Annual Report

of the

Board of Education

of the

SCHOOL DISTRICT
CITY OF HOBOKEN



NEW JERSEY

1917

FINANCIAL STATEMENT

: : : AND : : :

ANNUAL REPORT

of the

Board of Education

of the

School District of the
City of Hoboken, New Jersey

...1917...

MEMBERS OF THE STATE BOARD OF EDUCATION

—1917—

Joseph S. Frelinghuysen, President.....Raritan

Melvin A. Rice, Vice-President.....Atlantic Highlands

D. Stewart Craven.....Salem

John P. Murray.....Jersey City

Edmund B. Osborne.....Newark

John C. Van Dyke.....New Brunswick

Edgar H. Sturtevant.....Edgewater

Secretary, Calvin N. Kendall, Commissioner of Education.

COMMISSIONER OF EDUCATION

Calvin N. Kendall.....Trenton

ASSISTANT COMMISSIONERS

Albert E. Meredith

Lewis H. Carris

Zenos E. Scott

John Enright

NAMES AND RESIDENCES OF THE MEMBERS OF THE BOARD OF EDUCATION, HOBOKEN, N. J.

Richard Butler.....200 Monroe Street
C. F. Fitzsimon.....1307 Bloomfield Street
Max Johnson.....224 Hudson Street
J. Henry Koenig.....934 Hudson Street
James P. Laverty, President.....1122 Garden Street
James O'Rourke, Vice-President.....1113 Garden Street
Robert J. Rath.....521 Garden Street
Theo. Taistra.....935 Garden Street
John Zatta.....539 Park Avenue

A. J. Demarest, Superintendent
Office Hours—School days, 3 to 4 p. m.
Jos. F. Brandt, Assistant Superintendent

John F. Lewis, Secretary
Office Hours—8:45 to 12; 1 to 4.
Saturdays, 9 to 12.

Richard A. Marnell, Business Manager
A. W. Clayton, Assistant Business Manager

Gustav Bach, Custodian of School Moneys

LOCATION OF SCHOOLS

SCHOOL NO. 1
Garden Street, corner Third Street.....Principal A. J. Allen

SCHOOL NO. 2
Garden Street, bet. Ninth and Tenth Streets...Principal, J. Garth Coleman

SCHOOL NO. 3
Adams Street, between Second and Third Streets...Principal P. J. Marnell

SCHOOL NO. 4
Park Avenue, between Fifth and Sixth Streets..Principal, Elizabeth A. Allen

SCHOOL NO. 5
Clinton Street, corner Second Street.....Principal, Annie E. Moore

SCHOOL NO. 6
Willow Avenue, corner Eleventh Street.....Principal, Luther B. Bissell

SCHOOL NO. 7
Park Avenue, corner Newark Street.....Principal, W. J. Wyse

SCHOOL NO. 8
Seventh St., bet. Adams and Jefferson Sts.....Principal, Chas. A. Sherlock
(Assistant Principal, A. Catherine McHale)

SCHOOL NO. 9
Monroe Street, corner Second Street.....Principal, A. I. Dillon

HIGH SCHOOL
Garden and Fourth Streets.....Principal, Joseph F. Brandt

INDUSTRIAL SCHOOL
Park Avenue and Fifth Street.....Principal, Richard A. Beyer

To the Honorable, the Board of Education:

Gentlemen—In compliance with the provisions of the State law and the regulations of your Honorable Body, I have the honor to submit my twentieth annual report as Superintendent of the School District of the City of Hoboken, New Jersey.

SUMMARY OF STATISTICS

Total number of pupils enrolled (day schools)	11,043
Average daily attendance (day schools)	8,938
Number of pupils enrolled in Kindergartens	827
Number of pupils enrolled in the Primary Department	6,263
Number of pupils enrolled in the Grammar Department	3,225
Number of pupils enrolled in the High School	686
Number of pupils enrolled in Sub-Normal Classes	42
Number of pupils enrolled in the Elementary Evening School	73
Number of pupils enrolled in the Foreign-born Resident Classes.	494
Number of pupils enrolled in Naturalization Classes for American Citizenship	33
Number of pupils enrolled in Evening High and Technical School	481
Number of teachers employed (day schools):	
Primary Department (including Kindergarten)	158
Grammar Department	89
High School	30
Specials (including Principals	52
There were graduated from	
Grammar Schools	452
High School (Aca., Com'l and Technical Classes)	143
Total number of pupils who received instruction in the High School during the year	756

THE YEAR IN REVIEW

216 pupils were graduated from the Grammar Schools in February and 236 in June. Of the number graduated in February 68 per cent. entered the High School; of the number graduated in June 61 per cent. entered the High School.

There were graduated from the Academic Department of the Hugh School in February 31 pupils. Of this number 14 entered college; 6 State Normal Schools.

There were graduated from the Academic Department of the High School in June 38 pupils. Of this number 10 have signified their intention of entering college or the State Normal Schools.

The number registered in all the day schools during the year was 11,043, a decrease over the preceding year of 269. The number of pupils registered in the High School was 686, a decrease of 36 over the year 1916.

The number registered in the Kindergarten was 827 Medical inspection has been in operation for eight years, and during the past year, during the daily visits, 3,274 different pupils were examined; 473 were recommended to parents for treatment. School nurses have been in the employ of the Board of Education for the past five years and during the past year 532 cases were referred to them for investigation. During the past five years and six months a dentist has been in the employ of the Board of Education and during the past year 4,333 cases have been treated. A Clinic has been in operation for four years and seven months; 865 different pupils were treated during the year.

SUMMARY

Age Report of Pupils Enrolled, Year 1916-1917

Day Schools

No. of Pupils Between	Male	Female	Total
4 and 5 years	97	77	174
5 and 6 years	418	389	807
6 and 7 years	616	528	1144
7 and 8 years	529	590	1119
8 and 9 years	573	581	1154
9 and 10 years	577	583	1160
10 and 11 years	526	530	1056
11 and 12 years	487	500	987
12 and 13 years	534	566	1100
13 and 14 years	537	480	1017
14 and 15 years	364	297	661
15 and 16 years	194	151	345
16 and 17 years	94	95	189
17 and 18 years	43	30	73
18 and 19 years	25	17	42
19 and 20 years	11	4	15
Total	5625	5418	11043

SOME THINGS ACCOMPLISHED DURING THE YEAR

The following are some of the important things accomplished during the year. A fuller statement may be found elsewhere in this report.

The establishment of a Junior High School.

Introduction of Calisthenics in the grades of the Elementary Schools.

The introduction of First Aid Work to the Injured in the grades of the Elementary Schools.

The introduction of Spanish into the High School.

A CRITICISM

To praise the schools does not mean that there is no room for improvement. In fact, there is need of constructive work that shall make for economy of administration and for greater efficiency. For instance, some means should be found whereby the evil of so many pupils leaving school before completing the elementary schools should be seriously considered. There is no reason why more pupils should not be held in school to complete the work they have undertaken. The schools are relatively inefficient in holding pupils. This is true because, doubtless, to some extent the work lack a definite purpose. Pupils begin their work with resolution, and because there is no definite and specific result to be gained they lose interest and drop out.

Our first duty as educators is to determine the needs of the community. When these are definitely known it will not be difficult to meet them.

There has been some criticism as to the product of our public schools with respect to the educational results in the various subjects. The charges made are that pupils are not proficient in English, composition and grammar. If this be true, effort should be made that will more efficiently equip the boys and girls in these basic elements of an education. The criticism seems to me justified to a degree. The weakness, however, is not confined to our own system.

INTRODUCTION OF SPANISH IN THE HIGH SCHOOL CURRICULUM

Until recently our High School was one of the few High Schools in the land that did not have Spanish as a requirement in its course of study.

Spanish was introduced into the High School curriculum in the first place for the cultural value it shares with other foreign languages.

It was also added to our requirements because at present it possesses a very special practical importance. Few of us realize how large is the total number of Spanish speaking persons. It was recently pointed out by Mr. P. P. Claxton, United States Commissioner of Education, that Spanish is the language of 70,000,000 people, most of whom are in the New World. With these millions of people, the completion of the Panama Canal and the recent changes of trade relations will constantly bring us into closer contact. Furthermore, one-tenth of all the people claiming protection under the American flag speak Spanish.

CALISTHENICS

During the year the Board of Education took a step in the right direction when it introduced the teaching of calisthenics in all the grades of the elementary schools. And furthermore, the Board of Education set its seal of approval upon the teaching of this most important subject when it engaged a competent instructor whose sole business it is to instruct the teachers and to supervise the class-room work.

We should not overlook the fact that the aim of education is the perfection of the individual. Education does not consist in storing the memory with knowledge as it does in placing so much power in the man or woman. Man according to the popular conception is a being consisting of body and mind. For decades we have been educating the brain at the expense of the body. The Greeks had this dual conception and aimed to educate mind and body. Their ideal was a beautiful soul in a beautiful body. The poet, Juvenal, when asked by a friend the question, "If Jove offered to grant any prayer you made to him, what would you ask

for?" replied, "My prayer would be: "Give me, O Jupiter, *mens sana in corpore sano*"—a sound mind in a healthy body. This is a splendid definition of what living ought to be. To-day we are returning to the Greek ideal of the complete education of the individual—the training and development of both soul and body.

The objects of physical education are at least four-fold, health, strength, skill and beauty.

A proper physical education is needed for the health of the individual. To a large extent a person's own health is in his own hands. Sickness is violation of physical laws. We must know the laws of nature and form the habit of obeying them if all would enjoy the blessings of health. A proper physical education would banish, largely, disease and produce a race of hardy boys and girls.

In our educational scheme we should aim to develop strength and endurance. A proper physical education and the practice of its precepts would evolve business men able to bear their heavy loads and prevent those sudden collapses of which we so often read. Indolence is often the result of physical weakness. Physical education is especially of value to women. It would transform delicate, frail looking girls into women of muscular power. The women of Sparta were models of strength, courage and endurance.

We need physical education for manual skill and dexterity. The training on the athletic field, in the gymnasium and manual shop are of untold value in life. Every man has occasion now and then to use his hands about his office, his store or his home. The same thing is true of women. Our system of education should therefore train the young to muscular dexterity and skill.

Another end of physical education is that of beauty. Nature aims at the perfection of physical symmetry in the human form. Deformity, like sickness, is the result of the violation of physical law.

These are what might be called physical reasons for a physical education. But the intellectual reasons are no less strong and convincing. Mental power is largely dependent upon physical health and strength.

FIRST AID TO THE INJURED

Naturally, in any up-to-date and progressive school system, the administrative officers, if they wish to keep abreast of the times, should be keen to see changing conditions which would require additions or eliminations to a school curriculum. They should not be too ready to grasp at every new thing, as it is suggested, just because it is new, but that all things being considered, new additions to the curriculum should be weighed from all sides and all changes that are essentially educational should be decided upon only after mature deliberation.

The spirit of the times perhaps has largely influenced and dominated the minds of educators when such subjects as physical training and first aid to the injured have been introduced. While we must admit that the currriculum of our elementary schools is already full to overflowing and that it is claimed by the laity that the essentials are being neglected in the interest of new things, which criticism may or may not be true, yet the conditions depending entirely on the needs of a community must by perforce receive our earnest consideration.

The subject of First Aid Work was introduced in our elementary schools by resolution of the Board of Education on November 6, 1916. The subject is now being taught by the teachers of the fifth, sixth, seventh and eighth grades. The teachers and pupils are both enthusiastic in this new work and good results are sure to bear fruit.

In introducing this new work the Board of Education seems to feel that it was justified for the following considerations:

1st. This work is entirely new—just passing through the experimental stage. So far as I know it has not been tried by any other school system. Until such time as it has been fully tested we should withhold our judgment. From all indications time alone will justify its introduction.

2nd. The character of the work is practical and beneficial to the boys and girls of this generation and the generations that are to follow.

3rd. The Board of Education very wisely made provisions

for the instruction of the teachers in this work and thereby laid the foundation for the efficient instruction of the pupils.

4th. By knowledge of this work the boys and girls can render aid and service in the school, in the home and upon the playfield to their unfortunate comrades and thus awaken and establish a bond of sympathy for people who are in trouble.

5th. People who are train in this work are better prepared to meet emergencies and at the same time are in more perfect control of the situation and are less inclined to take an panicky view of any accident that may happen.

6th. The tendency of the American people nowadays is to live more nearly next to nature—the life in the outer doors, on the waterways, in the woods, climbing hills and mountains, and on these jaunts it is very essential to have someone in the party who can render first aid to the injured in case of accident.

7th. It is a splendid thing to have the your of our land equipped with a knowledge of this subject so that they can render service to their country in case of war—the elementary knowledge of principles underlying the first aid work would act as a very satisfactory basis for more advanced instruction by the government.

JUNIOR HIGH SCHOOL

The introduction of the Junior High School as a new element in our educational system had in mind three purposes:

(1) To place the teaching of co-related subjects in the hands of special teachers, thus replacing the plan heretofore followed in the grammar grades where each teacher is called upon to teach all of the subjects that make up the work of each particular grade.

(2) To place special emphasis on such phases of the different subjects of the course as would best prepare the student for the work he will be called upon to do on entering High School.

(3) To accustom the student to the departmental system of instruction before he enters High School and thus remove one

of the difficulties the entering student has to overcome in adjusting himself to the conditions of his new environment.

Our Junior High School was organized in February of this year and it is perhaps a little early to attempt to prophesy all the good results that will ultimately flow from its introduction. But this can be said at this time, that the work accomplished thus far more than justifies the experiment and gives promise that the Junior High School will in time fill a long felt want in our educational organization.

HIGH SCHOOL GRADUATES

February, 1917.

Academic Class

Curtis H. Barker, Jr.
Israel A. Beck
Carl B. Brandt
Joseph J. Canonico
Charles G. Carluccio
Edmund L. Galvin
Henry J. Kuipers
Herman E. Muller
Warren Herbert Neff
Joseph Novitch
Morris Schwartz
Arthur F. Seltenreich
Milton C. Slote
Nathan Susselman
Jacob Wechsler
Ida Beck

Agnes L. Brennan
Adele Rose Bottini
Elsbeth A. Deitering
Dorothy Dickinson
Rachel Irene Driesen
Frances Margaret Ernst
Florence Irene Horwood
Elizabeth Louise Kuester
Arline Luella Oldrin
Agnes Mary Reeves
Marie Rohde
Carol Edith Shelford
Frieda L. Stuhrman
Mildred Wendt
Anna Wolff

Commercial Class

Florence Ethel Becker
Anna F. Bretzke
Julia T. Buhl
Pauline Caselli
Alice Martha Damboldt
Waclaw Dembowski
Elizabeth C. Dreyer
Anthony J. Durstewitz
William H. Francke
Catherine D. Gannon
Francis Henry Hall
Ingeborg Habsted
Ida Hannis
Lillian F. Irmscher
Louis A. Immen
Viola Klein

Helen E. Kovitch
Elsie Kuell
Martin Nelson
Mary Catherine Nicolini
Isadore J. Popick
Joseph P. Reynolds
Clara P. Runton
Elizabeth S. Stollerman
Eleanor Seltenreich
Elizabeth E. Sinner
Ruth B. Stein
Rosa Schwarz
Amelia Louise Von Broock
August L. D. Wendelken
Alvina E. Wetzel

HIGH SCHOOL GRADUATES

June, 1917.

Academic

Mabel Woodbury Adams
Mary Calver Burgoyne
Clara G. Eskin
Lylian Estrin
Frieda Hartman
Katherine Martha Hirsch
Eva L. Housman
May Hausman
Marie A. Kern
Elsie Lubash
Virginia Josephine Marnell
Evadna Mapes Peters
Marian Rauch
Gertrude Bessie Smith
Margaret Helene Spence
Gertrude A. Sterz
Samuel Becker
Robert J. Butler
Anthony S. Di Giovanni

Herman Goelz, Jr.
Joseph L. Goldsweig
Max Gottlieb
Clarence F. Hasselberger
Frederick H. Hauser
Martin J. Keeley
Charles H. Kruse
Anthony J. Marano
Francis J. Marnell
Francis J. Marzano
Vitale H. Paganelli
Joseph Adam Papay
David Allen Pindar
Herbert Polesie
John A. Riccio
David Saperstein
Samuel Tausend
Frederick M. Schussel
Edward Zorn

Technical

Robert Budrick
James Crowley
Carl A. List

Otto Dicker
George F. Dorsey
Carl T. Vogt

Commercial

Erna Marie Boehm
Loretta Brace Bock
Adeline Virginia Clark
Margaret Mary Clements
Marion Theresa Fitch
Bertha S. Handelman
Martha Pauline Kleiber
Helen Klein
Frances Grace Klein
Clara E. Lindenstruth
Gertrude Elizabeth Luedtke
Eleanor Phelan
Theresa Frances Post
Anita Marie Schmidt
Bertha Elizabeth Timken
Minnie C. Vogler
Pearl Elizabeth Wandell
Mathilda Wenz
Gunhild Caroline Zachariasen

Rose Jacobs
George Anderson
William Foley
Max Greenberg
Joseph Gross
Eugene Charles Grosel
William A. Klotz
Daniel A. Mai
George C. Mandel
Isadore B. Novinsky
Harry Peterson
Albert Sproul
Charles Stalling
William M. Vosteen
Edward J. Whinn
Ernest M. Wieboldt
John Yaccarino
Carolina W. Will

GRAMMAR SCHOOL GRADUATES

February, 1917.

SCHOOL NO. 1

Marion R. Ardito
Arthur J. Balletti
Robert F. Bell
Ethel Berkowitz
Margaret M. Branner
James A. Borthwick
Gertrude A. Braun
John F. Brennan
Henry A. Brinkman
Mary L. Bussanick
Joseph A. Casazza
Margaret M. Carmody
Edna M. Cibulka
Libero Cirillo
Leonard T. Connors
Joseph C. Cuneo
Anthony De Genaro
George F. Dittmar
William H. Dowden
Edna D. Droste
Bertha M. Ehlert
Hildegarde E. Engelder
Edward Faist
Katharine A. Fowler
Herman Greenberg
Elsie C. Greten
Angela G. Halpin
Richard V. Harding
August M. Hasse
Joseph F. Healey
William L. Healey
David R. Hirschmann
Theresa R. Iervoline
Elliott Jaffee
Richard Jonechat
Joseph Josephson
Antonia A. Kallons
Otto W. Knipping
Frank A. Kopp
Herman H. Last
Ella E. Leboi
Fred Levy
Henry A. Lies
Edna M. Lopez
Rose M. Martine
Mabel M. Garvey
Elizabeth J. Muller
Isador I. Nashel
Elsie A. Nelssen
Frank Nieman
Venie C. Pappanicholas
Jechiel Peretzmann
Emil J. Planert
Eric E. Radke
William Reilly
George Reumschussel
Albert L. Roltsch
Anthony Rose
Rita A. Ryan
Ernest K. Schmidt
Arthur Schneidt
Martha W. Schultz
Augusto M. Schwarz
Augusta H. Seedorff
Lillian H. Silverman
May Simmonds
Hilda M. Smith
Ethel Susser
Emma A. Taylor
Dominick J. Uglesich
Julia F. Volmar
Arthur W. Wahlers
Harry I. Wolfson
Florence L. Wallis
Robert Zank

SCHOOL NO. 2

Elsie Bamberg
Gladys A. Berger
Ruth N. Brewer
Anna M. Brinkmann
Lillian E. Felgentreu
Helen F. Gent
Gertrude M. Hall
Wilma M. Hammell
Dorothy M. Levezzo
Anna C. Miller
Lena A. Otten
Margaret Pellet
Josephine R. Wallace
Herbert W. Basler
Herbert L. Brostrom
Hugo J. Busch
Roy Cunningham
David M. Geismar
Christian A. Goll
Arthur F. Hartman
William Kelly
Charles F. Klieber
Thomas J. McAleer
William T. McGimpsey, Jr.
David A. Morrison
Arthur H. Schulz
Morris A. Sosower
John Wieringa

SCHOOL NO. 4

Margaret Barca
Gertrude Berman
Fred W. Bolten
Charles J. Bongiorno
Edna L. Bonino
Elsie M. Burgers
Sarah H. Carhart
Anna M. Cassidy
Catherine V. Fallon
Alice A. Gerdts
Fred A. Goldstein
Walter T. Grigat
Matilda D. Grunewald
Pauline M. Heller
Frieda W. Hoffmann
Gertrude Jacobs
Ruth H. Joel
Louis Kaplan
Harold J. Kiernan
Nathaniel T. Kovich
Mary F. Mahy
Rose M. Marrone
Philip J. Mauro
Harold M. Olsen
Hilma E. Pierson
Anna J. Sessa
Ida E. Rose
Harriet H. Umbach

SCHOOL NO. 6

Ortgies Ahrens
Herbert J. Appel
Robert K. Bell
Frank M. Childs
Ralph J. Doran
Maurice R. Grouls
William C. Hayes
Anthony Izzo
Smith Kennedy
William Larsen
Eugene V. Laus
Fred J. Lilienthal
George W. MacPherson
John F. McGraw
Sidney McNally
Alexander Munro
Ferdinand W. Russy
Arthur W. von Dreele
Sadie Amoruso
Mildred R. Bade
Agnes M. Bohnert
Elsie M. Clark
Gladys C. Ferrigan
Frances A. Fliehmann
Lydia M. Gardiner
Mildred A. Giberson
Kathryn Harp
Marguerite F. Heins
Elsie M. Heitmann
Margaret Illback
Ida A. Kuebler
Rohda C. Kuhlmann
Margaret A. Phelan
Sophie C. Rasmussen
Elizabeth A. Runton
Laura L. Schildknecht
Veronica R. Stanton
Clara Stuber
Kathryn A. Winslow

SCHOOL NO. 8

Vellia V. Ascione
Madeline R. Dondero
Antoinette L. Fishkelta
Josephine R. La Porta
Sigrid Larsen
Elly E. Retzlaff
Frances Salomone
Annunziata M. Visalli
Frank Aluotto
John J. Della Bella
Daniel L. Gagliastro
John Kiernan
John A. Marinco
Samuel Pompiano
Rudolph F. Plischke
Anthony Profita
Charles Picciurro
Michael S. Rabbia
Anthony R. Valenine
Peter F. Verdicchio

SCHOOL NO. 9

Henry W. Austin
George L. Barnit
Arthur L. Barnickel
Andrew S. Barssell
George F. Durr
Joseph Eigenfeld
Charles P. Garbarini
Harry A. Goorvitch
Joseph M. Heaney
William Kirschbaum, Jr.
Walter A. Lietz
Edward J. Moore
Angelo Podesta
George Roth
Charles A. Ullrich
Sara E. Baskin
Marie Binder
Millie De Gise
Angela M. Garilli
Hermina L. Hauser
Rose Marx
Ellen E. Morrow
Loretta A. Murphy
Lilliam B. Olson
Frances M. Schneider
Anna T. Tuzzo

GRAMMAR SCHOOL GRADUATES

June, 1917.

SCHOOL NO. 1

Minnie Abel
Lillian Bier
Walter Bishop
Lillian Bobbe
Russell Bomford
Bernhard Brandt
Louise Bremerman
Charles Cozzolino
Elizabeth Cozzolino
Matilda Benilauler
Dora Droste
John Dundon
Jeanette Feldman
James Firmin
Edna Fischer
James Fitzmaurice
Gladys Franck
Arthur Geen
Gustav Genuario
Harry Gold
Helen Goldberg
Ruth Goodman
Theodore Gottschalk
Mary Gulino
George Gutt
Flora Hannis
Charles Hartmann
Henrietta Hendlick
Gertrude Heyman
Dorothy Horwitz
George Jacobs
Cecelia Kaltman
Leo Kaplan
Miles Kaplan
Stephen Keleti
Frederick Knipping
Emil Kopf
Anna Kuehner
Victor Lehman
Marie Lecari
Blanche Lewitsky
Anita Lopez
Louis Madreperla
Anna Mewes
Henry Meyer
Samuel Miele
Johanna Moennich
Pauline Muller
Peter Nahh
Robert Ott
Richard Otten
Louis Pavero
Frank Pedersen
Charles N. Pedersen
Katharine Prohl
Mathew Quiler
Christina Rathjen
Martin Reynolds
Frederick Rollenhagen
Max Rose
Henry Schuman
Dora Schwarz
Jessie Shan
Joseph Sidote
Rose Siegel
Sarah Siegel
Lillian Spence
Frederick Stetson
Stephanie Streit
Richard Stuhrman
Leon Tannenbaum
Jacob Taub
Madeline Temmler
Sara Tilton
Walter Wandell
Louis H. Weihe
Paul Weintraub
Mandel Winterfield
William Wyeth
Abraham Zorn
Edna Zulauf

SCHOOL NO. 2

John Brown
Vincent Catoggio
Preston Dennegar
Sylvester Faherty
James Hamilton
Albert Immen
Thomas Kelly
Alfred Kiem
Charles Kock
Harold Neubauer
Emil Riemenschneider
Charles Vomacka
Helen Andrews
Elsie Bamberg
Johanna Behnke
Margaret Bowden
Helen Crawford
Matilda Von Lolln
Gertrude Hamilton
Emily Heigis
Agnes Lawson
Elizabeth Mischo
Mildred Rothschild
Matilda Sahm
Evelyn Schmidt
Helen Soper
Edna White

SCHOOL NO. 4

Joseph Cassidy
Fannie Daniels
Dom. Carlyle Devincenzo
Carl Dierker
Leo J. Eyskens
Morris Feldman
Dorothy Fisher
Arthur Frisch
Edward Fowler
Leo Genese
Ethel Goldenstein
William Gottlieb
Arthur Gunderson
Elsie Kaufer
Edna Klein
Blanche Little
Eugene Minerva
John Montanye
Florence Peterson
Walter Peterson
Rose Ragno
George Robinson
Augusta Rosenberg
Hertha Stapel
Luke Stevens
Estelle M. Thompson
Michael Torre
Wilhelmina Van Gelder
Sophie Van der Veer

SCHOOL NO. 6

Vera Albert
May Bonner
Florence Descalzi
Harriet Fugazzi
Grace Greenwalt
Emily Heins
Lola Ver Jaques
Helen Johnson
Jane Kennedy
Sarah Mansfield
Mildred Neuman
Bertha Roeder
Flora Schoenberger
Mary Schmidt
Mary Thompson
Maria Walsh
Ada Wilkinson
Charles Beck
Cornelius Compton
James Creegan
Octavius Hansen
John Kusch
Mario Neri
Arthur Post
Ralph Sacks
John Waagbo
Melvin Weisbart
Elsie Anderson
Agnes Anderson
Ella Conrad
Marguerite Collins
John Emery
William Ferrigan
Thomas Giusto
Althea Hutaf
Gladys Hansen
John Lo Duca
Wilma Lankering
Daniel Maher
Elsie Muntz
Helen Mutschler
Martha Mettler
Mabie Miller
Charles Netz
Raymond O'Brien
Margaret J. Petersen
Florence Pagliuco
William Renner
Edna Roberts
Henry Schmidt
Herbert Smith
Gladys Scott
Theodore Volmar
Lavan Crissey

SCHOOL NO. 8

Andrew Callio
Charles Clausing
August Dondero
Charles Meissner
Andrew Marotta
Alfred Rota
Jacob Spina
Anthony Saladino
John Taglieri
Frank Tamburro
Henry Houser
Joseph Totaro
Frank Verasco
Patrick Visconti
Angelina Castorina
Ethel Clementsen
Justin Cerbo
Congetta Dattory
Mary Marano
Mary Marotta
Anna Pecar
Margaret Petrozelli
Martha Scarpulla
Angelina Totaro

SCHOOL NO. 9

Edward Addas
William Babcock
Theodore Balletti
Harry Barnickel
Anthony Calandriello
Paul Garbarini
Thomas Garille
John Matson
Richard Valenti
Rose DeGise
Celia Gariulo
Nellie Goldstein
Frances Green
Mary Kachergis
Catherine Kennedy
Florence Levenson
Grace McKinley
Emma Petersen
Charlotte Randow
Fannie Schwartz
Isabelle Wright

KINDERGARTENS

The Kindergartens are filling an important place in our elementary school curriculum. Each elementary school has a properly equipped Kindergarten and in charge of a competent teacher and assistant. The question often arises as to the value of Kindergarten training. Are the pupils who pass through this training better equipped for the work of the grades than the children who have not had this training? It should be kept in mind that the theory and general training of the Kindergarten is wholly restricted to the training or culture of the various powers of the child. In the lowest grade of the elementary school the routine of work is restricted to instruction in the various branches of learning. It is the result of this culture rather than the formal instruction of definite subjects that marks the difference between the Kindergarten and the lowest grade.

The child upon its introduction to the Kindergarten is at once impressed with its pleasant environment and the Kindergarten thus becomes a pleasant medium for the child in its transition between the home and the school. It begins its school life under ideal conditions, in a wholesome atmosphere and made to feel perfectly at home, at the same time establishing a bond of sympathy between pupil and teacher. Cleanliness, an important factor in life, is impressed in the child and becomes a fixed habit.

The Kindergarten utilizes the self-activity of the child and stimulates him to take the initiative.

The ethical influences are evident; kindness, sympathy, generosity and consideration are qualities usually found in the Kindergarten child.

"The main object of the Kindergarten is the unfolding of the powers of the child—physical, intellectual and the moral. The Kindergarten endeavors to train the perceptive powers of the child by giving it objects, blocks, toys, etc., to observe and describe. It endeavors to enlist the judgment of the child by leading it to compare objects in respect to size, weight, color and other qualities. It trains the imaginations by the use of fairy stories, classical tales and simple poems suitable to the children; and these memorized and repeated give culture to the memory. It trains the voice and the musical taste of the child by the use of note songs and thus prepares the child for sight singing in the first grade. It trains the hands by the manual exercises of modeling, sewing, weaving, etc., and thus developes the habit of industry and appreciation of both the useful and fine arts. In language the vocabulary is enlarged, the correct pronunciation of words is learned and facility in the proper construction of sentences is acquired by imitation of the teacher's correct and refined use of English."

Then there is the social and civic culture arising from bringing children from the various walks of society in the pleasant relation with one another under a refined and cultivated teacher.

A spirit of kindness and forbearance, politeness, in word and manner; sacrifice for the welfare of others, in recognition of the rights of schoolmates is properly regulated in the kindergarten.

The highest value of the Kindergarten, however, is found in its relation of the moral training of the child. Many of the

children living in homes and neighborhoods where they are accustomed to harsh words, to scoldings and bickerings, to the slang and vulgar expressions are thus liable to acquire low and depraved ideals of moral conduct during the most impressionable period of their lives. Transfer these children at the age of four or five years from these demoralizing surroundings and the gentle and sympathetic intercourses of a refined teacher is beyond explanation.

I am of the opinion that the Kindergarten children are brighter, better behaved, and have the powers better developed than those who have never enjoyed the advantages of the Kindergarten. I look upon the Kindergarten as a valuable preparation for the work of the Primary School.

MENTALLY DEFICIENT CHILDREN.

Sub-normal children present one of the most serious problems in school administration. There is no question but that their presence in the regular classes obstructs the progress of the class, makes an undue demand on the time and strength of the teacher and besides entails considerable expense upon the City for the extra teaching and attention which this special class of children require. Beyond question, these poor unfortunates are as fully entitled to an education as the normal children. They have a right to this special consideration notwithstanding the great cost of their education, because the neglect of them by any city will be more serious in its consequences than the neglect of the gifted children.

"There are several causes of feeble-mindedness; often the tendency is inherited. Sometimes from rather remote ancestors; in many cases feeble-mindedness results in disease of infancy, accident or the lack of proper care. Such children have no place in the regular classes. They are pathological cases, and require individual attention. The law of this state requires that children, who, upon mental examination, are found to be three years or more below normal mentality for their age, must be placed in special classes."

The work of segregating the physically defective, the mentally defective, and the moral delinquent from the groups of normal children has received marked attention during the year.

These mentally deficient classes have been in existence four years and each year demonstrates clearly the wisdom of their existence and their continuation.

The whole aim of these "special classes" is to make them self-supporting so far as their ability will permit and our programmes of work are determined along these lines.

Mentally deficient children are known as morons, imbeciles or idiots. The morons are the producers of the class. The other grades of mentally deficient children are naturally institutional cases.

We have not organized any new classes for the mentally defective children, but great care has been exercised to make those classes that are now in existence more efficient in the character of the work. This work is naturally in the experimental stage, but its unquestioned value gives us patience while the teachers work out the perpetual problems which are presented from day to day.

With this peculiar class of work it is impossible to follow a uniform course of study because the pupils vary so greatly in their mental ability. It is necessary, therefore, to treat each pupil individually.

So far the character of the work employed in these classes embraces woodwork, chair caning, basketry, weaving, brush making, crocheting and sewing.

I am of the opinion that in order to secure the best results, these special classes should be consolidated in one centre properly equipped for such lines of industrial work as these pupils are able to pursue. There should be adequate facilities for shop work, domestic science and physical training.

TABLE NO. 1

Showing the Classification of Children Based on their Mentality

Classes.	Schools.				
	1	7	8	9	Total
Morons	4	14	5	1	24
Imbeciles	4	1	8	11	24
Idiots	1		1	1	3
Totals	9	15	14	13	51

TABLE NO. 2

Showing the Classification of Children According to Their Nationality

	Morons	Imbeciles	Idiots	Total
Hebrew	2	1	1	4
Italian	9	15	1	25
German	4	4	1	9
Irish	1	2		3
Austrian	2	1		3
American	5	1		6
Dutch	1			1
Total	24	24	3	51

TABLE NO. 3

Showing the Natal and Mental Ages of Children Classes for Mentally Defective Pupils

Natal Age.	Mental Ages.										
Between	2	3	4	5	6	7	8	9	10	11	Tot.
6 and 7 yrs.											
7 and 8 yrs.											
8 and 9 yrs.				1							1
9 and 10 yrs.		1			1						2
10 and 11 yrs.			1	1	1	1					4
11 and 12 yrs.			1		1	4	1	2			9
12 and 13 yrs.					3	2	4	2			11
13 and 14 yrs.				1		2	1	5	2		11
14 and 15 yrs.						1	1	1	3	1	7
15 and 16 yrs.								2	1		3
16 and 17 yrs.			1					2			3
Totals		1	3	3	6	10	7	14	6	1	51

PUBLIC LECTURES

The usual course of free public lectures was delivered at one centre, viz., School No. 1. The total attendance showed a decrease over previous years. I am of the opinion that these lectures cannot compete with the many moving pictures houses in the city.

The lectures were continued on the main line which have proven so effective in the past. Subjects that were timely in character as well as those that are wha may be called permanent value received their due proportions.

The aim of our lecture course has been to produce a thinking class of men and women who in time will add to the cultural value of our American citizenship. The development of the American citizen must proceed on purely educational lines. He must receive instruction through reading and instructive lectures and then he is in a position after mature thinking to inquire and debate. Public opinion can be created only through channels of honest and dispassionate information.

Through public lectures the value of education is brought more and more home to the parents and each citizen of the community. The chief business of our country to-day is education. A good, sound, liberal education should be given to every human being, and a liberal education includes the condition of every human interest.

The following lectures were given: "From the Great Lakes to Puget Sound," Robert G. Weyh, Jr.; "Mexico, Yesterday and To-day," Mrs. Ada Brown Talbot; "Ceylon and India," Harry C. Ostrander; "Our Army and Navy," John C. Welsh; "The Real Streets of Cairo," Lewis Gaston Leary; "Italy, the Garden of Europe," Glen Arnold Grove; "Constantinople," Raphael Constantian; "Switzerland and Its Citizen Soldiery," John Gustav Neumarker; "An Andean Tour Through Three Zones," Mrs. M. Claire Finney; "City of Washington," George Newton Cross; "A Trip Through Cuba," Melville Thurston Cook; "Quebec and the Maritime Provinces," Frederick W. Johnson; "Greece and the Balkan War," Frank W. Jackson; "The Aeroplane and Its Development," E. Adrian Von Muffling; "China, Japan and the

Changing Orient," Samuel Alden Perrine; "Washington, Soldier and Statesman," Edward J. Sweeney.

EVENING HIGH AND TECHNICAL SCHOOL

The Evening High and Technical School opened for the season 1916-1917 on October 10, 1916, and continued in session for the usual sixty-four nights. The total enrollment of the term was 481 pupils, with an average nightly attendance of 257.

The subjects taught this year covered the usual academic and commercial work and the results, while they did not measure up to the standard of previous years, there were many students who accepted the opportunity of completing work prerequisite for college entrance.

Inasmuch as it was very easy to secure employment in the munitions plants with tempting salaries, many of our students left the school to accept these positions and the evening school enrollment suffered thereby.

Enrollment Table

No. of Pupils Between	Male	Female	Total
14 and 15 yrs.	13	3	16
15 and 16 yrs.	40	13	53
16 and 17 yrs.	68	26	94
17 and 18 yrs.	56	23	79
18 and 19 yrs.	31	26	57
19 and 20 yrs.	35	12	47
20 yrs. and over	111	24	135
Totals	354	127	481

EVENING ELEMENTARY SCHOOLS.

The Evening Elementary School began its work for the year in the early part of October and continued four nights a week up till the end of February. The classes were kept in session from 7:30 until 9:30 each evening. The sixty-four evenings required under the State law were completed and all those who attended regularly were given certificates. The enrollment for the year was about the same as that of the previous year. This is not entirely satisfactory in view of the large number of aliens in this city, who neither speak nor write English. There are

many, as a survey made during the past year indicates, who should take advantage of the work provided for them in the foreign-born resident department of the Elementary Evening School. Because of present conditions it was quite impossible to increase the number of those in attendance this year. This is not something applicable to Hoboken alone, since a careful investigation shows that the same conditions prevail throughout the State and country.

Besides the special department organized for the foreign-born residents of the city, the Elementary Evening School has an English department which up to the present time has not received the full quota of those for whom it is intended. Many boys and girls are living in this community who before reaching the age required by law for compulsory attendance are forced by circumstances over which they have no control to leave the school and apply for working papers. Necessity compels them at this early day to help in the support of their families. These boys and girls have not received all that the Educational Department of the city is anxious and willing to give them. It is for their special benefit that the English department is organized in the Elementary Evening School. The parents or guardians of such children have a very positive duty toward them and should help them in every way to make up what they have lost by reason of the loss sustained in having to leave the day school before completing the grammar school course.

ATTENDANCE

The question of attendance both of English-speaking and foreign-born resident students is one that requires deep consideration. Every means available has been tried to induce and encourage the pupils for whom the Evening Schools are established to take advantage of the opportunities offered them by the city, through the Board of Education. There are many things that militate against the promotion of better conditions that are to be desired. Every cause that prevents these pupils from attending the Evening Schools should be eradicated or at least diminished, because in keeping this class of pupils from getting an education that will be helpful to them individually and will make them better citizens of a community a grave injury is inflicted not only

on these boys and girls, but also upon the city. Our efforts, therefore, should be doubled, if possible, to counteract the influences that are at work.

The difficulty is not in getting a large number to attend the sessions of the school the first few night, but the great difficulty is found in trying to keep those in full attendance who register at the beginning of the term. Splendid results might be accomplished if we could only get the employers of these boys and girls to see the benefits that would be derived even by themselvs from the faithful attendance of such pupils at the Evening School. If they could be so impressed from a utilitarian, if not from a humanitarian standpoint, I am quite sure that their co-operation would be whole-hearted and full.

They would then consider these boys and girls in a higher light than mere industrial assets. We shall hope for a better and more enlightened attitude in the future from those who have every reason to co-operate.

TEACHERS

If employers are willing to co-operate by encouraging and giving an opportunity to their employees to take the work outlined for them in the Evening School, and pupils show their eagerness to attend, it is fitting that the former be commended for the patriotic work they are doing, and the latter be helped to equip themselves in the best possible manner during the few hours a week that they are required to be present, in order that they may be able to grasp the opportunities offered here in America. No efforts should be spared to surround these boys and girls with the best environment and the most competent teachers that we have in our school system.

The work of the teacher in the Evening School is most trying and difficult and implies a large degree of patience, sacrifice and service. Hence only those should be appointed who have the interest of this set of pupils at heart and who do not desire appointment merely because of the additional financial returns that will accrue to them.

If teachers accept or seek appointment with any ulterior motive than a personal interest in the good that might be accomplished in the Elementary Evening School for the pupils whose educational wants they are organized to satisfy, they inflict a great injury on the school system and on these children, and fail to recognize a dignity and ideals of a true teacher. During the past year the teachers assigned in nearly all cases worked for the benefit of these pupils and gave them the very best that they could in furnishing proper incetives and ideals. As times goes on we may hope for a better understanding and a broader special preparation among all the teachers in this particular branch of our school work. As residents of this community, the men, women and children for whose benefit the night schools are opened, are just as much entitled to the educational advantages offered by the city as th eboys and girls in the day schools. Many reasons may be assigned why some born in this country have been compelled to leave school long before they are fitted for the competition of life's work and why others born abroad have sought the opportunities afforded through American institutions, nevertheless coming here without a knowledge of our language or customs and our laws. The work of the Evening School means much to these classes and a proper viewpoint of the employer and of the school toward them will help them materially and intellectually and will ilkewise help the city itself.

BUILDINGS

The proper housing of Evening School students, particularly of the foreign-born resident students in the elementary grades is a subject to which we ought to direct our attention. The experience of the past teaches that many of these students failed to respond, evening after evening, because of the physical discomfiture to which they are subjected by reason of their having to sit in seats that are entirely too small for them and because of the constant strain upon their eyes due to poor lighting.

I believe that the best we have is none too good for this class of pupils. A more modern building, with proper seating, lighting and ventilating facilities, ought to be used for the work of the Evening Schools. If a more up to date building than the present one is used, I am quite sure the results will be observed in a larger and more consistent attendance throughout the Evening School term.

COURSE OF STUDY

One of the most difficult tasks of those who direct the policies of a school system is to arrange a course of study that may be adapted in all parts for the work of the Evening Elementary School. During the past few years an effort has been made to so arrange the work and the grades that all who enter may pursue the work most needed by them. A careful study of the Evening School indicates that while there must be more or less elasticity, nevertheless a more uniform and definite program must be arranged so that those who continue the work for several terms will have an opportunity of advancing in about the same manner as pupils in the day school advance from one grade to the other. I believe that before the next Evening School term a very definite program of subjects will be completed.

LENGTH OF TERMS

It has been the custom in most cities to run the Evening School for 64 nights, and in some places for a longer period of time. Those who attended from the beginning of the term to the Christmas recess and who could not continue the work immediately after the holidays for various reasons, felt that they had lost work which could not be made up by them and therefore did not return to complete the full number of nights. Better results may be attained by dividing the time up into two terms of eight weeks each, continuing the practice heretofore adopted of having evening sessions on four nights of each week. The first term might begin early in October, so as to be completed before the Christmas recess. The second term might begin about January 10 and be continued for eight weeks or longer, at the option of the Board of Education. With this division pupils who remain away during the holiday period would find it more convenient to begin the work of the second term at the time assigned.

CITIZENSHIP DEPARTMENT.

Realizing the necessity of inaugurating work along the lines that would equip and encourage a large number of foreign-born residents to become citizens, the Board of Education organized a citizenship department in conjunction with the Elementary

Evening School. This department has already been in existence two years and the results thus far attained more than justify the wisdom of the board and the necessary expenditure connected with the work.

While much has been accomplished, our past efforts indicate that the future holds out splendid opportunities for more extensive work in this department. Of all the cities in the United States, Hoboken was among the first to see the necessity of training along this particular line and to organize it in a definite manner as part of its Evening School activities. The city itself, with its large foreign population, furnished a fertile field for Americanizing and naturalizing a large number who have not, up to the present time, become citizens. Of the millions of those who came in to this country during the past only a small percentage has ever taken advantage of the day or evening schools to fit themselves for citizenship. The Government itself has been more or less at fault in not building up by positive means the citizenry of the nation. All kinds of barriers have been thrown up in the selective process of admitting these aliens; but, once admitted, no governmental influence followed them in an effort to encourage and instruct them to become citizens. In many cases they have been left to the mercy of demagogues and exploiters who, to satisfy their own selfish ends, have seen to it that they receive just enough instruction to enable them to pass the required test for admission to citizenship, not, however, for the patriotic reason of making good citizens, but for the sake of securing more votes.

The country at last has awakened to the dangers which these conditions have brought about, with the result that an active campaign throughout the country is now in progress by the National Educational Department with the help of political, social, civic, fraternal and educational agencies, to carry out the work suggested by the Naturalization Bureau, to arouse feelings of pride and respect for American institutions and to instruct all whom they are encouraging to become citizens.

No efforts have been spared in the City of Hoboken. The best teachers that could be secured for this work, although they were very busy men in their respective callings, were employed by the Board of Education to conduct the citizenship classes.

The Board of Education has kept in constant touch with the Naturalization Bureau and the Department of Education at Washington and has willingly co-operated in every movement suggested. The Naturalization Bureau has submitted to us the names of all those in the District of Hoboken who declared their intention of becoming citizens. In addition to a letter sent them by the Department of Interior, a personal letter from the Superintendent was sent to each one telling him of the time and place of instruction for prospective citizens and directing him to attend regularly the sessions of the citizenship classes

If all those whose names were received from Washington had submitted themselves for instruction we would have had to open a special school. Only a very small percentage of those whose names were received applied for admission to the citizenship classes. If men are desirous of becoming citizens they should indicate their sincerity by using the means that will familiarize them with the things that citizens ought to know. We are quite satisfied that the prevailing working conditions kept many from attending, but it is safe to say that a much larger number of aliens should have been expected to take advantage of the classes organized for their special benefit by the Board of Education.

These citizenship classes were conducted four nights a week at the High School from 7:30 to 9:30. Every method and every avenue of approach to foreign-born residents, many of whom have lived in this country several years and have not signified their intention of becoming citizens, was used to get these men into the school. In spite of the efforts made only a comparatively small number came. This condition should not be allowed to exist. Many have refrained from becoming citizens because of a certain timidity which kept them from appearing in the proper court and taking the prescribed examination. Others will tell you that they had no means at their disposal to properly equip themselves with a knowledge of our laws and government and therefore hesitated to qualify for citizenship. If that poor excuse ever had any reason for existence in the past it certainly should not be heard any longer in this city, where every opportunity is given to those who show a disposition to become American

citizens. Others have claimed that their hours of labor in the shops and factories prevented their attendance even at a later hour in the evening. If American citizenship is worth while, and it certainly ought to be for those who have sought the opportunities offered in this country, then sacrifices ought to be made by all who would proudly wear the title of American citizen. These sacrifices must not only be made by the employees, who are generally willing to make them, but likewise by the employers. What the country wants and needs to-day is a higher and more ennobling spirit of patriotism that will create what has been sadly lacking, a universal National American Spirit. There is no room in this country, big as the country is, for any but real Americans, whether they be born here or abroad.

In connection with this work of Americanization and with the help of the Board of Trade, an extensive survey of over one hundred industries in the city was made to determine how many of the men employed were not citizens, and how many were desirous of putting themselves in the process of Americanization. The results disclosed a very large number, most of whom were willing to begin instruction along the lines that would fit them to become citizens. Many, however, could not come to the Evening Schools. This matter was brought to the attention of the Board of Education with a suggestion that citizenship classes be formed in the shops and factories with the co-operation of those in charge. A class was organized in the bakery of the Schmalz Baking Company. This class met on Monday, Tuesday and Wednesday of each week from 8 to 9 a. m. and continued in session for the number of hours required under the State law. This class was highly successful and instruction was given to many who could not attend the Evening School. This work should be continued if possible and other classes organized in factories where the number would warrant the appointment of an instructor.

The work of organizing classes for Americanization purposes outside the school should have a very distinct object in view. Those who appear for instruction should be made to realize that the subject matter taught is for the purpose of helping them to become citizens and not merely for the sake of teaching them to read and write the English language, a knowledge of which may

be very readily obtained in the course prescribed for the ordinary work of the Elementary Evening School. While a knowledge of the English language is essential in the work of Americanization, it is only a means to direct foreign-born residents along lines that will help them very materially in acquiring a familiarity with the things they ought to know in reference to American institutions and laws and the duties and responsibilities of citizenship. The primary object of these classes is to help men to become good, intelligent citizens so that they may take their place and play a proper part in the future government of the republic and have a voice and vote in determining and promoting American policies and ideals.

SUGGESTIONS

The work of the Evening Schools should be correlated with all the extension work that is now being done and should be so systemized that the results of the later might have a proper bearing on every department of Evening School activity. The evening lecture courses and the social centre movement might be made to help, in a large measure, the work of the Evening School. I would suggest that a supervisor of this work be appointed who might take care of the evening lecture course and work in conjunction with the social centre committee from the Board of Education. I would also suggest, if it might be done without causing a much larger outlay than at the present, instead of having all the Americanization classes meet in one building, that classes be organized in school buildings located in those sections that are densely populated with that particular class of people for whom Americanization work is specially intended. If this could be done it would be bringing the schools and the activities of the schools nearer to the people and the results would be larger than can be possibly anticipated at the present time. Although the work has been going on for the past two years, still it may be said to be in an experimental stage. It is to the future and to the future good that we must direct our attention, and when conditions are normal our present experience will have prepared us to meet the demands of those whom we expect to seek citizenship in much larger numbers.

ELEMENTARY EVENING SCHOOL

Ages of Pupils Enrolled

Foreign-born Department

No. of Pupils Between	Male	Female	Total
14 and 15 years	9	3	12
15 and 16 years	12	1	13
16 and 17 years	17	0	17
17 and 18 years	12	2	14
18 and 19 years	8	2	10
19 and 20 years	19	3	22
20 and 25 years	121	13	134
25 and 30 years	113	12	125
30 and 35 years	69	6	75
35 and 40 years	27	3	30
40 years and over	38	4	42
Totals	445	49	494

English Department

No. of Pupils Between	Male	Female	Total
13 and 14 years	1	0	1
14 and 15 years	3	6	9
15 and 16 years	9	7	16
16 and 17 years	14	3	17
17 and 18 years	9	1	11
18 and 19 years	6	0	6
19 and 20 years	0	2	2
20 and 25 years	3	0	3
25 and 30 years	4	1	5
30 and 35 years	2	0	2
35 and 40 years	0	1	1
Totals	51	22	73

EDWARD RUSS ELOCUTIONARY AND ORATORICAL CONTEST

The Edward Russ Elocutionary and Oratorical Contest, which was established last year by the Board of Education to perpetuate the memory of the late Edward Russ, who for so many years unselfishly rendered his services to the cause of education in this city, was held on Friday evening, June 15, before a large and appreciative audience.

The following programme was rendered:

SELECTION, - - - - - - - - - - - - - - - Orchestra
"Soul of the Violin," - - - - - - - - - - - MERRILL
Miss Claire Gonzales
"The Miser Fitly Punished," - - - - - - - - - OSBORNE
Miss Gertrude Bauman
SELECTION, - - - - - - - - - - - - - - - Orchestra
"How the Church Was Built at Kehoe's Bar," - - - - BENNETT
Miss Ruth Weisbart
"Death Bed of Benedict Arnold," - - - - - - - - LIPPARD
Miss Anna Borshaw
SELECTION, - - - - - - - - - - - - - - - Orchestra
"The Freedom of the Press," - - - - - - - - UNDERWOOD
Mr. Mitchel Fisher
"Happiness and Liberty," - - - - - - - - R. G. INGERSOLL
Mr. David Pindar
SELECTION, - - - - - - - - - - - - - - - Orchestra
"Abraham Lincoln," - - - - - - - - - - WATTERSON
Mr. Joseph Kenny
"The Spirit of Liberty," - - - - - - - - - - - BROWN
Mr. Milton Lubash
SELECTION, - - - - - - - - - - - - - - - Orchestra

Judges:

MR. WILLIAM A. KAVANAUGH, A. M.
MR. E. BURKE FINNERTY, A. M.
MR. J. GARTH COLEMAN, A. B.

The Prize for the Elocutionary Contest Was Awarded to Miss Claire Gonzales

The Prize for the Oratorical Contest Was Awarded to Mr. David Pindar

MANUAL TRAINING DEPARTMENT, PRIMARY SCHOOLS

This department comprises the Wood Shops in Schools 1, 5, 8 and 9, the kitchens in Schools 1, 8 and 9, the shop for electric wiring in the High School building and the sewing classes.

I. **Wood Shops:**—Boys from the 4B to the 7A grades (inclusively) spend a half day, either morning or afternoon session, bi-weekly, in the shops. The problems are adapted so that the little fellow in the 4B grade, who has never handled a tool nor stood up to a bench, begins with a simple exercise in fret-sawing.

He gradually expands in the use of tools until he can turn out a boat or a telegraph sounder in the 7B grade. The following schedule of work has been tried out during the present school year, though it is the intention of the Supervisor of Manual Training to introduce subjects from time to time calling for materials of construction other than wood, such as cloth, paper, sheet metal, cement, glass, etc.:

4B Grade:—

1. Calendar back—using coping saw and punch for for ornamenting; stain and shellac.
2. Fret saw work—single and articulated figures—colored.

5A Grade:—

1. Bread-board of white wood, using try square, back saw, block plane, wood rasp, sandpaper. No coloring or shellac to be used.
2. Flower-pot stand—top white wood, ornamented; base of pine, lap-joint, stained. Demonstrate difference between pine, white wood, chestnut and oak and how they act under stain.

5B Grade:—

1. Kite—Aeroplane model; frame of dressed pine, wings of muslin, shellacked and decorated.
2. Tie-rack—pine, stained and varnished.

6A Grade:—

1. Windmill on trussed base, of white wood or pine—introduce jig work. Stain and shellac project.

2. Coat hanger—introduce spokeshave.

6B Grade:—

1. Knife box—sloping sides—stained pine or white wood.
2. Match box—metal faced front, ornamented back.

7A Grade:—

1. Boat—built up model—flat bottom, white wood veneer, properly painted.

7B Grade:—

1. Telegraph Sounder, introducing bent metal work—project to be used in electrical course.
2. Bookrack—chestnut—stained and varnished.

The boys are allowed to claim all work of sufficient merit at the end of the term.

It is the intention of the Supervisor to make a collection of projects in each woodshop, to be used as models for classwork. Boys in the elementary schools cannot read plans well enough to work from them, though each model will eventually be supplemented by a working drawing for purposes of instruction.

II. **Kitchens:**—Girls of the 7A, 7B and 8A grades receive instruction in cooking bi-weekly, the kitchens being arranged on the "laboratory" system. In order to parallel the school work as much as possible with home conditions a coal stove and a kitchen cabinet should be added to each kitchen.

It is unfortunate that the kitchens are established on the basement floor of the respective school buildings, where they are exposed to dust, insects, darkness and dampness. The newer proposed school buildings should make the experiment of installing a kitchen on the top floor for sanitary reasons.

In School No. 9 the kitchen is in a deplorable state, as the unsupported wooden floor has sunk about two feet in the centre of the room, throwing tables out of alignment, jamming closet doors and drawers and making walking a painstaking exercise. All kitchens need a thorough painting and cleaning.

III. **Sewing Classes:**—The Sewing Department of the grammar schools aims only to give the most elementary instruction, running through the 4B to the 7B grades, the main projects turned out being a cooking cap, apron, cuffs and bag, used later in the kitchens. The sewing teachers, with one exception, are greatly handicapped in their work, as they use the classrooms and are compelled to go from school to school, carrying with them their outfit. The exception is the sewing room in the new building of School No. 1, in which the teacher can methodically pursue her work. This room, however, should be provided with a sewing machine, iron and board and proper charts and blackboard.

IV. **Electric Shop:**—A change was instituted in the manual Training Department during the fall term in substituting the course in electric wiring for that in clay modeling. Two objects were accomplished by this move, one being the substitution of a "live" subject for one that outlived its usefulness, and the other being the placing of the teacher under that School Board which paid his and her respective salary. While the shop is in the High School building, it has nothing to do with that school.

The location of this department is not a happy one. It is housed in the disused forge shop in the High School building, which is not adapted to this work.

The Manual Training Department of the primary schools should be in continuous operation from the kindergarten to the graduating class of the elementary schools, beginning with paper folding, etc., and ending in the electrical shop and kitchens. This would necessitate additional teachers in the second, third and fourth grades, but would make the manual training work given in the higher grades more effective. The outfit and material required would be simple and inexpensive.

It is to be regretted that owing to the dense population and limited area of the city of Hoboken, no ground can be spared within its boundaries for school gardens and playgrounds. Many manual training projects could be introduced which would find immediate and intensive application, such as bird houses, kites, boats, etc. The present movement, aiming at the acquisition of sufficient ground outside of the city limits to be used for agricultural purposes, may be a step toward the realization of school gardens.

A word should be said as to the use of school shops and plants in time of war. A conflict to-day means not only the fighting soldier at the front, but to a greater extent the ability of the non-combatants to produce the means to wage a vigorous and, therefore, victorious war. The girls should be effective in Red Cross work, both in the sewing room and kitchens, while the boys could use the shops in turning out the endless variety of articles neded at the front, from a simple box to a part of a flying machine.

MANUAL TRAINING, HIGH SCHOOL.

The High School shops consist of a wood and machine shop. The wood shop is in two sections, one being furnished with benches only, while the other is equipped with power wood working machinery. Both sections are in charge of one teacher. The course extends through the ninth and tenth grades and is devoted mainly to pattern making, demanding a greater degree of skill and care in the development of a project than is demanded in the primary schools. The machine shop can accommodate about twelve pupils and is housed in a corner of the basement not well adapted to the purpose, both room and light being insufficient. The course is elementary and no ambitious work is attempted.

As in the elementary shops, the equipment of the High School shops is insufficient, inadequate provision being made for efficiently caring for handtools and for work in course of completion by the student.

It is to be regretted that no room can be found in the High School building for that highly useful institution, a print shop. That printing has an educational value in excess of the woodworking or metal trades cannot be denied. Dealing with the fundamentals of what constitutes education and affording practical application of what is taught in spelling, structural English and mathematics, this educational value is apparent even to those not engaged in the educational field.

No provision has been made in the High School building for any manual training activity for the girls. A kitchen arranged on the unit plan would do much to increase the interest and value of the course and add much to the social function of the school. A sewing department would be highly desirous. The girls in the elementary schools have had only rudimentary instruction in needle work and none in machine work, so that a most necessary sphere of woman's activity has been neglected. At the present time it would be difficult, however, to find room for these activities, as the High School building is crowded with the demands made upon it. A partial solution of the problem would be to allow the High School girls to use the kitchen of School No. 1, which is used only during half of the school time.

Another solution worthy of a trial would be to arrange with the Industrial Board for several periods a week in cooking and dressmaking, until the Board of Education can provide quarters in one of its own buildings. No expense would then be placed on the city outside of the small one for material used, and no time need be lost in trying out the plan.

DAY PRE-VOCATIONAL SCHOOL FOR GIRLS

This school is in charge of the Trustees for Industrial Education and is housed in the building also used by the Free Public Library.

The girls must qualify for admttaince to this school by being over fourteen years of age and above the 5B Grade in scholarship. As the school is almost entirely dependent upon the city schools for its pupils it does not get as many girls as it can accommodate, nor does it get that human material which can be developed into the best class of citizenship. Though the city's schools are crowded, yet few girls will avail themselves of the advantages of the Pre-Vocational School before it has been raised to a higher standard.

Most of the girls spend half their time in the classroom at academic studies, while the other half is spent in the cooking, sewing or millinery classes. Some of the girls sufficiently advanced have been excused from academic work at the request of their parents. Girls are graduated either by devoting two years to vocational work or by passing the 8B examinations, entitling them to enter the High School.

The housing of the school is not in accordance with its needs, though much could be done to increase its efficiency. A laundry and shower bath should be installed, and since the school is essentially a home-making one, a model, up-to-date flat should be part of its outfit, of such a nature as to meet the condition of life of the girls of the school. Many of them have most primitive home conditions and have absolutely no idea what a proper home should be, to say nothing of taste or art in its appointment. The flat should embody a kitchen, bedroom, bathroom and living room; two girls at a time should be required to live in the apart-

ment and take care of it under actual living conditions, but under the direction of a teacher.

The great question agitating a vocational school is that of the disposal of the products of kitchen and sewing room. The establishment of a dining room for teachers and business women, serving luncheons at small cost, say twice each week, and managed entirely by the school, is worthy of a trial, and a responsible business woman should be induced to bring the products of the sewing class into the market. In this way the value of the school work would become apparent, as work having no selling value is not of a proper kind for a vocational school to indulge in.

The school numbers about thirty girls arranged in three divisions.

DAY PRE-VOCATIONAL SCHOOL FOR BOYS

In the year 1914 the Board of Education agreed to take charge of the boys and provide for them proper quarters for a Vocational School, while the Trustees for Industrial Education provides for the girls. At the present time this agreement cannot be carried out, owing to the crowded condition of the city's school buildings, so that the vocational boys are again housed in the building of the Industrial School, though in a very inadequate manner. The woodshop in that building has been put in as good condition as possible, being equipped with wood lathes, a saw, trimmer and benches. The boys spend half of each day in academic work, using a classroom in School building No. 1 and a teacher provided by the Board of Education. Vocational work takes up the other half day and includes work in the woodshop, electrical wiring shop, drafting room, and some camp-cooking in the kitchen.

Boys must qualify for admittance to this school by being over fourteen years of age and above the 5B Grade in scholarship. The pupils are recruited from the city schools and are not those

that can be shaped into the highest type of industrial efficiency.

We are facing an age of unparalleled industrial activity, in which the trained worker will be in greatest demand. With the completion of the sewerage system now under construction Hoboken will see the development of great industries, and unless a movement is inaugurated at once for the creation of a proper vocational school our young men will be chagrined to see the graduates of other schools fill the jobs which belong to them. The scope of such a school should be determined by a committee appointed by the Mayor of our city, co-operating with the State Board of Education, the City Board and the Industrial Board. It should have its own building in the factory section of the city, properly equipped, according to the best modern standards. When the plant is running on a proper basis Hoboken will be able to claim its share of the seven million dollar appropriation to be made annually by the Federal Government in aid of vocational education.

At present the enrollment is thirty boys, which is about one-tenth of the number a vocational school in Hoboken should accommodate.

EVENING VOCATIONAL SCHOOL FOR GIRLS

This school is in charge of the Board of Trustees for Industrial Education and is strictly vocational in character, as it teaches sewing, dressmaking, millinery and cooking so that the girl or woman can apply her knowledge in a gainful way. The number of attendants on register is about 275, the attendance being about 85 per cent. of the registry. Fourteen teachers besides the principal and registrar, are in charge of the classes. A term consists of 54 evenings of two hours each, three each week, the course for each subject embracing three terms, after which the girls are graduated. There are no examinations, the student being ad-

vanced according to the character and amount of work done. No expense is attached to the course, the school furnishing all necessary supplies except in the millinery and dressmaking departments, in which the girls may furnish their own material toward the end of the term. All finished products are absorbed by the pupils.

The school is housed in the Industrial School building and crowded for room.

By the combined efforts of the ladies of the Woman's Club and the Industrial Board, an annual scholarship of a three months' course in Home Economics is given to one of the graduates of the Cooking Department. The value of this scholarship is demonstrated when we find that one of the beneficients, Miss Granat, is teaching in the city schools; another, Miss Selck, in the Girls' Industrial School, and yet another, Miss Cella, has found a position in the Parental School in Bayonne.

This school seems to reach the girls for whom it is intended, as shown by the steady and large attendance, which is entirely voluntary.

The year which has just terminated saw the graduation of 8 girls in cooking, 7 in dressmaking, 30 in sewing and 5 in millinery. The public exhibit of work done met with the usual praise, and doubtlessly stimulates others to attend the school.

The girls entering the Evening School for the tem, 1917-18, will be closely scrutinized by having them fill in a questionaire as to their age and status. This has not been done in former years and is intended to bar out school girls and girls under sixteen years of age not at work.

It is customary in some evening schools (Worcester, Boston) to exact a nominal entrance fee (say $1.00) which is returned if the attendance of the pupil does not fall below a prescribed standard. This might be tried out in the Hoboken schools.

In our modern life demands are often made for a girl's pro-

ficiency in a direction in which she has not been able to perfect herself. After marriage, for instance, she may find it expedient to know how to bake bread, to make children's dresses or frame a hat for herself. These are similar subjects could be covered by "unit courses" of a proper number of hours devoted to a specific problem.

MEDICAL INSPECTION

The present corps of the department consists of a medical chief, two assistant medical inspectors, two nurses and one dentist. In addition to this force of inspectors, etc., we maintain one well-equipped clinic for dental purposes and for the purpose of performing minor operations.

This clinic is open every school morning for dental work in charge of the school dentist and on three afternoons each week for the medical inspectors in attendance to give medical relief.

Medical inspection is now an established institution in this city as well as in all other progressive cities in this country.

We feel that the pupils in our schools are awake to the importance of a healthy body, to their efficiency as citizens and bread winners. There is no difficulty experienced in getting our children to seek medical advice and attention. In many cases the parents' inquiries make it possible for the children in advanced stages of disease to get to the several clinics.

Through our medical inspection work we have been able to accomplish some of the most important phases of social service work, and I am confident that this department in our school system has made its influence felt in many homes in the city of Hoboken.

SUMMARY

Medical Inspectors' Reports, Year Ending June, 1917.

Total number of—	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	Total
Visits	170	162	121	166	138	174	137	165	107	1,340
Pupils reported	261	396	306	461	409	629	456	510	754	4,182
Classrooms visited	47	76	76	76	27		111	27	51	491
Physical examinations	23	88	90	90	102	143	2065	85	588	3,274
Pupils excluded	45	32	32	75	71	85	46	53	34	473
Pupils re-admitted	30	28	29	54	43	68	69	52	30	403
Pupils excluded by Board of Health	3	4	41	86	72	50	52	40	26	374
Pupils admitted on physicians' certificate	3		10	81	51	52	38	30	28	293
Cases referred to Nurse	21	27	22	38	36	47	400	47	26	664
Visits by Nurse	24	28	18	18	21	20	20	21	17	187

THE SCHOOL NURSE

The school nurse is an indispensable factor in the realm of medical inspection. She has done more to bring about right relations between the pupils and the home than any other influence. It is she who puts into practice the suggestions of the medical staff and really acts in the capacity of a teacher-visitor.

It is one thing to make suggestions for the relief of suffering, but it is another to be on hand to put these suggestions into practical operation. In this world of ours it is not so much what we say, but what we do. The school nurse carries sunshine and help into every home that she visits—her visits are not only beneficial, but beneficent in character.

Through her intimate relations with the parent her work becomes educational in that she is able to recognize conditions which, taken in time, often leads to the actual saving of lives.

It is impossible for the teacher with her many arduous duties in the classroom to give much time to the visiting of pupils as it would seem advisable, and the nurse acts as a connecting link in this very important work. The knowledge gained by the nurse in her visits to the home has in many cases been the means of bringing financial aid to the families through the children who are eligible to take positions and for whom, in many instances, positions have been secured.

SUMMARY

Report of School Nurses for Year Ending June, 1917.

Total number of—	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	Total
New cases reported	31	42	50	92	69	100	49	68	31	532
Cases terminated	25	25	33	50	50	64	27	38	22	334
Cases at Medical Clinic	94	96	88	113	93	138	94	113	36	865
Cases at Dental Clinic	206	344	375	623	333	481	639	662	436	4099
Visits at homes	25	41	45	50	9	138	88	75	28	499
Total visits	146	160	144	232	252	315	137	129	87	1602

THE SCHOOL DENTIST

Hoboken stands in the foremost ranks with reference to the care of children's teeth. And the Hoboken Dental Clinic, located in School No. 1, is one of the first of its kind in this country.

In every respect the Principals have taken advantage of this opportunity for their pupils and in consequence the children in our public schools show the results of professional care and treatment. In no way has the work done by the dentist for the school children militated against the interests of the professional men in this community. In fact, I am confident, after having talked with some of our leading dentists who have observed the situation, that there is a marked tendency for parents to consult the dentist at anearlier age than heretofore.

Dr. Cornelius Kiel, who has been in charge of the Dental Clinic since its inception, has shown great interest in his work, and it is largely due to his enthusiasm that the present high standard of efficiency in this department has been attained. The doctor is at work in his clinic in the morning of each school day and at such other times as his services may be required. The number of daily patients vary from twenty-five to forty children. A careful record of all his work is kept daily and his summary monthly reports are submitted to the Superintendent.

The following summary shows the work accomplished during the school year 1916-1917.

SUMMARY

Report School Dentist, Year 1916-1917

Total number of—	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	Total
Sittings	260	334	375	623	333	715	639	662	436	4333
New patients	124	141	160	283	131	234	340	287	167	1867
Extractions	141	194	184	367	66	249	317	318	220	2056
Fillings	34	99	126	189	126	140	185	210	96	1205
Cleanings	10	34	30	34	49	81	83	56	20	397
Examinations	157	158	160	283	136	234	340	287	167	1922
Treatments	93	159	145	254	139	239	288	276	154	1747
Abscess cases	19	36	14	20	11	22	26	56	48	252
Anaesthesia	1	7	3	8	2	8	5	14	3	51
Operations	455	557	662	1055	529	973	1244	1227	708	7410
Treatments completed	0	26	33	55	17	27	38	0	0	196

PARENTAL SCHOOL REPORT

Year Ending June 30, 1917.

1. Number of pupils entered during the year..... 19
2. Total number of cases of tardiness 13
3. Total number of days present 1608
4. Total number of days absent 519½
5. Possible number of days attendance 2127½
6. Average daily attendance 9
7. Age of pupils:
   - Number of pupils between 9 and 10 years..... 2
   - Number of pupils between 10 and 11 years..... 0
   - Number of pupils between 11 and 12 years..... 3
   - Number of pupils between 12 and 13 years..... 2
   - Number of pupils between 13 and 14 years..... 9
   - Number of pupils between 14 and 15 years..... 3
8. Grades represented:
   - Number of pupils from Grade 1-A..... 0
   - Number of pupils from Grade 1-B..... 0
   - Number of pupils from Grade 2-A..... 0
   - Number of pupils from Grade 2-B..... 3
   - Number of pupils from Grade 3-A..... 1
   - Number of pupils from Grade 3B..... 3
   - Number of pupils from Grade 4-A..... 0
   - Number of pupils from Grade 4-B..... 3
   - Number of pupils from Grade 5-A..... 3
   - Number of pupils from Grade B-B..... 5
   - Number of pupils from Grade 6-A..... 1
   - Number of pupils from Grade 6-B..... 0
9. Number of pupils returned to former schools..... 0
10. Number of pupils left school district..... 5
11. Number of pupils left school to go to work..... 0
12. Number of pupils suspended 0
13. Number of pupils sent to Jamesburg..... 2
14. Number of pupils belonging June 30, 1917..... 11
15. Number granted age and schooling certificates..... 1

SUMMARY

Report of Attendance Officers, Year 1916-1917.

Total Number of—	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	Total
Parents visited	1014	1183	798	1180	1007	1324	1283	1427	721	9937
Truants brought to school	27	30	11	15	14	27	30	34	32	220
School summons served	12	16	6	4	5	8	9	11	3	74
Court summons served parents	7	6	3	10	17	19	20	16	4	102
Children taken to Juvenile Court	7	6	3	10	18	21	18	17	6	106
Children arrested	11	0	0	0	0	1	1	1	1	15
Immigrant cases investigated	39	25	20	14	11	5	5	0	0	129
Cases of transferred pupils investigated	28	43	35	26	38	14	10	25	3	222
Sent to Jamesburg	0	0	0	1	2	5	2	2	0	12
New pupils brought to school	23	4	2	4	2	4	0	9	0	48
Children taken to parents	6	0	0	0	0	0	0	0	0	6
Sent to Parental Home	0	0	0	0	0	1	0	1	0	2
Boys sent to County Home	2	0	0	0	0	0	0	0	0	2
Boys sent to United Aid Home	2	3	0	0	0	0	0	0	0	5

RECOMMENDATIONS

1. The introduction of a course in elocution in the High School.
2. Open air classes for anaemic and tubercular children.
3. The appointment of an eye specialist and thus remedy thousands of children who are afflicted with defective vision.
4. A separate building for vocational education.
5. The appointment of an additional teacher in drawing for the elementary schools.
6. Placing the classes for mentally defective children in one building and thus assuring gradation of work.
7. The extension of instruction in household arts for the High School girls.

Respectfully submitted,

A. J. DEMAREST,

June 30, 1917. Superintendent.

IN MEMORIUM

For thirteen years Miss Mary F. Delaney served in a most acceptable manner as a teacher in Public School No. 8. She was a faithful and devoted teacher always willing to contribute her share to the fullest extent in entering upon new fields of endeavor as well as in maintaining the valubale traditions of the school. Her death occurred on November 8, 1916. She was the personification of devotion to duty. Her lovable nature undeared her to her pupils and her fellow teachers alike and her death seemed a household affliction to all who enjoyed her friendship.

Joseph Brannelly, a teacher in the Electrical Department, departed this life November 14, 1916.

Although Mr. Brannelly was in the employ of the Board of Education for but two years yet by his conscientious devotion to duty and his genial manners he endeared himself to his associates.

The sudden death of Miss Anna V. Sullivan on January 2, 1917, came as a great shock to her large circle of friends. Miss Sullivan was one of our most promising young teachers and was destined to take high rank in her chosen profession. She was endowed with a genial, lovable disposition and by nature was a natural born teacher. She was in the fullness of energy and usefulness when the compelling finger of death beckoned her to the land which lies beyond the grave.

She gave the best of her life to the cause of public education and left behind her enshrined in the hearts of her pupils, the memory of a sacred duty faithfully, efficiently and conscientiously performed.

Christopher Cahill, engineer School No. 9; died May 14, 1917.

RESIGNATIONS

Year Ending June 30, 1917.

Name.	Date of Resignation.
L. Reid	August 31, 1916
Charlotte Brown	October 2, 1916
August Zatta	September 1, 1916
Ernest G. Traua	September 1, 1916
Frank Klein	October 1, 1916
May O'Toole	October 15, 1916
S. Fitzpatrick	October 1, 1916
Herman Hanniball	November 20, 1916
Charlotte O'Rafferty	January 15, 1917
Lucy K. Endler	January 22, 1917
Martin M. Van Ness	March 14, 1917
Eleanor G. Howard	June 1, 1917
William J. Londrigan	June 15, 1917

APPOINTMENTS

Year Ending June 30, 1917.

Name.	Date of Appointment.
Richard A. Beyer	July 1, 1916
Nicholas Zatta	September 1, 1916
Anna C. Tallon	October 3, 1916
Philip Marnell	October 1, 1916
James Hiney	October 1, 1916
Arthur Belloff	October 1, 1916
Fred Van Orden	October 1, 1916
Katherine Whalen	October 1, 1916
Anna Ginsberg	October 16, 1916
Harriet Stover	October 16, 1916
Stephanie Tokarski	October 16, 1916
Lillian Butler	October 16, 1916
Josephine Belloff	October 16, 1916
James R. W. Stanton	November 20, 1916
Marie Baack	November 20, 1916
Katherine Rath	November 20, 1916
William Sullivan	November 20, 1916
Alice Spohr	January 1, 1917
Elizabeth Wehr	February 1, 1917
Mary Kiernan	February 1, 1917
Helen Taylor	February 1, 1917
William Moriarty	February 1, 1917
Violet Davey	February 1, 1917
Mary Breen	February 1, 1917
Modiste Sole	February 5, 1917
A. L. Straub	April 16, 1917
Anna Greenfield	May 1, 1917
Dorothy Cross	May 1, 1917
Margaret Haggerty	May 1, 1917
C. McGrath	May 1, 1917
John J. Griffin	June 1, 1917
Charles Dohn	June 18, 1917
Patrick Kelly	June 25, 1917

SUPERINTENDENT

Date of Appointment.	NAME.	ADDRESS.	GRADE.
Sept. 1, 1884..	A. J. Demarest, A. M.....	909 Castle Point Terrace..	Superintendent

PRINCIPALS AND TEACHES

SCHOOL NO. 1

Date of Appointment.	NAME.	ADDRESS.	GRADE.
Sept. 1, 1893..	A. J. Allen, A. M.....	32 Hamlton Ave., East Orange, N. J.....	Principal.
Sept 1, 1872..	E G. Howard.....	1307 Bloomfield St.....	8B-1
Nov. 1, 1916..	M. N. Smith.....	1214 Bloomfield St.....	8B-2.
Sept. 27, 1880..	M. Coghill.....	836 Bloomfield St.....	8A-1.
Jan. 1, 1904..	O C Brelle.....	1008 Willow Ave	8A-2
Sept. 1, 1891..	L Wissinger.....	80 Eaton Place, East Orange, N. J....	7B-1
Sept. 1, 1884..	I. C. Schrader.....	908 Park Ave.....	7B-2.
Sept. 9, 1889..	E. J. Howard.....	1307 Bloomfield St.....	7B-3
June 1, 1901..	A. Perry.....	1208 Hudson St.....	7A-1.
Sept. 7, 1911..	H. Matthes.....	212 Clinton St.....	7A-2.
Sept. 1, 1902..	E. L. Carling.....	937 Bloomfield St	7A-3
Sept. 18, 1911..	E Brownell.....	66 Watson Ave., East Orange, N. J..	6B-1.
Nov. 1, 1899..	N. C. Lawson.....	17 Davis Ave.,	
Oct. 1, 1914..		East Orange, N. J..	6B-2.
Sept. 1, 1913..	S. D. Simon.....	629 Washington St.....	6B-3.
Sept. 1, 1915..	G. C. Gonzales.....	1130 Bloomfield St.....	6A-1.
Oct. 14, 1914..	O. C. Gosch.....	213 Hudson St.....	6A-2.
Nov. 1, 1907..	S. C. Toohey.....	531 Garden St.....	6A-3.
Sept. 1, 1902..	N. A. Barry.....	928 Garden St.....	5B-1
Sept. 1, 1891..	H. Van Keuren.....	146 South Grove St., East Orange N. J.....	5B-2.
Sept. 1, 1908..	G. Vilar.....	1207 Washington St.....	5B-3.
April 18, 1910..	E. M. Smith.....	1116 Garden St.	5A-1.
Sept. 1, 1913..	J. A. Carr.....	821 Hudson St.....	5A-2.
Nov. 1, 1908..	G. Trautwein.....	215 Tenth St.....	5A-3
Aug. 26, 1895..	J. J. Walsh.....	600 Willow Ave.....	4B-1.
Oct. 23, 1905..	M. A. Downey.....	59 Park Ave.....	4B-2.
Feb. 1, 1895..	E. M. Alt.....	500 Washington St.....	4A.
Sept. 1, 1915..	F. M. Glahe.....	715 Clinton St.....	3B.
Oct. 1, 1895..	D. Strothoff.....	1027 Garden St.....	3A.
Feb. 1, 1913..	S. M. Seufert.....	617 Hudson St.....	2B.
Oct. 27, 1913..	M. R. Butler.....	720 Bloomfield St.....	2A.
Dec. 1, 1913..	E. A. Jensen.....	504 Hudson St.....	1B.
Nov. 1, 1915..	G. E. Barker.....	1246 Bloomfield St.....	1A.
Sept. 1, 1897..	K. L. Judge.....	1016 Hudson St.....	Kind.
April 1, 1911..	A. A. Wilson.....	803 Washington St.....	Kind.
Oct. 1, 1895..	E. Toohey.....	531 Garden St.....	M. D.
Dec. 1, 1891..	A. D. Ryan.....	829 Park Ave.....	Office.
Nov. 20, 1916..	K. M. Rath.....	521 Garden St.....	Office.

PRINCIPALS AND TEACHERS (continued)

SCHOOL NO. 2

Date of Appointment.	NAME.	ADDRESS.	GRADE.
Sept. 1, 1902..	W. J. Wyse, A. B.....	1018 Hudson St.....	Principal.
Sept. 1, 1872..	V. Harry.....	1231 Park Ave.....	8B.
May 1, 1889..	K. W. Horwood.....	1029 Garden St.....	8A.
Feb. 8, 1906..	E. I. Allen.....	1120 Garden St.....	7B.
Sept. 1, 1878..	S. W. Applegate.....	718 Washington St.....	7A-2.
Oct. 19, 1914..	T. F. Rabold.....	67 Hauxhurst Ave., Weehawken, N. J.....	7A-1.
May 1, 1901..	J. F. McCammond.....	1201 Washington St.....	6B-2.
Oct. 18, 1897..	Ida C. Erk.....	59 Thirteenth St.....	6B-1.
Oct. 1, 1886..	P. Stursberg.....	932 Washington St.....	6A-2.
May 1, 1905..	A. G. Fleming.....	1143 Garden St.....	6A-1.
April 1, 1891..	Mabel Wiggins.....	1127 Garden St.....	5B-2.
Feb. 1, 1897..	Ida McCague.....	1016 Garden St.....	5B-1.
Feb. 1, 1916..	Florence Beatty.....	1239 Garden St.....	5A-2.
Jan. 1, 1887..	Winifred McCain.....	723 Washington St.....	5A-1.
Sept. 17, 1907..	Mabel L. Coyle.....	718 Bloomfield St.....	4B-2.
Sept. 1, 1891..	Sophie Schroeder.....	1026 Hudson St.....	4B-1.
Sept. 3, 1883..	Jessie C. Wendover.....	908 Park Ave.....	4A-2.
Sept. 1, 1891..	S. E. Schroeder.....	1119 Washington St.....	4A-1.
March12, 1895..	Lucie Jeanneret.....	108 Thirteenth St.....	3B-2.
Jan. 2, 1912..	Helen Gonzales.....	1130 Bloomfield St.....	3B-1.
May 1, 1908..	Irene Livesey.....	831 Willow Ave.....	3A-2.
Feb. 1, 1910..	Anna P. Bowes.....	514 Garden St.....	3A-1.
Sept. 9, 1907..	Edith Sheridan.....	1013 Bloomfield St.....	2B.
Sept. 11, 1905..	A. H. Gunderson.....	619 Garden St.....	2A-2.
Nov. 1, 1913..	A. Patterson.....	1206 Bloomfield St.....	2A-1.
Feb. 1, 1916..	Gladys O'Rourke.....	1113 Garden St.....	1B.
Feb. 16, 1916..	Agnes Crosby.....	106 Fifth St.....	1A.
Sept. 1, 1880..	A. B. Francis.....	1217 Washington St.....	Kind.
Oct. 8, 1894..			
Sept. 1, 1908..	E. G. Coyle.....	718 Bloomfield St.....	Kind.
Sept. 1, 1908..	Rose Hauser.....	1136 Bloomfield St.....	Office.

SCHOOL NO. 3

Date of Appointment.	NAME.	ADDRESS.	GRADE.
Dec. 1, 1913..	Philip J. Marnell, A. M.....	1235 Park Ave.....	Principal.
March21, 1898..	B. F. Hart.....	232 Washington St.....	5B.
Sept. 7, 1911..	L. M. Duff.....	583 Grove St., Jersey City, N. J.....	5A.
Sept. 7, 1911..	M. F. Haggerty.....	1126 Garden St.....	4B-1.
Oct. 20, 1902..	M. Keresey.....	518 Hudson St.....	4B-2.
Nov. 1, 1907..	E. M. Goll.....	908 Washington St.....	4A-1.
Nov. 1, 1904..	G. M. Gorman.....	1310 Bloomfield St.....	4A-2.
Feb. 1, 1917..	H. M. Taylor.....	218 Thirteenth St.....	3B-1.
Oct. 16, 1916..	A.. Ginsberg.....	195 Manhattan Ave., Jersey City Heights...	3B-2.
Oct. 15, 1903..	J. F. Henry.....	21 West 106th St., New York City.....	3A-1.
Oct. 16, 1916..	S. B. Tokarski.....	915 Garden St.....	3A-2.
Sept. 1, 1915..	A. E. Foley.....	130 Jackson St.....	2B-1.
Feb. 1, 1917..	E. Wehr.....	1240 Park Ave.....	2B-2.
Feb. 1, 1910..	C. V. Doran.....	604 River St.....	2A-1.
Feb. 1, 1910..	A. R. Butler.....	720 Bloomfield St.....	2A-2.
Oct. 1, 1876..	H. Smith.....	252 Ninth St.....	1B-1.
April 28, 1908..			
Nov. 1, 1902..	E. Eaton.....	532 Garden St.....	1B-2.
May 25, 1885..	L. Hoehnle.....	190 Bay 11th St., Bath Beach.	1A-1.
Sept. 1, 1908..	M. E. Tallon.....	700 \ ashington St.....	1A-2.
March21, 1898..	E. A. Mooney.....	609 Grand St.....	Kind.
March21, 1898..	A. O'Callaghan.....	1223 Bloomfield St.....	Kind.
Aug. 26, 1895..	M. Delehey.....	1200 Garden St.....	Opp.
Sept. 1, 1908..			
Feb. 1, 1904..	A. Smith.....	20 Watson Ave., Elizabeth, N. J.....	Office.

PRINCIPALS AND TEACHERS (continued)

SCHOOL NO. 4

Date of Appointment.	NAME.	ADDRESS.	GRADE.
Sept. 25, 1871..	Elizabeth A. Allen.....	1217 Garden St.....	Principal.
Sept. 8, 1879..	Mary L. McDonnell, Pd.M.	815 Washington St.....	8B.
Jan. 1, 1885..	Estelle Leonard.....	58 South Parkway, East Orange, N. J....	8A.
May 1, 1883..	Adeline Harding.....	326 North 18th St., East Orange, N. J....	7B.
Sept. 1, 1882..	Charlotte Lambert.....	258 Tenth St.....	7A-1.
May 1, 1885..	Emma L. Jackson.....	1023 Bloomfield St.....	7A-2.
Aug. 26, 1895..	Henrietta Seyd.....	506 Washington St.....	6B-1.
Dec. 1, 1887..	Lucy V. Lambert.....	258 Tenth St.....	6B-2.
Nov. 1, 1897..	Mary Cassidy.....	21 Hancock Place, .. Hudson Heights, N. J	6A-1.
Nov. 12, 1877..	Ida F. McEnnery.....	331 Palisade Ave., West Hoboken, N. J.	6A-2.
April 1, 1891..			
Oct. 4, 1898..	Florence McCague.....	1016 Garden St.....	5B-1.
June 1, 1901..	Mary E. Roche.....	1212 Garden St	5B-2
Feb 1, 1891..	Johanna Pinner	815 Washington St	5A
Sept 1, 1911..	Elsa H Kerls.....	105 Thirteenth St	4B.
Oct. 1, 1891..	Christiana Mount.....	52 Twelfth St.....	4A.
Sept. 15, 1913..	Ida E. Deitering.....	1014 Bloomfield St.....	3B.
Oct. 16, 1911..	Elsie V. Cox.....	811 Washington St.....	3A.
Sept. 1, 1891..	Augusta Geayer.....	1251 Garden St.....	2B.
Nov. 1, 1897..	Eleanor Johnston.....	727 Bloomfield St.....	2A-1.
Oct. 1, 1905..	Jessie H. Johnston.....	727 Bloomfield St.....	2A-2.
Oct. 18, 1897..	Elizabeth Ingleson.....	823 Hudson St.....	1B-1.
Dec. 10, 1892..	Rose Guinan.....	710 Bloomfield St.....	1B-2.
Sept. 1, 1913..	Florence G. Miller.....	716 Bloomfield St.....	1A-1.
Oct. 23, 1905..	Adeline Arata.....	1133 Garden St.....	1A-2.
March25, 1898..	Anna C. Tallon.....	700 Washington St.....	Kind.
Sept. 1, 1915..	Celeste A. Livesey.....	831 Willow Ave.....	Kind.
Nov. 15, 1897..	Ella A. O'Rafferty.....	706 Bloomfield St.....	Office.

SCHOOL NO. 5

Date of Appointment.	NAME.	ADDRESS.	GRADE.
Sept. 1, 1873..	A. E. Moore.....	1227 Garden St.....	Principal.
Nov. 1, 1889..			
Nov. 1, 1890..	C. I. Clinton.....	1215 Bloomfield St.....	4B.
Jan. 1, 1893..	M. A. Clark.....	1036 Garden St.....	4A.
Feb. 1, 1893..	A. O'Rafferty.....	706 Bloomfield St.....	3B-1.
May 1, 1894..	H. I. Reidy.....	1110 Garden St.....	3B-2.
Sept. 1, 1913..	G. Haggerty.....	1126 Garden St.....	3A-1.
Oct. 23, 1905..	A. Beck.....	113 North Grove St., East Orange, N. J.	3A-2.
Oct. 1, 1883..	A. M. Booth.....	1221 Washington St.....	2B-1.
Dec. 1, 1905..	A. McDermott.....	91 Summit Ave., Jersey City, N. J.....	2B-2.
Aug. 26, 1895..	E. Connelly.....	261 Fourth St.....	2A-1.
Sept. 7, 1911..	F. Yeaton.....	1107 Park Ave.....	2A-2.
Nov. 20, 1895..	J. Werkless.....	49 South Parkway, East Orange, N. J....	1B-1.
Sept. 1, 1915..	G. Marnell.....	68 Columbia Terrace, Weehawken, N. J.....	1B-2.
Oct. 1, 1903..	F. Ingleson.....	823 Hudson St.....	A1-1.
Oct. 1, 1914..	M. Carr.....	821 Hudson St.....	1A-2.
Oct. 8, 1894..	A. Tallon.....	606 River St.....	1A-3.
Sept. 1, 1893..	K. J. Myddleton.....	141 Park Ave., Orange, N. J.....	Kind.
Jan. 12, 1903..	K. M. O'Rafferty.....	706 Bloomfield St.....	Kind.
Nov. 1, 1891..	E. S. Knapp.....	1009 Willow Ave.....	Opp.
Dec. 1, 1909..			
Oct. 15, 1903..	M. Ford.....	637 Bloomfield St.....	Office.

PRINCIPALS AND TEACHERS (continued)

SCHOOL NO. 6

Date of Appointment.	NAME.	ADDRESS.	GRADE.
Sept. 1, 1897..	L. B. Bissell, B. S.....	1116 Bloomfield St.....	Principal.
Sept. 1, 1873..	A. A. Higgins.....	1215 Washington St.....	8B-1.
Sept. 1, 1878..	A. Moore.....	1305 Bloomfield St.....	8B-2.
Feb. 26, 1877..	M. A. Jeaneret.....	108 Thirteenth St.....	8A.
Sept. 14, 1885..	L. I. Husy.....	1211 Washington St.....	7B.
Sept. 14, 1885..	M. E. Idell.....	1231 Bloomfield St.....	7A-1.
Dec. 1, 1909..	H. M. Smith.....	1214 Bloomfield St.....	7A-2.
Feb. 15, 1888..	M. L. O'Callaghan.....	1223 Bloomfield St.....	6B-1.
Nov. 7, 1899..	M. E. Moffatt.....	154 Tenth St.....	6B-2.
Oct. 27, 1884..	A. L. Beck.....	1250 Park Ave.....	6A.
June 25, 1894..	B. M. Loomer.....	1243 Bloomfield St.....	5B-1.
April 1, 1896..	L. V. Greenbaum.....	947 Bloomfield St.....	5B-2.
Oct. 4, 1898..	K. MacAvoy.....	213 Tenth St.....	5A.
Sept. 9, 1907..	E. V. Frost.....	161 Thirteenth St.....	4B-1.
Sept. 1, 1902..	A. M. Henke.....	65 Tenth St.....	4B-2.
March21, 1898..	C. L. Besson.....	1208 Hudson St.....	4A.
Sept. 15, 1892..	E. Maltus.....	1122 Bloomfield St.....	3B-1.
May 1, 1901..	M. A. Bergen.....	222 Thirteenth St.....	3B-2.
Jan. 1, 1904..	F. L. Bonynge.....	931 Washington St.....	3A.
May 1, 1894..	S. P. Vinten.....	1203 Washington St.....	2B-1.
Dec. 1, 1904..	K. Donlon.....	1007 Park Ave.....	2B-2.
Feb. 1, 1903..	E. C. Hiney.....	914 Bloomfield St.....	2A.
Oct. 21, 1895..	J. Hauser.....	1136 Bloomfield St.....	1B-1.
Oct. 21, 1913..	E. M. Heffernan.....	1247 Bloomfield St.....	1B-2.
Sept. 1, 1908..	L. Schlank.....	99 Broad Street, Newark, N. J.....	1A-1.
Sept. 1, 1904..	G. B. Judge.....	1229 Bloomfield St.....	1A-2.
March21, 1908..	I. F. Judge.....	1229 Bloomfield St.....	Kind.
Sept. 1, 1908..	M. O'Callaghan.....	1223 Bloomfield St.....	Kind.
Feb. 1, 1911..	S. M. Ingleson.....	823 Hudson St.....	Opp.
Oct. 1, 1893..	M. A. Breen.....	1012 Bloomfield St.....	Office.

SCHOOL NO. 7

Date of Appointment.	NAME.	ADDRESS.	GRADE.
Nov. 1, 1905..	J. G. Coleman, A. M.....	57 Thirteenth St.....	Principal.
Sept. 29, 1883..	I. F. Thies.....	125 Park Ave.....	5B.
April 1, 1899..	L. J. Clinton.....	1215 Bloomfield St.....	5A.
Sept. 1, 1884..	W. Sandman.....	827 Washington St.....	4B-2.
Sept. 16, 1891..	N. L. Stephens.....	1200 Garden St.....	4B-1.
Sept. 1, 1896..	M. V. Johnston.....	727 Bloomfield St.....	4A-2.
April 1, 1910..	E. L. Bates.....	909 Hudson St.....	4A-1.
Oct. 23, 1905..	M. M. Johnston.....	727 Bloomfield St.....	3B-2.
Oct. 1, 1906..	G. Pope.....	160 Thirteenth St.....	3B-1.
Oct. 23, 1905..	L. Pindar.....	133 Thirty-first St., Woodcliff, N. J.....	3A-2.
Feb. 1, 1910..	L. M. Kackenmester.....	76 Washington St.....	3A-1.
April 15, 1910..	V. Schermall.....	75 Washington St.....	2B-2.
Sept. 1, 1912..	C. B. Everett.....	447 64th St., B'klyn, N.Y	2B-1.
March 1, 1907..	C. C. Worsthorn.....	132 Hudson St.....	2A.
Oct. 1, 1910..	C. M. Sieb.....	909 Hudson St.....	1B-2.
Dec. 1, 1888..	A. M. Doyle.....	823 Garden St.....	1B-1.
Sept. 1, 1912..	M. Allen.....	86 Park St., Orange, N. J.	1A.
Sept. 14, 1885..	A. Black.....	1038 Bloomfield St.....	Kind.
May 1, 1901..	M. F. Tallon.....	606 River St.....	Kind.
May 1, 1908..	C. L. Webb.....	830 Hudson St.....	Opp.
Sept. 11, 1905..	M. F. Harvey.....	1126 Park Ave.....	Office.

PRINCIPALS AND TEACHERS (continued)

SCHOOL NO. 8

Date of Appointment.	NAME.	ADDRESS.	GRADE.
Sept. 1, 1908..	C. A. Sherlock, A. B.....	216 Hudson St.....	Principal.
Oct. 1, 1889..	A. C. McHale.....	1128 Garden St.....	Asst. Principal.
Nov. 1, 1917..	E. Smith.....	218 Eleventh St.....	8B.
Sept. 8, 1879..	C. Votteler.....	1035 Park Ave.....	8A.
Sept. 1, 1889..	H. C. Haddenhorst.....	1114 Garden St.....	7B.
Sept. 1, 1891..	H. Mackenzie.....	87 Madison St.....	7A-1.
Jan. 31, 1898..	E. G. Davy.....	518 Hudson St.....	7A-2.
Sept. 11, 1905..	E. Wilson.....	908 Garden St.....	6B.
Sept. 19, 1898..	H. Pinner.....	815 Washington St	6A-1.
Sept. 13, 1913..	E. Doorman.....	251 Ninth St.....	6A-2.
Sept. 5, 1881..	L. Moch.....	918 ashington St.....	5B-1.
May 1, 1908..	A. Hayes.....	1248 Bloomfield St.....	5B-2.
April 1, 1907..	J. Frost.....	161 Thirteenth St.....	5A-1.
Jan. 1, 1909..	E. Borchers.....	643 Garden St.....	5A-2.
Nov. 1, 1915..	E. Adickes.....	1030 Park Ave.....	5A-3.
Dec. 1, 1909..	M. Smith.....	218 Eleventh St.....	4B-1.
Sept. 7, 1911..	G. Brown.....	1128 Garden St.....	4B-2.
Feb. 16, 1916	H. Stover.....	1037 Bloomfield St.....	4B-3.
Feb. 1, 1916..	E. Ward.....	553 Newark St.....	4A-1.
Sept. 22, 1902..	M. Donnelly.....	928 Garden St.....	4A-2.
Jan. 2, 1912..	A. Tschinkel.....	215 Eleventh St.....	4A-3.
March 1, 1910..	A. Rumohr.....	940 Bloomfield St.....	3B-1.
March15, 1909..	I. Guisto.....	1031 Bloomfield St.....	3B-2.
Sept. 1, 1915..	E. Sweatman.....	1201 Washington St.....	3B-3.
Feb. 16, 1916..	M. Evans.....	912 Park Ave.....	3B-3 Asst.
Jan. 2, 1912..	H. Guisto.....	1031 Bloomfield St.....	3A-1.
March16, 1916..	E. Regan.....	1030 Hudson St.....	3A-1 Asst.
Nov. 1, 1915..	E. McCarthy.....	340 Park Ave.....	3A-2.
Nov. 20, 1916	M. Baack.....	943 Bloomfield St.....	3A-2 Asst.
Sept. 18, 1911..	H. Walrath.....	703 Park Ave.....	3A-3.
Feb. 16, 1916..	A. Coughlin.....	1028 Park Ave.....	2B-1.
Oct. 1, 1912..	F. Rogers.....	1021 Park Ave.....	2B-2.
Feb. 1, 1916..	L. Stiles.....	715 Garden St.....	2B-3.
April 1, 1917 .	M. Tokarski.....	915 Garden St.....	2B-3 Asst.
Feb. 1, 1914..	M. Delaney.....	706 Garden St.....	2A-1.
Oct. 1, 1912..	E. Bonnard.....	92 Prospect St..... Passaic, N. J.....	2A-2.
Feb. 16, 1916..	M. Livingston.....	1305 Bloomfield St.....	2A-3.
May 1, 1917..	M. Haggerty.....	1126 Garden St.....	2A-3 Asst.
Jan. 1, 1916..	A. Spohr.....	805 Washington St.....	1A-1 Asst.
Sept. 1, 1915..	H. Davies.....	1004 Washington St.....	1B-1.
Sept. 18, 1911..	R. Pflug.....	707 Park Ave.....	1B-2.
Sept. 1, 1911..	A. Raettig.....	908 Park Ave.....	1B-3.
Dec. 1, 1914..	M. Swendeman.....	309 Bloomfield St.....	1B-3.
Sept. 1, 1915..	E. Duncombe.....	1230 Park Ave.....	1A-1.
Sept. 12, 1893..	E. Clinton.....	1215 Bloomfield St.....	1A-2.
Sept. 18, 1889..	Maude Livingston.....	604 River St.....	Kind.
Oct. 21, 1913..	M. Allen.....	1120 Garden St.....	Kind. Asst.
Sept. 1, 1915..	F. Anthony.....	261 Fourth St.....	Kind. Asst.
Oct. 19, 1904..	E. G. Murphy.....	921 Garden St.....	Spec.
June 1, 1901..	E. Johnston.....	727 Bloomfield St.....	Office.
Sept. 1, 1915..	G. Bach.....	530 Washington St.....	Off. Asst.

PRINCIPALS AND TEACHERS (continued)

SCHOOL NO. 9

Date of Appointment.	NAME.	ADDRESS.	GRADE.
Sept. 9, 1907..	A. I. Dillon, A. B.....	1227 Garden St.....	Principal.
Dec. 29, 1884..	A. I. Meharg, Pd. M.....	1307 Bloomfield St.....	8B.
Feb. 1, 1886..	E. Kirk.....	1027 Willow Ave.....	8A.
Oct. 4, 1898..	E. M. Burnette.....	11½ North 17th St., East Orange, N. J....	7B.
Feb. 1, 1907..	C. E. Strothoff.....	1027 Garden St.....	7A.
Feb. 1, 1886..	E. C. Upton.....	128 Odgen Ave.....	6B.
Sept. 7, 1911..	M. E. Lawrence.....	700 Bloomfield St.....	6A-2.
Sept. 1, 1908..	E. N. Frost.....	161 Thirteenth St.....	6A-1.
Sept. 1, 1908..	T. L. Maggi.....	212 Adams St.....	5B.
Oct. 2, 1911..	A. M. Doran.....	604 River St.....	5A-2.
Sept. 1, 1913..	F. Seyd.....	506 Washington St.....	5A-1.
Feb. 1, 1911..	A. Koch.....	10 Fairview Terrace, West New York, N. J	4B-2.
Dec. 1, 1913..	M. L. Murray.....	1108 Bloomfield St.....	4B-1.
Oct. 1, 1905..	K. G. Sullivan.....	211 Tenth St.....	4A-2.
Sept. 17, 1907..	M. E. Guisto.....	1031 Bloomfield St.....	4A-1.
Nov. 7, 1887..	K. M. Kiernan.....	918 Willow Ave.....	3B-2.
Sept. 1, 1902..			
March15, 1909..	M. K. Flattery.....	714 Garden St.....	3B-1.
April 15, 1913..	H. M. Gallagher.....	253 Eighth St., Jersey C ty.	
Sept. 15, 1913..	L. J. Wintrich.....	1118 Park Ave.....	3A-1.
Sept. 1, 1882..	F. M. Henry.....	827 Washington St.....	2B-2.
Oct. 1, 1908..			
Oct. 1, 1908..	G. M. Rogers.....	1021 Park Ave.....	2B-1.
Oct. 1, 1910..	E. M. Anderson.....	24 Taylor Street, Newark, N. J.....	2A-2.
Feb. 1, 1897..	M. Krause.....	216 Tenth St.....	2A-1.
Sept. 1, 1913..			
Aug. 26, 1895..	M. A. Fitzsimon.....	1307 Bloomfield St.....	1B-2.
Sept. 9, 1907..	M. E. Giusto.....	1031 Bloom ield St.....	1B-1.
Feb. 1, 1917..	M. M. Kiernan.....	918 Willow Ave.....	1A-3.
Sept. 15, 1913..	H. Engelke.....	835 Bloomfield St.....	1A-2.
March 1, 1909..	B. F. Doran.....	604 River St.....	1A-1.
Sept. 12, 1893..	J. M. Murphy.....	261 First S	Kind.
Oct. 16, 1916..	J. Belloff	606 River St.....	Kind.
Sept. 1, 1902..	M. F. Murray.....	256 Seventh S	M. D.
Oct. 1, 1903..	G. Pope.....	160 Thirteenth St.....	Office.

HIGH SCHOOL

Date of Appointment.	NAME.	ADDRESS.	SUBJECT.
March 1, 1900..	J. F. Brandt, A. M.....	1216 Garden St.....	Principal.
Sept. 1, 1879..	S. Swart...	44 Liberty Place, Weehawken, N. J.....	Ancient History.
June 1, 1886..			
Oct. 1, 1916..	A. Belloff.....	606 River St.....	Algebra.
Sept. 21, 1914..	W. Beckhorn.....	327 Seventh Ave., Newark, N. J.....	Mech. Dr. Phys.
April 1, 1914..	M. Bennett, A. B.....	435 W. 119th St., N.Y.C	Latin.
May 17, 1890..	V. Borthwick.....	37 William St. East Orange, N. J....	Sten. & Type.
Sept. 14, 1904..	J. B. Brandt.....	1216 Garden St.....	Sten. & Type.
Feb. 15, 1911..	J. M. Connors.....	1116 Amsterdam Ave., New York City.....	Book. & Econ.
May 13 1912..	J. A. Corcoran, A. B.....	31 Bidwell Ave., Jersey City, N. J.....	Chem. & Phys.
Nov. 1, 1881..	G. Correa.....	213 Tenth St.....	Physiography.
May 1, 1917..	D. Cross.....	60 Twelfth St.....	Sten. & Type.
Sept. 1. 1902..	L. Cummings.....	79 Washington St.....	Arithmetic.
March 1, 1909..	P. Gonzales, A. B.....	1130 Bloomfield St.....	Sten. & Type.
Feb. 1, 1916..	A. Greenfield.....	732 Willow Ave.....	Jr. High School.
Sept. 1, 1900..	B. Hecker.....	103 W. 77th St., New York City.....	Drawing
Sept. 1, 191 ..	I. Housm n.....	519 Garden St.....	Algebra.
June 27, 1910..	G. Jacobsen.....	733 Park Ave.....	Sten. & Type.
Sept. 24,1906..	E. Kelly, A. B.....	16 Morningside Ave.... New York City.....	Geometry.
Feb. 16, 1914..	L. M. Ker, A. M.....	435 W. 119th St. New York City.....	English.
Sept. 7, 1911..	H. Lankering.....	12 6 Garden St.....	English.
Oct. 20, 1913..	L. O'Connor.....	29 Second Ave., Newark, N. J.....	English.
Sept. 1, 1915..	I. O'Rourke	1113 Garden St.....	Drawing.
Oct. 16, 1889..	C. Planer, A. M.....	714 Bloomfield St.....	German.
Sept. 12, 1912..	J. Seldon, A. B.....	427 Gregory Ave., Weehawken, N. J.....	Lat. History.
Feb. 16, 1916..	A. Stover.....	1037 Bloomfield St.....	Mech. Drawing.
Feb. 5, 1917..	M. Sole.....	340 W. 51st St., N.Y.C..	Spanish.
April 16, 1917..	A. Straub.....	930 Hudson St.....	Book.
March 1, 1913..	E. Sweeney, A. B.....	64 West 15th St., Bayonne, N. J.....	Latin.
Sept. 9, 1907..	F. Trich, A. B.....	328 Stuyvesant Ave., Lyndburst, N. J.....	French.
Oct. 1, 1916..	F. Van Orden.....	131 Hancock Ave., Jersey City, N. J.....	Shop Work.
Sept. 7, 1911..	D. Walsh.....	1124 Willow Ave.....	Gym.
Sept. 1, 1915..	M. Griffin.....	108 Bloomfield St	Office
Feb 16, 1916..	R. Rath.....	521 Garden St	Office.
Dec 1, 1901..	S. F. Leinkauf.....	1026 Hudson St.....	Supt. Office
Nov 1, 1915..	G. V. Malone	706 Garden St.....	Supt. Office.

SPECIAL TEACHERS

Date of Appointment.	NAME.	ADDRESS.	SUBJECT.
Sept. 1, 1897..	A. Kelly.....	507 Madison Ave., New York City.....	Drawing.
Oct. 1, 1891..	K. MacCord.....	60 Tenth Sr.....	Drawing.
Sept. 1, 1901..			
Sept. 7, 1911..	P. Fleming.....	1143 Garden St.....	Sewing.
Oct. 1, 1905..	E. R. Reidy.....	1110 Garden St.....	Parental.
Dec. 1, 1908..	O. Hoch.....	1035 Park Ave.....	German.
Nov. 1, 1910..	H. Pfennigwerth.....	240 Park Ave.....	Man. Train.
Dec. 7, 1911..	E. Huger.....	142 East 18th St., New York City.....	Cooking.
Sept. 19, 1905..	M. Rechert.....	1227 Garden St.....	German.
Aug. 26, 1895..	D. A. Koehler.....	618 Bloomfield St.....	Special Sub.
Jan. 1, 1913..			
Sept. 1, 1914..	H. Branton.....	932 Park Ave.....	Man. Train.
Sept. 18, 1911..	L. J. Taistra.....	149 Webster Ave., Jersey City, N. J.....	Special Sub
Sept. 1, 1914..	T. Greany.....	309 Third St.....	Man. Train.
Sept. 7, 1911..	J. J. Griffin.....	1008 Willow Ave.....	Pre-Vocational
Nov. 20, 1916..	W. J. Sullivan.....	913 Garden St.....	Pre-Vocational

MEDICAL INSPECTORS

Date of Appointment.	NAME.	ADDRESS.	GRADE.
Sept. 1, 1909..	M. S. Granelli, M. D.....	331 Garden St.....	
Sept. 1, 1909..	D. B. Pindar, M. D.....	1100 Bloomfield St.....	
Oct. 1, 1912..	J. F. Londrigan, M. D....	606 Hudson St.....	
May 1, 1911..	A. H. Havens, R. N.....	303 W. 122d St., N.Y.C.	
Dec. 4, 1911..	C. Kiel, D.D.S.....	732 Washington St.....	
Sept. 1, 1914..	C. O'Hara.....	1220 Bloomfield St.....	

ATTENDANCE OFFICERS

Date of Appointment	NAME.	ADDRESS.	
Sept. 1, 1906.	H. J. Spohr.....	805 Washington St.	
Sept. 7, 1911.			
Oct. 2, 1911.	M. Whalen.....	80 River St.	
Sept. 1, 1913.	A. Vissalli.....	406 Adams St.	
Sept. 1, 1917.	C. Dohn.....	900 Willow Ave.	

OFFICIALS

Date of Appointment.	NAME.	ADDRESS.	GRADE.
April 19, 1897..	W. A. Kerr.....	1103 Garden St.....	Secretary.
April 19, 1915..	R. A. Marnell.....	1309 Bloomfield St.....	Bus. Man.
Dec. 1, 1913..	A. W. Clayton.....	211 Hudson St.....	Asst. Bus. Man.
Nov. 18, 1912..	G. A. Mooney.....	602 Willow Ave.....	Sec'y Office.

JANITORS, ENGINEERS, SPECIAL HELP

Date of Appointment.	NAME.	ADDRESS.	GRADE.
May 2, 1903..	T. J. O'Toole.....	213 Garden St.....	No. 1.
Sept. 1, 1914..	J. W. Lewis.....	1121 Park Ave.....	No. 1.
Sept. 1, 1914..	J. Ladam.....	90 Hudson St.....	No. 1.
Nov. 10, 1914..	S. Montgomery.....	719 Clinton St.....	No. 1.
Feb. 27, 1911..	J. Kelly.....	847 Garden St.....	No. 2.
	P. Kelly.....	847 Garden St.....	No. 2.
Dec. 21, 1908..	Mrs. K. McIntyre.....	222 Adams St.....	No. 3.
Feb. 1, 1916..	E. McIntyre.....	218 Jefferson St.....	No. 3.
July 1, 1915..	W. Halloran		No. 4.
May 1, 1897..	D. Murphy.....	261 First St	No. 5.
Sept. 1, 1913..	G. Clark	809 Willow Ave	No. 5.
Sept. 1, 1912..	Mrs. N. Forbes	919 Garden St	No. 6.
Dec. 1, 1915..	A. Zatta.....	218 Fifth St.....	No. 6.
Sept. 1, 1887..	R. Henry.....	113 Washington St	No. 7.
Oct. 2, 1911..	L. Spanburgh.....	933 Park Ave	No. 7.
Sept. 1, 1911..	A. Van Leuven.....	207 Washington St.....	No. 8.
April 18, 1910..	S. Donaldson	260 Third St.....	No. 8.
Sept. 1, 1915..	E. J. Ryan.....	516 Bloomfield St.....	No. 8.
April 20, 1908..	A. Bruno.....	300 Madison St.....	No. 9.
Oct. 1, 1905..	W. H. Gilfert.....	228 Jackson St.....	No. 9.
Aug. 15, 1898..	J. Moore.....	161 Tenth St.....	High.
July 1, 1911..	John Moore.....	161 Tenth St.....	High.
July 1, 1911..	A. Cheesman.....	624 Garden St.....	High.
July 1, 1911..	J. Ross.....	603 First St.....	High.
Sept. 1, 1913..	J. Scott.....	1014 Willow Ave.....	High.
Nov. 1, 1915..	M. Rooney.....	323 Bloomfield St.....	High.
Oct. 2, 1911..	M. Miller.....	211 Willow Ave.....	High.
Sept. 1, 1911..	M. Sloyan.....	919 Park Ave.	High.
Sept. 1, 1911..	C. Jurgeson.....	83 Madison St.....	High.
Sept. 1, 1911..	M. Reilly.....	919 Park Ave.	High.
Sept. 1, 1911..	L. Tinney.....	Adams St.....	High.
Sept. 1, 1911..	J. Cibulka.....	106 Ferry St.....	High.
June 10, 1907..	Mrs. M. Lally.....	68 Monroe St.....	Parental.

AUTHORIZED LIST OF TEXT BOOKS FOR USE IN THE SCHOOLS

Readers

Grade.	Name of Reader
8B	
8A	Buckwalter Fifth
7B	Hawthorne Fifth
7A	Silver Burdett Fifth
6B	Brumbaugh Fourth
6A	Buckwalter Fourth
5B	Progressive Fourth
5A	Heath Fourth
4B	Graded Literature Fourth
4A	Brumbaugh Third
3B	Heath Third
3A	New Education Third
2B	New Education Second
2A	New Education Second
1B	New Education First
1A	New Education First

Spellers

Grade.	Name of Speller
8B	Morse
8A	Morse
7B	Hick's Champion, 2
7A	Hick's Champion, 2
6B	Hick's Champion, 2
6A	Hick's Champion, 1
5B	Hick's Champion, 1
5A	Hick's Champion, 1
4B	Meleney & Giffin
4A	Meleney & Giffin
3B	
3A	

Grammars

Grade.	Name of Book
8B	Maxwell's Advanced
8A	Maxwell's Advanced
7B	Maxwell's Elementary
7A	Maxwell's Elementary
6B	Maxwell's Elementary
6A	Maxwell's Elementary
5B	Scott & Southworth
5A	Scott & Southworth
4B	Scott & Southworth
4A	Scott & Southworth

Arithmetics

Grade.	Name of Book
8B	Stone Millis Advanced
8A	Stone Millis Advanced
7B	Stone Millis Advanced
7A	Stone Millis Advanced
6B	Stone Millis Intermediate
6A	Stone Millis Intermediate
5B	Stone Millis Intermediate
4B	
4A	

Physiologies

Grade.	Name of Book
4A	Good Health (Gulick)
4B	Good Health (Gulick)
5A and 5B	Emergencies (Gulick)
6A and 6B	Emergencies (Gulick)
7A and 7B	Town and City
8A and 8B	Body at Work

Geographies

Grade.	Name of Book
8B	Essentials of Geography, Second Book, Part 2
8A	Essentials of Geography, Second Book, Part 2
7B	Essentials of Geography, Second Book, Part 1
7A	Essentials of Geography, Second Book, Part 1
6B	Essentials of Geography, First Book, Part 2
6A	Essentials of Geography, First Book, Part 2
5B	Morton's Elementary
5A	Morton's Elementary
4B	Essentials of Geography, First Book, Part 1
4A	Essentials of Geography, First Book, Part 1

Histories

Grade.	Name of Book
8B	Barnes School
8A	Barnes School
7B	Barnes School
7A	Barnes School
6B	Barnes Elementary
6A	Barnes Elementary
5B	Montgomery's Beginners
5A	Montgomery's Beginners
4B	Mowry's First Steps
4A	Eggleston's First Book

Hoboken, N. J., July 16, 1917.

To the Honorable the Board of Education:

Gentlemen—I herewith submit my annual report, summarizing the work done under the supervision of the Business Manager's Department during the school year ending June 30, 1917, together with a tabulation of the valuation of the school buildings, lands and contents, and a tabulated description of said buildings.

Respectfully submitted,

RICHARD A. MARNELL,

Business Manager.

REPORT OF BUSINESS MANAGER

As to the Distribution and Cost of Repairs, Furniture, Water, Gas, Electric Light, Electric Power, Coal and Wood for the Fiscal Year July 1, 1916, to June 30, 1917.

School	Repairs	Furniture	Water	Gas	Electric Light	Power	Coal	Wood	Total
No. 1	$2,657 94	$58 50	$325 13	$45 45	$414 80	$322 80	$2,367 08	$18 00	$6,209 70
No. 2	694 02		31 50	27 00			1,036 11	18 00	1,806 63
No. 3	182 50		111 38	2 52	57 00		1,017 40	36 00	1,406 80
No. 3*	644 86								644 86
No. 4**	681 23	10 50	103 51	4 14	292 52		986 21	36 00	2,114 11
No. 5	1,000 63		33 30		16 40		811 54	18 00	1,879 87
No. 6	1,515 70		59 63	1 44	59 20		1,821 77	54 00	3,511 74
No. 7	2,800 05		64 35	23 13	19 70	191 80	1,587 94	36 00	4,722 97
No. 8	723 53	10 50	156 38	19 26	236 40	67 50	2,429 37	36 00	3,678 94
No. 9	3,445 92		61 88	39 87	145 70		3,141 96	54 00	6,889 33
High***	298 31	372 20	415 13	78 03	757 60	303 00	3,962 87	108 00	6,295 14
Truant	19 80						39 00	9 00	67 80
Total	$14,664 49	$451 70	$1,362 19	$240 84	$1,999 32	$885 10	$19,201 25	$423 00	$39,227 89

*Expenses in connection with site for new School No. 3.

**Night School sessions are held in this building.

***Evening High School sessions and meetings of the Board of Education are held in this building.

REPORT OF BUSINESS MANAGER

As to the Distribution and Cost of Text Books, Supplies and Stationery, Janitors' Supplies, Manual Training Supplies and Miscellaneous Supplies for the Fiscal Year July 1, 1916, to June 30, 1917.

	Text books	Stationery		Total Supplies & Stationery	Janitors' Supplies	Manual Training	Miscel-laneous	Total
		From stock	Purchased					
School No. 1	$1,192 62	$277 29	$784 68	$1,061 97	$276 22	$398 78		$2,929 59
School No. 2	501 97	92 70	676 61	769 31	172 65			1,443 93
School No. 3	326 27	89 56	482 18	571 74	108 06			1,006 07
School No. 4	677 17	183 71	1,029 10	1,212 81	171 81			2,061 79
School No. 5	150 08	102 07	410 96	513 03	89 18			752 29
School No. 6	601 59	110 30	682 64	792 94	214 05	485 54		2,094 12
School No. 7	292 56	135 85	441 17	577 02	155 62			1,025 20
School No. 8	766 22	214 92	1,233 41	1,448 33	175 17	392 24		2,781 96
School No. 9	534 90	154 68	582 07	736 75	220 84	295 46		1,788 00
High School	2,129 96	156 43	2,731 13	2,887 56	319 67	445 54		5,782 73
Junior High	47 25							47 25
Truant School		14 38	15 57	29 95	6 20			36 15
Evening High School			373 61	373 61				373 61
Evening Elem. School		75 13	58 59	133 72				133 72
Board of Education							$628 16	628 16
Officials							410 45	410 45
Supt. and Principals							540 50	540 50
Sewing Dept Gram Schs						236 69		236 69
Vocational Classes	23 24						865 51	888 75
Medical Inspection							189 68	189 68
Medical Clinic							216 45	216 45
Dental Clinic							157 61	157 61
Cartage							184 60	184 60
Military Training							1,864 89	1,864 89
Men'l Defective Classes							448 77	448 77
Commencements							390 51	390 51
Lectures and Recreation							658 07	658 07
First Aid Course							629 45	629 45
Total	$7,243 88	$1,607 02	$9,501 72	$11,108 74	$1,909 47	$2,254 25	$7,184 65	$29,700 99

REPORT OF BUSINESS MANAGER

As to Description of Lands, Buildings, Seating Capacity, etc., July 1, 1917.

School	When erected	No. of rooms	Heating & ventilating	Stories of building	Seating capacity	Auditorium seats	Fire escapes	Sq. ft. of land ft.	in.	Sq. ft. Covered by buildings ft.	in.
No. 1	1914	34	D & I S	3 S & P G	1527	1375		27000	10	23361	6
No. 2	1867	27	D S	3 S & C	990		3	13815	2	6814	0
No. 3	1870	20	D S	3 S	839		2	10066	6	6902	8
No. 3*								25000	0		
No. 4	1877	24	D S	3 S & P G	963		2	9380	2	6638	2
No. 5	1887	16	H A	2 S & P G	948		1	15000	0	9281	0
No. 6	1891	27	H A	3 S & P G	1130	558	5	19266	8	13377	6
No. 7	1897	18	D & I S	3 S & P G	904	194	2	15741	7	6860	6
No. 8	1904	42	D & I S	3 S & P G	1986		2	21830	0	15749	4
No. 9	1908	31	H A	3 S & P G	1225	875	2	24000	0	17241	10
High	1911	40	D & I S	4 S & B	1279	930		40000	0	20505	1
Totals		279			11791	3932	19	221100	11	126731	7

*Site for new Public School No. 3.

Note—(1) Heating and Ventilating. D S—Direct steam. H A—Hot air. D & I S—Direct and indirect steam.

Note—(2) Stories of Buildings. S & C—Stories and cellar. S & B—Stories and basement. S & P G—Stories and Playground.

REPORT OF BUSINESS MANAGER

As to Value of Lands, Buildings, and Contents, July 1, 1917.

School	Value of land	Value of buildings	Value of contents	Total valuation
No. 1	$78,136 45	$303,089 00	$20,406 68	$401,632 13
No. 2	15,000 00	40,000 00	5,376 80	60,376 80
No. 3	7,200 00	43,800 00	3,897 15	54,897 15
No. 3*	36,644 86			36,644 86
No. 4	9,000 00	81,000 00	4,614 04	94,614 04
No. 5	13,000 00	85,000 00	3,374 25	101,374 25
No. 6	17,500 00	125,000 00	6,989 05	149,489 05
No. 7	18,200 00	128,300 00	5,296 95	151,796 95
No. 8	13,200 00	244,826 56	9,602 13	267,628 69
No. 9	17,433 46	217,083 84	8,664 07	243,181 37
High	97,345 53	380,984 01	51,363 34	529,692 88
Totals	$322,660 30	$1,649,083 41	$119,584 46	$2,091,328 17

*Site for new Public School No. 3.

Hoboken, N. J., August 1, 1917.

To the Honorable the Board of Education of the School District of Hoboken, N. J.:

Gentlemen—I herewith submit to your Honorable Body my Annual Report and Financial Statement, ending June 30, 1917.

The statement is in accordance with the requirements of the State Department and under the direction of your Committee on Finance.

Respectfully submitted,

WILLIAM A. KERR,

Secretary.

BUDGET FOR THE YEAR 1916-1917

Showing the Amount Appropriated for the Maintenance of the Public Schools of Hoboken, N. J.

RECEIPTS.

From State and County Apportionments—		
$250,000 State School Fund	$5,537 85	
Appropriation to reduce State School tax	2,215 14	
90% State School tax	159,994 79	
10% State School tax	14,354 21	
Railroad tax	73,969 11	
Total		$256,071 10
State Appropriations—		
For Manual Training	$5,000 00	
For Evening School, Foreign-born, 1915-16	2,551 26	
For Evening School, Foreign-born, 1916-17	2,002 79	
Total		$9,554 05
City Appropriations—		
For current expense	$245,706 19	
For Manual Training	8,100 00	
For Evening School, Foreign-born	3,600 00	
For Vocational Education	1,700 00	
For repairing, leasing and furnishing	11,300 00	
For Red Cross, First Aid, Memorial Day	10,000 00	
From poll tax	1,398 00	
Total		$281,804 19
From Other Sources—		
Interest on deposits	$489 41	
Tuition fees	2,187 50	
Return premium fire insurance	110 00	
Refund on claims paid	90 00	
Total		$2,876 91
Temporary Loans (In anticipation, sale of bonds)—		
For purchase of land	$7,000 00	
For enlarging High School	119,216 19	
For Ciccarelli judgment	6,960 42	
Total		$133,176 61
Total receipts during the year		$683,482 86
Cash balance on hand beginning of year		4,310 69
Grand total receipts and balance		$687,793 55

EXPENDITURES.

Salaries, Superintendent, Principals, Teachers..	$376,120 23	
Salaries, Janitors, Engineers and Firemen.....	37,161 82	
Fuel	19,642 26	
Transportation to Normal Schools	2,185 80	
Tuition fees	200 00	
Expenses, Superintendent, Principals.....	766 71	
Text books	7,217 83	
Supplies and other expenses of instruction.....	13,111 16	
Apparatus	1,352 62	
Janitors' supplies	1,894 78	
Light, water and power	4,727 64	
Medical inspection, salaries and supplies.....	9,381 31	
Attendance Officers, salaries and expenses.....	4,600 00	
Salaries of officials, business officers.....	11,169 95	
Insurance premiums	4,140 83	
Wages of other employees	5,367 75	
Lectures and recreation	1,933 57	
Evening schools, salaries and supplies.....	5,119 77	
Interest on temporary loans	2,911 10	
Incidental expenses	6,938 64	
Telephone service	902 59	
Total expenditures, current expense.....		$516,846 35
Manual and Industrial Training—		
Salaries, Supervisors and Teachers.....	$11,474 43	
Material and supplies	2,259 60	
Evening classes, salaries and supplies.....	1,817 50	
Total expenditures		$15,551 53
Evening School for Foreign-born Residents—		
Salaries, Principals and Teachers.....	$3,648 00	
Text books and supplies	253 25	
Total expenditures		$3,901 25
Vocational Classes—		
Salaries, Teachers	$1,190 00	
Material and supplies	867 56	
Total expenditures		$2,057 56
School Libraries—		
Educational Works of Art.....	$10 00	
Total expenditures		$10 00

Purchase of Land—		
For land adjoining School No. 7.....	$7,000 00	
For survey of land	592 87	
Total expenditures		$7,592 87
Building, Enlarging, Altering, Repairing and Equipping School Houses—		
Building and enlarging school building.....	$120,965 64	
Extraordinary repairs, improving school buildings	215 65	
Ordinary repairs (current upkeep).....	8,561 50	
New furniture and equipment	5,812 53	
Repairs and replacements, furniture and equipment	5,623 61	
Leasing of school buildings.....	300 00	
Total expenditures		$141,478 93
Total disbursements during the year.....		$687,438 99
Cash balance on hand close of year.....		354 56
Grand total disbursements and balance....		$687,793 55

STATEMENT SHOWING COST OF EDUCATION PER PUPIL
(Day School Only)

Nature of Disbursement.	Amount.	Totals.	On total enrollment.	On total attendance.
Administration—				
Board of Education, officials..	$11,169 95			
Superintendent	4,000 00			
Expenses of Superintendent..	766 71			
Attendance Officers	4,600 00			
		$20,536 66	$1 85	$2 29
Instruction—				
Teachers' salaries	$388,784 66			
Text books	7,217 83			
Stationery and supplies... ...	16,238 32			
		$412,220 81	$37 31	$46 12
Operation of Plant—				
Salaries of Janitors, etc.....	$42,529 57			
Janitors' supplies	1,894 78			
Fuel	19,642 25			
Water, light and power.....	4,727 64			
		$68,794 24	$6 22	$7 69
Maintenance of Plant—				
Repairs (current upkeep)....	$8,561 50			
Furniture and equipment	5,623 61			
Insurance	4,140 83			
		$18,325 94	$1 65	$2 05
Auxiliary Agencies—				
Libraries	$10 00			
Salaries, Medical Inspection..	9,381 31			
Transportation of pupils.....	2,185 80			
Lectures and recreation.....	1,933 57			
		$13,510 68	$1 21	$1 51
Miscellaneous—				
Tuition fees	$200 00			
Leasing of school rooms.....	300 00			
Other school expenses	9,193 85			
		$9,693 85	$ 87	$1 08
Total operating expenses.....		$543,082 18	$49 11	$60 74

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