

*ANNUAL REPORT* 

OF THE



**Board  
of  
Education**

... OF THE ...

*TOWN OF NUTLEY*

1903

Essex County, New Jersey.

ANNUAL REPORT

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TOWN OF NUTLEY,

ESSEX COUNTY, N. J.

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The Nutley Sun.



## Annual Report.

In presenting to the citizens of Nutley, its annual report, the Board of Education invites a careful examination of the facts and figures relating to the extension of the curriculum and to the greater facilities now offered to the pupils for a complete and well rounded course preparatory to entering upon either a business career or the higher collegiate training. At the same time the Board takes this opportunity of acknowledging its indebtedness to the generous co-operation of the people which has made these larger conditions possible, and at the same time ventures to express the belief that the public school system of our town will at no remote period assume a distinctive position of thoroughness shared by few institutions of our sister communities.

The following is a table showing the total enrollment of the schools for the past eight years:

### Total Enrollment.

	1896	1897	1898	1899	1900	1901	1902	1903
High School	36	26	27	36	29	34	33	43
Grammar Sch'ol	126	124	124	116	141	165	174	208
Primary School	244	272	351	393	407	440	445	441
Kindergarten	66	79	54	69	73	102	99	117
<b>Total</b>	<b>472</b>	<b>501</b>	<b>556</b>	<b>614</b>	<b>650</b>	<b>741</b>	<b>751</b>	<b>809</b>

Total for the year ending June 30, 1901, 777

Total for the year ending June 30, 1902, 816

Increase, 39

It will be noticed that the increase in the total enrollment for the year ending March 1, 1903, is 58, or 7.8 per cent.

above that of last year, while the increase for five years has been 192 or 31.2 per cent., four times the increase of last year.

A significant fact is the increase in the number of Grammar School pupils, which is 34, or 20 per cent. greater than last year; and it is also significant that the High School has been increased by 10 or nearly 25 per cent. These figures mean not only additional pupils, but also that our pupils for the past year have staid longer in school.

There will always be a large difference between Grammar and Primary school enrollments, but this fact does not need to lessen the efforts put forth to keep pupils longer in school. It is true that we can regulate the length of the school life only within narrow limits, and therefore it becomes our duty to adjust the curriculum to meet the fact that so many do leave school early and then apply every possible means to retain them.

One method suggested in our last report is to give a diploma or certificate to those who successfully complete the Grammar School work. Such a diploma will be given this coming June, and it is hoped that a large number of the class will receive in addition the County Superintendent's certificate. This latter will admit the holder to any High School in Essex County.

Modification in the content and method of presentation of the different subjects of the curriculum will be powerful factors in bringing about the retention of pupils. The adaptation of the subject matter of our courses to the growing needs of the child is the guide in our work. The introduction of manual training, in the form of wood working for the boys, and sewing and elementary domestic science for the girls would prove a most healthy stimulus toward prolonging school life. There is a certain practicality about this work which appeals very strongly to pupils who want to leave school at the close of the compulsory attendance period. Boys when about 12 years of age begin to be conscious of growing powers and tastes which the school does not fully recognize. Many of the necessary restraints of the class room seem to them to be petty and trivial. Their interest does not center

in the printed page, and even the practical applications of mathematics seem to them altogether too limited. What they want to do, is to work with their hands, to construct things, to test materials and to measure forces, and get results which appeal to them as more tangible than the results of their mere academic work. These same observations apply equally well to girls. They, with the boys, may be made to lengthen their school life if there be opportunity for manual training and domestic science. With the liberal allowance made by the State to encourage this for of school work, whereby the State will duplicate any sum of money raised by taxation from \$250 to \$5,000.00, it is hoped that a beginning may be made in manual training in our schools within a very few years.

On March 10, 1902, the Yantacaw School was opened. This modern building has proved all that it promised in beauty, convenience and ease of school administration. Some work around the outside of the building, in the laying of flag sidewalks and in completing the grading yet remains to be done. This will be undertaken as soon as the weather becomes settled. With the eight additional classrooms, those classes which were so poorly accommodated a year ago were given adequate quarters. During the remainder of the year all classes were on full time for the first time in several years. This condition was short lived, for with the opening of school in September, half-day classes became again necessary in the Second Grade at the Park School. It is hoped that we shall be able to effect some arrangement for the coming year, whereby there will not be the necessity for the continuance of the half-day classes, although probably some of the pupils will have to travel long distances, and the lower grades will become unusually large.

A very successful event of the year, socially and educationally, was the art exhibit, held at the Yantacaw School during the early part of November. During the three days of the exhibition, over a thousand people visited the school, and many saw the interior of the building for the first time. A small fee was charged for viewing the collection, and the pro-

ceeds have been used in purchasing pictures similar to those exhibited. We have now ready for framing twenty-four large photographs. These when added to the photographs already on the walls of many of our class rooms, will furnish material for an aesthetic training valuable to every child.

At the time of the exhibit the different classes under the guidance of their teachers visited the rooms, and the characteristics of the various reproductions were pointed out and many interesting facts were related about the artists. Since then, in some of the rooms, a little time is given each week to the study of different pictures. Such study affords a powerful means of inculcating culture and refinement. It is by the constant study and association with the best in art that there is the largest hope for an appreciation of the beautiful and the good. The demand for better architecture, finer public statues, and more artistic homes and a higher standard of living, all rightful products of our public schools, must come from the boys and girls now found within them.

In the early part of the summer the Park was graded and laid out for baseball. During the school year this ground is used for the athletic games of the pupils, and when not in use by them it is open to the public at large. The grounds as laid out furnish an ideal ball field, with an excellent diamond, and a natural grandstand formed by the terraces. The sentiment is gaining ground that school property should be used more and more by the people, and the Board is thus undertaking to show how the people may get larger returns for their investment.

Shortly after opening the schools in September the Board took under advisement the matter of organizing evening classes for instruction in the common school branches. It was soon found that there were a number of young men and women beyond the school age who would probably avail themselves of school privileges if they were offered. From the first the numbers increased so rapidly that two rooms had to be equipped with lights. Two classes were organized and they continued until Christmas. Since then one teacher only has been necessary, and he has taught the class up to the pres-

ent time. At the opening of the school many came out of curiosity and because of the novelty of the experiment. The workers were soon detected. At the best the evening school enrollment is a fluctuating quantity. From our experience of the past year we believe that the additional expense has been fully justified. The term will be sixteen weeks in length, and we shall end the year with an enrollment of about 50.

Two evenings a week the evening school pupils have used the Auditorium for half an hour for playing basketball. This feature has served to keep up the attendance and the interest. It has also extended opportunity for this form of athletic exercise to those who are deprived of it during the day. The movement is in harmony with the general policy of the Board according to which they desire to extend to all the citizens the largest use of the school property and of educational privileges.

In this connection a word should be said regarding the efforts of the Board to bring the parents into closer and more sympathetic touch with the school system, by inviting them not merely to confer with the Superintendent upon matters concerned with their children's scholastic work and to visit the school at designated hours for such purposes, but more particularly by affording them in common with their children, the opportunity of attending courses of lectures that have been and will continue to be held in the Park School Auditorium.

A committee appointed by the President has given the selection of topics and speakers very careful consideration with the view of engaging the interests of the citizens in well selected subjects of travel, history, biography, science and cog-nate questions.

The initial lecture we are happy to state proved a most gratifying success, the attendance was unexpectedly large, while the interest manifested in the lecturer and his subject was most pronounced. Assemblies such as these tend not

only to instruct, but to bring the citizens into closer touch with the school administration. We sincerely hope for its continued and fuller development.

### **Course of Study.**

In connection with the development of the course of study, meetings either of the entire teaching corps or by grades, have been held, at which time problems arising in the daily work were discussed. By this means greater unity has been given to the various departments of school activity.

During the past year the subject of reading has been especially emphasized, particularly in the lower grades. Reading in too many schools has become a lost art. However, we believe that the ability to read clearly, distinctly and with proper expression is too valuable an accomplishment not to be eagerly sought after. But to read aloud is not the sole end of the training, and few people in mature life are called upon for this. With the pupil however, reading aloud is essential as a means of showing that he has understood the selection and can express its meaning.

One reason for poor reading is the lack of a well defined and clearly understood plan of instruction. Practically the same method should be employed in a small school system, so that pupils who are likely to be transferred from one school to another may not lose ground by the change. Then, too, the method should progress logically from one grade to the next higher.

After considering a number of methods and texts now in use, it seemed best for the conditions holding in our town, to adopt "The Rational Method in Reading" as developed by the late Edward G. Ward, Superintendent of Schools in Brooklyn, N. Y. This method has been highly successful in many of the largest cities in the United States, and thus far its results in our own schools have more than justified its adoption. Teachers in the lower grades have entered enthusiastically into the work and the enthusiasm has quickly spread among the pupils.

the books were all kept in one central room for distribution. By the present plan the books are more accessible and there is a more skilful direction of the reading by the teacher. Books

By this method the pupil is put into possession of the complete key to the language by the end of the second year, so that at this point in his school career, his ability to read is assured. Beginning with a collection of carefully chosen "sight words" the pupil is constantly drilled to recognize these at once, either singly, or in simple sentences on the blackboard. At the same time he is learning through eye and ear some of the simpler phonic elements. These he gradually combines with words already learned and soon is able to read his way through the assigned sentences. To quote from the Manual of Instruction: The aims of the "Rational Method" are:

1. To make the child not only independent in his reading, but generally self-reliant.

2. To enable him to read a vastly greater amount than heretofore in a given time, and thus acquire not only a fuller vocabulary but greater maturity of mind.

Both of these ends are being realized to a satisfactory degree in our First Grades. Through the phonic drill the pupil gets excellent practice in articulation, without which, his reading degenerates into a meaningless mumble. Notwithstanding the large amount of mechanical drill, the expression is not sacrificed, but rather is rendered more natural and free, because the pupil, knowing the words, can concentrate his attention upon their meaning. In the main the work of the first two years is to fix proper habits of attacking new words and to acquire a vocabulary. Beginning with the third year the usual literature readers are used, until in the higher grades the pupil reads from complete literature classics.

Hand in hand with teaching how to read is teaching what to read. In the different class rooms upon the blackboards are lists of books for the direction of the pupil's reading. To these lists the teachers call frequent attention. Classroom libraries suitable to the grade are provided, and thus home reading is encouraged. We have found that by the grade libraries there has been a greater amount of reading than when

that are now being added to the library are for the lower grades.

In Arithmetic the amount of formal number work in the first two years has been greatly reduced, and the time thus gained devoted to reading and oral expression. Experience has shown that where the figure processes are pushed to the front in the first two years of school life, a reaction sets in later on. Far better results may be obtained by deferring the formal number work until the beginning of the third year. With the maturity developed up to this point in the course, the pupil is better able to grasp ideas of magnitude and magnitude relations.

If Arithmetic is to fulfill its largest place in the school course, an effort should be constantly made to train the pupil to see the content back of the symbols employed. There must also be constant drill upon the mechanical phases of the work, but mere juggling with figures is to be avoided. In the Third Grade we are using a text book in Arithmetic this year for the first time, and for this reason: That as soon as possible, the child may be taught to get the thought from the printed page, both for his own training, as well as a greater economy in teaching energy.

By the insistence upon a large number of so-called mental problems, the pupil is taught to regard the pencil as a convenience in doing that which it is quite possible for him to do without such an implement. As often as met with we are eliminating from the arithmetic work mathematical conundrums. Practical problems involving small numbers are the rule. Frequent meetings of the teachers for the discussion of this subject have proved very helpful in giving definiteness to the work.

The subject of Geography is being developed in accordance with sound pedagogical principles. Typewritten copies of the Course of Study are in the hands of the teachers, and the outline is being worked over to meet the conditions of the class-room. During the first years, through the observation of home surroundings and by means of the sand table, the pupil gains elementary geographical concepts which will

be used later on in explaining geographic conditions elsewhere. This work is most intimately connected with Nature Study, and in reality should be considered a phase of it. At the beginning of the third year a study of the Town is made by means of actual observation, moulding on the sand table, and by the construction of a flat map of this section. Pupils are taught to read simple maps by seeing the correspondence between the actual phenomena and their representation by conventional signs. As the child progresses his horizon is broadened to include the State, the United States and finally foreign countries.

The commercial interdependence of the various countries is made the leading thought in the higher grades. At the same time the pupils are being led to see the relation that commercial development has to the physical characteristics of a country. Throughout the course there is a close correlation between History and Geography. Only such places are made prominent as are worth remembering because of their historical, educational or commercial importance. The results so far gained assure us that we are working in the right direction in developing this subject.

In Music, under the direction of the Supervisor, Mr. P. J. Smith, the policy laid down last year has been continued. The following extract from his semi-annual report gives an indication of the condition in this department of instruction:

"There has been a distinct advance in the department of music during the first half of this year owing in a large measure to increased school facilities and a proper appreciation of the value and importance of music on the part of the teachers themselves."

"I have observed a decided improvement in all of the primary grades. There are but two or three classes at most, in which I do not take an active part in the lesson given. But, as I have said, teachers all along the line are improving, and unless there are further changes in the staff, I look forward to still better work next year."

“The work done in the High School is of a sort that will make the pupils good sight-readers. As a matter of fact, the purpose is not to accomplish anything spectacular, but to lay a good, solid foundation from the very start.”

## High School

In accordance with the plan suggested in our report of last year, the Eighth Grammar Grade was separated at the opening of the year from the High School and assigned to the Yantacaw School. Thus the High School is entirely distinct from the other departments of our system, so far as administration is concerned. The school now uses rooms on the second floor of the Park school. Since using these rooms the classes have not lost a single day because of temperature conditions—a striking contrast from last year when the Auditorium was in use.

In general character the course of study has remained unchanged, although there have been some important additions. For the classes in Physics and Chemistry apparatus for laboratory work by pupils has been added. In thus learning by doing the work in our science department is being conducted along progressive and practical lines, and is in character equal to that given at the larger High Schools.

The most important addition to the course of study has been the introduction of Stenography and Typewriting and the extension of Bookkeeping. With the introduction of these studies we do not in any sense undertake to compete with the “business colleges.” Their function and that of the High School, supported by public taxation, is radically different. The work of the private business school is special and technical, namely; training for clerkships, stenographers and bookkeepers. As their courses cover on the average but from six to ten months, they have little time for work on other than technical subjects. The field of the High School on the other hand, is to provide every boy and girl with a broad and liberal education, and the training which it seeks to give therefore, is such as will afford the fullest development of every pupil, and furnish a foundation upon which

he may safely build in the future. Hence, while we provide instruction in stenography and typewriting, which in themselves are purely utilitarian subjects, we insist that in addition to these studies, a pupil must have training in language, mathematics, history and science. We do not believe that it is the business of a High School, as at present constituted, to turn out stenographers and bookkeepers, any more than to train students, through manual training, for carpentry, or plumbing or tinsmithing. The broader course will lay a solid foundation and secure the best possible training for the activities of business life.

The commercial subjects have been received with decided favor, and successful results are being accomplished. This department bids fair to increase in popularity and usefulness. For the three years of its course, the school now offers: three years of English Language and Literature, Latin, Science and Mathematics; two years of German, Stenography and Typewriting and Bookkeeping; and one year of History. A pupil who looks ahead to college may get three years of his training in our school, and for those who are not going on to higher schools a good training over a broad field is offered. We believe that a fuller understanding of the work which this department of our system is doing will lead to a further increase in its numbers. At present the school is 25 per cent. larger than ever before in its history.

About the middle of the year it was found that the short session of four hours was altogether inadequate to accomplish the work which should be done by the school, so that on February 2, 1903, the session was lengthened to 4 3-4 hours and the time divided. By this change we lengthen our school time in a year by nearly three months of the former four-hour session days. The gain in efficiency which must thus come is too obvious for comment.

With the promotion of the Eighth Grade class next year we expect that the school will be so appreciably increased in size that the question of more recitation rooms will become imperative. This, however, will be a problem to be presented for solution to the succeeding Board.

## List of Teachers 1902-1903

ALBERT B. MEREDITH, Superintendent of Schools  
Principal of High School, and Principal of Evening School.  
PETER J. SMITH, Supervisor of Music

### High School

FRANK P. AYER, Vice-Principal, English and Science  
ADELAIDE L. LIVERMORE, Mathematics and  
Commercial Subjects  
CAROLINE E. WALLIN, Latin and German

### Park Grammar School.

FRANK P. AYER, Principal  
GERTRUDE F. GREENE, Grade VII  
CAROLINE E. MORRISON, Grade VI  
NANA E. KINNEY, Grade V  
MARY B. QUEREAU, Grade IV  
MINNA E. COTTERELL, Resigned February, Grade III  
BEATRICE E. TANDY, successor, Grade III  
LAURA STAGER, Grade II

### Yantacaw Grammar School.

ARTHUR E. LOVETT, Principal, Grade VIII  
MINNIE E. PARKER, Grade V  
M. DOROTHY ROWE, Grade IV  
MARGARET E. WHEELER, Grade III  
MINNIE E. WAGAR, Grade III  
JANE B. WILSON, Grade II  
LENA E. WARREN, Grade I  
ALICE M. DAVIS, Kindergarten

### Church Street School.

MARION VAN STEENBURG, Grade I  
KATE C. LAMBERT, Kindergarten

### Passaic Avenue School.

AGNES WILSON, Grade I  
FLORENCE ACKLEY, Kindergarten  
ELIZABETH RUSBY, Kindergarten

## Calendar.

Friday, June 19, 1903, Spring terms ends.  
Tuesday, September 7, 1903, Fall term begins.  
Friday, December 18, 1903, Fall term ends.

Winter Recess.

Monday, January 4, 1904, Winter term begins.  
Friday, March 25, 1904, Winter term ends.

Easter Recess.

Monday, April 4, 1904, Spring term begins.  
Friday, June 17, 1904, Spring term ends.

## ❧ Sessions ❧



### High School.

*First Session, 9.00 a. m. to 11.45 a. m.*

*Second Session, 1.15 p. m. to 3.15 p. m.*



### Grammar Schools.

*First Session, 9.00 a. m. to 11.45 a. m.*

*Second Session, 1.15 p. m. to 3.15 p. m.*



### Primary Schools.

*Grade I—First Session, 9.00 a. m. to 11.30 a. m.*

*Second Session, 1.15 p. m. to 2.45 p. m.*

*“ II-IV—First Session, 9.00 a. m. to 11.30 a. m.*

*Second Session—1.15 p. m. to 3.00 p. m.*



### Kindergartens.

*One Session, 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.
Language.	Arithmetic.	Arithmetic.	Arithmetic.
Reading.	Language.	Language.	Language.
Nature Work.	Reading.	Reading.	Reading.
Hygiene.	Nature Work.	Nature Work.	Nature Work.
Spelling.	Hygiene.	Hygiene.	Hygiene.
Drawing.	Spelling.	Spelling.	Spelling.
Singing.	Drawing.	Drawing.	Drawing.
Writing.	Singing.	Singing.	Singing.
Phy. Exercise.	Writing.	Writing.	Writing.
	Phy. Exercise.	Phy. Exercise.	Phy. Exercise.
		Geography.	Geography.

## Grammar School.

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

## High School Course of Study.

Third Class or 1st Year.		Junior Class, or 2d Year.		Senior Class, or 3d Year.	
<b>REQUIRED STUDIES.</b>					
English	5 5	English	5 5	English	5 5
Algebra	5 5	Physics	5 5	Geometry	5 5
*Music	1 ½	*Music	1 ½	*Music	1 ½
<b>ELECTIVE STUDIES.</b>					
Phys. Geography	4 4	Algebra, (Adv.)	4 4	Chemistry	5 5
Latin	5 5	German, (Beg.)	5 5	Latin	5 5
Ancient History	} 5 5	Stenography	5 5	German	5 5
English History		*Bookkeeping	5 2½	Stenography	5 5
*Bookkeeping	5 2½	*Typewriting		*Bookkeeping	5 2½
		Latin	5 5	*Typewriting	

### Explanations.

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

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

A minimum of 54 credits is necessary in order that a pupil may become a graduate of the High School, and receive its diploma.

A \* signifies an unprepared recitation. An unprepared recitation counts one half a prepared one for the same number of times a week.

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

Special students are welcome, but they must take at least two subjects.

Any pupils may take an elective from the group of the preceding year, provided the daily program will allow of 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 courses.

# General Account.

## INCOME.

Balance March 1st, 1902.....	\$8,884 69
From State Appropriation.....	\$ 420 93
From State School Tax.....	5,639 68
From State Appropriation.....	2,307 53
From State Reserve Fund.....	365 41
	<hr/>
	8,733 55
Special Tax Maintenance of Schools.....	\$11,750 00
Special Tax Bond No. 12.....	1,000 00
Special Tax Bond and Mortgage Interest...	2,488 00
	<hr/>
	\$15,238 00
Rents.....	664 00
Sale of Books (discarded).....	39 00
	<hr/>
	\$33,559 24

## General Account.

### EXPENSES.

Teachers Salaries.....	\$14,324 00
Janitor Services.....	1,518 00
District Clerk.....	300 00
School Supplies.....	587 43
School Books.....	803 67
Repairs and improvements to buildings and grounds..	2,336 99
Building Supplies.....	72 90
Library account.....	1 29
Printing.....	100 05
Incidentals.....	64 57
Fuel.....	634 40
Water Rents.....	104 65
Repairing Pianos.....	15 50
Lighting.....	107 65
Expressage.....	47 13
Furniture.....	143 44
Interest.....	2,656 74
Bond No. 12 redeemed.....	1,000 00
Legal Expenses.....	122 35
Truant Officer.....	11 00
Insurance....	296 60
A. H. Van Riper as custodian Yantacaw school fund..	475 95
Balance in hands Custodian.....	7,824 93
	<hr/>
	\$33,559 24

## Balance Sheet.

### ASSETS.

A. H. Van Riper, custodian, cash balance..\$	7,824 93
Park School.....	29,313 33
Church Street School.....	6,000 00
Passaic Avenue School.....	4,000 00
Yantacaw School.....	27,525 69
Yantacaw Property.....	1,850 00
Park Property.....	20,431 68
Furniture in Schools and Hall.....	5,096 14
Books in Libraries.....	900 00
Text Books.....	300 00
Rents account.....	85 25
Tuition account.....	60 00
Library account from State.....	40 00
Scientific Apparatus.....	150 00
	<hr/>
	1,3,577 02

### LIABILITIES.

Park Property Bonds (due 1904, 1905, 1906)	3,000 00
Park School Bonds (due 1911).....	20,000 00
Yantacaw School Bonds (due 1931).....	28,000 00
Church Street Mortgage.....	2,800 00
Balance due Library account.....	148 71
Surplus.....	49,628 31
	<hr/>
	103,577 02

## Yantacaw School Account.

### RECEIPTS.

From Sale of Bonds.....	\$28,900 00
From Premium on Bonds.....	3,430 00
	<hr/>
	31,430 00

### DISBURSEMENTS.

Stager Estate of Property.....	\$ 1,850 00
C. G. Jones, architect.....	1,312 89
Wm. DeVogel, contractor.....	23,528 80
N. S. Kellogg, heating and ventilating.....	2,684 00
Printing Bonds.....	70 00
Yantacaw M'fg Co., fire extinguishers.....	70 00
Hugh B. Reed, legal expenses.....	230 03

Heywood Bros., furniture.....	102 51	
New Jersey School Furniture Co.....	628 00	
Hahne & Co., shade.....	80 36	
Wm. Douglass.....	3 50	
N. McCrea, grading.....	869 91	
		————— \$31,430 00

W. ACKERMAN,  
District Clerk.

