38	935 00	330 92	1,265 92
124 00	31 30	.....	308 47	141 12	.....	5,370 53	350 60	138 67	489 27
$9,112 74	$349 51	$5,611 29	$25,055 00	$41,984 25	$707 45	$649,475 10	$44,008 64	$65,793 52	$109,802 16

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Apportionment of School Moneys for the County of PASSAIC,

DISTRICTS.	Balance State and county moneys, July 1st, 1901.	Balance district tax, July 1st, 1901.	Balance received from other sources, July 1st, 1901.	Amount apportioned from State appropriation, including State school tax and $200,000.	Amount apportioned from surplus revenue.	Amount apportioned from balances.	Amount of district tax voted for current expenses.
Acquackanonk	.....	$8,101 47	$7,268 75	$6,906 37	$41 38	.....	$13,450 00
Hawthorne	.....	508 04	193 90	2,878 83	16 40	.....	3,675 00
Little Falls	.....	750 80	119 07	3,553 58	22 35	.....	6,225 00
Manchester	.....	1,503 72	1,000 00	6,533 44	31 92	.....	8,500 00
Passaic	.....	4,433 79	56,286 59	32,706 38	186 65	.....	66,731 97
Paterson	.....	26,511 47	73 96	124,252 16	805 18	.....	183,000 00
Pompton	.....	540 72	345 20	2,781 66	21 49	.....	2,500 00
Pompton Lakes	.....	3 94	36 46	985 30	6 37	.....	1,812 00
Totowa	.....	369 09	.....	702 91	5 00	.....	700 00
Wayne	.....	435 00	330 92	2,311 44	13 12	.....	2,400 00
West Milford	.....	350 60	138 67	3,280 10	17 83	.....	650 00
	.....	$44,008 64	$65,793 52	$186,892 17	$1,167 69	....	$289,643 97

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State of New Jersey, for the School Year Ending June 30th, 1901.

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, 1902.
.....	$3,025 00	.....	$3,337 50	$19,812 50	.....	$42,130 47
.....	1,500 00	.....	1,995 00	7,170 00	.....	10,767 17
.....	300 00	.....	720 00	7,245 00	.....	11,690 80
.....	500 00	.....	2,760 00	11,760 00	.....	20,829 08
.....	.....	$2,400 00	.....	69,131 97	.....	163,745 38
.....	.....	2,000 00	.....	185,000 00	.....	336,642 77
$850 00	.....	.....	.....	3,350 00	.....	7,039 07
.....	500 00	.....	75 00	2,287 00	.....	3,419 07
.....	.....	.....	.....	700 00	.....	1,777 00
.....	600 00	.....	935 00	3,935 00	.....	7,525 48
.....	125 00	.....	978 00	1,753 00	.....	5,540 20
$850 00	$6,550 00	$4,400 00	$10,800 50	$312,244 47	.....	$610,106 49

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Report of Attendance for the County of PASSAIC, State of

DISTRICTS.	Number of months the schools were kept open.	Number of boys between 4 and 20 years of age enrolled in the schools during the year.	Number of girls between 4 and 20 years of age enrolled in the schools during the year.	Total number of children between 4 and 20 years of age enrolled in the schools during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.	Average number of cases of tardiness per day for each teacher.	Average number on roll.
Acquackanonk	9.88	543	557	1,100	13	1,088	.24	753
Hawthorne	9.88	249	268	517	1	497	.26	385
Little Falls	9.43	328	307	635	22	558	.23	433
Manchester	9.90	499	442	941	5	640	.16	717
Passaic	9.60	2,477	2,506	4,983	27	10,462	.55	3,765
Paterson	10.30	8,909	8,940	17,849	285	13,345	.18	13,003
Pompton	9.00	281	290	571	1	824	.53	324
Pompton Lakes	10.45	104	102	206	3	110	.18	147
Totowa	9.87	53	36	89	.....	55	.26	66
Wayne	9.35	210	192	402	3	851	.56	265
West Milford	9.00	294	280	574	1	1,273	.44	345
	9.74	13,947	13,920	27,867	361	29,703	.32	20,203

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New Jersey, for the School Year Ending June 30th, 1901.

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 classes in school.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
657	.87	132	747	221	.....	344	4	18	$70 85	$52 46
326	.85	86	300	131	.....	141	2	8	63 26	35 43
376	.87	60	411	164	.....	158	5	6	63 63	49 49
645	.90	191	540	196	14	203	2	19	99 75	42 93
3,377	.90	856	2,725	1,123	279	98	7	115	120 83	57 26
11,858	.91	1,056	11,491	4,634	*644	2,259	36	369	125 92	52 20
263	.81	.....	394	177	.....	147	3	6	60 67	39 33
124	.84	.....	145	61	.....	55	1	2	73 68	49 28
55	.83	.....	55	34	.....	28	1	1	65 86	45 59
218	.82	.....	248	153	1	154	4	4	55 84	44 42
262	.76	.....	440	134	.....	218	4	7	40 63	34 29
18,161	.89	2,381	17,496	7,028	963	3,805	69	555	$76 45	$45 70

* Enrolled in Normal School, 24.

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Financial Report for the County of SALEM, State of

DISTRICTS.	Amount due the district, July 1st, 1900, from State and county funds.	Amount due the district, July 1st, 1900, from district tax.	Amount due the district, July 1st, 1900, from other sources.	Total amount due the district, July 1st, 1900.	Amount expended for teachers' salaries.	Amount expended for fuel and janitors' salaries.	Amount expended for building and repairing, excluding debt and interest.
Alloway	$4,545 90	$950 91	$229 00	$5,725 81	$3,025 00	$310 08	$176 98
Elsinboro	967 76	725 29	150 00	1,843 05	1,017 00	77 20	141 88
Elmer	1,767 14	2,571 36	229 65	4,568 15	1,912 50	242 02	379 73
Lower Alloway Creek	2,245 62	600 00	.....	2,845 62	2,125 00	139 86	54 90
Lower Penns Neck	2,241 50	750 00	.....	2,991 50	2,355 00	158 07	91 55
Mannington	4,158 76	716 40	20 00	4,895 16	3,153 00	210 64	61 38
Oldmans	2,901 40	1,045 31	.....	3,946 71	3,275 00	181 40	137 36
Pennsgrove	2,355 89	1,000 00	44 06	3,399 95	2,520 00	211 45	200 00
Pilesgrove	2,941 56	1,508 74	20 00	4,470 30	2,964 50	189 20	62 79
Pittsgrove	4,375 06	2,849 75	280 00	7,504 81	3,585 00	211 85	1,309 42
Quinton	1,857 84	1,500 00	.....	3,357 84	1,987 50	163 40	41 17
Salem City	9,792 86	6,936 00	803 23	17,532 09	12,855 00	1,735 95	536 68
Upper Penns Neck	1,355 45	312 25	500 00	2,167 70	1,260 00	110 50	69 14
Upper Pittsgrove	3,323 28	1,050 00	527 03	4,900 31	3,798 00	233 07	289 63
Woodstown	2,870 64	1,213 69	141 52	4,225 85	3,278 32	264 38	128 97
	$47,700 66	$23,729 70	2,944 49	$74,374 85	$49,110 82	$4,339 06	$3,681 59

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New Jersey, for the School Year Ending June 30th, 1901.

Amount expended for debt and interest.	Amount expended for taking school census.	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, county and township funds, June 30th, 1901.	Balance of district tax, June 30th, 1901.	Balance of moneys from other sources, June 30th, 1901.	Total balance, June 30th, 1901.
$179 20	$18 50	$325 60	$134 95	$40 30	$4,110 61	$1,491 97	$123 23	.....	$1,615 20
.....	5 35	47 40	34 89	90 00	1,413 72	223 56	205 77	.....	429 33
472 56	.....	291 52	120 83	.....	3,419 16	112 62	814 53	$221 84	1,148 99
.....	15 57	148 79	200 71	82 50	2,767 32	.....	78 30	.....	78 30
33 45	.....	220 61	111 50	.....	2,970 18	.....	21 32	.....	21 32
.....	.....	200 52	303 21	63 93	3,991 67	731 20	172 29	.....	903 49
1 30	19 20	208 99	113 34	11 12	3,946 71	.....	.....	.....	.....
15 51	18 40	200 00	49 11	11 12	3,225 59	.....	159 16	15 20	174 36
1 00	.....	240 70	241 37	392 48	4,091 04	.....	379 26	.....	379 26
153 75	27 80	225 99	1,059 54	136 40	6,709 76	790 06	4 99	.....	795 05
.....	17 75	156 48	428 12	513 31	3,307 73	.....	50 11	.....	50 11
318 00	.....	1,494 57	466 06	.....	17,406 26	.....	.....	125 83	125 83
27 90	9 20	107 90	311 60	144 56	2,040 80	.....	44 41	82 49	126 90
17 79	.....	156 74	149 05	37 70	4,681 98	.....	.....	218 33	218 33
.....	.....	302 80	251 38	.....	4,225 85	.....	.....	.....	.....
$1,219 46	$131 77	$4,328 61	$3,973 66	$1,523 41	$68,308 38	$3,349 41	$2,053 37	$663 69	$6,066 47

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Apportionment of School Moneys for the County of SALEM,

DISTRICTS.	Balance State and county moneys, July 1st, 1901.	Balance district tax, July 1st, 1901.	Balance received from other sources, July 1st, 1901.	Amount apportioned from State appropriation, including State school tax and $200,000.	Amount apportioned from surplus revenue.	Amount apportioned from balances.	Amount of district tax voted for current expenses.
Alloway	$1,491 97	$123 23	.....	$2,470 44	$125 93	.....	$480 00
Elmer	112 62	814 53	$221 84	1,509 16	95 62	.....	830 00
Elsinboro	223 56	205 77	.....	793 87	36 41	.....	200 00
Lower Alloway Creek	.....	78 30	.....	2,039 90	105 15	.....	425 00
Lower Penns Neck	.....	21 32	.....	2,091 58	112 98	.....	650 00
Mannington	731 20	172 29	.....	2,624 45	154 84	.....	1,050 00
Oldmans	.....	.....	.....	2,575 80	130 67	.....	1,000 00
Pennsgrove	.....	159 16	15 20	1,866 80	125 23	.....	720 00
Pilesgrove	.....	379 26	.....	2,641 02	142 92	.....	900 00
Pittsgrove	790 06	4 99	.....	3,087 47	189 20	.....	575 00
Quinton	.....	50 11	.....	1,643 25	120 80	.....	1,175 00
Salem City	.....	.....	125 83	8,747 77	470 98	.....	6,081 32
Upper Penns Neck	.....	44 41	82 49	1,133 41	62 62	.....	600 00
Upper Pittsgrove	.....	.....	218 33	3,088 55	129 32	.....	850 00
Woodstown	.....	.....	.....	2,318 22	97 33	.....	1,160 00
	$3,349 41	$2,053 37	$663 69	$38,541 69	$2,100 00	.....	$16,696 32

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State of New Jersey, for the School Year Ending June 30th, 1901.

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, 1902.
.....	$220 00	.....	.....	$700 00	.....	$4,911 57
.....	200 00	.....	.....	1,030 00	.....	3,783 77
.....	.....	.....	.....	200 00	.....	1,459 61
.....	75 00	.....	.....	500 00	.....	2,723 35
.....	.....	.....	.....	650 00	.....	2,785 88
.....	100 00	.....	.....	1,150 00	.....	4,833 78
.....	.....	.....	.....	1,000 00	.....	3,706 47
.....	250 00	.....	$863 33	1,833 33	.....	3,999 72
.....	500 00	.....	.....	1,400 00	.....	4,563 20
.....	175 00	.....	.....	750 00	.....	4,821 72
.....	25 00	.....	.....	1,200 00	.....	3,014 16
.....	536 68	.....	318 00	6,936 00	.....	16,280 58
.....	.....	.....	.....	600 00	.....	1,922 93
.....	100 00	.....	.....	950 00	.....	4,386 20
.....	50 00	.....	.....	1,210 00	.....	3,625 55
.....	$2,231 68	.....	$1,181 33	$20,109 33	.....	$66,817 49

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Report of Attendance for the County of SALEM, State of

DISTRICTS.	Number of months the schools were kept open.	Number of boys between 4 and 20 years of age enrolled in the schools during the year.	Number of girls between 4 and 20 years of age enrolled in the schools during the year.	Total number of children between 4 and 20 years of age enrolled in the schools during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.	Average number of cases of tardiness per day for each teacher.	Average number on roll.
Alloway	9.	194	192	386	20	2,958	1.48	243
Elmer	9.	131	148	279	1	500	.40	195
Elsinboro	9.	47	59	106	.....	439	.85	64
Lower Alloways Creek	9.	146	136	282	2	918	.88	171
Lower Penns Neck	9.	174	144	318	3	976	.81	204
Mannington	9.	207	159	366	.....	870	.55	216
Oldmans	9.	189	160	349	.....	1,543	1.28	228
Pennsgrove	9.	189	178	367	3	251	1.46	281
Pilesgrove	9.	172	144	316	2	847	.55	206
Pittsgrove	9.	251	235	486	3	2,160	1.18	321
Quinton	9.4	113	106	219	11	291	.61	146
Salem City	10.	556	593	1,149	131	1,330	.26	982
Upper Penns Neck	9.	92	69	161	1	466	.64	100
Upper Pittsgrove	9.	208	206	414	5	1,112	.50	276
Woodstown	10.	146	172	318	4	904	4.59	242
	9.16	2,815	2,701	5,516	186	14,864	1.03	3,875

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New Jersey, for the School Year Ending June 30th, 1901.

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 classes in school.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
200	.80	.....	220	122	44	60	2	7	$54 00	$36 00
164	.84	.....	152	99	28	12	1	4	37 80	41 40
54	.82	.....	69	35	2	17	.....	3	.....	39 40
151	.86	.....	181	95	6	115	1	7	30 40	34 00
174	.83	.....	179	108	31	34	1	6	58 20	36 20
179	.84	.....	286	68	12	127	2	7	54 00	37 00
188	.81	43	171	104	31	80	.....	9	.....	41 20
232	.82	.....	218	118	31	18	1	5	85 00	42 00
179	.85	.....	220	77	19	52	2	7	38 20	36 60
231	.74	.....	334	133	19	55	2	8	42 00	37 00
131	.85	.....	119	80	20	15	1	4	58 40	38 80
912	.79	.....	788	232	129	29	2	28	80 00	40 20
77	.77	.....	84	60	17	112	1	3	36 60	36 60
230	.83	.....	264	110	40	165	.....	12	.....	36 80
217	.90	.....	152	117	49	19	1	7	.....	38 40
3,319	.82	43	3,437	1,558	478	910	17	117	$54 05	$38 10

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Financial Report for the County of SOMERSET, State of

DISTRICTS.	Amount due the district, July 1st, 1900, from State and county funds.	Amount due the district, July 1st, 1900, from district tax.	Amount due the district, July 1st, 1900, from other sources.	Total amount due the district, July 1st, 1900.	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.
Bedminster	$4,579 57	$1,497 87	.....	$6,067 44	$3,736 40	$248 16	$1,017 85	$510 00
Bernards	4,243 40	2,823 74	$3,096 80	10,163 94	5,265 00	774 36	448 89	2,398 00
Branchburg	2,331 66	688 90	43 01	3,063 57	2,310 00	156 40	150 30	11 41
Bridgewater	6,577 75	1,216 33	1,538 25	9,332 33	6,124 40	298 26	252 66	205 70
Franklin	4,725 14	655 35	.....	5,380 49	3,531 63	268 99	100 00	.....
Hillsborough	5,184 56	712 36	733 59	6,630 51	4,686 98	304 82	186 63	259 00
Montgomery	2,717 45	451 02	1,060 00	4,228 47	2,497 60	250 18	57 88	904 50
North Plainfield	1,573 91	752 35	768 25	3,093 51	1,050 00	104 33	.....	1,370 25
Warren	1,947 26	509 01	1,138 15	3,594 42	1,750 00	129 66	130 04	1,067 95
Bound Brook	3,697 25	5,303 57	2,982 02	11,982 84	6,018 50	528 65	129 00	1,640 00
East Millstone	762 99	113 14	.....	876 13	570 00	56 00	1 40	.....
North Plainfield	9,713 76	19,646 57	5,132 83	34,493 16	18,144 76	2,381 03	889 63	4,625 00
Somerville	8,039 82	8,400 00	5,094 29	21,534 11	12,460 00	898 92	686 30	5,261 67
South Bound Brook	1,630 14	1,740 06	566 98	3,937 18	1,925 00	254 54	42 81	760 68
	$57,724 66	$44,501 27	$22,152 17	$124,378 10	$70,070 27	$6,654 31	$4,093 39	$18,954 16

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New Jersey, for the School Year Ending June 30th, 1901

Amount expended for taking school census.	Amount expended for manual training.	Amount expended for text-books, apparatus and supplies.	Amount expended for other school purposes.	Amount expended for transportation of pupils.	Amount expended for tuition of pupils in adjoining districts.	Total amount expended.	Balance of State, county and township funds, June 30th, 1901.	Balance of district tax, June 30th, 1901.	Balance of moneys from other sources, June 30th, 1901.	Total balance, June 30th, 1901.
$22 15	.....	$225 32	$176 73	.....	$50 00	$5,986 61	$35 01	$45 82	.....	$80 83
32 75	.....	736 55	242 65	$165 00	198 50	10,161 70	.....	2 24	.....	2 24
68 00	.....	108 97	43 01	.....	81 50	2,879 59	.....	183 98	.....	183 98
63 05	.....	187 66	1,574 01	.....	459 25	9,144 99	6 59	122 42	$58 33	187 34
.....	.....	75 00	473 49	.....	379 81	4,828 92	544 71	6 86	.....	551 57
34 76	.....	116 17	484 24	373 15	184 75	6,630 51	.....	.....	.....	.....
17 55	.....	106 68	274 14	.....	115 00	4,223 53	4 67	.....	27	4 94
8 26	.....	169 35	.....	.....	210 00	2,912 19	.....	181 32	.....	181 32
13 50	.....	170 33	147 84	.....	32 40	3,441 72	67 60	29 35	55 75	152 70
26 40	.....	200 65	2,982 01	.....	.....	11,525 21	.....	442 85	14 78	457 63
.....	.....	14 98	25 70	.....	.....	668 08	136 99	71 06	.....	208 05
58 80	$5,000 00	1,528 58	132 83	.....	66 50	32,627 13	.....	1,656 03	.....	1,666 03
.....	.....	1,022 27	827 38	.....	.....	21,156 54	.....	.....	377 57	377 57
.....	.....	125 75	14 00	.....	.....	3,062 78	.....	683 93	190 47	874 40
$345 22	$5,000 00	$4,788 26	$7,398 03	$538 15	$1,707 71	$119,449 50	$795 57	$3,436 13	$696 90	$4,928 60

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Apportionment of School Moneys for the County of SOMERSET,

DISTRICTS.	Balance State and county moneys, July 1st, 1901.	Balance district tax, July 1st, 1901.	Balance received from other sources, July 1st, 1901.	Amount apportioned from State appropriation, including State school tax and $200,000.	Amount apportioned from surplus revenue.	Amount apportioned from balances.	Amount of district tax voted for current expenses.
Bedminster Township	$35 01	$45 82	.....	$3,324 53	$164 45	.....	$1,125 00
Bearnards Township	.....	2 24	.....	4,262 67	243 14	.....	3,000 00
Branchburg Township	.....	183 98	.....	1,796 22	84 26	.....	790 00
Bridgewater Township	6 59	122 42	$58 33	5,400 96	468 10	.....	1,200 00
Franklin Township	544 71	6 86	.....	3,596 14	204 17	.....	500 00
Hillsborough Township	.....	.....	.....	4,510 90	250 20	.....	700 00
Montgomery Township	4 67	27	.....	2,280 99	130 30	.....	375 00
North Plainfield Township	.....	181 33	.....	973 17	54 58	.....	380 00
Warren Township	67 60	29 35	55 75	1,685 39	100 22	.....	350 00
Bound Brook	.....	442 85	14 78	3,740 29	196 00	.....	3,500 00
East Millstone	136 99	71 06	.....	484 33	41 57	.....	.....
North Plainfield	.....	1,666 03	.....	9,785 20	436 54	.....	23,550 00
Somerville	.....	.....	377 57	7,579 58	406 47	.....	8,000 00
South Bound Brook	.....	683 93	190 47	1,409 23	89 09	.....	650 00
	$795 57	$3,436 13	$696 90	$50,819 59	$2,869 09	.....	$44,120 00

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State of New Jersey, for the School Year Ending June 30th, 1901.

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, 1902.
.....	$725 00	.....	.....	$1,850 00	.....	$5,419 81
.....	3,200 00	.....	.....	6,200 00	.....	10,768 05
.....	260 00	.....	.....	1,050 00	.....	2,094 46
.....	.....	.....	.....	1,200 00	.....	7,256 40
.....	100 00	.....	.....	600 00	.....	4,951 88
.....	200 00	.....	.....	900 00	.....	5,661 10
.....	.....	.....	$75 00	450 00	.....	2,876 23
.....	.....	.....	556 25	936 25	.....	2,145 32
.....	150 00	.....	.....	500 00	.....	2,438 31
.....	125 00	.....	1,620 00	5,345 00	.....	9,638 92
.....	.....	.....	.....	*	.....	733 95
.....	.....	.....	4,625 00	28,175 00	.....	40,062 77
.....	500 00	.....	1,160 00	9,660 00	.....	18,023 62
.....	.....	.....	780 00	1,430 00	.....	3,802 71
.....	$5,260 00	.....	$8,816 25	$58,196 25	.....	$116,813 53

* No district tax raised.

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Report of Attendance for the County of SOMERSET, State of

DISTRICTS.	Number of months the schools were kept open.		Number of boys between 4 and 20 years of age enrolled in the schools during the year.	Number of girls between 4 and 20 years of age enrolled in the schools during the year.	Total number of children between 4 and 20 years of age enrolled in the schools during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.	Average number of cases of tardiness per day for each teacher.	Average number on roll.
Bedminster	9		237	230	467	3	1,831	1.320	316
Bernards	10		326	282	608	0	2,185	.640	346
Branchburg	10		123	109	232	1	840	.624	140
Bridgewater	10		288	242	530	9	889	.393	353
Franklin	10		159	145	304	0	1,605	.810	197
Hillsborough	10		303	222	525	8	1,134	.465	317
Montgomery	10		168	126	294	0	773	.474	188
North Plainfield	10		56	57	113	0	306	.427	66
Warren	10		89	121	210	0	966	.986	137
Bound Brook	10		217	225	442	12	87	.460	312
East Millstone	10		26	27	53	0	268	1.440	39
North Plainfield	10		518	552	1,070	94	1,645	.275	854
Somerville	10		466	517	983	20	1,010	.260	768
South Bound Brook	10		97	93	190	4	199	.009	121
	9	13-14	3,078	2,949	6,022	151	13,738	.613	4,184

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New Jersey, for the School Year Ending June 30th, 1901.

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 classes in school.	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.
272	.86	.....	256	211	.....	174	.....	2	9	$38 25	$34 66⅔
274	.79	.....	316	292	.....	120	14	3	9	61 16⅔	38 33⅓
121	.86 2-5	....	135	97	.....	80	.....	3	3	41 33⅓	35 66⅔
344	.89 4-5	55	293	179	3	59	.....	2	9	87 50	45 00
164	.83 1-5	.....	145	159	.....	151	.....	.....	11	.....	34 05½
286	.90 1-5	.....	267	259	.....	195	21	3	10	43 11	35 00
152	.81	.....	161	133	.....	111	.....	.....	7	.....	36 28½
59	.89 2-5	.....	64	49	.....	43	.....	.....	3	.....	35 00
107	.78 1-10	.....	112	98	.....	88	.....	2	2	35 00	35 00
285	.91	61	253	96	32	13	.....	1	11	120 00	46 14
33	.84	.....	30	23	.....	33	.....	.....	1	.....	57 00
792	.92 7-10	111	566	290	103	13	.....	3	31	100 00	49 52
690	.90	86	503	302	92	43	.....	2	21	64 50	48 90
112	.92	.....	104	86	.....	53	.....	1	8	60 00	40 00
3,691	.88 1-5	313	3,205	2,274	230	1,176	35	23	130	$66 19	$42 83

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Financial Report for the County of SUSSEX. State of

DISTRICTS.	Amount due the district, July 1st, 1900, from State and county funds.	Amount due the district, July 1st, 1900, from district tax.	Amount due the district, July 1st, 1900, from other sources.	Total amount due the district, July 1st, 1900.	Amount expended for teachers' salaries.	Amount expended for fuel and janitors' salaries.	Amount expended for building and repairing, excluding debt and interest.
Andover	$1,449 13	$1,120 00	$121 85	$2,690 98	$2,120 00	$102 71	$51 11
Byram	2,154 91	2,600 00	81 48	4,836 39	3,650 00	545 48	77 46
Deckertown	1,462 15	2,300 00	2,581 39	6,343 54	2,800 00	286 53	986 03
Frankford	2,317 48	1,000 00	467 82	3,785 30	2,655 67	197 00	100 00
Green	1,024 56	600 00	29 78	1,654 34	1,215 00	126 47	71 14
Hampton	1,122 21	400 00	221 60	1,743 81	1,098 00	88 08	23 34
Hardyston	4,463 01	5,075 00	2,909 67	12,437 68	7,077 50	764 04	721 90
Lafayette	1,035 96	925 00	40 44	2,001 40	1,475 00	64 60	229 69
Montague	1,275 01	417 00	141 09	1,833 10	1,143 33	121 61	45 05
Newton	5,310 37	10,390 00	2,815 02	18,515 39	9,646 00	1,691 58	580 76
Sandyston	2,026 35	400 00	178 88	2,605 23	1,980 00	148 43	44 93
Sparta	2,963 20	3,550 00	293 61	6,806 81	5,438 50	225 00	143 48
Stillwater	2,083 31	848 00	780 85	3,712 16	2,439 00	184 35	108 73
Vernon	3,678 74	2,000 00	523 72	6,202 46	4,332 00	314 07	295 12
Walpack	722 65	200 00	27 50	949 55	762 00	42 50	25 22
Wantage	4,299 89	2,500 00	316 59	7,116 48	5,184 11	431 63	91 35
	$37,378 33	$34,325 00	$11,531 29	$83,234 62	$52,936 11	$5,334 08	$3,573 71

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New Jersey, for the School Year Ending June 30th, 1901.

Amount expended for debt and interest.	Amount expended for taking school census.	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, county and township funds, June 30th, 1901.	Balance of district tax, June 30th, 1901.	Balance of moneys from other sources, June 30th, 1901.	Total balance, June 30th, 1901.
.....	.....	.....	$99 95	$288 29	$2,662 06	.....	$28 92	.....	$28 92
.....	.....	.....	174 88	357 68	4,805 50	.....	30 89	.....	30 89
$1,624 40	$13 40	.....	248 01	244 45	6,182 82	.....	160 72	.....	160 72
625 00	15 65	.....	.....	191 98	3,785 30	.....	.....	.....	.....
.....	.....	.....	82 52	89 53	1,584 66	.....	09 68	.....	69 68
109 00	.....	.....	89 44	207 59	1,614 45	.....	129 36	.....	129 36
2,814 26	41 50	.....	547 15	453 45	12,419 80	.....	17 88	.....	17 88
.....	7 60	.....	151 47	64 20	1,991 96	.....	9 44	.....	9 44
.....	.....	.....	114 74	110 15	1,534 88	.....	298 22	.....	298 22
3,383 27	.....	.....	875 24	426 49	16,603 34	.....	1,912 05	.....	1,912 05
.....	12 00	.....	.....	198 38	2,383 74	.....	221 49	.....	221 49
.....	26 35	.....	175 70	527 00	6,536 03	$11 05	173 02	$86 71	270 78
500 00	15 35	.....	233 99	77 53	3,558 95	.....	153 21	.....	153 21
562 40	.....	.....	557 65	141 22	6,202 46	.....	.....	.....	.....
28 19	4 10	.....	50 00	71 55	923 56	.....	25 99	.....	25 99
.....	26 00	.....	474 98	712 10	6,900 17	.....	216 31	.....	216 31
$9,646 52	$161 95	.....	$3,875 72	$4,161 59	$79,689 68	$11 05	$3,447 18	$86 71	$3,544 94

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Apportionment of School Moneys for the County of SUSSEX,

DISTRICTS.	Balance State and county moneys, July 1st, 1901.	Balance district tax, July 1st, 1901.	Balance received from other sources, July 1st, 1901.	Amount apportioned from State appropriation, including State school tax and $200,000.	Amount apportioned from surplus revenue.	Amount apportioned from balances.	Amount of district tax voted for current expenses.
Andover	.....	$28 92	.....	$1,214 85	$111 34	.....	$1,400 00
Byram	.....	30 89	.....	1,890 59	150 59	.....	2,500 00
Deckertown	.....	160 72	.....	1,407 12	107 34	.....	1,600 00
Frankford	.....	.....	.....	2,041 90	125 36	.....	1,800 00
Green	.....	69 68	.....	902 79	53 27	.....	600 00
Hampton	.....	129 36	.....	933 92	68 89	.....	300 00
Hardyston	.....	17 88	.....	3,841 46	332 42	.....	6,000 00
Lafayette	.....	9 44	.....	913 60	58 88	.....	725 00
Montague	.....	298 22	.....	1,130 60	67 69	.....	686 00
Newton	.....	1,912 05	.....	4,705 62	365 66	.....	8,500 00
Sandyston	.....	221 49	.....	1,785 48	96 12	.....	.....
Sparta	$11 05	173 02	$86 71	2,607 28	211 07	.....	3,550 00
Stillwater	.....	153 21	.....	1,837 26	122 95	.....	825 00
Vernon	.....	.....	.....	3,202 65	208 66	.....	2,000 00
Walpack	.....	25 99	.....	603 37	32 84	.....	200 00
Wantage	.....	216 31	.....	3,801 88	208 26	.....	2,500 90
	$11 05	$3,447 18	$86 71	$32,879 37	$2,321 34	.....	$33,186 00

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State of New Jersey, for the School Year Ending June 30th, 1901.

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 bonds and interest.	Total amount of district tax ordered to be raised.	Amount received from sale of bonds.	Amount received from manual training and other sources.	Total amount available for school year ending June 30th, 1902.
.....	.....	.....	$1,400 00	$1,200 00	.....	$3,955 11
.....	.....	.....	2,500 00	.....	.....	4,572 07
.....	.....	.....	1,600 00	.....	.....	3,275 18
.....	.....	.....	1,800 00	.....	.....	3,967 26
.....	.....	.....	600 00	.....	.....	1,625 74
.....	.....	.....	300 00	.....	.....	1,431 17
.....	.....	.....	6,000 00	.....	.....	10,191 76
.....	.....	.....	725 00	.....	.....	1,706 92
.....	.....	.....	686 00	.....	.....	2,182 51
.....	.....	$1,940 00	10,440 00	.....	.....	17,423 33
.....	.....	.....	.....	.....	.....	2,103 09
.....	.....	.....	3,550 00	.....	.....	6,639 13
.....	.....	.....	825 00	.....	.....	2,938 42
.....	.....	.....	2,000 00	.....	.....	5,411 31
.....	.....	.....	200 00	.....	.....	922 20
.....	.....	.....	2,500 00	.....	.....	6,726 45
.....	.....	$1,940 00	$35,126 00	$1,200 00	.....	$75,071 65

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Report of Attendance for the County of SUSSEX, State of

DISTRICTS.	Number of months the schools were kept open.	Number of boys between 4 and 20 years of age enrolled in the schools during the year.	Number of girls between 4 and 20 years of age enrolled in the schools during the year.	Total number of children between 4 and 20 years of age enrolled in the schools during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.	Average number of cases of tardiness per day for each teacher.	Average number on roll.
Andover	10.	133	134	267	8	763	.8	178
Byram	10.	210	194	404	1	581	.4	267
Deckertown	10.	152	159	311	3	1,428	1.2	256
Frankford	9.	137	161	298	5	590	.5	176
Green	9.	70	69	139	4	446	.7	85
Hampton	9.	67	86	153	6	524	.8	92
Hardyston	10.	351	380	731	40	778	.3	511
Lafayette	10.	77	79	156	1	714	.9	101
Montague	9.	77	57	134	.....	623	.9	77
Newton	10.	394	420	814	31	504	.16	626
Sandyston	9.	130	123	253	2	851	.6	165
Sparta	10.	256	238	494	12	1,446	.7	312
Stillwater	9.	142	157	299	2	1,298	.9	205
Vernon	9.	216	233	449	2	1,815	.8	273
Walpack	9.	34	41	75	1	247	.5	47
Wantage	9.5	276	252	528	1	1,962	.6	319
	9.5	2,722	2,783	5,505	119	14,569	.6	3,685

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New Jersey, for the School Year Ending June 30th, 1901.

Average daily attendance.	Percentage of daily attendance on average enrollment.	Number of pupils enrolled in primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of classes in school.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
151	86	152	113	2	8	2	3	$49 00	$38 00
233	87	170	201	33	8	4	4	55 00	36 25
229	90	195	88	28	10	1	5	80 00	40 00
153	87	181	108	9	6	1	8	60 00	30 00
70	82	83	53	3	7	1	3	30 00	35 00
78	85	110	43	.....	7	.....	4	.....	30 90
452	89	492	222	17	7	5	11	56 00	39 55
83	82	84	61	11	8	1	3	35 00	37 50
57	74	66	64	4	7	1	4	25 00	28 17
552	88	535	201	88	10	2	16	102 50	47 50
134	81	144	103	6	6	2	6	27 50	27 50
266	85	290	186	18	8	3	8	73 33	40 62
177	86	188	98	13	7	2	6	34 50	33 67
217	80	296	144	9	6	1	7	34 29	34 71
37	79	50	20	5	2	1	2	26 00	26 00
262	82	305	201	22	6	8	9	31 50	32 44
3,151	85	3,331	1,906	268	118	41	99	$46 10	$36 70

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Financial Report for the County of UNION, State of

DISTRICTS.	Amount due the district, July 1st, 1900, from State and county funds.	Amount due the district, July 1st, 1900, from district tax.	Amount due the district, July 1st, 1900, from other sources.	Total amount due the district, July 1st, 1900.	Amount expended for teachers' salaries.	Amount expended for fuel and janitors' salaries.	Amount expended for building and repairing, excluding debt and interest.
Clark	$437 53	$153 92	$45 12	$636 57	$427 28	$10 25	$6 57
Cranford	4,171 86	12,749 60	5,487 87	22,409 33	9,452 58	1,984 96	709 31
Elizabeth	53,788 87	80,346 93	58,480 07	192,615 87	91,313 16	13,033 16	5,626 08
Fanwood	2,343 69	7,263 00	.....	9,606 69	4,537 37	574 88	452 95
Linden	1,398 20	4,052 17	14 65	5,465 02	2,850 00	280 00	184 08
New Providence	1,592 64	2,025 16	525 50	4,143 30	2,500 00	115 65	303 13
Plainfield	21,341 21	53,000 00	12,295 31	86,636 52	49,850 91	6,228 61	2,733 62
Rahway	10,647 80	14,000 00	778 45	25,426 25	18,894 20	3,151 82	763 69
Roselle	2,134 93	5,725 74	557 30	8,415 97	5,359 00	395 77	214 13
Springfield	1,468 48	2,001 52	617 97	4,087 97	2,075 60	449 11	118 62
Summit	5,918 89	17,340 10	2,352 80	25,611 80	12,576 62	1,418 36	804 77
Union	5,637 66	15,000 00	9,793 84	30,331 50	11,334 30	1,420 44	2,761 18
Westfield	5,816 19	17,748 12	47,460 26	71,024 57	14,125 00	1,862 20	1,181 12
	$116,492 95	$231,504 26	$138,409 15	$486,406 36	$225,295 42	$30,925 15	$15,869 26

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New Jersey, for the School Year Ending June 30th, 1901.

Amount expended for debt and interest.	Amount expended for taking school census.	Amount expended for text-books, apparatus and supplies.	Amount expended for other school purposes.	Amount expended for transportation of pupils.	Amount expended for tuition of pupils in adjoining districts.	Total amount expended.	Balance of State, county and township funds, June 30th, 1901.	Balance of district tax, June 30th, 1901.	Balance of moneys from other sources, June 30th, 1901.	Total balance, June 30th, 1901.
....	$3 50	$5 81	$127 03	.....	$11 91	$592 35	.....	....	$44 22	$44 22
$23 60	3 45	765 34	1,308 34	.....	.....	14,246 58	.....	$489 93	7,672 82	8,162 75
4,975 00	486 76	9,281 81	7,316 05	.....	....	132,043 02	.....	2,761 29	57,812 56	60,573 85
1,292 50	19 75	415 90	266 33	.....	269 30	7,818 99	.....	1,787 70	.....	1,787 70
....	3 20	287 29	204 44	.....	....	3,809 01	.....	1,505 66	150 35	1,656 01
66 84	10 65	242 83	78 14	.....	9 86	3,327 10	.....	75 35	740 85	816 20
7,920 65	....	3,406 71	10,307 62	.....	.....	80,448 12	.....	6,188 40	....	6,188 40
....	79 00	1,743 13	57 19	.....	.....	24,689 03	.....	....	737 22	737 22
.....	19 35	883 69	443 79	.....	.....	7,315 73	.....	345 70	754 54	1,100 24
....	12 25	444 13	80 93	.....	162 24	3,342 28	$3 59	17	736 93	740 69
1,875 00	51 50	1,108 05	1,930 30	.....	.....	19,764 64	.....	2,494 45	2,352 71	5,847 16
378 70	46 25	1,616 24	2,544 83	$61 00	561 01	20,723 95	.....	87 55	9,520 00	9,607 55
2,679 86	52 75	1,775 33	1,833 90	.....	.....	23,510 16	.....	.....	47,514 41	47,514 41
$19,211 15	$788 51	$31,976 26	$26,488 89	$61 00	$1,014 32	$341,629 96	$3 59	$16,736 20	$128,036 61	$144,776 40

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Apportionment of School Moneys for the County of UNION,

DISTRICTS.	Balance State and county moneys, July 1st, 1901.	Balance district tax, July 1st, 1901.	Balance received from other sources, July 1st, 1901.	Amount apportioned from State appropriation, including State school tax and $200,000.	Amount apportioned from surplus revenue.	Amount apportioned from balances.	Amount of district tax voted for current expenses.
Clark	.....	.....	$44 22	$324 33	.....	.....	$300 00
Cranford	.....	$489 93	7,672 82	4,906 42	.....	.....	9,950 00
Elizabeth	.....	2,761 29	57,812 56	52,182 22	.....	.....	72,067 78
Fanwood	.....	1,787 70	.....	2,133 02	.....	.....	3,725 00
Linden	.....	1,505 66	150 35	1,325 17	.....	.....	2,600 00
New Providence	.....	75 35	740 85	1,595 28	.....	.....	1,400 00
Plainfield	.....	6,188 40	.....	20,492 72	.....	.....	51,120 00
Rahway	.....	.....	737 22	10,465 05	.....	.....	14,300 00
Roselle	.....	345 70	754 54	2,318 17	.....	.....	7,350 00
Springfield	$3 59	17	736 93	1,654 65	.....	.....	2,100 00
Summit	.....	3,494 45	2,352 71	5,830 16	.....	.....	14,235 00
Union	.....	87 55	9,520 00	6,316 55	.....	.....	6,000 00
Westfield	.....	.....	47,514 41	6,331 79	.....	.....	18,000 00
	$3 59	$16,736 20	$128,036 61	$115,875 53	.....	.....	$203,147 78

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State of New Jersey, for the School Year Ending June 30th, 1901.

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, 1902.
.....	.....	.....	.....	$300 00	.....	$668 55
.....	.....	.....	$2,215 00	12,165 00	.....	25,234 17
.....	$3,500 00	.....	.....	75,667 78	.....	188,323 85
.....	300 00	.....	1,247 50	5,272 50	.....	9,193 22
.....	.....	.....	.....	2,600 00	.....	5,581 18
.....	500 00	.....	.....	1,900 00	.....	4,311 48
.....	3,500 00	.....	7,630 00	62,250 00	.....	88,931 12
.....	1,700 00	.....	.....	16,000 00	.....	27,302 27
.....	1,000 00	.....	.....	8,350 00	.....	11,768 41
.....	150 00	.....	250 00	2,500 00	.....	4,895 34
.....	1,000 00	.....	1,800 00	17,035 00	.....	28,712 32
.....	3,000 00	.....	.....	9,000 00	.....	24,924 10
.....	1,000 00	.....	3,075 00	22,075 00	.....	75,921 20
.....	$15,650 00	.....	$16,217 50	$235,015 28	.....	$495,667 21

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Report of Attendance for the County of UNION, State of

DISTRICTS.	Number of months the schools were kept open.	Number of boys between 4 and 20 years of age enrolled in the schools during the year.	Number of girls between 4 and 20 years of age enrolled in the schools during the year.	Total number of children between 4 and 20 years of age enrolled in the schools during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.	Average number of cases of tardiness per day for each teacher.	Average number on roll.
Clark	9.55	26	27	53	.....	105	.54	33
Cranford	9.05	304	318	622	1	1,363	.5	424
Elizabeth	9.4	3,684	3,646	7,330	244	1,935	.46	5,732
Fanwood	9.05	174	133	307	3	609	.529	233
Linden	9.25	98	94	192	4	333	1.2	141
New Providence	9.5	100	83	183	5	614	.84	126
Plainfield	9.15	1,376	1,321	2,697	62	4,693	.43	2,177
Rahway	9.3	776	759	1,535	46	1,194	.17	1,230
Roselle	9.3	165	162	327	.....	282	.167	263
Springfield	9.3	120	126	246	1	1,112	1.19	183
Summit	9.3	378	333	711	15	1,545	.41	538
Union	9.18	395	409	804	12	841	.18	598
Westfield	8.85	438	457	895	43	1,651	.44	716
	9.26	8,034	7,868	15,902	216	16,227	.54	12,394

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New Jersey, for the School Year Ending June 30th, 1901

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 classes in school.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
25	.77	.....	40	13	.....	8	.....	1	.....	.....
376	.89	.....	453	139	30	11	2	14	$116 00	$55 20
5,379	.94	.....	4,768	2,098	464	12	16	129	120 00	53 33
209	.89	.....	213	74	20	19	1	7	132 40	57 80
124	.87	.....	141	42	9	10	1	4	102 60	50 00
111	.88	.....	138	35	10	12	1	5	60 20	40 00
1,950	.73	277	1,722	464	234	14	5	66	102 60	68 00
1,109	.90	.....	1,135	336	64	39	4	32	122 60	47 60
293	.89	.....	187	119	21	13	2	8	144 40	54 40
156	.85	46	119	69	12	13	1	4	89 00	46 20
485	.90	.....	447	208	56	13	3	17	90 60	66 80
523	.87	.....	557	207	40	48	4	15	108 29	49 50
643	.88	72	537	183	103	13	1	21	225 80	65 20
11,328	.86	395	10,457	3,987	1,063	202	41	323	$118 70	$54 60

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Financial Report for the County of WARREN, State of

DISTRICTS.	Amount due the district, July 1st, 1900, from State and county funds.	Amount due the district, July 1st, 1900, from district tax.	Amount due the district, July 1st, 1900, from other sources.	Total amount due the district, July 1st, 1900.	Amount expended for teachers' salaries.	Amount expended for fuel and janitors' salaries.	Amount expended for building and repairing, excluding debt and interest.
Allamuchy	$1,046 36	$530 01	$83 85	$1,660 22	$1,278 00	$126 46	$8 00
Belvidere	2,553 27	4,728 97	.....	7,282 24	4,100 00	513 45	54 55
Blairstown	2,620 34	1,150 03	62 93	3,833 30	2,952 00	236 53	12 60
Franklin	1,774 03	1,051 13	18 75	2,843 91	2,088 69	161 95	37 95
Frelinghuysen	1,598 78	600 00	127 22	2,326 00	1,677 50	68 00	.....
Greenwich	1,170 43	1,250 69	26 00	2,447 12	1,820 00	104 54	150 00
Hackettstown	3,682 94	4,262 58	25 51	7,971 03	5,750 00	666 30	549 09
Hardwick	677 14	65 66	.....	742 80	504 00	43 81	.....
Harmony	1,912 23	650 00	36 80	2,599 03	2,037 00	222 10	.....
Hope	2,011 72	600 18	110 00	2,721 90	1,775 00	197 15	.....
Independence	998 42	683 03	39 48	1,720 93	945 00	96 02	82 50
Knowlton	1,944 13	672 52	.....	2,616 65	1,962 00	171 69	.....
Lopatcong	2,767 74	2,183 02	65 86	5,016 62	3,115 08	172 37	895 60
Mansfield	2,086 04	700 00	.....	2,786 04	2,050 00	146 23	102 49
Oxford	4,242 46	3,928 32	179 77	8,350 55	4,779 00	484 44	1,448 22
Pahaquarry	768 93	87 91	.....	856 84	702 00	38 45	.....
Phillipsburg	12,678 55	19,358 16	274 00	32,210 71	20,706 85	3,907 19	1,220 48
Pohatcong	2,199 36	4,413 35	1,440 54	8,053 25	2,520 00	180 25	2,945 75
Washington	1,791 99	572 96	412 08	2,777 03	1,900 00	111 54	.....
Washington Borough	5,466 07	11,124 47	211 05	16,801 59	7,804 37	734 00	1,448 85
	$53,990 93	$58,512 99	$3,113 84	$115,617 76	$70,466 49	$8,382 77	$8,956 08

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New Jersey, for the School Year Ending June 30th, 1901.

Amount expended for debt and interest.	Amount expended for taking school census.	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, county and township funds, June 30th, 1901.	Balance of district tax, June 30th, 1901.	Balance of moneys from other sources, June 30th, 1901.	Total balance, June 30th, 1901.
$7 12	$7 05	.....	$70 94	$85 26	$1,582 83	.....	$77 39	.....	$77 39
1,255 00	20 45	.....	361 48	83 15	6,388 08	.....	894 16	.....	894 16
.....	.....	.....	142 52	260 45	3,604 40	.....	165 97	$62 93	228 90
.....	.....	.....	84 45	157 67	2,530 71	.....	294 45	18 75	313 20
206 72	12 00	.....	126 17	215 61	2,306 00	.....	.....	20 00	20 00
24 00	10 45	.....	240 00	70 53	2,419 52	.....	27 60	.....	27 60
.....	.....	.....	878 21	25 51	7,869 11	.....	101 92	.....	101 92
.....	.....	.....	14 79	130 00	692 60	.....	50 20	.....	50 20
297 00	.....	.....	101 71	165 02	2,528 80	.....	70 23	.....	70 23
.....	.....	.....	536 54	145 00	2,653 69	$4 57	63 64	.....	68 21
.....	10 70	.....	59 36	451 75	1,645 33	.....	68 00	7 60	75 60
7 29	14 75	.....	114 99	239 57	2,510 29	.....	106 36	.....	106 36
105 00	26 75	.....	108 07	317 52	4,740 39	.....	271 37	4 86	276 23
.....	.....	.....	142 17	221 47	2,762 36	.....	23 68	.....	23 68
363 96	35 00	.....	501 11	656 73	8,268 46	.....	2 32	79 77	82 09
.....	3 00	.....	14 82	87 00	845 27	2 85	8 72	.....	11 57
1,575 00	128 75	.....	1,865 10	2,742 53	32,145 90	.....	64 81	.....	64 81
1,275 50	.....	.....	251 05	631 41	7,803 93	.....	249 29	.....	249 29
.....	.....	.....	124 59	640 90	2,777 03	.....	.....	.....	.....
200 00	47 60	.....	815 97	327 01	11,377 80	.....	5,423 79	.....	5,423 79
$5,022 56	$316 50	.....	$6,554 04	$7,754 09	$107,452 53	$7 42	$7,963 90	$193 91	$8,165 23

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Apportionment of School Moneys for the County of WARREN,

DISTRICTS.	Balance State and county moneys, July 1st, 1901.	Balance district tax, July 1st, 1901.	Balance received from other sources, July 1st, 1901.	Amount apportioned from State appropriation, including State school tax and $200,000.	Amount apportioned from surplus revenue.	Amount apportioned from balances.	Amount of district tax voted for current expenses.
Allamuchy	.....	$77 39	.....	$990 65	.....	.....	$400 00
Belvidere	.....	894 16	.....	2,353 04	.....	.....	2,445 00
Blairstown	.....	165 97	$62 93	2,451 62	.....	.....	1,300 00
Franklin	.....	294 45	18 75	1,594 83	.....	.....	958 17
Frelinghuysen	.....	.....	20 00	1,478 54	.....	.....	600 00
Greenwich	.....	27 60	.....	1,286 65	.....	.....	890 00
Hackettstown	.....	101 92	.....	3,786 95	.....	.....	3,892 45
Hardwick	.....	50 20	.....	540 62	.....	.....	143 00
Harmony	.....	70 23	.....	1,797 53	.....	.....	700 00
Hope	$4 57	63 64	.....	1,761 03	.....	.....	320 00
Independence	.....	68 00	7 60	889 37	.....	.....	550 00
Knowlton	.....	106 36	.....	1,798 88	.....	.....	566 00
Lopatcong	.....	271 37	4 86	2,528 40	.....	.....	1,095 00
Mansfield	.....	23 68	.....	1,569 14	.....	.....	800 00
Oxford	.....	2 32	79 77	4,310 12	.....	.....	1,625 00
Pahaquarry	2 85	8 72	.....	681 13	.....	.....	75 00
Phillipsburg	.....	64 81	.....	11,481 78	.....	.....	18,000 00
Pohatcong	.....	249 29	.....	2,055 79	.....	.....	800 00
Washington	.....	.....	.....	1,652 97	.....	.....	1,125 00
Washington Borough	.....	5,423 79	.....	5,453 44	.....	.....	1,800 00
	$7 42	$7,963 90	$193 91	$50,457 48	.....	.....	$38,084 62

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State of New Jersey, for the School Year Ending June 30th, 1901.

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, 1902.
.....	.....	.....	.....	$400 00	.....	$1,468 04
.....	$100 00	.....	$1,225 00	3,770 00	.....	7,017 20
.....	200 00	.....	.....	1,500 00	.....	4,180 52
.....	145 00	.....	.....	1,103 17	.....	3,011 20
.....	100 00	.....	.....	700 00	.....	2,198 54
.....	60 00	.....	.....	950 00	.....	2,264 25
.....	.....	.....	.....	3,892 45	.....	7,781 32
.....	.....	.....	.....	143 00	.....	733 82
.....	50 24	.....	.....	750 24	.....	2,618 00
.....	200 00	.....	.....	520 00	.....	2,349 24
.....	110 00	.....	.....	660 00	.....	1,624 97
.....	25 00	.....	.....	591 00	.....	2,496 24
.....	.....	.....	105 00	1,200 00	.....	3,999 63
.....	.....	.....	.....	800 00	.....	2,392 82
.....	500 00	.....	.....	2,125 00	.....	6,517 21
.....	.....	.....	.....	75 00	.....	767 70
.....	1,300 00	.....	.....	19,300 00	.....	30,846 59
.....	.....	.....	.....	800 00	.....	3,105 08
.....	.....	.....	.....	1,125 00	.....	2,777 37
.....	.....	.....	1,160 00	2,960 00	.....	13,837 23
.....	$2,790 24	.....	$2,490 00	$43,364 86	.....	$101,987 57

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Report of Attendance for the County of WARREN, State of

DISTRICTS.	Number of months the schools were kept open.	Number of boys between 4 and 20 years of age enrolled in the schools during the year.	Number of girls between 4 and 20 years of age enrolled in the schools during the year.	Total number of children between 4 and 20 years of age enrolled in the schools during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.	Average number of cases of tardiness per day for each teacher.	Average number on roll.
Allamuchy	9	80	73	153	.....	241	.33	89
Belvidere	10	176	175	351	29	288	.17	281
Blairstown	9	171	138	309	13	914	.51	229
Franklin	9	141	159	300	2	522	.48	185
Freelinghuysen	9	95	106	201	6	880	.86	135
Greenwich	10	127	118	245	.....	380	.38	151
Hackettstown	10	279	232	511	8	783	.33	409
Hardwick	9	22	35	57	.....	572	1.59	32
Harmony	9	132	141	273	1	332	.29	167
Hope	9	125	126	251	8	604	.51	172
Independence	9	84	59	143	5	326	.64	101
Knowlton	9	152	111	263	6	686	.58	196
Lopatcong	10	214	181	395	.....	321	.20	285
Mansfield	10	107	97	204	4	161	.14	130
Oxford	9	348	387	735	2	632	.23	532
Pahaquarry	9	26	26	52	.....	220	.43	26
Phillipsburg	10	862	902	1,764	109	1,335	.175	1,530
Pohatcong	9	210	193	403	.....	357	.50	296
Washington	10	118	116	234	27	317	.38	158
Washington Borough	10	383	408	791	35	901	.28	629
	9.4	3,852	3,783	7,635	255	10,757	.44	5,753

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New Jersey, for the School Year Ending June 30th, 1901.

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 classes in school.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
76	85	.....	64	89	.....	22	2	2	$28 00	$34 00
259	93	45	137	118	51	13	2	7	72 50	37 85
204	90	.....	206	96	7	23	4	6	35 00	31 33
158	85	.....	169	131	.....	9	.....	6	.....	38 50
118	88	.....	137	71	3	19	2	4	40 00	27 50
127	84	.....	129	75	41	18	1	4	55 00	31 75
370	90	.....	267	177	67	12	3	10	68 33	37 00
23	72	.....	30	37	.....	14	.....	2	.....	28 00
135	81	.....	142	131	.....	20	2	5	34 17	31 60
157	91	.....	126	115	10	19	3	4	43 11	26 55
93	92	.....	64	72	7	27	2	1	37 50	30 00
176	90	.....	134	124	5	24	5	2	32 30	28 25
238	84	.....	225	169	1	10	1	8	40 00	33 75
107	83	.....	141	61	2	22	1	5	43 00	32 40
455	86	.....	395	297	43	14	4	12	46 50	28 75
21	21	.....	33	19	.....	22	1	2	26 00	26 00
1,432	93	.....	1,054	550	160	44	5	35	69 90	44 81
251	85	.....	256	147	.....	14	2	5	37 50	34 00
133	84	.....	125	104	5	19	3	4	35 00	30 00
579	92	.....	435	260	96	12	3	16	66 67	36 43
5,112	89	45	4,259	2,833	498	377	45	140	$47 31	$36 11

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