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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

1902

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1903.

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Monmouth County	8,675 95
Morris County	5,057 56
Ocean County	4,885 63
Passaic County	11,957 36
Salem County	2,485 87
Somerset County	3,058 44
Sussex County	2,386 52
Union County	7,646 10
Warren County	3,215 51

The appropriation of $35,000 by your Honorable Body at its last session, for the purpose of providing a permanent home for the Manual Training and Industrial School for Colored Youth, will permit the Board not only to provide more suitable accommodations for its pupils, but also to establish other branches in manual training which will enable the school to more nearly fulfill the purpose for which it was founded. The property at Bordentown, known as the "Ironsides Property," and which has heretofore been rented for the use of the school, has been purchased at a cost of $15,000. The property fronts on the Delaware River, contains 204 acres, and is admirably adapted to the needs of the school. A contract for the erection of a new building, to cost $20,000, has been awarded, and the building will be occupied at the beginning of the next school year. The buildings now on the property need alteration and repair in order to make them available for dormitories. It is hoped that your Honorable Body will be able to make a small appropriation for this purpose.

It appears from the statistics in the report of the State Superintendent, submitted herewith, that the improvement in the schools noted last year has continued, notwithstanding the irregular attendance caused by small-pox and other contagious diseases.

The increase in school accommodations and the improvement in the character of the school buildings is very gratifying; 43 new buildings were erected during the year and 52 were enlarged or remodeled. In order to meet the demands of the increased school population, 89 buildings have been rented for school purposes. Some of these buildings are but poorly adapted for the purpose and they will, no doubt, be replaced by modern school houses in the near future. The number of school rooms has increased 5,286. The total value of school property of the State is $18,065,764.00, an increase of nearly $571,000 over last year.

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The number of teachers employed was 7,938, an increase over the previous year of 377. The salaries of the teachers remain about the same as last year, but the demand for professionally trained teachers is constantly increasing. Of the 7,938 teachers employed in the public schools last year, 2,221 held State certificates, an increase over the previous year of 256; 2,463 county certificates, a decrease of 26, and 3,254 city certificates, an increase of 115; 2,323 teachers are graduates of Normal Schools, an increase of 99; 1944 are graduates of city training schools, an increase of 281, and 534 are college graduates, an increase of 77. These figures are most encouraging, as they show an appreciation, on the part of boards of education, of the value of trained teachers. The school life of the child is very short and the importance of placing him under the care of a thoroughly trained and equipped teacher cannot be over-estimated.

The increase of 3,348 in the number enrolled in kindergarten classes is very gratifying. New kindergarten classes are being formed in all parts of the State, and the day is not far distant when every graded school will have a kindergarten department.

The prediction made last year that the change of the basis of apportionment from census to attendance would tend to increase the attendance in the public school has been fulfilled. Notwithstanding the adverse conditions caused by serious epidemics of smallpox, scarlet fever and diphtheria, and by an unusually severe winter, the total days attendance in the public schools shows an increase of 599,537½ days. With a stricter enforcement of the law relating to truancy, the attendance would show a still larger increase. It gives me great pleasure to state that boards of education in all parts of the State are realizing more fully their duty in this important matter.

The appropriation of $10,000 made last winter for the improvement of the heating and lighting of the State Normal School has enabled the Board to install an electric lighting plant, and to make such changes in the heating plant as will give better light than was possible to secure from gas; improve the ventilation of the several buildings, and make a very material saving in the annual expenditure for fuel and light. The improvements are entirely completed, and the cost was well within the appropriation.

JAMES L. HAYS,
President.

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OF THE

STATE BOARD OF EDUCATION,

1902.

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EDWARD E. GROSSCUP.....Wenonah.

SECOND DISTRICT.

J. BINGHAM WOODWARD.....Bordentown.
S. R. MORSE.....Atlantic City.

THIRD DISTRICT.

LOUIS BEVIER, Jr.....New Brunswick.
EDMUND WILSON.....Red Bank.

FOURTH DISTRICT.

S. ST. J. McCUTCHEN.....Plainfield.
PERCIVAL CHRYSTIE.....High Bridge.

FIFTH DISTRICT.

B. H. CAMPBELL.....Elizabeth.
CHARLES E. SURDAM.....Morristown.

SIXTH DISTRICT.

FRANCIS SCOTT.....Paterson.
SWEETING MILES.....Alpine.

SEVENTH DISTRICT.

JAMES M. SEYMOUR.....Newark.
EVERETT COLBY.....West O[illegible]e.

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NINTH DISTRICT.

OTTO CROUSE .....Jersey City.
ULAMOR ALLEN .....Jersey City.

TENTH DISTRICT.

W. D. FORBES.....Hoboken.
EDWARD RUSS .....Hoboken.

OFFICERS.

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

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EDUCATION.

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EVERETT COLBY,
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EDMUND WILSON,
EDWARD RUSS,
S. ST. J. McCUTCHEN,
LOUIS BEVIER, JR.

STATE NORMAL AND MODEL SCHOOL.

S. ST. J. McCUTCHEN,
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OTTO CROUSE,
LOUIS BEVIER, JR.,
PERCIVAL CHRYSTIE.

SCHOOL FOR THE DEAF.

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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,
ULAMOR ALLEN,
J. BINGHAM WOODWARD,
SWEETING MILES,
JAMES M. BYRNE.

TRUSTEES OF TEACHERS' RETIREMENT FUND.

S. R. MORSE,
C. E. SURDAM,
OTTO CROUSE.

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STATE OF NEW JERSEY,
DEPARTMENT OF PUBLIC INSTRUCTION,
TRENTON, December 2, 1902.

To the State Board of Education:

GENTLEMEN—In compliance with the requirements of the School Law, I have the honor to submit herewith my Seventh Annual Report as State Superintendent of Public Instruction, the same being for the school year ending June 30, 1902.

CHARLES J. BAXTER,
State Superintendent.

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ANNUAL REPORT.

Notwithstanding the embarrassment and confusion resulting from the adverse decision of the Supreme Court as to the constitutionality of the School Law—revision of 1900—the school year of 1901-2 has been one of gratifying progress.

The amount expended in repairing and erecting school buildings was $916,316.52 as against $1,505,620.74 for the preceding year, a decrease of $589,304.22. This was not owing to a feeling of indifference as regards the care of school property or a disregard of the pressing demands for increased school accommodations, but to the fear of issuing school bonds whose validity might be questioned.

The necessity of increased school accommodations is made readily apparent when it is noted that the seating capacity of our schools, including 89 rented buildings, was but 328,063, while the enrollment was 336,664. Rented buildings are rarely well adapted to school purposes, and should never be regarded as other than a temporary make-shift. As the seating capacity of the school buildings in many sparsely settled districts was in excess of local needs, we know that in our centres of population a much greater number than (336,664-328,063) 8,601 pupils were without suitable school facilities. This presented the unfortunate alternative of denying them school advantages altogether or infringing upon the rights of as many other pupils by establishing half-day classes. As there is no reason to question the validity of any intelligent proceedings under the present law, this crying need of our schools should be supplied as promptly as possible. When ample opportunity has been given, regulations should be such that no half-day classes can be allowed credit for full day's attendance. This, as a protection and measure of justice to the children themselves, as well as to the progressive municipalities whose school accommodations are adequate.

Despite the unfortunate check in school building and the

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present lack of school accommodations it is my privilege to report the following advances in this particular line:

An increase of 39 in the number of school buildings used.

An increase of 15 in the number of school buildings owned.

An increase of 275 in the number of school departments.

An increase of $570,922.00 in the total value of school property.

An increase of 5,826 in the seating capacity of our public schools.

The following advances over and above the totals of the preceding school year, prove substantial progress in other important matters.

An increase of $827,590.34 in the amount appropriated from State Fund for school purposes.

An increase of $283,299.17 in the amount of district and city school tax.

An increase of $206,389.29 in the amount paid for teachers' salaries.

An increase of 377 in the number of teachers employed.

An increase of $2,014.18 in the amount expended for the transportation of pupils.

An increase of 204 in the average number of pupils transported.

An increase of $1,550.00 in the amount expended for school libraries.

An increase of 599,537½ in total days' attendance.

An increase of 3,348 in the number of pupils enrolled in kindergarten schools.

An increase of three days in the average time the schools were kept open.

The total current expenses of the public schools, including teachers' and janitors' salaries, outlay for text-books and school apparatus, school libraries, manual training, transportation, tuition of pupils in adjoining school districts and incidental expenses was $6,005,553.35 as against $5,663,539.62 for the preceding school year—an increase of $372,013.73. This affected the cost of education as follows: Average cost of tuition per pupil enrolled for the school year of 1900-01, $16.74, for 1901-02, $17.83, increase $1.09. Per capita cost of tuition for the school

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year 1900-01 calculated upon the average number of pupils in attendance $25.46, for 1901, for 1901-02, $26.84, increase $1.38.

The districts which have made these averages possible and whose outlay per pupil has been much above them, have received by far, the larger percentage of benefit. This is a very safe assertion because based upon a well-known principle. The same relation that exists between amount of compensation and character of service in other fields of effort, obtains with relentless certainty in matters educational. Experience has clearly proven that, in the administration of school affairs, each increase of expenditure results in an increase of efficiency far greater in degree.

Barring the schools, in which the attendance is so small that they should be discontinued and pupils daily transported to more populous centres, I believe the relation between outlay and results to be as follows: When the average cost of tuition shall be increased from $10.00 to $15.00 per pupil the instruction received will be doubled in value; if then increased to $22.50 it will be again doubled and with the same result when advanced to $33.75 per pupil. Each fifty per cent. increase in amount expended for tuition, being rewarded by an unfailing one hundred per cent. increase in value received.

The so-called cheap schools are, by far, the most dear, and, in this enlightened age, the child who is given an opportunity to attend no other is robbed of his birthright. The school board that employs the lowest bidder is a poor dispenser of public funds. In the realm educational it is the liberal who spend wisely and the parsimonious who are wasteful.

In the matter of teachers' salaries the standard of the preceding year has been practically maintained. Average *annual* salary of all teachers employed during the school year of 1900-01, $543.62, school year of 1901-02, $543.80, increase 18 cents. Average *monthly* salary of all teachers employed during the school year of 1900-01, $59.41, school year of 1901-02, $58.47, decrease 94 cents. This disagreement between annual and monthly salaries is readily accounted for as follows: Average time the schools were in session during the school year of 1900-01, 9 months, 3 days, during the school year of 1901-02, 9 months, 6 days.

Though this increase is small, it proves a correct tenden

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which, I trust will ultimately result in enabling this department to report a very close approximation to ten months as the average time the schools of the State are kept open. The shorter the school term the more limited the school advantages and, as a rule, the less valuable the instruction. Teachers good, bad and indifferent and those who are dependent upon them must have the where-with-all to live throughout the year, and those who have spent time and money in preparing for their life work will not engage for six or seven months when employment for ten months of the school year can be secured. Furthermore only those teachers who are well-equipped, earnest and resourceful can maintain the enthusiasm and the interest in school work that will hold a school together and insure attendance throughout this longer period.

A careful and intelligent consideration of climatic conditions, of the character of our school work and the necessary vacation periods, coupled with the experience of the most progressive municipalities in our own and other leading States, has clearly established the fact that, barring unforseen contingencies, ten school months—200 days including the legal holidays that occur while the schools are in session—is the period that each school in the State should be in session during each school year.

New Jersey took a long step forward when the maintenance of the schools of a district for at least nine months of the preceding school year, was made a condition of receiving its equitable share of the State moneys. Still, those districts which either cannot or will not keep their schools open for a longer period than the law requires, cannot hope to keep pace with those whose schools are maintained during ten months of each school year.

The following general summary of statistics gives more detailed information for the school year of 1901-1902:

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SUMMARY OF STATISTICS.

	1900-1901.	1901-1902.	Increase or Decrease.
RECEIPTS.			
Balance from last year	$1,109,064 90	$1,076,815 71	$32,249 19 decrease
Amount appropriated from State Fund for school purposes	204,290 00	1,031,880 34	827,590 34 increase
Amount appropriated from income of State School fund	200,000 00	200,000 00	
Amount of State school tax	2,317,825 00	1,486,806 75	831,018 25 decrease
Amount of district and city tax	4,027,575 52	4,310,874 69	283,299 17 increase
Amount appropriated by counties for expenses of county superintendents	6,673 89	6,674 95	1 06 increase
Amount of interest of surplus revenue	31,870 22	33,386 61	1,516 39 increase
Amount raised in districts for manual training	45,019 73	41,392 78	3,626 95 decrease
Amount received from sale of district bonds	372,465 00	217,540 00	154,925 00 decrease
Amount raised in districts for school libraries	6,650 00	6,850 00	200 00 increase
Amount raised in districts for teachers' libraries	574 25	381 60	192 65 decrease
DISBURSEMENTS.			
Amount expended for teachers' salaries	4,110,295 55	4,316,684 84	206,389 29 increase
Amount expended for fuel and janitors' salaries	537,412 18	578,182 56	40,770 38 increase
Amount expended for repairing and building school houses	1,505,620 74	916,316 52	589,304 22 decrease
Amount expended for debt and interest	430,237 26	458,241 42	28,004 16 increase
Amount expended for manual training	71,943 67	69,289 16	2,654 51 decrease
Amount expended for text-books and apparatus	353,071 49	343,658 51	9,412 98 decrease
Amount expended for incidentals	520,217 65	667,316 19	147,098 54 increase
Amount expended for transportation of pupils	4,420 62	6,434 80	2,014 18 increase
Amount expended for tuition of pupils in adjoining districts	24,028 46	10,287 29	13,741 17 decrease
Amount of expenses of State Board of Education	2,500 00	2,372 86	127 14 decrease
Amount of expenses of Department of Public Instruction	12,498 75	15,907 80	3,409 05 increase
Amount of expenses of State School Fund	3,118 34	3,052 77	65 57 decrease
Amount expended for salaries of County Superintendents	25,289 92	31,493 09	6,203 17 increase
Amount expended for teachers' institutes	3,000 00	3,000 00	
School-house plans	250 00	499 70	249 70 increase
Amount expended for current expenses and repair of State Normal School	52,000 00	51,962 40	37 60 decrease
Amount expended for State Normal School electric lighting plant		7,418 92	7,418 92 increase
Amount expended for School for the Deaf	43,000 00	45,000 00	2,000 00 increase
Amount expended for Farnum School	2,700 00	5,305 75	2,605 75 increase
Amount expended for Industrial School for Colored Youth (building and land)		14,989 92	14,989 92 increase
Amount expended for Industrial School for Colored Youth (current expenses)	6,000 00	5,000 00	1,000 00 decrease
Amount expended for school libraries	12,150 00	13,700 00	1,550 00 increase
Amount expended for teachers' libraries	1,148 50	763 20	385 30 decrease
Amount expended for expenses of County Superintendents	6,673 89	6,674 95	1 06 increase
Supervision of school-house plans	785 00	770 25	14 75 decrease
Balance from previous year	579,700 28	838,280 53	258,510 25 increase

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SUMMARY OF STATISTICS—Continued.

	1900-1901.	1901-1902.	Increase or Decrease.
APPROPRIATIONS.	1900-1901.	1901-1902.	
State school tax	1,486,806 75	1,641,673 50	154,866 75 increase
State appropriation to reduce State school tax	800,588 25	883,978 04	83,389 79 increase
State school fund appropriation	200,000 00	200,000 00	.....
Interest on surplus revenue	31,777 13	31,739 31	37 82 decrease
District school tax	4,177,739 19	4,563,391 26	385,652 05 increase
State Normal School, current expenses and repair	52,000 00	52,000 00	.....
State Normal School, electric lighting plant	10,000 00	.....	10,000 00 decrease
School for the Deaf	45,000 00	45,000 00	.....
Industrial School for Colored Youth, current expenses	5,000 00	5,000 00	.....
Industrial School for Colored Youth, building and land	20,000 00	15,000 00	5,000 00 decrease
Farnum School	1,200 00	1,200 00	.....
State Board of Education	2,500 00	2,500 00	.....
Department of Public Instruction	16,000 00	15,000 00	1,000 00 decrease
School fund expenses	4,000 00	3,500 00	500 00 decrease
Industrial training	10,000 00	15,000 00	5,000 00 increase
Manual training	36,000 00	36,000 00	.....
County Superintendents' salaries	26,000 00	26,000 00	.....
Free school libraries	6,850 00	6,000 00	850 00 decrease
Teachers' libraries	600 00	600 00	.....
Teachers' institutes	3,000 00	4,000 00	1,000 00 increase
State Board of Examiners	250 00	250 00	.....
School-house plans	500 00	500 00	.....
Supervision of school-house plans	1,000 00	1,000 00	.....
DISTRICT SCHOOL TAX.	1900-1901.	1901-1902.	
Number of districts that levied tax to pay current expenses	389	388	1 decrease
Number that levied tax for purchase of land	7	16	9 increase
Number that levied tax to build and repair school-houses	240	212	28 decrease
Number that levied tax for manual training	16	21	5 increase
Number that levied tax to pay debt and interest	173	183	10 increase
Number of district that levied no tax	6	6	.....
COST OF EDUCATION.			
Average cost, per pupil, calculated on enrollment	$16 74	$17 83	$1 09 increase
Average cost, per pupil, calculated on average attendance	25 46	26 84	1 38 increase
NUMBER OF TEACHERS.			
Males	998	1,041	43 increase
Females	6,563	6,897	334 increase
Total	7,561	7,938	377 increase
SALARIES OF TEACHERS.			
Average salary, per year, paid to all teachers	$543 62	$543 80	$0 18 increase
Average salary, per month, paid to all teachers	59 41	58 47	* 94 decrease

* Due to the schools having been kept open three days longer than during the previous school year.

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SUMMARY OF STATISTICS—Continued.

	1900-1901.	1901-1902.	Increase or Decrease.
SCHOOL DISTRICTS, HOUSES, ETC.			
Number of school districts	395	394	1 decrease
Number of school buildings	1,893	1,932	39 increase
Number of buildings owned	1,828	1,843	15 increase
Number of buildings rented	65	89	24 increase
Number of school departments	6,905	7,180	275 increase
Number of school buildings erected during the year	51	43	8 decrease
Number enlarged, refurnished or remodeled	69	52	17 decrease
Number of unsectarian private schools	148	137	11 decrease
Number of sectarian private schools	155	131	24 decrease
Number of school visits by County Superintendents	3,851	3,990	139 increase
VALUATION OF SCHOOL PROPERTY.			
Number of buildings valued at $100 or less	8	5	3 decrease
Number valued between $100 and $500	204	196	8 decrease
Number valued between $500 and $1,000	553	577	24 increase
Number valued between $1,000 and $5,000	558	552	6 decrease
Number valued between $5,000 and $10,000	121	128	7 increase
Number valued between $10,000 and $20,000	106	111	5 increase
Number valued between $20,000 and $40,000	143	140	3 decrease
Number valued above $40,000	135	134	1 decrease
Total value of school property	$17,494,842 00	$18,065,764 00	$570,922 00 increase
Average value	9,750 00	9,802 00	52 00 increase
ATTENDANCE.			
Number of boys enrolled in the public schools	168,401	168,269	132 decrease
Number of girls enrolled in the public schools	168,031	168,395	364 increase
Total enrollment in the public schools	336,432	336,664	232 increase
Total number of days present during the year	41,540,740	42,134,395½	593,655½ increase
Number of pupils enrolled in kindergarten	15,066	18,414	3,348 increase
Number of pupils enrolled in primary grades	214,360	212,071	2,289 decrease
Number of pupils enrolled in grammar grades	92,153	91,635	518 decrease
Number of pupils enrolled in high school grades	14,853	14,544	309 decrease
Average number on roll	248,698	246,749	1,949 decrease
Average daily attendance	221,273	223,960	2,687 increase
Percentage of daily attendance on average enrollment	.89	.90	1 per cent. increase
Number of pupils neither absent nor tardy	6,566	5,805	761 decrease
Average number of cases of tardiness, based on average attendance	.57	.52	.05 decrease
Total number of cases of tardiness during the year	452,517	456,826	4,309 increase
Average number of pupils transported per day	122	326	204 increase
Number of children the public schools will seat	322,237	328,063	5,826 increase
SCHOOL TERM.			
Number of districts that maintained school six months, but less than nine	18	18	.....
Number of districts that maintained school nine months or more	377	376	1 decrease
Average time the schools were kept open	9 mos. 3 days	9 mos. 6 days	3 days increase

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SUMMARY OF STATISTICS—Continued.

	1900-1901.	1901-1902.	Increase or Decrease.
TEACHERS' CERTIFICATES, GRANTED DURING YEAR.			
First Grade, State—			
Number granted to males	18	18	.....
Number granted to females	5	5	.....
Second Grade, State—			
Number granted to males	16	23	7 increase
Number granted to females	93	109	16 increase
Third Grade, State—			
Number granted to males	13	13	.....
Number granted to females	29	29	.....
Normal Life Certificates—			
Number granted to males	1	4	3 increase
Number granted to females	52	46	6 decrease
Special State Certificates—			
Number granted to males	2	1	1 decrease
Number granted to females	30	10	20 decrease
Provisional State Certificates—			
Number granted to males	8	6	2 decrease
Number granted to females	9	13	4 increase
Total number of State certificates granted to males	58	59	1 increase
Total number of State certificates granted to females	218	199	19 decrease
Total number of State certificates granted	276	258	18 decrease
First Grade, County—			
Number granted to males	67	60	7 decrease
Number granted to females	139	172	33 increase
Second Grade, County—			
Number granted to males	63	63	.....
Number granted to females	267	257	10 decrease
Third Grade, County—			
Number granted to males	84	62	22 decrease
Number granted to females	416	242	174 decrease
Special County Certificates—			
Number granted to males	6	4	2 decrease
Number granted to females	17	24	7 increase
Total number of county certificates granted to males	219	189	30 decrease
Total number granted to females	839	695	144 decrease
Total number of county certificates granted	1,058	884	174 decrease
Total number of State and county certificates granted	1,334	1,142	192 decrease
Number of applicants for State certificates rejected	.....	38	38 increase
Number of applicants for county certificates rejected	521	589	68 increase
Total number of applicants rejected	521	627	106 increase
GRADES OF CERTIFICATES HELD BY TEACHERS DURING YEAR.			
State Certificates—			
First Grade	385	399	14 increase
Second Grade	1,300	1,485	185 increase
Third Grade	245	279	34 increase
Special	35	58	23 increase
County Certificates—			
First Grade	951	978	27 increase
Second Grade	977	890	87 decrease
Third Grade	455	513	58 increase
Special	74	82	8 increase
District Certificates—			
First Grade	2,662	2,234	428 decrease
Second Grade	253	684	431 increase
Third Grade	89	134	45 increase
Special	135	202	67 increase

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RATIONAL EDUCATION.

Herbert Spencer truly and forcibly says that the function of education is to enable us to use all our faculties to the greatest advantage of ourselves and others * * * to prepare us for correct living.

Nature has provided us with five senses through which to receive impressions and given us but two ways, speech and action, of giving expression to these impressions. The guiding principle, "No reception without reaction and no reaction without correlative expression," is far from being followed while we omit to train the motor nerves and voluntary muscles to act promptly and accurately in response to the dictates of the mind. When a man makes a serious attempt to drive a nail and bangs a finger, it is not strictly an accident, but a failure of the motor nerves and voluntary muscles to respond correctly to the dictates of the mind, and furnishes the seeming paradox of a good purpose coupled with a bad aim. He is what Thomas Carlyle terms an inarticulate man.

Physiology, psychology, child study and the experience of the past which we have formulated as principles of education, all point to manual training as an indispensable factor in symmetrical education. Everything that trains the nervous system to function promptly and accurately, helps to perfect the instrument which mind must use in all its highest activities of feeling, thinking or willing. While teaching the pupil to think, to reason, to comprehend and to know, it is quite as important that we ingraft habits of care, accuracy, self-reliance and neatness; that we cultivate his sense of sight and touch; that he acquire dexterity of hand and a quick and accurate perception of form, and above all that he experience the exhilaration of spontaneous and useful activity followed by the exultation of personal achievement. Lead the child by easy degrees, gently, skilfully, lovingly, up to and accustom him to these happy experiences and his future welfare is assured.

Development that is purely mental is inadequate even for the comparatively few who are to enter the professions, and for the far greater number whose livelihood must be earned by the hand, it is a grievous mistake to regard it as sufficient. Those who enter the professions and those who engage in the various lines

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of business, can, in the study of the academic branches usually taught in our best schools, get a fair start in the preparation for their life work; though even they, need the balance and precision that the correct training of hand and eye alone can give. These, however, comprise but a small minority of our school population. The great majority who are to join the ranks of the so-called laboring classes and who should be taught that all forms of useful employment are honorable, and idleness dishonorable, also that labor is their blessing—not their doom, are, in too many instances, trained away from, instead of toward their life work. This is a fruitful cause of discontent and is the reason that so many endeavor to earn a livelihood in fields of effort to which they are not by nature adapted, and for which they have not been prepared.

Manual training correlated with academic work not only furnishes a better and far more rational development for all students and scholars, but is a profound blessing to those who must engage in manual labor, and may easily be so diversified as to meet the needs of all growing minds.

Furthermore, those who are taken early from school to learn trades or to work their uncertain and difficult way up in some other line of employment, would remain longer in school if they were receiving the kind of instruction that most appealed to them, and the broader mental development thus gained would tell in their favor through life. To justify a tax upon the State for their support, the schools maintained under its supervision should meet the needs of the masses. *This they can not do and remain exclusively academic.*

The great inventions of the past two or three decades and the consequent division of labor have greatly modified the older system of apprenticeship and, to-day, many boys start with the lowest forms of service required in an industry and struggle slowly and laboriously upward to greater skill and higher forms of work. It is very difficult for those who have received only the rudiments of a strictly academic education, thus to master the successive processes in any line of work and gain the skill that will make promotion and ultimate success certain. Their lack of early training will, barring the few exceptional cases, condemn them to mediocrity.

The production of a desired number of finished articles per

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day or for a definite outlay, and not the development, well-being, and success of the individual workman, is, in the great majority of cases, (I am happy to say—to *know* it is not in all cases) the object of the employer. It is, however, not reasonable to suppose that the average employer is in business for his health or for purely philanthropic purposes. But from the employer's point of view, this system is almost as great a failure as from the standpoint of the laborer. Without the prospect of advancement and without the stimulus of hope, the service of the workman will by and by become spiritless and perfunctory. Monotony of employment promotes eye-service, begets unrest and dissatisfaction, and a contest between selfish capital and unreasoning and sometimes unreasonable labor is the result.

The only satisfactory and effective solution of the social and industrial problems of the day must come through the agency of the schools. When they shall turn out citizens whose attitude toward the world of work and thought is correct, shall graduate boys and girls who have been taught to love work and to honor it, and when the schools shall recruit the industrial ranks with those who have the dexterity of hand and development of mind required to meet fully the demand for reasonable, intelligent, self-respecting and self-directing labor, then will be ushered in an era of industrial prosperity and content, such as the past has never known.

Manual training co-ordinated with liberal academic education and the development thus attained supplemented by technical training adapted to local industries, will meet the needs of both employer and employe.

European countries discovered this long ago and their technical schools are the result. France has many cities in which pupils are trained in line with their local industries and thus prepared for their life work. Sevres, for example, has schools which supply its justly celebrated porcelain factories with competent workmen. Nearly all are prepared to engage in skilled labor when first employed and those whose originality, genius and executive ability are unusual, soon become superintendents and managers. Why would not Trenton do well to follow the example of Sevres? Besancon has schools for her future watchmakers, which are supported at the city's expense. Why should not Newark in addition to the excellent technical school now maintained

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have another in which to train her future jewelers and silversmiths? Lyons has schools which provide trained workmen for her textile industries. Why should not Paterson have the same? Bohemia trains artistic workers for her glass industries and as a result her glass factories have become world-renowned. Why should not the same enlightened policy prove beneficial to the great glass industry established in several of our southern counties? Why should the United States, which now includes New Jersey, continue to be Bohemia's most valuable customer? Tiffany manufactures the finest stained window glass that can be obtained, but, if I am not misinformed, imports many of his best workmen. American energy, versatility and genius are such that we can, if the right means shall be employed, develop among ourselves the best workmen in the world and set the pace for the older countries. We can, if we shall so will, bring them to us for ideas.

Belgium, Switzerland, Denmark, Sweden and the Netherlands all have similar schools, while those of Germany are as numerous as her academic institutions and rank among the best in the world. The German schools prepare a great body of highly trained artisans, while her higher technical schools give her the ablest industrial leadership in the world. More than 3,000 expert chemists are employed in German manufactories alone. It is to her widely developed system of manual training and to her higher technical institutions that Germany owes her present rank as a manufacturing country.

Because of their limited area the countries named are not large producers of raw material and consequently draw upon us for their supply. We, in turn, recognizing the superiority of their work, in many lines, furnish them a valuable market for their manufactured articles, with the cost to us, in some instances, increased by both an export and an import duty, in addition to the expense of transportation and insurance.

There is no duty upon imported ideas and no copyright upon demonstrated success. Therefore let us profit by the example of our European competitors and at each important centre of population in the State combine with a liberal academic education, manual and technical training adapted to its local industries, and thus send forth from our schools young men who are pre-eminently fitted for citizenship, because prepared for intelligent and

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efficient service. This is the surest means of securing both quantity and excellence of output and of promoting and conserving local prosperity, for, with equal training, the hand that is guided by the highest order of intelligence is ever the most deft and will do the most and the best work.

When school work shall be in line with the life work of the pupil, so that both pupil and parent can see in the daily task a direct preparation for the world's work, school life will assume a seriousness, importance and value never before realized, and the increase of interest will make the matter of discipline an easy problem. This, apart from the vast amount of misdirected education of the present, would be an immense gain, for, in the purely academic school, fully-one third of the power of the average teacher is expended in stimulating interest and in maintaining order.

To a man who looks at this matter solely from the " dollars-and-cents " standpoint and who is inclined to emphasize the cost of the plant and the probable increase in taxes, it should be a significant fact that this movement has generally been initiated by business men as a business measure, and that its chief opponents have usually been conservative educators.

Not only the introduction of manual training into the schools at Midvale and Ringwood, N. J., but its maintenance and the modern school buildings in which it is taught are due to the liberality and progressiveness of Hon. Abram S. Hewitt. The introduction of manual training into the schools of North Plainfield, N. J., was largely due to the liberality and personal influence of Charles McCutchen.

The idealist, who scorns such a utilitarian view of education, and who believes as did the early Grecians, that all forms of manual labor are degrading, and that the real purpose of education is culture, could correct or, at least, greatly unsettle his erroneous views, by attempting, in the light of prevailing social, economic and industrial conditions, to outline a system of education that would meet the demands of the times and at the same time accord with his antiquated ideas.

Though we should be ever mindful of the precept of the Master that " man shall not live by bread alone," the bread question is one that can not be ignored. The constant need of it is the silent, potent, ever-present influence which spurs to effort in

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every line of activity, and which keeps the wheels of industry in motion. With the consciousness of this uncompromising necessity should be associated ever the spirit and purpose of service and a due sense of its exaltation. "Lest we forget" let us quote an ancient maxim or two which are eternally true: "In the largest service lies the highest honor." "The servant of all is the greatest of all." These do not suggest the absurd distinctions of so-called society, but furnish a basis from which to determine our American orders of nobility.

If, with a just conception as to what constitutes genuine merit, high aims as to the standard of popular intelligence and a due regard for the "bread question," New Jersey shall develop her already excellent public school system in accordance with the views of Herbert Spencer, that is, "shall prepare her youth to use all their faculties to their own greatest advantage and that of others," the time is not distant when we shall rank as the first manufacturing State in the Union. This is not an extravagant statement, as I will proceed to prove.

No other State is so favorably located both commercially and geographically as New Jersey. The destined commercial centre of the world is at our doors, and we command the great highways to the well-nigh boundless West. Both materials and markets are easily accessible and capital and enterprise are rapidly recognizing these advantages. The growth of our manufacturing interests during the past decade has been phenominal. The following table, prepared by James T. Morgan of the New Jersey Bureau of Statistics, is eloquently suggestive:

STATE.	Value of Product.		Increase of Product in 1900 over 1890. (Amount.)	Percentage.	Per Capita Value of Product.
	1890.	1900.			
New Jersey	$354,573,571	$611,748,933	$257,175,362	72.5	$324.75
New York	1,711,577,671	2,175,726,900	464,149,229	27.1	299.32
Masachusetts	888,160,403	1,035,198,189	147,037,786	16.5	369.01
Ohio	641,888,064	832,438,133	190,550,067	29.7	200.22
Pennsylvania	1,331,794,901	1,834,790,860	504,995,959	38.	291.13
Illinois	908,640,280	1,259,730,168	351,089,888	38.6	261.29

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Though New Jersey is the sixteenth State in population and the forty-third in area, we learn from the preceding table that it ranks sixth in the total value of annual manufactured output. In the per capita value of manufactured product, which is the correct basis of comparison, Massachusetts is first with $369.01 per capita and New Jersey a close second with $324.75 per capita. In the percentage of increase in total value of annual manufactured output (1890 to 1900) New Jersey is first, with an increase of 72.5 per cent., put a pin through that; Illinois second, with 38.6 per cent.; Pennsylvania third, with 38 per cent.; Ohio fourth, with 29.7 per cent.; New York fifth, with 27.1 per cent.; and Massachusetts sixth, with an increase of 16.5 per cent.; New Jersey's percentage of gain being nearly four and one-half times that of the progressive Bay State.

This comparison is not made in a boastful spirit but to enable us to appreciate ourselves and our opportunities, and form an intelligent opinion as to our future probabilities, providing we shall act in accordance with the suggestion which it gives us.

In the matter of industrial education our Legislature years ago, took a long step in advance of public sentiment. This was mainly due to the progressiveness, foresight and earnest efforts of former Governor George B. McClellan. Nearly twenty-two years ago, and during his administration, provision was made for the duplication from State funds of any amount, not less than $3,000 nor greater than $5,000, for the establishment of industrial or technical schools under the control of Boards of Trustees appointed by the Governor, and an annual duplication not exceeding $5,000 was provided for their support. During this long period but three such schools have been established, and provision has recently been made for teaching ceramics at Rutgers. This was certainly putting the cart before the horse, since graduation from the manual training school and, whenever possible, from the high school should be the conditions of entrance to the technical school; still it was a movement in the right direction, and helped to call attention to the need for such training. These schools should receive their support from three sources: The State, the municipality and the manufacturer. "The Manual Training School of Chicago," established and maintained under the auspices of the "Chicago Commercial Club," is supported solely by

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private funds and is the most important independent institution of its kind in the world.

Nearly fifteen years ago a simlar provision was enacted authorizing the duplication of amounts ranging from $500 to $5,000 (amended in 1902 so as to include amounts ranging from $250 to $5,000) for the establishment of manual training schools or departments under the control of local Boards of Education, and an annual duplication not exceeding $5,000 for their support. The experience of these manual training schools has been more favorable, but far from satisfactory. But thirty-four districts have established such schools or departments and in twenty-six districts they are now in successful operation, and ably demonstrating the value of manual training as an educational factor.

The New Jersey manual training exhibit at Chicago and at Buffalo and that now to be seen at our State Museum are most conclusive proof of this assertion. The fact that ours was unmistakably and admittedly the best at these great Expositions strongly inclines even the unprejudiced mind to think that the New Jersey pupil as well as the New Jersey teacher is a superior order of being. I have a few specimens of manual training work in my home, valued because of what they are, and which are especially prized because of the delightful thought, that they were made by youthful hands for me. We have become accustomed to the almost incredulous exclamation, in some instances from men who were themselves expert cabinet makers, "What! You don't mean to say that this work, these artistic representations of the ornamental and useful, were made by the boys and girls in your schools?"

As I have previously intimated, we have all the legislation that is needed. The State is able, and can be depended upon to fulfill its promises; and will duplicate funds for 394 districts, just as cheerfully as for 26. Three hundred and ninety-four minus twenty-six leaves a most formidable and regrettable remainder, when it is remembered that in the schools in which manual training is taught the academic work is performed with the most zest and is consequently best.

Long ago both the manual training and the technical school ceased to be experiments; and, surely, long ago we attained the development required to realize how indispensable this work is in

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symmetrical education. Let us break away from our conservatism and concentrate and properly grade our smaller schools. Manual training and technical training are already integral parts of our public school system in theory. Let us make them such in *fact,* then broaden and strengthen our system of so-called high schools, until, as termed in the law " a competent common school education " shall become available to every child in the State. Then shall we make the school system of our State of New Jersey already comparatively excellent, *excellent indeed,* and a correct exponent of " rational education."

Then shall we move forward with steps swift and sure to the goal of both educational and industrial supremacy; but shall *never attain the latter without the former.* We have the reputation of being a live, wide-awake, progressive little State. Let us proceed to prove it in greater degree.

HIGH SCHOOLS.

The demand for high school instruction is increasing in all parts of the State. The growth of popular opinion in favor of such instruction has been slow but healthful. There has been no effort on the part of school officers or teachers to establish high school courses in advance of local demand, but so-called high school subjects have been added to the course of study when pupils and their parents have so desired. In many cases teachers have voluntarily given instruction in such subjects to one or two pupils outside of the regular school sessions. The examples thus set have aroused the ambition of other pupils, a demand has been made for a broader course, and the good seed thus humbly sown, has grown and borne fruit a hundred fold.

The value of a high school course cannot easily be over-estimated. The stimulus to the pupils in the lower grades, and the ambition to take at least a part of the high school course, is quite as valuable to the district as the actual instruction given the more advanced pupils. It is a well established fact, that the work in the primary and grammar grades is far more effective in a school having a high school department, than in one having a course of study adapted solely to the needs of the lower grades.

The Constitution says, " the Legislature shall provide for the maintenance and support of a thorough and efficient system of free public schools for the instruction of all the children in the

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State between the ages of five and eighteen years." It can hardly be claimed that a district is obeying this mandate of the organic law, when its course of study covers a period of but eight years. The average child can complete the primary and grammar school courses at the age of fourteen, and if he is to be given the instruction he should have, and to which the Constitution says he is entitled, other and higher branches must be added.

There is a mistaken notion too widely prevalent that the duty of the State is ended when it has provided instruction in the elementary branches, and that any further school advantages should be provided by the parents. A State tax for the support of public schools can be justified only on the ground that the education is for the benefit of the State. If this be true, then the broader the education the greater the mental development of the child and the greater the benefit to the State.

The high school is a good investment from a utilitarian standpoint. As the standard of the schools maintained in a district is raised, its desirability as a place of residence is increased. Numerous instances could be cited of places which date the beginning of their growth, from insignificant villages to progressive and important towns, from the establishment of an efficient school system.

It is hoped that an appropriation may be made this year, which will permit the employment of an officer whose duty it shall be not only to inspect the work done in the high schools already established, but also to assist those districts which are endeavoring to improve their schools, and which are hindered largely by a mistaken idea as to the province of the public schools.

In Table XXXI will be found statistics concerning the high schools of the State. As this is the first time this data has been collected, no comparison with previous records can be made. The information secured is both valuable and interesting, showing for the first time the status of this department of important school work. It will also establish a basis for future comparisons.

Of the 394 school districts in the State 147 report full or partial high school courses. In these 147 high schools and partial high schools, were enrolled 12,980 pupils—5,159 boys and 7,821 girls—or 3.8 per cent. of the entire school enrollment. In the

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247 districts which have not established high school courses, there were 1,564 pupils, an average of six per district, which were doing more or less high school work.

In the 147 so-called high schools there were 603 teachers or 7.6 per cent. of the total number employed. They received $511,281.19, which was 11.8 per cent. of the total expenditure for teachers' salaries. The total cost of maintaining said schools was $611,312.94, or 8.3 per cent. of the total amount expended on all the schools.

Sixty-nine schools maintain courses of study covering four years' work. Of these, fifty-five are on the "Approved List," which means that graduates of these schools are admitted to the State Normal School without examination. Certificates of graduation from some of these schools are accepted by many of our colleges in lieu of entrance examinations.

Though these statistics are very gratifying, it is hoped that in the near future every child in the State may be afforded an opportunity to secure such an education as will properly fit him to aid in the material and intellectual development of the State.

A SECOND STATE NORMAL SCHOOL.

As the establishment of a second New Jersey State Normal School has long been discusssed and is now very seriously considered, I beg leave to offer some data which I believe have an important bearing upon the matter.

First. Such school is not needed if there is neither a present inadequate supply of trained teachers nor a growing demand for a higher standard of qualification. The following tables prepared from the records of this Department, will throw some light upon this phase of the question:

TABLE I.

SCHOOL YEAR.	No. of Teachers Employed in the State.	Increase over Previous Year.	Per cent. of Normal Graduates.
1899-1900	7,012	323	25.6
1900-1901	7,561	549	29.5
1901-1902	7,938	377	29.2

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The following table explains the slight decrease of three-tenth of one per cent. of Normal graduates employed during the past school year:

TABLE II.

SCHOOL YEAR.	Total Number of College Graduates Employed in the State.	Increase over Previous Year.
1900-1901	457	37
1901-1902	534	77

An increase of 77 in the number of college graduates employed in our schools is by far the greatest in the history of the State and is due both to the correct action of the State Board in granting them larger concessions in the matter of certificates and to the inadequate supply of Normal teachers. Tables Nos. I and II conclusively prove the increasing demand for teachers of a higher standard of attainment. It should also be noted that 29.5 per cent. of 7,561 is 101 less than 29.2 per cent. of 7,938. Also that notwithstanding the slight decrease in *per cent.* of trained teachers, $101 + 77 = 178$ Normal and College graduates who have been added to our teaching force during the school year.

TABLE III.

SCHOOL YEAR.	No. of Teachers in the State having One Year's Experience or Less.
1899-1900	752
1900-1901	1,029
1901-1902	706

From this table we learn that we have had at the close of each of the past three school years an average of 829 teachers who have had one year's experience or less. This is conclusive proof that there has been at the least, 829 vacancies and a demand for 829 new teachers during each year. We know in fact that the

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number of vacancies has been greater than this, for many teachers have been employed who have had one or more years experience in other States. This necessary annual supply has been furnished from the following sources:

Graduates of our own State Normal School, Graduates from our City Training Schools, Indorsement of Diplomas and Certificates issued in other States, the issue of State Certificates and largely by the licensing of graduates of our public schools who have passed the examination required for Third Grade County Certificates.

TABLE IV.

SCHOOL YEAR.	No. of Graduates of the N. J. State Normal School.	Indorsements from other States.
1899-1900	191	88
1900-1901	177	103
1901-1902	219	115

From this table we learn that during the past three years an annual average of 196 Normal Graduates has been supplied by our own Normal School and an annual average of 102 has come from the Normal Schools of other States. The latter is equal to the number annually graduated from many of the best equipped Normal Schools of other States and is fully as many as can usually be given adequate facilities for practice teaching.

TABLE V.

SCHOOL YEAR.	Total Number New Jersey Normal Graduates Employed.	Indorsements from other States.	Total Number of Professionally Trained Teachers in the State.
1899-1900	1,181	617	1,798
1900-1901	1,349	875	2,224
1901-1902	1,377	948	2,325

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From this we learn that of the 2,325 teachers employed in the State, 59.2 per cent. have come from our own Normal School and 40.8 per cent. from Normal Schools of other States. Since July 1, 1902, there has been an unusual demand for trained teachers and the report for the current school year will show a decided advance in the number and per cent. employed. This is proven by the fact that our records from November 1, 1901, to October 31, 1902, show 205 indorsements from other States. This formidable ingathering has been a fruitful cause of dissatisfaction, in at least one important case, and as is well known throughout the State, reciprocity relations have been temporarily suspended to the very serious embarrassment of many of our teachers and school boards. In view of the growing demands upon this source of supply, and its tendency to become more and more uncertain, it would seem to be unwise to continue in a position in which we are a weakly dependent upon the Normal Schools of other States.

The need of increased facilities for the training of teachers is most seriously felt by school boards and superintendents in the northern part of the State. Our own supply of trained teachers being so inadequate that superintendents have been obliged to make frequent trips to other States in order to supply home demands.

If a new Normal School were established near the centre of population in the northern part of the State, it would be easily available to a large number of high school graduates who would not otherwise obtain such training and would, if at all, but slightly and only temporarily affect the attendance of the one now in operation. It would by stimulating greater general interest in education increase the number who desire a normal training, increase the demand for trained teachers and thus provide patronage for itself and prove a helpful co-adjutor and not a rival of the very excellent Normal School now maintained. Such has been the experience in other States when additional schools have been established.

It would appear to be entirely clear that a second State Normal School fully equal in equipment to the one we have, is needed to supply the present demand for trained teachers and to comply with the mandate of our State Constitution as to the "mainte-

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nance and support of a thorough and efficient system of free public schools." Such "thorough and efficient system of free public schools" cannot be maintained unless thorough and efficient teachers are available.

The aforesaid explicit provision of our organic law, the urgent demand for professionally trained teachers, the certainty of its material increase and the uncertainty as to even the present inadequate supply, coupled with the fact that only about 30 per cent. of the 8,000 teachers now employed in the schools of the State are Normal graduates, all seem to indicate that further discussion of this matter is unnecessary and that prompt action is next in order.

HYGIENIC INSTRUCTION FOR TEACHERS.

The health of our teaching force and the proper care of our school population are matters of so vital importance both to them and to the State, that instruction in the laws of health having a bearing upon their future duties and responsibilities should be regarded as an essential part of the professional training of our public school teachers.

New Jersey has a system of certification based mainly upon examinations. Physiology is one of the numerous branches in which proficiency is supposed to be thus determined and considerable latitude is exercised in preparing the questions on this subject. They include its allied subjects, and that of hygiene is given the greater prominence. Many teachers rightfully receive high credit marks at these examinations. Some of the averages secured make a close approach of 100 per cent., but like all the rest of us their practice and their preaching or teaching do not always accord. Any knowledge of the laws of health that does not insure the teacher's proper care of himself and of those who are weakly dependent upon him is far from being complete.

First. *The Teachers Care of Himself.* I know of no line of effort in which abounding health and large reserve force are so necessary as in the teaching profession. The double duty of teaching and governing together with the daily preparation for recitations, and the constant acquirement essential to effective work, constitute a burden that only the sturdy can bear. The best possession in life, "a sound mind in a

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sound body," is needed by no one more than by the teacher, and when attained can be preserved only by constant care. Because of his interest in his work and his desire to accomplish, the teacher's interest in himself should know no abatement. In his case the price of health, as of liberty, is eternal vigilance. His training should be more careful and of a much higher order than that of the athlete. The morning bath, towel or tub, as his degree of vigor will permit, regular meals, sound and sufficient sleep and regular and agreeable exercise are absolutely necessary to his physical and mental well-being. Exercise should, whenever possible, be taken in the open air and be of a kind that diverts as well as strengthens. Unless a teacher is thus careful to preserve his physical vigor, he cannot take to the school the sunshine and enthusiasm which young life needs. "As is the teacher so is the school." He more than all else creates the happy environment—the cheerful atmosphere, and if strong and self-possessed, can maintain it under all circumstances. The school is no place for the teacher who is weak, nervous and sometimes irritable. His influence is unavoidably baneful and depressing. Though qualified to give instruction, his power for evil far exceeds his ability to do good.

Second. *The Teachers Care of Pupils.* In our normal and training schools thorough instruction is given in methods and in the principles of teaching, with the express understanding that such methods will be used when the student shall become the teacher. To insure this use, in connection with theory, is given practice under expert supervision. Just as carefully and with just as definite a purpose in view, should the future teacher be taught how to look after the physical welfare of the pupils who will be intrusted to his care. He should know how to get the best results with the various appliances—good, bad and indifferent—for heating, lighting and ventilation which he will find in our schools, or at the least, have so intelligent an appreciation of the importance of these matters that he will not fail to qualify himself to give them proper attention wherever he shall be employed. Also be so impressed with the necessity of cleanliness in and about the school room that he will insist upon its daily thorough sweeping and dusting, the frequent scrubbing of floors, occasional washing of desks and walls and semi-occasional disin-

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fection of the entire room. As regards the proper care of closets and outhouses the teacher should be most vigilant and sufficiently brave to report cases of dangerous neglect to local boards of health when other means shall fail.

It is also important that he have correct and very positive views as to the essential features of a properly constructed school building. No one is in so good a position to influence public sentiment and make such knowledge general. I know of several up-to-date school buildings for which certain progressive teachers are entitled to large credit.

Third. The teacher should be carefully instructed in the correct arrangement of the daily routine. Mathematics should occupy the first period after the opening exercises, and technical grammar should immediately follow either the forenoon or the afternoon recess. The subjects requiring the least mental effort should come the furthest from the preceding intermission.

Fourth. Best results are secured by a proper alternation of recreation and work. Marching, calisthentics and singing should be so interspersed with the work of the day, as to keep the pupil always at his best. In the majority of schools the air of the class rooms should be renewed during such exercises. To require a pupil to engage in severe mental effort for periods not adapted to his years and stage of development, while his system is being poisoned and his brain dulled by impure air, is the worst of cruelty. The time that pupils of various ages can profitably engage in sustained mental effort is believed to be as follows:

Time of sustained mental effort on a single subject:

Ages.	Time.
5 to 7 years	15 minutes
7 to 10 years	20 minutes
10 to 12 years	25 minutes
12 to 18 years	30 minutes

The total amount of work per week including preparation of lessons and class recitation is as follows:

Age.	Work per Week.
5 to 8 years	12 hours
8 to 10 years	16 hours
10 to 12 years	20 hours

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12 to 14 years	22 hours
14 to 15 years	25 hours
15 to 16 years	28 hours
16 to 17 years	32 hours
17 to 18 years	36 hours
18 to 19 years	40 hours

As related to this phase of my subject I am impelled by a sense of duty to speak of a matter in which I am not in accord with some of my professional friends. I regard the congestion of all the recitations of the day into one long forenoon session as an unfortunate innovation. Though very popular with both teachers and pupils wherever it has been adopted, I believe that it imposes an unnecessary tax upon the strength and vitality of each and does not give the best results. It does not afford the alternation of work which experience has proven to be so much of a relief. Neither teacher nor pupil can remain at his best during four hours of almost continuous recitation. By this plan the pupil is afforded too little opportunity for personal contact with the teacher and practically no oportunity for study under his direction.

In certain phases of human experience, there seems to be a persistency of sequence that causes one misstep to be followed by others which are still more unfortunate. I learn that one or two municipalities are considering the matter of half-day sessions in their grammar schools. In another, the omission of recess in the high school has been urged, so that the half-day session may be shortened. I trust the tendency to carry this congestion of school work to extremes, may result in its correction. We have persistently added to the school curriculum and now seem bent on increasing the difficulty of mastering it. Having whittled the school year to the minimum limit, we have begun on the school day. It should not be forgotten that school days come to each child but once, that health is his most precious possession and that both the taxpayer and the State have some rights in this matter.

Fifth. Medical inspection is provided for but few of our schools. In some of these it is inadequate and in the rural schools there is practically none. Where it is absent it is especially important that the teacher be able to detect tendencies to deformity, defects of sight and hearing and also be able to recog-

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nize the symptoms of the more common diseases, know the period of incubation of each and the period of infection or contagion. This is necessary to prevent pupils from remaining in school longer than is safe and out of school longer than is necessary. This knowledge is also valuable even where a competent medical inspector is employed, as it will enable the teacher to co-operate with him with an intelligence similar in character and effectiveness to that of the trained nurse with the attending physician.

The following table has been obtained from reliable sources and will, I trust, serve the double purpose of directing more general attention to the importance of providing medical inspection for our schools and of proving helpful to those who are already interested in the matter:

DISEASE.	Period of Incubation.	Time when Disease Usually Appears	Duration of Period of Infection or Contagion.
Scarlet Fever.....	1 to 7 days	3 days	Until all peeling has ceased and throat entirely well; usually from 5 to 8 weeks.
Diphtheria	2 to 7 days	2 days	Four weeks.
Small Pox	9 to 15 days	12 days	Six weeks.
Chicken Pox	13 to 19 days	14 days	Three weeks.
Typhoid Fever.....	1 to 28 days	12 days	One to three months.
Measles, Common....	7 to 18 days	14 days	Contagion during the catarrhal stage, sore throat and cough. Keep out of school until all coughing and peeling have ceased.
Measles, German.....	9 to 21 days	18 days	Ten to fourteen days.
Mumps	14 to 25 days	19 days	Infectious from one to four days before swelling is visible. Keep out of school 14 days if there are no complications.
Whooping Cough....	7 to 14 days	14 days	Infectious three weeks before whooping begins, or during the primary cough. Keep out nine weeks.
Ring Worm.....			Very contagious until all eruptions have disappeared.

A course including not less than has been outlined should be

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included in the curriculum of our normal and training schools. The intelligent discussion of the vital matters briefly presented should be made a prominent feature of all teachers meetings and each medical inspector should give frequent lectures to the teachers of the district in which he is employed. Section 233 of the revised law provides as follows: "Said inspector shall lecture before the teachers at such times as may be designated by the board of education, instructing them concerning the methods employed to detect the first signs of communicable disease and the recognized measures for the promotion of health and prevention of disease."

The school should not impair but improve the health of the child, and establish habits that will tend to its preservation. If it shall impair his health no matter what his attainment, it has rendered both him and the State a doubtful service. If our schools are to fulfill their high mission they must prove quite as effective in raising the average standard of health as of intelligence.

To encourage local school authorities to protect the health of the pupils under their supervision, to the fullest extent, without subjecting their districts to financial loss in the apportionment of school moneys on the basis of attendance, I would respectively recommend that Section 115 of the law be so amended as to read as follows:

"No teacher or pupil who shall be a member of a household in which a person shall be ill with small-pox, diphtheria, scarlet fever, whooping cough, yellow fever, typhus fever, cholera or measles, or other diseases deemed by local school authorities as virulent in character or either infectious or contagious, or of a household exposed to infection or contagion as aforesaid, shall attend any public school during such illness, nor until the board of education shall have been furnished with a certificate from the board of health, or from the physician attending such person, or from a medical inspector, certifying that all danger of communicating the disease by such teacher or pupil has passed."

Some diseases not enumerated above, vary in character in accordance with personal habits and home conditions and are, in some cases, rightfully regarded as neither harmful nor infectious, in others both exclusion and quarantine are necessary. This is

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particularly true of parasitic diseases. The necessity of regular attendance to real progress in study would be a sufficient safeguard against any abuse of the discretionary power suggested. The absolute limit fixed by the act as now drawn does not adequately protect the health of the school.

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STATISTICAL TABLES

ACCOMPANYING THE

State Superintendent's Report.

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TABLE I.

Financial Report by Counties, for the School Year Ending June 30, 1902.

COUNTIES.	Amount Due the County, July 1st, 1901, from State and County Funds.	Amount Due the County, July 1st, 1901, from District Tax.	Amount Due the County, July 1st, 1901, from Other Sources.	Total Amount Due the County, July 1st, 1901.
Atlantic	$66,215 30	$95,919 67	$46,923 34	$209,058 31
Bergen	119,520 07	302,526 39	144,723 66	566,770 12
Burlington	68,241 79	85,589 33	36,200 47	190,031 59
Camden	121,200 71	249,834 44	57,056 66	428,091 81
Cape May	20,197 06	28,385 98	36,634 95	85,217 99
Cumberland	55,218 55	84,514 59	12,050 20	151,783 34
Essex	576,234 87	992,846 45	111,260 82	1,680,342 14
Gloucester	42,272 06	54,489 33	9,305 31	106,066 70
Hudson	477,137 95	983,217 72	401,798 04	1,862,153 71
Hunterdon	55,787 03	43,869 07	8,274 92	107,931 02
Mercer	127,299 85	97,339 85	75,337 40	299,977 10
Middlesex	80,886 20	156,260 57	58,888 61	296,035 38
Monmouth	138,990 84	211,602 91	51,109 96	401,703 71
Morris	81,553 18	130,970 38	20,689 45	233,213 01
Ocean	28,689 81	47,619 74	40,926 84	117,236 39
Passaic	190,060 55	320,762 98	130,706 39	641,529 92
Salem	45,248 87	27,597 86	4,411 81	77,258 54
Somerset	54,484 25	53,330 69	14,968 64	122,783 58
Sussex	35,301 77	36,865 00	10,136 04	82,302 81
Union	115,971 38	256,213 59	67,241 95	439,426 92
Warren	50,775 56	51,118 15	3,884 02	105,777 73
Total	$2,551,287 65	$4,310,874 69	$1,342,529 48	$8,204,691 82

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TABLE I.—Continued.

Financial Report by Counties, for the School Year Ending June 30, 1902.

Amount Expended for Teachers' Salaries.	Amount Expended for Fuel and Janitors' Salaries.	Amount Expended for Building and Repairing, Excluding Debt and Interest.	Amount Expended for Debt and Interest.	Amount Expended for Manual Training.	Amount Expended for Text-Books, Apparatus and Supplies.
$93,891 50	$15,020 51	$19,578 34	$30,908 69	$6,909 56	$13,010 16
226,341 75	34,995 16	44,447 58	49,643 96	5,206 35	21,600 85
100,626 68	10,117 49	6,666 80	17,622 51	.....	9,027 11
229,701 81	40,428 06	54,408 75	21,394 61	7,314 53	29,746 28
32,161 34	3,775 91	22,333 23	6,713 25	390 23	3,263 22
89,653 99	12,020 29	10,567 55	14,005 14	983 01	8,361 50
1,051,642 00	135,179 50	142,708 58	83,817 73	31,902 11	64,811 00
64,393 40	7,731 39	3,873 81	8,866 83	.....	5,728 73
837,311 35	110,617 76	276,822 08	73,531 82	589 27	54,879 78
61,312 15	5,703 57	12,137 67	8,588 41	.....	5,041 65
163,134 71	21,134 06	44,743 99	4,673 62	.....	12,051 09
146,729 32	23,476 82	19,642 49	27,166 11	.....	11,678 51
204,774 16	29,903 40	47,197 85	37,417 61	3,608 18	14,065 93
132,948 14	15,095 00	10,392 48	7,108 40	65 88	11,167 65
47,575 86	5,237 64	36,151 84	9,000 84	897 78	4,849 60
354,506 57	44,779 78	98,714 99	10,135 25	8,107 34	31,545 00
49,937 52	4,554 48	5,801 34	4,851 01	.....	4,285 03
71,087 17	7,198 40	3,569 79	16,432 06	2,875 05	4,320 11
53,372 86	5,837 37	4,147 76	5,581 75	.....	4,429 71
233,438 65	36,341 12	48,738 92	17,256 00	439 87	22,812 01
72,143 91	9,004 85	3,670 68	3,525 82	.....	6,983 59
$4,316,684 84	$578,182 56	$916,316 52	$458,241 42	$69,289 16	$343,658 51

TABLE I.—Continued.

Financial Report by Counties, for the School Year Ending June 30, 1902.

COUNTIES.	Amount Expended for Transportation of Pupils.	Amount Expended for Tuition of Pupils in Adjoining Districts.	Amount Expended for Other School Purposes.	Total Amount Expended.	Balance of State, County and Township Funds, June 30th, 1902.	Balance of District Tax, June 30, 1902.	Balance of Moneys from Other Sources, June 30, 1902.	Total Balance, June 30th, 1902.
Atlantic	$573 60	.....	$10,135 85	$190,028 21	.....	$18,746 56	$283 54	$19,030 10
Bergen	485 90	1,794 47	105,890 42	490,406 44	$99 56	48,681 63	27,582 49	76,363 68
Burlington	357 00	1,074 98	32,017 86	177,510 43	11 12	2,602 45	9,907,59	12,521 16
Camden	.....	191 20	25,692 42	408,877 66	.....	11,581 91	7,632 24	19,214 15
Cape May	44 21	156 10	3,602 82	72,440 31	60 00	7,739 34	4,978 34	12,777 68
Cumberland	48 19	55 00	6,699 39	142,394 06	.....	8,036 40	1,352 88	9,389 28
Essex	1,595 00	.....	117,044 52	1,628,700 44	.....	44,642 24	6,999 46	51,641 70
Gloucester	229 50	43 40	9,395 41	100,262 47	4 57	4,994 95	804 71	5,804 23
Hudson	600 00	.....	105,303 29	1,459,685 35	50 00	290,179 06	112,239 30	402,468 36
Hunterdon	.....	545 50	8,384 84	101,713 79	763 38	5,292 61	161 24	6,217 23
Mercer	.....	65 00	43,205 95	289,008 42	*6,845 05	1,132 99	16,680 74	10,968 68
Middlesex	532 30	840 00	47,877 16	277,942 71	.....	18,001 63	91 04	18,092 67
Monmouth	1,039 50	1,576 20	23,018 47	362,601 30	1,024 60	17,518 56	20,559 25	39,102 41
Morris	200 40	1,958 53	17,830 30	196,766 78	.....	36,446 23	.....	36,446 23
Ocean	231 50	40 00	5,793 47	109,778 53	.....	5,589 47	1,868 39	7,457 86
Passaic	.....	376 24	25,466 82	573,631 99	.....	27,295 35	40,602 58	67,897 93
Salem	.....	697 40	2,694 71	72,821 49	1,420 31	2,674 91	341 83	4,437 05
Somerset	497 70	417 50	12,887 26	119,285 04	382 75	2,749 92	365 87	3,498 54
Sussex	.....	.....	4,836 85	78,206 30	15 92	3,732 80	347 79	4,096 51
Union	.....	455 77	54,524 49	414,006 83	3 13	16,035 07	9,381 89	25,420 09
Warren	.....	.....	5,013 89	100,342 74	86 77	4,807 51	540 71	5,434 99
Total	$6,434 80	$10,287 29	$667,316 19	$7,366,411 29	*$2,922 94	$578,481 59	$262,721 88	$838,280 53

*Overdraft.

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TABLE II.

Financial Reportby Cities, for the School Year Ending June 30, 1902.

CITIES.	Amount Due the District, July 1st, 1901, from State and County Funds.	Amount Due the District, July 1st, 1901, from District Tax.	Amount Due the District, July 1st, 1901, from Other Sources.	Total Amount Due the District, July 1, 1901.	Amount Expended for Teachers' Salaries.	Amount Expended for Fuel and Janitors' Salaries.	Amount Expended for Building and Repairing, Excluding Debt and Interest.
Asbury Park	$7,505 94	$20,000 00	$2,703 24	$30,209 18	$16,355 42	$2,330 60	$870 14
Atlantic City	31,137 62	58,691 00	41,042 65	130,871 27	50,935 87	10,781 71	15,568 74
Bayonne	51,976 02	85,000 00	27,335 83	164,311 85	98,744 80	16,772 29	28,815 80
Bloomfield	19,127 76	50,600 00	3,111 00	70,508 06	37,640 61	7,064 07	3,228 62
Bordentown	4,121 11	5,544 82	780 30	12,776 93	6,619 00	719 73	289 02
Bridgeton	12,912 38	22,756 62	82 24	35,751 24	21,680 50	3,518 61	5,938 77
Burlington	6,972 85	10,954 56	6,593 75	24,521 16	11,420 00	1,414 53	186 66
Camden	78,763 62	192,365 63	7,235 98	278,365 23	170,187 17	31,086 90	15,174 29
Dover	8,501 32	16,000 15	5,602 15	30,103 62	15,676 00	2,425 32	372 98
East Orange	36,496 61	101,303 39	10,430 29	148,230 29	88,154 32	11,246 45	8,354 85
Elizabeth	52,182 22	78,329 07	4,719 41	135,230 70	93,870 46	14,967 27	7,373 09
Englewood	8,623 07	29,446 36	2,892 40	40,961 83	21,234 00	3,000 74	2,500 00
Gloucester City	4,894 37	6,650 00	2,195 63	13,740 00	9,200 00	1,216 36	629 09
Hoboken	74,333 65	105 562 52	5,802 77	185,698 94	135,096 02	18,687 11	4,554 39
Jersey City	235,160 98	575,913 45	217,698 58	1,028,773 01	423,712 68	43,958 17	172,305 71
Lambertville	5,846 95	5,219 37	1,900 00	12,966 32	7,175 00	998 20	1,187 45
Millville	12,133 09	15,951 91	1,284 23	29,369 23	21,441 00	2,863 21	1,412 55
Montclair	29,308 95	92,030 86	7,401 04	128,740 85	71,513 83	10,037 22	7,389 97
Morristown	12,574 26	43,718 68	1,385 69	57,678 63	26,791 25	4,207 29	1,667 07
Newark	377,086 00	552,500 00	25,811 99	955,397 99	666,417 61	80,359 53	56,691 26
New Brunswick	19,227 78	42,249 50	8,235 65	69,712 93	41,000 00	6,500 00	4,027 28
Orange	38,557 33	49,205 00	1,529 97	89,292 30	56,159 96	6,023 95	4,857 73
Passaic	32,893 03	69,131 97	65,001 79	167,026 79	70,298 26	8,559 98	37,871 76

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TABLE II.—Continued.

Financial Report by Cities, for the School Year Ending June 30, 1902.

CITIES.	Amount Due the District, July 1st, 1901, from State and County Funds.	Amount Due the District, July 1st, 1901, from District Tax.	Amount Due the District, July 1st, 1901, from Other Sources.	Total Amount Due the District, July 1, 1901.	Amount Expended for Teachers' Salaries.	Amount Expended for Fuel an Janitors' Salaries.	Amount Expended for Building and Repairing, Excluding Debt and Interest.
Paterson	127,057 34	180,000 00	28,920 77	335,978 11	234,198 97	28,227 60	39,957 06
Perth Amboy	15,556 71	30,000 00	9,625 64	55,182 35	26,944 02	7,785 37	1,870 19
Phillipsburg	11,546 59	18,161 40	1,816 52	31,524 51	22,266 46	4,273 65	1,362 25
Plainfield	20,492 72	62,250 00	15,516 80	98,259 52	50,567 40	7,265 62	1,735 28
Rahway	10,465 05	16,000 00	849 72	27,314 77	19,576 31	3,837 02	1,255 55
Salem	9,218 69	9,684 25	624 58	19,527 52	12,905 00	1,604 00	1,133 25
Town of Union	20,718 97	30,509 15	2,329 77	53,557 89	34,196 64	4,951 15	833 32
Trenton	94,495 64	73,744 96	38,621 79	206,862 39	125,402 48	17,267 56	18,745 04
West Hoboken	29,613 42	32,339 97	748 26	62,701 65	42,751 67	6,066 69	3,383 03
Total	$1,499,502 04	$2,681,814 59	$549,830 43	$4,731,147 06	$2,730,132 71	$370,017 90	$451,542 19

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TABLE II.—Continued.

Financial Report by Cities, for the School Year Ending June 30, 1902.

CITIES.	Amount Expended for Transportation of Pupils.	Amount Expended for Debt and Interest.	Amount Expended for Manual Training.	Amount Expended for Text-Books, Apparatus and Supplies.	Amount Expended for Other School Purposes.	Total Amount Expended.	Balance of State, County and District Funds, June 30, 1902.	Balance of District Tax, June 30, 1902.	Balance of Moneys from Other Sources, June 30, 1902.	Total Balance, June 30, 1902.
Asbury Park	.....	$3,025 00	$1,878 79	$1,455 01	$2,786 91	$28,701 87	.....	$1,000 00	$507 31	$1,507 31
Atlantic City	.....	24,223 96	6,909 56	9,555 56	4,691 91	122,667 31	.....	8,203 96	.....	8,203 96
Bayonne	.....	.....	.....	7,056 10	8,381 10	159,770 09	.....	513 71	4,028 05	4,541 76
Bloomfield	$250 00	9,100 00	.....	6,274 16	2,970 39	66,527 85	.....	3,524 91	455 30	3,980 21
Bordentown	.....	1,443 34	.....	422 48	3,253 60	12,747 17	.....	.....	29 76	29 76
Bridgeton	.....	.....	.....	2,208 75	1,156 27	34,502 90	.....	1,171 80	76 54	1,248 34
Burlington	.....	2,400 00	.....	2,689 68	6,136 19	24,247 06	.....	.....	274 10	274 10
Camden	.....	15,015 28	7,314 53	23,176 06	10,615 76	272,569 99	.....	5,795 24	.....	5,795 24
Dover	.....	2,700 00	.....	1,406 43	3,759 04	26,339 77	.....	3,763 85	.....	3,763 85
East Orange	.....	19,948 50	4,558 69	5,857 83	5,783 12	143,903 76	.....	1,132 56	3,193 97	4,326 53
Eilzabeth	.....	.....	.....	9,178 48	8,418 10	133,807 40	.....	857 05	566 25	1,423 30
Englewood	.....	1,750 00	.....	2,000 00	5,352 96	35,837 70	.....	3,551 93	1,572 20	5,124 13
Gloucester City	.....	500 08	.....	1,230 64	963 82	13,740 00	.....	.....	.....	.....
Hoboken	.....	.....	.....	8,699 25	18,642 20	185,678 97	.....	.....	19 97	19 97
Jersey City	.....	22,255 00	.....	17,405 40	16,344 58	695,981 54	50 00	261,446 13	71,295 34	332,791 47
Lambertville	.....	16 45	.....	678 26	2,856 33	12,911 69	.....	.....	54 63	54 63
Millville	.....	.....	.....	1,547 32	304 36	27,568 44	.....	1,768 67	32 12	1,800 79
Montclair	.....	16,880 00	7,560 51	2,161 99	9,861 85	125,405 37	.....	3,335 48	.....	3,335 48
Morristown	.....	.....	.....	1,707 32	1,792 36	36,165 29	.....	21,513 34	.....	21,513 34
Newark	.....	.....	12,839 71	35,891 53	79,187 19	931,386,83	.....	24,011 16	.....	24,011 16
New Brunswick	.....	4,300 00	.....	4,000 00	6,315 07	66,142 35	.....	3,570 58	.....	3,570 58
Orange	.....	9,955 00	3,811 19	2,609 58	4,893 54	88,310 95	.....	.....	981 35	981 35
Passaic	.....	.....	4,635 94	7,275 09	8,725 53	137,366 36	.....	8,863 61	20,796 82	29,660 43

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TABLE II.—Continued.

Financial Report by Cities, for the School Year Ending June 30, 1902.

CITIES.	Amount Expended for Transportation of Pupils.	Amount Expended for Debt and Interest.	Amount Expended for Manual Training.	Amount Expended for Text-Books, Apparatus and Supplies.	Amount Expended for Other School Purposes.	Total Amount Expended.	Balance of State, County and District Funds, June 30, 1902.	Balance of District Tax, June 30, 1902.	Balance of Moneys from Other Sources, June 30, 1902.	Total Balance, June 30, 1902.
Paterson	.....	.....	3,126 40	17,115 92	9,197 11	331,823 06	.....	4,155 05	.....	4,155 05
Perth Amboy	.....	.....	.....	2,200 00	11,684 12	50,483 70	.....	4,698 65	.....	4,698 65
Phillipsburg	.....	.....	.....	2,520 10	975 81	31,398 27	.....	126 24	.....	126 24
Plainfield	.....	7,710 00	.....	3,193 24	17,535 76	88,007 30	.....	7,000 63	3,251 59	10,252 22
Rahway	.....	.....	.....	1,928 02	171 64	26,768 54	.....	.....	546 23	546 23
Salem	.....	1,404 00	.....	1,568 03	595 75	19,210 03	.....	.....	317 49	317 49
Town of Union	.....	5,100 00	589 27	2,747 59	2,617 45	51,035 42	.....	2,522 47	.....	2,522 47
Trenton	.....	.....	.....	8,675 99	2,976 36	199,858 43	*6,959 90	865 29	13,098 57	7,003 96
West Hoboken	.....	.....	.....	5,811 90	4,618 41	62,631 70	.....	.....	69 95	69 95
Total	$250 00	$147,726 61	$53,224 59	$200,247 71	$290,355 40	$4,243,497 11	*$6,909 90	$373,392 31	$121,167 54	$487,649 95

*Overdraft.

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TABLE III.

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

COUNTIES.	Balance of State and County Moneys, July 1st, 1902.	Balance of District Tax, July 1st, 1902.	Balance Received from Other Sources, July 1st, 1902.	Amount Apportioned from State Appropriation, State School Tax, and State School Fund Appropriation.	Amount Apportioned from Surplus Revenue.	Amount Apportioned from Balances.	Amount of District Tax Voted for Current Expenses.	Amount of District Tax Voted for Purchase of Land.	Amount of District Tax Voted for Building, Repairing and Enlarging School Houses.
Atlantic	.....	$18,746 56	$283 54	$78,455 83	$534 18	.....	$72,433 00	.....	$10,685 00
Bergen	$99 56	48,681 63	27,582 49	126,059 83	1,795 08	.....	199,582 42	$600 00	12,923 00
Burlington	11 12	2,602 45	9,907 59	66,088 14	4,363 92	.....	59,887 18	200 00	3,350 00
Camden	.....	11,581 91	7,632 24	120,855 23	1,529 71	.....	217,465 00	.....	21,400 00
Cape May	60 00	7,739 34	4,978 34	23,785 58	740 00	.....	21,898 19	.....	1,750 00
Cumberland	.....	8,036 40	1,352 88	55,860 25	1,766 13	.....	65,355 57	.....	4,825 00
Essex	.....	44,642 24	6,999 46	644,086 76	.....	.....	854,148 38	17,500 00	54,700 00
Gloucester	4 57	4,994 95	804 71	43 363 67	1,811 50	.....	39,030 00	100 00	2,975 00
Hudson	50 00	290,179 06	112,239 30	516,523 60	.....	.....	887,184 85	18,400 00	205,936 36
Hunterdon	763 38	5,292 61	161 24	52,136 55	3,297 43	.....	26,698 35	600 00	22,670 11
Mercer	*6,845 05	1,132 99	16,680 74	138,723 89	454 62	.....	107,295 00	.....	17,060 00
Middlesex	.....	18,001 63	91 04	86,431 59	.....	.....	125,463 53	1,300 00	25,057 47
Monmouth	1,024 60	17,518 56	20,559 25	144,822 01	2,486 79	.....	117,852 00	250 00	13,060 00
Morris	.....	36,446 23	.....	84,374 82	3,597 04	.....	90,975 50	.....	11,110 00
Ocean	.....	5,589 47	1,868 39	29,976 53	904 10	.....	33,213 26	2,000 00	17,485 00
Passaic	.....	27,295 35	40,602 58	201,409 15	1,168 38	.....	288,982 54	5,950 00	48,236 00
Salem	1,420 31	2,674 91	341 83	41,117 72	2,100 00	.....	19,873 09	.....	3,008 25
Somerset	382 75	2,749 92	365 87	54,627 51	2,869 09	.....	44,560 00	.....	1,275 00
Sussex	15 92	3,732 80	347 79	35,200 74	2,321 34	.....	32,225 00	.....	1,100 00
Union	3 13	16,035 07	9,381 89	127,732 29	.....	.....	220,168 00	.....	13,689 62
Warren	86 77	4,807 51	540 71	54,019 85	.....	.....	38,768 02	.....	2,035 00
Total	*$2,922 94	$578,481 59	$262,721 88	$2,725,651 54	$31,739 31	.....	$3,563,058 88	$46,900 00	$494,330 81

*Overdraft.

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TABLE III.—Continued.

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

COUNTIES.	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 30, 1903.
Atlantic	$2,000 00	$21,777 12	$106,895 12	.....	.....	.....	$204,915 23
Bergen	2,700 00	47,442 11	263,247 53	.....	$37,500 00	$2,100 00	507,066 12
Burlington	.....	9,498 96	72,936 14	.....	.....	.....	155,909 36
Camden	4,500 00	17,549 00	260,914 00	.....	.....	.....	402,513 09
Cape May	500 00	6,177 75	30,325 94	.....	.....	.....	67,629 20
Cumberland	500 00	4,380 00	75,060 57	1,000 00	.....	.....	143,076 23
Essex	16,375 00	92,306 00	1,035,029 38	.....	.....	16,375 00	1,747,132 84
Gloucester	.....	7,458 00	49,563 00	.....	.....	.....	100,542 40
Hudson	.....	76,385 00	1,187,906 21	.....	.....	.....	2,106,898 17
Hunterdon	.....	1,846 69	51,815 15	.....	.....	.....	113,466 36
Mercer	.....	29,882 00	154,237 50	.....	.....	.....	304,384 69
Middlesex	.....	14,091 50	165,912 50	.....	.....	.....	270,436 76
Monmouth	2,500 00	39,322 90	172,984 90	.....	.....	.....	358,396 11
Morris	.....	7,993 26	110,078 76	.....	.....	.....	234,496 85
Ocean	.....	7,522 50	60,220 76	.....	.....	.....	98,559 25
Passaic	4,500 00	10,162 97	357,831 51	.....	.....	.....	628,306 97
Salem	.....	2,873 33	25,754 67	.....	.....	.....	73,409 44
Somerset	1,700 00	1,120 00	48,655 00	.....	.....	.....	109,650 14
Sussex	.....	2,475 00	35,800 00	.....	.....	.....	77,418 59
Union	250 00	16,736 98	250,844 60	.....	.....	.....	403,996 98
Warren	.....	6,575 00	473,780 02	.....	.....	.....	106,832 86
Total	$35,525 00	$423,576 57	$4,563,391 26	$1,000 00	$37,500 00	$18,475 00	$8,216,037 64

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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.
Atlantic	9	4,783	4,844	9,627	64	20,697	.53	6,678	5,910
Bergen	9.39	8,591	8,414	17,005	209	35,218	.50	12,381	11,188
Burlington	9.06	5,379	5,155	10,534	66	25,771	.60	6,714	5,860
Camden	9.9	9,147	9,612	18,759	154	28,644	.34	13,075	11,709
Cape May	9	1,532	1,565	3,097	18	9,878	1.09	2,052	1,778
Cumberland	9.1	5,409	5,440	10,849	87	31,079	.77	7,516	6,691
Essex	10	30,320	30,796	61,116	1,060	51,692	.34	48,399	44,114
Gloucester	9.47	3,543	3,434	6,977	23	20,272	.66	4,433	3,915
Hudson	10	31,458	31,644	63,102	1,946	33,518	.43	48,665	45,334
Hunterdon	9.6	3,366	3,316	6,682	54	15,599	.50	4,233	3,762
Mercer	9.06	7,229	7,337	14,566	75	19,853	.69	11,141	9,716
Middlesex	9.1	6,741	6,679	13,420	309	15,309	.54	9,794	9,044
Monmouth	9.57	8,921	8,448	17,369	284	27,844	.43	11,555	10,483
Morris	9.27	5,833	5,747	11,580	249	12,815	.31	8,048	7,308
Ocean	9.07	2,383	2,395	4,778	70	7,344	.33	3,103	2,698
Passaic	9.21	13,237	13,194	26,431	216	32,410	.32	20,036	18,277
Salem	9.4	2,898	2,744	5,642	157	13,900	.66	3,708	3,300
Somerset	9.9	3,131	3,042	6,173	146	14,843	.59	4,145	3,682
Sussex	9.5	2,649	2,748	5,397	80	13,896	.65	3,399	2,999
Union	9.1	7,939	8,037	15,976	269	16,475	.56	12,376	11,362
Warren	9.45	3,780	3,804	7,584	251	9,769	.27	5,298	4,830
Total	9.38	168,269	168,395	336,664	5,805	456,826	.52	246,749	223,960

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TABLE IV.—Continued.

Enrollment and Attendance of Pupils, by Counties.

Percentage of Daily Attendance on Average Enrollment.	Number of Pupils Enrolled in Kindergartens.	Number of Pupils Enrolled in Primary Grade.	Number of Pupils Enrolled in Grammar Grade.	Number of Pupils Enrolled in High School Grade.	Number of 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.
.86	.....	6,386	2,863	378	9	.....	33	171	69.20	42.68
.90	1,829	10,071	4,598	507	5,523	.....	61	322	108.82	57.28
.85	176	6,277	3,674	407	.....	9	31	215	70.36	41.59
.89	153	13,022	5,027	557	.....	.....	30	430	83.49	48.28
.86	120	1,682	1,124	171	13	.....	30	48	56.20	43.43
.89	83	6,839	3,103	824	798	.....	37	188	53.34	43.72
.91	9,053	35,420	13,683	2,960	1,450	45	187	1,402	108.90	61.16
.88	.....	4,708	2,185	84	2,856	4	34	129	59.30	40.94
.91	1,605	45,302	14,739	1,456	1,202	85	90	1,263	157.12	59.29
.89	74	3,708	2,658	242	2,370	.....	37	125	51.88	38.66
.84	132	9,541	4,137	756	1,433	.....	21	312	115.68	47.66
.89	.....	9,314	3,444	662	726	28	31	274	93.17	42.33
.90	501	9,934	5,822	1,112	1,539	81	73	314	75.25	49.35
.90	188	6,863	3,959	570	.....	44	66	205	65.26	49.24
.87	111	2,788	1,661	218	12	9	36	86	56.14	35.93
.86	3,183	15,619	6,556	1,037	2,114	.....	84	580	82.35	49.16
.89	.....	3,780	1,406	456	1,087	.....	16	121	55.25	38.90
.88	384	3,424	2,124	241	783	21	25	130	70.28	46.47
.87	148	3,173	1,825	251	6	.....	39	102	47.81	36.90
.91	613	9,803	4,410	1,150	351	.....	41	330	110.00	56.00
.91	61	4,417	2,637	469	2,128	.....	39	150	49.95	36.38
.90	18,414	212,071	91,635	14,544	.....	326	1,041	6,897	87.15	52.06

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TABLE V.

Enrollment and Attendance of Pupils, by Cities.

CITIES.	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.	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.
Asbury Park	10	367	386	753	17	988	.33	555	509
Atlantic City	9.5	2,554	2,627	5,181	23	9,363	.58	3,796	3,418
Bayonne	10	3,189	3,025	6,214	90	4,435	1.67	4,541	4,111
Bloomfield	10	955	981	1,936	14	6,363	.70	1,461	1,343
Bordentown	10	318	282	600	15	745	.31	409	347
Bridgeton	10	1,273	1,332	2,605	17	5,323	.57	1,897	1,705
Burlington	10	500	535	1,035	3	2,260	.88	708	641
Camden	10	6,009	6,585	12,594	91	5,887	.11	9,232	8,375
Dover	9.4	670	692	1,362	86	376	.07	1,080	1,021
East Orange	10	2,026	2,143	4,169	57	1,139	.07	3,296	3,066
Elizabeth	9.4	3,555	3,742	7,297	110	1,727	1.79	5,832	5,313
Englewood	9.15	487	490	977	11	1,646	.29	779	714
Gloucester City...	10	532	529	1,061	5	6,620	1.83	640	553
Hoboken	10	4,776	4,793	9,569	264	1,609	.72	7,652	7,159
Jersey City.....	10	14,717	15,230	29,947	1,400	14,382	.01	23,640	22,249
Lambertville	10	376	379	755	12	937	.33	569	523
Millville	10	1,037	1,158	2,195	18	5,689	.60	1,603	1,472
Montclair	10	1,438	1,401	2,839	56	6,766	.54	2,279	2,146
Morristown	9.4	736	782	1,518	41	1,209	.21	1,248	1,174
Newark	10	20,054	20,565	40,619	746	22,266	.14	32,831	29,764
New Brunswick ..	9.4	1,402	1,315	2,717	123	352	.03	2,179	2,081
Orange	10	1,868	1,848	3,716	42	2,223	.14	2,753	2,533
Passaic	9.5	2,575	2,622	5,197	25	9,402	.47	3,813	3,370
Paterson	9.85	8,021	8,064	16,085	176	16,887	.24	12,796	11,876
Perth Amboy ...	9.4	1,860	1,818	3,678	51	1,340	.13	2,692	2,569
Phillipsburg	10	857	923	1,780	97	894	.12	1,524	1,445
Plainfield	9.1	1,357	1,358	2,715	74	5,634	.50	2,125	1,928
Rahway	9.3	706	710	1,416	14	1,106	.02	1,098	1,012
Salem	10	693	609	1,302	109	1,689	.34	949	902
Town of Union..	10	1,533	1,585	3,118	27	362	.04	2,426	2,298
Trenton	9.6	5,083	5,358	10,441	.....	7,777	.18	8,715	7,451
West Hoboken ...	10	2,540	2,427	4,967	86	3,764	.29	3,638	3,365
Total	9.78	94,064	96,294	190,358	3,900	151,160	.45	148,756	136,433

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TABLE V.—Continued.

Enrollment and Attendance of Pupils, by Cities.

Percentage of Daily Attendance on Average Enrollment.	Number of Pupils Enrolled in Kindergarten.	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.
.92	98	270	260	125	64	.....	1	24	$225 00	$65 73
.89	.....	3,415	1,500	266	12	.....	4	97	138 17	49 05
.90	134	4,416	1,496	168	158	.....	10	167	134 75	59 73
.91	342	995	477	122	57	8	9	51	90 55	56 27
.88	.....	361	193	46	.....	.....	2	12	84 21	44 02
.89	.....	1,601	689	315	95	.....	2	48	77 51	41 61
.91	.....	707	279	49	.....	.....	2	22	106 75	49 00
.90	109	9,174	2,963	348	.....	.....	14	313	117 21	49 95
.94	132	654	444	132	55	.....	3	26	115 25	50 94
.93	439	2,112	1,138	480	94	.....	13	104	183 07	65 10
.93	.....	4,606	2,211	480	133	.....	15	133	133 00	56 00
.92	134	531	264	48	136	.....	2	29	165 00	61 72
.86	.....	685	330	46	.....	.....	1	17	100 00	48 24
.94	.....	7,682	1,660	227	187	.....	7	194	175 00	65 65
.94	379	21,448	7,449	671	555	.....	36	613	235 32	68 18
.92	.....	463	194	98	140	.....	1	14	108 00	46 45
.92	.....	1,414	632	149	112	.....	5	45	67 92	37 27
.94	405	1,375	738	321	80	.....	11	86	106 06	69 41
.94	.....	927	458	133	48	.....	3	38	141 21	62 77
.90	6,638	24,261	8,360	1,360	819	.....	119	890	101 45	61 99
.76	.....	1,676	777	264	60	.....	7	67	109 62	46 56
.91	535	2,225	754	202	76	.....	9	80	126 77	56 98
.88	872	2,827	1,186	312	99	.....	7	116	107 74	60 38
.92	1,762	9,541	4,085	697	357	.....	50	384	135 14	54 80
.91	.....	2,897	632	149	58	.....	6	56	90 18	46 19
.95	.....	1,094	529	157	44	.....	5	36	75 60	47 32
.91	266	1,452	718	279	73	.....	5	68	102 00	60 00
.92	.....	997	347	72	36	.....	4	32	113 00	40 00
.94	.....	950	241	111	49	.....	2	28	80 00	40 37
.95	202	1,914	796	206	56	.....	8	49	116 05	54 88
.85	67	6,973	2,775	626	212	.....	14	238	131 60	48 78
93	690	3,095	1,095	87	75	.....	5	83	138 74	54 64
.92	13,204	122,738	45,670	8,746	3,940	8	382	4,160	$130 70	$58 24

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TABLE VI.

Teachers' Salaries, by Counties.

COUNTIES.	Average salary per month paid to Male Teachers, 1901-1902.	Increase.	Decrease.	Average Salary per Month Paid to Female Teachers, 1901-1902.	Increase.	Decrease.
Atlantic	$69 20	12.87		$42 68	3.71	
Bergen	108 82	7.73		57 28	1.87	
Burlington	70 36		8.12	41 59		.93
Camden	83 49		4.27	48 28	.31	
Cape May	56 20	.56		43 43	9.38	
Cumberland	53 34		6.15	43 72	6.68	
Essex	108 90		48.98	61 16		7.23
Gloucester	59 30	3.75		40 94	.86	
Hudson	157 12	6.09		59 29	1.98	
Hunterdon	51 88	1.20		38 66		.31
Mercer	115 68		3.32	47 66		13.34
Middlesex	93 17	13.03		42 33	.20	
Monmouth	75 25	2.82		49 35		1.52
Morris	65 26	1.57		49 24	.27	
Ocean	56 14	4 26		35 93	.36	
Passaic	82 35	5.90		49 16	3.46	
Salem	55 25	1.20		38 90	.80	
Somerset	70 28	4.09		46 48	3.64	
Sussex	47 81	1.71		36 90	.20	
n	110 00		8.70	56 00	1.40	
Warren	49 95	2.74		36 38	.27	

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TABLE VII.

Teachers' Salaries, by Cities,

CITIES.	Average Salary per Month Paid to Male Teachers, 1901-1902.	Increase.	Decrease.	Average Salary per Month Paid to Female Teachers, 1901-1902.	Increase.	Decrease.	Number of Male Teachers, 1900-1901.	Number of Male Teachers, 1901-1902.	Number of Female Teachers, 1900-1901.	Number of Female Teachers, 1901-1902.
Asbury Park	$225 00	85.00	.....	$65 73	.63	.....	2	1	22	24
Atlantic City	138 17	.....	7.66	49 05	.....	2.72	4	4	83	97
Bayonne	134 75	.....	14.55	59 73	5.13	.....	10	10	154	167
Bloomfield	90 55	.....	8.82	56 27	2.69	.....	8	9	46	51
Bordentown	84 21	.....	2.12	44.02	.....	6.67	2	2	11	12
Bridgeton	77 50	.....	10.83	41 61	1.56	.....	3	2	48	48
Burlington	106 75	.....	1.35	49 00	2.71	.....	2	2	22	22
Camden	117 21	.....	3.97	49 95	.58	.....	11	14	300	313
Dover	115 25	5.45	.....	50.94	.....	.66	3	3	25	26
East Orange	133 07	6.92	.....	65 10	1.28	.....	13	13	98	104
Elizabeth	133 00	13.00	.....	56 00	2.67	.....	16	15	129	133
Englewood	165 00	88.50	.....	61 72	.....	5.85	1	2	26	29
Gloucester City	100 00	.....	.....	48 24	.98	.....	1	1	15	17
Hoboken	175 00	12.13	.....	65 65	8.59	.....	9	7	200	194
Jersey City	235 32	21.27	.....	68 18	5.63	.....	21	36	565	613
Lambertville	108 00	1.70	.....	46 45	.82	.....	1	1	14	14
Millville	67 92	.....	12.08	37 27	.07	.....	4	5	43	45
Montclair	106 06	1.43	.....	69 41	1.76	.....	11	11	83	86
Morristown	141 21	.....	54.99	62 77	.....	1.43	2	3	34	38
Newark	101 45	.....	79.55	61 99	.....	4.31	117	119	846	890
New Brunswick	109 62	9.62	.....	46 56	.....	.44	5	7	61	67
Orange	126 77	29.67	.....	56 98	.....	3.72	9	9	74	80
Passaic	107 74	.....	13.09	60 38	3.12	.....	7	7	115	116
Paterson	135 14	9.22	.....	54 80	2.60	.....	36	50	369	384
Perth Amboy	90 18	15 18	.....	46 19	.19	.....	3	6	51	56
Phillipsburg	75 60	5.70	.....	47 32	2.51	.....	5	5	35	36
Plainfield	102 00	.....	.60	60 00	.....	8.00	5	5	66	68
Rahway	113 00	.....	19.60	40 00	.....	7.60	4	4	32	32
Salem	80 00	.....	.....	40 37	.17	.....	2	2	28	28
Town of Union	116 05	7.72	.....	54 88	.15	.....	8	8	48	49
West Hoboken	138 74	8.74	.....	54 64	13.23	.....	4	5	82	83

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TABLE VIII.

Condition of School Houses, by Counties.

COUNTIES.	Number of School-houses.	Number owned.	Number rented.	Brick.	Wood.	Stone.	Number of class-rooms.	Number of children the school houses will seat comfortably.	Number of school-houses erected during the year.	Number Enlarged, Refurnished or Remodeled.
Atlantic	70	65	5	6	64	.....	193	8,888	3	1
Bergen	119	102	8	31	75	4	391	16,791	2	2
Burlington	131	120	11	39	92	.....	245	11,658	1	12
Camden	107	97	10	33	69	5	431	19,037	3	7
Cape May	38	37	1	1	37	.....	70	3,716	3	3
Cumberland	94	92	2	34	60	.....	241	12,043	1	2
Essex	125	120	5	93	31	1	1,295	60,184	2	2
Gloucester	74	74	.....	6	63	5	160	7,424	1	3
Hudson	89	75	14	81	6	2	1,143	52,171	6	3
Hunterdon	111	111	.....	9	88	14	168	6,412	3	4
Mercer	80	80	.....	36	42	2	299	13,660	2	.....
Middlesex	101	93	8	32	69	0	293	14,056	2	3
Monmouth	133	132	1	27	106	0	404	19,401	2	1
Morris	119	118	1	17	95	7	264	13,263	2	1
Ocean	68	64	4	4	64	.....	126	5,272	2	1
Passaic	75	75	.....	35	38	2	578	23,616	2	3
Salem	80	77	3	14	66	.....	136	6,550	.....	.....
Somerset	79	73	6	12	65	2	159	6,711	1	.....
Sussex	97	97	.....	10	84	3	140	5,980	.....	.....
Union	52	45	7	25	27	.....	252	12,352	5	1
Warren	99	96	3	17	68	14	192	8,878	.....	3
Total	1,932	1,843	89	562	1,309	61	7,180	328,063	43	52

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TABLE IX.

Condition of School Houses, by Cities,

CITIES.	Number of School-houses.	Number owned.	Number rented.	Brick.	Wood.	Stone.	Number of Class Rooms.	Number of Children the School-houses Will Seat Comfortably.
Asbury Park	2	2	.....	1	1	.....	25	717
Atlantic City	8	8	.....	5	3	.....	93	4,113
Bayonne	9	8	1	8	1	.....	113	4,732
Bloomfield	7	7	.....	7	.....	.....	59	2,264
Bordentown	2	2	.....	1	1	.....	13	640
Bridgeton	6	6	.....	6	.....	.....	57	2,468
Burlington	6	6	.....	6	.....	.....	29	1,218
Camden	35	29	6	25	6	4	304	12,555
Dover	3	3	.....	3	.....	.....	28	1,400
East Orange	7	7	.....	7	.....	.....	98	3,818
Elizabeth	10	10	.....	10	.....	.....	138	7,773
Englewood	5	4	1	2	3	.....	36	985
Gloucester City	5	5	.....	3	2	.....	17	755
Hoboken	16	9	7	16	.....	.....	187	8,719
Jersey City	30	30	.....	28	1	1	538	23,449
Lambertville	3	3	.....	3	.....	.....	15	684
Millville	13	13	.....	10	3	.....	52	2,614
Montclair	12	12	.....	7	4	1	72	3,340
Morristown	3	3	.....	3	.....	.....	34	1,552
Newark	56	52	4	50	6	.....	805	39,734
New Brunswick	7	7	.....	7	.....	.....	67	3,168
Orange	6	6	.....	6	.....	.....	73	3,031
Passaic	10	10	.....	9	1	.....	111	5,283
Paterson	21	21	.....	21	.....	.....	357	13,364
Perth Amboy	10	5	5	7	3	.....	61	3,004
Phillipsburg	6	6	.....	5	1	.....	46	1,908
Plainfield	8	7	1	6	2	.....	66	2,956
Rahway	4	2	2	4	.....	.....	24	1,746
Salem	7	4	3	5	2	.....	28	1,330
Town of Union	3	2	1	3	.....	.....	47	2,460
Trenton	26	26	.....	25	.....	1	215	9,825
West Hoboken	5	4	1	4	.....	1	76	4,148
Total	351	319	32	303	40	8	3,884	171,753

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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 $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	.....	9	30	15	2	0	7	2	$479,625	$7,378
Bergen	.....	.....	9	39	30	16	6	2	859,100	8,422
Burlington	.....	32	43	30	4	5	3	.....	323,287	2,694
Camden	.....	7	17	42	6	7	14	4	988,753	10,193
Cape May	.....	1	14	18	2	1	0	1	129,850	3,509
Cumberland	1	2	34	41	6	4	4	.....	358,550	3,897
Essex	.....	1	5	13	9	11	31	50	4,853,300	40,444
Gloucester	.....	6	25	34	7	2	.....	.....	145,635	1,928
Hudson	.....	1	1	1	4	10	16	43	3,560,600	46,500
Hunterdon	4	28	50	25	2	2	.....	.....	163,950	1,477
Mercer	.....	1	33	14	8	10	13	1	831,854	10,398
Middlesex	.....	6	39	29	4	7	6	2	649,700	6,986
Monmouth	.....	.....	25	73	14	9	5	6	910,800	7,581
Morris	.....	8	47	48	6	6	1	2	473,300	4,011
Ocean	.....	26	17	14	3	3	1	.....	161,600	2,518
Passaic	.....	3	4	27	8	6	15	12	1,367,450	18,232
Salem	.....	7	48	19	2	.....	1	.....	144,450	1,876
Somerset	.....	5	43	17	2	4	1	1	228,615	3,132
Sussex	.....	26	51	15	3	1	1	.....	194,200	2,002
Union	.....	.....	2	14	5	6	11	7	958,475	21,299
Warren	.....	27	40	21	1	1	4	1	282,670	2,944
Total	5	196	577	552	128	111	140	134	$18,065,764	$9,802

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TABLE XI.

Valuation of School Property, by Cities.

CITIES.	Number Valued at $1,000 or less.	Number Valued Between $1,000 and $5,000.	Number Valued Between $5,000 and $10,000.	Number Valued Between $10,000 and $20,000.	Number Valued Between $20,000 and $40,000.	Number Valued Above $40,000.	Total Valuation of School Buildings.	Average Value.
Asbury Park	.....	.....	.....	1	.....	1	$90,000 00	$50,000 00
Atlantic City	.....	.....	.....	.....	6	2	380,000 00	47,500 00
Bayonne	.....	.....	.....	1	1	6	384,500 00	48,063 00
Bloomfield	.....	1	.....	.....	5	1	250,000 00	35,714 00
Bordentown	.....	.....	1	.....	1	.....	21,500 00	10,750 00
Bridgeton	.....	.....	2	2	2	.....	97,000 00	16,167 00
Burlington	.....	1	3	1	1	.....	65,000 00	10,383 00
Camden	1	3	2	6	13	4	783,103 00	27,004 00
Dover	.....	.....	.....	2	1	.....	58,000 00	19,333 00
East Orange	.....	.....	.....	.....	1	6	599,000 00	85,571 00
Elizabeth	.....	.....	.....	1	5	4	392,000 00	39,200 00
Englewood	.....	.....	2	1	1	.....	35,000 00	11,666 00
Gloucester City	.....	2	2	1	.....	.....	34,000 00	6,800 00
Hoboken	.....	.....	2	.....	.....	7	630,000 00	70,000 00
Jersey City	.....	.....	1	4	3	22	1,561,100 00	47,306 00
Lambertville	.....	2	1	.....	.....	.....	16,000 00	5,333 00
Millville	4	5	2	1	1	.....	83,000 00	6,387 00
Montclair	.....	2	3	1	5	1	344,000 00	28.666 00
Morristown	.....	.....	.....	1	1	1	130,000 00	43,334 00
Newark	.....	2	2	5	14	29	2,649,400 00	50,950 00
New Brunswick	.....	1	1	2	1	2	196,000 00	28,000 00
Orange	.....	.....	.....	.....	.....	6	308,000 00	51,333 00
Passaic	.....	1	.....	1	5	3	301,000 00	30,100 00
Paterson	.....	.....	.....	3	9	9	850,800 00	40,515 00
Perth Amboy	.....	.....	.....	1	4	.....	141,000 00	28,200 00
Phillipsburg	.....	3	.....	.....	3	.....	97,500 00	16,250 00
Plainfield	.....	.....	.....	1	5	1	236,875 00	33,839 00
Rahway	1	.....	.....	.....	1	.....	32,500 00	16,250 00
Salem	.....	2	1	.....	1	.....	40,000 00	10,000 00
Town of Union	.....	.....	.....	.....	.....	2	160,000 00	80.000 00
Trenton	.....	.....	4	9	12	1	656,804 00	25,266 00
West Hoboken	.....	.....	.....	.....	1	3	168,000 00	42,000 00
Total	6	26	28	46	102	111	$11,791,082 00	$36,962 00

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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 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	.....	.....	16	14	.....	7	1	6	2
Bergen	53	.....	2	51	53	1	23	3	40	.....
Burlington	33	.....	3	30	32	1	12	.....	15	1
Camden	13	.....	.....	13	13	.....	11	1	8	.....
Cape May	12	.....	.....	12	12	.....	3	1	7	.....
Cumberland	12	.....	.....	12	12	.....	12	1	3	.....
Essex	17	.....	.....	17	17	2	11	7	12	.....
Gloucester	17	.....	.....	17	17	1	9	.....	10	.....
Hudson	13	.....	.....	13	13	3	10	.....	8	.....
Hunterdon	20	.....	.....	20	20	2	11	.....	3	.....
Mercer	10	.....	1	9	10	.....	6	.....	5	.....
Middlesex	18	.....	.....	18	18	2	14	.....	11	.....
Monmouth	26	.....	.....	26	26	1	20	3	14	.....
Morris	24	.....	7	17	24	.....	12	.....	8	.....
Ocean	20	.....	.....	20	18	1	7	.....	8	2
Passaic	11	.....	3	8	11	2	7	2	8	.....
Salem	15	.....	.....	15	15	.....	12	.....	4	.....
Somerset	14	.....	.....	14	13	.....	4	1	1	1
Sussex	16	.....	.....	16	16	.....	8	.....	2	.....
Union	14	.....	2	12	14	.....	7	1	7	.....
Warren	20	.....	.....	20	20	.....	6	.....	3	.....
Total	394	.....	18	376	388	16	212	21	183	6

TABLE XIII.

Apportionment of Reserve Fund for the Year 1902-1903.

COUNTIES.	Number of Teachers.	Total Days' Attendance.	Amount Received From State School Fund.	Amount Received From State Fund.	Amount of Tax.	Amount Paid to Reserve Fund.	Amount Received From Reserve Fund.	Total Amount Received.	Amount Out.	Amount In.	Percentage Out.	Percentage In.	Per Capita on Enrollment.	Per Capita on Total Days' Attendance.	Amount per Teacher.
Atlantic	184	971,235½	$4,676 06	$25,822 92	$47,956 85	$4,795 69	$4,795 69	$78,455 83	.....	.....	.....	.....	8.84	8	$426 40
Bergen	359	2,059,035	9,913 33	40,651 27	75,495 23	7,549 52	7,549 52	126,059 83	.....	.....	.....	.....	7.72	6.1	351 14
Burlington	246	1,058,797	5,097 63	21,346 68	39,643 83	3,964 38	3,964 38	66,088 14	.....	.....	.....	.....	6.37	6.2	268 65
Camden	430	2,216,837	10,673 07	38,563 76	71,618 40	7,161 84	7,161 84	120,855 23	.....	.....	.....	.....	6.45	5.4	281 06
Cape May...	73	290,904½	1,400 58	7,834 75	14,550 25	1,455 03	1,455 03	23,785 58	.....	.....	.....	.....	7.98	8.1	325 83
Cumberland	224	1,221,713	5,882 00	16,442 39	30,535 86	3,053 59	6,053 59	55,860 25	.....	$3,000 00	.....	9.8	5.13	4.6	249 37
Essex	1,517	8,101,486½	39,005 01	213,826 11	397,105 64	39,710 56	33,860 56	644,086 76	$5,850 00	.....	1.4	.....	10.42	7.9	424 57
Gloucester .	156	704,645½	3,392 55	13,989 89	25,981 23	2,598 12	2,598 12	43,363 67	.....	.....	.....	.....	6.13	6.1	277 97
Hudson	1,258	8,509,663	40,970 20	166,443 69	309,109 71	30,910 97	30,910 97	516,523 60	.....	.....	.....	.....	8.08	6	410 59
Hunterdon .	161	712,355	3,429 67	17,047 41	31,659 47	3,165 95	3,165 95	52,136 55	.....	.....	.....	.....	7.76	7.3	323 83
Mercer	323	1,822,455	8,774 30	45,587 36	84,662 23	8,466 22	8,166 22	138,723 89	300 00	.....	.3	.....	10.01	7.6	429 50
Middlesex .	282	1,602,563½	7,715 62	27,550 59	51,165 38	5,116 54	5,116 54	86,431 59	.....	.....	.....	.....	6.64	5.4	306 49
Monmouth .	376	1,908,410½	9,188 14	47,524 35	88,259 52	8,825 95	8,675 95	144,822 01	150 00	.....	.1	.....	8.48	7.6	385 16
Morris	255	1,363,840	6,566 28	27,232 99	50,575 55	5,057 56	5,057 56	84,374 82	.....	.....	.....	.....	7.24	6.2	330 88
Ocean	117	474,030	2,282 24	8,538 00	15,856 29	1,585 63	4,885 63	29,976 53	.....	3,300	.....	20.8	6.40	6.3	256 21
Passaic	624	3,624,371	17,449 72	64,385 80	119,573 63	11,957 36	11,957 36	201,409 15	.....	.....	.....	.....	7.22	5.5	322 77
Salem	134	596,852½	2,873 58	13,385 45	24,858 69	2,485 87	2,485 87	41,117 72	.....	.....	.....	.....	7.45	6.9	306 85
Somerset ..	153	676,951½	3,259 22	18,083 90	33,584 39	3,358 44	3,058 44	54 627 51	300 00	.....	.8	.....	9.07	8.1	357 04
Sussex	140	581,646	2,800 37	11,235 13	20,865 24	2,086 52	2,386 52	35,200 74	.....	300 00	.....	1.4	6.39	6	251 43
Union	364	2,097,795	10,099 94	41,171 32	76,461 03	7,646 10	7,646 10	127,732 29	.....	.....	.....	.....	8.03	6	350 91
Warren	185	945,153	4,550 49	17,314 28	32,155 08	3,215 51	3,215 51	54,019 85	.....	.....	.....	.....	7.07	5.7	291 99
Total	7,561	41,540,740	$200,000 00	$883,978 04	$1,641,673 50	$164,167 35	$164,167 35	$2,725,651 54	$6,600 00	$6,600 00	.4	.4	8.10	6.6	360 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 78	$22 44
Bergen	23 00	34 95
Burlington	14 54	26 14
Camden	17 36	27 82
Cape May	13 88	24 18
Cumberland	10 76	17 46
Essex	22 22	30 79
Gloucester	12 54	22 35
Hudson	17 57	24 45
Hunterdon	12 12	21 52
Mercer	16 45	24 66
Middlesex	17 22	25 55
Monmouth	15 79	26 19
Morris	15 47	24 52
Ocean	13 33	23 62
Passaic	17 27	24 99
Salem	11 01	18 84
Somerset	15 62	26 18
Sussex	12 68	22 83
Union	21 75	30 59
Warren	12 28	19 28
Total	$17 83	$26 84

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TABLE XV.

Per Capita Cost of Education, by Cities.

CITIES.	Per Capita Expense on Enrolled Attendance.	Per Capita Expense on Average Attendance.
Asbury Park	$30 45	$45 04
Atlantic City	14 66	22 22
Bayonne	21 07	31 85
Bloomfield	28 00	40 36
Bordentown	18 36	31 57
Bridgeton	10 97	16 75
Burlington	20 93	33 79
Camden	15 07	28 06
Dover	17 08	22 78
East Orange	26 64	36 22
Elizabeth	17 33	23 80
Englewood	32 33	44 24
Gloucester City	11 88	22 80
Hoboken	18 29	25 30
Jersey City	16 74	22 53
Lambertville	15 51	22 38
Millville	11 92	17 77
Montclair	32 96	43 60
Morristown	22 73	29 38
Newark	21 22	28 96
New Brunswick	21 28	27 78
Orange	18 75	27 51
Passaic	18 25	28 14
Paterson	17 95	24 31
Perth Amboy	13 22	18 53
Phillipsburg	16 87	20 79
Plainfield	28 93	40 76
Rahway	18 02	25 21
Salem	12 81	18 48
Town of Union	14 27	19 36
Trenton	17 35	24 31
West Hoboken	11 92	17 60
Total	18 86	26 32

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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 1 and 5 years.	Number Between 5 and 10 Years.	Number Between 10 and 15 Years.	Number Between 15 and 20 Years.	Number Between 20 and 25 Years.	Number Over 25 Years.	Average Time. Years.	Average Time. Months.	Longest Time by Any One Teacher in Years.
Atlantic	50	98	35	16	2	2	1	3	7	27
Bergen	132	167	59	17	5	3	.....	7	8	23
Burlington	71	110	30	11	14	4	6	5	8	35
Camden	82	159	89	58	25	24	24	3	7	48
Cape May	33	35	4	5	1	.....	.....	3	1	16
Cumberland	73	69	38	16	15	4	10	7	8	34
Essex	327	732	252	120	81	33	44	5	3	40
Gloucester	51	71	23	8	7	1	1	4	3	38
Hudson	150	590	278	148	72	61	54	6	11	59
Hunterdon	58	61	23	9	3	4	4	4	.....	38
Mercer	73	129	74	27	11	7	12	6	3	41
Middlesex	86	126	53	19	7	5	9	6	1	39
Monmouth	106	160	70	25	15	9	2	5	.....	31
Morris	103	105	42	7	7	4	3	5	5	33
Ocean	51	49	14	6	2	.....	.....	3	4	16
Passaic	125	298	128	65	31	10	7	4	4	40
Salem	47	55	20	8	6	.....	1	5	8	26
Somerset	52	62	28	6	6	.....	1	4	1	27
Sussex	68	52	15	2	2	1	1	3	2	27
Union	45	137	98	44	18	11	18	7	1	45
Warren	59	68	26	16	11	4	5	8	1	32
Total	1,842	3,333	1,399	633	341	187	203	5	3	59

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TABLE XVII.

Terms of Service of Teachers, by Cities.

CITIES.	Number Who Have Been Teaching in the Same School One Year or Less.	Number Between One and Five Years.	Number Between five and Ten Years.	Number Between Ten and Fifteen Years.	Number Between Fifteen and Twenty Years.	Number Between Twenty and Twenty-Five Years.	Number Over Twenty-five Years.	Years, Average Time.	Months, Average Time.	Longest Time by Any One Teacher in Years.
Asbury Park....	11	9	2	1	1	1	.....	2	5	24
Atlantic City...	28	40	17	11	2	2	1	4	1	27
Bayonne	19	79	49	14	10	3	3	6	2	30
Bloomfield	25	21	6	5	3	.....	.....	4	7	20
Bridgeton	5	19	9	7	4	1	5	9	5	38
Burlington	3	15	2	2	.....	1	1	6	.....	35
Camden	35	108	66	50	23	23	22	3	1	48
Dover	6	10	10	1	2	.....	.....	5	7	18
East Orange....	26	53	29	7	.....	1	1	4	6	36
Elizabeth	13	70	28	18	8	2	9	9	2	45
Englewood	8	16	4	3	.....	.....	.....	4	4	14
Gloucester City.	6	8	1	3	.....	.....	.....	4	4	15
Hoboken	8	115	20	26	5	15	12	8	5	36
Jersey City.....	72	233	146	82	44	38	34	8	11	51
Lambertville ...	2	2	2	2	3	.....	4	15	3	38
Millville	5	15	11	4	9	2	4	10	5	27
Montclair	17	48	22	8	2	.....	.....	4	7	20
Morristown	6	18	7	2	3	3	2	7	8	33
Newark	190	466	141	83	66	26	37	5	5	40
New Brunswick	8	32	10	9	5	1	9	9	3	39
Orange	11	37	17	8	7	4	5	7	8	29
Passaic	29	56	25	8	2	.....	3	4	9	30
Paterson	47	196	92	56	29	10	4	6	5	40
Perth Amboy...	12	31	14	2	1	2	.....	4	6	22
Philipsburg	4	8	9	6	8	2	4	12	3	32
Plainfield	16	23	16	11	1	2	4	7	.....	34
Rahway	6	13	12	3	1	1	.....	6	.....	25
Salem	1	8	9	6	5	.....	1	8	4	26
Town of Union	2	22	11	15	4	.....	3	9	9	36
Trenton	48	86	66	26	10	6	10	8	1	41
West Hoboken.	37	32	8	5	2	3	1	4	7	32
Total	707	1,892	863	485	264	151	180	7	2	51

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TABLE XVIII.

Experience of Teachers, by Counties.

COUNTIES.	Number Who Have Been Teaching One Year or Less.	Number Between One and Five Years.	Number Between Five and Ten Years.	Number Between Ten and Fifteen Years.	Number Between Fifteen and Twenty Years.	Number Between Twenty and Twenty-five Years.	Number Over Twenty-five Years.	Years, Average Time.	Months, Average Time.	Longest Time by any one Teacher in Years.
Atlantic	12	76	66	25	11	7	7	7	6	31
Bergen	41	129	106	39	34	21	13	4	2	46
Burlington	25	87	49	30	15	20	20	10	9	47
Camden	38	136	96	82	33	31	45	7	1	49
Cape May	14	25	20	11	2	3	3	7	2	29
Cumberland	23	64	51	30	29	10	18	11	4	52
Essex	107	472	417	225	153	83	132	9	4	51
Gloucester	25	42	44	16	17	9	9	8	3	42
Hudson	70	398	313	216	136	87	133	10	11	62
Hunterdon	18	44	35	31	11	10	13	7	3	38
Mercer	33	92	90	33	30	23	32	9	7	43
Middlesex	40	118	70	33	22	10	12	8	6	39
Monmouth	35	113	95	65	29	22	28	9	8	44
Morris	22	99	75	26	19	14	16	10	.....	48
Ocean	8	46	29	16	11	8	4	8	4	28
Passaic	61	206	178	101	51	36	31	7	8	41
Salem	18	56	32	13	6	5	7	9	3	35
Somerset	20	49	43	16	10	11	6	7	6	35
Sussex	21	57	32	14	6	6	5	7	6	35
Union	51	120	84	44	29	16	27	11	.....	48
Warren	24	56	43	29	17	11	9	10	6	33
Total	706	2,485	1,968	1,095	671	443	570	8	8	62

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TABLE XIX.

Experience of Teachers, by Cities.

CITIES.	Number Who Have Been Teaching One Year or Less.	Number Between One and Five Years.	Number Between Five and Ten Years.	Number Between Ten and Fifteen Years.	Number Between Fifteen and Twenty Years.	Number Between Twenty and Twenty-Five Years.	Number Over Twenty-Five Years.	Average Time—Years.	Average Time—Months.	Longest Time by any one Teacher in Years.
Asbury Park...	1	8	8	5	1	1	1	8	4	26
Atlantic City..	1	38	36	12	7	4	3	7	7	31
Bayonne	9	57	58	27	10	9	7	9	4	50
Bloomfield	13	24	12	5	2	3	1	6	8	27
Bordentown ...	.....	3	.....	2	2	4	3	17	5	39
Bridgeton	1	14	13	6	5	2	9	14	1	52
Burlington	.....	9	7	1	2	2	3	11	4	48
Camden	26	97	61	55	27	27	34	3	2	48
Dover	1	10	10	2	4	1	1	8	9	33
East Orange...	6	37	38	21	7	3	5	9	1	51
Elizabeth	11	45	28	26	15	4	19	12	6	48
Englewood	.....	12	10	6	1	2	.....	5	1	25
Gloucester City	3	6	3	4	.....	1	1	9	1	49
Hoboken	2	56	46	35	20	21	21	13	7	41
Jersey City....	41	171	124	99	75	47	92	13	3	62
Lambertville ..	2	.....	3	1	2	1	6	19	.....	38
Millville	3	13	12	5	10	3	4	11	3	28
Montclair	11	30	27	20	4	3	2	7	3	34
Morristown	3	9	14	4	5	4	2	11	6	40
Newark	60	256	255	143	124	63	108	12	2	50
New Brunswick	3	23	18	7	11	4	8	11	1	39
Orange	2	27	25	9	9	7	10	11	8	35
Passaic	7	49	42	17	3	2	3	7	1	30
Paterson	33	113	114	79	42	29	24	9	4	40
Perth Amboy..	7	36	9	4	2	3	1	6	2	37
Phillipsburg ..	2	6	6	11	6	5	5	14	3	33
Plainfield	2	26	19	11	2	8	5	10	4	35
Rahway	4	7	11	4	5	3	2	10	5	31
Salem	.....	3	10	4	4	3	6	14	5	35
Town of Union	1	17	7	17	9	.....	6	14	.....	39
Trenton	24	62	66	26	23	21	30	10	1	43
West Hoboken.	15	34	16	12	5	3	3	7	7	39
Total	294	1,298	1,108	680	444	293	425	10	6	62

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	6	58	2	.....	40	37	15	2	41	.....	.....	3	109	2	15
Bergen	28	209	24	22	60	28	12	.....	.....	.....	.....	.....	250	.....	29
Burlington	7	70	13	2	61	54	36	3	.....	.....	.....	.....	87	.....	15
Camden	22	42	19	.....	39	41	45	.....	38	172	39	4	84	92	12
Cape May	2	11	8	2	16	22	17	.....	.....	.....	.....	.....	13	.....	7
Cumberland	15	17	13	3	43	44	35	.....	10	23	22	.....	46	.....	3
Essex	77	310	16	8	59	56	13	24	826	9	42	149	518	640	198
Gloucester	4	26	9	.....	53	54	14	2	.....	.....	.....	.....	14	.....	1
Hudson	70	120	13	7	91	77	36	6	846	40	27	20	159	698	42
Hunterdon	4	37	4	.....	47	34	36	.....	.....	.....	.....	.....	53	.....	6
Mercer	29	68	30	2	20	17	9	.....	158	.....	.....	.....	116	78	10
Middlesex	29	40	37	.....	36	54	34	.....	50	18	3	4	101	.....	27
Monmouth	17	107	34	4	102	76	26	21	.....	.....	.....	.....	170	.....	30
Morris	16	66	12	.....	60	58	43	.....	.....	.....	.....	.....	34	.....	7
Ocean	4	21	1	.....	29	35	28	4	134	359	.....	22	174	329	33
Passaic	14	66	14	6	15	18	15	1	10	.....	.....	.....	29	.....	3
Salem	3	27	2	.....	34	37	24	.....	.....	.....	.....	.....	78	.....	12
Somerset	11	63	12	1	33	15	11	9	.....	.....	.....	.....	23	.....	3
Sussex	6	16	1	.....	18	71	29	.....	119	49	1	.....	142	104	39
Union	30	99	9	1	44	6	5	8	.....	.....	.....	.....	23	.....	13
Warren	5	12	6	.....	78	56	30	2	2	14	.....	.....	100	1	29
Total	399	1,485	279	58	978	890	513	82	2,234	684	134	202	2,323	1,944	534

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TABLE XXI.

Teachers' Certificates, by Cities.

CITIES.	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	3	8	7	3		2		2					13		11
Atlantic City	1	32	1		15	13			39				74		2
Bayonne	14	43	3	2	2				59	38	16		46		9
Bloomfield	1	41	1	3	14								46		6
Bordentown	1	6	1		4	2							7		
Bridgeton	4		3	3	3	9	1		8	19			11		1
Burlington	1	9			5	9							9		
Camden	14	16	1		6	13	30		28	170	36	3	38	92	7
Dover	1	20	1		4	3							18		3
East Orange	4	44	4		5	6		3	24	3		24	89		17
Elizabeth	14	9		1	2		1		75	45	1		15	100	11
Englewood	1	13	5	2	5	1	1	2	1				18		6
Gloucester City			6		4	2	3			2		1	6		1
Hoboken	8	7	1	1	3	4	1		176				15	180	4
Jersey City	26	3	1						605			14	12	516	14
Lambertville	1	6	1		7								8		
Millville	2	8	2		4	1	5		4	4	22		10		1
Montclair	1	44			2	4	1			3	42		55	1	23
Morristown	1	14	7		1	1	1		2	14			16	1	12
Newark	50	58	4		7	8	3		758	3		118	148	633	107
New Brunswick	1	18	1			2			42	9		1	17		6
Orange	16	21		1					44			7	49		3
Passaic	1	20	10						53	17		22	100		17

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TABLE XXI.—Continued.

Teachers' Certificates, by Cities.

CITIES.	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.
Paterson	11								81	342			14	329	16
Perth Amboy	2	3	29		3	3			8	9	3	2	34		3
Philipsburg	1	2	1		31	2	4						3		5
Plainfield	1	42						1	29				48	3	9
Rahway	4	11	2						15	4			22		2
Salem	2	1	2		11	4			10				3		
Town of Union	4	16	1		12	15	5	4					15		1
Trenton	20	49	9	2	5	3			164				68	78	5
West Hoboken	6	3			32	19	3		6	2	11	6	7	2	2
Total	217	567	103	18	187	126	59	12	2,240	684	131	198	1,034	1,935	309

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TABLE XXII.

Grades of Certificates Granted to Teachers, by Counties.

COUNTIES.	First Grade.	Second Grade.	Third Grade.	Special.
Atlantic	10	10	11	.....
Bergen	12	13	5	3
Burlington	15	21	13	1
Camden	14	22	17	2
Cape May	5	15	7	.....
Cumberland	14	23	18	.....
Essex	12	10	9	8
Gloucester	16	21	18	.....
Hudson	18	10	21	.....
Hunterdon	6	8	16	.....
Mercer	7	5	7	.....
Middlesex	17	28	20	.....
Monmouth	9	19	17	4
Morris	9	18	14	1
Ocean	9	18	14	4
Passaic	7	8	5	.....
Salem	19	6	11	1
Somerset	8	6	10	2
Sussex	6	27	18	.....
Union	1	2	4	1
Warren	25	30	42	1
Total	239	310	297	29

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TABLE XXIII.

Private Schools.

COUNTIES.	Number of Unsectarian Private Schools having 25 Pupils or more.	Number of Sectarian Private Schools having 25 Pupils or more.
Atlantic	6	2
Bergen	6	5
Burlington	16	5
Camden	6	5
Cape May	1	2
Cumberland		7
Essex	38	36
Gloucester	1	2
Hudson	12	16
Hunterdon		1
Mercer		
Middlesex	7	7
Monmouth	7	6
Morris	11	8
Ocean	1	2
Passaic	2	2
Salem		2
Somerset	7	3
Sussex	3	3
Union	13	15
Warren		2
Total	137	131

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TABLE XXIV.

Evening Schools.

LOCATION.	Number of Evenings the Schools were kept open.	Number on Roll.	Average Evening Attendance.	Number of Teachers.	Average Salary per week Paid to Teachers.	Total Expenditure of Evening Schools.
Burlington County—						
Bordentown	80	59	22	1	$4 25	$135 00
Medford	80	40	15	1	4 00	80 00
Cumberland County—						
Landis Township	69	103	40	2	9 00	248 00
Millville	64	62	9	2	5 00	192 00
Essex County—						
Bloomfield	128	258	65	10	4 70	907 99
Montclair	62	128	80	3	13 76	746 50
Newark	103	5,492	2,608	126	12 00	36,222 35
Gloucester County—						
Clayton	64	90	22	2	6 50	208 00
Glassboro	64	110	27	3	5 33	256 00
Monroe	64	50	11	1	12 50	200 00
Woodbury	64	49	16	2	6 00	192 00
Woolwich	64	22	13	1	6 25	100 00
Hudson County—						
Bayonne	70	461	153	15	8 00	2,202 21
East Newark	65	115	90	3	6 93	435 00
Harrison	64	200	120	10	5 05	940 00
Hoboken	65	552	235	11	8 11	1,728 19
Jersey City	66	2,318	840	52	6 23	5,897 00
Kearny	84	130	93	5	5 68	751 00
Mercer County—						
Hamilton	55	56	25	1	5 00	72 50
Princeton Borough	24	16	4	1	8 00	40 00
Trenton	75	1,146	625	26	9 00	4,576 41
Middlesex County—						
New Brunswick	80	281	106	8	8 00	1,360 00
Morris County—						
Passaic Township, Stirling	60	76	16	1	6.25	93.75
Passaic County—						
Passaic	147	899	334	17	9.00	4871.17
Paterson	70	.....	.....	62	9.52	8269.00
Salem County—						
Pittsgrove	60	30	6	1	3 00	80 00
Salem	75	114	64	4	4 86	350 00
Somerset County—						
Raritan, No. 5, (Bridgewater)	70	130	103	6	5 35	619 23
Total	.....	13,487	5,742	377	$7 04	$71,773 30

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TABLE XXV.

District Indebtedness.

DISTRICTS.	Amount of Debt July 1st, 1901, not Including Interest.	Amount of Debt Incurred since July 1st, 1901.	Amount Paid During the Year Ending June 30, 1902, not Including Interest.	Amount of Debt Outstanding July 1, 1902, not Including Interest.
Atlantic County—				
Atlantic City	$239,975 00	.....	$10,000 00	$229,975 00
Buena Vista	.....	$1,000 00	.....	1,000 00
Egg Harbor City	2,100 00	.....	350 00	1,750 00
Egg Harbor Township	800 00	.....	400 00	400 00
Galloway Township	1,484 00	.....	420 00	1,064 00
Hammonton	16,000 00	.....	1,000 00	15,000 00
Pleasantville	350 00	.....	.....	350 00
Somers Point Borough	250 00	.....	.....	250 00
Weymouth	900 00	1,500 00	.....	2,400 00
Total	$261,859 00	$2,500 00	$12,170 00	$252,189 00
Bergen County—				
Allendale Borough	$3,000 00	.....	$500 00	$2,500 00
Bergen Township	1,600 00	.....	100 00	1,500 00
Bergenfield Borough	5,200 00	.....	500 00	4,700 00
Delford Borough	17,500 00	.....	500 00	17,000 00
East Rutherford Borough	8,000 00	.....	500 00	7,500 00
Englewood City	5,000 00	.....	1,500 00	3,500 00
Harrington Township	46,200 00	.....	1,200 00	45,000 00
Hasbrouck Heights Borough	13,400 00	.....	.....	13,400 00
Hohokus Township	1,800 00	.....	600 00	1,200 00
Little Ferry Borough	1,500 00	.....	.....	1,500 00
Lodi Borough	20,500 00	.....	2,000 00	18,500 00
Maywood Borough	5,500 00	.....	500 00	5,000 00
Midland Township	1,000 00	.....	500 00	500 00
Midland Park Borough	3,500 00	.....	.....	3,500 00
Montvale Borough	3,000 00	.....	100 00	2,900 00
New Barbadoes Township	54,351 00	.....	2,500 00	51,851 00
Orvil Township	2,500 00	.....	500 00	2,000 00
Palisades Township	4,500 00	.....	500 00	4,000 00
Ridgefield Borough	20,000 00	.....	.....	20,000 00
Ridgefield Township	12,500 00	.....	1,000 00	11,500 00
Ridgewood Township	44,000 00	.....	1,500 00	42,500 00
Riverside Borough	6,800 00	.....	300 00	6,500 00
Rutherford Borough	61,545 00	.....	1,000 00	60,545 00
Saddle River Township	14,500 00	.....	500 00	14,000 00
Teaneck Township	3,500 00	.....	500 00	3,000 00
Tenafly Borough	500 00	.....	500 00	.....
Edgewater	10,200 00	.....	500 00	9,700 00
Union Township	13,500 00	.....	1,000 00	12,500 00
Wallingford Borough	25,250 00	.....	250 00	25,000 00
Washington Township	.....	5,300 00	.....	5,300 00
Westwood Borough	10,000 00	.....	500 00	9,500 00
Woodcliff Borough	2,000 00	.....	500 00	1,500 00
Old Tappan Borough	150 00	.....	150 00	.....
Overpeck Township	10,000 00	.....	1,500 00	8,500 00
Lodi Township	5,100 00	.....	100 00	5,000 00
Garfield Borough	12,800 00	.....	1,000 00	11,800 00
Hillsdale	1,500 00	.....	500 00	1,000 00
Bogota	7,000 00	.....	.....	7,000 00
Palisades Park	4,500 00	.....	500 00	4,000 00
Total	$463,396 00	$5,300 00	$23,800 00	$444,896 00

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TABLE XXV.—Continued.

District Indebtedness.

DISTRICTS.	Amount of Debt July 1st, 1901, not Including Interest.	Amount of Debt Incurred since July 1st, 1901.	Amount Paid During the Year Ending June 30, 1902, not Including Interest.	Amount of Debt Outstanding July 1, 1902, not Including Interest.
Burlington County—				
Bass River Township	$2,400 00	.....	$300 00	$2,100 00
Beverly Township	600 00	12,000 00	200 00	12,400 00
Bordentown City	8,000 00	.....	1,000 00	7,000 00
Burlington City	31,473 23	.....	.....	31,473 23
Chester Township	7,700 00	.....	550 00	7,150 00
Cinnaminson Township	900 00	.....	300 00	600 00
Delran Township	1,400 00	.....	200 00	1,200 00
Lumbarton Township	550 00	.....	.....	550 00
Medford	160 00	500 00	160 00	500 00
Northampton Township	28,300 00	.....	1,000 00	27,300 00
Palmyra Township	10,000 00	.....	1,000 00	9,000 00
Riverside Borough	9,000 00	.....	400 00	8,600 00
Riverton Borough	.....	900 00	200 00	700 00
Total	$100,483 23	$13,400 00	$5,310 00	$108,573 23
Camden County—				
Centre Township	3,750 00	5,000 00	450 00	8,300 00
Gloucester Township	2,100 00	6,500 00	300 00	8,300 00
Haddon Township	.....	14,550 00	.....	14,550 00
Haddonfield Borough	3,500 00	13,000 00	1,000 00	15,500 00
Merchantville Borough	12,500 00	.....	.....	12,500 00
Waterford Township	5,000 00	.....	.....	5,000 00
Pensauken Township	11,700 00	4,350 00	800 00	15,250 00
Total	$38,550 00	$43,400 00	$2,550 00	$79,400 00
Cape May County—				
Cape May City	$41,000 00	.....	$2,000 00	$39,000 00
Dennis Township	300 00	4,000 00	300 00	4,000 00
Holly Beach Borough	3,000 00	.....	.....	3,000 00
Wildwood	7,000 00	.....	.....	7,000 00
Total	$51,300 00	$4,000 00	$2,300 00	$53,000 00
Cumberland County—				
Deerfield Township	$900 00	.....	$300 00	$600 00
Fairfield Township	.....	1,500 00	700 00	800 00
Landis Township	18,700 00	.....	2,000 00	16,700 00
Maurice Township	1,800 00	.....	600 00	1,200 00
Millville	23,000 00	.....	1,000 00	22,000 00
Total	$44,400 00	$1,500 00	$4,600 00	$41,300 00
Essex County—				
Belleville Township	$37,860 00	.....	$3,000 00	$34,860 00
Bloomfield	152,000 00	.....	3,000 00	149,000 00
East Orange	201,650 00	.....	19,800 00	181,850 00
Franklin Township	57,800 00	.....	.....	57,800 00
Glen Ridge Borough	81,000 00	6,000 00	1,000 00	86,000 00
Irvington	17,500 00	23,000 00	1,500 00	39,000 00
Millburn	47,000 00	.....	2,000 00	45,000 00
Montclair	210,500 00	.....	7,000 00	203,500 00
South Orange	21,000 00	.....	1,000 00	20,000 00
Vailsburgh Borough	21,000 00	.....	1,000 00	20,000 00
West Orange	86,000,00	.....	2,000 00	84,000 00
Total	933,310 00	29,000 00	41,300 00	921,010 00

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TABLE XXV.—Continued.

District Indebtedness.

DISTRICTS.	Amount of Debt July 1st, 1901, not Including Interest.	Amount of Debt Incurred since July 1st, 1901.	Amount Paid During the Year Ending June 30, 1902, not Including Interest.	Amount of Debt Outstanding July 1, 1902, not Including Interest.
Gloucester County—				
Deptford Township	1,000,00	1,000 00	1,000 00	1,000 00
Franklin Township	1,200 00	300 00	960 00	540 00
Glassboro Borough	8,000 00	.....	1,000 00	7,000 00
Greenwich Township	1,980 00	.....	660 00	1,320 00
Logan Township	500 00	.....	500 00	.....
Monroe Township	1,700 00	2,150 00	.....	3,850 00
South Harrison Township	1,000 00	.....	500 00	500 00
Wenonah Borough	5,500 00	.....	250 00	5,250 00
West Deptford Township	$1,000 00	.....	$500 00	$500 00
Woodbury	15,000 00	.....	1,000 00	14,000 00
Total	$36,880 00	$3,450 00	$6,370 00	$33,960 00
Hudson County—				
East Newark Borough	$30,000 00	.....	$3,000 00	$27,000 00
Guttenberg	7,000 00	.....	.....	7,000 00
Harrison Township	27,500 00	.....	5,000 00	22,500 00
Kearny	88,500 00	33,000 00	.....	121,500 00
North Bergen Township	39,900 00	32,000 00	6,000 00	65,900 00
Town of Union	42,000 00	.....	3,000 00	39,000 00
West New York	6,500 00	.....	1,000 00	5,500 00
Weehawken	148,000 00	.....	.....	148,000 00
West Hoboken	92,000,00	.....	7,000 00	85,000 00
Secaucus Borough	3,000 00	.....	1,000 00	2,000 00
Total	$484,400 00	$65,000 00	$26,000 00	$523,400 00
Hunterdon County—				
Raritan Township	$11,000 00	$1,200 00	$1,000 00	$11,200 00
Total	.....	.....	.....	.....
Mercer County—				
East Windsor Township	$4,000 00	.....	$1,000 00	$3,000 00
Hamilton Township	22,000 00	.....	.....	22,000 00
Hopewell Township	7,800 00	.....	1,000 00	6,800 00
Princeton Borough	30,200 00	.....	.....	30,200 00
Total	$64,000 00	.....	$2,000 00	$62,000 00
Middlesex County—				
Cranbury Township	$5,000 00	.....	$400 00	$4,600 00
Dunellen Borough	3,700 00	.....	500 00	3,200 00
East Brunswick	2,750 00	7,000 00	1,100 00	8,650 00
Madison Township	1,000 00	.....	400 00	600 00
New Brunswick	49,500 00	.....	2,000 00	47,500 00
Piscataway	6,400 00	6,000 00	400 00	12,000 00
Raritan	4,900 00	.....	500 00	4,400 00
Sayreville	4,590 00	.....	4,590 00	.....
South Amboy Borough	6,550 00	1,540 00	1,100 00	6,990 00
South River Township	5,700 00	850 00	500 00	6,050 00
Woodbridge Township	31,000 00	.....	1,000 00	30,000 00
Jamesburg	4,200 00	.....	300 00	3,900 00
Total	$125,290 00	$15,390 00	$12,790 00	$127,890 00

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TABLE XXV.—Continued.

District Indebtedness.

DISTRICTS.	Amount of Debt July 1st, 1901, not Including Interest.	Amount of Debt Incurred since July 1st, 1901.	Amount Paid During the Year Ending June 30, 1902, not Including Interest.	Amount of Debt Outstanding July 1, 1902, not Including Interest.
Monmouth County—				
Keyport	$4,000 00	.....	1,000 00	3,000 00
Long Branch	139,100 00	.....	4,000 00	135,100 00
Marlboro Township	2,000 00	.....	500 00	1,500 00
Matawan	13,000 00	.....	1,000 00	12,000 00
Middletown	3,510 00	.....	670 00	2,840 00
Neptune City	10,000 00	.....	.....	10,000 00
Neptune Township	91,300 00	.....	2,000 00	89,300 00
Red Bank	60.000 00	.....	.....	60,000 00
Shrewsbury Township	12,600 00	.....	600 00	12,000 00
Spring Lake Borough	8,000 00	.....	.....	8,000 00
Wall Township	9,000 00	.....	500 00	8,500 00
Asbury Park	60,500 00	.....	.....	60,500 00
Total	$413,010 00	.....	$10,270 00	$402,740 00
Morris County				
Boonton Borough	$16,000 00	.....	.....	$16,000 00
Dover	25,000 00	.....	2,000 00	23,000 00
Hanover Township	4,500 00	.....	500 00	4,000 00
Madison Borough	15,000 00	.....	.....	15,000 00
Netcong Borough	5,500 00	.....	500 00	5,000 00
Pequonnock	2,250 00	.....	750 00	1,500 00
Randolph	2,000 00	.....	125 00	1,875 00
Washington Township	51,225 00	.....	.....	51,225 00
Port Oram Borough	18,500 00	.....	.....	18,500 00
Total	$129,975 00	.....	$3,875 00	$126,100 00
Ocean County—				
Brick Township	5,000 00	.....	250 00	4,750 00
Dover Township	17,500 00	.....	500 00	17,000 00
Island Heights Borough	400 00	.....	200 00	200 00
Lakewood	29,050 00	.....	2,050 00	27,000 00
Little Egg Harbor Township	3,700 00	.....	.....	3,700 00
Point Pleasant and Beach Borough	10,000 00	.....	.....	10,000 00
Union Township	7,000 00	.....	500 00	6,500 00
Total	$72.650 00	.....	$3,500 00	$69,150 00
Passaic County—				
Acquackanonk	$18,750 00	.....	$2,250 00	$16,500 00
Little Falls Township	.....	18,000 00	.....	18,000 00
Manchester Township	38,300 00	.....	1,100 00	37,200 00
Pompton Lakes Borough	2,500 00	.....	500 00	2,000 00
Wayne Township	8,200 00	4,900 00	500 00	12,600 00
Hawthorne Borough	17,900 00	.....	1,100 00	16,080 00
Total	$85,650 00	$22,900 00	$5,450 00	$103,100 00
Salem County—				
Elmer Borough	$2,100 00	.....	$300 00	$1,800 00
Pennsgrove Borough	2,500 00	.....	833 00	1,667 00
Pittsgrove Township	2,500 00	.....	250 00	2,250 00
Salem City	6,000 00	.....	1,000 00	5,000 00
Total	$13,100 00	.....	$2,383 00	$10,717 00

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TABLE XXV.—Continued.

District Indebtedness.

DISTRICTS.	Amount of Debt July 1st, 1901, not Including Interest.	Amount of Debt Incurred since July 1st, 1901.	Amount Paid During the Year Ending June 30, 1902, not Including Interest.	Amount of Debt Outstanding July 1, 1902, not Including Interest.
Somerset County—				
Bound Brook Borough	$15,000 00	.....	$1,000 00	$14,000 00
North Plainfield Borough	38,500 00	5,500 00	3,000 00	41,000 00
North Plainfield Township	1,000 00	.....	500 00	500 00
Somerville	5,000 00	.....	1,000 00	4,000 00
South Bound Brook	8,700 00	.....	400 00	8,300 00
Total	$68,200 00	$5,500 00	$5,900 00	$67,800 00
Sussex County—				
Newton	$22,000 00	.....	$1,000 00	$21,000 00
Union County—				
Cranford Township	$27,000 00	.....	$1,000 00	$26,000 00
Elizabeth	108,500 00	5,000 00	.....	113,500 00
Fanwood	6,000 00	.....	1,000 00	5,000 00
Plainfield City	66,000 00	.....	5,000 00	61,000 00
Summit	6,000 00	.....	1,500 00	4,500 00
Westfield	75,000 00	.....	.....	75,000 00
Total	$288,500 00	$5,000 00	$8,500 00	$285,000 00
Warren County—				
Belvidere Township	$5,000 00	.....	$1,000 00	$4,000 00
Lopatcong Borough	2,000 00	.....	.....	2,000 00
Phillipsburg City	22,500 00	.....	.....	22,500 00
Washington Borough	5,000 00	.....	1,000 00	4,000 00
Total	$34,500 00	.....	$2,000 00	$32,500 00

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TABLE XXV.—Concluded.

Summary of Indebtedness.

COUNTIES.	Amount of Debt July 1st, 1901, Excluding Interest.	Amount of Debt Incurred since July 1, 1901.	Amount Paid During the Year Ending June 30, 1902, Excluding Interest.	Amount of Debt Outstanding July 1, 1902, Excluding Interest.
Atlantic	$261,859 00	$2,500 00	$12 170 00	$252,189 00
Bergen	463,396 00	5,300 00	23,800 00	444,896 00
Burlington	100,483 23	13,400 00	5,310 00	198,573 23
Camden	38,550 00	43,400 00	2,550 00	79,400 00
Cape May	51,300 00	4,000 00	2,300 00	53,000 00
Cumberland	44,400 00	1,500 00	4,600 00	41,300 00
Essex	933,310 00	29,000 00	41,300 00	921,010 00
Gloucester	36,889 00	3,450 00	6,370 00	33,960 00
Hudson	484,400 00	65,000 00	26,000 00	523,400 00
Hunterdon	11,000 00	1,200 00	1,000 00	11,200 00
Mercer	64,000 00	.....	2,000 00	62,000 00
Middlesex	125,290 00	15,390 00	12,790 00	127,890 00
Monmouth	413,010 00	.....	10,270 00	402,740 00
Morris	129,975 00	.....	3,875 00	126,100 00
Ocean	72,650 00	.....	3,500 00	69,150 00
Passaic	85,650 00	22,900 00	5,450 00	103,100 00
Salem	13,100 00	.....	2,383 00	10,717 00
Somerset	68,200 00	5,500 00	5,900 00	67,800 00
Sussex	22,000 00	.....	1,000 00	21,000 00
Union	288,500 00	5,000 00	8,500 00	285,000 00
Warren	34,500 00	.....	2,000 00	32,500 00
Total	$3,742,453 23	$217,540 00	$183,068 00	$3,776,925 23

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TABLE XXVI.

State Certificates Issued During the Year 1901-1902.

EXPERIENCE.

First Grade.

Bebout, Edwin.
Broome, Edwin C.
Boyer, Charles B.
Babcock, W. F.
Connor, W. J.
Coles, Sue H.
Decker, Ralph.
Fretz, Thomas A.
Fiske, Cora E.
Gifford, Emma L.
Glass, Susie E.
Headley, Frank H.
Skidmore, Lanson B.
Morris, Richard.
McCallie, Joseph M.
Neal, H. J.
Rissmiller, Isaac.
Swingle, William M.
Tyndall, Sarah E.
Woodward, Ralph F.
White, Howard Dare.
Vogel, George J.

Kindergarten.

Daniels, Emma M.
Jones, Harriet.
Lathrop, Lillian.
Macintosh, Sarah May.
Powell, Mabel Alger.

Ethical Culture.

Hays, Frances C.
Davis, Lucie Palmer.

Music.

Young, Edward M.

Normal Art.

Kintz, Josephine.

Drawing.

Beebe, Dee.

EXAMINATION.

First Grade.

Schulte, George B.

Second Grade.

Baxter, Katharine C.
Bliss, R. P.
Collard, Arthur W.
Cornish, Henrietta S.
Hockenberry, M. Amelia.
Keiter, W. S.
Lyons, L. C.
Meseroll, Lester A.
Reed, Emma L.
Sage, Walter M.
Stone, George W.
Strong, Mary L.
Tate, Clara L.

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Third Grade.

Atwood, Franklin T.
Alden, Rose.
Atkinson, Emily.
Brunyade, Josephine K.
Baldwin, Lena H.
Baldwin, Isabella.
Chew, Ruth E.
Corcilius, Irene.
Demarest, Sarah T.
DeWitt, Orville P.
Fichter, Edith B.
Ferrier, Deborah.
Gambee, Robert C.
Garwood, Helen.
Hain, F. H.
Henderson, Jennie A.
Hess, W. Lyndon.
Hockenberry, W. H.
Holbrook, Alice M.
Hull, R. J.
Hall, Frances S.
Hibbard, Rufus P.
Knudson, Mabel A.
Kutcher, Elizabeth L.
Klock, Ella.
Lamont, Nellie J.
Lovell, Phebe P.
McCain, James L.
McIntyre, William G. S.
Meyer, John L.
Platt, Belle.
Snodgrass, Gertrude.
Simonton, Maude.
Vliet, Percival H.
Vanderbilt, Mabel T.
Yardley, Anna M.

Kindergarten.

Rusby, Elizabeth A.

NORMAL LIFE.

Aldous, Julia L.
Bishop, Fannie D.
Bugbee, Rilla.
Barrett, Teresa G.
Crawford, Lillian E.
Dittmar, Kathryn M.
deB. Tweed, Alice.
Davidson, Rebecca T.
Daenell, Alice.
Drudy, Katherine M.
Fox, Carrie D.
Godshalk, Cornelia.
Hughes, Theo. L.
Hutchinson, Margaret E.
Hyde, Mabel Fuller.
Hand, Lucie B.
Johnson, Albert R.
Kelly, Margaret G.
Kruse, Amy.
Lippincott, Alice G.
Lewis, Laura A.
Lewis, Lucy K.
Lacey, Florence J.
Lucan, Mary C.
Manning, Olivia R.
McCormack, Isabel.
Ohning, Isabel.
Patterson, Cora R.
Polhemus, Ella.
Price, Richard S.
Plum, Mary E.
Pierce, Selina C.
Reed, Pauline E.
Riddick, Altha.
Richardson, Jessie.
Shemeley, Florence E.
Smith, Anna.
Smith, Gertrude H.
Smith, Annie R.
Smith, Kathryn A.
Shaw, Edna M.
Swayze, Minnie M.
Struble, Louise B.
Spring, Elizabeth S.
Shaeffer, Martha.
Thompson, John Ward.
Tingley, Jennie E.
Trenbath, Alice C.
Whitlock, Elizabeth P.
Waterman, Florence H.

RENEWALS.

Second Grade.

Bartow, Annie S.
Dove, Nettie C.
Dickinson, Harriet.
Willert, Fannie L.

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Third Grade.

Alpough, Harriet A.
Conover, Elizabeth J.
Fithian, Emily B.
Schumacker, Rosalie.
Stryker, Franklin A.
Southard, Roxie B.

ENDORSEMENTS.

Ackerman, William A.
Atherton, Arthur P.
Anderson, Grace M.
Anderson, Woodford M.
Bailey, J. Adams.
Brown, Cassie E.
Brown, Florence N.
Barden, Rosa K.
Bundy, W. O.
Bodine, Helen D.
Barber, Caroline A.
Chapin, Cora E.
Chapin, Clara J.
Carroll, Sarah E.
Clark, Madge C.
Clark, Ada R.
Corey, Frances E.
Coates, Elizabeth.
Covert, Alice.
Calhoun, Eleanor R.
Cudney, Lou M.
Christy, Marion F.
Duquette, George L.
Dickson, Matilda M.
Dodd, James Francis.
Draper, Mary T.
Dean, Violet.
Dayton, Georgiana R.
Defendorf, A. Gertrude.
Emmons, Bertha E.
Frazer, May E.
Foster, Mary E.
Fish, Roldo A.
Gray, Inez L.
Green, May W.
Gould, Nellie J.
Glasser, Henry W.
Gillette, Virginia E.
Gannsman, Anna B.
Guild, Elizabeth W.
Griswold, May M.
Gillette, Mary E.
Higbee, Grace L.
Harding, Hannah V.
Holmes, William F.
Huber, Gertrude.
Hill, Ruth C.
Hagin, Ruby S.
Hughes, Florence M.
Jones, Winifred L.
Jones, Minnie A.
Jackson, Emma M.
Jerome, Julia.
Harper, May E.
Irving, Louisa W.
Knudson, Mabel A.
Killeen, Helen V.
Knapp, Sara C.
Knapp, Grace H.
Lockwood, Alice May.
Latimer, Mary A.
Lee, Mabelle.
Lynch, John K.
Lambert, Kate C.
Morey, Angela.
Morrison, Carolyn E.
Macintosh, Sarah M.
Muller, Ella.
Maguire, Margaret.
Moore, Mary.
Merrick, Edith A.
Morse, Lulu B.
Munn, G. Rosamond.
Murphy, Frances L.
Moore, William J.
Owens, Eleanor M.
Olmsted, Sarah C.
Pierson, Mary E.
Parker, Edith G.
Powers, L. Blanche.
Peters, Grace M.
Parker, Kate E.
Purvis, Isabella.
Philo, Lottie R.
Pitkin, Eugene S.
Reed, Alice S.
Richenaker, Anna M.
Rumsey, Jennie B.
Riddle, Estelle.
Rohrbach, D. R.
Rose, Abel.
Staber, Maud J.
Snyder, Mary A.
Snyder, W. O.
Stephens, Lavinia.
Schoonmaker, Stella.
Smith, Florence G.
Shannon, Jennie.
Stevenson, Frances S.
Smith, Georgie T.
Sheehy, Jennie Van DeMark.
Scott, Archibald J.
Staples, Bertha.
Strong, Lottie B.
Smith, Loretta.
Strong, B. Elizabeth.

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Taylor, Martha S.
Taylor, May Grace.
Wright, Grace R.
Wall, Ellena.
Wheeler, Jessie L.
White, Emily V.
Wilcox, Myra, G.
Van Horne, Mabel P.
Yoran, Mary A.

PROVISIONAL.

Alden, Rose.
Atkinson, Emily M.
Baldwin, Lena H.
Barnhart, Edith.
Brandt, Joseph F.
Brunyate, Josephine K.
Buck, Gertrude S.
Carhart, Elizabeth M.
Coyle, M. J.
Craighead, Bessie N.
Cravath, Bessie N.
Hall, Frances E.
Henderson, Jennie A.
Jennison, Lynn E.
Keiter, William S.
Kutcher, Elizabeth L.
Meyer, John L.
Murray, M. Louise.
Sandt, John H.

CERTIFICATE REVOKED.

E. S. Ketchum.

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TABLE XXVII.

County Certificates Issued During the Year, 1901-1902.

ATLANTIC COUNTY.

First Grade.

Larcombe, John A.	November 1st, 1901.
English, Ion.	" "
Gorse, John W.	" "
Sweet, M. Eloise.	March 1st, 1902.
Godfrey, Anna.	June 1st, 1902.
Hazleton, Edward J.	" "
Reed, Emma E.	" "
Riley, W. Burt.	" "
Smith, Lillian E.	" "
Vansant, Elizabeth	" "

Second Grade.

Collins, Annie S.	November 1st, 1901.
Rogers, E. Josephine.	" "
Carhart, Lavinia	November 1st, 1901.
Hall, Marie.	March 1st, 1902.
Steelman, Cora.	" "
Abbott, Florence W.	June 1st, 1902.
Doty, Jas. B.	" "
Marts, Ella S.	" "
Sheppard, Horace J.	" "
Zeikman, May.	" "

Third Grade.

Cranmer, Carrie	November 1st, 1901.
Barrett, Mary.	" "
Ulmer, Lydia.	" "
Adams, Pearl	March 1st, 1902.
Adams, Viola.	" "
Cranmer, Carrie.	" "
Crowell, Cora M.	" "
Davidson, Heleana G.	" "
Sheppard, Horace J.	" "
Higbee, Olive B.	June 1st, 1902.
Smallwood, Fred.	" "

BERGEN COUNTY.

First Grade.

Storm, May L.	November 1st, 1901.
Gerecke, Gertrude E.	March 1st, 1902.

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Burlew, Mrs. Ida V. B.	June 1st,	1902.
Coe, James A.	"	"
Demarest, Anna C.	"	"
Du Bois, Chas. P.	"	"
Frank, Ida.	"	"
Hill, Margaret .M.	"	"
Howland, Emily M.	"	"
Terry, Nathaniel .L.	"	"
Vreeland, Maggie.	"	"
Woodward, B. F.	"	"

Second Grade.

Demarest, Maggie D.	November 1st,	1901.
Gismond, Mrs. J. C.	"	"
Hazard, Lula B.	"	"
Henderson, Jennie A.	"	"
Andress, Jos.	March 1st,	1902.
Bennett, Mrs. Lydia A.	"	"
Hawes, Esther M.	"	"
Mann, Nellie L.	"	"
Petzold, Amy.	"	"
Bratt, Eva.	June 1st,	1902.
Brewster, Bertha.	"	"
Coulter, Jennie E.	"	"
Demarest, Eleanore E.	"	"

Third Grade.

Doremus, Emma S.	November 1st,	1901.
Eckel, Kahryn.	"	"
Gilbert, Virginia B.	March 1st,	1902.
Mellgren, Ellen S.	"	"
Meyer, Mary.	"	"

Special.

Casler, Elizabeth M., Kindergarten.	November 1st,	1901.
Stevens, Mercy E., Kindergarten.	"	"
Van Brunt, Margaret L., Kindergarten.	March 1st,	1902.

BURLINGTON COUNTY.

First Grade.

Branson, Lilla T.	November 1st,	1901.
Carty, Nellie A.	"	"
Megargee, George E.	"	"
Conrow, Mildred.	March 1st,	1902.
Patterson, Mary E.	"	"
Wetherill, Eliz. D.	"	"
Ancker, Ida Mason.	June 1st,	1902.
Clinton, Harriet C.	"	"

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Clymer, Annie	"	"
Cowperthwait, Bessie R.	"	"
Harris, Minnie M.	"	"
Heinekin, John F. D.	"	"
Mitchell, Mary J.	"	"
Stewart, Rose A.	"	"
Wheeler, Anna P.	"	"

Second Grade.

Beck, M. R.	November 1st,	1901.
Rainear, Sara S.	"	"
Cramer, Mazie F.	March 1st,	1902.
Harris, Ella L.	"	"
Hughes, Eunice A.	"	"
Gillingham, Ella.	"	"
Monaghan, Rose G.	"	"
Reinke, Alice	"	"
Thompson, Eliz. R.	"	"
Buzby, Ellen	June 1st,	1902.
Deacon, Helen E.	"	"
Dobbins, Amanda R.	"	"
Fender, Ella.	"	"
Kinsley, Myra	"	"
Murphy, William W.	"	"
Peterson, Estella	"	"
Stiles, James C.	"	"
Stockum, Addie	"	"
Stricker, J. Clifford.	"	"
Walther, Mary E.	"	"
Woolston, Ella	"	"

Third Grade.

Bozarth, Sallie R.	November 1st,	1901.
Clymer, Annie	"	"
Murphy, William W.	"	"
Batten, J. Russell	March 1st,	1902.
Goble, Mabel E.	"	"
Hinkle, Eleanor W.	"	"
Holt, Edna	"	"
Webber, Mary Villa.	"	"
Frymier, Helen G.	June 1st,	1902.
Gale, Anna	"	"
Hallenbeck, M. Louise.	"	"
Kimble, Daisy R.	"	"
Lippincott, Beulah H.	"	"

Special Kindergarten.

Fish, Bertha	November 1st,	1901.

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CAMDEN COUNTY.

First Grade.

Chew, Elizabeth C.	November	1st, 1901.
Thompson, Sara H.	"	"
Morrison, Lizzie H.	March	1st, 1902.
Smith, Millicent R.	"	"
Summerill, Elma F.	"	"
Sullivan, Wm. C.	"	"
Eayre, Edith Earle.	June	1st, 1902.
Hurff, Mary B.	"	"
Fortiner, Laura V.	"	"
Jennings, Minnie	"	"
Larmouth, Minnie	"	"
Nixon, Bertha	"	"
Whittington, Mary	"	"
Wright, Georgia K.	"	"

Second Grade.

Bishoff, Minnie G.	November	1st, 1901.
Bottoms, Amy	"	"
Greer, Marian	"	"
Gibson, Idella S.	"	"
Owens, Horace F.	"	"
Stiles, Carolyn D. W.	"	"
Vanuxem, Mary	"	"
Williams, Ida M.	"	"
Whittington, Mary	"	"
Heggan, Caleina C.	March	1st, 1902.
Norcross, Susan McI.	"	"
Preston, Rosaltha	"	"
Purdy, Lena R.	"	"
Robinson, Rosella	"	"
Still, Fred A.	"	"
Heisler, Maude M.	June	1st, 1902.
Lord, Mabel S.	"	"
Marple, Clara	"	"
Read, Marianna	"	"
Stockum, Carrie M.	"	"
Stockum, Sadie	"	"
Whitacre, Emily	"	"

Third Grade.

Barton, Edith	November	1st, 1901.
Harley, Sallie	"	"
Jackson, John H.	"	"
Dickson, Sarah Allen.	March	1st, 1902.
Dougherty, Laura W.	"	"
Gordon, Mary L.	"	"
Jessup, Helen	"	"
Powell, E. Louisa.	"	"
Read, Marianna	"	"
Snyder, Lilian	"	"

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Walton, Lydia R.	"	"
Casey, Edna E.	June	1st, 1902.
Collins, Anna Mary	"	"
Dermit, Helen E.	"	"
Harris, Lillian	"	"
Larmouth, Adele	"	"
Robinson, Edith	"	"

Special Kindergarten.

Wake, Mary E.	November 1st, 1901.
Way, Marion H.	March 1st, 1902.

CAPE MAY COUNTY.

First Grade.

Eldredge, Cora	November 1st, 1902.
Hildreth, Llewellyn	" "
Hughes, Frank R.	March 1st, 1902.
Van Gilder, Rodney	June 1st, 1902.
Creamer, Cornelia	" "

Second Grade.

Claypoole, Jennie	November 1st, 1901.
Creamer, Cornelia	" "
Hoffman, L. T.	" "
Young, Sarah	" "
Mace, Margaret	" "
Campbell, Edward	March 1st, 1902.
Elliot, George B.	June 1st, 1902.
Townsend, Clinton	" "
Van Gilder, Emma Y.	" "
Steelman, Martin	" "
French, Hannah E.	" "
Stiles, Edwin R.	" "
Taylor, R. E.	" "
Stafford, Eva M.	" "
Townsend, Hettie	" "

Third Grade.

Goodman, Frances	November 1st, 1901.
Springer, Minnie H.	" "
Shivers, Lorenzo B.	March 1st, 1902.
Norton, Pearla	June 1st, 1902.
Meerwald, Joseph A.	" "
Rutherford, Linda	" "
Forcum, Hester	" "

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CUMBERLAND COUNTY.

First Grade.

Davis, Julia M.	November 1st,	1901.
Trimble, Alice	March 1st,	1902.
Woodruff, Ella N.	"	"
Bard, Delia	June 1st,	1902.
Brandrift, May C.	"	"
Brineschults, Lillian T.	"	"
Cantner, Bertha E.	"	"
Davidson, Martha N.	"	"
Garrison, Alice B.	"	"
Keyport, Lizzie H.	"	"
Lawrence, Alice H.	"	"
Perry, Lonella	"	"
Richardson, Eunice A.	"	"
Tomlin, Chas.	"	"

Second Grade.

Corse, Anna B.	November 1st,	1901.
Davis, Walter B.	"	"
Kenny, Maude S.	"	"
Kernan, Winefride	"	"
Lowden, Mabel	"	"
Perry, Georgiana	"	"
Reid, Elsie Gordon	"	"
Adams, A. Virginia	March 1st,	1902.
Buzby, Carrie M.	"	"
Gerow, Lucie A.	"	"
McConnell, Bertha G.	"	"
Watson, Clarissa C.	"	"
Billow, J. W.	June 1st,	1902.
Brineschults, Fannie D.	"	"
Claypoole, Jeannette H.	"	"
Fisher, Mary E.	"	"
Howell, Linda W.	"	"
Laws, George	"	"
Mayhew, Ruth L.	"	"
Oliver, Maggie B.	"	"
Packard, A. J.	"	"
Prichard, Annie E.	"	"
Wright, Norman A.	"	"

Third Grade.

Billow, J. W.	November 1st,	1901.
Cosier, Blanche	"	"
Feil, Mrs. S. B.	"	"
Harkin, Claude L.	"	"
Parvine, Elijah R.	"	"
Perry, Joseph W.	"	"
Bard, Helen	March 1st,	1902.
Bradford, Hannah L.	"	"
Davis, Francis W.	"	"

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Parker, Fannie B.	"	"
Van Valin, Lulu E.	"	"
Bloomingdale, Hannah G.	June 1st,	1902.
Brandt, Sarah M.	"	"
Claypoole, Ida B.	"	"
Frazeur, Susie M.	"	"
Hogan, Anna T.	"	"
Steward, Edwina	"	"
Vanaman, Lillian B.	"	"

ESSEX COUNTY.

First Grade.

Drew, Isabella R.	November 1st,	1901.
Lovett, Arthur E.	"	"
Sharpless, Elinore R.	"	"
McKinney, May	March 1st,	1902.
Wyman, Elizabeth H.	"	"
Coomes, Rosalba A.	June 1st,	1902.
Galloway, Lillie M.	"	"
Hunt, J. Louis	"	"
Nightingale, Eleanor M.	"	"
Otis, Lizzie	"	"
Sloat, Mary J.	"	"
Smith, Lydia M.	"	"

Second Grade.

Cox, Isabella L.	November 1st,	1901.
Haws, E. Josephine	"	"
Wright, Jane	"	"
Ferris, Jessie	March 1st,	1902.
Kenney, Ivah L.	"	"
Miller, Bessie E.	"	"
Northrup, Elizabeth B.	"	"
Barrett, Mary E.	June 1st,	1902.
Jencker, J. Daisy	"	"
Pierce, Ida Mae	"	"

Third Grade.

Connolly, Joseph A.	November 1st,	1901.
Landers, Frances A.	"	"
McKinney, Ruth E.	"	"
Perkins, Clarence	"	"
Kenney, Ivah L.	"	"
Colborn, Ruth B.	March 1st,	1902.
Hamilton, Matthew C.	"	"
Hassett, Nella D.	"	"
Mick, Ella	June 1st,	1902.

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Special.

Lindsley, Laura A., Music	November 1st,	1901.
Nelson, Mary E., Drawing	"	"
Rusby, Elizabeth A., Kindergarten	"	"
Bowns, Helen D., Kindergarten	March 1st,	1902.
Gaylord, Mary, Commercial	"	"
Horrax, Dorothy M., Kindergarten	"	"
Smith, Alice R., Manual Training and Drawing	"	"
Teall, E. Horatia, Kindergarten	"	"

GLOUCESTER COUNTY.

First Grade.

Hughes, Anna P.	November 1st,	1901.
Roe, Emily	"	"
Tomlin, Etta	"	"
Lippincott, Annie E.	March 1st,	1902.
Marsteller, Howard	"	"
Rambo, Amy H.	"	"
Treen, Margaret	"	"
Allen, Eva M.	June 1st,	1901.
Crane, Raymond M.	"	"
Davis, Mame	"	"
La Dow, Eva S.	"	"
Miller, Phebe S.	"	"
Reeves, Anna R.	"	"
Saunders, Lizzie C.	"	"
Thorp, Anna F.	"	"
Wentzell, Elnora D.	"	"

Second Grade.

Angelo, Margaret L.	November 1st,	1901.
Conover, Anna L.	"	"
Copestick, Florence G.	"	"
Curry, Belle	"	"
Paschal, Mary R.	"	"
Stanton, Ada G.	"	"
Fish, Lavinia H.	March 1st,	1902.
Downer, Grace S.	"	"
Goslin, Helen	"	"
Wentzell, Elnora D.	"	"
Ballinger, Bessie B.	June 1st,	1902
Duffield, Ivy E.	"	"
Frazier, Edwin M.	"	"
Gorden, Ada	"	"
Gooden, Anna	"	"
Henchman, Ray A.	"	"
Knisell, Warren M.	"	"
Ledden, Roy	"	"
Marsh, Eva M.	"	"
Maxwell, Laura	"	"
Somers, Richard H.	"	"

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Third Grade.

Collins, George L.	November 1st,	1901.
Davis, Emma S.	"	"
Kircher, Ethel F.	"	"
Nebel, Anna M.	"	"
Robinson, Rose J.	"	"
Somers. Richard H.	"	"
Woolston, Fidelia.	"	"
Allen, Elizabeth A.	March 1st,	1902.
Banks, Ella F.	"	"
Bittner, John	"	"
Hinchman, Ray A.	"	"
Keleher, Kate H.	"	"
Ledden, Rilla	"	"
Avis, Martie C.	June 1st,	1902.
Collins, George L.	"	"
Dougherty, Laura	"	"
Headley, Carrie	"	"
Scott, Verna L.	"	"

HUDSON COUNTY.

First Grade.

Lee, Katherine	November 1st,	1901.
Sherwood, Helen	"	"
Fine, Matilda T.	March 1st,	1902.
Gilligan, Katherine	"	"
Tuhey, Margaret A.	"	"
Ahrens, Minnie C.	June 1st,	1902.
Baumgartner, Wilhelmine S.	"	"
Clarke, Rosamond	"	"
Cleveland, J. G.	"	"
Greenfield, Mary.	"	"
Keenan, Katherine.	"	"
Kenton, Margaret	"	"
Kost, Ida J.	"	"
Murphy, Elizabeth	"	"
Post, Jennie B.	"	"
Rice, Mary L.	"	"
Shepard, Mrs. Fanny.	"	"
Sherwood, Anna E.	"	"

Second Grade.

Hennessy, Anna	November 1st,	1901
Waters, Alice S.	"	"
Beckwith, Alice H.	March 1st,	1902.
Ferguson, A. L.	"	"
McGlennon, C. A.	"	"
McKeown, Anna	"	"
Murray, M. L.	"	"
Boulanger, Bessie D.	June 1st,	1902.
Cassidy, Alice	"	"
Kortz, Gertrude M.	"	"

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Third Grade.

Brelle, Olga C.	November 1st,	1901.
Keresy, Marie	"	"
Names, Bessie B.	"	"
Wilcox, H. Irene	"	"
Thomson, Margaret D.	"	"
Gray, Frank F.	March 1st,	1902.
Pond, Lisle A.	"	"
Thompson, Florence	"	"
Wilson Ellen	"	"
Boynge, F. L.	June 1st,	1902.
Breen, M. F.	"	"
Curran, Josephine	"	"
Gunderson, Anna	"	"
Mansfield, Genevieve	"	"
McDonald, Lucy A.	"	"
Moore, M. F.	"	"
O'Bryan, Rena M.	"	"
Pope, Gertrude	"	"
Reidy, Ella	"	"
Reinhardt, Rosalie	"	"
Tierny, Bell	"	"

HUNTERDON COUNTY.

First Grade.

Thomson, Lola	November 1st,	1901.
Dobbins, Mrs. Mary B.	March 1st,	1902.
Stamets, Mrs. Cora	"	"
Belcher, Jane	June 1st,	1902.
Bryan, Edward H.	"	"
Fisher, H. L.	"	"

Second Grade.

Dilts, Frank	November 1st,	1901.
Hamlen, Flora C.	"	"
Smith, Hattie	"	"
Gardner, Mary A.	March 1st,	1902.
Hunt, A. Dell	"	"
Heller, Rev. J. W.	"	"
Benjamin, Mamie S.	June 1st,	1902.
Castner, Iva	"	"

Third Grade.

Bond, Ella S.	November 1st,	1901.
Carr, Teresa G.	"	"
Clickenger, Mrs. Ruth	"	"
Farrow, Ruth F.	"	"

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Myers, Newton V.	"	"
Slack, Susie D.	"	"
Todd, Luella	"	"
Wagner, Bertha D.	"	"
Anderson, Alice F.	March 1st,	1902.
Fetherman, Daisy A.	"	"
Insley, Edyth M.	"	"
Mitchell, S. Etta	"	"
Niece, Elmer	"	"
Alpaugh, Mathias	June 1st,	1902.
Carling, Bessie	"	"
Terriberry, Minnie	"	"

MERCER COUNTY.

First Grade.

McRostie, Helen G.	November 1st,	1901.
Botzong, Mrs. S. P.	June 1st,	1902.
Grover, Helen D.	"	"
Prall, Emma E.	"	"
Stults, Jennie	"	"
Wagner, Elmer D.	"	"
Wyckoff, Newton	"	"

Second Grade.

Howell, Louisa	March 1st,	1902.
Davison, Gertrude	June 1st,	1902
Holmes, Florence S.	"	"
Horner, Florence A.	"	"
Snook, Jessie	"	"

Third Grade.

Fields, Georgiana H.	November 1st,	1901.
MacNair, Adeline W.	"	"
Seeley, Millie	March 1st,	1902.
Blackwell, Carrie J.	June 1st,	1902.
Cox, Bertha L.	"	"
Carlisle, E. Clara	"	"
Walton, Lydia R.	"	"

MIDDLESEX COUNTY.

First Grade.

Eulner, Elmer H.	November 1st,	1901.
Folwell, Jos. N.	"	"
Fountain, Asbury	"	"
Smith, Saidee A.	"	"

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Davis, Eleanor	March 1st,	1902.
Deveny, H. F.	"	"
Bogart, Kate	June 1st,	1902.
Bostwick, E. B.	"	"
Brown, S. T. M.	"	"
Dunham, Viola	"	"
Fillips, Susan	"	"
Grant, Edith A.	"	"
Henderson, Nora B.	"	"
Johnston, Blanche	"	"
McCurdy, S. C.	"	"
Soper, Meta F.	"	"
Van Nuis, Amanda	"	"

Second Grade.

Aken, Edna	October 5th,	1901.
Buchanan, Mary E.	"	"
Coker, Florence	"	"
Cleveland, Susie E.	"	"
Hancock, Ethel D.	"	"
Henderson, Lizzie S.	"	"
Perrine, Katherine H.	"	"
Berdine, C. L.	March 1st,	1902.
Felter, S. B.	"	"
O'Connor, K.	"	"
Burnett, Margaret L.	June 1st,	1902.
Conover, Margaret	"	"
Cottrell, L. P.	"	"
Dunn, Mary B.	"	"
Flanagan, Josephine	"	"
Flynt, Leonora L.	"	"
Higgins, E. May	"	"
Inslee, Ethel	"	"
Martin, Harriet K.	"	"
Millets, M. P.	"	"
Nutt, Georgia F.	"	"
Paxton, Anna C.	"	"
Partridge, Jennie	"	"
Park, Anna E.	"	"
Rue, Emma	"	"
Scudder, Laura	"	"
Smith, Abbie H.	"	"
Smith, Theresa	"	"

Third Grade.

Folwell, Grace J.	November 1st,	1901.
Hyde, Edith	"	"
Reames, Adelaide L.	"	"
Sleeper, Ethel S.	"	"
Brown, Sadie R.	March 1st,	1902.
French, K. L.	"	"
Long, M. A.	"	"
Long, Eva M.	"	"
Morse, Kate	"	"
Park, A. E.	"	"

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Tappen, B. A.	"	"
Van Nostrand, J. M.	"	"
Vandevert, L. M.	"	"
Bradley, Rena	June 1st, 1902.	
Clark, Julia L.	"	"
De Hart Lavinia	"	"
Morgan, Arline	"	"
Savage, Josephine	"	"
Schenck, Elizabeth	"	"
Slugg, Bessie E.	"	"

MONMOUTH COUNTY.

First Grade.

Buermeyer, F. F.	November 1st, 1901.	
Clapp, J. M.	"	"
Bender, Anna	March 1st, 1902.	
Whitlock, Vannito	"	"
Appleget, J. L.	June 1st, 1902.	
Conover, Charlotte	"	"
Landis, L. B.	"	"
Leary, Daniel	"	"
Vanderveer, Mary C.	"	"

Second Grade.

Appleget, Mary E.	November 1st, 1901.	
Roberts, Mary	"	"
Troutman, Mary A.	"	"
Cafferty, Anna	March 1st, 1902.	
Corson, Lucy E.	"	"
Johnson, Gussie	"	"
Mitchell, Minnie V.	"	"
Landis, L. B.	"	"
Bloodgood, Mary E.	June 1st, 1902.	
Fountain, Hortense	"	"
Hagerman, Florence	"	"
Johnson, Cassie L.	"	"
Marren, Maud L.	"	"
Purnell, J. W.	"	"
Pyott, Laura M.	"	"
Slocum, Lottie C.	"	"
Thompson, Irene	"	"
Voorhees, Eva	"	"
West, Elizabeth M.	"	"

Third Grade.

Berg, Louise	March 1st, 1902	
Cady, Mary	"	"
Coward, Emma F. P.	"	"
Goodnough, A. Gertrude	"	"
Hayman, Maud M.	"	"
Heller, Marcia C.	"	"

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James, Mary N.	"	"
Lewis, Essie	"	"
Phyfe, Mary A.	"	"
Robinson, Dora	"	"
Ross, Elizabeth	"	"
Stout, Cathrine H.	"	"
Thornton, John W.	"	"
White, Elsie D.	"	"
Beers, Gertrude A.	June 1st,	1902.
Gifford, Violet	"	"
Taylor, C. Loreine	"	"

Special.

Jennings, Cora M., Kindergarten	November 1st,	1901.
Lent, Carrie E., Music	"	"
Pearman, Thos. W., Music	"	"
Stillwell, Adeline K., Music	"	"

MORRIS COUNTY.

First Grade.

Burlingame, Elizabeth	November 1st,	1901.
Latting, Helen M.	"	"
Ludwig, Mabelle A.	"	"
Jones, Charles F.	"	"
Bradley, Susan M.	March 1st,	1902.
Latting, Helen M.	"	"
McGrath, Anna F.	"	"
Nicholson, Louise	"	"
Carpenter, Emilie G.	June 1st,	1902.

Second Grade.

Ballon, Hannah M.	March 1st,	1902.
Flowers, Susie	"	"
Linaberry, Mary L.	"	"
McNally, Lizzie	"	"
Roderer, Teresa A.	"	"
Ayres, Kate	June 1st,	1902.
Davis, Etta	"	"
Dutro, Edith	"	"
Egsland, Elizabeth	"	"
Faulkner, Bertha L.	"	"
Glann, Milton H.	"	"
Hance, Adalaide	"	"
McFarland, Kathleen	"	"
Poulson, Hattie B.	"	"
Rinehart, Jacob	"	"
Taylor, A. S.	"	"
Van Horn, Mabel E.	"	"
Watters, Lawrence	"	"

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Third Grade.

Abel, Asher G.	November	1st, 1901.
Dutro, Edith	"	"
Egeland, Elizabeth	"	"
Gay, Mrs. Helen C.	"	"
Saunders, Mrs. E. C.	"	"
Shoemaker, Claude	"	"
Hermann, Jesse	March	1st, 1902.
Huff, Lillian A.	"	"
Van Cleaf, Mrs. W. C.	"	"
Van Horn, Mabel E.	"	"
Wolfe, Bertha E.	"	"
Burnet, Ida A.	June	1st, 1902.
Dutro, Ruth N.	"	"
Thompson, Mae C.	"	"

Special.

Morgan, Abigail, Music and Drawing.....November 1st, 1901.

OCEAN COUNTY.

First Grade.

Gibbs, Ella	November	1st, 1901.
Kelsey, Wm. B.	"	"
Peters, Amelia J.	"	"
Updyke, Claude D.	"	"
Veeder, David A.	"	"
Hartley, Ella E.	March	1st, 1902.
Brown, Katie M.	June	1st, 1902.
Harvey, J. Holmes	"	"
Spencer, Sadie E.	"	"

Second Grade.

Gowdy, Laura	November	1st, 1901.
Marple, Viola Z.	"	"
Taylor, Willella	"	"
Applegate, Walter C.	March	1st, 1902.
Burden, Martha N.	"	"
Britton, Rolland	"	"
Havens, Lillian M.	"	"
Horner, Margaret H.	"	"
Lefferson, Maggie D.	"	"
Voigt, Julia C.	"	"
Wardell, George R.	"	"
Bird, E. May	June	1st, 1901.
Clayton, Anna M.	"	"
Inman, Hazie	"	"
Polhemus, E. W.	"	"
Sprague, Hannie D.	"	"
Sterner, S. May	"	"
Steward, Nora	"	"

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Third Grade.

Chafey, Lizzie A.	November	1st, 1901.
Henderson, Lou H.	"	"
Coal, Arrabella	March	1st, 1902.
Coale, Anna W.	"	"
Emkey, Leon A.	"	"
Jamison, May H.	"	"
Jinkins, Alfred	"	"
Riley, Albert	"	"
Steelman, Charles	"	"
Downs, Eugenia S.	June	1st, 1902.
Eriksen, Kathrine	"	"
Frost, Ida S.	"	"
Morss, Florence S.	"	"
Oliphant, Evanette	"	"

Special.

Loos, Mary B., manual training	November	1st, 1901.
Pixley, Sophia A., Kdgn.	"	"
Morrell, Henry B., Ancient Lang.	"	"
Dashiell, Anna R., Kdgtn.	June	1st, 1902.

PASSAIC COUNTY.

First Grade.

Ackerman, John J.	November	1st, 1901.
Deeths, Sarah	"	"
Hannah, Lulu O.	"	"
O'Reilly, Jas. L.	"	"
Young, Beatrice	"	"
Bos, Gerhardus	June	1st, 1902.
Housten, Henry E.	"	"

Second Grade.

Broderick, John	November	1st, 1901.
Lunger, Blanche	"	"
Northrup, Elizabeth B.	"	"
O'Donnell, Kate R.	"	"
Utter, Mary E.	"	"
Rude, Maggie B.	March	1st, 1902.
Kelley, Edmund L.	June	1st, 1902.
Thurston, David J.	"	"

Third Grade.

Ball, Beulah	November	1st, 1901.
Maxwell, Sara	"	"
McConnell, Myrtle M.	March	1st, 1902.
Cunningham, Jennie T.	June	1st, 1902
Taylor, Elizabeth B.	"	"

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SALEM COUNTY.

First Grade.

Van Zandt, Fanny B.	November 1st, 1901.
Davis, Elizabeth B.	March 1st, 1902.
Fahs, Harriet G.	" "
Cheeseman, Verna E.	June 1st, 1902.
Dilks, Bessie S.	" "
Harris, Mary E.	" "
Myers, Lanning	" "
Shoemaker, Mary S.	" "
Smith, Sara A.	" "
Thomas, Euphemia	" "
Willmot, Flora	" "

Second Grade.

Pierson, Clar	June 1st, 1901.
Moore, Helen G.	November 1st, 1901.
Beckwith, Vara	March 1st, 1902.
Kelty, M. Grace	June 1st, 1902.
Layton, Mary F.	" "
Van Pelt, Alice	" "

Third Grade.

Keen, Alice R.	June 1st, 1901.
McCarson, Sara	November 1st, 1901.
Young, Rebecca S.	" "
Barber, Edna S.	March 1st, 1902.
Casey, Edna K.	" "
Crumbaugh, Eliz. B.	" "
Covington, M. Olivia	" "
Griscom, Bertha A.	" "
Mulkeen, Mary R.	" "
Strimple, Carrie S.	" "
Tighe, Julia T.	" "
Willmot, Leola	" "
Acton, Eleanor	June 1st, 1902.
Bowen, Ivy	" "
Burt, Dayton B.	" "
Heritage, Sarah M.	" "
Jaquett, Laura D.	" "
Shourds, Reba M.	" "
Walker, Howard H.	" "

Special.

Edwards, Lillie, Kdgtn	November 1st, 1901.

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SOMERSET COUNTY.

First Grade.

Day, Howard	November 1st, 1901.
Elliott, Mattie	" "
Folsom, Rachel F.	March 1st, 1902.
Adair, Mable G.	June 1st, 1902.
Brokaw, Ritie G.	" "
Herman, Mary R.	" "
Neer, Willett	" "
Shaw, Belle C.	" "

Second Grade.

Genther, Garetta Q.	November 1st, 1901.
Weems, Wilbur W.	" "
Opdyke, Addie F.	March 1st, 1902.
Crosby, Howard J.	June 1st, 1902.
Hamilton, Chas. S.	" "
Prugh, Byron M.	" "

Third Grade.

Van de Grift, Eva.	November 1st, 1901.
Apgar, Mabel	March 1st, 1902.
Gent, Catherine B.	" "
Feibel, Anna	" "
Leek, Mabel C.	" "
Prugh, Byron M.	" "
Rowe, Mary D.	" "
Fenner, Ella	June 1st, 1902.
Martin, Alice	" "
Mundy, Aletta V.	" "

Special.

Lloyd, Herbert, Music.	June 1st, 1902.
Wyckoff, Florence E., Kdgtn.	" "

SUSSEX COUNTY.

First Grade.

Cooper, Cora A.	November 1st, 1901.
Preston, Seth	March 1st, 1902.
Morris, Bert F.	June 2d, 1902.
Hyde, Margaret A.	" "
Snover, Thamer	" "
Washer, May	" "

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Second Grade.

Case, Anna M.	November 1st,	1901.
Cole, Electus S.	"	"
Cortright, C. N.	"	"
Dunlap, Lizzie A.	"	"
Grenelle, Mrs. M. M.	"	"
Kyte, Stella	"	"
Hetzel, Emma E.	March 1st,	1902.
Smalley, Emily E.	"	"
Smith, Geo. C.	"	"
Stoll, Bertha	"	"
Williams, Alice L.	"	"
Walsh, Mary F.	"	"
Brink, Nettie	June 2d,	1902.
Carpenter, M. Kate	"	"
Cooper, Marven	"	"
Couse, Laura Linn	"	"
Crawleg, Ellen A.	"	"
Emmons, L. May	"	"
Hayward, Hattie E.	"	"
Johnson, Marthis J.	"	"
Kays, Norman	"	"
Kerwick, Luella E.	"	"
Knight, Grace D.	"	"
Lamb, Anna R.	"	"
Lanning, Ida A.	"	"
McNair, Norma	"	"
Preston, Effa E.	"	"

Third Grade.

Baillie, Allen D.	November 1st,	1901.
Hazelton, Samuel	"	"
Harsh, Ella	"	"
Kays, Norman	"	"
Shay, T. Dorothy	"	"
Harsh, Emma	"	"
Ayers, Eva	March 1st,	1902.
Decker, Myron E.	"	"
Depue, Alonzo M.	"	"
Depue, Laura	"	"
Johnson, Condance W.	"	"
Plummer, Bessie	"	"
Rosenkrans, Grace	"	"
Van Houten, Emma	"	"
Canade, Joseph	June 2d,	1902.
Hancy, Jennie N.	"	"
Layton, Josie G.	"	"
Levi, Jacob S.	"	"

UNION COUNTY.

First Grade.

Foster, Henry E.	November 1st,	1901.

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Second Grade.

Bugden, Mary T.....June 1st, 1902.
Osborne, Edith F..... " "

Third Grade.

Hehl, Mary T.....June 1st, 1902.
Fitche, Gladys L..... " "
MacConnell, Gertrude ..... " "
Wilcox, Hattie M..... " "

Special.

Gibson, Ruth, music.....November 1st, 1901.

WARREN COUNTY.

First Grade.

Amery, L. R.....November 1st, 1901
Glaser, Henry C..... " "
Osterstock, H. W..... " "
Tomer, N. J..... " "
Hess, John T.....March 1st, 1902.
Brugler, V. C.....June 1st, 1902.
Chalmers, Jessie ..... " "
Crisman, S. M..... " "
Dailey, Hattie ..... " "
Ditton, Anna M..... " "
Frame, Christiana ..... " "
Flynn, Mary ..... " "
Hager, Anna L..... " "
Lamb, Alice ..... " "
Madden, Sadie E..... " "
Person, Fannie D..... " "
Pierson, Nettie E..... " "
Reifsnyder, Lois S..... " "
Rittenhouse, Tillie G..... " "
Roe, Lizzie G..... " "
Stevenson, Bertha T..... " "
Stryker, Nellie ..... " "
Swayze, Lizzie ..... " "
Van Dyke, Mrs. J. M..... " "
Walsh, Bridgie ..... " "

Second Grade.

Beaver, Mary .....November 1st, 1901.
Reamer, Anna ..... " "
Schrantz, Margaret ..... " "
Smith, Olive K..... " "
Brink, Lewis L.....March 1st, 1902.

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Cook, C. F.	"	"
LaRue, S. N.	"	"
Rusling, Bertha	"	"
Walters, Wm.	"	"
Albert, Bertha R.	June 1st,	1902.
Beidleman, Roxie	"	"
Brugler, A. Dayton	"	"
Carey, E. Adelia	"	"
Dunn, Mabel S.	"	"
Gorden, Julia B.	"	"
Harden, Ola	"	"
Harris, Laura J.	"	"
Hill, Lena W.	"	"
Howell, Vesta	"	"
Howell, Sadie	"	"
Henderson, Mabel	"	"
Lewis, A. Mabel	"	"
Paullen, Louise	"	"
Pittenger, Anna L.	"	"
Raub, Cora M.	June 1st,	1902.
Raub, Lizzie	"	"
Toomath, Anna	"	"
Vanatta, Grace A.	"	"
Wildrick, Estella M.	"	"
Willer, Mabel	"	"

Third Grade.

Ashmore, Ray	November 1st,	1901.
Bieddleman, Roxie	"	"
Bowlby, Harry	"	"
Breen, Etta	"	"
Coleman, E. R.	"	"
Connell, Marion E.	"	"
Emery, Ida B.	"	"
Foss, Mabel	"	"
Hanna, Geo. E.	"	"
Hildebrand, Allie M.	"	"
Losey, Jason G.	"	"
Mericle, Caroline	"	"
Miller, Mabel	"	"
Shomer, Elizabeth	November 1st,	1901.
Walters, Edith M.	"	"
Warner, Anna	"	"
Widner, Etta	"	"
Bachman, Bessie L.	March 1st,	1902.
Fredenberg, Minnie	"	"
Harris, Laura J.	"	"
Hill, Jacob	"	"
Losey, F. B.	"	"
Pransul, Chas.	"	"
Sarson, Estella	"	"
Stevens, Sadie E.	March 1st,	1902.
Shoemaker, Warren	"	"
Van Auken, Anna	"	"
Van Horn, Miranda	"	"
Whiteman, Grace	"	"
Angle, Elisha	June 1st,	1902.
Baylor, Meta J.	"	"

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Beckwith, Grace	"	"
Bogarth, A. C	"	"
Bumiller, Eva A	"	"
Cressman, Sadie	"	"
Creveling, Elizabeth C	"	"
Gibbs, Pearl M	"	"
Nelson, Hilda	"	"
Smith, Laura E	"	"
Smith, Lena A	"	"
Vorseler, Fannie	"	"
West, Florence	"	"

Special.

Coleman, J. Garth, German and Latin.....November 1st, 1901.

WEST HOBOKEN.

First Grade.

Boland, Agnes	March 1st, 1902.	
Needham, Carrie	June 1st, 1902.	
Tierney, Helen	"	"
Thom, Jean	"	"

Second Grade.

Hunt, Cora	November 1st, 1901.	
Manahan, May	"	"
Richardson, Vina	"	"
Alies, Ida	February 8th, 1902.	
Miller, Maude	June 1st, 1902.	
Moore, Jennie C	"	"
Wiese, Anita	"	"

Third Grade.

Flosd, Lottie	November 1st, 1901.	
Hopkins, Ada	"	"
Lawler, Mary	"	"
Platt, Winnifred	June 1st, 1902.	

Special.

Raque, Bianca, German.....June 1st, 1902.

PERTH AMBOY.

Sofield, Edith, first.....June 1st, 1902.

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CAMDEN.

James, Estelle, second grade.....June 1st, 1902.

Professional Certificates.

GLOUCESTER COUNTY.

First Grade.

Daniel T. Steelman.
Thomas W. Hartman.
Theodore Fleetwood.
Howard T. Marsteller.

Second Grade.

Mary M. Simmerman.
Lydia G. Pierson.

OCEAN COUNTY.

First Grade.

C. E. Downey.
Marie W. du Puget.
Etheleen Longstreet.
Lillie Stillaway.
Frank Tilton.
A. S. Tilton.

Second Grade.

Geo. R. Wardell.

WARREN COUNTY.

First Grade.

Eli--beth Swayze.
B. F. Ward.

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TABLE XXVIII.

Payments to School Libraries.

ATLANTIC COUNTY.

Atlantic City—Illinois Avenue, West Side and High Schools.
Absecon—School No. 1.
Buena Vista township—School No. 7.
Egg Harbor City—School No. 1.
Egg Harbor township—Schools No. 1, 5.
Galloway township—Schools No. 2, 3.
Hamilton township—Schools No. 1, 2.
Hammonton township—Schools No. 2, 3, 4, 5.
Linwood township—School No. 2.
Somer's Point—School No. 1.
Weymouth—Schools No. 1, 4.

BERGEN COUNTY.

Allendale borough—School No. 1.
Bergenfields borough—School No. 1.
Bogota borough—School No. 1.
Carlstadt borough—Schools Nos. 1, 2 and 3.
Cliffside Park—School No. 1.
Cresskill borough—School No. 1.
Delford borough—Schools Nos. 1 and 2.
Dumont borough—School No. 1.
Englewood City—Schools Nos. 1, 2, 4 and 5.
Englewood Free School—School No. 1.
Englewood township—School No. 1.
East Rutherford borough—Schools Nos. 1 and 2.
Edgewater—School No. 1.
Fairview borough—Schools Nos. 1 and 2.
Fort Lee—Schools Nos. 1 and 2.
Franklin township—Schools Nos. 1, 3, 4, 5 and 6.
Garfield borough—Schools Nos. 1, 2 and 3.
Glen Rock borough—School No. 1.
Harrington township—Schools Nos. 1, 2, 2½, 3, 5, 6, 7, 8.
Hasbrouck Heights borough—School No. 1.
Hillsdale township—School No. 1.
Hohokus township—Schools Nos. 1, 2, 3 and 4.
Leonia borough—School No. 1.
Little Ferry borough—School No. 1.
Lodi township—Schools Nos. 1 and 2.
Lodi borough—School No. 1.

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Maywood—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, 5 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. 2 and 3.
Ridgewood township—School No. 1.
Riverside borough—Schools Nos. 1 and 2.
Rutherford borough—School No. 3.
Saddle River township—Schools Nos. 1, 2, 3 and 4.
Saddle River borough—School No. 1.
Teaneck township—Schools Nos. 1, 2 and 3.
Tenafly borough—Schools Nos. 1 and 2.
Union township—Schools Nos. 1 and 2.
Washington township—Schools Nos. 1 and 2.
Wallington borough—School No. 1.
Westwood borough—School No. 1.
Woodcliffe borough—School No. 1.
Wood Ridge borough—School No. 1.

BURLINGTON COUNTY.

Burlington township—School No. 1.
Chester township—Schools Nos. 1, 2, 3, 4, 5, 6, 7 and 8.
Chesterfield—School No. 1.
Cinnaminson Township—Schools Nos. 1, 2 and 3.
Evesham—School No. 3.
Medford township—Schools Nos. 1, 2, 3, 5 and 6.
New Hanover—School No. 1.
Northampton—Schools Nos. 1, 2 and 3.
Pemberton—School No. 1.
Riverside—Schools Nos. 1 and 2.
Springfield township—Schools Nos. 2 and 7.

CAMDEN COUNTY.

Centre township—Schools Nos. 4 and 6.
Haddonfield borough—Schools Nos. 1, 2, 3 and 4.
Gloucester City—Schools Nos. 1 and 2.
Gloucester township—School No. 4.

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Merchantville borough—School No. 1.
Pensauken—School No. 5.

CAPE MAY COUNTY.

Cape May City—Schools Nos. 1, 2 and 3.
Dennis township—Schools Nos. 4, 5, 7, 10 and 11.
Lower township—Schools Nos. 2, 3 and 5.
Middle township—Schools Nos. 1, 5, 6 and 7.
Ocean City borough—School No. 1.
Upper township—School No. 3.

CUMBERLAND COUNTY.

Bridgeton City—Third Ward School.
Commercial township—Schools Nos. 1, 2 and 5.
Deerfield township—School No. 4.
Downe township—School No. 1.
Greenwich township—School No. 1.
Hopewell township—Schools Nos. 1 and 4.
Landis township—Schools Nos. 1, 2, 3, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17, 18 and 19.
Lawrence township—School No. 1.
Maurice River township—Schools No. 2 and 3.

ESSEX COUNTY.

Belleville township—Schools Nos. 1 and 3.
Bloomfield township—Schools Nos. 1, 2, 3, 4, 5, 7 and 8.
Caldwell borough—School No. 1.
Caldwell township—School No. 2.
Clinton township—School No. 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. 2 and 4.
Montclair—Schools Nos. 1, 2, 3, 4, 5, 6, 7, 8 and 9.
Newark—Elliott Street, Elizabeth Avenue, Hawthorne Avenue, Central Avenue, Arlington Avenue, South Eighth Street, Oliver Street, Walnut Street, Ridge Street, South Tenth street, and Seventh Avenue Schools.
Orange—Schools Nos. 1, 2, 3, 5 and 6.
South Orange township—Schools Nos. 1 and 2.
Vailsburgh borough—School No. 1.
Verona—Schools Nos. 1 and 2.
West Orange township—Schools Nos. 1, 2, 3, 4, 5 and 7.

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GLOUCESTER COUNTY.

Deptford township—School No. 1.
East Greenwich township—School No. 2.
Franklin township—School No. 7.
Greenwich—School No. 1.
West Deptford township—School No. 2.
Woodbury City—School No. 4.

HUDSON COUNTY.

Bayonne—Schools Nos. 1, 2, 3, 4, 6 and 7.
East Newark—School No. 1.
Hoboken—School No. 2 and High School.
Jersey City—Schools Nos. 6, 7, 10, 11, 12, 13, 15, 17, 18, 22, 23, 24, 25, 28.
Kearny—Schools Nos. 2, 5 and 6.
Weehawken township—Schools Nos. 1 and 3.
West Hoboken—Schools Nos. 1, 2, 3 and 4.

HUNTERDON COUNTY.

Bethlehem township—School No. 1.
Clinton borough—School No. 1.
Clinton township—Schools Nos. 1, 2 and 3.
Delaware township—Schools No. 5 and 9.
East Amwell—School No. 4.
Frenchtown borough—School No. 1.
Holland township—Schools Nos. 1 and 2.
Kingwood township—Schools Nos. 2, 3 and 7.
Lambertville City—School No. 1.
Junction borough—School No. 1.
Raritan township—Schools Nos. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 and 11.
Readington township—Schools Nos. 2, 7 and 9.
Tewkesbury township—Schools Nos. 1 and 3.
West Amwell—School No. 4.

MERCER COUNTY.

East Windsor township—School No. 1.
Ewing township—Schools Nos. 1, 2 and 4.
Hamilton township—Schools Nos. 3, 4 and 6.
Hopewell township—Schools Nos. 2, 3, 8, 9, 10 and 13.
Lawrence township—Schools Nos. 1 and 3.
Princeton borough—Schools Nos. 1 and 2.
Princeton township—Schools Nos. 1, 2 and 3.
Trenton—Schools Nos. 1, 5, 6, 7, 9, 10, 11, 13, 15, 17, 18, 19, 21, 22, 23, 24, 25 and High.

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Washington township—Schools Nos. 2, 3 and 4.
West Windsor township—Schools Nos. 3 and 4.

MIDDLESEX COUNTY.

Dunellen borough—Schools Nos. 1 and 2.
East Brunswick township—Schools Nos. 3 and 7.
Helmetta borough—School No. 1.
Jamesburg borough—School No. 1.
Madison township—Schools Nos. 1, 2 and 4.
Milltown borough—Schools Nos. 1 and 2.
Monroe township—School No. 5.
North Brunswick—School No. 2.
Perth Amboy—School No. 1.
Raritan township—School No. 7.
South Amboy—Schools Nos. 1 and 2.
South Brunswick township—Schools Nos. 2, 4, 6, 8 and 11.
Woodbridge township—Schools Nos. 2, 9 and 10.

MONMOUTH COUNTY.

Atlantic township—Schools Nos. 1 and 5.
Asbury Park—Schools Nos. 1 and 2.
Atlantic Highlands borough—School No. 1.
Eatontown township—Schools Nos. 1 and 2.
Holmdel township—School No. 4.
Howell township—School No. 4.
Long Branch—Schools Nos. 1, 2, 3, 4, 5, 6, 7, 8, Grammar and High.
Middletown—Schools Nos. 4, 5, 7, 13, 14 and 15.
Neptune township—Schools Nos. 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10.
Neptune City—School No. 1.
Raritan township—School No. 2.
Red Bank town—Schools Nos. 1, 2, 3 and 4.
Keyport town—Graded School.
Shrewsbury township—Schools Nos. 1, 2, 3, 4, 5 and 8.
Spring Lake borough—School No. 1.

MORRIS COUNTY.

Chatham township—Schools No. 1 and 2.
Dover—Schools Nos. 1, 2 and 3.
Hanover township—School No. 5.
Mendham township—School No. 1.
Morris—School No. 4.
Mt. Arlington borough—School No. 1.
Passaic township—Schools Nos. 1, 2, 5 and 6.

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Pequannock township—Schools Nos. 1, 4 and 6.
Rockaway township—Schools Nos. 1, 2 and 10.
Roxbury township—School No. 3.
Washington township—Schools Nos. 1 and 7.
Wharton borough—School No. 1.

OCEAN COUNTY.

Beach Haven borough—School No. 1.
Brick township—School No. 3.
Island Heights borough—School No. 1.
Lakewood township—Schools Nos. 1, 2, 3 and 4.
Long Beach City—School No. 1.
Plumstead township—Schools Nos. 1 and 3.
Sea Side Park—School No. 1.
Union township—School No. 1.

PASSAIC COUNTY.

Acquackanonk township—Schools Nos. 2, 3, 4, 5, 6, 7 and 8.
Passaic City—Schools Nos. 2, 3, 5 and 6.
Paterson City—Schools Nos. 3, 5, 9, 10, 12, 13, 14, 17 and 20.
Pompton township—Schools Nos. 2 and 6.
Totowa borough—School No. 1.
Wayne township—Schools Nos. 2, 3, 4, 5 and 6.

SALEM COUNTY.

Elmer borough—School No. 1.
Elsinboro township—School No. 1.
Mannington—School No. 9.
Pilesgrove—School No. 2.
Pittsgrove township—School No. 4.
Salem City—Capner and Acton.
Upper Pittsgrove township—Schools Nos. 1, 2, 3 and 8.

SOMERSET COUNTY.

Bedminster township—Schools Nos. 1, 7 and 9.
Bernards township—Schools Nos. 3, 4, 6 and 8.
Franklin township—Schools Nos. 3 and 11.
Hillsborough township—Schools Nos. 1, 3, 7, 8 and 9.
Montgomery township—Schools Nos. 1 and 2.
North Plainfield borough—Schools Nos. 1, 2, 3 and 4.
North Plainfield township—School No. 1.

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Somerville—Schools Nos. 1, 2 and 3.
South Bound Brook—School No. 1.

SUSSEX COUNTY.

Andover township—School No. 1.
Sussex borough—School No. 1.
Green township—School No. 3.
Hardyston township—School No. 8.
Lafayette—School No. 1.
Newton—School No. 1.
Sparta township—Schools Nos. 3, 4 and 5.
Vernon township—School No. 8.

UNION COUNTY.

Cranford—School No. 4.
Elizabeth—Schools Nos. 2, 4, 7 and Batten High.
Plainfield—Stillman, Bryant, Irving and Franklin Schools.
Rahway—Lincoln, Franklin and Columbia Schools.
Roselle—Schools Nos. 1 and 2.
Roselle Park—Schools Nos. 1 and 2.
Springfield township—School No. 1.
Union township—Unionville School.

WARREN COUNTY.

Allamochy township—School No. 1.
Franklin township—Schools Nos. 1, 2, 3, 4 and 6.
Hackettstown—School No. 1.
Independence township—Schools Nos. 2 and 3.
Knowlton—Schools Nos. 2 and 7.
Lopatcong township—School No. 1.
Hope township—Schools Nos. 1, 2 and 6.
Oxford township—Schools Nos. 3, 6 and 8.
Pohatcong—School No. 6.
Washington borough—School No. 1.
Washington township—Schools Nos. 1 and 5.

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TABLE XXIX.

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

Amount of State School Tax.....$1,641,673 50
Amount of State School Fund Appropriation..... 200,000 00
Amount of State Appropriation..... 883,978 04

COUNTIES	Apportionment from $200,000 Appropriation from State School Fund.	Apportionment from Appropriation of $883,978.04 from State Fund.	Amount Apportioned to Counties, being 90 per cent. of State School Tax.	Amount Apportioned out of the 10 per cent. Reserve Fund by the State Board of Education.	Total Amount Appropriated from State School Tax.	Total Amount Appropriated by the State.
Atlantic	$4,676 06	$25,822 92	$43,161 16	$4,795 69	$47,956 85	$78,455 83
Bergen	9,913 33	40,651 27	67,945 71	7,549 52	75,495 23	126,059 83
Burlington	5,097 63	21,346 68	35,679 45	3,964 38	39,643 83	66,088 14
Camden	10,673 07	38,563 76	64,456 56	7,161 84	71,618 40	120,855 23
Cape May	1,400 58	7,834 75	13,095 22	1,455 03	14,550 25	23,785 58
Cumberlandd	5,882 00	16,442 39	27,482 27	6,053 59	33,535 86	55,860 25
Essex	39,005 01	213,826 11	357,395 08	33,860 56	391,255 64	644,086 76
Gloucester	3,392 55	13,989 89	23,383 11	2,598 12	25,981 23	43,363 67
Hudson	40,970 20	166,443 69	278,198 74	30,910 97	309,109 71	516,523 60
Hunterdon	3,429 67	17,047 41	28,493 52	3,165 95	31,659 47	52,136 55
Mercer	8,774 30	45,587 36	76,196 01	8,166 22	84,362 23	138,723 89
Middlesex	7,715 62	27,550 59	46,048 84	5,116 54	51,165 38	86,431 59
Monmouth	9,188 14	47,524 35	79,433 57	8,675 95	88,109 52	144,822 01
Morris	6,566 28	27,232 99	45,517 99	5,057 56	50,575 55	84,374 82
Ocean	2,282 24	8,538 00	14,270 66	4,885 63	19,156 29	29,976 53
Passaic	17,449 72	64,385 80	107,616 27	11,957 36	119,573 63	201,409 15
Salem	2,873 58	13,385 45	22,372 82	2,485 87	24,858 69	41,117 72
Somerset	3,259 22	18,083 90	30,225 95	3,058 44	33,284 39	54,627 51
Sussex	2,800 37	11,235 13	18,778 72	2,386 52	21,165 24	35 200 74
Union	10,099 94	41,171 32	68,814 93	7,646 10	76,461 03	127 732 29
Warren	4,550 49	17,314 28	28,939 57	3,215 51	32,155 08	54,019 85
Total	$200,000 00	$883,978 04	$1,477,506 15	$164,167 35	$1,641,673 50	$2,725,651 54

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Total Attendance Statistics

For the Year 1901=1902.

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TABLE XXX.

Total Attendance for State.

TOWNSHIP OF	Actual Attendance. (Day School).	Night School.	Allowance.	Quarantine.	Total Attendance.	Absence.
Atlantic	1,020,813	1,202	6,223	531	1,028,769	129,473
Bergen	2,104,462	.....	25,099	1,523	2,131,084	214,777½
Burlington	1,040,853	1,273½	9,200½	97	1,051,424	140,408
Camden	2,106,019½	.....	109,483	783	2,216,285½	258,287
Cape May	307,139½	.....	4,924	20	312,083½	47,101
Cumberland	1,185,380½	1,872	3,017½	.....	1,190,270	147,204
Essex	8,290,149½	92,135	8,458	9,600½	8,454,113	840,538
Gloucester	704,858½	2,811	5,244½	.....	712,914	94,874½
Hudson	8,451,298½	49,723½	8,052½	60,357	8,569,431½	652,215
Hunterdon	680,063	.....	7,131	7	687,201	86,469½
Mercer	1,846,034½	35,714½	16,379	4,265	1,902,393	232,996
Middlesex	1,640,098½	4,238	12,581½	995½	1,657,913½	141,294½
Monmouth	1,888,299	.....	5,385	1,462	1,895,146	219,197
Morris	1,338,029	487	13,389½	271	1,352,176½	141,392
Ocean	470,436	.....	92½	.....	470,528½	64,212½
Passaic	3,564,691	107,239	16,098½	3,823	3,696,480½	355,165½
Salem	587,742½	2,612	1,004½	.....	591,359	69,051
Somerset	680,353	3,616	940	25	684,834	82,249½
Sussex	552,783	.....	6,867½	80	559,730½	70,515½
Union	2,046,019½	.....	4,424	12,704	2,063,147½	152,546½
Warren	882,916	.....	23,833	362	907,111	89,606
Total	41,446,748	302,923½	287,828	96,906	42,434,395½	4,229,573½

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TABLE XXX.—Continued.

Atlantic County.

TOWNSHIP OF	Actual Attendance. (Day School).	Night School.	Allowance.	Quarantine.	Total Attendance.	Absence.
Absecon	11,300	.....	.....	.....	11,300	1,462
Atlantic City	594,495	.....	.....	.....	594,495	67,245
Brigantine	1,434½	.....	32	.....	1,466½	236
Buena Vista	38,203½	.....	725	.....	38,928½	6,324
Egg Harbor City	50,194½	.....	563½	.....	50,758	4,719½
Egg Harbor Township	39,309	.....	697	.....	40,006	5,792
Galloway	51,584	.....	746	.....	52,330	7,143½
Hamilton	32,087½	509½	2,589½	15	35,201½	4,132
Hammonton	93,023½	692½	150	30	93,902	15,625
Linwood	14,487	.....	286	310	15,083	1,892
Longport	2,029½	.....	24	74	2,127½	238
Mullica	16,163½	.....	371	.....	16,534½	2,640
Pleasantville	48,929½	.....	.....	102	49,031½	7,493
Somers Point	7,235½	.....	.....	.....	7,235½	914
South Atlantic City	2,116	.....	39	.....	2,155	252½
Weymouth	18,214½	.....	.....	.....	18,214½	3,364½
Total	1,020,813	1,202	6,223	531	1,028,769	129,473

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TABLE XXX—Continued.

Bergen County.

TOWNSHIP OF	Actual Attendance. (Day School).	Night School.	Allowance.	Quarantine.	Total Attendance.	Absence.
Allendale	15,988½	.....	.....	.....	15,988½	1,630½
Bergenfield	20,789½	.....	.....	.....	20,789½	2,345
Bogota	8,977	.....	.....	.....	8,977	882
Carlstadt	74,050½	.....	.....	721½	74,772	6,669½
Cliffside Park	25,194	.....	3,806	.....	29,000	2,990
Cresskill	10,629½	.....	912	.....	11,541½	1,228½
Delford	21,236½	.....	.....	13½	21,250	2,515
Dumont	23,049½	.....	.....	.....	23,049½	2,149½
East Rutherford	76,223	.....	.....	105	76,328	5,232½
Edgewater	13,030½	.....	.....	.....	13,030½	1,655½
Englewood City	126,529	.....	1,277½	.....	127,806½	11,901½
Englewood Special	1,405	.....	.....	.....	1,405	100
Englewood Township	.....	.....	.....	.....	.....	.....
Fairview	27,918	.....	.....	.....	27,918	2,624
Fort Lee	41,240½	.....	.....	.....	41,240½	3,759½
Franklin	30,208	.....	.....	.....	30,208	6,622
Garfield	114,870	.....	565	.....	115,435	9,599
Glen Rock	14,575	.....	76	.....	14,651	1,990½
Harrington	88,732	.....	717	.....	89,449	8,714½
Hasbrouck Heights	44,698	.....	.....	.....	44,698	3,966
Hillsdale	21,512½	.....	.....	.....	21,512½	2,687
Hohokus	69,689½	.....	.....	.....	59,689½	6,760½
Leonia	17,828½	.....	.....	.....	17,828½	1,973½
Little Ferry	38,130½	.....	3,526	34	41,690½	6,037½
Lodi Borough	68,444	.....	.....	.....	68,444	4,906½
Lodi Township	24,186	.....	613½	.....	24,799½	3,798
Maywood	13,050½	.....	720	.....	13,770½	1,314
Midland	14,201½	.....	516	.....	14,717½	2,368
Midland Park	35,512½	.....	2,328	236	38,076½	4,967½
Montvale	7,665½	.....	.....	.....	7,665½	1,632
New Barbadoes	269,736½	.....	2,991	.....	272,727½	22,610½
North Arlington	5,161½	.....	32	.....	5,193½	623
Old Tappan	4,918	.....	.....	.....	4,918	1,090
Orvil	36,488	.....	.....	.....	36,488	3,656
Overpeck	74,771½	.....	.....	204	74,975½	7,795
Palisades	23,793½	.....	.....	.....	23,793½	2,149½
Palisades Park	16,152	.....	757	68	16,977	1,310
Park Ridge	21,458½	.....	.....	.....	21,458½	2,429½
Ridgefield Borough	16,183	.....	.....	.....	16,183	1,660½
Ridgefield Township	35,505	.....	79	14	35,598	2,409
Ridgewood	75,200	.....	.....	102	75,302	7,579
Riverside	14,337½	.....	851	.....	15,188½	1,153½
Rutherford	143,251	.....	.....	.....	143,251	9,773
Saddle River Borough	6,772½	.....	.....	.....	6,772½	806½
Saddle River Township	48,651½	.....	2,283½	.....	50,935	8,052½
Teaneck	16,645½	.....	.....	.....	16,645	2,092
Tenafly	33,412	.....	.....	.....	33,412	3,413½
Union	51,343½	.....	200	.....	51,543½	6,355½
Upper Saddle River	5,905½	.....	93	.....	5,998½	1,119½
Wallington	56,132	.....	1,484½	.....	57,616½	7,313½
Washington	13,782	.....	269	25	14,076	2,694
Westwood	27,420	.....	892	.....	28,312	3,054½
Woodcliff	8,611½	.....	110	.....	8,721½	1,104½
Woodridge	19,265½	.....	.....	.....	19,265½	1,504½
Total	2,104,462	.....	25,099	1,523	2,131,084	214,777½

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TABLE XXX.—Continued.

Burlington County.

TOWNSHIP OF	Actual Attendance. (Day School).	Night School.	Allowance.	Quarantine.	Total Attendance.	Absence.
Bass River	17,933	.....	279	.....	18,212	3,426½
Beverly City	45,511	.....	.....	.....	45,511	5,090
Beverly Township	24,900½	.....	.....	.....	24,900½	3,526
Bordentown City	64,873½	834	.....	.....	65,707½	7,907
Bordentown Township	3,096	.....	.....	.....	3,096	487
Burlington City	113,692½	.....	7,210½	.....	120,903	12,146½
Burlington Township	13,828	.....	.....	.....	13,828	2,073½
Chester	99,112	.....	.....	.....	99,112	7,153½
Chesterfield	21,238½	.....	76	.....	21,314½	4,824½
Cinnaminson	16,262	.....	126	.....	16,388	2,257½
Delran	13,730½	.....	84	.....	13,814½	3,562
Eastampton	14,051½	.....	351	.....	14,402½	1,591
Evesham	29,383½	.....	67	.....	29,450½	3,579
Fieldsboro	11,577	.....	.....	.....	11,577	1,817½
Florence	34,555	.....	15	.....	34,570	6,432½
Lumberton	27,833	.....	133	.....	27,966	3,720
Mansfield	29,208	.....	.....	.....	29,208	3,310½
Medford	33,620½	439½	.....	.....	34,060	5,517
Mount Laurel	25,995	.....	.....	.....	25,995	3,198½
New Hanover	26,223½	.....	.....	.....	26,223½	4,419
Northampton	108,438½	.....	.....	.....	108,438½	11,802
Palmyra	59,845½	.....	.....	97	59,942½	6,186½
Pemberton	36,135½	.....	.....	.....	36,135½	5,499½
Riverside	48,997	.....	.....	.....	48,997	7,332½
Riverton	27,605	.....	.....	.....	27,605	3,002
Shamong	3,968½	.....	.....	.....	3,968½	1,330½
Southampton	28,579	.....	.....	.....	28,579	6,427
Springfield	25,889½	.....	187	.....	26,076½	4,282½
Tabernacle	5,791½	.....	.....	.....	5,791½	2,068½
Washington	11,157½	.....	.....	.....	11,157½	3,391½
Westampton	2,548½	.....	.....	.....	2,548½	432½
Willingboro	9,317½	.....	48	.....	9,365½	1,481½
Woodland	9,555	.....	624	.....	6,579	1,132½
Total	1,040,853	1,273½	9,200½	97	1,051,424	140,408

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TABLE XXX.—Continued.

Camden County.

TOWNSHIP OF	Actual Attendance. (Day School).	Night School.	Allowance.	Quarantine.	Total Attendance.	Absence.
Camden City	1,504,920	.....	101,966	753	1,607,639	165,789½
Centre	40,343	.....	318	.....	40,661	8,672½
Chesilhurst	4,610½	.....	.....	.....	4,610½	629½
Delaware	21,278	.....	21	.....	21,399	3,110
Gloucester City	108,782½	.....	.....	30	108,812½	17,514
Gloucester Township	67,765½	.....	997	.....	68,762½	11,878½
Haddon	81,751	.....	2,244	.....	83,995	13,509
Haddonfield	68,354	.....	.....	.....	68,354	6,321
Merchantville	40,011	.....	1,392	.....	41,402	3,392½
Pensauken	59,639½	.....	1,112	.....	60,751½	8,536½
Voorhees	14,853½	.....	329	.....	15,182½	2,371
Waterford	53,277	.....	761	.....	54,038	8,621
Winslow	40,334	.....	343	.....	40,677	7,942
Totals	2,106,019½	.....	109,483	783	2,216,285½	258,287

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TABLE XXX.—Continued.

Cape May County.

TOWNSHIP OF	Actual Attendance. (Day School).	Night School.	Allowance.	Quarantine.	Total Attendance.	Absence.
Anglesea	4,163	.....	.....	.....	4,163	777½
Avalon	1,578½	.....	17½	.....	1,596	342½
Cape May City	52,710	.....	.....	.....	52,710	6,742½
Dennis	82,547	.....	909½	.....	83,456½	14,753
Holly Beach	11,602½	.....	67½	20	11,690	1,930
Lower	19,681	.....	231	.....	19,912	4,380½
Middle	44,841½	.....	2,857½	.....	47,699	6,899½
Ocean City	31,470	.....	191	.....	31,661	3,298½
Sea Isle City	9,259½	.....	50	.....	9,309½	1,303½
Upper	25,132½	.....	574	.....	25,706½	4,029
West Cape May	19,546½	.....	.....	.....	19,546½	2,264
Wildwood	4,607½	.....	26	.....	4,633½	380½
Totals	307,139½	.....	4,924	20	312,083½	47,101

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TABLE XXX.—Continued.

Cumberland County.

TOWNSHIP OF	Actual Attendance. (Day School).	Night School.	Allowance.	Quarantine.	Total Attendance.	Absence.
Bridgeton	314,619	.....	.....	.....	314,619	34,038
Commercial	71,675½	.....	27	.....	71,702½	8,916
Deerfield	69,322	.....	.....	.....	69,322	13,300½
Downe	37,491½	.....	2,886	.....	40,377½	7,970½
Fairfield	33,707½	.....	.....	.....	33,707½	4,243
Greenwich	26,148½	.....	.....	.....	26,148½	4,325
Hopewell	41,544	.....	.....	.....	41,544	6,647½
Landis	218,811½	1,361	.....	.....	220,172½	24,261
Lawrence	35,236	.....	104½	.....	35,340½	3,882½
Maurice River	41,868	.....	.....	.....	41,868	9,263
Millville	280,824	511	.....	.....	281,335	27,289½
Stow Creek	14,133	.....	.....	.....	14,133	3,067½
Totals	1,185,380½	1,872	3,017½	.....	1,190,270	147,204

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TABLE XXX.—Continued.

Essex County.

TOWNSHIP OF	Actual Attendance. (Day School).	Night School.	Allowance.	Quarantine.	Total Attendance.	Absence.
Belleville	123,437	.....	.....	.....	123,437	15,438
Bloomfield	258,598½	4,162½	1,703	2,314	266,778	22,812
Caldwell Borough	47,343	.....	.....	.....	47,343	2,360
Caldwell Township	17,558	.....	270	.....	17,828	2,390½
East Orange	576,486	.....	.....	2,900	579,386	43,272
Glen Ridge	46,106	.....	762	300½	47,168½	4,092½
Irvington	163,542½	.....	.....	954	164,496½	15,836
Livingston	32,861½	.....	564	.....	33,425½	4,239
Millburn	56,870	.....	99	.....	56,969	5,188
Montclair	394,808	1,335	.....	872½	397,015½	28,841½
Newark	5,652,824½	86,637½	3,240½	.....	5,742,702½	610,802
Nutley	87,633½	.....	1,100	46	88,779½	9,730
Orange	474,301	.....	.....	1,701½	476,502½	41,678½
South Orange	111,485	.....	240	295	112,020	7,998½
Vailsburgh	82,589	.....	.....	211	82,800	5,323½
Verona	45,409	.....	479½	6	45,894½	4,978
West Orange	171,567	.....	.....	.....	171,567	15,558
Totals	8,290,149½	92,135	8,458	9,600½	8,454,113	840,538

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TABLE XXX.—Continued.

Gloucester County.

TOWNSHIP OF	Actual Attendance. (Day School).	Night School.	Allowance.	Quarantine.	Total Attendance.	Absence.
Clayton	46,816	676½	54	.....	47,546½	6,843½
Deptford	48,037	.....	60	.....	48,097	7,436½
East Greenwich	19,027	.....	.....	.....	19,027	1,917
Elk	15,557	.....	272	.....	15,829	2,049
Franklin	43,219	.....	444	.....	43,663	7,510½
Glassboro	60,747	777½	.....	.....	61,524½	7,636
Greenwich	51,780	.....	.....	.....	51,780	7,555½
Harrison	42,366½	.....	145	.....	42,511½	5,020½
Logan	27,088½	.....	105	.....	27,193½	3,678
Mantua	42,287	.....	1,875½	.....	44,162½	4,838
Monroe	55,995	350½	23½	.....	56,396	9,357½
South Harrison	17,747	.....	62	.....	17,809	2,052
Washington	23,955	.....	.....	.....	23,955	3,723½
Wenonah	18,175	.....	107	.....	18,282	1,471
West Deptford	35,843½	.....	216	.....	36,059½	6,719½
Woodbury	110,549½	526½	350½	.....	111,426½	11,607
Woolwich	45,668½	480	1,530	.....	47,678½	5,099½
Totals	704,858½	2,811	5,244½	.....	712,914	94,874½

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TABLE XXX.—Continued.

Hudson County.

TOWNSHIP OF	Actual Attendance. (Day School).	Night School.	Allowance.	Quarantine.	Total Attendance.	Absence.
Bayonne	706,731½	4,785	.....	2,276	713,792½	123,207
East Newark	55,135½	3,110½	.....	.....	58,246	5,901½
Guttenberg	121,087	.....	.....	.....	121,087	11,966
Harrison	125,255½	6,143	358	.....	131,756½	15,606½
Hoboken	1,360,885½	5,638½	.....	7,015½	1,373,539½	93,100
Jersey City	4,153,634½	26,192	3,234½	45,997½	4,229,058½	252,257
Kearny	280,892½	3,854½	1,890½	52	286,689½	23,855½
North Bergen	230,742	.....	2,184½	.....	232,926½	19,234½
Secaucus	45,186	.....	.....	.....	45,186	4,675½
Town of Union	443,735½	.....	.....	.....	443,735½	24,942
Weehawken	132,157½	.....	345	.....	132,502½	8,502½
West Hoboken	642,879	.....	40	5,016	647,935	52,304½
West New York	152,976½	.....	.....	.....	152,976½	16,662½
Totals	8,451,298½	49,723½	8,052½	60,357	8,569,431½	652,215

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TABLE XXX.—Continued.

Hunterdon County.

TOWNSHIP OF	Actual Attendance. (Day School).	Night School.	Allowance.	Quarantine.	Total Attendance.	Absence.
Alexandria	16,627				16,627	2,856
Bethlehem	31,932½		115		32,047½	4,344½
Clinton	21,968½				21,968½	1,932
Clinton Township	38,830½				38,830½	5,213½
Delaware	36,498		12½		36,510½	5,443
East Amwell	12,736		673		13,409	1,963
Franklin	13,334½		183		13,517½	2,324
Frenchtown	25,722½		276		25,998½	2,187
High Bridge	33,051½		1,110		34,161½	2,505½
Holland	38,084½				38,084½	5,343
Junction	23,511		1,506		25,017	2,350
Kingwood	17,292½		30		17,322½	3,821½
Lambertville	98,832½				98,832½	9,721
Lebanon	56,426		591		57,017	9,389
Raritan	93,056½		139½	7	93,203	9,930
Readington	49,511		1,489		51,000	7,155½
Stockton	16,306				16,306	2,137½
Tewksbury	25,375		915		26,290	2,488
Union	20,240½				20,240½	3,575½
West Amwell	10,726½		91		10,817½	1,790
Totals	680,063		7,131	7	687,201	86,469½

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TABLE XXX.—Continued.

Mercer County.

TOWNSHIP OF	Actual Attendance. (Day School).	Night School.	Allowance.	Quarantine.	Total Attendance.	Absence.
East Windsor	60,878				60,878	5,877½
Ewing	25,859				25,859	3,368½
Hamilton	73,523	705			74,228	14,982½
Hopewell	95,448				95,448	14,328½
Lawrence	27,961½				27,961½	3,514
Princeton Borough	61,313½	50½	10,499		71,863	6,693
Princeton Township T.	13,519½				13,519½	2,669
Trenton	1,443,986½	34,959	5,685	4,265	1,491,895½	172,755½
Washington	23,675½		195		23,870½	5,366½
West Windsor	16,870				16,870	3,441
Totals	1,846,034½	35,714½	16,379	4,265	1,902,393	232,996

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TABLE XXX.—Continued.

Middlesex County.

TOWNSHIP OF	Actual Attendance. (Day School).	Night School.	Allowance.	Quarantine.	Total Attendance.	Absence.
Cranbury	34,794				34,794	4,773
Dunellen	39,645½		345	36	40,026½	2,197½
East Brunswick	56,083½		464	25	56,572½	6,490½
Helmetta	17,575½				17,575½	1,662½
Jamesburg	36,079½				36,079½	4,375
Madison	25,041½		525		25,566½	4,036
Milltown	17,535				17,535	1,012½
Monroe	19,490				19,480	2,916½
New Brunswick	392,517	3,993½			396,510½	19,447½
North Brunswick	11,352				11,352	1,202½
Perth Amboy	458,024			901½	458,925½	37,044½
Piscataway	55,570½		617		56,187½	5,798½
Raritan	92,535		271		92,806	9,893
Sayreville	38,748		4,950½		43,698½	4,352½
Somerville	38,748		4,950½		43,698½	4,351½
South Amboy	86,551½	244½	961		87,757	7,506½
South Brunswick	51,879½		349½	33	52,262	8,601½
South River	50,354½		4,098½		54,453	4,061
Woodbridge	156,332				156,332	15,924½
Totals	1,640,098½	4,238	12,581½	995½	1,657,913½	141,294½

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TABLE XXX.—Continued.

Monmouth County.

TOWNSHIP OF	Actual Attendance. (Day School).	Night School.	Allowance.	Quarantine.	Total Attendance.	Absence.
Asbury Park	88,817				88,817	7,424½
Atlantic	22,720½				22,720½	3,606½
Atlantic Highlands	42,212				42,212	4,998
Belmar	27,155½				27,155½	2,169½
Eatontown	45,078				45,078	5,997½
Freehold	86,435				86,435	7,855
Freehold Township	26,184½		347		26,531½	4,022
Holmdel	20,743½				20,743½	3,060
Howell	58,477½		227		58,704½	9,204½
Keyport	87,259				87,259	16,609
Long Branch	366,702			149	366,851	26,236
Manalapan	32,921				32,921	5,862½
Manasquan	53,798		885		54,683	3,657½
Marlboro	29,597				29,597	5,271
Matawan	53,627½				53,627½	11,378½
Middletown	118,781				118,781	19,730½
Millstone	34,439½		1,043½		35,483	5,918
Neptune City	18,996		584		19,580	1,840
Neptune Township	272,459		1,494½	1,313	275,266½	23,581½
Ocean	22,744				22,744	2,766½
Raritan	28,583				28,583	4,486½
Red Bank	120,024		636½		120,660½	11,091½
Shrewsbury	92,339½		167½		92,507	11,340
Spring Lake	7,927				7,927	459½
Upper Freehold	52,051				52,051	8,487
Wall	78,227				78,227	12,144
Totals	1,888,299		5,385	1,462	1,895,146	219,197

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TABLE XXX.—Continued.

Morris County.

TOWNSHIP OF	Actual Attendance. (Day School).	Night School.	Allowance.	Quarantine.	Total Attendance.	Absence.
Boonton	93,415				93,415	6,481
Boonton Township	6,840½				6,840½	1,204
Butler	31,459½				31,459½	5,250
Chatham	55,242½		1,303		56,545½	5,772½
Chester	33,558				33,558	4,176½
Dover	191,997½			271	192,268½	11,139
Hanover	51,795		1,953½		53,748½	9,061
Jefferson	31,710½				31,710½	4,110½
Madison	64,701				64,701	5,340
Mendham	32,585½		454		33,039½	5,278
Montville	33,044				33,044	4,481
Morris	18,320		237½		18,557½	3,302½
Morristown	221,534		103½		221,637½	13,938½
Mt. Arlington	6,184				6,184	430½
Mt. Olive	24,527½		1,623		26,150½	3,653
Netcong	27,643		5,025½		32,668½	3,632½
Passaic	37,353½	487	601½		38,442	8,961½
Pequannock	29,333½		741		30,074½	5,270
Randolph	45,995½				45,995½	7,959½
Rockaway	48,301½				48,301½	2,430½
Rockaway Township	102,051		96		102,147	11,226½
Roxbury	58,028		542		58,570	7,823½
Washington	44,137		709		44,846	6,557½
Wharton	48,271½				48,271½	3,912½
Totals	1,338,029	487	13,389½	271	1,352,176½	141,392

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TABLE XXX.—Continued.

Ocean County.

TOWNSHIP OF	Actual Attendance. (Day School).	Night School.	Allowance.	Quarantine.	Total Attendance.	Absence.
Bay Head	5,900½				5,900½	605½
Beach Haven	8,280½				8,280½	969½
Berkeley	11,257½				11,257½	2,231½
Brick	45,824				45,824	7,702
Dover	62,796½		27½		62,824	7,781
Eagleswood	10,696½				10,696½	1,909½
Island Heights	8,632½				8,632½	676½
Jackson	35,762½				35,762½	5,921½
Lacey	11,563½				11,563½	1,528
Lakewood	92,476½				92,476½	10,136
Little Egg Harbor	46,792½				46,792½	6,049½
Long Beach	2,025½		65		2,090½	235½
Manchester	20,191				20,191	3,154½
Ocean	8,809				8,809	1,018
Plumstead	22,038½				22,038½	3,630
Point Pleasant	20,528				20,528	3,698½
Seaside Park	1,866½				1,866½	446½
Stafford	29,279				29,279	3,839
Surf City	455				455	28
Union	25,260½				25,260½	2,652½
Totals	470,436		92½		470,528½	64,212½

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TABLE XXX.—Continued.

Passaic County.

TOWNSHIP OF	Actual Attendance. (Day School).	Night School.	Allowance.	Quarantine.	Total Attendance.	Absence.
Acquackanonk	146,620½				146,620½	14,014
Hawthorne	57,992½			42	58,034½	8,627
Little Falls	72,142		826		72,968	7,061½
Manchester	118,120				118,120	10,270
Passaic	659,231	18,696½			677,927½	73,793
Paterson	2,357,804	88,542½	11,428	3,781	2,461,555½	213,316
Pompton	44,292		878		45,170	7,268
Pompton Lakes	20,445½		2,021½		22,467	2,704½
Totowa	7,929½		221		8,150½	1,308
Wayne	45,156½				45,156½	6,894½
West Miford	39,586½		724		40,310½	9,909
Totals	3,569,320	107,239	16,098½	3,823	3,696,480½	355,165½

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TABLE XXX.—Continued.

Salem County.

TOWNSHIP OF	Actual Attendance (Day School).	Night School.	Allowance.	Quarantine.	Total Attendance.	Absence
Alloway	33,176½	0	0	0	33,176½	4,725½
Elmer	27,912½	0	565½	0	28,478	3,071½
Elsinboro	9,556	0	0	0	9,556	1,341½
Lower Alloways Creek	24,192	0	28	0	24,220	3,023½
Lower Penns Neck	31,358	0	0	0	31,358	4,226
Mannington	32,354½	0	0	0	32,354½	4,390½
Oldmans	31,418	0	0	0	31,418	5,862½
Pennsgrove	42,282½	0	0	0	42,282½	4,804½
Piles Grove	30,317	0	0	0	30,317	3,826
Pittsgrove	40,541	199½	0	0	40,740½	10,241
Quinton	24,134½	0	0	0	24,134½	2,152
Salem	169,988	2,412½	411	0	172,811½	10,000
Upper Penns Neck	11,079½	0	0	0	11,079½	1,944½
Upper Pittsgrove	39,210½	0	0	0	39,210½	6,523½
Woodstown	40,222	0	0	0	40,222	2,909½
Totals	587,742½	2,612	1,004½	.....	591,359	69,051

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TABLE XXX—Continued.

Somerset County.

TOWNSHIP OF	Actual Attendance. (Day School).	Night School.	Allowance.	Quarantine.	Total Attendance.	Absence.
Bedminster	49,450½	0	0	0	49,450½	7,859
Bernards	54,012½	0	798	0	54,810½	11,174
Bound Brook	57,068½	0	0	0	57,068½	6,024
Branchburg	19,304½	0	0	0	19,304½	3,561½
Bridgewater	66,425½	3,616	0	0	70,041½	7,584
East Millstone	5,107½	0	0	0	5,107½	777½
Franklin	27,561	0	72	0	27,633	4,904½
Hillsborough	45,501	0	70	0	45,571	6,864
Montgomery	28,499½	0	0	0	28,499½	3,778½
North Plainfield Borough	153,462½	0	0	25	153,487½	10,235
North Plainfield Township	10,013	0	0	0	10,013	1,217½
Somerville	122,483½	0	0	0	122,483½	10,796½
South Bound Brook	23,768½	0	0	0	23,768½	2,888
Warren	17,595	0	0	0	17,595	4,585½
Totals	680,253	3,616	946	25	684,834	82,249½

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TABLE XXX.—Continued.

Sussex County.

TOWNSHIP OF	Actual Attendance. (Day School).	Night School.	Allowance.	Quarantine.	Total Attendance.	Absence.
Andover	23,035½	0	1,110½	66	24,212	3,359
Byram	31,772½	0	4,934	0	36,706½	5,010
Frankford	29,694½	0	0	0	29,694½	3,594
Green	13,056½	0	823	0	13,879½	2,309½
Hampton	13,681½	0	0	0	13,681½	1,659
Hardyston	83,505½	0	0	0	83,505½	9,359
Lafayette	15,430½	0	0	0	15,430½	2,493
Montague	10,356½	0	0	0	10,356½	1,807½
Newton	103,778½	0	0	0	103,778½	10,691
Sandyston	22,488	0	0	0	22,488	3,141½
Sparta	44,174	0	0	0	44,174	6,284½
Stillwater	29,957½	0	0	14	29,971½	3,924½
Sussex	39,426½	0	0	0	39,426½	3,767½
Vernon	38,421½	0	0	0	38,421½	5,362½
Walpack	5,914½	0	0	0	5,914½	909½
Wantage	48,089½	0	0	0	48,089½	6,843½
Totals	552,783	0	6,867½	80	559,730½	70,515½

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TABLE XXX—Continued.

Union County.

TOWNSHIP OF	Actual Attendance. (Day School).	Night School.	Allowance.	Quarantine.	Total Attendance.	Absence.
Clark	4,303½	0	0	0	4,303½	833
Cranford	83,099	0	0	0	83,099	6,450
Elizabeth	957,197	0	0	11,919½	969,116½	56,987½
Fanwood	35,071½	0	0	0	35,071½	3,421½
Linden	24,231½	0	0	0	24,231½	2,541
New Providence	22,996	0	0	0	22,996	2,298½
Plainfield	342,151½	0	0	0	342,151½	30,043½
Rahway	187,285½	0	1,629	0	188,914½	15,624½
Roselle	46,520½	0	164½	0	46,685	3,744
Roselle Park	44,917½	0	556	586	46,059½	4,947½
Springfield	31,137½	0	881	0	32,018½	3,308
Summit	90,166½	0	0	198½	90,365	7,964½
Union	47,065½	0	1,193½	0	48,259	5,687½
Westfield	129,876½	0	0	0	129,876½	8,695½
Totals	2,046,019½	0	4,424	12,704	2,063,147½	152,546½

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TABLE XXX.—Continued.

Warren County.

TOWNSHIP OF	Actual Attendance. (Day School).	Night School.	Allowance.	Quarantine.	Total Attendance.	Absence.
Allamuchy	10,965	0	1,380	80	12,425	1,341½
Belvidere	48,845	0	257	0	49,102	3,221
Blairstown	35,407½	0	296	0	35,703½	3,141
Franklin	25,468½	0	1,095	0	26,563½	3,236
Frelinghuysen	17,841½	0	750	0	18,591½	1,626½
Greenwich	21,121	0	0	0	21,121	3,516
Hackettstown	53,275½	0	13,403	5	66,683½	3,836
Hardwick	3,374	0	175½	0	3,549½	554
Harmony	20,448½	0	546	0	20,994½	3,789
Hope	22,118½	0	870	0	22,988½	2,881½
Independence	15,352	0	1,628	0	16,980	1,407½
Knowlton	26,276½	0	0	0	26,276½	7,499½
Lopatcong	41,089	0	0	0	41,089	5,957½
Mansfield	19,466	0	1,226½	0	20,692½	3,199
Oxford	75,059½	0	60	0	75,119½	10,433½
Pahaquarry	4,028	0	0	0	4,028	680
Phillipsburg	276,844	0	0	0	276,844	14,619½
Pohatcong	42,482½	0	0	0	42,482½	5,457½
Washington Borough	99,820	0	2,146	277	102,243	9,291
Washington Township	23,633½	0	0	0	23,633½	3,918½
Totals	882,916	0	23,833	362	907,111	89,606

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TABLE XXXI.

Statistics of High School.

COUNTIES.	Number of Schools Reporting Full or Partial High School Courses.	Amount Expended for Teachers' Salaries.	Amount Expended for Text-Books and Supplies.	Amount Expended for Apparatus.	Amount Expended for other High School Purposes.	Total Amount Expended.	Number of Schools Holding One Session Each Day.	Number of Schools Holding Two Sessions Each Day.
Atlantic	3	$9,607 50	$650 00	$400 00	$1,000 00	$11,657 50		3
Bergen	12	27,480 00	1,555 00	274 00	1,244 00	30,553 00		12
Burlington	10	12,312 00	672 50	53 80	346 50	13,384 80		10
Camden	5	14,225 00	3,428 26	3,348 02	3,572 79	24,574 07	2	3
Cape May	3	4,465 00	150 00	10 00	60 00	4,685 00		3
Cumberland	9	14,141 50	1,132 25	233 20	675 00	16,181 95		9
Essex	14	142,239 00	9,598 09	2,135 18	27,994 33	181,966 60	3	11
Gloucester	2	1,600 00	302 98			1,902 98		2
Hudson	8	62,562 38	4,618 97	371 50	11,283 82	78,836 67	1	7
Hunterdon	4	6,785 00	550 00	15 00		7,350 00		4
Mercer	4	21,505 00	1,800 00	650 00	200 00	24,155 00	1	3
Middlesex	9	22,450 00	2,255 00	907 50	515 00	26,127 50		9
Monmouth	15	42,513 81	3,457 26	872 38	260 00	47,103 45	1	14
Morris	10	16,650 00	1,105 00	765 00	410 00	18,930 00	1	9
Ocean	3	5,040 00	50 00			5,090 00		3
Passaic	7	34,080 00	3,913 72	527 23	1,124 63	39,645 58	1	6
Salem	9	5,550 00	220 00	30 00	174 00	5,974 00	1	8
Somerset	3	9,050 00	300 00	125 00		9,475 00	2	1
Sussex	3	3,200 00	250 00	350 00		3,800 00		3
Union	10	46,175 00	2,075 00	728 00	375 00	49,353 00	3	7
Warren	4	9,650 00	725 34	95 00	96 50	10,566 84	1	3
Totals	147	$511,281 19	$38,809 37	$11,890 81	$49,331 57	$611,312 94	17	130

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TABLE XXXI.—Continued.

Statistics of High School.

Number of Schools Having Four Years' High School Course.	Number of Schools Having Three Years' High School Course.	Number of Schools Having Two Years' High School Course.	Number of Schools Having One Years' High School Course.	Years. Average Age of Pupils Entering High School. Months.	Number of Graduates, 1902.	Number of Pupils Enrolled.											
						Classical Course.		Latin Scientific Course.		English Course.		General Course.		Commercial Course.		Special Course.	
						Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
1	1	1	.....	14	11	39	.....	.....	.....	.....	.....	.....	92	147	25	42	.....	.....
3	1	6	2	14	7	68	12	4	74	163	5	5	38	68	69	53	4	5
.....	7	2	1	14	8	56	3	2	40	43	9	28	80	98	7	10	.....	.....
1	3	.....	1	14	.....	16	.....	3	49	41	61	.....	46	229	20	37	.....	.....
1	2	.....	.....	12	.....	7	.....	5	12	17	.....	.....	24	63	.....	.....	.....	.....
7	2	.....	.....	13	9	76	.....	.....	35	89	.....	.....	244	351	40	57	.....	7
12	1	1	.....	14	8	351	311	297	164	346	207	173	239	755	280	124	55	75
1	.....	1	.....	14	.....	.....	.....	.....	.....	.....	.....	.....	14	38	.....	.....	.....	.....
5	1	2	.....	14	11	225	42	66	87	159	29	79	176	463	143	128	95	226
3	.....	1	.....	14	.....	26	.....	.....	10	18	3	.....	69	71	.....	.....	7	11
2	.....	2	.....	14	11	102	7	1	62	126	5	4	11	23	22	45	.....	.....
4	1	4	.....	14	.....	86	32	33	75	92	29	43	20	22	79	71	50	67
7	3	4	1	14	4	103	17	20	96	155	109	155	80	124	81	73	56	50
6	3	.....	1	14	.....	66	.....	.....	87	138	50	77	78	95	19	10	.....	.....
1	.....	2	.....	14	11	6	1	1	8	10	6	9	14	16	7	3	.....	.....
2	1	1	3	14	1	137	114	151	.....	.....	.....	.....	86	123	47	54	102	183
3	5	1	.....	14	.....	38	.....	.....	.....	.....	.....	.....	95	180	.....	.....	.....	.....
1	1	1	.....	14	3	23	9	18	25	54	24	50	1	4	12	17	.....	.....
.....	1	1	1	14	1	37	.....	.....	.....	.....	.....	.....	53	75	.....	.....	.....	.....
6	4	.....	.....	14	4	165	9	18	162	313	6	11	109	158	119	126	4	22
3	1	.....	.....	14	3	45	6	.....	20	18	39	73	96	114	.....	.....	.....	.....
69	38	30	10	14	5	1,672	563	619	1,006	1,782	582	707	1,665	3,217	770	850	373	646

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TABLE XXXI.—Continued.

Statistics of High School.

COUNTIES.	Total Enrollment in High Schools. Male.	Total Enrollment in High Schools. Female.	Average Daily Attendance.	Number Dropped During the Year for Deficiencies.	Number of High Schools having Physical Apparatus.	Number of High Schools having Chemical Apparatus.	Number of High Schools having Libraries.	Number of Teachers Employed in High Schools.
Atlantic	117	189	222	5	2	1	3	13
Bergen	202	298	394	23	5	5	11	26
Burlington	139	181	303	17	3	3	9	24
Camden	176	310	416	11	1	2	5	26
Cape May	36	85	84	.....	3	1	3	6
Cumberland	319	504	645	8	4	4	6	24
Essex	1,256	1,770	2,356	91	8	7	14	127
Gloucester	14	38	380	.....	2	2	2	4
Hudson	572	1,121	1,161	41	5	5	7	66
Hunterdon	89	100	153	.....	.....	.....	4	8
Mercer	107	199	557	52	1	1	4	25
Middlesex	285	328	856	23	7	3	9	28
Monmouth	439	577	746	22	8	7	15	58
Morris	234	320	436	19	5	3	9	29
Ocean	36	39	52	.....	1	1	3	6
Passaic	349	511	725	44	1	1	2	35
Salem	95	180	167	15	2	2	8	13
Somerset	71	143	162	2	2	2	2	17
Sussex	53	75	109	7	1	1	3	5
Union	409	648	876	25	7	8	10	50
Warren	161	205	340	26	4	2	4	13
Totals	5,159	7,821	11,140	430	72	61	133	603

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TABLE XXXI.—Continued.

Statistics of High School.

Number of Teachers Holding State Certificates.	Number of Teachers Holding County Certificates.	Number of Teachers Holding District Certificates.	Average Annual Salary of Principals.	Average Annual Salary of Assistant Teachers.	Number of Schools having Classical Course.	Number of Schools having Latin-Scientific Course.	Number of Schools having English Course.	Number of Schools having General Course.	Number of Schools having Commercial Course.	Number of Schools having Special Course.	Number of Schools on Departmental Plan.
6	3	4	$1,250 00	$690 70	.....	.....	.....	3	1	.....	1
19	7	.....	1,308 33	855 71	3	9	1	4	5	2	4
18	6	.....	993 00	418 50	1	2	1	7	1	.....	6
9	4	13	1,137 50	704 76	1	2	1	4	1	.....	2
3	3	.....	933 33	545 00	1	1	.....	2	.....	.....	1
9	10	5	748 33	499 23	.....	2	.....	8	2	1	3
30	19	78	1,619 64	1,093 66	7	8	4	9	8	3	12
1	3	.....	800 00	500 00	.....	.....	.....	2	.....	.....	.....
29	.....	37	2,075 00	943 43	2	3	3	5	3	2	5
4	4	.....	987 50	576 25	.....	1	1	3	.....	1	3
13	2	10	1,245 00	796 43	1	2	1	2	1	1	3
13	5	10	1,039 00	672 62	3	4	4	2	4	1	4
35	23	.....	1,145 90	745 61	6	8	7	8	5	3	6
15	9	5	1,045 00	857 89	.....	5	4	4	2	.....	5
2	4	.....	1,146 66	533 33	1	1	1	3	1	.....	1
4	3	28	1,074 48	917 85	1	.....	.....	6	1	1	2
6	7	.....	616 66	512 50	.....	.....	.....	9	.....	.....	1
14	3	.....	916 66	490 00	1	3	2	1	2	.....	2
4	1	.....	1,033 33	550 00	.....	.....	.....	3	.....	.....	1
19	6	25	1,365 00	789 33	1	4	2	5	4	1	7
6	4	3	1,000 00	561 11	1	2	2	3	.....	.....	3
259	126	218	$1,166 04	$861 40	30	57	34	93	41	16	72

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TABLE XXXII.

County Superintendents.

ATLANTIC COUNTY.

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

BERGEN COUNTY.

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

BURLINGTON COUNTY.

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

CAMDEN COUNTY.

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

CAPE MAY COUNTY.

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

CUMBERLAND COUNTY.

Albert R. Jones, from May 1, 1867, to May 1, 1873.
Benjamin G. Ames, from May 1, 1873, to November 6, 1873.
Richard L. Howell, from November 6, 1873, to September 1, 1879.

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William O. Garrison, from September 1, 1879, to September 1, 1884.
Joseph Moore, from September 1, 1884, to February 4, 1889.
Charles G. Hampton, from February 21, 1889, to September 24, 1895.
John N. Glaspell, from September 24, 1895, to .....

ESSEX COUNTY.

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

GLOUCESTER COUNTY.

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

HUDSON COUNTY.

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

HUNTERDON COUNTY.

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

MERCER COUNTY.

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

MIDDLESEX COUNTY.

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

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MONMOUTH COUNTY.

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

MORRIS COUNTY.

Robert H. DeHart, from May 1, 1867, to September 13, 1870.
Remus Robinson, from September 13, 1870, to May 8, 1873.
John R. Runyon, from May 8, 1873, to May 1, 1875.
Lewis W. Thurber, from May 1, 1875, to November 3, 1887.
Burtis C. Magie, from November 3, 1887, to June 12, 1890.
James O. Cooper, from September 1, 1890, to September 1, 1893.
Martin L. Cox, from September 1, 1893, to February 6, 1900.
Watson B. Matthews, from February 6, 1900, to .....

OCEAN COUNTY.

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

PASSAIC COUNTY.

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

SALEM COUNTY.

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

SOMERSET COUNTY.

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

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SUSSEX COUNTY.

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

UNION COUNTY.

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

WARREN COUNTY.

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

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TABLE XXXIII.

County Superintendents.

COUNTIES.	NAMES.	P. O. ADDRESS.	SALARY.
Atlantic	S. D. HOFFMAN,	Atlantic City,	$1,472
Bergen	JOHN TERHUNE,	Hackensack,	2,000
Burlington	HERMAN A. STEES,	Beverly	1,968
Camden	C. S. ALBERTSON,	Magnolia	2,000
Cape May	AARON W. HAND,	Cape May City	1,300
Cumberland	JOHN N. GLASPELL,	Bridgeton,	1,792
Essex	ELMER C. SHERMAN,	South Orange,	2,000
Gloucester	WLLLIAM H. ELDRIDGE,	Williamstown,	1,300
Hudson	M. H. KINSLEY,	Arlington,	2,000
Hunterdon	JASON S. HOFFMAN,	Flemington,	1,300
Mercer	A. W. HARTWELL,	Titusville,	2,000
Middlesex	H. BREWSTER WILLIS,	New Brunswick,	2,000
Monmouth	JOHN ENRIGHT,	Freehold,	2,000
Morris	WATSON B. MATTHEWS,	Dover,	2,000
Ocean	F. A. NORTH,	Toms River,	1,300
Passaic	HOMER A. WILCOX,	Passaic,	2,000
Salem	J. HARRY SMITH,	Pennsgrove,	1,300
Somerset	J. A. METS,	Somerville,	1,300
Sussex	LUTHER HILL,	Andover,	1,300
Union	W. J. SHEARER,	Elizabeth,	2,000
Warren	FRANKLIN T. ATWOOD,	Hackettstown,	1,480

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TABLE XXXIV.

City Superintendents.

CITIES.	NAMES.
Asbury Park,	FRED. S. SHEPHERD.
Atlantic City,	DR. WILLIAM M. POLLARD.
Bayonne,	J. H. CHRISTIE.
Bridgeton,	WILLIAM E. COX.
Camden,	MARTIN V. BERGEN.
East Orange,	VERNON L. DAVEY.
Elizabeth,	WILLIAM J. SHEARER.
Gloucester City,	HORATIO DRAPER.
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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Appendix

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Reports of County Superintendents

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You Are Viewing an Archived Copy from the New Jersey State Library

Reports of County Superintendents

ATLANTIC COUNTY.

S. D. HOFFMAN, COUNTY SUPERINTENDENT.

To Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—I submit this my seventh annual report of the condition of the public schools of Atlantic County for the year ending June 30, 1902. It is with pride that I report a general advance in school work of the county, resulting evidently from increased interest in the public school system. It can be truthfully said that in Atlantic County the year has been one of progress.

Teachers' Examinations.—Teachers' examinations were regularly held, and a noticeable feature was the small number of applicants for third grade certificates.

One Day Institutes.—Our one day institutes have proved a material assistance in practical school-work. The attendance was very good and general interest manifested.

Visits.—Owing to illness, fewer visits were made than heretofore. Most of the schools, however, were visited the required number of times, and many of them oftener than the law demands.

Arbor Day was generally observed throughout the county. In many of the schools, in addition to the planting of trees, shrubbery, etc., the school grounds were cleaned and conditions bettered.

Libraries.—Special attention has been given to the augmenting of school libraries, and the installation thereof in schools where heretofore none existed. In some places money was

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raised by public entertainment and subscription and invested in school libraries, thus placing at the disposal of many, who could not otherwise afford it, the benefit of wholesome literature.

County Commencement.—The County Commencement was held in Red Men's Hall, Pleasantville. The graduating class was composed of 51 graduates and 7 post graduates, and was the largest in the history of the county schools. Many of the graduates either recited or delivered orations and original essays, which, together with addresses of S. R. Morse, member of the State Board, and Professor Whitbeck, made the exercises pleasing and instructive.

Teachers' Institute.—As has been our custom for several years, Gloucester and Salem counties joined with us in holding the Teachers' Institute. The attendance was unusually good, there being but one absence, and that occasioned by illness. The instructors were Miss Louise Connolly, Earl Barnes, Charles H. Albert, Ray Hughes Whitbeck, James M. Green, and William J. Morrison. The instruction imparted was practical and inspiring and, on the whole, the Institute was very successful. Special comment should be made upon the department work: the experiment in this county has proven its merit and is a compliment to the State Superintendent, who is ever alert to employ every available means for the uplift of pupil and teaching.

School Buildings.—There seems to have prevailed among the several Boards of Education a tendency toward the improvement of school buildings. Particularly in Egg Harbor, Galloway and Buena Vista townships, nearly all of the buildings have been rebuilt, repainted or generally renovated. The building at Smith's Landing has been remodeled and steam heat and the new Smead system of ventilating introduced. The growth of Minotola, due to the influx of residents, required an addition to the school building as well as the employment of an assistant teacher. Appropriations have been made and plans prepared for the erection of a new brick school building in Pleasantville, which will displace the old building and be a decided improvement. The building will be modern in every respect and cost about $15,000, and will offer new advantages to that district.

In conclusion I desire to thank you and the school officers throughout the county for the co-operation and courtesies that have been extended to me and made pleasant the several years of my superintendency.

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BERGEN COUNTY.

JOHN TERHUNE, COUNTY SUPERINTENDENT.

To Hon. Chas. Baxter, State Superintendent:

DEAR SIR—After completing the statistical work required, it is a pleasure to note from these summaries the gain over previous years and to call the attention of our superiors to them. It is also a great satisfaction to know that our work is receiving such careful inspection by the State Department, and that by our fruits we are known. The marked improvement from year to year in the management at headquarters is making itself felt all along the line from the supervisors to the children.

The average number of months of twenty days each that the schools were in session was 9.39. The enrollment was as follows: Total, 17,005; average, 12,381; with an average daily attendance of 11,188. And as to gradation we find 1,829 in the kindergarten, 10,071 in the primary, 4,598 in the grammar and 507 in the high school departments.

The corps of teachers numbered 383, of which 61 were males, receiving an average monthly salary (computed upon the actual number of days the schools were in session) of $108.82; and 322 were females, averaging $57.28 per month. The standing of the corps as to certificates was as follows: 29 held first grade State, 206 second grade State, 25 third grade State, and 14 Special State, 59 held the first grade county, 29 second county, 11 third county, and 10 special county certificates. As to preparation for the profession: 206 were N. J. State normals, 46 were indorsed normals from other States, 22 were college and university graduates, 14 were from special schools and 7 had attended the Trenton normal for two years but did not graduate. In other words, 72 per cent. held State credentials, and 77 per cent. were trained for the work.

The report of the manager of the "Bureau of Information for Teachers and School Officers" was a merciless rebuke to those using improper motives in the selection of teachers. This should be printed in circular form and scattered broadcast over the State, it should be published in all leading newspapers, and a

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copy fastened to every bulletin board in the State. The needs of the children only should be kept in view. It is for them taxes are levied and schools maintained. Those in authority who overlook and ignore this fact are false to the child, the community and the country.

Of the 59 teachers holding first grade county certificates, 13 are either normals of elementary courses or college graduates; and 21 of the remainder are teachers of long, successful experience and are not excelled by any. They are hard workers, great readers, and keep thoroughly up to the times. Some of the others in the lower grades are in the class mentioned in that report. We shall enforce a feature of the law that will help to limit this hereafter.

We have had evidence of the wisdom of our rules for indorsing certificates presented from other counties. The law requires a re-examination in the professional subjects regardless of the averages, and the County Board will accept no academic subject below 75. How a Board of Education can consider a certificate with lower averages in the essential subjects than we require for grammar graduates is a mystery to me. A certificate offered for indorsement contained four subjects rated 70, the lowest permitted by law. Upon trial this candidate received 18, 43, 45 and 65 at our examination, and yet a position was held open for this person. Another had six 70's. Any teacher who neglects to improve such averages at an early subsequent examination lacks progressiveness and no Board should hesitate to treat the holders of such with like indifference. This class seldom visit a professional library or subscribe for an educational periodical. The lowering of the general average for renewal of certificates from 85 to 75 has encouraged such applicants, and it was a sad mistake.

The strong personality of a large majority of our teachers and their power as disciplinarians, especially in securing and retaining attention during recitations, is worthy of comment. The rapid improvement in this direction could not escape the notice of one accustomed to observe. Some of our best teachers are, as a rule, conscious of their deficiencies and are constantly improving themselves by every means at their command. The process of teaching is so difficult ,the child life is so precious, that great natures, high education and distinct professional training should be the qualification of every teacher.

School Buildings.—The following districts bonded to enlarge their buildings: East Rutherford, School No. 1, $19,700; Gar-

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field, School No. 2, $18,000; Hohokus, School No. 1, $6,500. New buildings were voted as follows: Washington township at Etna, $3,500; Cliffside, $7,000; Fairview, $12,500; Englewood special, $7,500; Englewood township, $4,000. Overpeck and Carlstadt are unsettled as to the advisability of enlarging present buildings or the erection of new ones.

School Libraries.—Your excellent article in last year's report on school libraries was very much appreciated by me, as it supported and strengthened what I have done, and encouraged me to continue my efforts in this direction.

The total amount reported raised in the districts for library purposes was $2,061.11, but $376.79 of this I returned to the districts from a fund that had been collected for "The American Boy Fund," in 1898, toward building a battleship to replace the ill-fated Maine. We also received $1,140 from the State, which you will observe is $40 more than one-fifth of the entire appropriation by the Legislature for school libraries. With this we purchased 7,119 books, which is an increase over the past year of 2,419. The number of books drawn from all the school libraries reached 151,704, an increase of 28,316.

Eminent educators all over the country are giving increased recognition to this natural auxiliary to school progress. President Eliot of Harvard University, who is now conceded to be the most conspicuous collegian in the world, said four years ago: "From the total training during childhood there should result in the child a taste for interesting and improving reading, which should direct and inspire subsequent intellectual life. The schooling which results in this taste for good reading, however unsystematic or eccentric the schooling may have been, has achieved a main end of elementary education; and that schooling which does not result in implanting that permanent taste has failed."

We began agitating the library question eleven years ago, but after this statement from President Eliot and the attention given the subject annually by the National Educational Association, we have watched over it with intense interest; and the teachers and parents are rapidly becoming aroused in favor of the extension of the school library. Following is a quotation from a letter written by an observing supervising principal: "I believe the library to be one of the most valuable aids we have to improve the language of the pupils. And if compelled to make a choice, whether I should do without library books or language books, I

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would say let the latter go. The teacher who is not making the most possible use of the library is making a grave mistake."

Those sentiments are correct and are in touch with the best educational writers of the season—who say that language must be taught by using it under criticism in oral and written composition and by much reading of good English. The short language lessons are insufficient to overcome the social environments of the average pupil. My motto is as follows: "If children read more than they talk, they will talk more like they read; and if they read good literature, they will speak good English." We adhere too closely to the text-book, and the application of rules learned therefrom is rarely made in general conversation. Grammar may teach us to write more correctly as we have more time to think, but if depended upon alone it does not counteract habits of speech previously acquired; and for this reason we are placing our library books as low down as the second year primary grade to remedy or guard against such heritages as much as possible, by introducing the related story.

It is much more important to lend pupils good books for home reading than to assign home lessons in other subjects. The boy or girl who likes to read good books is safe from the invidious, corrupt and enervating influence of literary trash and filth. We are not done with the pupils when they leave school, for after creating this appetite for reading we must follow it up and nurse and feed it until the habit is confirmed. To accomplish this many of our libraries are open to the parents and youth of the district and contain books adapted to the home circle. The Garfield school provides in addition to its large, well-selected library, a number of magazines and publications on current events for this purpose, 962 of which were taken out last year.

The State Superintendent of Iowa says: "We make a mistake when we limit the usefulness of the library to the pupils in attendance at the school. Any one who is a pupil of this school can use these books, is too narrow a regulation. Any one is welcome to this library who is a resident of the district, and will give assurance that the books will be carefully read and promptly returned, would be far better."

We go still farther than this and keep the libraries open during vacation, a time when the children have no school work to think about, and are thus kept in touch with good books. One principal rings the school bell every Saturday evening at an appointed hour to notify the residents that he is at the school to exchange library books. He was conservative first as to the value of so much reading, but his experience has astonished him

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and now he is one of our most enthusiastic workers. He says his records do not begin to report the actual number of books read, as the parents and children exchange with each other during the week. This is also true during the school year, and if statistics could be collected of this extra reading, our report as to the number of books read would be augmented by many thousands.

Not a school in the county is without its library, but the greatest drawback is the irregularity in securing the State appropriation and lack of promptness in selecting and purchasing the yearly additions. The law is not equitable when it allows a school enrolling five hundred pupils no more than one enrolling nine. A certain amount per capita should be allowed and the expenditure demanded by the first of November.

If the men of means in this county will furnish me 25 cents per capita on the total enrollment of the previous year, for five consecutive years, and have it ready for me to apportion on that basis by the middle of October of each year, I will guarantee to make Bergen the most literary county in the State inside of the next decade. By that I mean that I will cause more and better books to be read in the homes (per capita) than any other county. If I had this limited amount I could introduce a system that, with the help of the teachers, would reach all the rural homes and be effective. While the amount asked for may appear small, I assure you it is not an imaginary proposition, for I have carefully considered the question and can keep the purchases so active that the result will be accomplished.

My model school library in Educational Hall is just the scheme to help make these assertions realities. We could not do without it now and it is growing rapidly. The cases abound with books on history and travel, which Hamilton W. Mabie says are the background and key of all knowledge not strictly scientific. He also says that the fiction of the present season is, as a rule, of the thinnest possible kind.

Starting young people out right in the world is one of the noblest conceptions of philanthropy. It is easier, cheaper and more certain to guide the growth of children than it is to reform middle age. There is much meaning in the old story of the woodsman who said: "If I am to raise pine trees fit for masts, I must begin with the seed." The greatest power and the richest treasure of any State are the children attending the schools, and their teachers are the soldiers of civilization. A nation is no greater than its homes and the home is no greater than its children. The question will be "How many men and women have

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you saved? Not how many dollars." It is better to invest your money in men than in fine buildings, for there is no real estate in the hereafter. I wish we had more men like Mr. J. Hull Browning, of Tenafly, in the several school districts. He gave his school $100 last year for library purposes and offers $250 for this year. No school library would suffer a day if those who should be interested would explain the value of it to some moneyed man in their section. I have experienced this myself and have never been refused assistance. I am grateful to Mr. Hartung, of Wyckoff, for giving the teacher I sent to him a sum sufficient to save the State moneys for that school.

The saddest of all my experiences with library work occurred in a settlement of poor and illiterate foreigners. The teachers and pupils had used all sorts of devices to raise the necessary ten dollars and were happy when the last dime was secured. The teacher came to my office promptly and made his list with great care. The money and list were handed to the clerk for purchases. The books did not arrive and the teacher came to me for advice. I told him that the State moneys had not been applied for and to convince him of this fact I showed him the records. This large-hearted, noble young man left immediately with tears in his eyes that expressed his sympathy for the disappointment to the children who were waiting eagerly and patiently for the new books that were not to be, through a careless officer who was paid for his services; and notwithstanding that Dickens said: "It is a crime against a child to rob it of its childhood."

I agree with the superintendent of Grand Rapids who said: "The school is in duty bound to guide children in their reading outside the school." We can graduate pupils from our courses of study, but nobody ever graduated from a library.

History and literature have been looked up to as the best subjects for character building, and so far as finances limit their effective teaching in the small school, so far does it fail of its best work; for the promotion of good citizenship is accomplished by increasing the general intelligence. Horace Mann said: "They who refuse to enlighten the intellect of the rising generation are guilty of degrading the human race." I leave this subject with the philanthropists.

Pedagogical Libraries.—We established two more branches during the year, one at Closter and one at Lodi borough. Eighty-two books, to correspond with those named in the professional reading course, were placed in each; and sixteen copies of

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"The Art of Teaching" by Dr. E. E. White were distributed among the six branches now in operation. I should have added more of the latter, as my best critics say there is nothing to compare with it in that line of pedagogy. This library now contains 1,724 volumes.

Grammar Graduates.—There were 332 graduates recommended by the Township Boards of Examiners to receive the State diploma. Of these, 209 passed the required examinations, and 123 were exempted for exceeding 90 per cent. in attendance, class recitations and deportment. This rule, like all laws, may in some cases be misapplied; but, as a whole, it has been very effective.

I attended nine commencements and was expected at as many more but the dates conflicted. A copy of my Annual Greeting accompanies each diploma and it is a welcome souvenir. It is as popular with the citizens in general as my Arbor Day programs were. The pamphlet was 6 x 8 inches and contained my address —"What Might Have Been," several selected poems, and four special contributions from the following gifted writers, with a portrait of each at the top of the page—Robert C. Metcalf, Earl Barnes, Margaret E. Sangster and Marion Harland. Other full-page illustrations consisted of the Hackensack Grammar graduates (class of 1899), the new Park Avenue School at Rutherford and the Ridgewood High School. Many representative men and women from this and other States wrote me complimentary letters concerning its beautiful appearance and valuable contents.

School Decoration.—Previous to 1895 small mottoes were used in a few schools for this purpose. After that, large portraits of patriots, poets and statesmen were procured. But the past year Ridgewood, Rutherford, Overpeck and a few others are supplanting these with works of art. School No. 2 of Overpeck township placed 19 beautiful photogravures of the masterpieces on its walls, costing from $2 to $3.50 each. The money was procured by entertainment, which will be repeated annually.

The presence of works of art has an ennobling influence upon the pupils, and with their imitative tendency this cultivating effect is carried to the homes. In the future, the absence of such works will be considered in making an estimate of the schools.

Teachers' Institute.—This Institute, like its predecessors, could not be improved as far as the program and instructors

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were concerned. The evening session was not as well attended as it would have been had the weather permitted. Many who expected to be with us expressed their regrets to me afterwards. In a few sections, the teachers were displeased with the time fixed, but it is impossible to satisfy everybody.

Educational Hall.—This was the first office established by a county superintendent ,and to show you what effect this beautiful and practical room has upon new teachers, I quote from a letter written by one: "When I first entered Educational Hall and met you, I felt as though I had entered a county where education was prominent, where the interests of the schools were looked after by an energetic and seemingly tireless superintendent. There seemed to be a spirit of animation and thoroughness in all the room. An examination of the cabinets containing work done by the various schools of the county confirmed my first impression. I felt that I was among a body of educators and I must enter into the field with new zeal, if I wished to become one of them.

"I believe no teacher can enter Educational Hall, be it ever so often, without saying mentally, 'More work is required of me; I must do better yet."

"Every new teacher in this county should spend a few hours at least in Educational Hall before entering upon his or her duties in the schoolroom."

Conclusion.—I wish to express my thanks to the manager of the Bureau of Information for the prompt and excellent service rendered in supplying vacancies with trained and experienced teachers. I am also much indebted to you and Mr. Betts, the reliable interpreter of school law, for the patience in answering some of the knotty questions propounded.

I close the year's work with a cordial invitation to the members of the State Board of Education to visit Educational Hall.

BURLINGTON COUNTY.

HERMAN A. STEES, COUNTY SUPERINTENDENT.

To Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—I herewith respectfully submit my annual report of the condition of the public schools of Burlington county for the year ending June 30th, 1902.

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General comments should be profitable and interesting, but are usually misleading. Like averages, they unduly elate the quiescent, discourage the plodding, and benumb the progressive.

The average number of months the schools were kept open was 9.06. The total enrollment was 10,534; of this number 5,379 were boys and 5,155 were girls. Sixty-six pupils were neither absent nor tardy during the year. I am happy to report that tardiness is rapidly decreasing. Four years ago the number of cases of tardiness was 39,559; this year it is 25,771, a drop of 13,788. The number of pupils in each grade is as follows; Kindergarten, 176; primary, 6,277; grammar, 3,674; high school, 407. Two hundred and forty-six teachers were employed, 31 of whom were males, receiving an average monthly salary of $70.36, and 215 were females, receiving $41.59. Ninety-two of the teachers held State certificates, an increase of 12. One hundred and two had had normal or college training, an increase of 8.

There is a marked contrast in efficiency between the rural schools and those in the towns and cities. I know that the schools in the latter are rapidly growing better in every way, and equally certain is it that those in the former are steadily becoming worse. There are several reasons why this downward tendency prevails. Insufficient funds, indifference or lack of ability in the selection of teachers, want of close supervision, and irregular attendance are some of the causes that are surely sapping the vitality of the country schools. Notwithstanding the fact that the annual apportionment of money is based upon the daily attendance, but a feeble attempt is made to compel the children to go to school. In the towns and cities truant officers, principals, teachers and Boards of Education are keenly alive to the need of making strenuous efforts to induce and compel regular attendance. The result of this activity on the one hand and of the indifference on the other is plainly visible.

County Board of Education.—The County Board of Education held a meeting in the Court House at Mount Holly on Saturday, December 3rd, 1901. A special effort had been made by the officers to secure a large attendance. A circular letter, calling attention to the importance of the subjects to be discussed and the necessity for unity and information concerning certain school matters, was sent to each member, but responses were disappointing. There are 272 members of this body, and 30 of them found time to be present. Those who did attend were well repaid for the trouble it caused them to be on hand.

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The meeting was called to order at 11 o'clock, and Dr. John Taylor, Medical Inspector of the Schools at Asbury Park, was introduced and delivered an address on "Medical Inspection of Schools." This subject is of recent origin in this State, being provided for in the school law passed last winter. Little has been done in this country to govern the health of pupils in our schools. Norway, Germany and Sweden are away ahead of us in this matter. The subject was first brought to the attention of this country by Dr. Durgin of Boston during the prevalence of diphtheria in the schools of that city. At first the authorities declined to listen to him, but they finally allowed the system to be established, and the disease was soon under control. While diphtheria is acknowledged to be a dreaded disease, yet there are other ailments in the same line that need attention. Perhaps one of the most prevalent means of spreading such diseases is the drinking cup. The subject of child study should not be confounded with medical inspection. The latter protects the child. The teacher should also be the subject of inspection. Not over ten days ago the writer's attention was called to a teacher who was attacked with pulmonary hemorrhages while attending to her duties. She was compelled to go home, and has since given up her position. The janitor should also be looked after. The writer knows of an officer of this kind who was rejected by an insurance company on account of tuberculous tendencies. In neither of these cases was the person fit to associate with a room full of children. The duties of the school inspector must not be allowed to conflict with those of the family physician, the Building Committee or the Board of Health.

Dr. Taylor then gave a detailed account of the work accomplished at the Asbury Park schools, which were the first in this State to act under the new law. He exhibited some of the forms used in inspection and gave figures showing the examinations in the schools and their results.

At the conclusion of Dr. Taylor's remarks he was asked many questions by the members present, and then Dr. Richard S. Parsons, Medical Inspector of Mount Holly schools, spoke for a few moments. His remarks were drawn forth on a question about vaccination. Dr. Parsons said he thought there had been a great amount of unnecessary alarm over the matter of tetanus as a result of vaccination. Nearly 800 pupils in the Mount Holly schools had been vaccinated, and there had not been a single bad result. Everybody knows that tetanus comes from an open wound, and it was a fact beyond dispute that there are more open wounds in the country from vaccination than ever before

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at one time. The germs of tetanus thrive on the dirt in the street and in barn yards. The past fall has been an unusually dry season, and the street dirt and dust has been distributed more freely by the wind than it has been for a long time. He thought that if the number of vaccinations throughout the country was considered in connection with the number of cases of tetanus, the result must not be alarming. In the matter of school inspection Dr. Parsons thought a very important point was the instruction of teachers so that they might be able to detect communicable diseases. The danger of tuberculosis is great. People have long ignored it because the disease was considered incurable, but the experiments of to-day are leading to a different belief. Dr. Parsons told about two cases which had been brought to his attention as occurring in the Mount Holly schools before an inspector was appointed. By instructing teachers how to detect disease, such cases could be promptly treated.

The next speaker was Mr. John Enright, County Superintendent of Monmouth county. He said he had listened with great pleasure to the talks of the medical men, and they had set him to thinking on the same line. While medical inspection seems to be practicable only in towns, he knew from personal experience that the country districts needed it. He had heard the secretary of the State Board of Health say that the percentage of typhoid fever was greater in the country than in the city. The attendance at this meeting reminded him of that at similar meetings in Monmouth county so far as numbers are concerned. There should be some means devised to create greater interest in school matters, and he thought special attention ought to be paid to the matter of promoting good attendance at schools. This is very essential now in view of the way in which the school money is apportioned. In the rural schools 80 per cent. is the average daily attendance, against 90 per cent. in towns, showing that the towns are favored. Bad roads, bad weather, distance and other like matters operate against the country schools, but there are other things that work to the detriment of the school. Better attendance means a better school and better schools mean better attendance. How to secure the attendance invites discussion, and the first thing that comes to mind is the truant boy; to make him go to school is the vital point to many. In the estimation of the speaker this was the least element of consideration. A good Board of Education is of vastly more importance and a good teacher is the most essential of all. Add to this a neat school-house with attractive grounds and pleasing interior, and the children will willingly furnish the attendance. Much

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has been said about inoculating virus into the system, but good habits can be instilled just as easily.

Great care must be exercised in the selection of teachers, and after getting the best to be secured the Board of Education must not interfere, but let them select the studies and pursue their own method of instruction. It is a question whether the average Board is competent to select studies; as a basis for this statement he said he had known the most competent authorities to quarrel on this very point. A good teacher can be secured by paying good salaries, and good teachers are often made by slightly advancing salaries. In Monmouth county when a Board of Education is unanimous in asking for appropriations the people always vote the sums suggested.

District Taxation.—Each of our thirty-three districts has voted to raise money, for the support of its schools, by local taxation: the total being $73,236.14, and the average $2,219.27. The delusion of averages is nicely shown by this amount; $2,219.27, viewed as an average, and in an agricultural county, is quite respectable; but the one extreme is $10,942.39, and the other is $150. The former exceeds the latter 613 times. And the total for the year is a falling off of $4,579.75. There seems to be no cause for excessive enthusiasm.

The total amount available for the school year ending June 30, 1902, was $150,940.71, and for the year ending June 30, 1903, is $155,909.36. Here we find an increase, but it is made up of balances and State liberality.

In many of our districts great liberality is shown and the direct effect is made manifest in the excellence of the schools in those communities; but there are still a few districts in which the boards seem to me to be over-cautious in their efforts to soothe the irate taxpayer. Estimates are pruned to the limit; salaries are as low and lower than these paid to unskilled labor; books and supplies are grudgingly given; repairs are not made until disintegration is well advanced, and as a result the schools in these districts are an abomination. In one State, at least, the minimum salary is fixed by law at $40 a month. This is as it should be, and I hope that a similar provision will soon appear in the school law of New Jersey. When a community is satisfied with a teacher who is willing to conduct a school for $29 a month, then it is time for outside influences to interfere and fix a minimum salary. Good schools are expensive viewed as an item of expense in the annual financial budget, but poor schools, poor because they are cheap, are costly beyond computation. The

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lesson to be learned concerning school expenses by local financiers is that schools should cost more than any other item. What is more humilitating to the enlightened people of a community than to know that their Board of Education had squabbled for months over the question of the amount of money to be voted for the support of schools? In the case I have in mind some contended that no money was needed, some that $120 would be enough, and still others that $150 would be required, and these last won the day. Need I picture the condition of the schools in that community?

County taxes must be met, local taxes must be paid; the only tax in which the citizen of New Jersey has an opportunity to voice his sentiments in fixing the amount is the local school tax, and he seizes his opportunity.

Teachers' Meetings.—It is highly gratifying to know that teachers' meetings can be made so attractive that each one seems better than the last. We are proud, and justly so, I think, of the two meetings held during the school term. Only those teachers living remote from the place of meeting were absent. The amount of thought and labor expended on one such meeting, for the purpose of "commanding success," would compare favorably, in quantity at least, with that dissipated in a gubernatorial campaign. The principle of division of labor is made use of ; numerous committees, each with a special duty, acting willingly, produce very gratifying results. Risking the accusation of being called a "space writer," and with humble apologies for thrusting local affairs upon a "long-suffering and unsuspecting public," I give our programme of the meeting at Riverside, Saturday, May 10, 1902.

MORNING SESSION—RECEPTION UNTIL TEN.

Prayer.....Rev. M. F. Oerter, Pastor Moravian Church
Music—"The Jolly Blacksmiths".....Male Quartette
Address of Welcome.....Mr. John H. Wilson, Supervising Principal
Soprano Solo—"The Spirit of Spring".....Miss Ray C. Murtha
Address—"The True Aim".....Professor H. C. Krebs, Somerville
Bass Solo—Selected.....Mr. Joseph Briggs
Recitation—Selected.....Miss Mae Young, Philadelphia
The Teachers' Retirement Fund.....Miss Elizabeth A. Allen
Selection—"The Sweetest Story".....Male Quartette

AFTERNOON SESSION.

(12.30 to 1.30—Luncheon.)

Selection—"The Stein Song".....Male Quartette
Address—"Incentives".....Professor H. C. Krebs, Somerville

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Flute Solo—Selected ..... Dr. A. H. Small
Address ..... Professor Henry Snyder, Jersey City
Baritone Solo—Selected ..... Mr. John H. Briggs
Lecture—"The School Navy" ..... Dr. Francis H. Green
Selection ..... Male Quartette
Recitation—Selected ..... Miss Mae Young
Soprano Solo—"Good-bye" ..... Miss Ray C. Murtha
Business Meeting.

The program represents but the literary side of the meeting; in connection with this, and a very potent factor in the enjoyableness of the meeting, was the social feature.

High Schools.—Our high schools have not increased in number, but there has been a wonderful strengthening of courses in those already established. As soon as it became known that a four-year's course was demanded by the higher institutions our teachers and Boards of Education rose to the occasion. It is now possible for those graduating from these schools to enter the New Jersey State Normal School without examination, and several boys have entered college upon the same conditions. In one high school a good commercial course has been established, including book-keeping, typewriting, stenography, commercial law and kindred subjects.

Another result of this advanced work has been the improvement of the grammar grades. As long as this effect is produced there need be no fear of the top over-balancing the bottom.

Primary Departments Over-crowded.—In a dozen or more of our schools the primary department is full to overflowing. The attention of the Boards of Education has been called to the evils resulting from this condition, but in only one instance thus far has a remedy been applied. There seems to be a "recollection" of the days when a teacher was able "to handle" seventy or more pupils and live to tell the story. It seems to me that there are good, substantial reasons, reasons that could be comprehended without special effort, why crowded schools should not be permitted to exist. It is unsanitary. It is impossible to supply sufficient fresh air for so large a number of human beings, and, consequently, the odor with all its attendant evils is stifling. Neither bodies nor minds can flourish in an atmosphere so contaminated. Little children require individual attention. The most energetic and systematic teacher cannot do justice either to her children or herself. For the sake of peace and quiet, busy work for the sake of busy work, having little or no educational value, must be resorted to, and active little minds and bodies are

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feeding on mathematical and literary husks. At least one-half year in each term is lost to the child. The remedy is easily found; divide and subdivide until a suitable number of children is given to the care of one teacher. This means additional expense, but it also means health and progress.

CAMDEN COUNTY.

CHARLES S. ALBERTSON, COUNTY SUPERINTENDENT.

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

DEAR SIR—During the year the schools and school interests of Camden county have made satisfactory progress. We do not claim that all has been done, that might have been, yet the year has been a fruitful one. The people in the different districts have voted wisely and liberally. The increasing interest is occasioned by the increasing excellence of our schools. In order to secure the endorsement and liberality of the voters we must make our schools deserving and popular. The most convincing argument in favor of broader liberality is good schools. If the schools are doing the very best work and securing the best results possible, under disadvantages that may be removed by broader liberality, it requires far less solicitation to secure liberal appropriations. If the school people are continually making apologies for shortcomings and shirking responsibilities it will, indeed, be difficult to arouse interest and enthusiasm. If on the other hand they can point to achievements attained under difficulties and privations the voters will give hearty co-operation and liberal support. I know some teachers who never complain but who cheerfully make the best of the conditions. These teachers make the schools so popular that the people actually inquire what they can do to help. We also have teachers who are continually apologizing for delinquencies and attributing them to the lack of everything, for which others are responsible, instead of their own personal inefficiency or indolence. I notice with satisfaction that our teachers are forsaking the plan of "making it easy" for the pupil. Nothing valuable in education can be obtained without vigorous effort on the part of the pupil. Our best teachers stimulate interest in and direct the pupils' work, but insist that it shall be the *pupils'* work, and plenty of it.

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Thus they not only secure educational results but fix a valuable habit and demonstrate an important principle. The tactful teacher has no difficulty with the parent who is overanxious that his child be not overworked.

The members of our Boards of Education deserve great credit. These men work without compensation and make personal sacrifices. They are often unappreciated and misunderstood.

The Camden County Teachers' Association has held its regular meetings, which have been well attended and much interest manifested. At each meeting we have had one or two lectures and some interesting discussions. A lecture by Dr. Brumbaugh on "Education in Porto Rica" was particularly interesting. Our annual pupils' examinations were held as usual—simultaneously at four centres in the county. Pupils were allowed to attend their most convenient centre. Grammar and high school questions were prepared by the County Superintendent. The examinations were conducted by a Board of Examiners for each centre consisting of three principals appointed by the County Superintendent. This plan has become popular. The tests are just, honest and thorough. We find some very good high school work even in our small ungraded schools. These examinations afford an opportunity of testing this work and giving it recognition.

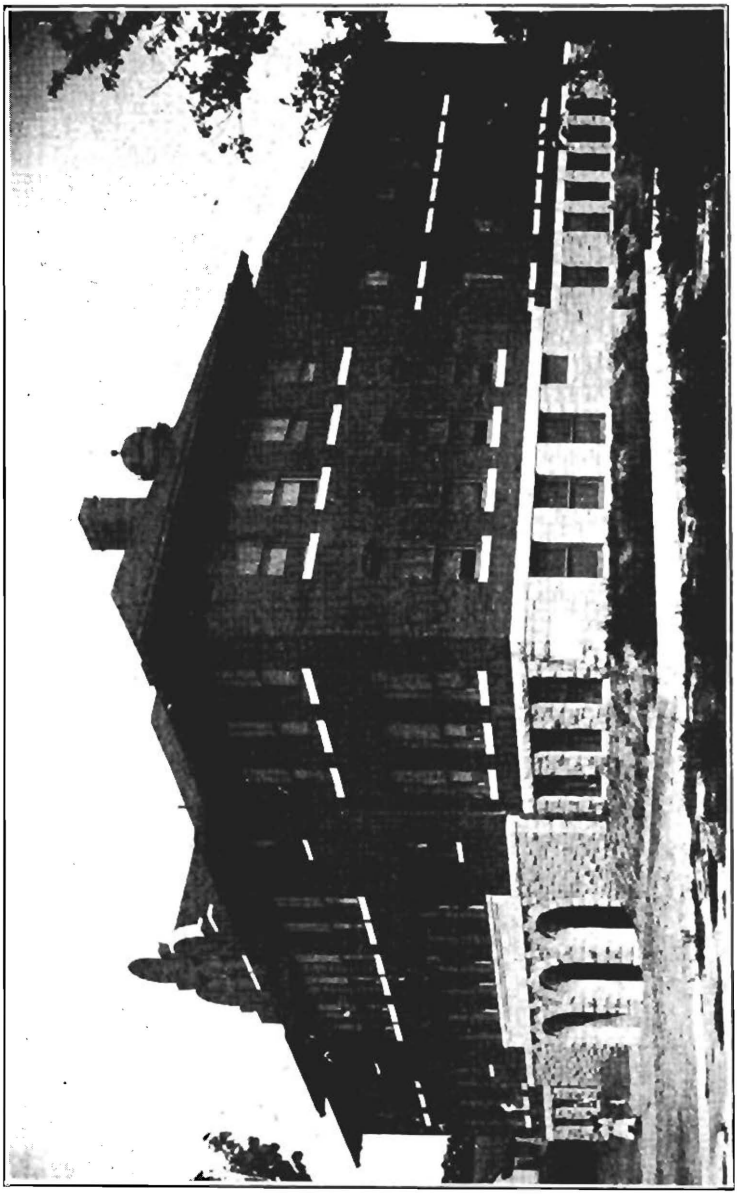
Nearly all the districts have set apart one or two "central schools" in which the higher grammar and some of the high school branches are taught. The pupils from the other schools of the district are promoted to these schools. This plan not only relieves the smaller schools, but secures classes in the higher branches, large enough to be interesting and effective. The plan has been generally adopted and is working well.

Three new school buildings have been erected. One at Haddon Heights, a four-room building. Two-room buildings at Woodlyn and Stratford. All are good substantial buildings in accordance with plans approved by your department. The High School building at Haddonfield has been more than doubled in capacity. It is now an imposing brown stone structure containing eight class rooms, a science room, and offices. It is heated and ventilated in the most approved manner.

Many of our schools are taking an interest in the libraries. Several have raised the required amounts and have received their duplications from the State. I have endeavored to increase these libraries, believing that upon a child's reading habits depends largely the value of his education.

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CAPE MAY CITY HIGH SCHOOL.

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The teachers have, during the year, raised $50, and have received fifty from the State for the fourth addition to our Teachers' Library. The committee in charge are now determining the list of new books to be purchased. Nearly all of our schools appropriately observed Arbor Day. I received written reports of exercises, etc., from every school except three.

One meeting of the Camden County School Board Association was held. At this meeting Assistant State Superintendent J. Brognard Betts, gave an excellent talk on the school laws in general. He gave us much valuable information and advice and made many wise suggestions.

An excellent teachers' institute was held in November at the Auditorium of the Camden High School. All the teachers in the county attended, including those from the cities of Camden and Gloucester.

CAPE MAY COUNTY.

AARON W. HAND, COUNTY SUPERINTENDENT.

To Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—A district clerk who has held this important office for twenty years or more, said to me recently: "Our people are becoming interested in school matters, and are showing some anxiety that our facilities shall be improved and our schools brought up-to-date." The district which he represents is a township district, and I have treasured his remarks as an omen of better times to come in the school affairs of our county. My work has had for a chief object, the arousing of public sentiment and such interest in our schools as will not be satisfied with mere makeshifts or time service, but will demand the best thought of the most progressive element in the various communities and the best facilities and surroundings for all of our schools. There are other and numerous evidences that our meetings and organizations have been making a deep impression and I hope a lasting one, and that the longed-for school spirit which will make of the school, in fact as well as in theory, the most important public institution, is aroused.

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School-houses throughout the county are in better shape than they have ever been before. It is becoming an unusual thing, in my visits, to find any of those painfully neglected school buildings, which cause one to marvel at the lack of public spirit in a community which permits the existence of such a public building, a constant arraignment of a disgraceful apathy and public shiftlessness. With two exceptions, the school-houses of our county are well kept and all are comfortable, although in a number of cases, of course, they are not constructed upon modern lines. We have four new school-houses which are entirely satisfactory in every way. The fine new brick building mentioned in last year's report, which has been in use for one year at Cape May City; a new one of four rooms in the new district of Wildwood; one of four rooms at Woodbine; and a single room building at Swainton in Middle Township district, which replaces one destroyed by fire last December.

The County Course of Study.—A new course of study went into effect September 1st, 1897, and was generally accepted in the various districts. It was slightly revised in 1900. It included a two years high school course, from which there were nineteen graduates in the last school year, the greatest number thus far graduated from this course. This is an encouraging incident, because it indicates a growing interest in high school work on the part of the pupils, which is likely to lead to still better results in the future. The commencement was held in June and was attended by at least 1,000 people, and a delightful time enjoyed. During this year Cape May City has adopted a four years' high school course, adding one year of work, and Ocean City has put into operation a three years' high school course, emphasizing still further the increase of interest in educational matters in our county.

County Teachers' Association.—A new plan was adopted for our teachers' association meetings, the first of which was held at Cape May on October 12th. A session was provided for Friday evening, to which members of the Boards of Education were especially invited together with teachers and the public at large. This session was very successful, attracting an audience which completely filled the High School assembly room. The speaker of the evening was County Superintendent John Enright, of Monmouth county, and his address was all that could have been desired. Those who attended the meeting were a unit in expressing their satisfaction and pleasure with the address. Sev-

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eral musical and literary features were included in the program. Saturday's sessions were also well attended and profitable. Besides several excellent papers by our teachers, Dr. George B. Hancher, of Reading, Pa., delivered an interesting and eloquent address upon "School Government," and Madame VanHelden, of Philadelphia, completed a series of three lessons in drawing. At noon lunch was provided for the visiting teachers, by the teachers of Cape May, West Cape May and the adjoining township of Lower.

A similar arrangement was made for the second meeting of the series which was held in Ocean City in January. The Board of Education very kindly provided a hall for the evening session and requested the clerygyman of the city to discontinue their protracted meeting services in order that all of the people who desired to do so, might attend the meeting. A large audience was the result of this interest. Assistant Superintendent J. Brognard Betts was to have been the speaker of the evening, but much to the regret of all of us, cirmustances arose at the last moment which prevented his coming. He secured for us the services of Supervising Principal H. C. Krebs, of Somerville, however, whose lecture was very instructive, pleasing and stimulating. Again the large number present expressed themselves as greatly pleased and edified. An informal reception was held at the Hotel Emmett after the meeting for the entertainment of the visitors. The Board of Education and several prominent citizens of the city were present and assisted in making it pleasant. Dr. Louis Bevier, of Rutger's College favored us on Saturday with two interesting and learned lectures, one in the morning and one in the afternoon, upon "The Teaching of English Literature." Francis B. Lee, of Trenton, discussed entertainingly, "The Place of Cape May County in History."

The third and final meeting of the year was held at Court House, the evening session, as usual, proving very attractive and securing a large audience. Mrs. Mumford, of Philadelphia, was the speaker of the evening on this occasion and discussed "The Education of Girls." She occupied a period in the Saturday morning session. Miss Elizabeth A. Allen arrived in the afternoon and favored the association with an explanation of the objects of the Teachers' Retirement Fund and its history, which was very acceptable, and will probably result in adding several members to the fund from this county. The attendance of teachers upon these meetings has been greater than at any previous time.

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The Alumni Association.—I think that one of these most interesting of our organizations is the Alumni Association formed of the grammar school graduates of the county schools. The county examinations have been held annually for twenty-one years, and the list of graduates for the entire time has been compiled. Local organizations have been effected in several districts and will be completed probably, in all of the districts, this year. All graduates are requested to unite with the local associations and many of them do so. An annual meeting is held in each district, which is devoted to the discussion of school matters, literary, musical and social features. The County Association has its annual meeting in connection with the annual commencement, the county president and vice-president conducting the morning exercises, the first feature of which is the formal reception of the new class of grammar graduates. The exercises for the grammar graduates occur in the afternoon and the class of graduates from the high school course, being members of the alumni, participate in the morning exercises. The object of the organization is to continue the interest of our graduates in the public schools, and it has already accomplished good results.

Increase in Number of Teachers.—Within five years the number of teachers employed in our county has been increased by sixteen, and there are prospects that four or five more will be added during the ensuing school year. This has been caused partly by the increase in the population and partly by the improvement in school conditions. The impossibility of securing results, when a teacher is confronted with a school of fifty or more pupils, is understood, and when the number rises much above thirty the suggestion that another teacher is needed is in order. My suggestions in these cases have been received in a kindly spirit and usually promptly acted upon.

I feel that the results of the work of the year have been encouraging, and find much gratification and pleasure in the harmonious co-operation by our teachers in carrying into effect any proposal calculated to advance the great cause or to increase public interest. The assistance and valuable counsel, always so readily given by yourself and Assistant Superintendent Betts, are also greatly appreciated.

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CUMBERLAND COUNTY.

JOHN N. GLASPELL, COUNTY SUPERINTENDENT.

To Hon. Charles J. Baxter, State Superintendent:

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

I have the pleasure of reporting that the schools of Cumberland county are in a very satisfactory condition.

The Boards of Education and teachers have worked harmoniously during the year. The School Boards have shown much interest in the schools, the care of school buildings, the engagement of teachers and the supplies needed for the schools.

Few changes have been made in the teaching force of the county; a large number of the teachers have held their position for years, and by so doing have become familiar with existing circumstances, and have been able to adjust their methods to meet them.

I am glad to say that the teachers of the county are gaining in efficiency every year: there is a demand for teachers of broad education and more thorough equipment for the work: this is as it should be, the best equipped teachers are the most enthusiastic, they are always present at our teachers' meeting, are ever ready to uphold the cause of education.

Our teaching force outside of of Bridgeton and Millville consists of

Nine teachers holding first-grade State certificates.
Nine teachers holding second-grade State certificates.
Eight teachers holding third-grade State "
Thirty-six teachers holding first-grade county certificates.
Thirty-four teachers holding second-grade county certificates.
Twenty-nine teachers holding third-grade county certificates .

School Board Meetings.—We have held two meetings during the year. I find that the greatest difficulty is to secure the attendance of the people who most need the information that re-

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sults from these meetings. The School Board meeting should become one of the most important factors in our school work.

There are members of the School Board who never see the inside of the school room, while the school is in session, while other members make official visits quite frequently. I think it the duty of the members of the Board of Education to visit all of the schools at least once a year, by so doing would be better able to vote on the election of teachers and other matters that naturally come before the Board.

The joint Institute of Cape May and Cumberland counties was held in the Baptist Church, Bridgeton, November 11, 12, 13, and the instruction imparted was such as could readily be applied to practical school work; every teacher in the county, not honorably excused, was in attendance during the entire session. It has been my privilege to see the good results of the instruction demonstrated in many schools and I am sure the impulse given will be lasting and beneficial.

Teachers' Meetings.—We have a regularly organized teachers' association for the county with two meetings a year; we have funds sufficient to engage one or two first-class speakers for each meeting, and endeavor to make these meetings so valuable that no teacher can afford to be absent; last year we had about two hundred teachers present at each meeting.

Miss Libbie J. Eginton, principal,, of Primary School, Brooklyn, N. Y., gave us a lecture on Ward's method of reading at the association held in Bridgeton. Her lecture has done much to help the young and inexperienced teachers in their work.

School Buildings.—One new school building has been erected in Greenwich township during the past year, and two are in course of construction; money has been voted to build a handsome building at Newport during the coming year. The location of the school buildings and their surroundings have received special attention; care will be taken in the matter of heat, light and ventilation of the new buildings.

While our people during the past few years have shown a commendable spirit in the manner in which they have improved their school buildings, we hope to have the same energy shown in the future.

Arbor Day, Bird Day and Patriot Day have been suitably observed throughout the county.

I wish to express my appreciation of the uniform kindness and co-operation extended to me by the teachers and Boards of

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Education. Their consideration has made my work more pleasant and easy. My greatest obligation is due to yourself and your able assistant for the prompt and ready assistance and advice rendered me by each of you.

ESSEX COUNTY.

ELMER C. SHERMAN, COUNTY SUPERINTENDENT.

To Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—Herewith I submit the annual report of the public schools of Essex county for the year ending June 30th, 1902.

A High Ideal.—The people of this county believe in the value to the State, of the public school system. They believe, too, that the greatest economy is found in maintaining the highest standard of efficiency. While the rapid increase in population places a large burden of taxation upon the people to provide school buildings, they have thus far been built as fast as needed. There has been no case, as far as I know, during the past eight years where a pupil of school age has been refused admission to school for lack of room, and but few times has it been necessary to form half-day classes. In one district where these had been maintained temporarily, the completion and occupation during the past year of a new building gives to every child seeking admission, full school privileges. It is gratifying also to record that a sufficient number of teachers is provided to make it possible that the work done in the class rooms throughout the county should be of a high order of merit. The average number of enrolled pupils to each class room during the year 1901-2 was 29. In view of the fact that in many parts of the country forty, fifty, and even a larger number of pupils to each class room is no uncommon thing, this should not only be a cause for congratulation but should impress us with a greater sense of responsibility for producing important and valuable results in our own work. Finally it is encouraging to note that the work of the teaching

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force is being more appreciated than ever before. The county as a whole and almost every individual district reports an increased average salary paid to teachers. While this is true it must be remembered that the necessary living expenses of the teachers have increased during the past few years, and the demands made upon the teachers' time, ability, and strength, are greater than ever before. The salaries are none too high at the best, and there are some districts that are making the serious mistake of not paying sufficiently high salaries to retain their best teachers. The result is frequent change, always a disadvantage.

High Schools.—There are fifteen high schools in Essex county, in which there were enrolled 2,960 pupils. High schools are maintained in all districts but two, but from these two, pupils are sent, at the district's expense, to neighboring schools. The standard and requirements in these fifteen schools are radically different, and it by no means follows that a pupil finishing successfully a year's course in one school, is prepared to enter the second year in another. The high schools and high school departments have been a gradual growth, as public sentiment has slowly come to demand them; and their aims and ideals are as diverse as the communities in which they are situated. High school education has no fixed meaning in Essex county or in New Jersey, because there is no common standard. There is no agreement as to curriculum either in respect to what subjects shall be included, how long they shall be pursued, or what degree of proficiency shall be required. A system under which uniformity in these things can be obtained by the State, and which will encourage the establishment of high schools in many districts which do not have them, is much to be desired. This county is in entire sympathy with the State Superintendent on this important matter, and hopes that a law will soon be enacted that will secure these important ends.

Parental Schools.—The provisions of the new school law in regard to parental schools have attracted the thoughtful attention of those connected with education in this county. The question, what shall be done with the habitual truant, how shall we reach that class of youth who, needing most the advantages of the public school, can with difficulty be brought under its influence, is continually recurring. There is certainly the greatest need that the State should do all in its power to make good citizens of that class who, through inheritance and lack of early

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training, form the greatest menace to its welfare. The school authorities have to combat not only the habits of the child but the indifference of the parent. And even if by great diligence, through the aid of the truant officer, such children are kept in school, it is a most difficult task to make any impression on the habits and feelings of the children when, opposing all effort in such direction, his environment for ninteen hours of the twenty-four is calculated to lead him in an entirely different direction. It is generally felt here that the parental school provisions in the law do not go far enough. Ungraded schools and classes have been tried to some extent but, except in cities or very large towns, these do not seem feasible. It is felt that what is needed is legislation that would permit a county or other definite district to establish and support a school, where, for a time children would be taken away from the harmful influence that habitually surrounds them, and to which they may be sent without that disgrace which attends the commitment to a reform school. The Essex County Schoolmasters' Association has taken up this matter, and has appointed a committee to investigate the working of such schools elsewhere and to present the need of them in New Jersey.

Supply of Teachers.—Essex county strongly desires the establishment of another State Normal School in this end of the State, for two reasons. First, because it is seen that our present State Normal School, of which all are justly proud, although greatly crowded cannot supply the demand for trained teachers. This demand has increased greatly in recent years and will continue to increase. Eight years ago there were six districts in this county, in which scarcely a dozen teachers were Normal School graduates. At the present time these six districts employ 130 teachers, but 22 of whom are not graduates of normal or training schools. It is rarely the case that a new teacher is employed in this county unless she is a normal graduate. There have been made for the coming year 71 new appointments of teachers. Of these 23 are graduates of the New Jersey Normal School, 25 are graduates of State Normal Schools in other States, 11 are college graduates, 6 are graduates of kindergerten training schools other than our own State Normal School, and 6 are without special training. All of them except the college graduates should have been supplied by our own State schools. But in a large proportion of the cases some experience was required, and as I am told repeatedly by supervising principals and district clerks, Trenton graduates cannot be found for the positions.

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Of the 275 teachers reported for the year ending June 30th, 1902, 84 or 30 per cent. are New Jersey Normal graduates. That is a gratifyingly large proportion, but it would be larger still if more New Jersey normal graduates were available to fill the positions. The second reason that impels Essex county too urge another normal school in this section of the State is to afford an opportunity for training to young people of this section who are now debarred from it because they cannot afford to go to Trenton. There are many graduates of our high schools, of good promise, who would like to become teachers, but because they cannot afford to go to Trenton, seek admission to nearby city training schools, take a kindergarten course, attempt to teach without training, or seek some other occupation. Of the 175 members of the June, 1902, class in the New Jersey normal but five were from Essex county. With its large population and many high schools it would have furnished many times that number to a school situated near home.

New Buildings.—Yantacaw School in Nutley has been finished within the last year, and its occupation does away with the half-day sessions that necessity had compelled for a time, and furnishes a comfortable and healthful school home for the children of the town. In Irvington the Coit street school of four rooms has been built, and will be ready for use next September. South Orange has voted a bond issue of $60,000 to build one additional eight-room building and a new eight-room building to replace the old one at Maplewood. I felt obliged to condemn the primary rooms in two of the schools of Livingston as inadequate, and steps have been promptly taken to enlarge them and otherwise meet my criticisms during the summer.

School Visitations.—I have made 122 visits to the forty-four schools within my jurisdiction during the year. This means 544 visits to class rooms, a larger number than ever before.

Manual Training.—I am glad to report a further extension of manual training as part of the school curriculum in this county. In Glen Ridge it has been successfully introduced during the present year. West Orange has voted the money to introduce the work, and it will go into operation at the opening of the next school year. This makes Essex the banner manual-training county. In South Orange all branches of Manual Training usually taught in the public schools have been part of the course of instruction for a dozen years; while the work has

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been pursued most successfully for many years in the cities of Newark, Orange, and East Orange and the town of Montclair.

Office.—Through the courtesy of the South Orange Township Board of Education I have been granted the use of a room in Columbia School, South Orange, and have established an office there for the greater convenience of teachers and others who may wish to see me. This is more easily reached than my home.

GLOUCESTER COUNTY.

WM. H. ELDRIDGE, COUNTY SUPERINTENDENT.

To Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—I herewith submit my tenth annual report.

I am pleased to note an increasing interest regarding school-work on the part of parents, school boards, teachers, and pupils. I feel that we are making sure progress all along the line. School-houses are growing better, the furniture is improving, the old wooden and plaster black-boards are giving place to the genuine slate, and greater attention is being given to the neatness of buildings and grounds as well as to the dress and appearance of the children; above all, more thought is being given by Boards of Education to the employment of teachers. While I can write of the growth of the improvements in our educational field, I find once in awhile school rooms not properly seated. Seats too high and too far apart, the pupils necessarily leaning too far forward, with the feet dangling anywhere from one to eight inches from the floor. These oversights can and will be remedied. I would mention a carelessness in the looking after the outhouses on the school grounds. Too often I find these in a mean and filthy condition. We will see that better thought is directed here. The heat and ventilation of school rooms, I am afraid, are receiving less attention than any other features pertaining to school work.

I have visited the schools more times than the law requires, and spent a longer time than formerly in the rooms

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visited. While I feel that my visits are growing in usefulness both to the schools and myself, I am conscious of the fact that supervision is not close enough. I shall hail the time, and it is coming, when supervising principals shall be more numerous. This year there are three supervising principals employed, one in each of the following named districts: Glassboro, D. T. Steelman; Monroe, Homer T. Marsteller, and Woodbury, E. J. Fry. For the coming year one has been engaged for Greenwich district, making four for the county. These men supervise only, teaching at such times as they may find such work useful to the teachers under them.

We have two well established high-school departments in the county—one with a full four years' course at Woodbury, the other at Glassboro, having a three years' course. As time advances and the school at Glassboro grows, I am confident a four years' course will develop there as strong as any in the State. High school work is being done in every district in the county, particularly in Clayton, Greenwich, Mantua, Monroe and Woolwich.

We are still following our uniform course of study and with good results. We found, after our pupils' examination this year, an increased number of graduates in each of the four grades of work: High school, grammar school, second grade and third grade. Our third grade work includes the first four years of school life; the second, the fifth and sixth years.

Libraries.—The Teachers' Pedagogical Library is growing. We now have $100—$50 from the State and $50 from the teachers of the county—with which to add to its growth.

Our last Teachers' Institute was attended by every teacher in the county except two, who were excused on account of sickness. The program and the instruction given at our institute were appreciated by the teachers and found of great help to them. Often during the year teachers have said to me: "What a good institute we had!"

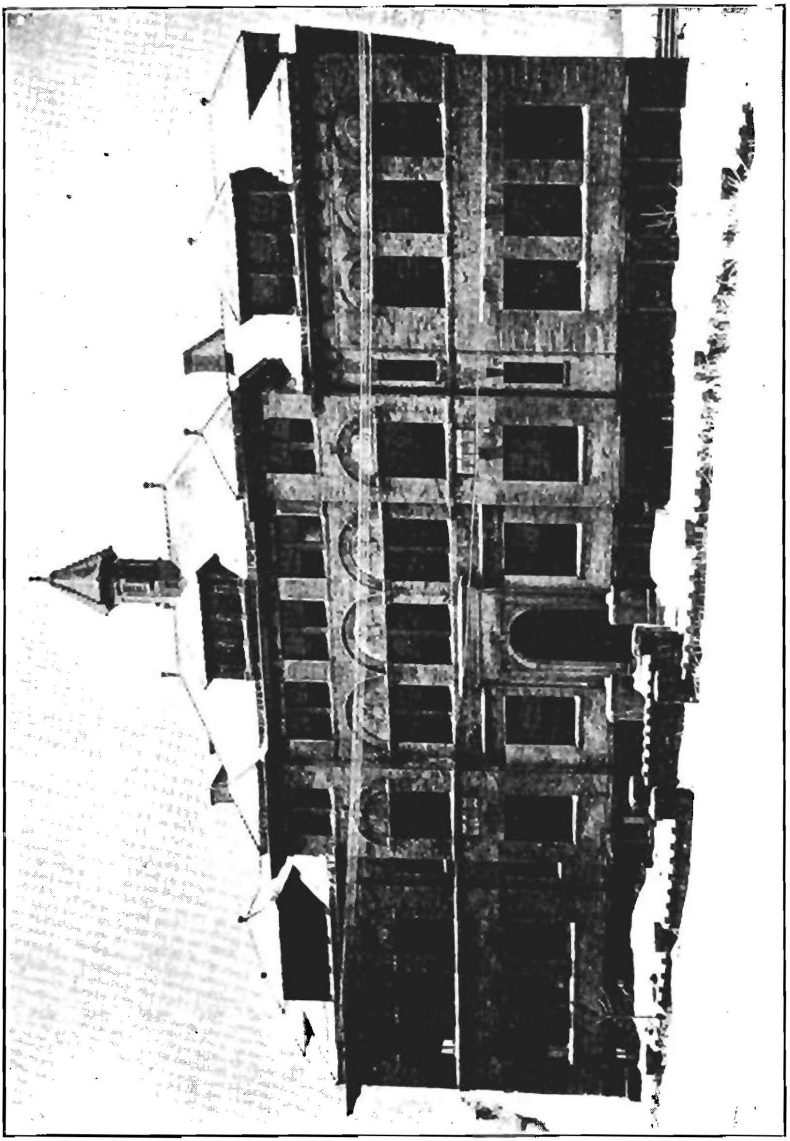
I am confident that our teachers are growing better, stronger, more helpful, more conscientious and more thoughtful in their work each year.

The teachers' examinations were held at the specified times. There seems to be a falling off in the number of applicants for teachers' certificates. The reasons for which I am unable to give.

The attendance of pupils has increased this year over past years. The attendance for school year ending June 30th, 1901,

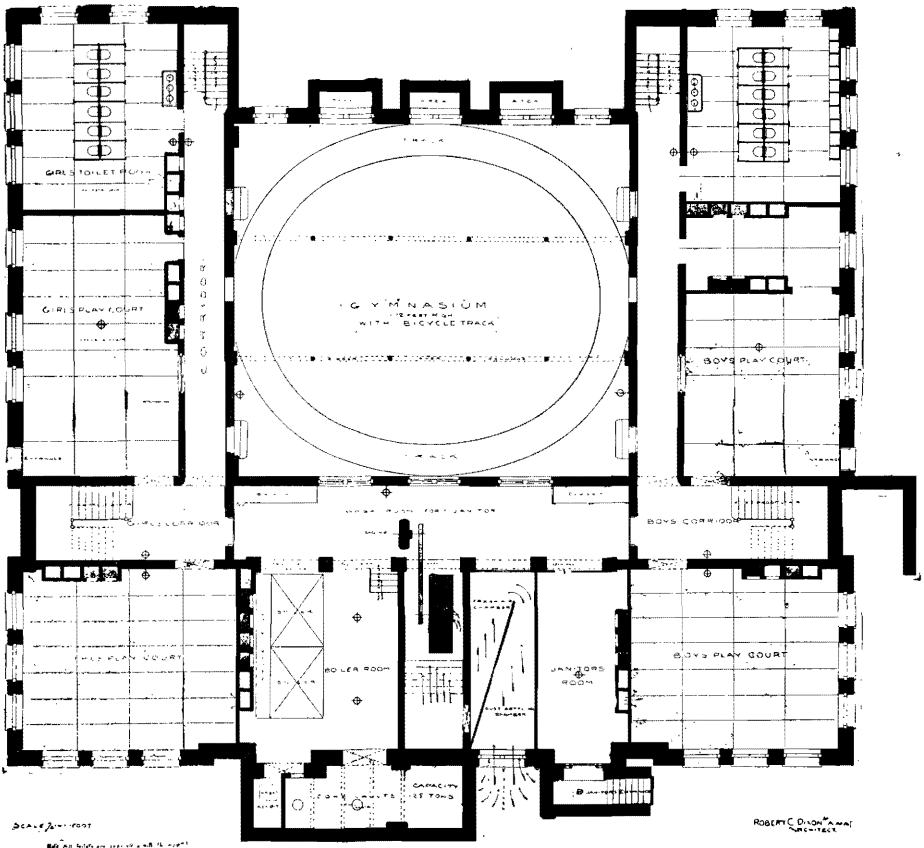
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WEEHAWKEN HIGH SCHOOL.

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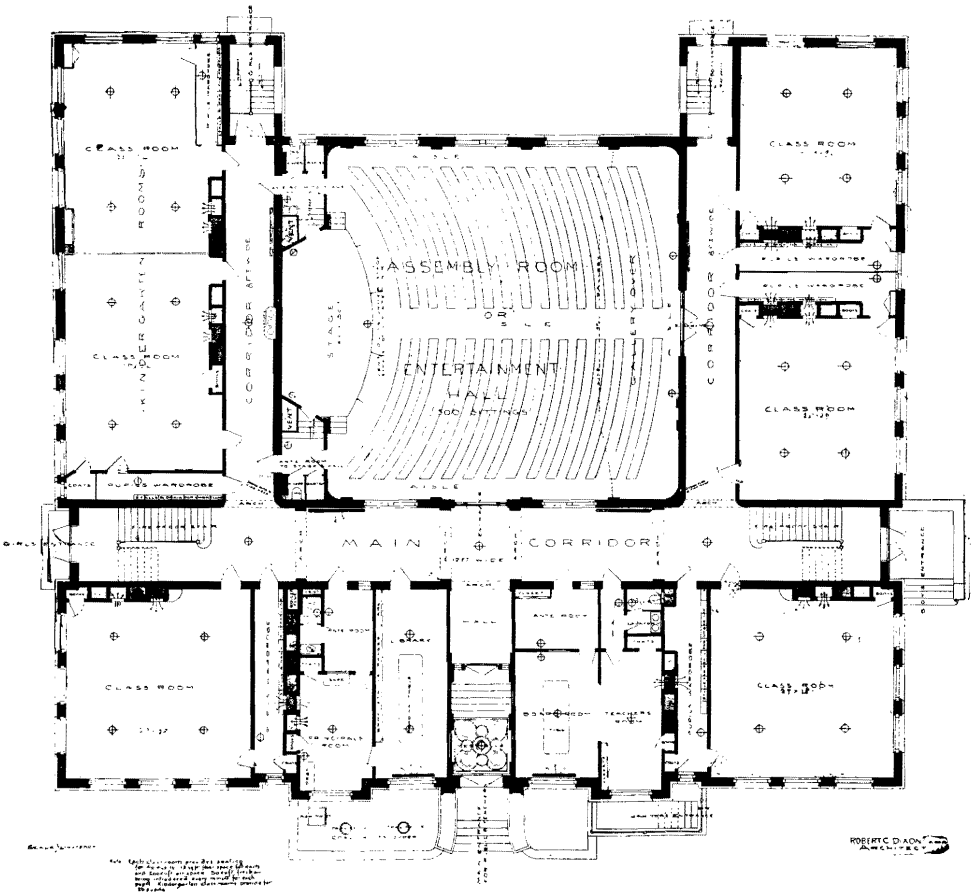
· PLAN OF BASEMENT ·

· FOR HEATING & VENTILATING SEE SEPARATE PLANS ·

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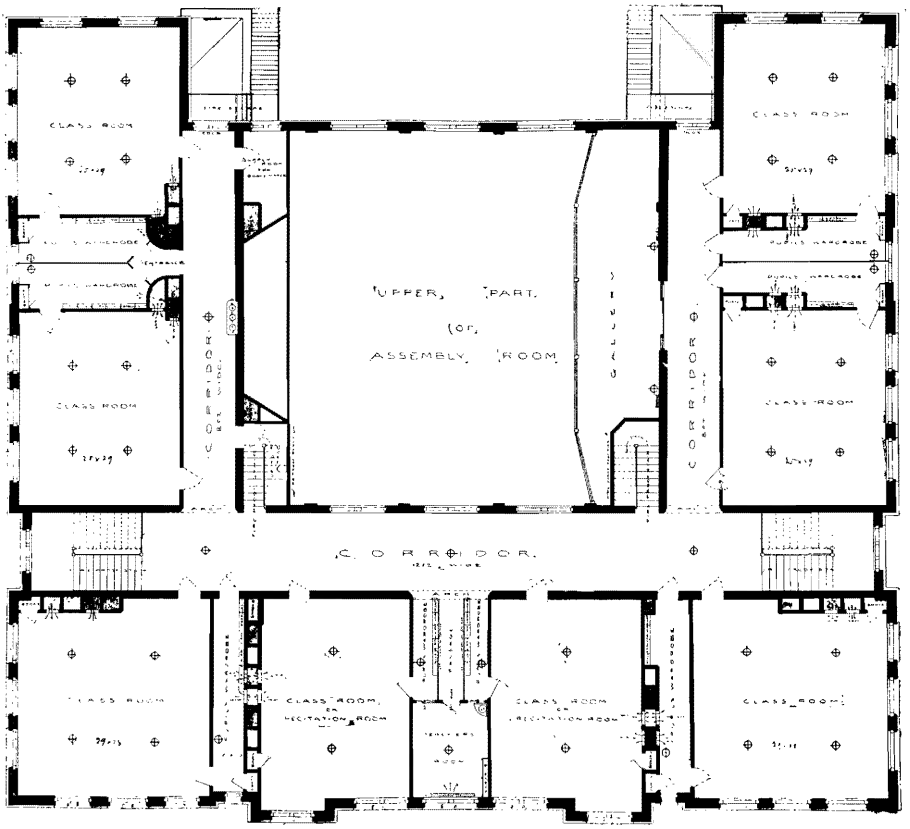
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PLAN OF FIRST STORY.

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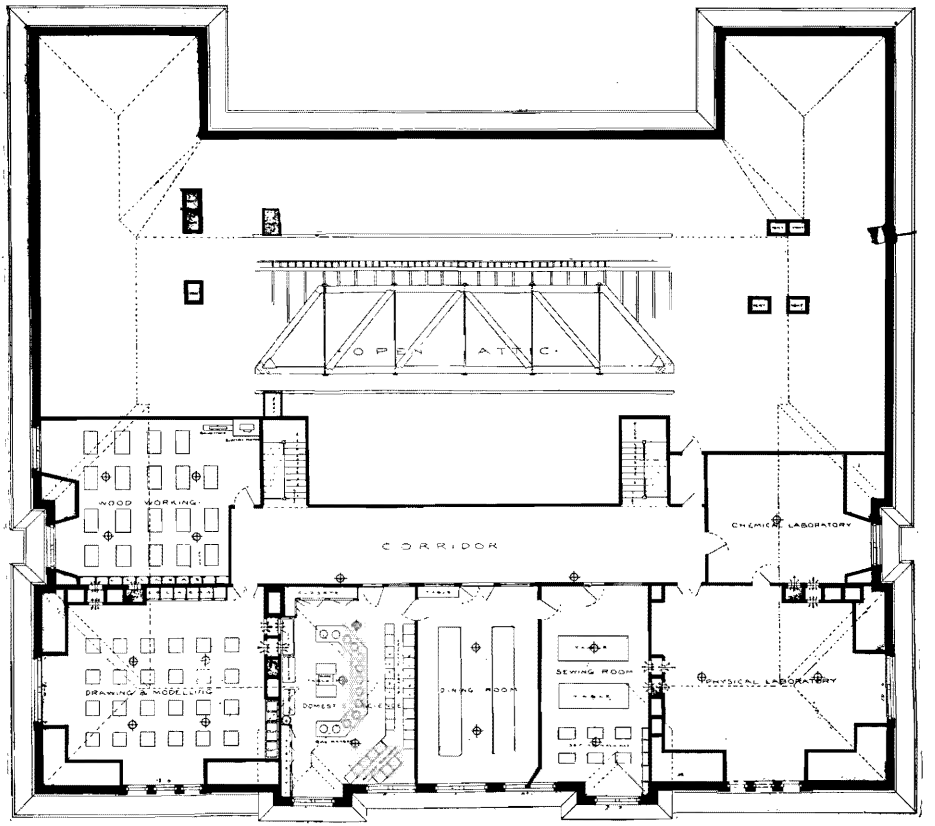


PLAN OF SECOND STORY

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PLAN OF ATTIC.

ROBERT C. DIXON, A.I.A. ARCHITECT

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was 83.9 per cent., that for the present year 88.3 per cent. Tardiness of pupils is on the decrease, that of last year being .75 pupils per teacher, this year .66 pupils per teacher.

In conclusion, I would say that I appreciate the help given and the many courtesies shown me by all connected with the State office, by the Boards of Education and the teachers of the county.

HUDSON COUNTY.

M. H. KINSLEY, COUNTY SUPERINTENDENT.

To Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—I have the honor to transmit herewith my second annual report.

Educational progress has been steady in this county during the past year. Many of the teachers have taken advantage of the courses offered by Columbia and New York universities, and are well satisfied with the results. In connection with this work a larger use has been made of the pedagogical library. Higher certificates have been obtained by many, and several teachers have taken examinations leading toward State certificates.

There is a steadily growing sentiment throughout the county toward securing trained teachers. Boards of Education are refusing to place new teachers simply because of influence. Higher salaries are paid to those appointed, and in several instances a general increase of slary has been made. Weehawken still leads in the payment of salaries to women. The average monthly salary of 24 teachers for the past year was $71.01.

Through the courtesy and generosity of the Board of Trustees of the Manual Training School of Hoboken, I am able to have a well equipped office in their building at Park avenue and Fifth street, Hoboken. My office hours are from 3.30 to 5.00 p. m., Mondays and Thursdays.

All of our systems maintain teachers' meetings, which prove helpful in giving better methods and unifying the work. I have spoken at several of these meetings.

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Supervising Principal Bliss, of Kearny, maintains a lively interest in a mothers' and teachers' meeting. Many men find time to attend the meetings, and much help is thus gotten from the parents for the advancement of educational sentiment in the town.

Thirteen schools under my supervision raised about $375.00 for library purposes. No. 6, Kearny, and No. 3, Weehawken, raised over half the amount mentioned for the purpose of establishing libraries. In a number of the schools the libraries are a potent factor in education.

The rapid growth of New York is reflected in the towns of this county. Kearny opened No. 6 in September of this year, and immediately began to prepare for the accommodation of the eastern part of the town by the erection of No. 7, which will be ready for use about December 1, 1902. Each of these buildings have eight rooms and an assembly room. North Bergen has completed a new building in the Woodcliff section, and is making extensive improvements in No. 5 at East New Durham. Weehawken opened a splendid building March 6th, 1902. While a description of this building would be entirely too long for this report, it may be of interest to note the program of the formal opening, together with a few cuts of the building:

PROGRAMME:

Orchestra—March: "On Duty" ..... Rosey
Orchestra—Overture: "Tempelweihe" ..... Kéler Béla
Opening Address ..... George W. Bond, Jr.
Chairman of Committee of Arrangements
Address ..... Hon. C. J. Baxter
Superintendent of Public Instruction of the State of New Jersey
Orchestra—Idylle: "In Beauty's Bower" ..... Theo. Bendix
Address ..... Hon. Edward Russ
Member of the State Board of Education for Hudson County
Orchestra—"Wedding of the Winds" ..... J. T. Clark
Address ..... Professor R. W. Prentiss
Professor of Astronomy, Rutgers College, New Brunswick, N. J.
Orchestra—Deux Temps: "Harlequin" ..... C. R. Hirst
Address ..... Hon. William D. Forbes
Member of the State Board of Education for Hudson County
Orchestra—Intermezzo: "Héloise" ..... Otto Langley
Address ..... M. H. Kinsley
Superintendent of Schools for Hudson County
Orchestra—Selection: "Florodora" ..... Leslie Stuart
Presentation of Flag ..... Dr. John T. Luck
Chaplain Ellsworth Post, No. 14, G. A. R., Department of New Jersey

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North Bergen, Weehawken and Guttenberg used the county certificate of graduation for the first time. In my opinion the use of these certificates will encourage many pupils to complete the course who would not otherwise do so.

I was able to attend the graduating exercises at Union Hill, West New York, No. 5 North Bergen, Guttenberg and Weehawken. At each of the places I urged the necessity of the establishment of a normal school in the northern part of the State. Without exception the idea was received with enthusiasm.

In closing this report I wish to thank you and every member of your office force for helpful suggestions and courteous treatment.

HUNTERDON COUNTY.

JASON S. HOFFMAN, COUNTY SUPERINTENDENT.

To Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—As a short summary of school conditions in this county for the year closing June 30, 1902, your attention is respectfully called to the following:

Total enrollment, 6,682. Average daily attendance, 3,762. Average term, 9.6 months. Total number of teachers employed, 161—36 males and 125 females. Average monthly salary—males, $51.88; females, $38.66. Normal graduates, 53. College graduates, 6. Certificate qualifications—4 first-grade State; 37 second-grade State; 4 third-grade State; 47 first-grade county; 34 second-grade county; 35 third-grade county.

School Buildings.—The improvement in school accommodations has been a marked feature of this year's work. The long and bitter contest in Franklin has resulted in the erection of a new building at Pittstown and the abandonment of the old building in Alexandria. The borough of High Bridge has voted money for the erection of a new eight-room brick building. Raritan has erected a new one-room building at Voorhees' corner, and provided for a new building in northern end of town-

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ship, to be known as "Century School No. 11." All of the schools in this township—10 in number—have been painted and placed in first-class condition, worn text-books been replaced, and a full line of supplies placed in each school. Tewksbury has remodeled the New Germantown school at a cost of $2,500. East Amwell is agitating better school facilities in the village of Ringoes. It has been my pleasure to attend several public meetings in this village and discuss the school needs of the community. A persistent effort to establish a select school, has, I believe, been defeated by an enlightened public sentiment insisting that the public shall be made to meet the demands of modern educational ideas, and I hope to report next year the erection of a new two-room building on an acceptable site.

Bunher-Hill school in Alexandria and Sunnyside school in Franklin have been abandoned.

I am sure you will appreciate, with me, the pleasure of something accomplished in this county without exacting the penalties of the school law.

School Board Association.—This association held one meeting on May 8th, in the Court House, 39 members responded to roll-call.

The entire day was spent in an informal discussion of the revision of the school law and detailed reports of work along administrative lines.

Teachers' Association.—The three local associations maintained their organization and held regular monthly meetings during the year. These associations are an inspiration to every teacher in the county. The interesting and instructive discussions upon every variety of subject of school interest arouses such study and investigation as unconsciously leads the individual to a higher plane of professional usefulness. The second annual union meeting of these associations opened in the Court House on Friday evening, May the 16th. A large and appreciative audience listened to lecture by Professor E. L. Kemp, principal East Stroudsburg, Pa., Normal School, subject, "Abraham Lincoln." The "Bar" was decorated with an excellent bust of the immortal Lincoln, draped with the "Stars and Stripes," kindly loaned from the collection of Mr. H. E. Deats. Professor Kemp, in a masterful manner and charming style presented the life of Mr. Lincoln in an original way, emphasizing the prominent and original characteristics of his strong individuality, indomitable perseverance in overcoming the disadvantages of his

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early surroundings, his masterful self-secretive and far-sighted political statesmanship, his marvelous command of language, his unique illustrative humor, his knowledge and command of the public men who all believed themselves his superiors, his matchless leadership, which, as the years roll along, marks him the one pre-eminent character in the most critical period of our nation's history.

The Saturday forenoon session was opened by the County Superintendent, who complimented the teachers present on their devotion to duty as evidenced by their voluntary gathering in local, county, State and national associations for the discussion of vital questions connected with their work. The tendency of such gatherings is to broaden the teacher, correct the narrowness and self-conceit incident to the isolation of the school-room. The tendency of the age toward combination and industrial commercial life and the advanced educational standards for professional life add increased burdens on the teacher, and make his work the subject of general investigation and criticism.

Professor Kemp followed, treating the subject of reading from the literary standpoint, showing the methods in use and the object to be obtained. He urged upon the teachers the necessity of having pupils fully understand the meaning of the author, and illustrated from personal observation among High School graduates, in his own class in literature, what vague and ill-defined ideas young people may have of figurative language. The mechanics of reading can never make an intelligent reader, he must understand the subject-matter and content. He gave a practical illustration by a clear and full development of Lord Byron's "Sennacherib."

Principal E. Dale Field, of Clinton, discussed the daily program, suggesting that subjects requiring closest attention, memory and accuracy be assigned to periods of least fatigue as revealed by the study of psychological laws, and the deductions made from experiments in child study. He also urged greater flexibility, and criticized the "time-table" scheme of "railroading" classes through the day.

Supervising Principal H. C. Krebs, of Somerville, had for his subject "The True Aim." While agreeing fully with Colonel Parker that school is life, and not merely preparation for it, he argued in a very clear and convincing manner that it is the formative period wherein the "true aim" of the teacher should be to fit pupils for self-control, illustrating his talk by personal experience from his school work in Hammonton, N. J., where, under the inspiration of lessons forcibly impressed from the life

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of Pericles, were produced most pleasing and satisfactory results. He advocated and illustrated the method of impressing literay "gems" upon the youthful mind.

The subject of Elementary Science was discussed by Principals Paul R. Radcliffe, S. O. Myers and E. P. Stout.

A report from each of the local associations, embracing the work covered by each during the year, closed the morning session.

The afternoon session opened with an address by Hon. C. J. Baxter, State Superintendent. His theme was "The Larger Horizon."

He began by showing the unselfishness of teachers, saying that whenever he asks a company of teachers about the nature of topics to be treated at county institutes, the subject of the reply is invariably, "Give us something to take back to the schools." American teachers must be persons of broad minds. Their work is to help make citizens of the children of all nationalities. They must comprehend the idea of expanded America and expanded Americanism. The opportunity of American teachers is large and their responsibilities very great. One-fifth of our population is in school; but in spite of our free schools a million of our voting population cannot read or write. We are all factors of a national life as well as a common life. As there is personal honor, so there is a national integrity. Pupils should be trained in these larger ideas of personality.

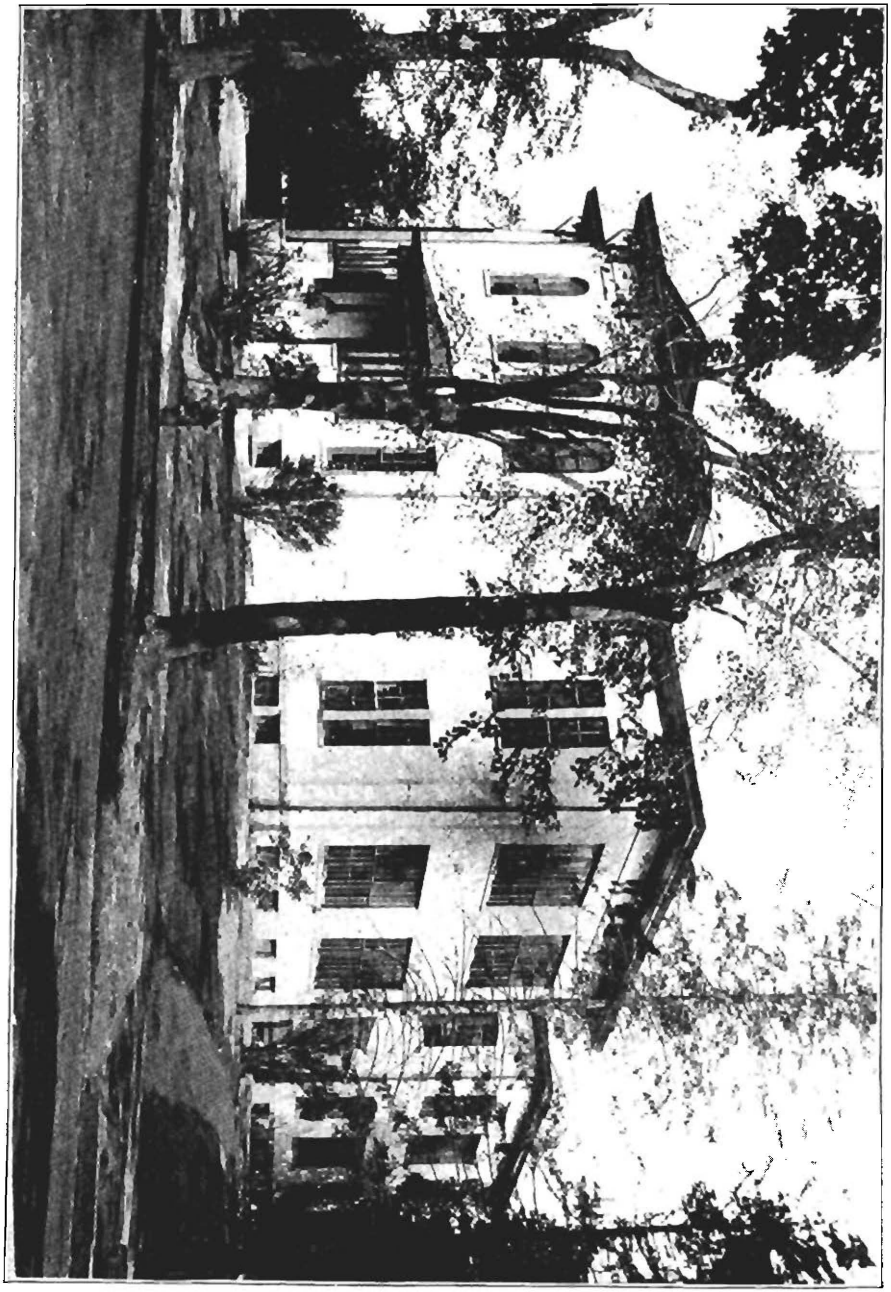
Superintendent Baxter's thoughtful and able paper was briefly discussed by Principal M. L. Glazer, of Reading Academy. Mr. Glazer pleaded for a broader education of teachers and their assumption of a greater interest in public affairs. The teacher is ever moulding the character of her pupils, therefore, in all respects the teacher should be an ideal citizen. No other persons have such opportunities to exert unlimited influence over the rising generation and train it for citizenship. The fact that we are units of a State and a nation, as well as of a community, must be taught to the young. They must be made to see this truth and feel a personal responsibility of State and national honor.

The Teachers' Retirement Fund was ably advocated by Miss Elizabeth A. Allen, of Hoboken, N. J. Miss Allen is a pleasing and convincing speaker, and is so thoroughly interested in and conversant with the entire history of this beneficial organization that teachers always greet her with cordiality.

A very pleasing feature was a message of greeting from the Somerset County Teachers' Association in session at Bernards-

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PRINCETON MODEL SCHOOL.

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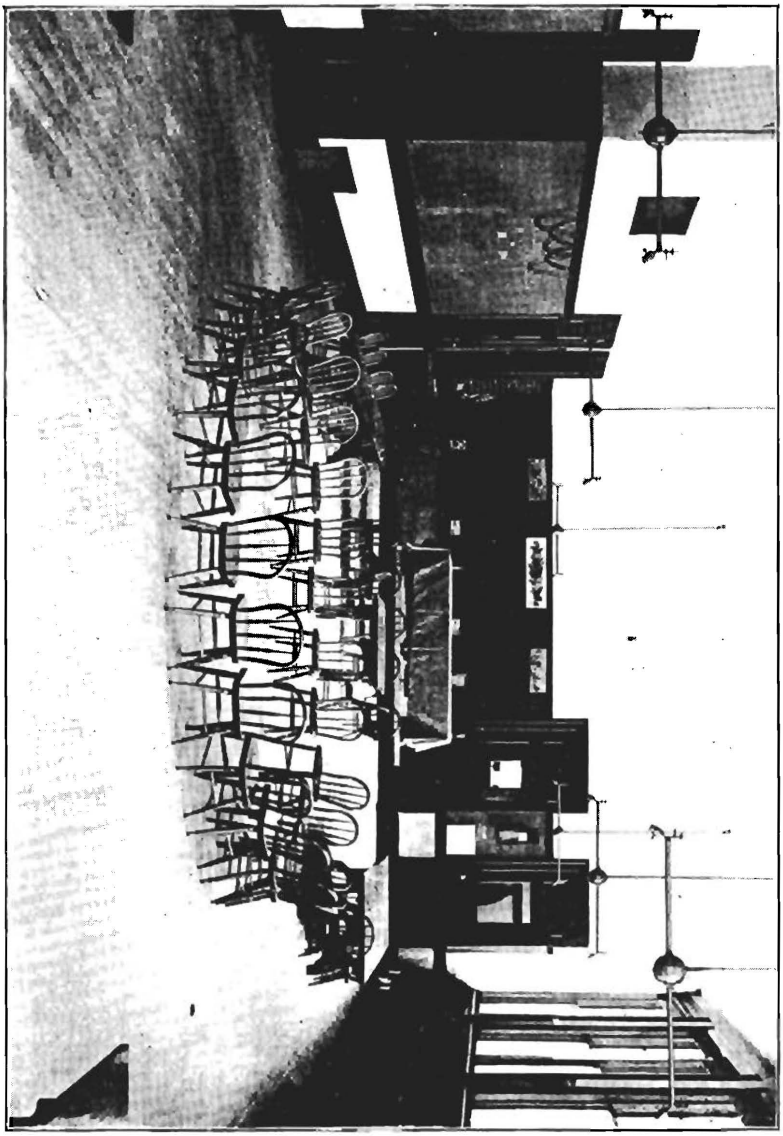
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PRINCETON MODEL SCHOOL AUDITORIUM.

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ville. This spirit of thoughtfulness was fully appreciated by a rising vote of thanks.

Teachers' Institute.—Our annual Institute was held in Allen's Opera House in Flemington, on December 2d, 3rd and 4th. The lectures of Messrs. Barnes, Elson and Miss Connolly were highly pleasing and instructive as well as thoroughly practical. The official program was fully carried out. There was a full attendance of teachers, whose thoughtful attention gave evidence of their keen appreciation of the excellent program.

School Libraries.—Two new libraries have been established and additions made to 19. This very important auxiliary work is receiving careful attention in our schools.

Miscellaneous.—Visitations have been made as reported to you quarterly. Teachers' examinations have been held at stated times during the year, and 15 third-grade, 8 second-grade and 6 first-grade certificates have been issued. The pupils' grammar grade examinations were held the first week in June, and diplomas issued to 91 graduates. Arbor Day was generally observed in the schools of this county. The Chosen Board of Freeholders at their regular May meeting unanimously passed a resolution authorizing the Committee of County Buildings to secure suitable office rooms for the County Superintendent of Schools. The committee acted without delay and a suite of rooms were secured in the Shield's building and an "Educational Hall" is now a reality in this county. The year has shown a marked improvement in school matters throughout the county.

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MERCER COUNTY.

A. W. HARTWELL, COUNTY SUPERINTENDENT.

To Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—In the "Business World" it is customary in estimating the standing of corporations organized for the production of useful commodities or for the generation of power, to consider the amount of capital invested in the "plant." A liberal expenditure of money in the construction of suitable

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buildings and the purchase of machinery, is generally regarded as evidence of good faith on the part of the proprietors. Shrewd business men do not usually waste money in the construction of a "plant" which is not designed to be permanent. In like manner the constant "betterment" of the "plant," betokens continued confidence in the value of the original purpose.

In the "Educational World" a somewhat analogous condition prevails. As the public faith in the necessity and value of education has increased, more liberal appropriations of money have been made, and better school-houses have been erected in better locations. Most hopeful signs of the times are the provision of ample playgrounds for the children and the introduction of modern furniture and modern methods of heating and ventilating.

With the exception of four small boroughs, the part of the county under my supervision is strictly rural. The taxpayers are chiefly farmers whose lands have almost alarmingly decreased in market value during the past few years. Many men know that at a forced sale, their lands would not realize the price at which they are rated by the assessor. It is, therefore, creditable that the 52 school properties owned by the several districts are conservatively estimated to be worth $205,750. Fifty-one school-houses, containing 84 class-rooms and capable of seating comfortably 3,851 children, are now in actual use. For the reasons previously mentioned, Boards of Education have been constrained to practice rigid economy in the management of the schools under their charge, but nothing really necessary to the welfare of the schools has been omitted. The people have responded promptly to calls for money for the erection of new buildings and for the enlargement and repair of others as the case may be.

One of the most notable instances of the enlargement and improvement of school property, is furnished by the Borough of Princeton. At an expense of $25,000, the former school building has been completely remodeled and its seating capacity nearly doubled. Modern conveniences have been added so that the building is now "up-to-date" in every respect.

The accompanying cuts will illustrate very clearly the nature and extent of the improvements which have been made.

The Teachers' Library.—By the exependiture of a balance of $27 remaining in the hands of the committee, the following works of special interest to teachers were added to the library on March 29th, 1902:

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"School Sanitation and Decoration," Burrage & Bailey, two copies.
"Quiz Book on Theory and Practice of Teaching," Southwick, three copies.
"Walks and Talks," Smith, three copies.
"Best Methods of Teaching in Country Schools," Lind, three copies.
"History of Education," Seeley, three copies.
"The Foundations of Education," Seeley, three copies.
"Thinking and Learning to Think," Schaeffer, five copies.
"Dickens as an Educator," Hughes, three copies.
"The Ventilation and Warming of School Buildings," Morrison, three copies.
"Turning Points in Teaching," Murphy, three copies.
"Among Ourselves," Taylor, three copies.

The library now contains 245 volumes of well selected books, and it is a source of professional improvement, which is highly appreciated by the teachers.

School Libraries.—Since my last annual report the interest in school libraries has been well sustained. With the exception of three all the schools under my supervision are supplied with libraries of carefully selected books. Teachers have the means of encouraging pupils to read good literature. Many voluntary reports from young readers have been received during the year, and they are very gratifying as evidences of a growing taste for pure and helpful books.

An effort will be made to have many of the libraries recatalogued so that a permanent record may be kept in each school in which a library is located. That such records are sorely needed, is shown by the meagre and unreliable character of the statistics given in the annual reports. Teachers are unable to get the required information, because no records have been kept either by preceding teachers or by district clerks. It will be a great public benefit to establish a better system of management throughout the schools. Every thoughtful teacher deprecates the present laxity and may be relied upon to co-operate in an effort to remedy the evil.

Arbor and Bird Day.—The ice storm of February 21st did much damage to trees and shrubbery, and many persons, particularly children, exeperienced a genuine revival of interest in tree and plant culture. This sentimental awakening of sympathy led to a very general and proper observance of Arbor Day.

Governor Murphy's special reference to the welfare of birds in his proclamation, simply gave an authoritative endorsement

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to the "Bird Day" observances previously instituted by you. Birds and trees are now so closely associated in the minds of the children that thoughts of the one will naturally suggest thoughts of the other. A joint observance will really serve a better purpose than two separate ones.

The Teachers' Institute.—The Institute held on Thursday and Friday, November 21st and 22d, in the Auditorium of the Trenton High School, was very successful. The attendance was large and the instructors, Miss Louise Connolly and Professors Albert, Barnes and Whitbeck, enlisted the attention of the teachers by their admirable presentation of the themes selected by them. These annual assemblies exercise a marked and highly beneficial influence upon the teachers of the county.

School Visitations.—The elements seemed to conspire both in the Fall and in Spring to facilitate my tours of the schools. It was my good fortune not to be "storm-staid" in a single instance. The good weather favored me also by encouraging a full attendance at the schools. During the Fall tour there was present in the several school rooms an aggregate attendance of 2,050 pupils. During the Spring tour the aggregate attendance was 1,760 pupils. The diminished attendance was owing to the fact that corn planting commenced several days earlier this year than last.

It is the purpose of my visits not only to see and hear, but to help both teachers and pupils in every possible way. No part of my work gives me so much pleasure as this "house to house" visitation.

The New Method of Apportionment.—The general distrust of the method of apportioning school moneys on the basis of attendance, proves not to have been well founded. Only two districts were unfavorably affected in the first distribution, and the increased attendance during the past year will no doubt remove all cause for complaint in the next distribution or apportionment. The new method entails upon teachers and superintendents considerable extra labor ,but they will not object to that, if the efficiency of the school is correspondingly increased.

The Teachers' Club and the County School Board Association have exercised a good influence upon the school affairs of the county during the past year. An earnest effort will be made to increase the efficiency of both organizations during the coming year.

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Though the preceding facts are not capable of tabulation, it is hoped that they may serve to show that affairs educational in Mercer county are in a healthful condition.

MIDDLESEX COUNTY.

H. BREWSTER WILLIS, COUNTY SUPERINTENDENT.

To Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—I herewith submit to you a report of that portion of the public school work in Middlsex county for the year ending June 30th, 1902, which can be partially presented on printed pages.

School Inspection and Visitation.—The inspection of school properties, visitation and examination of the work accomplished in each school room, the compliance of teachers and school boards with the county course of study and the school law generally have received the attention required by the State school authorities.

Uniform County Course of Study.—The report from Middlesex county under date of 1901 contained the minimum standards of school-work for the first eight years, (primary and grammar departments), and the county method of testing of pupils who have completed the primary and grammar departments, under said course, together with the testing results.

The following is the high school course, ninth, tenth, eleventh and twelfth years of work, together with a high school commercial course for the ninth and tenth years:

HIGH SCHOOL DEPARTMENT.

Ninth Year.—Advanced elocution, advanced composition, Latin, algebra, literature, physiology, bookkeeping.

Tenth Year.—Latin, algebra, literature, outline history, physiology, physics.

Eleventh Year.—Latin, geometery, literature, chemistry, botany.

Twelfth Year.—Latin, literature, astronomy, geology, advanced mathematics, Greek, German.

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COMMERCIAL COURSE:

Ninth Year.—English, penmanship, commercial arithmetic, bookkeeping, stenography, twpewriting.

Tenth Year.—English, penmanship, bookkeeping, business practice, banking, commercial law, commercial geography, stenography, typewriting.

A subject from the departments of science, history or mathematics may be substituted throughout the course for either bookkeeping, stenography or typewritng.

The testing committees prepared the county test questions, which were adopted by the joint committee, composed of the three committees, making the questions the same throughout the county, and were approved by the State Superintendent of Public Instruction and the County Superintendent. The written answers to said test questions by the pupils were examined and marked by the committee representing the three school divisions of the county, the final results being reported by said committees to the office of the County Superintendent, whereupon the successful contestants were notified of their right to promotion, which fact would be publicly announced on the district school commencement day, and certificate of promotion presented.

MIDDLESEX COUNTY SCHOOL BOARD ASSOCIATION.

Uniform rules for School Boards. Duties of Supervisors. Report of District Clerks. Report of Supervising Principals. Addresses. Discussions.

Minutes of Meeting, November 27, 1901.

The banquet room of the Mansion House in New Brunswick was well filled with School Board men, there being 116 members present.

There were eighteen tables, one table for each Board of Education in the county. There were present among others Congressman Benjamin F. Howell, Dr. Louis Bevier, Jr., member of the State Board of Education, Daniel W. Clayton, Clerk of the Board of Chosen Freeholders, and William Carman, Deputy Sheriff, Ossian Lang, editor of the *New York School Journal,* Rev. J. A. Trimmer, S. E. Shull, City Superintendent of the public schools of Perth Amboy, and William Clinton Armstrong, City Superintendent of the public schools of New Brunswick.

The call of the districts revealed the fact that every school district in the county, including cities, was represented.

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The president in his opening remarks called attention of the association to three printed pamphlets, which had been placed on the table in front of each member, namely, the Middlesex County School Directory, county course of study and the annual report of the school work for the year by the County Superintendent.

He insisted that school buildings and school children should be in charge of a teacher, or teachers, from 8.45 a. m., to the hour of closing in the afternoon. That a teacher, or teachers, should remain on the school premises during the nooning hour, and children remaining at the noon hour should not go beyond the limits of the school property, or the eye of the teacher or teachers in charge. That the public school being composed of pupils from all classes and all grades of homes and society, as much evil might be disseminated as good accomplished, during the school sessions of the day, unless constant and wise supervision is exercised at all times, while the pupils are assembled upon the school premises.

In obedience to the request of the association, the County Superintendent presented a report upon uniform rules and regulations for the government of the Boards of Education throughout the county, including the duties of the supervising principals, as follows:

The supervising principal sustains to the Board of Education, the relation of a professional assistant for the purpose; primarily, of supervising the pedagogical work of the district under the direction and supervision of the county superintendent of public instruction.

Secondarily, to assist the Board of Education in the administrative work of the schools; distributing supplies, suggesting improvements and commending good work accomplished by pupils and teachers.

Briefly stated, the following are among the pedagogical duties of a supervising principal:

First—To prepare and have approved by the Board of Education suitable uniform rules and regulations for the control of the pupils and defining the general duties and requirements of teachers and janitors, and to insist upon the enforcement of the same:

Second—To require compliance with the school law in the keeping of the school register; the observance of the county course of study, and giving aid to the county superintendent by written report, conferences, and otherwise in the enforcement of the county and State educational measures.

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Third—To make such frequent inspection of the daily work of the teachers and pupils and the condition of school properties as will enable him to keep the schools abreast with the county standards of yearly work, and to render monthly reports to the Board of Education relative to the condition of the schools under its jurisdiction.

Briefly stated, the following are among the administrative duties of a supervising principal:

First—To secure, as nearly as possible, without house to house canvass, a school census of children within the school age.

Second—To ascertain, monthly, if possible, how many children are enrolled in the district; the names of pupils who have not been vaccinated; the names of pupils, ill or well, quarantined by the order of the Board of Health.

Third—To keep a list of text books furnished to each school; report the condition of the same, from time to time, and keep a record of all school supplies, in store, for the information of the Board of Education.

The above report was accepted and approved, and ordered printed for the use of the Boards of Education and the supervisors.

Professor Wilmot, supervisor of music in the schools in the City of New Brunswick, enlivened the occasion by a vocal solo, to the great enjoyment of all.

Each school district, including the cities of New Brunswick and Perth Amboy, made very full and excellent reports of the school work accomplished. A prepared blank was furnished to each board upon which to record the corresponding items as reported by the different districts for the purpose of comparison. These blanks proved to very interesting and instructive as they revealed all the details of the school work in the respective districts, such as the amount of special tax raised, salaries paid to teachers, text books, supplies, salary paid to janitors, average cost of schooling for a child, number of school meetings held by the Board during the year, the increase in the number of teachers, the average number of pupils in a class-room, and the improvements in the pedagogical and administrative work of the district generally.

Mr. Ossian Lang, editor of the *New York Journal,* gave a very able and timely address on the subject of the need of suprvising principals.

At the conclusion of his able address Mr. Lang kindly offered to print the rules and regulations for the government of the

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Boards of Education and the duties of the supervisors, as reported by the county superintendent, free of charge.

Professor Wilmot again varied the proceedings by a song, after which the supervising principals made a report which embraced the number of pupils in each year of work, the number of pupils enrolled, in November 1, 1900, and November 1, 1901, the comparison revealing the fact that in almost every instance there was an increase of enrollment in the number of children attending school since the new school law went into operation; the estimated number of school children attending 75 per cent. of the school year; the estimated number of children attending 50 per cent. of the school year; the number of absentees by reason of sickness; number of visits made by the supervising principal; number of meetings of teachers; the number of pupils promoted in the different years of work; the number of pupils who had not missed a school day during the year.

Considerable time was consumed in the discussion of the various items contained in the reports of the district clerks and supervising principals.

The treasurer, D. W. Clayton, reported that the bills of the association were all paid.

After an instrumental selection by Hart's orchestra, the members joined in the song "America," after which adjournment was ordered.

Minutes of Meeting April 30, 1902.

Sanitation in Township Schools, Old School Pail, New School Houses, Vaccination.

There were School Board men present from all over the county.

Among those present were: The President, Assemblyman M. J. Whitford, Rev. W. T. Dorward, of Stelton; Fred B. Kilmer, president of the Board of Health of the City of New Brunswick; Professor Louis Bevier, of the State Board of Education, and Dr. F. E. Riva, of Milltown.

The death of John C. Evans, superintendent of the Milltown Rubber Factory, president of the Board of Education of the Borough of Milltown, was announced by Dr. F. E. Riva, of said borough, who offered suitable resolutions, which were upon motion, spread upon the minutes.

A nomination committee reported and recommended the re-election of the present officers.

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County Superintendent Willis, in his address, stated that he had completed the visitation of the county schools, numbering 167 school rooms.

He found 75 per cent. of the teachers strong in their work of development, and skillful in management; 15 per cent. of the teachers indifferent, and 10 per cent. of the teachers of little value. He expressed himself as much pleased with the improvements in many school buildings.

After announcing the district school commencement days of the county, he introduced Fred B. Kilmer, president of the Board of Health of the City of New Brunswick, who spoke upon school sanitation in townships.

He spoke at some length upon the school water supply, enumerating the diseases which are likely to be contracted and spread from impure wells, and urged the Board of Education, as a mere business proposition to have the water supply analyzed. He warned the Board against the use of the school pail, as it was the means of spreading disease, and suggested in its place a simple stone jar with a faucet and cover. He thought this substitution better than individual drinking cups.

Mr. Kilmer then stated the method to be pursued to get rid of infection when discovered in the school-room and dwelt at some length upon the importance of vaccination in a most practical and instructive manner.

Reports were then read by the district clerks of the various school districts upon the question of the number of pupils and teachers vaccinated within the past five years.

Cranbury reported 5 per cent. of pupils had not been vaccinated, all teachers had been vaccinated. Dunellen reported 11 per cent. of pupils had not been vaccinated, all teachers had been; East Brunswick, 29 per cent. of pupils had not been vaccinated, all teachers had been; Helmetta, all pupils and teachers had been vaccinated; Monroe, 45 per cent. of pupils had not been vaccinated and 15 per cent. of teachers had not been; Raritan, 11 per cent. of pupils had not been vaccinated, all teachers had been; South Brunswick, 15 per cent. of pupils and 10 per cent. of teachers had not been vaccinated; South Amboy, 12 per cent. of pupils and 6 per cent. of teachers had not been vaccinated; Piscataway, 70 per cent. of pupils and 50 per cent. of teachers had not been vaccinated. The above reports were carefully considered and freely discussed.

Rev. Dr. Dorward, pastor of the Baptist Church, Stelton, made a spirited address, full of humor and sound advice on modern education.

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Mr. Martin King, who was present from Newark, recited several times during the session, making some happy hits upon the school work.

The president announced the amount of money each district would receive from the State upon the new method of distribution, based upon school attendance. At the close of the session the following resolutions were adopted:

Resolved, That if children in school have not been successfully vaccinated within two years, last past, they shall be required to be vaccinated within two weeks from the date established by the Board of Education, after proper notification.

Resolved, That each School Board require each new pupil to present a certificate of successful vaccination before entering school.

Teachers' District Professional Teachers' Circles.—The fourteen District Professional Teachers' Circles have held meetings, monthly, and in some instances bi-monthly, and pursued the course of professional reading suggested by the Pedagogical Library Committee, from works furnished by said committee and discussed school subjects generally, doing a most commendable work on social and professional lines.

Pedagogical Library.—The Middlesex County Pedagogical Library Committee is composed of the following members: H. Brewster Willis, president; W. C. Armstrong, city superintendent of New Brunswick, vice-president; J. Alfred Wilson, secretary; S. E. Shull, city superintendent of Perth Amboy; treasurer, Thomas G. Van Kirk; recorder, Harry Cathers; librarian, J. E. D. Heiniken and R. M. Fitch, assistant librarians. The library contains 1,000 copies of the most modern professional works. Two hundred volumes have been added during the year.

The library rooms are located at No. 358 George street, in the City of New Brunswick, in the City Public Library Building. The library rules may be briefly stated as follows:

A course of reading consists of one work on Psychology, one work on History of Education or Pedagogy and two works on Theory and Practice of Teaching, selected from the Library and discussed at the regular meetings of the Teachers' Professional Circle. Officers of the Circle must keep a record of the work accomplished, and certify the same together with the attendance to the Library Committee on or before the 1st day of June of each year. Certificates will be granted during the County Institute each year to those who have completed the course.

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The library will be open from 2 to 4 o'clock P. M. on the first Saturday of each school month, except September and October. Bookchests will be ready for distribution on the 4th Saturday of September and January. Books sent to the respective Circles are charged to the officers. All books should be returned, in bookchest, unless special permission to retain them has been granted by the Committee, on or before the dates above mentioned. The public school directory contains the list of work in the library.

Teachers' Institute.—The Teachers' Institute convened November 25th, 26th and 27th, 1901, at the High School building, New Brunswick.

Earle Barnes, Louise Connolly, L. Seeley, Grace A. Wood and Charles A. Albert gave professional instruction, assisted by R. M. Fitch, C. H. Gleason, I. A. Lee, Florence Kitchell and J. M. Morgan, local instructor.

The following subjects were presented: "The Physical Child," "School Discipline," "Methods in History," "New Method in Arithmetic," "Education in Great Britain," "The Value of a Child," Caution to Primary Teachers," "Mental Development of Children," "Principles of Teaching," "Aims in Education," "Self-Control and Self-Employment," "Underlying Principles in Teaching," "How to Teach Reading," "The New Education," "Elements of Success in Teaching," "Patriotism," "Character Building."

Music and entertainment were under the supervision of Miss S. T. M. Brown, pianist, and Professor George W. Wilmot, supervising principal of music in the New Brunswick public schools, assisted by Clarence Rolfe, Ella Nolan, Lester Melick, Clarkson P. Stelle, Herbert Evans and pupils of the New Brunswick High School in several beautiful choruses.

County Superintendent H. Brewster Willis presented the condition of the Teachers' Retirement Fund, and directed the teachers to the county vice-president for further information.

At the close of the report of the Pedagogical Library Committee, pedagogical certificates were presented to those teachers who had completed a course in reading, certified by the librarian recorder.

Social Session.—The usual Tuesday evening social session of the teachers of the county, including the cities, was held in Masonic Temple.

The session was divided into two parts. The first part the audience enjoyed very much, Rutgers' College Glee Quartette, and were delighted with the very able address made by Dr. Louis

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Bevier, Jr., and charmingly entertained by a very carefully prepared paper upon "The City of Jerusalem," by Miss Annie M. Keidel of Helmetta, one of our teachers who had very recently spent considerable time in the Holy Land.

The second part of the program was given up very largely to the promotion of sociability. About 400 persons were in attendance.

Public School Exhibit.—All the schools in the county presented a limited number of regular class work, at the Teachers' Institute. A room in the high school building was assigned for each of the twelve years of work, as provided in the uniform county course. This annual school exhibit is one of the most valuable institute instructors on our institute program. Upon the return of this regular class work, local exhibits are made in the respective districts which are awakening lively interest and revealing, very largely, the character of the work being accomplished.

District School Commencement Day.—Commencement Day exercises were held in 16 districts.

On these occasions the Boards of Education, teachers, principals, supervising principals and county superintendent have an opportunity to consult over the school matters of the district.

The exercises consists of national songs, vocal solos, instrumental solos, class school exercises, a report by each teacher, or principal of all the important facts connected with school work during the year read from the platform, and one or two brief school addresses.

The county superintendent was present at all of the sixteen district school commencement days, and presented the certificates of promotion to deserving pupils in the fourth and eighth years of work, as reported by the county testing committees.

Five years ago, when these exercises, including the entire district, were introduced, the attendance was comparatively small. At present it is with great difficulty that a building can be found of sufficient capacity to accommodate the audience.

These occasions have afforded an opportunity to concentrate all the public school forces of the districts; present to the taxpayer and all interested in public school work, the plain facts as to the condition of each school; the work accomplished in each school; commend honest progressive work; show the needs and recommend a method by which said needs may be supplied.

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Supervising Principals.—It is with pleasure that I report that all of the school districts of the county are under a supervising principal, except four. We are indulging in the hope that the next annual report from this county will reveal the fact that all the districts have secured the assistance of such a valuable officer.

Six New School-Houses.—A four-room new brick school building, at a cost of over $7,000, has been erected, during the year, by the Board of Education of East Brunswick school district, in the village of Spotswood, which is an ornament to the village, and will furnish much needed school accommodations. This building will be dedicated on Labor Day.

A new school building of four rooms, with most modern appointments, has been erected during the year at an expense of $14,000, by the Board of Education of the school district of Woodbridge in the village of Carteret.

The American Snuff Company of the Borough of Helmetta, generously donated to the Board of Education, a spacious tract of land on which to build a school-house. The legal voters of said borough have authorized the Board of Education to erect a school building on said lot at a cost of $10,500. Judging from the plans, which have been submitted, Helmetta school district will have one of the most modern and completely equipped school buildings in the county. The progressive educational spirit and liberality manifested by those in control of this manufacturing community is highly commendable.

Dr. Pierce, interested in New Bound Brook in the school district of Piscataway, donated a spacious school lot in New Bound Brook to the Board of Education, and the legal voters of the district have authorized the Board of Education to erect a graded school, on said lot, at a cost not to exceed $6,000. Through the further generosity of Dr. Pierce a more costly school building has been erected.

The Board of Education of Raritan school district have been authorized to erect two new school buildings, one in that portion of the district known as Mt. Pleasant, and the other in that portion of the district known as Sand Hills. Both of these buildings are very much needed, and will greatly increase the school facilities in this district. By reason of the act of the Legislature, a portion of East Brunswick school district was embraced within the borough limits of Milltown. Recently the newly annexed portion, to said borough, was comprised within the school district of the Borough of Milltown, thus giving the said borough two graded schools and relieving East Brunswick

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school district from what was formerly known as School No. 1. This division is likely to result to the best interests of both districts.

Conclusion.—The results presented in our statistical report are, perhaps, the best evidence as to the successful operation of the present school law.

These results, however pleasing, do not fully reveal the increasing appreciation of good school facilities, and the consequent generous response by the citizens of our county, to all calls for financial aid; nor the growing, broadening, educational spirit pervading the public school forces; all of which is largely due to wise legislation and progressive State Department regulation.

It was the privilege of the writer to be a member of the National Educational Association Committee on School House Legislation. which convened in Minneapolis, and made a report on the 10th day of July last, to the Department of School Administration.

It was the duty of said committee to examine, carefully, the legislation of the several States of the Union on the subject of approved school buildings from a sanitary standpoint. It was exceedingly gratifying to discover, from comparison of legislative enactments, that the legislation of our State, relative to ventilation, light, stairs, doors, floor space, air space, approved ceilings, and other school-house provisions, was the most progressive, sanitary and scientific of any legislation presented to the committee.

The report of the committee was in the form of a proposed legislative bill, which has been printed in the school journals throughout the country.

An examination of the provision of said proposed bill, which the several States are requested to adopt, will reveal the fact, that most of its provisions are identical with those contained in the school law of our State.

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MONMOUTH COUNTY.

JOHN ENRIGHT, COUNTY SUPERINTENDENT.

To Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—Herewith is respectfully submitted my annual report for the school year ending June 30, 1902.

More school buildings, more pupils and more teachers sum up in a measure the steady march of progress of the schools in this county for the past year. We now have 387 teachers who are engaged in teaching 17,369 boys and girls in the public schools. This is an increase of 11 teachers and 297 pupils. The average daily attendance did not quite reach that of last year. This was due to severe snow storms of last winter, which for a few days kept all the schools closed, and which for considerable time caused a very irregular attendance in most of the rural schools. There has been an increase, however, in the percentage of attendance for the whole year. This indicates, of course, that on the whole better results in attendance have been secured.

Of the 387 teachers 118 have been graduated from the New Jersey Normal School, and 52 from the normal school of other States. Thirty- one are college graduates. It will thus be seen that forty-four per cent. of our teachers have been trained in normal schools. This is an increasing percentage and compares favorably with the teaching force in the most favored localities. The college graduates, as a rule, have taken in college pedagogical courses. Of the remainder most of them are graduates of good high schools, and have taken courses in schools of methods, or have had some special training in summer schools for their work. So, of the whole force, it may be truthfully said that they are worthy and well qualified. There were 104 who taught one year and less in their respective schools, and of this number 33 were beginners. There are two who have taught 31 years in their respective schools and have had no other experience. The average length of time taught in the same school is 5.05 years, while the average total experience is 9.84 years.

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In a general way there may be two conclusions drawn from the above figures. First that there is a large degree of itineracy among teachers. It always has been so and improvement in this direction does not keep pace with other things. It is apparent to any one that 104 teachers new to their places last year is a large—too large—a proportion of the whole number, 387, employed. Of these 33 were beginners, leaving 71 who actually changed places last year. It would be hard to determine how many of these changes were forced, and how many were voluntary on the part of the teachers themselves. There is common agreement, however, that so many changes work general injury to the schools. The influence of a good teacher is cumulative and should not, if avoidable, be cut off at the end of a year's service. One of the causes that lead to so many changes is the fact that a better salary can be obtained by making a change. This is a cause that could be helped by larger liberality in the payment of good service. A good teacher should not be let go at the best of her usefulness because of a small addition to her salary. Again, teachers should not be allowed to leave because of trivial faultfindings, or to make way for personal favorites of members of the board of education, or to gratify any personal pique.

The second conclusion to be drawn from the statistics is that few indeed make a life work of teaching, although the number looking to doing so is increasing. We have 28 who have a total experience of 25 years and more, yet the average, as before stated, is but 9.84 years. Thus we must have an average of 40 new teachers entering the schools of this county each year in order to keep up the ranks. This is too large a number of apprentices, so to speak, to take into any prosperous business concern, and certainly too many to take into so important an occupation as teaching. Training in the normal schools helps in a measure for the lack of experience, but not more than one-third of the beginners have had this important training. There should be some means provided for instruction and training of these beginners. The suggestion made by the principal of the State Normal School, Dr. J. M. Green, in his annual report for the year 1901, is, to my mind, a good one. He recommends that the Normal School be kept open during the summer vacation, in order to furnish instruction in the theory and practice of teaching to those who cannot attend during its regular session. It seems to me that this would be a most economic and expedient thing to do. It could be made a condition precedent to taking a school by a novitiate that he or she should attend this summer

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school of instruction for a given length of time. The instruction would, of course, be along professional lines, and the beginner would thus get an enthusiasm and an impetus for her work that would be of value to all concerned. It seems to me with such valuable property some good use educationally should be made of it during the summer months.

Two new school buildings have been erected. At Red Bank a handsome brick structure, containing sixteen classrooms and a large assembly room, was completed, and formally dedicated to use on Thursday evening, May 29, 1902, in the presence of a large and representative audience. Addresses were delivered by James L. Hayes, President of the State Board of Education; James M. Green, Principal of the State Normal School; Edmund Wilson, Member of the State Board of Education; Charles D. Warner, President of the Red Bank Board of Education; John Enright, County Superintendent of Schools; Rev. W. B. Matteson of the Baptist Church of Red Bank; S. V. Arrowsmith, Superintendent of Schools of Red Bank, and Joseph F. Blaisdell of the Red Bank High-School Alumni Association. The building was erected at a cost for lot and furnishing of $60,000. It ranks with the very best in our county. Both steam and hot-air furnaces are used in the system of heating and ventilation.

At Avon, in the school district of Neptune City, there was completed a commodious and attractive four-room brick building at a total cost of $10,000. The lot upon which it stands was donated by James A. Bradley of Asbury Park. It was formally opened to inspection and use in March, 1902. Addresses were delivered by the County Superintendent, the local clergy, and members of the Boad of Education of Neptune City. Formerly only two teachers were employed. The school will open in September with four teachers, including the principal.

A new school house is now in course of construction at Tennent, Manalapan Township, to take the place of the one burned down during the past winter. It will be ready for occupancy by September the fifteenth. This new building, although but one room in size, is constructed with a view to having the best method of heating and ventilating. The light will come from the left and back of the pupils. There will be a cellar under the whole building, with a cement floor. A hot-air furnace will be placed in the cellar. The coat rooms will be heated and well ventilated. The building is 30 by 30 feet, and is intended to seat 40 children. It will stand as the best that can be had at a low cost. The building and furnace will cost about $1,600.

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Long Branch has ordered $46,000 to be raised on bonds for the purpose of enlarging school buildings in that district during the coming year.

The North Farmingdale school was closed last year, and the pupils were transported in carriage to the Farmingdale school. The number transported is eleven. The total number of days' attendance of these 11 is 1,116. The total number of days' attendance at the closed school last year is 1,323. It would seem from this showing that transportation is not popular in this particular locality, or, at least, is not taken advantage of. The number is too small and the experience is too short to draw an intelligent conclusion. Then, too, it may be said that the conveyance is not always as convenient and comfortable as it should be. This is one of the objections offered when transportation is discussed. It seems to me that the carriage should be especially made for the purpose and owned by the school district. It could be made storm proof and reasonably warm and easy to get in and out.

There are now, all told, four places in this county that transport children to and from school—Ocean, Matawan, Howell and Upper Freehold. Conditions vary very much in these four places and it is not possible to draw general conclusions from the data furnished. I cannot say that it is popular, but I think it is more and more becoming so. In striving to close small schools in other parts of the county where they should be closed, because of the expense and inefficiency of the school, opposition invariably comes. It may be that this opposition is not due so much to transportation in itself as it is to opposition to closing the little school. This never fails to bring tearful regret. There is a feeling hard to combat that closing the school means retrogression in the neighborhood. So, in the closing of small schools, as in most other things that interfere with ancient customs and institutions, progress must be of necessity very slow.

Apportionment of moneys has been made out for the first time on the new basis of days' attendance. A few rural districts, notably Howell Township, get much less under this plan than under the old. The towns and cities make gains, especially Long Branch and Neptune. A full discussion of the new plan for the past two years has prepared everybody for the change, and there is a general acceptance of results which is commendable. Knowing that so much depended on good attendance in order to have a good income from public moneys, much effort was made to have the children attend the rural schools more regularly. The Board of Education of Atlantic Township took particular pains in this

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direction. A truant officer was appointed, and a circular addressed to patrons of the schools was issued. This explained the new method of apportioning school moneys and showed that the better the attendance at school the more money would a district draw, and yet add nothing to the expense account. Other districts took similar action. Personal interviews were sometimes had with parents for the purpose of enlisting interest. The care thus manifested did bring forth fruit in better attendance for a large part of the year. Then came the bad storms of winter and beat upon their good intentions, so that the sum total in attendance for the year was not much better after all than the year previous. It is much better, however, than it would have been had this interest not been taken. The fact that an effort was made and that better results did follow goes a great way in justifying the change.

Two County School Board meetings were held, one at Freehold, the other at Ocean Grove. The principal topic discussed at both these meetings was "How to Promote a Better Attendance in School." As related to this and suggested by the discussions, "County Truant Schools," was the subject of a committee report at the Ocean Grove meeting. The committee, consisting of Louis Van Gilluwe, of Ocean Grove; Winfield S. Parker, of Long Branch; C. D. Warner, of Red Bank; Henry C. Taylor, of Middletown; and Dr. J. D. Ely, of Marlboro, gave the subject considerable attention. The report gave a history of truant schools, their management and cost, especially those that had been provided to meet rural conditions. The committee was continued with the request that it should further investigate truant schools elsewhere in which the conditions were similar to those in Monmouth County. The idea was not to provide for a truant school within cloistered walls, but, rather, a farm truant school, where boys could be sent for a short time and there be kept under good wholesome restraint. Such a place it was thought could be conducted at a cost that would not make it out of the question.

The attendance at our County School Board meetings has very much improved. We have a few addresses by outsiders, but it is made a point to get out of the school officers themselves their thoughts and experiences. I regard this association as a very valuable factor in the administrative work of this county.

A large and interesting teachers' institute was held at the Asbury Park High School building for three days during Thanksgiving week. One half of each day's session was given to departmental work. This was the first time that the plan had been

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tried in our county. It gave such eminent satisfaction that we shall always plan our institute, hereafter, so that at least one-half the time shall be given to sectional work. The program was carried through without a hitch or break of any kind.

The Monmouth County Teachers' Association, under the leadership of Superintendent Gregory of Long Branch, has proven a notable success. Two large and enthusiastic meetings were held. One in February, at Ocean Grove, and the other in May, at Red Bank. An important feature of these meetings is the development of the social side of the profession. Luncheon is served by the local teachers in the school building, so that the double opportunity of economizing time and promoting good fellowship is afforded. The programme is made up of addresses by our own teachers with one or two periods occupied by an outsider. The February meeting, at Ocean Grove, was addressed by Principal Krebs, of Somerville, and Principal W. C. Whitney of Atlantic Highlands. At Red Bank the principal addresses were delivered by Miss Elizabeth Allen, of Hoboken, and the Rev. J. T. Schock, principal of the Keyport school. In the intervals between the addresses the meeting is divided in four sections, and symposiums on assigned subjects are conducted by selected leaders. It is designed in this way to draw out teachers, to have them formulate their experiences and the conclusions drawn from their everyday practical work. At most other teachers' meetings there is of necessity a pouring in process. So that the average teacher comes to believe that she is in attendance at the meeting for the purpose of receiving something, and not of giving something. With some teachers this spirit grows even to a fault. They will attend summer schools, Saturday lectures and the like, all the time taking in with no thought of giving out anything, until they become hearers really and not doers of the word. The symposium is an antidote to such, and is a factor of value in the development of good teachers. Then, too, from the outside it begets a profound respect for the teachers' profession.

The troublesome transfer question has become practically settled by the new law for the apportioning of moneys. The matter of give-and-take privileges so nearly balances that, in most instances, the question takes care of itself. Formal transfers were made in only a very few instances, and then only where the number was very large. A lump sum was paid in two instances in which there was an agreement between the two boards concerned. It can hardly be appreciated what a great relief this happy settlement of a vexing question is to the school officers of the country.

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The grammar-school examinations were held in May with gratifying results. Some schools that never had candidates before entered this time, and made a most excellent showing. My policy has been not to urge upon the teachers of the county any unusual efforts in preparing for these examinations, lest they should have it appear to the children that the end and aim of their school education was to secure a grammar-school certificate. Neither do I think it wise to rate teachers by the number of certificates that they can obtain for their schools. This should appear as a factor only in their rating. There were 179 candidates who tried the examination. Of this number 112 were successful.

Manual training is gaining ground in the large schools. Asbury Park gives a very complete course. Long Branch has a very well equipped and practical course, and Red Bank, the first place in this county to introduce manual training, has a very well established and strong course. Freehold has voted moneys for a course and expects to introduce manual training at the opening of the school in September.

In concluding I can say that the year has been notable in this county for an increasing interest and hearty co-operation of all the educational forces. Moneys have been voted in every instance as the boards of education have requested. The people are deeply interested in their schools and their school system. Without striving for extremes there has been wholesome progress. School officers have been diligent in almost every case in striving for intelligent and economic administration of affairs. There is no other public interest in the county so large, no other expenditure of public money so great as for schools; yet not a suspicion of misappropriation of school funds, nor, so far as I know, a hint at personal self seeking. To be sure our system, in its practical operation, has not yet reached the ideal where we can sit down idly, like Alexander the Great, and weep for other worlds to conquer. There still are things to be done. One I hope to see accomplished some day, and that is the placing of a high-school education within the reach of every boy and girl in the whole county who desires it and who is capable of receiving it.

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MORRIS COUNTY.

WATSON B. MATTHEWS, COUNTY SUPERINTENDENT.

To Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—I herewith submit my report for the school year ending June 30, 1902.

The work of the schools has been generally very satisfactory. I feel that the smaller schools—the ungraded country schools—stand most in need of supervision and assistance, and to them have I given the larger share of my attention and time. I have visited nearly all of the schools in my county twice, and a considerable number more than twice, and, inasmuch as it takes me about sixty days to make one complete round of the county, you will see that, with visitations, office work and the various other duties incidental to the position, my time has been fully occupied with the work.

Annual Examinations.—Our annual examination of the pupils of the seventh and eighth grades was held on May 14, 15 and 16. About 340 pupils of the eighth grade took a part or all of this examination. One hundred and thirty-five were granted grammar-school diplomas, and a large majority of these have entered some high school.

In the smaller schools, where but one teacher is employed, I discourage attempting to carry pupils beyond the eighth grade. But we have a number of schools with two or three teachers, and in such schools, where a high school is not within convenient distance, one or two years of high-school work may be carried on advantageously. For such schools I give an examination for ninth-grade pupils. In the matter of thoroughness in the common branches I find that the small schools compare very favorably with the larger graded schools. But the scope of work in such schools I find more restricted. For instance, in our graded schools, systematic work in literature, science, nature work, singing, drawing, etc., is introduced in the primary grades, while in

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the ungraded schools little or no work of this kind has been done. I am trying to broaden the work in such schools by prescribing a certain amount of work in the above-mentioned subjects for each year. It is necessary, for several reasons, to go slowly in this, but if the work is clearly defined, something can be accomplished in this much needed direction each year.

Teachers.—With a few exceptions, our teachers are doing efficient work. In the majority of our schools good salaries are paid and well-equipped teachers demanded. But I regret to say that we have a few districts where boards of education do not see the relation existing between good salaries, good teachers and consequent good schools.

School Buildings.—The people of Hanover Township have for some time been considering the idea of abandoning five or six of their small schools and erecting at some convenient central point one fine modern building with a capacity sufficient to accomodate all of the pupils from the above-mentioned small schools. This plan I hope to see consummated during the present year. Montville Township has erected and equipped a model two-room building during the past year. A similar building is being constructed at Riverdale, Pequannock Township. Butler has added a room to their handsome stone building. Randolph Township built a very pretty and convenient one-room building at Ironia, and is adding a room to the building at Mill Brook. The Borough of Wharton, formerly Port Oram, has issued bonds to the amount of twenty-six thousand dollars for the construction of a new building, which will be one of the finest and most convenient in the county. Rockaway Borough has had three public meetings for the purpose of increasing its school facilities, and will undoubtedly either add to the present building or construct an additional one during the present year. Roxbury Township is still agitating the question of a new school-house and the question cannot be postponed much longer.

I am pleased to observe that in the construction of new buildings—even the small one-room buildings—some attention is being paid to architectural beauty, and to convenience; and as the law requires some observance of the rules of sanitation, the result is a marked improvement in the style and comfort of school buildings.

School Board Meetings.—Two meetings of our School Board Association were held during the year. The attendance at these

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meetings is not as general as it should be. At our last meeting we fixed the dates for future meetings—one meeting to be held during the session of the Institute, and the other on the second Saturday in March. The plan of devoting one day of our Institute to a joint meeting of members of boards and of teachers seems to me a good one, and I hope it may prove to be of value to both teachers and school officers.

Institute.—Our Teachers' Institute, held in Dover, December 5 and 6, was well attended. The instructors were Earl Barnes, H. W. Elson and Miss Louise Connolly. The lectures of Mr Barnes upon "the child" were based upon observations and data most carefully prepared and developed, and were received by the teachers with attentive interest. Mr. Elson gave excellent talks upon astronomy and history. Miss Connolly always interests and pleases our teachers, and her evening lecture, "The Value of the Child," deserved the attention of every teacher and every parent.

Teachers' Association.—We hold two stated meetings of our County Association each year—on the third Saturday in November and on the third Saturday in April. We have made a special effort to make these meetings so valuable and interesting that no teacher can afford to miss them. I give herewith the programs of our two meetings of the past year:

Madison, N. J., November 16, 1901.

PROGRAMME:

10.00—Opening Exercises, conducted by Sup't W. L. R. Haven, Morristown.
10.10—Music.
10.15—Address: "Negro and Indian Education at Hampton"..... Professor W. A. Ackerman, Hampton, Va.
11.00—Intermission.
11.10—Address: "The Cornerstone of Our Educational Temple".... Dr. Louis Bevier, Jr., New Brunswick, N. J.
12.00—Noon Recess.
1.15—Piano Solo.....Mr. B. M. Brown, Woodport, N. J.
1.30—Readings from Shakespeare..... Rev. Chas. E. Hesselgrave, Chatham, N. J.
2.00—Business Meeting.
2.30—Address: "The Newer Conception and Trend of Common School Education" .....Dr. Edward R. Shaw, New York.
3.30—Adjournment.

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Morristown, N. J., April 19, 1902.

PROGRAMME:

9.50—Opening Exercises.
10.00—Chorus .....Students of the Morristown High School.
10.10—Address: "Thoroughness in Teaching".....
Sup't James M. Coughlin, Wilkesbarre, Pa.
10.50—Intermission.
11.00—Address: "Some Failures in Language Work, with Some Suggestions for Improving it".....
Professor O. I. Woodley, Columbia University, New York.
11.35—Business Meeting.
12.00—Noon Recess.
1.30—Music.
1.40—Address: "Preventing and Correcting Defective Reading.....
..... Dr. F. E. Spaulding, Sup't of Schools, Passaic, N. J.
2.20—Intermission.
2.30—Address: "How to Study .....Sup't Jas. M. Coughlin
3.10—Adjournment.

Great credit is due Mr. A. F. Stauffer of Madison, the indefatigable president of the Association for the excellence of the above programmes.

Supervision.—While we have no increase in the number of supervising principles, I feel that there is a steadily growing feeling in favor of better supervision. Our boards are becoming more and more alive to the value of the work of a competent supervisor. They are coming to understand that the work of organizing and directing our public schools requires the ability of the trained expert. The tendency is to employ a competent supervisor, give him large power, and hold him responsible for results. This is as it should be.

Conclusion.—In concluding this report I desire to express my thanks to the principals and teachers of the county for their earnest co-operation, to the boards of education for their support and to the officials of the State Department for the courtesies extended to me.

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OCEAN COUNTY.

F. A. NORTH, SUPERINTENDENT.

To Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—Herewith I most respectfully submit my sixth annual report of the condition of the public schools of Ocean county, for the year ending June 30, 1902:

Introductory.—The people of Ocean county have never before been so interested in their public schools. The earnestness of the teachers and the devotion of the boards of education have everywhere been manifest, and have inspired the pupils and parents to strive for more advanced educational standards. A careful perusal of the following report will confirm this statement. The prime object of the report and of its plain setting forth of facts is that all who are interested may know just what is being done to educate the children and to make them wiser and better and more capable of achieving for themselves a successful career. The people are interested in knowing exactly what is being done with the money they pay for public education. They do not complain of heavy taxes if they see good results. Recognizing the great benefit of education, the United States Commissioner of Education, Dr. William T. Harris, issues annually two 1,200-page volumes of reports. New Jersey's School Reports are widely read.

Work Reviewed.—To form a fair and unprejudiced judgment of the work of the educational forces in Ocean county, it will be necessary to investigate results, and to compare the facts and figures obtained six years ago with those of to-day. Using the most commonly accepted standards of measurement, there can be no room for doubt that great advancement has been made. I congratulate teachers, boards of education, and the public-spirited citizens generally on the successful work. Combined efforts have almost revolutionized the educational work in this county. The sentiment of the people toward public schools has materially

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changed. They now feel that the schools are accomplishing material results. The effects of system and method are now apparent. Every teacher and every pupil works with some definite end in view. The well-adapted course of study and the grade examination enable the energetic teacher to show results. Encouragement is what both teachers and pupils most need. "Ten words of praise to one of censure," says Dr. White. While attending the National Educational Association meeting of 1902, at Minneapolis, I resolved hereafter to bestow commendation more liberally. Everywhere throughout the county the schools have greatly improved and the fact is generally recognized by the people. By careful investigation and comparison it is shown that the average attainment of pupils of ten or eleven years of age is now as great as it was seven years ago at eleven or twelve years of age. Ten years ago we had 41 pupils in high-school studies, now we have 218. Six years ago we had 11 pupils neither absent nor tardy, now we have 70. Among the steps in advance made during the last six years should be mentioned the teachers' library, new school buildings, a course of study, school libraries, pupils' uniform examination, better qualified teachers, manual training, improvement in punctuality, order and discipline, high schools, closer supervision, more school graduates, school board meetings, booklets for children, unity of purpose, etc. On January 24, 1902, I addressed a letter to all county superintendents in the State, asking for information concerning the methods employed in their counties. Course of study, pupils' uniform examination, grammar-school graduates, and State course of study were some of the topics considered. Information was thankfully received from every superintendent, and I am pleased to state that the methods and policies pursued are essentially alike all over the State. The school year just closed has been the most prosperous the county has had, and the schools will begin in September under more favorable auspices and with better promise of success than ever before. The boards of education and the teachers, individually and collectively, have repeatedly endorsed the county administration and its policy of work. But we are not satisfied with past attainments. Much still remains to be done. Greater victories are yet to be won. The County Superintendent, recognizing the responsibility of his position, devotes his entire time to his official work, and how well this is accomplished may be decided from personal observation, from the annual county reports and from other reliable sources of information. Neither partisanship nor sectarianism controls our work. Our chief aim in the schools is to deal with essen-

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tials, always aiming towards higher standards. "Progress is our watchword."

Statistical.—There are 20 school districts in Ocean county, 68 school-houses, 2 completed during the year; 126 classrooms, with 5,262 comfortable sittings for children; 4 of the school-houses are brick, 64 are frame, and 4 are rented. There are 122 teachers, a gain of 5 over last year; 36 are males and 86 are females. The average salary per month paid to the male teachers is $56.14, and the average monthly salary paid to female teachers is $35.93, an increase of $4.26 for males and an increase of $0.36 for the female teachers over last year. The average length of time teachers have been in the positions they now hold is 3 1-4 years, and the average total experience in teaching is 8 1-4 years. The value of school houses and lots is estimated at $161,600.00, an increase of $55,000 over last year's estimate. The amount of money paid out during the year was $109.778.53, and the amount available for school purposes for the school year of 1902-1903 is $98,559.25, an increase in expenditures of $36,318.84 and an increase in available funds of $19,916.55. The amount paid for new buildings is $34,500.00, more than four times as much as last year, and far more than ever before in one year. The amount paid to teachers, $47,575.86, an increase of $2,887.54. We shall receive from the State for the school year just begun $30.880.63, an increase of $2,190.82 over last year. The amount expended for text-books and supplies was $4,849.60, an increase of $285.99. The combined indebtedness of the several districts is $61,002.23, an increase of $9,811.55 over last year's indebtedness. There was raised by the several schools for libraries the sum of $305.28, nearly five times as much as that raised seven years ago. The enrollment of pupils in the schools is 4,778, just 96 more than last year; the percentage of daily attendance based on the average enrollment is 87, an increase of 2. Our efforts to decrease tardiness have been rewarded with great success. The whole number of tardiness according to the teachers' reports is 7,344, a decrease of 2,374 from last year. The figures in the report of 1900 are 16,694 tardiness, while the report of 1893 shows 28,029 tardy marks. The Superintendent made 575 official visits to the schools, an increase of 61 over last year. Your attention is respectfully called to the paragraph entitled "School Visitation," which explains how schools are inspected. The following table, covering the past ten years, will be found interesting and instructive, showing as well as figures can what the educational forces of Ocean county have accomplished. It is remarkable

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that while the school population of the county remains practically the same there has been a decided improvement, from year to year, in nearly all essential respects, especially the increase of teachers, the increase of pupils neither absent nor tardy, increased number in high-school studies, more visits by the Superintendent, and a phenomenal decrease in tardiness.

Year.	Total Enrollment.	Average Daily Attendance.	Tardiness.	Neither Absent nor Tardy.	State Appropriation.	Money Expended.	Number of Teachers.	Number Pupils in High School Studies.	Number of Visits by the County Superintendent.	County Diplomas and Certificates to Pupils.	Graduating Exercises.
1893	3,975	2,741	28,029	11	$23 126	$52,164	73	41	98		1
1894	4,025	2,207	19,797	45	25,134	50,244	84	45	110		2
1895	4,534	2,578	18,360	11	26 470	57,741	91	56	113		3
1896	4,265	2,276	13,708	11	26,460	57,373	94	62	107		4
1897	4,422	2,497	15,246	26	25,920	56,281	98	72	132		6
1898	4,489	2,725	15,587	82	25,562	58,631	101	120	219	105	8
1899	4,527	2,516	14,552	20	26,242	64,559	108	138	257	87	10
1900	4,640	2,625	16,694	53	27,504	60,808	114	127	3 0	246	12
1901	4,6 2	2,716	9,718	80	28,689	73,459	117	204	514	648	15
1902	4,778	2,698	7,344	70	30,880	109,778	122	218	575	761	22

New Buildings.—The first full year's occupancy of four new school buildings proved a great advantage over former conditions. Light, heat, sanitary conditions, new desks, more blackboard space, pure air, and general comfort are among the improvements connected with our new buildings. These are: A six-room frame at West Point Pleasant, valued at $6,000; a four-room frame at Barnegat, $7,000; an eight-room brick at Toms River, $1,800; and a six-room brick at East Lakewood, costing $1,900. The long school room at Whitesville has been divided and an additional teacher is employed for a portion of the year. Another room was added to the Cedar Bridge School.

Teachers' Institute.—Our last Institute was held in the new school building at Toms River, November 18, 19 and 20, 1901. The opening exercises consisted of singing "America," prayer by Rev. H. B. Carpenter, pastor of the Baptist Church, an address of welcome by the County Superintendent, and response in behalf of the teachers by Rev. E. C. Hulse, pastor of the Methodist Church. Rev. J. J. Coale, of the Presbyterian Church, and Rev. E. C. Hulse each conducted the devotional ex-

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ercises on different mornings. Charles H. Albert, of Bloomsburg, Pa., gave lectures on: "Underlying Principles in Teaching," "Education and unfolding" and "Some Elements of Success in Teaching." Earl Barnes, of Philadelphia, discussed Physical Child" and "The Mental Development of the Teacher." Miss Louise Connolly, of New York City, spoke on: "Language Lessons in the Primary School," "The Mission of the Primary Teacher," and "Discipline." The first evening Earl Barnes lectured on "England as Seen by an American," and the second evening Miss Louise Connolly delivered a lecture entitled, "The Value of the Child." The report of the Teachers' Retirement Fund was read by the County Superintendent. A report on the County Pedagogical Fund was made by the treasurer, Mr. Peter Tilton, and the annual 50 cents contribution to the support of the professional library was received. The following named teachers were elected officers of the Ocean County Teachers' Association: Peter Tilton, President; Amanda Sterling, Vice President; Ethleen Longstreet, Secretary; Edith Imlay, Treasurer; C. C. Pearce, A. S. Tilton and J. R. Steelman, Executive Committee.

Mr. W. C. Moore, Supervisor of Jackson township, read suitable resolutions on the death of three teachers: Professor Geo. D. Horner, for many years a prominent teacher and citizen of New Egypt; Louis Harrington, of Jackson's Mills, teacher at Cassville and Mrs. Nellie H. White of Van Hiseville, teacher at Pleasant Grove. The following resolutions were offered by Mr. George R. Wardell, teacher at Dover Chapel, and adopted by the teachers: "Moved that a vote of thanks be extended to the ministers of the Gospel who conducted our devotional exercises; to the lecturers for their valuable instruction; to our County Superintendent, whose administration we heartily endorse; to the board of education for the use of this building, and to the citizens of Toms River for courtesies extended to us." All teachers were present or properly excused for good cause by the County Superintendent. A record of the attendance of teachers was sent to their respective boards of education throughout the county. The Institute closed on Wednesday noon, and was pronounced the best ever held in the county.

Course of Study.—The excellent course of study is now accepted as the basis of work in every school in Ocean county. Every board of education has either formally adopted it, approved it as individual members, or sanctioned its use by the teachers, who prepare all their annual examinations and pro-

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motions in harmony with its provisions. Our most sanguine expectations of four years ago, when we first inaugurated the course of study, have been fully realized. It has made pupils' annual examination possible; these examinations have promoted the popularity of the graduating exercises, and the combination has wrought decisive changes in the educational affairs of the county. No teacher or board would now wish to dispense with the authorized county course, nor omit the pupils' uniform annual examinations. The most surprising thing now is that our county could have been so long without this systematic aid to school work. The Ocean county course of study compares favorably with the best in the state, and embraces the best ideas of the educators of the day. All persons capable of judging, now admit the necessity for a uniform course. No course of study can accomplish everything. The competent teacher is superior to any course of study. But what the architect's plans and specifications are to the builder, the experienced superintendent's courses of study are to the skillful teacher.

Compulsory Attendance.—That the attendance is much better now than it was six years ago there is no question, but much still remains to be done in the line of compulsory attendance. Boards seem to be unwilling to incur the displeasure of their neighbors by employing a truant officer and requiring the provisions of the law to be carried out. In a few of our districts the law has been set in motion, but in all cases except one, the officers have stopped short of prosecution and conviction. The New Jersey compulsory educational law contains features of both the Massachusetts and the Connecticut laws, but the enforcement should be placed in the hands of general agents who are not restrained by local influences. Four years ago I gave each board of education specific directions how to proceed in the case of truants, and furnished them with legal blanks for notices, commitments and the like. For the last three years I have supplied teachers and boards with copies of the printed "Notice to Parents," which this year reads as follows: "You are hereby notified that the School Law of 1902, page 61, requires every child between the age of seven and twelve to attend school each day the school is open unless excused by the Board of Education. All children between the ages of twelve and fifteen must attend school at least sixteen weeks of the school year. Any parent, guardian or person having control of such child is liable to fine or imprisonment for non-compliance. By order of the Board of Education of ——— District. ———, President. ———,

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District Clerk. ———, Teacher." These slips have done considerable good, have brought many children into school, and have called the attention of delinquents to the law. It is hoped that the better the boards, teachers and parents become acquainted with their duties and the law, the better will be the attendance, and the less the truancy.

Pupils' Uniform Examinations.—Although objections may be urged against examinations, it is certain that if they are properly conducted and the results are fairly appropriated, the benefits far outweigh the drawbacks. Teachers are given to understand that these annual examinations or tests should not constitute the only grounds for a judgment of the child's qualifications. The work in class and daily recitations through the year, especially while reviewing studies in the latter part of the school year, should be counted in the final results for making up the relative standing of the pupils. No other plan has yet been discovered whereby successful results can be secured, or by which all concerned can be satisfied. It is not necessary to wait until the end of the year or the term to make individual or class promotions. Each qualified pupil, for whom teacher and parents desire advancement, may properly be promoted at any time during the year. The annual examination has a healthy and stimulating influence on both pupils and teachers, promoting advancement and thoroughness from the beginning of the year. We hold a written examination on printed questions approved by the State Superintendent in the fourth, sixth and eighth grades, on Thursday and Friday of the second week in May. This has proved the most suitable time for holding the examination, for the reason that, if held earlier, it would be too long before some of the schools close, and if held later the results of the examination could not be determined before the close of other schools. The resourceful and discriminating teacher will make the annual examination of the greatest benefit to her school. She will be ready for it. If the school continues beyond the examination time, she may require faithful attendance and good work until the close, otherwise the rewards incident to the examination may be withheld from the pupil. In the fourth grade, pupils are examined in reading, spelling, arithmetic, language, geography and physiology. While preparing the questions for this, as well as for other grades, the Superintendent has always kept in mind the county course of study and the usual scope of the work of such classes. In the sixth grade the questions are given out on arithmetic, history, physiology, grammar, geography and spell-

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ing. Candidates for the grammar school, eighth-grade diploma, are examined in five major subjects: arithmetic, history, physiology, grammar, geography, and five minor subjects: algebra, bookkeeping, civics, music, drawing, morals and manners. Six minor subjects are given, any five of which may be taken. Only a beginner's knowledge of minor subjects is required. All questions are sent to the school sealed, and opened in the presence of the candidates. The teacher alone may conduct the examination in the fourth and sixth grades and do all the marking of their papers, sending the result to the County Superintendent. But the eighth-grade examination is conducted by three suitable persons; the teacher, someone to represent the board of education, and someone to represent the County Superintendent. The marking of these papers is done by the County Superintendent and by the county Board of Examiners. The examination is conducted in strict accordance with a set of printed rules. Those in the fourth and sixth grades who pass the test receive a neat certificate awarded by the superintendent, and a diploma authorized by the State is issued to those who pass the grammar-school examination. Already there have been many beneficial results to our schools, and great advantages to the holders of these grammar-school diplomas. Several have secured positions on these credentials; and some have thus been admitted to high schools in adjoining counties. This diploma admitted a young man to the College of Physicians and Surgeons, of Baltimore, without further examination. Teachers have had their salaries increased because they had fitted pupils for this course. There were 1,000 candidates in the three grades who entered the examinations May 8 and 9, 1902, and 761 obtained the coveted diploma or certificate. There is a decided increase in the number of successful scholars in all the townships. In the fourth grade there are 20 per cent. more than last year, in the sixth grade a gain of 12 per cent., and in the eighth grade a gain of 25 per cent. over last year. Although these examinations are a new thing in Ocean county, they have been universally adopted by the teachers and pupils, with a better understanding and greater success this year than ever before.

Qualifications of Teachers.—Although Ocean county teachers are among the poorest paid in the State, they are among the most devoted and best qualified, even though not all are graduates. Six years ago only 10 per cent. had normal training, now more than 25 per cent. are from normal schools. Our teachers are diligent in their work, study the best methods, attend pro-

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fessional meetings and read pedagogical books. They also keep in mind the fact that a teacher's spirit, a teacher's character, a teacher's atmosphere, and a teacher's life impress and influence the pupils quite as much as a teacher's words. I have endeavored to suggest to them at teachers' meetings and by printed addresses that they should introduce their pupils to the whole range of knowledge; that they should teach them to "know something about everything and everything about something"; that they should become better fitted for their work and that they cannot expect to stand well with boards of education unless they give all their time and their best energies to their profession. They must study and become familiar with the books they use in school. Pupils and parents, too, will soon discover any defect in the teacher's knowledge of the subjects taught to the class. Hard and diligent study only will enable a candidate to secure a certificate. The board of examiners is unable to tell whether a person applying for a certificate, can or cannot manage a school; but it is the duty of the board to determine the candidate's scholarship, measured by the questions furnished by the State Superintendent. The required 70 per cent. in each branch must be adhered to without fear or favor, and the candidates must prepare themselves on these branches. Persons without professional training or experience in teaching should bear in mind that the duties of a teacher are grave and responsible, and that a thorough preparation is required. The prevalent idea that almost any young person may enter the profession is very erroneous. Boards of education want qualified teachers only.

High Schools.—The increase in the number of schools giving secondary instruction in this county, and in the number of pupils enrolled is phenomenal. Ten years ago Ocean county had but one school giving regular high-school instruction. Now there are seven, and next year there will be fourteen. During the last decade the number of students pursuing high-school studies in this county has increased from 41 to 218. In the whole United States, according to Commissioner Harris' report during the last ten years, the number of public high schools has increased 150 per cent, and the number of students enrolled in them has grown in about the same ratio. In Ocean county, during this period, the number of schools giving some secondary instruction has increased 600 per cent. and the number of pupils pursuing some high school studies has increased 431 per cent. Most of this advance has been made within the last six years. That our

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policy of encouraging secondary instruction is in accord with the prevailing educational tendency of the times cannot be doubted. Commissioner Harris makes this statement: "It would seem as if the people of all cities and villages had determined to provide high school accommodations for their children. More than this, there is now a movement to furnish accommodations for all qualified children in county high schools where the population is too sparse and the wealth too small to provide town high schools." Dr. J. M. Green, principal of the New Jersey State Normal School, once said before the Toms River High School, of which the present superintendent was then principal: "The days of limited education or no education have changed. The knowledge obtained through our high schools is practical and useful in the daily avocations of life. Botany, zoology, physics and mathematics and the use of English are brought right into the transactions and employments of every day. Knowledge to be of value must be accurate knowledge. An accurate knowledge of our own language cannot be obtained unless we study Latin, and in this way we might enumerate all the subjects taught in the high school, showing their practical value in the common walks of life. To be able to compete with men of the present day a person must have at least a high-school education." It is my opinion that every board of education in Ocean county should make necessary arrangements for the free instruction, in secondary studies, of all qualified pupils within the district, for the high school is the peoples' college." This may be accomplished by offering high-school studies in each municipality or by combining with other districts for maintaining such a school. The time has come when the "three R's" will not suffice for the proper education of children. Cedar Bridge County School, C. E. Downey, teacher, may be cited as giving one whole year's high-school work to two of its pupils and holding annual graduating exercises for all pupils who pass the county examination. Not one-half of the boys educated in the higher departments of our schools in Ocean county remain here to seek their livelihood. They go away where they may find employment. Several have entered the United States mail service; some are electricians; some are bookkeepers; some have entered the navy; some are in college; some are teachers; some are mechanics—nearly all of them have gone away from their early homes and school surroundings. They continually use some of the knowledge gained in the higher studies of our schools. Physics furnishes a student with a knowledge of the forces which pervade nature, and with the machinery by which those forces are controlled for the use

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of man. General history gives the student a survey of civilization. The higher mathematics are necessary to the mechanical engineer. How could the practical work of the great steel trust be successfully carried on without a knowledge of chemistry? Bookkeeping is essential in all kinds of business. All professions require some knowledge of Latin. Thus we might go over the whole high-school curriculum and find all of its subjects indispensable to a well-rounded practical education. The number of students in colleges, universities and professional schools is rapidly increasing, and there is every indication that this number will increase still more rapidly in the next decade than it has in the past. We now and then read in the newspapers of a wealthy man who had the habit of expressing himself as opposed to higher education in colleges and universities. It is certain he did not understand the case, for he continually had in his employ a host of educated lawyers as his advisers. There is greater need than ever before of more men in the learned professions.

The Teachers' Work.—"I have always taught just as well as the people would let me," has often been said to me by one of Ocean county's progressive veteran teachers. There is no doubt that the county still has one or more schools poorly taught because the people do not wish any change for the better. Such a community does not take kindly to improvement or to progressive methods employed by the teacher. There are teachers, of course,—I do not say they are in Ocean county,—who decry courses of study, daily programmes, and school examinations, saying these things are restraints upon the freedom of the teacher. But it is usually found that such teachers hold vague ideas of school work and have not a proper regard for actual conditions. Their teaching is almost certain to lack effectiveness because of disconnection, indefiniteness and uncertainty of aim. Such teachers are always telling how *not* to do. But they should be impressed with the fact that more help may be had from one positive direction than from a hundred negatives. The times are too earnest to permit loss upon non-essentials or waste by indirectness. The law invests the superintendent with ample discretionary power, but he desires to respect the views and wishes of teachers as far as good, firm and uniform policy for the whole county will permit. This county is served by conscientious, laborious, devoted and skillful teachers. Their labors cover far more than the five or six hours commonly ascribed to them. Evenings, Saturdays and legal holidays often find

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them busy at school work. We have endeavored to inspire the teachers with the idea that if we wish to attain and maintain a high standard in our schools, good, honest work must be done at all times. Teaching is the highest occupation. A good teacher must be a growing teacher. Page says: "If teachers desire a larger salary they must make their services more valuable."

Promotions.—In our graded schools, where there are two divisions to each grade, the step from one class to another is quite short, and pupils may be promoted with facility; but the year's interval is too difficult for most pupils to skip, hence our teachers are less willing to advance individual pupils, except at the regular time for promotions. In graded schools, where two divisions recite to the same teacher, and in all ungraded schools, a bright pupil who is in advance of his own class may also recite in the next higher class for a while, and then be transferred to the same, without waiting for the regular time for promotion. By some degree of care promotions can be made at the Christmas vacation, and at the end of the school year, and also at other times during the progress of the school. This plan I successfully followed while principal of Toms River School. Some of our teachers do not readily comprehend the art of promotions and the grading of their pupils. To such teachers I have given suggestions and assistance. The pupils' uniform examinations given in the fourth, sixth and eighth grades, during the second week in May, are a material help in grading all our schools on a uniform basis.

School Visitation.—This is the most important duty of the county superintendent, and when properly and faithfully performed it becomes productive of more benefit to the schools than any other line of work which may engage his attention. To comply with the provisions of the law respecting school visitation requires more time, thought and labor than anything else connected with the superintendency. The superintendent is required to visit and examine each school once, making his total number of visits not less than twice the number of schools, to inquire into the management, methods of instruction and discipline, to note the condition of school houses, sites, buildings and appurtenances, to examine the course of study, text books and school libraries, and to recommend proper studies, methods, discipline and management for the schools. With the above instructions in mind, I have, during the school year of 1901-1902, made 575 official visits in the public schools of Ocean county, be-

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ing 331 in excess of the legal requirements. I have officially visited each school and department at least twice during the year, many of them four and five times, giving most attention to those schools which needed most encouragement and advice. Occasionally I have spent a whole day in one school, examining and grading the pupils for their respective classes, and otherwise assisting the school work. Often, members of boards of education have been induced to accompany me to the school. Your attention is respectfully called to the table showing the number of visits by the county superintendent for the last ten years found elsewhere in this report. For the last three years I have made notes under fifty different heads on at least two formal visits to each school and each department in the county, and now have these pages substantially bound in form of three books. The headings under which these permanent records of visits made are: 1. Name of school. 2. Date. 3. Name of teacher. 4. Grade of certificate. 5. Experience in teaching. 6. Enrollment. 7. Number present. 8. Average daily attendance. 9. Number neither absent nor tardy. 10. Tardiness. 11. Building. 12. Grounds. 13. Closets. 14. Flag. 15. Library. 16. Neatness about the rooms. 17. Programme posted. 18. Register kept. 19. Reports to parents. 20. Power to hold attention. 21. Power to govern. 22. Order and discipline. 23. Methods. 24. Success. 25. Points of excellence. 26. Professional reading. 27. Care of text-books. 28. Recitations heard. 29. Course of study. 30. Do you follow its suggestions? 31. Educational meetings attended. 32. Educational periodicals taken. 33. Monthly reports to supervisor. 34. Roll of honor. 35. Eighth-grade candidates. 36.- Sixth-grade candidates. 37. Fourth-grade candidates. 38. Compulsory attendance. 39. Preparation of lessons by teacher. 40. Trustees' Visits. 41. Parents' visits. 42. Supplies needed. 43. Co-operation of patrons. 44. Designated songs. 45. Memory selections. 46. Instructions. 47. Visiting other schools. 48. School library. 49. School's progress. 50. Pupils' progress.

Why Pupils Leave School.—The average number of pupils enrolled in the three divisions classified by State authority during the past six years is as follows: Primary, first four years or grades of school, 2,710; grammar, second four years of school or grades 5, 6, 7 and 8, 1,661; high school, all pupils above the eighth grade, 156. The average number of graduates from our high schools during the last six years has been 18. This year the record is as follows: Primary, 2,788; grammar, 1,661; high

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school, 218; graduates from high schools, 41. There are several causes why so many pupils leave school before finishing the secondary or high-school course. First, lack of interest; second, lack on the part of the parents of a just appreciation of the education; third, they see no sufficiently attractive features in the high-school course; fourth, the restraints of the school room are too irksome; fifth, they must get to work. Some of the remedies are: Make the course more practical: make it more interesting; give the boys manual training and the girls domestic science; teach them that there are more and better positions open for them if educated; that our new insular possessions and increasing home business need them and will offer them abundant pay if they are qualified.

Observing Other Schools.—In a rural county like ours where many of the teachers have received no professional training, the discussion of theory and practice and methods is a great help, especially to those just entering the profession. Much has been accomplished along these lines in our frequent district teachers' meetings and in visiting days to other schools. The supervisors in several districts have called the teachers together every month for the discussion of school questions and sometimes have met and observed other schools. Frequently I have taken an active part in these meetings in all sections of the county. I have advised the boards of education to instruct their teachers to spend at least one day during the year in visiting other schools. Teachers who never visit other schools are narrowing themselves. All teachers need the broadening and inspiring influence of seeing how others do the work. A man of several years' experience, a successful teacher, now a judge in this State, told me that he learned more from observing others teach than he did from books and lectures.

Teachers' Professional Library.—The Ocean County Pedagogical Library was established in 1897. The sum of sixty dollars was contributed by the teachers, forty dollars was advanced by the Superintendent, the State gave us one hundred dollars more and two hundred professional works were purchased and placed within convenient access of the teachers. Subsequently it was thought best to ask the teachers to contribute yearly the sum of fifty cents each to the library fund, which has yielded another hundred dollars, the State duplicating the amount, so that two hundred more books have been purchased, and the library completely revised and redistributed. Many of the teach-

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ers are availing themselves of the benefits of these books, and preparing to secure the professional certificate. Ten professional certificates have already been issued. The committee appointed according to law to aid the superintendent to select and purchase the books, and to make rules and regulations for the management, use and safe-keeping thereof consists of J. R. Steelman, Richard Case, Peter Tilton. The rules have been pasted in each book. Twelve convenient boxes are used for the safe keeping and transfer of the books. They are transferred without cost to the recipient, on or before May 15; and for the school year of 1902-1903, located in districts as follows: Box No. 1, Jackson; Box No. 2, Lakewood; 3, Brick; 4, Point Pleasant; 5, Manchester; 6, Dover; 7. Lacey; 8, Union; 9, Stafford, 10, Eagleswood; 11, Little Egg Harbor, and box 12, Plumsted.

Teachers' Examinations.—The regular October, February and May examinations, required by law, were held strictly in accordance with the rules and regulations of the State Board of Education. Ninety-four candidates took these examinations, and fifty-three licenses were issued—14 third-grade, 19 second-grade, 10 first-grade, 4 special, and 6 professional certificates. No part of our official duties is guarded with more zealous care than the licensing of teachers. Strict impartiality is exercised towards all applicants. Teachers are instructed to attend examinations and keep their certificates in full force and effect. Those receiving low averages are expected to appear at the next examination for the purpose of improving their marks. In order to encourage the securing of higher grades, applicants for the first or second grade, are allowed to take one or more subjects at any examination until the desired certificate is obtained. The entire plan of holding these examinations has been revised and reduced to a system. Candidates are informed by notices in the county papers just what day and hour the questions on any given subject will be given out, and they govern themselves accordingly.

School Libraries.—For six years we have made a systematic and successful effort to encourage school libraries. In his last published report, our worthy State Superintendent made the following pertinent statement: "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 for collateral and supplementary reading, and books that represent what is purest and best in literature

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should be furnished in abundance." Superintendent Baxter devotes two and one half pages to school libraries, which all should read.

The amount of money raised for school libraries in this county during last year was four times as great as it was seven years ago. Boards of education have been asked to provide suitable cases for the proper keeping of these libraries. It is confidently expected that our past success in establishing school libraries is but the beginning of far greater activity in this line of educational work, as soon as the present statutory plan of raising library money by general taxation is accepted by the districts.

Boards of Education.—The county superintendent is required by law "to advise with and counsel boards of education in relation to their duties" * * * and to recommend to boards of education and teachers proper studies, methods, discipline and management for the schools." In my last annual circular of suggestions, boards of education are asked to observe the following: 1, Read your duties under the new law, page 35. 2, Do not accept the office unless you can attend to it. 3, Hold regular meetings. 4, Employ well qualified teachers. 5, Visit the schools and see for yourselves. 6, Uphold the authority of the teacher. 7, Hearsay is not safe evidence for or against a teacher. 8, Provide suitable room and all necessary appliances. 9, Appropriate $10 from the district tax for each school library. 10, See that a library is placed in every school house. 11, Insist on the uniform course of study. 12, Give proper authority to the supervisor. 13, Allow teachers to visit other schools. 14, Enforce the compulsory attendance law. 15, Provide high-school advantages for qualified students. 16, Make a closer union of school and home. 17, Become educational leaders. 18, confer often with the county superintendent. Members of boards frequently say to me: "I think our teacher is doing well, I hear no complaints," or they say: "I think she is a failure for I hear complaints about her." They know nothing about the teacher or her school except hearsay. Very often there are no complaints stirred up against an easy-going, neglectful, inefficient teacher; while popular "complaints" are doing great injustice to an energetic, orderly and efficient teacher. The writer has in mind several instances of this kind. Visit the school and see for yourselves, is my advice to boards. The regular semi-annual meetings of boards of education are called at Toms River on the first Wednesday of April and third Wednesday of September.

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Graduating Exercises.—The closing of our schools this year was celebrated with twenty-two graduating exercises, fourteen of which I attended and presented the county diplomas and certificates. Ten years ago, one school only, in this county, distinguished itself in this formal manner. I have sought to encourage these exercises and during the last six years they have increased more than 300 per cent. No school exercise seems to call out so many parents nor awaken such enthusiasm for their local school as the occasion when their sons and daughters sing, recite their pieces, and receive their diplomas. It cannot be said that this large increase of graduates is the result of lowering the standard for, in fact, the standard has been raised and more is now required of our pupils than ever before.

Teachers' Meetings.—Besides the National, State, County and Institute meetings our teachers need something more practical and nearer their everyday work. The local district teachers' meeting in this county supplies the necessity. It is called the Teachers' Circle, sometimes developing into what is termed a divisional meeting, when two or three districts unite in holding a meeting for school inspection and the consideration of educational topics. Fourteen divisional meetings, besides many "circle" meetings were held during the year, a large number of which I attended. The "circle" meetings are for mutual improvement, and also serve the purpose of faculty meetings. During the last two years these meetings have become popular and profitable for teachers.

Change of Teachers—The change of teachers in this county is much less frequent than it was a few years ago. In 1898, fully one-half of our teachers took different positions. That year, in one township, thirteen out of the whole seventeen teachers were changed. This year 35 of our 122 teachers will have different positions. It must not be understood that the boards of education are responsible for all these changes. All except 11 of the 35 who change this year have done so of their own accord. My suggestion to boards in this matter is that change of teachers involves loss to the school, even if both teachers be good ones. If teachers are given to understand that their positions are secure so long as they do faithful work, keep up with educational progress, and grow in their profession, they will become more worthy of the confidence reposed in them.

School Government.—Order and discipline in the schools

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of Ocean county has greatly improved in the last few years. When I first visited the schools during the fall and winter of 1896-1897 very few of them followed any well-defined programme of recitations and course of study; now the programme is conspicuously displayed in every school room, and all work is arranged in accordance with the authorized uniform county course. Then, in several of the schools, noise, disorder and anarchy reigned supreme ,now in the very same schools is found quiet, system and cheerful obedience—thoroughness and progress everywhere. My high injunction to teachers is that order must be maintained first, last and all the time. "Order is heaven's first law."

Suggestions for Teachers.—There are so many phases in the system of educational work in this county that differ from those elsewhere, and so many particulars in which the law, rules of the State Board, and instructions of the State Superintendent, must be interpreted according to our needs and established policy, that I have annually issued several pages of "Suggestions for Teachers," and fastened them in the front of school registers. These pamphlet leaves contain comments on patriotic days, arbor-day programmes, course of study, pupils' uniform examinations, township teachers' circle, pedagogical library, schoolroom decorations, teachers' examinations, employment of teachers, annual reports, text books, punctuality, school libraries, township supervisors, compulsory attendance, duties of teachers, work of the superintendent, and comments in many other particulars.

Transportation of Pupils.—At present we have two instances only of the transportation of pupils—from Bakerville school, in Manchester township, to Whitings, in the same township ,and from Cedar Bridge, in Union Township, to Cedar Grove school, in Stafford township. In both cases the plan works well. There are three or four other places where the same arrangement should be made, but the boards of education fear the people will object to closing their school houses, hence the matter of transportation from these schools is deferred.

Pan-American Letters.—These letters, addressed to the children of Ocean county, comprise a series of ten, bound in booklets, of which 500 were issued, and treating of the great Pan-American Exposition at Buffalo, the National Educational Association meeting at Detroit, Chicago, the Great Southwest, the

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Mexican Republic, the City of Mexico, together with Aphorisms, Short Stories ,and Morals and Manners. These booklets, together with another series called "Land and Sea Letters," written in like manner, by the superintendent, to interest and instruct the children and published at his personal expense ,were sent to schools throughout the county, especially where there was need of supplementary reading material. There are on file more than 200 letters from pupils, and many from teachers and parents, expressing their delight in the booklets and commending the plan.

Supervisors' Reports.—Immediately at the close of each school month, as indicated by the register, each teacher is instructed to send a report to the township supervisor, consisting of three parts: 1, The record taken from page 28 of the register. 2, The Roll of Honor, consisting of the names of pupils who have been excellent in attendance, deportment and scholarship. 3, The name of those neither absent nor tardy. These two lists of names are posted in the school room so that parents and superintendent may see them. The supervisor at once combines the teachers' reports and transmits a report of the entire district to the county superintendent. The supervisor keeps the reports of the teacher on file for the superintendent's inspection. This plan, which has been followed for three years, has resulted in keeping the registers written up, in inciting pupils to better attendance, deportment and scholarship, increased punctuality, in the teacher's constant care and watchfulness, and in the general welfare of the school. The supervisor, in most instances in this county, occupies a position of honor rather than of official responsibility. He is usually one of the leading teachers of the district, nominated by his associates and approved by the superintendent and local board. Usually he is allowed time in which to visit the schools of the district once or twice during the year. The chief duties of the supervisor are: I, To confer with the superintendent. 2. To assist the teachers. 3. To maintain the teachers' circle. 4. To secure better punctuality and attendance. 5. To have charge of the pedagogical library. 6, To confer with the board in reference to the schools. 7, To make an annual report in writing to the superintendent and to the board relating to the district. A compilation of these district reports was printed in the State report. This plan of having supervisors is unique and peculiar to Ocean county. By this means, the superintendent keeps in constant touch and monthly communication with all the schools of the county.

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In Conclusion, allow me to express to you and your assistant acknowledgements for attentions and courtesies, also to school officers, general and local, together with the teachers who so cordially support our work.

PASSAIC COUNTY.

HOMER A. WILCOX, SUPERINTENDENT.

Hon. Chas. A. Baxter, State Superintendent:

DEAR SIR—I have the honor herewith to transmit to you the statistical report of the educational work in the public schools of Passaic County for the year ending June 30th, 1902.

In Acquackanonk Township School No. 5, in Albion Place, was enlarged by the addition of one class-room. The Township of Wayne erected a one-room schoolhouse in Preakness and rebuilt and enlarged School No. 1, in Mountain View. Of the forty-four school buildings in the townships and boroughs, all excepting two, Nos. 5 and 6, in the Township of West Milford, are comfortable and convenient and meet reasonably well the present requirements.

While the districts of Hawthorne, Manchester and Pompton have raised but little money for school libraries, and Little Falls and West Milford none, the districts of Acquackanonk, Pompton Lakes, Totowa and Wayne have done their full duty in providing funds for that purpose. As a result of the work done by the four districts last named, the record for the county, as a whole, shows the following gains over the record for last year: $104 more money raised; $50 more received from the State; 63 more books purchased; $116 in hand with which to purchase books and 1,400 more books withdrawn.

Inasmuch as in two schools, each having a good library, teachers report that no books were taken out during the year, I cannot refrain from advising that at the opening of the schools, in September, the Board of Education in each district assign spe-

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cifically to the principal of each graded school and to the teacher of each ungraded school the duty of caring for the library in his or her school, that is to say, of giving out and receiving books at an appointed time each week, pursuant to the rules adopted for the distribution of the same.

Last year few books were withdrawn from the different branches of the pedagogical library. A much greater interest has been manifested this year. Many books have been taken out and I have issued four professional reading certificates.

The Passaic County Teachers' Association continues to hold an important place as an educational factor in the county. At the opening meeting in October we listened to an able address by Superintendent A. J. Demarest, of Hoboken. At the January meeting class exercises of much value in composition and geography were given, the former by Miss Lillian Halstead, the latter by Miss Mary A. Hand. The programme for the April meeting consisted of an address by Principal Absalom Grundy upon "Penmanship," followed by a class exercise in writing, and a paper by Principal Samuel E. Barnes upon the subject, "English Grammar." Both speakers were listened to with rapt attention, and their views were regarded as eminently practical.

The fall meeting of the Passaic County School Board Association was held in the County Court house, in Paterson, on September 21st. Judge Francis Scott addressed the meeting and business of a general character was transacted. The attendance, I regret to say, was small. At the spring meeting, April 12th, the attendance was considerably larger. The following officers were chosen for the ensuing year: H. A. Wilcox, president; S. W. Hewins, vice president; A. W. Smith, secretary; R. M. Torbet, treasurer; William J. Barbour, S. W. Hewins and H. A. Wilcox, delegates to the meeting of the State School Board Association. A general discussion of the recently enacted school law followed, after which the meeting adjourned.

The Passaic County Teachers' Institute convened in Paterson on the 19th and 20th days of December. The Institute was divided into two sections: (1) Primary and Kindergarten Department and (2) Grammar and High-School Department. Your plan of separating the Institute into two divisions proved an admirable one. Without exception, the lectures were scholarly, masterful and highly instructive. The unanimous verdict of more than six hundred teachers was: "One of the best Institutes we ever attended."

Our Boards of Education recognize the principle that, within reasonable limits, a moderate increase in the compensation of

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competent and faithful teachers, as their years of service lengthen, brings to the schools the just reward of renewed interest and effort on the part of teachers and, as a consequence, increased efficiency in the schools.

Last year there were 97 teachers in the schools under my supervision. This year 107 have been employed. Of this number, fifty were graduates of the New Jersey State Normal School and ten held New Jersey State teachers' certificates of different grades. The forty-seven others were licensed as follows: Fourteen, first-grade county; seventeen, second-grade county; thirteen, third-grade county; three, special county. The average monthly salary of teachers was $68.70 for males and $47 for females ,as against $66 and $43.69, respectively, last year.

I find no teachers superior to those who have received their training in our own State Normal School, and I consider that our county is especially favored by the fact that fifty of its one hundred and seven teachers were educated in that institution.

The average daily attendance in all districts other than cities was 3,031, which is 105 greater than was the average daily attendance last year. The percentage of attendance on the average enrollment was 85 and the average number of cases of tardiness per day for each teacher was 31 one-hundredths.

Heretofore the townships of Pompton and West Milford have kept their schools open only nine months in the year. Recently those districts voted appropriations for maintaining the schools ten months.

Although but few days intervened between the date of my circular of information to the teachers and Arbor Day, exercises appropriate for the day were held in nearly all the schools, and these were attended by about 400 visitors.

The examination of pupils in the eighth-year grade for graduation occurred during the first week in June. Eighty-three diplomas were issued—sixty to pupils who passed the examination successfully and twenty-three to those who had attained a general average for the year of 90 per cent. in attendance and scholarship.

The following tabulation will indicate the number of graduates from each school therein named: :

NAME OF DISTRICT	NO. OF SCHOOL	NO. OF GRADUATES
Acquackanonk Township	3	12
Acquackanonk Township	5	3
Hawthorne Borough	1	2

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Little Falls Township	1	15
Little Falls Township	3	4
Manchester Township	2	19
Pompton Township	6	3
Pompton Lakes Borough	1	8
Wayne Township	1	4
Wayne Township	2	8
Wayne Township	3	1
Wayne Township	4	4

The Boards of Education of Acquackanonk, Hawthorne, Little Falls and Pompton Lakes, desiring to offer to their grammar school graduates the opportunity to pursue the higher English branches, introduced the ninth- and tenth-year grades in certain schools in their respective districts, these being Nos. 3, 4, and 5 in Acquackanonk; No. 1 in Hawthorne; No. 1 in Little Falls and No. 1 in Pompton Lakes. By the adoption of this plan, forty-five pupils were induced to enter upon the advanced course, very many, if not all, of whom would, otherwise, have left the school never to return. In the year 1899 the Board of Education of Manchester Township had taken similar action, authorizing a two-years' course above the grammar grades in School No. 2 in Haledon, which this year registered nineteen pupils in that department. In the five districts named, therefore, sixty-four pupils have pursued the higher grades. This movement has imparted an impetus to the study of the higher branches, and, I confidently believe, will be succeeded in due time by the establishment in those districts of three or more High-School Departments, each having a three-years' course of study.

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SALEM COUNTY.

J. Harry Smith, Superintendent.

To Hon. Charles J. Baxter, State Superintendent:

Dear Sir—With much pleasure and a growing sense of the responsibilities of the office I have the honor to submit the following as my second annual report of the condition and progress of the public schools for the county of Salem for the school year ending June 30th, 1902.

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Progress has been made. The condition of the schools gives encouragement for greater efforts. The attention of boards of education and parents has been called to the importance of regular attendance on the part of the children, as under the present law much of the life of the rural schools depends upon this fact. Care has been taken to instruct the older pupils in the desirability of a higher education, whenever possible, when their course in the public schools has been completed. Emphasis has been placed upon the importance of keeping the school grounds in good order, beautifying them whenever possible, decorating the walls of the school rooms with pictures and displaying the pupils' work when of sufficient merit. Special efforts have been made towards securing of better sanitary arrangements in those schools where this matter has been neglected. It is a pleasure to state that gratifying results have already been secured on this line. In schools where no libraries exist the teachers have been encouraged to do their best to establish them and in schools where libraries have been placed to make them a helpful force in developing in the pupils a love for good, pure and wholesome literature. Whenever and wherever this is done the teacher has accomplished a very great work. In concluding these introductory remarks we wish to state that in all our labors in the schools and among the people we have aimed to set forth the sentiments so ably expressed by Wayland when he says: "A true education—what is it? It is awakening a love for truth; giving a just sense of duty; opening the eyes of the soul to the great purpose and end of life. It is not so much giving words as thoughts; or mere maxims as living principles. It is not teaching to be honest, because 'honesty is the best policy,' but because it is right. It is teaching the individual to love the good for the sake of the good; to be virtuous in action, because so in heart; to love and serve God supremely, not from fear, but from delight in His perfect character."

Boards of Education.—Many new members were elected at the last annual election. As a rule the district clerks are changed every year. This causes some delay in reports. We are pleased to note an increased interest upon the part of the several boards in the work of the schools. More pains are taken to secure the best teachers possible, to procure a larger local tax and to provide better facilities for the work of the teacher. The county boards of education, on call of the superintendent, met in the Salem County Court House in February. Many subjects pertaining to the work of the schools were discussed. The one receiving

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the most attention was the payment of transfers, some contending that, hereafter, the only compensation should be that which is received on the days' attendance. Others claimed that, in justice to all concerned, some additional compensation should be made according to circumstances governing each separate district.

School Buildings.—No new buildings have been erected this year. Alloway opened a new room in January. The usual repairs have been made.

School Libraries.—Alloway High School, Elmer High School, Mt. Zion of Mannington, Whig Lane of Upper Pittsgrove, Centre in Upper Pittsgrove, Union in Elsinboro, and Union Grove in Pittsgrove raised money sufficient for each to receive payments from the State. Walnut Grove, in Upper Pittsgrove, through the earnest efforts of the teacher, Miss Mary E. Guest, raised enough funds to start a new library in the school.

Pedagogical Library—The teachers' library continues its good work. Miss Eliza E. Jaquett, librarian, makes the following report: Books taken out during the current year, 67; No. of books in the library, 184; *Educational Foundations* is received every month.

Teachers' Examinations—The examinations have been held in Salem. Supervising principal of the Salem City schools and Principal Isaac Rissmiller, who was appointed to fill the unexpired term of Mr. Benton, are the examiners. During the year 12 first, 5 second and 20 third-grade certificates have been issued. Many of the teachers are working to raise their averages and for higher grade certificates.

School Examinations.—Two examinations of the schools of the county have been held. The first, termed the mid-winter examination, occurred during the third week in January. The following subjects were given: Physical geography, English composition, civics, bookkeeping and chemistry. The second, or regular examination was given during the first week in May. The number of certificates and diplomas issued was larger than any preceding year, notwithstanding the examination was held later in the year than has been the custom. All the work passed through the hands of the superintendent and was found quite satisfactory.

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Rutgers College.—The annual examination for free scholarships in the above college was held in the Salem Court House, June 7. No candidates from this county passed the required average. This county had six students in the college during the year, four of whom graduated.

School Commencements.—Pennsgrove, Elmer, Woodstown, Alloway, Quinton, Pennsville, Hancock's Bridge and Elsinboro No. 2, held very creditable commencements. I was able to attend all except two, and make the annual address to the graduates. These annual gatherings largely increase the interest in the schools.

Teachers' Institute.—At the October session of the Teachers' Association of Salem County a vote was taken as to whether the institute be held in Salem or whether this county join with Atlantic and Gloucester counties at Atlantic City. By a large majority the latter proposition prevailed. The teachers were delighted with the place and the Institute, which was held on the 6th, 7th and 8th of November, in the High-School Auditorium. The instructors were Miss Louise Connolly, New York City, Professor Earl Barnes, Philadelphia, Professor Charles A. Albert, Bloomsburg, Pa.; Professor Ray Hughes Whitbeck, State Model School, Trenton; Dr. James M. Green, Principal State Normal School, and Professor William J. Morrison, State Normal School. Charles J. Baxter, State Superintendent, was present to direct affairs. The standard set up by the Superintendent, though high, was maintained.

Teachers' Associations.—The Salem County Teachers' Association held three profitable and enthusiastic meetings during the school year. The first was held in Salem, October 12; the second in Woodstown, January 18; the third in Salem, April 26th.

The following programme for April will indicate the work done:

SALEM COUNTY TEACHERS' ASSOCIATION.

Saturday, April 26, 1902, High School Building, Salem City, N. J.

NOTE.—***Teachers, do not fail. The best fruit is on the new growth.***

MORNING SESSION.

10.00—Music. By direction of Professor Charles E. Glaspey, Salem.

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10.10—The Lord's Prayer.
10.15—Remarks by County Superintendent on Teachers' and Pupils' Examinations.
10.30—Lecture: "The Teaching of English.....
Professor Louis Bevier, Jr., Rutger's College

Dr. Wu Ting-Fang's criticism of our public schools, in Philadelphia, April 2. Discussion opened by Principal Lorenzo Lyon of the Woodstown Public School.

AFTERNOON SESSION.

1.45—Music .....Professor Chas. E. Glaspey
1.55—"Drawing in the Public Schools"..Miss Emma E. Sheppard, Camden
For thought and discussion of one or more:
(1) The Three Greatest Benefits of the School Library.
(2) How Can the School Grounds Be Made More Attractive?
(3) Has the Time Come When Rural Districts Should Employ Teachers of Music?
(4) What May Be Prophesied by an Inspection of the Teacher's Desk?
(5) The Value of a Teacher to the Cause of Education Who Attends No Educational Meetings.

Our plan is to have one "foreign" speaker and the others home talent. Many of the teachers take a lively interest in the discussions. The lecture by Dr. Bevier, Jr., more than delighted the audience. It was pronounced *par excellence*.

The Teachers.—There are in the county, including the city of Salem, one hundred and thirty-eight teachers employed for the full year and three for a term of four months. Of this number fifteen are men. The teachers, as a rule, are thoughtful, earnest and painstaking in their work. Owing to the small salaries paid in some rural districts we have, perhaps, more than our share of the inexperienced. Very many changes in our corps of teachers take place every year. Professor Fred A. Benton, of Woodstown, resigned in March to accept the principalship of the Ocean City schools. Professor D. R. Rohrbach, of Elmer, goes to Montana and Miss Lillie Edwards, of Salem, goes to Winona. Miss Annie E. Bradway, of Woodstown, has put in thirty-four years of noble work in the cause of education; Miss Sara E. Ayars, of Albany, thirty-one, and Mrs. Anna F. Barber, of Pennsgrove, twenty-five years of consecrated work to the same cause. Miss Mary Spear, of Salem, has taught for nineteen years, all of which time has been spent in the same school—Hanris Neck, Mannington township. She has been re-elected. There is difficulty each year in securing enough teachers to fill all the schools. At this writing there are four vacancies.

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Arbor Day was observed April 25th. Printed circulars were mailed to each principal and teacher April 10, calling attention to its importance and advisibility of making the exercises of more than usual interest. Reports were received from nearly every school, indicating that much interest had been taken in the observance. We attended the exercises at the Pennsgrove school and made an address.

Course of Study.—No changes have been made in the course of study. We had the "course" reprinted during the year and the subjects of the high school arranged by years, *i. e.*, certain subjects for the 1st year, and so on for the three years. Our course of study consists of primary, first four years; grammar, second four years, and high school three to four years. Certificates of promotion to grammar grade are issued to all pupils who complete the primary grade, and diplomas, furnished by the State, to those completing the other courses.

School Visits.—The part of my work that I appreciate most is the visiting of schools. It is a great pleasure to see the pupils and teachers at work. My interest must increase. A noble work is the developing and training of human souls for lines of usefulness and happiness. I have made more than the required number of visits. There are seventy-four schools under my supervision and I have made two hundred and forty-six visitations.

I have endeavored to make my visits as practical and helpful as possible.

My duties have been made very pleasant by the kind co-operation of parents, pupils, teachers and all school officials.

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SOMERSET COUNTY.

REV. J. A. METS, COUNTY SUPERINTENDENT.

To Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—Herewith I submit my annual report for the year ending June 30, 1902.

It is gratifying to report a steady growth of the true teaching spirit among our teachers, the most of them being ambitious to

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do the best work possible. In many instances this is, unfortunately, thwarted by the irregularity of attendance. But that will be remedied by the fuller enforcement of the truant law. And it is just here that the benefit of the change in the basis of the appropriation of the State School funds will more and more show itself, the several boards of education becoming constrained to apply the provisions of the compulsory school law more stringently.

The necessity of closing the smallest schools and combining them with others is becoming more and more felt in this county. Hillsborough township will transport the children from one more of its smaller schools to another near by. This movement is, however, not yet general enough in the county at large, a number of schools still being maintained at an expense wholly out of keeping with the work to be done. I would, therefore, repeat the suggestion made in my report of last year, viz., that authority be vested by law somewhere to fix a minimum limit permissable for the continued maintenance of a public school.

The new school house at Harmony Plains, No. 14, Hillsborough, has been occupied the past year, proving much better adapted to modern demands of school work than the old house that was burned down. At Ten Mile Run also, No 4, Franklin, a new school house has been built and put into use. To the erection of this one of the residents, Mrs. Phillips, contributed $1,000, besides donating a lamp, chandeliers, clock and seventy-five folding chairs. The remainder of the cost, inclusive of desks, etc., amounting to about $400, was borne by the board of education of Franklin township. The new house is a model of neatness and convenience.

The new building for the scientific, manual training and domestic science department in North Plainfield Borough has been occupied this year, and the work done there has already more than justified the expenditure of the funds for this object. Much has been done also the past summer in beautifying and renovating the school houses in other districts of the county.

At a recent special meeting of the legal voters in Bernards township the Board of Education was empowered to proceed at once with the erection of a four-room school building at Basking Ridge. There is no doubt that another year will see a large school house built at Bernardsville also, one that will be fully adapted for advanced grammar and high-school work.

As in the preceding years, no applicants presented themselves for the competitive examinations for scholarships in the State College of Agriculture and the Mechanic Arts. Regrettable as

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this may seem, I have found that the cause of this lies partly in the fact that the young men pursuing a sufficiently advanced course of study in our high schools to fit them for this examination generally prefer to enter the scientific department of Rutgers College proper.

For the county grammar school examinations held in June there were 52 applicants, 43 of whom secured diplomas, as against 51 applicants and 27 diplomas the year before, a gain of nearly 30 per cent. in the number of diplomas granted. This is fairly indicative of much improvement in the work done by the teachers.

To the teachers' libraries 108 books have been added during the present year. These were carefully selected by a committee consisting of myself and three of our most prominent principals. In the matter of school libraries quite a marked improvement is shown, more money having been raised the past year than in any former year, so far as the records in this office show, and nearly one thousand books having been purchased in the two years just passed than in any preceding year. The teachers also are becoming more particular in keeping the records of the libraries, a result due to the cards gotten up by me for this purpose. Still another improvement in this matter will have to be made, however, before this branch of our work is fully up to the mark. I would renew the suggestion made in my report of last year that in the future no State aid be given for the purchase of library books or apparatus except upon the written testimony of the county superintendent or other recognized authority that the books and apparatus in the school for which such aid is sought are properly cared for.

The County Teachers' Association and the general teachers' meetings have again proved very profitable.

Owing to a very serious injury, which incapacitated me for work for some time, the April meeting of the County Boards of Education had to be omitted. The same misfortune also largely diminished the number of school visits to be made. The Teachers' Institute held at Bound Brook on December 16, 17 and 18 was, as usual, very profitable. The addresses of Mr. Earl Barnes on Child Study particularly enlisted the interest of the teachers. As a result a systematic study of this general subject was entered upon during the remainder of the year, the primary object being to get at the child's idea of character. I therefore sent out the following questions to all the schools in the county:

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1. What person, whom you know, have heard or read of would you most wish to be like?
2. *a.* Would you wish to be like Mr. McKinley? Give reasons.
   b. Would you wish to be like Miss Frances E. Willard? Give reasons.
3. *a.* What is a gentleman?
   b. What is a lady?

Answers to these questions were received from nearly all the schools and were tabulated by me according to the age and sex of the pupils and the answers given. Many of the reasons given are quite curious and amusing, some also displaying much intelligence on the part of even very young pupils. The result, aside from the insight thus obtained into the working of the child-mind, has been quite beneficial in giving a better insight into the ability of the teacher in developing the mental and moral character of the pupils than could be gotten by the mere visitation of the schools. The experience thus gained may be a guide in the future work connected with the supervision of our public schools.

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SUSSEX COUNTY.

LUTHER HILL, COUNTY SUPERINTENDENT.

To Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—I present herewith my twenty-sixth annual report of the condition of schools in Sussex County, for the school year ending June 30, 1902.

Our educational progress for the year has not been altogether satisfactory, owing not to any lack of interest or of effort on the part of officers or teachers, but to conditions beyond our control. During a part of the year the weather became so inclement and the roads in such a state as greatly to reduce the attendance in

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rural schools, and in some instances to close them for a period. Other schools were closed on account of small-pox and other contagious and epidemic diseases.

The average time that the schools have been kept open is the same as last year. There is a loss of one hundred eight in the total enrollment and a greater loss in the average enrollment due largely to long periods of very stormy weather, and to conditions of health as previously stated. There is a gain in the percentage of attendance based on the average enrollment over the previous year. The county average of teachers' salaries is increased for both sexes. The financial condition of nearly all the districts is very satisfactory. There is an increase in the unexpended balances available for the payment of teachers' salaries for the new school year. Two districts have a bonded debt through building; and one shows a temporary loan made necessary to close up the year's account.

All of the district clerks and custodians of school moneys forwarded their annual reports with promptness and businesslike accuracy.

There is some activity in school libraries. One new library has been established and additions have been made to nine others. Several schools received a loan of a number of very interesting books pertaining to agriculture, horticulture, animals, and birds from Professor Crane, chemist of the Century Milk Company, who also awarded prizes to the pupils for essays upon specified topics.

A table accompanying my report gives the tenure of employment of teachers. From this it appears that more than twenty are *beginners*. This is about the *annual* number of this class, and changes of about half the whole number employed, take place every year. Very few remain in the same school longer than ten years. One has filled the same position for twenty-seven years. One has had a total experience of thirty-nine years.

Six first-grade, twenty-seven second-grade, and eighteen third-grade certificates were issued during the year.

Examinations of pupils for grammar-school diplomas were held May 28 and 29, resulting in the issuing of a largely increased number of diplomas.

No new school buildings have been erected. An appropriation has been ordered in Vernon township for a new school house at Vernon village which will be built in the early part of the new school year.

We have given attention to special duties pertaining to Arbor Day and Patriotic exercises.

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Our annual Institute, held at Newton, December 12, and 13, under the instruction of Earl Barnes, Miss Louise Connolly and Dr. Seeley, was very successful. All the teachers were present but four—three being absent from sickness and one without a valid excuse.

For nearly twenty-seven years I have held the office of County Superintendent of Schools, supported by the press and public and aided by the hearty co-operation and loyalty of the teachers. My official relations with the various school officers have been most harmonious and pleasant and in all my intercourse with officers, teachers, parents, and pupils during this long period, in the administration of the duties of the office, I have been treated most courteously and kindly. It is therefore a source of sadness that I shall sever the official relations of more than a quarter of a century by declining a reappointment to the office I now hold. I heartily thank the members of the State Board of Education for this continued confidence and support, and I gratefully acknowledge the countless official and personal favors of yourself and Assistant Superintendent Betts and of the others associated with you in the office.

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UNION COUNTY.

WILLIAM J. SHEARER, SUPERINTENDENT.

To Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—I herewith submit a brief report of the schools of Union county, ending September 30, 1902.

Last year I gave a list of fourteen buildings started or finished during my first term as superintendent of Union County. I also called attention to the fact that in the county there were but three unsatisfactory buildings, in which less than one hundred

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pupils attended school. During the past year, one of these has been replaced by a modern, four-room building. It also seems certain that transportation will result in the abandonment of another unsatisfactory building. By the end of this year I hope to be able to report progress with reference to the third last-named buildings. Additions have also been made to the Sherman and Garwood schools of Cranford township.

The County Teachers' Association has held regular meetings during the year. These meetings continue to grow in interest and in attendance; not only was the attendance far larger than in previous years but the number of memberships was one hundred per cent. greater than before. Several years ago those attending these meetings were comfortably seated in a single classroom. Now it is found necessary to use the same assembly room as is used for the county Institute. This is largely due to the interest of the teachers and the excellence of the programme. However, boards of education of the county are to be congratulated for placing before their teachers the importance of being present at all these meetings.

If I should say that our county institute was one of the best we have ever had, I would simply be stating a fact and repeating what I said last year concerning our institute. They seem to be better each year. Concerning county matters heretofore reported on, I might make the same statement that I made in previous reports. However, I see no necessity of such repetition. On all lines the work is moving smoothly and principals, teachers and especially Boards of Education are to be congratulated on the success of their efforts to advance the cause of education in this county.

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WARREN COUNTY.

F. T. ATWOOD, SUPERINTENDENT.

To Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—I herewith respectfully submit my annual report for the school year ending June 30, 1902.

A serious epidemic of small pox, commencing the first of Jan-

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uary and continuing two months, interfered very much with the programme of our schools. Many schools were closed for a long time and the attendance in the other schools, owing to fear and the number of pupils who were vaccinated, was small. It is safe to say that the Boards of Education in Warren county have thoroughly enforced the law requiring the vaccination of school children. There have been a few parents who have objected to the enforcement of the law, and their children were not allowed to attend the schools.

The plan of apportioning the school moneys upon the basis of the school attendance is doing much to advance the welfare of the schools. Boards of Education understand that the longer the schools are open the more money they receive from the State appropriation. Franklin, Oxford and Independence have increased the school term from nine to ten months, and Allamuchy from nine to nine and one-half months. To increase the school attendance some of the school boards offer prizes, while others employ truant officers. A combination might be effective.

On account of the epidemic of smallpox the February meeting of the County School Board Association was postponed until April 26. The meetings of the Association have been fairly well attended by those members of the Boards of Education who were most interested in the advancement of our schools. The results show that the School Board Association has a place in the school system of our State, and is worthy of our continued thought and support.

At the meetings of the Executive Committee of the Teachers' Library Association books have been purchased and added to our libraries until at present we have six permanent libraries containing about forty volumes each, and six circulating libraries of nearly thirty volumes each. We have raised fifty dollars for our teachers' libraries and have received fifty dollars from the State appropriation.

The interest in the annual examination for grammar grade diplomas does not flag. Diplomas were granted to eighty-eight pupils this year.

All the meetings of the County Teachers' Association have been interesting and profitable.

The Teachers' Institute was held at Washington, December 9, 10 and 11. The instructors were Charles J. Baxter, Earl Barnes and Miss Louise Connolly. Earl Barnes and Wm. H. Morrow delivered interesting and instructive lectures on Monday and Tuesday evenings respectively. The Institute was remarkably

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satisfactory, and we should be glad to welcome the same instructors again.

Another room is being fitted up for an additional teacher at Pittengerville, Oxford township, and a second teacher has been employed at Marksboro. Various other boards of education are making long needed repairs and necessary changes in their school buildings. The increased population at Alpha has made it imperative that the school facilities there be greatly increased.

It is very gratifying to report the promptness and accuracy with which nearly all the school officials attend to their duties.

There is a spirit of progress evinced along nearly all lines of school work. We have a larger amount voted for school purposes than last year. There is a slight advance in the teachers' salaries. The length of the school term is steadily increasing. Interest in school libraries is growing. One thousand one hundred twenty-one new books have been added to the school libraries this year, and twelve thousand eight hundred fifty-three books have been taken out. The teachers are using modern and progressive methods in their work, and are trying in every way to increase the efficiency of the schools.

Each school under my supervision has been visited twice and sufficient additional visits made to make a total of three hundred four school visits.

In conclusion I wish to express my gratitude to the State Department for the many courtesies extended.

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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. SHEPARD, SUPERINTENDENT.

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

DEAR SIR—Permit me in compliance with law to submit the following report concerning the interests of the public schools of Asbury Park for the year ending June 30, 1902.

Kindergarten.—A careful regrading of our kindergarten classes at the beginning of the past year, has enabled much more efficient work to be done than was possible before. Children six years of age, who have never been in school are no longer admitted to the kindergarten, but put directly into the first grade of the primary department. Children entering at five years of age are put in the second year of the kindergarten.

The first year and a half of the kindergarten course is devoted to pure kindergarten work. The last half of the second year of the course the work is modified to approach that of the first primary grade.

In connection with the kindergarten work the mothers' meetings have been continued with increasing interest, leading in the latter part of the year to the organization of a mothers' class for the serious study of the kindergarten philosophy and methods. The success of this phase of the work is due to our very efficient kindergarten supervisor, most ably seconded by her associate in the kindergarten work.

Not only has the reorganization of the kindergarten classes greatly increased the effectiveness of the teaching, but a carefully graded two-years' kindergarten course has been worked out in detail. This will give greater definiteness and power to the work.

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Our aims and general method in this work are well expressed by the following quotation from the last report made to me by our supervisor of the kindergarten department: "In the kindergarten the *aim* is to establish a *sure* foundation for the work of the school and for right living. It is the purpose to arouse and develop here all the dawning powers of the child, both individual and social, and to form good habits, physical, mental and moral."

"The kindergarten also constitutes an easy and happy *transition* from the free life of the home to the necessarily more restricted life of the school."

"The essential *process* in the kindergarten is *self-activity,* 'activity that originates in the mind of the individual, who acts; the most productive kind of activity in the development of operative power, controlling power and originating power.' "

"The important *agency* employed is carefully directed *play.* The natural instinct to play is so regulated as to lead it gradually and naturally into work, securing for work the same spontaneity and joy, the same freedom and serenity that characterize the play of children."

"Through a series of various *occupations,* such as building, designing with sticks, tablets, rings and seeds, drawing, weaving, modelling, sewing, cutting, folding, etc., through social games, pictures, song and story the vigorous and harmonious development of the child is secured."

Elementary teachers are, as a rule, less well qualified to teach history and nature study than any other subjects required of them. I am inclined to the opinion that the fault lies chiefly in the inadequate preparation given in these subjects by normal schools in general. I do not believe this deficiency in the preparation of teachers is to be remedied by crowding more subjects into the normal school courses, providing they are to be kept of the same length as at present, namely two years following a four-years' high-school course. *Time* is required to attain the requisite *scholarship* necessary to teach these subjects intelligently and profitably.

It is not desirable that less attention be given to the study of methods and the so-called professional subjects, but that *more* time be given to the study of *subject matter.* Broader and profounder *scholarship* is the desideratum most lacking in the great body of elementary teachers. This is not the fault of the teacher, nor is it the fault of the normal schools considering the length of their courses. The fault lies in the fact that the normal schools in general have courses too short in duration to afford

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the scholarship and culture which elementary as well as high-school teachers should possess. The cause of public education would be greatly advanced and the teaching profession greatly benefited if the normal schools in general could have their courses prolonged at least two years. Nowhere in our educational system to-day do we so much need teachers of breadth and depth of *scholarship* and of culture and refinement as in our elementary schools—teachers who know much more of the subjects they teach than the portion meted out to the children; teachers who know enough of the subjects taught to understand their relationships, and who are competent, therefore, to select and emphasize the *essentials* and subordinate the *non-essentials;* teachers, therefore, who have some power of *self-direction.* The teachers of elementary work need a broader outlook on social development, past and present, a better understanding of societary organization in its industrial, political, religious, educational and social phases and what would naturally follow, a more comprehensive appreciation of the function of schools and teachers. To this end, therefore, not only should the normal-school courses of study be lengthened at least two years, making their diplomas equivalent in standard to a college diploma, but there should be introduced into those additional years and required of all would-be teachers, thorough courses in sociology, economics, political science and history, as well as much longer courses in literature and science than it is possible for the normal schools to give under present standards and as at present organized. The State of New Jersey with its large surplus of revenues could do no grander work for its educational interests than to endow handsomely our State normal school with the means to enable its officers to make it a school of such standards.

Although the biological laboratory in our high school was by contract to have been ready for use a year ago last September, owing to unsatisfactory fulfillment of the contract, we were debarred from the use of this laboratory till last September. Its use this year has, of course, greatly facilitated the study of zoology and botany. The course in each of these subjects extends over one year six periods per week. Four of these periods are devoted to laboratory study. This past year has seen a generous addition to the apparatus and equipment so essential in profitable study of science. In the strong belief that not less than a year should be devoted to the study of any science in the high school our science course provides for one year of study of each of the four sciences—zoology, botany, physics, chemistry, in the order named.

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The enrollment in our high school has increased somewhat this past year over that of the former year. This is due to an increase of 87½ per cent. in the number of tuition pupils attending the school from communities along the shore from Point Pleasant on the south to Deal on the north. In 1900-1901 the enrollment of such pupils in the high school was sixteen. This past year, 1901-1902, it reached thirty. This is exactly 24 per cent. of our high school enrollment and accounts for the unusually large percentage of high-school students in proportion to the total enrollment of the schools. The high-school enrollment this past year was 16 3-5 per cent. of the entire enrollment of our schools. It is interesting to note what proportion of the total high school enrollment is from Asbury Park. The total enrollment, 753, less the tuition pupils in both high school and elementary school, or 40 in all, leaves 713 as the total enrollment from Asbury Park. The total enrollment of high-school pupils from Aspury Park is 95. The proportion of high-school pupils from Asbury Park is, therefore, 13.15 per cent. of the total enrollment from Asbury Park. Comparison with other places shows this to be unusually high. It is a fair indication, I think, of the strength of the high school sentiment in this community, as well as of general economic prosperity.

The following table, showing the total school enrollment, the high-school enrollment and the percentage of the total enrollment constituting students in the leading high schools of our State is instructive. The high schools enumerated comprise all but four of the fifty-two high schools of our State upon the "approved list" of the Trenton Normal School. For that reason they have presumably curricula four years at least in length. The data from which the percentages of this table are computed are taken from the Annual Report of the State Board of Education for 1901, page 44, and the appendices.

The order of arrangement is from highest to lowest. The table shows fourteen districts * with over ten per cent. of the school enrollment in the high school, twenty-one places with over nine per cent, twenty-eight with over six per cent and thirty-four above 5.05 per cent, which is the average for the whole State. Of the forty-eight districts fourteen are below the average for the whole State. The proper interpretation of these statistics would require more space than allowed me and a much more exact knowledge of local conditions than at present possessed. In general, as might be expected, localities largely manufacturing or foreign in character, show the lowest percentage of high-school enrollment. It is notable that the manufacturing

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towns New Brunswick, Elizabeth and Passaic rank above the average for the State, while Atlantic City, Ocean Grove and Burlington, residential and commercial communities, rank below this average. The explanation must be found in the conditions, industrial, social, cultural or all three combined, peculiar to each place.

* NOTE.—Of the 48 places named in the table, only 36 are school districts in the legal sense of that term. Camden and Bridgeton, despite their high-school enrollments of 316 and 302 respectively, are not included in the table because they are not mentioned as on the "approved list," in the last annual report of the State Superintendent. The percentage of high-school enrollment in Camden is 2.46 per cent.; of Bridgeton it is 11.37 per cent.

* TABLE SHOWING PERCENTAGE OF HIGH SCHOOL RELATIVE TO TOTAL SCHOOL ENROLLMENT.

High Schools on the "Approved List" of the State Normal School. (*Districts.*)	*Total Enrollment 1900-1901.*	*High-School Enrollment 1900-1901.*	*Percentage of High-School Enrollment 1900-1901.*
1. Atlantic Highlands	398	89	22.36 per cent.
2. Manasquan	397	70	17.63 per cent.
Asbury Park (1901-02)	753	125	16.6 per cent.
3. Woodstown	318	49	15.41 per cent.
4. South Orange	790	116	14.68 per cent.
5. Asbury Park (1900-01)	790	114	14.43 per cent.
6. Caldwell	316	43	13.61 per cent.
7. Red Bank	1,027	137	13.34 per cent.
8. Salem	1,020	129	12.67 per cent.
9. East Orange	4,007	470	11.73 per cent.
10. Westfield	895	103	11.51 per cent.
11. Montclair	2,863	306	10.69 per cent.
12. Somerville	891	92	10.33 per cent.
13. Madison	465	48	10.32 per cent.
14. Ridgewood	540	59	10.11 per cent.
15. Boonton	758	74	9.76 per cent.
16. North Plainfield	1,070	103	9.63 per cent.
17. Morristown	1,381	131	9.48 per cent.
18. Dover	1,306	120	9.19 per cent.
19. Hackensack	1,992	181	9.09 per cent.
20. Vineland	1,874	170	9.07 per cent.
21. Phillipsburg	1,764	160	9.07 per cent.
22. Plainfield	2,697	234	8.68 per cent.
23. New Brunswick	3,001	254	8.46 per cent.
24. Cape May	454	35	7.71 per cent.
25. Long Branch	2,711	203	7.49 per cent.
26. Bloomfield	1,772	116	6.61 per cent.
27. Elizabeth	7,330	464	6.33 per cent.
28. Town of Union	3,051	185	6.06 per cent.
29. Trenton	9,840	562	5.71 per cent.
30. Passaic	4,983	279	5.6 per cent.
31. Lakewood	814	44	5.41 per cent.
32. Mount Holly	892	45	5.4 per cent.

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*TABLE SHOWING PERCENTAGE OF HIGH SCHOOL RELATIVE TO TOTAL SCHOOL ENROLLMENT.

High Schools on the "Approved List" of the State Normal School. (*Districts.*)	*Total Enrollment 1900-1901.*	*High School Enrollment 1900-1901.*	*Percentage of High School Enrollment 1900-1901.*
33. Orange	3,406	181	5.31 per cent.
34. Woodbury	887	45	5.07 per cent.
*STATE OF NEW JERSEY	217,287	10,973	5.05 per cent.
35. Atlantic City	4,760	237	4.97 per cent.
36. Perth Amboy	3,197	153	4.79 per cent.
37. Ocean Grove (Neptune Twp).	2,325	99	4.26 per cent.
38. Burlington	998	42	4.21 per cent.
39. Rahway	1,535	64	4.17 per cent.
40. Belleville	1,018	39	3.83 per cent.
41. Paterson	17,849	668	3.74 per cent.
42. Woodbridge	1,271	47	3.7 per cent.
43. Kearny	2,340	85	3.66 per cent.
44. Newark	41,870	1,508	3.6 per cent.
45. West Orange	1,395	50	3.6 per cent.
46. Hoboken	9,145	279	3.05 per cent.
47. Jersey City	32,174	920	2.86 per cent.
48. Bayonne	6,019	146	2.43 per cent.

* NOTE.—The last annual report of the State Board of Education gives the total enrollment by *Counties* as 336,432 and the high-school enrollment, 14,853. By *Districts* the totals given are 217,287 and 10,973 respectively. The latter figures were used in computing the average for the whole State, before the mistake was discovered. If the enrollment by *Counties* is taken the percentage of high-school enrollment for the whole State would be 4.41 per cent. If, therefore, the enrollment by *Counties* had been used, our conclusions would have to be slightly, though not materially, modified.

The above 48 districts contain 89 per cent. of State enrollment. The above 48 districts contain 90 per cent. of high school pupils of the State.

Average percentage of high-school enrollment for above 48 districts, 5.10 per cent., or only slightly more than the average of the whole State, 5.05 per cent.

Five cities, Newark, Paterson, Hoboken, Jersey City and Bayonne, all containing large aggregations of foreign-born, contain 49.27 per cent. or nearly *half* of the school enrollment of the *entire* State. They comprise 55.37 per cent,, or *over half* of the school enrollment of the forty-eight districts in the table and only 32.05 per cent. of the high-school enrollment of those districts. It is clear, therefore, that the low average for the State, namely, 5.05 per cent. is accounted for very largely by the status

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of high school education in the above-named five cities. Leaving these out of account, the average high-school enrollment for the remaining 43 districts would be 7.37 per cent of their total school enrollment. This is a fairer average with which to compare the high school enrollment of these forty-three districts. If this is done there remain but twenty-five districts having a high-school enrollment above this average of 7.37 and eighteen below it. With very few exceptions the populations of these eighteen districts contain a large proportion of manufacturing and foreign-born elements. It is a well-known fact, statistically, that the economic ability of the individual family in populations of such character to keep children in school long enough to complete a high-school course is relatively less than in commercial or residential communities.

The bearing of the above deductions upon the question of a State subsidy to high schools is important. For example, the above table seems to show that it is not the rural communities so much as the congested centers of population that need the benefits of a State subsidy, if one is to be given.

The balance to the credit of our School Library Fund July 1, 1902, was $18.85. From the State we received $20.00 and from other sources as school entertainments, appropriations of the Board, and benefactions, $248.92. The balance remaining unexpended June 30, 1902, was $95.87.

We have added to our school library, both reference and circulating departments, during the past year, 112 volumes. Our Library was opened to the use of the pupils last year during 34 weeks. In this time there were circulated 5,504 volumes. The increase over the previous year in the number of volumes taken from the library on the subjects of history and travel was 87 per cent.; the increase in works read on social subjects was 145 per cent.; the increase in the number of volumes taken out on the subject of science was 53 per cent. These indications of the changing interest of the pupils are very encouraging to us. Your recommendations to the State Board of Education relative to the encouragement given by the State to the establishment and building up of libraries will, in my judgment, be most heartily seconded by all in the State interested in the matter of school libraries. I hope the State Legislature will deem it wise to adopt your suggestions.

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ATLANTIC CITY.

CHARLES B. BOYER, SUPERVISING PRINCIPAL.

Hon. C. J. Baxter, State Superintendent:

DEAR SIR—I would herewith submit to you my annual report of the public schools of the city of Atlantic City for the school year ending June 30, 1902.

The enrollment during the past year has increased from 4,760 to 5,181, while the teaching force has been increased from seventy-six teachers to ninety-eight, an increase of twenty-one.

During the past year many of the classes that were formerly overcrowded have been reduced to a normal condition. We are practically aiming at class enrollment not to exceed forty-eight pupils. All of the school rooms with the exception of two, are now furnished with single desks, about half of these being adjustable. All of our available school rooms were occupied, and it was necessary, in three instances, to have first-year classes on half-day sessions. We are in need of additional school facilities, and it is earnestly hoped that the proper appropriations may be made early in the fall in order that we may have the requisite number of school rooms by the opening day, September, 1903.

Our teachers have worked faithfully during the year. Special efforts were made by them to secure better attendance. The total number of days present for all pupils during 1901 was 548,993 days, while our total attendance for 1902 was 594,495 days. This is a creditable increase, but is, however, not satisfactory; and great work is needed to stimulate parents to efforts of duty and responsibility. The colored and Italian population forms a very large portion of our school enrollment. It is these nationalities that are largely indifferent and thus neglect to send their children to school regularly.

Our new high school was completed last September and ready for use on the opening day, September 16th. The dedication of the same was to take place on Saturday, September 14, 1901; but, on account of the death of our beloved president, William

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McKinley, these exercises were postponed until the last Saturday in October.

The dedicatory exercises were of great interest, and were listened to by a large audience. The high-school building is located on the northeast corner of Pacific and Ohio avenues. The lot is 150 feet square, and the price paid for the same was fifty thousand dollars. The building is a four story structure, partly brick and partly stone. There are in the building sixteen light, roomy class rooms, size 24 feet by 32 feet; a beautiful auditorium with a seating capacity of 600; a science lecture room; a physical laboratory; a chemical laboratory; a large and well-equipped drawing room; a large manual-training room; two rooms occupied as offices by the Board of Education and Supervising Principal; a large and well-furnished library and a room used exclusively by the principal of the high school. The building is furnished throughout with solid, adjustable, single, cherry desks. The interior woodwork is in oak with a golden oak finish. The ceilings are finished in hard white plastering while the side walls are a grayish tint, soapstone finish.

The cost of the building, including architect's fee, heating and ventilating plant, furniture, grading, building of sidewalks and the general laboratory equipment amounted to $100.000.

Our Board of Education aimed throughout to secure a light, commodious, roomy and modern school building, heated and ventilated with the best system available; and, it is gratifying to note that they have given to this city such a building. The building will answer the demands for high-school purposes for many years; and is a credit to the thrift and progressiveness of our citizens as well as a monument to the members of the Board of Education. Our chemical and physical laboratories have been well supplied with the necessary apparatus and all science work is now conducted on the laboratory plan.

German was added to the high-school course, with additional minor changes in other lines of work. This was done for the purpose of meeting the urgent demands of other institutions. A number of our graduates have gone to other institutions and were admitted, in most cases, without examination. A new course of study has been adopted for use in our high school. This course will go into effect next September. The primary and grammar school work has been progressive. The attendance in these grades has been good, and a larger number have been held in school than heretofore. We are now following the departmental system of teaching in the seventh and eighth grades.

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All of our eighth-grade pupils attend school at the new high-school building, while all the seventh-grade pupils are attending at the Illinois Avenue School. The system in use has been beneficial in many respects. We have inaugurated the system of graduation from the last year of the grammar school to the high school. The exercises have been of an appropriate nature and it is earnestly hoped that this will not only keep more pupils in the grammar schools, but that it will increase our enrollment for the high school.

Of the 5,181 pupils enrolled last year we had 3,415 in the primary grades, 1,500 in the grammar grades, and 266 in the high-school. We are making an effort to increase the enrollment for our high school and this can only be accomplished by a better adaptation of means toward an end in our grammar school work. We must have smaller classes, the best of teachers and more individual work.

Additions were made to the various school libraries. An afternoon and evening lecture by Ernest Thompson Seton was well attended, and about one hundred and twenty dollars realized for our school libraries. This, in addition with the money received from the State, was used for the purchase of library books. A number of reference books, dictionaries, and gazetteers were purchased by the Board of Education.

At the close of the school term an exhibition of school work was held in the lunch room of our new high-school building. The written work in history, geography, language, arithmetic and science work was creditably executed and made a very fine and attractive exhibit. In connection with the above we had work from the manual training and drawing departments. The rooms where the exhibit was held were opened to the public afternoons and evenings during the last week in May. A large number of our citizens, in connection with strangers, spent considerable time in examining the work. The work was very favorably commented upon and reflected credit to the skill and earnestness of our teachers.

The school savings-fund system is still meeting with approval by both parents and pupils. The total amount deposited during the year amounted to $7,084.26, while the total amount deposited to date amounts to $32,237.18.

This speaks well for the pupils of our schools, and we trust that the good work may continue.

Frequent grade meetings were held during the year. These meetings were of general importance to all teachers and proved a valuable means in helping the new and inexperienced teachers.

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Our teachers are allowed one day during the term for visiting other schools, either in our own city or other cities. Most of the teachers availed themselves of this opportunity and thus spent profitable days in observation of school work either poorer or better than their own.

Progress has been our watchword, and we have endeavored to impress upon each teacher, supervisor, or special teacher that, if we wish to elevate the standard of our schools, honest and conscientious work must be done at all times. We have had a liberal and hearty support of the Board of Education in all matters pertaining to the welfare of our schools; and we trust that this co-operative feeling of our citizens, teachers and Board of Education may continue.

———

BRIDGETON.

E. J. HITCHNER, SUPERINTENDENT.

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

DEAR SIR—Upon the retirement of Mr. Cox in April, the title and duties of City Superintendent fell upon me. One-fifth of a year as superintendent can call for but the same proportion of a finished report.

Our high school is not among those of the Approved List, and though our judgment of the fitness of things may not be outraged, our local pride spurs us to investigate, to weigh, and to take steps towards placing it there, when we are satisfied that the dignity of such a position can be sustained.

To this end, upon invitation, Dr. Green visited Bridgeton in April and gave an interesting talk upon a high-school course. His talk abounded in convincing arguments why high schools should be upon the Approved List.

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Our Board of Education is composed of men from the most intelligent and progressive classes, and are earnest in their efforts to do for the schools what, in their judgment, is for the best.

Until the school law of 1902 became effective, city council selected sites and built the school houses. While they ever responded to the demands for more and better school buildings, they never, as a body, were quite able to free themselves from the old feeling of ward allegiance, and, as a consequence, while the city has built within the past ten years, five modern brick buildings, we have no place where can be gathered the four upper classes that they may advantageously pursue a high-school course. Still, we are not downcast. With a Board of Education to lead public opinion, with a corps of teachers understanding what is required, and each eager to accomplish her share, it is felt that a report from the superintendent of Bridgetown will contain, one of these days, a discussion upon the work of the high school, and expressions of gratification that the pupils from Bridgeton schools can meet those from other parts of the State and say, with them, "We have finished the course prescribed by the State Board of Education."

Our course consists of twelve years; from this were graduated 45 pupils, whose average age was seventeen years, three months, fifteen days. Enrolled in the upper four grades are 265 pupils. Partly upon these conditions we base our hopes for the above.

———

CAMDEN.

JAS. E. BRYAN, SUPERVISING PRINCIPAL.

To Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—The work of our schools in the past year has been seriously interrupted and otherwise retarded by the epidemic of contagious disease that was more or less widespread throughout the country during the year.

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We opened in September with a larger enrollment and better attendance than ever before. October was still better. Early in November, however, we began to feel the effects of the alarm that was rapidly spreading. Our increase in enrollment rapidly diminished and our attendance was seriously affected. Conditions grew gradually worse up to the holidays. The Board closed the schools about a week earlier than usual and kept them closed about a week later than usual, making an intermission of about a month. During this time the buildings were thoroughly cleaned and disinfected under the supervision of the Medical Inspector. Upon reopening the attendance was far from normal, but the extreme care given to the sanitation of the buildings and the close personal attention of the Medical Inspector soon restored the public confidence to such an extent that our attendance increased steadily each month from February to May, a very unusual occurrence.

The last four months of the year were unusually good ones, in point of attendance, so that the losses of the early part of the year were, in a measure, made up.

While our enrollment was about two hundred less than the year before and our average roll about four hundred less, nevertheless, our average attendance was better by nearly a hundred.

A year ago I reported a decrease of more than thirty per cent. in the number of cases of lateness. This year I am able to report a still further decrease of more than fifty per cent. The number of cases of lateness was thirty-four per cent. of the number reported two years ago. It is still above the normal.

Our high-school enrollment has steadily increased from 150 three years ago to about 360 for the last year.

There have been no radical changes in the general policy of administration.

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EAST ORANGE.

VERNON L. DAVEY, SUPERINTENDENT.

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

DEAR SIR—The most important events in the school history of East Orange for the year ending July 1, 1902, were the publication of the revised "Course of Study and Manual for Teachers" and the resolution to double the size of the Elmwood school.

The revision of the course of study was a work of considerable magnitude, and was accomplished in a way believed to be somewhat different from the usual method. The following extract from the Preface may be of interest as explaining not only how this particular piece of work was done, but as illustrating the general plan here followed by which the interest and enthusiasm of teachers and principals are maintained. It is believed that those who assist in planning work will most successfully execute it.

"In 1893 a pamphlet was issued containing the Course of Study with Suggestions to Teachers. This was the joint production of the superintendent and the principals and was prepared after repeated consultation with the teachers. In 1896 this pamphlet was thoroughly revised and rewritten, and considerably enlarged. Both principals and teachers again had an important part in the determination of its contents. Its reception was very gratifying and the large edition was long ago exhausted. The subject matter of the present edition has been prepared in much the same manner. During the past year teachers have been urged to criticise the course in any particulars in which improvement seems to them possible, and to make suggestions toward such changes. A large amount of valuable assistance has thus been obtained. Much of the manuscript has been in the hands of the principals, and their wise suggestions have been of the greatest value. The supervising teachers have in most cases prepared the outlines relating to their specialties. This pamphlet may, therefore, be considered as the joint product

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of the teaching and supervising force, rather than as the work of any individual."

The high-school course is included in the revision. The principal changes consist in a slight reduction of the amount of work required by the regular course not leading to college entrance, and in the introduction of modern languages a year after the beginning of Latin rather than simultaneously with it.

The Elmwood is our only school not having full grammar grades. The pressure in the primary classes has been such as to make it necessary to gradually lower the grade of that school. The Board of Education has signed contracts and work is now in progress calling for an addition containing five classrooms, a large kindergarten, a manual-training room and a fine assembly room. Shower baths will be provided for both boys and girls. On the completion of this building every school except the high school will have a fine assembly hall and a well-equipped manual-training room.

Opaque curtains have been arranged on the windows of all assembly rooms and four electric-light stereopticons have been purchased for the use of the schools. It is expected that these will be of great service in teaching geography and history.

During the year the few remaining white walls in buildings were painted in oil, and every schoolroom, hallway and assembly room in the city is now properly tinted in oil colors.

The enrollment and attendance show the usual per cent. of increase and all buildings have been comfortably filled. The question of additional schoolrooms for future use is always present, and it is hoped that another building may be ready in September next.

The year has been a successful one so far as advancement of pupils is concerned. There have been no startling innovations but solid progress has been made along the well-established lines.

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ELIZABETH.

WILLIAM J. SHEARER, SUPERINTENDENT.

To Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—I herewith submit my seventh annual report for the year ending June 30, 1902.

The work continues to move along smoothly in what we believe to be the right direction. The amount of money available for school purposes makes it impossible for us to do anything along some approved lines of school work, such as manual-training and kindergarten. The best we can do is to strive to give all pupils as much of the bread and butter of education as it is possible for us to give them in the time they attend school. In our efforts to do this, I believe I am safe in reporting very satisfactory progress.

Our special teachers in drawing, physical culture and music have continued to do most excellent work in these subjects. A new teacher of penmanship, Mr. Slocum, was for ten years in charge of that department in the Columbus (Ohio) schools. He has proved himself an unusual instructor not only in the classroom but in the normal drills given to the teachers. We were fortunate in securing him for the year and it was unfortunate for us he accepted a similar position in charge of the penmanship of the Newark schools.

Though the city has been providing quite a large number of sittings yearly we still have great need for more. Three additions to schools are now in course of construction; when these are completed we should be able to take good care of the pupils, unless the city continues to grow too rapidly.

In my report last year, I gave an outline of the high-school course of study. The great number of requests for the course below the high school, leads me to include in this report the outline of that followed in the grammar and primary grades. The outline is the briefest possible, all teachers being required to keep before them the excellent course of the Trenton Model School.

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First Year.

Reading.—Fundenberg, Ward, Finch or New Educational First Reader. Teachers are required to understand the several methods, and use such a combination as they find gives them the best results.

Writing.—Practice figures, letters, words and short sentences. Follow directions given in grade meetings and by Supervisor of Penmanship.

Arithmetic.—Facts of numbers from 1 to 10. Teachers are required to understand the Speer and Grube methods, and to drill on principles of Speer method.

Language.—Oral and written work as indicated in the Model School Course.

Geography.—Lessons in position, direction, distance, land, water, weather and people.

Drawing, Physical Culture, Music.—Lessons as directed by the supervisors.

Second Year.

Reading.—Ward, Cyr, New Educational and other First Readers.

Writing.—Smith's Writing Primer. Introduce pen and ink the latter part of the year, as directed by Supervisor.

Arithmetic.—Work as given in Baird's First Book in Arithmetic. Multiplication Table to 5x5 developed and committed. Continual use of principles of Speer.

Language.—Oral and written work as indicated in the Model School course.

Geography.—Same as first year, with additions as indicated in Model School Course.

Physiology.—Name and locate the principal parts of the body. Give general statements as to effects of alcohol and tobacco. Teach their use and abuse.

Spelling.—Four easy words from lessons daily.

Drawing, Physical Culture and Music.—Lessons as directed by the Supervisors.

Third Year.

Reading.—Ward, Cyr, Stepping Stones, Baldwin and other Second Readers. Supplementary Reading.

Writing.—Smith 'sIntermedial, No. 1 or 2, Short Course. Practice as in previous years and as directed by the Supervisor.

Arithmetic.—Baird's Second Book in Arithmetic. Multiplication table developed and committed to 12x12. Daily drill on the "Forty-five Combinations."

Language.—First sixty pages of "Talking with the Pencil."

Geography.—Long's Home Geography. General work as indicated in the Model School Course.

History.—American History Stories, Vol. I.

Physiology.—See preceding year.

Spelling.—Five easy words from lessons daily.

Drawing, Physical Culture, Music.—Lessons as directed by the Supervisors.

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Fourth Year.

Reading.—Third Reader and supplementary reading.

Writing.—Smith's Intermedial, Short Course, No. 4 or 5. Daily practice as suggested by the Supervisor.

Arithmetic.—Baird's Arithmetic, Third Book. Oral to precede written work. Continue to drill on forty-five combinations. Secure accuracy and rapidity in fundamental operations. Drill on Factor Table.

Language.—Complete "Talking with the Pencil."

Geography.—Redway's Elementary Geography through United States. Local geography. Rapid map sketching. Tarr's First Book.

History.—Wilson's History Reader. Talks on civics.

Physiology.—Child Book of Health (Blaisdell).

Spelling.—First Part of Morse No. 1. Five words daily.

Drawing, Music and Physical Culture.—Lessons as directed by the Supervisors.

Fifth Year.

Reading.—Fourth Reader. Seaside and Wayside, Volume III. Supplementary.

Writing.—Smith's Intermedial, No 4 of Grammar Course. Drill as directed in Manual and as directed by Supervisor.

Arithmetic.—Baird's Fourth Book in Arithmetic. Mental to precede written work. Thorough drill, as in preceding year.

Language.—Mother Tongue, Part 1.

Geography.—Redway's Elementary finished. Special attention to the United States. Rapid map drawing. Parr's Second Book.

History.—Eggleston's or Montgomery's Primary History. American History Stories, Vol. II. Talks on Civics.

Physiology.—First part of "How to Keep Well" (Blaisdell's).

Spelling.—Morse Speller, Book I, part 2, completed. Words from lessons.

Drawing, Physical Culture, Music.—Lessons as directed by the supervisors.

Sixth Year.

Selections from advanced readers. Carpenter's North America and other supplementary reading.

Writing.—Smith's Intermedial, No. 5, Grammar Course. Drill as directed in Manual and by Supervisor.

Arithmetic.—Baird's Arithmetic, Fifth Book. Prepare for written work by much oral work. Drill in mechanical work.

Language.—Metcalf's Elementary English completed.

Geography.—North and South America. Special attention to the United States. Rapid map drawing.

History.—MacMaster's Primary History. Lessons in civics.

Spelling.—First part of Reed's Word Lessons. Words from lessons.

Physiology.—"How to Keep Well" (Blaisdell's).

Drawing, Physical Culture, Music.—Lessons as directed by the Supervisors.

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SEVENTH YEAR.

Reading.—Supplementary.

Writing.—Smith's Intermedial Grammar Course, No. 6. Drill as directed in Manual and by Supervisor.

Arithmetic.—Baird's Arithmetic, Sixth Book. Drill in Bailey's Mental Arithmetic should prepare for all written work.

Grammar.—Bartlett's Grammar. Composition weekly.

Geography.—Redway's Advanced finished.

History.—Montgomery's United States' History completed. Civics. Judson's Young America.

Spelling.—Second Part Reed's Word Lessons. Words from lessons.

Physiology.—"Our Bodies and How to Keep Well" (Blaisdell's).

Music, Physical Culture, Drawing.—Lessons as directed by the Supervisors.

EIGHTH YEAR.

Reading.—Supplementary.

Writing.—Smith's Intermedial Grammar Course, No. 8. Special drills by Supervisor.

Arithmetic.—Thorough review. Arithmetic Completed. Bailey's Mental Arithmetic Completed.

Grammar.—Beuhler's Grammar. Compositions and Letter Writing.

History.—Review White's Outline Studies of the U. S.

Geography.—Review.

Civics.—Peterman's Civil Government.

Analysis.—Swinton's Word Analysis.

Spelling.—Fifteen words daily from Analysis and other lessons.

Physiology.—Blaisdell's "Our Body, and How to Keep Well" completed.

Drawing, Music and Physical Culture.—Lessons as directed by the Supervisors.

———

GLOUCESTER CITY.

HORATIO DRAPER, SUPERINTENDENT.

Hon C. J. Baxter, Superintendent Public Instruction:

DEAR SIR—Regarding the work in the Gloucester City schools during the past year I may state that the people of this city, who are largely engaged in arts, trades and commerce, respond,

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in their support, most heartily to that system of public instruction and training that fits the children, within a reasonable period of time, to hear, to listen, to think and to perform—that is to say, it is training that meets with the most favor.

Naturally, then, our course of study goes but little beyond orthography, reading, arithmetic, grammar, composition, penmanship, history U. S., geography, in the main, with general history, algebra, geometery, physics, etc., in the high-school course.

In teaching spelling we have phonetic drills, oral and written practice: we use the spelling book, but we are not confined to it. The results are satisfactory.

Much attention is given to reading: with lower grades, practice in "sight reading" from books, cards, with free use of slates and blackboards. The results, while fully up to or even above those usually obtained in city schools, are yet far from satisfactory.

Penmanship—The vertical system, while easily taught and productive of legible writing, does not meet with popular support, and we have found it advisable to change to the semi-vertical. We cannot yet judge of the results. Unfortunately we have not been able to substitute paper for slates in the routine school work, and slate writing begets a heavy hand.

Number work, or arithmetic.—We find in practice that it is best to strive for fixing the units—addition, subtraction, multiplication and division—before indulging in much mixing—that while the mixing process so plausibly advocated by several recent productions, may be used with much good effect as a round up, yet it is disappointing in the initial stages. Our teachers are handling the subject fairly well.

Grammar and Composition—In several of our grades the work is well up to the front, but, taken as a whole, it is far from satisfactory. Most of our teachers understand the subordinate positions of paradigms and definitions in the prosecution of this work, but only a few have that full and artistic knowledge of the subject to give that ready, spontaneous instruction and explanation that obtain more generally in teaching arithmetic. Our stress is laid on teaching language rather than teaching grammar. We are fully alive to the importance of the work, and we are striving to report progress at successive stages.

United States History—Results in this branch must necessarily remain bald until our public school teachers become much better

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informed along the lines of American biography. Still, our teachers have partly kept up with the progressive movement.

Our discipline in the school room is traditional, and with only slight exception, the order is good—mutual respect and consideration exist between pupil and teacher.

In matter of health the conditions are good and efficient methods are established to protect against contagious diseases.

From several causes our percentage of non-attendance is larger than it should be. This we are constantly striving to remedy, and with encouraging results.

Perhaps the most discouraging factor that we have to deal with is the very large percentage of pupils that are in the habit of reaching school late, and, until our persuasive efforts to rouse the parents' interests to constant and rational co-operation with us succeed, we must report slow progress along this line.

The method of awards in reaching this (or any other school) evil does not meet with our approval: we do not practice it because we believe it is wrong, as a lesson in moral principle, to pay the child for performing a moral obligation.

The above are given simply to show our line of thought in school work during the past year.

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HOBOKEN.

A. J. DEMAREST, SUPERINTENDENT.

To Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—I herewith submit my sixth annual report for the year ending June 30, 1902.

The total enrollment of pupils during the year was 9,569; the average attendance 7,159. The number of males enrolled was 4,776 and the females 4,793. There were 9,431 pupils under sixteen years of age and 138 over sixteen years of age. The number enrolled in the various kindergartens during the year was

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1,122. During the last five years the pupils enrolled in the primary and grammar schools were as follows:

	ENROLLMENT	AV. ENROLLMENT	AV. ATTENDANCE
1898	8,863	6,933	6,361
1899	8,716	7,207	6,532
1900	8,684	7,150	6,560
1901	9,145	7,621	6,976
1902	9,569	7,652	7,159

The entire cost of maintaining the schools last year was $185,678.98. This makes the cost per pupil based on the enrollment to be $19.69; average daily attendance, $25.93.

School Accommodations.—The greatest hindrance to the work for the past three years has been the want of school room. The schools have been characterized as the unvarying barometers in showing the growth or decline of the population of any city. The Board of Education has availed itself of every opportunity to rent and has rented every building that could be found which was in any way suitable for school purposes and still the schools are overcrowded. It is unreasonable to expect teachers to do good work with overcrowded classes. Notwithstanding these unfavorable conditions the teachers have done the very best they could. I have found a very healthy atmosphere in the classrooms, which has contributed in no small degree to the efficiency of the work. A new school building, with a seating capacity of eighteen hundred is in the course of erection and will be ready for occupancy in September next.

Training School.—This school was established in 1897 for the purpose of training teachers for the schools of this city. The need of such a school was an imperative necessity. Graduation from high schools was made the standard of admission. The school has fully come up to the expectations of its organizers. Many of its graduates are now teaching successfully in the schools of this city and the county districts. The faculty of the school has been increased; the course of study has been strengthened; and every effort has been made to improve the character of the work so as to keep it in the front ranks of similar institutions in the State.

Kindergartens.—A well equipped kindergarten is maintained in each primary department under the care of an expert kindergartner. From the very beginning the kindergartens met

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with popular approval and are now recognized as an established part of our school system. There are a few thoughtless people who look upon the kindergarten as a day nursery. These people have never taken the trouble to estimate the value of such a training and naturally jump at conclusions through a process of illogical reasoning or sheer ignorance of the principles of education. The kindergarten has come to stay. It is not looked upon any more as an experiment but has the endorsement of teachers and educators throughout the country.

Evening School.—The evening school of last year was eminently successful. It has become an important factor of our school system. Hoboken, by virtue of its location, is a cosmopolitan city. Owing to the fact that many steamships have their termini in our city many intelligent and earnest foreigners make their homes in our midst. While the majority of these foreigners have a good knowledge of their own language, they are very anxious to learn the tongue of their adopted country. The evening school offers to these earnest and persevering people not only exceptional opportunities for acquiring the rudiments of the English language, but they receive their first lessons in the duties and privileges of American citizenship. The advantages of the evening school are not confined exclusively to these foreign classes, but there are large classes of our youth who, by reason of home relations, are obliged to leave school before completing a grammar-school course. Many of these young people, in later years, keenly feel the lack of a proper mental equipment and naturally look to the evening school as the only chance of reclaiming a lost opportunity.

High School.—The high school has won an enviable position among institutions of its class and in the esteem of the community.

The high school not only offers a valuable preparation for life in studies beyond the common-school curriculum but it offers a thorough course of instruction preparatory for college.

It is gratifying to be able to state that our graduates have reflected honor upon the school. Some have made admirable records at college and normal schools; others, who have gone from the commercial department are filling responsible positions in the business world; still others in the professional ranks have won coveted honors as teachers, lawyers, physicians, scientists and journalists.

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The success of the high school is largely due to the indefatigable efforts of the principal, Mr. Lafayette Talbot, who labors in season and out of season for the upbuilding of his school.

———

JERSEY CITY.

HENRY SNYDER, SUPERINTENDENT.

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

DEAR SIR—The following statistics show the enrollment and attendance of pupils and the number of teachers employed during the year 1901-1902.

Total Number of Pupils Enrolled	29,947
Average Number on Roll	23,640
Average Daily Attendance	22,249
Number of Pupils Enrolled in Primary Department	21,448
Number of Pupils Enrolled in Grammar Department	7,447
Number of Pupils Enrolled in High-School Department	671
Number of Pupils Enrolled in Kindergarten Department	379
Number of Teachers	597

From the grammar schools there were graduated 769 pupils.

The number of pupils graduated from the High School was 72 in the four-year course and 14 in the two-year course.

From the training school there were graduated 30.

There were six evening schools, of which one was an evening high school.

The attendance of pupils was as follows:

	Males.	Females.	All.
Total Number Enrolled	2,244	574	2,818
Average Attendance	601	239	840
Percentage of Attendance	80.8	82.7	81.3

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In common with many large cities, this city has had difficulty in supplying the demands for accommodations coincident with the very rapid growth in population. The city has made the greatest possible efforts to meet these demands and has succeeded admirably, as the following comparisons between the statistics for the years 1891 and 1901 will show.

In total population, the city has increased from 163,003, in 1890, to 206,433, in 1900, a gain of 43,430, or 26.6 per cent.

In 1891 the assessed valuation of property was $84,708,795.00, and in 1901, $95,602,562.00. The gain was $10,893,767.00, or 12.8 per cent.

On November 30, 1891, the total valuation of school property was $714,430. On November 30, 1901, it was $1,678,060.58, an increase of $963,630.58, or 134.8 per cent.

In appropriations to the Board of Education for the maintenance of the schools the advance was from $305,767.04, in 1891, to $497,824, in 1901, an increase of 192,057, or 62.8 per cent.

The average attendance for the year 1891 was 15,023, and for the year 1901, 22,565, a gain of 7,542, or 50.2 per cent.

The average register for the year 1891 was 16,354, and for the year 1901, 24,184, a gain of 7,830, or 47.8 per cent.

The total enrollment during the year 1891 was 24,411, and during the year 1901, 34, 667, a gain of 10,256, or 42 per cent.

The number of pupils on register in the schools on November 30, 1891, was 16,612, and on November 30, 1901, 24,509, an increase of 7,897, or 47.5 per cent.

The number of teachers employed on November 30, 1891, was 415, and on November 30, 1901, 586, a gain of 171, or 41.2 per cent.

Between 1891 and 1901, the following new buildings were erected and occupied: Nos. 1, 1 Annex, 9, 15, 17, 18, 19, 20 extension, 20, 23, 24, 25, 26, 27. The following were remodeled or enlarged: Nos. 5, 6, 10, 13, 19, 23 and 24.. The following buildings were partly or entirely refurnished: Nos. 3, 5, 6, 7, 10, 13 and 16.

During the ten years mentioned 11,981 new seats were provided. On November 30, 1891, the total number of seats was 16,388. The gain in new sittings was, therefore, 73.1 per cent.

In addition to all the new schools which were included in the previous summary, new schools Nos. 2, 28, and 29, containing forty class rooms, are nearly completed and will be occupied next fall.

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This brief allusion to the growth of the school department serves to show the attitude of the people and city officials to the schools, the great efforts which have been made to extend the influence of the schools, and the unqualified success which has attended these efforts.

MILLVILLE.

HARRY F. STAUFFER, SUPERVISING PRINCIPAL.

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

DEAR SIR—In compliance with your request, I present my second annual report of the public schools of this city.

Nothing startling or unusual has characterized our work during the past year but, on the whole, we can report evidences of progress along many lines. On account of an epidemic of scarlet fever, necessitating the closing of a building in one ward for some time, together with the irregular attendance in other buildings, caused by sickness or from fear of sickness, our average attendance is about the same as last year.

Improvements.—Many improvements have been made in and about the school buildings during the summer vacation, causing an expenditure of about $1,500. A part of this money has been spent for new desks. It is gratifying to know that, in the future, the Board will buy only single seat desks. The new commercial room has been fitted out with tables; a new typewriter has been purchased for office use; one hundred dollars has been appropriated for additional physical apparatus, and about $130 invested in new books for the consolidated library..

Course of Study.—The course of study for the grades below the high-school has been gradually developed. It would take but a short time to write out or compile a course, but it is the

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intention rather to make the course grow from the schools than to make the schools fit the course. During the year an outlined course was given to the teachers for examination, suggestions, and criticisms; frequent meetings were held to discuss these outlines; additions or subtractions were made as judgment and experience may have dictated, so that now teachers in the different buildings and grades are doing practically the same work. The difference between the old course and the new course is not very marked except in reading and in arithmetic. Heretofore, in some of the schools, half the time was devoted to arithmetic. While the course does not follow the idea that there should be practically no number work in the first year, it reduces the work to a minimum, and emphasizes the work in reading and in language work during the first four years of school.

Until a year ago but one course was outlined for the high school. Since then the work has been so arranged that pupils may take either the four-year Latin course or the two-year commercial course. This arrangement has been quite satisfactory, but it seems to me the work should be so arranged as to give pupils some choice of studies and make all the courses four-year courses.

On account of a lack of funds the Board of Education has not yet seen fit to introduce music and drawing as regular branches into all the grades. For the coming year, however, a special teacher is employed to teach drawing in the high school, and it is hoped that this may be the initial step for introducing drawing in all the grades.

The Teachers.—A number of our teachers have become interested, during the past year, in visiting schools in this city and in other cities of the State. I know no better means of aiding the inexperienced teacher than to send her into a model room for a day. The teacher who is in a rut, and cannot well get out, may also receive renewed inspiration from such visits. Even the best teacher can receive new ideas by visiting other schools, and, in fact, these usually feel the greater need of observing the work of others. Teachers' monthly and grade meetings have been well attended and much interest was manifested in them. The teachers' library, a collection of over two hundred volumes, was a frequent resort for the live teacher.

Teachers' Salaries.—At a recent meeting of the Board of Education, on motion, a committee was appointed to arrange a schedule of salaries, and report to the Board for action before the next

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annual election of teachers. This subject has been a "bone of contention" everywhere, but justice demands that it be met face to face. No employer would pay the same wages to an apprentice as he would to a skilled workman, because he cannot produce the same results, and yet the apprentice who is employed in our schools receives the same salary as the teacher of years of experience. To one who observes the work from day to day, the result of the work and the character of the material turned out by these two classes of teachers is as marked as is the material turned out by these two classes of workmen. If the teacher of ripe scholarship, with long and successful experience in the work earns but $40, then the inexperienced teacher earns less; if the inexperienced teacher earns $40, then the experienced teacher earns more.

The Compulsory Law.—No attempt has been made to enforce the compulsory law in this city. While we have the great majority of parents who believe in public-school education and who see that their children attend school, we also have the usual number of parents who are neglectful of school privileges and allow their children to remain at home from day to day, or perhaps do not send them to school at all. Its enforcement would, of course, mean an increased expense in maintaining our schools, yet, in the end, it would reach a class who frequently become the criminal class of a community, and would, after all, in the end, prove a very wise investment. Our night school has not proven the success that it should be. From the statistical report sent to you, you will notice that two teachers were employed, that the number of pupils enrolled was 62, while the average evening attendance was but 9 pupils. The bulk of the pupils enrolled were those employed in the factories, and whose ages range between 12 and 15 years. A strict enforcement of this law, for both the day and evening schools, would be a blessing to many a youth of this city.

Commencement Exercises.—The annual sermon was delivered by the Rev. W. C. P. Strickland of the First M. E. Church. A crowded church greeted the speaker. Seats were reserved for the graduates, teachers, Board of Education, alumni, and City Council. The graduating exercises were held in Trinity M. E. Church. Ten pupils were graduated in the Latin course, and five in the commercial course. Professor F. H. Green of the West Chester, (Pa.) State Normal School delivered the address to the class. The church was crowded and many could not gain admission.

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Miscellaneous.—All our teachers attended the annual teachers' institute at Bridgeton, November 7, 8, and 9.

Mr. Samuel Berry, who served as a member of the Board for almost two decades, declined a re-election. His great and unselfish interest in school work has been a blessing to the schools.

The Board employed, during the year, fifty teachers. Of this number eleven were normal or college graduates. Twenty-three hold third-grade city certificates. The custom of electing teachers to positions in our schools from the fact that they are graduates of our high school, and not requiring a certificate at all, either city or county, is one of the hindrances for successful work in our schools.

The registers show a total enrollment of 2,195 pupils.

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MONTCLAIR.

RANDALL SPAULDING, SUPERINTENDENT.

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

DEAR SIR— Forty-three young people were graduated at the close of the year from the high school, a generous number, when the grade of the school is considered. Several causes conspire to this result, but one of chief importance is the constant personal attention that is bestowed on each individual pupil. Of the forty-three graduates above mentioned, twenty-seven were prepared for higher institutions, and twenty-two have already entered such institutions. Several will delay a year before taking up the higher work.

The most important aim of school life in a democracy is, undoubtedly, character-building. The youth must discover himself—that is, his own powers and his relations to other men; and he must fit himself to play his part in the social whole through

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practice in self-control and through a varied personal activity. To this end there is need of a large amount of "motor and motive training." Various organizations in which the pupils take the initiative and discharge executive functions are indispensable in a well-equipped school.

The glee and banjo clubs have had a successful year contributing not merely to the entertainment of the school but also to increased proficiency in a very desirable art. The annual concert, given in the spring vacation, drew, as usual, a large audience and added generously to the financial needs of other organizations. The High-School Bulletin continues to serve a useful purpose in school life and has been held up during the past year to at least its former level. The "self-government" plan that has existed for several years in the junior and senior classes has, beyond a doubt, continued to exert a beneficial influence upon these older classes. The plan is probably susceptible of improvement and this will come with further experience. The degree of success of any such plan that is dependent upon public sentiment among the pupils is sure to be somewhat variable from year to year. The year's work in gymnastics and athletics has been a profitable one, the many competitive games having been played with spirit and in a sportsmanlike manner. We gauge the work of physical culture, however, not alone by these games but even more by the regular gymnasium training that is given to all and that continues through the year. Without such training athletic sports would be unsafe. The girls have done excellent work in basket ball but are naturally more limited than boys to gymnasium exercises. In Montclair, as, doubtless, in other places, a few parents unwisely belittle the importance of this training and seek to have their daughters excused from it. We believe that, at the growing age of our high-school girls, walking in the open air should be supplemented by exercise that is scientifically planned for the development of the whole body. The more severe the mental work undertaken, the more religiously should this physical exercise be attended to.

During the past year the high school has been put again under great obligation to the ladies of the town for adding to the decorations of the assembly room a considerable number of carbon pictures. The pictures illustrate the highest type of the photographic art, while the originals are among the best productions of world-renowned artists. The transformation of the assembly room during the past two or three years from its white-walled, barren, and cheerless appearance to its present condition with warm, tinted surfaces and tasteful groups of pictures and

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reliefs is striking indeed. No intelligent person can fail to appreciate the intellectual and moral benefits of such a change. Much more in line of artistic decoration should be done in our elementary classes, and we believe that the time is ripe for a movement in that direction.

More notable improvement has been made in the important art of penmanship than for many years past. This was due primarily to the employment of a special instructor in penmanship. A special teacher, however, can accomplish little single-handed. The class teachers developed an interest in the subject that insured success. Our experience has proved to us three things: First, success in teaching penmanship is proportioned to the interest of the teacher; second, vertical penmanship must not be left, as has been so often the case in the past, to teach itself, but must receive abundant exercise in the rolling movement; and third, that when properly taught the vertical hand can be written rapidly as well as legibly. It is proper to observe here that in the country at large educational authorities continue to favor this system, and that in the end business men will be obliged to accept what the schools almost universally teach.

We find that the purpose of literature teaching is imperfectly understood by some parents and occasionally by a teacher. The object is not merely to entertain, although the work, if skillfully conducted, becomes entertaining. The object is to cultivate the tastes and sympathies of the child, to give him breadth of vision, and to impress him, at this most impressionable age, with noble ideals. To accomplish this the teacher is indispensable. Her clear but brief elucidation of difficult points, her sympathetic voice and eye and evident interest in the subject-matter, the enchaining power of the concentrated attention of the entire class —all these work together to impress the child's mind as no silent reading, either at school or at home, can impress. For purely intellectual development this work is important, but for moral influence this literature period is more valuable than any other hour of the daily session. The material for reading—in the youngest grades we would better say story-telling—is selected with extreme care. It is drawn from both ancient and modern times, and from the literature of various nations, and is all of it pregnant with human interest for the old as well as young. It is not our purpose that these books be read analytically, much less that they be examined upon. Such methods are likely to dull the edge of interest, and interest in this particular connection is of first importance.

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The policy has been continued of allowing teachers a large degree of liberty. Our teachers bring to their work professional training and experience. Untrained and unintelligent work is certain to be mechanical, imitative, and must be closely supervised. Trained efforts may be left to bear the stamp of individuality. A golden mean must be found between really wasteful experimenting and mechanical uniformity.

NEW BRUNSWICK.

WM. CLINTON ARMSTRONG, SUPERINTENDENT.

To Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—I respectfully submit my fourth annual report on the condition and progress of the public schools of the city of New Brunswick.

Reading.—There has been a marked improvement in the reading classes. The rapid progress of the younger children has elicited the favorable comment of parents, and the principals, after inspecting the classes belonging to their departments, find that the standard of proficiency in reading is higher than formerly.

One thing that has contributed to this result is the subdivision of each class into small groups or sections, each of which is brought up in turn close around the teacher's desk for instruction. The importance of becoming a good reader has been emphasized, and proficiency in reading has been made a decisive element in determining whether or not a pupil is qualified for promotion.

A miscellaneous mixture of supplementary readers has been replaced by the adoption of a basal series: Ward's Rational Method in Reading for the lower grades and Brumbaugh's

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Standard Readers for the higher; the uniformity thus secured renders possible a comparison of the classes in the same grade in the different buildings and enables each teacher to know exactly how much she is required to teach and what method she should use.

Finally, I have insisted that the ready pronunciation of long words and the fluent delivery of sentences is not truly reading, unless the child gathers the thought; and to this end I have, at the monthly meeting of teachers often taken selections from the regular reading book and have explained them in detail, thus endeavoring to show how the pupils should be led to grasp the full meaning of that which they read.

Commercial Course.—A commercial course was introduced into the high school last September. The term "commercial," when applied to studies, is somewhat vague and indefinite, and hence it may be well to state some of the characteristics of this course as adopted by this Board and offered to pupils in the high school. It was not a short course; it covers four years. It contains no algebra and no geometry, and therefore it should not be chosen by pupils who expect to enter the normal school, to go to college, or to become teachers. Those who complete this course graduate at the same time and receive the same diploma as those do who finish any of the other courses.

Liberal provision has been made for acquiring a knowledge of bookkeeping and practical skill in typewriting and shorthand; the pupil, however, is not allowed to grow narrow by confining himself exclusively to those branches, but is required to study English, German and science as thoroughly as the pupils in other courses do.

Six typewriting machines were purchased, the Isaac Pitman system of stenography was introduced, and a teacher was placed in charge of the new department especially qualified to impart instruction in those studies which are distinctly commercial.

When school opened, last September, the total number of pupils enrolled in the high school department was 239; of these there were 111 taking the German-scientific course, 57 the Latin-scientific course, 55 the commercial and 16 the classical.

I insert here an outline of the course of study in the commercial department:

First Year.—English and composition, commercial arithmetic, bookkeeping and penmanship, commercial law, stenography and typewriting, music, drawing and elocution.

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Second Year.—English and composition, German, bookkeeping, and penmanship, physical geography and physics, music, drawing and elocution.

Third Year.—Literature and composition, general history, German, physics, stenography and typewriting, music, drawing and elocution.

Fourth Year.—Literature and composition, German, chemistry, stenography and typewriting, elocution, music and drawing, or reviews.

Music.—A notable feature of the work in music this year has been the introduction of individual singing among the pupils, an innovation and improvement which places the instruction in this branch on the same pedagogical basis as the instruction in other lines of study. The time allotted to music in the daily programme is fifteen minutes throughout the grammar and primary departments.

The pupil's knowledge of music is indicated on his report card in the grammar grade by a letter determined by the teacher; in the high school by a numeral determined by the supervisor. It is only in the high school that proficiency in music affects in any way the promotion of a pupil; and even in the high school an examination of the records shows that not a single pupil in recent years has failed of promotion because of deficiency in music.

The supervisor personally takes entire charge of the musical instruction in the high-school department and devotes thereto two days a week; he gives three days a week to the grammar and primary classes, and allows for each visitation thirty minutes in the grammar grade and twenty minutes in the Primary.

At the opening of school in September the supervisor of music draws up a schedule of visitation, setting forth the exact time at which each class, in regular rotation, will be visited by him. Each class is visited once every three weeks, and the duties of the supervisor are to test the proficiency of the pupils, to explain in advance any special points of difficulty, and to observe the method of instruction employed by the regular teacher, as each special case may seem to require.

Janitor Service.—Attention has been given to the efficiency of the janitor service. There is no reason why our school yards, halls, classrooms and stairways should not be kept scrupulously clean and neat. The requirements are that each classroom be swept every school day, that the windows be opened during the sweeping, and that the furniture, after the lapse of sufficient time, be thoroughly dusted. Snow and ice are to be removed promptly from the sidewalks and paths, gutters kept open, grass plots trimmed, inkwells washed and refilled, chalk trays cleaned, and the wastebaskets emptied every day. The janitors are for-

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bidden to leave their buildings without permission, and they are also forbidden to attend funerals and fires. First-class janitor service is characterized by timely and willing attention to numerous points of detail which avoid enumeration, but which contribute much to comfort and efficiency.

Evening School.—An evening school was opened October 28, 1901, and was closed on March 14, 1902. Sessions began at 7 o'clock and continued until 9; four sessions a week were held until New Year's, and then the number was increased to five. Eight teachers were employed and eight classes taught during the entire period. This is the best record the evening school has ever made.

I find, by looking over the annual reports, that the first evening school in this city was organized on January 7, 1886, and closed on March 10th, having been in session 27 evenings. The number of sessions held each year thereafter has varied from 26 to 42, until last year, when 64 sessions were held. This year 80 sessions have been held. Evening schools always and everywhere have to contend against many unfavorable conditions; nevertheless, satisfactory progress in their studies was made during the past winter by all the classes of the evening school.

Retirement Fund.—At a general teachers' meeting, held February 27, 1902, Miss Elizabeth A. Allen, of Hoboken, made an address explaining the provisions and advantages of the Teachers' Retirement Fund, and so effective was her presentation of the subject that the number of members enrolled among the city teachers in active service was increased from nine to thirty-eight. These thirty-eight teachers represent a combined annual salary of $21,700.00; and thus our city contribution to the Retirement Fund, at the rate of one per cent., as provided by law, amounts to $217.00.

In Memoriam.—The resignation of Miss Sarah Rankinback, of the high-school department, dated April 1, 1902, was accepted by the Board at a meeting held on April 30th, at which meeting the following resolutions were unanimously adopted:

Resolved by the Board of Education that we deeply regret that Miss Sarah Rankinback has tendered her resignation as a teacher in the high school; that Miss Rankinback's resignation because of ill-health be accepted; and that we hereby express our high appreciation of the faithful and efficient work she has done and of the good influence she has always exerted during her long connection with the public schools of this city.

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Miss Rankinback died Wednesday, June 4, 1902. Her long service as a teacher merits a word of recognition in this report. She was born in this city; after graduating from the public school she attended the State Normal, at Trenton. Her first year of teaching was in an ungraded school in a rural district where there was no black-board, no wall-map, no dictionary, and where the teacher's desk consisted of two rough upright slabs with a third slab nailed across the top. In September, 1864, she began teaching in the public schools of this city; her last day in the classroom was February 6, 1902; thus her services in the cause of education covered a period of thirty-eight years and a half, during which long interval she witnessed many changes and improvements in the public school system of this State. She taught in nearly all the grades in the primary and grammar departments, and in 1887 was elected to a position in the high school. She retained the best of the old methods, and kept herself well informed concerning the new theories, but she adopted thereof only those parts which were approved by her experienced judgment as safe and sound. Hers was a noble Christian character, and she molded mightily for good the lives of all the boys and girls that came within the range of her influence.

NEWARK.

A. B. POLARD, SUPERINTENDENT.

Hon. Chas. J. Baxter, State Superintendent of Schools:

DEAR SIR—I have the honor to submit my annual report of the schools of Newark for the year ending June 30, 1902:

School Accommodations.—The whole number of school buildings owned by the city and occupied for school purposes at this date of report is forty-nine (49). There are also four (4) rented buildings now used for school purposes.

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Owing to the erection two years ago of three (3) new buildings and ten (10) additions to old buildings, we have been enabled to provide fairly well up to the beginning of the present school year for all the children enrolled.

The unprecedented increase in enrollment of two thousand, two hundred and eighteen (2,218) children at the opening of the present school year in September last, again strains to the utmost the capacity of most of our school buildings. Clearly something should be done immediately towards providing school accommodations for the future. An increase in one year of 2,218 children enrolled in the schools, indicates an increase of not less than twelve to fifteen thousand in population during the same period. If this rate of increase is to continue, as seems likely, for several years to come, it will be necessary to build annually at least two (2) new school buildings capable of accommodating one thousand pupils each.

Furniture and Fixtures.—I would recommend that hereafter in the seating of all classrooms at least two rows of desks and seats should have adjustable fixtures. This will enable teachers to adjust the desks and seats to the varying sizes of their pupils. The greater number of pupils in every classroom are of normal size, so that the ordinary desk and seat will suit; but there are always a few oversized or undersized pupils for whom adjustable desks and seats should be provided. The cost of adjustable desks and seats is but a trifle more than the cost of those that are non-adjustable, and this additional cost should not be prohibitive if the health and comfort of the children are to be duly considered.

I would suggest also that all blackboards in primary class rooms be placed much lower, that is, within easy reach of the smallest children. In many of our schools at least one-half of the blackboard space is almost useless in grades below the third or fourth primary.

There should be a greater use of mats in doorways and hallways to catch the mud that children otherwise track into the classrooms. This mud, after becoming dry and pulverized, is circulated in fine dust throughout the air of the classrooms and is breathed by the children to their great discomfort and to the detriment of their health.

Sanitary Conveniences.—In all new school buildings, and as fast as practicable in all the old school buildings not already so equipped, conveniences for washing the

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hands and face should be supplied for every floor. In schools where the children are not as cleanly as they should be, teachers could then insist upon clean hands and faces without the loss of time necessary when a child is sent hime. To say nothing of the sanitary aspects, which by no means are unimportant, the saving of books and other school property handled by children would more than repay any outlay for the appliances called for. Running water supplied to each floor and a half dozen or more wash bowls would not require any very large expenditure even in the fitting out of old buildings.

Isolated Wardrobes.—Greater attention should also be paid in the construction of pupils' wardrobes. These should be isolated so far as practicable from all classrooms so that the odors or effluvia of any kind arising from pupils' clothing should not circulate in the classrooms to the discomfort and injury of its occupants. This is a very important matter, and is too often overlooked in the construction of school buildings. Besides being isolated, wardrobes should be heated and ventilated independently of adjoining halls and classrooms. Sufficient fresh air of the required temperature should be supplied to wardrobes to dry moist clothing and to thoroughly ventilate it; also to remove disagreeable odors or germ-laden effluvia by carrying the same out of the open windows or ventilating flues.

Disinfection of School Rooms.—At least once a month, and oftener, in the case of the breaking out in a class of any infectious disease, all the woodwork of a school room and especially the tops of desks and seats or such parts as are handled by pupils should be carefully wiped off with some efficient antiseptic solution. Whenever it is found out that a child attending school has come down with diphtheria, scarlet fever, smallpox or other contagious disease the room in which the child has been attending should be at once disinfected by the janitor. For this purpose the formaldehyde generator should be employed. The cost of such disinfection would amount to only a few cents, to wit, the cost of a pint or two of wood alcohol, while the chances of completely avoiding the spread of the contagion would be immeasurably increased.

Enumeration and Attendance.—Since the annual school census has been abolished we lack certain information heretofore obtained as to the number of children attending other than public schools. I have had in mind a method of securing an approxi-

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mately accurate census of all children of school age in each school district by making use of the attendance officers for this purpose when they are not otherwise engaged. In the summer months a beginning could be made in each of the proposed attendance-officer districts; and later while the schools are in session information concerning the names, ages and residences of pupils could easily be obtained through the usual school channels without much labor and at practically no cost. What is needed most is a system for recording information so as to make it readily available for use; such a system is now being perfected.

It is really necessary in order to enforce thoroughly the compulsory-attendance law that the name, age and residence of every child of school age should be known by those charged with its enforcement.

Merit System and Teachers' Records.—The value of permanent records of an official character made at regular intervals and covering in more or less detail the question of merit and fitness of principals and teachers can scarcely be overestimated.

Permanent official records, to be sure, are not so necessary in case of continuous service of superintending or supervising officers; but with an ever changing board of school commissioners and with changing school officials of all ranks, records of service that are full, definite and particular, are of inestimable value to protect merit and competency from arbitrary decisions and errors of judgment and action.

To the teachers who have rendered for a term of years satisfactory service, the official record of the same is not only a just reward but a certain security against any possible injury or humiliation likely to arise from ignorance or carlelessness on the part of those in authority.

As records accumulate and the efficiency ratings of teachers become more accurate and reliable, the wisdom and justice of this mode of dealing with the delicate question of appointments will become apparent. It will have the effect, if strictly adhered to, of creating in the minds of the teaching corps a sense of confidence and security that will add much to the efficiency of the school system. Nothing can be more destructive and paralyzing than the general belief among the teaching corps that advancement in position and salary goes by favor and not by merit. It is absolutely essential to a good working system that such a belief should not prevail in ever so slight a degree. All advancements should be based solely upon meritorious service or special fitness or both. Records are a *sine qua non* in carrying out such

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a system. No person vested with the power of nomination, or of appointment, can be supposed to carry in his head for any long period all the data concerning a thousand teachers, more or less, so as to determine with reasonable certainty in any given case what is the right and proper thing to be done. However able and conscientious he may be, his recommendations, thus largely based upon memory, will always be more or less unreliable; hence, the danger of committing an injustice while seeking only the good of the individual and of the system.

I would state, furthermore, that all official records should be open to the inspection of the persons interested. A teacher has as much right to know her official rating as a bank depositor the balance of his account or a person against whom complaint has been lodged in court the nature and contents of the complaint.

Supervision.—In the evolution of school systems as in the evolution of commercial enterprises the great progress of the last few years has been in the closer subdivision of labor. Time was when the teacher combined in himself all the functions of class teacher, principal, special supervisor, superintendent and, in the smaller school districts, janitor of school building. Gradually these functions have been differentiated so that in the best organized city school systems we find specially qualified persons assigned to special duties with the result that all kinds of work are better performed.

That such division of labor is economical there can be no doubt. All our great enterprises including manufacturing corporations, railroads, banks, insurance companies, etc., have been able to assume their mammoth proportions under the oversight of a single head only through perfect subdivision of duties such that each works under the spur and check of all others Without thorough system and adequate supervision these great industrial enterprises would go to ruin in a short time.

However competent, faithful and intelligent its principals and teachers, a school system requires for its efficient operation the unifying, co-ordinating and cohering factor of competent expert supervision. It is only by this means that friction can be reduced to a minimum and the maximum energy of the system as a whole be rendered effective.

Evening Schools.—There were employsd this year at the opening of the schools 123 teachers upon an enrollment of about 3,925 pupils, an average of one teacher for 32 pupils. This low average of pupils to teacher when compared with the day-school

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average finds its justification in the peculiar conditions that affect evening school work. Classes in evening schools are loosely graded; attendance in most cases is optional; there is a larger proportion of adult pupils than in day schools; many classes are composed of pupils of foreign birth who speak and read English either poorly or not at all. Under these conditions it is desirable that classes should be small, say twenty (20) to thirty (30) pupils as a fair class average.

The salaries paid to evening school teachers is not large, $40 to $45 per month in elementary schools, somewhat more in the special schools; but the question is often raised whether we are getting enough out of the evening schools to justify their maintenance. It is not alone in Newark that this question is raised; the feeling that evening schools are not as efficient as they should be is quite universal.

In no other class of schools is it so important that the teachers should be intelligent, fresh and skillful. The nature of the work is such as to demand these qualifications in a high degree. The course of study should be specially devised to suit the needs of the class of pupils who patronize evening schools. The course of study pursued in the day schools will not do; it should be brief, connected and pithy. Much of the evening-school teaching I have found desultory and inappropriate. Again, greater attention must be paid to the necessity of interesting pupils by every available means. Attendance in most cases is optional; hence if pupils are not interested they won't attend. Lastly, we must supply suitable books for the use of teachers and pupils. It may be economical in one way to use in the evening schools the cast aside books of the day schools, but in another way it is the worst kind of extravagance. Adult pupils learning to read, for instance, are not delighted with a primer or first reader suitable to children five or six years of age; they become discouraged, then disgusted, and soon quit. The apparent saving in cost of text books is more than offset by the loss of interest and consequently poor attendance and poor progress.

Hence, for the improvement of the evening schools, I would recommend that hereafter the greatest care be exercisd in the selection of teachers; that a special and carefully worked-out course of study be adopted; and that a proper supply of suitable text books be hereafter provided. These, to my mind, are the most important matters to be first considered and acted upon. In the selection of teachers I would recommend that none be appointed a second time whose record for the year preceding is below that of "satisfactory." Again, I would recommend that no

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day-school teacher should be appointed to an evening-school position whose day-school record for efficiency is not at least "satisfactory" in both instruction and discipline. Poor and inexperienced teachers have no place in evening schools.

Principals' Eligible List.—As a rule the excellence of a school is measured by the intelligence, zeal and energy of its principal. Given the best possible course of study, an admirable corps of teachers and the most careful oversight of a trained corps of able supervisors, a school will fall short of its highest efficiency if the principal is indifferent, lazy or incompetent. As head administrative officer his teachers will necessarily look to him for aid and encouragement. If unable either to aid or encourage, not only will the *esprit de corps* of a school fall to a low level but both instruction and discipline will become weak and lax and inefficient.

Teachers can do their best work in a graded school system only when all the members of that system do well their several parts. A break anywhere along the line shows its injurious effects in all succeeding grades. To see that there shall be no break in the uniform excellence of the work all along the line, is the duty of the principal. To encourage and assist the weak teacher, to support her until such time as her work becomes uniformly satisfactory, is the greatest service a principal can render his school.

Compulsory School Attendance.—The law provides that all children between the ages of seven and twelve years shall attend school during the whole time that schools are kept open. Hitherto there has been no systematic effort to carry out the provisions of the law, chiefly, perhaps, because many of the schools are already overcrowded. With even the high average attendance of 93 per cent. of the enrollment there yet remain vacant places for a seven per cent increase of attendance. To fill these vacant seats it seems worth while to make a most vigorous effort.

For some years there has been in operation a truant system, controlled nominally by the Board of Education, but administered largely by a special detail of the Police Department. As good work has been done as could reasonably be expected under such circumstances. Truants have been fairly well looked after, but no determined effort has been made to compel the attendance at school of children whose parents are indifferent or unwilling to send them. Naturally the Police Department does not feel the responsibility for this work. In fact, as well as in contemplation of the law, the enforcement of compulsory attendance has always rested upon the school authorities.

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In pursuance, therefore, of what appeared to be their plain duty and upon recommendation of the Superintendent, the Board of Education, in December, passed a resolution to authorize the appointment of a Chief Attendance Officer who, with the aid of such detail as the Police Department might be willing to give, should undertake a more complete enforcement of the compulsory education law.

Mr. Charles A. MacCall, a young man of intelligence and energy, who has been connected for some years with the Clerk's Department of the Board of Education, was elected as Chief Attendance Officer. Having entered upon his duties only a few days before this report is made, it is too early to predict the success of his administration.

It is contemplated to divide the city into attendance districts and to place an attendance officer in charge of each district. This attendance officer will call daily, so far as practicable, at a stated hour, at each school to receive from the principal the names of all cases to be investigated. Duplicate reports of all cases investigated will be made to the Chief Attendance Officer and to the principal of the school. Daily reports will be made to the Chief by the attendance officers of all cases investigated, together with the disposition made of the same. Similar reports will be required weekly from principals of schools.

An effort will also be made as soon as practicable to obtain an exact census of all children of compulsory-school age residing in each school district. To get this information principals will not only employ the service of attendance officers when not otherwise engaged, but will use such other channels of information as may be found available. By this means it is believed a full and exact census may be secured at slight, if any, additional cost, of all children in each school district who are required by law to attend school.

Medical Inspection.—Upon recommendation of the Committee on Sanitary Regulations the matter of the medical inspection of school children was brought to the attention of the Board at the opening of the school year and the following resolutions adopted:

"RESOLVED: That we recommend to the Board the establishment of a system of medical inspection of the pupils in the public schools, dating from October 1, 1901; and that twelve (12) physicians, selected from an accredited list furnished by the Board of Health, be appointed as medical inspectors, said appointments to take effect October 1st, 1901, at a salary of two hundred and fifty ($250) dollars per annum.

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"RESOLVED: That the Committee on Sanitary Regulations be and is hereby authorized and empowered to prepare rules and regulations for the guidance and control of the medical inspectors; also, that the proper committees be and are hereby authorized and directed to furnish funds for the expenses necessary to maintain the system."

In pursuance of the above Sanitary Committee, after several conferences with a similar committee of the Board of Health, outlined a system of medical inspection of schools, prepared rules for the guidance of the medical inspectors and teachers and recommended to the Board of Education for appointment twelve competent physicians to act as medical inspectors.

The plan adopted contemplates the daily visit, at a stated hour, to each school by one of the medical inspectors. As shown above the city was divided into twelve medical inspection districts, each district comprising four or five schools in convenient proximity.

The work of inspection began October 1st, and has been continued up to the present time with constantly increasing favor.

The fear that there might be friction between the two boards, namely, the Board of Education and the Board of Health in attempting this work jointly, has proved ill-founded.

Under the rules adopted, which received the approval of both Boards, the immediate direction and control of the medical inspectors is lodged in the Board of Health. Inspectors are required to report daily to the Chief Medical Officer of the Board of Health and weekly to the Board of Education. By this means both Boards are kept in immediate touch with the work of the inspectors, so that any neglect or inefficiency will be at once detected.

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ORANGE.

WILLIAM M. SWINGLE, SUPERINTENDENT.

Hon. C. J. Baxter, State Superintendent:

DEAR SIR—I herewith submit for your approval my fourth annual report of the condition and progress of the schools of this city for the year ending June 30, 1902.

The year has been successful in many ways. We have been progressive and the general standing of the schools is higher than at any previous time in their history. A commendable spirit has prevailed in the attitude of principals and teachers to unify the work and accomplish the best possible good under the existing conditions. The most important features of our work have been: the improvement of the work of the kindergartens, the better teaching of the subject of reading in the primary grades, a marked change in the teaching of arithmetic in the primary and grammar grades, a broadening of the course in history, improved attendance, a larger equipment of apparatus and materials to illustrate the class work, a more modern and improved line of text-books, and a better system of records.

The attendance is increasing at the rate of about two hundred a year. During the past three years more than seven hundred has been added to the enrollment. It is a pleasure to report that there has been a steady improvement in the regularity of attendance. The average daily attendance has shown a marked increase, the percentage of attendance has been raised to more than ninety-two, and the number of tardy marks has greatly diminished. This record speaks for itself and it shows that a good sentiment is being instilled into the children and the parents. The best work can only be done where there is regularity of attendance and hearty co-operation between the home and the school.

The same general plan as tried last year prevails, with reference to the enforcement of the compulsory law. The Captain of Police is the nominal truant officer, who details special officers to investigate all names reported to my office by the principals.

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A daily report is made and the reason for absence is reported back to the principals. During the past year 2,000 calls have been made and 2,251 different individual cases have been investigated. The reports of the officers show that of this number 182 have been found to be truants. In most cases children have returned to school and we are pleased to say that there are but few chronic cases of habitual truancy. An occasional notice to appear before the police justice has been the most severe measure used to compel parents to look after their children. The Department of police deserve particular commendation for the interest they have taken in enforcing the compulsory law. The captain of police is interested in seeing that the law is obeyed, and with the aid of the efficient police justice, we have been able to attain fairly good results.

The most important action that has been taken by our Board of Education in years is the decision to erect at once two new school buildings. The increase of school population in the southern part of the city has made it imperative to provide increased school facilities. The Common Council has appropriated $42,000 for the purchase of a lot and erection of an eight-room building in this locality. The plans will be so drawn that an additional eight-rooms may be added when necessary at a nominal cost. In the central part of the city, where the high school is located, the demand for increased and improved facilities is even greater, and it is a pleasure to report that plans are under consideration that will give us a new high-school building and make ample provision for the growth of the schools for years to come.

All of our schools are well equipped for kindergarten work, with two teachers in charge of eact room. Children are admitted at four years of age and remain until they are able to be advanced to the primary grades. We are beginning to see the effects of the kindergarten training in the succeeding years in the grades, and the principals and teachers testify most enthusiastically to it. I think primary teachers generally agree that the child who has spent some time in the kindergarten makes much more rapid progress in the primary grades. Some teachers assert that the child who has spent only a short time in the kindergarten cau readily be distinguished from those who have not. Those who have observed the work as it is being done and understand the aim of the kindergarten, have a feeling that the time has gone by when the kindergarten is looked upon merely as a place for amusing children, but rather a place where the child is met in his native element—play— and there led by his faithful teacher to do earnest work. A most important movement has

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been the organization of the Kindergarten Union of the Oranges, composed of all the kindergarten teachers of this vicinity. Our teachers have taken a leading part in this organization and it is expected that much good will result.

The work in the high-school department has been fully up to the standard required in the best communities, although we have been working at a disadvantage in not having sufficient room to meet the demands of the increased attendance. Our equipment is better than last year, the text-books are the latest and the most improved, the school is better organized, the attendance is regular and the general spirit in the school is greatly improved. The course of study has been somewhat modified and pupils are given more liberty in the choice of subjects than formerly.

Athletics are in a healthy condition. A new association has been formed in connection with other schools. The basket ball, base ball and foot ball teams are achieving a large share of victories. These give an excellent training. The orchestra of sixteen pieces has attained its highest point of efficiency during its history, so much so that, for the first time, the high-school orchestra will furnish the music for the commencement exercises.

It can be said without fear of contradiction that the department of music has attained a high standard of excellence. The worth of the training can best be judged by the graduates of the high school. The tones secured from the children in all the grades have been rich, full and clear; there has been an absence of shouting and screaming. Children enjoy this work and by means of it are in better discipline, and for, the most part, are more sympathetic. Its effects in all school work is marked. The oral reading is benefited by it. The chorus work at the closing exercises was especially good and demonstrated the thoroughness with which it was carried on in the grades and in the high school.

The work in the department of manual training for the past year has been productive of great good and an increased interest is manifested in every line. No one who knows anything about the development of the child now seriously questions the wisdom of training the hand together with the head. All over the country manual training is being incorporated as a part of the regular course in a system of public-school instruction. We are slowly getting away from the idea that everything must be learned from books.,The time will come when we will use every means at our command to stimulate the entire child to see clearly, to think carefully and express correctly, what has come within his experience. Under the head of manual training I have given you a detailed report of the working of this department.

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An advance has been made in the salaries of the principals and some of the lower grade teachers. While we are not paying as high salaries as some other places, yet a decided improvement has been made during the past few years and we hope to be able to report in the near future that the salaries paid our teachers are commensurate with the high standard of scholarship demanded for those who are employed in our schools.

PATERSON.

L. A. GOODENOUGH, SUPERINTENDENT.

To the Hon. Chas. J. Baxter, State Superintendent of Public Instruction:

DEAR SIR—In compliance with the regulations of the school law of the State of New Jersey, I have the honor to submit herewith my annual message on the educational department of the City of Paterson.

In my last report I had the pleasure to announce that with the increased number of classrooms, we were able to accommodate all children seeking admission, to our public schools, but I am sorry now to report that as a result of the great fire, we are confronted with the problem of providing adequate facilities for the proper schooling of our children.

The total destruction of the High School, Grammar School No. 15, and the rooms rented for the Commercial School, and the Manual Training School, has resulted in depriving at least two thousand children of the advantages to which they were accustomed, and, furthermore, in depriving twice two thousand of the benefits of the full-day sessions. In all large manufacturing centers comperatively few children are allowed to remain in school long enough to complete a full course and it is very unfortunate that we are thus obliged to deprive so many children

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of the full five hours a day schooling. It is to be hoped that the condition of our city will soon warrant the replacing of these buildings with new and more modern structures. We are making every possible effort to secure more regular attendance on the part of our school children. The basing of the appropriation upon the actual number of days' attendance of all children has forced us to use every effort possible to educate children upon the necessity of being more punctual in attending school. I believe that this new regulation will result in the best compulsory school law ever enacted, and it will compel school authorities to resort to every means to prohibit the indifference or ignorance of parents and guardians in denying educational opportunities to children under their control.

High School.—The history of the High School for the past year has been characterized by no special event otherwise than the loss of the building which had almost outlived its usefulness and the resorting to the use of one of the other school buildings on half time. This system has, of course, resulted in overcrowding the work of both teachers and pupils, and it will require heroic efforts on the part of all to maintain our usually good standard.

The experiment of admitting students from the grammar schools to the High School twice every year has been continued. This plan has both advantages and disadvantages. It is a distinct advantage if a pupil be not quite prepared to enter the High School that he should, within a period of not more than six months, have a second chance to perfect his entrance; but, on the other hand, there is a great disadvantage in the practice of admission twice a year in the multiplication of numerous small classes of varying degree of advancement, with consequent increased difficulty of organization, but our conditions, for the time being, compel us to continue the present plan, and to study to overcome its difficulties and develop its benefits.

During the past year a student of the High School has won in competitive examination the appointment as cadet at West Point Military Academy, and another has, in the same way, secured an appointment to the Naval Academy at Annapolis.

The graduates of the college preparatory course of the High School have no difficulty in getting admission to the higher institutions of learning. Our graduates are admitted by certificate on the same terms as graduates of the high school of New York and other cities.

On the college-entrance examinations held in June last, fifteen candidates from Passaic and Bergen counties, entered the ex-

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aminations and as a result five of our students were admitted to Columbia University, three to Barnard and two to Columbia.

Normal School.—Great progress has been made during the past year in our Normal School. Six teachers, especially qualified by experience and training have been added, and the plan and scope of the work generally enriched, and no effort has been spared to afford the young women who take up the teaching profession every opportunity to attain an education equal to that acquired in the best normal schools of the country.

In September thirteen were enrolled in the Senior class and thirty-six in the Junior, or entering class. All in the Senior class passed successfully their examinations and will go on the substitute list for the following year. As it is the policy of the city to train its own teachers, we cannot overestimate the importance of this school to the efficiency of the whole system. To perform the difficult professional work required of teachers demands good health, thorough scholarship and the mastery of the science and art of teaching under expert supervision. It has been our aim to secure vigorous, cheerful, refined and scholarly teachers. Our plan provides for sixteen model teachers, representing the grades of the primary and grammar departments, and, through the generosity of the Board of Education, a substantial increase of salary has been made, so that now our teachers are paid a salary fairly commensurate with the work demanded of them.

Manual-Training School.—The progress of our Manual-training School has necessarily been retarded by the total loss of all machinery and tools; the Commission, however, has been able to secure temporary quarters and a small amount of material, so that everything is now in readiness to continue this most important feature of our school system.

Kindergarten.—The problem of adjusting the work of the kindergarten department so that four thousand children, ranging between five and six years of age, shall be provided with modern facilities, is a matter demanding thoughtful attention. In many of our schools the rooms assigned to this department of instruction were found inadequate to the number of children seeking admission. Where such conditions exists, half-day sessions have been formed. It is a matter for regret that the majority of children remain but five months in the kindergarten, principals and teachers finding it necessary to make frequent promotions in or-

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der to accommodate the number awaiting admission. The good sense of the educational world demands a system of education which will lead to a continuous connected course of work. Much of the good of the kindergarten depends upon the readiness of the grades following to continue the work introduced and we are endeavoring to have our primary grades keep in closer touch and sympathy with the kindergarten. The necessity for a closer correlation is a matter which has been demanding our immediate attention.

Music.—The work in the department of music, under a special supervisor, has been steadily improving. As the teachers have become more familiar with the system and its careful grading and the pupils promoted from grade to grade, the outline of work has been completed with greater ease, a superior tone quality, and ability to read music intelligently have been attained.

Our aim is not only to enable pupils to read music at sight, but to give attention to the intelligent rendition of the song. This requires familiarity with the text, key signature, time signature, expression, breathing places, and many other matters. attention is given to all these matters from the time pupils begin to sing from notes. Many teachers now, who looked upon the music period with dread, are directing their classes acceptably, and I have every reason to believe that both teachers and pupils enjoy the music work and that acceptable progress is being made along this line.

In conclusion I am pleased to say that improvements are being made along the lines of school studies, the course of study being revised and better adapted to the practical needs of this community, and every effort is being made to continue the high standard made by the Paterson schools.

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PASSAIC.

F. E. SPAULDING, SUPERINTENDENT.

Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—In addition to the information contained in the accompanying statistical reports, I will call attention to a few facts and some of the most important improvements and indications which have appeared during the past year.

Up to the year just closed, for nearly ten years, each year has shown an increased attendance of ten per cent. or more over the preceding year. The average for the year 1901-1902 fell a little below that for the year 1900-1901. This falling off certainly does not indicate a decrease in school population, though there are evidences that the rapid increase of past years is somewhat lessened, probably only temporarily. From the opening of the schools in September to January, 1902, the usual increase over the corresponding months of the preceding year was fully maintained. Then, owing to a smallpox "scare," an order that all children must be vaccinated or be excluded from school was promulgated and rigidly enforced. This at once caused a falling off of over twenty per cent. The falling off occurred chiefly in the kindergarten and primary departments; the high school was scarcely affected at all, and the grammar grades only slightly. While the majority of these children returned gradually, so many were out so long that it resulted in a large decrease in the average attendance for the year. We have an efficient truant officer and are doing our best to enforce the compulsory attendance law. But, between compulsory attendance and compulsory absence—for non-vaccination—there is a conflict which those opposed or indifferent to school privileges are not slow to see and to take advantage of.

Notwithstanding this falling off in the average attendance for the year, since it was due without doubt chiefly to a special and temporary cause, the school authorities are acting wisely in providing more accommodations. A new eight-room building, replacing an unsuitable four-room building, was opened at the be-

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ginning of the school year, and all rooms but one were occupied. In the most populous section of the city a new fourteen-room building will be completed, and probably at least ten rooms occupied next September. In another very populous section ground is just being broken for a sixteen-room building. These buildings should relieve the city for one year, at least, from an appropriation for further accommodations.

There was a large increase in the attendance at our evening schools, which are doing successful and immensely important work. One school ran the entire school year, and the other seven months. Next year an additional school will be opened and all will begin their work with the regular school year and probably continue until May, or longer. As more than half the attendants at the evening schools are beyond the compulsory age, it is evident that the advantages offered are largely appreciated. Whole classes of foreigners, some composed entirely of adults, most of whom are ignorant of the English language, are formed every year. Most of these who attend regularly, even for two or three months, learn to understand and read simple English passably, and to converse and write somewhat.

In this connection it is appropriate to mention a recent important gift intended to benefit especially the class of people who profit by our evening schools. I refer to the Jane Watson Reid Memorial Library, a magnificent building to cost over $100,000, which is now being erected in the heart of the foreign section of the city by Mr. Peter Reid, an old and esteemed resident of Passaic, in memory of his wife.

Summer schools, convenient to nearly all parts of the city, have been maintained, as usual, for a six weeks' session. The attendance and the results were better than ever before. The programme consists largely of manual work, nature-study, singing, gymnastics and games.

The most important change in the work of the schools was brought about by the appointment of a supervisor of physical culture. Heretofore this work has been in the hands of the regular teachers, and has not been carried on uniformly in a way to produce the best results. Under the supervisor the results have been very gratifying, and important beyond expectation. Aside from the physical effects the effects of suitable gymnastic exercises on the studies is most beneficial, as has been demonstrated by careful experiment. Next year a gymnasium with necessary measuring and testing instruments and apparatus suitable for general exercise and for the correction of malformation and

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physical defects will be provided especially for the use of the High School.

For our own benefit in the enforcement of the compulsory attendance law, we are having a careful census taken of all children from four to fifteen years of age. This is being done by the truant officer during the summer vacation.

Larger salaries elsewhere have attracted rather more of our teachers than usual this year, so that we begin the work next year with about thirty new teachers, which is nearly twenty-five per cent. of our entire corps. Only eight of this number represent an increase, the remainder come to fill vacancies.

PERTH AMBOY.

S. E. SHULL, SUPERINTENDENT.

Hon. C. J. Baxter, State Superintendent:

DEAR SIR—This year's work has put to a rigid test both the physical and mental endurance of many of our teachers. No special provision having been made for an increased enrollment, the rooms of all the lowest grades were crowded to an extent that precluded satisfactory work there. Our efforts to secure rented quarters were but partially successful, and the rooms we did secure were a miserable apology for the scholastic homes of youthful humanity.

To overcome, in some little measure, the evil effects due to overcrowding, we resorted to the Batavian plan in two sections of the city. The good results claimed by the authors of this plan presupposes a room of sufficient size to comfortably seat eighty pupils. The pupils are expected to attend school all day and are under the care of two teachers during the day.

However skeptical we were and still are as to the feasibility of

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the plan, we are not prepared to criticise it because of the failure which accompanied its trial here. Indeed, it may be an educational sin against Batavia to call our arrangement Batavian, since, instead of eighty, we had as many as one hundred and thirty pupils in a room, and neither of the two rooms was of sufficient size to seat more than fifty-six pupils comfortably. The two teachers assigned to each of the rooms were among our successful ones, and in the light of the results secured, I can safely advise against experimentation under conditions similar to ours.

In addition to the two rooms mentioned above we had sixteen others in which the pupils enrolled varied in numbers from sixty to ninety-five.

The members of the Board of Education recognize the injustice to which the pupils under their care are subjected, have done the best they could with the limited amount of room at their disposal, have made unsuccessful attempts to secure from the city authorities an appropriation for more buildings, and in the management of the schools have put to the severest test the elasticity of every dollar placed at their disposal.

We have made no attempt to enforce the truancy law of the State beyond the cases of children who are actually enrolled in the schools, nor have we paid any attention to the compulsory attendance act.

The enforcement of these acts would require increased accommodations and more money, on both of which we are short, but the good that would result from their enforcement could not be measured by the dollars and cents necessary to train to decency those for whom they were specially intended. Then, too, it is a matter of economy to gather into the schools children disposed to be morally warped, since their education there, in the end, costs a great deal less than the corner-and-street education which makes them subjects destructive to the repose of the police officer, and which, in many cases, trains for the police court, the reformatory, and the jail. An unusual number of our teachers resigned during the year. In nearly every case higher salaries elsewhere proved an attraction to those leaving, and properly so. When public sentiment is brought to recognize the fact that brains doing work in the schoolroom are worth as much as they are in other vocations, salaries will tend to uniformity and the itinerant schoolmaster will cease to be.

A new salary schedule will go into effect in September, but the increase will not be sufficiently great to hold the ambitious teacher.

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Our high-school department is growing, and gaining the confidence of the people. The number of pupils enrolled in this department keeps pace with the rapid increase in the lower grades, and we are now confronted with the problem of finding room for them. Our teachers have been painstaking in their efforts to do their best under conditions that were not the most favorable. Our applicants for some years past, with rare exceptions, have been graduates either of a college or a normal school, and the standard of their work during the first years after their appointment ranks higher than in former years when those appointed were very largely untrained.

PLAINFIELD.

HENRY M. MAXON, SUPERINTENDENT.

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

DEAR SIR—I have the usual report to make for Plainfield that the year has been one of healthy growth, of strong work, and of cordial support by the Board and the community. There has been no material change in school conditions during the year. The attendance has been much affected and the work somewhat hindered by an unusual amount of absence in consequence of many cases of vaccination and the scare resulting from several cases of smallpox in the city.

The new high-school building for which money was voted two years since, is still wanting on account of various complications growing out of the changes in the school law. This has prevented the readjustment of classes in the schools that was anticipated when such a building should be completed, and our school accommodations are becoming somewhat cramped. In three buildings we have found it necessary to put one or more classes on half time, but hope another year to hire additional accommodations and furnish at least a partial remedy for this situation.

The work of schoolroom decoration has been extended some-

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what during the year, and nearly two hundred dollars have been spent in purchase of pictures and casts for the adornment of the classrooms and assembly halls in various buildings.

In May, we had an extensive exhibit of classroom work from the various classes in all the schools, which was very largely attended by the parents and highly appreciated and approved by those who saw it. There was much comment by the teachers and others able to judge on the improvement shown by comparison with our last general exhibit which was held several years ago.

The class that was graduated from the High School in June was the next to the largest in the history of the school. A large proportion of the graduates will attend schools for higher education next year. The study in English has been still further improved and the results are still more satisfactory. Self-government is even more popular with teachers and pupils, and the spirit of the school shows marked improvement as a result. Our plan is very simple, resting entirely on public sentiment and the pupils' sense of honor, acting according to lines planned by the faculty which shall develop the pupils' sense of responsibility, without calling into play, in any way whatever the self-reporting idea. We believe that such discipline calls ont the best that there is in pupils, and, since it throws them on their own responsibility so largely, it gives them valuable training in preparation for similar self-control and right action when they become citizens.

We have now a kindergarten for each of our primary schools and, as result of the lowering of the school age, the numbers in attendance have somewhat increased.

The school machinery has been improved during the year by the adoption by the Board of a complete set of rules for the guidance of teachers, pupils, janitors and others concerned in the school work. The standard for teachers has also been raised by more particular requirements and also by strengthening the tenure of office, since the rules provide that, after a teacher has served several years of probation, she may be put upon the permanent list and thereafter does not come up for annual election but holds her position as long as her service is satisfactory. The maximum salary has also been raised fifty dollars. It is the sentiment of the Board that the best teachers obtainable shall be selected regardless of residence or other conditions. Consequently we draw from a wide field, our teachers coming from a large number of normal schools and colleges, and no one receives an appointment who cannot obtain a certificate from the State Department without examination. In consequence of this standard the character of our force is very satisfactory.

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RAHWAY.

W. O. ROBINSON, SUPERINTENDENT.

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

DEAR SIR—The past year has seen the good work continued in the introduction of music, the extension of the high-school course of study to four years, the introduction of a commercial course, and other important changes that are of local interest, and are destined to benefit the cause of education here.

During the year the work of the school suffered very much from the prevalence of several contagious diseases, especially smallpox, which has cut down the attendance fully ten per cent. and has injured the work of instruction much more. While the actual number of cases was not large, the panic at times was great, the pupils remained away from school, and the work of the teachers was thus very greatly hampered.

Additions have been made to the school libraries in all buildings but one. The books that are provided for supplementary reading have been increased, reference books have been added, yet they are inadequate.

Good work has been done in teaching reading and instilling a love of that which is good in literature. In connection with mention of this, reference ought to be made to the work that has been done in teaching the use of good English, especially in composition work. We have made this co-ordinate with other subjects, and good results have followed. The old command to write a composition has been eliminated and we now get a cheerful response when we ask for the written report on some lesson in history, reading, observation in natural history, analysis of some problem in arithmetic, etc., etc. In making the composition lesson have, in the minds of the pupils, some just cause for being, we have gained a great advance in securing cheerful cooperation on the part of the pupils in the work, and that is more than half the battle.

We have made the promotion of pupils a very flexible matter. There is a set time when this is done for the majority, but in the case of the exceptional ones, there is a freedom of change of classes whenever there is a need of it. Thus it is possible to save "marking time" in the case of any that might be able to move at

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a quicker pace, and we have the exit of "the lock step."

Teachers' meetings during the year have been well attended, and have been full of interest. We have regular meetings of all the teachers twice a month, once for the regular city meeting called for by the by-laws of the Board of Education when matters of general interest are discussed, and another meeting for the instruction of all teachers in reference to the special subjects. At the former meetings we have had several addresses from workers outside of our city, and this has been very much to our advantage.

TOWN OF UNION.

OTTO ORTEL, SUPERINTENDENT.

To Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—I am very much pleased to be able to report to you that the Town of Union is to have a new school building.

On May 12th, a special meeting of the Board of Education was held to discuss the matter of securing the much-needed additional school accommodations.

As our charter provides no way in which a school house can be erected, it was decided to proceed under the general school laws, just enacted, and, accordingly, a meeting of the legal voters was called for May 28th, at which meeting the propositions submitted by the Board of Education were carried by a large majority.

The propositions were to purchase a plot of land 200x150 feet for a school site, at a cost of $15,500, and to erect thereon a two-story brick, sixteen-room primary school at a cost of $44,500, and to issue bonds to the amount of $60,000 to raise the necessary funds for these purposes.

On June 5th, 24 days after the initial meeting, the proceedings were approved by the Attorney General, and the new school assured.

From the interest manifested by the members of the Board of Education, and the citizens generally, it is safe to predict that the

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building will be a model in every respect, the site chosen being an ideal one, on high ground, well-sewered, and fronting on three streets.

The average enrollment per class in the primary grades during the year just closed was 57, the average daily attendance 54. No teacher can do justice to such large numbers of children. It is easily seen how hardworking and conscientious our teachers are when they accomplish what they do under such conditions. When the new school is erected, it will enable us to reduce the size of these classes, and the increased efficiency in the primary work will more than compensate the public for the money invested.

The enrollment in our High School has increased eleven per cent. over last year, and there is every indication that there will be another increase this coming year.

About ninety per cent. of the grammar graduates have signified their intention to enter the High School this fall.

There were 25 graduates from the High School this year. Four of the young men graduates enter college. Four of the young lady graduates enter the New Jersey Normal School. Four more of the young ladies are preparing for teaching elsewhere. Four of the young men are in business and the remaining nine young ladies are at home.

A very much larger number of our graduates would enter the Normal School if there were one easy of access in this part of the State, and the movement to establish an additional Normal School is one that our people are greatly interested in.

———

WEST HOBOKEN.

ROBERT WATERS, SUPERINTENDENT.

Chas. J. Baxter, State Superintendent:

DEAR SIR—Perhaps the best thing I can do, in the way of a yearly report, is to state in short order the various events connected with our schools which had a more or less important bearing on them.

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First: That which had the most serious effect on the attendance was the smallpox epidemic, which occurred in February and March last, and which induced our Board of Education to pass an ordinance requiring compulsory vaccination of all our scholars. This, together with the number of scholars quarantined by reason of living in affected houses, caused a drecease in the attendance, during these two months, of at least fifteen per cent. Hardly any of our scholars themselves were stricken; but many among those who surrounded them were. There was at this time considerable discussion among our people regarding the efficacy or non-efficacy of vaccination; but the majority seemed to favor it, although a few refused to have their children vaccinated. Mr. Kielberg, Inspector of the Board of Health, deserves high praise for his active and fearless conduct, his faithfulness in informing me of every case, and his firmness in having all persons affected with the disease speedily removed to the smallpox hospital at Snake Hill.

Second: As the new school law (the McKee law) enables towns and townships such as ours to secure the advantages of the provisions of the law relating to cities, by submitting the question for or against the adoption of Article VI. to the people at a regular election, this was done, and the people endorsed it at the charter election by a large majority. So we are now working under the provisions of Article VI., which gives us the advantage of a superintendent, an examining board of our own, a board of estimate, and several other advantages. Although this town has over 25,000 inhabitants, it is still working under a town charter.

Third: As the schools are all more or less overcrowded, and as the high school and two primary classes are located in a hired annex with imperfect accommodations, our Board of Education applied, in June last, to the Town Council for an appropriation of $75,000 to erect a new school building. So far, no agreement has been reached by the Board of Estimate, which is largely on account of the fact that the members of this board cannot agree as to the location of the school; some insisting on a new school in the First Ward, others in the Second, and others, again, favoring wings to be built on the school buildings now in existence. An agreement of some sort, however, must soon be reached; for more room is an imperative necessity. The history of mankind, it is said, is a history of blunders; and one of these was in the erection of the three new buildings, which should have been made large enough for a complete primary and a grammar department, 18 classrooms, whereby the graduates therefrom could have gone direct to the high school; but as these schools

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have only 15 and 16 classrooms, the scholars of the highest class in each of them must, on promotion, go to School No. 1, which alone has classes enough for a complete primary and a grammar department, but not enough room to have the highest class of each of the other schools pour into it.

Fourth: So that, at the half-yearly promotions last February, we were obliged, for lack of room, to let the scholars in each class remain where they were, and raise the grades. This was not, however, favorable for either scholars or teachers, and it created general dissatisfaction. In one school, No. 4, this was avoided in this way: Miss Edith Giles, the teacher of the 7th-year grade, voluntarily undertook to teach the two higher classes in one room, and thus enabled all the other classes in the school to be promoted. The result was great satisfaction among the teachers and excellent progress in all the grades.

Fifth: At the High-School graduating exercises, which took place in June last, four boys and twelve girls received their diplomas. Of these a number of the girls are now serving as pupil teachers in our schools—not one has gone to the Normal School at Trenton—and two of the boys have gone to higher institution to prepare for business. Study at a higher institution in order to become good business men is considered necessary; but such study in order to become good teachers is not at all necessary. And when one can get a position without it, why should it be considered necessary? The Hon. Thomas E. McEwan delivered an admirable address to the graduates on this occasion.

Sixth: When the schools opened in September, we were obliged to make half-day sessions in all the kindergartens, seven in number, on account of the large number of small children in this town. All our kindergartens are now completely equipped with kindergarten material, including tables, small chairs and the Froebel gifts; and they are taught by good teachers, who are doing excellent work.

Seventh: At the beginning of this school year our Board of Education raised the salaries of all our teachers (85 in number) five per cent., thus increasing the pay roll $2,500 a year. The janitors received each an increase of $100.

Eighth: Although all our schoolrooms have pictures of more or less merit, I felt that an improvement in this respect was desirable. So that, when a Boston firm offered to send on exhibition a collection of fine copies of masterpieces in painting, the income from said exhibition to be devoted to the purchase of their pictures, I accepted the offer, and raised the sum of $166, exclusive

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of expenses, for this purpose. The children were admitted to the exhibition at 5 cents each, and adults at 10 cents, and the whole thing was a success. The pictures were rather dear, however, and we did not get as many as we wished or expected. But the exhibition was worth 5 cents, anyway.

Ninth: The teachers of School No. 4, feeling that their school library ought to be in better condition determined to raise money to improve it, and got up an entertainment of their own for this purpose, all the parts being performed by themselves. The affair went off admirably, and they realized the handsome sum of $200 by this entertainment, which placed their library almost on a par with that of School No. 1. There are now about 900 volpmes in this library, and about 1,000 in that of School No. 1. New catalogues for each library have recently been printed, and about 10,000 volumes have been taken out by the scholars during the year.

Tenth: For the first time in five years we have had photographs of all the scholars taken—not in groups in the playground, as heretofore, but in their classrooms, and by daylight, not flashlight. The result, both in the artistic character of the pictures and the amount raised for the libraries, was highly satisfactory.

Eleventh: A postal card system of inquiry after absent scholars has been introduced and the scheme has worked well. Any scholar, whose absence for one or two days has not been accounted for, has a double postal card (one for reply) sent to his father or mother, inquiring as to the cause of his absence, and a reply is always received. This serves to show both scholar and parent that absences are immediately noticed, and that an explanation of the same is required. Should the reply display a case of truancy, the principal of the school simply hands the name and addresss of the truant to the police officer on duty in the precinct, who is required, as a part of his duty, to look after truants. So that the appearance of the officer at the home of the truant is regarded as a very serious matter. This arrangement is made by a special agreement with the mayor and the police authorities; and has had the effect of causing truancy to be almost unknown.

Twelfth: I regret that although there were four graduates of the State Normal School who applied for positions in our schools —four young ladies who taught for one month in our schools with entire satisfaction—not one of them was appointed. Other young ladies, who had merely gone through the high school and secured a county or district certificate, but who resided in the town, secured the positions. I do not think these ought to be excluded altogether, for, as in other professions, some teachers are

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born, not made; but when there is a choice, normal graduates ought, as a general thing, to be preferred. Otherwise what encouragement is there for professional training in the high and noble art of teaching? Those who cannot afford the expense of such a training ought to choose some other profession, or earn their living in some other calling.

Thirteenth: In June last we had a school picnic at the Schuetzen Park, where there are many facilities for amusement, and where about 4,000 children and 3,000 adults were gathered. The weather was splendid, the attendance unsurpassed, the dinner to the teachers and trustees excellent, and the good humor and social enjoyment universal. The procession of such an immense throng of children to the park, all dressed in their best, with flags flying and bands playing, was a sight not easily forgotten. A large sum of money was taken in at the gates, and the festivity and dancing continued long after the children had gone home.

Fourteenth: In the evenings and, on Saturdays, in the daytime, there are various classes of foreigners, especially Germans and Armenians, who attend courses in our schools for the purpose of learning the English language; and on one evening of each week one of Mr. Damrosch's Choral Union Classes meets at School No. 1, and another on a different evening at the High-School, for the purpose of learning singing at sight. Among the scholars in these classes are a number of our school teachers. Singing, by the way, which promotes culture of the highest sort, is much prized and practiced among our teachers and scholars; for, besides this Choral Union class, there is another for our teachers alone, which meets after school once a week, and is taught by Miss Mina Felter, our chief teacher of singing. So that the singing by the scholars in the morning assemblies and in the classrooms is generally quite good and often inspiring.

Fifteenth: The one sad event of the year was the death of Miss Elizabeth Cranwell, who had been teaching for five years in School No. 3, and whose demise was much lamented.

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REPORTS

ON

Manual and Industrial Training

FOR THE

STATE OF NEW JERSEY.

1901-1902.

(169)

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Manual and Industrial Training.

ASBURY PARK.

FRED. S. SHEPHERD, SUPERINTENDENT.

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

DEAR SIR.—*(a)* The expenditures for our manual training plant this past year have been principally for replacement. The plant and equipment remain, therefore, practically the same as reported to you last year.

(b). The *character* and *amount* of work done may be judged from the following courses as actualy taught this past year. It should be said in explanation, that the choice of models was, so far as possible, determined by the regular studies of each grade, in other words by the principle of correlation. This was accomplished by the constant consultation and co-operation of the regular grade teachers with the special teachers of Drawing and Manual Training. The primary classes afford better opportunities for the correlation of Manual Training and of Drawing with the other work of the primary school. The strengthening of personal initiative and the gradual unfolding of originality and creative power, as pupils advance, call naturally for a widening differentiation of such work in the higher classes from the regular work of the school.

COURSE.

FIRST GRADE.

Folding and *cutting* in *paper* of objects founded on the square, oblong, etc., e. g. pin-wheel, flags, boxes, clock dial, fan, book-mark.

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Weaving in Raffia.—Braiding for mat and basket.

Use of simple measurements, 1 inch and ½ inch in construction of simple objects: Kite, May-baskets, wall-pocket, boxes.

Simple Knife-work and Nailing.—Label, fences and trellis for school garden, boat.

SECOND YEAR.

Simple Construction in Card Board Work.—Signal flags made, colored and mounted, book for nature work, dove-cote, miniature school desk and seat, butter churn.

Weaving.—Simple weaving for book-mark, needle-book and pen-wiper. Weaving Indian blankets in loom.

Sewing.—Bean bags.

Knife Work.—In handles for flags, paddles for canoes, Eskimo sledge, dasher for churn, loom for weaving blankets.

Construction of Indian Village.—Tepee, canoe, paddles, bow and arrow, quiver, snow shoes.

THIRD GRADE.

Construction in Card-Board Work.—Book mark, boxes, calendar, pen wiper.

Advanced Weaving with Raffia and Rattan.—Mats, baskets, birds nest.

Cord Work.—Key chains, hammocks, book bag.

Construction of objects, illustrative of the Story of Robinson Crusoe, cliff of clay, cabin, stockade, ladder, raft, derrick.

FOURTH GRADE.

Card Board Work.—Book mark, handkerchief box, scrap envelope, court plaster case, picture frame, pencil case, paint box holder.

Basketry with Rattan.—Mat, basket, flower basket, waste paper basket.

Knife Work, Etc.—Construction of Puritan log cabin.

FIFTH GRADE.

Venetian Iron Work.—Exercises to give skill in handling of tools and materials and knowledge of principles involved

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Construction of Models.—Picture holder, pencil holder, plant stand, letter rack, swinging gates (*made* but not designed by class); office sign (*designed* and made by class).

SIXTH GRADE.

Boys—

Designing and Construction of Highway Bridge.— Ditto railway bridge.

Knife Work.—Label, tag, pencil sharpener, fish line winder, paper file, match box, calendar, picture frame, penholder.

Girls—

Sewing.—Weaving and lining of rattan work basket, patching, hemming napkin, hem-stitching and marking towel, making model of apron.

SEVENTH GRADE.

Boys, Bench Work.—

Models of the Eighth Grade.

Original Work.—Designing and making of sail boats, ice boats, trellises for school and draw-bridge.

Girls—

Sewing.—Patching, hem-stitched apron, embroidered collar, button holding, drafting and making skirt.

EIGHTH GRADE (A).

Boys, Bench Work—

Models.—Book-rack, brush-broom holder, pen-tray, picture-frame, ping-pong set

Girls—

Cookery.—(See Course below).

EIGHTH GRADE (B).

Boys, Bench Work—

Models.—Flower stake, tool-rack, coat-rack, coat-hanger, bread-board, cross-stand, bench-hook, towel-rack.

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Girls—

Cookery.—(See Course below).

DOMESTIC SCIENCE COURSE.

The length of this course is two years, one lesson of two hours each per week. It is given in the last two years of the Grammar School. As this past year was the beginning year in such work for both classes, both covered the first year of the course. Class 8-A will have next year the second year of the course. The following are the lessons taught during the past year:

1. Construction of coal and gas ranges and making of fire.
2. Experiment with starch and albumen.
3. Poached egg on toast.
4. Potato: boiled, mashed, browned in oven.
5. Cooking of cereals.
6. Cooking of vegetables—cream sauce.
7. Tomato soup.
8. Cooking of omelet.
9. Sponge cake.
10. Pop-overs.
11. Muffins.
12. Tea, coffee, cocoa.
13. Study and classification of foods.
14. House-cleaning lesson.
15. Oyster-soup.
16. Codfish balls.
17. Marketing lesson. Broiling of chops.
18. Experiment with yeast.
19. Bread-making.
20. Rolls.
21. Custards, boiled and baked.
22. Cup-cake.
23. Snow-pudding, custard sauce.
24. Dough-nuts.
25. Strawberry shortcake.

(c) As was prophesied in last year's report, manual training

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of all sorts, with the exception of Drawing, was eliminated this past year from the High School courses of study. The reasons for this change are several: inadequate teaching force, the conviction that, if any preference must be shown, the elementary school should have the preference, the wisdom of reaching the larger numbers with such means of training, the desirability of holding pupils as long as possible in school by making it interesting and attractive, and the fact that such work is done with relatively less expense in the elementary school. It is hoped the time is not far distant when the services of an additional teacher of Manual Training can be afforded. This would make possible the extension into the High School both of wood-working for the boys and of domestic science and art for the girls in a manner worthy of the name and expenditure.

On the other hand, our Manual Training courses have been extended this past year to all grades of the elementary school as shown above. Each class in the elementary school has the advantage of some form of hand-work forty minutes a day, four days in the week, under the instruction or direction of the special teachers of Drawing and of Manual and Domestic Arts. The interest in this work shown by the pupils has been very marked and, reflexively, has put new spirit into all school work.

This has led to the setting aside of the school day before Decoration Day as Reception Day in our schools. It is a day when pupils, teachers and Board of Education formally receive the patrons of the school and all interested in educational work. This year the day was Thursday, May 29th. The morning was given up to exercises appropriate to the commemoration of Memorial Day. In the afternoon, from two to five, the pupils and their teachers received the parents of the children and any others interested in seeing what the children had accomplished during the year in Manual Training and Drawing. The best productions of each class were arranged in a *general* exhibit in rooms suitable to that purpose. The general exhibit of the elementary school included the best drawings of each class and also the hand-work of the two Kindergarten classes, showing the sequence and progression of the work. The drawings of the High School classes were exhibited separately in the art studio. In addition to such general exhibits, the work of each individual pupil was shown on his desk or on the walls of his class-room.

The interest shown by parents and public was far beyond anti-

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cipation. From the opening to the closing of the doors the buildings were crowded with enthusiastic visitors.

In the evening the Board of Education, assisted by the teachers and by the girls in the domestic science classes, received the public formally. The first part of the evening the company were entertained in the auditorium by a most excellent address on "Manual Training in Public Schools," by Dr. J. P. Haney, Superintendent of Manual Training in the New York City public schools, Manhattan Borough.

Those present then adjourned to the domestic science and art rooms, where the Board, assisted by the teachers, received the public socially. Refreshments were prepared and served by the girls of the domestic science classes. Although the buildings were so crowded in the afternoon, the attendance in the evening was large. Invitations had been sent out by the Board of Education to all neighboring school boards and school officials. The presence of not a few of these, and their interest in the address and manual training exhibit were specially gratifying and auger well for the extension in Monmouth county of such work. The occasion was honored by the presence of County Superintendent John Enright, who also made a brief address. Next year it is planned to have the public address on the subject of Domestic Science and Art in the Public Schools

It would be interesting to know at what expense per lesson for each pupil Domestic Science and Art are taught in the schools of this State. Hoping that the reports from other schools in the State, where these subjects are taught, will contain this year, or at latest, next year, similar analyses of expense in this department, I herewith set forth the expense of teaching those subjects in Asbury Park.

COOKERY.

Number of pupils in classes	38
Number of lessons given each pupil	36
Number of lessons given on basis of one pupil	1368
Total cost of materials *including gas*	$49 12
Cost of *materials* per lesson for each pupil	03
Cost of tuition	192 00
Cost of tuition per lesson of *two hours* for each pupil— $192.00÷1368, or	14

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Total cost per pupil per lesson of *two hours,* including tuition and all materials..... 17

It will be seen from this analysis that the cost of materials is practically one-fifth of the cost of tuition. It should be noted that one lesson in cookery is *two hours* in length, or three times the length of an average lesson in the Grammar, or in the High School. Or stated otherwise one lesson in cookery is equal to three recitations in Grammar, or High School. On the basis, therefore, of *forty* minutes for a lesson or recitation the cost of *tuition* for cookery would be 1-3 of 14c., or 4 2-3c. per pupil per recitation, while the cost of *materials* would be 1c. or *total* cost of tuition and materials per pupil *for a recitation of forty minutes,* 5 2-3c.

SEWING.

The data are not at hand for determining the cost per lesson for each pupil in Sewing. The first year the subject was introduced more materials were purchased than experience proved necessary. These materials are not yet exhausted. Until they are, the cost of materials per lesson for each pupil can not be determined. The cost of tuition can, however, be shown for this past year for the seventy girls, who were taught sewing in the Sixth and Seventh Grades.

In my financial report $32.00 is recorded as the salary of the special teacher of sewing, who also taught the other kinds of Manual Training. One twenty-fifth of her time approximately was given to the supervision of the regular class teachers, who taught the lessons in sewing. Hence one-twenty-fifth of her whole salary, $800, is apportioned to sewing. To this must be added that part of the salaries of the regular teachers, which is in proportion to the time spent by them in this work. This amount is $90. The total cost of tuition therefore was $32.00 or $90.00 or $122.00.

Number of lessons given during the year..... 72
Number of girls taught..... 70
Number of lessons on basis of one pupil..... 5040
Cost of tuition $122 00
Cost of tuition per lesson of forty minutes per pupil=$122 ÷5040 ..... 02⅖

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It is safe to say that the cost of materials per pupil for a lesson in sewing is not over one-tenth of the cost of tuition, or 24-100 of one cent.

Comparing now the cost of tuition for Cookery and Sewing, it is seen that the cost of tuition for cookery is practically twice that for sewing, as conducted in the Asbury Park schools.

It may seem to some that the annual per capita cost of teaching these subjects would be a much simpler unit of comparison. It would not, however, be accurate, for it would neglect entirely the *time* element without including which there is no common unit of comparison.

WOOD WORKING.

This includes card-board work, cord--work, basketry, whittling and bench work.

Number of pupils taught	369
Number of lessons given each pupil	72
Number of lessons on basis of one pupil	26568
Total cost of tuition	$544
Cost of tuition per lesson for each pupil	02
Total cost of materials	$65 71
Cost of materials per lesson for each pupil	1-4

The cost of materials in Wood-working is, therefore, one-eighth the cost of tuition, or the cost of tuition eight times the cost of materials. The total cost per lesson was 2¼c.

METAL WORKING.

(In Venetian Iron).

Number of pupils taught	53
Number of lessons of forty minutes' duration to each pupil	72
Number of lessons on basis of one pupil	3816
Cost (total) of tuition	$63 43
(Special teacher assisted by grade teacher).	
Cost of tuition per lesson for each pupil	012-3
Total cost of *materials*	$23 99

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Cost of materials per lesson for each pupil.....	0063
Total cost per lesson.....	0229

The cost of materials in Venetian iron work is, therefore, practically two-fifths the cost of tuition. The cost of tuition is two and and one-half times the cost of materials. The total cost per lesson for each pupil was practically 2 3-10 cents

DRAWING.

Number of pupils taught.....	707
Number of lessons given each pupil.....	72
Number of lessons on basis of one pupil.....	50,904
Total cost of tuition including services of both grade teachers and special teachers.....	$1066 60
Cost of tuition per lesson per pupil.....	021
Total cost of *materials*.....	$157 90
Cost of materials per lesson per pupil.....	$ 0031
Total cost per lesson per pupil.....	0241

The cost of materials for Drawing, therefore, was one-seventh of that for tuition, or the cost of tuition was seven times that of materials. The total cost per lesson per pupil was practically 2 2-5 cents.

It should be remembered that *one-half* only of the expense of Manual Training must be met by *local taxation.* The other half, if not in excess of $5,000.00, is defrayed by the State. The local expense, therefore, of teaching Manual Training in its various forms in the Asbury Park schools is actually only one-half of the above costs.

By way of comparison the following tabulation of the above findings affords some conclusions of interest.

Table I.

COOKERY.

Per capita cost of tuition per lesson of 40 minutes, 4.66+ cents.
Per capita cost of materials per lesson of 40 minutes, 1 cent.
Total per capita cost per lesson of 40 minutes, 5.66+ cents.
Total per capita cost for lesson of 40 minutes defrayed by local taxation, 2.83 cents.

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Ration of cost of tuition to cost of materials, 4⅔:1.

Total annual per capita cost of two 40-minute lessons per week, $4.08.

Total annual per capita cost of two 40-minute lessons per week defrayed by local taxation, $2.04.

SEWING.

Per capita cost of tuition per lesson of 40 minutes, 2.4 cents.

Per capita cost of materials per lesson of 40 minutes, .24 cents.

Total per capita cost per lesson of 40 minutes, 2.64 cents.

Total per capita cost for lesson of 40 minutes defrayed by local taxation, 1.32 cents.

Ratio of cost of tuition to cost of materials, 10:1.

Total annual per capita cost of two 40-minute lessons per week, $1.90.

Total annual per capita cost of two 40-minute lessons per week defrayed by local taxation, 95 cents.

DRAWING.

Per capita cost of tuition per lesson of 40 minutes, 2.1 cents.

Per capita cost of materials per lesson of 40 minutes, .31 cents.

Total per capita cost per lesson of 40 minutes, 2.41 cents.

Total per capita cost for lesson of 40 minutes defrayed by local taxation, 1.25 cents.

Ratio of cost of tuition to cost of materials, 7:1.

Total annual per capita cost of two 40-minute lessons per week, $1.74.

Total annual per capita cost of two 40-minute lessons per week defrayed by local taxation, 87 cents.

METAL-WORKING.

Per capita cost of tuition per lesson of 40 minutes, 1.66 cents.

Per capita cost of materials per lesson of 40 minutes, .63 cents.

Total per capita cost per lesson of 40 minutes, 2.29 cents.

Total per capita cost for lesson of 40 minutes defrayed by local taxation, 1.15 cents.

Ratio of cost of tuition to cost of materials, 2½:1.

Total annual per capita cost of two 40-minute lessons per week, $1.65.

Total annual per capita cost of two 40-minute lessons per week defrayed by local taxation, 83 cents.

WOOD-WORKING (including Joinery).

Per capita cost of tuition per lesson of 40 minutes, 2 cents.

Per capita cost of materials per lesson of 40 minutes, .25 cents.

Total per capita cost per lesson of 40 minutes, 2.25 cents.

Total per capita cost for lesson of 40 minutes defrayed by local taxation, 1.13 cents.

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Ration of cost of tuition to cost of materials, 8:1.

Total annual per capita cost of two 40-minute lessons per week, $1.62.

Total annual per capita cost of two 40-minute lessons per week defrayed by local taxation, 81 cents.

AVERAGE.

Per capita cost of tuition per lesson of 40 minutes, 2.56 cents.

Per capita cost of materials per lesson of 40 minutes, .49 cents.

Total per capita cost per lesson of 40 minutes, 3.05 cents.

Total per capita cost for lesson of 40 minutes defrayed by local taxation, 1.53 cents.

Ratio of cost of tuition to cost of materials, 6:1.

Total annual per capita cost of two 40-minute lessons per week, $2.20.

Total annual per capita cost of two 40-minute lessons per week defrayed by local taxation, $1.10.

Conclusions.—Remembering that the unit of comparison is one lesson of forty minutes for one pupil.

1. The average cost of *tuition* is 2.56 cents.
2. The average cost of *materials* is 49 cents.
3. The average total cost of both, 3.05 cents.
4. The average total cost of both met by *local* taxation is $1.53.
5. The total annual average per capita cost found by multiplying the cost of one lesson by the total number of lessons, viz., is $2.20.
6. The total annual average per capita cost met by *local* taxation is $1.10.
7. Cooking, as shown by the table is the only form of Manual Training, whose cost whether for tuition or for materials is in excess of the average cost. The per capita expense of cookery is about 2¼ times greater than that of the other subjects, as shown in the above table.

Table II, Showing Relative Expensiveness.

Per capita cost of tuition per lesson of 40 minutes—Cookery ranks first; sewing, second; drawing, third; wood-working, fourth; metal-working, fifth.

Per capita cost of materials per lesson of 40 minutes—Cookery ranks first; metal-working, second; drawing, third; wood-working, fourth; sewing, fifth.

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Total per capita cost per lesson of 40 minutes—Cookery ranks first; sewing, second; drawing, third; metal-working fourth; wood-working, fifth.

Total per capita cost per lesson of 40 minutes defrayed by local taxation—Cookery ranks first; sewing, second; drawing, third; metal-working, fourth; wood-working, fifth.

Ratio of cost of tuition to cost of materials—Sewing ranks first; wood-working, second; drawing, third; cookery, fourth; metal-working, fifth.

Total annual per capita cost of two 40-minute lessons per week—Cookery ranks first; sewing, second; drawing, third; metal-working, fourth; wood-working, fifth.

Total annual per capita cost of two 40-minute lessons per week defrayed by local taxation—Cookery ranks first; sewing, second; drawing, third; metal-working, fourth; wood-working, fifth.

From Table II above, derived from Table I, we observe the following facts:

8. That the cost of *tuition* is highest for Cookery and Sewing; lowest for Wood-working, and Metal-working in order named.
9. That cost of *material* is highest for Cookery and Metal-working; lowest for Wood-working and Sewing in order named.
10. That the *total per capita cost* is highest for Cookery and Sewing; lowest for Metal-working and Wood-working in order named.
11. That Drawing ranks third in expense from whatever standpoint considered.
12. The cost of *tuition* is *highest* for *cookery*, lowest for Metal-working.

    The cost of *Materials* is highest for cookery, lowest for Sewing.

    The cost per capita of both is highest for cookery, lowest for Wood-working.

It is easy both to mislead and to be misled by means of statistics. Their conclusions need careful interpretation, before being accepted without question as a guide to judgment.

Although the total per capita cost of Wood-working *appears* the *lowest* of the five forms of Manual Training enumerated, it does not follow it *is* the lowest, until we know what is included under the

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term Wood-working, and in what grades it is taught. Under Wood-working, according to the directions of the State Superintendent, have been included the cost of all work done with card-board, cord, rattan, raffia and the knife (whittling) as well as the "joinery" or bench work proper. The first five of these kinds of Manual Training are utilized in the first, second, third, fourth and sixth grades. With the exception of the sixth grade both boys and girls participate in the same work and are taught at the same time. In the primary grades are also found the larger numbers and the subjects are taught largely by the regular grade teachers.

It is plain, therefore, that the per capita cost per lesson of teaching these subjects in the first four grades must be relatively considerably less, than the per capita expense of joinery in the last three years of the Grammar School. For, only the boys of those grades, or less than half usually of those classes are taught joinery, or bench work. Yet this relatively smaller number consumes as much of the teacher's time as does twice, or more than twice the number in those grades where the other subjects are taught. Moreover, joinery or bench work must be taught by the *special* teacher.

Hence, the cost of *tuition* for these subjects must in reality be considerably higher than two cents per pupil for a lesson of forty minutes, as shown in above table. As a matter of fact the per capita cost of the tuition for Joinery is* 4.37 cents per lesson of forty minutes. This is only three mills less than the cost of tuition for Cookery, which is 4.66 2-3, or 4.67 cents. If to the cost of tuition in Joinery, the per capita cost of *materials* per lesson were added, it would quite equal if not exceed in all probability the per capita cost per lesson in Cookery. *Therefore Joinery and Cookery are about equally expensive.* Unfortunately I have not at hand the data to give the cost of materials in Joinery alone, because, as above stated, the cost of cord, rattan, raffia, card-board and thin wood for whittling have been all charged to the one account of Wood-working.

* Note:

Number of boys in Joinery class	61
Number of lessons given each boy	72
Number of lessons given on basis of one boy	4,392
Cost of tuition requiring 6-25 of special teacher's time, therefore 6-25 of $800	$192
Per capita cost of tuition per 40-minute lesson, $192÷4,392, or	$.0437

Q. E. D.

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The forms of manual training, other than joinery, should, therefore, be grouped together and accounted for under some other heading than that of *Wood-working.*

We have demonstrated, however, that *Wood-working instead of being the least expensive as shown by above table, is one of the most if not the most expensive form of handwork practiced in our schools—and ranks in expensiveness almost equally with Cookery. Both are about 2 1-4 times as expensive as any of the other forms of hand work practiced.*

While we are not of those who believe the value of any form of instruction in our schools is to be determined by its *money* cost, we would like to show the inconsistency of the snap judgment of those who decry the teaching of these practical subjects with the flippant charge that they are "extravagant fads."

We do not deny that the cost per lesson per pupil for materials used, and for tuition in Arithmetic is less than in the case of Cookery. Let us see, however, whether the cost of teaching any other subject not considerd a fad is any more expensive. Consider the subject of Greek. It is not unfair to choose this High School subject for comparison, because the expense of teaching cookery to High School classes is not appreciably greater, than that of teaching Grammar School classes.

The beginning class in Greek in our High School last year numbered three, or one-fourth of one per cent. of the total High School enrollment. This, I take it, is about the average percentage of those taking Greek in our High Schools generally. This class of three consumed *one-fifth* of the time of the teacher of classical languages. The cost of tuition of the class was $160.00. The number of recitations was one hundred, eighty of forty minutes each. Therefore $\$\frac{160}{180 \times 3} = .30$ is the cost per recitation for each pupil for *tuition alone.* This is 5 15-17, or practicaly six times as expensive per pupil taught as Cookery is. Yet public sentiment does not favor the elmination of Greek from the curriculum, nor call it an "extravagant fad." Which in the Asbury Park schools at least is the more *extravagant,* Greek, or Cookery. If either is a fad, which is it? Which will bring the greater amount of happiness and healthful living into the homes of the community, the teaching of three boys and girls Greek, or the teaching of thirty-eight future wives (possibly), mothers and home-builders the art of *scientific, wholesome and economical Cookery*? If the teaching of Greek cost six times

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that of Cookery, and the latter is studied by twelve and two-thirds times as many as the former, where is the consistency in thoughtlessly calling the latter an extravagant fad? Public sentiment will not err thus when it has become as intelligent upon the value of domestic science and art in our schools, as it is upon the value of Greek or other studies, whose presence in our curricula *custom* sanctions.

FINANCIAL STATEMENT.

Receipts.

Deficit from last year	255 05
Amount raised by Special Tax	1,250 00
Amount received from the State	1,250 00
Total	$2,244 95

Disbursements.

Teachers' salaries	$1,523 75
Plant	41 72
Material	313 32
Balance June 30th, 1902	366 16
Total	$2,244 95

DRAWING.

Name of teacher—Eunice Drennan till December, 1901; Josephine Kintz from latter part of December, 1901 to June 13, 1902.

Is teacher engaged exclusively in this work?—Yes.

Number of pupils—Male, 346; female, 361.

Number of lessons per week given each class—Two.

Length of lesson—Forty minutes.

Amount expended for manual training during the year—Plant, $13.03; material, $157.90; salaries, $723.75. Total, $894.68.

Total amount expended to date—$3,204.20.

Grade or grades in which subject is taught—All grades, Elementary and High School; optional last three years of latter.

Remarks—Taught in High School, exclusively, by supervisor of drawing; under her supervision, by grade teachers in Elementary school.

MODELING.

Name of teacher—Grade teachers, supervised by teacher of drawing.

Is teacher engaged exclusively in this work?—No.

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Number of pupils—Male, 132; female, 141.
Number of lessons per week given each class—One.
Length of lesson—Forty minutes.
Amount expended for manual training during the year—Material, $11.50. Total, $11.50.
Total amount expended to date—$16.70.
Grade or grades in which subject is taught—Grades 1 to 3, inclusive.

COOKING.

Name of teacher—Bessie L. Barris.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Female, 38.
Number of lessons per week given each class—One.
Length of lesson—Two hours.
Amount expended for manual training during the year—Plant, $3.00; material, $49.12; salaries, $192. Total, $244.12.
Total amount expended to date—$1,389.97.
Grade or grades in which subject is taught—Grades 8 and 9 in Grammar School.

SEWING.

Name of teacher—Grade teachers supervised by Miss Barris.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Female, 70.
Number of lessons per week given each class—Two.
Length of lesson—Forty minutes.
Amount expended for manual training during the year—Plant, $4.50; material, $5.10; salaries, $32. Total, $41.60.
Total amount expended to date—$806.94.
Grade or grades in which subject is taught—Grades 6 and 7 in Grammar School.

METAL-WORKING.

Name of teacher—Bessie L. Barris, assisted by grade teacher.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 29; female 24.
Number of lessons per week given each class—Two.
Length of lesson—Forty minutes.
Amount expended for manual training during the year—Plant, $7.60; material, $23.99; salaries, $32. Total, $63.59.
Total amount expended to date, $227.96.
Grade or grades in which subject is taught.—Grade 5.

WOOD-WORKING.

Name of teacher—Bessie L. Barris.

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Is teacher engaged exclusively in this work?—Yes.

Number of pupils—Male, 234; female, 135.

Number of lessons per week given each class—Two.

Length of lesson—Forty minutes.

Amount expended for manual training during the year—Plant, $13.59; material, $65.71; salaries, $544.00. Total, $623.30.

Total amount expended to date—$2,988.07.

Grade or grades in which subject is taught—Grades 6 to 9, inclusive, in Grammar School; grades 1 to 4, Primary. (Cardboard work, card work and basketry included here per instructions State Superintendent, November 8, 1900).

ATLANTIC CITY.

CHAS. B. BOYER, SUPERVISING PRINCIPAL.

Hon. Charles J. Baxter, State Superintendent:

Dear Sir—I herewith submit to you the annual report of our Manual Training Department for the school year ending June 30, 1902. Our work during the past year has been in accordance with the general scope and plan as submitted in my former reports.

The regular course begins in the fifth year and continues through the first two years in the High School. Courses in wood-working suitable for the Grammar grades and also for the High School are provided. In these courses the first aim is to relate the work intimately to the life and interest of the pupil. The model consists of simple, useful pieces that have a place in home life, play life or school life, and which presents an end and an aim which he recognizes as worthy of effort, and serves to arouse the healthy and spontaneous self-activity. Closely connected with all work in Manual Training is the production and use of working drawings. In the lower grades the making of a drawing generally precedes its execution, and instruction in this subject is part of the course.

Fifth Grade—Whittling—Boys.—Time, one hour per week.

Whittling with a fixed-bladed knife in basswood 3-16 of an inch in thickness. The following articles are made, viz.: Fishline reel, calendar stand, match striker, pencil sharpener and picture frame. Working drawings are made and used by the pupils in executing the models.

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Sixth Grade—Wood-working—Boys. Time, one hour per week.

A fixed-bladed knife and also simple bench tools are used by the pupils. Different kinds of wood, such as basswood, pine, red cedar and poplar, are used, and such articles as plant-stick, tip-cat, bat, box, picture-frame, wind-mill and cat-boat are made. Some of the models are decorated with line-grooving or chip-carving and color, in co-operation with freehand drawing work.

Seventh Grade—Wood Working—Boys.—Time, one hour per week.

In this grade a higher degree of accuracy and nicety of finish is required. Pupils use a complete bench equipment involving sets of tools at each bench, and a number of general tools for class use. Each pupil is to make the following models, viz.: Plant-stick, tool-rack, coat-hanger, cross-stand and towel-rack.

Decorations, line-grooving and chip-carving.

Eighth Grade—Wood Working—Boys.—Time, one hour per week.

The equipment for this grade is similar to that of the seventh grade.

The following models are made, viz., knife-strop, sleeve-board, pen-try, salad spoon, stationery box and book-rack.

Decoration, line grooving and chip-carving.

First and Second Year in the High School—Wood Carving—Boys.—Time, forty minutes per week.

Wood carving in combination with simple cabinet work is introduced in these two grades. During the first year objects, such as book-racks, boxes and picture frames are carved with designs requiring simple modeling. In the second year more difficult objects are carved and put together. These objects consist of Tabourets, book-shelves, medicine closets and simple Dutch chairs. All objects are well finished and stained.

Mechanical Drawing—First Year in High School—Boys.—Time, forty minutes per week.

The first year's drawing consists of projections of solids, development of surfaces and geometrical forms.

Architectural Drawing—Second Year in High School—Boys.—Time, forty minutes per week.

During the second year's work, drawing of plans, elevations and

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detailed drawings of simple frame dwelling houses are made. Frequent talks on historic style of Architecture are given.

Sewing—

The course in sewing has been in charge of a special teacher, and the results obtained during the year have been very gratifying. Uniformity of work has been accomplished and a new impetus placed upon the course.

Sewing is taught in the fifth, sixth and seventh grades. Every girl of these grades is required to take the course. The lessons are given at the same time that the boys are in the manual training rooms. One hour per week is given to the work. The free hand drawing has been very satisfactory during the past year. This work is in charge of Miss Wilhelmine Ochs, Supervisor of Drawing. Miss Ochs has supervision of the drawing in primary and grammar grades; and teaches the classes of the first and the second years in the High School.

At the close of the school term an exhibition of work done by pupils of all grades, was given at the High School building. The exhibit was creditable in every detail and was carefully examined by a large number of our citizens as well as strangers. The manual training portion of the exhibit attracted a great deal of attention. All of the former opposition to Manual Training has been gradually displaced by a strong and vigorous sentiment in its favor. The people of our community are liberal in their financial support for the department of Manual Training.

The following is our financial statement:

FINANCIAL STATEMENT.

Receipts.

Balance from last year	910 28
Amount raised by Special Tax	3,000 00
Amount received from the State	3,000 00
Total	$6,910 28

Disbursements.

Teachers' salaries	$2,425 00
Plant	3,500 00
Material	984 56

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Balance June 30th, 1902	72
Total	$6,910 28

DRAWING (Mechanical).

Name of teacher—Helen D. Meeker.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 80.
Number of lessons per week given each class—One.
Length of lesson—Forty minutes.
Amount expended for manual training during the year—Salaries, $1,000.00.
Grade or grades in which subject is taught—Grades 9 and 10.

DESIGNING.

Name of teacher—Wilhelmine Ochs.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Female, 116.
Number of lessons per week given each class—Two.
Length of lesson—Forty minutes.
Amount expended for manual training during the year.—$900.00.
Grade or grades in which subject is taught—Grades 9 and 10.

FREE HAND DRAWING.

Name of teacher—Wilhelmine Ochs.
Is teacher engaged exclusively in this work?—Supervision.
Number of pupils—Male, 2,439; female, 2,476.
Number of lessons per week given each class—Three.
Length of lesson—Thirty minutes.
Grade or grades in which subject is taught—Grades 1, 2, 3, 4, 5, 6, 7 and 8.

SEWING.

Name of teacher—Lucy A. Linvill.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Female, 597.
Number of lessons per week given each class—One.
Length of lesson—One hour.
Amount expended or manual training during the year—Salaries, $525.00.
Grade or grades in which subject is taught—Grades 5, 6 and 7.

SLOYD WORK.

Name of teacher—Helen D. Meeker.

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Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 412.
Number of lessons per week given each class—One.
Length of lesson—One hour.
Grade or grades in which subject is taught—Grades 5 and 6.

WOOD-WORKING (Joinery).

Name of teacher—Helen D. Meeker.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 227.
Number of lessons per week given each class—One.
Length of lesson—One hour.
Grade or grades in which subject is taught—Grades 7 and 8.

WOOD-WORKING (Carving).

Name of teacher—Helen D. Meeker.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 80.
Number of lessons per week given each class—One.
Length of lesson—Forty minutes.
Grade or grades in which subject is taught—Grades 9 and 10.
Amount expended for manual training during the year—Plant, $3,500.00; material, $984.56; salaries; $2,425.00. Total, $6,909.56.
Total amount expended to date—$35,998.98.
Remarks—Miss Welhelmine Ochs has charge or supervision of all the drawing in the Primary and Grammar grades, and teaches the designing in grades 9 and 10.

MANUAL TRAINING AND INDUSTRIAL SCHOOL,
BORDENTOWN, N. J.

JAMES M. GREGORY, PRINCIPAL.

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

DEAR SIR.—I have the honor to submit the following report of the Manual Training and Industrial School for Colored Youth, located in Bordentown, N. J., for the school year ending June 6, 1902.

The general progrgess of the school during the past year has been wholly satisfactory.

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The total number of students enrolled is 125 (male, 55; female, 70) classified as follows:

Graduating Class	4
Fourth Year Literary	0
Third Year Literary	2
Second Year Literary	3
First Year Literary and Normal	22
Third Year Normal	2
Second Year Normal	4
Third Year English	24
Second Year English	29
First Year English	35

The Faculty of the school included the following teachers:

James M. Gregory, A. M., principal and instructor in Latin, Civics, Psychology and Pedagogy.

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.

Mr. T. Edward Owens, B. A., instructor in Mathematics, Physics and Chemistry.

Miss Margaret B. Gregory, instructor in General History, Rhetoric, English Literature and Modern Langugaes.

Miss Sara L. Morgan, instructor in Geography, Composition, Bookkeeping and Typewriting.

Mrs. Jennie E. Johnson, Vocal and Instrumental Music.

Miss Lucy I. Manning, instructor in Plain Sewing and Cookery.

Mr. Walter Miller, instructor in Carpentry and Mechanical Drawing.

Lieutenant D. Miller Magee, instructor in Military Tactics.

Mr. James H. Kenny, in charge of Farm and Garden.

During the year special instruction in Elocution and Public Speaking was given by the Rev. James F. Gregory. From December 3, 1901, instruction once each week was given by Prof. Albert Winkler to sixteen male students who composed the school Military Band.

This year for the first time an attempt has been made to estab-

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lish a lecture course. These lectures have been so helpful that a regular lecture course will be a permanent feature of the school year. The following persons addressed the students:

October 15, Dr. H. J. Brown, Baltimore, Md., "Phrenology."

January 10, Hon. John P. Green, U. S. Postage Stamp Agent, Washington, D. C., "The Higher and Industrial Methods of Education as Related to Success."

March 12, Miss Lucy E. Moten, Principal Normal School, No. 2, Washington, D. C., "Some Thoughts on the Training of Girls."

April 17, W. H. Shipps, M. D., Bordentown, N. J., "The Care of the Sick."

April 25, Rev. I. W. Roundtree, A. M. E. Church, Trenton, N. J., "The Sociological Side of the Negro Problem."

May 1, Miss Berenice Paul, Buffalo, N. Y., "The Ethics of Nursing."

May 16, Miss Annie Reeve, Philadelphia, Pa., "A Practical Talk on Nursing."

May 22, Rev. Daniel Land, Camden, N. J., "Out of Darkness Into Light."

Arbor Day was appropriately observed by the Baxter Bird Club, April 2. Interesting literary exercises on the life of Lincoln were successfully conducted by the students, February 12. Suitable exercises on the life of Washington were held by the students February 22.

Superintendent Charles J. Baxter made an official visit to the school on Wednesday, May 21, and examined the various classes of the institution. He was accompanied by Hon. J. Bingham Woodward, member of the State Board of Education and Treasurer of the school. These official visits of the Superintendent give to the Faculty and Students clearer insight and an increased interest in the work. The Superintendent and Mr. Woodward in an original way explained to the classes in mathematics how the work in reaching results in problems in many business transactions may be shortened.

The most successful commencement in the history of the school occurred on the campus, June 6, 1902. The program was as follows:

Music ..... Ironsides Band
Invocation ..... Rev. J. E. Rodgers
Music ..... By the School

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"Ironsides—Its History and Mission"..Eliza R. Tildon, Baltimore, Md.
"A Purpose in Life".....Annie Bee, Staunton, Va.
"Obedience".....M. Louisa Russell, Rochester, N. Y.
"The Beautiful".....Fannie B. Sawyer, Birmingham, Ala.
Presentation of Diplomas and Certificates and Address to the Class....
....Hon. Charles J. Baxter, State Superintendent of Public Instruction
Music—"Ironsides Medley," dedicated to Ironsides Band by Professor Albert Winkler.....Ironsides Band
Address by Hon. W. D. Forbes, Chairman Mnaual Training and Industrial School Committee.
Award of Prizes.
Music .....Ironsides Band
Benediction.

Supt. Baxter gave words of excellent advice to the graduates, and Chairman Forbes spoke of a brighter future for the school in view of the recent State appropriation for its benefit.

Hon. J. Bingham Woodward presented the following prizes:

The oratorical prize of $10, offered by Hon. W. D. Forbes, of Hoboken, N. J., to the pupil of the graduating class attaining the highest excellence in the composition and delivery of an oration, was awarded to Fannie B. Sawyer, of Birmingham, Ala.

The 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 Peter M. B. Milliard, of British Guiana. Honorable mention was given to Jamima Smith Henderson, of Poughkeepsie, N. Y.

The prize of a book entitled "Palgraves Golden Treasury," offered by Mr. T. E. Owens to the student attaining the highest standard in mathematics during the year was awarded to Peter M. B. Milliard.

The prize of a book entitled "Kenilworth," offered by Miss M. B. Gregory to the student attaining the highest average in general history, was awarded to Peter M. B. Milliard.

The prize of a Japanese pen tray offered by Miss S. A. W. Payton the student attaining the highest excellence in penmanship, was awarded to Anna E. Jones, of Woodstown, N. J.

The prize of a book entitled "Whittier's Poems," offered by Miss Sara L. Morgan to the student attaining the highest standard in language lessons was awarded to Gertrude Waters, of Philadelphia, Pa.

The prize of $2 offered by the principal to the girl making the

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greatest progress in plain sewing during the year, was awarded to Jamima Smith Henderson, of Poughkeepsie, N. Y.

The prize of a dressmaker's outfit offered by Mrs. J. Bingham Woodward for general excellence in dressmaking was awarded to Annie Bee, of Staunton, Va. M. Louisa Russell received honorable mention for having done good work in this course.

The prize of $3 offered by Mr. Walter Miller to the young man most faithful to his work in carpentry during the year, was awarded to Richard A. Webb, of Yonkers, N. Y.

The prize of $5 offered by Rev. Theobald A. Smythe, to the student attaining the highest standard in instrumental music, was awarded to Ida Cooper, of Birdsboro, Pa.

The prize of $2.50 offered by Mrs. Jennie E. Johnson to the student making the greatest improvement in instrumental music, was awarded to Julia Holly, of Mt. Holly, N. J.

The prize of a book entitled "A Year's Cookery," offered to the student making the greatest improvement in cookery, was awarded to Fannie E. Haywood, of Philadelphia, Pa.

The graduates from the Literary Department were Annie Bee, of Staunton, Va., Mary Louisa Russell, of Rochester, N. Y., Fannie B. Sawyer, of Birmingham, Ala., and Eliza Rebecca Tildon, of Baltimore, Md.

Those students receiving certificates from the Industrial Department were Annie Bee, of Staunton, Va., Dressmaking; Alexzina E. Brown, of Montclair, N. J., Dressmaking; Lillian Holmes, of Hightstown, N. J., Cookery, and Richard Webb, of Yonkers, N. Y., Carpentry.

The industries have been successfully taught during the year as was shown by the acceptable exhibit on Commencement Day in carpentry, dressmaking and cookery.

One of the main features of the school this year has been the Military Band composed of the boys of the school and instructed by Prof. Albert Winkler, leader of the Second Regiment Band of New Jersey.

The general health of the students has been remarkably good in view of the wide range of contagious diseases throughout this section of the country during the past winter. One girl, Katie Morris, had to be removed to her home where she died June 12, 1902. Her disease, consumption, commenced to undermine her constitution before she was admitted to the school, January 3, 1902.

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With the recent appropriation by the State Legislature of $35,000 for the permanent establishment and more adequate equipment of the school has come new inspiration to all interested in the welfare of Ironsides.

CAMDEN.

JAS. E. BRYAN, SUPERVISING PRINCIPAL.

To Hon. Charles J. Baxter, State Superintendent:

DEAR SIR.—The manual training report of the schcools of this city for the year ending June 30th last, is herewith submitted.

The plant described in my last report has not been essentially modified nor increased. All the lines of work there mentioned have been pursued during the last year.

The drawing of the elementary schools has received more attention than before. The Prang Course in Art Instruction has been followed in outline though not in detail. The director of drawing devotes his whole time to the supervision of the work. Much improvement has been made in the color work of the lower grades; in fact, decided improvement is evident in all the grades in all the phases of this work. The annual exhibit of the work of the department was more largely attended than ever before.

Sewing is required of all girls in all grades of the elementary schools except the lower primary. The work is done under the direction of the regular teachers.

The course of work in sewing has been entirely revised and more carefully graded.

We are looking forward to the extension of our work in manual-training in the elementary schools by the introduction of some of the newer lines of work, and hope to be able to make some report of progress made at the end of the current year. It is the intention to equip a room for manual-training in the new building which is planned to be built this year.

The work of the manual-training department of the High School has proceeded along the lines previously reported, the only modification being that a much greater variety of exercises has characterized the work.

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FINANCIAL STATEMENT.

Receipts.

Amount raised by Special Tax	$5,000 00
Amount received from State	5,000 00
Total	$10,000 00

Disbursements.

Teachers' salaries	$2,600 00
Plant	902 99
Material	884 29
Incidentals—Engineer, Fireman, etc.	2,927 25
Balance, June 30th, 1902	2,685 47
Total	$10,000 00

DRAWING.

Name of teacher—Myrtie E. Nye.

Is teacher engaged exclusively in this work?—No (⅔).

Number of pupils—Male, 112; female 213.

Number of lesson per week given each class—Two.

Length of lesson—Forty-five minutes.

Amount expended for manual training during the year—Plant, $91.67; material, $67.10; salaries, $500.00. Total, $658.77.

Grade or grades in which subject is taught—High School, all grades, exclusive of freehand drawing.

Name of teacher—Regular teachers.

Is teacher engaged exclusively in this work?—No.

Number of pupils—Male, 2,346; female 2,420.

Number of lesson per week given each class—Two.

Length of lesson—Thirty-five minutes.

Amount expended for manual training during the year—Plant, $183.00; material, $161.60. Total, $344.60.

Total amount expended to date—$21,964.22.

Grade or grades in which subject is taught—Grades 4 to 8.

MODELING.

Total amount expended to date—$10,213.49. (From previous reports).

SEWING.

Name of teacher—Regular teachers.

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Is teacher engaged exclusively in this work?—No.
Number of pupils—Female, 3,672.
Number of lessons per week given each class—One.
Length of lesson—Fifty minutes.
Amount expended for manual training during the year—Plant, $42.32; material, $119.08. Total, $161.40.
Total amount expended to date—$5,475.91.
Grade or grades in which subject is taught—Grades 3 to 8, inclusive.

METAL-WORKING.

Name of teacher—John Brown.
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—First year, forty-five minutes; second and third years, ninety minutes.
Amount expended for manual training during the year—Plant, $510.55; material, $197.37; salaries, $1,200.00. Total, $1.907.92.
Total amount expended to date—$31,488.42.
Grade or grades in which subject is taught—First, second and third years, High School.

WOOD-WORKING (Carving).

Name of teacher—Walton Gerhard.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Female, 91.
Number of lessons per week given each class—First year, two; second and third years, one.
Length of lesson—First year, forty-five minutes; second and third years, ninety minutes.
Amount expended for manual training during the year—Plant, $64,30; material, $328.48; salaries, $900.00. Total, $1,292.78.
Total amount expended to date—$26,507.17.

WEAVING, ETC.

Name of teacher—Walton Gerhard.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Female, 23.
Number of lessons per week given each class—Two.
Length of lesson—Forty-five minutes.
Amount expended for manual training during the year—Plant, $11.15; material, $10.66. Total, $21.81.
Total amount expended to date, $21.81.
Grade or grades in which subject is taught—Normal Training Class.

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Total amount expended for manual training during the year—Plant, $902.99; material, $884.29; salaries, $2,600.00. Total, $4,387.28.

Total amount for manual training expended to date—$95,671.02.

CAPE MAY.

Manual Training Report.

F. H. HAIN, SUPERVISING PRINCIPAL.

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

DEAR SIR.—The new building erected for manual training and high school purposes has been in use during the year. On account of the unfinished condition of the room, little work was done the first month. We have a well-lighted room with a floor space of 1,248 square feet, with bench accommodations for seventy pupils; with individual lockers for each pupil's work, and table accommodations for ten carvers; also, one combination saw and lathe.

The course of study in wood work covers seven years for boys and three years for girls. Each year some new work is incorporated into the course, and while we still hold to the joint system to a certain extent, more attention is paid to the production of articles of use for the home and school. The time devoted to lessons is one hour per week for each grade.

The first year or whittling course, fifth year grade, consists of articles made by the use of the knife and based on the sloyd system. Most articles require the use of the T square, rule and compasses. Some are of irregular shape, thus requiring the boy to judge by his eye as to the accuracy of his work. Boys of this grade manifest great interest in their work, and feel that they have accomplished something when the instructor gives his approval. The second year course (sixth grade) brings into use about eight of the most important tools used in carpentry. Articles based on the preceding year with more advanced work embodies the course for this grade. The third year course (seventh grade) brings into use a variety of tools, and work based on sloyd. The making of articles more difficult, but the outgrowth of the preceding grade, with additions of more advanced sloyd, constitutes the work of the fourth year (eighth

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grade). The fifth year (ninth grade) is the first year in which the girls work in wood. They are given a knowledge of all tools, straight and angular sawing, boring, nailing and joinery. The girls take a particular fancy to the work, and often produce articles equal to those produced by the boys. They are always glad when their hour for the work arrives. The sixth year course gives the boys an opportunity to become familiar with the turning lathe. The girls get their first lesson in carving. The seventh year course is almost exclusively to carving. We had a few elegant productions during the year.

FINANCIAL STATEMENT.

Receipts.

Amount raised by Council appropriation	500 00
Amount received from the State	1,000 00
	$1,500 00
Deficit from last year	$75 72
total	$1,424 28

Disbursements.

Teachers' salaries	$715 00
Plant	145 00
Materials	119 17
Balance June 30th, 1902	445 11
total	$1,424 28

DRAWING.

Name of teacher—Edna M. Shaw.

Is teacher engaged exclusively in this work?—No.

Number of pupils—Male, 69; female, 95.

Number of lessons per week given each class—One and two.

Length of lesson—One-half hour.

Amount expended for manual training during the year—Material, $55.00; salaries, $70.00. Total, $125.00.

Total amount expended to date—$125.00.

Grade or grades in which subject is taught—Grades 5, 6, 7, 8 and 9.

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SEWING.

Name of teacher—Mary Walter.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Female, 61.
Number of lessons per week given each class—One.
Length of lesson—One hour.
Amount expended for manual training during the year—Material $15.00; salaries, $145.00. Total, $160.00.
Grade or grades in which subject is taught—Grammar and supervises work of primary grades.

Name of teacher—Courtland Vanaman.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 21; female, 19.
Number of lessons per week given each class—One.
Length of lesson—One hour.
Amount expended for manual training during the year—Material $4.50; salaries, $50.00. Total, $54.50.
Grade or grades in which subject is taught—Fourth.

Name of teacher—Mame J. Bohm.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 25; female, 18.
Number of lessons per week given each class—One.
Length of lesson—One hour.
Amount expended for manual training during the year—Material $4.50; salaries, $50.00. Total, $54.50.
Grade or grades in which subject is taught—Third.

Name of teacher—Gertrude Tolbert.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 18; female, 19.
Number of lessons per week given each class—One.
Length of lesson—One hour.
Amount expended for manual training during the year—Material $4.50; salaries, $50.00. Total, $54.50.
Grade or grades in which subject is taught—Second.

Name of teacher—Ella Wheaton.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 23; female, 29.
Number of lessons per week given each class—One.
Length of lesson—One hour.
Amount expended for manual training during the year—Material $4.50; salaries, $50.00. Total, $54.50.
Grade or grades in which subject is taught—First.

Name of teacher—A Maysi Borican.

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Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 39; female, 21.
Number of lessons per week given each class—One.
Length of lesson—One hour.
Amount expended for manual training during the year—Material $4.50; salaries, $50.00. Total, $54.50.
Total amount expended to date—$432.50.
Grade or grades in which subject is taught—Primary and Grammar.
Remarks—The drawing in Primary grade is taught by the grade teacher.

WOOD-WORKING (Joinery.)

Name of teacher—Stillwell Tonwsend.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 52; female, 31.
Number of lessons per week given each class—One.
Length of lesson—One hour.
Amount expended for manual training during the year—Plant, $125.00; material, $26.67; salaries, $200.00. Total, $351.67.
Grade or grades in which subject is taught—Grammar and High School grades

Name of teacher—W. O. Bundy.
Is teacher engaged exclusively in this work.—No.
Number of lessons per week given each class—One.
Length of lesson—One hour.

WOOD-WORKING (Carving).

Name of Teacher—Stillwell Townsend.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 2; female, 2.
Number of lessons per week given each class—One.
Length of lesson—One hour.

Name of teacher—W. O. Bundy.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 9.
Number of lessons per week given each class—One.
Length of lesson—One hour.
Number of puipls—Male, 4.
Amount expended for manual training during the year—Plant, $20.00; salaries, $50.00. Total, $70.00.
Total amount to date—$421.67.
Grade or grades in which subject is taught—Grammar and High School grades.

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WOOD-WORKING (Sloyd.)

Name of Teacher—Stillwell Townsend.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 20.
Number of lessons per week given each class—One.
Length of lesson—One hour.

CARLSTADT.

P. SHERIDAN, DISTRICT CLERK.

To Hon. Charles J. Baxter, State Supt. Public Instruction:

DEAR SIR.—I herewith submit to you the following report concerning the Manual Training Department in our public schools for the year 1901-1902:

A room in the basement is set apart for wood-work exclusively. It will accommodate twenty pupils and is well equipped with all the necessary tools for joinery. There is also on hand a limited number of tools for carving.

The modified course in wood-working as introduced at the beginning of the past school year, has proved to be very satisfactory. Pupils have pursued the work with a decidedly increased interest.

The boys of the fifth grade will receive instructions in whittling next year. A sufficient number of whittling trays have been purchased.

The girls from the third grade up, received instruction in sewing in their respective class-rooms. The coming year several grades will have practice in weaving on toy looms, which have been recently purchased.

The display of Manual Training Work at the close of the school, elicited much favorable comment from visitors. The parents displayed a noteworthy interest in the exhibit. It is safe to say that the citizens of this community bear a favorable attitude towards Manual Training as an important factor in education.

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FINANCIAL STATEMENT.

Receipts.

Balance from last year, June 30th, 1901	$18 00
Amount raised by Special Tax	600 00
Amount received from the State	600 00
Total	$1,218 00

Disbursements.

Teachers' salaries	$1,102 50
Plant	17 68
Material	92 07
Balance June 30th, 1902	5 75
Total	$1,218 00

DRAWING.

Name of teacher—Class teachers.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 190; female 182.
Number of lessons per week given each class—One.
Length of lesson—Forty-five minutes.
Amount expended for manual training during the year—Material, $22.77. Total, $22.77.
Grade or grades in which subject is taught—Grades 1 to 6.

Name of teacher—B. Riemer.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 64.
Number of lessons per week given each class—One.
Length of lesson—Forty-five minutes.
Amount expended for manual training during the year—Salaries, $230.00. Total, $230.00.
Grade or grades in which subject is taught—Grades 6, 7 and 8.

Names of teachers—Mary Atkins and Miss Newing.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male 22; female, 14.
Number of lessons per week given each class.—Two.
Length of lesson—Forty-five minutes.
Amount expended for manual training during the year—Salaries, $85.00. Total, $85.00.
Grade or grades in which subject is taught—Grades 7 and 8.
Remarks—Miss Atkins left in February; Miss Newing then taught.

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MODELING.

Name of teacher—Lena Rathmann.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 29; female, 43.
Length of lesson—Thirty minutes.
Amount expended for manual training during the year—Material, $53.00; salaries, $95.00. Total, $148.00.
Grade or grades in which subject is taught—Grade 1.

SEWING.

Name of teacher—Miss L. Rathmann.
Is teacher engaged in this work exclusively?—No.
Number of pupils—Female, 52.
Number of lessons per week given each class—One.
Length of lesson—Ninety minutes.
Amount expended for manual training during the year—Material, $21.33; salaries, $45.00. Total, $66.33.
Grade or grades in which subject is taught—Grades 3, 6, 7 and 8.
Remarks—Length of lesson in third and sixth grades, forty-five minutes.

Name of teacher—Miss C. Tackmann.
Is teacher engaged in this work exclusively?—No.
Number of pupils—Female, 20.
Number of lessons per week given each class—One.
Length of lesson—Forty-five minutes.
Amount expended for manual training during the year—Salaries, $65.00. Total, $65.00.
Grade or grades in which subject is taught—Grade 5.

Name of teacher—Miss Eva Speer.
Is teacher engaged in this work exclusively?—No.
Number of pupils—Female, 48.
Number of lessons per week given each class—One.
Length of lesson—Forty-five minutes.
Amount expended for manual training during the year—Salaries, $47.50. Total, $47.50.
Grade or grades in which subject is taught—Grade 4.

WOOD-WORKING (Joinery).

Name of teacher—B. Riemer.
Is teacher engaged in this work exclusively?—No.
Number of pupils—Male, 64.
Number of lessons per week given each class—One.
Length of lesson—Forty-five minutes.

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Amount expended for manual training during the year—Plant, $1.68; material, $10.97; salaries, $400.00. Total, $412.65.

Grade or grades in which subject is taught—Grades 5, 6, 7 and 8.

EAST ORANGE.

VERNON L. DAVEY, SUPERINTENDENT.

Hon. Charles J. Baxter, State Superintendent:

DEAR SIR.—There have been few changes of importance in either the kind or quality of work done in our Manual Training departments. The interest continues to be great. The instructors are especially well equipped for their duties and have manifested a great deal of earnestness and enthusiasm, which have inspired the pupils to sustained and successful effort.

The following brief reports from the instructors give a good idea of what is being done.

Miss Josephine Mahon, instructor in Carving and Mechanical Drawing in the High School, says:

"The total number of students enrolled in the department during the year was 191, distributed as follows:

Mechanical and Architectural Drawing—
Boys—64; Girls—2.

Carving, Iron Work, Modeling, etc.—
Boys—49; Girls—76.

"The aim of the work of this department during the year was toward a general rather than a technical education, and to this end projects were presented to the students which tended to the development of ideas in the phases of art and industry which we have tried, rather than to the acquisition of mechanical ability or to any reference to their special industrial uses. The hope has been that by presenting the subjects to the students in this manner, their interest in school work might become greater and their knowledge of pursuits so broadened as to give them a larger number from which to make a

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final selection when the time comes for them to find their places in the social order.

"As the work of the various classes was largely individual, many of the exercises were of home conception and as such must have formed a bond of unity between the family and the school.

"The work in drawing was particularly grtifying in its variety and technique. Those of the students who were preparing for technical schools devoted their time to problems which would best prepare them for the institutions to which they were going. These problems included lettering, elementary machine sketching and drawing, projections, descriptive geometry and its applications. Others, interested in this kind of work for its own sake, drew more elaborate machine details, including the sectioning of valves, etc.

"In the architectural work many fully-sized details of portions of a suburban dwelling were drawn with water-color, rendering also scaled plans and elevations of various parts of the High School Building, floor plans of pupils' own houses, and quite a number of full or partially full sets of plans and elevations, with tracings and blue prints, of suburban dwellings from the pupils' own designs. The most interesting problems, however, were floor plans, traced and blue-printed, of a proposed brick extension, 78 feet by 103 feet, of the present High School Building; this extension to contain an auditorium, with a seating capacity of a thousand and a stage large enough to seat a hundred persons.

"The work in wool carving included a great many examples in high and low relief, from simple little boxes and book holders to elaborate enrichments on such pieces of furniture as chairs, tabourets, chests, etc. A large variety of styles was represented, and in many pieces pyrography was combined with the carving.

"The work in modeling could hardly be said to have passed the introductory stage. It is hoped, however, that during the present year the pupils may cast and tint their own models, and do some work in pottery as well.

"In bent iron some interesting projects were finished, the largest of which were lanterns and candelabra. Another year will probably see some work in copper and brass."

Miss Martha A. Hurlbut, Supervisor of Drawing in all schools and instructor in Drawing in the High School, says:

"In the four highest grammar grades working drawings are

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made and from them objects in paper and card-board are constructed.

"In the fifth and sixth years designs for bent iron work are made for applying to work in the manual training department. Also, in some of these grades decorative designs are applied.

"The decorative designs for special purposes have been carried out more fully in the High School, and there they are of a more advanced and technical nature. The designs printed upon the covers of the Annual Report of the Board of Education and also the Course of Study were designed by the pupils. The art department published this year a calendar, which consisted of five separate sheets. Designs for head pieces for the local High School paper, *The News*, have been made. Many posters for various affairs connected with the school have been made for public places. Sofa pillows, book covers, folios, draperies, etc., have been designed and applied in this department.

"The work in the line of the applied arts and crafts is increasing and proving of much interest and benefit to the pupils.

"In the above lines of work about 1,150 pupils participate."

Miss Margaret B. Dilworth, who has charge of the wood working in all grammar schools, reports:

"Working in wood is introduced into our six grammar schools in the fifth year and continued throughout the eighth. The course of study aims to be of such a nature as will give to the pupil who enters the High School a fair degree of skill in handling fundamental tools, some knowledge of simple construction, familiarity with the more common woods, ability to interpret working drawings and as much independence of thought and action as can be consistently developed along with firm self-control.

"With one exception, our schools are equipped with rooms fitted for the work. We hope that we may soon have a work shop in every building, and so avoid the transfer of classes from one school to another, which occurs in one instance under the present conditions.

"Models are planned with a view to pupils' interests, suggestions of some value being frequently received from the pupils themselves. Originality in design is encouraged, the only proviso being that the work shall be as good as the pupil is capable of doing and the object worth while.

"Cheerful faces and a universal desire to 'stay longer,' speak

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eloquently of the pleasure experienced by the young workers in this line of activity."

Mrs. A. R. Annat, instructor in Sewing says:

"The work was somewhat extended this past year. We have worked away from the model system into the making of articles that will be of actual use to the child. After the principles underlying sewing have been taught on small garments, and a course in patching and darning has been given, large garments are made, each girl purchasing her own material and cutting and making a garment for herself.

"Our four-years' course of hand work in our grammar schools gives a most excellent foundation for our High School course, where machine work is added.

"I find much independent home work is being done, most of which is the outgrowth of our school training.

"The enthusiasm of the parents and the public in general at our June exhibit gave evidence that the work is appreciated and satisfactory, and we felt requited for the effort of collecting and arranging the work for inspection."

FINANCIAL STATEMENT.

Receipts.

Amount raised by Special Tax	$3,000 00
Amount received from the State	3,000 00
Total	$6,000 00

Disbursements.

Teachers' Salaries	$3,350 00
Plant	689 74
Material	554 19
Deficit from last year	1,025 44
Balance June 30th, 1902	380 63
Total	$6,000 00

DRAWING.

Name of teacher—Josephine Mahon.

Is teacher engaged exclusively in this work?—In manual training.

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Number of pupils—Male, 64; female, 2.
Number of lessons per week given each week.—Two.
Length of lesson—Forty-five minutes.
Amount expended for manual training during the year—Plant, $350.00; material, $23.19; salaries, $400.00.
Grade or grades in which subject is taught—Grammar.

Name of teacher—Martha A. Hurlbut.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 529; female, 621.
Number of lessons per week given each week.—Two.
Length of lesson—Forty-five minutes.
Amount expended for manual training during the year—Salaries, $600.00. Total for wood-working, $1,373.19.
Grade or grades in which subject is taught—Grammar and High.

SEWING.

Name of teacher—Ann R. Annat.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Female, 562.
Number of lessons per week given each class.—One.
Length of lesson—Forty-five minutes.
Amount expended for manual training during the year—Materials, $133.80; salaries, $700.00. Total, $833.80.
Total amount expended to date, $4,632 91.
Grade or grades in which subject is taught—Grammar and High.

WOOD-WORKING (Joinery.)

Name of teacher—Margaret B. Dilworth.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 534.
Number of lessons per week given each class—One.
Length of lesson—Forty-five minutes.
Amount expended for manual training during the year—Plant, $339.74; materials, $281.20; salaries, $800.00.
Grade or grades in which subject is taught—Grammar and High.

WOOD-WORKING (Carving).

Name of teacher—Josephine Mahon.
Number of pupils—Male, 49; female, 76.
Number of lessons per week given each class—Two.
Amount expended for manual training during the year—Material, $116.00; salaries, $850.00. Total for wood-working, $2,386.94.
Total amount expended to date—$23,053 54.

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GLEN RIDGE.

WM. FORD UPSON, DISTRICT CLERK.

Hon. C. J. Baxter, State Superintendent:

DEAR SIR.—The classes in Manual Training are taught in the shop, a large room in the basement of the school, very light and well ventilated. It is equipped with twelve benches of the best make, each furnished with a full set of good tools. There are convenient lockers, closets, etc., for unfinished work, and for wood and other supplies. The finished work so far as possible, is put upon the walls, each piece labeled with the maker's name. In this way there is a continual exhibition, giving a valuable opportunity to each pupil to compare his work constantly with that of others.

There have been three kinds of work in wood carried on this year, fret-sawing, whittling and bench work. The fourth grade, the youngest manual training class, has worked with the fret or scroll saw, learning also to use the brad-awl and hammer. With this single equipment, the children have sawed out and nailed together many interesting toys and useful articles. The work has been marked out by means of patterns, very easy at first, but later involving problems in both construction and decoration.

In the fifth and sixth grades, the knife has been the only cutting tool used, but the trays which hold the equipment for these classes contain also the try-square, T square, triangles, compass and ruler. Only useful objects have been made,—a carefully graded series following the lines of the usual whittling course. The work has not been marked out by patterns, but each piece laid out from a working drawing, requiring accurate measurement. The pupils as they go from easy to more and more difficult construction, begin to realize the meaning of a good joint, and gradually acquire that careful way of working which will always be so valuable to them.

The seventh and eighth grades have learned to work with all the tools, making what is usually called the Sloyd set of models, useful articles for the most part, bringing in systematically one after another, the marking gauge, saw, plane, chisels, etc.

There has been sufficient instruction in drawing in connection with the manual training to enable the children to read the working

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drawings used in making the different models, and to make free-hand working drawings for themselves.

The rest of the instruction in drawing and water-color has been largely in the line of nature work, to awaken an appreciation, first of the seasons, night and day, the sky under different conditions, the trees, fields and streams, and finally of the flowers and other smaller growing things.

The ability to create, to invent has been developed especially by the work in design, elementary in character, but laying a good foundation for further efforts next year.

This work is taught in the class rooms, with the exception of a small High School special class, which meets in the Art Room. On the walls of this room, which is used also as a social center by the older girls of the school, is a continual exhibition of the art work.

Throughout the year in both departments the children have worked with enthusiastic interest and always with the desire to do each thing well. Considering the fact that this is their first experience with this kind of work, the results have been remarkably good. But in addition to these visible results has been the growth in power,—power to think out practical methods of work, power to feel the beauty all about them, power to put these thoughts and feelings into permanent form.

FINANCIAL STATEMENT.

Receipts.

Amount raised by Special Tax	$400 00
Amount received from the State	400 00
Amount received from other sources	16 51
Total	$816 51

Disbursements.

Teachers' salaries	$500 00
Plant	216 38
Material	100 13
Total	$816 51

DRAWING.

Name of teacher—Alice R. Smith.

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Is teacher engaged exclusively in this work?—Yes, in this and wood-working, etc., as below.

Number of pupils—Male, 125; female, 142.

Number of lessons per week given each class—Two.

Length of lesson—Thirty minutes and forty-five minutes.

Grade or grades in which subject is taught—All grades above Kindergarten, and in High School.

Remarks—Free hand drawing and water color work.

MODELING.

Name of teachers—Florence E. Coyte and Frances A. Landon under supervision of Alice R. Smith.

Is teacher engaged exclusively in this work.—No.

Number of pupils—Male, 29; female 30.

Number of lessons per week given each class—One.

Length of lesson—Thirty minutes.

Grade or grades in which subject is taught—Grade 2.

WOOD-WORKING (Joinery).

Name of teacher—Alice R. Smith.

Is teacher exclusively engaged in this work?—Yes, and as above.

Number of pupils—Male, 21; female, 12.

Number of lessons per week given each class—Two.

Length of lesson—Fifty minutes.

Grade or grades in which subject is taught—Grades 7 and 8.

WOOD-WORKING (Whittling).

Name of teacher—Alice R. Smith.

Is teacher exclusively engaged in this work?—Yes, and as above.

Number of pupils—Male, 17; female, 22.

Number of lessons per week given each class—Two.

Length of lesson—Sixty minutes.

Grade or grades in which subject is taught—Grades 5 and 6.

WOOD-WORKING (Font-Carving).

Name of teacher—Alice R. Smith.

Is teacher exclusively engaged in this work?—Yes, and as above.

Number of lessons per week given each class—One.

Length of lesson—Forty-five minutes.

Amount expended for manual training during the year—Plant, $216.38; material, $100.13; salaries, $500.00. Total, $816.51.

Total amount expended to date—$2,129.27.

Grade or grades in which subject is taught—Grade 4.

Remarks—About seven-thirteenths of Miss Smith's time in school hours was spent in this wood-working.

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HOBOKEN.

A. J. DEMAREST, SUPERINTENDENT..

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

DEAR SIR.—The Manual Training School continues to deserve its high standing in the esteem of the Board and the public

The work in manual training has been along the same general lines as has been followed in previous years except that it has been the aim of the Board of Trustees to strengthen and improve not only the curriculum but the character of the instruction.

It is gratifying to know that each year the work becomes more popular with pupils, teachers and parents. There was a time when this work was looked upon as fanciful and ornamental, and was characterized as another "fad" saddled upon the public schools. After a trial of many years it has been clearly demonstrated that this "hand and mind" training has greatly benefitted the pupils not only along industrial lines but its wholesome effects have been seen in a general improvement in all phases of school work. There is a growing demand for practical education and it is the duty of those in authority to meet the demands of the patrons of our schools.

The course of study includes a thorough training in sewing, cooking, wood carving, modeling and joinery.

Sewing is taught in the regular class room. The sewing teachers go from school to school. While the girls are being taught sewing the boys are at work in the Industrial Shop. The course of study in sewing is of a very practical character and includes all kinds of stitches, gussets, flies, gatherings, strokings, tuckings, buttonholes, applied stitches, patching on cotton, darning on stockings and cashmere, whipped hems, slip stitching, herringbone stitches, featherstitching, drawn work, embroidery on linen and flannel and applied work, such as the making of aprons, handkerchiefs, skirts, etc.

Sewing is taught more systematically at school than it could be with incidental instruction at home. Many of the girls who attended the evening classes, did not know how to thread a needle. All of them were anxious to learn and were very attentive throughout the session and became very proficient with the needle.

Material for sewing was provided free to all, and out of it were

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made dresses, sacks, skirts, aprons, petticoats, etc. Some of the more advanced pupils were taught cutting and a large number of them learned to make skirts and waists for themselves. There are four teachers employed in this department; three for the day classes and one for the evening school.

While the pupils are individually trained in the art of hygienic cooking and of cleanly housekeeping, they are also instructed in the elementary facts of chemistry of common foods, household economy, sick room diet and of the selecting and purchasing of foodstuffs.

The great educational value of this training appeals to the physical side as well as the mental. It calls forth and develops those faculties of the mind which are often neglected in the stereotype work of the class-room. The work is intended for pupils of the eighth and ninth years in school. There is one teacher employed in the department of domestic science.

In the evening class, many of the girls had received no home training in cooking. This is due to the fact that many of them had no home opportunities whatever, and moreover the great majority of them were obliged to leave school at an early age in order to earn a livelihood. These girls came from the shops, the stores and the factories. So great was their desire to learn that many of them came direct from their place of work to the school each night at the sacrifice of their health and comfort.

Modeling in clay is continued through the sixth year. The work is confined to the study and modeling of type-forms. Every pupil is encouraged to do original work. Modeling in clay is the foundation of all industrial work. Through this training the pupils get definite conceptions of form through the eye and the hand. This form-training is indispensable to success in the industrial pursuits. One teacher is regularly employed in this department.

The course in the work shop includes carving, joinery, turning, and elementary cabinet making.

The work in modeling is supplemented in the seventh year by a course in wood carving. The exercises afford abundant practice in the use of the principal wood-working hand tools.

The wood carving room is equipped with 24 benches. The joinery room is equipped with 20 single wood-worker's benches, four lathes and one grindstone. Necessary hand tools are provided for 20 pupils. Power for the lathes is furnished by an electric motor.

The evening school was held as usual for five months with an

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increased attendance. The work in the evening school was confined to two classes in mechanical drawing, one in sewing and one in cooking. The Board of Trustees look upon the evening school as the most important part of the work. The pupils of this school are drawn almost exclusively from the shops and factories. The results are most gratifying and more than compensate the small cost as the instruction is of such a practical nature as to make the students, particularly the young men, more competent and skillful in their work and more valuable to their employers. At the close of the evening school, prizes which were donated by members of the Board, were awarded to the students who had made the most progress in the various departments.

FINANCIAL STATEMENT.

Receipts.

Balance from last year	$2,607 14
Amount raised by Special Tax	5,000 00
Amount received from the State	5,000 00
Amount received from other sources	479 70
Total	$13,086 84

Disbursements.

Teachers' salaries	$6,010 87
Plant	1,938 65
Material,	1,072 60
Incidentals	703 62
Balance June 30, 1902	3,361 10
Total	$13,086 84

DRAWING.

Name of teacher (evening)—A. H. Rockwood.
Is teacher engaged exclusively in this work?—No.
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—Salaries, $120.00.

Name of teacher (evening)—Robert E. Burke.
Is teacher engaged exclusively in this work?—Yes.

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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—Salaries, $145.00.

Name of teacher (evening)—Howell Topping.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils (average)—Male, 51.
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—Plant: Heat and janitor services and water, $975.12; repairs to building and cleaning building, $662.12; light and power, $301.40. Material, $251.00. Salary of Mr. Topping, $147.50.
Total amount expended to date—$663.50.

MODELING.

Name of teacher—E. E. Haddenhorst.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 262.
Number of lessons per week given each class—Five.
Amount expended for manual training during the year—Material, $58.75; salaries, $804.31.
Total amount expended to date—$863.06.
Grade or grades in which subject is taught—Grade 6.

SEWING.

Name of teacher—P. G. Fleming.
Is teacher engaged exclusively in this work?—Yes.
Length of lesson—One hour.
Amount expended for Manual Training during the year—Salaries, $804.31.

Name of teacher—E. B. Allen.
Is teacher engaged exclusively in this work?—Yes.
Length of lesson—One hour.
Amount expended for Manual Training during the year—Salaries, $470.00.

Name of teacher (day and evening)—M. Meharg.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils (average)—Female, 692 (day); 40 (evening).
Length of lesson—One and one-half hours.
Amount expended for manual training during the year—Material, $101.54; M. Meharg's salary, $212.50.
Total amount expended to date—$1,588.35.
Grade or grades in which subject is taught—Grades 6, 7 and 8.

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MATHEMATICS.

Name of teacher—Wm. H. Rogers.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 23.
Number of lessons per week given each class—Two.
Length of lesson—One and one-half hours.
Amount expended for manual training during the year—Salaries, $92.50.
Total amount expended to date—$92.50.

COOKING.

Name of teacher—E. Huger.
Number of pupils—Female, 117.
Number of lessons per week given each class—Five.
Length of lesson—One and one-half hours.
Amount expended for manual training during the year—Material, $185.95; salaries, $962.75.
Total amount expended to date—$1,148.70.
Grade or grades in which subject is taught—Grades 8 and 9.

WOOD-WORKING.

Name of teacher—James Bloomer.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 214.
Number of lessons per week given each class—Five.
Length of lesson—One and one-half hours.
Amount expended for manual training during the year—Material, $214.37; salaries, $1,287.00.
Total amount expended to date—$1,501.37.
Grade or grades in which subject is taught—Grades 8 and 9.

WOOD-WORKING (Carving).

Name of teacher—A. H. Rockwood.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 252.
Number of lessons per week given each class—Five.
Length of lesson—One and one-half hours.
Amount expended for manual training during the year.—Material, $260.99; salaries, $975.00.
Total amount expended to date—$1,235.99.
Grade or grades in which subject is taught—Grades 7 and 8.

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LAKEWOOD.

JESSE JOHNSON, DISTRICT CLERK.

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

DEAR SIR.—The Manual Training at Lakewood is of that variety known as Sloyd. That is, the progressive series of exercises consist of the making of useful articles, involving the use of more tools, the farther one progresses in the series.

The department is equipped with 20 Sloyd benches, each having its outfit of planes, saws, chisels, spoke shaves, try squares, rule, gauge, Sloyd knife, screw driver and bench hook, while other tools less frequently used are left in holders about the room.

The classes have been taken from 4th, 5th, 6th, 7th and 8th grades; all above 4th sending girls as well as boys for the shop work.

About one thousand five hundred models were completed during the year, many pupils finishing nine and ten apiece. The interest of the pupils increased as the work became more complete, and a high degree of excellence in workmanship was attained. The models were worked out from blue print drawings furnished to the pupils, as the single two hour period a week did not permit of the pupils making their own working drawings for each model. Many pupils executed models of their own designs, however, to fill certain needs at home, as a glass cutting board, stocking stretchers, meat boards, brackets, etc.

The Sixth Grade also made milk stools, wands and gun models for certain drills planned by the grade teachers in entertainment work.

White pine, white wood, bass, sweet gum, cherry, maple and beech were the woods used, the soft woods serving for first exercises and young classes, progress being toward use of harder wood as skill in manipulation of tools increased. The Sloyd classes were popular among the pupils and attendance regular. The department is in good running order.

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FINANCIAL STATEMENT.

Receipts.

Balance from last year	$819 12
Amount raised from Special Tax	500 00
Amount received from the State	500 00
Total	$1,819 12

Disbursements.

Teachers' salaries	$700 00
Material	197 78
Balance June 30, 1902	921 34
Total	$1,819 12

WOOD-WORKING (Joinery).

Name of teacher—Mary B. Loos.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 136; female, 114.
Number of lessons per week given each class—One.
Length of lesson—Two hours.
Amount expended for manual training during the year—Material, $197.78; salaries, $700.00.
Total amount expended to date—$897.78.
Grade or grades in which subject is taught—Grades 4, 5, 6, 7 and 8.

LONG BRANCH.

C. GREGORY, SUPERINTENDENT.

Hon. J. C. Baxter, State Superintendent:

DEAR SIR:—I herewith present the first annual report of the Department of Manual Training in the public schools of Long Branch.

Manual Training was made part of the course of study September, 1901, in accordance with the action of the Board of Education, taken in the previous spring. Work was begun in all branches excepting bench work, in beginning which there was a delay, as

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the benches which had been promised in August did not come until November. The course pursued was the one presented to the State Board of Education and approved by them, excepting that sewing was done by the girls of the seventh and eighth years. This was a temporary arrangement, as we expected to replace the sewing in these years by domestic science, as noted hereafter. All the departments of the course, excepting the drawing, were under one teacher, and this was a disadvantage, giving her too much to do. Still, she was enthusiastic, and the interest was kept at fever heat throughout the year. The results were very satisfactory, though, as all were beginners, the work was necessarily of an elementary character. The wood-work comprised not only construction by models, but decoration by design in knife carving. These designs were sometimes varied by the use of water colors for tinting. An exhibition was held in June, of the work done in the Manual Training Department, and was the subject of much favorable public and private comment.

The sewing was done in the sewing room under the direction of the special teacher; the Venetian iron work in the class rooms under direction of the special teacher aided by the class teachers; the wood work was carried on in the shop; the drawing lessons below the seventh year were given in the class room, while above the sixth year they were given in the drawing rooms.

There is no doubt that the Manual Training Department is on a firm basis, and is of great interest to the community. It is the intention of the Board of Education to extend it into the Primary Department and to develop it in the High School. An appropriation has been made to cover the expense of fitting up a domestic science room the coming year, and a teacher has been appointed to take charge of the department of domestic art and science. This will relieve the present teachers and allow more time for the primary classes.

PLANT.

BENCH WORK.

Shop 25x30 feet.

Twenty-four Manual Training Benches with end and side screw and tool racks.

Storeroom and lockers for keeping material and unfinished work.

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Individual Tools for Each Bench—

1 back-saw, 10 inches.
1 Stanley smoothing plane.
1 claw-hammer.
4 Firmer chisels, 1 inch, ½ inch, ¼ inch, ⅛ inch.
1 try square, 6 inches.
1 marking gauge.
1 screw driver, 4 inches.
1 nail set.
1 round mallet.
1 rule, 2 feet.
1 Sloyd knife.
1 pencil.
1 bench duster.
1 bench hook.
1 wood carving knife.

GENERAL TOOLS.

2 braces, 6-inch sweep.
2 dowel bits of each of the following sizes—3-8-inch, 3-16-inch, 5-32-inch.
3 sliding T bevels, 9 inches.
1 rip saw, 22 inches.
1 cross-cut saw, 22 inches.
1 oil-stone, slip and oil can.
12 hand screws, 12 inches.
12 hand screws, 6 inches.

WHITTLING.

Individual Tools—

Tray containing 2 triangles, T square, try square, compass, rule, pencil, pad and Sloyd knike.

VENETIAN IRON.

Individual Tools—

1 round nose plyer.
1 flat nose plyer.

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1 rule, 1 foot.

General Tools—

1 roller cutter.
4 pairs nippers.
1 roller for straightening iron.

DRAWING.

High School—

Room 28 feet 6 inches x 23 feet 6 inches.
35 adjustable drawing tables.
60 drawing boards.
20 T squares.
20 triangles.
36 rulers.
25 geometric solids.
35 casts.
36 scissors.
48 brushes.

Grammar School—(Used also as Sewing Room).

Room 31 feet x 27 feet.
6 tables, 3 feet 6 inches x 8 feet.
36 scissors.
48 brushes.

FINANCIAL STATEMENT.

Receipts.

Amount raised by Special Tax	$1 225 00
*Amount received from the State	1,225 00
Total	$2,450 00

Disbursements.

Teachers' salaries	$1,650 00
Plant	463 01
Material	272 42
Balance June 30, 1902	64 57
Total	$2,450 00

* Received in July, 1902; applied for in April.

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DRAWING.

Name of teacher—Mary Woods.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 1,359; female, 1,289.
Number of lessons per week given each class—Two.
Length of lesson—Thirty minutes in primary; forty minutes in grammar and high school.
Amount expended for manual training during the year—Material, $129.04; salaries, $800.00. Total, $929.04.
Total amount expended to date, $929.04.
Grade or grades in which subject is taught—All grades through tenth year.
Remarks—Miss Woods supervises work below seventh year.

MODELING.

Only in connection with drawing.

SEWING.

Name of teacher—Mary S. Halladay.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Female, 216.
Number of lessons per week given each class.—One.
Length of lesson—Sixty minutes.
Amount expended for Manual Training during the year—Plant, $42.00; material, $25.33; salaries, $312. Total, $379.33.
Total amount expended to date—$379.33.
Grade or grades in which subject is taught—Sixth, seventh and eighth years.

METAL-WORKING.

Name of teacher—Mary S. Halladay.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 111; female, 98.
Number of lessons per week given each class.—One.
Length of lesson—Sixty minutes.
Amount expended for Manual Training during the year—Plant, $26.53; material, $30.36; salaries, $226.00. Total, $282.89.
Total amount expended to date—$282.89.
Grade or grades in which subject is taught—Fifth year.

WOOD-WORKING (Joinery).

Name of teacher—Mary S. Halladay.
Is teacher engaged exclusively in this work?—Yes.

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Number of pupils—Male, 271.

Number of lessons per week given each class.—One.

Length of lesson—Sixty minutes.

Amount expended for Manual Training during the year—Plant, $394.48; materials, $87.69; salaries, $312.00. Total, $794.17.

Total amount expended to date—$794.17.

Grade or grades in which subject is taught—Sixth, seventh and eighth years.

MONTCLAIR.

RANDALL SPAULDING, SUPERINTENDENT.

To C. J. Baxter, State Superintendent:

DEAR SIR.—During the twenty years since its inception this work has grown to important proportions. It has moreover grown steadily in public appreciation in Montclair as well as throughout the country. Our plan of work has been somewhat modified recently by extending the time given to joinery in the higher grammar grades. The most marked advance, however, has been made in the plastic art of modeling. Much enthusiasm has been awakened in this subject. The instructor has aimed to cultivate the imagination and power of artistic expression as well as of accurate observation. To accomplish this he has correlated his work with literature,—subjects for modeling being suggested by such favorite stories as: "The Ugly Duckling," "Robinson Crusoe," "The Tortoise and Hare," "Little Red Riding Hood," etc. Many studies in animals have been executed,—a visit to the circus resulted in many excellent productions of the camel. Much work was done in line with nature study in the reproduction of strongly characteristic flowers and leaf forms. In relation to the work in geography and history there were produced dwellings of the Esquimaux and Indians, log cabins of the western pioneers, huts of sticks and mud; wooden shoes of the Dutch and Chinese sandals; the poses of different occupations have been represented, including costumes and features; the occupation especially of pottery has been very fully studied in vase and other forms; an effort has been made not only to teach the children to

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make and decorate models, but also how clay as an artistic material enters into the life of peoples. An effort is made to cultivate an appreciation of form.

A most interesting experiment in this line of work is that of the distinguished artist, George Frederick Watts, who several years ago established at Limnerslease art pottery works as a sort of recreation school for the children of his neighborhood. The experiment has won great success. Mr. Watts is a great believer in the latent artistic capacity of the English child. "Train him early, let him taste the joy of creative work, and you can achieve much greater things with him than we have yet ventured to hope." The American child has undoubtedly as fine a capacity as any other.

FINANCIAL STATEMENT.

Receipts.

Balance from last year	$40 65
Amount raised by Special Tax	4,000 00
Amount received from the State	4,000 00
Amount received from other sources	19 34
Total	$8,059 99

Disbursements.

Teachers' salaries	$5,640 00
Plant	492 80
Material	610 56
Incidentals	817 15
Balance June 30, 1902	499 48
Total	$8,059 99

DRAWING.

Name of teacher—Mary J. Goffe.

Is teacher engaged exclusively in this work?—Yes.

Number of pupils—Male, 450; female, 480.

Number of lessons per week given each class—Two.

Length of lessons—Varies.

Amount expended for manual training during the year—Material, $17.45; salaries, $680.00. Total, $697.45.

Grade or grades in which subject is taught—Grades 4 to 7.

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MODELING.

Name of teacher—Cheshire L. Boone.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 105; female, 110.
Number of lessons per week given each class—Two.
Length of lesson—Two periods.
Amount expended for Manual Training during the year—Plant, $132.00; material, $120.75; salaries, $1,250.00. Total, $1,502.75.
Grade or grades in which subject is taught—Grade 5.

SEWING.

Name of teacher—Melita N. Heward.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Female, 115.
Number of lessons per week given each class—Two.
Length of lesson—Two periods.
Amount expended for Manual Training during the year—Material, $4.81.
Grade or grades in which subject is taught—Grade 7.

DOMESTIC SCIENCE.

Name of teacher—Melita N. Heward.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Female, 175.
Number of lessons per week given each class—Two.
Length of lesson—Two periods.
Amount expended for Manual Training during the year—Material, $132.93; salaries, $650. Total, $787.74.
Grade or grades in which subject is taught.—Grade 8 and High School.

METAL-WORKING.

Name of teacher—S. H. Lott.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 75.
Number of lessons per week given each class—Two.
Length of lesson—Two periods.
Amount expended for Manual Training during the year—Plant, $138.77; material, $66.07; salaries, $720. Total, $924.84.
Grade or grades in which subject is taught—Grade 9.

SLOYD, ETC.

Name of teacher—Mary L. Allis.

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Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 100; female, 110.
Number of lessons per week given each class—Two.
Length of lesson—Two periods.
Grade or grade in which subject is taught—Grade 6.

WOOD-WORKING.

Name of teacher—Mary L. Allis.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 215.
Number of lessons per week given each class—Two.
Length of lesson—Two periods.
Grade or grades in which subject is taught—Grades 7 and 8.

Name of teacher—Olaf Sangstad.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 115; female, 80.
Number of lessons per week given each class—Two.
Length of lesson—Two periods.
Amount expended for manual training during the year—Plant, $222.03; material, $268.55; salaries, $2,340.00. Total, $2,830.58.
Grade or grades in which subject is taught—Grades 8 and 9.
Fuel, $247.84; repairs to all buildings, $435.84; furniture, etc., $133.66.
Total amount expended to date—$7,560.51.

NEWARK TECHNICAL SCHOOL.

CHARLES A. COLTON, DIRECTOR.

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

DEAR SIR.—At the opening of the year 1901-1902, a course of study in Electric Wiring was organized to give instruction in theoretical and practical work. An old dwelling house on the school property provided an excellent place for practical illustrations of the course, and the students' work is well shown by the many lines of wire which they have put up in that building. The course was intended to be but one year in length. It was found that so much remained that the students had not touched upon, that the members of the class asked to have the course extended.

The Trustees have granted this request and beginning with October 1902, the course in Electric Wiring will be two years.

The interest in the other departments of the school is main-

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tained, and the increase in membership over the previous year was about ten per cent.

Owing to the grading and paving of a street contiguous to the school property, the expense account was considerably increased the past year.

We have been able to reduce our mortgage by a large payment, as will be seen by the financial statement appended, and hope before many years to have this debt completely liquidated.

FINANCIAL STATEMENT FOR THE YEAR ENDING APRIL 30TH, 1902.

Receipts.

Balance on hand May 1st, 1901	$15,344 79
City appropriation	10,000 00
State appropriation	5,000 00
Tuition fees	1,325 85
Merchandise sold	662 25
Interest on deposits	322 40
Received from students for chemical apparatus	34 70
Received from students for lockers	13 50
Rebate on gas bill	5 00
Sold Electrical Laboratory tools	1 15
Sold electrical wiring tools	92
Received for electroplating	1 00
Total	$32,711 56

Payments.

Salaries	$8,485 25	
Paid on mortgage	6,000 00	
Expense account	1,926 86	
Merchandise purchased	643 07	
Lighting	445 21	
Furniture and fixtures	258 25	
Repairs and alterations	460 04	

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Electrical instruments	186 16	
Library	110 85	
Electric Wiring—tools and supplies	156 91	
Electroplating department	57 99	
Chemical laboratory	55 31	
Paid models for services	44 70	
Department of Drawing and Art	21 12	
Department of Chemistry and Physics	7 98	
Plumbing laboratory	5 24	
Total	$18,864 94	
Balance on hand May 1, 1902	*13,846 62	
	$32,711 56	$32,711 56

* Mortgage debt, $9,000.

NEWARK.

A. B. POLAND, SUPERINTENDENT.

To C J. Baxter, State Superintendent:

FINANCIAL STATEMENT.

Receipts.

Amount raised by Special Tax	$5,000 00
Amount received from the State	5,000 00
Amount received from other sources	2,839 71
Total	$12,839 71

Disbursements.

Teachers' salaries	$10,362 70
Material	2,477 01
Total	$12,839 71

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DRAWING, KNIFE-WORK AND MODELING.

Name of teacher—Pamela Howell.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 63; female, 37.
Number of lessons per week given each class—Two or four.
Length of lesson—Forty minutes.
Grade or grades in which subject is taught—High School.
Remarks—One-half time drawing; one-half time carving.

Name of teacher—Elizabeth E. Garrabrant.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 205; female, 113.
Number of lessons per week given each class—Two or four.
Length of lesson—Forty minutes.
Grade or grades in which subject is taught—High School.
Remarks—One-half time drawing; one-half time Primary M. 3.

Name of teacher—Anna W. Kinney.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 642; female, 396.
Number of lessons per week given each class—One.
Length of lesson—One hour.
Grade or grades in which subject is taught—Grades 5 and 6.
Remarks—One-half time drawing; one-half time knife-work.

Name of teacher—Emma Blaeser.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 601; female, 375.
Number of lessons per week given each class—One.
Length of lesson—One hour.
Grade or grades in which subject is taught—Grades 5 and 6.
Remarks—One-half time drawing; one-half time knife work.

Name of teacher—Mary Geraghty.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 620; female, 401.
Number of lessons per week given each class—One.
Length of lesson—One hour.
Grade or grades in which subject is taught—Grades 5 and 6.
Remarks—One-half time drawing; one-half time knife work.

Name of teacher—Alice B. Perry.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 661; female, 441.
Number of lessons per week given each class—One.
Length of lesson—One hour.
Grade or grades in which subject is taught—Grades 5 and 6.
Remarks—One-half time drawing; one-half time knife work.

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SEWING.

Name of teacher—Carrie V. Stephens, Supervisor.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Female, 2,300.
Number of lessons per week given each class—One.
Length of lesson—One hour.
Grade or grades in which subject is taught—Grades 6, 7 and 8.
Remarks—Taught by the class teacher. Sewing expenditures are paid out of the general fund.

METAL-WORKING AND WOOD-WORKING.

Name of teacher—Chas. H. Cook.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 408.
Number of lessons per week given each class—One.
Length of lesson—One and one-half hours.
Grade or grades in which subject is taught—Grades 7 and 8.
Remarks—One-half time drawing; one-half time wood-work.

Name of teacher—J. F. Hill.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 375.
Number of lessons per week given each class—One.
Length of lesson—One and one-half hours.
Grade or grades in which subject is taught—Grades 7 and 8.
Remarks—One-half time drawing; one-half time wood-work.

Name of teacher—Henry F. Pease.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 403.
Number of lessons per week given each class—One.
Length of lesson—One and one-half hours.
Grade or grades in which subject is taught—Grades 7 and 8.
Remarks—One-half time drawing; one-half time wood-work.

Name of teacher—Carl F. Langlas.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 97; female, 25.
Number of lessons per week given each class—Two or four.
Length of lesson—Forty minutes.
Grade or grades in which subject is taught—High School.
Remarks—One-half time drawing; one-half time carving.

Name of teacher—Pamela Howell.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—See above.

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Number of lessons per week given each class—Two or four.
Length of lesson—Forty minutes.
Grade or grades in which subject is taught—High School.
Remarks—One-half time drawing; one-half time carving.
Amount expended for manual training during the year—Material, $2,477.01; salaries, $10,362.70. Total, $12,839.71.
Total amount expended to date—$49,789.56.

NORTH PLAINFIELD.

H. J. WIGHTMAN, SUPT.

Hon. C. J. Baxter, State Superintendent:

DEAR SIR.—Our Manual Training Plant remains as reported last year with a few general additions to the equipment. Metal ceilings have been put on all the rooms and an enclosed passage made which connects the Manual Training School with the High and Grammar School building.

We have been able to do the work outlined in our new Course of Study which accompanies this report.

More than expected interest has been taken this year in our Manual Training Departments. The public has been generous in praise of the work and liberal in funds for the support of the school.

FINANCIAL STATEMENT.

Receipts.

Balance from last year	$77 89
Amount raised by Special Tax	1,400 00
Amount received from State	1,400 00
Amount received from other sources	50 00
Total	$2,927 89

Disbursements.

Teachers' salaries	$1,750 00
Plant	665 57

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Material	349 48
Incidentals	110 00
Balance June 30, 1902	52 84
Total	$2,927 89

DRAWING.

Name of teachers—Laura M. Sydenham, Robert Sander, mechanical drawing.

Is teacher engaged exclusively in this work?—Yes.

Number of pupils—Male, 467; female, 537.

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—Plant, $261.73; material, $88.75; salaries. $700.00. Total, $1,050.48.

Grade or grades in which subject is taught—All above Kindergarten.

MODELING.

Name of teachers—Regular teachers.

Amount expended for manual training during the year—Salaries (janitor), $110.00. Total, $110.00.

Grade or grades in which subject is taught—Grades 1 to 4.

SEWING AND COOKING.

Name of teacher—Bessie Taylor.

Is teacher engaged exclusively in this work?—Yes.

Number of pupils—Female (sewing), 206; (cooking), 157.

Number of lessons per week given each class—Sewing, two; cooking, one.

Length of lesson—Sewing, thirty to forty minutes; cooking, ninety to 120 minutes.

Amount expended for manual training during the year—Plant, $120.50; material, sewing, $21.67; cooking, $131.95; salaries, $300.00. Total, $574.12.

Total amount expended to date—$7,842.16.

Grade or grades in which subject is taught—Sewing, grades 5B, 5A, 6B, and 6A; cooking, grades 7B, 7A, 8B, 8A, and High School.

METAL-WORKING.

Remarks—Plant and material same as previously given. Character and amount of work given in course of study recently filed.

WOOD-WORKING (Joinery.)

Name of teacher—Robert Sander.

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Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 318.
Number of lessons per week given each class—Two.
Length of lesson—Forty minutes.
Amount expended for manual training during the year—Plant, $283.34; material, $107.11; salaries, $750.00. Total, $1,140.45.
Grade or grades in which subject is taught—All above fourth.

ORANGE.

WILLIAM M. SWINGLE, SUPERINTENDENT.

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

DEAR SIR.—The plant and equipment of our manual training department remains practically the same as one year ago, when a detailed account was given you.

The teachers of the primary and grammar grades have become more familiar with the requirements of the manual training course and are greatly interested in the beneficial results to the pupil.

Beginning with the kindergarten, we have a connected and comprehensive line of manual work extending through the four years of the High School.

We find that the children take a decided interest in the work, and that the educational value of such work more than equalizes the moderate expense attached to it. We feel that we are giving the boys and girls training that will be of great value to them in after life.

The introduction of Sloyd work into the Fifth Grade and raffia work into the Fourth Grade has given an increased interest to the course in these grades, and it is the intention to carry those lines one step further down next year and introduce bent iron work into the Fifth grade. This will give the boys a good preparation for the bench work which follows in the Sixth Grade.

During the year some new tools have been added and the changes suggested in my last report have all been made. We close the year with a better equipment than ever, and with an increased interest on the part of the pupils, teachers and parents. For the first time, we have a balance on hand, and it will not require as much

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to carry on this department next year as it has during the year just closed.

FINANCIAL STATEMENT.

Receipts.

Amount raised by Special Tax	$2,250 00
Amount received from the State	2,250 00
Total	$4,500 00

Disbursements.

Teachers' salaries	$3,039 00
Material	772 19
Excess of payments to April 1, 1901	159 83
Balance June 30, 1902	528 98
Total	$4,500 00

DRAWING.

Name of teacher—Helen C. Jensen.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 1,269; female, 1,193.
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, $435.62; salaries, $810.00. Total, $1,245.62.
Grade or grades in which subject is taught—All grades.

MODELING.

Name of teacher—Regular teachers. Mary E. Habberton, supervisor.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 1,108; female, 956.
Number of lessons per week given each class—One.
Length of lesson—Thirty to sixty minutes.
Amount expended for manual training during the year—Salaries, $891.00. Total, $891.00.
Grade or grades in which subject is taught—Grades 1, 2, 3 and 4.

SEWING.

Name of teacher—Mary E. Habberton.
Is teacher engaged exclusively in this work?—No.

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Number of pupils—Female, 275.
Number of lessons per week given each class—One.
Length of lesson—Sixty minutes.
Amount expended for manual training during the year—Material, $102.12. Total, 102.12.
Grade or grades in which subject is taught—Grades 5, 6 and 7.

COOKING.

Name of teacher—Helen R. Sumner.
Is teacher engaged exclusively in this work—Two days.
Number of pupils—Female, 122.
Number of lessons per week given each class—One.
Length of lesson—120 minutes.
Amount expended for manual training during the year—Material, $234.45; salaries, $480.00. Total, $714.45.
Grade or grades in which subject is taught—Grade 8 and first and second years in High School.

WOOD-WORKING (Joinery).

Name of teacher—Samuel E. Wardell.
Is teacher engaged exclusively in this work—Four days.
Number of pupils—Male, 246.
Number of lessons per week given each class—One.
Length of lesson—Ninety minutes.
Amount expended for manual training during the year—Salaries, $858.00. Total, $858.00.
Grade or grades in which subject is taught—Grades 6, 7 and 8 and High School (optional).
Totals—Material, $772.19; salaries, $3,039.00. otal, $3,811.19.

PATERSON.

L. A. GOODENOUGH, SUPERINTENDENT.

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

DEAR SIR.—I present the following report of the classification of pupils, course of instruction and work done during the past year.

The same courses of instruction have been followed as given during the previous year and the same divisions of grammar grades have been made, viz.: Seven A, Eight B and Eight A.

The Seven A pupils become familiar with the various tools

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which are carefully selected for them in order that they may fully understand their uses when promoted to a higher grade. The work in this grade consists chiefly in marking in various forms, sawing, planing, etc.

In the Eight B and Eight A grades, sixteen lessons in joinery are given, including the simplest as well as the most difficult joints. The course of instruction in these grades also includes a few special lessons in chiseling and plain carving.

The preparation of drawings by the pupils in their respective class rooms has proved to be a great advantage. By this method the pupils are enabled to devote their time exclusively to the work itself while attending this school.

When we had but five lathes, only two afternoons each week were allowed for High School pupils for wood turning and carving. When the additional lathes were put in, much more time was given to this branch of instruction, and the classes were just getting fairly organized when the fire of February 9th destroyed the school.

By direction of the Board, a number of pieces of work, made in the regular course of instruction, were sent to the Pan-American Exposition at Buffalo, and as a silver medal was awarded to the entire school exhibit, the Manual Training School is entitled to its share of the merit.

The exhibit was then forwarded to Charleston Exposition at the request of the Managers, and there we received a gold medal.

We hope next year to enlarge the scope of work done in the Manual Training School, and if possible, to have an additional teacher.

We have every reason to believe that the work done, although somewhat limited, is equal to that of any other Manual Training School in the State, and with the continued hearty support of our citizens we hope in the near future to have a school thoroughly equipped for all branches of Manual Training work.

FINANCIAL STATEMENT.

Receipts.

Balance from last year	$73 96
Amount raised by Special Tax	2,000 00
Amount received from the State	2,000 00
Total	$4,073 96

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Disbursements.

Teachers' salaries	$1,275 00
Plant	1,500 00
Material	151 40
Incidentals	200 00
Total	$3,136 40

DRAWING.

Name of teacher—E. D. Hilton.
Number of pupils—Male, 350.
Number of lessons per week given each class—One.
Length of lesson—Forty-five minutes.
Amount expended for manual training during the year—Plant, $1,500.00; material, $151.40; salaries, $1,475.00. Total, 3,126.40.
Grade or grades in which subject is taught—Grades 7A, 8B, 8A, Grammar grades.

WOOD-WORKING (Joinery).

Name of teacher—E. D. Hilton.
Number of pupils—Male, 350.
Number of lessons per week given each class—One.
Length of lesson—One hour.
Grade or grades in which subject is taught—Grades 7A, 8B, 8A.

WOOD-WORKING (Carving).

Name of teacher—E. D. Hilton.
Number of pupils—Male, 350.
Number of lessons per week given each class—One.
Length of lesson—One hour.
Grade or grades in which subject is taught—High School.

PASSAIC.

F. E. SPAULDING, SUPERINTENDENT.

Hon. Charles J. Baxter, State Superintendent:

DEAR SIR.—The work of our manual training department has been continued along the lines of the last two years with, I believe,

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constant improvement. Near the end of the year an excellent and extensive exhibit of the work in cooking, sewing, bent iron and wood, was held two afternoons and evenings at the Manual Training Building. This exhibit was well attended, and the work excited much interest and admiration. Citizens are coming gradually to get the right conception of this kind of work, and, consequently, to appreciate it more highly.

The work will be somewhat extended next year. While the girls are having sewing in the third and fourth grades, as heretofore, the boys will be given raffia and reed work. A class in more advanced wood work and drawing will be formed of boys in the first year of the high school. This, we hope, will be the beginning of a high school manual training course which will rank with the other courses of the high school. To make provision for this extension of the work it is planned to double, by an addition, the size of the present manual training building.

All the girls, last year about five hundred, in our evening schools, receive weekly instruction in sewing. Just as soon as room becomes available for fitting up a kitchen, cooking will also be taught in the evening schools. About half the program of our summer schools is made up of manual training work, sewing, basketry, etc.

FINANCIAL STATEMENT.

Receipts.

Balance from last year	392 92
Amount reased by Special Tax	2,400 00
Amount received from the State	2,400 00
Total	$5,192 92

Disbursements.

Teachers' salaries	$3,424 69
Plant	58 00
Material	683 25
Incidentals (janitor's salary)	470 00
Balance June 30, 1902	556 98
Total	$5,192 92

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DRAWING.

Name of teacher—W. Franklin Smith.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 103.
Number of lessons per week given each class—One.
Length of lesson—One hour.
Grade or grades in which subject is taught—Grades 6 to 8, inclusive.

Name of teacher—M. W. Langstroth.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 450; female, 470.
Number of lessons per week given each class—One.
Length of lesson—One-half to three-quarters of an hour.
Grade of grades in which subject is taught—Grades 4 to 8, inclusive.

SEWING.

Name of teacher—Theo Burghardt.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Female, 800.
Number of lessons per week given each class—One.
Length of lesson—One-half to one and one-quarter hours.
Grade or grades in which subject is taught—Grades 3 to 6, inclusive.

COOKING.

Name of teacher—Florence Newell.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Female, 138.
Number of lessons per week given each class—One.
Length of lesson—Two hours.
Grade or grades in which subject is taught—Grades 7 and 8.

METAL-WORKING.

Name of teacher—W. Franklin Smith.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 145; female, 14.
Number of lessons per week given each class—One.
Length of lesson—One hour.
Grade or grades in which subject is taught—Grade 5.

WOOD-WORKING (Joinery.)

Name of teacher—W. Franklin Smith.
Is teacher engaged exclusively in this work?—Yes.

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Number of pupils—Male, 163.
Number of lessons per week given each class—One.
Length of lesson—One hour.
Grade or grades in which subject is taught—Grades 6 and 7.

WOOD-WORKING (Carving).

Name of teacher—W. Franklin Smith.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 45.
Number of lessons per week given each class—One.
Length of lesson—One hour.
Grade or grades in which subject is taught—Grade 8.
Amount expended for Manual training during the year—Plant, $58.00; material, $683.25; salaries, $3,894.69. Total, $4,635.94.
Total amount expended to date—$24,526.44.

RINGWOOD.

E. J. Brown, District Clerk.

FINANCIAL STATEMENT.

Receipts.

Balance from last year	$345 00
Total	$345 00

Disbursements.

Teachers' salaries	$300 00
Plant	45 00
Total	$345 00

MODELING.

Name of teacher—Katherine McKernon.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 35; female, 19.
Number of lessons per week given each class.—One.
Length of lesson—Forty-five minutes.
Grade or grades in which subject is taught—All grades.

SEWING.

Name of teacher—Katherine McKernon.
Is teacher engaged exclusively in this work?—No.

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Number of pupils—Female, 19.
Number of lessons per week given each class—Two.
Length of lesson—One hour.
Grade or grades in which subject is taught—All grades.

METAL-WORKING.

Name of teacher—Katherine McKernon.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 17.
Number of lessons per week given each class—Two.
Length of lesson—Forty-five minutes.
Grade or grades in which subject is taught—Grammar.

WOOD-WORKING (Joinery).

Name of teacher—Katherine McKernon.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 27; female, 8.
Number of lessons per week given each class—Two.
Length of lesson—One hour.
Grade or grades in which subject is taught—Grammar.

WOOD-WORKING (Carving).

Name of teacher—Katherine McKernon.
Number of pupils—Female, 8.
Number of lessons per week given each class—Two.
Length of lesson—One hour.
Grade or grades in which subject is taught—Grammar.
Amount expended for manual training during the year—Material, $45.00; salaries, $300.00. Total, $345.00.
Total amount expended to date—$345.00.
Remarks—The $345.00 includes expenditures for all subjects, combined.

RED BANK.

S. V. ARRROWSMITH, SUPERINTENDENT.

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

DEAR SIR.—In compliance with your request I herewith submit a brief report of the work in the Manual Training Department of the Red Bank schools.

Soon after the opening of our schools in September, the super-

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visor of the department, Mr. H. F. Pease, resigned his position to accept a similiar one in the schools of Newark, and our work was consequently interrupted for a short time. By November 1st, however, our system was again in effective working order, under the direction of Miss Helen L. Jarrold, a graduate of the Normal Art Department of Pratt Institute.

Miss Jarrold has proven herself a most competent and efficient teacher, and under her able supervision the work of the department has proved most successful.

Drawing is taught throughout the entire course. Wood-working in all the classes from the sixth to the ninth year inclusive, and is developed in the following order:

BOYS.

Sixth Grade.—Whittling, in respective rooms, models from thin wood, including label, St. George's cross, St. Andrew's cross, key, tag, calendar back, kite string reel, silk winder, pencil sharpener, match striker, paper file, spool case, sled.

Seventh Grade.—Whittling in respective rooms, models from thick wood, including flower stake, top, dart, wind-mill, paper-knife, letter opener.

Eighth Grade.—Bench work, including tool rack, clothes cleat, knife strop, bracket, end lap joint, middle lap joint, flower pot stand, tea pot stand.

Ninth Grade.—Bench work, including coat and trousers hanger, bench hook, towel rack, letter box, book rack, mortise and tenon joint.

GIRLS.

Eighth Grade.—Whittling and knife work, including panels in knife carving, outline and relief, with modeling, pin ball, tray box, etc.

Ninth Grade.—Carving soft and hard wood, with full set of carving tools, geometric designs, picture frame, paper knife, etc. Pyrography, boxes, bowls, etc.

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FINANCIAL STATEMENT.

Receipts.

Balance from last year	$21 36
Amount raised by Special Tax	500 00
Amount received from the State	500 00
Total	$1,021 36

Disbursements.

Teachers' salaries	$700 00
Plant	112 50
Material	203 00
Incidentals	5 86
Total	$1,021 36

DRAWING.

Name of teacher—Helen L. Jarrold.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 165; female, 155.
Number of lessons given each class—Sixteen per year.
Length of lesson—Forty minutes.
Grade or grades in which subject is taught—Grades 3, 4 and 5. Mechanical drawing only.

Number of pupils—Male 210; female 180.
Number of lesson given each class—Eight per year.
Length of lesson—Forty minutes.
Grade or grades in which subject is taught—Grades 6, 7, 8, 9 and 10. Mechanical drawing only.

MODELING.

Number of pupils—Male, 155; female, 135.
Number of lessons per week given each class—One.
Length of lesson—Twenty minutes.
Grade or grades in which subject is taught—Grades 1 and 2.

WOOD-WORKING (Joinery).

Number of pupils—Male, 115.
Length of lesson—Forty minutes.
Number of lessons per week given each class—One.
Grade or grades in which subject is taught—Grades 6, 7, 8 and 9.

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WOOD-WORKING (Carving).

Number of pupils—Male, 2; female, 40.
Number of lessons per week given each class—One.
Length of lesson—Forty minutes.
Grade or grades in which subject is taught—Grades 8 and 9.
Amount expended for manual training during the year—Plant, $112.50; material, $208.86; salaries, $700.00. Total, $1,021.36.
Total amount expended to date—$1,021.36.

RIDGEWOOD.

B. C. WOOSTER, SUPERVISING PRINCIPAL.

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

DEAR SIR.—The plant and character of work done in manual training in the Ridgewood school during the past year, are not materially different from plant and character described in previous reports.

Owing to increased enrollment, instruction has been given to more pupils than heretofore, but owing to lack of time the work has not been advanced in grade as we have hoped.

A better room for sewing and a case to contain materials have been provided.

Some scroll saw and lathe work has been added to the woodwork course.

FINANCIAL STATEMENT.

Receipts.

Balance from last year	$1,824 85
Amount raised by Special Tax	600 00
Amount received from the State	600 00
Total	$3,024 85

Disbursements.

Teachers' salaries	$1,075 00
Material	63 76
Balance June 30, 1902	1,886 09
Total	$3,024 85

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DRAWING.

Name of teacher—Miss Maggie Vreeland.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 239; female, 236.
Number of lessons per week given each class—One.
Length of lesson—Sixty minutes.
Amount expended or manual training during the year—Material, $13.90; salaries, $350. otal, $363.90.
Total amount expended to date—$3,173.87.
Grade or grades in which subject is taught—Grades 1 to 10.

SEWING.

Name of teacher—Miss Sadie Denison.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Female, 138.
Number of lessons per week given each class—One.
Length of lesson—Sixty minutes.
Amount expended or manual training during the year—Material, $15.21; salaries, $225.00. Total, $240.21.
Total amount expended to date—$2,257.29.
Grade or grades in which subject is taught—Grades 4 to 10.

WOOD-WORKING.

Name of teacher—Mr. B. C. Wooster.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 129.
Number of lessons per week given each class—One.
Length of lesson—Sixty minutes.
Amount expended for manual training during the year—Material, $34.65; salaries, $500.00. Total, $534.65.
Total amount expended to date—$5.332.50.
Grade or grades in which subject is taught—Grades 4 to 10.

SOUTH ORANGE.

H. W. FOSTER, SUPERVISING PRINCIPAL.

Hon. C. J. Baxter, State Superintendent:

DEAR SIR.—The equipment has been materially increased by placing new benches of a more modern type, with new sets of tools, in the department connected with the High School, and by transferring the older benches to the other schools, where hitherto no bench work had been possible.

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The manual training has been extended to the lowest grades, with clay, paper, weaving, basketry, etc.

The eighth grade girls have been given cooking instead of sewing, and an advanced course of sewing and cooking is now offered in the High School. A Wilcox & Gibbs sewing machine has been purchased for the advanced class in sewing.

In previous years the teachers of this department have worked independently. The department is now working under one head, Miss Jeannette Palen; the courses have been remodelled, unified and correlated, and decided progress has characterized the year's work. The recent tendency to unite Art and Craftsmanship has vitally affected much that has been done. The social view of education has inspired most of the projects suggested to the pupils.

FINANCIAL STATEMENT.

Receipts.

Balance from last year	$371 88
Amount raised by Special Tax	1,000 00
Amount received from State	1,000 00
Total	$2,371 88

Disbursements.

Teachers salaries	$1,500 00
Plant	538 29
Material	277 21
Balance June 30, 1902	56 38
Total	$2,371 88

DRAWING.

Names of teachers—Jeannette Palen, Anna B. Gausmann.

Number of pupils—Male, 257; female, 175.

Number of lessons per week given each class—Two.

Length of lesson—Forty-five minutes.

Amount expended for manual training during the year—Plant, $50.00; salaries, $350.00. Total, $400.00.

Grade or grades in which subject is taught—Grades 6, 7, 8, 9, 10, 11 and 12.

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BENT IRON, BASKET WORK, MODELING, WEAVING, ETC.

Names of teachers—Jeannette Palen, Anna B. Gausmann
Number of pupils—Male, 208; female, 185.
Number of lessons per week given each class—One.
Length of lesson—Forty-five minutes.
Amount expended for manual training during the year—Plant. $10.46; material, $42.91; salaries, $230.00. Total, $283.37.
Grade or grades in which subject is taught—Grades 1, 2, 3, 4 and 5.

SEWING.

Names of teachers—Anna B. Gausmann, Melita N. Heward.
Number of pupils—Female, 75.
Number of lessons per week given each class—One.
Length of lesson—Forty-five minutes.
Amount expended for manual training during the year—Plant, $37.90; material, $16.22; salaries, $140.00. Total, $194.12.
Grade or grades in which subject is taught—Grades 3, 4, 5, 6, 7 and 9.

COOKING.

Name of teacher—Melita N. Heward.
Number of pupils—Female, 42.
Number of lessons per week given each class—One.
Length of lesson—One and one-half hours.
Amount expended for manual training during the year—Plant, $27.28; material, 42.13; salaries, $180.00. Total, $249.41.
Grade or grades in which subject is taught—Grades 8, 9, 10, 11 and 12.

WOOD-WORKING (Joinery).

Names of teachers—Jeannette Palen, Anna B. Gausmann
Number of pupils—Male, 117.
Number of lessons per week given each class—One.
Length of lesson—Forty-five minutes.
Grade or grades in which subject is taught—Grades 5, 6, 7 and 8.

WOOD-WORKING (Carving).

Names of teachers—Jeannette Palen, Anna B. Gausmann.
Number of pupils—Male, 32; female, 16.
Number of lessons per week given each class—Two.
Length of lesson—Forty-five minutes.
Amount expended for manual training during the year—Plant, $412.65; material, $175.95; Salaries, $600.00. Total, $1,188.60.
Grade or grades in which subject is taught—Grades 9, 10, 11 and 12.
Total amount expended for manual training during the year—Plant, $538.29; material, $277.21; salaries, $1,500.00. Total, $2,315.50.

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Remarks—Miss Heward, one day per week. Miss Palen's and Miss Gausmann's time on ordinary drawing is not included in this report.

TOWN OF UNION.

OTTO ORTEL, SUPERINTENDENT.

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

DEAR SIR.—The past year has been marked by continued and increasing interest in the various branches of manual training, both on the part of the students and of their parents.

In the wood working department considerable attention has been paid to wood carving and chip carving, particularly in decorating the finished article illustrating the various joints, etc.

The girls of the Domestic Economy Department, toward the end of the year, issued a neatly designed invitation tendering a dinner to the members of the Board of Education, representatives of the press, and a few other invited guests, which took place on the evening of April 29th.

The following menu was prepared by the class and served by the members thereof, in the school kitchen:

Mock Bisque Soup. Boiled Haddock (Hollandaise Sauce).
Baked Potatoes. Fillet of Beef.
Franconia Potatoes. Asparagus.
Chicken a la Baltimore. Lettuce. Farina Pudding.
Vanilla Ice Cream. Cake. Coffee.

The wood working department had prepared miniature wooden sauce pans with the legend "Souvenir Domestic and Manual Training, April 29, 1902," burned in Gothic letters on one side.

The menu was written on the reverse side by the girls.

The tables were handsomely decorated with flowers, etc., brought by the class, and appropriate addresses were made by nearly all the guests present, who complimented the girls on their skill and efficiency manifested.

The exhibit of manual training work in June, was open to the public for two afternoons and evenings, and the rooms were thronged during the whole of that time.

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The matter of providing more suitable quarters, or a new building for the manual training department, is being discussed, and it is to be hoped that it will result in accomplishing that much desired object, as our present accommodations are far from ideal.

FINANCIAL STATEMENT.

Receipts.

Balance from last year	$453.61
Amount raised by Special Tax	900 00
Amount received from State	900 00
Amount received from other sources	117 50
Total	$2,371 11

Disbursements.

Teachers' salaries	$1,350 00
Plant	88 19
Material	476 08
Balance June 30, 1902	456 84
Total	$2,371 11

DRAWING.

Names of teachers—Nathan C. Billings, Gustav A. Beyer and class teachers.

Is teacher engaged exclusively in this work?—No.

Number of pupils—Male, 297; female, 329.

Number of lessons per week given each class—One.

Length of lesson—One hour.

Amount expended for manual training during the year—Plant, $29.20; material, $209.15. Total, $238.35.

Total amount expended to date, $1,928.04.

Grade or grades in which subject is taught—Grades 6, 7 and 8, grammar, and four years in High School.

MODELING.

Name of teacher—Nathan C. Billings.

Is teacher engaged exclusively in this work?—No.

Number of pupils—Male, 19; female, 40.

Number of lessons per week given each class—One.

Length of lesson—One hour.

Total amount expended to date—$103.04.

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Grade or grades in which subject is taught—Junior and Senior High School.

SEWING.

Name of teacher—Caroline J. Hoffman and class teachers.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Female, 999.
Number of lessons per week given each class—One.
Length of lesson—One hour.
Amount expended for manual training during the year—Material, $60.09; salaries, $50.00. Total, $110.09.
Total amount expended to date—$1,257.42.
Grade or grades in which subject is taught—Grade 3 to 8, grammar, 1 and 2, Junior High School.

DOMESTIC ECONOMY.

Name of teacher—Engel A. Pope.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Female, 74.
Number of lessons per week given each class—One.
Length of lesson—Two hours.
Amount expended for manual training during the year—Plant, $23.27; material, $86.24; salaries, $400.00. Total, $509.51.
Total amount expended to date—$5,935.47.
Grade or grades in which subject is taught—Grades 1 and 2, High School.

WOOD-WORKING (Joinery).

Name of teacher—Gustave A. Beyer.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 73.
Number of lessons per week given each class—One.
Length of lesson—Two hours.
Amount expended for manual training during the year—Plant, $35.72; material, $120.60; salaries, $900.00. Total, $1,056.32.
Total amount expended to date—$7.886.55.
Grade or grades in which subject is taught—Grades 1 and 2, High School.

WOOD-WORKING (Carving).

Name of teacher—Gustave A. Beyer.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 73.
Number of lessons per week given each class—One.

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Length of lesson—Two hours.

Amount expended for manual training during the year—Plant, $88.19; material, $476 08; salaries, $1,350.00. Total, $1,914.27.

Total amount expended to date—Incidentals, $33.50.

Grand total amount expended to date—$17,144.02.

LANDIS TOWNSHIP.

J. J. UNGER, SUPERINTENDENT.

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

DEAR SIR.—In no department of our schools have there been more changes during the year than in manual training. The resignation of Miss Mary S. Swick to accept a better position in the Brooklyn schools, left a vacancy which has been very ably filled by J. H. Sandt, formerly of Pen Argyl, Pa.

The manual training room, although still inadequate in size and equipment, has undergone a number of changes. New benches for bent iron work were made to accommodate sixteen pupils; the benches for wood work were fitted up with tool racks made by the pupils; a number of new tools were purchased and the pupils made tool boards for their safe keeping; benches also were fitted up for glueing and finishing work. An old turning lathe that had been covered with dust for many years, was brought from the storage room and put to excellent use. The use of another lathe and scroll saw was contributed by the teacher, and a circular saw took up practically the last available space in the room. The school desks used for drawing purposes still remain, but it is the intention to replace these in the near future by more modern drawing tables.

The character of the work also was changed to some extent. More emphasis was placed on sketching from life with pencil, or brush and ink. Considerable attention was given to original design for ornamental purposes, which found its application in decorating book and composition covers, portfolios, glove boxes, handkerchief boxes, tabourets, etc.

The bent iron work was begun near the end of the year in the fifth grade. Considerable interest was manifested by the children in the wor, and after a fewpreliminary lessons the pupils made mats and candle stick holders in a very satisfactory manner. It is intended to extend this work greatly by another year.

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It is but just to say that more interest is taken in manual training by both patrons and children than ever before. During the entire year children were enthusiastic over the subject, and so many applications were received by pupils to do extra work after four o'clock in the manual training room that a number had to be refused for want of working room. Many useful articles were made by thechildren during these extra hours and the articles frequently were handsomely decorated with designs made by the pyrograph. Girls were just as much interested as boys, ,and their work as a rule was quite as creditably done. It is a great misfortune that we do not have a large, well-lighted, well-ventilated room with modern equipments, where the work could be carried on still far more successfully.

To one of the High School boys belongs the credit of doing the finest piece of mechanical work attempted during the year. This pupil, Master Raymond Thompson, constructed a steam engine of the Corliss type, one-eighth horse-power, which was run at the manual training exhibition held near the close of the term.

Many recommendations might be made which, if carried out, would further the progress in manual training, if we had more and a larger appropriation for this purpose. In my former report was mentioned the need of an assistant teacher, but there is also quite as much need of larger accommodations and better equipments.

FINANCIAL STATEMENT.

Receipts.

Balance from last year	$1,063 61
Amount raised by Special Tax	500 00
Amount received from the State	500 00
Total	$2,063 61

Disbursements.

Teacher's salaries	$666 66
Material	316 35
Balance June 30, 1902	1,080 60
Total	$2,063 61

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DRAWING.

Name of teacher—J. H. Saudt.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 184; female, 202.
Number of lessons per week given each class.—One.
Length of lesson—Forty-five minutes.
Amount expended for manual training during the year—Material, $78.30; salaries, $666.66. Total, $744.96.
Grade or grades in which subject is taught—Grades 6 to 12.

Name of teacher—Grade teachers.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 787; female, 776.
Number of lessons per week given each class—Two.
Length of lesson—Twenty minutes.
Grade or grades in which subject is taught—Grades 1 to 6.
Remarks—Salary $666.66 paid for all subjects.

MODELING.

Name of teacher—Grade teachers.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Male, 748; female, 737.
Number of lessons given each class—One per month.
Amount expended for manual training during the year—Material, $3.75. Total, $3.75.
Grade or grades in which subject is taught—Grades 1 to 6.

SEWING.

Name of teacher—Grade teachers.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Female, 166.
Number of lessons per week given each class.—One.
Length of lesson—Forty-five minutes.
Amount expended for manual training during the year—Material, $59.24. Total, $59.24.
Grade or grades in which subject is taught—Grades 6 to 8.

METAL-WORKING.

Name of teacher—J. H. Saudt.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 24.
Number of lessons per week given each class —One.
Length of lesson—Forty-five minutes.
Amount expended for manual training during the year—Material. $27.34. Total, $27.34.

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Grade or grades in which subject is taught—Grades 5 and 12.

WOOD-WORKING (Joinery and Carving).

Name of teacher—J. H. Saudt.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Male, 184; female, 202.
Number of lessons per week given each class.—One.
Length of lesson—Forty-five minutes.
Amount expended for manual training during the year—Material, $147.72. Total, $147.72.
Grade or grades in which subject is taught—Grades 6 to 12.

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REPORT

OF THE

Bureau of Information

FOR

Teachers and School Officers.

1901-1902.

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Bureau of Information for Teachers.

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 fifth annual report of the Bureau of Information for the year ending October 31st, 1902.

During the year five hundred and ten teachers were registered. Of this number three hundred and eighty-eight secured positions through the Bureau, leaving one hundred and twenty-two to secure positions through other sources. Four hundred and twenty-six applications for teachers were received from school officers.

The work of the Bureau has steadily increased during the past five years, as will be seen by the following table:

	Applications for Teachers.	*No. of Teachers Registered.*
1898	150	260
1898-1899	380	600
1899-1900	402	566
1900-1901	422	607
1901-1902	426	510

There was a large demand for the past records of teachers who were candidates for positions, and this demand came from school officers in all sections of the State.

As in preceding years, there was a scarcity of candidates for the small salaried positions in the district schools, while the demand for good teachers could not be filled.

The forms used by the Manager have all been revised and brought up to date. A list of the teachers of the State, containing

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the name of the district, name of school, amount of salary received and certificate held, was prepared from data kindly furnished by the County and City Superintendents. This list is exceedingly valuable, not only to the Manager of the Bureau, but to the State Superintendent and all school officers seeking information regarding positions and teachers. As suggested in previous reports, it would be advisable to find some means whereby this list might be printed for distribution among teachers and school officers.

The Manager of the Bureau is indebted for valuable assistance rendered in promoting the interests of the Bureau to the State Superintendent of Public Instruction, C. J. Baxter, the Principal of the State Normal School, James M. Green, the County Superintendents of Public Instruction and the various school officers of the State.

Respectfully submitted,

SILAS R. MORSE,

Chairman of Committee on Bureau of Information and Apportionment of School Moneys.

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REPORT OF THE BOARD OF TRUSTEES

OF THE

Teachers' Retirement Fund.

For the Year Ending June 30, 1902.

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Teachers' Retirement Fund.

REPORT OF THE BOARD OF TRUSTEES OF THE TEACHERS' RETIREMENT FUND FOR THE YEAR ENDING JUNE 30TH, 1902.

October 7th, 1902.

To the Honorable the State Board of Education:

GENTLEMEN.—In compliance with the law, I have the honor to submit the report of the Board of Trustees of the Teachers' Retirement Fund of the State of New Jersey for the fiscal year ending June 30th, 1902.

THE RETIREMENT FUND A BENEFIT TO THE PUBLIC SCHOOL SYSTEM.

The movement for Teachers' Retirement Annuity Systems in various states and cities, begun by the teachers themselves from motives of sympathy for their stricken comrades, has resulted in such manifest benefit to the public schools that it may be confidently affirmed that in no other single way can the cause of education be more signally advanced than by building up and maintaining Teachers' Retirement Funds.

Whatever improves the schools is a direct public benefit. The retirement of veteran, invalided teachers on annuity will improve the schools, because: First—Boards of Education can by this humane means vacate positions when their incumbents have become incapable of filling them to the best interests of their pupils, and can supply classes with vigorous and competent instructors; Second—Immunity against future want must ultimately attract a very high grade of talent to teaching as a life vocation; Third—Relieved of anxiety for the future, teachers will give themselves, and devote their scanty earnings more enthusiastically and generously, to teaching and to the study of their profession, in order to do which progressive teachers must be under considerable expense for books, educational papers, and for "courses " at colleges and summer schools.

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Teaching is a dignified and important vocation. It must be respected, which it can never be if permitted to contribute its veterans to the "pauper class." Once let the name of veteran public school teacher become a synonym for miserable indigence, and America will have little to boast of in her lauded public school system.

PUBLIC SCHOOLS MUST COMPETE FOR TALENTED MEN AND WOMEN AS TEACHERS.

If the public schools shall fulfill their high destiny in the Commonwealth, they must compete with the other more lucrative professions for the ablest men and women to engage in teaching—a vocation that is unremunerative, and yet of paramount importance to the State. While teaching cannot offer the brilliant prizes that may be won by the eminently successful in the other professions, yet a moderate compensation during the years of active duty, together with a modest competence guaranteed against age and disability, may prove to many talented men and women more attractive than the strenuous, and often futile, competition after wealth and distinction in other callings.

A recognition of this principle has led in most of the large cities and in some of the states to the creation of "Funds" whereby teachers of long service and impaired efficiency may be relieved of their classes and retired with honor on a modest annuity. The immediate effect of this policy is already discernable in the disposition shown by able and ambitious New Jersey teachers to seek permanent positions in New York, Philadelphia and other cities where not only are salaries higher, but where generous annuity systems are established.

TEACHERS IN RURAL DISTRICTS SHOULD PARTICIPATE IN THE RETIREMENT FUND.

The establishment, however, of such funds in the larger cities only, as has been done in several states, to the exclusion of teachers engaged in suburban and rural districts, seems an unjust and unpatriotic discrimination against the country schools and against the teachers of the state at large. It is tantamount to a declaration that the country teachers are less worthy, or that the teaching in the country districts is of less importance to the Commonwealth than are the instructors and the instruction provided in the graded

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schools of the great cities, whereas, is it not admitted that the strength and energy of our cities is maintained by recruiting from the ranks of men and women born, bred and educated in the country? City teachers are far better paid and their tenure of office is comparatively secure, while the educational work done in the state at large is just as good and quite as necessary to the glory and safety of American institutions. It is, therefore, an added evidence of New Jersey's reputed "justice" that she has enacted the first general law in the United States providing for a Teachers' Retirement Fund, the benefits of which are within the reach of every teacher within her borders.

A comparison of salaries paid teachers retired after long service in New Jersey's rural districts with the salaries of teachers retired after similar service in our town and city schools, must reveal the urgent necessity of relief and support for the former, and prove how unprofessional and unphilanthropic, as well as how unjust to the cause of education at large, it is to deny them participation in a teachers' annuity system. The average salary of twenty country teachers retired after an average service of thirty-one years in New Jersey is $415.40; that of thirty-two city teachers retired after an average service of thirty-three years is $657.00.

Where Retirement Funds are provided by state or municipality, or where membership in the fund is a part of the contract of every teacher appointed after the passage of the law creating such fund—as is the case in most of the large cities and some of the states—a constant and increasing income to the fund is an assured thing. The Teachers' Retirement Fund of New Jersey, however, is dependent upon the voluntary contributions of an ever-varying membership, supplemented by the activity, energy and enterprise of its promoters. There is danger, when the first enthusiasm wanes, that the enterprise will languish unless permanently-organized agencies are set to work to recruit the membership, augment the income, and build up, by constant systematized endeavor, a permanent and sufficient endowment.

TEACHERS' RETIREMENT FUND DEPARTMENT OF NEW JERSEY STATE TEACHERS' ASSOCIATION.

It was with this end in view that the Retirement Fund Department of New Jersey State Teachers' Association was created, the

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objects of which are to promote the intersts of the Fund in every part of the State, and in every possible way. This work requires organization on a broad scale; thought, labor, energy, talent, time and money. Though the work of this Department for the year just closed has been largely one of organization, the material and financial results are most encouraging.

First.—The membership increase is 443 (against an aggregate of 411 for the three preceding years), which means an addition of more than $2,000 to the permanent income—a sum equal to an invested capital of $50,000 at 4 per cent., and enough to pay more than six average annuities. The awakening of interest throughout the State is indicated by the fact that, while of the 141 teachers who joined last year, 110 were from Hudson county and only 31 from the rest of the State, this year 122 are from Hudson and 221 are from other counties. Most encouraging is the fact that the great majority of new members are young, newly-appointed teachers. The increase of 1901-1902 by counties is as follows: Atlantic, 2; Bergen, 8; Burlington, 17; Camden, 32; Cape May, 3; Cumberland, 3; Essex, 59; Gloucester, 8; Hudson, 122; Hunterdon, 4; Mercer, 44; Middlesex, 51; Monmouth, 9; Morris, 19; Ocean, 4; Passaic, 9; Salem, 7; Somerset, 7; Sussex, 10; Union, 19; Warren, 6.

ASSOCIATE MEMBERSHIP.

Second.—Two classes of Associate Members of this Department have been formed, whereby friends of education and those interested in the public schools and the public school teachers may become (a) Annual Associate Members by the payment of two dollars ($2) a year, or (b) Life Associate Members by the payment of twenty-five dollars ($25) in one sum. Three-fourths of all receipts from such Associate Memberships go to the Permanent Endowment of the Fund, and one--fourth to the treasury of the Department to help defray the expenses of promoting the work. Although this project has not yet been fairly launched, the plan has already received substantial evidence of approval from prominent citizens interested in the schools, and from the personal friends of teachers.

Third.—Upon the solicitation of officers of the Department, in conjunction with a committee from the Board of Trustees, the State Treasurer has reduced the charge for clerical services in his

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office from $1,200 to $600 per annum, a saving of enough to about pay two average annuities, and representing the interest on an invested capital of $15,000 at 4 per cent.

EXPENSE OF ADMINISTRATION.

The teachers urge that, as they furnish the entire Fund from their salaries and by their voluntary efforts, and that as the Fund is an undoubted benefit to the public school system, the State should recognize their generous contribution to its educational welfare by assuming all the costs of conducting the Fund, which last year amounted to $1,895.59. The teachers claim that they are willing to furnish the Fund and to provide the expense of promoting and developing it. Since January first the Retirement Fund Department has spent about $1,500 in the work of increasing membership and income—which expenses for 1902 will be not less than $2,000. In this connection the teachers say it is worthy of note that, from the inception of the Retirement Fund movement twelve years ago, they and their friends have provided every penny of the expense of organization, promotion and development, and that the State Teachers' Association, although the Retirement Fund Department is one of its official sections, has never granted a cent toward its expenses, while paying the expenses of all other Departments and Committees. The teachers report, further, that in their twelve years' work for the Retirement Fund not a cent has been paid for salaries, commissions, legislative agents, gratuities, or for any purpose save printing and stationery, postage, traveling, telephones, telegrams, and the like.

OTHER IMPORTANT RESULTS OF WORK OF RETIREMENT FUND DEPARTMENT.

Other important and continuing results of the work of the Department may be cited. Among them are:

I. The broad indorsement of the Teachers' Retirement Fund by the State Teachers' Association;

II. The official and public indorsement of the Fund by the most important Superintendents of the State, who have become Honorary Officers of the Department.

III. The official indorsement of the Fund by various Boards of Education; the Trenton Board, for instance, having passed a

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resolution approving the Fund and recommending all Trenton teachers to join.

IV. One of the most gratifying "signs of the times" is the practically unanimous approval of the Fund by the press of New Jersey. The teachers are most grateful for the hearty support accorded their cause by the newspapers.

TEACHERS' SOCIAL AND BENEFICIAL SOCIETIES.

Not the least of the many important results of the Retirement Fund movement is the organization of Teachers' Social and Beneficial Societies. Among these are the Hoboken Teachers' Mutual Aid Association; Camden Branch of the Retirement Fund; Essex County Teachers' Guild; Elizabeth Teachers' Club; Morristown Teachers' Retirement Fund Club, and the New Brunswick Teachers' Association. The existence of a local "sick benefit and mortuary fund" created by and for public school teachers, not only fosters *l'esprit de corps* among them, but makes for the preservation of the health and strength of its members, prolongs their period of active life, and is, therefore, a protection to the Retirement Fund proper. Moreover, as unified centers, such local societies, by devising and from time to time setting on foot various enterprises for making money, will form the permanent agencies throughout the State whereby may be carried out that provision of the Retirement Fund Law which permits the Fund to be augmented by entertainments, fairs, bazaars, gifts, legacies, etc., and from which source $14,877.72 has already been added to the Permanent Endowment.

SOURCES OF INCOME.

According to the provisions of Article XXVII, Section 223, of the School Law, the Retirement Fund shall be made up as follows:

1. One per centum of the salaries of all persons who are members of the Fund prior to January 1st, 1903, and of the salaries of persons joining after that date who shall have been teaching ten years or less; two per centum of the salaries of persons who shall join after January 1st, 1903, and who shall have been teaching more than ten years, *provided,* that after January 1st, 1903, no teacher who shall have been teaching more than fifteen years shall become a member unless he or she shall have passed a satisfactory medical exami-

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nation under rules prescribed by the Board. No person who is a member of the Fund before January 1st, 1903, shall be required to pay more than one per centum of his or her salary;

II. One per centum of all annuities paid;

III. All moneys and property received by donation, legacy, gift, bequest, devise or otherwise;

IV. Interest on investments and other moneys duly and legally raised.

Under paragraphs III. and IV. the Fund has received the following:

Bazaars, sales, etc	$9,606 65
Concerts and other entertainments	2,028 64
Excursions	160 35
Premiums on subscriptions	27 09
"Chain" letter	92 75
Donations	85 00
Baseball game between Newark and Jersey City principals	530 00
Associate memberships	61 50
Legacy	2,285 74
	$14,877 72

Preparations for other entertainments are now in progress in various places, the proceeds of which will be added to the Endowment.

As mentioned in last year's report (though not included in the Treasurer's statement because the actual cash was received after his books were closed for that year), the first legacy received by the Fund was from a public school teacher, a member of the Fund, Miss Emily S Sayre, of Woodstown, Salem county, who died October 10th, 1900, leaving $2,285.74, half her estate, to the Teachers' Retirement Fund.

TREASURER'S REPORT.

The Treasurer's report is herewith submitted.

STATE TREASURER'S OFFICE,
TRENTON, N. J., Aug, 26, 1902.

The Board of Trustees, Teachers' Retirement Fund:

GENTLEMEN.—The following is the annual statement of receipts and disbursements of the Teachers' Retirement Fund for the year ending June 30, 1902:

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RECEIPTS.

Balance in bank July 1, 1901	$18,162 70	
Members' dues	16,008 67	
Interest on deposits in bank	358 67	
Interest on investments	1,475 00	
		$36,005 04

DISBURSEMENTS.

Miscellaneous expenses	$282 65		
Clerical services	1,200 00		
Salary of secretary	300 00		
		$1,782 65	
Annuities		13,975 62	
Rebates		100 55	
Transferred for permanent investment		10,800 00	
Balance in bank June 30, 1902		9,346 22	
			$36,005 04

PERMANENT PRINCIPAL.

RECEIPTS.

Balance in bank July 1, 1901	$3,294 63	
Adolph E. Edwards, Exr., Bridgeton, N. J., legacy left to the fund by the late Emily S. Sayre	2,285 74	
Emma M. Cattell, Camden, N, J., amount derived from premiums on "Our Times"	1 30	
Myrtle M. Welsh, treasurer Morristown Teachers' Retirement Fund Club, proceeds of an entertainment given by the teachers of Morristown	125 00	
Amount transferred from Teachers' Retirement Fund to meet deficiency for purchase of mortgages	10,800 00	
		$16,506 67

DISBURSEMENTS.

Bond and mortgage, Olivet Presbyterian Church, Atlantic City	$2,000 00	
Bond and mortgage, Catherine H. Scholl, Jersey City	4,500 00	
Bond and mortgage, Arvine H. Phillips, Long Port, Atlantic County, N. J.	10,000 00	
Balance in bank, June 30, 1902	6 67	
		$16,506 67

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The following is the condition of the Teachers' Retirement Fund at the close of business June 30, 1902:

Balance in bank		$9,346.22
PERMANENT FUND.		
Bond and mortgage on Olivet Presbyterian Church, Atlantic City, at 5 per cent	$12,000 00	
Bond and Mortgage on Olivet Presbyterian Church, Atlantic City, at 5 per cent	2,000 00	
Bonds of School District, Atlantic City, 3½ per cent	25,000 00	
Bond and mortgage, Catherine H. Scholl, Jersey City, 5 per cent	4,500 00	
Bond and mortgage, Arvine H. Phillips, Long Port, Atlantic county, 5 per cent	10,000 00	
Balance in bank	6 67	
		$53,506 67
		$62,852 89

Of the above balance the following amounts are drawing interest at three per cent.:

National State Bank, Camden, N. J.	$1,973 74
Camden Safe Deposit & Trust Co.	2,091 33
Security Savings Bank, Newark, N. J.	25 24
	$4,090 31

During the past year there has been a gain of two hundred and seventy-eight members.

I would also call your attention to the fact that we are holding checks from Jersey City to the amount of $1,494.85, on account of dues from September to March, 1902, which we are unable to deposit owing to the amount being $108.74 short. This city also owes for dues for the months April, May, June, July and August, for which we have received no checks. This leaves no credit to the Jersey City members for the year 1901-02, which, if in, should increase the fund to the amount of about $3,000.

(Signed), FRANK O. BRIGGS,
Treasurer.

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NOTE.—At the time the above statement was compiled Jersey City owed dues amounting to $3,050.60, and there was in bank, in various places, $748.70, proceeds of different enterprises, against which there were unpaid annuities and other claims amounting to $423.64, so that the actual assets of the Fund, July 1st, in cash and interest-bearing securities, were $66,228.55.

MEMBERSHIP.

To June 30th, 443 notifications from teachers, (among them, three Superintendents) wishing to join the Fund had been filed with the Secretary, but, through failure of Boards of Education to deduct and forward to the State Treasurer the monthly percentage required by the law, or, perhaps, from other causes, only 278 Certificates of Membership were issued. The Secretary has sent a circular letter containing full instructions and official forms for remittance to every District Clerk in the State, and is now in correspondence with every applicant for membership whose first dues have not reached the Treasurer. This will doubtless soon result in placing all applicants on the list of contributing members. The registered list of members is now 3,206.

Natural causes, such as marriages, deaths, removals from the State, etc., operate constantly to deplete the membership. The law, however, does not permit teachers to withdraw from the Fund except by the permanent resignation of their positions as teachers in New Jersey.

DEAD AND DELINQUENT ACCOUNTS.

There are also upon the Treasurer's books "dead" and "delinquent" accounts. Some members have died, some have legally resigned, and others have dropped out as contributors by removal from one school district to another and neglecting to notify their new Board of Education that they are members of the Teachers' Retirement Fund as required by Section 227 of the School Law. Such accounts are being looked up, and as far as possible, "delinquents" will be restored to the roll of paying members, while "dead" accounts will be stricken from the membership list.

The fluctuations in membership from various causes may be seen by the following: Membership June 11th, 1896, 2,510; Febru-

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ary 11th, 1898, 2,073 (loss of 437); June 1st, 1898, 2,231 (gain of 158); April 18th, 1899, 2,357 (gain of 126); June 30th, 1899, 2,378 (gain of 21); June 30th, 1900, 2,622 (gain of 244); June 30th, 1901 2,763 (gain of 141); June 30th, 1902, 3,206 (gain of 443).

PERCENTAGE OF MEMBERS IN THE VARIOUS COUNTIES.

The percentage of the total number of teachers in the several counties who were members of the Fund July 1st, 1902, ranks in the following order: Hudson, 77; Mercer, 61; Union, 47; Gloucester, 43; Camden, 42; Passaic, 41; Cumberland, 40; Essex 36; Salem, 33; Middlesex, 32; Burlington 31; Warren, 24; Hunterdon, 23; Morris, 22; Somerset, 21; Sussex, 20; Monmouth, 18; Cape May, 14; Ocean, 13; Bergen, 12; Atlantic, 8. At the close of the school year, 1901-1902, forty and three-tenths per cent. (3,206) of New Jersey's 7,944 teachers were members of the Retirement Fund.

ANNUITIES.

Annuities are half pay—minimum $250, maximum $600—conditional upon a service of at least twenty years in the public or State schools of New Jersey coupled with mental or physical incapacity to earn a sufficient livelihood and the prepayment into the Fund of the necessary dues. The fact of disability must be established by the testimony of, at least, two reputable physicians.

Annuities are paid quarterly on the last days of September, December, March and June, and date from the first day of the quarter next succeeding the date on which the annuity is declared. One per cent. is reserved for the Fund from each annuity payment.

While the decision of the Board of Trustees upon any application for annuity shall conclusively determine the right of the applicant thereto, the action of the Board, in granting or in deferring to grant the annuity at a stated meeting, must, unavoidably, be subject to a number of conditions beyond the mere discretion of the Board, and independent of the questions of eligibility on the part of the applicant. The income of a Fund sustained by the contributions of a voluntary and constantly variable membership and by the voluntary efforts of members, is by no means assured. The friends of the Fund are striving through all proper means to increase the in-

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come of the Fund and in accordance with the measure of their success will additional annuities be granted. To defer a decision is not to reject the application.

Some applications, however, have come before the Board that are sad and perplexing. They are from teachers of long service dismissed by their Board of Education as "incapacitated"—both Superintendent and the Clerk of the Board certifying that they were "because of permanent physical disability incapacitated" to further pursue the vocation of teacher. On the other hand, they are pronounced by reputable medical authority as quite "able to continue to earn a livelihood by teaching." Whose evidence is to be accepted? Deprived of opportunity to pursue their legitimate occupation at a time of life when it is impossible for them to compete with younger aspirants for employment in any field of labor; without means, but ineligible to the benefits of the Retirement Fund Law, their case is pitiful indeed.

ANNUITANTS.

Ten names were added to the list of annuitants during the year ending June 30th, 1902, making fifty-two the number of teachers retired on annuity since the organization of the Fund to the close of the fiscal year, 1901-1902. This number has been disminished by the decease of ten annuitants, three of whom have passed away since the issue of the last report. They are Miss Helen F. Hall, of Shiloh, Cumberland county, who died January 26th, 1902; Miss Mary G. Lindsley, of Morristown, who died May 12th, 1902; and Miss Sarah Rankinback, of New Brunswick, who died June 4th, 1902, just before her first quarter's annuity was due.

The total annuities granted to July 1st, 1902, was $15,892.25 per annum, averaging $305.62. The death of ten beneficiaries left in force at the close of the last fiscal year 42 annuities amounting to $13,028.50, and averaging $310.20.

ANNUITY RECORD TO JULY 1, 1902.

The following table gives a list of those who have been retired on annuity, with the date of their retirement, their length of service in New Jersey, their average salary at time of retirement, the amount of annuity, and the total of their annuity payment to July 1st, 1902:

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NAME.	Length of Service in N. J.	Average Salary of Last Five Years.	Annuity.	Date of Retirement.	Amount Received from Fund to June 30, 1902.
Joseph P. Leighton, Parker, Morris Co.	58 years	$312 00	$250 00	Dec. 3, 1897	$1,134 29
Almira Walker, Orange, Essex Co.	36 years	450 00	250 00	Dec. 3, 1897	1,134 29
Abby M. Munn, Montclair, Essex Co.	37 years	750 00	375 00	Dec. 3, 1897	1,701 53
*Jacob Moench, Carlstadt, Bergen Co.	29 years	450 00	250 00	Dec. 3, 1897	95 13
*Helen F. Hall, Shiloh, Cumberland Co.	24 years	353 00	250 00	Dec. 3, 1897	948 88
Phebe Hancock, Newark, Essex Co.	40 years	1,000 00	500 00	Jan. 7, 1898	2,103 73
Phebe Brigham, Jersey City, Hudson Co.	39 years	1,020 00	510 00	Jan. 7, 1898	2,145 74
*Imogene L. Colvin, Jersey City, Hudson Co.	24⅓ yrs	624 00	312 00	May 13, 1898	866 58
Sarah J Reynolds, Paterson, Passaic Co.	25 years	375 00	268 50	Nov. 5, 1898	930 30
Clara Bonham, Cherryville, Hunterdon Co.	42 years	258 00	250 00	Nov. 5, 1898	866 18
Mrs. Helen S. Donkersley, Paterson, Passaic Co.	37 years	650 00	325 00	Nov. 5, 1898	1,126 16
Thamer Snover, Stillwater Sussex Co.	40 years	351 00	250 00	Feb. 4, 1899	804 31
*Anna Marshall, Millville, Cumberland Co.	29 years	375 00	250 00	Feb. 4, 1899	223 91
Louise Chedister, Newark, Essex Co.	26 years	800 00	400 00	Mar. 3, 1899	1,287 00
Sallie T. Brown, Camden, Camden Co.	45 years	750 00	375 00	Mar. 22, 1899	1,206 54
M. Jennie Wood, Camden, Camden Co.	44 years	750 00	375 00	Mar. 22, 1899	1,206 54
*James Corkery, Forked River, Ocean Co.	20 years	600 00	300 00	Mar. 22, 1899	470 25
Jennie Hutchinson, Trenton, Mercer Co.	31½ yrs	500 00	250 00	Mar. 22, 1899	804 31
Annie M. Atkinson, Paterson, Passaic Co.	29 years	500 00	250 00	Dec. 26, 1899	618 70
Mrs. E. Jennie Wortman, Liberty Corner, Bergen Co.	28 years	630 00	315 00	Dec. 26, 1899	779 60
Mrs. Harriet J. Strang, Richwood, Gloucester Co.	48 years	321 00	250 00	Dec. 26, 1899	618 70
Anna R. Burr, , Mt. Holly, Burlington Co.	30 years	450 00	250 00	Dec. 26, 1899	618 70
*Hattie F. Hoffman, Pennsgrove, Salem Co.	25 years	350 00	250 00	Dec. 26, 1899	247 48
Samantha Wheeler, Bloomfield, Essex Co.	41 years	550 00	275 00	Dec. 26, 1899	680 61
Mrs. Hannah A. Collins, Cape May Court House, Cape May Co.	20 years.	389 60	250 00	Dec. 26, 1899	164 86
Ella Hazard, Rahway, Union Co.	40 years	440 00	250 00	Mar. 26, 1900	556 83
Janet F. Wright, Trenton, Mercer Co.	37 years	500 00	250 00	Mar. 26, 1900	556 83
*Emily S. Sayre Woodstown, Salem Co.	24 years	708 50	354 25	April 14, 1900	185 09
Hannah Oven, Orange, Essex Co.	34 years	450 00	250 00	June 23, 1900	494 96
Mrs. Mary S. Bond, Ringoes, Hunterdon Co.	20 years	291 60	250 00	June 23, 1900	494 96
Carrie B. Runyon Plainfield, Union Co.	34 years	750 00	375 00	Sept. 14, 1900	649 67

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NAME.	Length of Service in N. J.	Average Salary of Last Five Years.	Annuity.	Date of Retirement.	Amount Received from Fund to June 30, 1902.
Esther J. Crosby, Newark, Essex Co.	38 years	1,000 00	500 00	Oct. 12, 1900	742 50
Sarah R. Bowne, Princeton, Mercer Co.	38 years	590 00	295 00	Oct. 12, 1900	438 06
*Mary G. Lindsley, Morristown, Morris Co.	22 years	570 00	287 50	Oct. 12, 1900	388 13
Laura C. Delano, Newark, Essex Co.	36 years	650 00	325 00	Jan. 4, 1901	402 20
Kate G. Focer, Glassboro, Gloucester Co.	30 years	450 00	250 00	Jan. 4, 1901	309 35
Nathaniel Kiser, Brookside, Morris Co.	39 years	329 00	250 00	Jan. 4, 1901	309 35
Helen Bamber, Camden, Camden Co.	29 years	500 00	250 00	Mar. 1, 1901	309 35
Ellen Smith, New Brunswick, Middlesex Co.	35 years	500 00	250 00	Mar. 1, 1901	309 35
Harriet E. Smith, New Brunswick, Middlesex Co.	40 years	500 00	250 00	May 10, 1901	247 48
Helen E. Tifft, Hoboken, Hudson Co.	35 years	840 00	420 00	May 10, 1901	415 80
Alice E. Johnson, Newark, Essex Co.	27 years	800 00	400 00	May 10, 1901	396 00
Jane E. Johnson, Newark, Essex Co.	21 years	1,300 00	600 00	Sept. 20, 1901	445 50
Mrs. Orrell F. Elwell, Trenton, Mercer Co.	24 years	500 00	250 00	Sept. 20, 1901	185 61
Mrs. Hattie Lindaberry, Anthony, Hunterdon Co.	25 years	303 90	250 00	Dec. 20, 1901	123 74
Noah E. Jeffery, Bayhead, Ocean Co.	28 years	396 00	250 00	Dec. 20, 1901	123 74
Ellen Couenhoven, Passaic, Passaic Co.	25 years	640 00	320 00	Dec. 20, 1901	158 40
**Sarah Rankinback, New Brunswick, Middlesex Co.	37 years	720 00	360 00	April 4, 1902	.....
Kate F. Hubbard, Bloomfield, Essex Co.	29 years	550 00	275 00	April 4, 1902	68 06
Minnie Whitehead, Rahway, Union Co.	22 years	500 00	250 00	April 4, 1902	61 87
†Mrs. Jennie L. Morris, Long Branch, Monmouth Co.	24 years	600 00	300 00	May 30, 1902	.....
†Emma L. Hodgkins, Boonton, Morris Co.	20 years	500 00	250 00	May 30, 1902	.....
Totals	1,661 years	$29,437 60	$15,892 25	.....	$31,157 15
Averages	32 years	$566 11	$305 62		

*Deceased.
**Died before first payment was due.
†Annuity dates from July 1, 1902.

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APPLICATIONS FOR RETIREMENT.

The following applications for retirement have been presented, and await the action of the Board:

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 Mary E. Ward, Newark, Essex County	500 00
Miss Marietta Righter, Newark, Essex County	325 00
Miss M. Adelaide Healy, Newark, Essex County	325 00
Miss Martha L. Gould, Orange, Essex County	257 00
Miss R. Anna Baird, Bloomfield, Essex County	275 00
Miss Jane Eliza Baird, Bloomfield, Essex County	275 50
Miss Edith E. Hulin, Bloomfield, Essex County	275 00
Miss Mary V. L. Hageman, Franklin Park, Middlesex County	250 00
Miss Rebecca T. Allen, Cranbury, Middlesex County	250 00
Mr. William Dougherty, Camden, Camden County	500 00
Miss Priscilla H. Redfield, Gloucester City	350 00
Mr. Ephraim Shadinger, Montoloking, Ocean County	250 00
Mrs. P. K. Hendrickson, Jackson's Mills, Ocean County	250 00
Mr. Nehemiah Reese Whitaker, Marlton, Burlington County	250 00
Mr. Samuel D. Quigg, Delanco, Burlington County	250 00
Mr. Peter M. Mechling, Pittstown, Hunterdon County	250 00
Miss Emily A. Davis, Lambertville, Hunterdon County	250 00
Mr. Sanford S. White, Andover, Sussex County	250 00
Miss Emma Johnson, Jersey City, Hudson County	406 00
Miss Florence M. Coppinger, Jersey City, Hudson County	326 40
	$7,890.90

STATISTICS OF FUND TO JUNE 30TH, 1902.

The following table shows, by counties, the number of teachers in the State of New Jersey (report of 1902), 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 to the various counties; with the amount applied for from each county, under consideration by the Board of Trustees June 30th, 1902:

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COUNTY.	Number of Teachers in New Jersey, Report of 1902.	Membership in Retirement Fund, June 30, 1902.	Percentage of Teachers who were Members of Fund June 30, 1902.	Number of Teachers Retired to June 30, 1902.	Amount Received by Retired Teachers to June 30, 1902.	Applications for Annuities, Pending June 30, 1902.	Amount of Applications for Annuity Pending June 30, 1902.
Atlantic	204	17	.08	0			
Bergen	333	46	.12	2	$874 73		
Burlington	246	77	.31	1	618 70	2	$500 00
Camden	460	191	.42	3	2,722 43	2	850 00
Cape May	78	11	.14	1	164 86		
Cumberland	225	90	.40	2	1,172 79		
Essex	1,589	570	.36	11	9,456 38	12	4,058 50
Gloucester	163	70	.43	2	928 05		
Hudson	1,353	1,047	.77	3	3,428 12	2	732 40
Hunterdon	162	37	.23	3	1,484 88	2	500 00
Mercer	339	206	.61	4	1,984 81		
Middlesex	305	96	.32	3	556 83	2	500 00
Monmouth	387	71	.18	1			
Morris	271	59	.22	4	1,831 77		
Ocean	122	16	.13	2	593 99	2	500 00
Passaic	664	274	.41	4	2,833 56		
Salem	137	46	.33	2	432 57		
Somerset	155	33	.21	0			
Sussex	141	29	.20	1	804 31	1	250 00
Union	371	175	.47	3	1,268 37		
Warren	189	45	.24	0			
Totals	7,944	3,206	.40 3-10	52	$31,157 15	25	$7,890 90

DEATH OF GEORGE B. SWAIN.

In December 1901, ocurred the death of Hon. George B. Swain, Treasurer of the State of New Jersey, and *ex-officio* Treasurer of the Teachers' Retirement Fund. Mr. Swain had been Treasurer of the Fund since its organization. Much of the success of the enterprise is due to the perfect system of collection and disbursement inaugurated by Mr. Swain.

OFFICERS AND TRUSTEES OF THE TEACHERS' RETIREMENT FUND.

Officers.

President .....CHARLES J. BAXTER.
State Superintendent of Public Instruction.

Treasurer .....FRANK O. BRIGGS.
Treasurer of the State of New Jersey.

Secretary .....ELIZABETH A. ALLEN.

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Trustees.

CHARLES J. BAXTER .....
OTTO CROUSE .....Member of State Board of Education.
SILAS R. MORSE .....Member of State Board of Education.
CHARLES E. SURDAM.....Member of State Board of Education.
ELIZABETH A. ALLEN..Elected by N. J. State Teachers' Association.
GEORGIA B. CRATER....Elected by N. J. State Teachers' Association.
THOMAS M. WHITE....Elected by N. J. State Teachers' Association.

Respectfully submitted,

ELIZABETH A. ALLEN,
Secretary.

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REPORT

OF

Supervising Architect

1901-1902.

(281)

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Supervising Architect's Report.

STATE OF NEW JERSEY,
STATE BOARD OF EDUCATION.
HERMAN KREITLER,
Supervising Architect of School Building Plans.

Mr. Charles J. Baxter, State Superintendent:

DEAR SIR.—Herewith I respectfully submit my annual report as Supervising Architect of School Building Plans.

From December 12th, 1901, to date the plans for fifty-four (54) new school buildings or extensions to school buildings were submitted to me for criticism and approval. The buildings are located throughout the State as follows, viz.:

Belleville (Silver Lake).
Bridgeton.
Cape May Court House.
Cedar Grove.
Cliffside Park.
Cranford.
Deerfield (Cumberland Co.), two buildings.
Delanco.
East Orange.
East Rutherford.
Elizabeth.
Englewood Cliffs Borough.
Etna, Washington Township.
Fairview.
Garfield.
Hawthorne.
Helmetta.
Hoboken.
Idlewood.
Little Ferry.
Long Branch (three buildings).

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Maplewood (South Orange).
Merchantville.
Middle Township.
Monmouth Junction.
Mount Ephriam.
Newark—Bergen St. School, Eighth Ward School Roseville Ave. School, Thirteenth Ave. School.
Newbold (West Deptford).
New Orange (Cranford).
North Bergen.
Orange.
Passaic.
Perth Amboy.
Pleasantville.
Pompton.
Ramsey.
Raritan Township.
Ridgefield Park.
Rockaway.
Roselle.
Sea Side Park.
Sicklertown.
Springfield.
Tennent.
Trenton.
Town of Union.
Vernon.
Verona.

A number of plans submitted, prepared by architects that had given attention to the requirements of the school building law, were correct in all respects, but the greater number of plans received were deficient in the arrangements for light and ventilation.

Generally a commendable willingness was manifested to comply with the suggestions made to rectify errors; in a few cases, however, Boards of Education have shown opposition to the adoption of the suggestions.

The legal requiremnts relating to school buildings are surely reasonable and in accordance with modern ideas of construction and sanitation.

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REPORT

OF THE

New Jersey School for the Deaf.

1901=1902.

JOHN P. WALKER, Superintendent.

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New Jersey School for the Deaf.

NEW JERSEY SCHOOL FOR THE DEAF.
JOHN P. WALKER, SUPT.

To the State Board of Education:

GENTLEMEN.—In pursuance of the statute providing for the same, I have the honor to submit herewith my report for the year ending October 31st, 1902.

It has been a year of progression upon all intellectual lines, one of excellent health, one of marked improvement in the condition of grounds and buildings, and one fraught in every way with encouragement to our work. Each successive year in the school's history proves more conclusively than its predecessor the wisdom of the assumption by our State of the education of its deaf children. While their nurture and instruction in neighboring states was always good, the work was done at an inconvenient distance from their homes, apart from the observant care of their own State Board, and under circumstances that militated against the pecuniary interests of the commonwealth of which they were residents. It is the bounden duty of a State to educate *all* its children. To except the deaf is to make an inviduous distinction for which there is no possible excuse.

The single drawback to the best conduct of our work has been the absence of properly arranged buildings for the purpose; every reason continues to exist for the furnishing of accommodations especially adapted to the education of deaf children. The lack of these has been largely compensated for, to be sure, by the excellent care that has been given those already in use. They have received especial attention during the past summer, and it is safe to say that never since they were taken for their present purposes were they in such good condition and yet the fact exists that the work is being done in them at many disadvantages.

The first Institution for the Deaf in our country was established now nearly one hundred years ago. It was not until three-quarters

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of a century afterwards, that our own school came into existence; once established, however, its progress has been rapid and to-day it holds an honored place among its sister schools and is doing a work second to none. It labors, however, under the disabilities of lack of space, inconvenient arrangement, imperfect ventilation, and the especial adaptation so necessary in an educational institution of the kind. The finances of the State would probably never better permit of the erection of new buildings than at the present time, and I would most respectfully urge that provision at once be made that will fully meet the growing demands of the children of the State who are bereft of their hearing.

INTELLECTUAL DEPARTMENT.

The primary aim of our school is, of course, the intellectual development of the child. For this development they are dependent almost wholly upon their school. The speaking child gets its education from the conversation of those about it; from the lectures it hears; from the songs that are sung to it, and the voices of nature all around it, from a thousand and one sources inaccessible to the deaf child and, the school room is only one of many Pierian springs. The school is, to the deaf child, for many years, the whole pabulum for the mind. How important it is, therefore, that arrangements should be such as to permit the best possible use to be made of the brief time they are with us.

It is a matter greatly to be deplored that there should be any deaf children in our State who should not have the benefit of an education. The census of a middle western State discloses that there are some thirty deaf men and women in the poor houses, asylums and prisons of the State, not one of whom ever attended the State school for the deaf, and that out of all the graduates of the school not one is to-day a public charge. There could be no more ample proof of the benefits conferred upon both child and State by the school. It is a fact that there are in our State to-day a number of deaf children who are growing up in ignorance. This is due in some instances to the circumstance that parents are not aware of the existence of a school for them; in others to their o'er weening love. There should be a remedy in both cases. It would seem to be the bounden duty of the State to, first furnish adequate facilities. Second, to see that every parent knows of the existence of the school and of the benefits con-

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ferred by it, and third that every child is placed under instruction. If the parents' lack of judgment would consign the child to ignorance, poverty and perhaps criminality, assuredly then it is time for the State to step in. A scarce less grave mistake than the one of not taking advantage of the opportunity to get an education at all, is the one of coming to school for a brief term or two and then leaving to return no more. A statutory enactment making it obligatory upon the parents to send their deaf child to school for at least eight full terms, would appear to be a needed remedy for the condition.

Class room instruction has been conducted on much the same lines as during the preceding year, with however, still greater attention to the speech of our pupils. A celebrated aurist not longer ago than 1896 says in opening his work upon Deaf-Mutism, that "in the very young a high degree of deafness makes the acquisition of speech impossible." The years that have elapsed since he made this assertion have brought him every proof of its incorrectness and the dawn of the twentieth century finds the schools for the deaf in our land with long lists of pupils born deaf, who can speak well and understand in large measure the speech of those around them. Indeed it has been shown that when time and well directed effort is expended upon it, almost any child may obtain an amount of speech that will be of the greatest value to it in the affairs of life. Knowing this to be a fact we are devoting more attention than ever before to drill in speech and speech reading, with results that are most encouraging. The closing exercises of the year conducted largely in speech were of a character to confirm us in the belief that almost every child that comes to us may learn to communicate at least in part by spoken language.

There has been daily instruction upon the general principles of morality and religion. Religion is the foundation of all human life. On the foundation of religion rests all our work, all our activity, and it is therefore evident that education, that is the preparation of man for life and activity, must be founded on religion. Truth, kindness, honesty, decorum, justice, purity and the rest of those moralities which are the basis of all religion, have been carefully instilled. Aside from these, the child has been encouraged to attend the services of the church of which his parents were members, or of such church as parents should specify. Absolutely nothing denominational or sectarian is at any time taught.

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A course in what we may call Nature Study has been added to the curriculum of the school, during the year, experimental as yet and not thoroughly systematized but already so prolific of good as to seem to warrant assignment to regular hours and followed with the same systematic care as is given to the other branches of study that are pursued with us. The lessons thus far have been given in the guise of a visit to the State fair a half day in the chestnut woods, a skating carnival, a few hours with the animals at the zoo or in some such way, but at such times there have been given them in attractive conversational form bits of simple botany, geology and zoology, and a variety of other information that could scarce have been obtained in any other way. Beside these the judgment and reasoning have been under constant cultivation, and a greater love and reverence for the All-Wise given, as they have looked "through nature up to nature's God."

In the neighborhood of two hundred volumes have been added to the Library since my last report and we have now almost reached the 3,000 mark. These vary from the simplest story in one syllable to the finest literature extant and are suited to every taste and every degree of intellectual growth. There is, without books a certain amount of loneliness in the life of the deaf. With a library and a love for books this is at once dissipated and there is brought to them the companionship of Shakespeare, of Irving, of Dickens, of Scott, of Tennyson, of Longfellow, of Huxley, of Tyndall, of Fiske; of the great and the good of every age and every clime, and there can be isolation no more. Among the most valuable adjuncts of a school for the deaf nothing could hold a more honored place than the niche that echoes with these voices of all time, voices that speak an Ephphatha even to the congenitally and totally deaf.

Contributions from parents, heretofore ample to furnish munificent supplies of papers magazines, periodicals and books have during the past year become sufficient to enable us to add to the furnishing of our main building a number of artistic engravings and etchings. They have been selected with great care by a committee appointed for the purpose and the effect has been to beautify and render attractive to a marked degree our halls, chapel and sitting rooms.

INDUSTRIAL TRAINING.

The many obstacles to be overcome in giving the deaf child a

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facile use of language, a knowledge of the principles of arithmetic, of the facts of history and a good general education, render the acquisition extremely difficult, and it is with not a little discouragemnt that we often contemplate our work after years of careful training. Not so with the Industrial training. The child has an innate love for it, and turns to its "case," its saw and plane, its awl and last its chemicals and half--tone plates, or its needle and thread with a zest that is altogether encouraging, and, almost universally it masters their use in an incredibly brief space of time. Indeed one of the great drawbacks in our intellectual work has been the speedy acquisition by the child of its trade and its finding remunerative work and leaving its studies long before it has attained the intellectual advancement absolutely required by the demands of work-a-day life.

It is true that our children do not always follow the trade they have learned with us. We some times find the graduate of our wood-working department making a living as a farmer, our shoemaker engaged in some manufactory of goods other than shoes, or our printer engaged in some work quite foreign to the trade learned with us. In such a case it does not follow by any means that the time devoted to the work has been wasted. On the contrary the principles of the work, the idea of work-hours and a "boss," the habits of industry formed, the cultivation of the eye and hand, have fitted them largely for any trade and the transition from the one actually learned to the one apparently quite different is after all easy.

The work of the industrial department has been fully up to past standards and, wherever possible improved. In the Printing Department the fonts have all been removed and completed, the paraphernalia and requisites have been added to, the presses put in perfect working order, and the success of the boys leaving at the end of the term in obtaining employment, attest to the efficiency of the instruction given there. The half-tone work has been gradually improved and the cuts in our little paper and report are, almost without exception, now the work of the department.

The good-working machinery, the gift of Mr. D. F. Walker of Philadelphia, was thoroughly inspected by that gentleman in September, and the suggestions for increasing its efficiency made by him were carried out; so that its work is now of the very best. There has been a re-arrangement of the benches and a re-classification of the scholars, a complete overhauling of outfits, and a vertical storage

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of the timber, all of which have conduced to the facility with which work is done and instruction carried on.

The same attention in detail has been given to the instruction in shoemaking, plain sewing dressmaking, millinery and embroidery, and the trade work, in every branch, has been regarded as of equal importance with the intellectual work and has received the same painstaking effort and attention. As a gratifying evidence of our success in our trades-department I may cite the circumstance that at the Charleston Fair our exhibition was awarded the gold medal.

When the finances of the school will admit, I would recommend that a good machine for the sewing on of soles be introduced into the shoemaking department, and that a linotype be added to the printing outfit. Many of our pupils turn to the handling of machinery of one kind or another after leaving us and in learning the use of one with us they would get the general thought of the caring for one, and be made aware of the constant vigilance that is the price of immunity from injury by it.

PHYSICAL TRAINING.

During the year growing attention has been given to out-of-door recreations, the gymnasium work being abandoned frequently during good weather for a game of ball a cross-country run, a walk into the suburbs or some such diversion. Basket ball has continued to be a great favorite, and although an average of two games per week were played during the whole Winter season, not a single accident or injury worthy of mention occurred. From the early Fall until late in the Spring, two lessons per week were given each pupil in the gymnasium, and these in addition to the recreation hours when the doors were thrown open, alternately to the boys and girls. The splendid results of their training are observable everywhere, and the annual measurements of the children show growth and improvement far beyond that of children not under systematic gymnatstic instruction.

The gymnasium has been improved by the addition of new spring boards, parallel bars, new Indian clubs, and by a number of minor additions, and all of the paraphernalia has been put in the best possible condition.

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HEALTH OF CHILDREN.

The health of the school which had been so remarkable during the two preceding years, was interrupted during the past winter by epidemics of both measles and whooping-cough, there having been during the month of December some twenty-three cases of the former, and in the spring and early summer fifteen patients with the latter. There were a number of severe cases of each, but all readily yielded to treatment, and good nursing, and the recovery in every case was rapid and complete. The ventilation, food, and everything else bearing upon the health of the child has been watched with the most extreme care, and first symptoms given immediate attention, so that every safeguard has been thrown around life and limb. Our meats, bread milk, and provision of every description are selected with the greatest care, and the table supplies, while without unnecessary pastries or rich desserts have been of the purest, best and most nutritious, and a full half hour for each meal under the constant observance that it be partaken of deliberately and decorously, has insured the best and most hygienic conditions there.

IMPROVEMENTS.

In buildings so old the wear and tear is necessarily very great, and the past year has in this been no exception to its predecessors. The provision, however, has been sufficient to meet every demand, and the result is buildings and grounds in most excellent condition. The roadways which have so long needed attention have been thoroughly macadamized, and are clean, hard and smooth, constituting most excellent walks as well as facilitating in every way the travel of the teams delivering baggage and freight and bringing necessary supplies.

In addition to these there has been laid a fine asphalt walk from the main building to the industrial department, insuring the children against wet feet in going from one hall to the other during inclement weather. All needed painting has been done, and the flooring which in places had become very much worn has been put in perfect condition.

PERSONNEL.

A single change in the personnel of our school has occurred

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during the year. Mr. Borden who, for two years, held the position of instructor in wood-working, was called to the wider field of the Philadelphia public school system, and the vacancy created by his resignation was filled by the appointment of Mr. J. L. Johnson. Under Mr. Borden's efficient management the department has advanced to a foremost rank. His successor, Mr. Johnson, has had eight years of practical experience as a carpenter and builder, three years as supervsor and tutor in the school at Mount Airy, and one year as instructor in wood-working in a western school. He brings to the position every ability necessary to its future success.

ATTENDANCE.

There have been enrolled with us as pupils, 144 children, a number slightly in excess of that of the previous year. They have been of almost every nationality, have come from every station in life, and, as will be observed from the following table have represented every section of the State:

Atlantic,	5
Bergen,	4
Burlington,	5
Cape May,	2
Camden,	7
Cumberland,	5
Essex,	26
Gloucester,	3
Hudson,	24
Hunterdon,	2
Mercer,	16
Middlesex,	7
Monmouth,	6
Morris,	6
Ocean,	2
Passaic,	12
Salem,	1
Sussex,	1
Somerset,	2
Union,	4
Warren,	4

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With this attendance the full capacity of the school has been reached and any increase in it will require increased accommodations.

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Forty-eighth 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 State Board of Education of the State of New Jersey:

GENTLEMEN.—I herewith submit the forty-eighth 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, 1902:

TREASURER'S REPORT.

Showing receipts and disbursements of the New Jersey State Normal School, for the year ending August 31st, 1902:

Receipts.

To Balance from old account	$101 54
To Cash from State Treasurer	48,000 00
To Cash from tuition in Model School	19,671 52
To Cash from tuition in Music	2,014 20
To Cash from use of books	2,239 37
To Cash advanced from boarding halls	800 37
	$72,854 20

Disbursements.

Advertising	$20 00
Apparatus	526 02
Books and stationery	2,671 84
Buildings, grounds and furniture	933 99
Express and postage	386 96
Fuel	2,237 69
Gas and electric light	185 10
Incidentals	893 23
Motor service	1,000 00
Pianos	72 45
Rent	260 00
Salaries	61,040 23
Telegraph and telephone	151 61

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Teaching instrumental music	2,205 32
Water	267 76
	$72,854 20

Respectfully submitted,

J. BINGHAM WOODWARD,
Treasurer.

TREASURER'S SUPPLEMENTARY REPORT.

Showing receipts and disbursements of the New Jersey State Normal School, from September 1st to October 31st, 1902:

Receipts.

From tuition	$3,580 71
From tuition in music	9 50
From use of books	449 00
From temporary loans from boarding hall department	3,796 85
	$7,836 06

Disbursements.

Apparatus	123 20
Books and stationery	747 66
Buildings, grounds and furniture	319 98
Express and postage	103 60
Fuel	83 90
Gas and electric light	9 20
Incidentals	141 95
Motor service	100 00
Rent	65 00
Salaries	6,003 25
Telegraph and telephone	4 44
Water	133 88
	$7,836 06

TREASURER'S REPORT.

Showing receipts and disbursements of the New Jersey State Normal School Boarding Halls, for the year ending August 31, 1902:

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Receipts.

To balance from old account	$5,922 42
To cash received from board	62,200 85
To cash received from all other sources	303 61
	$68,426 88

Disbursements.

Carting, sprinkling and work on grounds	$552 24
Disinfectants	135 25
Express, postage and stationery	41 14
Fuel	2,104 91
Furniture	2,794 08
Gas and electric light	1,233 10
Incidentals	357 18
Insurance	564 00
Interest	675 00
Laundry supplies	154 02
Pianos	285 90
Provisions	36,099 85
Rent	1,120 00
Repairs and improvements	4,164 15
Salaries	11,554 16
Telegraph and telephone	36 00
Water	192 83
Paid on account of Umbleby property	5,000 00
Advanced to Normal School	800 57
Amount to balance	562 50
	$68,426 88

Respectfully submitted,
J. BINGHAM WOODWARD,
Treasurer.

TREASURER'S SUPPLEMENTARY REPORT.

Showing receipts and disbursements of the New Jersey State Normal Boarding Halls, from September 1st to October 31st, 1902:

Receipts.

Balance from old account	$562 50
Received from board	14,138 88
	$14,701 38

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Disbursements.

Carting and work on grounds	$121 75
Disinfectants	50 00
Fuel	83 90
Furniture	2,252 12
Gas and electric light	71 10
Incidentals	10 00
Provisions	2,771 74
Rent	165 00
Repairs and improvements	2,275 29
Salaries	2,399 07
Water	93 60
Temporary advance to Normal School	3,796 85
Amount to balance	610 96
	$14,701 38

Respectfully submitted,
J. BINGHAM WOODWARD,
Treasurer.

Audited and approved:
GEORGE A. FREY,
Chairman of 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 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."

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The academic year closing with June last may as a whole be classed among the most successful in the history of our schools.

The enrollment in both the Normal and Model and in the Farnum was slightly lower than that of the previous year, but the decrease was so slight that it should be regarded rather as an accident of attendance than as significant.

The decrease in the Normal School was due to the raising of the standard of admission, and affected the day-students from the near-by counties. The number of boarders was as large as at any time in the past, the boarding halls being filled.

The slight decrease in the Model enrollment was in the primary department. This may have been somewhat due to the fact that the residence portion of our city is moving West, and the distance to our school is great for very young children.

During the year we received 234 new students in the Normal school, 195 in September and 39 in February. Of the number received, 152 entered at once upon the strictly professional work of the two years' course, being graduates of high schools or offering the equivalent of a H. S. course, and 82 entered in the first or second term of the three years' course.

We were able to receive of the applicants all who were graduates of high schools or colleges, and all teachers of experience who applied according to the time specified in our rules.

We were unable to receive more than one-half of those who applied for admission to the three years' course, owing to the limited capacity of our boarding halls.

The boarding halls are not commensurate with the capacity of the school buildings. The latter will readily accommodate 550 Normal students and as many Model students, while the boarding halls proper will accommodate but about 375, and the houses we are renting, with the "Umpleby House," about 90, making about 460. The great majority of the students in the Model School and most of those in the Normal from the near--by counties, are and will always be day-students but the demand indicates that we should be able to accommodate about 500 boarders, and true economy—both in cost and arrangement of rooms—demands that we should be able to accommodate them in halls owned by the State rather than in rented houses. The ability to rent houses is uncertain; the rooms in the houses are not uniformly well adapted, and the necessary rental is a strain on our finances, especially in these high-priced times. The

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report of the Treasurer shows that it has required exceedingly careful and almost parsimonious calculation in expenditure to avoid a deficit. It is very desirable to keep the price of board in our halls low, but if the present high prices on standard articles of consumption continue, we must either supply a lower grade of food, or raise the price of board, or be relieved of the payment of rentals. The last seems the wisest course.

Our schools have made their decided success of the year in the development of their courses of study and in the increased efficiency of these courses. The Farnum has raised its standard to a full four years' high school course. While the Model School has had a full four years' high school course for some time, the year was distinguished by ripe efficiency in work, and by the splendid spirit of the students. This latter was felt in the very "atmosphere" of the rooms, and especially manifested itself in the absence of all "horse play" during the commencement season.

The course of study in the Normal School was completely revised during the year. Previous to this revision it had been our plan to receive students on given certified conditions and adapting our work to those conditions to give a two or three years' course. This adaptation has seemed a necessary concession to the "adolescent" stage of our public school system.

Last year the time seemed opportune for a more rigid definition of the conditions of admission and a more definite description of the content of the courses.

Two conditions under the previous plan were troublesome, as follows:

The commissioned high schools have several courses that are the equivalents of each other. It would some times happen that a pupil would be graduated whose course had been such that she would come to us so lacking in some one of the essentials in teaching that we could not bring her up to standard in the time allotted to such subject in the two years' course. This was notably true in English, History, Drawing and Geography.

Again this plan did not allow sufficient opportunity for specialization.

The course of study was therefore revised on the following basis:

1st. The work was described in units, a number of which were required and a number elective.

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2nd. If a student applied from a commissioned high school her certificate must cover a sufficient preparation to enable her to do the work of a given required unit in the specified time, or she must be either rejected or conditioned.

3rd. The work of the three years' course was so described that when completed its graduate would have the equivalent in equipment to that possessed by the graduate of the two years' course.

This reason was a great step in advance for our school, and the results thus far have been most beneficial in promoting a more definite understanding between the high schools and the Normal, and in stimulating work in certain essential lines.

The *certificating system* which has been the subject of so much attention in our State certainly has some very great advantages, and if it is well managed will have fewer disadvantages than entrance examinations.

The system must, however, be well managed, and I do not see how this can be accomplished without a closer relation between the Normal School and the high schools. This closer relation might be aided by more frequent visitation, and possibly by a State High School Supervisor who would report on standards of work and subjects studied.

The Normal School needs no special preparation on the part of those who are to take its course. It only needs that they shall have done good work in the academic subjects, especially the common branches.

Students are too often weak in these branches; some times, because they have too long since laid them aside; some times, because their work in them has never been thorough in the essentials; for instance,

In English the work of the high schools is based on the "College Entrance Requirements." This subject matter is accepted by our school, but it very often happens that the High School graduates are deficient in the elementary studies, Grammar, Spelling and Punctuation. Recently but a small proportion of the new students were able to spell correctly the names of the few works that they had read in the high schools. Many were deficient in the writing of paragraphs.

In History the progress made in the high schools toward better work during the past few years, especially since the reports of the

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"Committee of Ten," the New England Association of Colleges and Preparatory Schools, the Association of Colleges and Preparatory Schools for the Middle States and Maryland, and the American Historical Association has been certainly encouraging. The value of History is better understood,—its objects are more clearly defined than formerly, and the character of the teaching is improving in many places. Some things remain to be done. The small amount of time devoted to History is a serious matter, but it is by no means the most serious obstacle in the way of further progress. The greatest defect is that in the restricted fields which the students undertake to study they are not compelled to turn the narrative of their text and collateral reading into problems. Their powers of analysis and comparison and judgment are not sufficiently exercised. They acquire so little skill in handling books that they are unable to extract from those easily accessible the answers to the simplest problems in a reasonable length of time. Few of them can state briefly and clearly the relation of even the greatest characters of the world's history to the ages in which they lived. Nor can they discriminate between a hurried work of popularization and a scholarly work such as Green's History of the English People, or the excellent volumes of our own Parkman. The majority of the graduates can use a textbook fairly well. This is a good beginning, but it is only a beginning. If history is to add much to the student's comprehension of the world it cannot be through a bare narrative of deeds with names and dates. Events gain their significance from the causes and conditions which have made them possible, or from the consequences to which they give rise. Historic facts must be interpreted. They must be grouped intelligently. The teachers must insist that students think about what they read or hear rather than memorize it, even though it be true, and put in a form worthy to be remembered. The historical attitude of mind should be inculcated. It is far more important that students should gain an insight into the nature of history (a knowledge of the character of the subject matter) and a knowledge of how it should be studied than that they should cover any particular field of work.

In Geography the knowledge often consists of descriptions of unrelated facts. The pupil fails to see a relation between the location of features and the conditions which control this location. For instance, the general facts of the surface of North America may

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be known, but the influence of these features upon rain-fall or commerce, or the situation and growth of a city, is not grasped.

Physical Geography is not correlated with political conditions, hence does not interpret the interaction of nature and man. The students should be taught to observe in nature river action, wasting of the land, soil, rocks, etc., and to interpret correctly the various kinds of maps, especially those most valuable maps published by our own State Geological Department.

Geography, when regarded as a living science, possesses great educational value, but when pursued as a mere book subject is of very limited value.

In Drawing, the work the students have done is frequently worth little. The work in this subject endorsed by the State is commonly known as Industrial Drawing, or that Drawing which enters into construction, fabric or clay designing, mechanical designing, illustration, etc. Pupils are frequently found who, while they claim to have taken a regular course in Drawing, are unable when looking at an object to see its limitations or shades, and who do not know the conventional forms sufficiently well to enable them to represent in different positions so simple an object as a cube, who are unable to draw a group of objects, such as a cube, a cylinder and an oblong, so that they will appear to rest upon the same plane, whose drawing of an ordinary flight of steps represents them as though they had been wrenched by an earthquake. Industrial knowledge is of such great importance that it should be reliable if taught at all.

I should like to repeat my recommendation of the past two years that the State establish a summer course at our Normal School. I do not mean by this the ordinary brief summer school course, but to continue the Normal School through the summer months, offering a term of ten weeks in which work could be taken that would count regularly on the Normal Course. This work should be so arranged that persons who are teaching in the public schools through the regular academic months could take it up, as well as those who are regularly in the Normal Course. This course should be experimental at the beginning. If it should prove as successful on our Atlantic Seaboard as it does in the Middle West, it will furnish an opportunity for many county teachers to get a Normal training who would otherwise be prevented from such training for financial reasons. The cost of the experiment would not exceed $2,000 at most. We have had many requests for such an arrangement.

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The Normal and Model departments sent a complete exhibit to the Charleston Exposition, the same that was sent to the Pan-American Exhibit at Buffalo. Our work was classified by itself at Charleston, and was honored by the awarding of a gold medal.

ATTENDANCE.

Normal.

	Males.	Females.	Total.
First quarter	45	522	567
Second quarter	43	513	556
Third quarter	45	512	557
Fourth quarter	44	501	545

Total number of students enrolled during the year, 620; males, 50; females, 570.

Model.

	Males.	Females.	Total.
First quarter	181	282	463
Second quarter	180	279	459
Third quarter	169	282	451
Fourth quarter	164	279	443

Total number of students enrolled during the year, 498; males, 191; females, 307. The average attendance per quarter was 455; males, 174; females, 281.

Farnum.

	Males.	Females.	Total.
First quarter	48	91	138
Second quarter	50	88	138
Third quarter	48	84	132
Fourth quarter	41	83	134

Total number of students enrolled during the year, 146; males, 51; females, 95.

The Normal enrollment is less than that of last year by 25. The Model enrollment is less than that of last year by 38, and the average attendance is 39 less than that of last year. The enrollment in the Farnum is one less than that of last year, making the total enrollment 1,264, or 64 less than last year.

GRADUATES.

The number of students graduated from the Normal School during the year was 219, of whom 25 were males.

The average monthly salary received by the class is $43.17, being $1.23 more than that received by the class of last year, and be-

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ing the largest average salary received by any beginning class in the history of the school.

The class of 1901 have raised their average salary from $41.94 to $44.58.

The following table will be of interest, showing our representation in the different counties, according to the State Superintendent's report:

	Number in Normal.	No. of graduates of N. J. State Normal Employed.	No. of State Normal graduates Employed, including those from other states.	No. of Graduates of 1902 Employed.
Atlantic	12	54	109	7
Bergen	27	203	250	38
Burlington	51	47	87	8
Camden	15	45	84	2
Cape May	9	8	13	2
Cumberland	32	35	46	3
Essex	35	194	518	16
Gloucester	12	11	14	5
Hudson	51	111	159	17
Hunterdon	47	41	53	7
Mercer	77	98	116	8
Middlesex	38	93	101	14
Monmouth	56	123	170	19
Morris	38	69	100	16
Ocean	12	12	34	1
Passaic	9	76	174	18
Salem	15	20	29	3
Somerset	14	54	78	4
Sussex	21	11	23	2
Union	27	58	142	14
Warren	16	14	23	1

There were five students from other States.

The number of graduates of the Model School was 34; 12 males and 22 females.

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Of these, 15 entered the Normal School; 4 entered college; 4 are pursuing studies in other institutions of learning; 1 is reading law; 1 is pursuing a post graduate course in Model; 3 are in business; 5 are at home and one is deceased.

The number graduated from the Farnum School was 14, of whom 9 entered the Normal School.

TEACHERS.

The following changes were made in the corps of teachers:

Miss Annie Heath Thomas, of the department of Chemistry, resigned to take up the study of medicine. Miss Margaret B. MacDonald, Ph. D. ,was appointed to fill the vacancy. Miss MacDonald was graduated from the State Normal School of Missouri, and from Mt. Holyoke College. She completed special courses in Chemistry in the University of Pennsylvania, and took her doctorate in Chemistry at Bryn Mawr College. She has had several years sucessful experience as a teacher, and has done original work in Chemistry.

The vacancy in the department of Vocal Music, caused by the resignation of Miss Maude A. Stevens, was filled by the appointment of Miss Alice E. Hill. Miss Hill was graduated from the New England Conservatory of Music in 1897. Her studies included vocal music, pipe organ and pianoforte. She had taught two years.

Miss Francisca C. Seniza, having completed her two years of associate work in the departments of Chemistry and Physics, withdrew, and is continuing her studies in Columbia University. Miss Ida E. Housman was appointed to fill this vacancy.

Miss Clara V. Cloke, who had been on leave of absence for a year studying in the University of Chicago, returned to her position as second year teacher in the Model.

Miss Emma C. Faussett was transferred from second to fifth year work, for which she was originally appointed.

Miss M. Frances Freeland, who was substituting in fifth year work, withdrew from that work to take up associate work in the departments of History and Literature.

Miss Harriet Alden, who was teaching in the department of Psychology only was given work in the department of English also.

Miss Ida W. Woodruff, who had been acting as associate in the departments of English and History for the year, withdrew.

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Prof. W. B. Secor was transferred from the department of Mathematics in the Model School to the departments of Mathematics and History of Education. Prof. Ray H. Hart, B.A., was appointed to fill the vacancy thus created. Mr. Hart was graduated from the Geneseo State Normal School and from the University of Rochester, and had had successful experience as a teacher.

The faculty as usual was represented in the general educational interests of the State and country, taking an active part in many educational institutes and conventions.

A number of faculty meetings were held and among others the following subjects were discussed: G. Stanley Hall's paper on the Ideal School; The New Geography; The Teaching of English and Its Relation to Other Subjects in Our Curriculum; History in Our School; The Ratio Side of Number—How Illustrated in the Speer System—How Related to the Course in Arithmetic in Our School; Nature Lessons in the Grades.

COMMISSIONED HIGH SCHOOLS.

The plan of commissioning high schools and receiving the graduates of such high schools into the two years' or strictly professional course of the Normal School on high school certificates, is continued. All schools to be on the "Approved List" must have full four years' courses, and their graduates on making application for admission to the Normal School must present certificates, showing the amount of work done in each subject.

MODE OF COMMISSIONING.

I. Upon the application of the principal, local superintendent and president of the board of education of any high school in this State, the Committee on Education shall make an examination of the school on behalf of which such application is made, and if, in its judgment, the course of study and discipline of the high school in question shall warrant it, said high school shall be placed upon the "Approved List," and a notice to that effect sent to the secretary of the board of education of said school. The fact shall also be reported to the State Board of Education at their next meeting.

II. Properly certified graduates of any high school on the "Approved List" shall be admitted by the Principal of the Normal School

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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 years' 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.

Zoology:

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.

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For Study:

Shakespeare—Macbeth.
Milton—L'Allegro, Il Penseroso, Comus and Lycidas.
Burke—Speech on Conciliation with America.
Macaulay—Essay on Milton, Essay on Addison.

For Reading:

Shakespeare—Merchant of Venice.
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 Ilaid, first three books; Greek prose composition.

German and French:

College requirements.

NOTE.—If a single modern language is elected, it should be pursued at least three years. A full course in one foreign language is much more valuable than partial courses in two or more.

The above subjects, or their equivalents, may be arranged in courses, such as Classical, Scientific, English, but each course should provide for four years of standard work.

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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

.....*Chairman.*
[SEAL.] .....*Secretary.*
Committee on Education.

NOTE.—Persons desiring to have a High School Commissioned, should send to the State Superintendent of Public Instruction for blank form.

Superintendent, under the county system, refers to County Superintendent.

For admission to the first year on certificate, see "Conditions of Admission."

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The following high schools are now on the "Approved List:" Long Branch, New Brunswick, Newark, Jersey City, Caldwell, Orange, Passaic, Asbury Park, Plainfield, Trenton, Hackensack, Rahway, Morristown, Montclair, Atlantic City, Dover, Hoboken, Vineland, Salem, East Orange, Woodstown, Mount Holly, Manasquan, Bayonne City, Reading Academy—Flemington, Madison, Westfield, State Model, Farnum Preparatory, Ridgewood, South Orange, Moorestown, Cape May, Woodbury, Perth Amboy, Lakewood, Atlantic Highlands, Town of Union, North Plainfield, Phillipsburg, West Orange, Red Bank, Belleville, Somerville, Bloomfield, Elizabeth, Ocean Grove, Woodbridge, Boonton, Kearny, Paterson, Burlington, Millville, Princeton, Summit.

LIBRARY.

During the year, the Library has been kept up to its usual standard in current literature, books of reference, etc. A number of books have been rebound, and a number of new books addded. We have been able to make some use of the Study Room for supplementary library work, but not nearly so much as we might have done had we more books to place in the cases of that room. There is a constantly increasing appreciation of the value of library work among the students.

LECTURES.

For the first time in its recent history our school conducted a course of lectures, paid for by the students, each one attending contributing ten cents for each lecture. While this amount per pupil was very small, and was of course voluntary, it enabled us, owing to the large number of students, to secure a number of very able and interesting lectures as follows:

Dr. Louis Bevier, Jr., Lowell; Dr. R. G. Moulton, Romeo and Juliet; Dr. Lincoln Hulley, Sketches in Charcoal; Dr. Wm. M. Davis, Practical Exercises in Physical Geography—Valleying; Dr. Wm. H. Goodyear, Ancient and Modern Rome; Anna E. Otten, and H. M. Burr, Violin and Harp Recital; Maj. George G. Groff, Porto Rico—The Island of the People. The latter was given under the auspices of the New Jersey State Board of Agriculture.

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LITERARY SOCIETIES.

There are nine literary societies in the school, viz., the Normal Debating Society, composed of young men of the Normal School; the Thencanic Society, composed of young men of the Model School; the Shakespeare Society, composed of young men and women of the Normal School; the Criterion Society, composed of young women of the Normal School; the Gamma Sigma Society, the Arguromuthos Society, the Philomathean Society—composed each of young ladies from the Normal and Model departments; the Normal Dramatic Club, composed of young men and women, and the Delphic Literary Society, composed of young ladies of both schools.

The general order of exercises in these societies is debate, discussion, recitation and reading. In the majority of the societies debate is regarded as the most beneficial feature. It is desirable that debate be given even more place. It so often happens that reading and commenting on authors dwindles into a mere pastime, instead of developing the power of sustained and critical thought.

According to the reports of the various presidents, the interest in society work has been good throughout the year. A number of the societies gave programs on Friday evenings to entertain the boarders during their recreation hours.

In addition to these smaller entertainments the Sapphonian Society gave a program and reception. The Philomathean Society gave a play, "The Chaperone." The Gamma Sigma Society gave a play, Thackeray's, "The Rose and the Ring."

All the societies, excepting the Thencanic, classified themselves under two chapters, the Alpha and Beta, and contended for points, in debate, instrumental music, vocal music, oration and recitation. This contest was of great interest.

The Thencanic challenged the Mu Alpha of Peddie Institute in debate on the subject: Resolved, That the United States Should Encourage Its Merchant Marine by Granting Ship Subsidies. The Thencanics were victorious, though the debate was of a character that reflected credit upon both societies.

The Arguromuthos gave a beautiful Japanese Drill, and the Normal Dramatic Club gave a play, "Mr. Bob."

ATHLETICS.

There are two athletic associations in the school, the one known

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as the Athletic Association; the other, as the Girls' Athletic Association. The purpose of these associations is to promote interest in games and healthful sports.

THE SIGNAL.

Our school publication had one of the most successful years in its history. Its subscription list was large, and the contributions were of a character calculated to interest students. The Board of Editors have the practice of entrusting a banner to the class securing the highest percentage of subscriptions.

The boys' division of the Senior Class of the Model School won the prize, which was conferred on behalf of the Signal by Hon. Frank S. Katzenbach, Jr., Model, '85, Mayor of Trenton.

GROUNDS AND BUILDINGS.

Our school buildings were cleaned and put in thorough condition of repair during the summer. Our boilers were repaired and a new system of electric lighting installed. This last feature is one of the greatest improvements we have had. It not only greatly relieves the problem of ventilation, especially in the dormitories, but gives us light that is in every way satisfactory and a great improvement over what we have had.

ENTERTAINMENTS.

From time to time public entertainments were given by the school, usually adapted to some holiday or day devoted to some special observance. Special mention should be made of the widwinter gymnastic exhibition, the complimentary concert by the musical faculty, the complimentary concert by pupils of the music departments, entertainments by pupils of the Kindergarten and Primary departments, annual exhibition in gymnastics by pupils of the Model, the the annual entertainment of the State Schools Glee Club, Soiree Francaise by the pupils of the French classes, and the Arbor Day program.

The following were the gifts in honor of Arbor Day: Normal Senior Class, June Division, a magazine file for the Library; Philomathean Club, two stained glass windows; Normal Senior Class,

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February Division, pictures; the school as a whole, statues of Minerva and Venus de Milo. A number of trees were planted. The total amount contributed in honor of the day was $340.24.

COMMENCEMENT WEEK.

The various exercises of both the February and June Commencement seasons passed off successfully if we may judge from the interest and attendance.

ALUMNI.

The Alumni Association held its fourteenth annual meeting June 18th. The meeting was called to order in the Auditorium at twelve o'clock by the President, Mrs. Mary Willard Suydam. About 350 members were present. The roll was called by classes and there were responses beginning with the third year of the history of the school. After a brief business meeting, the Association adjourned to the dining room of the Boarding Halls where a luncheon was served.

The following officers were elected for the ensuing year:

President—Mr. Benjamin Messler, Model, '99, Trenton.

Normal Vice-President—Mr. Leon Abbott, Model, '00, Normal, '01, Trenton.

Model Vice-President—Miss Ida S. Ege, Model, '94, Normal, '95, Hopewell.

Recording Secretary—Miss Eva E. Struble, Normal, '80, Trenton.

Corresponding Secretary—Miss Eleanor B. Parmenter, Normal, '96, Trenton.

Treasurer—Mrs. Mary Thompson Stull, Model, '75, Trenton.

The meeting was full of enthusiasm and brought forth many expressions of encouragement and hope for the future of our Alma Mater, as well as for the Association itself.

All graduates of the Normal or Model, and all who came within one year of graduation are eligible and very much desired as members of the Association.

The North Jersey Alumni Association held its seventh annual meeting at the Hotel Marlborough, in New York, Saturday, March 8th, 1902.

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The following officers were elected for the ensuing year:
President—Thomas J. Bissell, Newark.
First Vice-President—Elmer R. Sexton, Newark.
Second Vice-President—Lillian N. Reeves, Ridgefield.
Secretary—Willard A. Stowell, Ramsey.

About one hundred members were present. The social spirit that prevailed was excellent, and all felt that the occasion had been highly enjoyable.

This organization is a Normal branch of the general Alumni Association. As a branch, it is so centered that it is convenient to a very large portion of our graduates and should become a strong and flourishing Association.

FARNUM PREPARATORY SCHOOL.

BEVERLY, N. J.

JAMES B. DILKS, RESIDENT PRINCIPAL.

The year 1901-2 has seen a great and decided change for the better in the important improvements to the building of Farnum, in the added facilities for work, and in the addition to the corps of teachers.

During the Summer of 1901 a new two-story annex was added to the building. On each floor of this annex was placed a toilet room, one for the males and one for the females, fitted with modern conveniences and arranged with the best facilities for ventilation, and comparing favorably with any similar toilet room in the average home. The building of this annex has been a source of great gratification to all the members of the school.

The new steam heating plant which was placed in the building some few years ago has proved one of the best. There are two boilers in the cellar, either of which alone will heat the building even in the coldest weather. At the same time a ventilating system was arranged in the building by means of which all the foul air can readily be carried off.

During the summer of 1902 a new chemical laboratory was fitted with the latest improved tables, and new apparatus and chemicals were purchased. In addition to this over two hundred dollars worth of additional physical apparatus was placed in the laboratory of the

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school. Great care was taken in the selection of the apparatus. Only that was procured which is necessary for the experiments required for admission to the colleges as published by the committee of the Association of Colleges, and at the same time care was taken that no necessary apparatus should be omitted. By this means the chemical and physical departments have been greatly strengthened and pupils may now perform all the experiments required to enter the scientific department of any college. These departments are very popular and will be an additional incentive to better work and an aid to increased patronage.

During the year 1900-1 the course for graduation was increased by one year so as to make it conform to the additional requirements of the State Board for High Schools, published in their prospectus for that year.

During the summer of 1902 the corps of teachers was increased and strengthened by the addition of one more teacher, Miss Elizabeth MacCrellish, B. A., a graduate of Wellesley. This addition has already been a great benefit to the school. In this way French, which had previously been an "extra," was placed as one of the regular studies of the course. There are now two languages in the regular course, Latin and French, with Greek as an extra.

The corps of teachers in the school at present is as follows: James B. Dilks, A. M., graduate of Wesleyan University, Principal and instructor in mathematics and the sciences; Miss Josephine E. Street, graduate of the Model, the Normal, and an attendant of the Woman's College of Baltimore, instructor in History and Latin: Miss Mary Keane, graduate of the Model and Normal, instructor in English literature and elocution; Miss Susan M. Clark, graduate of the Art Department of Cooper Institute, and an attendant at the School of Industrial Arts of Philadelphia, instructor in drawing; Miss Nettie S. Simpson, graduate of the Normal, instructor in and supervisor of the Primary Department; Miss Elizabeth MacCrellish, A. B., graduate of Wellesley, instructor in French and intermediate work.

The school is now well equipped for work in the three departments, Primary, Grammar School, and High School. It is the hopeful wish of both teachers and pupils that in the near future the building may be as well equipped with a good gymnasium.

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REPORT

OF THE

Rutgers Scientific School

THE

New Jersey State College for the Benefit of Agriculture and the Mechanic Arts.

1901-1902.

AUSTIN SCOTT, Ph.D., LL.D., President.

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Rutgers Scientific School,

By the act of the Legislature of New Jersey, approved April 4th, 1864, constituted the State College for the Benefit of Agriculture and 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 GYWNNE,.....Salem

SECOND CONGRESSIONAL DISTRICT.

WINFIELD S. 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.

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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.

NINTH CONGRESSIONAL DISTRICT.

RYNIER J. WORTENDYKE,.....Jersey City.
LUCIUS F. DONOHOE, M. D.,.....Bayonne.

TENTH CONGRESSIONAL DISTRICT.

JOHN B. WILLIAMS,.....New Durham.
PHILLIP M. BRETT,.....Jersey City.

OFFICERS.

DAVID B. DENISE,.....President.
SAMUEL B. KETCHAM,.....Vice-President.
IRVING S. UPSON,.....Secretary.

CONDITION AND PROGRESS.

The five courses of study leading to the first degree in Science (B. Sc.) have been maintained throughout the year.

The plan of practical field work in connection with the Course in Civil Engineering and Mechanics has been continued.

The Latin Scientific Course, which will lead to the degree of Bachelor of Letters (Litt. B.), was duly inaugurated in September, 1901, as announced last year.

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College extension work by means of lectures, classes and examinations, particularly in branches of Natural Science and in English literature, has been conducted during the year in various centers in New Jersey.

The Legislature of New Jersey, at its last session (1902), passed "An Act to provide for the establishment of a course in practical and scientific instruction in the art of clay working and ceramics in the State Agricultural College," and appropriated "the sum of twelve thousand dollars, to be expended in the organization, equipment and maintenance of said department," for the current year, and the sum of $2,500 annually hereafter for its maintenance. A laboratory thoroughly equipped with necessary apparatus for chemical analysis and with furnace, kiln and machinery has been erected and the work of instruction in ceramics has already begun.

The Trustees of the College have received a gift of $50,000 from Mr. Ralph Voorhees, a resident of New Jersey, for a library building which is to be erected at once.

FACULTY.

AUSTIN SCOTT, Ph.D., LL.D., *President,*
Professor of History and Political Science.

JACOB COOPER, D.D., D.C.L., LL.D.,
Professor of Logic and Mental Philosophy.

FRANCIS CUYLER VAN DYCK, Ph.D.,
Professor of Physics and Experimental Mechanics.

EDWARD ALBERT BOWSER, C.E., LL.D.,
Professor of Mathematics and Engineering.

CHARLES EDWARD HART, D.D.
Professor of Ethics, Evidences of Christianity and the English Bible.

LOUIS BEVIER, JR., Ph.D.,
Professor of the Greek Language and Literature. Secretary of the Extension Department.

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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; Director of the Agricultural College Experiment Station.

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.

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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.

WILLIAM EUGENE BREAZEALE, M.Sc.,
Acting Associate Professor of Mathematics.

EDWARD LIVINGSTON BARBOUR, B.O.,
Instructor in Rhetoric and Elocution.

FRED HERBERT DODGE, A.B.,
Instructor in Physical Training. Director of the Gymnasium.

RICHARD MORRIS, M.Sc.,
Instructor in Mathematics and Graphics.

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. Acting Director of Clay Working and Ceramics.

ALBERT CHESTER DEREGT, A. B.,
Instructor in Chemistry.

STUDENTS.

The enrollment of students for the year was 163; graduate students, 2; seniors, 37; juniors, 33; sophomores, 39; freshmen, 48; special students not candidates for a degree, 4. There were also 61 students in the Classical School and 155 pupils in attendance at the

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Preparatory School. The degree of Bachelor of Science was conferred upon 36 graduates in June, 1902. Of these graduates, 14 had pursued the Course in Civil Engineering and Mechanics, 8 the Course in Chemistry, 7 the Course in Electricity, and 7 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 12th and 13th, 1903, beginning at 10 A. M., on Friday, in the registrar's office. Applicants may also be examined on Monday and Tuesday, September 21st and 22nd, 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 6th, 1903. For the requirements of the State law see following pages.

Only such students are admitted with conditions as are, in the opinion of the faculty, so nearly prepared as to be able to make up all deficiencies during the first two months of the term, meanwhile maintaining a good standing in their class. Conditioned students will have an opportunity given them to remove their entrance conditions as early as possible in the first term. It is expected that all entrance conditions will be removed before the Thanksgiving recess.

CERTIFICATES.

From certain preparatory schools of established reputation, students are admitted without examination upon the principal's certifi-

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cate that they have completed the required amount of work and are prepared to enter college. Blanks for such certificates will be furnished upon application.

ADVANCED STANDING.

Students may enter advanced classes either at the beginning of the college year or at other times, if they sustain a satisfactory examination both on the preliminary studies and on those already passed over by the class which they propose to enter. Full equivalents will be accepted.

SPECIAL STUDENTS.

In exceptional cases students properly prepared for admission to the freshman class may, by special vote of the faculty, be permitted to pursue select branches of study. Such students are required to take examinations, all work in composition and elocution and military drill, with the class with which they have studied.

FREE SCHOLARSHIPS.

State Scholarships, Act of 1864.

Under this law a certain number of students from the State of New Jersey are received into this department of the college, and educated free of expense for tuition. These students are admitted to free scholarships on the recommendation of the Superintendent of Schools in each county after passing the required examinations. The scholarships provided by the act of 1864 are distributed among the counties, in proportion to their population, as follows:

Atlantic,	1
Bergen,	1
Burlington,	3
Camden,	2
Cape May,	1
Cumberland,	1
Essex,	6
Gloucester,	1

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Hudson,	6
Hunterdon,	1
Mercer,	2
Middlesex,	2
Monmouth,	2
Morris,	2
Ocean,	1
Passaic,	2
Salem,	1
Somerset,	1
Sussex,	1
Union,	2
Warren,	1
	40

Scholarships at Large.

In June, 1888, the trustees of the college provided ten additional free State scholarships.

State Scholarships, Act of 1890.

By a law passed March 31st, 1890, a number of free scholarships, one for each Assembly district for each year, is established and offered to students in all parts of the State. The candidates for these scholarships are selected as follows: A competitive examination, under the direction of the city superintendents and the county superintendent of education of each county, shall be held at the county court house in each county of the State, upon the first Saturday in June of each year. If several candidates for appointment pass the examination from the same Assembly district, all who are suitably qualified shall receive appointment to such free scholarships, excess from certain Assembly districts being counterbalanced by vacancies in other Assembly 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.

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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 understandnig 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.

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.*

ENLISH 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.

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In June and September, 1903, 1904 and 1905, 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;*
Shakespeare's *Julius Caesar;*
The Sir Roger De Coverley Papers in *The Spectator;*
Goldsmith's *The Vicar of Wakefield;*
Coleridge's *The Rime of the Ancient Mariner;*
Scott's *Ivanhoe;*
Carlyle's *Essay on Burns;*
Tennyson's *The Princess;*
Lowell's *The Vision of Sir Launfal;*
George Eliot's *Silas Marner;*

The following books are set apart for examination upon subject-matter, form and structure, in 1903, 1904 and 1905:

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 Well's or Cooley's Natural Philosophy or Peck's Ganot's Physics.

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CHEMISTRY.—Such knowledge of Chemistry as may be obtained from a thorough study of Remsen's, Cooley's or Steele's Chemistry Complete. Remsen's Elements of Chemistry is recommended, because Remsen's text-books are used during the course.

COURSES OF STUDY.

During the freshman year the studies of the full courses are the same, and are designed to furnish a suitable introduction to the pursuit of the higher branches in either course.

At the end of the freshman year each student shall notify the secretary of the faculty and the Registrar of his choice of one of the full courses, which shall then be pursued for three years.

The schedule of studies embraces not only the special branches indicated by the names of the courses, which give preparation for the chosen pursuit in life, but also other subjects which aid in training intelligent men, whatever their occupation, for the wise and useful discharge of the duties of citizenship.

Six distinct courses of study are provided as follows:

I. A COURSE IN AGRICULTURE.
II. A COURSE IN CIVIL ENGINEERING AND MECHANICS.
III. A COURSE IN CHEMISTRY.
IV. A COURSE IN ELECTRICTY.
V. A COURSE IN BIOLOGY.
VI. A COURSE IN CERAMICS.

Exercises in English are required throughout the entire course, as follows: (A) Essays, two each term. The librarian responds to requests for lists of books and articles relating to the subjects assigned, and students are expected to make these exercises the occasions for a widened acquaintance with literature. The essays are read and criticised by the several members of the faculty who assign the subjects. (B) Forensics, four times each term, declamations and extempore speaking during the freshman and sophomore years and orations and extempore speaking during the junior and senior years.

Military drill is required of all students in the scientific school twice each week throughout the entire course.

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EXTENSION DEPARTMENT.

The work is conducted in accordance with methods of "University Extension." A course of lecture studies consists of the following elements:

(a) A series of lectures.
(b) A printed syllabus.
(c) A class-hour, or hour of conference following each lecture.
(d) Written exercises by members of the class.
(e) An examination open to those who have taken the whole course.
(f) Appropriate credits issued to successful students.

Every part of this work is voluntary. Many simply attend the lectures and do not enroll themselves as students, but all are encouraged to take a full course since a far better knowledge of the subject can thus be obtained. The course consists of six or twelve lecture studies as may be preferred. For the season of 1902-1903 the following courses are offered, to which additions will be made later:

Agriculture.

Soils and Crops—By PROF. EDWARD B. VOORHEES, A.M.
The Food of Plants—By PROF. EDWARD B. VOORHEES, A.M.
Animal Nutrition—By PROF. EDWARD B. VOORHEES, A.M.
Agricultural Botany, 1—By PROF. BYRON D. HALSTED, Sc.D.
Agricultural Botany, 2—By PROF. BYRON D. HALSTED, Sc.D.
Economic Entomology, 1—By PROF. JOHN B. SMITH, Sc.D.
Economic Entomology, 2—By PROF. JOHN B. SMITH, Sc.D.
Application of the Principles of Physics—By PROF. F. C. VANDYCK, Ph.D.
Construction of Roads, Bridges and Drains—By PROF. A. A. TITSWORTH, M.S., C.E.

History and Social Science.

Colonial Days in America (6)—By EVERETT T. TOMLINSON, Ph.D.
The American Revolution (6)—By EVERETT T. TOMLINSON, Ph.D.

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The Spanish American War (6)—By REV. GEORGE HUBBARD PAYSON, A.M.

Sociology—By REV. GEORGE HUBBARD PAYSON, A.M.

Literature.

The Literary Study of the English Bible—By PROF. FERDINAND S. SCHENCK, D.D.

Some Representative Names in English Literature—By PROF. A. V. WILLIAMS JACKSON, Ph.D., L.H.D.

Shakespeare and the English Drama—By PROF. A. V. WILLIAMS JACKSON, Ph.D., L.H.D.

India and Persia—By PROF. A. V. WILLIAMS JACKSON, Ph.D., L.H.D.

The Poets of Our Country—By PROF. LOUIS BEVIER, JR., Ph.D.

Modern French Lyric Poetry (6)—By EDWIN B. DAVIS, B.L.

The Greek Poets—By PROF. LOUIS BEVIER, JR., Ph.D.

The World's Great Thinkers—By PROF. JACOB COOPER, D.D., D.C.L.

Educational Epochs—By PROF. ELIOT R. PAYSON, Ph.D.

Science.

Astronomy—By PROF. ROBERT W. PRENTISS, M.S.

Botany—By PROF. BYRON D. HALSTED, Sc.D.

Electricity—By PROF. F. C. VAN DYCK, Ph.D.

Entomology—ByPROF. JOHN B. SMITH, Sc.D.

Mineralogy—By PROF. A. H. CHESTER, E.M., Ph.D., Sc.D.

Physiology—By PROF. JULIUS NELSON, Ph.D.

Zoology—By PROF. JULIUS NELSON, Ph.D.

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STATISTICAL TABLES.

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Financial Report by Districts, for the County of ATLANTIC, State

DISTRICTS.	Amount Due the District, July 1st, 1901, from State and County Funds.	Amount Due the District, July 1st, 1901, from District Tax.	Amount Due the District, July 1st, 1901, from other sources.	Total Amount Due the District, July 1st, 1901.	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	$31,137 62	$58,691 00	$41,042 65	$130,871 27	$50,935 87	$10,781 71	$15,568 74	$24,233 96
Absecon	884 70	552 40	410 00	1,847 10	975 50	81 90	60 37	400 00
Brigantine	258 02	300 00	.....	558 02	366 00	.....	.....	.....
Buena Vista	3,310 96	1,063 97	287 48	4,662 41	3,173 00	240 65	38 45	.....
Egg Harbor City	4,473 77	3,099 00	1,938 75	9,511 52	4,640 00	397 97	100 62	455 00
Egg Harbor	3,160 36	5,839 56	1,083 00	10,132 92	4,635 00	488 93	900 18	2,042 81
Galloway	3,921 90	3,392 54	20 00	7,334 44	4,896 82	268 83	124 80	496 00
Hammonton	6,879 14	12,267 85	92 90	19,239 89	9,302 26	1,288 09	1,611 89	1,640 00
Hamilton	3,336 53	2,247 44	153 68	5,737 65	3,532 50	390 06	103 96	.....
Linwood	979 72	1,079 27	572 25	2,631 24	1,422 00	133 32	254 25	510 25
Longport	265 93	591 94	.....	257 87	540 00	.....	.....	.....
Mullica	1,798 58	1,500 58	44 13	3,343 29	2,160 00	267 82	45 59	.....
Pleasantville	3,338 78	2,842 76	1,223 50	7,405 04	4,162 55	383 35	674 43	1,085 17
Somers Point	352 13	642 37	55 00	1,049 50	810 00	67 00	.....	.....
So. Atlantic City	279 11	345 06	.....	624 17	315 00	147 25	.....	.....
Weymouth	1,838 05	1,413,93	.....	3,251 98	2,025 00	83 63	95 06	55 00
	$66,215 30	$95,919 67	$46,923 34	$209,058 31	$93,891 50	$15,020 51	$19,578 34	$30,908 69

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of New Jersey, for the School Year Ending June 30th, 1902.

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, 1902.	Balance of District Tax, June 30th, 1902.	Balance of Moneys from other sources, June 30th, 1902.	Total Balance, June 30th, 1902.
.....	$6,909 56	$9,555 56	$4,691 91	.....	.....	$122,667 31	.....	$8,203 96	.....	$8,203 96
.....	.....	129 96	149 57	.....	.....	1,797 30	.....	49 80	.....	49 80
.....	.....	.....	192 02	.....	.....	558 02	.....	.....	.....	.....
.....	.....	168 82	323 71	.....	.....	3,944 63	.....	490 89	226 89	717 78
.....	.....	402 00	2,232 92	.....	.....	8,228 51	.....	1,283 01	.....	1,283 01
.....	.....	510 79	431 77	.....	.....	9,009 48	.....	1,123 44	.....	1,123 44
.....	.....	375 00	185 13	.....	.....	6,346 58	.....	987 86	.....	987 86
.....	.....	622 89	664 10	.....	.....	15,129 23	.....	4,102 32	8 34	4,110 66
.....	.....	200 73	297 29	452 70	.....	4,977 24	.....	760 41	.....	760 41
.....	.....	112 37	110 15	.....	.....	2,542 34	.....	78 64	10 26	88 90
.....	.....	51 64	4 20	.....	.....	595 84	.....	262 03	.....	262 03
.....	.....	208 71	44 13	120 90	.....	2,847 15	.....	496 14	.....	496 14
.....	.....	430 82	454 32	.....	.....	7,190 64	.....	214 40	.....	214 40
.....	.....	21 38	151 12	.....	.....	1,049 50	.....	.....	.....	.....
.....	.....	31 49	62 50	.....	.....	556 24	.....	67 93	.....	67 93
.....	.....	188 00	141 01	.....	.....	2,588 20	.....	625 73	38 05	663 78
.....	$6,909 56	$13,010 16	$10,135 85	$573 60	.....	$190,028 21	.....	$13,746 56	$283 54	$19,030 10

NEW JERSEY STATE LIBRARY

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Apportionment of School Moneys, by Districts, for the County of ATLANTIC

DISTRICTS.	Balance State and County Moneys July 1st, 1902.	Balance District Tax July 1st, 1902.	Balance Received from Other Sources July 1st, 1902.	Amount Apportioned from State Appropriation, Including School Tax and $200,000.	Amount Apportioned from Surplus Revenue.	Amount Apportioned from Balances.	Amount of District Tax Voted for Current Expenses.
Atlantic City	.....	$8,203 96	.....	$41,333 18	$301 92	.....	$50,654 00
Absecon	.....	49 80	.....	817 49	6 04	.....	1,075 00
Brigantine	.....	.....	.....	246 25	67	.....	300 00
Buena Vista	.....	490 89	226 89	3,169 02	19 82	.....	1,200 00
Egg Harbor City	.....	1,283 01	.....	3,518 05	24 83	.....	2,644 00
Egg Harbor	.....	1,123 44	.....	3,532 17	19 28	.....	3,510 00
Galloway	.....	987 86	.....	4,370 52	31 42	.....	2,175 00
Hammonton	.....	4,102 32	8 34	8,039 02	48 64	.....	5,575 00
Hamilton	.....	760 41	.....	3,324 44	19 18	.....	1,550 00
Linwood	.....	78 64	10 26	1,102 12	7 26	.....	1,000 00
Longport	.....	262 03	.....	311 36	1 61	.....	.....
Mullica	.....	496 14	.....	1,858 07	9 53	.....	950 00
Pleasantville	.....	214 40	.....	3,929 94	27 94	.....	.....
Somers Point	.....	.....	.....	686 06	4 14	.....	550 00
South Atlantic City	.....	67 93	.....	283 50	1 21	.....	250 00
Weymouth	.....	625 73	38 05	1,934 64	10 64	.....	1,000 00
	.....	$18,746 56	$283 54	$78,455 83	$534 18	.....	$72,433 00

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State of New Jersey for the School Year Ending June 30th, 1902.

Amount of District Tax Voted for Purchase of Land.	Amount of District Tax Voted for Building, Enlarging and Repairing School Houses.	Amount of District Tax Voted for Manual Training.	Amount of District Tax Voted for Bonds and Interest.	Total Amount of District Tax Ordered to be Raised.	Amount Received from Temporary Loans.	Amount Received from Sale of Bonds.	Amount Received from Manual Training and Other Sources.	Total Amount Available for School Year Ending June 30th, 1903.
.....	$7,000 00	$2,000 00	$18,454 12	$78,108 12	.....	.....	.....	$127,947 18
.....	125 00	.....	.....	1,200 00	.....	.....	.....	2,073 33
.....	.....	.....	.....	300 00	.....	.....	.....	546 92
.....	.....	.....	300 00	1,500 00	.....	.....	.....	5,406 62
.....	.....	.....	455 00	3,099 00	.....	.....	.....	7,924 94
.....	2,560 00	.....	448 00	6,518 00	.....	.....	.....	11,192 89
.....	100 00	.....	480 00	2,755 00	.....	.....	.....	8,144 80
.....	500 00	.....	1,640 00	7,715 00	.....	.....	.....	19,913 32
.....	250 00	.....	.....	1,800 00	.....	.....	.....	5,904 03
.....	.....	.....	.....	1,000 00	.....	.....	.....	2,198 28
.....	.....	.....	.....	.....	.....	.....	.....	575 00
.....	150 00	.....	.....	1,100 00	.....	.....	.....	3,463 74
.....	.....	.....	.....	.....	.....	.....	.....	4,172 28
.....	.....	.....	.....	550 00	.....	.....	.....	1,240 20
.....	.....	.....	.....	250 00	.....	.....	.....	602 64
.....	.....	.....	.....	1,000 00	.....	.....	.....	3,609 06
.....	$10,685 00	$2,000 00	$21,777 12	$106,895 12	.....	.....	.....	$204,915 23

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Report of Attendance, by Districts, for the County of ATLANTIC,

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.
Atlantic City	9½	2,554	2,627	5,181	23	9,363
Absecon	9	51	60	111	2	254
Brigantine	9	4	10	14	.....	39
Buena Vista	9	232	258	490	.....	428
Egg Harbor City	9	183	185	368	16	1,235
Egg Harbor	9	217	205	422	1	654
Galloway	9	253	279	532	2	1,585
Hammonton	9	506	485	991	.....	3,662
Hamilton	9	165	170	335	14	157
Linwood	9	66	70	136	.....	497
Longport	9	9	10	19	.....	31
Mulica	9	97	78	175	3	391
Pleasantville	9	282	270	552	2	1,056
Somers Point	9	36	33	69	.....	98
South Atlantic City	9	11	7	18	.....	85
Weymouth	9	117	97	214	1	1,162
	9	4,783	4,844	9,627	64	20,697

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State of New Jersey, for the School Year Ending June 30th, 1902.

Average Number of Cases of Tardiness per Day for each Teacher.	Average Number on Roll.	Average Daily Attendance.	Percentage of Daily Attendance on Average Enrollment.	Number of Pupils Enrolled in Kindergartens.	Number of Pupils Enrolled in Primary Grade.	Number of Pupils Enrolled in Grammar Grade.	Number of Pupils Enrolled in High School Grade.	Number of Classes in School. Grades or years.	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.
.58	3,796	3,418	.89	.....	3,415	1,500	266	12	.....	4	97	$138 17	$49 05
.71	74	66	.88	.....	62	43	6	10	.....	1	1	62 50	45 00
.23	11	8	.72	.....	6	8	.....	8	.....	.....	1	.....	40 00
.266	250	216	.85	.....	330	158	2	8	.....	5	4	39 60	38 75
1.00	313	278	.90	.....	297	63	8	10	.....	2	7	91 66	47 61
.433	251	209	.86	.....	253	178	9	9	.....	7	4	52 85	35 83
.789	347	307	.88	.....	269	251	12	9	.....	4	6	56 25	49 16
1.00	657	563	.86	.....	787	167	37	11	.....	2	21	90 00	42 29
.097	237	203	.88	.....	204	125	6	9	.....	2	7	60 00	38 93
.96	95	84	.88	.....	85	47	4	10	.....	2	1	59 00	40 00
.18	11	10	.89	.....	9	10	.....	8	.....	.....	1	.....	60 00
.445	114	98	.85	.....	94	74	7	8	.....	.....	6	.....	40 00
.6	338	294	.87	.....	414	120	18	10	.....	2	8	71 25	40 00
.28	48	42	.87	.....	51	18	.....	8	.....	.....	2	.....	45 00
.5	12	11	.85	.....	11	7	.....	8	.....	.....	1	.....	35 00
.469	124	103	.85	.....	117	94	3	8	.....	2	4	40 00	36 25
.533	6,678	5,910	.36	.....	6,386	2,863	378	9	.....	33	171	69 20	42 68

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Financial Report by Districts, for the County of BERGEN, State

DISTRICTS.	Amount Due the District, July 1st, 1901, from State and County Funds.	Amount Due the District, July 1st, 1901, from District Tax.	Amount Due the District, July 1st, 1901, from other sources.	Total Amount Due the District, July 1st, 1901.	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.
Allendale	$ 930 63	$ 1,835 22	$ 45 21	$ 2,811 06	$ 1,595 00	$ 235 78	.....	$ 650 00
Bergenfield	1,038 57	2,615 91	356 23	4,010 71	2,050 00	241 63	$ 110 28	380 00
Bogota	538 72	1,700 00	132 30	2,371 02	1,149 97	321 52	.....	350 00
Carlstadt	3,700 55	5,590 00	3,493 78	12,784 33	5,406 87	453 58	761 40	90 00
Cliffside Park	1,384 97	3,754 00	2,100 00	7,238 97	2,575 00	376 69	35 86	.....
Cresskill	654 35	1,018 86	784 85	2,458 06	1,250 00	192 00	45 25	.....
Delford	1,163 00	3,400 00	16,219 90	20,782 90	2,400 00	397 33	12,720 36	1,200 00
Dumont	1,195 37	2,975 48	43 88	4,214 73	2,325 00	234 50	79 00	530 00
East Rutherford	3,952 58	8,791 68	1,590 99	14,335 25	6,900 00	983 95	2,093 97	375 00
Edgewater	898 13	3,450 00	2,735 65	7,083 78	2,050 00	567 66	.....	1,010 00
Englewood Township	365 22	802 24	50 00	1,217 46	.....	.....	.....	.....
Englewood City	8,623 07	29,446 36	2,892 40	40,961 83	21,234 00	3,000 74	2,500 00	1,750 00
Englewood Special	232 36	1,082 50	107 34	1,422 20	500 00	47 50	.....	.....
Fairview	1,329 47	2,855 38	96 01	4,280 86	2,350 00	405 00	87 25	.....
Fort Lee	2,279 75	6,087 61	2,510 00	10,877 36	4,777 00	354 00	1,026 45	331 25
Franklin	2,277 43	1,921 60	319 84	4,518 87	2,700 00	136 52	699 60	.....
Garfield	5,870 48	7,922 21	91 92	13,884 61	8,419 61	1,229 71	554 74	1,640 00
Glen Rock	709 82	1,649 26	777 81	3,136 89	1,150 00	133 60	35 24	200 00
Harrington	5,706 33	20,553 51	11,732 61	37,992 45	12,084 05	2,993 65	5,687 37	5,723 30
Hasbrouck	1,845 07	4,658 51	33 22	6,536 80	4,450 00	629 80	74 42	670 00
Hillsdale	1,522 54	3,549 23	296 32	5,368 09	2,675 00	429 25	228 23	575 00
Hohokus	3,569 92	5,858 48	1,060 00	10,488 40	5,150 00	549 65	39 44	660 00
Leonia	972 25	2,496 52	786 01	4,254 78	2,100 00	236 60	80 40	.....
Little Ferry	2,087 84	6,141 22	17 95	8,247 01	2,900 00	330 33	23 68	1,125 00
Lodi Township	1,725 99	3,273 70	1,460 90	6,460 59	2,150 00	336 26	1,623 40	526 50
Lodi Borough	2,947 94	8,016 46	90 14	11,054 54	5,386 25	917 68	193 00	2,902 50
Maywood	640 46	3,871 94	824 58	5,336 98	1,714 50	355 03	361 26	775 00
Midland	1,141 03	3,878 38	657 76	5,677 17	1,500 00	299 12	1,156 51	550 00
Midland Park	2,092 46	2,837 66	438 11	5,368 23	3,175 00	478 66	52 89	175 00
Montvale	642 76	1,167 99	258 60	2,069 35	1,000 00	147 25	120 92	220 00
New Barbadoes	14,034 60	31,460 30	19,347 71	64,842 61	30,911 00	3,951 68	3,302 59	5,075 05
North Arlington	387 27	608 66	73 88	1,069 81	600 00	50 00	67 35	.....
Old Tappan	366 48	1,152 62	22 69	1,541 79	585 00	102 00	.....	212 50
Orvil	1,812 71	3,575 00	1,851 27	7,238 98	3,200 00	687 25	176 28	625 00
Overpeck	3,499 40	12,385 24	34,523 00	50,407 64	7,600 00	1,321 43	334 69	2,050 00
Palisade	1,636 80	3,779 05	66 93	5,482 78	1,950 00	319 59	56 65	755 00
Palisade Park	988 43	3,203 68	1,499 70	5,691 81	2,009 00	403 35	.....	712 50
Park Ridge	1,285 58	2,775 38	53 06	4,114 02	2,600 00	260 30	.....	236 26
Ridgefield Township	1,717 21	5,936 30	1,602 54	9,256 05	2,875 00	714 44	37 32	1,600 00
Ridgefield Borough	926 00	4,313 20	46 04	5 285 24	2,400 00	639 80	167 14	1,000 00
Ridgewood	4,070 50	11,867 14	4,274 86	20,212 50	7,605 00	1,408 53	1,054 32	3,700 00
Riverside	921 38	2,603 78	1,103 05	4,628 21	2,050 00	384 75	297 41	632 50
Rutherford	8,271 86	25,813 07	16 228 72	50 313 65	19,312 75	3,214 29	4,930 38	3,778 26
Saddle River T'wp	3,278 59	7,114 57	745 46	11,138 62	4,660 00	773 16	373 46	1,350 00
Saddle River Borough	638 15	612 62	2 86	1,253 63	850 00	113 95	54 28	.....
Teaneck	1,108 70	3,818 85	172 05	5,099 60	2,350 00	412 98	891 04	587 50
Tenafly	1,941 03	5,374 82	67 44	7,383 29	3,900 00	476 00	274 50	512 50
Union	3,646 22	8,637 41	2,142 55	14,426 18	5,529 00	891 25	348 60	1,345 84
Upper Saddle River	530 50	190 97	25 60	747 07	400 00	47 74	21 50	.....
Wallington	2,489 00	5,469 12	2,755 59	10,713 71	4,057 00	710 84	299 43	1,475 00
Washington	1,071 66	1,340 69	1,840 00	4,252 35	1,555 75	140 64	273 20	.....
Westwood	1,478 60	4,203 80	3,278 37	8,960 77	3,300 00	617 14	891 26	987 50
Woodcliff	424 28	1,488 21	366 01	2,278 50	846 00	100 00	125 69	600 00
Wood Ridge	956 06	1,600 00	629 97	3,186 03	2,079 00	189 06	79 57	.....
	$119,520 07	$302,526 39	$144,723 66	$566,770 12	$226,341 75	$34,995 16	$44,447 58	$49,643 96

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of New Jersey, for the School Year Ending June 30th, 1902.

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, 1902.	Balance of District Tax, June 30th, 1902.	Balance of Moneys from other sources, June 30th, 1902.	Total Balance, June 30th, 1902.
.....	.....	$173 61	$87 21	.....	.....	$2,741 60	.....	$44 25	$25 21	$69 46
.....	.....	115 56	265 11	.....	.....	3,162 58	.....	650 12	198 01	848 13
.....	.....	93 89	305 00	.....	.....	2,220 38	.....	63 56	87 08	150 64
.....	1,212 25	736 07	1,462 59	.....	.....	10,122 76	.....	.....	2,661 57	2,661 57
.....	.....	177 54	1,763 00	100 00	.....	5,028 09	.....	130 88	2,080 00	2,210 88
.....	.....	88 93	720 35	.....	.....	2,296 53	.....	161 53	.....	161 53
.....	.....	192 75	335 30	.....	.....	17,245 74	.....	.....	3,537 16	3,537 16
.....	.....	162 85	200 43	.....	.....	3,531 78	.....	682 95	.....	682 95
.....	.....	548 84	1,965 73	20 00	.....	12,887 49	.....	1,425 28	22 48	1,447 76
.....	.....	396 25	2,737 87	.....	.....	6,761 78	.....	322 00	.....	322 00
.....	.....	.....	98 34	.....	640 00	738 34	.....	479 12	.....	479 12
.....	.....	2,000 00	5,352 96	.....	.....	35,837 70	.....	3,551 93	1,572 20	5,124 13
.....	.....	26 53	95 35	.....	.....	669 38	.....	752 82	.....	752 82
.....	.....	338 98	190 59	.....	80 00	3,451 82	.....	795 58	33 46	829 04
.....	.....	379 36	2,945 71	.....	151 00	9,964 77	.....	912 59	.....	912 59
.....	.....	342 45	491 04	.....	78 00	4,447 61	.....	71 26	.....	71 26
.....	.....	750 06	1,033 91	.....	.....	13,628 03	.....	252 16	4 42	256 58
.....	.....	75 23	114 53	.....	16 92	1,775 52	.....	613 38	747 99	1,361 37
.....	.....	599 08	1,419 76	15 90	.....	28,523 11	.....	3,618 74	5,850 60	9,469 34
.....	.....	391 15	308 12	.....	.....	6,523 49	.....	13 31	.....	13 31
.....	.....	171 82	154 60	.....	.....	4,233 90	.....	1,121 64	12 55	1,134 19
.....	.....	563 12	1,302 87	.....	87 50	8,352 58	.....	2,135 82	.....	2,135 82
.....	.....	137 72	1,247 21	.....	.....	3,601 93	.....	371 93	80 92	452 85
.....	.....	376 38	183 48	.....	.....	4,938 87	.....	3,300 19	7 95	3,308 14
.....	.....	181 96	1,596 13	.....	.....	6,414 25	.....	46 34	.....	46 34
.....	.....	330 37	681 29	.....	.....	10,411 09	.....	643 45	.....	643 45
.....	.....	193 89	195 36	.....	.....	3,595 04	.....	1,043 66	698 28	1,741 94
.....	.....	206 63	820 99	.....	339 80	4,873 05	.....	774 61	29 51	804 12
.....	.....	569 57	185 61	.....	.....	4,636 73	.....	731 50	.....	731 50
.....	.....	94 96	93 48	.....	.....	1,676 61	.....	173 00	219 74	392 74
.....	2,855 34	2,427 92	16,289 20	.....	.....	64,812 78	.....	.....	29 83	29 83
.....	.....	56 39	101 55	.....	.....	875 29	.....	194 52	.....	194 52
.....	.....	44 91	65 84	.....	.....	1,010 25	.....	530 69	85	531 54
.....	.....	423 01	1,934 27	.....	.....	7,045 81	.....	.....	193 17	193 17
.....	.....	13 40	32 423 34	.....	.....	43 742 86	.....	6,664 78	.....	6,664 78
.....	.....	379 41	99 03	350 00	270 00	4,179 68	1 80	1,258 37	42 93	1,303 10
.....	.....	216 22	2,267 59	.....	.....	5,608 66	.....	83 15	.....	83 15
.....	.....	144 23	168 17	.....	.....	3,408 96	.....	704 53	53	705 06
.....	.....	352 54	1,705 29	.....	.....	7,284 59	.....	1,948 92	22 54	1,971 46
.....	.....	243 15	120 24	.....	.....	4,570 33	.....	714 91	.....	714 91
.....	1,138 76	694 98	647 15	.....	.....	16,248 74	.....	470 87	3,492 89	3,963 76
.....	.....	183 43	232 97	.....	.....	3,781 06	.....	64 51	782 64	847 15
.....	.....	2,387 67	14,072 21	.....	.....	47 695 56	.....	2,155 48	462 61	2,618 09
.....	.....	1,005 02	324 34	.....	.....	8,485 98	.....	2,522 54	130 10	2,652 64
.....	.....	35 59	65 35	.....	.....	1,119 17	.....	134 46	.....	134 46
.....	.....	271 56	259 14	.....	.....	4,772 22	.....	176 00	151 38	327 38
.....	.....	470 29	335 90	.....	.....	5,969 19	.....	1,402 01	12 09	1,414 10
.....	.....	727 81	375 56	.....	.....	9,218 06	.....	3,110 14	2,097 98	5,208 12
.....	.....	64 05	51 53	.....	.....	584 82	97 76	64 49	.....	162 25
.....	.....	392 36	2,863 44	.....	.....	9,798 57	.....	915 14	.....	915 14
.....	.....	82 67	178 48	.....	131 25	2,361 99	.....	248 36	1,642 00	1,890 36
.....	.....	319 38	2,422 33	.....	.....	8,537 61	.....	423 16	.....	423 16
.....	.....	100 69	425 00	.....	.....	2,197 38	.....	11 00	70 12	81 12
.....	.....	148 12	108 58	.....	.....	2,604 33	.....	.....	581 70	581 70
.....	$5,206 35	$21,600 85	$105,890 42	$485 90	$1,794 47	$490,406 44	$99 56	$48,681 63	$27,582 49	$76,363 68

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Apportionment of School Moneys, by Districts, for the County of BERGEN,

DISTRICT.	Balance State and County Moneys July 1st, 1902.	Balance District Tax July 1st, 1902.	Balance Received from Other Sources July 1st, 1902.	Amount Apportioned from State Appropriation, Including School Tax and $200,000.	Amount Apportioned from Surplus Revenue.	Amount Apportioned from Balances.	Amount of District Tax Voted for Current Expenses.
Allendale		$44 25	$25 21	$919 58	$12 35		$1,300 00
Bergenfield		650 12	198 01	1,083 10	18 67		2,000 00
Bogota		63 56	87 08	594 77	7 52		1,736 00
Carlstadt			2,661 57	3,819 07	62 56		4,410 00
Cliffside Park		130 88	2,080 00	1,418 37	23 89		2,000 00
Cresskill		161 53		679 41	10 80		1,000 00
Delford			3,537 16	1,314 01	19 89		2,900 00
Dumont		682 95		1,255 90	17 61		1,900 00
East Rutherford		1 425 28	22 48	3,950 83	67 65		5,450 00
Edgewater		322 00		863 15	10 17		3,550 00
Englewood Township		479 12					500 00
Englewood City		3,551 93	1,572 20	9,361 73	106 70		25,825 00
Englewood Special		752 82		217 60	68		600 00
Fairview		795 58	33 46	1,412 92	23 68		2,100 00
Fort Lee		912 59		2,246 67	32 71		4,000 00
Franklin		71 26		1,918 32	27 75		1,525 00
Garfield		252 16	4 42	6,125 41	97 57		6,880 00
Glen Rock		613 38	747 99	697 31	11 49		1,150 00
Harrington		3,618 74	5,850 60	6,221 77	78 12		9,700 00
Hasbrouck Heights		13 31		3,073 54	33 75		4,310 00
Hillsdale		1,121 64	12 55	1,485 99	18 78		2,100 00
Hohokus		2,135 82		3,200 51	46 38		3,025 00
Leonia		371 93	80 92	962 28	14 00		2,500 00
Little Ferry		3,300 19	7 95	2,140 37	36 33		1,620 00
Lodi Township		46 34		1,513 00	19 82		855 00
Lodi Borough		643 45		3,820 34	47 15		5,000 00
Maywood		1,043 66	698 28	901 07	11 63		1,900 00
Midland		774 61	29 51	884 05	10 97		1,525 00
Midland Park		731 50		2,125 00	35 74		1,745 00
Montvale		173 00	219 74	566 75	6 44		685 00
New Barbadoes			29 83	15,459 76	234 13		21,800 00
North Arlington		194 52		311 21	4 30		600 00
Old Tappan		530 69	85	323 61	4 78		535 00
Orvil			193 17	1,964 20	29 53		2,200 00
Overpeck		6,664 78		4,707 60	65 98		6,900 00
Palisade	1 80	1,258 37	42 93	1,294 95	19 12		2,250 00
Palisade Park		83 15		976 15	14 53		2,350 00
Park Ridge		704 53	53	1,280 15	18 55		2,400 00
Ridgefield T'wp		1,948 92	22 54	1,735 90	28 43		2,500 00
Ridgefield Borough		714 91		948 86	13 48		2,250 00
Ridgewood		470 87	3,492 89	4,433 44	63 11		7,120 00
Riverside		64 51	782 64	920 63	12 39		1,925 00
Rutherford		2,155 48	462 61	8,933 80	121 08		19,280 00
Saddle River T'wp		2,522 54	130 10	3,235 37	47 73		3,450 00
Saddle River Boro'gh		134 46		579 65	6 94		395 00
Teaneck		176 00	151 38	1,216 14	16 08		2,050 00
Tenafly		1,402 01	12 09	1,931 42	28 26		3,200 00
Union		3,110 14	2,097 98	3,483 88	41 88		4,560 00
Upper Saddle River	97 76	64 49		322 79	4 74		185 00
Wallington		915 14		2,855 09	48 49		2,731 42
Washington		248 36	1,642 00	944 36	13 30		1,500 00
Westwood		423 16		1,873 45	26 02		3,450 00
Woodcliff		11 00	70 12	563 84	6 33		710 00
Wood Ridge			581 70	990 76	15 10		1,450 00
	$99 56	$48,681 63	$27,582 49	$126,059 83	$1,795 08		$199,582 42

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State of New Jersey, for the School Year Ending June 30th, 1902.

Amount of District Tax Voted for Purchase of Land.	Amount of District Tax Voted for Building, Enlarging and Repairing School Houses.	Amount of District Tax Voted for Manual Training.	Amount of District Tax Voted for Bonds and Interest.	Total Amount of District Tax Ordered to be Raised.	Amount Received from Temporary Loans.	Amount Received from Sale of Bonds.	Amount Received from Manual Training and Other Sources.	Total Amount Available for School Year Ending June 30th, 1903.
.....	.....	.....	$625 00	$1,925 00	.....	.....	.....	$2,926 39
.....	$200 00	.....	350 00	2,550 00	.....	.....	.....	4,499 90
.....	.....	.....	350 00	2,086 00	.....	.....	.....	2,838 93
.....	200 00	$600 00	90 00	5,300 00	.....	.....	.....	11,843 20
$600 00	.....	.....	.....	2,600 00	.....	.....	.....	6,233 14
.....	.....	.....	.....	1,000 00	.....	.....	.....	1,851 74
.....	1,700 00	.....	1,680 00	6,280 00	.....	.....	.....	11,151 06
.....	125 00	.....	517 50	2,542 50	.....	.....	.....	4,498 96
.....	.....	.....	1,638 00	7,088 00	.....	19,700 00	.....	32 254 24
.....	.....	.....	950 00	4,500 00	.....	.....	.....	5,695 32
.....	.....	.....	.....	500 00	.....	.....	.....	979 12
.....	1,500 00	.....	1,675 00	29,000 00	.....	.....	.....	43,592 56
.....	.....	.....	.....	600 00	.....	.....	.....	1,571 10
.....	.....	.....	625 00	2,725 00	.....	12,500 00	.....	17,490 64
.....	.....	.....	500 00	4,500 00	.....	.....	.....	7,691 97
.....	.....	.....	.....	1,525 00	.....	.....	.....	3,542 33
.....	.....	.....	1,590 00	8,470 00	.....	.....	.....	14,949 56
.....	.....	.....	600 00	1,750 00	.....	.....	.....	3,820 17
.....	600 00	.....	3,325 00	13,625 00	.....	.....	.....	29,394 23
.....	775 00	.....	670 00	5,755 00	.....	.....	.....	8,875 60
.....	83 00	.....	537 50	2,720 50	.....	.....	.....	5,359 46
.....	1,100 00	.....	900 00	5,025 00	.....	.....	.....	10,407 71
.....	.....	.....	.....	2,500 00	.....	.....	.....	3,929 13
.....	700 00	.....	.....	2,320 00	.....	.....	.....	7,804 84
.....	145 00	.....	616 50	1,616 50	.....	.....	.....	3,195 66
.....	.....	.....	1,345 00	6,345 00	.....	.....	.....	10,855 94
.....	.....	.....	750 00	2,650 00	.....	.....	.....	5,304 64
.....	375 00	.....	525 00	2,425 00	.....	.....	.....	4,124 14
.....	150 00	.....	175 00	2,070 00	.....	.....	.....	4,962 24
.....	.....	.....	216 00	901 00	.....	.....	.....	1,866 93
.....	1,700 00	1,500 00	4,950 05	29,950 05	.....	.....	$1,500 00	47,173 77
.....	.....	.....	.....	600 00	.....	.....	.....	1,110 03
.....	.....	.....	.....	535 00	.....	.....	.....	1,394 93
.....	350 00	.....	600 00	3,150 00	.....	.....	.....	5,336 90
.....	.....	.....	1,887 50	8,787 50	.....	.....	.....	20,225 86
.....	.....	.....	710 00	2,960 00	.....	.....	.....	5,577 17
.....	.....	.....	687 50	3,037 50	.....	.....	.....	4,111 32
.....	.....	.....	.....	2,400 00	.....	.....	.....	4,403 76
.....	.....	.....	1,562 50	4,062 50	.....	.....	.....	7,798 29
.....	.....	.....	1,250 00	3,500 00	.....	.....	.....	5,177 25
.....	500 00	600 00	3,625 00	11,845 00	.....	.....	600 00	20,905 31
.....	.....	.....	1,085 00	3,010 00	.....	.....	.....	4,790 17
.....	1,675 00	.....	3,531 56	24,486 56	.....	.....	.....	36,159 53
.....	400 00	.....	1,487 50	5,337 50	.....	.....	.....	11,273 24
.....	25 00	.....	.....	420 00	.....	.....	.....	1,141 05
.....	150 00	.....	650 00	2,850 00	.....	.....	.....	4,409 60
.....	300 00	.....	.....	3,500 00	.....	.....	.....	6,873 78
.....	.....	.....	1,625 00	6,185 00	.....	.....	.....	14,918 88
.....	20 00	.....	.....	205 00	.....	.....	.....	694 78
.....	.....	.....	1,750 00	4 481 12	.....	.....	.....	8,300 14
.....	.....	.....	265 00	1,765 00	.....	5,300 00	.....	9,913 02
.....	.....	.....	950 00	4,400 00	.....	.....	.....	6,722 63
.....	.....	.....	575 00	1,285 00	.....	.....	.....	1,936 29
.....	150 00	.....	.....	1,600 00	.....	.....	.....	3,187 56
$600 00	$12,923 00	$2,700 00	$47,442 11	$263,247 53	.....	$37,500 00	$2,100 00	$507,066 12

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Report of Attendance, by Districts, for the County of BERGEN,

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.
Allendale	9.85	67	51	118	.....	92
Bergenfield	9.95	79	76	155	.....	260
Bogota	9.50	37	35	72	.....	158
Carlstadt	9.75	275	267	542	7	1,100
Cliffside Park	8.60	129	114	243	7	106
Cresskill	9.40	48	53	101	.....	339
Delford	9.75	84	87	171	2	609
Dumont	9.45	96	83	179	3	1,222
East Rutherford	9.33	278	296	574	17	887
Edgewater	9.60	65	54	119	2	190
Englewood City	9.15	487	490	977	11	1,646
Englewood Special	9.60	8	1	9	.....	2
Fairview	9.60	98	131	229	2	295
Fort Lee	9.75	167	149	316	2	769
Franklin	9.20	170	168	338	.....	747
Garfield	9.55	432	439	871	8	1,618
Glen Rock	9.33	71	61	132	1	249
Harrington	9.30	359	322	681	4	1,447
Hasbrouck Heights	9.55	153	165	318	2	1,451
Hillsdale	9.40	90	86	176	4	782
Hohokus	9.40	259	283	542	4	832
Leonia	9.40.	72	62	134	.....	288
Little Ferry	8.65	185	179	364	.....	495
Lodi Township	9.13	124	108	232	1	709
Lodi Borough	9.20	276	250	526	15	652
Maywood	9.20	56	57	113	1	137
Midland	9.	64	75	139	.....	342
Midland Park	9.15	178	167	345	.....	358
Montvale	9.30	49	43	92	1	694
New Barbadoes	9.60	1,029	977	2,006	34	2,346
North Arlington	9.35	31	18	49	.....	.....
Old Tappan	9.20	29	16	45	.....	246
Orvil	9.50	161	144	305	4	1,112
Overpeck	9.90	288	294	582	3	1,291
Palisade	9.70	90	105	195	2	238
Palisades Park	9.60	65	62	127	1	108
Park Ridge	9.50	96	84	180	1	316
Ridgefield Township	9.80	125	126	251	14	965
Ridgefield Borough	9.50	79	59	138	3	18
Ridgewood	9.35	294	286	580	1	1,974
Riverside	9.10	79	54	133	2	491
Rutherford	9.35	526	577	1,103	28	2,171
Saddle River Township	9.30	244	225	469	1	964
Saddle River Borough	9.60	36	31	67	.....	145
Teaneck	9.45	80	93	173	.....	180
Tenafly	9.25	123	139	262	10	701
Union	9.30	200	233	433	1	876
Upper Saddle River	9.65	33	29	62	.....	247
Wallington	9.45	255	215	470	2	684
Washington	9.20	80	69	149	.....	122
Westwood	9.30	105	111	216	1	770
Woodcliff	9.50	38	39	77	1	591
Wood Ridge	9.75	49	76	125	6	186
	9.39	8,591	8,414	17,005	209	35,218

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State of New Jersey for the School Year Ending June 30th, 1902.

Average Number of Cases of Tardiness per Day for each Teacher.	Average Number on Roll.	Average Daily Attendance.	Percentage of Daily Attendance on Average Enrollment.	Number of Pupils Enrolled in Kindergartens.	Number of Pupils Enrolled in Primary Grade.	Number of Pupils Enrolled in Grammar Grade.	Number of Pupils Enrolled in High School Grade.	Number of 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.
.16	93	81	.87	.....	86	32	.....	65	.....	1	2	$65 99	$48 22
.43	115	103	.90	.....	102	53	.....	52	.....	1	2	100 50	52 76
.42	51	47	.91	6	51	15	.....	44	.....	.....	2	.....	60 53
.50	409	373	.91	80	340	122	.....	117	.....	2	9	115 38	47 29
.15	160	146	.90	24	160	59	.....	84	.....	1	3	127 91	57 16
.90	63	57	.90	.....	63	38	.....	41	.....	1	1	79 79	53 19
.78	122	110	.90	36	69	66	.....	60	.....	1	3	92 31	49 57
1.62	133	121	.90	29	102	45	3	68	.....	1	3	105 82	47 62
.43	441	401	.91	101	316	144	13	163	.....	1	10	139 34	60 02
.33	76	68	.89	16	22	81	.....	119	.....	.....	3	.....	72 92
.29	779	714	.92	134	531	264	48	136	.....	2	29	165 00	61 72
.01	8	7	.89	.....	8	1	.....	14	.....	.....	1	.....	52 08
.38	158	145	.92	.....	172	57	.....	81	.....	.....	4	.....	61 20
.56	242	212	.87	.....	220	96	.....	118	.....	2	5	102 56	60 00
.68	203	161	.79	.....	241	97	.....	152	.....	3	3	48 91	48 91
.57	649	600	.92	223	503	134	11	200	.....	1	15	146 60	49 39
.67	87	76	.87	.....	104	28	.....	51	.....	1	1	75 03	48 23
.43	537	481	.90	.....	458	197	26	396	.....	5	14	91 40	59 72
.84	284	255	.90	.....	215	86	17	81	.....	1	8	125 65	53 01
.85	128	113	.88	18	93	61	4	81	.....	1	4	90 43	48 54
.44	352	314	.89	.....	377	156	9	196	.....	1	9	101 06	49 65
.51	106	95	.90	17	74	43	.....	55	.....	1	2	106 38	58 51
.48	255	220	.86	64	231	69	.....	96	.....	.....	6	.....	55 88
.78	153	131	.86	.....	194	38	.....	101	.....	1	4	49 29	49 29
.35	399	372	.93	106	346	73	1	48	.....	1	10	108 70	48 37
.24	79	72	.91	20	59	34	.....	63	.....	.....	3	.....	59 78
.63	92	80	.87	.....	94	45	.....	85	.....	.....	3	.....	55 56
.33	220	194	.88	54	214	77	.....	88	.....	1	5	98 36	49 73
1.87	55	41	.75	.....	58	34	.....	50	.....	1	1	53 76	53 76
.30	1,525	1,406	.92	398	960	452	196	456	.....	6	42	187 50	60 04
.....	32	28	.88	.....	35	14	.....	27	.....	1	.....	64 17	.....
1.33	33	27	.83	.....	20	25	.....	34	.....	1	.....	65 22	.....
.93	209	190	.91	42	142	121	.....	91	.....	1	5	78 95	51 58
.54	433	392	.91	83	316	168	15	160	.....	1	12	121 21	54 29
.31	134	123	.92	.....	150	45	.....	66	.....	1	3	77 32	41 24
.19	90	84	.93	24	68	35	.....	65	.....	1	2	93 75	57 29
.42	126	113	.90	.....	127	53	.....	60	.....	1	3	105 26	56 14
1.00	194	184	.95	.....	168	83	.....	94	.....	1	4	81 63	53 57
.....	96	87	.91	.....	92	46	.....	73	.....	1	2	126 32	63 16
.75	443	402	.91	85	258	189	48	132	.....	2	12	132 62	55 26
.90	84	80	.95	.....	81	52	.....	82	.....	1	2	104 39	60 44
.45	812	766	.94	114	525	366	98	256	.....	3	24	131 91	62 26
.52	298	254	.85	.....	364	105	.....	245	.....	.....	10	.....	52 04
.38	39	35	.90	.....	47	20	.....	52	.....	.....	2	.....	44 27
.24	99	88	.89	.....	118	55	.....	98	.....	1	3	74 07	58 20
.63	200	180	.90	46	114	95	7	80	.....	1	5	162 16	56 22
.51	301	268	.89	.....	305	128	.....	172	.....	1	9	129 03	50 75
1.27	38	31	.82	.....	25	37	.....	18	.....	.....	1	.....	41 45
.45	335	297	.89	97	312	61	.....	84	.....	1	7	95 24	47 62
.22	91	74	.81	.....	91	58	.....	77	.....	2	1	63 86	46 20
.68	164	146	.90	.....	118	87	11	74	.....	1	5	107 53	49 46
1.56	51	45	.89	.....	56	21	.....	60	.....	1	1	68 42	42 11
.30	105	98	.93	12	76	37	.....	62	.....	1	2	102 51	56 41
.50	12,381	11,188	.90	1,829	10,071	4,598	507	5,523	.....	61	322	$108 82	$57 28

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Financial Report by Districts, for the County of BURLINGTON,

DISTRICTS.	Amount Due the District, July 1st, 1901, from State and County Funds.	Amount Due the District, July 1st, 1901, from District Tax.	Amount Due the District, July 1st, 1901, from other sources.	Total Amount Due the District, July 1st, 1901.	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	$1,280 05	$1,298 47	.....	$2,578 52	$1,608 00	$207 99	$39 39	$473 90
Beverly City	2,887 82	6,007 55	10 00	8,905 37	4,950 01	478 30	976 45	1,997 00
Beverly Twp.	1,457 34	1,898 77	12,372 47	15,728 58	2,010 00	258 50	7 03	225 00
Bordentown City	4,121 11	5,544 82	3,111 00	12,776 93	6,619 00	719 73	289 02	1,443 34
Bordentown Twp.	330 99	383 77	66 00	780 76	400 00	17 45	.....	.....
Burlington City	6,972 85	10,954 56	6,593 75	24,521 16	11,420 00	1,414 53	186 66	2,400 00
Burlington Twp.	1,030 35	820 76	817 58	2,668 69	1,350 00	139 85	92 56	14 00
Chester	5,237 74	9,305 65	3,579 52	18,122 91	9,873 25	1,239 49	629 76	1,389 23
Chesterfield	1,515 05	1,242 58	100 00	2,857 63	2,158 75	146 03	115 37	.....
Cinnaminson	1,074 39	3,285 12	50 00	4,409 51	1,888 75	243 61	33 35	376 43
Delran	1,061 97	1,255 81	262 27	2,580 05	1,328 00	82 78	183 54	265 00
Eastampton	777 30	1,458 84	.....	2,236 14	1,115 00	223 24	116 89	336 00
Evesham	1,794 09	1,500 00	319 56	3,613 65	2,542 00	204 00	40 15	583 10
Fieldsboro Boro.	528 74	418 30	133 88	1,080 92	741 25	84 55	38 34	126 88
Florence	2,153 33	1,626 56	.....	3,779 89	2,718 00	161 48	216 42	.....
Lumberton	1,848 41	1,406 19	41 80	3,296 40	2,295 00	239 06	37 93	.....
Mansfield	1,650 55	1,100 47	584 16	3,335 18	2,290 00	135 21	53 25	.....
Medford	2,410 73	1,661 77	1,792 06	5,864 56	3,354 65	241 32	83 41	1,180 95
Mount Laurel	1,766 12	1,260 12	.....	3,026 24	2,155 00	120 19	106 24	.....
New Hanover	1,693 47	1,155 22	1,160 00	4,008 69	2,340 00	141 62	39 56	1,195 75
Northampton	5,899 71	*12,492 41	595 16	18,987 28	10,163 75	1,129 13	396 97	3,013 75
Palmyra	3,500 10	4,578 25	256 83	8,335 18	5,275 00	663 10	96 22	1,475 00
Pemberton	2,648 16	1,992 74	20 00	4,660 90	3,690 00	300 18	76 10	13 00
Riverside	3,028 84	3,202 00	1,889 76	8,120 60	4,005 00	470 93	400 87	864 41
Riverton Boro.	2,141 03	2,200 00	2,055 94	6,396 97	3,306 50	252 50	.....	232 77
Shamong	751 32	257 94	.....	1,009 26	812 00	60 01	.....	.....
Southampton	2,357 83	1,350 00	.....	3,707 83	3,046 00	183 40	37 40	.....
Springfield	1,755 70	3,898 30	98 73	5,752 73	2,275 00	131 86	2,256 35	.....
Tabernacle	536 65	330 77	.....	867 42	736 77	39 94	.....	.....
Washington	1,413 42	340 36	.....	1,753 78	1,447 50	116 17	50 00	.....
Westampton	734 79	297 88	290 00	1,322 67	540 00	45 25	2 25	12 00
Willingboro	758 09	755 23	.....	1,513 32	1,117 50	119 59	50 35	5 00
Woodland	1,123 75	308 12	.....	1,431 87	1,060 00	106 50	15 07	.....
	$68,241 79	$85,589 33	$36,200 47	$190,031 59	$100,626 68	$10,117 49	$6,666 80	$17,622 51

*Over draft $4,166.41.

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State of New Jersey, for the School Year Ending June 30th, 1902.

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, 1902.	Balance of District Tax, June 30th, 1902.	Balance of Moneys from other sources, June 30th, 1902.	Total Balance, June 30th, 1902.
.....	.....	$101 66	$145 91	.....	.....	$2,576 85	.....	$1 67	.....	$1 67
.....	.....	268 17	165 15	.....	.....	8,835 08	.....	70 29	.....	70 29
.....	.....	164 28	3,600 57	.....	450 00	6,715 38	.....	34 48	8,978 72	9,013 20
.....	.....	422 48	3,253 60	.....	.....	12,747 17	.....	.....	29 76	29 76
.....	.....	37 34	176 89	.....	.....	631 68	.....	83 08	66 00	149 08
.....	.....	2,689 68	6,136 19	.....	.....	24,247 06	.....	.....	274 10	274 10
.....	.....	206 61	755 16	.....	.....	2,558 18	.....	37 93	72 58	110 51
.....	.....	1,202 85	3,713 63	.....	54 00	18,102 21	.....	20 70	.....	20 70
.....	.....	60 86	335 59	.....	15 00	2,831 60	.....	.....	26 03	26 03
.....	.....	199 12	1,611 86	.....	.....	4,353 12	.....	56 39	.....	56 39
.....	.....	57 70	296 13	.....	54 00	2,262 15	.....	205 63	112 27	317 90
.....	.....	61 58	90 04	.....	.....	1,942 75	.....	293 39	.....	293 39
.....	.....	146 87	93 50	.....	.....	3,609 62	.....	.....	4 03	4 03
.....	.....	34 08	51 20	.....	.....	1,076 30	.....	.....	4 62	4 62
.....	.....	346 63	265 00	.....	62 46	3,769 99	.....	9 90	.....	9 90
.....	.....	98 94	154 85	.....	.....	2,825 78	.....	429 17	41 45	470 62
.....	.....	214 97	561 87	.....	79 88	3,335 18	.....	.....	.....	.....
.....	.....	140 84	512 47	171 00	.....	5,684 64	.....	175 11	4 81	179 92
.....	.....	253 84	48 87	.....	20 00	2,704 14	11 12	310 98	.....	322 10
.....	.....	97 62	147 64	.....	.....	3,962 19	.....	36 50	10 00	46 50
.....	.....	814 56	3,469 22	.....	.....	18,987 28	.....	.....	.....	.....
.....	.....	396 46	365 68	.....	.....	8,271 46	.....	63 72	.....	63 72
.....	.....	134 80	446 82	.....	.....	4,660 90	.....	.....	.....	.....
.....	.....	469 88	1,677 57	.....	.....	7,888 66	.....	.....	231 94	231 94
.....	.....	.....	2,572 07	.....	.....	6,363 84	.....	.....	33 13	33 13
.....	.....	.....	86 44	.....	22 56	981 01	.....	28 25	.....	28 25
.....	.....	.....	86 40	.....	22 56	981 01	.....	28 25	.....	28 25
.....	.....	144 12	131 16	.....	.....	3,542 08	.....	165 75	.....	165 75
.....	.....	87 06	475 99	186 00	5 08	5,417 34	.....	320 03	15 36	335 39
.....	.....	25 17	17 70	.....	.....	819 58	.....	47 84	.....	47 84
.....	.....	.....	111 38	.....	.....	1,725 05	.....	28 73	.....	28 73
.....	.....	43 39	464 99	.....	212 00	1,319 88	.....	.....	2 79	2 79
.....	.....	65 56	20 00	.....	100 00	1,478 00	.....	35 32	.....	35 32
.....	.....	39 99	62 72	.....	.....	1,284 28	.....	147 59	.....	147 59
.....	.....	9,027 11	32,017 86	357 00	1,074 98	177,510 43	11 12	2,602 45	9,907 59	12,521 16

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Apportionment of School Moneys, by Districts, for the County of BUR-

DISTRICTS.	Balance State and County Moneys July 1st, 1902.	Balance District Tax July 1st, 1902.	Balance Received from Other Sources July 1st, 1902.	Amount Apportioned from State Appropriation, Including School Tax and $200,000.	Amount Apportioned from Surplus Revenue.	Amount Apportioned from Balances.	Amount of District Tax Voted for Current Expenses.
Bass River		$1 67		$1,219 30	$71 80		$859 90
Beverly City		70 29		2,951 15	180 46		3,000 00
Beverly Township		34 48	8,978 72	1,283 75	92 91		1,570 00
Bordentown City			29 76	3,896 03	267 18		5,523 89
Bordentown Township		83 08	66 00	242 06	13 77		250 00
Burlington City			274 10	6,679 17	484 31		9,282 39
Burlington Township		37 93	72 58	997 48	64 66		750 00
Chester		20 70		5,411 41	396 64		6,500 00
Chesterfield			26 03	1,477 13	90 84		1,050 00
Cinnaminson		56 30		982 76	59 80		1,985 00
Delran		205 63	112 27	972 87	56 60		550 00
Eastampton		293 39		763 46	53 52		600 00
Evesham			4 03	1,763 93	119 16		1,200 00
Fieldsboro Borough			4 62	581 63	59 47		325 00
Florence		9 90		2,096 35	162 51		1,500 00
Lumberton		429 17	41 45	1,761 13	118 24		1,300 00
Mansfield				1,597 20	130 05		1,200 00
Medford		175 11	4 81	2,287 98	133 58		1,600 00
Mount Laurel	11 12	310 98		1,493 20	96 00		1,000 00
New Hanover		36 50	10 00	1,671 73	88 97		1,150 00
Northampton				5,977 54	451 03		5,801 00
Palmyra		63 72		3,573 36	253 21		2,959 00
Pemberton				2,503 93	164 99		1,920 00
Riverside			231 94	3,016 19	201 73		2,486 00
Riverton Borough			33 13	2,162 67	118 75		1,550 00
Shamong		28 25		684 45	27 65		300 00
Southampton		165 75		2,215 95	136 19		1,325 00
Springfield		320 03	15 36	1,724 67	106 30		1,000 00
Tabernacle		47 84		481 73	26 76		150 00
Washington		28 73		1,338 99	45 51		250 00
Westampton			2 79	437 07	12 14		
Willingboro		35 32		745 29	47 57		700 00
Woodland		147 59		1,096 58	31 62		250 00
	$11 12	$2,602 45	$9,907 59	$66,088 14	$4,363 92		$59,887 18

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LINGTON, State of New Jersey, for the School Year Ending June 30th, 1902.

Amount of District Tax Voted for Purchase of Land.	Amount of District Tax Voted for Building, Enlarging and Repairing School Houses.	Amount of District Tax Voted for Manual Training.	Amount of District Tax Voted for Bonds and Interest.	Total Amount of District Tax Ordered to be Raised.	Amount Received from Temporary Loans.	Amount Received from Sale of Bonds.	Amount Received from Manual Training and Other Sources.	Total Amount Available for School Year Ending June 30th, 1903.
.....	.....	.....	$420 00	$1,279 90	.....	.....	.....	$2,572 67
.....	.....	.....	.....	3,000 00	.....	.....	.....	6,201 90
.....	.....	.....	230 00	1,800 00	.....	.....	.....	12,189 86
.....	.....	.....	.....	5,523 89	.....	.....	.....	9,716 86
.....	.....	.....	.....	250 00	.....	.....	.....	654 91
.....	300 00	.....	1,360 00	10,942 39	.....	.....	.....	18,379 97
.....	.....	.....	.....	750 00	.....	.....	.....	1,922 65
.....	1,400 00	.....	1,400 00	9,300 00	.....	.....	.....	15,128 75
.....	50 00	.....	.....	1,100 00	.....	.....	.....	2,694 00
.....	125 00	.....	330 00	2,440 00	.....	.....	.....	3,538 95
.....	50 00	.....	260 00	860 00	.....	.....	.....	2,207 37
.....	50 00	.....	336 00	986 00	.....	.....	.....	2,096 37
.....	500 00	.....	.....	1,700 00	.....	.....	.....	3,587 12
.....	.....	.....	45 96	370 96	.....	.....	.....	1,016 68
.....	.....	.....	.....	1,500 00	.....	.....	.....	3,768 76
.....	.....	.....	100 00	1,400 00	.....	.....	.....	3,749 99
.....	.....	.....	.....	1,200 00	.....	.....	.....	2,927 25
.....	.....	.....	.....	1,600 00	.....	.....	.....	4,201 48
.....	.....	.....	.....	1,000 00	.....	.....	.....	2,911 30
.....	.....	.....	350 00	1,500 00	.....	.....	.....	3,307 20
.....	200 00	.....	2,312 00	8,313 00	.....	.....	.....	14,741 57
.....	150 00	.....	1,450 00	4,559 00	.....	.....	.....	8,449 29
.....	.....	.....	.....	1,920 00	.....	.....	.....	4,588 92
.....	50 00	.....	830 00	3,366 00	.....	.....	.....	6,815 86
$200 00	400 00	.....	50 00	2,200 00	.....	.....	.....	4,514 55
.....	.....	.....	.....	300 00	.....	.....	.....	1,040 35
.....	.....	.....	25 00	1,350 00	.....	.....	.....	3,867 89
.....	.....	.....	.....	1,000 00	.....	.....	.....	3,166 36
.....	.....	.....	.....	150 00	.....	.....	.....	706 33
.....	75 00	.....	.....	325 00	.....	.....	.....	1,738 23
.....	.....	.....	.....	*	.....	.....	.....	452 00
.....	.....	.....	.....	700 00	.....	.....	.....	1,528 18
.....	.....	.....	.....	250 00	.....	.....	.....	1,525 79
$200 00	$3,350 00	.....	$9,498 96	$72,936 14	.....	.....	.....	$155,909 36

No district tax voted as late as Aug. 27.

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Report of Attendance, by Districts, for the County of BURLINGTON,

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.	Total Number of Cases of Tardiness during the year.	Number of Pupils neither Absent nor Tardy during the year.
Bass River	9	107	78	185		749
Beverly City	10	196	212	408	1	375
Beverly Township	10	123	103	226		653
Bordentown City	10	318	282	600	15	745
Bordentown Township	10	17	9	26		92
Burlington City	10	500	535	1,035	3	2,260
Burlington Township	9	91	73	164		524
Chester	10	365	429	794	13	2,441
Chesterfield	10	134	137	270		615
Cinnaminson	10	96	86	182		450
Delran	9	92	77	169		367
Eastampton	10	69	72	141		299
Evesham	9.3	169	172	341	2	628
Fieldsboro Borough	9	57	62	119	1	95
Florence	9	208	191	399		862
Lumberton	9	150	150	300	8	933
Mansfield	10	138	143	281		278
Medford	9	241	172	413	3	2,626
Mount Laurel	9.1	172	150	322	2	646
New Hanover	9.6	172	153	325		1,048
Northampton	10	408	444	852	6	1,605
Palmyra	10	267	262	529	5	600
Pemberton	9	230	221	451		1,174
Riverside	10	245	205	450		1,269
Riverton Borough	10	138	109	247		929
Shamong	8	46	64	110		581
Southampton	9	215	175	390	5	1,099
Springfield	10	142	144	286		701
Tabernacle	9	42	50	92		507
Washington	7.5	94	78	172		594
Westampton	9	28	14	42		182
Willingboro	9	66	58	124		318
Woodland	6.6	43	46	89	1	79
	9.06	5,379	5,155	10,534	66	25,771

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State of New Jersey for the School Year Ending June 30th, 1902.

Average Number of Cases of Tardiness per Day for each Teacher.	Average Number on Roll.	Average Daily Attendance.	Percentage of Daily Attendance on Average Enrollment.	Number of Pupils Enrolled in Kindergartens.	Number of Pupils Enrolled in Primary Grade.	Number of Pupils Enrolled in Grammar Grade.	Number of Pupils Enrolled in High School Grade.	Number of Classes in School. Grades or years.	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.
.66	125	105	82	.....	89	87	9	.....	.....	1	4	$52 94	$34 41
.22	278	250	89	46	235	114	13	.....	.....	1	9	109 89	49 43
.50	157	136	86	.....	147	67	12	.....	.....	1	4	54 05	40 81
.88	708	641	91	.....	767	279	49	.....	.....	2	22	106 75	49 00
.31	409	347	88	.....	361	193	46	.....	.....	2	12	84 21	44 92
.50	19	17	89	.....	8	13	.....	.....	.....	.....	1	.....	43 43
.75	94	79	86	.....	117	42	5	.....	.....	.....	4	.....	39 41
.75	582	537	92	.....	390	352	52	.....	.....	2	18	105 36	48 71
.28	167	129	80	.....	164	98	8	.....	.....	1	5	38 00	42 53
.55	101	89	87	.....	121	61	.....	.....	.....	.....	4	.....	50 80
.32	101	80	74	.....	126	43	.....	.....	.....	1	3	45 80	37 16
.84	90	81	90	.....	93	41	7	.....	.....	.....	3	.....	41 09
.44	137	166	80	.....	201	120	20	.....	.....	.....	7	.....	42 95
.27	78	68	89	.....	65	54	.....	.....	.....	.....	2	.....	43 15
.46	238	202	85	.....	272	127	.....	.....	.....	1	7	60 81	41 11
.90	183	161	90	.....	188	112	.....	.....	.....	.....	7	.....	40 15
.40	172	153	89	.....	158	117	6	.....	.....	1	5	52 35	37 89
1.09	238	203	86	.....	212	163	38	.....	7	1	7	93 96	40 69
.59	171	151	89	.....	207	115	.....	.....	.....	.....	6	.....	42 35
.66	165	142	85	.....	185	138	2	.....	.....	2	4	37 56	42 16
.40	666	602	90	30	476	298	48	.....	.....	1	20	200 00	46 33
.31	371	336	90	59	251	185	34	.....	.....	1	11	112 36	43 66
.47	254	211	85	.....	298	150	3	.....	.....	3	7	45 88	42 35
.75	306	266	85	.....	313	137	.....	.....	.....	1	9	92 40	38 10
.72	164	150	91	41	74	126	6	.....	.....	.....	7	.....	52 38
1.19	52	38	74	.....	75	35	.....	.....	.....	1	2	36 03	36 06
.80	221	181	82	.....	202	141	47	.....	.....	2	7	44 47	40 00
.60	164	140	85	.....	175	109	2	.....	2	.....	6	.....	41 63
1.45	43	33	77	.....	63	29	.....	.....	.....	1	1	37 06	37 06
.52	89	70	90	.....	128	44	.....	.....	.....	1	5	33 11	32 72
.55	21	16	74	.....	23	19	.....	.....	.....	.....	2	.....	34 81
.90	43	35	81	.....	84	40	.....	.....	.....	1	2	60 81	43 63
.10	52	45	69	.....	69	20	.....	.....	.....	3	2	40 00	32 48
.60	6,714	5,860	85	176	6,277	3,674	407	.....	9	31	215	$70 36	$41 59

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Financial Report by Districts, for the County of CAMDEN,

DISTRICTS.	Amount Due the District, July 1st, 1901, from State and County Funds.	Amount Due the District, July 1st, 1901, from District Tax.	Amount Due the District, July 1st, 1901, from other sources.	Total Amount Due the District, July 1st, 1901.	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	$78,763 62	$192,365 63	$7,235 98	$278,365 23	$170,187 17	$31,086 90	$15,174 29	$15,015 28
Gloucester	4,894 37	6,650 00	2,195 63	13,740 00	9,200 00	1,216 36	629 09	500 08
Merchantville	1,527 26	5,300 51	759 17	7,586 94	3,527 26	581 10	150 00	1,625 00
Haddonfield ...	3,934 99	14,767 35	11,214 28	29,916 62	8,220 00	1,137 41	14,285 33	1,175 00
Chesilhurst ...	288 17	476 99	25	765 41	360 00	48 25	51 70	.....
Pensauken T..	3,211 31	8,954 17	6,829 17	18,994 65	7,000 00	1,332 50	5,810 41	1,364 75
Delaware T....	1,525 30	2,454 84	20 00	4,000 14	2,470 00	229 64	39 85	.....
Haddon T.....	3,321 15	8,088 42	17,211 88	28,621 45	7,557 60	1,477 99	14,882 72	300 50
Centre T.	2,369 28	4,023 65	5,010 00	11,402 93	3,890 00	666 32	102 72	630 00
Gloucester T. .	5,024 18	8,540 06	4,395 22	17,959 46	7,238 34	934 52	2,900 00	492 00
Waterford T. .	2,734 69	4,049 28	2,142 45	8,926 42	4,892 55	899 01	173 12	286 00
Winslow T. ..	2,586 92	3,168 54	2 00	5,752 46	3,636 39	543 81	105 81	.....
Voorhees T. ..	1,019 47	1,000 00	40 63	2,060 10	1,522 50	274 25	103 71	.....
	$121,200 71	$249,834 44	$57,056 66	$428,091 81	$229,701 81	$40,428 06	$54,408 75	$21,394 61

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State of New Jersey, for the School Year Ending June 30th, 1902.

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, 1902.	Balance of District Tax, June 30th, 1902.	Balance of Moneys from other sources, June 30th, 1902.	Total Balance, June 30th, 1902.
.....	$7,314 53	$23,176 06	$10,615 76	.....	.....	$272,569 99	.....	$5,795 24	.....	$5,795 24
.....	.....	1,230 64	963 83	.....	.....	13,740 00	.....	.....	.....	.....
.....	.....	350 00	1,353 58	.....	.....	7,586 94	.....	.....	.....	.....
.....	.....	1,596 69	.....	.....	.....	26 324 43	.....	3,592 19	.....	3,592 19
.....	.....	18 20	43 05	.....	.....	521 20	.....	244 21	.....	244 21
.....	.....	532 94	2,883 41	.....	.....	18.924 01	.....	40 64	30 00	70 64
.....	.....	141 34	172 96	.....	191 20	3,244 99	.....	755 15	.....	755 15
.....	.....	1,008 57	3,101 23	.....	.....	28,334 61	.....	.....	286 84	286 84
.....	.....	197 22	624 18	.....	.....	6,110 44	.....	417 49	4,875 00	5,292 49
.....	.....	466 02	3,488 18	.....	.....	15,519 06	.....	.....	2,440 40	2,440 40
.....	.....	494 84	1,798 76	.....	.....	8,544 28	.....	382 14	.....	382 14
.....	.....	528 62	582 98	.....	.....	5,397 61	.....	354 85	.....	354 85
.....	.....	95 14	64 50	.....	.....	2,060 10	.....	.....	.....	.....
.....	$7,314 53	$29,746 28	$25,692 42	.....	$191 20	$408,877 66	.....	$11,581 91	$7,632 24	$19,214 15

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Apportionment of School Moneys, by Districts, for the County of CAM-

DISTRICTS.	Balance State and County Moneys July 1st, 1902.	Balance District Tax July 1st, 1902.	Balance Received from Other Sources July 1st, 1902.	Amount Apportioned from State Appropriation, Including School Tax and $300,000.	Amount Apportioned from Surplus Revenue.	Amount Apportioned from Balances.	Amount of District Tax Voted for Current Expenses.
Camden City	.....	$5,795 24	.....	$85,594 37	$1,111 99	.....	$176,000 00
Gloucester City	.....	.....	.....	5,023 13	77 62	.....	6,650 00
Merchantville Borough	.....	.....	.....	1,852 72	24 69	.....	4,650 00
Haddonfield Borough	.....	3,592 19	.....	4,238 07	45 69	.....	6,800 00
Chesilhurst Borough	.....	244 21	.....	273 38	4 00	.....	225 00
Pensauken Township	.....	40 64	$30 00	4,037 78	44 04	.....	500 00
Delaware Township	.....	755 15	.....	1,483 75	15 47	.....	1,900 00
Haddon Township	.....	.....	286 84	4,110 05	49 62	.....	6,475 00
Centre Township	.....	417 49	4,875 00	2,313 83	28 02	.....	2,845 00
Gloucester Township	.....	.....	2,440 40	5,327 63	50 57	.....	4,145 00
Waterford Township	.....	382 14	.....	3,118 63	39 18	.....	3,550 00
Winslow Township	.....	354 85	.....	2,508 34	27 72	.....	2,900 00
Voorhees Township	.....	.....	.....	1,003 55	11 10	.....	825 00
	.....	$11,581 91	$7,632 24	$120,855 23	$1,529 71	.....	$217,465 00

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DEN, State of New Jersey for the School Year Ending June 30th, 1902.

Amount of District Tax Voted for Purchase of Land.	Amount of District Tax Voted for Building, Enlarging and Repairing School Houses.	Amount of District Tax Voted for Manual Training.	Amount of District Tax Voted for Bonds and Interest.	Total Amount of District Tax Ordered to be Raised.	Amount Received from Temporary Loans.	Amount Received from Sale of Bonds.	Amount Received from Manual Training and Other Sources.	Total Amount Available for School Year Ending June 30th, 1903.
.....	$14,000 00	$4,500 00	$10,400 00	$204,900 00	.....	.....	.....	$297,401 60
.....	.....	.....	.....	6,650 00	.....	.....	.....	11,750 75
.....	450 00	.....	1,100 00	6,200 00	.....	.....	.....	8,077 41
.....	500 00	.....	1,645 00	8,945 00	.....	.....	.....	16,820 95
.....	25 00	.....	.....	250 00	.....	.....	.....	771 59
.....	850 00	.....	1,580 00	2,930 00	.....	.....	.....	7,052 46
.....	.....	.....	.....	1,900 00	.....	.....	.....	4,154 37
.....	600 00	.....	725 00	7,800 00	.....	.....	.....	12,246 51
.....	150 00	.....	630 00	3,625 00	.....	.....	.....	11,259 34
.....	3,300 00	.....	969 00	8,414 00	.....	.....	.....	16,232 60
.....	250 00	.....	500 00	4,300 00	.....	.....	.....	7,839 95
.....	1,100 00	.....	.....	4,000 00	.....	.....	.....	6,890 91
.....	175 00	.....	.....	1,000 00	.....	.....	.....	2,014 65
.....	$21,400 00	$4,500 00	$17,549 00	$260,914 00	.....	.....	.....	$402,513 09

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Report of Attendance, by Districts, for the County of CAMDEN,

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.
Camden City	10	6,009	6,585	12,594	91	5,887
Gloucester City	10	532	529	1,061	5	6,620
Merchantville Borough	10	161	160	321	4	1,371
Haddonfield Borough	10	261	258	519	42	2,301
Chesilhurst Borough	9	26	32	58	.....	179
Pensauken Township	10	358	277	635	1	1,204
Delaware Township	9.7	115	108	223	.....	731
Haddon Township	10	392	424	816	2	3,660
Centre Township	10	242	216	458	.....	1,848
Gloucester Township	9.44	406	425	831	1	1,614
Waterford Township	9.42	302	282	584	6	1,251
Winslow Township	9	265	235	500	2	1,594
Voorhees Township	9.5	78	81	159	.....	384
	9.90	9,147	9,612	18,759	154	28,644

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State of New Jersey, for the School Year Ending June 30th, 1902.

Average Number of Cases of Tardiness per Day for each Teacher.	Average Number on Roll.	Average Daily Attendance.	Percentage of Daily Attendance on Average Enrollment.	Number of Pupils Enrolled in Kindergartens.	Number of Pupils Enrolled in Primary Grade.	Number of Pupils Enrolled in Grammar Grade.	Number of Pupils Enrolled in High School Grade.	Number of Classes in School. Grades or years.	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.
.108	9,232	8,375	90	109	9,174	2,963	348	.....	.....	14	313	$117 21	$49 95
1.83	640	553	86	.....	685	330	46	.....	.....	1	17	100 00	48 24
1.14	251	232	92	44	149	98	30	.....	.....	1	6	100 00	45 00
.64	402	368	91	.....	255	223	41	.....	.....	2	13	96 25	48 85
1.06	32	27	87	.....	41	17	0	.....	.....	.....	1	.....	40 00
.42	375	324	86	.....	428	203	4	.....	.....	3	13	43 33	43 85
.69	138	120	87	.....	150	68	5	.....	.....	1	5	45 00	42 08
1.27	541	462	85	.....	574	228	14	.....	.....	3	13	73 33	42 68
1.10	268	222	83	.....	269	117	12	.....	.....	3	6	48 66	40 50
.52	454	396	87	.....	531	279	21	.....	.....	1	18	50 00	39 30
.60	357	307	86	.....	352	210	22	.....	.....	.....	12	.....	43 56
1.08	289	241	83	.....	313	180	7	.....	.....	1	9	43 00	40 11
.55	96	82	86	.....	101	51	7	.....	.....	.....	4	.....	40 08
.34	13,075	11,709	89	153	13,022	5,027	557	.....	.....	30	430	$83 49	$48 28

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Financial Report by Districts, for the County of CAPE MAY,

DISTRICTS.	Amount Due the District, July 1st, 1901, from State and County Funds.	Amount Due the District, July 1st, 1901, from District Tax.	Amount Due the District, July 1st, 1901, from other sources.	Total Amount Due the District, July 1st, 1901.	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	$482 10	$614 24	$302 50	$1,398 84	$869 68	$48 55	$60 99	$304 50
Avalon	234 90	468 70	15 37	718 97	270 00	89 05	.....	200 00
Cape May	3,957 24	4,926 31	21,302 08	30,185 63	6,068 75	1,068 23	9,023 93	3,852 50
Dennis Township.	4,790 99	3,999 85	4,580 00	13,370 84	7,210 00	373 78	4,378 47	315 00
Holly Beach	654 69	1,930 16	1,527 00	4,111 85	1,125 00	183 93	459 44	1,150 00
Lower Township	1,492 60	1,936 30	.....	3,428 90	1,912 50	245 76	43 80	242 50
Middle Township	3,144 68	2,912 77	1,799 59	7,857 04	4,779 25	385 52	427 39	.....
Ocean City	1,654 17	4,888 31	53 61	6,596 09	4,031 16	594 92	53 99	.....
Sea Isle City	731 52	1,576 49	.....	2,308 01	1,170 00	263 75	428 25	.....
Upper Township	1,904 83	2,355 33	10 00	4,270 16	2,520 00	208 01	412 85	.....
West Cape May	1,093 45	1,281 22	44 20	2,418 87	1,755 00	200 76	44 12	.....
Wildwood	55 89	1,496 30	7,000 60	8,552 79	450 00	113 65	7,000 00	148 75
	$20,197 06	$28,385 98	$36,634 95	$85,217 99	$32,161 34	$3,775 91	$22,333 23	$6,713 25

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State of New Jersey, for the School Year Ending June 30th, 1902.

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, 1902.	Balance of District Tax, June 30th, 1902.	Balance of Moneys from other sources, June 30th, 1902.	Total Balance, June 30th, 1902.
.....	.....	$46 11	$25 50	.....	.....	$1,354 83	.....	$44 01	.....	$44 01
.....	.....	.....	31 27	.....	.....	590 32	.....	128 65	.....	128 65
.....	285 52	721 44	397 36	.....	.....	21,417 73	60 00	5,457 24	3,250 66	8,767 90
.....	.....	419 92	589 99	.....	.....	13,287 16	.....	50 27	33 41	83 68
.....	.....	105 81	765 14	.....	.....	3,789 32	.....	91 83	230 70	322 53
.....	.....	154 48	106 77	.....	.....	3,205 81	.....	223 09	.....	223 09
.....	104 71	213 49	282 80	44 21	156 10	6,393 47	.....	.....	1,463 57	1,463 57
.....	.....	1,078 32	514 66	.....	.....	6,273 05	.....	323 04	.....	323 04
.....	.....	67 73	66 79	.....	.....	1,996 52	.....	311 49	.....	311 49
.....	.....	120 26	183 03	.....	.....	3,444 15	.....	826 01	.....	826 01
.....	.....	123 23	234 30	.....	.....	2,357 41	.....	61 46	.....	61 46
.....	.....	212 43	405 71	.....	.....	8,330 54	.....	222 25	.....	222 25
.....	$390 23	$3,263 22	$3,602 82	$44 21	$156 10	$72,440 31	$60 00	$7,739 34	$4,978 34	$12,777 68

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Apportionment of School Moneys, by Districts, for the County of CAPE

DISTRICTS.	Balance State and County Moneys July 1st, 1902.	Balance District Tax July 1st, 1902.	Balance Received from Other Sources July 1st, 1902.	Amount Apportioned from State Appropriation, Including School Tax and $200,000.	Amount Apportioned from Surplus Revenue.	Amount Apportioned from Balances.	Amount of District Tax Voted for Current Expenses.
Anglesea	.....	$44 01	.....	$519 14	$11 15	.....	$600 00
Avalon	.....	128 65	.....	234 83	3 26	.....	200 00
Cape May	$60 00	5,457 24	3,250 66	4,537 42	125 19	.....	4,000 00
Dennis Township	.....	50 27	33 41	5,517 80	172 02	.....	4,500 00
Holly Beach	.....	91 83	230 70	893 84	27 51	.....	1,055 00
Lower Township	.....	223 09	.....	1,598 05	55 98	.....	1,225 00
Middle Township	.....	.....	1,463 57	3,686 76	120 44	.....	2,510 24
Ocean Ctiy	.....	323 04	.....	2,192 83	74 22	.....	4,642 95
Sea Isle City	.....	311 49	.....	909 40	28 96	.....	800 00
Upper Township	.....	826 01	.....	2,153 18	70 50	.....	350 00
West Cape May	.....	61 46	.....	1,299 53	46 76	.....	1,165 00
Wildwood	.....	222 25	.....	242 80	4 01	.....	850 00
	$60 00	$7,739 34	$4,978 34	$23,785 58	$740 00	.....	$21,898 19

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MAY, State of New Jersey, for the School Year Ending June 30th, 1902.

Amount of District Tax Voted for Purchase of Land.	Amount of District Tax Voted for Building, Enlarging and Repairing School Houses.	Amount of District Tax Voted for Manual Training.	Amount of District Tax Voted for Bonds and Interest.	Total Amount of District Tax Ordered to be Raised.	Amount Received from Temporary Loans.	Amount Received from Sale of Bonds.	Amount Received from Manual Training and Other Sources.	Total Amount Available for School Year Ending June 30th, 1903.
.....	.....	.....	.....	$600 00	.....	.....	.....	$1,174 30
.....	.....	.....	$200 00	$400 00	.....	.....	.....	766 74
.....	.....	$500 00	3,852 50	8,352 50	.....	.....	.....	21,783 01
.....	.....	.....	813 00	5,313 00	.....	.....	.....	11,086 50
.....	.....	.....	625 00	1,680 00	.....	.....	.....	2,923 88
.....	.....	.....	155 00	1,380 00	.....	.....	.....	3,257 12
.....	.....	.....	232 25	2,742 49	.....	.....	.....	8,013 26
.....	$600 00	.....	.....	5,242 95	.....	.....	.....	7,833 04
.....	.....	.....	.....	800 00	.....	.....	.....	2,049 85
.....	900 00	.....	.....	1,250 00	.....	.....	.....	4,299 69
.....	.....	.....	.....	1,165 00	.....	.....	.....	2,572 75
.....	250 00	.....	300 00	1,400 00	.....	.....	.....	1,869 06
.....	$1,750 00	$500 00	$6,177 75	$30,325 94	.....	.....	.....	$67,629 20

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Report of Attendance, by Districts, for the County of CAPE MAY,

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.
Anglesea	9	28	16	44	.....	141
Avalon	9	6	8	14	.....	77
Cape May	9	220	249	469	5	1,490
Holly Beach	9	68	71	139	.....	390
Dennis Township	9	407	397	804	5	2,750
Lower Township	9	113	121	234	.....	503
Middle Township	9	222	263	485	5	1,510
Ocean City	9	154	166	320	2	907
Sea Isle City	9	53	44	97	.....	412
Upper Township	9	129	117	246	.....	1,200
West Cape May	9	108	86	194	1	386
Wildwood	9	24	27	51	.....	112
	.....	1,532	1,565	3,097	18	9,878

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State of New Jersey, for the School Year Ending June 30th, 1902.

Average Number of Cases of Tardiness per Day for each Teacher.	Average Number on Roll.	Average Daily Attendance.	Percentage of Daily Attendance on Average Enrollment.	Number of Pupils Enrolled in Kindergartens.	Number of Pupils Enrolled in Primary Grade.	Number of Pupils Enrolled in Grammar Grade.	Number of Pupils Enrolled in High School Grade.	Number of Classes in School. Grades or years.	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.
.415	33	27	81.8	.....	14	30	.....	11	.....	1	1	$64 00	$39 60
.427	13	11	84.6	.....	10	3	1	10	.....	1	.....	31 00	.....
.627	341	304	89.1	38	232	151	48	13	.....	4	10	66 40	45 80
.773	79	68	81	.....	87	49	3	12	.....	1	2	52 80	39 60
.70	570	478	83.9	80	470	230	24	98	.....	6	13	52 80	44 00
.51	133	107	80.4	.....	113	114	7	10	.....	4	1	44 60	44 60
.69	287	249	87.	.....	261	191	33	12	.....	6	6	59 60	34 00
5.21	210	197	93.8	.....	191	86	43	11	.....	1	6	130 00	53 20
.79	61	53	87.	.....	67	29	1	11	.....	1	2	63 40	36 80
.90	165	143	86.6	.....	117	122	7	11	.....	3	4	44 00	40 80
.56	131	115	88.	.....	92	99	3	11	.....	2	2	63 40	39 40
1.5	29	26	89.	2	28	20	1	9	.....	.....	1	.....	52 80
1.09	2,052	1,778	86.6	120	1,682	1,124	171	13	.....	30	48	56 20	43 48

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Financial Report by Districts, for the County of CUMBERLAND,

DISTRICTS.	Amount Due the District, July 1st, 1901, from State and County Funds.	Amount Due the District, July 1st, 1901, from District Tax.	Amount Due the District, July 1st, 1901, from other sources.	Total Amount Due the District, July 1st, 1901.	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	$3,515 30	$3,212 76	$49 83	$6,777 89	$4,498 31	$303 25	$414 21	$345 00
Downe	2,287 51	2,220 57	.....	4,508 08	3,222 00	433 86	.....	155 70
Commercial	3,030 37	3,565 00	437 50	7,032 87	5,333 00	585 92	305 81	.....
Fairfield	1,727 53	1,664 89	1,100 00	4,492 42	2,790 00	368 81	129 22	726 20
Lawrence	2,531 48	3,119 64	20 16	5,671 28	3,486 01	452 29	124 06	.....
Greenwich	1,550 76	5,463 53	81 41	7,095 70	2,410 00	453 07	1,477 75	2,069 50
Hopewell	2,462 89	2,420 00	208 94	5,091 83	3,750 00	281 00	233 37	212 02
Landis	9,812 23	19,846 71	8,568 76	38,227 70	16,103 20	2,451 84	477 92	9,866 72
Maurice River	2,507 84	3,183 24	37 32	5,728 40	3,965 00	190 39	.....	630 00
Stow Creek	747 17	1,109 72	179 81	2,036 70	974 97	118 04	53 89	.....
City of Bridgeton	12,912 38	22,756 62	82 24	35,751 24	21,680 50	3,518 61	5,938 77	.....
City of Millville	12,133 09	15,951 91	1,284 23	29,369 23	21,441 00	2,863 21	1,412 55	.....
Totals	$55,218 55	$84,514 59	$12,050 20	$151,783 34	$89,653 99	$12,026 29	$10,567 55	$14,005 14

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State of New Jersey, for the School Year Ending June 30th, 1902.

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, 1902.	Balance of District Tax, June 30th, 1902.	Balance of Moneys from other sources, June 30th, 1902.	Total Balance, June 30th, 1902.
.....	.....	$529 01	$439 39	$27 50	.....	$6,556 67	.....	$209 72	$11 50	$221 22
.....	.....	366 18	320 89	.....	.....	4,498 63	.....	9 45	.....	9 45
.....	.....	291 63	459 31	.....	.....	6,975 67	.....	.....	57 20	57 20
.....	.....	273 14	147 73	.....	.....	4,435 10	.....	57 32	.....	57 32
.....	.....	368 57	605 91	.....	.....	5,036 84	.....	633 93	51	634 44
.....	.....	223 30	422 28	.....	.....	7,055 90	.....	39 80	.....	39 80
.....	983 01	1,641 80	2,099 86	.....	$55 00	33,679 35	.....	3,453 34	1,095 01	4,548 35
.....	.....	333 13	261 62	20 69	.....	5,091 83	.....	.....	.....	.....
.....	.....	441 76	431 77	.....	.....	5,658 92	.....	6,948 00	.....	6,948 00
.....	.....	136 91	50 00	.....	.....	1,333 81	.....	622 89	80 00	702 89
.....	.....	2,208 75	1,156 27	.....	.....	24,502 90	.....	1,171 80	76 54	1,248 34
.....	.....	1,547 32	304 36	.....	.....	27,568 44	.....	1,768 97	32 12	1,800 79
.....	$983 01	$8,361 50	$6,699 39	$48 19	$55 00	$142,394 06	.....	$8,036 40	$1,352 88	$9,389 28

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Apportionment of School Moneys, by Districts, for the County of CUMBER-

DISTRICTS.	Balance State and County Moneys July 1st, 1902.	Balance District Tax July 1st, 1902.	Balance Received from Other Sources July 1st, 1902.	Amount Apportioned from State Appropriation, Including School Tax and $200,000.	Amount Apportioned from Surplus Revenue.	Amount Apportioned from Balances.	Amount of District Tax Voted for Current Expenses.
Deerfield		$209 72	$11 50	$3,489 92	$98 55		$2,717 00
Downe		9 45		2,308 38	62 07		1,975 00
Commercial			57 20	3,137 23	108 07		3,310 00
Fairfield		57 32		1,674 04	55 15		1,500 00
Lawrence		633 93	51	2,098 35	60 04		1,800 00
Greenwich		39 80		1,573 15	42 90		2,250 00
Hopewell				2,543 64	69 15		2,260 00
Landis		3,453 34	1,095 01	10,294 90	308 69		13,700 00
Maurice River		69 48		2,522 89	64 97		2,400 00
Stow Creek		622 89	80 00	689 76	13 10		700 00
City of Bridgeton		1,171 80	76 54	12,902 41	463 03		19,184 56
City of Millville		1,768 67	32 12	12,625 58	415 41		13,559 01
Totals		$8,036 40	$1,352 88	$55,860 25	$1,766 13		$65,355 57

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LAND, State of New Jersey, for the School Year Ending June 30th, 1902.

Amount of District Tax Voted for Purchase of Land.	Amount of District Tax Voted for Building, Enlarging and Repairing School Houses.	Amount of District Tax Voted for Manual Training.	Amount of District Tax Voted for Bonds and Interest.	Total Amount of District Tax Ordered to be Raised.	Amount Received from Temporary Loans.	Amount Received from Sale of Bonds.	Amount Received from Manual Training and Other Sources.	Total Amount Available for School Year Ending June 30th, 1903.
.....	$400 00	.....	$350 00	$3,467 00	.....	.....	.....	$7,276 69
.....	100 00	.....	.....	2,075 00	.....	.....	.....	4,454 90
.....	250 00	.....	.....	3,560 00	.....	.....	.....	6,862 50
.....	100 00	.....	.....	1,600 00	$1,000 00	.....	.....	4,386 51
.....	400 00	.....	.....	2,200 00	.....	.....	.....	4,992 83
.....	100 00	.....	.....	2,350 00	.....	.....	.....	4,005 85
.....	200 00	.....	.....	2,460 00	.....	.....	.....	5,072 79
.....	600 00	500 00	3,400 00	18,200 00	.....	.....	.....	33,351 94
.....	100 00	.....	630 00	3,130 00	.....	.....	.....	5,787 34
.....	75 00	.....	.....	775 00	.....	.....	.....	2,185 75
.....	1,000 00	.....	.....	20,184 56	.....	.....	.....	34,798 34
.....	1,500 00	.....	.....	15,059 01	.....	.....	.....	29,900 79
.....	$4,825 00	$500 00	$4,380 00	$75,060 57	$1,000 00	.....	.....	$143,076 23

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Report of Attendance, by Districts, for the County of **CUMBERLAND,**

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.
Deerfield	9	432	403	835	2	3,705
Downe	9	229	212	441	7	3,100
Commercial	9	344	336	680	10	1,044
Fairfield	9	179	200	379	5	746
Laurence	9	189	150	339	2	527
Greenwich	9	147	156	303	0	719
Hopewell	9	262	223	485	0	2,541
Landis	9	970	977	1,947	26	4,734
Maurice River	9	246	218	464	0	1,739
Stow Creek	9	101	75	176	0	1,212
City of Bridgeton	10	1,273	1,332	2,605	17	5,323
City of Millville	10	1,037	1,158	2,195	18	5,689
Totals		5,409	5,440	10,849	87	31,079

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State of New Jersey, for the School Year Ending June 30th, 1902.

Average Number of Cases of Tardiness per Day for each Teacher.	Average Number on Roll.	Average Daily Attendance.	Percentage of Daily Attendance on Average Enrollment.	Number of Pupils Enrolled in Kindergartens.	Number of Pupils Enrolled in Primary Grade.	Number of Pupils Enrolled in Grammar Grade.	Number of Pupils Enrolled in High School Grade.	Number of Classes in School. Grades or years.	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.
1.04	482	406	84	22	557	228	28	60	0	4	11	$35 00	$29 95
1.82	284	234	82	18	212	142	69	50	0	5	5	42 80	28 80
.47	477	426	89	0	475	183	22	46	0	5	8	55 00	40 00
.62	222	197	89	0	229	128	22	35	0	2	5	62 50	37 00
.34	229	203	89	0	217	83	39	38	0	1	7	100 00	35 84
.70	181	155	86	7	191	98	7	42	0	1	5	50 00	39 00
1.36	285	245	86	36	279	140	30	60	0	4	7	40 70	36 27
.69	1,462	1,320	90	0	1,277	546	124	130	0	2	38	69 72	40 67
.93	297	247	83	0	291	164	9	105	0	4	7	47 64	35 73
2.32	97	81	84	0	96	70	10	25	0	2	1	36 11	36 11
.57	1,897	1,705	89	0	1,601	639	315	95	0	2	48	77 50	41 61
.60	1,603	1,472	92	0	1,414	632	149	112	0	5	45	67 92	37 27
.77	7,516	6,691	89	83	6,839	3,103	824	798	0	37	188	$53 34	$43 72

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Financial Report by Districts, for the County of ESSEX, State

DISTRICTS	Amount Due the District, July 1st, 1901, from State and County Funds	Amount Due the District, July 1st, 1901, from District Tax.	Amount Due the District, July 1st, 1901, from other sources.	Total Amount Due the District, July 1st, 1901.	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	$10,257 49	$14,237 27	$136 00	$ 24,630 76	$14,425 00	$1,800 00	$506 98	$3,738 00
Bloomfield	19,127 76	50,600 00	780 30	70,508 06	37,640 61	7,064 07	3,228 62	9,100 00
Caldwell Borough.	3,023 21	4,161 10	11 75	7,196 06	5,525 00	446 90	222 71	.....
Caldwell Township	1,282 18	1,278 07	15 56	2,576 81	1,500 00	211 41	147 06	.....
E. Orange	36,496 61	101,303 39	10,430 29	148,230 29	88,154 32	11,246 45	8,354 85	19,948 50
Glen R'ge	3,393 95	12,254 98	7,332 22	22,981 15	8,000 00	1,899 36	6,670 13	3,200 00
Irvington	9,803 83	13,928 39	20,324 51	44,056 73	16,160 00	2,367 05	17,571 58	1,862 50
Livingston	2,801 42	2,555 59	819 44	6,176 45	4,350 00	379 95	631 60	24 73
Millburn ..	5,564 14	9,518 26	2,117 65	17,200 05	9,025 00	1,409 45	1,153 80	3,860 00
Montclair	29,308 95	92,030 86	7,101 04	128,740 85	71,513 83	10,037 22	7,389 97	16,880 00
Nutley ..	8,382 26	17,880 23	29,430 81	55,693 30	14,080 50	2,678 60	30,130 05	5,479 00
Orange ..	38,557 33	49,205 00	1,529 97	89,292 30	56,159 96	6,023 95	4,857 73	9,955 00
S. Orange	9,403 30	27,225 58	4,134 88	40,763 76	19,798 00	2,298 74	1,483 25	2,050 00
Vailsburg	5,385 07	7,631 48	30 00	13,046 55	8,055 50	1,274 52	741 26	1,675 00
Verona ...	3,154 27	4,317 13	40 00	7,511 40	5,325 00	538 19	338 05	500 00
W. Orange	13,207 10	32,219 12	913 41	46,339 63	25,511 67	5,144 11	2,589 68	5,545 00
Newark ..	377,086 00	552,500 00	25,811 99	955,397 99	666,417 61	80,359 53	56,691 26	.....
	$576,234 87	$992,846 45	$111,260 82	$1,680,342 14	$1,051,642 00	$135,179 50	$142,708 58	$83,817 73

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of New Jersey, for the School Year Ending June 30th, 1902.

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, 1902.	Balance of District Tax, June 30th, 1902.	Balance of Moneys from other sources, June 30th, 1902.	Total Balance, June 30th, 1902.
.....	.....	$1,154 52	$2,024 36	.....	.....	$23,648 86	.....	$845 90	$136 00	$981 90
.....	.....	6,274 16	2,970 39	250 00	.....	66,527 85	.....	3,524 91	455 30	3,980 21
.....	.....	373 72	279 27	.....	.....	6,847 60	.....	348 46	.....	348 46
.....	.....	145 77	100 42	.....	.....	2,104 66	.....	469 01	3 14	472 15
.....	4,558 69	5,857 83	5,783 12	.....	.....	143,903 76	.....	1,132 56	3,193 97	4,326 53
.....	816 51	469 67	1,796 38	.....	.....	22,852 05	.....	129 10	.....	129 10
.....	.....	1,739 23	2,468 73	.....	.....	42,169 09	.....	785 77	1,101 87	1,887 64
.....	.....	273 81	215 12	193 00	.....	6,068 21	.....	108 24	.....	108 24
.....	.....	833 54	768 11	102 00	.....	17,151 90	.....	48 15	.....	48 15
.....	7,560 51	2,161 99	9,861 85	.....	.....	125,405 37	.....	3,335 48	.....	3,335 48
.....	.....	1,334 01	1,870 71	.....	.....	55,572 87	.....	78 98	41 45	120 43
.....	3,811 19	2,609 58	4,893 54	.....	.....	88,310 95	.....	.....	981 35	981 35
.....	2,315 50	2,272 13	1,763 00	.....	.....	31,980 62	.....	7,726 76	1,056 38	8,783 14
.....	.....	627 84	457 67	.....	.....	12,831 79	.....	184 76	30 00	214 76
.....	.....	564 81	212 26	.....	.....	7,478 31	.....	33 09	.....	33 09
.....	.....	2,226 86	2,392 40	1,050 00	.....	44,459 72	.....	1,879 91	.....	1,879 91
.....	12,839 71	35,891 53	79,187 19	.....	.....	931,386 83	.....	24,011 16	.....	24,011 16
.....	$31,902 11	$64,811 00	$117,044 52	$1,595 00	.....	$1,628,700 44	.....	$44,642 24	$6,999 46	$51,641 70

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Apportionment of School Moneys, by Districts, for the County of ESSEX.

DISTRICTS.	Balance State and County Moneys July 1st, 1902.	Balance District Tax July 1st, 1902.	Balance Received from Other Sources July 1st, 1902.	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	.....	$845 90	$136 00	$10,219 32	.....	.....	$8,850 00
Bloomfield	.....	3,524 91	455 30	23,189 65	.....	.....	33,500 00
Caldwell Borough	.....	348 46	.....	3,764 25	.....	.....	4,000 00
Caldwell Township	.....	469 01	3 14	1,398 55	.....	.....	750 00
East Orange	.....	1,132 56	3,193 97	46,820 96	.....	.....	68,179 04
Glen Ridge	.....	129 10	.....	4,650 26	.....	.....	10,000 00
Irvington	.....	785 77	1,101 87	12,239 81	.....	.....	12,110 00
Livingston	.....	108 24	.....	3,441 97	.....	.....	3,050 00
Milburn	.....	48 15	.....	5,932 22	.....	.....	7,520 00
Montclair	.....	3,335 48	.....	34,185 66	.....	.....	62,314 34
Nutley	.....	78 98	41 45	8,733 55	.....	.....	10,600 00
Orange	.....	.....	981 35	37,175 27	.....	.....	40,000 00
South Orange	.....	7,726 76	1,056 38	10,086 45	.....	.....	15,000 00
Vailsburgh	.....	184 76	30 00	6,431 98	.....	.....	6,075 00
Verona	.....	33 09	.....	3,854 56	.....	.....	3,700 00
West Orange	.....	1,879 91	.....	16,459 51	.....	.....	23,500 00
Newark	.....	24,011 16	.....	415,502 79	.....	.....	545,000 00
	.....	$44,642 24	$6,999 46	$644,086 76	.....	.....	$854,148 38

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State of New Jersey, for the School Year Ending June 30th, 1902.

Amount of District Tax Voted for Purchase of Land.	Amount of District Tax Voted for Building, Enlarging and Repairing School Houses.	Amount of District Tax Voted for Manual Training.	Amount of District Tax Voted for Bonds and Interest.	Total Amount of District Tax Ordered to be Raised.	Amount Received from Temporary Loans.	Amount Received from Sale of Bonds.	Amount Received from Manual Training and Other Sources.	Total Amount Available for School Year Ending June 30th, 1903.
.....	$600 00	.....	$3,833 00	$13,283 00	.....	.....	.....	$24,484 22
.....	.....	.....	8,960 00	42,460 00	.....	.....	.....	69,629 86
.....	1,500 00	.....	.....	5,500 00	.....	.....	.....	9,612 71
.....	200 00	.....	.....	950 00	.....	.....	.....	2,820 70
.....	7,000 00	2,500 00	25,317 50	102,996 54	.....	.....	2,500 00	156,644 03
.....	.....	500 00	3,620 00	14,120 00	.....	.....	500 00	19,399 36
.....	1,500 00	.....	3,535 00	17,145 00	.....	.....	.....	31,272 45
.....	250 00	.....	.....	3,300 00	.....	.....	.....	6,850 21
.....	.....	.....	3,660 00	11,180 00	.....	.....	.....	17,160 37
$6,500 00	8,500 00	4,250 00	18,542 50	100,106 84	.....	.....	4,250 00	141,877 98
.....	1,150 00	.....	3,088 00	14,838 00	.....	.....	.....	23,691 98
11,000 00	31,000 00	2,125 00	11,410 00	95,535 00	.....	.....	2,125 00	135,816 62
.....	.....	1,000 00	3,260 00	19,260 00	.....	.....	1,000 00	39,129 59
.....	.....	.....	1,625 00	7,700 00	.....	.....	.....	14,346 74
.....	500 00	.....	.....	4,200 00	.....	.....	.....	8,087 65
.....	2,500 00	1,000 00	5,455 00	32,455 00	.....	.....	1,000 00	51,794 42
.....	.....	5,000 00	.....	550,000 00	.....	.....	5,000 00	994,513 95
17,500 00	$54,700 00	$16,375 00	$92,306 00	$1,035,029 38	.....	.....	$16,375 00	$1,747,132 84

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Report of Attendance, by Districts, for the County of ESSEX,

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.
Belleville	10	540	512	1,052	6	2,410
Bloomfield	10	955	981	1,936	14	6,363
Caldwell Borough	10	165	163	328	10	888
Caldwell Township	10	106	71	177	1	531
East Orange	10	2,026	2,143	4,169	57	1,139
Glen Ridge	10	168	182	350	3	827
Irvington	10	576	605	1,181	31	594
Livingston	10	133	130	263	2	946
Milburn	10	228	222	450	2	1,479
Montclair	10	1,438	1,401	2,839	56	6,766
Nutley	10	416	400	816	17	1,094
Orange	10	1,868	1,848	3,716	42	2,223
South Orange	10	417	383	800	29	830
Vailsburg	10	312	293	605	13	647
Verona	10	191	192	383	8	706
West Orange	10	727	705	1,432	23	1,983
Newark	10	20,054	20,565	40,619	746	22,266
	10	30,320	30,796	61,116	1,060	51,692

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State of New Jersey, for the School Year Ending June 30th, 1902.

Average Number of Cases of Tardiness per Day for each Teacher.	Average Number on Roll.	Average Daily Attendance.	Percentage of Daily Attendance on Average Enrollment.	Number of Pupils Enrolled in Kindergartens.	Number of Pupils Enrolled in Primary Grade.	Number of Pupils Enrolled in Grammar Grade.	Number of Pupils Enrolled in High School Grade.	Number of Classes in School. Grades or years.	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.
.62	753	665	88	85	664	255	48	30	.....	1	23	$160 00	$55 32
.70	1,461	1,343	91	342	995	477	122	57	8	9	51	90 55	56 27
.60	264	253	95	51	157	77	43	16	.....	1	8	130 00	50 31
.96	106	93	87	0	119	58	0	24	.....	3	0	50 00	.....
.07	3,296	3,066	93	439	2,112	1,138	480	94	.....	13	104	183 07	65 10
.35	277	254	91	64	188	72	26	13	.....	1	12	140 00	59 16
.12	935	853	91	0	764	370	47	32	.....	2	24	135 00	56 25
.55	201	174	86	0	134	94	35	35	5	2	7	60 00	45 00
.55	201	174	86	0	134	94	35	35	5	7	7	60 00	45 00
.60	321	298	92	42	224	149	35	32	.....	1	14	150 00	53 57
.54	2,279	2,146	94	405	1,375	738	321	80	.....	11	86	106 06	69 41
.29	567	505	89	122	478	180	36	23	.....	2	21	115 00	54 76
.14	2,753	2,533	91	535	2,225	754	202	70	.....	9	80	126 77	56 98
.24	634	593	93	53	337	295	115	38	.....	6	22	115 83	64 69
.28	456	424	94	80	329	196	0	10	.....	1	14	150 00	44 46
.42	272	241	88	0	264	89	30	21	.....	2	7	92 50	49 64
.28	993	909	91	197	794	381	60	50	32	4	39	100 00	55 64
.14	32,831	29,764	90	6,638	24,261	8,360	1,360	819	.....	119	890	101 45	61 99
.34	48,399	44,114	91	9,053	35,420	13,683	2,960	1,450	45	187	1,402	$108 90	$61 16

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Financial Report by Districts, for the County of GLOUCESTER,

DISTRICTS.	Amount Due the District, July 1st, 1901, from State and County Funds.	Amount Due the District, July 1st, 1901, from District Tax.	Amount Due the District, July 1st, 1901, from other sources.	Total Amount Due the District, July 1st, 1901.	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.
Clayton	$2,606 76	$2,292 45	$533 40	$5,432 61	$3,882 50	$519 21	$164 57	$405 00
Deptford	2,490 66	4,700 73	21 00	7,212 39	4,494 75	614 05	194 40	1,000 00
East Greenwich	1,219 69	1,652 01	.....	2,871 70	1,800 00	89 67	22 33	.....
Elk	1,219 69	1,074 86	40 00	2,334 55	1,305 00	98 92	.....	.....
Franklin	3,395 56	3,227 07	43 31	6,665 94	4,059 00	208 93	164 44	73 50
Glassboro	3,793 05	3,654 89	2,256 23	9,704 17	4,890 75	610 25	620 44	1,400 00
Greenwich	2,648 23	3,995 71	.....	6,643 94	3,780 00	651 55	.....	726 00
Harrison	2,660 92	2,357 85	855 92	5,874 69	4,127 75	415 55	345 54	9 08
Logan	1,910 01	3,188 85	199 40	5,298 26	2,902 50	378 97	.....	1,025 00
Mantua	2,737 80	2,711 93	.....	5,449 73	4,435 00	282 96	126 53	.....
Munroe	3,226 90	3,545 74	2,901 40	9,674 04	5,809 15	575 00	1,210 00	9,000 00
South Harrison	1,256 24	1,539 53	815 51	3,611 28	1,670 00	66 92	52 42	580 00
Washington	1,697 75	1,396 26	20 00	3,114 01	2,142 00	244 98	18 20	.....
Wenonah	992 92	2,136 34	596 04	3,725 30	1,822 00	254 00	.....	506 25
West Deptford	1,830 28	4,329 46	51 00	6,210 74	3,230 00	370 13	250 00	537 50
Woodbury	6,139 84	10,173 49	407 78	16,721 11	10,502 00	1,720 79	535 63	1,657 50
Woolwich	2,445 76	2,512 16	564 32	5,522 24	3,541 00	529 51	169 31	47 00
	$42,272 06	$54,489 33	$9,305 31	$106,066 70	$64,393 40	$7,731 39	$3,873 81	$8,866 83

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State of New Jersey, for the School Year Ending June 30th, 1902.

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, 1902.	Balance of District Tax, June 30th, 1902.	Balance of Moneys from other sources, June 30th, 1902.	Total Balance, June 30th, 1902.
.....	.....	$356 18	$59 75	.....	.....	$5,387 21	.....	.....	$45 40	$45 40
.....	.....	487 84	398 40	.....	.....	7,189 94	.....	22 45	.....	22 45
.....	.....	112 63	285 54	.....	.....	2,310 17	.....	561 53	.....	561 53
.....	.....	124 80	106 24	.....	.....	1,634 96	.....	699 59	.....	699 59
.....	.....	473 42	1,331 29	229 50	43 40	6,583 48	1 56	77 31	3 59	82 46
.....	.....	498 71	1,563 70	.....	.....	9,583 85	.....	120 32	.....	120 32
.....	.....	386 73	539 91	.....	.....	6,084 19	.....	559 75	.....	559 75
.....	.....	266 20	616 44	.....	.....	5,780 56	.....	.....	94 13	44 13
.....	.....	447 73	513 63	.....	.....	5,267 83	.....	30 43	.....	30 43
.....	.....	275 27	191 70	.....	.....	5,311 46	.....	138 27	.....	138 27
.....	.....	275 00	605 28	.....	.....	9,374 43	.....	299 61	.....	299 61
.....	.....	146 05	991 78	.....	.....	3,607 17	.....	.....	4 11	4 11
.....	.....	292 72	165 37	.....	.....	2,863 27	.....	250 74	.....	250 74
.....	.....	163 92	68 65	.....	.....	2,814 82	.....	383 09	527 39	910 48
.....	.....	301 00	590 93	.....	.....	5,279 56	.....	931 18	.....	931 18
.....	.....	895 75	510 87	.....	.....	15,822 64	.....	872 64	25 93	898 57
.....	.....	224 78	855 43	.....	.....	5,367 03	3 01	48 04	104 16	155 21
.....	.....	$5,728 73	$9,395 41	$229 50	$43 40	$100,262 47	$4 57	$4,994 95	$804 71	$5,804 23

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Apportionment of School Moneys, by Districts, for the County of GLOUCES-

DISTRICT.	Balance State and County Moneys July 1st, 1902.	Balance District Tax July 1st, 1902.	Balance Received from Other Sources July 1st, 1902.	Amount Apportioned from State Appropriation, Including School Tax and $200,000.	Amount Apportioned from Surplus Revenue.	Amount Apportioned from Balances.	Amount of District Tax Voted for Current Expenses.
Clayton			$45 40	$2,526 45	$128 99		$2,200 00
Deptford		22 45		2,714 81	120 30		3,050 00
East Greenwich		561 53		1,046 33	41 46		1,150 00
Elk		699 59		1,063 56	44 36		550 00
Franklin	$1 56	77 31	3 59	3,232 26	106 41		1,600 00
Glassboro		120 32		3,601 22	161 77		2,440 00
Greenwich		559 75		2,604 10	135 33		2,675 00
Harrison			94 13	2,826 45	105 43		1,750 00
Logan		30 43		1,876 56	66 74		1,950 00
Mantua		138 27		2,683 82	115 09		2,800 00
Monroe		299 61		3,878 49	134 38		2,985 00
South Harrison			4 11	1,262 25	44 14		870 00
Washington		250 74		1,577 59	63 55		1,000 00
Wenonah		383 09	527 39	1,078 44	46 86		1,800 00
West Deptford		931 18		2,141 02	91 05		2,705 00
Woodbury		872 64	25 93	6,448 48	284 16		7,720 00
Woolwich	3 01	48 04	104 16	2,801 84	121 48		1,785 00
	$4 57	$4,994 95	$804 71	$43,363 67	$1,811 50		$39,030 00

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TER, State of New Jersey, for the School Year Ending June 30th, 1902.

Amount of District Tax Voted for Purchase of Land.	Amount of District Tax Voted for Building, Enlarging and Repairing School Houses.	Amount of District Tax Voted for Manual Training.	Amount of District Tax Voted for Bonds and Interest.	Total Amount of District Tax Ordered to be Raised.	Amount Received from Temporary Loans.	Amount Received from Sale of Bonds.	Amount Received from Manual Training and Other Sources.	Total Amount Available for School Year Ending June 30th, 1903.
.....	.....	.....	.....	$2,200 00	.....	.....	.....	$4,900 84
.....	250 00	.....	.....	3,300 00	.....	.....	.....	6,157 56
.....	.....	.....	.....	1,150 00	.....	.....	.....	2,799 32
.....	.....	.....	.....	550 00	.....	.....	.....	2,357 51
.....	200 00	.....	150 00	1,950 00	.....	.....	.....	5,371 13
.....	50 00	.....	1,350 00	3,840 00	.....	.....	.....	7,723 31
.....	.....	.....	726 00	3,401 00	.....	.....	.....	6,700 18
.....	350 00	.....	.....	2,100 00	.....	.....	.....	5,126 01
.....	.....	.....	1,050 00	3,000 00	.....	.....	.....	4,973 73
.....	.....	.....	.....	2,800 00	.....	.....	.....	5,737 18
.....	600 00	.....	832 00	4,417 00	.....	.....	.....	8,729 48
.....	100 00	.....	530 00	1,500 00	.....	.....	.....	2,810 50
.....	.....	.....	.....	1,000 00	.....	.....	.....	2,891 88
.....	.....	.....	500 00	2,300 00	.....	.....	.....	4,335 78
.....	250 00	.....	600 00	3,555 00	.....	.....	.....	6,718 25
.....	600 00	.....	1,680 00	10,000 00	.....	.....	.....	17,631 21
$100 00	575 00	.....	40 00	2,500 00	.....	.....	.....	5,578 53
$100 00	$2,975 00	.....	$7,458 00	$49,563 00	.....	.....	.....	$100,542 40

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Report of Attendance, by Districts, for the County of GLOUCESTER,

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.
Clayton	10	284	196	480	1	863
Deptford	10	235	251	486	.....	1,226
East Greenwich	9	94	86	180	2	687
Elk	9	94	78	172	.....	434
Franklin	9	231	273	504	2	1,763
Glassboro	10	246	300	546	1	619
Greenwich	9	257	247	504	.....	2,267
Harrison	9.5	203	212	415	1	1,164
Logan	9	186	250	336	1	1,074
Mantna	10	201	221	422	3	729
Monroe	9.5	314	282	596	.....	1,893
South Harrison	9	72	276	148	.....	400
Washington	9	129	132	261	.....	701
Wenonah	10	65	75	140	.....	570
West Deptford	10	185	198	383	.....	1,832
Woodbury	10	474	433	907	3	2,870
Woolwich	9	273	224	497	9	1,180
	9.47	3,543	3,434	6,977	23	20,272

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State of New Jersey for the School Year Ending June 30th, 1902.

Average Number of Cases of Tardiness per Day for each Teacher.	Average Number on Roll.	Average Daily Attendance.	Percentage of Daily Attendance on Average Enrollment.	Number of Pupils Enrolled in Kindergartens.	Number of Pupils Enrolled in Primary Grade.	Number of Pupils Enrolled in Grammar Grade.	Number of Pupils Enrolled in High School Grade.	Number of 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.
.46	290	253	87.24	.....	309	107	4	214	.....	2	8	$66 00	$36 57
.43	295	255	86.44	.....	281	202	3	237	.....	4	6	59 14	41 12
1.02	123	112	91.05	.....	118	62	.....	99	.....	1	3	64 03	49 80
.63	105	90	85.71	.....	93	79	.....	87	.....	1	3	36 63	38 37
.86	303	250	82.5	.....	378	124	2	301	4	4	8	45 78	36 44
.27	355	326	90.87	.....	374	167	5	84	.....	2	11	66 00	38 87
1.46	345	309	89.56	.....	267	237	.....	139	.....	1	8	83 96	44 60
.6	326	199	88.05	.....	215	196	4	240	.....	2	9	53 67	39 93
.78	167	147	88.02	.....	250	86	.....	178	.....	2	6	68 08	34 21
.4	263	238	90 49	.....	305	114	3	215	.....	1	9	72 22	46 29
.83	388	323	85.76	.....	501	89	6	150	.....	3	11	62 68	43 09
.48	112	101	90.17	.....	80	62	.....	130	.....	2	3	45 54	33 62
.68	158	140	86.06	.....	172	89	.....	147	.....	3	3	42 11	41 40
.79	108	100	42.54	.....	97	38	5	65	.....	1	3	77 77	44 44
1.24	226	192	84.46	.....	266	117	.....	170	.....	1	7	57 06	43 86
.77	663	600	90.49	.....	574	287	46	239	.....	2	21	97 30	44 79
.63	306	280	91.05	.....	362	129	6	161	.....	1	10	38 12	39 02
.66	4,433	3,915	88.31	.....	4,708	2,185	84	2,856	4	34	129	$59 30	$40 94

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Financial Report by Districts, for the County of HUDSON,

DISTRICTS	Amount Due the District, July 1st, 1901, from State and County Funds.	Amount Due the District, July 1st, 1901, from District Tax.	Amount Due the District, July 1st, 1901, from other sources.	Total Amount Due the District, July 1st, 1901.	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.
Bayonne ..	$51,976 02	$85,000 00	$27,335 83	$164,311 85	$98,744 80	$16,772 29	$28,815 80	.....
E. Newark	3,461 21	9,773 67	1,830 08	15,064 96	5,000 00	1,100 00	461 50	$4,533 44
Guttenberg.	6,198 79	4,075 00	7,193 38	17,467 17	6,458 00	1,247 20	952 03	7,233 38
Harrison ..	10,694 98	20,099 84	110 00	30,904 82	13,705 01	2,103 95	971 32	11,340 00
Hoboken ..	74,333 65	105,562 52	5,802 77	185,698 94	135,096 02	18,687 11	4,554 39	.....
Jersey City	235,160 98	573,913 45	217,698 58	1028,773 01	423,712 68	43,958 17	172,305 71	22,255 00
Kearny ...	15,015 51	39,263 23	24,917 97	79,196 71	28,063 00	5,098 42	1,911 07	10,725 00
N. Bergen.	13,306 90	27,493 09	41,563 18	82,363 17	19,076 50	3,500 00	1,500 00	3,895 00
Secaucus .	2,768 47	2,750 00	1,530 12	7,048 59	3,850 00	293 45	62 95	1,105 00
T. of Union	20,718 97	30,509 15	2,329 77	53,557 89	34,196 64	4,951 15	833 32	5,100 00
Weehawken	6,028 02	38,906 50	70,738 10	115,672 62	16,587 03	4,512 09	61,070 96	6,020 00
W. Hoboken	29,613 42	32,339 97	748 26	62,701 65	42,751 67	6,066 69	3,383 03	.....
West New York	7,861 03	11,531 30	.....	19,392 33	10,070 00	2,357 24	.....	1,325 00
	$477,137 95	$983,217 72	$401,798 04	$1,862,153 71	$837,311 35	$110,647 76	$276,822 08	$73,531 82

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State of New Jersey, for the School Year Ending June 30th, 1902.

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, 1902.	Balance of District Tax, June 30th, 1902.	Balance of Moneys from other sources, June 30th, 1902.	Total Balance, June 30th, 1902.
	$7,056 10	$8,381 10	.....	.....	$159,770 09	.....	$513 71	$4,028 05	$4,541 76
	1,113 58	2,367 35	.....	.....	14,575 87	.....	488 44	65	489 09
	598 85	406 74	.....	.....	16,896 20	.....	460 97	110 00	570 97
	1,110 17	1,614 37	.....	.....	30,844 82	.....	.....	60 00	60 00
	8,699 25	18,642 20	.....	.....	185,678 97	.....	.....	19 97	19 97
	17,405 40	16,344 58	.....	.....	695,981 54	50 00	261,446 13	71,295 34	332,791 47
	1,782 29	24,865 52	.....	.....	72,445 30	.....	4,609 76	2,141 65	6,751 41
	2,500 00	18,637 84	100 00	.....	49,209 34	.....	8,728 49	24,425 34	33,153 83
	284 29	492 49	.....	.....	6,088 18	.....	936 96	23 45	960 41
$589 27	2,747 59	2,617 45	.....	.....	51,035 42	.....	2,522 47	.....	2,522 47
	3,529 92	3,015 59	500 00	.....	95,235 59	.....	10,372 13	10,064 90	20,437 03
	5,811 90	4,618 41	.....	.....	62,631 70	.....	.....	69 95	69 95
	2,240 44	3,299 65	.....	.....	19,292 33	.....	100 00	.....	100 00
$589 27	$54,879 78	$105,303 29	$600 00	.....	$1,459,685 35	$50 00	$290,179 06	$112,239 30	$402,468 36

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Apportionment of School Moneys, by Districts, for the County of HUD-

DISTRICTS.	Balance State and County Moneys July 1st, 1902.	Balance District Tax July 1st, 1902.	Balance Received from Other Sources July 1st, 1902.	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	.....	$513 71	$4,028 05	$56,273 77	.....	.....	$85,000 00
East Newark	.....	488 44	65	3,442 46	.....	.....	7,125 00
Guttenberg	.....	460 97	110 00	6,629 86	.....	.....	4,050 00
Harrison	.....	.....	60 00	8,723 24	.....	.....	7,559 84
Hoboken	.....	.....	19 77	81,302 37	.....	.....	107,566 75
Jersey City	$50 00	261,446 13	71,295 34	248,753 18	.....	.....	552,137 00
Kearny	.....	4,609 76	2,141 65	18,135 04	.....	.....	18,264 96
North Bergen	.....	8,728 49	24,425 34	14,607 14	.....	.....	15,600 00
Secaucus	.....	936 96	23 45	2,710 22	.....	.....	2,575 00
Town of Union	.....	2,522 47	.....	23,911 92	.....	.....	23,900 00
Weehawken	.....	10,372 13	10,064 90	7,743 46	.....	.....	23,150 00
West Hoboken	.....	.....	69 95	36,145 91	.....	.....	30,000 00
West New York	.....	100 00	.....	8,145 03	.....	.....	10,206 30
	$50 00	$290,179 06	$112,239 30	$516,523 60	.....	.....	$887,184 85

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SON, State of New Jersey for the School Year Ending June 30th, 1902.

Amount of District Tax Voted for Purchase of Land.	Amount of District Tax Voted for Building, Enlarging and Repairing School Houses.	Amount of District Tax Voted for Manual Training.	Amount of District Tax Voted for Bonds and Interest.	Total Amount of District Tax Ordered to be Raised.	Amount Received from Temporary Loans.	Amount Received from Sale of Bonds.	Amount Received from Manual Training and Other Sources.	Total Amount Available for School Year Ending June 30th, 1903.
.....	.....	.....	.....	$85,000 00	.....	.....	.....	$145,815 53
.....	600 00	.....	4,500 00	12,225 00	.....	.....	.....	16,156 55
.....	200 00	.....	.....	4,250 00	.....	.....	.....	11,450 83
$600 00	700 00	.....	11,340 00	20,199 84	.....	.....	.....	28,983 08
.....	5,000 00	.....	.....	112,566 75	.....	.....	.....	193,889 09
15,000 00	193,836 36	.....	39,755 00	800,778 36	.....	.....	.....	1,382,323 01
2,800 00	1,800 00	.....	.....	22,864 96	.....	.....	.....	47,751 41
.....	1,500 00	.....	3,895 00	20,995 00	.....	.....	.....	68,755 97
.....	300 00	.....	1,100 00	3,975 00	.....	.....	.....	7,645 63
.....	1,000 00	.....	4,950 00	29,850 00	.....	.....	.....	56,284 39
.....	1,000 00	.....	9,520 00	33,670 00	.....	.....	.....	61,850 49
.....	.....	.....	.....	30,000 00	.....	.....	.....	66,215 86
.....	.....	.....	1,325 00	11,531 30	.....	.....	.....	19,776 33
$18,400 00	$205,936 36	.....	$76,385 00	$1,187,906 21	.....	.....	.....	$2,106,898 17

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Report of Attendance, by Districts, for the County of HUDSON,

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.	Total Number of Cases of Tardiness during the year.	Number of Pupils neither Absent nor Tardy during the year.	Average Number of Cases of Tardiness per Day for each Teacher.	Average Number on Roll.
Bayonne	10	3,189	3,025	6,214	90	4,435	1.675	4,541
East Newark	10	250	251	501	0	772	.5	306
Guttenberg	10	446	517	963	7	210	.076	674
Harrison	10	568	540	1,108	5	397	.296	740
Hoboken	10	4,776	4,793	9,569	264	1,609	.726	7,652
Jersey City	10	14,717	15,230	29,947	1,400	14,382	.013	23,640
Kearny	10	1,148	1,076	2,224	51	2,012	.21	1,721
North Bergen	10	956	941	1,897	5	2,056	.14	1,346
Secaucus	10	168	162	330	15	963	.79	260
Town of Union	10	1,533	1,585	3,118	27	362	.04	2,426
Weehawken	10	534	516	1,050	11	1,433	.57	850
West Hoboken	10	2,540	2,427	4,967	86	3,764	.29	3,638
West New York	10	633	581	1,214	3	1,123	.32	871
Totals	10	31,458	31,644	63,102	1,964	33,518	.434	48,665

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State of New Jersey, for the School Year Ending June 30th, 1902.

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. Grades or years.	Average Number of Pupils Transported per day.	Number of Male Teachers Employed.	Number of Female Teachers Employed.	Average Salary per Month Paid to Male Teachers.	Average Salary per Month Paid to Female Teachers.
4,111	.905	134	4,416	1,496	168	158	.....	10	167	$134 75	$59 73
279	.91	.....	438	63	0	8	.....	2	9	120 00	51 93
613	.90	.....	758	205	0	14	.....	1	14	111 68	40 21
666	.90	.....	820	288	0	16	.....	3	15	146 01	60 14
7,159	.94	.....	7,682	1,660	227	187	.....	7	194	175 00	65 65
22,249	.94	379	21,448	7,449	671	555	.....	36	613	235 32	68 18
1,571	.92	.....	1,341	799	84	45	.....	4	43	141 83	45 55
1,201	.91	.....	1,566	321	10	40	5	7	31	101 93	45 36
235	.91	.....	261	69	0	7	.....	2	5	83 72	47 12
2,298	.95	202	1,914	796	206	56	.....	8	49	116 05	54 88
797	.94	200	540	310	0	23	80	2	24	134 70	71 01
3,365	.93	690	3,095	1,095	87	75	.....	5	83	138 74	54 64
790	.91	.....	1,023	188	3	18	.....	3	16	102 57	57 92
45,334	.917	1,605	45,302	14,739	1,456	1,202	85	90	1,263	$157 12	$59 29

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Financial Report by Districts, for the County of HUNTERDON,

DISTRICTS.	Amount Due the District, July 1st, 1901, from State and County Funds.	Amount Due the District, July 1st, 1901, from District Tax.	Amount Due the District, July 1st, 1901, from other sources.	Total Amount Due the District, July 1st, 1901.	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.
Alexandria	$1,674 13	$452 51	$13 96	$2,140 60	$1,573 23	$79 54	$61 39	.....
Bethlehem	2,733 76	1,047 05	10 00	3,790 81	2,554 50	163 46	321 91	.....
Town of Clinton	1,318 46	1,200 00	104 12	2,622 58	2,050 00	233 84	69 12	.....
Clinton Township	3,085 74	1,850 00	320 00	5,255 74	3,646 25	250 94	323 36	427 75
Delaware	3,549 67	1,015 98	85 25	4,650 90	3,000 00	372 36	.....	.....
East Amwell	1,683 06	800 00	30 00	2,513 06	1,440 00	86 51	37 80	7 23
Franklin	1,704 78	686 47	.....	2,391 25	1,501 33	.....	7 19	303 22
Frenchtown	1,332 07	7,814 81	432 47	9,579 35	1,650 00	509 13	5,854 04	979 00
High Bridge	1,735 67	1,926 22	87 00	3,745 89	2,600 00	90 00	288 29	4 30
Holland	3,242 11	1,330 62	78 02	4,650 75	3,284 00	220 15	231 06	1 00
Junction	1,458 30	954 29	13 27	2,425 86	1,847 00	206 99	10 95	.....
Kingwood	2,407 84	294 10	90 00	2,791 94	2,012 00	180 12	145 76	.....
Lambertville	5,846 95	5,219 37	1,900 00	12,966 32	7,175 00	998 20	1,187 45	16 45
Lebanon	5,834 45	2,119 58	689 18	8,643 21	5,669 75	393 14	367 96	.....
Raritan	6,584 53	13,075 76	3,446 28	23,106 57	10,014 25	1,353 73	1,837 56	6,129 95
Readington	4,577 02	1,747 23	40 00	6,364 25	4,420 00	290 31	849 15	218 79
Stockton	1,061 77	312 09	825 37	2,199 23	1,071 77	59 00	474 37	407 72
Tewksbury	2,417 34	900 00	80 00	3,397 34	2,282 64	129 55	.....	93 00
Union	2,151 82	599 99	30 00	2,781 81	2,220 18	.....	.....	.....
West Amwell	1,390 56	523 00	.....	1,913 56	1,300 25	86 60	70 31	.....
	$55,787 03	$43,869 07	$8,274 92	$107,931 02	$61,312 15	$5,703 57	$12,137 67	$8,588 41

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State of New Jersey, for the School Year Ending June 30th, 1902.

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, 1902.	Balance of District Tax, June 30th, 1902.	Balance of Moneys from other sources, June 30th, 1902.	Total Balance, June 30th, 1902.
.....	.....	$156 78	$91 69	.....	$158 00	$2,120 63	.....	$19 97	.....	$19 97
.....	.....	130 11	85 00	.....	.....	3,254 98	110 40	425 43	.....	535 83
.....	.....	209 92	59 70	.....	.....	2,622 58	.....	.....	.....	.....
.....	.....	361 42	212 81	.....	.....	5,222 53	.....	.....	33 21	33 21
.....	.....	.....	897 71	.....	136 50	4,406 57	82 81	161 52	.....	244 33
.....	.....	27 91	175 51	.....	206 00	1,980 96	53 55	478 55	.....	532 10
.....	.....	148 33	159 90	.....	.....	2,119 97	203 45	67 83	.....	271 28
.....	.....	126 81	390 00	.....	.....	9,508 98	.....	4 90	65 47	70 37
.....	.....	575 00	121 00	.....	.....	3,678 59	.....	51 30	16 00	67 30
.....	.....	172 91	259 77	.....	.....	4,168 89	.....	481 86	.....	481 86
.....	.....	94 30	249 09	.....	.....	2,408 33	1 30	2 96	13 27	17 53
.....	.....	114 00	90 00	.....	.....	2,541 88	250 06	.....	.....	250 06
.....	.....	678 26	2,856 33	.....	.....	12,911 69	.....	54 63	.....	54 63
.....	.....	376 67	1,053 42	.....	.....	7,860 94	32 23	736 87	13 17	782 27
.....	.....	835 46	984 14	.....	.....	21,155 09	.....	1,951 48	.....	1,951 48
.....	.....	277 42	144 59	.....	.....	6,200 26	.....	163 99	.....	163 99
.....	.....	43 50	74 08	.....	.....	2,130 44	.....	48 67	20 12	68 79
.....	.....	242 34	240 10	.....	.....	2,987 63	5 15	404 56	.....	409 71
.....	.....	242 34	240 10	.....	.....	2,987 63	5 15	404 56	.....	409 71
.....	.....	304 05	.....	.....	.....	2,524 23	20 72	236 86	.....	257 58
.....	.....	166 46	240 00	.....	45 00	1,908 62	3 71	1 23	.....	4 94
.....	.....	$5,041 65	$8,384 84	.....	$545 50	$101,713 79	$763 38	$5,292 61	$161 24	$6,217 23

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Apportionment of School Moneys, by Districts, for County of HUNTER-

DISTRICTS.	Balance State and County Moneys July 1st, 1902.	Balance District Tax July 1st, 1902.	Balance Received from Other Sources July 1st, 1902.	Amount Apportioned from State Appropriation, Including School Tax and $200,000.	Amount Apportioned from Surplus Revenue.	Amount Apportioned from Balances.	Amount of District Tax Voted for Current Expenses.
Alexandria	.....	$19 97	.....	$1,515 85	$86 89	.....	$400 00
Bethlehem	$110 40	425 43	.....	2,330 50	156 73	.....	400 00
Town of Clinton	.....	.....	.....	1,392 60	99 82	.....	1,200 00
Clinton Township	.....	.....	33 21	2,676 07	181 25	.....	2,450 00
Delaware	82 81	161 52	.....	2,793 61	167 36	.....	800 00
East Amwell	53 55	478 55	.....	1,231 55	72 68	.....	400 00
Franklin	203 45	67 83	.....	1,330 88	75 94	.....	675 00
Frenchtown	.....	4 90	65 47	1,552 47	126 74	.....	1,200 00
High Bridge	.....	51 30	16 00	2,260 60	178 64	.....	1,675 00
Holland	.....	491 86	.....	3,143 21	192 56	.....	700 00
Junction	1 30	2 96	13 27	1,689 33	116 11	.....	542 00
Kingwood	250 06	.....	.....	2,015 12	90 13	.....	300 00
Lambertville	.....	54 63	.....	5,954 31	430 25	.....	5,201 35
Lebanon	32 23	736 87	13 17	5,167 52	264 03	.....	825 00
Raritan	.....	1,951 48	.....	6,845 02	445 53	.....	7,050 00
Readington	.....	163 99	.....	4,120 24	256 07	.....	1,000 00
Stockton	.....	48 67	20 12	1,044 92	74 94	.....	180 00
Tewksbury	5 15	404 56	.....	1,926 66	122 40	.....	500 00
Union	20 72	236 86	.....	2,030 96	106 28	.....	600 00
West Amwell	3 71	1 23	.....	1,115 13	53 08	.....	600 00
	$763 38	$5,292 61	$161 24	$52,136 55	$3,297 43	.....	$26,698 35

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DON, State of New Jersey, for the School Year Ending June 30th, 1902.

Amount of District Tax Voted for Purchase of Land.	Amount of District Tax Voted for Building, Enlarging and Repairing School Houses.	Amount of District Tax Voted for Manual Training.	Amount of District Tax Voted for Bonds and Interest.	Total Amount of District Tax Ordered to be Raised.	Amount Received from Temporary Loans.	Amount Received from Sale of Bonds.	Amount Received from Manual Training and Other Sources.	Total Amount Available for School Year Ending June 30th, 1903.
				$400 00				$2,022 71
	$200 00			600 00				3,623 06
				1,200 00				2,692 42
				2,450 00				5,340 53
	200 00			1,000 00				4,205 30
	400 00			800 00				2,636 33
$300 00	1,475 00			2,450 00				4,128 10
	200 00			1,400 00				3,149 58
	17,000 00			18,675 00				21,181 54
	300 00			1,000 00				4,817 63
	10 00		237 44	789 44				2,612 41
				300 00				2,655 31
				5,201 35				11,640 54
	300 00			1,125 00				7,338 82
300 00	485 11		1,489 25	9,324 36				18,566 39
				1,000 00				5,540 30
			120 00	300 00				1,488 65
	2,100 00			2,600 00				5,058 77
				600 00				2,994 82
				600 00				1,773 15
$600 00	$22,670 11		$1,846 69	$51,815 15				$113,466 36

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Report of Attendance, by Districts, for the County of ***HUNTERDON,***

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.	Total Number of days Present during the year. (All Pupils).	Total Number of days Absent during the year. (All Pupils)	Number of Pupils neither Absent nor Tardy during the year.	Total Number of Cases of Tardiness during the year.
Alexandria	9½	94	95	189	.....	.....	.....	612
Bethlehem	10	157	165	322	.....	.....	6	932
Town of Clinton	10	79	98	177	.....	.....	4	99
Clinton Township	10	204	183	387	.....	.....	.....	1,348
Delaware	10	197	186	383	.....	.....	1	1,439
East Amwell	9½	68	84	152	.....	.....	.....	581
Franklin	9	90	79	169	.....	.....	.....	254
Frenchtown	10	95	89	184	.....	.....	3	761
High Bridge	10	135	142	277	.....	.....	4	27
Holland	9	188	190	378	.....	.....	.....	2,013
Junction	9½	97	115	212	.....	.....	3	380
Kingwood	9	131	95	226	.....	.....	1	571
Lambertville	10	376	379	755	.....	.....	12	937
Lebanon	9	364	306	670	.....	.....	3	1,307
Raritan	10	384	435	819	.....	.....	8	1,448
Readington	9½	296	258	554	.....	.....	4	1,264
Stockton	9	79	77	156	.....	.....	5	355
Tewksbury	9	131	143	274	.....	.....	.....	591
Union	9½	119	128	247	.....	.....	.....	274
West Amwell	10	82	69	151	.....	.....	.....	406
	9.6	3,366	3,316	6,682	.....	.....	54	15,599

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State of New Jersey, for the School Year Ending June 30th, 1902.

Average Number of Cases of Tardiness per Day for each Teacher.	Average Number on Roll.	Average Daily Attendance.	Percentage of Daily Attendance on Average Enrollment.	Number of Pupils Enrolled in Kindergartens.	Number of Pupils Enrolled in Primary Grade.	Number of Pupils Enrolled in Grammar Grade.	Number of Pupils Enrolled in High School Grade.	Number of Classes in School. Grades or years.	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.
.64	106	92	.87	.....	104	85	.....	93	.....	1	4	$30 00	$34 74
.66	195	177	.90	.....	184	138	.....	73	.....	3	4	46 40	33 86
.13	136	119	.88	.....	64	74	39	41	.....	1	3	81 30	47 00
.92	242	213	.88	.....	232	155	.....	168	.....	3	5	66 28	40 24
.84	222	193	.87	.....	231	152	.....	138	.....	4	5	36 00	35 00
.82	82	74	.90	.....	83	69	.....	87	.....	.....	4	.....	40 00
.34	104	88	.84	.....	90	79	.....	69	.....	2	3	43 72	43 72
1.00	149	138	.92	.....	108	43	33	12	.....	1	3	64 30	37 64
.02	193	180	.93	.....	185	88	4	88	.....	1	5	87 00	39 13
1.66	248	218	.88	.....	193	185	.....	211	.....	3	7	44 00	35 32
.43	163	150	.92	.....	139	61	12	11	.....	1	4	70 00	36 76
.43	126	104	.82	.....	136	90	.....	130	.....	2	6	33 23	29 16
.33	569	523	.92	.....	463	194	98	140	.....	1	14	108 00	46 45
.50	370	314	.85	.....	316	354	.....	232	.....	4	14	45 83	31 92
.64	547	494	.93	74	398	291	56	258	.....	1	20	130 00	46 28
.62	309	270	.87	.....	303	251	.....	247	.....	1	12	49 12	36 07
.69	109	98	.90	.....	66	90	.....	10	.....	1	2	52 94	34 41
.57	162	146	.90	.....	165	109	.....	118	.....	3	3	51 34	36 31
.22	135	114	.85	.....	161	86	.....	143	.....	3	4	35 88	34 23
.53	66	57	.86	.....	87	64	.....	101	.....	1	3	33 68	34 31
.50	4,233	3,762	.89	74	3,708	2,658	242	2,370	.....	37	125	$51 88	$38 66

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Financial Report by Districts, for the County of MERCER,

DISTRICTS.	Amount Due the District, July 1st, 1901, from State and County Funds.	Amount Due the District, July 1st, 1901, from District Tax.	Amount Due the District, July 1st, 1901, from other sources.	Total Amount Due the District, July 1st, 1901.	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.
East Windsor	$4,078 75	$4,950 00	$1,571 25	$10,600 00	$5,630 00	$732 73	$175 90	$1,200 00
Ewing	1,863 13	1,222 52	201 71	3,287 36	2,070 00	187 00	.....	425 55
Hamilton	6,063 95	2,375 00	12,137 58	20,576 53	6,572 80	441 15	8,586 26	425 00
Hopewell	7,238 79	4,196 55	1,839 50	13,274 84	7,681 24	559 42	674 10	1,281 00
Lawrence	2,304 57	1,000 00	274 63	3,579 20	2,200 37	104 20	739 20	.....
Princeton Twp	1,164 85	700 00	.....	1,864 85	1,200 00	120 43	118 34	.....
Princeton Bor	5,677 70	7,059 69	20,263 42	33,000 81	8,163 00	1,483 30	14,569 25	1,342 07
Trenton	94,495 64	73,744 96	38,621 79	206,862 39	125,402 48	17,267 56	18,745 04	.....
Washington	2,186 01	562 12	427 52	3,175 65	2,208 75	96 37	70 90	.....
W. Windsor	2,226 46	1,529 01	.....	3,755 47	2,006 07	141 90	1,065 00	.....
	$127,299 85	$97,339 85	$75,337 40	$299,977 10	$163,134 71	$21,134 06	$44,743 99	$4,673 62

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State of New Jersey, for the School Year Ending June 30th, 1902.

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, 1902.	Balance of District Tax, June 30th, 1902.	Balance of Moneys from other sources, June 30th, 1902.	Total Balance, June 30th, 1902.
.....	.....	$286 07	$2,440 25	.....	.....	$10,464 95	.....	$38 80	$96 25	$135 05
.....	.....	111 87	390 56	.....	.....	3,184 98	.....	.....	102 38	102 38
.....	.....	1,000 00	1,358 83	.....	.....	18,384 04	.....	.....	2,192 49	2,192 49
.....	.....	409 49	2,302 35	.....	.....	12,907 60	.....	.....	367 24	367 24
.....	.....	200 00	334 63	.....	.....	3,578 40	.....	80	.....	80
.....	.....	95 92	168 73	.....	$65 00	1,768 42	14 85	81 58	.....	96 43
.....	.....	905 33	5,714 05	.....	.....	32,177 00	.....	.....	823 81	823 81
.....	.....	8,675 99	29,767 36	.....	.....	199,858 43	*6,959 90	865 29	13,098 57	7,003 96
.....	.....	116 42	532 66	.....	.....	3,025 10	21 51	129 04	.....	150 55
.....	.....	250 00	196 53	.....	.....	3,659 50	78 49	17 48	.....	95 97
.....	.....	$12,051 09	$43,205 95	.....	$65 00	$289,008 42	*$6,845 05	$1,132 99	$16,680 74	$10,968 68

*Overdraft.

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Apportionment of School Moneys, by Districts, for the County of MERCER,

DISTRICTS.	Balance State and County Moneys July 1st, 1902.	Balance District Tax July 1st, 1902.	Balance Received from Other Sources July 1st, 1902.	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	.....	$38 80	$96 25	$4,669 55	$174 00	.....	$3,605 00
Ewing	.....	.....	102 38	2,167 66	.....	.....	500 00
Hamilton	.....	.....	2,192 49	6,181 35	.....	.....	1,950 00
Hopewell	.....	.....	367 24	7,739 26	.....	.....	1,910 00
Lawrence	.....	.....	.....	2,472 54	.....	.....	260 00
Princeton Township	$14 85	81 58	.....	1,221 35	.....	.....	550 00
Princeton Borough	.....	.....	823 81	5,460 89	.....	.....	6,020 00
Trenton	*6,959 90	865 29	13,098 57	104,895 26	.....	.....	91,300 00
Washington	21 50	129 04	.....	2,174 97	124 62	.....	300 00
West Windsor	78 49	17 48	.....	1,741 06	156 00	.....	900 00
	*$6,845 05	$1,132 99	$16,680 74	$138,723 89	$454 62	.....	$107,295 00

*Overdraft.

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State of New Jersey, for the School Year Ending June 30th, 1902.

Amount of District Tax Voted for Purchase of Land.	Amount of District Tax Voted for Building, Enlarging and Repairing School Houses.	Amount of District Tax Voted for Manual Training.	Amount of District Tax Voted for Bonds and Interest.	Total Amount of District Tax Ordered to be Raised.	Amount Received from Temporary Loans.	Amount Received from Sale of Bonds.	Amount Received from Manual Training and Other Sources.	Total Amount Available for School Year Ending June 30th, 1903.
.....	$170 00	.....	$1,175 00	$4,950 00	.....	.....	.....	$9,928 60
.....	.....	.....	450 00	950 00	.....	.....	.....	3,220 04
.....	.....	.....	425 00	2,375 00	.....	.....	.....	10,748 84
.....	800 00	.....	1,334 00	4,044 00	.....	.....	.....	12,150 50
.....	740 00	.....	.....	1,000 00	.....	.....	.....	3,473 34
.....	150 00	.....	.....	700 00	.....	.....	.....	2,017 78
.....	.....	.....	.....	6,020 00	.....	.....	.....	12,304 70
.....	15,000 00	.....	26,498 50	132,798 50	.....	.....	.....	244,697 72
.....	200 00	.....	.....	500 00	.....	.....	.....	2,950 14
.....	.....	.....	.....	900 00	.....	.....	.....	2,893 03
.....	$17,060 00	.....	$29,882 50	$154,237 50	.....	.....	.....	$304,384 69

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Report of Attendance, by Districts, for the County of MERCER,

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.
East Windsor	9.1	246	264	510	8	1,872
Ewing	9.	137	114	251	0	691
Hamilton	9.	481	385	866	30	1,495
Hopewell	9.1	493	454	947	1	3,449
Lawrence	9.2	149	129	278	30	799
Princeton Township	9.3	93	60	153	0	951
Princeton Borough	8.2	280	319	599	6	942
Trenton	9.6	5,083	5,358	10,441	0	7,777
Washington	9.1	144	140	284	0	894
West Windsor	9.	123	114	237	0	483
	9.06	7,229	7,337	14,566	75	19,853

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State of New Jersey, for the School Year Ending June 30th, 1902.

Average Number of Cases of Tardiness per Day for each Teacher.	Average Number on Roll.	Average Daily Attendance.	Percentage of Daily Attendance on Average Enrollment.	Number of Pupils Enrolled in Kindergartens.	Number of Pupils Enrolled in Primary Grade.	Number of Pupils Enrolled in Grammar Grade.	Number of Pupils Enrolled in High School Grade.	Number of Classes in School. Grades or years.	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.
.81	361	329	.85	3	362	134	11	190	.....	.....	12	.....	$45 88
.73	165	144	.86	9	165	77	.....	86	.....	.....	5	.....	46 20
.41	381	403	.82	4	564	280	18	200	.....	.....	16	.....	44 42
.75	589	580	.86	.....	554	359	34	402	.....	3	17	$60 73	39 36
.74	169	146	.87	.....	135	118	25	85	.....	.....	6	.....	42 40
1.65	85	71	.84	.....	95	56	2	82	.....	.....	3	.....	42 53
.45	406	365	.88	48	372	144	35	21	.....	3	11	113 45	52 51
.18	8,715	7,451	.85	67	6,973	2,775	626	212	.....	14	232	131 60	48 78
.81	158	129	.82	.....	216	68	.....	72	.....	.....	6	.....	41 16
.46	112	98	.79	1	105	126	5	83	.....	1	4	64 40	44 65
.69	11,141	9,716	.84	132	9,541	4,137	756	1,433	.....	21	312	$115 68	$47 66

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Financial Report by Districts, for the County of MIDDLESEX,

DISTRICTS.	Amount Due the District, July 1st, 1901, from State and County Funds.	Amount Due the District, July 1st, 1901, from District Tax.	Amount Due the District, July 1st, 1901, from other sources.	Total Amount Due the District, July 1st, 1901.	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.
Cranbury	$1,807 83	$2,505 83	$175 00	$4,488 66	$2,870 00	$284 20	$124 98	$625 00
Dunellen	1,732 39	3,961 50	1,717 09	7,410 98	3,848 57	560 69	386 54	661 50
E. Brunswick .	3,699 24	4,268 24	7,115 90	15,083 38	4,732 00	432 04	7,465 31	1,527 57
Helmetta	770 96	1,783 40	68 90	2,623 26	1,735 00	149 65	33 02	.....
Jamesburg	1,340 64	2,038 93	504 55	3,884 12	2,438 50	197 42	3 84	476 10
Madison	2,436 12	1,256 64	.....	3,692 76	2,700 00	50 00	150 00	222 20
Milltown	801 26	849 44	157 85	1,808 55	1,200 00	144 43	62 88	1 66
Monroe	1,858 58	1,931 28	.....	3,789 86	2,375 00	282 11	96 76	.....
N. Brunswick .	19,227 78	42,249 50	8,235 65	69,712 93	41,000 00	6,500 00	4,027 28	4,300 00
N'h Brunswick	869 93	1,377 89	810 90	3,058 72	1,165 00	151 95	793 94	606 69
Perth Amboy.	15,556 71	30,000 00	9,625 64	55,182 35	26,944 02	7,785 37	1,870 19	.....
Piscataway ...	3,914 31	5,710 50	2,164 24	11,789 05	6,040 00	823 12	173 05	3,402 34
Raritan	4,891 48	8,696 00	361 31	13,948 79	9,270 00	899 66	89 18	1,184 30
Sayreville	2,708 90	7,057 82	.....	9,766 72	4,005 00	497 07	562 31	3,846 25
South Amboy..	4,904 82	15,231 23	94 00	20,230 05	9,840 20	1,030 15	880 71	5,981 25
S. Brunswick..	4,301 34	3,299 13	8,402 58	16,003 05	5,454 78	312 45	590 64	1,014 25
South River ...	2,373 23	4,043 24	225 00	6,641 47	4,200 00	563 50	692 40	642 00
Woodbridge ...	7,690 68	20,000 00	19,230 00	46,920 68	16,911 25	2,813 01	1,639 46	2,775 00
	$80,886 20	$156,260 57	$58,888 61	$296,035 38	$146,729 32	$23,476 82	$19,642 49	$27,166 11

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State of New Jersey, for the School Year Ending June 30th, 1902.

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, 1902.	Balance of District Tax, June 30th, 1902.	Balance of Moneys from other sources, June 30th, 1902.	Total Balance, June 30th, 1902.
.....	$135 00	$307 95	.....	.....	$4,347 13	.....	$141 53	.....	$141 53
.....	235 16	1,694 47	.....	.....	7,386 93	.....	24 05	.....	24 05
.....	163 57	122 31	.....	.....	14,442 80	.....	557 43	83 15	640 58
.....	152 10	131 43	.....	.....	2,201 20	.....	414 17	7 89	422 06
.....	172 44	311 98	.....	.....	3,600 28	.....	283 84	.....	283 84
.....	50 00	251 48	.....	.....	3,423 68	.....	269 08	.....	269 08
.....	112 99	185 00	.....	.....	1,706 96	.....	101 59	.....	101 59
.....	150 64	183 47	.....	339 00	3,426 98	.....	362 88	.....	362 88
.....	4,000 00	6,415 07	.....	.....	66,142 35	.....	3,570 58	.....	3,570 58
.....	53 95	279 43	.....	.....	3,050 96	.....	7 76	.....	7 76
.....	2,200 00	11,684 12	.....	.....	50,483 70	.....	4,698 65	.....	4,698 65
.....	284 09	445 90	532 30	.....	11,700 80	.....	88 25	.....	88 25
.....	572 67	666 03	.....	501 00	13,182 84	.....	765 95	.....	765 95
.....	330 59	286 20	.....	.....	9,527 42	.....	239 30	.....	239 30
.....	1,167 95	1,035 89	.....	.....	19,936 15	.....	293 90	.....	293 90
.....	228 35	4,337 14	.....	.....	11,937 61	.....	4,065 44	.....	4,065 44
.....	361 80	148 52	.....	.....	6,608 22	.....	33 25	.....	33 25
.....	1,307 21	19,390 77	.....	.....	44,836 70	.....	2,083 98	.....	2,083 98
.....	$11,678 51	$47,877 16	$532 30	$840 00	$277,942 71	.....	$18,001 63	$91 04	$18,092 67

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Apportionment of School Moneys, by Districts, for the County of MIDDLE-

DISTRICTS.	Balance State and County Moneys July 1st, 1902.	Balance District Tax July 1st, 1902.	Balance Received from Other Sources July 1st, 1902.	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		$141 53		$1,928 15			$1,705 00
Dunellen		24 05		1,937 53			3,000 00
East Brunswick		557 43	83 15	3,079 50			2,450 00
Helmetta		414 17	7 89	939 67			2,000 00
Jamesburg		283 84		1,659 46			1,725 00
Madison		269 08		2,375 47			548 50
Milltown		101 59		1,524 44			675 00
Monroe		362 88		1,677 39			1,440 50
New Brunswick		3,570 58		19,777 89			42,522 72
North Brunswick		7 76		848 90			870 00
Perth Amboy		4,698 65		17,942 75			27,129 81
Piscataway		88 25		3,987 88			4,150 00
Raritan		765 95		5,646 04			7,800 00
Sayreville		239 30		2,401 94			3,150 00
South Amboy		293 90		4,749 90			6,125 00
South Brunswick		4,065 44		4,391 38			2,275 00
South River		33 25		2,609 94			2,597 00
Woodbridge		2,083 98		8,953 36			15,300 00
		$18,001 63	$91 04	$86,431 59			$125,463 53

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SEX, State of New Jersey, for the School Year Ending June 30th, 1902.

Amount of District Tax Voted for Purchase of Land.	Amount of District Tax Voted for Building, Enlarging and Repairing School Houses.	Amount of District Tax Voted for Manual Training.	Amount of District Tax Voted for Bonds and Interest.	Total Amount of District Tax Ordered to be Raised.	Amount Received from Temporary Loans.	Amount Received from Sale of Bonds.	Amount Received from Manual Training and Other Sources.	Total Amount Available for School Year Ending June 30th, 1903.
.....	$125 00	.....	$607 00	$2,437 00	.....	.....	.....	$4,506 68
.....	500 00	.....	640 00	4,140 00	.....	.....	.....	6,101 58
$1,000 00	6,550 00	.....	1,100 00	11,100 00	.....	.....	.....	14,820 08
.....	.....	.....	.....	2,000 00	.....	.....	.....	3,361 73
.....	.....	.....	456 00	2,181 00	.....	.....	.....	4,124 30
.....	.....	.....	240 00	788 50	.....	.....	.....	3,433 05
.....	75 00	.....	.....	750 00	.....	.....	.....	2,376 03
.....	510 00	.....	.....	1,950 50	.....	.....	.....	3,990 77
.....	4,027 28	.....	4,200 00	50,750 00	.....	.....	.....	74,098 47
.....	75 00	.....	.....	945 00	.....	.....	.....	1,801 66
.....	5,870 19	.....	.....	33,000 00	.....	.....	.....	55,641 40
.....	350 00	.....	1,210 50	5,710 50	.....	.....	.....	9,786 63
.....	200 00	.....	696 00	8,696 00	.....	.....	.....	15,107 99
.....	75 00	.....	.....	3,225 00	.....	.....	.....	5,866 24
.....	.....	.....	1,600 00	7,725 00	.....	.....	.....	12,768 80
300 00	4,000 00	.....	.....	6,575 00	.....	.....	.....	15,031 82
.....	700 00	.....	642 00	3,939 00	.....	.....	.....	6,582 19
.....	2,000 00	.....	2,700 00	20,000 00	.....	.....	.....	31,037 34
$1,300 00	$25,057 47	.....	$14,091 50	$165,912 50	.....	.....	.....	$270,436 76

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Report of Attendance, by Districts, for the County of MIDDLE-

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	9.1	174	169	343	1	1,100	.87	218
Dunellen	9.3	127	152	279	34	424	.32	225
East Brunswick	9.	276	256	532	8	1,348	.83	369
Helmetta	9.2	72	71	143	1	350	.38	105
Jamesburg	9.5	133	157	290	7	1,499	1.30	213
Madison	9.	151	129	280	2	570	.31	171
Milltown	9.	74	55	129	6	83	.39	100
Monroe	9.	122	108	230	2	489	.40	127
New Brunswick	9.4	1,402	1,315	2,717	123	352	.03	2,179
North Brunswick	9.	59	51	110	1	175	.47	69
Perth Amboy	9.4	1,860	1,818	3,678	51	1,340	.13	2,692
Piscataway	9.3	240	245	485	11	1,337	.49	321
Raritan	9.	352	377	729	5	1,408	.24	530
Sayreville	9.	211	215	426	8	406	1.11	287
South Amboy	9.	343	344	687	17	671	.25	522
South Brunswick	9.	309	274	583	4	1,230	1.14	380
South River	9.	212	214	426	23	522	.58	313
Woodbridge	9.	624	729	1,353	5	2,005	.50	973
	9.1	6,741	6,679	13,420	309	15,309	.54	9,794

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SEX, State of New Jersey, for the School Year Ending June 30th, 1902.

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. Grades or years.	Average Number of Pupils Transported per day.	Number of Male Teachers Employed.	Number of Female Teachers Employed.	Average Salary per Month Paid to Male Teachers.	Average Salary per Month Paid to Female Teachers.
190	.87	.....	173	158	12	31	.....	.....	7	.....	$43 87
214	.94	.....	164	96	19	10	.....	1	6	$100 00	51 38
332	.90	.....	342	183	7	54	.....	3	9	43 50	37 53
96	.91	.....	106	37	.....	8	.....	.....	4	.....	47 75
193	.89	.....	187	95	8	10	.....	1	5	60 00	40 55
146	.85	.....	183	97	.....	50	.....	.....	7	.....	33 33
95	.94	.....	85	44	.....	8	.....	1	2	50 00	35 00
106	.88	.....	155	73	2	56	.....	.....	7	.....	37 46
2,081	.76	.....	1,676	777	264	60	.....	7	67	109 62	46 56
63	.90	.....	67	43	.....	25	.....	.....	3	.....	38 74
2,569	.91	.....	2,897	632	149	58	.....	6	56	90 18	46 19
291	.88	.....	326	141	18	70	28	2	11	51 25	37 54
479	.87	.....	454	241	34	63	.....	2	16	75 00	42 99
258	.89	.....	340	86	.....	32	.....	2	7	114 75	45 71
481	.92	.....	435	195	57	12	.....	1	16	200 00	46 88
302	.83	.....	378	192	13	90	.....	.....	15	.....	37 80
290	.92	.....	284	110	32	11	.....	1	8	135 00	43 05
858	.86	.....	1,062	244	47	78	.....	4	28	88 75	48 64
9,044	.89	.....	9,314	3,444	662	726	28	31	274	$93 07	$42 33

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Financial Report by Districts, for the County of MONMOUTH,

DISTRICTS	Amount Due the District, July 1st, 1901, from State and County Funds.	Amount Due the District, July 1st, 1901, from District Tax.	Amount Due the District, July 1st, 1901, from other sources.	Total Amount Due the District, July 1st, 1901.	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	$2,451 26	$791 15	$70 00	$3,312 41	$2,586 15	$134 78	$212 23	$5 86
Eatontown	3,327 80	2,200 00	20 00	5,547 80	4,563 80	300 00	300 00	.....
Freehold	3,154 02	1,609 95	.....	4,763 97	2,743 50	136 01	.....	.....
Holmdel	1,825 62	1,109 33	63 00	2,997 95	2,232 00	160 92	7 85	1 55
Howell	6,282 22	2,000 00	486 94	8,769 16	5,675 00	647 22	445 00	488 00
Manalapan	3,309 02	730 00	925 00	4,964 02	3,171 30	223 60	.....	20 57
Marlborough	2,854 52	1,519 53	302 50	4,676 55	3,010 00	287 99	68 84	650 00
Matawan	4,892 38	5,550 00	.....	10,442 38	4,879 00	619 29	43 75	1,723 25
Middletown	9,067 64	8,235 15	299 08	17,601 87	10,810 75	1,160 68	1,400 17	854 85
Millstone	3,075 14	938 98	2 74	4,016 86	3,325 00	195 18	101 38	.....
Neptune	16,613 33	28,549 53	278 00	45,400 86	28,208 25	4,480 61	1,381 95	6,495 16
Ocean	1,713 75	9,102 55	.....	10,816 30	2,877 50	499 00	980 11	4,580 00
Raritan	2,073 56	557 29	20 00	2,650 85	2,070 00	90 81	34 94	.....
Shrewsbury	7,506 41	9,760 00	100 00	17,366 41	9,622 50	1,849 14	1,746 98	1,260 00
Upper Freehold	4,900 00	1,183 77	.....	6,083 77	5,151 75	403 42	65 60	.....
Wall	6,452 04	5,649 13	40 00	12,141 17	7,685 00	867 21	279 77	950 00
Asbury Park	7,505 94	20,000 00	2,703 24	30,209 18	16,355 42	2,330 60	870 14	3,025 00
At. Highlands.	2,584 26	5,328 45	3,715 22	11,627 93	4,449 60	615 00	.....	1,500 00
Belmar	2,025 81	3,094 32	416 62	5,536 75	3,790 00	463 25	296 52	.....
Freehold (Town of)	5,965 95	7,887 57	55 06	13,908 58	9,082 50	820 01	429 40	600 00
Keyport	5,850 12	4,925 94	.....	10,776 06	7,275 00	881 29	.....	1,200 00
Long Branch	21,898 78	59,228 18	.....	81,126 96	43,496 14	8,921 04	3,789 90	11,945 26
Manasquan	2,766 43	2,771 98	.....	5,538 41	4,644 00	375 15	153 55	25 00
Neptune City.	981 75	11,170 88	777 27	12,929 90	1,245 00	169 52	9,789 25	.....
Red Bank	9,089 91	14,900 00	40,678 29	64,668 20	14,675 00	2,951 52	24,800 52	1,200 00
Spring Lake	823 18	2,809 23	157 00	3,789 41	1,150 50	320 16	.....	893 11
	$138,990 84	$211,602 91	$51,109 96	$401,703 71	$204,774 16	$29,903 40	$47,197 85	$37,417 61

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State of New Jersey, for the School Year Ending June 30th, 1902.

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, 1902.	Balance of District Tax, June 30th, 1902.	Balance of Moneys from other sources, June 30th, 1902.	Total Balance, June 30th, 1902.
....	.....	$174 09	$175 74	.....	.....	$3,288 85	$23 56	.....	.....	$23 56
....	.....	200 00	180 00	.....	.....	5,543 80	.....	4 00	.....	4 00
....	.....	92 27	194 28	.....	918 00	4,084 06	410 52	269 39	.....	679 91
....	.....	159 29	183 45	.....	.....	2,745 06	252 89	.....	.....	252 89
....	.....	914 87	309 07	190 00	100 00	8,769 16	.....	.....	.....	.....
....	.....	217 32	402 90	.....	.....	4,035 69	.....	3 33	925 00	928 33
....	.....	343 59	221 95	.....	.....	4,582 37	.....	.....	94 18	94 18
....	.....	398 22	2,137 83	299 00	.....	10,100 34	165 09	176 95	.....	342 04
....	.....	672 82	773 35	.....	.....	15,672 62	11 11	1,759 14	159 00	1,929 25
....	.....	215 55	177 01	.....	.....	4,014 12	.....	.....	2 74	2 74
....	.....	1,396 65	2,245 95	.....	.....	44,208 57	.....	1,232 29	.....	1,232 29
....	.....	346 12	355 27	459 50	55 00	10,152 50	.....	663 80	.....	663 80
....	.....	173 92	211 50	.....	.....	2,581 17	3 56	66 12	.....	69 68
....	.....	614 14	2,227 35	.....	40 00	17,360 11	.....	6 30	.....	6 30
....	.....	100 17	191 09	91 00	.....	6,003 03	.....	80 74	.....	80 74
....	.....	504 59	362 96	.....	.....	10,649 53	13 81	1,437 83	40 00	1,491 64
....	$1,878 79	1,455 01	2,786 91	.....	.....	28,701 87	.....	1,000 00	507 31	1,507 31
....	.....	677 00	1,176 96	.....	.....	8,418 56	67	.....	3,208 70	3,209 37
....	.....	324 65	122 35	.....	.....	4,996 77	143 39	396 59	.....	539 98
....	.....	725 64	322 00	.....	.....	11,979 55	.....	1,873 97	55 06	1,929 03
....	.....	490 71	591 61	.....	.....	10,438 61	.....	.....	337 45	337 45
....	760 00	2,284 74	3,962 25	.....	.....	75,159 33	.....	5,967 63	.....	5,967 63
....	.....	290 71	50 00	.....	.....	5,538 41	.....	.....	.....	.....
....	.....	195 58	784 47	.....	463 20	12,647 02	.....	34 63	248 25	282 88
....	969 39	1,028 19	2,832 22	.....	.....	48,456 84	.....	1,229 80	14,981 56	16,211 36
....	.....	70 09	40 00	.....	.....	2,473 36	.....	1,316 05	.....	1,316 05
...	$3,608 18	$14,065 93	$23,018 47	$1,039 50	$1,576 20	$362,601 30	$1,024 60	$17,518 56	$20,559 25	$39,102 41

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Apportionment of School Moneys, by Districts, for the County of MON-

DISTRICTS.	Balance State and County Moneys July 1st, 1902.	Balance District Tax July 1st, 1902.	Balance Received from Other Sources July 1st, 1902.	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	$23 56			$2,014 41	$31 14		$600 00
Eatontown		4 00		3,421 22	62 00		2,400 00
Freehold	410 52	269 39		2,306 72	34 68		1,300 00
Holmdel	252 89			1,671 82	25 69		700 00
Howell				5,267 65	79 08		1,600 00
Manalapan		3 33	925 00	3,020 34	46 68		1,500 00
Marlborough			94 18	3,001 63	38 31		800 00
Matawan	165 09	176 95		4,234 26	77 81		2,760 00
Middletown	11 11	1,759 14	159 00	8,638 84	154 48		4,107 00
Millstone			2 74	2,792 05	45 59		1,000 00
Neptune		1,232 29		19,979 31	343 42		2,000 00
Ocean		663 80		1,859 52	25 23		3,230 00
Raritan	3 56	66 12		1,940 77	35 98		600 00
Shrewsbury		6 30		6,799 30	122 35		8,000 00
Upper Freehold		80 74		4,525 31	73 63		1,000 00
Wall	13 81	1,437 83	40 00	6,401 06	107 14		1,800 00
Asbury Park		1,000 00	507 31	8,084 16	117 94		15,975 00
Atlantic Highlands	67		3,208 70	3,046 98	55 34		2,230 00
Belmar	143 39	396 59		2,284 07	33 80		2,600 00
Freehold (Town of)		1,873 97	55 06	6,744 60	120 25		2,300 00
Keyport			337 45	6,517 58	119 24		2,700 00
Long Branch		5,967 63		25,593 64	473 97		37,900 00
Manasquan				3,456 44	71 02		2,500 00
Neptune City		34 63	248 25	1,030 82	16 48		2,800 00
Red Bank		1,229 80	14,981 56	9,480 36	163 71		13,900 00
Spring Lake		1,316 05		709 15	11 83		1,550 00
	$1,024 60	$17,518 56	$20,559 25	$144,822 01	$2,486 79		$117,852 00

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MOUTH, State of New Jersey, for the School Year Ending June 30th, 1902.

Amount of District Tax Voted for Purchase of Land.	Amount of District Tax Voted for Building, Enlarging and Repairing School Houses.	Amount of District Tax Voted for Manual Training.	Amount of District Tax Voted for Bonds and Interest.	Total Amount of District Tax Ordered to be Raised.	Amount Received from Temporary Loans.	Amount Received from Sale of Bonds.	Amount Received from Manual Training and Other Sources.	Total Amount Available for School Year Ending June 30th, 1903.
.....	$200 00	.....	.....	$800 00	.....	.....	.....	$2,869 11
.....	300 00	.....	.....	2,700 00	.....	.....	.....	6,187 22
.....	200 00	.....	.....	1,500 00	.....	.....	.....	4,521 31
.....	300 00	.....	.....	1,000 00	.....	.....	.....	2,950 40
.....	400 00	.....	.....	2,000 00	.....	.....	.....	7,346 73
$250 00	750 00	.....	.....	2,500 00	.....	.....	.....	6,495 35
.....	.....	.....	575 00	1,375 00	.....	.....	.....	4,509 12
.....	.....	.....	1,650 00	4,410 00	.....	.....	.....	9,064 11
.....	500 00	.....	1,057 90	5,664 90	.....	.....	.....	16,387 47
.....	100 00	.....	.....	1,100 00	.....	.....	.....	3,940 38
.....	1,500 00	.....	6,350 00	9,850 00	.....	.....	.....	31,405 02
.....	250 00	.....	4,280 00	7,760 00	.....	.....	.....	10,308 55
.....	.....	.....	.....	600 00	.....	.....	.....	2,646 43
.....	500 00	.....	1,260 00	9,760 00	.....	.....	.....	16,687 95
.....	200 00	.....	.....	1,200 00	.....	.....	.....	5,879 68
.....	2,000 00	.....	925 00	4,725 00	.....	.....	.....	12,724 84
.....	1,000 00	.....	3,025 00	20,000 00	.....	.....	.....	29,709 41
.....	.....	1,500 00	.....	3,730 00	.....	.....	.....	10,041 69
.....	200 00	.....	.....	2,800 00	.....	.....	.....	5,657 85
.....	200 00	500 00	600 00	3,600 00	.....	.....	.....	12,393 88
.....	650 00	.....	1,500 00	4,850 00	.....	.....	.....	11,824 27
.....	3,500 00	.....	13,100 00	54,500 00	.....	.....	.....	86,535 24
.....	.....	.....	.....	2,500 00	.....	.....	.....	6,027 46
.....	110 00	.....	450 00	3,360 00	.....	.....	.....	4,690 18
.....	200 00	500 00	3,600 00	18,200 00	.....	.....	.....	44,055 43
.....	.....	.....	950 00	2,500 00	.....	.....	.....	4,537 03
$250 00	$13,060 00	$2,500 00	$39,322 90	$172,984 90	.....	.....	.....	$359,396 11

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Report of Attendance, by Districts, for the County of MONMOUTH,

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.
Atlantic	9.2	134	119	253	.....	490
Eatontown	9.5	250	209	459	17	1,115
Freehold	9.5	141	132	273	1	675
Holmdel	9	112	111	223	.....	427
Howell	9.2	341	316	657	.....	1,768
Manalapan	9	195	169	364	1	1,147
Marlborough	9.2	174	163	337	3	1,077
Matawan	9	271	280	551	16	555
Middletown	9.5	659	646	1,305	1	2,653
Millstone	10	223	158	381	.....	798
Neptune	10	1,156	1,168	2,324	50	4,087
Ocean	10	107	111	218	11	232
Raritan	9	147	158	305	9	270
Shrewsbury	9.7	460	417	877	9	1,495
Upper Freehold	10	291	286	577	1	1,617
Wall	9	452	408	860	7	1,846
Asbury Park	10	367	386	753	17	988
Atlantic Highlands	10	186	155	341	1	941
Belmar	9	134	93	227	.....	226
Freehold (Town of)	10	306	328	634	12	1,144
Keyport	10	394	360	754	52	432
Long Branch	10	1,580	1,468	3,048	45	1,201
Manasquan	10	203	186	389	4	1,109
Neptune City	9	81	102	183	.....	239
Red Bank	10	517	488	1,005	27	1,216
Spring Lake	10	40	31	71	.....	96
	9.57	8,921	8,448	17,369	284	27,844

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State of New Jersey, for the School Year Ending June 30th, 1902.

Average Number of Cases of Tardiness per Day for each Teacher.	Average Number on Roll.	Average Daily Attendance.	Percentage of Daily Attendance on Average Enrollment.	Number of Pupils Enrolled in Kindergartens.	Number of Pupils Enrolled in Primary Grade.	Number of Pupils Enrolled in Grammar Grade.	Number of Pupils Enrolled in High School Grade.	Number of Classes in School. Grades or years.	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.
.46	147	126	.857	.....	176	73	4	55	.....	.....	6	.....	$42 50
.77	278	241	.874	.....	273	186	.....	194	.....	4	5	$59 00	39 79
.52	164	136	.83	.....	187	79	7	52	.....	1	6	40 00	39 50
.50	140	124	.885	.....	141	78	4	52	.....	1	4	78 00	42 50
.65	388	334	.87	.....	329	304	24	176	11	5	10	50 00	39 00
.71	228	194	.85	.....	195	149	20	66	.....	2	7	53 75	31 05
.62	200	171	.855	.....	169	155	13	82	.....	2	7	49 16	33 33
.36	376	342	.909	116	267	152	16	13	52	1	9	127 77	41 43
.64	775	663	.855	.....	730	563	12	169	.....	5	18	63 00	47 26
.58	212	178	.85	.....	230	145	6	65	.....	5	3	42 00	39 33
.48	1,640	1,509	.92	.....	1,671	526	127	99	.....	6	47	68 33	48 55
.25	138	123	.89	.....	94	121	3	14	18	2	3	75 00	46 66
.31	192	166	.865	.....	186	119	.....	37	.....	2	3	57 50	38 33
.56	575	511	.852	.....	584	271	22	75	.....	8	10	63 75	47 25
.71	320	274	.86	.....	396	167	14	80	.....	3	9	58 35	35 00
.66	543	476	.87	.....	438	400	22	84	.....	9	9	53 88	41 25
.33	555	509	.924	98	270	260	125	64	.....	1	24	225 00	65 73
.63	253	226	.90	59	132	90	60	13	.....	1	7	120 00	46 50
.19	174	161	.92	.....	144	70	13	12	.....	1	6	111 11	51 66
.49	505	462	.915	.....	276	210	148	12	.....	2	14	117 50	50 30
.15	577	529	.917	.....	455	235	64	15	.....	1	14	140 00	41 90
.10	2,177	2,015	.926	228	1,693	904	223	135	.....	6	60	137 50	58 58
.72	317	295	.932	.....	184	145	60	12	.....	2	6	105 00	42 50
.49	44	40	.917	.....	117	62	4	9	.....	1	2	65 00	43 44
.34	691	635	.92	.....	552	332	121	26	.....	2	23	127 50	55 75
.26	46	43	.935	.....	45	26	.....	18	.....	.....	2	.....	57 50
.43	11,555	10,483	.907	501	9,934	5,822	1,112	1,539	81	73	314	$75 25	$49 35

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Financial Report by Districts, for the County of **MORRIS,**

DISTRICTS.	Amount Due the District, July 1st, 1901, from State and County Funds.	Amount Due the District, July 1st, 1901, from District Tax.	Amount Due the District, July 1st, 1901, from other sources.	Total Amount Due the District, July 1st, 1901.	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.
Boonton Twp...	$362 38	$150 00	.....	$512 38	$400 00	$19 50	$25 71	.....
Boonton Town.	5,345 24	8,177 27	$2,602 00	16,124 51	9,320 00	1,043 61	110 00	$640 00
Butler	1,656 70	1,533 24	20 00	3,209 94	2,175 75	150 52	223 35	.....
Chatham	3,612 82	8,616 36	28 42	12,257 60	7,306 00	958 43	451 34	.....
Chester	2,259 88	2,057 84	254 43	4,572 15	3,034 00	307 95	49 66	456 99
Dover	8,501 32	16,000 15	5,602 15	30,103 62	15,676 00	2,425 32	372 98	2,700 00
Hanover	4,321 88	3,436 26	1,051 63	8,809 77	5,870 25	427 00	895 11	703 78
Jefferson	2,884 06	2,759 89	.....	5,643 95	4,362 00	123 06	900 00	.....
Madison	4,092 66	7,750 00	1,460 10	13,302 76	9,628 00	1,265 53	234 00	750 00
Mendham	2,284 61	1,860 00	105 38	4,249 99	3,098 20	262 50	282 52	.....
Montville	1,670 25	3,251 42	4,212 92	9,134 59	2,080 00	153 09	2,193 11	80 00
Morris	1,254 32	1,609 08	328 82	3,192 22	1,725 00	95 93	61 24	.....
Morristown ...	12,574 26	43,718 68	1,385 69	57,678 63	26,791 25	4,207 29	1,667 07	.....
Mt. Arlington.	520 92	680 27	29 42	1,230 61	850 00	150 84	24 96	.....
Mt. Olive	1,957 96	2,282 60	.....	4,240 56	2,344 00	155 07	775 00	.....
Netcong	1,556 24	2,310 41	108 05	3,974 70	2,350 00	342 50	37 61	775 00
Passaic	2,560 45	2,761 64	61 50	5,383 59	3,202 50	276 22	300 74	.....
Pequannock ..	2,021 98	2,607 83	55 00	4,684 81	2,777 04	145 46	143 85	759 13
Randolph	3,880 58	4,107 11	.....	7,987 69	4,768 35	263 58	1,262 65	243 50
Rockaway Tp.	6,282 91	4,547 76	1,914 96	12,745 63	8,551 30	817 50	295 13	.....
Rockaway Bo.	2,548 53	2,748 92	1,114 90	6,412 35	4,300 00	562 76	43 70	.....
Roxbury	3,522 85	4,069 11	55 03	7,646 99	4,870 50	299 47	.....	.....
Washington ...	3,272 74	1,588 58	.....	4,861 32	3,718 00	312 62	.....	.....
Wharton	2,607 64	2,345 96	299 05	5,252 65	3,750 00	329 25	42 75	.....
	$81,553 18	$130,970 38	$20,689 45	$233,213 01	$132,948 14	$15,095 00	$10,392 48	$7,108 40

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State of New Jersey, for the School Year Ending June 30th, 1902.

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, 1902.	Balance of District Tax, June 30th, 1902.	Balance of Moneys from other sources, June 30th, 1902.	Total Balance, June 30th, 1902.
.....	.....	$35 35	$18 50	.....	.....	$499 06	.....	$13 32	.....	.....
.....	$65 88	1,205 59	3,686 30	.....	.....	16,071 38	.....	53 13	.....	.....
.....	.....	322 76	124 57	.....	.....	2,996 95	.....	212 99	.....	.....
.....	.....	690 85	656 69	.....	.....	10,063 31	.....	2,194 29	.....	.....
.....	.....	150 00	481 82	.....	.....	4,480 42	.....	91 73	.....	.....
.....	.....	1,406 43	3,759 04	.....	.....	26,339 77	.....	3,763 85	.....	.....
.....	.....	346 13	283 25	.....	177 29	8,702 81	.....	106 96	.....	.....
.....	.....	208 89	50 00	.....	.....	5,643 95	.....	.....	.....	.....
.....	.....	1,132 96	172 00	.....	.....	13,182 49	.....	120 27	.....	.....
.....	.....	168 61	351 83	.....	.....	4,163 66	.....	86 33	.....	.....
.....	.....	66 35	236 47	.....	97 20	4,906 22	.....	4,228 37	.....	.....
.....	.....	137 94	133 09	.....	.....	2,153 20	.....	1,039 02	.....	.....
.....	.....	1,707 32	1,792 36	.....	.....	36,165 29	.....	21,513 34	.....	.....
.....	.....	52 64	149 50	.....	.....	1,227 94	.....	2 67	.....	.....
.....	.....	125 00	366 04	.....	473 00	4,238 11	.....	2 45	.....	.....
.....	.....	67 89	267 48	.....	.....	3,840 48	.....	134 22	.....	.....
.....	.....	621 39	207 53	.....	656 00	5,264 38	.....	119 21	.....	.....
.....	.....	82 09	479 32	.....	.....	4,386 89	.....	297 92	.....	.....
.....	.....	255 92	129 00	200 40	555 04	7,678 44	.....	309 25	.....	.....
.....	.....	682 08	2,244 65	.....	.....	12,590 66	.....	154 97	.....	.....
.....	.....	319 65	1,110 62	.....	.....	6,336 73	.....	75 62	.....	.....
.....	.....	648 63	426 79	.....	.....	6,245 39	.....	1,401 60	.....	.....
.....	.....	353 65	439 58	.....	.....	4,823 85	.....	37 47	.....	.....
.....	.....	379 53	263 87	.....	.....	4,765 40	.....	487 25	.....	.....
.....	$65 88	$11,167 65	$17,830 30	$200 40	$1,958 53	$196,766 78	.....	$36,446 23	.....	.....

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Apportionment of School Moneys, by Districts, for the County of MOR-

DISTRICT.	Balance State and County Moneys July 1st, 1902.	Balance District Tax July 1st, 1902.	Balance Received from Other Sources July 1st, 1902.	Amount Apportioned from State Appropriation, Including School Tax and $200,000.	Amount Apportioned from Surplus Revenue.	Amount Apportioned from Balances.	Amount of District Tax Voted for Current Expenses.
Boonton Township	.....	$13 32	.....	$340 07	$18 79	.....	$175 00
Boonton Town	.....	53 13	.....	5,798 02	268 02	.....	7,595 00
Butler	.....	212 99	.....	1,591 92	79 40	.....	1,200 00
Chatham	.....	2,194 29	.....	3,976 81	147 13	.....	4,175 00
Chester	.....	91 73	.....	2,260 04	88 54	.....	1,800 00
Dover	.....	3,763 85	.....	9,896 49	495 86	.....	8,550 00
Hanover	.....	106 96	.....	4,129 03	151 45	.....	4,513 50
Jefferson	.....	.....	.....	2,418 68	83 00	.....	2,450 00
Madison	.....	120 27	.....	4,298 62	147 38	.....	7,000 00
Mendham	.....	86 33	.....	2,402 37	80 80	.....	1,900 00
Montville	.....	4,228 37	.....	1,678 38	91 00	.....	1,500 00
Morris	.....	1,039 02	.....	1,170 28	49 67	.....	1,000 00
Morristown	.....	21,513 34	.....	12,676 03	573 60	.....	24,200 00
Mt. Arlington	.....	2 67	.....	568 51	22 60	.....	550 00
Mt. Olive	.....	2 45	.....	2,066 08	62 52	.....	1,275 00
Netcong	.....	134 22	.....	1,680 97	91 35	.....	1,292 00
Passaic	.....	119 21	.....	2,462 38	104 95	.....	2,500 00
Pequannock	.....	297 92	.....	2,082 51	91 56	.....	2,500 00
Randolph	.....	309 25	.....	3,870 80	116 81	.....	1,350 00
Rockaway Township	.....	154 97	.....	6,574 38	291 68	.....	4,700 00
Rockaway Borough	.....	75 62	.....	2,922 42	123 74	.....	3,500 00
Roxbury	.....	1,401 60	.....	3,409 28	162 22	.....	2,900 00
Washington	.....	37 47	.....	3,338 99	125 96	.....	1,350 00
Wharton	.....	487 25	.....	2,761 76	129 01	.....	3,000 00
	.....	$36,446 23	.....	$84,374 82	$3,597 04	.....	$90,975 50

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RIS, State of New Jersey for the School Year Ending June 30th, 1902.

Amount of District Tax Voted for Purchase of Land.	Amount of District Tax Voted for Building, Enlarging and Repairing School Houses.	Amount of District Tax Voted for Manual Training.	Amount of District Tax Voted for Bonds and Interest.	Total Amount of District Tax Ordered to be Raised.	Amount Received from Temporary Loans.	Amount Received from Sale of Bonds.	Amount Received from Manual Training and Other Sources.	Total Amount Available for School Year Ending June 30th, 1903.
.....	$75 00	.....	.....	$250 00	.....	.....	.....	$622 18
.....	.....	.....	$1,640 00	9,235 00	.....	.....	.....	15,354 17
.....	775 00	.....	.....	1,975 00	.....	.....	.....	3,859 31
.....	2,325 00	.....	.....	6,500 00	.....	.....	.....	12,818 23
.....	.....	.....	450 76	2,250 76	.....	.....	.....	4,691 07
.....	450 00	.....	.....	9,000 00	.....	.....	.....	23,156 20
.....	.....	.....	660 00	5,173 50	.....	.....	.....	9,560 94
.....	600 00	.....	.....	3,050 00	.....	.....	.....	5,551 68
.....	.....	.....	750 00	7,750 00	.....	.....	.....	12,316 27
.....	.....	.....	.....	1,900 00	.....	.....	.....	4,469 50
.....	.....	.....	2,160 00	3,660 00	.....	.....	.....	9,657 75
.....	200 00	.....	.....	1,200 00	.....	.....	.....	3,458 97
.....	5,300 00	.....	.....	29,500 00	.....	.....	.....	64,262 97
.....	.....	.....	.....	550 00	.....	.....	.....	1,143 78
.....	120 00	.....	.....	1,395 00	.....	.....	.....	3,526 05
.....	165 00	.....	750 00	2,207 00	.....	.....	.....	4,113 54
.....	.....	.....	.....	2,500 00	.....	.....	.....	5,186 54
.....	.....	.....	750 00	3,250 00	.....	.....	.....	5,721 99
.....	150 00	.....	.....	1,500 00	.....	.....	.....	5,796 86
.....	300 00	.....	.....	5,000 00	.....	.....	.....	12,021 03
.....	.....	.....	.....	3,500 00	.....	.....	.....	6,621 78
.....	.....	.....	.....	2,900 00	.....	.....	.....	7,873 10
.....	650 00	.....	.....	2,000 00	.....	.....	.....	5,502 42
.....	.....	.....	832 50	3,832 50	.....	.....	.....	7,210 52
.....	$11,110 00	.....	$7,993 26	$110,078 76	.....	.....	.....	$234,496 85

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Report of Attendance, by Districts, for the County of MORRIS,

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.
Boonton Township	9.6	28	31	59	1	39
Boonton Town	9.3	358	325	683	14	1,430
Butler Borough	9.45	141	170	311	.....	187
Chatham	9.25	261	242	503	16	471
Chester	9.35	144	152	296	2	184
Dover	9.4	670	692	1,362	86	376
Hanover	8.9	321	324	645	.....	1,848
Jefferson	8.5	184	198	382	.....	402
Madison	9.35	271	275	546	10	745
Mendham	9.2	171	148	319	2	1,248
Montville	9.4	163	160	323	.....	511
Morris	9.2	93	96	189	.....	267
Morristown	9.45	736	782	1,518	41	1,209
Mt. Arlington	9.35	24	34	58	.....	87
Mt. Olive	8.1	136	134	270	.....	683
Netcong	8.25	123	139	262	1	65
Passaic	9.1	205	163	368	.....	511
Pequannock	8.5	175	164	339	3	351
Randolph	8.7	235	233	468	3	727
Rockaway Township	9.25	505	437	942	9	328
Rockaway Borough	9.5	147	196	343	22	19
Roxbury	9.3	277	264	541	1	436
Washington	8.6	253	225	478	2	526
Wharton	9.6	212	163	375	36	165
	9.275	5,833	5,747	11,580	249	12,815

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State of New Jersey for the School Year Ending June 30th, 1902.

Average Number of Cases of Tardiness per Day for each Teacher.	Average Number on Roll.	Average Daily Attendance.	Percentage of Daily Attendance on Average Enrollment.	Number of Pupils Enrolled in Kindergartens.	Number of Pupils Enrolled in Primary Grade.	Number of Pupils Enrolled in Grammar Grade.	Number of Pupils Enrolled in High School Grade.	Number of 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	42	36	.857	.....	35	24	.....	6	.....	.....	1	.....	$41 66
.66	539	501	.941	56	358	192	77	22	.....	1	16	$150 54	53 09
.20	192	164	.854	.....	203	108	.....	21	.....	1	4	74 07	39 68
.32	348	314	.90	.....	289	195	19	24	.....	4	9	82 43	51 65
.123	199	177	.88	.....	165	96	35	19	.....	2	6	53 48	34 47
.072	1,080	1,021	.945	132	654	444	132	55	.....	3	26	115 25	50 94
.84	381	325	.84	.....	409	231	5	6	.....	2	13	55 19	41 79
.26	209	186	.87	.....	229	153	.....	8	.....	5	4	47 26	36 62
.4	375	347	.92	.....	333	149	64	25	.....	1	13	176 47	66 23
.62	205	173	.84	.....	173	138	8	56	.....	1	8	49 45	34 56
.53	196	173	.88	.....	224	99	.....	34	.....	2	3	43 08	46 42
.36	119	101	.65	.....	108	81	.....	27	.....	3	1	53 59	36 51
.206	1,248	1,174	.94	.....	927	458	133	48	.....	3	38	141 21	62 77
.232	34	32	.94	.....	32	26	.....	8	.....	.....	2	.....	45 45
.5	174	150	.83	.....	159	111	.....	74	.....	1	7	48 78	34 81
.08	189	167	.88	.....	165	84	13	25	.....	1	4	103 03	45 45
.35	243	216	.86	.....	223	145	.....	45	.....	3	5	53 84	43 06
.288	205	174	.86	.....	223	116	.....	48	.....	4	3	50 59	42 33
.39	280	250	.89	.....	320	148	.....	80	44	8	5	46 65	36 41
.12	608	548	.90	.....	680	262	.....	102	.....	9	11	54 65	40 93
.014	267	254	.953	.....	166	130	47	41	.....	1	7	115 78	49 64
.28	351	315	.91	.....	302	234	5	65	.....	3	8	56 57	44 03
.3	296	259	.87	.....	277	196	5	84	.....	7	5	41 53	36 43
.16	268	251	.93	.....	209	139	27	36	.....	1	6	104 16	47 74
.312	8,048	7,308	.908	188	6,863	3,959	570	.....	44	66	205	$65 26	$49 24

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Financial Report by Districts, for the County of OCEAN,

DISTRICTS.	Amount Due the District, July 1st, 1901, from State and County Funds.	Amount Due the District, July 1st, 1901, from District Tax.	Amount Due the District, July 1st, 1901, from other sources.	Total Amount Due the District, July 1st, 1901.	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.
Plumsted Township	$1,466 96	$1,400 00	$718 02	$3,584 98	$2,288 96	$175 15	.....	$515 00
Jackson Township.	2,546 73	1,075 00	146 30	3,768 03	2,715 10	234 78	358 58	.....
Lakewood Twp....	5,311 29	18,887 54	21,173 70	45,372 53	12,575 20	1,496 32	17,512 61	3,502 50
Brick Township....	2,396 20	3,720 00	520 00	6,636 20	3,589 43	336 15	388 44	537 09
Manchester Twp...	2,089 37	2,092 93	7 70	4,190 00	2,449 37	410 18	69 92	.....
Dover Township...	3,804 87	6,579 34	17,000 00	27,384 21	7,020 00	791 32	17,017 34	1,200 00
Berkeley Township	765 24	600 00	100 07	1,465 31	1,125 00	104 98	60 41	.....
Lacey Township...	743 75	600 00	175 64	1,519 39	1,205 00	57 75	21 56	.....
Ocean Township...	712 00	400 00	.....	1,112 00	945 00	40 00	100 00	.....
Union Township...	1,202 56	2,641 55	40 64	3,884 75	1,706 00	391 77	.....	1,178 77
Stafford Township.	1,274 44	1,073 00	222 04	2,569 48	1,800 00	124 88	180 04	171 98
Eagleswood Twp...	923 21	516 00	107 20	1,546 41	1,107 80	79 80	14 26	83 00
Little Egg Harbor Township	2,212 59	2,215 00	300 50	4,728 09	2,979 00	360 50	220 00	471 50
Pt. Pleasant Beach Borough	1,179 23	3,000 00	100 00	4,279 23	2,875 00	350 00	.....	1,000 00
Bay Head Borough.	256 01	400 00	.....	656 01	414 00	19 50	7 36	.....
Island Heights— Borough	466 29	709 63	60 00	1,235 92	810 00	56 08	.....	216 00
Beach Haven Boro.	458 81	809 05	176 00	1,443 86	720 00	98 70	170 30	125 00
Surf City Borough.	219 61	.....	39 03	258 64	216 00	21 00	.....	.....
Long Beach Twp..	437 35	450 00	.....	887 35	675 00	46 78	31 02	.....
Seaside Park oBro.	223 30	450 70	40 00	714 00	360 00	42 00	.....	.....
Total	$28,689 81	$47,619 74	$40,926 84	117,236 39	$47,575 86	$5,237 64	$36,151 84	$9,000 84

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State of New Jersey, for the School Year Ending June 30th, 1902.

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, 1902.	Balance of District Tax, June 30th, 1902.	Balance of Moneys from other sources, June 30th, 1902.	Total Balance, June 30th, 1902.
.....	.....	$118 66	$450 34	.....	.....	$3,548 11	.....	.....	$36 87	$36 87
.....	.....	145 07	68 06	.....	.....	3,521 59	.....	.....	246 44	246 44
.....	$897 78	1,364 47	3,567 22	.....	.....	40,916 10	.....	$3,371 35	1,085 08	4,456 43
.....	.....	619 95	20 00	.....	.....	5,491 06	.....	645 14	500 00	1,145 14
.....	.....	127 66	293 04	155 60	.....	3,505 77	.....	684 23	.....	684 23
.....	.....	828 57	447 57	.....	.....	27,304 80	.....	79 41	.....	79 41
.....	.....	.....	103 49	.....	.....	1,393 88	.....	71 43	.....	71 43
.....	.....	113 64	54 68	.....	.....	1,452 63	.....	66 76	.....	66 76
.....	.....	27 00	.....	.....	.....	1,112 00	.....	.....	.....	.....
.....	.....	492 31	40 00	75 90	.....	3,884 75	.....	.....	.....	.....
.....	.....	183 91	108 67	.....	.....	2,569 48	.....	.....	.....	.....
.....	.....	52 39	209 16	.....	.....	1,546 41	.....	.....	.....	.....
.....	.....	320 00	137 20	.....	.....	4,488 20	.....	239 89	.....	239 89
.....	.....	54 23	.....	.....	.....	4,279 23	.....	.....	.....	.....
.....	.....	90 87	115 55	.....	.....	647 28	.....	8 73	.....	8 73
.....	.....	123 23	29 39	.....	.....	1,234 70	.....	1 22	.....	1 22
.....	.....	116 49	55 45	.....	.....	1,285 94	.....	157 92	.....	157 92
.....	.....	.....	18 00	.....	.....	255 00	.....	3 64	.....	3 64
.....	.....	50 40	26 91	.....	40 00	870 11	.....	17 24	.....	17 24
.....	.....	20 75	48 74	.....	.....	471 49	.....	242 51	.....	242 51
.....	$897 78	$4,849 60	$5,793 47	$231 50	$40 00	$109,778 53	.....	$5,589 47	$1,868 39	$7,457 86

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Apportionment of School Moneys, by Districts, for County of OCEAN,

DISTRICTS.	Balance State and County Moneys July 1st, 1902.	Balance District Tax July 1st, 1902.	Balance Received from Other Sources July 1st, 1902.	Amount Apportioned from State Appropriation, Including School Tax and $200,000.	Amount Apportioned from Surplus Revenue.	Amount Apportioned from Balances.	Amount of District Tax Voted for Current Expenses.
Plumsted Township	.....	.....	$36 87	$1,689 18	$53 40	.....	$1,100 00
Jackson Township	.....	.....	246 44	2,441 08	66 67	.....	900 00
Lakewood Township	.....	3,371 35	1,085 08	5,914 66	168 88	.....	11,062 00
Brick Township	.....	645 14	500 00	2,665 34	85 92	.....	3,010 00
Manchester Township	.....	684 23	.....	2,075 15	50 80	.....	1,610 00
Dover Township	.....	79 41	.....	3,987 04	108 40	.....	5,050 00
Berkeley Township	.....	71 43	.....	700 73	18 60	.....	600 00
Lacey Township	.....	66 76	.....	730 35	24 06	.....	600 00
Ocean Township	.....	.....	.....	698 97	18 27	.....	500 00
Union Township	.....	.....	.....	1,251 06	46 35	.....	1,030 00
Stafford Township	.....	.....	.....	1,298 69	55 15	.....	893 00
Eagleswood Township	.....	.....	.....	920 99	22 34	.....	495 26
Little Egg Harbor Borough	.....	239 89	.....	2,296 71	91 72	.....	1,528 00
Pt. Pleasant Beach Township	.....	.....	.....	1,250 87	46 32	.....	3,000 00
Bay Head Borough	.....	8 73	.....	237 12	6 85	.....	400 00
Island Heights oBro	.....	1 22	.....	483 46	15 42	.....	435 00
Beach Haven Borough	.....	157 92	.....	480 80	14 92	.....	550 00
Surf City Borough	.....	3 64	.....	206 28	1 16	.....	.....
Long Beach Township	.....	17 24	.....	430 16	5 57	.....	450 00
Seaside Park Borough	.....	242 51	.....	217 89	3 30	.....	.....
Total	.....	$5,589 47	$1,868 39	$29,976 53	$904 10	.....	$33,213 26

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State of New Jersey, for the School Year Ending June 30th, 1902.

Amount of District Tax Voted for Purchase of Land.	Amount of District Tax Voted for Building, Enlarging and Repairing School Houses.	Amount of District Tax Voted for Manual Training.	Amount of District Tax Voted for Bonds and Interest.	Total Amount of District Tax Ordered to be Raised.	Amount Received from Temporary Loans.	Amount Received from Sale of Bonds.	Amount Received from Manual Training and Other Sources.	Total Amount Available for School Year Ending June 30th, 1903.
.....	$100 00	.....	$200 00	$1,400 00	.....	.....	.....	$3,179 45
.....	405 00	.....	.....	1,305 00	.....	.....	.....	4,059 19
$2,000 00	16,050 00	.....	3,502 50	32,614 50	.....	.....	.....	43,154 47
.....	250 00	.....	460 00	3,720 00	.....	.....	.....	7,616 40
.....	.....	.....	.....	1,610 00	.....	.....	.....	4,420 18
.....	200 00	.....	1,200 00	6,450 00	.....	.....	.....	10,624 85
.....	.....	.....	.....	600 00	.....	.....	.....	1,390 76
.....	.....	.....	.....	600 00	.....	.....	.....	1,421 17
.....	.....	.....	.....	500 00	.....	.....	.....	1,217 24
.....	.....	.....	760 00	1,790 00	.....	.....	.....	3,087 41
.....	180 00	.....	.....	1,073 00	.....	.....	.....	2,426 84
.....	300 00	.....	180 00	2,008 00	.....	.....	.....	4,636 32
.....	.....	.....	.....	495 26	.....	.....	.....	1,438 39
.....	.....	.....	1,000 00	4,000 00	.....	.....	.....	5,297 19
.....	.....	.....	.....	400 00	.....	.....	.....	652 70
.....	.....	.....	220 00	655 00	.....	.....	.....	1,155 10
.....	.....	.....	.....	550 00	.....	.....	.....	1,203 64
.....	.....	.....	.....	.....	.....	.....	.....	211 08
.....	.....	.....	.....	450 00	.....	.....	.....	902 97
.....	.....	.....	.....	.....	.....	.....	.....	463 70
$2,000 00	$17,485 00	.....	$7,522 50	$60,220 76	.....	.....	.....	$98,559 25

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Report of Attendance, by Districts, for the County of OCEAN,

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.	Total Number of Cases of Tardiness during the year.	Number of Pupils neither Absent nor Tardy during the year.
Plumsted Township	9	159	133	292	9	228
Jackson Township	9	229	220	449	2	434
Lakewood Township	9	425	492	917	14	1,447
Brick Township	9	253	241	494	6	1,162
Manchester Township	9	121	113	234	1	142
Dover Township	9.38	300	290	590	13	967
Berkeley Township	9	57	73	130	.....	212
Lacey Township	9	55	68	123	2	252
Ocean Township	9	49	45	94	.....	82
Union Township	9	94	102	196	9	334
Stafford Township	9	131	141	272	4	335
Eagleswood Township	9	72	66	138	1	168
Little Egg Harbor Township	9	229	181	410	4	552
Point Pleasant Beach Borough	10	86	92	178	1	717
Bay Head Borough	9	28	22	50	1	50
Island Heights Borough	9	32	44	76	1	91
Beach Haven Borough	9	39	40	79	.....	108
Surf City Borough	9	4	3	7	.....	.....
Long Beach Township	9	9	9	18	1	17
Seaside Park Borough	9	11	20	31	1	46
Total	9.07	2,383	2,395	4,778	70	7,344

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State of New Jersey, for the School Year Ending June 30th, 1902.

Average Number of Cases of Tardiness per Day for each Teacher.	Average Number on Roll.	Average Daily Attendance.	Percentage of Daily Attendance on Average Enrollment.	Number of Pupils Enrolled in Kindergartens.	Number of Pupils Enrolled in Primary Grade.	Number of Pupils Enrolled in Grammar Grade.	Number of Pupils Enrolled in High School Grade.	Number of Classes in School. Grades or years.	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.
.19	152	131	.86	.....	136	154	2	10	.....	3	4	$45 00	$34 00
.23	226	188	.83	.....	255	194	.....	10	.....	2	9	35 00	27 00
.37	601	539	.89	111	539	221	46	12	.....	5	18	81 00	51 00
.62	313	270	.86	.....	344	134	16	10	.....	4	7	48 00	32 00
.10	142	116	.81	.....	142	84	8	10	3	2	6	51 00	34 00
.35	408	349	.85	.....	337	207	46	12	.....	7	10	52 00	40 00
.44	84	71	.84	.....	74	56	.....	8	.....	2	1	45 00	35 00
.49	80	70	.87	.....	64	57	2	8	.....	2	1	50 00	35 00
.16	59	50	.85	.....	49	45	.....	8	.....	.....	3	.....	35 00
.48	161	147	.91	.....	112	62	22	12	.....	1	3	90 00	33 00
.40	195	172	.88	.....	171	77	24	10	6	2	3	53 00	32 00
.24	71	59	.83	.....	93	40	5	10	.....	1	3	60 00	25 00
.36	308	271	.88	.....	230	162	18	10	.....	.....	9	.....	36 00
.78	131	111	.84	.....	88	75	15	11	.....	1	4	133 00	46 00
.26	34	31	.91	.....	30	20	.....	7	.....	1	.....	47 00	.....
.26	53	49	.92	.....	41	25	10	10	.....	1	1	60 00	25 00
.31	55	49	.89	.....	44	31	4	10	.....	.....	2	.....	40 00
.....	3	2	.89	.....	5	2	.....	4	.....	.....	1	.....	25 00
.05	14	12	.85	.....	10	8	.....	6	.....	1	1	40 00	35 00
.20	13	11	.84	.....	24	7	.....	6	.....	1	.....	40 00	.....
.33	3,103	2,698	.87	111	2,788	1,661	218	12	9	36	86	$56 14	$35 93

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Financial Report by Districts, for the County of PASSAIC,

DISTRICTS.	Amount Due the District, July 1st, 1901, from State and County Funds.	Amount Due the District, July 1st, 1901, from District Tax.	Amount Due the District, July 1st, 1901, from other sources.	Total Amount Due the District, July 1st, 1901.	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.
Acquackanonk	$6,947 75	$27,913 97	$7,811 55	$42,673 27	$13,325 25	$2,399 96	$10,348 61	$3,106 25
Hawthorne ...	2,895 23	7,678 04	311 16	10,884 43	4,765 16	1,174 25	1,698 90	1,217 50
Little Falls...	3,575 93	8,094 31	20,880 99	32,551 23	5,700 00	865 02	428 63	.....
Manchester ...	6,555 36	13,263 72	251 50	20,080 58	10,783 50	2,028 92	1,377 05	2,802 50
Passaic	32,893 03	69,131 97	65,001 79	167,026 79	70,298 26	8,559 98	37,871 76	.....
Paterson	127,057 34	180,000 00	28,920 77	335,978 11	23,419 97	28,227 60	39,957 06	.....
Pompton	2,803 15	3,897 12	410 20	7,110 47	4,230 00	313 36	51 88	909 50
Pompton Lakes	992 36	2,390 94	180 41	3,563 71	2,200 00	296 37	435 29	75 00
Totowa	707 91	1,069 09	54 71	1,831 71	1,126 25	92 03	42 07	.....
Wayne	2,324 56	5,235 00	5,708 77	13,268 33	4,581 25	589 68	5,623 53	1,032 50
West Milford..	3,297 93	2,088 82	1,174 54	6,561 29	3,297 93	232 61	830 21	992 00
Totals ...	$190,060 55	$320,762 98	$130,706 39	$641,529 92	$354,506 57	$44,779 78	$98,714 99	$10,135 25

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State of ***New Jersey****, for the School Year Ending June* 30*th*, 1902.

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, 1902.	Balance of District Tax, June 30th, 1902.	Balance of Moneys from other sources, June 30th, 1902.	Total Balance, June 30th, 1902.
.....	.....	$3,029 32	$1,051 68	.....	$376 24	$33,637 31	.....	$8,785 25	$250 71	$9,035 96
.....	.....	851 99	369 57	.....	.....	10,077 37	.....	687 88	119 18	807 06
.....	.....	1,142 45	3,283 15	.....	.....	11,419 25	.....	2,655 17	18,476 81	21,131 98
.....	.....	1,050 39	799 96	.....	.....	18,842 32	.....	986 76	251 50	1,238 26
.....	$4,635 94	7,275 09	8,725 33	.....	.....	137,366 36	.....	8,863 61	20,796 82	29,660 43
.....	3,126 40	17,115 92	9,197 11	.....	.....	331,823 06	.....	4,155 05	.....	4,155 05
.....	345 00	226 73	611 60	.....	.....	6,688 07	.....	402 20	20 20	422 40
.....	.....	121 88	151 77	.....	.....	3,330 31	.....	114 03	119 37	233 40
.....	.....	153 73	203 00	.....	.....	1,617 08	.....	159 92	54 71	214 63
.....	.....	417 28	459 86	.....	.....	12,704 10	.....	82 88	481 35	564 23
.....	.....	160 22	613 79	.....	.....	6,126 76	.....	402 60	31 93	434 53
.....	$8,107 34	$31,545 00	$25,466 82	.....	$376 24	$573,631 99	.....	$27,295 35	$40,602 58	$67,897 93

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Apportionment of School Moneys, by Districts, for the County of PAS-

DISTRICTS.	Balance State and County Moneys July 1st, 1902.	Balance District Tax July 1st, 1902.	Balance Received from Other Sources July 1st, 1902.	Amount Apportioned from State Appropriation, Including School Tax and $200,000.	Amount Apportioned from Surplus Revenue.	Amount Apportioned from Balances.	Amount of District Tax Voted for Current Expenses.
Acquackanonk	.....	$8,785 25	$250 71	$7,585 81	$40 19	.....	$15,180 00
Hawthorne	.....	687 88	119 18	3,360 78	19 91	.....	3,675 00
Little Falls	.....	2,655 17	18,476 81	3,645 37	22 47	.....	6,298 54
Manchester	.....	986 76	251 50	5,221 39	28 17	.....	4,655 00
Passaic	.....	8,863 61	20,796 82	38,563 10	215 79	.....	63,987 00
Paterson	.....	4,155 05	.....	130,230 13	776 39	.....	183,000 00
Pompton	.....	402 20	20 20	2,542 40	14 65	.....	2,500 00
Pompton Lakes	.....	114 03	119 37	1,318 28	8 05	.....	1,812 00
Prospect Park	.....	.....	.....	2,319 81	11 33	.....	2,525 00
Totowa	.....	159 92	54 71	616 29	3 36	.....	700 00
Wayne	.....	82 88	481 35	2,861 49	13 39	.....	4,000 00
West Milford	.....	402 60	31 93	3,144 30	14 68	.....	650 00
Totals	.....	$27,295 35	$40,602 58	$201,409 15	$1,168 38	.....	$288,982 54

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SAIC, State of New Jersey, for the School Year Ending June 30th, 1902.

Amount of District Tax Voted for Purchase of Land.	Amount of District Tax Voted for Building, Enlarging and Repairing School Houses.	Amount of District Tax Voted for Manual Training.	Amount of District Tax Voted for Bonds and Interest.	Total Amount of District Tax Ordered to be Raised.	Amount Received from Temporary Loans.	Amount Received from Sale of Bonds.	Amount Received from Manual Training and Other Sources.	Total Amount Available for School Year Ending June 30th, 1903.
.....	$3,475 00	.....	$2,050 00	$20,705 00	.....	.....	.....	$37,366 96
.....	1,500 00	.....	1,995 00	7,170 00	.....	.....	.....	11,357 75
.....	300 00	.....	744 97	7,343 51	.....	.....	.....	32,143 33
.....	436 00	.....	2,015 00	7,106 00	.....	.....	.....	13,593 82
$5,100 00	41,900 00	2,500 00	.....	113,487 00	.....	.....	.....	181,926 32
.....	.....	2,000 00	.....	185,000 00	.....	.....	.....	320,161 57
850 00	.....	.....	.....	3,350 00	.....	.....	.....	6,329 45
.....	50 00	.....	75 00	2,387 00	.....	.....	.....	3,946 73
.....	.....	.....	675 00	3,200 00	.....	.....	.....	5,531 14
.....	.....	.....	.....	700 00	.....	.....	.....	1,534 28
.....	.....	.....	1,630 00	5,630 00	.....	.....	.....	9,069 11
.....	125 00	.....	978 00	1,753 00	.....	.....	.....	5,346 51
$5,950 00	$48,236 00	$4,500 00	$10,162 97	$357,831 51	.....	.....	.....	$628,306 97

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Report of Attendance, by Districts, for the County of PASSAIC,

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.
Acquackanonk	9.34	631	600	1,231	.....	1,249
Hawthorne	9.53	249	281	530	3	621
Little Falls	9.46	320	291	611	4	750
Manchester	9.73	488	457	945	6	667
Passaic	9.50	2,575	2,622	5,197	25	9,402
Paterson	9.85	8,021	8,064	16,085	176	16,887
Pompton	8.41	285	280	565	.....	1,057
Pompton Lakes	9.10	96	91	187	.....	52
Totowa	9.00	50	40	90	.....	69
Wayne	8.81	235	221	456	1	683
West Milford	8.65	287	247	534	1	973
Totals	9.21	13,237	13,194	26,431	216	32,410

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State of New Jersey, for the School Year Ending June 30th, 1902.

Average Number of Cases of Tardiness per Day for each Teacher.	Average Number on Roll.	Average Daily Attendance.	Percentage of Daily Attendance on Average Enrollment.	Number of Pupils Enrolled in Kindergartens.	Number of Pupils Enrolled in Primary Grade.	Number of Pupils Enrolled in Grammar Grade.	Number of Pupils Enrolled in High School Grade.	Number of Classes in School. Grades or years.	Average Number of Pupils Transported per day.	Number of Male Teachers Employed.	Number of Female Teachers Employed.	Average Salary per Month Paid to Male Teachers.	Average Salary per Month Paid to Female Teachers.
.26	862	787	.91	228	758	227	18	395	.....	4	21	$74 90	$53 76
.29	350	304	.87	67	328	123	12	136	.....	2	9	78 66	45 88
.36	418	381	.91	76	379	152	4	175	.....	4	7	74 00	44 92
.14	700	645	.92	178	532	216	19	198	.....	2	21	110 40	45 52
.47	3,813	3,370	.88	872	2,827	1,186	312	99	.....	7	116	107 74	60 38
.24	12,796	11,876	.92	1,762	9,541	4,085	697	357	.....	50	384	135 14	54 80
.62	313	267	.85	.....	408	157	.....	169	.....	4	6	69 60	47 20
.07	127	112	.88	.....	117	62	8	69	.....	1	3	84 60	52 38
.19	75	49	.65	.....	60	30	.....	32	.....	1	1	75 00	52 78
.38	296	256	.87	.....	284	169	3	216	.....	5	5	60 10	46 50
.51	286	230	.80	.....	385	149	.....	268	.....	4	7	35 78	36 70
.32	20,036	18,277	.86	3,183	15,619	6,556	1,073	2,114	.....	84	580	$82 35	$49 16

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Financial Report by Districts, for the County of SALEM,

DISTRICTS.	Amount Due the District, July 1st, 1901, from State and County Funds.	Amount Due the District, July 1st, 1901, from District Tax.	Amount Due the District, July 1st, 1901, from other sources.	Total Amount Due the District, July 1st, 1901.	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.
Alloway	$3,088 34	$823 23	$10 00	$3,921 57	$3,035 00	$203 55	$236 66	$9 00
Elmer	2,707 77	1,424 50	115 00	4,247 27	2,047 50	317 25	106 14	381 00
Elsinboro	1,053 84	415 77	10 00	1,479 61	982 00	130 06	41 47	.....
Lower A. Creek	2,230 12	500 00	2 00	2,732 12	2,152 00	78 12	135 42	8 00
Lower Penn's Neck	2,135 88	650 00	1,063 00	3,845 88	2,516 66	171 50	91 19	724 50
Mannington	3,510 49	1,322 29	60 00	4,892 78	3,091 00	253 38	66 42	.....
Oldmans	2,706 47	1,075 23	.....	3,781 70	3,282 00	214 81	55 97	14 71
Pennsgrove	1,992 03	5,125 82	57 20	7,175 05	2,880 00	288 00	1,757 15	1,231 00
Pilesgrove	3,163 20	1,400 00	24 00	4,587 20	2,955 86	237 25	85 22	.....
Pittsgrove	4,071 72	1,107 00	1,488 50	6,667 22	3,790 00	256 80	1,414 02	133 30
Quinton	1,764 05	1,250 11	.....	3,014 16	1,987 50	221 98	277 50	.....
Salem City	9,218 69	9,684 25	624 58	19,527 52	12,905 00	1,604 00	1,133 25	1,404 00
Upper Penn's Neck	1,478 52	659 66	.....	2,138 18	1,260 00	95 50	.....	529 81
Upper Pittsgrove	3,436 20	950 00	666 13	5,052 33	3,708 00	212 12	318 42	402 00
Woodstown	2,691 55	1,210 00	294 40	4,195 95	3,345 00	270 16	82 51	13 69
	$45,248 87	$27,597 86	$4,411 81	$77,258 54	$49,937 52	$4,554 48	$5,801 34	$4,851 01

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State of New Jersey, for the School Year Ending June 30th, 1902.

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, 1902.	Balance of District Tax, June 30th, 1902.	Balance of Moneys from other sources, June 30th, 1902.	Total Balance, June 30th, 1902.
.....	.....	$144 95	.....	.....	.....	$3,629 16	$149 79	$142 62	.....	$292 41
.....	.....	133 02	103 20	.....	.....	3,088 11	524 55	634 61	.....	1,159 16
.....	.....	100 85	138 68	.....	.....	1,393 06	71 84	14 71	.....	86 55
.....	.....	111 06	148 12	.....	.....	2,632 72	.....	99 40	.....	99 40
.....	.....	150 91	110 00	.....	.....	3,764 76	.....	81 12	.....	81 12
.....	.....	161 70	324 02	.....	.....	3,896 52	666 11	330 15	.....	996 26
.....	.....	155 70	58 50	.....	.....	3,781 69	.....	01	.....	01
.....	.....	377 02	111 83	.....	.....	6,645 00	.....	530 05	.....	530 05
.....	.....	206 97	199 12	.....	276 00	3,960 42	.....	626 78	.....	626 78
.....	.....	322 10	477 42	.....	181 40	6,575 04	.....	92 18	.....	92 18
.....	.....	219 91	.....	.....	240 00	2,946 89	.....	67 27	.....	67 27
.....	.....	1,368 03	595 75	.....	.....	19,210 03	.....	.....	317 49	317 49
.....	.....	106 05	82 79	.....	.....	2,074 15	8 02	56 01	.....	64 03
.....	.....	204 72	182 73	.....	.....	5,027 99	.....	.....	24 34	24 34
.....	.....	322 04	162 55	.....	.....	4,195 95	.....	.....	.....	.....
.....	.....	$4,285 03	$2,694 71	.....	$697 40	$72,821 49	$1,420 31	$2,674 91	$341 83	$4,437 05

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Apportionment of School Moneys, by Districts, for the County of SALEM

DISTRICTS.	Balance State and County Moneys July 1st, 1902.	Balance District Tax July 1st, 1902.	Balance Other Sources Received from July 1st, 1902.	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	$149 79	$142 62	.....	$2,760 38	$122 10	.....	$1,200 00
Elmer	524 55	634 61	.....	1,620 47	99 64	.....	819 00
Elsinboro	71 84	14 71	.....	797 82	31 76	.....	450 00
Lower A. Creek	.....	99 40	.....	2,063 23	93 66	.....	500 00
Lower Penn's Neck	.....	81 12	.....	2,051 31	104 59	.....	850 00
Mannington	666 11	330 15	.....	2,487 50	110 40	.....	950 00
Oldmans	.....	01	.....	2,591 23	114 21	.....	900 00
Pennsgrove	.....	530 05	.....	2,296 33	143 92	.....	1,000 00
Pilesgrove	.....	626 78	.....	2,573 49	111 36	.....	1,250 00
Pittsgrove	.....	92 18	.....	3,140 62	138 20	.....	775 00
Quinton	.....	67 27	.....	1,534 84	85 89	.....	1,150 00
Salem City	.....	.....	317 49	10,082 43	604 21	.....	7,454 09
Upper Penn's Neck	8 02	56 01	.....	1,092 96	47 04	.....	600 00
Upper Pittsgrove	.....	.....	24 34	3,365 39	155 02	.....	700 00
Woodstown	.....	.....	.....	2,659 42	138 00	.....	1,275 00
	$1,420 31	$2,674 91	$341 83	$41,117 72	$2,100 00	.....	$19,873 09

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State of New Jersey, for the School Year Ending June 30th, 1902.

Amount of District Tax Voted for Purchase of Land.	Amount of District Tax Voted for Building, Enlarging and Repairing School Houses.	Amount of District Tax Voted for Manual Training.	Amount of District Tax Voted for Bonds and Interest.	Total Amount of District Tax Ordered to be Raised.	Amount Received from Temporary Loans.	Amount Received from Sale of Bonds.	Amount Received from Manual Training and Other Sources.	Total Amount Available for School Year Ending June 30th, 1903.
.....	$200 00	.....	.....	$1,400 00	.....	.....	.....	$4,574 89
.....	50 00	.....	381 00	1,250 00	.....	.....	.....	4,129 27
.....	.....	.....	.....	450 00	.....	.....	.....	1,366 13
.....	100 00	.....	.....	600 00	.....	.....	.....	2,856 29
.....	150 00	.....	.....	1,000 00	.....	.....	.....	3,237 02
.....	200 00	.....	.....	1,150 00	.....	.....	.....	4,744 16
.....	100 00	.....	.....	1,000 00	.....	.....	.....	3,705 45
.....	.....	.....	833 33	1,833 33	.....	.....	.....	4,803 63
.....	150 00	.....	.....	1,400 00	.....	.....	.....	4,711 63
.....	250 00	.....	255 00	1,280 00	.....	.....	.....	4,651 00
.....	50 00	.....	.....	1,200 00	.....	.....	.....	2,888 00
.....	1,133 25	.....	1,404 00	9,991 34	.....	.....	.....	20,995 77
.....	.....	.....	.....	600 00	.....	.....	.....	1,804 33
.....	300 00	.....	.....	1,000 00	.....	.....	.....	4,544 76
.....	325 00	.....	.....	1,600 00	.....	.....	.....	4,397 42
.....	$3,008 25	.....	$2,873 33	$25,754 67	.....	.....	.....	$73,409 44

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Report of Attendance, by Districts, for the County of SALEM,

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.
Alloway	9	188	183	371	10	1,598
Elmer	9	130	131	261	3	500
Elsinboro	9	44	66	110	1	317
Lower A Creek	9	145	135	280	1	990
Lower Penn's Neck	9½	169	152	321	.....	767
Mannington	9	196	186	382	1	828
Oldmans	9	165	158	323	1	1,097
Pennsgrove	9	194	179	373	12	117
Pilesgrove	9	163	153	316	.....	1,161
Pittsgrove	9	266	242	508	1	2,009
Quinton	10	103	99	202	2	409
Salem City	10	693	609	1,302	109	1,689
Upper Penn's Neck	9	78	72	150	.....	268
Upper Pittsgrove	9	214	204	418	8	882
Woodstown	9.5	150	175	325	8	1,268
	9.4	2,898	2,744	5,642	157	13,900

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State of New Jersey, for the School Year Ending June 30th, 1902.

Average Number of Cases of Tardiness per Day for each Teacher.	Average Number on Roll.	Average Daily Attendance.	Percentage of Daily Attendance on Average Enrollment.	Number of Pupils Enrolled in Kindergartens.	Number of Pupils Enrolled in Primary Grade.	Number of Pupils Enrolled in Grammar Grade.	Number of Pupils Enrolled in High School Grade.	Number of Classes in School. Grades or years.	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.
.77	240	206	.86	.....	245	90	36	152	.....	3	7	$36 80	$36 60
.98	183	164	.90	.....	154	75	32	20	.....	1	4	70 00	43 50
.60	64	55	.85	.....	85	23	2	15	.....	.....	3	.....	37 60
.81	152	135	.89	.....	191	77	12	119	.....	.....	7	.....	33 60
.53	193	169	.86	.....	206	80	35	36	.....	1	6	57 80	37 20
.50	212	187	.85	.....	301	74	7	154	.....	1	8	51 60	38 00
.50	211	178	.85	.....	192	101	30	61	.....	.....	9	.....	41 20
.10	278	249	.90	.....	237	101	35	17	.....	1	6	97 00	42 00
.71	204	175	.84	.....	207	84	25	77	.....	1	8	35 00	37 60
1.05	296	238	.81	.....	366	125	17	87	.....	3	8	40 10	40 00
.95	143	127	.86	.....	122	58	22	45	.....	1	4	58 80	41 20
.34	949	902	.94	.....	950	241	111	49	.....	2	28	80 00	40 37
.79	76	65	.83	.....	80	58	12	58	.....	.....	4	.....	36 60
.43	268	228	.86	.....	268	115	35	175	.....	.....	12	.....	36 00
.88	239	222	.92	.....	156	124	45	22	.....	2	7	51 00	38 60
.66	3,708	3,300	.89	.....	3,780	1,406	456	1,087	.....	16	121	$55 25	$38 90

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Financial Report by Districts, for the County of SOMERSET,

DISTRICTS.	Amount Due the District, July 1st, 1901, from State and County Funds.	Amount Due the District, July 1st, 1901, from District Tax.	Amount Due the District, July 1st, 1901, from other sources.	Total Amount Due the District, July 1st, 1901.	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.
Townships—								
Bedminster	$3,523 99	$1,895 82	$430 00	$5,849 81	$3,854 00	$275 32	$690 01	$408 00
Bernards	4,505 81	3,002 24	2,345 00	9,853 05	5,658 00	893 33	389 94	1,839 98
Branchburg	1,860 48	1,233 98	.....	3,094 46	2,199 01	144 36	15 04	191 73
Bridgewater	5,875 65	1,322 42	2,377 56	9,575 63	5,635 75	552 98	153 34	.....
Franklin	4,345 02	922 36	20 00	5,287 38	3,664 19	340 49	100 00	.....
Hillsborough ...	4,761 10	1,200 00	279 27	6,240 37	4,912 72	311 69	303 10	.....
Montgomery	2,425 96	450 27	106 50	2,982 73	2,286 00	253 95	85 26	.....
North Plainfield.	1,027 75	1,381 32	566 52	2,975 59	1,000 00	95 20	73 00	1,030 00
Warren	1,853 21	729 35	418 57	3,001 13	1,750 00	136 88	160 20	544 70
Towns and Boros—								
Bound Brook....	$3,936 29	$5,622 85	$1,177 78	$10,736 92	$6,320 00	$526 30	.....	$1,901 85
East Millstone...	662 89	71 06	.....	733 95	500 00	25 90	.....	.....
North Plainfield.	10,221 74	23,596 03	1,590 19	35,407 96	18,259 50	2,370 17	857 47	5,000 00
Somerville	7,986 05	9,660 00	4,471 78	22,117 83	13,148 00	979 45	709 78	7,209 17
S. Bound Brook	1,498 31	2,242 99	1,185 47	4,926 77	1,900 00	292 38	32 65	1,286 63
	$54,484 25	$53,330 69	$14,968 64	$122,783 58	$71,087 17	$7,198 40	$3,569 79	$16,432 06

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State of New Jersey, for the School Year Ending June 30th, 1902.

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, 1902.	Balance of District Tax, June 30th, 1902.	Balance of Moneys from other sources, June 30th, 1902.	Total Balance, June 30th, 1902.
.....	.....	$247 41	$229 62	.....	.....	$5,704 36	$36 67	$108 78	.....	$145 45
.....	.....	354 61	266 09	250 00	.....	9,651 95	201 10	.....	.....	201 10
.....	.....	.....	84 53	.....	80 00	2,714 67	.....	379 79	.....	379 79
.....	.....	150 62.	2,713 17	.....	.....	9,205 86	13 92	237 52	118 33	369 77
.....	.....	75 00	586 25	15 00	227 50	5,008 43	112 84	166 11	.....	278 95
.....	.....	132 08	303 92	232 70	.....	6,196 21	.....	44 16	.....	44 16
.....	.....	74 39	228 56	.....	.....	2,928 16	15 01	39 56	.....	54 57
.....	.....	80 14	133 91	.....	110 00	2,522 25	.....	452 18	1 16	453 34
.....	.....	242 58	129 40	.....	.....	2,983 76	3 21	13 42	74	17 37
.....	.....	203 67	1,174 72	.....	.....	10,126 54	.....	607 32	3 06	610 38
.....	.....	.....	152 39	.....	.....	678 29	.....	55 66	.....	55 66
.....	$2,875 05	1,413 29	4,419 34	.....	.....	35,194 82	.....	213 14	.....	213 14
.....	.....	1,295 14	1,543 71	.....	.....	21,885 25	.....	.....	232 58	232 58
.....	.....	51 18	921 65	.....	.....	4,484 49	.....	432 28	10 00	442 28
.....	$2,875 05	$4,320 11	$12,887 26	$497 70	$417 50	$119,285 04	$382 75	$2,749 92	$365 87	$3,498 54

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Apportionment of School Moneys, by Districts, for the County of SOM-

DISTRICTS.	Balance State and County Moneys July 1st, 1902.	Balance District Tax July 1st, 1902.	Balance Other Sources Received from July 1st, 1902.	Amount Apportioned from State Appropriation, Including School Tax and $200,000.	Amount Apportioned from Surplus Revenue.	Amount Apportioned from Balances.	Amount of District Tax Voted for Current Expenses.
Townships—							
Bedminster	$36 67	$108 78	.....	$3,666 81	$190 37	.....	$1,435 00
Bernards	201 10	.....	.....	4,315 57	219 81	.....	6,000 00
Branchburg	.....	379 79	.....	1,966 43	101 32	.....	1,050 00
Bridgewater	13 92	237 52	118 33	4,892 41	296 32	.....	3,200 00
Franklin	112 84	166 11	.....	3,175 29	123 63	.....	1,025 00
Hillsborough	.....	44 16	.....	4,359 91	211 23	.....	600 00
Montgomery	15 01	39 56	.....	2,338 54	121 67	.....	550 00
North Plainfield	.....	452 18	1 16	949 44	44 64	.....	700 00
Warren	3 21	13 42	74	1,683 42	87 64	.....	150 00
Towns and Boroughs—							
Bound Brook	.....	$607 32	$3 06	$4,574 17	$228 63	.....	$4,500 00
East Millstone	.....	55 66	.....	403 42	25 79	.....	.....
North Plainfield	.....	213 14	.....	11,544 73	607 66	.....	16,300 00
Somerville	.....	.....	232 58	9,236 85	525 96	.....	8,000 00
South Bound Brook	.....	432 28	10 00	1,520 52	84 42	.....	1,050 00
	$382 75	$2,749 92	$365 87	$54,627 51	$2,869 09	.....	$44,560 00

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ERSET, State of New Jersey, for the School Year Ending June 30th, 1902.

Amount of District Tax Voted for Purchase of Land.	Amount of District Tax Voted for Building, Enlarging and Repairing School Houses.	Amount of District Tax Voted for Manual Training.	Amount of District Tax Voted for Bonds and Interest.	Total Amount of District Tax Ordered to be Raised.	Amount Received from Temporary Loans.	Amount Received from Sale of Bonds.	Amount Received from Manual Training and Other Sources.	Total Amount Available for School Year Ending June 30th, 1903.
.....	.....	.....	.....	$1,435 00	.....	.....	.....	$5,437 63
.....	.....	.....	.....	6,000 00	.....	.....	.....	10,736 48
.....	.....	.....	.....	1,050 00	.....	.....	.....	3,497 54
.....	.....	.....	.....	3,200 00	.....	.....	.....	8,758 50
.....	75 00	.....	.....	1,100 00	.....	.....	.....	4,677 87
.....	600 00	.....	.....	1,200 00	.....	.....	.....	5,815 30
.....	.....	.....	.....	550 00	.....	.....	.....	3,064 78
.....	.....	.....	.....	700 00	.....	.....	.....	2,147 42
.....	100 00	.....	.....	250 00	.....	.....	.....	2,038 43
.....	.....	.....	.....	4,500 00	.....	.....	.....	9,913 18
.....	.....	.....	.....	.....	.....	.....	.....	484 87
.....	.....	1,700 00	.....	18,000 00	.....	.....	.....	30,365 53
.....	500 00	.....	1,120 00	9,620 00	.....	.....	.....	19,615 39
.....	.....	.....	.....	1,050 00	.....	.....	.....	3,097 22
.....	$1,275 00	$1,700 00	$1,120 00	$48,655 00	.....	.....	.....	$109,650 14

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Report of Attendance, by Districts, for the County of SOMERSET,

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.
Townships—						
Bedminster	10	252	245	497	2	2,364
Bernards	10	319	281	600	1	2,065
Branchburg	10	120	98	218	.....	671
Bridgewater	10	299	289	588	4	852
Franklin	10	164	147	311	.....	1,513
Hillsborough	10	266	208	474	2	1,651
Montgomery	9	176	132	308	7	582
North Plainfield	10	45	48	93	.....	350
Warren	10	89	114	203	.....	780
Towns and Boroughs—						
Bound Brook	10	251	243	494	8	78
East Millstone	10	25	30	55	.....	115
North Plainfield	10	546	597	1,143	113	1,672
Somerville	10	480	506	986	6	1,740
South Bound Brook	10	99	104	203	3	410
	9 13-14	3,131	3,042	6,173	146	14,843

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State of New Jersey, for the School Year Ending June 30th, 1902.

Average Number of Cases of Tardiness per Day for each Teacher.	Average Number on Roll.	Average Daily Attendance.	Percentage of Daily Attendance on Average Enrollment.	Number of Pupils Enrolled in Kindergartens.	Number of Pupils Enrolled in Primary Grade.	Number of Pupils Enrolled in Grammar Grade.	Number of Pupils Enrolled in High School Grade.	Number of Classes in School. Grades or years.	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.
1.102	304	259	.85	.....	294	203	.....	148	.....	2	9	$39 68	$32 33
.690	353	292	.872	.....	394	206	.....	91	5	4	8	60 85	43 65
.849	124	102	.822	.....	112	106	.....	73	.....	2	4	42 33	38 24
.876	378	340	.899	75	306	189	18	38	.....	2	10	89 74	44 615
.807	186	156	.838	.....	172	139	.....	82	.....	.....	11	.....	38 91
.649	271	237	.875	.....	282	192	.....	116	16	3	10	41 75	36 736
.465	189	160	.846	.....	170	138	.....	52	.....	.....	7	.....	37 24
.623	61	55	.90	.....	58	35	.....	16	.....	.....	3	.....	35 08
.864	124	100	.80	.....	122	81	.....	49	.....	3	2	36 84	36 84
.041	336	304	.904	65	309	91	29	12	.....	2	10	95 75	51 86
.64	33	29	.878	.....	24	31	.....	10	.....	.....	1	.....	56 18
.26	906	849	.937	144	558	348	93	34	.....	4	30	105 80	62 80
.425	740	674	.908	100	498	287	101	46	.....	2	22	123 00	54 62
.054	140	125	.90	.....	125	78	.....	16	.....	1	3	73 68	42 11
.596	4,145	3,682	.888	384	3,424	2,124	241	783	21	25	130	$70 28	$46 476

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Financial Report by Districts, for the County of SUSSEX,

DISTRICTS	Amount Due the District, July 1st, 1901, from State and County Funds.	Amount Due the District, July 1st, 1901, from District Tax.	Amount Due the District, July 1st, 1901, from other sources.	Total Amount Due the District, July 1st, 1901.	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.
Andover	$1,326 19	$2,600 00	$492 17	$4,418 36	$2,400 00	$178 99	$1,361 07	.....
Bryam	2,041 18	2,500 00	737 39	5,278 57	3,394 50	744 43	70 93	.....
Boro. of Sussex	1,514 46	1,600 00	1,052 47	4,166 93	2,750 00	307 44	88 38	555 17
Frankford	2,167 26	1,800 00	986 30	4,953 56	2,819 60	382 00	250 00	668 18
Green	956 06	600 00	55 74	1,611 80	1,260 00	125 38	70 30	.....
Hampton	1,102 87	600 00	85 30	1,788 17	1,098 00	71 52	50 72	.....
Hardyston	4,173 88	6,350 00	1,937 88	12,461 76	7,076 00	777 46	1,220 63	2,285 85
Lafayette	972 48	725 00	89 44	1,786 92	1,475 00	105 58	.....	.....
Montague	1,198 29	650 00	414 68	2,262 97	1,497 00	161 59	99 13	.....
Newton	5,071 28	10,415 00	2,404 55	17,890 83	9,480 00	1,630 14	497 55	1,915 00
Sandyston	1,881 60	.....	572 41	2,454 01	1,996 10	165 02	23 40	.....
Sparta	2,818 35	3,475 00	332 28	6,625 63	5,445 00	348 93	83 01	.....
Stillwater	1,960 21	825 00	260 63	3,045 84	2,466 00	225 16	31 41	.....
Vernon	3,411 31	2,000 00	252 50	5,663 81	4,342 50	159 35	134 71	157 55
Walpack	696 21	225 00	25 99	947 20	675 00	66 00	12 52	.....
Wantage	4,010 14	2,500 00	436 31	6,946 45	5,198 16	388 38	154 00	.....
	$35,301 77	$36,865 00	$10,136 04	$82,302 81	$53,372 86	$5,837 37	$4,147 76	$5,581 75

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State of New Jersey, for the School Year Ending June 30th, 1902.

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, 1902.	Balance of District Tax, June 30th, 1902.	Balance of Moneys from other sources, June 30th, 1902.	Total Balance, June 30th, 1902.
.....	.....	$100 86	$366 09	.....	.....	$4,407 01	.....	$11 35	.....	$11 35
.....	.....	331 32	660 51	.....	.....	5,201 69	.....	.....	76 88	76 88
.....	.....	182 21	214 28	.....	.....	4,097 48	.....	69 45	.....	69 45
.....	.....	160 33	516 06	.....	.....	4,796 17	.....	.....	157 39	157 39
.....	.....	68 68	68 65	.....	.....	1,593 01	.....	18 79	.....	18 79
.....	.....	64 60	209 21	.....	.....	1,594 05	4 87	189 25	.....	194 12
.....	.....	629 38	418 94	.....	.....	12,408 26	.....	31 80	21 70	53 50
.....	.....	115 10	84 71	.....	.....	1,780 39	.....	6 53	.....	6 53
.....	.....	131 01	136 50	.....	.....	2,025 23	.....	237 74	.....	237 74
.....	.....	1,341 96	783 44	.....	.....	15,648 09	.....	2,242 74	.....	2,242 74
.....	.....	126 44	100 34	.....	.....	2,411 30	.....	42 71	.....	42 71
.....	.....	235 69	410 13	.....	.....	6,522 76	11 05	.....	91 82	102 87
.....	.....	228 86	94 41	.....	.....	3,045 84	.....	.....	.....	.....
.....	.....	493 89	239 89	.....	.....	5,527 89	.....	135 92	.....	135 92
.....	.....	50 92	75 32	.....	.....	879 76	.....	67 44	.....	67 44
.....	.....	168 46	358 37	.....	.....	6,267 37	.....	679 08	.....	679 08
.....	.....	$4,429 71	$4,836 85	.....	.....	$78,206 30	$15 92	$3,732 80	$347 79	$4,096 51

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Apportionment of School Moneys, by Districts, for the County of SUSSEX,

DISTRICTS.	Balance State and County Moneys July 1st, 1902.	Balance District Tax July 1st, 1902.	Balance Other Sources Received from July 1st, 1902.	Amount Apportioned from State Appropriation, Including School Tax and $200,000.	Amount Apportioned from Surplus Revenue.	Amount Apportioned from Balances.	Amount of District Tax Voted for Current Expenses.
Andover	.....	$11 35	.....	$1,530 77	$112 91	.....	$1,400 00
Bryam	.....	.....	76 88	1,920 37	177 57	.....	2,500 00
Borough of Sussex	.....	69 45	.....	1,703 24	171 79	.....	1,500 00
Frankford	.....	.....	157 39	2,320 00	109 23	.....	1,050 00
Green	.....	18 79	.....	944 86	49 44	.....	600 00
Hampton	$4 87	189 25	.....	955 11	52 94	.....	300 00
Hardyston	.....	31 80	21 70	3,991 66	338 49	.....	7,500 00
Lafayette	.....	6 53	.....	986 15	63 54	.....	725 00
Montague	.....	237 74	.....	1,118 50	40 44	.....	500 00
Newton	.....	2,242 74	.....	5,213 44	414 17	.....	7,500 00
Sandyston	.....	42 71	.....	1,878 91	95 26	.....	500 00
Sparta	11 05	.....	91 82	2,785 47	199 82	.....	3,300 00
Stillwater	.....	.....	.....	1,972 56	127 17	.....	925 00
Vernon	.....	135 92	.....	3,240 81	150 47	.....	1,650 00
Walpack	.....	67 44	.....	678 20	26 71	.....	225 00
Wantage	.....	679 08	.....	3,960 69	191 39	.....	2,050 00
	$15 92	$3,732 80	$347 79	$35,200 74	$2,321 34	.....	$32,225 00

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State of New Jersey, for the School Year Ending June 30th, 1902.

Amount of District Tax Voted for Purchase of Land.	Amount of District Tax Voted for Building, Enlarging and Repairing School Houses.	Amount of District Tax Voted for Manual Training.	Amount of District Tax Voted for Bonds and Interest.	Total Amount of District Tax Ordered to be Raised.	Amount Received from Temporary Loans.	Amount Received from Sale of Bonds.	Amount Received from Manual Training and Other Sources.	Total Amount Available for School Year Ending June 30th, 1903.
.....	$50 00	.....	$610 00	$2,060 00	.....	.....	.....	$3,715 03
.....	.....	.....	.....	2,500 00	.....	.....	.....	4,674 82
.....	100 00	.....	.....	1,600 00	.....	.....	.....	3,544 48
.....	.....	.....	.....	1,050 00	.....	.....	.....	3,636 62
.....	.....	.....	.....	600 00	.....	.....	.....	1,613 09
.....	100 00	.....	.....	400 00	.....	.....	.....	1,602 17
.....	.....	.....	.....	7,500 00	.....	.....	.....	11,883 65
.....	.....	.....	.....	725 00	.....	.....	.....	1,781 22
.....	50 00	.....	.....	550 00	.....	.....	.....	1,946 68
.....	.....	.....	1,865 00	9,365 00	.....	.....	.....	17,235 35
.....	.....	.....	.....	500 00	.....	.....	.....	2,516 88
.....	100 00	.....	.....	3,400 00	.....	.....	.....	6,488 16
.....	100 00	.....	.....	1,025 00	.....	.....	.....	3,124 73
.....	150 00	.....	.....	1,800 00	.....	.....	.....	5,327 20
.....	.....	.....	.....	2,500 00	.....	.....	.....	997 35
.....	450 00	.....	.....	2,500 00	.....	.....	.....	7,331 16
.....	$1,100 00	.....	$2,475 00	$35,800 00	.....	.....	.....	$77,418 59

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Report of Attendance, by Districts, for the County of SUSSEX,

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.
Andover	10	131	135	266	3	612
Byram	10	163	164	327	1	441
Borough of Sussex	10	144	152	296	11	1,244
Frankford	9	147	167	314	3	393
Green	9	77	77	154	2	335
Hampton	9	64	80	144	2	556
Hardyston	10	343	380	723	17	1,108
Lafayette	10	65	87	152	1	727
Montague	9	71	60	131	.....	1,002
Newton	10	389	447	836	20	779
Sandyston	9	139	115	254	1	985
Sparta	10	236	208	444	10	1,208
Stillwater	9	153	157	310	4	1,027
Vernon	9	219	239	458	3	1,441
Walpack	9	32	34	66	.....	350
Wantage	9½	276	246	522	2	1,688
	9.5	2,649	2,748	5,397	80	13,896

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State of New Jersey for the School Year Ending June 30th, 1902.

Average Number of Cases of Tardiness per Day for each Teacher.	Average Number on Roll.	Average Daily Attendance.	Percentage of Daily Attendance on Average Enrollment.	Number of Pupils Enrolled in Kindergartens.	Number of Pupils Enrolled in Primary Grade.	Number of Pupils Enrolled in Grammar Grade.	Number of Pupils Enrolled in High School Grade.	Number of Classes in School. Grades or years.	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.
.5	138	122	.88	.....	145	121	.....	7	.....	.....	6	.....	$40 33
.26	220	189	.85	.....	146	158	23	7	.....	3	4	$63 33	41 25
1.7	224	207	.92	55	135	90	16	10	.....	1	5	80 00	39 00
.28	190	170	.89	.....	189	99	26	7	.....	1	9	55 00	30 00
.5	88	75	.86	.....	80	68	6	6	.....	1	3	35 00	35 00
.8	85	80	.88	.....	108	36	.....	7	.....	.....	4	.....	30 50
.3	483	432	.88	.....	501	207	15	4	.....	4	11	67 50	40 00
.7	97	78	.82	.....	72	78	2	7	.....	2	2	38 75	35 00
1.4	70	58	.83	.....	67	50	14	6	.....	2	3	35 00	29 33
.24	605	548	.91	93	468	192	83	10	.....	2	17	100 00	47 66
.7	151	131	.86	.....	146	96	12	6	.....	3	5	32 50	27 00
.6	262	230	.86	.....	257	166	21	5	.....	3	8	73 30	40 62
.7	190	165	.87	.....	185	108	17	6	.....	3	5	34 00	34 40
.6	253	222	.87	.....	307	142	9	6	.....	8	6	39 38	32 91
.7	41	34	.85	.....	39	27	.....	6	.....	1	2	25 00	25 00
5	302	258	.86	.....	328	187	7	6	.....	5	12	32 00	32 23
.65	3,399	2,999	.87	148	3,173	1,825	251	6	.....	39	102	$47 81	$36 90

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Financial Report by Districts, for the County of ***UNION,***

DISTRICTS.	Amount Due the District, July 1st, 1901, from State and County Funds.	Amount Due the District, July 1st, 1901, from District Tax.	Amount Due the District, July 1st, 1901, from other sources.	Total Amount Due the District, July 1st, 1901.	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.
Clark	$416 70	$502 50	$45 00	$964 20	$416 70	$27 00	$37 88	.....
Cranford	4,906 42	15,654 93	677 12	21,238 47	10,414 35	1,897 77	771 27	$2,215 00
Elizabeth	52,182 22	78,329 07	4,719 41	135,230 70	93,870 46	14,967 27	7,373 09	.....
Fanwood	2,133 02	7,127 69	110 00	9,370 71	4,209 73	844 50	72 63	.....
Linden	1,325 17	4,305 66	28 55	5,659 38	2,926 25	422 00	171 91	.....
New Providence	1,595 28	1,790 85	500 00	3,886 13	2,490 00	298 86	89 62	259 48
Plainfield	20,492 72	62,250 00	15,516 80	98,259 52	50,567 40	7,265 62	1,735 28	7,710 00
Rahway	10,465 05	16,000 00	849 72	27,314 77	19,576 31	3,837 02	1,255 55	.....
Roselle	2,318 17	8,695 70	3,014 10	14,027 97	5,911 00	429 16	1,155 32	55 00
Roselle Park	2,740 11	6,000 00	2,909 37	11,649 48	5,854 50	731 44	105 72	2,141 52
Springfield	1,658 13	2,500 17	4,394 66	8,552 96	1,880 30	431 47	269 49	.....
Summit	5,830 16	20,240 32	3,724 26	29,794 74	13,860 00	1,535 00	801 61	1,800 00
Union	3,576 44	10,687 55	25 33	14,289 32	6,589 25	935 33	3,800 00	.....
Westfield	6,331 79	22,129 15	30,727 63	59,188 57	14,872 40	2,718 68	31,099 55	3,075 00
Total	$115,971 38	$256,213 59	$67,241 95	$439,426 92	$233,438 65	$36,341 12	$48,738 92	$17,256 00

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State of New Jersey, for the School Year Ending June 30th, 1902.

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, 1902.	Balance of District Tax, June 30th, 1902.	Balance of Moneys from other sources, June 30th, 1902.	Total Balance, June 30th, 1902.
.....	$70 00	$25 42	$254 15	.....	$92 37	$923 52	.....	$40 33	$ 35	$40 68
.....	.....	1,101 76	4,057 59	.....	.....	20,457 74	.....	123 61	657 12	780 73
.....	.....	9,178 48	8,418 10	.....	.....	133,807 40	.....	857 05	566 25	1,423 30
.....	.....	314 93	2,792 56	.....	363 40	8,597 75	.....	662 96	110 00	772 96
.....	.....	311 24	107 77	.....	.....	3,939 17	.....	1,696 93	23 28	1,720 21
.....	.....	215 61	531 41	.....	.....	3,884 98	.....	1 15	.....	1 15
.....	.....	3,193 24	17,535 76	.....	.....	88,007 30	.....	7,000 63	3,251 59	10,252 22
.....	.....	1,928 02	171 64	.....	.....	26,768 54	.....	.....	546 23	546 23
.....	.....	1,072 59	4,419 05	.....	.....	13,042 12	.....	985 85	.....	985 85
.....	.....	612 11	2,005 88	.....	.....	11,451 17	.....	50 40	147 91	198 31
.....	.....	880 84	4,275 11	.....	.....	7,737 21	3 13	72	811 90	815 75
.....	369 87	1,352 17	2,565 58	.....	.....	22,284 23	.....	4,243 25	3,267 26	7,510 51
.....	.....	747 56	1,844 99	.....	.....	13,917 13	.....	372 19	.....	372 19
.....	.....	1,878 04	5,544 90	.....	.....	59,188 57	.....	.....	.....	.....
.....	$439 87	$22,812 01	$54,524 49	.....	$455 77	$414 006 83	$3 13	$16,035 07	$9,381 89	$25,420 09

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Apportionment of School Moneys, by Districts, for County of UNION,

DISTRICT.	Balance State and County Moneys July 1st, 1902.	Balance District Tax July 1st, 1902.	Balance Received from Other Sources July 1st, 1902.	Amount Apportioned from State Appropriation, Including School Tax and $200,000.	Amount Apportioned from Surplus Revenue.	Amount Apportioned from Balances.	Amount of District Tax Voted for Current Expenses.
Clark		$40 33	$ 35	$320 50			$300 00
Cranford		123 61	657 12	5,321 89			13,650 00
Elizabeth		857 05	566 25	55,097 42			78,903 00
Fanwood		662 96	110 00	2,204 23			3,725 00
Linden		1,696 93	23 28	1,370 13			2,800 00
New Providence		1 15		1,727 14			1,350 00
Plainfield		7,000 63	3,251 59	23,806 68			51,855 00
Rahway			546 23	12,447 58			14,500 00
Roselle		985 85		2,601 71			5,800 00
Roselle Park		50 40	147 91	3,455 87			6,000 00
Springfield	$3 13	72	811 90	1,929 75			2,500 00
Summit		4,243 25	3,267 26	6,645 87			13,985 00
Union		372 19		2,950 52			6,800 00
Westfield				7,853 00			18,000 00
Total	$3 13	$16,035 07	$9,381 89	$127,732 29			$220,168 00

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State of New Jersey, for the School Year Ending June 30th, 1902.

Amount of District Tax Voted for Purchase of Land.	Amount of District Tax Voted for Building, Enlarging and Repairing School Houses.	Amount of District Tax Voted for Manual Training.	Amount of District Tax Voted for Bonds and Interest.	Total Amount of District Tax Ordered to be Raised.	Amount Received from Temporary Loans.	Amount Received from Sale of Bonds.	Amount Received from Manual Training and Other Sources.	Total Amount Available for School Year Ending June 30th, 1903.
.....	.....	.....	.....	$300 00	.....	.....	.....	$660 18
.....	.....	.....	$2,170 00	15,820 00	.....	.....	.....	$21,922 62
.....	$3,500 00	.....	.....	82,403 00	.....	.....	.....	138,923 72
.....	300 00	.....	1,247 50	5,272 50	.....	.....	.....	8,249 69
.....	.....	.....	.....	2,800 00	.....	.....	.....	5,890 34
.....	89 62	.....	259 48	1,699 10	.....	.....	.....	3,428 39
.....	4,000 00	.....	7,505 00	63,360 00	.....	.....	.....	97,418 90
.....	.....	.....	.....	14,500 00	.....	.....	.....	27,493 81
.....	.....	.....	.....	5,800 00	.....	.....	.....	9,387 56
.....	.....	.....	.....	6,000 00	.....	.....	.....	9,654 18
.....	.....	.....	680 00	3,180 00	.....	.....	.....	5,925 50
.....	1,000 00	250 00	1,800 00	17,035 00	.....	.....	.....	31,191 38
.....	3,800 00	.....	.....	10,600 00	.....	.....	.....	13,922 71
.....	1,000 00	.....	3,075 00	22,075 00	.....	.....	.....	29,928 00
.....	$13,689 62	$250 00	$16,736 98	$250,344 60	.....	.....	.....	$403,996 98

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Report of Attendance, by Districts, for the County of UNION,

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.
Clark	9.0	27	26	53	.....	175
Cranford	9.1	321	351	672	4	1,680
Elizabeth	9.4	3,555	3,742	7,297	110	1,727
Fanwood	9.5	144	108	252	3	632
Linden	9.2	97	99	196	4	425
New Providence	9.2	115	90	205	4	367
Plainfield	9.1	1,357	1,358	2,715	74	5,634
Rahway	9.3	706	710	1,416	14	1,106
Roselle	9.0	186	173	359	3	106
Roselle Park	9.0	196	211	407	4	324
Springfield	9.5	119	137	256	8	524
Summit	9.2	400	347	747	12	1,865
Union	7.9	227	182	409	6	253
Westfield	8.9	489	503	992	23	1,657
Total	9.1	7,939	8,037	15,976	269	16,475

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State of New Jersey, for the School Year Ending June 30th, 1902.

Average Number of Cases of Tardiness per Day for each Teacher.	Average Number on Roll.	Average Daily Attendance.	Percentage of Daily Attendance on Average Enrollment.	Number of Pupils Enrolled in Kindergartens.	Number of Pupils Enrolled in Primary Grade.	Number of Pupils Enrolled in Grammar Grade.	Number of Pupils Enrolled in High School Grade.	Number of 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.
.974	28	24	85.7	.....	36	17	.....	1	.....	.....	1	.....	$40 00
.652	489	456	93.2	.....	499	139	34	15	.....	2	14	$80 00	62 00
1.790	5,832	5,313	92.6	.....	4,606	2,211	480	133	.....	15	133	133 00	56 00
.55	179	163	91.0	.....	175	57	20	6	.....	1	6	90 00	52 00
.57	145	131	90.0	.....	145	42	9	4	.....	1	3	110 00	55 00
.33	136	128	94.0	.....	151	41	13	5	.....	2	4	60 00	40 00
.50	2,125	1,928	91.0	266	1,452	718	279	73	.....	5	68	102 00	60 00
.02	1,098	1,012	92.0	.....	997	347	72	36	.....	4	32	113 00	40 00
.074	279	258	92.0	78	127	134	20	7	.....	1	7	160 00	50 00
.2	277	250	90.0	.....	280	106	21	10	.....	1	10	120 00	67 00
.45	188	170	90.0	42	137	61	16	6	.....	1	5	85 00	45 00
.56	533	490	91.9	105	383	199	60	20	.....	4	16	75 00	67 00
.84	297	267	89.8	23	231	133	22	12	.....	3	9	125 00	48 00
.43	770	772	93.6	99	584	205	104	23	.....	1	22	180 00	55 00
.567	12,376	11,362	91.2	613	9,803	4,410	1,150	351	.....	41	330	$110 00	$56 00

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Financial Report by Districts, for the County of WARREN,

DISTRICTS.	Amount Due the District, July 1st, 1901, from State and County Funds.	Amount Due the District, July 1st, 1901, from District Tax.	Amount Due the District, July 1st, 1901, from other sources.	Total Amount Due the District, July 1st, 1901.	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.
Allamuchy	$990 65	$628 54	$20 00	$1,639 19	$1,278 00	$109 78	$39 96	$ 34
Belvidere	2,353 04	4,664 16	31 50	7,048 70	4,200 00	498 28	163 70	1,217 50
Blairstown	2,451 62	1,708 90	69 44	4,229 96	2,882 10	241 09	197 11	.....
Franklin	1,594 83	1,416 37	25 00	3,036 20	2,081 84	151 30	173 89	.....
Frelinghuysen	1,478 54	700 00	20 00	2,198 54	1,673 50	97 50	14 69	35 62
Greenwich	1,416 31	1,141 50	25 00	2,582 81	1,594 90	79 00	132 74	.....
Hackettstown	3,786 95	3,994 37	224 87	8,006 19	6,125 00	613 25	235 63	.....
Hardwick	540 62	53 88	.....	594 50	450 00	34 08	.....	.....
Harmony	1,797 53	828 52	26 72	2,652 77	1,872 00	203 48	59 69	.....
Hope	1,763 11	533 00	40 00	2,386 11	1,613 00	230 61	150 00	.....
Independence	889 37	728 00	80 09	1,697 46	1,050 00	100 00	66 49	.....
Knowlton	1,798 88	767 36	57 08	2,623 32	1,962 00	182 80	.....	.....
Lopatcong	2,523 40	1,580 03	18 07	4,121 50	3,107 11	201 70	104 78	105 00
Mansfield	1,662 82	800 00	.....	2,462 82	1,870 00	161 95	52 08	.....
Oxford	4,310 12	2,625 00	521 62	7,456 74	5,001 00	487 63	282 56	713 93
Pahaquarry	708 98	58 72	.....	767 70	642 00	36 75	.....	.....
Phillipsburg	11,546 59	18,161 40	1,816 52	31,524 51	22,266 46	4,273 65	1,362 25	.....
Pohatcong	2,055 79	1,212 61	317 76	3,586 16	2,510 00	248 20	122 06	.....
Washington	1,652 97	1,125 00	292 45	3,070 42	2,000 00	139 78	262 25	273 43
Washington Boro.	5,453 44	8,340 79	297 90	14,092 13	7,960 00	914 02	250 80	1,180 00
	$50,775 56	$51,118 15	$3,884 02	$105,777 73	$72,143 91	$9,004 85	$3,670 68	$3,525 82

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State of New Jersey, for the School Year Ending June 30th, 1902.

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, 1902.	Balance of District Tax, June 30th, 1902.	Balance of Moneys from other sources, June 30th, 1902.	Total Balance, June 30th, 1902.
.....	.....	$109 64	$52 62	.....	.....	$1,590 34	.....	$28 85	$20 00	$48 85
.....	.....	338 74	78 00	.....	.....	6,496 22	.....	552 48	.....	552 48
.....	.....	207 48	530 46	.....	.....	4,058 24	.....	170 35	1 37	171 72
.....	.....	241 74	8 88	.....	.....	2,657 65	.....	353 55	25 00	378 55
.....	.....	155 20	117 50	.....	.....	2,099 01	.....	99 53	.....	99 53
.....	.....	111 62	643 95	.....	.....	2,565 21	.....	17 60	.....	17 60
.....	.....	537 22	236 87	.....	.....	7,747 97	.....	258 22	.....	258 22
.....	.....	42 76	.....	.....	.....	526 84	56 64	11 12	.....	67 66
.....	.....	61 13	147 60	.....	.....	2,343 90	.....	308 87	.....	308 87
.....	.....	174 90	126 79	.....	.....	2,295 30	.....	60 81	30 00	90 81
.....	.....	75 00	259 98	.....	.....	1,551 47	.....	119 33	26 66	145 99
.....	.....	109 44	197 07	.....	.....	2,451 31	.....	172 01	.....	172 01
.....	.....	331 82	249 31	.....	.....	4,099 72	.....	13 71	8 07	21 78
.....	.....	121 32	137 25	.....	.....	2,342 60	.....	120 22	.....	120 22
.....	.....	450 00	450 18	.....	.....	7,385 30	.....	.....	71 44	71 44
.....	.....	57 88	.....	.....	.....	716 63	30 23	20 84	.....	51 07
.....	.....	2,520 10	975 81	.....	.....	31,398 27	.....	126 24	.....	126 24
.....	.....	388 14	177 05	.....	.....	3,445 45	.....	.....	140 71	140 71
.....	.....	192 85	202 11	.....	.....	3,070 42	.....	.....	.....	.....
.....	.....	773 61	422 46	.....	.....	11,500 89	.....	2,373 78	217 46	2,591 24
.....	.....	$6,983 59	$5,013 89	.....	.....	$100,342 74	$86 77	$4,807 51	$540 71	$5,434 99

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Apportionment of School Moneys, by Districts, for the County of **WAR-**

DISTRICTS.	Balance State and County Moneys July 1st, 1902.	Balance District Tax July 1st, 1902.	Balance Received from Other Sources July 1st, 1902.	Amount Apportioned from State Appropriation, Including School Tax and $200,000.	Amount Apportioned from Surplus Revenue.	Amount Apportioned from Balances.	Amount of District Tax Voted for Current Expenses.
Allamuchy	.....	$28 85	$20 00	$1,005 50	.....	.....	$553 00
Belvidere	.....	552 48	.....	2,576 32	.....	.....	2,798 00
Blairstown	.....	170 35	1 37	2,560 86	.....	.....	1,200 00
Franklin	.....	553 55	25 00	1,632 00	.....	.....	1,138 00
Frelinghuysen	.....	99 53	.....	1,520 45	.....	.....	900 00
Greenwich	.....	17 60	.....	1,382 92	.....	.....	875 00
Hackettstown	.....	258 22	.....	4,115 38	.....	.....	3,714 02
Hardwick	$56 54	11 12	.....	463 11	.....	.....	35 00
Harmony	.....	308 87	.....	1,764 38	.....	.....	800 00
Hope	.....	60 81	30 00	2,032 39	.....	.....	350 00
Independence	.....	119 33	26 66	851 68	.....	.....	550 00
Knowlton	.....	172 01	.....	1,885 29	.....	.....	825 00
Lopatcong	.....	13 71	8 67	2,516 58	.....	.....	1,225 00
Mansfield	.....	120 22	.....	1,524 74	.....	.....	800 00
Oxford	.....	.....	71 44	4,631 30	.....	.....	2,530 00
Pahaquarry	30 23	20 84	.....	665 48	.....	.....	75 00
Phillipsburg	.....	126 24	.....	13,074 95	.....	.....	14,800 00
Pohatcong	.....	.....	140 71	2,289 34	.....	.....	1,000 00
Washington	.....	.....	.....	1,596 37	.....	.....	600 00
Washington Borough	.....	2,373 78	217 46	5,930 81	.....	.....	4,000 00
	$86 77	$4,807 51	$540 71	$54,019 85	.....	.....	$38,768 02

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REN, State of New Jersey, for the School Year Ending June 30th, 1902.

Amount of District Tax Voted for Purchase of Land.	Amount of District Tax Voted for Building, Enlarging and Repairing School Houses.	Amount of District Tax Voted for Manual Training.	Amount of District Tax Voted for Bonds and Interest.	Total Amount of District Tax Ordered to be Raised.	Amount Received from Temporary Loans.	Amount Received from Sale of Bonds.	Amount Received from Manual Training and Other Sources.	Total Amount Available for School Year Ending June 30th, 1903.
.....	$25 00	.....	.....	$578 00	.....	.....	.....	$1,632 35
.....	.....	.....	.....	2,798 00	.....	.....	.....	5,926 80
.....	300 00	.....	.....	1,500 00	.....	.....	.....	4,232 58
.....	.....	.....	.....	1,138 00	.....	.....	.....	3,148 55
.....	.....	.....	.....	900 00	.....	.....	.....	2,519 98
.....	125 00	.....	.....	1,000 00	.....	.....	.....	2,400 52
.....	.....	.....	.....	3,714 02	.....	.....	.....	8,087 62
.....	.....	.....	.....	35 00	.....	.....	.....	565 77
.....	.....	.....	.....	800 00	.....	.....	.....	2,873 25
.....	.....	.....	.....	350 00	.....	.....	.....	2,473 20
.....	75 00	.....	.....	625 00	.....	.....	.....	1,622 67
.....	.....	.....	.....	825 00	.....	.....	.....	2,882 30
.....	.....	.....	505 00	1,730 00	.....	.....	.....	4,268 36
.....	.....	.....	.....	800 00	.....	.....	.....	2,444 96
.....	410 00	.....	.....	2,940 00	.....	.....	.....	7,642 74
.....	.....	.....	.....	75 00	.....	.....	.....	791 55
.....	1,100 00	.....	4,950 00	20,850 00	.....	.....	.....	34,051 19
.....	.....	.....	.....	1,000 00	.....	.....	.....	3,430 05
.....	.....	.....	.....	600 00	.....	.....	.....	2,196 37
.....	.....	.....	1,120 00	5,120 00	.....	.....	.....	13,642 05
.....	$2,035 00	.....	$6,575 00	$47,378 02	.....	.....	.....	$106,832 86

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Report of Attendance, by Districts, for the County of WARREN,

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.	Total Number of Cases of Tardiness during the year.	Number of Pupils neither Absent nor Tardy during the year.
Allamuchy	9	67	76	143	1	164
Belvidere	10	188	174	362	34	216
Blairstown	9	176	150	326	7	1,135
Franklin	9	155	164	319	2	274
Frelinghuysen	9	98	104	202	.....	564
Greenwich	10	100	89	189	.....	283
Hackettstown	10	256	236	492	4	1,000
Hardwick	9	22	25	47	.....	215
Harmony	9	129	126	255	40	147
Hope	9	136	122	258	12	785
Independence	10	86	54	140	2	315
Knowlton	9	134	110	244	6	703
Lopatcong	10	212	198	410	6	655
Mansfield	10	97	109	206	.....	258
Oxford	9	326	378	704	5	595
Pahaquarry	9	26	30	56	.....	35
Phillipsburg	10	857	923	1,780	97	894
Pohatcong	9	221	240	461	6	157
Washington	10	119	118	237	2	297
Washington Borough	10	375	378	753	27	1,076
	9.45	3,780	3,804	7,584	251	9,769

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State of New Jersey for the School Year Ending June 30th, 1902.

Average Number of Cases of Tardiness per Day for each Teacher.	Average Number on Roll.	Average Daily Attendance.	Percentage of Daily Attendance on Average Enrollment.	Number of Pupils Enrolled in Kindergartens.	Number of Pupils Enrolled in Primary Grade.	Number of Pupils Enrolled in Grammar Grade.	Number of Pupils Enrolled in High School Grade.	Number of Classes in School. Grades or years.	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.
.276	76	68	89	.....	62	21	.....	117	.....	2	2	$37 00	$34 90
.124	273	255	93	61	173	78	50	99	.....	2	7	75 00	38 56
.635	229	208	91	.....	186	140	.....	201	.....	2	8	29 00	32 88
.269	167	147	88	.....	196	123	.....	133	.....	1	5	44 00	37 40
.522	115	107	93	.....	120	71	11	137	.....	3	3	35 83	29 67
.283	123	111	90	.....	94	80	15	85	.....	1	4	60 00	32 70
.370	358	334	93	.....	259	147	86	20	.....	3	10	73 33	39 25
.643	24	20	83	.....	31	16	.....	25	.....	.....	2	.....	25 00
.118	143	118	83	.....	162	93	.....	144	.....	.....	7	.....	29 71
.543	125	111	89	.....	143	104	11	179	.....	1	7	35 00	29 17
.262	94	87	93	.....	78	62	.....	89	.....	2	1	37 50	30 00
.558	165	153	93	.....	92	146	6	130	.....	4	3	33 38	28 16
.364	215	188	87	.....	272	138	.....	143	.....	1	8	40 80	32 50
.290	123	105	85	.....	131	71	4	104	.....	.....	6	.....	31 67
.191	495	429	89	.....	401	266	37	172	.....	4	13	46 00	28 54
.065	28	24	86	.....	46	10	.....	64	.....	1	2	24 00	24 00
.115	1,524	1,445	95	.....	1,094	529	157	44	.....	5	36	75 60	47 32
.125	281	249	89	.....	360	101	.....	90	.....	2	6	37 50	33 33
.248	146	125	86	.....	116	110	11	140	.....	2	4	40 00	30 00
.340	594	536	90	.....	401	271	81	12	.....	3	16	70 00	36 63
.273	5,298	4,830	91	61	4,417	2,637	469	2,128	.....	39	150	$49 95	$36 38

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