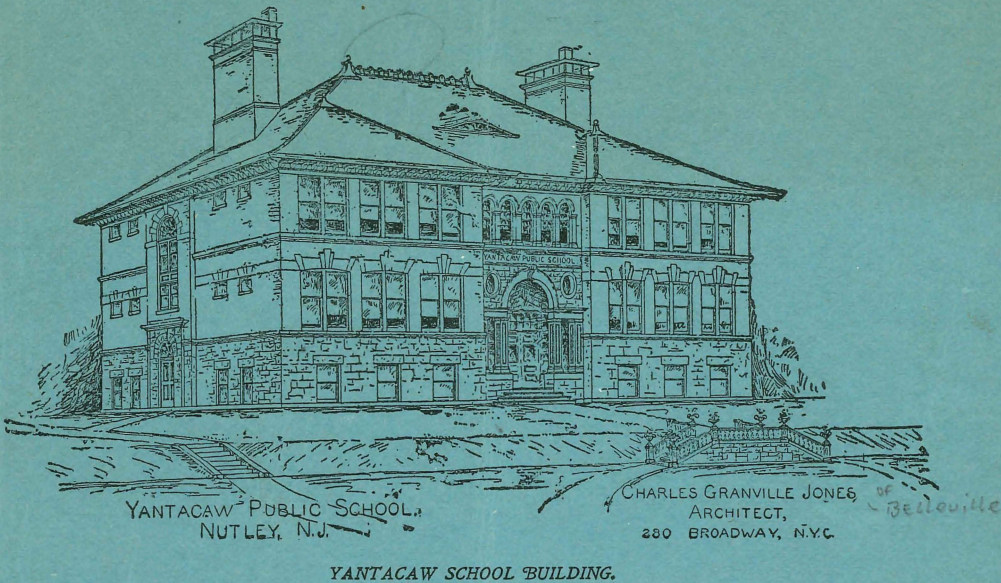


REPORT
... OF THE ...
Board of Education

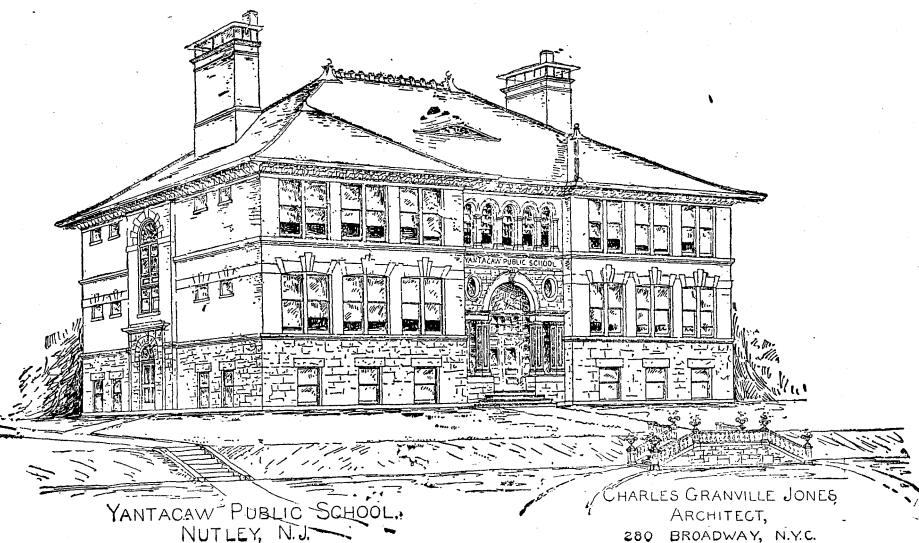


Franklin Township



March, 1902.

REPORT
... OF THE ...
Board of Education



YANTACAW SCHOOL BUILDING.

Franklin Township



March, 1902.

REPORT

OF THE

BOARD OF EDUCATION

OF THE

PUBLIC SCHOOLS

OF

FRANKLIN TOWNSHIP.

*CONDITION OF SCHOOLS,
RECOMMENDATIONS, BUDGET.*

1902.

The Nutley Sun.

Board of Education.

JOHN VERNOU BOUVIER, Jr., President.	WILBUR ACKERMAN, District Clerk.
JOACHIM DAVIS, Term expires in 1904.	JOHN F. CLARK, Term expires in 1903.
WILLIAM F. DITTIG, Term expires in 1904.	Dr. G. B. PHILHOWER, Term expires in 1904.
R. W. BOOTH, Term expires in 1902.	J. P. DOLAN, Term expires in 1902.
G. R. POND, Term expires in 1902.	

PARK HALL is rented for purposes approved by the Board. The charge for evening entertainments is \$8.00. This includes the services of the janitor, who must always be admitted, and whose directions concerning safety and good order must be obeyed. The "Auditorium" of Park School is rented for Lectures, Musicales, Church and similar entertainments, subject in all cases to the approval of the Board and such regulations, as they may deem necessary. The charge for the "Auditorium" is \$15.00. Applications for the rental of Park Hall or "Auditorium" must be made to the District Clerk.

Annual Report.

A detailed report of the conditions, present needs and future development of the public schools of Franklin township would far exceed the limits of a pamphlet such as has been annually issued to the citizens for some years past, yet in view of the radical changes, physical and academic that have recently been made in our entire school system it is proper that we should depart somewhat from the precedents of former years and extend the scope of the report which we now have the honor to submit.

In the annual report issued for 1901 the opening paragraph called attention to the fact that the insufficient appropriation for the year 1900 was responsible for the unsatisfactory condition of the public schools as that condition existed in 1901. Stress was laid upon the overcrowding of the buildings, the lack of proper accommodation and the insufficiency of the teaching force. The last named drawback, however, had by virtue of the appropriation been eliminated, and the annual report dwelt with greater particularity upon the lack of school accommodations which made it necessary to hold half day sessions in some grades and to use as temporary schools rooms inconveniently located, of unsanitary condition and wholly unsuited for the purpose for which they were employed. The report, however, did not dwell upon another feature, which was nevertheless recognized by the members of the Board to be of equal importance with the physical conditions referred to and which might properly be called the academic or scholastic condition.

It was believed that the organization, the system of teaching, the methods employed and the general plan of instruction obtaining in our schools down to the year 1901 were not in touch with the most advanced and approved methods of public education, and while the citizens generously re-

sponded to the appeal of the Board for better accommodations for the scholars, and in a special meeting on December 21, 1900, authorized the issue of bonds for the school district in the sum of eighteen thousand dollars to cover the purchase of what was known as the Stager site and the erection thereon of an eight room school house, the Board on its part, in conjunction with the supervising principal, applied itself to the establishment of a system of instruction which it was felt was not only closer in touch with modern methods but was far better calculated to yield the greatest amount of benefit to the people. The latter have certainly done their part in aiding the Board to secure adequate accommodation for the children of the township, and as a result of their timely and broad consideration of the subject the Board has the distinct pleasure of presenting to the citizens a modern school constructed upon the most scientific, hygienic and sanitary plans, with all the recognized conveniences and some that are ordinarily found only in private academies.

The Yantacaw school, constructed under the architectural supervision of Mr. Charles Granville Jones, of Belleville, is a building 60x90, with eight class rooms, two teachers' rooms and a library fully equipped. The class rooms are heated by hot air, the corridors and other portions of the building by steam. The heating and ventilating plants were provided by Mr. W. S. Kellogg, of Newark, upon scientific lines and in faithful compliance with the requirements of the law and the recommendations of the State Board. The building is fireproof, with iron stairways and convenient exits, which are so essential in a structure designed to accommodate a large number of young people. It is constructed of Hackensack brick and brown stone trim, and stands prominently upon a knoll with the front facing easterly towards Passaic avenue, upon a plot of ground some four and a half acres in area. The school will accommodate three hundred and twenty pupils, being at the rate of forty pupils to a room.

A public road fifty feet wide, known as Yantacaw Place, has been regularly laid from Franklin Avenue east to the school grounds and south at a right angle to Brookfield avenue. The entire property has been graded, involving the removal of about thirty-three hundred yards of dirt and only requiring comparatively little subgrading to complete entirely this phase of the work. With a frontage of about two hundred and fifty feet on Passaic avenue the land offers peculiar attractions for the work of the landscape gardener, while the structure itself, occupying by virtue of its elevation upon the knoll a position of prominence, presents from the northerly approach an object at once dignified and attractive.

That a more intelligent understanding of the problems hereafter discussed affecting the organization and system of instruction can be had, the following statistics are presented, covering the school year ending March 1, 1902.

Table 1.
Total Enrollment.

	1896	1897	1898	1899	1900	1901	1902
High School	36	26	27	36	29	34	33
Grammar School	126	124	124	116	141	165	174
Primary School	244	272	351	393	407	440	445
Kindergarten	66	79	54	69	73	102	99
Total	472	501	556	614	650	741	751

Increase over last year 10

Total enrollment for the year 1900-1901

Ending June 30, 1901

777

Total number who left during the year

June 30, 1901

156

621

Table II.
Those Leaving During the Year
1900-1901.

	High School	Grammar School	Primary School	Kind- garten	Totals
Left Town		17	47	6	70
Returned to School 1901-02	1	12	21	7	40
Entered Private School		4	1		6
Sickness		3	2		
Expelled			1		1
At Work		10	15		25
Unaccounted for		2		7	9
Total					156

The most noticeable thing about the statistics in Table I is the difference between the grammar and primary school enrollments. By a comparison with previous years, it will be seen that the decrease is almost constant. Some of the reasons for this falling off may be seen from a study of Table II. Such a falling off is greatly to be deplored and certainly demands some remedy.

It is our belief that if at the completion of the eighth grade a pupil were given a Grammar school diploma, the fact of such an award would be a sufficiently strong magnet to keep boys and girls with us longer. With graduation only at the completion of the High school course, seven years from the fourth grade is a long time to look ahead; then too, there are many parents that cannot afford to give their children a High school course, who would find a way to keep them in

school a few years longer if there were a prospect of a diploma. The grammar school course represents the so-called common school education. If with the completion of this, the pupil can have something to show for his efforts, the tendency will be for him to continue longer in school; while the impetus gained would be sufficient to carry many over into the High school who would otherwise have dropped out earlier in the course. Thus the enrollment of our High school should increase rather than decrease by the plan of Grammar school graduation. This will involve the separation of the eighth grade from the High school; making the eight year school course complete and justifying a diploma to the graduate thereof.

In discussing the condition of the schools we are confining ourselves to the time since the beginning of the fall term, September 8, 1901. Six months can hardly give very certain evidences of beneficial changes in all departments of school administration. Nor indeed is it desirable that many changes be made so quickly. Our plan has been rather to enable the supervising principal to acquaint himself with the present conditions, and from these to formulate a definite policy for the future welfare of the entire system.

Distribution of Schools.

The fact that the Yantacaw building was not ready for occupancy with the opening of schools, necessitated unexpected changes in the distribution of various classes.

The store on Franklin avenue, used last year by a second grade, was abandoned in September. This grade now recites in the afternoon in the Chestnut street school. While the change from the previous unsanitary quarters has been an agreeable one, the conditions in the latter, however, are not at all conducive to the best school work. The light and ventilation are wholly unsatisfactory. This room is used also in the morning by another second grade class. Both of these classes are designed to go to the Park school with the opening of the Yantacaw school, and the room will then be abandoned.

At the Church street school there have been three classes, two first grades and a kindergarten. One of these first grade classes, that which meets in the afternoon, will go to the Yantacaw school.

At the Park school there have been four primary and four grammar classes using the eight class rooms, while the High school has been obliged to go to the auditorium. Four of these classes, a third grade, a fourth grade, a fifth grade, and a combined sixth and seventh grade will eventually go to the Yantacaw school. The two classes from the Park Hall will come in to take two of the rooms thus vacated, and the High school will use two rooms on the second floor.

In order to make the later transfer to the new school as easy as possible, at the beginning of the year pupils were grouped according to residence and placed with the teacher whom they would ultimately have. Now that the time for transfer has come, it can be made with no break in the work, and pupils and teachers will go in the new class rooms together. To avoid the necessity of pupils of the sixth and seventh grades passing one school to get to another, a combination of these grades for a single room was made in each grammar school building. Single grades to one teacher are unquestionably more desirable, but under the circumstances which were present in September, a combination seemed to be the only solution of the problem before us.

The Fortnightly clubhouse, used by a kindergarten class, was abandoned February 21, 1902. It had been very difficult to keep the room warm, a fact which had affected the attendance to such an extent that it seemed wiser to close the school until the new building was ready. There will be hardly more than two weeks time lost for this class.

For the remainder of this year, then, the arrangement of classes at the Yantacaw school will be as follows: one kindergarten, one first grade, one second grade, two third grades, one fourth grade, one fifth grade, and a combination sixth and seventh grades, making eight classes in all.

At neither the Elm street nor the Passaic avenue schools have there been any changes in the arrangement of the classes.

The second and third grades which now use the Elm street building will go to the Yantacaw school, and the building will then be closed. While the Passaic avenue school has answered most requirements it is clearly to be seen that in a year or two it will be wholly inadequate to the growing needs of the Avondale district. A larger building in that section of our township, to accommodate grades higher than the first will be an absolute necessity. In bad weather it is an impossibility to keep up the attendance when pupils are obliged to cover such great distances to reach either the Park school or the Yantacaw school.

With the four buildings, Park, Yantacaw, Church street and Passaic avenue, our pupils are well provided for the rest of this year but there is a pressing future need which claims our attention. A recent canvass of the district bounded by Bloomfield avenue, Centre and Canal streets showed that here were some thirty children of school age who were not attending school.

The nearest school is the one on Church street, and in bad weather the distance is altogether too great for them to walk. The attendance of those who go is so irregular that the year's stay in a grade produces few results. With about twenty-five children who do attend school and the greater number who do not, and many of whom cannot, it would seem wise to consider the establishment of a school in the southern part of the township. The Church street school is too near the Park school to relieve the conditions existing in the Bloomfield district. If we are to enforce the compulsory education law a place in which to put the pupils must certainly be provided. From the character of the population in this district it is believed an ungraded school would be most effective since the majority of the children will be kept in school only so long as the law compels them. This problem is now under consideration.

Organization.

In the matter of internal organization there has been a decided readjustment. Each grammar school has now its own

principal, and for convenience in administration, the Church street school has been classed with the Park Grammar school, and the Passaic avenue school with the Yantacaw Grammar school.

It is our belief that in order to maintain the discipline of the schools, using the word "discipline" in its broadest sense, it is first necessary to have established a proper machine of discipline, whereby there are definite powers, definite duties and definite responsibilities upon each individual. Therefore each school has been carefully organized. The principals act as local heads of their respective schools, and each grade teacher is in turn responsible for the management of her particular room. A vast saving of time and energy has resulted thus far, and too, the pupils cannot help but be benefited by any change which puts a school system on a definite and businesslike basis.

Throughout the High and Grammar schools for the past five years the departmental system of teaching has obtained. This fall a change was made in the Grammar school to the grade teacher plan. Instead of one teacher teaching a single subject throughout the High and Grammar schools, each grade room has now its own teacher who conducts all the recitations in that room.

On the side of administration, reasoning from theoretical conditions, the departmental system would seem to be a success. On the other hand, judging from results in our own schools, both scholastically and from the view point of discipline, it must be judged a failure here.

It is true each particular subject may be better taught by a specialist, but the question arises as to which is more important, the growing need of the child, or the subject? If it is the child then the surest way of bringing about that child's highest good is to provide him with a single inspiring teacher who may appeal to him through many subjects and through all the different modes for expressing his thought. A departmental teacher, with his many classes, cannot know each pupil intimately; he sees and knows him merely as he reveals himself through one subject. In the subject matter of our school

courses the tendency is not toward isolation but co-ordination. Geography and history are not separate and unconnected subjects but rather they form a unit, and they must be presented as closely connected. These connections must be shown, and how better than by a single teacher? Frequent conferences between special teachers can never bring about the correlation which should exist between the various studies in our curriculum.

Course of Study.

A beginning has been made in the revision of the course of study. Meetings of the various grade teachers have been held, at which the subjects taught were discussed.

A course of study to be of value to any system must be a growth and not a creation. It is one thing to outline on paper a certain amount of ground to be covered, and another to have it applicable to the conditions of a particular class room. It is only after careful study and after many conferences that the work can be adapted to the capacity of the growing child.

Briefly stated, the idea underlying the changes that are being made is that the work in each grade shall progress from the general work of the first and second grades to the intensive work of a particular nature in the seventh and eighth grades. As the pupil advances from one grade to another he meets no subject wholly new to him. The gradual progression in the subject matter of the course involves a gradual change in the method of presentation. The aim in the first few years is to lay certain broad foundations, by forming correct habits of thinking and working, and by fixing a strong interest in school work. To this end the work must be suited to the increasing powers and the inclinations of the pupil. This does not mean that all the hard places shall be made easy and every thing which savors of effort shall be eliminated; but rather, that the pupil shall be trained through the medium of school work in the ability to take up a new piece of work and to persevere in it until it is accomplished. We are taking into account too, the fact, as shown in our statistics, that the greater number of children leave before the end of the fifth year of school life. While they are with us we should aim in our teaching to make their horizon as wide as possible.

The changes in the course of study have necessitated changes in certain of the texts. Many text books were antiquated and in poor condition. These have been replaced by more modern books. The work in reading has been greatly helped by the introduction of supplemental readers.

The administration of the work in music under its supervisor has been slightly modified from that of last year. Heretofore the supervisor has given the lessons in the various rooms; spending but one day a week with us, he has not enough time to do this, even if it were desirable. For the best results the supervisor is not the teacher of the pupils, but of the teachers. Just in the proportion to the success which attends the teaching of the teachers, is the success or failure of a so-called special study.

That this work is meeting with success is shown in the report of the Supervisor which follows.

Nutley, N. J., March 1, 1902

To the Superintendent of Franklin Public Schools.

Dear Sir:—I hereby submit my first semi-annual report of my work in the department of Music in the public schools of Franklin.

The object sought for is, as has always been during my long connection with the schools of Franklin, primarily to teach the pupils to read music at sight, with the ultimate end in view of inculcating in them a taste for all that is best in the art of music.

In planning work for the guidance of grade teachers I have been careful to systematize the giving of lessons so that the pupils will learn to look upon the subject of music as strictly a part of their regular school work, and not, as is too often the case, a side issue. Moreover, I have been at particular pains so to instruct the teachers themselves as not to leave the issue in any doubt.

I have personally given regular and systematic instruction in the High school and in all the Grammar grades, to the extent of one lesson each week. I have been able to visit each Primary department once in two weeks; in most of these classes I have given the lesson. In this connection it is very desirable

that the teacher, herself, should observe both the method and import adopted in the giving of such lesson.

Although my present engagement with the School Board necessarily limits my work within the narrow confines of one day each week I am yet enabled under the new arrangement of supervision to keep in touch with and direct generally the lessons given by the regular teachers.

But while these lessons for the most part have been satisfactory, it must be frankly confessed that owing to the half-day sessions in the lower grades, which, however, were in force last year and have continued in operation in a less degree until now, together with sundry other, set backs, the complete success of the work in music during the first half year has been somewhat handicapped.

With the opening of the new school building and an increasing familiarity with the requirements along well directed lines on the part of the new teachers, the outlook for the balance of the school year is more promising.

It is quite certain that in some respects the work in music up to the present time bears favorable comparison with that of last year, indeed, there is a decided gain in that from two to three lessons are given during each week as against only one last year.

The system of supervision introduced by the present Superintendent is, under the circumstances, most timely and tends to the betterment and permanency of a well rounded and perfectly safe system of general instruction such as may be acquired in the public schools. This plan of supervision, however, can only be carried out in part, so far, for reasons which are self evident to those familiar with the present condition of affairs.

As already stated I have given personal instruction in nearly all of the classes in all grades. Especially have I given attention to those in which the work seemed to need my services most.

The pupils generally are rapidly acquiring a sound elementary grounding in sight-reading which will, no doubt, be of inestimable value to them later on in life, morally and socially, and I am not, I think, over stating the matter in the assertion

that the boys and girls at present in our schools will not be behind those of former years in the preparation and fulfilment of good practical knowledge in the art of reading vocal music.

I have held three meetings for teachers which I trust have been profitable not only in outlining their work, but in securing their interest and co-operation in the subject itself.

Respectfully,

P. J. SMITH,

Supervisor of Music

High School.

For administrative purposes the eighth grammar grade was grouped with the High school, thus giving four classes conducted on the departmental plan. The school has been obliged to use the auditorium of the Park grammar school for class room and study purposes. This room was never intended for such uses and the heating apparatus proved wholly inadequate. The result has been that the school has suffered seriously to the extent of having to be closed for two weeks on account of the cold. The light has been poor, and with three classes in a single room the best work could not be done.

Notwithstanding these conditions the work of the school has been characterized by honest and earnest effort, and substantial progress has been made in its various departments.

The course of study adopted by the Board last spring has been put into successful operation. While different in character to that of last year, it has adjusted itself to the needs of the present pupils. It will be noticed that the subject is made the unit and not the "course." In fact each pupil makes his own course, subject to the approval of the Principal.

By the change from two sessions to one, a greater chance is given for home study, without which in the High school the work cannot be successfully carried on. The session is given over to recitations and the bulk of the preparation for each day's work must be done at home. Without such hard and persistent work we may be carrying on a High school in name but its pupils will not be doing High school work. As yet, it must be frankly admitted that our High school is not up to the standard of the average High school, nor is it possible to greatly

strengthen it until the work in our grades is more fully established and closely connected. As the grade work is strengthened the High school work will grow stronger and the numbers will increase. It will be a better policy for us not to attempt too much in this department until we have made our foundation sure.

Upon these lines and in this spirit has our supervising principal, Mr. Meredith, laid his plans, and it is believed by the Board that the advance has been real and substantial. In many instances the changes may have appeared, in contrast with what heretofore obtained, somewhat radical in their nature, particularly the change from departmental to the grade system of teaching and the readjustment of the course of study, but the reasons for this change must be convincing to those who give the subject the attentive consideration which it deserves, while the results have fully warranted the departure.

Thus, in conclusion, have we justified our opening paragraph that the work, physical and academic, of the past year merited a detailed explanation, and with the conveniences now afforded for the suitable accommodation of the children it is confidently believed that from the scholastic standpoint our general standard of efficiency will not be excelled by any of the public schools of our State.



List of Teachers.

1901-1902

ALBERT B. MEREDITH, Supervising Principal and Principal of
High School.

PETER J. SMITH Supervisor of Music

High School.

ADELAIDE L. LIVERMORE,	Mathematics
LILLIAN M. HUDSON,	English and History
CAROLINE E. WALIN,	Latin and German

Park Grammar School.

ADELAIDE L. LIVERMORE,	Principal
MARION F. CHRISTY,	Grades VI and VII
CAROLINE E. MORRISON,	Grade V
MARY B. QUEREAN	Grade IV
NANA E. KINNEY,	Grade III
LAURA STAGER,	Grade II
ELIZABETH HARRISON,	Grade II

Yantacaw Grammar School.

ARTHUR E. LOVETT,	Principal Grades VI and VII
HARRIET R. ROCKWELL,	Grade V
ALICE T. HASKELL,	Grade IV
MARGARET E. WHEELER,	Grade III
MINNIE E. WAGAR,	Grade III
HELEN B. MOTT,	Grade II
LENA E. WARREN,	Grade I
ALICE M. DAVIS,	Kindergarten

Church Street School.

CATHARINE CLEVELAND,	Grade I
KATE C. LAMBERT,	Kindergarten

Passaic Avenue School.

AGNES WILSON,	Grade I
JANE WILSON,	Grade I
VIOLA ACKLEY,	Kindergarten

Calendar.

Friday, June 20th, 1902, second term begins.

Monday, September 8th, 1902, Fall term begins.

Friday, December 19th, 1902, Fall term ends.

Winter Recess.

Monday, January 5th, 1903, Winter term begins.

Friday, March 27th, 1903, Winter term ends.

Easter Recess.

Monday, April 6th, 1903, Spring term begins.

Friday, June 19th, 1903, Spring term ends.

• Sessions. •



High School.

One Session, 9.00 a. m. to 1.00 p. m.
6 periods, 35 minutes each.
Opening Exercises, 10 minutes.
Recess, 15 minutes.



Grammar.

First Session, 9.00 a. m. to 11.45 a. m.
Second Session, 1.15 p. m. to 2.45 p. m.



Primary.

Grade I—9.00 A. M. to 12 M.

“ *II—First Session, 9.00 a. m. to 11.15 a. m.*
Second Session, 1.15 p. m. to 2.15 p. m.

“ *III-IV—9 a. m. to 11.30 a. m.*
1.15 p. m. to 2.15 p. m.



Kindergarten.

Nominally from 9.00 a. m. to 12 m.

General Outline of the Course of Study

Kindergarten.

The daily work consists of:—

1. The morning story hour and singing.
2. Gift work: Dictation, imitation and free play.
3. Occupations: Weaving, sewing, drawing, color work, paper folding and cutting, parquetry and clay work.
4. Songs and games.

Primary School.

1st GRADE.	2d GRADE	3d GRADE.	4th GRADE.
Arithmetic.	Arithmetic.	Arithmetic.	Arithmetic.
Language.	Language.	Language.	Language.
Reading.	Reading.	Reading.	Reading.
Nature Work.	Nature Work.	Nature Work.	Nature Work.
Physiology.	Physiology.	Physiology.	Physiology.
Spelling.	Spelling.	Spelling.	Spelling.
Drawing.	Drawing.	Drawing.	Drawing.
Singing.	Singing.	Singing.	Singing.
Writing.	Writing.	Writing.	Writing.
Phy. Exercise.	Phy. Exercise.	Phy. Exercise.	Phy. Exercise.

Grammar School

5th GRADE.	6th GRADE.	7th GRADE.	8th GRADE.
Arithmetic.	Arithmetic.	Arithmetic.	
Reading.	Reading.	Reading.	
Geography.	Geography.	Geography.	
Eng. Language and Gram.	Eng. Language and Gram.	Eng. Language and Gram.	
Physiology.	Physiology.	Physiology.	
Spelling.	Spelling.	Spelling.	
Drawing.	Drawing.	Drawing.	
Writing.	Writing.	Writing.	
Singing.	Singing.	Singing.	
Phy. Exercise.	U. S. History.	U. S. History.	
	Phy. Exercise.	Phy. Exercise.	

See Fourth Class, High School.

High School Course of Study.

<i>Last Year Grammar or 1st Year.</i>	<i>Third Class, or 2d Year.</i>	<i>Junior Class, or 3d Year.</i>	<i>Senior Class, or 4th Year.</i>
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REQUIRED STUDIES.

English	4 4	English	5 5	English	5 5	English	4 4
*Music	1 ½	*Music	1 ½	*Music	1 ½	*Music	1 ½
Arithmetic Review Algebra, etc.)	5 5	Algebra	5 5			Geometry	5 5
Eng. Gram. in connection with Latin	4 4	Roman Hist'y Eng. History	5 5			Physics	5 5
U. S. History Civics (civics last 3d of yr.)	5 5						

ELECTIVE STUDIES.

No Electives Last Year	Take any 1 group	Take any 3 groups	Take any 1 group
Grammar	Phys. Geog. } Botany } or Latin } 5 5	*Bookkeeping 5 2½ or Latin 5 5 or German 5 5 For 1901-1902 Phys. Geog. } Botany } 4 4 or Phys. Geog. } Eng. History } 5 4½	Latin 5 5 German 5 5 For 1901-1902 Botany 4 } History 5 } 4½

Explanations.

The figures in the first column represent the number of recitations per week for each study.

The figures in the second column represent the number of credits given for the successful completion of the subjects.

72 credits are necessary to entitle a pupil to a diploma from the school. The subjects starred are unprepared recitations.

The term "Elective" is not to be understood as authorizing a change by the student of his course of study or as in any way subtracting from the ultimate authority of the Principal in the selection of the work to be taken.

Graduates of the school are welcome as special students, but they must take at least two subjects.

Any pupil may take an elective from the group of the preceding year provided the daily program will allow it.

A pupil electing a language is expected to pursue it throughout the course.

To receive credits for any subject the pupil must attain an average standing of M for the year or half year according to the arrangement of the course.

General Account.

INCOME.

Balance March 12, 1901, Franklin collector.....	\$8,960 17
From State Appropriation	\$ 466 03
From State School tax.....	5,146 17
From State Appropriations.....	2,404 74
From State Reserve Fund.....	365 32
	<hr/>
	\$8,382 26
Special tax maintenance schools.....	10,500 00
Special tax, Bond No. 11.....	1,000 00
Special tax, Bonds No. 7 and 8.....	2,000 00
Special tax Bond and Mortgage interest..	2,563 00
	<hr/>
	\$16,063 00
State Library Appropriation	100 00
Sale of Store	10 00
Home Insurance Company	24 00
Rents.....	846 24
	<hr/>

\$34,385 67

General Account.

EXPENSES

Teachers Salaries	\$13,648 00
Janitor	1,200 00
District Clerk (\$30.53 bal. due from 1901).....	330 53
School Supplies	520 12
School Books	755 54
School Books repaired	201 98
Building supplies	235 12
Repairs and improvements to buildings and grounds..	11,268 71
Library Books	101 84
Library Books repaired	162 17
Printing	102 00
Incidentals	50 25
Fuel	1,285 60
Water rents	70 22
Tuning and Repairing pianos	14 00
Cleaning Closets	14 99
Lighting	115 76
Expressage	35 30
Furniture	54 00
Interest	2,078 00
Bond No. 11 redeemed	1,000 00
Bonds Nos. 7 and 8 redeemed.....	2,000 00
Rent for school rooms	212 50
Legal advice	13 35
Truant Officer	18 50
Tuition Bloomfield district.....	12 50
Balance on hand Franklin collector.....	8,884 69
	<hr/>
	\$34,385 67

Balance Sheet.

ASSETS.

A. H. Van Riper, Collector, cash balance..	\$8,884 69	
Park School	29,313 33	
Church Street School	6,000 00	
Passaic Avenue School	4,000 00	
Park Property	20,431 68	
Furniture in Schools and Hall.....	4,110 27	
		<hr/> \$72,739 97

LIABILITIES.

Park Property Bonds	4,000 00	
Park School Bonds	20,000 000	
Church School Mortgage	2,800 00	
Balance due Library Account	50 00	
Surplus	45,889 97	
		<hr/> \$72,739 97

Yantacaw School Account.

RECEIPTS.

Received from sale of Bonds	\$28,000 00
Received for premium on Bonds	3,430 30
	<hr/> \$31,430 30

PAID TO DATE

Stager Estate for property	\$ 1,850 00
Charles G. Jones, Architect	1,131 30
Printing Bonds	70 00
Hugh Reed, legal expense	230 03
William De Vogel, contractor	20,855 00
N. S. Kellogg, heating and ventilating	2,162 20
N. McCrea, Grading	787 50
Heyward Bros., Furniture	102 51
Yantacaw Manufacturing Co., Fire extinguishers....	70 00
Balance	4,171 76
	<hr/> \$31,430 30



Budget==1902-1903.

Teachers present list	\$ 14,250 00
Teachers proposed increase salaries.....	300 00
Teachers proposed increase salaries.....	300 00

\$14,550 00

Janitor salaries	1,500 00
District Clerk	300 00
School Books	750 00
School supplies	400 00
Building Suplies	100 00
Repairs and improvements to buildings and grounds	800 00
Printing	100 00
Incidentals	50 00
Fuel	1,000 00
Water rent	200 00
Expressage	50 00
Lighting	100 00
Legal advice	50 00
Repairing pianos	50 00
Truant Officer	25 00
Library appropriations	100 00
Insurance	275 00

5,850 00

\$20,400 00

Cash on hand, collector	\$8,884 69
Income from rents to Oct. 1.....	300 00

9,184 69

EXPENSES TO OCT. 1st.

Teachers salaries	7,025 00
Janitor	700 00
Interest May 1st, 1902	600 00
Interest June 1, 1902	560 00
Interest July 1, 1902	84 00
Miscellaneous bills	215 69

9,184 69

PROBABLE INCOME 1902-1903.

From State	8,500 00
Building and Loan	70 00
Rents from October 1.	
T. Committee	100 00
Post office	96 00
Sundry rents (estimated).....	100 00

8,866 00

11,534 00

Appropriation asked for	11,500 00
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Insurance Policies.

Park Hall Building, Home Ins. Co., to May 20, 1902..	\$ 4 000 00
Park Hall Furniture, Home Ins. Co., to May 20, 1902..	750 00
Homestead Building, Home Ins. Co., to May 20, 1902..	3,000 00
Homestead Furniture, Home Ins. Co., to May 20, 1902..	300 00
Passaic Avenue Building, Home Ins. Co., 1902.....	3,700 00
Passaic Ave. Furniture, Home Ins. Co., to May 20, 1902..	400 00
Church Street Building, Home Ins. Co., to May 20, 1902..	4,500 00
Church St. Furniture, Home Ins. Co., to May 20, 1902..	300 00
Park Schol Building, Home Ins. Co., to May 20 1902..	28,000 00
Park School Furniture, Home Ins. Co., to May 20, 1902..	1,800 00
Franklin Ave. Furniture, Home Ins. Co., to May 20 1902..	150 00

\$46,900 00

