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ANNUAL REPORT

OF THE

STATE SUPERINTENDENT

OF

PUBLIC SCHOOLS OF NEW JERSEY,

FOR THE YEAR 1853.

REPORT.

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

The state superintendent of public schools, in compliance with the provisions of the law requiring him to report annually to the legislature the condition of the common schools, and such other matter in connection therewith as he may deem expedient, submits the following REPORT :

The annexed abstract of the reports of the several town superintendents, received at this office, exhibits the following facts as to the operation of our common schools for the year ending December, 1853.

The whole-number of townships in the state, is one hundred and eighty-nine. Reports have been received from one hundred and sixty-six, leaving twenty-three that have made no report, as required by law—being a diminution of the number of townships that have failed to make report this year over last, of twenty-two.

The whole number of school districts in the state was fourteen hundred and thirteen ; being a diminution of the number of school districts within the year of one hundred and fifty-six ; a fact deserving of especial notice, evincing as it does, a favorable change in the arrangement of the school districts—the remedying of a serious evil, and in connection with an

increase in the number of pupils attending the schools, augurs favorably for the progress of common school education.

The whole number of children, between the ages of five and eighteen years, residing in all the districts of the state was, 161,611

The number of children reported as attending school the whole year (allowance being made for the usual vacations,) was, 12,771

Number attending nine months, 36,143

“ “ six “ 39,145

“ “ three “ 41,402

The whole number of children reported as attending school was, 97,137

Of this number, twelve hundred and thirty-six were above the age of eighteen years.

A considerable discrepancy exists between the whole number of children taught, and the aggregate attendance for specific periods of the year. This arises from two causes; the first of which will appear upon a careful examination of the returns of the different townships; in some of which it will be found that the number reported as attending the larger portions of the year, is found to embrace to a certain extent, also those of the smaller, thus increasing the aggregate attendance for the fractional parts of the year; while on the other hand, the whole number of children taught has been reduced by the fact, that the returns in many cases, gave only the average attendance, and that for a fractional part of the year.

These considerations affect, somewhat, the accuracy of the statistical information received. Yet the information derived from this source, warrants the belief, that the number of children between the ages of five and eighteen years, who have attended our common schools during the past year for definite periods, was not less than one hundred thousand, being a considerable increase over that of last year in the whole number

of attending school, and a greater proportional increase in the number of those attending for specific periods of the year.

If to the whole number be added twenty thousand, the number supposed to have been instructed in our incorporated academies and other schools, it will make the whole number of those who have received the benefits of education in our academies, public and other schools, during the past year, one hundred and twenty thousand, leaving forty-six thousand six hundred and eleven children of the above ages who have not, during the past year, received the benefits of common school instruction. A fact, which in a republican government like ours, depending upon the virtue, intelligence, and moral power of the people, on whom its strength and perpetuity depends, should excite us to greater efforts, not only in raising the standard of common school education, but in the extension and diffusion of its blessings among the great masses of the people.

AMOUNT OF MONEY RAISED AND APPROPRIATED TO SCHOOL PURPOSES.

The amount of money raised and appropriated to the the support of schools, during the year ending December, 1853, as stated in the reports of the town superintendents, was,

\$325,219.39

Raised by tax, as reported, \$182,297.28

Received from the state, 76,847.55

Received from other sources, specified in the returns, 43,926.30

From sources not designated, 22,148.26

This last item of \$22,148.26 (dollars) is taken from the last reports of those townships from which this year no reports have been received, and in which the source whence it was derived, is not specifically stated.

Of this sum \$3,152.45 (dollars) is evidently derived from the state appropriation of \$80,000.00 (dollars,) and the remainder, \$18,995.81 (dollars,) almost, if not entirely from taxes; so that the items composing the aggregate amount of

money raised and appropriated to the support of schools, for the year ending December, 1853, will appear as follows :

Raised by tax,	\$201,293.09	
State appropriations,	80,000.00	
From other sources, being chiefly interest on the surplus revenue appropriated by the townships for school purposes,	43,926.30	
	<hr/>	\$325,219.39

Being an increase in the amount of money raised and appropriated to school purposes the past year, over the preceding one, of \$52,481.69

Exclusive of a large amount (not embraced in the above report) raised and expended in the repairing, enlarging and erection of school houses, and the providing therefor of the requisite apparatus and furniture.

The statistical returns hereunto annexed, carefully arranged in a convenient tabular form, show so far as the statistics collected can show, the actual and relative condition of the schools in the different townships of the state, and give direct and authentic information as to the number of children to be provided for—the number in attendance at school during specific periods of the year—the length of time the schools have been kept open—the number of teachers, both male and female, employed—their compensation, and the amount of money raised and appropriated to the support of schools, which, in addition to the remarks of the town superintendents, to be found in the appendix to this report, show such an analysis of the public mind on the great subject of common school education, as will lead to important and useful practical results.

From all which we learn, that the condition of our common schools for the past year, was in every respect, in advance of that of the preceding one; and this improvement was not confined to a few districts or one department merely, but extends to almost every township and county in the state. Showing not only an increased interest among the people at

large on the importance and character of common school instruction, but under those heads which evince most strongly in action, vigorous action, the essential elements of the state's sure and rapid advancement in the establishment and support of a system which aims at the universal education of the people, through the establishment of free schools.

That advancement has been made in the cause of popular education, is a source of profound congratulation to those who have so liberally scattered the seeds of this noble enterprise, in laying broad and deep the foundations of a system of universal education. Yet it is to be regretted, that in a field of labor, where interests of such magnitude and importance are involved, so little has been effected in comparison with what might have been accomplished.

STATE EDUCATIONAL AND TEACHERS' CONVENTIONS.

As evidence also of an increasing interest on the subject of common school education, and the efficiency of the means provided, by which this important object is to be accomplished, a state convention of the friends of education was held in October last, in the city of Trenton. And, although it was convened under somewhat unfavorable circumstances, at a season when, from political and other considerations, the attendance was not as large as the importance of the occasion demanded, yet its proceedings were of a highly interesting and important character; evincing not only the strong interest felt in this important subject, but the consideration of the means of improving and perfecting our common school system, as well as the extension and diffusion of useful knowledge among the people.

More recently, a convention of the teachers of the state was held in the city of New Brunswick, under highly favorable and auspicious circumstances; and availing themselves of the principle of associated action in the accomplishment of the great and good work in which they are engaged, they became

permanently organized as an association, prepared to enter with renewed vigor upon a future, yet I trust brighter and more glorious career of prosperity and usefulness.

To the proceedings of these conventions, which will be laid before your respective bodies by a committee appointed for that purpose, I refer you for more specific details of their action, specially commending to your favorable consideration those proceedings which look to the diffusion of information among the people, and the better preparation and professional training of teachers for our common schools.

ACADEMIES, PAROCHIAL AND OTHER SCHOOLS.

The abstract of school returns, collected and appended to this report, presents the usual amount of statistical information in relation to our common schools. But as the object sought in the collection of such information, is to acquaint us fully with the means used and employed in the education of the youth of the state, it ought to embrace such statistical information as will show the number of incorporated academies, parochial and other schools of all kinds, constituting a part of our educational system; the attendance therein of the children of the state; the means provided for their education; "their condition comparatively with our common schools; whether in a flourishing or declining condition; and whether gaining upon and supplanting our common schools; or whether the spirit of republicanism, which aims at the elevation of the masses through the agency of common schools, is gradually leveling up the privileges of the poorer classes to an equality of those enjoyed by their more wealthy neighbors."

To the end that more general, complete and accurate statistical information may be obtained, as to the means employed in the educational enterprise, I would recommend that the institutions referred to, be required to furnish annually to the state superintendent of public schools, such information connected with their operation and progress, as may be necessary to a

full, complete and proper understanding of this important subject.

MEANS OF IMPROVING OUR SCHOOLS.

As a means of promoting the prosperity, efficiency and success of our common school system, the providing of competent teachers is justly regarded as the most important of all the agencies employed, and as an object of primary importance, should receive that careful and deliberate attention and consideration which its importance in the economy of our system demands. The organization of our present system of common schools can neither be complete in its plan, nor efficient in its administration, while this defect remains. But with improvement in the character and qualifications of our teachers, improvement in the character of our schools will follow as a legitimate consequence.

To provide school houses, levy and collect taxes, and send the youth of our state to school, there to pass the period of their minority; these are comparatively lost, worse than lost, unless the teacher, who is the medium of communication with his pupils, possess those qualifications that will enable him to discharge with fidelity and success, the important trust committed to his care.

Few estimate the importance of teachers as a class, or their influence on society; nearly as much as parents do, they mould the moral character of the young, and their influence in the development and training of the intellectual faculties is even greater.

Education is generally, yet erroneously, supposed to be the imparting of knowledge, and schools and teachers the media of its communication, the means of its acquirement.

Let any one, however, reflect how little of the immense stores of knowledge is or can be acquired in the courses of instruction, and he will be satisfied that it is and cannot be the chief end of education, and should not be attempted. A higher and more important purpose is to be accomplished.

The faculties of the understanding require, like all others, for the development of their energies, an appropriate training. Each of them is to be invigorated, the senses, perception, reason, memory, judgment—by the exercises fitted to each. And above all, the intellect should be disciplined in those operations by which alone it is enabled to acquire sound knowledge, and is rendered capable of its noblest and greatest effort—the power to distinguish and receive truth. These are the great purposes to be aimed at in an education truly philosophical. It is not the mere possession of the senses and faculties of the mind, that confers on man the privilege of thinking, of reasoning, of judging, of knowing. He must be instructed to employ them aright. He requires to be taught to think, to call his intellect into action, to reason, to reflect, to judge, to know for himself.

As this is the great and important object to be accomplished by education, our teachers, whose minds and hearts are to give character to our schools, should feel the importance of the work in which they are engaged, understand fully the high purpose aimed at in its accomplishment, know well the principles on which the mind is to be trained, and possess those mental and other qualifications that will enable them to look at the work they have to accomplish, with a proper conception of the nature, value, and duration of the material on which it is employed.

Teaching should be properly a distinct profession, for which the professor should be prepared by a due course of previous training; a pursuit requiring peculiar fitness and skill, that the instruments employed in the training and education of the youth of our state may be rendered the most successful and efficient.

That many of our teachers are so qualified is unquestionably true, as those who have mingled much with them can bear emphatic testimony. And to their zeal, industry, perseverance, high moral and intellectual qualifications, in the discharge of their professional duties, are we indebted for whatever

of vigour our system possesses. Yet the great desideratum is to supply all our schools with well qualified instructors.

That this object can be attained there is no doubt. And the most efficient means in its accomplishment, will be the establishment, under proper regulations, of schools for the preparation and training of teachers, and the furnishing of such aids as will stimulate their energies, rouse a spirit of rivalry, disseminate among them such information in the art of teaching, and the best methods of instruction, as will awaken an increased interest in the cause of education, and lead to useful and important practical results in the management and success of our common schools.

Of the importance and value of professional training in the art of teaching there can be no doubt; and that schools established for this purpose, as abundantly proved in the history of other states, have been powerful instruments in the accomplishment of this important object. Yet, if from the shortness of the terms, the inadequacy of the remuneration and other considerations, the important object of securing and educating a class of individuals who will pursue for life the duties of this laborious profession, cannot at present be accomplished, and that our teachers as heretofore, must be mainly drawn from those who are preparing to engage in other and more lucrative pursuits, the state must be satisfied with qualifying so far as practicable a temporary class of teachers. It is a necessity which admits of no alternative but the entire degradation of our schools.

That this is practicable I believe, and that the plan proposed is calculated to meet, with little delay and at a comparatively small cost, this immediate want of our school system.

TEACHERS' INSTITUTES.

This plan is the establishment of teachers' institutes in the different counties of the state, in which, for a brief period, the teachers of the county may be brought together, and receive

from competent instructors, such instruction in the sciences, literature, and art of teaching, as will not only benefit the teachers, but by diffusing the benefits of improved methods of instruction, greatly promote the cause of common school education.

Here I believe is a demand, an urgent demand, for legislative action; that our teachers, who are so intimately connected with the prosperity and perpetuity of our republican government, should be provided with those means which (to some extent at least) would prepare them for a more successful career in this department of human effort.

For this purpose I would earnestly recommend that the "trustees for the support of free schools" be authorized to appropriate out of the income of the school fund, a sum not exceeding two hundred dollars, to any county of the state in which a teachers' institute shall be hereafter annually held. Said institute to be in session at least one week, and to be under the control of such competent person or persons as the state superintendent, or other person named by the legislature, shall approve and the association elect.

SCHOOL FUND.

The amount of the school fund on the first day of January, 1854, was,	\$393,994.68
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The income of which for the year ending January 1, together with the tax received from the various banking associations of the state, (\$23,836.99,) exclusive of the amount of \$11,690.00, received on account of the principal and sale of lands, was,	\$52,657.74
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Leaving a balance for the year, after deducting the annual appropriation of \$40,000.00 out of the income thereof, of	\$12,657.74
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Out of which the annual appropriation for the support of teachers' institutes can be made, without impairing the useful-

ness of that fund, and in a way that will do more for the cause of education, than a larger sum expended in any other mode.

In addition to the above, I would recommend such direct and additional appropriations, for the support of schools, as the state of the treasury will allow; believing that in all matters pertaining to education, the policy of a republican state should be liberal.

To the more obvious, direct and effectual means of improving our primary schools, and awakening an interest in the important subject of educating the youth of our state, there are others of a secondary character too important to be overlooked, but which I can only briefly advert to in this report.

They are township, county and state educational associations. The circulation among the people of the different townships and counties of the printed reports of the town superintendents and county examiners, by which they may be more accurately informed as to the educational means employed in their immediate localities, their success, their defects, the advantages of properly constructed and well furnished school houses, the means suggested by experience in improving the condition of the schools; which, with such other information of interest and importance, as to the operation and progress of the schools usually found in those reports, (thus directly placed before the people,) would do much to inspire them with an increased interest on the subject of education, and induce a more cordial co-operation with and support of *our common school system*.

These, aided by that powerful auxiliary, the press, (which may be justly ranked among the primary means of improving our schools,) devoted as it is to the interests of the people, their social, moral, and intellectual improvement, will do much to arouse the attention of the people to such an examination and discussion of this great question, as will contribute greatly to the advancement of the cause of education, and its extension and diffusion among the people.

NUMBER AND SALARY OF TEACHERS.

The number of teachers employed in our common schools during the past year, was seventeen hundred and fifty-seven.

Of this number, eleven hundred and twenty-nine were males, and six hundred and twenty-eight were females.

The average salary per annum of the male teachers, including board, was,	\$284.00
Of the females, " "	205.00

A sum entirely too small to secure the services of well qualified teachers.

Our teachers should not only be better educated, but their services more liberally rewarded. Without this we cannot expect them to enter upon and continue for any great length of time in an employment where their services are so poorly rewarded. But with our schools supplied with well qualified teachers, receiving such compensation as will secure a continuance of their services, we may expect not only an improvement in the character and usefulness of our schools, but the interests of the state will be greatly promoted in the social order, increased intelligence, prosperity and happiness of its citizens.

THE SCHOOL LAW.

In reference to the operation of the law, I would remark, that it is growing in favor with the people, and that difficulties as to its operation and construction, demanding the official determination of the state superintendent, have been less frequent during the past than the preceding year. The most serious difficulties complained of, have arisen in those districts formed of the adjacent parts of two or more townships, in which unequal sums of money have been raised for school purposes. This is a serious difficulty, greatly retarding the progress of the cause of education, and can only be obviated by such amendments to the law, as will insure uniformity as to

the amount of money to be raised for the support of schools. Others of minor importance, also exist ; but it is believed they can be obviated without additional legislation.

CONCLUSION.

Other matters connected with this interesting and important subject press on my attention. But I must close this report, commending to your favorable consideration, the cause of common school education, and the means best calculated to promote its interests ; believing that in making liberal provision for the education of the young and rising race, is laid the surest foundation of the progress of society, the elements of its happiness, intellectual and moral greatness.

JOHN H. PHILLIPS,

State Superintendent.

OFFICE OF THE SUPERINTENDENT OF PUBLIC SCHOOLS,
Pennington, January 14, 1854.

STATEMENTS

ACCOMPANYING THE

SUPERINTENDENT'S REPORT.

AN ABSTRACT from the Returns of the Public Schools of the several Townships and Counties of the State of New Jersey, for the year ending December, 1853.

COUNTIES AND TOWNSHIPS.	Whole number of districts in the township.	Number from which reports have been received.	Number of children residing in the township between the ages of 5 and 18 years.	Number who have attended school 3 months.	Number who have attended 6 months.	Number who have attended 9 months.	Number who have attended 12 months.	Number over the age of 18 years who have attended.	Number of colored children taught.	Whole number of children who have attended school.	Average number of months the school has been kept open.	Terms of tuition.	Amount of money raised by tax for the support of schools.	Amount received from the state.	Amount received from other sources specified in the returns.	Amount received from sources not specified.	Total amount appropriated for school purposes.	Number of teachers.		Salary of teachers per annum.	
																		Male.	Female.	Male.	Female.
Mercer—Pop. 27,992.	12	12	909	475	400	360	...	...	10	522	10½	FREE.	\$2,000 00	\$172 18	\$73 86	...	\$2,846 04	13	11	2	...
East Windsor,	5	5	394	100	90	65	75	5	10	330	10½	\$2 37½	1,722 00	204 06	31 01	...	1,357 67	8	2	2	...
Ewing,	9	9	973	500	300	200	150	6	6	800	10	FREE.	2,814 00	492 96	...	...	3,306 96	10	8	2	\$280 \$180
Hamilton,	13	9	1083	500	500	430	400	...	20	550	9	2 25	562 56	562 56	390 00	...	1,515 12	13	12	1	280 200
Hopewell,	5	5	562	...	164	...	...	...	9	164	10	2 25	362 00	291 93	216 13	...	1,070 00	6	3	2	...
Levittown,	1	1	225	15	25	40	125	...	...	175	11	2 25	200 00	108 08	125 00	...	433 08	1	1	1	225
Nottingham,	5	5	627	300	300	260	190	55	70	318	10½	2 25	750 00	641 00	...	...	1,391 00	5	4	1	...
Princeton,	1	1	3466	...	...	...	1580	...	56	1578	12	FREE.	4,000 00	1,800 46	...	...	5,800 46	18	3	15	...
Trenton,	3	3	500	165	300	...	...	...	...	465	11	2 00	300 00	239 72	382 01	...	941 73	...	...	...	...
West Windsor,	54	50	8739	2055	1915	1539	2520	66	181	5272	10½	\$2 22	\$12,310 56	\$4,833 55	\$1,518 01	...	\$18,662 12	65	42	23	\$262 \$190
Middlesex—Pop. 28,635.	12	12	985	626	479	307	...	12	5	626	9	\$2 00	\$1,000 00	\$572 77	\$555 96	...	\$2,128 23	11	9	2	...
Monroe,	9	8	2961	1273	977	2435	100	3	12	1938	9½	FREE.	7,822 17	1,506 49	611 35	...	9,939 01	35	12	23	...
North Brunswick,	17	17	1089	809	908	...	...	5	17	1067	7	2 00	1,250 00	549 60	82 89	...	1,882 59	20	17	3	...
South Brunswick,	1	1	631	150	150	150	...	...	20	250	8½	FREE.	656 00	350 37	259 84	...	1,266 21	4	2	2	...
Perth Amboy,	8	8	861	...	79	390	...	...	5	469	11	2 00	500 00	471 69	...	...	971 69	9	6	3	...
South Amboy,	12	12	949	336	326	...	...	...	24	478	...	3 34	2,000 00	482 98	86 55	...	2,569 53	13	9	4	...
Piscataway,	17	9	1711	196	125	440	400	...	25	666	8	2 00	3,380 00	884 74	128 41	...	4,393 15	19	9	10	293
Woodbridge,	76	67	9187	3390	2965	3111	1040	20	108	5494	9	\$2 27	\$16,606 17	\$4,817 64	\$1,725 00	...	\$23,150 81	111	64	47	\$293

TOWNSHIPS.

Whole number of districts in the township.	Number from which reports have been received.	Number of children residing in the township between the ages of 5 and 18 years.	Number who have attended school 3 months.	Number who have attended 6 months.	Number who have attended 9 months.	Number who have attended 12 months.	Number over the age of 18 years who have attended.	Number of colored children taught.	Whole number of children who have attended school.	Average number of months the school has been kept open.	Terms of tuition.	Amount of money raised by tax for the support of schools.	Amount received from the state.	Amount specified in the returns sources specified in the returns not specified.	Total amount appropriated for school purposes.	Number of teachers.		Salary of teachers per annum.	
																Male.	Female.	Male.	Female.
1	7	572	145	150	10	10	320	10	320	10	\$2 00	\$295 80	\$310 00	.....	\$605 80	11	8	.....	.....
8	8	735	363	243	108	10	5	418	9	8	2 00	374 86	97 07	.....	696 93	17	12	.....	.....
8	8	1314	234	260	459	8	4	4050	9	8	2 00	2,000 00	544 20	2,000 00	3,214 34	11	6	.....	\$300 00
4	4	337	97	106	65	27	11	14	323	10	.....	500 00	173 97	246 11	920 08	4	3	.....	375 00
10	10	997	650	507	255	158	2	53	652	94	2 25	2,500 00	513 37	640 00	3,653 37	18	10	.....	.....
15	15	1135	368	443	456	220	8	52	600	10	.....	2,186 25	563 55	586 79	3,336 59	21	16	.....	\$300 \$250
8	8	554	103	180	112	.....	.....	3	402	7	2 00	600 00	282 54	311 63	1,194 17	6	4	.....	.....
5	5	664	.....	171	.....	.....	.....	.....	.....	.....	2 00	700 00	338 64	193 06	1,232 30	5	5	.....	.....
65	65	6308	1815	2055	1605	415	44	148	3636	91	\$2 04	\$8,711 25	\$3,212 87	\$2,929 46	\$14,853 58	93	64	.....	\$325 \$250
7	7	454	337	306	253	195	.....	.....	390	7	\$2 00	\$650 00	\$217 70	\$72 76	\$939 96	8	7	.....	.....
11	11	652	132	192	127	123	15	2	574	8	2 00	1,000 00	314 66	221 29	1,535 95	17	11	.....	\$210 00
5	5	348	256	191	126	.....	19	.....	321	9	FREE.	912 98	271 96	210 87	1,395 81	7	6	.....	264 00
10	10	470	50	300	350	.....	.....	8	400	9	2 00	.....	.....	.....	773 43	.....	.....	.....	.....
7	7	294	.....	200	.....	.....	.....	.....	200	8	2 00	.....	.....	.....	1,132 13	.....	.....	.....	.....
8	8	386	35	150	90	25	19	4	323	8	2 00	173 00	213 92	174 40	561 32	12	7	.....	240 \$144
12	12	966	402	375	308	148	36	645	94	2 00	.....	853 14	842 91	1,696 05	17	12	.....	250 00	
10	10	477	430	295	150	.....	40	4	485	7	1 75	.....	292 26	229 27	521 53	19	15	.....	.....
0	0	604	170	180	320	.....	.....	.....	570	9	2 00	.....	.....	520 00	.....	.....	.....	.....	.....
10	10	581	275	310	250	115	25	3	513	6	2 00	.....	404 50	.....	520 00	.....	.....	.....	.....
16	16	784	127	109	73	.....	14	.....	576	7	.....	.....	391 40	428 07	1,319 47	23	18	.....	350 175
5	5	285	140	140	.....	.....	.....	14	200	6	2 00	500 00	142 36	61 80	204 26	6	6	.....	.....
22	22	1372	750	700	871	.....	.....	.....	871	8	2 25	1,500 00	662 15	443 66	2,605 81	.....	.....	.....	275 00
132	123	7673	3162	3218	3118	606	168	35	6068	8	\$2 00	\$4,735 98	\$3,764 05	\$2,685 13	\$13,610 72	120	91	.....	\$205 \$160

taken from last report.

Sex—Population	73,950	1020	244	200	180	150	774	11	FREE.	\$3,060	\$266	\$2,746	\$2,779	\$6,072	71	5	3	2		
leville,	4	4	4	4	4	4	19	777	FREE.	700	428	64	2,779	2,779	41	16	29	300		
omfield,*	5	5	5	5	5	5	700	10	\$2	700	428	64	2,779	2,779	41	16	29	300		
idwell,	8	8	8	8	8	8	777	12	FREE.	700	428	64	2,779	2,779	41	16	29	300		
aton,	8	8	8	8	8	8	700	10	\$2	700	428	64	2,779	2,779	41	16	29	300		
abath,	4	4	4	4	4	4	1	430	FREE.	2,412	00	1,003	46	3,553	46	17	4	13		
ington,	4	4	4	4	4	4	24	649	FREE.	2,750	00	1,003	46	3,553	46	17	4	13		
ark,	1	1	1	1	1	1	250	250	FREE.	500	00	208	32	708	32	16	29	300		
w Providence,	5	5	5	5	5	5	120	3105	FREE.	15,693	40	6,252	12	22,185	52	45	16	29		
ange,	1	1	1	1	1	1	217	8	2	188	46	40	00	416	92	7	3	4		
infield,	1	1	1	1	1	1	7	488	2	2,065	50	777	40	4,236	90	14	8	6		
away,	10	10	10	10	10	10	50	724	FREE.	1,800	00	407	22	2,207	22	11	4	7		
ingfield,	7	7	7	7	7	7	4	394	2	3,444	00	589	44	5,845	62	15	7	8		
ion,	8	8	8	8	8	8	3	248	2	500	00	297	58	797	58	12	6	6		
estfield,	5	5	5	5	5	5	10	240	2	300	00	245	90	593	90	8	5	3		
mouth—Pop. 30,313.	82	81	23,143	2678	2148	2114	248	9718	9	\$34,013	36	\$1,291	87	\$2,779	41	\$6,250	62	160	73	
antic,	4	4	459	144	135	35	28	352	10	\$300	00	\$208	84	\$558	32	9	5	4	\$277	
ehold,	7	7	831	75	180	250	10	528	9	700	00	377	50	1,381	48	10	8	2		
well,	10	10	856	204	117	54	7	625	9	1,500	00	389	48	2,828	34	10	8	2		
alapan,	7	7	684	290	275	266	21	290	10	2,000	00	310	76	1,091	00	7	4	3		
idletown,	13	13	1120	601	520	464	24	689	9	2,746	56	509	20	3,719	50	14	10	4	300	
listone,	8	8	586	412	350	254	7	515	9	206	64	266	64	533	28	18	10	2		
riboro,	7	7	539	139	412	300	300	9	2	500	00	458	58	958	58	10	2		300	
an,	12	12	1394	146	330	506	9	1375	2	2,788	00	927	11	3,715	11	13	10	3		
ritan,	13	13	1637	190	796	700	23	796	9	700	00	1,310	64	2,010	64	23	13	10		
ewsbury,	8	7	1075	279	301	347	68	926	11	2,864	77	502	36	3,727	36	11	6	5		
ew Freetield,	10	10	881	631	442	292	27	34	783	8,550	2,000	408	00	3,741	94	10	7	3		
ll,	8	8	734	52	175	.....	6	345	5	600	00	333	90	1,046	69	9	6	3	
Bergen—Pop. 14,725.	107	106	10,816	2894	3621	3466	228	7519	9	\$15,585	97	\$6,003	01	\$3,252	10	85	39	\$292		
unkin,	10	10	622	332	217	198	2	408	9	\$432	73	9	8	1	\$220	8	1	\$220		
ekensack,	11	10	1072	70	91	205	5	588	11	\$2,144	00	\$44	90	3,695	77	8	0	2	344	
rington,	6	6	400	136	68	77	11	310	11	500	00	202	66	1,515	89	6	5	1	300	
hokus,	9	9	832	200	191	66	2	14	363	8	422	92	13	1,422	92	13	13	1	240	
li,	3	3	333	30	45	20	2	150	12	333	00	67	60	568	75	2	1	1	250	
w Barbadoes,*	8	8	662	.....	.....	425	2	425	11	\$1,652	48	1,652	48	1,652	48	.....	.....	.....	.....
(dle River,	3	3	305	.....	.....	200	.....	200	11	435	34	435	34	435	34	.....	.....	.....	.....
ion,	2	2	163	66	62	31	.....	80	10	326	00	124	00	450	00	2	2	.....	350
ashington,*	10	10	516	86	74	32	.....	13	218	7	1	50	.....	266	56	7	6	1	.....
taken from last report.	62	61	4,905	980	748	1277	435	8	47	\$1,937	37	\$1,688	25	\$2,221	82	\$9,440	44	47	41	0

TOWNSHIPS AND DISTRICTS.

Whole number of districts in the township.	Number from which reports have been received.	Number of children residing in the township between the ages of 5 and 18 years.	Number who have attended school 3 months.	Number who have attended 6 months.	Number who have attended 9 months.	Number who have attended 12 months.	Number over the age of 18 years who have attended.	Number of colored children taught.	Whole number of children who have attended school.	Average number of months the school has been kept open.	Terms of tuition.	Amount of money raised by tax for the support of schools.	Amount received from the state.	Amount received from other sources specified in the returns.	Amount received from sources not specified.	Total amount appropriated for school purposes.	Number of teachers.	Male.	Female.	Salary of teachers per annum.
umberland—Pop. 17,189	4	825	63	320	320	12	\$2 00	\$2,000 00	\$387 54	\$846 44	\$2,733 98	9	8	9	2,733 98	9	8	9	2,733 98	
ridgton,	1	308	185	180	165	12	FREE.	1,200 00	142 82	50 00	1,362 82	4	1	3	1,362 82	4	1	3	1,362 82	
obansey	9	855	212	140	409	6	2 50	1,200 00	401 29	500 00	2,301 29	13	9	4	2,301 29	13	9	4	2,301 29	
owne,	4	720	259	190	160	5	3 00	600 00	339 44	537 53	1,476 97	20	10	10	1,476 97	20	10	10	1,476 97	
airfield,	4	398	145	148	100	10	3 50	500 00	189 04	277 23	906 27	10	6	4	906 27	10	6	4	906 27	
reenwich,	4	474	100	200	150	7	3 00	300 00	223 46	191 08	714 54	16	11	5	714 54	16	11	5	714 54	
opewell,	8	310	300	300	300	2	2 00	2,450 00	416 76	696 10	696 10	6	7	7	696 10	6	7	7	696 10	
eechfield,*	5	807	500	425	400	15	3 00	2,450 00	394 61	212 00	3,078 76	13	8	7	3,078 76	13	8	7	3,078 76	
illville,	8	837	30	62	267	113	8	1,251 00	437 52	159 52	1,835 13	8	8	8	1,835 13	8	8	8	1,835 13	
aurice River,	6	310	40	95	155	8	2 25	1,251 00	437 52	437 52	437 52	8	8	8	437 52	8	8	8	437 52	
ow Creek,*	57	5910	1462	1703	1806	938	81	\$9,531 00	\$2,694 96	\$2,273 80	\$1,133 62	93	54	39	\$15,033 38	93	54	39	\$235 \$160	
Morris—Pop. 30,158.	8	749	360	300	237	130	10	\$1,498 00	\$376 62	\$841 27	\$2,215 89	19	14	5	\$2,215 89	19	14	5	2,215 89	
hatham,	10	466	279	347	406	7	4	700 00	228 40	248 18	1,176 58	9	5	4	1,176 58	9	5	4	1,176 58	
hester,	12	1149	586	420	308	120	15	1,178 00	582 96	546 08	2,307 04	27	16	11	2,307 04	27	16	11	\$240	
lanover,	6	482	287	254	84	287	6	150 00	120 70	270 70	270 70	8	5	3	270 70	8	5	3	270 70	
anson,	6	523	400	400	400	400	8	300 00	261 04	243 14	805 08	7	6	1	805 08	7	6	1	805 08	
endham,	16	1559	576	481	395	150	2	1,300 00	771 80	984 90	3,056 70	16	13	3	3,056 70	16	13	3	325 200	
Morris,	18	1318	239	299	177	177	9	1,320 00	663 00	922 67	2,905 27	27	19	8	2,905 27	27	19	8	300	
Pequanock,	13	802	510	460	400	400	20	1,724 00	688 14	688 14	2,409 14	16	12	4	2,409 14	16	12	4	330	
Randolph,	13	800	390	325	325	325	526	1,000 00	443 92	1,453 92	1,453 92	13	10	3	1,453 92	13	10	3	330	
Roxbury,	12	1093	473	362	344	344	21	1,000 00	542 56	150 32	1,819 88	18	12	6	1,819 88	18	12	6	330	
Rockaway,*	9	837	193	203	133	120	22	1,000 00	805 00	80 00	1,885 00	16	12	4	1,885 00	16	12	4	200	
Washington,	119	9838	3896	3851	2405	914	97	\$11,297 00	\$5,492 64	\$9,516 56	\$20,306 20	176	124	52	\$20,306 20	176	124	52	\$280 \$200	

*Taken from last report.

COUNTIES AND TOWNSHIPS.

Camden—Pop. 25,422.

Whole number of districts in the township.	Number from which reports have been received.	Number of children residing in the township between the ages of 5 and 18 years.	Number who have attended school 3 months.	Number who have attended 6 months.	Number who have attended 9 months.	Number who have attended 12 months.	Number over the age of 18 years, who have attended.	Number of colored children taught.	Whole number of children who have attended school.	Average number of months the school has been kept open.	Terms of tuition.	Amount of money raised by tax for the support of schools.	Amount received from the state.	Amount received from other sources specified in the returns.	Amount received from sources not specified.	Total amount appropriated for school purposes.	Number of teachers.	Male.	Female.	Salary of teachers per annum.
1	1	3110	945	945	945	945	945	90	1035	12	FREE.	\$4,808 00	\$1,955 00	\$1,150 00	.....	\$7,913 00	18	3	15	.....
0	7	941	695	695	695	695	695	695	695	9	2 50	459 94	459 94	242 73	.....	702 67	0	7	2	.....
0	6	821	600	300	250	250	250	415	415	9	3 62	1,000 00	400 00	200 00	.....	1,600 00	9	7	2	.....
0	6	789	80	110	180	150	150	95	520	8	2 50	1,101 00	642 89	.....	1,743 89	11	7	4	.....
5	5	1020	700	700	700	700	700	700	700	12	2 50	3,060 00	498 02	.....	3,558 00	.....	.....	.....	.....	350 200
11	11	727	150	400	100	80	20	700	700	6	75	350 00	449 16	350 00	.....	1,149 46	16	11	5	.....
7	7	559	120	75	54	51	7	17	321	7	2 25	400 00	281 96	748 38	.....	1,430 34	6	4	2	.....
7	7	503	51	46	11	.....	.....	4	115	9	2 25	563 00	358 72	90 00	.....	1,110 72	6	6	.....	.....

Hudson—Pop. 21,821.

53	50	8530	601	1031	1345	2121	27	206	4504	9	2 32	11,282 00	5,045 99	2,781 11	.....	19,109 10	66	38	28	.....	395 200
5	5	885	561	.....	.....	.....	.....	561	11	.....	.....	.....	.....	.....	2,492 25	.....	.....	.....	.....	.....	.....
3	3	359	40	48	38	.....	.....	116	12	1 50	.....	.....	.....	.....	1,094 83	.....	.....	.....	.....	.....	.....
1	1	600	115	131	201	.....	.....	447	11	FREE.	.....	.....	.....	.....	2,847 13	.....	.....	.....	.....	.....	.....
7	7	4398	373	457	1031	431	.....	30	2380	12	FREE.	5,181 00	1,869 00	3,000 00	.....	10,050 00	21	3	13	.....	.....
1	1	1295	681	330	300	227	.....	1020	11	FREE.	2,000 00	583 16	.....	.....	2,588 16	.....	8	7	1	.....	.....

Gloucester—Pop. 14,655.

17	17	7407	1209	906	2191	658	.....	33	4524	11	1 50	7,181 00	2,457 16	3,000 00	6,434 21	19,072 37	20	10	19	.....	.....
8	8	1111	341	143	41	11	22	60	536	7	.....	153 30	513 90	360 00	.....	1,027 80	17	9	8	.....	280
11	11	1168	516	350	200	150	50	2	600	6	2 25	1,500 00	880 00	.....	2,380 00	12	11	1	.....	225	
5	5	603	220	103	65	.....	5	3	390	10	.....	102 64	278 92	224 54	.....	606 10	13	9	4	.....	.....
9	9	762	740	503	320	240	12	4	751	8	1 00	762 00	548 41	.....	1,310 41	12	7	5	.....	200	
12	12	1123	578	278	90	.....	36	47	906	8	2 50	600 00	514 95	212 85	.....	1,327 80	20	12	8	.....	.....
5	5	455	175	150	30	.....	20	.....	375	8	.....	100 00	210 46	.....	310 46	.....	.....	.....	.....	.....	.....

Taken from last report.

50	50	5222	2570	1529	746	401	145	116	3558	8	1 92	3,217 94	2,946 64	797 99	6,962 57	75	48	27	255
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Huntendon—Pop. 28,989.																				
16	16	1232	500	400	350	300	1	2	800	8	\$2 00	\$609 80	\$500 00	808 88	\$1,109 80	25	20	5
Alexandria,	6	581	392	357	324	380	8	3	392	10	2 00	.....	290 20	.....	.....	808 88	1,452 20	7	4	3
Bethlehem,	8	581	481	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	808 88	.....	.....	.....
Clinton,*	10	841	791	703	509	.....	27	7	809	8	2 00	.....	411 60	318 67	.....	.....	1,230 27	14	10	4
Delaware,	9	446	.....	201	.....	.....	9	9	220	6	2 00	.....	225 54	187 28	.....	.....	412 82	5	1	4
East Amwell,*	5	439	115	58	38	.....	9	9	220	6	2 00	.....	225 54	187 28	.....	.....	412 82	5	1	4
Franklin,	1	490	130	.....	.....	.....	3	130	.....	.....	.....	.....	236 66	.....	.....	.....	4,558 66	2	1	1
Lambertville,	9	531	174	.....	.....	.....	.....	174	.....	.....	.....	.....	130 00	72 00	.....	.....	130 00	8	4	4
Kingwood,	11	814	530	360	240	130	60	620	9	2 00	.....	.....	407 68	.....	.....	.....	815 36	11	8	3
Lebanon,	14	878	580	252	238	112	16	11	490	10	2 00	.....	431 68	378 00	.....	.....	809 68	14	8	6
Readington,	11	901	180	162	181	222	8	11	745	11	2 00	.....	442 42	542 79	.....	.....	2,787 21	10	16	4
Tewksbury,	10	830	.....	520	.....	.....	15	520	9	2 00	.....	.....	408 30	240 00	.....	.....	1,048 20	15	13	2
West Amwell,	4	349	270	200	150	100	10	9	280	10	3 00	.....	194 80	.....	.....	.....	594 80	5	4	1
Union,	8	430	261	205	142	50	1	291	8	.....	.....	.....	209 00	.....	.....	.....	1,069 00	11	8	2
.....	122	9343	3519	2871	2855	1720	140	70	6153	9	\$2 10	\$9,781 68	4,218 74	2,238 74	.....	808 88	17,048 04	137	97	40
Atlantic—Pop. 8,961.										.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
-Egg Harbor,	10	978	109	132	35	45	22	312	6	\$2 13	.....	978 00	479 96	.....	.....	.....	1,457 95	4	3	1
Galloway,*	5	759	125	380	.....	.....	.....	455	7	2 00	.....	.....	.....	.....	.....	.....	262 03	.....	.....	.....
Hamilton,	11	635	400	.....	.....	.....	.....	400	6	3 50	.....	800 00	313 75	110 00	.....	.....	1,223 75	8	6	2
Malboa,*	5	562	.....	200	.....	.....	.....	200	5	2 00	.....	.....	.....	.....	.....	.....	446 42	.....	.....	.....
Weymouth,	5	347	105	60	25	.....	.....	1	275	6	2 50	347 00	137 00	.....	.....	.....	504 00	7	5	2
.....	36	2981	720	772	60	45	22	1	1642	6	\$2 42½	2,125 00	950 70	110 00	.....	708 45	3,894 15	19	14	5
Ocean—Pop. 10,032.										.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Brick,	6	631	.....	350	.....	.....	.....	350	3	\$2 00	.....	.....	181 69	280 73	.....	.....	462 42	8	7	1
Dover,	12	927	301	211	139	35	19	705	6½	1 75	.....	.....	307 52	454 50	.....	.....	762 02	13	10	3
Jackson,	7	585	71	171	.....	.....	.....	1	450	5	2 00	300 00	172 33	90 00	.....	.....	562 33	9	6	3
Plumsted,	6	4	592	189	52	30	.....	12	409	8	2 00	500 00	248 61	217 30	.....	.....	965 94	5	5	200
Stafford,	6	441	.....	200	.....	.....	.....	200	5½	2 00	.....	.....	211 62	21 84	.....	.....	233 46	5	4	1
Union,	6	731	175	100	.....	.....	.....	450	10	2 00	.....	.....	.....	.....	.....	.....	600 00	.....	.....	.....
.....	43	3907	736	959	469	35	20	13	2564	6½	\$1 96	800 00	1,121 80	1,064 37	.....	600 00	3,586 17	40	32	8
Passaic—Pop. 22,575.										.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Aquackanonk,	6	971	345	297	263	230	.....	424	12	.....	.....	1,450 00	441 76	475 64	.....	.....	2,367 40	6	6	340
Manchester,	6	960	800	236	.....	.....	.....	360	10	2 00	.....	800 00	439 40	.....	.....	.....	1,239 40	9	5	4
Paterson,*	2	4628	.....	732	.....	.....	.....	732	.....	.....	.....	.....	.....	.....	.....	.....	2,000 00	.....	.....	.....
Pompton,	8	573	67	86	120	.....	.....	5	349	8	2 00	300 00	260 28	.....	.....	.....	560 28	7	5	2
Wayne,	4	4	367	110	100	50	25	3	150	8	2 00	800 00	179 42	329 74	.....	.....	1,309 16	2	1	1
West Milford,	9	891	.....	438	.....	.....	.....	1	439	9½	.....	.....	.....	.....	.....	.....	1,004 78	.....	.....	192
.....	35	8390	822	709	837	1303	3	11	2454	9½	2 00	3,350 00	1,320 86	805 38	.....	3,004 78	8,481 02	24	17	7

*Taken from last report.

COUNTIES AND TOWNSHIPS.

Whole number of districts in	Number from which reports have been received.	Number of children residing in the township between the ages of 5 and 18 years.	Number who have attended school 3 months.	Number who have attended 6 months.	Number who have attended 9 months.	Number who have attended 12 months.	Number over the age of 18 years who have attended.	Number of colored children taught.	Whole number of children who have attended school.	Average number of months the school has been kept open.	Terms of tuition.	Amount of money raised by tax for the support of schools.	Amount received from the state.	Amount received from other sources specified in the returns	Amount received from sources not specified.	Total amount appropriated for school purposes.	Number of teachers.	Male.	Female.	Salary of teachers per annum.	Male.	Female.
Salem—Pop. 19,688.	2	184	51	29	12	5	28	18	100	6 ¹ / ₂	\$2 00	\$100 00	\$88 00	\$148 00	.....	\$335 00	2	1	1	.....	.....	.....
Elsinborough,	8	494	104	105	25	5	28	16	495	8 ¹ / ₂	2 00	200 00	256 94	162 48	.....	599 42	16	8	8	.....	.....	.....
Lower Alloways Creek, ..	5	535	263	148	137	.....	.....	14	411	10	.....	700 00	250 10	298 90	.....	1,219 00	5	4	1	\$325	.....	.....
Lower Penns Neck,	9	807	225	225	200	.....	.....	.....	600	9	1 75	500 00	377 26	381 18	.....	1,258 44	14	8	7	.....	.....	.....
Mannington,	7	426	140	130	40	.....	.....	.....	370	5	2 00	425 00	203 74	106 70	.....	735 44	8	7	1	.....	.....	.....
Pittsgrove, *	9	949	.....	.....	655	.....	.....	.....	742	10	2 25	1,800 00	443 66	371 70	.....	815 36	17	10	7	.....	.....	.....
Pilesgrove,	1	875	151	174	198	221	.....	.....	744	10	FREE.	.....	400 00	.....	.....	2,300 00	6	1	5	.....	.....	.....
Salem,	13	951	790	660	519	110	2	24	847	10	2 00	315 67	444 73	262 95	.....	1,623 35	13	7	6	.....	.....	.....
Upper Alloways Creek, ..	10	938	123	397	209	.....	.....	4	733	9 ¹ / ₂	2 25	600 00	439 96	232 65	.....	1,272 61	23	16	7	.....	.....	.....
Upper Penns Neck,	8	544	.....	533	.....	.....	.....	2	535	6	2 00	500 00	260 16	190 71	.....	950 87	9	6	3	.....	.....	.....
Upper Pittsgrove, *	72	6703	1937	2392	1995	336	30	105	5577	8 ¹ / ₂	2 03	5,740 67	3,144 65	2,155 27	.....	\$11,040 40	113	68	45	.....	.....	.....

*Taken from last report.

SUMMARY of the preceding Abstracts, exhibiting the results in the several Counties of the State, for the year ending December, 1853.

COUNTIES. Pop. 489,555.	Number of townships in each county.	Number which have made returns.	Whole number of districts in the townships.	Number from which reports have been received.	Number of children residing in the townships between the ages of 5 and 18 years.	Number who have attended school 3 months.	Number who have attended 6 months.	Number who have attended 9 months.	Number who have attended 12 months.	Number over the age of 18 years who have attended.	Number of colored children taught.	Whole number of children taught.	Average number of months the school has been kept open.	Terms of tuition.	Amount of money raised by tax for the support of schools.	Amount received from the state.	Amount received from other sources specified in the returns.	Amount received from sources not specified.	Total amount appropriated for school purposes.	Number of teachers.		Salary of teachers per annum.			
																				Male.	Female.	Male.	Female.		
Atlantic, ..	5	3	36	34	2,981	720	772	60	45	22	1	1,642	10	\$2 42½	\$2,125 00	\$950 70	\$110 00	\$708 45	\$3,894 15	19	14	9	\$250		
Bergen, ..	9	7	62	61	4,905	980	748	1,277	435	8	47	2,692	9	1 83	3,003 00	1,937 37	1,688 25	2,221 82	9,440 44	49	41	6	284		
Burlington, ..	10	13	109	94	12,774	3,361	2,743	2,194	1,192	135	344	8,817	9	2 29	12,623 20	6,728 62	2,282 80	1,550 48	23,085 10	141	70	63	302		
Camden, ..	8	5	53	50	8,580	1,001	1,031	1,345	2,121	27	206	4,504	9	2 32	11,282 00	5,045 69	2,781 11	.....	19,109 10	66	38	28	235	
Cape May, ..	5	8	26	26	2,282	1,193	454	50	35	36	1,919	7	2 37½	2 89½	2,892 00	1,080 38	539 42	.....	4,511 80	21	17	4	397	
Cumberland, ..	10	8	57	55	5,910	1,462	1,703	1,806	938	30	198	3,852	8	2 61	9,631 00	2,694 96	2,273 80	1,433 62	15,633 38	93	54	39	285		
Essex, ..	14	13	82	81	23,143	2,678	2,148	2,114	5,356	4	248	9,718	9	2 00	34,013 36½	1,291 87	6,280 62	2,779 41	54,365 26	160	73	87	311		
Gloucester, ..	6	6	50	50	5,222	2,570	1,529	746	401	145	116	3,558	8	1 92	3,217 94	2,946 64	707 99	6,962 57	75	48	27	255			
Hudson, ..	5	1	17	17	7,497	1,209	966	2,191	658	.....	33	4,524	11	1 50	7,181 00	4,257 16	3,000 00	6,434 21	19,072 37	29	10	19	.....	
Hurtenden, ..	14	12	122	114	9,343	3,519	2,871	1,855	1,720	140	70	6,153	9	2 10	9,781 68	4,218 74	2,238 74	808 88	17,048 04	137	97	40	263		
Mercer, ..	9	5	54	50	8,739	2,055	1,915	1,529	2,520	66	181	5,272	10	2 22	12,310 56	4,833 55	1,518 01	.....	18,062 12	65	42	23	202	
Middlesex, ..	7	7	76	67	9,187	3,390	2,965	3,111	1,040	20	108	5,494	9	2 27	16,008 17	4,817 64	1,725 00	.....	23,150 81	111	64	47	293	
Monmouth, ..	12	12	107	106	10,816	2,894	3,421	3,446	1,905	109	228	7,519	9	2 56	15,585 97	6,003 01	3,252 10	.....	24,841 08	124	85	39	292	
Morris, ..	11	10	119	117	9,838	3,896	3,851	2,405	914	97	63	6,047	9	1 97	11,297 00	5,292 64	3,516 56	.....	20,306 20	176	124	52	289	
Ocean, ..	6	6	43	35	3,907	736	959	409	305	20	12	2,564	6	1 96	8,800 00	1,121 80	1,064 37	600 00	3,586 17	40	32	8	200		
Passaic, ..	6	5	35	35	8,390	822	709	837	1,303	3	11	2,454	9	2 00	3,350 00	1,320 86	806 38	3,004 78	8,481 02	24	17	7	266		
Salem, ..	10	8	72	63	6,703	1,937	2,392	1,995	336	30	165	5,577	8	2 03	5,740 67	3,144 55	2,155 27	.....	11,040 49	113	63	45	325	
Somerset, ..	8	8	65	63	6,308	1,815	2,055	1,605	415	44	148	3,936	9	2 04	8,711 25	3,212 87	2,929 46	.....	14,853 58	93	64	29	325	
Sussex, ..	13	10	32	123	7,673	3,152	3,218	3,118	606	168	35	6,068	8	2 00	4,735 98	3,764 05	2,685 13	2,425 56	13,610 72	120	91	29	265		
Warren, ..	15	15	96	88	7,463	1,907	1,756	2,586	831	133	37	4,827	8	2 00	7,007 50	3,784 15	2,252 29	481 05	13,554 99	103	74	29	293		
189	166	1413	1331	161	611	41,402	89,143	36,143	22,771	1236	2288	97,137	8½	\$2 12	182,297 28	76,847 55	43,936 30	22,148 26	625 219	39	1757	1129	628	\$234	\$295

APPENDIX.

APPENDIX.

EXTRACTS FROM REPORTS OF TOWNSHIP SUPERINTENDENTS.

BURLINGTON COUNTY.

BORDENTOWN TOWNSHIP.

During the past year great advances have been made in part of our township, in the cause of education. The borough of Bordentown, comprised in District No. 1, (there being three in the township,) has erected within the present year, a large, commodious school building, at the expense of over \$4,000. This step is likely to result in the greatest advantages to the educational cause. We have an advance in the character of our teachers, an advance in the attendance of children, an advance in system and order within school, and an advance in the public interest felt in schools. We have eight teachers employed in this building. Being thus brought into such proximity, they are stimulated to greater exertions. They see and hear of each other's particular excellencies, which they endeavor to copy; and each manifests a laudable determination of not falling short of the associate teachers in adjoining rooms. Perhaps we have more education given in a single quarter now, than in a whole year before we entered into our new arrangement.

By looking at your report of last year, I see that you expect items of information from each town superintendent. These I will afford, as far as I am able :

Number of districts, 3. Number from which reports have been received, 3. Number of children residing in township between the ages of five and eighteen, 1,083. Number of children taught, about 700. Number of colored children taught, 75. Terms of tuition—free. Amount of money raised by tax for support of schools, \$3,249.00. Number of teachers, 13. Males, 4. - Females, 9. Total amount appropriated for school purposes, \$1,005.43.

The above, sir, is all I am at present able to submit.

H. GOODWIN.

CHESTERFIELD TOWNSHIP.

Our schools are in very much the same condition that they were when I made the last report. There seems to be an increasing interest felt in the cause of popular education, and I think less reluctance to be taxed for its support. An effort is about to be made to establish a teachers' institute in our county ; I am unable to say, however, with what success the movement will meet, at present. Doubtless such an institution would be attended with great benefit in the improvement of our teachers, and the consequent improved method of instruction.

As it relates to the examination of teachers, several are employed as provided in section 12 of the school law ; others I have examined. In the columns headed amount of money received from other sources besides those of taxation, and that received from the State, I had not room to state what those sources were. I now state that it is the balance remaining in my hands from last year.

Of the total amount appropriated for school purposes, near \$1,000 has been expended.

JOHN B. DERRICKSON.

MANSFIELD TOWNSHIP.

By referring to your report of public schools to the last session of the legislature, I find none from Mansfield township—a duty incumbent on the town superintendent, which I will endeavor to discharge. Seven of the districts have reported properly; of the other I have obtained satisfactory information from inquiry. It is a matter of regret that our school law does not point out a course for teachers and trustees, in keeping school registers of the names of the scholars, their parents and guardians, the number of days of attendance and absence, of the studies, proficiencies, &c., and require a true and faithful report of the same to the town superintendent, annually, as prerequisite to drawing upon him for the public money. If a clause to this effect could be inserted in the school law, and carried out in practice, in the several schools, the superintendent, at the close of the year, would be able with less trouble to present much more accurate and reliable statistical matter, showing very nearly the actual condition of the schools.

I have visited all the schools in the township several times, made much inquiry of the teachers respecting the condition of the schools, examined some of the classes, &c., have met with the trustees and many of the employers, and consulted and advised with them. Every one in our township seems anxious to have first rate schools in our midst.

But the great difficulty, or one most certainly in the way of properly and thoroughly educating the youth, is the want of teachers well qualified in all essential respects for the work. Most of the teachers in this township are faithful workers, doing all that is possible for them to do in the school room, and diligently trying to qualify themselves for the work. But still there is a deficiency in the system. Well, what is to be done? For one, I would say, and that loudly, too, let us have forthwith, a normal school, established by the State, for the purpose of training teachers for our common schools. This would strike directly at the root, and revolutionize the rank

of our teachers, and our present best common school teachers too, those who are aspiring for higher degrees of qualification, would gladly avail themselves of the facilities afforded in such an institution, for their further improvement in the science and art of teaching. We have in our township a teachers' association, where we meet, and discuss, and lecture on education, and are making arrangements for a county association. But we want something more. Had we an institution where men were trained for the business, and were ready to go out to practice when an opportunity afforded, no good teacher need be without a school, or a school without a teacher. When a teacher is needed, all the trustees or superintendent has to do, would be to address the principal at the institution, stating the qualifications of the required teacher, and we should have one adapted to the quality of the school.

Now we have to employ such as happen to be disengaged, or experience much inconvenience in procuring one, or do without.

There have been no county examiners appointed for this county, a neglect which, I think, is detrimental to the prosperity of the schools; consequently, the trustees and myself have attended to that duty, and no teacher has been employed but those that have been regularly licensed according to law.

The schools in this township are all kept free; the people are very liberal in regard to the support of schools; we have but to ask at the town meeting for a sufficient amount, with the state fund, to constitute free schools, and we have it almost unanimous. But it is the prevailing opinion, that the school fund should be furnished entirely by the State, and a fixed salary to be paid to the teacher, according to his qualification, and the school he teaches; this, I think, would be a good regulation.

The school houses, with two or three exceptions, are miserable concerns, being small and out of repair. But I think this deficiency will shortly be amended; there have been two or three new school buildings recently put up, and two more under contemplation; when they are complete, and others repaired, our school houses will present a respectable appearance; they all have large and pleasant play grounds attached.

I believe I have laid before you the desired information in as brief and accurate a manner as possible. Our school system, (if we have any) schools and teachers all need improving; but I hope the time has now come that this improvement has commenced. I believe there will not many years elapse before we shall be able to write better things concerning our schools, and the mental improvement of the rising generation, from the township of Mansfield. The people demand it; humanity calls for it; the prosperity of our nation depends upon it.

ALFRED CARTY.

MEDFORD TOWNSHIP.

The superintendent of public schools for the township of Medford, would respectfully report, that he entered upon the duties of his office in April last; since which time he has visited all the schools in the township which have been kept open six months, twice, except those under the control of the society of Friends, over which he has no jurisdiction, and for which I make no report.

The condition of the school houses might be very much improved in every respect. The houses are all frame, and have but one school room. The teachers have been examined and licensed according to law. We have no free schools in our township; they are all governed according to the old system. There is a want of interest in education, which you will infer from the fact that there has not been anything raised by taxation for educational purposes, in our township this year. There is quite an objection to the office of school superintendent, and to the public school system generally; but I rejoice that it is confined to a certain class of individuals, and may be accounted for either because of ignorance, covetousness, or sectarianism, and I believe it is attributable in a very great degree, to the two last of these causes. And we can hardly hope for the establishment of free schools in our township, unless the law shall be so altered as to make it the duty of townships to raise

a certain amount by taxation, instead of giving them the privilege of doing so; or by prohibiting those schools who do not come under the jurisdiction of the superintendent, from receiving their share of the school money; or by appropriating the state revenue to educational purposes, and taxing the inhabitants sufficiently to meet the expenses of the state; and this is the very best thing that can be done for Medford township. I am not able to give you the number of children who have attended school three, six, nine and twelve months, because I am not in the possession of the school teachers' reports, although I have requested them. There is quite a number of children who have attended school during my term of office, a less period of time than three months. The whole number of children taught, as reported, is exclusive of those who have been taught at the Friends' society schools. My report is quite imperfect, and it cannot be otherwise under the circumstances, because I have failed to get the necessary statistics, although I have endeavored to do so.

WILSON STOKES.

LITTLE EGG HARBOUR TOWNSHIP.

No county examiners appointed in Burlington county. The teachers have been examined and licensed by the superintendent and trustees. No free schools in our township. The money is apportioned to each district, agreeably to the number of children, and each one receives their share, when they have attended school long enough to be entitled to it.

The schools have been generally very well conducted—the scholars mostly well improved. The teachers appear to discharge their duty; and although the improvement in education is slow, yet I am glad to say that it does increase. There appears to be a more general concern in parents and heads of families, to have those under their care properly educated.

JONATHAN GIFFARD.

NORTHAMPTON TOWNSHIP.

In our town we have six private schools, in which a large number of the children of the township are educated. The public schools, however, grow in favor, and their character has been elevated. A suitable building is much needed, and it is hoped the day is not remote, when it will be provided.

W. M. COLLOM.

SPRINGFIELD TOWNSHIP.

Enclosed you will find a blank, forwarded by yourself to me, which I have taken great pains to fill up as correct as possible. As I have been superintendent but about nine months, I have not as yet become as thoroughly acquainted with each school and their mode of attending to the same, as I should like to be. But the people in general seem but little interested in the cause of education, and seem to think that if they raise a little money, it is all they have to do. The trustees for the most part, seldom visit the schools, and they leave the teacher too much to his own exertions, giving him but little encouragement.

The sum of one hundred and thirty-two dollars, in the report, termed Daisy fund, is the interest of a sum of money formerly belonging to a pedler by that name, who died in the township, leaving no heirs, and was applied by the township to school purposes.

The amount of two hundred and fifty-four dollars and seventeen cents, paid by employers, is the amount made up by those who send to the schools, in proportion to the number and time they send. The schools are therefore not quite free. No county examiners have been appointed in this county; but the teachers have all been examined and licensed by the superintendent and trustees.

ASA R. FOSTER.

BERGEN COUNTY.

FRANKLIN TOWNSHIP.

The following report, in pursuance of the thirteenth section of an act of the legislature of the state of New Jersey, entitled "An act to establish public schools," approved April 17th, 1846, is respectfully submitted by the undersigned :

Whole number of districts 10. Number from which reports have been received, 10. Number of children residing in the township between the ages of five and eighteen years, 622. Number who have attended school three months, 332. Number who have attended school six months, 217. Number who have attended nine months, 198. Number who have attended twelve months, 105. Number over eighteen who have attended, 1. Number of colored children taught, 2. Whole number of children taught, 408. Average number of months the schools have kept open, nine. Terms of tuition, \$55 per quarter. Total amount appropriated for school purposes, \$432.73. Number of teachers, nine. Male, eight. Female, one.

Most of the children are small, and are simply learning to read, write and cypher. Few of them are studying geography, and less still are studying English Grammar.

The books most generally used, are : *Spelling and Reading*—Saunders' Series, Webster, Picket, Cobb, Testament. *Dictionary*—Walker and Webster. *Arithmetic*—Daboll, Willet, Smith and Davies. *Geography*—Mitchell, Olney, Parley and Morse. *History*—Hale, Parley and Willard. *Grammar*—Smith and Kirkham.

The school houses are in quite respectable condition, generally consisting of one room. Seven are wood, and three stone, and two have play grounds attached to them. The teachers are generally competent, considering the state of the schools.

There is not that advancement that is desirable, considering

what the state has done for the schools in our section, arising from this consideration, probably—that there is too much dependence upon the revenue and school fund ; and as yet not being sufficient to support the schools the whole year, the consequence is, that some of the schools are only kept open part of the year. The poorer classes are therefore deprived of the advantages of the more wealthy. We would, therefore, recommend state appropriations sufficient to sustain the schools, if in the wisdom and judgment of the legislature it may seem practicable. All of which is respectfully submitted.

ABM. G. RYAN.

HACKENSACK TOWNSHIP.

County examiners have been annually appointed, in conformity with the eighth section of the act of 1846.

All the teachers employed since 1846, with one or two exceptions, have been examined and licensed by the examiners.

The Fort Lee Free School, established by an act of the legislature, is the only free school in this township; the others are partially free. In the Fort Lee district they have an annual tax of five hundred dollars ; which, together with the moneys derived from the state and township, enables the trustees to keep the school open the whole of the year.

The number of attendants (533) appears comparatively small ; but it must be remembered, that there are three parts of districts, where school houses are in adjacent townships ; and the numbers attending them from this township are not included in this report, in compliance with the suggestion of the state superintendent. The aggregate of the children between five and eighteen years, in those parts of districts, is eighty-four ; and the two districts which are not completely organized, contain ninety. A select school, numbering some twenty pupils, is also taught in the township.

Two of the largest district schools are temporarily vacant. Teachers will be supplied at the earliest practicable moment.

Two districts were respectively formed in April and August of the present year; neither of which, at this time, has a school house; but it is very probable, that early in 1854, suitable buildings will be erected in both districts. The district established in April last, had for many years previously formed a part of a union district, in connection with the adjoining township of Harrington. The school house was located within the limits of the township of Harrington, and very near the line of division. In compliance with the demands of the inhabitants of the part of the district lying in Harrington, the superintendent of that township enlarged the district there, and the subsequent removal of the school house farther into the interior, dissatisfied the inhabitants of the part lying in Hackensack, who refused to continue the connection longer, and applied to their superintendent to extend the limits of their part of the district, so that it might embrace an allowance of territory and population sufficient to form a respectable independent district. The township committee became associated with the town superintendent, and experienced many difficulties in the adjustment of the matter. They could not extend the boundaries of the part district equitably, without trespassing on the limits of an incorporated district, or diminishing an incorporated district already small. The inhabitants of the incorporated district would not consent to have the integrity of their district disturbed; and those of the other objected to give any portion of theirs, because such action would greatly injure them, and not materially benefit the applicants. The matter was compromised, by adding to the part district, about one half of what they asked for, taken from the incorporated district. In view of my experience in this matter, it appears to me that the law should more distinctly define the joint duties of town superintendents in reference to altering or changing union districts. The prohibitory clause contained in the eighth section of the supplement of 1851, also needs modification. Increase of population, or some unforeseen cause, may demand an alteration of districts; but the township committee and town superintendent are powerless to promote an obvious

good, so long as they are dependent upon the volition of a single incorporated district. Incorporated districts will be inclined to dissent from any proposition that will lessen their population, because their receipts of moneys from the state and township, are graduated to the number of children they respectively contain.

The other district alluded to, was set off from a large incorporated district, with the consent of its inhabitants. The original district contained about one hundred and fifty children. The part set off is remote from the school house, and has no highway communication with it. It embraces about fifty dwellings, located on insulated territory, comprising about fifty or sixty acres. The circumstances were such as to remove all grounds of objection. This district will remain unorganized, until the first Monday in April, 1854.

The schools generally are in a fair condition. A few are not so flourishing as they ought to be, but much more so than they formerly were. The liberality of the people of the township in voluntarily taxing themselves for educational purposes, in an amount equal to two dollars per scholar, deserves a more suitable return. Of nine districts, seven have changed teachers since April last, and some of them more than once. One of the remaining two districts has employed a teacher three and a half years, and the other two and three-quarter years. Frequent change of teachers is, indisputably, a bad practice. Wherever these changes are most frequent, there is the least progress. The advantage resulting from the long retention of a good teacher, is at once apparent in the popularity and prosperity of the school. The practice, however, should not always be taken as evidence against the trustees. It, in many instances, only proves that good teachers are scarce, and that trustees are only making trials, in order to secure the services of a good one at last. While the examiners are of great service in excluding immoral teachers, they can do no more than to furnish presumptive evidence that a teacher is fully qualified. He may be well educated, of engaging manners, and give satisfactory answers to all the questions the examiners

may propose ; yet, on trial, he may not accomplish what his abilities promised, or not be able to conciliate and attach his pupils. His mode of teaching may be superficial and repulsive, or his habits of cleanliness and order rude. The examination not providing for these, he is dismissed, and some other applicant is taken on trial, only to follow in the footsteps of his predecessor. It is clear to my mind, that there is a great defect in conducting an examination of teachers. It is of vastly more importance to ascertain *how* they propose to teach the branches required to be taught, than to elicit their personal knowledge of them. The questions, "*how* do you teach grammar, arithmetic and geography, and give us examples of your practice?" are far more searching than to ask them to define a noun, do a sum, or tell in what part of the world Sonora is.

In my recent visits, I have noticed a remarkable contrast in our schools. In one I would find a well educated teacher, but needing ambition and attractive modes of imparting instruction. He would betray indifference to the details of the lessons recited—a superficial glossing over the exercises, attended with lassitude and impatience on the part of the pupils. The effect on my mind, was such as might be fancied on being called to witness the dissolution of a school from general debility. Again, I have entered a school, and observed intelligence and pleasure beaming on the upturned faces of all. A single glance would assure me, that here the first element of knowledge had been successfully taught, viz: *to think*. A subsequent examination would show that a *thorough* practice had been pursued in all the studies followed ; which, in itself, had made study both delightful and profitable. There were no symptoms of weariness or disgust, which are only found when instruction is divested of interest. The ready answers to miscellaneous questions, evinced the possession of a large amount of general information, not strictly incident to public schools, but as valuable as that anxiously sought for and obtained, much later in life, by inquiring minds.

Inquiry was made at every school of the number of visits made by trustees and others. It elicited a singular state of

things. It appeared that to five schools no visit had been made for at least three months. It is somewhat remarkable, that one of the best taught schools, numbering about sixty pupils, had not been visited by trustees at any time during the past year. Much credit is due the teacher for laboring under circumstances so discouraging. One school received three single calls in as many months, none of which extended beyond fifteen minutes. Another had one visit from one trustee. Another, more fortunate than all the rest together, received from twelve to fifteen visits from trustees in the term of three months, besides frequent calls from parents. This inattention of school officers is highly culpable. Occasional visits greatly encourage both teacher and pupil. A trustee, in a visit of one or two hours duration, will obtain a better insight into the character and capabilities of the teacher, than the most thorough and searching examination can furnish. The school room is the teacher's dominion, and there he must disclose his habit of teaching, and exhibit the order and condition of the school in reference to behavior and cleanliness of pupils, and display the neatness or expose the dirtiness of the school room and furniture. This remissness of trustees, may also measurably explain why so many changes of teachers happen. A worthy teacher may be *dismissed* on the strength of an investigated charge, preferred by the children, which would not have been made had the trustees been constant in their visits; or the services of an unworthy one might be *retained*, because no one took the trouble to learn his qualifications from a personal inspection of the school.

Eight of the eleven whole districts in this township are incorporated.

HARRINGTON TOWNSHIP.

At our town meeting last April, it was voted to raise \$2.00 per head on the number of scholars in the township, the number being 400, makes \$800. The surplus revenue was also

voted for schools, which you will perceive stated in the column specifying the amount from other sources, which is \$157.31, this, together with the State fund, which is \$202.66, and the amount raised by tax, makes the sum of \$1,159.97, and the amount received from my predecessor of last year, is \$355.92, which makes the whole amount for this year, \$1,515.89.

The schools of our township are now in good condition, the school houses are all good, the schools are well supplied with books, such as McGuffey's Readers, Mitchell's Geography, Smith's Grammar, Davies' Algebra, &c. We have good, competent teachers, with county licenses.

JOHN J. NAUGLE.

LODI TOWNSHIP.

The specialities in the accompanying report refer to district number three of this township, (Lodi) district number one, has not had the school opened during the past year; district number two has been open for three months. The difficulty arises from the location of the school houses, the sparseness of the population and a lack of interest in those not immediately interested. The amount, \$127.57, is the interest due the township from the State, and appropriated by vote this year to the schools.

BENJAMIN B. CYRIGG.

CAMDEN COUNTY.

CITY OF CAMDEN.

Herewith, by direction of the board of school trustees, I forward a statement of the condition of the schools in this city for the past year. You are doubtless aware that we are acting under special provisions contained in our city charter.

The board, one third of whom are elected annually, have the sole power of determining the amount to be raised by tax for school purposes, "not exceeding in any one year two mills in the dollar," and the sole management of the schools and school property.

Our financial year expires upon the first Monday in April. That portion of my report which relates to amounts appropriated, is taken, therefore, from the statement of our committee of accounts, made at that date. From the same statement I extract the following account of expenses, viz.:

Amount paid for salaries of teachers, \$3,082.59. Amount paid for books and stationery, \$620.70. Amount paid for rent, repairs and fixtures, \$679.11. Incidental expenses, \$418.51. Total expenses, \$4,800.89. Balance on hand, \$3,112.72.

The greatest difficulty under which the board labors, arises from the want of suitable accommodations for the children. All of our school houses, with but one exception, are leased from individuals, and are unsuited to our purposes. Although we have power to build and to raise money by loan therefor, we are yet without funds for that object, for want of available property to pledge as security for the loan. I take pleasure in stating, however, that measures are now in progress by which, in a short time, this difficulty will, in part, be removed. In other respects our schools are in an excellent condition, and I think will compare favorably with any in the state. As far as my personal observation extends, the public school system as it works here is daily advancing in popularity. It might be proper to state, that by an act passed at the last session of the legislature, a poll tax of one dollar is assessed upon every male inhabitant of the city, for school purposes. The effect of this law has been to obviate, to a considerable extent, the chief objection urged against the state school system, the inequality and injustice of the mode of taxation.

Acting upon the suggestion of your circular, that reports should be brief, I conclude by saying that I believe it to be the desire of friends of "education of the masses" in this section, that a law should be enacted, by which schools should be

supported directly by the state revenues, and that property should contribute to the maintenance of that government which guarantees its peaceable possession.

ISAAC W. MICKLE.

NEWTON TOWNSHIP.

During the year now at a close, I thought it right to divide one of the districts, in consequence of the rapid increase of its population concentrating at its extreme limits—making six in the township. One of the districts thus created, has become incorporated, and in which there has been erected a school house, by far the best in Newton. The school law works pretty well in those districts which have but one school, which is the case in all but two; in one of these there is none, in the other there are from six to seven in operation most of the year.

In the one they are obliged to send their children into other districts; in the other causing considerable difficulty with the trustees in distributing the public funds among the teachers. In two of these, school houses of the dimensions, severally, of sixteen feet and twelve feet square, are crowded some fifty in the one and thirty in the other. It would appear from the above statement, that this district is in want of a house having rooms of sufficient space to hold one hundred and forty pupils, all that would be likely to patronize a district school. Selected teachers would then receive a salary, and infants of four years old be excluded from attendance. Then, instead of money appropriated by the state, added to that raised by the township, being divided among a half dozen or more tutors, some of whom, though licensed, yet prove hardly qualified for such an important station, would be sufficient to compensate a proper number of competent teachers, nine months in the year. Whereas, under the present regulation, the above named amounts meet the expenses of a little over three months. The existing state of things among us very much lessens the use-

fulness of the town superintendent, each teacher being disposed very much to go on his or her "own hook."

No county examiners have been appointed. In three of the districts the schools have been kept free, being open nine months in the year.

B. W. BLACKWOOD.

UNION TOWNSHIP.

The first inquiry in the circular is the number of districts and parts of districts. There is in Union township, Camden county, five entire districts, and one district composed of a portion of the township of Union, in the county of Camden, and a part of the township of Deptford, in the county of Gloucester.

There is one or more school houses in each district, excepting the sixth district. The scholars are sent out of said district into the township of Gloucester, the school house being across the line of the townships. The inhabitants not agreeing to unite, I have advised them to make a district out of parts of both townships, so as to make a district so that the house shall be in the centre of the same.

The number of children in the township, as reported by the trustees to the superintendent, are ten hundred and twenty. In the first, second and third districts, the schools are kept open the whole year; the others three quarters. I think they will be able to keep them all open the entire year hereafter. As it regards the time that the children attend school, it appears about one half attend the entire year; one half of the remaining children, two quarters; the greater portion one quarter. From the best information that I have been able to get, there are but few children in this township that do not go to school some part of the year.

The teachers are most of them employed by the quarter, at a salary, for males, from three to four hundred dollars per annum. The salary of female teachers appears to be estab-

lished at fifty dollars per quarter. The price of tuition, when it appears to be necessary to raise funds above the state fund, and that raised by the township—the interest of the surplus revenue being added to the above amounts—has been fixed at \$2.50 per quarter.

The condition of the schools of this township at this time, is good. The trustees are good, and are taking a lively interest in the duties that fall to them. In consequence of the attention paid by them, the schools are prosperous. The general branches of an English education may be obtained. There is one high school; the balance of the schools are such as are usually found in country places. I have been some years a superintendent of public schools, and from my experience, I feel willing to say, that if the legislature would fix the amount to be raised by the townships at \$1.50 per scholar, it would be much better than the present system. We feel this matter sensibly at this time, in district No. 1 of this township; the township of Union raising three dollars per child—the township of Deptford, composing part of the district, less than one dollar. If the amount was uniform in all the townships throughout the state, that difficulty would be removed. The amount of money directed to be raised by the township at the annual town meeting, last spring, was three dollars per child; making the total amount to be raised by the township, three thousand and sixty dollars. I have received from the township collector, the first instalment of state fund, \$249.01; of the township fund, \$1,438.50.

J. P. BROWNING.

WASHINGTON TOWNSHIP.

Accompanied with what statistics I have been able to collect, I send you a few remarks upon the workings of our present school law. As the first, and perhaps the greatest, I would call your attention to the want of action (or abundance of inertia) in our trustees, through whom the most efficient sys-

tem may be rendered useless in practice. They seem to take but little interest in the very cause they are chosen to uphold by their efforts. As a remedy to this defect, I would suggest the plan of paying them a certain salary per day or year, for certain services which they are to render to the schools of the districts in which they are chosen. Another great defect, is the manner of taxation for the support of schools; some of the money being raised by the state, some by the township, and the remainder by those who patronise the schools. It should, in my opinion, be so arranged as to have the money all raised by a state tax, and that tax to be raised upon the whole property of the state. Such a reform would undoubtedly change the whole character of our common schools, and give additional impulse to the cause of education throughout the state. Education must be made more general, and easier obtained by the masses than at present.

WM. C. GARWOOD.

WATERFORD TOWNSHIP.

You will perceive by the returns, that not all the children of the township between the ages of five and sixteen years, have attended school; and how to induce parents to give their children better education, I do not know. I think, however, if our schools were free, a greater portion of the children would attend school. One of the districts has built a new school house, which is a comfortable building, and adds very much to the credit of the trustees and people of the district in which it is built. If more of the districts would do likewise, it would add much to the comfort of their children; one of them having no school house at all. But the trustees are making arrangements to do so, which I hope they may do. We did not raise as much money from the township last spring as has been done heretofore, consequently we cannot pay as much public money. Some of our districts have very good teachers, and some of them have none now at all. Some of them are negli-

gent about sending their returns to the superintendent, and therefore it is difficult for me to make out my report correctly, and in time. I would say, however, that the cause of education is on the increase, and I very much hope it may continue.

SAMUEL S. WILLS.

CAPE MAY COUNTY.

CAPE ISLAND.

In addition to the enclosed statistics, I will say that, during the winter of 1851, Cape Island was by the legislature of our state, set off from the lower township of this county, and incorporated as a city; since which time, as near as I can learn, no report has been made by my predecessors to the state superintendent; and no regular record of their proceedings kept in a proper form to be handed down to their successors in office, as directed by law, which renders it no easy task to get started right at this late date.

We have the facilities for good schools, provided the right steps were taken; the people generally being willing to pay either by taxation or otherwise, for the education of their children.

There is, however, at least one great hindrance, which greatly retards the cause of education among us, viz: an irregular attendance, arising not from necessity, but in most cases, from censurable neglect on the part of some parents.

There are some children, to my certain knowledge, who are nearly grown to man or woman-hood, who might have attended a good school nearly all their time from early child-

hood; yet are now unable to read or write intelligently and intelligibly. And though such cases are rather rare, yet, however rare, ought not so to be.

Our school has been taught about ten months in a year since the spring of 1851, by a gentleman who is unquestionably a scholar of a high order, and a good teacher; yet, of course, not without his faults; among which, in my humble opinion, may be named too great severity, and too frequent use of the rod. I am not one of those who object to its use altogether, but having had considerable experience in teaching the last eighteen years, I am fully convinced that but little corporeal punishment, with other good management, will insure better order, either in school or the family, than any other course.

Spelling, reading, definitions and derivations of words, penmanship, composition, declamation, geography, grammar, arithmetic, history, philosophy, book-keeping, and some of the higher mathematics, have been taught. We are well supplied with good books.

Our school house, though much better than many others in the county, is, nevertheless, far from what it ought to be, and far from what we are able to have, and I trust shall ere long have; it being far too small; being only twenty-two by twenty-six feet on the ground, and only one story high, which is but little better than a prison for one hundred or more scholars at a time. The internal arrangement also, is anything but convenient, having rather the appearance of the days of yore, than of modern improvement.

During a part of the year, we have employed a lady to teach some of the younger children; but from observation at my visits, concluded that she was, at least, but illy qualified to govern, there being but little order. We have most of the time paid our teachers only in part out of the free school money; giving the regular tuition (\$2.50 per quarter,) which in my opinion, is far from being economical in a school as large as our's.

I would suggest the propriety of some alteration in the

school laws, so as to make it more binding on some persons to secure a better supply, and a greater uniformity of books throughout each county. True, it is the privilege of the superintendent, if he chose, in connection with the trustees of each district, to say what books shall be used ; but then it is not done. I am not now speaking in reference to our little town, for, as I have before said, we are well supplied ; but I know it is a thing much needed in the county. The want of books is, perhaps, the greatest difficulty the teacher has to encounter. But let him undertake a revolution where he teaches, and there is trouble in the camp at once, and he may suffer loss. Would it not be well to make it binding on the county examiners and superintendents, with the advice of the teachers, at an annual meeting, after having examined the several books presented by teachers and others, to select such as in their opinion, are the best ; and then let the superintendents in their several townships, see that the books are brought into use in the several schools ; and in my opinion, a great work would be done for the benefit of the common school cause.

J. S. LEACH.

LOWER TOWNSHIP.

In addition to the within report of the schools of the Lower township, the superintendent would add that of the number of scholars in attendance, 190 read ; 156 write ; 124 arithmetic ; 31 grammar, and 42 geography. All the teachers in the township have been examined by the county examiners, in connection with the town superintendent, and are in possession of license. This feature of the school law, which at first was disliked, seems now to work well. In speaking of the schools of the township, the majority of them have not been kept open more than six months. This is much to be regretted—the evil of long vacation of two or three months. The children acquire habits of idleness, habits of inattention ; they lose much of what they had learned. All this is for want of more

public money. By a comparison of our present report with that of last year, we find that although it indicates a great want of interest in the subject of education, yet it contains some grounds of encouragement to hope for ultimate success. In this township the greatest obstacle to the progress of common school education, has been in the want of a proper appreciation of its benefits, while by some, education has been duly appreciated, and active endeavors put forth to secure its richest blessings upon community; yet there have been others preferring pence to intelligence, of sufficient influence to embarrass every well directed effort to secure the benefits of a high order of district schools.

But happily intelligence is beginning to be more generally and highly appreciated. The people see that it is indispensable to success in business, as well in agricultural and mechanical pursuits, as in professional life—that it enables them the better to enjoy society and the common blessings of Providence, and that their standing and influence in community are materially affected by it.

JOSEPH E. HUGHES.

UPPER TOWNSHIP.

The report which I send you is as nearly correct as I can make it; and is not far from being the actual condition of the schools in this township.

One thing seems to me to be necessary to carry out the benevolent design of our legislature in the education of children and youth in our state, namely: The establishment of a high school in each township for the exclusive benefit of advanced scholars, and those over 18 years of age; because that they can receive little or no benefit in the primary schools, where the first principles of education are taught, and where the mass of the scholars are small and noisy. This I found to be the greatest objection urged against the free school law. I hope to see the day when such a high school will be established in every township in the state. Then, and not till then, shall

we be able to raise our own school teachers, and no longer be dependent on New England, as is now the case.

JOHN JONES.

CUMBERLAND COUNTY.

BRIDGETON TOWNSHIP.

I have but little to say different from my last year's report. No change has taken place in the public schools, except that we are progressing slowly; the people tax themselves liberally; and we are feeling the want of a high school. The advanced scholars in the grammar school are kept back, which must be the case with some, for they can only get to a certain point in our common grammar schools, and we cannot remedy the evil unless we have more funds.

LEWIS MCBRIDE.

DOWNE TOWNSHIP.

The township of Downe, of which I am appointed town superintendent, contains nine districts within its own limits, as set down in the tabular view; five of these districts average about one hundred children each, between the ages of five and eighteen years, and have been supplied with competent teachers from six to nine months in the year. There has been considerable repairing and re-building of school edifices in different parts of the township. Mauricetown district has nearly completed a commodious building, two stories high, sufficiently large to accommodate from one hundred and fifty

to two hundred scholars on one floor, and expect to occupy it in a short time. The county of Cumberland has no board of examiners appointed, this business being left to the town superintendent and trustees. The interests of the free school system are on the advance in our township. Public attention has been excited during last winter and spring, by exhibitions at the close of the quarter in the larger districts, in which the improvement of the pupils have been called forth to the judgment of the community. These have been largely attended by all ages and both sexes, and much interest awakened by the recitations of the scholars. On these occasions I embrace the opportunity of giving an address on the subject of education, embracing it in the light of the free school system, which contemplates to bring the advantages of education within the reach of every family, and to qualify every child for the discharge of the duties of life. These humble efforts, I am gratified to say, receive the testimony of a welcome approval by the people.

Our township this year has raised by tax between four and five hundred dollars more than last, so that our dividend has been increased, and enables the larger districts to maintain a free school from six to nine months in the year.

As to the method of employing teachers, this differs in different districts; they are employed in some by paying them so much a quarter; in other, by appropriating some part of each child's share, the balance of the bill being paid by the parents, if it exceeds the amount of the free money. This plan is contended by some as the most equitable, as it gives to each child the better opportunity of receiving its appropriation some time during the year.

In closing my remarks, I would not dictate to the Legislature what alterations or amendments they ought to make in our school laws and regulations. They ought to be the best judge of that when assembled, and light is spread out before them. One amendment in the law is needed, from my own observation, and that is something to bind districts to furnish a suitable room or house for the public school, within a given time,

or be liable to lose the appropriation of the public funds. The mere nominal fine of ten dollars, for a neglect on the part of the trustees to do this, appears from my own observation to be insufficient to stimulate them to their duty, and hence, where that neglect is apparent, the children of such districts are growing up without the benefits designed by the free system.

WILLIAM BACON.

FAIRFIELD TOWNSHIP.

I am not as well prepared as I could wish, to make out a full and correct report of the schools in the township of Fairfield.

I was elected town superintendent last March. I have not been furnished by all of the teachers, with such statistics as would enable me to fill up precisely the numbers in the several columns of the blank I received.

I purpose to begin in time, as I visit the schools, to collect such items as will be necessary for my next annual report, or that of my successor in office.

You will perceive that there was nearly three hundred dollars of the money which we had for disbursement last year, unexpended; which would give an average of about one hundred and fifty children of legal age, who do not go to school. I think the largest proportion of that number would be found in a neighborhood of colored people, in district No. 1, bordering on the township of Bridgeton. Yet in all the districts, there are always more or less children that do not go to school, at least so much as to come to the amount of the public-money they would be entitled to. This failure may be assigned to various causes; principally, I think, to the fact that education is not sufficiently appreciated by their parents or guardians; so that they do not make that effort, which they otherwise would, to send their children to school.

This balance is added to the other moneys received, and apportioned among the children for the year; except where the

trustees of any of the schools wish their proportion of it towards repairing their houses, &c. In such cases, at the request of the trustees, it is paid for that purpose, on an order from the district trustees.

An increased interest manifestly exists in this community in the cause of education. We are as yet, however, only on the *threshold* of improvement. Much benefit is already experienced from the aid of the school appropriations, by which many have been enabled to do in the way of education, what they could not otherwise have done. But we *need* to have it *more* favorable still. I hope our legislature will speedily adopt such measures as will secure to public schools in the state, *double the amount* of that now afforded.

Money, however, is not all that is necessary. The minds of the community at large are not yet sufficiently enlightened and interested in the cause of education to dispose them to do what they should, or to avail themselves of the advantages of educating their children from the appropriations afforded. Every philanthropist should endeavor to contribute in some way towards enlightening his fellow citizens on the importance of education.

We have in this township about as good teachers for the several schools, as we could procure. The schools taught by females are for the most part small, and composed of children in the first rudiments of learning—teachers of only ordinary attainments, with a few exceptions.

A large majority of the school houses are located in thinly settled neighborhoods, on which account there is not a sufficient inducement for an approved teacher to engage there. There are two school houses—one in district No. 1, and the other in district No. 4—both in the midst of a population which would enable a good school in each, to be kept open during the year, with the usual vacation in mid-summer. In these schools first rate teachers could be well compensated for their services.

The importance of having good and competent teachers is such, that I am inclined to think our public schools will never

be what they ought to be, until school teaching becomes a *profession*.

NATH'L. DIAMENT.

GREENWICH TOWNSHIP.

I have filled up the blank report as accurately as my facts would admit.

Three of our districts maintain free schools about nine months of the year. If school is kept open any longer, it is done by assessment. In these three districts there is but one house each. In the remaining district there are three school houses, (one belonging to and controlled by the society of Friends, the trustees of which made me no report, except of the number of children enrolled in the spring.) The trustees of this district pay a part of each child's apportionment each quarter. The Friends' school I suppose will average twenty-five scholars per quarter for nine months. Since the last superintendent's report, a new school room has been erected in this, the first district, and devoted exclusively to the education of girls. It is a beautiful room, furnished with the improved iron seats, and promises well.

Since my election in April, I have visited the schools twice per quarter. By most of the scholars good attention is paid to their studies, and in a large proportion there is manifest improvement. Our county has no board of examiners. I have therefore, in connection with the trustees, licensed the teachers in the several districts.

N. R. NEWKIRK.

HOPEWELL TOWNSHIP.

The teachers have all been examined, except those of considerable experience in the business. No county examiners have been appointed. The schools have not been kept entirely free in any of the districts for the whole year. There is a

growing interest in the cause of education, though the standard is still far too low. Union Academy, located at Shiloh, in this township, which has been in operation the last four years, has done much to awaken the mind of the community on this important subject.

G. TOMLINSON.

MILLVILLE TOWNSHIP.

Enclosed you will find a statistical account of the condition of the public schools in this township. We have five entire districts, and two parts of districts; and in the latter, the school houses are not in this township—the one being in Pittsgrove township, Salem county, and the other in the township of Downe, Cumberland county.

Of the five entire districts—one (Millville or the fourth) is incorporated by a special enactment of the legislature. The first, second and third have become incorporated in accordance with the provisions of the supplemental school laws; while the fifth being small, remains upon its original basis, having a sufficiency from its quota of township tax and state fund, to support a good school only three, or, at most, four months in the year. The Millville or fourth district school is the chief one in our township, having the large number of six hundred and sixty-six children (666) entitled to its privileges. Of this number, the average attendance is about three hundred and twenty (320). When Dr. King was superintendent, I gave a minute and particular history of this establishment, together with an account of its organic and functional operations. This was published in his report, so of course needs no repetition. The schools in our township are doing as well as *legislative* action can make them.

We have no county examiners, and it stands as a shame upon the record of the "board of chosen freeholders." I do not reject many applicants, for none now apply unless tolerably well prepared. All the teachers in the township are licensed.

E. B. RICHMON.

MAURICE RIVER TOWNSHIP.

From the foregoing, you will find a correct report of the school operations in Maurice River township, for the present year. Of the eight districts, reports have been received from six; the remaining two are reserving their funds for the purpose of erecting suitable buildings for school houses.

There is a great deal of interest manifested throughout the township in regard to schools, and except in the smaller districts the schools are kept open nearly the whole year. In most instances the schools are well conducted. The teachers are industrious, and as efficient as can be expected, until our school system shall have approached nearer to perfection. When the business of teaching shall be considered one of the learned professions, then may we look for better things—then may we look for educated teachers and advanced scholars. As it now is, teaching (in most cases,) is followed until something better offers. This is not as it should be. Those who devote their time to teaching, should be well qualified, and should be compensated according to their merit.

The progress of education is much retarded in consequence of not having an uniform set of books; however, I find much cause for encouragement in that respect.

It is to be regretted that history is so little studied in schools here. In many cases it is nearly, if not entirely neglected. When the pupils are questioned in history they are quite at a loss, in fact they appear about as much enlightened in regard to the past as to the future. Instead of this neglect on the part of both parents and teacher, history should form one of the principal studies. In other respects, I find very little cause for censure in regard to studies.

We have no board of examiners in our county, and so far as I know, there is no real necessity for them. The school houses in the township are frame buildings; most of them spacious and comfortable, with extensive play grounds attached.

WM. S. WARD.

ESSEX COUNTY.

BELLEVILLE TOWNSHIP.

In opening my report to the state superintendent of the condition of our public schools in the township of Belleville, it may not be improper to mention some of the misfortunes which have impeded their progress the present season, in our section of the state.

In the first place I would notice the change of our township superintendent. My worthy predecessor having long been interested in the arrangements of our common schools, was able and willing to bring a large experience, to regulate, improve, and give efficiency to all measures calculated to build up our schools. But he declined being considered a candidate for the office, on account of the anticipation of an early removal from the place. The township feels the loss of his help. A faithful man—a zealous well-wisher of the advancement of education, it will be long before the place of Theodore D. Weld is filled up in the township of Belleville. Another misfortune is that to which your attention was directed in the last report of my predecessor—the entire interruption of the school in our most important district, that of Second River, for want of a house—the one heretofore occupied having been removed in the re-arrangement of some of our public buildings. This difficulty will, however, soon be done away with. Provision has been made by the district, and a large and convenient building is almost completed and ready for the school. The house is built of brick—thirty-three feet by sixty-one, two stories, with a basement—to be arranged in the most improved style, both as it regards warming, seats, &c. The lot and building will cost not less than \$6,000.00. They have a teacher, well recommended and approved, ready to commence the school.

I may mention, sir, as another impediment to our progress this season, the unusual amount of sickness which has prevailed, and has very much interfered with the regular attendance of the children; and on my part, has rendered it impossible to devote that time to the care and oversight of my charge that I otherwise would have done.

Our Catholic neighbors, residing in Second River district, wish to be provided for by themselves. They have petitioned me to apportion to them part of the school moneys in my hands, for the support of their schools. I have found no authority so to do. They again petition me to district them in such a way, that they may manage their own concerns. I find the majority of citizens in the proposed district opposed to the measure. If anything has or may take place touching the state policy on this rather agitating question, will you be kind enough to advise me?

With regard to the situation of all the districts under my charge; it is too true that we may notice too much room for improvement. The three districts—Franklin, North Belleville and Montgomery, have done well, and deserve commendation. The teachers have been punctual in their attendance. The good order and discipline of the schools have been carefully preserved—a care and neatness is to be noticed. But the teachers have not been suitably encouraged; and their labors onerous, being placed in charge of too many pupils.

Our half district—that of South Belleville, which has been heretofore connected with a small district in Bloomfield, is at the present time without a school; and what arrangements the trustees intend making, they, as yet, have not informed me.

I received from the hands of my predecessor,	\$2,746.44
Of town collector, from school fund,	266.27
From township tax, in part,	800.00
	<hr/>
	\$3,812.71
Have paid to order of the trustees of the several districts,	3,176.92
	<hr/>
Balance in hand,	\$636.79

From the above, sir, you may receive some information of what we are doing. But I do ardently hope, and confidently anticipate, if permitted to make another report to the state superintendent, to present things in a more decided and encouraging state of progress.

SAM'L. J. WARD.

CALDWELL TOWNSHIP.

In offering a remark upon the state and condition of the public schools of this township, I am impressed with the conviction that they are not, in many respects, what they should be, to produce an intelligent, an educated community. And this is attributable to a variety of causes, among the most prominent of which, is a want of interest by the employers—an interest which might not only be felt, but seen; it being rare to see them at the school room, witnessing its practical operations. There has, however, been a manifest improvement in our schools and school houses, during the last few years. Our people, when they of necessity have been called upon to act, have been invariably on the side of progress. The law of incorporation has worked favorably to the cause of education. Some of our school houses, that were in a ruinous and dilapidated condition, have been repaired, to the comfort and convenience of the teacher and pupil. Debts have been cancelled, and the way opened for still greater improvements.

Our teachers are apparently devoted to their work, and superior in many respects to what they formerly were; though we are under the necessity of employing, in small districts, inferior teachers, for want of sufficient remuneration. We have no county examiners; still our teachers are examined and licensed in conformity to law.

The teachers of this township have formed themselves into an association, called the "Caldwell Teachers' Association," the object of which is to awaken a deeper interest in the cause of education generally, and for the purpose of interchanging

views, that they may thereby be better able to discharge the duties devolving upon them.

A. O. KENT.

CLINTON TOWNSHIP.

In comparing the accompanying report with that of last year, you will find evidence of an increased interest among us on the subject of education.

The number of children taught has increased about twenty per cent., and the whole funds for educational purposes, from \$1,838.00 to \$2,822.97.

In two of our districts, the principals receive \$100.00 each per term, and each is furnished with a competent female assistant. We find a great advantage in having as large districts as possible, without subjecting scholars to too much travel; it renders education cheaper and more permanent, while any large school succeeds much better with both male and female teachers. In our larger districts, where we have the most competent and best paid teachers, the state fund and the \$3.00 per scholar, raised by the township, is quite sufficient to keep the school open the whole year; while our small districts are supported only by charging their scholars, for more than half of the year. We are constantly embarrassed with the condition of those districts which are composed in part from other townships. One township raises seventy-five cents, another three dollars; the consequence is, one is in funds and wants school—the other has no interest in having school longer than the public moneys last. The interests of education obviously require that such parts of districts be divorced; or that the legislature should fix the amount which should be raised in each township; or, which would be more equal, and I doubt not more satisfactory—that ample means for educating all the children in the state, should be provided in the most equal manner by the state. Our present mode of raising the principal part of our educational fund by direct township tax, is

evidently unequal and oppressive, especially in such manufacturing towns as have a large portion of floating or unsettled population. Next to a state law, providing for a complete free school, I would suggest as the next best thing the largest state appropriation, with less direct tax and an increased poll tax.

We have no county examiners. Our teachers are all licensed.

ISAAC C. GOFF.

ELIZABETH TOWNSHIP.

By way of explanation in regard to the great discrepancy between the number of children in this township and the number who have attended the public schools, I desire to state that we have a very large number of excellent private schools, and that our citizens who are able to do so, with scarcely a single exception, prefer sending their children to those establishments. I am very confident that the number of children in attendance at those private schools, far exceeds the small proportion who I am enabled to embrace within the limits of my report. The inference which, without this explanation, would be drawn from the report herewith transmitted, would be, in the highest degree, unjust to the citizens of this township, who are deeply sensible of the importance of securing to their children the advantages of a good education, and who are liberal in providing the means through which that desirable end may be attained.

WM. M. WHITEHEAD.

LIVINGSTON TOWNSHIP.

The state and condition of the schools under my superintendence, is much the same as was reported to you by my predecessor last year, without any preceptible advance in the number of scholars or increase of those studying the different branches of education; owing in a great degree, to the incon-

venience of our school houses, and the difficulty of obtaining competent teachers.

Most of our districts are small in point of numbers, covering a large territory, and cannot insure a teacher over twenty-eight scholars on an average; and if more could be obtained, our school houses are so constructed that they could not well be accommodated, and the variety of books so great that a teacher would fail to meet the approbation of his patrons. Under these circumstances we are obliged to overlook some important requisites in applicants for schools, and console ourselves with the thought, that it is the best that we can do. In some of our districts, the school rooms would have been unoccupied, had not some of our townsmen suspended their usual occupation for that of teaching, to the satisfaction of their employers. That there is an increase of interest manifested in our town is quite evident, and it is to be hoped that it will increase until all our townsmen see the necessity of rebuilding and re-modeling their school rooms.

The present year we raised by tax for schools, \$500.00, and received from the state, \$208.32. The number of children between five and eighteen years in the township are four hundred, of which two hundred and fifty have attended school.

RUFUS F. HARRISON.

CITY OF NEWARK.

The following statement exhibits the number of schools under the charge of the board of education, the number and names of the teachers, the number of pupils on the roll, and the average attendance in each school, to the date of the last quarterly reports of the teachers.

North ward public school, in State street. Male department—Henry S. Ward, principal; Mr. Richardson and Miss Rorty, assistant teachers. Number on the roll, 242; average attendance, 178. Female department—Miss S. M. Bleything, principal; Miss Williams and Miss Smith, assistant

teachers. Number on the roll, 192; average attendance, 128.

East ward public school, Commerce street. Male department—Charles E. Aymar, principal; Mr. Leonard and Miss West, assistant teachers. Number of children on the roll, 202; average attendance, 125. Female department—Miss Malvina Dennis, principal; Miss Pruden and Miss Johnson, assistants. Number on the roll, 190; average attendance, 128.

West Ward public school, Market street. Male department—J. M. Quinlin, principal; Mr. Kean and Miss Mather, assistants. Number on the roll, 255; average attendance, 134. Female department—Miss S. C. Winans, principal; Miss Corwith and Miss Quimlin, assistants. Number on the roll, 205; average attendance, 123.

South ward public school, Court street. Male department—Samuel M. Perkins, principal; Mr. Andrews and Miss Yeomans, assistants. Number on the roll, 206; average attendance, 148. Female department—Miss Mary E. Stone, principal; Miss Fish and Miss Crane, assistants. Number on the roll, 201; average attendance, 119.

Fifth ward public school, Lafayette street. Male department—Samuel W. Clark, principal; Mr. J. Clark and Miss A. L. Clark, assistants. Number on the roll, 281; average attendance, 214. Female department—Miss Mary E. Ward, principal; Miss Richardson and Miss Barnett, assistants. Number on the roll, 229; average attendance, 151.

Sixth ward public school, Marshall street. Male department—Joseph E. Haynes, principal; Mr. Stevens and Miss Bradshaw, assistants. Number on the roll, 197; average attendance, 129. Female department—Miss Eliza A. Chase, principal; Miss Nuttman and Miss Colley, assistants. Number on the roll, 183; average attendance, 124.

Seventh ward public school, Lock street. Male department—Isaiah Peckham, principal; Mr. Corliss and Miss Howell, assistants. Number on the roll, 232; average attendance, 178. Female department—Miss P. A. Miller, principal; Miss Young and Miss Davis, assistants. Number on the roll, 202; average attendance, 154.

Teacher of vocal music in ward schools—Edward Ilsley.

Public colored school, Plane street—E. H. Freeman, teacher. Number on the roll, 118 ; average attendance, 78.

Public primary school, Ferry street—Miss H. A. Hathaway, teacher. Established November 14, 1853, and has sixty-five scholars.

Total number of scholars on the rolls, 3,170. Total average attendance, 2,110.

Number of schools, sixteen. Number of teachers, forty-five, of whom sixteen are males and twenty-nine females.

The annual examinations of the public schools have recently been held, and clearly manifested the utility and progress of the schools during the present year.

The moneys appropriated for the support of public schools during the year, have been expended as follows :

Erection of public school houses,	\$7,045.74
Repairs of public school houses,	667.92
Salaries of teachers,	11,791.17
School books and school furniture,	1,694.49
Stoves and fuel,	339.00
Incidental expenses,	647.20

Total,	\$22,185.52
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These moneys have been derived from the following sources :

Interest of Sayre's bequest,	\$ 240.00
City's quota of state appropriation,	6,252.12
Appropriation from the city treasury, raised by tax,	15,693.40

Total,	\$22,185.52
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The public school house, now building on the corner of Washington and Linden streets, is under cover, and will probably be ready for occupation about the first of October next. Its completion will enable the board to commence the important work of establishing a higher grade of schools for advanced pupils. The system of public schools in our prosperous city needs nothing more than an adequate number of

such schools, to enable it to compare favorably with that of any other community in our vicinity.

The cost of the new school house thus far, has been as follows:

Cost of site and plans, last year,	\$5,075.00
Payments on contract for building, as far as the same has progressed,	7,045.74
	<hr/>
	\$12,120.74

It is estimated that ten thousand dollars will be required to complete the building, fences, paving, &c., and furnish it suitably.

STEPHEN CONGAR.

NEW PROVIDENCE TOWNSHIP.

You will perceive, in looking over the table of report, that the whole number of children residing in this township between the ages of five and eighteen, is 361, that the schools have been kept open eight months and a half, and that the whole number taught during this time is 217. It is to be regretted that all the schools have not been kept open throughout the year, and that a larger number of children in proportion to the population have not been regularly found in the schools. The responsibility of this absence falls, it is to be feared, heavily upon the parents and guardians of the children. As it is, the right of every child to receive an education, and in these days of free schools, and every facility to acquire knowledge, none should be justified in the neglect of the privilege.

I am happy to remark that the teachers, generally, are fully competent to fill their several positions; and having had some acquaintance with the schools of this township for the last fifteen years, I am satisfied, from personal observation, that the schools are now in a more prosperous condition than in any period during this time. Yet, education in this beautiful valley of the Passaic, does not take as elevated a range as

could be desired. But we hope for improvement, and shall labor to the best of our ability for its accomplishment. The branches now taught are reading, writing, arithmetic, geography, grammar, history, philosophy, algebra and composition. I would also state that some improvements have been made in the school houses for the comfort and convenience of the pupils.

JONATHAN M. WILCOX.

ORANGE TOWNSHIP.

I herewith transmit the printed form which you sent me, filled up according to your accompanying instructions, in the best manner I could.

The whole number of districts is ten—two less than in my last report. During the year one has been abolished, and another, being a small part attached to the South Orange district, in Clinton, has been omitted. Three of these districts are incorporated, and two of them are joint districts in connection with Livingston and Clinton townships.

In the second column I have put down ten as having sent reports. In one district, however, there has been no school taught during the year, and the only report from it was that of the number of children in it, upon which its quota of money was determined. Would it not be well to fix by law some time beyond which a district, failing to provide a school house, should forfeit its quota, or suffer some other inconvenience, that might stimulate trustees to a prompt discharge of their duties?

The reports of the trustees show an increase of one hundred and twelve children between the ages of five and eighteen, in the township.

The four columns, showing the number of children who have attended school respectively three, six, nine and twelve months, I have filled up partly by conjecture and partly by calculation. From the data furnished from two of our principal districts, kept during the whole year, I have observed the relative

numbers attending for these respective periods, and adopting the same ratio for districts from which I have no accurate statistics. On this point, I have added the proper numbers to the aggregate of scholars reported to me from the schools that have been kept open three, six and nine months, and hence, I suppose, have approximated pretty closely to the truth.

Under the head "amount of money raised by tax for the support of public schools," according to my understanding of the instructions of your circular, I have put down the sum \$2,065.50, which is what was voted to be raised by the town last April. This, of course, has none of it been received, neither will be, until our taxes are collected, and had it not been for my interpretation of the circular, I should have inserted the sum of \$1,344, which was authorized to be raised the year preceding, and was put in my hands subsequently to the making of my last report. Besides the sum before mentioned, of \$2,065.50, two incorporated districts have authorized the raising, one of \$250, the other of \$500, for repairing and building school houses. Under the head "amount received from other sources," I have inserted \$50, which was contributed by individuals and a charitable society, in aid of one of our weak mountain districts, and which I have thought proper to notice, because it was applied through the superintendent.

Our teachers have all been examined and licensed by the superintendent, with the concurrence of the trustees, there being no county board. They are employed, the males at from \$300 to \$600—the females at from \$200 to \$250 per annum.

None of our schools are absolutely free; a fee is received from the scholars varying from forty-five cents to one dollar, according to the exigencies of each district. In our largest district, numbering nearly two hundred scholars, and divided into four schools in one building, which are expected to be kept open during the whole year; and where the teachers are as well paid as in any other, each pupil brings his ticket which he has procured of the trustees at 45 cents, and this entitles him to his place in the school for a quarter. In this

district the books and contingent expenses are furnished by the trustees, and are computed to be about equivalent to the assessment of forty-five cents, so that the tuition may be considered virtually free. In two other of our larger districts, the fee required of the pupils over the public moneys, is from seventy-five cents to one dollar.

From the operation of existing laws in our township, we infer that our large schools will be well sustained, and with a little more aid from the state, and somewhat more liberality in taxation, may be made quite free to the people according to the liberal views of the state. But while the system of free schools is decidedly gaining in popular favor, there is, and is likely to be, a yearly struggle between the tax payers and the supposed beneficiaries of the law. Without pretending to suggest anything further towards rendering taxation for school purposes more acceptable to all parties, I would renew the suggestion made in my former report, that something might be gained by increasing our present poll tax at least to two dollars.

A. PIERSON.

RAHWAY TOWNSHIP.

Enclosed with this I return the report filled up, which you were kind enough to transmit to me some time since.

I regret that circumstances over which I have had no control, will compel me to be exceedingly brief. First, allow me to explain the fifteenth column of the report. The amount stated in report, as received from other sources is, \$1,812.18

First source, balance from late superintendent, was	\$1,740.22
Second source, children attending schools from other districts,	71.96
	————— \$1,812.18

It is with regret that I am compelled to state, that we have no county examiners appointed for this county, the schools thereby sustaining an injury that cannot be repaired; for teach-

ers are sometimes engaged by trustees who have taught in other townships, and have licenses for one year, granted through haste, we fear, by superintendents, which teachers are afterwards found incompetent, and have to be discharged. There is another thing that detracts from the usefulness and efficiency of our schools, viz. : the frequent changing of teachers, and the schools necessarily closed by the want of adequate funds to employ good teachers for a whole year ; and the frequent changing of books that consequently takes place to suit the taste of the teachers.

There is another subject that I am compelled to notice, viz. : the frequent absence of the pupils ; and to guard against this, the trustees of Franklin district have adopted the enclosed rules, which I also send to you. All the schools in this township are free, and in two of the schools we have pupils studying Latin, French and drawing, and it is with pleasure that I am able to state that since the last report there have been erected, by the energy of the trustees, two new school houses, which, in point of comfort of both teachers and scholars, will compare favorably with any other rural district in the State, and in fact far superior to many that I have seen.

JOHN H. JANEWAY.

UNION TOWNSHIP.

In addition to the form which I have just filled up, I have only to add that the general aspect of our schools is encouraging, notwithstanding some unavoidable obstacles. The school in our district has been closed the whole year for want of a house. This, however, is now supplied, and a new, commodious and tasty edifice supplies the place of a small, old, rickety building, now waiting for a teacher to occupy it. Another school has been closed more than half the year, for want of a teacher. Indeed, our great want is suitable teachers. We have advertised, written and inquired in several directions, not forgetting the great hot-bed of teachers, New England, but without success. Consequently we have been obliged to

supply two of our schools, recently, with young, inexperienced teachers, who engage in the business as a convenience during the winter months. One called upon me for advice, declining an examination until he should become more familiar with his early studies by teaching. The other was employed without my knowledge. Both are yet to be examined by me, as the board of chosen freeholders of our county have made no provision for this object.

Two excellent female teachers have been in our employ during the summer months, while two of our schools have been under the care of two male teachers, of competency and good moral character, during the whole year. The most of our teachers are under a salary of from \$60 to \$90 per quarter, about half of which is paid by public funds, the other half by the parents. Good teachers command a fair compensation. Give us teachers of moral worth and competency, and our schools will flourish.

ROBERT STREET.

WESTFIELD TOWNSHIP.

In compliance with the law relative to public schools, I respectfully report that the number of whole districts in this township is five, and two parts of districts; in one of which, the school house is situated part in the township of Westfield and part in the township of Springfield. In the other, the school house is situated entirely in the township of Plainfield; from all of which reports have been received of the number of children capable of attending school, between the ages of five and eighteen years, which, in the aggregate, amounts to 471. The whole amount of public money appropriated for school purposes, is \$593.90, of which sum \$300 was raised by tax; \$245.90 was apportioned by the county from the State fund, and a small additional sum of \$48, being a surplus belonging to our township, which, by a vote of our last annual town-meeting, was resolved to be applied for educational purposes.

The condition of our schools, with few exceptions, is im-

proving, being a greater part of the year taught by efficient and judicious teachers.

The whole number of teachers licensed during the year, is eight, five of whom are males and three females, all of whom have discharged their duties diligently and faithfully, although their compensation is small in comparison with that of other townships. It is, however, much to be regretted that our best teachers do not teach more than two terms in a place, owing to the small pittance they receive, which does not, on an average, amount to more than seventy dollars per quarter.

In one district a school has been taught free for a period sufficient to absorb the public money apportioned to it. In another district it was deemed more equitable to apply one half of the public money for the summer, and the other half for the winter session. In other districts a portion is applied to each term taught, and the balance due for tuition is paid by the parents.

I am of opinion that, until a sufficient sum is either raised by the State or township, so as to enable all to be taught free, the latter mode of applying the money is best adapted to our township, for it induces a greater number to attend the school through the year, than to have the schools with the small amount received by each, taught free, for a short period, which does not exceed three or four months in the year. When it is announced that the tuition is free from charge, there is a general rush of children to school, and the attendance, with many, is only during the time no charge is made, and the remaining part of the year they go untaught.

COOPER PARSE.

GLOUCESTER COUNTY.

DEPTFORD TOWNSHIP.

The public money has been used as follows: Paid to, and expended by trustees of organized schools, \$119.32. Paid to teachers of free schools, \$322.21. Paid to teachers of schools not free, \$540.96. Repairs, fuel, &c., \$75.14. Total, \$1057.63.

In the districts, including the town of Woodbury, there has been a free school taught eight months by male teachers; also, one for colored children, open three months, taught by a colored female. One other district had a free school three months. In six districts the money has been used to pay the bills, as far as it would go, the employers paying the balance. Although this is not in accordance with the law, the trustees believe it to be the best they can do, as the amount of money received, 92½ cents per child, is not sufficient to keep the schools open six months. There are, at this time, seven district schools open, with 247 scholars on their lists, taught by males. The number of scholars given in the above schedule, as attending school the different periods, applies only to district schools. Justice to the inhabitants of this township requires something to be said of other, and good schools among us, in order that we may not seem more behind the age, on the subject of education, than we really are. We have two organized schools that reported 129 children as having attended last year; these schools have been kept open all the year, with an average attendance of 60 scholars. There are also four private schools (unaided by the public money) in operation, with an aggregate of 108 scholars in attendance at this time. Examiners have been appointed for the county, and teachers are licensed; how thorough the examination may be, I cannot say, never having been present at an examination of a teacher, or heard of the

examiners having a meeting for that purpose. Many of our male teachers are poorly qualified, and this will be the case until we can offer greater inducements, by keeping our schools open a longer time, and paying a larger salary.

B. J. LORD.

FRANKLIN TOWNSHIP.

In connection with the report from Franklin township, I am gratified in being able to state that the schools in many of the districts are in a flourishing condition, while in others there is a marked improvement from past years. A good interest has been manifested in making the school rooms more comfortable and commodious. In general, the teachers employed in the township are able and well qualified men. All are regularly licensed teachers. We have a board of examiners appointed by the county, who are men of talent and prompt in duty. One new district has been organized out of parts of two, and a commodious house erected therein. You requested that the town superintendents should give their opinion with regard to the working of the present school law. I will just state that I hear many grievous complaints that there is, under the present workings of the law, a great waste of public funds, from the fact (which you will perceive from the above report) that the children do not attend the schools. Now, the question is, how to obviate this difficulty without passing laws which would appear sumptuary in their nature. I do not hesitate in giving it as my opinion, that if a poll tax expressly for educational purposes was levied on every tax payer, that it would increase the interest of education with us. The fact is that, say one third of the persons who even have children, in a manner pay no school tax, and consequently they feel no interest in the matter. The section of the law which authorizes the incorporation of districts, and the raising of any amount of money which two-thirds of the inhabitants may determine, proves to be very dissatisfactory in some districts, and has

been the cause of much complaint. Notwithstanding the above objections to the present law, the people are generally willing to submit to its provisions, but think if the interest of all could be awakened, by each contributing, it would be attended with the best of results.

STEPHEN G. PORCH.

HARRISON TOWNSHIP.

In making out my return for the end of the year, I cannot report the schools in as flourishing a condition as I could wish. We have nine school districts in our township, and three parts of districts where the school houses are in other townships. We have nine school houses in our township, all but one built of frame material, and, I regret to say, the most of them are in poor condition, as to comfort or convenience. The school houses are too much neglected by the trustees and employers. District number eight, situate in Mullica Hill, with one hundred and sixty scholars, is entirely too much neglected by the trustees and employers, as regards the house, or the books that are kept therein. There are almost all kinds of reading books and arithmetics in the school, which is all wrong, the teacher not being able to classify the scholars as ought to be done, thus losing much time uselessly. The cause is because each scholar has to find his own books, thus making the books of so many different kinds. This, also, is the case in almost all the other school districts in our township. The free school system seems to work bad in all of our districts, from some cause or other. As much as I am in favor of free schools, I am forced to believe that the law ought to be repealed altogether, unless our legislature will at once make the law so as to make the schools entirely free the year round, for in each school district there are complaints about the present law. The law is that the schools shall be free, but does not provide any positive way or means to make them so. So, the money appropriated by the State is entirely insufficient to keep them free, and the law

leaving it optional with the town meetings to raise the balance of money by the township tax, creates much hard feeling, some in favor, and some strongly opposed to the law. I think the law should provide for each able bodied male citizen to pay at least one dollar school tax, and the balance to be levied in proportion to the wealth of our citizens, so as to make our schools entirely free, or else repeal the law altogether. I have visited all the schools during the year, and find the teachers all licensed, and doing the very best they can, but must say that the schools are all too much neglected by the trustees and employers. The opinion seems to prevail to a considerable extent, with a great many, that if the schools are free, that is all that is required. But I hope the legislature will take some means this winter to obviate the difficulties complained of.

There are but three schools kept open in our township the whole year, owing to their being situated in country places. Too much attention cannot be paid to our schools, for on them, in a great measure, depends our free forms of government, and our most praiseworthy benevolent institutions, and on education depends our future happiness.

JOSEPH A. SHUTE.

WOOLWICH TOWNSHIP.

There are county examiners appointed, and all the teachers have been regularly examined and licensed according to law.

The schools in the township, the last year, have not been kept free. The trustees of the several school districts apportion the moneys for school purposes, coming to each, among the several quarters taught, in all cases where the money is applied to pay for tuition, which appears to meet the approbation of the people at large, as it enables them to have the schools open longer than they otherwise would be.

There has been assessed on the inhabitants of three of the districts, the last year, the sum of \$815, to be applied for

building and repairing their school houses, and also in four of the districts, \$305 of the moneys received from the State, and from other sources, have been appropriated to the same purposes. All other money for school purposes is applied to pay teachers.

JACOB HAWEY.

HUDSON COUNTY.

JERSEY CITY.

I have filled the blanks in your circular as you desire. The greatest obstacle to the usefulness of our schools is the irregular attendance of scholars. Our schools being free for all, and class books all provided, in the same manner, parents do not appreciate their value; as none of us do the air of heaven, which comes to us even without our bidding, and the sparkling water which gushes from every hill-side. Another obstacle is the want of convenient and capacious school houses. Our city is new and rapidly growing, and our authorities provide for the wants of the body before those of the mind. We have, however, lately, at the expense of some four thousand dollars, remodelled one of our school houses to very great advantage. The advantage consists in the introduction of sliding doors for the purpose of dividing up the school rooms at pleasure, into recitation rooms. The board of education have asked for funds to build, on the same plan, two more school houses, which we need at once.

Rev. William V. Mabon, of New Derham, and myself, are examiners of teachers for the county, and I believe the law is generally complied with by teachers.

LEWIS COLBY.

HUNTERDON COUNTY.

ALEXANDRIA TOWNSHIP.

The subjoined report I humbly submit, hoping it will meet your approbation. The interest felt in part of our township relative to the schools is very encouraging, while the remaining portion is careless and disinterested in the cause. The majority of our schools are on the increase during the past year.

And that the cause of public schools may succeed throughout the state, is the prayer of your humble servant.

C. BARTOLETTE.

DELAWARE TOWNSHIP.

There is a good feeling in this township, both among the teachers and pupils as a general thing. The interest teachers take, or the most of them, in the children under their care, is deserving great praise. There are fourteen districts, and parts of districts in this township; seven whole ones and seven parts. There are ten school houses located in the township, and all, with one exception, are in good repair. I think that the present school law works very well; but the most of the inhabitants are waiting patiently for the free school system. There has been a little discord and dissatisfaction in some of the districts, in regard to dividing some of them, and making new ones, but it is all passing off quietly and peaceably I believe, and upon the whole we think our schools are in a prosperous condition, and the cause of education advancing in our township.

ASA S. SNYDER.

LAMBERTVILLE TOWNSHIP.

By your request I will venture a few remarks in regard to our schools. I would say that we have a good school at this time. We have two good teachers, and as you will see by the report we have but one hundred and thirty children in attendance. This accounts for the want of more room; so with the consent of the trustees, we postponed opening our school until this present quarter, thinking we should be able to occupy our new school house which, when done, will be ample for all the children in the district. I will state to you the size of the building, viz: ninety feet by forty feet wide, two stories high, with a steeple seventeen feet, to be used by the scholars as an observatory. The house is built of bricks, and stands on an elevation of one hundred and thirty-eight feet above the level of the town. The people voted four thousand dollars to build the same. I think I can say with confidence that the people of this district are willing to support a liberal school law.

H. AREGOOD.

KINGWOOD TOWNSHIP.

I have waited until the last moment I was entitled to for making a report for blanks, but have received none. I therefore send you an informal report. You will perceive at a glance that our schools are not in a very flourishing condition; three districts have had no schools during the year, one less than three months, two six months, the others nearly the whole year. This is in a great measure in consequence of having no school houses, or none fit for use. In our district they were re-building in two; they have no houses fit for use. I am happy to say that our school houses are improving.— We have put up three good ones lately, which, together with those in good condition, leaves two districts without houses fit for use, which I think will be supplied during the year.

ISAAC R. SROPE.

READINGTON TOWNSHIP.

The greater part of the schools (seven)—the others almost—in our township, have been entirely free during the past year, but there has been a general complaint among the teachers, of a want of regularity in the attendance of their pupils, many averaging not more than two or three days per week. And this defect has been lamentably manifested to me in my visits to the schools. It really appears as though parents did not value the opportunities they have of education for their children, because it seems to cost them nothing. These things ought not so to be. But I know not a remedy, yet I could not recommend the abolition of the free school system.

The teachers have all been examined by me, in conjunction with the trustees of the respective districts, there having been no county examiners appointed. Whether they have been examined according to law, or not, I cannot say. I but lately came into this State, and have not been furnished with a copy of the law, and consequently have felt embarrassed in every movement, and have had to turn away those who would come to inquire of me concerning the law on different points. I make these remarks for the purpose of enquiring if I am not entitled to a copy from some source. I either want a copy of the law, or else do not want the office. If I do a thing at all, I wish to do it properly. I wish you would give me information upon this point. I know of nothing particular to communicate. The general condition of our schools is good, for the difficulties they have to labor against; yet there is much room for improvement.

L. L. COMFORT.

WEST AMWELL TOWNSHIP.

In making my report I need not inform you of the difficulty under which I labor, for you are well aware that the township being small the children from West Amwell are sent to five

different schools, which are situated in other townships, and according to your circular will be reported there. The teachers have all been licensed according to law; and our schools have been in operation more of the time than in former years, and I think more attention is paid to education by the trustees and patrons.

In two of the districts the school houses are in bad repair, and small; and there has been considerable talk about building new houses, but, as yet, talking is all that has been done.

You are aware that there have been no county examiners in our county, and consequently licenses have been granted by the superintendent and trustees of the several districts, which I lament very much for several reasons.

In my brief sketch, I must inform you of the educational association in the part of Hunterdon county which was formerly Amwell. The association is gaining strength with its age, which is and will be conducive of much good. Able addresses are delivered once in three months on the subject of education, and the minds of the masses turned to the great importance of a good and proper education for the rising generation, impressing upon the public mind that knowledge is power, and also that it can be wielded for good or evil purposes, thereby showing the importance of education founded on the right principles of responsibility, respectability, integrity and usefulness. I think I may safely say the public are anxious for larger appropriations from the State, for the schools. But if such is not thought advisable by the legislature in their assembled wisdom. I am also sensible that much good may be done by the State superintendent, in delivering addresses frequently on the subject, and in every part of the State, (even I might say in every school district,) if his compensation would admit of his turning his whole attention to the subject as it should be. The labors and pay of the State superintendent are very much like the arduous task and compensation of the teachers in our public schools—the persons who have no other employment fill the responsible station.

N. V. YOUNG.

UNION TOWNSHIP.

In addition to the within return, I would remark that the long wished for benefit of a good system of education is very slowly arriving among us, if, indeed, it is coming at all. If it were not that, as we wish things to be we are apt to fancy them, I would be tempted to believe that we were making no progress whatever. It is now more than twenty years that we have been legislating on the subject of education, and what has it brought about? Almost all the superintendents of our public schools are selected (as indeed they should be) on account of their being friends of education. In their returns to the State superintendent, (so far as I can judge from the State superintendent's reports of 1849 and 1850, being all the reports of the kind I have ever seen, and was favored with them by a friend I then had in the legislature,) they speak cheerily of the progress of education in their respective townships, and so, no doubt, it appears to them—they wish it so. But how does it appear to others, the citizens of other States, and those having an opportunity to judge unbiassed in that matter? I hear no flattering compliments from them. Our public school system is not looked on by them with a favorable eye. Are we really progressing in the matter as fast as we think we are? I think not. The township of Bethlehem has for more than twenty years, (that is, ever since we commenced legislating on the subject of education,) increased in scholars and voters at a rate a little over two and a quarter per cent. per annum; and in nothing but the culture of the mind has she fallen short of an equally increasing ratio, as a view of her farms, her buildings, her flocks, her recorded securities for money will show. But how has she dealt with the minds of her beloved children all this time? Have they been attended to in proportion? Has the whole stock of mental acquirements among her citizens increased in proportion? We cannot prove on paper, nor can we refer to any tangible object that will show the difference

or the contrary. Notwithstanding, it is obvious to every reflecting mind, that learning does not keep pace with our other improvements. And why? Where is the remedy? Ah, that's the question, and a difficult one it is to solve; will any laws that can be enacted, remedy the evil? I fear not, unless we can inspire the minds of the people, generally, with a love for learning. Unless we can encourage one another, and particularly the rising generation, to judge of the man by his mind, and not by his purse, we will never make much advance in education.

There is one branch of education that it would not be difficult to prove that we are not advancing in. I refer to writing; so much is that useful and ornamental branch neglected, that you scarcely find a teacher capable of writing a good, fair copy hand, and instructing a class in the principles of the art. I am certain we have not improved two and a quarter per cent. per annum in that branch. Nay, we have not held our own, and I am not acquainted with the part of the country that has. This degeneracy in the art of writing has had a bad effect on spelling. You cannot at this day, from much of the writing you see, even among teachers, judge whether it is spelled right or wrong, and are consequently cut short of another means of judging of a man's acquirements, as it would be rather out of *fashion* to write a legible hand. At the time the teacher was accustomed to write his article of agreement with his employers, and, in company with a trustee, visit every house in the district, each employer had the means of judging of the spelling and writing of their teacher. But this is done away with, and spelling and writing languishes, as most other branches do. Now, what's the remedy? This age of improvement will not allow us to do as our fathers did. What shall we do in that respect? In villages we may have writing schools, but it is an art requiring so much practice, that it cannot conveniently be taught as a separate branch, or in a distinct school—like other human transactions. The people, in their individual capacities, will

have to say what requirements their teachers shall possess, not only in writing, but in all other acquirements.

This brings me to say a few words about the "license system." So far as it regards this "system" being a protection against imposition, it is, in reality, the very first step towards the people's being imposed on. I now speak of the licensing by the trustees of a district, and superintendent. All the power the superintendent has, is to appoint the time; when he has done this his power ends, unless, indeed, he should be the only one of them who does attend. This same (trustee) power, having employed, will license the teacher, and the district and superintendent must abide by it—they have no appeal. As this is a matter regulated by the law, the remedy will be in amending the law. If all the parents or guardians of the children were present, and participated in these examinations, I believe it would be better than it now is. But as this is the day of "conventions" and incorporations, in which all individual enterprise is swallowed up in the conventional or incorporate *mass*, the meeting for the election of trustees, and that for the licensing of teachers, does away with any individual opinion or action in the matter. I think the remedy would be a general school meeting, face to face, of the parents or guardians and teacher and let the majority judge. Has it ever occurred to any of our legislators that the trustees of a district might license a teacher and employ him a short time, and give him an order for all the money, and he endorse that order, and carry the money to the district trustees, reserve his own pay out of it, and they divide the remainder individually among the employers of the district, "share and share alike." And if such was or is the case, where is the remedy? In so amending the law as to abolish the practice, perhaps the board of county examiners prevents these evils. Those who have experience in that matter could throw light on that subject; as it is, it is a failure with us. I have been speaking of the township of Bethlehem as though my return was for that township, which is not the case, but for a fragment of the once township of Bethlehem, which was cut off at the last session

of the legislature, and called Union. The prime movers of the measure had in view that by a division there would be no tax for schools raised in the new township. But such is the love of the majority for education, that they cheerfully voted two dollars per scholar for a school tax, in addition to a State appropriation, and they pay it as cheerfully, and only wish to receive a reasonable benefit from it, clearly proving that the majority wish improvements, and are looking to the present mode of doing business for the remedy, when, in truth, the remedy exists alone in their own hands, in each one conducting himself as if he was responsible for the whole, and not willing to pass it over to trustees, or any one else.

Laying taxes at town meetings for educational purposes is a great source of much of the evil in the system. The money is appropriated or set apart at a town meeting, when the man who has children to educate votes the money of his neighbor, who has none, to the use and education of his own children; this begets in the rich man an unfriendly feeling towards the poor man, and he, in return, is not content to balance the envy of the rich by the schooling of his own children, but must needs show a "proper spirit" of resentment for the favor thus voted to himself. This weakens the bonds of friendship more than the tax so raised (and expended as it is) does good. For this I think there is a remedy. Let the legislature appropriate all the income of the State, under their control, to the express purposes of education, and let the expenses of the government be borne by the property holders of the State. Every man will say there is nothing wrong in this, and then much of the evil will, in my opinion, be done away with. No man will be told, when going to town meeting, or to elect trustees, that he is going to contrive how to rob his neighbor, by taxing him to school his children. The State has provided liberally for her delinquent citizens; she has erected a noble mansion for them; adorned it with the hieroglyphics of the ancients; she provides food, raiment and moral instruction for them. She, likewise, has provided for that helpless class of our fellow beings, who, bereft of the healthy exercise of the

faculties that we advocate the cultivation of, are cast upon the good will of their fellow citizens for protection. This is all right and praiseworthy, and if anything more is wanting, and these provisions are not sufficiently ample, she is abundantly able, and ought to be willing to make them so.

She has likewise provided the industrious and speculating portions of the community with incorporations of every kind, and in some instances has even went so far as to aid and assist individual enterprise, and all this and at a time when she lays out a hundred and twenty-five thousand dollars for the support of state officers and such like, only allows forty thousand dollars to the culture of that which is of more value than all the rest, and which, if properly attended to, would lessen the necessity of prisons, asylums, and a burdensome legislation, for the benefit of the few at the expense of the many.

By the wise government of a state, the property and persons of individuals are protected; that property ought to support the government that protects both its owner and it. The property of the state under the immediate control of its legislature, belongs to all its inhabitants (may I not say share and share alike.) They *should* share equally, and how more so than by educating every citizen of the state? When property needs to be defended, the owner does not shoulder the musket in defence of it—he rather pays his quota to those who will; then let him who does the fighting know how to do it, and both himself and his employer will be benefitted.

Let the state try her hand in good earnest in behalf of education—let her show as much zeal in supplying the wants of the mind as she has done in the instances alluded to above in supplying other wants—let not the only zeal manifested be that of a yearly return on paper of our wants, and the echo of the same by our executive, together with the offer of “a stone when bread is asked,” be all we do in this matter; let us supply good healthy food for the minds of the rising generation; we are able to do it, thanks to a kind and beneficent providence for the same. Let our children partake of what is prepared

for them to their full satisfaction, and they will bless our memories when our bones are mouldering in the soil; they will have something to remember and bless us for, more than a few paltry dollars; and vitiated and spoiled tastes, that would prevent the proper enjoyment of even them. At the same time, every individual in the state, to bring about all the advantages arising from a good system of education, and the necessary means of carrying out the same, must countenance the plans; and cheer on all engaged in the good cause; must feel their responsibility individually, and all act as though the whole matter rested on their own individual action; keep their children steadily at school, instead of, as at the present time, letting them, in too many instances, run the road, (and that the road to ruin,) or straying in their neighbors' fields, gathering the berries, that although sweet to the taste at present, is sure to end in bitterness, when the time so spent comes to be reflected on. Parents who suffer (not to say encourage) your sons to climb their neighbors' nut trees and strip them at the risk of their necks, think of this, and train that danger-daring spirit to nobler views and purposes—to climb the ladder of a virtuous ambition. Then, and not till then, shall we have the full benefit resulting from a "good system of education."

JOHN BLANE.

MERCER COUNTY.

EWING TOWNSHIP.

In compliance with duty and the requirements of law, I herewith transmit my first report of the state and condition of our public schools, in the township of Ewing, in Mercer county. I have endeavored to fill up the blank which you

sent me, with as much accuracy as possible, and, although I have found some difficulty in filling up the blanks under some of the heads, yet, I think upon the whole, it is not far from the facts, generally. I have put down under the first head the number of districts at five, although you are probably aware that two of them are composed, in part, of the adjoining townships of Hopewell and Lawrence, the school houses of each being located in our township, under the columns for stating the number of children attending three, six, nine and twelve months. I have found more difficulty than in any other of your requirements, on account of some of the teachers not keeping any registers, and also on account of the frequent changes of teachers in some of our districts. I have also found some difficulty in ascertaining the average terms of tuition, owing to the various ways in which teachers have been employed. I have, however, set it down at \$2.37½, as an average per quarter for each scholar during the past year, and the amount per annum is for males about \$400, for females about \$200. This, under this head, is as near as I can come at it; the rest of the headings are all filled up according to facts. Under the head "amount received from other sources," I have put down \$31.01, which remained in the hands of my predecessor, of last year's funds, and which has subsequently been paid over to me. Our schools, I think, generally speaking, are in a thriving condition, having been pretty well supplied throughout the year with competent teachers, mostly well qualified for their business, and all of whom have been duly examined and licensed agreeably to law. The number of teachers employed during the past year, dating from the middle of December, 1852, to the present time, is ten, as you will find set down under the proper head. Of this number, I have thought proper to state that seven of them are natives of our own state, two from Connecticut and one from England; their ages ranging from twenty to about fifty-five years. Our school houses are not what they should be, although out of five, three are in good and comfortable condition, the other two wanting repairs, such as new roofing, new benches, desks, &c., with an

entire new modelling and new arrangements of the same. One is built of brick, another of stone, and three of them are frame buildings. One of the latter was recently built, and is a well constructed, convenient and commodious building, and presents to the eye a tasteful and pleasing appearance. They are all, however, but one story in height, and have but one room each, except one, which has an additional hall or entry. Most of them have convenient play grounds attached. The amount of money received from the state you will perceive is two hundred and four dollars sixty-six cents—that raised by tax eleven hundred and twenty-two dollars, making the sum of thirteen hundred and twenty-six dollars sixty-six cents to be expended this current year, exclusive of that received from former superintendent. Of this sum, that from the state has only as yet been received; that raised by tax is not available until about the close of this month, and I have had to supply its place by loans and otherwise, in order to meet the demands of teachers as their wages became due. I have expended up to the present time, the sum of seven hundred and forty-five dollars fifty-one cents, and there yet remains unexpended the sum of five hundred and eighty-one dollars fifteen cents, exclusive of that received of former superintendent. The amount expended so far has been almost exclusively for paying teachers. The whole number of children in our township between five and eighteen, you will perceive is three hundred and ninety-four, agreeably to the returns made by the different trustees in the months of April and May last. The whole number that are and have been upon school registers for the whole of the past year, as nearly as I could possibly ascertain, is three hundred and thirty, exclusive of those belonging to other townships, leaving a balance of sixty-four who have not attended school at all. Of the number registered, about one hundred and eighty have been pretty constant and regular attendants at school. From this it appears that a little less than one-half of the whole number of children in our township attend regularly at school. I have visited the schools on an average nearly twice in each quarter, and have endeavored to ascer-

tain the true state and condition of each, and have found them generally well supplied with faithful and honest teachers, endeavoring to earn their wages by close and steady application to their business, and I have been uniformly treated with courtesy and politeness by the teachers and children, which has made my visits pleasant and agreeable to myself; and I have no doubt have resulted with benefit to teachers and children generally. In visiting the schools, I would here take occasion to remark, that I have not found any uniformity of system in teaching, but each teacher has his own method of communicating instruction to his pupils; the same in regard to books, no two of our schools having the same set or series of school books, but each teacher has his own preference in this respect also; and notwithstanding all that has been said and urged in regard to a want of system in teaching, and a want of a uniform series of books, &c., I am convinced, after a long experience in teaching myself, that much more depends upon the faithful and honest discharge of the duties of the teacher, than upon any particular system or plan of teaching. Let us have competent, honest, and faithful teachers, who are willing to earn their money by steady and close application to their business, and let each adopt his own plan of imparting instruction, and this, in my humble opinion, is all the system we need. A lamentable source of difficulty in the progress of our schools is the inequality of our districts, which I should like to see permanently settled in some way or other, and I would here offer the suggestion whether or no it would be a good plan for our legislature to pass an act requiring every district in the state to number eighty or one hundred children between the requisite ages. This has been suggested before. Another suggestion that I have heard made is for our townships to pass resolutions to the same effect. Either plan I would cordially agree with, as I think it would have a tendency to ensure a greater permanency and equality in our districts, would prevent much wrangling and ill feeling among the people, secure better schools and better teachers, and establish a more regular and uniform price of tuition. As it is (particularly in regard to the

salary of teachers) there seems to be (in our township at least) no established price, but each teacher makes the best bargain he can with his trustees or employers. For instance, one will agree to receive the quarterly amount of fund allotted to his district, with the proviso, that if this, in his own estimation, should prove insufficient for his support, he must still be allowed to tax his employers enough more to make up the alleged deficiency. Another will agree to receive the quarterly allotment to his district as full pay, and of course if his district be large and contain a large number of children, his wages will amount to more than a fair and reasonable compensation for his services, while a third, perhaps, (his district being small) will have to labor and toil for the mean and scanty pittance of fifty or sixty dollars a quarter. This is no exaggeration, but a fair and candid statement of the operation of our funds upon the schools in our township the past season, and it is certainly all wrong. It is a matter of small importance, in my estimation, whether a township raise much or little, or whether much or little be received from any other source, so long as the distribution is so unequal, and so long as the funds are lavished away upon a few favored teachers, to the exclusion of others who are equally as competent and deserving; and so long, too, as the people of one district are privileged to send their children to school free of charge, while in an adjoining one, perhaps, they may have to pay half, if not almost full price for their tuition. I doubt much whether the very liberal amount raised by tax in our township the past spring has been of any real benefit to the schools or to the people generally. One thing is certain, it has created a greater jealousy and strife among teachers, trustees, and employers, all striving to obtain the largest amount possible of the funds, and here their interest ends, at least with a majority of them. I am well aware of the responsibility attached to superintendents, in regard to their districting their own townships, and I am also aware that without the unanimity and aid, good will and co-operation of the inhabitants of each district, they can effect but little towards establishing a permanency and equality in districts, or

giving general satisfaction to the people. They are often beset with petitions and remonstrances, to their own great annoyance, and besides they are frequently changing, and each successor in office is apt to entertain different views from his predecessor, and will probably alter or change all that he has done, and thus keep up from year to year a continual agitation and strife among the people, to the great detriment of the schools. Had the funds in our township been equally distributed the past year, there would have been enough to have made our schools all free, at least three-fourths of the year. As it is, two of them only have been nearly or quite so; the others have taxed their employers as usual, to keep them under way. While I have endeavored to spare no pains myself, in the promotion of the prosperity of the schools, I am constrained, nevertheless, to say that the trustees and employers, with a few honorable exceptions, have manifested but little interest concerning them. However, I think I may say that there has been an increase over last year, in the number of children attending school, as well as an increased interest in a small portion of our community, in regard to education generally. We have had no county examiners appointed in our county, and that duty has, of course, devolved upon the superintendent and trustees. One thing more I will mention, which, to say the least of it, I think is a great discrepancy in the school law; that is, that town superintendents are required to prepare a copy of their report, sent to the state superintendent, to be read at their next annual town meeting, which, in most of our townships, takes place full four months after the date of such report, and, of course, cannot be a full and complete report to our townships; whereas, I think our townships require, or ought to require at least, a full and complete statement of the state and condition of their public schools up to the very day of their annual meetings, and this I consider of so much importance as a full and correct statement is to our state superintendent, and if spared, I shall endeavor to do this, although I see nothing in the law that requires it. I have already written twice as much as I designed to write when I commenced, and I will now

close by simply remarking, that, notwithstanding all the defects of the present school law, and all the difficulties we are laboring under in carrying out the requirements of said law, yet upon the whole I think our schools are gradually gaining in reputation, and slowly but steadily advancing towards a high standing among the public schools of our sister states.

AMOS SLACK.

HAMILTON TOWNSHIP.

Our schools, generally, are not in a very flourishing condition. The trustees seem to manifest very little interest in the schools; some two or three districts, however, deserve praise, but more for the exertion and good management of the teachers, than for any interest manifested by the trustees. The people appear to be interested in the promotion of education, but they seem to think when they have voted to raise the money necessary to pay the teachers, they have done all that is required of them. Some of our teachers are well qualified to fill, with credit, their responsible stations; others are quite inferior, with reference to qualifications, both as regards scholarship and a capacity of communicating the elements of knowledge to those yet uninitiated—a qualification very requisite to constitute a good teacher. Our school houses are, with but one exception, one story frame buildings, and in bad repair; three of them have play grounds attached, the rest depending on the public highway for play ground. During the last year, district number ten has erected a very convenient two story frame house, with one room below, and one above, intended to accommodate the smaller and larger scholars separately, but they have not yet occupied but the one room. Owing to some disagreement among the employers, with regard to the site selected by the trustees for the location of the school house in district number six, it has been suffered to be sold by the sheriff to pay for materials furnished in erecting the house, and is now rented by the trustees. District number four has no school house; the children are taught

in adjoining districts, for which the trustees pay three cents per day.

We have nine whole districts and two parts of districts, which, with parts of adjoining townships, constitute whole districts, from all of which we have received reports of the number of children, by which it appears there are nine hundred and seventy-three children between the ages of five and eighteen years. We raise by taxation for school purposes three dollars per scholar, amounting to two thousand eight hundred and fourteen dollars, and we receive from the state four hundred and ninety-two dollars and ninety-six cents—total, three thousand three hundred and six dollars and ninety-six cents. Our schools are all free; in three districts the teachers are paid three cents per day; in the other districts the teachers are paid by the quarter, of sixty-six days; males from sixty-five to seventy-five dollars, and females from forty to fifty dollars. As many of our schools keep no regular account of the school, it is very difficult to obtain true statistics of the number who have attended any specified time; but, as near as I can tell, the statistics of our township will not vary much from last year's report.

We think the school law should be altered so as to make the money appropriated by the state payable to the town superintendents instead of the collector, as it is now; we are often put to considerable inconvenience before we can get the money. It is the general opinion in this section of the country that the legislature should appropriate money enough to make the schools all free throughout the state.

WILLIAM H. WEST.

PRINCETON TOWNSHIP.

Enclosed you will find the annual report of the superintendent of public schools for the township of Princeton, with the statistics, under their proper heads. The schools generally have been well attended; good and efficient teachers have been employed. I would again call your attention to the

many complaints made in regard to appropriating the school funds to the support of parochial and other schools belonging to the several denominations of christians; as the law upon the subject does not, by many, seem to be clear, I would suggest whether or not the matter had not better be brought before the legislature for some definite action.

T. F. MANNING.

MIDDLESEX COUNTY.

MONROE TOWNSHIP.

The state of the schools, as far as I can judge, remains in much the same position as during the few years past. The above statistics are as near correct as I am able, under the circumstances, to make them; all the schools, with the exception of one, have been kept open, and the teachers have been examined by the superintendent and trustees of each district, those forming the examining committee, no board of examiners having been appointed by Middlesex county. The teachers are, many of them, the same as those occupying the districts of the former year; most of them are from the eastern states, and, with few exceptions, are well qualified to teach.

R. J. BRUMAGIM.

NORTH BRUNSWICK TOWNSHIP.

In compliance with my duty, I now enclose my report as town superintendent of the township of North Brunswick.

There is little to say respecting the condition of schools in this township, save that under the pressure of the attention that has been given by the people to the subject of public

schools, a decided advance has been made during the year now closing; and that in district number one, comprising the city of New Brunswick, a very beautiful and commodious public school edifice has been erected, and is now full to overflowing, which, for convenience and symmetry, is believed to be far superior to any other school in the state.

But one other matter suggests itself to me as worthy of mention, and that less in the hope of any benefit to be derived therefrom, than in the desire to preserve a record of the interesting archæological fact that the race, of which Shakespeare's Dogberry is the true type and exemplar, yet exists in its full perfection in a portion of the chosen freeholders of this good and ancient county of Middlesex. I simply state the fact (which antiquarians or others may follow to its conclusions) that the board of chosen freeholders of this county, after considerable debate, and by a decided vote, determined that there should be no county examiners; and furthermore, that they alleged for authority that section of the "act to establish public schools" which commences: "*And be it enacted, That it shall be the duty of the board of chosen freeholders, in each of the several counties of this state, at their annual meetings, to elect and choose two persons, citizens of said county, who shall constitute a board of examiners and visitors in and for said county,*" &c., &c.

M. D. DESHLER.

SOUTH BRUNSWICK TOWNSHIP.

The time has arrived when it becomes my duty to lay before you a statistical account of the state and progress of the schools in the township of South Brunswick, with my views and experience on the momentous subject relative to the education and instruction of our children, into whose hands will soon be committed the destinies of this great and mighty republic.

I entered upon my duty April, 1853, with the law before me for my guide, and have so far endeavored to discharge my

duty faithfully. As my predecessor in office made no report to you last year of our schools, or to me when he went out of office, I can state nothing further than what has come in the sphere of my own duty.

I have received the state apportionment of school money, amounting to five hundred and forty-nine dollars and sixty cents, together with the interest on surplus revenue, eighty-two dollars ninety-nine cents, which has been apportioned to the seventeen different districts, and paid the same by order of the trustees. There was raised by township tax, twelve hundred and fifty dollars, to be appropriated this year to schools; it has not, however, been collected yet, but will be, I suppose, between this and spring, making the whole amount eighteen hundred and eighty-two dollars and fifty-nine cents, for the present year. I am happy to say that the public schools of this township are generally in a prosperous condition, so far, at least, as regards the competency of teachers and comfort of school rooms. The people generally begin to feel an increased interest in the education of their children, and in maintaining and encouraging our public institutions. I have visited these schools according to law, and must say that much better satisfaction has been given in the examination of them than when I visited them two years since. But the people think as a general thing that the legislature should do more to encourage the support of their public institutions; they have it in their power, and I am not willing to believe but that the approaching session will do something more than has been done. Let us throw our memories back to the early settlers of this country, and behold the early sacrifices they made in providing the means of educating their beloved children. It was among their first provisions that every district should maintain a good common school, and every child be obliged to attend where they could be privileged to cull mental flowers more beautiful than those that garnish this teeming earth in the beauty of summer. The prosperity and happiness of this republic depend upon these institutions, which are daily shaping and moulding the destinies of more than five millions of

children. It is evident a large portion of the best talents, and many of the brightest germs of intellect, which would be an honor to our country, and pillars in our government, are never developed for the want of early instruction. The capacity of the human mind to receive instruction and knowledge, elevating man from the lowest state of degradation to the highest degree of intellectual refinement, should operate as a powerful incentive, urging our legislature, securing the aid and co-operation of every citizen and father who love their children, to provide amply for this great and important object. Then shall we stand pre-eminent in the family of nations; then shall our march to greatness, glory and grandeur be realized; then shall our glorious inheritance, bequeathed to us by our revolutionary fathers, be preserved and perpetuated.

J. I. BULKELEY.

PERTH AMBOY TOWNSHIP.

Having disposed of the statistical table, I have only to observe that the character and condition of our schools are in a high degree encouraging. Our teachers appear well qualified for their work, and manifest a commendable degree of industry and faithfulness in the performance of it.

It is worthy of notice that our colored children have not been entirely overlooked, as has been the case in years past, but have received one quarter's instruction as their share of benefit of the public funds. They have been taught by themselves, in a room provided expressly for them, and it is due to the teacher employed in their behalf, to say that she is deserving of the highest commendation for the zeal and interest with which she has discharged her duties, and it is a matter of deep regret that her labors of love and self-denial have been suspended for want of the requisite funds.

It is also deserving of notice that our school is opened and closed with prayer, and the scriptures are daily read. That so good a school should be neglected by a christian commu-

nity, and by parents, is certainly unnatural and and unjustifiable.

All which is respectfully submitted.

BENJAMIN CORY.

SOUTH AMBOY TOWNSHIP.

It is gratifying for me to state that our schools have greatly improved during the past year, and consequently a greater degree of satisfaction prevails throughout the township, with respect to education. We hope the time will soon come when our public schools will be sufficiently good to accommodate and educate the children of all our citizens; that teachers may be found capable not only of educating the minds, but the hearts of the children committed to their care. So that a generation may grow up "as well in the fear of the Lord as a knowledge of wisdom." Thus only can our free institutions be maintained and transmitted unimpaired to generations yet to come. There has much been done, and there remains much more to be done, and it is hoped that an enlightened experience and sense of justice to the rising generation, and, indeed, to the whole community, will mark the acts of our next legislature, and that our school laws will be so changed that all the children between the ages of five and eighteen will be amply provided with the means of a thorough elementary education. In so doing, they will alter and change our school law, so that each district can have the privilege of raising their money in their own districts. That will make it all peace and harmony, for our township meetings are voted by running off, and there is, by that means, a great discord at the time, for some districts want to raise more and some less, so that they pull and haul and blaspheme, and sometimes come to blows; and we think this will be the means of making peace and harmony at our town meetings. In my last visits to the schools I found them in session, all except one; there was a vacation. And it is gratifying to me to see them all in good order, and nothing can be more satisfactory; and that our schools are as well

attended, as well disciplined, and give as good promise of further advancement as those of any township in the county. The assertion is broad, but let any who doubt it come and see. Enter any of our schools at this time, and you will see from thirty to sixty bright, cheerful faces to welcome your visit. Soon the ready, active hand, the moving lips and thoughtful countenance will show that their minds are not idle. Examine them in their respective classes, and you will find they have been taught to reason and think upon what they commit to memory. In the classification of scholars judgment has been used, and good order reigns throughout. The teachers deserve great praise.

I have received this year from the state and county four hundred and seventy-one dollars and sixty-nine cents, and the township has raised five hundred dollars, which makes in the whole, nine hundred and seventy-one dollars and sixty-nine cents, of which a good part has been already appropriated, and some districts have all their appropriations, while others have a balance on hand for the winter's use.

TIMOTHY WOOD.

PISCATAWAY TOWNSHIP.

I herewith forward to you the report of the condition of the schools in the township of Piscataway, in the county of Middlesex, and would add, that having been appointed superintendent of the schools of this township for the first time in April last, and my predecessor having left the state without leaving any record of his transactions, and being disappointed in my hope of receiving a report of the state superintendent for last year from you, I have no information to communicate beyond the time of my appointment, and find it impossible to comply with the instructions found in your circular, so as to fill all the columns in the blank report received from you. You will perceive that I have left three columns blank because I have no means of ascertaining the number of children who

have attended the schools, nor the number of months the schools have been kept open, anterior to the time of my appointment to this office. And this must necessarily be the case with every superintendent newly appointed, unless the thirteenth section of the school law has been faithfully complied with, and a record made in every school of its condition every quarter; and that this difficulty may be obviated, and the wholesome provisions of this section be enforced, I would respectfully inquire, would not the state superintendent be authorized by the fifteenth section of the law to furnish all the school districts in the state with blank books, so arranged and ruled as to make it easy to keep a uniform record of its condition in every school, from which the town superintendent may make out an annual report with precision and correctness? No such book of record is to be found in any school in this township, and I doubt if it be so generally throughout the state, consequently the reports of all newly appointed superintendents can only be semi-annual in some particulars, and not full annual reports. I am happy to say that the great subject of common school education is increasingly enlisting the attention and eliciting the energies of the population of this township, as is proven by their voting two thousand dollars to be raised by a direct tax for its support, and the improvements made in the houses built and refitted for the accommodation of the schools, as also by the desire manifested to have and to pay competent teachers. All the districts save one (No. 2,) have comfortable houses for the accommodation of the schools. Three new houses have been built on the most approved plan of modern style, with desks arranged for every scholar to face the teacher's; cases for libraries and globes, and ante-rooms for the entrance of scholars, with hooks and shelves for their hats, over coats, dinner baskets, &c. Two other good, well built houses have been fitted up and internally arranged in the same way, while another, in district number twelve, has been repaired and enlarged with an additional room attached for the accommodation of the female department, under the in-

struction of a female teacher, causing us to report one more teacher than we have districts.

I have divided the total amount of school moneys into four equal parts, and distributed to each district its quota, in proportion to the number of children reported by the trustees, at the end of each quarter; to accomplish which, I have borrowed on my personal responsibility, nearly seven hundred dollars, until the township money becomes available—on the 20th December instant. The schools have all been open since the 1st of April, and, I presume, will continue so through the winter. I have visited the schools quarterly, and find them generally under the care of competent, well qualified, licensed teachers. The board of freeholders of our county having failed to appoint examiners last spring, and that duty having devolved on me, I have given license to five teachers, who had none. The people of this township are largely in favor of free schools, and will rejoice to see the day (which will surely come) when the legislature of New Jersey shall enact a law, establishing free instruction in all the common schools of the state, and appropriating liberally of the state funds for their support.

S. SMITH.

WOODBIDGE TOWNSHIP.

In setting down the number of children who have attended school three months, I have given the average number attending in those schools which have been kept open but three months; also, those attending six months, I have confined myself to those schools which are kept but six months. For the number attending nine and twelve months, I have, of necessity, taken from those schools which are kept open the year.

There were no county examiners appointed for this county the present year. All the schools in this township have been kept free except five, which have found it necessary to tax the scholars or parents about twenty-five cents per quarter.—About two-thirds of the teachers are engaged by the quarter, at

a salary which will average sixty dollars. The other third will average one hundred dollars per quarter. I would name one defect, as it seems to me, in the present system. I have been asked the question, where children are pursuing the higher branches, and have, from necessity, to go to private schools, why should they not be entitled to their ratio of the public moneys? They have been numbered with other children, their parents have been taxed, and money raised in consequence of their being numbered.

ELLIS B. FREEMAN.

MONMOUTH COUNTY.

ATLANTIC TOWNSHIP.

When I came into office last spring, I found this township divided into four districts, and four parts of districts, the latter forming union districts with the adjacent towns. As difficulties had grown out of this arrangement, it was deemed advisable to alter it, by expanding the four whole districts in such directions as would include the parts of districts before mentioned, at the same time securing to the inhabitants of such parts of districts the privilege of sending their children to the same schools which they now resort to. Accordingly, negotiations were entered into to effect such a change for the coming year, and the necessary consent was obtained without difficulty, except on the side of Marlboro', where the matter is still in abeyance.

A rule has also been adopted by which families in the several districts within the town may send to the school of any other district within the town, without forfeiting their right to the public money. Experience alone can determine whether

the evils obviated by these arrangements may not be replaced by others of equal or greater magnitude.

I will only add that I think it very desirable that the necessary books and stationery, for the pupils of our district schools, should be furnished at public cost.

E. GUILLANDEN.

HOWELL TOWNSHIP.

My time in this office dating only from March last, I am not able to send you as full information as I could wish. The report I have filled up as you request, though I have not the means of making it very exact in relation to the number of those who have attended school three, six and nine months in the year.

One district has finished a comfortable house during the past season. This is the only material change in the school buildings of the township since my predecessor's report.

The districts have all been visited, and the teachers licensed as required by law, and school has been free as long as kept open. All have been free a part of the year. They are all taught by teachers that give general satisfaction. Some of them are eminently qualified for their difficult task.

There is a general interest on the subject of education throughout the township. This will be seen by the amount voted for school purposes at the last town meeting.

It is generally thought here that the legislature would most effectually promote the interests of education by making the schools free throughout the state.

GILBERT T. GULICK.

MILLSTONE TOWNSHIP.

There have been no county examiners appointed. The amount of school fund raised by tax in the township of Millstone is small, but there is considerable spirit manifested on the subject of education. The schools have been generally

well attended, and competent teachers employed. All the teachers employed, who have received any of the public funds, have been examined and licensed. In fact, all, except two, have undergone examination and received their licenses. We have some excellent schools in our township. The higher branches of the mathematics, and the Latin and Greek languages, are taught in some of our schools.

A very respectable portion of the people of this township believe that the state school fund should be enlarged. Indeed, this appears, in my opinion, to be the correct method, and the only one that can be of great public utility. For instance, some of the townships in this state are far more opulent than others; according to the provisions of the present law, the rich townships can easily raise the amount allowed thereby, while the burden of raising the same amount per scholar would be entirely too heavy upon the poorer townships. The consequence must be that the poor children of poor townships will grow up without an education; and those children, too, some of whom might be qualified to fill the highest stations in society. Whereas, if the state fund was augmented, and the money distributed according to the annual enumeration of the children of legal age capable of attending school, it would more equally throw the means of education within the reach of all; and why not educate all the children of the state? History tells us of ancient governments which considered the children the property of the state, and took measures to have them all educated, according to their views of what an education should be. I have not space to argue the point, but shall simply remark, that in a government like ours, the perpetuity of our institutions depends upon the intelligence of the citizens, and that it is for the future benefit of each individual child, that the greatest possible number of his or her cotemporaries be well informed and properly trained up. We are compelled by law to provide for the physical necessities of those who are unable to support themselves, and why not minister to the mental wants of poor children, and that, too, at the very pe-

ribd when such help may lift them above all future draught upon the public purse?

.. 'T is education forms the common mind.
Just as the twig is bent the tree 's inclined."

JOSEPH J. ELY.

MIDDLETOWN TOWNSHIP.

In addition to the above report, I have only to say that we think the revenues of the state should be devoted to schools, the state government supported by tax, and a statute of the state enacted, making it the duty of every township to raise any additional sum not exceeding one dollar and fifty cents per head for every child within the ages prescribed by law. The inequality of the amount raised by the different townships has been the fruitful source of dissatisfaction, which, we think, might be remedied by such a law. A want of uniformity in books is a matter which, in no small degree, has impeded the progress of common school education. An amendment of the school law, touching this point, or a feasible plan recommended by the state superintendent, might render invaluable service to the cause we seek to advance.

D. B. STOUT.

MARLBORO' TOWNSHIP.

In obedience to the desire of the state superintendent, I herewith transmit my annual report of the schools in Marlboro' township. The whole number of children between the ages of five and eighteen, is five hundred and thirty-nine. There are seven districts. In one district, school has been kept the whole year. In three districts, nearly the whole year, perhaps three and a half quarters. In the remainder, about half of the time. There have been six male and five female teachers employed since my last report. As a general thing I find the male teachers better qualified; the females generally are but poorly qualified in arithmetic. The whole amount of money raised is nine hundred and fifty-eight dollars and fifty-eight

cents, of which five hundred dollars was raised by tax, the remainder received from state and county. In one district, school has been entirely free for two years, (when kept.) They do not employ the best teachers, consequently they have plenty of money. In number five, the largest district in the township, they pay some five hundred dollars a year salary. They have got an excellent teacher, one who is well qualified to instruct and to govern. In number one, the best teacher I have ever seen in common schools is employed. He teaches the children just what is necessary. In grammar, geography and arithmetic, a number of his scholars are better qualified than the average of our teachers. You may ask them any question which would be of use to them, if farmers, or any trade or profession, and nine times out of ten they will answer you correctly; hence I consider him one of the best practical teachers in our township.

JOHN W. HERBERT.

RARITAN TOWNSHIP.

It gives me pleasure to state that the inhabitants of this township are beginning to shake off that almost fatal lethargy which has so long pervaded their minds in relation to the condition of our common schools. It is very cheering to observe the progress in this township of right views on the great subject of education. All the schools in the township have been kept open some portion of the year; about half of them have been open during the whole year. Many of them are in a flourishing condition, under the care of competent teachers. I have observed that where the trustees have been successful in the selection of competent teachers, capable of discharging the duties devolving upon them, that all other obstacles have proportionably diminished, and the schools have been prosperous; on the other hand, where the teachers employed were only tolerably qualified, the schools have not been so prosperous. And here permit me to say, that we suffer considerably from the great difficulty of procuring good teachers for those dis-

districts where the compensation is comparatively small. Considerable progress has been made in the introduction of improved books, of a more uniform character, into many of the districts. But there is yet a great deficiency in this particular in some of the districts, which we trust, will, however, ere long be supplied. The present school law, taken as a whole, meets with little, if any, approval in this township; although admitted to be good in some particulars, yet it is not what the majority of the people demand, and I have sufficient reasons for believing that three-fourths, or more, are in favor of public free schools. Let the legislature pass the law, and by so doing put a good education within the reach of every son and daughter in New Jersey.

GEORGE W. BELL.

SHREWSBURY TOWNSHIP.

The schools in this township have not materially changed since the report of my predecessor last year. The limited time that I have held the office of superintendent of this town, prevents my being able to give as extended a review of the matter as I would like. The schools, as a whole, in this township are under the supervision of teachers who are fully competent; but the school houses, as a general thing, are very far from being what they should be. In three districts they are obliged to hire rooms for the accommodation of the children, which are wholly insufficient. The remainder of the districts have houses which belong to them, but, with two exceptions, are mere apologies for school houses. The matter of having pleasant school rooms, located in pleasant situations, is an affair (in my opinion) of no small moment and, as such, I have endeavored to urge it upon the inhabitants, but with what success time must determine.

In your blank report you request the superintendents of the several townships to make such remarks upon the present school system as they deem advisable, and in accordance with that wish I will give you my views briefly.

The schools in this township have been kept free for the last two years, by raising a town tax of three dollars a head for each scholar, and I believe this is the only town in the county, with one exception, in which it is the case. Now this system, although it is an improvement upon the old one of raising a part by tax and the deficiency paid by those who send to school, is not the plan or basis by which our school system should stand. That the free school system is the right system if it can be permanent, and the necessary funds can be raised from the proper source, does not admit of a single doubt. The experience of other states demonstrates the matter to the satisfaction of all who have given the subject careful examination. To remedy the evil in question, I think the state should make an appropriation sufficient to insure the free school system to all future generations, and then, and not till then, shall we see our schools upon a par with our more fortunate neighbors of New England and the Empire State.

That upon education depends the prosperity and permanency of this union, we all know, and I trust the day is not far distant when the legislature of our state will give this subject that attention which its importance demands, and we shall see what every one who has the least patriotism desires to see, permanent free schools, giving all an opportunity to secure a substantial education, that they may discharge the duties incumbent upon good citizens, with intelligence.

All the teachers in this town have been examined and licensed according to law. No examiners appointed by the county.

GEORGE B. CHAMPLAIN.

UPPER FREEHOLD TOWNSHIP.

Within a few years there has been a great improvement in the mode of teaching children. Formerly the pupil was required to commit a lesson to memory, and to repeat to the teacher, without much regard to his understanding its contents, but now, most teachers dispense oral instruction, and endeavor

to make the scholar comprehend the science he studies. This system has a great superiority over the old plan, as it renders the task of teaching interesting and agreeable to the tutor, and the acquisition of science less irksome, in fact delightful to the pupil. A knowledge of geography, grammar, or arithmetic, is acquired in less than half the time, and much better understood than formerly; the rod is used less, but the schools are as quiet, and the government more effective.

Many of our teachers are highly respectable in a moral and social point of view; are well qualified by scientific attainments, and some possess a remarkable tact for teaching.

After all, much remains to be done. Several of our school houses are small and badly arranged, having low ceilings and a poor opportunity for ventilation, and without any play grounds attached. There is frequently a great diversity of books in the same school, and worse than all the rest, a great remissness and irregularity in the attendance of the pupils. When will this evil be remedied? Some were of opinion that if our schools were entirely free, we should experience in it a radical remedy; but a practice of seven years in one of our district schools, which has been entirely free, and a surplus accumulating, has not had the desired effect; not only has the teacher been paid entirely out of the public fund, but the expense of fuel, repairs, books, ink and paper, have not consumed the income; yet the attendance has been as small and irregular as at any other school in the township. If parents and guardians could be incited to an interest in science and literature and a just appreciation of their utility, they would doubtless feel under obligation to send their children steadily to school. There has been a slow but obvious improvement in this interest, and the benefits that have resulted have been apparent, but we long for a more rapid advancement, and hope the public mind will ere long be aroused to a sense of its true condition in relation to this important subject.

EZEKIEL COMBS.

WALL TOWNSHIP.

No registers being kept in our schools by teachers or trustees, it is impossible for me to fill up the report sent me with any degree of accuracy. As you did not receive my last year's report I send you a synopsis for 1852. Seven hundred and twenty-seven children in the township between five and eighteen; two hundred and sixty-four taught; amount of school funds received from the state and surplus interest, four hundred and fifty-three dollars; town tax, six hundred dollars. The whole amount of which has been drawn for tuition, erecting and repairs on school houses. Two new houses having been erected and paid for out of the school funds of said districts, under the special act passed for Howell township, of which this is a part, this will lessen and account for the diminution in my report of the aggregate number in attendance last year.

I have examined this year (1853) nine teachers, six male and three female. Three of the male teachers I was compelled by circumstances to give licenses for three months. The amount of school funds received from the state, and interest of surplus fund, four hundred and forty-eight dollars; town tax, six hundred dollars. We have not been as successful the present year in procuring competent teachers as formerly, consequently our schools have not progressed very rapidly. Another and more serious obstacle, many of the parents are very tender hearted, or their children tender footed, they can not walk half a mile or so to school. I am frequently called on to divide districts, (now too small to pay competent teachers) or to set them over in districts a little nearer to school houses. Would it not be a good suggestion to make application to the legislature for a law authorizing school houses to be built on wheels for their accommodation?

I find the the public funds have the tendency of keeping our schools open half the year. We want more facilities, more money, better teachers, and officers who are competent and willing to do their duty.

I have noticed the schools that are visited by trustees and parents, are far in advance of others. I make it a practice of visiting the schools at least once during each term, and make such suggestions to the teachers, and give such advice to the children as I deem necessary.

The school houses in this township are wooden buildings, very comfortable, with the exception of Squan Village district; all have extensive play grounds, the most of them supplied with large hemishere maps, and a good assortment of books.

R. LAIRD.

MORRIS COUNTY.

CHATHAM TOWNSHIP.

In addition to my tabular report, I deem it necessary to say but little. The cause of education seems to be growing more and more important, in the estimation of the inhabitants of this township. At the last annual town meeting we voted to raise by tax the sum of two dollars per scholar. Our teachers have been regularly examined and licensed, according to law. One applicant for license has been rejected, on the ground of incapacity; one or two more would have been rejected, had it not been feared that the districts where they were engaged could not afford sufficient inducements to secure the services of more competent teachers. With the increasing interest in education, there is also an increase of difficulties.

We have no county examiners. Most of our schools have been kept open during the whole year. As evidence of the increasing interest felt, during the five years I have acted in the capacity of superintendent, we have increased yearly in the

amount apportioned to school purposes, viz:—In 1849, \$826.50; in 1850, \$880.69; in 1851, \$1,132.25; in 1852, \$1,653.93; in 1853, \$2,215.89; raised in the township the present year, to be applied next, \$1,602, being an increase over former years.

The trustees and patrons of our schools are not sufficiently imbued with the spirit of visiting and watching over the interest of the same. It is not enough to furnish the means of education.

BENJAMIN M. FELCH.

CHESTER TOWNSHIP.

In preparing my annual report I have endeavored to answer every item you specified, (with the exception of two,) as correctly as possible. Teachers of good character, with literary acquirements adequate to the wants of the schools have been employed. During the summer, females taught in nearly all of the schools. There will be but one school under the direction of a female during the winter. I have visited all the schools at various times—in most instances, by request, the trustees have visited the schools in company with me. As I am somewhat experienced in teaching and very fond of children, I find it exceedingly pleasant to visit the school room, and always endeavor to interest and encourage both teacher and pupil, by way of a short address.

Since the 16th of April last I have examined five female and four male teachers, of which number two were rejected on account of incapacity. Of the whole number examined seven were natives of New Jersey, one of New York, one of England. I have found in our schools a number of excellent school books, but the grand difficulty we have to contend with is the want of uniformity, and until some mode is adopted to accomplish that end, we must still labor on as before.

My experience during the year has made it very apparent to me that we have cause of congratulation, and also for renewed energy. We have made decided progress, but there are still

hindrances. A very prominent hindrance in the way of success, is the need of suitable school houses. In one or two instances the houses are so small, for the number of pupils attending, that the best furnished teacher can do neither himself nor his pupils justice. True, some of the school houses have been refitted, and we trust that in a few years every district will be in possession of such a school house as shall be an ornament to the place, and characteristic of the noble object for which it is designed.

S. H. DECAMP.

HANOVER TOWNSHIP.

Several of the districts in this township have found a difficulty in obtaining and retaining competent teachers during the past year. In consequence of this, some schools have been vacant a part of the year, and others occupied by men whose examinations were not very satisfactory to the superintendent, nor their labors to their patrons. Accordingly, though I report twenty-seven teachers who have been licensed during the year, only seven are now employed. This difficulty of securing competent teachers must, I think, not only continue, but increase, if the present rate of compensation remains. The average wages of teachers in this township, for the past year, has been less than sixty dollars per quarter. But one school pays fair mechanics' wages to its teacher. In the majority of cases the male teachers, after paying for their board and washing, will have left, as their compensation, only about the same sum that our farmers pay for the service of the better class of emigrant laborers on their farms. Those who handle the pick and the shovel on the public works receive better wages than the majority of those who teach our children. So long as this continues to be the case, it is vain to expect much improvement in the character of our public schools. Since there are so many other occupations requiring no greater amount of attention and acquirements, which are so much more remunerative than teaching, our public schools must of necessity, to a con-

siderable extent, be under the tuition of incompetent or inefficient men. If enterprising and intelligent men resort to teaching, except in some of our best schools, it is usually only for a limited time while waiting to engage in some other more lucrative pursuit. Such do occasionally appear among us, "like angels' visits, few and far between." But in the present state of things, for a man to deliberately propose to pursue the vocation of a teacher of public schools for life, would be almost sufficient to prove either that he was a man of disinterested benevolence, or that he was unfit for the high and responsible vocation of teaching.

If the present school system fails to elevate our public schools as much as was anticipated, I apprehend the reason is, that it has not materially increased the inducements to men of the right character to enter the calling of teachers. The public funds have almost invariably been applied, not to increase the salary, but to diminish the rate bill. A great public benefit, no doubt, has been derived by bringing a larger number of children into the schools through the reduction of the rate bill. But while the labor of the teacher has been increased, his compensation is not materially changed, nor is he able to do as well by those who do attend as when the attendance was smaller. In my judgment, then, if the present system of extending aid to public schools from the public funds is to be retained, as it undoubtedly is, the amount should be increased, or some other provisions introduced, so as to affect sensibly the compensation of teachers. Thus it might be made an object for men of a higher grade of qualifications to offer themselves for this service.

X I also take the liberty to suggest that, according to the present mode of distribution, those districts which need the most aid from its public funds receive the least. To remedy this defect, I would propose that the state school fund, or at least a portion of it, be distributed equally to each school district, irrespective of the number of children reported. The amount raised by the town taxes and funds derived from other sources, might, as now, be distributed in proportion to the number of

children. In this case the erection of new school districts should be committed to the town committees, acting jointly with the town superintendent, so as to offer a check to the tendency of an unnecessary multiplication of schools.

If I might trespass upon your attention farther, I would repeat the suggestions which I made last year in reference to teachers' institutes and county academies.

GEO. I. KING.

MORRIS TOWNSHIP.

There are eleven districts entirely within this township, five parts having the school house, and four parts without. I have therefore given the statistics of sixteen districts.

I regret that I cannot report all the schools in a flourishing condition. Most of those in operation are doing as well as could be expected. But there is such an universal destitution of apparatus, and conveniences, and comforts, in and around the school houses, that the best teachers labor under great disadvantages. And besides there is so little interest taken by parents and others in the well being of the schools, that both teachers and scholars lack the best stimulus. Nearly all the visits to the schools are made by myself.

Several schools are, and have been for some time, closed, from the difficulty of obtaining good teachers. This difficulty is becoming increasingly serious, and unless some measures are taken to raise up teachers, the cause of education must suffer. I am sorry to say that in Morristown education is very much neglected. With a population of nearly three thousand, and with eight hundred children between the ages of five and eighteen, we have no public school building worth the name, and only four public schools, with an aggregate of one hundred and fifty scholars, while all the private schools have not more than one hundred and fifty pupils. There is some reason, however, to hope that our extreme destitution will, ere long, arouse our citizens to do something worthy of the

place. The chief obstacle to the progress of education in this township, is the almost total want of popular interest in the subject. Without this, public money sufficient to make all the schools free for the whole year, will do but little. If a law can be devised which will awaken the mass of the people to the value of good schools, it will accomplish more than thousands of dollars. We need heart more than money.

JOHN M. JOHNSON.

PEQUANNOCK TOWNSHIP.

It had been my intention to forward with my statistical report some suggestions relative to our public school system, and what appears to be needed for further improvement, but having been disabled by sickness for some ten days previous to this time, I am compelled to forward my report without them. If I should be able to prepare them before the close of this month, I will forward them, so that if you consider them worthy of further notice, you can use them as you may deem proper.

S. L. KANOUSE.

RANDOLPH TOWNSHIP.

As you have not supplied me with a blank report, I may not touch upon all the points upon which you may wish to obtain information.

The whole number of scholars reported to me by the trustees, is eight hundred and sixty-two; the attendance is about the same as last year. The districts remain unchanged. The town voted to raise \$2.00 per scholar, \$1,724.00; received and due from county collector, \$685.14; received from last year's superintendent, \$3.00; balance due from the township, \$269.00. This has been apportioned among the different districts, according to law; and such sums as have been received I have divided among the teachers according to the number of scholars in the several districts.

Our teachers are, for the most part, well qualified. Most of our teachers are from Massachusetts. This indicates a state of things amongst ourselves which ought to awaken the attention of the whole community. Why are we sending abroad for teachers? Are our children so dull that they cannot be educated sufficiently to teach a common school? Ought we not to have a Normal school, sustained by the state, and schools for the education of teachers in every county?

A want of suitable school rooms is another serious evil; we have but one such in the township. From forty to sixty scholars are crowded into a room some eighteen by twenty feet square, with a low ceiling, where they are wedged together elbow to elbow, to breathe over and over again the impure air which is not utterly destroyed by the box stove which stands in the centre. If water as impure should be offered to these children to drink, it would be rejected with loathing, and the parents would deem the offer of it an insult hardly to be forgiven. The health of the teachers is impaired, and their spirits become depressed, and teaching is a burden. The seats, too, are adapted to bend and deform the tender limbs of the scholars. This is a wrong "to be punished by the judges." Even under these disadvantages our schools are improving. A wider range is given to the studies pursued, and parents are gradually learning to place a higher value on the education of their children.

J. FISHER.

ROXBURY TOWNSHIP.

In transmitting to you my report as town superintendent for the township of Roxbury, Morris county, New Jersey, for the current year, you will perceive that I labor under somewhat embarrassing circumstances. In the first place, my report should have been for the term of one year, ending at present dates, but as I was elected last spring to the office of town superintendent, I could not get the proper statistics of all the operations of the various schools taught in the township; many of the teachers who taught school during the fall and winter last were

absent (at my election this spring) and left no records behind them, so that what had been done previous to April last, I had to arrive at merely by inquiry or otherwise. Since that time I have endeavored to superintend the various schools under my care in a different manner, by furnishing them with proper schedules whereby they can record the whole transactions in each school district, to be kept as a district book, and enjoining on them a punctual adherence to the same. You will perceive that the first and second items in the report transmitted by me to you, would appear to conflict; the reason is, that it is a union district. The house, which is stone, is located in Byram township, Sussex county, wherein C. S. Leport, esq., is town superintendent.

I have endeavored, in the selection of teachers, to conform to the act as near as my judgment and ability would allow me to do, and I must say that the beneficial results have been duly appreciated. When I took charge of the various schools last spring, there were but few open, but we were soon supplied with good teachers during the spring and former part of the summer months; during the latter part of summer and first of autumn there appeared to be a falling off, but the vacancies are now supplied with but one or two exceptions. I do not think that any of the schools in my charge have been kept entirely free; many of the schools have been raised by subscription, and a certain amount of free money appropriated, and the balance collected from subscribers. In two or three instances, the trustees have appropriated the free money to teachers, allowing them a certain rate per month, until the whole amount due was expended, thereby keeping a free school as long as the money lasted, and after that the school had to be vacant, or the employers pay the whole bill; the result was, that teachers would not engage without free money, and the employers would subscribe nothing; and, in fact, many of the trustees are of the opinion that they are bound by the act to keep their schools open free as long as they have free money. You may perceive, by this system, the school would be vacant

at least two thirds of the year. I would suggest that there should be some alteration in the seventh section of the supplement to the act entitled "An act to establish public schools," approved March 14, 1851, in the words, "in which shall be taught free of charge," and render it optional with the district trustees in which way and what manner they may appropriate the free money towards paying teachers.

I have recommended Saunders' series of school books, Smith's and Mitchell's geography, also Smith's and Crittenden's arithmetic, (I should prefer the latter,) the elementary spelling book, philosophy, geometry, algebra, Latin, English grammar, &c., are being generally introduced and taught.

There are good houses in the various districts, of which about one-half are stone buildings, the remainder wooden.

WM. GRANDIN.

OCEAN COUNTY.

BRICK TOWNSHIP.

You will learn from the annexed report, that we have 631 children in the township of Brick, between the ages of 5 and 18. In one whole district, and one part of a district, there have been no schools in operation. In the remaining five districts, and one half district, the amount of time the schools have been kept open will average about three and one quarter months. The whole number of children taught is about 350. Of this number, some have attended but a very short time, while none have attended a period exceeding six months out of the eight months past.

You will see from the report, that our township has done but

little during the above named time for the education of its sons and daughters. By comparing our efforts this year with those of last year, it will be seen, mortifying as it is, that we have made a retrograde movement; for while last year we raised by township tax eight hundred dollars, this year from the same source we raise nothing. We hope, however, in the future (if the necessity still exists) that we may be enabled to fix upon an amount, to be raised by taxation, that will not be regarded by the tax-payers as burdensome. Having tried both extremes, all interested will probably in future endeavor to avoid and remedy the difficulty.

It is to be deeply regretted, that there are still those who are apparently indifferent with regard to the education of their children. By many, every energy is taxed, and all available lawful means employed, to promote pecuniary interests. In doing so, our sons and daughters must of course aid in the matter, especially as they are to be benefitted thereby. All admit, that a proper share of manual labor or physical exercise, is beneficial and necessary for the health of our children. But the question arises, while we are taxing their energies for the accomplishment of the above object, are we allowing them the necessary share of intellectual culture; and, if not, are we not greatly deficient in the discharge of duties toward our children, and culpable in withholding from them that which, in after life, would be of great advantage to them, and that, too, which would be by them more highly appreciated? While some are indifferent and negligent, we are gratified to know that there are many who are interested in the subject, and who are waiting with hope and anxious solicitude for the time and circumstances to come, when their children may have opportunities of obtaining a liberal education. Many parents are not, or think they are not, able to send their children abroad to our seminaries and colleges; their means, they think, are too limited to justify it. Yet they want their children educated.

In a sparsely populated community, like the sea shore is generally, select schools are with difficulty sustained. There is but now and then one. And with our present imperfect

school system, we are subject to such constant fluctuations in our school operations, militating so materially against our educational interests, that there is but little encouragement for such communities to hope for improvement, without a change in the system, or rather, we might say, without the system is perfected and more effectually carried out. For this desired and essentially necessary improvement, we look with anticipation and hope to our Legislature, and cannot confidently expect the realization of our desires for general education, until more efficient action is had, and our public school system is placed upon a more settled and firm basis. This we have no doubt will soon be done.

WM. H. BROWN.

DOVER TOWNSHIP.

In accordance with your request, I herewith transmit with my annual report such suggestions and remarks in relation to our common school system and its practical operations as have come under my observation, some of which appear to me to require further and more definite legislation before its advantages can be fully realized, and the public mind be adequately enlisted in its favor.

To begin with further legislation. While district trustees are required to discharge their appropriate duties *gratuitously* under a penalty for neglect, it is too much to expect the most suitable men to accept the office. Under existing laws the principle is so manifestly unjust that none can be found to enforce the act, and it consequently stands as a dead letter on the statute book.

I think the remedy would be to allow the trustees a fair compensation for the duties actually performed, specifying those duties and annexing a specific penalty for each neglect. Since my election, I have never been able, except in a single instance, to obtain the attendance of trustees at the examina-

tion of a school or a teacher, and where applied to the uniform answer has been, that they could not afford to lose the time.

2nd. I think the compensation of town superintendents might be more definitely fixed. The law allows him one dollar per day, and it is a question whether giving notices of annual meetings, entering lists, and various other duties connected with his office, are included, or whether examining teachers and visiting schools alone is intended. Something specific on this subject would give general satisfaction, and render the office of superintendent much more agreeable.

3d. A uniform mode of distributing the school fund and one that would operate the most conveniently to all, would, I think, be advisable. If something like the following plan were adopted and made obligatory upon the trustees, I think a far greater number would be benefitted by the public funds, than by any other mode now in use. It is simply to require the superintendent, as soon as the funds come into his hands, to apportion it among the inhabitants, according to the number of children each has, respectively, that are entitled to it, and then leave it optional with the parents or guardians at what part of the year they would avail themselves of its benefits. A list of this apportionment the superintendent should be required to place in the hands of the trustees of each school district, and the teacher, in making out his bills, should be required to deduct from each the amount of dividend, and collect the balance from the employer. That by this system a greater number would be benefitted, is obvious, if we reflect that the poorer class of our fellow citizens, those for whose especial benefit our efforts should be directed, are, many of them, unable to spare their larger children from other avocations, except at particular seasons of the year, while those in more favorable circumstances can send their's all the time. Besides, if the school be kept free a part of the year, that part will be over crowded, while the rest of the time a school with a competent teacher cannot be supported. If, at the close of the year, a balance should be left, it might, as now, be added to

the next year's fund, or, what would be better, it could be applied to the purchase of suitable books for the use of the school, thus securing a uniformity of books, a desideratum of the highest importance, as every competent teacher can testify. Before I close my somewhat lengthy epistle, allow me to suggest whether the state superintendent would not be more likely to obtain a more correct knowledge of the actual working of the school system, if the town superintendents were required to report near the close of their own official term, say in February, and were precluded from any compensation for their services, without a substantial compliance with the law. I offer this suggestion because my predecessor kept no *memoranda* of the state of the schools while he held the office, and consequently my present report, though drawn from the most reliable sources I could obtain, is not as perfect as I could wish.

There have been no county examiners appointed for this county. Our school has been kept by a female free for one term. There was no money raised by tax for schools in this township the present year, but the interest of the surplus revenue was appropriated to that object.

No. 4 is incorporated, and two hundred dollars per annum has been ordered to be raised by tax, to build a spacious school house. Six hundred dollars have already been raised, and it is expected the building will be put up next season.

All the teachers employed in the township since I have held the office of superintendent, and who have drawn school funds, have been regularly examined and licensed.

JAMES B. LANE.

PLUMSTED TOWNSHIP.

The enclosed report was prepared before I received your circular; since that time I have endeavored to comply with your instructions, but have not found it to be in my power, from the fact that our year ends in March. No. 1 has been open all the year; Nos. 2, 4, and 6, have changed teachers during the past

summer; No. 3 is not properly a district, as there is no school-house in it; consequently they go to the nearest school in the adjoining township. No. 5 has been vacant a short time for the want of a teacher. From the above, it will be seen at once the difficulty of getting correct returns, in consequence of their being no school roll where some of the teachers have left, and for this reason I cannot, at this time, ascertain the correct number of children that have attended school the past summer, but have to make up the difficulty with last year's report. I think the above difficulty would be remedied in part, if the report was made in April, instead of the present time. My report says the schools have received nine hundred and sixty-five dollars and ninety-four cents, when there is upwards of six hundred dollars that has not been collected, notwithstanding it will all be appropriated as stated, between this and the 1st of April, 1854.

You wish to know whether the teachers have been regularly examined and licensed, according to law. I answer, they have not; at the same time they are all fully competent for the station they occupy, as far as I am able to judge. I would also say there have been no county examiners appointed. In reference to the licensing of teachers, I would say, so far as my experience goes, it is a mere farce, where it devolves on the town superintendent and trustees of the districts, as it frequently happens they are incompetent. I would therefore repeat what I have said in a former report, that if it is necessary that teachers should be examined, it is also necessary there should be a person appointed for each county, that is in every way qualified, and let that license be for the county instead of district. At present, if a teacher moves into an adjoining district, he has to be licensed, which is certainly a folly.

I have a few words to say on the district system, and I am done. I refer to employers being compelled to send in their own district, or they are debarred from receiving any benefit from the school fund. So long as this remains, there will be difficulties; compulsion is not pleasant in this democratic com-

munity ; people like to have a choice, where it can be come at conveniently. I would therefore hope there will be some provision made by law to suit the case.

JAMES COWPERTHWAITÉ.

STAFFORD TOWNSHIP.

District No. 1 : a good two story house, 36 by 20 feet, entirely of cedar, good building. A play ground attached to the house ; school open nine months ; price of tuition \$2.00 ; average number of children twenty-seven each quarter.

District No. 2 : school open nine months ; average number of children thirty-eight ; the school-house in this district is private property ; no play-ground attached ; tuition \$2.00.

District No. 3 : school open six months ; average number of children thirty ; the school-house in this district is in good order, and has a play-ground attached ; size of house 30 by 24 feet ; tuition \$2.00.

District No. 4 : school open six months ; average number of children twenty-seven each quarter ; in this district the school-house is old and very much out of repair ; tuition \$2.00

District No. 5 : no school this year as yet ; this district is on the beach ; there is no school-house ; where they have school, they hire a house or a room ; there is such a small number of children, they don't think it necessary to have a house.

District No. 6 is composed of three townships, Stafford, Union, and little Egg Harbor ; I think the school will average about fifteen ; open one quarter ; tuition \$2.00. I believe the school-house is in Stafford township ; but there is only two children from our township.

I have received \$211.62. I received this from the collector. But I have not got any statement from any source to know how much comes from the state ; but that is the amount up to this date. I had a balance on hand, April 14th, 1853, of last year's money, \$21.84.

I have licensed five teachers, four males and one female, all of them very good teachers; we have three schools going on at present; most of them have just commenced for another term.

I have visited each school each quarter.

THOS. E. BALLINGER.

UNION TOWNSHIP.

In presenting the report from this township for the present year, there is nothing of very unusual note to mention. There have been two school houses built since my last report, and a disposition manifested in building them to adapt them to the comfort and convenience of teacher and scholar, as far as the means of the people would allow, instead of putting up (as formerly) old fashioned barns with desks. There is here a marked desire for improvement in school houses. Has not or cannot the state furnish plans of improved school houses, desks, &c., to the different school districts?

There is, here, a steadily increasing interest manifested in the cause of education. The desire of three-fourths of the people is free schools. Every true Jerseyman must feel a tinge of shame mantling his cheek when he remembers how our state, with such great chances for adopting a good common school system that will enable the most humble to avail themselves of the benefits of knowledge, yet is so far, very far in the rear of other states inferior to us in resources—and some of them states of but yesterday in comparison with our own, one of the old thirteen. Why is New Jersey so far eclipsed by other states? Is it for want of means or inclination, or is it caused by the temporizing manœuvres of politicians?

We hope for a good time coming when light for the mind shall be as free as light to the senses, and that the present legislature may hasten the day, is the heartfelt wish of the great majority of people in this section. We wish for free schools and nothing less.

EDWIN SALTAR.

PASSAIC COUNTY

ACQUACKANONK TOWNSHIP.

In the tabular report has been omitted according to directions, district 7, containing eighteen children from this township. The building being in Paterson; excluding this.

In this township there are six districts. The first three are not free, and the last three are free school districts.

Total number of children in the township nine hundred and seventy-one; deduct No. 7, leaves nine hundred and fifty-three for the six schools.

The quota of state appropriation four hundred and forty-one dollars and seventy-six cents; township tax, eight hundred dollars, divided among nine hundred and seventy-one, gives one dollar and twenty-eight cents per child.

Districts 1, 2, 3, are conducted on the old system. The public money pays part, and the parents the balance. In the first district the charge per scholar is one dollar, in addition to the public money. In the 2d and 3d districts, the full charge is from two dollars to three dollars, and the public money deducted. Neither of these districts raise anything extra by tax.

Districts 4, 5 and 6, are incorporated and free. They raise respectively, one hundred dollars, one hundred and fifty dollars, and four hundred dollars. They pay the teachers from eighty to ninety dollars per quarter; total, one thousand and twenty dollars per annum.

My returns show that about forty-four and one-half per cent. of all the children in the township enter the schools at some time during the year, and that the proportion is the same in both cases. But where the schools are free, the average time for each child in the district is seventy-five and one-half days, (allowing twenty days for a month,) against sixty-three

and one-eighth days where the schools are not free. That is, there is about one-fifth more time devoted to study when the schools are free, and in this township the cost per quarter is only one-half.

This last item is, however, too much as a general average in favor of the free-school system. In district No. 6, they are about employing an assistant that will increase the average, and district No. 3 is so small that the expense cannot be much reduced. Still, with every allowance, it is evident that, where the schools are supported by the public, a much larger amount of education is afforded at a slight additional expense. Thus, where the schools are not free, one thousand and ninety-two months education costs nine hundred and seventy-eight dollars, while the three free schools, affording two thousand two hundred and ninety-two months, or more than double, cost but forty-two dollars more than the three that are not free.

As to the effect of public support. One of the trustees, who takes great interest in his school, remarked that it had greatly improved since they had made it a free school. His remark was an answer to mine, that the school was in excellent condition.

It appears to me that the law would be improved by allowing the town superintendent to attend to the general business of the schools, without compelling him to give bonds, and become the treasurer of the school fund. Nearly all the money comes through the township collector, and he might as well receive the whole and pay it out on orders from the trustees.

The most disagreeable parts of the superintendent's duty are his collecting trips, hunting up the money, and then getting it in small instalments. There is a doubling of bonds and a doubling of collection that appears to me unnecessary. In some cases, however, the present law might be found to have advantages. I would therefore say, let the town superintendent file with the township collector a copy of the same statement that he now files with the trustees. Let the township collector receive all the school money, and act as treasurer *ad interim*,

and pay out the amounts due to each district upon order of the trustees.

In case the superintendent gives bonds that are accepted by the township committee, and file with the collector a notice to that effect from the committee, let the collector pay over to the superintendent all the school money, and thereafter proceed according to the present law.

There are many considerations in favor of this change. They will no doubt suggest themselves to you. But, on the other hand, there may be objections that do not occur to me, leading you to the conclusion that the change would be objectionable.

B. AYCRIGG.

WAYNE TOWNSHIP.

In making this, my first report, I intended to propose some alterations in the school law, but recent sickness and an unusual pressure of private business will prevent. Of the eight hundred dollars raised for school purposes, four hundred are for erecting and repairing buildings. The number of teachers are reported as now engaged. Two districts have no school at this time; one district has had three months free school; the public fund is mostly used to help in keeping the schools open; without this fund it would be impossible to sustain any schools. I think the schools are advancing—better qualified teachers are in demand.

W. C. STRATTON.

SALEM COUNTY.

MANNINGTON TOWNSHIP.

I have endeavored to comply with the instructions given in making out the report; but the trustees have failed in sending me any report, except the number of children in their districts, therefore the number of children who have attended school the different periods named, must be a supposition. Nearly all the children go to school, either in the summer or winter quarter. The summer quarter is mostly taught by females, the winter by male teachers. I have not examined nor licensed any teachers; no county examiners for Salem county appointed; no free schools for the past year, but they mostly have one free quarter.

As to the amount of money appropriated to schools, our portion of the surplus revenue we have for several years applied to the schools, and we raise by tax, this year and last, five hundred dollars.

We have four parts of districts that the school houses are not in the township.

SAMUEL P. CARPENTER.

PILESGROVE TOWNSHIP.

No county examiners have been appointed in Salem county.

Under the former school law, our teachers were generally examined and licensed; but the present act, requiring the trustees to be associated with the town superintendent, has rendered it difficult, in some instances, to license in a regular way all the teachers.

No district has maintained a free school at any time during the year, in this township.

We have some schools well conducted; in which mathematics, grammar, geography, philosophy, &c., are taught, but too

generally these important branches are neglected, principally for the want of competent teachers.

None of the districts are incorporated.

No money raised by taxation. Therefore, the trustees find it impossible to obtain competent instructors; consequently, our youth are deprived of the services of such, and too many yet grow up uneducated. Nothing short of raising money, so as to make the schools free, thereby enabling the employment of those calculated to teach the various branches of an English education, and those, too, that will make it a pleasure instead of a toil for the pupil, will answer the purpose the school act designs.

JAMES LAWRIE.

SALEM TOWNSHIP.

The schools of this township are in their usual flourishing condition. We need more funds, but are doing what we can with our present amount. To insure entire efficiency, it would be well, had we the power, to raise by tax or otherwise sufficient to carry out the system in all its parts, and I trust the time is not far distant when our people will wake up to the necessity of educating all at whatever cost.

WM. B. OTIS.

UPPER ALLOWAYS CREEK.

By request and the requirement, I have sent you a statement of our public schools as correctly as I can come at it. We have but one school in our township that is conducted under the free school system. The inhabitants in this district are generally in favor of popular education, but objections exist in the minds of many as to the mode by which the means for the maintenance of the school is raised. What they desire is, that the state shall appropriate an amount sufficient to give every child in the township the benefits of a common school education, and for whatever deficiency there may be in the state

treasury for the support of the government, they are willing to be taxed. Our others receive their apportionment of public money from the state, and of the money raised by tax, and the balance is paid by the patrons to the teachers, to make up the amounts of their bills, which are from three to six cents per day, amounting to from two to four dollars per term. The condition of our schools in general is improving. There is more interest manifested towards their promotion than formerly, and the school officers are awakening to the visitation of the schools, which must cause a change in their condition, for whatever enlivens and cheers both teacher and scholars in their business, and incites them to their duty, must increase the prosperity of the schools. Notwithstanding, it is requisite that our schools have the proper funds, as well as care, extended towards them, and, so far as my judgment extends, we should be satisfied if the legislature would enact a general state law to establish public schools wholly; it would receive the approbation of at least two-thirds of this community. Then the many difficulties and dissatisfactions now arising would be avoided, which is necessary for the promotion and welfare of our schools.

GEORGE REMSTER, Jr.

UPPER PENNS' NECK.

The condition of the schools for the past year has been very discouraging, with few exceptions, on account of the lack of interest felt by the people generally, and the trustees more particularly; of the latter, we have thirty in the township, and there have been but twelve of that number who have seen a school in session since this time last year. In respect to the teachers, I believe they all try to do their duty, but are incompetent for the task; they are employed by the trustees without any regard to their qualifications, and recommended to go to the town superintendent whenever it suits their convenience before the term expires, so that they can claim their apportionment of the school money; he comes and demands a certificate

that he is acquainted with reading, spelling and writing. Now I am not willing to believe this state of things is peculiar to this township; but it exists in other townships where there are all small towns and villages, and where the trustees say, What will it profit me to attend to the schools? The law should be, to require persons to be educated for teachers, and instructed in the art of teaching; the power of licensing should not be vested in the hands of the superintendent without authorizing him to employ the teacher over them, possibly would have better regulated schools. The changing of teachers is too frequent for the child's good; the compensation for teaching is insufficient to encourage the man to qualify himself for the office. The remedy, I hope, the legislature will take into consideration at the next session.

THOS. REEVES.

SOMERSET COUNTY.

The undersigned, as the board of county examiners for the county of Somerset, beg leave respectfully to report to the State superintendent:

That since the 15th of December, 1852, they have licensed seventy-five teachers to take charge of the schools in Somerset county; of this number fifty-five were males, and twenty females; sixty-one have been licensed for one year; eight have been licensed for six months; six have been licensed for three months; and four have been rejected.

A teacher's institute was held in this county in the month of August last; a report of the proceedings of which we send you. As was the case last year, petitions are now being circulated

for the support of the teacher's institute, in the several counties of the state, which will be forwarded to the legislature at the proper time.

R. K. RODGERS,
GEO. PHILIP NICE,
County Examiners.

BEDMINSTER TOWNSHIP.

In accordance with the requirements of the law, I respectfully submit the following report for the year 1853:

The schools in this township are making a steady improvement, although we have not raised any money for schools in two years, with shame be it said; yet our schools are in a prosperous condition. Teachers have been employed that were well qualified, and have been well and promptly paid, some by the scholar, and some by the term, and by the day. The teachers are principally males, exclusively so in winter. There are eleven districts and parts of districts, with ten school houses in the township, and all are kept open through the winter, with the exception of one or two.

I have not been able to pay that attention required of me, but so far as I have done it, I have been highly gratified, and find it very interesting, but hope to give it more attention.

Received from the state fund two hundred and ninety-five dollars and eighty cents; surplus revenue, three hundred and ten dollars.

JOHN WORTMAN.

BERNARDS TOWNSHIP.

The above statistics are as nearly correct as I could obtain them from the proper sources. Owing, however, to many causes inseparable from the present defective system, it is not as perfect in all its details as I would wish to present it. Your report requires, and you will perceive that I have complied with it as far as I was able, a statement of all school matters from

December of one year to December of the next. It is not without difficulty that a report embracing that time can be obtained, as the superintendents are elected in April, to serve for one year. The time, therefore, from December till April, must in many cases be imperfectly reported, particularly where superintendents are changed yearly. Something should be done to remedy the defect. Suggestively, the superintendent retiring should give to his successor a complete report, from the time of making this up till he retires. In this way, the chain of report would be kept unbroken, and educational information presented in its truth, without indefinite approximation.

The township of Bernards has eight whole and five part districts, out of which five parts, only one school house is in this township, namely, the Franklin; and it is, without exception, the most beautiful and best adapted school house in the township, both in its internal and external arrangements. I am sorry that there are not more such school houses in the state.

The law granting power to tax real estate for building school houses, does not accomplish much for us. So averse are a great many to taxation, that they will not suffer themselves to be taxed a little, even though it would render other taxes which they have to pay, as the price of ignorance and crime, a great deal less. But "there's a good time coming," when the mists of selfishness, sordidness, or whatever else it may be that covers up the reflective organs of so many of our good people, will be chased away, and good school houses, good teachers, and, as a consequence, correct education will be as common as it is now only the exception.

The part districts take from this township ninety-seven of the seven hundred and thirty-five children, reported of legal age, to attend school, leaving six hundred and thirty-eight, which will average ninety-seven to each whole district. Of these, four hundred and eighteen have attended school, which is about two-thirds of the whole, an increase over last year, gratifying indeed, although the average number of months school has been kept open is less, by two and a half months, than last year. In only one district has the school been kept open the whole

year, namely, the Franklin. In three, nine months; in one, eight; in two, six; and in one, five and a half months. At present, only one school is vacant. The teachers, three male, and four female, have all been regularly examined and licensed according to law, by examiners appointed by the county for that purpose.

There are no free schools in the township.

Much has been done in this township by individual exertion, for the promotion of education; much remains yet to be done, unless the fostering arm of the state is extended, to take her youth by the hand and lead them on in the path of intellectual knowledge. The pitiful pittance doled out yearly by the rich state of New Jersey, for the gratification of the intellectual appetite of her children, is barely sufficient to keep them from starvation. How long shall we be a bye-word in this respect? Much difficulty, under the present circumstances, exists in procuring well qualified teachers to fill our schools, for want of proper encouragement and support. This, doubtless, is owing in a great measure to the want of right views of the importance of education. Many persons think, that if a person can read well, write well, and is a good accountant, he is an educated man, and this opinion obtains to a considerable extent; while the mind, like a plowed but unsown field, is left to produce a harvest of useless weeds. To produce correct views in the minds of the people, educational matter, in the form of tracts, showing its importance, should be scattered throughout the state, and thus the matter kept before the people, until the proper feeling is made the feeling of the whole. The schools of Bernards, as regards well qualified teachers, and improvement in the branches taught have at least not retrograded. So long as we lose no ground, it may be safe to say that we gain a little. Would it were more. We will still hope.

WM. R. WILSON.

BRANCHBURG TOWNSHIP.

County examiners have been appointed, and the teachers

have all been regularly examined and licensed according to law. We have not maintained free schools in more than one district during the last year. The amount the other districts have received has been quite insufficient to keep them free. We hope our next legislature will increase the funds already appropriated, that all may enjoy the same privileges. The schools of Branchburg are in a prosperous and encouraging condition, and the citizens generally evince a disposition to promote the cause of common school education.

JOHN COX.

FRANKLIN TOWNSHIP.

Enclosed you will find the report you forwarded to my predecessor in the office, filled up as accurately as circumstances would permit. Upon his resignation, I accepted the office from the town committee, and that recently has given me but a short time to do the work required. In order, however, to obviate the difficulty of collecting a true statistical account of the schools, as required, I have furnished all the schools in the township with a roll book, in which the precise time that is made by each scholar in school will be seen at a glance, and having these remain in the school from year to year, will be a matter for satisfactory reference. As to the state of the schools in the township, I would say that the motto of the people appears to be, "progress." There remains a great work to be done; the first and most necessary step is the school house; there are many of the districts where the old style of building is still retained; we have quite a few good school houses, placed in convenient places, having fine play grounds, and the interior presenting rather an attractive aspect. When will parents make the "people's colleges" delightful resorts, where their children will go with pleasure to gain that knowledge which all seem to feel so necessary for their welfare in this present existence. And I would ask, do they all know that they have competent and suitable teachers to instruct them while there, and lead their young minds onward and up-

ward in the paths of knowledge and wisdom? From the attention they generally manifest, they would seem to have left these for others to do; perhaps the idea that many seem to entertain is, that the state will do all this for them. I think that New Jersey is doing, through her legislature, a good and great work, and hope she will still continue to aid all her sons and daughters in the laudable effort to obtain a good education, but there first must be something done to awaken an interest universally. Will not the legislature appoint some competent and zealous person to go through the length and breadth of the land, as a state superintendent of common schools, with a sufficient salary, that he can afford to devote his time unre-servedly to the cause? Will you not come down yourself and give us a lecture? I will ensure you a good audience on a short notice, and would be exceedingly gratified to have you. We have had several noted speakers, and each one has done good. The public mind appears awake; they seem to be hungering and thirsting after instruction how to do and to know what to do first. A commendable spirit is sometimes awakened to the cause, but how to proceed to educate the masses is more than most people can comprehend. My own opinion is, that the only salvation for our institutions and privileges is to cultivate their minds, and early to have instilled in their natures the great truths of the gospel, aided by a cultivated and enlightened understanding; they will perpetuate these privileges to the latest generation.

JOHN N. HOAGLAND.

HILLSBORO' TOWNSHIP.

Having taken occasion to address the department heretofore, it will be necessary for me only to refer to two or three matters now. In common with all those town superintendents who took office in the spring, I have experienced much difficulty in filling up the columns as required. This can be remedied by making the office date from December to December, and by authorizing and requiring the officers to place in each school a

proper register, to be used by successive teachers and left in the school from year to year. I put such a one in each school, but of course it can only embrace from April to the present time, unless we can find the loose papers on which previous teachers have kept their roll. One new school house has been erected during the past year; one enlarged, and two newly fitted with convenient internal arrangements. Twelve of the fifteen are commodious, and adapted to their purposes. Only one district has had its school absolutely free, but more than half require very small rate bills. Two hundred dollars is the lowest sum paid by the year to any teacher, and four hundred the highest, and engagements are made usually by the year or by the term, nine of the teachers having been in the same district one year or more. Three of the schools have been interrupted by building or repairing, thus reducing the average, which otherwise would have been twelve months.

The schools of the eastern section of the township were assembled at Millstone, on the 8th September, and of the western section at Shanick, on the 9th, and were appropriately addressed. The teachers of the township hold a monthly meeting for mutual improvement. It is not, however, as well attended as in other years.

The choice of county examiners should be given to the teachers of the county gathered into an association recognized by law, and the selection should be made early in January. It would add much to the convenience of trustees, if they were chosen on the first Monday of January. School terms should also be regulated by law, and should be required to begin with the first Monday of January, April, July and October, respectively, and school accounts and reports to date accordingly.

C. C. HOAGLAND:

MONTGOMERY TOWNSHIP.

In addition to the above statistical report, which I respectfully submit, I would state, that in compliance with your suggestions relative to districts formed of two or more townships,

I have reported those only in which the school houses are located, giving, however, in the report, the actual number of children (of legal age) residing in the township, as taken from the reports received from the trustees of the several school districts. Owing to the shameful negligence of trustees and frequent changes of teachers, in some of the districts there have been no registers kept, in consequence of which much difficulty has arisen in obtaining such statistical information as is necessary to meet the requirements contained in the blank forms, especially those in regard to the number of children taught, and those who have attended school for any given number of months. I have, however, according to your request, endeavored to fill up the form as accurately as possible from the unfinished returns which I have received, and the imperfect and limited statistics I have been able to collect when visiting the schools. And here I would say, that if any legislative measures can be devised, by which trustees may be stimulated or compelled to discharge their responsible duties with more promptness and fidelity, I think a highly important service would be rendered to the community, and very salutary effects produced in our common schools; and I do hope that this subject may soon receive such attention as its importance demands.

At present there are six schools in the township in active operation, all of which, I am happy to say, appear to be making rapid advances in education; none, however, kept free.

One new district has recently been formed, a new and commodious school house erected, conveniently arranged, neatly finished upon the latest improved plan, and very pleasantly located; a school has been opened and organized in the same, and a commendable spirit of unanimity prevails in the district.

There are in the township four male and two female teachers, all of whom have been regularly examined and licensed by the board of county examiners, appointed by the board of chosen freeholders of Somerset; and it affords me pleasure to state, that our teachers are individuals of the highest respectability, intelligent, communicative and well qualified, manifesting a deep interest in their important work, by endeavoring with in-

creased efforts to discharge with faithfulness the duties intrusted to them.

At our last annual town meeting, an additional sum of three hundred dollars was agreed to be raised by taxation for school purposes, which evidently shows an increasing interest felt by our citizens in the cause of education; and it is earnestly desired that the enactments of the legislature on this subject, may be such as to promote and establish the free school system in the state of New Jersey.

ABM. V. A. SKILLMAN.

WARREN TOWNSHIP.

The township of Warren contains five whole districts and three parts of districts, making in all eight. The parts of districts is where the school house is in another township or county. The whole districts have kept the school open the whole time since May, with the exception of one, where there has been some difficulty. Those sending out of the township have had school most of the time. The township of Warren at the last town meeting, voted to raise by tax seven hundred dollars; they also appropriated the interest of the surplus revenue, amounting to one hundred and ninety-three dollars and sixty-six cents, to the schools, which, with three hundred and thirty-eight dollars and sixty-four cents state fund, makes the amount to be distributed one thousand two hundred and thirty-two dollars and thirty cents, exclusive of one hundred and twenty-one dollars and forty-eight cents, belonging to two of the districts of last year, which, under a new arrangement, they will expend for education this year. The quota per scholar this year amounts to one dollar and eighty-five cents. I have visited the schools, in connection with the trustees, and there seems to be a commendable interest manifested in the cause of education.

LEFFERD WALDRON.

SUSSEX COUNTY.

FRANKFORD TOWNSHIP.

The whole amount of money expended during the year is seven hundred and twenty-two dollars and ninety-one cents, of which three hundred and five dollars and thirteen cents is from last year's receipts, and four hundred and seventeen dollars and seventy-eight cents is from the receipts of this year. We raised this year one thousand dollars by tax, which will not be paid in to the superintendent until about the 1st of January, 1854. It was voted to raise it last April. A year ago last April we raised no money by tax, so that we have no town money to expend upon the schools during the year embraced in this report, in consequence of which we had but one free school. When there is not money enough to keep the schools open all or most of the time, we appropriate it to paying a certain portion of the teachers' wages, using it both in the summer and winter schools, and letting the parents pay the remainder, thus endeavoring to keep the schools open as long as we can. As a general thing, when the public money is gone the schools stop. The average number of months in which the schools are kept open will be very much in proportion to the amount of public money received for school purposes.

Hence, from these facts, as well as from my experience of the working of the present school law, I cannot but feel the importance of a more adequate provision in appropriations from the state for the support of its public schools.

Let the towns be compelled to raise a certain amount in order to their obtaining the state money, or what is much better, let the state appropriate, out of the state revenue, to the counties, according to the number of their inhabitants, a sum sufficient to make the schools free, say for ten months in the year, then we shall have free schools and not before; and then our schools will flourish.

Our county appoints no examiners, consequently the duty of examining teachers devolves upon the town superintendent and trustees. I think it would be better for the schools if the whole responsibility of examining and licensing teachers devolved on the town superintendent, and it would also be less expense to the town.

The teachers in this township have all been examined and licensed. Some applicants have been rejected on examination, not being found qualified. Some of our teachers will compare well with teachers in any part of the state, not only having a sufficient amount of education, but a capacity to teach. We need, however, more qualified teachers.

I would also respectfully suggest an alteration in the "Act to establish public schools," section three, by which all school moneys coming through the hands of the county collectors shall be paid by that officer directly into the hands of the town superintendents; thus there would be a saving of expense to the town.

ALFRED KETCHAM.

NEWTON TOWNSHIP.

The undersigned, town superintendent of public schools for the township of Newton, in the county of Sussex, respectfully reports: that there are in this township, twelve districts, from the trustees of each of which reports have been duly received. Since the last annual report of the superintendent of this town, one district has become a part of the township of Green, by the law of last winter altering and establishing the boundary line between the townships of Newton and Green. The whole number of children in this township between the ages of five and eighteen years, is nine hundred and sixty-six, of whom four hundred and two have attended school three months, three hundred and seventy-five six months, three hundred and eight nine months, and one hundred and forty-eight for twelve months. The number of those attending school over eighteen years of age, is thirty-six, and the number of colored children

taught in the township, three. The whole number of children who have attended school is six hundred and forty-five. The schools have been kept open, on an average, about nine and a half months.

The terms of tuition vary from two to three dollars per quarter per scholar, making the average salaries paid to the teachers about two hundred and fifty dollars per annum.

There has been no money raised by the township by tax during the present year for the support of schools, but a balance of last year's fund, amounting to eight hundred and forty-two dollars and ninety-one cents, remained to be expended. There has been received from the state this year eight hundred and fifty-three dollars and fourteen cents, making the whole amount on hand for the current year sixteen hundred and ninety-six dollars and five cents.

Seventeen different teachers have been engaged in the township during the present year, all of whom have been regularly examined and licensed according to law, by the superintendent and trustees of the several districts. County examiners have not been appointed.

Free schools have not been opened, for the want of sufficient funds to maintain them during the year.

The whole amount of money paid out by me has been for the salaries of teachers, except the sum of thirty-two dollars appropriated by the trustees of two incorporated districts to the repairing of school houses within their respective limits.

Great dissatisfaction exists here with the law authorizing the townships and incorporated districts to impose taxes upon their inhabitants for the support of schools. The sentiment very generally prevails, that all funds for the purpose of education should come directly from the treasury of the state, either by an appropriation of the revenues derived from public works to the support of schools, or by levying a uniform tax upon the whole people of the state. The opinion that our government should extend its fostering care over the education of its children, is gaining ground. But those who hold this

opinion are no less clearly convinced that, in order effectually and permanently to secure so desired an object, a system of education should be established, which would be uniform throughout the state—a system which would leave nothing to the varying caprices of any small section in the community, but which, “by the storms of circumstances unshaken,” would with certainty and uniformity, year after year, impart to all the children of the state the inestimable blessings of education, without affording to the rich any cause of complaint on the ground of unequal and exorbitant exactions.

JOHN LINN.

STILLWATER TOWNSHIP.

In answer to your inquiries : the freeholders failed to appoint county examiners, consequently the duty devolves upon the town superintendents, and trustees. All of the teachers employed in this township have been examined ; in two instances a license has been refused. There is a lamentable want of well qualified teachers. Many of the districts are too small. We have no money to appropriate, excepting that from the state appropriation and the surplus revenue. Consequently, the amount apportioned to many districts is small ; the trustees are not willing to pay a good teacher good wages ; the consequence is, that they are obliged to employ teachers that are not well qualified, otherwise have no school. There have been no schools kept full in this township. I think the present school law is defective in not making the amount to be raised by tax obligatory ; whereas, with the present law, our township will raise two or three dollars per scholar, another township will not raise any ; consequently, all of the best qualified teachers will apply to the townships where the money is raised, while the other townships are obliged to remain destitute, with the exception of the large districts.

CHARLES V. MOON.

VERNON TOWNSHIP.

From the statement herewith sent, it will be perceived that the whole number of districts in the township of Vernon is sixteen, and one part of a district; the school house being in the township of Hardiston.

Our schools this year have been smaller than last; over one-third of the children reported by the trustees have not attended school at all, and those who have attended, have been very unsteady, with the exception of one district, viz: No. 5, in the village of Vernon.

A part of the districts have expended their public money in free schools.

Where the public money has been applied quarterly, we have had better schools than where they have been free. One reason is, in the free schools they wish to make their public money go as far as possible, and therefore employ cheaper teachers; and, in many instances, these teachers will not answer scarcely a question in the simplest branches; yet the trustees say they will do for them, and according to section three of the "supplement to the act entitled," &c., I have got to grant them a license; because the trustees say they will do for them, and they cannot afford to hire a better.

The teachers have all all been examined and licensed, and the schools have all been visited once each quarter. It is very seldom that any of the employers attend the examination of the schools; they generally say when I request them, "I have not time, and we have employed you to do it for us."

There are a few persons in almost every district who want a good school, and are willing to pay five dollars per scholar for it if necessary; but with the exception of two or three districts, those few have not the majority, and therefore have to submit, and of course they take but very little interest in the present schools.

We have no county examiners, but, in place of county ex-

aminers, I would recommend that the freeholders of our county be empowered to employ a good man to visit every school district in the county twice during the year, and give a lecture on education. I think it would do more good than all other things combined, towards waking the people up, and cause a much greater interest to be manifested in our public schools. Those districts which have supported free schools until their public money was used up, find it very difficult to continue the school any longer.

HENRY H. BETTS.

WANTAGE TOWNSHIP.

In compliance with the thirteenth section of the school law of New Jersey, I beg leave to transmit the following report:

The township of Wantage is divided into twenty-two and one half school districts, numbering, according to the reports of the trustees of the various districts, one thousand three hundred and seventy-two children between the ages of five and eighteen years, all of which schools have been in progress of instruction since I have been connected with them, except three, and they have been in operation during part of the time. The number of different children that have been attending school from the middle of April last until the present time is eight hundred and seventy-one, which number, you will perceive, cannot be a true estimate for the whole year past, because there has not been a regular register of the different children attending school the past year, kept in the various districts, on the account of which a true estimate cannot be made at this time. The average number of children attending school during the same time is five hundred and sixty. The different English branches are taught in the various schools, from the alphabet to chemistry and algebra. The number of teachers that I have examined and licensed is twenty-one, eleven males and ten females, most all of whom were well qualified for the business. The wages of the teachers vary in the different districts from eleven dollars to thirty per month.

The amount of money appropriated for school purposes in this township during the present year is two thousand six hundred and five dollars and eighty-one cents. Six hundred and sixty-two dollars and fifteen cents of it were received from the state appropriation, four hundred and forty-three dollars and sixty-six cents from the interest of the surplus revenue, and fifteen hundred dollars were raised by the inhabitants of the township, all of which sum is divided among the various districts, according to the number of children between the ages of five and eighteen years. In visiting the various schools, I have found a laudable ambition manifested by many of the inhabitants in their support. But there has been an unhappy division of the township into too many small school districts, which makes it difficult, in various ways, to sustain them. If the patrons of such small schools attempt to support them the year round, the expense accruing therefrom amounts almost to as much as if they sent their children to some select school, and thereby makes it too burdensome for many to bear: and if the schools are kept open only from two to four months in a year, there appears to be almost a waste of time and money, for the child's mind cannot grasp every thing at once, but develops itself gradually, and if not employed in acquiring useful knowledge, it will be employed in acquiring something, and that something may be detrimental both to moral and intellectual culture. From various causes like these we often hear parents complain that they have paid out so much money for schooling, and yet their children do not appear to improve much, not thinking that what they acquire in three months they almost forget in six or nine. And so year after year rolls on, and the child becomes a man, and a man, too, without much attainment, and then the blame is attached either to him or his teacher, when it was in fact the want of a regular school, or the want of sending regular to school. And another difficulty in sustaining a school in such small districts is that they must, from the necessity of the case, employ the more inferior class of teachers, and then they will be continually on the change, which is detrimental to improvement. Far better for parents to send

their children from a mile and a half to two miles to a regular school, than suffer their districts to be divided into such small ones. In closing this report, I would say that experience has proven that permanency in an object like this, even if it is not the best in the world, is better than a fluctuating system. That there has been some little improvement in our school system during the few last years I will admit, but that nothing like stability has yet been attained, is manifest to all. That the means of obtaining a good English education should be placed in the reach of every child in the state is dictated both by patriotism and philanthropy. But how to attain that object in justice, is a subject of some importance. I think, as each and all the children in the state belong to the state, and as the future prosperity of the state depends upon their cultivation, I can see no good reason why the state should not provide the means for their instruction in some equitable and permanent manner.

Our present school system appears to be inequitable from the mode in which money is raised for its support, for your reporter cannot see much equitableness in making men who have, by frugality and industry, amassed together a little property, educate their children, and then be compelled to educate their neighbors', when their education might be attained some other way, and justice meted out to all. If their education could not be accomplished in any other way, then we might adopt the present mode, and the love of liberty would be a strong reason to justify it. But your reporter thinks it might be attained in some other manner, and at the same time make the burden to be borne more equitably. Our present system of raising money by tax to support it, creates dissatisfaction among neighbors, and thereby destroys that unity of feeling and action which is so essential in carrying forward such an object; instead of union there is disunion, instead of concord there is discord, and so the object for which we labor is much impaired. If the legislature, in their wisdom, could see it right and just to take the revenue of the state, together with the interest of the surplus revenue, and appropriate the same

to school purposes, I think it would meet the approbation of their constituents, and thereby make a reliable source for schools.

MOSES STOLL.

WARREN COUNTY.

BELVIDERE TOWNSHIP.

Report briefly,

Defect 1st, and great : Well qualified and well trained teachers.

Remedy : A Normal school.

Or, 2d, Teachers' Institutes.

Both will be better. There are some other defects ; but well qualified teachers lie at the foundation. A library would be excellent. The fiscal and official year, I think, should terminate or begin at the same time, or nearly so. Legislation should be done at Trenton, and not at the polls. I suppose in the legislature there should be order, decency, propriety, wisdom and good sense ; at the polls, we often fail to exercise any of the above qualities. I would therefore recommend that, if it is right to raise money for the education of our children, the legislature should say so, and not leave it for legislation at town meetings ; or, at least, that a certain amount should be raised. I would also recommend that every teacher should be required to possess knowledge of certain specified qualifications, in order to obtain license. The great and pressing need is, however, the well qualified teacher ; teachers for common schools. Such teachers are consequently inquired after ; where

can we find them? We are willing to pay. Lo and behold. Where? where?

R. BYINGTON.

HARMONY TOWNSHIP.

I would say to you that no county examiners have as yet been appointed for the county of Warren. We have no free schools in our township. I would also state some difficulties existing in our township, relative to schools; at least I consider them such; one great difficulty is, that the town superintendent is bound by law to make a report by the 15th of December, annually, for the whole year, when he has only been in office for about eight months. Another is this: the trustees in our township are universally in the practice of employing teachers without license. Some of them teach one month without, some two, and some even six months, then make application to get their license, in order to get public money, and then leave the place. Now, this mode of doing business places the superintendent in a critical situation, for the following reasons: if he does not license the teacher, then he is dissatisfied, and also the trustees and employer, and this injures the school. Some of our schools came very near being broken up, on this very account. And why? for this reason: some teachers are set to work who are not qualified to teach, and some of the employers will not send their children to such a teacher; then, at the end of his term, they are not willing he should have any share of public money, and those who send say he shall, and here arises the difficulty. And now, can these difficulties not be remedied? I leave this matter for your consideration.

JOSEPH MILLER.

INDEPENDENCE TOWNSHIP.

I hereby send to you the report required of me, as town superintendent. I have endeavored in this report to follow your directions sent to me in connection with the blank report

for the current year. What I have stated in reference to the number of children taught, must not be understood as precisely accurate, but as being what I think to be about the average number; and, also, in reference to the number over eighteen who have attended, the number of months the school has been kept open, and the terms of tuition.

The number of districts stated in this report, is three less than that of last year. The reason of this is, that Hacketts-town, to which two districts belong, has been incorporated since the last report, and has its own superintendent; and the other district reported last year is only part of a district connected with another in a different township in which the school house is situated.

The teachers have been licensed according to law. County examiners have not been appointed for the county. In only two districts, I believe, free schools have been maintained part of the year.

I have examined and licensed ten teachers, and visited the schools twenty-five times. The general state of the schools is about as it was last year. There is a greater interest needed in them on the part of the people. The trustees and parents ought to be more deeply interested in their own schools, and visit and examine them more frequently. Great care should always be taken to elect suitable persons as trustees. The prosperity of the schools depends much on them. More properly qualified teachers are needed. There should be more thorough intellectual, and especially more thorough moral and religious instruction given in our common schools. But it is hoped that, by the blessing of God, such instruction will yet be given, and that our schools will yet be in a more prosperous condition.

EPHRAIM SIMONTON.

KNOWLTON TOWNSHIP.

You request me to state, in your circular, the number of teachers, and whether "they have been regularly examined

and licensed according to law." I have not paid any public money to any teacher without license.

No county examiners have been appointed for this county. If by "free school," you mean one the patrons of which do not pay anything for tuition, I answer, that we have but one in the township, where the teacher has been paid exclusively out of the public money.

The statistics accompanying this report approximate the truth as nearly as it is possible for me to do; as many of our teachers have neglected to keep their registers in such a form as would enable me to do so with entire exactness.

We experience considerable difficulty in this township, in procuring teachers of suitable qualifications. I was compelled, from a sense of duty, to withhold license from one applicant, although a majority of the trustees were favorable to employing him, as I considered him utterly unfit for the business. We have licensed some who were not as well qualified as they ought to have been, but, as it was impossible to get better ones, we had to take them, or suffer the schools to remain vacant. We have a few teachers who are well qualified. But this appears to be with us the grand desideratum—well qualified teachers. Where are we to get them, or how shall we procure persons of suitable talent and education to take charge of our public schools, is a question of grave importance. It does not seem difficult to procure persons of proper attainments to fill every other pursuit in life. Why, then, this great scarcity of well qualified teachers? Does it not result from the fact that the school teacher has not been properly remunerated for his services? Have the duties, responsibilities and labors of the teacher been properly understood and appreciated by the community? Does it not require as much talent, skill and judgment to be a successful teacher, as it does to plead law, or practice medicine? Why does the physician and the lawyer hold a higher rank in society than the teacher? Is it because their labors contribute more to the interest and welfare of community? Is it not generally conceded that virtue and intelligence are the grand conservative elements of republican freedom? Then, in order to place the

teacher upon a level with the learned professions, must we not require him to pursue the same preparatory course that the physician and the lawyer are required to pursue? Let our legislature appropriate all the money they can to the support of common schools; but they must go a step further, and provide some way to supply us with suitable teachers. This can be done either by a state Normal school, or by making an appropriation to the several counties for the establishment of teachers' institutes. I believe that the united voice of the friends of education in New Jersey requires the legislature to aid and encourage, by a legislative enactment, one or the other of these plans.

JEMIEL T. KERN.

MANSFIELD TOWNSHIP.

I assumed the charge of the schools in Mansfield township, immediately subsequent to the last annual town election. This newness in office, together with the want of accurate details of the state of schools in preceding years, will prevent me from placing them so palpably in relation with the past, as I could wish. At my first visitation, I found two districts destitute of schools. The destitution arises, I think, in some cases, from a conviction that no support can be obtained from the public revenue, for the first quarter—these moneys not being obtainable till quite late. The schools were chiefly supplied with teachers of respectable capacities and honorable aspirations. Of the four schools open, two were taught by males from New England; of the remaining two, one was in charge of a male, the other of a female teacher, both natives of New Jersey. The New England teachers have many recitations in concert, and generally employ the black-board for mathematical demonstration. To a limited extent, the native teachers do the same. In the larger districts, free school is kept half the time. With few exceptions, the new testament is read as an opening performance.

E. T. BLACKWELL.

OXFORD TOWNSHIP.

As no county examiners were appointed, the duty of visiting the common schools and examining the applicants in this township has wholly devolved on me, which duty I have endeavored to discharge as specified in the act passed to establish public schools. But, after almost five years' experience and observation in this important office, I see but little improvement to what should have been in that period. Many of our school houses were built years since, small and inconvenient; several of which are in a dilapidated condition, furnished with slabs without backs for seats, which renders it very unpleasant and uncomfortable to the teachers, and to those that attend the schools. From this it is evident that there is not that interest felt in the importance of education that should be, to render to the rising generation all the facilities in our power to properly train and educate those who are to wield the destinies of this great nation when their fathers and mothers shall slumber in the caverns of the tomb. But some of our districts are an exception to those referred to in my previous remarks, especially in district No. 5, where several enterprising individuals have awakened to the great importance of the subject, and by their persevering efforts have succeeded in erecting an excellent house, which they have furnished with every material, and well selected books, requisite for the improvement of the pupils. They have also employed a competent and well qualified teacher, and I can truly say that it is a pleasure to me to visit that school, to see what perfect order is preserved, and the rapid advancement they are making in the different branches they are studying. Thus I desire to see it in all of our schools; but I fear I shall not attain my object, unless we are furnished with means more efficient than we now possess. I now speak in reference to competent teachers. I contend that no person is qualified to teach a language, the rules of which he does not understand; but in several instances when I have objected to applicants on this account, the trustees have said they will do

to teach our school, and I have granted them licenses against my will. Now I believe that the legislature ought to designate the services an applicant must understand, in order to obtain a license, then the superintendent's hands would be unbound, and he would be at liberty to reject persons whom he did not consider competent. Then I believe our public schools would be elevated to the position that the friends of education desire to see them.

H. C. MAJOR.

PHILLIPSBURG TOWNSHIP.

The time has again arrived when it becomes my duty to report to you the condition of our public schools in this township. In the performance of this duty, allow me to say that I have anxiously labored to bring about such progressive measures in the modes of instruction and government, as have been suggested by those whose lives have been spent in the laudable enterprise of instructing the rising generation, and aiding to spread intelligence among the people of this wide-spread Union. That our schools do not yet approximate to that standard which I would like to recognize as a model, I am but too well convinced. That much has been achieved through the salutary influence of our system of popular education, I am proud to acknowledge, but we are as yet in the morning of our prosperity. The advancing sun, which is throwing his cheerful rays but faintly upon the wide field of our present operations, is destined, at no distant day, to shine in full meridian splendor on the perfection of our common schools, achieved by the labor and industry of the friends of so glorious a cause. But ere the consummation of a period so much to be desired, something more should be done to properly qualify teachers for their important work. Every succeeding year of my labors in the cause of education convinces me that nearly nine-tenths of those who occupy our school houses in the capacity of teachers, are but poorly qualified to discharge the important trusts committed to their care. Of

the last twenty teachers who have come under my examination, I am sorry to say, not more than two or three gave evidence of a thorough and practical knowledge of the different branches which are usually taught in a good public school. Many of them having an eye only on the "loaves and fishes," seem to regard not the consequences which must necessarily result from the imperfect training of the minds of children. Possessing but little of the milk of human kindness, they not unfrequently outrage the tender sympathies of human nature, by an attempt to govern mind by blows, which would put to the blush even Yankee Sullivan himself.

During the past year, I have more than ever been convinced of the advantages derived from employing females for teaching the smaller children. Naturally amiable, and possessed of more sympathy, they show a higher regard for the welfare of those young and tender minds whose future career depends so much upon the first impressions received, from being suitably directed in the very commencement of their literary pursuits. Besides, the natural qualifications they possess for training and governing the tender mind, I have found those under my superintendency in this township to be superior in point of literary attainments to some of the male teachers, whose pretensions were much greater, and who received a much more liberal compensation for their services. The want of well qualified teachers is yet a grand desideratum in the perfection of our school system. The great majority of teachers peegrinating this section of our state are quite young men, and have had but little experience in teaching. Those who are well qualified soon abandon the profession, and resort to something more lucrative.

With regard to the popular opinion of the citizens of this township in reference to sustaining our public schools, we may venture the opinion that it is, in every respect, favorable. As an evidence of this the people, at our last town meeting, voted, by a large majority, to raise three dollars per scholar, in addition to our state fund, and the interest of the surplus revenue. Our school houses have been put in good condition. The

schools have all been in successful operation nearly all the year, and have been regularly visited, and such advice given to teachers and children as was deemed necessary for the interest of all concerned in the prosperity of our system of common schools.

Believing that the cause of education is one which demands the most earnest and well directed efforts to advance its best interests, we confidently fling our banner to the breeze, in expectation that the tide of improvement which is now flowing through the land, like another Niagara, is destined to roll on downward to the latest posterity.

J. R. LOVELL.

WASHINGTON TOWNSHIP.

I herewith transmit to you the annual report of the public schools for this township, for the present year. It is very difficult for the town superintendent to get all the information necessary to make a full report. I think it would be well for the legislature to amend the school law so as to require teachers to make a quarterly report to the town superintendent, stating the name and age of each child, and the number of days it has attended the school during the preceding term; and that teachers shall receive no public money for their services until such report is made to the superintendent. There have been no county examiners appointed for this county. The examination and licensing teachers has been attended to by the town superintendent, in connection with the district trustees.

Free schools have been opened in two districts in this township for a short time. The district trustees are in the habit of appropriating the public money equally on three terms of three months each; they consider this arrangement gives to all classes a better chance of receiving a proper share of the public money.

The law authorizing the inhabitants of incorporated districts to raise money for school purposes creates contention, strife and confusion, without aiding materially the cause of education. A general appropriation of money by the legislature for the

purpose of establishing free schools, is the only sure way to lay a solid foundation for public instruction. The appropriation of public money for purposes of education ensures a larger and more regular attendance of scholars; but when the public money has all been expended, there seems to be a disposition on the part of parents to suspend the operation of schools until more funds can be obtained from the same source. I think no alteration in the school law that can be devised will materially improve the condition of public schools, without providing funds to carry them on.

One or two Normal schools, established at some convenient place or places, for the purpose of qualifying persons for the responsible occupation of teaching, would assist very much in improving the intellectual and moral condition of the youth of this state.

JOSEPH VLEIT.

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