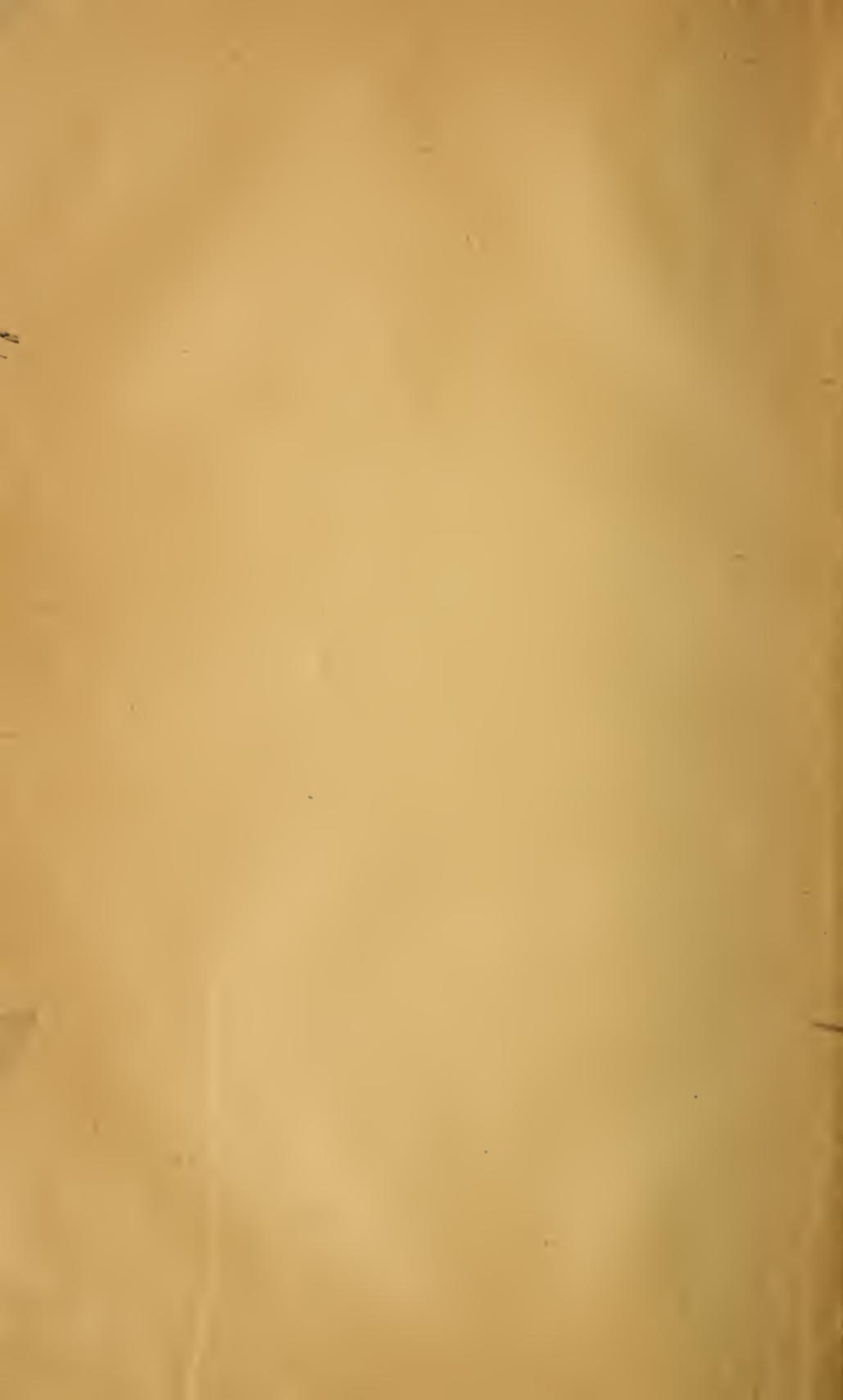


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ANNUAL REPORT
OF THE
STATE SUPERINTENDENT
OF THE
PUBLIC SCHOOLS OF NEW JERSEY
FOR THE YEAR 1857.

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

In obedience to the requirements of the act establishing public schools, I have the honor to present to your honorable body the following report, exhibiting the condition of the public schools and the cause of education in New Jersey, for the year ending December fifteenth, eighteen hundred and fifty-seven.

The annual reports of the Town Superintendents, made to this office, on or before the fifteenth of December, in each year, as required by law, furnish the only means of ascertaining correct statistical information in regard to the number of school districts into which the State, for educational purposes, has been divided, the number of children of legal school age residing therein, the number of schools established for their accommodation, the period of their attendance, the number of months the schools have been kept open, the number of teach-

ers employed and their compensation, the amount of money appropriated and raised for the support of the schools and the objects connected therewith.

These reports also furnish many other particulars no less interesting and important, as to the internal and practical workings of the school system, the study of which is necessary to intelligent legislative action on those subjects connected with a modification or change of our school laws; and with the remarks accompanying them, will show a gradual but certain progress in every department of our school system, a result, I doubt not, as gratifying to the Legislature as it is creditable to the people, furnishing, as they do, in a striking manner, not only the evidence of an increasing interest on the great subject of popular education, but the magnitude of the cause, and the noble exertions of the people to encourage and sustain it.

This improvement is manifested in the erection of many new school houses, which, in their architectural arrangements, their location, and the grounds about them, the construction of their seats, furniture, and other matters, show a special adaptation to the health, convenience and comfort of the pupils who are to occupy them.

In the larger towns and villages, in the proper gradation and classification of the schools, in the increased appropriations for the support of the schools, in the demand for and the selection of teachers, with special reference to their talents, qualifications and fitness for the work, as well as in the introduction into the schools of order, regularity and system.

This progress, so satisfactory to the friends of education, and so essential to the success of any system, is evidence that public sentiment has been aroused to the importance of a proper education for the young, and that the people, animated with that confidence and zeal which comes from a knowledge of the subject, and experience in its practical details, are laboring to secure in all its departments the efficient working of our school system.

ABSTRACT OF THE REPORTS OF THE TOWN SUPERINTENDENTS.

Whole number of cities and townships in the State, one hundred and ninety-six. Reports have been received from one hundred and seventy-six, leaving twenty that have not made the report required by law—a less number than in any previous year.

The townships that have not reported are Mullica, in the county of Atlantic; Medford, Shamong, and Washington, in Burlington; Centre, in Camden; Clinton, in Essex; North Bergen, in Hudson; Bethlehem, Clinton, Raritan and Tewksbury, in Hunterdon; Stafford and Union, in Ocean; West Milford, in Passaic; Pittsgrove, in Salem; Walpack, in Sussex; and Hardwick, Hope, Independence and Mansfield, in Warren.

Whole number of School districts in the State, fourteen hundred and thirty-eight—two less than there were at the close of the preceding year.

Whole number of children of legal school age, residing in all the school districts of the State, as ascertained from the reports of the district trustees and other officers to the town superintendents, one hundred and eighty thousand six hundred and thirty-eight; being an increase over the preceding year of four thousand two hundred and eighty-eight.

Number of children reported as attending school the whole year, (allowance being made for the usual vacations),	- - - - -	28,364
Number attending nine months, but less than twelve,		23,978
“ “ six “ “ nine,		31,055
“ “ three “ “ six,		29,630
“ “ a less period than three months,		15,159
“ “ over the age of eighteen years,		1,534

Making the whole number of children that have attended school during the year	- - - -	129,720
An increase over the preceding year of	- - -	4,685

An effort was made to obtain information as to the number of children in daily attendance at the public schools of the

State, but the information obtained on the subject is very imperfect and fragmentary ; such as it is, is embodied in the statistical table appended to this report. From the statistics obtained in the few counties that have furnished the information, it appears that of the number of children in them attending school, rather less than one-half are in daily attendance.

Average number of months the schools have been kept open, nine.

Total amount of money appropriated and raised

for the support of public schools - - -	\$503,929 48
Raised by tax for the support of schools - - -	317,184 93
Raised by tax in addition for building, repairing and furnishing school houses - - -	54,240 15
Received from the State as reported - - -	87,196 30
Received from other sources, specified in the reports - - - - -	45,308 10

The amount reported as received from the State exceeds the annual State appropriation seven thousand one hundred and ninety-six dollars and thirty cents, and is occasioned by blending with the State appropriation other money appropriated by the counties for the support of schools. This excess belongs to the item of the interest of the surplus revenue appropriated by some of the counties for school purposes, and should be added thereto.

So that the items composing the amount of money appropriated and raised for the support of the public schools for the year ending December fifteenth, eighteen hundred and fifty-seven, is as follows :

Raised by tax for the support of schools - - -	\$317,184 93
Raised by tax in addition for building, repair- ing and furnishing school houses - - -	54,240 15
State appropriation - - - - -	80,000 00
From other sources, being chiefly the interest on the surplus revenue appropriated by the coun- ties for the support of schools, - - -	52,504 40
Making a total of - - - - -	\$503,929 42

Being a decrease, compared with the preceding
 year, of - - - - - \$10,318 76

It is important, however, to observe in this connection, that while there is an apparent diminution in the aggregate amount of money raised and appropriated to school purposes, yet it will be found on a careful examination to effect only that raised for building purposes, while this item alone is diminished over fifty thousand dollars, the other items of the account show a very liberal increase, so that while the people have not been taxed to the same extent they were the preceding year for building school houses, the schools already established have been more liberally sustained.

The number of teachers employed in the public schools of the State during the year was two thousand and eighty.

The average salary per annum paid to male teachers was three hundred and ninety dollars; to females two hundred and thirty-seven; being an increase in both cases over that of the preceding year.

The school system of New Jersey embraces—

One Normal School,

One Model School,

One Farnum Preparatory School, and

Fifteen hundred and ninety-four public schools, established in the various cities and townships of the State.

For the maintenance and support of which there has been appropriated and expended during the year as follows:

By the State for the support of the Normal School - - - - -	\$10,000 00
By the State for the support of the Farnum Preparatory School - - - - -	1,200 00
By the State for the support of the public schools - - - - -	80,000 00
Raised by tax and other sources - - - - -	473,929 48

Making a total, raised and appropriated for
 school purposes during the year, of - - \$515,129 48

A result the more gratifying, because of the large sum principally derived from taxes voluntary imposed on the people.

THE NORMAL SCHOOL.

The Normal School justly occupies a prominent position in our educational system, because to this, more than any other agency within our control, must we look as the best means of improving and elevating the character of our common schools.

This institution, established by the act of February nine, eighteen hundred and fifty-five, has now been in operation a little over two years, having nearly completed its fifth term. It continues to enjoy a high degree of prosperity, and is already exerting a most salutary influence on the schools in different parts of the State.

The number of pupils admitted to this institution during the past year was one hundred and twenty, being an increase of thirty-three over the preceding year.

Of the number of pupils received and admitted since its opening, sixty-six have left and are now engaged in teaching with great success in the public schools of the State.

The constant increase of pupils at the normal school, and the yet greater demand for normal school teachers, justified by the high reputation they have generally established, evince not only the utility and value of the institution, but the high estimation in which it is held by the people of the State, as one of the most important agents by which they hope to secure to themselves the blessings of a general education.

The establishments of schools for the training and education of teachers, is justly regarded as the most important element in every well organized system for the advancement of general education, and in all countries where such schools have been established under favorable auspices, and a fair opportunity allowed for testing their utility, the result has been invariably successful.

If, therefore, we would have good schools, if we would elevate the standard of common school education, if we would thoroughly educate the young and rising generation so as to fit them for the discharge of the high and exalted duties incumbent on them as American citizens, we must have teachers who understand not only the theory but the art of teaching, who know how and what to teach, who have all the information, discipline and instruction requisite for this important work, and who will prosecute it under the conviction that activity, zeal, enthusiasm, and devotion to the interests of the young, are more potential in controlling them and in developing their minds and hearts, than all the modes of physical torture to which ignorance is accustomed to resort.

Such teachers the ordinary course of instruction will never produce; it never has, it never will. A few, possessed of extraordinary powers, may occasionally be found to have, in an eminent degree, the qualifications of teachers; but the number of such will never increase, so as to furnish an adequate supply of good teachers for all our public schools.

If we would have enough such for our common schools, we must raise them up and educate them, in institutions adapted to the purpose. This preparation they need, and this is what the Normal School confers; and while public attention throughout the State is deeply interested in the subject of general education, and the means of improving our primary schools, it is important to be understood, that much of their success depends on the provision made for the thorough preparation, theoretical and practical, of all the duties of the school.

The principle here advocated, is no new idea; it has been adopted and acted upon for more than one hundred and twenty years in Prussia, and the great success of the German system, is no doubt attributable to the liberal provision made by the government for the training and education of the teachers of primary schools.

The same principle has been more recently adopted in the United States, not so much from a knowledge of its results

elsewhere, as from its peculiar fitness and adaptation to the wants of our own country; and the results attained through this instrumentality, have more than realized our most sanguine expectations, and furnish abundant proof of the value of such institutions to improve and elevate the character of our public schools.

Normal Schools are a great feature of this age, of which education is, and has been, the great and engrossing question, and the State of New Jersey, in establishing and sustaining such an institution, even for a *brief period*, has but followed the example of the most enlightened States, both of Europe and America.

“The great work of educating the teachers of the children of the State, most of whom get no education but that acquired in the primary school, and of the common school teacher, has but commenced, to continue it until every child within the limits of the State, shall sit at the feet of the instructor whose familiar acquaintance with literature and science give him ability to teach whatever is necessary to be taught, and whose knowledge of the science of teaching, enables him to give his instruction in the wisest and best manner, is not only a duty, but wise and philanthropic.”

Our great object is, to secure to all our youth a good mental, moral and physical education; and the money appropriated for this purpose, should be so expended as to secure it to the *greatest possible extent*.

“How is this to be done? Not by expending our money on incompetent teachers, who know nothing as they ought to know it, and who do nothing as they ought to do it, but by first expending a portion of our funds to qualify our instructors for their difficult and delicate work—thus doing the work in the only way in which it can be well done, and so accomplishing, by the same means, ten thousand fold more to effect its high purposes, than can be effected by less enlightened agents.”

Let us furnish good teachers for our public schools, and soon little else will be wanting, if we sustain them as we ought.

To secure this object, the *Normal School* has been established. Its operation, though brief, has realized, to some extent, its value in accomplishing the object for which it was designed. I earnestly hope it will be *permanently sustained as the efficient head of our educational system*, until its influence, so powerful for good (if rightly conducted), shall reach the whole people, and infuse into OUR school system that HEALTH, VITALITY and ENERGY, without which it must fail in accomplishing the object of its grand design.

THE MODEL SCHOOL.

The Model School is connected with the Normal School, and is one of its most beautiful features. It is a representative of the district school, and is intended to show what a good elementary school, both as regards discipline and instruction, should be.

This connection is also important to the welfare and success of the Normal School, as it furnishes a school of practice, in which all the pupils of the senior class in the Normal School have an opportunity, and are required by turns, under the supervision of an experienced teacher of this department, and with the benefit of his advice and counsel, to reduce to practice the principles they have learned.

A part of the Normal School building was formerly used for the use of the Model School, which, at the time of my last annual report to the Legislature, embraced one hundred and forty-seven pupils. But owing to the increase of pupils in the Normal School, the want of more room in the building for their accommodation, and the pressing necessity that existed for increased facilities in the Model Department, as a school of practice for the Normal pupils, rendered it necessary that a larger building should be provided for the purpose.

Accordingly, the *citizens of Trenton*, who had from the first manifested a warm interest in both the NORMAL and MODEL Schools, proposed to erect, *at their own expense*, on the lot adjoining that of the Normal School, a large and commodious

building, for the purpose of the Model School, and rent it to the trustees.

This GENEROUS OFFER was accepted, and the building, which is a model of the kind, was erected, at a cost of twenty thousand dollars, and in it the Model School is now established.

With these enlarged accommodations for the school, the number of applicants for admission greatly increased, and the school now embraces three hundred and sixteen pupils, of the ages usually found in the public schools. It fully sustains the high reputation it has heretofore enjoyed, and furnishes, in its operation, greatly increased facilities as a school of practice, to the pupils of the Normal School.

THE FARNUM PREPARATORY SCHOOL.

This Institution, originally established by the liberality of Paul Farnum, of Beverly, has, by the act of the Legislature of March 20th, 1857, become a part of the system of public education in New Jersey, and is now in successful operation as a State Institution.

It is auxiliary to the Normal School, and is organized on a similar plan, designed to complete a State educational system, for the training and education of teachers, by furnishing that preliminary elementary preparation and training which those who intend to fit themselves for the work of teaching should possess, before entering the Normal School, thus abridging the labors of the Normal School, and enabling it to devote its energies in a great measure "to the science of education and the art of teaching, which is its legitimate field of labor."

The school commenced operations under its present organization Sept. 14th, 1857, with one hundred and thirty-five pupils in its various departments.

The school is divided into four departments—

The Experimental,

“ Intermediate,

“ Preparatory, and the Academic.

The Experimental department is designed for the younger and less advanced pupils.

The intermediate for those further advanced in age and attainments.

The Preparatory is designed to continue and complete the course of elementary training essential to sound scholarship, and at the same time to test by examination and experiment the adaptation of the pupils to the work of teaching, preliminary to their admission to the Normal School.

In the Academic department, the pupils will pursue the higher branches of study, usually taught in institutions of this class.

The period that has elapsed since the school commenced operations is too short to enable us to judge of its value as a State Institution, in the training and education of teachers for our public schools.

At the commencement of the term there was but one pupil in the Preparatory department who had declared his intention to engage in the work of teaching; now there are eight, and nine others in the Experimental and Intermediate departments who will enter it at the commencement of the next session, making seventeen at the present time in the institution whose intention is to prepare themselves for the work of teaching, and the number is constantly increasing.

In addition to those already mentioned, quite a number of new applications for admission to this department, the next session, have already been made, a fact which, considered in connection with the constant and increasing demand for well qualified teachers, shows that there exists in the school system of New Jersey a want which the Faraum Preparatory School is designed to meet.

It will also be gratifying to the friends of popular education to learn of the early success of this school, the first of the kind established in the United States, and the favor with which it is received by the people of New Jersey.

The ordinary income of the school, with the annual appro-

priation from the State, and the interest on the endowment by Mr. Farnum, will be sufficient to meet its expenses, without the prospect of any additional charge on the Treasury of the State for its support.

THE SCHOOL LAW AND THE PUBLIC SCHOOLS.

According to the provisions of the present law, which was passed in eighteen hundred and forty-six, and has been somewhat modified by subsequent legislation, the raising of money for school purposes is left to the people. The voters of the several townships, at their annual meeting may determine to raise by tax, any sum not exceeding three dollars for each child of legal school age in the townships. This mode of fixing the amount combines various advantages. The desire for free schools, the necessity for them, the amount necessary to be raised thus for their maintenance, all vary in different localities, and this mode of voting on the sums to be raised furnishes the means of adjusting the practical working of the school system to all these ever varying circumstances. It has this additional advantage, the taxes which the voters lay upon themselves they cheerfully pay, and they cannot but feel an interest in schools which are created by the popular will, and sustained at the public expense. It will be seen by the tabular statement of our schools, that in almost every township where the direct tax has reached the limit established in the law, the sums thus raised, together with the amount received from the State and other sources, have been found sufficient to make the public schools free. Of the one hundred and ninety-six cities and townships in the State, only sixteen failed to vote a sum for the purpose, during the past year. The preceding year eighteen townships omitted to make this provision.

The law also authorizes the town superintendent of each township to divide into convenient school districts the territory over which his jurisdiction extends. This provision of the law is an important one, and when the power thus given is wisely

and prudently employed, the prosperity and efficiency of the schools are often very materially increased. There are at the present time *fourteen hundred and thirty-eight* school districts in the state, and the tendency of the people is to desire still further division, to accommodate the schools of their several districts. But if it be desirable to make the schools free, it is evident that while every really necessary change should be made without delay, the work of sub-dividing may be carried too far. A district may be so small that the funds at its command are insufficient to secure a competent teacher. And, indeed, in the more sparsely populated portions of the state, the people are shut up to a choice of disadvantages—large districts, school houses closed during the greater portion of the year, or liberal private subscriptions in aid of the public school fund. More than one case has been found where the enlargement of the territory of a district has at once enabled it to sustain itself well. Still it would be exceedingly difficult, perhaps impossible, so to regulate this matter by law as to obviate all incidental evils, and it is very doubtful whether any new mode of meeting local questions would succeed much better than the present system.

It is evident that the practical value of our whole school system depends upon the efficiency of the various local authorities to whom the interests of the schools are committed.—Where the township superintendents appointed to supervise the schools, are faithful and zealous as well as capable; where the trustees of the districts enter heartily and intelligently upon their duties, an impulse is communicated to all parties, parents, teachers and pupils, which powerfully promotes the end had in view. Systems are nothing without men, and the wisest laws are powerless where the administration is confided to those who lack the ability to perform their duty, or care nothing about it. The educational interests of the people are where they ought to be, in the hands of the people. They determine the amount of money to be applied to the support of schools; they elect the officers whose province it is to select

the teachers and expend the funds; and increased efficiency in the work can only be secured at the price of increased interest and attention on the part of the community. It requires only that the people fully appreciate the advantages of general education, and apply themselves steadily to the task of securing it.

The present laws upon the subject are capable, if fully carried out, of yielding greater benefits than have yet been openly claimed by the most sanguine friends of the cause.

Any proposed change or modification of existing laws should be carefully considered and acted upon by the legislature; nor should it receive their favorable consideration, unless on a careful examination it shall be found to remedy some defect known to exist in the practical workings of our school system. Impressed with the correctness of these views, I shall at present make but one suggestion or recommendation on the subject.

It is well known that under the present law the trustees of any school district are required to appropriate the money apportioned thereto for the purpose of maintaining a free school. It frequently happens in those townships where free schools are not established, that the money apportioned to the several districts thereof is wholly insufficient to maintain free schools for a longer period than three or four months, after which the schools are closed for the remainder of the year, to the great injury of the people of the district.

Now, if the law on the subject was so changed as to allow the trustees to apportion the money of the district in equal sums to each quarter of the year during which the schools may be kept open, with authority to collect from the patrons of the school whatever may be necessary to meet the deficiency per quarter, it is believed that many schools of the class referred to, would continue in operation the whole year. The people of the said districts would thus enjoy equal educational advantages, and would, from this cause, more willingly contribute to the raising of money for the support of schools.

TEACHERS' INSTITUTES.

Teachers' Institutes have been held during the year in all the counties of the State, except Monmouth and Passaic, at the time and place designated in the following table :

COUNTIES.	TIME OF MEETING.	PLACE.
Atlantic.....	August 10th	Tuckahoe.
Bergen	June 15th.....	Haekensaek.
Burlington	June 8th.....	Mount Holly.
Camden.....	August 17th	Long-a-Coming.
Cape May.....	June 1st.....	Cape May Court House.
Cumberland	August 24th	Bridgeton.
Essex.....	March 30th	Newark.
Gloucester.....	August 3d.....	Carpenter's Landing.
Hudson	June 8th.....	Hudson City.
Hunterdon.....	May 25th.....	New Germantown.
Mercer.....	June 22d.....	Hightstown.
Middlesex.....	July 20th.....	Cranberry.
Morris.....	July 27th.....	Morristown.
Ocean.....		Tom's River.
Salem.....	August 17th	Allowaytown.
Somerset.....		
Sussex.....	August 24th	Newton.
Union.....	July 20th.....	Elizabeth.
Warren.....	September 14th.....	Washington.

This subject having been discussed at some length in former reports from this office, it will be sufficient for my present purpose to say that the experience of another year fully confirms the opinion heretofore expressed, that Teachers' Institutes are among the most efficient means we possess of directly promoting the interests of our common schools, giving, as they do, instructions to teachers in the various branches of education, in the modes of teaching, and the principles of school discipline, thus acquainting them with the best methods of communicating knowledge and inspiring them with the true spirit of the teacher's vocation.

Nor is their influence on the public mind less important.—By the public lectures and discussions on the various subjects connected with the interests of education, the attention of the people has been aroused to a sense of the responsibility devol-

ving upon them, causing them to feel a deeper interest in the subject of schools, and inciting them to greater diligence in their efforts to improve their condition.

The good effects of Teachers' Institutes have fully vindicated the wisdom of the policy that brought them into existence, and have shown that, when rightly conducted, they are not only an efficient means of improving the schools, but a powerful auxiliary in promoting the interests of general education.

With the accompanying documents will be found a report made to this department by John B. Thompson, agent of the State Teachers' Association, a gentleman who for several years has been intimately connected with Teachers' Institutes in New Jersey, and whose reports on the subject, will be found highly interesting.

THE DISTRIBUTION OF BOOKS TO THE SCHOOLS.

The acts authorizing and directing the purchase of "Webster's Unabridged Dictionary," and "Lippincott's Pronouncing Gazetteer," for the use of the schools, have, so far as the demand for the books required it, been complied with.

WEBSTER'S UNABRIDGED DICTIONARY.

Of the Dictionary, fifteen hundred copies have been purchased, at an expense to the State of six thousand dollars, and the distribution thereof is nearly completed.

LIPPINCOTT'S PRONOUNCING GAZETTEER.

Of the Gazetteer one thousand copies have been purchased, at an expense to the State of four thousand eight hundred dollars, a large proportion of which have already been distributed. Five hundred more will probably be required to supply the demand of the schools.

In the delivery of these books, I have been greatly aided by the services of R. M. Smith, the Treasurer of the State, for whose kindness and assistance in this matter I shall ever feel under special obligations.

The work of distributing them has imposed on the depart-

ment much labor and expense, and for which no provision has been made ; yet the duty has been cheerfully performed, in the confident belief that the possession of these invaluable books by the schools of the State, will result in lasting benefit to them.

THE SCHOOL FUND.

The amount of the school fund, on the first day of January, eighteen hundred and fifty-eight, was four hundred and sixteen thousand six hundred and forty-eight dollars and one cent (\$416,648 01) ; having increased during the year, the sum of one thousand eight hundred and seventy-eight dollars and twenty-two cents (\$1,878 22.)

CONCLUSION.

Let not the advocates of popular education in New Jersey relax their exertions for one moment, or in the smallest degree abate their zeal. It is a cause which appeals to all classes of the friends of humanity. The philanthropist sees in it the means of increasing that intelligent forethought which tends to lessen crime and want. The advocate of moral reform feels that the probabilities of success strengthen with the increasing habits of reading and reasoning which popular education induces. The christian is well convinced that divine truth comes with new force and effect to minds trained to examine and reflect. The patriot knows that popular intelligence is a powerful element of national strength and prosperity, and the surest safeguard of right institutions. The lover of American freedom sees a peculiar necessity here for general education. The subjects of other governments *ought* to be educated, ours *must* be. A republic cannot stand firm in spirit as well as in name, unless its citizens are prepared to judge intelligently of public men and public measures ; as the intelligence of the whole people increases with their educational facilities, public measures will be scanned more closely, public men will be held

to a more rigid accountability, just laws will be enforced with more ease and promptness, the industry of our people will find new fields of effort and receive new rewards, and all the material resources of our state, and every element of our prosperity will be more abundantly developed. Popular intelligence is the right arm of our strength.

With the confident belief that the subject will receive at your hands that attention its importance demands, this report is respectfully submitted.

JOHN H. PHILLIPS,
State Superintendent.

*Office of State Superintendent of Public Schools, }
Pennington, January 23d, 1858. }*

STATEMENTS

ACCOMPANYING THE

SUPERINTENDENT'S REPORT.

OF THE SEVERAL COUNTIES AND TOWNSHIPS OF THE
NEW JERSEY,
DECEMBER, EIGHTEEN HUNDRED AND FIFTY-SEVEN.

Average daily attendance at school.	Average number of months schools have been kept open.	Terms of tuition per quarter.	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 raised in addition, for building, repairing and furnishing school houses.	Total amount raised and appropriated to school purposes.	Number of teachers.		Salary of Teachers per year.	
								Male.	Female.	Male.	Female.
		Dols.	Dols.	Dols.	Dols.	Dols.	Dols.			Dol.	Dol.
406	8	1 00	1516 50	458 34	99 36	2074 20	15 13	2	400	300	
251	7	2 50	826 00	371 53	.....	2097 53	7 5	2	475	400	
225	5	2 50	1350 00	151 73	.....	1501 73	8 6	2	450	300	
75	6	.....	300 00	115 11	79 58	494 69	2 2	.....	260	.....
30	6	80	510 00	120 10	.....	630 10	3 2	1	400	240	
1017	6 1/2	1 70	4702 50	1252 80	178 94	900 00	7034 24	35 28	7	397	310
300	9 1/2	50	.....	302 25	67 38	1500 00	1869 63	15 9	6	.....	.....
500	11	1 70	2828 00	519 90	393 90	1650 00	5387 80	14 11	3	450	225
200	11	1 00	874 00	353 67	658 27	925 00	2810 94	5 5	.....	360	.....
254	11	2 00	.....	529 17	.....	529 17	10 1	3	280	200	
115	10	2 00	408 00	303 00	.....	711 00	3 1	2	500	200	
296	11 1/2	1 32	1576 00	357 00	305 50	2238 50	10 7	3	400	175	
150	9	1 75	628 00	154 08	.....	782 08	6 6	.....	300	.....
82	9	1 50	434 31	96 22	46 28	576 81	2 1	1	320	300	
114	10 1/4	2 00	.....	264 80	200 55	1185 00	1650 35	5 3	2	290	275
2111	10 1/4	1 53	6748 31	2876 09	1671 88	5260 00	16,556 28	70 50	20	362	230
.....	10	Free.	3558 00	576 71	.....	1000 00	5134 71	12 2	10	500	225
.....	10	Free.	1800 00	867 20	1861 82	.....	4529 02	16 1	15	800	170
.....	10	2 50	900 00	638 60	526 08	.....	2064 68	21 13	8	300	200
.....	10 1/2	.....	1155 00	113 00	257 53	.....	1525 53	5 2	3	.....	.....
.....	9	2 25	.....	445 26	409 88	.....	855 14	15 1	8	375	200
.....	7	2 00	400 00	478 70	.....	878 70	11 7	4	.....	.....
310	11	Free.	1900 00	385 90	.....	2285 00	9 6	3	.....	.....
.....	10	2 50	.....	434 82	257 38	.....	692 20	12 4	9	.....	.....
187	10	Free.	1200 00	378 80	280 11	450 00	2308 91	6 3	3	400	300
260	10 1/2	Free.	2000 00	475 08	351 08	.....	2826 16	8 2	6	400	185
400	.....	3 00	2000 00	420 00	221 00	.....	2641 00	10 5	5	.....	.....
.....	8	.....	300 00	247 18	.....	547 18	5 3	2	288	200	
.....	10	34	800 00	687 00	132 00	250 00	1869 00	7 6	1	250	175
445	9	.....	2276 00	608 18	.....	2884 18	13 7	6	312	250	
.....	6	2 50	600 00	122 56	.....	722 56	6 4	2	.....	.....
.....	.....	.....	300 00	398 95	.....	698 95	8 4	4	.....	.....
113	6	.....	750 00	395 00	.....	1145 00	7 4	3	.....	.....
.....	9 1/4	1 25	19,939 00	7672 04	4296 88	1700 00	33,607 92	172 80	92	403	212

Abstract from the Returns of

COUNTIES AND TOWNSHIPS.	Whole number of districts in the township.	Number from which reports have been received.	Number of schools in the city or township.	Number of children residing in the township between the ages of five and eighteen years.	Number who have attended one year, allowance being made for vacations.	Number who have attended nine months, but less than twelve.	Number who have attended six months, but less than nine.	Number who have attended three months, but less than six.	Number who have attended a less period than three months.	Number over the age of eighteen years, who have attended school.	Number of colored children who have attended school.	Whole number of children who have attended school.
CAPE MAY.												
Population, 6,433.												
Cape Island.....	1	1	2	184	.....	23	65	71	.....	7	159	
Dennis.....	6	6	6	569	.....	42	240	230	.....	.....	.....	512
Lower.....	5	3	6	409	.....	.....	76	26	.....	36	376	
Middle.....	7	5	7	747	.....	153	275	158	115	17	15	718
Upper.....	7	7	7	465	61	73	96	109	89	25	9	453
	26	22	28	2374	61	268	914	638	295	42	67	2218
CAMDEN.												
Population, 25,422.												
Camden.....	1	1	21	4197	611	322	400	543	444	.....	101	2320
Centre*.....	5	5	5	379	.....	75	100	100	.....	10	115	285
Delaware.....	9	5	6	917	76	126	110	215	164	24	27	715
Gloucester.....	11	11	11	876	70	100	150	300	40	12	7	672
Newton.....	7	7	8	1045	137	142	269	262	115	4	42	929
Union.....	2	1	4	811	74	37	65	116	72	.....	5	364
Washington.....	10	10	10	839	115	187	295	55	.....	13	5	695
Waterford.....	5	5	5	525	60	75	75	125	.....	.....	12	325
Winslow.....	7	7	6	592	150	175	125	75	37	30	4	592
	57	52	76	10,181	1293	1239	1589	1821	872	93	318	6907
CUMBERLAND.												
Population, 17,189.												
Bridgeton.....	4	4	5	901	380	.....	72	30	.....	10	60	492
Cohansey.....	1	1	1	400	12	32	78	116	138	.....	.....	376
Deerfield.....	5	5	5	396	.....	.....	122	218	40	8	.....	388
Downe.....	9	9	11	990	293	206	210	40	.....	.....	.....	743
Fairfield.....	6	6	12	763	.....	50	200	400	.....	6	30	656
Greenwich.....	4	4	6	375	.....	30	84	212	.....	.....	70	326
Hopewell.....	8	8	8	539	80	60	180	180	.....	10	20	510
Maurice River.....	8	8	8	827	150	200	200	100	80	.....	10	730
Millville.....	6	6	7	1145	386	.....	292	.....	.....	.....	.....	678
Stow Creek.....	4	4	4	325	30	80	150	60	.....	.....	6	320
	55	55	67	6661	1331	652	1588	1356	258	34	196	5219
ESSEX.												
Population, 73,950.†												
Belleville.....	5	5	6	1038	300	200	.....	.....	.....	.....	8	500
Bloomfield.....	5	5	5	1095	158	173	151	199	173	.....	17	854
Caldwell.....	8	8	8	769	76	120	115	170	50	.....	.....	531
Clinton*.....	9	6	7	859	338	34	27	19	.....	.....	.....	416
Livingston.....	5	5	5	417	.....	75	80	55	34	.....	9	244
Millburn.....	5	3	4	368	50	60	75	80	100	.....	5	365
Newark.....	1	1	42	15,226	1435	563	1977	3471	3297	306	160	11,048
Orange.....	10	10	7	1636	147	186	235	149	85	1	6	803
	48	43	84	21,408	2502	1411	2660	4143	3739	306	205	14,761

* Taken from last report.
† Including Union county.

Public Schools, &c.—continued.

Average daily attendance at school.		Terms of tuition per quarter.	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 raised in addition for building, repairing, and furnishing school houses.	Total amount raised and appropriated to school purposes.	Number of teachers.				Salary of Teachers per year.	
Average number of months schools have been kept open.	Male.							Female.	Male.	Female.	Dol.	Dol.	
			Dols.	Dols.	Dols.	Dols.	Dols.				Dol.	Dol.	
100	9	.....	200 00	81 40	25 41	.....	306 81	2	1	1	500	300
260	7½	Free.	1000 00	251 84	76 29	.....	1328 13	8	5	3	400	200
245	6	Free.	818 00	181 00	50 00	.....	1049 00	6	6			
252	7½	75	1494 00	331 34	320 00	.....	2145 34	9	7	2	450	130
235	8½	Free.	1398 00	215 00	70 00	.....	1938 00	6	4	2	400	300
1092	7¾	75	4910 00	1060 58	541 70	.....	6812 28	31	23	8	438	232
1020	12	Free.	11,198 48	2314 11	2629 58	.....	16,142 17	23	3	20	618	250
.....	8½	.....	758 00	232 67	163 47	.....	1154 14	5	1	4	340	240
.....	7½	2 00	330 00	386 23	230 85	.....	947 08	6	4	2		
330	9	70	2000 00	356 60	107 00	.....	2463 60	14	11	3	860	200
498	10	Free.	3135 00	417 80	239 44	1400 00	5192 24	12	5	7	400	250	
161	12	Free.	2433 00	102 10	1197 12	.....	3892 22	5	2	3	540	230
.....	7	2 00	1650 00	330 00	115 00	.....	2325 00	11	7	4	450	250
109	8	2 25	600 00	345 68	.....	.....	945 68	5	3	2	250	225
186	9	2 50	888 00	122 50	.....	.....	1091 18	7	6	1	240	100
.....	9¼	1 18	22,992 48	4667 69	4682 46	1710 68	34,053 31	88	42	46	400	218	
420	12	1 56	2300 00	381 22	267 35	.....	2948 57	10	2	8	375	200
.....	12	Free.	1400 00	155 40	50 00	.....	1605 40	4	1	3	500	200
30	7	.....	400 00	167 46	129 50	119 00	815 96	4	4	.....	300	
500	6	2 75	1500 00	588 50	.....	.....	2088 50	15	9	6		
.....	6	2 50	800 00	322 88	455 50	.....	1578 38	12	8	4	350	150
.....	8	2 75	335 00	158 68	156 00	.....	649 68	8	4	4	300	240
213	7	2 25	600 00	228 00	335 19	450 00	1613 19	14	6	8	350	190	
300	8	.....	2100 00	349 96	158 51	.....	2608 47	10	8	2	350	175
.....	9	Free.	2400 00	465 04	249 00	.....	3114 04	14	5	9	.....	230
.....	8	2 00	500 00	145 96	.....	.....	645 96	8	4	4	280	160
.....	8¼	1 73	12,335 00	2963 10	1801 05	569 00	17,668 15	99	51	48	352	193	
.....	.....	Free.	3114 00	462 02	.....	.....	3576 02	6	4	2		
320	11½	Free.	2500 00	487 40	.....	1550 00	4537 40	11	4	7	450	175
.....	7	2 00	1000 00	342 28	.....	1066 00	2408 28	6	4	1	400	200
.....	10	.....	2577 00	386 92	.....	.....	2963 92	10	5	5	350	160
90	9	.....	695 74	184 26	132 96	10 00	1022 96	4	4	.....	240	
80	9	.....	400 00	163 80	541 45	.....	1105 25	3	1	2	300	200
4113	12	Free.	37,227 40	6553 04	240 00	12,772 60	56,793 04	97	26	71	720	233	
475	9¾	.....	3000 00	730 88	2156 35	2156 35	621 00	12	0	6	418	225
.....	9¾	50	50,514 14	9310 60	3070 76	16,019 60	78,915 10	149	55	94	410	199	

Abstract from the Returns of

COUNTIES AND TOWNSHIPS.	Whole number of districts in the township.		Number of schools in the city or township.	Number of children residing in the township between the ages of five and eighteen years.		Number who have attended one year, allowance being made for vacations.		Number who have attended nine months, but less than twelve.		Number who have attended six months, but less than nine.		Number who have attended three months, but less than six.		Number who have attended a less period than three months.		Number over the age of eighteen years who have attended school.		Number of colored children who have attended school.		Whole number of children who have attended school.	
	Number from which reports have been received.	Number of districts in the city or township.		Number of children residing in the township between the ages of five and eighteen years.	Number who have attended one year, allowance being made for vacations.	Number who have attended nine months, but less than twelve.	Number who have attended six months, but less than nine.	Number who have attended three months, but less than six.	Number who have attended a less period than three months.	Number over the age of eighteen years who have attended school.	Number of colored children who have attended school.										
UNION.																					
Elizabeth	1	1	18	2696	568	211	239	276	298	1	59	1593									
New Providence	5	5	5	416	90	64	56	40	10	.....	.....	200							
Plainfield	2	2	2	882	15	91	231	180	235	2	9	762									
Rahway	5	5	5	1068	293	77	130	197	.....	.....	.....	699						
Springfield	3	3	3	241	.....	80	32	27	25	.....	.....	164						
Union	7	6	6	435	37	58	100	200	27	.....	.....	420							
Westfield	5	5	3	471	15	65	69	54	.....	.....	.....	266						
HUDSON.																					
Population, 21,821.																					
Bergen	7	7	9	1546	243	277	334	247	134	13	29	1248									
Harrison	3	3	2	313	8	1	12	70	118	.....	.....	209							
Hoboken	3	3	1	1376	66	134	124	191	148	.....	.....	661							
Hudson City	1	1	4	966	423	.....	112	.....	.....	.....	.....	535				
Jersey City	1	1	3	5747	1511	447	822	1250	.....	.....	.....	4030						
North Bergen*	6	3	4	1319	275	70	105	20	101	.....	.....	577							
HUNTERDON.																					
Population, 28,989.																					
Alexandria	16	16	16	1230	240	265	274	132	100	42	4	1053									
Bethlehem*	6	6	6	588	150	125	80	45	50	10	3	460									
Clinton*	9	8	9	873	.....	250	140	160	25	.....	13	575							
Delaware	9	9	9	815	100	150	106	150	95	15	6	616									
East Amwell	4	9	4	454	50	.....	200	.....	.....	.....	.....	250				
Franklin	12	12	12	481	50	75	100	150	.....	.....	.....	375						
Kingwood	0	4	4	500	.....	.....	24	127	284	6	.....	441						
Lambertville	1	5	5	592	295	70	45	40	35	.....	.....	485							
Lebanon	11	11	11	841	440	.....	210	.....	.....	.....	.....	650				
Raritan*	16	16	17	898	85	178	97	192	22	.....	.....	574							
Readington	12	12	12	956	87	146	266	213	64	11	14	787									
Tewksbury*	10	10	10	830	.....	520	.....	.....	.....	.....	.....	520			
Union	8	8	8	437	.....	85	130	75	80	2	.....	372							
West Amwell	4	4	4	353	3	10	33	79	117	2	4	244									
* Taken from last report.	127	126	127	9908	1500	1874	1705	1363	872	88	65	7402									

Public Schools, &c.—continued.

Average daily attendance at school.	Average number of months schools have been kept open.	Terms of tuition per quarter.	Amount of money raised by tax for support of schools.	Amount received from the State.	Amount received from other sources specified in the returns.	Amount raised in addition for building, repairing, and furnishing school houses.	Total amount raised and appropriated to school purposes.	Number of teachers	Male.	Female.	Salary of Teachers per year.	
			Dols.	Dols.	Dols.	Dols.	Dols.				Mal.	Female.
724	12	Free.	10,000 00	598 31	.....	.....	10,598 31	20	6	14	442	204
150	10	1 50	577 36	184 64	.....	.....	762 00	5	4	1	400	250
324	10	Free.	2300 00	391 48	.....	.....	2691 48	9	3	6	600	300
430	10	Free.	4510 00	474 01	1354 01	.....	6338 05	15	6	9	390	240
86	9	1 25	254 59	107 86	.....	.....	362 45	2	1	1	400	160
163	9	2 00	600 00	193 06	.....	35 00	828 06	6	5	1	360	240
146	10	2 00	600 00	209 04	467 40	.....	1276 44	3	3	.....	384	120
2023	10	96	18,841 95	2158 43	1821 41	35 00	22,856 79	60	28	32	425	216
474	10½	2 00	3500 00	470 00	969 58	2500 00	7439 58	10	6	4	500	206
103	10	1 00	600 00	186 60	.....	.....	686 60	2	1	1	400	175
477	10½	Free.	3000 00	429 30	600 00	.....	4029 30	12	3	9	460	228
423	12	Free.	4000 00	150 00	.....	.....	4150 00	8	4	4	575	225
1188	11	Free.	11,000 00	1879 00	1474 50	.....	14353 50	34	2	32	.....	.....
.....	11¼	Free.	2000 00	333 26	.....	950 00	3283 26	6	4	2	450	220
.....	11	50	24,100 00	3448 16	3044 08	3450 00	34,042 24	72	20	52	477	211
.....	7½	2 25	1230 00	616 20	142 00	125 00	2113 20	17	9	8	300	250
.....	10	2 25	1138 00	284 12	218 16	.....	1640 28	6	5	1	360	200
.....	9	2 00	873 00	219 00	.....	.....	1092 00	10	7	3	300	225
300	9¾	2 25	800 00	389 50	.....	.....	1189 50	14	7	7	350	200
.....	8	.....	.....	232 26	192 00	.....	424 26	4	3	1	.....	300
320	9	2 00	.....	229 84	.....	.....	229 84	12	11	1	.....	.....
74	6	1 69	.....	275 26	.....	.....	275 26	4	2	2	.....	.....
333	.....	.....	1400 00	283 00	1517 00	300 00	3500 00	13	3	10	550	220
.....	9	3 00	1682 00	401 90	.....	.....	2083 90	11	8	3	400	240
.....	8	3 25	898 00	430 51	.....	.....	1328 51	17	18	4	375	250
307	11½	65	1912 00	456 08	365 51	133 00	2866 59	12	9	3	342	265
.....	9	2 00	400 00	408 20	240 00	.....	1648 20	15	13	2	.....	.....
200	7	3 00	.....	217 60	.....	.....	217 60	5	4	1	300	180
80	8	.....	353 00	167 76	.....	.....	520 76	3	3	.....	280	.....
.....	8½	2 19	10,686 00	4611 23	2674 67	558 00	18,529 90	143	97	46	356	234

Public Schools, &c.—continued.

Average daily attendance at school.		Terms of tuition per quarter.	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 raised in addition for building, repairing and furnishing school houses.	Total amount raised and appropriated to school purposes.	Number of teachers,		Salary of Teachers per year.		
Average number of months schools have been kept open.	Male.							Female.	Male.	Female.		
		Dols.	Dols.	Dols.	Dols.	Dols.	Dols.			Dol.	Dol.	
261	10	2 00	1000 06	479 54	683 72	.....	2163 26	8	7	1	400	300
.....	6	2 50	1000 00	561 32	653 19	.....	2214 51	11	9	2		
253	10 1/2	2 25	600 00	461 00	.....	304 31	1365 31	6	5	1		
300	7 1/2	.....	812 00	571 00	.....	.....	1383 00	20	11	9	350	225
.....	8	3 00	500 00	110 00	227 00	100 00	937 00	9	5	4	360	240
.....	6	2 12	800 00	423 75	246 00	.....	1469 75	14	10	4		
.....	8	2 37	4712 00	2606 61	1809 91	404 31	9532 83	68	47	21	370	255
.....	10	.....	2000 00	700 00	.....	.....	2700 00	12	7	5	300	300
.....	11	2 25	908 00	227 05	.....	.....	1135 05	5	2	3	500	200
.....	11	Free.	3264 00	533 32	.....	600 00	4397 32	15	11	4	320	200
331	9	2 50	1112 00	522 64	.....	373 00	2007 64	11	8	3	250	200
.....	11	2 50	1200 00	281 64	216 00	355 00	2052 64	6	3	3		
200	9	Free.	2000 00	639 47	232 98	2000 00	4872 45	6	2	4	550	260
1284	12	Free.	8000 00	1954 70	.....	.....	9954 70	23	5	18	500	220
105	10	1 50	300 00	220 99	330 00	.....	850 99	4	3	1	350	300
.....	10 1/2	1 25	18,784 00	5079 81	778 98	3328 00	27,970 79	82	41	41	396	254
.....	9	2 00	2000 00	507 32	68 22	.....	2575 54	14	12	2	360	260
1012	9 1/2	Free.	10,128 00	1584 33	2547 65	.....	14,259 98	35	11	24	490	218
220	11	25	1350 00	364 84	.....	.....	1714 84	4	2	2	900	375
.....	10	3 00	2000 00	534 39	1200 00	.....	3734 39	13	8	5	400	250
.....	8 3/4	2 00	1000 00	496 76	.....	.....	1496 76	8	5	3	400	202
.....	9	2 25	1500 00	536 88	83 79	.....	2120 67	18	12	6	350	275
.....	10 1/2	2 00	3858 80	973 50	300 00	.....	5132 30	23	15	8	450	230
.....	9 3/4	1 64	21,836 80	4998 02	4199 66	.....	31,034 48	115	65	50	478	258
260	11	0 62	2346 00	380 33	272 33	.....	2998 66	12	6	6	390	275
177	6 1/4	Free.	700 00	216 33	214 25	400 00	1530 59	5	3	2	300	200
408	9 1/2	.....	1102 00	512 16	789 39	80 00	2483 55	25	16	9	260	280
160	6	Free.	705 68	211 41	92 25	.....	1009 07	10	8	2	300	200
175	8 3/4	2 50	500 00	466 91	.....	.....	966 91	7	3	4	400	240
465	9 1/4	1 68	1500 00	1507 13	167 91	318 00	3493 04	14	10	4	350	280
550	9	1 75	2479 98	1113 97	.....	319 55	3913 50	25	16	9		
272	8	.....	2000 00	715 00	.....	.....	2715 00	9	9	.....	300	260
341	9	75	2346 00	566 01	165 49	.....	3077 50	25	18	7	300	180
200	10	1 00	1000 00	388 34	187 39	.....	1875 73	13	13	.....	300	
243	10	2 25	1200 00	688 08	.....	200 00	2088 08	12	9	3	350	225
3251	8 1/2	1 17	15,879 66	6765 40	1889 02	1317 55	25,851 63	157	111	46	335	238

Public Schools, &c.—continued.

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			Dols.	Dols.	Dols.	Dols.	Dols.	Male.	Female.	Male.	Female.
140	11	Free.	1100 00	197 70	620 85	1918 55	4	12	2	400 300
200	10	2 50	2000 00	721 54	.....	.....	2721 54	7	11	.....	400 300
185	9	3 00	800 00	177 64	278 68	.....	1256 32	5	4	1	400 300
341	8	2 50	1000 00	380 78	139 50	700 00	2220 28	11	8	3	340 200
248	10	2 50	1500 00	287 72	75 00	.....	1862 72	7	3	4	400 300
175	11	.....	1000 00	220 00	220 00	.....	1440 00	7	6	1	400 240
246	11	3 00	600 00	380 97	.....	.....	980 97	10	5	5	500 250
360	10 1/2	Free.	3393 00	923 86	.....	175 75	4492 61	14	5	9	340 300
200	9	2 00	800 00	267 92	205 75	.....	1273 67	8	8	.....	360
477	12	2 00	3827 50	639 90	265 47	.....	4732 87	13	10	3	350 270
257	11	1 50	500 00	357 78	219 67	500 00	1577 45	8	4	4	470 230
450	11	.....	3627 00	768 00	.....	.....	4395 00	11	9	2	400 300
271	9	3 00	1200 00	394 56	334 24	250 00	2178 80	10	7	3	350 270
350	8	3 50	1500 00	355 28	113 44	.....	1968 72	9	6	3	428 300
3900	10	2 14	22,847 50	6073 65	2472 60	1625 75	33,019 50	124	84	40	396 274
60	12	Free.	250 00	211 02	.....	.....	461 02	2	.....	2	..... 220
.....	8	.....	800 00	220 26	149 19	.....	1169 45	7	6	1	250 200
150	9	.....	700 00	247 21	722 72	.....	1609 93	11	7	4	400 260
.....	7	2 50	.....	173 98	269 47	.....	443 45	16	8	8	.....
.....	9	2 25	.....	232 40	157 03	.....	389 43	12	7	5	.....
.....	5	2 00	425 00	203 74	160 70	.....	789 44	8	7	1	.....
231	11	.....	1192 89	420 76	376 35	.....	1990 00	6	1	5	525 170
180	10	2 25	1982 00	444 43	333 84	.....	2760 27	13	9	4	400 200
.....	6	2 25	1000 00	320 85	296 98	.....	1617 83	9	6	3	400 200
.....	6	2 00	600 00	276 71	603 87	.....	1480 58	8	2	6	.....
.....	8 1/2	1 89	6949 89	2751 36	3070 15	.....	12,771 40	92	53	39	395 208
220	7	2 00	500 00	253 96	89 96	.....	843 92	6	4	2	320 200
154	5	1 75	500 00	402 46	799 95	200 00	1902 41	9	8	1	.....
204	6	1 00	300 00	317 32	.....	.....	617 32	7	4	3	320 200
186	9 1/4	2 00	600 00	237 40	238 17	.....	1075 57	8	7	1	320 270
.....	10 1/2	2 00	400 00	291 06	.....	.....	691 06	6	4	2	.....
.....	7	1 25	600 00	406 00	.....	.....	1006 00	6	5	1	325 250
.....	7 1/2	1 66	2900 00	1908 20	1128 08	200 00	6136 28	42	32	10	321 230

Abstract from the Returns of

COUNTIES AND TOWNSHIPS.	Whole number of districts in the township.	Number from which reports have been received.	Number of schools in the city or township.	Number of children residing in the township between the ages of five and eighteen years.	Number who have attended one year, allowance being made for vacations.	Number who have attended nine months, but less than twelve.	Number who have attended six months, but less than nine.	Number who have attended three months, but less than six.	Number who have attended a less period than three months.	Number over the age of eighteen years who have attended school.	Number of colored children who have attended school.	Whole number of children who have attended school.
PASSAIC.												
Population, 22,575.												
Acquackanonk.....	3	3	9	950	338							338
Manchester.....	4	4	4	241	130							130
Paterson.....	1	1	11	5606	2313	435	361	293	349	53	92	3804
Pompton.....	7	7	5	550	75	55	39	67	25		2	261
Wayne.....	5	5	5	357	11	21	45	34	42		2	153
West Milford.....	11	11	11	930	188	108	95	80				471
	31	31	45	8634	2587	1087	540	474	416	53	96	5157
SOMERSET.												
Population, 19,688.												
Bedminster.....	10	10	10	575	168	117	101	48	15	5	17	454
Bernards.....	8	8	8	711	50	100	125	80	35	6	5	396
Bridgewater.....	9	9	12	1555	263	294	203	244	45	2	8	1051
Branchburg.....	4	4	4	350	42	58	60	64	106		16	330
Franklin.....	10	10	10	1007	12	103	194	211	82	1	20	603
Hillsborough.....	15	15	15	1137	184	148	187	156	141	17	58	833
Montgomery.....	8	8	6	619	44	93	138	110	49	4	25	440
Warren.....	5	5	6	696	113	72	111	146	182		3	624
	69	69	71	6650	876	987	1119	1059	655	35	152	4731
SUSSEX.												
Population, 22,989.												
Byram.....	7	7	7	492	70	35	137	40	150	5	10	437
Frankford.....	11	11	11	637		550						550
Greene.....	5	5	5	372	45	80	150					275
Hardystown.....	8	8	8	596	140	200	150					490
Lafayette.....	4	4	3	271	65		28				3	96
Montague.....	8	8	8	372	25	40	75	95	115		3	350
Newton.....	10	9	13	1180	194	376	253	204	25	20	4	1072
Sandystown.....	11	11	7	451	40	40	80	140	50	15	3	365
Sparta.....	12	12	12	735	60	85	320	300	20	12		697
Stillwater.....	10	10	10	603			313					313
Vernon.....	16	16	16	864	18	39	119	197	287	6		666
Walpack†.....	5	5	5	285			200				14	200
Wantago.....	21	21	21	1332	46	59	319	448	201			1073
† Taken from last report.	128	127	126	8190	703	1504	2144	1424	848	61	34	6684

Public Schools, &c.—continued.

Average daily attendance at school.	Average number of months schools have been kept open.	Terms of tuition per quarter.	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 raised in addition for building, repairing, and furnishing school houses.	Total amount raised and appropriated for school purposes.	Number of teachers.		Salary of Teachers per year.		
								Male.	Female.	Male.	Female.	
		Dols.	Dols.	Dols.	Dols.	Dols.	Dols.			Dol.	Dol.	
240	10	.....	1500 00	412 00	.....	.....	1912 00	9	8	1	380	250
110	10	2 00	200 00	105 00	.....	.....	305 00	4	3	1		
2011	12	Free.	12,893 00	2382 00	.....	11,355 00	26,630 00	56	11	45	690	300
.....	7 1/2	.....	500 00	231 08	.....	84 67	815 75	5	4	1		
.....	6	.....	500 00	153 46	.....	609 56	1263 02	6	3	3	350	200
.....	8 1/2	2 37	600 00	386 86	.....	.....	986 86	11	10	1		
.....	9	1 79	16,193 00	3670 40	694 23	11,355 00	31,912 63	91	39	52	473	260
.....	9	2 00	500 00	294 84	270 42	.....	1065 26	10	5	5	450	212
.....	9	2 50	600 00	599 78	1000 00	.....	2199 78	13	7	6	450	325
.....	10 1/2	1 00	3000 00	746 74	511 96	300 00	4558 70	16	10	6	500	250
132	11 3/4	1 00	600 00	168 54	172 33	.....	940 87	5	2	3	390	200
250	7	2 50	.....	483 56	19 94	120 00	623 50	7	3	4	350	300
383	11 1/2	.....	2474 00	546 50	467 94	.....	3488 44	15	8	7	338	313
185	9 1/2	2 00	600 00	297 24	295 12	.....	1192 36	6	5	1	360	260
225	9	1 40	700 00	334 22	454 14	640 00	2128 36	5	4	1	320	200
.....	9 3/4	1 77	8474 00	3471 42	3191 85	1060 00	16,197 27	77	44	33	395	265
.....	7	2 50	650 00	230 41	81 65	.....	962 06	7	4	3	300	192
.....	10	.....	855 50	289 30	196 78	.....	1341 58	9	8	1	300	
.....	12	.....	490 50	291 46	48 77	.....	830 73	10	7	3	300	240
.....	8	.....	1000 00	404 00	.....	.....	1404 00	11	4	7	350	150
.....	5	2 25	271 00	257 04	67 97	.....	596 01	3	2	1		
120	8	1 00	500 00	258 84	.....	.....	758 84	8	3	5	240	180
604	10	.....	2950 00	975 98	.....	.....	3925 98	19	11	8	260	
280	5	.....	.....	342 32	65 07	.....	367 39	15	7	8	180	130
.....	9	2 00	200 00	500 00	.....	.....	700 00	6	4	2		
198	6	.....	301 50	416 07	68 16	.....	785 73	17	13	4		
304	7 1/2	2 13	1000 00	603 55	.....	.....	1603 55	20	18	2	216	120
.....	6	2 00	.....	142 36	61 90	.....	204 26	6	6			
.....	9 1/2	2 50	1500 00	1041 01	.....	.....	2541 01	33	21	12		
.....	8	2 05	9718 50	5712 34	590 30	.....	16,021 14	164	108	56	281	169

Abstract from the Returns of

COUNTIES AND TOWNSHIPS.	Whole number of districts in the township.	Number from which reports have been received.	Number of schools in the city or township.	Number of children residing in the township between the ages of five and eighteen years.	Number who have attended one year, allowance being made for vacations.	Number who have attended nine months, but less than twelve.	Number who have attended six months, but less than nine.	Number who have attended three months, but less than six.	Number who have attended a less period than three months.	Number over the age of eighteen years, who have attended school.	Number of colored children who have attended school.	Whole number of children who have attended school.
WARREN.												
Population, 22,358.												
Belvidere.....	2	2	4	353	90	90	125	40	15	.....	10	360
Blairstown.....	8	8	8	511	100	112	125	74	.....	12	3	423
Franklin	7	7	7	537	50	45	126	190	60	4	.....	475
Frelinghuysen.....	11	11	11	450	100	.....	300	.....	.....	.....	.....	400
Greenwich.....	8	8	8	866	160	200	240	150	50	.....	18	800
Hackettstown	1	1	1	293	130	.....	110	.....	.....	5	.....	245
Hardwick†	3	3	3	284	.....	50	70	120	.....	.....	.....	240
Harmony	8	8	8	430	117	163	131	.....	.....	.....	2	411
Hope†	11	11	8	594	.....	310	120	120	40	.....	3	500
Independence†	10	10	9	594	60	120	110	90	.....	3	1	383
Knowlton	10	10	9	490	180	120	25	25	50	20	.....	420
Mansfield†	6	6	6	523	290	.....	.....	50	90	.....	3	430
Oxford.....	7	7	6	634	56	121	74	78	45	16	12	390
Paha-quarry.....	4	4	4	194	.....	.....	30	120	20	.....	.....	170
Phillipsburg.....	5	5	5	965	262	275	217	134	20	4	3	912
Washington.....	6	6	7	625	282	26	26	80	100	12	5	520
• Taken from last report.	107	107	104	8373	1877	1632	1829	1271	490	76	60	7169

Public Schools, &c.—continued.

Average daily attendance at school.		Terms of tuition per quarter.	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 raised in addition for building, repairing, and furnishing school houses.	Total amount raised and appropriated to school purposes.	Number of teachers.		Salary of Teachers per year.		
Average number of months schools have been kept open.	Male.							Female.	Male.	Female.		
			Dols.	Dols.	Dols.	Dols.	Dols.			Dol.	Dol.	
180	9	Free.	766 00	167 30	101 37	1000 00	2034 67	4	2	2	450	220
.....	9	1 50	.....	223 23	131 18	.....	354 41	16	10	6	200	150
217	10	2 50	1352 50	238 96	313 83	.....	1905 29	6	5	1	360	360
.....	9	2 25	145 85	231 08	.....	.....	576 93	20	15	5	270	270
480	10	40	2598 00	677 32	149 24	.....	3424 56	10	8	2	300	250
110	10	.....	439 50	66 96	.....	60 00	566 46	4	1	3	800	212
.....	6	2 00	.....	124 80	64 48	.....	189 28	2	2	.....	150	.....
176	10	2 00	700 00	172 95	217 41	.....	1090 36	7	7	.....	300	.....
.....	9	2 00	619 31	289 01	.....	.....	908 22	16	9	7	.....	120
.....	9	2 00	594 00	254 65	215 79	.....	1064 44	13	9	4	260	200
225	7	.....	300 00	209 69	121 98	300 00	931 67	17	8	9	240	160
.....	10	80	1056 00	401 42	.....	.....	1457 42	5	4	1	.....	.....
.....	8	.....	654 00	285 70	.....	187 26	1126 96	7	5	2	300	180
120	3	.....	50 00	117 74	.....	.....	167 74	4	4	.....	210	.....
445	11	Free.	2595 00	421 56	214 21	2600 00	5830 77	11	6	5	425	225
200	9	2 00	1250 00	256 00	170 00	300 00	1976 00	7	4	3	420	260
.....	8 $\frac{3}{4}$	1 37	13,120 16	4138 37	1699 49	4447 26	23,405 28	149	99	50	334	217

COUNTIES.

Population, 489,555.

	Number of townships in the county.	Number that have made reports.	Number of school districts in the township.	Number of districts that made their annual report to the town superintendent.	Number of schools in the several townships.
Atlantic.....	6	5	39	38	3
Bergen.....	9	9	59	58	5 \$1
Burlington.....	17	14	133	127	14 2
Camden	9	8	57	52	7 7
Cape May.....	5	5	26	22	2 4
Cumberland.....	10	10	55	55	6 1
Essex.....	8	7	48	43	8 2
Gloucester.....	6	6	52	46	5 9
Hudson	6	5	21	18	2 2
Hunterdon	14	10	127	126	12 3
Mercer.....	8	8	51	47	7 4
Middlesex.....	7	7	80	79	8 5
Monmouth	14	14	109	107	11 4
Morris.....	11	11	108	107	11 6
Ocean	6	4	42	35	4 6
Passaic.....	6	5	31	31	4 1
Salem	10	9	68	54	7 3
Somerset	8	8	69	69	7 2
Sussex	13	12	128	127	12 3
Union.....	7	7	28	27	4 5
Warren.....	16	12	107	107	10 2
	196	176	1438	1375	159 4

SUMMARY OF THE PRECEDING ABSTRACTS,
EXHIBITING THE RESULTS IN THE SEVERAL COUNTIES OF THE STATE FOR THE YEAR ENDING DECEMBER 15, 1857.

COUNTIES. Population, 489,555.	Number of townships in the county.		Number that have made repairs.		Number of school districts in the townships.		Number of districts that made their annual report to the town superintendent.		Number of schools in the several townships of the county.		Number of children residing in the several townships of the county between the ages of five and eighteen years.		Number who have attended school twelve months, allowance being made for the usual vacations.		Number who have attended nine months, but less than twelve.		Number who have attended six months, but less than nine.		Number who have attended three months, but less than six.		Number who have attended a less period than three months.		Number over the age of eighteen years who have attended school.		Number of colored children who have attended school.		Whole number of children who have attended school.		Average daily attendance.		Average number of months the schools have been kept open.		Terms of tuition per quarter.		Amount of money raised by tax for the support of schools.		Amount received from the State.		Amount received from other sources expended in the returns.		Amount raised in addition for building, repairing and furnishing school houses.		Total amount raised and appropriated for school purposes.		Whole number of Teachers employed in the schools during the year.		Salary of the Teachers per annum.	
	Number of townships in the county.	Number that have made repairs.	Number of school districts in the townships.	Number of districts that made their annual report to the town superintendent.	Number of schools in the several townships of the county.	Number of children residing in the several townships of the county between the ages of five and eighteen years.	Number who have attended school twelve months, allowance being made for the usual vacations.	Number who have attended nine months, but less than twelve.	Number who have attended six months, but less than nine.	Number who have attended three months, but less than six.	Number who have attended a less period than three months.	Number over the age of eighteen years who have attended school.	Number of colored children who have attended school.	Whole number of children who have attended school.	Average daily attendance.	Average number of months the schools have been kept open.	Terms of tuition per quarter.	Amount of money raised by tax for the support of schools.	Amount received from the State.	Amount received from other sources expended in the returns.	Amount raised in addition for building, repairing and furnishing school houses.	Total amount raised and appropriated for school purposes.	Whole number of Teachers employed in the schools during the year.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.													
Atlantic.....	6	5	30	38	38	3094	120	159	078	894	200	40	2151	1017	61	\$1 70	\$4702 50	\$1252 80	\$178 94	\$900 00	\$7031 24	35	28	7	\$397	\$310																						
Bergen.....	9	9	59	58	57	5267	859	987	913	723	449	15	105	4016	2111	102	1 53	6748 31	2876 00	1671 88	5260 00	16,556 28	70	50	20	302	250																					
Burlington.....	17	14	133	127	113	14,695	2094	2549	2858	2743	892	223	420	11,209	91	1 23	19,939 00	7672 04	4296 88	1700 00	33,067 92	172	80	92	463	212																						
Camden.....	9	8	57	52	76	10,184	1293	1259	1589	1521	872	93	318	6967	91	1 18	22,992 48	4667 69	4682 46	1710 68	34,953 31	88	42	46	400	248																						
Cape May.....	5	5	26	22	28	2374	61	268	914	638	205	42	67	2218	1092	71	75	4910 00	1668 58	541 70	300 00	6812 28	31	23	6	438	232																					
Cumberland.....	10	10	55	55	67	6661	1331	652	1588	1336	258	34	196	5210	81	1 73	12,855 00	2963 10	1801 05	560 00	17,668 15	99	51	48	352	193																						
Essex.....	8	7	48	43	84	21,108	2802	1411	2660	4143	3730	365	205	14,761	02	50	50,514 14	9310 60	3070 76	16,619 60	78,915 10	149	55	64	410	199																						
Gloucester.....	6	6	52	46	53	5580	260	650	1253	1368	441	100	108	4087	8	2 37	4712 00	2066 61	1809 91	404 31	6332 83	68	47	21	370	255																						
Hudson.....	6	5	21	18	23	11,297	2526	629	1509	1784	499	13	31	7260	11	50	24,100 00	3448 10	3044 08	3450 00	34,042 24	72	20	52	477	211																						
Hunterdon.....	14	10	127	126	127	9068	1500	1874	1705	1303	872	83	95	7402	81	2 19	10,686 00	4611 23	2671 67	558 00	18,989 90	143	97	46	356	234																						
Mercer.....	8	8	51	47	78	9702	2787	1123	1287	899	165	9	161	6510	101	1 25	18,784 00	5679 81	778 98	3328 00	27,970 70	82	41	41	306	254																						
Middlesex.....	7	7	80	79	83	9983	1518	2022	698	1157	457	10	118	6101	92	1 04	21,836 50	4998 02	4199 05	.....	31,034 48	115	65	50	478	235																					
Monmouth.....	14	14	160	167	118	11,821	2333	1471	1800	1745	904	133	306	8395	3000	10	2 14	22,847 50	6678 65	2472 60	1625 75	33,919 50	124	84	40	390	274																					
Morris.....	11	11	108	107	111	9315	1106	1099	1807	1452	660	37	71	6161	3231	82	1 17	15,870 60	6765 40	1889 02	1317 53	28,551 63	157	111	46	335	238																					
Ocean.....	0	4	42	35	41	4124	250	522	1039	736	184	15	4	2740	71	1 06	2900 00	1998 20	1128 08	200 00	6136 28	42	32	10	321	250																						
Passaic.....	6	5	31	31	45	8034	2587	1987	540	474	416	53	96	5157	9	1 79	16,103 00	3670 40	694 23	11,355 00	31,912 03	91	39	52	473	260																						
Salem.....	10	9	65	54	79	7050	815	1169	2039	1585	573	139	249	6311	81	1 89	6940 80	2751 30	3070 15	.....	12,771 40	92	53	30	395	208																					
Somerset.....	8	5	69	69	71	6050	876	987	1110	1059	655	35	152	4731	92	1 77	8474 00	3471 42	3101 85	1660 00	16,107 27	77	44	33	305	265																						
Sussex.....	13	12	128	127	126	8190	703	1504	2144	1424	818	61	34	6064	8	2 05	9718 50	5712 34	500 30	.....	16,021 14	164	168	56	261	169																					
Union.....	7	7	26	27	42	6200	1620	641	853	995	649	3	117	4164	2923	10	96	18,841 05	2158 43	1821 41	35 00	22,856 70	60	28	32	425	216																					
Warren.....	16	12	107	107	164	8373	1877	1682	1823	1271	490	76	60	7169	82	1 37	13,126 16	4138 37	1699 49	1147 26	23,405 28	149	60	50	334	217																						
	160	176	1438	1375	1594	189,038	28,364	23,978	31,056	29,630	16,160	1634	2922	129,729	9	1 18	\$317,184 93	\$87,195 30	\$15,398 10	\$64,240 15	\$503,020 48	2050	1197	883	\$390	\$237																						

APPENDIX.

REPORT OF THE STATE AGENT OF THE N. J.
TEACHERS' ASSOCIATION.

To the Honorable JOHN H. PHILLIPS,
State Superintendent of Public Schools of N. J.

The undersigned is very happy, in accordance with his instructions, to transmit the following report of his labors during the two years past, to the head of the department of public education in New Jersey, to whose wholesome counsels he considers himself indebted for much of the success which has crowned his efforts since he entered upon the duties of his office. However, in making this report, the Agent of the New Jersey State Teachers' Association has little that is new to report. Indeed, there is, comparatively speaking, little that is new in the whole system of education. The great principles which govern the imparting of knowledge to the human mind, are as unchanging as the laws of mind. New discoveries of these principles, and of methods of applying them, it is true, may be expected to be made, and are made daily; but the subject depends, for the interest it excites in the popular mind, rather upon its continuous importance, than upon its novelty.

Steady, well directed effort to develop, progressively, the principles which lie at the foundation of every good system—to familiarize the people with them—to excite them to a proper appreciation of this great subject—to “turn the hearts of the fathers toward the children,” will do much more to promote the good cause than sudden and violent changes, whether purely experimental or not.

The cardinal principle, which lies at the foundation of our educational system is, that “A free people must be an educated people.” They must be educated *physically*, to be able to endure labor; *mentally*, to know in what direction their labors may be successful; *morally*, to direct their labors only into such channels as *ought to lead* to success; and *socially*, that in all their lives and labors they may comport themselves as becomes the members of a society whose government leaves them free.

It was for these purposes that our public school system was instituted. That it has accomplished its design in a very limited measure, is true; but this is owing to defects in the *carrying out* of the principle, not in the principle itself.

To promote these ends, it is necessary to have—

First, in the order of time, an appropriate place for teaching;

Secondly, pupils to be taught; and

Thirdly, a teacher able and loving to teach.

The first and second of these—school-houses and the attendance of pupils—have been, measurably, attained; at least, the defects in these are, by universal consent, not so great as in the third particular. With wise discrimination, then, the New Jersey State Teachers' Association, since its first organization, whilst not neglecting these other so important particulars, has directed its efforts mainly towards securing throughout the State a corps of thoroughly qualified and efficient teachers. It has justly considered this of the *first importance*. Nor have these efforts been unsuccessful. On the contrary, notwithstanding the much that remains to be done—and few among us

have any conception of *how much* that is—any one who will diligently compare the present state of educational affairs in New Jersey with that which existed when the N. J. State Teachers' Association was organized, will plainly perceive that the progress has been quite as great as could consist with healthful development. It would be a pleasant task to present these pictures side by side, and the consideration thereof would be a grateful source of encouragement to those who have labored in this work, in spite of the great discouragements they have met; but I leave this for a more graphic pen. The object I have in view will not allow me to dwell upon it.

Teachers' Institutes were first established, both because of their immediate availability, and because through them the people could be communicated with, and the beatings of the great popular pulse observed. Our Normal School was established the last, and as it ought to be; the best on the western continent. We did not make the mistake of supposing *a priori* that now Teachers' Institutes might be dispensed with; by no means. The sad and expensive experiments of sister States were before our eyes. We saw that our Normal School, capacious as it is, would be many years in supplying all our wants; that many would not, and many could not avail themselves of its advantages; that the Normally trained teachers themselves have capacities for still higher attainments, and that in Teachers' Institutes, by the contact of mind with mind, by the interchange of plan for plan, and views for views, forgotten knowledge might be revived, higher attainments made, an *esprit du corps* established, and the attention of the people enlisted. Accordingly, so far from neglecting these, the association appointed an agent whose chief business it should be, under the advice and with the co-operation of the State Superintendent, to render this instrumentality as efficient as possible in promoting the ends for which it was designed. The third year since the establishment of this agency has just expired. The first incumbent was that indefatigable pioneer, Dr. C. C. Hoagland, now doing a similar work for the citizens of Illinois.

Under his auspices Institutes were held in _____ of the twenty counties of the State. Taught by the experience as well as by the counsels of his illustrious predecessor, the present incumbent was successful, during the first year of his office, in establishing Institutes in every county in the State. Similar results—with two exceptions—have crowned his labors during the past year. Since he entered upon the duties of his office he has communicated with teachers and people by means of two thousand five hundred printed circulars, nine hundred letters, one hundred public lectures (exclusive of the daily services of Teachers' Institutes), given professional instruction to about thirteen hundred teachers, addressed thousands of children, traveled more than ten thousand miles, in all sorts of conveyances, over all sorts of roads, in all sorts of weather; meeting with all sorts of receptions, but with an earnest heart and a hopeful confidence in his cause; never despairing, never doubting its ultimate and speedy success, he has gone steadily forward as best he could, and trusts that he has not labored entirely in vain. The mode of procedure has usually been to consult with some of the more prominent teachers of a county respecting the arrangements for an Institute, and induce them to call a meeting of the teachers of the county, at which the matter might be discussed, and some plan of operations adopted. Where this was impracticable, as was often the case, some one, usually a teacher in the county, has been employed to visit the teachers at their schools, talk with them about the matter, and endeavor to secure their attendance at the time and place indicated by a majority of those consulted. Where county associations were in active exercise these preliminary arrangements have usually been entrusted to them.

Notices of the time and place of holding the Institute, and other information respecting it have then been given through the public prints; communications respecting it have also been published; in some instances hand-bills have been posted throughout the county, and in all a copy of the following circular letter has been addressed to each teacher, town-superin-

tendent, and prominent educational man throughout the county :

You are invited to attend the Teachers' Institute, to be held
 at _____ in the County of _____
 during the week commencing _____ of the present year.

A Teachers' Institute, is an assemblage of teachers for improvement in the studies they are to teach, and in the principles by which they are to govern. Its chief design is to *teach teachers how to teach*. This is done by precept and by example. Under accomplished instructors teachers are formed into classes, drilled in the studies they are expected to teach, and taught the best methods of imparting knowledge.

Whenever and wherever teachers meet and interchange views respecting their business, compare methods, suggest illustrations, discuss plans, relate incidents, and talk over the thousand and one petty, but important details of their duties, the effect must be good. But when we add to all this, that a Teachers' Institute is, besides, a model school, in which the rules of punctuality, order, diligence, attention and promptness are applied to teachers themselves; in which all the points connected with the government, discipline, and classification of schools are examined; in which the rules and principles laid down in the text-books are fully explained, and the best methods of impressing these upon the minds of children are pointed out, and from which teachers return to their schools with an increased fund of knowledge, with errors corrected, aims elevated, and understandings enlightened—the importance of such institutes can hardly be over estimated. Nothing can be further from the fact than the idea entertained by some that the Teachers' Institute is the place for the exposition of faults, and yet it is to be feared that this idea has kept away from such meetings many who most needed the advantages to be obtained only there.

The duty of preparing for whatever we undertake; the rapidly advancing standard of education; the increased vigi-

lance of trustees in seeking out teachers of high talents and attainments; the readiness of districts to pay higher salaries to *good* teachers; the obligation to the government which provides such opportunities for improvement—all these considerations call upon *every teacher* to avail himself of this opportunity for improving himself and others.

The momentous interests, public and private, which depend upon the advancement of popular education among us, appeal to every patriot, philanthropist and christian, to lend all his influence to a measure which has proved so eminently successful in improving the character of our schools, and awakening the interest of parents.

Every teacher and school-officer in the county should attend this institute. It is provided for *all*. The citizens of the vicinity usually entertain the members of the institute, and consider themselves sufficiently remunerated therefor by the good *they* derive from the exercises of the week.

The evenings will be devoted to popular lectures on subjects connected with education. For particulars you are referred to the notices in your county papers.

The expenses of teachers will be so small, and the advantages so great, that it is earnestly hoped that you will do yourself and your profession the justice to attend.

Hoping to meet you at the time and place appointed, I remain,

Yours, in our common cause,

JOHN B. THOMPSON,

State Agent of the N. J. Teachers' Association.

NEW BRUNSWICK, N. J.

Much of the success of these institutes has depended upon the able corps of assistant instructors, whose services the State agent was so fortunate as to secure,—to whom he gladly avails himself of this opportunity thus publicly to tender his grateful acknowledgements, for the unanimity of purpose with which they have labored in the cause we love. Amid all the intimate and varying relations in which we have been placed, the writer

does not know of a single instance in which discord—or any of her less offensively named sisters—has interfered to mar the harmony of our plans, or the success of our endeavors. Even more thanks than have been tendered are “eminently due” from the teachers of New Jersey to the talented and energetic members of this corps of instruction, whom the agent of the association must ever hold in grateful remembrance.

They are :

W. F. Phelps,	}	<i>of the State Normal School.</i>
S. C. Webb,		
David Cole,		
Henry Pierce,		
D. P. Colburn,	}	<i>of Providence, R. I.</i>
S. A. Potter,		
N. A. Calkins,		
J. S. Denman,	}	<i>of New York city.</i>
James B. Thomson,		
C. W. Sanders,		
Abraham Thompson,		<i>of Holland, Michigan.</i>

The two last mentioned, particularly, have borne so much of the burden and heat of the day, that the undersigned would be guilty of great injustice, did he not thus acknowledge his obligations to them.

Other individuals of note in the educational world have also, in single instances, rendered efficient service, and will please accept this acknowledgment of favors conferred.

The undersigned desires to acknowledge his obligations also to those presses and to the railroad companies which have aided and abetted him in his labors.

The character of the institutes has been slightly modified from that of those in neighboring States. Conscious that no great success can, or ought to be, attained in a country like ours, unless *the people* approve and aid the undertaking, the endeavor has been made to give the institutes more of a popular character. More time has been given for discussions, more general exercises have been introduced, in which all present might participate. The public lectures have been of a more familiar and hortatory character. In short, everything

has been done which, without interfering with the primitive design of a *Teacher's Institute*, seemed likely to impress upon the minds of the people the momentous interests, public and private, which cluster round the cause we advocate. While this is so, however, care has been taken that the daily exercises should be strictly professional—and that they should not degenerate into mere academic instruction—tho' sooth to say, this last is greatly needed, too.

As *Teachers' Institutes* seem to be the most efficient and available means for keeping teachers and people properly awake to a sense of the responsibilities devolving upon them—as they are yet comparatively a new thing in many parts of the State, and as their history is not generally known, a more minute account of them may not be inappropriate here.

The first of the class of meetings now known as *Teachers' Institutes*, was held in Hartford, Connecticut, in the autumn of eighteen hundred and thirty-nine, upon the invitation, arrangement and expense, and under the charge of the Hon. Henry Bernard, then Secretary of the Board of Commissioners of Common Schools of that State. The next meeting of the kind of which we have any note, was the "temporary normal school," held for eight weeks, at a charge of three dollars for the term, in Fulton county, New York, by Mr. S. R. Sweet, in the autumn of eighteen hundred and forty-two. During this autumn, Mr. J. S. Denman, then Superintendent of Common Schools in Tompkins county, New York, began his efforts, which resulted in the establishment of the first *Teachers' Institute*, *so called*, in the world, on the fourth of April, eighteen hundred and forty-three. His associates in instruction were the Hon. Salem Town, Rev. David Powell, and Prof. James B. Thomson. Since this time *Teachers' Institutes* have become common. In most States they were held first at the expense of the members, or of some beneficent friends of the cause, and when found successful, were taken under State patronage.

Rhode Island was the first State to recognize this new agency

in her school system, by making it the duty of the commissioners of public schools, in the law of eighteen hundred and forty-five, to establish 'Teachers' Institutes, "where teachers, and such as propose to teach, may become acquainted with the most approved and successful methods of arranging the studies and conducting the discipline and instruction of public schools."

New Hampshire, in June, eighteen hundred and forty-six, enacted "that any town in the State, at a legal meeting for the purpose, may raise, in addition to the amount required to be raised therein for the support of common schools, a sum not exceeding five per cent. of such amount, to be applied to the support of a 'Teachers' Institute within the limits of the county in which said town is situated." This same year, eighteen hundred and forty-six, as we learn from the tenth annual report of that eminent educator, the Hon. Horace Mann, then Secretary of the Board of Education of that State, Massachusetts, also availed herself of this instrumentality—its utility having been previously tested by four institutes, held at an expense of two hundred and fifty dollars each, contributed by the Hon. Edmund Dwight. By the provisions of the act, "whenever reasonable assurance is given to the board (of education) that a number of teachers of common schools, not less than seventy, shall desire to assemble for the purpose of forming a Teacher's Institute, and to remain in session for a period of not less than ten working days, the board, by a committee, or by their Secretary, or, in case of his inability, by such person or persons as they may delegate, are to appoint a time and place for a meeting, make suitable arrangements therefor, and give due notice thereof.

"The board, or their committee or appointee, must engage teachers and lecturers for each institute they may call, provide rooms, fires, lights, attendants, and so forth; but for these purposes they are not authorized to expend on any one institute more than two hundred dollars. Out of this are paid also the personal expenses of the Secretary of the board, in-

curred in calling and attending the institute, but no allowance is made for his services.

“The personal expenses of the members for board, travel, and so forth, are defrayed by themselves. The committee of the board, its Secretary, or, in his absence, the person appointed by them or him, stands in the same relation to the institute in which a teacher stands to his school.” Similar regulations exist in every State.

In November of this year (eighteen hundred and forty-six), the Legislature of New York also passed an act, appropriating “a sum, not exceeding sixty dollars annually to any one county, for the use and benefit of Teachers’ Institutes in the several counties.” After a trial of ten years, this appropriation was doubled, making one hundred and twenty dollars for each institute at which forty teachers indicate a desire to be present.

In May, eighteen hundred and forty-seven, Connecticut appropriated one hundred and twenty-five dollars to each county for this purpose. Since then, every county in the State has had an Institute annually, as we learn from the interesting report of the Hon. Superintendent, D. N. Camp, the well-known educator. He adds: “In all places where Institutes were held, the people generally threw open their doors for the entertainment of the members present. * * * The value of Teachers’ Institutes is no longer a question of doubt.”

In eighteen hundred and forty-seven, Maine also joined the ranks, appropriating for Institutes throughout the State, two thousand six hundred dollars; and, the first year, an Institute was held in each county, “several of which were very large, and all of them very spirited and useful.”

Other States have followed, and are following in the wake, and everywhere the same opinion prevails.

In collecting information upon this subject, the undersigned addressed a circular letter, containing twenty-two interrogatories, to the heads of the department of education, and to other prominent educational men, in fourteen States. From all these

the same testimony comes up. From every place the same reply is heard: "Teachers' Institutes are the most efficient and economical instrument, for increasing the qualifications of teachers, and the interest of parents, of which we have any knowledge."

To the gentlemen who have so kindly contributed this valuable information, the Agent of the N. J. State Teachers' Association desires to tender his grateful acknowledgment of obligation for the favors conferred.

The Institutes which have been held under the auspices of the N. J. State Teacher' Association, were called to order at the time appointed, remarks were made respecting the design of our assembling, the important nature of our business, the necessity of proper preparation for that business, and the still greater necessity which exists that whoever undertakes to guide the workings of an immortal mind, must have the assistance of the Maker of that mind, who alone understands its mysterious mechanism. A portion of Scripture was then read, and the Divine guidance invoked. With such exercises the duties of each day began. After this, in order to dissipate that feeling of timidity which, while it exists, interferes so much with the success of the Institute, the members usually read some interesting article, designed, not for criticism, but that they might gradually acquire that self-confidence, so necessary to success in every undertaking. The necessity of unanimity of purpose in our exercises, the advantages of knowing each other, of feeling that we are members of the same profession, having a common interest, held together by a common bond of union, and other kindred topics, were then spoken of, after which a recess was announced, that the members might straightway begin to cultivate each other's acquaintance, and the more speedily learn to feel themselves of the same family.

The evenings were devoted to lectures and discussions, in which all present were requested to participate. Among the prominent topics presented were "The relative duties of Teacher and Parent," "The extent of the Teacher's autho-

rity and responsibility," "The defects of our Public School system," "The intelligence of the people the bulwark of liberty," "The education of the senses," "Practical education," "Education as the means of mental culture," "The true teacher," "Corporal punishment," "Whispering, and its prevention," "Punctuality and regularity of attendance," "School houses and furniture," "District libraries," "Normal schools," "Graded certificates of licensure," &c., &c., &c. Occasionally, however, the exercises were varied by popular lectures upon history, astronomy, physiology, chemistry, &c., &c., &c.

The daily exercises usually continued six hours; three-fourths of each hour being devoted to instruction, and the remaining fourth to recreation or vocal music, or both.

The exercises consisted of two kinds:

I. Instruction in the most improved methods of imparting a knowledge of the branches usually taught in our public schools, constituting, in some measure, a review of those branches, exemplifying them in various ways, and showing the importance of adapting illustrations to the mental powers and habits of the pupil. (But little has been done with what are called the "higher branches," because these are seldom taught in our public schools, and because much greater defects are visible in the teaching of the "lower branches," which lie at the foundation of all knowledge.)

II. Familiar lectures on the classification of pupils; the theory of teaching; the duties of the teacher, both as an instructor and educator; and the best modes of governing schools, securing order, regularity in attendance, diligence in study, propriety of deportment; the comparative value of various studies; the teacher's rewards, &c., &c., &c.

During all these exercises the members asked questions freely respecting any statement which did not appear sufficiently clear. Where this was done in a proper manner, truth was elicited, error unveiled, and good accomplished. If ever a captious spirit seemed likely to waste time, the conductor reserved

the right to pronounce the subject "indefinitely postponed." It will be seen, from this description, that neither the *catechetical* nor the *lecturing* system of instruction has been exclusively used. The first seems well calculated to discover what the pupils do, or do not know, but imparts little information. It has been aptly characterized as the "drawing out" or "pumping" process. The other consists of oral instruction by the instructor, which, without practice or illustration, the pupils are expected to remember and put into successful operation when they return to their schools. The confused jumble of ideas consequent upon a week of such continuous instruction, must be a poor preparative for school duties. This has been designated as the "pouring in" process.

On the contrary the design has been so to combine theory with practice, question with explanation, and exhortation with illustration, that each should be a commentary upon the other.

The subjects treated of may be classified as follows :

- I. Language.
 - II. Arithmetic.
 - III. Penmanship.
 - IV. Geography.
 - V. Vocal music.
- I. *Language* includes
1. The method of teaching the alphabet.
 2. The nature and power of the letters.
 3. Methods of teaching spelling.
 4. " " reading; including the
 - (a) Physiology of the vocal organs, the function of respiration, and vocal gymnastics.
 - (b) Articulation and enunciation.
 - (c) Emphasis.
 - (d) Inflection of the voice.
 - (e) Modulation.
 5. The analysis and signification of words.
 6. Classification and inflection of words.
 7. Syntactical analysis and synthesis of sentences.
 8. Composition.

II. *Arithmetic* includes

1. Exercises with concrete numbers, for young children.
2. Mental arithmetic, for pupils of all ages.
3. Written arithmetic; including
 - (a) The principles of the science.
 - (b) Demonstration of the rules.
 - (c) Analysis of the operations.
4. The application of arithmetic to mensuration, practical geometry, and surveying.
5. Drill exercises to insure rapidity and accuracy.

III. *Penmanship* includes

1. Primary exercises in drawing.
2. Printing letters and words upon the slate.
3. Chirography; comprising the
 - (a) Motions of the hand and arm.
 - (b) Position.
 - (c) Analysis of letters.
 - (d) Slant and shading.
 - (e) Readiness and ease of execution.
 - (f) Mercantile and business forms.
 - (g) Book-keeping.
4. Object drawing.

IV. *Geography* is divided into

1. Mathematical; comprising what it is here necessary to know of
 - (a) Astronomy.
 - (b) Use of Globes.
2. Physical; comprising
 - (a) The form and natural divisions of the earth's surface.
 - (b) Soil.
 - (c) Mineral productions.
 - (d) Climate, its causes and effects.
 - (e) Atmospheric and marine currents.
 - (f) Earthquakes and volcanoes.

3. Civil; comprising

- (a) Political divisions of the earth's surface.
- (b) The manners and customs of the inhabitants of each.
- (c) Their religion.
- (d) Government.
- (e) Character.
- (f) Manufactures.
- (g) Commerce.
- (h) Agriculture.
- (i) History and chronology.

4. Map-drawing, throughout the course.

V. *Vocal Music*, by note and by rote.

1. Its advantages in general.

- (a) It promotes health, by strengthening the lungs.
- (b) It improves the mind, by the study of its scientific relations.
- (c) It improves the morals, by its softening influence.
- (d) It promotes the happiness of the race.
- (e) It is best mastered both as a science and an art in youth.

2. Its advantages in school.

- (a) It is necessary to read well.
- (b) It soothes irritation and quiets boisterousness.
- (c) It dissipates torpor.
- (d) It recreates mind and body.
- (e) It prevents evil.

These subjects have all been presented in such proportion as their comparative merits, and the limited time at disposal, seemed to indicate. They have all been considered, both theoretically and practically. In every instance, the principles have been first explained; the reasons for everything have been insisted upon, until they were fairly understood and clearly expressed; and, when this was attained, repeated drills, upon abbreviated methods, have been added to insure that rapidity

and accuracy of execution which are so necessary to fit one for business in a practical world.

It is not pretended that all this has been thoroughly accomplished in the space of five days; as many years would be too few to exhaust such a series of subjects. But it is asserted that such has been the aim, at all the Institutes held under the auspices of the State Association, and that—making due allowances for time and circumstances—the desired results have been measurably attained. This may answer the question which has been asked, “whether Teachers’ Institutes have answered the expectations of their projectors?” If a more specific answer is demanded, I can only repeat that this answer must depend upon what those expectations were. If it was supposed that a Teachers’ Institute was a machine, endowed with some mysterious power by which learned, skillful, and accomplished teachers could be manufactured out of all sorts of materials in the shortest possible time, indeed, that expectation has not been answered. Or, if it was thought that persons destitute of the natural endowments essential for teaching could be made good instructors in the course of five days; or, that individuals not already familiar with the elementary branches of a common school education, could not only become learned themselves, but also acquire the faculty of imparting their knowledge to others, during one session of the Institute; or, if it was supposed that a community wholly absorbed in the pursuit of gain, utterly indifferent to the claims of the intellect, and profoundly ignorant of their duties to children as the hope of the State and the heirs of eternity, could be aroused to a sense of duty, informed of their responsibilities, instructed in the methods of discharging them, and incited to diligence therein by attending two or three evening lectures, truly none of these expectations have been in any way answered. But if it was expected that at the Institute teachers would learn to know each other, and to feel that they have a common cause; that the skill and experience of each would become common stock; that the best methods of teaching, of governing, of

classifying, would be made known and put into practice throughout the community; that the wisdom of all would be made serviceable for the benefit of each, and that order and system would take the place of that order and chaos "without form and void," which exists where teachers act separately and independently—where "they have theories infinite, and practices infinite, or proceed without either theory or practice;" or, if it was supposed that by listening to the public lectures and participating in the discussions, a public interest in the education of youth would be awakened; that the patriot, the philanthropist, and the Christian, would be incited to renewed diligence in their endeavors to promote the welfare of humanity, truly, all these expectations have been more than answered.

The undersigned cannot leave this part of his subject, without bearing public testimony to the exemplary conduct, the earnestness and docility of the members of the Institutes under his charge. They seemed alike conscious of their deficiencies, and anxious to supply them. They appeared to occupy that honorable middle ground, which is equally remote from the arrogance which blindly rejects, and the servility which blindly receives. It would not have been strange if many of them—teachers of age and experience—should look with an evil eye upon this new instrumentality for qualifying teachers; but, though occasionally one of this class has been found, the great body of those in attendance have evidently come there with a desire to get good and do good; and to them chiefly is due the success which has thus far crowned the enterprise. To them also New Jersey is greatly indebted for the progress she has already made in the education of her children. They have been missionaries in their respective stations, laboring, in public or in private, as they best could, to promote the cause they love. These are they who, against every discouragement, have still toiled on; drawing exhaustless energies from the character of their vocation; remembering its exalted nature, and reflecting that the angel who opens the gate of heaven might as well tire of his work, though

every time the gate turns upon its hinges a new inmate is ushered into the mansions of eternal bliss. These are the salt of the earth, and their memory will be blessed. They may not be ranked among the noble of the earth; no monumental pile may mark their burial place; but they will live in the affections of those whom they have trained for honor and for immortality. Their works, also, shall follow them, for the influence of their instructions will spread far and wide, and will be transmitted from generation to generation "down to the last syllable of recorded time." These are they who often live and labor unappreciated,—who die, it may be, unnoticed and unknown, but who will receive the complete reward of their faithfulness—where alone it can be looked for—from the hands of the Great Teacher, when he that has been faithful over a few things shall be made ruler over many things. The agent of the New Jersey State Teachers' Association is proud to have received the right hand of fellowship, and words of encouragement and comfort, wherever he has gone, from such as these. But this is not a time for congratulations alone. Though many schoolmasters, who had been for years together going through the same daily routine, in the same tedious manner, as the blind mill-horse goes round with ceaseless tramp, and who looked askance upon an innovation which seemed likely to interrupt the monotony of their tread-mill operations, have attended the Institutes doing and getting good; though many young and inexperienced, conscious of their inability, who shrank back from what they feared might prove a place for the manifestation of their faults, have been informed, encouraged, strengthened, qualified—nevertheless the fact remains, that Institutes in New Jersey do not accomplish the good they might, because comparatively so few of the teachers attend. This is the more to be lamented, because of the admitted fact that those who habitually absent themselves, are they who specially need the instruction to be obtained there. The reasons for this are various. The first, of course, is the total indifference of many communities upon

the subject. If *the people* "don't know and don't care" what, if any, advancement the teacher makes in his profession, the teacher must be of superior mould if he, too, does not become careless respecting it. Next to this, however, is the inadequacy of the views which many teachers themselves have of their business. A very large portion of them seem to think that a knowledge of the branches actually taught—and that knowledge extending no further than the text-book in use—is all that is to be desired by anybody, and if they *approximate* to this they are "pretty fair teachers." As a consequence of these intellectual and moral defects, they undervalue the means of improvement provided. Besides, the race is not extinct of those whose chief object is to make and save money. A day or a week, or a dime spent in acquiring greater fitness for duty, is by these regarded as *time and money lost*. And yet there are a great many who would be glad to avail themselves of these opportunities, whose miserable pittance is barely sufficient to eke out an unhappy existence for themselves and their destitute families, who cannot lose a day without losing a dinner.

Then there are some who are fearful of committing errors in public, and thus *compromising their reputations*, upon which they depend for situations when they have worn out in one place. When will they learn that every where honesty is the best policy.

And there are others who consider it their duty solemnly to protest against every new-fangled-notion, be it what it may. Such reasons might be multiplied *ad nauseam*.

But there are others who have reasons of a different kind. Many have tried for years to do something for the education of the people, and having labored long and lone in vain, have become disheartened and refuse to stir hand or foot more.—How much good might these now do if they would remember that this work tells on the life of the State, on eternity, and that great reforms always moves slowly. Oh, that they would not be weary in well doing.

Others still, have attended some institutes, so called, which were really valueless, where the time was worse than wasted in listening to beautifully impracticable theories, or in petty disputes and inconsequential arguments upon mooted points of no use to anybody, and being disgusted, very properly, with the whole proceeding, have condemned 'Teachers' Institutes *in toto*.

This statement introduces the fact that our institutes have not been, in all cases, what they should have been. In fact, too often they have been very far from it. The causes of this have also been various. Sometimes an itinerant charlatan has imposed upon the community by passing himself off for "some great one," acting either in the capacity of instructor, or as the head of some great institution from which a great amount of very indefinite advantage was to be derived, initiating members at twenty-five cents a head—securing his board for a week, and what money he could, without rendering any equivalent.

Sometimes the institute has had no head, or, what is quite as disastrous, has had several discordant ones, whence only confusion can result. Sometimes the teachers in a county have disagreed respecting the time, place, and instructors of an institute, and the minority have seemed to consider it right to do whatever they could to resist what they regarded as the tyranny of the majority.

The simple remedy for all this is to put the institutes entirely under the charge of the State Superintendent of Public Schools. He could then, upon due consultation and deliberation, appoint the institutes at certain times and Places. By holding several of them in succession a corps of able instructors could be secured for a reasonable compensation. He could then put each institute under the definite management of some one competent individual, and hold him responsible for the result.

I freely agree with the opinion expressed by the lamented Page, ten years since. "So far as my observation has extend-

ed," says he, "those institutes have been most useful, in which some competent practical teacher has been engaged as principal, and clothed with full power to lay out the work in his own way. In an institute, as in a school, it very much impedes the free action of the machinery, to have the power transmitted through too many hands; and I have usually observed considerable friction where all the arrangements were to be brought about through the agency of a committee. In my honest opinion, it would generally be far the best policy to commit the whole management of an institute to some competent person (if he was neither author nor agent of some school book, so much the better), and then allow him to throw the whole weight of his character, and the whole sum of his ingenuity into it, and hold him responsible for the results."

Nor is a large number of instructors and noted lecturers desirable. The day has passed when Teachers' Institutes are chiefly benefitted by great names in staring capitals. Two, or at most, three competent instructors, spending the week with the teachers, cultivating a knowledge of their necessities, and exhorting the people, night after night, with plain statements respecting what is evidently both their duty and their interest, will do more good than a dozen highly finished orations by world-renowned doctors of law or divinity.

To secure the attendance of teachers is a matter of more difficulty, but one which could be accomplished by a competent county superintendent, or even by an efficient "board of examiners and visitors" (as now provided for by law.) Let the county examiner interest himself in the matter; know the name, and residence, and character of each teacher in the county, and use all the "moral suasion" of which he is capable, to secure his attendance. Let him, at each examination for licensure, ask questions, especially upon the subjects considered at the previous institute, gradually increasing the requirements from year to year, and the desired result—the betterment of the teachers, as well as of the institutes—will be attained.

If there is one fault which more than any other seems to

characterize our system of public education, it is that of the irresponsibility, and consequently carelessness, of those to whom duties are entrusted. Trustees, teachers, town superintendents and county examiners, have little to hope from faithfulness, and have little to fear from unfaithfulness to duty. If each were held rigidly accountable to the head of the department, the efficiency of our system would be greatly promoted. Begging pardon if, in making this suggestion I have traveled beyond my sphere, I hasten to a conclusion. One year since I wrote "The true test of the value of a Teachers' Institute is the increase of the excellency of the schools and of the interest of parents." The observation of the past year has confirmed the opinion. I am happy to say, also, that in most instances these results are very observable. All things combine to strengthen my convictions of the great utility of Teachers' Institutes, properly conducted. Experience proves that the means are wisely adapted to the end proposed. Errors will occur, difficulties arise, and discouragements dishearten one who has not firm faith in the excellency and final triumph of the cause in which he labors. But the plan is good; the work is God's as well as man's, and cannot come to naught. Mind is immortal and invincible. The combined efforts of men and devils are all too impotent to crush its heaven-born, god-like energies. It aspires, and happy will he be, in the day of its complete emancipation from the thralldom of ignorance, who has been even the humblest of the instruments of freeing it from the shackles which bound it in the prison house of the oppressor.

JOHN B. THOMSON.

EXTRACTS FROM REPORTS OF TOWNSHIP
SUPERINTENDENTS.

ATLANTIC COUNTY.

EGG HARBOR TOWNSHIP.

The freeholders have for several years past regularly appointed examiners: and no teacher has received any of the public money, unless in possession of a license.

The schools of the township, for the most part, have been only partly free, the trustees paying part of the teacher's salary, and they collecting the remainder from the patrons of the schools.

By having the schools partly free, we are enabled to keep our schools open longer than if they were entirely free, for it is difficult to obtain patronage from the inhabitants in most of the districts sufficient to get a teacher, unless there is an appropriation from the public fund.

The cause of education is working upon the minds and hearts of the people, and ere long we hope to see every district supplied with a competent teacher.

DAVID LAKE,
Town Superintendent.

GALLOWAY.

I am enabled, together with the statistical information herewith transmitted, to report the educational interest of our township as steadily increasing. Notwithstanding the tabular report may show a large disproportion in the number who attend school, and the number in the township, this disparity, though greatly to be regretted, is in a measure unavoidable, in consequence of the districts embracing within their bounds those portions of the township remote from schools, and thinly inhabited, yet in the aggregate making quite one-fourth of the whole number reported. And notwithstanding the amount raised for school purposes, in proportion to the number of children reported, would appear inconsiderable, yet perhaps in no other township in the State (not embracing large towns within their limits), are larger salaries paid to more efficient teachers. Particularly is this the case in district No. 5, at Unionville, and No. 1, at Absecon, at which latter place (though heretofore greatly behind in these matters) there has been recently erected a beautiful and commodious seminary, with all the modern improvements and conveniences, and in which are taught all the branches usually taught in the best seminaries of learning.

There is no public or denominational school (strictly so) in the township, and the schools are either in the whole or in part supported by their respective patrons. In this connection I would speak of a school recently established in Egg Harbor City, within the bounds of the Gloucester Farm and Loan Association, and within the bounds of this township, though not embraced in my report, having grown to a population of some four hundred inhabitants in a few months, in which school are taught the English and German languages, and I would bespeak for it the favorable notice and regards of all interested in the cause of education who may visit that city—situate on the line of the Camden and Atlantic Railroad.

D. J. BLACKMAN,

Town Superintendent.

HAMILTON.

I herewith transmit the annual report for this township.

Free schools have been kept some parts of the year in all the districts except the tenth, in which they have no school house at present. In the fourth, two schools are kept open all the year, and are well attended, though not entirely free.

In the township we are making but little progress in the way of free schools.

Teachers are all licensed according to law.

C. E. P. MAYHEW,
Town Superintendent.

 BERGEN COUNTY.

FRANKLIN TOWNSHIP.

The past year has been one of more than usual interest in the schools of Franklin. I have nothing new with reference to books or the general appearance of school houses to communicate, except in the two districts Godwinville and Hohokus. These districts have been incorporated, and two commodious school houses recently erected, at an expense of some fifteen hundred dollars. They are furnished agreeably to modern taste and style, with play grounds attached to them.

It will be seen from this report that the school moneys, for eighteen hundred and fifty-seven, have not yet been received. There are, at present, in my hands, sixty-seven dollars and thirty-eight cents of last year's apportionment, and it is hoped that more will come to hand during this month. I have faithfully accounted for all moneys received, and paid out by me, at every spring meeting of the township, as the law requires.

As to the manner in which the funds of the State are transmitted, I have a remark or two to make. Almost six years' experience has convinced me, that they pass through too many hands before reaching the superintendent. He should be allowed to draw them directly from the county collector. This would obviate much difficulty in obtaining them, and secure them at a much earlier date. The trustees would then be enabled to meet their obligations to the teachers with greater promptness, and the teachers, encouraged by the supply of their wants, would be stimulated to devote themselves, with an increased fidelity and zeal, to the good of the schools.

The teachers of the township are licensed, and for the most part believed to be well qualified for their work. For this we are much indebted to our normal schools. May they receive the benignant smiles of an approving Providence.

It is necessary the teachers should be well qualified, in order to govern and give efficiency to the schools over which they preside. Every effort should be made by the friends of education to elevate the school system as much as possible, in order to the rearing up, upon American soil, of a well-trained population in a mental point of view. This will secure to us national honor and prosperity, and prove, under God, the best safeguard to our liberties.

BARNABAS V. COLLINS,
Town Superintendent.

HACKENSACK.

Boards of county examiners have been annually appointed since the enactment of the law making it the duty of the county freeholders to elect said boards.

All the teachers employed, with single exception, have been regularly examined and licensed according to law.

Only one school in this township is a free school. The trustees of the other schools, after paying to the teacher a

specific sum out of the public moneys, make up the deficiency by assessment bills; but in this there is irregularity. The trustees, instead of appropriating equal quarterly portions of the public money, make them more or less, as the sum in the hands of the superintendent will warrant. The effect is that the parents are required to pay unequally for the tuition of their children. In a few of the schools the practice is to charge by the day, which, it is believed, encourages irregularity in the attendance of the pupils. The parent, fully aware that he will be required to pay only for the actual attendance of his child, is easily persuaded to detain him at home oftener than he would, if the contrary practice prevailing in other schools, were the economy of his own school. In one or more schools the trustees formerly charged by the day, but discovering the effect to be that which has just been mentioned, they discontinued the practice altogether, and have never since resumed it. They now charge from the time of entrance to the expiration of the term, and make no allowance for absence except in cases of sickness or removal from the district.

Not a few of the trustees in at least three of the townships of this county, complain of the trouble they have in collecting school bills. All are able to pay, but they are not equally willing, and not a few refuse to pay at all. Of the large township tax annually assessed for the support of public schools, the objectors pay a mere trifle, and further than that, they claim entire exemption. They, in effect, demand that for their children the school shall be free, and thus force higher rates upon such as are willing to pay.

There are two modes of remedying this evil: the one is to make all school bills collectable in the same manner that taxes are. The other, to make all the schools entirely free. But both propositions are open to serious objections. To summarily compel the payment of all assessment bills might result in the exclusion of a considerable number of children from the schools, which would defeat the intention of the law which

contemplates the general diffusion of knowledge. To attempt to make the schools free under the present mode of apportionment of school moneys would manifestly be both absurd and unjust. We will assume that district No. 10, with seventy-eight resident children, and district No. 11, with 123, pay an annual salary of five hundred dollars to their respective teachers. In furnishing to No. 10 the needed sum of five hundred dollars, No. 11 would receive seven hundred and ninety dollars,—two hundred ninety dollars more than would be required.

In my judgment the true way of adjusting these matters would be to constitute a township department of education, whose duty it should be to prepare annual estimates of the township tax required (in addition to the money derived from other sources) to maintain free schools, and to apportion the same to the several districts in proportion to their respective wants, without having regard to the number of resident children in each. It is my firm conviction that if this economy were adopted, townspeople would cheerfully vote the reported estimate, and free schools would be permanently established.

At the meeting of the town superintendents of this county, on the first of the present month, held for the purpose of adopting uniform rules for their own government in the discharge of their official duties, the following among other resolutions were unanimously adopted.

Resolved, That in our opinion, all licenses granted to teachers by the county board of examiners, should be limited to one year, agreeably to the form of license prescribed by the State Superintendent; and that the board of examiners re-examine a teacher or teachers, whenever requested so to do by the town superintendent of the township in which they are employed; thirty days previous notice to be given by the town superintendent to such teacher or teachers, of the day, time, and place of such re-examination.

Resolved, That we recommend to the trustees of the several schools in this county to consult with their respective town

superintendents with reference to the books that shall be introduced into the schools, in conformity with the 18th section of the act of eighteen hundred and forty-six.

Resolved, That instead of parents supplying school books to their children, we recommend to the trustees to furnish the same, by appropriating yearly a part of the school money for that purpose, which, in our opinion, would be perfectly legal, and far more economical than the present practice.

All the schools of this township are now open, and generally in charge of competent teachers. Indeed, they all have been open the whole of the past year, with here and there a short vacation during a prevailing epidemic, or the interregnum between the discharge of a teacher and the engagement of his successor.

Within the year, one new school house, of modern style of architecture, has been erected at a cost of about one thousand dollars. A wing, designed for a primary department, has been added to a previously built school house, at a cost of about five hundred dollars. Still another school house is in process of building, which, when completed, will be inferior to none in the township. All these improvements are suggestive of increasing interest in behalf of public education, and of the unanimity, liberality and good taste of the inhabitants of the township. In short, all our school houses are now large, comfortable, well arranged internally, and properly warmed and ventilated. The most material complaint remaining is the venerable one of great irregularity of attendance.

JOHN VAN BRUNT,
Town Superintendent.

HOHOKUS.

There are ten districts in this township; two of the school houses are situated out of the township. Our schools are in a prosperous condition—teachers are all licensed, and capable of teaching our schools. We have examiners appointed. I should recommend an extra tax by the State for the support of the schools.

PETER W. BOGERT,
Town Superintendent.

HARRINGTON.

There continues to be manifested a considerable interest in the noble cause of education in this township. There are within its limits five districts, each of which is supplied with a building worthy of being called a school house, and which bespeaks the feelings of the inhabitants of the district in which it is situated. They are also furnished with teachers, each of whom, as regards scholarship and moral character, is amply qualified to fill the responsible position in which he is placed, and all of whom are in possession of certificates furnished by the board of examiners of this county. None of the schools of this township are kept free, the tuition varying from fifty cents to two dollars per quarter; they have each been kept open during the whole year, allowance being made for the usual vacations; they are, in general, in good condition, and it is hoped that, by frequent visitation, thereby giving encouragement to both teacher and pupil, they will reach and maintain a standard surpassed by none in the county.

CHARLES TANNER,
Town Superintendent.

LODI.

In connection with my yearly report, I will briefly mention that there has been an anxious feeling with the town superintendents of Bergen county to improve the condition of our public schools, which resulted in a meeting, held at Hackensack, December first, eighteen hundred and fifty seven, for the purpose of discussing the many difficulties which they are laboring under. They feel their duty is one of great importance, and wish to recommend (as they think) improvements relative to some of our school laws, which will enable them to perform their duties more agreeably. In Lodi township, the cause of education is in a healthy condition, her influential men are and have been using many influences in favor of our public schools. We have every reason to be encouraged; the time is not far distant when many improvements will be made for the benefit of the rising generation in this township. Our schools will compare with any under the same disadvantages we are obliged (at present) to contend with. The trustees here have been very energetic in the discharge of their arduous duties; they have endeavored to awaken the people to a feeling of the duty they owe their children in educating them properly. The teachers appear to realise the responsibility resting upon them, and have made rapid improvements in many pupils under their care. We have an efficient board of examiners for this county, who have given general satisfaction. Two of our schools have been in session throughout the year, the other was kept open only six months. Irregular attendance of pupils, debar teachers from advancing them as rapidly as they should be. The books in use here are nearly the same as those used throughout the county in public schools. The school houses are generally in good repair, with play grounds attached. In the report, you will notice, we have four hundred and eight children in this township, and fifty of them have attended Union district school. I have made the report agreeably to

the information furnished by teachers ; have visited the schools the past year, as usual.

ADOLPHUS B. WINANT,
Town Superintendent.

NEW BARBADOES.

The condition of the school houses in the township is about the same as reported last year. The new school house in district No. 4, was completed in October last, and immediately occupied by the school. The house is of convenient size, well lighted, ceiling high, affording a large supply of fresh air for the use of the occupants. It is neatly fitted up, having desks and seats for forty-two scholars. Great praise is due to the trustees for purchasing so large a lot, and erecting so good a house at so small an expense. The expense of fitting up has been defrayed by private subscriptions.

All the teachers in the township have been examined and licensed, with one exception, that one being a female employed as an assistant in one of the schools. Occasionally we find a teacher holding a license who gives strong evidence of want of proper literary qualifications, in the visits of the town superintendent to the school. Spelling, reading, and writing do not receive as much attention as their importance demands, whilst more than is necessary is devoted to that part of grammar called parsing. The searching examinations made by some of the town superintendents of this county have revealed some defects in our system of instruction which can hardly fail to be remedied when brought to the notice of teachers and trustees.

The order in the schools is generally good, corporal punishment being seldom inflicted. Each of the schools in the township has been visited twice, and a few of them three times, during the present official term. In several of these visits I have been accompanied by some of the trustees.

Non-attendance and irregularity of attendance continue to

be the chief hindrances to the advancement of the cause of education in this township. The cause of the non-attendance of so large a number of children of the different districts, arises from the inability or supposed inability of the parents to pay the assessment levied by the trustees to keep the schools in operation, and the value of the labor of the older children ; nor is there any likelihood of this evil being overcome until our schools are made entirely free. From the best information that the superintendent has been able to collect, it appears that only three-eighths or thirty-seven and one-half per cent. of the whole number of children are found in regular attendance in our public schools. This would be increased to about forty-four per cent. by adding to it those attending our private schools. The following is the list of books used in our schools :

Spelling books, Webster's Elementary, Denman's and Sanders'.

Dictionaries, Webster's and Hazen's.

Readers, New Testament, McGuffey's series, Parker's, Sanders' and Denman's.

Arithmetics, Ray's, Willett's, Adams', Thompson's, Stoddard's Mental and Practical, and Greenleaf's.

Grammars, Smith's, Covell's, Pinneo's and Brown's.

Histories, Hale's United States, Parley's Universal, Willard's United States.

Geographies, Mitchell's, Morse's and Colton's.

Book-keeping, Marsh's.

Philosophy, Comstock's.

Algebra, Perkin's and Ray's.

Keith on the Globes.

McElligott's Analytical Manual.

Comstock's Physiology.

Normal singer, Singing Bird.

Payson and Dunton's series of writing books.

During the year registers have been purchased by the superintendent for those schools which were not supplied with them.

A convention of the town superintendents of the county was held in the village of Hackensack, on the first instant, at which resolutions were passed calculated to secure uniformity in making reports to the State Superintendent; requiring a re-examination of teachers, when in their judgment it may be necessary; urging them to establish teachers' meetings in their respective townships, and to endeavor to secure the attendance of all the teachers at the next session of the teachers's institute, &c.

All which is respectfully submitted.

ISAAC HAMILTON,
Town Superintendent.

UNION.

County examiners have been appointed, and the teachers employed in this township have been examined and licensed according to law. I have visited the schools as often as circumstances would permit, at least once every quarter. The branches taught are spelling, reading, arithmetic, grammar, geography, philosophy and astronomy. There has been a very decided improvement in our public schools; within a year past new buildings have taken the place of the old ones, and more competent teachers are engaged.

JACOB G. VAN RIPER,
Town Superintendent.

WASHINGTON.

In accordance with the suggestions of the State Superintendent, I accompany the statistical report with the following remarks, as nearly correct as I am enabled to furnish it from the materials in my possession. As the teachers have neglected to file with me a copy of their registers, I am forced to do as well as I can under the existing circumstances, which in many

instances is merely supposition. As regards the daily and monthly attendance, I find it very difficult to ascertain anything like correctness, more especially in the former case. In view of this I have notified the teachers that I will not pay out any money in the future, unless they furnish me with a register (kept by them according to your form and suggestions) at the expiration of each and every term. The schools are supplied with good, competent teachers, well qualified to discharge their duties. They all possess certificates of scholarship and moral character, obtained from the board of county examiners. The books used are Sanders and McGuffie's series of spellers and readers; Ray's, Willett's, Thompson's, and Greenleaf's arithmetics; Smith's, Morse's, and Colton and Fitch's Geographies; Smith's, Pinner's and Kirkham's grammars; Marsh's book-keeping; Ray's and Davies' algebra. In addition to the studies indicated above, composition, declamation and singing, constitute part of the exercises in some of the schools.

Districts number two, three and four, have each erected new buildings the present year, at a cost of seven hundred dollars each, which will be the means (in part) of placing the township in the same rank of some of her more advanced sisters.

We have not, as usual, raised any money by tax for the support of schools the present year, being somewhat in the back-ground in this respect. The surplus interest has been applied, as usual, for school purposes, which you will perceive stands in the column specifying the amount received from other sources. In the column specifying the amount received from the State, I have enumerated the amount due the township for the current year, which amount has not been received, as yet, in full. For further information, please consult the blank which I have filled up to the best of my ability. All of which I respectfully submit.

JOHN BORTICK,
Town Superintendent.

BURLINGTON COUNTY.

BORDENTOWN.

From the above statistical report, when compared with others of preceding years, it will be seen that the system of common school education is not diminishing, but increasing in its influence; that the patronage, and consequently the number of those resorting to our free schools, are annually becoming more and more extensive.

Now, that instruction is essential, is a truth universally admitted. The lowest in the scale of intellectual and moral attainments feel this necessity. The necessity arises from the very constitution of man, as well as from all the varied relations which he sustains. For what is man, except he is made, the recipient of knowledge? A slave, and only a slave, to the inferior principles of his nature. If he ever be liberated from this bondage, it is only through the reception of knowledge.

The question then arises, what kind of knowledge is the most important to communicate and receive? That mere intellectual is not sufficient, is evident from the fact, that where it has been enjoyed in the highest degree, it has not in a single instance of our race elevated to the privileges, duties and enjoyments of a pure and enlightened reason; for in this respect, nations which have been most refined, in many things, have been the most gross and sensual. Even the wisest of them are not free from this charge. To say nothing of his shameless violations of the law of nature in other respects, Lyeurgus could trample on the rights of his fellow man, by inculcating a system of artful, bold, and daring robbery: Socrates was said to be licentious, profane and covetous, to a shameful degree: Plato was notorious for his disregard of truth; and Cicero, in domestic trouble, declared he hated the

gods: Demosthenes was a suicide; and Brutus, because he was not successful, said that virtue was an empty name; and Seneca was not only covetous, he was the abettor of murder in the highest degree.

Intellectual knowledge, then, is not sufficient. If, therefore, we desire to train the rising generation in accordance with their highest interests and duties, lower not the intellectual standard; raise it—only let it be more especially accompanied with the light and the power of moral and revealed truth.

A. SCOVEL,
Town Superintendent.

CHESTER.

Enclosed please find annual report of Chester township, Burlington county. No free schools in the township. No examiners appointed for the county. The schools are all working well.

WILLIAM R. SHARP,
Town Superintendent.

EVESHAM.

I am conscious that this report is not absolutely correct in all its particulars, though in most it is.

The partial data furnished me, and the various modes of compensating the teachers in different districts, render it almost impossible to give an absolutely correct average of the "terms of tuition" and the "salary of teachers," and also the number of children who have attended school for the different specified periods during the year. But, in all these cases, I have approximated correctness, as far as possible, from the data furnished me by the teachers and trustees.

In addition to the schools specified in the report, there are several private and family schools in the township, which do not come under the inspection of the town superintendent,

hence my report does not exhibit all the educational interests and school privileges of the township, nor does it present the total amount of school attendance by the children of the township.

There is but one free school in the township; that is for colored children, and open about four months of the year.

A new district has been formed during the year, known as district number nine, or Hartford School, including an adjoining part of Chester township.

The patrons of this new school have erected a very good frame school house, twenty-five by thirty feet, and two stories high—estimated cost eight hundred dollars. Our school interests remain about as last year. One of our teachers having spent some time in the normal school, is teaching again in the township.

The advantage of the training enjoyed is clearly evident, and speaks much in praise of our normal school. No county examiners have been appointed for the last year, or the last three years. I am at loss to understand why our chosen freeholders should thus continue to disregard that wise provision of our school law. I respectfully submit whether they should be allowed thus purposely to set at naught this legislative enactment!

There is, I think, a growing desire among the inhabitants of this part of the State for a general school law, one which will furnish free schools for all the children of our Commonwealth. I have no doubt that such a law, based upon equitable principles, would now meet the hearty approbation of a great majority of the inhabitants of this township.

JOHN R. MURPHY,
Town Superintendent.

MANSFIELD.

In making up my report I have endeavored to get it as near correct as possible. My not coming into office until March

last, and not finding any books of record kept in any of the schools, has made it very difficult to get correct information in regard to the schools of our township. In visiting the schools I have endeavored to set before the minds of the pupils the advantages of the present school system, believing, as I do, that if properly carried out it will prove of great benefit to the rising generation of our State. There have been no county examiners appointed, which I regret. In connection with the trustees I have endeavored to discharge my duty towards the teachers. Circumstances over which I could have no control, prevented my report reaching you at an earlier period.

MONTGOMERY P. PAGE,

Town Superintendent.

NORTHAMPTON.

I have to regret that the male department has not been in as prosperous a condition during the past year as heretofore, but having reached the culminating point, there is now every prospect of its soon regaining its former prosperity.

The Friends' school here, which is in part supported by the public funds, has an average attendance of forty children, who pay from two to four dollars per quarter for instruction.

We have also six private schools in the town, at which there is an aggregate attendance of one hundred and thirty-seven children, which do not receive any share of the public funds.

The county of Burlington has never had a board of examiners appointed. The duty of examining teachers has devolved upon the trustees and superintendents of the several townships.

P. S. BUNTING,

Town Superintendent.

SPRINGFIELD.

In addition to the information given in the blank report, I would say that our schools are in a flourishing condition, each being provided with a house, all of which (with one exception) are in good repair. Much interest is manifested by the trustees and others having charge of the schools, though I believe more care and labor might prove highly beneficial. Some difficulty is experienced in procuring suitable teachers for the money appropriated for school purposes.

The amount set down as received from other sources is a interest on a fund belonging to the township.

All the teachers have been secured by the trustees and town superintendent, no examiners having been appointed. The above report I have taken great care to prepare from the reports of the several schools, and desiring that it may prove satisfactory.

PETER ELLIS, JR.,
Town Superintendent.

WILLINGBORO'.

Inclosed you will find my first report of the condition of the district schools in Willingborough township, very imperfect I regret to say, but from causes over which I have no control—for want of any reliable data from the operations of my predecessor to govern me, and the neglect of the trustees and teachers to perform a very important duty, the keeping of a proper record, statistical and otherwise, I am under the necessity of presenting a very lame report.

We have seven school districts in this township, among the (if not the) oldest is the two Friends' schools in Rancocas village, distinguished as the Friends' Frame and the Friends' Brick. The former is now closed, and, from what information I have been able to collect in relation to it, they have not had

it open but a very short time during the year. The latter is under the charge of a female teacher, a graduate of the Pennsylvania Normal School—an excellent disciplinarian. Her school is in a progressive condition, and bids fair for the future.

The Beverly district school continues to improve in a remarkable degree since we adopted the Farnum preparatory school system, of teachers and class books—in short, all we want now is, that the Legislature shall give us a thorough educational system, and relieve us from this penny-wise and pound-foolish way of disposing of the school appropriation.

Who will set the ball in motion?

In default of the appointment of a board of examiners, I have examined and licensed all our teachers.

WILLIAM BRYAN,
Town Superintendent.

CAMDEN COUNTY.

CAMDEN.

Inclosed you will find our annual report. I am sorry not to have been able to have it made out sooner. You will notice that the number of scholars, as well as the amount expended for school purposes, is considerably more than for last year. With the exception of opening one new school for boys, during the winter season, we have made no change. The schools are working well, and the public appear well satisfied.

S. BIRDSELL,
Secretary of the Board of Education.

GLOUCESTER.

As respects the finances and condition of the schools, there are eleven schools in the said township. Number one is kept open about five months, number two is kept open about ten months, all free; number three, six months, one half free; number four, nine months, one half free; number five, ten months, only part free; number six, six months, one half free; number seven, three months, all free; number eight, nine months, one half free; number nine, six months, part free; number ten, four months, all free; number eleven, four months, all free. The school houses are in good condition; they all have play grounds attached to them. The average salary of male teachers is about ninety dollars per quarter; females fifty dollars per quarter. We have twenty-four hundred and seventy-five dollars for the use of schools; two thousand received by tax in the township, three hundred and seventy-eight from the State funds, and one hundred and seven from the county surplus fund. I think the Legislature should make it obligatory on the board of chosen freeholders to elect county examiners to license teachers, or else empower the school superintendent to choose some suitable person to perform that duty. I think it would relieve the superintendent and school committee of a great deal of trouble, and be of great benefit to the schools in general. I would like to be informed of the reason of the delay of the forthcoming of the State school funds, and I think if the Legislature would allow the school trustees some compensation for their services, it would be of great benefit to the cause of education, for honorary offices are but poorly fulfilled. In my last annual report I said I thought the township could manage the affairs of public schools better than the State, and unless they alter their hand I am of the same opinion still.

JOSHUA SICKLER,
Town Superintendent.

NEWTON.

In this township there appears to be a growing interest in the cause of education; most of the district trustees seem to be desirous of doing what they can towards laying the foundation for a more perfect system of public school instruction—endeavoring to make our public schools a suitable place for the training of our youth of all classes. We raise by township tax a sufficient sum, in connection with that received from other sources, to put a free school within the reach of every child in the township, and keep them open at least ten months in the year, and I am encouraged in the belief, that the time is not far distant, when most, if not all, our old-fashioned school houses will have to give place to those of more modern construction, and more suitable for the purposes for which they are designed, that of securing to every child an opportunity of obtaining a good practical education, such as will prepare the rising generation for the coming times;—for who can look abroad upon the land, and see the tide of emigration that is flowing in upon us, and not see, that upon the education of our youth depends the future prosperity and permanency of this great Union. District No. 5 has already erected a good and substantial brick house, two stories high, with four apartments, three of which is finished and completely furnished, each to accommodate about fifty scholars, who are already there to occupy them. District No. 6 is preparing to enlarge their school accommodations, so as to separate male and female to different apartments, and make ample room for all who apply for admission. No. 1 has but one school room belonging to the district, which is occupied as a male school, but is entirely too small in its dimensions, and too contracted in its arrangements, to make it what it should be for its location, and thereby subjecting some of the inhabitants of that district to the double expense of paying their quota of school tax, and then paying for the education of their sons in private schools. The female

schools are well provided for in rented rooms, are that well fitted up for the purpose. The three districts named, compose the most populous parts of the township. The other districts are pretty well provided for, except No. 2, which has a very ancient house, that has stood the frosts of many winters; and, I think, the whistling winds mean to say that it would willingly give place to a new and more modern structure. Our teachers are all licensed according to law, and are pretty well qualified for their different situations, and seem to manifest a laudable interest in the welfare of the children placed in their charge. As the school tax increases, the people become awakened to the subject of education; and I believe that if, instead of leaving each township to provide for itself, there was a general school law that would provide for all the townships, the people would all become interested, and then, and not till then, will our public schools rise to their proper level with the other institutions of the land.

MOSES HAMMELL,
Town Superintendent.

WASHINGTON.

It would give me much pleasure in giving a full and elaborate statement of the schools in this township, and the working of the school law, were it necessary, but when I come to examine the many reports that are annually published by you from the school superintendents, I find the ground pretty generally occupied in recommendations or advice, which leaves nothing for me, particularly, to suggest. I believe our lawgivers pay but little regard to the subject of education, or they would act more energetically in the matter, and they would pay some little regard to the superintendents, who have given valuable advice. Many reports that I have examined are exceedingly interesting, and seem to meet the wants that education demands. Without repetition, I would say that the school law,

in regard to raising money by taxation in this township, is decidedly unpopular, and more particularly so, by raising tax by incorporated districts. To make education free and popular, the expenses of it should be borne equally by all, either by a general taxation, or the revenue of the State be applied, if sufficient; if not, let the in-coming legislature pass such acts as will supply the deficiency. I believe the people of the State would more readily submit to be taxed for the support of the State government than for school purposes, which seems to be a great source of complaint, and will be until the obnoxious school law is repealed, and a general law given us that will meet all classes.

G. W. ALLEN,
Town Superintendent.

WINSLOW.

The want of money is felt in our township at this time to make the wilderness bloom. I have not received but one hundred and twenty-two dollars and fifty cents from the State fund, and none from the township, up to the time I write you, except eighty dollars and sixty-eight cents which belonged to a district to build a school house, and of course it makes it very unpleasant to have the school teachers waiting for their money when it is time that it should be paid. As regards the present school law I have no suggestion to make, but think the present good enough if we could carry it out, and therefore leave it in the hands of those who made it, to remodel and alter, if they think proper, at their leisure, and will ever pray for the cause of free schools to prosper.

M. R. SIMMERMAN,
Town Superintendent.

WATERFORD.

In transmitting my annual report I have but little to say more than our schools are in as good condition as at any time within my knowledge. There is a disposition manifested towards educating the children by both parents and teachers, and the schools are as well regulated as in any township in the county, which, I think, is a credit to them.

SAMUEL S. WILLS,
Town Superintendent.

CAPE MAY COUNTY.

COUNTY EXAMINERS' REPORT.

The county examiners were appointed in the county of Cape May the year following the enactment which created the office. Until the year eighteen hundred and fifty-two, the examinations were, with a few exceptions, conducted privately. If a teacher wished a license, he applied to one of the examiners, who granted the same after asking a few questions, for conscience sake, the answers being a matter of indifference, as it would seem, since no teacher who applied ever failed to receive a good license. The teacher then carried his certificate to a superintendent, who usually affixed his name without asking a question; and this mockery was supposed to fulfil the law. Under this method of licensing, the county was soon flooded with unqualified teachers, who were always at hand to engage a vacant school at a low salary before a qualified teacher could apply for the same.

The present system of graded licenses was adopted under the full conviction that the previous method was a farce, unjust

alike to teachers and to the public; that the confidence reposed in the county examiners was a sacred trust; that to them was committed the responsible office of guarding the portal of education from every unworthy intruder and false teacher, and of securing to the State and public at large a full return for the large outlays of money for educational purposes.

On the first day of December, eighteen hundred and fifty-two, every school license in the county was recalled, and the teachers required to repass examination, under the following regulations:

First. That all licenses in future, given under the hand and seal of the county examiners, be *graded*, so as to exhibit the grade or degree of qualification of each teacher.

Second. That six grades be used. The *first* grade representing the highest degree of attainment; the *third*, the medium; and the sixth grade, the lowest for which license is given.

Third. That the licenses be perpetual, subject only to being recalled by the board of examiners.

Fourth. That each candidate must be qualified in reading, writing, arithmetic, geography and English grammar.

Fifth. That all future examinations be held publicly, at Cape May C. H.

Sixth. That any teacher holding a graded license may have said grade raised, by sustaining a better examination at any future meeting.

Seventh. That in future no license shall be granted, excepting at a regularly advertised meeting, at which a competent board is present.

Eighth. That a specimen of the penmanship of each teacher be preserved for future reference.

Ninth. That a full and exact record of the proceedings of the board be kept.

These regulations were adopted as resolutions, and hence begin with "That."

Under this system, fifty-three teachers have been licensed.
Of these—

Six have received the first grade.

Fifteen have received the second grade.

Twenty-one have received the third grade.

Seven have received the fourth grade.

Three have received the fifth grade.

One has received the sixth grade.

Five applicants have been rejected, and eight have re-applied, under the sixth regulation, and received better grades.

It is noticeable, in connection with the few rejections, that fourteen teachers, holding license under the old system, in the Upper township alone, failed to re-apply for examination. In fact, the publicity of the examination goes far to rid the schools of unqualified teachers.

In conducting an examination, the teachers are arranged in a class, and the questions passed around regularly, an incorrectly answered question passing to the next. The examination is entirely oral, and no questions permitted from teachers, excepting in explanation of those asked. The questions usually involve fundamental principles, rather than particular examples. The utmost correctness is required, to make an answer acceptable; at the same time, every facility and indulgence is extended to the teacher, to free him from embarrassment and render him at ease. The examination is continued until the board can form a just estimate of each teacher's grade or degree of qualification in each branch. The MEAN of all the separate grades is then entered in the license. An experienced and successful teacher will receive a higher grade, with equal qualification, than one whose aptness and ability to teach and govern, are unknown to the board. Additional branches are admitted and entered in the licenses. Some teachers have been examined in algebra, geometry, plain and spherical trigonometry, mensuration, navigation and surveying, physiology and history.

The practical working of graded licenses has been highly

satisfactory and gratifying. It has raised the standard of education throughout the county, supplied the schools with well qualified teachers, produced an emulation among the teachers themselves, and frightened away all that class of teachers whose only aim is to pocket the public funds. It enables the trustees to judge of the qualifications of the teacher they would employ, and it gives the faithful and well qualified teacher the precedence over the illy qualified, ensuring him a salary corresponding with his merits or demerits. The system meets with the cordial co-operation and approval of qualified teachers, and all the *friends* of education. The few who look with longing eyes at the public funds—by this system placed beyond their reach—united with a few political demagogues, alone cry out against it.

The appointment of the county examiners is too important to be left to the whim of a board of county freeholders. They should be elected at each annual county election, and their duties prescribed by law.

The foregoing is a brief sketch of what we have done. If you find in it anything of interest, you are at liberty to make what use of it as you may wish.

Yours,

J. F. LEAMING.

CAPE ISLAND.

In compliance with the law that governs the public schools, I transmit to you my annual report of the school in the city of Cape Island. The teachers have been regularly examined and licensed, according to law, and the schools have been kept for about nine months in the year. The amount of money raised was not sufficient to keep the free school all the time, and the deficiency was made up by subscription.

There appears to be a good feeling among our people with regard to sustaining the school.

ENOCH EDMUNDS,
Town Superintendent.

DENNIS.

I have no remarks to make in reference to the public schools of this township, in addition to those communicated last year, respecting their condition and prospects. I would urge upon you what I then urged, the importance of furnishing the superintendents with blank reports to distribute to teachers, in order to obtain exact and reliable data, as recommended in your former instructions, without which no teacher will take the trouble to write them out, and the consequence is, that the superintendent's report is not so full and reliable as it should be, although the labor would be lessened, and the report more complete, if these returns could be obtained from teachers, at the end of each term. Examiners for the county have been appointed again this year, and the teachers are all examined by them, and if competent are licensed.

The schools have all been free, except in Districts No. three and four. .

MAURICE BEESLEY,
Town Superintendent.

LOWER.

I have but little to add that is interesting in regard to the public schools of our township. One thing is certain. We do not make the improvement that the importance of the subject demands. If the people of our township would take a greater interest in the cause of education, and at the annual meetings which are held for the election of trustees, would feel so interested, as to turn out and elect such trustees that would take an interest in all the duties and responsibilities that rest upon them, I think it would have a beneficial result, and the children between the ages of five and eighteen years would all be numbered, and a full report of said children would be handed over to the town superintendent. I think the trustees ought

to receive pay for services rendered to each district, which would be an inducement for them to attend punctually to the duties of their office.

While we have not made any very great improvement in our public school operations, yet it will be seen, by a comparison with the last year's report, that we have made some improvement, from the fact that public attention seems to be aroused to the importance of the subject. The board of examiners have been re-appointed, who are well qualified for the duties of their office; a Teacher's Institute has been established in the county, and the teachers that have attended the institute, have been greatly benefitted, and thereby better qualified to impart instruction to the pupils under their charge. The schools are all supplied with black boards, and in most of the schools the scholars are required to work examples in the presence of the class. Some of the teachers have held public examinations in their schools, and, I think, it is one of the ways of awakening an interest in regard to the subject of education; it calls out the trustees and parents to witness the exercises, and if the children pass a good examination, it is a source of great satisfaction to both parents and trustees, as well as to teachers, and the pupils under their care. The schools are all in operation, and under the control of male teachers.

The books mostly used are Town's and Webster's Speller, McGuffie's Reader, Davies' and Smith's Arithmetic, Smith's Grammar, and Smith's Geography.

The schools are all supplied with "Webster's Unabridged Dictionary" and "Lippincott's Pronouncing Gazetteer," for which we desire to feel truly thankful. The school for colored children is distinct, and taught by a colored teacher. This school receives from fifty to sixty dollars of the public money.

JOSEPH E. HUGHES,

Town Superintendent.

MIDDLE.

There is an increased interest felt in regard to our common schools, evidenced by raising more money, by a more liberal supply of proper books, by the employment of competent teachers and an increased salary, and by improvement on the part of the children. Examiners have been appointed, and our teachers examined and licensed. In four of the districts, the schools have been kept free. "Webster's Unabridged Dictionary" and "Lippincott's Pronouncing Gazetteer" are in all our schools.

JOHN W. SWAIN,
Town Superintendent.

UPPER.

I am happy to inform you that the board of chosen freeholders for this county, at their annual meeting last May, appointed a county board of examiners. That board consists of Rev. M. Williamson and Dr. J. F. Leaming.

The schools in the township have been all free during the year, with the exception of one or two districts, where half a quarter was taught by subscriptions.

The schools are in a prosperous condition. All the teachers are well qualified for the work of instruction.

Many of the residents of this township believe that a much greater amount of good would accrue to the inhabitants of the State generally, if the moneys expended on the normal school were divided among the several counties of the State, for the purpose of establishing in each a high school, to which the more advanced scholars of our primary schools may enter, and receive a more extended and liberal education than can be given to them in the primary department. The establishment of one such school, at least, in each county, seems necessary to complete the system of our free school education.

JOHN JONES,
Town Superintendent.

CUMBERLAND COUNTY.

FAIRFIELD.

I do not deem it necessary to enter, in detail, into the practical workings of our present school system. That it is deficient in many respects appears to be universally conceded. The obstacles which impede the advancement of the pupil, and cause much of the inefficiency of our schools, have been repeatedly dwelt upon. The defects, as witnessed, have been pointed out, and changes innumerable have been proposed to remedy the evils. Those who have the revision of our school laws more particularly under their control, appear to be "sleeping the sleep that knows no awakening;" yet 'tis said "the constant dropping wears the stone," so may we, by persistent efforts, and an unyielding warfare, eventually accomplish those results which circumstances seem to require. Revolutions in any system are seldom achieved under the impulse of the moment. Time and patience, coupled with energetic action, are almost invariably necessary to bring about wise and judicious changes. I have heretofore stated my views upon those sections of our law which allow too much latitude of opinion, and appear to be most objectionable, and shall not now trespass upon your time by a needless recitation, but hope that the incoming legislature will deem the codifying of our school laws of sufficient importance to give to it their wise attention. One great disadvantage under which our schools labor, is the want of competent and qualified instructors. By far too many young and inexperienced teachers find their way into the profession. They enter it, wholly uneducated in that practical and systematic training, which is absolutely necessary to constitute a good teacher, and indispensable to the proper government of a school. We are anxiously awaiting, and longing for the ar-

rival of that day, when our State Normal School shall scatter her army of well-drilled teachers over the State; when a thorough system shall pervade all parts of our State; and only one system be inaugurated into our district schools, instead of four. We shall welcome that band of scientific teachers into the profession, and hope to see our highest anticipations more than realized, in their endeavors to disseminate a thorough common school education.

Another great impediment, and one that seriously affects our common schools, is the manner of licensing teachers. The superintendent has many obstacles with which to contend in the discharge of this duty; obstacles over which he oftentimes has no control. That the district trustees are directly accountable for many of them, cannot be denied; yet the superintendent is placed in such a position that he cannot refuse to license the candidates without incurring sectarian difficulties, or exciting local animosities. Oftentimes a faithful and impartial discharge of this duty, would lead to unpleasant difficulties, and cause contentions in communities, that would be hard to subdue. The trustees often employ teachers, and assign them situations, without as much as enquiring if they are regularly licensed. If the superintendent, upon their presentation, should refuse to grant them a certificate of qualification, then he but exposes himself to the censure of the inhabitants. This is decidedly wrong; it not only evades the law, but it entirely destroys the purposes for which the law was created. As I said before, it is by such means that many teachers are employed, and who, if justice was enforced, would never have found their way into the profession. Our law should be so amended, that the superintendent would be relieved of this duty. What we most want is a "county board of examiners"; men who have no local or sectional interests to combat, and who can act without fear or partiality to any, granting license to those only who are competent and qualified, and those who fail to procure such license, should be deprived of the benefits of the school fund. In those counties which

have adopted this system, there has been a marked and decided improvement in the character and qualifications of the teachers, and a corresponding advancement in the standing of the schools. It has had the happy effect to purge the profession of many incompetent teachers, and to elevate the school to a much higher grade. I have repeatedly urged the appointment of this board of examiners upon our freeholders, but their construction of the law leaves it optional with them as to the appointing of such a board, and not seeing the practicability of the measure, they have failed to comply. Cannot our law be so modified, as to make it obligatory upon them to appoint examiners? Such a modification would be of incalculable advantage to our schools, the opinion of old fogies notwithstanding. There has been, during the past year, a school opened in the town of Fairton, which promises to be a credit to the place, and to give renewed stimulus to the cause of education in that part of the township. It is a private enterprise, and one worthy of imitation. Miss M. L. Westcott, a thoroughly educated lady, a graduate of one of the most celebrated New England seminaries, has erected at her own expense, a neat and commodious house, alike tasteful and convenient, with due reference to light, ventilation, all the modern improvements conducive to the health and comfort of the pupils. This school is now in successful operation, and the applications for admission far out-number the capacity of the house. One great feature of the teacher is to promote thoroughness, rather than rapid advancement. Her motto seems to be, that "what is worth learning at all, is worth learning well"; there is no "getting through the book" until every part is understood, and each step indelibly impressed upon the mind of the scholar. The price of tuition is graded according to the age of the scholar, without any reference to the number of studies taught. This is, with us, a novel feature, but one that meets the approbation of the citizens, and seems well adapted to the interests of the school. The teacher can feel free to recommend those studies which appear best adapted to

the tastes and inclinations of her scholars, without being subjected to the too common complaint of parents, "that the teacher is desirous to introduce extra branches in order to introduce extra branches in order to increase the price of tuition." This is, I think, in certain localities, a wise arrangement.

There is but one district in this township that maintains a free school. This is in an isolated part of the township, but sparsely settled, and where the inhabitants would fail of securing a school, did they not avail themselves of the act of incorporation, and raise money by special tax. Under this arrangement, they manage to support a free school eight months of the year. Great dissatisfaction is manifested by landholders, who, most of them being non-residents of the district, complain at having to pay a special tax for the support of the school. There is much talk of contesting the law in relation to this matter, as they think the assessor has no legal right to assess their property twice, and levy a special, as well as a general tax thereon. How a legal contention would result, I am not prepared to say, but as the law now stands, I suppose we can but see it executed, until repealed or modified.

I have already protracted these remarks to an undue length, and will conclude, by wishing the educational interests of our beloved State, a God speed.

EPHRAIM BATEMAN,
Town Superintendent.

HOPEWELL.

The township is divided into eight districts and one part of a district. Schools are maintained in the eight districts from six to nine and twelve months in the year. Some of the teachers are employed by the scholar, others by the term, and do not keep a regular account of the time when the children commence and leave off going to school; and there is but one district in which there is kept a regular school register.

Some of the schools are free a part of the year, and then they have pay schools, which are not so well attended; but in most of the districts they have part free and part pay schools, and I think it best the money should be appropriated a part to each term, and have school all the year, than to have one or two terms free and then the schools closed.

Our teachers have all been examined and licensed according to law, since I came into office. There has been no county examiners appointed in and for our county.

In district number seven they are building a new frame school house, at a cost of about nine hundred dollars, and expect to have it ready for this winter's school. They have raised four hundred and fifty dollars this year by tax, and expect to raise the balance next year.

In looking back during the past year, I find there is a great want of interest manifested by the inhabitants in our public schools, and the teachers frequently complain because their schools are not visited oftener, and especially by the trustees; and until there is more of an interest manifested in our schools, I do not know how they can be brought up to that standard of improvement to which they should, and of right, ought to belong.

JOSEPH H. OGDEN,
Town Superintendent.

MAURICE RIVER.

I cannot refrain from commending our citizens for their zeal and liberality in the cause of education, as the condition of our schools and advancement of the scholars amply testify; still, although we are aiming at perfection, we must admit that we have not yet attained to it—there being much that is not good to rectify, and more that is of utility to adopt. I have been successful in most cases in persuading the various districts to purchase a regular series of books out of the money set apart for school purposes, thereby insuring greater des-

patch in teaching, and a greater degree of improvement in the pupils. Our schools houses throughout the township will compare favorably with those of any other in the county. The teachers are all regularly licensed, and their relative qualifications in exact proportion with their salaries, for in employing a teacher, as in other business, we pay according to the value. There are no examiners; which is as it should be.

WILLIAM S. WARD,
Town Superintendent.

MILLVILLE.

With my limited experience as superintendent, I make the following remarks with diffidence:

In our common school system and its workings, doubtless there are imperfections, but I cannot see that our school law could be materially improved, unless in a direction that would render the workings of the system more efficient.

We have abundance of law for making good schools; our difficulty is the want of efficient teachers and officers.

Under the present arrangement, teachers unqualified will too often be the instructors in our schools. In many instances the trustees have not the ability fully to judge of the qualifications of teachers; and if they had, circumstances of locality, relationship or other influences, proves a barrier to impartial action. Those that grant teachers licenses should, if possible, be placed beyond the reach of all such influences.

If the board of chosen freeholders would, as the law contemplates, appoint county examiners, we should at least be partially relieved of this difficulty.

The schools in this township have probably never been in a more prosperous condition.

S. A. GARRISON,
Town Superintendent.

STOE CREEK.

Although our district schools have not arrived at perfection, yet I can safely say, that an increasing interest is manifest in the cause of education in this vicinity, and many of our youth of both sexes are not satisfied with learning to read, write, and cipher to the Rule of Three, nor do they conclude that when they are seventeen or eighteen they are too old to go to school, but are willing or rather anxious to continue students, and to press forward to higher attainments, availing themselves of the opportunities afforded in the academies and high schools which have been in operation the past few years in this region.

By alluding to schools of a higher order, I would not be understood to undervalue the district schools. These are entitled to more attention from the community than they receive.

There is one grand difficulty. School teachers, generally, are not willing to live on bread and water; and if they are allowed the other *et ceteras*, they must have a higher salary now, than they received when many articles of provision, as well as many other expenditures, were only half the present prices.

Of course the country places, small districts especially, labor under greater inconveniences than the larger towns and districts.

But the people will wake up after a while, and see that it is better to pay a competent compensation for competent teachers, and competent assistants, when required, as is often the case in such a heterogeneous mass as is generally found in a country school, than to pay small wages to an incompetent teacher, or to a good one even, without allowing him an assistant, where there are so many scholars and so great a variety of studies, that to do justice is impossible.

My impression is, that the appointment of county examiners,

to meet twice a year, for the examination of teachers, would have a good effect. This county has never tried the experiment.

GEORGE TOMLINSON,
Town Superintendent.

ESSEX COUNTY.

BELLEVILLE.

I have the satisfaction, in my yearly report on the condition of the several schools under my charge in the township of Belleville, to state that a more than usual interest and care have been manifested during the past year, by all under whose care they have been placed. All the schools, six in number, have been continued open during the year, with the exception of a short interruption in the Franklin district consequent upon the removal of the school from their old to their new house, a very commodious building, erected during the past season by the energy of the inhabitants of the district, for which they deserve much commendation, they as yet not being very strong. The building is a neat structure of wood, two large rooms, a lower and upper, well arranged, and placed on a beautiful site, well chosen for air, convenience and retirement. Their school shows what enterprise, well directed, can do. We have noticed throughout the township more interest in the cause of common schools, greater attention on the part of the trustees, and a consequent greater punctuality on the part of parents and children. On the whole we may report a healthy state of our schools, and progress in the good cause. As near an estimate of all our matters as we have been able to make, will be found in the circular furnished by the department. It was our intention, during the past season, to have

solicited a visit from our State Superintendent, but circumstances with us seemed to suggest that a postponement to a future season would be advisable.

SAMUEL L. WARD,
Town Superintendent.

CALDWELL.

Of the eight districts in this township two have rebuilt their school houses, one has made thorough and one slight repairs, costing together ten hundred and sixty-six dollars. To effect this three districts have become incorporated.

Reports of attendance, &c., have been received from but three districts, and they are not entirely full. This is on account of the impermanency of the school records. To supply this deficiency I am furnishing the schools with registers, that are to belong to the district, and are not to be changed with every change of teachers.

On the whole the cause of education is advancing. This is evident from the efforts made to secure good buildings and good teachers.

The schools which are now in session are conducted by efficient teachers, who are doing a good work.

ARTHUR B. NOLL,
Town Superintendent.

LIVINGSTON.

I am not aware of any essential alterations in the schools since last year; and this I regard as no very encouraging indication in a township so much in need of improvement.

You will observe, from the statistics, that the salaries of teachers are decidedly too low. No competent teacher can be permanently employed for the small sum of sixty dollars per quarter (which is the average salary of teachers in this town-

ship), consequently our teachers, instead of being permanent and experienced, are mere comers and goers, many dropping in for a single term, because, for the present, they can do no better. Good teachers can get, and will have, good wages.

There is also a great want of uniformity in the selection of school books. In some of the districts I find two or three kinds of readers, arithmetics, geographies, &c. This is a great evil, multiplying classes, shortening recitations, and unnecessarily occupying the time of teachers, to the neglect of small children. But it is not easily remedied; many are unwilling to get new books for their children while they have old ones.

Two schools have been kept free during the year; one by the help of a balance on hand from the previous year, the other by subscriptions.

Our school houses are only in tolerable condition. They are all built of wood, and nearly all have convenient play grounds, but no shade trees. One applicant has been received, this year, at the normal school.

T. M. GRESELL,
Town Superintendent.

MILLBURN.

The undersigned was elected first school superintendent of the newly incorporated township of Millburn in April last.

He found the educational interests of the community sadly neglected, and has been laboring vigorously, with some promise of success, to improve and elevate the character of the schools under his charge.

A new district (the Hobart) has recently become incorporated.

The Jefferson district has authorized, by tax, an expenditure of two hundred dollars on repairs and enlargement of the school house. The Washington district has assumed the responsibility of a debt incurred by individuals in behalf of the school property.

All the schools of the township have been supplied, at a cost of twenty-five dollars, with printed "Instructions to teachers," a large map of the United States, and a map of the State of New Jersey, at the expense of the town superintendent.

H. H. REID,
Town Superintendent.

ORANGE.

Number of Districts.—There are, wholly, in Orange, nine (9) districts and two (2) parts. In one of the parts, the school has been kept in our township, and I report it. They have nearly completed a new school house, which stands in Clinton.

Number of Districts that have reported.—I have received eleven (11) reports from districts and the parts of districts, of scholars between five and eighteen years. I have reported the numbers that have attended school for the various periods of time, as nearly as can be ascertained by the examination of records as kept by teachers.

Number of months schools have been kept open.—In five districts, twelve months each; in one district, nine months; in three districts, six months each; in one district no school has been taught during the year. They have been building a house, and have used their funds for this purpose.

In three districts the schools have been entirely free. In six, an average assessment of sixty-three cents per quarter has been levied upon each scholar, which has been mainly appropriated for the purchase of books, and incidental expenses. The amount so raised is about nine hundred and forty-three dollars. This I have not included in the amount received from other sources.

In Union district (new) partly in Orange and partly in Clinton, they have raised for building school house—

In Orange,	. . . . .	\$421 00
In Clinton,	. . . . .	130 00
Donation,	. . . . .	250 00
		<hr/>
Total amount,	. . . . .	\$801 00

This last item was given by a school society (local) that was organized some years since in Clinton, in the bounds of the district. West Orange district raised by tax two hundred dollars by vote of district, as required by law. Funds in hand, unexpended, two hundred dollars.

All the public funds, except as before explained, have been used for the payment of teachers, so far as yet paid out.

I have visited all the schools, some of them only once, some twice, and some three times. I think the schools of our township will compare favorably with those of others, in many respects; but they are not, by any means, what they ought to be. There should be a larger daily average attendance than the statistics indicate. It may not, however, be inferred, that only seven hundred and ninety-six scholars, out of the whole number reported, attend school at all, for we have no less than seven private schools, all well patronized.

The experience and observation of the past year have proved to me more conclusively than ever before, that there is an antagonism at work, which renders the public school system of our State to a great degree inefficient. I believe this opposition arises mainly from misapprehension and want of correct information as to its practical bearings when properly carried out.

The idea prevails, that those who pay but little or nothing for the support of schools, are allowed by their votes to take money out of the pockets of others, many of whom have no children to educate. There are many holding this idea, who have children to educate, who prefer to send them to a private school, at a much greater cost than would be required to support the public school, and at the same time withhold the influence of example and effort that ought to be given to it. I

believe that if the legislature would authorize the state superintendent to prepare an address, in a popular form, embodying an explanation of the school law, and answering, at least, the leading objections that are urged against it, and provide for the distribution of a large number of printed copies throughout the State, it would have the effect to remove many of the misapprehensions and prejudices that now exist, and would tend to awaken interest in relation to it. I am confirmed in this opinion, by the effect produced upon the minds of many by the address delivered here in October last. Our school pic-nic had a good effect, although it was not as largely attended as I desired, and indeed expected it would be. It excited attention to the schools, and those who heard the address—some of whom opposed the operation of the school law—could not see that there were really so great objections to it as they had supposed. In addition, I would suggest, that what I will call a school poll tax be levied upon those who now pay simply a nominal sum to the general tax fund, and nothing, directly, for the support of schools. This would include single men and those who have childred to educate, who have a right to vote to raise money for school purposes.

I have already written too much, but I wish to say a few words in relation to the normal school. By all means sustain it, and make it as good as it can be. I would as soon employ the novice and the quack to perform operations in surgery, and practice as a physician, as I would one who has had no training in the art of teaching, that most difficult of all arts, whatever might be his literary attainments. I hope the time will soon come, when there will be a full supply of well trained teachers, and when, as now, there will be no necessity to employ any other.

H. INGALSBE,
Town Superintendent.

GLOUCESTER COUNTY.

DEPTFORD.

Being elected town superintendent last spring, I have no knowledge of the winter schools, except such as could be gathered from the trustees. There is great difficulty in obtaining a correct account of the number of children who attended school for the fractional periods of the year. Most of our schools change teachers spring and fall, having male teachers in the winter, and females in the summer, who frequently go away without leaving a list of the names and time the children came to school. The numbers given are believed to be as near correct as the nature of the case admits. It would be much more convenient for the town superintendent if this report was made at the end of his term, then he would not have to go back to the accounts of his predecessor, and the expenditures given in the report would correspond with his settlement with the township committee. Now the expenditures take in a part of two years appropriations.

The public money has been used in the following manner :

Paid to trustees of organized schools,	. . .	\$198 74
“ teachers of free schools,	. . .	692 88
“ “ of schools not free,	. . .	844 85
Repairs, improvements, fuel, &c.	. . .	252 70

\$1,989 17

In one district a free school has been open all the year ; two districts have each had two quarters free ; other districts have used the money as far as it would go, the employers paying the balance of the bills at two dollars per quarter, the general price. Sometimes the teacher is employed at a fixed sum, guaranteed by the trustees and assessed on the scholars.

The number of children given on the schedule as having attended school, seems small when compared with the number in the township. This can be explained by remarking that there are three parts of districts numbering eighty-five children, two organized schools that report one hundred and twenty-two children, two private schools with fifty scholars in attendance, and a school for colored children, none of whom are included in the above reports as having attended school.

The board of freeholders refused to appoint examiners, on the ground (as I am informed) of its increasing the difficulty of procuring teachers. The trustees employ such teachers as they approve without regard to license. Although there is room for improvement in regard to teachers, and will be until the people generally take more interest in public schools, and offer greater inducements in shape of pay, yet it affords me pleasure to express the opinion that our teachers at this time (taken as a whole) are better qualified than at any time during my former five years connection with public schools.

B. J. LORD,

Town Superintendent.

FRANKLIN.

It will be perceived that the report that I herewith transmit to you differs materially from that received last year from my predecessor, which is partly owing to deficient reports from teachers, but more particularly from the fact that the schools in this township have not been kept open as much of the year as usual. There are but two schools in our township that are generally kept the whole year, and one of them has not been for this year. Most of the others have not been kept open at all during the summer.

The school kept in district number one is in a good condition, and kept by competent teachers. The house has been enlarged, and will soon be occupied by an increased number of

teachers. Number three is also in good condition, and at present well conducted.

Excepting in the two districts above described, I think the cause of education has not much advanced during the last year.

Some of our boards of trustees only pay their teachers a part of their salary from the public money, and the balance have collected from the employers, which I think is the better way, unless there were public funds sufficient to keep the schools open for a longer time than the present amount will admit of.

We have no county examiners, and consequently our teachers are licensed by the superintendent and trustees.

BENJ. HARDING,
Town Superintendent.

GREENWICH.

In connection with my report I find nothing of material interest to add, further than to comply with your suggestions.

Examiners have not been appointed for the county this year.

The teachers have been regularly examined and licensed according to law.

There have been no schools maintained free during the past year.

The public funds have been distributed by the trustees in due proportion through each quarter, leaving the employers to settle the balance.

Our schools are in a flourishing condition, and are governed by good and competent teachers generally.

JOHN STETSER,
Town Superintendent.

HARRISON.

The subject of education, although receiving increased attention, does not meet with that encouragement which its importance demands.

Forming as it does the very foundation of good order in society, and the true basis of constitutional liberty, the education of our youthful population should receive our cordial support and unceasing attention. Many of our schools are deficient in the proper means of education, such as new and improved books, &c., which being furnished by the employers, each as he sees proper, without consulting the teacher, leads to too great a variety, and making more labor for the teacher with no corresponding advantage, and should be abolished and the books furnished according to the requirements of the school law, which may be done at a much cheaper rate than by the course pursued.

The school houses are mostly comfortable and in good repair, with ample play grounds attached. Some of our districts, composed of a small number of children with a large territory, keep their schools open only six months in the year, and others only so long as the tax and school funds will pay the teacher.

Many of our youth, from the age of 16 to 20 years, are sent to boarding and other higher schools in this and other States, which accounts for the small number of such that attend our schools.

The salaries of our teachers are various—some receiving a stated salary per year, some per day, some per quarter of sixty-six days, and some take the school on their own risk, at from two dollars to three dollars and seventy-five cents per quarter.

The attendance of trustees and employers are very much neglected, to the manifest disadvantage of our schools, offering encouragement to neither scholars or teacher. I cannot see

that the workings of the present school law have been attended with any very great advantage as yet; one reason, I suppose, is that we have not adopted all its requirements.

BENJ. G. PANCOAST,
Town Superintendent.

WOOLWICH.

In transmitting the report from this township, I wish it to be understood that the report is very imperfect. I have only received three reports from teachers, and have had to follow the statements made by my predecessor in office last year, in *averaging* the attendance, &c., &c. Some better plan must be adopted in order to secure correct statements as to the number who avail themselves of the benefits of the school law, My estimates are above, not below the number who attend at our schools the length of time which the schools are in operation. There is an evident improvement in the qualification of teachers, and a gradual increase of interest shown by the trustees and parents in the success of the schools. The following things are essential to perfect the system.

1. Teachers to be compensated more liberally, and thus induced to remain and carry out their plans for the moral and intellectual training of their pupils.

2. Parents to prize the privilege of having good schools to which their children may be sent, and to prove their appreciation by regularly sending their children to school.

3. Trustees of schools, occasionally at least, looking in upon the school, and manifesting some interest in the exercises of the school, by examining the children or requesting the teacher to do so in their presence.

4. Town superintendent visiting all the schools, examining the same, and addressing the scholars on the importance of improving their opportunities, counseling and encouraging the teachers, &c.

5. More liberal provisions made by townships and the State for the support of district schools.

6. Thorough examinations of those who are to be employed as teachers, so that the children may be well taught, while the teacher is liberally compensated for his or her labor.

7. In every township at least, three or four plain, common sense lectures delivered by the town superintendent, or some other individual, on the advantages, duties, hindrances, defects, &c., &c., of popular education; these lectures to be announced and delivered in different sections of the township. The people need light and instruction, and when parents are brought to see more clearly, the youth will be instructed more perfectly.

No examiners have been appointed. I have examined and licensed sixteen teachers.

All our schools have been kept free. In conclusion I would add, we are progressing upwards, and things omen well for greater progress.

JOHN L. GRANT,
Town Superintendent.

HUNTERDON COUNTY.

DELAWARE.

We have school in all our districts but one; our school houses are quite comfortable, except one or two; the public money is divided, a portion to each quarter, except in two small districts, where the school was free for two quarters each. The teachers we have are quite competent, I believe, from my intercourse with them when visiting the schools, &c., it being customary with the trustees to employ teachers without any

test of their qualifications until the end of the session, when they are sent to receive a portion of the public money. Now the superintendent is placed in a very unpleasant position, for if, on examination, the teacher is found to be incompetent, the superintendent is directed by law not to grant such a person a license; and also that, without a license, no teacher shall be entitled to any of the public money: yet if, in such case, the superintendent should refuse to pay the public funds, he would bring down upon him the anathemas, not only of the teacher, (for he could collect his money,) but of the district in general. I have visited the schools in our township, and find the teachers quite active and zealous in their calling: the schools appear to be quite prosperous, and they are furnished with registers, as directed by law.

HENRY F. TROUT,
Town Superintendent.

LAMBERTVILLE.

The town of Lambertville has but one public school, in which are employed six teachers—one male, at five hundred and fifty dollars, and five females at an average of one hundred and eighty a year. There are five private and family schools, employing in all seven teachers. The schools are all kept in session about ten months in the year. In the public school instruction is entirely free, and in one of the private schools, (that of the Roman Catholic Church) instruction is free to poor children, the school being supported in considerable part by voluntary contributions. In the other private schools, (except one family school) the price paid for tuition varies from ten dollars to thirty-two dollars a year, with additional charges (in one of them) for instruction in music and modern languages.

There has been received during the year, from the State, two hundred and eighty-three dollars, and raised by tax for school purposes, fourteen hundred dollars, and on account of

building and incidental purposes connected with the school, three hundred dollars. The whole sum paid for instruction, public and private, during the year, is probably about thirty-two hundred dollars; or, inclusive of appropriation for building purposes, &c., about thirty-five hundred dollars.

The number of children in the town, between the ages of five and fifteen years, is five hundred and ninety-two. The whole number of names on the roll of the public school during the year, is three hundred and thirty-six; and the whole number in the private schools, very nearly two hundred; making the aggregate number just about equal to that of all the children in the town between five and eighteen years old. But in this estimate, probably from fifty to seventy-five are counted twice, in consequence of going from one school to another; and in the private schools, some have attended under five years of age; besides a number of boarding scholars from out of town.

The disparity between the actual attendance, and the number on the school list, at any given time, especially in the public school, is deplorably great. The average daily attendance in the public school during the year is but one hundred and ninety.

These facts, as well as others that might be mentioned, particularly the delinquency on the part of parents in visiting the schools, proves, what indeed is undeniable, that there is a sad want of interest in the subject of common school instruction. After all, however, as compared with the state of things several years since, when our school system, as a system, was literally without form and void, the cause has made no small advance. Four or five years since a house was erected for the accommodation of the public school, of which our citizens are justly proud; and since then, appropriations for the support of the school have been cheerfully voted, on a scale by no means discreditable for so small a town. Such efforts certainly indicate, as they are adapted to create, the very interest, the want of which is so essential to any good degree of success. And this effect has, undoubtedly, to some extent, been realized, though

by no means in such measure as the friends of the cause had been led to anticipate.

L. H. PARSONS,
Town Superintendent.

HUDSON COUNTY.

BERGEN.

The information contained in the accompanying report for the year has been drawn from the papers of my predecessor in office, and from replies to letters sent to the various teachers in the township. Very little, of course, is from my personal knowledge, as I have only been in office since July.

At present, all our schools are in quite healthful operation. All the teachers, with a single exception, have been before the board of examiners for the county within the last four months. I have visited all the schools once, and some of them twice, since I have been in office. In a few days I will have accomplished my second round of visitation—my intention being to visit the schools quarterly, as the law requires.

In a year to come it is probable two new school houses will be erected in our township; one at an expense of two thousand, and the other three thousand dollars.

As some of our schools have not yet obtained Webster's Dictionary, and all of them are yet without the Gazetteer, orders, expressive of their desire to have them, will shortly be sent you from each of the districts. As the orders, after having been signed by the trustees, are to be put into my hands, I will endeavor to have them all sent at once.

AARON L. STILLWELL,
Town Superintendent.

HOBOKEN.

I accompany the statistical report with the following remarks :

All the teachers are regularly licensed according to law. In the city of Hoboken much interest is manifested in the cause of education, by the trustees as well as by the inhabitants ; the consequence is, that the teachers and pupils do their utmost in order to give credit to themselves. Thus our school is in a good and thriving condition, the number of children sent to school increasing from week to week, so that the present school building does not give the proper accommodation to the present number of children.

As it is well known from the former reports, we have no public school buildings belonging to the city, and are indebted to Messrs. Stevens for the present buildings, and the furniture therein, that they are still granting for public school purposes, free of rent charge.

The board of education will take this matter in early consideration, and prepare a plan, to be laid before the common council, with the proper suggestions, in order to obtain such buildings for public school purposes, as to meet the wants of the population of Hoboken.

CHARLES P. DEGREEK.

Town Superintendent.

HUDSON CITY.

Within the limits of this city there were returned by census last May, nine hundred and sixty-six children between the ages of five and fifteen.

There are, in this city, four public schools, in all of which there are five hundred and thirty-five children registered ; average attendance, four hundred and twenty-three. There

are employed in these schools, as principals, four male teachers, and four female teachers, as assistants. The salaries of the principals vary from five hundred dollars to six hundred and fifty dollars per annum.

The salaries of the assistants vary from one hundred and fifty to three hundred dollars per annum.

The common council of this city appropriated, for the current year, for salaries, books, stationery, fuel, &c., &c., about four thousand dollars. During the summer, a new school house has been built in the northern portion of the city. All the school houses are furnished with maps, clocks, &c., and the schools are progressing satisfactorily.

In addition to the moneys appropriated by the common council, a sum of about one hundred and fifty dollars has been appropriated by the board of chosen freeholders of the county.

These schools are all free. The pupils are required to pay nothing, except for books lost or destroyed.

There are no colored children attending our public schools.

In the private schools of the city, about one hundred children are instructed, and in a Roman Catholic school, recently established, about one hundred more instructed. The salary of the superintendent of public schools in this city is fifty dollars per annum.

The undersigned, in conclusion, begs leave to recommend the appointment of a state board of education, to whom all affairs pertaining to schools and education shall be entrusted. This is the case in many of the Eastern States, where it works well. Let there be in our State one head or one department, instead of three, as at present. Its advantages will be apparent on the slightest inspection.

Two Teachers' Institutes have been holden in our city, under the able and judicious direction of Professor J. B. Thompson. These institutes have been attended by a majority of the teachers in this county, and will continue to be so attended. The advantages of these institutes, in the instructions communi-

cated to the teachers, cannot be over estimated ; and their results to the pupils of these teachers are beyond computation. It is the most interesting feature, and to the teacher and pupil, the most remunerative agent in our educational system.

N. W. CAMP,
Town Superintendent.

JERSEY CITY.

The cause of education in Jersey City has not been marked by any thing worthy of especial notice during the past year, yet we have not been without exertion or progress in this great work.

For several years past the board of education has been untiring in its efforts to obtain greater accommodations for school purposes ; but being dependent on the common council, it has thus far been successful. We still hope, however, during the coming year, to erect a school building with seats for one thousand pupils.

We now have two first class buildings, each capable of accommodating one thousand children, besides a school for colored children. There are probably one thousand children attending private schools. The number of children in Jersey City, of suitable ages to attend school, is five thousand seven hundred and forty-seven, leaving two thousand seven hundred and forty-seven unprovided for. Our schools are divided into three departments, male, female and primary, under the care of one male principal and sixteen female teachers, several of whom have long been engaged in this work ; and it gives me pleasure to bear testimony to their efficiency and devotion to the cause.

It is worthy of remark that the average attendance of pupils is much greater than last year, and their advancement seems entirely satisfactory.

Since my last report we have established a normal school for

the benefit of our junior teachers, which is under the care of one of our efficient principals. This school has already been productive of the most beneficial results. Not only is there a marked improvement in the qualifications of its pupils, their manner of teaching; but we have secured a uniformity in the mode of discipline, of instruction, studies, and in the general arrangement of our schools, which adds greatly to their efficiency and usefulness.

The board of education has again under its consideration the establishment of evening schools, for the benefit of those whose occupations prevent them from attending the day schools; and it is earnestly hoped that its efforts will be successful.

The cause of education awakens a lively interest on the part of our citizens, and I think I shall be fully sustained in the remark that there is no burden which they bear with more cheerfulness than that for the education of the young.

A. S. JEWELL,
Town Superintendent.

MERCER COUNTY.

EAST WINDSOR.

There has been considerable embarrassment during the year, occasioned by the funds not being available until so late in the year, the trustees of the various districts, in a majority of instances being obliged to procure temporary loans in order to keep the schools open, and in one incorporated district recourse was had to special taxation.

I am thoroughly convinced that a great injury is done to the schools by a frequent change of teachers, as their interest in the progress of their pupils depends much upon the length of time in which they have been engaged in conducting their studies. This is also one of the principal obstacles in the way

of collecting correct statistical information in regard to the schools, because the teachers are not sufficiently identified with the schools to have the interest required in keeping an accurate diary merely for the purpose of statistics.

One great cause of indifference in regard to their studies among pupils is, in my opinion, the infrequency with which the parents and trustees are accustomed to visit the schools. This I have endeavored in some degree to correct by appointing occasional meetings, and inviting the parents and friends at such times to visit the schools together.

Before concluding this report, allow me to state the conclusions to which I have arrived by observing the relative operation of corporal punishment and moral suasion. I have taken some pains to observe the effects of the two methods of government, and do not hesitate to say, that as far as I am able to judge, not only is the scholar's progress more rapid, where appeals are made to his honor and ambition, rather than to his fears, but the very object for which corporal punishment is so often recommended, viz: the maintenance of order, is better obtained where order is looked upon as an effect flowing out of the attentiveness and constant employment of the scholar, rather than as something to be kept up as a separate establishment.

LLOYD WILBUR,
Town Superintendent.

HAMILTON.

After careful examination I think we are gradually improving. Our schools have been pretty well supplied with competent teachers, well qualified for their business. On account of some of our teachers not keeping any registers, and the frequent changes of teachers in some districts, I have found some difficulty in obtaining correct statistics, still I believe they will not be found far from the truth.

During the past year we have erected two new school houses in number one district. They have built a large and convenient two-story brick school house, at a cost of twelve hundred dollars, and raised by extra tax six hundred dollars towards paying for the same, which, together with the amount on hand, will enable them to pay for their house and sustain a free school the whole year. In district number six they have erected a convenient school room at an expense of six hundred dollars, using the school funds of the district for that purpose, leaving the people to pay for their tuition the present year, individually.

Teachers have been examined, and when found competent, licensed according to law. Would it not be well to require teachers to report to the town superintendent, before they should be entitled to any amount of the public money.

WILLIAM H. WEST,

Town Superintendent.

LAWRENCE.

In entering upon the duties of my office I found most of the districts supplied with teachers, some of whom are individuals of ability and experience. It has been a pleasure to co-operate in their efforts to prepare the youthful mind for the reception of useful information and knowledge. Although the schools are in a prosperous condition, some labor under a disadvantage for want of room and comforts in the building. Efforts are being made for the erection of more suitable buildings, and the coming year, I trust, will relieve some of the districts of the inconvenience they have experienced. We have four full districts, and six parts of districts connected with the adjoining townships; teachers about equal in number, male and female, receiving a salary of from two hundred and sixty to eight hundred dollars. As the law respecting county examiners has been unobserved, the duty often rests with the superintendent

alone, and often a disagreeable task to perform. When one presents himself for examination, who by nature and want of education is wholly unfitted for the duties required at his hands, the result is painful to both. How guarded should we be in our selection, for in their hands are the growing minds and hopes of our republic.

JAMES G. PHILLIPS,
Town Superintendent.

PRINCETON.

The public schools of our township have greatly improved since I made my last report. At the township meeting, in the spring, two thousand dollars was voted for school purposes—just double the amount voted for the preceding year. This has enabled the trustees of the several districts to keep the schools open during almost the entire year. The attendance has somewhat increased, although, from my statistical report, it might seem otherwise. In my report for last year, I included all the children attending the parochial schools, as these schools received a portion of the public fund; this year, they are not included.

Early in the year, I united the three districts into which the borough of Princeton had been divided, into one district. This was done for the purpose of establishing here a first class, graded, public school. The object proposed was regarded with general—almost universal favor. At a meeting of the citizens of the borough, one thousand dollars was unanimously voted, to purchase a lot for a public school house, and five thousand dollars was appropriated for a building. The building is now so nearly completed, that we expect to occupy it immediately after the first of January next. The children of the town attending the public school, will then be divided into four grades, forming as many distinct schools, in separate rooms, and each under the charge of a competent teacher from

the State Normal School. We hope, by another year, to report, as in successful operation here, a public school that shall not be inferior to any in the State.

JOHN T. DUFFIELD,
Town Superintendent.

WEST WINDSOR.

All the districts of this township have been supplied with teachers for the year, except number one, which has been open but nine months. Most of the teachers have been at their posts for a considerable time, which I deem a matter of the utmost importance for the welfare of the schools. The schools are in tolerably healthy condition. Our school houses are all new, or nearly so, with play grounds attached. The books used are Saunder's Series of Readers, 1, 2, 3, and 4; Comly's Orthography, Smith and Cole's Grammar, Mitchell's Primary and Descriptive Geography, Pike's, Davies', Smith's, Rose's and Emerson's Arithmetic, Davies' Algebra. There are four districts, and four parts of districts; one is composed of part of Lawrence, and one of part of South Brunswick; one of part of East Windsor, and the other of Hamilton. Our schools have not been free. They cost from one dollar to two dollars per quarter.

In conclusion, I would just add, I hope the day is not far distant, when parents and teachers will take a deeper interest in the welfare of the schools, and every child shall be able to read and write.

WILLIAM WALTON,
Town Superintendent.

MIDDLESEX COUNTY.

MONROE.

It is very pleasant to us to be able to say, that the cause of common school education, in this township, is receiving an increased attention. The inhabitants, generally, attach a higher value to a good common education than formerly, and, perhaps, the majority of parents may be said to demonstrate the fact, by this single circumstance, that they are more willing to contribute to the support of schools than formerly they were. The current year, which will close April, eighteen hundred and fifty-eight, has been one of general improvement. The majority of the schools have been duly visited, and the examinations of some of the schools have evinced for their teachers, a care and interest becoming their high position. In all our schools are taught spelling, reading, writing and arithmetic; in a part, English grammar, geography, history, philosophy, physiology, algebra, and vocal music; to which add, for district number six, drawing or sketching. Much might be said of the present state management of our educational interests; but we only add, that, in our opinion, the law which makes the business of one man that of three, is, impolitic, and we earnestly recommend the restoration of the office of town superintendent of common schools in the township of Monroe.

R. G. ISHAM,
G. H. SNOWHILL,
JAMES IVES,
Town School Committee.

NORTH BRUNSWICK.

In accordance with the requirement of statute, I have the honor to report as follows:—In consequence of the resignation of the Rev. Charles H. Foote, I was appointed town superintendent, and entered upon the duties of my office October thirteenth, eighteen hundred and fifty-seven. I at once commenced visiting the schools under my charge, and am happy to state, that I found them, generally, in a prosperous condition. I have been unable to ascertain that any examiners are appointed for the county of Middlesex.

Upon visiting the schools of this township, I observed three things worthy of note, and demanding some mode of correction—

First. The irregular attendance of scholars.

This arises from either a want of appreciation of the advantages of education, or from a parsimonious spirit in parents, the children being obliged to work on the farm or in the factory, whenever the parents deem proper.

Second. The frequent changing of teachers.

Third. The absence of a perfect system of registration.

This arises, in a measure, from the frequent changing of teachers, as they keep the register only for their own satisfaction, and upon their leaving the school it is either carried away or destroyed.

Before concluding, I feel bound to say, that the statistics upon which the enclosed report is based, are taken from the memory of the trustees and teachers, in many instances, and not from the record, for the simple reason that no record was in existence.

The only mode in which we can succeed in carrying out our present system of education successfully, is by the dissemination of knowledge among the people, and by direct appeals, awakening in them a desire to see their children educated men

and women. To this end, a board of education is appointed in the State of Massachusetts, whose duty it is, especially, to make known the advantages of education, by lectures, &c.—Do we not need something of this kind to raise our people from the lethargic state into which they are fallen?

HENRY R. BALDWIN,
Town Superintendent.

PISCATAWAY.

There has been no particular change in the condition of the schools since the last annual report was made. There are twelve districts, with thirteen teachers, (number 12,) having two rooms, with a male and female department. The schools have all been in operation most of the year, except numbers two and eight, which are both small districts, and consequently unable to keep up a school, except in the winter season, which are free during the time they are in operation. There is one good school house in each district, except in number two, which has none; they, however, rent a room for the winter season. The teachers are all licensed, and well qualified to fill the stations they occupy.

In June last I received of county of Middlesex eighty-three dollars and thirty-seven cents, interest on surplus revenue; of State school fund, two hundred and twenty-five dollars and fifty-one cents, being one-half, and in November, one hundred and twelve dollars and seventy-five cents, the balance to be paid January twentieth, eighteen hundred and fifty-eight. The township voted to raise two thousand dollars for school purposes, which makes the sum of two thousand five hundred and thirty-four dollars and thirty-nine cents. In addition to the above, it will require about twelve hundred dollars to pay the salaries of the teachers, which deficiency is promptly made up by the patrons of the schools, making the sum of three thousand seven hundred and thirty-four dollars and thirty-nine

cents, expended during the year for education in public schools in the township, besides a select school in the village of New Market, which merits and receives a good degree of patronage, but does not come under the supervision of the town superintendent, nor receive any part of the public money.

WILLIAM MAUL,
Town Superintendent.

SOUTH AMBOY.

By a recent act of the Legislature, the supervision of the schools in this township is entrusted to a school committee, who in compliance with the law, beg leave to submit the inclosed report. In so doing it affords them great pleasure to announce the fact that the condition of the schools at the present time is encouraging. Many of them are in a flourishing state, under the care of competent teachers and attentive trustees; others, and in more retired portions of the township, are not so prosperous, on account of the lack of interest felt by the people generally, or the parents more particularly, in the progress of education. The trustees appear to be too much wrapped up in their own affairs to perform the duty required of them by law, consequently we see the educational interest languish—the school small, and an inferior teacher employed. We confidently anticipate, however, that at the close of another scholastic year we shall be enabled to furnish a more satisfactory report.

There are no county examiners. Teachers are examined and licensed by the school committee.

OBADIAH CLARK,
S. BOGARDUS,
CHARLES BROWN,
School Committee.

SOUTH BRUNSWICK.

In most of the districts the schools are in as flourishing a condition as they have been the past few years.

The school houses are the most of them in a comfortable condition; several have been repaired during the past season.

The chosen freeholders of Middlesex county did not appoint county examiners, nor is it necessary they should. We think there are men, or ought to be in every township, capable of examining teachers for public schools, consequently the President of the board of school committee has performed that duty as far as application has been made; no teacher to receive any public money until he has been examined and obtained his license. The whole number of children reported by the trustees of the seventeen districts, between the ages of five and eighteen, are eleven hundred and forty-four, being thirty-one more than was reported last year.

The whole amount of money appropriated for education in this township for this year, is two thousand one hundred and twenty dollars and sixty-seven cents, viz: township tax, fifteen hundred dollars, five hundred less than last year; state fund five hundred and thirty-six dollars and eighty-eight cts.; interest on surplus revenue eighty-three dollars and seventy-nine cents. The first state appointment, with the interest on surplus revenue, was received in June and has been appropriated. A part of the second state apportionment was received in November, and here we would ask why the delay of one half of the second state apportionment, it certainly is an evasion of all law and justice, and greatly retards the prosperity of our schools, consequently the school committee and superintendents get blamed wrongfully, while the difficulty exists in Trenton. Why is this difficulty? It certainly must be remedied, or a new set of officers appointed that will discharge their duty more punctually than it has been discharged this year. Hun-

dreds of comments and suggestions have been made in previous reports for the encouragement of schools, and all to no effect. We, as a committee, hold our office under that simple supplement, or act of law, which took place in eighteen hundred and fifty-one, which act was unauthorized by the people of this township or their representative, and should never have been recognized by them, from the fact that a remonstrance from the people of this township had been presented to the legislature some years previous, to prevent doing away with the office of township superintendent, which we consider indispensably necessary to the welfare of schools. This motion was originated outside of both township and legislature, from selfish and evil disposed motives, and has been regretted by the people of the township, and by the legislators themselves, from the fact that it has proved derogatory to the prosperity of our schools. To pass an act requiring three men to perform the duties of the superintendent without compensation, was absurd and inconsistent with plain common sense. As well might the people gather in masses and pass an act compelling the legislators to render their services to the State without compensation. We hope the coming legislature will repeal this unjust and uncalled for act, and shall ever recommend its repeal.

J. I. BULKELEY,
WM. N. STULTS,
J. D. HUBBARD,
School Committee.

WOODBRIDGE.

There is an evident improvement in most of the schools, notwithstanding so little attention is paid to them by the trustees or parents. Since the last report, one district has been added to this township, in consequence of the alteration of the line between Middlesex and Union counties; thus locating a school-house with a part of the district in this township which was formerly in the other county.

We have no county examiners. As to the licensing of teachers, it appears to me that the town superintendent, in connexion with the trustees, are the most suitable committee to examine and license them. It introduces the teacher to the trustees, and through them to the people of the district; is calculated to increase the interest which ought to exist between them, and leads to the choice of the best men for trustees. Occasionally a teacher has been engaged who has not possessed the proper qualifications to teach, although sufficiently learned; while to others is due much credit and encouragement for laboring with so much zeal and success.

In the transmission of funds, why might not the law be so amended as to allow the superintendent to draw the funds which come from the State directly from the county clerk? and what authority or power has the superintendent to demand the school moneys of the township collector if he should refuse or neglect to pay over?

ELLIS B. FREEMAN,
Town Superintendent.

MONMOUTH COUNTY.

FREEHOLD.

Time, the most faithful steward commissioned by Deity, has again performed his annual circuit, and admonishes us of our duty to render you a report of the condition of the schools, for the year past, in this township.

There are seven entire districts. The whole number of children, as reported, are nine hundred and ninety, an increase of fifty-five over last year.

There are seven school buildings. These are all frame, and single rooms, except the one in this village, which has two

rooms. Most of these buildings are in a comfortable condition, good play grounds, and necessary shade. The house in district number three is much out of order, and the trustees are talking, and, I hope, sternly, of erecting a new model building, next summer, either wood or brick. The trustees of this district, number two, have purchased a lot of ground adjoining the present location, to make more ample play ground. While considering this part of my report, I cannot refrain expressing my regret, that so little enterprise and interest is evinced in regard to taste and neatness in our school rooms. We seem to think any kind of building will do to educate our children in, while we are strictly tenacious to have everything connected with our dwellings, and even our out-houses, of the most neat and convenient order. This is truly an error, and may account for the little respect and regard manifested usually by scholars for their school homes. Even our kitchen departments are painted and looked after far more than our school rooms, for it is a rare thing to see paint or even white-wash on the inner, much less the outer part of them. Shall we not look with more interest to these matters, and let not a proper want of taste and attention deprive our children of that which they really require? And where can we better bestow our labor and expense, than on the offspring whom God has given us, the dearest pledge upon earth, and no sacrifice should be too great to encourage good habits and impressions, so essential to a successful and happy life. While much deficiency exists in the culture and training of youth, still much good has been effected, and boys and girls, from ten to fourteen years old, are gaining the position of their parents, and can teach them what they were unable to attain in their day.

The books used are similar to last year's report, which have a heterogeneous order, indeed. This matter is yet to be remedied. Every new teacher introduces a new set of books, with which he is most familiar, and consequently the children scarcely become acquainted with one set, before another is introduced; this must retard the progress of the learner. For

this remedy, I submit we must apply to the State Normal School, and let their selection be adopted as our uniform standard. This would lessen the expense of books to parents, and establish a permanent basis of instruction. We have no county examiners; but I have examined and licensed all the teachers carefully, and must say that our instructors are, generally, of a very respectable and intelligent class. I have placed a copy of Webster's Unabridged Dictionary in every school, and shall take means to procure immediately Lippincott's Pronouncing Gazetteer. These valuable works, appropriated by the State, deserve our highest commendation.

There is much difficulty in getting the teachers to keep plain and correct statistics of the daily attendance of children, and I am confident that a large majority of other townships labor under the same difficulty. I have introduced registers in every school, but this does not suffice. In order to comply more faithfully with your request in filling up the answers to your questions, I suggest that the State furnish printed forms for each school, and then, I think, there would be no fear or hesitation on the part of teachers to execute this duty.— Without some such provision, it is impossible to give you the required information. Our township, last spring, voted an addition of five hundred dollars to the amount raised last year. This they thought would make the schools about free; but the difficulty is, the State and township money come in so scattering, that it is impossible to apportion it equally through each term, and therefore children are not fairly benefitted. Our township money comes in about the first of January, making much the largest payment at the end of the year. Could there not be an arrangement to pay the State fund about the same time, so that the entire amount could be fairly equalized throughout the year?

The trustees have, in most instances, accompanied me in visiting the schools, and we have been gratified to see evidences of much improvement. The inhabitants here manifesting more and more interest in education, and we believe

that a growing appreciation of this grand desideratum is occupying the public mind generally. Let the day then be not far distant, when we shall see our beloved country assuming a higher, and still higher tone of interest in this worthy cause, when an honorable spirit of rivalry and emulation shall pervade every State in this confederacy; and as that happy era shall dawn upon us, who can doubt that the star of liberty will rise to a more brilliant and exalted position, and that every patriot and philanthropist will exult in the secure and permanent destiny of this great republic.

E. L. COWART,
Town Superintendent.

HOWELL.

The past year with us has been one of great embarrassment. Never before in the memory of the oldest among us have financial difficulties been so general and so great. Yet in our school interests we have been moving steadily onward. So much has this been the case that I shall depart from my usual custom and mention by name the districts in which the greatest improvement has been made.

In district No. 1, the inhabitants have enlarged their house, making it capable of seating seventy scholars.

In district No. 8, they have enlarged theirs also, making it capable of seating sixty scholars, and nearly double the number it would formerly contain.

In district No. 11, they have built a new and comfortable house, capable of seating all the children in the district.

District No. 3, has also built a new and beautiful house, at a cost of nearly eight hundred dollars. This building is in a farming district, but would be an ornament to any town or village in the State.

We have also been fortunate in our teachers. We have not before, in any one year, been favored by so many well qualified and excellent instructors as have taught for us during the past year.

The Gazetteer has arrived among us, and is received with universal favor.

I have complied with your request, and credited the whole amount apportioned by the freeholders, though one-fourth of it is still unpaid.

At our last town meeting the inhabitants of this township voted to raise by tax fifteen hundred dollars for schools for the ensuing year. This does not give entire satisfaction; yet a large majority prefer this to the old plan of paying teachers by subscription. They would still greatly prefer that the Legislature would remedy the deficiencies of the treasury by a State tax, and the deficiencies of our schools by making them free.

GILBERT T. GULICK,
Town Superintendent.

MATAVAN.

Since my appointment as town superintendent I have taken much pleasure in frequently visiting each of the schools, and conferring with instructors and their pupils. A great change for the better is manifest on the part of parents. They are more liberal in sustaining schools, more anxious for the advancement of their children, both in knowledge and in morals. I take them with me in my visits to the school, and the results are most pleasing, encouraging the teacher and stimulating the efforts of the children to get knowledge.

Our academy has undergone a great change in many respects, having been thoroughly repaired and supplied with the improved seats, desks, books, and teachers. It is under the care of J. W. Schermerhorn and three assistant teachers. Its instruction and discipline is being felt throughout the other schools, so that both trustees, masters and pupils are putting forth increased efforts to elevate the tone and measure of common school instruction.

CHARLES WEBSTER,
Town Superintendent.

OCEAN.

I am glad to be able to state that the schools under my supervision showed a marked improvement, the most distinctive features of which are a close scrutiny in the selection of teachers, a more liberal attendance of scholars, and a spirit of encouragement and liberality on the part of the patrons of the school. I feel compelled to enter my protest against the many different kinds of books that I find in use in our schools, nearly every teacher having a favorite author, thereby compelling the parents of poor children, who may move from one part of the township to another, to get another distinct set of books; however, I trust that this objection will soon be removed, from the fact of public opinion being so strongly against it. Our school houses are in very good condition; there are also some new buildings being erected after the most approved modern plans, particular pains being used in their location, as well as constructing them with especial reference to the comfort of all concerned.

There has been no examiners appointed for the county.

The schools in the township have been kept free, without assessments upon the inhabitants of the districts.

RICHARD S. POOLE,

Town Superintendent.

SHREWSBURY.

We have eight full districts and three parts of districts in this township, all of which are in good condition, and there appears to be an increasing interest felt on the part of the inhabitants towards common schools. In our township we have built two new school houses the past year, and have opened new schools in the same.

In district number four we have three schools, one male, one female, and one for both sexes, or a juvenile school, all which are in the very best condition, and may justly be termed model

schools; the other districts are supplied with good teachers. We have had several changes of teachers through the year; the summer and fall the schools have been kept by female teachers, but at present have only two female teachers in the township. The schools labor under a disadvantage for want of a regular system of books throughout; hoping the time is not far distant when we shall see it removed. We raise the present year three dollars per head, exclusive of the State and county funds.

JOSEPH W. BORDEN,
Town Superintendent.

UPPER FREEHOLD.

Examiners have not been appointed in this county.

Three districts have maintained free schools, but they have not been kept open on the average more than nine months in the year.

The most prominent obstacle to the acquisition of an education attainable in our common schools, is the great remissness manifested by parents and guardians, who either keep their children at home to work, when their assistance might be dispensed with, or allow them to stay idle, because they have no inclination to go to school. I regret to say that I believe this may be made a general charge, though a number of commendable exceptions are apparent.

The irregularity of attendance, consequent upon the indulgence and mistaken economy of those who have the charge of children, is a great disadvantage to the pupils, and makes their instruction and classification by the teacher much more arduous and unpleasant.

The public appreciation of a good common school education has, for several years past, been gradually on the increase; but there still seems a general reluctance to make any sacrifice in order to obtain the means for its accomplishment.

The trustees of the different district schools have generally

been so fortunate that they have secured the services of those who were interested and successful in teaching, and so satisfactory has been the compensation and treatment of teachers, that several who, some years ago, were incumbents of different districts, have returned and resumed their former situations and employment.

EZEKIEL COMBS,
Town Superintendent.

MORRIS COUNTY.

CHATHAM.

I transmit herewith a report of the number, condition, &c., of the public schools in the township of Chatham. All the teachers have been duly examined and licensed, and the interest in the schools in most of the districts increases yearly, while in others it is not so, but the greatest impediment is the want of competent teachers; not the want of persons of sufficient "learning," but those who have didactic gifts, and are willing to apply them. May we not hope for some little relief from the Normal School, although the whole number of pupils therein would scarcely supply teachers for one county.

No county examiners have ever been appointed in this county, nor is it probable there ever will be without an amendment of the law. On any subject, a law without a penalty is useless, but becomes simply ridiculous, when on the subject of education it requires acts to be performed by a usually illiterate, always irresponsible, and sometimes reckless body of men. It is high time that the requirements of the freeholders was removed, or a penalty annexed that will ensure the performance of the duties enjoined. On the whole, however, the law operates favorably.

H. P. GREEN,
Town Superintendent.

CHESTER.

I have visited all the schools of the township as often as circumstances will permit, which is at least once per quarter. In the numerous visits I have made to the schools in this township, I have been able to discern a gradual improvement in the schools themselves, but very little increase of interest on the part of parents and trustees.

Most of the districts are enabled to have free schools for six months; the remainder of the year the houses are locked, and the children running at large forgetting what they have learned.

In this county we have no board of examiners, and consequently this duty devolves upon the superintendent and trustees. This is a great error. It leads to the exceedingly dangerous practice of employing teachers who are, in the majority of instances, incompetent. No teacher should ever be allowed to enter a school room for the purpose of teaching, or be employed by a body of trustees until he produces a certificate of license from the proper authorities.

Nothing but a positive enactment to this effect will ever work a change.

STEPHEN H. LEEK,
Town Superintendent.

HANOVER.

The schools in the township, though in most cases moving on with a good degree of progress and prosperity, furnish some unhappy cases of alienation, strife, and division. The chief cause has been in relation to the teachers to be employed. Trustees and patrons at variance, or trustees at variance among themselves; and sometimes strife and division pervading both bodies at the same time.

The question who shall be the teacher, is one regarded with an eye so jealous, by the people that it would be well if we

could have an alteration in our law, so as to allow the patrons a vote, in conjunction with the trustees, on that question. This might be easily done by inserting (in section ninth of the law of 1846) before the words "to contract," the clause "with the consent of a majority of the patrons present, after two days' notice given by the trustees, to the district, of the time and place of meeting for the election of a teacher."

Such a clause would have saved two of our most important districts, the past year, an untold amount of toil, cost and trouble, and scarcely less of either or of all would have been spared by the addition of merely two words in section third of the law of 1851. In the tenth line, instead of the words, "such of them," let the law read, "such of the trustees as shall attend," &c. Then again, same section, twentieth line, substitute the words "the trustees" for the word "them," so as to make it read "a majority of the trustees." The reason for the former clause is the self-evident truth that in proceeding to examine a teacher, you need a man present competent to examine; while the reason for the latter clause is, that while all trustees may not be qualified to examine a man for teacher, yet they are competent to revoke the license of a teacher who is by the experiment found to be useless, or unworthy of his place.

Then again, we want a law saying that no superintendent shall pay a teacher until the teacher has furnished the report you require. This would save the State the necessity of receiving, in so many cases, a report predicated on proportions estimated for the whole from statistics obtained from a part.

Then again, we want an addition to our present law, that all the moneys to be paid to the town superintendents shall be drawn by an order from the town collector; and not leave us, as now, under the necessity of going to the town collector for one part, and then traversing the township to find the town committee for an order for the rest. All which is respectfully submitted.

JOHN FORD,
Town Superintendent.

MORRIS.

The schools in this township have been, for the most part, taught during the year by competent teachers, several of whom have continued in the same school for more than a year. In other cases, however, schools have suffered from an almost quarterly change of teachers. The great desideratum of permanency has not been attained to the extent it should be; there is too much dependence upon mere chance comers from abroad seeking merely a summer's or a winter's engagement to aid them pecuniarily in carrying out some other project.—The interests of the school are thus made subordinate, and suffer accordingly. Our hope is that the State Normal School will soon begin to correct this evil by a supply of qualified professional teachers.

But it is also proper to state, that this want of permanency in teachers' engagements is not always to be attributed to them. The negligence of employers, in some cases, to supply the deficiency caused by the inadequate appropriation of public money obliges those to leave who otherwise would prefer to remain; and this generally occurs in the case of the most efficient teachers, who, knowing that they can readily obtain employment elsewhere, will not submit to such annoyances.—Those least worth retaining will continue on for whatever they can realize. When New Jersey shall follow the example of other States in adopting, under proper restrictions, an entirely free public school system, then and then only will this and other attendant evils be remedied.

In none of our districts, in which schools have been taught during the whole year, have they been entirely free. Some have been open, and free, until the public money was expended, and then discontinued.

All the teachers employed have been examined and licensed according to law, and all the schools visited quarterly, and examined and addressed by the superintendent, in some cases accompanied and assisted by one or more trustees.

The duties of the superintendent of public schools is of such importance, and such is the extent of Morris township, and the number of districts and schools embraced in it, and the distance between them, that the office requires a person of ample leisure, as well as one deeply interested in the cause of education. My own professional duties prevent my devoting myself so fully to them as I should otherwise take pleasure in doing, or as the interest of the schools demand.

E. N. CRANE,
Town Superintendent.

PEQUANNOCK.

Our schools have generally been kept open during the year, and well attended. Some have been free a considerable portion of the year, and one school has been free during the whole year. The want of good teachers, in a few instances, has delayed the progress of a few of our schools. Generally all have moved on smoothly, and in many there has been a considerable improvement. We have connected, during the past year, with one of our schools a select school, which must prove a general benefit. The lack of interest taken by some trustees has been, in some instances, a stumbling block to the cause of education, and it would be advisable for the people to see more particularly to the election of suitable persons for trustees, as the prosperity of our schools depends upon their action in a great measure. We have had in our township some serious disputes as to the true construction of our school laws, which, I am now happy to state, (as I have been informed,) have been settled, and all of our schools are now in a peaceable and prosperous condition. I think it would be advisable to have the attention of the legislature called to some points of the school law, and have the same revised.

The inhabitants of our township, as usual, have been liberal in raising money for school purposes.

The amount raised by tax being	\$2,799 53
The amount received from the State	1,113 97

Amounting to	\$3,913 50

The whole number of scholars in the township over five, and under eighteen years of age, being 1522, which would amount to about \$2 57 for each scholar, if all attended school; but as a great many never attend school, it gives to each scholar a much larger amount.

J. R. S. BANTA,
Town Superintendent.

ROCKAWAY.

It will be seen that a larger number of children, by nearly one hundred, attended the schools this year than did the year previous. Two of the schools were in session twelve months, allowing six weeks for vacation. By frequent visits to the schools and conference with the teachers, I perceive some advancement in the standard of our common schools, and also of interest on the part of the patrons. All the teachers inform me that it is a serious embarrassment to their efforts in teaching the children, that so little interest is manifested by the patrons. In the majority of the districts in this township, I am credibly informed, that not a single trustee has visited the schools! In some cases a whole quarter has passed without a single visitor! In two cases of a popular movement to change the management of the schools, I am informed, that even the reformers had not once visited the school to learn, by their own inspection, the grievances of which they complained. Some of these patrons will scarcely allow their cows or pigs to be fed, or a horse or an ox to be shod, without a personal supervision, and yet they are, to this day, innocent of ever darkening the doors of the school room in which their sons and daughters are being educated. Could the small pox be reported as in our district school houses, the great majority of

parents could not be more careful not to venture into them than they now are. By private labor, I have sought to correct this fatal hindrance in the way of our schools. Our citizens, in some respects, have done admirably well. By a large majority, they voted at the last town election to raise "two dollars a scholar" for school purposes; but I am convinced that they may vote to raise twenty-two dollars a scholar, and yet their schools not rise above mediocrity, so long as the patrons do not take an active interest in them. There is not a district in this township which cannot, by this single means, with the assistance now given from the public funds, increase the efficiency and interest of its school one hundred per cent. in twelve months.

Another very serious embarrassment in the way of progress in our schools, is the want of books and the diversity in books. Some parents, either from inability or inattention, send their children to school without books; and among the books brought, are all the diversities that can be imagined, from Daboll's Arithmetic to Thompson's or Ray's, and from Noah Webster's Spelling Book down to some modern books which are no improvement. The consequence is, that the teacher works to a sad disadvantage, from the unnecessary multiplication of classes. There must be some uniformity in the matter of books, or much force be wasted in teaching the schools.

I have already said that the people voted to raise, the present year, two dollars to every child between the ages of five and eighteen years. The measure was carried by a strong majority, but in the face of a very intelligent minority, who opposed the measure because of its increasing the taxes so largely, and also because they alleged that it was wrong to tax those who had no children to send to school, in order to educate the children of other people. This argument is as forcible here as it can be anywhere, because the bulk of the property, especially the mines and mills, belong to a few persons, some of them non-residents. Some of these complain that the burden of these schools fall on a few, whilst the mass

who vote the tax pay nothing towards it. Besides this, I find some very intelligent men who doubt whether, on the whole, our schools are benefitted by making them free. I state these things as facts, and as a matter of justice to those who are not in favor of the tax, which was designed to be large enough to pay for a free school in every district, the larger part of the year.

Thus far, I think, the plan has worked well, but facts may transpire to change my opinion. I am, in theory, a believer in free schools; but at the same time, I am of opinion, that even free schools will fail to be very efficient in this township, if they fail to enlist the intelligent interest and direction of such men as are included in the minority which opposed the town tax last spring.

I have labored to have singing introduced into our schools, and with some success, being convinced that an occasional song at the right time has a kindlier effect than the ferule or rattan. Wherever it has been tried, the effect has been happy, and I verily believe, if it were practised in every school in the township, it would have a marked effect, in increasing the daily average of attendance. No doubt many children need the rod occasionally, but I am certain that if teachers would dissipate the foul airs of their school rooms, by ventilation, and then rouse the interest of the scholars by a lively glee, they would find the good of all parties promoted.

Some of our school houses are inconvenient, and they need to be improved. Our new school rooms are quite convenient as to size and ventilation, but the most convenient of them would be improved by the introduction of more comfortable seats, such as are had in the schools of the larger towns.

But, in conclusion, let me say again, that, in my opinion, the tap root of all our difficulties is the want of practical interest in the schools on the part of parents and citizens. Could we rectify this difficulty, the others would, in due time, disappear. The State and town may be ever so generous, and yet

this want of interest to which I refer, will defeat, in a great measure, the beneficent results intended.

JOSEPH F. TUTTLE,
Town Superintendent.

ROXBURY.

I would suggest that any book, map, &c., provided by the State for schools, should be drawn on the order of the town superintendent, and by him distributed among the schools. Under the present system many of the schools never receive their books. And I would also suggest that the superintendent be authorized to furnish books for each district, and every teacher be obliged before receiving public money to show his record in such book, of time he has kept, form of tuition, number and names of scholars.

A. N. RIGGS,
Town Superintendent.

WASHINGTON.

In transmitting to you my annual report, I would merely add the reported number of teachers have been regularly examined and licensed according to law, or at least according to that point where it says that "in case there be no county examiners appointed, the duty of licensing teachers shall fall upon the superintendent and trustees." But this point I deem an error in our school law, and would suggest that the power be given exclusively to the superintendent, in case there be no examiners appointed, and my reasons are—

First. That it frequently happens (or has with me at least) that the trustees are in favor of granting licenses to those who are not capable of teaching, and consequently license them contrary to the wish of the superintendent.

Second. That the trustees of many of our schools are not

capable of judging whether a teacher (or at least an applicant) is worthy of a license or not.

Now, for these reasons I object to the above referred to point in our school law, having been opposed and compelled to grant licences to such as were undoubtedly unworthy, several times since I have served as superintendent, and would it not be well for the Legislature to consider this matter at the coming session?

Our schools have mostly been kept open during the year, but some have not on account of the dilapidated condition of the school houses; but we are hoping that a better day will come soon, when our old and decayed cabins, called school houses, shall give place to new and more commodious ones, and when our teachers shall be such as will strive for the temporal and eternal welfare of the rising generation.

THEODORE NAUGHRIGHT.

Town Superintendent.

OCEAN COUNTY.

BRICK.

Our schools at present are in a good condition. They all (except in one of the districts where they are erecting a new house) are going on. The teachers and scholars express an earnestness for the improvement of the mind and advancement of education, on which depends our nation's future happiness. The most of our teachers at present are of our own State's raising. Most of our schools want more interest taken in the furnishing of books, that teachers may fix a more uniform rule in their school.

We anxiously hope for the time when our schools may be

made free from State and other sources ; that our schools may be open yearly ; then, and not till then, shall we see the cause of learning advance to the desire of us all.

SAMUEL S. OSBORN,
Town Superintendent.

JACKSON.

I think there is a little advancement in the cause of education in this township, although not as much as should be visible in the term of one year since my last report. In district number three the inhabitants are erecting a new house, which is very much needed, the old one being in very bad condition for a winter school. Several of the other houses are in bad condition, yet they have schools at the present time. I have endeavored to visit each school once in each quarter, and to examine into the case of said schools ; having regard to the morals as well as the literary qualification of the teachers. As there are no county examiners appointed in this county, it has been my endeavor to have competent teachers employed.

JOHN CONINE,
Town Superintendent.

PLUMSTED.

We have had much that was unpleasant in connection with the schools in districts number one and four, two adjoining districts, which include the village of New Egypt and vicinity. An increasing interest has been awakened in this vicinity on the subject of the education of the rising generation, and a persevering effort has been made within the last year to improve the character and elevate the standard of our public schools. Much opposition was met with, and every possible obstacle thrown in the way, and a determination manifested by some individuals to prevent any change or improvement being made, if possible ; but all their efforts were

failures, and the contemplated changes were made, and we have much reason to congratulate ourselves on the improved condition of our schools. These two districts were formerly one, and until within the last few years the school maintained the even tenor of its way under one and the same teacher for more than thirty years; nor in all that time, as I have been able to learn, has there been a single person educated at that school exclusively, competent to teach a common district school. There were many reasons for believing that a judicious change of teachers would add greatly to the efficiency of our schools, and their improvement both in an educational and moral sense. But a reformation of this kind is a work of time, and involves so many influences, both in and out of the school house, that we must be content to see a gradual improvement from year to year, being ever watchful and faithful to our own duties. When parents and guardians generally become fully sensible of the extent and importance of their duties to their children, whom God has made dependent upon them, and when teachers enter upon their duties with a proper sense of the responsibility involved in those duties, a due regard for the well-being of the children entrusted to their charge, and for the sacred confidence reposed in them by the parents of those children, then and not till then can we reasonably expect our schools to be all that they might and should be. What can be imagined more execrable, more vile, than for a school teacher so far to forget his manhood, so far to forget the sacredness of his calling, and the confidence reposed in him by parents, as to poison the minds of innocent young girls and involve them in moral ruin, making them a shame and reproach upon their sex, instead of training their young minds in innocence and purity, preparing them to be ornaments to society, and the pride and comfort of their parents and friends; and yet it is generally believed that such outrages have repeatedly been committed in this place. Is it a wonder that some are prepared to make every possible effort for the protection of their own and their neighbors' children? It is a wonder that this state of things has been allowed to exist so long. We hope to never have such a reproach on us

again. The before named two districts have now united their funds and established one free school, which is giving excellent satisfaction. We have also a very flourishing select school in the village, which is doing much credit to its board of teachers, four in number. The district school teacher has also an evening school for young men, which numbers twenty-five scholars. In view of all these facts I think we can safely say that education is receiving much more attention from a portion of this community than it formerly did, yet we have to regret that many are so blind to their best interests as to oppose nearly every attempt at improvement. We hope soon to see all prejudice removed, and united good will manifested in this great and good cause.

But to bring the public schools to the perfection which they ought to reach, the State must appropriate money enough to make them free throughout the State, then make it obligatory upon every parent or guardian to send their children to school a part at least of each year. Under the present school system much of the public money is utterly wasted,—about one child out of three attending school, and that one very irregularly, very little good can be accomplished in this way under any class of teachers. It is greatly to be hoped that something will be done by the State to add to the efficiency of our public schools.

Within the present year one new district has been formed, part from this township and part from Jackson; a new house has been built and is now ready to be opened. I do not know the cost of it: a part of the expense, I believe, will be paid by voluntary contribution, and some from the public money. I cannot report much improvement in the other districts.

No county examiners have been appointed. The teachers have all been licensed this year, with one exception. This was for one quarter in the spring. In that case a meeting was appointed for examination, but no one of the trustees or teacher attended. I have paid no money in that instance.

D. A. WARREN,

Town Superintendent.

SALEM COUNTY.

MANNINGTON.

It would be well if the trustees of our public schools were more awake to a proper sense of their responsibilities, than some of them now are. Public attention should be aroused upon the subject of education. Where but little or no interest is manifested by the people, the cause of education must of necessity languish; and the best exertions of the most assiduous instructors are, in a great measure, unavailing, unless his efforts to advance his pupils be seconded by his employers. It has become quite common to send children from home to school, because facilities for attaining a knowledge of the higher branches are not furnished in our common schools. This must be because many of the people do not feel the importance of education as they should; for if they did, they would not do without schools in which their children could be thoroughly trained. We need light here on the importance and benefits of a more extensive and thorough education.

The inhabitants of this township, at the last annual town meeting, voted no money for school purposes.

The amount of money received for school purposes is three hundred and ninety-eight dollars and forty-five cents; from the State one hundred and seventy-three dollars and ninety-eight cents, and from the county two hundred and twenty-four dollars and forty-seven cents, being the interest on the surplus revenue.

The second apportionment of the school money, previous years, has always come to hand, I believe, in November; but this year has, of the second apportionment, been but one hundred and one dollars received. I have not included in this statement three hundred and sixty-five dollars and seventeen

cents, received from my predecessor in office—said sum having been apportioned among the districts, but not drawn out of the hands of the town superintendent. Our public school system, at present, labors under disadvantage in one respect. I refer to the fact that the public money is insufficient to defray teachers' salaries; for the balance they must look to the patrons, who are often dissatisfied when their school bills are presented. Why are they dissatisfied? The question is easily solved, when we consider the very irregular attendance of pupils. It is the general complaint of teachers, that the irregularity of attendance operates against themselves and their pupils. The teacher suffers a reproach that should be charged to the pupil, or to the parents.

THOMAS SPARKS,
Town Superintendent.

PILES GROVE.

The schools are much the same in all respects. We have no free schools, there being no money raised for school purposes. There are no county examiners appointed for the county; the licensing of teachers being done as provided by law in case none are appointed.

The amount of money received in this township for school purposes is three hundred and eighty-nine dollars and forty-three cents (\$389 43.) Two hundred and thirty-two dollars and forty cents is received from the State (\$232 40), and one hundred and fifty-seven dollars and three cents receives from the county, being the interest on the surplus revenue, (\$157 03.) No alterations have been made in any of the districts since the last report, all remaining the same. No reports have been made from any of the school districts to the superintendent, the report being made up from data procured by the superintendent, and is as near correct as it appears possible to make it. The price of tuition is about what is put in the blank

sent; but the average salary per annum I have left blank fearing I cannot approximate near enough correctly to fill in the blank.

JOSEPH K. RILEY,
Town Superintendent.

UPPER PITTSBORO.

As this is the first year I have been elected superintendent, and most or nearly all the winter schools had received their pay of the former superintendent, I have not but four reports of winter terms. Therefore, I would refer you to the report of our former superintendent, who in my opinion made a very good one. You ask, and the law requires a report to cover the whole year, and if the year terminated with the date of the report it must cover the last winter's quarter. There are in our township eight whole districts and five parts; since March last only one quarter has been kept in number one, by a female; in number two, two quarters, by a male; in number three a school is kept the whole year, without any change in teachers; in number four one quarter, by a female, a member of the State Normal School, with satisfaction; and I mention this fact that these teachers may be employed. In number five, only one quarter, by a female; in number six, two quarters by a female; in number eight, two quarters, by a female; in number seven, half a quarter by a female; in Friendship, number six, the inhabitants built a new school house, and took the necessary steps to be incorporated so as to be taxed to pay for building said house. In some of the districts the winter schools have commenced, and probably all will be kept by male teachers. There are no county examiners. Our township raised, at our annual town meeting, six hundred dollars. I received the May instalment of the State fund, and the interest on surplus revenue, two hundred and fifty-five dollars and one cent. Only part of the November instalment has yet come to hand (one-half) but I have the assurance that

it will shortly, and the interest of surplus has not—but I am informed that it will not vary much from last year. Our township State tax appropriation amounts to about eleven hundred dollars, with which, if more interest was manifested by our inhabitants, schools might be kept open the whole year, by paying the teacher one half out of their own resources; but too many of the inhabitants will not pay any money, and there are a few who do not send and get the benefit of the public money—but a few of the districts are, or appear to be, a little more interested than formerly.

Some of the teachers that are employed by the trustees in a few of the districts, if they had not commenced their schools before they applied for license, would in all probability have not got their licenses, and as their schools have been commenced and in some instances licenses obtained in other townships, it would be considered rigid in the superintendent not to license them.

There are a vast variety of text books. I shall endeavor to get introduced a more uniform system of books this winter, as I have in those winter schools that have commenced. The books now in use are Rose's, Greenleaf's, Thompson's and Davies' arithmetic, Mitchell's school geography, Smith's grammar, Webster's and Comley's spelling book and a variety of reading books. I have visited all the schools that have been kept open except one (and that was only half a quarter kept) and I was not informed that a school was opened until the teacher presented an order for pay by the trustees; hence the remark made above about license.

JAMES COOMBS,

Town Superintendent.

SOMERSET COUNTY.

BERNARDS.

The schools have been open a greater number of months, more children have attended them, a greater number of female teachers has been employed, and the township has raised more money both by tax and tuition, than during the previous year. All this is gratifying; and yet there is room for improvement, particularly in securing competent teachers, remunerating them properly, and sending children punctually to school when they pretend to go.

JOHN C. RANKIN,
Town Superintendent.

BRANCBURG.

Our statistical report approximates accuracy as nearly as practicable in the absence of registers, which our trustees have neglected to furnish the schools with. The county board of examiners are sustained, and the teachers have been regularly examined and licensed. We regret that the board of examiners meet with any opposition, for it certainly exerts a very salutary influence in preventing disqualified persons from engaging in the responsible duties of teaching. The public money appropriated to education being inadequate by about one-third to maintain the school, and deeming it more judicious to apportion it equally to the different quarters or terms, that all may enjoy equal advantages. We have not had free schools in any part of the township during the last year. At present we have well qualified teachers, and our schools are as prosperous as they have been at any previous period. Irregular attendance is one of the most serious obstacles to the pro-

gress of our schools. This will not be obviated until parents learn to know that "wisdom is much to be preferred above gold." We insist on what has been previously suggested, that the State should provide a sufficient amount to educate every child in the community. Such a provision would exercise an invaluable influence on the young, would be a credit to the State, as well as a great blessing to society. Raising money at town meetings, for school purposes, is objectionable, because it is attended with selfish motives and unhappy controversies.

JOHN COX,

Town Superintendent.

FRANKLIN.

We have still a county board of examiners who attend to the licensing of teachers. About one-half of the schools in the township are at present in successful operation under competent teachers, supported mostly by individual subscription. The State fund has only one-half been received at this time.

We voted no money for schools at our last annual meeting (the first time in many years), which has disarranged our schools. It is presumed that at our next annual meeting we will raise the usual sum for school purposes. There is, however, cause of complaint against voting money at town meetings, as the whole tax falls upon a comparatively small number of tax payers, while the taxes of the others are not affected thereby. Could not an additional poll tax, or a specific school tax be imposed to remedy this inequality, or reconcile the difficulty, and cause it better to harmonize these conflicting interests?

If the State superintendent could supply blanks for all school reports, in time to be filled by the teachers, we would be likely to get more complete and more perfect reports.

J. J. VAN NOSTRAND,

Town Superintendent.

MONTGOMERY.

Having been so recently appointed town superintendent, I shall not be able to give such information concerning the schools as I should wish. There are in the township eight whole and two parts of districts, which receive of the public funds, all of which have been supplied with teachers most of the time since April last; but there are two schools now vacant, and will probably remain so for the winter. These districts being too small to employ competent teachers the whole time, they are paid from the public funds: thus having free schools a part of the year, and remaining vacant the other part. The teachers in the other districts are paid in part from the public funds, and the balance by the employers each term. There were examiners appointed for the county, and our teachers are all licensed, and are, as a class, very efficient, and manifest a commendable zeal in the prosecution of their work, but, I regret to say, there is a great irregularity in attendance on the part of the children. Where the fault lies we cannot tell. Of the six hundred and nineteen children in our township, there are only one hundred and eighty-five regular in their attendance at school: and what more discouraging to a teacher than to have an irregular scholar? or what so retards the education of a child as to be kept from school more than half the time? And then the parents wonder why their children do not progress faster with their studies, and are often induced to cast censure on the teacher, when, in fact, the fault is their own, in not seeing to have their children sent to school more regularly.

Our newly-erected school-houses are built on the improved plan, and are much better adapted to the wants of the children than formerly; thus enabling the teachers to govern their schools with more ease than heretofore. But there are some still standing which it would be a credit to the districts to have

speedily removed, and their places occupied with more suitable and commodious structures.

LAWRENCE VANDERVEER,
Town Superintendent.

SUSSEX COUNTY.

BYRAM.

Our schools have been in good operation during the past year, and I am happy to be able to say, that the interest evinced by the inhabitants of the township, in the welfare of the schools, seems to be on the increase, although, as yet, no steps have been taken to raise a greater amount of tax for the purposes of education, than has been raised for the last three or four years; and, in consequence thereof, some of our districts, where the patrons of the schools do not tax themselves beyond the amount of the public money, the schools are only held open during the time the public funds hold out, and closed during the balance of the year.

This mode of operating I have urgently and steadily opposed, always recommending the trustees of the various districts to divide their public funds into four equal amounts, and then induce the patrons of the schools to raise, by voluntary tax, a sufficient amount to enable them to so increase for each quarter, as to have their schools open the whole year. This measure has, in several of the districts, been carried out, but has not yet become a general thing in the township.

We are, as usual, in consequence of the manner in which the State fund is paid over to the counties—half in June and half in October, November or December, as it happens—compelled to have our teachers work through the summer on the “credit

system," as we do not receive any money of any consequence until the taxes are collected in December, and are not fully paid up, perhaps, until the following spring. This renders it very inconvenient for teachers, and very annoying to superintendents, to have orders presented time and again, with no funds to meet them. I refer to this, as one of the disadvantages of our system, which would be in a great measure obviated, if all the State funds could be paid over by the State Treasurer to the county collectors, and by them to the town superintendents, in the spring, as the law directs.

Our school houses in the township are all good buildings, five stone and two frame; the house in this district (Stanhope) being equal to any one in the county; it is a handsome two-story frame building, cottage style, well arranged and ventilated, and capable of seating some seventy-five scholars on each floor; the school rooms are fitted up with "Patton's" patent seats and desks. The building was built and fitted up some six years since, at an expense of about fifteen hundred dollars to the district. School is open in this district all the year, and is sustained by a voluntary tax outside of the public money, and we are, by this means, able to employ a competent teacher, and make the school, as well as the building, a credit to the township.

E. A. REEDER,
Town Superintendent.

FRANKFORD.

The school houses in this township are in a comfortable condition, with the exception of three, which are in a decaying condition, without any of the modern improvements in seats or furniture.

The teachers, in most instances, are very well qualified to teach the elementary branches of an English education, although there are some exceptions, which are very hard to obviate, on

account of the smallness of the districts, and the consequent inability to compensate those better qualified.

The public money, in most instances, is divided into four parts, and applied to each quarter, and the balance to make up the deficiency assessed on the patrons of the school, in proportion to the number of scholars each have sent.

I would suggest that the law be so changed as to oblige every teacher, at the end of each term for which they were employed, to place in the hands of the town superintendent a list of all the pupils, and the number of days each have attended; also the wages paid. Then the superintendent would have, when the time arrived for him to make his report, the materials for such a report, nearer correct than he can possibly have under the present arrangement. The books most in use in this township are Sanders' Spelling and Reading Book, Smith's Grammar and Geography, Thompson's and Davies' Arithmetics, and Davies' Elementary Algebra. We have received from the State our surplus revenue the present year, four hundred and eighty-six dollars and eight cents, paid to me by the county collector, in two instalments of two hundred and forty-three dollars and four cents, which has been proportioned to each district, in proportion to the scholars therein.

The people, at their annual town meeting, voted to raise one dollar and fifty cents per scholar, which makes, together with the State and surplus revenue, thirteen hundred and forty-one dollars and fifty-eight cents, the amount of money for school purposes from June first, eighteen hundred and fifty-seven, to June first, eighteen hundred and fifty-eight, which, at an average salary of two hundred dollars per teacher, would leave a deficiency of eight hundred and fifty-nine dollars and forty-two cents, which would, to make our schools free—tax the people of the township nearly double the rate of tax now paid for school purposes, which, at present, would be detrimental to the free school policy in our township. And it is to be hoped that our Legislature will take the earliest opportunity to increase the school fund, so as to approach nearer free schools, that

none of the inhabitants of our State can excuse themselves, on a plea of poverty, for rearing their offspring in ignorance.

SAMUEL DENNIS,
Town Superintendent.

HARDYSTON.

The schools in this township are about the same as last year, only one change having been made; one district having been taken up. This district being located on the Hamburg mountain, and having no school house, it was thought advisable to take it up entirely and appropriate the scholars and money to the adjoining districts, which has been done.

Our schools have been well attended during the year. I have been present at some of the examinations myself, and have been instructed as well as gratified, some of the very small children manifesting a tact and readiness of perception unlooked for and unexpected.

All of the schools have been kept open during the year, and quite a number of the teachers are those employed last year.

Our school money amounts to fourteen hundred dollars, about two dollars and thirty-seven cents per scholar, making some of the schools free, which enables us to pay better wages to our teachers. "Upward and onward" is our motto.

THOMAS C. ELSTON,
Town Superintendent.

NEWTON.

Our schools have, in the main, been eminently successful during the past year, and I think we may safely congratulate ourselves on having made some educational progress. There seems to be a constantly increasing interest in the cause of popular education in this township. Parents are beginning to feel that the right education of their children is a work of no

secondary importance, and one that they are unwilling to commit to inexperienced and unskillful hands; hence there is an increasing demand for well qualified and efficient teachers, and a disposition to appreciate the labors of such by allowing them a reasonable compensation for their services, by seconding their efforts, and by co-operating with them in their important work. But this feeling is not so generally diffused as I could wish. In some of the more remote districts there is quite too much of a disposition to protract the schools by employing teachers who have not the requisite qualifications, merely because they are cheap; a species of economy that no district can afford to practice. In the selection of teachers, more importance should be attached to their intellectual and moral qualifications than the required salary. Another great obstacle to the success of some of our schools is, that the teachers are permitted, or I should say compelled to teach for months without receiving a single visit from the patrons of their school. These parents profess to feel a deep interest in the education of their children, yet neglect one of the most efficient means for the attainment of so desirable an end. Certainly, nothing operates more beneficially upon a school, or is better calculated to infuse life and energy into both teacher and scholars, than a system of frequent visitation, and rigid inspection by parents and school officers. When a teacher feels that his efforts are appreciated, and that he has the confidence and generous co-operation of those for whom he is devoting his time, and for whose interest he is laboring, his arm is nerved, and his heart encouraged to put forth still greater efforts to merit their approval.

In addition to our public schools, we have in district number seven, a private school taught by Miss McCarter, a female seminary by the Misses Linn, and a collegiate institute under the supervision of Prof. J. S. Smith. These schools are all of the highest order of excellence—are largely attended, and are in a prosperous and flourishing condition.

HENRY D. CHAPIN,
Town Superintendent.

LAFAYETTE.

Our schools have been kept in tolerable working condition, and we always see a greater average where there has been a tax imposed for the benefit of the schools. It enables us to pay our teachers more liberally, gives the poor an opportunity for improvement, and from the less trouble and more certainty in the teacher obtaining his pay, together with the better pay, we get better teachers.

L. D. MILLER,
Town Superintendent.

STILLWATER.

I am happy to say that the teachers employed possess both the theory and the practice of their profession—the science and the art of teaching. Those who engage with a strong arm and willing mind, and who labor not so much for the loaves and fishes, as to improve and cultivate the minds of their pupils.

It probably will be as well for me to say, that No. 3 is divided into primary and higher departments, each of which is conducted separately by competent and experienced teachers. In the remaining ten districts, you will see that school has been kept open a part of the time, with but one exception, No. 4. The teachers employed, I regret to say, are many of them young and inexperienced. They resort to teaching only as a temporary expedient, intending to abandon it as soon as a more lucrative situation shall offer. The consequence is, that there is a continual change of teachers. A teacher has hardly commenced, before something arises which calls him to leave, and another takes his place, and this one does little more than review what the other passed over, and the school, consequently, makes but little advance. One of our schools has had already this year (since the first of April) three

teachers, and may have two or three more before the first of April next. Permanency in teachers I consider of great importance in the advancement of the scholar; and parents know not the great disadvantage this constant change of teachers produces in our public schools. Let it suffice to say, that in the three former districts, I feel that I am doing them injustice for not being able to give them a fair representation before you; but as regards the ten latter, to speak the truth would not be very flattering.

It is required of the town superintendent to make such suggestions as he may think proper. If my humble opinion on the school law should have any weight with the honorable Legislature of our State, my efforts should be untiring for the public good. As the law now stands, as regards the township of Stillwater, it is but a dead letter upon the statutes of New Jersey.

In the first place, I would have the power to grant licenses to teachers vested in a board of examiners, appointed by the board of chosen freeholders of the county. They already possess the power to appoint such board, but, not being required by law so to do, they neglect to perform that duty. Many unqualified persons who now find their way into the ranks of the profession, would not obtrude themselves upon so formidable a body as a board of examiners. Under the existing arrangement incompetent persons are too often admitted to teach, and such will continue to be the case, while the present system is observed. To refuse to license such would create local excitement of an unpleasant character, often difficult to subdue. The branches taught are orthography, reading, writing, arithmetic, geography, English grammar and composition, algebra, and philosophy.

H. L. EMMANS,
Town Superintendent.

VERNON.

Having carefully inspected the condition of the schools, I cannot say that that careful perseverance which ought to pervade the public mind in the cause of education, has met with as much untiring zeal as is required for the greatest advance of the schools.

Trustees and patronizers of schools, who have, or ought to have, the greatest interest in the welfare of their children, as regards their moral and intellectual education, seem to be too cold, either for want of proper time, or want of that enterprising zeal (which characterizes, or ought to characterize, every American citizen) about the real management of their school in their own district. I am sorry to say, that schools are too seldom visited by those who support them: therefore, knowing but little about the course pursued by their employed teachers, excepting what knowledge they derive from their children, that attend school. This very important part ought to be carefully considered by each and every individual who has an interest in the rising generation.

When teachers are patronized by visits from their employers, it is gratifying to them, and their interest for them is more fully developed, and the instructions to their pupils more cheering. The time, I hope, is not far distant, when each school may have a good, enterprising, competent teacher, which has not been the case the past year, in every respect, in all the schools. A greater portion of the schools are doing very well; a few, however, cannot be complimented. Half the schools have been free, and half have been supported, in part, by subscription. The latter are kept open longer, and are more advanced.

No county examiners have been appointed for the county. Where county examiners are not appointed, teachers should procure license from the superintendent and trustees, before they commence teaching, as it would avoid much displeasure, especially when strangers make application, recommending

themselves competent, and upon examination finding it the reverse.

There has been a school kept in each district, varying from three to twelve months. The teachers have been licensed according to law; or, if they did not fully satisfy every particular in literature, (those who have taught,) have been licensed by the trustees and superintendent. There are, at present, eight male teachers, and two female teachers. Six districts have not teachers now. Books are the same as used last year.

The reports furnished by teachers (and some who taught last winter furnished none, nor left any definite information concerning their schools,) were a poor means for me to furnish a correct report to you or the Legislature, a defect which I shall correct by leaving suitable forms of reports.

Teachers are hired by the month, or so much per average of scholars that attend the school per quarter; but generally by the month.

An editorial upon the subject of education would be a means (provided it could be distributed among patrons of schools at a low rate) to insure a greater interest among them, (supporters of schools.)

N. B. GIVEANS,
Town Superintendent.

WANTAGE.

The township of Wantage is divided as heretofore, viz.: into twenty-one and one-half school districts; the school house in the half district is not in this township; and the whole number of children in the township, between the ages of five and eighteen years, as presented to me by the trustees of said districts, is one thousand three hundred and thirty-two. The number of children that attended school the first three months, is six hundred and forty-eight; for six months, three hundred and nineteen; for nine months, fifty-nine, and for twelve months forty-six; making the whole number that has attended school any time during the year ten hundred and seventy-three.

Twelve of the schools have been continued twelve months, eight nine months; making the whole number of months kept in the township, two hundred and sixteen, and of an average of nine and two-thirds. I have examined and licensed thirty-three teachers twenty-one males and twelve females. The wages of the teachers range from ten to twenty-five dollars per month, or from two to two dollars and fifty cents a scholar per quarter. The books used are as heretofore reported, and the branches taught pass through the gradations from the alphabet to natural philosophy, chemistry and algebra. The money appropriated for school purposes in the township this year, is ten hundred and forty-one dollars and one cent from the State money and interest of the surplus revenue, and fifteen hundred dollars raised by tax in the township—making the whole amount twenty-five hundred and forty-one dollars and one cent. The money in this township is generally apportioned equally to each quarter, therefore if the schools are kept open the whole year there are no free schools.

MOSES STOLL,
Town Superintendent.

UNION COUNTY.

NEW PROVIDENCE.

This is a small but interesting township, having five school districts and three parts of districts. And while I deeply regret the apathy, or want of interest felt and manifested by some of our citizens, it gives me great pleasure to inform you that the interest in the cause of general education is gradually, but most certainly obtaining a stronger hold upon the public mind. At the last town meeting a large advance was made in the amount of school tax. The township advanced from one

hundred and seventy-one dollars and eighty-two cents, to five hundred and seventy-seven dollars and thirty-six cents, and it is thought that a still larger amount will be voted the coming year. There is also more attention given to the character and qualification of the teachers employed. We have now good and competent teachers, and they are receiving a respectable compensation.

As there is no board of examiners for our county, the teachers have been examined and licensed by the town superintendent, in connection with the trustees of the respective districts.

It also affords me much pleasure to report the evident improvement of the scholars in the various studies commonly taught in our public schools, and the increased usefulness of the schools in the township.

Some of our school houses should be remodelled and made more inviting, and also newly furnished with desks and seats more modern and better than those now in use. I trust that the friends interested will address themselves to this work of improvement.

A. M. PALMER,
Town Superintendent.

RAHWAY.

In our township we have four school districts, included wholly within the limits of the township. There are also five districts which include parts of other townships. In five the school house is situated within the township limits. According to instructions in your circular of September first, this would be the correct number to return as the districts of the township.

In giving the attendance, &c., however, I have enumerated the whole number of children residing within the township limits who have attended the public schools, whether situated within or without the township limits, which I presume is the

correct way, though I should be pleased to have more definite instructions on this point, at your convenience.

The principal part of the colored children of the township attend the Rahway colored school, situated within the limits of Woodbridge township—only five having attended the other district schools during the past year.

The average attendance for the year as given in the report cannot be claimed as more than an approximation to the truth, owing to the very imperfect manner in which the registers of some of the school districts, particularly in some of the out of town districts, have been kept. It is made by law the duty of the teachers of the several schools to keep an accurate register of all the children attending school, date of entrance, and other particulars.

The foundation for a correct exhibit on the part of the State Superintendent, of the condition of public schools in the State, is to be found in correct returns of the several town superintendents, who in their turn have to rely on correct accounts being kept in the several school districts. This is particularly necessary to be attended to in those districts which are formed from parts of two or more townships, and in all is absolutely essential, not only for making proper returns to the town superintendent, but for the order and good management of the schools themselves. It is hoped, therefore, that the trustees of the several school districts will see, without any further urging, the propriety of this very necessary provision of the law not being neglected.

With regard to the condition of school houses within the township, there is not much change to report within the past year. The school houses are generally in good condition—sufficiently so, at least, as far as the health and comfort of the children is concerned. In some of them, particularly in the out of town districts, there is certainly room for improvement as regards appearances, but the past year has not been very favorable for any very decided advances in that direction. The principal school house of the town answers its purpose

admirably, and in its good management and the order in which it is kept, will compare very favorably with some of the best schools of our larger cities.

I am happy to be able to report an apparently growing interest on the part of the inhabitants generally on the subject of education. The trustees of the several schools, so far as known, have discharged their duties faithfully. Some of these gentlemen have devoted much time and labor gratuitously to promoting the interests of education, which should entitle them to the thanks of their fellow-citizens.

Before closing this report I would merely advert to one slight cause of misunderstanding which I have found to exist, arising from the practice (authorized by law) of making districts out of parts of two or more townships. This is especially the case in those instances where the amount of tax raised for school purposes varies in the townships associated. There are one or two points connected with this matter on which I should like some instruction, in order to be able to reconcile any differences that may arise hereafter. It appears to me that there should be some general rule or understanding in cases of this kind, though I am not prepared to give an opinion as to whether any special provision in the law is necessary or desirable to meet such cases.

I think I can safely state that considerable progress has been made by the pupils during the past year, at least the teachers generally have exerted themselves efficiently to this end. The principal obstacle to thorough success which they complain of, is the want of full and regular attendance. In some cases this is perhaps unavoidable, though some who might have done so have neglected to avail themselves of the advantages offered.

It is to be hoped that the fact of education in our country being made so free and accessible to all, its very freedom may not cause it to lose its value in our eyes, but that our people universally may be impressed with its importance not only to the individual, but to the general welfare and even safety of

the State itself, and that none for whose benefit it has been especially devised may neglect, while they have opportunity, to avail themselves of the advantages thus freely extended to all by our admirable system of common schools.

WM. E. BLOODGOOD,
Town Superintendent.

WESTFIELD.

Schools in districts numbers three, four and five have been unusually prosperous for the past year; they have had a good selection of books, as well as competent teachers. Districts one, two, six and seven have also had excellent teachers; but their assortment of school books was, with some exceptions, fit only to light the fire in school room stoves.

I recommended, in my last report, a law, requiring the semi-annual meeting of all the school trustees with the town superintendent. Such meetings would, in time, advance education, perhaps, more than larger appropriations; and they need not cost the State or township anything.

Pupils in rural townships, and especially in small school districts, rise but little above the hill of science. Some, whose parents can afford it, are sent for a few months to a boarding school. A legal union of the school trustees could be so framed, as to give all the children of a township nearly as good opportunities as the favored few. In towns near us, there are primary, secondary, and even high schools, where the children of wealth and poverty are alike welcomed, and may acquire knowledge sufficient to be clerks of merchants, factories, banks or railroads; or to commence the study of any of the learned professions: but the children of farmers, unless quite rich, can gain no such acquirements. It is painful to reflect, that this disparity between town and country may remain in New Jersey forever.

Must the present generation of country children, when grown to manhood, be appropriately styled "know nothings"?

Why? Is there a township in New Jersey so poor that it would impoverish it to erect a suitable school house, and sustain an advance free school for six months per annum? If the Legislature believes that such a township does exist, they should search it out and appropriate it something extra. Let it be but six months per annum, that the teachers may teach half the year in one township and half the year in another, and that the scholars may be prepared to begin at the beginning and continue to the end. Time will prove that six months punctual attendance in a good school will cost less, and educate the children more, than twenty-four months irregular attendance in a poor school.

JONATHAN CORY, JR.,
Town Superintendent.

WARREN COUNTY.

FRANKLIN.

I find it very difficult to obtain full and accurate reports from all the districts. The State should furnish suitable blank registers for the districts. Every school district should be supplied with a copy of the school laws, as many of the school officers and teachers have no means of knowing what they are required to perform. Our schools are all in operation now, excepting one, which is too small to maintain a free school for more than three or four months during the year. Numbers two and five have been free for nine, and numbers one, three, four and six, have been open for twelve months the past year; but numbers one and six have only been free for one-half of this time. Absence and tardiness constitute the most serious evils with which teachers have to contend. It cannot be expected that pupils can be properly taught, unless they are con-

stantly present. It would be well to adopt a rule, as you suggest in your last report to the Legislature, requiring the town superintendents of the several townships to apportion the money received by them for school purposes, among the several school districts according to the average daily attendance in each district, during the year next preceding the said apportionment. It would be advisable to have the money that comes into the hands of the county collector, direct into the hands of the town superintendent, instead of going first into the hands of the township collector, as is now authorized by law.

It is with great reluctance that the men of property give their support to the present common school system. These men complain that men of little or no means are not subject to any tax for the support of schools, while they have the right and power to vote the money of the rich for that purpose. I believe it would give general satisfaction to the inhabitants of Franklin, to have the revenues of the State appropriated to the maintenance of free schools, and the property of the State taxed for the support of government. The amount due from all sources, for the present year, is nineteen hundred and five dollars and twenty-nine cents. Of this sum, thirteen hundred and fifty-two dollars and fifty cents is raised by tax.

The books most in use in our schools are Wilson's History of the United States, Sander's First, Second, Third, Fourth and Fifth Readers, Thomson's Series of Arithmetics, Smith's Geography, Comstock's Natural Philosophy, Davies' Algebra, Brown's and Smith's Grammar.

No examiners have been appointed for the county this year. The teachers have all been regularly examined and licensed, according to law.

JAMES VLIET,
Town Superintendent.

HACKETTSTOWN.

The borough of Hackettstown contains a population of a little more than twelve hundred, with but one school house or academy, which is a commodious and nearly new building, in which there are four teachers, one male and one female principal, with each their assistant, each being females. The school is very much improved since last spring, the latest and most approved system being now adopted, where all the various branches are taught, preliminary to entering college.

WILLIAM REA,

Town Superintendent.

OXFORD.

A gradual improvement in the condition of the schools is perceptible, as is also a stronger and more earnest desire on the part of the people to raise the standard of common school education.

The education of children and youth cannot be said to be wholly confided to the instructor under whose charge they are placed, and unless his exertions be seconded by their parents or guardians, his labors, however assiduous and praiseworthy, will prove in a great measure unavailing.

In agriculture, the mechanic arts, and in every other occupation where the object to be accomplished is the interest of gain, no expense is spared, nor methods left untried to bring the science to the highest state of perfection of which it is capable. Why should the most important of all objects be suffered to languish for the want of that support so necessary for its success? If the morals of a community are, in the scale of excellence, proportionate to its intelligence, the strongest inducements exist, not only for legislators, but for the whole community, individually, to make every provision for the advancement of the cause of education.

While it must be admitted that much has been accomplished under the present system, it is also an undeniable fact that many defects exist that should be remedied by legislation.— Among these may be enumerated the want of proper and convenient school houses, and I would here reiterate the suggestion made in my former reports, that the subject cannot be too strongly urged upon the attention of the Legislature.

The compensation paid to teachers is entirely inadequate to secure the services of persons well qualified for the task, and it is in vain to expect that the office of teaching will be conducted with that skill and ability which the importance of the education of the rising generation demands, unless we can enlist in the cause persons of talent and genius, with proper qualifications.

To establish a system that would be in a measure free from objections, it would be necessary to raise funds sufficient for the support of schools without having recourse to the subscription policy; or, in other words, they should be entirely free. It appears to be generally admitted that the New England States have adopted the best system for the management and support of common schools that is known to exist, not only in this country, but (if we may credit the assertions of an intelligent and celebrated English author) throughout the world. Their schools are supported either from revenues derived from a school fund, or by direct taxation, to which every man is subjected in proportion to his property.

If it be desirable to adopt a system that shall be equal in any degree to the importance of the education of the rising generation, it is difficult to assign any reason why the State of New Jersey should withhold her resources from the accomplishment of an object so highly important.

D. D. CAMPBELL,

Town Superintendent.

PAHAQUARRY.

It will be seen by this report that Pahaquarry township received from the State one hundred and seventeen dollars and seventy-four cents, and raised by tax fifty dollars—total, one hundred and sixty-seven dollars and seventy-four cents, which, divided among districts, is but a small amount to each district, consequently we have about three months school in a year, and a portion of the teachers' salary has been assessed on the scholars. Owing to the small amount of money raised for school purposes, the trustees frequently hire teachers at low salaries, who are not well qualified for teaching school.

There are no examiners appointed in the county of Warren.

We have no schools in Pahaquarry township at present. The teachers that taught in this township have been examined and the schools visited by me.

JOHN ZIMMERMAN,
Town Superintendent.

PHILLIPSBURG.

All our schools have been in successful operation during the year, allowance being made for the usual vacations. The teachers, it is believed, will compare favorably in point of qualifications with those of any other township in the county.

The following are the usual branches taught in all our schools, viz: spelling, reading, writing, arithmetic, geography and grammar. In two or three of them are taught the additional branches of history, book-keeping, composition, philosophy, astronomy, chemistry, mensuration and algebra, and in one, the Latin and Greek.

The teachers have all been examined and licensed according to law, which has been done by the town superintendent,

in connection with the trustees—there have been no county examiners appointed by the board of freeholders; and as far as I have been able to learn, the people of Warren county have not yet thought that such a board was, in the least, necessary for the furtherance of the cause of common school education.

The majority of teachers now engaged seem to have made teaching a profession, and are fully impressed with the great responsibility that rests upon them in the discharge of their arduous duties. The utility of common schools is no longer problematic, but has become a well settled and established principle with the masses—hence the necessary support is cheerfully rendered, and our schools being free, afford equal advantages to the rich and the poor. While we dare not claim all we could wish for our public schools, we confidently believe that they are gradually advancing. The people believe, as they very properly should, that their children cannot do without education, and that education means a great deal more than simply to know how to read, write and cipher.

The attendance in our schools is not quite as regular as it should be for the success of the children, especially in the rural districts, while in our villages it is much more regular. Upon the whole it is believed that there has been great advancement made in all our schools during the past year, and it is to be hoped that the cause will never be suffered to retrograde for want of proper vigilance and pecuniary support by the people, nor action and faithfulness on the part of the teachers, to whom this important trust, in a great measure, has been committed.

J. R. LOVELL,
Town Superintendent.

WASHINGTON.

I am happy to state that, within the past two years, a very decided improvement has manifested itself in the cause of education, made apparent first by the fact that within that time three large, commodious and comfortable school buildings have been erected, one for the accommodation of two schools. Two other districts have also expressed a determination to build within the ensuing year.

The qualifications of the teachers is also becoming a matter of interest to the patrons. This shows something of an improvement; but a great error still exists, in every community, in reference to the necessity of parents visiting the schools. I have endeavored to impress upon their minds the necessity of frequent visits to the school room, as a means of encouragement, both to the teacher and scholars; but a strange apathy appears to exist in regard to this most important subject.

There are many improvements yet to be made in the mode of conducting our schools, before we can expect to see them approach anything like perfection, one of the most important of which the strongest prejudice appears to exist against, *viz.*, the introduction of a uniform system of text books. Parents seem to have a mortal antipathy to the introduction of anything new in the school room. To effect a change of this kind, requires even more than the united efforts of both trustees and superintendent.

There is one thing particularly, to which I wish to call attention, *viz.*, the fact of the accumulation of moneys in certain districts.

One or two of the neighboring townships raise one dollar per scholar by tax, affording them only sufficient means for two terms per year; our township raising two dollars, gives them a surplus which they are unable to expend in the length of time their school is kept open; hence a fund is constantly accumulating, in some instances amounting to over one hun-

dred dollars. I would suggest, that unexpended funds of certain districts be re-divided amongst the several districts of the township, every three, or perhaps every second year, so that no district may accumulate, either by intent or negligence.

I am also willing, and I think the people of this township would readily subscribe to any plan that will secure unity of action and unity of design in carrying out the great work of education. Enclosed you will find the statement of the schools, as required by law; it is as near correct as possible, from the very uncertain data from which it was collected.

J. V. MATTISON,
Town Superintendent.





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