

ANNUAL REPORT
OF THE
BOARD OF EDUCATION
AND OF THE
Superintendent of Public Instruction
OF
NEW JERSEY
WITH ACCOMPANYING DOCUMENTS

For the School Year Ending June 30th

1899

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1900.

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1899.

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REPORT

OF THE

STATE BOARD OF EDUCATION.

DECEMBER 1st, 1899.

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

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

The reserve fund, being 10 per cent. of the amount of the State School tax, was apportioned at a meeting held on the 3d day of April, 1899, as follows:

Atlantic county.....	\$4,883 03
Bergen county.....	11,696 43
Burlington county.....	6 239 83
Camden county.....	11,628 45
Cape May county.....	2,006 37
Cumberland county.....	8 198 69
Essex county.....	46 513 94
Gloucester county.....	3,962 39
Hudson county.....	43,753 09
Hunterdon county.....	4 930 23
Mercer county.....	11,395 47
Middlesex county.....	7,698 57
Monmouth county.....	12,827 13
Morris county.....	7,402 54
Ocean county.....	6 368 18
Passaic county.....	16,642 34
Salem county.....	3 892 35
Somerset county.....	3 818 93
Sussex county.....	3,565 18
Union county.....	10,781 91
Warren county.....	5,146 95

By the above apportionment the counties of Atlantic, Burlington, Cape May, Gloucester, Hudson, Hunterdon, Middlesex, Monmouth, Morris, Passaic, Salem, Union and Warren received the full amount of tax raised by them respectively. There was taken from Bergen county the sum of \$500; from Essex, \$7,500; from Mercer, \$750, and from Somerset, \$1,250; making a total of \$10,000, which is

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\$2,000 less than the amount taken last year. The amount taken from these counties was distributed as follows: To Camden county, \$1,500; to Cumberland, \$3,500; to Ocean, \$4,500, and to Sussex, \$500.

The following County Superintendents were appointed during the year: Burlington county, Herman A. Stees, re-appointed; Camden county, Charles S. Albertson, re-appointed; Cape May county, Aaron W. Hand, re-appointed; Mercer county, Abel W. Hartwell, re-appointed; Middlesex county, H. Brewster Willis, re-appointed; Morris county, Martin L. Cox, re-appointed; Ocean county, Frederick A. North, re-appointed; Somerset county, James A. Mets, re-appointed; Sussex county, Luther Hill, re-appointed.

There has been a very satisfactory increase in the enrollment and average attendance in our public schools, there having been an increase in total enrollment of 10,375, and in average attendance of 2,725. The average attendance is remarkably good when we consider the unusually severe winter, which always affects the attendance upon the schools, especially in the rural districts, and the prevalence of diphtheria and scarlet fever in certain parts of the State which made it necessary to close the schools, in some cases from four to five weeks.

The number of teachers employed during the year was 6,689, an increase over last year of 413. The salaries of the teachers remain about the same. The report of the State Superintendent shows a decrease in the average salary paid to female teachers of \$1.60. This does not mean, however, that there has been an actual cutting down of salaries, but that the additional teachers employed were placed in primary departments where the lowest salaries are paid.

The law passed last winter authorizing the establishment of kindergarten schools has met with marked favor throughout the State, and many districts have taken advantage of its provisions.

Mr. Weston Jenkins, Principal of the School for Deaf-Mutes, resigned at the close of the school year, after many years of faithful service. The Board appointed as his successor Mr. John P. Walker, of Atlantic county, who for years has been connected with the Pennsylvania School for Deaf-Mutes, situated at Mount Airy. The use of the oral method instead of the sign method is being gradually extended to all departments of the school with very satisfactory results, and it is confidently expected that in time it will be possible to use the oral method exclusively.

It gives me great pleasure to state that the institutions under the care of this Board are in a very satisfactory condition, and also that the public schools throughout the State, as shown by the report of the State Superintendent submitted herewith, made marked progress during the year.

The Board has long been of the opinion that the complete revision of our school law was a matter of prime importance, and it is sincerely

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hoped that the Commission appointed by the Governor will be able to submit a report which will result in the enactment of a general school law adequate to the growing needs of our school system.

JAMES L. HAYS,
President.

STATE OF NEW JERSEY,
DEPARTMENT OF PUBLIC INSTRUCTION,
TRENTON, December 4th, 1899. }

To the State Board of Education :

GENTLEMEN—In compliance with the requirements of the School Law, I have the honor to submit herewith my fourth annual report as State Superintendent of Public Instruction, the same being for the school year ending June 30th, 1899.

CHARLES J. BAXTER,
State Superintendent.

ANNUAL REPORT.

Educational sentiment in New Jersey has never been at higher tide nor the friends of education more active and aggressive than during the past year. No one of the three administrative departments of our public schools is so important as the great aggregate of local school boards. Such boards are nearest the people, have the greatest influence in moulding public opinion, and to them the increased interest in our schools is largely due.

Many of the reforms so earnestly desired in the past are now well under way. The fact that the kindergarten and the secondary school are necessary parts of a complete school system is becoming more largely appreciated, and progressive municipalities are evincing an intelligent interest in school sanitation.

The Bureau of Information for Teachers and School Officers has already more than justified its establishment, and is rapidly developing into larger usefulness. An interesting and detailed statement of its mode of operation and what it is accomplishing will be found in the report of S. R. Morse, Manager.

Reforms have been inaugurated in the Census Bureau which, it is confidently believed, will insure more accurate enumerations in the future. The school census for 1898 was 466,714, that for 1899 is 463,565, indicating a decrease in our school population of 3,149. Total enrollment in the public schools during 1898 was 304,680, total enrollment for 1899 is 315,055, an increase of 10,375. A detailed report will be found under the heading of "School Census."

There is no abatement of interest in our Teachers' Institutes. Able instructors were secured and teachers continue to gain inspiration and help from this annual gathering.

Attention is called to the following gratifying totals over and above those of last year :

- (1) An increase of \$380,628.28 in district and city tax.
- (2) An increase of \$17,141.53 in amount paid for teachers' salaries.
- (3) An increase of \$309,457.52 in amount expended for building and repairing school-houses.
- (4) An increase of \$12,500.62 in amount expended for text-books and school apparatus.
- (5) An increase of 9 in number of districts that levied a tax to pay teachers' salaries.

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- (6) An increase of 413 in number of teachers employed.
- (7) An increase of 37 in number of school buildings.
- (8) An increase of 42 in number of buildings owned.
- (9) An increase of 297 in number of school departments.
- (10) An increase of 319 in number of visits made by County Superintendents.
- (11) An increase of \$1,244,283.82 in value of school property.
- (12) An increase of 10,375 in school enrollment.
- (13) An increase of 511 in number of pupils enrolled in high school grade.
- (14) An increase of 8,831 in the seating capacity of school-rooms.
- (15) An increase of 86 in number of State Certificates granted.

The following summary of statistics shows the condition of our schools at the close of the school year, 1898-1899.

REPORT OF SUPERINTENDENT.

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SUMMARY OF STATISTICS.

	1898-99.	1899-1900.	Increase or decrease.
RECEIPTS.			
Balance from previous year.....	\$760,565 71	\$1,060,107 44	\$299,541 73 Increase.
Amount appropriated from income of State School Fund.....	200,000 00	200,000 00	.....
Amount of State school tax.....	3,194,895 00	2,284,310 00	89,415 00 Increase.
Amount of district and city tax.....	3,265,485 03	3,646,113 31	380,628 28 Increase.
Amount appropriated by counties for salaries and expenses of county superintendents.....	28,503 59	28,715 95	212 36 Increase.
Amount of interest of surplus revenue.....	32,006 96	31,638 61	170 35 decrease.
Amount raised in districts for manual training.....	65,291 75	.....	.....
Amount received from sale of district bonds.....	698,088 17	393,950 00	304,088 17 decrease.
Amount raised in districts for school libraries.....	4,370 00	5,300 00	1,030 00 decrease.
Amount raised in counties for teachers' libraries.....	600 00	150 00	450 00 decrease.
DISBURSEMENTS.			
Amount expended for teachers' salaries.....	3,556,162 79	\$,573,304 32	17,141 53 Increase.
Amount expended for fuel and janitors' salaries.....	401,948 08	436,941 66	36,993 58 Increase.
Amount expended for repairing and building school-houses.....	951,824 03	1,261,281 55	309,457 52 Increase.
Amount expended for debt and interest.....	362,708 53	369,163 16	26,448 83 Increase.
Amount expended for taking school census.....	21,250 70	21,209 46	35 76 Increase.
Amount expended for manual training.....	56,472 56	61,634 72	5,222 20 Increase.
Amount expended for text-books and apparatus.....	286,581 30	293,581 92	12,500 62 Increase.
Amount expended for incidentals.....	446,334 84	437,930 76	8,404 08 decrease.
Amount of expenses of State Board of Education.....	1,499 83	2,492 89	993 07 Increase.
Amount of expenses of Department of Public Instruction.....	10,943 94	11,959 09	1,015 15 Increase.
Amount of expenses of State School Fund.....	3,266 20	3,264 53	1 67 decrease.
Amount expended for salaries of county superintendents.....	23,508 30	22,774 50	266 20 Increase.
Amount expended for expenses of county superintendents.....	5,995 09	5,941 45	53 64 decrease.
Amount expended for teachers' institutes.....	2,099 60	2,661 77	562 17 Increase.
Amount expended for current expenses and repair of State Normal School.....	65,240 77	48,568 38	16,672 39 decrease.
Amount expended for School for Deaf-Mutes.....	45,600 00	40,366 00	5,234 00 decrease.
Amount expended for Farnum School.....	8,700 00	3,380 00	320 00 decrease.
Amount expended for school libraries.....	8,540 00	5,300 00	3,140 00 decrease.
Amount expended for teachers' libraries.....	1,200 00	300 00	900 00 decrease.
Balance from previous year.....	1,060,107 44	.....	.....
APPROPRIATIONS FOR 1899-1900.			
State school tax.....	2,284,310 00	2,333,706 27	49,396 27 Increase.
State appropriation.....	200,000 00	200,000 00	.....
Interest on surplus revenue.....	31,835 61	35,356 61	1,650 30 Increase.
District school tax.....	3,646,113 31	3,779,151 65	131,038 32 Increase.
State Normal School.....	45,000 00	50,000 00	4,000 00 Increase.
School for Deaf-Mutes.....	42,000 00	45,000 00	1,000 00 Increase.
State Board of Education.....	2,000 00	3,500 00	1,500 00 Increase.
Department of Public Instruction.....	12,000 00	12,000 00	.....
School fund expenses.....	4,000 00	4,000 00	.....
Industrial training.....	15,000 00	13,000 00	2,000 00 decrease.
Manual training.....	35,000 00	35,000 00	.....
Supervisor of school census.....	1,500 00	1,500 00	.....
Farnum School.....	1,200 00	1,200 00	.....
Free school libraries.....	5,500 00	5,500 00	.....
Teachers' libraries.....	600 00	600 00	.....
Teachers' institutes.....	3,000 00	3,000 00	.....
DISTRICT SCHOOL TAX.			
Number of districts that levied tax to pay teachers' salaries.....	281	290	9 Increase.
Number of districts that levied tax to build and repair school-houses.....	278	272	6 decrease.
Number of districts that levied tax to pay debt and interest.....	168	171	3 Increase.
Number of districts that levied tax for text-books and apparatus.....	336	334	2 decrease.
Number of districts that levied no tax.....	4	7	3 Increase.

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SUMMARY OF STATISTICS—Continued.

	1898-99.	1899-1900.	Increase or decrease.
COST OF EDUCATION.			
Average cost, per pupil, calculated on total school census.....	\$12 19	\$10 29	\$1 90 decrease.
Average cost, per pupil, calculated on enrolled attendance.....	24 23	20 66	3 56 decrease.
Average cost, per pupil, calculated on average attendance.....	27 79	23 47	4 32 decrease.
NUMBER OF TEACHERS.			
Males.....	834	883	49 increase.
Females.....	5,442	5,806	364 increase.
SALARIES OF TEACHERS.			
Average salary, per month, paid to male teachers....	\$85 82	\$86 21	\$0.39 increase.
Average salary, per month, paid to female teachers...	49 72	48 12	1.60 decrease.
SCHOOL DISTRICTS, HOUSES, ETC.			
Number of townships, cities, towns and boroughs....	386	391	5 increase.
Number of school buildings.....	1,850	1,887	37 increase.
Number of buildings owned.....	1,768	1,810	42 increase.
Number of buildings rented.....	82	77	5 decrease.
Number of school departments.....	5,923	6,219	297 increase.
Number of school buildings erected.....	38	51	13 increase.
Number of school buildings, enlarged, refurnished or remodeled.....	55	59	4 increase.
Number of unsectarian private schools.....	170	191	21 increase.
Number of sectarian private schools.....	161	165	4 increase.
Number of school visits by county superintendents...	3,780	4,099	319 increase.
VALUATION OF SCHOOL PROPERTY.			
Number of buildings valued at \$100 or less.....	.....	2	2 increase.
Number valued between \$100 and \$500.....	179	162	17 decrease.
Number valued between \$500 and \$1,000.....	639	523	11 decrease.
Number valued between \$1,000 and \$5,000.....	649	556	7 increase.
Number valued between \$5,000 and \$10,000.....	174	172	1 decrease.
Number valued between \$10,000 and \$20,000.....	101	126	25 increase.
Number valued between \$20,000 and \$40,000.....	147	156	9 increase.
Number valued above \$40,000.....	79	107	28 increase.
Total value of school property.....	\$14,691,840 00	\$15,846,123 82	\$1,244,283 82 increase.
Average value.....	8,265 00	8,754 77	489 77 increase.
ATTENDANCE.			
Total school census between five and eighteen years of age.....	466,714	483,565	3,149 decrease.
Number of boys enrolled in the public schools.....	153,310	158,047	4,737 increase.
Number of girls enrolled in the public schools.....	151,870	157,008	5,638 increase.
Total enrollment in the public schools.....	304,680	315,055	10,375 increase.
Number of pupils enrolled in primary grade.....	206,497	214,109	7,612 increase.
Number of pupils enrolled in grammar grade.....	84,822	87,074	2,252 increase.
Number of pupils enrolled in high school grade.....	13,361	13,872	511 increase.
Average number on roll.....	225,710	230,769	4,999 increase.
Average daily attendance.....	200,278	205,003	2,725 increase.
Percentage of daily attendance on average enrollment.....	.85	.83	.02 decrease.
Number of pupils neither absent nor tardy during the year.....	7,206	5,933	1,273 decrease.
Total number of cases of tardiness during the year...	496,568	484,467	31,071 decrease.
Average number of cases of tardiness during the year based on average attendance.....	1.04	.65	.39 decrease.
Number of children the public schools will seat.....	295,636	304,467	8,831 increase.

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SUMMARY OF STATISTICS—Continued.

	1898-99.	1899-1900.	Increase or decrease.
SCHOOL TERM.			
Number that maintained school six months, but less than nine.....	14	10	4 decrease.
Number that maintained school nine months or more.....	372	381	9 increase.
Average time the schools were kept open.....	{ 9 months, 5 days,	{ 9 months, 5 days, }	.....
TEACHERS' CERTIFICATES.			
First Grade, State.....	6	21	15 increase.
Number granted to males.....	5	13	8 increase.
Number granted to females.....	11	11	.....
Second Grade, State.....	51	71	20 increase.
Number granted to males.....	8	24	16 increase.
Number granted to females.....	7	9	2 increase.
Third Grade, State.....	5	3	2 decrease.
Number granted to males.....	6	4	2 decrease.
Number granted to females.....	27	48	21 increase.
Normal Life Certificates—Number granted to males.....	126	189	63 increase.
Normal Life Certificates—Number granted to females.....	153	239	86 increase.
Special State Certificates—Number granted to males.....	49	79	30 increase.
Special State Certificates—Number granted to females.....	30	165	85 increase.
Provisional State Certificates—Number granted to males.....	87	96	9 increase.
Provisional State Certificates—Number granted to females.....	316	352	36 increase.
Total number of State Certificates granted to males.....	87	82	5 decrease.
Total number of State Certificates granted to females.....	534	512	22 decrease.
First Grade, County.....			
Number granted to males.....			
Number granted to females.....			
Second Grade, County.....			
Number granted to males.....			
Number granted to females.....			
Third Grade, county.....			
Number granted to males.....			
Number granted to females.....			
Special County Certificates—Number granted to males.....			
Special County Certificates—Number granted to females.....			
Total number of County Certificates granted to males.....	233	13	13 increase.
Total number of County Certificates granted to females.....	938	233	.....
Total number of County Certificates granted.....	1,151	942	4 increase.
Total number of State and County Certificates granted.....	1,304	1,398	147 increase.
Number of applicants for State Certificates rejected.....	30	1,557	233 increase.
Number of applicants for County Certificates rejected.....	715	31	1 increase.
Total number of applicants rejected.....	785	634	81 decrease.
		655	80 decrease.

been so long underrated and underpaid is unaccountable. Surely "the eternal fitness of things" is not always a controlling influence in educational matters.

Though the duties of the County Superintendent exceed those of the City Superintendent in range, and in difficulty, delicacy, and value are not a whit inferior, he receives but from one third to one-half as much salary. In addition to offering a rate of compensation which, though barely commensurate with the service required, will yet command the highest order of qualification, the city board of education knows no restrictions in its selection. It is at liberty to obtain the best service its funds will secure, whether it is found in New Jersey or comes from Maine, Massachusetts or California. The State Board of Education has but a meagre sum placed at its command and is limited to candidates from the county to be supervised. What a perplexing and well-nigh impossible task is thus imposed upon this honorable body.

There is no force in the assertion that our County Superintendents are as well paid as those of adjoining States. New Jersey knows what supervision is, what it can accomplish, and should also know that it is worth paying for. Let us be the first to get out of a ridiculous rut. The varied and responsible duties of the County Superintendent will put a good man at his best every day in the year. How unwise, then, to make it, as we frequently do, an annex to some other profession or employment, and how mercenary in us to oblige an able official to support his family either meanly or else, in part, upon former accumulations.

The foregoing is intended to be a fair and impartial presentation of the duties of the County Superintendent. To exaggerate their importance would be difficult indeed. In many lines of effort, and especially in this, there is always service available, whose value is beyond estimate, also that which is dear at any price. Which shall New Jersey bid for?

SCHOOL BUILDINGS.

NOTE—The following discussion of the construction, lighting, heating and ventilation of school buildings is not intended to be complete, and will be continued, Providence permitting, in the next annual report.

The outlay for teachers' and janitors' salaries, heating, text-books and other supplies necessary for the successful operation of our public schools, now approaches the formidable total of \$5,000,000 per annum. Though the largest possible value for the sum expended be obtained in each of these several items, results in keeping with the above expenditure cannot be secured unless our school buildings are constructed in accordance with the most approved

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methods of heating, lighting and ventilation, and our pupils and teachers thus given conditions essential to effective work. A pupil cannot be industrious, attentive and quick to understand in an uncomfortable and ill-ventilated class-room, nor can his teacher, under such conditions, be cheerful, enthusiastic and at his best.

No matter how commendable or beneficent their purpose, our schools cannot prove efficient instruments in producing the great desideratum, "A sound mind in a sound body," when conditions that endanger both health and life are tolerated. Many children of our own, as well as other States, are denied school privileges because not sufficiently hardy and tough to endure surroundings at variance with every known law of health, and which, even to the most robust, are well-nigh insufferable.

Though the hygienic conditions of our schools is receiving far more attention than in the past, its importance is still generally underestimated, and in some communities given very little attention. Parents, who are careful to give their children healthful surroundings in the home, note without alarm the intolerable odors they bring in their clothing from school. Henry Ward Beecher indulged in a rather grim bit of humor when he said, in referring to the school of his early youth, "I can smell it yet."

Too many fail to realize that abounding health is the most effective force in all human activity, that in no other line of effort is it of so great importance as in the work of education, and that none are so vitally concerned in its cultivation as those whose years are in prospect. To insure future physical and mental development of a high order, foundations broad and firm must be laid in early childhood.

The public school is the heritage of the masses, and to the school-master's mill comes every kind of grist. Though the majority of his pupils are from well-appointed homes, there are others who are illy clad and poorly fed and who come from unsanitary abodes. Fifty or sixty pupils are frequently crowded into a room having no intelligent provision for ventilation, which if equipped with the most effective system known could not afford an adequate supply of fresh air for such number. To pen up innocent and helpless children in such a place nearly half their waking hours is not only inhuman, but criminal. *The strong arm of the law has been invoked to shield the school population of our State from the infliction of the rod; let us now appeal to it to prohibit a cruelty more far-reaching and pernicious in its effects.*

There is no matter intimately associated with the public welfare in which wise restrictive and directive legislation is so urgently needed. Parents should urge it in the interests of their children, and the taxpayer demand it in justice to himself. There is no question as to the value of his enforced contributions for the benefit of the masses, and he has a right to ask that they be intelligently and judiciously expended. School buildings that are an ornament to a place and do credit to its

taste, can be erected as cheaply as those which are an offense to the eye. School accommodations that are healthful and pleasing can be provided at but a slight advance on the cost of those that are unsanitary and cheerless.

With a view to offering something practical in connection with the discussion of this important subject, and to further stimulate the interest already manifested in the sanitary condition of our public school buildings, the following suggestions relative to their construction and appointments are respectfully submitted. It is gratifying to state that many districts have provided educational facilities that prove an intelligent interest in their school population. It is highly important, however, that their example be more widely emulated. Along with a school system of which we are justly proud, we have too many school buildings which discredit both our intelligence and our enterprise. At the close of the nineteenth century we yet have places where, as in the days of Whittier,

"Still stands the school-house by the road
A ragged beggar sunning,"

not as a reminder of the schoolmate who once loved us, but as unhappy, unsightly and certain evidence that we still have communities which love not themselves and are interested least in what concerns them most. Any dilapidated structure standing flat on the ground, in any out-of-the-way or in-the-way place, is not good enough for preparing American youth for right living and intelligent citizenship.

LOCATION.

Drainage.—A site should be selected that affords the best possible facilities for drainage. If not already dry, it should be so thoroughly underdrained that the basement, with adequate provision for the admission of sunlight and air, will be free from dampness.

View.—Of two sites equal in all other respects, the one affording the most extended and pleasing view is much to be preferred.

Size of Lot.—The lot should be sufficiently large to be in keeping with the size of building, and to furnish a suitable play ground for the number of pupils in attendance. To provide against the obscuring of light by either present or prospective adjacent buildings, no school-house should be less than thirty feet from division line.

The Beautifying of Grounds.—In all rural communities and in many suburban towns, school-house grounds can and should be sufficiently large to provide for the laying-out of an attractive grass plot with

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walks, trees, shrubs and flowers in addition to the customary playground. If to surroundings thus attractive should be added classic ornaments and pictures of beauty and story for the walls of corridors and class-rooms, the refining and cultural effect upon our youth would be beyond estimate. The environment of the school should certainly be as pleasing as that of the average home in any community. The writer knows of school buildings standing close to the highway without a sheltering tree or other inviting feature, where land is not worth \$50 per acre.

Disturbances.—Proximity to streets, railway and trolley tracks, manufactories, stables and all other places where dust, noise and odors abound should, so far as possible, be avoided.

Position of Building.—To avoid as much as possible direct rays of sunlight, the main axis of a building should extend from northeast to southwest. This position will not only insure sunlight for each classroom at some time of the day, but also for the longest period, and cause the corners of a building that is rectangular in form, to point due north, south, east and west.

CONSTRUCTION.

Economy.—Nothing is gained by the use of cheap material or the employment of cheap labor. Though public funds should not, except in obedience to public sentiment, be used for expensive ornamentation, it always pays to build tastefully and well, and to build beyond present requirements. It should ever be borne in mind that the school is an agency of enlightenment and culture, that it is associated with a more æsthetic and important field of effort than either the factory or the mill, and that its architecture and appointments should be in keeping with its purpose. Health, comfort and convenience are also considerations that cannot be ignored without entailing sacrifices of far larger value than the amount saved in cheap and improper construction. The legal voters and school authorities of no district have a right to fasten the conditions of certain injury upon generations of children. It is now high time for us to break away from the traditional lines so long adhered to, and which were originally laid down, not by architects, but by unthinking artisans who builded worse than they knew. A high order of talent is nowhere more necessary than in the planning of a school building, and the architect who has given this special feature of construction the careful thought, study and investigation that its importance demands, rarely finds himself obliged to decide between proper hygienic conditions and tasteful architecture.

Each, as a rule, is found to be in keeping with and to contribute to the other.

Foundation Walls.—Many of our rural school buildings have but one room, and are without a basement. These buildings frequently stand upon low foundations, and their floors are uniformly cold and damp. When such buildings have no basement the floor beams should be at least three feet from the ground. Surface enclosed by foundation walls should be carefully leveled and cemented, and adequate provision made for ventilating the space between cemented surface and school-room floor. As a further provision against damp floors, one New England school board covers cemented surface with a coating of asphaltum. Strong iron registers, built in opposite walls of the foundation, are best for such purpose, as they prevent the accumulation of rubbish underneath the building, and can be conveniently closed during inclement weather. The above is simply making the best of undesirable conditions. All school-room floors should be warm. Every school building should have a basement, and its heating apparatus placed therein.

One story Buildings.—If a building is to have but two class-rooms, little is saved in the cost of construction, and much is lost through noise and inconvenience, by placing one room above the other. Even the appointments of four class-rooms can be made more convenient and desirable in a one-story than in a two story building, and should be thus arranged when the lot is of ample size. A four-class-room one-story school-house has been built at Branchville, N. J., during the past year, in accordance with plans and specifications furnished without cost to the district by the Department of Public Instruction.

Doors.—The main entrance to a school building that is to accommodate from 60 to 100 pupils should be not less than four feet eight inches in width and have double doors. Main entrance of larger buildings should be not less than five feet in width and have additional means of ingress and egress, in keeping with the size of building. All main-entrance doors are by law required to open outward, and unless conditions forbid, should be on the side of building opposite the direction of prevailing winds. Swing doors should have plate-glass windows of such dimensions as to adapt them to the smallest as well as the largest pupils in attendance. All doors, whatever their construction, should close automatically and noiselessly.

Stairways.—School buildings having from eight to ten class-rooms should have two flights of stairs convenient to exits, and not less than four feet in width. If the plan of a school building of the above size is necessarily such that it is practicable to build but one flight of stairs, then such stairs should be near the center of building and not

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less than six feet in width. All stairways should have midway landings and the divisions thus made, separated by a brick wall or other solid partition of slow-burning construction. Open wells and low railings are not admissible. Rise of step should not exceed seven and one-half inches, and width of tread, including nosing, never less than ten inches. Every school building having more than ten class-rooms should have two complete flights of stairs convenient to exits, and not less than five feet in width. All stairways connecting the main floors of building should be either fireproof or of slow-burning construction. Flights of stairs should be as widely separated as possible.

Halls.—Corridors or halls should be adapted to the capacity of building, and always of sufficient width to permit easy passage of pupils. They should be properly lighted and ventilated and never used as cloak-rooms, as such use of them tends to vitiate the air of the entire building. No corridor of a building having eight or more class-rooms should be less than ten feet in width.

Cloak-Rooms.—Coat or cloak-rooms should be convenient to entrance of the building and well lighted. As the drying of garments is frequently necessary, they should also have, at least, one exterior window and be as thoroughly ventilated and as well warmed as the class-rooms. As contagion is most liable to spread through the agency of the clothing, it is desirable that cloak-rooms have as many separate stalls as there are pupils to be accommodated. Said stalls should be plainly numbered and so assigned to pupils as to insure their most convenient use. Each cloak-room should be supplied with an umbrella-rack with zinc pan. When lunch is left in cloak-rooms, it should, for clearly evident hygienic reasons, be brought in tin boxes, or tin pails having close-fitting covers. It is desirable to have a separate cloak-room not only for each class-room, but also for each sex, and an entrance to each, both from class-room and from hall.

Libraries.—Since every school either has or should have a library, and as text-books are the property of the district, a suitable place for preserving such books is a necessary part of all school construction. In planning a large school building, provision should be made for a library of suitable size, and stationary book cases or book closets should be regarded as an indispensable feature of all one and two-room school buildings. Some districts have not made suitable provision for the care and safe-keeping of the school libraries which progressive teachers, friends of education and the State have enabled them to purchase. This is greatly to their discredit.

Class-rooms.—Forty should be the maximum number of pupils placed under the instruction of one teacher. The best educational

authority would limit such number to thirty. The dimensions of a class-room that is to accommodate forty pupils should never be less than 24x32x12. For best acoustic properties, best conditions of lighting and most convenient arrangement of desks, the length of a class-room should, in general terms, be one and one-third times its width, and the height of ceiling about one half of width, preferably slightly in excess of one-half of width. Walls of class-rooms should never be broken by projecting closets or cloak-rooms.

Floors.—Floors should be constructed of 2½-inch-tongued-and-grooved boards, blind-nailed. To avoid splintering, lumber used for flooring should be comb-grained and hard. Either maple, red birch or comb or rift-grained Georgia pine is recommended. To prevent checking or warping, all flooring should be slightly ploughed on the under side. Floors of overhead rooms should always be padded, to deaden noise.

Wainscoting.—Hard wall-finish of Portland cement extending up to window casings and of a somewhat darker tint than the walls above, gives an equally pleasant effect, is not so easily marred and is much more desirable than wainscoting. The latter absorbs moisture and disease germs, shrinks and cracks and provides a refuge for vermin, grows dark with age, is not so easily cleaned as the hard finish, and is more expensive.

Teachers' Closets.—In connection with every class-room there should be a teacher's closet of sufficient size to provide two or more drawers and two or more shelves for school supplies, and suitable hangings for the teacher's wraps.

Ceilings.—To guard against danger of falling walls, all ceilings should be either of metal construction or plastered upon metal lath. As a proper regard for the health of pupils requires that a school-room be thoroughly cleaned and disinfected at each vacation, both ceiling and walls should be painted in oil, so as to be washable.

Manual Training Room.—As manual training is already a part of many school courses and there is a growing interest in this feature of modern education, its present accommodation or prospective introduction should be taken into consideration, in the planning of all new school buildings. Where public sentiment is not sufficiently advanced to sanction the outlay required for a separate building for the several departments of manual training, or to provide suitable rooms on the main floors of a school building, a district can, with but slight additional expense, provide a room that will answer for the several forms of woodwork, by building walls of basement of such height above surrounding surface as to afford adequate light and ventilation.

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Basement used as a manual training room should be at least from one-half to two-thirds above ground and the ceiling from nine to ten feet in height. It should also be properly heated and ventilated, and windows should be numerous.

Lavatories.—No feature of a modern school building is more necessary and, for the small outlay required, plays so important a part in the economy of the school, as a convenient and well-equipped lavatory. Soap and water are civilizing agencies that fail of their proper effect unless provision is made for their use. Whether cleanliness does or does not rank next to godliness, it is certainly a contributory virtue. Though children are frequently enjoined to present themselves at school as shining examples of such virtue, a few will always fail to do so. Many of the outdoor pastimes in which it is entirely proper and even desirable that pupils should engage, will cause their hands to become soiled during intermissions. If a boy is permitted to go with grimy hands and hair unkempt, and to look in general like a tramp, his deportment is quite certain to be in keeping with his personal appearance. Furthermore, the proper care of text-books, which, as the property of the district, are indiscriminately distributed, and the tasteful and neat execution required in many forms of school work, make clean hands a necessity, and lavatories in keeping with the other appointments of a school building indispensable.

Chemical and Physical Laboratories.—Chemistry and physics have long been included in the public school curriculum, but suitable facilities for teaching these subjects are a provision of more recent years. A knowledge of each is not only of direct practical advantage, but intensifies appreciation of environment, and makes a pleasant and varied addition to the topics of every-day interest. Neither subject can be so successfully taught without as with a well-equipped laboratory. Harvard College has for several years included experimental physics among its requirements for admission. No new building should be planned for secondary school purposes without provision for such laboratories being made. As directions for this feature of school architecture need to be accompanied by appropriate illustrations to be clearly intelligible, the purpose of this paragraph is simply to direct attention to its importance.

The Kindergarten —The rapid increase in the number of kindergarten schools during the past few years is greatly to our credit, and also excellent evidence of our educational progress. Though much has been written and said in behalf of this feature of popular education, the half has never been told. It has been most effectively commended to public favor by results.

Its purpose is to direct the activities of the child into right lines, and to lay broad foundations for future development. In connection with agreeable play-work, he learns to count, to distinguish between

numbers, to unite them, to discriminate between larger and smaller parts, to unite parts into wholes, and thus, without instruction in mathematics, gains many of its concepts. Without language lessons, he unconsciously adds to his vocabulary, and by a pleasant exercise of the gift of speech, daily acquires larger liberty in the use of his mother-tongue. Without instruction in music he catches something of the spirit of song, and discovers melody in his heart which will show in his life. What he learns in his kindergarten recreations of lines, angles, surfaces, solids and dimensions, will arise to bless him, when sufficiently advanced to wrestle with geometry as a science. What he learns through the story and by observation of plants, trees, flowers, animals, birds, insects and other familiar objects quickens his perceptions, and will give zest and power to his future researches. The mission of the kindergarten is to put the child in touch with what is best worth his attention and thought, to strengthen his desire to know what is best for him to learn, and thus do away with the employment of improper incentives to study; to gently curb and counteract his wayward and rebellious tendencies before they have passed beyond control, and thus solve the problem of discipline; to stimulate and mould his moral nature, to fan into life the spark of divinity within, and thus insure his glorious unfolding.

The certain effect of all this upon his future years is beyond estimate. Our legislature rendered the commonwealth inestimable service and builded grandly for the future when it, by legal enactment, made the kindergarten an integral part of our public school system. It may now be supported by any public funds available for school purposes, and children four years of age admitted to any kindergarten school or kindergarten department. This most wise and commendable action of our State legislature greatly strengthens our public school system and insures much larger results for the sum expended in its support. It will also serve to increase the patronage of our schools, and make additional school facilities necessary. We are wise in making the kindergarten the basis of our system of education. No other department of it is a more potent educational force or more worthy of the best facilities we are able to provide. Buoyant young life should have environment in keeping with itself, and there is no place where tasteful and cheerful surroundings will count for so much as in the "children's garden."

Kindergarten accommodations are best provided in a separate one-story building or one-story extension of the main school building. A room that is to accommodate thirty pupils should be 28x34, and in addition to as many high, short, grouped windows as it is usually feasible to provide, should have a skylight so placed that the light from it will fall directly upon the portion of floor occupied by the children. Light thus furnished is far more effective than if admitted by windows. Venetian blinds should be provided for both skylight and short windows, to exclude direct sunlight and excess of light on

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bright days. As pupils face in every direction, window-sills should be not less than seven feet from the floor. This will afford ample space for pictures and the display of kindergarten work. A series of closets extending across the end of room least illuminated will afford convenient storage for kindergarten material. Where it is not feasible to provide a skylight, the combined area of high, short windows should equal 25 per cent. of floor area.

LIGHTING.

Its Importance.—As the sense of sight ministers most largely to our comfort, convenience and pleasure, and is the chief medium in education, too much care cannot be exercised in its preservation. Good light is not only essential to acute vision and an important factor in its preservation, but it is also largely conducive to health. It is quite as essential to the normal growth and development of the figurative as of the literal "olive branch." The eyes of children are most susceptible to injury, and, while in school, almost constant visual application is required of them. If in connection with these facts we consider the number usually confined in a single class-room and the time they are obliged to spend in it, the proper and adequate lighting of such room will appeal to us as a matter of the utmost importance.

Lateral Lighting.—Light from one side of a room exclusively, and so admitted as to come to the pupil from slightly to the rear of left when seated at his desk, is best. It should always be thus furnished when the requirements of safe construction will permit. Light from the right causes more strain upon the eye, is not so well adapted to a pupil's convenience and causes the shadow of the hand to fall upon his work. Light directly from the rear is far from being as desirable as it is generally regarded. Unless admitted at the left of rear and from an unusual height, the pupil's body casts a shadow upon his work. It is in any case a source of constant discomfort and consequent injury to the teacher.

Except in the case of the high, short windows of the kindergarten, light-supply should never come from opposite sides of a room. Pupils should not be required to sit facing a window nor to look toward one for the purpose of seeing a map, blackboard or other presentation of school work. A blackboard between windows is a vicious contrivance. This can, however, never happen in a properly-constructed class-room.

Grouping of Windows.—Windows should never be placed at regular intervals along the side of a class-room, with intervening spaces equal to or greater than their width. Nature furnishes us with light in floods, and we should profit by her example. Windows should be as closely grouped as practicable on the side of the room at left of

pupils, and so located in reference to desks, or desks so placed in reference to group of windows, that pupils will receive light from slightly to the rear of left, as previously suggested. This will, as a rule, require windows to extend somewhat nearer to the rear of a class-room than to the end at which teacher's desk is placed. If building is constructed of brick, steel supports between windows will be necessary. Reflecting lenses can be used to good advantage when the row of seats furthest from the windows is not adequately lighted. When sufficient window area cannot be provided on the left of a class-room, then an amount somewhat in excess of the deficiency should be supplied from high, grouped windows at the rear. These high, short windows should be usually covered with a light-colored thin curtain. This method of lighting is entirely feasible for a one-room school building, and may be combined with very pleasing architectural effect. Neither exterior nor interior architectural effect is of sufficient importance to interfere with the proper admission of light. In the construction of a school building the purpose for which it is to be used should outweigh all other considerations.

Window Area.—The total window area of a room should never be less than twenty per cent. of its floor area. If, as is frequently the case in our larger cities, the free admission of light is interfered with by adjacent buildings, then the illuminating area should be proportionately increased. The quality of the glass used in windows is also a matter of much importance. It should be of uniform density, clear, and free from flaws and irregularities.

Shades.—For excluding direct rays of sunlight, shades a mild tint of green, sufficiently thin to be translucent, and which unroll from the bottom of the window, are best. If two shades are used, one should be placed at the bottom of window, the other at the meeting-rail, and both should roll up. Green is most restful to the eye and should be used in preference to any other color. Shades are preferable to the ordinary blinds, because the latter either obscure light too much or else admit it in narrow dazzling bars. Sliding blinds which may be used to cover the whole or any part of the window that is desired, and when not in use are kept in a pocket at the bottom of window, are very desirable. The modern Venetian blinds are most desirable.

Height of Window.—Window-sills should never be less than three feet from the floor. Upper casing of windows should be against the ceiling. This is necessary to provide the required amount of light area on one side of a class room. One foot of light from the top of a window is regarded as equal to nearly three from the bottom. This is an additional reason for extending windows to the ceiling, and for placing shades either at the bottom or at the bottom and meeting-rail

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of window. Provisions for lighting would be better if window-sills were $3\frac{1}{2}$ feet from the floor and ceilings $12\frac{1}{2}$ feet in height.

Color of Walls.—Except in case of deficient light, all walls should be given a neutral tint. A light tint of green or blue is most desirable. For the reflection of light downward upon desks, ceilings should be either white or a very light tint. Walls should never present a shining, glossy surface.

Reform Necessary.—We have in the past erred, perhaps thoughtlessly, but none the less grievously, in the manner of lighting our school-rooms. With the intelligent investigation that has been made, and the reliable and specific directions as to construction that are easily available, there is no further excuse for operating our schools in the interest of the oculist and optician. Wherever we go we see spectacled children. School boards and friends of education should not only see to it that the mistakes of the past are not repeated, but also take active and aggressive steps against sight-destroying conditions that have been too long tolerated. Thousands of cases of defective eyesight are justly attributable to the improper and inadequate lighting of our school-rooms. A pity it is that the eyes of one child should have lost their normal power and acuteness because of conditions which should never have existed.

HEATING AND VENTILATION.

Importance of Air-Supply.—"An ounce of prevention is worth a pound of cure." Though the truth of this maxim is generally admitted, it is, as a rule, quite as generally disregarded. Many of the diseases to which our youth are subject are the results of unhealthful conditions in the home and the school, and are thus preventable. The constant mental strain made necessary by our extended courses of study and which is imposed during the period of most rapid growth, makes a serious drain upon the vitality of the pupils in our public schools, and renders them most susceptible to disease. For this reason, correct sanitation is nowhere a matter of so vital importance as in the school. Air is God's most abundant and valuable gift to man, and He has in nature made wondrous provision for conserving its purity. It is lung food, and as such, is the most important portion of our sustenance. Each brief minute demands its supply. To withhold it is death. If such supply is polluted for even a brief period, vital processes are interfered with; if for an extended period, disease is surely engendered. Many a fond parent who once indulged in bright anticipations for the future of his child, has to day for realization,

Only a little mound in the family plot,
And in the heart an aching void.

Though not all, still the majority of such cases are directly chargeable to the violation of well-known hygienic laws in the construction of our public school buildings. On the day this paragraph is written, local newspapers announce the closing of a school in one of our suburban towns because twelve of its pupils have been stricken with the dread diphtheria. How long shall we continue this sacrifice of innocent youth upon the altar of criminal negligence?

Not an Easy Problem.—If the temperature of the exterior air were uniformly agreeable, open doors and windows would always be in order, and there would be no occasion for a discussion of the subject of heating and ventilation. The former would be unnecessary and the latter would take care of itself. Our climatic conditions, however, are such that much the larger portion of the time our schools are in session we are confronted with the problem of furnishing pupils with pure air, warm enough to be comfortable, and in sufficient quantities to be wholesome.

In attempting to solve the said problem, the first consideration that presents itself is the matter of breathing-space. It is much to be regretted that prevailing ideas as to the proper size and construction of a class-room are based so largely upon precedent and faulty notions of economy, instead of upon intelligent investigation. No one, except by accident, ever wrought toward mistaken ideals and produced correct results.

It was previously stated, under the head of Construction and Sub-Heading of Class-Rooms, that the dimensions of a room that is to accommodate 40 pupils, should be not less than $24 \times 32 \times 12$. A class-room $24 \times 32 \times 12$ affords, with teacher included, about $18\frac{3}{4}$ square feet of floor area, and nearly 225 cubic feet of air space for each of 40 pupils. Though there is great diversity of opinion in regard to other data connected with the matter of heating and ventilation, all agree that to dilute expired air to a health basis requires a quota for each occupant of a school-room of at least 30 cubic feet of pure air per minute. The laws of Massachusetts make such supply mandatory. This means a total supply for an attendance as above of $30 \times 41 \times 60$ or 73,800 cubic feet of pure air per hour. With due allowance for space occupied by pupils, teacher and school furniture, this will make necessary $73800 \div (9216 - 205) =$ nearly $8\frac{1}{5}$ renewals of the air of a room of the above dimensions every hour, or one renewal every $7\frac{1}{5}$ minutes. Hardly a feasible proposition, unless the best heating and ventilating appliances that can be obtained are provided. To maintain the air of a room at a uniform and comfortable temperature during inclement weather, introduce into it an amount of air equal to the volume of the room every $7\frac{1}{5}$ minutes and not subject any of the pupils in attendance to drafts that are either annoying or dangerous, is no trifling achievement. It can be accomplished successfully and con-

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tinuously only be mechanical means, or by what is usually known as the "fan system." Only a small percentage of our class-rooms are warmed and ventilated by such system.

If, in the case in question, the sectional area of duct is 2×2 , fresh air must be forced into the room at a velocity of over five feet per second. $(30 \times 41 \times 60) \div (60 \times 60 \times 2 \times 2) = 5\frac{1}{2}$. To do this without great annoyance to pupils from drafts, fresh-air duct must be at least eight feet from the floor, and a deflector placed at its inlet to direct current against the ceiling or toward an unoccupied portion of the room.

These easy computations, based on conservative data, prove that the proper heating and ventilation of a class-room is feasible only when its dimensions are in keeping with the number of pupils in attendance and the most modern appliances are provided. They also prove that the average school-room is wretchedly ventilated and is not sufficiently large. This is especially true of the many in which ventilating appliances are either absent or very inferior.

That the preceding requirements may not be regarded as extreme, it is perhaps well to add that there are those whose opinions are entitled to respectful consideration, who assert that ideal conditions for ventilation require forty square feet of floor area and 600 cubic feet of air space per pupil, and, to properly dilute the expired air, a quota for each of from 2,000 to 2,500 cubic feet of pure air per hour. They also assert that the air of a room cannot, without causing more or less draft in some portions of it, be changed as frequently as four times an hour. If these data are accepted, then a room that is to accommodate but thirty pupils should be $30 \times 40 \times 15$. Though it is unquestionably feasible to provide healthful conditions for this number of pupils in a room of smaller dimensions, it is nevertheless a fact which must be sooner or later recognized, that the proper heating and ventilation of a school building is neither an easy nor an inexpensive matter, and that its importance far outweighs all considerations of expense.

To the Teacher.—As many of our teachers are employed in rural schools where the most primitive methods of heating and ventilation are still in vogue, the following suggestions are regarded as in order: Doors and windows should be opened at each intermission and school-room given a thorough airing. When air becomes perceptibly impure between intermissions, it is also well to thus renew it while pupils are marching or engaging in some other form of exercise. School-room should be thoroughly swept, dusted and aired each day at the close of school, so that no vitiated air will be confined in it over night. Frequent airing of the room in connection with the many interesting and agreeable forms of physical exercise practiced in our schools will tend to not only preserve the health of pupils, but add materially to the work accomplished. Though this may appeal

to many as a difficult method of ventilation, and mildly suggestive of "fighting for air," it is far better than no ventilation, and will be found to lighten rather than increase the burdens of the daily routine. It will also show on the part of the teacher an intelligent and humane regard for the pupils intrusted to his care, and be doing the best that is possible under adverse and well-nigh inexcusable conditions. When weather will permit, a board whose width is from five to eight inches, and whose length is the exact width of the window, may be slid into grooves at the bottom of window, so placed as to bring it from one-half to three-quarters of an inch from the sash. Spaces between upper and lower sash, and between lower sash and board, will afford some renewal of air without direct draft upon pupils. If, in connection with the ventilation thus obtained from windows, there shall be a ventilator in the ceiling leading to an attic above having louvred windows, only occasional renewals of the air in addition to those of the regular intermissions will be necessary.

The first impulse of a visitor on entering many of our school-rooms is to beat a hasty retreat, the air being so vile as to be nauseating to a person coming from the exterior atmosphere. Pupils cannot do effective work when suffering from the physical and mental depression incident to such conditions. The intelligent teacher will seek to relieve them by rational means, instead of goading them to effort it is impossible for them to make.

A Feasible Plan.—Nearly all school-rooms in our strictly rural sections, and some of those in our larger towns, are still heated by stoves. With many of these the indispensable doors and windows and chilly crevices incident to age and cheap construction are the only means of ventilation. Others have a ventilator in the ceiling, which is some good if it opens into a garret above with louvred windows. Others still, which are regarded as slightly more pretentious, have flues in the side-walls without provision for heating. These are absolutely no good. These primitive and unsuitable devices, so endeared to us by long association and execrable service, constitute about the sum total of the ventilating appliances to be found in our smaller schools. As no more worthy, ambitious and promising pupils than attend such schools can be found, they should be given conditions as favorable to effective work as can be provided. The following provisions for heating and ventilating a one-room school building have been found to give excellent results, and are within the means of any district capable of maintaining a school:

A tall cylindrical stove adapted to the size of room, incased in a galvanized sheet-iron jacket and placed at the end of room opposite a brick vent-stack and chimney combined, is the best possible provision for heating where economy is a necessity. To increase flow of air, such jacket should be slightly larger at the base than at the top, and have a diameter of from eight to twelve inches greater than the stove. An

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air duct in keeping with the size of the stove and room and supplied with a damper to regulate the flow of air, should lead from side of building under the floor and open into a register under the stove. Outside opening of fresh-air duct should be not less than eight feet from the ground and protected by a wire screen.

The vent-stack should be built from the ground, and assuming that building is to be lighted from the left side and the end at which stove is placed, such stack should stand somewhat to the right of center of the opposite end of building, so as to be, as nearly as practicable, in line with the resultant of light. Interior sectional area of the stack for a room 24 x 32 x 12 should be five square feet at base, and gradually taper to an area of four square feet at the opening above the roof. One large ventilator near the floor, opening into the front of the stack, and one or more smaller ventilators near the floor in each side wall and connected with the ventilating stack by ducts, should together equal lower interior sectional area of the stack. For making this ventilating flue effective a small cylinder stove should be placed in the stack about three feet from the bottom and access to it provided by an iron door opening into the class-room. Passing up an inside corner of the stack and extending to its top, there should be a tile or fire-clay pipe to connect with the smoke-pipe of large stove in the school-room. Heat of small cylinder stove near the bottom of stack, together with heat coming through the pipe of school-room stove, will make said stack a very effective ventilating flue. Cloak-room should be at the left of stack, be well lighted and have a ventilator twelve by fifteen inches opening into the stack near the floor.

A two-room school building would require a double ventilating stack, each part having the same upper and lower sectional areas, as previously given for the single stack. A cylinder stove sufficiently large to warm both flues could then be placed in the brick partition between the flues. This double ventilating stack should form the middle portion of division between class-rooms, and a cloak-room on either side of said stack complete such division. Each cloak-room should be well lighted, would also be much better for being warmed, and should have a ventilator opening into the division of stack belonging to the class-room with which it is connected. Each class-room should be fully lighted from the side opposite stack.

Fire should be kept burning in the flue heating stove at all times except when weather is sufficiently warm to permit open windows, and would even then greatly improve the ventilation of the rooms. When a class-room is heated, flow of foul air through ventilating stack will be retarded by an open ventilator in the ceiling. This method of heating and ventilating has stood the test of experience, and has given fairly satisfactory results. The building of the double vent-stack does not require a large outlay, and the cost of running the small additional stove for heating its flues is a trifling consideration compared with the blessing of two fairly well ventilated school-rooms.

If a building with the aforesaid provisions for lighting and removal of vitiated air shall have a dry, well-ventilated and well-lighted basement, with heating apparatus that can furnish a good supply of pure warm air for both class-rooms and cloak-rooms, and shall have modern school furniture, it will make a near approach to being a modern two-room school building.

SCHOOL FURNITURE.

(1) *Desks.*—Single desks should always be provided. In their use the refined and exemplary pupil does not run the risk of close association with an idle, mischievous, untidy, immoral or otherwise objectionable seatmate. Should the pupils assigned to a double seat be in all respects proper associates, the temptation to work and study together is liable to prove harmful to both. If of equal ability and attainments, each learns to depend upon the other in certain lines of work; if of unequal development, the weaker will learn to lean more and more upon the stronger, and become less and less self-reliant. If the habit of depending upon others for conclusions that are properly reached only through intelligent investigation and correct judgment is formed in youth, it is likely to continue through life. The man who is not quite certain as to his opinions upon any matter of public interest until he consults the neighborhood oracle, in all probability studied in school with a more self-reliant seatmate. The study and work a pupil does by himself is far more valuable and effective in his development than that done with an associate. Personal, unaided mastery counts for the most in the work of education. It has been suggested that a class-room can be furnished much more cheaply with double than with single seats. This is strictly true, but the objections to the double seat are so many and so valid that they are dear at any price. They are deservedly growing more and more into disfavor with school boards, and teachers, without exception, object to them for both disciplinary and hygienic reasons. Each pupil should have his own desk.

(2) Both desks and seats should be easily adjustable, so as to be adapted to the individual pupil. Height of seat should be such that the pupil's feet will rest squarely upon the floor. Edge of desk in front of pupil should range according to size of pupil—from nine to thirteen inches from the back of seat. The selection of seats as to scientific adaptation to the juvenile frame should always be referred to the most competent authority in the school board or the community. Desks should never be so highly polished as to present a dazzling surface. To keep them in proper condition they should be varnished yearly and given a dull gloss or dead finish. Desks supplied with a shelf will answer for the primary and lower grammar grades, but those with hinged lid are more suitable for advanced pupils.

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(3) Forty should be the maximum number of desks placed in a class room. This number of pupils is quite sufficient to occupy the time and fully exhaust the energies of one teacher, and no matter how excellent the classification, he cannot keep in so close touch with, nor so successfully instruct, a larger number. To place fifty or sixty pupils under the instruction of a single teacher is a species of economy that ignores and wastes the greater value. Too much time and teaching power is sacrificed to the necessity of order, and in connection with this, but above and beyond it, is the fact that school days come to our youth but once. Furthermore, conditions essential to health and effective work cannot be maintained for more than forty pupils in a class room of average size. Such over-crowding of our schools can be easily interpreted as a failure to comply with the intent of the law as regards providing suitable school accommodations. It is certainly not furnishing suitable school facilities, and no progressive school board will permit it, except in an emergency, for which it will take prompt measures to provide.

(4) The best grouping of 24-inch desks for 40 pupils, in a classroom 24x32, is five rows of eight desks each; for 20 inch or 18-inch desks, is six rows of seven desks each, extending in the direction of the length of room and facing teacher's desk. Five rows of 24-inch desks should be so placed as to give a two-foot aisle next to windows, a five-foot aisle next to long blackboard on the right, and four intermediate aisles 21 inches in width. Six rows of 20-inch desks, so as to give a two-foot aisle next to windows, a four-foot aisle next to blackboard on the right, and five intermediate aisles each $19\frac{1}{2}$ inches in width. Six rows of 18-inch seats, so as to give a two-foot aisle next to windows, a five-foot aisle next to blackboard on the right, and five intermediate aisles each $19\frac{1}{2}$ inches in width.

Recitation benches or settees are not a necessity, and there is no good reason for building a raised platform for the teacher's desk.

Blackboards.—Ample blackboard space should always be provided. Boards should be placed in front of and at the right of pupils, and those in constant use should always be opposite windows.

The lower edge of a blackboard intended for primary pupils should never be more than two feet above the floor, other boards should be three feet. Board behind teacher's desk, in front of pupils, should be of unusual height, so that, if desired, work placed at the top may remain from day to day without interfering with its customary use.

A blackboard should never be placed by the side of or near a window. The only possible exception to this rule is in the case of the high, short windows at the rear of the class-room. If the light from these is of such quantity that it can be properly softened, a blackboard might then extend across the room below them. A blackboard should never present a shining, glossy surface. Gray slate is much more desirable than the orthodox black. Blackboards, wrongly con-

structed and improperly placed, have in the past been fruitful causes of defective eyesight among our school population.

Lockers.—To prevent petty thieving and teach pupils the proper care of their personal belongings, it is often desirable that each pupil have a locker in which his lunch and the portion of school equipment not in daily use may be safely kept.

OUTHOUSES.

Separate outhouses should, under all circumstances, be provided for the sexes. Where there is not a system of sewerage, they should be a proper and safe distance from the school building. Each should have a sheltered approach, and these approaches be separated by a close board fence, seven feet in height. The front and two ends of each should be protected by a high, tight inclosure, not less than four feet from the outhouse, and reaching nearly to its eaves. To prevent obscene defacement by street-arabs out of school hours, both the door of the outhouse and of the inclosure should be securely locked each day at the close of school. As these necessary conveniences of the school are not æsthetic contributions to its environment, each should be further screened from view by shrubbery. *Arbor-vitæ*, Norway spruce and hemlock are best for this purpose.

When a sewer is not accessible, then a tight plank box, usually known as an "earth-closet," zinc lined at the front, of the same length as building and extending about fifteen inches to the rear of it, should be provided. This closet should be about one-half above ground, two feet deep at front, eighteen inches deep at rear, and the projection covered by a slanting door hinged to the rear of the outhouse. Two ventilators, which are most conveniently placed in the corners of building, should extend from box up through the roof. A strong hinged cover should be provided for each seat. To secure proper privacy each building should be divided into as many compartments, from two to two and a half feet in width, as it has seats. For a school of fifty pupils there should be three compartments in the closet for each sex. Seats should be graduated in height in accordance with ages of pupils, and always horizontal. To either slant seats or place an obstruction above is a contrivance quite as absurd as it is ineffective and inconvenient. Only daily inspection and prompt attention will serve to keep them in proper condition. There should be a liberal use of chloride of lime, road dust, dry earth or ashes every day, and contents of box removed at least once each week. For easy removal of excreta there should always be sufficient space between rear of outhouse and inclosure of lot to permit the easy passage of a cart or wagon. Contents of box should be given a liberal sprinkling of salt in cold weather to prevent freezing. If

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enough dry earth or ashes is thrown into the box during the week to absorb all liquids, contents will not be offensive, and farmers or market gardeners will be more than willing to remove them without expense to the school district.

Whether belonging to the private residence or the public school, the incomprehensibly insane and suicidal practice of building outhouses over deep pits and permitting the excreta to accumulate throughout the year and be an ever-present menace to life and health, should be prohibited by law. They are a constant source of pollution to the air and contents have in numerous instances filtered through the ground to the sources of water-supply for wells, and thus been the cause of spreading fatal diseases. In this matter it is not enough to appeal to the public conscience, as the community conception of healthful environment is so often sadly astray. The attention of an influential citizen and trustee having been called to the proximity of vaults to a large school building and the consequent danger of infection, promptly resented the implied imputation as to his official diligence, and replied that the board of education of his borough was fully alive to the importance of the matter, was cognizant of all risks, and had by unanimous vote directed that said vaults be cleaned twice a year. What a notable example of unselfish solicitude and intelligent guardianship! Still, the pupils of said school frequently complain of pestilential odors when the rear windows of said building are opened for the purpose of ventilation.

Urinals or a urinating trough of sufficient length should be placed at one end of the high inclosure of boys' outhouse. This should be made of some non-absorbing material, such as enameled iron, and properly sheltered. A wooden trough with zinc lining extending over its edges is sometimes used, but is much less desirable. To secure proper privacy, partitions should be provided as in the case of closet seats. Urinals should be connected with a drain that will conduct fluids into the soil some distance away, and be cleaned each week with a solution of copperas and carbolic acid.

There is oftentimes a lamentable and well-nigh criminal disregard of the health of pupils shown in the construction of these buildings. There are cracks in the floors and sides and windy openings in the foundation. Pupils coming from a warm and sometimes overheated school-room run a serious risk in subjecting themselves in cold weather to chilly drafts around and beneath them. That is especially true of the girls, many of whom are permanently injured from the unavoidable exposure attending their use. It is almost as important that these buildings, as that the class-rooms, be warmed. As this, however, is not always feasible, they should at least be so well built and so thoroughly battened and banked that pupils will not be subject to cold and dangerous drafts. Owing to the capacity of wood to absorb impurities, outhouses should be thoroughly painted inside and out. A dark drab or lead color is best.

Not only the health, but the morals of our youth demand that such action be taken as will inaugurate an era of decency in school districts now derelict in this respect. This is an exceedingly disagreeable subject, and is alluded to most reluctantly. It is, however, a fact that many of these buildings are so horribly kept and so marked with shameless scrawling and obscene characters as to disgrace any community and be conclusive evidence of inexcusable negligence on the part of somebody. Every Christian parent should shrink from permitting his children to come in contact with influences so corrupting, and no teacher capable of a pure thought can feel otherwise than shocked and personally compromised by such evidences of youthful depravity in the little realm over which he or she is supposed to reign an example and promoter of intelligence and virtue. Some of these buildings are so defaced that they should no longer be used, no longer permitted to debase our future citizens; but be carted into the nearest fields, and with consuming fire offered a sacrifice to the Prince of Darkness and the unclean spirits of his dominion.

New ones should be constructed as per preceding directions, and then school boards, teachers and janitors should mutually resolve that they shall be kept in proper condition. Teachers should be especially vigilant in this matter, and strive to create a proper sentiment among their pupils. Experience has proven that it is much easier to keep these buildings scrupulously clean and perfectly free from all defacements than in a half-decent condition. They should be inspected daily, and the first soiling or pencil-mark given immediate and impressive attention. Such marks should be removed immediately, as their presence invites further defacement. If there is a place so unfortunate that moral suasion is without effect, these obscene defacements can be prevented by giving the building a coating of coarse sand or pounded marble. In addition to the daily use of chloride of lime, road dust, dry earth or ashes, and removal of excreta on Saturdays, they should also receive a weekly scrubbing or thorough drenching with a hose.

Our laws simply require that "suitable outhouses" shall be provided, and authorize the condemnation of those regarded as "unfit for use." Something more specific than this is needed. The terms "suitable" and "unfit for use" admit of too great latitude of interpretation. There is urgent need of legislation giving a definite standard of construction, and ordering (not authorizing) the condemnation of all those falling below such standard. Such enactment would redound to the credit of the State, and is due our school population.

Chapter 538, Section 1, P. L. of New York, 1887, entitled "An act in relation to health and decency in the school districts of the State," is as follows:

"From and after the first day of September, 1887, the board of education, or the trustee or trustees having supervision over any school

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district of this State, shall provide suitable and convenient water-closets or privies for each of the schools under their charge, at least two in number, which shall be entirely separated from each other, and having separate means of access, and the approaches thereto shall be separated by a substantial close fence not less than seven feet in height. It shall be the duty of the officers aforesaid to keep the same in a clean and wholesome condition, and a failure to comply with the provisions of this act on the part of the trustees shall be sufficient grounds for removal from office, and for withholding from the district any share of the public moneys of the State. Any expense incurred by the trustees aforesaid in carrying out the requirements of this act shall be a charge upon the district, when such expense shall have been approved by the school commissioners of the district within which the school district is located ; and a tax may be levied therefor without a vote of the district.

CONCLUSION.

We have extended and enriched our courses of study, and in many of our high schools so diversified them as to meet individual wants ; our teachers, having attained higher standards of qualification, we have better methods of instruction, better supervision, better school organization, better school libraries and better text-books. But in school sanitation, a matter of such vital importance to our youth, and so necessary to enable them to reap abundantly from this larger and richer field of opportunity, our advancement has been unaccountably and lamentably slow. In the majority of our schools the methods of heating, lighting and ventilation are very much the same as they were forty years ago.

There is no way in which we can so surely raise the average standard of health and mental vigor, so quickly and so surely increase the efficiency of our schools, as by improving their hygienic condition. There is no other matter that demands so serious consideration and so prompt action. Our sacrifices to the Moloch of blind and culpable indifference are already too great.

Education, coupled with physical debility, is not an available force. Though a school may be noted for the thoroughness of its instruction and the proficiency of its pupils, if it send them from its doors with impaired vitality it renders the State a doubtful service. Though rightly regarded as beyond price, time, money and effort are all that an education should cost.

FURTHER LEGISLATION NEEDED.

By act of Legislature (P. L. 1889, page 15, section 1) it was provided that pupils nineteen and twenty years of age shall be admitted

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to and receive free instruction in our public schools, and shall not be included in the school census for taxing purposes. It has since been provided (P. L. 1889, page 279, section 1) that children under five years of age may be admitted to any kindergarten school or kindergarten department. Assuming that the latter provision is intended to apply only to children four years of age, these two enactments add fully 100,000 to our school population. Both are unmistakably wise and in the interest of progress, but while tending to add largely to the outlay required for school purposes, neither increases our school revenues.

Both the kindergarten and the secondary school are needed to strengthen and complete our school system and adapt it to the requirements of the times. Each has conclusively demonstrated its value, and as each grows in public favor and patronage it becomes more and more evident that an increase in the amount available for school purposes is necessary.

We are fortunate in being in a position to make permanent provision against a portion of such increase. At the end of each fiscal year we find a large surplus in our State treasury. That at the close of the last was mainly fees received for charters of incorporation granted organizations of our own and neighboring states. About \$750,000 were received from such source. Though this large amount came to us easily, it is the privilege of the Legislature to turn it to the best possible account, and with it secure to the State both substantial and enduring good. It would be most gratifying to the friends of education throughout the State if the said honorable body should, at its approaching session, by legal enactment provide that all funds thus received, and which shall be hereafter received from such source, shall be transferred to the permanent school fund, and the income therefrom be devoted to the support of our public schools. Both our future material prosperity and our rank among the sisterhood of States will depend upon the intelligence, morality and industry of our citizens, and the character of our citizens will depend upon the educational facilities we shall elect to provide for our school population.

THE STATE BOARD OF EDUCATION.

The public laws of 1894, page 462, section 1, provide:

“That the general supervision and control of public instruction in the State of New Jersey shall be vested in a State Board of Education, which board shall consist of two members from each congressional district, only one of whom shall be a member of the same political party, and no two of whom shall reside in the same county, except where a congressional district lies entirely within one county; said members shall be appointed by the Governor, by and with the consent of the Senate, and shall hold office severally for the term of five years.” * * *

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Though the said Board is as to the selection of members bi partisan, it has in the supervision of the important interests under its control proven itself to be strictly non-partisan. This is due in some degree to the fact that its sphere of duty constitutes a retreat somewhat difficult of approach by those who would urge either unimportant or unworthy considerations, and in much larger degree to the character and qualifications of its members. Political domination is not essayed because of a consciousness of its futility. In the appointments made by this body, partisan considerations are not urged upon its members, because not in consonance with their purposes and certain to be correctly interpreted.

The administration of school affairs by our State Board of Education furnishes an excellent example of freedom from partisan influence and affords a foretaste of what might be reasonably anticipated throughout the State if our Legislature should place the appointment of all local school boards in the hands of bi-partisan commissions elected in the several school districts.

The duties of this Board are so important and require, in addition to exceptional qualifications, so thorough a knowledge of our school system and of existing conditions that but a small percentage of its membership should ever be subject to sudden change. Such duties are also so comprehensive that in addition to the regular and special meetings nearly every member is required to serve upon two important committees, and is in each confronted with the necessity of rendering most important and effective service. The term of one member will expire in 1900, four in 1901, one in 1903, and ten in 1904. With a change in our chief Executive every three years, re-appointments are not always certain.

If the term of appointment to the said body should equal in years our number of congressional districts, and it were so arranged that the terms of but two members could regularly expire in any one year, it would contribute much to its permanence, provide against a sudden reversal of its policy and insure its uniform effectiveness.

The Secretary rests under an abiding sense of obligation to the Board for able direction, wise counsel and many words of encouragement. The growth of our educational interests in magnitude and complexity is imposing an ever-increasing tax upon the valuable time and effort of its members, and their unselfish and unrequited service to the State richly merits the grateful appreciation of all interested in our public schools.

STATISTICAL TABLES

ACCOMPANYING THE

State Superintendent's Report.

SCHOOL REPORT.

TABLE I.

Financial Report, by Counties, for the School Year Ending June 30th, 1899.

COUNTIES.	Amount due the district July 1st, 1898, from State and county funds.	Amount due the district July 1st, 1898, from district tax.	Amount due the district July 1st, 1898, from other sources.	Total amount due the district July 1st, 1898.	Amount expended for teachers' salaries.	Amount expended for fuel and janitors' salaries.	Amount expended for repairs and interest on indebtedness.	Amount expended for debt and interest.	Amount expended for other purposes.
Atlantic.....	\$53,916 89	\$66,401 72	\$32,820 91	\$152,138 52	\$77,539 78	\$9,270 11	\$8,095 03	\$13,792 93	\$494 66
Bergen.....	83,564 78	229,377 32	103,256 69	416,197 79	176,754 18	24,326 38	32,152 39	36,754 11	929 45
Burlington.....	77,062 33	65,566 85	9,751 61	152,379 79	92,384 37	8,530 45	15,722 01	11,442 21	553 35
Camden.....	123,388 16	194,036 91	43,747 37	361,172 44	186,189 28	31,696 78	19,395 66	25,546 46	1,030 10
Cape May.....	24,471 94	27,553 28	6,300 84	58,326 06	26,476 21	2,676 61	2,696 05	10,611 00	179 27
Cumberland.....	59,333 06	51,694 26	6,787 52	117,814 84	85,900 88	9,551 59	4,861 93	1,569 26	622 17
Essex.....	674,756 43	845,806 00	508,745 13	1,929,307 56	845,404 81	100,242 19	19,097 86	56,616 57	4,155 30
Gloucester.....	48,916 35	44,150 44	8,700 33	101,766 12	59,472 02	7,219 69	2,792 69	18,156 36	501 63
Hudson.....	497,087 81	813,233 68	320,344 95	1,630,666 44	677,153 77	86,391 62	324,642 07	66,289 16	5,400 13
Hunterdon.....	58,164 00	33,389 13	3,905 49	95,458 62	60,518 06	4,215 68	6,340 48	1,045 56	479 70
Mercer.....	132,781 13	109,512 31	14,115 64	256,408 98	146,546 18	17,942 89	7,524 22	4,088 39	1,066 89
Middlesex.....	85,423 88	104,896 74	9,476 12	199,796 74	121,996 31	16,647 67	18,602 60	8,211 82	871 84
Monmouth.....	149,469 07	167,755 50	89,451 96	406,676 53	181,045 82	22,321 61	58,207 13	27,341 17	1,086 56
Morris.....	84,390 86	100,845 69	14,347 70	199,584 25	112,585 35	12,383 81	21,792 03	7,790 11	684 17
Ocean.....	25,569 80	35,261 44	8,914 36	69,745 10	39,561 81	3,867 87	5,558 97	6,529 66	298 70
Passaic.....	185,123 62	274,498 65	100,381 71	559,903 98	258,746 49	35,300 07	89,349 00	14,061 77	652 35
Salem.....	51,487 59	19,002 61	4,339 85	74,829 55	49,147 49	3,984 89	2,676 05	4,103 43	337 25
Somerset.....	55,290 04	55,124 19	28,837 13	140,251 36	63,675 53	4,668 80	33,748 18	17,520 81	379 66
Sussex.....	35,226 65	33,858 90	20,661 62	94,807 18	50,627 89	5,096 57	23,078 91	6,418 93	235 29
Union.....	116,865 08	207,739 43	38,960 35	363,564 86	193,349 90	25,760 52	50,015 47	45,324 73	924 51
Warren.....	57,517 77	47,341 90	5,456 81	110,316 48	68,348 11	7,651 01	5,004 98	8,535 26	437 26
Total.....	\$2,569,451 75	\$3,544,828 88	\$1,369,611 93	\$7,483,892 61	\$3,573,804 32	\$488,941 66	\$1,361,281 55	\$389,152 16	\$21,299 46

TABLE I—CONTINUED.

Financial Report, by Counties, for the School Year Ending June 30th, 1899.

COUNTIES.	Amount expended for manual training.	Amount expended for text-books and apparatus.	Amount expended for incidentals.	Total amount expended.	Balance of State, county and township funds June 30th, 1899.	Balance of district tax June 30th, 1898.	Balance of money from other sources June 30th, 1899.	Total balance June 30th, 1899.	Overdrafts.
Atlantic.....	\$2,817 67	\$7,532 82	\$11,194 82	\$191,737 82	.....	\$10,524 82	\$875 88	\$11,400 70	.....
Bergen.....	6,302 87	18,143 40	68,468 84	381,831 12	\$189 76	27,996 46	28,680 66	53,866 57	.....
Burlington.....	36 48	5,509 87	8,919 74	145,078 48	1,501 20	5,008 44	931 67	7,301 51	.....
Camden.....	12,687 23	15,152 78	21,806 68	318,404 84	.....	29,951 58	17,801 05	47,752 83	.....
Cape May.....	98 46	2,634 27	2,464 66	47,838 62	.....	10,012 33	276 91	10,289 24	.....
Cumberland.....	817 47	7,088 76	8,338 06	118,749 13	866 52	8,625 88	170 83	9,662 72	.....
Essex.....	29,119 98	61,362 98	96,784 17	1,713,726 45	.....	160,718 79	58,862 31	219,581 10	.....
Gloucester.....	.....	4,458 50	6,808 75	94,434 58	2,646 66	3,495 92	1,199 48	7,342 06	.....
Hudson.....	1,813 04	56,018 49	51,644 19	1,367,837 46	.....	280,685 38	73,763 60	353,328 98	.....
Hunterdon.....	.....	4,408 75	7,997 71	56,000 93	558 45	8,964 43	952 81	10,467 69	.....
Mercer.....	.....	11,138 29	21,347 25	219,652 10	959 81	25,140 35	627 66	26,768 43	.....
Middlesex.....	.....	10,708 27	8,695 66	185,029 07	.....	14,257 67	.....	14,257 67	\$1 54
Monmouth.....	1,969 35	14,132 32	17,359 62	349,457 53	3,109 02	18,715 73	34,391 15	56,215 90	.....
Morris.....	.....	7,261 80	21,428 13	183,785 68	.....	15,751 47	.....	15,751 47	.....
Ocean.....	894 81	2,994 66	8,572 78	64,559 26	171 02	4,875 61	253 31	5,279 94	64 10
Passaic.....	4,359 40	24,445 15	29,823 90	467,288 13	8,271 71	90,096 84	4,267 80	102,634 85	.....
Salem.....	.....	4,395 62	3,401 51	67,946 04	4,395 69	1,812 61	703 36	6,914 56	31 05
Somerset.....	.....	4,437 51	6,314 39	135,999 28	657 37	1,732 96	871 85	2,607 18	.....
Sussex.....	.....	3,551 99	3,264 42	92,300 00	.....	2,072 82	534 86	2,607 18	.....
Union.....	20,019 51	32,824 14	337,119 08	537,119 08	7 00	25,115 12	1,122 66	26,244 78	.....
Warren.....	.....	5,816 28	8,532 27	104,418 02	189 07	5,627 05	416 84	6,182 96	.....
Total.....	\$61,694 76	\$298,381 92	\$487,930 76	\$6,476,983 59	\$28,398 18	\$760,960 15	\$222,744 38	\$1,007,002 71	\$96 69

SCHOOL REPORT.

TABLE II.

Financial Report, by Cities and Towns, for School Year Ending June 30th, 1899.

CITIES AND TOWNS.	Amount due the district July 1st, 1898, from State and county funds.	Amount due the district July 1st, 1898, from district tax.	Amount due the district July 1st, 1898, from other sources.	Total amount due the district July 1st, 1898.	Amount expended for teachers' salaries.	Amount expended for fuel and janitors' salaries.	Amount expended for building and repairing, excluding debt and interest.	Amount expended for debt and interest.	Amount expended for taking school census.
Asbury Park (Neptune Township).....	\$7,938 88	\$18,886 70	\$8,342 12	\$34,467 68	\$13,352 50	\$1,949 88	\$3,100 25	\$8,095 00	\$48 20
Atlantic City.....	24,444 20	35,300 00	15,256 01	75,000 21	38,132 54	5,933 05	6,230 98	9,105 05	\$38 65
Bayonne.....	89,686 28	170,406 14		210,090 43	76,060 00	8,582 32	98,529 68		444 05
Belvidere.....	2,508 28	4,229 56	116 60	6,854 43	5,612 00	451 30	128 70	1,360 45	
Bloomfield.....	17,679 68	27,049 61	93,398 45	137,997 74	28,157 16	3,496 66	47,484 04	4,470 00	
Bordentown.....	5,518 17	3,703 94	118 00	9,333 11	6,093 80	656 46	137 47	1,659 18	
Bridgeton.....	14,001 67	13,764 31	276 73	28,042 61	21,180 62	2,438 07	454 78		159 00
Burlington.....	5,983 51	6,189 73	35 65	13,261 95	9,337 75	300 69	501 43	31 00	156 95
Camden.....	89,008 42	141,500 00	33,756 68	264,264 10	137,783 50	24,111 96	16,414 75	17,383 97	726 25
Cranford.....	3,447 13	32,210 05	217 33	35,874 51	7,068 30	1,283 55	15,371 21	2,350 00	80 40
Dover.....	9,408 88	18,246 48	3,022 63	25,677 49	14,342 75	1,425 33	292 18	1,480 00	78 05
East Orange.....	32,581 24	89,290 00	2,650 00	124,471 24	72,683 75	9,735 21	17,328 49	10,610 00	204 40
Egg Harbor City.....	3,671 49	6,897 77	270 13	9,839 39	3,667 00	397 75	110 45	490 00	26 10
Elizabeth.....	64,507 14	51,142 86	29,692 75	135,642 75	77,191 76	10,032 22	3,758 97	29,692 75	472 76
Englewood.....	18,328 85	18,328 85	5,475 53	31,825 94	15,800 00	2,505 21	3,384 42	3,037 50	71 70
Freehold Town.....	8,382 75	3,979 62	20 00	13,375 37	8,110 00	425 94	450 83	648 78	35 00
Goucester City.....	6,986 80	5,007 56	2,559 97	13,533 33	6,940 00	1,005 15	185 70	3,010 00	
Hackensack.....	11,048 96	29,635 96	13,728 76	54,313 68	25,309 47	2,816 94	956 96	4,717 55	93 50
Hackettstown.....	8,761 28	3,460 90	270 80	7,492 98	5,550 00	473 56	199 81		30 55
Hammoncton.....	6,385 05	6,600 00	210 71	12,205 76	7,350 75	834 65	885 07	1,700 80	49 60
Harrison.....	11,624 00	9,745 68	10 00	21,429 65	11,804 81	1,996 19	780 51	4,540 00	183 56
Hoboken.....	37,421 63	75,050 79	5,047 69	168,549 00	113,540 31	15,520 77	8,258 98		863 48
Jersey City.....	261,895 57	408,543 76	217,808 61	886,247 94	355,455 57	30,822 30	193,079 95	15,500 00	3,098 05
Kearny.....	12,438 33	27,278 25	396 05	41,167 63	20,300 00	3,984 63	1,562 37	9,378 25	124 65
Keypport.....	6,026 03	4,321 42		10,347 44	6,975 00	690 00		1,350 00	41 35
Lambertville.....	6,235 21	4,277 85	27 00	10,540 06	6,730 00	806 25	1,638 62		53 15
Long Branch.....	21,238 17	41,450 00	52,993 00	115,681 17	35,018 50	6,975 08	32,751 07	6,910 00	153 75
Madison.....	3,742 62	6,250 00	1,411 00	11,403 62	7,500 00	1,177 07	350 00	750 00	31 85
Millville.....	15,679 22	15,320 75	2,941 30	36,941 30	30,355 38	3,802 41	1,145 76		187 25
Monclair.....	28,153 38	83,100 00	9,940 95	121,194 33	4,433 26	4,433 26	4,300 17	15,600 00	193 70
Morristown.....	12,914 46	34,170 97	602 00	47,587 42	20,827 50	3,406 74	15,352 32		

REPORT OF SUPERINTENDENT.

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Mount Holly.....	6,839 72	8,277 48	103 82	15,221 02	9,172 20	1,018 98	2,540 00
Newark.....	890,312 80	447,087 50	334,676 62	1,173,075 42	539,035 41	58,035 74	367,198 52	3,023 56
New Brunswick.....	22,608 64	26,498 22	639 13	49,745 99	33,376 93	4,894 88	2,176 80	2,690 66	244 76
Newton.....	4,100 50	11,407 00	16,956 54	32,503 64	8,556 60	1,840 43	17,120 26	2,735 33	44 20
North Plainfield Borough.....	9,100 19	36,113 71	149 08	45,387 95	15,750 19	1,230 00	20,668 16	4,050 00	55 25
Orange.....	37,081 94	88,312 80	1,132 19	121,376 93	37,727 42	4,352 57	24,630 41	2,780 50	233 45
Passaic.....	26,999 23	106,365 28	1,400 00	134,754 50	42,818 07	6,193 33	34,767 07	8,065 00	328 35
Paterson.....	130,516 42	128,621 50	76,824 17	330,863 09	178,000 00	23,698 42	43,819 20	.....	.....
Perth Amboy.....	13,977 35	21,117 06	.....	35,094 41	22,880 60	4,457 61	3,781 57	.....	179 67
Phillipsburg.....	14,077 62	16,671 50	2,310 44	33,069 46	20,318 11	3,720 38	1,117 07	1,735 00	127 85
Plainfield.....	22,000 00	49,590 00	5,700 00	77,290 00	43,916 85	5,277 13	4,188 11	4,205 00	107 70
Princeton.....	1,437 69	491 84	56 00	1,965 63	1,377 82	41 96	.....	.....	.....
Rahway.....	10,127 23	11,700 00	1,532 59	23,360 82	17,156 01	3,200 37	668 84	.....	77 00
Red Bank.....	8,302 78	9,299 36	1,103 79	18,704 93	11,935 60	1,895 09	.....	60 88	38 05
Ridgewood.....	2,100 07	8,888 13	1,248 21	13,181 41	6,400 00	1,314 68	375 97	2,360 00	60 29
Rutherford.....	8,656 70	16,687 20	5,501 32	27,844 22	14,555 55	1,728 00	1,047 11	733 78	50 95
Salem.....	10,235 55	7,020 00	460 96	17,706 49	12,330 00	1,311 94	294 47	1,400 00	77 75
Somerville.....	7,534 23	6,280 00	8,800 19	22,114 42	10,720 00	844 20	474 64	8,810 54	108 00
Summit.....	5,899 43	19,938 58	745 10	26,598 11	10,500 70	1,270 91	856 56	5,925 00	61 25
Town of Union.....	18,451 83	27,789 54	2,496 84	48,736 71	28,318 43	4,510 95	611 14	5,550 00	257 85
Trenton.....	94,906 20	87,790 84	3,916 03	186,613 07	109,711 54	14,677 08	4,672 22	.....	806 95
Vineland (Landis Township).....	11,614 59	13,630 07	432 49	25,677 15	15,548 07	3,074 17	500 00	928 21	40 00
Washington.....	5,552 28	8,960 34	114 55	14,627 17	7,728 05	742 24	527 83	1,299 75	47 00
Westfield.....	5,369 68	18,887 65	18 00	19,295 23	11,380 00	1,968 40	928 04	1,250 00	40 50
West Hoboken.....	25,122 98	37,744 89	48,080 77	110,948 64	28,977 93	4,723 13	13,021 91	14,700 00	282 90
Woodbury.....	7,786 58	7,000 00	453 78	15,190 36	9,072 50	1,664 05	341 79	725 00	45 55
Total.....	\$1,712,583 37	\$2,594,234 93	\$1,017,660 96	\$5,325,479 26	\$2,489,001 61	\$322,206 24	\$1,007,974 19	\$228,694 11	\$14,149 26

TABLE II—CONTINUED.

Financial Report, by Cities and Towns, for the School Year Ending June 30th, 1899.

CITIES AND TOWNS.	Amount expended for manual training.	Amount expended for text-books and apparatus.	Amount expended for incidentals.	Total amount expended.	Balance of State, county and township funds June 30th, 1899.	Balance of district tax June 30th, 1899.	Balance of money from other sources June 30th, 1899.	Total balance June 30th, 1899.	Overdrafts.
Aasbury Park (Neptune Township).....	\$987 40	\$1,139 09	\$2,375 59	\$24,873 91	.....	\$1,796 35	\$7,798 42	9,594 77	.....
Atlantic City.....	3,817 67	4,544 68	2,796 66	70,789 28	.....	4,210 93	.....	4,210 93	.....
Bayonne.....	6,743 26	4,082 08	4,082 08	194,891 24	.....	15,699 19	.....	15,699 19	.....
Belvidere.....	862 27	60 00	5,854 72	.....	.....	883 11	116 60	999 71	.....
Bloomfield.....	4,387 23	1,895 57	89,900 66	.....	.....	345 47	47,751 61	48,097 08	.....
Bordentown.....	341 91	295 73	9,195 86	.....	.....	96 75	115 00	209 76	.....
Bridgeton.....	1,952 99	1,243 69	27,404 06	.....	.....	638 66	.....	638 66	.....
Burlington.....	817 06	966 94	12,640 86	.....	.....	681 09	.....	681 09	.....
Camden.....	12,687 23	11,301 83	7,096 58	227,475 87	.....	19,686 90	17,101 93	36,788 23	.....
Cranford.....	1,060 33	891 23	28,054 92	.....	.....	7,602 26	217 38	7,819 62	.....
Dover.....	1,083 04	4,848 39	23,349 69	.....	.....	2,327 80	.....	2,327 80	.....
East Orange.....	5,000 00	4,270 94	4,238 46	124,471 24	.....	.....	.....	.....	.....
Egg Harbor City.....	.....	680 23	181 32	5,408 31	.....	4,483 08	.....	4,483 08	.....
Elizabeth.....	7,680 27	5,713 46	184,537 19	.....	.....	105 66	.....	105 66	.....
Englewood.....	3,099 97	2,935 23	30,623 02	.....	.....	1,203 93	.....	1,203 92	.....
Freehold Town.....	654 77	370 67	11,018 99	.....	272 76	1,068 63	.....	1,956 28	.....
Gloucester City.....	155 49	239 09	11,575 43	.....	.....	1,967 90	.....	1,967 90	.....
Hackensack.....	3,066 86	1,938 66	7,947 40	47,867 22	.....	1,543 64	4,902 92	6,446 46	.....
Hackettstown.....	.....	378 78	666 06	7,293 78	.....	199 22	.....	199 22	.....
Hammondon.....	.....	490 06	554 46	11,564 76	.....	494 31	146 70	641 01	.....
Harrison.....	.....	1,484 63	671 66	21,429 66	.....	.....	.....	.....	.....
Hoboken.....	9,786 85	14,821 40	163,840 79	.....	.....	5,708 21	.....	5,708 21	.....
Jersey City.....	21,700 00	17,608 28	649,201 09	.....	.....	237,046 56	.....	237,046 56	.....
Kearny.....	4,425 29	1,110 48	40,795 67	.....	.....	381 96	.....	381 96	.....
Keyport.....	500 00	562 93	10,119 28	.....	1 02	227 14	.....	228 16	.....
Lambertville.....	799 65	216 24	10,222 91	.....	.....	817 16	.....	817 16	.....
Long Branch.....	2,166 91	2,992 42	87,957 73	.....	.....	6,057 31	21,666 13	27,623 44	.....
Madison.....	400 00	646 00	10,853 92	.....	.....	549 70	.....	549 70	.....
Millville.....	1,123 82	446 17	26,710 79	.....	.....	3,220 51	.....	3,220 51	.....
Montclair.....	7,930 81	5,725 12	117,509 88	.....	.....	3,684 95	.....	3,684 95	.....
Morristown.....	1,816 76	2,435 70	43,476 71	4,110 71	4,110 71

REPORT OF SUPERINTENDENT.

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Mount Holly.....		886 00	1,542 28	15,159 46		61 56	61 56
Newark.....	9,635 44	32,153 45	60,008 71	1,069,084 32	102,990 50		102,990 50
New Brunswick.....		3,169 27	880 70	47,428 93	2,307 00		2,307 00
Newton.....		826 00	243 97	31,375 68	1,127 36		1,127 36
North Plainfield Borough.....		1,892 66	1,349 80	44,991 05	896 93		896 93
Orange.....	4,548 26	4,103 80	1,061 96	79,408 37	41,968 56		41,968 56
Passaic.....	2,787 08	7,730 50	7,971 53	100,600 98	34,153 52		34,153 52
Paterson.....	1,472 32	12,870 43	12,598 57	272,478 94	49,388 84	722 60	68,388 15
Perth Amboy.....		2,811 70	953 28	35,094 41			
Phillipsburg.....		2,170 50	3,308 89	32,437 80	571 66		571 66
Plainfield.....		3,429 15	8,762 32	69,626 31	7,603 69		7,603 69
Princeton.....		154 37	392 93	1,967 07			1 54
Rahway.....		2,061 07	32 04	23,055 33	265 49		265 49
Red Bank.....	975 95	1,189 24	1,307 84	17,430 46	237 04	1,037 43	1,274 47
Ridgewood.....	1,006 06	649 24	632 86	12,749 01	432 40		432 40
Rutherford.....		1,077 39	6,715 70	25,943 46	1,692 28	208 48	1,900 76
Salem.....		1,286 83	795 11	17,397 10	359 39		359 39
Somerville.....		760 93	573 70	21,794 01		832 41	832 41
Summit.....		1,121 58	1,764 01	21,629 81	4,308 20	748 10	4,956 30
Town of Union.....	1,313 04	2,429 28	3,812 25	46,802 94	1,820 11	113 66	1,933 77
Trenton.....		9,054 63	12,856 05	151,672 47	34,940 60		34,940 60
Vineland (Landis Township).....	817 47	1,278 91	1,621 67	22,808 50	1,831 51	170 82	2,868 65
Washington.....		1,124 07	573 54	12,042 49	2,584 68		2,584 68
Westfield.....		1,734 63	1,785 15	19,056 72	208 51		208 51
West Hoboken.....		8,593 71	2,900 82	68,500 40	5,710 93	36,737 31	43,448 24
Woodbury.....		453 89	323 02	12,625 80	2,564 56		2,564 56
Total.....	\$56,065 08	\$203,083 03	\$235,539 35	\$4,551,615 87	\$11,976 56	\$621,051 36	\$139,837 01
							\$772,864 93
							\$1 54

SCHOOL REPORT.

TABLE III.

Apportionment of School Moneys for the School Year Beginning July 1st, 1899.

COUNTIES.	Balance State and county moneys July 1st, 1898.	Balance district tax July 1st, 1898.	Balance received from other sources July 1st, 1898.	Amount apportioned from State appropriation, including State school tax and \$200,000.	Amount apportioned from surplus revenue.	Amount of district tax voted for teachers' salaries.	Amount of district tax voted for building, purchasing, hiring re- pairing or furnishing school-houses.	Amount of district tax voted for pay- ment of debt and interest.
Atlantic.....	\$10,524 82	\$975 88	\$52,795 07	\$554 18	\$28,948 01	\$10,246 98	\$2,931 25
Bergen.....	27,996 26	25,680 56	129,169 81	1,735 08	166,349 75	32,950 00	39,169 08
Burlington.....	5,068 44	991 67	68,841 06	4,389 92	16,630 00	3,555 00	5,232 00
Camden.....	29,961 58	17,801 05	113,504 51	1,529 71	88,311 05	47,195 00	26,838 85
Cape May.....	5,277 63	5,011 61	21,568 59	740 00	5,816 84	1,397 50	2,017 50
Cumberland.....	8,628 38	170 82	55,894 96	1,766 13	29,985 01	4,200 00	300 00
Essex.....	160,718 79	58,862 31	569,241 25	.....	346,301 52	181,226 00	68,299 00
Gloucester.....	3,499 92	1,199 48	42,984 04	1,811 50	15,629 71	4,495 00	5,466 00
Hudson.....	280,668 38	72,763 60	486,667 49	.....	516,791 70	194,539 84	146,621 00
Hunterdon.....	5,000 45	452 81	52,780 14	3,207 43	3,329 46	13,781 00	1,175 30
Mercer.....	35,141 45	627 66	129,860 61	454 62	17,000 00	1,725 00	3,108 00
Middlesex.....	14,257 67	.....	84,672 18	.....	38,937 56	55,785 80	8,657 59
Monmouth.....	18,716 78	34,391 15	136,766 42	4,109 69	46,671 49	21,400 00	30,076 40
Morris.....	15,751 47	.....	80,542 42	3,597 04	36,662 01	35,925 00	6,633 69
Ocean.....	4,876 61	233 81	25,338 61	904 10	15,065 00	1,405 00	4,341 00
Passaic.....	8,271 71	90,695 34	168,770 24	1,168 38	129,395 00	111,595 00	13,175 00
Salem.....	1,812 61	703 96	41,718 34	1,125 00	4,125 00	5,430 00	1,433 50
Somerset.....	1,722 96	871 65	52,699 10	2,869 09	11,450 00	22,408 00	6,660 00
Sussex.....	2,072 32	584 86	33,612 48	2,321 34	15,758 00	2,067 00	2,095 00
Union.....	25,116 12	1,122 66	117,328 12	.....	33,259 51	21,960 00	18,582 50
Warren.....	189 07	416 84	55,550 43	.....	20,596 60	8,620 00	4,225 00
Total.....	\$28,248 18	\$756,225 95	\$237,479 08	*\$2,533,706 27	\$33,286 61	\$1,586,603 22	\$634,726 12	\$402,837 64

* Includes \$156.27 apportioned from last year.

TABLE III—CONTINUED.

Apportionment of School Moneys for the School Year Beginning July 1st, 1899.

REPORT OF SUPERINTENDENT.

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COUNTIES.	Amount of district tax voted for text-books, apparatus and supplies.	Amount of district tax voted for manual training.	Amount of district tax voted for other school purposes.	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, 1900.
Atlantic.....	\$3,301 21		\$15,595 05	\$61,022 50				\$195,752 45
Bergen.....	16,680 50	\$3,200 00	31,794 28	232,143 59			\$3,200 00	420,195 05
Burlington.....	6,355 00		20,251 00	54,943 00				124,949 24
Camden.....	24,900 00		52,997 50	240,242 40			5,000 00	408,939 25
Cape May.....	1,325 59		8,925 47	19,492 90				62,081 13
Cumberland.....	7,620 00		15,076 45	57,181 46				124,406 27
Essex.....	16,980 00	14,910 00	346,838 00	\$24,573 52		\$15,851 50	14,910 00	1,744,157 87
Gloucester.....	5,423 00		8,867 29	40,250 00				92,397 60
Hudson.....	14,523 00		183,156 88	966,864 22				1,805,760 69
Hunterdon.....	2,975 60		11,783 04	32,994 80				99,470 06
Mercer.....	1,450 00		2,830 00	26,113 00				193,187 16
Middlesex.....	4,845 00		24,640 93	132,816 88		39,600 00		271,346 73
Monmouth.....	12,300 00		41,524 79	151,972 68				349,064 09
Morris.....	8,500 00		21,232 40	108,943 10				208,834 03
Ocean.....	2,370 00		8,021 86	33,202 86				63,725 51
Passaic.....	4,655 00		94,511 00	353,331 00			1,000 00	645,804 47
Salem.....	3,960 00		4,545 00	17,993 50				68,751 40
Somerset.....	4,175 00		5,592 00	50,285 00				109,105 17
Sussex.....	2,380 00		8,075 00	30,375 00				68,916 00
Union.....	19,650 00		47,848 48	201,300 49				344,873 29
Warren.....	3,820 00		12,048 15	44,109 76				105,843 14
Total.....	\$169,190 30	\$18,110 00	\$958,184 37	\$3,779,151 65		\$56,451 50	\$24,110 00	\$7,433,769 24

TABLE IV.

Enrollment and Attendance of Pupils, by Counties.

COUNTIES.	Number of months the schools were kept open.	Number of boys between 5 and 20 years of age enrolled in the schools during the year.	Number of girls between 5 and 20 years of age enrolled in the schools during the year.	Total number of children between 5 and 20 years of age enrolled in the schools during the year.	Total number of days present during the year.	Total number of days absent during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.	Average number of cases of tardiness per day for each teacher.	Average number on roll.	Average daily attendance.	Percentage of daily attendance on average enrollment.	Number of pupils enrolled in primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
Atlantic.....	9.	3,784	3,818	7,602	837,830	147,870	62	20,708	.86	5,823	4,899	.86	5,277	1,927	398	33	136	\$69.86	\$42.74
Bergen.....	9.5	7,504	7,306	14,810	1,816,763	277,622	108	32,720	.86	10,930	9,478	.87	10,310	4,109	391	62	257	\$93.61	\$62.61
Burlington.....	9.5	5,373	5,076	10,449	1,031,534	138,860	114	23,321	.73	5,961	5,834	.82	3,334	5,503	456	32	200	\$33.65	\$43.40
Camden.....	10.2	6,832	9,846	16,678	1,938,843	416,015	120	38,266	.80	13,346	11,181	.84	14,159	4,950	429	22	372	\$7.18	\$4.73
Cape May.....	9.	1,397	1,406	2,802	277,086	57,626	16	9,708	.56	1,954	1,601	.82	1,648	1,099	115	32	86	\$4.30	\$6.37
Cumberland.....	9.1	5,334	5,301	10,635	1,202,109	175,761	89	31,719	.84	7,675	6,648	.86	6,338	3,296	996	38	180	\$6.26	\$7.45
Essex.....	10.	26,888	27,425	54,313	7,271,184	838,781	816	36,134	.17	42,020	37,093	.88	38,437	12,933	2,943	105	1,118	\$62.62	\$2.89
Gloucester.....	9.5	3,305	3,389	6,693	651,238	133,092	22	27,053	.13	4,415	3,620	.81	4,512	2,083	93	28	113	\$4.70	\$8.08
Hudson.....	10.	30,686	30,537	61,223	7,782,816	767,426	2,466	36,230	.14	45,669	40,562	.89	45,465	14,063	1,694	64	1,086	\$48.63	\$6.90
Hunterdon.....	10.	3,517	5,936	9,453	726,720	127,837	67	16,329	.50	4,415	3,736	.85	4,163	2,431	258	45	114	\$6.32	\$4.70
Mercer.....	9.4	6,703	7,793	14,496	1,703,722	248,636	134	16,844	.95	10,844	8,840	.78	9,071	3,734	693	15	270	\$103.09	\$4.82
Middlesex.....	9.3	6,965	5,817	11,782	1,451,673	192,648	419	13,294	.42	8,823	7,742	.82	7,868	3,363	551	29	329	\$74.00	\$2.00
Monmouth.....	9.6	8,560	8,166	16,716	1,860,043	306,897	160	30,814	.6	11,639	10,055	.86	9,939	5,692	1,085	71	277	\$2.90	\$8.20
Morris.....	9.7	5,466	5,533	10,999	1,285,078	183,818	227	10,810	.23	7,843	6,771	.86	6,482	4,036	481	61	175	\$69.10	\$4.97
Ocean.....	9.	2,337	2,190	4,527	432,226	91,593	20	14,552	.76	3,133	2,516	.80	2,609	1,780	138	38	70	\$1.76	\$5.56
Passaic.....	9.6	12,067	11,668	23,735	3,322,993	435,417	270	27,375	.50	17,476	16,262	.82	17,355	6,765	712	55	427	\$91.77	\$7.78
Salem.....	9.4	2,673	2,749	5,422	573,065	104,224	53	11,847	.7	3,764	3,096	.80	3,499	1,703	423	11	123	\$6.39	\$8.50
Somerset.....	10.	2,974	2,733	5,707	639,500	103,648	80	13,563	.57	3,947	3,373	.86	3,420	2,140	207	23	114	\$6.74	\$0.56
Sussex.....	9.5	2,650	2,698	5,348	560,811	95,532	101	15,209	.7	3,542	3,017	.86	3,126	1,863	309	39	98	\$6.12	\$6.17
Union.....	9.2	7,207	7,309	14,516	1,960,187	210,128	364	14,806	.80	11,377	9,896	.87	9,561	4,067	908	36	283	\$27.58	\$6.69
Warren.....	9.3	3,883	3,854	7,737	939,816	114,248	167	13,292	.50	5,624	4,993	.89	4,401	2,743	593	47	134	\$5.21	\$4.06
Total.....	9.5	158,047	157,008	315,055	39,381,436	5,223,666	5,933	464,497	.65	230,709	203,003	.83	214,109	87,074	13,872	853	5,806	\$86.21	\$48.12

TABLE V.

Enrollment and Attendance of Pupils, by Cities and Towns.

CITIES AND TOWNS.		Number of months the schools were kept open.	Number of boys between 5 and 20 years of age enrolled in the schools during the year.	Number of girls between 5 and 20 years of age enrolled in the schools during the year.	Total number of children between 5 and 20 years of age enrolled in the schools during the year.	Total number of days present during the year.	Total number of days absent during the year.	Number of pupils absent not tardy during the year.	Total number of cases of tardiness during the year.	Average number of cases of tardiness per day for each teacher.	Average number on roll.	Average daily attendance.	Percentage of daily attendance on average enrollment.	Number of pupils enrolled in primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
Asbury Park.	10.	393	416	809	102,707	10,724	9	837	.5	568	514	.91	383	316	110	2	19	\$135.00	\$60.00	
Atlantic City.	9.	1,718	1,754	3,472	416,874	60,542	34	6,021	.52	2,746	2,402	.87	2,369	920	183	4	69	155.56	43.33	
Bayonne.	10.	2,595	2,449	4,044	603,057	95,846	76	6,723	.34	3,734	2,215	.86	5,643	1,079	124	118	170.00	57.25		
Belvidere.	10.	169	173	342	49,463	8,682	23	424	.32	280	250	.93	174	116	52	2	89	90.00	36.67	
Bloomfield.	10.	835	815	1,650	207,793	24,242	14	2,478	.36	1,251	1,118	.89	1,034	487	129	4	43	105.00	56.75	
Bordentown.	10.	265	269	534	65,930	8,930	3	767	.36	534	247	.88	332	166	36	2	10	86.40	45.52	
Bridgeton.	10.	1,262	1,325	2,587	321,427	40,226	29	6,990	.77	2,008	1,767	.88	1,490	740	357	2	49	98.00	38.94	
Burlington.	10.	493	482	975	108,148	24,019	4	3,805	1.10	736	621	.84	575	327	73	2	17	104.99	46.68	
Camden.	10.5	6,733	6,780	13,513	1,606,726	282,994	87	2,605	.47	9,486	8,068	.85	10,267	3,292	154	8	274	120.48	43.77	
Cranford.	9.1	215	221	436	51,949	7,519	6	907	.35	380	305	.86	273	124	37	1	11	165.00	58.76	
Dover.	10.	661	679	1,340	163,118	14,169	24	526	.69	1,065	990	.93	831	394	115	3	25	103.35	46.00	
East Orange	10.	1,791	1,897	3,688	491,226	39,034	52	1,082	.67	2,971	2,750	.92	2,143	1,106	439	11	83	177.27	66.15	
Egg Harbor City.	9.	1,197	203	400	50,397	8,472	7	1,697	1.87	335	325	.86	360	27	13	1	7	100.00	44.04	
Elizabeth.	9.5	3,441	3,507	6,948	1,038,202	77,357	213	1,332	.005	5,519	4,778	.93	4,357	2,176	415	12	117	121.20	58.40	
Englewood.	9.5	431	423	854	114,291	15,026	2	1,217	.46	655	577	.88	556	351	47	2	23	139.48	62.47	
Freshhold Town.	10.	349	269	618	90,602	13,672	3	1,237	.5	562	486	.87	303	229	186	2	13	112.50	45.00	
Gloucester City.	10.	529	507	1,036	232,115	31,444	26	1,344	1.69	630	1,477	.77	801	474	64	1	13	100.00	46.15	
Hackensack.	9.8	953	969	1,922	249,183	31,690	26	2,555	.3	1,478	1,305	.88	1,184	485	193	6	37	139.35	57.14	
Hackettstown.	10.	295	259	554	76,149	8,854	14	431	.16	413	391	.90	305	169	80	4	9	57.50	36.11	
Hammononton.	9.	416	376	792	76,139	14,836	2	4,268	.74	500	434	.84	632	106	54	2	13	75.83	44.33	
Harrison.	10.	582	507	1,089	122,171	16,006	.....	562	1.43	754	692	.88	771	318	.....	3	14	104.10	69.09
Hoboken.	10.	4,330	4,386	8,716	1,282,655	131,667	343	2,023	.07	7,307	6,532	.91	6,576	1,902	258	8	182	163.74	62.86	
Jersey City.	10.	16,401	16,408	32,809	4,015,551	325,459	1,854	10,532	.10	23,356	21,648	.93	29,975	7,939	932	21	661	202.80	57.00	
Kenilworth.	10.	599	595	1,194	239,385	30,982	36	3,982	.56	1,730	1,573	.79	1,401	471	122	4	53	97.50	48.03	
Keyport.	9.5	364	371	735	95,070	14,343	25	542	.2	614	524	.87	440	229	69	1	14	147.00	42.00	
Lambertville.	10.	325	338	663	106,392	9,969	19	654	.23	539	485	.90	448	129	36	1	13	102.00	44.40	
Long Branch.	10.	1,326	1,273	2,599	335,771	39,484	47	1,073	.1	2,096	1,932	.89	1,697	804	198	5	40	132.00	59.20	
Madison.	10.	248	248	496	58,655	9,216	12	688	.31	373	320	.86	273	160	58	1	13	150.00	60.00	
Millville.	10.5	1,000	1,137	2,137	285,601	31,675	16	6,891	.65	1,617	1,452	.89	1,340	699	168	5	43	88.00	39.70	
Montclair.	10.	1,308	1,273	2,581	353,052	43,858	28	7,149	.62	2,740	1,899	.88	1,506	744	331	8	81	162.50	69.33	
Morrisstown.	10.	517	448	965	206,243	26,894	52	894	.13	1,234	1,079	.90	896	407	82	4	32	162.00	55.00	
Mount Holly.	10.	464	449	913	106,500	16,928	3	1,565	.39	656	578	.85	603	268	42	1	20	159.00	42.00	
Newark.	10.	18,071	18,640	36,711	5,016,437	563,424	563	9,491	.06	28,432	24,972	.87	27,332	7,810	1,569	54	693	190.00	65.00	

TABLE V—CONTINUED.

Enrollment and Attendance of Pupils, by Cities and Towns.

CITIES AND TOWNS.	Number of months the schools were kept open.	Number of boys between 5 and 20 years of age enrolled in the schools during the year.	Number of girls between 5 and 20 years of age enrolled in the schools during the year.	Total number of children between 5 and 20 years of age enrolled in the schools during the year.	Total number of days present during the year.	Total number of days absent during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.	Average number of cases of tardiness per day for each teacher.	Average number on roll.	Average daily attendance.	Percentage of daily attendance on average enrollment.	Number of pupils enrolled in primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
New Brunswick	9.7	1,354	1,540	2,894	406,531	21,712	187	220	.01	2,180	2,065	.90	1,657	772	265	4	59	\$100 00	\$47 00
Newark	10.	385	434	819	95,645	12,516	36	615	.23	591	525	.88	468	183	85	15	15	150 00	46 33
North Plainfield Brough.	10.	501	514	1,015	125,332	15,383	45	1,503	.33	785	708	.88	678	101	26	26	95 00	49 53	
Orange.	10.	1,269	1,423	2,732	356,127	45,394	42	3,213	.27	2,160	1,918	.89	1,976	697	119	8	77	132 62	56 50
Passaic.	9.9	1,890	1,846	3,736	573,107	60,211	12	8,529	.53	2,787	2,477	.89	2,593	937	196	5	79	108 00	50 56
Paterson.	9.9	7,839	7,849	15,488	2,207,508	280,653	246	10,431	.16	11,780	11,334	.89	11,294	3,692	512	24	232	120 00	50 00
Perth Amboy.	10.	1,367	1,329	2,696	368,604	42,699	64	1,323	.13	2,067	1,830	.88	2,178	529	98	4	41	75 00	46 00
Phillipsburg.	10.	871	938	1,809	277,880	22,383	48	1,763	.23	1,505	1,397	.93	1,111	539	159	5	35	71 20	44 90
Plainfield.	9.5	1,234	1,319	2,453	333,807	42,839	61	4,627	.44	2,016	1,784	.90	1,732	317	144	5	59	118 40	55 40
Princeton.	9.	296	307	592	85,855	11,760	7	2,578	1.82	410	340	.82	378	168	46	3	9	83 30	40 55
Rahway.	9.3	728	719	1,457	188,505	24,386	31	1,228	.2	1,139	1,006	.89	1,046	356	56	4	28	121 00	48 40
Red Bank.	10.	475	454	929	113,828	21,575	10	2,410	.7	654	597	.87	442	390	97	2	20	125 00	51 25
Ridgewood.	9.8	248	245	496	60,803	8,417	4	1,235	.52	868	323	.88	261	191	44	2	10	114 21	51 27
Rutherford.	9.6	467	490	957	129,736	11,938	10	1,845	.42	740	677	.91	692	308	57	1	22	187 50	65 72
Salem.	10.	573	575	1,148	168,228	16,866	17	1,933	.36	964	876	.90	759	286	153	2	28	100 00	37 95
Somerville.	10.	447	461	908	117,852	14,891	11	2,164	.51	703	618	.88	532	323	53	2	18	87 50	48 61
Summit.	9.1	317	304	621	33,607	9,580	10	2,004	.84	457	404	.88	394	164	45	1	14	166 00	48 20
Town of Union.	10.	1,567	1,533	3,100	36,426	36,427	64	123	.01	2,438	2,245	.92	2,213	671	216	6	52	111 66	49 49
Trenton	9.8	4,575	4,799	9,374	1,318,902	160,215	118	4,941	.236	7,312	6,820	.87	6,490	2,331	543	6	197	166 66	50 92
Vineland (Landis Township).	9.	898	907	1,805	194,921	27,217	24	5,884	.96	1,333	1,164	.87	1,151	507	147	3	35	58 46	40 96
Washington	10.	381	419	800	111,856	12,627	16	1,325	.39	652	587	.90	416	282	102	4	15	62 50	35 67
Westfield.	9.1	378	414	792	95,476	13,849	23	1,444	.58	614	517	.87	525	191	76	1	17	219 00	60 60
West Hoboken.	10.	2,015	1,955	4,000	518,430	57,700	73	6,708	.56	3,112	2,778	.89	3,269	640	71	2	60	147 50	43 30
Woodbury.	10.	410	451	861	101,276	15,198	3	4,083	1.2	653	556	.85	608	226	27	2	17	80 00	43 20
Total.	9.8	100,133	101,525	201,658	26,632,711	3,053,870	5,867	167,069	4.96	155,006	137,143	.88	141,910	49,610	10,138	289	3,905	\$133 39	\$53 48

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TABLE VI.
Teachers' Salaries, by Counties.

COUNTIES.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.	Increase in the average salary paid to men.	Decrease in the average salary paid to men.	Increase in the average salary paid to women.	Decrease in the average salary paid to women.
Atlantic.....	\$69 86	\$42 74	\$7 59		\$0 07	
Bergen.....	93 64	52 61		\$0 60	91	
Burlington.....	63 65	43 10	1 23		4 89	
Camden.....	87 18	42 78		8 17		\$4 40
Cape May.....	54 30	36 37	90		10	
Cumberland.....	56 25	34 75		1 25	63	
Essex.....	162 62	62 89		4 17	45	
Gloucester.....	54 70	38 08		2 02		7 15
Hudson.....	148 63	56 99	55		1 84	
Hunterdon.....	55 32	34 70	5 60			30
Mercer.....	103 09	41 82	9 63			5 97
Middlesex.....	74 00	42 00	3 00		1 00	
Monmouth.....	72 90	48 20		10		53
Morris.....	59 10	44 97	83		69	
Ocean.....	51 78	35 56	84		1 85	
Passaic.....	91 77	87 73		13 77		12 40
Salem.....	59 39	58 50		95	1 79	
Somerset.....	66 74	40 56		9 23		84
Sussex.....	45 12	86 17	16		26	
Union.....	127 58	52 09	1 80			14
Warren.....	49 21	34 06	6 71		1 14	
Total.....	\$86 21	\$48 12	\$0 39			\$1 60

TABLE VII.
Teachers' Salaries, by Cities and Towns.

CITIES AND TOWNS.					
	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.	Increase in the average salary paid to men.	Decrease in the average salary paid to men.	Increase in the average salary paid to women.
Asbury Park.....	\$135 00	\$60 00		\$2 50	\$1 05
Atlantic City.....	156 55	43 33	\$7 44		10 78
Bayonne.....	170 00	57 25	20 00		\$4 67
Belvidere.....	69 00	36 67			3 56
Bloomfield.....	105 00	55 75		20 00	1 24
Bordentown.....	86 40	46 52	8 90		5 17
Bridgeton.....	95 00	38 94			64
Burlington.....	104 99	46 58	9 99		4 52
Camden.....	120 48	42 77		37 04	6 28
Cranford.....	166 00	58 76		10 26	10 83
Dover.....	108 84	45 60	6 87		2 93
East Orange.....	177 27	66 15	37 37		1 05
Egg Harbor City.....	100 00	44 04	11 12		3 63
Elizabeth.....	121 30	58 40		18 80	2 85
Englewood.....	139 48	62 47		77 91	5 89
Freehold Town.....	112 50	45 00	2 50		2 00
Gloucester City.....	100 00	46 15			
Hackensack.....	138 85	57 14		16 05	2 20
Hackettstown.....	57 50	36 11		15 00	1 39
Hammononton.....	75 88	44 33	15 65		3 37
Harrison.....	104 10	59 09	34 00		5 32
Hoboken.....	163 74	62 88	22 08		2 88
Jersey City.....	202 80	57 00	8 30		92
Kearny.....	97 50	48 03		11 16	4 94
Keyport.....	147 00	42 00		35	1 00
Lambertville.....	102 00	44 40			40
Long Branch.....	132 00	59 20			53
Madison.....	150 00	60 00			2 50
Millville.....	88 00	36 76		2 00	
Montclair.....	156 25	69 33		23 75	70
Morristown.....	162 50	55 00		5 00	8 12
Mount Holly.....	163 04	42 06	13 04		4 04
Newark.....	190 00	65 00			
New Brunswick.....	100 00	47 00		9 00	18 00
Newton.....	150 00	46 33			2 49
North Plainfield Borough.....	95 00	49 52		82 77	6 03
Orange.....	132 62	56 50		23 38	1 80
Passaic.....	108 00	50 55		8 66	1 14
Paterson.....	120 00	50 00		28 48	50
Perth Amboy.....	75 00	46 00	5 00		2 00
Phillipsburg.....	71 20	44 50			
Plainfield.....	118 40	66 40		35 38	4 49
Princeton.....	83 23	40 55	1 67		80
Rahway.....	121 00	43 40		6 72	53
Red Bank.....	125 00	51 25	6 67		2 58
Ridgewood.....	114 21	51 27		5 23	5 52
Rutherford.....	137 50	65 72	7 60		9 34
Salem.....	100 00	37 86			92
Somerville.....	97 50	61 00			
Summit.....	166 00	68 20		5 12	5 15
Town of Union.....	111 66	49 49		46 00	1 28
Trenton.....	166 66	50 92	14 38		52
Vineland (Landis Township).....	58 45	40 96		17 84	2 78
Washington.....	62 50	35 67	4 50		33
Westfield.....	219 00	60 60	15 55		5 83
West Hoboken.....	147 50	43 30	22 50		70
Woodbury.....	80 00	43 20		1 25	07
Total.....	\$133 39	\$53 48		\$11 81	\$1 70

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TABLE VIII.
Condition of School-Houses, by Counties.

COUNTIES.	MATERIAL.						Number of children the school-houses will seat comfortably.	Number of school-houses erected during the year.	Number enlarged, refurbished or remodeled.
	Number of school-houses.	Number owned.	Number rented.	Brick.	Wood.	Stone.			
Atlantic.....	63	60	3	5	58	.....	176	7,677	1
Bergen.....	103	95	8	26	75	4	333	12,789	3
Burlington.....	127	121	6	29	97	1	239	11,561	10
Camden.....	94	91	3	32	62	.....	285	20,163	1
Cape May.....	36	35	1	.....	36	.....	63	3,060	3
Cumberland.....	110	106	4	42	67	1	330	16,336	1
Essex.....	129	111	18	85	44	.....	855	51,065	7
Gloucester.....	76	75	1	8	64	4	146	6,524	1
Hudson.....	81	71	10	71	10	.....	1,130	48,217	8
Hunterdon.....	110	110	.....	5	96	9	157	6,532	1
Mercer.....	81	80	1	38	45	.....	267	12,604	1
Middlesex.....	95	88	7	26	69	.....	281	12,641	2
Monmouth.....	135	132	3	29	106	.....	348	18,669	3
Morris.....	117	113	4	17	92	8	222	10,315	2
Ocean.....	67	64	3	2	65	.....	108	4,671	2
Passaic.....	70	69	1	33	36	2	371	21,281	4
Salem.....	75	75	.....	13	62	.....	122	6,101	1
Somerset.....	75	75	.....	11	62	2	143	6,248	1
Sussex.....	96	99	.....	7	89	4	132	6,095	1
Union.....	48	45	3	26	22	.....	305	13,338	3
Warren.....	96	95	1	12	71	13	226	8,840	1
Total.....	1,887	1,810	77	515	1,334	49	6,219	304,467	51

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TABLE IX.

Condition of School-Houses, by Cities and Towns.

CITIES AND TOWNS.	Number of school-houses.	Number owned.	Number rented.	MATERIAL.			Number of class-rooms.	Number of children the school-houses will seat comfortably.	Number of school-houses erected during the year.	Number enlarged, refurnished or remodelled.
				Brick.	Wood.	Stone.				
Asbury Park.....	2	2		1	1		20	900		
Atlantic City.....	6	6		4	2		68	3,163		
Bayonne.....	10	7	3	8	2		109	5,225	1	2
Belvidere.....	1	1		1			40	1,336		
Bloomfield.....	5	4	1	4	1		40	1,559		
Bordentown.....	2	2		1	1		13	530		
Bridgeton.....	6	4	2	4	2		57	2,460		
Burlington.....	5	5		5			20	900		
Camden.....	28	28		28	5		263	14,608	1	
Cranford.....	3	2	1	1	2		13	442		
Dover.....	4	2	2	2	2		24	1,365		
East Orange.....	7	1		7			81	3,538		
Egg Harbor City.....	1	1			1		8	450		
Elizabeth.....	9	9				1	123	5,923	1	2
Englewood.....	5	3	2	1	4		23	681	1	
Freehold Town.....	1	1		1			16	800		
Gloucester City.....	5	5		3	2		13	800		
Hackensack.....	5	5		4	1		43	1,842		
Hackettstown.....	1	1		1			14	700		
Hammononton.....	7	6	1	1	6		14	700		
Harrison.....	2	2		2			16	600		
Hoboken.....	12	7	5	12			166	7,785		1
Jersey City.....	32	30	2	31	1		509	23,627	7	2
Kearny.....	5	5		5			39	2,094		
Keyport.....	1	1			1		14	1,000		
Lambertville.....	1	1		1			14	640		
Long Branch.....	10	10		7	3		67	3,334	2	
Madison.....	4	4		3	1		13	510		
Millville.....	13	13		9	3	1	52	2,582		
Montclair.....	8	8		6	2		69	2,813		
Montreal.....	3	3		3			32	1,488		
Mount Holly.....	3	3		3			28	1,392		
Newark.....	58	47	11	47	11		655	33,537	3	2
New Brunswick.....	7	6	1	6	1		71	3,258	1	
Newton.....	1	1		1			13	820		
North Plainfield Borough.....	2	2		2			26	1,145	1	
Orange.....	7	5	2	5	2		57	2,651	1	1
Passaic.....	8	7	1	7	1		43	4,104	1	
Paterson.....	21	21		21			276	13,175	1	
Perth Amboy.....	6	4	2	5			45	1,908		
Phillipsburg.....	6	6		5	1		46	2,272		1
Plainfield.....	8	7	1	6	2		66	2,746		1
Princeton.....	2	2		1	1		12	460		
Rahway.....	4	4		4			24	1,110		
Red Bank.....	4	3	1	4			21	440		
Ridgewood.....	2	2		1	1		15	640		
Rutherford.....	4	3	1	2	2		31	1,260		
Salem.....	4	4		2	1		26	786		
Somerville.....	3	3		3			12	510		
Summit.....	2	2		1	1		53	2,444		
Town of Union.....	3	3		3			181	8,697		
Trenton.....	25	25		25			39	1,902		
Vineland (Lands Township).....	18	18		14	4		18	724		
Washington.....	1	1		1			66	2,718		
Westfield.....	4	3	1	3	2		20	766		
West Hoboken.....	3	3		3						
Woodbury.....	5	5		3	2					
Total.....	415	375	40	348	75	2	3,872	182,599	23	13

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TABLE X.

Valuation of School Property, by Counties.

COUNTIES.	Number of buildings valued at \$100 or less.	Number valued between \$100 and \$500.	Number valued between \$500 and \$1,000.	Number valued between \$1,000 and \$5,000.	Number valued between \$5,000 and \$10,000.	Number valued between \$10,000 and \$20,000.	Number valued between \$20,000 and \$40,000.	Number valued above \$40,000.	Total valuation of school buildings.	Average value.
Atlantic.....	14	28	14	1	.....	2	1		\$163,425 00	\$2,733 75
Bergen.....	2	11	34	29	14	4	1		692,750 00	7,282 00
Burlington.....	30	40	35	10	3	3	.....		333,950 00	2,755 00
Camden.....	7	13	40	7	9	12	3		767,672 82	8,435 96
Cape May.....	2	12	19	2	.....	.....	.....		72,350 00	2,070 00
Cumberland.....	2	36	44	9	6	7	.....		331,850 90	5,017 25
Essex.....	.....	.....	1	13	12	35	50		4,985,175 00	44,920 49
Gloucester.....	.....	7	30	35	2	1	.....		167,300 00	3,251 00
Hudson.....	.....	3	7	8	21	32	.....		2,685,900 00	37,829 28
Hunterdon.....	22	56	30	1	1	.....	.....		124,989 00	1,186 00
Mercer.....	3	20	31	4	9	13	.....		633,427 00	7,792 84
Middlesex.....	4	39	27	4	7	5	2		517,300 00	5,878 41
Monmouth.....	.....	36	66	10	9	6	5		875,200 00	6,650 00
Morris.....	11	43	46	4	6	2	1		421,900 00	3,735 63
Ocean.....	25	16	21	.....	1	1	.....		113,300 00	1,770 00
Passaic.....	.....	1	6	8	25	22	6		1,053,900 00	15,043 43
Salem.....	7	48	16	2	2	.....	.....		128,375 00	1,643 66
Somerset.....	3	47	20	.....	3	1	1		214,065 00	2,853 00
Sussex.....	29	48	17	2	1	1	.....		189,375 00	1,913 00
Union.....	1	6	10	2	6	17	3		899,375 00	17,763 88
Warren.....	21	46	22	1	3	2		279,245 00	2,970 69
Total.....	2	162	528	556	178	126	156	107	\$15,846,123 82	\$8,754 77

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TABLE XI.

Valuation of School Property, by Cities and Towns.

CITIES AND TOWNS.	Number of buildings valued at \$1,000 or less.	Number valued between \$1,000 and \$9,000.	Number valued between \$9,000 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					\$185,000 00	\$42,500 00
Atlantic City.....							205,000 00	3,417 00
Bayonne.....		1	3	3			310,000 00	44,285 00
Belvidere.....			1	1			15,000 00	15,000 00
Bloomfield.....			1	1	3		105,000 00	26,250 00
Bordentown.....		1		1			25,000 00	12,500 00
Bridgeton.....			1	2	2		97,000 00	16,667 00
Burlington.....		1	4	1			36,000 00	7,200 00
Camden.....		4	3	6	12	3	699,422 82	21,467 96
Cranford.....			1		1		35,500 00	17,750 00
Dover.....				2			35,000 00	17,500 00
East Orange.....					1	6	545,400 00	77,914 28
Egg Harbor City.....			1		1		8,500 00	8,500 00
Elizabeth.....				1	6	2	347,000 00	38,555 00
Englewood.....			2	1			34,000 00	11,333 33
Freehold Town.....						1	42,500 00	42,500 00
Gloucester City.....		2	2	1			34,000 00	6,800 00
Hackensack.....				2	2		94,000 00	18,800 00
Hackettstown.....		1					40,000 00	40,000 00
Hammonton.....		5			1		27,400 00	3,857 00
Harrison.....				1	1		45,000 00	22,500 00
Hoboken.....					3	4	361,500 00	51,643 00
Jersey City.....				3	4	23	1,393,000 00	46,434 00
Kearny.....				2	3		131,000 00	26,200 00
Keyport.....					1		35,000 00	35,000 00
Lambertville.....					1		15,000 00	15,000 00
Long Branch.....	1	1	1	3		3	247,300 00	24,730 00
Madison.....		3			1		48,000 00	12,000 00
Millville.....	4	5	2	1			82,500 00	6,346 00
Montclair.....		1	1			5	314,000 00	39,500 00
Morristown.....				1	1	1	125,000 00	41,667 00
Mount Holly.....		1	1				42,000 00	14,000 00
Newark.....			3		12	27	2,924,375 00	47,323 00
New Brunswick.....			1	2	1	2	196,000 00	32,667 00
Newton.....						1	70,000 00	70,000 00
North Plainfield Borough.....		1			1		30,500 00	15,250 00
Orange.....					1	4	230,000 00	46,000 00
Passaic.....		1	1	1	3	1	200,000 00	25,000 00
Paterson.....				2	16	3	710,500 00	33,830 00
Perth Amboy.....					1		190,000 00	19,000 00
Phillipsburg.....		3					97,500 00	16,350 00
Plainfield.....					1	3	236,875 00	33,339 00
Princeton.....	1			1			32,500 00	16,250 00
Rahway.....					3		110,000 00	27,500 00
Red Bank.....			1	1	1	1	47,500 00	11,875 00
Ridgewood.....		1				1	37,500 00	28,750 00
Rutherford.....			1	2			33,000 00	11,666 66
Salem.....		2	1		1		40,000 00	10,000 00
Somerville.....			1	1			37,500 00	13,500 00
Summit.....			1		1		43,000 00	21,500 00
Town of Union.....		1				2	145,000 00	48,333 33
Trenton.....				3	9	13	606,927 00	21,122 00
Vineland (Lands Township).....	7	9	1			1	80,600 00	4,477 00
Washington.....							30,000 00	30,000 00
Westfield.....		1	1			1	47,000 00	15,666 66
West Hoboken.....						3	100,000 00	33,333 33
Woodbury.....	1	1	2	1			38,200 00	6,654 00
Total.....	19	42	37	66	131	90	\$11,004,099 82	\$39,346 93

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TABLE XII.

School Terms and District Tax.

COUNTIES.	Number of townships, cities and boroughs.	Number of districts in which the schools have been kept open less than six months.	Number in which they have been kept open six months, but less than nine.	Number in which they have been kept open nine months or more.	Number of districts that raised tax to pay teachers' salaries.	Number of districts that raised tax to build or repair school houses.	Number of districts that raised district tax for payment of debt and interest.	Number of districts that raised tax for text-books and apparatus.	Number of districts that raised no tax.
Atlantic.....	16	.....	.....	16	13	11	4	13	.....
Bergen.....	55	.....	2	53	52	35	43	50	1
Burlington.....	32	.....	5	27	15	17	11	25	1
Camden.....	13	.....	.....	13	13	11	9	13	.....
Cape May.....	11	.....	.....	11	8	6	4	8	.....
Cumberland.....	12	.....	.....	12	12	12	1	12	.....
Essex.....	19	.....	.....	19	14	14	12	14	.....
Houcester.....	17	.....	.....	17	16	13	10	17	.....
Hudson.....	12	.....	.....	12	10	11	8	9	.....
Hunterdon.....	19	.....	.....	19	7	10	1	13	1
Mercer.....	10	.....	.....	10	3	6	4	7	.....
Middlesex.....	18	.....	.....	18	15	16	12	15	.....
Monmouth.....	26	.....	.....	26	16	19	13	26	.....
Morris.....	23	.....	.....	23	19	19	7	22	.....
Ocean.....	19	.....	3	16	17	9	5	15	2
Passaic.....	11	.....	.....	11	9	10	7	9	.....
Salem.....	15	.....	.....	15	8	11	3	15	.....
Somerset.....	14	.....	.....	14	4	7	4	11	.....
Sussex.....	16	.....	.....	16	11	10	2	12	.....
Union.....	13	.....	.....	13	12	12	7	12	1
Warren.....	20	.....	.....	20	14	13	4	16	.....
Total.....	391	.....	10	381	290	273	171	334	7

SCHOOL REPORT.

TABLE XIII.

Apportionment of Reserve Fund for the Year 1899-1900.

COUNTIES.	Amount of tax.	Amount received from \$200,000.	Amount of surplus revenue.	Amount paid to reserve fund.	Amount received from reserve fund.	Total amount received.	Amount out.	Amount in.	Percentage out.	Percentage in.	Per capita on census.	Per capita on enrollment.	Amount per teacher.
Atlantic.....	\$43,830 31	\$3,964 76	\$534 18	\$4,362 03	\$4,833 03	\$53,329 25					\$5 76	\$7 20	\$346 29
Bergen.....	121,964 30	7,725 51	1,795 08	12,196 43	11,696 43	130,984 89	\$500 00		00.4		5 26	9 38	454 81
Burlington.....	62,398 32	5,942 74	4,363 92	6,239 83	6,239 83	72,704 99					5 24	3 06	326 02
Camden.....	101,244 45	10,720 06	1,529 71	10,128 45	11,638 45	115,034 22	\$1,500 00		01.4		4 59	6 88	297 24
Cape May.....	20,063 69	1,349 63	740 00	2,006 87	2,006 87	22,153 72					7 23	7 85	340 81
Cumberland.....	46,596 32	5,498 04	1,766 13	4,398 99	4,398 99	57,681 69		\$,500 00		37.4	4 38	5 38	270 70
Essex.....	540,139 45	96,601 80		54,013 94	46,513 94	589,241 26	7,500 00		01.3		6 66	10 92	510 53
Gloucester.....	39,623 93	3,360 11	1,811 50	3,962 39	3,962 39	44,795 54					5 71	6 68	323 27
Hudson.....	437,530 87	48,036 62		43,753 09	43,753 09	485,567 49					4 33	8 67	469 14
Hunterdon.....	49,302 33	8,467 81	3,352 99	4,930 23	4,930 23	66,113 13					6 95	8 23	364 87
Mercer.....	121,454 68	9,165 93	454 62	12,145 47	11,395 47	130,315 23	750 00		00.6		6 09	9 85	470 44
Middlesex.....	76,965 67	7,686 51		7,686 57	7,686 57	84,672 18					4 72	7 50	340 05
Monmouth.....	123,371 27	8,496 15	2,583 68	12,897 13	12,897 13	139,049 46					7 01	7 28	416 31
Morris.....	74,025 36	6,517 06	3,597 04	7,402 54	7,402 54	84,139 46					5 53	7 65	370 66
Ocean.....	13,681 81	2,156 80	904 10	1,868 18	6,898 18	26,242 71		4,500 00		24.1	5 21	5 89	257 28
Passaic.....	166,423 44	17,346 80	1,168 38	16,642 34	16,643 34	184,938 62					4 66	8 02	494 67
Salem.....	38,923 46	3,794 88	2,345 95	3,892 35	3,892 35	44,064 29					6 76	7 52	336 36
Somerset.....	59,689 27	3,259 83	2,868 99	5,068 93	3,818 93	55,568 09	1,350 00		02.4		7 30	9 92	427 44
Sussex.....	30,651 85	2,460 63	2,321 34	3,065 18	3,565 18	35,933 82		500 00		01.6	6 25	6 73	274 30
Union.....	107,349 08	9,479 04		10,784 91	10,784 91	117,323 12					6 30	8 58	403 19
Warren.....	61,439 54	4,080 89		5,146 95	6,146 95	65,560 43					6 83	7 08	319 31
Total.....	\$2,333,550 00	\$200,000 00	\$31,836 61	\$233,356 00	\$233,355 00	\$2,565,386 61	\$10,000 00	\$10,000 00			\$5 49	\$8 47	\$408 76

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TABLE XIV.

Per Capita Cost of Education, by Counties.

COUNTIES.	Per capita expense on total school census.	Per capita expense on enrolled attendance.	Per capita expense on average attendance.
Atlantic.....	\$11 46	\$18 19	\$21 64
Bergen.....	15 89	36 22	30 24
Burlington.....	8 49	16 96	30 03
Camden.....	10 18	19 09	23 80
Cape May.....	10 94	17 62	21 50
Cumberland.....	8 83	14 63	16 79
Essex.....	12 39	26 39	29 89
Gloucester.....	10 01	17 78	21 69
Hudson.....	7 82	13 16	21 72
Hunterdon.....	9 61	17 58	20 77
Mercer.....	9 74	20 11	23 63
Middlesex.....	8 83	17 93	20 44
Monmouth.....	11 93	20 31	23 51
Morris.....	10 14	19 66	22 78
Ocean.....	9 89	16 89	19 79
Passaic.....	8 62	19 99	21 48
Salem.....	9 22	16 73	19 76
Somerset.....	10 48	20 20	23 63
Sussex.....	10 92	17 70	20 78
Union.....	11 83	23 01	26 46
Warren.....	9 65	16 16	18 20
Total.....	\$10 29	\$20 66	\$23 47

TABLE XV.

Per Capita Cost of Education, by Cities and Towns.

CITIES AND TOWNS.	Per capita expense on total school census.	Per capita expense on enrolled attendance.	Per capita expense on average attendance.
Asbury Park.....	\$21 71	\$33 03	\$36 49
Atlantic City.....	11 55	18 80	21 49
Bayonne.....	11 53	25 65	43 22
Belvidere.....	11 74	19 49	17 62
Bloomfield.....	15 29	30 33	33 94
Bordentown.....	8 37	18 60	21 13
Bridgeton.....	8 18	13 43	15 27
Burlington.....	13 74	16 44	19 49
Camden.....	11 83	19 08	23 43
Cranford.....	18 66	28 70	43 57
Dover.....	13 52	20 26	21 79
East Orange.....	22 41	30 85	33 32
Egg Harbor City.....	9 61	14 35	14 79
Elizabeth.....	11 38	24 42	28 16
Englewood.....	18 25	36 94	41 94
Freehold Town.....	13 93	17 61	21 86
Gloucester City.....	4 25	13 30	17 57
Hackensack.....	20 91	26 46	29 97
Hackettstown.....	11 29	16 01	18 00
Hammononton.....	10 68	18 96	22 31
Harrison.....	5 28	21 37	24 36
Hoboken.....	7 07	21 45	23 67
Jersey City.....	7 23	18 73	20 25
Kearny.....	12 78	17 31	21 08
Keyport.....	10 60	14 52	17 73
Lambertville.....	8 24	15 95	17 72
Long Branch.....	15 71	22 56	24 49
Madison.....	15 31	26 14	30 47
Milville.....	8 59	15 74	16 23
Montclair.....	29 11	41 95	47 38
Morristown.....	10 21	22 99	26 07
Mount Holly.....	10 66	18 87	21 33
Newark.....	11 28	24 34	27 72
New Brunswick.....	8 69	19 48	20 61
Newton.....	13 69	19 49	21 92
North Plainfield Borough.....	18 60	25 60	28 64
Orange.....	8 38	22 01	29 99
Passaic.....	10 87	23 50	27 17
Perth Amboy.....	7 89	19 28	19 96
Phillipsburg.....	8 72	15 15	17 11
Plainfield.....	11 69	19 69	21 32
Princeton.....	17 60	30 40	34 83
Rahway.....	17 99	38 71	46 68
Red Bank.....	11 69	19 77	22 39
Ridgewood.....	13 63	24 66	27 46
Rutherford.....	14 80	24 50	27 91
Salem.....	23 91	32 62	35 99
Somerville.....	10 06	18 83	17 86
Summit.....	12 08	18 50	21 04
Trenton.....	12 09	32 43	36 98
Town of Union.....	9 03	19 19	20 24
Trenton.....	9 16	18 83	21 67
Vineland (Landis Township).....	9 73	15 43	17 66
Washington.....	10 46	15 68	17 40
Westfield.....	20 38	27 62	32 64
West Hoboken.....	8 21	13 10	14 62
Woodbury.....	12 49	17 70	20 78
Total.....			

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TABLE XVI.

Term of Service of Teachers, by Counties.

COUNTIES.	Number who have been teaching in the same school one year or less.	Number between one and five years.	Number between five and ten years.	Number between ten and fifteen years.	Number between fifteen and twenty years.	Number between twenty and twenty five years.	Number over twenty-five years.	AVERAGE TIME.		
								Years.	Months.	Longest time by any one teacher, in years.
Atlantic.....	52	80	26	7	2	1		4	5	22
Bergen.....	108	160	39	7	4	1		3	4	24
Burlington.....	63	107	27	17	9	4	5	5	1	34
Camden.....	153	189	44	14	7			6	2	44
Cape May.....	22	32	9	1		2	1	3		25
Cumberland.....	68	93	30	20	4	5	3	6		23
Essex.....	314	435	235	108	58	34	49	6	3	40
Gloucester.....	31	80	16	5	6	1	2	4		36
Hudson.....	274	372	246	107	73	37	41	10	2	48
Hunterdon.....	82	76	9	6	3	3	1	3	8	35
Mercer.....	70	116	48	23	10	13	5	3	5	36
Middlesex.....	80	124	39	11	10	3	1	4	4	35
Monmouth.....	102	149	56	18	18	3	2	4	8	28
Morris.....	94	97	25	11	6	2	2	4	4	30
Ocean.....	50	39	8	11				3	2	13
Passaic.....	145	182	94	32	16	5	6	4	5	39
Salem.....	41	65	16	9	2	1		2	1	24
Somerset.....	53	65	18	9	1	1		3	4	23
Sussex.....	51	65	8	1	3	3	3	3	6	24
Union.....	80	113	60	22	12	10	10	7	3	40
Warren.....	56	73	24	12	10	3	3	7		29
Total.....	1,944	2,701	1,067	461	253	137	136	4	8	48

TABLE XVII.

Terms of Service of Teachers, by Cities and Towns.

CITIES AND TOWNS.	Number who have been teaching in the same school one year or less.						AVERAGE TIME.		Longest time by any one teacher, in years.
	Number between one and five years.	Number between five and ten years.	Number between ten and fifteen years.	Number between fifteen and twenty years.	Number between twenty and twenty-five years.	Number over twenty-five years.	Years.	Months.	
Asbury Park (Neptune Township)	5	9	2	1	3	1	6	5	22
Atlantic City	11	34	18	2	2	1	5	2	22
Bayonne	20	39	42	2	6	4	5	2	33
Belvidere	1	1	2	2	1	1	11	2	24
Bloomfield	12	18	9	4	1	1	6	9	27
Bordentown	1	3	1	3	1	1	13	7	34
Bridgeton	9	20	9	7	1	2	7	4	28
Burlington	4	5	5	2	2	3	9	2	32
Camden	102	134	28	10	6	2	2	2	22
Cranford	3	6	1	1	1	1	9	6	16
Dover	4	18	4	2	1	1	4	4	33
Egg Orange	18	49	24	1	1	1	4	6	7
Egg Harbor City	2	3	3	8	9	6	6	4	33
Elizabeth	30	39	31	8	9	6	6	4	33
Englewood	15	5	4	1	2	2	3	1	28
Freehold Town	2	8	1	2	2	1	11	7	44
Gloucester City	1	4	5	1	2	1	3	6	10
Hackensack	9	23	9	3	1	1	4	7	19
Hackettstown	4	5	3	1	1	1	3	2	8
Hammonton	5	8	2	4	2	1	1	1	26
Harrison	2	7	7	4	2	1	7	12	43
Hoboken	38	79	31	10	13	7	7	2	43
Jersey City	151	155	182	56	45	23	20	7	18
Kearny	13	13	5	3	1	1	4	6	14
Keyport	3	5	2	2	2	2	15	6	35
Lambertville	4	4	5	5	2	2	7	4	26
Long Branch	8	18	15	5	5	2	2	5	7
Madison	2	8	1	1	2	2	9	6	28
Millville	8	18	7	10	3	2	4	4	25
Montclair	22	41	20	2	2	2	6	9	30
Morristown	3	9	6	4	2	1	7	4	29
Mount Holly	3	9	2	6	1	1	7	5	36
Newark	199	219	123	90	49	24	44	5	4
New Brunswick	14	36	5	4	1	2	5	4	35
Newton	2	11	1	1	1	1	4	9	22
North Plainfield Borough	18	13	1	1	5	2	2	7	18
Orange	8	24	19	4	1	2	7	5	34
Passaic	23	34	8	4	2	2	4	4	26
Pateron	86	108	73	28	15	3	6	5	39
Perth Amboy	12	24	5	1	3	0	4	1	19
Phillipsburg	3	9	10	7	6	3	10	5	29
Plainfield	13	20	17	7	1	3	6	6	33
Princeton	2	4	1	1	1	1	11	7	36
Rahway	9	14	4	2	2	1	5	5	40
Red Bank	7	13	2	1	1	1	2	7	7
Ridgewood	1	15	1	7	1	1	5	6	22
Rutherford	1	15	1	7	1	1	2	1	7
Salem	2	15	4	2	1	1	1	5	24
Somerville	6	7	4	7	1	1	5	8	23
Summit	2	10	3	3	2	3	5	1	14
Town of Union	12	10	9	10	12	2	8	4	33
Trenton	36	83	43	19	7	12	8	6	30
Vineland (Lands Township)	7	23	6	1	1	1	4	4	19
Washington	5	7	4	2	1	1	5	5	16
Westfield	8	7	2	4	5	2	4	4	30
West Hoboken	9	32	9	4	5	2	1	6	4
Woodbury	2	8	5	1	2	1	7	9	36
Total	1,064	1,561	798	363	227	127	129	6	48

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TABLE XVIII.

Experience of Teachers, by Counties.

COUNTIES.	Number who have been teaching one year or less.	Number between one and five years.	Number between five and ten years.	Number between ten and fifteen years.	Number between fifteen and twenty years.	Number between twenty and twenty-five years.	Number over twenty-five years.	AVERAGE TIME.		Longest time by any one teacher, in years.
								Years.	Months.	
Atlantic.....	22	61	43	24	9	7	2	6	7	23
Bergen.....	35	118	86	30	29	15	8	7	2	43
Burlington.....	21	76	59	36	10	12	19	10	1	51
Camden.....	65	107	82	49	30	28	33	10	2	47
Cape May.....	6	30	13	9	2	6	1	8	1	30
Cumberland.....	18	73	55	32	18	14	8	9	4	38
Essex.....	107	265	314	158	119	62	98	10	2	52
Gloucester.....	14	44	40	15	9	11	8	9	7	50
Hudson.....	171	299	237	161	106	67	109	14	2	62
Hunterdon.....	34	60	34	14	17	8	12	10	.....	39
Mercer.....	20	80	72	34	34	20	25	6	4	42
Middlesex.....	40	85	54	27	18	12	22	9	9	41
Monmouth.....	37	99	89	56	29	18	20	9	4	41
Morris.....	29	85	44	26	24	8	10	10	1	36
Ocean.....	15	39	26	13	10	5	.....	7	5	28
Passaic.....	60	142	136	68	28	20	26	7	7	42
Salem.....	18	53	32	13	7	6	5	5	7	43
Somerset.....	31	83	34	16	8	10	3	7	6	33
Sussex.....	15	67	26	9	8	4	5	6	4	39
Union.....	39	108	81	38	24	18	9	12	.....	45
Warren.....	32	68	43	21	12	4	3	9	9	42
Total.....	829	2,081	1,600	849	651	363	426	8	4	52

TABLE XIX.

Experience of Teachers, by Cities and Towns.

CITIES AND TOWNS.	Number who have been teaching one year or less.	Number between one and five years.	Number between five and ten years.	Number between ten and fifteen years.	Number between fifteen and twenty years.	Number between twenty and twenty-five years.	Number over twenty-five years.	AVERAGE TIME.		Longest time by any one teacher, in years.
								Years.	Months.	
Asbury Park.....	5	8	4	2	2	2	2	10	5	21
Atlantic City.....	25	15	13	7	5	2	2	9	1	23
Bayonne.....	15	32	45	10	7	2	2	3	2	27
Belvidere.....	1	1	1	1	1	3	2	15	6	24
Bloomfield.....	5	19	9	4	5	1	4	9	.....	43
Bordentown.....	1	1	1	3	3	2	2	18	1	35
Bridgeton.....	3	17	13	6	3	2	7	10	5	35
Burlington.....	1	5	4	2	1	2	4	14	8	40
Camden.....	55	66	51	37	28	21	24	9	47	47
Cranford.....	2	3	3	2	1	1	1	11	6	21
Dover.....	2	15	2	5	4	1	1	7	4	20
East Orange.....	6	36	25	16	6	1	4	8	4	34
Egg Harbor City.....	4	4	3	1	1	1	1	6	1	11
Elizabeth.....	22	30	24	18	8	6	11	10	4	45
Englewood.....	2	11	6	6	1	1	1	6	5	15
Freehold Town.....	1	7	4	1	1	1	1	9	2	28
Gloucester City.....	1	1	4	1	1	1	1	13	3	43
Hackensack.....	17	12	3	3	4	3	4	10	.....	48
Hackettstown.....	1	5	4	1	2	1	1	7	7	19
Hammononton.....	1	8	5	1	1	1	1	5	2	11
Harrison.....	1	6	2	4	2	1	1	1	1	15
Hoboken.....	17	46	42	25	22	14	24	11	9	38
Jersey City.....	125	105	86	65	40	66	11	9	28	35
Kearny.....	9	15	7	3	3	1	1	6	8	15
Keyport.....	4	3	2	1	1	1	1	8	7	16
Lambertville.....	1	3	1	4	2	4	18	6	35	35
Long Branch.....	3	6	20	13	5	5	1	11	.....	30
Madison.....	6	2	1	1	1	1	1	6	3	25
Millville.....	4	15	10	9	6	6	9	9	6	25
Montclair.....	7	31	39	10	4	1	3	7	9	32
Morristown.....	8	5	6	6	6	4	3	12	1	35
Mount Holly.....	3	4	7	6	1	1	1	10	.....	31
Newark.....	63	187	180	104	85	47	81	12	1	52
New Brunswick.....	5	18	13	7	5	3	12	14	6	41
Newton.....	9	3	1	1	1	1	1	9	2	30
North Plainfield Borough.....	5	10	4	3	1	1	1	5	4	18
Orange.....	1	18	10	10	8	4	12	1	34	4
Passaic.....	10	34	29	5	2	2	3	6	4	27
Paterson.....	37	77	89	58	19	16	20	9	2	42
Perth Amboy.....	10	17	5	5	3	2	3	7	1	34
Phillipsburg.....	9	8	11	6	3	3	12	4	30	30
Plainfield.....	3	24	13	8	6	6	4	10	4	33
Princeton.....	3	3	3	2	1	2	2	14	1	36
Rahway.....	3	5	9	5	4	2	2	7	2	40
Red Bank.....	3	10	8	1	1	1	1	5	6	23
Ridgewood.....	1	6	2	1	1	1	1	7	8	33
Rutherford.....	1	8	8	1	4	1	1	8	6	19
Salem.....	5	12	3	4	5	1	12	6	43	43
Somerville.....	4	4	5	3	2	2	2	8	6	25
Summit.....	7	10	2	2	2	2	2	8	.....	23
Town of Union.....	1	18	6	15	3	2	7	11	9	34
Trenton.....	15	45	50	27	25	15	23	10	2	42
Vineyard (Land Township).....	14	2	8	3	2	2	2	8	6	25
Washington.....	3	6	4	5	1	1	1	7	7	16
Westfield.....	2	7	5	1	2	1	1	7	3	32
West Hoboken.....	6	30	12	5	5	2	2	7	8	35
Woodbury.....	5	6	3	1	3	1	12	6	36	36
Total.....	436	1,158	997	600	394	245	354	9	4	52

REPORT OF SUPERINTENDENT.

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TABLE XX.

Teachers' Certificates, by Counties.

COUNTIES.	STATE CERTIFICATES.			COUNTY. CERTIFICATES.			EDUCATIONAL ADVANTAGES.				
	First Grade.	Second Grade.	Third Grade.	First Grade.	Second Grade.	Third Grade.	City Certificates.	Special Certificates.	Normal Graduates.	City Training School Graduates.	College Graduates.
Atlantic.....	4	35	4	34	42	15	28	6	82	3	10
Bergen.....	27	144	28	69	38	9	.....	14	199	.....	17
Burlington.....	8	46	9	53	76	39	.....	1	58	.....	17
Camden.....	22	27	14	42	40	16	282	1	30	1	4
Cape May.....	6	9	2	20	24	6	.....	.....	13	.....	4
Cumberland.....	6	15	17	39	63	45	81	2	33	.....	3
Essex.....	52	234	14	63	74	12	747	37	342	510	104
Gloucester.....	4	20	10	41	52	14	.....	.....	33	.....	1
Hudson.....	66	68	11	71	88	49	797	.....	77	564	31
Hunterdon.....	6	31	7	46	50	18	1	.....	42	.....	5
Mercer.....	12	47	21	14	45	146	.....	.....	97	56	8
Middlesex.....	16	24	23	36	64	20	74	1	70	.....	9
Monmouth.....	14	99	21	79	104	18	1	12	142	.....	16
Morris.....	10	67	8	37	61	19	33	1	55	5	14
Ocean.....	3	8	1	29	41	24	.....	2	16	.....	6
Passaic.....	24	30	12	16	14	16	364	4	96	295	38
Salem.....	6	13	3	62	31	19	9	1	27	1	.....
Somerset.....	12	25	18	27	35	18	.....	7	60	.....	9
Sussex.....	4	7	4	19	78	22	.....	.....	19	.....	6
Union.....	24	50	15	42	19	10	152	5	115	50	42
Warren.....	5	9	6	91	47	21	2	.....	18	.....	13
Total.....	331	998	248	910	1,086	551	2,471	94	1,654	1,485	357

TABLE XXI.

Teachers' Certificates, by Cities and Towns.

CITIES AND TOWNS.	STATE CERTIFICATES			COUNTY CERTIFICATES.			CITY Certificates.	Special Certificates.	EDUCATIONAL ADVANTAGES.		
	First Grade.	Second Grade.	Third Grade.	First Grade.	Second Grade.	Third Grade.			Normal Graduates.	City Training School Graduates.	College Graduates.
Asbury Park.....	4	7	3	1	3	3	..	3	13	..	2
Atlantic City.....	..	22	1	24	2	1	..	..	49	..	..
Bayonne.....	12	25	4	..	..	..	1	22	32	..	1
Belvidere.....	..	..	..	6	..	..	..	..	2	..	..
Bloomfield.....	1	16	..	19	4	..	1	6	25	..	2
Bordentown.....	1	4	1	4	1	1	..	..	3	..	..
Bridgeton.....	2	5	6	6	2	31	..	..	9	..	1
Burlington.....	1	2	..	3	10	3	..	..	5	..	..
Camden.....	15	12	..	13	14	3	224	1	2	..	..
Cranford.....	1	..	..	8	1	1	..	..	6	..	..
Dover.....	1	18	1	6	2	..	..	..	16	..	3
East Orange.....	4	43	5	5	11	..	..	26	67	..	14
Egg Harbor City.....	1	..	..	..	..	..	5	2	2	..	1
Elizabeth.....	12	5	1	2	1	1	107	..	11	47	14
Englewood.....	1	9	4	7	1	1	..	2	13	..	..
Freehold Town.....	1	6	..	2	4	1	1	..	9	..	..
Gloucester City.....	1	..	..	2	1	..	..	7	1	..	..
Hackensack.....	6	8	3	10	3	1	..	7	20	..	3
Hackettstown.....	..	2	..	8	3	..	..	..	6	..	..
Hammononton.....	1	3	1	3	5	1	..	1	7	..	4
Harrison.....	3	1	7	3	3	..	..	..	1	..	..
Hoboken.....	11	4	..	5	10	..	160	..	11	73	6
Jersey City.....	22	5	..	6	10	2	555	..	19	491	15
Kearny.....	4	14	1	6	10	..	..	..	16	..	4
Keyport.....	1	2	..	7	4	1	..	..	2	..	..
Lambertville.....	1	4	1	8	..	..	..	..	6	..	1
Long Branch.....	..	19	14	7	7	..	..	6	37	..	3
Madison.....	1	8	..	1	1	..	..	..	1	..	..
Millville.....	2	2	3	2	2	4	81	2	8	..	1
Montclair.....	3	26	1	2	15	4	..	35	5	..	2
Morristown.....	1	..	..	..	..	..	33	..	60	..	15
Mount Holly.....	1	6	..	6	6	3	..	..	11	5	6
Newark.....	38	41	4	3	4	2	619	26	75	504	32
New Brunswick.....	..	..	..	1	5	1	56	..	8	..	..
Newton.....	1	1	2	1	10	..	..	1	8	..	6
North Plainfield Borough.....	5	12	4	3	..	2	..	2	19	..	4
Orange.....	..	17	..	..	..	1	45	1	22	8	15
Passaic.....	2	16	10	..	..	..	56	1	52	3	23
Paterson.....	7	1	..	..	..	..	308	..	17	292	11
Perth Amboy.....	2	3	16	3	2	1	18	..	24	..	1
Phillipsburg.....	1	2	1	29	4	1	2	..	2	..	5
Plainfield.....	1	10	..	..	..	..	53	..	43	3	6
Princeton.....	3	2	3	..	..	3	1	..	5	..	..
Rahway.....	6	3	7	7	6	1	..	..	15	..	2
Red Bank.....	1	6	3	1	8	1	1	1	6	..	..
Ridgewood.....	1	4	1	4	..	..	..	2	12	..	2
Rutherford.....	1	12	2	2	6	..	..	..	15	..	2
Salem.....	2	1	..	14	2	2	9	..	3	1	..
Somerville.....	3	7	..	4	4	1	..	1	10	..	3
Summit.....	..	7	2	1	1	..	..	4	11	..	2
Town of Union.....	4	8	8	17	18	8	..	..	8	..	3
Trenton.....	7	32	8	..	..	..	154	..	62	66	5
Vineland (Landis Township).....	..	5	5	19	2	1	..	..	10	..	..
Washington.....	1	3	2	10	2	1	..	..	5	..	2
Westfield.....	1	7	1	6	..	..	..	..	9	..	3
West Hoboken.....	2	..	..	16	24	20	..	..	1	..	..
Woodbury.....	1	4	2	6	6	..	..	..	7	..	..
Total.....	308	481	133	313	256	112	2,551	140	925	1,483	242

REPORT OF SUPERINTENDENT.

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TABLE XXII.

Grade of Certificates Granted to Teachers, by Counties.

COUNTIES.	First Grade.	Second Grade.	Third Grade.	Special.
Atlantic.....	4	23	39	.....
Bergen.....	11	15	19	.....
Burlington.....	12	31	44	.....
Camden.....	14	20	26	.....
Cape May.....	11	18	18	.....
Cumberland.....	18	26	23	.....
Essex.....	11	25	13	8
Gloucester.....	14	25	28	.....
Hudson.....	16	45	37	2
Hunterdon.....	27	13	25	.....
Mercer.....	2	11	6	.....
Middlesex.....	13	33	32	.....
Monmouth.....	19	35	13	.....
Morris.....	4	18	20	.....
Ocean.....	9	20	31	.....
Passaic.....	4	8	14	2
Salem.....	11	9	14	.....
Somerset.....	5	13	14	.....
Sussex.....	6	34	47	.....
Union.....	5	4	9	.....
Warren.....	29	23	45	.....
Total.....	244	448	594	12

SCHOOL REPORT.

TABLE XXIII.

Evening Schools.

LOCATION OF SCHOOLS.	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 for evening schools.
Bayonne.....	83	309	108	9	\$13 40	\$2,197 68
Clayton (Gloucester County).....	80	96	38	3	8 12	315 00
East Newark Borough.....	52	120	99	3	8 30	337 50
Glassboro (Gloucester County).....	60	78	46	1	10 00	120 00
Harrison.....	64	300	180	6	8 00	700 00
Hoboken.....	43	628	186	9	12 50	1,188 07
Jersey City.....	47	2,063	796	54	8 26	4,398 80
Kearny.....	60	175	160	5	8 40	581 00
Millville.....	60	93	69	3	7 50	294 68
Monroe Township (Gloucester County).....	100	48	10	1	10 00	200 00
Montclair.....	80	65	37	2	13 75	551 00
Newark.....	168	4,385	2,448	113	12 00	34,356 68
New Brunswick.....	24	153	52	4	10 00	202 00
Passaic.....	130	468	166	5	9 25	1,837 73
Paterson.....	81	2,553	518	48	7 50	4,725 50
Raritan Township.....	70	163	94	4	7 00	428 94
Salem.....	75	41	25	2	13 33	200 00
Town of Union.....	48	102	53	3	12 50	414 00
Trenton.....	72	558	323	18	6 76	3,900 00
Woodbury.....	60	34	18	2	6 00	120 00
Woolwich Township.....	80	21	11	1	6 25	100 00
Total.....	1,550	12,169	5,437	295	\$9 33	\$67,206 68

REPORT OF SUPERINTENDENT.

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TABLE XXIV.

Private Schools.

COUNTIES.		
	Number of unsectarian private schools having twenty-five pupils or more.	Number of sectarian private schools having twenty-five pupils or more.
Atlantic.....	14	3
Bergen.....	5	7
Burlington.....	3	7
Camden.....	6	6
Cape May.....	3	1
Cumberland.....	6	1
Essex.....	49	39
Gloucester.....	1	2
Hudson.....	19	19
Hunterdon.....	1	1
Mercer.....	9	11
Middlesex.....	10	7
Monmouth.....	5	4
Morris.....	9	7
Ocean.....	2	.....
Passaic.....	8	11
Salem.....	3	3
Somerset.....	7	3
Sussex.....	5	.....
Union.....	25	29
Warren.....	.....	4
Total.....	191	165

SCHOOL REPORT.

TABLE XXV.

District Indebtedness.

DISTRICTS.	Amount of debt July 1st, 1898, not including interest.	Amount of debt incurred since July 1st, 1898.	Amount paid during the year ending June 30th, 1899, not including interest.	Amount of debt outstanding July 1st, 1899, not including interest.
Atlantic County—				
Atlantic City.....	\$85,000 00		\$5,600 00	\$80,000 00
Egg Harbor City.....	2,800 00		350 00	2,450 00
Egg Harbor Township.....	1,300 00			1,300 00
Galloway Township.....	500 00		100 00	400 00
Hamilton Township.....	2,600 00		1,500 00	1,000 00
Hammononton.....	14,000 00		1,000 00	13,000 00
Pleasantville Borough.....	400 00	\$100 00	400 00	100 00
Somers Point Borough.....	750 00		250 00	500 00
Weymouth Township.....	1,100 00		325 00	775 00
	\$108,350 00	\$100 00	\$8,925 00	\$99,525 00
Bergen County—				
Allendale Borough.....	\$4,500 00		\$500 00	\$4,000 00
Bergen Township.....	1,700 00			1,700 00
Bergenfields Borough.....	6,730 00		530 00	6,200 00
Bogota.....	7,400 00			7,400 00
Carlstadt Borough.....	2,000 00			2,000 00
Cliffside Park Borough.....	6,000 00			6,000 00
Deiford Borough.....	3,000 00			3,000 00
East Rutherford Borough.....	9,000 00		500 00	8,500 00
Englewood City.....	9,500 00		1,500 00	8,000 00
Fort Lee (Special Charter).....	5,600 00			5,600 00
Garfield Borough.....	9,500 00	\$4,800 00	500 00	13,800 00
Harrington Township.....	26,200 00		1,200 00	25,000 00
Haabrouck Heights Borough.....	14,525 00		375 00	14,150 00
Hillsdale.....	3,400 00		900 00	2,500 00
Hohokus Township.....	3,500 00		600 00	3,000 00
Little Ferry Borough.....	4,000 00		500 00	3,500 00
Lodi Township.....	3,600 00			3,600 00
Lodi Borough.....	12,000 00			12,000 00
Maywood Borough.....	7,000 00		500 00	6,500 00
Midland Township.....	2,500 00		500 00	2,000 00
Midland Park Borough.....	3,500 00			3,500 00
Montvale Borough.....	3,000 00			3,000 00
New Barbadoes Township.....	45,351 00	16,000 00	2,500 00	58,851 00
Old Tappan Borough.....	750 00		200 00	550 00
Orvil Township.....	4,000 00		500 00	3,500 00
Palisades Township.....	6,000 00		500 00	5,500 00
Park Ridge Borough.....	2,125 00		725 00	1,400 00
Ridgefield Borough.....	20,000 00			20,000 00
Ridgefield Township.....	18,000 00		1,000 00	18,000 00
Ridgewood Township.....	47,000 00			47,000 00
Riverside Borough.....	2,700 00		300 00	2,400 00
Rutherford Borough.....	15,775 00		1,000 00	14,775 00
Saddle River Township.....	12,500 00	3,800 00	500 00	15,800 00
Schraalenburgh Borough.....	7,250 00		530 00	6,720 00
Teaneck Township.....	5,000 00		500 00	4,500 00
Tenafly Borough.....	2,000 00		500 00	1,500 00
Union Township.....	15,500 00		1,000 00	15,500 00
Upper Saddle River Borough.....	900 00		300 00	600 00
Wallington Borough.....	15,500 00			15,500 00
Washington Township.....	600 00			600 00
Westwood Borough.....	500 00		500 00	400 00
Woodcliff Borough.....	2,350 00		350 00	2,000 00
Overpeck Township.....	12,600 00		500 00	12,100 00
Palisades Park.....	6,000 00		500 00	5,500 00
	\$391,666 00	\$24,900 00	\$19,210 00	\$396,756 00

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TABLE XXV.—CONTINUED.

District Indebtedness.

DISTRICTS.	Amount of debt July 1st, 1898, not including interest.	Amount of debt incurred since July 1st, 1898.	Amount paid during the year ending June 30th, 1899, not including interest.	Amount of debt outstanding July 1st, 1899, not including interest.
Burlington County—				
Beverly Township.....	\$1,460 00	.....	\$300 00	\$1,160 00
Bordentown City.....	11,000 00	.....	1,000 00	10,000 00
Burlington City.....	400 00	.....	400 00	.....
Chester Township.....	4,000 00	\$5,500 00	1,000 00	8,500 00
Cinnaminson Township.....	100 00	1,500 00	100 00	1,500 00
Eastampton Township.....	.....	1,200 00	.....	1,200 00
Mansfield Township.....	100 00	50 00	100 00	50 00
Medford Township.....	760 00	.....	600 00	160 00
Northampton Township.....	31,300 00	.....	1,000 00	30,300 00
Palmyra Township.....	12,500 00	.....	500 00	12,000 00
Riverside Borough.....	10,200 00	.....	400 00	9,800 00
Riverton Borough.....	700 00	.....	700 00	.....
Washington Township.....	150 00	.....	50 00	100 00
	\$72,610 00	\$8,250 00	\$6,150 00	\$74,710 00
Camden County—				
Centre Township.....	\$3,600 00	\$2,000 00	\$950 00	\$4,650 00
Chestlurst Borough.....	150 00	.....	150 00	.....
Delaware Township.....	1,000 00	.....	500 00	500 00
Glooucester Township.....	4,000 00	.....	300 00	3,700 00
Haddonfield Borough.....	6,500 00	.....	1,000 00	5,500 00
Stockton Town.....	46,200 00	.....	.....	46,200 00
Waterford Township.....	2,500 00	500 00	400 00	2,600 00
Penseanken Township.....	12,400 00	.....	1,400 00	11,000 00
	\$76,350 00	\$2,500 00	\$4,700 00	\$74,150 00
Cape May County—				
Dennis Township.....	\$1,900 00	.....	\$700 00	\$1,200 00
Holly Beach Borough.....	4,500 00	.....	500 00	4,000 00
Middle Township.....	900 00	.....	300 00	600 00
	\$7,300 00	.....	\$1,500 00	\$5,800 00
Cumberland County—				
Bridgeton.....	\$35,000 00	.....	.....	\$35,000 00
Deerfield Township.....	1,500 00	.....	.....	1,500 00
Fairfield Township.....	300 00	.....	\$100 00	200 00
Lands Township.....	14,500 00	\$8,500 00	.....	23,000 00
Maurice Township.....	2,700 00	.....	300 00	2,400 00
Milville.....	26,000 00	.....	1,000 00	25,000 00
	\$80,000 00	\$8,500 00	\$1,400 00	\$87,100 00
Essex County—				
Belleville Township.....	\$37,860 00	.....	\$1,000 00	\$36,860 00
Bloomfield.....	21,000 00	\$90,000 00	3,000 00	108,000 00
Caldwell Borough.....	3,200 00	.....	1,000 00	2,200 00
Clinton Township.....	7,600 00	.....	600 00	7,000 00
East Orange.....	148,500 00	8,000 00	8,000 00	148,500 00
Franklin Township.....	38,800 00	.....	3,000 00	35,800 00
Irvington.....	9,500 00	11,500 00	1,500 00	19,500 00
Milburn Township.....	42,000 00	.....	.....	42,000 00
Montclair.....	224,000 00	.....	5,000 00	219,000 00
South Orange Township.....	24,000 00	.....	1,000 00	23,000 00
West Orange Township.....	76,000 00	.....	1,000 00	75,000 00
	\$682,560 00	\$109,500 00	\$25,100 00	\$716,960 00

SCHOOL REPORT.

TABLE XXV.—CONTINUED.

District Indebtedness.

DISTRICTS.	Amount of debt July 1st, 1898, not including interest.	Amount of debt incurred since July 1st, 1898.	Amount paid during the year ending June 30th, 1899, not including interest.	Amount of debt outstanding July 1st, 1899, not including interest.
Gloucester County—				
Deptford Township.....	\$1,500 00		\$500 00	\$1,000 00
Franklin Township.....	620 00	\$800 00	120 00	1,300 00
Glassboro Borough.....	11,000 00		1,000 00	10,000 00
Logan Township.....	2,000 00			2,000 00
Monroe Township.....	1,500 00		500 00	1,000 00
Wenonah Borough.....	6,500 00			6,500 00
West Deptford Borough.....	2,500 00		500 00	2,000 00
	\$25,920 00	\$800 00	\$3,020 00	\$23,700 00
Hudson County—				
East Newark.....	\$30,000 00			\$30,000 00
Harrison Township.....	38,200 00	\$14,000 00	\$16,700 00	35,500 00
Kearny Township.....	66,300 00		6,800 00	59,500 00
North Bergen Township.....	19,900 00	20,000 00	2,000 00	37,900 00
Town of Union.....	51,000 00		3,000 00	48,000 00
Union Township.....	9,600 00		1,000 00	8,600 00
Weehawken.....	45,000 00	15,000 00	981 25	60,000 00
West Hoboken.....	68,000 00	45,000 00	10,000 00	103,000 00
	\$327,900 00	\$94,000 00	\$39,500 00	\$332,400 00
Hunterdon County—				
Union Township.....	\$2,400 00		\$1,250 00	\$1,150 00
Mercer County—				
East Windsor Township.....	\$7,000 00		\$1,000 00	\$6,000 00
Ewing Township.....	16,250 00			16,250 00
Hamilton Township.....	10,000 00			10,000 00
Hopewell Township.....	9,731 25			1,800 00
Princeton Borough.....	12,650 00		4,200 00	8,450 00
Wilbur Borough.....	27,000 00			27,000 00
	\$75,631 25		\$6,131 25	\$69,500 00
Middlesex County—				
Cranbury Township.....	\$6,200 00		\$400 00	\$5,800 00
East Brunswick Township.....	1,200 00		350 00	850 00
New Brunswick.....	15,000 00	\$33,300 00	1,000 00	53,200 00
Raritan Township.....	6,300 00		400 00	5,900 00
Sayreville Township.....	650 00			650 00
South Amboy Borough.....	2,550 00	7,300 00	100 00	9,750 00
Woodbridge Township.....	16,500 00		1,000 00	15,500 00
Washington Township.....	6,700 00	1,900 00	500 00	7,200 00
Jamesburg.....	6,000 00		200 00	4,800 00
	\$60,100 00	\$46,500 00	\$3,950 00	\$102,650 00
Monmouth County—				
Asbury Park.....	\$60,500 00			\$60,500 00
Belmar Borough.....	1,300 00		\$800 00	1,100 00
Keyport Town.....	1,000 00		1,000 00	6,000 00
Long Branch (Special District).....	103,000 00	\$45,000 00	1,000 00	146,100 00
Manasquan Borough.....	1,500 00		700 00	1,200 00
Middletown Township.....	5,893 00			5,893 00
Neptune Township.....	95,300 00		3,000 00	95,300 00
Shrewsbury Township.....	14,400 00			14,400 00
Spring Lake Borough.....	10,000 00		500 00	9,500 00
Wall Township.....	10,000 00			10,000 00
	\$311,293 00	\$45,000 00	\$7,000 00	\$349,293 00

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TABLE XXV.—CONTINUED.

District Indebtedness.

DISTRICTS.	Amount of debt July 1st, 1888, not including interest.	Amount of debt incurred since July 1st, 1888.	Amount paid during the year ending June 30th, 1889, not including interest.	Amount of debt outstanding July 1st, 1889, not including interest.
Morris County—				
Boonton Borough.....	\$16,000 00			\$16,000 00
Dover City.....	5,000 00	\$2,000 00	\$3,000 00	7,000 00
Madison Borough.....	15,000 00			15,000 00
Mendham Township.....	2,800 00		833 34	1,966 66
Netcong Borough.....	7,000 00		500 00	6,500 00
Randolph Township.....	2,500 00		500 00	2,000 00
Roxbury Township.....	2,000 00		1,000 00	1,000 00
	\$53,300 00	\$2,600 00	\$5,833 34	\$49,466 66
Ocean County—				
Island Heights Borough.....	\$800 00		\$200 00	\$600 00
Lakewood Township.....	15,000 00		1,500 00	13,500 00
Point Pleasant Beach Borough.....	10,000 00			10,000 00
	\$25,800 00		\$1,700 00	\$24,100 00
Passaic County—				
Acquackanonk Township.....	\$7,900 00	\$8,000 00	\$1,850 00	\$14,050 00
Manchester Township.....	20,900 00		600 00	19,400 00
Pompton Lakes Borough.....	4,500 00			4,500 00
Wayne Township.....	9,000 00		800 00	8,200 00
West Milford Township.....	600 00		100 00	500 00
Hawthorne.....	19,000 00			19,000 00
	\$61,000 00	\$8,000 00	\$2,550 00	\$66,150 00
Salem County—				
Pittsgrove Township.....	\$450 00			\$450 00
Salem City.....	8,000 00		\$1,000 00	7,000 00
	\$8,450 00		\$1,000 00	\$7,450 00
Somerset County—				
Bound Brook Borough.....	\$17,000 00		\$1,000 00	\$16,000 00
North Plainfield Borough.....	25,000 00	\$20,000 00	2,000 00	43,000 00
North Plainfield Township.....	2,500 00		500 00	2,000 00
Somerville (Special Charter).....	7,000 00		1,000 00	7,000 00
South Bound Brook.....	7,800 00			7,800 00
	\$60,100 00	\$20,000 00	\$4,500 00	\$75,600 00
Sussex County—				
Newton Township.....	\$25,600 00		\$1,600 00	\$34,000 00
Union County—				
Cranford Township.....	\$30,000 00		\$1,000 00	\$39,000 00
Elizabeth City.....	65,500 00	\$24,500 00	26,500 00	63,500 00
Fanwood Township.....	9,000 00		1,000 00	8,000 00
Plainfield Township.....	79,000 00		4,000 00	75,000 00
Summit Township.....	14,000 00		6,000 00	8,000 00
	\$197,500 00	\$24,500 00	\$38,500 00	\$189,500 00
Warren County—				
Washington Borough.....	\$6,900 00		\$1,000 00	\$5,900 00
Belvidere Borough.....	8,000 00		900 00	7,100 00
Lopatcong Township.....	9,800 00		500 00	9,300 00
Phillipsburg City.....	27,450 00		1,725 00	25,725 00
	\$44,950 00		\$4,125 00	\$40,825 00

SCHOOL REPORT.

TABLE XXV.—CONTINUED

Summary of Indebtedness.

COUNTIES.	Amount of debt July 1st, 1898, not including interest.	Amount of debt incurred since July 1st, 1898.	Amount paid during the year ending June 30th, 1899, not including interest.	Amount of debt outstanding July 1st, 1899, not including interest.
Atlantic.....	\$108,350 00	\$100 00	\$8,925 00	\$399,625 00
Bergen.....	391,666 00	24,300 00	19,210 00	396,756 00
Burlington.....	72,610 00	3,250 00	6,150 00	74,710 00
Camden.....	78,350 00	2,500 00	4,700 00	74,150 00
Cape May.....	7,300 00	.....	1,500 00	5,800 00
Cumberland.....	80,000 00	5,500 00	1,400 00	87,100 00
Essex.....	682,560 00	109,540 00	25,100 00	716,960 00
Gloucester.....	25,920 00	800 00	3,020 00	23,700 00
Hudson.....	327,900 00	94,000 00	39,500 00	382,400 00
Hunterdon.....	2,400 00	.....	1,250 00	1,150 00
Mercer.....	75,631 25	.....	6,131 25	69,500 00
Middlesex.....	60,100 00	46,500 00	3,950 00	102,650 00
Monmouth.....	311,393 00	45,000 00	7,000 00	349,293 00
Morris.....	53,300 00	2,000 00	5,833 34	49,466 66
Ocean.....	25,800 00	.....	1,700 00	24,100 00
Passaic.....	61,000 00	8,000 00	2,850 00	66,150 00
Salem.....	9,450 00	.....	1,000 00	7,450 00
Somerset.....	60,100 00	20,000 00	4,500 00	75,600 00
Sussex.....	25,600 00	.....	1,600 00	24,000 00
Union.....	197,500 00	24,500 00	38,500 00	183,500 00
Warren.....	44,950 00	4,125 00	40,825 00
Total.....	\$2,648,780 25	\$893,950 00	\$187,944 59	\$2,854,786 66

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TABLE XXVI.

Payments to School Libraries.

ATLANTIC COUNTY.

Atlantic City—Pennsylvania Avenue, Indiana Avenue, New Jersey Avenue,
Texas Avenue, Illinois Avenue and Chelsea Avenue Schools.
Egg Harbor City—School No. 1.
Egg Harbor township—Schools Nos. 1 and 5.
Galloway township—Schools Nos. 1 and 4.
Hamilton township—School No. 1.
Hammononton—Schools Nos. 4 and 5.
Longport borough—School No. 1.
Pleasantville borough—Schools Nos. 1, 2 and 3.

BERGEN COUNTY.

Allendale borough—School No. 1.
Bergen township—School No. 1.
Bergenfield borough—School No. 1.
Bogota borough—School No. 1.
Cliffside Park borough—School No. 1.
Carlstadt borough—Schools Nos. 1 and 2.
Delford borough—School No. 1.
Fairview borough—School No. 1.
Garfield borough—Schools Nos. 1 and 2.
Glen Rock borough—School No. 1.
Harrington township—Schools Nos. 1, 2, 3, 4 and 7.
Hasbrouck Heights borough—School No. 1.
Hillside township—Schools Nos. 1 and 2.
Hohokus township—Schools Nos. 1 and 3.
Leonia borough—Schools Nos. 1 and 2.
Little Ferry borough—School No. 1.
Lodi borough—School No. 1.
Lodi township—Schools Nos. 1 and 2.
Maywood borough—School No. 1.
Midland township—School No. 2.
Midland Park borough—School No. 1.
New Barbadoes township—Schools Nos. 2, 4 and 5.
Overpeck township—Schools Nos. 1 and 2.
Orvil township—School No. 1.
Palisades township—School No. 1.
Park Ridge borough—School No. 1.
Palisades Park—School No. 1.
Ridgefield—Schools Nos. 2 and 3.
Ridgewood—Schools Nos. 1 and 2.
Saddle River township—Schools Nos. 2, 3 and 4.
Saddle River borough—School No. 1.
Teaneck township—Schools Nos. 2 and 3.
Tenafly borough—School No. 1.
Undercliff borough—School No. 1.
Union township—Schools Nos. 1 and 2.
Wallington borough—School No. 1.
Westwood borough—School No. 1.
Wood Ridge borough—School No. 1.

SCHOOL REPORT.

BURLINGTON COUNTY.

Beverly City—School No. 1.
Bordentown City—School No. 1.
Burlington township—Schools Nos. 1, 2, 3 and 4.
Cinnaminson township—Schools Nos. 1 and 2.
Delran township—School No. 4.
Evesham township—School No. 1.
Florence township—Schools Nos. 1 and 2.
Mansfield township—School No. 3.
New Hanover township—School No. 4.
Northampton township—Schools Nos. 1, 2 and 3.
Pemberton township—Schools Nos. 3 and 5.
Riverton borough—School No. 1.
Springfield township—School No. 6.

CAMDEN COUNTY.

Camden City—Cooper, George Genge, North East, Reed, Linden, E. A. Stevens, Broadway, Central, R. Fethers, Kaighn Avenue, I. S. Mulford, Liberty, Jesse W. Starr, J. W. Mickle, C. K. Evered, Mt. Vernon, Charles Sumner, C. A. Bergen, Bradshaw, Manual Training, U. S. Grant, Garfield, Rose-dale, Harrison, Lincoln, Catto, Baline, Washington and McKinley schools.
Centre township—Schools No. 1, 4 and 5.
Delaware township—School No. 1.
Gloucester township—School No. 11.
Haddon township—Schools Nos. 1 and 3.
Haddonfield borough—Schools Nos. 2 and 3.
Pensauken township—School No. 1.

CAPE MAY COUNTY.

Cape May City—Schools Nos. 1, 2 and 3.
Dennis township—Schools Nos. 4, 5, 6, 8, 10 and 11.
Middle township—School No. 3.
Ocean City borough—School No. 1.
Upper township—School No. 4.
West Cape May borough—School No. 1.

ESSEX COUNTY.

Belleville township—Schools Nos. 1, 2 and 3.
Bloomfield—Schools Nos. 1, 2, 3 and 6.
Brookdale District—School No. 1.
Caldwell borough—School No. 1.
Caldwell township—Schools Nos. 1, 2 and 3.
Clinton township—Schools Nos. 1, 2 and 3.
East Orange—Schools Nos. 1, 2, 3, 4, 5, 6 and 7.
Franklin township—Schools Nos. 1, 2, 3, 4 and 5.
Livingston township—Schools Nos. 1, 2, 3 and 4.
Millburn township—Schools Nos. 1, 2, 3 and 5.
Montclair—Schools Nos. 1, 2, 3, 4, 5, 6, 7 and 8.
Newark—Elizabeth Street, Hamburg Place, Lawrence Street, Lafayette Street, Miller Street, Newton Street, North Seventh Street, Summer Avenue, South 8th Street, Walnut street, Ann Street, Charlton Street and Bruce Street schools.
South Orange township—School No. 2.
Vailsburgh borough—School No. 1.
Verona township—Schools Nos. 1 and 2.
West Orange township—Schools Nos. 1, 2, 3, 4, 5, 6 and 7.

REPORT OF SUPERINTENDENT.

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CUMBERLAND COUNTY.

Commercial township—Schools Nos. 1 and 6.
Downe township—School No. 2.
Hopewell township—Schools Nos. 4 and 8.
Landis township—Schools Nos. 17 and 19, and High.
Stowe Creek township—School No. 1.

GLOUCESTER COUNTY.

Clayton township—Schools Nos. 1 and 2.
Franklin township—School No. 1.
Glassboro township—School No. 1.
Harrison township—School No. 6.
Monroe township—School No. 4.
West Deptford township—Schools Nos. 1, 2 and 4.

HUDSON COUNTY.

Bayonne—Schools Nos. 1 and 3.
East Newark—School No. 1.
Hoboken—School No. 2.
Jersey City—Schools Nos. 1, 2, 7, 9, 11, 12, 14, 15, 17, 18, 21, 23, 24 and 25.
Kearny—Schools Nos. 1, 2, 3, 4 and 5.
North Bergen township—Schools Nos. 2, 3, 5, 6 and 7.
Weehawken—School No. 2.
West Hoboken—Schools Nos. 1, 2 and 3.

HUNTERDON COUNTY.

Alexandria township—Schools Nos. 1, 2 and 4.
Bethlehem township—Schools Nos. 1 and 2.
Clinton township—Schools Nos. 1 and 2.
Delaware township—School No. 9.
Holland township—School No. 3.
Kingwood township—School No. 2.
Lambertville city—School No. 1.
Raritan township—Schools Nos. 2, 7, 9 and 10.
Readington township—School No. 9.
Tewksbury township—Schools Nos. 2, 3 and 6.
West Amwell township—Schools Nos. 5 and 6.

MERCER COUNTY.

Ewing township—Schools Nos. 5 and 8.
Hopewell township—Schools Nos. 3 and 10.
Lawrence township—Schools Nos. 1 and 2.
Princeton borough—Schools Nos. 1 and 2.
Princeton township—Schools Nos. 1 and 3.
Trenton—Schools Nos. 1, 3, 4, 6, 7, 9, 10, 11, 13, 15, 16, 17, 19, 21, 22, 23 and 24.
West Windsor township—School No. 1.

MIDDLESEX COUNTY.

Cranbury—Schools Nos. 1 and 2.
East Brunswick township—Schools Nos. 1, 6 and 8.
Jamesburg borough—School No. 1.
Monroe township—School No. 2.
Perth Amboy—School No. 4.
South Amboy—Schools Nos. 1 and 2.

SCHOOL REPORT.

MONMOUTH COUNTY.

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

MORRIS COUNTY.

Chatham township—Schools Nos. 3 and 4.
Dover—Schools Nos. 1, 2, 3 and 4.
Madison borough—Schools Nos. 1, 2, 3 and 4.
Mendham township—School No. 3.
Passaic township—Schools Nos. 2 and 6.
Rockaway township—School No. 2.
Roxbury township—School No. 3.
Washington township—Schools Nos. 4 and 9.

OCEAN COUNTY.

Bay Head borough—School No. 1.
Beach Haven borough—School No. 1.
Berkeley township—Schools Nos. 1 and 2.
Dover township—School No. 1.
Island Heights borough—School No. 1.
Jackson township—School No. 3.
Lakewood township—Schools Nos. 1, 2, 3 and 4.
Long Beach City borough—School No. 1.
Little Egg Harbor township—School No. 1.
Manchester township—School No. 1.
Stafford township—School No. 1.
Union township—School No. 1.

PASSAIC COUNTY.

Acquackanonk township—Schools Nos. 1, 2, 3 and 6.
Little Falls township—Schools Nos. 1 and 2.
Manchester township—Schools Nos. 1, 2 and 3.
Hawthorne—Schools Nos. 1 and 3.
Passaic City—Schools Nos. 3, 6, and High.
Paterson—Schools Nos. 1, 2, 3, 4, 5, 7, 8, 9, 10, 12, 13, 14, 15, 17, 18, 19, and High.
Pompton township—School No. 6.
Pompton Lakes borough—School No. 1.
West Milford township—School No. 4.

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SALEM COUNTY.

Lower Penns Neck—School No. 1.
Pilesgrove township—School No. 7.
Salem City—Grammar School, Secondary School and School No. 5.
Upper Pittsgrove township—School No. 3.
Woodstown borough—School No. 1.

SOMERSET COUNTY.

Bedminster township—Schools Nos. 1, 7, 8 and 9.
Bernards township—School No. 1.
Bridgewater township—School No. 5.
Hillsborough township—Schools Nos. 3 and 9.
Montgomery township—School No. 2.
North Plainfield borough—Schools Nos. 1 and 2.
North Plainfield township—School No. 2.
South Bound Brook borough—Schools Nos. 1 and 2.

SUSSEX COUNTY.

Andover township—School No. 2.
Frankford township—School 7.
Hardyston township—School No. 5.
Lafayette township—School No. 1.
Montague township—School No. 3.
Sparta township—Schools Nos. 3, 4 and 5.
Vernon township—School No. 4.
Wantage township—School No. 17.

UNION COUNTY.

Elizabeth—Schools Nos. 1, 2, 4, 5, 6, 7, and Batten High.
Fanwood township—School No. 1.
New Providence township—School No. 1.
Plainfield—Stillman, Washington, Bryant, Irving and Franklin Schools.
Rahway—High, Washington, Franklin and Columbia Schools.
Roselle—School No. 1.
Springfield township—Schools Nos. 1 and 2.
Union township—Unionville, Livingston and Salem Schools.

WARREN COUNTY.

Franklin township—School No. 6.
Frelinghuysen township—School No. 5.
Harmony township—School No. 5.
Hope township—School No. 1.
Independence township—School No. 1.
Lopatcong township—Schools Nos. 1, 2, 4 and 5.
Oxford township—School No. 2.
Phillipsburg—Sitgreaves, Freeman, Lovell and Bruch Schools.
Pohatcong township—School No. 1.
Washington borough—School No. 1.

TABLE XXVII.

STATE CERTIFICATES.

Issued during the Year 1898-99.

EXAMINATION.

First Grade.

Arnold, J. M.
Bliss, D. C.
Chancellor, William E.
Griffith, James H.
Kennedy, Thomas F.

Klein, C. F. A.
Morgan, Edwin.
Oglee, Frank J.
Smith, P. H.

Second Grade.

Briant, Lena.
Chamberlain, Raymond.
Ege, Sarah.
Fellenbaum, Emma.

Gordon, Gerald.
Johnson, Erminnie L.
MacFarland, Edith.
McIlvain, James.

Third Grade.

Ayers, William E.
Bush, Marion.
Camp, Frederick S.
Chalmers, Harry.
Cosman, May A.
Craig, Jonathan B.
Fassett, H. L.
Haigh, Emma M.
Hardy, E. Grace.
Holme, Elizabeth D.

Karner, M. Lou.
Marshall, Helen S.
Morton, Clifford A.
Pierpont, Ella V. C.
Rumsey, Mary I.
Sweck, Katie D.
Vaules, G. Todd.
Voorhees, Grace M.
Willard, Glayds.

Kindergarten.

Miller, Esther C.

Stake, Mary E.

EXPERIENCE.

First Grade.

Brady, Edwin.
Cresse, George H.
Dilks, James B.
Fitch, Russell M.
Gordon, Gerald.

Hunt, F. M.
Little, Frank H.
Robbins, Robert L.
Tomlinson, Elliot J.

Normal Life.

Anderson, Mary R.
Battin, Viola.
Chambers, Mary W.
Coyte, Florence.
Durner, Frances C.
Farrell, M. Ada.
French, Rachel E.
Fritz, Mary M.
Hagaman, Ada L.
Heath, Helen T.
Henderson, Elizabeth.
Loper, Carrie G.

Maris, Elma H.
Mooney, Cora E.
Rittenhouse, Alwilda.
Robbins, Harriet B.
Robbins, May.
Scott, Edith.
Sharp, Mary E.
Shipman, Bertha E.
Stout, Ida F.
Temby, Charlotte G.
Wick, Laura C.
Woolson, Kate R. H.

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Renewals—Second Grade.

Cutler, Jessie F.
Green, Theodore J.

Sherman, Angie M.

Third Grade.

Apgar, Edna B.
Allen, J. Crittenden.
Beers, Emma,
Blackman, Lovie.
Booz, Nellie.
Borden, Rachel B.
Brown, Mary G.
Camp, Laura.
Carkhuff, Belle.
Clark, Lulu E.
Comly, Elizabeth.
Davis, Fanny
Davison, Laetitia W.
Durfee, Nora.
Fisher, Mary.
Fleming, Ida H.
Fulton, F. Mabel.
Griffin, Tamar.
Griscom, Mary T.
Gunderman, Flora M.
Haering, Martina E.
Herman, Barbara V.
Harris, Ethel P.
Hill, F. Blanche.
Hunt, Anna M.
Ivins, Caroline D.
Kernan, Edward W.
Kingsland, Helen V.
Lylburn, Helen T.
MacLaughlin, Kate.

McCanahan, Lizzie W.
Manning, John D.
Maris, Delia H.
Markey, Elizabeth A.
Moore, Grace L.
Myers, Sadie W.
Nicholas, Emily.
Oberg, Hilda.
Plum, Flora V.
Porch, Hannah K.
Prall, Arabella H.
Pugh, Mary L.
Pulis, Florence.
Rehling, C. M.
Roberts, Clara P.
Sanford, Mayme E.
Schroup, Ella T. E.
Schumacher, Rosalie.
Schenck, Margaret C.
Seabury, Olive H.
Schropshine, Viola.
Sickler, Helen D.
Van Doren, Charlotte E.
Van Gilder, Sara S.
Van Nostrand, Louise.
Winget, Emma.
Yetter, John M.
Zeiders, William J.
Zentner, Anna H.

Kindergarten.

Demarest, Marian.

ENDORSEMENTS.

First Grade.

Lindsley, Archibald.
Osborne, Charles E.

Sprague, David M.

Second Grade.

Baird, Flora
Baker, Mary L.
Barrows, Fannie S.
Batson, Rosina A.
Burnet, Nellie F.
Bertholf, Ella M.
Brainard, Maud
Brown, Mary

Lathrop, John K.
Lyman, Mary E.
McCaffrey, Isabel
McDonald, Gertrude E.
McKinley, Mary
Mann, Elizabeth R.
Merrill, Charlotte C.
Merrill, Jennie M.

SCHOOL REPORT.

Chase, Lucy M.
Cheeseman, Clara J.
Clark, Minnie L.
Coffin, Isabel A.
Cooper, Edith I.
Cowles, Pearl R.
Crawford, Helen A.
Crossman, Margaret A.
Davis, Carrie L.
Day, Bertha R.
Decker, Kathryn E.
DeKroyft, Charles H.
Doyle, Edward H.
Drake, Carrie B.
Erskine, James H.
Evins, Mary S.
Filkins, Minnie L.
Fisk, Edith M.
Ford, Martha H.
Herman, Charles C.
Gilbert, Constance E.
Haines, Hope L.
Hallock, Edna A.
Halsey, Edna A.
Harper, Jennie
Harrington, Mary A.
Haslam, Mary H.
Hart, Mary R.
Holcomb, Ruth M.
Hutton, J. Gertrude
Ingles, Euphemia D.
Kenefie, Mary F.
Ketchum, Elvin S.

Montague, Myrtie M.
Onthank, Alton W.
Osterhout, Kate B.
Packard, Zaida
Palmer, Etta M.
Pegrim, Minnie T.
Pike, Florence M.
Reed, Anna
Requa, Edna O.
Reynolds, Elizabeth W.
Rockwell, Hattie
Romer, Caroline S.
Scranton, Katherine
Short, Viola E.
Smith, Georgianna,
Smith, Ida M.
Southwurt, Lizzie
Stevens, Sophia
Strange, Anna E.
Terry, Ada C.
Trenham, Gertrude B.
Viets, Georgia B.
Walden, Minnie M.
Walker, Laura M.
Warren, Lena E.
Watson, Phebe A.
Weeks, Nellie L.
Wheeler, Margaret E.
Wicker, Francis E.
Williams, Julia
Wise, John M
Worden, Alice G.

Third Grade.

Brewster, Anna R.

Hunter, Lucille R.

Kindergarten.

Burton, Clara B.
Chamberlain, Mary
Githens, Clara M.

Haslam, Mary H.
Koehler, Bertha
Thompson, Emily M.

Provisional—Third Grade.

Camp, Frederick S.
Champion, B. S.
Mann, Nellie

Morton, Clifford A.
Sessions, Catherine

Kindergarten.

Allen, Grace A.

Physical Training.

Bourne, Elizabeth.

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TABLE XXVIII. COUNTY CERTIFICATES.

Issued during the year 1898-99.

ATLANTIC COUNTY.

First Grade.

Neer, Willet.....	October 8th, 1898.
Price, Hannah.....	" "
English, Samuel.....	May 6th, 1899.
Johnson, Parthenia.....	" "

Second Grade.

Clement, Mary S.....	October 8th, 1898.
Campanella, Charles P.....	" "
Grier, Jesse.....	" "
Scull, Eugene.....	" "
Chalmers, Rena.....	February 3d, 1899.
Garton, Katie A.....	" "
Hawthorne, Mime H.....	" "
Larcombe, John A.....	" "
Long, Scott M.....	" "
Marts, Ella S.....	" "
Van Sant, Emma.....	" "
Ward, Emma J.....	" "
Abbott, Florence W.....	May 6th, 1899.
Chalmers, Rena.....	" "
Doty, J. B.....	" "
English, Gertrude.....	" "
Gould, George H.....	" "
Godfrey, Anna.....	" "
Hoyt, John E.....	" "
Murray, M. Etta.....	" "
Smith, Lillian.....	" "
Williams, Ida M.....	" "

Third Grade.

Adams, Sylvia.....	October 8th, 1898.
English, Ion.....	" "
Garton, Katie A.....	" "
Gould, George H.....	" "
Ireland, Nellie R.....	" "
Larcombe, Jno. A.....	" "
Robinson, Flora.....	" "
Smallwood, Edna.....	" "
Shinn, Lena.....	" "
Steelman, Ella.....	" "
Tomlinson, Isabell.....	" "
Tomlinson, Agnes.....	" "
Van Sant, Emma F.....	" "

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English, Ion.....	February 3d, 1899.
Godfrey, Bernard.....	" "
Garton, Josephine.....	" "
Godfrey, Anna.....	" "
Gould, George H.....	" "
Hazelton, Edward.....	" "
Mathis, Carrie.....	" "
Price, Julia S.....	" "
Rogers, E. Josephine.....	" "
Robinson, Flora.....	" "
Steelman, Ella.....	" "
Smallwood, Edna R.....	" "
Walford, Mary M.....	" "
English, Ion.....	May 6th, 1899.
Garton, Josephine.....	" "
Gross, Mabelow.....	" "
Hazelton, Edward.....	" "
Ireland, Nellie, B.....	" "
Mathis, Carrie.....	" "
Price, Julia S.....	" "
Robinson, Flora.....	" "
Rogers, E. Josephine.....	" "
Sweet, M. Eloise.....	" "
Smallwood, Edna R.....	" "
Shinn, Lena.....	" "
Vaughn, Lena.....	" "

BERGEN COUNTY.

First Grade.

Riemer, Bernhard.....	October 8th, 1898.
Zabriski, Lizzie.....	" "
Banta, Wm. W.....	May 6th, 1899.
Casler, Elizabeth M.....	" "
Emmons, Mary.....	" "
Ferguson, M. Elizabeth.....	" "
Gormley, David A.....	" "
Houston, Henry E.....	" "
Herchner, Priscilla.....	" "
Huber, Theresa M.....	" "
Terry, Nathaniel L.....	" "

Second Grade.

Bullinger, Nellie M.....	October 8th, 1898.
Shaefer, Bertha.....	" "
Wool, Augusta W.....	" "
Bennett, Lydia A.....	February 4th, 1899.
Gordon, Julia C.....	" "
Mann, Nellie L.....	" "
Mattison, Mary K.....	" "
Cortright, Ada.....	May 6th, 1899.
Eckerson, Lillian.....	" "
Gerecke, Gertrude E.....	" "
Mehrhof, Edith.....	" "
Taylor, Alpheus.....	" "
Villing, Claire W.....	" "

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Third Grade.

Villing, Clara.....	October 8th, 1898.
Church, Charlotte F.....	February 4th, 1899.
Eacret, Effie.....	" "
Griswold, Carrie.....	" "
Harris, Florence A.....	" "
Mehrhof, Edith.....	" "
Mehrhof, Hester A.....	" "
Stimis, Rebecca L.....	" "
Brewster, Bertha.....	May 6th, 1899.
Barkmann, Eleanor E.....	" "
Barrows, Frances E.....	" "
Dea, Katie A. O.....	" "
Guthrie, Lizzie A.....	" "
Jopson, Ella M.....	" "
King, Grace S.....	" "
Mueller, Bessie C.....	" "
Petzold, Amy.....	" "
Phillips, Minnie E.....	" "
Walcott, Henrietta.....	" "

BURLINGTON COUNTY.

First Grade.

Haas, M. Ella.....	October 8th, 1898.
Lull, Esther M.....	" "
McIlvaine, James.....	" "
Rigg, Annie.....	" "
Sprague, Irene A.....	" "
Willey, Mary A.....	" "
Bluste, Celia H.....	May 6th, 1899.
Cross, Elizabeth F.....	" "
Ewing, Martha H.....	" "
Hain, T. H.....	" "
Johnson, M. Virginia.....	" "
Wright, Walter E.....	" "

Second Grade.

Branson, Lilla T.....	October 8th, 1898.
Clymer, Annie.....	" "
Hain, T. H.....	" "
Rinear, Sallie S.....	" "
Snyder, William O.....	" "
Van Sciver, Susan.....	" "
Whitacre, Emily S.....	" "
Carty, Nellie A.....	February 4th, 1899.
Dudley, Mabel S.....	" "
Hollenbeck, M. Louise.....	" "
Harris, Ella B.....	" "
Harris, Roxie A.....	" "
Hilliard, Lizzie.....	" "
Monaghan, Rose.....	" "
Sutton, Emma I.....	" "
Thompson, Elizabeth R.....	" "
Teeley, Estelle M.....	" "
Wetherill, Elizabeth D.....	" "
Wetherill, Rebecca L.....	" "

SCHOOL REPORT.

Buzby, Ellen.....	May 6th, 1899.
Conrow, Mildred.....	" "
Cushing, Nannie J.....	" "
Chambers, Franklin S.....	" "
Connor, T. E. H.....	" "
Clymer, Allen.....	" "
Dobbins, Amanda.....	" "
Haines, Clara V.....	" "
Herrmann, May E.....	" "
Lanning, Georgiana D.....	" "
Mitchell, Mary J.....	" "
Peterson, Estelle.....	" "

Third Grade.

Atkinson, Lizzie A.....	October 8th, 1898.
Ewart, Carrie B.....	" "
Godfrey, Anna.....	" "
Gunn, Elizabeth.....	" "
Haines, Mary H.....	" "
Hughes, Elsie E.....	" "
Haines, Clara V.....	" "
Martyn, Lottie B.....	" "
Maynard, Viola B.....	" "
Reed, Marianne E.....	" "
Santee, Bertha C.....	" "
Wriede, Anna.....	" "
Boyd, Rebecca J.....	February 4th, 1899.
Deacon, Helen E.....	" "
Bayre, Edith Earle.....	" "
Hemphill, Edith C.....	" "
Ireland, Irma.....	" "
Newlin, Gertrude E.....	" "
Orwig, Louise H.....	" "
Riff, Ellen E.....	" "
Stevenson, Emma E.....	" "
Worrell, Lillie E.....	" "
Welch, Robert C.....	" "
Atkinson, Lizzie A.....	May 6th, 1899.
Black, Anna W.....	" "
Bailey, J. Elizabeth.....	" "
Cowperthwait, Bessie R.....	" "
Cowperthwait, Lilla V.....	" "
Conrow, Ella.....	" "
DuRand, Bessie W.....	" "
Flake, Clara H.....	" "
Holcombe, Gertrude.....	" "
Harris, Irine G.....	" "
Jordan, Ella P.....	" "
Moore, Herbert W.....	" "
Powell, Anna H.....	" "
Ridout, Vidi O.....	" "
Speace, Eugene D.....	" "
Uncle, Florence M.....	" "
Van de Grift, Eva.....	" "
Venable, Florence D.....	" "

REPORT OF SUPERINTENDENT.

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CAMDEN COUNTY.

First Grade.

Creamer, Mary.....	October 8th, 1898.
Deckman, Alice A.....	" "
Bust, John M.....	May 6th, 1899.
Conkey, Mary P.....	" "
Dover, Charlotte.....	" "
Deckman, Alice A.....	" "
Ely, Emma J.....	" "
Flint, Nettie J.....	" "
Hudson, Anna.....	" "
Jackson, J. Howard.....	" "
Maskell, Mrs. A. E. C.....	" "
Morris, Dorothy.....	" "
Ritson, Rebecca B.....	" "
Sullivan, Wm. C.....	" "

Second Grade.

Baston, Abbie.....	October 8th, 1898.
Creamer, Mary.....	" "
Davis, Astella.....	" "
Roe, K. Sue.....	" "
Allen, Ray.....	February 4th, 1899.
Egbert, Sara A.....	" "
Hannum, Anna L.....	" "
Norcross, Susan.....	" "
Smith, Millicent E.....	" "
Bisoph, C. Emily.....	May 6th, 1899.
Engle, Lydia.....	" "
Heisler, Maude.....	" "
Lord, Mabel S.....	" "
Plummer, Mabel.....	" "
Rogers, Mary.....	" "
Stanger, Olive E.....	" "
Stanton, Ada G.....	" "
Stockum, Harry J.....	" "
Sharer, Anna A.....	" "
Wickersham, Edna.....	" "

Third Grade.

Bottoms, Amy.....	October 8th, 1898.
Brockins, Helen A.....	" "
Dermott, Helen E.....	" "
Miller, Annie.....	" "
MacBond, Elizabeth.....	" "
Smith, Millicent R.....	" "
Stockum, Ella.....	" "
Stringer, Oliver E.....	" "
Engard, Edna.....	February 4th, 1899.
Frazer, Maud.....	" "
Jones, Alice H.....	" "
Kruggett, Rose.....	" "
Molan, Kathryn Eddy.....	" "
Rockhill, Idella.....	" "
Wickersham, Edna.....	" "

SCHOOL REPORT.

Boody, Sue D.....	May 6th, 1899.
Briggs, Ada J.....	" "
Brown, Kate A.....	" "
Dill, Viola.....	" "
Harris, Lillian A.....	" "
Rookhill, Laura A.....	" "
Steelman, Linda M.....	" "
Valentine, Lizzie S.....	" "
Wooster, Vernie M.....	" "
Walford, Mary M.....	" "
Williams, Minnie M.....	" "

Special Kindergarten.

Stake, Mary Eva.....	May 6th, 1899.
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CAPE MAY COUNTY.

First Grade.

Lloyd, Frank.....	October 8th, 1898.
Obdyck, John B.....	" "
Walters, Mary E. V.....	February 4th, 1899.
Bohm, Mame J.....	May 6th, 1899.
Craig, Ella.....	" "
Creamer, Victoria.....	" "
Goff, E. S.....	" "
Jefferson, Edward F.....	" "
Jefferson, S. Paul.....	" "
Lloyd, J. Warren.....	" "
Walter, Mary.....	" "

Second Grade.

Anneley, Jennie.....	February 5th, 1899.
Bohm, Mamie.....	" "
Elliott, Mary E.....	" "
French, Hanna E.....	" "
Goff, E. E.....	" "
Hughes, Frank.....	" "
Taylor, Viola.....	" "
Anneley, Jennie.....	May 6th, 1899.
French, Hannah T.....	" "
Grace, Deborah E.....	" "
Hughes, Frank R.....	" "
Holmes, Sarah M.....	" "
Holmes, Frances G.....	" "
Jackson, A. John.....	" "
Moore, William J.....	" "
Smith, Hannah.....	" "
Taylor, Viola P.....	" "
Young, Sarah.....	" "

Third Grade.

Bowron, Nancie D.....	October 8th, 1898.
Bohm, Mamie.....	" "
Grace, Deborah E.....	" "
Goff, E. E.....	" "
Blake, Millie S.....	February 4th, 1899.
Corson, Emma.....	" "
Mace, Margaret.....	" "
Sayre, Charles C.....	" "

REPORT OF SUPERINTENDENT.

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Cloutting, Lena V.....	May 6th, 1899.
Creamer, Randolph.....	" "
Eldredge, Cora.....	" "
Mason, Carrie.....	" "
Reeves, Richard E.....	" "
Rice, Melvin.....	" "
Tolbert, Gertrude M.....	" "
Townsend, Hettie H.....	" "
Vanaman, C. Arthur.....	" "
Wheaton, Ella S.....	" "

CUMBERLAND COUNTY.

First Grade.

Aiken, Ida G.....	October 3d, 1898.
Davis, Daniel W.....	" "
Mints, George S.....	" "
Barton, Jessica A.....	May 6th 1899.
Busby, Elizabeth.....	" "
Cook, Sadie M.....	" "
Carlisle, Albert B.....	" "
Davis, Walter G.....	" "
Davis, Anley C.....	" "
Davis, Charles G.....	" "
Horner, Clara L.....	" "
Mayher, L. Dell.....	" "
Mulford, Clara L.....	" "
Onthank, Alton W.....	" "
Ogden, Chester F.....	" "
Roray, Nelson S.....	" "
Struthers, Susan P.....	" "
Wright, Harriet W.....	" "

Second Grade.

Corse, Anna B.....	October 8th, 1898.
Davis, Walter B.....	" "
Fogg, Reuben A.....	" "
Gleisner, Edna.....	" "
Onthank, Alton W.....	" "
Peterson, H. S.....	" "
Robinson, D. R. W.....	" "
Stillman, Hattie.....	" "
Butcher, George E.....	February 11th, 1899
Chalmers, Robert E.....	" "
Godfrey, Martha.....	" "
Gerow, Lucie A.....	" "
Granfield, L. C.....	" "
Horner, Elizabeth S.....	" "
Kingman, Helen A.....	" "
Kernan, Winifride.....	" "
Oliver, Maggie B.....	" "
Roray, Nelson L.....	" "
Watson, Clara C.....	" "
Bondriff, E. E.....	May 6th, 1899.
Buzby, Carrie M.....	" "
Brineshults, Fannie D.....	" "
Claypoole, Jeannette H.....	" "
Garrison, Levi D.....	" "
Miller, Velma.....	" "
McLaughlin, Ella.....	" "

SCHOOL REPORT.

Third Grade.

Grangied, L. C.....	October 8th, 1898.
Horner, Elizabeth S.....	" "
Howell, Edith B.....	" "
Kenny, Maud S.....	" "
Kingman, Helene.....	" "
Buzby, Anna L.....	February 11th, 1899
Brandhuff, Elizabeth.....	" "
Cook, Edith.....	" "
Lake, Anna M.....	" "
McCoy, Minnie.....	" "
McConnell, Bertha G.....	" "
Perry, Georgiana.....	" "
Rohrman, Grace E.....	" "
Woodruff, E. Nora.....	" "
Warren, Elizabeth R.....	" "
Corson, Lettie M.....	May 6th, 1899.
Erickson, Silsbee.....	" "
Furgerson, Rhoda B.....	" "
French, Mary A.....	" "
La Dow, Anna M.....	" "
Musso, Nellie I.....	" "
Robbins, Cora.....	" "
Stevens, George H.....	" "

ESSEX COUNTY.

First Grade.

Alward, Fannie M.....	October 8th, 1898.
Dunbar, Susan.....	" "
Douglas, Cherry N.....	" "
Lance, Harriet R.....	" "
Scott, M. E. S.....	" "
Alby, Mrs. Sara.....	May 6th, 1899.
Marsh, Annie M.....	" "
Merchant, Belle L.....	" "
Surridge, Henrietta.....	" "
Taber, Mary A.....	" "
Wells, Nellie E.....	" "

Second Grade.

Barrett, Mary E.....	October 8th, 1899.
Cox, Isabelle L.....	" "
Holmer, Alice D.....	" "
Hunt, J. Louise.....	" "
Hutchinson, Florence.....	" "
Jackson, Daisy B.....	" "
Peloubet, Harriet H.....	" "
Smith, Lydia M.....	" "
Adams, Lucy S.....	February 4th, 1899.
Beach, Ida L.....	" "
Gillette, O. Edith.....	" "
Howell, Blanche.....	" "
Wheelock, Kate P.....	" "
Adams, Faith M.....	May 6th, 1899.
Brickell, Lucy A.....	" "
Colon, Celia A.....	" "
Condit, Mary M.....	" "

REPORT OF SUPERINTENDENT.

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Coomer, Rosabella A.....	May 6th, 1899.
DuBois, M. Helen.....	" "
Gaynor, Emma F.....	" "
Gibian, Josephine.....	" "
Littlefield, Ada B.....	" "
Nightingale, Eleanor M.....	" "
Lims, Grace W.....	" "
Wyman, Elizabeth H.....	" "

Third Grade.

Dickinson, Edith M.....	October 8th, 1898.
Jones, Lillian M.....	" "
Merchant, Belle L.....	" "
Mergott, Lulu F.....	" "
Nash, Traner.....	" "
Sargent, Jane I.....	" "
Taber, Mary A.....	" "
Torrey, Elizabeth C.....	" "
Walker, Olive J.....	" "
Wells, Nellie E.....	" "
Wyman, Elizabeth.....	" "
Dietrich, Florence.....	February 4th, 1899.
Thompson, Florence E.....	" "

Special Kindergarten.

Barrows, Sarah B.....	October 8th, 1898.
Brush, Grace L.....	" "
Williams, Edna H.....	" "
Bostwick, Sara W.....	February 4th, 1899.
Dater, Elizabeth S.....	" "
Diefenthaler, Anna.....	" "
Dietrich, Florence.....	" "

Special Drawing.

Davis, Florence.....	May 6th, 1899.
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GLOUCESTER COUNTY.

First Grade.

Aitkinson, Elizabeth M.....	October 8th, 1898.
Batten, Reeves D.....	" "
Hazelton, Sara A.....	" "
Henry, May.....	" "
Owen, Christiana P.....	" "
Peterson, Sarah H.....	" "
Shaffer, Warren F.....	" "
Williams, Rhoda S.....	" "
Craig, Elizabeth.....	May 6th, 1899.
Downer, Harriet H.....	" "
Hartman, Thomas W.....	" "
Hallett, Thorne D.....	" "
Henry, Ella.....	" "
Polk, Ada R.....	" "

SCHOOL REPORT.

Second Grade.

Angelo, Marguerite.....	October 8th, 1898.
Conover, Anna S.....	" "
Copestick, Florence G.....	" "
Carey, Frances.....	" "
Gill, Emma F.....	" "
Hindmand, Rae A.....	" "
Newcomb, Flora L.....	" "
Rambo, Amy H.....	" "
Summerman, Mary M.....	" "
Banton, Lydia.....	February 3d, 1899.
Fish, Lavinia H.....	" "
Lewis, Sadie H.....	" "
Reeves, Anna R.....	" "
Stetson, Robert B.....	" "
Schlinkofer, Mary.....	" "
Wright, Nancy E.....	" "
Yourison, Mame H.....	" "
Broadwater, Harre M.....	May 6th, 1899.
Crane, Raymond M.....	" "
Clement, William D.....	" "
Marsh, Eva M.....	" "
Romans, Ida A.....	" "
Shreve, Eva M.....	" "
Tonkin, John C.....	" "
Tomlin, Mrs. Etta.....	" "

Third Grade.

Clement, William D.....	October 8th, 1898.
Casselberry, Rachael A.....	" "
Tonkin, Lizzie D.....	" "
Tomlin, Mrs. Etta.....	" "
Tonkin, John C.....	" "
White, Ella M.....	" "
Adams, Lou B.....	February 3d, 1899.
Beckett, Edna B.....	" "
Earley, Albert.....	" "
Girard, Blance J.....	" "
Gordon, Emma.....	" "
Pimm, J. Lambert.....	" "
Stetson, Ada B.....	" "
Simpkins, William A.....	" "
Tonkin, Lizzie.....	" "
Willey, Florence M.....	" "
Batten, Mabel E.....	May 6th, 1899.
Curry, Belle.....	" "
Downer, Grace S.....	" "
Elliott, Mary Emma.....	" "
Hoffman, Bertha.....	" "
Lowder, Mabel.....	" "
Moore, Alice H.....	" "
Mason, Nellie E.....	" "
Parker, Effie M.....	" "
Robinson, Rose J.....	" "
Smith, Caroline P.....	" "
Van Gilder, Emma.....	" "

REPORT OF SUPERINTENDENT.

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HUDSON COUNTY.

First Grade.

Biles, Don C.....	October 5th, 1898.
Fisher, Rosalie.....	" "
Judge, Clare M.....	February 5th, 1899.
Barton, Tressa.....	May 6th, 1899.
Buttlar, Alvine.....	" "
Brockman, Irene.....	" "
Brockway, O.....	" "
Broughton, C. V.....	" "
Giles, Edith.....	" "
Georgert, Mamie.....	" "
Healy, Myra.....	" "
Rich, Kate R.....	" "
Schwartz, Anite.....	" "
Zoeller, Martha.....	" "
Wallace, Anna.....	" "
Yates, Mary.....	" "

Second Grade.

Hennessey, Anna.....	October 5th, 1898.
Jontras, Daisy E.....	" "
Randall, Kate N.....	" "
Scott, Agnes C.....	" "
Thompson, Bessie.....	" "
Bielitz, Mabel.....	February 5th, 1899.
Danforth, Ella.....	" "
Lindsey, Genevieve.....	" "
McKenna, Julia.....	" "
Sherwood, A. E.....	" "
Alces, Ida C.....	May 6th, 1899.
Brill, Matilda.....	" "
Brady, Katherine.....	" "
Boulanger, Bessie.....	" "
Delaney, Anna M.....	" "
Dietz, Mamie.....	" "
Filipetti, Angie.....	" "
Fitzgibbon, M.....	" "
Futz, Frances.....	" "
Fonda, Tenah.....	" "
Fyfe, Jane.....	" "
Frost, Marion.....	" "
Gravatt, Sadie E.....	" "
Georgett, Lillian.....	" "
Georgett, Mamie.....	" "
Hynes, Mary.....	" "
Hall, Eleanor.....	" "
Kartz, Gertrude.....	" "
Kappes, Lillian.....	" "
Marmelstein, Anna.....	" "
Moore, Kate.....	" "
Joutras, Daisy.....	" "
Joutras, M. L.....	" "
Murphy, Rose.....	" "
Nolan, Anna.....	" "
Needham, Carrie.....	" "
Osterman, Gussie.....	" "
Rice, Katherine R.....	" "
Redd, Mary E.....	" "

SCHOOL REPORT.

Schwartz, Celestine.....	May 6th, 1899.
Schweder, Anna.....	" "
Schindler, Rose.....	" "
Sherwood, A. E.....	" "
Wahlert, H. H.....	" "
Ward, Winnie.....	" "

Third Grade.

Alces, Elizabeth M.....	October 5th, 1898.
Alces, Ida.....	" "
Bolard, Marie A.....	" "
Bergen, Margaret A.....	" "
Cannon, Winifred.....	" "
Cammond, Jessie F.....	" "
Childs, Martha F.....	" "
Dwyer, John.....	" "
Du Puis, Odile.....	" "
Farrell, Annie E.....	" "
Fanning, Marie T.....	" "
Hiney, May C.....	" "
Henserson, Margaret.....	" "
Jones, Elizabeth.....	" "
Keyser, Grace A.....	" "
Lane, Mary H.....	" "
Livingston, Maude.....	" "
Leitzener, Cara.....	" "
Lynch, Marie F.....	" "
Loghry, Lillian.....	" "
Manley, Kate.....	" "
McCabe, Lucy.....	" "
McDonnell, Bessie.....	" "
MacDougal, Laura.....	" "
McKeon, Annie.....	" "
Murphy, Rose M.....	" "
Moore, Kate A.....	" "
Maher, Helen K.....	" "
Norton, Elizabeth F.....	" "
O'Donnell, Bessie.....	" "
O'Malley, Grace R.....	" "
Padden, Katherine.....	" "
Perry, Arithusa.....	" "
Roehe, Mary E.....	" "
Thorn, Jean C.....	" "
Waters, Alice S.....	" "
Weisenbach, Carolyn.....	" "

Third Grade.

Alces, Ida M.....	February 5th, 1899.
Alces, Elizabeth M.....	" "
Abbott, Charlotte.....	" "
Boulanger, Bessie.....	" "
Barth, Henrietta.....	" "
Brill, Matilda.....	" "
Chamberlain, Bertha.....	" "
DuPuis, Odile.....	" "
Fisher, Catherine.....	" "
Fuhrer, Jennie.....	" "
Fanning, Marie.....	" "
Gilchrist, Jesse.....	" "

REPORT OF SUPERINTENDENT.

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Gallagher, George B.....	February 5th, 1899.
Holdridge, Florence.....	" "
Keyser, Grace.....	" "
Leiteiser, Clara M.....	" "
Lane, Mary H.....	" "
Lynch, Marie F.....	" "
Loeffel, Barbara.....	" "
Lindsley, Laura.....	" "
Loghrey, Lillian.....	" "
Moore, Kate A.....	" "
Manahan, May.....	" "
Mansfield, Genevieve.....	" "
Manly, Catherine.....	" "
Marmelstein, Anna.....	" "
McClellan, Vida.....	" "
Murphy, Rose.....	" "
Moore, Mabel.....	" "
Mahan, Helen K.....	" "
McCabe, Lucy.....	" "
Needham, Carrie.....	" "
Post, Jennie B.....	" "
Richardson, Gretta M.....	" "
Tierney, Helena.....	" "
Thomas, Mary A. R.....	" "
Taylor, Elsie.....	" "
Abbott, Charlotte.....	May 6th, 1899.
Alces, Elizabeth M.....	" "
Breen, May F.....	" "
Barth, Henrietta.....	" "
Bielitz, Mabel.....	" "
Delaney, Mary F.....	" "
DuPuis, Odile.....	" "
Fisher, Elizabeth C.....	" "
Fuhrer, Anna E.....	" "
Holdridge, Florence.....	" "
Keyser, Grace A.....	" "
Loeffel, Barbara.....	" "
Lietzeiser, Clara M.....	" "
Lynch, Marie F.....	" "
Mansfield, Genevieve.....	" "
MacDougall, Laura.....	" "
Maher, Helen.....	" "
McClellan, Vida.....	" "
Moore, Mabel.....	" "
McCammond, Jessie.....	" "
Smith, Sadie.....	" "
Tierney, Helena.....	" "
Watson, Alice S.....	" "

Special Kindergarten.

DeBlois, Elizabeth.....	" "
Gelbach, Marie.....	" "

HUNTERDON COUNTY.

First Grade.

Galloway, Lizzie.....	October 7th, 1898.
Hoff, Emma C.....	" "
Apgar, Mrs. Annie L.....	May 6th, 1899.
Benner, Hattie E.....	" "

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SCHOOL REPORT.

Brink, R. Linda.....	May 6th, 1899.
Cary, Mrs. Cora C.....	" "
Connolly, Hanna A.....	" "
Emmons, Mary.....	" "
Dalrymple, Elias L.....	" "
Gardner, Elizabeth C.....	" "
Hughes, Harriet E.....	" "
Hulsizer, Rachel W.....	" "
Johnson, Emma L.....	" "
Kemp, Ellen G.....	" "
Martenis, Allie D.....	" "
Myers, Samuel A.....	" "
Myers, Willis C.....	" "
Ruton, Lilly F.....	" "
Ruton, Kittie A.....	" "
Stout, Anna F.....	" "
Sturgeon, Fannie J.....	" "
Taylor, Kate.....	" "
Terribery, Mary.....	" "
Thaw, Roderick B.....	" "
Tomer, N. J.....	" "
Van Syckle, Anna.....	" "
Young, May V.....	" "

Second Grade.

Dilts, Frank.....	October 8th, 1898.
Holler, J. W.....	" "
Hepner, Laura E.....	" "
Hunt, A. Dell.....	" "
Dobbins, Mary B.....	February 3d, 1899.
Nichols, Will D.....	" "
Wyckoff, Jennie M.....	" "
Benjamin, Mayme S.....	May 6th, 1899.
Force, Essie May.....	" "
Lane, Chester H.....	" "
McAlone, Horace.....	" "
Prall, Harriet M.....	" "
Stone, Harriet M.....	" "

Third Grade.

Barrick, Olive.....	October 7th, 1898.
Green, Euphemia M.....	" "
Hall, Margaret W.....	" "
Hiner, Frank P.....	" "
Huff, Charles S.....	" "
Lane, Chester H.....	" "
Berger, Deborah E.....	February 3d, 1899.
Bryan, Edward W.....	" "
Herr, H. Burdette.....	" "
McAlone, Wallace W.....	" "
Mitchell, Alberta.....	" "
Pilling, Clara L.....	" "
Prall, Harriet M.....	" "
Thompson, Bertha T.....	" "
Whippy, Katherine.....	" "
Williamson, Charles R.....	" "
Cooley, Daisy.....	May 6th, 1899.
Clark, Florence.....	" "
Force, Lizzie L.....	" "
Hall, Margaret W.....	" "

REPORT OF SUPERINTENDENT.

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Holcombe, Bertha.....	May 6th, 1899.
Insley, Rae F.....	" "
McAlone, Edgar.....	" "
Todd, Luella.....	" "
Van Syckle, Atwylda.....	" "

MERCER COUNTY.

First Grade.

Pfeiffer, G. Eugenie.....	October 15th, 1898.
Werdenheimer, Madge.....	May 13th, 1899.

Second Grade.

Donnell, May.....	October 15th, 1898.
Fones, Mrs. Mary D.....	" "
Higgins, Mrs. May E.....	" "
Pullen, C. A.....	" "
Updyke, Jennie.....	" "
Werdenheimer, Madge.....	" "
Bishop, Mattie.....	February 11, 1899.
Holmes, Florence S.....	" "
Howell, Louisa.....	" "
Pullen, Ella J.....	" "
Fausett, Mrs. C. C.....	May 13th, 1899.

Third Grade.

Horner, Florence A.....	October 15th, 1898.
Swain, Emilie B.....	" "
Jackson, Margaret L.....	February 11, 1899.
McRostie, Helen G.....	" "
Rogers, Maud M.....	" "
Vannoy, Adra A.....	May 13th, 1899.

MIDDLESEX COUNTY.

First Grade.

Allen, Rebena T.....	October 8th, 1898.
Bryan, May M.....	" "
Richards, Anna.....	" "
Wray, Millie.....	" "
Armstrong, Jennie.....	May 6th, 1899.
Campbell, William.....	" "
Fisher, M. E. B.....	" "
Hellman, Mary.....	" "
MacWilliams, Emma.....	" "
Smith, Imogene.....	" "
Smith, Fannie.....	" "
Thornal, Dillie F.....	" "
Woodward, W. R.....	" "

Second Grade.

Ayres, Sadie H.....	October 8th, 1898.
Coker, Florence.....	" "
Dunn, May B.....	" "
Gunther, Lillian.....	" "
Hancock, Ethel D.....	" "

SCHOOL REPORT.

Morris, Helen B.....	October 8th, 1898.
Smith, Saida A.....	" "
White, Howard Dare.....	" "
Browning, Florence.....	February 4th, 1899.
Dunn, May B.....	" "
Davison, Abbie C.....	" "
Felter, Susie B.....	" "
Fisher, M. E. B.....	" "
Flynt, Leonora La G.....	" "
Gulick, M. H.....	" "
Higgins, E. May.....	" "
Irwin, Eva T.....	" "
Pemberton, Jennie.....	" "
Selner, Jessie.....	" "
Willits, M. P.....	" "
Watson, M. J.....	" "
Burnett, Margaret.....	May 6th, 1899.
Cottrell, Sara P.....	" "
Fulmer, Elmer.....	" "
Flanagan, Josephine.....	" "
Gunther, Lillian.....	" "
Hageman, M. V. L.....	" "
Inslee, E. A.....	" "
Martin, Harriet.....	" "
McCurdy, M. J.....	" "
O'Connor, Katherine.....	" "
Paxton, Anna C.....	" "
Stubblebine, A. B.....	" "
Smith, Abbie H.....	" "
Scudder, Laura.....	" "

Third Grade.

Clark, A. B.....	October 7th, 1898.
Dey, L. B.....	" "
Gunther, B. W.....	" "
Hughes, Bessie.....	" "
Higgins, E. May.....	" "
Johnson, Henry.....	" "
Potter, Caroline.....	" "
Thumhart, Anna.....	" "
Taylor, Sarah A.....	" "
Voorhees, Grace.....	" "
Watson, M. J.....	" "
Wade, Susan.....	" "
Ayres, Sereno N.....	February 3d, 1899.
Baumann, Evalyn.....	" "
Compton, M. W.....	" "
Davison, Mamie.....	" "
Dobbins, Helen.....	" "
Erwin, Anna L.....	" "
Flynt, Leonora La G.....	" "
Irwin, Eva T.....	" "
Paradine, A. Mae.....	" "
Rue, Emma.....	" "
Thumhart, Anna S.....	" "
Thorp, William L.....	" "
Van Arsdale, Estelle.....	" "
Wall, Annie S.....	" "
Williams, Anna.....	" "

REPORT OF SUPERINTENDENT.

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Hartman, Nettie A.....	May 5th, 1899.
Henderson, Lizzie S.....	" "
Inslar, Ethel A.....	" "
Manning, Nellie B.....	" "
Morrison, Florence M.....	" "

MONMOUTH COUNTY.

First Grade.

Aring, Anna M.....	October 8th, 1898.
Carroll, F. S.....	" "
Leonard, Nellie M.....	" "
Lissner, Helena.....	" "
McKendrick, O.....	" "
Miller, Jennie.....	" "
Robbins, Lydia A.....	" "
Sufsnider, Samuel.....	" "
Strahan, Charles.....	" "
Stout, Bessie.....	" "
Sickler, Emma.....	" "
Miner, Harriet M.....	February 4th, 1899.
Brown, Frances L.....	May 6th, 1899.
Hendrickson, Daniel T.....	" "
Holmes, Mary W.....	" "
Robinson, Winfield S.....	" "
Shick, Margaret.....	" "
Van Note, George W.....	" "
Wilbraham, Josephine.....	" "

Second Grade.

Applegate, Mary E.....	October 8th, 1898.
Corson, Lucy E.....	" "
Conover, Charlotte M.....	" "
Pyott, Laura M.....	" "
Rose, Mary L.....	" "
Robbins, Lina L.....	" "
Shadinger, E. M.....	" "
Stoll, Margaret.....	" "
Storminger, Elizabeth.....	" "
Vandever, Mary C.....	" "
Whitlock, Vannetta.....	" "
Allen, Angie.....	February 4th, 1899.
Bush, Ralph D.....	" "
Cafferty, Annie M.....	" "
Johnson, Augusta.....	" "
Mitchell, Minnie V.....	" "
Purnell, Isaac.....	" "
Taylor, Laura.....	" "
Woolston, Paul C.....	" "
Bloodgood, Mary E.....	May 6th, 1899.
Conover, Margaret.....	" "
Frisby, S. Laura.....	" "
Leonard, George M.....	" "
Mitchell, Minnie.....	" "
Pierce, Mary C.....	" "
Purness, J. W.....	" "
Robbins, Anna A.....	" "
Slocum, Lottie C.....	" "

SCHOOL REPORT.

Steiner, Mariana C.....	May 6th, 1899.
Vandever, Georgie A.....	" "
Voorhees, Eva.....	" "
Wyckoff, Mary.....	" "
Watson, Sallie C.....	" "
Welch, T. P.....	" "
West, Elizabeth.....	" "

Third Grade.

Conover, Margaret.....	October 8th, 1898.
Tilton, Francis E.....	" "
Van Cleef, Henry.....	" "
Clayton, M. Margaret.....	February 4th, 1899
Fones, Mary M.....	" "
Jennings, Florence.....	" "
Lamb, Joshua M.....	" "
Little, Adeline.....	" "
Watson, Sallie.....	" "
Brocklebank, Harriet.....	May 6th, 1899.
Bender, Anna A.....	" "
Grover, Ida A.....	" "
Wilkins, Pauline.....	" "

MORRIS COUNTY.

First Grade.

Messler, W. A.....	October 12th, 1898
Wells, John E.....	February 10th, 1899.
Fitzherbert, Edward.....	May 12th, 1899.
Fritts, Carrie.....	" "

Second Grade.

Ayers, Kate.....	October 12th, 1898.
Beauclerk, Alfred.....	" "
Davis, Etta.....	" "
McFarland, K.....	" "
Ort, Ellis V.....	" "
Poulson, Hattie.....	" "
Taylor, A. R.....	" "
McCurdy, V. P.....	February 10th, 1899.
Reger, Margaret.....	" "
Rhinehart, Jacob.....	" "
Roderer, Teresa.....	" "
Walters, Lawrence.....	" "
Edsall, May.....	May 12th, 1899.
McFarland, Kate.....	" "
McMickle, Joseph.....	" "
Norwood, B. R.....	" "
Taylor, A. R.....	" "
Timbrell, Lena.....	" "

Third Grade.

Beatty, Minnie.....	October 12th, 1898.
Davis, Etta.....	" "
McFarland, Kate.....	" "
Ort, Ellis V.....	" "
Poulson, Hattie.....	" "
Taylor, A. R.....	" "

REPORT OF SUPERINTENDENT.

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Thompson, Lena.....	October 12th, 1898.
Washburn, William.....	" "
Wheelock, Maude.....	" "
Willets, Mabel.....	" "
Baldwin, Keturah.....	February 10th, 1899.
Carlisle, Mary.....	" "
McKinnon, Jennie.....	" "
McMickle, Joseph.....	" "
Wolfe, Bertha.....	" "
Davis, Etta.....	May 12th, 1899.
Evans, J. L.....	" "
Freeman, Sadie.....	" "
Harvey, Kate.....	" "
Thompson, Lena.....	" "

OCEAN COUNTY.

First Grade.

Kelley, C. B.....	October 8th, 1898.
Shureman, Paul.....	" "
Paine, Charles E.....	February 4th, 1899.
Shock, Josephine.....	" "
Pearce, C. C.....	May 6th, 1899.
Rogers, Mary P.....	" "
Stillway, Lilly.....	" "
Tilton, A. S.....	" "
Tilton, Peter.....	" "

Second Grade.

Oliver, Grace.....	October 8th, 1898.
Taylor, Willilla.....	" "
Burden, Martha N.....	February 4th, 1899.
Horner, Margaret H.....	" "
Montgomery, Mary.....	" "
McKelvey, Irene.....	" "
Leonard, Alida L.....	" "
Davis, Florence E.....	May 6th, 1899.
Falkinburg, Margaret B.....	" "
Hulse, Jennie.....	" "
Horner, Lillian.....	" "
Inman, Lillian.....	" "
Ivins, Jr., George W.....	" "
Johnson, Wm. B.....	" "
Polhemus, Edgar W.....	" "
Steelman, Edna C.....	" "
Sprague, Hannie D.....	" "
Sterner, S. Mary.....	" "
Voigt, Julia C.....	" "
Walden, Jennie E.....	" "

Third Grade.

Bird, May.....	October 8th, 1899.
Britton, Ethel G.....	" "
Burgeon, Florence E.....	" "
Clayton, Anna M.....	" "
Coale, Helen M.....	" "
Fox, Margaret K.....	" "
Filder, Emily.....	" "

SCHOOL REPORT.

Giberson, Thomas D.....	October 8th, 1899.
Gaskill, Harold E.....	" "
Hulse, Jennie.....	" "
Hurley, Nellie.....	" "
Havens, Lillian M.....	" "
Inman, Hazie.....	" "
Ireland, Mary H.....	" "
Johnson, Fannie M.....	" "
Lukens, Angie M.....	" "
Plaisted, Mary R.....	" "
Fielder, Harold.....	February 4th, 1899.
Lingerman, J. C.....	" "
Moore, Walter C.....	" "
Veeder, David A.....	" "
Bills, Georgia A.....	May 6th, 1899.
Chamberlain, Lutina E.....	" "
Cranmer, Shreve A.....	" "
Emley, Etta.....	" "
Falkinburg, Rebecca.....	" "
Hunt, Cora B.....	" "
Irone, Maggie M.....	" "
Imlay, Edith B.....	" "
Pharo, Barton S.....	" "
Steelman, Hattie.....	" "
Steelman, Howard.....	" "

PASSAIC COUNTY.

First Grade.

Colvin, John F.....	May 6th, 1899.
Creveling, Uhler H.....	" "
Hankinson, George A.....	" "
Thurston, D. J.....	" "

Second Grade.

Butler, Phila F.....	Oct. 8th, 1898.
Broderick, John.....	" "
Cahill, Anna.....	" "
Murphy, Michael.....	" "
Baxter, Richard.....	February 4th, 1899.
Clover, Kittie.....	" "
Grundy, Elizabeth.....	" "
Rude, Maggie.....	" "

Third Grade.

Allison, Edna.....	October 8th, 1898.
Finch, Herbert.....	" "
Jacobus, Sarah.....	" "
Macdonald, Nellie G.....	" "
O'Reiley, Jos. L.....	" "
Reed, Mary M.....	" "
Rhinesmith, Olive.....	" "
Went, Edith.....	" "
Butler, Norma E.....	February 4th, 1899.
Giblin, Thomas F.....	" "
Malees, Jessie I.....	" "
Reid, Alice.....	" "
Snyder, Frederick.....	" "
Bridge, Elizabeth C.....	May 6th, 1899.

REPORT OF SUPERINTENDENT.

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Special Kindergarten.

Bloomfield, Lottie.....	May 6th, 1898.
Sutton, Alice M.....	" "

SALEM COUNTY.

First Grade.

Sammena, May J.....	October 10th, 1898.
Barton, Hannah.....	May 10th, 1899.
Hall, Ida.....	" "
Holme, Elizabeth D.....	" "
Holme, Eleanor, G.....	" "
Morrison, Anna.....	" "
Miller, Grace A.....	" "
Pierpont, Carrie L.....	" "
Stetzer, Robert B.....	" "
Schaible, Cora.....	" "
Shute, Mattie C.....	" "

Second Grade.

Emmell, Hattie.....	October 10th, 1898.
Lippincott, Vida L.....	" "
Dunmore, Anna M.....	February 6th, 1899.
Davis, Euphemia L.....	" "
Butcher, Elizabeth G.....	May 10th, 1899.
Currie, Edna C.....	" "
Coombs, Helen P.....	" "
Hogan, Alice W.....	" "
Morris, Elsie D.....	" "

Third Grade.

Dixon, Lida B.....	October 10th, 1898.
Dunmore, Anna M.....	" "
Edwards, Bertha.....	" "
Hall, Bill S.....	" "
Hogan, Alice W.....	" "
Logue, Estella.....	" "
Voute, Gertrude.....	" "
Garwood, Emma L.....	February 6th, 1899.
Herti, Emma.....	" "
Haines, Alice B.....	" "
Miller, Elizabeth A.....	" "
Moore, Helen G.....	" "
Parker, Edna M.....	" "
Schmutzler, Gertrude.....	" "
Burt, Emma R.....	May 10th, 1899.
Clark, Bessie.....	" "
Carll, Mary S.....	" "
Cable, H. J.....	" "
Dixon, Lide B.....	" "
Fox, R. Greta.....	" "
Guest, Mary E.....	" "
Henry, Evelyn.....	" "
Jaquett, Laura.....	" "
Kline, Louisa.....	" "
Kelly, Grace.....	" "
Lippincott, Mary W.....	" "

SCHOOL REPORT.

Perry, Joseph W.....	May 10th, 1899.
Pearson, Clara.....	" "
Stolz, Katie.....	" "
Sparks, Elizabeth.....	" "
Walker, Howard H.....	" "

SOMERSET COUNTY.

First Grade.

Fritts, Carrie.....	October 8th, 1898.
Compton, Eleanor.....	May 6th, 1899.
Lindsley, Margaret V.....	" "
Runyon, Sarah D.....	" "
Swick, Katherine.....	" "

Second Grade.

Conover, Gertrude.....	October 8th, 1898.
Crum, Henry H.....	" "
Holmes, Jennie W.....	" "
Higgins, Mrs. S. S.....	" "
Weldon, Blanche L.....	" "
Bolen, Alice.....	February 4th, 1899.
Berdine, Cornelia L.....	" "
Folsom, Josephine.....	" "
Genther, Garetta Q.....	" "
Opdyke, Addie F.....	" "
Voorhees, Mary R.....	" "
Weems, Wilbur W.....	" "
Hamilton, Charles S.....	May 6th, 1899.

Third Grade.

Beidelman, Eva L.....	October 8th, 1898.
Bauner, Bertha E.....	" "
Craig, Jonathan D.....	" "
Marchant, Helen.....	" "
Sheldon, Annie E.....	" "
Adair, Mabel G.....	February 4th, 1899.
Freuler, Elizabeth.....	" "
Thompson, Alice.....	" "
Wright, Edna M.....	" "
Warren, Laura B.....	" "
Cabell, W. Price.....	May 6th, 1899.
Folsom, Josephine.....	" "
Miller, Anna Kip.....	" "
Sanders, S. Louise.....	" "

SUSSEX COUNTY.

First Grade.

Osborn, Mae.....	October 8th, 1898.
Angle, F. F.....	May 6th, 1899.
Bedell, Anzie W.....	" "
Demarest, Anna C.....	" "
Sherred, William H.....	" "
Sherred, Mrs. William H.....	" "

REPORT OF SUPERINTENDENT.

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Second Grade.

Case, Anna M.....	October 8th, 1898.
Cole, Electus S.....	" "
Dunlap, Lizzie A.....	" "
Grenelle, Mrs. W. N.....	" "
Hursh, Warren C.....	" "
Hursh, A. Estelle.....	" "
Hetzel, Emma E.....	" "
Kyte, Sallie.....	" "
Smalley, Emily E.....	" "
Wilson, Ada E.....	" "
Cortright, C. N.....	February 4th, 1899.
Caykendall, M. D.....	" "
Hawk, Mrs. Sarah C.....	" "
Hutchinson, Emeline M.....	" "
Morris, Frank.....	" "
Ross, Jr., W. E.....	" "
Smith, George C.....	" "
Stoll, Bertha.....	" "
Whitney, Nellie S.....	" "
Blackford, Norma.....	May 6th, 1899.
Brink, Nettie.....	" "
Carpenter, M. Kate.....	" "
Couse, Louisa Linn.....	" "
Decker, Willard R.....	" "
Emmons, L. Mary.....	" "
Freeman, Grace.....	" "
Hoppaugh, Edith.....	" "
Hunt, Maude E.....	" "
Knight, Grace D.....	" "
Lamb, Annie R.....	" "
Marlott, Mabel E.....	" "
Wilcox, Arthur L.....	" "
Wyker, John D.....	" "
Young, Louisa A.....	" "

Third Grade.

Blackford, Norma.....	October 7th, 1898.
Decker, Willard R.....	" "
Dennis, Any R.....	" "
Dennis, Stella.....	" "
Depue, Alonzo.....	" "
Lanning, Ida A.....	" "
La Roe, Ida.....	" "
Ramage, Alice E.....	" "
Wyker, Lillie A.....	" "
Cole, Grace S.....	February 3d, 1899.
Dolan, W. A.....	" "
Hill, Mamie G.....	" "
Johnson, Martha J.....	" "
Kimble, Lizzie A.....	" "
Lamb, Mrs. A. R.....	" "
Maines, Walter S.....	" "
Roe, Linwilla.....	" "
Slackbower, Inez B.....	" "
Snook, Elizabeth.....	" "
Todd, Sarah.....	" "
Walsh, Mary F.....	" "
Williams, Etta J.....	" "
Young, Blanche B.....	" "

SCHOOL REPORT.

Armstrong, Sallie.....	May 6th, 1899.
Bowman, Ursula M.....	" "
Bross, Rowena.....	" "
Cook, Helen R.....	" "
Cuff, Mamie.....	" "
Dolan, Mamie.....	" "
Freeman, Marshall.....	" "
Gillson, Annie M.....	" "
Gunderson, Anna M.....	" "
Hunt, M. Edith.....	" "
Johnson, Mathis J.....	" "
Marlott, Mabel E.....	" "
McDede, Ernest S.....	" "
Oliver, Mattie E.....	" "
Oliver, Carrie.....	" "
Northrop, Elizabeth B.....	" "
Paddock, Nellie F.....	" "
Smalley, C. M.....	" "
Strait, Ora S.....	" "
Van Houten, Jesse W.....	" "
Watt, Violet.....	" "
Wintamute, Helen R.....	" "
Wyker, John D.....	" "
Winters, Frank.....	" "

UNION COUNTY.

First Grade.

Bennett, May E.....	September 3d, 1898.
Hardy, Elizabeth G.....	" "
Lathrop, John K.....	" "
Wood, Gussie E.....	" "
Ellis, George S.....	May 6th, 1899.

Second Grade.

Ludlow, Clifflie L.....	September 3d, 1898.
Rothermel, Ruth.....	February 8th, 1899.
Little, Nellie L.....	May 6th, 1899.
Osborne, Edith F.....	" "

Third Grade.

Halsey, Edna A.....	October 7th, 1898.
Potter, Margaret P.....	" "
Burgmiller, Agnes M.....	February 8th, 1899.
Hubbard, Edith.....	" "
Lode, Almeda.....	" "
Bunnell, Mattie C.....	May 6th, 1899.
Shotwell, Anna.....	" "
Wilcox, Hattie M.....	" "
Wright, Mrs. Annie B.....	" "

REPORT OF SUPERINTENDENT.

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WARREN COUNTY.

First Grade.

Beers, Ida.....	October 8th, 1898.
Creveling, Alice B.....	" "
Eilenberger, R. J.....	" "
Jones, M. T.....	" "
Kinney, Mary M.....	" "
Metz, Florence E.....	" "
Smith, W. R.....	" "
Sliker, George H.....	" "
Sanderson, W. L.....	" "
Scholey, Elizabeth.....	" "
Wilson, Samuel.....	" "
Burrell, Linnie M.....	May 6th, 1899.
Beam, Kate F.....	" "
Correll, Cora P.....	" "
Cope, Harold E.....	" "
Foster, Mame L.....	" "
Harris, Mrs. Charles E.....	" "
Leibelsberger, E. A.....	" "
Nie, Alice E.....	" "
O'Brien, Kate A.....	" "
Oppitz, Louis.....	" "
Rice, Mary.....	" "
Shafer, Martha R.....	" "
Sliker, C. Josephine.....	" "
Shafer, C. Olive.....	" "
Shipman, Cora S.....	" "
Swayze, Mrs. W. R.....	" "
Swayze, Frank H.....	" "
Sarson, A. H.....	" "

Second Grade.

Beck, Katie.....	October 8th, 1898.
Carter, May C.....	" "
Oppitz, Louis.....	" "
Reamer, Anna L.....	" "
Schrantz, Margaret.....	" "
Bell, E. J.....	February 4th, 1899.
Dunfield, Bertha.....	" "
Garris, Mamie.....	" "
Jacobus, Edith.....	" "
La Rue, Isaac N.....	" "
Phipps, Ella.....	" "
Walters, W.....	" "
Brugler, A. Dayton.....	May 6th, 1898.
Burd, Grace A.....	" "
Gibbs, Ella.....	" "
Howell, Mrs. Vesta.....	" "
Howell, Mrs. Sadie.....	" "
Raub, Lizzie.....	" "
Raub, Cora M.....	" "
Smith, Charles.....	" "
Stevenson, Bertha T.....	" "
Van Buskirk, Eleanor.....	" "
Wildrick, Estella M.....	" "

SCHOOL REPORT.

Third Grade.

Caines, R. P.....	October 17th, 1898.
Carling, Annie.....	" "
Carey, Delia.....	" "
DeWitt, Charlotte S.....	" "
Hamlen, Flora C.....	" "
Hamlen, Frances H.....	" "
Lerch, Bessie.....	" "
Myers, Carrie B.....	" "
Maloney, Etta.....	" "
Myers, Cordelia.....	" "
Robbins, Nettie D.....	" "
Raub, Lizzie.....	" "
Sessions, Catherine D.....	" "
Stern, Lillie.....	" "
Armstrong, Hutoka.....	February 4th, 1899.
Burd, Grace A.....	" "
Beavers, Mary F.....	" "
Barber, Orpha.....	" "
Gibbs, Ella.....	" "
Henry, Nellie M.....	" "
Kinney, Ira L.....	" "
Parker, Annie M.....	" "
Teeter, Lula.....	" "
Titman, Celia.....	" "
Titman, Ella.....	" "
Wildonger, Hermon.....	" "
Ward, Sadie K.....	" "
Walker, Mary.....	" "
Yetter, Florence.....	" "
Angle, Grace M.....	May 6th, 1899.
Arendt, Matilda.....	" "
Aten, Floyd.....	" "
Ackerman, Oscar W.....	" "
Chalmers, Jessie.....	" "
Dunfield, Myrtella.....	" "
De Witt, Charlotte S.....	" "
Hahn, Mary Ethel.....	" "
Harden, Ella.....	" "
Harting, Minnie.....	" "
Lanning, Rebecca H.....	" "
Rogers, Edward I.....	" "
Stewart, Clara.....	" "
Thompson, F. C.....	" "
Thompson, Bertha S.....	" "
Van Buskirk, D. S.....	" "

REPORT OF SUPERINTENDENT.

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TABLE XXIX.

The following table shows the number of children reported in each county in the State this year, the number reported last year, and the loss or gain in each:

COUNTIES.	1889.	1890.	Increase.	Decrease.
Atlantic.....	9,500	9,352	248	.....
Bergen.....	18,896	18,028	667	.....
Burlington.....	13,966	13,868	98	.....
Camden.....	24,951	25,016	.....	65
Cape May.....	3,171	3,148	33	.....
Cumberland.....	12,375	12,630	.....	245
Essex.....	86,708	85,413	1,290	.....
Gloucester.....	7,927	7,841	86	.....
Hudson.....	105,888	112,097	.....	6,214
Hunterdon.....	7,975	8,069	.....	94
Mercer.....	21,481	21,366	115	.....
Middlesex.....	18,182	17,937	245	.....
Monmouth.....	19,894	19,894	70	.....
Morris.....	15,119	15,208	.....	89
Ocean.....	5,163	5,033	130	.....
Passaic.....	40,821	40,480	341	.....
Salem.....	6,413	6,522	.....	109
Somerset.....	7,660	7,607	53	.....
Sussex.....	5,714	5,742	.....	28
Union.....	23,641	23,130	521	.....
Warren.....	9,301	9,523	.....	192
Total for State.....	463,565	466,714	.....	3,149

TABLE XXX.

Children Attending Private Schools.

Number of children in the State reported as attending private schools during the year :

Males	23,323
Females.....	23,209
Total.....	46,532

The following table shows the number of children, by counties, reported as attending private schools :

COUNTIES.	Males.	Females.	Totals.
Atlantic.....	103	150	253
Bergen.....	644	615	1,259
Burlington.....	652	670	1,322
Camden.....	719	664	1,383
Cape May.....	112	65	177
Cumberland.....	98	109	207
Essex.....	6,211	5,889	12,100
Gloucester.....	64	79	143
Hudson.....	6,587	6,691	13,178
Hunterdon.....	137	145	282
Mercer.....	1,559	1,493	3,052
Middlesex.....	1,309	1,469	2,778
Monmouth.....	241	319	560
Morris.....	775	818	1,593
Ocean.....	63	44	107
Passaic.....	2,084	2,024	4,108
Salem.....	55	49	104
Somerset.....	174	221	395
Sussex.....	28	31	59
Union.....	1,573	1,637	3,209
Warren.....	136	137	273
Total for State.....	23,323	23,209	46,532

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TABLE XXXI.

Children Attending No School During the Year.

Number of children in the State reported as attending no school during the year :

Males.....	48,111
Females.....	46,408
Total	94,519

The following table shows the number of children, by counties, reported as attending no school during the year :

COUNTIES.	Males.	Females.	Totals.
Atlantic	814	788	1,602
Bergen	1,901	1,931	3,832
Burlington.....	1,216	1,114	2,330
Camden.....	2,779	2,644	5,423
Cape May.....	89	87	176
Cumberland	1,867	1,058	2,925
Essex.....	9,859	9,841	19,700
Gloucester.....	629	404	1,033
Hudson.....	12,777	12,385	25,162
Hunterdon.....	379	411	790
Mercer.....	2,696	2,478	5,174
Middlesex.....	1,650	1,720	3,370
Monmouth	1,342	1,303	2,645
Morris.....	1,245	1,157	2,402
Ocean.....	250	232	482
Passaic.....	4,672	4,929	9,601
Salem.....	382	319	701
Somerset.....	606	539	1,145
Sussex.....	468	392	860
Union.....	2,770	2,566	5,336
Warren	712	620	1,332
Total for State.....	48,111	46,408	94,519

SCHOOL REPORT.

TABLE XXXII.

Number of Children, by Counties, in the State, over Ten (10) Years of Age, Unable to Read.

COUNTIES.	Males.	Females.	Totals.
Atlantic.....	7	9	16
Bergen.....	33	18	50
Burlington.....	25	22	47
Camden.....	60	46	106
Cape May.....	1	3	4
Cumberland.....	43	28	71
Essex.....	26	28	54
Gloucester.....	13	6	19
Hudson.....	81	63	144
Hunterdon.....	11	5	16
Mercer.....	28	35	63
Middlesex.....	14	13	27
Monmouth.....	23	11	33
Morris.....	24	5	29
Ocean.....	12	7	19
Passaic.....	152	369	516
Salem.....	5	2	7
Somerset.....	1	3	4
Sussex.....	5	10	15
Union.....	19	7	26
Warren.....	14	11	25
Total for State.....	595	695	1,290

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TABLE XXXIII.

*Number of Children, by Counties, in the State, under Fifteen (15)
Years of Age, Employed in Factories, Mines and Stores.*

COUNTIES.	Males.	Females.	Totals.
Atlantic.....	86	12	49
Bergen.....	81	76	137
Burlington.....	67	85	105
Camden.....	313	214	527
Cape May.....	11	4	15
Cumberland.....	243	26	269
Essex.....	597	437	1,034
Gloucester.....	167	10	177
Hudson.....	751	551	1,302
Hunterdon.....	8	7	15
Mercer.....	258	132	390
Middlesex.....	68	58	126
Monmouth.....	3	2	5
Morris.....	50	30	80
Ocean.....	1	.....	1
Passaic.....	847	675	1,522
Salem.....	70	5	75
Somerset.....	34	18	52
Sussex.....	19	12	31
Union.....	59	20	79
Warren.....	54	37	91
Total for State.....	3,737	2,364	6,101

SCHOOL REPORT.

TABLE XXXIV.

Number of Colored Children, by Counties, in the State.

COUNTIES.	Males.	Females.	Totals.
Atlantic	935	334	659
Bergen	285	309	544
Burlington	347	339	686
Camden	962	1,042	2,004
Cape May	105	104	209
Cumberland	301	316	617
Essex	1,052	1,112	2,164
Gloucester	237	205	432
Hudson	379	386	765
Hunterdon	67	71	138
Mercer	389	434	833
Middlesex	231	209	440
Monmouth	684	676	1,369
Morris	136	167	303
Ocean	21	19	39
Passaic	219	190	409
Salem	407	402	809
Somerset	203	188	391
Sussex	19	15	34
Union	393	395	788
Warren	54	42	96
Total for State	6,766	6,954	13,720

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TABLE XXXV.

Number of Children, by Counties, in the State, Unvaccinated.

COUNTIES.	Males.	Females.	Totals.
Atlantic	1,609	1,547	3,156
Bergen	1,982	2,076	4,057
Burlington.....	3,366	3,113	6,378
Camden.....	4,070	4,049	8,119
Cape May.....	910	939	1,849
Cumberland.....	4,637	4,261	8,888
Essex.....	2,873	2,951	5,824
Gloucester.....	2,171	1,914	4,085
Hudson.....	5,250	6,167	10,417
Hunterdon.....	2,084	2,010	4,094
Mercer.....	2,555	2,372	4,927
Middlesex.....	3,131	3,249	6,379
Monmouth.....	4,353	4,217	8,470
Morris.....	3,874	3,814	7,688
Ocean.....	1,881	1,756	3,637
Passaic.....	3,938	3,816	7,754
Salem.....	1,555	1,493	3,048
Somerset.....	813	819	1,632
Sussex.....	2,189	2,114	4,303
Union.....	1,310	1,288	2,598
Warren.....	3,162	2,976	6,138
Total for State.....	57,903	56,530	114,433

TABLE XXXVI.

Number of Children, by Counties, in the State, who are Deaf-Mutes.

COUNTIES.	Males	Females.	Totals.
Atlantic.....	5	2	7
Bergen.....	4	6	10
Burlington.....	5	4	9
Camden.....	3	4	7
Cape May.....	1	.....	1
Cumberland.....	2	1	3
Essex.....	20	16	36
Gloucester.....	8	5	13
Hudson.....	29	14	43
Hunterdon.....	.....	1	1
Mercer.....	7	6	13
Middlesex.....	5	3	8
Monmouth.....	6	3	9
Morris.....	.....	2	2
Ocean.....	.....	5	5
Passaic.....	8	9	17
Salem.....	1	1
Somerset.....	4	2	6
Sussex.....
Union.....	11	11
Warren.....	4	3	7
Total for State.....	117	87	204

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TABLE XXXVII.

*Apportionment of State School Moneys for the School Year
Beginning July 1st, 1899.*

Amount of State school tax.....	\$2,333,550 00
Amount of State appropriation.....	200,000 00
Number of children in the State, according to the School Census of 1898.....	466,714
Amount apportioned to each child from State appropriation of \$200,000.....	428527+

COUNTIES.	Number of children according to census of 1898.	Apportionment from appropriation of \$200,000.	Amount apportioned to the counties, being 90 per cent. of the school tax raised.	Amount apportioned out of the 10 per cent. reserve fund by the State Board of Education.	Total amount appropriated from the State school tax.	Total amount appropriated by the State.
Atlantic.....	9,252	\$3,964 76	\$43,947 28	\$4,883 03	\$48,830 31	\$52,795 07
Bergen.....	18,028	7,726 51	109,767 87	11,696 43	121,464 30	129,189 81
Burlington.....	13,868	5,942 74	56,158 49	6,239 83	62,398 32	68,341 06
Camden.....	25,016	10,720 06	91,156 00	11,628 45	102,784 45	113,504 51
Cape May.....	3,148	1,349 03	18,067 32	2,006 37	20,063 69	21,412 72
Cumberland.....	12,620	5,408 04	42,288 23	5,198 69	50,486 92	55,894 96
Essex.....	85,413	36,601 80	486,133 51	49,513 94	535,639 45	569,941 25
Gloucester.....	7,841	3,360 11	35,661 54	3,962 39	39,623 93	42,984 04
Hudson.....	112,097	48,036 62	393,777 78	43,753 09	437,530 87	485,567 49
Hunterdon.....	8,069	3,457 81	44,872 10	4,930 22	49,302 33	52,760 14
Mercer.....	21,366	9,155 93	109,309 21	11,895 47	120,704 68	129,860 61
Middlesex.....	17,937	7,686 51	68,287 10	7,698 57	75,985 67	84,672 18
Monmouth.....	19,824	8,485 15	115,444 14	12,827 13	128,271 27	136,766 42
Morris.....	15,208	6,517 06	68,622 82	7,402 54	74,025 36	80,542 42
Ocean.....	5,023	2,156 80	16,813 63	6,368 18	23,181 81	25,338 61
Passaic.....	40,480	17,346 80	149,781 10	16,642 34	166,423 44	183,770 24
Salem.....	6,522	2,794 88	35,031 11	3,892 35	38,923 46	41,718 34
Somerset.....	7,607	3,259 83	45,620 34	3,318 93	49,439 27	52,699 10
Sussex.....	5,743	2,460 63	27,686 67	3,555 18	31,151 85	33,612 48
Union.....	22,120	9,479 04	97,684 17	10,784 91	107,869 08	117,338 12
Warren.....	9,523	4,080 89	46,322 59	5,146 95	51,469 54	55,550 43
Total.....	466,714	\$200,000 00	\$2,100,195 00	\$233,355 00	\$2,333,550 00	\$2,533,550 00

SCHOOL REPORT.

TABLE XXXVIII.

County Superintendents.

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

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TABLE XXXIX.

City Superintendents.

CITIES.	NAMES.
Atlantic City.....	DR. WILLIAM M. POLLARD.
Bayonne.....	CHARLES M. DAVIS.
Bridgeton.....	WILLIAM E. COX.
Camden.....	MARTIN V. BERGEN.
Egg Harbor City.....	HERMAN DEITZ.
Elizabeth.....	WILLIAM J. SHEARER.
Gloucester City.....	J. C. STINSON.
Hoboken.....	A. J. DEMAREST.
Jersey City.....	HENRY SNYDER.
Millville.....	A. DUNCAN YOCUM.
Morristown.....	W. L. R. HAVEN.
Newark.....	C. B. GILBERT.
New Brunswick.....	W. CLINTON ARMSTRONG.
Orange.....	W. M. SWINGLE.
Paterson.....	DR. A. B. POLAND.
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.
Trenton.....	LESLIE C. PIERSON.

Reports of County Superintendents.

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Reports of County Superintendents.

ATLANTIC COUNTY.

S. D. HOFFMAN, SUPERINTENDENT.

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

DEAR SIR—I have the honor to submit this my fourth annual report as Superintendent of the public schools of Atlantic county for the year ending June 30th, 1899.

Arbor Day was generally observed throughout the county and exercises held in keeping with the proper observance of the day.

Owing to indisposition, I was unable to make as many visits as during the previous year. However, the required number of visits, under the law, was made.

The teachers have done excellent work and the number of graduates and the general success of the year bear witness to their efficiency. The attendance throughout the year has also been very good and shows an increase over that of the previous year. The Boards of Education have exercised greater vigilance in securing experienced teachers, so that, in proportion to the number employed, there are as many in Atlantic county holding State certificates as in any other county of the State.

Many of the teachers have attended the examinations consecutively, raising their averages and securing certificates of a higher grade in keeping with the general advancement along educational lines. In applying for a position, the teacher is subjected to a closer scrutiny by the Boards of Education, in their inquiry concerning his qualifications, and the grade and character of certificate held. Qualification and ambition are the teacher's best recommendations, while his certificate is the mirror in which they are reflected.

The public has been generous in raising money for school purposes, so that all the school expenses have been promptly met and the bonded indebtedness of the several townships made small, with the exception of one or two townships, where most of the lands therein are undeveloped and unused, furnishing small valuation upon which

to base taxation. However, the Boards of Education in these townships, by using strict economy, have succeeded in meeting most of their obligations and giving the children good school facilities.

As heretofore, Gloucester county joined with us in holding our institute, which was addressed by Hon. C. J. Baxter, State Superintendent; Dr. Emerson E. White, C. C. Rounds, of New York, and Miss Sarah Dynes, of New Jersey State Normal School. The instruction imparted was of an excellent character, and many pronounced the institute as being the most successful held for several years. If teachers were not benefited it was no fault of the instructors, as their addresses were replete with wholesome suggestions and practical enough to be easily applied in the furtherance of general school work. Another fact worthy of comment was the exceptionally good attendance of the teachers, there being but three absentees from both counties.

Three new school buildings were erected during the year—one at Dorothy, in Weymouth township, made necessary by the opening-up of the unimproved land in the township and the settlement therein of several families, principally foreigners, but furnishing bright and studious pupils, and two in Galloway township—one at Centerville and one at Pomona—all of which are ungraded schools. The buildings are not very large, though all are, nevertheless, constructed in such a way as to be comfortable and convenient. Renovations were made throughout the county, particularly in Mullica and Buena Vista townships.

The annual examination of pupils in the county course was held at the usual time. The pupils made a very good showing indeed and quite a large number passed successfully, constituting a large class to be graduated at our next Commencement, to be held sometime in November next. Not a few of the graduates will continue in school, taking a post-graduate course, while some have already made arrangements to enter the higher institutions of learning. A number of the graduates of the county course have taken and passed successfully the teacher's examination, and some have secured good positions as teachers in the county.

In conclusion, permit me to subscribe my thanks, as a slight evidence of my appreciation, to you for the many courtesies and kind support received at your hand during the year; and also to append a word of praise to all of the teachers and Boards of Education of the county for their unstinted co-operation, which has been a potent factor in the success of the year.

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BERGEN COUNTY.

JOHN TERHUNE, SUPERINTENDENT.

To Hon. Charles J. Baxter, State Superintendent :

DEAR SIR—The time has again arrived for another brief description of the year's work, and it is a pleasure to observe every feature improved. It could not be otherwise from the attention and interest manifested by the Boards of Education. They conduct their business in a more systematic and thorough manner each year, and it is astonishing to see the time and energy devoted to the cause by these busy people, in the selection of teachers and improvement of sanitary and other physical comforts for the children.

Nearly all of the 319 teachers employed the past year were either trained, college graduates, experienced or specialists; and a harder working or more enthusiastic body could not be found.

The Teachers' Institute was never surpassed for practical and intelligent instructors, and most of the excellent advice was appreciated and absorbed.

The following districts have bonded for new buildings: Bogota, \$7,000; Hackensack, \$16,000; Westwood, \$10,000; Harrington township, at Closter, \$13,500, and at Harrington Park, \$4,500.

Palisades Park borough was created a separate district with your approval, and \$2,500 voted to add a story to its building.

This gives Bergen county fifty-five school districts, which is, with the exception of cities, about one-sixth of the number in the entire State. You can readily understand the amount of clerical work required to meet this number of active Boards of Education.

Transfers of pupils is another trying duty. The isolated portions of townships and irregular contour of borough lines required the investigation of many applications, and 174 were granted. While some boards were opposed to individual cases, I have been lenient toward the children.

Many circulars of information and suggestions have been issued during the year to Boards of Education and teachers. More of them could have profitably been printed, but time and means force us to a limit.

LIBRARIES.

Pedagogical.—This library has been well patronized, particularly by young teachers and those preparing for the profession or taking courses in pedagogy. Horace Mann, in his seventh report, says: "In Prussia I uniformly found the educational periodicals of the day upon the tables of the teachers. Every new professional book of any promise was eagerly sought after."

We need not go to Prussia to observe these conditions now, for in this county the teachers of a district or large graded school unite in their subscriptions for a variety of educational publications embracing all sections of the country, and, in addition to our professional library, covering all standard and the best recent literature. I find that many Boards of Education have placed the several particular books referred to in the course of study upon the desks of the grade teachers for which they were designated, and they are referred to during intermissions. This method of supplying such books for leisure moments is commendable.

School Libraries.—In this direction I have devoted considerable time and labor the past year, and I realize more and more their value. Eleven additional units of the Wernicke Elastic Book-Case were added during the year by the Board of Freeholders, and hundreds of new books placed in them since the publication of my "Unique Catalog" last winter. There is no doubt about the success of the scheme. The new books for home reading adapted to all grades would seldom be discovered by the average library committee. The value of the plan lies in the fact that it is always up to date, as books are listed constantly and reference sheets kept for selecting in addition to those in the printed catalogue. The more elastic method of grading as arranged in the "Unique" is preferable to the yearly classification.

The State of New Jersey expends millions of dollars annually in training its children to learn to read, but an insignificant sum in furnishing suitable fields in which to glean, that they may read to learn.

And yet President Eliot says: "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."

How are we to establish this taste without a suitable school library that contains this informational and inspirational literature in abundance for all grades of pupils? Taking into consideration the fact that the masses leave school by the time that the middle of the gram-

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mar department is reached, it is evident that this reading must be begun in the primary rooms. Here is where we have erred in the past, partly through oversight and partly through want of matter.

The State Superintendent of Illinois says: "The use of the library in the school is three-fold. It clarifies the understanding, contributes to the joy of life, and is the most effective ethical instrument available." Observing principals verify this. They say the pupils are more responsive, express themselves clearer, and the general deportment and attention are remarkably improved. Unquestionably, the school with a good library has a decided advantage over the one without. The pupils not only acquire the taste and habit for reading at the proper time, but the information thus secured in a natural and enjoyable way reduces their labors as they advance in the grades. The teacher is also benefited as his reputation is strengthened by the more rapid progress of his pupils.

That the close attention given to the school library question was productive, the following figures will show: The number of books taken out this year was 65,421, an increase of 15,854 over the preceding year. It is not alone the quantity of books read, but the quality as well, that has done so much effective work.

The principals of East Rutherford, Garfield, Rutherford, Overpeck, Hasbrouck Heights, Fort Lee, Tenafly and Union Districts, deserve special commendation for their year's efforts.

We have reached the point where the public begins to recognize the importance of home reading, and thoughtful citizens are sending their checks to the principals in sums of ten and twenty dollars to encourage them. This is what Carlyle said would result when men get to discern the importance of a thing.

A few districts are adding books suitable for the citizens and those that have left school, making—as I suggested in 1895—a circulating library also. This plan works as was predicted, and is cementing the home and the school.

The advanced grammar and high-school pupils of Hackensack have read many books from my model school library, and by observing their selections I have been able to note popular books. Teachers and a few good critics have also assisted with their advice as to quality of books. It will take time and patience to cull the best list that will entertain, inform, inspire, and correlate, while training the children to read to learn in the various departments, and at the same time acquire that taste and habit for good literature which is the main object desired.

ARBOR DAY.

There is as much gratification over the increased attention given this day by the people as that given to libraries.

The reports from 94 schools show an aggregate attendance at the exercises of 4,271. This is an increase of 1,628 over last year.

There were 45 special addresses made, 115 members of Boards of Education present, and 158 not attending school that assisted in carrying out the exercises. There were 509 trees planted, 88 of which were maple and 400 arbor vitæ. Dewey received the greatest honors as to dedication.

The total receipts were \$212.83, the most of which was used for library books; 349 portraits and 475 framed pictures were reported as decorating the walls of the school buildings.

I have annually encouraged the principals to devote the day to the planting of trees, making flower beds, beautifying their school grounds and visiting woods, fields, parks or mountains, for observation; and to assign the literary part of the program for the entertainment of the residents to the evening.

This year 19 schools tried the evening plan and 2,153 of the total attendance were present in these schools, against 2,118 in the 75 schools that held the exercises during the day.

Of the \$212.83 collected, \$147.65 was taken in the 19 schools in the evening. We see the æsthetic culture due to this anniversary in nearly every school yard, but an enlarged appreciation of the beauty of the world of nature, and a familiar acquaintance with the literature representing it, will develop later with the growth of the pupils, in their home surroundings.

Goethe once said that "the beautiful is better than the good," which was afterward indorsed by the late John Stuart Mill, who said "the beautiful is better than the good, for it is the good made perfect."

Decoration Day has done for God's acre what Arbor Day has done for the school plot. They are the most impressive and expressive of all holidays. The next day given to the schools should be for the animal kingdom, and kindness to our dumb friends taught. Birds receive much attention already on Arbor Day, and being natural tenants of the trees they cannot be divorced from them.

EXAMINATIONS.

Teachers.—The questions for these examinations have constantly improved and much study must have been given to their preparation. Those for the May examination in orthography were most excellent, and I wish every teacher in the state could have received a set of them. The introduction of orthoepy was a valuable feature in this subject. Not sufficient care is given by some in the pronunciation of geographical and technical words when first studied, and I have clearly demonstrated in every grammar class-room that much poor spelling is directly chargeable to incorrect orthoepy.

Pupils.—The examination of grammar-school graduates began on Thursday, June 8th, and finished on Tuesday, June 13th. The

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questions were searching and practical. The number reported to receive diplomas was 325. Of this number 146 were required by the rules to take the examination ; 179 were exempt, but 62 of these also wrote answers to the questions at the request of their principals. From a careful examination and comparison of the results of these 62, I thoroughly satisfied myself that the exemption clause in the rules was a wise one. The averages in the various subjects were from eight to thirteen points higher, which, owing to the large number, can be no accident. Another consideration worthy of attention, is the fact that in nearly all of the schools containing the 62, excellent libraries prevail and much home reading had been done.

Next year we shall hold two examinations. The subjects of orthography, orthoepy and etymology, physiology, U. S. history, and geography, will be given the last week in January. The rest of the examination will be held the second week in June. A full set of questions, however, will be issued for the June examination for such as may have been deficient in one or more subjects in January, and for those that may have entered the grade from other places after that time.

This method will permit of semi-annual promotions, concentration of subjects, or alternation as preferred. This will save pupils from marking time at least six months.

My Circular of Greeting to the grammar-school graduates was more elaborate this year. It consisted of four pages 11x14 inches. The second page had for illustrations, Lincoln and Grant, "From Cabin to Capitol."

My address—"Youth is the Seed-Time of Life"—occupied the third page. On the fourth page were prose selections and poems of an inspiring and encouraging character.

Please accept my thanks for your kind expressions of approval concerning it.

MISCELLANEOUS.

Commencements.—The closing exercises of the schools bring out the majority of the residents, and these entertainments have had much influence in the voting of money. I attended four of them this year.

Classes.—Boards of Education are paying more attention to the number of pupils per teacher. The large amount of State moneys apportioned to this county, caused by the increased valuations, has been the means of adding more help in many schools and also of raising teachers' salaries. It was an excellent opportunity for many Boards, as the increase of appropriation was not known until the usual district taxes asked for at the annual meetings had been voted.

SCHOOL REPORT.

Visitations.—I have visited schools, Boards of Education and applicants for transfers as diligently as any person could, and attend to the rest of the work. I regretted that I was unable to attend the meeting of the County Superintendents in June, but I had two commencements on my hands for that day as I explained to you in my office.

I had the pleasure of visiting a school in Passaic county with Superintendent Wilcox, and I sincerely wish I had the time to visit more, as I was much benefited from the comparisons observed.

BURLINGTON COUNTY.

HERMAN A. STEES, SUPERINTENDENT.

To Hon. Charles J. Baxter, State Superintendent:

Dear Sir—I herewith respectfully submit my annual report of the public schools of Burlington county for the year ending June 30th, 1899.

Grammar-School Diplomas.—A county course of study was prepared during the summer of 1897, and placed in the schools in September of that year. The teachers and pupils were notified that an examination for grammar-school diplomas would be held after they had had sufficient time to familiarize themselves with the requirements of the course. About two months before the time fixed for the examination the teachers were requested to give approximately the number of pupils prepared to take the examination. By this means it was possible to estimate with some degree of accuracy the number of questions required, and it also served as a formal notice that the examination was about to pass from a conception to a reality. The examination continued four days, April 6th, 7th, 10th and 11th, with Saturday and Sunday intervening to relieve the strain. The teachers were required to examine and pass upon the work of their own pupils, after which all the papers were sent to the County Superintendent's office, where a committee of eight disinterested and competent teachers thoroughly re-examined the work and decided that out of a total of 182 who had tried the examination, 140 were entitled to receive the much-coveted grammar-school diploma.

The accuracy of the work was a delightful surprise, and showed plainly that the teachers had correctly judged the character and scope of the examination, due, no doubt, to the study of the requirements as given in the county course.

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Transfers.—Nearly eight hundred transfers were granted during the year; this not only added materially to the work of this office, but developed some perplexing conditions. Persons wishing to send their children to more advanced schools in adjoining townships have wilfully deceived the authorities as to their places of residence. Transfers were issued to their children to attend the schools designated, and not until vigorous protests against paying for children so transferred were made were the deceptions brought to light. A plan has been adopted for the future which it is thought will correct this evil. In some sections of the county there seems to be opposition to the payment of money for transfers, but it is hoped that a better understanding of the purposes of the law will eventually remove all objection.

Teachers.—With exceptions, we have reason to be proud of our teaching force. They are earnest, well qualified, conscientious. The county is to be congratulated upon this body of zealous workers. But there are exceptions. The number of teachers employed was 232, an increase of 12 over the preceding year, and of 32 since the year 1896. Of this number 59 were Normal graduates and 18 others have had special training for the profession. But 39 held third-grade county certificates, a decrease of 12 in one year. A slight increase in salaries has been made; male teachers were paid an average of \$63.65 per month, and female teachers an average of \$43.10. But how delusive are averages! The highest salary paid in the county was \$150 per month, the lowest \$25 per month; between these extremes are varying degrees of starvation and respectability.

If there is any possible way of impressing indelibly upon the minds and consciences of Boards of Education this divine truth, "As is the teacher, so is the school," it should be done without delay. The cause of wretched teaching reaches out into the lives of children. Human minds are not only starved, but warped. Goodness and truth and beauty are not made attractive. The peevish, fretful, small-minded, scolding teaching is an abomination, and should be banished from the school-room. If we are to have advancement in our schools, we must place competent teachers in charge. These can be secured if reasonable salaries are paid, and judgment and knowledge are used in the selection.

The Bureau of Information recently established by the State Board of Education has been of assistance to our local boards in the selection of teachers, and as its excellent management and reliability become better known its usefulness should be greatly extended.

Supervising Principals.—Four of our Boards of Education have taken advantage of the liberal provision made by the law for the payment of teachers who shall devote all their time to the work of supervision, one other has voted to make the change for next year, and five

others have the matter under consideration. Where it has been given a trial the teachers and boards are greatly pleased with the success attained, and if the State were to withdraw its additional support, this plan of constant supervision would be continued. In several parts of the county two or more districts could unite under one Supervising Principal, and thus secure the benefits of frequent and skillful supervision. The visits of the County Superintendent, where the school-houses are widely separated and numerous, must of necessity be brief and infrequent, and in a limited sense only can be helpful in matters of discipline and in suggestions as to methods of teaching. If the State would increase the amount given for this purpose to six hundred dollars it would be possible to extend the work so as to reach nearly every part of the State. Although there were five hundred and seven visits made by the County Superintendent, there was not the opportunity for that helpful and accurate supervision which modern school methods demand. There was too much rush, too much time given to gathering statistics, too much machine, no vital connection established between pupils and superintendent. With a well-equipped Supervising Principal in close touch with every part of his territory, the country schools could be made as efficient, or nearly so, as the city schools.

High-Schools.—In all parts of the county where high-schools are maintained, there has been a decided strengthening, not by increasing the list of studies, but by greater thoroughness. There is a commendable desire on the part of principals to have their schools placed upon the approved list. In nearly all the schools this elevating of the high-school course has had the effect of greatly improving the grammar and primary grades. The assertion is frequently made that the high-schools are being bettered at the expense of the lower grades. This is not our experience by any means. In every case where the high-school course has been enriched and strengthened, there has been a corresponding improvement in the grammar and primary grades. So long as this is the tendency, there need be no cause for alarm.

Small Schools —The number of teachers employed in the county is steadily increasing, and yet the total enrollment, average enrollment, and average daily attendance of pupils are as constantly decreasing. This seems like a peculiar condition—fewer children and more teachers. The explanation lies in the fact that the town schools are growing very fast, and hence teachers are added each year, while the rural schools continue the same in number, requiring the same number of teachers, but there is a great falling-off in attendance. There are several schools where the average daily attendance has fallen to eight or ten pupils. This cost of maintaining these schools is enormous if based on an average enrollment, amounting in some cases to \$40 or more per child. Why would it not be wise to close these small

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schools and transport the children to other and, if possible, better schools?

Buildings.—Three new school-houses were erected. In each case the plans were submitted to the educational department, and the suggestions made were followed in the erection of the buildings. At Fairview, in Delran township, a suitable one-story wooden building takes the place of the only stone school-house in the county. The "Old stone school-house," as it was called, was destroyed by fire in February, 1899. The new building is a decided improvement on the old in every respect, and is more centrally located. In Eastampton township a substantial one story wooden building, capable of seating forty-six pupils, was completed in time to be occupied in September, 1898. A very handsome high-school was built in Moorestown and ready for occupancy in September, 1898. There are three classrooms, library, principal's office, coat-room and hallways on the first floor, and a commodious assembly-room on the second floor. It has a modern system of heating and ventilating. The city of Burlington has voted to erect a large brick school building in West Burlington, and to make extensive repairs to the several old school buildings of the city. The sum of \$42,000 has been set aside for this purpose. When these changes are completed Burlington will be second to no other place in the county in the matter of school buildings. The borough of Riverton has made radical changes in the interior of their school-house, so as to adapt it to the departmental plan of teaching. In Bass River township the outlying school-houses are to be abandoned and the pupils are to be transported to a central school now in course of erection at New Gretna. In Washington township much needed repairs have been made to the school buildings, new desks have been supplied and an air of prosperity pervades the township.

MISCELLANEOUS.

Teachers' Meetings.—Nine meetings of the Teachers' Association were held. Advanced algebra, arithmetic and literature were the subjects taught. At the May meeting it was decided to change the character of the meetings and to hold but three meetings during the coming year.

Mothers' Meetings.—In two places in the county the teachers and members of the School Boards have organized Mothers' Meetings. Those interested report that the meetings have been helpful in many ways, but chiefly in leading parents to understand that the teachers really want to help the children.

Attendance.—Some improvement has been made in regularity of attendance, and there were about 6,000 less cases of tardiness reported than the year preceding. One hundred and fourteen pupils were neither tardy nor absent, a gain of thirty-five.

Board Meetings.—The County Board of Education was called together three times, but for some reason the members failed to attend and the meetings lacked the enthusiasm which numbers give. A committee of three has been appointed to prepare a letter requesting the attendance of the members at a meeting to be held early in November. Boards of Education have so much power placed in their hands that they should seize every means offered to gain a wide knowledge of their duties. They should place themselves under the best influences, so that they may be prompted to act, and to act wisely.

Kindergartens.—Riverton and Medford have established schools where kindergarten methods are followed. At several other places the instruction in the lowest primary schools is largely kindergarten. This blending of the kindergarten and the best primary methods produces satisfactory results.

Looking Backward.—Retrospection is profitable; mistakes should furnish us with valuable data for future successes. The school year just closed has not been one continuous round of educational victories; there have been bitter disappointments where triumphs had been looked for and rejoicing was the logical expectation. It is just possible that enthusiasm and helpfulness and earnest invitation are not potent factors where the quid pro quo is not too apparent. Here and there substantial progress has been made and the prospect seems bright. If these give room for encouragement our hands are held aloft.

CAMDEN COUNTY.

CHARLES S. ALBERTSON, SUPERINTENDENT.

To Hon. Charles J. Baxter, State Superintendent :

The school affairs of Camden county continue to be satisfactory. We feel that we are progressing with the age, and that we are helping keep New Jersey in the first educational ranks, and thereby making her great and prosperous and her people happy.

Irregular attendance is the most discouraging feature that we have to report, and I think our labors to secure more regular attendance are meeting with some success.

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Our teachers' organizations, both county and township, are being kept up, and the meetings are very interesting and helpful to the teachers.

A county association of school boards has been organized. Several interesting meetings have been held, at which many phases of school administration have been intelligently discussed, and the association has listened with marked appreciation to eminent speakers. We anticipate much strength from this organization.

I am pleased to state that very few changes were made in the teaching force this year. Some of the townships made no changes whatever.

Our boards seem to recognize the wisdom of getting good teachers and keeping them.

There has been a revival of interest in school libraries during the year. Many of our schools have raised amounts required for duplication by the state. Library committees have been appointed as provided for by law. Many of our libraries have been thoroughly reorganized and many new books added. The excellent catalogue published by yourself has been of great service to the committees, both for selection of new books and for classification of the old ones.

We have raised during the year, fifty dollars for our teachers' library. This excellent institution is of great value to our teachers, and is appreciated by them.

The "departmental plan," established in nearly all of our larger graded schools, is working admirably.

All the schools in the county participated in our annual examination of pupils. Our system of holding the examination at centres instead of at each school, is recognized by all as being the only means of securing a fair examination and a uniform test. A number of pupils were successful in passing the examination and received diplomas. It is noticeable that many of our successful pupils were from our ungraded country schools. The boy who obtained the highest average was a member of such a school.

One new school-house has been erected during the year. Several of the old buildings have been repaired and improved. The people of this county are to be commended for the liberal support they give to our public schools, and for their excellent judgment in selecting members of the school boards.

I desire to express my appreciation of the kindness and courtesy shown me by all connected with the schools in the county, as well as by yourself and by Mr. Betts.

CAPE MAY COUNTY.

AARON W. HAND, SUPERINTENDENT.

To Hon. Charles J. Baxter, State Superintendent :

DEAR SIR—The school year just ended has been unprecedentedly successful in our county, and I feel that the great cause has received an impetus which it is hoped will be productive of great results in the future. The goal of all our efforts has been and must be to install into the public mind a higher educational ideal in order to secure the most intelligent support of the schools.

This work must begin in the training of pupils to higher ideals. Once the people are awakened to the meaning of educational efforts in this direction their hearty support is assured.

An important factor in developing this principle is the surroundings. The school-houses of olden times are gradually giving place to more modern ones, though there are still buildings so little fitted to the uses which they serve and so evidently relics of bygone days, that they should find a place in a museum of antique things, rather than be continued in services as school-houses in these days of progress and advancement. Modern houses with proper sanitary appliances are necessities in every school district in order that the higher ideals may be developed under favorable circumstances. But even necessities are rarely obtained, except by insistence, and by gradual rather than precipitate approach. Most school-houses of our county as do not possess all the desirable features have been made very cheerful and homelike by the combined interest of teachers and pupils, papering, painting, curtaining and otherwisch improving interiors. Eighty per cent. of our schools have libraries of carefully-selected books, and additions are made with commendable regularity to all of them. There is general and marked improvement in these essential details, and the approach to the higher ideal is certainly hastened by attention to those more or less physical matters.

The Institute.—We may properly refer to the annual institute as the first great event of the school year. Our Cumberland county friends joined with us as usual, and the place selected by mutual consent was Cape May. The session began on October 31st, and concluded on November 2d. Recent institutes have all been highly

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enjoyable, and have been productive of much good, having, unquestionably, great influence in raising the standards, instilling enthusiasm and in shedding abroad the light of educational progress throughout our communities. Dr. E. E. White's lectures were very fruitful and were listened to with great attention by all. His lectures are readily understood and digested, because so full of epigrammatic phrases and trenchant sentences which vividly impress the hearer with the thought intended to be conveyed. Miss Grace Wood was also very effective in her talks on "Kindergarten." We find our Normal School instructors very acceptable in our institutes, and it seems to me that they are the most practical of institute instructors. Tuesday evening was devoted to a social reception, tendered by the teachers and superintendents of Cape May county to those of Cumberland. There was music and addresses, together with some literary exercises, which served to make those who attended somewhat better acquainted. Refreshments were served at the close of the evening. Dr. C. H. Rounds delivered a very interesting address.

Association of Members of Boards of Education.—The second conspicuous event of the year was the third annual meeting of the Association of the Boards of Education. The increased interest and large attendance at this meeting were particularly gratifying to me and appreciated. The members of our boards of education are among our most upright and representative men, whose keen personal interest in school matters I have very much desired and, I believe, now have. Everybody was pleased with this meeting and are awaiting the next, which will occur in December, at Woodbine, with interest. The proposition from Superintendent Willis, of Middlesex, the pioneer of the county organizations, for the organization of a state association, will be then presented and no doubt delegates will be elected to assist.

Annual Examinations—The annual examinations occurred during the week ending April 29th, and were the first to include the second-year work of our new high-school course, in which there were sixteen graduates. The examinations indicated careful and attentive work on the part of most teachers and pupils. The time for holding them was made later by two weeks than has been usual, with the idea of holding pupils in school as long as possible. The tendency has been for many to consider the school-year ended when the county examinations have been completed, and the remedy seems to be to postpone the date of examination to as late a day as seems to be possible, when the conditions in our rural communities are considered.

Teachers' Association.—Our Teachers' Association continues to be a most effective organization, and its five meetings per year among the most useful as well as pleasant incidents in connection with our school work. We were favored with the presence of Madame Van

Helden, a drawing-teacher of Philadelphia, during two sessions. One time at my expense and the other voluntary contributions from teachers, and she gave some very useful instructions in drawing.

Annual School Day.—The Eighteenth Annual School Commencement occurred at Cape May Court House on the Annual School Day, May 31st, and the exercises were very entertaining, while I could not look upon the array of bright and intelligent graduates without a feeling of pride in our county and these pupils of its schools. We appreciated very much, also, the presence of Mr. George A. Frey, of the State Board, who delivered an interesting address in the morning, and State Superintendent Baxter, who delivered an address and presented the diplomas to the graduates in the afternoon. The day was an extremely pleasant one, and we felt compensated for our difficulties on the previous commencement day, when Jupiter Pluvius used us so badly. An additional feature of the school day was a school exhibit, to which about one third of the schools contributed, and which proved very interesting. This was the first exhibit, and many teachers were in doubt as to just what would be required. All now understand what was aimed at, and all will contribute on the next occasion. The attendance this year was phenomenally great, and everybody seemed delighted with both exercises, graduates and exhibit.

My first term as Superintendent is now at an end, and I cannot refrain from expressing the pleasure I have found in the work, appreciation of the hearty co-operation accorded with very little exception from all sources, and the feeling that some good has been done.

I have labored with an eye single to the advancement of the schools, and such mistakes as I doubtless have made have not been those of the heart.

CUMBERLAND COUNTY.

JOHN N. GLASPELL, SUPERINTENDENT.

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

SIR—I have the honor of submitting this, my fifth annual report of the condition of the schools of Cumberland county, for the year ending June 30th, 1899.

The annual Institute of Cape May and Cumberland counties was held in Cape May city, beginning October 31st, and continued for three days. Nearly every teacher in both counties was present during

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the entire session, none being excused except on account of sickness or other valid reasons. Teachers of both counties look forward with a great deal of pleasure to the annual meeting, and gather much information by mutual intercourse, as well as from the lectures given. One evening was devoted to a social gathering of the teachers and friends. We also had the pleasure of your company at that time, which was appreciated very much, and your presence on that occasion, and the words of encouragement and advice from you, did much to lift up the teachers and send them back to their work with renewed vigor and enthusiasm.

Teachers.—From the fact that a school cannot advance beyond the educational standpoint of the teacher, it has been our aim to place in our schools the best talent that circumstances will admit.

The advantages to-day provided by our public schools afford an opportunity for ambitious pupils to become teachers under the most favorable circumstances. When they leave our schools they should have no difficulty in obtaining their first certificate, and should be in a condition to instruct the pupil morally and intellectually for the duties of good citizenship. The teacher of to-day must possess educational qualifications and natural talent, and have a desire to search out the best methods to apply in the school-room duties if he desires to be a success in his calling.

The teachers, as a rule, have received the support of the Boards of Education in matters pertaining to discipline and school management, and the pupils knowing that the teachers will be sustained in all reasonable rules by the Board of Education and the County Superintendent, but little trouble has been experienced during the school year.

Teachers' Association.—In January we held our first meeting in Vineland. It was well attended, though it was a very stormy day. We had Prof. Kemp, from East Stroudsburg Normal School, of Pennsylvania, also Miss Thomas, Supervisor of the primary schools of Atlantic City. Prof. Kemp gave us a lecture on "History in Relation to Geography." His discourse was a most excellent one, and the teachers were very much benefited. Miss Thomas illustrated with a class the Ward rational method of reading in a very satisfactory way, giving inexperienced teachers many points that were utilized in the schools of the county during the year.

Prof. Johnstone, of New Jersey Training School, gave a talk on "Child Study," which was very interesting as well as beneficial. We also had a good paper read by E. J. Hitchner, Supervisor of the Bridgeton schools, on "Promotions." W. W. Sheppard, of Shiloh, gave us a talk on "Psychology Applied to Teaching," which was well received. A general discussion by the teachers during the day showed that they were interested in their work. On the whole the gathering was very satisfactory, as well as beneficial to all.

Later in the spring we had a second meeting in the high school building at Bridgeton; this was even more successful than the first. The teachers of the county, with very few exceptions, were present. Miss Dynes, of the State Normal School, gave a talk on "Civics;" one of the best I have ever heard; she was mistress of the subject, and created an interest in the minds of teachers, who had given little or no attention to it, by showing that every child should know when he left school the way in which local and general governments are carried on, and be able to act intelligently when called upon to take a part in the duties of life.

Prof. P. B. Lyon, of the West Jersey Academy, gave us a talk on language, which was very instructive. He is a man of very broad ideas, and his way of demonstrating them was so clear that the most inexperienced teacher could take hold of the many good points he made, and put them to use in the school-room with good results.

Principal Nelson L. Roray gave a talk on short methods in mathematics, which was very interesting and instructive, and well received by the teachers.

We hope to have as good a gathering again next year, and if we get as good results as we have in the past will feel amply paid for the trouble and expense.

Teachers' Examination.—The October and February meetings of the Cumberland County Board of Examiners were held in Vineland high-school building, and the May examination in Bridgeton high-school building, and conducted according to the prescribed law.

A fact worthy of note that the holders of certificates of the lower grades and their ambition to obtain the higher grade of certificate, and those who have come before the board have given evidence that they have made careful preparation as a rule before presenting themselves for examination.

Progress.—In comparing our schools with the preceding year, I see much to encourage us; there has been a steady growth, though it may seem slow; there is a tendency on the part of the patrons of the school to the establishment of graded schools in the different townships, and quite a number of additional teachers have been employed in ungraded schools, so that the advanced pupils from the smaller schools in the township can attend, thus giving them equal advantages with those in our more advanced schools. The time is not far distant, we hope, when graded schools will be found in every township in the county.

Arbor Day.—Arbor Day was generally observed throughout the county. Superintendent Terhune's Arbor Day program and your Arbor Day circular were mailed to all the schools. Reports were received from all the schools, showing your circular was received and the program was used.

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ESSEX COUNTY.

ELMER C. SHERMAN, SUPERINTENDENT.

To Charles J. Baxter, State Superintendent:

SIR--I submit herewith my annual report of the schools of Essex county for the year ending June 30th, 1899:

The schools have shown a considerable increase, as usual, during the year, and have developed most satisfactorily in many ways. The rapid growth of population in the county severely taxes the people to keep pace with it in supplying adequate school accommodations. That they have met the demand so completely and promptly is a source of satisfaction to all interested in education. The record of the past year in the matter of school buildings completed, begun and provided for is not equalled by that of any previous year in the history of the county.

The new Nassau School in East Orange, completed and occupied in February, is one of the handsomest and most complete in all its appointments of any school building in the State.

The new West Orange High School, occupied June 1st, has long been needed. At a cost of \$40,000, a thoroughly well-equipped building is provided, in which are ample facilities for high-school work. The time-honored old Brookside school in Bloomfield has given place to a large modern building, the dedication of which was an occasion of much interest, not only to the townspeople but to many friends of the schools throughout the county.

The programme follows:

Singing.....	Chorus from the High-School
Dedication and Prayer.....	Rev. James Beveridge Lee
	Pastor First Presbyterian Church.
"New Brookside".....	Mr. William A. Baldwin
	District Clerk and Member Board of Education.
Address.....	Mr. Vernon L. Davey
	Superintendent of Schools, East Orange.
Address.....	Mr. Randall Spaulding
	Superintendent of Schools, Montclair.
General Singing, led by.....	High School Chorus
"Education in New Jersey".....	Mr. James Owen
	Member of the State Board of Education.
"The Schools and the Town".....	Mr. G. Lee Stout
	Representing Township Committee of Bloomfield.

"Education in Essex County".....	Dr. Elmer C. Sherman County Superintendent, Essex county.
Singing.....	High-School Chorus
Two-Minute Remarks—	
	Superintendent Marcellus Oakey, Belleville.
	Superintendent William R. Wright, Nutley.
	Principal Edward H. Dutcher, East Orange, Eastern School.

Bloomfield is also building two other school-houses similar to the new Brookside, that will be ready for use early in the fall of 1899. The three involve an expenditure of more than one hundred thousand dollars.

In Irvington a new primary school is in process of construction, and will be ready for occupancy September 1st.

Glen Ridge has authorized the expenditure of \$80,000, and ground has been broken for what is expected to be one of the finest school buildings in the country.

In Montclair a ninth school is being erected, to be completed September 1st.

The Washington School in West Orange, built only five years ago, and the Millburn Grammar School, of equal age, will both have their capacity doubled by additions. The former will be ready in the early fall of 1899.

Vailsburgh is building an addition to its school to be used as a kindergarten.

These building operations, covering half the districts of the county, and involving an expenditure of over \$300,000, are evidence of the value which the people of these localities attach to good public schools.

High Schools.—It is very gratifying to me to report that from September 1st, 1899, every child in Essex county (except in Brookdale, which has only one hundred children of school age), will have the opportunity for high-school training. This is made possible through the provision made in three small districts to send high-school pupils to neighboring schools at the public expense. In three other districts the high-school course at present covers but two years. This, however, meets all the present requirements, and it can be depended on to grow with the demand that will be created for it. The case of Brookdale is an apparent rather than real exception, as there happen to be no children this year in the district who could take advantage of high-school accommodations if they were offered.

Essex county has thus extended the high school to practically the whole of its school system without State recognition or aid. Nevertheless it would like to see the high-school made legally a necessary part of the school system of the State.

School Libraries.—The law placing the control of the school libraries in the hands of a specially constituted committee in each district has proven very beneficial. A largely increased interest has been

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taken in the libraries. Fifty-one schools have received a State appropriation—a larger number than in any previous year. Boards of Education have quite generally appointed the best equipped persons they could find in the community to serve on the library committee. The result has been to enlist outside aid in raising money for the libraries, and to increase considerably the amount thus raised. The committees were generally appointed and organized in September, 1898, and I have met with most of them once or twice during the year. Great care has been exercised in the selection of books; libraries have been catalogued; rules made for their use, and means found for giving better care to the books.

Preparation of Teachers.—Of 90 teachers newly employed in the schools during the past year, but two were without professional training, and only one was without both professional training and experience. The number of teachers employed has increased from 382 to 411; the number of graduates of the New Jersey Normal School from 59 to 82; the number of State certificates held from 157 to 189; while the number of third-grade county certificates has been reduced from 22 to 10. These figures speak for themselves as to the character of the teachers and the quality of the work demanded. It is encouraging to note in this connection that the salary paid is increasing, and is becoming more nearly commensurate with the service rendered. The average monthly salary paid female teachers in the county (excluding the cities) was \$59.92. This, although larger than in any former year, is not enough, when the exceptional qualifications of the teachers are considered, the high cost of living, and the fact that in making up this average a considerable number of high-salaried special and high-school teachers are counted. It is not too much to expect that the average salary of primary and grammar school teachers in Essex county should be \$60 a month, and I confidently expect to see that figure reached before many years.

Teachers' Meetings.—The Essex County Principals' Association has been an important factor in the educational work of the county. In addition to its regular meetings, it has conducted two general meetings for all the teachers of the county. One was devoted to methods of teaching reading, and the other to the Speer system of number teaching. Both were largely attended, called forth very earnest discussions, and were felt to be very profitable. The regular meetings of the association, held monthly during the school year, not only afford the means for discussion of questions of instruction and administration, but enable the principals to meet frequently in an informal way, and to confer regarding matters connected especially with the educational system of the county. It is proposed to broaden the scope of the association's work by holding more frequently general meetings of the teachers, and one or two meetings of special interest to school

boards. A pleasant close of the season's work was enjoyed in the form of a dinner, at which most of the principals were present.

Almost without exception the teachers of the several districts meet monthly, or oftener, for the purpose of conference, discussion or study. In many of the schools the teachers, under the leadership of the principal or superintendent, have joined in carrying on some course of professional reading.

General Educational Activity.—It is a cheering and encouraging thing for those actively engaged in educational work when the general public interests itself in an intelligent way in the work of the schools and in the study and discussion of those questions of instruction and administration which are not yet settled, and on which the opinion of the layman is often most helpful. Such encouragement is given to the educational workers of this country in many ways. An Educational Association in the Oranges provides a course of lectures on educational subjects each winter. This association is not made up of educational workers, but all teachers are invited to the lectures. A course the past winter, given by Prof. Howard Griggs, was most helpful and inspiring. "Mothers' Meetings" have been held in connection with a number of schools and have been found to be helpful. Women's Clubs discuss educational topics frequently and intelligently. In East Orange the Women's Auxilliary Committee visits the schools and reports to the school board with suggestions and recommendations. The "School Exhibit" has become a fixed institution in many of our schools, and is recommended to all. Parents who cannot visit the schools when in session gladly attend the exhibit, inspect their children's work, make the acquaintance of the teachers, and obtain a clearer conception of what the schools aim at and accomplish. The exhibit is the most popular school occasion of the year in many districts of this county. In several districts courses of lectures are arranged by the Board of Education during the winter. These lectures are free to the school children and their parents. They are on popular subjects, supplement in an excellent way the instruction of the school, and best of all perhaps are another means by which the parent and the school may be brought together. Such courses can generally be provided at small expense and often local speakers can be found who are able to talk entertainingly on topics connected with science or travel.

School Boards.—In reporting the condition of the schools and noting the elements which contribute to their success, I should be lacking in appreciation if I failed to mention the high character and ability of the men who compose the boards of education. A large proportion of them are busy men of affairs who serve the public in this capacity at considerable sacrifice. To their wisdom and labor is due much of the progress which has been made and is constantly

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being made in our schools. No position in the community carries with it greater responsibility. Those communities are wise that select for this honorable office their best citizens—men whose sole purpose in the conduct of their office is to obtain the best schools possible. In this respect we may, in confidence, ask other communities to come to Essex county for an example.

GLOUCESTER COUNTY.

WILLIAM H. ELDRIDGE, SUPERINTENDENT.

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

I have the honor herewith to present my annual report for the school year ending June 30th, 1899.

No school buildings have been erected the past year, but the Franklin Township Board of Education rented a small building at Porchtown, fitted it up and opened school in it. The organization of this school is not altogether approved. Its enrollment for the year was 16, average enrollment 15, and average attendance 9, with no prospect of its enrollment growing greater. These children could be carried to graded schools No. 2, Malaga, or No. 3, Franklinville, and there receive the advantages of graded work, of greater incentives to work and of broader associations, at a less expense than it costs to support the new school. This Board of Education was urged to transport these children, but the arguments used failed to overcome the feeling that the taxpayers of the township would complain. There are at least four other sections of the county in which the school-houses should be closed and the children transported to other schools. The only reason for its not being done is that the people will be dissatisfied. However, Logan township closes one of her schools, and Woolwich one small one. Logan invites her children from the closed school to School No. 2, at Bridgeport, and increases the number of teachers in No. 2 one. Woolwich asks the children from her closed section to School No. 1, at Swedesboro, and increases the number of teachers in No. 1 one. I feel confident that at the close of the following year more of the small schools of the county will be closed, the children centralized in larger schools, thereby increasing the interest, raising the grades and making the school-work more effective in those parts. I am called upon to issue many transfer certificates. This year 426. At least 70 of these were petitioned,

that the boys and girls might enjoy the privileges of graded schools. This alone is argument enough for more thorough and higher school-work than we find in too many parts of our county.

While no new buildings have gone up, many of the old ones have been repaired and repainted inside and out, and a few refurnished. At the annual meetings last March, Greenwich township voted \$4000 for remodeling and enlarging School No. 1, at Paulsboro. When this building is completed it will contain nine rooms, and be one of the finest school buildings in the county. It is to be constructed of brick. South Harrison township voted money for a new building to take the place of No. 1, at Harrisonville. This will be a handsome two-roomed house. At Barnesboro, Mantua township, the school-house will be remodeled and the school changed from an ungraded to a graded one. Our school properties are improving. Greater progress has been made for the comfort and health of the children the past five years than during any period of ten years prior to the passage of the "Township Act" in 1894.

Our indebtedness is on the decrease. We owe to-day \$40,790 on an estimated valuation of \$208,600.

Gloucester county is mostly rural. For some cause the assessed value of our taxable properties is growing smaller, which necessitates, each year, a decrease in the amount of State moneys coming to us, thereby causing larger amounts of special tax to be raised or the schools to suffer. I am pleased to note that, to the present time, our people have kept up the special school tax rate and each year the feeling for the schools grows stronger. Most of the odium that falls to our schools comes from the tax rate. I am of the opinion that, could the assessed value of our properties be made nearer the real value, the rates would be lowered, less adverse criticism would come to us, and our schools would make more rapid progress. Or, if a greater State school fund from some source—say income from trust corporations—could be set aside for the use of the schools, the educational interests of our State would grow more rapidly.

Four counties, Cape May, Ocean, Salem and Sussex, receive less State money for the following year than this county; and five raise less special tax for school than Gloucester. I have met all the boards of education as required by law. We have been unfortunate this year in our County Trustee Association; few meetings were called.

Our teachers are doing good work. Still striving after the better by holding their interest in the teachers' gatherings, still hunting for and obtaining the better in methods and improving in discipline. I am pleased to write that compared with the time nine years ago there is very little punishment required in our schools of to-day.

Our County Teachers' Association held its number of meetings during the year. The instructors were among the best and the attendance of the teachers very good. I am proud of the interest shown by our teachers in these gatherings.

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Atlantic and Gloucester Counties' Union Institute was held at Atlantic City the first week in November. The programme was exceptionally strong and the teachers speak in the highest praise of the instructors and their work.

A revised course of study was placed in the teachers' hands at the beginning of the year. This course is meant simply to outline eight years of work. The method is left to the teachers. Each year's work as given in the course is expected to be accomplished ; but if the teachers can supplement or broaden we are glad, and hope many may. Following the work as outlined in the course of study, comes in May each year the pupils' yearly examination. The certificates which a successful examination brings to the pupils prove an incentive for greater efforts and a closer application to school work. The course of work together with the examinations hold our children in the schools longer, not only at the end of each year but add one, two and three years to the school lives of many boys and girls through this section.

The County Board of Examiners held, as the law directs, three teachers' examinations. In October there were 34 applicants ; 6 were given first, 9 second, and 6 third-grade certificates. At the February session, 7 second and 12 third-grades were granted, out of a possible 31 ; and at the close of the May examination we gave 6 first, 9 second, and 13 third-grade certificates. Applicants, 59.

The schools were visited as required by law. Many more frequently. Many of the teachers appreciate encouragement, and a few need advice and help.

Arbor Day exercises were held in nearly every school. Many of them set out trees ; others planted flowers. A few of the school-grounds in this county consist of acres of forest trees. A few of the houses have one-half acre or more of woods around them, and one has a grove of one acre of maples surrounding it. I am frequently asked by teachers in these communities whether or not they shall set out more trees. I am at a loss for an answer. An interest is kept up in school libraries. Quite a number of schools have applied for and received State aid. Glassboro, No. 1, purchased 250 books for her school library.

Clayton, Glassboro, Swedesboro, Williamstown and Woodbury support night schools four and five months during the year. These schools, with the exception of the one at Williamstown, are well attended and much appreciated by the patrons—the glassworkers.

In closing I would thank all who are interested in school work for the kindly interest and help they have given me.

HUDSON COUNTY.

EDWARD A. MURPHY, SUPERINTENDENT.

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

DEAR SIR—I herewith present my second annual report of the condition and needs of the Hudson county schools, and in so doing I wish to again extend to you and Deputy State Superintendent Betts my thanks for the assistance and kindly advice you have so frequently and freely given.

The course of study for the primary and grammar grades, which was foreshadowed in my last report, went into operation in all the schools on the opening day last September. While the course is doubtless far from being an ideal one, yet I feel much gratified at the reception it has met from boards of education, principals and teachers. They have endeavored to carry out its provisions to the letter, and, as a consequence, this year has witnessed long strides towards uniformity in results and system in teaching in the Hudson county schools. However, I feel that the success that has attended its introduction is more largely due to the efforts of principals and teachers to follow the instructions given than to any inherent merit in the course itself. In last year's report it was recommended that more stress be laid upon language-work ; that it was our impression that the majority of the pupils who were graduated from our grammar schools were unable to give written expression to their thoughts in good, clear, forcible English. With a view of correcting this defect as far as possible, our energies during the year have been devoted to a better teaching of English. During my visits last spring, in order to obtain reliable data, I required the eighth grade pupils to write compositions upon subjects assigned by me and from outlines which I had previously prepared. Unfortunately there were a few schools in which I was unable to make this test, as I did not commence this work early enough in the spring. However, enough papers were examined to confirm my impression that more time should be devoted to the teaching of English. In order to forcibly impress this fact upon the teachers and thereby insure a more practical and thorough teaching of English in the future, the eighth grade examination (the first uniform test that has been held) was a radical departure from the old ten-question style of examination. The questions on all the subjects were broad ones and designed to test the pupils' powers of expression and

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general intelligence as well as their knowledge of the particular subject.

The following are a type of the questions in history, geography and language:

HISTORY.

Write as fully as you can of the settlement of New England, describing the social, religious and business life of the settlers.

Give a brief account of the industrial development of the United States from the close of the revolutionary war to the beginning of the civil war, and name three inventors who have contributed largely to such development.

Give an account of the slavery question from the adoption of the Missouri Compromise to the abolition of slavery.

GEOGRAPHY.

Write a description of one of the following countries, touching upon (a) position on the earth, (b) capital and principal city, (c) chief mountains and rivers, (d) vegetable and mineral productions, (e) character of people: England, Germany, France, Russia.

Write as fully as you can of the people of one European and one Asiatic country, comparing them.

Write as fully as you can of the effects of climate and location upon the civilization of a people.

LANGUAGE.

Dictation Exercise.

The waters slept. Night's silvery veil hung low on Jordan's bosom, and the eddies curled their glassy rings beneath it like the still, unbroken beating of the sleeper's pulse. The reeds bent down the stream; the willow leaves, with a soft cheek upon the lulling tide, forgot the lifting winds; and the long stems, whose flowers the water, like a gentle nurse, bears on its bosom, quietly gave way, and leaned, in graceful attitudes, to rest.

Write a formal invitation to attend a social function.

Write a formal acceptance.

Answer an advertisement applying for a position as a teacher, a salesman, or a bookkeeper. Be careful to give (1) age, (2) qualifications, or preparation for the work, (3) experience, if any, (4) references. If the applicant has had experience, a satisfactory reason must be given for being either out of a position, or for desiring a change.

Write a letter of friendship.

There were twenty questions presented on each subject, the pupils being required to answer ten. In arithmetic the questions were divided into five groups of four questions each, the pupils being required to select two from each group. At first sight it might seem that giving an option of any ten questions out of twenty would make the examination so easy as to be practically no test at all, but that depends altogether upon the character of the questions. A uniform examination for a large number of pupils studying under varying conditions, unless it is very broad, is bound to be unfair. It is almost impossible to prepare an examination that does not contain some "catch" questions. Therefore, to avoid this as much as possible, twenty questions were given on each subject, many of which were taken from tests that had been previously held in some of the leading educational centres of the United States. While these questions were designed to test the general intelligence of the pupils, yet in their preparation our primary object was not to determine the individual pupil's fitness for promotion, but to obtain definite data as to the kind of work being done by the teacher, as I am a firm believer in Col. Parker's theory that the proper way is to see whether the teacher is doing the work required, and if she is to trust to her judgment as to the fitness of any particular child for promotion. The examination-papers were graded by the teachers who conducted the examination, after which they were filed in my office. I am now engaged in examining these papers myself, as I believe that, from the questions selected by the pupils, the character of the answers, and the teacher's marking I can obtain a definite idea of the work of each school. While this involves a great deal of labor, in fact at first sight seems to be a work of supererogation, yet I feel that in this way I can obtain a better idea of the efficiency, both comparative and otherwise, of the various schools than by any other method. When this work is completed I shall report to each principal the weak and the strong points that are evidenced by his papers, expecting that stress will be laid upon the correction of the weak points, and that next year the papers will show a marked improvement.

Grade Meetings.—The grade meetings that were inaugurated the year previous were continued this year. Kindergarten work was practically exemplified by Miss Clara M. Gittens and Miss Mary McKinley, of the Union Hill schools. The first year's work, in which all the lines indicated in the course of study were exemplified, was conducted by Miss Florence Thompson and Miss Helen M. Cavileer, of the West New York schools. Miss Frances Fritz, of School No. 1, West Hoboken, conducted the third year's grade meeting, and Miss Mary C. Lucas, of West New York, had charge of the fifth year's work. These meetings were conducted on the same plan as last year; the teacher showing, with the aid of her class, what

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should and could be done during any particular year. The high standard set by the initiatory meetings last year was maintained this year, resulting as a consequence in great good to the schools of the county. The fourth year's meeting was conducted by myself. I endeavored to amplify the work of fourth year geography, as outlined in the course, and also show how it should be presented. During the coming year it is proposed to continue these meetings; the work of the second, sixth, seventh and eighth years to be presented.

The Hudson County Teachers' Association, which was established a year previous, held three meetings during the year—one in October, one in February and one in May. In October the late Mr. Bissell gave a highly interesting and instructive talk on the "Correlation of Geography with Other Subjects," and Superintendent Gilbert also gave an entertaining and helpful talk on "Teaching General History in the Grades." At the February meeting Superintendent Demarest addressed us on the subject "Penmanship in the Public Schools," and I gave a talk on "Language: Why? What? How?" in which I tried to show the rationale of our course, and how to carry it out. The exercises at the May meeting consisted of interesting talks by Supervising Principals Ortel and Waters, the first-named gentleman addressing the association on "Art Education; Historic and Modern Art," and the latter on "English Literature." Principal Oliver, chairman of the Committee on Child Study, also presented a report, which because of its valuable character is reproduced here in full.

REPORT OF THE COMMITTEE ON CHILD-STUDY.

Mr. President and Fellow-Teachers of Hudson County:

At the beginning of the school year of 1899 and 1900, the teachers of Hudson county, with a few exceptions, will be confronted with pupils that are practically strangers to them, yet the teachers are expected to guide these pupils wisely, inspire them, help them to form useful habits, and at the same time guard their health and promote a proper and reasonable enjoyment of life. With this responsibility resting upon them, the best possible understanding of the health conditions, characteristic traits and outside interests of pupils, particularly the more advanced ones, is of supreme importance. The only source from which this information can be obtained is the parent. While we realize that we are putting parents to a great deal of trouble in asking them to furnish the desired information, yet such information, which they alone can give, given after a careful consideration of such questions as may be properly submitted, cannot do otherwise than result in a benefit to all parties concerned.

Following the thought outlined, the Committee on Child-Study deemed it wise to suggest the use of two forms: A parents' form,

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which considers the health conditions, school work, and outside interests of the pupil; and a teachers' form, which approaches the subject from a practical psychological standpoint. The forms are as follows:

PARENTS' FORM.

Pupil's name. Pupil's age. Pupil's residence. Parent's name.

Health Conditions.

1. Condition of health during last year or two.
2. Any tendency to headache?
3. Is eyesight defective?
4. Is hearing defective?
5. On returning from school is there any headache, nervousness, fretfulness, or low spirits?
6. Does this appear marked at the end of the week?

School Work.

1. About how much time is spent in study at home in the morning?
2. In the afternoon?
3. In the evening?
4. Are regular stated hours observed, or is the studying done spasmodically?
5. Are the lessons taken up willingly, or is there need of urging on your part?
6. Do you think too much is required by the school?
7. Which study, if any, is spoken of as the most difficult?
8. Which as the easiest?

Outside Interests.

1. Mention things in which particular interest is permanently shown.
2. About how much time is spent in reading books not connected with school work?
3. To what extent, if any, is the public library made use of?

TEACHERS' FORM.

Name..... Grade..... Temperament..... Age... .. Health.....
 Parentage.....

Recorded by:

- | | |
|--|-----------------------------------|
| 1. Observation. | 8. Self-control. |
| 2. Memory, verbal. | 9. Influence on others. |
| 3. Memory, logical. | 10. Language. |
| 4. Imagination. | 11. Subject of greatest interest. |
| 5. Quickness of conception. | 12. Subject of least interest. |
| 6. Originality. | 13. Greatest mental deficiency. |
| 7. Sense of right. | 14. Greatest physical deficiency. |
| 15. Leading feeling through which to govern. | |

Remarks.—Grade pupils excellent, medium, poor; or, excellent, medium, weak; or, strong, medium, weak, as the appropriate topic may require.

In addition to the above meetings of teachers and principals, two principals' meetings have been held, at which topics touching upon the general welfare of the schools were discussed. At the first meeting, in response to a circular sent to county superintendents, a com-

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mittee consisting of Principals Dwyer, Ortel, Van Syckle and myself were appointed to formulate needed changes in our laws and present them to the committee on revision of school laws. While our report was very radical, and possibly would have stood no chance of legislative sanction, yet we feel that we indicated some of the crying needs of our schools, and that even the adoption of a few of its provisions would have resulted in great good. Believing that many of the defects of our school system result from the inadequate preparation required for admission to the profession, we advocated the abolition of the third-grade certificate and the issuance of a provisional certificate, good for three years, corresponding to our second-grade certificate, the holders of which would be required to attend summer school for five weeks each summer for three years, at the expiration of which time, upon passing the required examination, they were to receive certificates corresponding to our present first-grade county certificate. We also urged the establishment by the State of summer schools to accommodate the holders of these provisional certificates. The committee also recommend the establishment of another Normal School somewhere in the northern part of the State; the publication by the State Agricultural Department of Nature-Study leaflets, and that the schools now maintained in the various almshouses throughout the State be placed under the supervision of the State Department of Public Instruction, and that no one be allowed to teach therein who had not had five years' previous experience, and who did not possess a State certificate. In making this suggestion the committee proceeded on the theory that children who are public charges, and thus deprived of the advantages enjoyed by other children, should receive from the State the very best training, and that the care of these unfortunates should not be entrusted to untrained or incompetent teachers; that no teacher should be eligible for a position in such a school unless she was one who had received special preparation for the work of her profession, and whose capacity for teaching had already been demonstrated.

The annual Institute was held November 23d, in School No. 1, Jersey City. As usual there was a large attendance, so large that even No. 1's capacious assembly room was taxed to its utmost. The exercises consisted of two addresses by Dr. Rounds: "Character Building," and "The Imagination the Creative Faculty of the Human Mind"; two addresses by Dr. Redway: "The Correlation of Geography with Human Industry," and "Some Geographical Misconceptions"; a talk by Dr. Seeley on "Politeness"; and, to round up the entire day's work, Dr. White gave us one of his interesting and logical talks on the "Three Kinds of Teaching." The exercises were interspersed with vocal selections by Miss Mabel Wiggins, of Hoboken, accompanied by Miss Carrie Perry, also of Hoboken, and by Miss Clara Appoldt, accompanied by Prof. Arnemann's Orchestra, all of

Union Hill. These selections were all rendered exceptionally well and added greatly to the success of the day's exercises.

Last year I had occasion to speak of the overcrowded condition of some of our schools, but fortunately the congested condition of these class-rooms will be relieved this year, as soon as the buildings now in course of erection are completed. Weekawken has in process of construction a \$15,000 addition to one of her buildings; North Bergen is spending \$28,000 in additions to three of her school-houses; West Hoboken is expending \$45,000 in the erection of a new building; while West New York has called for a \$33,000 bond issue for a new school-house. The completion of these buildings will furnish ample accommodation for present necessities. In fact, with one exception, Guttenberg, when these buildings are finished, every community will have modern school-houses sufficiently capacious for present needs. The school-house in Guttenberg is in such a condition that I would condemn it if it were possible for them to build another, but unfortunately at present that is not possible. The lack of proper school accommodations is not due to the parsimony of the citizens, or the negligence of the Board of Education. All recognize the necessity for a new school-house, but certain legal complications have arisen that prevent them from issuing bonds for the erection of a new building.

The attendance at the county examinations this year was unusually large; a great many, however, were there for the purpose of raising their average; trying to reach that goal—a first-grade certificate with a general average of 85%. There has been a notable improvement in the examination papers. Many of the teachers have been doing systematic study, some under instructors, and their examinations evidence the work they have done. Last May, for instance, there were more successful candidates in Algebra than at the two previous examinations taken together; the teachers as a whole have been working hard to improve themselves, both academically and professionally. The most striking instance of improvement can be seen in the answers given in the professional subjects and the answers given to the professional questions which crop out in the academical subjects. There have been a number of conferences held with teachers who were striving for higher certificates or improved averages. At these conferences the use of question books has been very strongly condemned, and books for reading and study have been very recommended, and I attribute the improved character of the papers to the systematic work done by these teachers. There has been an increase of 25 in the teaching force the past year and an increase of $4\frac{2}{3}$ per cent. in the number of trained teachers employed, the percentage of trained teachers now being $22\frac{2}{3}$ as against $17\frac{1}{3}$ per cent. for the previous year. While this increased percentage is not as large as we would liked to have seen, still it is a move in the right direction, and coupled with the efforts that the teachers, trained and untrained, are making for

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professional improvement, is most gratifying, and bodes well for the future of the schools.

In conclusion I wish to thank the various Boards of Education, principals and teachers for the support they have given me and for the uniformly pleasant relations that have existed during the past year.

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JASON S. HOFFMAN, SUPERINTENDENT.

To Hon. Charles J. Baxter, State Superintendent :

DEAR SIR—The following report for the school year ending June 30th, 1899, is respectfully submitted :

School Buildings.—One new two-room building was erected early in the year, and many needed repairs have been made. The statistical tables accompanying this report show more than an average increase in this item. It is confidently believed that a better day has dawned. Never in the past history of public education in this county was there so general an effort as at present to render school-houses healthful, comfortable and convenient.

Course of Study.—The second year's work under the uniform course of study has shown very gratifying results. It has proven a safe yardstick, and banished the "hobby-horse." June 5th, 6th and 7th were examination days. Each district had one appointed place where the examination was in charge of persons not directly interested in the result of the applicant's work. The work is all sent to this office, carefully looked over and filed. Eighty-seven grammar-school diplomas were issued. The following questions were used :

DIRECTIONS FOR THE ANNUAL PUPILS' EXAMINATION FOR GRAMMAR GRADE DIPLOMAS.

1. Write your name and the subject of examination distinctly at the top of each page.
2. You need not copy the questions, but be careful to number each answer to correspond with the number of its appropriate question.
3. If unable to answer any question, write its proper number, and opposite the same write "I cannot answer."
4. In answering questions in arithmetic, give the work as well as the result.
5. As soon as one exercise is finished, hand it to the examiner before beginning another.

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6. After beginning a set of questions, do not leave the room without the permission of the examiner in charge, until that exercise is completed.
7. Avoid all communications with other candidates, with visitors, or with any one else except the examiners, either by talking or otherwise. Exercises prepared in violation of this rule will be rejected.
8. All referring to text-books, or to printed or written abstract of any kind, is forbidden. A violation of this rule will cause your entire examination to be rejected.
9. Do not tear off any portion of the page that may remain after you have finished a set of questions, but leave the sheet whole, as the papers are to be bound for preservation.
10. Special attention will be given to correctness in orthography and composition, and to neatness, order and general appearance of the examination papers.

Examiners will please make known the above directions to each applicant. Questions to be used at this examination are sent from this office in three separate sealed packages; each package should be opened only upon day for which it is designed, as indicated on the wrapper.

Ten questions are given in each subject, each question being entitled to a credit of ten, when perfectly answered.

All papers handed in should be carefully preserved and sent as soon as possible to county superintendent's office.

EXAMINATION FOR PUPILS WHO HAVE COMPLETED COURSE OF STUDY.

MONDAY, JUNE 5TH, 1899.

Arithmetic.

1. Find the L. C. M. of all the Prime Numbers between 2 and 17, inclusive.
2. Find the product of the H. C. F. and L. C. M. of 128, 384, 768 and 2304.
3. Divide \$640 among A, B, C, so that B may have 6 times as much as A and C $1\frac{1}{2}$ times as much as B.
4. A solid whose base is 10 in. sq. and altitude 8 in. equals what part of a 10 in. cube?
5. If there are 48 children in a room 20 ft. long, 18 ft. wide and 10 ft. high, how many cubic feet of air to each child?
6. Find interest on \$1464.75 for 3 yrs. 6 mos. and 15 days, at legal rate.
7. What is the weight of the water in a full rectangular cistern 7 ft. by 3 ft. by 10 ft., if a cu. ft. of water weighs 1000 oz.?
8. A wagon body 10 ft. long, 3 ft. wide and 18 in. deep holds 36 bu. of corn. If its width be increased 3 in., how many bushels will it hold? Had its height been increased 3 in. and its width remained 3 ft., how many bushels would it have held?
9. What is the actual cash value of a note of \$600 due two years from to-day and drawing 5 per cent. interest, payable annually?
10. A certain lot is 80 ft. by 128 ft. How many 16 ft. boards will be required to make a five-board fence around it? If the boards are 6 in. wide, how many feet of lumber in entire fence?

Reading.

1—6.

What's hallowed ground? Has earth a clod
Its maker meant not should be trod
By man, the image of his God,
Erect and free,
Unscourged by Superstition's rod
To bow the knee?

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That's hallowed ground where, mourned and missed,
The lips repose our love has kissed;
But where's their memory's mansion? Is't
 Yon churchyard's bowers?
No! in ourselves their souls exist,
 A part of ours.

Is't death to fall for Freedom's right?
He's dead alone that lacks her light!
And Murder sullies, in Heaven's sight,
 The sword he draws!
What can alone ennoble fight?
 A noble cause!

Give that, and welcome war to brace
Her drums, and rend Heaven's reeking space!
The colors, planted face to face,
 The charging cheer,
Though death's pale horse lead on the chase,
 Shall still be dear.

What's hallowed ground? 'Tis what gives birth
To sacred thoughts in souls of worth!
Peace! Independence! Truth! go forth
 Earth's compass round,
And your high-priesthood shall make earth
 All hallowed ground.

—*Thomas Campbell.*

6—10.

6. Define orthoepy.
7. Explain accent and emphasis.
8. Explain the various uses of the (') in above selection.
9. Write your impression of the author's thought as given in the second line of the third stanza.
10. Write in a column all words of more than two syllables found in above selection and indicate their pronunciation.

Penmanship.

Copy two stanzas of the poem given in reading examination.

Drawing.

1. From memory make a drawing of some object you have observed and drawn during the year.
2. Draw some object based on the pyramid.
3. Draw some object based on the cylinder.
4. Draw some object based on the hemisphere.
5. Draw some object based on the cone.
- 6—10. [Examiners will please arrange a group of common objects—not more than three in number—and have class draw from observation.]

TUESDAY, JUNE 6TH, 1899.

Geography.

1. Why does the earth appear flat to us? Give four proofs that the earth is round.
2. What changes would we experience:
 - (a) If the earth had no daily motion on its axis?
 - (b) If the earth had no yearly motion around the sun?

- (c) If the earth's axis were parallel to the plane of its orbit and the north pole always pointing towards the same part of the heavens?
- (d) If the earth's axis were perpendicular to the plane of its orbit?
- 3. Bound this State, and speak of its climate, soil and products.
- 4. Where are the Pribilof Islands? Noted for what?
- 5. What three countries are included in the island of Great Britain? Why is the climate of the British Isles milder and moister than that of the eastern coast of America in the same latitude?
- 6. Which of the United States is about as large as England? (b) Which is about the size of Wales?
- 7. What countries and waters border Italy?
- 8. What physical features mark the dividing line between Europe and Asia?
- 9. (a) Where are the Philippine Islands?
 - (b) Name the chief islands.
 - (c) Describe the climate and name the chief productions.
 - (d) To what race do the natives belong?
 - (e) Why is a knowledge of these islands of interest to us?
- 10. Locate and describe the following: Aden, Brussels, Clyde, Everest, Mar-mora, Oneida, Trenton, Rhine, Suez, Yosemite.

Grammar.

- 1. Write sentences using these phrases (1) as adjectives, (2) as adverbs:
 - (a) among the trees.
 - (b) around this school.
 - (c) in the valley.
 - (d) at the store.
 - (e) near the town.
- 2. Write sentences illustrating the proper use of among and between.
- 3. In the following sentences change the singular to the plural:
 - (a) A black man is called a negro.
 - (b) The lady sings a solo at the concert.
 - (c) This Indian tribe has a very fierce chief.
 - (d) The ox knocked my tooth out with his foot.
 - (e) Mr. Smith says it is a wonderful phenomenon.
- 4. Change these sentences, using the possessive form of the noun:
 - (a) This book belongs to Mary.
 - (b) This is a picture of my brother John.
 - (c) The story told by the beggar was sad.
 - (d) The clothes that the boys wear are ragged.
 - (e) The eyes of the children are bright.
- 5. Mr. and Mrs. John Smith live in Trenton. Their home is called "Willow Dale." They wish to have Mr. and Mrs. Henry Jones spend an evening with them. Write a formal note of invitation, dating it to-day. The invitation is for June 14th, 8 P.M.
- 6. Arrange the following lines into a stanza of six lines of poetry. Supply capitals, quotation and punctuation marks:
 - what if the raindrop in the sky in listless
 - ease should say i'll not be missed on
 - earth so i contented here will stay would
 - not some lily parched and dry less fra-
 - grant be to-day.
- 7. What are the principal parts of a verb? Give the principal parts of see, slay, set, sit, lie (to recline).
- 8. Correct the following, where necessary:
 - (a) Found, a gold watch, by a gentleman with steel hands.
 - (b) Neither despise the poor or envy the rich.
 - (c) Bring me a fresh drink of water.
 - (d) Every one must answer for themselves.
 - (e) Virtue and vice differ widely with each other.
- 9. Analyze the following sentence: We live in an age in which cultivated mind is becoming more and more the controlling influence in affairs.

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10. Parse the following words, as used in above sentence: We, which, cultivated, is becoming, influence.

Spelling.

[To be detached by examiners and dictated to class.]

- | | | |
|----------------|--------------------|-------------------|
| 1. Matin. | 18. Sincere. | 35. Celestial. |
| 2. Cherub. | 19. Adversary. | 36. Forbore. |
| 3. Infancy. | 20. Solemn. | 37. Bicycle. |
| 4. Saucer. | 21. Elysian. | 38. Furnace. |
| 5. Napkin. | 22. Assuage. | 39. Jardiniere. |
| 6. Isthmus. | 23. Favorite. | 40. Portrait. |
| 7. Celery. | 24. Campaign. | 41. Refrigerator. |
| 8. Prairie. | 25. Expansion. | 42. Disguise. |
| 9. Clevis. | 26. Languid. | 43. Blithesome. |
| 10. Bomb. | 27. Guardian. | 44. Cruet. |
| 11. Scissors. | 28. Extraordinary. | 45. Vase. |
| 12. Phlegm. | 29. Utensils. | 46. Decrepit. |
| 13. Diplomacy. | 30. Wholly. | 47. Fatigue. |
| 14. Squadron. | 31. Peasantry. | 48. Hazard. |
| 15. Cruiser. | 32. Splendor. | 49. Financier. |
| 16. Suburb. | 33. Bureau. | 50. Dewey. |
| 17. Tranquil. | 34. Tremendous. | |

WEDNESDAY, JUNE 7TH, 1899.

U. S. History.

1. Briefly give the history of the settling of New Jersey.
2. Who was William Penn? How did he treat the Indians, and what was the result?
3. Name the six States that were admitted into the Union between 1816 and 1821.
4. Mention some of the causes of the rapid industrial development of the United States from 1815 to 1830.
5. What were the principal features of Van Buren's administration?
6. Name the seven States that seceded from the Union and formed the "Confederate States of America?" What four other States joined the Confederacy later?
7. Who led the opposing forces at Antietam? Give results of this battle and its effects upon Lincoln.
8. Name the most important naval battle of the Civil War.
9. What were the chief matters of public concern from 1878 to 1888?
10. Give briefly causes and results of late war with Spain.

Temperance Physiology.

1. Why does the body need food?
2. Name the fluids that assist in digestion, and tell by what organ each is secreted.
3. Give effects of alcohol and tobacco on organs of digestion.
4. Of what does the nervous system consist?
5. Give effects of alcohol and tobacco on the nervous system.
6. Describe the composition and structure of the heart.
7. Distinguish between veins and arteries.
- 8 and 9. Describe completely the course of the blood through the two circulations.
10. Give effects of alcohol and tobacco on circulatory system.

SCHOOL REPORT.

Civics.

1. Name some purposes for which we are required to pay taxes.
2. What is the Constitution of the United States?
3. Could society exist without law? Why?
4. What is meant by a "republican form of government"?
5. What is meant by civil or inalienable rights? Name some.
6. Name some of the items of expense in Township government; in County government; in State government; in National government.
7. How many members in our State Senate? Who represents us there?
8. How are laws made in our State?
9. Why are Courts necessary?
10. When and where does the Circuit Court for this county meet?

Teachers and Pupils.—One hundred and fifty-nine teachers, an increase of two, were employed during the full school year. Six thousand eight hundred and forty-seven pupils were enrolled. Average daily attendance, 3,736; 67 pupils were not absent or tardy during the year. Forty-four teachers hold State certificates, 47 first-grade county, 50 second-grade county, 18 third-grade county.

The Board of Examiners conducted the regular examinations, and issued the following certificates: First-grade, 29; second-grade, 16; third-grade, 21. Applicants rejected, 46.

School Libraries.—Four new libraries have been established; additions have been made to twenty-one. The selections have all been made from the approved catalogue. When we consider that many homes have no libraries, and that few family libraries contain books suited to the taste and mental grasp of childhood and youth, it becomes self-evident, if we wish to raise up a generation of readers and thinkers, that we must provide suitable reading-matter for all young people. The school-library plan is now coming somewhere near its designed purpose.

Teachers' Institute.—Somerset county joined with us in the Annual Institute, held at Flemington, November 30th, December 1st and 2d. The attendance was very good, and the lectures of a pleasing and instructive character.

School Board Association.—This association held one meeting during the year. It was well attended. No strangers were present. Twenty new members were enrolled, and a marked interest taken in the discussion of the proposed changes in the school law. This association is well established and is doing a good work.

Miscellaneous.—Arbor Day was observed in our schools. The exercises were conducted along lines suggested by County Superintendent Terhune's programme. Reports of these exercises were forwarded to this office.

MERCER COUNTY.

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The transfer of pupils entailed a vast amount of clerical work. Eight hundred and fifty transfers were made from this office. Circulars of instructions and blank applications were sent to the various boards of education throughout the county, and with few exceptions they cheerfully contributed the desired information.

The County Board of Assessors, by yearly lowering the assessed valuation of property in this county, is causing a serious reduction in the amount of State school moneys apportioned to us, and since this appropriation is, in many districts, the only source of teachers' salaries, salaries have been so much reduced as to affect the efficiency of our schools. This is, by far, the most discouraging problem we have to meet. Its solution may lie in so changing the method of apportioning the State school moneys among the counties as to meet the modern economic conditions which tend to carry the "lion's" share to the great centers of population and wealth, and equitably provide for the educational needs of the various counties.

MERCER COUNTY.

A. W. HARTWELL, SUPERINTENDENT.

To Hon. Charles J. Baxter, State Superintendent :

DEAR SIR—Much interest has been manifested in the welfare of the schools during the past year. The people have shown a liberal spirit in voting money for educational purposes, and the Boards of Education throughout the county have not been seriously hampered by a lack of means to carry out their measures. Popular education has a strong hold upon the people, and increasing prosperity will be signalized by increased appropriations for the elevation of the schools.

In submitting my third annual report, it seems proper to make particular mention of some points of special interest.

The Teachers' Library.—Owing to apparently unavoidable delays, the library was not opened for the use of teachers until February 25th, 1899. Care was taken to select books of professional value to teachers, and those of special merit were, in many cases, duplicated, so that several copies might be in use at the same time. Though only four months of the school year remained after the opening, yet 70 books were borrowed and returned, and 39 books were borrowed for reading during the vacation. This is a creditable showing, but the patronage will, undoubtedly, be much larger during the next year, for the books will be available as soon as the schools re-open. A balance of \$27 remains for the purchase of additional books.

The Teachers' Institute.—The Teachers' Institute for Mercer county was held in the auditorium of the State Normal School, on November 17th and 18th, 1898.

Dr. E. E. White, Dr. C. C. Rounds and Mr. J. W. Redway acted as Instructors. Each subject was treated practically, but it was made so interesting as to command the close attention of the teachers. The attendance was large at every session, and at the close only favorable comments were heard.

The Mercer County Teachers' Club.—The nine monthly meetings provided for in the Constitution of the Club were held during the year. There was not a single postponement on account of the weather or on any other account. Though the membership is purely voluntary, and there is no penalty for non-attendance, yet a goodly number were present at every meeting. The social intercourse at these meetings and the free interchange of views have tended to unify the teachers of the county. A spirit of professional etiquette has been fostered which makes each member feel that he has something in common with the others, and that by striving to promote the interests of the profession in general, he will best promote his own interests.

During the year addresses were delivered upon various phases of school work, by Dr. Green and Prof. Apgar, of the Normal School, Prof. B. C. Gregory, Supervising Principal, of Trenton, Rev. Dr. Mudge and Prof. Arnold, of Princeton, and others qualified to speak intelligently upon educational topics.

Through the kindness of the publishers the following periodicals have been on file for the use of the teachers: "School News and Practical Educator," "American Primary Teacher," "School Gazette," "Primary Education," "Popular Educator," "School and Home Education," "Teachers' Institute," "Normal Instructor," "Learning by Doing," "The Silent Worker" and the "Journal of Education."

Catalogue of Approved Books.—The selection of books for the school libraries has always been a source of anxiety to teachers, upon whom the duty generally devolved. The desire to purchase good books has been universal, but this was often difficult, because teachers were sometimes constrained to seek information from persons not fully qualified to give it. The catalogue is a reliable guide, and reduces the likelihood of purchasing books not worthy of a place in a school library. In accordance with the provisions of the law, library committees have been appointed in several districts. When such committees have general charge of the libraries in each district, it will be possible to learn more definitely their true condition. At present the reports are very unsatisfactory, because the teachers have no means of getting the facts called for. The accompanying circular, "Hints for the Management and Care of School Libraries," has proved useful to

MERCER COUNTY.

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teachers, and it aims to secure a uniformity of library management throughout the county.

The County Rolls of Honor.—Tests in rapid addition and in spelling were given simultaneously in all the ungraded schools of the county on March 23d, 1899. The spelling test proved to be too severe, and only a comparatively small number reached the required average, but greater proficiency than usual was shown in rapid addition. Pupils have a wholesome ambition to have their names on the Rolls of Honor, and the stimulus afforded has been very helpful to the teachers.

Arbor and Bird Day.—The combined observance of two special days in one was very popular this year. The joint consideration of trees and birds is so in accordance with the "eternal fitness of things" that it found favor outside of the school as well as in.

The "Tree Election" was conducted in due form this year by regularly appointed officers. The special directions given in the "Arbor and Bird Day Circular" were carefully followed, and the "Poll Lists" and "Tally Sheets" are on file in my office.

Specimens from Philadelphia Museums.—Dr. W. P. Wilson, Director of the Philadelphia Museums, has kindly loaned me 169 specimens of vegetable, animal and mineral products of commercial value. The collection is similar to the ones loaned to the Principals of the Philadelphia public schools, to be used as aids in teaching commercial geography. The specimens are catalogued according to their numbers, and in connection with the numbers are given the names, the localities where found, the orders to which they belong and necessary explanatory remarks. For the convenience of teachers and pupils the collection is kept in my office. The educational value of the specimens is already apparent, and their use will no doubt steadily increase.

Mercer County School Board Association.—This association was organized on June 15th, 1899, by the adoption of a constitution and the election of officers. The several boards of education in the county have heretofore acted independently of each other, but it will now be possible for them to act in conjunction on all important school measures. The free discussion of matters educational will have a good influence upon the members individually and collectively.

School Accommodations.—New schools will be built at Pennington and Lawrenceville during the vacation. At Hopewell a two-room addition will also be built to the present school-house. It is also proposed to re-model and enlarge the principal school-house in the borough of Princeton. The fact that these measures met with little

opposition shows that the friends of education have a good working majority on all questions concerning the welfare of the schools.

Official Visits.—The usual two visits have been made to each school under my supervision, and a few schools have been visited more than twice. In addition to observing the methods of the teachers and the general order of the schools, it has been my practice to give special attention to some branch of practical value. At my first visit to each school, I made a brief talk on penmanship, and requested each pupil to write a line that day, also a line each month. The date of writing the line was to be given in every case, and I promised to examine all the lines on the occasion of my next visit. It was gratifying in the highest degree to notice the improvement made by a large majority of the pupils. If time permitted, a brief general talk was so managed as to encourage the pupils to express their thoughts in regard to the subject considered.

A special effort has been made to render the official visits stimulating to the teachers and encouraging to the pupils. Kindly-expressed opinions lead me to infer that my labor in this direction was not in vain.

MIDDLESEX COUNTY.

H. BREWSTER WILLIS, SUPERINTENDENT.

To Hon. Charles J. Baxter, State Superintendent :

SIR—I have the honor to submit my annual report of the condition of the public schools in the county of Middlesex for the year ending June 30th, A. D. 1899.

SCHOOL VISITATIONS.

Each school under county supervision has been inspected at least twice during the year.

The course of study pursued in the schools has been compared with the prescribed county course, rules and regulations examined, school rooms, school property, and janitor work carefully inspected.

The pupils in most of the schools are abreast with the county course. In some schools they have reached the maximum standard. In those schools in which the minimum standard has been reached inquiry has been made and the cause discovered to be, in most instances, overcrowded school-rooms, unreasonable number of pupils for one teacher to manage and instruct, inefficient work on the part of the teachers, or the failure of the board of education to make proper provision for successful school work.

MIDDLESEX COUNTY.

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The children of the county have been classified into the respective years of work as prescribed by the county course, and reported to this office, with the average age of the pupils in said year of work.

These reports have given valuable information, among other things showing the number of pupils in the lower years of work whose age entitled them to the higher years of work. This condition of pupils induced investigation by superintendent, supervisor, principal, teacher, and school board, and with rare exceptions the low year of work, in view of advanced age, was due to the indifference on the part of both pupil and parents, and sometimes the failure of the teacher to attract and instill a desire in the pupil for improvement and future success.

The following statement shows the number of pupils in each year of work as prescribed by the county course of public instruction :

CLASSIFICATIONS OF PUPILS.

YEAR IN COURSE.	NO. OF PUPILS.	NO. OF PUPILS IN DEPARTMENT.
1.....	1,398	}4,211 Primary.
2.....	1,046	
3.....	936	
4.....	831	
5.....	605	}1,816 Grammar.
6.....	576	
7.....	350	
8.....	285	
9.....	190	}365 High School.
10.....	96	
11.....	52	
12.....	27	
		6,392

The above total of 6,392 pupils, together with the pupils attending the city, parochial and private schools, and the number of pupils transferred to adjoining counties, accounts for nearly all the children within school age.

ARBOR DAY.

Arbor Day exercises were held in the various school districts as usual.

A program of observance of the day was furnished by the County Superintendent to each school. Judging from the reports received from the schools, considerable enthusiasm prevailed.

SCHOOL REPORT.

MIDDLESEX COUNTY SCHOOL BOARD ASSOCIATION.

Organized 1896.

Perhaps there is no better way of presenting the work which has been accomplished by the Middlesex County School Board Association, during the past year, than by inserting a copy of the transactions at said meetings, reported in the city papers.

REPORT OF THE MEETING HELD NOVEMBER 23D, 1898.

Between 90 and 100 men took dinner at the Mansion House on Wednesday afternoon. They were representatives of every township, borough and city in Middlesex county, and with them largely rests the good or the ill of our county school affairs. It was the gathering of the Middlesex County School Board Association. In point of business it was one of the most important meetings the board ever held.

After a substantial banquet, County Superintendent H. Brewster Willis introduced ex-Senator James L. Hays, President of the State Board of Education. He complimented the association upon its organization, being the first organization of its kind in the State, and spoke of the importance of such an organization, and hoped such an organization would be organized in every county and State. He emphasized the importance of the position of school trustee, inasmuch as he represented the dearest thing in the world, the child.

Senator James H. Van Cleef referred to the appropriateness of the meeting place of the association. He said the Mansion House was formerly a school, and that he attended there. He complimented Superintendent Willis upon his having introduced in this country the idea of the American flag floating over every school-house. He spoke of the wonderful age of history-making and the advancement in education.

The County Superintendent reported upon the condition of the school buildings, school yards, careless janitor work, and the importance of supplying the schools with the necessary text-books on the opening day of school.

After the transaction of some important business matters, C. J. Baxter, State Superintendent of Public Instruction, was introduced, and said that there is no State in the Union where there is greater interest in educational matters than in this, the Garden State, nor is there another State in which more substantial progress is being made on right lines than in New Jersey. He said he esteemed Middlesex county second to no county in this State in public school affairs, nor, for that matter, second to no county of any other State.

Without the township boards, as a third factor to supplement the State and county departments of education, the system of administra-

tion would be of little effect. It would be like a trolley car minus its motive power; like a train minus its engine.

James Owen, member of the State Board of Education, Montclair, in his speech said he thought that in nine cases out of ten teachers appointed through favoritism upon the part of school trustees proved failures in their work. He urged school men to be independent, and make character and qualifications the standard in the selection of teachers.

Dr. James M. Green, Principal of the New Jersey State Normal School, said that a member of a school board, realizing the importance and dignity of his position, should be ready to sacrifice political power in order to further the interests of the schools. That school interests were above politics, and urged a higher standard of qualifications on the part of school boards, teachers and pupils in our high schools.

J. Brognard Betts, Deputy State Superintendent, a member of the commission appointed by the Governor to codify the school laws, requested suggestions from the members of the Association regarding several important school provisions, among them the establishment and maintenance of high schools by townships jointly.

This led to an open parliament, and various important school topics were discussed.

Mr. E. S. Hammell, editor of the "Jamesburg Record," advocated a change in the laws to prevent the padding of school census returns. William Campbell, of the borough of South River, spoke in behalf of compulsory education, and mentioned the failure of factory inspectors to do their duty in detecting illegal child labor in factories. He asserted that ninety per cent. of the money earned by juveniles, who are kept by their parents from school, is spent in riotous living.

Mr. H. Cathers, of New Market, suggested a prescribed course of study, which may be enforced, in order to prevent the interference of parents as to the subjects taught in the school room.

William C. Armstrong, of New Brunswick, presented the resolutions passed by the teachers, assembled in Institute, petitioning for a more liberal appropriation of funds by the State for the purchase of pedagogical library works. The hearty applause which greeted these resolutions showed that the Association was in sympathy with the professional movement among the teachers of the county.

E. S. Shull, of Perth Amboy, made a very timely address on the subject of school appropriations.

Other addresses were made by F. E. DeGraw, W. S. Fredericks, D. W. Clayton, W. Fitz Randolph, H. B. Zimmerman, President Board of Education of the city of New Brunswick; J. Lawrence Boggs, Acting President Board of Education of the city of Perth Amboy; R. Bruce Crowell, L. T. Titsworth, John C. Evans, and others.

It was resolved that the respective Boards of Education discuss the changes proposed in the school law and communicate with the Commission.

J. Stanley Joyce enlivened the occasion with vocal music and recitations. Hart's Orchestra discoursed sweet music during the banquet and led the Association in the singing of patriotic songs.

The following persons represented the boards of education from the various school districts of the county :

Cranbury—William F. Perrine.

Dunellen—L. T. Titsworth, W. S. Fredericks, H. C. Gaskill, L. H. Van Syckle.

East Brunswick—John H. Wade.

Helmetta—William H. Clemons, Henry L. Mahan, Frederick Tuzeneau, Eugene P. Morris.

Jamesburg—Joseph C. Magee, E. S. Hammell, C. M. Davison.

Madison—J. D. Conover, Ashbury Fountain.

Milltown—John C. Evans, W. J. DeShays, John H. Kuhlthau, Adam Wagner.

Monroe—D. W. Clayton.

North Brunswick—Samuel S. Van Anglen, J. S. DeHart.

Piscataway—M. J. Whitford, John C. Morris, W. Fitz Randolph, Harry Cathers.

Raritan—R. Bruce Crowell, E. J. Drake, T. G. Van Kirk.

Sayreville—Frank Spratford, John Holthausen, Albert Banse, G. F. Banse, Charles W. Fisher, Fred. Thumart, J. J. Cathcart, J. F. D. Heineken.

South Amboy—James Donovan, F. E. DeGraw, Thomas Vail, Thomas Brohan.

South Brunswick—Harvey Mershon, Frank W. Stout.

South River—Charles Anderson, Elwood Manahan, John Van Norden, William Campbell, Jesse Selover, Elmer Eulner.

Woodbridge—Victor Main, A. P. Cranston, B. J. Sprague.

Perth Amboy—J. Lawrence Boggs, S. E. Shull.

New Brunswick—H. B. Zimmerman, W. C. Armstrong, H. A. Kibbe, and reporters.

Messrs. Vars, Dunham, Smith, Morris, Wilson, Walker, Kleinhans, and others.

County Superintendent F. A. North, of Ocean County, was one of the distinguished guests.

REPORT OF THE MEETING HELD APRIL 28TH, 1899.

The annual meeting of the Middlesex County School Board Association was held yesterday at the Mansion House at 1 o'clock. Hart's Orchestra was in good tune when the members filed into the attractive banquet-room and found their places at the table designated by cards.

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At the first table were seated the President, H. Brewster Willis. To his right, J. Brognard Betts, Deputy State Superintendent of Public Instruction. On his left, William J. Shearer, City Superintendent of Schools, Elizabeth; J. H. Wade, Vice-President; D. W. Clayton, Secretary and Treasurer; C. W. Fisher, W. Fitz Randolph, members of the Executive Committee, and J. Stanley Joyce.

Grace was asked by R. Bruce Crowell, of Metuchen, after which Hart's orchestra filled the air with music for an hour, while the members enjoyed a most excellent repast provided by Caterer Mas.

At the conclusion of the dinner, the roll was called of school districts. Every district in the county responded except Cranbury and Perth Amboy, which sent regrets. The minutes of the last meeting were read, also the reports of the officers, and approved.

A nominating committee, consisting of John Van Norden, J. C. Evans, Frank W. Stout, Wilson Warring and E. J. Drake, made a report, after which the following officers were elected for the ensuing year: President, H. Brewster Willis; Vice-President, J. H. Wade; Secretary, William Carman; Treasurer, D. W. Clayton; Members of the Executive Committee, C. W. Fisher, W. Fitz Randolph and F. E. DeGraw.

C. J. Baxter, State Superintendent; J. B. Betts, Deputy State Superintendent, and Senator James H. Van Cleef were elected honorary members of the association.

President Willis, in his address, announced the dates on which Public School Days will be observed in the respective school districts, the pedagogical works which had been read by the teachers, the condition of the library, the school visits he had made, giving merited praise for the good work done by school boards, teachers and pupils, at the same time calling their attention to many conditions which should be remedied at once, emphasizing particularly the careless work and neglect of many school janitors, over whom the principals and teachers have no control.

After distributing printed copies of the constitution and by-laws, William J. Shearer, City Superintendent of Elizabeth, made a brief address on "As is the School Board, so is the School." He pointed out the kind of men needed in the school boards and the far-reaching influence of the character of the men on the school boards upon the rising generation.

The President presented for discussion the question of School Sanitation. Dr. F. E. Riva was the first speaker on this important subject. He spoke of the likelihood of disease germs hiding in collections of dirt and dust in school-rooms, school-closets, school-desks, school-furniture, school-halls and stairways. He dwelt upon the susceptibility of childhood to disease, and urged the boards to provide janitors and keep the school buildings clean and the air pure at any cost; otherwise, the sickness of the children might be charged to their carelessness and indifference.

The following resolutions were presented by members of the Board and unanimously adopted after much interesting discussion :

1st. *Resolved*, That the school-room, closets, stairway, halls and school-furniture of graded schools and ungraded schools should be thoroughly cleaned and washed during the summer vacation and the holiday week vacation.

2d. *Resolved*, That graded school-buildings, as well as ungraded schools, should be swept daily; that janitors should be better compensated and better work demanded, and that the salaries of janitors should not be paid until the principal or teacher certified in writing to the committee on school-buildings, or the board, that the building has been properly cleaned and dusted.

3d. *Resolved*, That each board provide suitable water-supply for each school, with water-cooler, drinking cups and the necessary toweling, etc., for each school-room.

4th. *Resolved*, That a high, close-board fence, should be erected on the school grounds so as to place the out-buildings in separate yard enclosures.

J. B. Betts spoke at some length upon the school bill presented to the Legislature, deeply interesting every member of the Association and inducing many profitable suggestions.

Five o'clock arrived before the members were aware of it, the interest being so well sustained. On motion, Mr. Shearer and Mr. Betts were tendered a vote of thanks for their addresses. After a motion had been passed requesting Mr. Betts to continue his discussion of the School law at the November meeting, the orchestra played "America," in which the members of the Association joined most heartily, and then adjourned.

Among those who were present were: Wilson Warring, Superintendent of the Liebig Manufacturing Co.; Victor Main, Raritan Hollow and Porous Brick Co.; Abram Everitt, Pennsylvania Co.; Major John C. Evans, Editor E. S. Hammell, Dr. F. E. Riva, Collector John P. Otto, Councilman William C. Evans, John Kuhlthau, W. H. Clemons, C. A. Burt, W. A. Greene, F. B. Lambertson, A. Fountain, John S. DeHart, H. B. Zimmerman, L. T. Titsworth, W. S. Fredericks, John Van Norden, Charles Anderson, George Allgair, Herman Eulner, William E. Campbell, W. E. Burns, E. J. Drake, R. Bruce Crowell, F. R. Stout, A. F. Stout, H. H. Mershon, John C. Morris, F. P. Spratford, Howard Bright, S. S. Selover, W. F. Smith, Henry Arlith, Fred. Thumart, William Banse, Albert Banse, G. F. Banse, J. J. Cathcart, Dr. M. J. Whitford, George E. Snook, Dr. E. R. Brown, and many others.

The interest manifested in these meetings has been rather remarkable, and the discussions, addresses and conclusions reached have been very helpful and placed our boards of education in favorable comparison with those of any county in our State. The liberalizing and progressive influence flowing from this Association have induced me to suggest a similar organization in every county of the State. Several of the counties have already organized, and it is hoped that the remaining counties will organize before the 1st day of December next in order to make it feasible to organize a New Jersey State School Board

MIDDLESEX COUNTY.

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Association during the sessions of the State Teachers' Association to be held at the State Normal School during the holiday week. Each county school board association could send a representative or representatives to organize the State association. The State of New Jersey could well afford to expend a modest sum yearly to defray the expenses of the members of such an association. The State Board of Education and the State Department of Public Instruction have already indorsed the school board association in the several counties, and would undoubtedly not only favor a State association but aid in the securing of recognized educational leaders to address and instruct such a gathering of school men. Let us lift up and dignify the work of the school boards, and thus give an impetus all along the line of educational work.

PUBLIC SCHOOL DAY.

Twelve of the sixteen school districts successfully observed Public School Day.

The attendance upon these occasions varied in number from 3 to 1,500 persons. The children of the several schools of the district were seated in front of the platform, which was occupied by members of the Boards of Education, teachers' of the district, invited guests, township officials and leader of the singing.

These occasions were under the joint control of the Boards of Education and the members of the professional circles composed of the teachers of the district.

The program of exercises was prepared by a committee of teachers, submitted in advance to the County Superintendent, and consisted of exercises in reading, spelling, arithmetic, history, tables, spelling matches, lessons on cities, rivers, mountains, etc., both individual and class exercises, with free use of charts prepared for the occasion, and blackboard exercises upon the platform. The exercises were interspersed with patriotic songs, duets, solos, recitations, music by the band, or orchestra, or both.

Each teacher of the district prepared a written report of the work of the year, which embraced the following facts, which was read by the teacher from the platform: The number of pupils enrolled, daily attendance, percentage of attendance, number of children who had not missed a school session during the year, number of children who had not missed ten school days during the year, the number of children in each year's work as prescribed by the county course of public instruction, the number of children promoted from the fourth year of work (primary department) to the fifth year of work (grammar department), the number of pupils promoted from the eighth year of work (grammar department) to the ninth year of work (high school department), the number of school visits made by the County Superintendent, number of school visits made by each member of the school board,

the number of visits made by parents, and such other facts as would show the condition of the school, the co-operation of the parents and the interest manifested by school officials.

These reports contain many surprises, which I trust will bear fruitful results in the coming year.

The patrons of the schools seem to appreciate the fact that they could learn the condition of school affairs without being requested to vote money.

The pupils who had not missed a school session, or more than ten school days during the year, were called to the platform, their names presented to the audience, and in most instances received generous applause. The schools in order of excellence of attendance were announced by the County Superintendent, and produced considerable interest. In a number of instances the school boards requested the reports of the teachers to be printed, as they contained valuable information. This feature will receive attention in the coming year, as the press has already intimated a desire for the same.

Short addresses were made by one or two recognized educators. Usually, at the conclusion of the program, the school officials, teachers and invited guests surrounded a table of refreshments prepared by a committee of ladies, representing various school districts. It is proposed to give these occasions more the character of township commencement exercises. In addition to the program above mentioned and the reports, certificates of promotion will be awarded to the pupils who have completed the 1st, 2d, 3d, 4th year of school work (primary department), to the pupils who have completed the 5th, 6th, 7th, 8th year of school work (grammar department), and diplomas presented to those pupils who have completed the high school course. At no distant day examination questions will be prepared, forwarded to the schools, and an examination held for the pupils leaving the primary and grammar departments.

Some of the Boards of Education expend a considerable sum for commencement exercises in our larger schools, too often forgetting that there was no provision made to emphasize the closing hours of the year's work in the smaller schools. Inasmuch as the school tax is raised upon the entire district, the student life of the pupils of all the schools of the district should be alike encouraged and held of equal importance, whether in the lower or in the higher years of work, by the Boards of Education.

The best evidence that the work done by the pupils in the little one-room rural school is appreciated by the board as much as the work accomplished in the large graded schools, is the fact that the Board of Education observed Public School Day.

PUBLIC SCHOOL DIRECTORY.

The annual Public School Directory for the county was issued as in the past years, containing the apportionment of public school

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moneys for each school district, names and post-office addresses of the members of the Boards of Education, school officials, township officials and county officials in any way connected with the public school system, offices of the professional circles of each district, names and addresses of teachers, members of the County Board of Examiners, members of the pedagogical library committee, list of library works, and the place and time of meeting of the various boards and school organizations.

The directory apparently meets a want. Three hundred copies did not meet the demand of the past school year.

COUNTY BOARD OF EXAMINERS.

The County Board of Examiners have convened as required by law, at the Livingston avenue high-school building, for the purpose of examining applicants for county certificates. Some two hundred applicants have appeared before the Board during the year. Of this number, ten applicants received a first-grade, forty a second-grade, and thirty-seven a third-grade county certificate. Excluding the number who appeared for an exercise, fully fifty per cent. of the number who applied were unsuccessful.

A comparison of the examination records of the past years reveals an encouraging advancement toward the higher grades of certificates. The large number of beginners each year forced upon us entirely too many third grade certificates for the good of our schools and the reputation of our county. It is quite likely that the inadequate salary paid by many of our Boards to teachers is responsible for so many third-grade teachers. When the salaries of our teachers shall have been raised to a reasonable return for the brain work required, we shall have better qualified teachers.

PROFESSIONAL CIRCLES.

The interest manifested in the work of the professional circles is constantly increasing, and is deserving of more encouragement from the boards of education and the public generally. Many teachers, heretofore apparently indifferent to professional reading, are now among the most active and enthusiastic. The coming together of the teachers in the district, once a month, is desirable, not alone from a professional standpoint, but as well from the standpoint of acquaintance, sociability, unity of purpose, and the securement of innumerable advantages which flow from well-directed organized efforts. Communities are more likely to recognize the value of organized efforts than individual efforts. We have numberless demonstrations of this fact in commercial, professional and literary spheres.

Our teachers should fully appreciate the prevailing spirit of organized effort and avail themselves of the advantages, both professionally and financially. The reports received from the official board of the professional circles set forth that the following professional works have been read during the year:

- Cranbury—History of Education, Williams.
- Dunellen—Psychology, Gordy; History of Pedagogy, Hailman.
- East Brunswick—History of Pedagogy, Compayre.
- Jamesburg—Psychic Culture, Hallack; Psychology, Payne.
- Madison—Courses and Methods, Prince; Psychology, Roark.
- Monroe—Psychology in Education, Roark.
- North Brunswick—Modern Education, Williams; General Methods, McMurry.
- Piscataway—Courses and Methods, Prince; Psychology, Gordy.
- Raritan—Pedagogy, Hailman; School Management, White.
- Sayreville—Psychology, Roark; General Methods, McMurry.
- South Amboy—Psychology, Compayre; School Grading, Shearer.
- South Brunswick—Psychology, Hallack.
- South River—Theory and Practice, Page; History of Education, Williams.
- Woodbridge—History of Education, Painter.

The cities of New Brunswick and Perth Amboy have read special works.

The following are copies (of two of the sixteen reports sent to this office at the close of the school year) from the official board of Raritan and Piscataway Township Professional Circles, composed of all the teachers in the district:

To H. Brewster Willis, County Superintendent of Public Instruction:

DEAR SIR—The following is the report of the Raritan Township Professional Circle for the year ending June 1st, 1899. The teachers of the district have held nine meetings of the Circle during the year, at which, among other things, were read and discussed Hailman's History of Pedagogy and White's School Management. The following is a copy of the record of the attendance of each teacher, from the minutes of the secretary:

TEACHERS.	TIMES PRESENT.	TIMES ABSENT.
E. L. Anderson.....	9	0
Nellie Lefferts.....	8	1
Carrie Strickland.....	8	1
Florence Browning.....	9	0
Josie Flanagan.....	8	1
Edith M. Bond.....	9	0
Mrs. Richard Morris.....	8	1
Thomas G. Van Kirk.....	9	0
Blendina Smock.....	9	0
Amanda Reid.....	9	0
W. R. Woodward.....	9	0
Susan M. Phillips.....	9	0
Dillie Thornall.....	9	0
Bessie Hughes.....	7	2

MIDDLESEX COUNTY.

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TEACHERS.	TIMES PRESENT.	TIMES ABSENT.
Mary B. Dunn.....	8	1
Minnie Compton.....	8	1
Leonora LeG. Flynt*.....	6	1

*Leonora LeG. Flynt came into the township in December, which accounts for her attendance at only six meetings.

Highland Park, July 5th, 1899.

E. L. ANDERSON, *Pres.*
W. R. WOODWARD, *Vice-Pres.*
BLENDINA SMOCK, *Sec.*
DILLIE THORNALL, *Treas.*
Official Board.

To H. Brewster Willis, County Superintendent:

The teachers of the Piscataway Township Professional Circle have held nine meetings during the year. The Circle meetings were held at the school building, New Market.

The following shows the attendance of the teachers:

NAME.	TIMES PRESENT.	TIMES ABSENT.
Harry Cathers.....	9	0
Nora B. Henderson	9	0
Imogene Smith.....	8	1
Lillian Gunther.....	9	0
Nellie B. Manning.....	9	0
Alfred Wilson.....	9	0
Birdie Gaskill.....	8	1
E. May Higgins.....	9	0
Meta Soper.....	9	0
Sara Lenhart.....	8	1
Emma Rue.....	8	1
Sarah Giles.....	3	} One position. 0
Mount Gravatt.....	6	

The following course books were read: Prince's Methods and Gordy's Psychology.

The following papers were prepared and read by the teachers at the Circle meetings, in addition to the lessons assigned in the above professional works:

Education Aims to Develop all Powers of Child. Mr. Alfred Wilson.

Powers of Mind and Body. Miss N. B. Manning.

Exercise of Mental Faculties. Mr. H. Cathers.

Mental Powers, etc. Miss Higgins.

Mental Acts Depend Upon Attention. Miss L. Gunther.

Education consists of Formation of Habits. Miss Rue.

Preceptive Powers. Miss Gaskill.

Natural Development. Miss Lenhart.

Proceed from Known to Unknown. Miss Smith.

Proper Cultivation of Feelings. Miss Soper.

Self Control. Miss Henderson.

As Gordy's Psychology was not finished, no papers were prepared by teachers, it being decided to retain books, if possible, for a second reading.

June 30th, 1899.

HARRY CATHERS, *President.*
ALFRED WILSON, *Vice-President.*
LILLIAN GUNTHER, *Sec'y and Treas.*
Official Board.

SCHOOL REPORT.

TEACHERS' INSTITUTE.

The Teachers' Institute was held in the Livingston Avenue High School building, Monday, Tuesday and Wednesday, November 21st, 22d, 23d, A. D. 1898, occupying seven sessions. The devotional exercises were conducted by Rev. Melville E. Snyder, pastor of St. James' Methodist Church, New Brunswick.

Address of welcome was made by H. B. Zimmerman, Esq., President of the Board of Education. Response by the County Superintendent.

The State Department of Public Instruction was very fortunate in securing as professional instructors, E. E. White, Columbus, Ohio; J. W. Redway, New York; Miss Caroline McGuire, State Normal School, Trenton, and C. C. Rounds, of New York.

Among the local instructors were S. E. Shull, Superintendent of Schools, Perth Amboy; William C. Armstrong, Principal High School, New Brunswick; Miss Josephine Flanagan, Metuchen; Miss Emma Gillman, Perth Amboy; Joseph Walker, Perth Amboy. The following school subjects were presented to the teachers: School Discipline; Character Training; How to Teach Reading; Primary Geography; Labor Must Be Skillful; The Use of Imagination; Stocks and Bonds; Misconception in Geography; Motives in School Discipline; Factors in Climate; Moral Instruction in Schools; Habits; Detention of Children After School; School Incentives; Rivers and the Lessons They Teach; School Punishment; Nature Studies—the Stars and Literature for Children.

C. C. Rounds gave a special lecture on "The True Knight"; Rev. J. A. Trimmer, rector of St. George's Chapel, Helmetta, "The Spirit of Young America," and E. E. White, "Value of Character."

Reports of the work of the State Teachers' Association were made by H. M. Maxson, Superintendent of Schools, Plainfield, and H. C. Krebs, Principal Somerville High School.

Officers of the County Pedagogical Library made reports of the library work accomplished during the year.

Hart's Orchestra rendered spirited music, and the pupils of Jamesburg, Sayreville, Mapleton, South Milltown, Cranbury and Fieldville schools gave class exercises, recited and sang patriotic songs.

Every teacher of the county were present at the Institute, except those who had sent medical certificates from attending physicians.

The teachers were very much pleased to see so many members of the school boards present at the closing session of the Institute.

MIDDLESEX COUNTY PEDAGOGICAL LIBRARY.

The Middlesex County Pedagogical Library Committee, consisting of H. Brewster Willis, County Superintendent, President; William C. Armstrong, City Superintendent, New Brunswick, Vice-President;

S. E. Shull, City Superintendent, Perth Amboy, Treasurer ; William Campbell, Principal South River School, Secretary ; Harry Cathers, Principal New Market School, Librarian ; Thomas G. Van Kirk, Principal Highland Park School, and J. F. D. Heineken, Principal Sayreville School, Assistant Librarians, have convened several times during the year, and made a full report of the work accomplished, and the condition of the library at the Teachers' Institute in November last. These reports, among other things, informed the teachers that library rooms had been re-rented at No. 358 George street, in the New Brunswick free circulating library building ; that the library list contained over 400 volumes ; the 14 book-chests had been sent out twice during the year to the professional circles ; that 300 professional works had been read and discussed at circle meetings ; nearly \$300 had been subscribed by the teachers ; 70 volumes had been added to the library during the year ; that a growing demand for library works was very apparent, and that the library committee would issue professional reading certificates in October, 1899, to the teachers who had completed reading course No. 1, as prescribed by the committee. See certificate enclosed.

Reports of the official boards of the various professional circles (referred to in this report under the head of Professional Circles) give promise of better qualified teachers. A library ledger is kept by the librarians of the work accomplished in said circles by each teacher. This library ledger is consulted when the reader appears before the County Board of Examiners. One of the best methods of discovering a progressive teacher is to learn the books that she or he has read, or is now reading. This individual library record has proven to be valuable alike to teacher, board of education, supervisor and superintendent.

The teachers of Middlesex county have generously donated from their meagre salaries a considerable sum for the maintenance of the pedagogical library, and it is not to the credit of the State of New Jersey, in view of its present financial prosperity, that its provision for this worthy cause is a sum very much less than that given by our teachers.

WHAT IS THE VALUE OF PROFESSIONAL READING TO OUR TEACHERS ?

It is very evident to every thinking person that professional reading is of the same relative value to the teacher as it is to the lawyer, the physician, the clergyman, the civil engineer, or the electrician. Every actual or potential profession has its recognized history, principles, methods, theories and practice, and to apply the appellation of teacher to one without this professional knowledge is clearly a misnomer. Such a person is simply attempting to make inexpensive experiments (inexpensive to the experimenter, but too frequently very expensive to

those experimented upon), overlooking the fact that experience is of little value in teaching unless it has been attained within professional lines.

One who reads little or nothing of Psychology, Methodology, School Economy, History of Education, Theory or Practice, is not entitled, from a professional standpoint, to be recognized as even a student in the profession. The value of a knowledge of the profession that one professes to practice is too apparent to admit of discussion.

HOW MANY OF THE TEACHERS OF OUR STATE NEED
PROFESSIONAL KNOWLEDGE?

The annual report published by the State Board of Education (1898) estimated the whole number of teachers employed in the public schools to be 6,276. Of this number not more than 1,800 are college graduates, normal or training-school graduates.

It would appear that about 1,000 of our teachers leave the work annually, for various reasons, and about the same number take up the work as beginners, without any professional training, the result being that, at least, 4,000 of our teachers have no professional qualifications, so far as is evidenced by public records, diplomas or certificates.

It is admitted that many of this number are conscientious, hard-working teachers of long experience, who have read in a desultory manner professional works; but casual reading of much of the pedagogical literature will not suffice; faithful, continuous reading under proper guidance and supervision is required, in order to secure the desired results. Unhappily, by far the larger number of the 4,000 receiving public school money for services rendered have no knowledge whatever of professional works, and do not so much as possess a single volume of the five hundred or more constituting our pedagogical literature.

Pestalozzi, Froebel, Quick, Compayre, Spencer, Herbart, Hailman, White, Parker, DeGarmo, Baldwin, Williams, Prince, and a host of others, if not strangers in name are strangers in thought.

It is quite safe to estimate that not less than 3,000 of our teachers are in need of this professional knowledge, and in view of the inability of our normal schools, training schools and colleges to reach this large class of untrained workers, some suitable measure should be adopted by those who have the true interest of the cause at heart to supply this need.

HOW CAN THIS WANT OF PROFESSIONAL KNOWLEDGE BE SUPPLIED?
SHOULD IT BE COMPULSORY, OR VOLUNTARY READINGS?

Those actually engaged in teaching have limitations of time, opportunity and means, which make a course of reading an additional task.

MIDDLESEX COUNTY.

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Bearing in mind these limitations, it would be unwise to adopt any compulsory measures requiring certain lines of professional reading, notwithstanding our needs, until the educational leaders and the legislative body have exhausted all reasonable means to encourage voluntary reading. Presuming that every teacher has a desire to become more progressive and efficient, every effort should be made to devise ways within the reach of this needy class, and trust to the spirit of progress for a professional uplifting of the rank and file.

Of all the measures used in the improvement of teachers, outside of our colleges, normal and training schools, that which promises the greatest return is a wisely directed, persistently followed course of pedagogical reading, established by competent authority, with proper methods of testing and recording the work accomplished.

Teachers' associations, teachers' institutes, reading circles, summer schools, and other similar institutions, have been unable to meet this want by reason of lack of funds, infrequent sessions, need of books, and inability to test and record the work.

In view of these conditions, the following plan is submitted for the encouragement of professional reading :

Each public school teacher should be requested to contribute annually, at the teachers' institute, or at some other convenient time, the sum of one dollar for library purposes, and the legislature petitioned to increase the present library appropriation to such an amount annually as will duplicate the contribution by the teachers, which contribution should be apportioned among the counties of the State according to the number of contributors.

The State of New Jersey could not do less than to appropriate from the school fund, or from some other fund, an amount equal to that contributed by the teachers of the State out of their hard earned and meagre salaries.

Such a combined contribution, distributed upon the records of 1898, would furnish the respective counties with the following sums for library purposes :

COUNTIES.	NO. OF TEACHERS.	DOLLARS.
Atlantic.....	154	308
Bergen.....	288	376
Burlington.....	223	446
Camden.....	387	774
Cape May.....	65	130
Cumberland.....	213	426
Essex.....	1,115	2,230
Gloucester.....	139	278
Hudson.....	1,035	2,070
Hunterdon.....	154	308
Mercer.....	277	554
Middlesex.....	249	498
Monmouth.....	334	668
Morris.....	227	454
Ocean.....	102	204
Passaic.....	457	914

SCHOOL REPORT.

COUNTIES.	NO. OF TEACHERS.	DOLLARS.
Salem.....	131	262
Somerset.....	130	260
Sussex.....	131	262
Union.....	321	642
Warren.....	174	346
	6,276	\$12,552

Allowing that 1,276 of the teachers fail to become members, at least, the sum of \$10,000 would be raised for professional purposes.

The amount thus apportioned to each county should be placed at the disposal of a committee of not less than seven in number, known as the Pedagogical Library Committee, appointed in each county by the State and County Superintendents of Public Instruction.

It should be the duty of said committee to select and purchase pedagogical works and maintain one or more libraries.

Professional circles should be established in each city and rural school district, with a president, vice-president, secretary and treasurer, appointed by the County Pedagogical Library Committee, and constituting an official board to whom specified courses of professional reading shall be forwarded by the Pedagogical Library Committee, and under whom the reading shall be pursued. These professional circles should convene at least once each month, during the school year, to assign work and discuss the work prepared following, as far as practicable, the round-table method.

At the close of each school year the official board should certify the work accomplished by each member of the circle recommending, to said committee, those teachers who had manifested a professional interest worthy of recognition.

Said committee, upon receiving such certificate and other satisfactory evidence of qualifications, may issue under their hand and seal a suitable certificate, as evidence of professional ability. Such a plan, at a trifling expense to the individual teacher, would afford an opportunity to every trained practitioner to manifest a spirit of helpfulness, and to every untrained teacher to become more professional under desirable and pleasing conditions.

SCHOOL HOUSES.

Four years ago the enterprising little village on the Raritan, near the city of Perth Amboy, known as Keasby, asked of the board of education public school facilities. The Raritan Hollow and Porous Brick Company, a large manufacturing industry in Keasby, fitted up a two-story building for school purposes and placed the same under the supervision of the board of education of the township of Wood-bridge.

The increase of the population of Keasby during the past three years has become such that the old two-story school-building is inadequate

MIDDLESEX COUNTY.

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to meet the needs of the community, and measures were taken by the board of education to erect a new school building.

The Raritan Hollow and Porous Brick Company came forward and generously donated to the board of education of Woodbridge township a very desirable lot, 100 feet square, also 38,000 superior terra cotta front bricks for the ornamentation of the building.

The plans and specifications were prepared by Karr, Poole & Lum, associate architects, No. 70 Fifth avenue, New York city.

The new building is an imposing four-room brick structure, with the most modern appointments.

The heating and ventilating apparatus, the cloak rooms, recitation rooms and offices are quite complete.

Few rural sections in the county have a superior school-building.

The board of education of East Brunswick township have issued school bonds for the purpose of securing money to enlarge, improve and furnish school-building No. 3 in the village of Old Bridge.

The want of these improvements has been felt for a considerable time, and the citizens of the village are rejoicing in anticipation of improved school facilities and an additional teacher.

The Board of Education of the township of Sayreville has made provision, and erected a second story to school-building No. 2.

The plans and specifications indicate a very modern and substantial improvement. An additional teacher has been engaged, thus providing ample school facilities for the locality.

Many school-buildings have been repaired, turniture improved apparatus increased, and valuable additions to libraries made.

CONCLUSION.

The review of the year's work reveals many cheering advances. The taxpayers have manifested a more progressive view of school facilities and a more liberal spirit in their appropriations for the maintenance of the schools. Co-operation among the patrons, teachers and school boards is evidently on the increase. Any one attending a public school day exercise, or a meeting of the school board association, would be forced to the above conclusions. There has been an addition of a score of teachers, and rather an unusual willingness on the part of teachers to give attention to personal appearance and neatness in school-room surroundings.

This office desires to acknowledge the prompt attention given and response made to communications by the State Department, and the kindly and timely advice given by our efficient State and Deputy Superintendents; also, the encouragement given to school work by the presence of so many members of the State Board of Education on a number of occasions. The press of our city and county has always advocated reasonable and progressive educational measures, the advantages of which are too often overlooked.

MONMOUTH COUNTY.

JOHN ENRIGHT, SUPERINTENDENT.

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

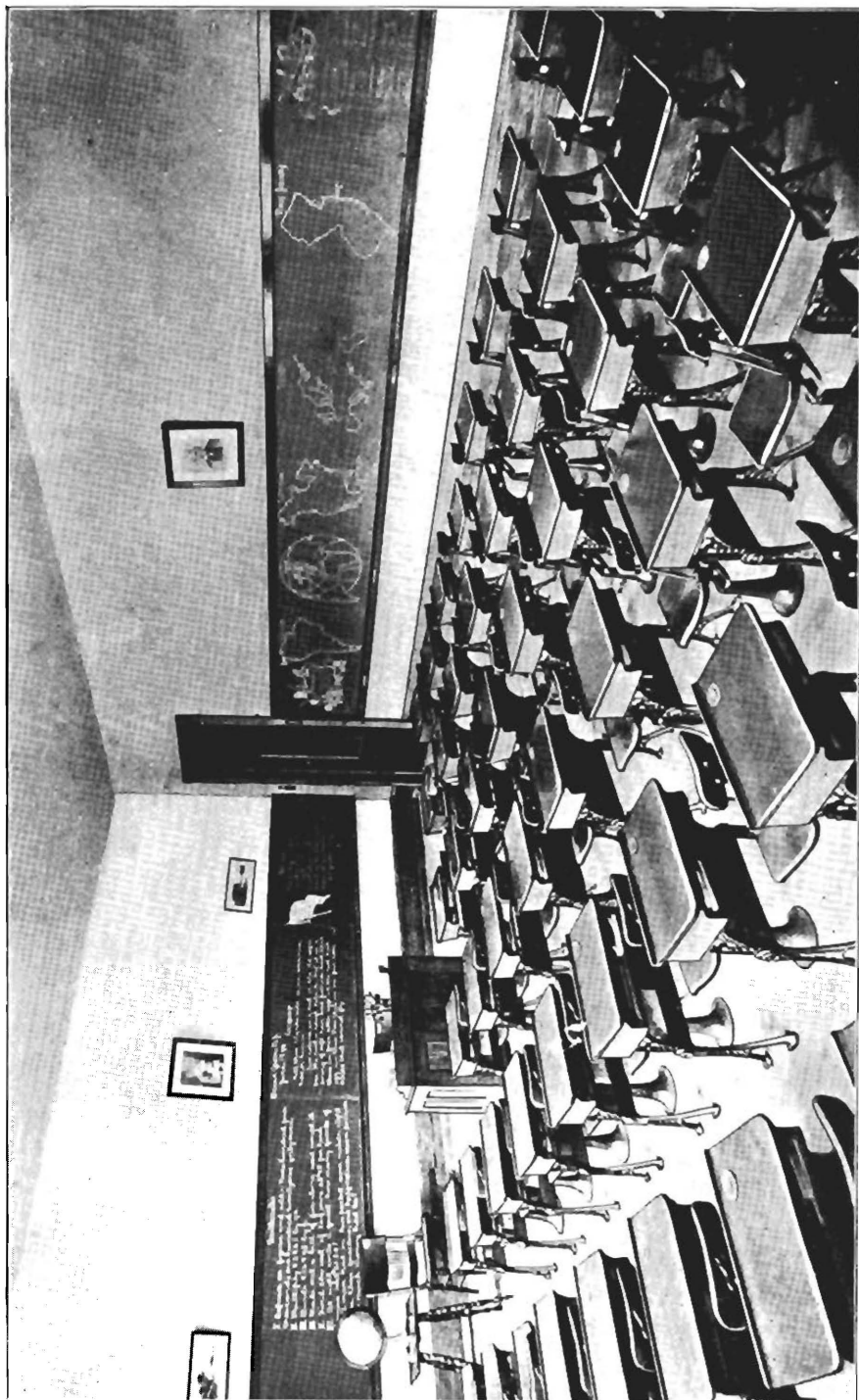
SIR—I herewith submit my annual report for the year ending June 30th, 1899.

In considering the results of the year from the standpoint of the summarized statistics accompanying this report, there is not a great deal that is striking in the figures as compared with those of a year ago. There has been a slight falling off in the number in attendance, due in a measure to the new requirements in regard to transfers. Then, too, there was a school building, which stood near the county line in Upper Freehold township, which was moved across the line into Burlington county. This explains in part, if not wholly, the falling off of 140 children in the yearly enrollment. The school population also decreased some. In the extremely rural sections of this county, the number of children of school age seems to grow less year by year. Measured, however, by other than statistical standards, there has been a real advance in our schools generally. The increased interest and zeal of the teachers always finds its reflex of improvement in the schools which is plainly noticeable upon visitation.

Teachers.—The number of teachers now in the county is 348, an increase of 14 over the past year. Of these 71 are males and 277 are females. There were 30 of the number who were beginners, and of the experienced teachers there were 61 new in their respective schools. This would indicate that about one-fourth of our regular teachers change places each year, a condition which does not stand for the best results. The number of changes is altogether too large.

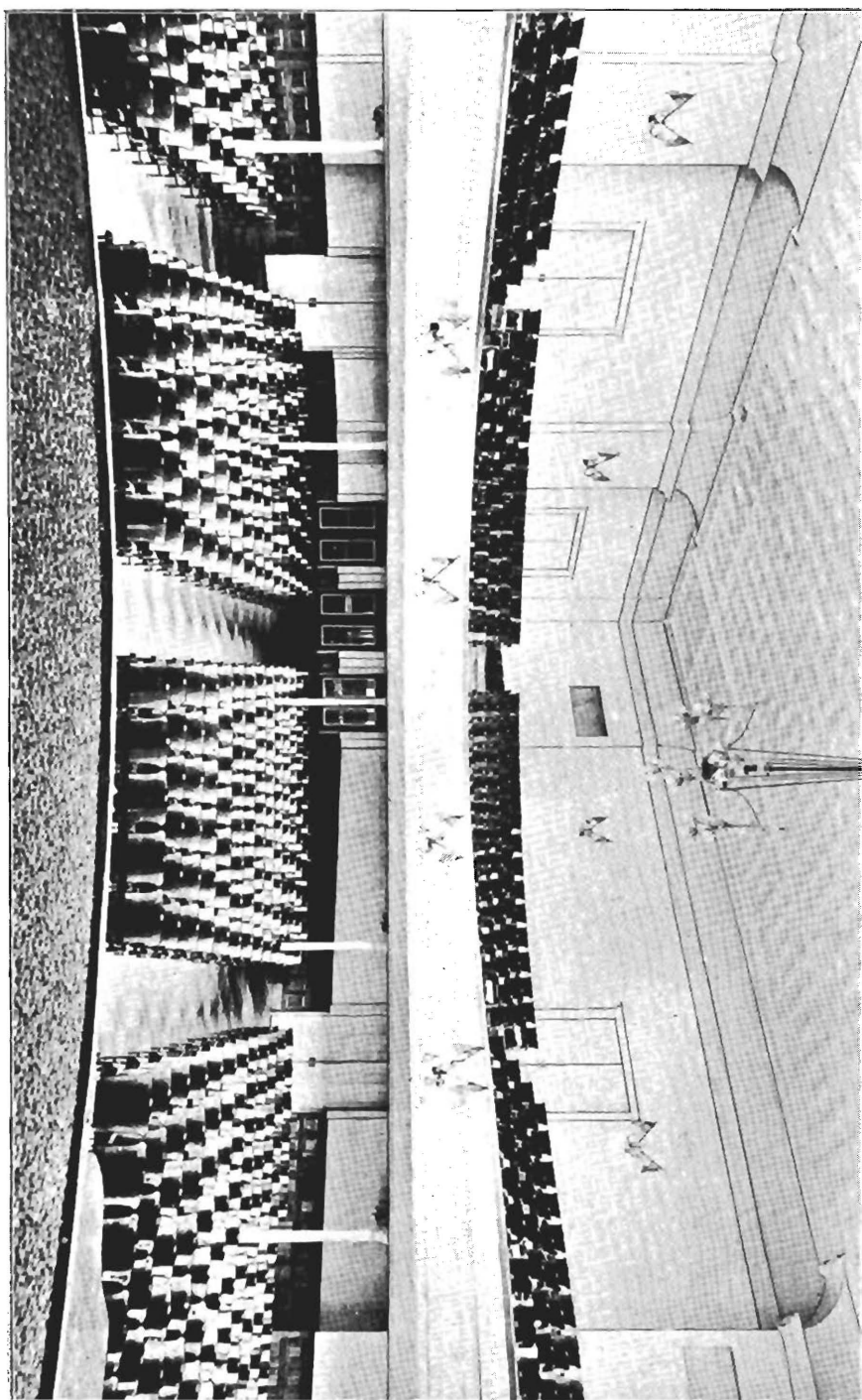
One hundred and fifteen of our teachers are New Jersey Normal School graduates, 25 are graduates of normal schools outside our State, and 17 are college graduates. It is pleasant to record here that the number of third grade certificates is only 16. This is a good showing when we consider the total number of teachers in the county. It will thus be seen that we have a noble band of competent, progressive teachers to lead in the great work of education in this county. Their remuneration remains about the same as last year. For males an average of \$72.90 is paid, and females receive \$48.20. Considering the time necessary to be given in preparation for the work and the arduousness of the labor, surely no one will contend that the salaries are large.

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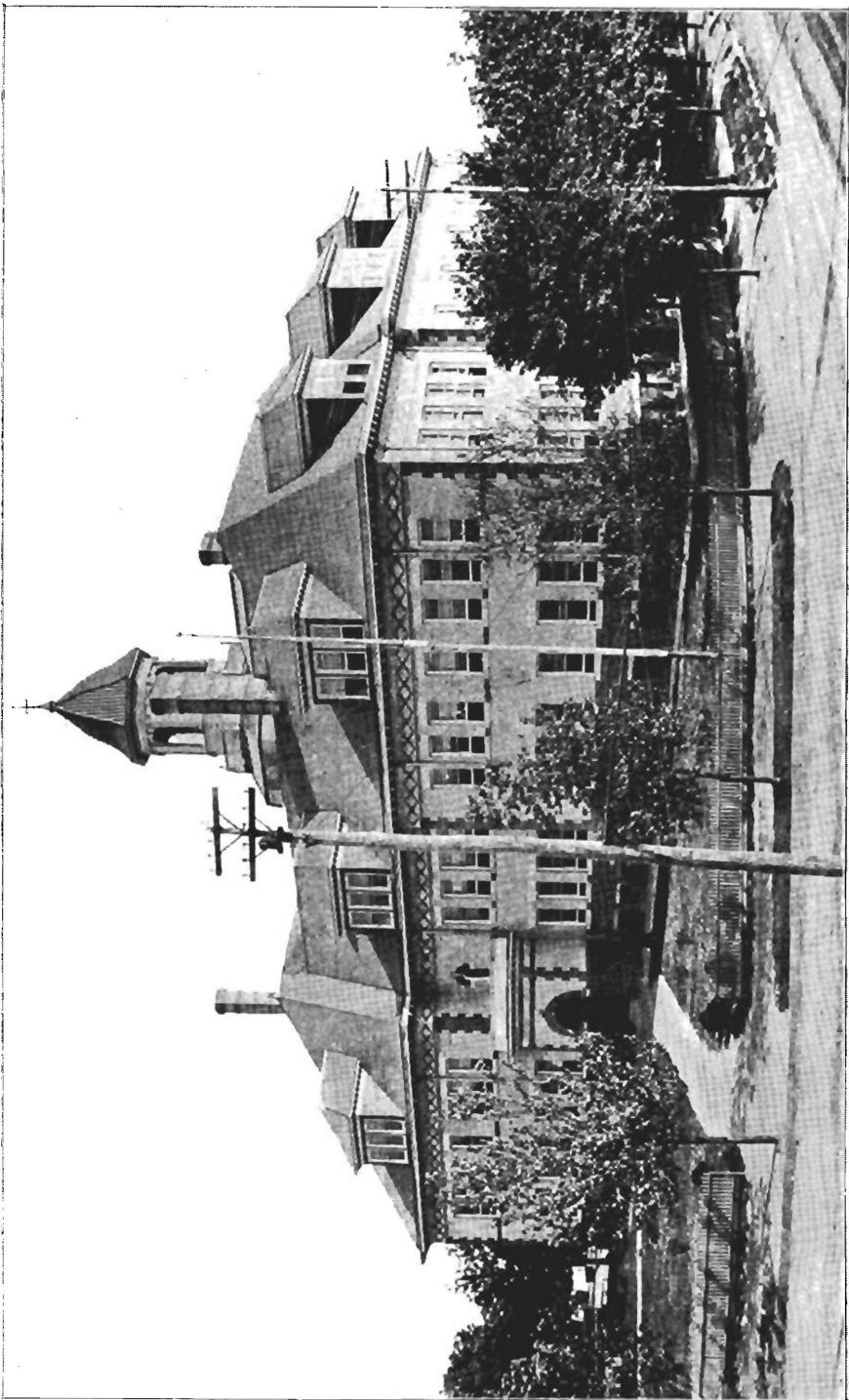


Grade of School—High, Grammar, Primary. Location, Ocean Grove, N. J. Erected, 1897-1898. Cost, \$60,000.

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High School. School Erected, 1897-1898. Situation, Ocean Grove, N. J. Cost, \$60,000.



Grade of School—High, Grammar, Primary, Location, Ocean Grove, N. J. 1897-1898. Cost, \$60,000.

MONMOUTH COUNTY.

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Grammar School Examinations.—The grammar school examinations were held on the 11th and 12th of May, 1899. All the large graded schools of the towns having a system of examinations of their own were excused from taking part in the county examinations. The schools at Atlantic Highlands and at Matawan, however, desired to participate in these examinations. The results showed that in both these schools most excellent work is being done. One hundred and thirteen in all tried these examinations. Of this number 79 were successful and 34 failed. Wall township carried off 13 certificates, which, considering all the conditions, is most praiseworthy. It can be said that an increasing interest has been awakened in many of the schools since these examinations were instituted. The examinations were held but at one school in any one township, and in four instances more than one township could be accommodated at a single school. The utmost care was used to prevent even a suspicion of dishonesty or collusion in the examination, and so far as I am able to know there was none charged. The obtaining of these certificates is a matter of honorable emulation in many of the schools of the county. They furnished something to be aimed at. Hence an object to continue on in school until the certificate is obtained. The teachers as a rule are enthusiastic in their expressions of praise of the grammar school examinations.

Buildings—We are still adding new buildings to the number of already good school-houses in Monmouth county. I can now report that there is not a single inadequate or uncomfortable school building in this county. Long Branch leads off this year with its handsome and well appointed high-school building. It is for the use of high-school pupils exclusively. It is well fitted up with all the conveniences for the teaching of the natural and the physical sciences. The cost of the building and furnishings is about \$50,000. It will be dedicated at the opening of the schools in September. The Marlboro school and the one at West Belmar alluded to in my last report have been completed. They were ready shortly after the time for opening last September. Each of these in its way is a model of school architecture. The West Belmar building is of brick, and has four school-rooms. It is notable for its spacious halls and convenient cloak-rooms. The one at Marlboro is of wood, and its outside design is neat and pretty. It has three commodious rooms, two of which are fitted up for present use. There is also at the present writing two new buildings in course of construction, a one-room building for the colored people in Eatontown township and another at Little Silver, in Shrewsbury township. The latter is to have four large school-rooms. This building will be ready for occupancy about the first of January.

Small Schools.—In my last report I referred to the inefficient work done in the small rural schools and of the great relative expense in

conducting them. I am glad to be able to say that two of these schools, the Holland school, in Holmdel, and the Riverside school, in Middletown township, are to be closed during the coming year. The children will be cared for in the larger schools in the vicinity. Thus there will be a financial saving and an intellectual gain. There are a few other small schools that should be closed, but it takes time to break down ancient idols and many people must be "humored toward the light."

A new school was established at Fort Hancock during the year. This place is at the extreme end of Sandy Hook, which, by the inroads of the ocean, has become an island in recent years. There reside here thirty-five children entirely cut off from school privileges in the schools of Middletown township by reason of distance. By an arrangement with the residents they agreed to provide a building and furnish it by means of voluntary subscriptions. A newly fitted-up building, comfortable and commodious, will be ready for the opening of the school year in September, and, a normal school graduate will be installed there as a teacher.

Supervising Principal.—In Wall township, where the Board of Education, under the leadership of Mr. Hal Allaire, president of the board, is in entire sympathy with a supervising principal, good results are to be seen. Here the board at its monthly meetings hears the reports of its principal as to the attendance in each of the schools and as to all other matters of interest. By the combined efforts of the board and the principal much was done to promote regularity in attendance. Results were perhaps most notable when it came to grammar school certificates. This township easily led all others in the number awarded. Much progress is also made in other townships under the lead of good supervisors. But more could be accomplished if they were allowed more time for supervision, and were delegated fuller powers. When the new law with its liberal provisions for appropriating money for a supervising principal shall be better understood, and the usefulness of such an officer more clearly seen, I think the office will be duly magnified.

School Board Association.—During the year there were two meetings of the School Board Association held—one in September and the other in April. The interest of the September meeting was much enhanced by the presence of the Deputy State Superintendent, J. B. Betts. The discussion which Mr. Betts led was mainly upon the revision of the school law. Several resolutions recommending different improvements in the school law were passed. In the main these recommendations have found place in the new revision introduced by the last Legislature. At the April meeting Superintendent H. B. Willis, of Middlesex county, gave able assistance, as did the Rev. Mr. Pitt, of Lakewood. Practical matters of school administration are

MONMOUTH COUNTY.

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brought before these meetings and discussed. The meetings so far have been very well attended and have proven interesting and profitable. They are now considered a very important part of our school administration. They serve as the forum of the school officer. Here he is able to learn from others in the same line of work the things most essential to the successful government of the schools. The office of member of the board of education has by reason of this organization a distinct entity and an added dignity. The meetings form schools of constructive and destructive criticism.

Transfers.—The past year was the first under the law relating to transfers of children to other districts than their own by the county superintendent. Over five hundred had to be granted in this county. While it involved a great deal of labor to ascertain the reasonableness of respective claims for transfers, yet there was but little friction in carrying out the provisions of the law. The generous and hearty cooperation of Superintendents North, of Ocean, Stees, of Burlington, and Hartwell, of Mercer, made the adjustment of cases near their respective county lines a comparatively easy task. As between the rural townships, the allowance made for each child transferred is fair and meets with general approval. In the case of towns and boroughs there is considerable dissatisfaction expressed. It is claimed that the allowance is entirely too small. This is especially the case in Asbury Park, Ocean Grove, Manasquan and Freehold. The average cost of educating a child in these places is at least \$20 a year. Yet they have to educate a transferred child for \$6.60. One cannot argue with any show of reasonableness that this is fair. The revision introduced at the last session of the Legislature offers some remedy for this state of things, inasmuch as the boards of education, providing they cannot fix upon the amount to be paid, are obliged to submit the matter to arbitration for settlement. It is only because this remedy is in sight that the people at the above places remain patient.

High Schools.—A high school in each township, as some theorists advocate, is an impracticable thing, because of the conditions. There are two things that operate effectually against such a proposition. In the first place, in most townships there is not sufficient population. Then, in the second place, where the population is sufficiently large, the center of population is often on one side or the other of the township. To locate the school at the center of population would make it remote for many. To locate the high school at the geographical center would satisfy and be convenient to a few only. These considerations will continue for a long time to hinder the establishment of the township high school. In the meantime we can foster and encourage higher schools in the centers of population. County high schools, it seems to me, is the solution of the problem. These should be maintained principally by the district in which they are located, but

should be made accessible to the children from the rural schools, payment for which should be provided by the State or county. In other words, there should be scholarships created in centrally-located high schools. With increasing experience this thought grows upon me more and more, and I believe it to be the next important step to be taken in advancing the educational interests of our State. I have in mind, of course, the rural sections to serve, which more efficiently is one of the important educational problems of our times. It is hoped that there may be some useful legislation enacted during the coming winter.

Teachers' Associations.—Township teachers' associations have been maintained in most of the townships during the year. Meetings, as a rule, have been held monthly. The pedagogical libraries have been well patronized by these associations. The meetings are held at the distributing centers of these libraries which has given an added interest. There has also been held a union meeting of the teachers of Manalapan, Millstone, Marlboro and Upper Freehold. This was an enthusiastic meeting. It was, in fact, a small institute. It was held at Englishtown in the month of May. It is planned to have, during the coming year, more of these meetings.

School Libraries.—A committee appointed to look after the selection of books, as recently provided by law, has proven to work an improvement. While the law can easily be improved, being still imperfect, it has brought a remedy for the injudicious and indiscriminate buying of books. Good books, within the range of immature minds, require much care in selection. The list provided by the State has been of much assistance as a guide in the selection of books that will not only be admired but will also be read. Most of our schools added to their libraries during the year.

Institute.—The regular Teachers' Institute was held at Asbury Park, on Monday and Tuesday, November 28th and 29th. A heavy snow storm blocked the roads to such an extent that several teachers were unable to attend at all. The institute was, however, regularly conducted and the great majority of the teachers were present. The instructors were Dr. E. E. White, of Columbus, Ohio; Dr. C. B. Gilbert, Superintendent of the schools of Newark; Miss Lillie A. Williams, of the State Normal School, and Dr. J. W. Redway. With this array of excellent instructors much good resulted from the convention.

In closing I wish to state here that there is at this time a very kindly feeling toward all reasonable expenditures of money for public education. The schools are strongly supported by those who direct the best thought and action in every community. It is realized that

MORRIS COUNTY.

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in the school the nation's greatest strength lies. Hence no reasonable request for moneys to maintain the schools has been denied, when fully understood. With this spirit abroad toward the schools we have good reason to be hopeful of the future.

In closing this report, I desire to thank the State Department for the many courtesies shown during the year, and for the readiness with which help has been offered when in need of it.

MORRIS COUNTY.

MARTIN LUTHER COX, SUPERINTENDENT.

To Hon. Charles J. Baxter, State Superintendent:

SIR—I herewith respectfully submit my annual report of the public schools of Morris county for the school year ending June 30th, 1899.

School Buildings.—A small school-house was erected during the early part of the year at Drakestown, in Mount Olive township. The building is large enough to accommodate forty pupils and replaces the poorest school-house of the county. During the year, Hanover voted to bond the township for \$5,000, to build a school-house at Morris Plains. Morris Plains is situated in two townships, Hanover and Morris. Its principal street, Hanover avenue, is the boundary line of the townships.

Since the township law has been in force the children have attended school as formerly, at the Morris Plains building in Morris township. The growth of the village necessitated increased school facilities and Hanover township contemplates the erection of a four-room building in the village. When the new building is completed, arrangements will be made to grade the pupils by exchange of pupils with Morris township, and all inconvenience arising from the location of the village in two townships will be done away.

Dover has voted to bond the town for \$22,000, for the erection of a ten-room building at East Dover. This will accommodate the present school population who are housed in rented buildings but makes no provision for the future.

The matter of building an eight-room building in Roxbury township was agitated for a time. Building such a school would close several small schools and give the pupils of that township a graded school.

The need of the school is felt, but a site cannot be agreed upon.

Many of our buildings have been extensively repaired and improved. Several wells were dug and additional land was purchased to enlarge play grounds.

The ordinary pail and tin-cup furnished to country schools for the purpose of supplying drinking-water to pupils should be abandoned, and a covered vessel having a faucet from which to draw water should be used. Drinking cups should be thoroughly cleaned at least once a week, although in my investigation of this matter I found some that were not formally washed after being put into use. Children should be encouraged in the use of separate drinking-cups or glasses. In small schools children of each family might be induced to bring cups for use of themselves.

Some of our schools took this matter up and several schools have provided themselves with covered vessels for water, and some effort is being made toward individual drinking-cups.

Teachers.—During the year there was an important increase in the number of young men engaged in our small rural schools. Many of these young men were fresh from normal school or college, and brought a vigor and enthusiasm into their work that resulted in permanent good to the communities. Several of our teachers who now hold first grade county certificates presented themselves for examination at Trenton, and have helped swell the already large number of teachers who hold State certificates. The wisdom of the new rules in encouraging this work is shown in the improved work of our teachers. "Work up or work out" should be the motto of every young teacher.

Institute.—Our annual institute was held at Morristown, on December 8th and 9th, 1899. The instructors fully maintained the high character of the work that has been done in New Jersey Institutes in recent years.

Dr. White, Dr. Rounds, Mr. Redway and Miss Grace Wood are speakers who have something of value to say and say it with earnestness and force. We missed State Superintendent Baxter and Principal James M. Green, from our institute. They are always welcome to a Morris county audience.

Morris County Teachers' Association.—The annual session of the Morris County Teachers' Association was held at Dover, in May, with a large attendance of teachers. The morning session was held in two departments, the afternoon session was general. Prof. E. L. Kemp, of East Stroudsburg, spoke most acceptably to our teachers upon "The Pedagogy of Jesus."

The attendance was taken by districts, and it developed that rural teachers attended in larger numbers than town teachers.

District Teachers' Associations.—In some districts flourishing organizations have been maintained, in others little has been done.

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The teachers have much to hope for from these organizations, and the schools receive much benefit from the improved methods and ideals of teachers.

School Visits.—More than the required number of school visits have been made. The results of my observations have been made the subjects of remarks to the Boards of Education. Our schools have reached a condition of thoroughness and efficiency that is creditable alike to pupils and teachers. Pupils remain in the school longer than formerly and fill out the school year instead of remaining out with the opening of spring.

There is still room for improvement along this line, and we hope to bring it before the attention of teachers and parents next year.

Finances.—The people continue to be generous in the matter of providing for our schools. Some few townships still continue to try to provide good schools without an adequate amount of money, but the sentiment is growing in favor of a necessary amount to support good schools.

“As is the teacher so is the school” is not wholly true, as the building, grounds, apparatus, books and supplies are great aids or hindrances, as they are supplied or withheld.

Next year Rockaway township will lead in the matter of employing a supervisor for the eleven schools of that township. Daniel B. Evans, who has been elected to this position, is well fitted for the position and we hope that the results of his work will make such organization permanent in that township and enable us to secure like organization for other townships. Mr. Evans will be wholly relieved of all teaching and devote his whole time in the eighteen class rooms of the township.

We have, as yet, no transportation of pupils by districts but the indications are that we are moving in that direction. Not near schools but good schools are sought, and many pupils attend a school at some distance from home in order to secure better teaching or more attention.

The overworked teacher of the ungraded school should not encourage pupils of high school grade to remain in the school, as he cannot possibly give them the amount of attention they need without neglecting other grades. Teachers are competent to teach the subjects but time will not allow them.

Pedagogical Library.—Our teachers are availing themselves of the books of the pedagogical library and it still continues to be one of the uplifting forces in our work. Our thanks are due to the State department for the many courtesies shown during the year.

OCEAN COUNTY.

F. A. NORTH, SUPERINTENDENT.

To Hon. Charles J. Baxter, State Superintendent :

DEAR SIR—Herewith I most respectfully submit my third annual report of the condition of the public schools of Ocean county for the year ending June 30th, 1899 :

Retrospective.—Another year of success and advancement has closed. It is with a great degree of satisfaction, while reviewing the work of the last three years, that we can discover so many improvements and so much of permanent value to the public school system of Ocean county. To impartial minds and to those capable of judging, it is evident that we have made more rapid strides in educational affairs than any other county in the commonwealth. This is due to the progressive spirit of the Boards of Education and the people, who with great unanimity have accepted every reform and supported every valuable proposal calculated to make our schools more efficient and education more practical. A systematic course of study—the first ever attempted here—has been placed in the hands of every teacher and trustee. Never before was there any uniform examination of pupils, but during the last two years all pupils of the grammar grade and higher grades have been thoroughly examined in ten of the common school branches. One year ago the Boards of Education organized into a permanent association. Township supervision has been instituted with the appointment of a supervisor for each district. A pedagogical library was established two years ago and its proper support is now assured. School libraries have increased ten-fold. Graduating exercises are now held in all our best graded schools, whereas four years ago only one school held such exercises. The percentage of attendance has greatly increased. The salary of teachers has increased, and the efficiency of the teaching force has taken a higher position. The examination of teachers has been made more systematic and exacting. School inspection has become more frequent and thorough. Expenditures for school purposes have increased. School-houses and their surroundings are better cared for. Schools are kept open more months in the year. Township teachers' circles have been organized. Stated meetings of the county association have been held each year. Circulars of information are frequently mailed to the teachers, and many other valuable features have been instituted. Everywhere I go

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in the county the people tell me that the schools are better than ever before.

School Inspection.—I have made 123 visits in excess of the legal requirements to the different school-houses, and 386 different schools or departments were visited during the year. I have advised teachers, taught classes, made suggestions and instructed wherever it seemed to be needed, and at all times endeavored to render the schools substantial aid. The Superintendents' visiting book contains printed observations under forty-five different headings to be filled out, thus constituting a concise record of each school in the county.

Teachers' Institute.—Our Institute was held at Toms River, November 14th, 15th and 16th, 1898. All teachers were in attendance except those kept away by unavoidable cause. The roll was called at each session, and not a lecture or exercise was omitted from the original program. The instructors were Dr. Emerson E. White, Dr. C. C. Rounds and Dr. J. W. Redway. The State Superintendent was a welcome caller, and made a short address. The County Superintendent also gave practical talks on the everyday work of teachers as particularly applying to Ocean county. The Library Committees were appointed, officers of the County Association were elected, resolutions commending the administration of school affairs in the county were adopted, and many well-digested plans for the year's campaign were put in operation.

School Libraries.—Several new libraries were established during the year, and many already established received substantial accessions. Suitable book-cases have been put up, and the books have been better cared for than ever before. It is our intention to have a library, suitable for the particular locality, established in every school-house in Ocean county. During each of the past three years the progress in this direction has been very encouraging.

Pedagogical Library.—At the next Institute sufficient money will be raised with that already on hand to secure the second apportionment from the school fund, and more professional books will then be added to the library. Several of our teachers have completed the prescribed reading, and some have been awarded the professional certificate.

Course of Study.—The new course of study, which has been in operation just one year, is now followed as closely as existing conditions seem to warrant, and it has proved of great service to superintendent, teachers and pupils.

School Attendance.—The prevailing unpleasant weather and unusual number of severe storms decreased the average daily attendance.

SCHOOL REPORT.

The percentage of attendance based on the census is steadily increasing from year to year, but I am confident it would be materially augmented if boards of education and teachers would put forth more intelligent effort in this direction. I sincerely hope that the next Legislature will frame a compulsory law that will be adequate and effective.

Statistical.—The annual report by districts of the general statistics of the county has been properly tabulated and forwarded to you. It includes the financial report, report of attendance, condition of school-houses, teachers' certificates, debt statement, and school libraries. There are 67 school-buildings, 38 male teachers and 70 female teachers. The State has appropriated \$26,242.71 towards our schools for the next year, which, with what the several districts raise, makes the total amount available for the school year ending June 30th, 1900, \$63,725.51. The outstanding debts amount to \$28,500.

YEAR.	Census.	Enrollment.	Average daily attendance.	Tardiness.	Number in High School.	No. of Teachers.	Money expended.
1897.....	5,045	4,422	2 497	15.246	72	98	\$56,281
1898.....	5,033	4,489	2,725	15.587	120	101	58,631
1899.....	5,163	4,527	2,516	14 552	138	108	64,559

County Teachers' Association.—The most important session of this association was called by its President, Mr. Peter Tilton, to meet at Lakehurst, April 21st, 1899. A majority of the teachers of the county were present, and greatly edified by your excellent address on "A Larger Horizon." Several of the principals and the County Superintendent spoke to the teachers.

School Board Association.—Two meetings of the school boards of the county are called each year. The meeting September 21st, 1898, was of special interest and profit. Addresses were made by Deputy State Superintendent J. B. Betts, on "Transportation of Pupils;" Mrs. O. C. Hovey, on "Educational Progress;" Dr. T. T. Price, on "School Sanitation;" Mr. C. M. Headley, on "Qualifications of Teachers;" and the County Superintendent, on "Duties of Boards." In the County Superintendent's address fifteen cardinal points were laid down, which should claim the thoughtful attention of every Board of Education. Appropriate resolutions were unanimously adopted touching the following subjects: 1. Compulsory attendance. 2. Pedagogical libraries. 3. School libraries. 4. Uniform course of

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study. 5. Supervising principals. 6. Monthly reports to the supervisor. 7. Grammar-school examinations. 8. Qualifications of teachers. 9. School Board Association. 10. Thanks to the speakers. 11. Endorsement of the County Superintendent. The next meeting of the association was at Lakehurst, in connection with the County Teachers' Association, April 21st, 1899. Officers for the ensuing year were elected, committees appointed, and the resolutions of the September meeting were reaffirmed.

Salaries of Teachers.—Three years ago we paid less average monthly salaries to both male and female teachers than any other county in the State, but now we stand several points higher in the list. Last year the average salary paid to male teachers was \$50.92, this year \$51.76; to female teachers last year \$33.71, this year \$35.56. In Lakewood, all salaries range from \$52.50 to \$166.00 per month for males, and from \$52.50 to \$66.00 per month for females. It would elevate the standard of our schools if all other districts could offer such inducements to the profession. But some of our sparsely settled districts are poor and look for outside aid in maintaining their schools.

Qualifications of Teachers.—It formerly was the custom of some of our boards of education to employ teachers through favoritism, ignoring qualifications. Three years ago I received many requests for permits to teach; but now trustees quite generally act upon my suggestion that "applications from properly certificated teachers only shall be considered."

Discipline.—Some of our schools are models of good order and discipline. Even in some of our oldest and most worn-out school buildings we have teachers of the highest professional ability and brightest promise. System, care, neatness, quiet behavior, studiousness, and the other essential qualities of good schools are manifest. There are a few schools in which the teachers lack the tact necessary to maintain good order and discipline.

New Township.—Long Beach township, a narrow strip of land between the bay and ocean, was organized in May, 1899. There are two small schools in the district, one at the extreme north end and the other at the extreme south end of the township, twenty miles apart. According to your direction, I apportioned the State school moneys to that township on the same basis as to the other townships in the county.

Granting Certificates.—The plan of licensing teachers has been remodeled and reformed. The changes thought necessary and the exacting system now in force necessarily created some opposition from those who hope to secure standing to which they are not entitled, and

certificates which they have not earned by honest work. Each subject is assigned to a particular hour of the day ; credits for previous attainments or experience are given only in strict conformity to law ; none are admitted under age, no favoritism shown, and every candidate is graded as he merits. The three regular examinations have been held with great formality, and all teachers are admonished to study for the higher grades of certificates. During the year 125 candidates applied, of whom 60 were licensed.

Evening Lectures.—For the purpose of awakening a more general educational sentiment, seeing the parents as well as the children, and impressing upon all the necessity of properly supporting their schools, last winter I adopted the plan of visiting each district in the county and devoting an entire evening to a discourse on education and a talk on travel, illustrated with stereopticon views. A small admission fee was taken for the benefit of the local school library. After paying a part of my necessary expenses, something, in each case, was made for the library fund. In this way several new libraries were established and others substantially maintained. I also became better acquainted with the people interested in education. As I did not expect any financial benefit from the enterprise, I was not surprised when I discovered that I was fifty dollars out of pocket.

Grammar School Examinations.—Candidates to the number of 151 entered the second annual examination, and 87 passed a satisfactory test in 5 major and 5 minor subjects, from questions prepared by the County Superintendent and approved by yourself. The annual grammar school examination has become an established feature for this county. Every school where there are pupils sufficiently advanced voluntarily takes part in this test of scholarship. The examination was held two days, May 11th and 12th, instead of one day, as last year. The printed rules and regulations governing the examination embraced 21 numbers, to which a strict adherence was required. Every paper was carefully and impartially passed upon by the County Superintendent. The successful candidates for the year 1899 were as follows :

Lakewood, C. E. Osborne, teacher.—Bessie B. Brown, Elizabeth S. Clark, Hattie Conklin, William F. Cooper, Benjamin Fowler, George Garon, Cornelia E. Hill, Carrie LeCompte, Mary J. Moore, Halsey D. Polhemus, Anna C. Schaezlain, Robert K. Seveille, Raymond E. Todd, George Wills.

Toms River, C. B. Kelly, teacher.—Walter C. Applegate, Parker Gravatt, John Grover, Emily Hollman, Maggie M. Irons, Maggie D. Lefferson, Tillie C. Robinson, Rhoda V. Thomas, Alfred Thompson, Harry C. Tilton, Bessie M. Walton, Lucy A. White, Raymond Yates, Lottie C. Hudson.

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Tuckerton, Gertrude Olmsted, teacher.—Adele S. Price, Allie H. Kelley, Clara L. Shourds, Nellie Falkinburg, Ella W. Brown, Florence L. Parker, Maud Ireland, Lydia R. Leake, Addie W. Bragg, Roland D. Bogan, Errol Osman Horner.

Barnegat, H. W. Sterner, teacher.—Joseph Stormes, May Falkinburg, James Throckmorton, Etta Smith, Evelyn B. Cox, Angelina Cox, Helen W. Wright, Effie Soper, Elsie M. Soper.

Manahawkin, J. R. Steelman, teacher.—Blanche Z. Sprague, Lidie Martin, Emma I. Reed, William Abbott, Ralph Cranmer, Garry Carlis, Reuben Carlis.

Island Heights, F. A. Ebert, teacher.—Florence L. Adams, Maud Smith, Mary E. Hamm, Grace P. Smith, George T. Edwards, Sallie A. Vantier.

Waretown, Claude D. Updike, teacher.—Halsey Camburn, H. King Bunnell, Florence Morss, Ross H. Camburn, Rhoda H. Birdsall.

Runyons, Mrs. Lizzie Pearce, teacher.—Luella E. Hankins, John H. Hann, Lillie E. E. Platt, Mary Rudd.

Beach Haven, Annie P. Hughes, teacher.—Chester A. Hewitt, Thomas L. Beer, John W. Penrod.

Pt. Pleasant, R. Case, teacher.—Julia Lawler, May Norris.

Forked River, Stokes Collins, teacher.—Elta Anderson.

New Egypt, Mary A. Jorden, teacher.—Sarita S. Singleton, Harold Warwick.

Greenville, C. E. Downey, teacher.—Charles Estell, Jr., Chester A. Lane.

Osbornville, J. D. Barkalow, teacher.—Mamie Hulse, May L. Madden.

Cedar Run, W. J. Crane, teacher.—John Lysinger, Harry A. Cranmer.

Pleasant Grove, Mrs. Nellie H. White, teacher.—Georgia A. Bills.

Cedar Creek, B. F. Matthews, teacher.—Ellen P. Hurley.

Township Supervision.—This department of our work is destined to become one of the most important features of school management in this county. While only a few of the supervisors are clothed with authority to thoroughly inspect the schools, advise and direct the teachers, and require certain work to be carried out, yet the plan is working in the right direction and will ultimately result in systematic benefit to our schools. The township supervisors collect monthly reports from the other teachers, take charge of the teachers' circle, report to the examiners the amount of professional reading done, aid in grammar school examinations, co-operate with the teachers in establishing libraries, see that adequate supplies are furnished, distribute educational literature, visit schools, secure regular attendance, and organize literary societies. Printed instructions embracing twenty different lines of duty are given to each supervisor. At the close of the school year, each supervisor submits a report to the County

Superintendent and delivers a copy thereof to his local Board of Education. This forms a link in the whole system of reports. The teacher reports to the supervisor, the supervisor to the County Superintendent, the County Superintendent reports to the State Superintendent, and the State Superintendent to the State Board of Education, and the President of the State Board reports to the General Assembly. A few extracts from the supervisors' reports are given below.

Lakewood Township, C. E. Osborne, Supervisor.—The total enrollment was 742, an increase of 172. A new building was erected at Greenville. The official management is harmonious, and patrons co-operate in the work. Manual-training has proved a great success. The Kindergarten has grown until it now requires three teachers. The library has been increased by 104 volumes. Irregularity in attendance is one of our greatest hindrances. Fifteen received the grammar-school diploma. Ample financial support is given by the people. We shall reach out day by day in every direction for the things which are best in educational lines, yet preserving conservatism enough, I trust, to debar us from snatching at every theoretical meteor that flashes across the educational sky. We seek rather a sound basis upon which to rest the best of the good things available.

Eagleswood Township, J. W. Salmons, Supervisor.—We are following, as far as practicable, the course of study laid down by Superintendent North. Besides taking our pupils through the eighth grade, we give them geometry, algebra, physical geography, general history, rhetoric and physics. Graduating exercises are held annually. Our teachers convene weekly for the purpose of studying pedagogical works. The school library contains 300 volumes. The Board of Education provides well and supports the teachers. A Literary Society, composed of teachers, pupils and others interested in intellectual advancement, will be organized this fall. Several of our graduates have commenced teaching.

Island Heights, F. A. Ebert, Supervisor.—When I took charge of the school two years ago the attendance was very poor, 70 or 75 per cent., but now it averages 97 per cent. right along. The grade has been steadily advanced until now we take them more than two years further than when I came here. By this means all the older pupils are kept in school. I follow the course outlined by the County Superintendent, which I consider a most excellent one, and I am in hearty sympathy with the strong efforts being put forth for the advancement of the schools in Ocean county. Our prospects are very bright for the coming year. We shall do better work than ever before. I shall remove all answers in arithmetic out of the pupils' hands. The

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board supports my work. About 60 volumes have been added to the library, making a total in two years of 200 volumes.

Beach Haven, Annie P. Hughes, Supervisor.—The school-house has been enlarged, a primary department added, the school graded, and the county course of study followed more closely. Twenty dollars was raised for the school library. Three pupils received the grammar school diploma. The schools on the beach were never before in as good a condition as now.

Berkeley Township, Jesse Stilwell, Supervisor.—Schools in this township made satisfactory advancement during the year 1898-99. The attendance is on the increase. The prospects for the future are bright. We have good school-houses and all necessary books and supplies. The board supports the teachers.

Brick Township, J. W. Harvey, Supervisor.—The schools of Brick township are well attended, and the teachers do efficient service. Some of our teachers have served in their present positions for a long time, but they still keep abreast the times. Some of our scholars secured grammar school diplomas. Herbertville building was enlarged, and Point Pleasant Bay received another room and a primary teacher. The teachers have sent in their monthly reports to me: (a) of attendance, (b) of the roll of honor, (c) of those not absent or tardy. The township teachers' circle met at Burrsville and discussed school methods. The County Superintendent also met with us. The teachers are ready and anxious to do their duty and make the success of the past only an indication of greater success in the future.

Jackson Township, Dewitt B. Matthews, Supervisor.—Teachers are prompt in sending me their monthly reports. School-houses are in good condition, but some of the blackboards are very poor. An assistant for Whitesville school has been employed for next year. Compulsory attendance has not been put in force. Members of the board visit the schools, accompanied by the Superintendent. There were no suspensions or expulsions. Parents seem anxious to co-operate with the teachers. Text-books and supplies are furnished by the board. Book-cases or shelves have been provided for all school-houses.

Lacey Township, Stokes Collins, Supervisor.—Schools are in a flourishing condition. The school at Bamber has been discontinued, all the children having moved away. The teachers held monthly meetings for business relating to the schools and other educational purposes. Bad weather decreased school attendance. Funds for the library were raised at the Superintendent's lecture and at a school entertainment. Our Board of Education provides all necessary supplies. Two pupils passed the grammar school examination. The

frequent visits of the Superintendent are appreciated by the teachers and pupils. The school-house is about to receive a new coat of paint. We feel the loss of Capt. B. F. Holmes, who was a faithful member of the board.

Little Egg Harbor Township, Gertrude Olmsted, Supervisor.—The people are justly proud of their efficient teachers. The upper grades have been divided and another teacher employed. It is noticeable that parents are taking a broader view and a more firm stand for higher and more thorough education. The Board of Education is leaving nothing undone that will advance the interests of the schools.

Manchester Township, W. J. Connor, Supervisor.—There were 308 pupils enrolled in the eight schools of the township, an increase of 12 over the year before. Putting in force the compulsory law brought all children in this village to school. The teachers of the county held a very successful meeting here April 21st, 1899. Thirty volumes have been added to the library, and now we have 200 books. Maps, globes, charts, books and supplies are furnished by the board. The phonetic system in reading and vertical system in writing have been introduced with good success. High-school subjects will be introduced. Some of our graduates are teaching; others are attending the Normal School. The schools of the township are better than ever before.

Ocean Township, Claude D. Updike, Supervisor.—This graded school, during the past year, has taken an advanced standing never before attained. The attendance has been much better than usual. The county course of study has been a great aid to us, and we have followed it as closely as possible. Besides the common school studies, we have introduced several high-school branches. The salaries of all teachers in the township have been increased for the coming year. Five pupils passed the grammar-school examination. Supt. North presented the diplomas at the close of the school. The plan of grammar-school examinations is of great value to the schools. We expect to secure a new library.

Plumsted Township, George W. Ivins, Jr., Supervisor.—Through the efforts of our teachers and the County Superintendent the schools have made great advancement during the past year. Attendance has increased ten per cent.; school libraries are maintained; grammar-school examinations are held; a new school-house was built; New Egypt's school should be better provided for; teachers, pupils and parents are interested in the work of the schools and in hearty sympathy with the excellent methods of our County Superintendent.

Point Pleasant Borough, Richard Case, Supervisor.—During the year we lost all our old teachers by marriage and promotion to better

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paying positions. We had some trouble in finding an efficient primary teacher, but recent graduates of the New Jersey Normal School are now doing excellent service in the positions which they answered late in the year. Quiet, steady work, on the essentials, is our plan.

Dover Township, C. B. Kelley, Supervisor.—The year's enrollment was 240, with an average attendance of 160. The percentage of daily attendance was 87; number tardinesses, 728; number of pupils neither absent nor tardy, 2; suspensions, 2. The principal conducted a lecture-course and a monthly paper. A new teacher has been employed for the primary school.

Stafford Township, J. R. Steelman, Supervisor.—The schools of this township have done good work during the year. The school at Cedar Run, under W. J. Crane, has made decided progress. Another year of high-school studies has been added to the course in Manahawkin school. Latin, algebra, physics, bookkeeping, general history, geometry, geology, botany, zoology and astronomy are now pursued here. Seven graduated in the grammar school department and seven in the high-school department. None can take high-school studies until they have passed the grammar-school examination. Graduating exercises are considered a popular feature in closing the school. Several of our graduates are now teaching. We expect the coming year to be more successful than any preceding year.

Union Township, H. W. Sterner, Supervisor.—Teachers and pupils work harmoniously. Meetings are held Mondays, after school, when teachers report the condition of their respective departments, and exchange educational views. During a greater part of the school year the teachers meet one evening each week to study standard works on pedagogy, also to study and recite on other subjects. More than thirty volumes have been added to the school library, all selected from the State catalogue. There is an increasing desire on the part of the pupils to read good and inspiring books. The pressing need of the hour is a new school-building. The board does all it can to make the work of the teachers successful. We had nine grammar-school graduates and two high-school graduates.

Prospective.—At the opening of the coming school year, I shall bring several new propositions before the teachers, admonishing each to pursue a well-defined course, keeping in view the objects he desires to accomplish. Every teacher in the county will be advised to do some definite work each week in drawing. It was never before proposed here. Examination of teachers and pupils will be more searching than heretofore. The professional spirit will be inculcated. Attendance, punctuality, deportment and scholarship will receive more special attention than ever before. More thorough inspection, fre-

quent reports, township and county educational meetings, programs of daily exercises, school work a constant care—these and other considerations will be forcibly presented to the teachers.

Conclusion.—In conclusion I desire to thank you and your worthy deputy for the aid, encouragement and advice so heartily bestowed whenever sought, and also to acknowledge the uniform kindness and spirit of co-operation manifested towards me by trustees, teachers and others interested in education.

PASSAIC COUNTY.

HOMER A. WILCOX, SUPERINTENDENT.

To Hon. Charles J. Baxter, State Superintendent:

SIR—Herewith I present my report of the Passaic county public schools for the school year ending June 30th, 1899.

Two new school buildings, No. 2 in Wayne and No. 4 in Little Falls, were erected during the year, and three buildings were enlarged, refitted and refurnished. No. 1, at Upper Haledon, has now two fine, large, well furnished class-rooms. No. 3, at Passaic Valley, was practically rebuilt and is a handsome two-story brick building, having large class-rooms with ample wardrobes and staircase. No. 3, at Clifton, formerly a one-story, three-room building, has been converted into an elegant three-story, six-room structure, supplied with every modern convenience. In this connection, I may add that a kindergarten department was opened last November in School No. 7, Acquackanonk. These various changes necessitated the employment of seven additional teachers, making the total number employed 80 this year as against 73 last year. It affords me pleasure to state that the people of West Milford township, at a school meeting held in May, voted the money to erect a new school-house at Upper Macopin. Now that the good work in that township is begun, I have reason to believe that its citizens will replace, at an early day, the buildings at Hewitt and Echo Lake.

The condition of our school libraries this year is much improved. The following table will indicate the gains as compared with last year's record:

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YEAR.	Amount Raised.	Amount Received from the State.	No. Books Purchased
1897-8.....	\$155 00	\$50 00	183
1898-9.....	228 00	140 00	269

As an evidence that the people of this county are prompted by a liberal and progressive spirit in dealing with matters pertaining to education, I present below the account of moneys voted and expended for school purposes during the last two years in the townships and boroughs :

YEAR.	Amount of district tax voted for teachers' salaries.	Total amount of district tax voted.	Total amount expended.
1897-8.....	\$7,635 00	\$29,871 00	\$73,534 00
1898-9.....	10,480 00	37,319 00	84,158 00

I regret to announce that, although 256 more pupils were enrolled this year than last, there has been a decrease of 37 in the average daily attendance. This result is due to the reduced attendance in Wayne, Pompton and West Milford, the other districts having made considerable gains. The smaller attendance in those townships is largely attributable to indifference or neglect on the part of the parents. The boards of education are unanimously in favor of a rigid enforcement of the Compulsory Education act during the current school year. To accomplish that object, blank forms have already been sent from this office to the district clerk of each township and borough.

In June several schools gave exhibits of work done in the various subjects and grades. Visitors manifested the keenest interest in this work, and greatly encouraged both teachers and pupils by their words of commendation.

The examination of pupils in the eighth-year grade occurred on the 5th, 6th, 7th and 8th days of June, printed questions in seven subjects having been forwarded by me to each of the 41 schools. In all, 23 pupils took the entire examination. Of this number 13 were successful and were granted County Grammar School diplomas.

In October a county pedagogical library, consisting of 276 volumes, was purchased and distributed at three points, Pompton Lakes, Haledon and Clifton. Subsequently, for the greater convenience of teachers, other branches were established at Newfoundland, Mountain View and Little Falls. With a view to granting professional diplomas, a separate course of reading was prescribed for each of three classes of teachers, namely, those engaged in primary work, those teaching in grammar grades and principals. Several teachers completed the course appointed for principals and 143 volumes were withdrawn from the different branches during the year.

The teachers assembled at Little Falls, on November 5th, for the purpose of organizing a County Teachers' Association. Officers were elected, a constitution adopted and an executive committee appointed. Two profitable meetings of the association have since been held. District teachers' meetings have been maintained throughout the year in the townships of West Milford, Manchester and Acquackanonk.

I desire to commend to the other Boards of Education in the county the practice, recently adopted by the Manchester Board, of granting certificates at the close of the school term to all pupils entitled to promotion from grade to grade. The certificates are three in number, a kindergarten, primary grade, grammar grade, each of elegant design and finish. Suitably framed, they would adorn any home. The granting of these testimonials cannot fail to act as a powerful incentive to effort on the minds to ambitious pupils.

Arbor Day was duly observed in all the schools. From the reports received I gather the following data: Number of trees planted, 67; number of flower-beds made, 26; number of visitors present, 630; vote for favorite tree, maple, 1,319; oak, 388; pine, 164; willow, 98; elm, 93; chestnut, 80; scattering, 320.

The Teachers' Institute for this county was held at the Y. M. C. A. Hall, No. 137 Ellison street, Paterson, on the ninth day of December. The instructors were Dr. C. C. Rounds, Dr. E. E. White, Superintendent B. C. Gregory and Miss Sarah A. Dynes. The subject presented by each was ably handled and each held the undivided attention of the teachers.

In closing, I desire to tender my thanks for the valuable assistance rendered and advice given me from your office, and, also, to express to the Boards of Education and teachers of the county my appreciation of the kindly feeling shown me in our official intercourse.

SALEM COUNTY.

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SALEM COUNTY.

THOMAS G. DUNN, SUPERINTENDENT.

To Hon. Charles J. Baxter, State Superintendent :

My second annual report of the public schools of Salem county is herewith submitted.

The work during the year has, I think, made substantial progress, not so much as I desired, but in such measure that an increased interest has been apparant on the part of school officers and teachers.

This is shown on the part of school boards by a very commendable desire to give the schools better accommodations and a more liberal distribution of supplies; the extent of which is only measured in some cases by a too small appropriation made for the purpose by the districts, which at times calls for considerable good financiering on their part, and their labors can only be appreciated properly when the fact is taken into consideration that the care and thought given to the work is not rewarded, except as they shall be able to see before them the elevation of the boys and girls to a better citizenship, with better facilities for meeting the emergencies of life.

We have also completed during the year the organization of the Salem County Board of Education, the incipient steps for which were taken in August of last year, and which was noted in my last report.

Two meeting have been held during the year.

A Constitution was adopted at the April meeting, and the Board is in fairly good working order. The meetings were not large, owing to pressure of work at the time. Most of the districts were represented, and a number of letters expressing disappointment in not being able to attend were received.

A lively interest was manifested, which I am convinced will grow as the boards become better acquainted with the purposes of the Association, and I am quite sure it will be a production of much good.

We were expecting a visit by Mr. Morse and Mr. Frey at our last meeting, but circumstances prevented their attendance. We hope, however, at some time in the future to have the attendance of a delegation from the State Board. I think it would be beneficial in giving us inspiration and encouragement.

We have organized a Teachers' Association during the year and held three meetings, which have been well attended, and much interest

manifested by all present, including many visitors. Interesting and instructive lectures have been given on each occasion, and competent instructors employed to demonstrate best methods of presentation of many of the branches taught in the schools. Three lectures were given on the subject of drawing, which was added to the curriculum last year; two by Madame van Helden, of Philadelphia, and one by Miss Emily G. Weaver, of Brooklyn. Ward's method of reading was presented by Miss Alexanna Thomas, of Atlantic City, and Miss Lilly Edwards, of Salem, and has been very generally adopted throughout the county.

Vertical writing was presented by Prof. W. A. Storrie, Principal of Salem High School. These with other items of interest in connection with the social hour have tended to make the sessions seasons of pleasure and profit.

Attention has been given in the schools throughout the county to the various holidays and holiday exercises, which served to keep the occasions fresh in the minds of the pupils.

The teachers as a body are showing a commendable zeal in their work and mostly moving upward in the line of professional qualifications. The new subjects added to the different grades of certificates will give greater efficiency to teaching force.

I find the provisional certificate given to new and inexperienced teachers to begin work, a decided disadvantage to all parties interested; various reasons for which might be given and I think the work would be materially benefited by its total abolition. It would bring into the work many good teachers who have made the necessary preparation and have legally qualified themselves, and I am quite sure that our "Bureau of Information," so efficiently and economically managed, would be able to furnish competent teachers in almost, if not every, case.

Our pedagogical library has been somewhat increased by the addition of valuable works, and a manifest improvement has been made in the use of it during the year. I think the course of reading published during the year has contributed to this increased interest.

I am somewhat disappointed in the condition of the circulating libraries in the schools, and the seeming absence of interest in this very important department of school work, and very much chagrined at the meager and unsatisfactory report made to you in this line, and shall hope to have things in better shape. I think there are few things that tend to broaden the minds and elevate the character of our young people more than the reading of good, well selected literature, and am sorry school boards cannot more generally see the work in this light.

The sessions of the annual Institute cannot fail to be profitable to all progressive teachers, with such able instructors as the State Board has been able to furnish from time to time, and think them happy in their selection for our Institute the last year.

SOMERSET COUNTY.

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The teachers were all present at the regular sessions, except two or three who were excused for sufficient reasons. I was very much disappointed, however, at the lack of interest on the part of many of the teachers in the very able and instructive evening lectures given by Doctors White and Redway, and shall hope to see a different condition of things in the future. I hope to be able to give our lecturers audiences that will in some measure be commensurate with the occasion.

We are working to put ourselves in harmony with the State Board on the line of the township high-school, and have made some progress. The thought seems to be taking root in the minds of the school boards, and shall expect to see it take more tangible shape in the near future.

Three schools have been fairly well established on this line during the year, the pupils being graduated from the various schools in the township to the central or high school. Pennsville, in Lower Penns Neck, Pedricktown, in Oldmans, and Alloway, in Alloway township, are notable instances.

The course of study inaugurated last year is in fairly good working condition. It is not all I desire, but about the best your humble servant could see at the time, and shall hope to make such amendments from time to time as shall suit the work and the necessities of the case. The very large expense attending the making up of a full course of study and outlining it in detail must prevent the average superintendent from making what seems almost a necessity for the school-room and teacher in many cases. I think the State Board will in the no distant future furnish a complete course and fully outlined for use in the State, the requirement of which would be in accord with the county diplomas issued by it.

In closing this report I desire to say that I am pleased with the cordial spirit that seems to exist between school boards, teachers and superintendent, and the treatment accorded by yourself and able deputy, Mr. Betts, and all others concerned.

SOMERSET COUNTY.

JAMES A. METS, SUPERINTENDENT.

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

DEAR SIR—I have the honor herewith to submit my third annual report :

It gives me great pleasure to report again a quite satisfactory progress both in the material condition of the schools of our county and in the work done by the teachers at large.

A very commodious and thoroughly-equipped additional building of 6 rooms, in many respects a model of its kind, has been erected in North Plainfield. This, it was hoped, would satisfy the demands for the accommodation of the pupils of the borough for some time to come, but another building of the same size will be needed in the near future. At Bound Brook an addition has been built, more than doubling the capacity of the original structure and containing a fine assembly room; a wise provision, worthy of imitation elsewhere in the county. A new building of 4 rooms is in process of construction at South Bound Brook, which is expected to be ready for occupancy early in the present school year. The increase in the value of our school property over 1897 amounts to the notable sum of \$39,850.

The introduction of adjustable single desks in several of the rooms in the Somerville schools, and in the new buildings in Bound Brook and North Plainfield, is another item of advancement in the material condition of our schools. It has occurred to me that a regulation requiring the gradual abolishment of the old style of desks and the introduction of the single adjustable desk would be of great ultimate utility and advantage. While some of the Boards of Education deserve the highest commendation for their liberality in furnishing their schools with all the aids required for the most thorough work on the part of their teachers, there are some who are still delinquent in furnishing even the needed text-books and supplies, a fault which may require somewhat severe measures to correct. This evil might be remedied, perhaps, by the framing of such a law as was once broached, viz., empowering Boards of Education to order assessments for school purposes, within proper limits, without a vote of the people.

There is a growing sentiment in our boards in favor of the further establishment of graded schools in our country districts, and it is my purpose to work steadily toward the accomplishment of this object. The matter of township high-schools is also being agitated, and, if judiciously handled, will bring about good results.

In some quarters much is still left to be desired in regard to the location and condition of outhouses, but I intend to see to it that the law applying to this shall be fully obeyed. It will be my endeavor, also, as heretofore, to enlist the co-operation of the teachers to stamp out the evil hinted at in my last report under this head, and I am glad to say that some progress has already been made in this direction.

I beg leave to express my personal gratification at the increased demand for fuller qualification on the part of teachers as shown by the subjects added to the different grades of county certificates, and I am confident that this will bring about, ultimately, the exclusion to a large degree of all incompetents as well as the better equipment of the capable and worthy. The statistics show considerable advance in this direction even now, there being among our 137 teachers only 13 who hold a third-grade county certificate, barely $9\frac{1}{2}$ per cent. of the whole number.

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In May last, County Superintendent Willis, with Supervising Principal S. V. Arrowsmith, of Red Bank, and myself, conducted, at New Brunswick, a preliminary examination of candidates for a cadetship at the Naval Academy. Of the ten applicants there present, Horace B. Van Dorn, of Red Bank, and Orville T. Waring, of North Plainfield, obtained the highest averages. At this examination a lamentable lack of preparation in some of the subjects was shown by a number of the candidates, proving the need of more thorough work in the common branches.

No applicants presented themselves to me this year for examination for admission to the State College of Agriculture and the Mechanic Arts. It is to be regretted that so few of our young men avail themselves of this great opportunity to secure a practical scientific training, and I shall consider it my duty henceforth to urge this upon the young lads in our schools.

The County Grammar School examinations were this year held in January and June. There were 54 applicants in all, of whom only 32 secured diplomas, a less percentage than last year, but which decrease is due perhaps mainly to the greater care in conducting the examinations and greater strictness in the marking of the papers. Of those who succeeded, three passed examination, also, very creditably in Elementary Algebra and in Bookkeeping, thus reaching the requirements for admission to the Normal School without examination; while another one has secured admission to the high-school in Plainfield upon her diploma, the examination questions having been submitted to City Superintendent H. M. Maxson.

An addition was made during the year of 35 books to each of the four pedagogical libraries established in the county, and many teachers have made good use of the libraries. In addition to these books six of the best educational journals were placed in each of two of the localities, thus giving to the teachers having access to these still further opportunity for improvement. It is proposed to follow this up from year to year.

Our teachers' meetings were greatly interrupted during the past winter and spring by the unusually severe weather. Some of the meetings held later in the year, however, were well attended and very profitable. Our County Teachers' Association has shown marked improvement both in additions to its membership and in the subjects presented at its meetings. At these we have been favored by very profitable addresses on practical subjects by superintendents and principals from other towns in the State.

The rule requiring the appointment in each district of a committee on school libraries and apparatus is working advantageously, and is likely to increase greatly the interest in this matter. The sum of the amount raised by the schools and contributed by the State during the year is \$581.56, as against \$413.72 the preceding year. Of this amount \$258.76 has been expended for apparatus, while a part of the

remainder is still to be used for the purchase of library books. The excellent catalogue gotten up by the department last year is proving of very great value in facilitating the selection of the proper books. There is still need of arousing the interest of teachers and Boards of Education in this important adjunct to the general school work.

Our Teachers' Institute, held in conjunction with Hunterdon county, on November 30th, December 1st and 2d, proved to be more than ordinarily profitable. The sessions were opened with a practical address by the Vice-President of the State Board, S. St. John McCutchen, on the relation of the teacher, socially and morally, to the community. The Normal School furnished as instructors Miss Dynes, who lectured on the importance of teaching civics in our common schools; Miss Fields, who spoke on drawing in rural schools; Miss Wood, whose general subject was the kindergarten. This latter address was ably supplemented by Supervising Principal Gregory, of Trenton, who dealt with the application of the kindergarten idea to grammar and primary schools. Principal Gregory, of Long Branch, discussed the methods of teaching Geography. Dr. E. E. White was, as always, rich, full and clear as he treated his three subjects, "The Three Processes of Teaching," "Methods of Teaching as Applied to Ungraded Schools," and "Moral Instruction." At the last session, Dr. White having been called away to another institute, Principal Krebs, of Somerville, was requested to fill in the gap, which he did by a lucid and able address on the teaching of reading, dwelling particularly on the great value of committing choice selections to memory. The evening lectures given by Drs. White and Carr, together with the delightful vocal and instrumental music under the leadership of Mr. Bissell, Principal of the Flemington school, also added greatly to the pleasure and profit of the institute.

A very severe snowstorm, blocking the roads, prevented the presence of several teachers from Somerset, greatly to my regret.

I must again express my high appreciation of the hearty and kind support almost uniformly given me by the teachers of the county, and of the courteous and considerate helpfulness extended to me in the discharge of my duties by both yourself and your deputy, Mr. J. Brognard Betts.

The need for correction of some of the township reports, and which have not yet been returned to me, compel me again to delay the forwarding of my statistical report.

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SUSSEX COUNTY.

LUTHER HILL, SUPERINTENDENT.

To Hon. Charles J. Baxter, State Superintendent :

In addition to the required statistics, I submit the following remarks with my twenty-fourth annual report :

We began the school year with an increased enrollment of pupils and with very regular attendance; but, while the town and village schools have made a good record, the unprecedented severe winter, with successive blizzards and bad roads, interfered materially with the rural schools. The average daily attendance was less than last year, and there was a loss of one per cent. in the attendance based on the average enrollment. There was less tardiness. The schools were kept open a fraction longer than last year, with an increase in teachers' salaries for both sexes.

As a result of school visitation I have observed that while general progress has been made in most of the schools through faithful teaching and attentive pupils, a few teachers have manifested a sad lack of interest. Hopefully and justly some of these are not to be retained for the coming year.

Small Schools.—We have too many very small schools. Sixteen of these have an average attendance of ten or less, and five of the sixteen have but six pupils or less daily. It is with difficulty that the teachers of these schools can create enthusiasm or secure a real interest in the exercises. Concentration of scholars is the remedy; but a strong local prejudice always opposes the abandonment of the time-honored school-house. During the past year I have made a persistent but unpopular and almost fruitless effort to have some of these small schools closed by holding out to Boards of Education the State bonus offered in cases of transportation.

The township of Sandyston is the first to make a break in the right direction, and has closed one of its school-houses, and provided for carrying the pupils to neighboring schools.

School Buildings.—A very substantial and convenient school building has been built at Branchville, after a plan provided and furnished by the State Superintendent, to supply the place of one destroyed by fire on the night of December 20th, 1898.

Newton, Franklin Furnace and McAfee have enlarged their school buildings, and several other school-houses have been refurnished or repaired.

Libraries.—Library boards, for the management of free school libraries, have been appointed in all the townships. A new library has been established at Amity and eight other schools having libraries have received additional State aid. Very few of the teachers send in intelligent reports of the condition of the libraries, and I am deprived of proper data in making my statistical report to the State department. By the burning of the Branchville school building, the large free school library—the one that had received more State payments than any other in the county, together with one-fourth of the county pedagogical library, was destroyed.

Teachers' Examinations.—The three sessions of county examinations for teachers' licenses were held at Newton, with A. B. Cope, A.M., Charles J. Majory, Pd.D., and J. Dwight Reynolds as examiners. There were one hundred and thirty-three applicants for certificates. Ninety-one licenses, six first-grade, thirty-eight second-grade and forty-seven third-grade, were issued.

Special Exercises.—The usual Arbor Day and Patriotic Day exercises have been duly observed.

Teachers' Meetings.—The teachers of Newton, Sparta, Hardyston, Vernon and Wantage townships held weekly, monthly or bi-monthly meetings throughout the year.

The County Teachers' Institute was held at Newton, December 5th, 6th and 7th, with Dr. C. C. Rounds, Dr. E. E. White and J. W. Redway as instructors, and proved to be of unusual interest and profit.



UNION COUNTY.

W. J. SHEARER, SUPERINTENDENT.

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

DEAR SIR—I herewith submit my first annual report for the schools of Union county. During my term of office, which has been less than a year, it has been my aim to make a study of the existing conditions, that I might be able to start the present year properly. For this reason, my report is brief.

The work in most of the schools of the county has been excellent ; in fact, better than I have found in many large cities. The work in some has been fair ; in a few it has been quite poor. It is encouraging to be able to report that most boards of education are intensely inter-

UNION COUNTY.

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ested in building up the best schools it is possible for them to have. To this end they have worked faithfully, and, in most cases, with more than ordinary skill and success. In but two cases have I felt it my duty to notify boards that better provision would have to be made for the pupils. In only one case have I found it necessary to say that a teacher should be replaced by a more successful one. In these, and in other cases, the action of the boards was such as to lead to the belief that they appreciated the suggestions.

For the first time in many years, a printed course of study has been placed in the hands of each teacher. In large part, this was prepared under the direction of my predecessor. The principal changes made were for the purpose of bringing it into harmony with the course of study of the State Model School. Every teacher in the county is required to have a copy of the Model School course on her desk, for the purpose of study and reference. I have required this for the reason that I do not believe that there is an experienced or inexperienced teacher in the county who cannot receive benefit from a careful study of this most excellent course.

During the year, Cranford has erected two fine brick buildings, fuller description of which will be given next year. To the great honor of Cranford, be it said that within a year every pupil has been moved into a modern, bright school-room. I know of no other place which has done so well. Surely, none could do better. I am glad to say that other boards are becoming interested, and have already made provision for building during the year.

It was generally acknowledged that the last county institute was the best ever held in this county. Many of our teachers were loud in their praise of the instruction given. We are indebted to our State Superintendent for its excellence.

During the year, the regular meetings of the Union County Teachers' Association were held, and the attendance was exceptionally good, in spite of the fact that it was not compulsory. The teachers also had the privilege of hearing several lectures from Dr. E. A. Winship, of Boston, Miss Maud Summers, of Chicago, and from others.

In the belief that it would greatly conduce to the advancement of the interests of education in the county, the Union County School Board Association was formed during the year. Though as yet in the embryonic state, we have reason to think it has already done much good. My thanks are due Superintendent Willis Brewster, the originator of these associations, for suggestions of great value. I trust every county will soon have such an organization.

WARREN COUNTY.

FRANKLIN T. ATWOOD, SUPERINTENDENT.

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

DEAR SIR—I hereby most respectfully submit my first annual report as Superintendent of Schools for Warren county, for the year ending June 30th, 1899.

Owing to your presence and valuable suggestions at the different sessions; the close attention and prompt attendance of the teachers, and the excellent program prepared by the State Department, the Teachers' Institute, which was held at Belvidere, December 12th, 13th and 14th, was one of the most profitable ever held in Warren county. At the annual institute, the Warren County Teachers' Association elected Superintendent H. Budd Howell, of Phillipsburg, President. The association has greatly increased in attendance, enthusiasm and practical results. The meetings have been held in Belvidere, Washington and Phillipsburg. Many interesting and profitable papers have been read, and the methods of a number of the leading teachers in the county have been illustrated by class-drills. The discussions in which nearly all the teachers participated have been very helpful. In my visits to the different schools, I find nearly all the teachers trying new and better methods, and endeavoring to be up to date and progressive in their work. The Executive Committee of the Teachers' Library Association met in Washington, in March, and purchased books for the different libraries, which are situated at Washington, Belvidere, Hackettstown, Oxford, Stewartsville and Blairstown. Two hundred and ten books have been purchased. Each library contains about forty volumes, together with copies of the School Law, the Normal Catalogue and the Report of the State Superintendent. With a few exceptions, Arbor and Bird Day was celebrated with much enthusiasm by both teachers and pupils.

The Patriotic Days were also properly observed.

In January the school-house at Calno, Pahaquarry township, burned. The free text-books and the excellent school library were destroyed. The Board of Education, with laudable zeal, rented a room and the school was continued. The new school-house will be ready for use early in September.

It gives me great satisfaction to report that all the districts have voted an appropriation for free text-books. The last township to vote the necessary funds did so this spring, and books have been purchased for the ensuing year.

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The regular examinations have been held, and the rules pertaining to them have been carefully observed. There is a commendable advance being made in the scholarship of our teachers, as shown by their attendance at the examinations for the purpose of raising the grade of their certificates.

All the schools have been visited, some of them several times, as condition seemed to require. My reception by teachers and school officers has been cordial and most courteous. All the boards of education have aided me by their ready interest and co-operation in the discharge of my new duties.

I wish to express my obligation to the State Department for the prompt assistance and advice extended to me during the past year.

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School Census.

TRENTON, October 31st, 1899.

To the State Board of Education :

GENTLEMEN—I have the honor to present to your Honorable Body the report of the workings and results of the taking of the school census of New Jersey for the year ending November 1st, 1899.

Under the provisions of the School law of New Jersey, “the State Board of Education, on the first Tuesday in December next and every two years thereafter, shall appoint a suitable person who shall have charge, under the direction of the State Superintendent of Public Instruction, of all of the details connected with the taking of the annual school census; and the person so appointed shall hold his office for the term of two years, unless sooner removed for inefficiency by the State Board of Education, and shall be paid an annual compensation,” etc.

The State Board of Education, at its meeting held in Lakewood last December (1898), failed to make an appointment of a supervisor of the school census, and therefore caused the office to become vacant, leaving the business to be conducted by the State Superintendent of Public Instruction, who has direct supervision of the census bureau. On the 20th of April he placed Herbert N. Morse, of Atlantic City, in charge of the office as his assistant, with instructions to place the work of taking the census on a strict business basis, and to systematize the office work, in order to secure a reliable enumeration of the school children between 5 and 18 years of age in the State.

The office work was placed on a systematic basis, but I was only partially successful in securing a reliable census of the school children. There are several causes for this: *i. e.*, insufficient legislation (in reference to the enumerators holding their books, when they were returned to them for correction or a recanvass); insufficient pressure brought to bear on the enumerators by many of the local Boards of Education for them to do accurate work, and the fact that enumerators' books had been accepted as accurate reports in the past.

Census reports from certain localities have been inaccurate for several years, and it will take a year or so for the enumerators to thoroughly understand that an “exact census” according to the laws must be made in the State.

The holding of the books from 159 districts this year will, in my estimation, have a wholesome effect upon the enumerators next year.

They have begun to realize just what the State authorities expect, and that nothing but an accurate census will be received.

Five new enumerators were appointed by the State Superintendent of Public Instruction, and in each case gross inaccuracies were found in the first enumerator's work. Many more enumerators should have been appointed, but before the necessary proof was collected, and the books returned to the first enumerators for a recanvass (according to the law), it was too late in the year to act. In another part of this report I give my ideas of the necessary change in the school law to obviate this tardiness on the part of the enumerator in returning his report after it has been returned to him for correction.

The establishment of the postal-card system of investigation was a decided success, and many mistakes were located throughout the State in the reports of seemingly reliable enumerators, as well as locating the districts whose enumerators had returned padded reports.

The appointment of enumerators by the Board of Education is a very important factor in the taking of the school census. It lies with the members of those boards in the selection of competent men. In the smaller cities and the country towns and townships, a very intelligent class of men are selected, but in the large cities many men are appointed by the Boards of Education regardless of their qualifications, and are utterly incompetent. It is this class of men that play havoc with the census of the State. One man may be able to raise the total of his ward from 1,000 to 2,000, and give very plausible reasons for the increase. The enumerators in three wards of one city, several years ago, raised the totals over 12,000 names.

In dealing with many of this class of enumerators, during the past summer, I found them men of ordinary intelligence, and capable of returning good results from their canvass, if the proper influence had been brought to bear on their work by the school authorities. In many cases, where I held proof of actual padding, I met the men and explained that their work was very inaccurate, and that they must recanvass their districts. They would make an emphatic denial of any wrongdoing on their part, and a personal endorsement of the correctness of their work. After proving to them that their census reports were padded and filled with errors, and making it clear that a refusal to make corrections meant the appointment of new enumerators and the loss of their compensation, they were very willing to recanvass their districts. These men deducted many hundreds of names from their reports. In some cases they admitted that they added names, as they were in "hard luck," and needed the money derived from an enlarged census.

The claim set up by many prominent school authorities in this State that the large cities cannot be canvassed with any degree of accuracy is absurd. They claim that good men cannot be secured to make the canvass, but there was not one man in the whole list of the

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State enumerators this year who was not capable of making an exact return, if he knew that an exact census must be taken, and that the Board of Education would hold him responsible for the correctness of his work. This was proven to me by the several enumerators who made an accurate recanvass. In nearly every case where padding occurred, I found sufficient cause to believe that the enumerators have been encouraged by the indifference shown by the school authorities.

When a city pays its enumerators before the books are examined in Trenton, or allows excessive padding when the school authorities are aware of the same, or gives the enumerators the lists of names of the previous year so that they may copy the names and save the trouble of calling at every house, or when the officers of the board change every age marked eighteen in the book to seventeen, and allows compensation for the same, they cannot expect the enumerators to do faithful work.

In several instances I was informed by prominent school officers that they knew the returns for certain districts were far too large, yet this fact was not brought before their Boards of Education, nor was I notified of the existing circumstances until the postal card canvass revealed gross irregularities, and the books were placed in their hands for distribution among the enumerators.

In several cities I found that many enumerators had marked a large number of children's ages at eighteen years, and the eight had been partially erased and a seven marked in its place. In each city in question, the same hand had written the sevens in the different books. Upon investigation, I found that many of these children were eighteen years of age, and that the changes had been made in the office of the Secretary of the Board. One book contained 68 eighteen year old children that had been changed to seventeen.

A year ago a number of enumerators were paid for their reports, when a recanvass showed the gross inaccuracies of the first enumerators. In many small districts and towns the school authorities allow the enumerators to use the lists of the previous year that are kept on file in their offices. This leads to many inaccuracies, and in some cases the enumerators do not take the trouble to recanvass the districts, but make their reports from this list.

In a few cities the authorities cover the mistakes of their enumerators with excuse after excuse, the most common of which being "it is impossible to get an exact enumeration"; yet there are men in those very cities who do obtain an exact census in the localities where every difficulty exists. And there are men who repeatedly add the names of "children" from 18 to 54 years of age, and include children who were never heard of in that locality. On one postal card containing 8 names, the following was added: (John) 54 years; (Laura) 45 years; (Willie) 24 years; (Tony) in Europe; (Maggie) we have no Maggie; (Mike) 22 years; (Henry) we have no Henry; (Charles) 20 years.

On another card the name Mary was written, and upon the return of the card to this office, the parent had written, "Not born yet."

If the public school authorities would insist on the selection of the best men available for school census enumerators, giving them the proper instructions, with caution regarding the entering of unlawful names, and see that these instructions were carried out, this office would deal with all inaccurate enumerators, according to the law.

It does not take an educated person to make the canvass and ascertain the correct ages of children. One man who canvassed part of an Italian district could not spell John, Tony and Mike correctly, and whose writing was almost illegible, made an exact census; while the man who canvassed the other half of the district, who was from a good family, with a good education, entered children who were from two months to fifty-five years of age, and his report was very inaccurate and unreliable.

One enumerator told me, after learning that I held proof that his report was padded, that he knew the other enumerators in the city had added fictitious names to their reports, and, as he had not before taken the census, he would be expected by the school board to bring up the census of that district to the figures of the previous year. If he did not succeed in this, he would not be appointed next year.

I have found a very general disposition among the enumerators to canvass their districts hurriedly, slighting their work. The result is that the enumerator enters the names of children under and over the legal age in his book. In every case of this kind (and there were many), the enumerator claimed that this was the fault of the parents. If the enumerators will take enough time to ask the proper questions, and follow out the law on this subject, they will be able to tell whether a child is five years old or only four and a half years of age, and will not be obliged to lay the blame at the parents' door. If the parents will inform this office of the date of birth of their children, they will give the same information to the enumerators. There are a few exceptions to this rule, but these exceptions are very few and far between. There are about five errors of this nature to every one hundred children recorded, making about 23,500 names that should not appear in the school census of the State.

In many cases where 100 postals were mailed to parents for the ages of their children, all were returned to this office. Many of these came back from the post-office marked "moved," "no such number," "no such name on street."

Next year the postmaster will be requested to inform this office regarding the residence of the families to whom postals were mailed and were not delivered. By securing information from the postmaster or letter-carrier, this office will be able to locate all fictitious entries in the books.

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Many enumerators fail to check the "unvaccinated" and "children attending no school," etc. This is sheer carelessness on the part of the enumerator, and is a very important part of the enumeration.

If the enumerator exercised due care in calling at every house, one after the other, following around the block, and asking the proper questions, he would obtain the name of every child between five and eighteen years of age. Where parents are backward in giving their children's ages, he should explain the object of the school census, and the parent will readily conform to the law in the matter. He should carry a small note-book to enter the house numbers where parents are not found at home, so as to make a second or third call, after he has canvassed the district, and not take the word of the next door neighbor as to the number and ages of the children. I am generally able to discover the enumerators who fail to call upon all parents who were not at home on their first call, and do not return for the necessary information. These names, according to the instructions, must be entered in the book after the regular canvass is made.

When the canvass is completed the statistical tables must be made up in the front of the census book. Many enumerators slighted this part of their work in this year's census. Every book that did not have correct tables (and there were over 300) was returned to the enumerator for correction, thereby necessitating a delay of over a month in the sending of the certificates for payment. This was the first year that books were returned to the enumerators for correction, and the extra trouble and delay to the enumerator should set a good precedent for more careful work next year.

Heretofore corrections were made in this office, causing a large amount of work that should have been accomplished by the enumerator. Correct books are approved in the order of their receipt, thereby making it essential to the enumerator to return a correct report, as incorrect books are returned and are not examined the second time until all correct books are approved.

There are many enumerators that count the names in the book and "fix" the tables to correspond with the totals, regardless of the ages and marks in the book. This is a common occurrence with the enumerators in the large cities. Boards of Education that appoint this class of men should see that the books are not forwarded to this office until they are in fit condition to be received.

The office work in the enumeration is a very important factor to the correctness of the census. About the middle of April the County Superintendents are requested to forward the names and addresses of the District Clerks of their respective counties, and these names, when received, are entered on the ledger.

Blanks are mailed to every District Clerk in the State for them to fill in the names and post-office addresses of the enumerators that were

appointed by their Boards of Education. These names are received anywhere from the twentieth of April to the tenth of May. They are entered upon the ledger, and the necessary amount of books and stationery mailed to each, based on the totals of the census returns for the previous year.

The completed returns begin to arrive in the office on the twentieth of May, and the books are examined in the order in which they are received. Each book is carefully examined, counting the names and comparing the tables with the marks in the books. If errors are found, they are marked, and the books returned to the enumerators for correction. Books are ready for approval after examination, and at this time a careful comparison is made with the former returns, and the books are carefully inspected. If the report is padded, or appearances point to inaccuracies, it is held, and from thirty to one hundred postal cards mailed to parents in the district. These postal cards are printed in the form of a blank asking for the correct ages, date of birth, etc., and the children's names as they appear in the census report, written on the card. This card is enclosed in an envelope and mailed to the parent. About four thousand of these cards were mailed to parents throughout the State, and over three thousand errors were found to exist in the 159 books that were held for examination.

When these cards are returned they are filed with the books and held for two weeks, so that the undelivered cards may be returned to this office. If the cards show ten or more errors, the book is returned to the enumerator, with the statement that his report is inaccurate and that a re-canvass must be made. If the book is returned without the necessary corrections extra postals are mailed, and when the results are ascertained and it is found that a new census is needed the State Superintendent of Public Instruction makes the appointment.

If all the mistakes that appear on the postals were corrected, and further inspection is not needed, the book is approved. When only five or six errors are found in a book, the corrections are made in this office. When all books are approved, and the certificates for payment, signed by the State Superintendent of Public Instruction, are mailed to the enumerators, the statistical tables are made up and the full report sent to the State Board of Education.

A full record is kept of every book from the time it enters the office until it is approved. Many have claimed that a new census taken from one to two months after the original census was made does not show the true number of school children, as many on the original list would not be found, owing to their removal from the district. When a new enumerator was appointed he was instructed to cross off all names of children who did not live in the district when the first canvass was made, and to add the names of all children

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who were not included and resided in the district in May. If the enumerator go to a tenement house and call on every family, asking the proper questions, he could ascertain whether John Jones was there in May. If all the families and the janitor fail to remember such a family, it is the enumerator's place to cross off the names from the old book, and not enter them in the new book. In the enumerations that were made by the new men this year I found no proof to base a claim that "all the children were not included in the report." In one case the new enumerator's total was one more than that of the first enumerator, but the first enumerator had not only taken children over and under age, but had added whole families to his list, while the second enumerator found many families that lived in the district in May that the first enumerator did not include.

If an entire new census was taken, regardless of the first census (not taking May as a basis of residence), it would be more satisfactory to all concerned. A census of the school children at the time of a re-canvass of a district would not show a very great loss or gain in the total number of children. The re-canvass as made this year, with May as a basis, showed as many children as if it had been made with July as a basis of residence.

I found that in a majority of cases the books that were padded were submitted by the enumerators who had taken the census for several years, and that the best reports were made by the men appointed for the first time this year. It seems that experience has led a few enumerators to become bold, and they add a few extra names each year.

I have been very lenient with the enumerators, and have dealt with them in an impartial manner. A new enumerator was appointed where the enumerator refused to correct his work, and in every case sufficient proof was held in the office to show that the first enumerator had padded his report.

I was forced to approve many books that I did not have time to investigate. When the increased amount of work, necessitated by the introduction of the postal-card system of investigation, was completed for the 159 books that were held, it was too late in the year to think of a re-canvass under the present law. In this way many reports were forced to be overlooked, but those districts are marked, and should be thoroughly examined in the future.

Should the laws regarding the census enumeration be changed, so as to allow this office an opportunity to appoint new enumerators after the books have been received a second time from the enumerator appointed by the local board of education, every district failing to report an accurate census will be supplied with a new enumerator.

In going over the work of taking the school census, I find it necessary, in order to secure an exact enumeration, to advise that the school law regulating the school census be changed in the following manner:

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1. One enumerator to a district, instead of from one to ten.
2. Books returned for correction or a re-canvass must be returned within fifteen days from the time they were sent from this office. (There is no specified time stated in the law.)
3. That a new enumerator may be appointed from any district, instead of the district in which the census is to be re-taken.
4. That the new enumerator be allowed only fifteen days to re-take the school census from the time of his appointment. (There is no limit fixed in the law as it now stands.)
5. Books should be returned to the office by the 10th of June, instead of the 15th, in order to facilitate the work where new enumerators are to be appointed.

There are so many small districts in the State that annually divide the district into small sections, in order that each member of the Board of Education may be appointed an enumerator. In many books only fifteen to thirty names were reported, and I experienced great trouble in getting this class of enumerators to file their reports in this office at the proper time.

This year, where there were 871 books to examine, a change of the law, allowing one enumerator to a district, would give about 650 books to examine, and enable the Board of Education to select a competent enumerator for every district.

When books were returned for correction or for a re-canvass, many enumerators failed to make prompt returns, and in many cases they held the reports for two and three months, seriously affecting the compilation of the annual report, and in several cases blocking the opportunity for the appointment of a new enumerator, as it did not give the necessary time for a new census to be taken before the time that the annual report should be in the hands of the Governor. By limiting the enumerators to fifteen days, and making it lawful to appoint new enumerators, should they fail to return a correct report within the time limit, the office would be in a position to fulfill its part of the work in a more satisfactory manner.

Many books were held by the enumerators on their return in June, for correction, until the first of October, thus making it impossible to have their work examined and investigated in the regular manner, or have a new enumerator appointed. As the law now reads, this office is vested with no authority to demand the return of the census reports, after they have been returned to the enumerator for correction, or for a recanvass, and leaves an opportunity for a person to balk the regular work of taking and compiling the census.

A certain time should be given the new enumerators to perform the work of a recanvass.

It is also advisable to suggest that new enumerators should be given the power to take the name of every child in the district between five and eighteen years of age, within the time he is given to make the recanvass, with May 31st as a basis of their ages, as prescribed in the

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instructions laid down by the State Superintendent of Public Instruction. This would obviate all claims that an exact census cannot be taken from 60 to 90 days after the first canvass is made in May by the appointment of new enumerators, and lessen the amount of work.

Hudson, Essex and Passaic counties returned very unreliable reports, and the large cities in these counties should be investigated thoroughly next year. Forty-four books were held in Hudson county, and 3,451 names were removed, as the result. The census of Jersey City, Hoboken, Town of Union and Bayonne is far too large.

Thirty-four books were held in Essex county, and 2,340 names removed. Newark census is not accurate by several thousand.

The work of the past year shows encouraging results, taking into consideration the fact that the enumerators were not prepared for the careful investigation of their work. The investigation has been started in a systematic manner, and next year should show a reduction of 10,000 in the total number of school children from the total on the lists of this year.

Last year there was an increase in the State of 9,852, and this year a decrease of 3,149 from the figures of 1898.

It is necessary for all the local school authorities to co operate with the State authorities to secure a reliable census, and I hope that every Board of Education in the State will do its part in supervising the enumeration next year.

I give below a table showing, by counties, the total number of school children, increase, decrease, number of enumerators, number of books held and the number of names removed after the books were first submitted to this office:

SCHOOL REPORT.

COUNTY.	No. of School Children.	Increase.	Decrease.	Enumera- tors.	No. of books held.	Names taken off.
Atlantic.....	9,500	248	.....	37	.....	.....
Bergen.....	18,695	667	.....	57	10	60
Burlington.....	13,966	98	.....	40	5	75
Camden.....	24,951	.....	65	26	11	271
Cape May.....	3,171	23	.....	19	.....	.....
Cumberland.....	12,375	.....	245	27	3	41
Essex.....	86,703	1,290	.....	84	34	2,340
Gloucester.....	7,927	86	.....	20	2	2
Hudson.....	105,883	.....	6,214	102	44	3,451
Hunterdon.....	7,975	.....	94	62	2	23
Mercer.....	21,481	115	.....	36	2	30
Middlesex.....	18,182	245	.....	47	9	259
Monmouth.....	19,894	70	.....	59	1	7
Morris.....	15,119	.....	89	40	3	10
Ocean.....	5,163	130	.....	29	1	9
Passaic.....	40,821	341	.....	37	12	1,149
Salem.....	6,413	.....	109	24	1	5
Somerset.....	7,660	53	.....	33	4	147
Sussex.....	5,714	.....	28	26	3	68
Union.....	22,641	521	.....	31	10	172
Warren.....	9,331	.....	192	35	2	6
Total.....	463,565	3,887	7,036	871	159	8,125

Total for State, 1898.....	466,714	Total for State, 1898.....	466,714
“ “ “ 1899.....	463,565	“ “ “ 1897.....	456,862

Decrease..... 3,149

Increase..... 9,852

There are many families moving in and out of the thickly settled districts, and by taking the census as found in June or July, the total of the exact census would not be greatly affected. As it is, under the present law, new enumerators are hindered and complain of the time lost in searching for the families that have removed and are included in the first enumerator's book.

I would also suggest that a penalty be placed on parents or guardians refusing to give the number and ages of their children, similar to the penalty included in the laws pertaining to the enumeration of the United States census. This would be of some advantage to the enumerators, and would not give them the opportunity to claim that “parents would not give them the desired information.”

This report is based almost entirely upon the experiences with the enumerators whose work was found to be inaccurate. I only show the results obtained from the 159 books that were held by this office. A few of these books contained from one to ten mistakes, caused by the enumerators' hurried canvass. Outside of these books I found that nearly every enumerator makes about five mistakes to every 100 names in recording the names of children under and above the legal age.

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One enumerator's book was returned to him for correction, and he at once stated that he had made an honest canvass of his district, but would re-canvass the territory to show me that he was right. His book at first showed about 600 names, and when he returned it to this office he had crossed off 76 names that were marked at five and seventeen years of age. He was surprised at the result of his re-canvass.

New enumerators were appointed in three districts in Hoboken, one in Newark, and one in Paterson. Two districts in Hoboken were reduced by 385 names; the one in Newark, 888 names; the one in Paterson, 408 names. The third book in Hoboken showed a total of one more name than the original census, but the new enumerator found 247 mistakes in the first book. The first enumerator had entered 123 names that should not have been included, and 124 names he did not include that should have been included in the census. In the first place I held proof of 18 errors, where he had entered names of children under and over age, and added names to families.

I desire to express my thanks to all the school authorities who have aided me in my endeavors to procure an accurate census in the State, and also the many enumerators who met my desires with indulgence and aided in the correction of their reports, and I hope that they may be able to all work together when the school census is enumerated next year, and may show the results of my untiring efforts in their behalf.

Very truly yours,

HERBERT N. MORSE,
for Chas. J. Baxter, State Supt. of Pub. Ins.

Reports of City Superintendents and Supervising Principals.

ATLANTIC CITY.

DR. W. M. POLLARD, SUPERINTENDENT.

To Hon. Charles J. Baxter, State Superintendent :

DEAR SIR—I take pleasure in submitting to you a report of the Atlantic City public schools for the school year of 1898–1899.

Buildings and Equipment.—Our schools have been well equipped during the year with text books, apparatus and general conveniences. The board has been very liberal in the purchasing of such suitable apparatus as would add to the efficiency of the work. The text-books used have been selected with reference to their merits and efficiency. All of our school supplies have been of the best that could be purchased for the funds available. The school buildings—six in number—have been kept in first-class repair, and many suitable and necessary changes were made during the year. The most important improvements were such as added to the healthfulness of the buildings by having the sanitary conditions perfected. The schools have been very much crowded, and it will be necessary to build one or more school-buildings during the coming year. Should this fail, it will be necessary to rent rooms for the purpose of accommodating the constant increase in our school population. Our increase in attendance has been gradual, and it has been rather difficult to provide school facilities for this constant increase. During a period of five years, dating June, 1894, to June, 1899, our school enrollment has increased 51 per cent. According to the school census, May, 1899, there are 4,574 school-able children in this city. During the past year, our total enrollment was 3,472. Considering the increase in our school census, and comparing that with the actual seating capacity of our schools, the absolute necessity of having more school rooms for the coming year becomes more evident.

Attendance.—The attendance during the past year has been the best ever reached in our schools. The following statistical record will show the gradual growth of our schools.

Total enrollment for each of the following years :

Term ending June 30th, 1894.....	2,311
Term ending June 30th, 1895.....	2,433
Term ending June 30th, 1896.....	2,700
Term ending June 30th, 1897.....	3,155
Term ending June 30th, 1898.....	3,391
Term ending June 30th, 1899.....	3,472

Average daily attendance for same year :

Term ending June 30th, 1894.....	1,591
Term ending June 30th, 1895.....	1,710
Term ending June 30th, 1896.....	1,767
Term ending June 30th, 1897.....	2,211
Term ending June 30th, 1898.....	2,355
Term ending June 30th, 1899.....	2,402

The above figures show the remarkable growth of this city during so short a period of its history. While the city has been financially successful in other enterprises, the public school system has kept apace with other cities. A city like this, almost cosmopolitan in itself, must give to its citizens the best school facilities possible. It is hoped that the day may not be far distant when the citizens may, with pride, point to a large and well-equipped high-school centrally located.

Teachers.—Our teaching force during the past year numbered seventy-three. A majority of these are Normal School graduates and all are in sympathy with the most advanced and approved methods of instruction and school management.

During the past year the teachers held regular monthly meetings. At such meetings educational subjects were discussed and papers presented by different teachers. These meetings were interesting and besides highly valuable and practicable. In connection with the monthly meetings, a series of five evening lectures were given by the following named gentlemen :

- Dr. C. B. Gilbert—Subject, "Character Through Instruction."
- Dr. Geo M. Phillips—Subject, "European Schools."
- Dr. Jos. S. Walton—Subject, "The Story of Oregon."
- Dr. Jos. S. Taylor—Subject, "Nature Study."
- Dr. James S. Riggs—Subject, "What to Read and How to Read."

These lectures were free to the public, the expenses being paid out of the professional fund maintained by the teachers. Besides these lectures and monthly meetings many grade meetings were held by the supervisors of various departments and by the Supervising Principal.

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School Libraries.—In our work the school libraries continue a factor of increasing importance. A library is situated in each of our six buildings, and yearly contributions are made to the same. The sum of \$126 was raised and expended during the year for library books. The high-school library consists largely of reference books and the pupils are making good use of the same.

High-School.—Our high-school continues to grow in favor and attendance. Four of the boys who graduated in June will enter Rutgers College in the fall, while several of the girls will enter the State Normal School. Our graduates are becoming more desirous, year after year, to enter higher institutions of learning. All of this has a stimulating effect upon our under-graduates.

A commercial department was added to the high-school course. This is a two years' course, and is elective to pupils beginning the tenth year (grade) work. About one-fourth of the pupils of this grade took the course during the past year.

In connection with the commercial work the pupils must take the English and the mathematics of the regular course. We have found that this course is meeting the requirements of certain pupils, and are thus enabled to retain them in school longer than we otherwise could. The department is in charge of a thorough, competent instructor, and the prospects for successful work in the future are encouraging.

The course in English in the high-school has been so arranged that our pupils are reading and studying at least six or eight master-pieces of English and American literature. The course corresponds to that outlined for "College Requirements."

Conclusion.—In concluding this report, I wish to thank the members of the Board of Education for the harmonious and energetic manner in which they have administered to the best interests of the schools. The teachers have been loyal to their profession and faithful in the discharge of their duties. While we have made no radical changes in any particular line of work, we have, however, aimed at thoroughness and efficiency in that which was undertaken.

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CHARLES M. DAVIS, SUPERINTENDENT.

To Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—In obedience to law I have the honor to present this report concerning the public schools of Bayonne during the year ending June 30th, 1899.

SCHOOL REPORT.

The schools were open 192 days (not counting holidays), under the charge of 7 principals and 114 assistants.

Following is a statement of the number of children in the city and their attendance at school :

	1897-8.	1898-9.	Increase.
Census (1898).....	8,099	(1899) 8,881	782
Enrolled.....	4,548	4,845	297
Average on roll.....	3,514	3,734	820
Average daily attendance.....	3,018	3,218	200

About 2,000 children attend private and parochial schools ; consequently about 2,000 attend no school. In the stores, offices and extensive oil, chemical and copper works, there is a great demand for boys of 15 years of age and over ; there are many cases, too, where girls are needed at home, or to help in taking care of small children in the families of others. But when all due allowance is made for these, there is a large number remaining who are neither studying nor working. We cannot arrest them, for our buildings are already crowded, and many applicants for seats have been refused, while hundreds have had only half-day instruction. The board of education is doing all in its power to provide room, and has already planned for a new building for elementary classes.

The table of the respective ages of the pupils, as given below, affords a subject of considerable interest.

			Males.	Females.	Total.
Ages of children	between	5 and 6.....	158	164	322
"	"	between 6 and 7.....	264	232	496
"	"	between 7 and 8.....	279	248	527
"	"	between 8 and 9.....	265	287	552
"	"	between 9 and 10.....	283	316	599
"	"	between 10 and 11.....	269	236	505
"	"	between 11 and 12.....	230	217	447
"	"	between 12 and 13.....	207	231	438
"	"	between 13 and 14.....	186	190	376
"	"	between 14 and 15.....	179	141	320
"	"	between 15 and 16.....	57	89	146
"	"	between 16 and 17.....	13	47	60
"	"	between 17 and 18.....	5	34	39
"	"	between 18 and 19.....	1	16	17
"	"	between 19 and 20.....	.....	1	1
			2,396	2,449	4 845

It will be noticed that the difference between the number of boys and girls is small, the girls having a majority of only 53, in a total of 4,845.

Another fact not so pleasant to notice is that while the attendance steadily increases up to the 10-year point, from there it steadily

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decreases to the 15th year, after which only a small percentage remains in school. If our children drop out of school at such a rate, before they are 15 years old, we should see that in every department they receive the ablest and wisest training it is possible to command.

BUILDINGS.

The school board is pushing forward the work of new buildings as fast as the law and the means will allow. A new one is now ready for occupancy, worth with the land about \$90,000. It contains 20 large, well-lighted and well-ventilated school-rooms, furnished with 923 single desks, which have been selected with careful regard for the health of the pupil. In every case the light is admitted on the left through large windows reaching nearly to the ceiling. The assembly-room will seat about 900 persons.

Two of the old buildings have been enlarged and remodeled.

In this connection it is appropriate to report the following rules recently adopted by the board:

RULES FOR THE DIRECTION OF JANITORS.

1. The floors of school-rooms, halls, cloak-rooms and water-closets (whether in outhouses or basements), and the stairs, shall be swept, the desks and other furniture dusted, and the rooms ventilated, daily.

2. All floors and stairs shall also be mopped, and the wood-work, desks and windows (inside and out) be washed, not less than once a month.

3. The floors shall be scrubbed with hot water and soap during the winter vacation, the spring vacation, and the fortnight preceding the opening of school in September.

4. The cellars shall be kept clean and free from rubbish, the windows in them washed once a month, and due attention given to their ventilation.

5. The yards shall be kept free from paper and other rubbish, and the sidewalks properly swept and kept clean in summer and in winter.

6. The principals are charged with the enforcement of these rules and, in case of failure, to report the same to the Committee on Schools.

THE EVENING SCHOOL.

This school began October 31st, 1898, and was open eighty-two evenings. Only four sessions are held each week, Wednesday being omitted. The fundamental branches are taught; there is a class in bookkeeping, and also one in stenography.

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THE HIGH-SCHOOL.

It will probably be several years before the high-school will be held in a building of its own. The demand for elementary schools taxes all the resources of the board. Still, the school holds its own fairly well while waiting.

The average number on roll was 105 ; the average attendance, 98. There were 26 graduates, the largest class with one exception (that of 1896 which consisted of 27 members) in the history of the school.

Pupils on entering can choose either Latin or German, which they must continue through the course. In the third-year class, 23 studied German ; in the second-year class there were two divisions, one consisting of 10 pupils in Latin, the other of 14 in German. In the first year, 25 chose German, which language seems to be gaining in favor, especially among those who intend to enter on a business line of work.

FREE PUBLIC LECTURES.

The course of free public lectures established by the board was delivered in Public School No. 3 ; they were on subjects appropriate to the times, and illustrated by stereopticon views. Following is a program of the course :

- 1.—Dec. 2, 1898, Prof. John F. Woodhull, "The Fight with Fire."
- 2.—Dec. 16, 1898, Prof. John F. Woodhull, "Electricity."
- 3.—Jan. 13, 1899, Mr. Charles Barnard, "The Sea."
- 4.—Jan. 27, 1899, Prof. Geo. F. Sever, "Electric Railways."
- 5.—Feb. 10, 1899, Mr. Geo. S. Kellog, "The Romance of Ancient Greece in Art and Scenery."
- 6.—Feb. 24, 1899, Mr. Amos K. Fiske. "The Philippines."

Through the generosity of Mr. T. Mitchell Tyng, of Bergen Point, the teachers of Bayonne and their friends enjoyed a lecture given in the assembly room of No. 3, on June 2d, by the well-known lecturer, Mr. Garrett P. Serviss. His subject was "How Worlds are Made," and was illustrated by fine stereopticon views.

TRAINING CLASS.

The Board of Education feeling that graduates from the High School are not qualified to teach, even though they may pass the required examination—which is the same as the county examination—have established the following rule :

"Candidates for any city certificate must have been graduated from the high-school of the city of Bayonne, or from a school requiring at least an equal standard for graduation, and must thereafter have

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pursued a regular course in pedagogical training, requiring not less than one school year for its completion, or must have had actual experience as a regular teacher for a term of not less than two school years."

A course of study was prescribed, and the class put under the charge of the Principal of the high-school.

MANUAL WORK.

This properly includes all work in which the training of the hand occupies the leading place. This of course includes drawing, form-work, clay-modeling and the like. Drawing and form study have been taught in every school, under the charge of a general supervisor. The principals have given their earnest support to the cause, and the greatest success has naturally been obtained in those rooms where the class teachers have joined most heartily in the instruction given by the supervisor.

Sewing has reached a high degree of excellence in Nos. 4 and 2, where it has been taught for several years. The work was begun in No. 6 this year and has progressed very satisfactorily.

IN GENERAL.

The written reports of the principals contain much interesting matter concerning the condition of the schools during the year. In most respects they are very satisfactory, and show progress in the various lines of work. One valuable feature of these reports is the fact that the principals recognize the weak points and are anxious to strengthen them.

Increased attention is given to the study of our own tongue; to the reading, writing and speaking of correct English. I can see, too, that most of our teachers are attending more carefully to the child's personality, to find out its tendencies whether toward the right or wrong, and to train it accordingly. The three R's are being superseded by the three M's, Mind, Manners, Morals; or better, by the three H's, Head, Hand, Heart.

In addition to the education of their intellects and the training of their hands, we are striving to bring our pupils, from the humblest little child in the kindergarten to the prize-bearing graduate of the high-school, more constantly under an influence toward the formation of a noble character and the development of a loving, sympathizing disposition, which shall make those among whom the possessor moves, better, happier and more useful.

BLOOMFIELD.

WM. E. CHANCELLOR, SUPERINTENDENT.

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

DEAR SIR—There have been numerous changes in the Bloomfield schools during the past year. We have opened one new school building, with eight class rooms, a large auditorium, and a modern scientific ventilating system with plenum fan. Two other new buildings, of equal size, are being completed this fall. These three new schools were needed to relieve the town of a large number of half-day classes and of the use of one rented building. The growth of the Bloomfield schools in the past three years is shown in the statistics. In 1896-7 we had thirty-four teachers. Their classes averaged twenty-seven pupils. We now have forty-two teachers whose classes average thirty-four pupils. In 1896 we had in all thirty-seven teachers and supervisors. We now have in all forty-nine teachers, supervisors, principals and general substitutes.

The chief growth has been in the grammar classes. In 1896 we had an average enrollment in seven grammar classes of 225 pupils. We now have eleven grammar classes with a present enrollment of 400. There were no Kindergartens in 1896. We now have five Kindergartens, with 150 pupils of the average age of five years. These two items in a town which is not increasing rapidly in population, and has lost a very large part of its area, indicate an increased appreciation of the schools, and we believe a larger public benefit from them.

This growth has not prevented several improvements, for the financial support of the schools has been ample and generous. The town voted \$26,000 for the school for year ending June, 1897, and \$37,000 for the current year 1899-1900. The new school-houses will cost about \$100,000, exclusive of the land; and our current expenses this year will be about \$56,000, for a total enrollment of 1,800 pupils. The largest expense for improvement of old buildings has been in the high-school in the equipment of a laboratory for scientific work and of a lecture-room with demonstrative table for scientific purposes, all furnished with modern appliances and apparatus.

The high school graduated last year twelve pupils; two have gone to the State Normal School at Trenton, seven to colleges and scientific schools, and three have returned to the high-school to pursue elective studies which they were unable to take during their course. This

was the first class ever graduated here from a full four year course. In no previous year had one-half as many graduates undertaken higher courses. The high-school now offers each term a total of 157 hours of instruction per week. These include four-year courses in Science, English with Essays and Declamations, Latin, German, History, Physical Culture and Current Events; three-year courses in Mathematics, Drawing, Greek and Music; two-year courses in Book-keeping, Shorthand, Commercial Arithmetic, Penmanship and French, and courses of a year or less in Economics and Civil Government. We have six teachers who give their entire time to the high-school, and four who give from four to fifteen hours of instruction a week. The quality of the instruction may be judged from the fact that each of our nine graduates who entered higher schools did so without conditions, four of them with honors, and one with the entrance scholarship for the highest merit in examination.

Our promotion system makes it possible for a bright and healthy boy or girl to reach the high-school, through enrollment in "A" classes, in seven or six years, rather than nine, by doing a grade's work in two terms rather than in three terms, as in "B" classes, or in four terms as in "C" classes. By this arrangement no pupil omits any portion of the school course, and there is no "skipping" of grades. By taking in each year a larger number of recitations than is required for that year a pupil may complete the high-school course in three years instead of four. By taking in each year a less number of recitations than is planned for that year, a pupil may delay graduation and complete the high-school course in five or six years rather than four. As this latter arrangement is very easily made there is no reason other than the over-ambition of the pupils themselves for any failure in health from over-work. I have recommended this course especially for those pupils who have reached the high-school at unusually early ages; and several parents have very wisely taken advantage of these plans for their children. In no grade in our public schools to-day is undue pressure brought to bear by the teachers upon the pupils; tests and examinations count only one-third in promotion as compared with daily work. No pupil is required to take the full work of a grade at one time. Our only requirement is that before the certificate of full promotion is given the pupil shall have done all the work. The total number of pupils taking advantage of these various provisions for meeting individual needs is about fifteen per cent. of the entire enrollment, and is increasing. The principals and teachers constantly seek to acquaint parents with this system, which permits taking work in different grades and less studies or more studies in any term than are called for by the course of study. So far the plans are entirely successful.

At the dedication exercises of the new Brookside school, March 15th, 1899, addresses were made by Mr. James Owen of the State Board of Education, County Superintendent E. C. Sherman, Ph. D., and by

Superintendents Randall Spaulding, of Montclair; Vernon L. Davey, of East Orange; Marcellus Oakey, now of Englewood, then of Belleville, and William R. Wright, of Nutley, and by Principal Edward H. Dutcher, of Eastern School, East Orange. There was a large audience, and the meeting has been called the most interesting school-occasion ever known in Bloomfield.

This fall we have established a gymnasium for the benefit of the pupils of the high and grammar schools with an instructor in charge. Military drill for boys is being introduced into our grammar classes.

The high-school paper established two years ago has been found both popular and valuable as a means of circulating school information among parents and citizens.

We continue to believe in teaching reading by phonic methods primarily. And we see every reason to support a conduct-marking system with these invariable features, viz:

1. Record of every offence, and no consideration of unrecorded offences.
2. Each offence to have a regular and known penalty in demerits.
3. A system of credits by which offences may be atoned for.
4. No conduct mark for pupils who commit no offences.
5. Daily ethical instruction.

This system throws the burden of discipline on the pupils' own self activity. Parents endorse its results, and it economizes the teachers' time

The improvements for which the future ought to provide in Bloomfield include new heating and ventilating systems in three old buildings, and the introduction in some form of manual training for both boys and girls. The controlling public sentiment in the Board of Education and among taxpayers, citizens and parents may confidently be relied upon to provide these in due course of time.

BRIDGETON.

WM. EDWARD COX, SUPERINTENDENT.

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

After an interval of six years I have been asked again, by the citizens of Bridgeton, to take up the pleasures and cares of the office of Superintendent of our public schools.

Additional Accommodations.—The lack of accommodations, mentioned by former Superintendent John S. Turner, in his able report of last year, has been solved by the action of our city council in deciding to enlarge the present north Pearl street building and to erect an

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additional building on Monroe street in the growing northwest section of our city.

The addition to the present Pearl street building will consist of two wings of two rooms each and the new building will be of six rooms capacity.

It is to be hoped that the addition will be ready by Thanksgiving.

For the new building we can wait longer. It is to be regretted that our excellent members of city council did not make any provision for the proper ventilation of these new structures. Ample provision for heating is to be made.

Teachers' Salaries.—At the annual election of teachers some salaries were advanced, \$25.00 to each individual. I feel that we are too cautious in adding to the pay of our teachers. We exercise great care in their selection, but it should not be a source of satisfaction to us that only five cities in our State pay less to their female teachers than do we.

Board of Education.—We have in Bridgeton an excellent body of business men in our Board of Education, and business is conducted in a very harmonious manner. The members are prompt in attendance and have entire respect for each other's opinions, and the sessions are pleasant to attend.

Supervising Principal.—The work of Prof. E. J. Hitchner, Supervising Principal, is thorough and up-to-date, and the added efficiency of the schools is proof of the wisdom of establishing this additional officer of our schools.

Teachers' Meetings.—Once a month, on Wednesday afternoon, the teachers meet with the Supervisor for discussion of methods and any difficulties that arise in our own school-rooms, and much good results from these gatherings.

DOVER.

J. H. HULSART, SUPERVISING PRINCIPAL.

To Charles J. Baxter, State Superintendent :

DEAR SIR—While the uncertain and varying factors that contribute to success in the working of a school system always leave much to be desired, the results of the past year in the Dover schools have been encouraging in all lines of their progress and development, and in

many particulars advance has been made upon the best results of previous years.

Buildings and Equipment.—The continued liberal supply of text-books, apparatus and general supplies for the successful management and work of schools, has constituted an encouraging feature of our school work, and has conduced largely to its favorable results.

An additional rented room was fitted up during the year, thus increasing the number of rented rooms to 8, and the seating therein to nearly one-third of the total school seatings of the town. While these rooms have been fitted up for school purposes in the best conceivable way under the circumstances, they are at best a very poor substitute for well-constructed and properly-arranged school-rooms, and recourse to their use has continued one of the most discouraging factors in the management of the schools.

The erection in the eastern section of the town of a new ten-room school building, now in process of construction, affords prospective relief from the inconvenience of annexes, and will thus remove a serious source of discouragement, and will advance Dover another step in the direction of perfect school accommodations.

Attendance.—The weather during the past winter was less conducive to excellent school attendance than that of the preceding year; yet prevailing good health, and faithfulness to their school duties on the part of the pupils, resulted in a higher per cent. of attendance, and nearly as many perfect in attendance as during the previous year.

The following table of comparative statistical summaries of the attendance and promptness for the past five years emphatically indicates the increasing faithfulness of Dover pupils in these lines:

For Year Ending	Total Enrollment.	Average Enrollment.	Average Attendance.	Per Cent. of Attendance.	Cases of Tardiness.	Number Present Every Day.
1895	1135	853	765	89.6	439	51
1896	1202	881	788	89.4	607	46
1897	1255	950	857	90.2	526	45
1898	1326	1062	985	92.8	657	117
1899	1340	1060	985	93.	526	102

Class Arrangement and Scholarship.—At the beginning of the year each grade was divided into two sections. By this arrangement the classes are only one term's (half-year's) work apart, instead of a year's work, as heretofore. This allows a slow pupil, or a long-continued absentee, through sickness or other necessity, to resume his work in a lower section with little serious loss; and at the same time especially able pupils find it possible, by extra work, to earn a double promotion, and thus gain a term over the usual course of advancement,

DOVER TOWNSHIP.

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which was impossible, except in rare cases, when the classes were a year apart.

The work of the schools has progressed favorably, the standing in scholarship during the second term being the highest ever reached by our classes. Thirteen students were graduated from the Grammar School Department at the end of the first term, and thirty at the end of the second term. At the close of the year twenty-one were graduated from the High School Department—eight from the Advanced Course and thirteen from the Shorter Course.

School Libraries.—The School Libraries have been considerably enlarged during the year, and a library started in Building No. 3. One hundred books were donated to the libraries. During the year eighty-four dollars (\$84) was raised for the Library Fund by entertainment, and fifty dollars (\$50) was donated by the State. Besides those donated, one hundred and fifty-four new books were purchased, and a small balance still remains in the Library Fund.

The following shows the growth and progressive usefulness of our School Libraries :

For the year ending.....	1895	1896	1897	1898	1899
Books purchased or donated.....	146	106	75	65	256
Books in Libraries.....	477	528	590	635	846
Books drawn out by pupils... ..	1450	1990	3410	5170	4342

DOVER TOWNSHIP.

CHARLES B. KELLEY, SUPERVISING PRINCIPAL.

To Hon. Charles J. Baxter, State Superintendent :

I submit herewith extracts from my annual report to the Board of Education of the condition of the schools for the school year ending June, 1899.

The regular session of the Toms River high-school opened September 7th, and of the district schools about two weeks later. The attendance was poor in all the schools until the middle of October, and in the district schools until November. The attendance was good from November until May in the Toms River school, but dropped very low in the district schools from the latter part of March to April 1st. The statistical table which accompanies this report contains much material for thought along the line of consolidation of schools and transportation of pupils in some of the districts where the average attendance has not warranted the employment of a teacher for the

few pupils who have been regular and punctual. It is noticed by this that report that the average attendance in the nine outside schools is but 18, as compared to an average of 33 in the five village schools. There is no doubt but what in time it will be advisable to consolidate some of the schools under the new school law. Another notable feature of the statistical report is that it shows but an average of 11 the first month of school, and this would tend to bring up the question of changing the time of opening in the autumn. It will likewise be noticed that the attendance in the graded school is lowest the first two weeks and the last two weeks of school. Recommendations on this point are found under the proper head. I submit the following accomplishments, criticisms, recommendations and acknowledgments for your consideration and action. I would most respectfully ask for action upon the second, fourth, fifth, sixth eighth and ninth recommendations.

ACCOMPLISHMENTS.

First—The Principal arranged a lecture course which was patronized much better than the course of a year ago. The course was made up of five numbers, as follows: Ariel Ladies' Sextette, Fred Emerson Brooks and Owen A. Smiley, Herbert A. Sprague in "Rip Van Winkle." Thomas McClarey, on "The Mission of Mirth," and the Cecilia Musical Club. Every number won words of praise and none of the entertainments were adversely criticized. The influence of this class of work is already being felt in the community and as time advances the tastes of the young will be moulded for high-class literary and musical entertainment instead of demoralizing burnt-cork art, vulgar minstrelsy or intolerable medicine shows and caravan circuses.

Second—Thirty-six dollars were raised for library purposes by the Toms River high-school through the lecture course and mystic midgets. The policy of the purchasing committee is to use this amount in supplying a quantity of the latest standard fiction in substantial bindings.

Third—Three township teachers' meetings were held and pertinent educational questions were carefully discussed.

Fourth—The high-school "Emblem" was published for nine successive months at an expense of \$166, most of which was raised by advertising. The paper has constantly advocated better schools, better teaching and more modern school facilities. It has naturally required much time and work, but we felt that such a publication could perform a mission and although poorly patronized, it has reached many homes and has, in its way, encouraged the pupils and interested the parents.

Fifth—A reading table was established whereon may be found many scientific papers, popular magazines, many daily and weekly papers, educational papers, school papers, etc. We have encouraged their reading by frequent "drills on current events," and results are

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showing in the increased interest in topics of the day. As soon as we are through with the papers they are sent to the county jail for the use of the prisoners.

Sixth—Through the liberality of a public-spirited citizen a competent teacher of music has given two lessons each week for nine months. Music should be taught in the public schools, but your principal, elsewhere in this report, recommends a radical change in the method if it is continued another year.

Seventh—The outside schools were never so well supplied with necessary appurtenances for work as now. The teachers have advised me that they have never been so liberally supplied with necessary text books and supplies as during the past year, and they see improvements in their work as a result. New slate black-boards were placed in the schools of Cedar Grove, Gowdy and Cold Spring.

Eighth—The new building at Germania is a model rural school-house. The furnishing is good and, as evidence of appreciation on the part of the residents of the district, I am pleased to report that next to the highest percentage of attention for the term has been in that district.

Ninth—The Principal made three visits to the outside schools, all brief and unsatisfactory from a Supervisor's standpoint.

Tenth—A school republic was organized in the high-school department for the teaching of self-government, discipline in parliamentary usage, review of current events, etc. It is a business-like organization and has materially enlightened pupils along the intended lines. It will be more thoroughly systematized at the opening of the next term of school.

Eleventh—A home and school club was organized late in the term for the purposes of bringing the home and school, the teacher and parent into a closer sympathy and relationship with each other. Among the subjects discussed were the following: "Children's Play-things," "Children's Rights," "Home Discipline," "Unconscious Influence," "Habit," "Self-reliance," "Home Hygiene," "Children's Vacation," "Examinations and Promotions," "School Hygiene," etc. A more perfect organization is anticipated at the beginning of the school in September.

Twelfth—As the result of the county grammar-school examination 19 pupils received diplomas, the largest number given to any one school in the county. This is 14 more than passed the examination last year. All members of the Senior class who are over 18 years of age, have third-grade county teachers' certificates, and those under this age are all qualified to pass the required subjects as soon as they are of proper age.

Thirteenth—Appropriate exercises were held at the proper time on all legal holidays.

Fourteenth—Any fair test will prove beyond a question of doubt that our schools are in a better condition than they were one year ago.

SCHOOL REPORT.

The high-school has a basis now for more advanced work another year. The pupils are fairly well grounded in the basic branches and several higher subjects can be consistently added to the course next year.

CRITICISMS AND RECOMMENDATIONS.

First—I can only repeat the criticism made in my last report concerning the present building. It needs mechanical attention at the earliest opportune time.

Second—To quote again from last year's report. "Satisfactory work can never be done in the high-school by one teacher." One teacher for three classes means that one class must practically take care of itself, since the Seniors and the Juniors must have most attention on account of their earlier graduation. There should be an assistant in the high-school. It will mean time saved, money saved, better work, more time for supervising and better system.

Third—The school-houses at Germania, Cedar Grove and Silverton are in splendid condition. The Gowdy, Germantown and Cold Spring buildings are in good repair. The building at White Oak Bottom is practically useless for school purposes, and should be replaced by a new building as soon as possible.

Sixth—If music is continued in the schools another year it is recommended that lessons of one-half hour each be given in each department twice each week and that such lessons be given by a method suited to the ages of the pupils of the several grades. The present method is unsatisfactory because it necessitates too large a class, and, again, because the ages range from 10 to 19 years and no one method can be suited to such a mixed class.

Seventh—In harmony with the conclusions logically deduced from the statistical table, which is a part of this report, I recommend the proper consideration of the question of consolidating some of the smaller schools. This would be a progressive movement. It is not right that a teacher in the Toms River school should be compelled to teach from 40 to 70 pupils for the same money that is paid for teaching from 4 to 20 pupils in other schools. It is unfair to the child, unfair to the district.

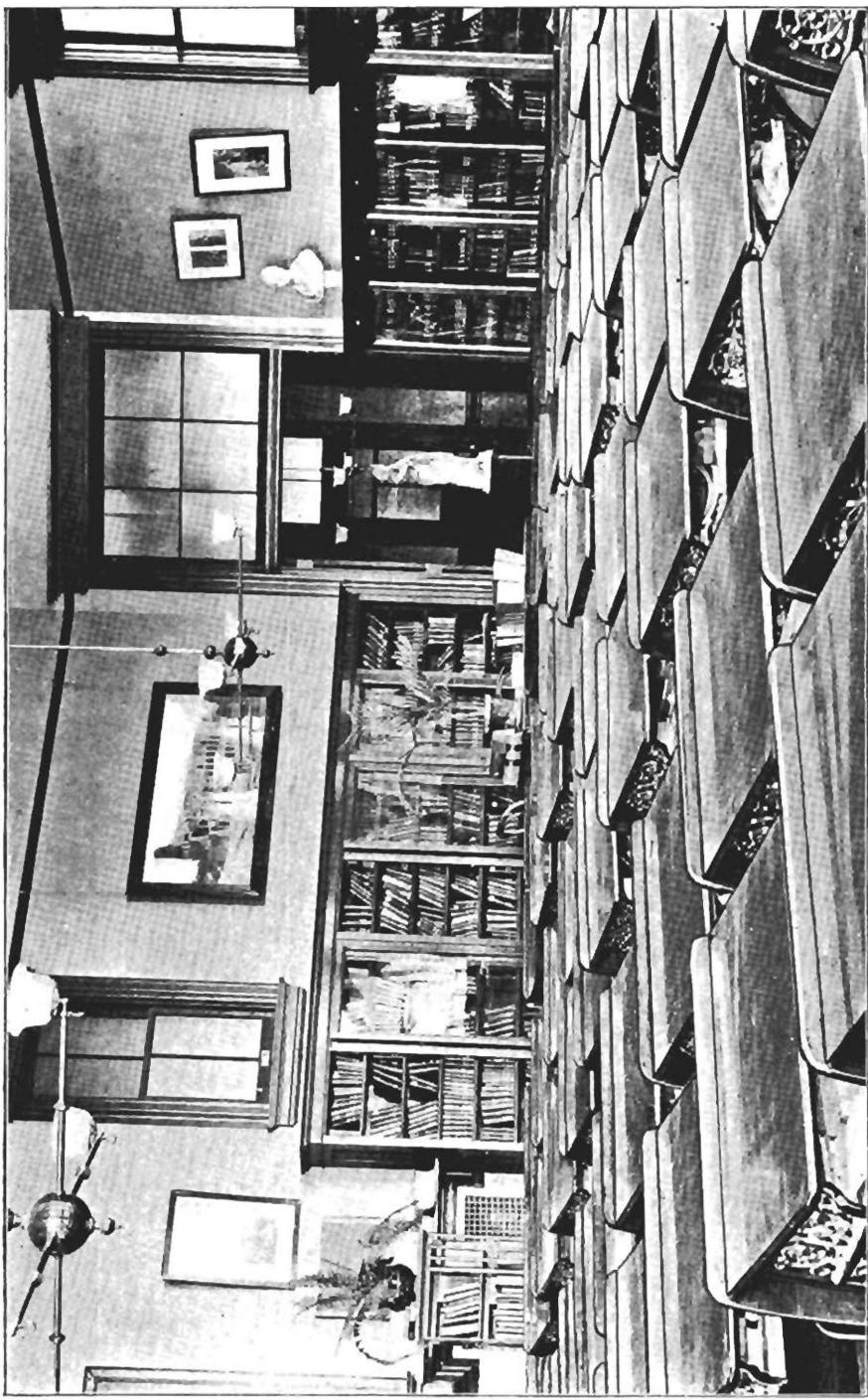
Eighth—I would recommend the introduction of oral or mental arithmetic in the ninth, tenth and eleventh grades of the graded schools.

Ninth—I would recommend that the village school be opened on Monday nearest September 15th, and close the last school-day before Memorial Day, and that the outside schools open and close at the same time.

ACKNOWLEDGMENTS.

First—I wish to express my great satisfaction for the continued liberal and unanimous support given me officially by the board of

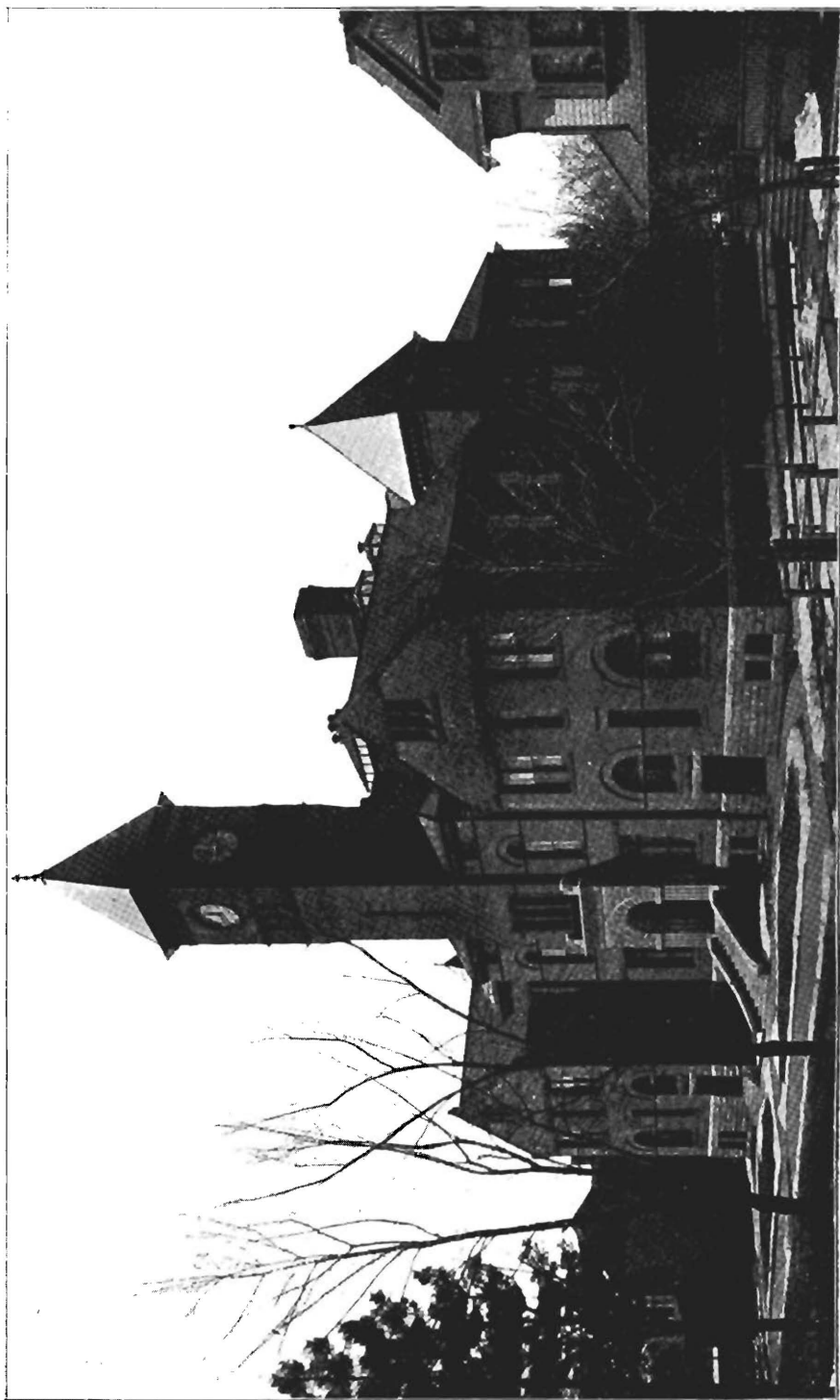
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South-east Corner of A Study Room, Public High School, East Orange, N. J.



North-east Corner of a Study Room, Public High School, East Orange, N. J.



Public High School, East Orange, N. J.

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education, who have at all times supported me in the management of the schools and who have refused to supply no necessary requisition.

Second—I have only words of thanks for those teachers who have, by their hearty co-operation, made the year a profitable one and a pleasant one.

Third—To the mothers who have interested themselves in the Home and School Club, and to all other parents who have, in any way, encouraged us by visitation or otherwise, I make grateful acknowledgment of thanks.

Fourth—I wish to express my thanks to all the faithful, honest, punctual, obedient pupils who have, by their conduct and application to work, made the year very pleasant for me and profitable for themselves.

Fifth—The press again comes in last, but far from least, for its share of my gratitude. The papers have stood by and for the schools, and their influence has helped us in furthering the interests entrusted to our care.

CONCLUSION.

With anticipated improvements in buildings and increasing interest on the part of teachers, pupils and patrons, I feel that the next year will be more prolific of good results along progressive lines than any year in the history of our schools.

EAST ORANGE.

VERNON L. DAVEY, SUPERINTENDENT.

To Charles J. Baxter, State Superintendent:

DEAR SIR—Last year the teaching force of East Orange was reported as 93. This number has now been increased to 101, and it is probable that two kindergarten assistants must be added to this number.

The rapid growth of the schools taxes the ability of the board of education to provide sufficient accommodations of a satisfactory nature, but as yet every applicant for admission has been given a seat, and no rooms are overcrowded. The following table, taken from the annual report issued in March last, shows the condition of affairs in this respect:

SCHOOL REPORT.

SCHOOLS.	Total No. Class Rooms.	No. of Rooms Now Needed.	No Now Unoccupied.	Total No. Needed for Sept.
High.....	19	21		21
Ashland.....	14	14		13
Eastern.....	16	15	1	16
Franklin.....	16	12	4	13
Elmwood.....	8	7	1	8
Columbian.....	8	10		11
Nassau.....	12	8	4	10
	93	87	10	92

In view of the evident need of more rooms in the immediate future, additional ground has been purchased adjoining the Columbian School, and plans are under consideration for increasing that building to twice its present size. A large lot has also been purchased in the Fifth ward, with a view to erecting a building hereafter, to relieve the Columbian and Eastern Schools when they shall have become crowded.

The high-school enrollment has increased even more rapidly than that of the grammar schools, and it is evident that an enlargement of the building will soon become necessary, although it was confidently believed that it would be ample for all needs until at least the year 1920.

The large attendance at the high-school has made it possible to offer a variety of subjects in the course of study and to allow students a large option in making up their individual courses.

The following table shows the subjects taught during the school year 1898 1899, and the number of pupils studying each :

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SUBJECT.	First Year.	Second Year.	Third Year.	Fourth Year.	Total.
Latin.....	117	71	51	27	266
Greek.....		31	16	6	53
German.....	129	65	25	10	229
French.....	70	41	28	14	153
Algebra.....	185	{ H. 12 El. 97			294
History—English.....			22	}	145
History—Advanced U. S.			28		
History—Roman.....				23	
History—General.....	57				
History—Grecian.....				15	
Civil Government.....		39			39
Bookkeeping.....	48	13			61
Arithmetic—Commercial.	47				47
Botany.....		31			31
Rhetoric.....		76			76
Physiology.....		126			126
Physics.....			25		25
Trigonometry.....	5	5		5	5
Geometry—Plane.....			63		63
Geometry—Solid.....				7	7
Zoology.....			38		38
Geology.....				10	10
Chemistry.....				11	11
English Literature.....				44	44
Music.....	36	8	1		45
Drawing... { Free Hand.....	60	31	8		99
{ Mechanical.....	26	7	10		
Carving.....	102	35	25	1	163
Sewing.....	37	5	1		43
English.....	All pupils.				
Gymnastics.....	All pupils.				

The course of study has not been greatly changed since the report of a year ago. The most important modifications have been in the subjects of arithmetic and English. The introduction of a series of arithmetics, based on the "spiral plan," has added to the efficiency of the work done in this subject. The changes in the English course are along the line of simplification in technical grammar and the securing of a larger reading vocabulary and a greater love for good literature.

EGG HARBOR CITY.

HERMAN DIETZ, SUPERINTENDENT.

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

DEAR SIR—Below find my report of Egg Harbor City for the year 1898-99.

During the year nothing has occurred to interfere with the progress of our schools; health prevailed, the industries flourished, and har-

mony existed everywhere. Under such conditions and supported by an active board of education ever ready to provide what the spirit of the times demands, our teachers had a successful year.

We have now occupied seven of our eight rooms, and we hope the time is about at hand when the vacant room will be used for a separate high school department. In this our grading is deficient. The grammar and high school pupils forming four grades are under the tuition of the Principal, who, though relieved in part by the other teachers, finds more work to do than can be done to his satisfaction. A high-school of two grades and a thorough supervision of the other departments would furnish a principal in our city with ample to do.

No radical changes mark with us this period. Our course of instruction, which extends through eleven years, remains the same. Our aim is not so much to teach more subjects as it is to teach with more thoroughness. When the fundamentals are well grasped the superstructure is readily built. A college professor expressed himself, to wit: See that the fundamentals are well taught and we will find no occasion to teach and to spend valuable time in teaching what young men and women should have known long before they begin the reading of Virgil or the Anabasis.

During the course of the year two handsome pianos were added to our school equipment—one for the kindergarten department, the other for the upper grades. The plan by which we procured these instruments attests to the liberality with which this small city supports all movements which assist in developing its children. Circulars were distributed to all the school children inviting them to make weekly voluntary contributions toward a piano fund. The responses were so favorable that within four months one piano was paid for, and by donating the commencement receipts to the same fund a second one was procured. The small sacrifice on the part of the children taught them a very important lesson: self-denial; and, on the other hand, parents and pupils are well repaid by the marked improvement of the singing of the school children.

Our graduating exercises this year were pronounced the most successful ever given in our city. We had five post graduates and eight graduates. Edmund M. Hyde, Professor of Latin and Literature at Lehigh University and Dean elect of Ursinus College, delivered the address to the graduates.

Our school exercises for the year ended with the annual school picnic, which was attended by young and old.

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ELIZABETH.

W. J. SHEARER, SUPERINTENDENT.

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

DEAR SIR—I have the honor to submit a brief report for the schools of Elizabeth for the year ending June 30th, 1899. The past year has been the most pleasant of my experience in this city, and I believe it has been the most profitable one to the schools as well. The lines mapped out in one of my early reports have been followed steadily, and none who know the facts will assert that what has been done is not best for the pupils. The success with which we are credited is due to the fact that we have kept before us the highest good of the children.

During the past year, the principals and teachers, with very few exceptions, have measured up to the great responsibilities devolving upon them. They have shown a willingness to co operate and to improve that they may keep abreast of the times. Though it has not been found necessary to meet as frequently as in other years, we have met for consultation once or twice each month and have also received helpful lectures from educators of prominence.

It is a pleasure to be able to report that members of the board of education have at all times shown an earnest desire to do what was best for the schools. Hampered though they were by the need of more money, they were always solicitous for the best.

Last year I reported the completion of new No. 1, with a seating capacity of almost 1,800. It was then believed that it would not be necessary to provide additional school accommodations for some time to come. However, it was found necessary to build another large school during the year. Even this was not sufficient, so that it will be necessary to build a fifteen-room building as soon as possible. Plans have already been prepared and bids received, so that we hope soon to have another modern building.

We have continued to follow the course of study of the Model School of the State Normal, for the reason that we know of no better course, and believe that no teacher can make a careful study of this course without being benefited.

The number attending the high-school continues to increase very rapidly. The number attending the coming year will not be less than four hundred and eighty. This is an increase of four hundred per cent. for the past four years. When it is considered that the course

of study has been made more difficult each year, and the standard of admission raised, this is certainly encouraging.

Among the many distinguished visitors during the past year was Dr. E. A. Winship, editor of the Boston "Journal of Education." As he has likely visited more schools in this and other countries than any other one person, and is considered the highest authority on schools and school work, I trust I may be pardoned for quoting a part of the report of his visit as published in the "Journal of Education":

"Elizabeth has been made justly famous by Superintendent Shearer's national reputation. There are few men whose professional career is more interesting than his, judged by the attention that his writings have attracted, by the demand for him on the educational platform, and by his rapid rise in the profession on the basis of devotion to special ideals. The impression is inevitable that the keynote to his success is his special scheme for grading, but, as a matter of fact, this attracts least attention among the many progressive ideas in the Elizabeth schools. It is a settled practice and causes no more agitation than it does to announce a recess.

"In the city, as a whole, in 1899, in the month of March alone, 392 went to a higher division and 156 to a lower; in April, 463 went higher and 109 went lower. This is a fair average of the monthly reclassifications. This transfer is done with no appreciable disturbance. The reclassification is fairly evenly divided between the grades from bottom to top."

Speaking of the high-school, Editor Winship said:

"The high-school is run on the elective plan to a greater extent than I have ever known to be the case elsewhere. It is almost on a university basis in this regard.

"But the most interesting feature is the 'School Council' scheme. The high-school governs itself in royal fashion on this basis. There are 13 members of the council, because that is the number in the Elizabeth city council. The members are chosen by the various departments of the school. The rules established by the council are more searching than any a principal would make. They are general and sensible. I have never known any regulations more satisfactory in spirit than those adopted by this council.

"The special decisions are even more interesting than the regulations. For instance, a dance was projected as a feature of a social school function in some hall in the city. Few principals or superintendents would have ventured to veto it under the circumstances. Like all matters of the kind, it went to the school council for review. A hearing was had. The advantages and disadvantages were presented, and the decision rendered was that, in view of all the circumstances, and for the best good of the school, it was better that this feature of the program should be eliminated.

GLOUCESTER CITY.—HACKENSACK.

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“All in all, Elizabeth is one of the most interesting educational spots in the country ; one that no one can afford to miss. It is not an experiment station, but rather a city that has adopted various modifications or school programs without apparently jarring the regular school work in the least.”

GLOUCESTER CITY.

JOHN C. STINSON, SUPERINTENDENT.

To Hon. Charles J. Baxter, State Superintendent :

DEAR SIR.—The general plan under which the schools of the city have been operated has undergone a radical change during the present year. Changing customs and conditions, however, necessitate frequent modifications in the details of school-room work. We are aiming to progress with the advancement of education, and the following changes have been made: The Grube System of Arithmetic has been introduced with marked beneficial results ; Ward's Rational Method of Reading, which is showing excellent results, and the Normal Review System of Vertical Writing has also been introduced. A new system of promotion is one of the successful features. When a pupil attends and shows, by proper attention to his lessons, ability to go beyond the class, that pupil is advanced. The general health of the schools has been good. The Board of Education has given the schools the very best text-books that could be obtained. They have opened three new rooms and added to the force of teachers. The high-school course has also been extended.

HACKENSACK.

NELSON HAAS, SUPERVISING PRINCIPAL.

To Hon. Charles J. Baxter, State Superintendent :

DEAR SIR—In compliance with your request, I have the honor to submit the following concise report of the schools of Hackensack, N. J. :

As a result of the enactment of the Township law a few years ago, the several school districts of New Barbadoes township were consolidated, and they are now governed by one board of education, whose faithfulness in the discharge of the duties entrusted to it by our citizens has been evident in the systematic advancement of our schools.

Hackensack has four grammar schools and one high-school, with a total enrollment, last year, of 1,862 pupils. The number of teachers is 43—9 males and 34 females; and their competency, faithfulness and enthusiasm keep the schools steadily and surely advancing.

The curriculum ranges from the kindergarten, into which children at the age of four years are admitted, through the high-school, to a full preparation for college.

The high-school has a Classical and a Latin Scientific course of four years each, and a Commercial course of two years. Two years ago we strengthened the Commercial course by introducing stenography and typewriting, and this year we have strengthened it still more by placing it in charge of a male specialist in that line, so that now those pupils who cannot remain with us the full four years' course can at least go from school well equipped for business. The enrollment in the high-school last year was 193, about one-third of which number were non-residents, tuition pupils, graduates from the eighth year grammar grade of different schools in the county as well as beyond it.

Secondary education in this section, I am pleased to note, is on the increase, as is evidenced by the fact that over 85 per cent. of our last-year grammar graduates entered the high-school this September.

For the better accommodation of the increasing number of pupils, a separate high-school building, with laboratory and all modern appointments, was erected at a cost of \$15,000. At the present time, a commodious grammar-school building of eight rooms is being erected at a cost of \$15,000.

In the architectural construction of all our school buildings, I am glad to be able to say, great attention has been given to those very important matters—heating, ventilation, light.

HAMMONTON.

N. C. HOLDRIDGE, SUPERVISING PRINCIPAL.

To Hon. Charles J. Baxter, State Superintendent :

In many ways our board has been seeking to advance the efficiency and usefulness of our school.

I spoke about the addition of a special instructor in music last year. This has so pleased the board and community that the same course will be continued this year.

The Commencement Exercises were held in the M. E. Church. There was a graduating class of eleven, six boys and five girls, all of whom acquitted themselves with credit.

HAMMONTON.

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We were much pleased to have with us our State Superintendent of Public Instruction. His visit has been productive of good, apart from the pleasure it gave our people to meet the head of our State school system.

For several years some departments of our school have been overcrowded. During the past year it became unbearable. The board decided that something must be done. Accordingly, at the March meeting, they asked for a \$5,000 annex to the present handsome Central high-school. This was easily obtained, and soon we hope to occupy it. It will contain four fine, large rooms for the primary grades, as well as a very large basement to be used as a play-room, but which can be easily fitted up for a manual-training room. The last suggestion was from our State Superintendent.

This new building makes a closer grading possible. Our suburban schools, hereafter, will contain but four grades. All pupils in fifth grade and above will come to the Central. This saves for these schools about 70 minutes each day heretofore spent on the half-dozen or so fifth-grade pupils, and makes it possible to use that much more in the lower grades. As a result we expect greater thoroughness in the primary grades, which, of course, will advance the efficiency of every department.

It also enables us to give the fifth grade a room by themselves, which thing I have been hoping for ever since I have been in Hammon-ton. Such an arrangement leaves us freer in the upper departments, having a grade less and the same number of teachers.

There has been added a post-graduate course, consisting of Trigonometry, Commercial Law, Elementary Psychology and Advanced Latin. Six of last year's graduates are intending to take this course. The school census has one hundred names more this year than last. We now number nine hundred and ninety-three pupils. No changes were made this year in our corps of teachers at Central, except in adding two new teachers. The policy of the Board is to keep the same teacher, if good. We see the results of this wise policy in the increasing thoroughness in the various departments. In conclusion I desire to express my thanks to the Board for their hearty aid in all suggested improvements, and to the noble and willing corps of teachers who have so faithfully and willingly co-operated with me during the last two years.

HOBOKEN.

A. J. DEMAREST, SUPERINTENDENT.

To Hon. Charles J. Baxter, State Superintendent :

DEAR SIR—I have the honor of submitting to you a report of the public schools of the city of Hoboken for the year ending June 30th, 1899.

The following table shows the enrollment and attendance of pupils and the number of teachers employed during the year 1898-1899 :

Total number of pupils enrolled.....	8,716.
Average number on roll.....	7,207
Average daily attendance.....	6,532
Number of pupils in primary department.....	5,649
Number of pupils in grammar department.....	2,829
Number of pupils in high-school.....	211
Number of pupils in training-school.....	27
Number of teachers.....	190.

School Accommodations.—In this rapidly-growing city, it has been a difficult problem to provide the necessary school accommodations. Unfortunately the erection and equipment of new school buildings have not kept pace with the demands of the times. The schools were overcrowded to such an extent last year as to necessitate the opening of five annexes in buildings poorly suited for school purposes and with unhygienic surroundings.

The High School.—The high-school fills an important place in our public school system. This is true whether it is viewed as a finishing school or as a preparatory school for college. No startling innovations have been attempted, but, on the contrary, it has been the earnest endeavor of the Principal and his corps of efficient teachers to strengthen all departments along recognized lines in their general work. For many years our high-school has labored under many disadvantages.

It did not enjoy the “comforts and delights” of a home of its own. On account of the cramped condition of our schools, it was obliged to occupy unsuitable quarters, which in a large degree hindered its usefulness and growth. It was frequently moved from one school to another to make room for the rapidly-growing primary department. Through the liberality of the tax commissioners, sufficient funds were appropriated for the leasing and placing in tenantable shape the Martha

Institute building on Sixth street. The high-school moved into its new quarters on September 6th, 1898.

The Kindergarten.—A well-equipped kindergarten is connected with every primary department. There is a strong public sentiment in favor of the kindergarten. It is no longer looked upon as an experiment by the intelligent people of our community, but, on the contrary, it has grown in popular favor to such an extent that it has been a difficult problem to provide accommodation for all who applied for admission.

We have learned from experience "That childhood, when the little ones are most susceptible to impressions, is the time for the truths from the material world to be most readily received." We have found that the children who have had a preliminary training in the kindergarten make more rapid progress in the higher grades than those who have never had the benefits of this training.

Grade Meetings.—Grade meetings, successfully introduced last year, have been continued with very gratifying results. The teachers of the various grades have willingly responded to the call for these meetings after school-hours. The new methods in vogue in our schools were not only explained, but a practical exemplification of them was given by the teachers of the training-school with their classes. It has been clearly demonstrated through the superior quality of work done during the past year, that these meetings of teachers, where class room work is carefully considered, and where interchange of thought can be freely given, are of inestimable value.

School-Room Decoration.—In the matter of school-room decoration, we are making notable progress. The movement to place pictures and other works of art in class rooms is receiving much attention in all progressive cities. It is unfortunate that we have no "fund" for this worthy purpose. When this is taken into consideration, the efforts of many of our teachers to beautify their rooms are highly commendable, when we take into consideration that they cheerfully draw from their own scanty funds to carry on this good, educative work.

During the year many pictures have been bought and framed, and in many rooms flowers are in bloom.

Through the generous donation of the heirs of the late Alexander Algeo, augmented by a donation from ex-President Russ, I was enabled to purchase several hundred dollars' worth of very fine pictures for the high-school. Many of these pictures were reproductions of the great works of art. School-room decorations of this character do much towards cultivating an art spirit and a love for the beautiful.

Grammar-school No. 2 gave a school entertainment in the Lyric Theatre, on May 26th, before a very large audience, for the purpose

of raising funds for school-room decoration. The entertainment was not only an unqualified success financially and entertainingly, but through it the "decorative movement" received a great impetus.

An innovation was introduced last year which, in my judgment, made the teachers feel that their prompt and regular attendance at school was highly appreciated and duly recognized by the commission.

There were forty-two teachers last year who had not been either absent nor late. In recognition of their faithfulness to duty these teachers were granted a holiday on December 20th, 1899, and their places were filled by pupil-teachers from the training-school.

Evening School.—This should be an ideal city for an evening school, from the fact that it is the termini of several international steamship lines. The greatest drawback to our evening school is in the irregularity of attendance. While a few pupils fully realize the advantages offered to them to get a good education, the majority of them, as soon as the novelty wears away, get weary of "climbing the hill of knowledge" and suddenly drop into some by-path which leads them to the haunts of old associations. Something must be done to interest and hold this great nomadic throng. If their interest is once awakened a good tactful teacher might hold them. This year we contemplate the experiment of giving a series of interesting talks on the current topics of the day, interspersed now and then with a few illustrated lectures. When we consider that in a few years this great uneducated mass will be entitled to all the rights and privileges of citizenship, it behooves us as educators to use all rightful means in our power to prepare them for the proper use and exercise of these sacred rights.

The Alexander Prizes.—For the purpose of stimulating our pupils to read good, wholesome books on the subjects of history, biography and good government, Mrs. C. B. Alexander offered two valuable prizes for the best essay on a patriotic topic, to be competed for by the pupils of the high school and grammar department. The subject assigned to the high-school was "Patriotism," while the pupils of the grammar schools were given an opportunity to write on "Typical Americans." The contest proved a phenomenal success. Three hundred and thirty-three essays were received from the pupils of the grammar schools and fifty-eight from the high-school. The successful contestants were Miss Minnie A. Obreiter, of the high-school, who received a "Century Dictionary," and Master Leon Hart, of Grammar School No. 1, who received an elegant edition of "Fiske's History of the United States." Suitable exercises were held in the assembly hall of School No. 6 in connection with the presentation of these prizes. The orator of the evening was the Hon. Ex-Assistant Secretary of the Navy William McAdoo. Captain Chadwick, of the flagship New York, was present, and in a few well-chosen words presented the prizes on behalf of the donor.

New Course of Study.—In response to a request from many of our principals and teachers for a more up to date course of study, the old course of study, which for many years had served a good purpose but had outlived its usefulness, was supplanted by a new one based on recognized psychological and pedagogical principles.

Formerly it took our pupils ten years to pass through the various grades of our primary and grammar schools. The same work is done in all cities, with but one exception, in eight years. I have every reason to believe that, with the new course of study, we will get better and more thorough work than we formerly did in ten years; that it will meet with satisfaction on the part of parents and will show good results in the training of their children.

Another year has been added to the English course in the high-school which makes the academic work cover a period of four years instead of three. We were obliged to make this change to meet the requirements of the Board of Regents of New York State.

Free Public Lectures.—It has been the aim of the commission to improve the lecture course from year to year by securing the very best talent available within their means. The course given last year was the most successful that we have had. Our citizens have been educated to the higher class of entertainment. They not only expect a first class course each year but they are entitled to it, and when an opportunity is given to show their approval they do so to such an extent as to overtax the capacity of the largest hall in the city.

These public lectures are in the line of education, and are doing much to bring the public in touch with our public schools.

The following lectures were given :

Prof. Garret P. Serviss.....	"Napoleon Bonaparte."
Mr. Wallace Bruce.....	"The Literature of the Hudson."
Mr. Charles F. Underhill.....	"David Copperfield."
Mr. Paul Sturtevant Howe.....	{ "The Experience of a Private in the American Army."
Mr. Charles F. Underhill.....	
Miss Jennie Melvine Davis.....	"Dickens' Christmas Carol."
Mr. Paul S. Howe.....	"Historic Chaplain."
Mr. Garret P. Serviss.....	"Russia."
Mr. T. E. Roberson.....	{ "The Evolution of Modern Ger- many."
	"Manila and the Philippines."

Training School.—Physical culture has been added to the training-school curriculum. The pupil teachers have a thorough training in this important branch of the work. This is but the beginning or introduction of one of the most important subjects that can engross our attention and most careful consideration. In the past too much attention has been paid to the mental development of our pupils, while their physical well-being has been almost entirely overlooked. I look anxiously forward to the time when physical culture will be introduced into each and every class-room in our city, and through its judicious

use, produce a race of boys and girls who will no longer be characterized as "stoop-shouldered," "hollow-chested" and "pale-faced." The teachers of our training school have been very patient and painstaking in the discharge of their arduous duties. The great amount of extra work imposed upon them by virtue of their position as class critics has been discharged in a most acceptable manner.

It is my painful duty to report the death of two of our most faithful and efficient teachers.

Miss Mary Flaherty, who for four years was a teacher in school No. 3, died February 18th, 1899. She was faithful and energetic in the discharge of duty, and her noble nature won the confidence and respect of her associates.

The removal of Miss Henrietta Goos from our midst, March 8th, 1899, was an irreparable loss to our schools. For fourteen years she had been a faithful teacher and principal of the German department. She was a teacher of marked ability; her sympathetic nature and inspiring teaching powers evoked from every child with whom she came in contact a deep love and respect for her.

JERSEY CITY.

HENRY SNYDER, SUPERINTENDENT.

To Charles J. Baxter, State Superintendent :

DEAR SIR—The following table shows the enrollment and attendance of pupils and the number of teachers employed during the year 1898-9:

Total number of pupils enrolled.....	32,806
Average number on roll.....	23,356
Average daily attendance.....	21,608
Number of pupils in Primary Department.....	23,975
Number of pupils in Grammar Department.....	7,939
Number of pupils in High School.....	892
Number of teachers.....	582

During the year there were promoted from the grammar-schools to the high school 652 pupils.

Attention has been called in previous reports to our need of a new high school building, and strenuous efforts have been made at various times in the past to secure one. At present these efforts are continued and promise to prove successful. The erection of a new building will probably be begun during the coming school year. During the past year there were graduated from the school seventy in the four-years' course, and twenty-seven in the two-years' or commercial course.

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The training school for teachers continues to do very successful work. During the past year the number of graduates was fifty-one.

Seven evening-schools were maintained last winter, in which fifty-four teachers were employed. The attendance of pupils was as follows:

	Males.	Females.	Total.
Enrollment.....	1,714	349	2,063
Average attendance.....	631	165	796
Percentage of attendance.....	77.8	78.2	78.0

Although our efforts to make the evening schools successful were continued, there seemed to be a decrease in the interest on the part of the pupils. It has been noticed that for several years there has been a falling-off in the numbers attending. It must, however, be said that last winter, while the number attending was smaller, there seemed to be a larger nucleus of very much interested pupils.

While the board of education has always been mindful of the desirability of making improvements and additions to the curriculum of our schools, it was not until the past year that means were provided for establishing kindergartens. Several are now in successful operation. It is the intention of the board to increase their number as rapidly as possible.

In common with many other large cities, this city has labored under the disadvantage for a number of years of not having sufficient school accommodations for all children applying for them. The city has therefore recognized that its most urgent duty was not to enlarge the scope of instruction of the public schools, but to provide a sufficient number of schools for all children. As has been stated in previous reports, the city has made an unusually strong effort in this direction during the past two years, with the result that during the past year all children applying for admission have been admitted, so that at present no child of school age in the city is refused. When all the difficulties with which our city must contend are considered, this is certainly a cause for gratification to all school officials and a source of pride to the city itself.

It will now be our effort to extend our activity in other directions. While we have done little in the way of kindergarten work and manual training, the ordinary work of the schools has been highly successful. Our principals and teachers are animated with a desire to use the best methods and appliances, and are constantly, by private study, seeking to improve themselves. The results of their work, it must be said, have been extremely satisfactory. Now that provision has been made for the reception of all children, opportunity will be offered for the extension of the course.

LANDIS TOWNSHIP.

J. J. UNGER, SUPERINTENDENT.

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

MY DEAR SIR—In this my second annual report to the department, I will endeavor to touch upon the important events of the year, to set forth the purpose governing the changes that have been made, and to indicate some of the aims and plans for the growth and progress of the schools in the near future.

Course of Study.—The high-school course of study has been extended. Solid geometry has been added as an elective study. The study of Latin was commenced in January, 1898, and the Class of '99 had one and a half year's work in that subject. The course has now been so arranged that classes, beginning with 1902, will be graduated in a full three-year Latin or German course.

The course in English has been modified so as gradually to meet the requirements for college entrance. In addition to the regular literature class-work, every pupil was required to do an amount of home reading comprising three different books during the year. In this required reading the following authors were represented : Hughes, Cooper, Dickens, Hawthorne, Shakespeare, Tennyson, Scott, Lew Wallace, Irving. The high-school library of 1,600 volumes has afforded a fund of collateral reading to the literature classes, and the pupils have made good use of these books.

One period, about 40 minutes a week, has been devoted to the study of current events in every class. The interest manifested by the pupils in these lessons is evidence of their value in the study of history. An interest in the events that have taken place recently adds new interest and a clearer conception to the events of the past, besides developing an originality of expression on the part of the pupil not attained by the study of the text-books.

One period a week has also been devoted to the study of vocal music in each of the grades of the high-school. Vocal music exerts a favorable influence in every aspect, moral, intellectual and physical. Our peculiar conditions, many school buildings scattered over a borough and a township, with no school outside of the high-school building having less than from two to seven grades, prevent its adoption throughout all the grades.

The Ward method of reading, introduced into the first grade of our schools about March 1st, 1898, was carried into the second grade

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last year with a success that surpassed our expectations. At the end of the year the second-grade pupils were in possession of a power not surpassed by those who had been taught by the old method at the end of the third year.

Grading and Promotion.—We have twelve grades, four primary, four grammar and four high-school grades. The work of each grade is completed by the average pupil in one year. It is to be regretted that we have no public kindergarten. At least two kindergarten schools should be opened in Vineland. Pupils entered at the age of five are too young to take up the work of the first grade in the public school, and frequently the strain of sitting quietly to do steady work is detrimental to their physical and intellectual growth, besides creating a dislike for school. Pupils at this age should be led gradually from the easy, fascinating kindergarten songs and plays to the work demanded of them in the primary school.

The Elizabeth plan of grading and promotion was introduced with some modification. This plan has many advantages for the bright student, and at least no disadvantages for the dull one. To start the plan it was necessary in certain classes for the bright pupils to go over the year's work in half a year, which was found to be no great difficulty. Had these pupils under the former plan been kept a year, they would not have been much better prepared than they were in the middle of the year, but would without a doubt have acquired a bundle of idle habits. The pupil's promotion is determined principally from his class work, but there is a final test given in all the grammar and high-school grades, which reveals the nature of the work done by teachers as well as pupils, indicates the character of the work desired, and serves as a check upon the teacher's judgment. Promotions are made at any time that a pupil shows ability to do the work of the next higher grade.

Attendance and Schools.—During the month of November the enrollment was highest, and reached 1,524 pupils. Thirty-seven school-rooms were in use for the entire term of nine months. The large enrollment at New Italy made it necessary to rent a room and open an extra school for five months during the year. The room used for manual training is not included in the above number. The schools of Landis township, including Vineland borough, were held last year in nineteen different buildings, which are so placed as to accommodate the school population of the sixty-eight square miles of territory contained in the township. In the borough, which is somewhat centrally located in the township, and is only one mile square, there are seven school buildings, four of which are situated at the corners respectively. The high-school building, containing thirteen rooms used for teaching purposes, is the only building that has more than two rooms. It can therefore be readily understood that a system of

grading is a serious problem with us, and that it is difficult for our schools to keep pace with those of towns which have large, commodious buildings, where each teacher devotes her entire time to but one grade, or possibly one division of a grade. So far as the township is concerned little could be done to improve our condition; but instead of seven buildings in the borough, if we had three, one in the eastern and one in the western section, besides the high-school building, the efficiency of our schools could be increased at least twenty-five per cent.

Many hindrances in the shape of contagious diseases, inclement weather, bad roads and indifferent parents, contributed to retard the progress of the schools last year. The schools were forced to a week's vacation on account of the blizzard. It is a deplorable fact that many children of school age attend possibly three or four months, and are then taken out to work in the factories. The Compulsory Education law should be rigidly enforced, and no child should be allowed to deprive himself of a public-school education, the most valuable gift of a free and enlightened people.

New Buildings.—At the school meeting last March it was voted to bond the district for \$8,500 for the purpose of purchasing ground and erecting thereon a four-room school-building on the west side of the West Jersey Railroad, and also for building an annex to the New Italy school. These bonds were floated at 5 per cent., and, with the premium, netted \$9,148.76. A plot of ground on Third street, between Elmer and Grape streets, comprising eight building-lots, was purchased for \$1,700. A handsome two-story brick building, containing four nicely lighted school-rooms, is now in process of construction and will be ready for occupancy by December. The building is heated by a combination of hot air and hot water—a system which has proved generally satisfactory in the high-school building, where it was put in several years ago. It must be admitted, however, that the system is not equal to the Improved Smead and Wills system now in very general use throughout the country. The building when fully completed and furnished will cost about \$7,000.

The annex to the New Italy school was built at a cost of about \$800.

Teachers' Meetings.—Besides the regular County Institute, which everyone of our teachers attended, there was held a local institute in the high-school building at this place. Prof. E. L. Kemp, of East Stroudsburg, Pa., delivered his lecture on "Chivalry of the Twentieth Century" to a large audience, on a Friday evening, in Cosmopolitan Hall, and gave two lectures to the institute on the Saturday following. His work with the teachers was excellent. Miss Alexcenah Thomas, supervisor of primary work in Atlantic City, gave a valuable drill, illustrating the Ward method of teaching reading. The institute was

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attended largely by the teachers of Bridgeton and other parts of the county.

The Landis Township Teachers' Association met semi-monthly if the weather and the condition of the roads permitted. The teachers were very faithful in attending all these meetings. Subjects of a pedagogical or psychological nature were discussed, besides a class-drill was given by one of the teachers. These meetings proved fruitful in good results for here theory and practice were combined.

During a portion of the term a class of teachers attended the lectures on psychology given every Saturday forenoon.

Teachers.—With a very few exceptions the teachers have labored earnestly, conscientiously, intelligently and loyally. The changes in the course of nature-study, in reading, in language, in grading, in manual training, the addition of sections to be memorized, and the required reading, all necessitated an increased amount of work, which the teachers have done gladly. No time was spent by them in murmuring or complaining. Entire harmony has always characterized the whole teaching force. Notwithstanding all the disadvantages pointed out in this report our schools have made excellent progress, and this advancement is due to the untiring energy of a corps of faithful teachers supported by an efficient Board of Education and an interested and generous public.

Miscellaneous.—The length of this report prevents me from doing any more than to give a brief notice to the following events:

The spring Arbor Day was observed by a school parade, tree-planting, an open-air address by J. Ward Gamble, Ph.D., D.D., and suitable literary exercises held in the various school-rooms.

A large addition was made to the high-school library, and its books re-catalogued and classified according to the grade of the pupil. Our thanks are due the Department for the excellently arranged library catalogue of approved books for New Jersey school libraries.

South Vineland school held two entertainments, and the proceeds were used in starting a library there.

The annual commencement was held on May 20th, and fourteen pupils received the approved high-school diploma.

Several of our teachers added their names to the list of first-grade county certificates, and two to the list of State certificates.

Manual training was carried on very successfully. A separate report has just been made to the Department on that subject.

To inculcate habits of industry, economy and self-denial, a savings bank system was introduced shortly before the close of the school year.

In concluding this report, I will briefly make the following recommendations:

1. A school term of ten months for the borough of Vineland.
2. Legislation that would make it possible for the borough and township to be taxed on a different basis for school purposes, so as to bring about the harmony necessary for the highest advancement of the schools.
3. Kindergarten schools to be established to receive children at the age of five years.
4. A continuance of the educational policy of the past year.
5. A strict enforcement of the Compulsory Education Law.
6. An increase of appropriation for the maintenance of a night school.

My thanks are due and hereby tendered with the utmost sincerity to members of the Board of Education for the hearty support which they have given me; to the teachers, for their uniform loyalty and co-operation, and to the citizens, for the deep interest they have taken in everything that pertains to the welfare of the schools.

MILLVILLE.

A. DUNCAN YOCUM, SUPERINTENDENT.

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

SIR—It gives me pleasure to report that the work of the past year has resulted in considerable improvement in Millville schools, especially in the primary grades, where there has been a continuation of the progressive changes in curriculum and methods of instruction already begun. The number-work is more rapid and intelligent; the reading more independent of the teacher, and less confined to the text-book. The geography course, now begun in the first grade, while not neglectful of the physical basis necessary to the political superstructure, does not take the first four years of school to build it. Political geography is systematically presented and intelligently comprehended from the start.

A popular feature of our annual school display was an oral exhibit, in which classes gave public evidence of the proficiency which they had attained in this new work. Of course, no pupils thus appeared before their elders, who were old enough to be embarrassed by unaccustomed environment.

Through the generosity of Mr. W. H. Wanamaker, the number of books in the school library adapted to the pupils of the lower grades has been largely increased. At the beginning of the next term carefully selected reading matter will be placed in every school-room.

MADISON.

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In the teachers' meetings, a logical and systematic presentation of the conditions necessary to ideal school discipline, has prepared the way for the intelligent discussion of a subject, whose announcement at similar assemblies too often results in an outpour of mere opinion, usually narrow and necessarily contradictory.

We have reason to congratulate ourselves upon the increasing number of our high school graduates who are attending the Normal School. Five of our boys and girls return to us this year with the State certificate.

With capable teachers, a united and intelligent board of directors, and an interested and appreciative public, there is no reason why Millville should not have good schools, and good schools we propose to have.

MADISON.

W. B. MATTHEWS, PRINCIPAL.

I took charge of the Madison school in January, 1892. At that time we enrolled 120 pupils. Our present enrollment (1899) is about 370. In 1892 a high-school course of three years was established, and in 1895 the first class numbering ten members was graduated. The next class, composed of nine members, graduated in 1897. The class of '98 numbered eight, and the class of '99 seventeen. During the present year we have revised our course of study, and have made our high-school course four years instead of three years. Owing to this change there will be no graduating class in 1900. Our school was placed on the "approved list" in 1895, and two of the graduates of that year entered the Normal School. Since then our school has not been without representatives in that institution.

The general grade work of our school is steadily improving. We employ a special teacher for singing and drawing, and we are getting good results in both of these departments. During the past two years we have given special attention to the subject of literature, introducing it into the grades as far down as the fourth year.

COURSE OF STUDY OF THE MADISON HIGH-SCHOOL.

First Year.

Latin.
Algebra.
Literature.
 $\frac{1}{2}$ yr. English Grammar.
 $\frac{1}{2}$ yr. Ancient History.
 $\frac{1}{2}$ yr. Elementary Physics.
Singing. 2
Drawing. 2

Second Year.

Latin.
 $\frac{1}{2}$ yr. Algebra.
 $\frac{1}{2}$ yr. Geometry.
 { Literature. 4
 { Rhetoric. 4
General History. 4
 $\frac{1}{2}$ yr. Physiology.
Singing. 2
Drawing. 2

Third Year.

$\frac{1}{2}$ yr. Latin.
 $\frac{1}{2}$ yr. German.
 $\frac{1}{2}$ yr. Geometry.
 $\frac{1}{2}$ yr. { Bookkeeping. 4
 { Commercial Arithmetic. 4
 Literature. 4
 $\frac{1}{2}$ yr. English History. 4
 $\frac{1}{2}$ yr. Botany. 4
 Singing. 2
 Drawing. 2

Fourth Year.

German.
 Physics.
 Literature.
 { United States History.
 { Civics.
 Singing. 2
 Drawing. 2

The numeral after the subject indicates the number of recitations a week ; those not marked occur daily.

Recitation periods are forty minutes each.

Adopted 1899.

MONTCLAIR.

RANDALL SPAULDING, SUPERINTENDENT.

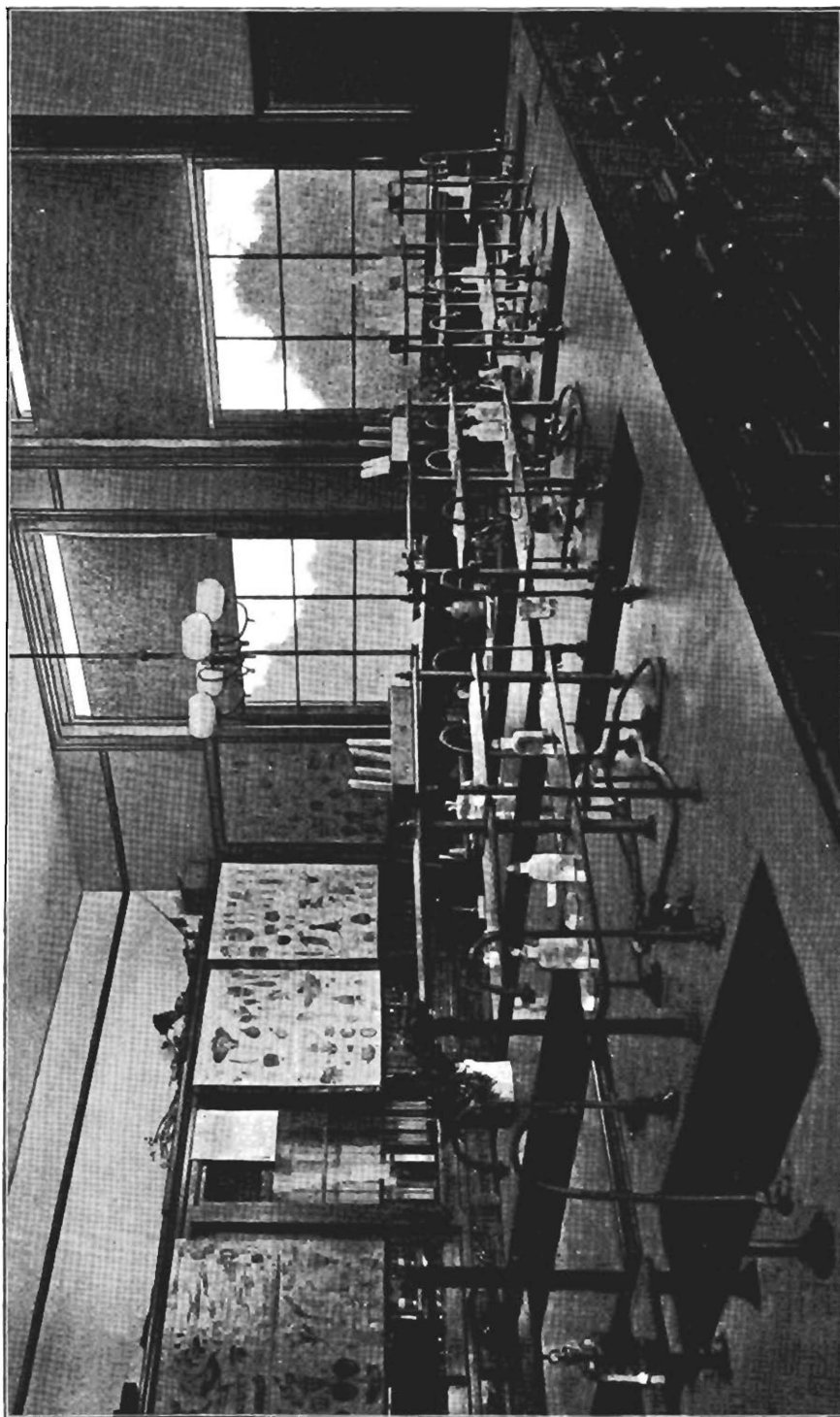
To Hon. Charles J. Baxter, State Superintendent :

DEAR SIR—During the past year we have aimed, as heretofore, to tolerate no unnecessary mechanism in school management. Regard for the individual, for which our schools have perhaps won some distinction, has been maintained. We have tried to create such a moral atmosphere that the pupils would feel no shock in passing daily into or out of the school. Under such circumstances order must be secured chiefly by strength of personal character. While some are more gifted than others in this respect yet we may congratulate ourselves on the extent to which our teachers have been able to realize our ideals.

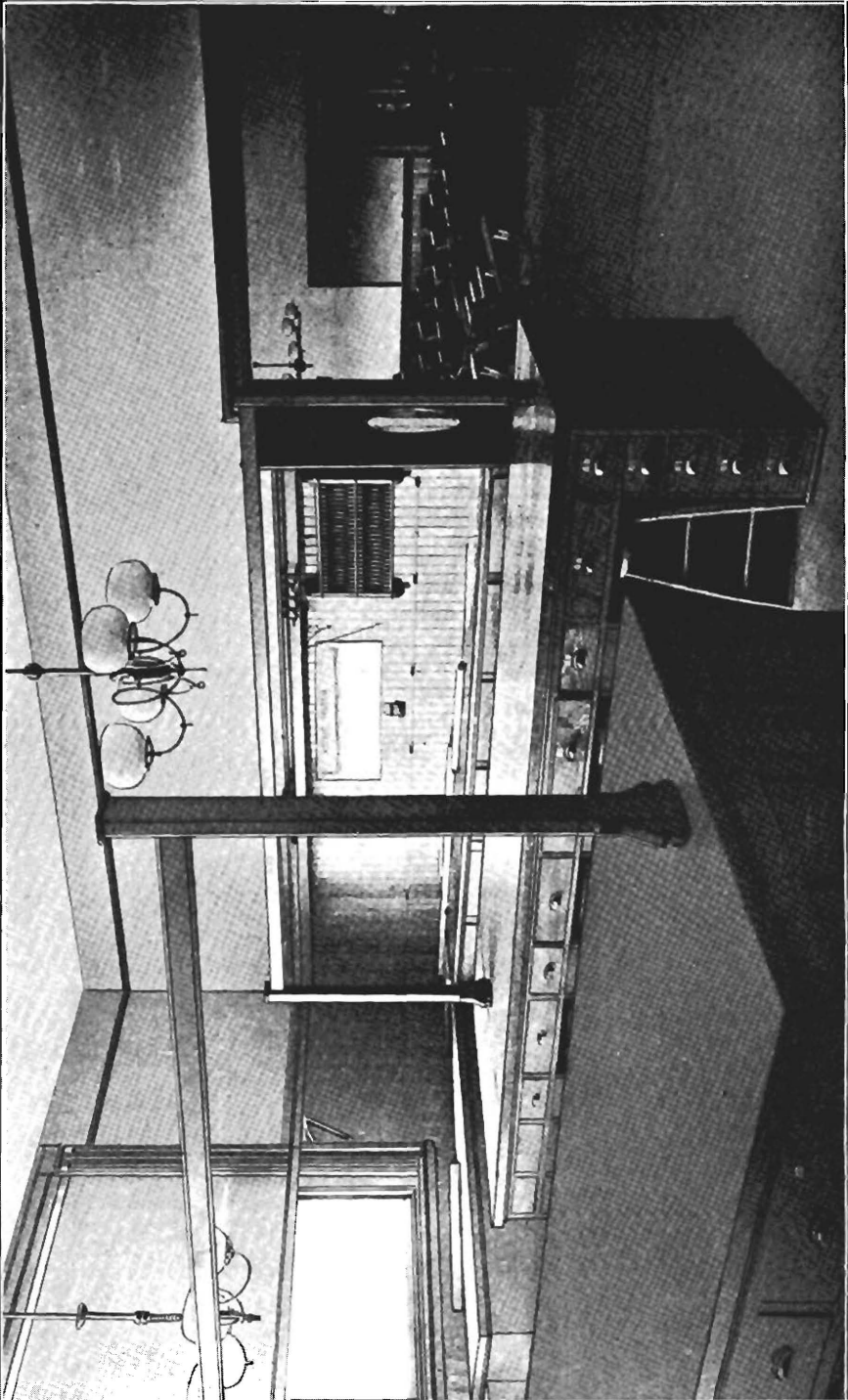
Our system of sub-grading has been continued, and with good results. The closer grading enables the teacher more easily to keep all the pupils fully employed, and to secure interest in the subjects taught by adapting her instruction to the comprehension of all the pupils ; at the same time the stimulating effect of numbers is not lost. Promotions during the current year, moreover, are facilitated. The intervals between grades are not so great as to be almost impassable except at the end of the school year.

Probably the most difficult problems in education at the present time lie in the high-school. This department is the battle-ground between the colleges, on the one hand, that demand a better quality and greater quantity in intellectual results, and the elementary school, on the other, that fears the loss of genuine discipline through a multiplicity of subjects. The only solution of the difficulty that we have found lies in specialization. No one can learn everything, and no one now makes the attempt. We have, therefore, during the past year, more

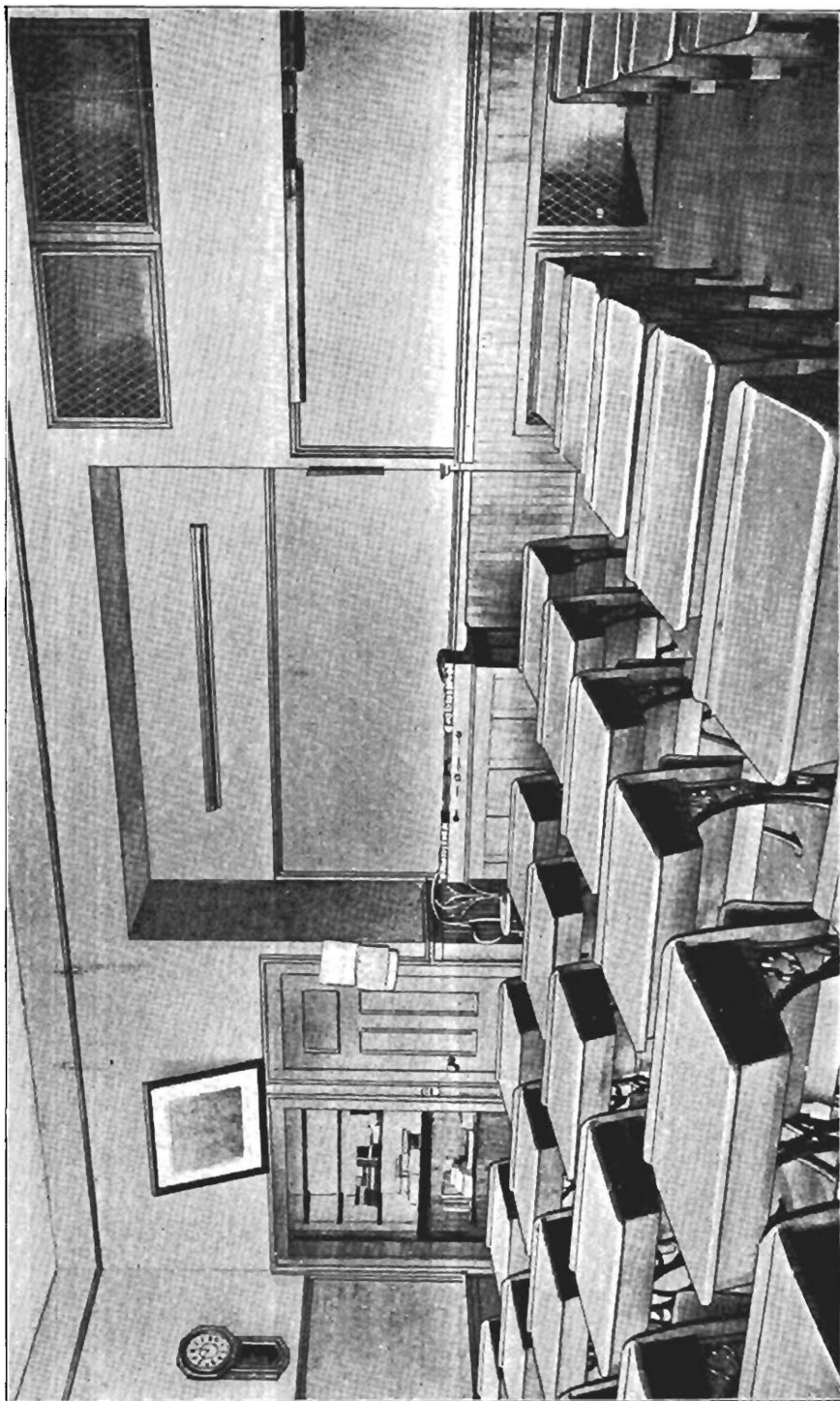
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Chemical Laboratory, Montclair High School.

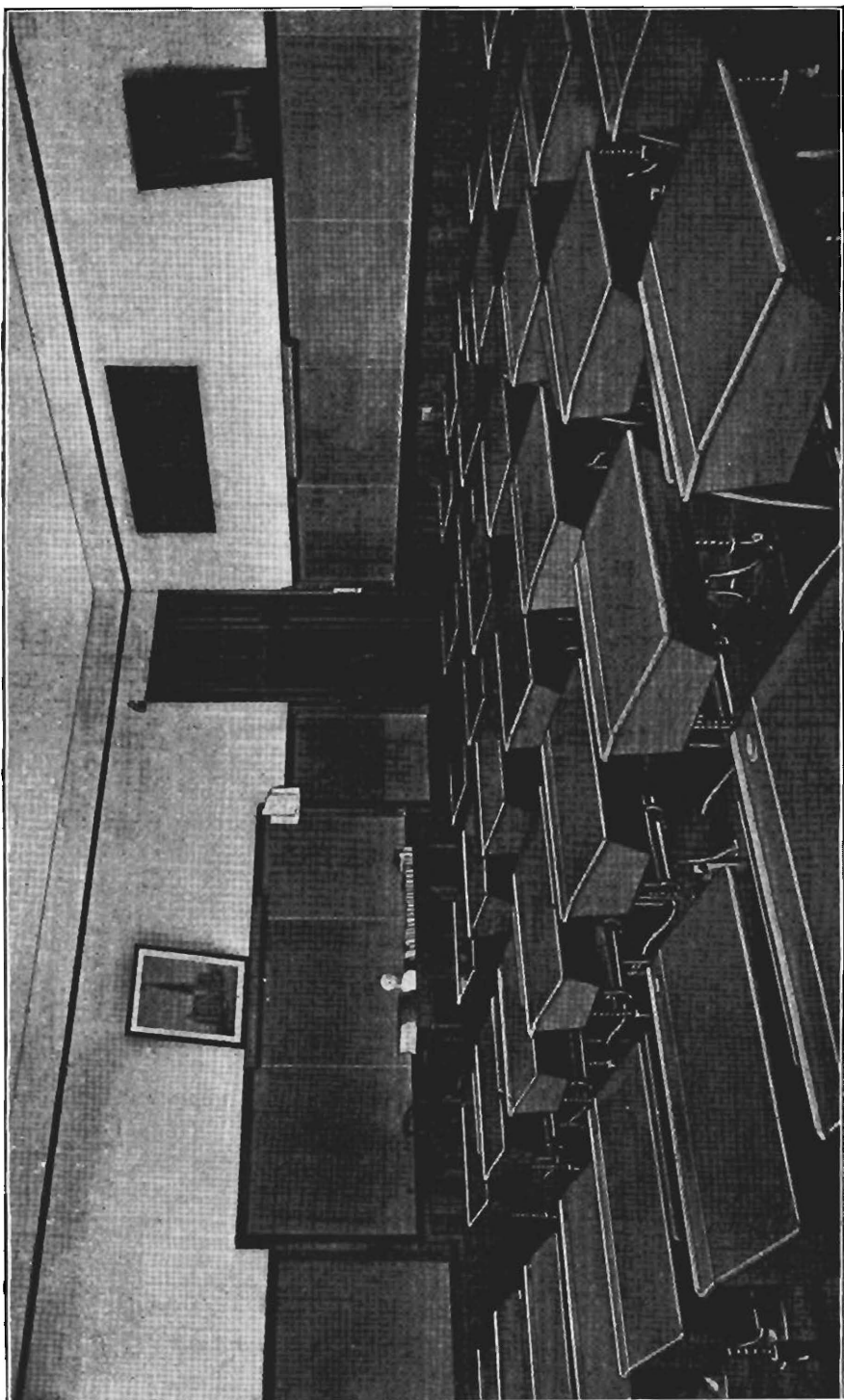


Physical Laboratory, Montclair High School.



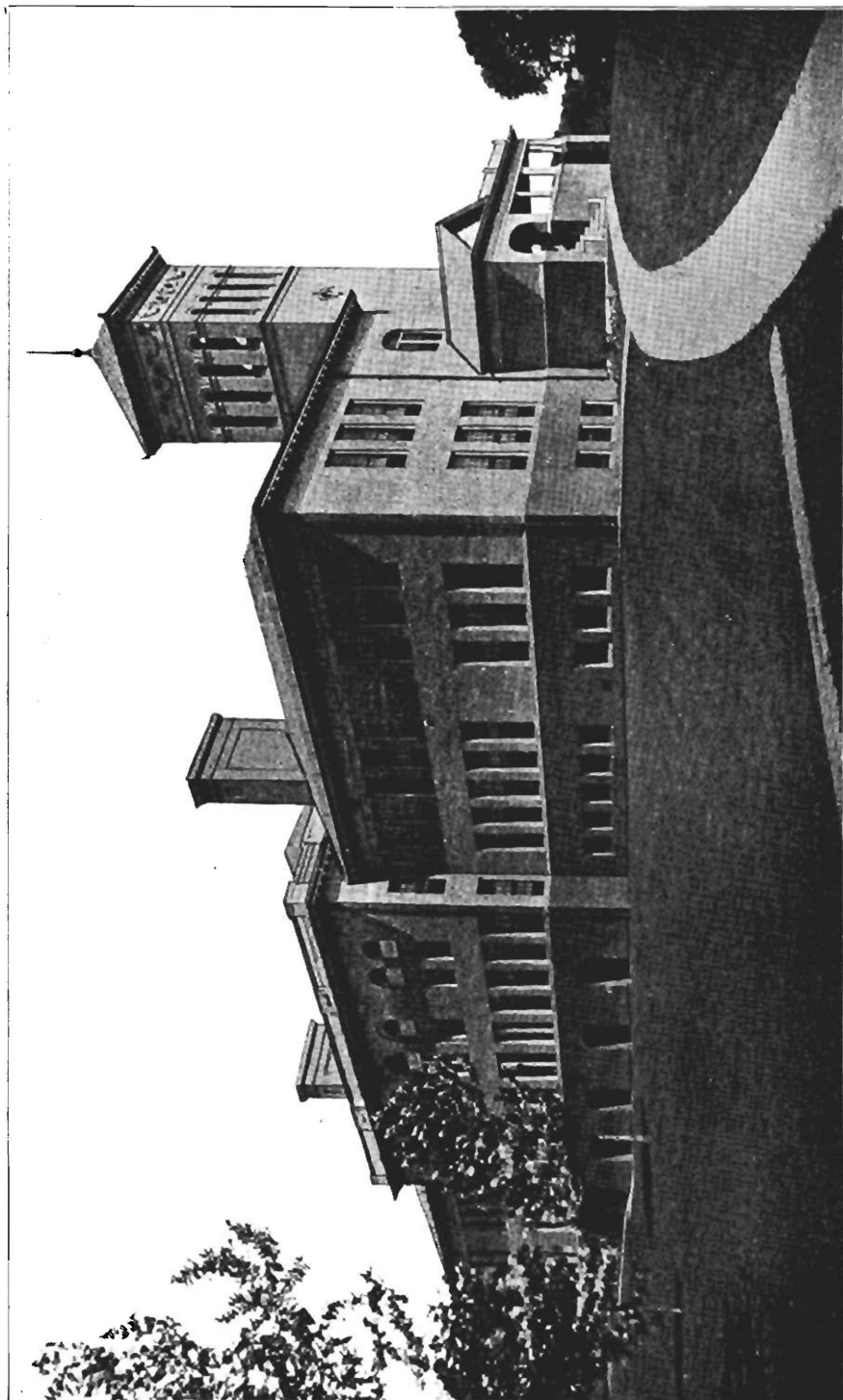
Class Room No. 11, Montclair High School.

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Class Room No. 8, Montclair High School.

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Montclair High School.



Montclair High School.

MONTCLAIR.

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fully than ever defined a number of courses in the high-school. These courses complicate our daily program, but we have thus far succeeded in constructing it to the accommodation of every individual.

We have come to recognize more fully than formerly that physical training is the legitimate function of a public school. We may not put the mind to a severe intellectual strain and at the same time ignore physical development. This training in our high-school has consisted of both gymnastics and athletics. The former, although theoretically adequate for all purposes, is limited in its benefit, since it includes the recreative element to only a very slight extent. It is incomplete without the stimulative mental effect of competitive games. The function of play is already fully recognized in the education of the youngest children, particularly in the kindergarten. But the child never entirely outgrows the advantage of play.

Gratifying as is the fact that the boys of our high-school have won during the past year the highest honors in the Interscholastic Athletic League of New Jersey, yet we do not forget that the persistent training, courage in action, and the manly and honorable conduct shown on all occasions are far more important than the winning of honors. It should be stated that these athletic sports are subject to the control and regulation of the school authorities. It has been our aim in all of these matters to cultivate among the pupils a spirit of moderation and reason, and not to permit them to neglect the intellectual work of the school.

A marked advance has been made during the past year in vocal music, the advance being especially apparent in the high-school. The thorough and intelligent training in this branch in all of the elementary grades has borne fruit. During the latter part of the year the high-school attempted more difficult music than ever before. The pupils succeeded in rendering, with a fair degree of success, a considerable portion of "The Wreck of the Hesperus," by Anderton. The ethical as well as æsthetic value of vocal music should receive ample recognition in any community. Among us the work done in this department is such that nearly all the pupils are capable of benefiting by it.

One important function of a high-school in such a community as Montclair is that of college preparation. This importance has been emphasized during the past year by the fact that 31 members of our last graduating class, that numbered in all 49, or sixty-three per cent., have entered or intend to enter higher institutions. The difficulty of our work may be surmised when it is remembered that these young people have entered not less than fifteen different colleges, professional schools and schools of science, each with its own peculiar requirements. This work, however, is of great assistance in maintaining the standard of other than preparatory courses. A very large proportion of our work would be prescribed as the best without regard to college entrance requirements.

In the elementary grades during the past year, especially during the warm months, when the out-of-door life of the children renders in-door exercise less important, the instructor in physical training has tested a large proportion of the children for defects in sight and hearing. A careful record has been kept, and a considerable number of the most defective have been re-examined at the close of the year. Individual reports are not communicated to the children, but rather to the teachers, and in extreme cases to the parents. No effort is made to prescribe remedies beyond securing wholesome hygienic conditions. The so-called dull pupil is sometimes found to be merely hard of hearing or excessively near-sighted.

The drawing department has been enriched during the past year by an increased amount of work in water-color, sketching of historical ornament, imitation and matching of colors, and studies of stained glass. The power to see and to portray developed by the work in drawing is conspicuously available in the study of science and in other ways.

In the building of school-houses Montclair has up to the present time kept pace with the increase of population. In another year, however, additional room will be needed. We shall have to decide between the policies of concentration and diffusion. We may erect a new building for our highest grammar grades and thus enable other departments to expand in their respective buildings. Such a plan would be economical in the use of text-books and other supplies, and by gathering the older pupils of the elementary department under one roof would create among them a very desirable esprit du corps. It would also have the advantage of separating the older from the younger, both indoors and upon the play-ground. On the other hand the retention of all the elementary grades in the present and prospective school buildings would diminish the distance over which many children have to walk. Moreover the inclusion of the highest elementary grades in these schools would tend to give them a certain dignity and make them popular with the people.

MORRISTOWN.

W. L. R. HAVEN, SUPERINTENDENT.

To Hon. Charles J. Baxter, State Superintendent:

SIR—There have been no radical changes to report in the work of our schools during the past year, yet we trust there has been steady advancement along some lines. The Speedwell avenue building has

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been enlarged from a four-room to a ten-room building. These new rooms are all large, light and airy, each furnished with 42 adjustable desks. Three of the new rooms were occupied at the opening of the winter term in January, which greatly relieved the crowded condition of some of the classes in the Maple avenue building. Two more rooms were occupied at the opening of the present school year in September. It is the constant aim of the Board of Education in the opening and furnishing of new rooms, not only to provide for the increase in the number of pupils attending, but to gradually decrease the number in each class. In none of the new rooms is provision made for more than 42 pupils. All the school buildings are now in excellent condition. Our greatest need is more room for the high-school, which is still located in the Maple avenue building.

The course of study in the high-school has been revised and a commercial course added. The course embraces bookkeeping, stenography, typewriting and business arithmetic. Pupils electing this course will take the first year of the English course, and at the commencement of the second year take up the commercial branches, completing the course in three years.

The work below the high-school hardly calls for special mention in this report. Nearly all the grades, especially those of the Primary Department, are sub-divided into two or three grades. This gives the teacher a small group to teach together and enables her to make the teaching much more effective, by giving assistance where it is most needed.

Our teachers are all faithful and earnest in their work and ambitious to improve. Two left at the end of the year to take a course in the Teachers' College. Of the new teachers employed for the coming year, two are from our State Normal School and four are college graduates with several years' experience in teaching.

A few cases of scarlet fever in that part of the town where the Speedwell avenue building is situated, seriously affected the attendance during the closing part of the year, the month of June showing only about fifty per cent. of the usual number in attendance at that building. This will account for what might seem a low per cent. of attendance for the year.

With an addition to our teaching force of four teachers, two in the high-school and two in the primary, we hope to do more efficient work than ever before the coming year.

SCHOOL REPORT.

MOUNT HOLLY.

W. COLLOM COOK, SUPERVISING PRINCIPAL.

To Charles J. Baxter, State Superintendent:

DEAR SIR—I herewith submit a brief report of the Mount Holly public schools for the year ending June 30th, 1899.

The school year just closed has been one of the most pleasant in my experience.

A teachers' meeting was held the day before opening the schools in September, and the plans for a successful beginning were thoroughly discussed. The results to be obtained were carefully considered, and each teacher was furnished with a typewritten programme for the term-work. The schools were quickly organized on the following day, and it may be said that good results were obtained on the day of opening the schools. A spirit of push and good cheer pervaded every department throughout the entire year, and the results secured were in strict accord with the existing conditions. It was no uncommon occurrence to see from sixty to seventy pupils enter the school buildings, by special permission, long before the hour for beginning school, that they might receive special instruction in order to retain their places in the grades or to gain extra promotions.

At the close of this year about twenty pupils, who had failed to complete the grade-work in one or more subjects, requested the privilege of removing the conditions in September by special examination, upon the condition that they receive special instruction during vacation. All applicants who could raise their standing without serious infringement upon their time during the summer months, received a favorable reply upon the receipt of a written application, signed by both parent and pupil.

While we have not made remarkable progress along any special line, there has been a gradual, and I believe permanent, gain in all of the departments of the school. The gain in the lower grades during the last year and a half enabled us to shorten the time five months in the first three years' work without lowering the grade; in fact, the third-year grade is now decidedly in advance of what it was two years ago.

Owing to an unusually large number of pupils having been compelled to leave the grammar schools during the year, we cannot report as favorable conditions in this department as had been anticipated; but, notwithstanding this loss, we have enrolled for the ensuing year fully twenty-five per cent. more pupils in the eighth year than were enrolled in this grade at the beginning of the previous year.

Our high-school numbered about the same as during the previous year ; but a larger number in the first and second years succeeded in completing the grade-work. The increased interest manifested by the pupils, and their ability to more easily comprehend the high-school subjects, materially facilitated the work in this grade. The results seemed to indicate that there had been a partial discovery of the "missing-link," so often noticeable between the grammar and the high-school.

At the beginning of this year we organized the high-school on the departmental plan. Owing to existing conditions the results of this change were not as good as one might desire, but we prepared the way for a satisfactory organization in September. During the past three years the requirements in this grade have increased from time to time ; grammar-grade subjects have been completed earlier in the course, and more advanced subjects have been included in the curriculum without increasing the number of teachers, but at the close of the year the Board of Education elected an additional high-school teacher, and we now have the assurance of organizing the high-school in September under quite favorable conditions.

The grading of pupils in subdivided classes, the blending of the different divisions at irregular intervals, provision for special instruction for the more backward divisions, and revision of the methods of determining the results obtained, have all received special attention with very satisfactory results, but the discussion of these methods would require too much space for consideration in this report.

All of our teachers have been persistent in their efforts to advance the best interests of the schools, and I am pleased to report that decided advancement has been made in methods of instruction. The pedagogical library has been more appreciated than heretofore, and it has served as an important factor in aiding several teachers in raising the standard of work. During the year many of our teachers visited the Normal and Model schools, and other schools designated by the Principal, and they were much benefited thereby. The written report of each visiting teacher, giving a brief statement of the results of her observation in the schools visited, demonstrated most conclusively the wisdom of the Board of Education in giving teachers the time for such means of self-improvement.

Fifteen teachers' meetings were held during the year, with an average attendance of ninety-seven per cent. We recognize these meetings as being very essential in facilitating the school-work. Much time has been profitably devoted to the consideration of subject matter that should receive special attention in teaching and to the material that should be treated incidentally or eliminated entirely : how to get the best possible results in the least time. Perhaps the most helpful instruction in our grade work has been received by observing a number of our teachers conduct recitations in geography, arithmetic, etc., in the teachers' meetings.

We graduated a class of eight pupils in June, four of whom completed the Latin Scientific course, and made application for enrollment in the State Normal School.

It has been deemed advisable to discontinue the Teachers' Training course, as we prefer that all who desire to teach should qualify themselves for teaching by taking the State Normal course.

NEWARK.

C. B. GILBERT, SUPERINTENDENT.

To Hon. Charles J. Baxter, State Superintendent :

DEAR SIR—I have the honor to report for the schools of Newark as follows: During the past year our schools have received, and in some senses suffered from, an over-abundant increase of attendance, as indicated by the accompanying table. This has resulted in the unfortunate necessity of increasing the number of pupils per teacher in some cases, and in other cases of putting children on half-day time. By careful management and by careful grading, we have been able to reduce the difficulty somewhat, and have finally secured a generous appropriation for the erection of schools, which when erected will supply most of our needs in this respect.

The work of the year has seen no radical or startling features. The teachers have made every effort to acquaint themselves with the new course of study, which is now in satisfactory operation, and the teachers are beginning to believe more and more in a rational curriculum and rational administration, and we believe our children are receiving the benefit of a wiser training.

The most noteworthy features of the past year's work are the extension of manual training and kindergartens, the occupation of the new high-school building and the removal and transformation of the Normal School.

As is told at greater length in the special report on that subject, manual training has been extended to include the fifth, sixth, seventh and eighth years of the grammar schools and the high-school. In addition to the shops, which were placed in centrally located schools and are still used by the pupils of the seventh and eighth years, we have furnished a desk-equipment to each school for the fifth and sixth-year grades and supply a corps of teachers to visit the various schools and give weekly lessons in these school-rooms to pupils of these grades. In the high-school one large work-shop has been equipped, and we are equipping another, which will enable us to offer the advantages of manual training to all high-school students. The number of public

kindergartens has been increased to thirty-seven, with an enrollment of 4,076.

The much-needed and long-awaited-for high-school building was opened early in the year, and has proven, in the main, satisfactory. It is capable of accommodating 1,500 students, and is finely equipped with laboratories and rooms for all departments of high-school work.

The Normal School was moved to the old high-school building and a new department of practice and observation was established. Under the present arrangement, pupils graduating from the school will have received a full half-year of actual teaching under conditions differing from those in the ordinary schools only in the presence and helpful supervision of critic teachers. This long practice period supplies a need that we have long felt and that is felt generally in normal schools. The results, even of the partial operation of the course last year, are manifested in the superior teaching power of the class graduated in June.

Two other features of our work are perhaps worthy of our mention. One is the improvement in the character of teaching in the evening schools. This has been brought about by a change in policy as to the appointment of evening-school teachers. They are now appointed according to strict civil service rules and after furnishing evidences of suitable attainments and power. We are gradually reducing the number of day-school teachers and are substituting a permanent corps of trained and successful evening-school teachers, and the result has been marked from the first. The evening schools are no longer places for the congregation of curious and sometimes troublesome young people who have little desire for study. But thorough and earnest work is done in all the schools.

The other feature is the change in our marking system. Believing as we do fully in the inadequacy of the former marking system as an indication of the mental and moral condition of young people, we have sought to reduce this to the lowest terms consistent with a graded system and at the same time to furnish to parents all the necessary information—in phraseology much more satisfactory and intelligible than the ordinary former marks, whether those marks are percentages or such technical phrases as “very good,” “very poor,” and the like. We have now but two marks, “satisfactory” and “not satisfactory,” which are used in the formal way. Promotion is determined by the judgment of teacher and principal, guided by the records kept according to the terms stated. The cards, however, which are sent home each month to be signed by the parents, contain spaces in which the teachers may write whatever they think the parents should know specifically regarding their children. Thus far we have been much pleased with the success of the plan and are satisfied that not only will this change place the work of the schools and the conduct of the children upon a higher plane, but that it will also bring parents into a closer union with the schools.

SCHOOL REPORT.

	Males.	Females.	Total.
Enrollment—Day Schools.....	18,071	18,640	36,711
Evening Schools.....	3,139	1,226	4,365
Total.....	21,210	19,866	41,076
Increase in Day Schools.....			1,782
Increase in Evening Schools.....			53
Total.....			1,835
Number of teachers employed in day schools.....			747
Increase in number of teachers employed.....			77

NEWTON.

CHAS. J. MAJORY, P.D.D., PRINCIPAL.

To Hon. Charles J. Baxter, State Superintendent :

DEAR SIR—I beg to submit the following report of the progress of Newton public school :

The growth of the school has continued as during the past seven years ; the increased enrollment being about 60 pupils as compared with the preceding year. For a dozen years prior to 1892 there had been little change from year to year in the enrollment of pupils, about 450 pupils being enrolled each year. The following table shows the growth of the school since 1892 :

Total annual enrollment—1892.....	450	
“ “ 1893.....	496	increase, 46
“ “ 1894.....	536	“ 40
“ “ 1895.....	546	“ 10
“ “ 1896.....	584	“ 38
“ “ 1897.....	661	“ 77
“ “ 1898.....	683	“ 22
“ “ 1899.....	741	“ 58

This increase has exceeded the increase of school census and may therefore be deemed a mark of increased efficiency in the school. The average daily attendance also shows a better percentage, during these years of growth, while the amount of tardiness has been reduced from above 2,000 cases in 1891–92 to about 600 cases per year. In lesson-work and in discipline it is believed that steady advance has been made.

During these seven years the school building has been twice enlarged, so that what was an eight-room building in 1892 is now an eighteen-room building. With the first addition in 1894–95 the old system of

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furnace-heating and practically no provision for ventilation was exchanged for a thorough equipment of the Smead system of heating and ventilating. During the past year a second addition has been erected and in this wing the Smead system has been used with exhaust and supply-fans run by a gas-engine. This equipment has given full satisfaction. The fan system is clearly more economical than the older gravity system. The gas-engine costs little, if any, more to operate than the old stack heaters, while with the fans, two furnaces suffice to heat six class-rooms, whereas two furnaces are required for four rooms by the gravity system.

Usually, an old building after enlargements presents inconvenient arrangement of class-rooms, but we are so fortunate as to have now a very satisfactory floor-plan, and an entire building that is more convenient for our work than many modern school-buildings of similar size. New hard-wood floors have been laid in the old building, and all floors are dressed with "dustless" oil. All class-room walls are pleasantly tinted and all have metal ceilings.

As our school is now organized we have sixteen teachers employed. One trained kindergartner, eight primary teachers, four grammar-grade teachers and three high-school teachers. In the high-school grades and in the grammar grades the teacher's work is arranged upon the department plan. From our high-school, 84 pupils have been graduated during the past seven years. The standard of graduation has been steadily raised from year to year.

NEW BRUNSWICK.

WM. CLINTON ARMSTRONG, SUPERINTENDENT.

To Hon. Charles J. Baxter, State Superintendent :

DEAR SIR—I have the honor to present to you herewith my first annual report of the condition of the public schools of the city of New Brunswick.

The following table gives a summary of school statistics for the past year :

Number of children between 5 and 18 years of age, as shown by the census of May, 1899.....	4,895
Total number of pupils enrolled, 1898-9.....	2,875
Average enrollment.....	2,246
Average attendance.....	2,130
Pupils enrolled in Primary Department.....	1,675
Pupils enrolled in Grammar Department.....	820
Pupils enrolled in High School Department.....	380
Number of teachers.....	62
Number of buildings.....	7

Mr. George G. Ryan, who had been Superintendent of the Public Schools of this city since September, 1891, tendered his resignation last January to the Board of Education, to take effect the last day of that month, he having accepted the principalship of a public school in Brooklyn. On January 27th the writer, who had been principal of the high-school for seven years and a half, was elected superintendent of the city schools, and Mr. I. A. Lee, who had been in charge of the classes in physics and chemistry, was promoted to the principalship of the high-school department. The services of Mr. Henry Miller, of Flushing Institute, L. I., were secured as instructor in Greek and Latin, and he began his duties in the high-school on February 20th.

The thirty-second annual commencement of the high-school department was held in the Ballantine gymnasium on the evening of Thursday, June 22d, 1899; and in the presence of a large and appreciative audience there assembled on that occasion, diplomas were presented to the thirty-two members of the graduating class for having completed in a satisfactory manner the regularly-prescribed course of study.

School hours for all regular classes extend in the morning from 9 o'clock to 11:40, and in the afternoon from 1:30 o'clock to 3:30. Some classes in the primary department are allowed a recess of ten to fifteen minutes during each session. Twenty-eight sessions of the evening school were held, with an average attendance of fifty-two pupils. The grammar and primary pupils were organized into fifty-four classes; for their use the Board of Education had only forty-seven school-rooms, but it hired a mission building and thus secured two additional rooms. This left five classes unprovided for, and made it necessary to have ten half-day classes.

But conditions will be more favorable soon; for there is in course of erection a new school building, two stories high, of brick, containing twelve spacious rooms, and equipped with approved systems of heating and ventilation. The ample accommodations thus furnished leads to the hope that a kindergarten class may be organized and that a room may be fitted up for a class in manual training; but, after all has been said that can be said in favor of these various issues, this central truth remains plain and clear, that it is the chief purpose of the public school to teach the children to read and write and spell and cipher. That is our main business. Nothing that interferes with this work should be admitted into the school-room; and, if other things are admitted, they should not be allowed to encroach on work which is of more vital and fundamental importance.

It is sometimes a matter of comment and regret that pupils, during the time they devoted to advanced work, should have forgotten so much about the subjects which they had studied in earlier grades. A short review at the close of the year has proved in many cases to be an inadequate remedy for this evil. Perhaps it is possible to devise

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a system of regular stated reviews that will enable pupils to retain more firmly in mind their knowledge of those elementary but important subjects which they have previously studied.

There is another topic, too, on which I will take this opportunity to express an opinion. The continuity of school-work is broken by many interruptions, and this seems to be a growing evil. To our national holidays and our teachers' institutes, add the time lost by half-day sessions on account of the inclemency of the weather and the time taken from school for such local events as firemen's parades and circuses, and the total number of days thus lost makes a serious inroad on school-time. There seems to be a tendency to make Arbor Day a mere holiday, and nothing more. Certainly the friends of the public school system are perfectly justified in scanning the loss of instruction days with a jealous eye. Weighty should be the reason for depriving children of even one day's teaching. I may be wrong, but I set a high value on school-time.

Occasional instances of truancy, falsehood, profanity, street disorder, forged excuses, theft and obscenity are detected; in such cases, both the welfare of the schools and the reformation of the offenders require prompt and vigorous measures.

It is the duty of the public schools to train for good citizenship. The manners and morals of the young are far more important than mere intellectual attainments, and the influence of the public schools should everywhere be distinctly felt and clearly recognized as a power for good in the formation of character—as a power that makes for obedience and purity and honesty and truthfulness.

NORTH PLAINFIELD.

H. J. WIGHTMAN, SUPERINTENDENT.

To Hon. Charles J. Baxter, State Superintendent :

DEAR SIR—There has been steady, substantial progress in every department of our school-work during the year. Our new courses of study, after a year's use and careful consideration in every detail, at frequent teachers' meetings, became clearly understood by the teachers, and intelligent work with a definite aim has been done in every classroom this year.

By careful elimination of obsolete material from the work of each subject, in accordance with the report of the Committees of Ten and Fifteen, our schools stand, at the time of this report, so that the eighth grade corresponds to what is designated in most of the schools of the State as the ninth grade, or first high school year.

A new six-room primary building, costing \$20,000, was opened early in May and was immediately filled. This building, known as the Watchung School, has all the most modern conveniences and equipments. Its opening places the high-school in commodious quarters in the Somerset street school.

During the year the North Plainfield high-school has received the certificate privilege from seventeen colleges and universities, including such institutions, for which we prepare, as Cornell, Oberlin, Lafayette, Dartmouth, Wellesley, Mt. Holyoke, Rutgers, etc.

The free course of lectures to the high-school students included during the year twelve lectures by various prominent speakers on the following subjects: "Porto Rico," "First Impressions of England," "Bacteria," "Noted Men that I have Met," "Athletics," "My Trip to Manila," "Tent Life in the Holy Land," "Æschylus," "My Summer in England," "Explosives," "Scenes on the Rhine," "Elements of Success."

Through the liberality of a few citizens of North Plainfield, who were present at the last annual school meeting, we have been able to extend the grade libraries, from the third-year class to the high-school, by several hundred volumes. These books are selected with great care, and pupils are allowed to draw one each month and keep the same at home for one month. Reports indicate that many of these books have been read, not only by the pupils taking them home, but by several members of the family. There are homes in every community where a little sunshine and intelligence can be brought in as a blessing by the children who go to school.

There are pupils in every class who are a hindrance to the class, because of marked deficiency in, perhaps, reading, or arithmetic, or language, or because of peculiar dispositions which cause interference in the smooth running of the work. There are pupils who are not always fully responsible for their actions, and pupils whom the regular grade teachers, having from forty to fifty pupils, are unable to understand and reach effectively. In short, there are pupils who must be dealt with differently than they can possibly be in a large, well graded class, if they are to receive the most benefit out of the time spent in school.

In order to benefit these pupils and to improve the condition of the regular classes, we have had in operation for the past year an "ungraded class" composed entirely of such pupils as have been mentioned above. The class has been limited to 25, and the results have been far better than we had ever hoped. To teach these pupils it requires a teacher of peculiar ability. Such a teacher, with remarkable tact and insight into human nature, we have been so fortunate as to obtain, and I am proud to feel that some pupils who had formerly been considered as confirmed truants or confirmed (?) have been filled with a zeal to become great.

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WILLIAM M. SWINGLE, SUPERINTENDENT.

To Hon. Charles J. Baxter, State Superintendent :

DEAR SIR—I have the honor to submit my first annual report of the condition of the schools of this city for the year ending June 30th, 1899 :

§1 The general condition of the schools is as follows: By the census of 1898, the total school population is 5,669. Of this number 2,792 were enrolled in our schools. The increase in school population is 295, and the increase in average attendance 176. The number of teachers employed is 68, and the average number of pupils in each class is 46.

The most noteworthy improvement is the completion of the new Cleveland street school and the addition to the Lincoln avenue school. These improvements give us eighteen more school-rooms and we have ample accommodations for the school attendance for the first time in the history of the schools of this city.

The Cleveland street school is complete in every particular and modern in all the appointments. The entire cost of the building is about \$45,000. There are twelve class-rooms, principal's and teachers' rooms, library and manual-training room. The building is heated by seven large furnaces and ventilated by a system in which the air is forced into the rooms by electric fans. Ten of the twelve rooms in this building will be occupied at the opening of the schools in September and the children of this part of the city will be given proper school facilities—a much-needed improvement.

The addition to the Lincoln avenue school consists of six modern, well-lighted and ventilated school-rooms. This will relieve the overcrowding of the grades of that school and make unnecessary the half-time classes.

Some of the more important changes and improvements that have been made during the past year are summarized as follows :

Primary and Grammar Grades.—A change in the system of marking reports and promotions; the adoption of the half-year interval, instead of the yearly interval between the grades; the use of numbers to designate the grades, instead of letters; the adoption and printing of a new course of study; the revision and printing of the rules and regulations; a change in the text-books in language and grammar; the introduction of the Ward system of teaching reading;

the introduction of nature-study and physical training into all the grades; the change in manual training (see special report); the improvement of the grounds by erecting iron fences around five of the schools; an increase of \$50 on the salaries of all primary teachers; the introduction of five kindergartens; the use of the departmental system of teaching in seventh and eighth grades; the purchase of several sets of maps and globes; public closing exercises and awarding of certificates on completion of the grammar grades.

The High-School.—The work in the high-school has been materially improved by the following changes: The revision of the course of study and extension of all the courses to four years; the introduction of a three-year commercial course; the equipment of a chemical and physical laboratory in separate rooms; the addition of an entire new series of science text-books; the use of a general study hall; departmental teaching on all subjects; a course of lectures for pupils on subjects relating to their studies; a change in the character of the graduating exercises; a thorough reorganization of the course in English and the purchase of English classics for the regular reading; a general improvement in the character and efficiency of the work of both teachers and pupils.

Teachers.—The teachers, as a rule, have shown a commendable spirit of progress and enthusiastic co-operation. In a few cases they are still bound by the traditions of the past. The discipline of the schools has been satisfactory excepting the fact that we have many cases of tardiness and habitual truancy. Now that we have school accommodations, an effort will be made to enforce the compulsory act. Frequent grade meetings of the teachers are held in my office and a monthly meeting of teachers is held for general discussion of educational topics. The Board of Education has paid the expense of securing a number of prominent educators who have talked to our teachers on educational topics at intervals during the year.

The Public.—The education of the public to the proper appreciation of a system of good schools is very necessary in every community. Much effort has been made to do that in this community and we have found the teachers and parents willing to respond. The Educational Union has conducted a series of lectures during the winter that have accomplished much good. A parents' reception has been held in a number of the schools with gratifying success. The display of school work at such times was much appreciated by the parents.

There are yet many obstacles in the way, but we feel that much progress has been made in bringing the public generally to a better appreciation of the work done in our public schools.

The Board of Education has spent much time and has done a vast amount of work to further the interests of the schools. Every request

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for expenditure of money was met with approval when it was demonstrated that it was needed for the good of the schools. The next important step in our educational work will be the erection of a new high-school building. Such a step will be imperative in the near future.

PASSAIC.

FRANK E. SPAULDING, SUPERINTENDENT.

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

SIR—The year just passed has been most prosperous for the educational interests of this city, and the outlook for the future was never so bright before. Not only has the work in our schools improved, but parents and intelligent citizens generally have noted and appreciated the improvements, and are showing a strong interest in our school system and a desire to put it in the front rank. This sentiment was emphatically shown by the action of the mayor and council in granting an unprecedentedly liberal appropriation for the schools, while the sums allotted to nearly every other department of city government were made as small as possible, for the new administration was pledged to economy. Next year the schools are to have nearly \$18,000 more for current expenses than was granted them for the past year.

A large part of the increase in appropriation will have to go for the salaries of a dozen or more additional teachers and the equipment and supplies made necessary by a rapidly growing school population, yet sufficient will remain to carry into effect a revised salary schedule which provides quite substantial increases all along the line. This recognition of our teachers' services has long been overdue. The requirements in the form of general education, professional training and efficient work have been steadily increasing during the last decade, yet, previous to the present time, no real increase has been made in the salaries of the elementary teachers. Even now, their salaries will be only moderate.

As a natural accompaniment to the improved salary schedule, the qualifications of teachers have been raised. Hereafter candidates for positions in the elementary schools must be graduates of approved normal schools—our State Normal is taken as the standard—or high-school graduates with two years' successful normal school work; candidates for a high-school position must be graduates from a four years' course of an approved college, and have received special instruction in the subjects which they are expected to teach.

Generous provisions are being made to afford sufficient school-room for a steadily increasing school population. A new eighteen-room building will be opened in September, and at once filled to its utmost capacity. An eight-room building is well on the way and will be occupied by the middle of the school year. An appropriation of \$28,000 is at the disposal of the board for the erection of a third building, which should be completed within a year.

The new course of study, largely elective, which was introduced into the high-school a year ago, has been working out most satisfactorily in the hands of an unusually strong corps of teachers. The work of the elementary schools has been along the same lines that were marked out two years ago, and has shown much improvement in every department.

Our second general school exhibit was held in the city hall during a full week in June and attracted many thousands of visitors, large numbers of teachers, principals and superintendents coming from out of town. All who had seen the exhibit of the year before pronounced this one far superior. These annual exhibits have been most fruitful in stimulating pupils and teachers and in introducing to the public, in an objective and striking way, the methods and aims of modern education.

Our plans for the coming year contemplate no radical change of aim or method, but call for a strengthening of the work in all departments. Especial effort will be made to improve the evening school, which thus far has failed to give evidence of the new life so apparent in the day schools. The course of study has been thoroughly revised and modernized, and a corps of professional teachers will replace the clerks, business men and students who have heretofore found it convenient to draw a good salary for trying to keep order and hear recitations for an hour and a half each evening. A new department will be added to the evening school curriculum in the form of a complete business course, consisting of stenography, typewriting, bookkeeping, business practice, commercial arithmetic and appropriate English studies. This department will be held in the High School and will be maintained nearly or quite the same number of weeks as the day school.

The enlarged work outlined for our manual training department has been described elsewhere.

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DR. ADDISON B. POLAND, SUPERINTENDENT.

To Hon. Chas. J. Baxter, Superintendent :

DEAR SIR—In compliance with law I beg to submit the following report of the public schools of the city of Paterson for the year 1898-99 :

NUMBER AND KINDS OF SCHOOLS.

The number of separate schools has not been increased since the date of last year's report and is as follows :

Normal Training School.....	1
High-School.....	1
Elementary schools (including primary and grammar schools).....	19
Manual-Training School.....	1
Almshouse School.....	1
Total number of school buildings.....	23

SCHOOL BUILDINGS.

Number of school buildings owned by the city.....	20
Number of school buildings rented for school purposes.....	1
Total number of school buildings.....	21

The number of school buildings owned and rented is one more than last year, by reason of the removal of the commercial department of the high-school to the new Katz building on Market street. This change was made at the beginning of the school year, owing to overcrowding of classes in the high-school building. The present quarters of the commercial department are quite satisfactory. Until a new high-school building is provided large enough to accommodate both academic and commercial departments, it will, doubtless, be thought advisable to keep the commercial department where it is.

The building occupied by the manual training school is convenient and well adapted for present purposes, but in case of an enlargement of the manual training curriculum, such as is recommended under the discussion of that school, some alteration in the present quarters may be considered necessary.

No new school building has been opened during the year of this report. It is expected, however, that new school building No. 20, on Vreeland avenue, will be ready for occupancy by the first of April, 1899. This building will be in most, if not in all, respects an im-

provement upon any heretofore erected by the Commission. In size and convenience of rooms, halls, entrances and exits, lighting, ventilating, heating and general sanitation, the plans leave little to be desired.

Plans have been made and accepted, and bids have already been solicited, for the erection of a new building to take the place of old School No. 3 on Main street. This building, estimated to cost not less than \$75,000 (exclusive of land), will mark another radical advance in school-house construction in the city of Paterson.

The plans adopted do not provide for an assembly hall nor a gymnasium, the money at the disposal of the Commission being insufficient for that purpose. All other requirements of an up-to-date school building have been provided for by the architects, Messrs. Ackerman & Ross, of Paterson. The construction of school buildings, like every other art, is subject to constant change and improvement. It will be gratifying to the people of Paterson to know that their newest buildings have been planned and built under the supervision of architects familiar with the latest and best in school-house architecture.

Appointment of Teachers.—The system of making new appointments that I find in vogue, namely, from a list of graduates of the Normal Training School in order of standing at graduation, is perhaps the best that can be found. It removes the element of partiality, to say the least, although it fails to give due weight to the element of success in substitute work while waiting for appointment.

The customary practice of the committee on education of giving the superintendent the unrestricted, except as aforesaid, right of selection of teachers has removed entirely the possibility of any criticism by candidates, or by their friends, of the disinterestedness of the board's action in all cases.

An experience of over twenty-five years as a school officer enables me to state that never before have I seen any municipal or other board so entirely free from partisan, religious, secular or other influence as the present commission of the city of Paterson in all matters relating to the appointment, promotion, or transfer of teachers. Such unselfish devotion to the interests of the schools if adhered to in the future must result under otherwise favorable conditions in schools than which none can be better. If there has been any failure on the part of the superintendent to make the best and wisest use of the nominating power it cannot be charged in the slightest degree that he has been hampered by the selfish interests of the commission or any committee or member thereof.

I take special pleasure in paying this tribute to the unselfishness of the commission the more because it can so rarely be paid to boards of education however constituted or organized. That the system of appointment by the mayor is a vast improvement over that of election by the people, as formerly, needs no other confirmation.

I can imagine no more direful calamity to public education in the cities of New Jersey than the adoption of one of the alternative measures proposed by the honorable Commission to codify the school laws of the State, namely, that of going back to the discredited system of election of school officers by direct vote of the people. To say that election *at large* and not *by wards*, will correct the evil formerly experienced under the elective system should deceive no one. Inasmuch as the candidates will be regularly nominated in party convention, ordinary practice, if not fairness, will dictate that they be scattered so as to catch votes from all quarters. The chief test of fitness will be that a candidate can get the necessary votes to secure an election.

Coming again to the question of appointment of teachers, I desire to make one or more recommendations looking towards giving to meritorious substitute work its proper consideration. Heretofore graduates of the Normal Training School have had too little actual practice in teaching to determine their fitness to take immediate charge of a regular class of pupils. It would seem, therefore, that prior to appointment there should be a probationary period of teaching covering say one or two months at least, and if possible continuous teaching in one class, in order that accurate and reliable evidence may be had of the candidate's ability to teach and govern. This would afford principals of schools an opportunity to gauge a candidate's ability and fitness under ordinary teaching conditions. I would make the principal's estimate of the candidates an important element, used in connection with that of the Superintendent and the Training School faculty, by which to determine a candidate's fitness for appointment as teacher.

The practical operation of this system will then be as follows: Candidates will be appointed in the order of their standing at graduation provided their probationary teaching is satisfactory, as shown by the principals' reports therein confirmed by the Superintendent's observation.

In case a candidate fails to secure the approval of the principal, or Superintendent, as a result of her trial-work, her appointment will be delayed until such approval is obtained. This practice has been pursued during the present year, by consent of the Committee on Education, and there has been little complaint from any source.

When the justice of this plan is fully understood, and when candidates realize that before appointment an actual demonstration of fitness must be made, there will be little, if any, complaint of delay in appointments since such delay will be due to the candidate's own failure to meet the requirements of a regular class teacher.

Transfer and Promotion of Teachers.—One of the most valuable and satisfactory means for raising the efficiency, and incidentally the *esprit de corps*, of the teachers of the city is a just and wise use of the power of transfer and promotion. In theory, at least, there is a best

position for each teacher; and it goes without saying, that could all teachers in the system be in positions best fitted to bring out their highest qualifications such system would be at its highest state of efficiency.

Experience proves, however, that it will never do to shift about the teachers of a school too often; some good may come of it, but usually more evil. The supreme effort should be made to put teachers in the right place when first appointed. If, however, for any reason this is impracticable at first, the change should be made as soon as possible. Transfers of teachers made at the beginning of a term are less objectionable, as a rule, than when made in the midst of a term. The opposite extreme, to wit, of rarely or never changing a teacher's grade or work is likewise to be avoided. Too long service in a single grade tends to fossilize a teacher by producing arrested development. The first and most obvious symptom is mechanical routine with lack of enthusiasm; the work appears to be a bore to teacher as well as pupils. A healthy competition among teachers in the same school can be kept up only when there is a feeling that some reward attends meritorious service. If that reward is not to be had in an increase of salary it may sometimes be found in grade promotion.

So long as human nature needs some stimulus for great effort towards high achievement it should be the aim of those who create systems to provide it. The most pathetic situation, whether considered from the standpoint of pupil or of teacher, is that of having tasted all the sweets of satisfied ambition and become a settled, contented, grad-grind, with no further thought of improvement in pay, position or honorable achievement. Doubtless all school systems suffer to a greater or less degree from this evil. We may congratulate ourselves that we suffer as little, perhaps less, than most. The commission has always sought to be generous to teachers by granting transfers for any good cause shown.

Salaries of Teachers.—That our present salary schedule is quite low as compared with schedules of other cities of the size and importance of Paterson, is one of the most lamentable facts with which we have to deal.

No considerable increase has been made for some years, although we have sought constantly to raise the qualifications of teachers by requiring a longer period for preparation and the possession of a larger equipment of knowledge and skill.

Failure to increase salaries at a rate commensurate with the increased requirements has been due to no lack of appreciation on the part of the Commission, but to the financial inability of the city to meet all the demands growing out of a rapidly-increasing population. New public buildings, new bridges, new streets and increased expenditures for police and fire departments have altogether created a severe strain upon the tax-raising capacity of our city. It is believed,

however, that the time has now arrived when something ought to be done to bring the salaries of teachers up to the level of those paid by other cities.

It is too soon, perhaps, to suggest a method for salary distribution, but I beg to recommend that when the time arrives to arrange a new salary schedule the following considerations may have due weight :

First. There should be a minimum and maximum salary established for the different classes, or grades, of teachers ; to wit, Normal school, high-school, grammar school, primary school and Kindergarten salary, based upon the special qualifications required in these several departments of teaching.

Second. The maximum salary in any school or department should be reached in a reasonably short period of years by annual or other uniform additions to the minimum salary, but provided only that the teacher's service has been meritorious. A system of increase, based wholly upon years of experience, would not be just, since it would fail to take into account the superior claim of the faithful and competent teacher over the unfaithful and incompetent teacher.

But this classification of teachers into those meriting increase of salary and those not meriting increase of salary requires most delicate machinery or it may in turn inflict injustice.

The most satisfactory method of determining the relative merit of teachers is doubtless to establish some system of official records which should be accessible at all times to those that are interested.

The attempt to judge of merit by occasional written examinations rather than by the record of regular and uniform class discipline and instruction, is quite generally discredited.

I have no doubt that the Commission will be able to discover some method of determining a teacher's merit suitable to be made the basis for increase in salary, a method for instance that shall serve as a proper stimulus to the highest achievement, and at the same time be just to the teacher and to the taxpayer.

Need of Truancy Legislation.—Irregularity of school attendance is one of the chief drawbacks to the efficiency of the schools.

This irregularity is excusable to a large extent when due to home detention by reason of illness, necessary assistance of parents and similar unavoidable causes. That a great deal of absence is due to the carelessness and indifference of parents and guardians is also well known to the school authorities.

Cases of outright and defiant truancy are by no means rare. The State compulsory education act was intended to reach and correct these evils, but owing to the looseness of some of its provisions, and the inadequacy of others, the evil has been only partially checked, by no means eradicated. We need a more stringent truancy law, one that can be rigidly enforced, in order to secure anything like the desired results. It is hoped that the present Legislature will take steps to

amend the existing Truancy act. It will then remain with us to see that it is rigidly enforced.

One of the conditions essential to a rigid enforcement will be a separate school or class to which offenders may be assigned, if need be, for training and correction. To this end I would recommend that one or more ungraded classes be established in convenient school buildings for those whose chronic or repeated absence from school makes such separate discipline and instruction advisable.

Still another class might be established for truants and incorrigibles, whom it would be well to separate from the classes above named. Dislike of pupil to being sent to an ungraded class, or to an incorrigible class, and unwillingness of the parent to have a child separated from his fellows, would undoubtedly operate to secure a greater regularity of attendance. It is obvious that the regular classes would be benefited by the removal of these irregulars and incorrigibles; also, that these special classes of pupils would be benefited by the instruction and discipline of specially qualified teachers. In the creation of these separate classes, the idea should be to reform rather than to punish. If presided over by teachers of the right kind, ungraded pupils could be more quickly and efficiently brought up to regular standing, and truants and incorrigibles could be led more easily to see the error of their ways.

By courtesy of Chief of Police F. G. Graul, I am able to give the following statistics of the work of the truant department for the past year:

Number of cases investigated.....	1,196
Number of cases of truancy reported.....	134
Number of houses visited.....	1,171
Number of children locked up.....	32

Considering the difficulties attendant upon the administration of the truancy law great commendation is due to special truant officer Mr. John Parkinson, of the police department, for his unremitting efforts to enforce the law and to assist principals and teachers in securing the regular attendance of all their pupils.

Evening Schools.—Evening schools were opened as heretofore early in the month of October and kept up until about the first of January, that is, for the greater part of three months. The Central evening school was kept open one month longer, that is, until the first of February. The Commercial evening school is still open at the date of this report and will remain open so long as the attendance warrants.

These schools were located in five different buildings to accommodate, as much as possible, pupils from the various parts of the city; namely, in the high-school building, in No. 3, in No. 4, in No. 11 and in the new Katz building on Market street.

The whole number of pupils enrolled, during the three months the schools were in session, amounted to 2,353, an increase of 100 over the registration of the preceding year. The average attendance also exceeded that of the preceding year, to wit, for October, 60 pupils; November 59 pupils, and December 79 pupils.

The enrollment by months showed an increase over the preceding year as follows: October, 120 pupils; November, 147 pupils; December, 27 pupils. The whole number of teachers employed was 48, a decrease of one from the year preceding.

The most notable feature connected with our evening schools is the fact that for the first three months the Commercial evening school had a remarkably high percentage in attendance, a percentage, in fact, almost equal to that of a day school. This can be accounted for as follows: First, the studies of the Commercial school are the most attractive to those who attend evening school classes; second, pupils attending the Commercial evening school average somewhat older than those attending other evening schools and may, therefore, be expected to realize more fully the benefits of regular attendance.

Our experience with evening schools does not differ materially from that of other cities, especially those cities that maintain evening schools for an indefinite period, for an indefinite purpose, upon an indefinite course of study, and supported by an indefinite appropriation.

The outcome is just what might be anticipated, namely, a low degree of interest on the part of parents and pupils and as a result a rapid falling-off in attendance after the first few nights. No considerable amount of permanent profit to any great number of pupils can be discovered.

I am firmly of the opinion after much observation of the working of evening schools here and elsewhere that in order to make them profitable in the highest degree the following conditions are essential:

1st. The corps of teachers must be exceptionally good. To do satisfactory work requires for an evening school a better teacher than for a day school.

2d. The course of study must be clearly laid down and must consist in that kind of knowledge the want of which is most felt by the pupils.

3d. The discipline and methods of teaching should be made as attractive as possible. The evening schools rely upon the good will of pupils to a far greater extent than do the day schools. Teachers who are fairly successful in day schools, but who cannot keep up the attendance of an evening school class for the short term of a month, are quite numerous. Teachers of this kind have no right to undertake evening-school work and should never be appointed.

4th. There should be continuity in the course of study, so that pupils that attend one year may begin the next year where they left off the year before. It should be possible, also, for any that attend

long enough to complete the course to secure a certificate or diploma setting forth their attainments. This certificate or diploma would soon become a valuable help in securing positions of a higher class ; and if the value of the diploma were once recognized the desire to secure it would become more general.

5th. The date of opening and of closing the evening schools should be the same, if possible, from year to year. To promote greater regularity of attendance it might be found wise to have the schools open four days of the week rather than five days. Persons accustomed to use their evenings for other purposes find it hard to give up five evenings of the week to the evening school. I am of the opinion also that the daily session could be made a half-hour longer with profit.

All the foregoing considerations have a great deal to do with the success of a system of evening schools. I would recommend that before the evening schools are opened another year the superintendent be directed to prepare and report a careful and complete system for reorganizing them.

Anyone familiar with the so-called "continuation" schools of Germany, now so numerous and popular in that country, will readily understand how unscientific, unorganized and comparatively unprofitable are the evening schools in this country.

These "continuation" schools of Germany are intended to extend the work of the elementary school after the age of fourteen years, while offering an opportunity also to persons of any age to become proficient in many of the chief arts and industries. Through these "continuation" schools, as one not unimportant factor, Germany has advanced within fifteen years from a comparatively insignificant industrial nation to one of the foremost, and is now vigorously contending with England and the United States for industrial supremacy.

The following quotation from a paper read by Mr. Seth T. Stewart, Associate Superintendent of Schools, New York city, before the New York City Chamber of Commerce, May, 1899, will afford a more complete understanding of this question :

"There is, however, in the American system of public education, no industrial department, or department of manufactures.

"The German mind and the German educational system are thoroughly well organized on this subject. Corresponding to the area of interest in the German mind, there is a thoroughly well-organized industrial department in the German system or plan of education. Every German child must attend school at least half a day each school year until he is fourteen years of age. This is the end of the free common school system ; beyond that point, he may attend the system of free continuation schools—constituting the industrial department in the work of public education in Germany.

"Less than twenty-five years ago, the industrial status of Germany was very low. Labor was cheap and the quality of manufactures was poor. England, to protect its laborers and consumers, adopted a law

requiring that all articles made in Germany, France, etc., should be stamped in accordance with the facts. 'Made in Germany' was thus a brand which indicated that the article so stamped was inferior in quality, and should be sold at perhaps half the price for which a similar article made in England was sold.

'The educational authorities in Germany, about fifteen years ago, established 'continuation schools.' The artisans were encouraged to attend these schools, and did attend them in large numbers. In the evening they were taught to make designs in the line of manufacture in which they worked during the day. The result was that the article 'made in Germany' began to improve in quality, the price remaining small, as before. Through a series of years this process continuing, the cheap German article began to equal, or possibly excel, the dearer article made in England. A year or two ago England, finding that it was thus advertising German manufactures to its own disadvantage, repealed the law requiring that such articles should be thus stamped. The industrial status of Germany to-day is most excellent, and it is constantly improving. The improvement is, no doubt, largely the result of the German educational policy. The German manufacturer is now pleased to continue the practice of stamping his articles as 'made in Germany.' It is now a stamp of excellence and of reasonable price.

"The last printed record of attendance of artisans in one of the continuation schools in Berlin shows an attendance in that one school of 1,826 men in the summer and 2,560 in the winter. The artisans in attendance represented 41 different trades, and for each of these a number of special courses of instruction were prepared.

"The interest of the German people in manufacturers is intelligently cared for and best expressed by the government in the establishment of these continuation schools. In the United States protection to the manufacturer may, in the course of time, be found to be best secured by industrial education."

Departmental Teaching in Grammar Schools.—Several years ago by authority of the commission a beginning was made in the schools of Paterson of the so-called system of departmental teaching in grammar grades. The happy results of this system as applied to teaching in high-schools and colleges led many to believe that results none the less satisfactory would characterize its introduction into the grammar school.

Under the authority given by the commission, principals were permitted to put the system into operation gradually at their own discretion. No blame can attach to the commission of that day except it be that the doors were left too wide open, thereby permitting too much experimenting. The fact is that in every grammar school of the city, before many months, all the work of the last four years was handed over to so-called special, or departmental, teachers.

One of the fundamental principles of departmental teaching is that it affords an opportunity to employ specialists that are experts. Obviously, where a complex system like this is put into operation all at once with little or no attention paid to the choice of teachers, failure, or at most only partial success, should have been predicted from the outset. That the results have been no more unsatisfactory than they are is a matter for considerable congratulation.

The corps of teachers now engaged in doing departmental work is far more efficient than that formerly employed. Numerous changes have been made in the *personnel* of the corps during the eight years that the system has been in operation. Many teachers also who at first did poorly their specialized work have become more expert than formerly.

I feel, however, that I should not do my duty to the commission and to the schools under your charge if I failed to put upon record my conviction that the departmental system, as carried on in our schools, is far from satisfactory, and that an effort should be made to reform or to replace it. That I may be more clearly understood I beg to make the following specific recommendations, looking towards a modification without actual abandonment of the system. If these changes are made as proposed I believe we can largely, if not altogether, eradicate the chief evils of the system.

1st. That there shall be no departmental teaching below the seventh year, except it be in music, drawing, manual training, or some special branch, as expediency may make it desirable.

2d. That departmental teaching in any grade shall be restricted to as few branches of study as practicable, preferably to drawing, music, writing, and, when introduced, to sewing, cooking, manual training, French, German, Latin and physical culture.

I am not sure that most of the foregoing subjects would not be better taught by the regular teachers, but there are many good reasons whereby these subjects, if any, are the first that should be specialized.

The subjects of reading, arithmetic, grammar, geography, etc., are taught more satisfactorily, as a general rule, by the regular class teacher than by the special teacher. The reasons for this are several; but there is one that outweighs all others, namely, the greater certainty that the class teacher will succeed in getting the pupils to work, for, after all, whatever the particular method employed, scientific or otherwise, old or new, pedagogic or unpedagogic, the self-activity of the pupil underlies and conditions its success. The teacher that can put a class *to work* and keep them *at work* has won considerably more than half the battle. That the work of the class shall be well chosen and productive of the desired result is, of course, assumed; were it otherwise, the principal or other supervising officer would be at fault. Some methods, to be sure, are superior to others; but the best of methods are useless, and the most cherished ends elusive, unless the

teacher secures the attention of her class and holds them down to hard, every-day work.

I contend, therefore, that since the regular teacher is able, as a rule, to manage, discipline and engage the attention of her class more effectively than the itinerant, or special teacher, she will succeed better in all subjects than will the special or departmental teacher.

It can scarcely be claimed that the teacher of children of grammar school age needs to be possessed of any extraordinary amount of knowledge, to do effective work. Any graduate of a good high-school who has had one or two years of subsequent normal-school training ought to be qualified to take charge of pupils of grammar school age and to instruct them profitably.

In the high-school, no doubt, specialization has its place since the age of children and the studies pursued necessarily involve a higher and more extended range of knowledge. If it be desired to connect the high-school and grammar school more closely in order that there may be a more gradual change from general to specialized teaching, might it not be better to begin the specialization by degrees in the high school, say in the second year of the high-school course, rather than impose the system upon children that are too young for it, in the grammar schools.

Of the disadvantages of the departmental system considered with respect to the administration of the schools, nothing need be said at this time. The chief objection already alluded to is of itself a sufficient warrant upon which to base the recommendations herein named. I do not care to see the system discarded altogether until after further trial, under more favorable conditions than have heretofore prevailed. It is not impossible that we may yet be able to operate it successfully under the restrictions above mentioned.

PERTH AMBOY.

S. E. SHULL, SUPERINTENDENT.

To Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—The educational results of the past year have, we believe, given general satisfaction to patrons and local school officials. Nothing of a striking character was introduced, our activities being mainly directed along lines tending to the improvement of work previously planned.

The reports at the close of the year show an increase of three hundred and forty-six in the total enrollment, with a corresponding increase in the average daily attendance.

SCHOOL REPORT.

The schools in every section of the city were very much crowded during the year, in spite of the fact that our accommodations were increased by the completion of an eight-room building. To meet the demands of all pupils applying, half-day sessions were necessitated in three of the buildings for first-year pupils.

During the past four years two eight-room buildings, one of six-rooms and a four-room addition to one of the old buildings have been erected for school purposes, yet we lack room.

However, we are still in a building mood, and ground has been broken for another building. This latter, the high-school building, will have six class-rooms; a teachers' room and a superintendent's office on the first floor; on the second floor there will be an auditorium, of five hundred seating capacity, three recitation rooms, one class-room and one chemical and physical laboratory. The heating and ventilation of the building will represent the best that modern sanitary engineering can present. When this building is completed—not later than December—we shall have room to spare.

While this is a rapidly-growing municipality, there is also a growing interest of the people in the schools. This is evidenced both by the tendency on the part of pupils to stay longer in the schools and by the hearty responses made to the requests for money for building and operative expenses.

In industrial centers the tendency to quit school at a tender age is very great. While we have checked the tendency to an extent, there are yet too many children who drop out before they have learned either the value of personal effort or how to direct their powers in future study. Here is still a field for hard work.

Nine more teachers were employed than last year; all, one excepted, without previous experience, and all but two were persons of Normal training.

Until this year conditions were such as to prevent the degree of attention to which music and drawing are entitled. We are fortunate in having teachers in each building whose training enables them to teach these subjects in an intelligent way. The results have been of a much more satisfactory character than we supposed could be obtained without special teachers.

The kindergarten idea has not yet taken much hold here. We have a kindergarten society, however, that paid the running expenses of one school-room. The board of education has agreed to take this school partially under its charge during the year 1899-1900.

The first class since the adoption of a four years' course of study was graduated from the high-school on May 26th. Among the other pleasant and instructive features attending the commencement exercises were the presence of and address by our State Superintendent. Every member of this class has caught the educational spirit. The boys enter Columbia College; two of the young ladies have been elected

PHILLIPSBURG.

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to positions as teachers, one will enter a Normal school, and another a medical college.

All of the year's teaching corps desirous of remaining with us were reappointed in May. With these and an unchanged membership in the Board of Education, we look forward to the work of the year before us with pleasant expectations.

PHILLIPSBURG.

H. B. HOWELL, SUPERINTENDENT.

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

DEAR SIR—Our high-school courses have been strengthened by the addition of two years of German. This study is required of all pupils who take the English course and is an elective in the Classical and Latin Scientific courses. Miss Cathern D. Sessions and A. B. Smith have charge of this branch.

The study of English, too, has been made stronger, we believe, by devoting the entire second year of the course to the study of the elements of literary criticism, based on Sherman's Analytics, to be followed by the applications of such principles as may be thus learned to the interpretations of the authors required by the Association of New England and Middle States Colleges for entrance to these institutions.

What authors and writers shall be studied has been very definitely stated by the association, but how they shall be studied has been left in a very vague and unsatisfactory condition. We believe that we have partially solved the question of the how.

Solid geometry has been added to the work in mathematics.

In Latin equivalent readings are substituted for all or a part of Cæsar. In Greek the Odyssey is read rather than the Iliad. We should be glad to read the Hellenica, if we could obtain a satisfactory edition of it.

A better course in General History has been secured, we think, by the use of a basal text that requires the seminary method of teaching and study. Fifteen months are given to this work, followed by five months' study of our own government and of a single period in American history.

Our Natural Science work, though in charge of an enthusiastic man, is in a somewhat unsatisfactory state, owing to a lack of proper facilities. Chemistry we are utterly unable to attempt. Physics we can teach demonstratively only, having a sufficiency of apparatus for

this purpose. Our Botany work is very good, as are the Astronomy and Physical Geography. Physiology is fair. We hope soon to see the time when the work in the sciences will be lifted to a higher plane through adequate apparatus and accommodations.

PLAINFIELD.

HENRY M. MAXSON, SUPERINTENDENT.

To Charles J. Baxter, State Superintendent:

DEAR SIR—In writing the usual report to accompany the statistics, I can do but little more than record a year of successful work and substantial growth, without any marked departures from our accustomed methods.

As usual, our enrollment shows an increase over that of the preceding year, but as it was anticipated, the growth was easily cared for. We esteem ourselves fortunate in never having to turn children from our school room doors because of lack of room.

While providing ample accommodations, we are also striving to perfect the hygienic conditions that surround the pupil in his school life. The plan, inaugurated last year, of employing some of our best practitioners as school physicians, has been continued this year with increasing satisfaction. It ensures the frequent examination of our schools by the trained eye of an expert; it also affords the teacher the means of securing prompt medical advice in suspected cases of disease or physical defect, and thereby avoids unnecessarily alarming parents, and also often prevents parental neglect. When several cases of any contagious disease develop in a school, the school physician makes a special inspection of the children, and provides for disinfection and whatever precautions are necessary to prevent the spread of the disease.

Following the successful experiment in one building last year, the plan of having no recess has been introduced in all the grades except the two lowest. The morning session has been shortened 15 minutes, and it is also broken by a short rest period or a calisthenic drill. The removal of the rough hurly-burly of the recess period has made our discipline easier, and has made the schools more popular with the classes that usually send their children to private schools.

The one-session plan has now been extended to include the two grades next below the high-school. In these grades, where there is much home studying to be done, we find the new plan has proven its value in the increased excellence of the classes promoted at the end of the year.

In the work of the school-room, perhaps the most advance has been made in the subject of language and literature. Observation seems to show that these subjects, in themselves the most fruitful in culture and character-training, are in most schools the poorest-taught and least-developed in the curriculum. In the higher grades we are trying to substitute for the old-time Reading, a careful, sympathetic study of real literature, carrying along with it systematic practice in the use of language to express thought, and the regular committing to memory classic poems and choice selections.

The most enthusiastic recitations of the year were probably those of a grammar class engaged in the close study of "The Merchant of Venice," or, perhaps, of another class engaged in the study of what we call "The Cycle of the Holy Grail," beginning with the Welsh tales of Arthur's Round Table, and running up through the German Parsifal and Tennyson's "Idylls of the King" to Lowell's "Vision of Sir Launfal."

We aim to create an appreciation and taste for the best literature, and lay the foundation for solid, critical work in English in the high-school, where the work is carried on systematically for the four years.

Huxley says that the true system of education is an educational ladder with its foot in the gutter and its top in the university, every single rung and step complete, and within the reach of every climber. By greater subdivision of the grades, by free promotion at irregular intervals, by bringing the element of some high-school studies down into the grades, by making the high school subjects largely elective, by these and in many other ways, we are striving to make it possible for the child to advance regularly, according to his individual mental power, from the kindergarten to the high-school, without a serious break in his progress.

RAHWAY.

W. O. ROBINSON, SUPERINTENDENT.

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

DEAR SIR—I have the honor to make the following report of the schools under my supervision for the year 1898-'99.

The event of the greatest importance for years (educationally) in this city was the dedication, on Labor Day, of two new eight room modern school buildings, the Columbian and the Washington schools. The dedication ceremonies were under the charge of the Junior Order of American Mechanics and thousands of people were present. No more auspicious beginning for a successful year's work could be imagined. Aside from our high school department our schools are

now well housed and in equipment are prepared for good work, a thing that could not have been said of Rahway schools before for years.

The high-school department is growing and must soon have provided for it ample quarters more centrally located if it is to meet the needs of the city educationally. The question of secondary education, supported at public expense, long a subject of debate, is practically settled here and will never again be called in question, we predict, though it cannot be said that all other questions of school economy, settled years ago in many other cities, are yet behind cavil here. "All things come to those who wait," and we educators must learn patience.

The high-school course of study has been lengthened one year, and, as a result, the work done more nearly meets entrance-requirements of higher educational institutions. Rutgers College during the year placed our high-school upon the approved list, and doubtless other institutions will do likewise, as applications are made for that purpose. Increased facilities for laboratory work in chemistry and physics have been added, so that pupils are now able to perform the experiments individually. The greatest interest has been manifested in the study of natural science, and the best work has been done both in class-work and in field. The other subjects have called forth equal interest. When our high-school course leads to some definite end, as it does now, pupils will remain in greater numbers and complete the course of study.

In the Primary and Grammar Departments the course of study has been revised; several important changes have been made for the improvement of the schools. The curriculum has been, to a certain extent, enriched, though in this respect much remains to be done as our educational conditions improve. We still lack music and drawing, because of lack of funds for their introduction and to pay for competent supervision. The desire of the citizens is for these things, but financial conditions of our city make progress in good things that cost necessarily slow. Nevertheless they are sure to come, because the pressure for them is increasing every year.

Perhaps our most marked improvement during the year just closed is the introduction of a large amount of high-class supplementary reading throughout the grades and the better teaching of this important and fundamental subject; also the greater importance attached to language-work, both oral and written, and the excellence of the results obtained. A plan of classic story-telling, readings to pupils and memory work of masterpieces of the best authors has been put into practice with the most gratifying results. It is necessary not only to teach reading but to direct what shall be read and to awaken the pupil's interests in proper directions. It is really surprising to one who has not tried the experiment to see what delight children who are properly directed will take in the best things of the best authors.

All the school libraries have been substantially increased. The tendency is not to mass the books in one place in each building, but to make of them grade libraries, bringing the books into the rooms and into the most intimate relation with the pupils and their daily work. This plan will be followed still further. Books bearing directly upon the work of the grade in history, geography, etc., will be added. We greatly appreciate the State aid to libraries. We only regret that the State is not able to duplicate what is raised locally, as in New York.

It is wise to use all proper means to popularize the public schools and their claims. The local papers have freely given their columns during the year for the discussion of educational needs, ideals and conditions. The articles have been well received by the people, we believe, and good has resulted. The subject, "Our Public Schools," was given a prominent place upon the program of the board of trade banquet recently, and the attention elicited from the audience was highly gratifying to all friends of education. A similar honor was accorded the schools at a recent evening program of the Town Improvement Association. In fact all indications point toward better things educationally in Rahway. It is necessary, first, to stir up public sentiment for such things, and this is coming about. The citizens of a conservative town must first learn that their institutions are not perfect or even the best before they will bestir themselves to demand improvement. The revelation is dawning and visions of better things appear.

The schools and the homes are not in such intimate relations as they should be. Parents call at the schools only when some trouble is brewing; too often parents are critics of teachers rather than their supporters, though we imagine such cases are not more frequent in Rahway than elsewhere. We hope to bring homes and schools more nearly in touch through parents' meetings and conferences, exhibitions of children's work, explanations of methods, etc.

The teachers' meetings during the year have been well attended and very helpful. They have been practical in every way. Early in the year the teachers systematically studied and discussed a standard work on School Management. Later meetings took up discussions of methods as applied to the several subjects of the school curriculum, also "How to Secure Attention," "Children's Interests," etc. The teachers have no access to any professional library; all of the professional books they read must be bought. It is an excellent thing to own good standard works, but when many are bought out of a meager salary it becomes burdensome. A county teachers' library is out of reach for general reference. What each of our smaller cities needs is a city library of select educational works; were state aid available, with local contributions, a good working library might soon be provided wherever needed. Hardly anything would add more to the efficiency and status of a teaching force than such a collection of books with reading properly directed.

This is really the first year in the history of the Rahway public schools that they have had professional supervision. Two or three times in the past men have been made superintendents who were also principals; but their time was so occupied with the duties of the latter office that little opportunity was left for effective supervising. Aside from these instances the superintendents have been men of other occupations, who, of course, have had no special training for the office. This year the innovation for Rahway was introduced with what success our friends must say. The change is regarded, by all those who are fitted to judge, as a very desirable one, and there will be no backward step allowed. It certainly places Rahway among those progressive cities that have solved the question as to best school organization.

All in all, the prospects are pleasing and bright, with hope for those who desire the best conditions for the education of our youth.

RIDGEWOOD.

B. C. WOOSTER, PRINCIPAL.

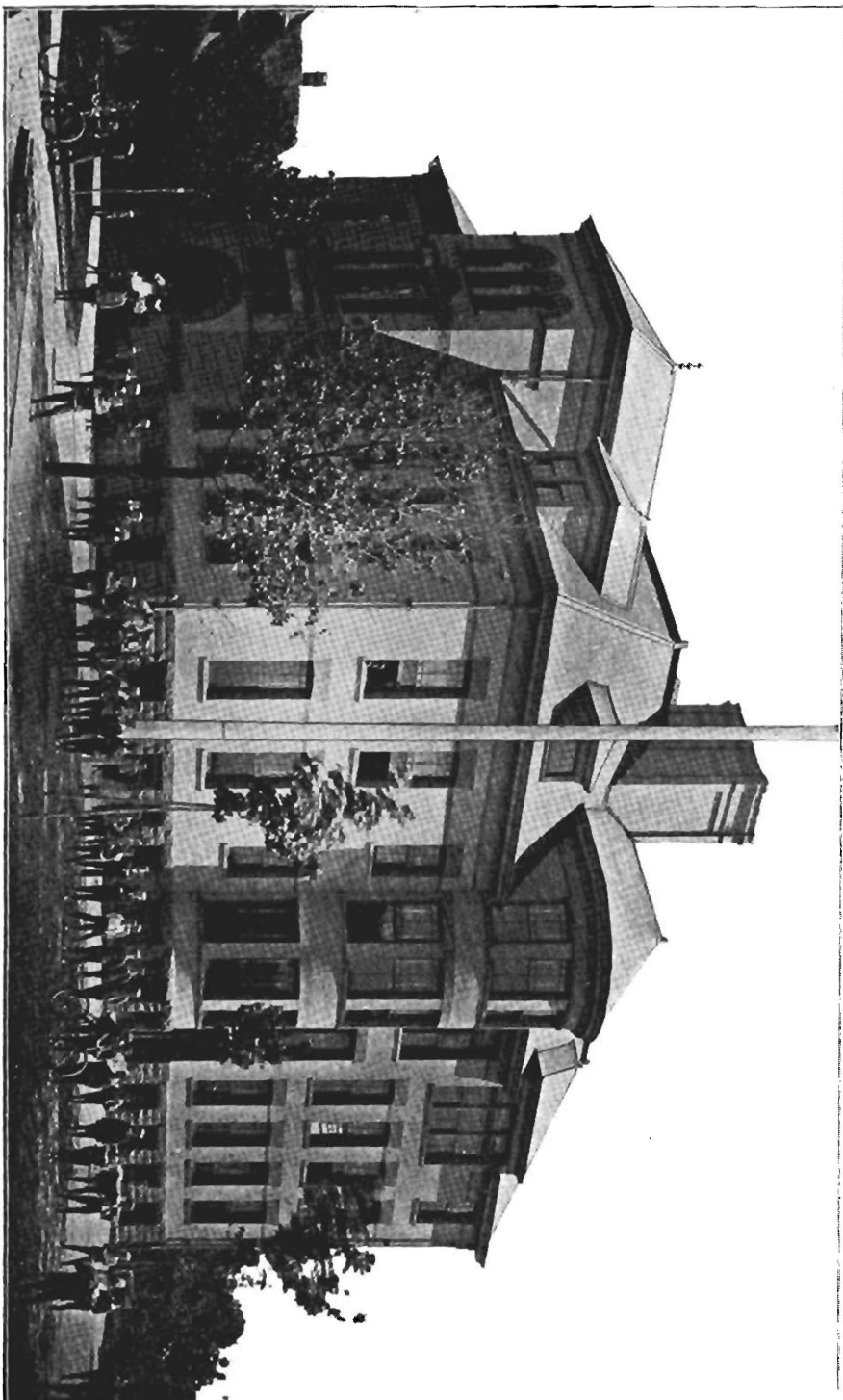
To Hon. C. J. Baxter, State Superintendent :

DEAR SIR—The school year ending June, 1899, has been in many respects the most satisfactory in the history of the Ridgewood school. For the first time in three or four years we were not obliged to close in order to prevent the spread of contagious diseases, although much time was lost to individuals by reason of quarantining.

Our kindergarten department has grown steadily in numbers and popularity. We have employed for this department two trained teachers, and have had for some time the services of a third who is teaching without salary.

Last year the fourth-grammar grade was large enough to require division, and we were then enabled to complete the plan, begun several years ago, of having semi-annual promotions in all the primary and grammar grades. We have also begun in lowest primary a further division that will give, in time, a grading about ten weeks apart.

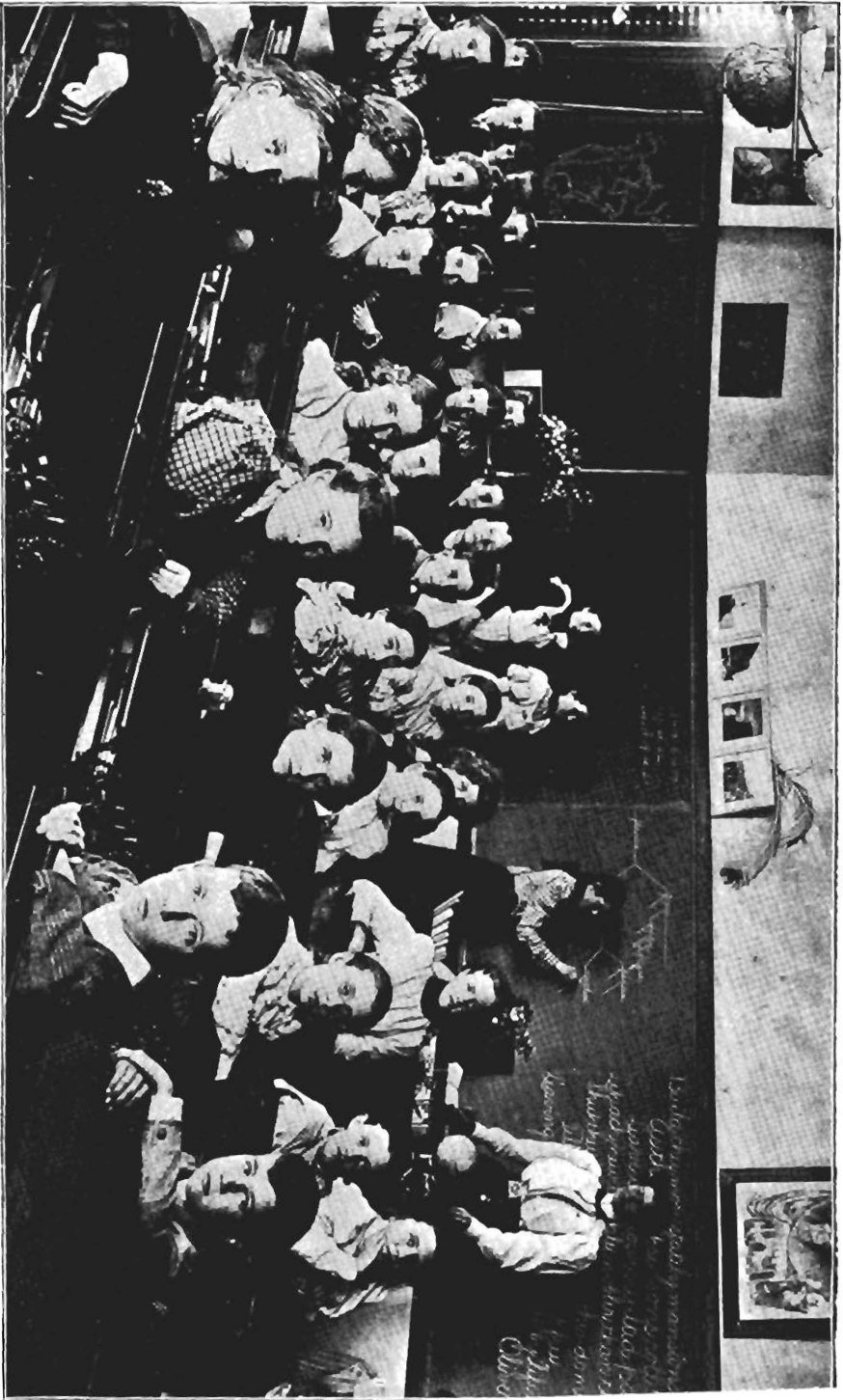
Our high-school department is yet small, but is growing very satisfactorily. In June, thirty pupils completed our grammar-school work, and twenty eight of them have entered the first year of high-school. Ten more, graduates of surrounding rural schools, have entered the same class. Our high-school has not only been the means of keeping many of our own pupils longer in school, but is also furnishing opportunity and incentive to many in adjoining dis-



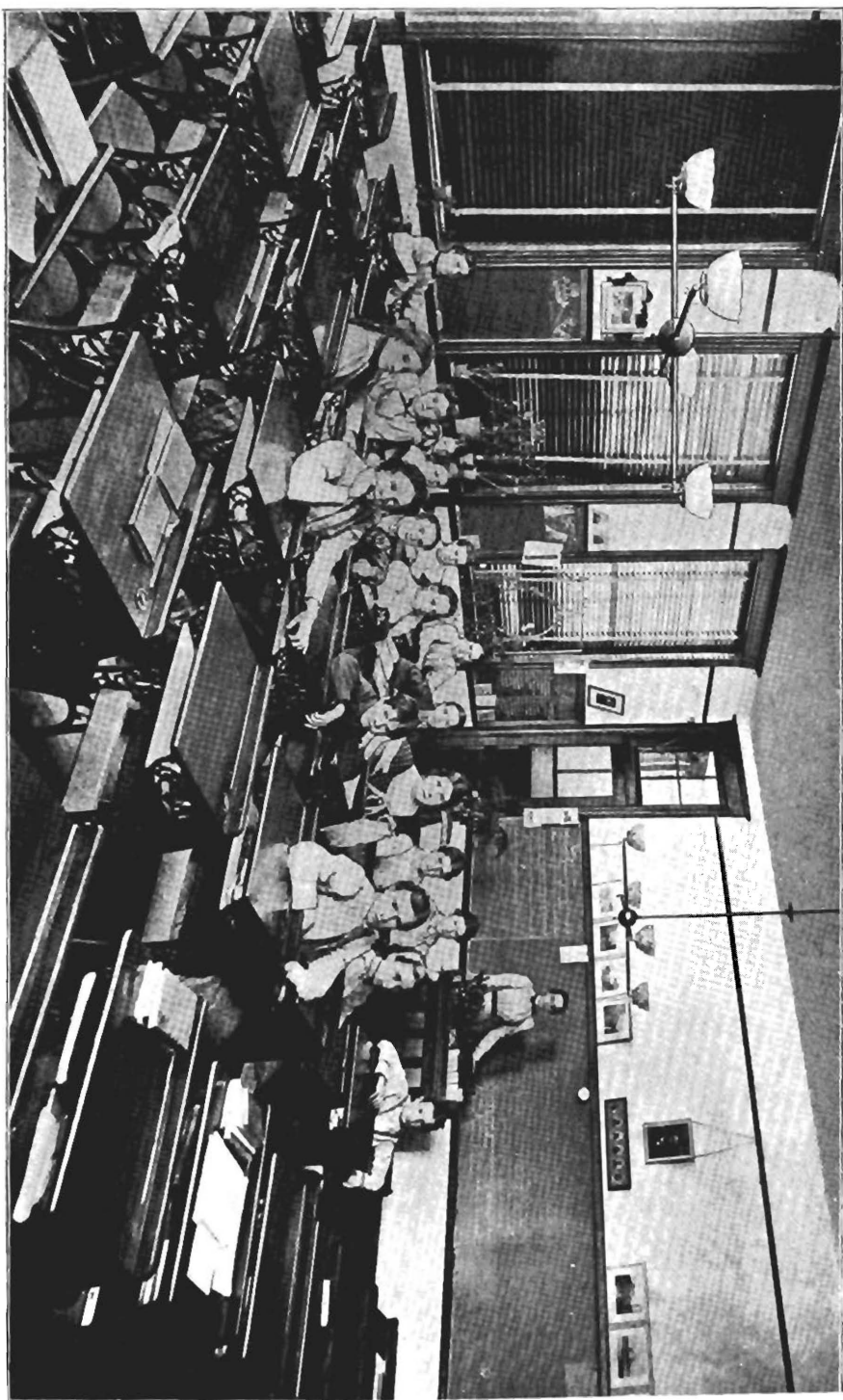
Ridgewood Public School.



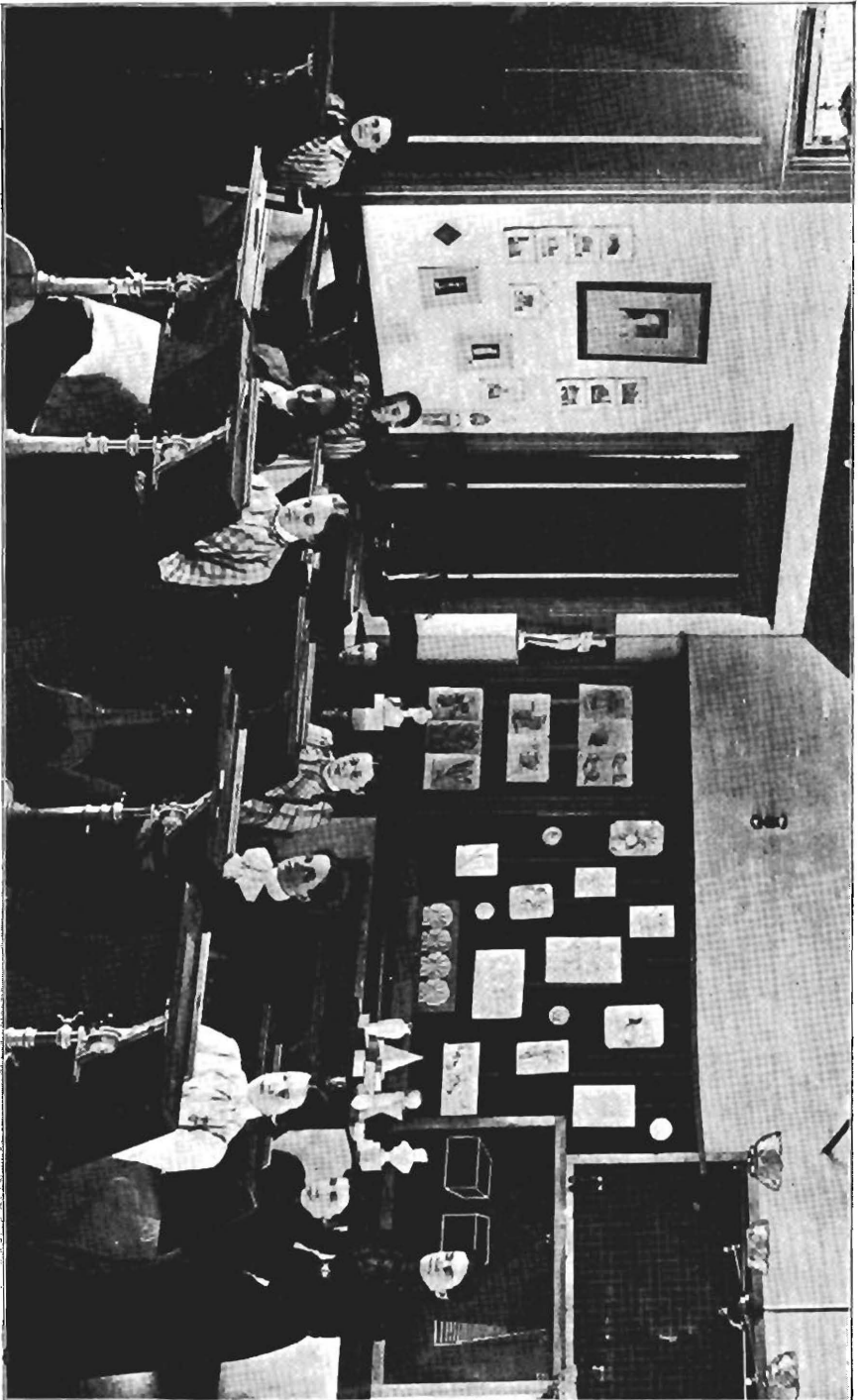
Kindergarten, Ridgewood School.



Two-year Grammar Grade, Ridgewood School.

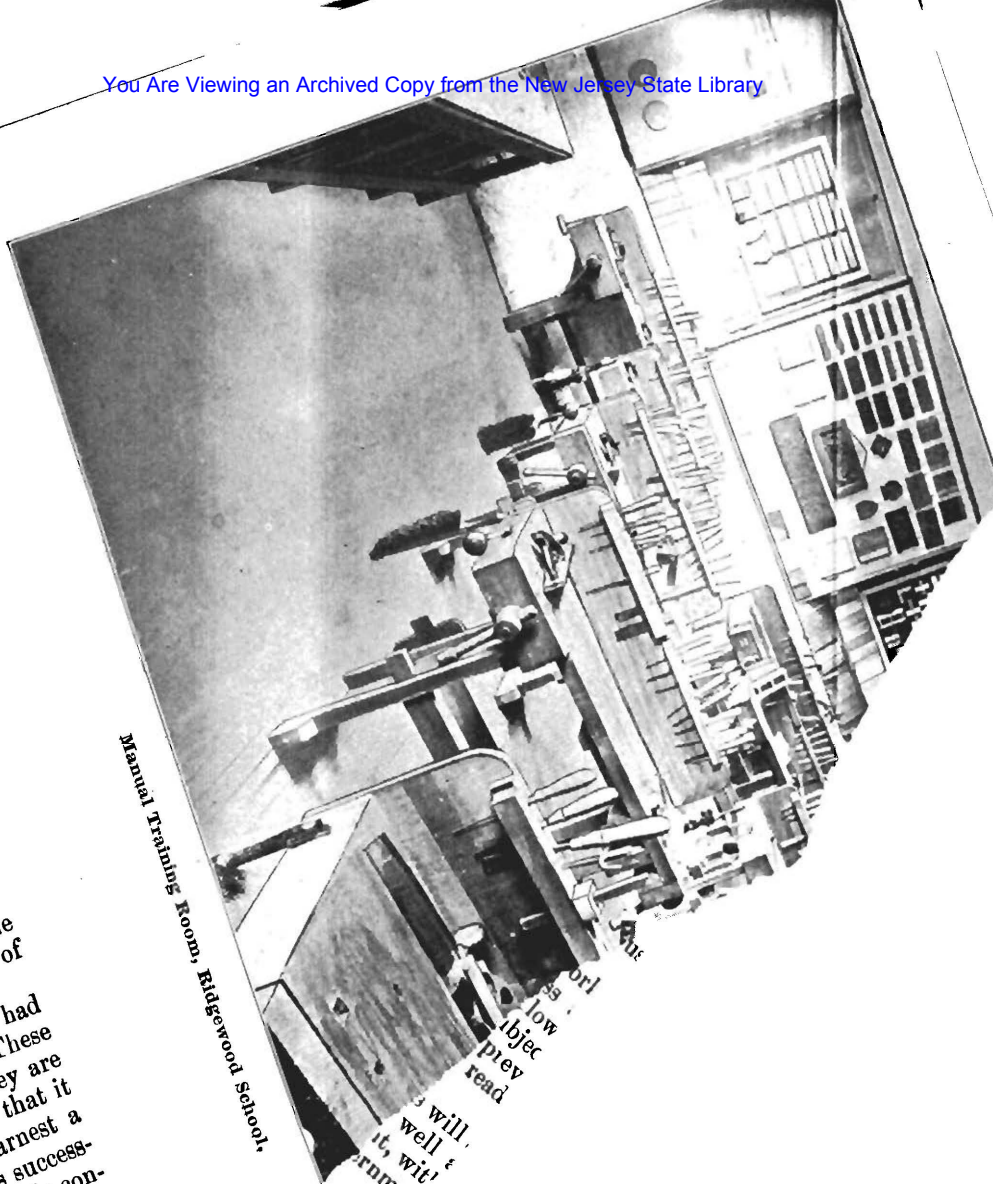


Three-year Grammar Grade, Ridgewood School.



Drawing Room, Ridgewood School.

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Manual Training Room, Edgewood School.

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SCHOOL REPORT.

might have the opportunity to advance as rapidly as his ability
elination would warrant. For the same reason about fifty pupils
een transferred from one grade to another during the year.
enrollment was largely in excess of that of the previous year
early 93 per cent. of the school census. In consequence of the
ing numbers additional room must be hired for the ensuing
year. On this account it is the more to be regretted that no
uilding, the need for which was emphasized in my report for
1898, has been begun during the year.

SALEM.

M. H. STRATTON, SUPERINTENDENT.
T. Bowler, State Superintendent:
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DEAR STATE.—
To Hon. Chas. W. Smith,
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Two years ago, in 1901, the pupils
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SOMERVILLE.

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night school. This, I think, is the great problem pressing upon us as school officers here.

We have, I think, good schools in this city. We spend too large a proportion of our school money, perhaps, on the upper half of our school work, as compared with the lower half, but the general result is nearly as good as we have any right to expect from the agencies available.

But too many of the children leave school before they have begun to get the full benefit of what is actually provided for them in the way of instruction and training. Many are, perhaps, forced to leave, but the sad deficiency exists, whatever the cause.

SOMERVILLE.

H. C. KREBS, SUPERVISING PRINCIPAL.

To Hon. Charles J. Baxter, State Superintendent :

DEAR SIR—The year ending June 30th, 1899, witnessed a steady growth in the efficiency of the work done in the Somerville public schools. The lines indicated in my last report were followed, and the results are very gratifying. The Ward method of primary reading has come to stay. So has vertical writing. Our supply of supplementary reading has been increased until each room uses from ten to fourteen readers per year.

A thorough trial was given to the method of composition-writing that is coming into vogue more and more. From three to five compositions were written every week by each pupil. The teacher examined only two or three in each set, called attention to a few common errors before the class the next day, and tried to have pupils avoid them in their next exercise. This process was continued day after day, and now our pupils use a good form of work and can write a large number of lines on a given subject in fifteen minutes, the usual limit of the exercise.

Another plan that was found helpful consisted in securing the advancement of pupils who showed special proficiency in certain subjects, so that while they remained in their grade in nearly all their classes they were permitted to recite in a higher grade in the subject in which they excelled their classmates. Likewise pupils who were particularly slow in a certain study were placed in a lower grade to recite that subject only, while maintaining their regular class position in all other respects. This plan largely obviated the necessity that often arises of having the teacher stay after school to "coach" pupils

SCHOOL REPORT.

who are dropping back in one or two studies. It gives scope for the play of special talents. We shall continue the plan the coming year.

Grade libraries have been established in five of our higher classes. Books were secured by donation and by money collected from the parents of the pupils concerned.

I desire to commend the action of the State Board of Education in sending us Normal students for one month's practice-teaching and observation. It benefits the observers, stimulates the teachers, and gives the latter an opportunity to visit other schools.

Two additional rooms were established. We are now filled to our utmost capacity; and the time is at hand when the erection of another building must be undertaken.

TOWN OF UNION.

OTTO ORTEL, SUPERVISING PRINCIPAL.

To Hon. Charles J. Baxter, State Superintendent :

DEAR SIR—The school year just ended marks the first in which no slates have been used by any of our pupils.

The results have met all our expectations. We had a liberal supply of pads, blank-books, pens and pencils, and while the cost was higher than with the old-time slates, yet the advantages obtained more than offset this.

Without arguing against the slate on sanitary grounds, although this was primarily the reason for its abolition, nor the nerve-trying noise and breakage of slate and pencils, time lost in passing out water for cleaning, etc., we have been able to keep the daily work of the pupil, which interested parents could examine at any time, and which the pupils themselves soon began to take pride in. All of the work is done with much more care when pupils know that it is preserved, and consequently done better; at the same time the teacher is enabled at any time to see wherein the pupil is weak, and to take the necessary steps to remedy the defect.

The school buildings in this town are again taxed to their full capacity, and it will be necessary shortly to take steps for the erection of an additional building.

The large number of very young children who attend our schools keeps this question forcibly before us. While we have thus far admitted all who applied, the primary classes contain far too many children for their health, comfort and proper progress.

We shall endeavor to remedy this when we get a new building.

TRENTON.

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During last winter a course of popular lectures was given in the high-school assembly-room by different members of the faculty.

An admission fee of ten cents was charged to defray expenses for slides, gas, etc. The surplus was used to procure works of reference for the use of the high-school.

It is contemplated to give a similar course the coming term.

The Free Public Library is located in the same building with the high-school. By arrangement with the library trustees, our students have access to the same at any time when the books are needed, through the principal of the high-school, who is responsible to the trustees.

This is a valuable aid to the work of the school, and its benefits will soon become apparent.

TRENTON.

B. C. GREGORY, SUPERVISING PRINCIPAL.

To Hon. Charles J. Baxter, State Superintendent :

DEAR SIR—This year has been a busy one. The course of study has been written, criticised and issued to the teachers. This is in addition to the usual work of the year.

Statistics.—The following comparisons may be of some interest: Ten years ago we were using 124 school rooms, now we use 181; then our seating capacity was 5,600, now 8,700; then we had 5,600 pupils, now 8,300; we had 127 teachers then, 200 now; then we had 18 principals, now 24.

Our buildings are in good condition. There has been an increase during the past year of 296 in our seating capacity.

Enrollment.—The following tabulated statement indicates the condition and increase of the enrollment:

	No. of High School Pupils Enrolled.	No. of Grammar-School Pupils Enrolled.	No. of Primary School Pupils Enrolled.
November 30th, 1897.....	445	1,980	5,435
November 30th, 1898	502	2,110	5,535

The story told by these figures is very interesting. The advance in the high-school department is 13 per cent. against 2 per cent. last year; grammar-school advance same as last year, 7 per cent., and primary schools 2 per cent. against 8 per cent. last year. The high-school enrollment constitutes 6 per cent. of the entire enrollment (same as last year), the grammar schools, 26 per cent. (25 per cent. last year), primary schools, 68 per cent. (69 per cent. last year). The high and grammar schools are increasing more rapidly than the primary schools. That is to say, our pupils are remaining longer in school. Five years ago the high-school enrollment was 4 per cent. of the total, the grammar schools, 24 per cent. and the primary schools, 72 per cent. This year figures as above are 6, 26 and 68. During these five years, the high-school has increased 83 per cent. the grammar schools, 39 per cent. and the primary schools only 20 per cent.

A consideration in dealing with such figures as these, which is frequently lost sight of, is this, that there are not as many children of grammar school age as of primary school age. It is necessary to take the census into consideration to arrive at a just view of the matter. The figures we have been using relate to the November enrollment. We assume that the primary ages are from 5 to 10; grammar, 10 to 14; and high, 14 to 18. According to the census of the preceding May, the enumeration for these groups was 7,146, 4,788 and 4,124. The figures indicating the enrollment in these groups are 5,535, 2,110 and 502. The percentages are 77, 44 and 12. That is to say, 77 per cent. of the primary population is enrolled, etc. These percentages 77, 44 and 12, when reduced to a basis of a hundred, show the relations 58, 33 and 9. This showing is much more favorable than 68, 26 and 6, the actual percentages.

There is a consideration correlated to the foregoing that seems to offer a partial remedy for the evil. If we cannot yet control the length of the child's school life we can endeavor to adjust the course of study to the fact that so many children must leave school so soon. An effort has been made in the preparation of the revised course of study to partially solve the problem. The questions concerning industrial education also enter here.

Truancy.—The following indicates our advance in the extirpation of truancy:

YEAR.	Enrollment.	Cases of Truancy.	Average to each Pupil.
1897.....	7,139	220	.031
1898.....	7,483	193	.026
1899.....	7,812	168	.021

The question of forming an ungraded or reformatory school was thoroughly canvassed in the principals' monthly meetings. After mature consideration the conclusion was reached that the amount of incorrigible disorder was so small as to be unworthy of notice. As the ungraded school has become a necessity in many cities, the fact that its need is not apparent here is a very remarkable indication of the grade of discipline existing in the city and the rational means by which it is attained. It must be admitted, however, that at present we are not enforcing the compulsory education law. It is highly probable that our difficulties as regards discipline would be much increased if the law were enforced.

School Libraries.—Are now a settled feature of our school system. We have 6,698 books in these libraries. Class room libraries are also spreading; indeed, the opinion is fast gaining ground among our teachers that the class-room library is better than the general school library. The teacher's recommendation of a book given when the child is interested is likely to be acted on if the book is at hand.

School Decoration.—Never before have such strides been made in the matter of school-room decoration as during the year. The effect on our pupils has been marked. Children cannot come in touch with beauty and remain the same. The higher nature must respond to the call.

Solidarity.—This is a principle frequently lost sight of in our school administration. In many of our devices to secure certain aims in discipline and intellectual advancement, the pupil is not taught that the good of one is the good of all, but the exact opposite. Ranking and prizes tend directly to destroy the principle of solidarity. Commendable progress, however, is being made in our schools, and the principle that a pupil must advance at the expense of someone else is not so effective as it once was. Our rewards are given commonly for effort and not for attainment, and therefore such success as our rewards recognize is within the reach of all. Relative success is not the question unless the relation be between the pupil's effort and his own possibilities. The comparing of pupil with pupil has little place in our system, and I believe it has less place than formerly in our practice. Here is a distinct moral tendency.

Diplomas.—On May 4th, the board ordered the printing of the grammar-school diploma, which has been before the board for about two years. The diploma gives material evidence of the success of the pupil's effort and will result in toning up our schools. It will result also in holding our pupils in school for a longer time, and this is a great advantage.

Graduation exercises were held in the grammar schools on June 30th. The interest of the pupils in the exercises was intense, and the graduates received their diplomas with evident pride. Cards of invitation had been issued and many parents were present.

High-School.—Again the high-school project looks hopeful. The new structure seems to be in sight. The courts having decided against the constitutionality of the law under which we were endeavoring to erect a high-school building, it was necessary to begin all over again. After much agitation of the subject, Common Council, on July 18th, were induced to make an appropriation of \$125,000, for the erection of a high-school. A lot was bought on the corner of Hamilton and Chestnut avenues for the sum of \$18,500, and the board advertised for bids for the erection of the building.

Evening Schools.—The evening schools were opened November 14th and continued in session nineteen weeks, closing March 30th. Thirty-one per cent. of the pupils attended 60 nights or more; fifty-three per cent. attended 40 nights or more, and sixteen per cent. attended less than 40 nights. Last year the above percentages stood: twenty-four, fifty-seven and twenty. We have therefore made a better record than the preceding year.

The term of the evening schools should be extended. Frequent reference has been made to this necessity in my annual reports. A larger appropriation should be made by the common council. Our evening schools are worth all they cost, and with more generous treatment they would become a power in our city.

The Trenton School of Technical Science and Art is prosperous. A building has been rented for the school, fitted up, and supplied with proper equipments, including furniture, casts and models and chemical laboratory. The rooms for mechanical drawing and for fine arts, together with the lecture-room, were opened for work on the evening of September 12th. The chemical and technical room was opened for work on September 20th. During the past summer it was decided to introduce clay modeling, and another room was rented for the purpose. An afternoon drawing-class was established, to be held on five afternoons of the week. Many of the potteries and other factories of the city have made donations to the school to aid it in its work.

Under the direction of the Committee on Evening Schools and the Advisory Board, an exhibit of the school was planned. It was held under the auspices of The Contemporary, the woman's club of the city, who most kindly undertook the work and lent to the exhibit the prestige of its name. The exhibition was held in the art school on the afternoons and evenings of February 16th, 17th and 18th—opening Thursday evening, February 16th. The afternoon session was from 3 to 6, and the evening session from 8 to 11. It was a two-

fold exhibit, comprising an exhibition of work prepared by the pupils of the school, and an Art Loan Exhibit under the auspices of The Contemporary. The exhibit was successful in the highest degree. The rooms were thronged and the institution thus received the advertisement which was needed to acquaint the public with its character.

The Common Council in February made an appropriation to the art school, and the commissioners at a meeting held March 30th, transferred \$1,000 from the text-book account to the art-school account. This, with the support given in accordance with the State law and private contributions to be reasonably expected, place the art school on a secure financial foundation. On May 4th the following recommendations of the committee on art school were adopted :

That with a view of retaining a hold upon the students of the art school during the summer vacation, prizes be offered by the Commissioner of Public Instruction of \$3 each in each of the following subjects : A drawing of some natural object in monochrome or color ; a simple drawing in outline ; a scale drawing of a machine or vehicle ; a collection of minerals. It is to be left optional with the principal of the art school to use the \$5 in each case as one prize or to divide it into two amounts and give two prizes.

Teachers.—Thirty-one per cent. of the teachers are graduates of a Normal school ; 30 per cent. are graduates of the city training school.

The training school is doing a good work. The young ladies spend at least a year in the school studying methods of teaching and observing and practicing in the classes. Each candidate is sent to a class of a given grade to study that grade. After a period of observation and advice by the regular teacher of the class and the principal of the school, she is allowed to teach a little under the care of the regular teacher, and the amount of teaching is gradually increased until she understands the grade well enough to teach alone and gives evidence of sufficient disciplinary power to govern the classes. She is then passed to another grade and must go through the same course of training, leaving that grade only when she is successful as above. She is thus passed through all the grades of the school and must succeed in all before she is permitted to graduate. Generally she accomplishes this task in a year, although a year and a half is sometimes necessary. During the whole time she is subjected to vigorous criticism by the principal and teachers, and once a week a long sitting is held in which the faults in teaching reported by the regular teachers of the school are considered by the class as a whole. A course in theory is also a part of the curriculum, and the candidate must be successful in passing this as well as the course in practice. The training is severe, but the results have been remarkable. The teachers graduated have been, for the most part, ready from the beginning of actual work, to handle the classes with skill. The principals of the city have been emphatic in their praises of the training-school graduates.

Professional Reading.—The Teachers' Consulting Library now consists of 2,684 books, an increase of 161 on the last report. The school professional libraries now number 2,707; total, 5,391 books.

Course of Study.—The revised course of study referred to above was presented to the Board May 15th, and on July 6th the Board resolved to put the course on trial for one year. This course of procedure was wise and grew out of the criticism which the Supervising Principal had invited from the teachers. Before submitting the document to the Board I had submitted drafts to the teachers in such a manner that the entire teaching force of the city had an opportunity to examine them. Criticism and suggestion were invited. Many wise suggestions were offered by our teachers.

The course of study at present in use was adopted by the Board on June 18th, 1894, and has been in use five years. It was preceded by a course of study presented in September, 1888. Both of these courses of study were prepared by myself. The course of study in use before that of '88 had been prepared by a Committee of Principals, and dates back considerably prior to the year '88. The course of study recently in use was welcomed by the teachers, and the kindest criticisms passed upon it; nevertheless it became apparent after awhile that it was defective, and about two years ago I began holding conferences of the teachers of the city to ascertain the defects of the course of study as ascertained in actual working. I endeavored to make the investigation exhaustive. Every teacher was invited to the conferences. The subjects of the course of study were taken up in detail and were subjected to criticism, and memoranda embodying the results of this criticism were preserved. The question was plainly asked, "What do you consider the faults of the course as ascertained in your experience?" The conferences were very animated—frank and free discussion was had. Besides the criticisms offered by the teachers in these conferences, and presented to me at my request by letter or individual conversation, I have been attentively observing the operation of the course of study in my visitations and have discovered many points in which improvement was demanded which had not been mentioned by the teachers.

The mass of data thus obtained constituted a very valuable body of evidence to aid me in the revision of the course of study. Besides this, however, I had at hand another collection of data which was not available when I prepared the course of study over four years ago. I refer to the investigations that have been made by educators all over the country. The literature in this subject is now very ample. Most exhaustive investigations have been carried on by superintendents, aided by the best thought in the rank and file of the teachers, and the Committee of the National Educational Association have been unwearied in their efforts, collecting opinions, collating data and evolving conclusions.

The following considerations have controlled the development of this course of study :

First—The child, his needs, his abilities, the psychological law of his development. Many sad errors in education have been perpetrated in requiring a child to do what the development of his mind has not yet fitted him for. And again, the individual pupil is to be considered and not the class as a whole. Each pupil has his own individuality, and the course must permit the bright pupil to do all that he can do and the slow pupil to get a reasonably full English education ; *i. e.*, the bright pupil must not be held back for the slow one, nor must the slow one be crowded beyond his ability in favor of the bright pupil. If a child can complete one year's course of study in one-half year, some provision must be made to permit him to do it. If he must have a year and a half, the course should allow of his completing it in that time and not compel him to take two years.

Second—An effort has been made to indicate one or more leading purposes in the treatment of each subject. Certain phases of the subject are important and others are subsidiary. There is in every subject treated some conception which gives unity to the treatment. Too many teachers overlook this important principle and treat all requirements of the course of study as of equal importance and thus lay on themselves a heavy burden. The course of study may thus easily seem overloaded. Much discretionary power must be given to the teacher in a rational course of study.

Third—On the other hand, where specific instruction should be given, they have been supplied. It is easy to meet this requirement as it presents itself to some teachers. To acquiesce in the demand for specific instruction, as made by such teachers, would result in doing away with the teacher's individuality. This would be a disastrous outcome ; the course must admit of independent thinking on the part of the teacher. Superintendent Southworth, of Somerville, Mass., has well formulated the principle which underlies this question : "A course of study pre-supposes teachers who are fully equipped for their work, who understand the true object of education, the fundamental principles of teaching and the best methods, and who realize the fact that they alone can vitalize and make effective the directions given."

Fourth—The course must permit the correlation of studies. By this is meant that the studies are to be so associated with each other that their relations are apparent, and also that, wherever it is possible, time is to be saved by the using of one exercise to accomplish two different purposes. A fact or principle receives a strong illumination when facts or principles drawn from other subjects are bound up with it in the teaching. The related facts are also fixed more firmly in the mind by this correlation. The wise teacher always unconsciously correlates matter in teaching. The design of this course is to stimulate her to seek opportunities for such correlation and thus avail herself of the scientific principle implied in her own best work. On the other

hand, the principle of correlation must not interfere with the integrity of each study. Each subject has its own specific purpose, and this purpose must not be lost in the correlation. Thus, if computations are to be performed, based on geographical facts, the teacher must keep clearly in mind which is the central and which the correlated subject, arithmetic or geography. Therefore, in this course of study, the integrity of each subject is maintained in the treatment.

Fifth—The importance and proper place of the concrete in a course of study has been emphasized. Apparatus and collections of manufactures, minerals, etc., are rapidly finding their way into our schools through the efforts of the teachers, even in advance of the aid of the commission. The great advantage of such methods has never been adequately appreciated, nor has the relation between the concrete and the abstract been understood. We must not only understand the great importance of concrete methods of study, but we must recognize that when they are to be abandoned for methods involving the abstract.

Sixth—The teacher has been repeatedly urged in this course of study to avail herself of collateral information and to stimulate her pupils to seek it. The class text-book is the starting point for both teacher and pupil. The teacher who confines herself and her pupils to the text-book will secure a very limited development of mental power.

Seventh—The topical plan has been followed. The spiral idea is the basis of the work. This means that any subject, say fractions, is taken as a whole, but in an elementary form in one grade, and then taken as a whole with greater development in another grade, and so on. The subject of United States history may be thought of in the same way. It may be presented in the most rudimentary way in the earlier grades, perhaps only as story-telling, but the whole ground is covered. Later on, oral instruction may be given, covering the essential facts of United States history, and as the child progresses the progress is in the more thorough development and greater attention to details rather than in the taking a certain part of the subject.

Arithmetic.—An effort has been made during the past year to emphasize the importance of mechanical accuracy and rapidity.

Reading.—There is constant gain in this subject. Two facts indicate the gain: first, there is a larger amount of supplementary reading called for than ever before; and, second, the classes are calling for a higher grade of reading. Sets of books heretofore in use in a given grade have been reduced to the grade below. The great increase in school libraries is another indication. The demands on these libraries is increasing. Teachers are skillful in creating a demand for good books.

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Geography.—Encouragement is being given to outdoor investigation.

Physical Culture, as a school subject, was introduced September, 1893. It is a subject that never appears on the examination reports, and, for all the public know, may be of very little use. I offer the following opinions of principals. I give but two of the letters received in answer to my inquiry, but these represent the general sentiment:

"The most noticeable result of physical training, to my mind, has been the great improvement in the carriage and general appearance of our pupils. Very few of our pupils carry themselves poorly; the chests are much better, and it is the exception and not the rule to find pupils who 'slouch.' I believe the exercises are responsible for these beneficial results as a matter of training, and also from the fact that it has called the attention of the pupils to their defects and the remedies," etc.

"I consider physical culture one of the most important branches of our curriculum. The sitting and standing positions are improving. If we had better-shaped desks the results of our physical training would be more pronounced. We find that physical culture is a great aid to discipline. The change of position during the exercises rests the pupils and enables them to do better work during the remainder of the session. The physical exercises develop the child both physically and mentally. Our comparative measurements show a gradual physical development. Then, too, a pupil must give undivided attention; he must think quickly and accurately in order to do the exercise promptly and correctly."

Music.—Our pupils are really reading music and becoming accustomed to part-singing. The better the music the better the moral culture, and with increasing skill the learner's ideal must steadily rise.

WASHINGTON BOROUGH.

JAMES GRIFFITH, SUPERVISING PRINCIPAL.

To Charles J. Baxter, State Superintendent:

SIR—During the school year of 1898–9 our total enrollment was 800 pupils, which is about 84 per cent. of our school census—a record which shows that our citizens greatly value the advantages of our public schools.

Four years ago we introduced into our primary department the Polard Synthetic (or Phonetic) system of reading and spelling. The

pupils are delighted with their work and the teachers and parents are greatly pleased with the results. The progression is logical. The child has a working basis in the preparation of his lessons, and not only is the memory called into action but the child thinks, reasons and concludes. We have not yet found the period of "Suppressed Development" which lecturers and writers tell us about.

Our reviews, tests and examinations are enjoyable features of our school-work. Our plan is to advance and review daily, the teachers keeping in mind the leading ideas which have been developed and taught and drilling upon them until the students have them thoroughly comprehended and assimilated.

Pupils are not given questions involving any principle which has not been well developed and drilled upon.

Our pupils thus acquire well marshaled and available knowledge as well as mental power. The pupils know when tests will be given. Though the tests are full and thorough, the pupils are neither nervous nor worried about them, finishing with the spirit of victors proud of what they have accomplished.

Our bi monthly reviews and tests not only reinforce what has been taught, but give the student who has been absent an opportunity to regain what he has lost. His absence, however, lowers his attendance grade, his general average and his comparative standing.

The discussions of prominent educators over the "promotion" of children, gave me much anxious thought. I have now recovered myself, and am more at ease. Our pupils advance on an inclined plane. There are no elevators or landings.

The first week of a new year is very much the same as would have been an added week to the previous year, with the exceptions that the pupils may have changed rooms and may have (to them) a new teacher.

Any time during the year, but more frequently at the close of the year, if a pupil cannot or will not do satisfactory work we put him back. On the other hand we advance a student beyond his class when his best interests require. As with ripening fruit, however, the natural way is for each pupil in an evenly-graded class to mature about the same time.

In determining whether or not a pupil may continue to advance with his class, we take into consideration chiefly two things, his daily work and the merit of his tests. In addition to these we consider the earnestness of his efforts and his capabilities.

The vertical system of writing introduced three years ago is a success. The blackboard work and all written work is more legible and neater than under the slant system.

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WEST HOBOKEN.

ROBERT WATERS, SUPERVISING PRINCIPAL.

To Hon. Charles J. Baxter, State Superintendent :

DEAR SIR—The chief difficulty during the past year has been the overcrowded condition of our primary classes and the consequent necessity of separating a number of classes into two divisions, one receiving three hours' instruction in the forenoon and the other three hours in the afternoon. In one of our schools eight of the ten primary classes are so separated, and in another four. But the new school building, which will be No. 4, is now fast approaching completion, and when this is finished and furnished (the furniture is already ordered), all these divisions of classes will be done away with, at least for a time; for the population of this town is growing so fast, we shall need still another new school in a very short time.

As these half-day classes, however, are chiefly among the smaller primary scholars, they do not, I am sure, suffer so much from this limitation as many suppose, for three hours' instruction to a class of forty scholars affords better results than five hours to a class of seventy-five or eighty. Nor do I find much complaint on the part of parents or guardians, for these three-hour scholars have abundant time to prepare their school lessons at home, and a fine chance for physical exercise in the open air. In fact, some persons prefer, for these reasons, the half-day schooling to the full-day one.

Although we still continue the practice of marking the scholars according to their daily work, and founding the promotions on these marks, instead of on percentage examinations at the end of the term, I have thought it proper to omit this marking in the four lower primary classes, as this interferes too much with the time required for instruction, and as the scholars in these classes, from the fewness of the branches taught, are more easily measured than those in the higher classes. This is one of those changes brought about by experience, which only shows that rules must not be of cast-iron in every case. One of the great advantages of the marking system is the increased attendance—which now averages almost ninety per cent.—in the three schools for the year. All the classes are, of course, tested in different branches by the principals from time to time during the year, and every class is thoroughly tested at the end of the term, but these tests count more as a measurement of the class as a whole and of the teacher as an instructor than as a standard of promotion for the scholars.

With the assistance of my three principals, the Misses Gilmore, Davidson and Contessa, I have carefully gone over our course of studies for the primary and grammar departments, and made it conform as closely as possible to the uniform course recommended by our County Superintendent. In doing this, the chief difficulty was found to consist in cramming so many subjects into five hours' teaching, which necessitated the allotting of a very short period to each. The Superintendent took no account, it seems, of the time devoted to the German language, which is taught in all our grammar classes. The division of the curriculum into year-grades I consider a decided improvement.

One of the changes in the primary department that has worked particularly well and given great satisfaction is the abolition of slates and the introduction of paper pads in the four lower classes in each school. The board furnishes the pads and pencils; but these are collected every day by the teacher and delivered to the scholars only while they are in class. This change enables us to get rid of dirty slates and stubby slate-pencils, and it compels the use of a good long pencil and clean paper, whereby much better writing is produced, better habits are inculcated and less danger to health is incurred than in the old method. Besides, why should we not, in our writing exercises, come as near as possible to the writing used in business affairs and in private life? Many persons have affirmed that their handwriting has been permanently injured by long slate-writing; and for this and other reasons I should be glad to see the slate abolished altogether from our schools.

The industrial drawing lessons, the sewing lessons, and the kindergarten work are kept up as heretofore; and, having made an exhibition of the sewing work some time ago, I thought it proper to do the same for the drawing this year, having at the close of the schools in June last exhibited a considerable number of the drawings of our scholars, which were examined with interest and pronounced entirely satisfactory.

In order to illustrate the work of the third-year grade, a lesson was given in this grade by one of our teachers, Miss Frances Fritz, before the assembled teachers of the county of this grade, as well as before the principals and supervising principals of the county. Both teacher and scholars acquitted themselves so well that commendation was universal, and even the local press thought the occasion worthy of an extended and highly eulogistic report of the lesson.

The German language is now taught by two young ladies, Miss Bianca Raqué and Miss Rose Schindler, who are specially fitted for this work, and enthusiastic in the exercise of their profession. In this branch I have introduced a new book, such as I have long desired, Deghué's Conversational Method in German, which aids the teacher in instructing and the scholar in *speaking* the language, and which I consider the only way of laying the foundation for a thorough knowledge of the grammar of the language. Besides, every German lesson,

properly conducted, is practically a lesson in English grammar; for which reason I set a high value on the teaching of this language in our schools.

In connection with this subject it may be worth remarking that, judging from the names in our school registers, fully one-half of all our pupils are of German origin. It will, therefore, not be surprising to you to learn that our Board of Education has granted permission to a German labor organization here to use one of our school-rooms on Saturdays for instructing young people in the German language, and to a Bohemian organization another room for teaching their children the Bohemian and the English language.

I have also extended the teaching of American history and of civil government, by introducing (where they never were before) a fascinating elementary work, Montgomery's United States History for Beginners, in the three lower grammar classes, and Judson's Young American, in the four higher classes. These books are used as supplementary readers, and for instruction by conversations with the teacher. I have also replaced Barnes' American history by that of Montgomery in five classes. So that now no scholar can enter the grammar department, even if he leave the department before he is half through, without acquiring some knowledge of our history and of our mode of government. The teaching of language in the higher primary and lower grammar classes, which has not been satisfactory in the past, I find greatly improved by the use of the Southworth and Goddard method, which also affords a fine preparation for the teaching of technical grammar in the higher grammar classes. Geography, too, has been refreshed and stimulated in the two higher primary classes by the introduction of a new book.

The crowning event of the year was the graduating of seventeen scholars from our high-school in February last. This was the first high-school graduation that has taken place in our town, and was so eminently satisfactory and successful that it roused high enthusiasm among the large and cultivated audience who witnessed it. I must say that the young people acquitted themselves in a manner that reflected not a little credit on their instructors, Mr. E. J. Tomlinson and Miss Emma Neafie, as well as on all those teachers of the grammar department who had assisted in their preparation for entering the high-schools. But as you, Mr. Superintendent, were so kind as to favor us with your presence on that occasion, and saw and heard for yourself what the graduates were able to do, I need say nothing further on the subject. Nor is it necessary for me to speak of the character of the audience who witnessed the graduating exercises; for the close attention and evident satisfaction with which they received your admirable address on that occasion must have proved to you that the West Hoboken residents are people who know how to esteem and appreciate wide knowledge and high culture.

One event, however, which happened shortly after this saddened our corps of teachers and many others in the town: On the 21st of March last we lost by death our veteran teacher, Mr. Charles T. Scheck, who had been for nearly thirty years our chief instructor in the German language. As a mark of respect for his memory the three schools were closed on the day of the funeral, which took place from the assembly-room of the old school-house (No 1) in which he had labored so long, and on which occasion an immense concourse of mourners were addressed by the Rev. Dr. J. C. Egbert, Louis A. Menegaux, Esq., acting chairman of the Board of Education, and by the Supervising Principal, who all spoke highly of the deceased. I need only add that Mr. Scheck was an able teacher, a genial and helpful colleague, conscientious in the performance of his duties, and a man who was esteemed by all who knew him.

In conclusion, I may state that we have regularly observed all the festive, memorial and holiday occasions; we have had the flag salute frequently observed, and kept the flag ever flying on our school days and holidays; have raised considerable sums for the poor at Christmas, for library uses, and for patriotic purposes; have regularly attended the meetings of the Hudson County Teachers' Association and the Annual Institute; have kept a number of pupil-teachers constantly employed in learning practically the profession they have studied theoretically; have added considerably, by afternoon performances and photographic picture-taking, to our stock of school apparatus and library books; and have kept on steadily putting our main strength and our best efforts into the teaching of those essential branches which every boy and girl ought to know thoroughly well, and which form the foundation of success in every career. I am happy to be able to say that our sixty teachers are nearly all excellent, doing conscientious and good work; and that our Board of Education continues to work well and harmoniously together, animated by the single desire of making our public schools as good and efficient, with the means at their command, as they can possibly make them.

REPORT

OF THE

Bureau of Information

FOR

Teachers and School Officers.

1898-99.

Report of Bureau of Information for Teachers and School Officers.

TRENTON, October 31st, 1899.

To the Members of the State Board of Education :

GENTLEMEN—I have the honor to present to your honorable body the second annual report of the Bureau of Information for Teachers and School Officers for the year ending October 31st, 1899.

The work of the Bureau was increased 100 per cent. during this year, and the successful placing of all grades of teachers warrants the advancement of this line of work throughout the State by all school officials.

Early in May, before the close of the last school year, I mailed "Circulars of Information" and "Application Blanks for Teachers" to every district clerk in the State. A personal letter to every county superintendent asked for their help in advancing the interests of the Bureau. Many county superintendents have taken advantage of the opportunities held out by the State Board of Education, and have reported all vacancies that occurred in their counties, while all have kindly reported the records of teachers who had taught under their supervision to this office whenever requested. There are a few county superintendents, however, who have not recommended our service (for reasons best known to themselves) to their Boards of Education.

It should be thoroughly understood that this office does not recommend teachers who are not competent to hold the positions for which they are recommended, unless the Board of Education desires to engage a college graduate with successful experience at a figure as low as \$400 for the school year. In cases of this kind (and there are many), I only recommend the \$400 teacher as classified on our lists.

I have resorted to a very carefully prepared blank, for the information concerning a teacher's past record, which contains the following questions: 1. Moral character; 2. Graduate of what high-school; 3. Graduate of what normal school or college; 4. Scholarship; 5. Personal appearance; 6. Habits or peculiarities; 7. Influence in community; 8. Grade of teacher's certificate held; 9. Grades of schools taught; 10. Grade of school now teaching; 11. Present salary; 12. Reasons for desiring a change; 13. Success as a teacher; 14. Does this teacher possess a true educational spirit; 15. Success as a

disciplinarian; 16. To what extent dependent upon principal; 17. Ability to interest pupils; 18. Ability to originate and execute original devices; 19. How receive suggestions from supervising authority; 20. To what extent tactful in dealing with children and parents; 21. To what extent successful with backward and weak pupils; 22. To what extent studious, energetic and progressive; 23. Ability to avoid friction with other teachers; 24. Most successful in what line of work; 25. In your opinion what grade of school is this teacher capable of teaching; 26. Would you recommend this candidate to your Board of Education; 27. Other information that will give me a correct estimate of this person.

Five of these blanks are mailed to prominent school officers, in the sections where the teacher has taught, with the following circular letter:

"MY DEAR SIR—Miss Mary Brown has made application to this Bureau for the position of teacher in the public schools of this state. It is important that I should form a correct estimate of all applicants, and to this end I beg leave to request that you answer the questions in the blank enclosed as accurately and clearly as possible.

"In order that I may give this teacher a proper classification, it is desired that you express yourself freely and fully respecting the grade or kind of work for which, through natural tastes, disposition and attainment, this applicant is best qualified.

"As many teachers register in this office, and I am largely dependent upon others for the information essential to their proper assignment, make it a rule to regard all communications as strictly confidential, and never use or refer to them in any way that will tend to embarrass those who render me this valuable service.

"Soliciting the favor of an early reply, I am

"Very sincerely yours,

"S. R. MORSE."

Upon the return of these blanks the information is carefully compared, and a correct (as far as possible) estimate of the teacher is obtained and classified on the lists according to his or her ability as a teacher and a person.

Teachers will be required to file a copy of their photographs in this office next year. This is necessary in view of the fact that a large number of school officers call at this office in search of teachers, and desire to be informed of the teachers' personal appearance.

There were over 600 applicants for positions in this State, and all were classified and given opportunities to make application for positions. Of the 600 teachers, 500 obtained suitable positions through the influence of this Bureau. Three hundred and thirty-six were placed directly from this office. Of the 100 teachers remaining, 89 secured positions through their own resources, leaving 11 teachers not engaged at this time. Three hundred and eighty applications for

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teachers were received from school officers during the school year from November 1st, 1898 to November 1st, 1899. Last year the Bureau received 150 applications for teachers; an increase of 154 per cent. over last year's applications from Boards of Education. Many listed teachers have been placed in the larger cities of the State through the efforts of the management of the Bureau. It is advantageous to the city boards to secure our services in the selection of teachers, as we have a large number of college graduates to recommend, at salaries ranging from \$500 to \$800. These teachers who have graduated from standard colleges stand high in the teaching force of this State, and soon command very large salaries.

This year found an increased demand for first-class teachers in the thickly populated communities of the State. This demand was met by the advancement of many New Jersey State Normal School graduates, who had been teaching successfully in the smaller salaried positions in the State, and also by the advancement of many college and high-school graduates who had been teaching successfully. We also found positions for several New Jersey graduates of Wellesley and Vassar.

I received a large number of applications for first-class male teachers, and was also asked to assist in making the selection from the applicants for these vacancies. In one case there was 75 male applicants for an \$800 position. In many other cases where a male teacher was desired, at a comparatively low salary, the number of applicants was very large.

Boards of education have relied on my judgment since the first of September in the selection of teachers to fill vacancies. There have been thirty-two positions made vacant and reported to this office, and I have filled the vacancies within from twenty-four hours to three days, and in several cases I have supplied teachers within twenty hours. I have not received one complaint against the success of these teachers, and in several cases their salaries have been increased.

At this time only eleven teachers who are registered on the lists of this office are without positions, and as applications are still being received, there is no doubt but that every teacher will be placed by the 24th of December.

Indications, judging from the work of the office for this school year, point to a large increase in the number of teachers who will solicit the services of the Bureau during the coming year, as its advantages are being explained at all the teachers' institutes throughout the State. "Circulars of Information" are being distributed, and the benefits to be derived through the Bureau are being advertised in every locality in the State.

I heartily urge every county superintendent to report to this office every vacancy that comes to his knowledge, in order that I may place the services of this office at the command of the boards of education where competent teachers are desired.

The services of every County Superintendent are needed to advance the interest of the teachers and the school boards in this work, and when all factors in the State School machinery are working for the advancement of the New Jersey school teacher, the New Jersey schools will show results that will be very difficult to reach in any other way. The advancement of the Bureau in the future means the selection of better teachers, and rests in the harmonious workings of the combined public school authorities of the State.

It is our sole aim to induce school authorities to select the very best possible talent that can be procured for the amount of salary the position warrants. If such teachers are not to be found registered on our classified lists, we frankly admit that we cannot be of service in presenting proper applicants, but we may assist them by reporting the records of all teachers that may have applied for the position through other sources. We also stamp on our record blanks, containing the names and records of teachers recommended by this Bureau, the following: "Do not consider applicants from this Bureau if you think they are not suited for the position."

The Bureau shows no partiality in recommending teachers to boards of education, and our only favorites are the successful teachers of the State, whom we try to place in advantageous positions, not only for the benefit of the school district, but for the future advancement of the teacher.

The State Normal School graduated 274 students during the year, and all but four have secured suitable positions. These four young ladies would have been placed, had they accepted positions last summer, instead of waiting for a better opening at a larger salary. The February class graduated 80 students, and the June class 194 students. Last year there were 144 graduates in the June class, and at the end of the year there were six without positions. This Bureau has received many calls for State Normal graduates during the year.

The proper consideration is given every application for a teacher, and qualified teachers are asked to apply for the position. There have been a few undesirable positions reported where the teachers who were notified of the vacancy failed to apply. This is a condition that cannot be governed in this office.

The Bureau has entered all lines of work bearing on the public school system of this State. During the past year relief maps of New Jersey were supplied to every school building in the State. These maps were accompanied by 1895 Geological Survey reports, bearing on the physical geography of New Jersey.

I have been compiling a list of every school teacher in the State, with the grade of certificate held, and the amount of salary received. I am in hopes that in the future the State Board of Education will find it advantageous to print these lists in its annual report. It is a need that is looked for by nearly every school officer and teacher.

BUREAU OF INFORMATION.

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I have covered the entire year's business as fully as is consistent with outside influences regarding the Bureau of Information for Teachers and School Officers, and I hope that during the coming year more of the larger salaried positions will be opened to our listed teachers.

The Bureau is finding new openings every week, and by the advancement of competent teachers, we are gaining the esteem and approval of all school officers. The State Board of Education is not maintaining a mere Teachers' Agency at the expense of the State, but is maintaining a Bureau the want of which has been felt in the State's educational offices for years.

New Jersey has taken a lead over other States in the perfecting of its educational system, and the opportunities held out to its school officers and teachers.

I hope that this, my second annual report, will meet with your approval.

Very truly yours,

HERBERT N. MORSE,
Secretary.

For S. R. MORSE,
*Chairman of Committee of
B. of I. for T. and S. O.*

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REPORT
OF THE
Rutgers Scientific School
THE
New Jersey State College for the Benefit of
Agriculture and the Mechanic Arts.
1898-1899.

AUSTIN SCOTT, Ph.D. LL D., President.

Rutgers Scientific School.

The act of the Legislature of New Jersey, approved April 4th, 1864, constituted the State College for the benefit of Agriculture and the Mechanic Arts, in accordance with the law of the United States of July 2d, 1862.

BOARD OF VISITORS.

(Appointed by the Governor.)

FIRST CONGRESSIONAL DISTRICT.

	Residences.
ELWOOD EVANS.....	Haddonfield.
THEODORE F. D. BAKER.....	Bridgeton.

SECOND CONGRESSIONAL DISTRICT.

SAMUEL B. KETCHAM.....	Pennington.
JOHN E. DARNELL.....	Masonville.

THIRD CONGRESSIONAL DISTRICT.

DAVID D. DENISE.....	Freehold.
JAMES NEILSON.....	New Brunswick.

FOURTH CONGRESSIONAL DISTRICT.

GEORGE FRITTS.....	Pattensburg.
ELIAS N. MILLEN.....	Deckertown.

FIFTH CONGRESSIONAL DISTRICT.

SAMUEL R. DEMAREST, JR.....	Hackensack.
GEORGE H. BLAKELEY.....	Paterson.

SIXTH CONGRESSIONAL DISTRICT.

CHARLES L. JONES.....	Newark.
L. H. MULLER.....	Newark.

SEVENTH CONGRESSIONAL DISTRICT.

JOHN B. WILLIAMS.....	New Durham.
RYNIER J. WORTENDYKE.....	Jersey City.

EIGHTH CONGRESSIONAL DISTRICT.

GEORGE E. DeCAMP.....	Roseland.
GEORGE W. DOTY.....	Union.

OFFICERS.

SAMUEL R. DEMAREST, JR.....	President.
IRVING S. UPSON.....	Secretary.

CONDITION AND PROGRESS.

The year opened with an increased attendance of students, the entering class being considerably larger than for several previous years, and nearly every member of the three upper classes returning for the continuation of study.

The five courses of study leading to the first degree in Science (B. Sc.) have been maintained throughout the year.

The Course in Agriculture still continues to attract attention, and reports from various preparatory institutions in New Jersey indicate that this course is likely to have an increased number of students.

The Course in Civil Engineering and Mechanics maintains its high standard as well as its popularity and influence among the students. To this course has been added a plan, now in successful operation, for practical field-work under the personal direction of the Professor of Graphics and Mathematics, whose class-room instruction in Surveying and in Railroad Curves is thus happily supplemented.

A professor, two associate professors, and a well-equipped laboratory make the facilities for instruction in the Course in Chemistry of a superior order.

Those students who are preparing for post-graduate courses in technical schools or for electrical pursuits which do not require, at the outset, a complete professional training, find the Course in Electricity most useful. The physical laboratory has received recent additions of Wireless Telegraphy Apparatus, an 8-inch Spark Coil and a Reichsanstalt Photometer.

In preparing for advanced studies in medical schools the Course in Biology has proved most helpful, and has received a large number of elections.

The arrangement of the recitation schedule has made it possible for the members of the Senior class in the Scientific School to attend the lectures in Pedagogy given regularly to the members of this class in the Classical School.

The plan of instruction and examination in Municipal Hygiene introduced in Rutgers Scientific School last year, and for the first, it is believed, in any American institution, has been continued during the present year. At the examination held in May, 1899, two persons approved themselves as qualified to act in the execution of the health laws of New Jersey—one as an executive health officer and one as a sanitary inspector.

FACULTY.

Austin Scott, Ph.D., LL.D., President, Professor of History and Political Science.

Jacob Cooper, D.D., D.C.L., LL.D., Professor of Logic and Mental Philosophy.

Carl Meyer, D.D., Professor of Modern Languages and Literatures.

Francis Cuyler Van Dyck, Ph.D., Professor of Physics and Experimental Mechanics.

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- 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.
- Edgar Solomon Shumway, Ph.D., Professor of the Latin Language and Literature.
- 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, A.M., Professor of Agriculture.
- Albert Huntington Chester, E.M., Ph.D., Sc.D., Professor of Chemistry and Mineralogy. Curator of the Museum.
- John Charles Van Dyke, L.H.D., Professor of the History of Art.
- Robert Woodworth Prentiss, M.Sc., Professor of Mathematics and Astronomy. Secretary of the Faculty.
- Elliot Robertson Payson, Ph.D., Professor of the History and Art of Teaching.
- Edward Luther Stevenson, Ph.D., Professor of History.
- Quincy O'M. Gillmore, Captain U. S. A., retired, Professor of Military Science and Tactics.
- Rev. Henry DuBois Mulford, A.M., Professor of the English Language and Literature.
- Irving Strong Upson, A.M., Librarian and Registrar.
- Clarence Livingston Speyers, Ph.B., Associate Professor of Chemistry.
- William Shields Myers, M.Sc., F.C.S., Associate Professor of Chemistry.
- Edward Livingston Barbour, B.O., Instructor in Rhetoric and Elocution.
- Edwin Bell Davis, B.L., Instructor in Modern Languages.
- Fred Herbert Dodge, A.B., Instructor in Physical Training, Director of the Gymnasium.
- William Van Bergen Van Dyck, M.Sc., E.E., Instructor in Electrical Science.
- Richard Morris, B.Sc., Instructor in Mathematics and Graphics.

STUDENTS.

The enrollment of students for the year was 116; graduate students, 2; seniors, 19; juniors, 21; sophomores, 21; freshmen, 47; and special students, not candidates for a degree, 6. There were, also, 53 students in the Classical School, and 138 pupils in attendance at the Preparatory School. The degree of Bachelor of Science was conferred upon 19 graduates in June, 1899. Of these graduates, 10 had pursued the course in Civil Engineering and Mechanics, 4 the course in Chemistry, 2 the course in Electricity and 3 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.

SCHOOL REPORT.

Examinations at the College.

Examinations for admission will be held on the Friday and Saturday preceding commencement week, June 15th and 16th, 1900, beginning at 10 A. M., on Friday, in the registrar's office. Applicants may also be examined on Tuesday, September 18th, 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 2d, 1900. 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 made before the Thanksgiving recess.

Certificates.

From certain preparatory schools of established reputation, students are admitted without examination upon the Principal's certificate that they have completed the required amount of work and are prepared to enter college. Blanks for such certificates will be furnished upon application.

Advanced Standing.

Students may enter advanced classes either at the beginning of the College year or at other times, if they sustain a satisfactory examination both on the preliminary studies and on those already passed over by the class which they propose to enter. Full equivalents will be accepted.

Special Students.

In exceptional cases students properly prepared for admission to the Freshman Class may, by special vote of the Faculty, be permitted to pursue select branches of study. Such students are required to take examinations, all work in Composition and Elocution and Military Drill with the class with which they have studied.

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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	Hudson.....	6	Salem.....	1
Bergen.....	1	Hunterdon.....	1	Somerset.....	1
Burlington.....	3	Mercer.....	2	Sussex.....	1
Camden.....	2	Middlesex.....	2	Union.....	2
Cape May.....	1	Monmouth.....	2	Warren.....	1
Cumberland.....	1	Morris.....	2		
Essex.....	6	Ocean.....	1		40
Gloucester.....	1	Passaic.....	2		

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, in each year. If several candidates for appointment pass the examination from the same Assembly district, all who are suitably qualified shall receive appointment to such free scholarships, excess from certain Assembly districts being counterbalanced by vacancies in other Assembly districts, provided only that the entire number of appointees shall not exceed the entire number of free scholarships created by the State.

Letters of inquiry to the President, or to the Registrar, will receive careful attention.

REQUIREMENTS FOR ADMISSION.

The following are the subjects in which those who wish to enter the Freshman class of the Scientific Department are examined. Since all are such as can be acquired in our best common schools, it is insisted that the preparation in them shall be thorough and complete:

SCHOOL REPORT.

1. *Mathematics.*

ARITHMETIC.—Fundamental Operations ; Common and Decimal Fractions ; Denominate Numbers, including the Metric System ; Percentage, including Interest and Discount ; Proportion ; Square and Cube Root.

In preparing the student for this course, it is recommended that he be drilled thoroughly in Arithmetic, as a clear understanding of its simple elementary and practical principles is essential to a good Mathematician.

ALGEBRA, through Arithmetic, Geometric and Harmonic Progressions, or the first seventeen chapters of Bowser's College Algebra.

His preparation in Algebra should be *very thorough*. In addition to understanding the PRINCIPLES of the science he must fix them in his memory, and learn their bearing and utility, and for this reason he should pay great attention to the solution of practical examples. What is needed is ability to solve ordinary examples with facility and explain them thoroughly.

Attention is specially called to the solution of Simultaneous Quadratic Equations, and of Equations of Higher Degrees than the Second, which may be reduced to the quadratic form and then solved by the methods of solving quadratics.

The student should form the habit of arranging his work, whether on the blackboard or on paper, in a neat and orderly manner.

GEOMETRY.—The *whole* of Plane and Solid Geometry.

2. *English.*

ENGLISH GRAMMAR.—Including Spelling.

A short ENGLISH ESSAY is also required to be written at the examination, on some theme drawn from books announced in advance ; the essay to be correct in spelling, punctuation, division into paragraphs, grammar and expression. In June and September, 1900, the themes will be drawn from these books, which all students who apply for admission then should have read carefully : Dryden's *Palamon and Arcite* ; Pope's *Iliad*, Books 1, 6, 22 and 24 ; The *Sir Roger de Coverley Papers* in the *Spectator* ; Goldsmith's *Vicar of Wakefield* ; Scott's *Ivanhoe* ; Coleridge's *Ancient Mariner* ; De Quincey's *The Flight of a Tartar Tribe* ; Cooper's *Last of the Mohicans* ; Tennyson's *The Princess* ; Lowell's *Vision of Sir Launfal*.

The following books are set apart for examination upon subject-matter, form and structure, in 1900 : Shakespeare's *Macbeth* ; Milton's *Paradise Lost*, Books 1 and 2 ; Burke's *Speech on Conciliation with America* ; Macaulay's *Essays on Milton and Addison*.

3. *History of the United States.*

Candidates for admission are examined in the History of the United States, with special reference to the colonization of the several States, the forms of government which existed previous to the War for Independence, the causes and principal events of that war, the period of the Confederation, the establishment of the Federal Constitution, with the general history subsequent to that event.

Students often lack thorough or recent preparation in this subject. A more accurate knowledge of American History has become necessary as preliminary to the systematic instruction now given on the duties and relations of American citizenship.

4. *Science.*

PHYSICS.—Students are required to show satisfactory acquaintance with Wells' or Cooley's *Natural Philosophy*, or Peck's *Ganot's Physics*.

CHEMISTRY.—Such knowledge of chemistry as may be obtained from a thorough study of Remsen's, Cooley's or Steele's *Chemistry* complete. Remsen's *Elements of Chemistry* is recommended, because Remsen's text-books are used during the course.

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COURSES OF STUDY.

During the first year the studies of the full courses are the same, and are designed to furnish a suitable introduction to the pursuit of the higher branches in either course.

The elements of Agriculture, of Biology and of Botany are taught during the first, second and third terms respectively. Mathematics (Algebra, Trigonometry and Surveying), Draughting, English and French are taught throughout the year.

At the end of the first year students elect to pursue one of the full courses, and for the remaining three years their studies are directed with particular reference to the choice made. Some studies which go to the equipment of the intelligent citizen, whatever his occupation, such as History, English Literature, Political Economy, Practical Ethics, Astronomy and others, are interspersed throughout the entire four years, in order that the students may not only acquire a thorough preparation for their special pursuits in life, but may at the same time receive a liberal training which will fit them to discharge wisely and usefully the duties of good citizenship.

There are five distinct courses of study, each leading to the degree of Bachelor of Science:

- I. A COURSE IN AGRICULTURE.
- II. A COURSE IN CIVIL ENGINEERING AND MECHANICS.
- III. A COURSE IN CHEMISTRY.
- IV. A COURSE IN ELECTRICITY.
- V. A COURSE IN BIOLOGY.

EXTENSION DEPARTMENT.

In the general work of this department, three half-courses of six lectures each, and two half-courses of seven lectures each, have been given as follows: One half course each on the Eastern Question and Modern History, and three half-courses on the Victorian Poets. The total attendance at the 32 lectures was 735 persons, and the average attendance 525. The total attendance at the class-hours following each lecture was 303 persons, and the average attendance 230. Ordinary half course certificates were awarded to four persons, and an honor certificate to one person.

In special work, 18 lectures were given, at which the total attendance was 946 persons, and the average attendance 681. The total attendance at the class-hours was 600 persons, and the average attendance 425.

The work is conducted in accordance with the methods of "University Extension." A course of lecture studies consists of the following elements:

SCHOOL REPORT.

- (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 the full course, since a far better knowledge of the subject can thus be obtained. All courses consist of twelve lecture-studies, unless otherwise specified. For the season of 1899-1900, the following courses are offered, to which additions will be made later :

AGRICULTURE.

Scientific Agriculture (in three parts, 18)—By Professor Edward B. Voorhees, A.M.

Agricultural Botany (in two parts, 12)—By Professor Byron D. Halsted, Sc.D.

Economic Entomology (in two parts, 12)—By Professor John B. Smith, Sc.D.

Application of the Principles of Physics (6)—By Professor F. C. Van Dyck, Ph.D.

Construction of Roads, Bridges and Drains (6)—By Professor A. A. Titsworth, M.Sc., C.E.

THE FINE ARTS.

Greek, Hellenistic and Roman Art—By Professor Edgar S. Shumway, Ph.D.
Old Italian and Modern French Art (13)—By Professor John C. Van Dyke, L.H.D.

History of Architecture—By Professor A. D. F. Hamlin, Ph.D.

Introduction to Greek Scripture (6)—By Professor Edgar S. Shumway, Ph.D.

HISTORY AND SOCIAL SCIENCE.

The Formation and Establishment of the United States as a Nation—By Professor Edward L. Stevenson, Ph.D.

The Eastern Question—By Professor James F. Riggs, D.D.

Vital Forces in Modern History (6)—By Professor James F. Riggs, D.D.

The Protestant Reformation (6)—By Professor James F. Riggs, D.D.

The Spanish-American War (6)—By Rev. George Hubbard Payson, A.M.

Sociology—By Rev. George Hubbard Payson, A.M.

LITERATURE.

The Bible as Literature—By Professor James F. Riggs, D.D.

Some Representative Names in English Literature—By Professor A. V. Williams Jackson, Ph.D., L.H.D.

Shakespeare and the English Drama—By Professor A. V. Williams Jackson, Ph.D., L.H.D.

The Poets of Our Century—By Professor Louis Bevier, Jr., Ph.D.

Modern French Lyric Poetry (6)—By Edwin B. Davis, B.L.

The Greek Poets—By Professor Louis Bevier, Jr., Ph.D.

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PHILOSOPHY AND PEDAGOGY.

The World's Great Thinkers—By Professor Jacob Cooper, D.D., D.C.L.

Educational Epochs—By Professor Elliot R. Payson, Ph.D.

SCIENCE.

Astronomy—By Professor Robert W. Prentiss, M.Sc.

Botany—By Professor Byron D. Halsted, Sc.D.

Chemistry—By Professor William S. Meyers, M.Sc., F.C.S.

Electricity—By Professor F. C. Van Dyck, Ph.D.

Entomology—By Professor John B. Smith, Sc.D.

Mineralogy—By Professor A. H. Chester, E.M., Ph.D., Sc.D.

Physiology—By Professor Julius Nelson, Ph.D.

Zoology—By Professor Julius Nelson, Ph.D.

Courses consist of six lecture-studies each, unless otherwise arranged and include lectures, syllabus, class-hour, opportunity for written work, and examination.

The cost averages about twenty dollars a lecture-study, but courses requiring illustration with the lantern or by means of experiments are somewhat more expensive. Details will be given on application. This charge entitles a centre to the entire course and to seventy-five copies of the syllabus. No bill of extras will be rendered. If more than seventy-five copies of the syllabus are required they may be had at a low rate, generally ten cents a copy.

An examination is held at the close of each course, and those who complete a course of at least six lecture studies and pass a successful examination will receive certificates stating the work accomplished.

Pamphlets describing these courses more in detail and explaining methods of organization will be sent on application.

All inquiries should be addressed to Professor Louis Bevier, Jr., the Secretary of the Extension Department.

Forty-fifth Annual Report
OF THE
State Normal and Model Schools
AND
FARNUM PREPARATORY SCHOOL

For the Year Ending June 30th, 1899.

JAMES M. GREEN, Ph.D., Principal.

Principal's Report.

[Extract from the School Law of New Jersey.]

"There shall be a Normal School, or Seminary, for the training and education of teachers in the art of instructing and governing the common schools of this State, the object of which Normal School, or Seminary, shall be the training and education of its pupils in such branches of knowledge and such methods of teaching and governing as will qualify them for teachers of our common schools."

"Each county shall be entitled to at least six times as many pupils in the school as it has representatives in the Legislature; and in case any county is not fully represented, additional candidates may be admitted from other localities on sustaining the requisite examination; the applicants shall give on admission a written declaration signed with their own hands, that their object in seeking admission to the school is to qualify themselves for the employment of public school teachers, and that it is their intention to engage in that employment in this State for at least two years, or refund to the State the cost of their tuition."

"The board of trustees are authorized to maintain a Model School, under permanent teachers, in which the pupils of the Normal School shall have opportunity to observe and practice the modes of instruction and discipline inculcated in the Normal School, and in which pupils may be prepared for the Normal School."

The past year will stand on our records as one of the most successful in the history of our schools. The enrollment in the Normal School was 697, or 47 less than that of the preceding year. It will be remembered that in the scholastic year, beginning with September, 1897, the conditions were such that we received more students than we were able to accommodate with justice either to them or ourselves. Last year, by reason of the change in the time for entrance examinations, we were able to control this matter and keep the numbers such as we could care for in a more satisfactory manner. Hence, this lowering of the enrollment in the Normal was a sign of better fulfillment of our purposes, rather than a falling-off in the popularity of the school.

The enrollment in the Model School exceeded that of the preceding year by 30; and that of the Farnum was an increase of 15 over that of the past year.

The total annual enrollment was 1,455, or five more than that of last year. The Model enrollment was the highest in the history of the school.

The number of applicants for admission to the Normal School at the opening of each term is in excess of what we can receive, and we

have been obliged to base our selection of those to be admitted upon their relative qualifications. We have been able to receive all of the graduates of "approved" high schools, all who have been teachers, most of those who held first-grade county diplomas, and the best qualified of those who presented themselves for the examinations.

In a sense the entrance examinations have been competitive, inasmuch as only a sufficient number could be chosen from those who entered them to fill the quota. This natural raising of the standard has been decidedly beneficial to the interests of the school, as it has brought to us, as a whole, students much better fitted to take up truly professional work.

The number graduated from the Normal School, 273, was far in excess of that of any previous year, and all are engaged in teaching. Notwithstanding the size of the class, the average salary received was but \$0.94 per month less than that received by the class of '98.

The graduates of the Model and Farnum Schools were successful where they applied to enter higher institutions of learning. A goodly portion of them have entered the Normal.

The Bureau of Information has been of great service in aiding our graduates to secure appointments. While this bureau was designed directly to assist those who are in the work of teaching, it encourages those who would take up the work, as it makes more definite the plan of accomplishing the ends desired.

The plan of practice-teaching adopted last year was carried out with both the February and June classes. The State Department addressed a large number of the superintendents and boards of education, asking that they might send one or more of the students of the graduating class to them for observation and apprenticeship for a specified length of time. With but one or two exceptions, the responses were favorable, and we were able to so place the members of the class that they gained a valuable experience. In many cases the period of apprenticeship was followed by an invitation to a permanent appointment. While we have reason to highly appreciate the willing co-operation extended to us by so many of the districts of the State, it is yet a question whether it would not be a much wiser arrangement if we could have regularly-appointed teachers with whom these graduates could be placed. Doubtless one of the greatest advantages to be gained from this observation and apprenticeship is a close touch with the actual conditions to which the graduates of our schools will go as teachers, but at the same time that this advantage is being given, a much richer product can be secured if the teachers with whom they are placed understand how to bring out of them all that is capable of development in the time allotted. This power on the part of the teacher greatly increases with increased experience. There is good reason to suppose that experience will show that it would be better to have the teachers with whom these Normal apprentice teachers are to go regularly

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chosen by the State Board and the local boards in mutual action, and to have their local salaries supplemented by the State.

The post graduate work mentioned in our last report has taken the form, under your authority, of an extended course, the particulars of which are outlined under Course of Study. A number of students are taking this extended work, and doubtless many others will enter upon it when it becomes better known. It will be noticed that it affords liberal opportunities for electives, and thereby will enable any one to become sufficiently strong in her chosen branches to teach them in any grade below the college, even including the training school.

Our efficiency in this advanced work would be enhanced by greater library and seminar facilities. Our present library is serving a most excellent purpose, but the demands upon it are greater than it can easily meet. It would be an advantage to have two or three smaller rooms, the wall of which might be covered with bookshelves, and in which room seminar work in special topics could be conducted.

Our curriculum has hitherto contained those subjects which have been regarded as the established subjects of the public-school course. The time has come when we are called upon to consider the enlargement of this curriculum by including one or two new branches that have hitherto been considered specials, as, for instance, Commercial Law and Stenography.

A large number of the high-schools of the State are now adopting, or have adopted, commercial courses, and there is a demand for teachers who are capable of teaching stenography and commercial law in these courses. If we are to supply this demand, we must introduce these subjects in our course.

During the past ten years of our experience we have been teaching the kindergarten method, but owing to the age of our Model pupils, we have not had it in practice in its most elementary forms. For the past year we have had a class, the members of which were young enough to require the simplest gifts and occupations. This beginning kindergarten work is of very great value to us, as a number of our graduates will be called upon to teach in this grade. It would be to our advantage if we had several rooms where we could conduct classes of this grade, and thus furnish much greater opportunities for observation and practice.

Our music department is located in the mansion which we are renting. While this temporary arrangement has been wise and expedient, the time will come when we must take this department again under our own roof. It will be greatly to our advantage, if, in view of the above-mentioned increasing demands upon us, we could have an additional wing to our own school building.

The school is greatly to be congratulated on the purchase of the property adjoining our boarding-halls. The temporary arrangements for providing for a number of our boarders in the houses we are renting have been the best that could be made, and certainly have been

SCHOOL REPORT.

much better than allowing the students to board in town, but they are not as satisfactory as would be permanent arrangements. Many of the rooms in these rented houses are not well adapted as dormitories. Some of them are so large that it is necessary to place in them from four to six students; others are too small, and still others are in suites, rendering it necessary to pass through one to reach another.

The State of New Jersey can scarcely look upon renting houses, to accommodate its school, as other than a very temporary arrangement. It would be greatly to our advantage if we could have an additional wing to our boarding-halls, sufficiently large to accommodate the number who are in these rented houses.

The High-School Association, mentioned so favorably in our last report, still continues to be a very valuable influence in promoting our work. The subjects discussed in the meetings have been such as were of interest to all the secondary schools, and the discussion has resulted in making the standards much more uniform than they were, and the uniformity has tended up. This association is certainly one of the most potent educational influences of the commonwealth. We are now receiving annually a large number of high-school graduates in our school, and the time is not far distant when our standard of admission can be practically high-school graduation or its equivalent.

In closing this introductory part of the report I wish to acknowledge the continued, most intelligent and sympathetic support received by the school from your Honorable Body; also, the active co-operation and aid received from the many superintendents and principals throughout the State.

ATTENDANCE.

NORMAL.

	Males.	Females.	Total.
First quarter.....	67	553	620
Second quarter.....	66	540	606
Third quarter.....	56	517	573
Fourth quarter.....	55	518	573

Total number of different students enrolled during the year, 697; males, 78; females, 619.

MODEL.

	Males.	Females.	Total.
First quarter.....	247	320	567
Second quarter.....	243	317	560
Third quarter.....	248	302	550
Fourth quarter.....	237	274	511

Total number of students enrolled during the year, 606; males, 266; females, 340. The average attendance per quarter was 546; males, 244; females, 302.

FARNUM.

	Males.	Females.	Total.
First quarter.....	67	75	142
Second quarter.....	66	74	140
Third quarter.....	67	79	146
Fourth quarter.....	63	76	139

Total number of students enrolled during the year, 152: males, 71; females, 81.

STATE NORMAL AND MODEL SCHOOLS. 349

The Normal enrollment is less than that of last year by 40. The Model enrollment exceeds that of last year by 30, and the average attendance is 30 more than that of last year. The enrollment in the Farnum is 15 more than that of last year, making the total annual enrollment 1,455, or 5 more than that of last year.

GRADUATES.

The number of students graduated from the Normal School during the year was 273, of whom 35 were males. Six of these are taking post-graduate work in the Normal School; the others are all teaching.

The average monthly salary received by the class is \$40.66, being \$0.94 less than that received by the class of last year. The class of 1898 have raised their average salary from \$41.60 to \$43.83.

The slight decrease in the average salaries received was due to a larger number of the graduates taking positions in district schools where the amount paid was slightly less than in the graded schools, but this was in reality offset by the fact that the living in those places is also less. The fact that all of the graduates received appointments, and that we were still not able to supply the demands upon us, is indeed very encouraging.

The following table will be of interest, showing our representation in the different counties:

COUNTIES.	Number in Normal.	Number of graduates of N. J. Normal employed.	Number of Normal graduates including those from other States.	Number of graduates of 1898 employed.
Atlantic.....	24	36	82	7
Bergen.....	30	173	195	14
Burlington.....	43	47	58	17
Camden.....	20	25	30	7
Cape May.....	9	9	13	3
Cumberland.....	38	25	33	13
Essex.....	47	143	342	16
Gloucester.....	19	29	33	7
Hudson.....	39	67	77	12
Hunterdon.....	59	35	42	19
Mercer.....	80	88	97	24
Middlesex.....	49	64	70	21
Monmouth.....	61	112	142	26
Morris.....	42	56	85	15
Ocean.....	4	4	16	0
Passaic.....	11	61	96	5
Salem.....	23	15	27	1
Somerset.....	18	44	60	7
Sussex.....	8	8	19	1
Union.....	34	39	115	15
Warren.....	19	17	18	11

There were 21 students from other States.

SCHOOL REPORT.

The number of graduates of the Model School was 19; 7 males and 12 females. Of these, 6 entered the Normal School, 7 entered colleges, 1 is taking post graduate work, 1 is in business and 4 are at home.

The number graduated from the Farnum School was 21, of whom 12 have entered the Normal School.

Further particulars concerning the Farnum School will be found in the last part of this report.

Farnum Preparatory School.

JAMES B. DILKS, RESIDENT PRINCIPAL.

FOR YEAR ENDING AUGUST 31ST, 1899.

During the year the number of pupils was larger than that of several years previous, although the amount of money collected from tuition was smaller than the previous year. This is caused by the fact that the pupils are distributed among the various classes differently from the previous year, the amount of tuition for different classes varying.

There were in attendance 152 pupils, distributed as follows: High-school classes, 63; grammar-school classes, 54; primary classes, 35. The previous year there was a total of 137; high-school, 60; grammar-school, 54; primary, 23.

A class of 21 graduated in June, thirteen of whom, two gentlemen and eleven ladies, being under contract as pupil-teachers, entered the Normal School in September.

While the majority of the pupils of the school are received from the city of Beverly, yet a large part of the patronage is from the neighboring towns and villages. There were in the school during the year, pupils from twelve towns—from White Hill to Gloucester City—the number from each place being in inverse ratio to the public school advantages of said place. Many of these pupils enter the classes for teachers.

The annual appropriation from the State is used to pay the tuition charges of those pupils who enter this school with the intention of becoming teachers, and who sign a contract to enter the State Normal School upon finishing their course in Farnum. This appropriation will pay the tuition for 30 such pupils.

During the last year there were in attendance 31 of these pupils, distributed among the three classes of the high-school department.

The interest from the Endowment Fund amounted last year to \$1,225.39, an excess of all previous years.

The collection from tuition charges during the year amounted to \$2,883.56, somewhat below that of the previous year.

The salaries of the teachers and janitor have increased in amount since 1891 nearly \$1,100. One additional teacher has been added to the faculty in that time, and the salaries of certain others have been

raised. Last year an addition of \$245 was made in this way to the current expenses. The responsibility of keeping the expenses within the income devolves mainly upon the Resident Principal.

During the year the steam-heating plant was found to be somewhat defective in plan and inadequate to the demands. During the summer these defects were remedied and several radiators changed so that there is every reason to believe that the plant will meet the demands placed upon it. There are two boilers, either of which can be detached, and the plant operated with one alone. This is sufficient to heat the building in mild weather.

It was found, during the year, that the slate on the roof of the building was rotten and the roof beyond repair. During the past summer a new slate roof was put upon the building and the leaders were repaired.

The old maps of the school have been replaced by new maps in cases and more apparatus for the drawing room has been purchased.

The work of the year was satisfactory.

The social functions, during the year, added greatly to the interest of the pupils as well as developing that important factor in their education. General exercises were held every third week of the year, to which the patrons and friends were particularly invited.

The class-day and commencement exercises were both well attended and passed off with great credit to both pupils and teachers.

During the year Miss Kate S. Allen, the primary teacher, resigned and Miss Henrietta Behm was appointed to fill her place.

REPORT

OF THE

New Jersey School for Deaf-Mutes

1898-99.

JOHN P. WALKER, Superintendent.

(353)

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New Jersey School for Deaf-Mutes.

To Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—The number of pupils who have during the year just ended availed themselves of the advantages of our school has been 135, a number that has filled to its utmost capacity our sleeping, dining and school accommodations, and taxed in every way the facilities afforded. The congestion, indeed, has become so great that I would beg to urge, as prefatory to my report upon the care of these children, such buildings, in the near future, as shall fully provide for their needs. Our main building, the school and dormitory hall, has been made to do for two decades a work entirely foreign to the intent of its designers and builders, one for which it is almost as illy-adapted as a building could possibly be. It was originally but a makeshift for the purpose, the idea being to occupy it but temporarily and until proper facilities could be afforded. A lack of study-room, insufficient light, improper ventilation, antiquated and untoward arrangements of all kinds, make the work of educating the deaf an exceedingly difficult one, and it is to be most earnestly hoped that we may at an early day have an entirely new building, exactly adapted to our needs, and amply large to accommodate every deaf child of the State seeking an education.

COUNTIES REPRESENTED.

Our enrollment represented the following counties :

Atlantic.....	1
Bergen.....	2
Burlington	5
Camden	6
Cambridgerland	2
Essex.....	40
Gloucester.....	4
Hudson	26
Hunterdon	2
Mercer	18
Middlesex	6
Monmouth	7
Morris.....	4
Ocean	2
Passaic	11
Somerset	9
Union.....	3
Warren	4
Total.....	152

Of these 17 have completed their terms, or left from other cause, during the year.

In the instruction and care of these children the most modern methods have been employed, and, in all departments, zealous effort has been made to advance, in every way, their interests and welfare.

THE INTELLECTUAL DEPARTMENT.

The trend of opinion, among those engaged in the education of the deaf, has, of late years, been enormously towards the teaching of speech and to the training of pupils to that keen observation that shall enable them to understand the speech that is going on around them. Our school has taken a first place in this departure. Every child is being taught speech and speech-reading, and with results, in most cases, that are very encouraging. It has not been found possible to do away with gesture entirely, but the amount of it has been greatly restricted, and as a higher plane is gradually reached it will doubtless be possible to dispense to a still greater extent with it, and, indeed, perhaps, at some time, even disuse altogether what has heretofore been regarded, by the majority of those engaged in the work, as an indispensable requisite to it.

The children have been graded into three distinct departments—an *advanced*, a *secondary* and a *primary*, the first of these departments being subdivided into sections A, B and C; the second into D, E, F, G and H, and the third into I and J. In the advanced and primary departments the effort is being made to carry on the work by pure oral methods, and thus far with the most encouraging success. Much of the work in the intermediate department is also done by oral methods, but gesture is not wholly interdicted.

The extreme paucity of their language is a most evident and glaring defect in deaf children. This want supplied, the rest is easy; and so it is our constant aim to keep our charges in an atmosphere of correct English. Not only in their school-rooms, but in their chapel, their play-rooms, their work-rooms, at their meals and upon their playgrounds, they have, mingling with them, teachers, supervisors and other members of the household, persons of intelligence and refinement, who keep constantly before their eyes a flow of such language as is in every-day use among educated people. The presence of a large corps of attendants at all meals, and the placing of the evening study-hour in the hands of the superintendent and teachers, has been a valuable means to this end.

For school-room use experimental courses of study have been arranged, and these will be re-arranged from time to time until found exactly adapted to their needs.

NEW JERSEY SCHOOL FOR DEAF-MUTES. 357

INDUSTRIAL TRAINING.

There is no aim higher in the school for the deaf than to take the class from the ranks of the dependents and give it a foremost place among the wage-earning and self-supporting, and in no direction are we putting forth a greater effort than in that of giving every boy and girl a knowledge of some useful trade. The turning-out of printed matter, of shoes, of dresses, of wood-work, or of quantities of printed matter of any character is being made wholly secondary and subordinate to the inculcation in the child of how best and most quickly to do the work, and how to furnish a quality that will at once stamp the boy or girl as a workman of the highest order.

The printing office has been well nigh perfected in its appointments, and in conjunction with it there has been started a class in half-tone engraving, an art whose products have of late become so vastly popular with the masses, and one that promises as much in the way of remuneration as almost anything to which the deaf may turn their attention.

In shoemaking, hand-stitching, without which any finished knowledge of the trade would be quite impossible, has been taken up; and the sections in wood working and dressmaking have been materially augmented.

In addition to the industrial work already done, classes in kindergarten needlework and sloyd are contemplated, and if approved by the Educational Committee will be formed at an early day.

HEALTH.

Every care has been taken to make hygienic as well as home-like every part of the household. The cuisine has been made a matter of study, and, as at present provided, would seem to be one exactly suited to their requirements; the ventilation has been carefully watched; the sitting-rooms have been made pleasant and attractive; the floors, where bare, have been hard-surfaced; abundant reading material, adapted to their needs, has been provided; interesting and instructive games have been procured for them, and occasional reunions have been held to relieve the monotony of constant study and work, and that the end has been attained has been amply attested by the splendid health our children have enjoyed.

There have been few serious cases in our infirmary during the year, and no fatalities. A rigid physical examination has been made of each child, looking towards the correction of any defect; the condition of the vital organs has been carefully observed, and, to supplement these observations, communications have been addressed to parents asking if any particular weakness in any organ or tendency to

any disease exists. With the information we have derived from these examinations, and the responses we have received to our circulars, we have placed ourselves in the best possible position to meet and combat, in its incipency, any attack upon the health of the child.

THE GROUNDS.

The grounds, recently placed in charge of a skilled gardener, have received the most painstaking attention. All litter has been daily removed, the lawns sedulously nurtured and improved, the walks graded, the trees and plants kept free from destructive vermin, and the whole site receiving such attention as has made it a garden-spot, a matter of delight, not only to the children themselves, but to the city as well, of which it is a part. Much is due to environment, as much almost, perhaps, to the *things* as to the *persons* about us, and these surroundings cannot fail to have their effect upon our children.

Of the zeal and faithfulness of those having the immediate charge of our children too much cannot be said. It is to their untiring labors, seconded by the affectionate obedience and earnest co-operation of their charges, that the progression noted is due, and in the conscientious fulfillment of these reciprocal obligations, we find the highest promise for the future of the work.

Respectfully submitted,

JOHN P. WALKER,
Superintendent.

REPORT

OF THE

Teachers' Retirement Fund

1898-99.

(859)

Annual Report of the Teachers' Retirement Fund for the Year Ending June 30th, 1899.

To the Honorable the State Board of Education of New Jersey :

GENTLEMEN—In accordance with the provisions of Chapter 178, P. L. of 1899, approved March 24th, 1899, the Board of Trustees of the Teachers' Retirement Fund begs leave to submit the following report for the fiscal year ending June 30th, 1899 :

TREASURER'S REPORT.

STATE TREASURER'S OFFICE,
TRENTON, N. J., July 15th, 1899. }

S. E. Manness, Secretary, Camden, N. J. :

DEAR SIR—The following is the annual statement of receipts and disbursements of the Teachers' Retirement Fund, from September 1st, 1898, to June 30th, 1899 :

Receipts.

Balance in banks September, 1st 1898.....	\$24,250 00
Received from members to June 30th, 1899.....	12,936 93
Interest on deposits to December 31st, 1898.....	346 60
	<hr/>
	\$37,533 53

Disbursements.

Expenses to June 30th, 1899.....	\$1,249 44
Annuities paid to June 30th, 1899.....	2,058 85
Amount paid for eight bonds, \$1,000 each, School District No. 48, Atlantic county, 5 per cent.....	8,000 00
Accrued interest on above bonds.....	99 30
Balance in banks June 30th, 1899.....	26,125 94
	<hr/>
	\$37,533 53

Of the above balance the following amounts are drawing 3 per cent. interest :

National State Bank, Camden, N. J.....	\$8,784 94
Camden Safe Deposit and Trust Co., Camden, N. J.....	5,060 00
Security Savings Bank, Newark, N. J.....	5,163 98
	<hr/>
	\$19,008 92

Total amount of annuities paid to June 30th, 1899, since creation of Fund.....	\$2,937 86
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SCHOOL REPORT.

There are at present 2,378 names on the registry.

Checks for the following amounts have been drawn since June 30th, 1899 (on warrants of that date) :

Annuities.....	\$1,337 07
Expenses.....	53 65
	<hr/>
	\$1,390 72

Yours respectfully,

GEO. B. SWAIN,
State Treasurer.

SECRETARY'S REPORT.

The several items of expense, as indicated in the report of the Treasurer, are as follows:

Salaries, Treasurer's office.....	\$1,100 00
Postage and revenue stamps, Treasurer's office.....	33 50
Books and stationery, " ".....	49 55
Postage, telegraph, telephone, expressage and traveling expenses, Secretary's office.....	47 39
Typewriting, Secretary's office.....	5 85
Books and stationery, Secretary's office.....	28 25
Medical examination of applicants for annuities, 9 examinations, at \$2.00.....	18 00
Traveling expenses of Trustees.....	20 55
	<hr/>
Total.....	\$1,303 09

The several annuitants, with the amounts paid them prior to the fiscal year, during the same, subsequent thereto, and the total amounts received by them, are herewith shown :

NAME.	Amount paid prior to Sept. 1st, 1898.	Sept. 1st, 1898, to June 30th, 1899.	Since June 30th, 1899.	Total.
Joseph P. Leighton.....	\$144 37	\$185 61	\$61 87	\$391 85
Jacob Moench.....	61 87	33 26	Deceased.	95 13
Almira Walker.....	144 37	185 61	61 87	391 85
Abby M. Munn.....	216 56	278 43	92 81	587 80
Helen F. Hall.....	61 87	185 61	61 87	309 35
Phoebe Hancock.....	123 75	371 25	123 75	618 75
Phoebe Brigham.....	126 22	378 66	126 22	631 10
Imogene Colvin.....	.....	231 66	77 22	308 88
Sarah J. Reynolds.....	.....	66 45	66 45	132 90
Clara Bonham.....	.....	61 87	61 87	123 74
Henlen S. Donkersley.....	.....	80 44	80 44	160 88
Thaner Snover.....	.....	.....	61 87	61 87
Anna Marshall.....	.....	.....	61 87	61 87
Jennie T. Hutchinson.....	.....	.....	61 87	61 87
Louise Chedister.....	.....	.....	77 22	77 22
James T. Corkery.....	.....	.....	74 25	74 25
Sallie T. Brown.....	.....	.....	92 81	92 81
M. Jennie Wood.....	.....	.....	92 81	92 81
	<hr/>	<hr/>	<hr/>	<hr/>
	\$879 01	\$2,058 85	\$1,337 07	\$4,274 93

Grand total of annuities paid..... \$4,274 93

TEACHERS' RETIREMENT FUND.

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ANNUITANTS TO DATE.

NAME.	PLACE.	Retired.	Annuity Per Year.	Commencing.
1. Joseph P. Leighton.....	Parker, Morris Co.	Dec. 3, '97	\$250 00	Dec. 1, '97
2. Almira Walker.....	City of Orange.....	Dec. 3, '97	250 00	Dec. 1, '97
3. Abby Munn.....	Montclair.....	Dec. 3, '97	375 00	Dec. 1, '97
4. Jacob Moench, (died May 19, 1898.....	Carlstadt, Bergen County.....	Dec. 3, '97	250 00	Jan. 1, '98
5. Helen F. Hall.....	Shiloh, Cumb. Co.	Dec. 3, '97	250 00	Apr. 1, '98
6. Phoebe Hancock.....	Newark.....	Jan. 7, '98	500 00	Apr. 1, '98
7. Phoebe Brigham.....	Jersey City.....	Jan. 7, '98	510 00	Apr. 1, '98
8. Imogene Colvin.....	Jersey City.....	May 13, '98	312 00	July 1, '98
9. Sarah J. Reynolds.....	Paterson.....	Nov. 5, '98	268 50	Jan. 1, '99
10. Clara Bonham.....	Cherryville, Hun- terdon Co.....	Nov. 5, '98	250 00	Jan. 1, '99
11. Helen S. Donkersley....	Paterson.....	Nov. 5, '98	325 00	Jan. 1, '99
12. Thaner Snover	Stillwater, Sussex County.....	Feb. 4, '99	250 00	Apr. 1, '99
13. Anna Marshall.....	Millville, Cumber- land Co.....	Feb. 4, '99	250 00	Apr. 1, '99
14. Louis Chedister.....	Newark.....	Mar. 3, '99	400 00	Apr. 1, '99
15. Sallie T. Brown.....	Camden.....	Mar. 22, '99	375 00	Apr. 1, '99
16. M. Jennie Wood.....	Camden.....	Mar. 22, '99	375 00	Apr. 1, '99
17. James Corkery.....	Forked River, Ocean Co.....	Mar. 22, '99	250 00	Apr. 1, '99
18. Jennie T. Hutchinson...	Trenton.....	Mar. 22, '99	250 00	Apr. 1, '99
Total amount of annuities granted (yearly payment)..			\$5,690 50	
Decreased by death.....			250 00	
			\$5,440 50	

CASES PENDING.

The following applications for annuities have been presented to the Board of Trustees, read and referred to sub committees for further investigation and report :

NAME.	ADDRESS.	Presented to Board.	Amount of Annuity.
1. Esther J. Crosby.....	Newark, Essex Co.....	Feb. 4, 1899	\$500 00
2. Annie T. Atkinson...	Paterson, Passaic Co.....	Feb. 4, 1899	250 00
3. E. Jennie Wortman..	Richwood, Gloucester Co...	Sept. 22, 1899	315 00
4. Harriet J. Strang.....	Liberty Corners, Somerset.	Sept. 22, 1899	250 00
5. Hattie M. Ayres.....	Shiloh, Cumberland Co.....	Sept. 22, 1899	250 00
6. R. Martin Creed.....	Palmyra, Burlington Co...	Sept. 22, 1899	250 00
7. Janet T. Wright.....	Trenton, Mercer Co.....	Sept. 22, 1899	250 00
8. Sarah E. Ayars.....	Alloway, Salem Co.....	Sept. 22, 1899	250 00
9. Anna R. Burr.....	Mt. Holly, Burlington Co..	Sept. 22, 1899	250 00
10. Hattie F. Hoffman...	Atlantic City, Atlantic Co.	Sept. 22, 1899	250 00
11. Ella Hazard.....	Rahway, Union Co.....	Sept. 22, 1899	250 00
12. Samantha Wheeler..	Bloomfield Essex Co.....	Sept. 22, 1899	300 00
13. Hannah A. Collins..	Cape May C. H., C. M. Co..	Sept. 22, 1899	250 00
			\$3,610 00

SCHOOL REPORT.

House Bill No. 181, known as the Teachers' Retirement Fund Bill, became a law by executive approval, March 24th, 1899, and is included in the Pamphlet Laws of 1899 as chapter 178. It provides that all persons now teaching may become members of the fund by filing with the Secretary of the Board of Trustees an application duly signed, and a copy of the same with the local board of education, by whom employed.

BOARD OF TRUSTEES OF TEACHERS' RETIREMENT FUND.

CHARLES J. BAXTER.....	State Superintendent of Public Instruction.
OTTO CROUSE.....	Member of State Board of Education.
SILAS R. MORSE.....	Member of State Board of Education.
GEORGE W. HOWELL.....	Member of State Board of Education.
ELIZABETH A. ALLEN.....	Appointed by President N. J. S. T. A.
GORGIA B. CRATER.....	Appointed by President N. J. S. T. A.
S. E. MANNESS.....	Appointed by President N. J. S. T. A.

Respectfully submitted,

C. J. BAXTER, *President*,
Trenton, N. J.

S. E. MANNESS, *Secretary*,
Camden, N. J.

Dated this 28th day of September, 1899.

REPORTS

ON

Manual and Industrial Training

FOR THE

STATE OF NEW JERSEY.

1898-1899.

(365)

Report of the Manual Training and Industrial School Located at Bordentown.

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, located in Bordentown, N. J., for the school year ending June 1st, 1899.

The institution has developed steadily in all departments, a fact most encouraging to the school authorities and to patrons.

In the month of April State Superintendent Charles J. Baxter and the Superintendent for Burlington county, Herman A. Stees, visited the school and examined the students in all classes. These officials expressed themselves as pleased with the thoroughness of the instruction which these examinations showed.

The total number of students enrolled is 124 (male, 59 ; female, 65), and are classified as follows :

Fourth year	{ First Division.....	6
	{ Second Division.....	20
Third year.....		15
Second year.....		24
First year.....		31
Sub-literary.....		26
Industrial Department (special).....		2

The increase in the number of students over the previous year is eight, and this small gain is due to the fact that we cannot receive a larger number with our present facilities for accommodation.

The corps of teachers in the different departments is as follows :

James M. Gregory, A.M., principal.

Mrs. Fannie E. Gregory, matron, and instructor in physiology, botany and domestic economy.

Miss Susie A. W. Payton, instructor in English grammar, history, drawing and penmanship.

Miss Mary Felts, instructor in mathematics and cookery.

Mrs. Jennie E. Johnson, instructor in vocal and instrumental music.

Miss Lucy I. Manning, instructor in plain sewing and dress-making.

Miss Sara L. Morgan, geography, composition, bookkeeping and typewriting.

SCHOOL REPORT.

Charles H. Fennimore, instructor in carpentry.

During the year a course of lectures on civics and current topics has been conducted by the principal with satisfactory results.

Arbor Day was appropriately observed on the 28th of April, 1899, by the Baxter Bird Club, organized on Arbor Day of the previous year. The students assembled in the chapel at 2 o'clock, and the president of the club, Miss Charlotte Harris, delivered the opening address.

After singing the opening piece, "Springtime is here," an essay was read by Miss Lottie Johnson, of the fourth-year class, entitled "Flowers," followed by singing by the school, "Arbor Day, Glad Arbor Day."

Miss Annie Bee, of the third-year class, then read a carefully-prepared essay on the "Advantage of Birds." Miss May Augusta next rendered a recitation entitled "Woodman Spare that Tree."

Franklin Jones read a paper, in which he spoke of the different varieties of birds, and Miss Anita M. Anderson read an essay on "Cruelty to Birds." The exercises were then concluded with singing by the school, "Guard the Flag," after which the students adjourned to the campus where the class of '99 planted their class tree and listened to remarks made by the principal, the matron, Mrs. F. E. Gregory and the two assistant teachers, Miss S. A. W. Payton and Miss Mary Felts.

The second annual commencement was held on the school campus June 1st, 1899. Six students were graduated. Addresses to the class were made by Hon. Charles J. Baxter, Rev. F. J. Grimke and Bishop Abram Grant.

The programme was as follows :

Music.....	March
Invocation.....	
Chorus.....	By the School
Oration—"Great Men".....	Isaac S. Bayard, Moorestown, N. J.
Oration—"Opportunities".....	Ethel R. Morgan, Bordentown, N. J.
Oration—"True Womanhood".....	Clara E. Young, Easton, Md.
Music.....	Ironsides Musical Club
Recitation—"The Maiden Martyr".....	Mary Augusta, Easton, Md.
Essay—"Dressmaking, a Profitable Employment".....	
	Mary Fisher, Trenton, N. J.
Essay—"A Knowledge of Scientific and Hygienic Cookery a Necessity.....	
	Della Shauter, Rochester, N. Y.
Music.....	Ironsides Musical Club
Presentation of Diplomas.....	
	By Hon. Charles J. Baxter, State Superintendent and President of the Board of Trustees.
Award of Prizes.....	
	By J. M. Gregory, Principal.
Music.....	By the School
Address to the Class.....	By Rev. F. J. Grimke, D.D., Washinton, D. C.
Address.....	By Bishop Abram Grant
Music.....	
Benediction.....	

MANUAL AND INDUSTRIAL TRAINING. 369

Superintendent Baxter in presenting diplomas to the class spoke of the friendly attitude of the State toward the school, and the same spirit was manifested in the letter of regret from Governor Voorhees read by Principal Gregory.

The prizes offered were awarded by Principal Gregory as follows:

The Johnson Prize of \$5 in gold, offered by Dr. H. T. Johnson, of Camden, N. J., to the student of the graduating class in the Literary Department excelling in oratory, was awarded to Clara Eliza Young, of Easton, Md.

The Shipp's Scholarship Prize, a silver medal, offered by Dr. William H. Shipp, of Bordentown, N. J., to the student attaining the highest standard in scholarship during the year, was awarded to Ethel Rebecca Morgan, of Bordentown, N. J.

The prize of a picture of Admiral Dewey in bas-relief, offered by Miss Mary Felts to the student of the fourth year making the highest standing in mathematics for the year, was awarded to John F. Jones, of Woodstown, N. J.

The prize of a gold pen, offered by Miss S. A. W. Payton to the student making the greatest improvement in penmanship, was awarded to Charlotte Harris, of Othello, N. J.

The prize of a book, entitled "Stories of Persons and Places in America," by Helen Amelia Smith, offered by Miss Sara L. Morgan to the student of the Sub-literary Department making the greatest progress in the study of United States History, was awarded to James Hutt, of Trenton, N. J.

The prize of a sewing-outfit, offered by Miss Lucy I. Manning to the student making the greatest improvement in dressmaking, was awarded to Mary Fisher, of Trenton, N. J.

The prize of \$2, offered by the Principal to the girl making the greatest progress in plain sewing during the year, was awarded to Annie Bee, of Staunton, Va.

In the Industrial Department the various branches have been taught very effectively, as was seen in the creditable exhibits in dressmaking, cookery, carpentry and agriculture on commencement day. It is the aim of the instructors to instill into the minds of the students the idea of work and industry as the foundation of success in life.

Two new departments, the English and the Normal, will go into operation at the beginning of the school-year 1899. Recognizing the vast importance for the students of a thorough training in English, it will be given a prominent place throughout all the courses.

During the year the school has purchased, by voluntary contributions, an iron safe, costing \$120; a bell, \$185, and a lawn-mower, \$100.

The general health of the students has been good. During the epidemic of the grip throughout the country, in the fall and winter,

SCHOOL REPORT.

there were a number of cases of sickness among the students, but no case resulting seriously.

As the school has advanced in scholarship it has steadily improved in discipline. We are endeavoring to strictly enforce the rule requiring the students who come to us to be recommended by responsible persons. It is not the policy of the school to retain pupils who are not faithful in their work as students and who are not amenable to a reasonable discipline.

It is desirable that as soon as possible a permanent location for the school should be secured. The Ironsides property, where the school is now being conducted, is in many respects the best suited for our purposes. If the property is secured it will be necessary, in the coming year, to construct a suitable building in order that the school may have increased facilities for the accommodation and instruction of students.

TREASURER'S REPORT.

To Hon. Chas. J. Baxter, State Superintendent of Public Instruction :

Showing the receipts and disbursements of the Manual Training and Industrial School, at Bordentown, N. J., for the year ending August 31st, 1899.

Receipts.

From G. B. Swain, State Treasurer.....	\$5,000 00
From James M. Gregory, Principal.....	472 53
From two notes discounted by Bordentown Banking Co.....	1,174 00
Total.....	\$6,646 53

Disbursements.

Balance due treasury last settlement.....	\$4 37
Salaries	3,112 36
Furniture	89 90
Fuel	651 87
Lumber and hardware	171 41
Printing and advertising.....	59 45
Experimental cooking and laundry supplies.....	161 79
Heater, plumbing and materials	250 07
Farmer's salary, stock, &c.....	382 37
Medical attendance and medicine.....	150 00
Books and stationery.....	215 09
Oil and supplies.....	81 83
Rent due.....	518 00
Notes paid Bordentown Bank	525 00
Incidentals	75 33
Amount to balance.....	197 69
Total.....	\$6,646 53

Respectfully submitted,

ROBT. H. ALLAN,
Treasurer.

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ASBURY PARK.

FRED. S. SHEPHERD, SUPERINTENDENT.

To Hon. Charles J. Baxter, State Superintendent :

DEAR SIR—The manual training work for the eighth and ninth grades and the three high-school classes is conducted in a workshop specially provided and equipped for the work.

The room is 24 feet by 36 feet and is furnished with fifteen single cabinet benches 2 feet by 5 feet, each provided with eight lockers for the use of individual pupils. The room is beautifully finished with hard-wood floor and wainscoting, with embossed steel walls and ceilings. It is lighted by eight large windows fitted with good shades, and is well ventilated, also easy of access from the main-entrance corridor.

Each bench is provided with shelves, hooks, racks, etc., at one end, suitable for the convenient disposition of the equipment of tools for each bench, namely: jack plane, block plane, back-saw, cross-cut saw, rip saw, three chisels, screw-driver, sloyd knife, hammer, mallet, try-square, bevel, brace and fine bits, ruler, nail set, steel dividers, marking gauge, bench brush and clothes brush.

Besides these there are special tools in sufficient numbers to accommodate the class—scroll-saw, combination planes, grindstone, oil stones, steel oilers, assorted bits, steel letters and figures, mortise gauges, iron miter-box, vise, clamps, level, tape lines, large squares, yard sticks, hatchet, counter sinks, spoke shaves, files, rasps, etc., etc.

Besides the pupils' benches the room contains recitation seats placed conveniently before a fully-equipped bench used solely by the instructor.

We also purchased, at the close of the year, thirty trays for the knife-work to be done in the lower grades. It is designed to have these placed in a rack across one end of the workshop from which they can be conveniently distributed, two to each cabinet-bench. By using the workshop for these classes time can be saved in handling material, littering of the regular class-rooms with chips is avoided, the tools already on the benches may be used as special tools when desired, and the boys are also enabled to work in an atmosphere of such work as should tend to promote the best progress.

The work outlined for the various classes is as follows :

SCHOOL REPORT.

EIGHTH GRADE.

Have study of tools as to name, structure and use, with preliminary exercises with each.

Make three lap joints. Have each boy make a bench-hook and at least one finished article involving the use of scroll-saw, as pen rack, bracket or easel.

Give talks on structure and growth of trees, sawing and seasoning, characteristics of different kinds of wood used for practice.

NINTH GRADE.

Have review of structure and use of tools with exercises. Make three mortise-joints. Have each boy make a small bench and at least two articles involving the use of scroll-saw or miter-box, as mitered picture frame, sawed frame, letter rack, match safe or pencil rack.

FIRST YEAR—HIGH-SCHOOL.

Give review of structure and use of tools with exercises. Make three dovetail joints. Each boy is to make a box, T square, triangles, and drawing board, and at least one article involving the use of scroll saw, miter-box or combination planes, as making and mitering molding for picture frame, key board, book rack or knife tray.

SECOND YEAR—HIGH-SCHOOL.

Review the structure and use of tools with exercises. Make table leg joint, and give elementary exercises on turning table.

Have each boy make a rolling-pin, miniature table, and at least two articles involving the use of scroll-saw, miter-box, combination planes or turning lathe, as towel-rack, test-tube rack, simple vase-form napkin-ring, miniature ladder or step ladder.

THIRD YEAR—HIGH SCHOOL.

Introduce chip carving—Study carving tools as to name and use with preliminary exercises. Teach use of oils, stains and shellac in finishing wood.

Have each boy plane, construct, decorate with chip-carving, and finish a hinged book-rack, and at least one other finished article, as sawed picture frame with chip-carving, mitered picture frame with chip-carving, stool, tray, keyboard or plate rack.

The work of this year should compare favorably with the finished products of trade.

The work has been carried out according to the outline as a whole, with such changes and omissions as were made necessary by existing conditions. The limited time given to the subject made it impossible to make all the models planned for each year, and in a few cases other models were substituted that the boys might make something for use in the other departments of the school, for example, test tube-holders, and one other piece of apparatus for the laboratory, peg boards for kindergarten, and "corners" for still-life sketching in drawing-room.

The pupils of the first and second years of the high-school worked together, owing to the lack of facilities for doing the lathe work.

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With regard to the general conditions of the manual training in our schools I think I can safely say that it has been most favorably received by the patrons of the school, and enthusiastically taken up by the boys. And the eagerness with which the girls are looking forward to their department of manual training work is certainly an indication that they regard it as a most pleasant and profitable addition to their curriculum.

COURSE OF STUDY IN DRAWING.

First Year—Drawing.

Give no formal work of any kind. Make the work largely a review and amplification of the kindergarten work, continuing the occupations—clay modeling, weaving, stick and tablet laying, sewing, paper folding, cutting and pasting.

Begin pencil practice, drawing lines in various directions and giving attention to position of hand and pencil.

Begin work in nature drawing of leaves, berries, acorns, etc. And in this connection bring in the first color lessons with leaves, flowers, fruits, shells, berries, etc.

Teach idea of surface, edge and corner.

Teach locations—right, left, front, back, above, below, upper right, lower right, upper left, lower left, center—as applied to surfaces, edges and corners of paper, desk, room, book, etc.

In connection with paper folding, teach terms of position—vertical, horizontal, oblique—of relation parallel. Teach diameter and diagonal of square and oblong.

Second Year—Drawing.

Make the work of this year essentially the same in character as the work of the first year. Also introduce the simple type-forms—sphere, hemisphere, cylinder and cube—and use them as a basis for the clay modeling. Through the analysis of these type-forms lead up to the study and analysis of the plane figures—circle, square and semicircle, also of horizontal, vertical, oblique, parallel and perpendicular lines. Have these illustrated in free-hand pencil movements and with ruler. Use them also as a basis for the stick and tablet-laying, paper-folding, cutting and pasting.

The ruler is to be used in this year as a straight-edge, also as a measuring device for distances of one inch and one-half inch. Dictate simple straight line borders to be drawn with rulers.

Review surface, edge, corner. Teach curved surface as in sphere, hemisphere, and cylinder, and plane surfaces, as circle, square, semicircle.

Review diameter and diagonal of square and oblong.

Teach diameter of circle. Teach straight and curved edges.

Review terms of location.

Continue the nature-drawing and color lessons. In the color study show the spectrum by using glass prism, reflection of sunlight on water, etc. Name the six principal colors. Endeavor to develop in the children an appreciation and love of the colors in nature, and encourage them to bring flowers, shells, leaves, etc. Also talk about colors of birds, butterflies, clouds, sky, ocean, etc. Encourage oral descriptions of pretty colors seen out of doors. Also use colored tablets for study in arrangement. In arrangement of tablets teach simple repetition and alternation of both form and position.

Make an important part of this year's work the free expression of the appearance of the simple type-forms and objects based on the sphere, apple, cherries; cylinder, pail, cup, cuff, hemisphere, bowl, half of apple, etc.

SCHOOL REPORT.

Third Year—Drawing.

Review the type-forms of second year and introduce the square prism, square plinth, circular plinth, right triangular prism and equilateral triangular prism.

Continue the free expression of the appearance of the type-forms and objects based upon them. Also give considerable attention to the free-movement pencil exercises.

From the analysis of these forms study the plane figures—oblong, right triangle and equilateral triangle. Use these forms together with the forms learned the preceding year, in simple designs both in stick and tablet-laying and drawing. Introduce some original design-work, review the principles of repetition, and teach contrast and variety. Give paper-folding for cutting of units of design for work in decoration. Also cut units of design not from folds, but from drawings on cardboard made with ruler.

Continue use of ruler as straight-edge and measuring device. Review the distances of inch and one half-inch, and teach one-fourth of an inch. Dictate simple straight-line borders for practice with ruler.

Measure and draw with rulers the shapes of simple objects having no appreciable thickness. Preferably use tablets of fair size prepared by teacher, as oblongs of various proportions, squares, triangles, crosses, etc.

Review surface, edge, corner, also terms of location, position and relation. Teach dimensions—length and breadth, also teach bisect and quadrisect.

Develop and drill upon both oral and written definition of horizontal, vertical, oblique and parallel lines.

Continue the nature-drawing and color-study.

Review the six positive colors taught in the second year, and give the idea of a "hue" with a few common illustrations, also the idea of "tints" and "shades" with a few simple illustrations.

Continue the drawing of leaves, buds, twigs and berries, giving especial attention to texture and accenting shadow-side. Also continue the clay-modeling, using the type-forms and nature-study for a basis, modeling apple, potato, tomato, etc. Also simple leaf-forms in relief.

Fourth Year—Drawing.

Review the type forms of preceding years and introduce the prolate spheroid, oblate spheroid and ovoid.

Analyze these new forms as in preceding years and use the resulting plane figures, ellipse and oval, together with already familiar plane figures in simple decorative designs.

Review the principle of repetition, alternation, contrast and variety in their application to border designs, and introduce the rosette form, using geometric and leaf forms as units. Draw and cut out of card-board the units to be used in design using rulers, compasses and tracing-paper where necessary. Mark around them in making up the designs.

Continue the free movement exercises in pencil practice, especially on ellipses and circles. Continue the free expression of the appearance of the type forms and objects based on them. Spending considerable time on it. Give much attention to the nature-drawing, sketching not only the simple leaves, berries, twigs and buds, but also a very few simple flowers, as the daisy and buttercup. Work particularly for the texture.

Continue the modeling with special attention to the modeling in relief of natural forms.

Review all previous work in color and give very elementary lessons on the idea of harmony.

Review all previously-taught distances and teach one-eighth of an inch on the ruler, and large distances as foot and yard. Apply these in the measuring and drawing of shapes of maps, black-boards, school-room, etc. Introduce simple exercises in scale drawing in this connection.

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Review surface, edge and corner, also terms of location, position and relation. Review dimensions—length and breadth. Review bisect and quadrisect, and teach trisect.

Review definitions of horizontal, vertical, oblique and parallel lines, and develop and drill upon oral and written definitions of angle, right, obtuse and acute angles and perpendicular lines.

Fifth Year—Drawing.

Review all type-forms previously taught and introduce cone, square pyramid and hexagonal prism.

Devote a large proportion of time to the free expression of the appearance of the type-forms and objects based upon them, also the nature-drawing as in preceding years.

Continue the work in color with a review of previous years, and with written papers descriptive of scenes beautiful, because of their color-effects.

Make the work in decoration a continuation of the work of fourth year, teaching symmetry and adding a few Egyptian units of design. Give simple work on Egyptian art with written compositions and illustrations.

Review parts—surface, edge, corner, and terms of location, position and relation. Also dimensions and divisions.

Teach axis and apex of cone and square pyramid.

Review all definitions of third and fourth years, and develop and drill upon formal definitions of circle, circumference, arc, diameter, radius, rectangle, oblong, square and hexagon.

Teach two geometric problems:

1. To bisect a given straight line.
2. To construct a regular hexagon in a circle.

Review all previously-taught distances, and continue work with simple scale-drawing. Measure, reduce to scale and draw outline of a fence, gate, paneled door or window-sash and panes of glass.

Teach mechanical development of cube, square plinth and square prism, and construct them from cardboard. Also make practical applications of these as boxes of various proportions, with covers of various kinds, hinged, sliding and removable.

Do all constructive work with drawing-board, T-square, triangles, thumb-tacks, compasses and rule.

Sixth Year—Drawing.

Review all type forms previously taught and introduce the vase form.

Spend a large proportion of time on freehand representation of the type-forms and objects based on them singly and in groups of two, also on the sketching of leaves, berries, flowers, etc., from nature. Much of the nature representation is to be done with water-colors.

Teach conventionalization and apply principles of repetition, alternation of position and form, contrast, variety and symmetry in radial and border designs and surface decorations, using varied geometric, plant and historic forms as units. Give simple work on elements of Greek ornament, with written compositions and illustrations.

Review surface, edge, corner, axis and apex.

Review terms of location, position and relation. Also dimensions and divisions.

Review all definitions of third, fourth and fifth years, and develop and drill upon formal definitions of triangle, right, obtuse and acute triangles, equilateral, isosceles and scalene triangles.

Review all previously-taught distances and continue the measuring and drawing to a simple scale. Apply this to more complicated surface forms than in fifth year.

Review geometric problems of fifth year and teach :

1. To bisect a given angle.
2. To construct an angle equal to a given angle.
3. To construct equilateral, isosceles and scalene triangles whose sides are given.

Teach mechanical development of right triangular prism, equilateral triangular prism, and hexagonal prism, and construct them from cardboard. Apply these in construction of simple triangular and hexagonal boxes and a bank in the form of a miniature house.

Do all constructive work with instruments.

Seventh Year—Drawing.

Review all the type-forms previously taught, and spend a large proportion of time on freehand representation. Arrange these in groups of two and three and teach elementary ideas of composition and grouping.

Continue the drawing from nature, paying especial attention to the texture of the objects represented. Continue the water-color representation of natural objects.

In the work in decoration review all principles previously taught with application in radial and border designs and surface decorations, using varied geometric, conventional plant and historic forms as units. Give simple work on elements of Roman art with historic stories to show its relation to Greek art. Have written compositions and illustrations.

Review surface, edge and corner, axis and apex. Review terms of location, position and relation. Also dimensions and divisions.

Review definitions of preceding grades, and develop and drill upon definitions of polygon, pentagon, heptagon, octagon, nonagon and decagon.

Review distances, and continue measuring and drawing to a simple scale. Apply this to more complicated surface-forms than in previous years. (Preferably large charts and diagrams prepared by teacher, children to measure, reduce to scale and reproduce). Give special attention to arrangement of work on sheets, planning for well-proportioned margins.

Review all geometric problems of preceding grades and teach :

1. To divide a straight line into any number of equal parts.
2. To construct a regular pentagon in a circle.
3. To construct a regular heptagon in a circle.
4. To construct a regular octagon in a circle.

Teach mechanical development of cylinder, circular plinth and cone, with applications to boxes, cups, pails, etc. Construct these from cardboard. In all constructive work use instruments.

Eighth Year—Drawing.

Review all type-forms previously taught and spend a large proportion of time to freehand representation, as in seventh year, with much attention given to composition and grouping. Continue nature-drawing, grouping the natural objects and giving attention especially to the character of lines necessary to express their texture. Continue the use of water-colors in nature representation.

Make the work in decoration a review of all principles as in seventh year, also use trefoil and quatrefoil as enclosing forms. Give simple work on elements of Saracenic and Gothic art, with historic stories to show development and relation between Egyptian, Greek, Roman, Saracenic and Gothic styles. Have written compositions and illustrations.

Review surface, edge, corner, axis and apex. Also terms of location, position and relation, and dimensions and divisions.

Review and drill upon all definitions taught in preceding grades.

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Continue work in measuring and reducing to scale. Apply this work to diagrams illustrative of mensuration in arithmetic.

Review all geometric problems and teach:

1. To draw a line perpendicular to a given line (a) from any point on the line, (b) from a point outside the line, (c) at the middle point of the line, (d) at the extremity of the line. (Application to construction of square and oblong whose sides are given).

2. To draw a line parallel to a given line (a) through a given point, (b) at a given distance from the line.

3. To draw a trefoil and quartrefoil.

Teach mechanical development of triangular, square, pentagonal, hexagonal, heptagonal, and octagonal pyramids, and construct them from cardboard.

In all constructive work use instruments.

Ninth Year—Drawing.

Review all type-forms. Spend a large proportion of time at freehand representation, as in eighth year, giving much attention to composition and grouping. Continue the water-color painting; also the pencil representation of natural objects.

Teach the theory of color, and record the work in the form of notes, illustrating the notes with colored papers.

Make the work in decoration a review and application of all principles previously taught, and teach balance.

Review all the work taught in historic ornament and make special effort to show the development of each and its relation to all other styles. Have pupils make a concise outline, giving the characteristics of each of the styles. Drill upon this. Present pictures of buildings, temples, arches, etc., and have pupils determine the style to which each belongs. Have written compositions on this review. Select two or three characteristic elements of each style and have them correctly colored with water-colors.

Review and drill upon all definitions.

Review geometric problems and teach—

I. To construct angles of 30° , 45° , 60° , 90° .

II. To inscribe a circle within a triangle.

III. To draw a circumference through any three points.

Application to finding center of a given circle, and to circumscribing a circle about a triangle.

Teach mechanical development of frustrums of cone, triangular, square and hexagonal pyramids, and construct them from cardboard. Also construct a milk can and hexagonal "tea-caddy."

Continue work in measuring and reducing to a scale. Apply this to diagrams illustrative of mensuration in arithmetic.

Begin very elementary work in working drawings, more free-hand than instrumental, using only the simplest geometric solids and models made in manual-training work.

Tenth Year—Drawing.

Boys.—Review of type-forms, all definitions and geometric problems. Begin work in orthographic projections. Make drawings of solid bodies bounded by plane surfaces, placing them at various angles to the planes of projection. Proceed gradually to complex forms and the problems of intersection and development, the object being to make clear to the pupil the relation between the drawing and the thing drawn. Have frequent practice in "reading" working drawings, using for this purpose either printed plates or work done by other pupils.

Make mechanical developments of the simpler forms and intersections, and construct them from cardboard.

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Toward last of year, introduce use of India ink and ruling-pen, having a few of the previously-made drawings reproduced in ink, making neat and accurately-planned plates.

GIRLS.—Review all type-forms. Give outline drawing of appearance of single and grouped geometric solids with a review and summing-up of principles of representation already taught. Have outline drawing of figures from the pose (pupils to take turns posing).

Begin work in light and shade representing geometric solids, using indigo or sepia washes as mediums. Continue the work in light and shade with charcoal and soft-pencil sketches, applying it to the drawing from simple casts, objects based on geometric solids and nature-work.

Continue the water-color representations of natural objects.

Give a general review of the work on historic ornament and teach the characteristic features of the Renaissance.

Have original design in outline, using historic and plant forms as motives for borders, rosettes, and surface decorations.

Do some original work in colored designs.

Eleventh Year—Drawing.

Boys.—Review of type-forms, all definitions and geometric problems. Continue the work with orthographic projections applying it to practical draughting of models to be constructed in manual training, also of valves and machine details. Also give elementary work in architectural draughting, both copying and originating plans for simple houses. Have all finished work in form of inked plates.

Teach lettering and process of making linen copies and blue-prints.

Blue-prints will be required of a number of the tools used in workshop. Have the drawings made from actual measurement of the tools.

GIRLS.—Continue work in light shade, using charcoal, pencil and water-color as in tenth year. Choose subjects with the idea of making beautiful compositions, using vases, draperies, flowers, fancy baskets, casts, etc.

Begin the use of pen and India ink. Apply this in sketching from still-life, also figure-drawing from pose. Copy good examples from our best artists as Gibson and Wenzel. Practice in use of brush with India ink.

Make the work in decoration a practical application of all previously taught principles, using units taken from the historic ornament and plant life. Make original designs in color for wall paper, oil cloth, carpet, mosaic, and for china decorations, for cups, plates, platter, nut-bowl, tankard, etc. Also make designs with pen and ink for wood-carving, trays, easels, frames, etc.

Twelfth Year—Drawing.

BOYS AND GIRLS.—Spend the entire year on scientific perspective, teaching the theory and applying it to the drawing of groups of geometric solids, buildings, interiors of buildings showing corridors, stair cases, partly opened doors, furnished rooms, street views, etc.

Also teach the mechanical perspective of shades and shadows:

Have the first work in outline only, but as the work advances use pen and ink, and finish the final work with ink and pen, and brush so as to cover all traces of the mechanical process of representation, and to present the appearance of a freehand sketch.

COURSE OF STUDY IN MANUAL TRAINING.

First, Second and Third Years.

The work of the first, second and third primary grades is a continuation of the kindergarten occupations. Consisting of sewing on cards, weaving, painting, parquetry, paper folding, cutting and pasting and clay modeling.

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Fourth Year—Manual Training.

The work of the fourth year is a true sequence of the preceding grades. Give modeling in relief, cardboard cutting and pasting, and work in color and design.

In this grade introduce sewing for the first time, with exercises in threading of needle, wearing of thimble, making knots, fastening thread, basting, free-hand sewing, running and overhanding, and sewing on buttons. Have this work done by boys and girls.

Fifth Year—Manual Training—For Boys and Girls.

Continue the sewing with both boys and girls, reviewing work of fourth year and giving exercises in cutting, folding, creasing, basting and hemming, seaming and overcasting.

Give first work in simple crochet stitch with practice in making pair of reins for boys, mat for girls.

Introduce cardboard work, constructing type solids and objects based upon them as indicated in drawing outline.

Sixth Year—Manual Training.

GIRLS.—Continue cardboard work as indicated in drawing outline.

Continue sewing, giving attention to position of pupils while sewing. Review methods of threading needle, making a knot, fastening thread and using thimble.

Give exercises in overcasting, running, stitching, hemming and coarse button-hole stitch on folded edge of cloth. Practice in making a work-bag, making and marking of case for drawing tools, making of dolls' sheets and pillow-cases, crocheting of wash-cloth with simple scalloped edge.

BOYS.—Continue cardboard work as indicated in drawing outline.

Introduce lead wire-work, in which the wire is bent with pliers into familiar forms, as chain links, pokers, button-hooks, rings, etc. Also into conventional forms—circles, semi-circles, squares, angles, triangles, curves, etc.

Also introduce bent iron-work, in which ribbons of that material are bent with pliers into conventional forms, also bent, cut and joined to form objects, as mats, picture easels, pen racks, etc.

Seventh Year—Manual Training.

GIRLS.—Continue cardboard work as indicated in drawing outline.

Continue sewing—Review fine button-hole stitch on folded edge of cloth, give gathering and placing of gathers, half-back stitching, overhanding, putting on bands by stitching and hemming. Practice in making work-apron, doll's plain hemmed skirt.

Crochet pretty worsted edge for flannel skirt.

Teach darning of stockings—Give instruction on manufacture of needles, thimbles, emery.

BOYS—Give cardboard work as indicated in drawing outline.

Introduce work in thin wood together with brass and copper wire. This work is done in the special room designed for the wood-joinery of the advanced classes. Each boy is supplied with a sloyd knife, small hammer, pliers for wire bending, bracket-saw, pencil, ruler, compasses and a Springfield drawing kit, besides having the use of the wood-joinery tools as special tools.

Have the models made in this grade, either useful or miniatures, of useful objects, as key-tag, yarn winder, match striker, pencil sharpener, letter opener, mats of conventional forms, miniature rake, ladder, saw-horse, clothes bars, folding picture frame, easels, etc.

SCHOOL REPORT.

Eighth Year—Manual Training.

GIRLS.—Continue cardboard work as indicated in drawing outline.

Give exercises in button-holes in cotton cloth, sewing on buttons, darning of straightway tear or cut in cotton cloth, double gathering, seaming, sewing on of lace, making plackets, wide hemming and feather stitching. Practice in draughting of night-dress yoke, and making of night dress, child's drawers and flannel skirt.

Begin simple work in knitting. Practice in making wash-cloth.

Give instruction in manufacture of scissors, pins, buttons, hooks and eyes.

BOYS.—Have study of tools as to name, structure and use, with preliminary exercises with each.

Make three-lap joints. Have each boy make a bench-hook and at least one finished article involving the use of scroll saw, as pen-rack, bracket or easel.

Give talks on structure and growth of trees, sawing and seasoning, characteristics of different kinds of wood used for practice.

Ninth Year—Manual Training.

GIRLS.—Give cardboard work as indicated in drawing outline.

Give exercises in bias-piecing, button-holes in woolen cloth, chain-stitching, darning a bias or corner tear, double-gathering overhanded to a band, facings, gussets, hooks and eyes, outline stitch, patching on cotton cloth, shirring, felling and tucking.

Practice in draughting, cutting and making corset-cover and child's apron. Knit fancy worsted edge for flannel skirt.

Give instruction on growth and manufacture of thread, cotton and woolen cloth.

BOYS.—Have review of structure and use of tools with exercises. Make three mortise joints. Have each boy make a small bench, and at least two articles involving the use of scroll-saw or mitre-box, as mitred picture-frames, sawed frame, letter-rack, match-safe, or pencil-rack.

Tenth Year—Manual Training.

GIRLS.—Give exercises in bias felling, mitred corners, darning tear in woolen cloth with silk, ravelings or hair, eyelet holes, fancy feather-stitching, hem-stitching, marking, patching on calico, gingham and woolen cloth, tucking facing on ruffles. Practice in draughting and making of drawers, corset covers, child's waist, aprons and hemstitching handkerchiefs.

Give instruction on growth and manufacture of silk and linen.

BOYS.—Give review of structure and use of tools with exercises. Make three dove-tail joints. Each boy is to make a box, T square, triangles and drawing board, and at least one article involving the use of scroll-saw, mitre-box, or combination planes, as making and mitring molding for picture frames, key board, book rack, or knife tray.

Eleventh Year—Manual Training.

GIRLS.—Practice in draughting, cutting and making of shirtwaist, house wrapper, white skirt trimmed with hemstitched ruffles and insertion.

Give instruction on the history of weaving and its relation to early art, and on looms used by different peoples.

BOYS.—Review the structure and use of tools with exercises. Make table-leg joint, and give elementary exercises on turning-lathe.

Have each boy make a rolling-pin, miniature table, and at least two articles involving use of scroll-saw, mitre-box, combination planes or turning-lathe, as

MANUAL AND INDUSTRIAL TRAINING. 381

towelrack, test-tube rack, simple vase form, napkin ring, miniature ladder or step ladder.

Twelfth Year—Manual Training.

GIRLS.—Give exercises in fancy knitting, crocheting, outline stitches, embroidery of initials on table linen and handkerchiefs; embroidery in colors of center-pieces, doilies, dresser scarf, etc.

BOYS.—Introduce chip carving. Study carving tools as to name and use with preliminary exercises. Teach use of oils, stains and shellac in finishing wood.

Have each boy plan, construct, decorate with chip carving, and finish a hinged book rack, and at least one other finished article, as sawed picture frame with chip carving, mitred picture frame with chip carving, stool, tray, key-board or plate rack.

The work of this year should compare favorably with the finished products of trade.

FINANCIAL STATEMENT.

Receipts.

Balance from last year.....	\$591 07
Amount raised by special tax.....	750 00
Amount received from the State	750 00
Amount received from other sources .....	.....
Total.....	\$2,091 07

Disbursements.

Teachers' salaries.....	\$700 00
Plant.....	187 68
Material.....	99 72
Incidentals.....	.....
Balance June 30th, 1899.....	1,108 67
Total.....	\$2,091 07

DRAWING.

Name of teacher—Grace Ellingwood Rich.

Is teacher engaged exclusively in this work?—Drawing and woodworking.

Number of pupils—Male, 66; female, 70.

Number of lessons per week given each class—One.

Length of lesson—Sixty minutes.

Amount expended for manual training during the year—Plant, \$150.78; material, \$136.62; salaries, \$700; total, \$987.40.

Total amount expended to date—\$2,396.33.

Grade or grades in which subject is taught—From kindergarten through all grades and high-school.

Remarks—All grades below the high-school are instructed by the grade teachers, supervised by the special teacher.

WOOD-WORKING—(a) JOINERY.

Name of teacher—Grace Ellingwood Rich.

Is teacher engaged exclusively in this work?—Wood-working and drawing.

Number of pupils—Male, 65.

Number of lessons per week given each class—One.

Length of lesson—Sixty minutes.

Grade or grades in which subject is taught—Eighth and ninth and first three years of high-school.

SCHOOL REPORT.

WOOD-WORKING—(b) CARVING.

Name of teacher—Grace Ellingwood Rich.

Is teacher engaged exclusively in this work?—Wood-working and drawing.

Number of pupils—Male, 8.

Number of lessons per week given each class—One.

Length of lesson—Sixty minutes.

Grade or grades in which subject is taught—Third year of high-school.

ATLANTIC CITY.

CHARLES B. BOYER, SUPERVISING PRINCIPAL.

To Charles J. Baxter, State Superintendent:

DEAR SIR—I submit herewith a statement of the condition of the plant and character of the work done in manual training in the public schools of Atlantic City, for the year ending June 30th, 1899.

About a year ago the Board of Education decided to extend manual training to the grammar grades, and, in order to do this, rooms were fitted up with the necessary benches and tools. These rooms, four in number, are well equipped and accommodate from twenty to twenty-five pupils each. The manual-training work is regular work for all pupils of the grammar grades and for those of the first and second year in the high-school. The first year's course consists of bent iron-work from blue-prints. This work is done by the boys under the instruction of the manual-training teacher. During the second year the course consists of knife-work and elementary drawing. Beginning with the third year, seventh grade, and subsequent grades, the work consists of joinery, mechanical drawing, carving and designing. The girls of the grammar grades are instructed in the art of sewing by the regular grade teachers during the period when the boys are working in the manual-training rooms. One period, one hour in length, is given each week to these two lines of work.

All lines of manual-training work have been successfully carried on during the past year. The introduction of more elementary work into the grammar grades has been very helpful to the boys as well as instructive. The work is all compulsory; it is carefully graded and proceeds in logical sequence from one grade into another. The large drawing-room in the high-school building was also furnished with thirty adjustable drawing-tables, and completely equipped with every appliance for advanced work in mechanical drawing and designing. The drawing of the primary and grammar grades has been carried on under the supervision of a special drawing-teacher. The results

MANUAL AND INDUSTRIAL TRAINING. 383

attained have been very gratifying. Special credit is due our Board of Education for the liberal manner in which they have provided every possible means and convenience for the best interests of the manual-training department. The purchase of all necessary tools and work-benches has been quite expensive, yet the willingness with which they were purchased is commendable. The manual-training work in all its branches is now a pretty well established portion of the course of study of this city. That the schools have been greatly benefited by the work has been demonstrated to every fair-minded person.

During the coming year certain changes will be made in the nature of the work to be done. The course in drawing will be systematized and taught under the immediate supervision of the supervisor of drawing.

In conclusion I desire to express my faith in the increasing value of industrial education as a means of securing a systematic development of all the powers of the mind and body, as well as a valuable preparation for the active duties of life.

The following is our financial report :

FINANCIAL STATEMENT.

Receipts.

Balance from last year.....	\$2,671 32
Amount raised by Special Tax.....	2,000 00
Amount received from the State.....	2,000 00
Amount received from other sources.....	.....
Total.....	\$6,671 32

Disbursements.

Teachers' Salaries.....	\$1,800 00
Plant.....	1,212 41
Material.....	805 26
Incidentals.....	.....
Balance June 30th, 1899.....	2,853 65
Total.....	\$6,671 32

FREEHAND DRAWING.

Name of teacher—Wilhelmine Ochs.

Is teacher engaged exclusively in this work?—Supervising half days.

Number of pupils—Males, 663 ; females, 657.

Number of lessons per week given each class—Two.

Length of lesson—Forty minutes.

Amount expended for manual training during the year—Plant, ; material, ; salaries, \$500 ; total, \$500.

Total amount expended to date—

Grade and grades in which subject is taught—Fourth, fifth, sixth, seventh and eighth.

SCHOOL REPORT.

MECHANICAL DRAWING.

Name of teacher—L. E. Ackerman.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Males, 142; females,
Number of lessons per week given each class—One.
Length of lesson—Forty minutes.
Amount expended for manual training during the year—Plant, ;
material, ; salaries, \$1,300; total, \$1,300.
Total amount expended to date—
Grade or grades in which subject is taught—Eighth, ninth, tenth and
eleventh.

SLOYD WORK.

Name of teacher—L. E. Ackerman.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Males, 201; females,
Number of lessons per week given each class—One.
Length of lesson—One hour.
Amount expended for manual training during the year—Plant, ;
material, ; salaries, ; total,
Total amount expended to date—
Grade or grades in which subject is taught—Sixth and seventh.

SEWING.

Name of teachers—Regular grade teachers.
Is teachers engaged exclusively in this work?—No.
Number of pupils—Males, ; females, 388.
Number of lessons per week given each class—One.
Length of lesson—One hour.
Amount expended for manual training during the year—Plant, ;
material, ; salaries, ; total,
Total amount expended to date—
Grade or grades in which subject is taught—Fifth, sixth and seventh.

METAL-WORKING—VENETIAN IRON-WORK.

Name of teacher—Wilhelmine Ochs.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Males, 185; females,
Number of lessons per week given each class—One.
Length of lesson—One hour.
Amount expended for manual training during the year—Plant, ;
material, ; salaries, ; total,
Total amount expended to date—
Grade or grades in which subject is taught—Fifth.

METAL-WORKING—DESIGNING.

Name of teacher—L. E. Ackerman.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Males, ; females, 156.
Number of lessons per week given each class—One.
Length of lesson—Forty minutes.
Amount expended for manual training during the year—Plant, ;
material, ; salaries, ; total,
Total amount expended to date—
Grade or grades in which subject is taught—Eighth, ninth, tenth and
eleventh.

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WOOD-WORKING—(a) JOINERY.

Name of teacher—L. E. Ackerman.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Males, 142; females,
Number of lessons per week given each class—One.
Length of lesson—Forty minutes.
Amount expended for manual training during the year—Plant, ;
material, ; salaries, ; total,
Total amount expended to date—
Grade or grades in which subject is taught—Eighth, ninth, tenth and
eleventh.

WOOD-WORKING—(b) CARVING.

Name of teacher—L. E. Ackerman.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Males, ; females, 156.
Number of lessons per week given each class—One.
Length of lesson—Forty minutes.
Amount expended for manual training during the year—Plant, ;
material, ; salaries, ; total,
Total amount expended to date—
Grade or grades in which subject is taught—Eighth, ninth, tenth and
eleventh.

Amount expended for manual training during the year—Plant, \$1,212.41;
material, \$805.26; salaries, \$1,800; total, \$3,817.67.
Total amount expended to date—\$19,146.35.

CAMDEN.

MARTIN V. BERGEN, SUPERINTENDENT.

To Hon. Charles J. Baxter, State Superintendent :

DEAR SIR—I herewith enclose you our statistical manual-training report for the year ending June 30th, 1899, from which it will appear that the same course of study as has always been pursued is still being continued, little if any change having been made.

The figures, as they appear in our report, are taken from our books, item for item, but are not given in length here, for that would be simply a copy of our account books.

In our next report much additional matter will be necessary to add, from the fact that since the date of this report we have taken into the city the town of Stockton embracing eight additional schools.

We have also started and opened our manual-training and high-school, in the new building that has been erected, this being furnished with the very best of furniture and machinery of the latest and most

SCHOOL REPORT.

improved patterns. This has been done at a very great expense, which will appear in our next report.

FINANCIAL STATEMENT.

Receipts.

Balance from last year.....	\$15,921 75
Amount raised by Special Tax.....	5,000 00
Amount received from the State.....	5,000 00
Amount received from other sources.....	.....
Total.....	\$25,921 75

Disbursements.

Teachers' Salaries.....	\$4,100 00
Plant.....	951 08
Material.....	1,299 79
Incidentals.....	2,986 76
Balance June 30th, 1899.....	16,584 12
Total.....	\$25,921 75

DRAWING.

Name of teachers—H. Draper, Myrtie E. Nye.
 Is teacher engaged exclusively in this work?—Yes.
 Number of pupils—Males, 5,431, 53; females, 5,897, 101.
 Number of lessons per week given each class—Four.
 Length of lesson—Fifty minutes.
 Amount expended for manual training during the year—Plant, \$34.20; materials, \$54 63; salaries, \$1,500, \$750; total, \$2,338.83.
 Total amount expended to date—\$14,425.10.
 Grade or grades in which subject is taught—Ninth, tenth, eleventh and twelfth.

MODELING.

Name of teachers—Lucy Dean Wilson and regular teachers.
 Is teacher engaged exclusively in this work?—No.
 Number of pupils—Males, 5,431; females, 5,897.
 Number of lessons per week given each class—One and two.
 Length of lesson—Forty-five and sixty minutes.
 Amount expended for manual training during the year—Plant, \$492.50; material, \$658 31; salaries, \$650; total, \$1,800.81
 Total amount expended to date—\$10,213 49.
 Grade or grades in which subject is taught—First, second, third, fourth, fifth, sixth, seventh, eighth and twelfth.

SEWING.

Name of teachers—Regular teachers.
 Is teacher engaged exclusively in this work?—No.
 Number of pupils—Males, 92; females, 3,587.
 Number of lessons per week given in each class—One.
 Length of lesson—Sixty minutes.
 Amount expended for manual training during the year—\$237.68; material, \$248.38; salaries,; total, \$486 06.
 Total amount expended to date—\$4,761 23.
 Grade or grades in which subject is taught—Third, fourth, fifth, sixth, seventh, eighth, ninth, tenth, eleventh and twelfth.

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METAL-WORKING.

Name of teacher—John Brown.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Males, 53; females,
Number of lessons per week given each class—Three.
Length of lesson—Forty-five minutes.
Amount expended for manual training during the year—Plant, \$129.57;
material, \$15.50; salaries, \$600; total, \$745.07.
Total amount expended to date—\$12,886.79.
Grade or grades in which subject is taught—Ninth, tenth and eleventh.

WOOD-WORKING—(a) JOINERY.

Name of teacher—John Brown.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Males, 53; females,
Number of lessons per week given each class—Four.
Length of lesson—Forty-five minutes.
Amount expended for manual training during the year—Plant, \$48.13;
material, \$322.97; salaries, \$600; total, \$971.10.
Total amount expended to date—\$15,397.87.
Grade or grades in which subject is taught—Ninth, tenth and eleventh.

WOOD-WORKING—(b) CARVING.

Name of teacher—John Brown.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Males, 53; females, 101.
Number of lessons per week given each class—Three.
Length of lesson—Forty-five minutes.
Amount expended for manual training during the year—Plant, \$9; material,
.....; salaries,; total, \$9.
Total amount expended to date—\$244.64.
Grade or grades in which subject is taught—Ninth, tenth and eleventh.

WOOD-WORKING—(c) SLOYD.

Name of teacher—John Brown.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Males,; females, 101.
Number of lessons per week given each class—Three and four.
Length of lesson—Forty-five minutes.
Amount expended for manual training during the year—Plant,;
material,; salaries,; total,
Total amount expended to date—
Grade or grades in which subject is taught—Ninth, tenth and eleventh.
Amount expended for manual training during the year—Plant, \$951.08;
material, \$1,297.79; salaries, \$4,100; total, \$6,350.87.
Incidentals—\$2,986.76.
Total—\$9,337.63.

CARLSTADT.

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

There has been little change in the plant and equipment of the manual-training department in our school during the past year. A few tools have been supplied as occasion demanded.

The manual-training program has received due attention, with a slight change in our course of study, although, in general, the same lines have been followed as in previous years. In drawing and color-work, a close connection with nature-work has been made. In advanced mechanical drawing, studies of machinery, architectural designs and working plans have received considerable attention. The sewing has progressed very satisfactorily. A practical feature has been the making of children's garments by girls of the seventh and eighth grades. The knife-work, or sloyd, of boys in the fifth and sixth grades, an introduction to the joinery of the following grades.

The pupils of the highest grade receive also instruction in carving, commencing with the simplest kind of lessons, such as flat carving, and advancing until they can do work in raised, round, under cut and chip carving. Most of our physical appliances have been made in our workshop.

At the end of the year an exhibit was made of the school work, which aroused considerable interest and showed that much progress had been made, notwithstanding many unfavorable conditions.

Sewing is taught by the regular lady teachers, under general supervision of the principal.

In School No. 2 we introduced kindergarten work and work in pasteboard. The pupils of the higher grades in said school will be transferred to School No. 1 and participate in regular work.

Two of our graduates have found employment in the Drawing Department of the Bliss Manufacturing Co., of Brooklyn, and Chief Engineer's office E. R. R. Co., respectively.

FINANCIAL STATEMENT.

Receipts.

Balance from last year.....	.....
Amount raised by special tax.....	\$600 00
Amount received from the State.....	600 00
Amount received from other sources
Total.....	\$1,200 00

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Disbursements.

Teachers' salaries.....	\$1,150 00
Plant	25 96
Material.....	24 25
Incidentals.....
Balance, June 30th, 1899.....	.....
Total.....	\$1,200 21

DRAWING.

Names of teachers—M. Bamberger, E. Mueller, B. W. Riemer.
 Are teachers engaged exclusively in this work?—No.
 Number of pupils—Males, 256; females, 242.
 Number of lessons per week given in each class—Two.
 Length of lesson—Forty minutes.
 Amount expended for manual training during the year—Plant, \$10.96; material, \$10.00; salaries, \$350; total, \$370.96.
 Total amount expended to date—\$.....
 Grade or grades in which subject is taught—All grades.

MODELING.

Name of teacher—Miss S. Kamensky.
 Is teacher engaged exclusively in this work?—No.
 Number of pupils—Males, 23; females, 33.
 Number of lessons per week given each class—One.
 Length of lesson—Thirty minutes.
 Amount expended for manual training during the year—Plant,; material,; salaries,; total,
 Total amount expended to date—\$
 Grade or grades in which subject is taught—Kindergarten and primary.

SEWING.

Names of teachers—Miss S. Kamenski, M. G. Coahan.
 Are teachers engaged exclusively in this work?—No.
 Number of pupils—Males, ...; females, 242.
 Number of lessons per week given each class—One.
 Length of lesson—One hour and thirty minutes.
 Amount expended for manual training during the year—Plant,; material, \$5.05; salaries, \$150; total, \$155.05.
 Total amount expended to date—\$
 Grade or grades in which subject is taught—All grades.

METAL-WORKING—PASTEBOARD, SLOYD.

Name of teacher—E. Mueller.
 Is teacher engaged exclusively in this work?—No.
 Number of pupils—Males, 47; females, 40.
 Number of lessons per week given each class—One.
 Length of lesson—Forty-five minutes.
 Amount expended for manual training during the year—Plant,; material,; salaries, \$150; total, \$150.
 Total amount expended to date—\$
 Grade or grades in which subject is taught—Intermediate.

SCHOOL REPORT.

WOOD-WORKING—(a) JOINERY.

Name of teacher—B. W. Riemer.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Males, 53; females,
Number of lessons per week given each class—One.
Length of lesson—One hour and a half.
Amount expended for manual training during the year—Plant, \$15.00; material, \$9.20; salaries, \$150; total, \$524.20.
Total amount expended to date—\$.....
Grade or grades in which subject is taught—6, 7, 8, Grammar.

WOOD-WORKING—(b) CARVING.

Name of teacher—M. Bamberger, supervising.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Males, 53; females,
Number of lessons per week given each class—One.
Length of lesson—One hour and a half.
Amount expended for manual training during the year—Plant,; material,; salaries, \$350; total,
Total amount expended, \$1,200.21.

EAST ORANGE.

VERNON L. DAVEY, SUPERINTENDENT.

To Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—The work in manual training, for the school year ending in June last, differed in few respects from that of former years.

The introduction of knife-work with thin woods, in the fifth-year classes, was well received. It has been found to be valuable and interesting. As now arranged the girls of this grade have sewing while the boys are occupied with the knife-work. It is a question whether it would not be to the advantage of many girls to work with the knife rather than the needle if both courses can not be open to them. No girls below the high-school have, however, availed themselves of the opportunity to make this selection. In the high-school, where the same choice is granted, the girls manifest a decided preference for wood work in the form of relief carving.

Five of our seven buildings now have large and well-equipped manual-training rooms. Of the other two schools one has no grade above a fifth-year class, the other none above the sixth. The manual-training teacher visits one of these schools weekly. The work is done in the class-room. The boys of the other school go to a large school half a mile distant and work in the regular room of that building.

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It is hoped that the capacity of one of these buildings will be doubled within a year. A manual-training room will then be fitted up in the enlarged building. The girls now have sewing without leaving their building.

Manual training is still a compulsory part of the course in grammar schools but becomes optional in the high-school. No credit is given for work done in any form of manual training in the high-school. This is not entirely just with respect to the pupils taking the work, but is made necessary by the popularity of the course offered and the limited capacity of the building. It is hoped that a future enlargement of the building may make it possible to offer a more extended course and allow a fair credit for the work done.

An exhibition of the work done in the manual training and art departments of the schools was held in May in the high-school, and was visited by a large number of people, not only from East Orange, but from many other communities.

Samples of the work done were, as usual, sent to the annual meeting of the National Manual Training Association.

FINANCIAL STATEMENT.

Receipts.

Balance from last year.....	.....
Amount raised by special tax.....	\$2,500 00
Amount received from the State.....	2,500 00
Amount received from other sources.....	.....
Total	\$5,000 00

Disbursements.

Teachers' salaries.....	\$2,665 00
Plant.....	760 51
Material.....	410 87
Incidentals—Deficit of June 30th, 1898.....	1,487 74
Balance June 30th, 189.....	.....
Total	\$5,324 12
Deficit June 30th, 1899.....	324 12

DRAWING.

Names of teachers—Josephine Mahon, Helen D. Meeker, Martha A. Hurlbut.
Is teacher engaged exclusively in this work?—(In manual training) Yes.
No.

Number of pupils—Males, 63 ; females, 108.

Number of lessons per week given each class—Two.

Length of lesson—40 minutes.

Amount expended for manual training during the year—Plant, \$3.00 ; material, \$63.74 ; salaries, \$200, \$100, \$240 ; total, \$606.74.

Total amount expended to date—\$3,672.02.

Grade or grades in which subject is taught—High-school, all grades.

Remarks—High-school, all grades, optional.

SCHOOL REPORT.

SEWING.

Name of teacher—A. R. Annaf.

Is teacher engaged exclusively in this work?—Yes.

Number of pupils—Male, ; females, 400.

Number of lessons per week given each class—One of 45 minutes in lower grades ; two of 35 minutes in higher grades.

Amount expended for manual training during the year—Plant, \$9.00 ; material, \$141.75 ; salaries, \$525 ; total, \$675.75.

Total amount expended to date—\$2,067.32.

Grade or grades in which subject is taught—All grammar and high-school grades.

Remarks—Grammar grades, compulsory ; high-school grades, optional.

WOOD-WORKING (a) JOINERY.

Name of teacher—Josephine Mahon.

Is teacher engaged exclusively in this work?—(In manual training) Yes.

Number of pupils—Males, 350 ; female,

Number of lessons per week given each class—One of 45 minutes in grammar grades ; two of 40 minutes in high school.

Amount expended for manual training during the year—Plant, \$443.51, special janitor and fuel, \$305 ; material, \$205.38 ; salary, \$900 ; total, \$1,548.89.

Total amount expended to date—.....

Grade or grades in which subject is taught—All grammar grades ; all high-school grades.

Remarks—All grammar grades, compulsory ; all high-school grades, optional.

WOOD-WORKING (b) CARVING.

Name of teacher—Helen D. Meeker.

Is teacher engaged exclusively in this work?—(In manual training) Yes.

Number of pupils—Males, 69 ; females, 114.

Number of lessons per week given each class—One of 45 minutes in grammar grades ; two of 40 minutes in high-school.

Amount expended for manual training during the year—Plant, \$305 ; material, ; salary, \$700 ; total, \$1,005.

Total amount expended to date—\$13,770.21.

Grade or grades in which subject is taught—All grammar grades ; all high-school grades.

Remarks—All grammar grades, compulsory ; all high-school grades, optional.

GARFIELD.

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

DEAR SIR—In accordance with your request, I herewith submit a written report of the work done in manual training in the Garfield schools. Very few changes have been made in the plant since my last report. The work in some respects has been strengthened and systematized. Last June, at the request of S. R. Morse, a fair

MANUAL AND INDUSTRIAL TRAINING. 393

exhibit of the work done in this department, as well as other school-work, was forwarded to Trenton and placed in the State School Exhibit. Instrumental and constructive drawings, sewing, elementary and advanced wood-work constitute the manual-training part of the exhibit.

The State wisely continues to appropriate a like amount raised by local taxation for this purpose.

The schools of the past were expected and did fairly well fix the following habits of technique: The ability to write a legible hand, to spell, to cipher, to use English with ordinary correctness and exactness, and to read with correct pronunciation. The school should give these. These are always demanded. These have always been demanded. In addition to these, the pupils of to-day need some other habits of technique fixed. Skill to draw, the ability to make a mechanical drawing, constructive drawing, constantly called upon to read plans. He needs all this and more in order not to fall short of his heritage. He needs manual skill in certain simple forms of construction; but to merely give him these things is not sufficient. He would have very little power if thrust upon him according to rule of thumb. He needs to be induced in them through educated activities, and not in a formal way.

In the word of the elementary schools these ends of technique should be made secondary to larger ends. They are just as important as they ever were; so we must not let down in any way the perfection to be reached, but we must make them subordinate to the other and larger ends. The pupil must have all the power of his mind developed. The pupils are to have the widest possible experience under careful guidance.

FINANCIAL STATEMENT.

Receipts.

Balance from last year.....	.....
Amount raised by special tax.....	\$500 00
Amount received from the State.....	500 00
Amount received from other sources.....	.....
Total.. ..	\$1,000 00

Disbursements.

Teachers' salaries.....	\$700 00
Plant.....	.....
Material.....	318 36
Incidentals.....	.....
Balance June 30th, 1899.....	.....
Total.....	\$1,018 36
Overdrawn.....	18 36

SCHOOL REPORT.

DRAWING.

Name of teachers—E. Shafte, Virginia C. Truex.
Number of pupils—Males, 18, 210; females, 220.
Number of lessons per week given each class—Two.
Length of lesson—30 minutes.
Amount expended for manual training during the year—Plant,; material, \$124; salaries, \$75, \$250; total, \$449.
Total amount expended to date—
Grade or grades in which subject is taught—Fourth, fifth, sixth, seventh, eighth, ninth and tenth.

MODELING.

Name of teacher—Virginia C. Truex.
Number of pupils—Males, 120; females, 118.
Number of lessons per week given each class—One in two weeks.
Length of lesson—30 minutes.
Amount expended for manual training during the year—Plant,; material, \$62; salaries,; total, \$62.
Total amount expended to date—
Grade or grades in which subject is taught—See above.

SEWING.

Name of teacher—Virginia C. Truex.
Number of pupils—Male,; females, 112.
Number of lessons per week given each class—Two.
Length of lesson—30 minutes.
Amount expended for manual training during the year—Plant,; material, \$48.36; salaries, \$150; total, \$198.36.
Total amount expended to date—
Grade or grades in which subject is taught—Third, fourth, fifth, sixth and seventh.

WOOD-WORKING (a) JOINERY, AD.

Name of teacher—E. Shafte.
Number of pupils—Males, 18; females,
Number of lessons per week given each class—Two.
Length of lesson—30 minutes.
Amount expended for manual training during the year—Plant,; material, \$32; salaries, \$125; total, \$157.
Total amount expended to date—
Grade or grades in which subject is taught—Seventh, eighth and ninth.

WOOD-WORKING (b) JOINERY, EL.

Name of teacher—Virginia C. Truex.
Number of pupils—Males, 36; females,
Number of lessons per week given each class—Two.
Length of lesson—30 minutes.
Amount expended for manual training during the year—Plant,; material, \$52; salaries, \$100; total, \$152.
Total amount expended to date—
Grade or grades in which subject is taught—Fifth and sixth.
Amount expended for manual training during the year—Plant,; material,; salaries,; grand total, \$1,018.36.

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GLEN RIDGE.

WM. FORD UPSON, DISTRICT CLERK.

To the Hon. C. J. Baxter, State Superintendent of Schools :

SIR—I hereby make the following report of work in manual training in the schools of the borough of Glen Ridge for the year 1896-97:

Work in this department was begun with that year and has been suspended since the end of that year because of inadequate accommodations and delay in receipt of State aid.

I annex hereto:

1. The written report of Elsie Van Kleeck, teacher in that department, dated March 8th, 1897, showing the nature and results of the work.

2. A schedule showing the arrangement of classes, character of work done and length of time occupied by each.

3. A detailed list of plant and materials purchased.

Dated October 26th, 1899.

MANUAL TRAINING AND ART EDUCATION.

Since the beginning of the school year, in September, 1896, manual training has been a subject of study in the public school of Glen Ridge. In close connection with this work has been carried on that begun last year in Art Education.

Just what has been accomplished? What effect has the work had on the mind and character of each child? These are questions which can at present be answered only in a general way; and until the knowledge of scientific, psychological investigation as to the true value of the results of manual-training work can be acquired, much must be taken on faith. Professor Bain has said, "The greatest fallacy of the human mind is believing too much without or against evidence." To see the children in their work now, and compare their ways of doing things with the work and their methods in the early part of the year, one is led to believe, although the evidence may be incomplete, that manual training has been of some use to all, and beneficial in direct effect upon a large majority of the pupils.

The enclosed papers were received in answer to the questions: Do you like manual training? Has the work helped you? If so, in what ways?

Owing to the fact that no previous course in manual training had been worked out, the work for the first half-year was largely the same for the grades above the third. The older classes, however, have been able to do the work more rapidly.

The ninth grade completed the course for the first year early in January, and since then a line of work in wood-joinery has been started. It is hoped that with careful study of the principles of wood-construction and their applications, sufficient skill and careful habits of work may be acquired so that objects may be made and decorated in chip-carving—thus bringing into play the constructive imagination and the artistic feeling and good sense which should underlie all decoration.

The eighth grade will complete the first part of the work in a few days and will then undertake a short course in Venetian iron.

The sixth and seventh grades have done most satisfactory work since the fundamental ideas of "how" have been understood, and will be ready in a short time to begin more advanced work.

The fourth and fifth grades have had a harder time of it, but are now beginning to work with greater independence, and show (as they often do) more spirit in their work. Greater differences in the ability and knowledge of the pupils is found in this class, thus making the question of adaptability, both in matter and method, a much harder one to answer. But they are doing as well as may be expected, and seem, with a few exceptions, to enjoy the work.

At the beginning of the second term, in February, the third grade were enthused, quite to the point of clapping their hands, with the announcement that they were to have manual training. It is a course in bent-iron work and drawing. The grade, as a whole, seems to possess a more marked air of responsibility and importance which is seen not only in the way they enter the room, but also in the care and pride they show in owning lockers for unfinished work. They want every day to be for manual training. It is hoped that this interest may outlive the novelty, and that the very best results for each child may be realized.

Manual training for the second grade has been free work in clay-modeling. More attention has been paid to their art education, largely because such work seems to be more intimately connected with the life of the child, and also because no work in manual training for the youngest children has been decided upon as best.

In a short time, the work which has been accomplished since September, by each pupil in manual training and art education, will be on exhibition, and it is hoped that all who are interested will visit the school.

MANUAL AND INDUSTRIAL TRAINING.

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GRADE.	MANUAL-TRAINING.	First Half-year.	Second Half-year.
2d.	Training in seeing. Color. Form. Free expression of simplest geometric solids and natural forms. Study of color—Prismatic, natural. Modeling in clay. Drawing. Illustration of story—Clay. 4		
3d.	Same as for second grade, developed and enriched. 3		Drawing and bent-iron work. Tools—Rule, pencil, flat and round plyers. 1
4th and 5th.	Supervision of observation and expression—Geometric solids, beautiful objects, nature. Principles given—Foreshortening, conveyance, breadth of light and shade. Color. Clay—Typical solids, natural objects. 3	Drawing and elementary knife-work. Cutting-tools. Saw. Knife. 2	Same as for first half-year. 2
6th and 7th.	Principles of perspective. Geometric solids, singly and in groups. Study of composition, light and shade. Study and expression of natural forms and historic designs in clay. 3	Drawing and elementary knife-work. 2	Construction-work in wood and chip-carving. Design. 2
8th.	Study of geometric solids in angular perspective. Advanced light and shade. Drawing and modeling from nature—Casts, photographs. 3	Drawing and construction-work in wood. 2	Elementary mechanical drawing and design. Chip-carving or development. 2
9th.	Deduction of principles—Perspective. Light and shade. Design. Original work. 3	Construction-work in wood and chip-carving. 2	Construction-work in wood and bent-iron work. 2

Note.—Figures indicate the number of weekly periods of forty minutes each. The work of manual training for the higher grades is of necessity elementary, as the children have had no work of this kind before.

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SCHOOL REPORT.

LIST OF PLANT AND MATERIALS FOR DRAWING AND MODELING.

Plant.

3 doz. scissors.....	\$10 70
3 doz. slates for modeling.....	1 80

Materials.

Drawing paper.....	10 77
Clay for modeling.....	6 00
Pencils.....	2 50

FOR IRON-WORK.

Plant.

4 doz. plyers.....	11 88
2 pr. Wiss snips.....	1 62
2,000 braiders.....	75

Materials.

50 coils Venetian iron.....	5 63
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FOR WOOD-WORK.

Plant.

30 Bennett desk-covers with outfit complete, including saws, knives, rulers, squares and triangles	90 00
1 cabinet for holding the desk covers.....	39 00
2 desk	13 00
1 joiners' bench.....	10 80
2 blackboard triangles.....	90
1 pair blackboard compasses	50
35 Normal adjustable desks.....	114 00
1 grindstone, mounted	3 15
1 sharpening outfit.....	1 04
2 hammers	98
1 screw-driver	24

Materials.

6 gross and 1 doz. saw-blades	5 78
3 doz. pencils.....	1 00
2 doz. mechanical rules	20
1 box chalk.....	60
1,700 pieces basswood.....	20 40
10 doz. Bennett pads.....	7 50
Half-pint glue.....	18
1 French mark-brush.....	5
1 pint sperm oil.....	35
9 lbs. brads.....	1 35
Sand-paper	9

FINANCIAL STATEMENT.

Receipts.

Balance from last year.....	
Amount raised by special tax.....	\$500 00
Amount received from the State	500 00
Amount received from other sources.....	312 76
Total.....	\$1,312 76

MANUAL AND INDUSTRIAL TRAINING.

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Disbursements.

Teachers' salaries.....	\$750 00
Plant.....	300 36
Material.....	62 40
Incidentals.....	200 00
Balance June 30th, 1899.....	.....
Total.....	\$1,312 76

DRAWING AND MODELING.

Name of teacher—Elsie Van Kleeck.
 Is teacher engaged exclusively in this work?—Yes.
 Number of pupils—Males, 67; females, 58.
 Number of lessons per week given each class—(one class) four; (five classes) three.
 Length of lesson—40 minutes.
 Amount expended for manual training during the year—Plant, \$12.50; material, \$19.27; salaries,; total, \$31.77.
 Total amount expended to date—
 Grade or grades in which subject is taught—Second, third, fourth, fifth, sixth, seventh, eighth and ninth.
 Remarks—Includes freehand drawing, paper-cutting, &c.

METAL-WORKING.

Name of teacher—Elsie Van Kleeck.
 Is the teacher engaged exclusively in this work?—
 Number of pupils—Males, 13; females, 14.
 Number of lessons per week given each class—One.
 Length of lesson—40 minutes.
 Amount expended for manual training during the year—Plant, \$14.25; material, \$5.63; salaries,; total,
 Total amount expended to date—
 Grade or grades in which subject is taught—Third and ninth.

WOOD-WORKING.

Name of teacher—Elsie Van Kleeck.
 Is teacher engaged exclusively in this work?—
 Number of pupils—Males, 41; females, 35.
 Number of lessons per week given each class—Two.
 Length of lesson—40 minutes.
 Amount expended for manual training during the year—Plant, \$273.81; material, \$37.55; salaries,; total, \$311.36.
 Total amount expended to date—
 Grade or grades in which subject is taught—Fourth, fifth, sixth, seventh, eighth and ninth.

HACKENSACK.

To Hon. Charles J. Baxter, State Superintendent :

DEAR SIR--Enclosed please find manual-training report for year ending June 30th, 1899.

Very encouraging progress has been made in the various departments.

DRAWING.

Primary grades include the study of—

Color by means of natural and artificial objects, colored crayons and water-colors.

Form and size.

Clay modeling.

Memory drawing.

Illustrative drawing.

Grammar grades include the study of mechanical and development work (as given in White's course), color designs, historic ornament, botanical drawings and drawings from life. India ink, colored crayons and water-colors are used.

High-school pupils study mechanical and architectural drawing.

SEWING.

Sewing is taught in grades third to eighth.

Beginning with all the plain stitches, followed by button-holes, darning, ornamental stitches and embroidery; afterwards aprons, &c., are made.

WOOD-WORKING.

There are four rooms well lighted and fitted with work-benches and equipped with full sets of tools.

Work Done.—Thin wood-work in third grade; simple designs, making of articles in thin wood in fourth grade; simple designs and chiseling in fifth grade; cuts every direction of grain and top beveling in sixth grade; joinery and making of articles in sixth, seventh and eighth grades.

MANUAL AND INDUSTRIAL TRAINING. 401

CARVING.

Designs in historic ornaments applied to useful articles, such as picture-frames, paper-cutters, pin-trays, &c. A number of neatly-made articles were sent to Trenton during the year to be placed on exhibition.

FINANCIAL STATEMENT.

Receipts.

Balance from last year.....	\$1,021 91
Amount raised by special tax.....	1,500 00
Amount received from the State.....	1,500 00
Amount received from other sources.....	.....
Total.....	\$4,021 91

Disbursements.

Teachers' salaries.....	\$2,200 00
Plant.....	200 92
Material.....	685 93
Incidentals.....	.....
Balance June 30th, 189	935 06
Total.....	\$4,021 91

DRAWING.

Names of teachers—Eugenie M. Stantial, Mary B. Loos.
 Are teachers engaged exclusively in this work?—Yes.
 Number of pupils—Males, 515, 98; females, 465, 98.
 Number of lessons per week given each class—Two in grammar, three in high; two.
 Length of lesson—Twenty and fifty minutes; thirty and forty-five minutes.
 Amount expended for manual training during the year—Plant,; material, \$396.03; salaries, \$700, included in wood-working; total, \$1,096.03.
 Total amount expended to date—
 Grade or grades in which subject is taught—First to eighth and high-school; first to sixth.
 Remarks—Schools Nos. 2 and 3 and high-school; first to sixth in School No. 4; third to sixth in School No. 1; first and second grades in School No. 1 taught by the department teachers.

SEWING.

Names of teachers—Mary B. Loos, Charlotte Herckner.
 Are teachers engaged exclusively in this work?—Yes.
 Number of pupils—Males,; females, 74, 272.
 Number of lessons per week given each class—Two, one.
 Length of lesson—Thirty and forty minutes each class.
 Amount expended for manual training during the year—Plant,; material, \$39.47; salaries, included in wood-working; total, \$39.47.
 Total amount expended to date—
 Grade or grades in which subject is taught—Third to sixth; third to eighth.
 Remarks—Schools Nos. 1 and 4; Schools Nos. 2 and 3.

SCHOOL REPORT.

WOOD-WORKING.

Name of teacher—Mary B. Loos.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Males, 11, 68; females, 3, 10.
Number of lessons per week given each class—Two.
Length of lesson—Thirty and forty minutes.
Amount expended for manual training during the year—Plant, \$200.92;
material, \$250.43; salary, \$750; total, \$1,951.35.
Total amount expended to date—
Grade or grades in which subject is taught—Third and sixth.
Remarks—Schools Nos. 1 and 4.

WOOD-WORKING—(a) JOINERY.

Name of teacher—Charlotte Herckner.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Males, 350; females, 31.
Number of lessons per week given each class—One.
Length of lesson—Thirty and forty minutes.
Amount expended for manual training during the year—Plant,;
material,; salary, \$750.
Total amount expended to date—
Grade or grades in which subject is taught—Third and eighth.
Remarks—Schools Nos. 2 and 3.

WOOD-WORKING—(b) CARVING.

Name of teacher—Charlotte Herckner.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Males, 11; females, 13.
Number of lessons per week given each class—One.
Length of lesson—Forty minutes.
Amount expended for manual training during the year—Plant,;
material,; salary,
Total amount expended to date—
Grade or grades in which subject is taught—Third and eighth.
Remarks—Schools Nos. 2 and 3.

HOBOKEN.

EDWARD RUSS, PRESIDENT.

To Hon. Charles J. Baxter, State Superintendent:

DEAR SIR—The Board of Trustees for Industrial Education of the city of Hoboken, respectfully submits its twelfth annual report for the year ending June 30th, 1899.

No radical changes mark the past year's work. Our corps of teachers and their methods remain the same as in the year preceding.

It is gratifying to be able to state that the past year was one of substantial progress in all departments. The educational value of manual training is no longer questioned by Boards of Education. Its aim

MANUAL AND INDUSTRIAL TRAINING. 403

and scope are better understood and appreciated by parents and teachers. At the time of the introduction of manual training in this city only one other city in this State had taken advantage of the act of the Legislature under which this Board is organized.

To-day the curriculum of no school system is without provision of manual training. With its development throughout the State, our city does not fail to keep place.

Two thousand and sixty-six pupils received instruction during the past year, divided among the various departments as follows: In carpentry, 506; wood-carving, 318; modeling, 499; cooking, 138; sewing, 605.

This number is much larger than that for the year preceding; the increase is caused not only by the regular yearly growth, but also by the large number promoted during the winter.

We have continued, what was alluded to in our last year's report as a successful experiment, the evening classes in cooking, sewing and mechanical drawing. All these classes were opened the first of November last and were continued until the first of March. The board in response to a petition signed by each member of the cooking and sewing classes continued the last-named classes until the first of April. Five prizes for excellence in the various branches of the work of the evening classes were offered for competition to the pupils by the following ladies and gentlemen respectively, Col. E. A. Stevens, Mr. William Keuffel, Mrs. M. B. Stevens, Mrs. C. B. Alexander and Mrs. W. D. Forbes. These prizes were awarded in connection with the closing exercises of the evening school, held in the Assembly room, on February 27th, 1899.

We report with sincere sorrow the loss by death on April 1st, of a member of this board, Mrs. Martha B. Stevens. Mrs. Stevens' name stands most prominent among those who were identified with the introduction of the Industrial Education system into this city. It was in response to her invitation, and at her residence at Castle Point, that the meeting, presided over by General George B. McClellan, was held on June 5th, 1885, at which meeting the Industrial Education Association of Hoboken was organized.

The same energy and public spirit which characterized Mrs. Stevens' efforts, in the inception of this branch of educational work, has always shown in her administration of the office of trustee held by her up to the time of her death. Her death is a great loss to the Board and its work. Mr. Richard Stevens, of this city, was appointed in her place.

At a meeting of the Board, held April 3d, 1899, the following resolutions were unanimously adopted by a rising vote:

WHEREAS, This Board has received with emotion of profound grief the announcement of the death of our fellow-member and co-worker, Mrs. Martha B. Stevens; and

WHEREAS, Mrs. Stevens, since the introduction of Industrial Education in this city, has been its zealous advocate and generous supporter, never ceasing to

SCHOOL REPORT.

manifest her interest in its success, confident that the welfare of childhood and youth, ever dear to her heart, would be enhanced thereby; therefore, be it

Resolved, That as members of this Board we hereby place on record an expression of our personal grief in the death of Mrs. Stevens and of our recognition of the great loss to Industrial Education, and to education generally in this city, caused by the ending of her irreproachable life of Christian service and philanthropy;

Resolved, That this resolution, properly engrossed, be presented to the family of the deceased.

TREASURER'S REPORT.

HOBOKEN, N. J., June 30th, 1899.

To the Board of Trustees for Industrial Education:

I herewith submit my report as Treasurer of the Board of Trustees for Industrial Education of the city of Hoboken, N. J., for the fiscal year ending June 30th, 1899:

Resources.

1898.	
July 1st, balance on hand.....	\$196 66
July 1st, mayor and council appropriation 1898 '99.....	4,550 00
November 1st, W. S. Hancock, State appropriation.....	4,550 00
Interest on certificate of deposit	21 68
	<hr/>
	\$9,318 34

Expenditures.

1898-'99.	
July to June 30th, salaries.....	\$5,560 34
July to June 30th, incidentals.....	2,583 57
July to June 30th, rent.....	600 00
July, return of loan.....	500 00
July, revenue stamps.....	92
June 30th, balance.....	73 51
	<hr/>
	\$9,318 34

Respectfully submitted,

JAMES SMITH,

Treasurer.

DRAWING.—EVENINGS.

Name of teachers—A. H. Rockwood, C. Guenther.
 Is teacher engaged exclusively in this work?—Yes; No.
 No. of pupils—Males, 15, 24; females,
 Number of lessons per week given each class—Three.
 Length of lesson—Two hours.
 Amount expended for manual training during the year—Plant,; material,; salaries, each, \$112.50; total,
 Total amount expended to date—
 Grade or grades in which subject is taught—

MODELING.

Name of teacher—E. Haddenhorst.
 Is teacher engaged exclusively in this work?—Yes.
 Number of pupils—Males, 499; females,

MANUAL AND INDUSTRIAL TRAINING. 405

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, ; material, ; salaries, \$750 ; total,
Total amount expended to date—
Grade or grades in which subject is taught—Sixth.
Remarks—In five schools.

SEWING.

Name of teachers—P. G. Fleming, E. Allen ; evening, M. Meharg.
Are teachers engaged exclusively in this work ?—Yes.
Number of pupils—Males, ; females, 605, 24.
Number of lessons per week given each class—One, three.
Length of lesson—One hour ; two hours.
Amount expended for manual training during the year—Plant, ; material, ; salaries, \$750, \$420, \$149 ; total,
Total amount expended to date—
Grade or grades in which subject is taught—8 B., 7 A., 7 B., 6 A. and 6 B.
Remarks—In five schools.

COOKING.

Name of teacher—E. Huger ; evenings, E. Huger.
Is teacher engaged exclusively in this work ?—Yes.
Number of pupils—Males, ; females, 138, 21.
Number of lessons per week given each class—One, three.
Length of lesson—Two hours.
Amount expended for manual training during the year—Plant, ; material, ; salaries, \$750, \$147.50 ; total,
Total amount expended to date—
Grade or grades in which subject is taught—9 B. and 8 A.
Remarks—In four schools.

WOOD-WORKING—(a) JOINERY ; (b) CARVING.

Name of teachers—J. S. Bloomer, A. H. Rockwood.
Is teacher engaged exclusively in this work ?—Yes.
Number of pupils—Males, 506, 318 ; females,
Number of lessons per week given each class—One.
Length of each lesson—One-half hour.
Amount expended for manual training during the year—Plant, ; material, ; salaries, \$1,200, \$900 ; total,
Total amount expended to date—
Grade or grades in which subject is taught—9 B., 8 A., 8 B., 7 A. and 7 B.
Remarks—In four schools ; in five schools.

LAKEWOOD.

To C. J. Baxter, State Superintendent :

DEAR SIR—I have the honor to send herewith my formal report of the work in manual training carried on in the schools of this township during the past year. Since this report is the first formal one issued from this department, I submit the following detailed description of the equipment :

The Sloyd room is fitted up with twenty benches. At each bench are the following tools: 1 iron jack-plane (Bailey's No. 5), 1 block plane, 1 tri-square, 1 ruler, 24-inch; 1 spoke shave, 1 sloyd knife, 1 marking-gauge, 1 screw-driver, 1 half-round file, 1 nail set; 1 back-saw, 1 bench-hook, 1 Bradley drawing kit, 1 cutting-board, 1 sand-paper block, 1 bench brush. As extra tools, there are in the room 10 hammers, 10 chisels, $\frac{1}{4}$ -inch; 10 chisels, $\frac{1}{2}$ -inch; 10 chisels, 1-inch; 2 gouges, $1\frac{1}{2}$ -inch; 2 gouges, $1\frac{3}{4}$ -inch; 1 automatic borer, with eight drill points; 6 T-bevels, 1 fore-plane, 5 jointer planes, 10 veining tools, 10 skew-chisels, 4 carving gouges, 1 set of drill-bits, 1 set of auger-bits, 1 set of center-bits, 5 rows counter-sinks, 10 bit-braces, 12 rip-saws, 12 cross-cut saws, 10 turning saws, 2 steel dividers, 5 cabinet-scrappers, 2 oil-stones, 2 mallets, 10 flat files.

The Swedish system of sloyd is taught. Instruction has been given the boys from the third primary to the fourth grammar grades, inclusive, and the girls of the four grammar grades. The woods used have been white pine, white wood, white oak, black oak, gum, maple and cherry birch. A series of the newest models was secured from the Sloyd Training School in Boston, and is made up of four grades of work. The preliminary is given the beginners, and consists of a sand-paper block, plant label, key tag, pencil sharpener, mat, flower-pin, flower stick, pen tray, keyboard and sled.

The next grade of work is harder and consists of a wedge, flower-pin, flower stick, pen-holder, clothes rack, paper knife, tool rack, foot-stool, meat board and corner bracket. This is given to the boys of the fourth primary and the boys and girls of the first grammar. The next grade, still harder, contains the shelf and brush rack, coat hanger, paper knife, cutting board, flower-pot stool, pen tray, knife box, hatchet handle and towel roller. The final grade is given to the most advanced pupils. The long flower stick, bread mat made of strips of bass wood and gum, tool rack to be attached to the bench; shelf, razor strop, hammer handle, book rack, half lapped frame and table are the principal models in it. Besides these regular models many supplementary

MANUAL AND INDUSTRIAL TRAINING. 407

ones are made, among them being the hat rack, keyboard, ruler, cake spoon, drawing board and frame. Carving is done in connection with the regular work. A series of carved models will soon be added to the course.

During the year a collection of specimens of different woods was presented to this department. Much interest was taken in these by the pupils who have since added many more.

FINANCIAL STATEMENT.

Receipts.

Balance from last year.....	.....
Amount raised by special tax.....	\$500 00
Amount received from the State.....	500 00
Amount received from other sources.....	.....
Total.....	\$1,000 00

Disbursements.

Teachers' salaries.....	\$550 00
Plant.....	.....
Material.....	134 81
Incidentals.....	.....
Balance June 30th, 189.....	315 19
Total.....	\$1,000 00

WOOD-WORKING—JOINERY.

Name of teacher—Pearl Reed Cowles.

Is teacher engaged exclusively in this work?—Yes.

Number of pupils—Males, 145; females, 61.

Number of lessons per week given each class—One.

Length of lesson—One and one-quarter hours; one and one-half hours; two hours.

Amount expended for manual training during the year—Plant,; material, \$134.81; salary, \$550; total, \$684.81.

Total amount expended to date—\$1,684.81.

Grade or grades in which subject is taught—Boys, third to eighth, inclusive; girls, fifth to eighth, inclusive.

LANDIS TOWNSHIP.

J. J. UNGER, SUPERINTENDENT.

To Hon. Chas. J. Baxter, State Superintendent of Public Instruction:

DEAR SIR—The statistical report of our manual training is herein enclosed. The additional report follows:

About a dozen years ago Prof. Deremer started manual training in the basement of the high-school building. When the annex to this

building was built, a more commodious room was fitted up in the basement, which room is still used for this purpose. The room, 28x50, is fitted up with work-benches to accommodate classes in wood-work numbering from 13 to 26, the number accommodated depending on the nature of the work; the room also has desks for classes in mechanical and freehand drawing, tables for classes doing charcoal work, and special benches for the classes in wood-carving. The other available space is filled with closets and cabinets for the safe keeping of the pupils' work and the storage of material necessary for carrying on the work. The room does not have the modern equipments usually found in a manual-training plant, but the small appropriation of \$450 or \$900, when duplicated by the State, is insufficient to afford better and more modern equipments.

The material used for sewing and wood-work, during the past year, was furnished by the local dealers. The Prang Educational Company and the Milton Bradley Company furnished the drawing, color and modeling material. There was not, strictly speaking, any want of material for carrying on the lines of work stated in the statistical report; better results would be secured by having more and better material, would the funds permit.

I am pleased to note an improvement during the past year, in both freehand and mechanical drawing. The freehand sketches made by the children of the primary grade would, in many cases, do credit to much older pupils. Illustrative drawing received a larger share of attention than heretofore, as the title pages of many literary productions handed in by the pupils will testify. Interest was not lacking on the part of the boys in mechanical drawing. Splendid work was done in water-colors by the primary grades, under the direct instruction of the grade teachers, superintended by the regular supervisor of manual training.

Modeling in clay is done in the primary, lower grammar and high-school grades. The primary children model objects based on the type forms, leaves, fruit and vegetables. The highest grades model from cast and nature. The work in clay should receive more attention, as it could profitably be carried on from the lowest grades through the high-school.

The girls of the sixth, seventh and eighth grades are instructed in sewing. The necessary elementary steps are followed by hemming, hemstitching, felling, darning, patching, making button-hole and sewing on a button. This is followed by a course in ornamental sewing and original design needlework.

The character of the wood-work done last year may be seen among the manual training exhibits in the State House, where two cases were sent at the close of the last school year. A feature that was added last year and not shown in this exhibit is the making of picture-frames. The children contributed money to buy pictures, reproductions of the most famous paintings. The amount contributed was

MANUAL AND INDUSTRIAL TRAINING. 409

about \$40, with which 43 pictures were purchased. These were framed by the pupils and hung up in the rooms as a permanent possession of the school. The silent influence that these works of art exert upon the pupils is far beyond that of the cheap advertising pictures so frequently used in decorating the school-room.

Manual training is growing in popularity in the district. Many who opposed it are beginning to see that the "whole fabric of society reposes upon the industrial pursuits of life," and that true teaching must correlate the work of the eye, hand and brain. The amount voted for by the district at the last school meeting was \$500, which was carried by a handsome majority over the ticket against manual training. The amount really needed is double the amount now appropriated, and the day is not far distant when it is to be hoped that amount will be available.

FINANCIAL STATEMENT.

Receipts.

Balance from last year.....	\$133 09
Amount raised by special tax.....	450 00
Amount received from the State.....	450 00
Amount received from other sources.....	.....
Total	\$1,033 09

Disbursements.

Teachers' salaries.....	\$700 00
Plant .....	.....
Material	117 47
Incidentals.....	.....
Balance June 30th, 189	215 62
Total.....	\$1,033 09

DRAWING.

Name of teacher—Mary S. Swick.
 Is teacher engaged exclusively in this work?—Yes.
 Number of pupils—Male, 208; female, 248.
 Number of lessons per week given each class—One.
 Length of lesson—Forty minutes.
 Grade or grades in which subject is taught—Grades 6, 7, 8, 9, 10, 11, 12.
 Grade teachers—
 Number of pupils—Male, 10; female, 44.
 Number of lessons per week given each class—Three.
 Length of lesson—Fifteen minutes.
 Grade or grades in which subject is taught—Grades 1, 2, 3, 4, 5.
 Amount expended for manual training during the year—Material, \$200; salaries, \$700; total, \$900.

MODELING.

Name of teacher—Mary S. Swick.
 Number of pupils—Male, 83; female, 119.
 Grade or grades in which subject is taught—Grades 6, 7, 11, 12. No regular time.

SCHOOL REPORT.

Grade teachers--

Number of pupils--Male, 10; female, 44.

Grade or grades in which subject is taught--Grades 1, 2, 3, 4, 5. Alternates with drawing or wood work.

SEWING.

Names of teachers--Grade teachers.

Number of pupils--Female, 150.

Number of lessons per week given each class--One.

Length of lesson--Forty minutes.

Grade or grades in which subject is taught--Grades 6, 7, 8.

WOOD-WORKING--(a) JOINERY.

Name of teacher--Mary S. Swick.

Number of pupils--Male, 119; female, 21.

Number of lessons per week given each class--One.

Length of lesson--Forty minutes.

Grade or grades in which subject is taught--Grades 6, 7, 8, 9.

WOOD-WORKING--(b) CARVING.

Name of teacher--Mary S. Swick.

Number of pupils--Male, 38; female, 50.

Number of lessons per week given each class--One.

Length of lesson--Forty minutes.

Grade or grades in which subject is taught--Grades 10, 11, 12.

MONTCLAIR, N. J.

RANDALL SPAULDING, SUPERINTENDENT.

To Hon. Charles J. Baxler, State Superintendent :

DEAR SIR--A few additions have been made, during the past year, to our manual-training plant. In the Central school a partition has been erected between the wood-working and the machine-rooms, so that now, work can be carried on in both rooms at the same time without the noise of one class disturbing the other. A new grind-stone has been placed in the wood-working room, and so connected with the engine as to be run by steam power.

In the Maple avenue school, a room has been fitted up for advanced work in clay modeling. Convenient tables have been devised and constructed for this work, in front of which the pupil stands with the work on a level with the eye. The model is placed at the same height.

In the Mt. Hebron school, the floor room used for manual training has been doubled and furnished with additional shelves and cabinets.

MANUAL AND INDUSTRIAL TRAINING. 411

The most important change in the character of the work has been the transfer of the advanced clay modeling from the sixth to the fifth grade. The muscular strength required for this work is inconsiderable, and it is found that the children in this grade have sufficient co-ordinating power to secure quite satisfactory results in modeling.

Tool work with wood, in accordance with the so-called Sloyd system, has been done during the past year in the sixth grade. The Sloyd knife is used almost exclusively for several months, and chiefly throughout the year. About one dozen articles, all of which are more or less useful, are first produced by the process of plain cutting. These are: Flower label, yarn winder, thread winder, fish-line winder, kite string reel, silk winder, calendar back, match scratcher, charcoal sharpener, bill file with base of ornamental pattern, picture frame, bracket, including a solid angle constructed by gluing, hair-pin trough and side pocket for wall. A number of the above require practice in gluing. The following all involve chip carving: Six preliminary exercises, pen rack, tooth-pick holder, easel, ornamented tray, letter rack, match safe, etc. The best pieces of each kind are displayed separately for a certain length of time. This stimulates the ambition of the pupils so that, as the kind of work is changed from time to time, new names appear in the approved list.

The work in the seventh, eighth and ninth grades has, with some improvement, we believe, in quality, remained practically the same as for several years past.

As time passes we are more than ever satisfied with the value of manual training. It promotes physical health, increases accuracy of observation and quickness of perception. It stimulates the constructive imagination, especially by design in drawing and in the working of clay and wood. By reason of this training we believe that our pupils have increased power in original work, and that their executive ability is developed. This is shown conspicuously in their science work and subsequent laboratory work in the high-school. We believe, moreover, that by making the school more practical, and therefore more interesting, we are able to hold the pupils to a more advanced age.

FINANCIAL STATEMENT.

Receipts.

Balance from last year.....	\$491 91
Amount raised by special tax.....	3,750 00
Amount received from the State.....	3,750 00
Amount received from other sources.....	.....
Total.....	\$7,991 91

Disbursements.

Teachers' salaries.....	\$4,275 00
Plant.....	1,111 55
Material.....	499 21

SCHOOL REPORT.

Incidentals	\$2,092 67
Balance June 30th, 1899.....	13 48
Total.....	<u>\$7,991 91</u>

DRAWING.

Name of teacher—Mary J. Goffe.
 Is teacher engaged exclusively in this work?—No.
 Number of pupils—Males, 73 ; females, 77.
 Number of lessons per week given each class—Two.
 Length of lesson—One hour.
 Amount expended for manual training during the year—Plant, ; material, ; salaries, \$150 ; total, \$150.
 Total amount expended to date—
 Grade or grades in which subject is taught—Seventh.

MODELING.

Names of teacher—Merive Thompson, Helen L. Bedell.
 Is teacher engaged exclusively in this work?—No ; Yes.
 Number of pupils—Males, 103 ; females, 102.
 Number of lessons per week given each class—Two.
 Length of lesson—One hour.
 Amount expended for manual training during the year—Plant, \$9.56, \$544.19 ; material, \$41.05 ; salaries, \$270, \$500, \$300 ; total, \$1,664.80.
 Total amount expended to date—
 Grade or grades in which subject is taught—Fifth.

SEWING.

Name of teacher—Class teachers.
 Is teacher engaged exclusively in this work?—No.
 Number of pupils—Males, ; females, 75.
 Number of lessons per week given each class—Two.
 Length of lesson—One hour.
 Amount expended for manual training during the year—Plant, ; material, \$32.97 ; salaries, ; total, \$32.97.
 Total amount expended to date—
 Grade or grades in which subject is taught—Seventh and eighth.

DOMESTIC ECONOMY.

Name of teacher—Merive Thompson.
 Is teacher engaged exclusively in this work?—No.
 Number of pupils—Males, ; females, 66.
 Number of lessons per week given each class—Two.
 Length of lesson—One hour.
 Amount expended for manual training during the year—Plant, \$4.40 ; material, \$212.46 ; salaries, \$180, \$500 ; total, \$896.86.
 Total amount expended to date—
 Grade or grades in which subject is taught—

METAL-WORKING.

Name of teacher—Robt. C. Stanley.
 Is teacher engaged exclusively in this work?—Yes.
 Number of pupils—Males, 40 ; females,
 Number of lessons per week given each class—One.
 Length of lesson—Two hours.
 Amount expended for manual training during the year—Plant, \$32.85 ; material, \$17.28 ; salaries, \$195, \$625 ; total, \$870.13.
 Grade or grades in which subject is taught—Ninth.

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WOOD-WORKING--(a) JOINERY.

Name of teacher—Olaf Sangstod.
Is teacher engaged exclusively in this work—Yes.
Number of pupils—Males, 163 ; females, 92.
Number of lessons per week given each class—Two.
Length of lesson—One hour.
Amount expended for manual training during the year—Plant, ; material, ; salaries, \$90, \$300, \$700 ; total,
Total amount expended to date—
Grade or grades in which subject is taught—Sixth and seventh.

WOOD-WORKING.--(b) CARVING.

Name of teacher—Mary L. Allis.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Males, 71 ; females, 50.
Number of lessons per week given each class—Two.
Length of lesson—One hour.
Amount expended for manual training during the year—Plant, \$520.05 ; material, \$180.43 ; salaries, \$1,200, \$195 ; total,
Total amount expended to date—
Grade or grades in which subject is taught—Eighth and ninth.

Incidentals—Rent, fuel, insurance, repairs, etc., \$1,178.19.
Amount expended for manual training during the year—Plant, \$1,111.05 ; material, \$484.19 ; salaries, \$5,205 ; total, \$7,978.43.
Total amount expended to date—\$7,978 43.

NEWARK.

C. B. GILBERT, SUPERINTENDENT.

To Hon. Charles J. Baxter, State Superintendent :

During the past year manual training work has been extended to the fifth grade of the grammar schools and to the high-school, so that now pupils from the fifth grade through the first year of the high-school receive instruction in this subject. A course for the entire four years of the high-school has been adopted and will be put into force as rapidly as possible. Plans have been matured and, at the present writing, are in force in accordance with which the girls of the fifth year are to do the same work in manual training as the boys. Manual training courses in the high-school are also open to the girls. By manual training, I mean shop-work ; girls of the sixth, seventh and eighth grades have their manual training in the form of sewing. We are about to open and equip additional rooms in the high-school to provide for the increased demands. There are now employed in this

SCHOOL REPORT.

city, beside the supervisor, Mr. Pickwick, ten manual-training teachers. Photographs of work done by students have been prepared to be sent to the Paris exposition.

FINANCIAL STATEMENT.

Receipts.

Balance from last year.....	\$2,277 84
Amount raised by special tax.....	5,000 00
Amount received from the State.....	5,000 00
Amount received from other sources.....	.....
Total.....	\$12,277 84

Disbursements.

Teachers' salaries.....	\$3,912 50
Plant.....	4,195 50
Material.....	1,527 44
Incidentals.....	.....
Balance January 1st, 1899.....	2,642 40
Total.....	\$12,277 84

DRAWING.

Names of teachers—Eli Pickwick, Jr., H. Pfennigwerth, H. P. Farrington, Charles H. Cook, Pamela Howell, Anna W. Kinney, Emma Blaeser.

Is teacher engaged exclusively in this work?—Half-time in drawing and half in wood-work.

Number of pupils—Males, 78, 320, 317, 335, 621, 623, 650; females,

Number of lessons per week given each class—One.

Length of lesson—Forty-five minutes; thirty minutes.

Grade or grades in which subject is taught—High-school; seventh and eighth; fifth and sixth.

Remarks—Mr. Pickwick is the Supervisor of manual training.

SEWING.

Name of teacher—Carrie V. Stephens, Supervisor.

Is teacher engaged exclusively in this work?—Yes.

Number of pupils—Males,; females, 2,056.

Number of lessons per week given each class—One.

Length of lesson—Forty-five minutes.

Grade or grades in which subject is taught—Sixth, seventh and eighth.

Remarks—Sewing is taught by the class teachers.

CARDBOARD CONSTRUCTION.

Name of teacher—Eli Pickwick, Jr.

Number of pupils—Males,; females, 60.

Number of lessons per week given each class—Five.

Length of lesson—One hour.

Grade or grades in which subject is taught—Normal school.

Remarks—Sessions only during one-half year.

MANUAL AND INDUSTRIAL TRAINING. 415

WOOD-WORKING—(a) JOINERY.

Names of teachers—Same teachers as for drawing.
Is teacher engaged exclusively in this work?—Half-time in drawing and half in wood-work.
Number of pupils—Same as for drawing.
Number of lessons per week given each class—Same as for drawing.
Length of lesson—Same as for drawing.
Grade or grades in which subject is taught—Same as for drawing.

WOOD-WORKING—(b) WHITTILING.

Names of teachers—Same teachers as for drawing.
Is teacher engaged exclusively in this work?—Half-time in drawing and half in wood-work.
Number of pupils—Same as for drawing.
Number of lessons per week given each class—Same as for drawing.
Length of lesson—Same as for drawing.
Amount expended for manual training during the year (financial year, 1898).
—Plant, \$4,195.50; material, \$1,527.44; salaries, \$3,912.50; total, \$9,635.44.
Total amount expended to date (January 1st, 1899)—\$12,357.60.
Grade or grades in which subject is taught—Same as for drawing.

NEWARK TECHNICAL SCHOOL.

CHARLES A. COLTON, DIRECTOR.

Hon. Charles J. Baxter, State Superintendent:

SIR—The work of the Newark Technical School for the year 1898–99, brings into prominence several features which are worthy of special notice as indicating the gradual change through which the school is passing. Ten years ago students were admitted to the preparatory class without an examination and were taught arithmetic from the beginning. The number of students in the class at that time was frequently one hundred. In the first-year class the number of students has been as high as one hundred and twenty. Of those who entered these two classes nearly three-fourths withdrew before the end of the year. The standard of admission has been gradually raised for all the classes, the result being a decrease in the number of students at the beginning of the year, but at the close about the same number being in attendance as formerly when the classes were so large. The class of students which now enters the school is, as a rule, superior to that which applied for admission in the early days of the institution.

Inquiries concerning more advanced instruction in certain lines would seem to indicate a desire for a higher grade of work than has heretofore been done, and in view of this the trustees have under consideration the organization of a department of electricity.

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SCHOOL REPORT.

The electroplating laboratory, which was fitted up at the beginning of the year, is now in successful operation.

Appended is the financial statement for the year ending April 29th, 1899:

FINANCIAL STATEMENT OF THE NEW NEWARK TECHNICAL SCHOOL FOR THE YEAR ENDING APRIL 29TH, 1899.

Dr.

Balance on hand May 1st, 1898.....	\$8,008 70
Appropriation received from the State.....	5,000 00
Appropriation received from the city.....	5,000 00
Rent received for use of building.....	1,666 66
Tuition fees received.....	615 40
Merchandise sold.....	343 90
Rebate on gas bill.....	5 06
Repairs paid by Board of Education.....	2 75
Received from students for chemical apparatus.....	34 29
Received from electroplating department.....	1 79
Total receipts.....	\$20,678 55

Cr.

Salaries.....	\$7,562 92
Paid on account of mortgage.....	2,500 00
Furniture and fixtures.....	562 31
Expense account.....	1,654 96
Department of drawing.....	20 92
Lighting.....	456 58
Chemistry and physics.....	4 25
Repairs and alterations.....	451 58
Merchandise bought.....	431 92
Chemical laboratory.....	136 24
Electroplating department.....	168 34
Paid models for services.....	38 80
Library.....	142 16
Hedges property.....	124 54
Total payments.....	\$14,255 52
Balance on hand.....	6,423 03
	\$20,678 55

Mortgage debt, \$15,000.

ORANGE.

WM. M. SWINGLE, SUPERINTENDENT.

To Hon. Charles J. Baxter, State Superintendent :

DEAR SIR—I herewith submit for your information my annual report of the condition of the Manual Training Department of the public schools of this city for the year 1898-'99.

MANUAL AND INDUSTRIAL TRAINING. 417

During the past year I have made but few changes in the course of study and working of the Manual Training Department, but I have preferred to study the situation and recommend to the board of education a number of changes as given in the following details—all of which were adopted.

Wood-Working.—Since the organization of the work in 1888, the manual-training plant has been located in rented rooms on Cone street, to which the pupils of the higher grammar grades and of the high-school went for the instruction in wood work and cooking. For many reasons this plant and location was unsatisfactory, and it was decided by the board of education to thoroughly equip a separate room in each of the schools with benches, tools and lockers, in order that the work in wood might be extended to other grades, and better results attained. The tools and benches in the present plant will be transferred to schools Nos. 4 and 5, and sixty new single benches and a complete equipment of tools will be purchased for schools Nos. 1, 2 and 6. The changes necessary to make this improvement will involve considerable expense and will be made during the vacation. After the opening of the schools in September, the teacher will spend a portion of his time in each school and give the boys his personal supervision.

The materials and course of study in this line of work are the same as in preceding years, but next year we hope to add to the requirements for each grade and give all the fifth-grade boys instruction in slip work. During the first year in the high-school the work is compulsory and after that time it is optional with the boys. The girls do not take wood-working.

Drawing.—During the year, the work in drawing was somewhat interrupted by granting three months' leave of absence to the Supervisor. Substantial additions were made to the equipment and abundant materials were provided for teaching this subject properly. In the primary grades the instruction is given by the regular teachers, under the supervision of the special teacher, and in the grammar grades and high-school the work is done by the special teacher. During the vacation, a room will be fitted up in the high-school building and equipped with drawing-tables, casts, pictures, etc., for the classes in the high-school in crayon, designing and mechanical drawing, and for the use of the teachers in grade meetings. The work in drawing is optional after the first year in the high-school.

Cooking.—The work in cooking will be transferred to the high-school building, and a room on the second floor of this school will be fitted up with the appliances necessary for more systematic and thorough work in this line of instruction. A portion of the room will be partitioned off and a dining-room will be added to the plant in

order that the proper serving of food, dining room etiquette, and table manners may be taught the pupils who are in these classes.

During the past year it was thought advisable to begin this work earlier in the course. The girls of the eighth grade have been given a lesson in cooking once in two weeks, and the classes in the high-school complete the course at the end of the second year. Next year the eighth grade will be given a weekly lesson of two hours and the receipts and detailed instructions will be printed and distributed to the class at the opening of each lesson to save time and insure accuracy. This branch of the manual-training work has proven very popular with the parents.

Sewing.—This subject is taught to the girls in the fifth, sixth and seventh grades. A decided interest is taken by the pupils and thorough work is done. The following is the work as planned for the grades :

Fifth Grade.—The girls begin plain sewing, learning the common stitches in the following order : running, stitching, half-backstitching, basting, overcasting, hemming, frilling, loop-stitch, catch-stitch and weaving. These are acquired in a course of twelve separate models called patches. The industrious and neat workers may make an apron and a pillow case for a crib or cradle pillow.

Sixth Grade.—Sewing is continued as follows : Darning of stockings, gathering on bands (two ways), button holes, hooks and eyes, bias facings and bindings, ruffling inserted in hem, group of tucks, gusset and darning of rents. The various grades of muslin and their proper uses are taught. Drawers, waists and skirts, from one to three-year sizes, may be made by the pupils who have completed the plain sewing course. All garments are cut by pupils from paper patterns.

Seventh Grade.—Sewing is continued as follows ; Hemstitching, loop-stitching (three ways), feather stitching (three ways), Kensington outline stitch, Mexican drawn work (six patterns), cross-stitch letters (for marking linen and underclothing), scalloping and embroidered letters.

The above constitutes the course in embroidery, after which the pupils who have completed the course may make an infant's flannel jacket, a dress or blouse for a child from one to three years, and a shirt waist for an adult.

Modeling.—This work is begun in the kindergarten grades and carried through the first four years of school. All the pupils are required to do the work as taught by the regular teachers under the supervision of the special teacher. In the first three years, form-study, color-work and folding are carried along with the modeling. In the

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fourth year, geometrical forms are used in color-work. Some of the clay-modeling is done from plaster casts and some from natural forms.

In conclusion, I think good work was done in this line during the past year, notwithstanding the location of the rooms and crowded condition of the schools. With the new buildings and the contemplated improvements and enlargement of the facilities in the manual training, our schools should be second to none in the character of the work done.

FINANCIAL STATEMENT.

Receipts.

Balance last year.....	\$612 87
Amount raised by Special Tax.....	2,500 00
Amount received from the State.....	2,500 00
Amount received from other sources.....	.....
Total.....	\$5,612 87

Disbursements.

Teachers' Salaries.....	\$3,104 75
Plant.....	.....
Material.....	878 35
Incidentals	575 16
Balance June 30th, 189	1,054 61
Total.....	\$5,612 87

DRAWING.

Name of teacher—Helen C. Jensen.
 Is teacher engaged exclusively in this work?—Yes.
 Number of pupils—Males, 1,150; females, 1,220.
 Number of lessons per week given each class—One.
 Length of lessons—Forty-five to sixty minutes.
 Amount expended for manual training during the year—Plant, ;
 material, \$575.81; salaries, \$684.75; total, \$1,260.56.
 Total amount expended to date—
 Grade or grades in which subject is taught—First to eighth—All grades.

MODELING.

Name of teachers—Regular teachers under supervision of Mary E. Habberton.
 Is teacher engaged exclusively in this work?—No.
 Number of pupils—Males, 210; females, 250.
 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—Plant, ;
 material, \$16.00; salaries, \$1,000; total, \$1,016.
 Total amount expended to date—
 Grade or grades in which subject is taught—Third and fourth.

SCHOOL REPORT.

SEWING.

Name of teacher—Mary E. Habberton.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Males,; females, 266.
Number of lessons per week given each class—One.
Length of lesson—One to one and a half hours.
Amount expended for manual training during the year—Plant,; material, \$34.98; salaries,; total, \$34.98.
Total amount expended to date—
Grade or grades in which subject is taught—Fifth, sixth and seventh.

COOKING.

Name of teacher—Helen R. Summer.
Is teachers engaged exclusively in this work?—Two days.
Number of pupils—Males,; females, 105.
Number of lessons per week given each class—One.
Length of lesson—One hour and a half to two hour.
Amount expended for manual training during the year—Plant,; material, \$143.56; salaries, \$360; total, \$503.56.
Total amount expended to date—
Grade or grades in which subject is taught—Eighth, first and second year of high-school.

WOOD-WORKING—(a) JOINERY; (b) CARVING.

Name of teacher—S. Edwin Wardell.
Is teacher engaged exclusively in this work?—Four days.
Number of pupils—Males, 275; females,
Number of lessons per week given each class—One.
Length of lesson—One to one and a half hours.
Amount expended for manual training during the year—Plant,; material, \$108; salaries, \$960; total, \$1,068.
Total amount expended to date—
Grade or grades in which subject is taught—

Janitor—\$100; total, \$100. Incidentals, \$55.31; rent and repairs, \$519.85.
Amount expended for manual training during the year—Plant, \$575.16; material, \$878.35; salaries, \$3,104.75; total, \$4,558.76.
Total amount expended to date (1888 to 1899)—\$42,975.32.

PASSAIC.

F. E. SPAULDING, SUPERINTENDENT.

To C. J. Baxter, State Superintendent:

SIR—The work in our manual-training department has been pursued the past year along the lines of the year previous, as reported to you a year ago. It has been very successful and is steadily gaining favor, both with the Board of Education and the community. The

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chief objections still raised, and they are not numerous, come from parents of girls who do not wish to have their daughters educated for "carpenters" and "blacksmiths." Their expression indicates how completely they fail to comprehend the real place and purpose of this work in a system of education. I am pleased to report, however, that arrangements for the improvement and extension of the courses in this department, which have just been completed, involve such changes as will undoubtedly silence even these objections in future. Next year the courses for boys and girls are to be distinct throughout. The girls will have sewing followed by cooking, the former from the third to the sixth year inclusive, the latter during the seventh and eighth years, while the boys will be engaged in bent iron-work, knife-work, joinery, carving and drawing from the fifth to the eighth year inclusive. The following presents a tabular view of the complete course:

Grade.	MANUAL TRAINING—BOYS.		Lessons per week.	Length of lesson.	Grade.	DOMESTIC SCIENCE—GIRLS.		Lessons per week.	Length of lesson.
	Subject—					Subject—			
5th	Bent iron-work.....	1	1	h.	3d	Sewing	1	$\frac{1}{2}$	h.
6th	Knife-work and mechanical drawing.....	1	$1\frac{1}{4}$	h.	4th	Sewing	1	$\frac{1}{2}$	h.
7th	Joinery and mechanical drawing..	1	2	h.	5th	Sewing	1	1	h.
8th	Joinery, drawing and drawing....	1	2	h.	6th	Sewing	1	$1\frac{1}{4}$	h.
					7th	Cooking	1	2	h.
					8th	Cooking	1	2	h.

Hereby our former courses are increased by two and one-half years for girls and by one and one-half years for boys.

Sewing will also be introduced next year into our evening school. All girls will receive one forty-five-minute lesson each week. It is possible that some girls may be given instruction in cooking instead.

To carry out the enlarged courses in this department there has been employed a third teacher, who will be occupied wholly with sewing.

Some slight changes have been made in our plant which will enable us to accommodate larger classes in cooking and manual training. An increased amount of material will of course be required.

FINANCIAL STATEMENT.

Receipts.

Balance from last year.....	\$148 26
Amount raised by special tax.....	1,400 00
Amount received from the State.....	1,400 00
Amount received from other sources.....	.....
Total.....	\$2,948 26

SCHOOL REPORT.

Disbursements.

Teachers' salaries.....	\$1,608 22
Plant.....	73 02
Material.....	745 84
Incidentals.....	360 00
Balance June 30th, 189	161 18
Total.....	\$2,948 26

DRAWING.

Name of teacher—Mr. Wm. A. Robbins.
 Is teacher engaged exclusively in this work?—Yes.
 Number of pupils—Male, 101; female, 57.
 Number of lessons per week given each class—One.
 Length of lesson—One hour.
 Amount expended for manual training during the year—Plant,; material,; salaries,; total,
 Total amount expended to date—
 Grade or grades in which subject is taught—Last two grammar.
 Remarks—Drawing and wood-working are taken together.

SEWING.

Name of teacher—Miss Florence Newell.
 Is teacher engaged exclusively in this work?—Yes.
 Number of pupils—Female, 550.
 Number of lessons per week given each class—One.
 Length of lesson—One-half hour.
 Amount expended for manual training during the year—Plant,; material,; salaries,; total,
 Total amount expended to date—
 Grade or grades in which subject is taught—Third and fourth.

COOKING.

Name of teacher—Miss Florence Newell.
 Is teacher engaged exclusively in this work?—Yes.
 Number of pupils—Males,; females, 95.
 Number of lessons per week given each class—One.
 Length of lesson—One and a half hours.
 Amount expended for manual training during the year—Plant,; material,; salaries,; total,
 Total amount expended to date—
 Grade or grades in which subject is taught—Last one and a half, grammar.

METAL-WORKING.

Name of teacher—Mr. Wm. A. Robbins.
 Is teacher engaged exclusively in this work?—Yes.
 Number of pupils—Male, 71; female, 67.
 Number of lessons per week given each class—One.
 Length of lesson—One and a half hours.
 Amount expended for manual training during the year—Plant,; material,; salaries,; total,
 Total amount expended to date—
 Grade or grades in which subject is taught—Last half of grammar VI.

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WOOD-WORKING—(a) JOINERY ; (b) CARVING.

Name of teacher—Mr. Wm. A. Robbins.
Is teacher engaged exclusively in this work—Yes.
Number of pupils—Male, 101; female, 57.
Number of lessons per week given to each class—One.
Length of lesson—One hour.
Amount expended for manual training during the year—Plant, ; material, ; salaries, ; total,
Total amount expended to date—
Grade or grades in which subject is taught—Last half of grammar V1.

Amount expended for manual training during the year—Plant, \$73.02; material, \$745.84; salaries, \$1,608.22; total, \$2,427.08.
Total amount expended to date—\$13,322.00.

PATERSON.

DR. A. B. POLAND, SUPERINTENDENT.

To Hon. Charles J. Baxter, State Superintendent :

DEAR SIR—In accordance with law, I take pleasure in submitting to you the following report upon manual training in the city of Paterson for the year 1898–1899, as follows :

The manual-training work done and attempted during the past year differs very little from that heretofore reported. The course of study that has been pursued by us for several years past includes a series of lessons in drawing and joinery for pupils of the seventh and eighth years of the grammar schools, together with a series of lessons in wood-turning and wood-carving for pupils in any grade of the high-school course.

Attendance upon the manual-training school is compulsory upon the boys enrolled in the seventh and eighth years of the elementary schools. For pupils of the high-school the work at the manual-training school has been optional.

Owing to the fact that we have employed only one teacher, it has not been possible for him to meet pupils oftener than once a week. I am of the opinion that it would be better if the manual training work could be so organized that pupils should receive instruction at least twice every week.

The building used by us for the manual-training school is centrally located and reasonably well adapted for the purposes of said school. It would be better, however, if we could save the loss of time suffered by pupils in coming to the central school from distant parts of the city. If our funds were sufficient I would encourage the establish-

ment of at least three manual training departments in convenient parts of the city.

There is a feeling among the citizens of Paterson that the course of study pursued in the manual-training school should be improved by the introduction of new studies and the extension of the studies now pursued. The lack of sufficient funds from year to year has prevented the commission from increasing the efficiency of the manual training school in any direction, *i. e.*, either by the employment of more teachers or by the introduction of more studies. In fact, up to the present time no appropriation has been made by the Board of Aldermen for the maintenance of the school during the current year. It may, therefore, be necessary to suspend the school for a whole or a part of the coming year. This will be unfortunate and I trust will not be necessary through shortage of funds or other cause. If, however, the school should be temporarily suspended I trust that when reorganized it will be put upon a broader plane of usefulness than heretofore. The following resolution, adopted unanimously by the Commissioners of Public Instruction at a meeting held May 26th, 1899, shows the attitude of the public school authorities towards this most important branch of general education :

“Your special committee appointed to report a plan for the reorganization and extension of the work of the manual-training school in this city would respectfully report as follows :

“It is now ten or more years since the subject of manual training was first brought to the attention of this commission and by its action introduced into the public schools of this city. We were, in fact, almost the pioneers it may be said in introducing this new branch of education in the schools of this country.

“During the ten years that have elapsed since its first introduction into Paterson, the manual-training school has come to occupy a prominent place in the educational system of most cities, as, for instance, New York, Chicago, St. Louis, Philadelphia, Washington, Newark, Boston, and, in fact, nearly all cities of educational prominence throughout the country of whatever population. It was no doubt due chiefly to the initiative of Paterson that the State of New Jersey for several years past has made, annually, large appropriations of money to extend the growth and foster the development of manual training in the State.

“As an illustration of what has been done elsewhere it is worthy to notice that the State of Massachusetts, always foremost in educational matters, enacted not long since a law requiring cities of 10,000 population or more to support manual-training schools at local expense. As a result of this legislation all the cities of Massachusetts are rapidly developing excellent manual-training schools that are accomplishing not a little for the development of the local industries of the cities of that State.

“Your attention need scarcely be called to the fact that in England and upon the continent of Europe the most effective means, State and

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municipal, have been taken to develop manual-training institutions looking towards their effect upon competitive industries.

"It is to be regretted that although we are pioneers in this great educational movement we have been compelled, by reason of insufficient support, to drop to the rear. Despite, however, insufficient annual appropriations we have, notwithstanding, maintained a manual-training school that has done valuable service to the youth of this city. It would be a misfortune at this time to abandon what we have proved to be most useful, and what other cities are now vieing with one another to establish and develop.

"Your committee would recommend that during the coming year the following changes be introduced and improvements made:

"First—That the present plant be put into better shape for the prosecution of the work required, or that a new plant more suitable for the purpose of manual training be elsewhere secured.

"Second—That a sufficient supply of tools and fixtures be provided to enable the work of the school to be carried on to better advantage.

"Third—That the manual-training school be opened to the public for all persons of suitable age and understanding for five evenings in the week, during the greater part of the school year.

"Fourth—That a regular course of study be formulated for the several classes of pupils that will attend the evening sessions of the manual-training school.

"Fifth—That an additional instructor, or instructors, be employed. These instructors should possess the highest qualifications, and should, if possible, be graduates of the best technical schools in the United States, in order that the work of the school may assume at the outset a high plane of excellence.

"Sixth—That so far as practicable the work of the evening manual-training school shall have for its object the training of skilled artisans in one or more of the chief industries of this city."

I trust that before the end of the year it will be possible for me to report the reorganization and establishment of the manual-training school upon a more permanent and satisfactory basis.

FINANCIAL STATEMENT.

Receipts.

Balance from last year.....	\$1,618 19
Amount raised by special tax.....	.....
Amount received from the State.....	.....
Amount received from other sources	576 73
Total.....	\$2,194 92

SCHOOL REPORT.

Disbursements.

Teachers' salaries.....	\$1,000 00
Janitors' salaries.....	179 96
Plant.....	275 00
Material.....	17 36
Incidentals.....	.....
Balance June 30th, 1899.....	722 60
Total.....	\$2,194 92

DRAWING.

Name of teacher--Edward D. Hilton.
 Is teacher engaged exclusively in this work?--Yes.
 Number of pupils--Males, 415 ; female,
 Number of lessons per week given each class--One.
 Length of lesson--One-half hour.
 Grade or grades in which subject is taught--Grades 7 and 8 and all high-school grades.

WOOD-WORKING--(a) JOINERY.

Name of teacher--Edward D. Hilton.
 Is teacher engaged exclusively in this work?--Yes.
 Number of pupils--Males, 415 ; female,
 Number of lessons per week given each class--Two.
 Length of lesson--Forty-five minutes.
 Grade or grades in which subject is taught--Grades 7 and 8 and all high-school grades.

WOOD-WORKING--(b) CARVING.

Name of teacher--Edward D. Hilton.
 Is teacher engaged exclusively in this work?--Yes.
 Number of pupils--Males, 415 ; female,
 Number of lessons per week given each class--Two.
 Length of lesson--Forty-five minutes.
 Amount expended for manual training during the year--Plant, \$275 ; material, \$17 36 ; salaries, \$1,179.96 ; total, \$1,472.32.
 Total amount expended to date--
 Grade or grades in which subject is taught--Grades 7 and 8 and all high-school grades.

RED BANK.

S. V. ARROWSMITH, SUPERINTENDENT.

To Hon. Charles J. Baxter, State Superintendent :

DEAR SIR--In accordance with your request, I herewith submit a brief report of the condition of the Red Bank schools.

The total enrollment of pupils for the year was 929. Of these 442 were in the primary department, 309 in the grammar and 97 in the high-school department.

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Nine teachers are employed in the primary, eight in the grammar and four in the high-school. In addition to these a special teacher in drawing and manual training and one in music are also employed.

The unusually severe storms of the past winter, together with the unfortunate interruption caused by the prevalence of sickness among both pupils and teachers for a time seriously interfered with the work in all departments, and called forth more than ordinary effort in order to accomplish the results aimed for.

In spite of these adverse conditions, however, we can report an advancement in our enrollment, as well as in the scope and efficiency of the work accomplished.

Our room accommodations have been strained to the utmost, but by prompt and generous action of the Board of Education, needed relief in the grammar grades was afforded by the employment of an additional teacher, and the renting of a thoroughly well-equipped room in the new town-hall building.

The high school department was also strengthened by adding another teacher to the corps, and the substitution of new individual desks in the place of the dilapidated furniture formerly in use.

A congested condition still exists in the eighth grade of the Mechanic street school, which, however, has already been provided against by the division of the grade and the renting of still another commodious room admirably adapted to our purpose in the new Mercantile Bank building.

Our Board of Education is thoroughly alive to the vital interests of the schools. The physical comfort, as well as the intellectual needs of the pupils, is carefully considered, and all plans having for their end the progress and efficiency of the schools are sure to receive their hearty co-operation and earnest support.

Some important modifications have been made in the methods of development, especially in the primary and grammar grades, which it is confidently hoped will result in the general efficiency of these departments.

Especial effort has been made toward a reform in the subject of promptness, and with very gratifying results. During last year it was not unusual to have reported in a single grade from twenty-five to fifty or even sixty cases of tardiness a month. A healthy sentiment in this most important direction has since taken root, so that this evil has been reduced to a minimum, while at the same time our percentage of attendance has improved in almost the same ratio.

The old system of periodical examinations has been abandoned, promotions now being made upon the results of daily recitations, and the record of frequent written tests. The result has been entirely satisfactory to teachers, pupils and parents.

Our high-school course has been revised and strengthened. Last year we were accepted upon the "approved" list; and a personal

inspection of our system by the State Superintendent during the present year resulted in increased inspiration among our teachers.

We are doing thorough college preparatory work through the first three years of the high-school course, and are now so equipped as to be able to offer the advantages of a full four years' course to such pupils as are preparing for college entrance.

During the closing week of the year a public exhibition of the work done in the manual-training department was made in the Mechanic street school, which was inspected by a large number of patrons and interested visitors. The result was highly gratifying — removing some lingering prejudices against this valuable feature of school work, and establishing it more thoroughly in public favor.

A class of fourteen was graduated in June. As usual, the Opera House was crowded upon this occasion. The State Superintendent of Public Instruction was present and made the address of the evening.

The diplomas were presented by Mr. C. D. Warner, President of the Board of Education.

The work in our manual-training department has progressed very satisfactorily during the past year. Both in character and amount of work we have made recognized advancement.

Drawing is taught throughout the entire course. Wood-working in all the grades from the sixth to the tenth inclusive. It is an optional subject with the girls, but during the year it has grown so in general favor and recognized importance that those who do not take it are the exceptions, while many find time and inclination to do more than the required amount of work, and apply the mechanical principles taught in the regular lessons to the construction of useful and ornamental objects.

Pupils are marked upon the results, the same as in other topics, their rating being based, as in penmanship, upon the effort and the improvement made, rather than upon the excellence of the product.

No important changes have been made in our plant since our last report.

In drawing we are following the outline presented in Prang's New Elementary Course in Art Instruction. In the primary department three lessons of thirty minutes each are given every week. In the grammar grades, two lessons of forty minutes each, and in the high-school, one lesson of forty minutes a week.

In wood-working, the preliminary course is practically the same as that in the State Normal School. The work in joinery includes more than twenty different kinds of joints. In every instance a working drawing precedes the mechanical work.

During the closing week of school quite an extensive exhibition of the work of this department was thrown open to the public, soliciting much favorable comment.

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FINANCIAL STATEMENT.

Receipts.

Balance from last year.....	\$31 23
Amount raised by special tax.....	500 00
Amount received from the State.....	500 00
Amount received from other sources.....	.....
Total.....	<u>\$1,031 23</u>

Disbursements.

Teachers' salaries.....	\$700 00
Plant.....	40 00
Material.....	.....
Incidentals.....	263 00
Balance June 30th, 189	28 23
Total.....	<u>\$1,031 23</u>

DRAWING.

Name of teacher—John E. Frazee.
 Is teacher engaged exclusively in this work?—Yes.
 Number of pupils—Males, 439 ; females, 490.
 Number of lessons per week given each class—Three in primary ; two in grammar ; one in high-school.
 Length of lesson—Twenty to thirty minutes in primary ; forty minutes in grammar ; forty minutes in high-school.
 Amount expended for manual training during the year—
 Total amount expended to date—
 Grade or grades in which subject is taught—All ; first to eleventh inclusive.
 Remarks—Owing to the absence of the district clerk, I am unable to ascertain the total amount expended to date.

WOOD-WORKING.—(a) JOINERY.

Name of teacher—John E. Frazee.
 Is teacher engaged exclusively in this work?—Yes.
 Number of pupils—Males, 146 ; females, 2.
 Number of lessons per week given each class—One.
 Length of lesson—Forty minutes.
 Amount expended for manual training during the year—Plant, \$40 ; material, \$263 ; salaries, \$700 ; total, \$1,003.
 Total amount expended to date—
 Grade or grades in which subject is taught—Sixth to tenth inclusive.

WOOD-WORKING.—(b) CARVING.

Name of teacher—John E. Frazee.
 Is teacher engaged exclusively in this work?—Yes.
 Number of pupils—Males, 4 ; females, 32.
 Number of lessons per week given each class—One.
 Length of lesson—Forty minutes.
 Amount expended for manual training during the year—
 Total amount expended to date—
 Grade or grades in which subject is taught—Eighth to tenth inclusive.

RIDGEWOOD.

B. C. WOOSTER, PRINCIPAL.

To Hon. Charles J. Baxter, State Superintendent :

DEAR SIR—I report upon manual training in the Ridgewood school, for year ending June 30th, 1899, as follows :

The drawing and modeling in the primary department have been done in a room fitted with folding tables and used for drawing, writing and kindred subjects in the primary department. In grammar grades the regular rooms and desks are used. For high school work in drawing we use half of our former assembly room, which has been fitted with casts, pictures, adjustable drawing tables, drawing boards, etc.

The primary drawing consists largely of plane geometric forms, nature forms, simple design and color. Occasionally the children illustrate a story, or express a thought with pictures. The grammar grade work is mainly with geometric construction, historic ornament, design and object drawing from type solids. The high-school drawing for the girls is almost entirely model and object charcoal drawing from cast and nature. The high-school boys have working drawings of their wood-work.

Sewing is given to all girls of the grammar grades, in a room not used for any other classes, and which is fitted with a long table and chairs. Each pupil is supplied with a bag containing necessary articles for sewing. The amount and character of work done have been described several times in previous reports and there are no material changes.

While girls are being taught sewing the boys of corresponding grade have wood-work, or development work and working drawings. The fifth and sixth grades work in regular class-rooms. Fifth-grade boys use pads of tag-paper, T squares, triangles, knives, scissors, etc. The exercises are chiefly in pattern-making and development work. Sixth grade boys use desk trays, fitted with necessary tools, and draw simple forms that are afterward cut from thin wood. A list of these forms has been given in other reports. We have, during the past year, reduced the number of exercises of this kind required, and have begun simple carving a half-year sooner than heretofore. These first exercises in carving take the place of what is commonly given under the name of chip-carving and being similiar in design, but larger, demand less delicacy of treatment and less strain of the eyes while furnishing about the same training.

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Carving is given until end of seventh or beginning of eighth grade, when joinery is commenced and carried through eighth grade with application of joinery and carving in ninth grade.

Carving and joinery are done in a well-lighted room, in basement, containing fourteen double benches and two long carving tables. Each bench has two complete sets of joinery tools, and there are enough carving tools of various kinds for at least thirty pupils at one time.

FINANCIAL STATEMENT.

Receipts.

Balance from last year.....	\$1,415 59
Amount raised by Special Tax.....	600 00
Amount received from the State.....	600 00
Amount received from other sources.....	
Total.....	<u>\$2,615 59</u>

Disbursements.

Teachers' salaries.....	\$900 00
Plant.....	
Material.....	106 06
Incidentals.....	
Balance June 30th, 1899.....	<u>1,609 53</u>
Total.....	<u>\$2,615 59</u>

DRAWING.

Name of teacher—Miss Maggie Vreeland.
 Is teacher engaged exclusively in this work?—No.
 Number of Pupils—Males, 243; females, 235.
 Number of lessons per week given each class--One.
 Length of lesson--One hour.
 Amount expended for manual training during the year—Plant,; material, \$57 55; salaries, \$300; total, \$357 55.
 Total amount expended to date—\$2,015.85.
 Grade or grades in which subject is taught—First to tenth.

MODELING.

Name of teacher—Miss Maggie Vreeland.
 Is teacher engaged exclusively in this work?—No.
 Number of pupils—Males, 83; females, 73.
 Number of lessons per week given each class—One.
 Length of lesson—Half hour.
 Amount expended for manual training during the year—Plant,; material,; salaries,; total,
 Total amount expended to date—\$546.25.
 Grade or grades in which subject is taught—First and fourth.

SCHOOL REPORT.

SEWING.

Name of teacher—Miss Sadie Denison.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Males,; females, 106.
Number of lessons per week given each class—One.
Length of lesson—One hour.
Amount expended for manual training during the year—Plant,; material, \$10.93; salaries, \$200; total, \$210.93.
Total amount expended to date—\$1,570.70.
Grade or grades in which subject is taught—Fifth to ninth.

WOOD-WORKING—(a) JOINERY; (b) CARVING.

Name of teacher—Mr. B. C. Wooster.
Is teacher engaged exclusively in this work?—No.
Number of pupils—Males, 101; females,
Number of lessons per week given each class—One.
Length of lesson—One hour.
Amount expended for manual training during the year—Plant,; material, \$37.58; salaries, \$400; total, \$437.58.
Total amount expended to date—\$3,817.67.
Grade or grades in which subject is taught—Fifth to tenth.

RINGWOOD.

To Hon. Charles J. Baxter, State Superintendent :

The Ringwood school teaches manual training in every grade. Beginning with the youngest pupils they are taught stick-laying, cutting forms out of paper, weaving mats, sewing cards and modeling in clay. The next older pupils are in the knife class, cutting and making objects out of $\frac{1}{8}$ " and $\frac{1}{4}$ " basswood—cutting first objects based on the geometrical forms and then making picture-frames, easels, sleds, tables, boxes, &c. They are required to do their own drawing and measurements and to know about the grain of the wood. The largest boys and girls work at the bench using tools. They have had exercises in sawing, planing, boring, chiseling, and sharpening and taking care of tools. They have made eight different joints, nail-box, knife-box, ladder, chair, table, oars, spoon, snow-shovel, bread-boards and picture-frames. They carved the backs of chairs, their boxes, bread-boards and picture-frames. All the girls and about fifteen of the boys sew. The girls have been taught seven different stitches, darning of stockings, patching and the cutting out and making of garments. This past year each girl made for herself a long-sleeved apron extending to bottom of dress, with collar, pockets and sash—practically a

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dress. They are now making blouses for the boys to wear, and the boys assist in sewing on them. These pupils likewise all have clay modeling.

We aim to create self-activity, skill of hand, train the child to see clearly and truly, think correctly, develop his will-power and love of the beautiful, and give him an opportunity to get his own knowledge through experience.

FINANCIAL STATEMENT.

Receipts.

Balance from last year.....	.....
Amount raised by special tax.....	.....
Amount received from the State.....	\$500 00
Amount received from other sources (Hon. Abram S. Hewitt)	500 00
Total.....	\$1,000 00

Disbursements.

Teachers' salaries.....	\$630 00
Plant.....	54 20
Material.....	93 10
Incidentals.....	67 50
Balance June 30th, 1899	155 20
Total.....	\$1,000 00

DRAWING.

In connection with other work, and working drawings for work done in wood.

Name of teacher—Katherine McKernon.

Is teacher engaged exclusively in this work ?—No.

Number of pupils—Males, 23 ; females, 20.

Number of lessons per week given each class—.....

Length of lesson—.....

Amount expended for manual training during the year—Plant, paper and compasses; material, paper ; salary, \$60 per month for 10½ months; total, \$630.

Total amount expended to date—.....

Grade or grades in which subject is taught—All grades above the second year.

MODELING.

The model forms and objects based on them.

Name of teacher—Katherine McKernon.

Is teacher engaged exclusively in this work ?—No.

Number of pupils—Males, 34 ; females, 28.

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, 1 bbl. clay ; cleaning school-house and material ; material, clay ; salary, ; total, \$67.50.

Total amount expended to date—.....

Grade or grades in which subject is taught—All grades.

SCHOOL REPORT.

SEWING.

From beginning to advanced work, cutting and making garments.

Is teacher engaged exclusively in this work ?—No.

Number of pupils—Males, 16 ; females, 28.

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—Plant, scissors, thimbles, thread, sewing bags, fuel, repairs, material ; material, cards, muslin, gingham, calico ; salary, ; total, \$93.11.

Total amount expended to date—.....

Grade or grades in which subject is taught—All grades.

Remarks—A lesson is given each day to the small boys and girls in sewing cards, weaving, &c.; time, 30 minutes.

WOOD-WORKING—KNIFE-WORK.

Name of teacher—Katherine McKernon.

Is teacher engaged exclusively in this work ?—No.

Number of pupils—Males, 13 ; females, 15.

Number of lessons per week given each class—Two.

Length of lesson—One hour.

Amount expended for manual training during the year—Plant, 2½ dozen knives, cutting boards, bench and tools ; material, ⅜-inch basswood, pine for joints and pine boards ; salary, ; total,

Total amount expended to date—.....

Grade or grades in which subject is taught—Advanced primary and grammar.

WOOD-WORKING—(a) JOINERY.

Name of teacher—Katherine McKernon.

Is teacher engaged exclusively in this work ?—No.

Number of pupils—Males, 27 ; female,

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—Plant, ; material, ; salary, ; total,

Total amount expended to date—.....

Grade or grades in which subject is taught—Advanced primary and grammar.

WOOD-WORKING—(b) CARVING.

Name of teacher—Katherine McKernon.

Is teacher engaged exclusively in this work ?—No.

Number of pupils—Males, 5 ; females, 11.

Number of lessons per week given each class—.....

Length of lesson—One and one-half hours.

Amount expended for manual training during the year—Plant, ; material, ; salary, ; total, \$54.20.

Total amount expended to date—\$844.81.

Grade or grades in which subject is taught—Advanced primary and grammar.

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SOUTH ORANGE.

GEORGE J. McANDREW, SUPERINTENDENT.

To Hon. Chas. J. Baxter, State Superintendent of Public Instruction:

DEAR SIR—The written statement to accompany the statistical report on manual training for 1898–99, in the schools of township of South Orange, is herewith respectfully submitted.

Plant and Material.—In the schools at Maplewood and Hilton, since the report of last year, there have been so few changes in this branch of work that they are scarcely worthy of mention, and, indeed, at South Orange the only important change in the plant has been that the completion of the addition to the Columbia School building has made it possible for the first time to have a special room to accommodate the drawing classes in the upper grammar grades and in the high-school. This work formerly had to be done in the regular classrooms or at the benches used for joinery, carving and modeling. Even though the equipment of this room is not all that could be desired, yet the advantages of having a separate place away from the other school-rooms in which to conduct this line of work are much appreciated.

The material in all branches does not differ except in amount from that used heretofore. Each year, the slow but sure increase in the number of pupils in the high-school and upper grammar grades where manual training, as covered by this report, is taught, necessitates the use of increased quantities of supplies and tools, but no radical changes in their character have been made.

Character and Amount of Work Done.—The manual-training work in our schools is as much a part of the regular course of study as reading or arithmetic. It begins in the kindergarten and extends through the fourth year of the high-school. In no grade is it optional or omitted. As far as possible the work is so graded as to be cumulative. Each advanced step involves skill in the application of all that has preceded. Thus carving in the high-school includes not merely the cutting-out of decorative designs on detached slabs of wood. It is rather the decoration of some useful article such as a stand, a picture frame, a desk, etc., the making of which, preparatory to being carved, involves no slight knowledge of joinery, wood-working and mechanical drawing.

SCHOOL REPORT.

No wood-working is done before the sixth year. It is continued under the headings of carpentry, carving and joinery through the high-school. Mechanical drawing keeps pace with the wood-working. The instruction in sewing ends with the eighth grade. In cooking the course has been changed so that it is taken wholly during the third year of the high-school. As the study of chemistry is now pursued during the second high-school year a knowledge of this important subject is available to all in this course.

General Conditions.—The well-attended manual-training exhibits held each year, and the many favorable comments on the work of the pupils, as well as on its admirable arrangement in our course of study, sufficiently attest to the undiminished interest in and general satisfaction with the work we are doing in this line of educational effort. The idea about manual training which we frequently found to prevail here, that it should teach boys and girls to be carpenters and seamstresses, is fast disappearing. The people of the township would now quite generally admit the truth of what John Stuart Mill has said of universities, as applicable to manual training: "Universities are not intended to teach the knowledge required to fit men for some special mode of gaining a livelihood * * * Education makes a man a more intelligent shoemaker, if that be his occupation, but not by teaching him to make shoes. It does so by the mental exercise it gives and the habits it impresses."

FINANCIAL STATEMENT.

Receipts.

Balance from last year.....	\$200 67
Amount raised by special tax.....	1,000 00
Amount received from the State.....	1,000 00
Amount received from other sources.....	
Total.....	\$2 200 67

Disbursements.

Teachers' salaries.....	\$1 540 00
Plant.....	4 96
Material.....	481 01
Incidentals.....	
Balance June 30th, 1899.....	194 70
Total.....	\$2 200 67

DRAWING.

Name of teacher—Jeanette Palen.
 Is teacher engaged exclusively in this work?—Yes.
 Number of pupils—Males, 232; females, 272.
 Number of lessons per week given each class—Two.
 Length of lesson—Forty-five minutes.
 Amount expended for manual training during the year—Plant,; material, \$129.60; salary, \$650; total, \$779.60.
 Total amount expended to date—
 Grade or grades in which subject is taught—Sixth, seventh and eighth grammar and first, second, third and fourth high-school.

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MODELING.

Name of teacher—Jeanette Palen.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Males, 80; females, 89.
Number of lessons per week given each class—One.
Length of lesson—Forty-five minutes.
Amount expended for manual training during the year—Plant, \$3.83; material, \$33.04; salary, 100; total, \$136.87.
Total amount expended to date—
Grade or grades in which subject is taught—Grades fourth and fifth grammar.

SEWING.

Name of teacher—Amy M. Whitlock.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Males,; females, 490.
Number of lessons per week given each class—One.
Length of lesson—Forty-five minutes.
Amount expended for manual training during the year—Plant,; material, \$22.55; salary, \$200; total, \$222.55.
Total amount expended to date—
Grade or grades in which subject is taught—Fourth, fifth, sixth, seventh and eighth grammar grades.

COOKING.

Name of teacher—Elizabeth Huger.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Males,; females, 19.
Number of lessons per week given each class—One.
Length of lesson—Two and one-half hours.
Amount expended for manual training during the year—Plant,; material, \$58.06; salary, \$140; total, \$198.06.
Total amount expended to date—
Grade or grades in which subject is taught—Third year high-school.

WOOD-WORKING—(a) JOINERY.

Name of teacher—Jeanette Palen.
Is teacher engaged exclusively in this work?—Yes.
Number of pupils—Males, 274; females,
Number of lessons per week given each class—One.
Length of lesson—Forty-five minutes.
Amount expended for manual training during the year—Plant,; material, \$217.76; salary, \$450; total, \$668.89.
Total amount expended to date—
Grade or grades in which subject is taught—Seventh and eighth grades and first year high-school.

WOOD-WORKING—(b) CARVING.

Name of teacher—Jeanette Palen.
Is teacher engaged exclusively in this work?—Yes.
Name of pupils—Males, 151; females, 167.
Number of lessons per week given each class—One.
Length of lesson—Forty-five minutes.
Amount expended for manual training during the year—Plant,; material,; salary,; total, \$2,005.97.
Total amount expended to date—
Grade or grades in which subject is taught—First years high-school; second, third and fourth grades.

SCHOOL REPORT.

TOWN OF UNION.

OTTO ORTEL, SUPERVISING PRINCIPAL.

To Hon. Charles J. Baxter, State Superintendent :

DEAR SIR—The work in manual training has been carried on much as during the past year, although the exhibit showed considerable advance in the character of the work, especially in wood-working and mechanical drawing. We have built a model-room adjoining the plant in the basement of the Morgan street school, in which we keep a permanent exhibit of wood-working and clay-modeling specimens, which are gradually displaced by new work.

The interest shown by the public in this important educational work continues unabated. During the two days that the exhibit was displayed there was a constant stream of visitors who examined and criticised the various lines of work, the pupils who prepared it being present to answer any inquiries regarding it.

We do not contemplate making and radical changes next year.

Accompanying you will find the financial statement for the past year.

FINANCIAL STATEMENT.

Receipts.

Balance on hand July 1st, 1898.....	\$745 09
Raised by tax.....	500 00
Received from State.....	.....
Received from other sources.....	72 05
Total.....	\$1,317 14

Disbursements.

Salaries.....	\$850 00
Plant.....	145 06
Material.....	317 98
Total.....	\$1,313 04

Balance on hand July 1st, 1899.....	\$4 10
-------------------------------------	--------

DRAWING.

Name of teachers—N. C. Billings and class teachers.
 Is teacher engaged exclusively in this work?—No.
 Number of pupils—Males, 252; females, 287.
 Number of lessons per week given each class—One.
 Length of lesson—One hour.

MANUAL AND INDUSTRIAL TRAINING. 439

Amount expended for manual training during the year—Plant,; material, \$163.67; salaries,; total, \$163.67.

Total amount expended to date—\$1,113.88.

Grade or grades in which subject is taught—Sixth to eighth, grammar and four years high-school.

MODELING.

Name of teacher—N. C. Billings.

Is teacher engaged exclusively in this work?—No.

Number of pupils—Males, 20; females, 31.

Number of lessons per week given each class—One.

Length of lesson—One hour.

Amount expended for manual training during the year—Plant,; material,; salaries,; total,

Total amount expended to date—\$94.58.

Grade or grades in which subject is taught—Junior and Senior high-school.

SEWING.

Name of teachers—Caroline J. Hoffmann and class teachers.

Is teacher engaged exclusively in this work?—No.

Number of pupils—Female, 895.

Number of lessons per week given each class—One.

Length of lesson—One hour.

Amount expended for manual training during the year—Plant,; material, \$56.67; salaries, \$50.00; total, \$106.67.

Total amount expended to date—\$881.67.

Grade or grades in which subject is taught—Third to eighth grammar and Jr. high-school.

DOMESTIC ECONOMY.

Name of teacher—Gertrude C. Houghton.

Is teacher engaged exclusively in this work?—Yes.

Number of pupils—Males,; females, 76.

Number of lessons per week given each class—One.

Length of lesson—Two.

Amount expended for manual training during the year—Plant,; material, \$54.95; salaries, \$400.00; total, \$454.95.

Total amount expended to date—\$4,511.84.

Grade or grades in which subject is taught—First and second-year, high-school.

WOOD-WORKING—(a) JOINERY; (b) CARVING.

Name of teacher—Andrew B. Norden.

Is teacher engaged exclusively in this work?—Yes.

Number of pupils—Males, 63; females,

Number of lessons per week given each class—One.

Length of lesson—Two hours.

Amount expended for manual training during the year—Plant, \$145.06; material, \$42.69; salaries, \$400; \$587.75.

Total amount expended to date—\$4,891.74.

Grade or grades in which subject is taught—First and second year high-school.

Incidentals—\$33.50.

Amount expended for manual training during the year—Plant, \$145.06; material, \$317.98; salaries, \$850.00; total, \$1,313.04.

Total amount expended to date—\$11,527.21.

APPENDIX.

STATISTICAL TABLES.

APPENDIX TO SCHOOL REPORT.

Financial Report for the County of ATLANTIC, State of

DISTRICTS.	Amount due the district July 1st, 1898, from State and county funds.	Amount due the district July 1st, 1898, from district tax.	Amount due the district July 1st, 1898, from other sources.	Total amount due the district July 1st, 1898.	Amount expended for teachers' salaries.	Amount expended for fuel and janitors' salaries.	Amount expended for building and re- pairing, excluding debt and interest.
Absecon	\$712 13	\$1,179 14		\$1,891 27	\$1,203 50	\$105 94	\$31 72
Atlantic City	24,444 20	35,300 00	\$15,256 01	75,000 21	36,132 54	5,333 05	6,230 98
Brigantine	266 15	226 22		492 37	406 88	21 00	4 40
Buena Vista	3,010 11	1,704 43	4,505 58	9,220 12	3,150 00	176 52	94 97
Egg Harbor	3,054 04	2,546 58	55 00	5,655 62	4,138 00	398 59	328 00
Egg Harbor City	2,571 49	6,397 77	270 13	9,859 39	3,657 00	397 75	110 45
Galloway	3,639 90	2,331 08	120 00	6,090 98	4,867 20	235 10	185 54
Hamilton	3,025 91	3,052 25	583 39	6,611 55	3,780 00	233 70	212 63
Hammononton	5,395 05	6,600 00	210 71	12,205 76	7,360 75	834 65	385 07
Linwood	970 98	800 00	552 79	2,323 77	1,404 00	115 02	97 81
Longport	58 86	655 20		714 06	360 00	88 26	
Mullica	1,752 63	1,325 53	6 00	3,084 15	2,162 03	229 35	264 44
Pleasantville	2,751 26	2,463 35	1,225 47	6,040 08	4,574 39	274 04	131 02
Somers Point	343 81	690 08	10 00	1,043 89	484 50	10 00	17 00
South Atlantic City	271 63	405 69		676 72	315 00	125 50	
Weymouth	1,545 75	625 00	75 83	2,346 58	1,555 00	91 74	
	\$59,915 89	\$66,401 72	\$22,520 91	\$143,138 53	\$77,589 78	\$9,270 11	\$8,095 03

ATLANTIC COUNTY.

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New Jersey, for the School Year Ending June 30th, 1899.

Amount expended for debt and interest.	Amount expended for taking school census.	Amount expended for manual training.	Amount expended for text-books, apparatus and supplies.	Amount expended for other school purposes.	Total amount expended.	Balance of State and county funds June 30th, 1898.	Balance of district tax June 30th, 1899.	Balance of moneys from other sources June 30th, 1898.	Total balance June 30th, 1899.
\$9,105 05	\$6 66		\$108 77	\$174 87	\$1,630 46		\$230 81		\$260 81
1 88	228 65	\$3,817 67	4,544 88	2,195 66	70,759 28		4,210 93		4,210 93
	1 25		7 53	86 66	479 60		12 77		12 77
	29 12		388 33	4,875 60	8,614 54			\$605 58	605 58
202 00	20 46		193 75	174 07	5,454 85		200 76		200 76
490 00	26 10		543 79	181 22	5,406 81		4,433 08		4,433 08
143 75	33 00		850 00	271 87	6,086 98		4 02		4 02
1,080 69	44 55		154 51	641 10	6,127 18		452 62	81 75	484 37
1,700 00	49 60		680 38	554 45	11,564 75		494 51	146 70	641 01
10 25	7 00		96 48	593 21	2,323 77				
	1 15		49 98	175 46	654 55		49 21		49 21
	11 15		180 10	179 68	3,026 62		51 53	6 00	57 53
456 81	23 86		170 90	819 24	5,950 25		3 99	85 85	89 83
281 25			20 17	53 65	866 57		179 82		179 82
			24 15	40 59	505 24		171 48		171 48
341 25	12 18		119 45	127 01	2,246 58				
\$13,792 93	\$494 66	\$3,817 67	\$7,582 82	\$11,194 89	\$131,727 82		\$10,524 82	\$875 88	\$11,400 70

APPENDIX TO SCHOOL REPORT.

Apportionment of School Moneys for the County of ATLANTIC,

DISTRICTS.	Balance State and county moneys July 1st, 1898.	Balance district tax July 1st, 1898.	Balance received from other sources July 1st, 1898.	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 payment of teachers salaries.
Absecon.....		\$260 81		\$866 64	\$7 45		
Atlantic City.....		4,210 93		23,838 98	258 03		\$19,631 39
Brigantine.....		18 77		251 67	1 44		106 50
Buena Vista.....			\$605 58	2,892 94	30 54		
Egg Harbor.....		200 76		2,845 01	23 61		1,450 00
Egg Harbor City.....		4,433 08		2,638 08	28 87		2,000 00
Galloway.....		4 03		2,445 59	38 11		
Hamilton.....		452 63	81 75	2,360 72	26 85		2,000 00
Hammononton.....		494 81	146 70	5,232 58	51 21		2,200 00
Linwood.....				889 26	8 08		400 00
Longport.....		49 31		247 55	1 38		156 12
Mullica.....		51 58	6 00	1,660 76	12 88		800 00
Pleasantville.....		3 98	85 85	2,785 81	27 84		700 00
Somers Point.....		179 32		519 86	3 86		200 00
South Atlantic City.....		171 48		249 61	1 39		84 00
Weymouth.....				1,683 47	13 61		250 00
		\$10,524 81	\$875 88	\$52,796 07	\$534 18		\$28,948 01

ATLANTIC COUNTY.

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State of New Jersey, for the School Year Ending June 30th, 1899.

Amount of district tax voted for building, purchasing, hiring, repairing or furnishing school-houses.	Amount of district tax for payment of debt and interest.	Amount of district tax voted for text-books, apparatus and supplies.	Amount of district tax voted for bonds and interest.	Amount of district tax voted for other school purposes.	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, 1899.
\$6,380 98		\$550 00		\$9,447 63	\$550 00				\$1,684 80
35 00		10 00		79 00	35,300 00				63,601 98
1,000 00		300 00			280 80				496 38
286 00			\$125 00	637 00	1,000 00				4,539 06
	\$490 00				2,798 00				5,277 98
					2,490 00				9,584 98
1,728 00		525 00		2,000 00	4,350 00				7,735 72
250 00		200 00		350 00	1,800 00				5,271 94
490 00		800 00	1,700 00	1,500 00	6,600 00				12,534 80
100 00		100 00		200 00	800 00				1,697 34
		80 38		267 50	504 00				802 09
100 00		200 00			1,100 00				2,231 16
100 00		300 00		750 00	1,850 00				4,752 88
20 00		10 00	275 00	70 00	575 00				1,077 53
		50 00		186 00	250 00				672 48
		175 83	341 25	157 92	925 00				2,611 98
\$10,346 98	\$490 00	\$3,301 21	\$2,441 25	\$15,595 05	\$61,032 50				\$125,752 45

APPENDIX TO SCHOOL REPORT.

Report of Attendance for the County of ATLANTIC, State of

DISTRICTS.	Number of months the schools were kept open.	Number of boys between 5 and 20 years of age enrolled in the schools during the year.	Number of girls between 5 and 20 years of age enrolled in the schools during the year.	Total number of children between 5 and 20 years of age enrolled in the schools during the year.	Total number of days present during the year.	Total number of days absent during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.
Absecon.....	9	62	63	125	10,807	2,726	.....	605
Atlantic City.....	9	1,718	1,754	3,472	416,574	50,542	34	6,021
Brigantine.....	9	9	15	25	2,358	582	.....	282
Buena Vista.....	9	221	199	420	37,369	9,065	.....	1,192
Egg Harbor.....	9	184	181	365	30,223	9,163	1	779
Egg Harbor City.....	9	197	203	400	50,379	8,473	7	1,674
Galloway.....	9	252	286	538	57,023	9,882	5	2,108
Hamilton.....	9	186	199	385	34,329	7,061	7	495
Hammononton.....	9	416	376	792	76,189	14,336	2	4,263
Linwood.....	9	69	68	137	13,319	3,256	.....	435
Longport.....	9	14	12	26	2,428	547	.....	63
Mullica.....	9	95	98	193	17,260	6,474	3	652
Pleasantville.....	9	227	216	443	43,566	9,523	1	1,234
Somers Point.....	9	23	36	59	5,629	1,266	.....	80
South Atlantic City.....	9	6	5	11	10,465	875	1	36
Weymouth.....	9	105	106	211	18,362	4,621	1	791
	9	3,784	3,818	7,602	827,820	147,870	62	20,703

ATLANTIC COUNTY.

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New Jersey, for the School Year Ending June 30th, 1899.

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 primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
1.30	93	69	.74	55	63	7	1	2	\$60 00	\$36 76
.52	2,746	2,402	.87	2,369	920	183	4	69	155 55	43 33
1.70	14	10	.75	21	3	1	1	1	75 00	45 00
.61	280	218	.79	344	73	3	5	4	89 00	38 75
.59	243	168	.74	228	135	12	6	4	82 50	36 25
1.37	335	325	.86	360	37	13	1	7	100 00	44 04
1.33	382	329	.74	368	151	19	1	6	60 00	48 33
.74	400	337	.82	220	135	30	1	9	80 00	37 70
.74	500	424	.84	682	106	54	2	15	75 83	44 33
.3	96	79	.88	76	44	17	2	1	58 00	40 00
.3	17	14	.80	13	13	1	1	1	.....	40 00
.46	126	102	.83	103	74	16	.....	6	.....	36 60
.74	406	256	.84	303	106	35	3	6	87 50	41 66
.5	44	32	.81	30	29	1	.....	1	.....	55 00
.23	6	6	.92	4	7	.....	.....	1	.....	35 00
.46	135	108	.8	151	52	8	4	2	35 00	37 50
.86	5,823	4,899	.86	5,277	1,927	296	33	135	\$69 86	\$42 74

APPENDIX TO SCHOOL REPORT.

Financial Report for the County of BERGEN, State of

DISTRICTS.	Amount due the district July 1st, 1898, from State and county funds.	Amount due the district July 1st, 1898, from district tax.	Amount due the district July 1st, 1898, from other sources.	Total amount due the district July 1st, 1898.	Amount expended for teachers' salaries.	Amount expended for fuel and janitors' salaries.	Amount expended for building and re- pairing, excluding debt and interest.
Ridgefield.....	\$1,532 72	\$7,916 42	\$3,637 50	\$13,086 64	\$3,599 20	\$923 03	\$1,435 67
Englewood.....	74 78	427 48		502 26			
Palisades.....	741 91	2,903 13	107 22	3,751 26	1,100 00	133 71	232 30
Washington.....	1,113 19	1,813 81		2,927 00	1,800 00	209 14	83 81
Hilldale.....	1,153 05	3,132 50	1,239 42	5,490 97	1,975 00	236 21	47 53
Harrington.....	3,382 02	15,918 23	4,807 34	25,007 59	10,327 75	2,151 45	1,745 42
Midland.....	917 59	2,456 34	520 40	3,893 93	1,600 00	254 14	434 47
New Barbadoes.....	11,048 96	29,535 96	13,728 76	54,313 68	25,309 47	2,816 94	956 96
Lodi.....	612 21	680 00	1,042 00	2,334 21	800 00	142 37	
Bergen.....	360 99	441 27	100 00	902 26	400 00	85 25	12 05
Union.....	2,348 47	10,732 89	1,098 67	14,179 03	4,710 00	817 22	1,711 40
Saddle River.....	2,041 01	6,298 49	5,276 82	13,616 32	4,132 61	405 41	3,802 94
Ridgewood.....	5,100 07	8,598 13	1,243 21	13,941 41	6,400 00	1,314 65	875 97
Franklin.....	1,614 68	1,819 07		3,433 75	2,100 00	104 36	223 77
Orvil.....	1,814 65	3,400 00	2,236 92	6,951 57	2,950 00	627 40	163 05
Hohokus.....	2,954 22	3,692 46	300 00	6,946 68	4,475 00	449 26	307 01
Teaneck.....	892 70	4,108 70	320 00	5,321 40	2,050 00	328 51	128 03
Overpeck.....	2,506 87	6,321 27	5,320 11	14,148 25	5,199 70	614 12	375 49
Rutherford.....	5,555 70	15,687 30	5,501 32	27,844 32	14,585 85	1,728 00	1,047 11
East Rutherford.....	2,518 08	6,500 00	2,622 87	11,641 95	5,550 00	818 95	679 10
Delford.....	812 21	1,900 00	945 33	3,657 54	1,740 00	218 00	
Creaskill.....	556 59	1,217 67	303 55	2,077 81	1,250 00	132 00	26 11
Westwood.....	866 35	1,550 00	700 00	3,116 35	1,700 00	172 47	127 00
Park Ridge.....	1,138 06	2,796 71	718 16	4,652 93	2,050 00	239 26	87 85
Tenafly.....	1,540 04	5,013 86	31 90	6,585 80	3,075 00	473 12	432 32
Riverside.....	672 70	2,144 56	614 72	3,381 98	1,150 00	160 31	8 71
Bergenfield.....	632 70	2,424 83	144 67	3,301 70	1,510 00	184 25	250 30
Maywood.....	508 90	2,337 60	583 37	3,424 87	1,100 00	251 00	39 18
Carlstadt.....	2,673 72	4,700 00	1,531 13	8,904 85	5,027 50	372 00	808 40
Dumont.....	788 79	2,846 73	668 99	4,204 51	1,800 00	155 48	83 50
Hasbrouck Heights.....	1,160 02	3,251 25	1,906 90	6,317 17	2,160 62	481 75	169 45
Midland Park.....	1,265 89	2,453 33	5,443 02	9,212 24	2,600 00	449 55	3,947 49
Montvale.....	545 35	532 82	3,842 05	4,421 33	760 00	66 00	262 50
Little Ferry.....	1,501 98	4,907 12	3,099 32	9,508 33	2,450 00	269 60	559 73
Woodcliff.....	330 25	697 83	262 74	1,290 82	610 00	95 00	
Glen Rock.....	880 01	800 49	4,364 00	5,544 50	625 00	30 10	900 00
Old Tappan.....	317 08	1,054 67	346 84	1,718 59	650 00	98 00	
Allendale.....	663 91	1,725 00	486 50	2,775 41	1,167 52	161 25	6 42
Undercliff.....	660 80	1,536 70	325 55	3,012 85	1,600 00	144 00	
Leonia.....	835 59	2,015 52	2,856 16	5,707 27	2,050 00	240 55	17 55
Saddle River.....	347 80	693 40	100 00	1,141 20	485 00	104 40	191 82
Upper Saddle River.....	328 79	515 51		844 30	378 79	32 94	
Lodi.....	1,659 32	3,038 31	1,259 51	5,957 14	2,782 50	448 43	
Fairview.....	328 92	2,402 81	170 05	2,396 78	1,800 00	333 45	201 37
Wood Ridge.....	229 77	1,723 43	320 29	2,873 49	1,980 00	148 50	326 15
Wallington.....	1,728 33	3,480 00	1,728 63	6,936 96	5,101 00	341 53	130 25
Cliffside Park.....	893 63	2,532 72	1,639 51	5,065 86	2,100 00	818 10	44 44
Bogota.....	170 45	934 45	8,096 89	9,201 55			2,000 00
Ridgefield.....	933 43	3,725 47	137 31	4,666 21	2,250 00	494 92	40 50
North Arlington.....	306 83	636 00	15 00	957 83	600 00	80 00	74 77
Garfield.....	3,500 87	6,497 50	6,103 82	16,101 89	5,732 22	670 00	5,166 06
Palisades Park.....							
Fort Lee Schools.....	1,773 70	4,928 23	40 00	6,742 03	3,900 00	487 95	53 98
City of Englewood.....	5,021 58	15,328 83	8,475 53	31,826 94	15,800 00	2,303 21	3,884 42
Englewood Free School.....	244 44	1,171 81		1,416 25	478 00	63 50	1 25
	\$82,564 78	\$229,877 32	\$103,255 59	\$415,697 69	\$176,764 18	\$24,326 38	\$32,152 39

* New district.

BERGEN COUNTY.

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New Jersey, for the School Year Ending June 30th, 1899.

Amount expended for debt and interest.	Amount expended for taking school census.	Amount expended for manual training.	Amount expended for text-books, apparatus and supplies.	Amount expended for other school purposes.	Total amount expended.	Balance of State and county funds June 30th, 1899.	Balance of district tax June 30th, 1899.	Balance of moneys from other sources June 30th, 1899.	Total balance June 30th, 1899.
\$1,437 50	\$20 35		\$1,187 32	\$4,001 61	\$12,895 63		\$190 96		\$190 96
845 00	1 50		198 20	68 25	69 75	\$74 78	357 73		432 51
230 00	9 25		423 17	2,946 63	35 91		742 60	\$26 12	\$804 63
1,070 00	10 70		61 76	164 48	2,559 93		367 07		367 07
2,485 00	10 75		128 62	1,392 38	4,860 68		610 29	20 00	630 29
635 00	36 60		727 16	2,794 10	20,274 48		445 87	4,287 34	4,733 21
4,717 55	13 05		79 09	888 13	3,892 88		1 05		1 05
180 00	95 50	\$3,086 85	1,938 55	7,947 40	47,867 22		1,543 54	4,903 92	6,446 46
77 40	4 35		30 46	1,026 78	2,189 16		145 05		145 05
1,862 50	26 20		50 35	121 30	750 70		145 56	5 00	151 56
1,162 50			1,161 25	2,102 28	12,191 85		947 12	1,036 06	1,983 18
2,360 00	60 20	1,006 06	723 34	1,671 92	11,898 62		1,155 40	562 30	1,717 70
700 00	23 75		609 24	632 86	12,749 01		432 40		432 40
852 26	24 10		247 46	156 59	2,822 18		101 57		101 57
750 00	10 05		250 45	1,940 21	6,654 86		101 57	296 71	398 28
1,092 50	51 05		300 00	332 50	6,750 13		196 55		196 55
738 76	50 95		122 62	206 95	3,591 17		1,430 23	300 00	1,730 23
950 00	69 45		494 68	4,130 51	11,937 95		2,190 30		2,190 30
150 00			1,077 39	8,715 70	25,943 46		1,692 28	208 48	1,900 76
	5 70		514 22	2,308 74	10,890 47		151 48		151 48
	9 70		103 21	1,349 31	3,461 52			196 02	196 02
840 19	10 00		43 60	254 50	1,741 91		355 90		355 90
587 50	19 15		198 51	788 91	2,996 59		119 76		119 76
427 50	6 45		139 97	885 42	4,232 69		429 67	57	486 24
430 00	8 06		317 25	413 86	5,329 20		1,266 60		1,266 60
850 00	4 45	1,209 96	88 86	627 54	2,469 87		571 10	291 01	862 11
90 00			115 52	175 52	2,673 95	79 07	387 40	61 28	448 68
420 50	8 15		85 97	471 28	2,801 28		511 50	112 09	623 59
1,101 25	13 05		590 35	1,224 25	8,817 46			87 89	87 89
87 50	18 25		267 39	495 69	3,240 81		769 71	193 99	963 70
			243 30	1,261 35	5,379 97		107 75	829 45	937 20
			316 68	2,137 94	8,887 41		354 75	08	354 83
			37 30	390 73	1,496 23		135 15	2,789 85	2,925 00
1,187 50	36 90		149 40	3,311 44	7,954 97		1,549 87	3 49	1,553 36
135 00			17 64	295 82	1,126 46		52 90	31 45	84 35
100 00	5 70		51 81	355 91	2,066 03		418 44	3,060 04	3,478 48
242 50			41 62	391 91	1,424 03		294 48	08	294 56
725 00	6 25		113 89	611 50	2,775 41				
	9 45		242 65	980 45	2,862 97		149 88		149 88
	9 60		82 78	675 75	3,233 08		129 93	23 15	153 08
	4 55		60 49	241 35	1,067 71		73 49		73 49
848 00	4 65		27 72	50 21	842 91		1 99		1 99
600 00	25 05		165 52	1,017 38	5,338 87		945 27	3 00	948 27
600 00	11 10		213 62	513 85	3,073 29		292 99	30 50	323 49
775 00	7 55		91 00	240 37	2,793 57			79 92	79 92
			351 28	2,219 21	6,918 24			18 72	18 72
	11 65		112 63	1,160 13	3,746 95		1,820 91		1,820 91
	2 50		2 50	976 34	3,149 19			5,976 50	5,976 50
1,000 00	13 25		121 60	207 12	4,127 38		538 32		538 32
	4 60		56 69	45 72	861 78		96 05		96 05
1,402 50	45 20	1,000 00	436 75	645 54	15,088 30		766 55	247 04	1,013 59
800 00	21 60		223 22	185 20	5,171 95		1,570 08		1,570 08
3,037 50	71 70		3,099 97	2,225 22	30,622 02		1,203 92		1,203 92
	85		7 56	82 75	630 91		783 84		783 84
\$36,754 11	\$929 45	\$6,902 87	\$18,143 40	\$66,468 94	\$361,851 12	\$189 76	\$27,996 25	\$25,680 56	\$53,666 57

APPENDIX TO SCHOOL REPORT.

Apportionment of School Moneys for the County of BERGEN,

DISTRICTS.	Balance State and county moneys July 1st, 1890.	Balance district tax July 1st, 1890.	Balance received from other sources July 1st, 1890.	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 payment of teachers' salaries.
Ridgefield		\$190 96		\$1,392 66	\$25 49		\$1,750 00
Englewood	\$74 78	357 73		86 53	2 89		
Palisades	35 91	742 60	\$26 12	1,066 92	18 42		700 00
Washington		367 07		1,539 01	20 41		700 00
Hilldale		610 29	26 00	1,575 06	21 41		1,350 00
Harrington		445 87	4,287 34	6,438 81	73 89		7,000 00
Midland		1 05		1,489 80	24 00		700 00
New Barbadoes		1,543 54	4,932 92	15,341 24	185 20		11,710 00
Lodi		145 05		1,012 94	16 93		300 00
Bergen		146 56	5 00	520 84	8 86		
Union		947 12	1,038 08	4,088 99	52 17		3,000 00
Saddle River		1,155 40	562 30	3,440 24	45 30		2,000 00
Ridgewood		432 49		4,585 40	60 64		3,000 00
Franklin		101 57		2,287 11	46 60		1,500 00
Orvil			296 71	1,771 46	21 31		1,638 00
Hohokus		196 55		4,472 98	68 21		2,000 00
Teaneck		1,430 23	300 00	1,306 66	19 52		800 00
Overpeck		2,190 30		3,649 33	51 08		2,360 00
Rutherford		1,692 28	208 48	8,273 43	101 46		9,000 00
East Rutherford		151 48		4,344 14	57 51		4,230 00
Delford			195 02	1,144 35	15 03		1,500 00
Cresskill		235 30		836 20	12 05		401 75
Westwood		119 75		1,299 35	19 32		1,100 00
Park Ridge		428 67	57	1,575 06	21 41		1,300 00
Tenafly		1,256 60		2,380 70	38 14		1,375 00
Riverside		571 10	291 01	847 02	12 35		850 00
Bergenfield	73 07	287 40	61 28	1,180 40	16 08		1,075 00
Maywood		511 50	112 09	720 84	8 86		700 00
Carlstadt			87 39	4,299 94	63 58		2,525 00
Dumont		769 71	193 39	1,090 27	13 54		1,100 00
Hasbrouck Heights		107 75	829 45	1,940 49	25 99		1,950 00
Midland Park		354 75	08	2,315 80	36 34		1,200 00
Montvale		135 15	2,769 85	677 59	7 67		1,270 00
Little Ferry		1,549 57	3 49	2,229 29	32 35		1,100 00
Woodcliff		32 90	31 46	470 37	7 47		250 00
Glen Rock		418 44	3,060 04	610 96	11 35		700 00
Old Tappan		294 48	08	484 78	7 87		250 00
Allendale				1,050 62	12 45		600 00
Undercliff		149 88		1,088 55	19 02		800 00
Leonia		129 93	23 15	1,184 00	16 13		1,225 00
Saddle River		73 46		739 55	9 36		250 00
Upper Saddle River		1 99		555 26	9 26		1,000 00
Lodi		945 27	3 00	3,006 07	49 89		1,000 00
Fairview		292 92	30 50	1,295 76	19 22		1,000 00
Wood Ridge			79 92	1,119 11	14 34		1,200 00
Wallington			18 72	2,892 44	41 22		2,000 00
Chiffside Park		1,320 91		1,400 29	22 10		1,200 00
Bogota			5,976 50	180 84	4 98		500 00
Ridgefield		508 82		1,101 09	13 88		1,000 00
North Arlington		96 05		531 65	9 16		100 00
Garfield		766 55	247 04	5,792 09	83 64		2,550 00
Palisades Park				1,061 43	12 74		1,250 00
Fort Lee Schools		1,570 08		2,724 89	42 12		2,000 00
City of Englewood		1,203 92		9,780 15	132 08		17,050 00
Englewood Free School		783 84		300 84	2 79		
	\$189 76	\$27,996 25	\$25,680 56	\$129,189 81	\$1,736 08		\$106,299 75

BERGEN COUNTY.

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State of New Jersey, for the School Year Ending June 30th, 1890.

Amount of district tax voted for building, purchasing, hiring, repairing or furnishing school-houses.	Amount of district tax for payment of debt and interest.	Amount of district tax voted for text-books, apparatus and supplies.	Amount of district tax voted for bonds and interest.	Amount of district tax voted for other school purposes.	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, 1900.
	\$640 00	\$400 00		\$1,105 00	\$3,895 00				\$6,634 31
		800 00	75 00	400 00	400 00				931 43
\$50 00	230 00	100 00		915 00	2,540 00				4,429 97
	612 50	150 00		400 00	1,420 00				3,346 49
150 00	2,415 00	800 00		700 00	2,962 50				5,199 26
800 00	690 00	105 50		3,700 00	14,715 00				25,559 91
50 00	4,932 55	1,500 00	\$1,500 00	594 50	2,050 00				3,543 85
17,000 00	180 00	60 00		3,290 00	39,952 55		\$1,500 00		63,426 45
100 00	76 50	49 00		140 00	780 00				1,964 82
20 00	1,775 00	1,500 00		65 00	201 50				892 75
	1,262 50	500 00		1,000 00	7,275 00				18,399 34
400 00	3,850 00	500 00	600 00	1,080 00	5,242 50				10,445 74
		250 00		1,900 00	9,850 00			600 00	16,538 44
200 00	875 00	350 00		325 00	1,275 00				4,310 28
100 00	750 00	300 00		787 00	3,550 00				5,639 48
70 00	725 00	300 00		710 00	4,460 00				9,197 84
100 00	1,067 50	600 00		300 00	2,225 00				5,281 31
500 00	2,538 75	1,150 00		1,150 00	6,267 50				12,158 31
4,640 00	925 00	800 00		2,041 53	19,370 29				29,645 94
1,300 00	150 00	150 00		745 00	8,000 00				13,463 13
160 00		100 00			2,000 00				3,855 40
300 00		250 00		98 25	800 00				1,924 15
325 00		250 00		75 00	1,700 00				3,136 44
	688 75	250 00		487 00	2,735 75				4,753 45
450 00	550 00	500 00		375 00	3,850 00				7,525 44
160 00	420 00	100 00		500 00	2,120 00				3,841 48
300 00	405 00	100 00		175 00	2,055 00				3,779 18
100 00	825 00	125 00		375 00	2,125 00				3,478 29
500 00	30 00	500 00	600 00	585 00	4,800 00			600 00	9,550 85
75 00	405 00	100 00		210 00	1,890 00				3,937 51
425 00	1,082 50	450 00		710 00	4,617 50				7,531 58
20 00	140 00	200 00		695 00	2,255 00				4,991 97
	120 00	45 00		165 00	600 00				4,310 26
	1,075 00	175 00		340 00	2,690 00				6,506 60
	325 50	20 00		120 00	715 00				1,267 20
475 00	240 00	75 00			1,490 00				5,550 79
	237 50	50 00		125 00	752 50				1,539 71
100 00	700 00	200 00		450 00	2,050 00				3,113 07
		150 00		400 00	1,200 00				2,457 45
		50 00		425 00	1,800 00				3,153 21
50 00	40 00	50 00		110 00	500 00				1,321 71
	815 00	25 00		99 00	539 00				1,035 51
	1,100 00	200 00		455 00	2,955 00				5,550 82
200 00		290 00		400 00	1,900 00				3,438 47
250 00		100 00		50 00	1,600 00				2,813 37
200 00	1,075 00	350 00		452 00	4,077 00				7,029 38
				800 00	2,000 00				4,743 80
	350 00	150 00		435 00	1,535 00				7,696 72
	1,000 00	250 00		750 00	3,500 00				5,163 75
				400 00	500 00				1,156 86
250 00	1,177 50	400 00	500 00	1,260 00	6,137 50			600 00	17,552 82
2,500 00	762 50	50 00		425 00	4,957 50				6,081 87
		500 00		500 00	3,000 00				7,337 09
	1,900 00	1,435 00			20,385 00				31,501 10
									1,087 07
\$32,980 00	\$33,189 06	\$16,680 50	\$3,200 00	\$33,794 28	\$282,143 59		\$3,200 00		\$420,195 05

APPENDIX TO SCHOOL REPORT.

Report of Attendance for the County of BERGEN, State of

DISTRICTS.	Number of months the schools were kept open.	Number of boys between 5 and 20 years of age enrolled in the schools during the year.	Number of girls between 5 and 20 years of age enrolled in the schools during the year.	Total number of children between 5 and 20 years of age enrolled in the schools during the year.	Total number of days present during the year.	Total number of days absent during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.
Ridgefield.....	9.75	102	109	211	28,925	2,526	16	763
Palisades.....	10	73	63	136	17,464	2,673	2	182
Washington.....	9.55	79	85	164	16,984	4,437	.....	557
Hillside.....	9.56	91	81	172	19,349	3,606	4	1,068
Harrington.....	9.4	355	325	680	84,422	8,375	13	1,069
Midland.....	9.7	79	77	156	15,071	3,630	.....	815
New Barbadoes.....	9.85	953	909	1,862	249,183	31,690	26	2,555
Lodi.....	8.8	73	62	135	11,473	3,079	.....	96
Bergen.....	9.85	30	19	49	7,366	917	.....	129
Union.....	9.35	210	233	443	49,971	11,108	1	691
Saddle River.....	9.4	207	192	399	42,726	9,837	.....	892
Ridgewood.....	9.58	248	245	496	60,603	5,417	4	1,235
Franklin.....	9.35	153	157	310	25,438	7,380	.....	1,068
Orvil.....	9.9	127	112	239	31,081	3,905	1	432
Hohokus.....	9.4	237	239	466	48,563	9,833	4	1,183
Teaneck.....	9.7	89	80	169	18,750	2,955	.....	335
Overpeck.....	9.75	239	241	480	57,028	10,177	.....	2,016
Rutherford.....	9.6	467	490	957	129,736	11,858	10	1,845
East Rutherford.....	9.6	272	264	536	71,706	9,651	2	996
DeFord.....	9.9	68	74	142	20,655	2,785	1	406
Cresskill.....	10	57	45	102	11,841	2,580	.....	364
Westwood.....	9.35	73	83	156	19,061	3,224	2	323
Park Ridge.....	9.8	94	109	203	23,420	4,531	.....	428
Tenafly.....	9.7	108	121	229	30,035	8,500	5	1,032
Riverside.....	9.5	56	45	101	10,902	1,865	2	136
Bergenfield.....	10.1	63	56	119	15,597	2,519	.....	359
Maywood.....	9.4	53	55	108	10,632	1,228	.....	208
Carlstadt.....	9.9	256	242	498	63,916	6,723	18	734
Dumont.....	9.25	59	71	130	15,289	1,526	.....	630
Hasbrouck Heights.....	9.5	110	125	235	35,861	3,431	6	776
Midland Park.....	9.3	150	150	300	29,522	5,378	.....	428
Montvale.....	9.7	43	33	76	7,398	1,643	.....	74
Little Ferry.....	9.8	148	144	290	34,865	5,541	1	398
Woodcliff.....	9.2	31	37	68	4,355	1,606	.....	217
Glen Rock.....	10.05	48	43	91	9,054	2,470	.....	118
Old Tappan.....	9.95	35	21	56	6,589	1,592	1	393
Allendale.....	9.3	60	56	116	11,604	3,271	.....	101
Undercliff.....	9.25	43	54	97	11,568	719	2	183
Leonia.....	9.5	60	42	102	15,395	1,878	1	408
Saddle River.....	9.45	94	64	158	6,871	1,553	.....	254
Upper Saddle River.....	9.4	43	31	74	7,586	1,606	.....	137
Lodi.....	9.4	213	186	399	43,706	7,005	9	1,057
Fairview.....	9.75	92	106	198	26,701	2,001	1	133
Wood Ridge.....	10.25	50	78	128	18,223	2,594	13	182
Wallington.....	9.55	202	184	386	39,509	8,372	.....	1,523
Cliffside Park.....	9.65	91	78	173	20,361	3,707	7	271
Ridgefield.....	9.65	62	46	108	15,057	1,488	.....	330
North Arlington.....	9.45	94	50	144	4,372	1,062	.....	195
Garfield.....	10.5	374	346	720	91,339	11,059	10	733
Palisades Park.....	9.8	62	60	122	16,061	2,514	2	495
Fort Lee.....	10.2	149	115	264	33,403	4,921	2	649
City of Englewood.....	9.5	431	423	854	114,391	15,026	2	1,217
Englewood Free School.....	8.15	10	2	12	955	170	41
	9.59	7,504	7,306	14,810	1,816,763	277,621	168	32,720

BERGEN COUNTY.

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New Jersey, for the School Year Ending June 30th, 1899.

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 primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
.78	165	162	.92	119	92	.....	1	4	\$82 05	\$43 59
.45	98	84	.87	88	48	.....	1	1	70 00	40 00
.73	110	87	.78	121	43	.....	1	3	57 60	43 63
1.4	125	102	.83	125	47	.....	1	3	68 06	46 25
.34	498	447	.90	454	195	11	6	11	86 88	53 71
1.66	95	76	.80	124	32	.....	6	37	138 35	54 98
.3	1,478	1,305	.88	1,184	485	193	6	2	.....	57 14
.27	81	65	.80	126	9	.....	1	2	.....	45 45
.65	42	36	.86	33	16	.....	1	1	.....	40 61
.36	333	276	.84	326	117	.....	1	9	128 24	46 35
.53	287	236	.82	292	167	.....	1	9	.....	50 30
.52	568	325	.68	261	191	44	2	10	114 21	51 27
.91	186	143	.77	232	73	.....	2	4	38 05	38 05
.43	178	158	.89	162	77	.....	2	3	70 71	52 19
.63	318	264	.83	335	124	7	2	8	74 47	43 22
.58	112	98	.88	118	51	.....	2	1	82 42	46 40
1.15	367	313	.85	326	150	4	1	8	123 08	51 28
.42	740	677	.91	692	308	57	1	22	187 50	65 72
.57	412	360	.87	400	122	14	2	7	93 75	58 80
.83	119	104	.87	81	61	.....	1	2	84 84	45 45
.91	72	69	.82	69	33	.....	1	1	80 00	45 00
.58	118	101	.86	108	48	.....	1	2	85 56	48 13
1.55	138	114	.83	135	64	4	1	3	81 63	52 52
1.66	177	157	.89	159	66	4	1	4	134 02	45 75
.36	64	57	.89	67	34	.....	1	2	.....	60 58
.64	94	82	.87	81	35	.....	1	2	79 21	47 03
.55	63	57	.90	38	20	.....	1	2	.....	58 51
.37	378	344	.91	362	136	.....	3	2	104 88	44 37
1.14	91	83	.91	89	41	.....	1	2	97 30	48 65
.82	207	182	.88	164	76	5	1	4	115 79	51 32
.46	203	159	.78	240	60	.....	2	3	65 85	45 70
.19	49	40	.82	50	25	.....	1	2	.....	41 24
1.41	212	178	.80	236	54	.....	2	2	.....	50 00
1.18	32	24	.75	53	15	.....	1	1	65 22	.....
.59	57	46	.81	67	24	.....	1	1	62 19	.....
1.97	40	32	.80	88	18	.....	1	1	65 00	.....
.18	80	63	.79	82	34	.....	1	2	69 90	43 00
.33	67	63	.94	59	38	.....	1	2	.....	81 08
.72	81	81	.99	67	35	.....	1	2	105 26	55 26
.67	47	34	.73	34	34	.....	1	3	103 63	30 95
.76	43	42	.97	36	38	.....	1	1	40 00	.....
.93	263	227	.87	281	118	.....	1	6	.....	49 34
.23	140	129	.92	158	40	.....	1	2	.....	61 54
.30	104	91	.88	93	34	1	1	8	57 66	48 78
1.14	261	207	.83	319	67	.....	1	6	81 15	45 38
.57	127	106	.84	134	59	.....	1	2	111 40	53 11
.57	85	78	.92	84	44	.....	1	2	103 63	64 77
.47	26	23	.88	41	9	.....	1	1	63 50	.....
.32	539	477	.89	600	120	.....	1	12	114 29	43 57
.91	95	82	.86	90	32	.....	1	2	81 63	38 26
.53	196	171	.87	196	68	.....	2	4	93 14	49 00
.46	655	577	.88	556	251	47	2	23	139 48	62 47
.25	7	6	.86	9	3	.....	1	1	61 55	.....
.56	10,930	9,478	.87	10,310	4,109	391	62	257	\$98 64	\$52 61

APPENDIX TO SCHOOL REPORT.

Financial Report for the County of BURLINGTON, State of

DISTRICTS.	Amount due the district July 1st, 1898, from State and county funds.	Amount due the district July 1st, 1898, from district tax.	Amount due the district July 1st, 1898, from other sources.	Total amount due the district July 1st, 1898.	Amount expended for teachers' salaries.	Amount expended for fuel and janitors' salaries.	Amount expended for building and re- pairing, excluding debt and interest.
Basin River.....	\$1,528 23	\$804 08		\$1,832 30	\$1,440 00	\$57 30	\$18 53
Beverly City.....	2,572 97	2,987 59	\$10 00	5,570 56	4,150 00	316 89	177 39
Beverly.....	1,541 71	1,964 71		3,506 42	1,610 00	196 30	5 89
Bordentown City.....	5,518 17	3,703 94	113 00	9,335 11	6,065 60	656 46	137 47
Bordentown.....	368 20	230 08		598 28	400 00	15 00	
Burlington City.....	6,983 51	6,189 79	88 65	13,261 95	9,357 79	800 69	501 43
Burlington.....	1,322 95	488 51	941 51	2,752 97	1,350 00	84 40	188 78
Chester.....	5,208 48	13,530 27	1,800 00	20,538 70	9,066 50	1,355 76	7,081 88
Chesterfield.....	1,937 54	800 80		2,738 34	2,129 52	158 45	
Cinnaminson.....	1,170 87	1,819 23	1,540 08	4,530 10	1,655 00	166 96	1,602 90
Delran.....	1,250 30	538 50	106 20	1,895 00	1,363 94	67 00	109 81
Eastampton.....	893 77	1,158 02	1,280 48	3,332 27	1,150 00	184 11	1,210 00
EvESHAM.....	2,191 71	943 44	71 12	3,206 27	2,213 30	214 75	539 19
Fieldsboro Borough.....	754 72	330 77		1,085 49	738 00	75 69	3 00
Florence.....	2,414 72	1,048 01		3,462 73	2,691 00	145 50	201 32
Lumberton.....	2,229 22	438 11	277 51	2,944 84	2,275 01	177 60	128 26
Mansfield.....	1,961 62	959 00	153 80	3,074 42	2,278 25	111 74	
Medford.....	2,574 24	1,364 24	877 70	4,716 18	3,125 00	192 32	215 00
Mt. Laurel.....	3,318 46	1,021 83		4,340 29	2,365 00	124 35	248 80
New Han-Ver.....	2,094 70	1,326 00	106 97	3,527 67	2,035 00	89 79	695 72
Northampton.....	6,839 72	8,277 48	103 82	15,221 02	9,172 20	1,018 98	
Palmyra.....	3,627 15	4,595 99	27 13	8,250 27	5,225 00	633 12	148 59
Pemberton.....	3,285 48	1,618 65	80 00	4,983 83	3,955 00	364 73	84 40
Riverside.....	2,391 73	4,235 73	25 00	6,652 46	2,697 50	369 64	1,267 47
Riverton Borough.....	1,583 37	2,358 38	2,463 64	6,385 39	2,200 00	469 45	878 47
Shamong.....	1,968 14	128 74		2,111 88	1,564 50	91 75	
Southampton.....	2,958 29	950 00	96 52	4,004 81	3,173 50	170 69	122 54
Springfield.....	2,187 54	1,021 87	50 80	3,260 21	2,592 10	137 33	
Washington.....	1,572 64	498 74		2,071 38	1,610 00	86 35	50 00
Westampton.....	794 01	161 18		955 19	565 41	35 48	18 24
Willingboro.....	954 19	549 67	177 80	1,681 06	1,226 25	60 48	17 70
Woodland.....	1,041 04	248 40	10 16	1,299 60	950 00	73 50	86 13
	\$77,082 33	\$85,565 85	\$9,761 61	\$162,379 79	\$92,334 37	\$8,530 45	\$15,722 01

BURLINGTON COUNTY.

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New Jersey, for the School Year Ending June 30th, 1899.

Amount expended for debt and interest.	Amount expended for taking school census.	Amount expended for manual training.	Amount expended for text-books, apparatus and supplies.	Amount expended for other school purposes.	Total amount expended.	Balance of State and county funds June 30th, 1899.	Balance of district tax June 30th, 1899.	Balance of moneys from other sources June 30th, 1899.	Total balance June 30th, 1899.
\$10 10			\$50 25	\$225 30	\$1,801 38	\$30 92			\$30 92
19 50	\$23 05		342 04	124 19	5,152 06		\$408 50	\$10 00	418 50
378 00	18 75		130 23	708 45	3,042 61		463 81		463 81
1,659 18			341 91	235 73	9,126 35		95 76	113 00	208 76
	5 60		11 21	42 00	474 81		123 47		123 47
31 00	165 95		817 06	966 94	12,640 86		621 09		621 09
12 32	10 70		149 28	138 66	1,934 13		9 78	209 05	218 83
1,377 09	45 30		971 32	557 89	20,375 74		162 96		162 96
		\$46 48	15 53	337 68	2,673 66		64 68		64 68
150 80	13 20		164 67	344 69	4,108 12		243 32	178 65	421 95
8 50	12 00		155 79	169 88	1,830 92			74 08	74 08
	7 40		100 00	86 25	2,737 76		514 03	30 48	544 51
	18 05		132 48	55 88	3,163 65		27 38	15 24	42 63
4 25	6 40		36 92	172 34	1,036 50		32 27		48 79
17 82	24 30		146 60	136 44	3,265 98	16 72	96 75		96 75
7 50			121 94	168 84	2,879 18		65 69		65 69
215 50	20 35		340 04	99 68	3,065 56			11 66	11 66
612 50	23 30		225 00	304 47	4,687 59	9 02	15 95	3 62	28 69
	40 40		248 16	304 51	3,261 22	899 11	179 96		1,079 07
69 87	21 50		280 19	290 10	3,475 17		50 76	1 74	52 50
2,540 00			886 00	1,642 98	15,159 46			61 56	61 56
600 00			432 77	301 36	7,341 34		908 92		908 92
33 37	29 50		168 41	254 13	4,879 52		84 30	20 00	104 30
967 25			418 18	808 36	6,018 40		609 06	25 00	634 06
2,349 44			205 90	227 07	6,264 53			21 06	21 06
				66 11	1,726 36	327 89	57 63		385 52
18 50	26 85		68 70	269 07	3,849 85		68 44	96 52	164 96
			404 51		3,133 74		6 47	120 00	126 47
50 00	8 55		100 00	125 12	2,030 62		41 36		41 36
118 00				213 50	930 73		4 46		4 46
213 12	8 10		39 19	101 28	1,666 12		14 94		14 94
4 60	5 10		4 80	111 24	1,285 37	17 54	46 69		64 23
\$11,448 21	\$593 35	\$30 48	\$7,509 87	\$8,919 74	\$145,078 48	\$1,301 20	\$5,008 44	\$991 67	\$7,801 31

APPENDIX TO SCHOOL REPORT.

Apportionment of School Moneys for the County of BURLINGTON,

DISTRICT'S.	Balance State and county moneys July 1st, 1894.	Balance district tax July 1st, 1894.	Balance received from other sources July 1st, 1894.	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 payment of teachers' salaries.
Bass River.....	\$30 92			\$1,152 15	\$72 69		
Beverly City.....		\$408 50	\$10 00	2,272 28	138 77		\$1,150 00
Beverly.....		463 81		1,371 67	118 00		
Bordentown City.....		95 76	113 00	3,985 43	275 66		1,825 00
Bordentown.....		123 47		370 74	35 24		
Burlington City.....		621 09		6,651 31	506 00		
Burlington.....		9 72	269 05	1,125 69	79 61		
Chester.....		162 96		5,381 15	285 10		4,600 00
Chesterfield.....		64 68		1,611 60	84 97		
Cinnaminson.....		243 32	178 66	1,208 56	84 38		500 00
Delran.....			74 08	1,165 88	75 82		150 00
Eastampton.....		514 08	30 48	825 62	46 87		500 00
Evesham.....		27 38	15 24	1,945 75	112 65		
Feldaboro Borough.....	16 72	32 27		598 18	40 91		
Florence.....		96 75		2,338 25	151 36		150 00
Lumberton.....		65 69		1,966 91	121 15		
Mansfield.....			11 66	1,757 95	115 17		400 00
Medford.....	9 02	15 95	3 62	2,542 40	163 25		745 00
Mount Laurel.....	899 11	179 98		1,315 88	127 13		
New Hanover.....		50 76	1 74	1,882 95	140 97		
Northampton.....			61 56	6,321 71	376 04		2,300 00
Palmyra.....		908 48		3,305 52	186 92		1,700 00
Pemberton.....		84 30	20 00	2,937 54	193 52		800 00
Riverside.....		609 06	25 00	2,349 74	196 04		500 00
Riverton Borough.....			21 06	1,442 09	91 26		900 00
Shamong.....	327 89	57 63		1,390 26	80 66		
Southampton.....		58 44	96 62	2,618 68	168 98		200 00
Springfield.....		6 47	120 00	1,950 38	113 60		500 00
Washington.....		41 38		1,480 50	67 90		100 00
Westampton.....		4 46		637 81	49 09		
Willingboro.....		14 94		860 85	53 81		
Woodland.....	17 54	46 69		1,150 91	31 15		100 00
	\$1,301 20	\$5,008 44	\$991 67	\$68,341 06	\$4,363 92		\$16,520 00

BURLINGTON COUNTY.

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State of New Jersey, for the School Year Ending June 30^h, 1899.

Amount of district tax voted for building, purchasing, firing, repairing or furnishing school-houses.	Amount of district tax for payment of debt and interest.	Amount of district tax voted for text-books, apparatus and supplies.	Amount of district tax voted for bonds and interest.	Amount of district tax voted for other school purposes.	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 ^h , 1900.
\$75 00	\$30 00	\$125 00		\$125 00	\$250 00				\$1,505 76
		300 00		455 00	2,000 00				4,299 65
100 00		150 00	\$250 00	1,100 00	1,500 00				3,453 48
		375 00	200 00	1,525 00	4,025 00				8,444 85
				250 00	250 00				779 45
1,000 00		600 00		4,400 00	6,000 00				13,778 40
		200 00		200 00	400 00				1,884 13
		1,300 00	1,500 00	2,750 00	9,450 00				15,279 31
295 00		50 00		500 00	775 00				2,536 25
20 00		75 00	375 00	430 00	1,400 00				3,114 66
125 00		175 00		100 00	550 00				1,865 48
50 00		100 00	372 00		1,022 00				2,438 70
	500 00			500 00	1,000 00				3,101 02
60 00		75 00		125 00	260 00				948 08
150 00		150 00		80 00	530 00				2,111 36
		150 00		75 00	225 00				2,398 75
				500 00	900 00				2,784 73
40 00		175 00		714 00	1,674 00				4,388 24
									3,022 08
125 00		150 00		325 00	600 00				2,676 42
		900 00	2,515 00	2,060 00	7,765 00				14,424 31
125 00		300 00	1,550 00	804 00	4,479 00				8,980 37
25 00		225 00		425 00	1,475 00				4,710 36
1,150 00		300 00	890 00	573 00	3,413 00				6,592 64
		250 00		1,000 00	2,150 00				3,704 41
				100 00	100 00				1,936 84
		150 00		450 00	800 00				3,742 57
		50 00		150 00	700 00				2,890 40
125 00	50 00			125 00	400 00				1,979 78
100 00		80 00		20 00	150 00				841 36
				400 00	400 00				1,329 43
100 06		100 00			800 00				1,546 29
\$3,595 00	\$570 00	\$6,355 00	\$7,652 00	\$20,251 00	\$54,943 00				\$134,949 29

APPENDIX TO SCHOOL REPORT.

Report of Attendance for the County of BURLINGTON, State of

DISTRICTS.	Number of months the schools were kept open.	Number of boys between 5 and 20 years of age enrolled in the schools during the year.	Number of girls between 5 and 20 years of age enrolled in the schools during the year.	Total number of children between 5 and 20 years of age enrolled in the schools during the year.	Total number of days present during the year.	Total number of days absent during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.
Bass River	9	95	84	179	16,190	4,262	16	592
Beverly City	10	196	182	378	41,671	7,345	1	609
Beverly	9.76	85	87	182	18,133	3,240	1	408
Bordentown City	10	265	269	534	65,330	8,930	767	767
Bordentown	10	19	11	30	2,533	842	3	74
Burlington City	10	493	493	975	108,148	24,019	4	3,805
Burlington	9	92	91	183	16,977	3,350	1	540
Chester	10	315	354	669	86,663	7,501	17	1,737
Chesterfield	10	131	128	259	21,280	4,214	.....	1,029
Cinnaminson	9	102	77	179	14,737	2,768	2	512
Delran	9	100	83	183	17,442	3,536	.....	590
Eastampton	10	63	60	122	13,210	2,826	.....	874
Evesham	9.25	166	183	348	26,181	4,737	8	695
Fieldsboro Borough	10	64	70	134	12,859	3,361	2	186
Florence	9	194	198	392	35,233	9,450	3	981
Lumberton	9	161	140	301	23,188	5,874	.....	947
Mansfield	10	158	137	295	30,737	5,287	.....	1,203
Medford	8.6	211	182	403	37,244	6,483	.....	1,311
Mt. Laurel	10	170	146	316	23,938	4,893	.....	635
New Hanover	8.8	166	172	338	24,340	5,600	.....	1,708
Northampton	10	464	449	913	106,500	16,928	3	1,553
Palmyra	10	255	282	537	67,837	8,133	5	1,098
Pemberton	9.2	248	223	471	41,576	9,313	35	2,395
Riverside	10	196	193	389	42,392	7,381	4	2,290
Riverton Borough	10	118	108	226	27,717	3,956	2	1,014
Shamong	8.6	115	131	246	16,172	4,076	.....	442
Southampton	9.1	218	197	415	32,533	7,279	.....	2,624
Springfield	9.7	152	133	285	26,164	5,339	.....	985
Washington	7.3	95	68	163	12,333	3,525	.....	694
Westampton	8	26	10	36	2,569	612	.....	84
Willingboro	9	93	69	162	13,552	2,529	.....	737
Woodland	6.4	49	44	93	6,494	1,619	3	212
	9.3	5,273	5,070	10,343	1,081,534	188,860	114	33,231

BURLINGTON COUNTY.

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New Jersey, for the School Year Ending June 30th, 1899.

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 primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
.85	118	92	.79	93	87	.....	1	3	\$42 10	\$41 53
.41	256	232	.87	237	125	16	1	7	109 89	49 45
.55	121	102	.85	110	55	17	1	3	54 94	42 28
.36	394	347	.88	332	166	36	2	10	86 40	46 52
.12	21	17	.79	28	2	.....	.....	1	.....	44 94
1.10	736	621	.84	575	327	73	2	17	104 99	46 56
.64	117	98	.83	131	47	5	.....	4	.....	39 13
.92	519	477	.92	399	221	49	2	18	91 89	46 55
.57	139	116	.83	161	85	13	.....	4	.....	39 45
.77	110	88	.85	145	34	.....	.....	4	.....	50 30
.87	117	100	.86	114	79	.....	1	3	49 87	37 96
1.52	82	67	.79	75	47	.....	.....	3	.....	40 13
.62	184	156	.85	207	115	26	1	6	42 48	43 38
.50	88	69	.78	82	52	.....	.....	2	.....	44 80
.52	265	206	.80	200	103	.....	.....	7	56 73	38 09
1.08	178	141	.79	173	126	3	1	6	36 83	37 13
1.8	209	168	.85	156	123	16	1	5	54 05	38 22
.78	257	219	.83	252	108	43	1	8	93 02	40 43
.50	152	125	.83	203	112	1	1	5	35 00	42 88
1.56	175	140	.80	202	135	1	2	4	38 85	40 84
.39	686	578	.85	603	268	42	1	20	163 04	42 06
.51	441	389	.86	398	114	35	1	11	101 12	44 07
.85	278	225	.81	269	127	15	3	7	50 09	54 11
1.8	277	235	.85	233	96	.....	1	6	94 44	37 96
1.12	176	153	.86	159	64	.....	.....	5	.....	49 15
.63	129	92	.79	155	84	7	2	3	37 74	38 94
1.05	208	177	.79	210	164	41	2	7	45 44	40 13
.76	169	138	.81	177	96	12	.....	7	.....	38 87
.77	180	138	.79	111	62	.....	2	4	36 28	36 77
.27	20	16	.80	21	14	.....	.....	2	.....	39 04
1.2	86	71	.83	102	55	5	.....	3	.....	47 11
.25	63	51	.82	51	42	.....	2	3	36 05	32 84
.78	6,951	5,834	.82	6,503	3,384	456	33	200	\$63 65	\$48 10

APPENDIX TO SCHOOL REPORT.

Financial Report for the County of CAMDEN, State of

DISTRICTS.	Amount due the district July 1st, 1898, from State and county funds.	Amount due the district July 1st, 1898, from district tax.	Amount due the district July 1st, 1898, from other sources.	Total amount due the district July 1st, 1898.	Amount expended for teachers' salaries.	Amount expended for fuel and janitors' salaries.	Amount expended for building and repairing, excluding debt and interest.
Camden City.....	\$89,008 42	\$141,500 00	\$83,755 68	\$264,264 10	\$137,783 30	\$24,111 96	\$16,414 75
Gloucester City.....	5,986 30	5,007 56	2,538 97	13,533 83	6,980 00	1,065 15	185 70
Merchantville Borough.....	1,484 18	3,600 00	623 72	5,707 90	3,000 00	554 21	88 93
Haddonfield Borough.....	3,702 50	12,006 97	275 50	15,984 97	6,700 60	992 28	374 73
Chesilhurst Borough.....	341 62	305 81	58 55	705 98	387 00	34 25	19 25
Pensauken.....	3,592 37	7,353 59	3,610 00	14,555 96	5,742 37	676 78	714 40
Delaware.....	1,759 94	2,858 28	.....	4,618 22	2,265 00	202 21	122 78
Haddon.....	3,501 80	5,017 38	1,063 50	9,581 68	5,040 00	722 84	69 58
Centre.....	2,727 21	3,350 41	157 04	6,734 66	3,600 00	655 05	60 38
Gloucester.....	4,750 49	5,227 76	1,613 66	11,591 91	6,054 21	909 24	765 93
Waterford.....	4,028 61	5,285 54	61 75	9,365 90	5,547 50	838 28	552 89
Winslow.....	2,499 22	2,023 64	.....	4,522 86	3,090 00	403 48	26 37
	\$123,383 16	\$194,036 94	\$43,747 37	\$361,167 47	\$166,189 38	\$31,096 73	\$19,395 66

CAMDEN COUNTY.

461

New Jersey, for the School Year Ending June 30th, 1899.

Amount expended for debt and interest.	Amount expended for taking school census.	Amount expended for manual training.	Amount expended for text-books, apparatus and supplies.	Amount expended for other school purposes.	Total amount expended.	Balance of State and county funds June 30th, 1899.	Balance of district tax June 30th, 1899.	Balance of moneys from other sources June 30th, 1899.	Total balance June 30th, 1899.
\$17,358 97	\$726 25	\$12,687 23	\$11,301 83	\$7,096 58	\$227,476 87		\$19,686 30	\$17,101 93	\$36,788 23
3,010 00			155 49	289 09	11,575 43		1,957 90		1,957 90
635 00	14 75		400 00	698 23	5,381 11		86 10	240 69	326 79
1,825 00	54 65		253 55	943 29	10,644 10		5,340 87		5,340 87
	4 00		103 85	50 23	699 43		70 42	37 13	107 55
1,982 25	28 75		532 52	4,158 03	13,845 09		710 87		710 87
537 50	16 35		153 35	403 23	3,699 41		918 81		918 81
65 20	35 50		418 07	2,562 80	8,913 99		589 99	77 70	667 69
697 50	29 60		351 42	888 92	6,285 85		450 81		450 81
379 20	42 85		501 72	2,695 16	11,248 31			343 60	343 60
570 83	39 55		760 14	945 05	8,243 24		120 66		120 66
	27 85		220 98	725 33	4,494 01		28 85		28 85
\$26,546 45	\$1,030 10	\$12,687 23	\$15,152 73	\$21,306 56	\$313,404 84		\$29,961 58	\$17,801 05	\$47,762 63

APPENDIX TO SCHOOL REPORT.

Apportionment of School Moneys for the County of CAMDEN,

DISTRICTS.	Balance State and county moneys July 1st, 1899.	Balance district tax July 1st, 1899.	Balance received from other sources July 1st, 1899.	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 payment of teachers' salaries.
Camden City.....	\$19,686 30	\$17,101 93	\$80,006 67	\$1,072 28	\$68,921 05		
Gloucester City.....	1,957 90		5,964 47	129 46	1,000 00		
Merchantville Borough.....	86 10	240 69	1,643 43	19 32	1,800 00		
Haddonfield Borough.....	5,340 87		3,577 41	33 87	5,000 00		
Cheshurst Borough.....	70 42	37 13	312 25	4 29	150 00		
Pensauken.....	710 87		8,418 15	44 15	3,100 00		
Delaware.....	918 81		1,658 87	19 99	1,050 00		
Haddon.....	589 99	77 70	8,415 96	44 27	2,660 00		
Centre.....	450 81		2,630 73	36 20	2,330 00		
Gloucester.....		243 60	4,589 97	51 85	1,700 00		
Waterford.....	130 65		2,827 98	36 08	1,500 00		
Winslow.....	25 55		2,381 62	34 06	700 00		
Voorhees.....			1,082 05	12 29	400 00		
	\$29,961 58	\$17,801 05	\$112,504 51	\$1,529 71	\$88,311 05		

CAMDEN COUNTY.

463

State of New Jersey, for the School Year Ending June 30th, 1899.

Amount of district tax voted for building, purchasing, hiring, repairing or furnishing school-houses.	Amount of district tax for payment of debt and interest.	Amount of district tax voted for text-books, apparatus and supplies.	Amount of district tax voted for bonds and interest.	Amount of district tax voted for other school purposes.	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, 1899.
\$2,000 00	\$10,000 00	\$20,000 00	\$10,000 00	\$40,000 00	\$190,921 05			\$5,000 00	\$313,788 23
250 00	625 00	1,000 00		5,000 00	7,000 00				15,042 83
50 00	1,275 00	400 00		1,325 00	4,400 00				6,329 54
35 00		200 00		1,800 00	7,075 00				16,027 16
50 00	1,800 00	50 00		65 00	300 00				724 89
		900 00		150 00	6,450 00				10,618 17
		200 00		600 00	1,850 00				4,447 67
1,535 00	537 50	500 00		967 50	6,200 00				10,327 92
200 00	675 00	200 00		215 00	3,620 00				6,787 74
325 00	1,000 00	450 00		1,178 00	4,550 00				9,535 42
350 00	450 00	400 00		300 00	3,500 00				6,464 67
1,300 00	476 35	500 00		400 00	3,376 35				5,820 88
100 00		100 00		400 00	1,000 00				2,094 34
\$27,195 00	\$16,838 85	\$24,900 00	\$10,000 00	\$52,997 50	\$240,242 40			\$5,000 00	\$408,039 25

APPENDIX TO SCHOOL REPORT.

Report of Attendance for the County of CAMDEN, State of

DISTRICTS.	Number of months the schools were kept open.	Number of boys between 5 and 20 years of age enrolled in the schools during the year.	Number of girls between 5 and 20 years of age enrolled in the schools during the year.	Total number of children between 5 and 20 years of age enrolled in the schools during the year.	Total number of days present during the year.	Total number of days absent during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.
Camden City.....	10.5	6,733	6,980	13,713	1,606,726	283,994	87	20,605
Gloucester City.....	10.	523	507	1,029	92,115	32,444		3,044
Merchantville Borough.....	10	123	129	252	31,433	4,269	5	493
Haddonfield Borough.....	10	239	225	464	64,757	7,929	19	1,370
Chesterhurst Borough.....	9	29	31	60	5,548	953		22
Pensauken.....	10	344	328	672	68,501	18,944	1	1,521
Delaware.....	9.83	119	118	237	19,444	6,474		932
Haddon.....	10	308	284	592	64,655	10,884	1	2,345
Centre.....	9	240	236	476	39,716	10,690		1,318
Gloucester.....	9.30	420	450	870	71,601	18,657	3	2,914
Waterford.....	9.40	376	349	725	66,690	17,476		1,393
Winslow.....	9	239	209	448	37,703	9,462	3	2,109
	10.26	9,692	9,846	19,538	2,163,848	416,015	120	38,266

CAMDEN COUNTY.

465

New Jersey, for the School Year Ending June 30th, 1899.

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 primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
.47	9,456	8,068	.85	10,267	3,292	154	8	274	\$120 48	\$42 77
1.09	690	477	.77	801	174	64	1	13	46 15	46 15
.46	202	175	.87	137	32	33	1	5	100 00	48 00
.43	392	353	.89	244	130	30	2	11	50 00	43 00
.56	469	378	.82	474	190	8	3	9	48 33	43 00
1.86	169	138	.81	165	65	7	1	5	36 00	46 11
1.02	399	330	.83	431	152	19	3	10	89 80	41 66
1.88	317	227	.79	328	137	13	3	6	80 00	41 66
1.00	608	459	.81	632	234	44	1	17	38 58	38 58
1.53	479	380	.79	433	214	82	1	7	40 00	43 43
1.53	269	208	.78	251	150	7	1	7	40 00	43 43
.50	13,346	11,181	.84	14,159	4,350	439	23	373	\$87 18	\$42 75

APPENDIX TO SCHOOL REPORT.

Financial Report for the County of CAPE MAY, State of

DISTRICTS.	Amount due the district July 1st, 1898, from State and county funds.	Amount due the district July 1st, 1898, from district tax.	Amount due the district July 1st, 1898, from other sources.	Total amount due the district July 1st, 1898.	Amount expended for teachers' salaries.	Amount expended for fuel and janitors' salaries.	Amount expended for building and re- pairing, excluding debt and interest.
Anglesea.....	\$501 23	\$520 73	.....	\$1,021 95	\$720 00	\$49 02	\$9 50
Avalon.....	259 80	266 70	\$122 00	648 50	270 00	75 88	.....
Cape May City.....	7,896 45	8,200 06	6,616 00	21,811 45	5,222 94	622 96	1,325 47
Dennis.....	4,263 24	3,300 43	211 17	8,374 84	5,665 00	222 33	193 95
Holly Beach.....	698 24	1,156 64	10 11	1,764 99	720 00	152 07	219 90
Lower.....	1,616 68	1,517 78	20 00	3,153 46	1,800 00	184 55	.....
Middle.....	3,376 59	4,186 67	182 11	7,745 37	4,439 90	370 27	295 11
Sea Isle City.....	745 82	1,586 80	35 00	2,377 62	945 00	184 28	28 73
Ocean City.....	1,803 03	3,239 91	65 15	5,098 09	2,713 87	503 42	4 45
Upper.....	2,047 28	1,829 63	.....	3,946 91	2,520 00	205 75	86 45
West Cape May.....	1,264 58	978 00	40 00	2,282 58	1,562 50	205 00	82 50
	\$24,471 94	\$27,353 28	\$6,300 54	\$58,125 76	\$26,476 21	\$2,676 61	\$2,696 05

CAPE MAY COUNTY.

467

New Jersey, for the School Year Ending June 30th, 1899.

Amount expended for debt and interest.	Amount expended for taking school census.	Amount expended for manual training.	Amount expended for text-books, apparatus and supplies.	Amount expended for other school purposes.	Total amount expended.	Balance of State and county funds June 30th, 1899.	Balance of district tax June 30th, 1899.	Balance of moneys from other sources June 30th, 1899.	Total balance June 30th, 1899.
\$73 00	\$2 82		\$41 86	\$37 57	\$932 77		\$89 18		\$89 18
200 00			5 26		561 14			\$97 36	97 36
8,309 00	25 30	\$98 46	1,074 60		17,076 75		4,734 70		4,734 70
787 50	33 50		291 96	539 66	7,738 96		520 55	15 33	535 88
237 50	5 45		49 57	41 54	1,426 03		328 85	10 11	338 96
315 00	28 70		113 64	186 58	2,578 47		574 99		574 99
345 00	41 25		533 72	447 73	6,272 98		1,353 28	119 11	1,472 39
	13 70		74 24	80 18	1,276 12		1,095 50	35 00	1,130 50
			173 72	785 07	4,186 53		911 55		911 55
436 00	14 55		234 11	66 33	3,514 19		432 72		432 72
18 00	9 00		135 59	279 99	2,283 58				
\$10,611 00	\$179 27	\$98 46	\$2,634 27	\$2,464 65	\$47,836 52		\$10,012 33	\$276 91	\$10,289 24

APPENDIX TO SCHOOL REPORT.

Apportionment of School Moneys for the County of CAPE MAY,

DISTRICTS.	Balance State and county moneys July 1st, 1899.	Balance district tax July 1st, 1899.	Balance received from other sources July 1st, 1899.	Amount apportioned from State apportionment, including State school tax and \$240,000.	Amount apportioned from surplus revenue.	Amount apportioned from balances.	Amount of district tax voted for payment of teachers' salaries.
Anglesea.....		\$83 18		\$519 40	\$10 80		\$203 91
Avalon.....			\$97 86	233 94	3 52		
Cape May City.....			4,734 70	3,713 06	118 94		
Dennis.....		520 55	15 33	4,998 12	181 00		1,350 00
Holly Beach.....		328 85	10 11	658 94	23 26		250 00
Lower.....		574 99		1,763 06	139 56		400 00
Middle.....		1,353 38	119 11	3,640 18	130 45		
Ocean City.....		911 56		1,243 74	58 78		2,800 00
Sea Isle City.....		1,086 50	35 00	745 14	31 36		425 00
Upper.....		432 72		2,155 14	68 40		100 00
West Cape May.....				1,285 27	43 95		287 92
		\$5,277 63	\$5,011 61	*\$21,568 99	\$740 00		\$5,816 84

* The amount apportioned from State school moneys includes \$156,27 apportioned from last year.

\$1,397 50		Amount of district tax voted for building, purchasing, hiring, repairing or furnishing school-houses.
\$2,017 50		Amount of district tax for payment of debt and interest.
\$1,225 59		Amount of district tax voted for textbooks, apparatus and supplies.
		Amount of district tax voted for bonds and interest.
\$9,325 47		Amount of district tax voted for other school purposes.
\$19,483 90		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.
\$52,081 13	\$1,019 35 623 83 13,506 70 8,955 00 2,254 16 3,800 11 6,546 43 2,258 00 3,306 25 2,307 22	Total amount available for school year ending June 30th, 1909.

APPENDIX TO SCHOOL REPORT.

Report of Attendance for the County of CAPE MAY, State of

DISTRICTS.	Number of months the schools were kept open.	Number of boys between 5 and 20 years of age enrolled in the schools during the year.	Number of girls between 5 and 20 years of age enrolled in the schools during the year.	Total number of children between 5 and 20 years of age enrolled in the schools during the year.	Total number of days present during the year.	Total number of days absent 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	17	45	4,923	655	.....	61
Avalon	9	4	12	16	1,851	339	.....	62
Cape May City	9	194	228	422	44,132.5	6,786.5	.....	999
Dennis	9	314	336	650	63,650	12,523	.....	2,341
Holly Beach	9	42	52	94	8,876	2,105	.....	535
Lower	9	138	132	260	21,877.5	5,628.5	.....	1,149
Middle	9	257	258	510	47,746.5	10,188.5	.....	1,430
Ocean City	9	124	115	249	26,339	5,254	.....	961
Sea Isle City	9	44	41	85	10,643.5	1,092.5	.....	240
Upper	9	161	134	298	30,793.5	9,635.5	.....	1,473
West Cape May	9	88	85	173	16,254	3,658	.....	257
	9	1,397	1,405	2,802	277,086.5	57,625.5	16	9,708

APPENDIX TO SCHOOL REPORT.

Financial Report for the County of CUMBERLAND, State of

DISTRICTS.	Amount due the district July 1st, 1898, from State and county funds.	Amount due the district July 1st, 1898, from district tax.	Amount due the district July 1st, 1898, from other sources.	Total amount due the district July 1st, 1898.	Amount expended for teachers' salaries.	Amount expended for fuel and janitors' salaries.	Amount expended for building and re- pairing, excluding debt and interest.
Deerfield.....	\$3,397 84	\$2,866 59		\$6,244 43	\$3,821 85	\$264 60	\$912 78
Downe.....	2,421 01	1,991 33	\$231 24	4,643 58	3,318 00	237 19	267 10
Commercial.....	3,243 90	3,811 97	135 80	7,196 67	5,220 00	403 78	724 75
Fairfield.....	2,043 55	1,474 58	1,425 95	4,948 08	2,619 90	296 94	189 27
Lawrence.....	2,950 89	3,051 06	250 00	5,631 94	2,304 34	372 93	230 10
Greenwich.....	1,755 69	2,509 34	221 79	4,486 82	2,411 75	286 55	18 95
Hopewell.....	2,545 89	1,695 19	507 18	4,648 26	3,125 00	256 96	315 43
Lands.....	11,614 59	13,630 07	432 49	25,677 15	15,548 07	2,074 17	500 00
Maurice River.....	2,916 16	2,807 05	10 22	5,733 43	3,982 50	218 65	.....
Stow Creek.....	886 75	880 00	359 82	2,126 57	1,113 47	103 34	34 00
City of Bridgeton.....	14,001 37	13,764 31	375 73	28,141 61	21,180 82	2,433 07	434 78
City of Millville.....	12,679 22	13,320 78	2,941 30	28,941 40	20,356 38	2,602 41	1,145 76
	\$59,882 06	\$61,692 26	\$6,787 52	\$128,311 84	\$85,900 88	\$9,651 59	\$4,861 98

CUMBERLAND COUNTY.

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New Jersey, for the School Year Ending June 30th, 1899.

[illegible]

APPENDIX TO SCHOOL REPORT.

Apportionment of School Moneys for the County of CUMBERLAND,

DISTRICTS.	Balance State and county moneys July 1st, 1894.	Balance district tax July 1st, 1894.	Balance received from other sources July 1st, 1894.	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 payment of teachers' salaries.
Deerfield.....		\$430 00		\$3,539 63	\$110 55		\$300 00
Downe.....		48 95		2,200 00	70 33		1,085 00
Commercial.....		181 71		3,327 28	93 75		1,800 00
Fairfield.....		83 76		1,911 19	76 89		700 00
Lawrence.....		1,006 72		2,185 73	57 63		1,200 00
Greenwich.....		304 75		1,679 61	44 75		700 00
Hopewell.....		228 58		2,406 33	60 71		1,100 00
Lands.....	\$866 52	1,831 31	\$170 82	3,679 13	25 91		6,000 00
Maurice River.....		447 14		2,719 61	77 65		1,200 00
Stow Creek.....		93 40		831 90	33 13		160 00
City of Bridgeton.....		638 55		13,284 77	461 18		8,754 05
City of Millville.....		3,230 51		12,169 79	384 25		7,995 96
	\$866 52	\$8,525 38	\$170 82	\$55,894 96	\$1,766 13		\$29,985 01

CUMBERLAND COUNTY.

475

State of New Jersey, for the School Year Ending June 30th, 1899.

Amount of district tax voted for building, purchasing, hiring, repairing or furnishing school-houses.	Amount of district tax for payment of debt and interest.	Amount of district tax voted for text-books, apparatus and supplies.	Amount of district tax voted for bonds and interest.	Amount of district tax voted for other school purposes.	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, 1900.
\$250 00		\$325 00	\$300 00	\$630 00	\$1,805 00				\$5,885 18
50 00		800 00		610 00	2,045 00				4,434 18
300 00		220 00		680 00	3,000 00				6,562 74
50 00		200 00		575 00	1,325 00				3,596 34
200 00		500 00		200 00	2,300 00				5,450 06
150 00		250 00		400 00	1,500 00				3,529 11
100 00		800 00		295 00	1,795 00				4,490 62
500 00	1,900 00			4,400 00	11,800 00				24,645 68
100 00	250 00			100 00	1,650 00				4,594 40
100 00	175 00			375 00	800 00				1,748 43
900 00	2,000 00			3,861 45	15,615 50				30,000 00
1,400 00	1,200 00			2,560 00	15,445 96				29,230 51
\$4,200 00	\$7,620 00	\$300 00		\$15,076 45	\$57,181 46				\$124,405 27

APPENDIX TO SCHOOL REPORT.

Report of Attendance for the County of CUMBERLAND, State of

DISTRICTS.	Number of months the schools were kept open.	Number of boys between 5 and 20 years of age enrolled in the schools during the year.	Number of girls between 5 and 20 years of age enrolled in the schools during the year.	Total number of children between 5 and 20 years of age enrolled in the schools during the year.	Total number of days present during the year.	Total number of days absent during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.
Deerfield.....	9	364	317	681	73,221	13,681	1	1,269
Downe.....	9	237	213	450	44,932	9,765	.....	870
Commercial.....	9	362	342	704	68,064	14,453	3	1,966
Fairfield.....	9	204	227	431	38,366	6,521	7	1,043
Lawrence.....	9	234	178	412	43,309	6,068	5	522
Greenwich.....	9	150	146	296	27,894	5,592	2	763
Hopewell.....	9	254	209	463	41,485	8,668	.....	3,544
Landis.....	9	898	907	1,805	194,921	27,317	24	5,884
Maurice River.....	9	262	213	475	46,722	8,918	.....	1,128
Stow Creek.....	9	97	87	184	16,227	3,872	1	859
City of Bridgeton.....	10	1,262	1,825	2,587	321,427	40,246	29	6,990
City of Millville.....	10.5	1,000	1,137	2,137	286,601	31,675	16	6,851
	9.1	5,324	5,301	10,625	1,202,109	175,751	89	31,719

CUMBERLAND COUNTY.

477

New Jersey, for the School Year Ending June 30th, 1899.

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 primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
.57	425	318	.81	368	244	79	2	11	\$52.50	\$30.00
.56	347	269	.82	295	141	14	4	5	49.60	31.50
.54	453	403	.88	382	264	28	7	6	48.57	31.00
.57	272	227	.83	226	135	24	2	5	52.00	32.25
.54	250	216	.85	217	133	32	2	4	56.00	32.24
.53	180	144	.84	147	103	6	2	1	57.50	37.50
2.08	295	244	.82	226	158	69	4	6	57.50	32.87
.96	1,393	1,164	.87	1,151	807	147	3	35	64.45	40.96
1.74	115	375	.83	94	177	60	5	6	45.11	35.83
.77	2,008	1,767	.86	1,480	84	257	2	8	55.00	35.00
.86	1,617	1,462	.88	1,310	639	108	3	43	55.00	35.00
.84	7,675	6,548	.86	6,392	3,296	996	38	150	\$56.25	\$27.45

APPENDIX TO SCHOOL REPORT.

Financial Report for the County of ESSEX, State of

DISTRICTS.	Amount due the district July 1st, 1898, from State and county funds.	Amount due the district July 1st, 1898, from district tax.	Amount due the district July 1st, 1898, from other sources.	Total amount due the district July 1st, 1898.	Amount expended for teachers' salaries.	Amount expended for fuel and janitors' salaries.	Amount expended for building and re- pairing, excluding debt and interest.
Belleville.....	\$8,718 01	\$14,083 47	\$8,138 78	\$30,940 26	\$12,137 50	\$1,952 25	\$8,942 47
Bloomfield (Central Union)	17,679 68	27,049 61	93,268 45	137,997 74	28,157 16	3,496 66	47,484 04
Brookdale.....	965 99	308 95	20 00	1,294 94	900 00	188 49	27 58
Caldwell.....	1,386 77	1,386 03	62 03	2,834 83	1,350 00	246 31	222 45
Caldwell Borough.....	2,136 71	5,253 16	.....	8,419 87	5,337 50	469 75	36 36
Cinton.....	2,187 48	3,562 00	1,191 33	7,330 81	3,165 65	496 21	620 01
East Orange.....	32,531 14	89,390 00	2,550 00	124,471 24	72,688 75	9,735 21	17,328 49
Franklin.....	7,338 22	18,493 00	155 32	20,826 54	9,709 50	1,627 12	937 55
Glen Ridge.....	5,017 42	7,721 66	567 19	13,306 27	5,260 00	914 00	.....
Irrington.....	8,432 30	11,449 06	12,873 92	32,755 28	12,410 00	1,520 94	4,822 74
Livingston.....	2,812 27	2,014 74	210 94	5,037 95	3,400 00	322 82	41 58
Milburn.....	4,480 46	6,760 00	145 00	11,385 45	6,900 00	1,119 02	306 13
Montclair.....	28,153 38	83,100 00	9,940 95	121,194 33	64,515 92	9,089 26	4,201 17
South Orange.....	8,627 02	19,122 19	3,901 58	31,650 79	16,115 00	2,311 95	2,081 08
Vailsburgh.....	3,654 55	4,717 57	20 00	7,796 12	4,200 00	757 50	163 43
Verona.....	2,576 84	3,627 07	65 15	6,269 06	3,415 00	413 77	670 82
West Orange.....	12,409 86	25,307 29	39,736 70	77,453 85	20,005 10	3,292 62	38,533 02
Orange.....	57,081 84	83,212 80	1,132 19	121,376 93	37,727 42	4,362 57	24,630 41
Newark.....	*390,312 30	*447,087 60	*334,675 62	*1,172,075 42	559,025 41	66,095 74	367,198 53
	\$574,756 43	\$848,806 00	\$608,745 12	\$1,932,307 55	\$846,404 81	\$100,242 19	\$518,627 85

* January 1, 1898.

ESSEX COUNTY.

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New Jersey, for the School Year Ending June 30th, 1899.

Amount expended for debt and interest.	Amount expended for taking school census.	Amount expended for manual training.	Amount expended for text-books, apparatus and supplies.	Amount expended for other school purposes.	Total amount expended.	Balance of State and county funds June 30th, 1899.	Balance of district tax June 30th, 1899.	Balance of moneys from other sources June 30th, 1899.	Total balance June 30th, 1899.
\$3,788 00	\$72 40		\$1,238 78	\$2,460 14	\$30,571 54		\$254 72	\$114 00	\$368 73
4,470 00			4,397 23	1,895 57	89,900 66		245 47	47,751 61	48,997 08
			64 18	19 16	1,199 41		94 69	84	95 53
	11 15		190 08	212 77	2,232 76		602 07		602 07
1,265 00	17 20		314 27	115 65	7,495 73		924 14		924 14
1,959 57	14 35		462 53	180 62	6,899 34		431 47		431 47
10,610 00	204 40	\$5,000 00	4,770 94	4,238 45	124,471 24				
4,943 00	61 45		762 44	1,966 45	20,007 51		319 03		319 03
	20 45		557 80	4,394 05	11,036 31		259 86		259 86
1,962 50	61 65		1,516 18	450 00	22,743 96		1,732 82	8,278 50	10,011 32
	14 55		200 29	334 72	4,714 26		163 77	159 92	323 69
1,680 00	32 10		754 96	747 25	11,189 47		120 98	125 00	245 98
15,600 00	165 50	7,330 31	5,725 12	10,332 10	117,509 38		3,684 95		3,684 95
2,300 00	56 75	2,005 97	1,615 78	732 42	27,096 95		2,079 42	2,374 79	4,453 81
1,300 00	25 90		336 56	731 72	7,485 11		361 01		361 01
	17 35		979 37	80 00	4,976 31		1,235 10	57 65	1,292 75
4,170 00	83 70		1,796 27	6,922 51	74,802 22		2,650 63		2,650 63
2,790 50	283 45	4,548 26	4,103 80	1,061 96	79,408 57		41,968 56		41,968 56
	3,022 65	9,635 44	32,158 45	60,008 71	1,069,184 92		*102,990 50		*102,990 50
\$56,618 57	\$4,165 90	\$29,119 98	\$61,362 98	\$96,784 17	\$1,712,726 45		\$160,718 79	\$56,662 31	\$219,581 10

* December 31, 1898.

APPENDIX TO SCHOOL REPORT.

Apportionment of School Moneys for the County of ESSEX,

DISTRICTS.	Balance State and county moneys July 1st, 1899.	Balance district tax July 1st, 1899.	Balance received from other sources July 1st, 1899.	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 payment of teachers' salaries.
Belleville.....		\$254 72	\$114 00	\$9,401 86			\$3,700 00
Bloomfield (Central Union).....		345 47	47,751 61	17,510 39			
Brookdale.....		94 69	84	881 39			
Caldwell.....		602 07		1,314 90			100 00
Caldwell Borough.....		924 14		3,035 81			2,175 00
Clinton.....		431 47		2,354 14			1,062 52
East Orange.....				33,525 90			
Franklin.....		819 03		8,215 13			3,500 00
Glen Ridge.....		259 86		3,069 31			
Irvington.....		1,722 82	8,378 00	8,769 48			4,500 00
Livingston.....		163 77	159 92	2,866 96			
Millburn.....		120 98	125 00	4,416 54			2,300 00
Montclair.....		3,684 95		28,919 09			39,100 00
South Orange.....		2,079 02	2,374 79	8,637 43			10,000 00
Vailsburgh.....		361 01		3,460 89			1,500 00
Verona.....		1,285 10	57 05	2,446 58			1,450 00
West Orange.....		2,650 63		12,436 06			8,500 00
Orange.....		41,968 56		33,565 56			52,110 00
Newark.....		102,990 50		824,373 84			215,304 00
		\$160,718 79	\$58,862 31	\$569,241 25			\$348,301 52

ESSEX COUNTY.

481

State of New Jersey, for the School Year Ending June 30th, 1899.

Amount of district tax voted for building, purchasing, hiring, repairing or furnishing school-houses.	Amount of district tax for payment of debt and interest.	Amount of district tax voted for text-books, apparatus and supplies.	Amount of district tax voted for bonds and interest.	Amount of district tax voted for other school purposes.	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, 1900.
\$750 00	\$7,468 00	\$800 00		\$5,370 00	\$14,088 00				\$33,858 68
750 00	8,000 00			29,000 00	37,750 00				108,437 47
				200 00	200 00				1,176 92
250 00		150 00		350 00	850 00				2,766 97
	1,210 00	400 00		425 00	4,210 00				8,169 95
300 00	1,343 00	200 00		1,178 00	4,083 53				6,869 13
	16,000 00		\$2,500 00	80,995 00	98,495 00		\$2,560 00		134,520 90
250 00	4,743 00	750 00		3,500 00	12,743 00				21,777 16
1,500 00		500 00		5,500 00	7,500 00				10,828 17
1,200 00	1,887 50	1,600 00		2,700 00	11,887 50				30,608 31
100 00		250 00		1,650 00	2,000 00				5,190 65
	1,680 00	1,630 00		1,780 00	8,390 00				13,052 53
3,000 00	22,467 50	5,900 00	3,750 00	19,500 00	98,717 50		3,750 00		130,071 54
1,500 00	2,200 00	2,000 00	1,000 00	1,000 00	17,700 00		1,000 00		31,791 24
1,225 00	1,175 00	400 00		1,150 00	5,450 00				9,271 90
400 00		400 00		650 00	2,300 00				5,530 38
1,000 00	5,125 00	2,000 00		10,375 00	27,000 00		\$15,851 50		57,938 98
2,000 00			2,660 00	8,235 00	65,595 00			2,660 00	148,729 11
117,000 00			5,000 00	172,810 60	510,114 00			5,000 00	1,002,478 34
\$131,225 00	\$68,299 00	\$15,980 00	\$14,910 00	\$346,858 00	\$924,573 52		\$15,851 50	\$14,910 00	\$1,744,157 87

APPENDIX TO SCHOOL REPORT.

Report of Attendance for the County of ESSEX, State of

DISTRICTS.	Number of months the schools were kept open.	Number of boys between 5 and 20 years of age enrolled in the schools during the year.	Number of girls between 5 and 20 years of age enrolled in the schools during the year.	Total number of children between 5 and 20 years of age enrolled in the schools during the year.	Total number of days present during the year.	Total number of days absent during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.
Belleville.....	10	424	439	863	96,976	19,266	5	1,568
Bloomfield (Central Union).....	10	835	815	1,650	207,793.5	24,242.5	14	2,378
Brookdale.....	10	41	38	77	7,631.5	2,445.5	.....	286
Caldwell.....	10	73	65	138	15,674	2,989	.....	691
Caldwell Borough.....	10	141	145	286	41,473	2,883	13	866
Clinton.....	10	148	139	287	31,342	6,187	1	428
East Orange.....	10	1,791	1,897	3,688	491,226	39,034	52	1,082
Franklin.....	10	356	318	669	82,774	14,405	21	1,070
Glen Ridge.....	10	127	113	240	30,381.5	4,515.5	2	859
Irrington.....	10	486	490	970	131,296	18,220	30	375
Livingston.....	10	131	121	245	28,646.5	5,481	3	1,081
Milburn.....	10	215	213	428	54,597.5	8,088	6	643
Montclair.....	10	1,308	1,273	2,581	353,082	48,859	38	7,149
South Orange.....	10	387	350	737	97,110	11,805	10	1,734
Vailsburgh.....	10	227	189	416	59,111.5	5,281.5	16	648
Verona.....	10	164	144	308	37,309.5	5,173.5	7	478
West Orange.....	10	607	630	1,237	136,187	18,087	14	2,202
Orange.....	10	1,369	1,423	2,792	356,127	45,394	42	3,213
Newark.....	10	18,071	18,640	36,711	5,016,437	669,424.6	563	9,491
	10	26,886	27,425	54,313	7,271,184.5	838,781	816	86,134

ESSEX COUNTY.

483

New Jersey, for the School Year Ending June 30th, 1899.

Average number of cases of hardiness per day for each teacher.	Average number on roll.	Average daily attendance.	Percentage of daily attendance on average enrollment.	Number of pupils enrolled in primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
.41	596	506	.84	579	235	49	1	20	\$160 00	\$51 00
.36	1,251	1,118	.89	1,034	487	129	4	43	106 00	55 75
.71	65	42	.76	51	26			2		45 00
1.15	99	81	.81	79	59		3		45 00	49 06
.5	221	205	.94	180	67	39	1	9	120 00	49 06
.31	196	164	.83	204	83			7		49 43
.07	2,971	2,750	.92	2,143	1,106	439	11	83	177 27	66 15
.33	486	419	.86	462	171	36	11	18	130 09	50 27
.76	186	162	.87	164	76		1	7	130 09	57 85
.068	781	686	.87	649	284	37	1	20	200 00	52 37
.6	180	151	.83	111	123	11	3	6	53 33	36 66
.23	337	289	.86	270	146	12		11		60 00
.62	2,740	1,899	.88	1,506	744	831	8	81	156 25	69 33
.57	572	511	.89	413	309	115	6	20	119 09	63 68
.39	313	286	.91	304	167	5	1	7	120 00	42 14
.41	221	195	.88	199	92	17	2	4	82 50	48 25
.41	823	739	.89	681	311	36	1	31	200 00	56 20
.277	2,160	1,918	.89	1,976	697	119	8	57	132 62	56 50
.068	28,432	24,972	.87	27,632	7,810	1,569	64	693	190 00	65 00
.172	42,020	37,093	.88	38,437	12,933	2,943	105	1,118	\$162 62	\$62 89

APPENDIX TO SCHOOL REPORT.

Financial Report for the County of GLOUCESTER, State of

DISTRICTS.	Amount due the district July 1st, 1898, from State and county funds.	Amount due the district July 1st, 1898, from district tax.	Amount due the district July 1st, 1898, from other sources.	Total amount due the district July 1st, 1898.	Amount expended for teachers' salaries.	Amount expended for fuel and janitors' salaries.	Amount expended for building and re- pairing, excluding debt and interest.
Clayton	\$3,055 94	\$2,125 70	\$1,567 58	\$6,749 22	\$3,930 00	\$443 72	\$208 84
Deptford	2,364 37	2,055 14	1,436 00	7,355 51	3,979 00	561 34	131 62
East Greenwich	1,475 55	1,100 00	.....	2,575 55	1,755 00	101 98	73 67
Elk	1,488 64	789 22	128 29	2,396 15	1,305 00	81 75	83 50
Franklin	3,670 21	2,463 91	878 02	7,013 14	4,265 00	227 15	22 06
Glassboro	5,077 40	3,732 27	10 00	8,819 67	4,290 00	697 50	174 69
Greenwich	2,819 07	2,848 89	96 55	5,664 31	3,355 00	440 71	374 84
Harrison	2,674 69	2,817 18	.....	5,491 77	4,203 50	356 70	153 75
Logan	2,425 56	3,279 85	.....	5,705 41	3,105 00	350 00	113 00
Mantua	3,016 73	2,382 90	.....	5,399 63	4,035 00	476 65	86 08
Monroe	3,435 05	2,915 43	1,140 00	7,490 49	4,575 00	435 00	759 93
South Harrison	1,425 29	1,158 19	740 19	3,323 67	1,655 00	157 19	17 74
Washington	1,394 64	1,636 02	221 05	3,241 69	2,160 00	233 92	101 51
Wenonah	855 99	2,200 00	373 35	3,430 35	1,875 00	250 00	54 20
West Deptford	2,182 02	2,731 11	608 57	5,501 70	2,662 02	293 50	.....
Woodbury	7,736 58	7,090 00	453 78	15,190 36	9,072 50	1,664 05	341 79
Woolwich	2,766 71	1,974 63	1,117 66	5,869 00	3,219 00	438 42	95 78
	\$48,915 35	\$44,160 44	\$8,700 83	\$101,776 62	\$59,472 02	\$7,219 59	\$2,792 69

GLOUCESTER COUNTY.

485

New Jersey, for the School Year Ending June 30th, 1899.

Amount expended for debt and interest.	Amount expended for taking school census.	Amount expended for manual training.	Amount expended for text-books, apparatus and supplies.	Amount expended for other school purposes.	Total amount expended.	Balance of State and county funds June 30th, 1899.	Balance of district tax June 30th, 1899.	Balance of moneys from other sources June 30th, 1899.	Total balance June 30th, 1899
\$1,431 08	\$55 60		\$319 68	\$63 21	\$6,452 13		\$297 09		\$297 09
1,665 00	44 95		218 53	631 15	7,231 62		133 89		123 89
70 07	28 35		171 84	260 93	2,391 77		183 78		183 78
835 62	13 95		143 48	484 14	2,181 89	\$81 89	72 37		154 26
2,090 00	27 85		241 24	606 69	6,226 61	21		\$785 32	785 53
540 00	105 05		556 56	471 84	2,185 63		624 04	10 00	634 04
1,669 25	28 25		303 73	145 10	5,376 53		417 98		417 98
485 15	16 50		405 82	325 05	5,382 52		129 45		129 45
965 00			198 00	269 04	5,704 29		1 12		1 12
	25 85		404 21	148 00	5,175 80		223 83		223 83
	44 30		290 00	718 41	7,307 79		182 70		182 70
			118 33	193 16	3,106 42		217 25		217 25
	16 50		181 34	281 59	2,974 86		740 80	126 03	866 83
800 00			90 74	31 25	3,111 19		46 80	273 36	319 15
612 50	22 70		316 14	1,461 37	5,368 73		128 20	4 77	132 97
725 00	45 55		453 89	323 02	12,626 80	2,564 56			2,564 56
1,267 69	26 25		209 97	494 27	5,751 38		107 62		107 62
\$13,166 36	\$501 65		\$4,483 50	\$6,808 75	\$94,434 56	\$2,646 66	\$3,495 92	\$1,199 48	\$7,342 06

APPENDIX TO SCHOOL REPORT.

Apportionment of School Moneys for the County of GLOUCESTER,

DISTRICTS.	Balance State and county moneys July 1st, 1890.	Balance district tax July 1st, 1890.	Balance received from other sources July 1st, 1890.	Amount apportioned from State apportionment, including State school tax and \$200,000.	Amount apportioned from surplus Revenue.	Amount apportioned from balances.	Amount of district tax voted for payment of teachers' salaries.
Clayton		\$297 69		\$2,714 14	\$128 45		\$1,000 00
Deptford		138 89		2,702 09	112 08		1,000 00
East Greenwich		183 78		1,337 53	65 77		550 00
Elk	\$81 89	72 37		1,318 93	64 46		
Franklin	21		\$785 32	3,626 01	128 68		800 00
Gloucester		624 04	10 00	3,323 32	189 21		700 00
Greenwich		417 98		2,650 89	130 55		1,000 00
Harrison		129 45		2,714 74	71 39		1,100 00
Logan		1 12		2,239 18	80 63		4 00
Mantua		233 83		2,752 81	118 28		1,150 00
Monroe		182 70		3,138 30	141 39		1,100 00
South Harrison		217 25		1,381 08	41 12		239 71
Washington		740 80	126 03	1,818 78	75 24		300 00
Wenonah		45 80	273 36	2,993 19	27 73		900 00
West Deptford		128 20	4 77	2,044 43	104 89		500 00
Woodbury	2,564 56			5,720 47	213 70		4,000 00
Woolwich		107 62		2,533 70	115 98		700 00
	\$2,646 66	\$3,495 92	\$1,199 48	\$42,984 04	\$1,811 50		\$15,529 71

GLOUCESTER COUNTY.

487

State of New Jersey, for the School Year Ending June 30th, 1899.

Amount of district tax voted for building, purchasing, fitting, repairing or furnishing school-houses.	Amount of district tax for payment of debt and interest.	Amount of district tax voted for text-books, apparatus and supplies.	Amount of district tax voted for bonds and interest.	Amount of district tax voted for other school purposes.	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, 1899.
3100 00		\$3390 00		\$510 00	\$2,000 00				\$5,139 68
500 00	\$560 00	300 00		460 00	2,820 00				5,758 03
		150 00		400 00	1,100 00				2,688 08
		125 00		725 00	850 00				2,387 65
	150 00	400 00		300 00	1,650 00				6,200 22
50 00	1,600 00	450 00		740 00	3,440 00				7,586 57
350 00	660 00	300 00		400 00	2,710 00				5,909 40
450 00		300 00		400 00	2,550 00				5,165 56
170 00	600 00	208 00		623 00	2,000 00				4,540 88
450 00	290 00	600 00		210 00	2,700 00				5,794 43
500 00	70 00	250 00		680 00	2,550 00				6,013 39
900 00		150 00		170 29	1,850 00				2,939 46
150 00		250 00		300 00	1,000 00				3,756 85
	800 00	150 00		450 00	2,300 00				3,640 07
175 00	500 00	250 00		915 00	2,540 00				4,822 29
600 00	725 00	800 00		875 00	7,000 00				15,498 73
200 00		350 00		750 00	2,000 00				4,757 30
\$4,495 00	\$5,955 00	\$5,428 00		\$8,857 29	\$40,260 00				\$92,397 60

APPENDIX TO SCHOOL REPORT.

Report of Attendance for the County of GLOUCESTER, State of

DISTRICTS.	Number of months the schools were kept open.	Number of boys between 5 and 20 years of age enrolled in the schools during the year.	Number of girls between 5 and 20 years of age enrolled in the schools during the year.	Total number of children between 5 and 20 years of age enrolled in the schools during the year.	Total number of days present during the year.	Total number of days absent during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.
Clayton.....	10	217	211	428	43,377	13,329	2	1,158
Deptford.....	10	206	218	424	40,030	9,714	.....	2,084
East Greenwich.....	9	81	94	175	15,889	2,360	.....	372
Elk.....	9	95	81	176	14,419	4,148	.....	1,104
Franklin.....	9	242	261	493	37,731	10,028	.....	2,504
Glassboro.....	10	802	386	598	62,207	11,253	.....	2,249
Greenwich.....	9	233	212	445	41,221	10,086	.....	1,738
Harrison.....	10	186	208	389	40,668	7,066	1	1,048
Logan.....	9	192	158	350	28,174	8,304	.....	2,060
Mantua.....	10	179	214	393	44,072	6,537	.....	1,205
Monroe.....	9.16	308	323	630	49,284	10,162	2	2,229
South Harrison.....	9	86	88	174	17,345	2,904	1	774
Washington.....	9	141	186	277	24,967	5,936	2	1,270
Wenonah.....	10	62	78	135	16,189	2,442	.....	705
West Deptford.....	10	165	160	325	30,662	6,925	.....	1,328
Woodbury.....	10	410	451	861	101,276	15,166	3	4,068
Woolwich.....	9.375	310	230	480	43,027	7,732	6	1,248
	9.5	3,305	3,388	6,693	651,288	133,092	22	27,053

GLOUCESTER COUNTY.

489

New Jersey, for the School Year Ending June 30th, 1899.

Average number 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 primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
.8	300	221	77	309	114	5	1	7	\$100 00	\$38 57
1.3	289	213	80.6	287	137	5	3	6	48 33	41 66
1.77	107	98	86.9	100	64	11	2	4	.....	47 50
1.6	104	87	88.6	115	61	.....	2	2	40 00	32 50
1.1	292	216	73.4	333	159	1	3	10	50 00	32 40
1.8	322	332	84.69	415	153	30	1	8	100 00	39 37
1.3	319	241	75.55	237	199	9	1	7	80 00	42 14
1.54	256	220	85.94	275	108	5	2	3	51 66	35 94
1.33	315	167	76.6	326	121	3	2	7	58 95	37 50
1.74	283	242	85.81	263	130	.....	1	8	65 00	43 50
1.23	337	268	79.53	477	151	2	2	8	60 00	42 12
9.	120	103	85.83	101	73	1	2	2	38 33	31 50
1.23	179	145	82.1	184	90	3	2	4	42 50	38 75
1	103	89	86.4	94	31	.....	1	3	.....	31 66
1.47	194	158	81.47	226	99	.....	1	8	50 00	43 50
1.2	653	556	86.14	608	226	27	2	17	80 00	43 20
.89	236	239	85.35	261	168	1	1	7	68 72	37 85
1.63	4,415	3,620	81.99	4,512	2,083	98	28	113	\$54 70	\$38 08

APPENDIX TO SCHOOL REPORT.

Financial Report for the County of HUDSON, State of

DISTRICTS.	Amount due the district July 1st, 1898, from State and county funds.	Amount due the district July 1st, 1898, from district tax.	Amount due the district July 1st, 1898, from other sources.	Total amount due the district July 1st, 1898.	Amount expended for teachers' salaries.	Amount expended for fuel and janitors' salaries.	Amount expended for building and repairing, excluding debt and interest.
North Bergen.....	\$10,482 49	\$22,331 14	\$22,786 48	\$55,600 11	\$15,378 00	\$1,750 61	\$2,508 96
Town of Union.....	18,451 33	27,789 54	2,495 84	48,736 71	28,318 43	4,510 95	611 14
Wehawken.....	3,990 06	19,390 20	20,518 50	37,793 76	8,895 66	2,414 82	5,099 39
Guttenberg.....	5,086 12	3,615 52	1,675 63	10,327 27	4,623 00	458 40	116 72
West Hoboken.....	26,122 98	37,744 89	48,080 77	110,948 64	28,977 93	4,723 15	13,021 91
West New York.....	5,829 45	12,313 60	2,009 85	21,152 90	3,720 62	1,564 50	500 00
Hoboken.....	87,481 32	78,069 79	5,647 59	168,549 00	113,540 31	15,820 77	8,238 98
Jersey City.....	261,895 67	406,643 76	217,808 61	885,247 94	355,465 51	39,822 20	193,079 95
Bayonne.....	39,635 29	170,405 14	.....	210,090 43	76,060 00	8,582 32	98,529 53
Harrison.....	11,624 00	9,795 65	10 00	21,429 65	11,904 81	1,996 19	780 51
Kearney.....	13,493 33	27,278 25	393 05	41,167 63	20,300 00	3,984 63	1,562 37
East Newark.....	3,145 57	5,956 20	20 63	9,122 40	4,059 50	963 00	272 61
	\$487,087 81	\$813,233 65	\$320,844 95	\$1,621,166 44	\$677,138 77	\$86,391 63	\$324,642 07

HUDSON COUNTY.

491

New Jersey, for the School Year Ending June 30th, 1899.

Amount expended for debt and interest.	Amount expended for taking school census.	Amount expended for manual training.	Amount expended for text-books, apparatus and supplies.	Amount expended for other school purposes.	Total amount expended.	Balance of State and county funds June 30th, 1899.	Balance of district tax June 30th, 1899.	Balance of moneys from other sources June 30th, 1899.	Total balance June 30th, 1899.
\$5,172 50	\$105 20		\$2,298 67	\$1,509 45	\$38,713 39		\$4,713 24	\$23,173 48	\$26,886 72
5,550 00	257 85	\$1,313 04	2,429 25	3,812 25	46,802 94		1,820 11	115 66	1,935 77
4,500 00	48 50		1,081 15	1,746 25	23,786 38		1,988 71	12,093 67	14,082 38
	60 90		353 17	436 16	6,058 35		2,698 29	1,675 63	4,373 92
14,700 00	282 90		3,893 71	2,900 82	68,500 40		5,710 93	35,737 31	42,448 24
1,475 00			1,293 61	2,827 94	17,653 67		3,429 38	39 85	3,469 23
	863 48		9,735 85	14,821 40	163,840 79		5,708 21		5,708 21
18,500 00	3,025 08		21,700 00	17,608 28	649,301 09		287,046 85		287,046 85
	444 05		6,743 25	4,032 08	194,891 24		15,699 19		15,699 19
4,540 00	132 55		1,484 03	671 65	21,429 65				
9,278 25	124 65		4,425 29	1,110 48	40,785 67		381 96		381 96
1,573 40	35 00		578 46	166 92	7,648 89		1,473 51		1,473 51
\$65,289 15	\$5,400 13	\$1,313 04	\$56,018 49	\$51,644 19	\$1,267,887 46		\$380,565 38	\$72,768 60	\$353,328 98

APPENDIX TO SCHOOL REPORT.

Apportionment of School Moneys for the County of HUDSON,

DISTRICTS.	Balance State and county moneys July 1st, 1889.	Balance district tax July 1st, 1889.	Balance received from other sources July 1st, 1889.	Amount apportioned from State apportionment, including State school tax and \$200,000.	Amount apportioned from surplus revenue.	Amount apportioned from balances.	Amount of district tax voted for payment of teachers' salaries.
North Bergen.....		\$4,712 24	\$22,173 48	\$10,507 79			\$8,500 00
Town of Union.....		1,820 11	113 66	20,532 70			10,000 00
Weehawken.....		1,983 71	19,023 67	4,673 18			7,000 00
Guttenberg.....		2,592 29	1,675 62	4,809 56			
West Hoboken.....		5,710 93	36,737 31	24,923 26			11,505 00
West New York.....		3,429 38	89 85	7,225 18			
Hoboken.....		5,708 31		85,947 97			52,040 70
Jersey City.....		237,046 85		256,429 03			361,011 00
Bayonne.....		15,699 19		43,352 08			51,500 00
Harrison.....				10,735 74			1,600 00
Kearney.....		381 96		13,019 55			8,558 00
East Newark.....		1,473 51		3,506 15			4,680 00
		\$280,565 33	\$72,763 60	\$435,567 49			\$516,791 70

HUDSON COUNTY.

493

State of New Jersey, for the School Year Ending June 30th, 1899.

Amount of district tax voted for building, repairing, painting, or furnishing school-houses.	Amount of district tax for payment of debt and interest.	Amount of district tax voted for text-books, apparatus and supplies.	Amount of district tax voted for bonds and interest.	Amount of district tax voted for other school purposes.	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, 1899.
\$2,500 00	\$3,995 00	\$3,000 00	.....	\$5,475 00	\$22,470 00	.....	.....	.....	\$59,864 51
1,500 00	5,400 00	2,500 00	.....	4,800 00	24,000 00	.....	.....	.....	46,466 47
1,000 00	.....	950 00	.....	4,050 00	13,000 00	.....	.....	.....	31,685 56
400 00	.....	750 00	.....	1,775 00	2,925 00	.....	.....	.....	12,008 48
816 00	10,200 00	3,500 00	.....	7,179 00	33,200 00	.....	.....	.....	100,570 50
.....	611 00	1,200 00	.....	4,800 00	6,611 00	.....	.....	.....	17,305 41
9,000 00	.....	.....	.....	37,452 53	93,528 23	.....	.....	.....	130,079 41
70,913 84	118,500 00	.....	.....	32,800 00	613,334 84	.....	.....	.....	1,126,710 72
15,500 00	.....	.....	.....	22,500 00	89,600 00	.....	.....	.....	148,551 27
500 00	4,740 00	725 00	.....	2,020 00	9,585 00	.....	.....	.....	20,321 74
1,500 00	2,975 00	2,000 00	.....	9,550 15	24,980 15	.....	.....	.....	38,381 96
600 00	1,600 00	900 00	.....	955 00	8,735 00	.....	.....	.....	18,714 06
\$104,339 84	148,021 00	\$14,525 00	.....	\$183,184 68	\$968,864 22	.....	.....	.....	\$1,505,760 69

APPENDIX TO SCHOOL REPORT.

Report of Attendance for the County of HUDSON, State of

DISTRICTS.	Number of months the schools were kept open.	Number of boys between 5 and 20 years of age enrolled in the schools during the year.	Number of girls between 5 and 20 years of age enrolled in the schools during the year.	Total number of children between 5 and 20 years of age enrolled in the schools during the year.	Total number of days present during the year.	Total number of days absent during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.
North Bergen	10	885	885	1,770	193,731.5	31,641.5	.....	3,014
Town of Union	10	1,567	1,533	3,100	431,386.5	26,427.5	64	123
Weehawken	10	372	317	689	88,625	10,239	1	1,238
Guttenberg	10	370	371	741	87,534	10,716	5	818
West Hoboken	10	2,015	1,985	4,000	518,430	57,700.5	73	6,708
West New York	10	563	507	1,070	136,656	13,979	3	.....
Hoboken	10	4,320	4,388	8,716	1,282,655	131,667	343	2,023
Jersey City	10	16,401	16,406	32,806	4,015,654	325,459	1,854	10,504
Bayonne	10	2,396	2,449	4,845	608,087	95,846	76	6,723
Harrison	10	582	507	1,089	122,171	16,006	.....	562
Kearney	10	999	995	1,994	253,385	31,562	36	3,962
East Newark	10	206	217	423	49,701	6,183	1	1,067
	10	30,686	30,557	61,243	7,722,816	767,426	2,456	36,230

* No one admitted after morning or afternoon session opens.

APPENDIX TO SCHOOL REPORT.

Financial Report for the County of HUNTERDON, State of

DISTRICTS.	Amount due the district July 1st, 1898, from State and county funds.	Amount due the district July 1st, 1898, from district tax.	Amount due the district July 1st, 1898, from other sources.	Total amount due the district July 1st, 1898.	Amount expended for teachers' salaries.	Amount expended for fuel and janitors' salaries.	Amount expended for building and re- pairing, excluding debt and interest.
Alexandria.....	\$1,718 16	\$442 18	\$146 00	\$2,306 84	\$1,674 16	.....	\$31 00
Bethlehem.....	3,602 55	922 71	120 00	4,155 26	2,995 00	\$140 30	232 68
Town of Clinton.....	1,498 30	1,063 62	51 00	2,612 92	2,650 00	204 14	36 60
Clinton.....	3,119 04	1,813 33	.....	4,932 37	3,650 00	250 00	193 37
Delaware.....	4,233 61	1,014 94	232 00	5,485 55	3,971 96	266 65	18 00
East Amwell.....	1,501 61	661 08	.....	2,162 69	1,850 75	80 00	54 90
Franklin.....	1,790 97	765 34	.....	2,556 31	1,753 91	37 04	203 59
Frenchtown Borough.....	1,657 86	546 10	.....	2,103 96	1,650 00	116 40	39 00
High Bridge Borough.....	1,935 88	703 45	.....	2,640 03	2,113 60	76 23	94 06
Holland.....	\$,643 64	1,055 04	20 00	4,708 68	3,516 00	281 31	178 90
Junction Borough.....	1,564 48	478 18	50 00	2,092 64	1,453 00	101 50	99 82
Kingwood.....	2,636 51	338 23	2 25	2,976 98	2,298 38	178 47	.....
Lambertville City.....	6,235 21	4,277 85	27 00	10,540 06	6,730 00	806 25	1,628 62
Lebanon.....	6,084 74	1,547 08	542 27	8,174 09	5,617 15	313 85	77 37
Raritan.....	6,257 49	12,168 25	2,068 60	20,491 34	9,047 00	787 50	868 16
Readington.....	4,970 09	1,212 82	40 00	6,222 91	4,790 13	272 50	101 42
Tewksbury.....	2,396 70	264 05	569 37	3,230 12	2,864 97	110 25	63 89
Union.....	2,297 78	3,912 88	.....	6,210 66	2,173 00	125 00	2,420 00
West Amwell.....	1,533 68	212 04	40 00	1,785 72	1,360 15	68 83	.....
	\$58,164 00	\$33,399 13	\$3,905 49	\$95,468 62	\$60,513 06	\$4,215 68	\$6,340 48

HUNTERDON COUNTY.

497

New Jersey, for the School Year Ending June 30th, 1899.

Amount expended for debt and interest.	Amount expended for taking school census.	Amount expended for manual training.	Amount expended for text-books, apparatus and supplies.	Amount expended for other school purposes.	Total amount expended.	Balance of State and county funds June 30th, 1899.	Balance of district tax June 30th, 1899.	Balance of moneys from other sources June 30th, 1899.	Total balance June 30th, 1899.
.....	\$11 90	.....	\$314 90	\$265 00	\$2,226 96	\$79 38	.....	.....	\$79 88
.....	35 55	.....	122 85	117 00	3,621 38	.....	\$503 98	.....	503 98
.....	26 00	.....	151 11	.....	2,466 86	.....	146 08	.....	146 08
.....	25 90	.....	459 86	339 72	4,918 86	.....	13 51	.....	13 51
.....	28 00	.....	418 39	617 80	5,320 80	.....	164 75	.....	164 75
.....	20 00	.....	140 06	378 68	2,054 37	40 88	67 46	.....	108 33
.....	20 00	.....	145 99	290 63	2,451 16	.....	105 13	.....	105 13
.....	20 95	.....	99 21	126 76	2,052 82	.....	51 64	.....	51 64
.....	12 75	.....	143 90	176 13	2,615 63	.....	24 40	.....	24 40
.....	22 00	.....	330 72	75 47	4,408 80	.....	305 18	.....	305 18
.....	23 60	.....	189 62	174 54	2,042 08	50 00	56	.....	50 56
.....	.....	.....	.....	332 19	2,804 04	83 66	87 03	\$2 25	172 94
.....	52 15	.....	790 65	215 24	10,222 91	.....	317 15	.....	317 15
.....	29 75	.....	219 94	347 11	6,604 67	167 59	916 95	484 88	1,669 42
.....	41 60	.....	179 89	3,141 26	14,065 81	.....	5,987 84	468 17	6,426 01
.....	68 03	.....	261 02	454 88	6,947 98	107 46	167 47	.....	274 93
.....	26 30	.....	142 92	590 47	3,298 80	21 48	8 84	6 00	31 32
.....	16 83	.....	186 17	123 29	6,089 84	.....	120 82	.....	120 82
.....	11 49	.....	111 55	281 56	1,783 57	.....	64	1 51	2 15
\$1,045 55	\$479 70	.....	\$4,408 75	\$7,997 71	\$85,000 98	\$650 46	\$8,964 43	\$952 81	\$10,467 69

APPENDIX TO SCHOOL REPORT.

Apportionment of School Moneys for the County of HUNTERDON,

DISTRICTS.	Balance State and county moneys July 1st, 1899.	Balance district tax July 1st, 1899.	Balance received from other sources July 1st, 1899.	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 payment of teachers salaries.
Alexandria.....	\$79 38			\$1,618 23	\$97 26		
Bethlehem.....		\$508 98		2,758 54	182 26		
Town of Clinton.....		146 08		1,294 58	71 51		\$800 00
Clinton.....		13 51		2,945 56	211 68		550 00
Delaware.....		164 75		2,888 20	170 41		
East Amwell.....	40 86	67 46		1,657 21	134 86		300 00
Franklin.....	62	105 13		1,722 14	115 61		
Frenchtown Borough.....		51 64		1,327 32	82 06		
High Bridge Borough.....		34 40		1,649 40	102 16		215 00
Holland.....		305 18		3,142 94	179 81		
Junction Borough.....		56		1,426 08	98 49		445 00
Kingwood.....	83 66	87 03	\$2 25	2,363 70	120 14		
Lambertville.....		317 15		5,509 81	426 23		1,219 46
Lebanon.....	167 59	916 96	484 88	5,150 77	243 87		
Raritan.....		5,967 84	465 17	6,150 38	326 36		
Readington.....	107 46	187 47		4,296 24	266 85		
Stockton Borough.....				934 71	51 08		
Tewksbury.....	21 48	3 34	6 00	2,566 35	214 95		
Union.....		120 82		2,046 80	101 75		
West Amwell.....		64	1 51	1,366 28	89 09		
	\$500 45	\$8,964 43	\$952 81	\$52,760 14	\$3,297 48		\$3,329 46

HUNTERDON COUNTY.

499

State of New Jersey, for the School Year Ending June 30th, 1899.

Amount of district tax voted for building, purchasing, hiring, repairing or furnishing school-houses.	Amount of district tax for payment of debt and interest.	Amount of district tax voted for text-books, apparatus and supplies.	Amount of district tax voted for bonds and interest.	Amount of district tax voted for other school purposes.	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, 1899.
\$265 00		\$306 00		\$175 00	\$300 00				\$3,094 87
235 00		200 00		225 00	640 00				4,084 78
400 00		150 00		700 00	1,300 00				2,673 17
		150 00		400 00	1,300 00				4,970 75
		250 00		300 00	650 00				3,868 36
16 00		150 00		272 50	438 50				2,600 39
30 00		50 00		195 00	490 00				2,379 40
				900 00	900 00				1,461 92
1,195 00		200 00		160 00	2,000 00				2,355 96
				250 00	250 00				4,597 93
5,500 00		700 00		1,305 54	8,625 00				3,535 08
950 00		250 00		400 00	1,600 00				2,906 78
5,000 00		100 00		5,200 00	10,200 00				14,877 69
				300 00	300 00				8,564 16
		250 00		500 00	900 00				28,115 20
150 00		225 00	\$1,176 30	200 00	1,401 30				5,338 02
					200 00				1,375 79
									3,712 63
									3,670 67
									1,657 52
\$13,731 00	\$3,975 00	\$1,176 30	\$11,783 04	\$32,994 80					\$99,470 06

APPENDIX TO SCHOOL REPORT.

Report of Attendance for the County of HUNTERDON, State of

DISTRICTS.	Number of months the schools were kept open.	Number of boys between 5 and 20 years of age enrolled in the schools during the year.	Number of girls between 5 and 20 years of age enrolled in the schools during the year.	Total number of children between 5 and 20 years of age enrolled in the schools during the year.	Total number of days present during the year.	Total number of days absent during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.
Alexandria	10	100	99	199	16,322	4,478	.....	402
Bethlehem	10	174	189	363	33,424	5,666	1	781
Town of Clinton	10	72	99	171	32,805	8,031	3	237
Clinton	10	234	190	414	41,047	9,939	.....	1,624
Delaware	10	397	285	583	54,367	10,600	2	1,634
East Amwell	10	85	84	169	16,348	3,397	.....	451
Franklin	10	115	87	202	16,551	4,516	1	341
Frenchtown Borough	10	106	101	207	30,813	2,006	3	472
High Bridge Borough	10	143	146	289	34,484	4,519	6	304
Holland	10	189	197	386	39,106	7,306	1	1,940
Junction Borough	10	114	124	238	28,329	4,328	3	556
Kingwood	10	135	112	247	20,618	5,053	1	373
Lambertville	10	325	338	663	106,392	9,969	19	664
Lebanon	10	337	311	648	60,888	13,243	12	1,607
Raritan	10	378	396	774	90,148	13,488	10	1,722
Readington	10	311	260	571	61,486	12,523	2	1,700
Tewksbury	10	170	127	297	27,217	5,631	2	428
Union	10	155	118	273	23,576	5,107	1	354
West Amwell	10	87	67	154	12,373	2,873	.....	651
	10	8,517	3,330	6,847	726,720	127,837	67	16,238

HUNTERDON COUNTY.

501

New Jersey, for the School Year Ending June 30th, 1899.

Average number 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 primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
.40	108	87	.80	110	89	.....	3	2	\$31 10	\$33 60
.40	214	178	.83	236	121	.....	3	2	46 50	39 00
.30	132	121	.85	57	87	27	1	3	80 00	41 66
1.15	278	235	.83	255	181	8	3	6	66 50	40 00
.68	361	293	.84	277	197	8	7	5	35 64	33 50
.66	96	82	.85	104	65	.....	.....	4	.....	35 00
.34	112	93	.83	127	76	.....	2	3	34 00	34 00
.69	160	163	.91	132	75	.....	1	3	60 00	35 00
.30	208	184	.90	179	98	12	2	3	54 60	33 60
.97	184	153	.83	257	99	30	4	6	38 75	31 75
.52	178	149	.85	151	76	11	1	3	60 00	30 00
.24	139	111	.80	154	93	.....	4	4	31 40	29 10
.23	539	485	.90	448	129	86	1	13	102 00	44 40
.44	406	335	.82	408	256	5	3	16	42 10	29 40
.48	661	482	.88	456	279	60	1	19	140 00	41 00
.47	337	269	.80	339	233	.....	2	11	42 00	35 80
.35	171	141	.82	176	121	.....	4	2	40 00	33 25
.25	152	125	.83	161	112	.....	4	3	35 90	27 66
.81	78	64	.80	87	67	.....	.....	4	.....	34 25
.60	4,415	3,736	.85	4,183	2,431	253	45	114	\$65 32	\$34 70

APPENDIX TO SCHOOL REPORT.

Financial Report for the County of MERCER, State of

DISTRICTS.	Amount due the district July 1st, 1898, from State and county funds.	Amount due the district July 1st, 1898, from district tax.	Amount due the district July 1st, 1898, from other sources.	Total amount due the district July 1st, 1898.	Amount expended for teachers' salaries.	Amount expended for fuel and janitors' salaries.	Amount expended for building and re- pairing, excluding debt and interest.
East Windsor.....	\$4,246 71	\$4,080 51	\$611 60	\$8,938 82	\$4,895 00	\$789 85	\$137 67
Ewing.....	4,781 66	2,372 76	621 42	7,775 84	4,345 69	318 43	.....
Hamilton.....	5,940 06	1,828 90	4,825 00	12,593 96	5,655 61	363 88	475 53
Hopewell.....	7,483 97	3,011 56	364 03	10,859 62	7,149 49	460 98	845 91
Lawrence.....	2,636 74	452 44	146 00	3,235 18	2,627 60	109 14	165 66
Princeton.....	1,437 69	481 84	36 00	1,955 53	1,377 82	41 98	.....
Princeton Borough.....	5,730 06	7,964 94	3,262 50	16,957 50	6,320 00	347 78	612 40
Trenton.....	94,906 20	87,790 84	3,916 03	186,613 07	109,711 54	14,677 08	4,572 22
Washington.....	2,439 65	607 92	248 90	3,296 68	2,370 00	130 77	296 48
West Windsor.....	5,178 19	910 69	84 00	4,172 78	2,293 63	118 56	649 05
	\$132,781 13	\$109,612 31	\$14,115 84	\$256,408 98	\$146,546 18	\$17,942 89	\$7,524 22

MERCER COUNTY.

503

New Jersey, for the School Year Ending June 30th, 1899.

Amount expended for debt and interest.	Amount expended for taking school census.	Amount expended for manual training.	Amount expended for text-books, apparatus and supplies.	Amount expended for other school purposes.	Total amount expended.	Balance of State and county funds June 30th, 1899.	Balance of district tax June 30th, 1899.	Balance of moneys from other sources June 30th, 1899.	Total balance June 30th, 1899.
\$1,350 00	\$24 70		\$236 69	\$1,153 38	\$8,557 23			\$351 59	\$351 59
312 00			89 60	2,073 08	7,532 70	\$222 84	*	20 60	243 14
412 50	51 00		381 54	5,166 94	12,496 49	1 17	\$96 39		97 56
1,044 53	46 85		263 81	1,142 30	10,751 94		37 49	10 19	107 68
	19 89		177 68	149 81	8,149 78			85 40	85 40
			154 37	392 93	*1,967 07				
487 35	90 60		581 22	7,932 10	16,951 45		6 05		6 05
	800 95		9,064 63	12,856 65	151,672 47		84,940 60		34,940 60
	14 50		200 81	209 72	3,192 38		42	103 06	104 40
	18 50			270 94	3,350 78			56 00	822 00
						766 00			
\$4,086 38	\$1,066 89		\$11,138 29	\$31,347 25	\$219,652 10	\$989 81	\$35,140 95	\$627 66	\$36,758 42

* Overdraft, \$1.54.

APPENDIX TO SCHOOL REPORT.

Apportionment of School Moneys for the County of MERCER,

DISTRICTS.	Balance State and county moneys July 1st, 1889.	Balance district tax July 1st, 1889.	Balance received from other sources July 1st, 1889.	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 payment of teachers salaries.
East Windsor.....	.....	.....	\$351 59	\$4,119 31	\$174 00	.....	\$1,000 00
Ewing.....	\$222 64	.....	20 50	3,559 69	.....	.....	1,000 00
Hamilton.....	1 17	\$96 39	.....	6,105 23	.....	.....	.....
Hopewell.....	.....	97 49	10 19	7,179 42	.....	.....	.....
Lawrence.....	.....	.....	85 40	2,451 26	.....	.....	.....
Princeton.....	.....	.....	.....	1,391 41	.....	.....	.....
Princeton Borough.....	.....	6 05	.....	5,374 70	.....	.....	.....
Trenton.....	.....	34,940 60	.....	95,158 41	.....	.....	15,000 00
Washington.....	.....	43	103 98	2,178 08	124 63	.....	.....
West Windsor.....	786 00	.....	56 00	2,150 10	156 00	.....	.....
	\$989 81	\$35,141 45	\$627 66	\$129,860 61	\$454 63	.....	\$17,000 00

MERCER COUNTY.

505

State of New Jersey, for the School Year Ending June 30th, 1899.

Amount of district tax voted for building, purchasing, hiring, repairing or furnishing school-houses.	Amount of district tax for payment of debt and interest.	Amount of district tax voted for text-books, apparatus and supplies.	Amount of district tax voted for bonds and interest.	Amount of district tax voted for other school purposes.	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, 1900.
\$200 00		\$200 00	\$1,275 00	\$1,000 00	\$3,675 00				\$3,312 90
600 00		125 00		335 00	1,460 00				5,663 83
450 00		400 00	425 00	350 00	1,775 00				7,978 29
250 00		300 00	1,408 00	410 00	2,568 00				9,855 10
75 00		300 00			450 00				2,986 66
		125 00		185 00	385 00				1,676 41
					15,000 00				5,380 75
150 00		100 00		150 00	400 00				145,089 01
				400 00	400 00				2,307 10
\$1,725 00		\$1,450 00	\$3,108 00	\$2,380 00	\$26,113 00				\$193,187 15

APPENDIX TO SCHOOL REPORT.

Report of Attendance for the County of MERCER, State of

DISTRICTS.	Number of months the schools were kept open.	Number of boys between 5 and 20 years of age enrolled in the schools during the year.	Number of girls between 5 and 20 years of age enrolled in the schools during the year.	Total number of children between 5 and 20 years of age enrolled in the schools during the year.	Total number of days present during the year.	Total number of days absent during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.
East Windsor.....	9.5	235	259	494	50,463.5	10,684.5	1	2,111
Ewing.....	9.4	214	196	410	40,783.5	7,109.5	.....	516
Hamilton.....	9.1	416	363	779	63,965	18,275	.....	1,382
Hopewell.....	9.1	476	438	914	86,343.5	16,831	7	2,328
Lawrence.....	9.6	157	125	282	30,429	6,092.5	.....	707
Princeton.....	10	112	79	191	16,255.5	4,070	.....	440
Princeton Borough.....	9	285	307	592	58,855.5	11,760	7	2,578
Trenton.....	9.8	4,575	4,799	9,374	1,318,802	160,315	118	4,941
Washington.....	9.4	131	120	251	20,551.5	6,997	1	1,080
West Windsor.....	9.5	112	105	217	17,373	4,695	.....	761
	9.4	6,703	6,795	13,498	1,708,722	249,636	134	16,844

MERCER COUNTY.

507

New Jersey for the School Year Ending June 30th, 1899.

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 primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
.50	330	284	.80	344	134	6	.....	11	.....	\$37 70
.54	348	294	.79	472	112	2	.....	4	.....	37 70
.56	483	351	.73	602	302	3	.....	16	\$54 75	41 75
.73	568	410	.74	159	332	80	3	16	37 15	33 23
.58	179	186	.83	137	137	1	1	3	43 13	43 13
.70	103	78	.80	144	47	.....	.....	3	45 91	45 91
1.32	402	340	.82	373	168	46	.....	9	33 33	40 55
3.28	7,312	6,330	.87	6,490	2,331	653	3	197	108 06	50 22
.78	130	123	.73	105	83	.....	6	4	48 00	39 57
.55	10,314	8,810	.78	9,071	3,734	693	15	270	\$108 09	\$41 82

APPENDIX TO SCHOOL REPORT.

Financial Report for the County of MIDDLESEX, State of

DISTRICTS.	Amount due the district July 1st, 1898, from State and county funds.	Amount due the district July 1st, 1898, from district tax.	Amount due the district July 1st, 1898, from other sources.	Total amount due the district July 1st, 1898.	Amount expended for teachers' salaries.	Amount expended for fuel and janitors' salaries.	Amount expended for building and re- pairing, excluding debt and interest.
Cranbury.....	\$2,181 63	\$2,573 03	\$102 00	\$4,856 65	\$2,748 95	\$248 21	\$121 13
Dunellen.....	2,045 31	2,262 00	286 77	5,544 08	3,575 00	632 63	294 71
East Brunswick.....	2,323 69	2,537 87	35 20	5,795 76	3,573 00	264 71	169 85
Helmetta.....	902 41	939 69	125 18	1,967 18	1,270 00	99 85	227 61
Jamesburg.....	1,504 75	1,955 53	101 92	3,562 20	2,287 31	254 17	.....
Madison.....	597 73	2,249 77	895 00	3,742 50	2,145 87	120 90	283 57
Milltown.....	972 70	769 08	.....	1,731 78	1,170 00	110 00	204 63
Monroe.....	2,087 07	529 10	.....	3,615 17	2,851 85	155 48	155 00
New Brunswick.....	22,608 64	25,438 22	639 13	49,745 99	33,373 93	4,899 38	2,175 80
North Brunswick.....	1,045 11	881 91	103 98	1,530 00	949 93	103 81	59 83
Perth Amboy.....	13,977 35	21,117 06	.....	35,094 41	22,880 60	4,457 61	3,781 57
Placataway.....	2,373 51	3,409 88	.....	6,783 09	4,479 95	429 78	919 83
Raritan.....	5,746 62	7,257 95	240 72	13,245 29	8,406 25	1,055 20	450 76
Sayreville.....	3,137 45	2,509 81	.....	5,637 26	2,970 00	370 26	622 21
South Amboy.....	5,998 35	12,446 47	40 56	18,485 38	8,015 00	902 45	1,517 99
South Brunswick.....	4,837 82	3,327 00	.....	8,214 82	4,733 68	315 51	155 04
South River.....	2,315 71	3,335 70	.....	5,051 41	3,420 00	443 25	767 55
Woodbridge.....	7,328 46	11,397 07	6,956 66	25,682 19	13,137 00	1,783 17	6,684 48
	\$85,423 88	\$104,386 74	\$9,476 12	\$199,286 74	\$121,996 31	\$16,547 67	\$18,602 80

MIDDLESEX COUNTY.

509

New Jersey, for the School Year Ending June 30th, 1899.

Amount expended for debt and interest.	Amount expended for taking school census.	Amount expended for manual training.	Amount expended for text-books, apparatus and supplies.	Amount expended for other school purposes.	Total amount expended.	Balance of State and county funds June 30th, 1899.	Balance of district tax June 30th, 1899.	Balance of moneys from other sources June 30th, 1899.	Total balance June 30th, 1899.
\$679 00	\$16 80		\$248 82	\$790 83	\$4,853 43		\$3 22		\$3 22
462 00	15 05		338 29	222 17	5,495 85		48 23		48 23
441 19	34 00		180 89	905 76	5,569 40		236 36		236 36
5 00	7 55		111 76	85 41	1,807 68		159 50		159 50
400 08	13 40		235 84	272 11	3,452 83		109 37		109 37
.....	19 10		34 16	82 60	2,686 20		1,056 30		1,056 30
100 00	20 00		81 86	20 00	1,706 49		25 29		25 29
.....	28 00		125 11	120 95	3,451 89		184 78		184 78
2,680 66	244 75		\$,169 37	330 70	47,438 98		2,807 06		2,307 00
.....	19 20		77 83	300 76	1,510 84		19 16		19 16
.....	179 67		2,811 70	983 26	35,094 41		.....		.....
152 00	27 80		249 94	260 48	6,619 78		163 81		163 81
710 34	44 80		320 77	884 69	12,372 81		872 48		872 48
398 88	46 10		833 27	353 85	5,130 57		506 69		506 69
282 25	42 75		865 19	433 54	11,510 17		6,975 79		6,975 79
.....	80 62		274 54	389 56	5,935 35		289 57		289 57
218 00	27 75		193 84	284 10	5,352 99		698 42		698 42
1,722 59	60 00		900 00	782 89	25,069 99		612 20		612 20
\$8,211 82	\$871 84		\$10,708 27	\$8,095 66	\$185,029 07		\$14,257 67		\$14,257 67

APPENDIX TO SCHOOL REPORT.

Apportionment of School Moneys for the County of MIDDLESEX,

DISTRICTS.	Balance State and county moneys July 1st, 1899.	Balance district tax July 1st, 1899.	Balance received from other sources July 1st, 1899.	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 payment of teachers' salaries.
Cranbury.....		\$3 23		\$2,015 76			\$800 00
Dunellen.....		48 23		1,942 45			2,400 00
East Brunswick.....		226 36		3,246 18			700 00
Helmetta.....		159 50		852 88			400 00
Jamesburg.....		109 37		1,720 46			600 00
Madison.....		1,056 80		2,100 00			
Milltown.....		25 28		837 71			
Monroe.....		184 75		2,182 53			200 00
New Brunswick.....		2,307 00		21,570 92			10,768 29
North Brunswick.....		19 16		942 69			
Perth Amboy.....				15,581 14			6,469 27
Piscataway.....		163 31		3,406 11			1,950 00
Raritan.....		872 48		5,042 04			3,500 00
Sayreville.....		506 09		2,706 42			500 00
South Amboy.....		6,976 79		6,040 34			1,800 00
South Brunswick.....		289 57		4,108 24			600 00
South River.....		698 42		2,662 92			1,100 00
Woodbridge.....		612 20		7,668 36			7,200 00
		\$14,257 67		\$51,672 18			\$98,987 56

MIDDLESEX COUNTY.

511

State of New Jersey, for the School Year Ending June 30th, 1899.

Amount of district tax voted for building, purchasing, hiring, repairing or furnishing school-houses.	Amount of district tax for payment of debt and interest.	Amount of district tax voted for text-books, apparatus and supplies.	Amount of district tax voted for bonds and interest.	Amount of district tax voted for other school purposes.	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, 1900.
\$125 00	\$661 00	\$150 00	.....	\$359 00	\$2,095 00	.....	.....	.....	\$4,118 98
300 00	448 50	500 00	.....	.....	3,648 50	.....	.....	.....	5,639 18
.....	450 00	225 00	.....	750 00	2,125 00	.....	\$1,400 00	.....	6,997 54
50 00	.....	150 00	.....	250 00	850 00	.....	.....	.....	1,862 38
.....	492 00	350 00	.....	150 00	1,492 00	.....	.....	.....	3,321 83
395 00	.....	150 00	.....	290 00	735 00	.....	.....	.....	4,891 35
175 00	.....	40 00	.....	535 00	740 00	.....	.....	.....	1,658 00
307 00	.....	150 00	.....	357 00	1,014 00	.....	.....	.....	3,381 30
3,375 80	1,913 09	.....	.....	11,640 74	27,698 92	.....	38,200 00	.....	89,776 84
200 00	.....	.....	.....	815 00	515 00	.....	.....	.....	1,476 85
37,017 00	.....	.....	.....	1,784 19	45,280 46	.....	.....	.....	60,861 60
250 00	450 00	300 00	.....	250 00	3,200 00	.....	.....	.....	6,769 43
500 00	735 00	500 00	.....	20,000 00	7,235 00	.....	.....	.....	12,150 52
2,175 00	190 00	200 00	.....	635 00	4,700 00	.....	.....	.....	7,913 11
7,625 00	250 00	250 00	.....	2,025 00	11,950 00	.....	.....	.....	24,966 13
400 00	135 00	280 00	.....	.....	1,415 00	.....	.....	.....	5,807 81
650 00	853 00	500 00	.....	1,020 00	4,122 00	.....	.....	.....	7,483 34
1,840 00	1,980 00	2,200 00	.....	2,280 00	14,000 00	.....	.....	.....	22,280 55
\$55,785 80	\$8,557 59	\$4,845 00	.....	\$24,640 99	\$132,816 88	.....	\$39,600 00	.....	\$271,346 73

APPENDIX TO SCHOOL REPORT.

Report of Attendance for the County of MIDDLESEX, State of

DISTRICTS.	Number of months the schools were kept open.	Number of boys between 5 and 20 years of age enrolled in the schools during the year.	Number of girls between 5 and 20 years of age enrolled in the schools during the year.	Total number of children between 5 and 20 years of age enrolled in the schools during the year.	Total number of days present during the year.	Total number of days absent during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.
Cranbury.....	9.5	173	160	333	34,074	7,978	1	576
Dunellen.....	9.30	123	135	258	35,041	4,277	9	906
East Brunswick.....	9	238	243	481	47,327	11,176	31	702
Helmetta.....	9.25	67	61	128	16,539	9,917	.....	132
Jamesburg.....	9.30	111	93	209	24,311	6,010	.....	698
Madison.....	9	144	131	275	23,879	6,135	3	740
Milktown.....	9.10	77	59	136	17,733	494	6	266
Monroe.....	9.12	162	126	288	18,983	6,070	.....	609
New Brunswick.....	9.75	1,384	1,340	2,694	406,531	21,712	187	320
North Brunswick.....	9	52	43	95	8,308	1,781	1	75
Perth Amboy.....	10	1,367	1,323	2,690	358,604	42,639	64	1,322
Placataway.....	9.71	248	235	483	51,486	7,300	8	1,329
Raritan.....	9.65	346	338	682	83,367	13,698	51	1,041
Sayreville.....	9	180	181	361	34,166	7,591	8	576
South Amboy.....	9.10	302	317	619	77,641	9,466	26	624
South Brunswick.....	9	316	280	596	46,332	14,987	3	1,389
South River.....	9.15	174	189	363	46,016	6,822	11	520
Woodbridge.....	9	551	564	1,085	121,467	21,786	10	1,580
	9.38	6,965	5,817	11,782	1,451,673	192,648	419	13,294

MIDDLESEX COUNTY.

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New Jersey, for the School Year Ending June 30th, 1899.

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 primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
.74	231	185	.80	205	96	33	.....	7	.....	43
.48	211	189	.89	153	78	27	1	6	88	51
.35	332	252	.76	307	166	8	2	8	42	39
.26	108	92	.85	96	52	.....	.....	3	.....	47
.63	189	150	.80	138	71	.....	1	5	65	40
.57	177	131	.71	193	82	.....	.....	7	.....	33
.53	105	97	.92	89	47	.....	.....	3	.....	44
.48	141	104	.74	168	125	.....	.....	7	.....	36
.01	2,180	2,065	.90	1,657	772	265	4	59	100	47
.21	69	48	.81	67	38	.....	.....	3	.....	34
.13	2,067	1,580	.88	2,078	520	96	4	41	75	46
.57	310	366	.86	334	148	1	3	9	54	35
.42	521	442	.84	465	212	5	3	14	62	39
.68	250	200	.76	275	85	1	2	4	64	53
.24	474	420	.89	363	218	38	1	14	133	58
.62	369	271	.73	332	255	9	1	13	35	25
.44	315	322	.87	190	141	32	3	5	58	41
.40	798	678	.82	773	277	36	4	21	121	44
.42	8,823	7,742	.82	7,368	3,363	551	29	229	74	42

APPENDIX TO SCHOOL REPORT.

Financial Report for the County of MONMOUTH, State of

DISTRICTS.	Amount due the district July 1st, 1898, from State and county funds.	Amount due the district July 1st, 1898, from district tax.	Amount due the district July 1st, 1898, from other sources.	Total amount due the district July 1st, 1898.	Amount expended for teachers' salaries.	Amount expended for fuel and janitors' salaries.	Amount expended for building and re- pairing, excluding debt and interest.
Atlantic.....	\$2,853 27	\$600 00	\$191 40	\$3,644 67	\$2,347 00	\$145 00	\$211 50
Eatonstown.....	2,594 49	1,700 00	30 00	5,324 49	4,147 00	300 00	150 00
Freehold.....	4,533 96	753 04	.....	5,287 00	2,763 83	138 93	386 96
Holmdel.....	2,917 11	969 02	.....	3,826 13	2,638 46	175 40	167 17
Howell.....	7,753 23	1,602 11	.....	9,355 33	6,610 75	332 01	395 00
Manalapan.....	4,102 31	767 40	164 25	5,033 96	3,731 24	213 61	149 98
Marlborough.....	3,442 10	1,229 67	3,010 24	7,682 01	3,095 88	249 55	3,545 20
Matawan.....	4,449 77	1,373 86	.....	6,425 63	4,583 85	731 34	94 61
Middletown.....	10,408 36	6,975 89	123 89	17,507 54	10,745 85	789 45	333 12
Millstone.....	3,501 87	587 52	100 00	4,189 69	3,190 00	184 94	21 20
Neptune.....	15,240 63	27,631 28	21,920 87	64,793 78	21,770 00	3,654 16	24,105 69
Ocean.....	1,703 12	1,000 00	.....	2,703 12	1,477 50	43 00	49 37
Raritan.....	2,188 91	569 85	80 00	2,838 76	2,137 50	64 46	85 25
Shrewsbury.....	7,827 45	11,000 00	50 00	18,877 45	8,765 00	1,171 94	4,500 00
Upper Freehold.....	5,691 63	1,234 01	20 00	6,945 64	4,760 00	283 55	278 70
Wall.....	6,471 60	14,361 35	.....	21,433 95	8,100 00	555 00	10,962 55
Asbury Park.....	7,333 86	18,826 70	8,343 13	34,467 68	12,352 50	1,949 88	2,100 25
Atlantic Highlands.....	2,485 62	5,328 31	583 10	8,397 03	4,175 00	552 24	.....
Belmar.....	2,798 77	4,152 10	754 50	7,705 37	3,560 00	474 97	959 68
Freehold (Town of).....	8,382 75	3,972 52	20 00	12,375 27	8,110 00	723 94	480 33
Keyport.....	6,026 02	4,321 42	.....	10,347 44	6,975 00	690 00	.....
Long Branch.....	21,238 17	41,450 00	52,893 00	115,581 17	35,018 50	6,975 08	33,751 07
Manasquan.....	3,082 95	8,934 53	.....	7,016 88	4,600 00	317 25	247 64
Neptune City.....	1,561 52	500 00	.....	2,151 52	1,035 50	34 50	100 00
Red Bank.....	8,302 78	9,298 36	1,108 79	18,704 93	11,935 50	1,895 00	.....
Spring Lake.....	576 73	2,424 55	65 00	3,066 28	1,150 00	195 39	141 30
	\$148,463 07	\$167,758 50	\$89,451 86	\$405,673 43	\$181,045 52	\$22,821 61	\$83,207 18

MONMOUTH COUNTY.

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New Jersey, for the School Year Ending June 30th, 1899.

Amount expended for debt and interest.	Amount expended for taking school census.	Amount expended for manual training.	Amount expended for text-books, apparatus and supplies.	Amount expended for other school purposes.	Total amount expended.	Balance of State and county funds June 30th, 1899.	Balance of district tax June 30th, 1899.	Balance of moneys from other sources June 30th, 1899.	Total balance June 30th, 1899
.....	\$16 70	.....	\$178 20	\$257 49	\$3,155 89	\$361 27	\$3 11	\$125 40	\$488 78
.....	52 50	.....	265 00	202 38	5,116 88	.....	207 61	.....	207 61
.....	30 60	.....	68 44	1,197 42	4,586 22	609 16	92 62	.....	701 78
\$16 00	16 20	.....	204 71	327 91	3,545 55	.....	280 28	.....	280 28
178 38	49 35	.....	452 23	483 41	8,501 13	810 46	45 74	.....	554 20
321 19	78 21	.....	188 68	351 05	5,039 96	.....	.....	.....	.....
217 56	23 15	.....	206 00	354 67	7,682 01	.....	.....	.....	.....
41 25	36 95	.....	476 31	415 95	6,380 47	.....	43 16	.....	43 16
1,372 45	81 90	.....	789 78	648 86	14,717 50	.....	2,699 65	90 69	2,790 34
20 04	26 95	.....	155 54	182 72	3,781 39	47 64	260 06	100 00	407 70
7,896 25	109 05	.....	2,190 45	1,988 64	61,710 15	.....	.....	8,082 63	8,082 63
.....	.....	.....	109 09	637 80	2,315 56	183 62	208 94	.....	387 56
11 25	18 35	.....	235 12	216 73	2,768 66	51 41	18 69	.....	70 10
1,350 00	50 50	.....	666 05	787 12	17,290 61	.....	1,596 84	50 00	1,686 84
.....	67 65	.....	121 05	361 27	5,961 25	659 05	325 34	.....	984 39
250 00	47 35	.....	532 72	644 34	21,084 95	107 33	240 68	.....	348 01
3,025 00	43 20	\$987 40	1,139 99	2,275 59	24,872 91	.....	1,796 35	7,798 42	9,594 77
1,600 00	33 60	.....	625 00	216 31	7,102 15	.....	749 43	540 45	1,289 88
570 00	.....	.....	354 16	142 23	6,661 04	5 31	1,039 03	.....	1,044 33
643 78	35 00	.....	654 77	370 67	11,018 99	272 75	1,089 59	.....	1,356 28
1,350 00	41 35	.....	500 00	562 93	10,119 28	1 02	237 14	.....	238 16
6,910 00	153 75	.....	2,156 91	2,992 42	87,967 73	.....	6,067 31	21,566 13	27,623 44
812 50	.....	.....	223 59	74 00	6,274 98	.....	741 90	.....	741 90
.....	10 00	.....	200 00	200 00	1,579 50	.....	572 02	.....	572 02
60 88	66 05	.....	1,189 24	1,307 84	17,430 46	.....	227 04	1,087 43	1,274 47
994 64	2 50	975 95	260 18	65 00	2,809 01	.....	267 27	.....	257 27
\$27,841 17	\$1,066 86	\$1,963 35	\$14,132 32	\$17,359 52	\$349,467 53	\$3,109 02	\$18,715 73	\$34,391 15	\$56,215 90

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APPENDIX TO SCHOOL REPORT.

Apportionment of School Moneys for the County of MONMOUTH,

DISTRICTS.	Balance State and county moneys July 1st, 1899.	Balance district tax July 1st, 1899.	Balance received from other sources July 1st, 1899.	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 payment of teachers' salaries.
Atlantic	\$361 27	\$2 11	\$125 40	\$2,308 05	\$69 23		
Eatontown		207 61		2,548 31	169 23		\$600 00
Freehold	609 16	92 62		2,450 23	128 10		
Holmdel		280 28		2,274 86	67 15		
Howell	810 46	43 74		6,474 38	204 58		
Manalapan				2,518 47	107 87		
Marlborough				3,136 00	95 97		
Matawan		43 16		4,651 65	153 17		\$360 00
Middletown		2,699 66	90 69	9,854 01	340 76		
Milstone	47 64	260 06	100 00	3,328 89	101 77		
Neptune			3,082 63	14,779 57	398 63		8,500 00
Ocean	183 62	203 64		1,479 14	54 92		200 00
Raritan	51 41	18 69		2,017 53	76 07		
Shrewsbury		1,556 84	50 00	6,783 86	211 42		2,096 00
Upper Freehold	659 05	325 34		4,655 92	140 84		
Wall	107 53	240 68		6,937 32	269 76		1,500 00
Asbury Park		1,798 35	7,798 42	7,066 35	179 08		6,864 56
Atlantic Highlands		749 43	540 45	2,708 05	69 23		1,514 38
Belmar	5 31	1,039 02		2,146 44	46 64		1,650 00
Freehold	272 75	1,083 53		5,555 45	147 18		1,000 00
Keyport	1 02	227 14		5,943 59	171 41		1,080 00
Long Branch		6,037 31	21,566 13	20,765 73	623 91		15,600 00
Manasquan		741 90		2,930 32	83 12		1,868 55
Neptune City		573 03		1,040 27	40 00		
Red Bank		237 04	1,037 43	8,946 13	269 08		3,500 00
Spring Lake		267 27		565 88	10 36		750 00
	\$3,109 02	\$18,715 75	\$54,391 15	\$136,766 42	\$4,109 09		\$46,671 49

MONMOUTH COUNTY.

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State of New Jersey, for the School Year Ending June 30th, 1899.

Amount of district tax voted for building, purchasing, hiring, repairing or furnishing school-houses.	Amount of district tax for payment of debt and interest.	Amount of district tax voted for text-books, apparatus and supplies.	Amount of district tax voted for bonds and interest.	Amount of district tax voted for other school purposes.	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, 1900.
\$200 00		\$300 00		\$200 00	\$600 00				\$3,456 06
1,700 00		200 00		1,300 00	3,800 00				7,665 15
200 00		200 00		200 00	600 00				4,890 11
225 00		300 00		175 00	600 00				3,222 29
400 00		400 00		800 00	1,600 00				3,133 16
175 00		175 00	\$300 00	300 00	950 00				4,575 84
450 00		150 00	150 00	350 00	1,100 00				4,331 97
		550 00		1,090 00	2,000 00				6,547 98
		800 00	1,396 40	1,200 00	3,396 40				16,381 51
100 00		300 00		200 00	600 00				4,338 36
1,000 00		1,200 00	7,600 00	5,700 00	24,000 00				42,360 88
200 00		300 00		900 00	1,500 00				3,421 63
		200 00		200 00	400 00				2,563 70
4,000 00		550 00	1,350 00	2,344 00	11,000 00				19,583 13
100 00		200 00		800 00	600 00				6,381 25
1,700 00		300 00	1,000 00		4,500 00				12,016 10
950 00		1,200 00	3,025 00	3,970 44	16,000 00				32,840 21
		550 00	1,500 00	696 90	4,261 23				8,323 44
200 00		350 00	555 00	1,115 00	3,870 00				7,107 41
400 00		600 00	600 00	1,000 00	3,600 00				10,558 91
		600 00	1,300 00	1,310 00	4,070 00				10,413 16
9,000 00		2,000 00	10,500 00	12,200 00	49,200 00				98,333 08
		200 00	800 00	613 45	2,100 00				6,855 35
100 00		100 00			100 00				1,753 29
300 00		800 00		4,600 00	9,200 00				19,649 68
100 00		75 00		400 00	1,325 00				2,168 51
\$21,400 00		\$12,300 00	\$30,076 40	\$41,524 79	\$151,972 68				\$349,064 09

APPENDIX TO SCHOOL REPORT.

Report of Attendance for the County of MONMOUTH, State of

DISTRICTS.	Number of months the schools were kept open.	Number of boys between 5 and 20 years of age enrolled in the schools during the year.	Number of girls between 5 and 20 years of age enrolled in the schools during the year.	Total number of children between 5 and 20 years of age enrolled in the schools during the year.	Total number of days present during the year.	Total number of days absent 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	132	116	249	19,559	6,065	.....	997
Eatontown.....	10	214	185	399	37,565	7,759	.....	1,068
Freehold.....	10	134	133	267	25,656	5,943	.....	668
Holmdell.....	9.3	146	146	292	23,341	5,168	.....	947
Howell.....	9.2	374	337	711	58,014	16,359	.....	1,921
Manalapan.....	9.6	231	193	424	37,216	8,246	.....	1,021
Marlborough.....	9.1	173	161	334	26,207	8,493	.....	1,058
Matawan.....	9	276	271	547	60,052	9,220	.....	589
Middletown.....	9.5	675	658	1,333	123,113	22,662	.....	1,966
Millstone.....	10	294	181	475	32,893	9,273	.....	1,088
Neptune.....	10	1,018	1,064	2,082	261,991	32,613	.....	3,223
Ocean.....	9.6	69	71	140	13,599	4,074	.....	184
Raritan.....	9.5	151	156	307	30,772	7,438	.....	432
Shrewsbury.....	9.5	428	365	793	79,696	15,710	.....	2,402
Upper Freehold.....	10	293	273	566	54,221	9,664	.....	1,844
Wall.....	9	440	379	819	84,135	16,326	.....	2,216
Asbury Park.....	10	393	416	809	102,707	10,724	.....	897
Atlantic Highlands.....	10	166	167	333	37,301	6,994	.....	1,158
Belmar.....	9	156	144	300	33,204	4,298	.....	525
Freehold.....	10	349	369	718	90,602	13,672	.....	1,237
Keyport.....	9.5	364	374	738	95,070	14,343	.....	542
Long Branch.....	10	1,326	1,278	2,604	355,771	39,454	.....	1,073
Manasquan.....	10	287	185	472	66,830	7,085	.....	1,063
Neptune City.....	9	71	65	136	10,348	2,493	.....	90
Red Bank.....	10	475	454	929	118,828	21,575	.....	2,410
Spring Lake.....	10	34	20	54	6,292	818	300
	9.6	2,540	2,156	4,696	1,860,045	306,897	160	30,814

MONMOUTH COUNTY.

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New Jersey, for the School Year Ending June 30th, 1899.

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 primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
.9	141	109	.775	168	80	1	2	4	\$47 50	\$38 75
.8	250	209	.84	224	178	.....	5	3	57 75	42 50
.4	167	131	.78	157	95	5	1	6	40 00	40 40
.5	158	127	.80	194	96	2	1	5	80 00	40 00
.8	426	331	.78	430	246	35	5	11	54 00	36 40
.9	242	200	.83	254	168	12	2	7	57 50	41 00
.6	195	145	.74	190	141	3	2	6	60 50	35 85
.3	401	347	.87	316	218	13	1	6	111 11	43 33
.6	812	686	.83	809	470	54	6	16	57 50	49 00
.6	219	174	.80	238	168	9	4	4	40 50	38 00
.4	1,473	1,309	.89	1,498	492	92	4	37	64 37	51 50
.4	96	73	.76	97	43	.....	1	2	65 00	42 50
.6	210	169	.80	229	73	5	3	1	61 66	40 00
.7	528	441	.83	467	320	16	6	11	66 66	43 50
.7	348	267	.83	410	141	9	9	11	58 33	35 00
.6	562	465	.83	476	330	13	8	10	61 25	39 00
.5	562	514	.91	323	316	110	2	19	135 00	60 00
.7	289	201	.89	196	92	45	1	7	120 00	45 00
.4	220	196	.88	155	100	45	2	5	88 88	45 00
.5	562	486	.87	303	229	186	2	13	112 50	45 00
.2	604	524	.87	440	229	69	1	14	147 00	42 00
.1	2,096	1,932	.89	1,597	804	198	5	45	132 00	58 20
.7	347	307	.89	175	197	50	1	7	150 00	44 50
.3	76	63	.82	65	71	.....	1	1	70 00	46 00
.7	664	597	.87	442	390	97	2	20	125 00	51 25
.7	35	32	.92	36	18	.....	.....	2	.....	57 50
.6	11,639	10,055	.86	9,989	5,692	1,085	71	277	\$72 90	\$48 20

APPENDIX TO SCHOOL REPORT.

Financial Report for the County of MORRIS, State of

DISTRICTS.	Amount due the district July 1st, 1898, from State and county funds.	Amount due the district July 1st, 1898, from district tax.	Amount due the district July 1st, 1898, from other sources.	Total amount due the district July 1st, 1898.	Amount expended for teachers' salaries.	Amount expended for fuel and janitors' salaries.	Amount expended for building and re- pairing, excluding debt and interest.
Boonton.....	\$462 75	\$155 32	\$10 00	\$628 07	\$444 50	\$18 25	\$15 41
Boonton City.....	4,896 06	6,795 61	4,174 70	15,866 37	7,516 10	993 40	951 73
Chatham.....	3,144 91	7,034 60	.....	10,179 51	5,760 00	848 85	1,000 21
Chester.....	2,350 97	1,200 00	.....	4,050 97	2,994 31	298 18	46 56
Dover.....	3,408 38	13,246 43	3,022 63	25,677 49	14,342 75	1,425 33	292 13
Hanover.....	4,380 09	1,721 89	.....	6,101 98	4,315 50	262 97	392 79
Jefferson.....	2,333 91	1,542 44	2 05	3,879 40	2,914 12	266 85	9 20
Madison.....	3,742 62	6,250 00	1,411 00	11,403 62	7,500 00	1,177 07	350 00
Mendham.....	2,209 02	1,545 56	.....	3,854 58	2,166 75	139 02	197 34
Montville.....	1,916 39	977 18	762 40	3,655 97	2,020 75	111 80	119 73
Morris.....	1,668 79	1,019 50	1,317 59	4,025 97	1,558 00	228 46	340 20
Morristown.....	12,314 45	34,170 97	502 08	47,587 42	20,827 50	3,406 74	15,352 32
Mt. Arlington.....	589 91	703 85	.....	1,093 76	500 00	141 27	33 14
Mt. Olive.....	1,977 80	1,370 95	106 40	3,355 15	1,773 00	204 80	772 50
Netcong.....	1,741 38	2,408 00	136 82	4,286 20	2,350 00	320 08	115 00
Passaic.....	2,679 88	1,433 03	591 00	4,703 91	2,750 00	278 66	166 00
Pequannock.....	4,195 55	1,522 07	.....	5,717 62	4,500 00	.....	358 64
Port Oram.....	2,512 55	2,398 85	183 20	5,792 61	2,350 00	899 32	252 93
Randolph.....	4,153 37	1,346 57	.....	5,499 94	2,869 33	189 93	28 89
Rockaway.....	6,056 29	5,240 86	1,430 55	12,727 70	8,605 00	617 09	796 16
Rockaway Borough.....	2,607 03	2,305 55	549 00	5,460 58	3,590 00	474 10	94 18
Roxbury.....	2,870 33	4,770 77	48 45	8,689 54	4,545 00	225 75	105 58
Washington.....	4,161 18	1,090 54	.....	5,251 67	4,113 00	266 90	.....
	\$54,590 86	\$100,848 59	\$14,247 70	\$199,487 15	\$112,585 63	\$12,283 81	\$21,792 03

MORRIS COUNTY.

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New Jersey, for the School Year Ending June 30th, 1899.

Amount expended for debt and interest.	Amount expended for taking school census.	Amount expended for manual training.	Amount expended for text-books, apparatus and supplies.	Amount expended for other school purposes.	Total amount expended.	Balance of State and county funds June 30th, 1899.	Balance of district tax June 30th, 1899.	Balance of moneys from other sources June 30th, 1899.	Total balance June 30th, 1899.
.....	\$6 05	.....	\$53 15	\$56 41	\$592 77	.....	\$36 30	.....	\$36 30
\$640 00	47 70	.....	601 84	4,323 21	15,062 98	.....	803 89	.....	803 89
.....	24 90	.....	1,025 63	1,133 82	9,783 41	.....	446 10	.....	446 10
.....	19 90	.....	137 87	324 03	3,520 85	.....	250 02	.....	250 02
1,480 00	75 05	.....	1,052 04	4,548 39	23,349 69	.....	2,327 80	.....	2,327 80
.....	38 70	.....	232 87	796 63	6,039 46	.....	62 62	.....	62 62
.....	19 86	.....	115 20	366 04	3,691 26	.....	188 14	.....	188 14
750 00	81 84	.....	400 00	646 00	10,853 92	.....	549 70	.....	549 70
896 85	16 05	.....	223 62	140 27	3,779 90	.....	74 68	.....	74 68
600 00	18 45	.....	114 11	118 99	3,108 63	.....	551 64	.....	551 64
700 00	13 10	.....	125 82	125 23	3,428 83	.....	594 96	.....	594 96
.....	187 75	.....	1,315 75	2,438 70	45,476 71	.....	4,110 71	.....	4,110 71
.....	5 32	.....	67 76	31 50	778 99	.....	314 27	.....	314 27
.....	.....	.....	169 90	432 69	3,363 89	.....	1 26	.....	1 26
865 63	16 00	.....	97 82	168 28	3,932 61	.....	363 59	.....	363 59
.....	27 25	.....	145 95	1,280 57	4,649 41	.....	54 50	.....	54 50
.....	48 45	.....	200 84	270 48	5,872 51	.....	345 31	.....	345 31
.....	.....	.....	204 15	336 08	4,442 43	.....	1,360 18	.....	1,360 18
877 63	35 55	.....	150 80	202 63	5,252 73	.....	247 16	.....	247 16
.....	\$3 15	.....	315 91	2,038 28	12,433 59	.....	292 61	.....	292 61
.....	17 75	.....	185 41	594 16	4,945 60	.....	514 98	.....	514 98
1,690 00	30 60	.....	148 51	248 39	6,393 84	.....	2,295 70	.....	2,295 70
.....	.....	.....	144 47	722 35	5,246 72	.....	4 95	.....	4 95
\$7,700 11	\$684 17	.....	\$7,261 80	\$31,428 13	\$183,785 68	.....	\$15,751 47	.....	\$15,751 47

APPENDIX TO SCHOOL REPORT.

Apportionment of School Moneys for the County of MORRIS,

DISTRICTS.	Balance State and county moneys July 1st, 1899.	Balance district tax July 1st, 1899.	Balance received from other sources July 1st, 1899.	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 payment of teachers salaries.
Boonton.....		\$86 30		\$426 89	\$34 83		
Boonton City.....		803 39		4,861 45	225 64		\$5,500 00
Chatham.....		446 10		5,076 11	117 79		5,300 00
Chester.....		230 09		5,714 05	100 05		285 00
Dover.....		2,327 80		9,053 10	369 21		6,800 00
Hanover.....		62 52		4,067 38	181 41		1,150 00
Jefferson.....		188 14		2,249 21	93 95		500 00
Madison.....		549 70		3,576 47	150 66		3,576 00
Mendham.....		74 88		3,093 64	76 92		
Montville.....		551 64		1,738 72	86 33		
Morris.....		594 96		1,585 69	64 10		
Morristown.....		4,110 71		12,751 02	651 88		11,297 60
Mt. Arlington.....		314 27		346 95	16 09		150 00
Mt. Olive.....		1 26		2,128 22	79 71		100 00
Netcong.....		353 59		1,691 48	75 69		359 41
Passaic.....		54 50		2,482 59	118 50		700 00
Pequannock.....		346 31		3,377 79	205 54		800 00
Fort Oram.....		1,350 15		2,836 06	136 54		550 00
Randolph.....		247 16		3,649 94	158 71		100 00
Rockaway.....		293 61		6,156 30	279 81		1,500 00
Rockaway Borough.....		514 98		2,190 87	86 57		1,000 00
Roxbury.....		2,295 70		3,522 45	144 75		750 00
Washington.....		4 96		3,906 13	164 86		450 00
		\$15,751 47		\$80,542 42	\$3,587 04		\$36,662 01

MORRIS COUNTY.

523

State of New Jersey, for the School Year Ending June 30th, 1899.

Amount of district tax voted for building, purchasing, heating, repairing or furnishing school-houses.	Amount of district tax for payment of debt and interest.	Amount of district tax voted for text-books, apparatus and supplies.	Amount of district tax voted for bonds and interest.	Amount of district tax voted for other school purposes.	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, 1900.
\$25 00		\$50 00		\$25 00	\$100 00				\$588 02
150 00		300 00		1,570 00	5,520 00				11,410 49
1,300 00		1,000 00		1,145 00	6,645 00				10,285 00
100 00		150 00		665 00	1,300 00				4,344 12
19,000 00		1,250 00	\$1,420 00	8,530 00	32,000 00				43,750 11
5,000 00		250 00			6,400 00				10,701 31
		50 00		200 00	750 00				3,280 30
150 00		730 00	750 00	1,050 00	6,250 00				10,526 83
		145 00	923 69	515 00	1,588 69				3,832 83
				500 00	500 00				2,926 69
700 00		150 00		500 00	1,350 00				3,594 65
6,500 00		2,050 00		6,632 40	26,500 00				44,018 11
50 00		50 00		150 00	400 00				1,077 31
150 00		75 00		375 00	600 00				2,809 19
		75 00	825 00	460 00	1,719 41				3,440 17
300 00		125 00		675 00	1,800 00				4,455 69
1,000 00		250 00		160 00	2,010 00				6,438 64
150 00		200 00		600 00	1,500 00				5,332 78
150 00		200 00	600 00	250 00	1,300 00				5,555 81
700 00		800 00	1,050 00	1,000 00	5,050 00				11,779 72
250 00		250 00		600 00	2,100 00				4,892 42
150 00		200 00	1,060 00	500 00	2,660 00				8,623 90
200 00		150 00		200 00	1,000 00				5,075 94
\$35,935 00		\$8,500 00	\$6,633 69	\$21,232 40	\$108,943 10				\$208,834 03

APPENDIX TO SCHOOL REPORT.

Report of Attendance for the County of MORRIS, State of

DISTRICTS.	Number of months the schools were kept open.	Number of boys between 5 and 20 years of age enrolled in the schools during the year.	Number of girls between 5 and 20 years of age enrolled in the schools during the year.	Total number of children between 5 and 20 years of age enrolled in the schools during the year.	Total number of days present during the year.	Total number of days absent during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.
Boonton.....	10	27	29	56	8,231	1,193	.....	28
Boonton City.....	10	266	289	555	85,973	6,464	.....	723
Chatham.....	10	210	196	406	46,793	7,155	.....	426
Chester.....	10	158	161	319	31,868	5,969	.....	170
Dover.....	10	661	679	1,340	185,118	14,169	84	526
Hanover.....	9	218	266	484	43,014	8,568	.....	871
Jefferson.....	9	164	153	317	24,687	5,263	4	293
Madison.....	10	248	248	496	58,656	9,215	12	688
Mendham.....	9.5	162	163	325	28,893	6,299	.....	977
Montville.....	10	171	131	302	30,853	3,987	.....	433
Morris.....	10	153	146	299	27,418	6,831	.....	646
Morristown.....	10	647	748	1,395	206,590	20,086	59	894
Mt. Arlington.....	10	80	82	162	6,970	1,253	.....	12
Mt. Olive.....	9	112	122	244	24,853	5,207	.....	443
Netsong.....	10	134	151	285	30,366	6,323	.....	162
Passaic.....	10	196	161	356	37,167	7,054	.....	486
Pequannock.....	10	296	310	606	60,774	14,186	.....	544
Port Oram.....	10	125	169	294	40,731	4,280	4	104
Randolph.....	9.1	242	208	450	44,070	792	.....	801
Rockaway.....	10	484	485	969	100,643	19,318	.....	551
Rockaway Borough.....	10	163	161	314	44,096	4,790	16	9
Roxbury.....	10	275	279	554	65,070	9,105	2	354
Washington.....	9	275	236	511	50,077	9,263	9	670
	9.78	5,466	5,633	10,999	1,285,078	183,818	227	10,810

MORRIS COUNTY.

525

New Jersey, for the School Year Ending June 30th, 1899.

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 primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
.14	44	38	.86	36	20	.....	.....	1	.....	\$45 00
.22	459	438	.93	313	181	61	1	13	\$130 00	48 27
.21	288	251	.87	226	163	17	2	8	87 50	49 37
.11	203	168	.83	176	127	16	2	6	50 00	33 33
.09	1,065	990	.93	831	594	115	3	25	103 33	45 60
.40	296	235	.80	808	181	.....	.....	12	.....	38 00
.23	169	140	.83	208	109	.....	.....	.....	43 57	.....
.31	373	320	.86	278	160	58	1	10	150 00	60 00
.85	192	168	.83	192	130	3	2	4	36 50	36 50
.43	184	162	.88	174	128	.....	2	3	45 00	33 33
.65	192	152	.80	188	111	.....	2	3	43 50	35 60
.13	1,224	1,079	.90	896	407	92	2	32	162 50	55 00
.06	44	37	.84	39	33	.....	.....	1	.....	50 00
.34	168	133	.80	108	136	.....	3	4	35 00	29 00
.16	190	159	.84	156	120	.....	3	4	85 00	37 50
.85	230	186	.81	218	132	6	4	3	41 25	36 67
.37	895	319	.31	864	242	.....	5	5	51 00	39 00
.09	280	208	.90	198	130	36	2	4	73 75	44 37
.40	295	247	.84	277	173	.....	6	5	40 50	36 20
.15	641	526	.82	557	412	.....	5	13	65 00	41 50
.006	256	231	.90	127	145	42	1	6	100 00	43 17
.17	373	321	.86	348	206	.....	4	7	49 00	37 00
.31	334	283	.84	269	210	26	6	6	40 00	37 00
.23	7,843	6,771	.86	6,482	4,036	481	61	175	\$59 10	\$44 97

APPENDIX TO SCHOOL REPORT.

Financial Report for the County of OCEAN, State of

DISTRICTS.	Amount due the district July 1st, 1898, from State and county funds.	Amount due the district July 1st, 1898, from district tax.	Amount due the district July 1st, 1898, from other sources.	Total amount due the district July 1st, 1898.	Amount expended for teachers' salaries.	Amount expended for fuel and janitors' salaries.	Amount expended for building and re- pairing, excluding debt and interest.
Plumstead.....	\$1,312 47	\$750 39	\$1,246 43	\$3,309 19	\$1,509 98	.....	\$650 00
Jackson.....	2,537 13	839 30	120 00	3,496 43	2,479 84	\$213 90	120 00
Lakewood.....	3,154 90	15,679 88	4,852 37	23,687 15	8,367 50	899 14	2,638 20
Brick.....	2,173 72	1,611 75	700 00	4,485 47	3,204 97	228 89	458 10
Manchester.....	1,915 60	2,000 00	257 70	4,173 30	2,627 05	325 69	500 00
Dover.....	3,361 80	4,025 37	100 50	8,287 57	5,745 00	481 09	500 00
Berkeley.....	1,011 09	750 00	.....	1,761 09	1,280 00	82 25	156 53
Lacey.....	982 88	562 31	.....	1,545 19	1,215 00	39 42	.....
Ocean.....	952 56	380 58	.....	1,333 14	1,080 00	54 03	.....
Union.....	1,133 61	1,248 04	12 00	2,393 65	1,832 24	192 56	37 71
Stafford.....	1,321 86	891 86	178 00	2,391 72	1,599 71	100 15	20 00
Eagleswood.....	948 39	609 97	3 20	1,561 56	1,125 60	102 54	6 00
Little Egg Harbor.....	2,521 46	1,625 00	.....	4,146 46	3,143 00	336 88	79 41
Point Pleasant Beach Boro	983 92	1,750 55	605 75	3,340 22	2,456 52	238 56	.....
Bay Head Borough.....	261 55	350 00	25 00	637 55	405 00	54 26	23 27
Island Heights Borough...	476 29	552 00	120 00	1,148 29	675 00	35 61	.....
Beach Haven Borough.....	281 51	771 45	722 41	1,775 37	630 00	26 00	370 75
Long Beach City Borough.	233 46	63 29	.....	301 75	216 00	18 03	.....
Long Beach.....	.....	.....	.....	.....	.....	.....	.....
	\$25,569 30	\$35,261 44	\$8,944 36	\$69,776 10	\$39,561 81	\$3,867 87	\$5,558 97

OCEAN COUNTY.

527

New Jersey, for the School Year Ending June 30th, 1899.

Amount expended for debt and interest.	Amount expended for taking school census.	Amount expended for manual training.	Amount expended for text-books, apparatus and supplies.	Amount expended for other school purposes.	Total amount expended.	Balance of State and county funds June 30th, 1899.	Balance of district tax June 30th, 1899.	Balance of moneys from other sources June 30th, 1899.	Total balance June 30th, 1899.
\$258 50			\$75 00	\$828 74	\$5,802 23	\$32 49	\$4 48		\$6 97
106 00	\$25 00		82 56	50 00	3,071 30	164 09	261 04		426 13
6,310 00	44 95	\$684 81	1,194 44	692 59	20,831 63		855 52		2,855 52
351 92	31 70		128 79	150 20	* 4,549 57				
250 00	15 40		74 00		5,792 04		373 56	\$7 70	381 26
	33 15		560 74	279 23	7,549 21		738 46		786 46
	19 90		44 75	188 60	1,753 03		9 06		9 06
	8 45		45 14	49 00	1,356 01		189 18		189 18
42 40	13 55		68 79	44 56	1,303 33		29 81		29 81
	11 25		168 28	83 70	2,315 73		77 92		77 92
116 00	14 60		265 00	272 86	2,377 82		13 90		13 90
70 00	7 25		65 02	90 10	1,465 91		92 45	5 20	95 65
82 25	52 05		133 01	153 53	4,036 13		110 33		110 33
32 50	10 90			394 84	5,117 61				222 41
67 48	2 95			41 01	592 95		44 70		44 70
318 63	4 50		39 14	46 30	1,119 23		29 01		29 01
559 00	3 70			167 02	1,766 47		18 90		18 90
				36 00	270 02	4 44	27 29		31 73
\$8,529 66	\$298 70	\$684 81	\$2,984 66	\$3,572 78	\$64,559 26	\$171 02	\$4,875 61	\$233 31	\$5,279 94

* Brick school district overdrawn \$64.10.

APPENDIX TO SCHOOL REPORT.

Apportionment of School Moneys for the County of OCEAN,

DISTRICTS.	Balance State and county moneys July 1st, 1899.	Balance district tax July 1st, 1899.	Balance received from other sources July 1st, 1899.	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 payment of teachers' salaries.
Plumstead.....	\$2 49	\$4 48		\$1,431 17	\$57 12		\$300 00
Jackson.....	164 09	261 04		2,353 31	87 30		250 00
Lakewood.....		2,855 52		5,861 59	114 07		5,500 00
Brick.....				2,075 45	97 72		500 00
Manchester.....		375 56	\$7 70	1,516 17	53 17		850 00
Dover.....		238 45		3,381 95	119 10		2,600 00
Berkeley.....		9 06		941 04	34 85		400 00
Lacey.....		189 18		723 86	30 36		455 00
Ocean.....		29 81		692 22	22 81		230 00
Union.....		77 92		1,175 19	43 29		600 00
Stafford.....		13 90		1,315 17	53 17		350 00
Eagleswood.....		92 45	3 20	901 06	24 87		300 00
Little Egg Harbor.....		110 33		2,143 84	84 97		700 00
Pt. Pleasant Beach Borough.....			232 41	937 41	33 95		1,500 00
Bay Head Borough.....		44 70		242 90	10 60		175 00
Island Heights Borough.....		23 01		454 52	13 47		200 00
Beach Haven Borough.....		18 90		446 79	11 32		175 00
Long Beach City.....	4 44	27 28		218 18	4 49		
Long Beach.....				429 79	7 37		
	\$171 03	\$4,875 61	\$233 31	\$25,338 61	\$904 10		\$15,065 00

OCEAN COUNTY.

529

State of New Jersey, for the School Year Ending June 30th, 1899.

Amount of district tax voted for building, purchasing, hiring, repairing or furnishing school-houses.	Amount of district tax for payment of debt and interest.	Amount of district tax voted for text-books, apparatus and supplies.	Amount of district tax voted for bonds and interest.	Amount of district tax voted for other school purposes.	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, 1900.
\$100 00	\$500 00	\$100 00		\$500 00	\$1,500 00				\$2,995 26
490 00		200 00		75 00	1,015 00				3,880 74
	2,175 00	1,200 00	\$500 00	2,300 00	12,675 00				19,506 18
		150 00		550 00	1,200 00				3,473 17
200 00		125 00		325 00	1,500 00				3,749 60
300 00		500 00		700 00	4,100 00				8,299 51
		300 00		200 00	900 00				1,894 95
50 00		65 00		125 00	675 00				1,517 40
				45 00	275 00				1,019 84
		150 00		250 00	1,000 00				2,296 40
20 00		225 00		266 86	891 86				2,174 10
		50 00			350 00				1,371 68
200 00	168 00	100 00		505 00	1,571 00				4,010 14
	1,000 00			500 00	3,100 00				4,293 77
20 00		75 00		80 00	350 00				648 20
		75 00		125 00	400 00				897 00
25 00		25 00		275 00	500 00				976 01
									254 40
									437 16
\$1,405 00	\$3,841 60	\$3,370 00	\$500 00	\$8,021 86	\$32,302 86				\$68,725 51

APPENDIX TO SCHOOL REPORT.

Report of Attendance for the County of OCEAN, State of

DISTRICTS.	Number of months the schools were kept open.	Number of boys between 5 and 20 years of age enrolled in the schools during the year.	Number of girls between 5 and 20 years of age enrolled in the schools during the year.	Total number of children between 5 and 20 years of age enrolled in the schools during the year.	Total number of days present during the year.	Total number of days absent during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.
Pinnstead.....	8.50	159	117	276	24,187	6,114	.....	440
Jackson	9.00	224	224	448	34,668	11,169	.....	1,438
Lakewood.....	9.00	539	371	710	60,650	18,602	5	2,793
Briek.....	8.44	249	209	458	35,055	11,427	.....	2,429
Manchester.....	8.81	120	110	230	25,839	4,812	.....	588
Dover.....	9.47	309	245	555	58,540	11,686	3	2,606
Berkeley.....	9	74	73	147	12,343	3,518	.....	608
Lacey.....	9	64	80	144	12,792	1,912	.....	405
Ocean.....	9	72	62	134	11,358	2,846	.....	52
Union.....	9	86	103	189	24,047	3,083	.....	507
Stafford.....	9	137	127	264	24,490	4,143	6	812
Eagleswood.....	9	78	78	156	14,473	3,213	.....	187
Little Egg Harbor.....	9	245	211	456	47,434	9,424	.....	1,154
Point Pleasant Beach Bor..	10	90	81	171	20,205	4,325	1	588
Bay Head Borough.....	9	23	26	49	5,200	545	.....	93
Island Heights Borough.....	9	32	28	60	7,372	425	6	194
Borough Beach Haven.....	9	84	39	73	8,781	1,299	.....	237
Long Beach City.....	9	8	5	8	651	51	.....	31
	9.01	2,337	2,190	4,527	432,226	94,593	20	14,652

OCEAN COUNTY.

531

New Jersey, for the School Year Ending June 30th, 1899.

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 primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
.43	125	105	.80	171	105	.....	3	3	\$34 00	\$36 00
.79	257	198	.77	281	217	.....	3	7	26 66	26 15
.88	522	415	.80	477	212	21	5	12	76 10	53 00
1.60	271	209	.77	252	206	.....	5	4	50 00	28 50
.42	176	146	.83	138	102	.....	2	6	51 60	33 25
.98	392	326	.83	300	212	43	6	3	58 00	35 00
.70	95	73	.77	80	67	.....	2	2	42 50	25 00
.75	89	73	.82	79	65	.....	2	1	50 00	35 00
.08	18	67	.76	78	56	.....	2	2	30 00	30 00
.70	159	140	.88	91	74	28	1	3	90 00	33 00
.34	181	159	.88	142	104	18	2	3	52 00	26 00
.26	100	82	.82	111	38	7	1	3	50 00	25 00
.70	334	277	.88	260	185	11	2	3	28 00	37 50
.73	133	114	.86	91	70	10	1	3	120 00	40 00
.56	35	32	.90	41	8	.....	1	1	.....	45 00
.54	43	41	.95	35	20	5	1	1	50 00	35 00
.66	30	26	.87	37	36	.....	2	2	.....	35 00
.12	3	3	1.00	5	3	.....	1	1	.....	24 00
.75	3,133	2,516	.80	2,609	1,780	138	38	70	\$51 76	\$36 56

APPENDIX TO SCHOOL REPORT.

Financial Report for the County of PASSAIC, State of

DISTRICTS.	Amount due the district July 1st, 1898, from State and county funds.	Amount due the district July 1st, 1898, from district tax.	Amount due the district July 1st, 1898, from other sources.	Total amount due the district July 1st, 1898.	Amount expended for teachers' salaries.	Amount expended for fuel and janitors' salaries.	Amount expended for building and re- pairing, excluding debt and interest.
Acquackanonk	\$5,806 48	\$14,861 39	\$10,172 85	\$30,840 73	\$10,066 25	\$1,596 92	\$7,106 90
Hawthorne	2,357 98	4,180 00	63 60	6,600 93	3,607 93	797 30	67 38
Little Falls	2,811 34	6,980 85	2,714 82	12,507 01	3,713 25	720 68	2,643 82
Manchester	5,622 82	9,728 69	30 00	14,781 51	7,221 25	1,558 01	2,339 41
Passaic	26,999 22	106,355 28	1,400 00	134,754 50	42,818 07	6,198 38	24,767 07
Paterson	139,516 42	123,621 50	76,834 17	330,862 09	178,000 00	23,688 42	43,849 20
Pompton	3,339 26	1,671 17	1,011 50	6,021 93	3,474 74	226 01	114 01
Pompton Lakes	1,076 66	1,349 02	2 57	2,427 25	1,550 00	209 70	122 60
Totowa	718 55	1,030 00	300 00	2,048 55	970 00	78 00	.....
Wayne	2,576 53	3,879 14	7,683 00	14,148 67	3,526 00	403 81	8,334 99
West Milford	3,897 41	912 61	99 80	4,909 82	3,780 00	192 84	98 62
	\$185,122 62	\$274,468 65	\$100,281 71	\$559,872 98	\$258,746 49	\$35,300 07	\$89,349 00

PASSAIC COUNTY.

533

New Jersey, for the School Year Ending June 30th, 1899.

Amount expended for debt and interest.	Amount expended for taking school census.	Amount expended for manual training.	Amount expended for text-books, apparatus and supplies.	Amount expended for other school purposes.	Total amount expended.	Balance of State and county funds June 30th, 1899.	Balance of district tax June 30th, 1899.	Balance of moneys from other sources June 30th, 1899.	Total balance June 30th, 1899.
\$2,501 25	\$66 50	.....	\$1,898 84	\$3,538 93	\$26,785 59	.....	\$1,171 02	\$2,884 11	\$4,055 13
950 00	50 38	.....	950 00	391 54	6,214 95	.....	324 75	61 23	385 98
.....	37 90	.....	247 67	3,501 24	10,469 56	.....	1,952 26	85 19	2,037 45
1,820 00	52 85	.....	672 65	621 57	14,185 74	.....	565 77	30 00	595 77
8,065 00	322 35	.....	7,780 50	7,971 53	100,600 98	.....	34,153 52	.....	34,153 52
.....	.....	1,472 32	12,870 43	12,598 57	272,478 94	\$8,371 71	49,388 84	732 60	50,328 16
.....	37 00	600 00	49 93	340 27	4,341 96	.....	785 47	411 50	1,179 97
.....	37 50	.....	84 97	60 95	2,077 43	.....	347 26	2 57	349 83
.....	7 55	.....	115 75	410 49	1,881 79	.....	466 76	.....	466 76
635 50	24 10	.....	225 76	823 60	13,375 76	.....	742 91	.....	742 91
152 53	30 60	.....	195 65	175 21	4,635 44	.....	212 78	70 60	284 38
\$14,061 77	\$662 35	\$4,959 40	\$24,446 15	\$29,823 90	\$457,238 13	\$8,371 71	\$90,095 34	\$4,267 80	\$102,634 85

APPENDIX TO SCHOOL REPORT.

Apportionment of School Moneys for the County of PASSAIC,

DISTRICTS.	Balance State and county moneys July 1st, 1899.	Balance district tax July 1st, 1899.	Balance received from other sources July 1st, 1899.	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 payment of teachers' salaries.
Acquackanonk		\$1,171 02	\$2,884 11	\$6,474 92	\$86 42		\$8,500 00
Hawthorne		324 75	61 23	2,458 62	13 80		1,950 00
Little Falls		1,952 26	85 19	3,078 72	21 88		1,800 00
Manchester		568 77	30 00	5,340 91	30 51		
Passaic		84,153 82		28,789 72	172 86		54,675 00
Paterson	\$8,271 71	49,289 84	732 60	126,863 32	820 74		61,000 00
Pompton		768 47	411 50	2,928 14	19 92		530 00
Pompton Lakes		347 26	2 57	1,069 52	6 12		700 00
Totowa		466 76		734 42	4 36		540 00
Wayne		742 91		2,471 90	13 97		1,600 00
West Milford		213 78	70 60	3,566 45	17 60		
	\$8,271 71	\$90,095 34	\$4,267 80	\$183,770 24	\$1,168 38		\$129,395 00

PASSAIC COUNTY.

535

State of New Jersey, for the School Year Ending June 30th, 1899.

Amount of district tax voted for building, purchasing, hiring, repairing or furnishing school-houses.	Amount of district tax for payment of debt and interest.	Amount of district tax voted for text-books, apparatus and supplies.	Amount of district tax voted for bonds and interest.	Amount of district tax voted for other school purposes.	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, 1900.
\$3,200 00		\$1,800 00	\$4,265 00	\$2,950 00	\$18,715 00				\$99,281 47
100 00		450 00	1,560 00	625 00	4,575 00				7,433 40
1,735 00		300 00		1,025 00	4,850 00				9,988 05
1,250 00		1,000 00	2,070 00	5,000 00	9,320 00				15,287 19
28,000 00	\$4,650 00			26,300 00	114,235 00				177,335 10
75,585 00				56,000 00	194,585 00				378,661 81
		250 00		900 00	1,680 00			\$1,000 00	8,808 03
100 00		155 00	75 00	211 00	1,241 00				2,865 47
180 00		150 00		150 00	1,000 00				2,405 54
350 00		300 00	435 00	550 00	3,235 00				5,465 78
1,125 00		250 00	180 00	400 00	1,905 00				5,773 68
\$111,595 00	\$4,650 00	\$4,655 00	\$8,525 00	\$94,511 00	\$858,831 00			\$1,000 00	\$641,904 47

APPENDIX TO SCHOOL REPORT.

Report of Attendance for the County of PASSAIC, State of

DISTRICTS.	Number of months the schools were kept open.	Number of boys between 5 and 20 years of age enrolled in the schools during the year.	Number of girls between 5 and 20 years of age enrolled in the schools during the year.	Total number of children between 5 and 20 years of age enrolled in the schools during the year.	Total number of days present during the year.	Total number of days absent during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.
Acquackanonk	9.75	434	451	885	96,777	19,394	2	1,456
Hawthorne	9.85	246	250	496	45,100	12,938	.....	895
Little Falls	9.65	257	252	509	50,733	10,131	.....	401
Manchester	9.9	434	398	832	94,612	14,536	7	423
Passaic	9.9	1,880	1,846	3,726	573,107	60,211	12	8,529
Paterson	9.9	7,339	7,649	15,488	2,307,508	280,653	246	10,431
Pompton	9	234	257	551	42,933	8,163	.....	801
Pompton Lakes	9.75	103	97	199	18,836	3,245	1	106
Totowa	9.75	56	39	95	7,743	2,780	.....	92
Wayne	9.98	205	177	383	38,370	9,654	2	922
West Milford	9	310	252	562	46,724	14,800	3,320
	9.6	12,057	11,658	23,725	3,223,993	496,417	270	27,375

PASSAIC COUNTY.

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New Jersey, for the School Year Ending June 30th, 1899.

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 primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
.41	621	518	.83	670	215	.....	4	15	\$66 67	\$51 97
.57	307	239	.78	370	126	.....	2	5	76 14	42 64
.37	329	274	.83	397	112	.....	4	4	58 29	46 63
.14	574	438	.87	664	168	.....	3	12	76 59	41 88
.52	2,787	2,477	.89	2,593	987	196	5	79	108 00	50 56
.16	11,780	11,394	.89	11,284	3,692	512	24	299	120 00	50 00
.57	294	247	.84	447	104	.....	2	6	68 38	41 66
.18	118	101	.86	151	48	.....	1	2	66 67	46 15
.19	56	41	.74	60	32	.....	1	1	61 64	41 03
.68	283	203	.80	219	163	.....	1	6	62 63	49 43
1.73	356	270	.76	400	161	1	6	5	40 00	36 78
.50	17,476	16,252	.82	17,265	6,758	712	53	427	\$91 77	\$37 78

APPENDIX TO SCHOOL REPORT.

Financial Report for the County of SALEM, State of

DISTRICTS.	Amount due the district July 1st, 1898, from State and county funds.	Amount due the district July 1st, 1898, from district tax.	Amount due the district July 1st, 1898, from other sources.	Total amount due the district July 1st, 1898.	Amount expended for teachers' salaries.	Amount expended for fuel and janitors' salaries.	Amount expended for building and re- pairing, excluding debt and interest.
Salem	\$10,925 53	\$7,020 00	\$460 96	\$17,706 49	\$12,330 00	\$1,311 94	\$294 47
Elainboro.....	1,452 78	195 86	181 34	1,829 98	1,210 00	134 35	28 60
Lower Alloway Creek.....	2,426 68	529 65	44 30	3,060 63	2,352 24	149 07	247 60
Lower Penna Neck.....	2,552 11	1,700 00		4,252 11	2,567 54	116 29	890 60
Mannington.....	4,835 71	967 84		5,803 55	3,293 56	219 38	330 12
Pilesgrove.....	2,992 26	1,433 74		4,416 00	2,926 28	335 65	127 24
Alloway.....	4,465 29	711 84	400 00	5,580 13	3,171 98	216 61	109 31
Quinton.....	2,431 61	456 48		2,988 07	2,517 62	153 56	13 93
Oldmans.....	2,898 31	718 99	600 55	4,217 85	3,035 00	248 35	125 67
Upper Penna Neck.....	1,495 05	175 00	17 50	1,691 55	1,386 06	100 15	8 65
Upper Pittsgrove.....	3,522 45	942 41	1,591 61	6,056 47	3,790 26	210 94	113 92
Pittsgrove.....	4,955 61	692 75		5,648 36	3,015 00	188 68	117 90
Woodstown.....	2,738 14	1,328 05	1,034 00	5,000 19	3,278 50	267 81	201 48
Pennsgrove.....	2,325 73	808 15		3,033 88	2,280 00	181 84	49 89
Elmer.....	2,153 33	1,401 87	9 09	3,564 29	2,092 50	350 27	16 71
	\$51,497 59	\$19,002 61	\$4,389 35	\$74,829 55	\$49,147 49	\$2,984 89	\$2,676 05

SALEM COUNTY.

539

New Jersey, for the School Year Ending June 30th, 1899.

Amount expended for debt and interest.	Amount expended for taking school census.	Amount expended for manual training.	Amount expended for text-books, apparatus and supplies.	Amount expended for other school purposes.	Total amount expended.	Balance of State and county funds June 30th, 1899.	Balance of district tax June 30th, 1899.	Balance of moneys from other sources June 30th, 1899.	Total balance June 30th, 1899.
\$1,400 00	\$77 75		\$1,286 88	\$736 11	\$17,337 10		\$569 39		\$269 39
	5 40		55 52	118 85	1,552 72	\$162 58	19 79	\$94 94	\$77 26
	14 70		111 92	156 12	3,032 71			27 92	27 92
53 91	17 90		368 23	123 96	4,130 43		121 68		121 68
	22 00		279 43	313 86	4,457 85	1,322 77	23 93		1,345 70
	21 50		248 23	475 36	4,034 20	65 63	315 77		381 80
474 93	20 55		333 90	63 62	4,390 90	1,079 60	109 63		1,189 23
	36 40		187 73	58 83	2,958 07				
	19 65		188 73	503 52	4,120 82			97 03	97 03
60 19	10 25		90 89	66 41	*1,733 60				
1,138 35	19 75		182 28	173 47	5,628 97			427 50	427 50
168 75	26 40		147 74	135 32	3,739 79	1,751 93	96 64		1,846 57
737 50	15 00		252 30	160 42	4,958 31			46 88	46 88
34 21			290 89	126 23	2,953 06	15 73	65 09		80 82
35 59	30 00		278 71	169 73	2,863 51		691 69	9 69	700 78
\$4,103 43	\$327 25		\$4,295 62	\$3,401 31	\$67,946 04	\$4,398 59	\$1,312 61	\$708 36	\$6,914 56

* Overdraft, \$31.05.

APPENDIX TO SCHOOL REPORT.

Apportionment of School Moneys for the County of SALEM,

DISTRICT'S.	Balance State and county moneys July 1st, 1890.	Balance district tax July 1st, 1890.	Balance received from other sources July 1st, 1890.	Amount apportioned from State apportionment, including State school tax and \$200,000.	Amount apportioned from surplus revenue.	Amount apportioned from balances.	Amount of district tax voted for payment of teachers' salaries.
Salem		\$369 89		\$9,480 61	\$506 66		\$1,600 00
Elsinboro.....	\$182 58	19 79	394 94	1,001 74	85 20		
Lower Alloway Creek.....			27 92	2,133 08	95 80		
Lower Penns Neck.....		121 68		2,192 37	116 34		300 00
Mannington.....	1,322 77	22 93		2,838 68	151 18		
Pilesgrove.....	66 03	316 77		2,563 04	143 04		350 00
Alloway.....	1,079 60	109 63		2,719 96	133 80		
Quinton.....				1,868 04	117 62		
Oldmans.....			97 03	2,579 17	128 04		800 00
Upper Penns Neck.....				1,261 10	67 12		100 00
Upper Pittsgrove.....			427 50	3,272 95	127 06		
Pittsgrove.....	1,761 93	98 64		2,981 83	172 02		
Woodstown.....			46 88	2,475 98	98 40		325 00
Pennsgrove.....	15 73	65 09		2,008 04	117 62		600 00
Elmer.....		691 69	9 09	1,996 86	116 00		150 00
	\$4,398 59	\$1,812 61	\$703 36	\$41,718 34	\$2,125 00		\$4,125 00

SALEM COUNTY.

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State of New Jersey, for the School Year Ending June 30th, 1899.

Amount of district tax voted for building, purchasing, hiring, repairing or furnishing school-houses.	Amount of district tax for payment of debt and interest.	Amount of district tax voted for text-books, apparatus and supplies.	Amount of district tax voted for bonds and interest.	Amount of district tax voted for other school purposes.	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, 1899.
\$1,200 00	\$1,350 00	\$1,000 00		\$1,930 00	\$7,080 00				\$17,436 66
40 00		160 00			200 00				1,514 10
100 00		100 00		100 00	300 00				2,561 80
250 00		200 00			750 00				3,179 39
400 00		250 00		100 00	750 00				5,085 46
450 00		250 00		150 00	1,200 00				4,587 88
265 00		200 00		210 00	675 00				4,718 19
		125 00		275 00	400 00				2,325 66
		300 00		400 00	1,500 00				4,404 24
		100 00		100 00	300 00				1,628 22
250 00		250 00		100 00	600 00				4,427 51
125 00		150 00	\$162 00	175 00	612 00				5,614 42
		375 00		500 00	1,300 00				3,821 26
200 00		350 00		50 00	1,200 00				5,406 48
150 00		150 00	421 50	355 00	1,226 50				4,040 18
\$3,430 00	\$1,350 00	\$3,900 00	\$583 50	\$4,545 00	\$17,998 50				\$68,751 40

APPENDIX TO SCHOOL REPORT.

Report of Attendance for the County of SALEM, State of

DISTRICTS.	Number of months the schools were kept open.	Number of boys between 5 and 20 years of age enrolled in the schools during the year.	Number of girls between 5 and 20 years of age enrolled in the schools during the year.	Total number of children between 5 and 20 years of age enrolled in the schools during the year.	Total number of days present during the year.	Total number of days absent during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.
Salem	10	573	575	1,148	168,228	16,866.5	17	1,933
Elsinboro.....	9	70	41	111	9,670	1,898	.....	294
Lower Alloway Creek	9	144	146	290	23,991	5,013	.....	591
Lower Penns Neck.....	9.5	171	159	330	30,184	5,289	.....	784
Mannington.....	9	192	162	354	28,341	6,205	.....	954
Pilesgrove.....	9	172	167	339	32,611	6,593.5	.....	857
Alloway.....	9	200	182	382	31,860.5	6,754.5	5	1,530
Quinton.....	10	111	100	211	21,368	3,863.5	.....	493
Oldmans.....	9	189	184	373	33,852	7,804.5	.....	1,715
Upper Penns Neck.....	9	86	69	155	12,731.5	3,920	.....	357
Upper Pittsgrove.....	9	215	216	431	38,589	10,249	11	1,318
Pittsgrove.....	9	240	223	463	36,501	12,511	2	2,227
Woodstown.....	9.5	173	189	362	38,273	8,738.5	11	587
Pennsgrove.....	10	194	177	371	41,686	8,260	1	765
Elmer.....	9	145	170	315	31,992	6,265	.....	962
	9.4	2,875	2,749	5,624	579,068	104,222	58	11,847

SALEM COUNTY.

543

New Jersey, for the School Year Ending June 30th, 1899.

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 primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
.36	964.3	876.18	.90	769	236	163	2	28	\$100 00	\$37 96
.54	62	51	.85	77	34	.....	.....	5	.....	38 48
.52	186.6	142.5	.82	217	71	.....	.....	7	.....	33 55
.82	195	153	.83	210	102	18	2	6	44 78	35 82
.7	197	162	.82	255	90	9	1	8	62 00	33 66
.58	215	183	.85	214	97	18	.....	9	.....	34 88
1.12	234	191	.78	254	104	24	2	7	45 83	35 50
.64	188	121	.79	125	75	8	1	4	55 00	34 68
.97	261	205	.82	308	137	28	.....	4	.....	37 22
.47	94	72	.77	85	37	12	.....	4	.....	35 65
.55	261	218	.83	249	169	23	.....	12	.....	36 33
1.19	270	203	.75	323	122	6	.....	9	.....	37 22
.46	228	207	.90	161	155	46	1	8	22 50	37 27
.61	268	225	.84	194	130	47	1	5	80 00	40 05
.93	223	187	.83	166	121	28	1	5	65 00	38 00
.7	3,764	3,096.3	.80	3,499	1,705	422	11	123	\$59.89	\$38 50

APPENDIX TO SCHOOL REPORT.

Financial Report for the County of SOMERSET, State of

DISTRICTS.	Amount due the district July 1st, 1898, from State and county funds.	Amount due the district July 1st, 1898, from district tax.	Amount due the district July 1st, 1898, from other sources.	Total amount due the district July 1st, 1898.	Amount expended for teachers' salaries.	Amount expended for fuel and janitors' salaries.	Amount expended for building and re- pairing, excluding debt and interest.
Bedminster.....	\$4,186 20	\$1,713 96	\$500 00	\$6,400 16	\$3,801 58	\$166 16	\$1,252 39
Bernards.....	4,383 93	2,706 09	.....	7,090 02	4,375 00	451 50	503 14
Branchburg.....	2,227 90	490 01	359 07	3,076 98	2,420 27	151 13	59 50
Bridgewater.....	6,832 50	1,233 49	2,134 04	10,200 03	5,902 75	371 58	666 32
Franklin.....	4,745 08	503 57	191 50	5,440 15	3,915 19	197 93	100 00
Hillsborough.....	5,402 70	583 22	169 00	6,154 92	5,024 00	262 87	.....
Montgomery.....	2,901 28	426 74	80 00	3,408 02	2,720 00	226 45	43 55
North Plainfield.....	1,662 89	477 60	773 71	2,909 20	1,050 00	63 25	181 01
Warren.....	2,181 80	322 67	100 50	2,554 97	1,865 32	134 44	14 05
Bound Brook.....	2,961 54	2,569 03	15,908 19	21,438 76	3,595 00	322 35	15,214 73
East Millstone.....	803 73	416 43	101 55	1,321 71	1,140 00	61 32	.....
North Plainfield Borough.	9,100 19	36,138 71	149 05	45,387 95	15,750 19	1,230 00	20,663 14
Somerville.....	7,634 28	6,230 00	8,300 19	22,114 42	10,720 00	844 20	474 64
South Bound Brook.....	1,426 07	1,262 67	65 30	2,754 04	1,406 23	175 72	775 70
	\$56,290 04	\$55,124 19	\$23,837 13	\$140,251 36	\$63,675 58	\$4,663 80	\$39,748 18

SOMERSET COUNTY.

545

New Jersey, for the School Year Ending June 30th, 1899.

Amount expended for debt and interest.	Amount expended for taking school census.	Amount expended for manual training.	Amount expended for text-books, apparatus and supplies.	Amount expended for other school purposes.	Total amount expended.	Balance of State and county funds June 30th, 1899.	Balance of district tax June 30th, 1899.	Balance of moneys from other sources June 30th, 1899.	Total balance June 30th, 1899.
\$510 25			\$205 81	\$218 11	\$6,154 30	\$201 44	\$44 42		\$245 86
1,278 00	\$30 40		249 82	379 05	7,066 91		23 11		23 11
11 14	72 21		189 69	162 62	3,055 98			\$21 02	21 02
2,084 11			204 92	903 73	10,133 41		14 01	49 93	64 62
			75 00	787 12	5,075 24				864 91
14 20	36 85		79 54	630 47	6,047 93		43 16		106 99
26 74	9 85		82 56	227 95	3,337 10		18 83	52 09	70 92
1,080 83	8 05		99 87	245 27	2,732 78		134 97	41 45	176 42
155 00	13 25		133 65	218 48	2,524 19	26 25	4 03	41 50	30 78
	23 65		371 19	587 86	20,064 68		1,039 48	334 65	1,374 08
	10 60		23 52	75 13	1,320 47				1 24
4,050 00	55 35		1,593 66	1,349 80	44,991 05		396 93		396 93
8,310 64	109 00		780 93	673 70	21,793 01			332 41	822 41
	11 65		818 85	15 70	2,708 35	10	99	49 60	50 69
\$17,520 31	\$379 66		\$4,697 51	\$6,314 89	\$136,999 38	\$657 37	\$1,722 96	\$871 65	\$3,251 98

APPENDIX TO SCHOOL REPORT.

Apportionment of School Moneys for the County of SOMERSET,

DISTRICTS.	Balance State and county moneys July 1st, 1889.	Balance district tax July 1st, 1889.	Balance received from other sources July 1st, 1889.	Amount apportioned from State appropriation, including State school tax and \$300,000.	Amount apportioned from surplus revenue.	Amount apportioned from balances.	Amount of district tax voted for payment of teachers' salaries.
Bedminster.....	\$201 44	\$44 42		\$3,427 10	\$164 44		
Bernards.....		23 11		3,891 90	218 00		\$500 00
Branchburg.....			\$21 02	1,889 74	55 24		
Bridgewater.....	2 68	14 01	49 94	6,358 75	487 68		
Franklin.....	364 91			4,319 65	282 71		
Hillsborough.....	43 16	63 83		5,065 04	261 00		
Montgomery.....	18 83		52 09	2,774 78	168 41		
North Plainfield.....		134 97	41 45	1,126 98	60 72		
Warren.....							
Bound Brook.....		1,039 43	334 65	3,144 85	178 09		800 00
East Milstone.....		1 24		733 89	38 47		
North Plainfield.....		396 93		9,167 77	411 11		\$6,650 00
Somerville.....			323 41	7,735 21	406 21		3,500 00
South Bound Brook.....	10	99	49 60	1,363 65	87 88		
	\$657 37	\$1,732 96	\$871 65	\$52,699 10	\$2,869 09		\$11,450 00

SOMERSET COUNTY.

547

State of New Jersey, for the School Year Ending June 30th, 1899.

Amount of district tax voted for building, purchasing, hiring, repairing or furnishing school-houses.	Amount of district tax for payment of debt and interest.	Amount of district tax voted for text-books, apparatus and supplies.	Amount of district tax voted for bonds and interest.	Amount of district tax voted for other school purposes.	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, 1900.
\$350 00		\$200 00		\$300 00	\$750 00				\$4,587 40
258 00		125 00		1,300 00	1,800 00				5,933 01
250 00				47 00	450 00				2,496 00
300 00		75 00		950 00	1,300 00				7,993 05
		100 00		325 00	500 00				5,317 17
		100 00		300 00	700 00				6,133 08
		300 00		300 00	400 00				3,404 06
			\$590 00		590 00				2,254 13
		600 00		600 00	2,000 00				6,687 05
		150 00			150 00				923 50
20,750 00		1,300 00	4,050 00		53,650 00				42,825 81
400 00		550 00	1,240 00	1,550 00	7,340 00				15,693 83
		475 00	780 00		1,255 00				2,756 32
\$22,408 00	\$4,175 00	\$6,660 00	\$5,692 00	\$50,285 00					\$109,105 17

APPENDIX TO SCHOOL REPORT.

Report of Attendance for the County of SOMERSET, State of

DISTRICTS.	Number of months the schools were kept open.	Number of boys between 5 and 20 years of age enrolled in the schools during the year.	Number of girls between 5 and 20 years of age enrolled in the schools during the year.	Total number of children between 5 and 20 years of age enrolled in the schools during the year.	Total number of days present during the year.	Total number of days absent during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.
Bedminster.....	10	249	228	475	46,933	9,587	1	1,149
Bernards.....	10	261	237	498	45,365.5	10,223	.....	1,521
Branchburg.....	10	132	105	237	24,089.5	5,082.5	.....	780
Bridgewater.....	10	290	239	529	63,663	11,562	.....	825
Franklin.....	10	198	158	356	31,193	7,825	1	1,437
Hillsborough.....	10	306	240	546	40,691	9,154.5	3	1,679
Montgomery.....	10	174	153	327	33,370	5,346	6	815
North Plainfield.....	10	49	47	96	10,931.5	1,740.5	.....	652
Warren.....	10	110	113	225	20,543	4,616	.....	325
Bound Brook.....	10	121	131	252	31,566	4,000	5	35
East Millstone.....	10	61	47	98	10,868.5	2,272	.....	495
North Plainfield.....	10	601	544	1,045	128,932.5	15,595.5	46	1,503
Somerville.....	10	447	461	908	117,832.5	14,891	11	2,154
South Bound Brook.....	10	85	92	177	23,567	1,963	6	192
	10	2,974	2,793	5,767	629,700	103,548	80	13,563

SOMERSET COUNTY.

549

New Jersey, for the School Year Ending June 30th, 1899.

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 primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
.645	296	246	.52	262	213	.....	2	8	\$37 50	\$38 13
.892	253	240	.48	259	202	7	2	8	58 75	38 12
.635	155	152	.56	114	123	.....	2	3	59 00	35 25
.453	356	311	.59	345	167	17	2	9	37 50	44 44
.653	233	171	.43	181	175	.....	11	.....	.....	35 63
.645	311	255	.47	315	225	6	5	8	39 81	34 67
.682	199	171	.52	172	152	3	.....	7	.....	38 89
1.080	68	59	.61	53	43	.....	.....	3	.....	36 67
.325	137	112	.50	125	98	.....	1	4	37 11	37 11
.06	155	164	.65	163	99	20	1	7	105 00	43 78
1.35	71	59	.80	65	32	.....	1	1	87 00	47 00
.33	792	708	.68	679	265	101	2	26	95 00	49 53
.51	703	618	.68	532	323	53	2	18	97 50	48 61
.008	138	127	.72	124	53	.....	1	2	60 00	40 00
.575	3,947	3,373	.58	3,420	2,140	207	23	114	\$66 74	\$40 56

APPENDIX TO SCHOOL REPORT.

Financial Report for the County of SUSSEX, State of

DISTRICTS.	Amount due the district July 1st, 1898, from State and county funds.	Amount due the district July 1st, 1898, from district tax.	Amount due the district July 1st, 1898, from other sources.	Total amount due the district July 1st, 1898.	Amount expended for teachers' salaries.	Amount expended for fuel and janitors' salaries.	Amount expended for building and re- pairing, excluding debt and interest.
Andover.....	\$1,446 41	\$1,100 00	\$57 12	\$2,603 53	\$2,050 00	\$113 60	\$59 35
Byram.....	2,180 97	3,534 40	514 86	6,230 23	3,650 00	549 07	95 19
Borough of Deckertown..	1,492 81	1,649 20	871 50	4,013 51	2,300 00	264 87	96 26
Frankford.....	2,361 31	879 80	240 28	3,381 39	2,494 50	200 00	100 00
Green.....	1,028 29	610 74	6 26	1,645 29	1,292 50	97 60	55 10
Hampton.....	1,121 19	550 00	401 83	2,073 02	1,102 50	91 78	298 75
Hardyston.....	3,911 56	8,638 00	784 39	13,333 94	6,645 75	627 54	4,065 25
Lafayette.....	1,039 33	765 75	94 54	1,839 62	1,450 00	90 90	39 00
Montague.....	1,122 77	504 36	.....	1,627 13	1,116 00	115 97	21 29
Newton.....	4,100 50	11,407 00	16,995 54	32,503 04	8,555 50	1,840 43	17,130 25
Sandyston.....	2,034 55	239 84	188 74	2,463 13	1,975 50	138 73	177 77
Sparta.....	2,969 92	3,704 92	68 56	6,733 40	5,520 00	225 45	189 08
Stillwater.....	2,154 21	1,009 87	.....	3,163 58	2,849 64	180 11	.....
Vernon.....	3,424 21	1,200 00	403 19	5,026 86	3,329 50	216 10	233 43
Walpack.....	763 71	210 00	.....	973 71	765 00	67 71	80 00
Wantage.....	4,284 46	2,915 52	45 82	7,195 80	5,530 50	266 71	459 20
	\$35,286 66	\$38,858 90	\$20,661 62	\$94,807 18	\$50,627 89	\$5,096 57	\$28,076 91

SUSSEX COUNTY.

551

New Jersey, for the School Year Ending June 30th, 1899.

Amount expended for debt and interest.	Amount expended for taking school census.	Amount expended for manual training.	Amount expended for text-books, apparatus and supplies.	Amount expended for other school purposes.	Total amount expended.	Balance of State and county funds June 30th, 1899.	Balance of district tax June 30th, 1899.	Balance of moneys from other sources June 30th, 1899.	Total balance June 30th, 1899
\$1,025 00	\$18 80		\$160 33	\$168 05	\$2,575 13		\$28 40		\$28 40
850 00	18 79		200 00	156 86	5,692 91		22 46	\$514 86	587 33
	14 20		302 69	134 13	3,962 14		51 37		51 37
	15 30		850 00	151 08	3,310 88		70 51		70 51
250 00			75 75	114 36	1,635 31		9 93		9 93
1,427 99			103 87	228 12	2,073 02				
	36 80		349 11	252 80	13,305 24		28 70		28 70
	7 35		43 26	80 38	1,839 62				
77 63			48 26	123 90	1,498 05		129 08		129 08
2,785 33	44 30		826 00	243 97	31,375 68		1,127 36		1,127 36
	9 35			161 78	2,463 13				
	24 85		223 65	456 26	6,689 29		94 11		94 11
	14 35		196 27	289 43	3,033 70		139 88		139 88
32 98			409 49	306 36	6,026 86				
20 00			50 00	50 00	973 71				
	26 50		189 48	292 94	6,795 33		380 47	20 00	400 47
\$6,418 93	\$223 29		\$3,551 99	\$3,304 42	\$92,200 00		\$2,072 32	\$534 86	\$2,607 18

APPENDIX TO SCHOOL REPORT.

Apportionment of School Moneys for the County of SUSSEX,

DISTRICTS.	Balance State and county moneys July 1st, 1898.	Balance district tax July 1st, 1899.	Balance received from other sources July 1st, 1899.	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 payment of teachers' salaries.
Andover.....		\$28 40		\$1,391 36	\$102 28		\$950 00
Byram.....		22 48	\$514 86	1,993 84	138 26		2,800 00
Deckertown.....		51 37		1,317 85	111 57		900 00
Frankford.....		70 51		2,152 39	123 70		200 00
Green.....		9 98		962 38	57 00		340 00
Hampton.....				1,044 14	85 71		
Hardyston.....		28 70		4,047 58	297 55		
Lafayette.....				970 44	69 83		450 00
Montague.....		139 08		1,018 80	76 81		180 00
Newton.....		1,127 36		4,168 49	340 00		6,000 00
Sandyston.....				1,921 29	112 79		
Sparta.....		94 11		2,772 34	200 93		2,838 00
Stillwater.....		129 88		1,933 97	117 24		
Vernon.....				3,278 27	238 18		500 00
Wallpack.....				716 32	40 83		
Wantage.....		380 47	26 00	4,023 02	218 71		1,100 00
		\$2,072 32	\$534 86	\$33,612 48	\$2,321 84		\$15,768 00

SUSSEX COUNTY.

553

State of New Jersey, for the School Year Ending June 30th, 1899.

Amount of district tax voted for building, purchasing, hiring, repairing or furnishing school-houses.	Amount of district tax for payment of debt and interest.	Amount of district tax voted for text-books, apparatus and supplies.	Amount of district tax voted for bonds and interest.	Amount of district tax voted for other school purposes.	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, 1899.
\$50 00		\$100 00			\$1,100 00				\$2,522 04
		200 00			2,500 00				5,169 42
100 00		200 00		\$200 00	1,400 00				2,880 79
		150 00		650 00	1,000 00				3,346 60
60 00		60 00		140 00	600 00				1,629 36
				300 00	300 00				1,499 85
295 00		250 00		3,500 00	4,045 00				8,418 83
50 00		100 00		100 00	700 00				1,730 27
150 00		20 00		210 00	560 00				1,784 69
400 00		800 00	\$2,040 00	100 00	9,340 00				14,975 85
				100 00	100 00				2,134 08
162 00		200 00		300 00	3,500 00				6,567 84
100 00		250 00		490 00	830 00				3,011 09
				1,300 00	1,700 00				5,316 40
		50 00	55 00	95 00	200 00				957 15
700 00				700 00	2,500 00				7,142 29
\$2,067 00		\$2,330 00	\$2,095 00	\$8,075 00	\$30,375 00				\$69,916 00

APPENDIX TO SCHOOL REPORT.

Financial Report for the County of UNION, State of

DISTRICTS.	Amount due the district July 1st, 1898, from State and county funds.	Amount due the district July 1st, 1898, from district tax.	Amount due the district July 1st, 1898, from other sources.	Total amount due the district July 1st, 1898.	Amount expended for teachers' salaries.	Amount expended for fuel and janitors' salaries.	Amount expended for building and re- pairing, excluding debt and interest.
Clark	\$427 10	\$152 59	\$76 92	\$656 61	\$406 28	\$20 42	.....
Cranford	3,447 13	32,310 05	217 33	36,874 51	7,068 30.	1,283 55	\$15,871 21
Elizabeth	54,807 14	51,142 86	29,692 75	135,642 75	77,191 76	10,032 22	3,753 97
Fanwood	2,204 24	5,828 54	25 00	8,067 88	3,831 00	673 95	364 68
Linden	1,511 07	4,103 86	7 65	5,622 38	2,750 00	413 27	734 18
New Providence.....	1,593 97	1,698 85	25 45	3,313 30	2,395 00	233 00	131 39
Plainfield.....	22,000 00	49,590 00	5,700 00	77,290 00	48,916 55	5,277 18	4,188 11
Rahway.....	10,127 23	11,700 00	1,533 59	23,360 82	17,156 01	3,200 37	568 24
Roselle.....	2,142 25	5,609 82	500 00	8,252 07	4,774 95	342 70	851 35
Springfield.....	1,661 37	1,411 85	312 65	3,285 87	1,630 00	118 95	637 24
Summit	5,899 43	19,938 58	748 10	26,586 11	10,600 70	1,270 91	886 86
Union	5,554 47	10,468 85	102 91	16,126 33	9,149 05	925 55	1,600 00
Westfield.....	5,358 58	13,887 65	18 00	19,265 23	11,380 00	1,565 40	928 04
	\$116,665 08	\$207,738 43	\$38,960 35	\$363,363 86	\$192,249 90	\$25,760 52	\$30,015 47

UNION COUNTY.

557

New Jersey, for the School Year Ending June 30th, 1899.

Amount expended for debt and interest.	Amount expended for taking school census.	Amount expended for manual training.	Amount expended for text-books, apparatus and supplies.	Amount expended for other school purposes.	Total amount expended.	Balance of State and county funds June 30th, 1899.	Balance of district tax June 30th, 1899.	Balance of moneys from other sources June 30th, 1899.	Total balance June 30th, 1899.
\$2,850 00	\$3 10		\$15 92	\$75 70	\$521 43		\$133 97	\$1 23	\$135 19
39,692 75	30 40		1,060 23	\$91 23	33,054 93		7,602 26	217 33	7,819 59
1,383 50	473 75		7,680 27	5,713 46	134,537 19		105 56		105 56
9 14	20 95		\$91 67	1,316 27	7,981 03		56 85	20 00	76 85
29 34	29 05		186 71	149 38	4,271 73	\$7 00	1,336 00	7 65	1,350 65
4,205 00	10 70		128 89	75 00	3,003 32		284 53	25 45	309 98
	107 70		3,229 15	8,762 32	69,686 31		7,603 69		7,613 69
	77 00		2,081 07	33 04	23,095 33		265 49		265 49
	17 30		465 05	1,032 87	7,485 05		764 02		764 04
206 00	10 70		240 31	298 94	3,142 24		143 63		143 63
5,925 00	61 25		1,121 58	1,764 01	21,629 81		4,308 20	748 10	4,956 30
275 00	43 40		1,700 00	927 97	14,621 01		1,402 41	102 91	1,505 32
1,250 00	40 50		1,784 63	1,785 15	19,086 72		208 51		208 51
\$45,324 73	\$324 81		\$20,019 51	\$22,824 14	\$337,119 08	\$7 00	\$25,115 12	\$1,122 60	\$26,241 78

APPENDIX TO SCHOOL REPORT.

Apportionment of School Moneys for the County of UNION,

DISTRICTS.	Balance State and county moneys July 1st, 1897.	Balance district tax July 1st, 1897.	Balance received from other sources July 1st, 1897.	Amount apportioned from State apportionment, including State school tax and \$300,000.	Amount apportioned from surplus revenue.	Amount apportioned from balances.	Amount of district tax voted for payment of teachers' salaries.
Clark		\$183 97	\$1 22	\$348 91			
Cranford		7,602 26	217 53	5,750 61			\$6,100 00
Elizabeth		4,105 56		54,187 01			31,312 99
Fanwood		56 85	20 00	2,396 75			2,000 00
Linden	\$7 00	1,336 00	7 65	1,482 13			1,315 00
New Providence		284 53	25 46	1,714 00			801 03
Plainfield		7,608 69		21,983 10			24,260 00
Rahway		265 49		11,023 48			7,076 52
Roselle		764 02		2,331 03			2,343 97
Springfield		143 53		1,514 00			700 00
Summit		4,208 20	748 10	5,942 23			5,250 00
Union		1,402 41	103 91	5,249 40			5,500 00
Westfield		208 61		5,545 48			7,000 00
	\$7 00	\$25,115 12	\$1,123 66	\$117,328 12			\$93,259 51

UNION COUNTY.

559

State of New Jersey, for the School Year Ending June 30th, 1899.

Amount of district tax voted for building, purchasing, hiring, repairing or furnishing school-houses.	Amount of district tax for payment of debt and interest.	Amount of district tax voted for text-books, apparatus and supplies.	Amount of district tax voted for bonds and interest.	Amount of district tax voted for other school purposes.	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, 1900.
\$500 00		\$800 00	\$2,305 00	\$1,400 00	\$10,105 00				\$484 10
3,500 00	\$3,175 00	7,700 00		16,450 00	62,187 99				21,655 20
500 00		500 00	1,337 50	500 00	4,337 50				117,430 56
635 00		250 00		600 00	2,800 00				7,311 10
100 00		200 00		328 97	1,500 00				5,632 77
7,000 00		3,500 00	8,125 00	14,360 00	67,145 00				3,523 38
850 00		2,000 00		3,673 48	18,500 00				86,711 79
800 00		500 00		256 03	4,500 00				24,788 97
175 00		350 00		1,025 00	3,150 00				7,495 05
1,000 00		1,150 00	1,950 00	3,115 00	12,465 00				3,897 68
5,900 00		1,200 00	440 00	1,870 00	14,910 00				23,363 53
1,000 00		1,600 00	1,250 00	4,400 00	15,250 00				21,664 72
									21,003 99
\$21,960 00	\$3,175 00	\$19,650 00	\$15,407 50	\$47,848 48	\$201,300 49				\$344,873 39

APPENDIX TO SCHOOL REPORT.

Report of Attendance for the County of UNION, State of

DISTRICTS.	Number of months the schools were kept open.	Number of boys between 5 and 20 years of age enrolled in the schools during the year.	Number of girls between 5 and 20 years of age enrolled in the schools during the year.	Total number of children between 5 and 20 years of age enrolled in the schools during the year.	Total number of days present during the year.	Total number of days absent during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.
Clark	9.2	19	24	43	3,458	1,877	.....	239
Cranford	9.1	205	231	426	51,989	7,529	6	907
Elizabeth	9.5	3,441	3,507	6,948	1,058,203	77,357	213	1,332
Fanwood	9.2	121	105	226	28,704	4,122	1	640
Linden	9.3	96	75	171	20,924	3,565	.....	320
New Providence	9.	75	84	160	19,110	3,315	1	502
Plainfield	9.5	1,234	1,219	2,453	322,807	42,359	61	4,647
Rahway	9.3	732	719	1,451	185,505	24,296	31	1,228
Roselle	9.	126	134	260	31,638	4,619	.....	457
Springfield	9.2	118	104	222	24,316	5,198	6	484
Summit	9.1	317	304	621	23,607	9,590	10	2,004
Union	9.2	338	389	727	89,451	12,752	12	601
Westfield	9.1	378	414	792	95,476	13,849	23	1,444
	9.2	7,207	7,309	14,516	1,960,187	210,128	364	14,805

UNION COUNTY.

561

New Jersey, for the School Year Ending June 30th, 1899.

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 primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
1.23	26	18	.79	37	6	27	1	11	\$186 00	\$45 00
.25	360	308	.86	275	124	415	12	117	121 20	58 76
.005	5,509	4,778	.93	4,357	2,176	415	12	117	121 20	58 40
.69	179	156	.88	133	78	15	1	6	123 80	45 20
1.7	131	112	.85	123	36	6	1	4	111 00	45 00
2.	112	99	.89	96	42	12	3	3	62 80	29 60
.44	2,016	1,784	.90	1,792	517	144	5	59	118 40	66 40
.2	1,139	1,066	.93	1,046	356	55	4	28	121 00	48 40
.37	206	180	.88	147	96	17	1	7	144 40	56 60
1.72	160	131	.82	141	68	13	1	4	92 00	36 60
.84	457	404	.88	394	164	66	1	14	166 00	68 20
.45	468	402	.85	479	203	55	4	11	85 60	55 40
.54	614	518	.87	525	191	76	1	17	219 00	90 60
.806	11,877	9,896	.87	9,551	4,057	908	35	282	\$127 58	\$52 09

APPENDIX TO SCHOOL REPORT.

Financial Report for the County of WARREN, State of

DISTRICTS.	Amount due the district July 1st, 1898, from State and county funds.	Amount due the district July 1st, 1898, from district tax.	Amount due the district July 1st, 1898, from other sources.	Total amount due the district July 1st, 1898.	Amount expended for teachers' salaries.	Amount expended for fuel and janitors' salaries.	Amount expended for building and re- pairing, excluding debt and interest.
Allamuchy	\$1,142 62	\$481 25	\$20 00	\$1,644 87	\$1,387 00	\$102 37	\$64 50
Belvidere	2,508 28	4,329 55	116 80	6,954 43	3,612 00	451 30	128 70
Blairstown	2,882 99	1,140 29	127 20	4,150 48	2,979 00	233 50	.....
Franklin	1,917 43	1,023 51	61 15	3,002 09	2,022 05	168 87	287 02
Frelinghuysen	1,572 16	700 00	124 80	2,396 96	1,775 05	126 00	36 00
Greenwich	1,232 30	821 83	1 06	2,055 19	1,444 00	79 38	31 20
Hackettstown	3,761 28	3,460 93	270 80	7,492 98	5,560 00	478 56	199 81
Hardwick	652 20	50 00	.....	702 20	504 00	82 75	.....
Harmony	2,337 74	295 40	30 77	2,723 91	2,095 20	183 47	84 80
Hope	1,944 36	737 80	.....	2,722 16	1,937 00	183 90	53 62
Independence	1,089 78	749 99	74 20	1,913 97	945 00	82 00	115 05
Knowlton	2,233 57	1,285 19	79 50	3,598 26	1,996 00	1 9 78	44 29
Lopatcong	3,078 63	1,510 72	169 57	4,698 92	2,932 18	164 20	58 44
Mansfield	1,949 62	891 89	18 00	2,859 51	2,050 00	116 31	68 15
Oxford	4,952 24	1,225 41	1,693 37	7,871 32	4,793 00	361 83	119 07
Pahquarry	822 64	115 00	.....	937 64	712 60	32 56	56 08
Phillipsburg	14,077 52	16,671 50	2,310 44	33,059 46	20,318 11	3,720 38	1,117 07
Pohatcong	2,004 53	2,601 33	75 00	4,680 86	1,898 86	131 59	2,022 35
Washington	2,105 60	400 00	189 00	2,694 60	1,809 00	111 23	.....
Washington Borough	5,552 28	8,960 34	114 55	14,627 17	7,728 06	742 24	527 83
	\$57,817 77	\$47,341 90	\$5,436 31	\$110,595 98	\$68,348 11	\$7,651 01	\$5,004 88

WARREN COUNTY.

563

New Jersey, for the School Year Ending June 30th, 1899.

Amount expended for debt and interest.	Amount expended for taking school census.	Amount expended for manual training.	Amount expended for text-books, apparatus and supplies.	Amount expended for other school purposes.	Total amount expended.	Balance of State and county funds June 30th, 1899.	Balance of district tax June 30th, 1899.	Balance of moneys from other sources June 30th, 1899.	Total balance June 30th, 1899.
\$1,350 45			\$46 97	\$108 57	\$1,609 40		\$34 47		\$34 47
			362 27	50 00	5,354 72		883 11	\$116 60	989 71
	\$15 75		56 68	529 21	3,798 39		285 49	116 60	352 09
206 40			240 75		2,794 44	\$12 64	193 96	61 15	267 65
369 15	9 80		114 01	140 50	2,596 96				
	30 55		43 97	86 63	2,064 13			1 06	1 06
	4 75		378 78	656 06	7,293 76		199 22		199 22
	14 45			131 78	673 28	13 05	15 87		28 92
	14 30		94 47	173 23	2,645 61	59 07	19 23		78 30
330 32	11 05		221 07	238 81	2,648 70	23 48			23 46
596 76	59 75		84 83	340 46	1,598 71	88	14 88		15 26
642 50	26 00		137 47	193 55	3,147 60		354 07	66 59	450 66
	16 70		186 51	225 01	4,554 84		293 70	51 38	344 08
1,912 65	50 00		60 55	363 73	2,676 74		183 77		183 77
			68 32	592 29	7,827 86			3 46	3 46
				69 00	908 61	17 49	11 54		29 03
1,725 00	127 85		2,170 50	3,308 89	32,487 80		571 66		571 66
159 25	22 45		353 38	77 60	4,665 38	13 08	2 40		16 48
41 03	18 80		42 95	673 53	2,794 60				
1,299 75	47 00		1,124 07	673 54	12,042 49		2,584 68		2,584 68
\$8,523 26	\$437 36		\$5,816 23	\$8,692 27	\$104,413 02	\$139 07	\$5,627 05	\$416 84	\$6,182 96

APPENDIX TO SCHOOL REPORT.

Apportionment of School Moneys for the County of WARREN.

DISTRICT'S.	Balance State and county moneys July 1st, 1899.	Balance district tax July 1st, 1899.	Balance received from other sources July 1st, 1899.	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 payment of teachers' salaries.
Allamuchy.....		\$34 47		\$1,111 69			\$350 00
Belvidere.....		883 11	\$116 60	2,386 30			1,360 00
Blairstown.....		235 49	116 60	2,746 07			300 00
Franklin.....	\$12 54	193 96	61 15	1,833 46			
Frelinghuysen.....				1,636 35			100 00
Greenwich.....			1 06	1,191 14			785 00
Hackettstown.....		199 22		3,862 89			1,800 00
Hardwick.....	13 05	15 87		689 08			35 00
Harmony.....	59 07	13 23		1,981 18			150 00
Hope.....	23 46			2,037 47			
Independence.....	38	14 88		1,041 43			200 00
Knowlton.....		384 07	65 59	2,047 53			
Lopatcong.....		292 70	61 38	2,345 71			90 00
Mansfield.....		183 77		1,823 40			225 60
Oxford.....			3 46	4,616 82			
Pahaquarry.....	17 49	11 54		746 79			
Philipsburg.....		571 66		13,344 05			12,000 00
Pohatcong.....		2 40		2,680 53			
Washington.....	13 08			1,907 86			100 00
Washington Borough.....		2,584 68		5,764 70			2,900 00
	\$139 07	\$5,627 05	\$416 84	\$55,550 43			\$20,396 60

WARREN COUNTY.

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State of New Jersey, for the School Year Ending June 30th, 1899.

Amount of district tax voted for building, purchasing, repairing, or furnishing school houses.	Amount of district tax for payment of debt and interest.	Amount of district tax voted for text-books, apparatus and supplies.	Amount of district tax voted for bonds and interest.	Amount of district tax voted for other school purposes.	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, 1900.
\$50 00	275 00	\$50 00	\$1,325 00	\$530 00	\$400 00				\$1,646 16
300 00		275 00		300 00	3,540 00				6,926 01
250 00		100 00		315 00	300 00				3,998 16
200 00		150 00		150 00	605 00				2,766 11
		65 00			500 00				2,286 38
300 00	600 00			574 40	850 00				2,043 20
				25 00	3,374 40				7,936 51
		100 00		250 00	60 00				677 95
225 00		100 00		120 00	500 00				2,559 48
75 00		175 00		90 00	445 00				2,505 98
120 00		150 00		240 35	540 00				1,389 69
300 00			105 00	655 00	1,150 00				3,008 54
	150 00			473 40	850 00				4,339 79
100 00	250 00			650 00	1,000 00				2,857 17
	45 00				1,000 00				5,620 28
15,000 00		1,650 00		5,675 00	45 00				820 82
100 00		500 00			20,225 00				34,740 71
100 00		200 00		400 00	600 00				2,646 01
	910 00	1,145 00		1,600 00	6,555 00				2,707 88
									14,904 38
\$3,620 00	\$3,820 00	\$4,225 00	\$12,048 15	\$44,109 75					\$105,843 14

APPENDIX TO SCHOOL REPORT.

Report of Attendance for the County of WARREN, State of

DISTRICTS.	Number of months the schools were kept open.	Number of boys between 5 and 20 years of age enrolled in the schools during the year.	Number of girls between 5 and 20 years of age enrolled in the schools during the year.	Total number of children between 5 and 20 years of age enrolled in the schools during the year.	Total number of days present during the year.	Total number of days absent during the year.	Number of pupils neither absent nor tardy during the year.	Total number of cases of tardiness during the year.
Allamuchy.....	9	75	75	150	13,197	2,386	.....	344
Belvidere.....	10	169	178	342	49,488	3,682	23	424
Blairstown.....	9	182	165	347	41,179	1,723	24	1,890
Franklin.....	9	140	156	296	80,406.5	4,898.5	.....	388
Frelinghuysen.....	9	112	97	209	21,261.5	2,644.5	5	647
Greenwich.....	10	101	89	190	19,369.5	3,444.5	.....	691
Hackettstown.....	10	295	269	564	76,149.5	8,854.5	14	431
Hardwick.....	9	23	31	54	4,378	1,182	1	387
Harmony.....	9	153	189	292	26,595	4,405	3	528
Hope.....	9	123	134	257	24,829	4,113	6	1,010
Independence.....	9	88	76	164	17,948.5	1,800.5	6	416
Knowlton.....	9	159	130	288	27,978	4,748	4	762
Lopatcong.....	9	225	216	441	47,427	6,839	2	828
Mansfield.....	10	124	117	241	28,997	4,423	3	341
Oxford.....	9	316	310	626	68,130.5	11,542.5	2	418
Pahaquarry.....	9	27	26	53	3,292	767	.....	141
Phillipsburg.....	10	871	938	1,809	277,880	22,383	48	1,768
Pohatcong.....	9	202	170	372	34,734.5	7,045.5	9	357
Washington.....	9	118	124	242	24,511	4,650	1	307
Washington Borough.....	10	391	419	800	111,866	12,527	16	1,325
	9.3	3,883	3,854	7,737	939,816.5	114,248.5	167	13,292

WARREN COUNTY.

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New Jersey, for the School Year Ending June 30th, 1899.

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 primary grade.	Number of pupils enrolled in grammar grade.	Number of pupils enrolled in high school grade.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
.46	89	76	.85	60	80	10	2	2	\$39 00	\$34 44
.32	280	260	.93	174	116	52	2	6	69 00	86 67
.76	210	202	.91	199	134	14	6	4	34 17	31 60
.35	192	164	.85	167	118	16	.....	6	.....	36 50
.72	143	124	.87	112	86	11	2	4	42 22	29 31
.89	121	102	.84	139	44	7	1	8	55 00	33 00
.16	443	394	.90	305	169	80	4	9	57 50	36 11
1.07	31	25	.81	37	17	.....	.....	2	.....	28 00
.42	173	150	.87	154	122	16	4	3	35 00	29 18
.81	172	149	.87	144	108	5	3	4	42 59	28 20
.77	111	102	.92	63	88	13	1	2	40 00	32 50
.62	137	158	.84	159	123	6	4	3	33 50	28 00
.51	304	267	.88	263	165	18	2	7	44 00	34 80
.28	145	119	.82	165	76	.....	1	5	43 00	32 40
.15	416	351	.85	324	253	43	3	12	58 56	29 07
.39	37	27	.73	33	20	10	.....	3	.....	26 00
.23	1,505	1,397	.93	1,111	539	159	5	35	71 20	44 90
.40	245	202	.82	243	111	18	2	4	35 00	35 00
.30	165	137	.83	135	97	12	1	5	51 00	30 00
.39	652	587	.90	416	282	102	4	15	62 50	35 67
.50	5,624	4,993	.89	4,401	2,743	593	47	134	\$48 21	\$34 06

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SCHOOL CENSUS.

(569)

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ATLANTIC COUNTY.

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Total for City—	160	239	212	202	208	184	156	178	169	154	148	123	147	2289				70	387			210	294	
Males.....	128	245	201	251	174	180	160	176	183	164	185	164	142	2293				105	385			203	302	
Females.....																								
Total.....	288	484	413	543	382	364	316	354	352	318	283	277	289	4573	4469	104		176	772			413	596	
Brigantine—																								
Males.....	2		1	3				2	2	1				11										
Females.....	4	3	2	2	1			2			1		2	17					1					
Total.....	6	3	3	5	1			4	2	1	1		2	28	25	3			1					
Buena Vista—																								
Males.....	15	22	29	30	21	14	28	30	19	19	14	14	18	273				41	1	17	122			
Females.....	20	26	30	23	23	23	9	18	15	17	21	12	8	245				38	1	1	123			
Total.....	35	48	59	53	44	37	37	48	34	36	35	26	26	518	529	11	1	79	2	18	245			
Egg Harbor—																								
Males.....	18	18	16	19	16	16	15	22	18	24	11	16	10	219				1	14		145	2		
Females.....	18	18	15	14	17	19	16	16	26	12	8	16	13	208				13	1		124	4		
Total.....	36	36	31	33	33	35	31	38	44	36	19	32	23	427	409	18	1	27	1		269	6		
Egg Harbor City—																								
Males.....	10	17	22	26	19	15	20	23	27	18	14	21	11	243				23	40		135		3	
Females.....	27	26	18	23	24	21	21	26	20	24	19	14	16	279				33	59		189	2		
Total.....	37	43	40	49	43	36	41	49	47	42	33	35	27	522	500	22	58	99		13	274	2	3	
Galloway—																								
Males.....	20	28	28	25	35	21	34	24	24	23	19	21	12	314				37			218	1		
Females.....	27	23	45	30	34	24	28	28	26	27	22	13	13	340				46	2		220			
Total.....	47	51	73	55	69	45	62	52	50	50	41	34	25	654	660	6		83	2		438	1		
Hamilton—																								
Males.....	17	14	18	18	24	14	18	17	15	12	15	15	17	214				2	58	3	5	147	2	
Females.....	10	17	23	19	24	10	15	19	16	11	16	15	16	212				1	49		3	166		
Total.....	27	31	41	37	48	24	34	36	31	23	31	30	33	426	465	39	3	107	3	8	308	2		
Hammononton—																								
Males.....	57	37	30	57	32	46	35	47	33	40	33	27	38	511				1	127	3	4	257	2	
Females.....	46	50	44	37	40	40	41	38	33	27	32	23	30	481				3	123	3		243	4	
Total.....	103	87	74	94	72	86	76	85	66	67	64	50	68	992	887	105	4	255	6	4	500	6	2	

Atlantic County School Census, by Cities, Townships and Boroughs—Con.

COUNTIES, TOWNSHIPS AND BOROUGH.		Number of children between 5 and 6 years of age.	Number of children between 6 and 7 years of age.	Number of children between 7 and 8 years of age.	Number of children between 8 and 9 years of age.	Number of children between 9 and 10 years of age.	Number of children between 10 and 11 years of age.	Number of children between 11 and 12 years of age.	Number of children between 12 and 13 years of age.	Number of children between 13 and 14 years of age.	Number of children between 14 and 15 years of age.	Number of children between 15 and 16 years of age.	Number of children between 16 and 17 years of age.	Number of children between 17 and 18 years of age.	Total number of children be- tween 5 and 18 years of age.	Total number of children be- tween 5 and 18 years of age in 1898.	Increase.	Decrease.	Number of children attending private schools.	Number of children attending no school during the year.	Number of children over 10 years of age unable to read.	Number of children under 15 years of age employed in factories, mines or stores.	Number of children unvaccin- ated.	Number of colored children.	Number of children who are deaf-mutes.
ATLANTIC—Con.																									
Linwood—	Males.....	2	7	7	5	8	7	3	7	4	5	9	5	5	74	74				1	11	54			
	Females.....	8	7	5	8	3	6	3	7	8	4	7	4	6	76	76				13	13	52			
	Total.....	10	14	12	13	11	12	6	14	12	9	16	9	11	149	149	9			24	24	106		1	
Longport—	Males.....	1	1	2	1	1	2	2	1	1	1	1	1		14	14				1	1	5			
	Females.....	3	2	2	2	2	2	2	1						10	10				1	1	5			
	Total.....	4	3	4	3	3	4	4	2	2	1	1	1		24	24	1		2			10			
Mullica—	Males.....	6	12	8	10	9	10	7	12	9	7	6	12	4	112	112				13	13	88			
	Females.....	1	16	14	6	14	11	7	11	5	9	7	4	5	110	110				16	16	80			
	Total.....	7	28	22	16	23	21	14	23	14	16	13	16	9	222	222		1		29	29	168			
Pleasantville—	Males.....	21	19	26	28	16	22	22	12	22	19	22	12	13	255	255				55	55	137		21	
	Females.....	18	8	27	27	23	16	18	17	23	16	17	17	10	242	242				24	24	106		2	
	Total.....	40	27	53	55	39	38	40	29	50	35	39	29	23	497	497	20		2	79	79	243		23	
Somers Point—	Males.....	1	2	3	3	3	3	3	2	2		2	4	3	26	26						19			
	Females.....	5	5	5	1	1	4	1	2	2		3	3		34	34						27			
	Total.....	6	7	8	4	4	7	4	4	4	2	5	7	3	60	60	1					46			

ATLANTIC COUNTY.

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South Atlantic City—																			
Males.....	2	1	1	1	1	1	1	1	1	4	1	1	11	1	3	3	3	3	3
Females.....	2	2	1	1	1	3	2	1	1	1	1	1	13	5	2	2	2	2	2
Total.....	2	3	1	1	2	1	3	3	1	5	1	1	24	6	3	5	5	5	5
Weymouth—																			
Males.....	14	14	8	10	23	7	6	10	6	7	3	5	125	17	2	2	87	2	2
Females.....	7	13	10	9	15	7	11	14	12	6	10	8	133	19	2	2	37	3	3
Total.....	21	27	18	19	38	14	17	24	18	13	13	13	258	36	2	2	74	5	5
SUMMARY.																			
Males.....	354	433	412	443	419	366	357	394	355	340	308	278	286	4745	103	814	7	36	1669
Females.....	325	468	448	457	401	363	341	384	380	330	297	288	273	4755	150	728	4	12	1547
Total.....	679	901	860	900	820	729	698	778	735	670	605	566	559	9500	253	1602	16	48	3156

Bergen County School Census, by Cities, Townships and Boroughs.

**COUNTIES, TOWNSHIPS AND
BOROUGHES.**

		Number of children between 5 and 6 years of age.	Number of children between 6 and 7 years of age.	Number of children between 7 and 8 years of age.	Number of children between 8 and 9 years of age.	Number of children between 9 and 10 years of age.	Number of children between 10 and 11 years of age.	Number of children between 11 and 12 years of age.	Number of children between 12 and 13 years of age.	Number of children between 13 and 14 years of age.	Number of children between 14 and 15 years of age.	Number of children between 15 and 16 years of age.	Number of children between 16 and 17 years of age.	Number of children between 17 and 18 years of age.	Total number of children between 5 and 18 years of age.	Total number of children between 5 and 18 years of age in 1898.	Increase.	Decrease.	Number of children attending private schools.	Number of children attending no school during the year.	Number of children over 10 years of age unable to read.	Number of children under 15 years of age employed in factories, mines or stores.	Number of children unvaccinated.	Number of colored children.	Number of children who are deaf-mutes.
BERGEN COUNTY.																									
Albion—																									
Males.....	9	11	8	8	7	6	5	4	3	2	3	4	4	6	78	65	.....	.....	3	21	2	.....	32	8	.....
Females.....	7	7	6	5	5	4	4	3	2	2	3	4	3	3	65	.....	.....	.....	11	.....	.....	.....	26	7	.....
Total.....	16	18	14	13	12	10	9	7	5	4	6	8	7	9	144	135	19	.....	5	32	2	.....	58	10	.....
Bergen—																									
Males.....	8	6	4	6	5	5	4	3	3	3	1	1	2	1	55	41	.....	.....	2	12	1	1	4	.....	.....
Females.....	3	7	.....	4	7	4	2	3	2	2	1	2	2	2	41	.....	.....	.....	1	4	.....	.....	2	.....	.....
Total.....	11	13	4	10	12	9	6	5	5	5	2	3	4	3	96	80	7	.....	3	16	1	1	6	.....	.....
Bergenfield—																									
Males.....	5	9	10	9	8	3	5	12	10	.....	.....	8	6	7	90	.....	.....	.....	6	18	.....	.....	29	5	.....
Females.....	7	7	8	7	9	5	2	8	3	.....	.....	9	6	5	78	.....	.....	.....	5	21	.....	.....	35	3	.....
Total.....	12	16	18	15	17	8	7	17	13	.....	.....	17	12	12	168	161	7	.....	11	39	.....	.....	64	8	.....
Bogota—																									
Males.....	3	10	3	2	4	1	.....	2	1	.....	2	1	1	1	31	26	.....	.....	3	11	.....	.....	13	.....	.....
Females.....	2	1	1	0	5	3	.....	2	.....	.....	1	2	1	2	26	.....	.....	.....	1	6	.....	.....	11	.....	.....
Total.....	5	11	4	2	9	4	.....	4	1	.....	3	3	2	3	57	50	7	.....	4	17	.....	.....	24	.....	.....
Carlsbad—																									
Males.....	36	28	22	23	23	27	34	25	24	.....	29	13	20	23	235	.....	.....	.....	14	90	.....	14	56	.....	.....
Females.....	26	25	23	24	24	20	19	22	21	.....	19	23	17	14	216	.....	.....	.....	10	81	.....	6	41	.....	.....
Total.....	52	53	45	47	47	47	53	47	45	.....	48	36	37	37	451	438	3	.....	28	171	.....	20	97	.....	.....

COUNTIES, TOWNSHIPS AND
BOROUGH.

COUNTIES, TOWNSHIPS AND BOROUGH.		Number of children between 5 and 6 years of age.		Number of children between 6 and 7 years of age.		Number of children between 7 and 8 years of age.		Number of children between 8 and 9 years of age.		Number of children between 9 and 10 years of age.		Number of children between 10 and 11 years of age.		Number of children between 11 and 12 years of age.		Number of children between 12 and 13 years of age.		Number of children between 13 and 14 years of age.		Number of children between 14 and 15 years of age.		Number of children between 15 and 16 years of age.		Number of children between 16 and 17 years of age.		Number of children between 17 and 18 years of age.		Total number of children between 5 and 18 years of age.		Total number of children between 5 and 18 years of age in 1898.		Increase.		Decrease.		Number of children attending private schools.		Number of children attending no school during the year.		Number of children over 10 years of age unable to read.		Number of children under 15 years of age employed in factories, mines or stores.		Number of children unvaccinated.		Number of colored children.		Number of children who are deaf-mutes.																																														
BERGEN—Con.		14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100						
Palmyra—		11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100			
Males		8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
Females		8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
Total		25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100																	
Port Lee—		15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100							
Males		11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100			
Females		11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100			
Total		22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100														
Franklin—		13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100					
Males		11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100			
Females		11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100			
Total		22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100														
Garfield—		13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100					
Males		11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100			
Females		11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100			
Total		22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100														
Heron Rock—		14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29																																																																													

BERGEN COUNTY.

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Harrington—	34	37	42	80	30	31	25	21	26	29	22	21	27	375	16	78	1	69	7
Males.....	33	30	29	27	34	30	23	25	30	28	25	23	20	352	4	70	73	14
Females.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total.....	57	67	71	57	64	61	48	46	56	52	57	44	47	727	732	.....	5	20	148	1	.....	142	21	....
Hasbrouck Heights—	15	14	13	18	7	8	12	7	10	4	9	10	7	134	.....	.....	.....	.....	17	.....	2	13	2	....
Males.....	11	13	9	11	19	17	8	15	8	8	6	11	8	143	.....	.....	.....	1	15	.....	.....	14	2	....
Females.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total.....	26	27	22	29	26	25	20	22	18	12	14	21	15	277	261	16	.....	1	32	.....	2	27	4	....
Hillsdale—	6	10	9	7	10	8	10	8	17	9	7	6	6	113	.....	.....	.....	1	11	2	1	40	.....	.....
Males.....	6	9	10	5	9	9	11	7	7	8	7	11	6	102	.....	.....	.....	.....	10	1	.....	33	.....	.....
Females.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total.....	12	19	19	12	19	17	21	15	24	17	14	17	9	215	215	.....	.....	1	21	3	1	73	.....	.....
Hoboken—	15	25	21	32	24	26	35	31	20	22	25	28	29	331	.....	.....	.....	20	38	.....	.....	24	50	....
Males.....	20	32	24	23	28	29	28	25	31	18	27	20	24	329	.....	.....	.....	17	33	.....	.....	31	59	....
Females.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total.....	35	67	45	55	52	55	53	56	51	40	52	46	53	650	686	.....	36	37	71	.....	.....	55	109	....
Leonia—	9	11	5	6	9	4	8	3	5	5	5	4	5	79	.....	.....	.....	4	16	.....	.....	11	.....	.....
Males.....	6	7	7	3	7	6	7	7	4	4	7	4	5	73	.....	.....	.....	2	15	.....	.....	11	.....	.....
Females.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total.....	15	18	12	9	16	9	15	10	9	9	12	8	10	152	162	.....	10	6	31	.....	.....	22	.....	.....
Little Ferry—	16	19	25	18	12	17	13	9	9	13	13	10	5	179	.....	.....	.....	.....	25	.....	.....	54	.....	.....
Males.....	24	20	23	15	17	21	14	13	13	13	15	13	9	210	.....	.....	.....	.....	42	.....	2	73	.....	.....
Females.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total.....	40	39	46	33	29	38	27	22	22	26	28	23	14	389	341	48	.....	.....	67	.....	2	127	.....	.....
Lodi—	10	9	13	6	9	11	7	9	11	4	5	9	6	107	.....	.....	.....	.....	21	5	2	37	3	....
Males.....	8	10	8	5	8	11	9	4	4	4	7	4	2	84	.....	.....	.....	.....	23	2	4	31	3	....
Females.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total.....	18	19	21	11	17	22	16	13	15	8	10	13	8	191	170	21	.....	.....	54	7	6	68	6	....
Lodi Borough—	19	25	25	30	28	19	31	20	17	26	15	14	15	284	.....	.....	.....	7	64	2	6	41	5	....
Males.....	21	26	29	29	18	18	16	17	17	25	21	13	22	272	.....	.....	.....	1	77	3	5	36	12	....
Females.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total.....	40	51	54	59	46	37	47	37	34	51	36	27	37	556	501	55	.....	8	141	6	11	77	17	....

APPENDIX TO SCHOOL REPORT.

[illegible]

North Arlington—	Males.....	2	5	2	3	3	4	7	4	3	2	2	2	38	.....	7	.....	6	.....
	Females.....	2	3	3	2	3	5	3	2	3	7	5	3	43	.....	14	.....	9	.....
	Total.....	2	5	8	4	6	8	7	9	6	5	9	7	81	93	21	.....	15	.....
Old Tappan—	Males.....	2	3	5	5	4	5	3	5	5	1	1	2	41	.....	12	.....	11	.....
	Females.....	1	1	5	2	5	2	3	4	2	.....	4	7	36	.....	1	14	14	.....
	Total.....	3	4	8	7	9	7	5	8	9	3	1	6	77	79	26	.....	25	.....
Orvil—	Males.....	7	16	14	12	8	12	11	13	13	7	9	10	4	186	.....	3	23	3	.....
	Females.....	10	15	9	7	10	11	8	9	10	5	8	6	10	118	.....	5	23	1	.....
	Total.....	17	31	23	19	18	23	19	22	23	12	17	16	14	254	214	40	45	4	.....
																			
Overpeck—	Males.....	19	19	31	20	24	20	21	17	16	13	21	16	13	540	.....	9	41	.....	.....
	Females.....	24	22	21	37	23	22	18	15	17	18	13	14	12	289	.....	2	39	.....	.....
	Total.....	43	41	52	57	46	42	39	35	33	31	34	30	24	508	513	5	80	.....	.....
																			
Pallades—	Males.....	9	13	6	10	8	10	9	13	4	8	6	5	7	107	.....	2	25	.....	.....
	Females.....	13	6	8	8	8	13	6	11	8	4	7	3	2	96	.....	1	24	2	.....
	Total.....	22	18	14	18	16	23	15	24	12	13	13	8	9	203	185	3	50	2	.....
																			
Pallades Park—	Males.....	8	5	7	6	8	7	6	4	6	4	1	6	2	70	.....	3	11	.....	.....
	Females.....	5	7	7	7	7	7	2	12	1	5	2	3	4	69	.....	1	11	.....	.....
	Total.....	13	12	14	13	15	14	8	16	7	9	3	9	6	139	139	4	22	.....	.....
																			
Park Ridge—	Males.....	12	5	8	8	7	7	6	13	10	7	7	1	8	97	.....	.....	26	.....	.....
	Females.....	7	5	8	14	7	10	6	10	12	8	7	11	10	119	.....	.....	21	.....	.....
	Total.....	19	14	16	22	14	17	12	23	22	15	14	13	18	217	215	2	47	.....	.....
																			
Ridgefield—	Males.....	7	18	10	14	11	14	9	10	10	10	7	2	4	138	.....	5	15	.....	.....
	Females.....	10	16	10	19	10	12	4	17	7	13	2	13	2	185	.....	6	20	.....	.....
	Total.....	17	35	20	29	21	26	13	27	17	25	14	16	6	356	434	11	35	.....	.....
																			

Bergen County School Census, by Cities, Townships and Boroughs—Con.

COUNTIES, TOWNSHIPS AND BOROUGH.		Number of children between 5 and 6 years of age.	Number of children between 6 and 7 years of age.	Number of children between 7 and 8 years of age.	Number of children between 8 and 9 years of age.	Number of children between 9 and 10 years of age.	Number of children between 10 and 11 years of age.	Number of children between 11 and 12 years of age.	Number of children between 12 and 13 years of age.	Number of children between 13 and 14 years of age.	Number of children between 14 and 15 years of age.	Number of children between 15 and 16 years of age.	Number of children between 16 and 17 years of age.	Number of children between 17 and 18 years of age.	Total number of children be- tween 5 and 18 years of age.	Total number of children be- tween 5 and 18 years of age in 1898.	Increase.	Decrease.	Number of children attending private schools.	Number of children attending no school during the year.	Number of children over 10 years of age unable to read.	Number of children under 15 years of age employed in factories, mines or stores.	Number of children unvaccin- ated.	Number of colored children.	Number of children who are deaf-mutes.
BERGEN—Con.																									
Ridgefield Borough—																									
Males.....	8	3	9	6	7	7	5	6	6	7	6	5	4	5	73	.....	.....	.....	3	16	.....	.....	.....	.....	.....
Females.....	6	5	3	5	3	5	4	6	5	3	8	1	1	3	53	.....	.....	.....	13	.....	.....	.....	.....	.....	.....
Total.....	9	8	12	11	10	12	9	12	10	14	6	6	5	8	126	.....	.....	13	.....	29	.....	.....	.....	.....	.....
Ridgewood—																									
Males.....	29	27	29	27	24	25	17	24	18	11	19	25	15	15	290	.....	.....	.....	16	73	.....	.....	.....	.....	.....
Females.....	33	21	23	21	23	20	23	19	23	25	28	20	16	16	305	.....	.....	.....	12	69	.....	.....	.....	.....	.....
Total.....	62	48	52	48	47	45	40	43	41	36	47	45	31	31	595	.....	.....	14	.....	141	.....	.....	.....	.....	.....
Riverdale—																									
Males.....	8	7	9	6	7	9	10	4	4	4	4	3	2	2	75	.....	.....	.....	.....	19	.....	.....	.....	.....	.....
Females.....	5	5	4	4	4	4	3	2	2	5	2	11	1	4	54	.....	.....	.....	.....	25	.....	.....	.....	.....	.....
Total.....	13	12	13	10	11	13	13	6	9	6	6	14	3	6	129	.....	.....	.....	.....	44	.....	.....	.....	.....	.....
Rutherford—																									
Males.....	46	49	50	50	48	37	42	40	35	48	28	38	24	24	536	.....	.....	.....	.....	79	.....	.....	.....	.....	.....
Females.....	47	46	49	41	50	44	39	39	41	50	33	29	29	29	537	.....	.....	.....	.....	84	.....	.....	.....	.....	.....
Total.....	93	95	99	91	98	81	81	79	77	98	61	67	53	53	1073	.....	.....	.....	.....	163	.....	.....	.....	.....	.....
Saddle River—																									
Males.....	21	26	32	30	17	19	20	19	15	18	14	16	13	13	259	.....	.....	.....	.....	59	.....	.....	.....	.....	.....
Females.....	27	25	20	20	20	26	11	12	15	22	11	19	12	12	240	.....	.....	.....	.....	73	.....	.....	.....	.....	.....
Total.....	48	50	52	50	37	45	31	31	30	40	25	35	25	25	499	.....	.....	.....	.....	132	.....	.....	.....	.....	.....

APPENDIX TO SCHOOL REPORT.

Bergen County School Census, by Cities, Townships and Boroughs—Con.

COUNTIES, TOWNSHIPS AND BOROUGH.		Number of children between 5 and 6 years of age.	Number of children between 6 and 7 years of age.	Number of children between 7 and 8 years of age.	Number of children between 8 and 9 years of age.	Number of children between 9 and 10 years of age.	Number of children between 10 and 11 years of age.	Number of children between 11 and 12 years of age.	Number of children between 12 and 13 years of age.	Number of children between 13 and 14 years of age.	Number of children between 14 and 15 years of age.	Number of children between 15 and 16 years of age.	Number of children between 16 and 17 years of age.	Number of children between 17 and 18 years of age.	Total number of children be- tween 5 and 18 years of age.	Total number of children be- tween 5 and 18 years of age in 1898.	Increase.	Decrease.	Number of children attending private schools.	Number of children attending no school during the year.	Number of children over 10 years of age unable to read.	Number of children under 15 years of age employed in factories, mines or stores.	Number of children unvaccin- ated.	Number of colored children.	Number of children who are deaf-mutes.
BERGEN—Con.																									
Westwood—																									
Males.....	12	7	8	13	6	12	6	8	4	6	11	9	5	7	85	104	.....	.....	.....	22	.....	.....	.....	31	1
Females.....	6	6	14	10	7	4	7	6	6	4	8	8	6	7	63	104	.....	.....	.....	17	.....	.....	.....	28	8
Total.....	17	13	22	23	13	16	13	14	10	10	16	17	11	14	199	194	5	.....	.....	40	.....	.....	.....	61	9
Woodcliff—																									
Males.....	6	3	10	5	2	1	2	2	5	3	3	4	3	5	40	.....	.....	.....	.....	2	.....	.....	.....	13	4
Females.....	3	1	7	4	5	5	6	2	5	5	5	4	3	1	53	.....	.....	.....	.....	1	.....	.....	.....	17	11
Total.....	11	4	17	9	7	6	9	2	10	8	8	8	6	6	103	75	27	.....	.....	3	.....	.....	.....	29	15
Woodbridge—																									
Males.....	2	9	9	5	5	4	5	4	3	3	6	1	5	4	51	.....	.....	.....	.....	17	.....	.....	.....	1	1
Females.....	2	7	3	3	9	9	8	8	3	5	5	5	3	7	39	.....	.....	.....	.....	23	.....	.....	.....	1	1
Total.....	10	15	12	14	14	13	13	12	11	11	11	6	9	11	151	144	7	.....	.....	40	.....	.....	.....	2	2
SUMMARY.																									
Males.....	758	917	891	848	777	780	705	678	652	637	686	671	628	625	9806	.....	.....	.....	.....	1991	23	81	1982	285	4
Females.....	807	845	836	833	783	811	680	705	688	673	686	679	647	547	9389	.....	.....	.....	.....	1821	18	76	2078	309	6
Total.....	1565	1762	1727	1680	1560	1571	1385	1383	1340	1310	1372	1350	1273	1072	19195	18028	687	.....	.....	3812	50	157	4057	594	10

Burlington County School Census, by Cities, Townships and Boroughs.

COUNTIES, TOWNSHIPS AND BOROUGHES.		Number of children between 5 and 6 years of age.	Number of children between 6 and 7 years of age.	Number of children between 7 and 8 years of age.	Number of children between 8 and 9 years of age.	Number of children between 9 and 10 years of age.	Number of children between 10 and 11 years of age.	Number of children between 11 and 12 years of age.	Number of children between 12 and 13 years of age.	Number of children between 13 and 14 years of age.	Number of children between 14 and 15 years of age.	Number of children between 15 and 16 years of age.	Number of children between 16 and 17 years of age.	Number of children between 17 and 18 years of age.	Total number of children between 5 and 18 years of age.	Total number of children between 5 and 18 years of age in 1898.	Increase.	Decrease.	Number of children attending private schools.	Number of children attending no school during the year.	Number of children over 10 years of age unable to read.	Number of children under 16 years of age employed in factories, mines or stores.	Number of children unvaccin- ated.	Number of colored children.	Number of children who are deaf-mutes.	
BURLINGTON COUNTY.																										
Beas River—		13	8	7	11	13	8	11	13	5	6	9	15	10	130	130	7	116	1
Males.....	7	16	12	7	8	8	5	11	11	7	11	11	6	16	128	.....	.....	.....	12	.....	.....	.....	106	.....	1
Females.....	20	23	19	18	21	17	17	16	24	12	17	20	21	26	268	231	22	.....	.....	19	.....	.....	221	.....	1
Total.....																										
Beverly—		17	18	16	16	12	16	12	16	14	14	14	16	12	192	192	29	54	6	62	1
Males.....	16	7	17	19	16	17	8	11	10	13	13	8	9	11	161	.....	.....	.....	22	26	.....	.....	63	.....	.....
Females.....	32	25	32	35	26	33	20	27	24	27	27	22	25	23	353	376	23	.....	61	79	.....	6	116	.....	1
Total.....																										
Beverly City—		19	23	8	14	19	21	27	13	15	10	19	24	17	231	231	37	57	1	15	6
Males.....	11	10	18	24	17	17	22	16	18	22	22	11	11	19	216	.....	.....	.....	40	29	.....	.....	20	.....	18
Females.....	30	33	26	38	36	38	49	31	33	33	33	30	35	36	447	441	6	.....	77	86	.....	1	35	.....	20
Total.....																										
Bordentown—		1	4	8	7	5	5	4	4	5	2	5	8	1	69	69	8	11	17	4
Males.....	5	10	.....	4	4	2	9	5	5	5	4	2	5	.....	65	.....	.....	.....	6	12	.....	.....	18	.....	1
Females.....	6	14	8	11	9	7	13	9	10	6	6	7	13	1	114	112	2	.....	14	23	.....	.....	35	.....	1
Total.....																										
Bordentown City—		31	35	46	36	32	35	30	32	32	51	33	40	36	460	460	123	107	4	79	1
Males.....	29	37	38	30	35	34	30	27	26	40	35	35	21	19	444	.....	.....	.....	109	101	.....	5	76	.....	.....
Females.....	60	72	84	66	63	63	73	69	68	91	68	61	55	55	504	576	28	.....	232	208	3	9	157	.....	1
Total.....																										

BURLINGTON COUNTY.

Burlington County School Census, by Cities, Townships and Boroughs—Con.

**COUNTIES, TOWNSHIPS AND
BOROUGH.**

COUNTIES, TOWNSHIPS AND BOROUGH.		Number of children between 5 and 6 years of age.	Number of children between 6 and 7 years of age.	Number of children between 7 and 8 years of age.	Number of children between 8 and 9 years of age.	Number of children between 9 and 10 years of age.	Number of children between 10 and 11 years of age.	Number of children between 11 and 12 years of age.	Number of children between 12 and 13 years of age.	Number of children between 13 and 14 years of age.	Number of children between 14 and 15 years of age.	Number of children between 15 and 16 years of age.	Number of children between 16 and 17 years of age.	Number of children between 17 and 18 years of age.	Total number of children be- tween 5 and 18 years of age.	Total number of children be- tween 5 and 18 years of age in 1898.	Increase.	Decrease.	Number of children attending private schools.	Number of children attending no school during the year.	Number of children over 10 years of age unable to read.	Number of children under 15 years of age employed in factories, mines or stores.	Number of children unvaccin- ated.	Number of colored children.	Number of children who are deaf-mutes.	
BURLINGTON—Con. 1																										
Burlington— Males..... Females..... Total.....		10 7 17	9 8 17	11 11 22	3 13 16	9 12 21	16 6 22	11 5 16	9 8 17	4 6 10	8 7 15	7 7 14	7 7 14	9 4 13	113 101 214	..... ..... .....	..... ..... .....	..... ..... 29	..... ..... 6	13 15 28	2 3 5	..... ..... .....	72 66 137	6 6	..... ..... 1	
	Burlington City— Males..... Females..... Total.....		61 75 136	79 77 156	75 67 142	67 76 143	57 63 119	75 68 143	68 65 133	72 79 151	62 67 129	63 56 119	70 64 134	54 54 108	52 46 99	585 536 1711	..... ..... 1608	..... ..... 103	..... ..... .....	..... ..... 337	149 184 361	177 184 361	..... 1 1	401 419 820	82 83 165	1 1
		Chester— Males..... Females..... Total.....		43 38 81	33 40 73	41 21 62	39 48 87	22 40 72	26 20 75	25 39 74	20 28 72	20 26 56	22 25 67	24 34 58	21 24 56	27 35 62	427 462 889	..... ..... 906	..... ..... 17	..... ..... .....	71 76 147	55 60 115	..... ..... .....	75 67 142	29 45 74	...............
Chesterfield— Males..... Females..... Total.....				14 15 29	9 11 20	5 9 14	10 8 18	10 7 17	12 10 22	11 14 25	13 11 24	9 12 21	15 10 25	14 2 16	10 11 21	6 16 22	138 136 274	..... ..... 270	..... ..... 4	..... ..... .....	10 11 21	4 14 18	..... 3	69 66 125	4 5 9	...............
	Cinnaminson— Males..... Females..... Total.....			11 14 25	10 12 22	15 12 24	12 9 20	17 9 26	7 9 16	12 9 25	13 7 24	8 10 21	15 15 25	9 10 19	10 7 17	6 5 11	145 119 264 268 4	6 10 16	27 23 60	1 1	36 16 42	24 23 47

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Burlington County School Census, by Cities, Townships and Boroughs—Con.

COUNTIES, TOWNSHIPS AND BOROUGHES.		Number of children between 5 and 6 years of age.	Number of children between 6 and 7 years of age.	Number of children between 7 and 8 years of age.	Number of children between 8 and 9 years of age.	Number of children between 9 and 10 years of age.	Number of children between 10 and 11 years of age.	Number of children between 11 and 12 years of age.	Number of children between 12 and 13 years of age.	Number of children between 13 and 14 years of age.	Number of children between 14 and 15 years of age.	Number of children between 15 and 16 years of age.	Number of children between 16 and 17 years of age.	Number of children between 17 and 18 years of age.	Total number of children be- tween 5 and 18 years of age.	Total number of children be- tween 5 and 18 years of age in 1898.	Increase.	Decrease.	Number of children attending private schools.	Number of children attending no school during the year.	Number of children over 10 years of age unable to read.	Number of children under 16 years of age employed in factories, mines or stores.	Number of children unvaccin- ated.	Number of colored children.	Number of children who are deaf-mutes.
BURLINGTON—Con.																									
Mount Laurel—																									
Males.....	19	22	16	18	19	13	15	19	13	16	16	12	12	10	204	.....	.....	.....	17	8	.....	.....	90	34	.....
Females.....	22	20	20	14	14	14	20	15	19	17	17	8	10	13	200	.....	.....	.....	11	9	1	.....	92	38	1
Total.....	41	42	36	32	33	27	35	34	32	33	33	16	22	23	404	404	.....	.....	28	17	1	.....	182	72	1
New Hanover—																									
Males.....	18	23	9	20	16	13	17	18	22	15	15	16	14	14	212	.....	.....	.....	2	21	5	.....	172	15	.....
Females.....	17	14	18	17	19	19	17	16	12	13	20	14	17	9	209	.....	.....	.....	3	17	1	.....	174	15	1
Total.....	35	36	27	37	35	31	34	34	34	28	35	30	31	23	422	443	.....	36	9	6	.....	346	30	1	
Northampton—																									
Males.....	48	63	53	46	42	55	46	32	42	52	44	44	45	47	616	.....	.....	.....	33	150	1	1	128	57	2
Females.....	43	60	42	63	57	37	40	41	45	50	47	47	46	42	616	.....	.....	.....	29	145	.....	1	142	86	.....
Total.....	91	123	95	109	100	92	86	73	87	102	91	91	91	89	1232	1156	87	.....	62	295	1	2	270	98	2
Palmyra—																									
Males.....	20	14	36	19	35	25	29	20	21	23	17	17	19	21	299	.....	.....	.....	10	42	.....	2	48	2	.....
Females.....	21	35	25	28	30	24	18	24	25	18	30	30	21	28	328	.....	.....	.....	8	50	.....	.....	69	5	.....
Total.....	41	50	61	47	65	49	47	44	46	41	47	47	40	49	626	624	31	.....	18	92	.....	2	107	7	.....
Pemberton—																									
Males.....	19	22	23	29	31	26	27	24	17	25	24	24	31	18	316	.....	.....	.....	3	22	9	1	287	2	.....
Females.....	17	24	24	14	26	16	24	23	21	23	23	24	20	19	274	5	16	6	253	1
Total.....	36	46	47	43	57	41	51	47	38	48	47	48	51	37	590	616	26	8	38	15	1	540	3

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Camden County School Census, by Cities, Townships and Boroughs.

COUNTIES, TOWNSHIPS AND BOROUGHs.		Number of children between 5 and 6 years of age.	Number of children between 6 and 7 years of age.	Number of children between 7 and 8 years of age.	Number of children between 8 and 9 years of age.	Number of children between 9 and 10 years of age.	Number of children between 10 and 11 years of age.	Number of children between 11 and 12 years of age.	Number of children between 12 and 13 years of age.	Number of children between 13 and 14 years of age.	Number of children between 14 and 15 years of age.	Number of children between 15 and 16 years of age.	Number of children between 16 and 17 years of age.	Number of children between 17 and 18 years of age.	Total number of children be- tween 5 and 18 years of age.	Total number of children be- tween 5 and 18 years of age in 1898.	Increase.	Decrease.	Number of children attending private schools.	Number of children attending no school during the year.	Number of children over 10 years of age unable to read.	Number of children under 15 years of age employed in factories, mines or stores.	Number of children unvaccin- ated.	Number of colored children.	Number of children who are deaf-mutes.
CAMDEN COUNTY.																									
Camden City--1st Ward--		40	67	71	67	70	76	63	65	66	71	66	61	73	834	834	.....	.....	74	228	8	19	277	3	.....
Males.....		40	74	76	73	63	67	63	60	66	55	57	68	49	850	850	.....	.....	64	216	2	10	257	2	.....
Females.....		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total.....		80	141	146	140	133	142	116	145	132	126	112	129	122	1684	1684	.....	.....	138	444	6	29	534	5	.....
2d Ward--		1	56	48	44	58	52	49	47	38	37	39	22	36	521	521	.....	.....	10	.....	2	5	13	1	.....
Males.....		2	56	57	43	68	55	42	45	45	43	30	32	31	540	540	.....	.....	8	8	8	8	20	2	.....
Females.....		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total.....		3	112	106	87	116	107	91	92	84	80	69	54	61	1061	1061	.....	.....	18	8	10	13	32	3	.....
3d Ward--		31	89	47	41	41	37	39	22	27	37	28	21	24	431	431	.....	.....	31	127	1	17	236	18	.....
Males.....		43	36	37	42	26	37	25	29	31	34	36	25	29	441	441	.....	.....	30	136	1	12	155	18	.....
Females.....		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total.....		74	76	84	83	67	74	65	61	58	71	64	46	53	872	872	.....	.....	61	263	2	29	391	43	.....
4th Ward--		47	60	43	44	44	60	39	37	39	33	32	29	30	526	526	.....	.....	6	142	5	24	116	13	1
Males.....		49	62	56	52	55	40	43	44	45	33	30	24	24	557	557	.....	.....	10	119	.....	11	138	12	.....
Females.....		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total.....		96	122	99	96	99	90	82	81	84	65	62	53	54	1083	1083	.....	.....	16	261	5	35	254	25	2
5th Ward--		109	86	103	88	91	81	79	78	76	61	68	68	65	1061	1061	.....	.....	15	412	2	27	420	76	.....
Males.....		91	77	92	78	85	85	83	87	83	81	76	76	64	1027	1027	.....	.....	9	423	1	25	397	78	.....
Females.....		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total.....		200	183	195	166	176	166	161	165	159	142	144	143	129	2076	2076	.....	.....	24	825	3	52	817	154	.....

Camden County School Census, by Cities, Townships and Boroughs—Con.

COUNTIES, TOWNSHIPS AND BOROUGHES.																		
		Number of children between 5 and 6 years of age.																
		Number of children between 6 and 7 years of age.																
		Number of children between 7 and 8 years of age.																
		Number of children between 8 and 9 years of age.																
		Number of children between 9 and 10 years of age.																
		Number of children between 10 and 11 years of age.																
		Number of children between 11 and 12 years of age.																
		Number of children between 12 and 13 years of age.																
		Number of children between 13 and 14 years of age.																
		Number of children between 14 and 15 years of age.																
		Number of children between 15 and 16 years of age.																
		Number of children between 16 and 17 years of age.																
		Number of children between 17 and 18 years of age.																
		Total number of children between 5 and 18 years of age.																
		Total number of children between 5 and 18 years of age in 1898.																
		Increase.																
		Decrease.																
		Number of children attending private schools.																
		Number of children attending no school during the year.																
		Number of children over 10 years of age unable to read.																
		Number of children under 15 years of age employed in factories, mines or stores.																
		Number of children unvaccinated.																
		Number of colored children.																
		Number of children who are deaf-mutes.																
CAMDEN—Con.																		
6th Ward—																		
Males.....	89	63	71	70	70	65	81	69	69	66	69	815	.....	.....	.....	.....	.....	.....
Females.....	93	63	75	69	62	66	79	46	78	60	68	886	.....	.....	.....	.....	.....	.....
Total.....	176	126	146	139	132	131	150	105	137	116	138	1651	.....	.....	.....	.....	.....	.....
7th Ward—																		
Males.....	143	96	86	106	90	94	86	78	75	73	66	1123	.....	.....	.....	.....	.....	.....
Females.....	130	109	90	81	76	80	73	73	64	66	70	1037	.....	.....	.....	.....	.....	.....
Total.....	273	205	176	189	166	174	159	143	139	139	136	2160	.....	.....	.....	.....	.....	.....
8th Ward—																		
Males.....	132	102	89	102	91	70	76	73	85	86	71	1132	.....	.....	.....	.....	.....	.....
Females.....	109	106	89	106	102	104	88	100	75	80	64	1166	.....	.....	.....	.....	.....	.....
Total.....	241	208	178	207	193	174	164	173	160	166	135	2298	.....	.....	.....	.....	.....	.....
9th Ward—																		
Males.....	87	38	49	49	41	62	46	37	29	27	26	608	.....	.....	.....	.....	.....	.....
Females.....	49	49	53	44	38	36	42	54	69	46	34	601	.....	.....	.....	.....	.....	.....
Total.....	86	87	102	93	79	97	87	101	98	83	60	1109	.....	.....	.....	.....	.....	.....
10th Ward—																		
Males.....	43	43	43	43	49	60	46	46	47	35	32	631	.....	.....	.....	.....	.....	.....
Females.....	42	42	67	40	46	47	43	41	41	33	33	666
Total.....	85	85	115	83	95	97	89	87	86	68	65	1297

CAMDEN COUNTY.

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Camden County School Census, by Cities, Townships and Boroughs—Con.

COUNTIES, TOWNSHIPS AND
BOROUGHES.

CAMDEN—Con.		Number of children between 5 and 6 years of age.	Number of children between 6 and 7 years of age.	Number of children between 7 and 8 years of age.	Number of children between 8 and 9 years of age.	Number of children between 9 and 10 years of age.	Number of children between 10 and 11 years of age.	Number of children between 11 and 12 years of age.	Number of children between 12 and 13 years of age.	Number of children between 13 and 14 years of age.	Number of children between 14 and 15 years of age.	Number of children between 15 and 16 years of age.	Number of children between 16 and 17 years of age.	Number of children between 17 and 18 years of age.	Total number of children between 5 and 18 years of age.	Total number of children between 5 and 18 years of age in 1898.	Increase.	Decrease.	Number of children attending private schools.	Number of children attending no school during the year.	Number of children over 10 years of age unable to read.	Number of children under 15 years of age employed in factories, mines or stores.	Number of children unvaccinated.	Number of colored children.	Number of children who are deaf-mutes.
2d Ward—	Males.....	59	55	43	51	60	47	40	41	29	48	39	28	54	579	.....	.....	.....	96	158	3	4	126	.....	.....
	Females.....	41	46	36	52	42	43	41	41	28	34	34	29	59	528	.....	.....	.....	83	185	3	3	127	.....	.....
Total.....		100	100	79	103	92	90	81	82	57	77	73	57	113	1107	.....	.....	.....	179	313	6	7	253	.....	.....
Total for City—	Males.....	99	81	68	76	68	83	57	71	47	83	68	56	85	923	.....	.....	.....	171	293	4	10	314	.....	.....
	Females.....	69	74	73	82	67	68	67	64	45	67	67	49	85	877	.....	.....	.....	135	211	3	17	229	.....	.....
Total.....		168	155	136	158	130	160	124	135	92	149	135	105	170	1800	.....	.....	.....	306	497	7	27	443	.....	.....
Haddon—	Males.....	17	32	30	30	38	26	24	37	27	24	23	27	15	349	.....	.....	.....	7	64	.....	1	119	.....	.....
	Females.....	24	42	28	41	34	26	27	27	25	15	24	18	22	366	.....	.....	.....	7	70	.....	.....	127	.....	.....
Total.....		41	74	58	71	72	62	51	64	52	39	46	45	37	705	.....	.....	.....	14	134	.....	1	246	.....	.....
Haddonfield—	Males.....	22	26	23	25	17	21	22	26	21	25	15	18	15	279	.....	.....	.....	20	55	.....	.....	80	.....	.....
	Females.....	18	18	18	24	24	23	15	27	25	16	16	20	16	280	.....	.....	.....	26	29	.....	.....	71	.....	.....
Total.....		40	44	41	52	41	44	37	53	46	41	31	38	31	559	.....	.....	.....	46	84	.....	.....	151	.....	.....
Mottenville—	Males.....	11	18	15	3	9	17	11	12	14	8	11	9	7	145	.....	.....	.....	7	8	.....	.....	14	.....	.....
	Females.....	9	11	19	19	17	17	12	5	6	10	7	9	9	160	.....	.....	.....	11	10	.....	.....	11	.....	.....
Total.....		20	29	34	22	26	34	23	17	20	18	18	18	16	295	.....	.....	.....	18	18	.....	.....	25	.....	.....

* Town of Stockton included in Camden census this year.

Cape May County School Census, by Cities, Townships and Boroughs.

**COUNTIES, TOWNSHIPS AND
BOROUGHES.**

COUNTIES, TOWNSHIPS AND BOROUGH.		Number of children between 5 and 6 years of age.	Number of children between 6 and 7 years of age.	Number of children between 7 and 8 years of age.	Number of children between 8 and 9 years of age.	Number of children between 9 and 10 years of age.	Number of children between 10 and 11 years of age.	Number of children between 11 and 12 years of age.	Number of children between 12 and 13 years of age.	Number of children between 13 and 14 years of age.	Number of children between 14 and 15 years of age.	Number of children between 15 and 16 years of age.	Number of children between 16 and 17 years of age.	Number of children between 17 and 18 years of age.	Total number of children be- tween 5 and 18 years of age.	Total number of children be- tween 5 and 18 years of age in 1898.	Increase.	Decrease.	Number of children attending private schools.	Number of children attending no school during the year.	Number of children over 10 years of age unable to read.	Number of children under 15 years of age employed in factories, mines or stores.	Number of children unvaccin- ated.	Number of colored children.	Number of children who are deaf-mutes.	
CAPE MAY COUNTY.		2	2	3	3	5	1	2	3	2	2	3	3	1	1	32	17	46	3	19	31	19
Amegess—		.....	.....	3	1	1	1	3	2	.....	.....	3	1	2	17	.....	.....	.....	.....	.....	.....	.....	12	.....	.....
Females.....		2	2	6	4	3	6	2	6	4	2	6	4	8	49	46	3	.....	.....	.....	.....	.....	.....	.....	.....
Total.....		2	2	6	4	3	6	2	6	4	2	6	4	8	49	46	3	.....	.....	.....	.....	.....	.....	.....	.....
Avilion—		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Males.....		1	1	1	1	1	1	1	1	1	.....	.....	1	6	.....	.....	.....	.....	.....	.....	.....	.....	5	10	5
Females.....		.....	1	1	4	1	1	.....	.....	.....	.....	.....	.....	12	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total.....		1	1	2	5	1	2	1	1	2	.....	.....	.....	1	18	16	3	.....	.....	.....	.....	.....	15	.....	.....
Cape May City—		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Males.....		17	22	16	13	13	22	17	19	14	10	14	17	37	231	.....	.....	.....	.....	15	47	.....	1	137	45
Females.....		17	23	16	26	19	14	19	30	20	20	16	16	30	256	.....	.....	.....	.....	13	56	.....	1	160	60
Total.....		34	45	32	39	32	36	36	49	34	30	30	33	67	497	506	.....	9	.....	28	102	.....	2	297	105
Dennis—		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Males.....		41	38	26	26	31	30	18	25	38	38	33	29	27	410	.....	.....	.....	.....	70	9	1	10	175	.....
Females.....		28	33	35	28	46	27	29	38	23	27	29	25	24	359	.....	.....	.....	.....	33	8	3	8	190	.....
Total.....		69	71	61	54	77	57	44	73	61	65	62	54	51	769	770	29	.....	103	17	4	13	365	.....	.....
Holly Beach—		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Males.....		6	3	4	3	6	8	1	4	3	2	.....	7	2	48	.....	.....	.....	.....	5	.....	.....	34	6	1
Females.....		6	5	6	4	6	9	6	6	5	3	.....	2	1	61	.....	.....	.....	.....	.....	.....	.....	41	2	.....
Total.....		11	8	10	7	11	17	7	10	8	5	.....	9	3	109	99	10	.....	.....	8	.....	.....	75	8	1

Cumberland County School Census, by Cities, Townships and Boroughs.

COUNTIES, TOWNSHIPS AND BOROUGHES.		Number of children between 5 and 6 years of age.	Number of children between 6 and 7 years of age.	Number of children between 7 and 8 years of age.	Number of children between 8 and 9 years of age.	Number of children between 9 and 10 years of age.	Number of children between 10 and 11 years of age.	Number of children between 11 and 12 years of age.	Number of children between 12 and 13 years of age.	Number of children between 13 and 14 years of age.	Number of children between 14 and 15 years of age.	Number of children between 15 and 16 years of age.	Number of children between 16 and 17 years of age.	Number of children between 17 and 18 years of age.	Total number of children be- tween 5 and 18 years of age.	Total number of children be- tween 5 and 18 years of age in 1898.	Increase.	Decrease.	Number of children attending private schools.	Number of children attending no school during the year.	Number of children over 10 years of age unable to read.	Number of children under 15 years of age employed in factories, mines or stores.	Number of children unvaccin- ated.	Number of colored children.	Number of children who are deaf-mutes.
CUMBERLAND COUNTY.																									
Bridgeton—1st Ward—																									
Males.....	89	41	29	53	38	28	34	30	41	44	43	39	42	43	43	43			5	162	3	34	325	1	
Females.....	29	40	25	37	32	35	46	40	32	40	35	33	27	27	451	126			6	126	2	4	289	1	
Total.....	68	81	54	72	70	63	80	70	73	84	78	74	69	70	234	259			11	288	5	38	614	1	
2d Ward—																									
Males.....	31	38	43	23	33	21	25	31	33	25	23	32	33	33	434	328			5	84	7	9	255	44	
Females.....	19	28	29	29	23	23	24	29	28	22	23	21	21	21	328	230			3	62	6	.....	230	42	
Total.....	50	56	72	52	56	45	57	59	63	47	45	53	54	54	712	558			10	146	13	9	515	86	
3d Ward—																									
Males.....	32	40	46	35	29	25	16	44	26	26	33	29	24	24	403	399			13	59	1	14	277	40	
Females.....	25	39	35	27	31	30	25	29	31	31	25	30	23	23	359	271			27	75	2	2	244	45	
Total.....	57	69	79	70	60	55	42	73	57	57	61	59	53	53	762	670			40	134	3	16	521	85	
4th Ward—																									
Males.....	30	35	37	30	23	25	22	28	31	29	19	30	24	24	354	306			3	59	.....	20	218	6	
Females.....	31	23	27	18	32	33	21	29	30	30	24	31	31	31	306	230			8	77	.....	.....	218	10	
Total.....	61	58	64	48	55	58	43	57	61	59	43	61	55	55	730	536			11	136	.....	20	436	16	
Total for City—																									
Males.....	132	144	155	131	123	106	100	133	131	134	116	130	123	123	1634	1534			26	432	11	77	1105	90	
Females.....	114	128	114	121	120	132	132	136	123	123	105	117	105	105	1341	1234			46	340	10	6	951	101	
Total.....	246	270	269	252	243	232	232	259	254	257	225	247	228	228	3175	2768			72	772	21	83	2056	191	

Cumberland County School Census, by Cities, Townships and Boroughs—Con.

COUNTIES, TOWNSHIPS AND BOROUGH.		Number of children between 5 and 6 years of age.	Number of children between 6 and 7 years of age.	Number of children between 7 and 8 years of age.	Number of children between 8 and 9 years of age.	Number of children between 9 and 10 years of age.	Number of children between 10 and 11 years of age.	Number of children between 11 and 12 years of age.	Number of children between 12 and 13 years of age.	Number of children between 13 and 14 years of age.	Number of children between 14 and 15 years of age.	Number of children between 15 and 16 years of age.	Number of children between 16 and 17 years of age.	Number of children between 17 and 18 years of age.	Total number of children be- tween 5 and 18 years of age.	Total number of children be- tween 5 and 18 years of age in 1898.	Increase.	Decrease.	Number of children attending private schools.	Number of children attending no school during the year.	Number of children over 10 years of age unable to read.	Number of children under 15 years of age employed in factories, mines or stores.	Number of children unvaccin- ated.	Number of colored children.	Number of children who are deaf-mutes.
CUMBERLAND—Con.																									
Maurice River—																									
Males.....	15	22	20	15	25	21	23	20	31	21	22	16	15	21	273	261	.....	.....	5	53	4	66	418	3	.....
Females.....	20	18	23	19	16	19	14	26	12	26	16	19	19	23	251	251	.....	.....	13	64	1	7	361	1	.....
Total.....	35	40	43	35	42	40	36	46	43	47	38	35	35	44	524	512	.....	31	107	5	.....	433	4	.....
Millville—1st Ward—																									
Males.....	35	30	35	32	41	44	45	42	41	37	35	35	35	59	400	426	.....	.....	5	197	4	66	418	6	.....
Females.....	22	34	34	36	40	26	33	40	38	32	38	28	28	25	422	422	.....	.....	2	121	.....	7	361	8	.....
Total.....	57	64	69	69	81	70	80	82	79	69	73	64	64	61	822	848	.....	.....	7	318	4	73	779	14	.....
3d Ward—																									
Males.....	24	19	21	19	18	19	14	23	26	30	15	18	18	26	282	282	.....	.....	3	88	7	23	192	3	.....
Females.....	23	17	14	18	19	19	17	14	16	10	19	16	16	24	224	224	.....	.....	5	44	.....	8	186	2	.....
Total.....	47	36	35	37	37	38	31	37	42	40	34	34	34	50	506	506	.....	.....	8	132	7	31	378	5	.....
3d Ward—																									
Males.....	13	41	33	25	25	31	31	27	21	29	17	25	25	38	363	363	.....	.....	36	137	.....	22	250	1	.....
Females.....	14	38	40	31	26	26	31	43	38	26	35	24	24	35	400	400	.....	.....	31	111	.....	6	311	3	.....
Total.....	27	79	73	56	51	57	62	70	59	55	52	49	49	73	763	763	.....	.....	67	248	.....	28	561	4	.....
4th Ward—																									
Males.....	26	53	58	51	59	25	21	55	45	45	19	22	22	25	300	300	.....	.....	9	115	.....	28	268	.....	.....
Females.....	13	31	26	27	22	24	24	27	19	25	21	24	24	25	310	310	.....	.....	13	67	.....	13	244	.....	.....
Total.....	39	60	53	48	51	46	45	53	44	53	40	46	46	50	610	610	22	182	41	512

CUMBERLAND COUNTY.

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Total for City—		98	119	122	101	116	119	111	118	113	114	86	102	126	1445	53	537	11	151	1136	10	1
Males.....		72	120	113	112	106	101	107	124	106	92	113	52	104	1862	91	543	15	1091	18	1
Females.....		170	239	235	213	232	220	218	242	219	206	199	194	230	2807	63	.....	104	890	11	166	3359	23	2
Total.....																									
Stow Creek—		7	10	13	13	8	10	16	9	8	14	12	4	5	129	19	3	109	7
Males.....		6	5	6	6	8	9	7	5	7	10	13	0	9	100	11	1	78	4
Females.....		Total														8	30	4	187	11
SUMMARY.																									
Males.....		475	527	568	489	506	479	457	520	500	505	433	467	448	6374	.....	.....	98	1357	49	243	4657	301	2
Females.....		412	515	511	497	479	467	459	487	445	455	453	399	419	6001	.....	.....	109	1068	23	26	4251	316	1
Total.....		887	1045	1079	986	985	946	916	1007	945	960	886	866	867	12375	245	.....	207	2425	71	269	8908	617	3

Essex County School Census, by Cities, Townships and Boroughs.

**COUNTIES, TOWNSHIPS AND
BOROUGH.**

ESSEX COUNTY.												
Belleville—												
Males.....	60	58	57	73	67	68	59	63	58	43	39	53
Females.....	58	76	97	53	63	58	56	50	57	51	55	46
Total.....	118	134	150	126	130	127	115	113	115	94	94	99
Bloomfield—Brookdale—												
Males.....	1	5	3	6	7	9	6	6	3	4	4	8
Females.....	1	2	3	12	10	5	6	6	7	6	1	4
Total.....	1	7	6	18	17	14	12	12	10	10	5	12
Central Union—												
Males.....	111	58	130	93	106	107	98	81	95	99	70	80
Females.....	112	63	130	108	83	83	91	90	73	102	89	81
Total.....	223	121	260	199	189	190	189	171	168	201	159	161
Total for Bloomfield—												
Males.....	111	52	132	90	113	116	104	87	93	103	82	88
Females.....	113	65	133	118	98	89	97	96	80	108	90	85
Total.....	224	118	275	217	206	204	201	183	173	211	173	173
Calverton—												
Males.....	7	13	7	6	12	5	13	12	3	4	10	9
Females.....	6	8	3	6	12	8	6	10	5	5	6	8
Total.....	13	19	15	12	24	13	19	18	13	9	16	17
Essex County—												
Total.....	13	19	15	12	24	13	19	18	13	9	16	17
Essex County—												
Total.....	13	19	15	12	24	13	19	18	13	9	16	17
Essex County—												
Total.....	13	19	15	12	24	13	19	18	13	9	16	17

Essex County School Census, by Cities, Townships and Boroughs—Con.

COUNTIES, TOWNSHIPS AND BOROUGHES.	Number of children between 5 and 6 years of age.	Number of children between 6 and 7 years of age.	Number of children between 7 and 8 years of age.	Number of children between 8 and 9 years of age.	Number of children between 9 and 10 years of age.	Number of children between 10 and 11 years of age.	Number of children between 11 and 12 years of age.	Number of children between 12 and 13 years of age.	Number of children between 13 and 14 years of age.	Number of children between 14 and 15 years of age.	Number of children between 15 and 16 years of age.	Number of children between 16 and 17 years of age.	Number of children between 17 and 18 years of age.	Total number of children be- tween 5 and 18 years of age.	Total number of children be- tween 6 and 18 years of age in 1898.	Increase.	Decrease.	Number of children attending private schools.	Number of children attending no school during the year.	Number of children over 10 years of age unable to read.	Number of children under 16 years of age employed in factories, mines or stores.	Number of children unvacin- ated.	Number of colored children.	Number of children who are deaf-mutes.
ESSEX—Con.																								
Franklin—																								
Males.....	95	83	75	62	52	30	37	40	27	32	34	40	44	641	.....	.....	.....	20	233	.....	.....	120	9	.....
Females.....	81	69	66	53	37	40	44	30	26	50	24	37	40	677	.....	.....	.....	23	202	1	.....	114	7	.....
Total.....	176	152	141	115	89	70	81	70	53	82	48	77	84	1218	1239	.....	11	43	485	1	.....	234	15	.....
Glen Ridge—																								
Males.....	18	13	17	22	24	14	19	10	18	16	9	8	13	201	.....	.....	.....	35	14	.....	.....	5	6	.....
Females.....	16	20	16	16	8	16	13	13	9	9	6	19	8	163	.....	.....	.....	25	14	.....	.....	1	3	.....
Total.....	34	33	33	38	32	30	32	23	27	25	15	27	21	370	469	.....	39	60	28	.....	.....	6	9	.....
Irrington—																								
Males.....	57	48	59	54	62	55	52	51	30	46	53	40	33	640	.....	.....	.....	44	139	8	3	48	2	.....
Females.....	60	49	62	57	45	60	50	49	46	60	46	38	30	643	.....	.....	.....	46	113	.....	2	50	1	.....
Total.....	107	97	121	111	108	115	102	100	76	106	99	78	63	1283	1233	50	.....	90	252	3	5	98	3	.....
Livingston—																								
Males.....	12	12	9	13	10	11	16	13	12	11	14	9	6	148	.....	.....	.....	.....	30	.....	.....	66	2	.....
Females.....	10	15	9	8	8	9	20	9	10	14	8	12	4	136	.....	.....	.....	.....	23	.....	.....	54	3	.....
Total.....	22	27	18	21	18	20	36	22	22	25	22	21	10	284	297	.....	.....	.....	53	.....	.....	130	5	.....
Millburn—																								
Males.....	26	24	26	24	30	28	30	32	20	22	26	27	9	329	.....	.....	.....	84	45	.....	.....	57	8	.....
Females.....	21	27	21	30	31	28	24	29	21	19	11	35	16	313	.....	.....	.....	69	46	.....	.....	45	13	.....
Total.....	47	51	47	54	61	56	54	61	41	41	37	62	25	642	617	25	.....	153	91	.....	.....	102	21	.....

COUNTIES, TOWNSHIPS AND
BOROUGHs.

ESSSEX—Con.		Number of children between 5 and 6 years of age.	Number of children between 6 and 7 years of age.	Number of children between 7 and 8 years of age.	Number of children between 8 and 9 years of age.	Number of children between 9 and 10 years of age.	Number of children between 10 and 11 years of age.	Number of children between 11 and 12 years of age.	Number of children between 12 and 13 years of age.	Number of children between 13 and 14 years of age.	Number of children between 14 and 15 years of age.	Number of children between 15 and 16 years of age.	Number of children between 16 and 17 years of age.	Number of children between 17 and 18 years of age.	Total number of children between 5 and 18 years of age.	Total number of children between 5 and 18 years of age in 1898.	Increase.	Decrease.	Number of children attending private schools.	Number of children attending no school during the year.	Number of children over 10 years of age unable to read.	Number of children under 15 years of age employed in factories, mines or stores.	Number of children unvaccinated.	Number of colored children.	Number of children who are deaf-mutes.
8th Ward— Males..... Females..... Total.....	78	126	113	104	89	87	98	106	91	115	78	71	69	1294	1294	.....	.....	.....	111	174	2	11	17	18	.....
	83	125	114	122	105	105	82	109	84	96	96	86	87	1294	1294	.....	.....	.....	136	201	.....	3	24	18	.....
	161	251	227	226	194	192	189	214	175	211	174	157	156	2518	2518	.....	.....	.....	247	375	2	14	41	36	.....
9th Ward— Males..... Females..... Total.....	108	101	103	89	78	56	69	90	67	73	57	71	66	1055	1055	.....	.....	.....	57	202	.....	2	19	33	.....
	101	92	83	95	92	83	61	86	77	63	85	74	84	1078	1078	.....	.....	.....	86	212	.....	.....	14	42	.....
	209	193	186	183	168	139	176	174	144	136	142	145	150	2133	2133	.....	.....	.....	173	414	.....	2	33	75	.....
10th Ward— Males..... Females..... Total.....	244	304	285	290	282	208	221	230	145	188	163	161	149	2604	2604	.....	.....	.....	290	537	3	39	169	90	3
	232	224	225	220	216	197	205	212	176	194	180	149	180	2616	2616	.....	.....	.....	253	573	2	41	111	93	1
	476	428	511	440	445	405	426	442	324	382	312	341	322	5220	5220	.....	.....	.....	543	1110	6	80	223	183	4
11th Ward— Males..... Females..... Total.....	208	170	183	186	194	166	133	133	132	125	130	98	102	1989	1989	.....	.....	.....	309	275	.....	2	64	18	3
	192	179	165	169	183	183	161	155	147	123	150	136	136	2072	2072	.....	.....	.....	267	349	1	.....	67	18	.....
	400	349	379	365	347	349	294	287	279	245	280	266	238	4041	4041	.....	.....	.....	676	623	1	2	131	36	3
12th Ward— Males..... Females..... Total.....	191	244	247	283	292	200	190	183	152	170	167	144	163	2506	2506	.....	.....	.....	643	641	3	33	51	.....	1
	215	289	249	227	187	187	151	187	164	180	154	145	154	2455	2455	.....	.....	.....	687	687	.....	18	75	3	.....
	406	503	496	490	419	413	341	376	316	350	321	289	317	4961	4961	.....	.....	.....	1310	1308	3	51	127	8	2

Number of children between 5 and 6 years of age.
Number of children between 6 and 7 years of age.
Number of children between 7 and 8 years of age.
Number of children between 8 and 9 years of age.
Number of children between 9 and 10 years of age.
Number of children between 10 and 11 years of age.
Number of children between 11 and 12 years of age.
Number of children between 12 and 13 years of age.
Number of children between 13 and 14 years of age.
Number of children between 14 and 15 years of age.
Number of children between 15 and 16 years of age.
Number of children between 16 and 17 years of age.
Number of children between 17 and 18 years of age.
Total number of children between 5 and 18 years of age.
Total number of children between 5 and 18 years of age in 1898.
Increase.
Decrease.
Number of children attending private schools.
Number of children attending no school during the year.
Number of children over 10 years of age unable to read.
Number of children under 15 years of age employed in factories, mines or stores.
Number of children unvaccinated.
Number of colored children.
Number of children who are deaf-mutes.

		1870		1880		1890		1900		1910		1920		1930		1940		1950		1960		1970		1980		1990		2000		2010		2020				
ESSEX—Con.																																				
5th Ward—		Males.....		63	31	34	35	38	35	17	59	15	40	17	20	22	265			
		Females.....		54	38	40	33	32	34	59	52	28	20	25	28	28	416			
Total.....		107	69	74	68	80	69	47	54	43	60	43	48	48	50	782			
Total for City—		Males.....		390	244	265	246	247	196	219	164	236	167	194	184	2919			
		Females.....		278	267	253	215	234	242	223	227	228	214	180	210	228	3009		
Total.....		678	501	518	460	480	469	434	445	387	442	347	404	404	422	5928		
South Orange—		Males.....		69	53	48	54	47	50	55	40	46	44	45	36	27	600		
		Females.....		44	45	65	45	45	35	38	47	44	43	49	25	49	585	
Total.....		108	99	108	102	95	98	93	97	90	87	95	72	72	76	1195	
Valuing—		Males.....		85	36	32	26	25	20	31	22	19	26	25	17	16	314	
		Females.....		28	25	20	24	27	19	20	25	23	9	15	12	12	269
Total.....		64	63	42	50	53	39	41	47	42	35	40	29	28	573	
Verona—		Males.....		18	18	27	18	15	14	15	11	18	8	6	8	194	
		Females.....		19	13	13	14	11	20	8	11	14	10	9	13	166
Total.....		37	31	40	32	29	28	22	25	25	33																									

ESSEX COUNTY.

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West Orange—																								
Males.....	108	82	90	64	68	49	67	53	67	57	55	47	36	843	165	173	1	238	5
Females.....	75	69	82	69	64	70	60	73	61	57	54	58	44	826	166	150	241	9
Total.....	183	151	172	133	132	119	117	126	128	114	109	105	80	1669	1580	89	.....	331	323	1	.....	479	14	....
SUMMARY.																								
Males.....	4203	3955	4095	3776	3747	3461	3165	3396	2817	2992	2679	2666	2644	43656	.....	.....	.....	6211	9359	26	597	2373	1052	20
Females.....	3932	3900	3997	3728	3507	3480	3108	3327	2830	2992	2787	2703	2820	43118	.....	.....	.....	5859	9341	28	437	2961	1112	16
Total.....	8142	7855	8092	7503	7254	6941	6273	6723	5647	5974	5466	5369	5464	86703	85413	1290	.....	12100	18700	54	1034	5334	2164	36

COUNTIES, TOWNSHIPS AND
BOROUGH.

COUNTIES, TOWNSHIPS AND BOROUGH.		Number of children between 5 and 6 years of age.		Number of children between 6 and 7 years of age.		Number of children between 7 and 8 years of age.		Number of children between 8 and 9 years of age.		Number of children between 9 and 10 years of age.		Number of children between 10 and 11 years of age.		Number of children between 11 and 12 years of age.		Number of children between 12 and 13 years of age.		Number of children between 13 and 14 years of age.		Number of children between 14 and 15 years of age.		Number of children between 15 and 16 years of age.		Number of children between 16 and 17 years of age.		Number of children between 17 and 18 years of age.		Total number of children between 5 and 18 years of age.		Total number of children between 5 and 18 years of age in 1898.		Increase.		Decrease.		Number of children attending private schools.		Number of children attending no school during the year.		Number of children over 10 years of age unable to read.		Number of children under 15 years of age employed in factories, mines or stores.		Number of children unvaccinated.		Number of colored children.		Number of children who are deaf-mutes.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																										
GLOUCESTER COUNTY.		28	26	15	26	23	11	21	26	26	36	31	22	21	312	244	7	97	55	165	8	1	56	166	3	1

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Gloucester—	32	28	41	40	33	31	36	44	45	43	45	46	49	512					163		94	394		
Males.....	24	31	38	34	23	33	31	21	30	22	32	29	23	370					64		2	271	1	
Females.....																		2						
Total.....	56	59	79	74	54	64	67	65	75	65	77	75	72	882	819	63		2	227		96	665	1	
Greenwich—																								
Males.....	35	22	33	19	30	23	30	23	18	22	22	18	28	311				7	68			97	2	
Females.....	24	26	23	26	24	15	24	19	21	17	17	32	12	269				2	56			85	2	
Total.....	49	48	56	44	54	37	54	41	39	39	39	40	40	580	555	15		9	124			182	4	
Harrison—																								
Males.....	10	9	11	5	9	12	21	14	13	16	10	14	7	151					1			79	2	
Females.....	19	15	25	10	11	15	14	8	14	8	10	20	10	179					2			99	3	
Total.....	29	24	36	15	20	27	35	22	27	24	20	34	17	330	309	21			3			178	5	
Logan—																								
Males.....	18	10	14	13	20	12	11	16	16	11	8	13	16	178					5			80	8	
Females.....	7	13	13	15	10	10	16	8	10	8	8	13	16	147					3			72	7	
Total.....	25	23	27	28	30	22	27	24	26	19	16	26	32	325	349		24		8			152	15	
Mantua—																								
Males.....	36	19	30	16	23	14	13	18	14	19	24	15	13	254				2	26				2	1
Females.....	24	21	20	22	15	10	29	16	20	25	12	17	17	248				4	7				1	1
Total.....	60	40	50	38	38	24	42	34	34	44	36	32	30	502	512		10	6	27				3	2
Monroe—																								
Males.....	26	24	39	32	33	27	25	31	19	28	19	32	32	357					4		1	243	6	
Females.....	24	24	26	21	41	28	39	28	17	21	14	18	28	329					1			212		
Total.....	50	48	65	53	74	55	64	59	36	49	33	40	60	686	612	74			5		1	454	5	
South Harrison—																								
Males.....	7	9	10	9	7	5	8	7	3	3	12	11	3	94				1	11			66	1	
Females.....	6	8	6	11	7	8	8	4	6	5	5	2	4	80				1				55		
Total.....	13	17	16	20	14	13	16	11	9	8	17	13	7	174	178		4	2	11			121	1	
Washington—																								
Males.....	9	12	15	19	16	16	21	7	8	13	15	10	10	171					17	1		68	7	
Females.....	17	14	11	14	14	10	20	11	12	12	9	11	9	164					12	1		61	6	
Total.....	26	26	26	33	30	26	41	18	20	25	24	21	19	335	330	5			29	2		129	13	

Gloucester County School Census, by Cities, Townships and Boroughs—Con.

COUNTIES, TOWNSHIPS AND BOROUGHES.		Number of children between 5 and 6 years of age.	Number of children between 6 and 7 years of age.	Number of children between 7 and 8 years of age.	Number of children between 8 and 9 years of age.	Number of children between 9 and 10 years of age.	Number of children between 10 and 11 years of age.	Number of children between 11 and 12 years of age.	Number of children between 12 and 13 years of age.	Number of children between 13 and 14 years of age.	Number of children between 14 and 15 years of age.	Number of children between 15 and 16 years of age.	Number of children between 16 and 17 years of age.	Number of children between 17 and 18 years of age.	Total number of children be- tween 5 and 18 years of age.	Total number of children be- tween 5 and 18 years of age in 1898.	Increase.	Decrease.	Number of children attending private schools.	Number of children attending no school during the year.	Number of children over 10 years of age unable to read.	Number of children under 15 years of age employed in factories, mines or stores.	Number of children unvaccin- ated.	Number of colored children.	Number of children who are deaf-mutes.
GLOUCESTER—Con.																									
Wenonah— Males..... Females..... Total.....	4	8	5	7	3	4	4	4	4	3	2	3	4	2	50	74	.....	.....	2	2	.....	.....	2	.....	.....
	6	7	5	9	4	4	3	3	3	2	4	3	4	5	74	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	10	15	11	16	6	8	7	7	7	5	6	10	6	7	124	120	4	.....	2	2	.....	.....	2	.....	.....
West Deptford— Males..... Females..... Total.....	13	18	20	21	21	20	22	16	11	16	14	14	19	15	226	.....	.....	.....	4	27	.....	.....	109	14	1
	14	18	19	16	22	17	18	17	12	14	21	21	9	19	223	.....	.....	.....	2	38	.....	.....	123	15	1
	27	36	39	37	50	37	40	33	23	30	35	35	28	34	449	454	5	.....	6	65	.....	.....	231	29	2
Woodbury— Males..... Females..... Total.....	49	58	57	43	38	40	37	53	27	32	27	27	34	20	445	.....	.....	.....	23	92	8	10	241	63	.....
	35	45	37	33	40	31	39	40	33	36	25	25	33	34	456	.....	.....	.....	32	70	2	1	233	57	.....
	84	73	74	81	78	71	76	73	60	68	52	52	67	54	911	925	14	.....	55	162	10	11	474	120	.....
Woodbridge— Males..... Females..... Total.....	34	13	28	21	31	23	19	23	13	19	18	18	19	24	259	.....	.....	.....	3	15	3	5	219	41	.....
	23	17	25	15	18	23	15	24	15	23	16	16	20	20	254	.....	.....	.....	4	21	2	.....	198	38	1
	47	30	53	36	39	46	33	37	28	42	29	29	39	44	523	502	21	.....	7	36	5	5	414	74	1
SUMMARY.																									
Males..... Females..... Total.....	349	294	359	356	325	297	320	337	284	309	306	291	286	415	.....	.....	.....	.....	64	629	13	167	2171	237	3
	286	323	324	325	306	304	336	286	259	289	248	269	262	3812	.....	.....	.....	.....	79	404	6	10	1914	206	5
	645	616	683	681	630	601	656	623	543	597	554	560	548	7927	7841	86	.....	.....	143	1033	19	177	4085	432	8

COUNTIES, TOWNSHIPS AND BOROUGH.		Number of children between 5 and 6 years of age.	Number of children between 6 and 7 years of age.	Number of children between 7 and 8 years of age.	Number of children between 8 and 9 years of age.	Number of children between 9 and 10 years of age.	Number of children between 10 and 11 years of age.	Number of children between 11 and 12 years of age.	Number of children between 12 and 13 years of age.	Number of children between 13 and 14 years of age.	Number of children between 14 and 15 years of age.	Number of children between 15 and 16 years of age.	Number of children between 16 and 17 years of age.	Number of children between 17 and 18 years of age.	Total number of children be- tween 6 and 18 years of age.	Total number of children be- tween 5 and 18 years of age in 1898.	Increase.	Decrease.	Number of children attending private schools.	Number of children attending no school during the year.	Number of children over 10 years of age unable to read.	Number of children under 16 years of age employed in factories, mines or stores.	Number of children unvacca- inated.	Number of colored children.	Number of children who are deaf-mutes.
HUDSON COUNTY.																									
Bayonne—1st Ward—		85	48	66	59	47	55	45	48	40	31	37	29	54	634	239	155			239	155	5	3	1	
Females.....		88	48	36	48	45	53	46	34	43	40	44	31	43	599	282	143			282	143	2	2	6	
Total.....		173	91	102	107	92	108	91	77	83	71	71	60	97	1232					461	298	7	5	7	
2d Ward—		900	153	120	173	158	137	127	121	116	97	88	53	53	1646					335	484	7	7	12	
Females.....		177	184	196	153	161	137	132	132	94	86	73	64	53	1622					306	434	6	6	76	9
Total.....		877	336	386	326	319	274	259	243	210	183	161	117	106	3267					643	908	13	13	146	21
3d Ward—		90	87	72	111	65	53	75	59	74	63	45	65	88	947					72	208	63	63	7	2
Females.....		134	68	62	51	110	77	43	86	53	63	62	63	82	954					92	268	19	19	5	5
Total.....		224	165	134	162	176	130	118	145	127	126	107	128	170	1901					164	476	82	82	12	2
4th Ward—		72	46	54	36	57	39	48	38	37	25	24	24	46	683					169	186	4	4	5	1
Females.....		54	52	39	47	35	45	44	40	33	36	40	28	52	546					186	156	...	...	...	8
Total.....		126	98	100	101	71	102	83	88	61	73	75	52	98	1129					385	342	4	4	13	1
5th Ward—		85	75	76	63	75	62	51	41	39	43	32	30	22	694					102	202	1	13	...	...
Females.....		90	65	77	72	50	69	46	64	48	43	30	24	19	675					138	179	...	...	...	...
Total.....		175	140	153	135	125	131	97	106	82	69	62	54	41	1369					240	387	1	12

APPENDIX TO SCHOOL REPORT.

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APPENDIX TO SCHOOL REPORT.

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Hudson County School Census, by Cities, Townships and Boroughs—Con.

COUNTIES, TOWNSHIPS AND
BOROUGHs.

HUDSON—Con.		Number of children between 5 and 6 years of age.	Number of children between 6 and 7 years of age.	Number of children between 7 and 8 years of age.	Number of children between 8 and 9 years of age.	Number of children between 9 and 10 years of age.	Number of children between 10 and 11 years of age.	Number of children between 11 and 12 years of age.	Number of children between 12 and 13 years of age.	Number of children between 13 and 14 years of age.	Number of children between 14 and 15 years of age.	Number of children between 15 and 16 years of age.	Number of children between 16 and 17 years of age.	Number of children between 17 and 18 years of age.	Total number of children between 5 and 18 years of age.	Total number of children between 5 and 18 years of age in 1898.	Increase.	Decrease.	Number of children attending private schools.	Number of children attending no school during the year.	Number of children over 10 years of age unable to read.	Number of children under 15 years of age employed in factories, mines or stores.	Number of children unvaccinated.	Number of colored children.	Number of children who are deaf-mutes.
Total for Jersey City—		3743	3801	3853	3866	3851	3813	3089	3234	1867	1866	1889	1964	1449	27756	25787	.....	.....	3389	5943	56	296	2156	231	16
Males.....		2691	2843	2893	2819	2841	2227	2018	2184	1777	1738	1818	1816	1434	26787	.....	.....	.....	3420	5711	36	199	3101	329	6
Females.....		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total.....		6334	6144	6347	6078	6893	6440	4078	4388	3684	3514	2052	2679	2883	54543	61537	.....	6154	6309	11654	92	465	6167	650	21
Kearny—		107	130	99	108	95	89	91	74	84	71	82	63	61	1149	.....	.....	.....	55	189	1	45	203	1	.....
Males.....		101	108	112	107	110	111	78	93	97	112	70	82	79	1267	.....	.....	.....	78	184	.....	36	182	.....	.....
Females.....		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total.....		208	226	210	215	205	199	169	167	181	183	162	145	140	2343	2343	56	.....	138	353	1	81	386	2	.....
North Bergen—		146	128	139	116	101	113	72	95	73	76	64	63	98	1289	.....	.....	.....	44	400	3	10	365	12	.....
Males.....		160	126	120	111	94	159	78	91	81	73	68	65	78	1389	.....	.....	.....	67	263	4	12	336	6	.....
Females.....		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total.....		296	253	259	227	195	241	160	186	153	154	132	128	171	2645	2645	441	.....	101	766	6	22	700	18	1
Town of Union—		244	236	235	219	205	199	188	159	165	165	165	115	138	2435	.....	.....	.....	218	487	6	.....	290	.....	.....
Males.....		226	276	224	226	240	187	182	179	181	168	162	135	187	2432	.....	.....	.....	212	619	5	.....	328	.....	.....
Females.....		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total.....		469	614	459	446	445	396	370	358	306	333	327	260	275	4917	4917	561	.....	439	1006	11	.....	439	.....	.....
Union—		76	71	70	53	59	78	47	60	43	42	38	25	32	687	.....	.....	.....	91	145	.....	1	83	4	.....
Males.....		76	86	80	66	60	56	51	64	48	39	37	40	29	690	.....	.....	.....	96	156	.....	6	81	5	.....
Females.....		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total.....		152	166	120	117	119	123	98	114	90	81	76	65	61	1277	1412	.....	35	187	301	.....	7	163	9	.....

HUDSON COUNTY.

[illegible]

**COUNTIES, TOWNSHIPS AND
BOROUGHs.**

Alexandria—

Number of children between 5 and 6 years of age.
Number of children between 6 and 7 years of age.
Number of children between 7 and 8 years of age.
Number of children between 8 and 9 years of age.
Number of children between 9 and 10 years of age.
Number of children between 10 and 11 years of age.
Number of children between 11 and 12 years of age.
Number of children between 12 and 13 years of age.
Number of children between 13 and 14 years of age.
Number of children between 14 and 15 years of age.
Number of children between 15 and 16 years of age.
Number of children between 16 and 17 years of age.
Number of children between 17 and 18 years of age.
Total number of children between 5 and 18 years of age.
Total number of children between 5 and 18 years of age in 1898.
Increase.
Decrease.
Number of children attending private schools.
Number of children attending no school during the year.
Number of children over 10 years of age unable to read.
Number of children under 15 years of age employed in factories, mines or stores.
Number of children unvaccinated.
Number of colored children.
Number of children who are deaf-mutes.

Bethlehem—																
Males.....	10	14	15	8	16	5	7	12	6	14	9	11	6	10	138	.....
Females.....	7	11	7	12	16	7	8	13	11	13	9	14	16	13	133	.....
Total.....	17	25	22	16	31	12	15	24	17	27	20	23	23	27	271	238
Bellevue—																
Males.....	15	13	17	16	13	17	17	19	21	18	18	16	23	223	.....	4
Females.....	12	22	16	12	15	16	17	17	16	11	20	10	14	196	.....	25
Total.....	27	35	33	28	28	33	34	36	37	29	38	26	37	421	446	29
Clinton—																
Males.....	18	28	24	21	24	23	26	18	20	18	17	12	19	268	.....	4
Females.....	21	22	21	17	16	16	20	16	20	20	22	19	13	242	.....	9
Total.....	39	50	45	38	39	39	46	34	40	38	39	31	32	510	518	13
Clinton Borough—																
Males.....	3	9	7	3	9	7	3	5	6	10	9	4	5	80	.....	8
Females.....	3	7	3	9	6	8	11	3	8	3	7	8	12	32	.....	3
Total.....	6	16	12	12	15	15	14	10	14	13	16	12	17	112	116	11
Delaware—																
Males.....	13	14	14	17	19	19	14	16	18	16	16	15	21	207	.....	1
Females.....	12	28	16	15	17	13	13	15	18	16	17	17	9	204	.....	14
Total.....	25	42	30	32	36	32	27	31	34	32	33	32	30	411	411	15

Hunterdon County School Census, by Cities, Townships and Boroughs—Con.

COUNTIES, TOWNSHIPS AND BOROUGH.		Number of children between 5 and 6 years of age.		Number of children between 6 and 7 years of age.		Number of children between 7 and 8 years of age.		Number of children between 8 and 9 years of age.		Number of children between 9 and 10 years of age.		Number of children between 10 and 11 years of age.		Number of children between 11 and 12 years of age.		Number of children between 12 and 13 years of age.		Number of children between 13 and 14 years of age.		Number of children between 14 and 15 years of age.		Number of children between 15 and 16 years of age.		Number of children between 16 and 17 years of age.		Number of children between 17 and 18 years of age.		Total number of children be- tween 5 and 18 years of age.		Total number of children be- tween 5 and 18 years of age in 1898.		Increase.		Decrease.		Number of children attending private schools.		Number of children attending no school during the year.		Number of children over 10 years of age unable to read.		Number of children under 16 years of age employed in factories, mines or stores.		Number of children unvac- cinated.		Number of colored children.		Number of children who are deaf-mutes.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																										
HUNTERDON—Con.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																										
Lebanon—	21	28	22	26	23	30	21	28	23	28	23	25	21	18	800	800

HUNTERDON COUNTY.

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Union—	10	4	10	15	7	8	10	6	5	14	2	9	8	108				1	5		91			
Males.....	13	8	11	8	8	8	8	5	7	6	9	8	7	106	12	90	
Females.....															
Total.....	23	12	21	23	15	16	18	11	12	20	11	17	15	214	249	.....	85	1	17	.....	181	.....	.....
West Amwell—																								
Males.....	7	5	5	8	9	4	13	9	13	3	7	9	8	100	.....	.....	.....	2	3	.....	42	5	.....
Females.....	9	14	8	4	7	4	11	6	7	5	9	3	4	91	.....	.....	.....	3	.....	.....	41	5	.....
Total.....	16	19	13	12	16	8	24	15	20	8	16	12	12	191	215	.....	27	5	3	.....	83	10	.....
SUMMARY.																								
Males.....	294	302	329	302	344	312	336	290	315	319	309	280	287	4011	137	379	11	8	2064	67
Females.....	238	354	361	303	363	297	301	291	305	281	303	281	286	3964	145	411	5	7	2010	71	1
Total.....	592	656	690	605	647	609	629	581	620	600	613	561	573	7975	8069	94	282	790	16	15	4074	138	1

COUNTIES, TOWNSHIPS AND
BOROUGH.

[illegible]

Mercer County School Census, by Cities, Townships and Boroughs—Cn.

COUNTIES, TOWNSHIPS AND
BOROUGHES.

Number of children between 5 and 6 years of age.
Number of children between 6 and 7 years of age.
Number of children between 7 and 8 years of age.
Number of children between 8 and 9 years of age.
Number of children between 9 and 10 years of age.
Number of children between 10 and 11 years of age.
Number of children between 11 and 12 years of age.
Number of children between 12 and 13 years of age.
Number of children between 13 and 14 years of age.
Number of children between 14 and 15 years of age.
Number of children between 15 and 16 years of age.
Number of children between 16 and 17 years of age.
Number of children between 17 and 18 years of age.
Total number of children between 5 and 18 years of age.
Total number of children between 5 and 18 years of age in 1898.
Increase.
Decrease.
Number of children attending private schools.
Number of children attending no school during the year.
Number of children over 10 years of age unable to read.
Number of children under 15 years of age employed in factories, mines or stores.
Number of children unvaccinated.
Number of colored children.
Number of children who are deaf-mutes.

MERCER COUNTY—Con.

Trenton—7th Ward—	35	27	49	32	41	36	31	29	30	37	35	26	34	438	428	66	102	2	6	17	80
Males.....	43	27	42	28	30	30	28	27	33	25	35	32	27	421	411	65	98	3	3	15	31
Females.....	78	54	91	50	71	75	59	55	63	66	74	58	61	856	847	122	197	10	9	32	61
Total.....	78	54	91	50	71	75	59	55	63	66	74	58	61	856	847	122	197	10	9	32	61
8th Ward—	50	42	41	46	39	44	38	36	33	35	32	26	24	451	451	95	146	1	27	187	...
Males.....	29	23	37	31	34	23	32	20	22	30	26	26	17	351	351	65	130	1	20	132	...
Females.....	79	75	78	77	73	72	60	56	60	60	57	54	41	848	848	161	278	2	47	879	...
Total.....	79	75	78	77	73	72	60	56	60	60	57	54	41	848	848	161	278	2	47	879	...
9th Ward—	64	67	56	46	55	50	52	64	60	61	48	52	49	704	704	57	295	1	8	104	2
Males.....	67	76	71	51	61	68	47	51	56	65	61	46	33	733	733	41	254	...	2	132	2
Females.....	131	148	127	127	116	115	59	115	116	117	109	100	82	1487	1487	98	489	1	5	226	6
Total.....	131	148	127	127	116	115	59	115	116	117	109	100	82	1487	1487	98	489	1	5	226	6
10th Ward—	53	61	66	67	75	71	53	69	52	43	44	34	32	720	720	105	124	...	12	156	1
Males.....	43	72	74	73	60	69	61	63	36	35	43	37	31	700	700	115	95	...	2	145	1
Females.....	96	133	140	140	135	140	114	132	87	82	87	71	63	1340	1340	220	223	...	14	301	2
Total.....	96	133	140	140	135	140	114	132	87	82	87	71	63	1340	1340	220	223	...	14	301	2
11th Ward—	126	119	115	114	90	111	95	89	65	68	57	60	73	1187	1187	152	248	...	24	240	8
Males.....	120	107	106	86	84	100	72	78	67	69	52	56	60	1085	1085	135	209	...	25	203	8
Females.....	266	319	221	260	183	311	165	160	122	127	109	115	132	2223	2223	286	647	...	59	453	2
Total.....	266	319	221	260	183	311	165	160	122	127	109	115	132	2223	2223	286	647	...	59	453	2

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12th Ward—		27	33	33	23	27	36	17	23	19	21	23	13	20	305	13	81	19	99	2
Males.....		24	28	13	22	16	31	24	16	19	14	16	16	14	253	10	64	5	74
Females.....		51	61	46	45	43	67	41	39	38	35	39	29	34	558	.....	.....	.....	23	145	.....	24	173	2	.....
Total.....																									
13th Ward—		57	48	41	50	52	54	48	45	51	54	44	49	50	643	.....	.....	.....	125	187	2	13	169	70	.....
Males.....		48	53	51	55	50	55	56	64	41	52	31	42	41	645	.....	.....	.....	125	143	3	1	187	60	.....
Females.....		105	101	92	108	102	109	104	109	92	106	75	91	91	1288	.....	.....	.....	251	330	5	14	356	130	.....
Total.....																									
Total for City—		716	698	710	718	686	723	593	628	558	556	528	479	513	8106	.....	.....	.....	1364	2376	26	237	2025	161	5
Males.....		659	704	721	694	639	691	605	625	530	565	512	500	477	7913	.....	.....	.....	1280	2175	29	132	2032	160	5
Females.....		1375	1432	1431	1412	1325	1414	1198	1253	1078	1122	1040	979	990	16019	16058	.....	39	2654	4551	55	359	4057	321	10
Total.....																									
Washington—		15	6	12	19	10	13	7	12	8	9	16	15	14	156	.....	.....	.....	2	.....	.....	.....	18	5	.....
Males.....		18	18	7	10	9	8	10	16	6	14	7	7	16	145	.....	.....	.....	3	3	.....	.....	23	6	.....
Females.....		33	24	19	29	19	21	17	28	14	23	23	22	30	302	290	12	.....	5	3	.....	.....	41	11	.....
Total.....																									
West Windsor—		15	13	17	10	12	21	16	18	7	19	16	19	18	201	.....	.....	.....	.....	.....	.....	.....	73	6	1
Males.....		17	7	12	16	11	15	14	9	20	12	18	10	14	175	.....	.....	.....	.....	.....	.....	.....	73	7	.....
Females.....		32	20	29	26	23	36	30	27	27	31	34	29	32	376	341	85	.....	.....	.....	.....	146	13	1	
Total.....																									
SUMMARY.																									
Males.....		939	895	935	948	911	957	802	854	759	773	744	694	722	10939	.....	.....	.....	1569	2686	28	258	2956	390	7
Females.....		872	928	941	899	854	911	802	851	715	765	685	696	653	10542	.....	.....	.....	1483	2478	35	132	2872	434	6
Total.....		1811	1824	1876	1847	1765	1868	1604	1705	1474	1538	1429	1390	1375	21481	21386	115	.....	3042	5174	63	390	5828	823	13

Middlesex County School Census, by Cities, Townships and Boroughs.

COUNTIES, TOWNSHIPS AND BOROUGHES.	Number of children between 5 and 6 years of age.	Number of children between 6 and 7 years of age.	Number of children between 7 and 8 years of age.	Number of children between 8 and 9 years of age.	Number of children between 9 and 10 years of age.	Number of children between 10 and 11 years of age.	Number of children between 11 and 12 years of age.	Number of children between 12 and 13 years of age.	Number of children between 13 and 14 years of age.	Number of children between 14 and 15 years of age.	Number of children between 15 and 16 years of age.	Number of children between 16 and 17 years of age.	Number of children between 17 and 18 years of age.	Total number of children be- tween 5 and 18 years of age.	Total number of children be- tween 5 and 18 years of age in 1888.	Increase.	Decrease.	Number of children attending private schools.	Number of children attending no school during the year.	Number of children over 10 years of age unable to read.	Number of children under 15 years of age employed in factories, mines or stores.	Number of children unvacin- ated.	Number of colored children.	Number of children who are deaf-mutes.
MIDDLESEX COUNTY.																								
Cranbury—																								
Males.....	10	18	12	11	9	8	13	11	11	21	12	20	19	175	.....	.....	.....	.....	19	.....	2	72	21	.....
Females.....	11	15	14	13	14	12	15	16	11	15	10	12	8	172	.....	.....	.....	.....	23	.....	.....	97	19	.....
Total.....	21	33	26	29	23	21	28	27	22	36	22	32	27	347	336	11	.....	.....	42	.....	2	169	40	.....
Dunellen—																								
Males.....	13	5	14	6	10	8	8	9	14	16	11	13	8	135	.....	.....	.....	.....	31	.....	.....	71	5	.....
Females.....	5	20	11	15	10	13	9	8	10	11	11	10	16	149	.....	.....	.....	.....	36	.....	.....	67	2	.....
Total.....	18	25	25	31	20	21	17	17	24	27	22	23	24	284	296	.....	12	.....	67	.....	.....	138	7	.....
East Brunswick—																								
Males.....	31	41	35	30	26	27	16	28	26	26	18	31	20	358	.....	.....	.....	10	32	.....	1	72	5	.....
Females.....	25	34	28	33	26	32	28	27	29	22	22	24	31	351	.....	.....	.....	13	32	.....	.....	58	4	.....
Total.....	56	65	63	63	52	59	44	55	55	48	40	55	51	709	680	29	.....	23	64	.....	1	130	9	.....
Helmetta—																								
Males.....	8	6	8	10	3	12	6	6	5	2	6	2	3	77	.....	.....	.....	2	15	.....	.....	30	.....	.....
Females.....	4	9	5	4	9	8	8	8	7	4	3	4	6	74	.....	.....	.....	4	14	.....	.....	26	.....	.....
Total.....	12	15	13	14	12	15	14	14	12	6	9	6	9	151	138	13	.....	6	29	.....	.....	56	.....	.....
Jamesburg—																								
Males.....	13	10	13	11	13	7	7	10	10	7	5	11	3	120	.....	.....	.....	15	28	1	2	78	4	.....
Females.....	12	16	8	14	11	13	8	14	13	8	14	10	8	148	.....	.....	.....	23	34	.....	2	73	1	.....
Total.....	25	26	21	25	24	19	15	24	23	15	19	21	11	268	284	.....	16	38	62	1	4	151	5	.....

Middlesex County School Census, by Cities, Townships and Boroughs—Con.

COUNTIES, TOWNSHIPS AND BOROUGH.		Number of children between 5 and 6 years of age.	Number of children between 6 and 7 years of age.	Number of children between 7 and 8 years of age.	Number of children between 8 and 9 years of age.	Number of children between 9 and 10 years of age.	Number of children between 10 and 11 years of age.	Number of children between 11 and 12 years of age.	Number of children between 12 and 13 years of age.	Number of children between 13 and 14 years of age.	Number of children between 14 and 15 years of age.	Number of children between 15 and 16 years of age.	Number of children between 16 and 17 years of age.	Number of children between 17 and 18 years of age.	Total number of children be- tween 5 and 18 years of age.	Total number of children be- tween 5 and 18 years of age in 1898.	Increase.	Decrease.	Number of children attending private schools.	Number of children attending no school during the year.	Number of children over 10 years of age unable to read.	Number of children under 16 years of age employed in factories, mines or stores.	Number of children unvaccin- ated.	Number of colored children.	Number of children who are deaf-mutes.
MIDDLESEX—Con.																									
New Brunswick—6th Ward—																									
Males.....	76	73	68	53	57	53	53	63	64	45	54	52	26	44	716	.....	.....	.....	240	148	3	10	87	29	1
Females.....	72	61	48	52	60	53	46	74	53	65	65	65	69	61	729	.....	.....	.....	281	156	2	14	104	24	.....
Total.....	147	134	106	105	107	105	99	138	98	109	109	107	95	105	1445	.....	.....	.....	521	301	5	24	191	52	1
Total for City—																									
Males.....	286	226	187	187	203	205	173	199	174	174	169	165	155	159	2447	.....	.....	.....	549	520	5	23	237	102	1
Females.....	223	197	178	194	197	199	212	216	183	183	183	186	173	177	2537	.....	.....	.....	571	488	4	32	290	105	.....
Total.....	459	423	365	381	400	404	385	415	356	357	356	356	328	336	4974	4895	79	.....	1090	1008	9	54	517	207	1
North Brunswick—																									
Males.....	20	7	6	7	2	9	7	9	10	5	5	5	5	5	98	.....	.....	.....	3	3	.....	.....	21	1	.....
Females.....	19	6	8	7	10	9	9	6	7	4	4	4	4	2	93	.....	.....	.....	2	2	.....	.....	9	2	.....
Total.....	39	12	13	14	12	18	16	16	17	9	9	14	10	8	197	187	10	.....	5	5	.....	.....	30	3	.....
Perth Amboy—1st Ward—																									
Males.....	19	20	13	8	5	18	8	19	18	16	16	6	20	13	181	.....	.....	.....	4	18	.....	2	62	7	.....
Females.....	18	29	12	8	5	9	9	20	18	16	16	6	20	12	173	.....	.....	.....	7	22	.....	.....	60	.....	.....
Total.....	37	40	24	16	10	27	17	39	36	32	32	12	40	24	354	.....	.....	.....	11	52	.....	2	123	14	.....
2d Ward—																									
Males.....	31	19	26	17	9	15	20	17	20	18	7	14	14	12	293	.....	.....	.....	11	7	.....	.....	3	7	.....
Females.....	22	27	23	22	19	16	21	18	11	.....	.....	16	16	21	239	.....	.....	.....	26	19	.....	.....	8	5	.....
Total.....	43	46	49	39	28	31	41	35	31	.....	.....	30	30	33	461	.....	.....	.....	37	26	.....	.....	6	10	.....

Middlesex County School Census, by Cities, Townships and Boroughs—Con.

COUNTIES, TOWNSHIPS AND BOROUGHES.		Number of children between 5 and 6 years of age.	Number of children between 6 and 7 years of age.	Number of children between 7 and 8 years of age.	Number of children between 8 and 9 years of age.	Number of children between 9 and 10 years of age.	Number of children between 10 and 11 years of age.	Number of children between 11 and 12 years of age.	Number of children between 12 and 13 years of age.	Number of children between 13 and 14 years of age.	Number of children between 14 and 15 years of age.	Number of children between 15 and 16 years of age.	Number of children between 16 and 17 years of age.	Number of children between 17 and 18 years of age.	Total number of children be- tween 5 and 18 years of age.	Total number of children be- tween 5 and 18 years of age in 1898.	Increase.	Decrease.	Number of children attending private schools.	Number of children attending no school during the year.	Number of children over 10 years of age unable to read.	Number of children under 15 years of age employed in factories, mines or stores.	Number of children unvaccin- ated.	Number of colored children.	Number of children who are deaf-mutes.
MIDDLESEX—Con.																									
South Amboy—		36	71	65	69	56	52	43	52	61	47	39	29	80	641	263			263	108	1	1	409	1	
Males.....	43	71	64	74	43	76	61	62	54	49	49	43	38	46	706	231			231	116			438		
Females.....	79	142	130	133	99	126	94	104	115	96	81	67	67	78	1346	1650		313	534	223	1	1	847	1	
Total.....																									
South Brunswick—		33	34	34	50	11	27	23	20	20	28	23	28	21	322	322			1	2			79	22	
Males.....	17	29	23	32	21	22	16	25	13	23	23	29	20	31	289	289			3	1			72	23	
Females.....	50	53	46	62	32	49	48	45	33	51	52	48	52	52	621	612	19		4	3			151	43	
Total.....																									
* South River Borough—		12	16	17	18	17	27	31	20	22	17	12	16	22	249	249			14	78		10	123	2	
Males.....	23	32	29	29	30	33	18	17	18	24	24	25	20	18	306	306			19	92	1	6	101	5	
Females.....	35	40	46	47	47	60	49	37	40	41	37	36	40	40	556	550	35		33	170	1	16	224	7	
Total.....																									
Woodbridge—		73	77	58	76	58	68	60	51	55	55	45	46	39	761	761			32	186	4	7	246	4	
Males.....	72	83	80	70	78	74	80	63	44	36	36	43	36	23	714	714			36	184	2		284	2	
Females.....	146	160	138	146	136	142	110	114	99	113	89	82	62	62	1536	1456	79		187	880	6	7	530	6	
Total.....																									
SUMMARY.																									
Males.....	750	866	793	742	703	782	689	702	677	684	639	589	505	545	8941	8941			1309	1650	14	68	8121	231	5
Females.....	776	856	846	813	727	806	683	727	656	681	606	565	549	524	9241	9241			1468	1720	13	88	9439	209	3
Total.....	1526	1732	1639	1555	1430	1588	1372	1429	1332	1365	1245	1135	1155	1064	18182	17987	245		2773	3370	27	126	6370	440	8
* South River Borough formerly known as Town of Washington.																									

Momouth County School Census, by Cities, Townships and Boroughs.

COUNTIES, TOWNSHIPS AND BOROUGH.		Number of children between 5 and 6 years of age.	Number of children between 6 and 7 years of age.	Number of children between 7 and 8 years of age.	Number of children between 8 and 9 years of age.	Number of children between 9 and 10 years of age.	Number of children between 10 and 11 years of age.	Number of children between 11 and 12 years of age.	Number of children between 12 and 13 years of age.	Number of children between 13 and 14 years of age.	Number of children between 14 and 15 years of age.	Number of children between 15 and 16 years of age.	Number of children between 16 and 17 years of age.	Number of children between 17 and 18 years of age.	Total number of children be- tween 5 and 18 years of age.	Total number of children be- tween 5 and 18 years of age in 1898.	Increase.	Decrease.	Number of children attending private schools.	Number of children attending no school during the year.	Number of children over 10 years of age unable to read.	Number of children under 16 years of age employed in factories, mines or stores.	Number of children unvaccin- ated.	Number of colored children.	Number of children who are deaf-mutes.
MONMOUTH COUNTY.																									
Abbot Park—		40	56	32	30	37	31	34	34	26	23	22	30	26	583	583	.....	.....	15	50	.....	.....	92	1	.....
Males.....		24	21	27	28	34	32	25	33	38	24	22	37	28	383	383	.....	.....	16	64	.....	.....	80	1	.....
Females.....		16	35	5	2	3	1	9	1	1	1	1	1	1	200	200	.....	.....	1	1	.....	.....	12	0	.....
Total.....		74	52	70	58	61	63	62	57	61	56	44	67	54	789	789	864	96	31	123	.....	.....	183	2	.....
Atlantic—		11	12	12	18	16	13	13	14	9	7	14	9	16	182	182	.....	.....	1	5	.....	.....	63	9	1
Males.....		12	16	13	16	13	13	13	10	9	7	11	12	13	175	175	.....	.....	4	4	.....	.....	83	6	.....
Females.....		23	28	25	34	29	28	31	22	19	25	26	30	29	338	334	4	.....	6	9	.....	.....	146	15	1
Total.....		23	28	25	34	29	28	31	22	19	25	26	30	29	338	334	4	.....	6	9	.....	.....	146	15	1
Atlantic Highlands—		14	19	18	18	18	14	13	14	9	10	10	6	9	172	172	.....	.....	.....	11	.....	.....	72	3	.....
Males.....		30	16	16	21	9	9	8	11	4	14	5	17	8	165	.....	.....	.....	.....	15	.....	.....	73	2	.....
Females.....		14	19	18	18	18	14	13	14	9	10	10	6	9	172	.....	.....	.....	.....	11	.....	.....	72	3	.....
Total.....		34	34	33	39	27	23	21	25	23	24	15	23	17	338	334	4	.....	.....	26	1	.....	145	4	.....
Barnegat—		5	11	14	15	10	8	9	12	13	6	9	9	8	139	.....	.....	.....	.....	10	.....	.....	11	7	.....
Males.....		9	12	15	10	10	10	4	8	7	7	9	12	5	118	.....	.....	.....	.....	6	.....	.....	17	13	1
Females.....		14	23	29	25	20	18	13	20	20	13	18	21	13	247	225	22	.....	.....	16	.....	.....	28	20	1
Total.....		14	23	29	25	20	18	13	20	20	13	18	21	13	247	225	22	.....	.....	16	.....	.....	28	20	1
Belmont—		3	19	20	19	25	26	17	48	19	29	16	33	35	300	.....	.....	.....	6	18	.....	.....	95	35	3
Males.....		4	20	24	22	23	21	12	14	17	23	11	12	20	223	.....	.....	.....	7	21	.....	.....	84	21	1
Females.....		7	39	44	41	48	47	29	62	36	52	27	35	56	533	527	.....	4	13	39	.....	.....	179	56	3

MONMOUTH COUNTY.

Monmouth County School Census, by Cities, Townships and Boroughs—Con.

COUNTIES, TOWNSHIPS AND BOROUGHs.		Number of children between 5 and 6 years of age.	Number of children between 6 and 7 years of age.	Number of children between 7 and 8 years of age.	Number of children between 8 and 9 years of age.	Number of children between 9 and 10 years of age.	Number of children between 10 and 11 years of age.	Number of children between 11 and 12 years of age.	Number of children between 12 and 13 years of age.	Number of children between 13 and 14 years of age.	Number of children between 14 and 15 years of age.	Number of children between 15 and 16 years of age.	Number of children between 16 and 17 years of age.	Number of children between 17 and 18 years of age.	Total number of children be- tween 5 and 18 years of age.	Total number of children be- tween 5 and 18 years of age in 1898.	Increase.	Decrease.	Number of children attending private schools.	Number of children attending no school during the year.	Number of children over 10 years of age unable to read.	Number of children under 15 years of age employed in factories, mines or stores.	Number of children unvaccin- ated.	Number of colored children.	Number of children who are deaf-mutes.
MONMOUTH—Con.																									
Freehold—	Males.....	62	21	28	28	33	22	19	19	39	17	26	21	22	317	317	.....	.....	9	49	1	.....	190	23	.....
	Females.....	18	25	26	26	19	27	20	29	17	21	21	19	15	282	282	.....	.....	8	43	1	.....	198	22	.....
	Total.....	80	46	54	53	51	49	39	48	46	38	47	40	38	699	618	.....	19	17	92	1	.....	388	46	.....
Freehold, Town of—	Males.....	13	30	29	25	19	23	35	31	33	18	38	28	23	356	356	.....	.....	54	48	.....	.....	140	11	.....
	Females.....	26	40	26	32	26	26	27	23	34	34	28	26	26	374	374	.....	.....	78	36	.....	.....	146	7	.....
	Total.....	44	70	55	57	45	49	63	55	67	52	61	53	49	710	710	.....	.....	132	106	.....	.....	286	18	.....
Holmdel—	Males.....	11	10	13	7	6	13	13	15	8	19	14	8	17	154	154	.....	.....	4	27	.....	.....	74	12	.....
	Females.....	12	9	10	9	16	13	7	13	10	9	14	13	17	162	162	.....	.....	1	32	.....	.....	74	8	.....
	Total.....	23	19	23	16	22	26	20	28	18	28	28	21	34	306	306	.....	18	5	59	.....	.....	148	20	.....
Howell—	Males.....	33	32	33	32	38	48	34	37	54	36	46	45	42	523	523	.....	.....	.....	86	.....	.....	254	3	.....
	Females.....	27	34	32	43	43	53	44	28	46	33	30	24	39	456	456	.....	.....	.....	98	.....	.....	266	2	.....
	Total.....	60	66	70	75	81	101	78	65	100	69	76	72	81	981	981	.....	6	.....	193	.....	.....	510	4	.....
Keyport—	Males.....	40	39	39	33	30	31	32	29	27	24	16	36	31	408	408	.....	.....	7	65	.....	.....	164	24	.....
	Females.....	24	29	28	35	28	27	25	40	36	43	28	26	24	402	402	.....	.....	9	31	.....	.....	180	19	.....
	Total.....	64	68	77	68	58	58	58	69	63	67	44	62	55	810	810	17	16	96	314	39

[illegible]

APPENDIX TO SCHOOL REPORT.

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Spring Lake—																															
Males.....	3	6	1	2	1	2	4	6	2	1	3	3	31								31	2									
Females.....	1	1	1	1	1	1	1	1	3	2	2	19								9										
Total.....	4	7	2	3	2	3	5	7	5	4	2	5	50	50								30	2								
Upper Freehold—																															
Males.....	25	22	25	34	27	31	27	31	24	25	25	25	346								3	8	162	34							
Females.....	31	33	31	33	21	24	29	29	19	24	18	17	327								1	8	156	41							
Total.....	56	55	56	67	48	55	53	60	43	49	43	42	673	680								7	4	10	318	75					
Wall—																															
Males.....	45	33	42	25	50	34	51	44	45	31	43	537											13	295	4					
Females.....	35	30	44	40	40	41	35	33	35	42	25	33	471											13	287	6				
Total.....	80	79	86	65	90	75	86	77	80	87	56	75	1008	1012								4				26	583	10		
SUMMARY.																															
Males.....	859	826	795	778	828	838	722	819	789	707	715	666	737	10074								241	1342	22	3	4253	684	6			
Females.....	830	785	840	862	757	770	707	763	756	758	657	648	693	9820								319	1308	11	2	4217	676	3			
Total.....	1689	1611	1635	1640	1585	1603	1429	1582	1544	1465	1372	1314	1435	19894	19894	70	560	2645	33	5	8470	1360	9								

Morris County School Census, by Cities, Townships and Boroughs.

COUNTIES, TOWNSHIPS AND BOROUGHs.		Number of children between 5 and 6 years of age.		Number of children between 6 and 7 years of age.		Number of children between 7 and 8 years of age.		Number of children between 8 and 9 years of age.		Number of children between 9 and 10 years of age.		Number of children between 10 and 11 years of age.		Number of children between 11 and 12 years of age.		Number of children between 12 and 13 years of age.		Number of children between 13 and 14 years of age.		Number of children between 14 and 15 years of age.		Number of children between 15 and 16 years of age.		Number of children between 16 and 17 years of age.		Number of children between 17 and 18 years of age.		Total number of children be- tween 5 and 18 years of age.		Total number of children be- tween 5 and 18 years of age in 1898.		Increase.		Decrease.		Number of children attending private schools.		Number of children attending no school during the year.		Number of children over 10 years of age unable to read.		Number of children under 15 years of age employed in factories, mines or stores.		Number of children unvaccin- ated.		Number of colored children.		Number of children who are deaf-mutes.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																							
MORRIS COUNTY.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																							

Morris County School Census, by Cities, Townships and Boroughs--Con.

COUNTIES, TOWNSHIPS AND BOROUGHs.		Number of children between 5 and 6 years of age.	Number of children between 6 and 7 years of age.	Number of children between 7 and 8 years of age.	Number of children between 8 and 9 years of age.	Number of children between 9 and 10 years of age.	Number of children between 10 and 11 years of age.	Number of children between 11 and 12 years of age.	Number of children between 12 and 13 years of age.	Number of children between 13 and 14 years of age.	Number of children between 14 and 15 years of age.	Number of children between 15 and 16 years of age.	Number of children between 16 and 17 years of age.	Number of children between 17 and 18 years of age.	Total number of children be- tween 5 and 18 years of age.	Total number of children bet- ween 5 and 18 years of age in 1895.	Increase.	Decrease.	Number of children attending private schools.	Number of children attending no school during the year.	Number of children over 10 years of age unable to read.	Number of children under 15 years of age employed in factories, mines or stores.	Number of children unvaccin- ated.	Number of colored children.	Number of children who are deaf-mutes.
MORRIS--Con.																									
Mount Olive--																									
Males.....	8	15	9	14	14	9	16	17	22	15	10	10	12	13	174	160	.....	.....	.....	16	4	1	145	1
Females.....	7	8	14	13	13	8	12	13	7	10	10	10	8	17	150	150	.....	.....	.....	16	.....	.....	121	.....
Total.....	15	23	23	27	27	17	28	30	29	25	20	20	24	30	324	310	.....	13	.....	32	4	1	266	1
Netcong--																									
Males.....	12	14	8	14	9	13	6	12	13	15	18	7	12	11	157	157	.....	.....	.....	33	2	.....	45	.....
Females.....	16	15	15	13	16	14	21	6	13	11	10	10	5	6	165	165	.....	.....	.....	24	.....	.....	57	.....
Total.....	29	29	23	27	27	27	27	18	26	29	17	20	16	16	322	322	2	.....	.....	56	2	.....	102	.....
Passaic--																									
Males.....	27	23	17	21	25	23	27	23	24	23	27	17	17	25	302	283	.....	.....	9	57	.....	.....	81	1
Females.....	20	19	22	20	20	13	23	13	19	21	15	22	16	12	243	243	.....	.....	6	45	.....	.....	75	.....
Total.....	47	42	40	41	45	36	50	42	45	38	49	33	29	37	545	526	44	.....	15	102	.....	.....	156	1
Pegannock--																									
Males.....	33	37	44	20	39	25	37	30	38	35	30	34	40	40	441	411	.....	.....	30	80	.....	3	335	4
Females.....	31	35	39	28	31	40	30	25	28	28	19	22	27	27	411	411	.....	.....	43	68	1	2	342	1
Total.....	64	72	83	56	70	65	67	55	66	63	49	56	67	67	852	822	17	.....	73	147	1	5	677	5
Port Oran- ge--																									
Males.....	28	25	27	21	27	14	23	23	24	23	21	19	19	22	296	286	.....	.....	47	90	.....	15	229	.....
Females.....	30	19	22	15	27	12	26	20	14	11	11	15	16	17	238	238	.....	.....	45	69	.....	4	195	.....
Total.....	58	44	49	36	54	26	49	43	38	41	42	34	35	39	534	524	19	.....	92	159	.....	19	424	.....

640

640

640

640

OCEAN COUNTY.

641

Eagleswood—	7	10	4	5	5	7	4	7	4	3	6	3	6	71					1		59	
Males.....	3	5	11	2	5	9	6	5	3	2	9	6	3	69					2		58	
Females.....																						
Total.....	10	15	15	7	10	16	10	12	7	5	15	9	9	140	145		5		3		117	
Island Heights—																						
Males.....	2	4	3	3	3	3	3	4	2	4	2	3	1	37							23	
Females.....	2	3	4	1	6		6	2	6	3	5	2	1	41							20	
Total.....	4	7	7	4	9	3	9	6	8	7	7	5	2	78	75	3					43	
Jackson—																						
Males.....	11	20	26	18	14	14	16	24	22	23	14	26	20	246					19	2	218	
Females.....	15	26	12	23	17	23	19	23	18	18	13	20	15	252					13	1	193	
Total.....	26	46	38	41	31	42	35	52	40	41	27	46	35	500	486	14		32	3		411	
Lacey—																						
Males.....	10	5	7	5	7	4	4	3	11	3	7	8	7	81					16	2	64	
Females.....	5	8	4	8	7	6	12	8	4	5	9	7	7	89					8		71	
Total.....	15	13	11	13	14	9	16	11	15	8	16	15	14	170	169	1		24	2		135	
Lakewood—																						
Males.....	23	31	29	27	25	31	29	25	24	26	23	20	21	339			29	43			217	12
Females.....	45	34	29	36	36	32	34	26	22	21	16	19	10	360			20	47	1		245	10
Total.....	73	65	58	63	61	63	63	51	46	47	39	39	31	699	695	64	49	89	1		462	22
Little Egg Harbor—																						
Males.....	23	23	16	28	27	25	18	14	16	19	20	16	17	261				3	3		16	
Females.....	11	19	21	6	10	18	23	18	12	16	15	24	21	220				2	2		10	2
Total.....	34	41	37	34	37	43	41	32	34	35	35	40	38	481	494	13		5	5		26	2
Long Beach City—																						
Males.....	1	2	1	2	3			2	1	1	1		1	15							2	
Females.....				2	1	1	1	2		2	3	1	2	13							1	
Total.....	1	2	1	4	4	1	1	2	3	1	4	1	3	28	25	3					3	
Long Beach Township—																						
Males.....	2	3	1	1	1	2		1	3	2	1		3	20				1			20	1
Females.....		1	2	2	2	3	3	2	1	1	1	1	4	23				1			17	
Total.....	2	4	3	3	3	5	3	3	4	3	2	1	7	43	43			2			37	1

Ocean County School Census, by Cities, Townships and Boroughs—Con.

COUNTIES, TOWNSHIPS AND BOROUGH.		Number of children between 5 and 18 years of age.														Total number of children between 5 and 18 years of age in 1898.		Increase.		Decrease.		Number of children attending private schools.		Number of children attending no school during the year.		Number of children over 10 years of age unable to read.		Number of children under 15 years of age employed in factories, mines or stores.		Number of children unvaccinated.		Number of colored children.		Number of children who are deaf-mutes.					
		Number of children between 5 and 6 years of age.														Number of children between 6 and 7 years of age.		Number of children between 7 and 8 years of age.		Number of children between 8 and 9 years of age.		Number of children between 9 and 10 years of age.		Number of children between 10 and 11 years of age.		Number of children between 11 and 12 years of age.		Number of children between 12 and 13 years of age.		Number of children between 13 and 14 years of age.		Number of children between 14 and 15 years of age.		Number of children between 15 and 16 years of age.		Number of children between 16 and 17 years of age.		Number of children between 17 and 18 years of age.	
OCEAN—Con.																																							
Manchester—																																							
Males.....	11	10	20	14	12	11	9	16	18	14	4	9	16	164	.....	.....	.....	1	28	1	.....	118	4	.....	.....	.....	.....	.....	.....	.....	.....
Females.....	10	10	7	10	7	10	11	15	6	13	15	15	14	144	.....	.....	.....	.....	35	.....	.....	73	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total.....	21	20	27	24	19	21	20	31	24	27	19	25	30	308	296	12	.....	.....	62	1	.....	136	4	.....	.....	.....	.....	.....	.....	.....	.....
Ocean—																																							
Males.....	5	5	5	5	2	3	5	7	5	7	4	3	4	60	.....	.....	.....	6	.....	.....	.....	58	.....	.....	.....	.....	.....	.....	.....	.....	.....
Females.....	3	2	12	6	11	8	3	3	3	4	6	1	4	70	.....	.....	.....	7	.....	.....	.....	68	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total.....	8	7	17	11	13	11	8	10	9	14	10	4	8	130	141	.....	11	.....	13	.....	.....	126	.....	.....	.....	.....	.....	.....	.....	.....	.....
Plumstead—																																							
Males.....	11	17	11	14	13	11	14	11	18	10	17	12	11	170	.....	.....	.....	14	18	3	.....	156	2	.....	.....	.....	.....	.....	.....	.....	.....
Females.....	7	22	4	7	12	14	10	7	11	10	14	10	10	138	.....	.....	.....	5	14	1	.....	117	1	.....	.....	.....	.....	.....	.....	.....	.....
Total.....	18	39	15	21	25	25	24	18	29	20	31	22	21	308	318	.....	10	.....	32	4	.....	273	3	.....	.....	.....	.....	.....	.....	.....	.....
Point Pleasant—																																							
Males.....	14	1	8	12	7	6	10	8	11	5	7	9	10	108	.....	.....	.....	12	1	.....	.....	40	1	.....	.....	.....	.....	.....	.....	.....	.....
Females.....	10	5	8	6	7	8	14	5	9	4	5	8	7	96	.....	.....	.....	8	4	.....	.....	32	1	.....	.....	.....	.....	.....	.....	.....	.....
Total.....	24	6	16	18	14	14	24	13	20	9	12	17	17	204	169	15	.....	20	5	.....	.....	72	2	.....	.....	.....	.....	.....	.....	.....	.....
Stafford—																																							
Males.....	16	6	14	5	16	14	14	9	12	7	12	14	13	151	.....	.....	.....	6	.....	.....	.....	147	.....	.....	.....	.....	.....	.....	.....	.....	.....
Females.....	11	10	10	13	13	11	12	10	14	13	9	9	6	141	9	139								
Total.....	27	16	24	18	29	25	26	19	26	20	21	23	18	292	296	4	15	286	1								

OCEAN COUNTY.

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[illegible]

Pasadic County School Census, by Cities, Townships and Boroughs.

**COUNTIES, TOWNSHIPS AND
BOROUGHs.**

Number of children between 5 and 6 years of age.
Number of children between 6 and 7 years of age.
Number of children between 7 and 8 years of age.
Number of children between 8 and 9 years of age.
Number of children between 9 and 10 years of age.
Number of children between 10 and 11 years of age.
Number of children between 11 and 12 years of age.
Number of children between 12 and 13 years of age.
Number of children between 13 and 14 years of age.
Number of children between 14 and 15 years of age.
Number of children between 15 and 16 years of age.
Number of children between 16 and 17 years of age.
Number of children between 17 and 18 years of age.
Total number of children between 5 and 18 years of age.
Total number of children between 5 and 18 years of age in 1898.
Increase.
Decrease.
Number of children attending private schools.
Number of children attending no school during the year.
Number of children over 10 years of age unable to read.
Number of children under 15 years of age employed in factories, mines or stores.
Number of children unvaccinated.
Number of colored children.
Number of children who are deaf-mutes.

PASADIC COUNTY.

Aspenbrook—	84	82	60	52	52	65	40	50	30	40	30	37	33	483	.....	.....	.....	50	131	.....	11	153	3	.....
Females.....	74	52	60	40	57	55	49	51	40	45	31	31	36	677	.....	.....	.....	33	161	.....	3	176	2	.....
Total.....	158	131	127	113	109	123	89	101	79	85	70	73	79	1380	1262	68	.....	83	282	.....	14	339	4	.....
Hawthorne—	36	37	18	27	22	19	17	26	19	19	18	11	15	260	.....	.....	.....	7	37	4	4	112	.....	.....
Females.....	18	25	11	22	20	15	23	22	21	16	16	17	19	221	.....	.....	.....	12	61	.....	6	120	1	.....
Total.....	44	52	29	49	42	34	40	48	40	35	34	28	34	531	478	1	.....	19	88	4	10	242	1	.....
Little Falls—	48	40	38	27	29	34	26	26	24	15	18	28	28	296	.....	.....	.....	26	100	.....	17	127	.....	.....
Females.....	31	45	24	22	20	40	37	27	17	31	17	20	22	270	.....	.....	.....	24	80	.....	19	101	.....	.....
Total.....	79	85	72	60	55	74	63	53	41	46	35	43	50	766	758	3	.....	50	180	.....	36	228	.....	.....
Manchester—	58	65	53	56	51	41	50	36	24	34	31	37	29	561	.....	.....	.....	9	84	1	15	279	4	.....
Females.....	49	49	43	49	38	50	43	40	30	41	34	23	14	509	.....	.....	.....	6	105	.....	15	252	2	.....
Total.....	107	115	107	106	89	91	93	76	54	75	65	60	43	1070	1067	13	.....	14	189	1	30	531	6	.....
Pasadic City—1st Ward—	131	124	103	106	85	83	63	82	68	72	85	114	119	1265	.....	.....	.....	83	541	106	44	140	9	.....
Females.....	138	139	126	110	109	97	83	94	74	113	142	129	133	1583	.....	.....	.....	100	865	323	69	118	11	.....
Total.....	269	263	229	216	188	180	146	176	142	185	227	236	252	2828	.....	.....	.....	183	1406	429	103	258	20	1

APPENDIX TO SCHOOL REPORT.

2d Ward—		50	49	63	40	49	41	51	45	24	42	44	40	35	573	.....	.....	.....	22	180	.....	16	31	39	.....
Males.....		54	48	39	44	42	28	40	44	27	34	34	39	38	511	.....	.....	.....	23	89	.....	8	33	34	.....
Females.....																.....	.....						
Total.....		104	97	101	84	91	69	91	89	51	76	78	79	73	1083	.....	.....	.....	45	219	.....	24	64	73	.....
3d Ward—																									
Males.....		39	29	31	32	34	17	33	31	24	27	19	27	19	362	.....	.....	.....	19	65	.....				1
Females.....		30	29	32	26	29	28	18	38	34	27	26	26	27	370	.....	.....	.....	20	71	.....				1
Total.....		69	58	63	58	63	45	51	69	58	54	45	53	46	732	.....	.....	.....	39	136	.....				2
4th Ward—																									
Males.....		109	90	98	59	85	60	45	56	43	56	49	68	76	894	.....	.....	.....	158	285	1	20	93	8	3
Females.....		91	81	64	73	84	57	65	56	56	51	57	58	57	850	.....	.....	.....	140	232	1	13	83	4	1
Total.....		200	171	162	132	169	117	110	112	99	107	106	126	133	1744	.....	.....	.....	298	517	2	33	176	7	4
Total for City—																									
Males.....		339	292	294	237	253	201	192	214	159	197	197	249	249	3063	.....	.....	.....	281	1021	104	80	264	53	3
Females.....		813	297	260	263	258	210	206	232	191	235	269	315	305	3324	.....	.....	.....	283	1257	324	80	234	50	2
Total.....		642	589	554	490	511	411	398	446	350	422	466	564	554	6387	.....	.....	.....	564	2278	428	160	498	102	5
Paterson—1st Ward—																									
Males.....		113	127	114	100	117	90	89	89	85	131	94	107	100	1356	.....	.....	.....	61	446	2	108	189	1	1
Females.....		108	98	108	118	96	105	106	117	109	115	110	121	108	1419	.....	.....	.....	81	454	3	76	218	.....	3
Total.....		221	225	222	218	213	195	195	206	194	246	204	228	208	2775	.....	.....	.....	142	900	5	183	407	1	4
2d Ward—																									
Males.....		131	158	172	164	161	167	139	151	110	119	113	116	109	1809	.....	.....	.....	171	450	.....	95	439	7	.....
Females.....		115	160	154	175	142	161	124	128	113	105	128	106	94	1692	.....	.....	.....	163	416	1	65	410	1	1
Total.....		246	318	326	339	303	318	262	279	223	224	241	223	203	3504	.....	.....	.....	334	866	1	160	849	8	1
3d Ward—																									
Males.....		339	258	263	262	230	219	213	230	199	230	170	189	228	3019	.....	.....	.....	124	453	10	76	186	76	2
Females.....		310	277	283	276	243	261	222	208	169	207	184	172	236	3631	.....	.....	.....	169	426	6	56	210	60	.....
Total.....		649	535	526	538	478	480	434	426	368	437	354	361	464	6650	.....	.....	.....	293	879	16	132	396	136	2
4th Ward—																									
Males.....		281	176	194	124	154	118	133	95	99	131	89	82	101	1757	.....	.....	.....	119	312	5	47	479	35	.....
Females.....		163	151	139	128	128	114	129	92	104	123	105	91	114	1580	.....	.....	.....	122	296	8	53	359	28	.....
Total.....		444	327	333	252	282	232	232	187	203	254	194	173	215	3337	.....	.....	.....	241	608	13	100	838	63	.....

Passaic County School Census, by Cities, Townships and Boroughs—Con.

COUNTIES, TOWNSHIPS AND BOROUGHES.		Number of children between 5 and 6 years of age.	Number of children between 6 and 7 years of age.	Number of children between 7 and 8 years of age.	Number of children between 8 and 9 years of age.	Number of children between 9 and 10 years of age.	Number of children between 10 and 11 years of age.	Number of children between 11 and 12 years of age.	Number of children between 12 and 13 years of age.	Number of children between 13 and 14 years of age.	Number of children between 14 and 15 years of age.	Number of children between 15 and 16 years of age.	Number of children between 16 and 17 years of age.	Number of children between 17 and 18 years of age.	Total number of children bet- ween 5 and 18 years of age.	Total number of children be- tween 5 and 18 years of age in 1898.	Increase.	Decrease.	Number of children attending private schools.	Number of children attending no school during the year.	Number of children over 10 years of age unable to read.	Number of children under 15 years of age employed in factories, mines or stores.	Number of children unvaccin- ated.	Number of colored children.	Number of children who are deaf-mutes.
PASSAIC—Con.																									
PATERSON—5th Ward—		144	185	188	149	216	114	126	113	71	104	83	66	81	1638				81	365	3	70	87	.....	.....
Males.....		131	170	189	117	139	111	83	88	70	100	91	104	83	1413				78	439	2	89	86	.....	.....
Females.....		13	15	19	32	77	3	43	25	1	4	12	1	1	225				3	126	1	1	1	.....	.....
Total.....		265	365	337	265	345	235	208	207	141	204	174	170	164	3061				160	797	5	109	173	.....	.....
6th Ward—		67	68	72	50	94	31	55	87	34	43	65	29	42	717				96	169	4	9	61	.....	.....
Males.....		63	67	78	32	72	45	42	82	40	61	60	89	21	663				108	135	4	7	65	.....	.....
Females.....		4	1	0	18	22	0	13	5	0	2	5	0	21	154				0	34	0	2	0	.....	.....
Total.....		110	125	150	82	166	76	97	129	64	94	115	68	63	1379				204	304	8	16	129	.....	.....
7th Ward—		287	195	155	183	113	182	61	153	73	125	114	114	159	1772				549	398	18	108	239	.....	.....
Males.....		162	85	181	127	83	143	55	125	67	132	114	102	133	1472				469	365	9	102	204	.....	.....
Females.....		125	110	74	56	30	39	6	28	6	93	0	12	26	300				1018	763	22	210	443	.....	.....
Total.....		399	212	265	269	195	304	125	290	140	257	228	216	292	2314									.....	.....
8th Ward—		292	198	275	297	207	175	151	194	147	212	183	157	172	2611				494	551	5	200	535	.....	.....
Males.....		288	185	277	280	203	205	184	187	134	190	176	170	161	2580				469	535	4	183	630	.....	.....
Females.....		4	13	0	17	4	0	0	0	0	2	7	0	11	31				25	16	0	0	5	.....	.....
Total.....		660	383	553	457	419	382	345	381	281	392	358	337	353	5191				953	1136	9	383	1195	.....	.....
Total for City—		1694	1295	1474	1258	1291	1077	954	1100	506	1055	910	870	992	14679				1895	3187	42	713	2316	.....	.....
Males.....		1380	1184	1289	1203	1100	1135	955	1035	506	1012	936	905	970	13632				1659	3105	87	560	2215	.....	.....
Females.....		314	111	185	155	191	94	0	0	0	43	74	85	2	1047				236	82	0	153	101	.....	.....
Total.....		2894	2450	2723	2461	2291	2212	1919	2135	1614	2097	1866	1775	1962	28531				3534	6243	79	1263	4431

PASSAIC COUNTY.

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Pompton—	40	32	31	33	27	30	38	26	33	31	39	23	16	388	6	59	1	1	314	27	1
Males.....	29	15	31	35	24	31	28	34	30	36	23	24	22	362	57	57	2	269	25	1
Females.....	69	47	62	58	51	61	66	60	63	67	52	46	38	740	.....	690	50	8	116	3	1	583	52	2
Total.....																								
Pompton Lakes—	11	9	9	12	10	20	3	2	8	11	4	9	7	115	.....	.....	.....	3	5	.....	.....	46	3	.....
Males.....	9	8	7	8	12	6	9	11	6	3	11	9	8	107	.....	.....	.....	.....	4	.....	.....	43	3	.....
Females.....	50	17	16	20	22	28	12	13	14	14	15	18	15	222	.....	212	10	3	9	.....	.....	88	6	.....
Total.....																								
Totowa—	6	10	7	5	4	11	6	5	5	8	3	8	7	86	.....	.....	.....	1	21	.....	4	43	.....	.....
Males.....	5	3	4	12	7	6	2	4	8	5	1	8	5	70	.....	.....	.....	.....	18	.....	.....	35	.....	.....
Females.....	11	13	11	17	11	17	8	9	13	13	4	16	12	155	.....	151	4	1	39	.....	4	78	.....	.....
Total.....																								
Wayne—	14	20	17	23	24	24	18	23	24	20	20	15	5	247	.....	.....	.....	4	28	.....	.....	127	3	.....
Males.....	16	29	22	23	14	22	13	23	10	13	24	11	20	240	.....	.....	.....	5	53	.....	.....	120	7	.....
Females.....	30	49	39	46	38	46	31	46	34	33	44	26	25	487	.....	484	3	9	61	.....	.....	247	10	.....
Total.....																								
West Milford—	19	31	24	30	23	19	28	26	26	27	24	22	16	315	.....	.....	.....	2	49	.....	2	253	8	.....
Males.....	30	20	20	20	23	26	30	17	24	17	28	23	19	297	.....	.....	.....	1	67	.....	2	241	5	.....
Females.....	49	51	44	50	46	45	58	49	50	44	52	45	35	612	.....	617	5	3	116	.....	4	494	13	.....
Total.....																								
SUMMARY.																								
Males.....	2229	1885	1990	1766	1786	1541	1382	1534	1169	1487	1283	1303	1397	20752	.....	.....	.....	2084	4672	152	847	3938	219	8
Females.....	1874	1734	1814	1699	1685	1599	1395	1496	1168	1447	1402	1391	1450	20069	.....	.....	.....	2024	4929	363	675	3816	190	9
Total.....	4103	3619	3804	3465	3371	3140	2777	3030	2352	2934	2685	2694	2847	40821	.....	40490	241	4108	9601	515	1522	7754	409	17

Salem County School Census, by Cities, Townships and Boroughs.

COUNTIES, TOWNSHIPS AND BOROUGH.		Number of children between 5 and 6 years of age.	Number of children between 6 and 7 years of age.	Number of children between 7 and 8 years of age.	Number of children between 8 and 9 years of age.	Number of children between 9 and 10 years of age.	Number of children between 10 and 11 years of age.	Number of children between 11 and 12 years of age.	Number of children between 12 and 13 years of age.	Number of children between 13 and 14 years of age.	Number of children between 14 and 15 years of age.	Number of children between 15 and 16 years of age.	Number of children between 16 and 17 years of age.	Number of children between 17 and 18 years of age.	Total number of children be- tween 5 and 18 years of age.	Total number of children be- tween 5 and 18 years of age in 1898.	Increase.	Decrease.	Number of children attending private schools.	Number of children attending no school during the year.	Number of children over 10 years of age unable to read.	Number of children under 16 years of age employed in factories, mines or stores.	Number of children unvaccin- ated.	Number of colored children.	Number of children who are deaf-mutes.
SALEM COUNTY.																									
Alloway—																									
Males.....	17	14	16	13	16	11	15	13	20	22	9	21	16	24	217	176	.....	.....	1	10	2	.....	144	10	.....
Females.....	11	16	12	10	11	11	11	14	24	12	16	12	12	18	176	.....	.....	.....	.....	10	.....	.....	181	18	.....
Total.....	28	30	28	23	22	22	26	27	44	34	25	33	28	42	393	411	.....	18	1	20	2	.....	275	28	.....
Elmer—																									
Males.....	11	11	12	9	14	11	11	8	14	13	8	8	8	8	135	135	.....	.....	.....	17	.....	4	36	.....	.....
Females.....	9	13	14	14	11	11	16	10	12	11	12	7	10	4	143	143	.....	.....	.....	12	.....	.....	53	.....	.....
Total.....	20	24	26	23	25	22	27	18	26	24	20	15	18	12	278	278	.....	78	.....	29	.....	4	89	.....	.....
Espinboro—																									
Males.....	2	6	2	6	7	6	6	6	2	4	6	3	2	6	68	68	.....	.....	.....	8	.....	.....	37	14	.....
Females.....	4	2	3	3	2	3	3	5	7	2	4	2	3	4	44	44	.....	.....	.....	10	.....	.....	26	9	.....
Total.....	6	10	5	9	9	9	9	11	9	6	10	5	5	9	102	102	.....	6	.....	18	.....	.....	63	23	.....
Lower Alloways Creek—																									
Males.....	8	12	14	16	9	13	10	14	11	11	7	13	12	11	146	146	.....	.....	1	6	.....	.....	135	18	.....
Females.....	16	26	9	16	7	13	18	9	11	9	9	20	6	4	167	167	.....	.....	.....	7	.....	.....	126	16	.....
Total.....	24	37	23	31	15	26	28	23	22	22	16	33	18	15	305	305	.....	.....	1	12	.....	.....	265	34	.....
Lower Penns Neck—																									
Males.....	18	13	12	12	8	13	13	10	16	16	14	19	6	19	179	179	.....	.....	.....	.....	.....	.....	75	26	.....
Females.....	16	11	10	13	9	16	12	12	21	16	12	19	17	20	174	174	78	26
Total.....	34	24	22	24	17	29	25	22	37	32	26	38	23	39	353	353	1	153	52

SALEM COUNTY.

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Marrington— Males.....	11	24	20	19	20	13	16	21	20	21	11	13	11	219	6	63	114
Females.....	11	28	12	16	18	15	16	19	10	16	20	16	26	221	14	78	116
Total.....	22	52	32	35	38	28	30	40	30	37	31	28	37	440	.....	464	.....	20	.....	141	230	.....
Oldmans— Males.....	21	10	12	15	18	14	14	15	15	17	14	17	23	200	.....	.....	.....	1	.....	165	7	.....
Females.....	13	13	17	14	12	18	14	16	14	14	11	11	20	187	.....	.....	.....	17	.....	147	7	.....
Total.....	34	23	29	29	25	33	28	31	29	31	25	28	43	387	.....	393	.....	6	.....	313	14	.....
Pennsgrove— Males.....	19	19	16	15	15	15	13	16	12	21	5	12	10	189	.....	.....	.....	13	.....	162	2	.....
Females.....	19	11	16	17	12	17	16	13	13	16	8	7	13	176	.....	.....	.....	8	.....	147	.....	.....
Total.....	38	30	31	32	27	32	29	29	25	36	13	20	23	365	.....	381	.....	21	.....	309	2	.....
Pilesgrove— Males.....	17	11	15	12	16	14	12	20	15	20	21	19	10	213	.....	.....	.....	13	.....	146	34	.....
Females.....	21	10	16	15	21	12	25	19	19	23	9	13	15	218	.....	.....	.....	10	.....	142	26	.....
Total.....	38	31	31	27	37	26	47	39	34	43	30	32	25	431	.....	459	.....	8	.....	288	60	.....
Pittsgrove— Males.....	24	27	27	32	21	21	26	33	20	15	12	21	9	288	.....	.....	.....	12	.....	119	.....	.....
Females.....	22	29	26	24	24	24	23	20	19	18	23	15	16	278	.....	.....	.....	7	.....	111	.....	.....
Total.....	46	53	53	56	45	43	46	52	38	29	35	36	24	566	.....	525	.....	19	.....	230	.....	.....
Quinton— Males.....	13	14	16	14	14	18	10	12	16	11	17	21	8	178	.....	.....	.....	3	.....	124	45	.....
Females.....	17	18	16	22	13	16	12	17	9	23	8	8	11	189	.....	.....	.....	3	.....	180	41	.....
Total.....	30	32	26	36	27	33	22	29	25	34	25	29	19	367	.....	381	.....	6	.....	284	86	.....
City of Salem—East Ward— Males.....	17	34	39	38	27	38	47	24	19	37	33	37	34	412	.....	.....	.....	7	.....	15	.....	.....
Females.....	25	39	36	30	31	33	28	33	33	35	36	28	25	418	.....	.....	.....	11	.....	2	.....	.....
Total.....	45	73	75	68	58	69	75	57	52	75	69	65	49	830	.....	.....	.....	18	.....	13	.....	.....
West Ward— Males.....	30	39	39	30	27	27	32	40	29	32	30	27	53	398	.....	.....	.....	19	.....	43	.....	.....
Females.....	29	29	20	25	26	19	23	26	22	23	28	21	23	324	.....	.....	.....	12	.....	3	.....	.....
Total.....	59	59	49	52	53	46	54	66	51	50	42	48	61	690	.....	.....	.....	31	.....	46	.....	.....

Salem County School Census, by Cities, Townships and Boroughs—Con.

COUNTIES, TOWNSHIPS AND BOROUGH.		Number of children between 5 and 6 years of age.	Number of children between 6 and 7 years of age.	Number of children between 7 and 8 years of age.	Number of children between 8 and 9 years of age.	Number of children between 9 and 10 years of age.	Number of children between 10 and 11 years of age.	Number of children between 11 and 12 years of age.	Number of children between 12 and 13 years of age.	Number of children between 13 and 14 years of age.	Number of children between 14 and 15 years of age.	Number of children between 15 and 16 years of age.	Number of children between 16 and 17 years of age.	Number of children between 17 and 18 years of age.	Total number of children be- tween 5 and 18 years of age.	Total number of children be- tween 5 and 18 years of age in 1898.	Increase.	Decrease.	Number of children attending private schools.	Number of children attending no school during the year.	Number of children over 10 years of age unable to read.	Number of children under 15 years of age employed in factories, mines or stores.	Number of children unvaccin- ated.	Number of colored children.	Number of children who are deaf-mutes.
SALEM—Con.																									
Total for City of Salem—																									
Males.....	47	64	68	68	56	54	63	79	64	48	69	53	64	57	778	742	.....	.....	26	216	.....	63	37	108	.....
Females.....	57	66	66	62	67	63	60	69	65	66	66	49	28	170	.....	.....	.....	.....	28	170	.....	6	38	118	.....
Total.....	104	132	134	130	111	115	129	133	109	125	111	113	110	1520	1555	.....	.....	25	49	386	.....	69	75	221	.....
Upper Penna Neck—																									
Males.....	11	8	8	12	12	7	7	11	7	18	7	5	6	114	.....	.....	.....	.....	.....	3	.....	.....	100	10	.....
Females.....	6	10	8	6	5	8	9	9	4	9	6	5	7	91	.....	.....	.....	.....	.....	5	.....	.....	81	6	.....
Total.....	17	18	16	17	17	15	16	20	11	22	13	10	13	205	206	.....	.....	1	.....	8	.....	.....	181	16	.....
Upper Pilgrimage—																									
Males.....	14	19	18	17	7	17	13	15	17	20	10	14	16	197	.....	.....	.....	.....	.....	8	.....	.....	132	6	.....
Females.....	12	18	22	16	12	10	15	16	21	12	8	24	12	198	.....	.....	.....	.....	.....	6	.....	.....	125	2	.....
Total.....	26	37	40	33	19	27	28	31	38	32	18	38	28	393	390	.....	.....	6	.....	14	.....	.....	257	7	.....
Woodtown—																									
Males.....	9	17	11	13	13	9	13	13	12	11	17	6	12	165	.....	.....	.....	.....	11	26	.....	79	24	.....
Females.....	11	10	7	17	6	12	15	9	9	14	14	14	14	161	.....	.....	.....	.....	11	23	.....	79	24	.....
Total.....	20	27	18	30	19	21	27	22	21	25	31	20	26	306	302	.....	.....	4	.....	22	49	.....	158	48	.....
SUMMARY.																									
Males.....	242	271	261	265	237	248	267	280	248	262	231	237	229	3298	.....	.....	.....	.....	55	282	6	70	1555	407	.....
Females.....	239	279	243	262	219	239	245	269	248	271	221	209	231	3145	.....	.....	.....	.....	49	219	2	6	1493	402	1
Total.....	481	550	504	527	456	487	512	549	496	533	452	446	460	6443	6522	.....	.....	109	104	701	7	76	3048	809	1

Somerset County School Census, by Cities, Townships and Boroughs.

COUNTIES, TOWNSHIPS AND BOROUGH.		Number of children between 5 and 6 years of age.	Number of children between 6 and 7 years of age.	Number of children between 7 and 8 years of age.	Number of children between 8 and 9 years of age.	Number of children between 9 and 10 years of age.	Number of children between 10 and 11 years of age.	Number of children between 11 and 12 years of age.	Number of children between 12 and 13 years of age.	Number of children between 13 and 14 years of age.	Number of children between 14 and 15 years of age.	Number of children between 15 and 16 years of age.	Number of children between 16 and 17 years of age.	Number of children between 17 and 18 years of age.	Total number of children be- tween 5 and 18 years of age.	Total number of children be- tween 5 and 18 years of age in 1898.	Increase.	Decrease.	Number of children attending private schools.	Number of children attending no school during the year.	Number of children over 10 years of age unable to read.	Number of children under 16 years of age employed in factories, mines or stores.	Number of children unvaccin- ated.	Number of colored children.	Number of children who are deaf-mutes.
SOMERSET COUNTY.																									
Bedminster—	Males.....	21	29	16	19	16	17	11	21	11	26	12	13	13	214	208	.....	.....	4	3	.....	.....	47	9	1
	Females.....	16	11	23	15	16	17	9	28	15	19	10	15	13	205	.....	.....	.....	1	2	.....	.....	41	6	.....
	Total.....	37	39	37	31	31	34	20	49	26	39	22	28	26	419	436	.....	17	5	5	.....	.....	88	15	1
Bernards—	Males.....	21	36	24	28	29	32	27	27	21	26	21	15	19	318	.....	.....	.....	3	4	.....	.....	134	3	.....
	Females.....	17	27	20	20	25	23	27	23	26	28	19	16	16	250	.....	.....	.....	3	2	.....	.....	127	1	.....
	Total.....	38	63	44	48	54	55	54	50	47	54	40	31	35	568	578	.....	30	6	6	.....	.....	271	4	.....
Bound Brook—	Males.....	12	29	18	20	21	16	16	11	15	19	21	19	19	240	.....	.....	.....	54	53	.....	.....	.....	.....	.....
	Females.....	13	24	26	25	23	20	22	26	20	15	13	20	15	258	.....	.....	.....	79	80	.....	.....	.....	.....	.....
	Total.....	25	53	44	45	44	36	38	37	35	34	35	39	34	506	472	33	139	2	1
Branchburg—	Males.....	7	9	8	12	5	11	7	11	12	9	14	9	18	128	.....	.....	.....	1	17	.....	.....	35	5	.....
	Females.....	5	11	10	7	7	6	7	9	13	5	8	8	8	106	.....	.....	.....	2	16	.....	.....	56	8	.....
	Total.....	12	20	18	19	12	17	14	20	25	14	22	17	26	234	236	.....	5	3	33	.....	.....	61	13	.....
Bridgewater—	Males.....	59	51	51	45	54	47	58	60	48	45	45	52	54	692	.....	.....	.....	40	81	.....	34	35	7	
	Females.....	79	65	44	63	62	49	35	43	42	48	45	36	40	610	.....	.....	.....	45	64	.....	19	31	3	
	Total.....	148	117	95	108	103	82	93	92	85	93	88	94	94	1302	1340	.....	63	85	145	.....	53	67	10	

SOMERSET COUNTY.

Somerset County School Census, by Cities, Townships and Boroughs—Con.

**COUNTIES, TOWNSHIPS AND
BOROUGH.**

COUNTIES, TOWNSHIPS AND BOROUGH.		Number of children between 5 and 6 years of age.		Number of children between 6 and 7 years of age.		Number of children between 7 and 8 years of age.		Number of children between 8 and 9 years of age.		Number of children between 9 and 10 years of age.		Number of children between 10 and 11 years of age.		Number of children between 11 and 12 years of age.		Number of children between 12 and 13 years of age.		Number of children between 13 and 14 years of age.		Number of children between 14 and 15 years of age.		Number of children between 15 and 16 years of age.		Number of children between 16 and 17 years of age.		Number of children between 17 and 18 years of age.		Total number of children be- tween 5 and 18 years of age.		Total number of children be- tween 5 and 18 years of age in 1898.		Increase.		Decrease.		Number of children attending private schools.		Number of children attending no school during the year.		Number of children over 10 years of age unable to read.		Number of children under 15 years of age employed in factories, mines or stores.		Number of children unvaccin- ated.		Number of colored children.		Number of children who are deaf-mutes.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																			
		Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.

Number of children between 5 and 6 years of age.
Number of children between 6 and 7 years of age.
Number of children between 7 and 8 years of age.
Number of children between 8 and 9 years of age.
Number of children between 9 and 10 years of age.
Number of children between 10 and 11 years of age.
Number of children between 11 and 12 years of age.
Number of children between 12 and 13 years of age.
Number of children between 13 and 14 years of age.
Number of children between 14 and 15 years of age.
Number of children between 15 and 16 years of age.
Number of children between 16 and 17 years of age.
Number of children between 17 and 18 years of age.
Total number of children between 5 and 18 years of age.
Total number of children between 5 and 18 years of age in 1898.
Increase.
Decrease.
Number of children attending private schools.
Number of children attending no school during the year.
Number of children over 10 years of age unable to read.
Number of children under 15 years of age employed in factories, mines or stores.
Number of children unvaccinated.
Number of colored children.
Number of children who are deaf-mutes.

SUSSEX COUNTY.																			
Andover—	Males	14	8	8	10	7	12	15	12	12	8	11	7	13	137	18	117
	Females	10	12	13	11	10	8	8	16	16	9	10	6	11	139	21	117
	Total	24	20	21	21	17	20	23	28	27	17	21	13	24	276	253	23	39	234
Bryant—	Males	10	18	8	11	17	12	16	14	11	14	11	18	171	24	98	
	Females	3	13	9	13	11	16	11	12	19	20	13	20	12	170	14	79	
	Total	13	30	17	24	28	33	23	27	33	31	26	31	26	341	343	1	168	
Deerstown—	Males	9	14	11	9	7	13	6	14	11	9	5	13	5	135	4	18	
	Females	14	4	16	18	13	14	10	13	16	9	13	12	15	169	8	26	
	Total	23	18	26	27	19	26	16	27	21	18	18	25	20	294	276	8	44	
Frankford—	Males	11	9	9	11	8	7	14	16	14	16	18	5	10	147	19	106	
	Females	9	12	18	20	16	17	8	18	20	10	9	9	7	171	18	122	
	Total	20	21	27	31	24	24	22	31	34	26	27	14	17	318	306	12	228	
Green—	Males	7	6	10	9	1	4	5	7	3	8	7	6	2	75	6	33	
	Females	3	8	4	4	6	7	8	8	7	5	8	2	3	63	2	28	
	Total	10	14	14	13	7	11	8	10	10	13	15	8	5	138	141	8	61	

SUSSEX COUNTY.

[illegible]

Sussex County School Census, by Cities, Townships and Boroughs--Con.

**COUNTIES, TOWNSHIPS AND
BOROUGHES.**

COUNTIES, TOWNSHIPS AND BOROUGHES.		Number of children between 5 and 6 years of age.		Number of children between 6 and 7 years of age.		Number of children between 7 and 8 years of age.		Number of children between 8 and 9 years of age.		Number of children between 9 and 10 years of age.		Number of children between 10 and 11 years of age.		Number of children between 11 and 12 years of age.		Number of children between 12 and 13 years of age.		Number of children between 13 and 14 years of age.		Number of children between 14 and 15 years of age.		Number of children between 15 and 16 years of age.		Number of children between 16 and 17 years of age.		Number of children between 17 and 18 years of age.		Total number of children be- tween 5 and 18 years of age.		Total number of children be- tween 5 and 18 years of age in 1898.		Increase.		Decrease.		Number of children attending private schools.		Number of children attending no school during the year.		Number of children over 10 years of age unable to read.		Number of children under 15 years of age employed in factories, mines or stores.		Number of children unvaccin- ated.		Number of colored children.		Number of children who are deaf-mutes.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	
SEX--Con.		17	38	34	35	30	29	17	17	14	19	17	24	18	263	277

Union County School Census, by Cities, Townships and Boroughs.

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COUNTIES, TOWNSHIPS AND
BOROUGHs.

COUNTIES, TOWNSHIPS AND BOROUGHs.		Number of children between 5 and 6 years of age.	Number of children between 6 and 7 years of age.	Number of children between 7 and 8 years of age.	Number of children between 8 and 9 years of age.	Number of children between 9 and 10 years of age.	Number of children between 10 and 11 years of age.	Number of children between 11 and 12 years of age.	Number of children between 12 and 13 years of age.	Number of children between 13 and 14 years of age.	Number of children between 14 and 15 years of age.	Number of children between 15 and 16 years of age.	Number of children between 16 and 17 years of age.	Number of children between 17 and 18 years of age.	Total number of children bet- ween 5 and 18 years of age.	Total number of children bet- ween 5 and 18 years of age in 1898.	Increase.	Decrease.	Number of children attending private schools.	Number of children attending no school during the year.	Number of children over 10 years of age unable to read.	Number of children under 15 years of age employed in factories, mines or stores.	Number of children unvaccin- ated.	Number of colored children.	Number of children who are deaf-mutes.
UNION COUNTY.																									
Clark—	Males.....	5	2	1	1	3	4	8	5	4	4	2	2	1	28	83	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Females.....	2	2	1	4	1	4	5	1	4	4	1	5	1	33	62	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Total.....	7	4	2	5	4	8	13	6	8	8	3	7	2	66	145	.....	.....	.....	.....	.....	.....	.....	.....	.....
Cranford—	Males.....	98	15	17	30	24	23	30	19	19	16	20	21	27	279	303	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Females.....	29	46	31	22	16	22	21	26	15	14	21	22	19	303	564	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Total.....	127	61	48	52	40	45	51	45	34	30	41	43	46	582	867	.....	.....	.....	.....	.....	.....	.....	.....	.....
Elizabeth—1st Ward—	Males.....	34	78	75	59	49	82	51	57	54	62	54	43	58	778	728	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Females.....	24	53	59	70	57	85	53	46	53	45	48	43	44	723	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Total.....	58	131	134	129	106	167	104	103	107	107	102	86	102	1501	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
2d Ward—	Males.....	57	69	49	40	41	35	30	53	31	37	39	26	35	536	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Females.....	26	67	35	31	37	20	40	48	22	38	32	33	31	499	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Total.....	83	136	84	71	78	55	71	101	53	75	71	59	66	1035	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
3d Ward—	Males.....	43	63	98	75	73	70	69	68	55	55	84	42	55	763	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Females.....	29	58	75	61	68	67	63	49	45	54	52	31	37	717	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Total.....	72	121	173	136	141	137	132	117	100	109	136	73	92	1480	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

UNION COUNTY.

Union County School Census, by Cities, Townships and Boroughs—Con.

COUNTIES, TOWNSHIPS AND
BOROUGHs.

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UNION COUNTY.

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Elizabeth—9th Ward—		64	32	36	34	33	31	41	39	43	38	31	30	40	492				64	148		8	17	19	1
Males.....		49	36	48	41	37	37	39	35	36	40	26	33	32	488				86	137		1	20	24	...
Females.....																									
Total.....		113	67	84	76	70	68	80	74	79	78	57	63	72	980				150	285		9	37	4	1
10th Ward—																									
Males.....		11	17	23	20	15	21	23	23	13	17	15	17	11	235				24	43	1		10	1	...
Females.....		21	23	19	18	18	16	27	27	21	17	26	17	18	268				27	45			19	1	...
Total.....		32	40	42	38	33	37	49	50	34	34	41	34	29	493				51	91	1		29	3	...
11th Ward—																									
Males.....		29	11	27	22	25	23	29	22	21	24	20	22	13	288				60	60			24	13	...
Females.....		16	17	31	25	41	27	14	31	13	30	25	20	27	316				71	49			13	8	...
Total.....		45	28	58	47	66	50	43	53	33	54	45	42	40	604				131	109			37	21	...
12th Ward—																									
Males.....		21	27	23	41	24	26	27	26	16	33	21	15	24	323				30	56			2	8	...
Females.....		20	33	27	32	33	33	27	34	18	21	34	23	21	348				34	58			1	8	...
Total.....		41	60	49	73	47	59	54	60	34	54	55	40	45	671				64	114			3	16	...
Total for City—																									
Males.....		500	562	548	558	488	545	468	504	415	448	373	347	421	6177				1097	1636	10	38	321	115	5
Females.....		379	603	554	545	499	526	448	489	395	441	408	371	377	6035				1129	1472	2	14	253	134	...
Total.....		879	1165	1102	1103	987	1071	916	993	810	889	781	718	798	12212	11819	393		2226	3108	12	52	574	249	5
Fanwood—																									
Males.....		17	11	25	19	20	16	18	13	25	9	14	16	19	223				9	42	5		23	4	...
Females.....		19	14	23	11	17	15	14	10	16	21	12	15	11	197				13	38			22	1	...
Total.....		36	25	47	30	37	31	32	23	41	30	26	31	30	419	415	4		22	80	5		45	5	...
Linden—																									
Males.....		13	13	10	13	12	12	8	19	11	15	6	16	14	162				7	51		2	45	5	...
Females.....		6	16	11	14	9	9	10	12	5	14	10	11	8	135				4	40			32	6	...
Total.....		19	29	21	27	21	21	18	31	16	29	16	27	22	297	254	13		11	91		2	77	11	...
New Providence—																									
Males.....		13	10	7	10	9	7	6	9	6	7	1	6	6	97				2	21			26		...
Females.....		5	15	6	8	8	8	6	9	7	11	7	7	1	98					25			35		...
Total.....		18	25	13	18	17	15	12	18	13	18	8	13	7	195	214		19	2	47			61		...

Union County School Census, by Cities, Townships and Boroughs—Con.

**COUNTIES, TOWNSHIPS AND
BOROUGH.**

COUNTIES, TOWNSHIPS AND BOROUGH.		Number of children between 5 and 6 years of age.	Number of children between 6 and 7 years of age.	Number of children between 7 and 8 years of age.	Number of children between 8 and 9 years of age.	Number of children between 9 and 10 years of age.	Number of children between 10 and 11 years of age.	Number of children between 11 and 12 years of age.	Number of children between 12 and 13 years of age.	Number of children between 13 and 14 years of age.	Number of children between 14 and 15 years of age.	Number of children between 15 and 16 years of age.	Number of children between 16 and 17 years of age.	Number of children between 17 and 18 years of age.	Total number of children be- tween 5 and 18 years of age.	Total number of children be- tween 5 and 18 years of age in 1898.	Increase.	Decrease.	Number of children attending private schools.	Number of children attending no school during the year.	Number of children over 10 years of age unable to read.	Number of children under 15 years of age employed in factories, mines or stores.	Number of children unvaccin- ated.	Number of colored children.	Number of children who are deaf-mutes.
UNION—Con.																									
Plainfield—1st Ward—																									
Males.....		27	30	38	24	40	39	23	26	22	36	18	26	16	365	365	.....	.....	26	98	.....	8	47	56	.....
Females.....		21	28	30	31	22	26	28	30	18	31	22	27	23	346	346	.....	.....	26	106	.....	1	80	27	.....
Total.....		48	56	68	55	62	65	51	56	40	67	40	58	49	710	710	.....	.....	52	203	.....	9	127	62	.....
2d Ward—																									
Males.....		33	32	34	20	33	24	25	34	24	22	27	29	29	365	365	.....	.....	45	69	.....	72	28	45	.....
Females.....		25	28	31	25	21	34	20	32	24	19	27	26	28	340	340	.....	.....	35	44	.....	79	20	48	.....
Total.....		58	60	65	45	54	58	45	66	48	41	54	55	57	705	705	.....	.....	81	113	.....	142	42	93	.....
3d Ward—																									
Males.....		16	23	22	19	18	28	24	17	11	27	11	18	25	255	255	.....	.....	52	31	.....	48	14	45	.....
Females.....		26	15	26	20	18	28	17	33	16	27	17	23	21	283	283	.....	.....	61	35	.....	45	18	45	.....
Total.....		42	37	48	39	36	46	41	50	27	54	28	41	46	538	538	.....	.....	113	66	.....	1	96	33	.....
4th Ward—																									
Males.....		73	63	65	69	59	57	53	51	44	41	41	42	43	693	693	.....	.....	4	177	3	10	198	84	1
Females.....		88	83	53	60	56	51	46	43	43	47	33	47	44	708	708	.....	.....	1	189	2	2	278	78	.....
Total.....		161	146	118	129	105	108	99	104	87	88	74	89	87	1396	1396	.....	.....	5	366	5	12	476	162	1
Total for City—		149	147	189	131	144	143	124	128	101	126	97	115	112	1677	1677	.....	.....	128	275	3	18	265	165	1
Males.....		160	152	190	136	114	127	111	128	101	129	99	123	126	1671	1671	.....	.....	123	273	2	4	476	160	1
Females.....		309	289	299	267	268	290	255	276	202	250	196	238	239	3346	3346	.....	.....	261	748	5	22	541	298	1

Union County School Census, by Cities, Townships and Boroughs—Con.

COUNTIES, TOWNSHIPS AND BOROUGHES.		Number of children between 5 and 6 years of age.	Number of children between 6 and 7 years of age.	Number of children between 7 and 8 years of age.	Number of children between 8 and 9 years of age.	Number of children between 9 and 10 years of age.	Number of children between 10 and 11 years of age.	Number of children between 11 and 12 years of age.	Number of children between 12 and 13 years of age.	Number of children between 13 and 14 years of age.	Number of children between 14 and 15 years of age.	Number of children between 15 and 16 years of age.	Number of children between 16 and 17 years of age.	Number of children between 17 and 18 years of age.	Total number of children between 5 and 18 years of age.	Total number of children between 5 and 18 years of age in 1898.	Increase.	Decrease.	Number of children attending private schools.	Number of children attending no school during the year.	Number of children over 10 years of age unable to read.	Number of children under 15 years of age employed in factories, mines or stores.	Number of children unvaccinated.	Number of colored children.	Number of children who are deaf-mutes.
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UNION—Con.																						17		4					
Summit—	Males.....	56	55	51	65	46	61	46	45	34	45	28	41	60	625	625	141	105	17	4									
	Females.....	40	54	49	63	50	54	38	36	40	36	46	50	56	636	636	167	137	26	8									
Total.....		96	109	100	121	96	116	83	86	74	81	76	91	116	1251	1225	308	242	43	12									
Union—	Males.....	37	26	50	38	36	32	32	40	29	34	15	20	18	416	416	20	78	12	4									
	Females.....	34	34	45	30	40	25	35	40	35	26	28	27	30	447	447	19	77	11	6									
Total.....		71	60	95	77	76	68	67	69	64	60	43	47	48	863	863	39	155	23	9									
Westfield—	Males.....	37	46	53	42	48	29	34	32	29	27	18	27	16	435	435	16	98	81	18									
	Females.....	41	42	42	33	38	35	35	35	40	32	35	27	31	497	497	18	77	26	13									
Total.....		78	88	95	76	86	64	69	67	69	59	53	54	47	932	932	34	175	167	31									
SUMMARY.																						59		1310		369		11	
Males.....		979	1006	1021	929	928	966	848	906	757	836	663	697	790	11235	11235	1572	2770	19	59	1310	369	11						
	Females.....	833	1057	1014	977	989	946	804	914	752	810	748	751	743	11235	11235	1637	2666	7	20	1382	356	...						
Total.....		1812	2078	2005	1959	1930	1914	1652	1819	1509	1646	1411	1488	1538	22641	22130	3209	5336	26	79	2698	738	11						

**COUNTIES, TOWNSHIPS AND
BOROUGHs.**

[illegible]

Warren County School Census, by Cities, Townships and Boroughs—Con.

COUNTIES, TOWNSHIPS AND
BOROUGH.

WARREN—Con.

WARREN—Cont.																										
Greenwich—	Males.....	9	7	10	10	4	11	6	10	12	11	4	11	5	110	109	13	2	1	80	3	1
	Females.....	12	7	9	5	6	10	7	5	6	9	9	9	6	99	.....	.....	.....	.....	.....	.....	.....	71	1	.....
	Total.....	21	14	19	15	10	21	13	15	17	20	13	20	11	209	196	18	2	1	151	4	1
Hackensack—	Males.....	26	16	29	34	24	34	24	31	36	51	19	31	36	333	323	.....	.....	.....	.....	.....	.....	213	.....	.....
	Females.....	19	18	18	12	22	14	23	23	29	23	28	20	29	278	.....	.....	.....	.....	.....	.....	.....	194	.....	.....
	Total.....	44	34	40	46	46	48	47	44	65	54	47	41	65	611	626	.....	.....	.....	.....	.....	.....	434	.....	.....
Hardwick—	Males.....	7	2	3	3	5	3	6	3	6	4	1	2	1	43	.....	.....	.....	.....	.....	.....	.....	28	.....	.....
	Females.....	5	2	6	6	5	4	4	3	7	4	5	1	2	53	.....	.....	.....	.....	.....	.....	.....	44	.....	.....
	Total.....	12	4	8	9	7	7	9	6	13	8	6	3	3	96	94	1	.....	.....	.....	.....	.....	72	.....	.....
Harmony—	Males.....	7	12	9	10	10	8	6	13	14	15	6	15	15	140	.....	.....	.....	.....	.....	.....	.....	131	.....	.....
	Females.....	17	12	9	14	12	12	8	10	11	11	13	12	10	149	.....	.....	.....	.....	.....	.....	.....	129	.....	.....
	Total.....	24	24	18	24	23	20	11	23	25	26	19	27	25	289	286	.....	.....	.....	.....	.....	.....	260	.....	.....
Hope—	Males.....	12	8	16	7	19	8	14	17	10	19	5	16	12	163	.....	.....	.....	.....	.....	.....	.....	150	.....	.....
	Females.....	10	9	14	9	9	11	11	16	12	13	13	12	8	147	.....	.....	.....	.....	.....	.....	.....	129	.....	.....
	Total.....	22	17	30	16	28	19	25	33	22	32	18	28	20	310	317	7	.....	.....	.....	.....	.....	279	.....	.....

Number of children between 5 and 6 years of age.	.....
Number of children between 6 and 7 years of age.	.....
Number of children between 7 and 8 years of age.	.....
Number of children between 8 and 9 years of age.	.....
Number of children between 9 and 10 years of age.	.....
Number of children between 10 and 11 years of age.	.....
Number of children between 11 and 12 years of age.	.....
Number of children between 12 and 13 years of age.	.....
Number of children between 13 and 14 years of age.	.....
Number of children between 14 and 15 years of age.	.....
Number of children between 15 and 16 years of age.	.....
Number of children between 16 and 17 years of age.	.....
Number of children between 17 and 18 years of age.	.....
Total number of children between 5 and 18 years of age.	.....
Total number of children between 5 and 18 years of age in 1898.	.....
Increase.	.....
Decrease.	.....
Number of children attending private schools.	.....
Number of children attending no school during the year.	.....
Number of children over 10 years of age unable to read.	.....
Number of children under 15 years of age employed in factories, mines or stores.	.....
Number of children unvaccinated.	.....
Number of colored children.	.....
Number of children who are deaf-mutes.	.....

COUNTIES, TOWNSHIPS AND
BOROUGHs.

131	223	334	445	556	667	778	889	990	1001	1112	1213	1314	1415	1516	1617	1718	1819	1920	2021	2122	2223	2324	2425	2526	2627	2728	2829	2930	3031	3132	3233	3334	3435	3536	3637	3738	3839	3940	4041	4142	4243	4344	4445	4546	4647	4748	4849	4950	5051	5152	5253	5354	5455	5556	5657	5758	5859	5960	6061	6162	6263	6364	6465	6566	6667	6768	6869	6970	7071	7172	7273	7374	7475	7576	7677	7778	7879	7980	8081	8182	8283	8384	8485	8586	8687	8788	8889	8990	9091	9192	9293	9394	9495	9596	9697	9798	9899	9900	10001	10102	10203	10304	10405	10506	10607	10708	10809	10910	11011	11112	11213	11314	11415	11516	11617	11718	11819	11920	12021	12122	12223	12324	12425	12526	12627	12728	12829	12930	13031	13132	13233	13334	13435	13536	13637	13738	13839	13940	14041	14142	14243	14344	14445	14546	14647	14748	14849	14950	15051	15152	15253	15354	15455	15556	15657	15758	15859	15960	16061	16162	16263	16364	16465	16566	16667	16768	16869	16970	17071	17172	17273	17374	17475	17576	17677	17778	17879	17980	18081	18182	18283	18384	18485	18586	18687	18788	18889	18990	19091	19192	19293	19394	19495	19596	19697	19798	19899	19900	20001	20102	20203	20304	20405	20506	20607	20708	20809	20910	21011	21112	21213	21314	21415	21516	21617	21718	21819	21920	22021	22122	22223	22324	22425	22526	22627	22728	22829	22930	23031	23132	23233	23334	23435	23536	23637	23738	23839	23940	24041	24142	24243	24344	24445	24546	24647	24748	24849	24950	25051	25152	25253	25354	25455	25556	25657	25758	25859	25960	26061	26162	26263	26364	26465	26566	26667	26768	26869	26970	27071	27172	27273	27374	27475	27576	27677	27778	27879	27980	28081	28182	28283	28384	28485	28586	28687	28788	28889	28990	29091	29192	29293	29394	29495	29596	29697	29798	29899	29900	30001	30102	30203	30304	30405	30506	30607	30708	30809	30910	31011	31112	31213	31314	31415	31516	31617	31718	31819	31920	32021	32122	32223	32324	32425	32526	32627	32728	32829	32930	33031	33132	33233	33334	33435	33536	33637	33738	33839	33940	34041	34142	34243	34344	34445	34546	34647	34748	34849	34950	35051	35152	35253	35354	35455	35556	35657	35758	35859	35960	36061	36162	36263	36364	36465	36566	36667	36768	36869	36970	37071	37172	37273	37374	37475	37576	37677	37778	37879	37980	38081	38182	38283	38384	38485	38586	38687	38788	38889	38990	39091	39192	39293	39394	39495	39596	39697	39798	39899	39900	40001	40102	40203	40304	40405	40506	40607	40708	40809	40910	41011	41112	41213	41314	41415	41516	41617	41718	41819	41920	42021	42122	42223	42324	42425	42526	42627	42728	42829	42930	43031	43132	43233	43334	43435	43536	43637	43738	43839	43940	44041	44142	44243	44344	44445	44546	44647	44748	44849	44950	45051	45152	45253	45354	45455	45556	45657	45758	45859	45960	46061	46162	46263	46364	46465	46566	46667	46768	46869	46970	47071	47172	47273	47374	47475	47576	47677	47778	47879	47980	48081	48182	48283	48384	48485	48586	48687	48788	48889	48990	49091	49192	49293	49394	49495	49596	49697	49798	49899	49900	50001	50102	50203	50304	50405	50506	50607	50708	50809	50910	51011	51112	51213	51314	51415	51516	51617	51718	51819	51920	52021	52122	52223	52324	52425	52526	52627	52728	52829	52930	53031	53132	53233	53334	53435	53536	53637	53738	53839	53940	54041	54142	54243	54344	54445	54546	54647	54748	54849	54950	55051	55152	55253	55354	55455	55556	55657	55758	55859	55960	56061	56162	56263	56364	56465	56566	56667	56768	56869	56970	57071	57172	57273	57374	57475	57576	57677	57778	57879	57980	58081	58182	58283	58384	58485	58586	58687	58788	58889	58990	59091	59192	59293	59394	59495	59596	59697	59798	59899	59900	60001	60102	60203	60304	60405	60506	60607	60708	60809	60910	61011	61112	61213	61314	61415	61516	61617	61718	61819	61920	62021	62122	62223	62324	62425	62526	62627	62728	62829	62930	63031	63132	63233	63334	63435	63536	63637	63738	63839	63940	64041	64142	64243	64344	64445	64546	64647	64748	64849	64950	65051	65152	65253	65354	65455	65556	65657	65758	65859	65960	66061	66162	66263	66364	66465	66566	66667	66768	66869	66970	67071	67172	67273	67374	67475	67576	67677	67778	67879	67980	68081	68182	68283	68384	68485	68586	68687	68788	68889	68990	69091	69192	69293	69394	69495	69596	69697	69798	69899	69900	70001	70102	70203	70304	70405	70506	70607	70708	70809	70910	71011	71112	71213	71314	71415	71516	71617	71718	71819	71920	72021	72122	72223	72324	72425	72526	72627	72728	72829	72930	73031	73132	73233	73334	73435	73536	73637	73738	73839	73940	74041	74142	74243	74344	74445	74546	74647	74748	74849	74950	75051	75152	75253	75354	75455	75556	75657	75758	75859	75960	76061	76162	76263	76364	76465	76566	76667	76768	76869	76970	77071	77172	77273	77374	77475	77576	77677	77778	77879	77980	78081	78182	78283	78384	78485	78586	78687	78788	78889	78990	79091	79192	79293	79394	79495	79596	79697	79798	79899	79900	80001	80102	80203	80304	80405	80506	80607	80708	80809	80910	81011	81112	81213	81314	81415	81516	81617	81718	81819	81920	82021	82122	82223	82324	82425	82526	82627	82728	82829	82930	83031	83132	83233	83334	83435	83536	83637	83738	83839	83940	84041	84142	84243	84344	84445	84546	84647	84748	84849	84950	85051	85152	85253	85354	85455	85556	85657	85758	85859	85960	86061	86162	86263	86364	86465	86566	86667	86768	86869	86970	87071	87172	87273	87374	87475	87576	87677	87778	87879	87980	88081	88182	88283	88384	88485	88586	88687	88788	88889	88990	89091	89192	89293	89394	89495	89596	89697	89798	89899	89900	90001	90102	90203	90304	90405	90506	90607	90708	90809	90910	91011	91112	91213	91314	91415	91516	91617	91718	91819	91920	92021	92122	92223	92324	92425	92526	92627	92728	92829	92930	93031	93132	93233	93334	93435	93536	93637	93738	93839	93940	94041	94142	94243	94344	94445	94546	94647	94748	94849	94950	95051	95152	95253	95354	95455	95556	95657	95758	95859	95960	96061	96162	96263	96364	96465	96566	96667	96768	96869	96970	97071	97172	97273	97374	97475	97576	97677	97778	97879	97980	98081	98182	98283	98384	98485	98586	98687	98788	98889	98990	99091	99192	99293	99394	99495	99596	99697	99798	99899	99900	100001	100002	100003	100004	100005	100006	100007	100008	100009	100010	100011	100012	100013	100014	100015	100016	100017	100018	100019	100020	100021	100022	100023	100024	100025	100026	100027	100028	100029	100030	100031	100032	100033	100034	100035	100036	100037	100038	100039	100040	100041	100042	100043	100044	100045	100046	100047	100048	100049	100050	100051	100052	100053	100054	100055	100056	100057	100058	100059	100060	100061	100062	100063	100064	100065	100066	100067	100068	100069	100070	100071	100072	100073	100074	100075	100076	100077	100078	100079	100080	100081	100082	100083	100084	100085	100086	100087	100088	100089	100090	100091	100092	100093	100094	100095	100096	100097	100098	100099	100100	100101	100102	100103	100104	100105	100106	100107	100108	100109	100110	100111	100112	100113	100114	100115	100116	100117	100118	100119	100120	100121	100122	100123	100124	100125	100126	100127	100128	100129	100130	100131	100132	100133	100134	100135	100136	100137	100138	100139	100140	100141	100142	100143	100144	100145	100146	100147	100148	100149	100150	100151	100152	100153	100154	100155	100156	100157	100158	100159	100160	100161	100162	100163	100164	100165	100166	100167	100168	100169	100170	100171	100172	100173	100174	100175	100176	100177	100178	100179	100180	100181	100182	100183	100184	100185	100186	100187	100188	100189	100190	100191	100192	100193	100194	100195	100196	100197	100198	100199	100200	100201	100202	100203	100204	100205	100206	100207	100208	100209	100210	100211	100212	100213	100214	100215	100216	100217	100218	100219	100220	100221	100222	100223	100224	100225	100226	100227
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WARREN COUNTY.

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APPENDIX TO SCHOOL REPORT.

Summary of School Census, by Counties.

COUNTIES.	Number of children between 5 and 6 years of age.	Number of children between 6 and 7 years of age.	Number of children between 7 and 8 years of age.	Number of children between 8 and 9 years of age.	Number of children between 9 and 10 years of age.	Number of children between 10 and 11 years of age.	Number of children between 11 and 12 years of age.	Number of children between 12 and 13 years of age.	Number of children between 13 and 14 years of age.	Number of children between 14 and 15 years of age.	Number of children between 15 and 16 years of age.	Number of children between 16 and 17 years of age.	Number of children between 17 and 18 years of age.	Total number of children between 5 and 18 years of age.	Total number of children between 5 and 18 years of age in 1898.	Increase.	Decrease.	Number of children attending private schools.	Number of children attending no school during the year.	Number of children over 10 years of age unable to read.	Number of children under 15 years of age employed in factories, mines or stores.	Number of children unvaccinated.	Number of colored children.	Number of children who are deaf-mutes.
Atlantic—																								
Males.....	354	433	412	443	419	365	357	394	356	340	305	275	286	4745	.....	.....	.....	103	914	7	86	1607	325	5
Females.....	325	438	448	457	401	363	341	384	380	330	297	298	278	4755	.....	.....	.....	150	753	3	12	1347	324	2
Total.....	679	901	860	900	820	729	698	778	735	670	605	568	569	9500	9252	243	.....	253	1602	16	48	3156	649	7
Bergen—																								
Males.....	758	917	891	848	777	750	706	673	652	637	556	571	535	9895	.....	.....	.....	644	1901	23	91	1983	225	4
Females.....	807	848	836	783	783	811	690	705	685	672	640	679	547	9899	.....	.....	.....	615	1331	13	70	2075	309	6
Total.....	1565	1765	1727	1630	1560	1561	1395	1383	1330	1310	1225	1150	1072	19895	19028	657	.....	1259	3232	50	157	4057	534	10
Burlington—																								
Males.....	573	585	569	557	565	567	527	534	514	521	510	523	499	7125	.....	.....	.....	453	1316	25	67	2265	347	5
Females.....	542	567	545	570	521	527	527	551	500	511	495	458	470	6841	.....	.....	.....	670	1114	22	35	2115	355	4
Total.....	1115	1153	1114	1127	1145	1093	1054	1085	1014	1032	1005	981	969	13966	12868	98	.....	1322	2330	47	105	4378	695	9
Camden—																								
Males.....	1038	1109	1109	1075	1056	1043	955	946	907	896	806	741	739	12458	.....	.....	.....	719	2779	60	313	4070	982	3
Females.....	978	1103	1168	1109	1044	1027	973	1006	918	871	799	757	723	12453	.....	.....	.....	665	2544	40	214	4019	1042	4
Total.....	2016	2212	2277	2184	2100	2069	1928	1948	1825	1767	1605	1508	1512	24951	25016	65	.....	1383	5323	106	527	8119	2004	7
Cape May—																								
Males.....	131	132	123	132	135	126	108	124	114	116	122	112	143	1618	.....	.....	.....	112	89	1	11	910	105	1
Females.....	110	135	115	131	118	120	140	146	109	108	120	90	110	1553	.....	.....	.....	65	87	3	4	829	104	.....
Total.....	241	263	238	263	253	246	248	270	223	224	242	202	253	3171	3148	23	.....	177	176	4	15	1839	209	1

Summary of School Census, by Counties—Con.

COUNTIES.		Number of children between 5 and 6 years of age.	Number of children between 6 and 7 years of age.	Number of children between 7 and 8 years of age.	Number of children between 8 and 9 years of age.	Number of children between 9 and 10 years of age.	Number of children between 10 and 11 years of age.	Number of children between 11 and 12 years of age.	Number of children between 12 and 13 years of age.	Number of children between 13 and 14 years of age.	Number of children between 14 and 15 years of age.	Number of children between 15 and 16 years of age.	Number of children between 16 and 17 years of age.	Number of children between 17 and 18 years of age.	Total number of children between 5 and 18 years of age.	Total number of children between 5 and 18 years of age in 1898.	Increase.	Decrease.	Number of children attending private schools.	Number of children attending no school during the year.	Number of children over 10 years of age unable to read.	Number of children under 15 years of age employed in factories, mines or stores.	Number of children unvaccinated.	Number of colored children.	Number of children who are deaf-mutes.		
COUNTIES—Con.	North— Males.....	660	638	673	618	676	615	666	618	647	638	546	483	561	7586	.....	.....	.....	775	1246	24	50	8974	138	.....	2	
	Females.....	591	637	646	606	643	674	583	609	548	563	514	587	505	7538	.....	.....	.....	818	1167	5	80	8814	167	.....	2	
	Total.....	1161	1263	1318	1223	1318	1189	1149	1191	1212	1095	1155	1060	1090	1066	15119	16208	89	.....	1693	2403	29	80	7888	803	.....	2
	Ocean— Males.....	209	195	224	205	211	214	202	202	199	213	183	194	189	205	2643	.....	.....	.....	68	250	12	1	1881	31	.....	1
Females.....	180	216	202	204	202	210	205	194	194	194	166	186	180	169	2580	.....	.....	.....	44	282	7	.....	1766	18	.....	6	
Total.....	389	411	426	409	413	424	407	393	393	407	349	382	369	374	5163	5033	130	.....	107	432	19	1	3637	39	.....	6	
Passaic— Males.....	2229	1885	1990	1766	1786	1541	1883	1534	1169	1467	1283	1308	1397	2078	.....	.....	.....	.....	2064	4673	153	847	5938	219	8	.....	8
	Females.....	1874	1784	1814	1699	1685	1669	1566	1496	1183	1447	1402	1391	1450	2009	.....	.....	.....	2024	4832	383	675	3816	190	9	.....	9
	Total.....	4103	3669	3804	3465	3371	3210	3449	3030	2352	2914	2685	2699	2847	4087	4087	4087	.....	4108	9501	516	1522	7754	409	17	.....	17
	Salem— Males.....	543	271	281	265	287	245	267	280	245	232	231	237	239	3268	.....	.....	.....	65	283	5	70	1555	407	.....	1	
Females.....	232	219	243	203	219	259	245	269	218	271	221	209	231	3145	.....	.....	.....	49	319	2	6	1632	402	.....	1		
Total.....	481	550	524	527	466	457	512	549	466	503	452	446	460	6413	6523	109	.....	109	.....	104	701	7	76	3048	809	.....	1
Somerset— Males.....	304	321	287	315	306	299	271	337	287	298	291	290	296	2914	.....	.....	.....	.....	174	406	1	34	813	263	4	.....	4
	Females.....	303	312	304	286	298	305	284	326	281	272	269	285	283	3746	.....	.....	.....	231	539	2	18	819	198	2	.....	2
	Total.....	607	633	591	613	606	607	655	663	578	570	560	575	579	7660	7607	53	.....	395	1146	4	52	1632	391	6	.....	6
	Total.....	607	633	591	613	606	607	655	663	578	570	560	575	579	7660	7607	53	395	1146	4	52	1632	391	6	6

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Children Attending No School, 1899—Atlantic County.

COUNTIES, TOWNSHIPS AND BOROUGHs.	ATLANTIC COUNTY.													
	Number of children between 5 and 6 years of age.													
COUNTIES, TOWNSHIPS AND BOROUGHs.	Number of children between 6 and 7 years of age.													
	Number of children between 7 and 8 years of age.													
COUNTIES, TOWNSHIPS AND BOROUGHs.	Number of children between 8 and 9 years of age.													
	Number of children between 9 and 10 years of age.													
COUNTIES, TOWNSHIPS AND BOROUGHs.	Number of children between 10 and 11 years of age.													
	Number of children between 11 and 12 years of age.													
COUNTIES, TOWNSHIPS AND BOROUGHs.	Number of children between 12 and 13 years of age.													
	Number of children between 13 and 14 years of age.													
COUNTIES, TOWNSHIPS AND BOROUGHs.	Number of children between 14 and 15 years of age.													
	Number of children between 15 and 16 years of age.													
COUNTIES, TOWNSHIPS AND BOROUGHs.	Number of children between 16 and 17 years of age.													
	Number of children between 17 and 18 years of age.													
COUNTIES, TOWNSHIPS AND BOROUGHs.	Total number of children be- tween 5 and 18 years of age.													
	Total for County.....													

BERGEN COUNTY.

673

Children Attending No School, 1899—Bergen County.

COUNTIES, TOWNSHIPS AND BOROUGHES.	Number of children between 5 and 6 years of age.	Number of children between 6 and 7 years of age.	Number of children between 7 and 8 years of age.	Number of children between 8 and 9 years of age.	Number of children between 9 and 10 years of age.	Number of children between 10 and 11 years of age.	Number of children between 11 and 12 years of age.	Number of children between 12 and 13 years of age.	Number of children between 13 and 14 years of age.	Number of children between 14 and 15 years of age.	Number of children between 15 and 16 years of age.	Number of children between 16 and 17 years of age.	Number of children between 17 and 18 years of age.	Total number of children be- tween 5 and 18 years of age.
BERGEN COUNTY.														
Allendale.....	9	1	...	1	1	1	...	...	...	2	3	5	9	32
Bergen.....	9	4	...	...	...	...	...	1	...	...	...	...	...	16
Bergenfield.....	5	4	...	...	...	...	...	...	2	2	7	...	9	39
Bogota.....	4	6	1	1	1	...	...	...	...	...	...	...	1	17
Carlstadt.....	34	5	4	2	1	...	1	5	6	24	23	35	31	171
Cresskill.....	3	3	...	1	...	...	...	...	...	2	2	...	9	23
Cliffside Park.....	17	8	5	2	2	...	1	1	2	2	8	8	10	63
Desford.....	7	7	1	2	...	...	1	...	1	2	1	...	4	31
Dumont.....	6	1	...	...	...	...	...	...	1	1	4	...	7	30
East Rutherford.....	35	9	1	...	...	1	3	2	10	17	22	30	33	163
Englewood.....	3	1	...	...	...	...	...	...	...	...	...	2	...	7
Englewood City.....	115	39	12	6	4	5	3	4	6	17	23	31	72	337
Englewood (Special District).....	1	1	2	...	...	...	...	...	...	...	...	...	...	6
Fairview.....	7	2	2	1	...	1	1	...	2	2	1	7	8	33
Fort Lee.....	12	7	2	...	1	1	1	2	5	3	14	20	19	87
Franklin.....	15	9	...	1	...	...	...	...	10	7	17	19	23	117
Garfield.....	48	21	11	6	9	2	11	23	24	44	40	10	29	276
Glen Rock.....	3	2	...	1	2	...	1	1	1	2	3	3	4	21
Harrington.....	37	16	3	...	1	...	...	2	4	7	20	18	40	149
Hasbrouck Heights.....	2	...	...	...	...	...	...	...	2	3	1	10	13	32
Hilldale.....	8	6	1	...	1	...	...	...	2	...	1	2	...	21
Hoboken.....	2	1	...	1	...	...	2	2	1	8	13	12	28	71
Leonia.....	6	2	1	...	...	...	...	...	1	3	8	7	7	31
Little Ferry.....	1	...	1	...	1	...	...	...	2	12	18	18	13	37
Lodi.....	6	...	...	...	...	2	3	5	8	10	13	8	...	54
Lodi Borough.....	18	3	...	...	1	1	1	1	5	25	23	27	37	141
Maywood.....	5	1	...	...	...	1	1	1	1	...	...	2	3	14
Midland.....	3	2	...	...	...	...	...	...	...	2	6	12	7	31
Midland Park.....	11	7	3	...	1	...	4	8	9	18	20	17	23	121
Mount Vale.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...
New Barbadoes.....	69	29	3	2	3	2	1	2	9	30	46	63	76	331
North Arlington.....	1	1	1	1	...	...	...	...	...	...	...	6	5	21
Old Tappan.....	2	1	5	...	1	2	...	1	3	...	...	6	6	26
Orvil.....	...	...	...	...	...	1	1	2	...	6	10	13	12	45
Overpeck.....	15	3	1	...	...	...	...	1	1	7	13	20	19	80
Palisade.....	14	4	...	1	...	1	...	1	...	9	4	7	9	50
Palisades Park.....	4	3	...	...	...	...	...	...	...	2	9	...	...	23
Park Ridge.....	8	...	2	3	1	...	...	...	3	2	5	7	16	47
Ridgefield.....	...	...	...	...	...	...	...	...	...	7	7	10	11	36
Ridgefield Borough.....	6	2	1	...	...	...	...	...	4	2	3	5	6	29
Ridgewood.....	33	9	4	2	2	...	5	3	9	11	16	25	22	141
Riverside.....	7	7	2	2	...	1	...	3	4	8	2	7	...	44
Rutherford.....	27	11	2	...	4	...	2	2	9	19	18	32	39	163
Saddle River.....	24	4	...	2	...	2	4	9	19	15	27	25	...	133
Saddle River Borough.....	1	...	2	...	...	1	...	1	1	2	6	3	...	16
Tenack.....	8	4	2	1	1	...	1	1	2	3	5	6	12	42
Tenafly.....	14	4	7	1	2	3	1	1	5	10	15	14	78	...
Undercliff.....	...	1	...	1	...	1	1	...	3	3	2	3	3	23
Union.....	1	1	...	...	...	...	1	...	2	6	18	29	56	...
Upper Saddle River.....	...	...	...	...	...	...	1	...	...	4	4	2	...	13
Wallington.....	10	2	...	2	3	...	4	2	3	14	13	18	11	84
Washington.....	11	6	4	...	...	...	...	2	2	6	7	11	16	63
Westwood.....	5	2	1	1	...	1	...	1	2	6	8	13	...	40
Woodcliff.....	...	...	...	...	...	...	...	1	...	2	...	...	...	3
Wood Ridge.....	7	1	...	...	...	...	...	...	2	7	5	7	11	40
Total for County.....	688	262	97	41	46	22	50	33	169	376	503	663	822	3832

APPENDIX TO SCHOOL REPORT.

Children Attending No School, 1899—Burlington County.

COUNTIES, TOWNSHIPS AND BOROUGHES.	Number of children between 5 and 6 years of age.	Number of children between 6 and 7 years of age.	Number of children between 7 and 8 years of age.	Number of children between 8 and 9 years of age.	Number of children between 9 and 10 years of age.	Number of children between 10 and 11 years of age.	Number of children between 11 and 12 years of age.	Number of children between 12 and 13 years of age.	Number of children between 13 and 14 years of age.	Number of children between 14 and 15 years of age.	Number of children between 15 and 16 years of age.	Number of children between 16 and 17 years of age.	Number of children between 17 and 18 years of age.	Total number of children be- tween 5 and 18 years of age.
BURLINGTON COUNTY.														
Bass River.....	1	1	1	1										15
Beverly.....	14	2	2	1					3	7	11	17	21	79
Beverly City.....	15	4	3	1			2		3	4	7	21	25	86
Bordentown.....	3	11		1		1	1	1	1	1	2	2		23
Bordentown City.....	39	15	12	3	2	1	5	7	8	27	24	31	34	208
Burlington.....	6	3	5	1	2	0	2	13	14	3	2	1	1	26
Burlington City.....	68	31	19	7	8	4	9	13	14	21	44	52	66	361
Chester.....	27	4	5	3		2		2	1	3	16	21	31	115
Chesterfield.....	2		1				1		1			5	7	18
Cinnaminson.....	22	4	2	2			2			4	5	7	11	60
Delran.....		5	2	3	1			3	3	4	2	6	8	35
Eastampton.....										1	2	7	7	17
Evesham.....	3	2	2			2		2	2	2	4	3	6	28
Fleetsborough.....	7	2						1	4	4	6	10	41	
Florence.....	16	5	5					1	1	8	7	16	17	75
Lumberton.....	4	9	8			2	1	1	1	2	5	9	12	54
Mansfield.....	25	8	3	1	2	1		4		7		30	80	
Medford.....	11	2	3	4	3	2	1	2	2	5	12	18	69	
Mount Laurel.....	1	1	1	1	1		1	2	2		2	3	17	
New Hanover.....	4	3	3	1	3		1	1			6	9	35	
Northampton.....	32	24	15	9	3	6	6	5	8	28	55	87	57	295
Palmyra.....	35	15								3	5	18	24	92
Pemberton.....			2			2				3	4	18	16	38
Riverside.....	39	10	2	1	4	1	5	5	20	47	33	53	53	273
Riverton.....	15	1		1					1	1	4	5	14	42
Shamong.....		1	1			1								3
Southampton.....	23	18	2	1	3		0	0	3	4	5	9	26	95
Springfield.....													1	9
Washington.....														0
Westampton.....	3	1								1	2	1	1	9
Willingboro.....	3	1	1	2	1	2			1	2	4	6	1	24
Woodland.....														0
Total for County.....	438	180	101	43	35	29	40	50	83	185	254	378	514	2330

CAMDEN COUNTY.

675

Children Attending No School, 1899—Camden County.

COUNTIES, TOWNSHIPS AND BOROUGHS.	CAMDEN COUNTY.															Total.
	Number of children between 5 and 6 years of age.	Number of children between 6 and 7 years of age.	Number of children between 7 and 8 years of age.	Number of children between 8 and 9 years of age.	Number of children between 9 and 10 years of age.	Number of children between 10 and 11 years of age.	Number of children between 11 and 12 years of age.	Number of children between 12 and 13 years of age.	Number of children between 13 and 14 years of age.	Number of children between 14 and 15 years of age.	Number of children between 15 and 16 years of age.	Number of children between 16 and 17 years of age.	Number of children between 17 and 18 years of age.	Total number of children be- tween 5 and 18 years of age.		
	874	418	170	92	56	72	84	103	209	405	533	608	751	4379		
Centre.....	2	1		1							5	1	7	9	35	
Dunsmuir.....									1		2	4	11	17	30	
Gloucester.....	13	1	1	1	1	3	1			1	1	7	9	25	59	
Gloucester City.....	89	54	20	18	8	10	4	14	15	50	42	46	74	437	1,006	
Haddon.....	34	21	10	4	2	1		2	6	4	12	22	27	134	237	
Haddonfield.....	23	14	3	1		1				4	4	9	17	84	164	
Merchantville.....	1									2	2	4	8	16	28	
Meriden.....	10	2	7	5	3	6	6	6	2	10	3	23	18	106	206	
Westmonte.....	1														1	
Waterford.....	28	8	6	4	2	3	3		3	1	11	13	24	97	171	
Winslow.....	12	9	2	4	1	1	1	1	2		3	8	13	53	88	
Total.....	1072	526	220	180	80	93	97	128	259	484	626	762	966	5433		

APPENDIX TO SCHOOL REPORT.

Children Attending No School, 1899—Cape May County.

[illegible]

APPENDIX TO SCHOOL REPORT.

Children Attending No School, 1899—Essex County.

COUNTIES, TOWNSHIPS AND BOROUGHES.	Number of children between 5 and 6 years of age.	Number of children between 6 and 7 years of age.	Number of children between 7 and 8 years of age.	Number of children between 8 and 9 years of age.	Number of children between 9 and 10 years of age.	Number of children between 10 and 11 years of age.	Number of children between 11 and 12 years of age.	Number of children between 12 and 13 years of age.	Number of children between 13 and 14 years of age.	Number of children between 14 and 15 years of age.	Number of children between 15 and 16 years of age.	Number of children between 16 and 17 years of age.	Number of children between 17 and 18 years of age.	Total number of children be- tween 5 and 18 years of age.
ESSEX COUNTY.														
Belleville.....	33	16	8	2	1	1	7	6	12	19	35	40	69	249
Bloomfield.....	148	39	13	3	3	4	9	13	13	42	76	115	145	699
Caldwell.....	1	5	3	1	1	1	1	1	2	1	4	3	6	26
Caldwell Borough.....	12	4	3	3	3	2	2	3	1	3	1	11	13	40
Clinton.....	13	4	3	3	3	2	2	3	3	4	9	19	15	77
East Orange.....	185	57	17	6	4	3	6	3	12	32	41	85	122	553
Franklin.....	134	55	37	22	10	10	11	7	4	14	25	45	61	435
Glen Ridge.....	8	2	1	1	1	1	1	1	1	1	1	1	9	28
Irvington.....	45	19	8	3	2	2	1	1	5	22	41	51	52	252
Livingston.....	12	8	1	1	1	1	1	1	2	4	5	11	7	53
Milburn.....	29	8	2	3	1	1	1	1	1	1	5	25	17	91
Montclair.....	3	2	1	1	1	1	1	1	6	14	18	70	96	215
Newark.....	3172	1625	518	196	111	86	85	147	316	1004	1711	2169	2740	13780
Orange.....	412	206	124	83	78	42	39	31	47	96	110	157	233	1659
South Orange.....	35	9	7	4	2	3	3	3	5	13	20	13	39	156
Vailsburg.....	25	5	2	2	1	1	1	1	6	10	24	24	29	139
Verona.....	24	8	1	1	1	1	1	1	5	5	1	4	11	56
West Orange.....	95	26	13	2	3	2	4	1	9	22	43	49	55	323
Total for County.....	4337	1994	758	332	217	149	161	218	444	1306	2171	2895	3718	18700

GLOUCESTER COUNTY.

679

Children Attending No School, 1899—Gloucester County.

COUNTIES, TOWNSHIPS AND BOROUGHs.	GLOUCESTER COUNTY.													
	Number of children between 5 and 6 years of age.	Number of children between 6 and 7 years of age.	Number of children between 7 and 8 years of age.	Number of children between 8 and 9 years of age.	Number of children between 9 and 10 years of age.	Number of children between 10 and 11 years of age.	Number of children between 11 and 12 years of age.	Number of children between 12 and 13 years of age.	Number of children between 13 and 14 years of age.	Number of children between 14 and 15 years of age.	Number of children between 15 and 16 years of age.	Number of children between 16 and 17 years of age.	Number of children between 17 and 18 years of age.	Total number of children be- tween 5 and 18 years of age.
Clayton.....	19	6	.....	.....	.....	3	3	2	8	23	18	29	33	144
Deptford.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
East Greenwich.....	19	6	3	.....	.....	.....	.....	.....	1	1	2	4	2	10
Elk.....	10	6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Franklin.....	35	11	7	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Gloucester.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Gloucester.....	26	15	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Harmon.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Harmon.....	36	15	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Logan.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Logan.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Manila.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Monte.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Monte.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
South Harrison.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
South Harrison.....	3	2	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Washington.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Washington.....	4	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
West Deptford.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
West Deptford.....	11	10	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Woodbury.....	62	23	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Woodbury.....
Woodwich.....	19
Total for County.....	216	83	24	10	7	10	21	22	48	77	105	189	222	1033

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APPENDIX TO SCHOOL REPORT.

Children Attending No School, 1899—Hudson County.

COUNTIES, TOWNSHIPS AND BOROUGHS.	Number of children between 5 and 18 years of age.												
	5 and 6 years of age.	6 and 7 years of age.	7 and 8 years of age.	8 and 9 years of age.	9 and 10 years of age.	10 and 11 years of age.	11 and 12 years of age.	12 and 13 years of age.	13 and 14 years of age.	14 and 15 years of age.	15 and 16 years of age.	16 and 17 years of age.	17 and 18 years of age.
HUDSON COUNTY.													
Bayonne.....	751	306	113	62	38	40	64	88	92	169	209	214	285
East Newark.....	29	3	1	...	...	...	...	4	12	28	47	60	63
Guttenberg.....	51	16	6	3	2	1	2	...	...	...	...	...	34
Harrison.....	398	100	39	17	6	13	8	20	157	398	145	124	176
Hoboken.....	1481	704	247	66	44	31	41	76	574	819	673	881	1024
Jersey City.....	3280	1416	485	209	144	116	102	171	374	819	1283	1482	1824
North Bergen.....	212	78	26	13	4	8	2	7	13	45	85	108	157
North Hudson.....	29	19	11	4	1	1	1	1	13	22	61	132	166
Town of Union.....	283	52	9	11	14	11	11	11	22	54	80	42	49
Union.....	67	15	3	1	1	2	3	...	...	...	...	...	...
West Hoboken.....	56	24	5	5	2	5	7	1	6	31	42	58	58
West Hoboken.....	214	51	13	9	5	10	7	10	39	104	188	216	246
Total.....	6739	2644	942	406	272	239	236	386	794	1813	2861	3349	4283

HUNTERDON COUNTY.

681

Children Attending No School, 1899—Hunterdon County.

COUNTIES, TOWNSHIPS AND BOROUGHs.	HUNTERDON COUNTY.													Total for County.....
	Number of children between 5 and 6 years of age.	Number of children between 6 and 7 years of age.	Number of children between 7 and 8 years of age.	Number of children between 8 and 9 years of age.	Number of children between 9 and 10 years of age.	Number of children between 10 and 11 years of age.	Number of children between 11 and 12 years of age.	Number of children between 12 and 13 years of age.	Number of children between 13 and 14 years of age.	Number of children between 14 and 15 years of age.	Number of children between 15 and 16 years of age.	Number of children between 16 and 17 years of age.	Number of children between 17 and 18 years of age.	Total number of children be- tween 5 and 18 years of age.
Alexandria.....	1	1	3	1	2	1	1	1	6	2	10	1	22	4
Bethlehem.....	3	4	1	1	1	1	1	1	3	1	3	7	22	62
Clinton.....	2	1	1	1	1	1	1	1	1	1	1	1	3	13
Clinton Trough.....	3	2	1	2	2	2	2	2	1	3	5	6	11	19
Delaware.....	6	4	1	1	1	1	1	1	1	1	1	4	4	18
East Amwell.....	1	1	1	1	1	1	1	1	2	3	5	4	9	27
Franklin.....	1	2	1	1	1	1	1	1	1	1	1	4	4	23
Frenchtown.....	1	1	1	1	1	1	1	1	1	1	1	4	4	41
Highbridge.....	1	1	1	1	1	1	1	1	1	1	1	4	4	27
Holland.....	1	1	1	1	1	1	1	1	1	1	1	4	4	26
Madison.....	1	1	1	1	1	1	1	1	1	1	1	4	4	23
Kimberlin.....	10	11	6	1	2	2	2	2	2	3	8	8	8	28
Landberville.....	57	19	2	2	1	1	1	1	1	15	11	82	48	187
Lebanon.....	8	2	1	1	1	1	1	1	4	6	4	13	8	50
Marlian.....	33	6	1	1	1	2	3	3	1	5	5	16	39	108
Readington.....	6	1	1	1	1	1	1	1	1	1	1	4	39	14
Stockton.....	20	4	4	4	3	4	3	2	4	3	2	4	11	20
Swedesburg.....	13	9	1	1	1	1	1	1	1	2	2	4	11	20
Trenton.....	4	1	1	1	1	1	1	1	1	1	1	1	1	17
West Amwell.....	1	1	1	1	1	1	1	1	1	1	1	1	1	3
Total for County.....	177	59	17	16	18	14	13	10	59	49	70	121	202	790

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APPENDIX TO SCHOOL REPORT.

Children Attending No School, 1899—Mercer County.

COUNTIES, TOWNSHIPS AND BOROUGH.	Number of children between 5 and 18 years of age.													
	5 and 6 years of age.	6 and 7 years of age.	7 and 8 years of age.	8 and 9 years of age.	9 and 10 years of age.	10 and 11 years of age.	11 and 12 years of age.	12 and 13 years of age.	13 and 14 years of age.	14 and 15 years of age.	15 and 16 years of age.	16 and 17 years of age.	17 and 18 years of age.	Total number of children between 5 and 18 years of age.
MERCER COUNTY.														
East Windsor.....	11	7	3	2	4	4	1	1	2	4	3	8	13	62
Ewing.....	30	2	3	...	...	...	...	...	...	...	12	15	16	97
Hamilton.....	...	1	...	...	1	1	1	...	...	...	26	33	43	139
Hopewell.....	31	8	8	4	1	1	2	3	1	14	8	16	32	116
Lawrence.....	1	4	1	...	...	...	...	3	1	1	8	13	16	54
Lawrence Borough.....	27	12	3	6	4	4	5	6	7	14	...	26	35	154
Princeton.....	941	426	161	101	73	79	73	134	214	397	672	626	735	4551
Trenton.....	...	...	...	...	...	...	...	...	...	...	...	1	2	3
Washington.....	...	...	...	...	...	...	...	...	...	...	...	...	...	0
West Windsor.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total for County.....	1046	460	196	116	86	91	94	149	238	440	641	743	892	5174

MIDDLESEX COUNTY.

683

Children Attending No School, 1899—Middlesex County.

COUNTIES, TOWNSHIPS AND BOROUGHES.	Number of children between 5 and 6 years of age.	Number of children between 6 and 7 years of age.	Number of children between 7 and 8 years of age.	Number of children between 8 and 9 years of age.	Number of children between 9 and 10 years of age.	Number of children between 10 and 11 years of age.	Number of children between 11 and 12 years of age.	Number of children between 12 and 13 years of age.	Number of children between 13 and 14 years of age.	Number of children between 14 and 15 years of age.	Number of children between 15 and 16 years of age.	Number of children between 16 and 17 years of age.	Number of children between 17 and 18 years of age.	Total number of children be- tween 5 and 18 years of age.
MIDDLESEX COUNTY.														
Cranbury.....	5	5	.....	.....	.....	.....	2	1	.....	2	.....	3	9	13
Dunellen.....	13	10	4	.....	.....	.....	1	.....	.....	3	.....	8	10	18
East Brunswick.....	5	10	1	1	2	5	1	3	.....	5	.....	5	11	15
Helmetta.....	7	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	84
Jamesburg.....	14	3	2	.....	2	.....	.....	.....	.....	.....	.....	.....	.....	29
Madison.....	2	1	1	.....	.....	1	.....	.....	.....	2	.....	3	3	16
Milbourn.....	.....	1	.....	.....	.....	.....	1	1	.....	4	.....	6	8	11
Monroe.....	7	4	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	40
New Brunswick.....	250	91	36	20	21	11	18	21	35	75	100	121	209	1008
North Brunswick.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	5
Perth Amboy.....	156	134	45	20	6	12	14	15	33	83	93	119	123	883
Piscataway.....	6	5	2	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	79
Raritan.....	17	6	3	.....	.....	.....	1	1	.....	4	10	10	23	123
Sayreville.....	21	9	3	1	1	.....	.....	4	.....	27	46	23	35	176
South Amboy.....	58	50	4	2	2	1	3	5	5	11	27	85	20	223
South Brunswick.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	8
South River Borough.....	21	16	6	2	4	2	8	3	13	18	20	22	35	170
Woodbridge.....	84	47	14	8	7	5	12	7	.....	17	34	46	58	380
Total for County.....	667	392	121	55	45	38	61	61	132	294	394	498	612	3370

APPENDIX TO SCHOOL REPORT.

Children Attending No School, 1899—Monmouth County.

COUNTIES, TOWNSHIPS AND BOROUGHES.	Number of children between 5 and 6 years of age.	Number of children between 6 and 7 years of age.	Number of children between 7 and 8 years of age.	Number of children between 8 and 9 years of age.	Number of children between 9 and 10 years of age.	Number of children between 10 and 11 years of age.	Number of children between 11 and 12 years of age.	Number of children between 12 and 13 years of age.	Number of children between 13 and 14 years of age.	Number of children between 14 and 15 years of age.	Number of children between 15 and 16 years of age.	Number of children between 16 and 17 years of age.	Number of children between 17 and 18 years of age.	Total number of children be- tween 5 and 18 years of age.
MONMOUTH COUNTY.														
Asbury Park.....	31	10	5	2	2	3	5	4	5	3	8	23	22	123
Atlantic.....														9
Atlantic Highlands.....	11	1	1					1	1	2	1	4	4	26
Belmar.....	3	6	6	2	1	2							6	16
Easton town.....	21	4	2	2		4		2	5	4	14	14	16	39
Freehold.....	29	8	2	1										39
Freehold, Town of.....	29	8	2	1										39
Holmdel.....	11	2	3	2		4		3	1	3	5	10	15	59
Howell.....	11	16	18	7	12	12	7	13	9	13	13	24	33	193
Keyport.....	25	12	6	4		2	1	1	1	5	4	13	22	96
Long Branch.....	220	51	21	6	11	2	11	21	9	32	41	81	120	632
Manahawgan.....	10	4	5	4	5	7	6	4	5	9	8	3	12	85
Manasquan.....														
Marlboro.....		2	3	1	1	2		2	2	2	8	8	17	49
Matawan.....	40	16	15	4	9	6	2	2	8	5	14	22	35	178
Middletown.....	51	22	11	12	7	9	5	8	9	10	19	17	43	238
Millstone.....	11	7	2	2	2	2	2			2	4	5	5	43
Neptune.....	81	29	9	1	3	2					1			126
Neptune City.....														5
Ocean.....		1												7
Raritan.....	10	6	2	2	1	3				4	3	17	14	62
Red Bank.....	129	20	17	5	2	4	6	6	7	16	32	38	109	390
Shrewsbury.....	3	3		1			1	3	1		5	5	22	44
Spring Lake.....														
Upper Freehold.....	10	2										1	3	16
Wall.....	6	2		1						1	2	4	10	26
Total for County.....	714	224	129	59	59	71	47	75	69	122	197	323	556	2645

APPENDIX TO SCHOOL REPORT.

Children Attending No School, 1899—Ocean County.

COUNTIES, TOWNSHIPS AND BOROUGHES.	OCEAN COUNTY.													
	Number of children between 5 and 6 years of age.	Number of children between 6 and 7 years of age.	Number of children between 7 and 8 years of age.	Number of children between 8 and 9 years of age.	Number of children between 9 and 10 years of age.	Number of children between 10 and 11 years of age.	Number of children between 11 and 12 years of age.	Number of children between 12 and 13 years of age.	Number of children between 13 and 14 years of age.	Number of children between 14 and 15 years of age.	Number of children between 15 and 16 years of age.	Number of children between 16 and 17 years of age.	Number of children between 17 and 18 years of age.	Total number of children be- tween 5 and 18 years of age.
Bay Head.....	4
Beach Haven.....	1
Berkeley.....	11
Buck.....	27
Dover.....	129
Edgewater.....	3
Island Heights.....	32
Jackson.....	34
Lacey.....	89
Lakewood.....	5
Little Egg Harbor.....	16
Long Beach City.....	1
Long Beach Township.....	3
Manchester.....	2
Monmouth.....	63
Ocean.....	18
Pine Island.....	39
Point Pleasant.....	6
Stafford.....	18
Union.....	3
Total for County.....	83	40	31	14	8	10	8	13	11	35	35	80	134	483

PASSAIC COUNTY.

687

Children Attending No School, 1899—Passaic County.

COUNTIES, TOWNSHIPS AND BOROUGH.	Number of children between 5 and 6 years of age.																
	Number of children between 6 and 7 years of age.																
COUNTIES, TOWNSHIPS AND BOROUGH.	Number of children between 7 and 8 years of age.																
	Number of children between 8 and 9 years of age.																
COUNTIES, TOWNSHIPS AND BOROUGH.	Number of children between 9 and 10 years of age.																
	Number of children between 10 and 11 years of age.																
COUNTIES, TOWNSHIPS AND BOROUGH.	Number of children between 11 and 12 years of age.																
	Number of children between 12 and 13 years of age.																
COUNTIES, TOWNSHIPS AND BOROUGH.	Number of children between 13 and 14 years of age.																
	Number of children between 14 and 15 years of age.																
COUNTIES, TOWNSHIPS AND BOROUGH.	Number of children between 15 and 16 years of age.																
	Number of children between 16 and 17 years of age.																
COUNTIES, TOWNSHIPS AND BOROUGH.	Number of children between 17 and 18 years of age.																
	Total number of children be- tween 5 and 18 years of age.																
PASSAIC COUNTY.	76	13	11	9	4	5	7	6	9	26	26	36	56	262			
Aquackanonk.....	31	7	3	1	1	1	4	4	7	24	27	26	26	262			
Barclay.....	25	22	2	2	1	1	2	6	8	32	34	20	26	166			
Manhasset.....	310	161	48	28	19	18	26	78	100	217	237	331	444	233	180		
Passaic City.....	887	388	125	80	27	54	66	143	297	737	1013	1136	1381	602	2278		
Paterson.....	29	10	10	5	2	4	2	5	5	7	9	15	13	116			
Ramapo.....	9	6	3	2	1	1	1	1	3	3	2	2	8	69			
Rompuon Lakes.....	1	1	1	1	1	1	1	1	1	1	1	1	1	9			
Towaco.....	17	3	3	2	2	2	2	2	3	3	3	3	3	69			
West Milford.....	27	11	8	3	4	2	4	2	3	4	13	13	13	116			
Total for County.....	1383	567	214	105	63	90	113	253	443	1056	1471	1744	2070	9601			

SOMERSET COUNTY.

639

Children Attending No School, 1899—Somerset County.

COUNTIES, TOWNSHIPS AND BOROUGHES.	SOMERSET COUNTY.														Total number of children be- tween 5 and 18 years of age.
	Number of children between 5 and 6 years of age.	Number of children between 6 and 7 years of age.	Number of children between 7 and 8 years of age.	Number of children between 8 and 9 years of age.	Number of children between 9 and 10 years of age.	Number of children between 10 and 11 years of age.	Number of children between 11 and 12 years of age.	Number of children between 12 and 13 years of age.	Number of children between 13 and 14 years of age.	Number of children between 14 and 15 years of age.	Number of children between 15 and 16 years of age.	Number of children between 16 and 17 years of age.	Number of children between 17 and 18 years of age.		
Bedminster.....	11	5	1	1	1	1	1	2	8	10	11	26	5		
Bermdar.....	3	2	4	2	1	1	3	3	9	8	18	22	32		
Bond Brook.....	34	5	1	4	1	1	1	1	1	3	6	6	54		
Brantburn.....	38	18	5	4	3	1	4	1	3	6	7	18	6		
East Milford.....	15	2	3	2	1	1	1	1	3	6	6	15	13		
Franklin.....	8	5	3	2	1	1	1	1	3	6	7	15	23		
Hillsborough.....	34	10	4	4	2	1	4	2	10	15	26	36	57		
Monmouth.....	33	10	6	6	4	6	2	2	16	21	27	41	31		
North Plainfield.....	68	27	6	6	4	7	6	3	10	15	26	36	57		
North Plainfield Borough.....	3	3	1	1	1	1	2	2	8	3	4	10	6		
South Bound Brook.....	3	3	1	1	1	1	1	2	1	3	4	10	3		
Warren.....	3	3	1	1	1	1	1	2	1	3	4	10	6		
Total for County.....	312	79	30	34	18	20	8	20	46	71	111	187	319		
	1145														

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APPENDIX TO SCHOOL REPORT.

Children Attending No School, 1899—Sussex County.

COUNTIES, TOWNSHIPS AND BOROUGHES.		Number of children between 5 and 6 years of age.											Number of children between 6 and 7 years of age.											Number of children between 7 and 8 years of age.											Number of children between 8 and 9 years of age.											Number of children between 9 and 10 years of age.											Number of children between 10 and 11 years of age.											Number of children between 11 and 12 years of age.											Number of children between 12 and 13 years of age.											Number of children between 13 and 14 years of age.											Number of children between 14 and 15 years of age.											Number of children between 15 and 16 years of age.											Number of children between 16 and 17 years of age.											Number of children between 17 and 18 years of age.											Total number of children be- tween 5 and 18 years of age.																						
SUSSEX COUNTY.		10	5	3	3	1	3	1	6	4	5	11	22	31	28	31	56	106	153	217	89																																																																																																																																																		
Andover.....	8	2	1	1	3	1	6	4	5	11	22	31	28	31	56	106	153	217	89																																																																																																																																																				
Bryant.....	8	2	2	2	1	1	3	1	6	4	5	11	22	31	28	31	56	106	153	217	89																																																																																																																																																		
Deerfield.....	4	2	2	2	1	1	3	1	6	4	5	11	22	31	28	31	56	106	153	217	89																																																																																																																																																		
Frankford.....	3	2	2	2	1	1	3	1	6	4	5	11	22	31	28	31	56	106	153	217	89																																																																																																																																																		
Green.....	3	2	2	2	1	1	3	1	6	4	5	11	22	31	28	31	56	106	153	217	89																																																																																																																																																		
Hampton.....	36	13	6	3	1	1	6	4	5	11	22	31	28	31	56	106	153	217	89																																																																																																																																																				
Marbleton.....	2	1	1	1	1	1	3	1	6	4	5	11	22	31	28	31	56	106	153	217	89																																																																																																																																																		
Montague.....	23	8	6	1	1	1	3	2	3	5	13	30	43	58	77	100	129	168	217	285	388																																																																																																																																																		
Newton.....	1	1	1	2	1	1	3	1	6	4	5	11	22	31	28	31	56	106	153	217	89																																																																																																																																																		
Sanderson.....	6	8	1	2	1	1	3	1	6	4	5	11	22	31	28	31	56	106	153	217	89																																																																																																																																																		
Sparta.....	1	1	1	1	1	1	3	1	6	4	5	11	22	31	28	31	56	106	153	217	89																																																																																																																																																		
Spilwell.....	17	6	1	1	2	1	4	3	7	7	21	31	57	77	100	129	168	217	285	388																																																																																																																																																			
Union.....	1	1	1	1	1	1	3	1	6	4	5	11	22	31	28	31	56	106	153	217	89																																																																																																																																																		
Yonkers.....	1	1	1	1	1	1	3	1	6	4	5	11	22	31	28	31	56	106	153	217	89																																																																																																																																																		
Wading.....	1	1	1	1	1	1	3	1	6	4	5	11	22	31	28	31	56	106	153	217	89																																																																																																																																																		
Total for County.....	123	51	31	31	6	17	16	28	31	56	106	153	217	285	388	491	644	851	1108	1446	1899																																																																																																																																																		

APPENDIX TO SCHOOL REPORT.

Children Attending No School, 1899—Warren County.

COUNTIES, TOWNSHIPS AND BOROUGHES.	Number of children between 5 and 6 years of age.	Number of children between 6 and 7 years of age.	Number of children between 7 and 8 years of age.	Number of children between 8 and 9 years of age.	Number of children between 9 and 10 years of age.	Number of children between 10 and 11 years of age.	Number of children between 11 and 12 years of age.	Number of children between 12 and 13 years of age.	Number of children between 13 and 14 years of age.	Number of children between 14 and 15 years of age.	Number of children between 15 and 16 years of age.	Number of children between 16 and 17 years of age.	Number of children between 17 and 18 years of age.	Total number of children be- tween 5 and 18 years of age.
WARREN COUNTY.														
Allamuchy.....														0
Belvidere.....	21	8	2	2	1	1	2	8	6	10	18	25	15	119
Blairstown.....		1		1	3		1	1	2		1	9	7	26
Franklin.....		2	1					1		1	3	4	9	29
Frelinghuysen.....	3	1								1	1	1	6	13
Greenwich.....								1				1		2
Hackettstown.....	11	3			2	1		1	5	10	4	16	39	92
Hardwick.....									1					2
Harmony.....	6		2	1		3	1	3		4	1	3	2	26
Hope.....		2	2	1				1		3		12	8	29
Independence.....	3	1	2						1	2		3	3	16
Knowlton.....		4	2		1						2	3	6	22
Lopatcong.....	7	2	2				2		4	7	27	20	28	69
Manasfield.....					1		1		1	1	2	2	7	17
Oxford.....	27	6	2	3		2	2	1	11	11	17	18	31	131
Pahaquarry.....	2		1			1	1					1		7
Phillipsburg.....	110	32	18	7	4	6	10	17	31	51	93	94	108	580
Pohatcong.....											2	3	1	6
Washington.....	5	3				1			1					0
Washington Borough.....	2	1		1	6	3	2	2	6	10	20	20	40	113
Total for County.....	207	65	32	16	18	18	22	36	70	112	192	235	315	1339

SUMMARY.

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Children Attending No School, 1899—Summary.

COUNTIES.	Number of children between 5 and 9 years of age.	Number of children between 6 and 14 years of age.	Number of children between 7 and 15 years of age.	Number of children between 8 and 16 years of age.	Number of children between 9 and 17 years of age.	Number of children between 10 and 18 years of age.	Number of children between 11 and 19 years of age.	Number of children between 12 and 20 years of age.	Number of children between 13 and 21 years of age.	Number of children between 14 and 22 years of age.	Number of children between 15 and 23 years of age.	Number of children between 16 and 24 years of age.	Number of children between 17 and 25 years of age.	Total number of children between 5 and 19 years of age.
SUMMARY.														
Atlantic	313	167	70	59	35	38	33	35	57	105	150	232	308	1602
Bergen	688	262	97	41	46	22	50	33	169	376	503	663	822	3832
Burlington	438	180	101	43	55	29	40	50	83	185	254	378	514	2330
Camden	1072	526	220	130	80	93	97	128	239	494	626	763	966	5423
Cape May	28	13	5	7	3	6	9	2	7	11	15	23	47	176
Cumberland	421	162	85	46	33	37	35	83	122	206	299	358	548	2426
Essex	4337	1994	758	332	217	149	161	218	444	1306	2171	2895	3718	18700
Gloucester	216	83	24	10	7	10	21	32	48	77	105	188	222	1033
Hudson	6739	3644	942	405	272	234	235	386	784	1813	2881	3349	4253	25162
Hunterdon	177	59	17	16	13	14	13	10	29	49	70	121	203	790
Mercer	1046	460	195	115	86	91	84	149	238	440	641	742	892	5174
Middlesex	667	392	121	55	45	38	61	61	132	294	394	498	612	3970
Monmouth	714	224	129	59	59	71	47	75	69	123	197	323	556	2645
Morris	422	185	68	34	31	26	29	38	76	172	314	415	565	2403
Ocean	83	40	21	14	8	10	8	13	11	35	35	80	134	482
Passaic	1383	587	214	105	62	90	113	253	443	1066	1471	1744	2070	9601
Salem	87	50	21	11	8	7	15	17	29	55	89	133	179	701
Somerset	212	79	30	24	18	20	8	20	46	71	111	187	319	1145
Sussex	123	51	31	21	6	17	16	28	31	59	108	152	217	880
Union	1256	657	273	114	82	71	62	93	144	311	460	747	1066	5336
Warren	207	66	32	16	18	18	22	36	70	112	192	256	315	1339
Total for State	20619	9069	3454	1657	1164	1096	1159	1800	3266	7339	11026	14225	18585	94519

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