

ANNUAL REPORT

OF THE

Superintendent of Public Schools

OF THE

STATE OF NEW JERSEY,

FOR THE YEAR 1863.



TRENTON, N. J.:

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1864.

STATE OF NEW JERSEY,
Department of Public Instruction, }
NEWARK, January 15, 1864. }

To His Excellency JOEL PARKER, *Governor of New Jersey:*

SIR:—I have the honor, herewith, to deliver to you the annual report upon the condition of the Public Schools of the State, which I am required by law to make to the Legislature.

Very respectfully,

Your obedient servant,

F. W. RICORD,

State Superintendent of Public Schools.

REPORT.

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

In laying before you, as required by law, my annual report, were I to say that the amount of money expended for educational purposes during the past year is less, or the interest in our common schools appears to have decreased, the announcement would occasion no astonishment in view of those circumstances to which we have, of late, been so accustomed to look as a reasonable apology for much that is to be lamented in the condition of things both public and private. With what surprise and gratification, then, will you learn that during no one year since the inauguration of our public school system, has the amount of money raised and appropriated for public instruction equalled the sum reported by me at this time; and that our schools have never been more prosperous, or more dearly prized, as may be seen by the statistical tables and other evidences herewith presented. I ought not to make this statement, without testifying, at the same time, to the earnest desire on the part of the citizens of New Jersey to secure for their posterity the inestimable blessings of education, and without assuring you of their disposition in the appointment of district and township officers to place in power men whose interest in the cause, and whose fidelity to their trust, can be, at all times, relied upon. I have had every opportunity to judge of the public feeling in regard to educational matters, and can confidently assert that the people wish good schools, that they are willing to be taxed for their support, and that they are grateful for every facility which the Legislature afford them to this end. Such are the hearty and undisguised sentiments of the masses of the people; and if, in any instance, our public schools are not what they should be, the fault is not with the majority, but with a few individuals who, for selfish considerations, are willing to oppose and stifle the noblest and most beneficent purpose in the world. Every where throughout the state the cry that comes from the people is: "Let us have good teachers, good school houses, and everything that is necessary to secure good schools!" In every county have I been met with the question: "Why does not the Legislature do more to promote the cause of education among us?" "The State," say the people, "gives for educational purposes, eighty thousand dollars a year, and requires us to raise eighty thousand dollars more; but we raise five hundred thousand dollars more;

and certainly the State should recognize our efforts, and appear to listen to our demands by granting an occasional appropriation for the benefit of our schools. It may be a duty on the part of the Legislature to vote money for the purpose of fighting our armed foes; but ignorance is a foe whose silent invasions are infinitely more to be dreaded than all the swords and bayonets that ever threatened us. Let money be voted for any purpose that imperatively demands it, but let us not be deceived by the idea that the most dangerous enemies of the republic are clad in steel and armed with guns. Such is not the case; and if we are truly patriotic and truly wise, we will suffer nothing to be left undone which can strengthen and render more effective our excellent system of public instruction."

Such being the import of the language which comes to me continually from every section of the state, I cannot refrain from repeating it to you, while I urge the importance of granting every facility in your power for increasing the advantages afforded by our schools.

It gives me pleasure to report here the largest sum of money ever expended in this state for educational purposes, during any single year, a sum exceeding by \$10,000 the aggregate increase of the three preceeding years, and greater by \$43,142 59 than the sum last reported to you. This large increase is due entirely to a willingness on the part of the people to be taxed for the support of schools. In fact, the amount of money raised by tax, this year, for the maintenance of schools and for the building and furnishing school houses is greater than that raised last year by \$50,418 06.

One hundred and thirteen additional schools have been established and maintained during the year; and the need of these you will admit, on learning that the number of children instructed is greater by nearly eleven thousand than that given in my last report. The whole number of schools, as shown by the tables annexed, is 1682. Of these 684 have been entirely free, or nearly so, during a great portion of the year. Only 44 of these schools are distinguished as schools under the care of religious societies, or denominations of christians, and entitled, under the 12th section of the act, to a share of the public money. The sum received by them is comparatively small, being only \$7,456 13. Some of these schools, especially in the southern part of the state, are very flourishing, and afford superior advantages for instruction.

Complaints having been frequently made to me that the public money was unlawfully used for the support of private schools, I have taken some pains to inquire into the matter, and am glad to say that this misapplication of the public funds is not so great as I had reason to apprehend. Only twenty-one private schools have, during the past year received a portion of these funds; and the whole amount apportioned to them, does not exceed \$3,400. School officers who thus misapply the money intended only to maintain public schools are, of course, personally responsible, and may be compelled to re-

fund it. I believe, however, that in every instance, in which this has been done, the school officer was under the impression that the money apportioned to a district, could be used by the inhabitants of such district for the instruction of their children in any school which they might severally select. Were such a disposition of the public money to become general, it must be seen that our common schools would gradually be superseded by private establishments.

Very serious inconvenience and frequent controversies arise from the restrictions imposed by the law with regard to the application of the public money. In unincorporated districts, where the letter of the law is closely adhered to, there is an absolute dearth of all the more important material aids to study and instruction. The school houses go to decay; and as to the comforts and conveniences so essential to education, they are utterly wanting. It was in view of this, that I drew your attention, just now, to the appeals so frequently made to me by the people; and I cannot too earnestly call upon you to do something by which our poorly furnished school houses may be supplied with a few, at least, of the necessary aids to study.

The article in my last annual report entitled "Statistics," and which you ordered to be printed in a separate form, for distribution among school officers, has served to secure more full and more reliable information concerning the condition of our public schools than I have ever yet been able to present. The reports of Town Superintendents have been sent to me with unusual promptness, and, although in some instances I am sure they are inaccurate, it may be safely affirmed that the tables annexed are as correct as the majority of those compiled from the statements of such a multitude of persons. The figures in these tables indicating the number of children that have attended school three, six, nine and twelve months, will be found, by inspection, to be in several cases, wrong; but the errors are unimportant, and do not affect materially the grand result. There is not an item that does not show a great improvement in our public schools upon the last, or any previous year.

According to these tables the sums of money raised and appropriated for education, during the year ending December 15, 1863, are as follows:

Raised by tax for the support of schools,	\$403,190 71
Raised by tax for building, repairing, and furnishing school houses,	41,593 47
Received from the State,	77,375 52
Received from other sources,	81,181 92
	\$603,341 62

These items do not, however, include all the moneys raised and appropriated for educational purposes. The sum received from the State is not fully reported. A more reliable and perfect statement may be given as follows:

By the State, for the support of the Normal School,	\$10,000 00
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By the State, for the support of the Farnum Preparatory School,	1,200 00
By the State, for the support of public schools,	80,000 00
Raised by tax for the support of schools,	403,190 71
Raised by tax for the building, repairing, and furnishing school houses,	41,593 47
Received from other sources,	81,181 92
	\$617,166 10

I might add that by comparing the sums reported to me by nineteen townships, with the expenses which said townships must have incurred in order to have maintained their schools, as claimed to have been done by them, I find that at least \$22,329 00 ought to be added to the above sum, which would make the total amount for the support of public schools during the past year, \$639,494 10.

TEACHERS' INSTITUTES.

During the past year Teachers' Institutes have been held in every county, as follows:

<i>County.</i>	<i>Time of Meeting.</i>	<i>Place.</i>
Atlantic,	September 14,	Hammonton.
Bergen,	October 5,	Hackensack.
Burlington,	June 15,	Tuckerton.
Camden,	November 30,	Camden.
Cape May,	August 3,	Court House.
Cumberland,	May 25,	Mauricetown.
Essex,	March 30,	Newark.
Gloucester,	August 3,	Woodbury.
Hudson,	October 26,	Bergen.
Hunterdon,	September 28,	Ringoes.
Mercer,	October 12,	Lawrenceville.
Middlesex,	July 20,	New Brunswick.
Monmouth,	November 19,	Middletown.
Morris,	September 28,	Morristown.
Salem,	August 17,	Allowaystown.
Ocean,	December 14,	New Egypt.
Passaic,	October 19,	Little Falls.
Somerset,	August 31,	Pluckamın.
Sussex,	November 9,	Sparta.
Union,	April 6,	Plainfield.
Warren,	July 20,	Hackettstown.

I can add but very little to what I have already said, at different times, in regard to the importance of these auxiliaries to the cause of education. During the past year they have been employed with great success, though I regret to say that, in two or three instances, all the good to be derived from them has not been realized. In these cases

the preparations have been too hasty; teachers have not been duly notified by those charged with making the arrangements, and jealousies have contributed not a little to impair their efficacy.

It is a very difficult matter for one individual to make everything satisfactory to a large body of persons, each having his own views, and all more or less attached to different instructors and different theories that cannot be brought into service, at one and the same time. Experience convinces me that the arrangements for an Institute should be made by the teachers and school officers of the county in which it is held. Meetings should be called for this purpose, and local committees, consisting of active and influential persons, should be seasonably appointed. Every one should have an opportunity to present his views of what is best to be done in the premises, and, when the time arrives, all yielding to the judgment of the majority, should enter honestly and zealously upon the work.

If township and district school officers would take a little more interest in this matter, our public schools, in all directions, would be greatly benefitted. The object of Institutes is not only to bring before teachers new and improved methods of instruction, but to stir up the people to the necessity of earnest and untiring efforts to establish and maintain good schools. This is the intention of the law which enables every county to take advantage of them; and no school officer is faithful to his duty who fails to do what he can to secure all the good that can be realized from them.

TEACHERS.

Throughout the four years of my superintendency it has been my practice to attend every Teachers' Institute at which it was possible for me to be present: and in this, and other ways, I have been able to become personally and familiarly acquainted with hundreds of those who are intrusted with the education of our youth. I have felt an interest in them which ten years of executive service in the same field could not fail to render equivalent to a fraternal feeling. But even under other circumstances I could not do otherwise than say of the teachers of New Jersey that, as a body, they are not surpassed in point of moral worth and influence, as well as intellectual force and culture, by any other body of our citizens. Were it a matter of importance, I could support this assertion with abundant proof, collected not only from all the walks of peaceful life, but from the fields of martial strife, where scores of them have fought and bled, and then returned, as from a holiday excursion, to resume their toil.

An opportunity like this would not be fully improved were I to refrain from uttering a few, at least, of the thoughts that fill my mind, as this great army in the cause of learning start up before me. Upon you the representatives of the State for whose future welfare they are laboring, they have claims which cannot be ignored, and whatever you can do to facilitate their work, is, simply, so much

done in serving the best interests of your constituents, and in promoting the cause of God and humanity.

The teacher, as you all know, is the fashioner not only of the generation that follows him, but of generations whose number none can tell. There is no laborer commissioned by the Almighty whose responsibilities are more weighty: no laborer the seal of whose commission will be more closely scrutinized when the day of reckoning comes; no laborer who will be more largely rewarded for fidelity to his trust or who will be more fearfully punished for negligence of duty.

In the teacher every member of society has an interest: an interest in his intellectual acquirements, an interest in his abilities as an instructor, in his judgment as a disciplinarian, and in his character as a man. It is hardly possible always to secure excellency in all these particulars, but, at the same time, there is no excuse for placing our public schools under the care of persons utterly destitute of them. The fault too frequently lies with school officers, who do not always know what is requisite in a teacher, and who, in some instances, cannot distinguish between a good school and a poor school; and even when they are capable of judging, it often happens that through their negligence of duty a community is made to suffer.

Feeling deeply the importance of this subject, and desiring earnestly to do all in my power to advance the cause of education among us, I take advantage of the opportunity here afforded to make a few suggestions in regard to school work which I trust will not be without some value to school officers, to teachers, and to all who feel an interest in these matters.

To begin, then, let me say that boys and girls do not enter the school room for the first time with mischievous and rebellious intentions in their hearts; nor do they enter it with an abhorrence of learning, or a deliberate determination to be idle. It is true that they enter it sometimes with a little trepidation, and a good deal of reluctance, for they have heard of the rattan and they have heard of the hard lessons which they must learn, or be kept in from their plays, or otherwise punished; and then, perhaps, father or mother has said to them "Now, John, now Sally, you are going to begin school to-day, and you must study like everything, for if you don't you'll be flogged, and you'll grow up in ignorance and be ashamed of yourselves, all through life. Now mind what I tell you—the first time you get whipped in school, I'll whip you twice as much when you come home." I say there are circumstances which sometimes combine to make a child's entrance upon the duties of a pupil exceedingly unpleasant to him, but notwithstanding this, all children have a love of what is new to them, and this is nothing more nor less than a love of learning. To take advantage of this inherent and universal disposition of human nature is the first business of the teacher; and upon his promptness to do this, must he depend for the establish-

ment and maintenance of that respect and authority so essential to his own comfort and to the well being of those committed to his care.

The very first communication which a teacher makes to his assembled pupils, when he thus meets them for the first time, should please and interest them; and not only this, but it should add to the stock of ideas which they already possess. He should show them that he has a fund of knowledge of which they cannot boast; and should, at once, commence to impart it in such a way as will lead them to lend an attentive ear whenever his lips are open. Respect is the legitimate and immediate sequence of such a measure. On the one side, there is a modest claim of superiority sustained by evidence; on the other there is a tacit and involuntary admission of it, which need only to be kept unretracted. In the presence of his pupils, the teacher should never forget that he is a teacher; and when I say *teacher*, I do not mean overseer, or task-master, or slave driver, or spy, or eves-dropper, or any such disagreeable thing. I mean teacher, I mean minister to the child's intellectual wants and pleasures. When the teacher feels himself to be a teacher, then is it that the child respects him; and the respect of the child is the measure of the teacher's real authority.

But a person is not a teacher, simply because he possesses a large fund of knowledge, and a perfect familiarity with the elements of learning. While the want of these must embarrass him, and eventually render him a laughing stock to his pupils, they do not constitute the sum total of what is essential to success. Intellectual accomplishments are much; and their splendor and their diversity are quickly seen and marked by the young; but the eyes and thoughts of the child are everywhere and ever busy, and the little world of the school room is only a miniature of the greater world without. It has its joys and its sorrows, its hopes and its fears, its jealousies and its rivalries. It has its spies, its critics, its news-mongers, its incendiaries, its reformers, its orators, and its champions; and the teacher, though he be as resplendent as the sun, cannot conceal his spots, if any he have, from the young and indefatigable philosophers, who measure all his movements and pry persistently into all his secrets. Intellectual acquirements will avail him nothing, if he fall short in other essentials; and the one thing which he needs will not fail to be discovered by those around him. For the encounters of the school room, then, the teacher must be fully armed. He must not forget that his business is to teach; and he must not fancy that the lessons which he gives are all studied from the printed pages which he spreads before his pupils eyes. Every motion that he makes is to them a book replete with interest and instruction. Every glance of his eye furnishes food for their cogitations. Every tone of his voice sets their active brain in movement.

When the teacher knows and feels all this; and when he feels, too, that he is not only able to make clear and beautiful to his pupils, the abstrusities of science, but that he can bid them to study and copy

him in every item of his conduct, then, indeed must he feel that he is a teacher, and then must he secure the respect of, and all needed authority over those committed to his care.

Great results are never obtained except through systematic operations; and this is a lesson which, on organizing his school, the teacher has an opportunity to impress upon his pupils. They can easily understand that without some definite plan of procedure, very little can be accomplished: and by proper management, he can enlist their interest and their services in the preparation of his roll book, and in the grading of his school. By all means, let the teacher be careful at this early stage of his work, to find something for every one about him to do. It is the want of occupation that makes mischievous boys and girls, and the very first impression to be made upon pupils is, that in the school room they must be industriously and profitably employed; and the teacher himself by giving them at the very outset an example of spirit and earnestness in his own business, will do much to awaken in them an interest in their own.

But if in the work of teaching it be important to make a good beginning, it is equally important to make a good continuation; and a good continuation can be secured only by a good plan rigidly and perseveringly carried out. A programme of every day's work should be carefully prepared, and every pupil should know the hour and the moment when he will be called upon to give proof of his diligence in study. I desire to place a great deal of stress upon this matter, because I know, from personal observation that it is one which is very sadly neglected; and this neglect generally arises from indolence, or a want of self possession, or from ignorance of what is necessary to be done on the very first day of the school term. If, before that day, the teacher has no definite plan of operation which he is determined, then to put in practice, in nine cases out of ten he will have no plan whatever, throughout the term. Everything will be in confusion. John and Sally will protest that they have not had time to learn their spelling lesson; that they did not recite it yesterday until 'most noon, and that now they are called up before recess. The teacher will be obliged to confess that John and Sally have reason to disapprove of his proceeding, and the lesson, will, perhaps, be, for the day, overlooked. But the trouble does not end here: John and Sally, unconcerned about their spelling lesson, on the day following, do not even look at it, and failing most deplorably when called upon, are punished. And the trouble does not even end here. John and Sally put their heads together, and conclude that they are a pair of very much abused individuals. And so, in fact, they are; for the teacher, by his utter want of system, is encouraging them to be careless and idle. I say they put their heads together, and before the end of the week, the whole school, at their instigation, is an open rebellion. Before the end of another week, the trustees learn that the teacher cannot control his school, and at the very earliest opportunity, he is notified to look out for another. This is, by no means, a rare occurrence.

When I say that the programme of exercises should be rigidly observed, I lay it down as a rule to which there should be no exceptions; and I have now particularly in mind the very common practice on the part of teachers of what is vulgarly called "Showing off before folks:" that is to say the practice of making the best display possible when visitors happen to be in the school room. It is not an uncommon thing, on such occasions, to send the a-b-c-darians to the rear, or to tell the arithmeticians, if they happen to be in front ranks, (especially if the teacher be not mathematically inclined) to "right about face" and retreat; and instead of A, B, C, or Arithmetic, which is, perhaps, the proper business of the moment, the teacher calls out—"Now children we'll have a little singing—Attention! Begin! 'Oh come, come away, the school bell now is ringing.'" And then the whole school jingle away for half an hour through a succession of songs which are, to be sure, well enough in their place, but which give no idea of what the pupils are learning, or of what the teacher's qualifications are worth, except to a person who comprehends this kind of charlatany.

In some schools there is frequently a class in spelling, or a class in reading, or a class in geography, that the teacher keeps, after the fashion of a good house-wife, expressly for company; and, like the very best preserves, they never become sour, but when wanted, turn out as fresh and fine as could be desired. These are called the "*crack classes*." As soon as the Town Superintendent, or the trustees, or any distinguished visitors, enter the school room, the boys and girls belonging to these classes, know precisely what will be the next business in order; and, sure enough, to use a vulgar expression, they are "trotted out."

While visiting, one day, a prominent public school in one of our large towns, I passed successively from one department to another, till I reached the room of the principal female assistant, whom I found engaged in "hearing a grammar lesson." On being introduced by my companion, I was invited, with a grand flourish, to a seat on the platform. I begged the teacher not to suffer my visit to interfere with her duties, but in spite of my remonstrances, the grammarians were hustled off to their respective desks, and I was most pressing invited to address the school, three-quarters of the pupils being, at the time, occupied in the adjoining class rooms. I objected to a proceeding so subversive of good order, and so likely to disturb the programme for the day, and insisted upon her going on with the exercises as if I were not present. Perceiving that I was determined to know something about her mode of instruction, she asked me if I would like to listen to a recitation in Natural Philosophy. I signified my willingness, provided this was the next business in order. The class was called out, and the recitation was performed with a clock-work sort of accuracy, which did not fail to convince me that this was an exercise kept expressly for ornamental purposes. Such things are by no means uncommon.

On another occasion, however, while riding on official business, through a well settled and beautiful country district, I stopped my horse in front of a neat and newly built school house, prompted by a desire to see if matters within corresponded with appearances without. Opening the door, I was greeted with a smile of recognition by the teacher, a lady whom I at once remembered to have seen, a few weeks previous, at the County Institute. Politely offering me a seat, she begged that I would excuse her for a few moments, while she proceeded with an Arithmetic lesson then in progress. Nothing could have gratified me more, and I sat down to observe attentively all around me. The lesson was taken up at the precise point at which it had been interrupted by my entrance, and was conducted throughout as if no visiter were present. But this was not the only exhibition of her determination to perform her duty unmolested. A small urchin seated at the end of one of the forms commenced the old fashioned recreation of snapping flies with a bit of whale bone. The amusement did not, to be sure, occasion much disturbance, but it was a breach of decorum, to say nothing about the feelings of the flies. The teacher who was, at the moment, standing in the middle aisle making some explanations to the class, moved slowly toward the young Nero, and without changing her voice, or ceasing to speak, raised him gently from his seat by the aid of one of his ears, and still continuing her explanations to the class, slowly marched him to the other end of the room, opened a closet, thrust him in, buttoned the door, and returned as if nothing had happened, and what was most remarkable, and to me most comical, she did not, from the beginning to the end of the operation, discontinue, for a single instant, the explanations which she had commenced a moment previous, nor show the slightest mark of annoyance or discomposure. It was with the greatest difficulty, that I could conceal my disposition to laugh, though on looking about the room, I could not ascertain from the faces of the pupils, that a single one of them had noticed the proceeding. Here was an instance of self possession and of immovable adherence to programme which one rarely witnesses.

In the work of teaching there is no quality of mind more desirable than firmness. A teacher, surrounded by a crowd of youthful pupils is like a lighthouse in the midst of the sea, pelted by the storms above, and buffeted by the waves beneath. He must have a good foundation, if he would not topple over and be swallowed up.

A good foundation is indispensable to success in every enterprise. But a teacher is not a mere instructor who must be supported, at all times, by solid intellectual acquirements, but he is a moralist, he is a legislator, he is a lawyer, he is a judge, he is an executioner. In every one of these various capacities he is called upon to act; and even if he would, he cannot refuse to perform the part which circumstances for the moment, devolve upon him. To be a correct moralist, he must be governed by other and higher authority than his own reason and his own conscientiousness. To be a correct

legislator, he must comprehend the work before him; he must be familiar with the means by which it is to be accomplished, and he must clearly perceive the difficulties to be encountered. To be an honest lawyer, he must, strive earnestly to maintain the majesty of the law, and, at the same time, vindicate conscientiously and to the best of his ability the cause of the transgressor. To be an impartial judge he must forget that he is a master, and, in the culprit before him, he must behold a man of his own age and his own experience, demanding at his hands that which he, under similar circumstances, would, at the moment, pronounce just and beneficent. To be a faithful executioner, he must not suffer his own interests to disarm him, though he foresee that the weight of the blow which he is about to inflict, must inevitably carry him to the ground.

With duties so multifarious, how is it possible for success to attend the teacher who is vacillating, who is unwilling to take the responsibility whenever he feels that he is right, who has no fixedness of purpose? A teacher of this description is continually in trouble. A rattan is of no more service to him than a straw; and if he happens to possess the lungs of a stentor, so much the worse for him. His bawling only adds to the noise and confusion incident to his management. Pupils will soon discover how little importance is to be attached to what he says, and his instructions will amount to nothing though he be one of the profoundest scholars in the world.

A great deal might be said on the employments belonging to the school room, of which recitation and instruction form the principal. In these, as in everything else, the excellency of a school depends entirely upon the teacher. Of course a teacher like any other workman, should be furnished with the tools necessary to the proper performance of his labors. And here, by the way, I might with great propriety call attention to the fact, that in this particular, a most disgraceful neglect is observable in a large majority of our school districts. I have already, once or twice, called the attention of the Legislature to it, and in various ways have endeavored to bring it to the notice of the people. Our school houses are not furnished as they should be, with maps, charts, cards, and other essential aids to study, nor can I believe that they ever will be until some mode is devised by the Legislature by which this shall be done.

I say a teacher should be furnished with the tools necessary to the proper performance of his labors. But all the tools in the world cannot build a house, if the requisite skill to handle them be wanting. A teacher must be "apt to teach," as the saying is. Let him possess all the learning possible, and if he possess not the power to interest his pupils, it is of small account. This power may and ought to be cultivated; and in order to cultivate it, a teacher must appreciate the wants of his pupils. He must, in the first place, have a clear perception of the fact, that although the book may very wisely and very briefly say—"Geography is a description of the Earth," the committing to memory of these words, without the least bit of

seasoning, is the stupidest and most unsatisfactory business in the world. What does a child care about Geography, as he finds it treated of in a text book on that subject. Geography to him is a bore; Geography is a humbug; Geography, he says, ought to "dry up." The best definitions that were ever printed of the words Continent, Cape, and Promontory, are puzzles and absurdities to a child. He can commit them to memory, to be sure; and so he can swallow a dose of cod liver oil; and both may be of service to him, still the undertaking is as disagreeable in the one case as in the other. But how attractive this study can be made in the hands of a real, live teacher! What interest can be thrown into every word that the book contains! With what desire can a child be inspired to proceed, day by day, from one subject to another! And what is true of Geography is true of every other study, from A, B, C, upwards.

Text books are very useful; in fact, they are indispensable, but the teacher who compels his pupils to learn them by heart and recite from them by rote, commits a very great mistake. Such studying and such reciting are mechanical operations, the effect of which is not to strengthen or enlarge the mind. The teacher should enjoin upon his pupils the importance of understanding what they study, and he should oblige them, not to give the words of the book, but the idea clothed in language of their own. I have known teachers, in giving out a lesson in History, to take one of the pupil's books, and with his pencil enclose in brackets such words as formed the shortest answers to the questions printed at the foot of the page; he would then tell the rest of the class to mark their books in the same way. Of course, under such circumstances, the pupils read nothing but the words selected as answers to the questions, and take as little interest in the History as they would in a Spelling lesson. It seems incredible that any teacher of common sense could be capable of such a folly. Text books, prepared in the form of question and answer, are in some cases very desirable, but their use sometimes affords the teacher an opportunity to neglect the study which he should always bestow upon every lesson which he hears. Lessons must be interesting; and they cannot be so, unless the mind of the pupil be exercised by them; and the mind of the pupil cannot be exercised unless the teacher be perfectly master of the subject.

In the school to which I first alluded, a class in Natural Philosophy was called out, as I stated, evidently for display. The text book, in use, was on the question and answer plan, a copy of it being placed in my hand while the teacher examined the class from another. They rattled through two or three pages, in as many minutes, without the slightest hesitation, and doubtless thought that I looked upon them as marvels of learning. At the end of ten or fifteen minutes, during which the teacher had not asked them a single question that was not to be found in the book, she turned to me and said: "You may examine them, sir, on any of the first seventy-five pages, which is all that they have been over." I closed the book and, having congratu-

lated them upon the readiness with which they had answered, expressed the hope that they understood what they had so perfectly committed to memory. "This is an intensely interesting study," I continued, "and these principles with which you seem to be so familiar, enable you to account for facts and occurrences which fall daily under our observations. You know, for instance, that the earth is turning rapidly on its axis, and if you understand the words that you have just been repeating, you can tell why this house and everything on the earth's surface is not whirled off into space. Now let some one of you give me an explanation of this." I paused for a reply.

No one volunteered an answer, though I waited very patiently, while the teacher stood smiling very complacently, and nodding encouragingly to this and that member of the class, not one of whom was less than fifteen years of age.

"Perhaps," I said, "you do not understand the question; I will give it to you in another form: Can you tell me why it is, that water will not run up hill?"

Here some of them smiled, and all looked somewhat foolish, while the teacher redoubled her complacency and her nods. Still no answer came. "Well," said I, at last, "may be, you do not understand me yet: can you tell me why it is that water runs down hill?"

Silence still prevailed, and I began to regret that I had not kept to the book, for the young ladies, as well as their instructress, were evidently getting ready to denounce me as an impertinent fellow. Finally, the teacher, turning toward me, said: "We have not a very good book on Natural Philosophy. It does not speak of these and a good many other things which I have seen explained in other works. I mean to ask the Trustees to furnish us with another as soon as possible."

Are there any words in the English language in which she could have more satisfactorily admitted her ignorance than she did by this speech. And just think of it: here were a dozen girls from fifteen to eighteen years of age, who had just repeated, without a mistake, two or three pages on the subject of Gravitation, and, yet, who could not tell why water ran down hill, instead of up hill. Incredible as this may seem, I will venture to say that exhibitions quite as ridiculous may be witnessed in any school where the teacher confines himself and his pupils entirely to a text book during the recitation.

The teacher should enter upon his work philosophically. His business is to aid and direct nature in her efforts to instruct and discipline the tender and growing mind. To watch nature in her earliest operations, and to make all his labors harmonize with hers, should be his constant care. Let him see then what kind of books she opens to the young searcher after knowledge. Let him observe that she begins the work of teaching, not by the presentation of principles, but by setting forth the facts from which those principles are drawn. But, at the same time let him bear in mind that nature only means to give him hints; that she undertakes to do but very little for the

human mind; that beyond a certain point, the human mind is left to itself, is left to experience, for direction and for advancement. While, then, in imitation of nature, he undertakes, by the presentation of facts, to cultivate the eye and the ear and all the senses, he must not forget that there are labors for the mind to perform which requires a training somewhat more severe than what is necessary to prove simply that it has an existence. The spectator at a prize fight may be a noble specimen of humanity, but what a child would he be in the hands of one of the champions of the ring. Fair to all appearances, and good for all ordinary purposes as he may be, he has not the iron muscle and the adamantine chest, and the inexhaustible lungs which can be obtained only by a systematic exposure of his person to the roughest buffetings, and by the unwearied cultivating and indurating of every nerve and fibre of his body. So at the outset, while the teacher in imitation of nature, may address the senses, and make the the ways of knowledge, "ways of pleasantness, and paths of peace," he must remember that the mind lives and grows and is strengthened not by food alone; that it must be exercised and buffeted; that it must go through tiresome and tormenting labors; that it must be subjected to trials and vexations and discouragements; in short, that it is only by a process of the most arduous training that it can ever attain to that fullness of beauty and vigor of which it is susceptible.

By all means, in the outset, let a teacher follow nature. Let him not undertake to teach abstractions before a child is fully able to comprehend facts; but let him be careful not to make facts a perpetual diet for the youthful intellect; let him beware lest he enervate and stunt the mind by aiming incessantly to reach it through the senses only. The system of *Object Lessons* has unquestionably great advantages over the old modes of imparting knowledge. It cannot, however, accomplish what is claimed for it in the hands of unskilful teachers. What is desirable in the instruction of youth is to give them ideas; but without the exercise of great judgment, there is danger by this method, of cramming the minds of children with nothing more than words, and, what is worse, with words, which, for years, they will never have occasion to use, and which, consequently, they must utterly forget. We are not expected to retain all the knowledge that is poured into us during our youthful days. In fact, there is scarcely one person in a hundred who can trace back what he knows to the instructions which he received in schools; nevertheless, in school he was furnished with ideas upon which his mind fed, grew and became prepared and strengthened for the reception of other ideas, which, as it were, swallowed up those that had preceded it, and thus on through life to a period when he looks back to youth, and wonders what were the acquisitions which he then made. But of all things, the acquisition of words is of small account, I might almost say valueless, during our early years: I mean, of course, words which we then rarely hear and of which we then have no occasion to make use. I must repeat it, then, that great skill and judgment, are absolutely essential in the practice of the system of

Object Teaching, in order to make it anything more than a clumsy process by which to cram the mind with useless words.

Many other suggestions might be made in regard to the teacher's work, but these will, perhaps, be sufficient to enable school officers, who have not thought much on this subject, to form some judgment as to the character of the teachers in their employ. Only let our school officers have a proper standard by which to measure the merits of their teachers; only let the people know what a good teacher is, and what a good school is, and we will soon have but little reason to complain of our system of public instruction.

ATLANTIC COUNTY—APPORTIONMENT, \$1,164 40.

The school officers of this county, without exception, have shown a very commendable zeal in the discharge of their duties, and, no doubt, much credit is due to them for the steady progress which is here made in matters of education. The total amount of money expended for public instruction exceeds the amount expended last year by \$3,570 76. The sum raised for building, repairing, etc., is large, compared with the total amount raised for school purposes. A considerable increase will be observed in the number of children between the ages of five and eighteen years; and for this increase three additional schools have been provided, the number being now forty-five, seventeen of which have been free throughout the year. Great improvement has been made in the matter of keeping school registers; still I must say that in two townships the school officers have not required the teachers to conform with the law in this respect. Only three teachers have been employed without license; and it is worthy of note that only three schools are reported as having been poorly taught. The average tax per child is \$1 70, and this will, without doubt, be increased the ensuing year.

BERGEN COUNTY—APPORTIONMENT, \$2,402 76.

With their customary promptness, the school officers of this county have sent to me their annual reports. The difference between the sum expended here this year and that expended the year previous is not very great; still it gives evidence of a growing interest in the cause of education. The number of schools is one less, and yet the number of children that have attended them, is greater than that reported last year. Only six schools have been free throughout the year; which is just half the number last reported. Much pains is evidently taken to secure competent teachers, nearly all of whom have been regularly examined and licensed; and, as I remarked on a former occasion, it is not surprising that the schools should be, with very few exceptions, well taught and disciplined.

The written reports of the town superintendents of this county are very interesting, and in them are presented some matters well worthy of the consideration of the legislature.

BURLINGTON COUNTY—APPORTIONMENT, \$7,057 98.

In my last annual report, I called attention to the increased amount of money raised and appropriated in this county for educational purposes. It gives me pleasure to say that the interest here manifested in public schools has, in no wise, diminished. The sum expended for their support is greater than that last reported. Their number, which was one hundred and thirteen last year, is now one hundred and forty-one; and sixty-five of these have been entirely free. The number of children instructed in these schools is greater by nearly one thousand; though the average attendance is not better than that last reported. School officers have been more successful than ever in securing compliance on the part of teachers with the requirements of the law respecting the keeping of school registers. The reports from this county are very satisfactory. Schools under the care of religious societies are more numerous here than in any county in the State, the whole number being twenty-three, and the sum appropriated to their support being \$4,625 47. Only twenty of the one hundred and eighty-four teachers are without license, and, as might be expected, a large majority of the schools are reported as having been well taught and disciplined.

CAMDEN COUNTY—APPORTIONMENT, \$4,177 06.

Reports have been received from every part of this county, except the township of Winslow. These reports are highly satisfactory and show a growing interest in the subject of education. The total sum expended for the support of public schools is a little over \$5,000 more than was expended during the year previous. The increase has been chiefly by taxation. Of the whole sum raised, \$9,600 have been devoted to building and repairing school houses. Six additional schools have been established to accommodate a largely increased number of children. The whole number of schools is ninety-one, and of these, seventy-two have been free throughout the year. Great commendation is due to the school officers for attention to their duties. In nearly all the schools, registers of attendance have been kept, and with only one exception, the teachers are licensed. As might be expected, the schools are generally represented as well taught and disciplined. Four additional school houses are needed.

CAPE MAY COUNTY—APPORTIONMENT, \$1,050 76.

The number of schools in this county is increased to twenty-eight, twenty-six being the number last year. Of these, twenty-one have been free. The sum expended for their maintenance is somewhat greater than that reported on a former occasion, and this is, perhaps, all that was required, to meet the additional expense incurred by increasing the salaries of female teachers. It will be observed that in

this county, teachers are much more liberally paid than in many others; and I know from personal acquaintance with them that they rank favorably with the teachers of any other section of the State. Without a single exception, they have been carefully examined by officers fully competent to the task, and, of course, they are all duly licensed. There is no district in the county in which there is not a school; but the districts are large, and for the convenience of the inhabitants several other schools should be established and maintained. I regret to say that in two of the townships proper attention has not been paid to the keeping of school registers.

CUMBERLAND COUNTY—APPORTIONMENT, \$2,777 68.

The number of schools has increased in this county, and so has the number of children attending them; but the whole amount of money expended for educational purposes is somewhat less than that last reported. The decrease is in the amount raised by taxation, and this is an exception to nearly every county in the State. It should, however, be stated that the sum raised for building and repairing school houses is somewhat greater. It is difficult to account satisfactorily for the maintenance of a larger number of schools with a diminished amount of money, still it may be said that the salary of male teachers has been diminished, but, on the other hand, their number has been increased, and so likewise, has the number of female teachers, as well as their salary. The schools in this county are reported, generally, to be well taught and disciplined. With only one exception, the teachers have been duly examined and licensed. There is, however, on their part, much neglect in the keeping of school registers, notwithstanding the efforts of school officers to prevent it.

ESSEX COUNTY—APPORTIONMENT, \$9,331 40.

By reference to the tables annexed, it will be seen that the sum raised and appropriated for educational purposes is greater than that last reported by \$17,516 14. This increase is due almost entirely to increased taxation. Of this sum, \$7,900 00 has been expended in building and repairing school houses, one of these houses costing \$5,000 00. Five additional schools have been opened, making the whole ninety-four. Of these seventy-four are free. Eight schools are yet very much needed to accommodate the largely increased number of children. Of the twelve additional teachers employed this year, eleven are females, making the total number sixty-two male and one hundred and twenty-seven female teachers. With only two exceptions, they have all been examined and licensed. The schools are generally represented as well taught and disciplined. School officers are very faithful in the performance of their duties, and the statistics furnished by them, may be relied upon as correct.

GLOUCESTER COUNTY—APPORTIONMENT, \$2,393 78.

Reports have been received from every township in this county, except Harrison, from which I have been unable to obtain any information for the last three years. This is one of the five counties in which the amount raised and appropriated for educational purposes is less than that reported last year; the decrease is not very great; but every thing seems to have retrograded with it. The number of schools is less by five, the number of children attending them is less by nearly two hundred; and the average salary paid to male teachers is less. I am glad to say however, that some of the schools are spoken of in very high terms. Fifteen of them are under the care of religious societies, and afford very fine advantages for education. The whole number of schools that have been free during the year is eleven, which is not half the number that were free during the previous year. The teachers, with the exception of eight, have been examined and licensed. Efforts have been made evidently by the school officers, to secure accurate reports from the schools under their care; nevertheless, in twenty two schools no registers of attendance have been kept.

HUDSON COUNTY—APPORTIONMENT, \$3,573 42.

Reports have been received from all the townships of this county. The statistics from Union came too late, however, to be used in the accompanying tables. It gives me pleasure to say that the interest here taken in education continues unabated. Every source which could afford the means for its promotion has yielded more abundantly than ever. The number of schools continues to be the same, yet the number of children instructed in them is 1500 more than that last reported. All the schools are free, and, what is remarkable, all are reported to be well taught and disciplined. The teachers are all regularly examined and licensed, and in only two schools has there been any failure to keep the registers required by law. In no county is there more interest manifested in the cause of education.

HUNTERDON COUNTY—APPORTIONMENT, \$4,748 04.

I am sorry to say that this is another of the five counties that have made a retrograde movement during the past year. The difference, however, between the amount raised for the support of schools now reported, and the amount last reported, is small. In my opinion, the reputation of the county is made to suffer for want of complete returns to me, for I find by calculating the expense of maintaining the schools in three of the townships, that the officers of these townships have failed to report to me the sum of \$4,234 which must have been expended in order to pay the salaries which they say have been allowed to their teachers. It is true that the number of schools is diminished by four, but the number of children attending them is larger. Great credit is due to the school officers of this

county for the zeal with which they have discharged their duties during the past year. Their statistics are more accurate than any heretofore presented; and, what is worthy of note, there are but six teachers at present employed in the county without the required license. Thirty of the schools are free, and a majority of them are represented as well taught and disciplined.

MERCER COUNTY—APPORTIONMENT, \$4,572 74.

This is another of the five counties that have, this year, raised and appropriated less money for educational purposes than during the year previous. As might be expected, the number of schools is less, and the number of children in attendance thereat, is also less. One school house has been built and arrangements have been made to erect another. In addition to these, five others are very much needed. Although many of the school houses have been repaired, there are still several that have been sadly neglected. The whole number of free schools is twenty-eight. With very few exceptions, all the schools are said to be well taught and disciplined. Great fidelity is shown by the school officers in the discharge of their duties. Their annual reports have been promptly made; and through their instrumentality registers have been kept in nearly every school.

MIDDLESEX COUNTY—APPORTIONMENT, \$4,688 84.

The reports from this county show a very great improvement in its educational affairs. The four additional schools required last year have been established, and thus the advantages of instruction have been afforded to more than a thousand children heretofore deprived of them. The whole number of schools is now eighty-five, of which twenty-three have been free during the year. With very few exceptions they are represented as well taught and disciplined. Only four of the teachers are without license. Some improvements have been made in the keeping of school registers, still I regret to say that in some of the schools this matter has been inexcusably neglected. The sum of money expended this year for educational purposes is greater than that last reported by \$1,244 45.

MONMOUTH COUNTY—APPORTIONMENT, \$4,939 16.

Improvement corresponding with that made elsewhere is perceptible in this county. The amount of money raised for educational purposes is greater than that last reported by \$1,879 80; and there is reason to believe that it is even still greater. Five additional schools have been established. The number of children instructed is greater by fourteen hundred and two. The average length of time that the schools have been kept open is greater, and the average salary paid to teachers is also greater. The whole number of schools is one hundred and

twenty-six, of which sixty-four have been free throughout the year; and eighty-one are represented as well taught and disciplined. Registers of attendance are kept in nearly every district, and only four of the one hundred and forty-four teachers are without the required license. One school house has been built during the year; five others are yet very much needed. Many of the school houses are destitute of the apparatus so essential to instruction, and some of them cannot even boast of that indispensable article—the black board. I regret to say that from two of the townships no reports have been received. Had this been otherwise, the condition of the county would, no doubt, appear even more favorable than at present represented.

MORRIS COUNTY—APPORTIONMENT, \$4,929 20.

Had the full amount expended for educational purposes been reported to me this year, I am certain that it would exceed by a trifle, the amount reported last year. The statements of school officers, however, make it less; and yet from no county in the State are the reports more full or more reliable. The sum not reported is \$1,380, which would make the whole amount raised and appropriated for the support of schools, \$30,112 72. The number of schools reported this year, is greater by nineteen, than that last reported; and the number of children under instruction is greater by one thousand one hundred and sixteen. Ninety-five schools are represented as well taught and disciplined; and only eight teachers are without the license required by law. I am sorry to say that negligence in the keeping of school registers is greater than last year, and yet there is less fault to be found here than in some other counties. The increase of female teachers during the past year is worthy of notice.

OCEAN COUNTY—APPORTIONMENT, \$1,640 66.

The amount of money raised by tax in this county during the year just closed is nearly threefold the sum last reported; and the total amount expended for educational purposes is nearly double. At the same time the number of schools is less, the number of children instructed in them is less, and the average time that the schools have been kept open is less. It should, however, be said that the number of teachers is increased by seven, and a considerable increase has been made in their salaries. The whole number of schools is forty-nine. Five of these have been free throughout the year; and only seventeen are represented as having been well taught and disciplined. In nineteen schools no registers of attendance have been kept, and eight of the forty-seven teachers are without license. Eight additional schools are very much needed in the county, and, judging by the interest manifested in education by the people, it would be no difficult matter to secure their establishment.

PASSAIC COUNTY—APPORTIONMENT, \$3,688 28.

The reports of Town Superintendents show that the sum of money expended for educational purposes in this county is greater than that last reported by \$2,126 41. The number of schools remains, however, the same, and the attendance has increased but very little. Of the forty-nine schools now in operation, twenty-three are free, and forty are said to be well taught and disciplined. Every teacher is licensed, and registers of attendance are generally kept. Two additional school houses are very much needed.

SALEM COUNTY—APPORTIONMENT, \$3,185 60.

The whole amount of money raised for educational purposes in this county is a trifle greater than that last reported; and yet the sum raised by taxation is less. Two additional schools have been opened, making the whole number seventy-nine. Of these, twenty-three have been entirely free, and sixty-one are reported to be well taught and disciplined. The number of children in attendance at school is greater by twelve hundred and thirty-five; and the average daily attendance is also much improved. In my last report the number of teachers was stated to be ninety, forty-five being males and forty-five females. The whole number now is seventy-six, eighteen being males and fifty-eight females. More attention has been paid to the examining and licensing of teachers, yet I regret to say that there has been much neglect in the keeping of school registers. Four additional school houses are said to be very much needed.

SOMERSET COUNTY—APPORTIONMENT, \$3,213 04.

In this county one school has been added to those last reported, making the present number eighty-one. Of this number only ten have been free. The whole number of pupils in attendance is not so large, yet the average daily attendance has increased. Without an exception, the teachers have been regularly examined and licensed. They are not, however, notified by the school officers that the law requires them to keep registers of attendance, and, consequently, the reports from this county are not so full, or so reliable, as they might, and ought to, be. The sum raised for educational purposes is but very little larger than that last reported. Two new school houses have been erected during the year at a cost of \$1,450 00. Three others are still needed.

SUSSEX COUNTY—APPORTIONMENT, \$3,755 74.

A remarkable improvement is observable in the educational affairs of this county. A sum exceeding that last reported, by more than \$5,000, has been raised by tax this year, for the support of schools; and this, too, has been done by a population so diminished, that five

of its schools could be discontinued. Yet, with this diminished population, the attendance at school is greater by more than one thousand than that of the year previous. Of its one hundred and sixty-eight teachers only four are without license; and such has been the fidelity of its school officers, that very few, comparatively, of these teachers have failed to keep the registers required by law. Thirty-two of the schools of this county have been free throughout the year; and ninety-one are described as well taught and disciplined. There is no county in the State whose progress is more encouraging.

UNION COUNTY—APPORTIONMENT, \$2,756 74.

The statistics relating to the schools of this county are imperfect, in consequence of a failure on the part of two of the township officers to furnish reports. If these townships have done as well during this as during the previous year, then there has been in this county no diminution of interest in the cause of education. On the contrary, there is evidence of improvement, and of a sincere desire to elevate the standard of public instruction. Although the number of children between the ages of five and eighteen years, is but a trifle greater, one school has been added to the number in operation, the year previous, making the whole number thirty-five. Of these, twenty-six are entirely free; and nearly all are said to be well taught and disciplined. The teachers, with only one exception, are licensed according to law; and registers of attendance are kept in all the schools. The sum raised for educational purposes is greater than that last reported by \$1,068 77. The whole number in attendance has also increased. One additional school house is yet very much needed.

WARREN COUNTY—APPORTIONMENT, \$3,657 72.

The number of public schools in this county is one hundred and eight, which is eight more than last reported. With this large increase, the amount of money raised for educational purposes, as reported to me, is but a trifle greater; but I have reason to believe that the sum reported is \$2,500 less than the amount actually expended. It is true that the number of teachers employed is less, but the average salary paid to them is greater. The whole number of children in attendance at school is larger; and so is the average attendance. Thirty-nine schools have been free throughout the year. I regret to say that the number reported as well taught and disciplined, is comparatively small. The law requiring teachers to be licensed has been rigidly enforced; and in a large majority of the schools, the registers of attendance have been kept. One school house has been erected; and eight additional ones are much needed.

THE SCHOOL LAWS.

None of the duties of my office have demanded more time and labor than the settlement of difficulties and controversies arising from the misconstruction or misapprehension of the laws relating to public schools. These controversies were found to be so injurious to the cause of education among us, that the appeals made to me during my first year of service were not unfrequently, accompanied by earnest petitions that I would labor with the Legislature to have the laws revised and made sufficiently clear to be understood by those for whose government they were intended. I have been constrained to give a great deal of attention to the subject; and, from year to year, have published my interpretations among the documents accompanying my report. These interpretations, printed, from time to time, in pamphlet form, have been distributed in every part of the State; and as one result of this it is more generally admitted, at present, that we have school laws adapted to our wants, and sufficient to enable us to maintain a good and efficient system of public instruction. I now give these interpretations in a condensed form, believing that their publication, as a part of my report, will be valuable to township and district officers, and will serve to correct many abuses that have crept into the management of school affairs.

INTERPRETATION OF THE SCHOOL LAWS.

I.—THE GENERAL SCHOOL LAW.

1. The general school law is in full force and effect in all parts of the State, except where special acts and charters are granted; in which cases the general school law is of no force whenever it conflicts with such special acts and charters.
2. Boards of Education established under special laws must make annual reports to the State Superintendent of Schools.
3. The schools established under special acts must be free, in order to be entitled to a portion of the school fund.
4. The school fund can be distributed only to public schools; and public schools are such schools only as are entirely under the control of officers appointed by the people.

The Constitution provides that the fund established for the support of free schools shall be perpetual, and declares that the income thereof, except so much as may be judged expedient to apply to an increase of the capital, shall be annually appropriated to the support of public schools, for the equal benefit of all the people of the State. From time to time, the Legislature has passed laws for the establishment and maintenance of public schools, and for the regulation of every thing therewith connected. These laws are in full force and effect in every part of the State, except in certain cities and districts, where the inhabitants are empowered by special acts and charters to establish and maintain public schools. In such cases the general school law is of no force when it conflicts with such special acts and charters,

The Boards of Education in cities and incorporated towns cannot, however, expend the interest of the school fund apportioned to them, except for the establishment and support of public schools. The income of this fund, by a provision of the constitution, cannot be used for any other purpose. So far then as regards the expenditure of the moneys apportioned to them by the State, Boards of Education acting under special charter must be governed by the general school law. The officers comprising such boards, in all transactions affecting these moneys, hold similar relations to the State as are held by district trustees, town superintendents, and other local officers appointed under

the general law. The state must be regularly and fully advised as to the manner in which the funds confided to them are disposed of, and to this end it is incumbent upon such boards to make out a report in writing and to transmit the same to the State Superintendent of Public Schools, on or before the 15th day of December, in each and every year, of the state and condition of the schools within their respective territories and under their control, the number of scholars taught therein, the terms of tuition, the length of time such schools have been kept open, the amount of money received by them, and the manner in which it has been appropriated and expended, together with such other information as they may think necessary, or may be required by the State Superintendent of Public Schools.

II.—COUNTY EXAMINERS.

1. The chosen freeholders of every county are required by law to appoint, at their first annual meeting, two Examiners and Visitors for their respective counties.
2. County Examiners may take such course as shall to them seem most advisable in the examination of teachers.
3. They may limit a teacher's license as regards time.
4. When graded schools are maintained in a county, the certificates of license may specify the grade for which the teacher therein named is qualified.

The law very wisely provides for the appointment in each county of two persons whose special duty it shall be to examine and license teachers. They are denominated Examiners and Visitors. These officers are appointed by the chosen freeholders; and it is a mistake to suppose, as is too frequently the case, that this appointment may, or may not, be made at the discretion of the freeholders. The chosen freeholders are required by law to appoint, at their first annual meeting, two Examiners and Visitors for their respective counties. The law is imperative in this matter.

Examiners and Visitors thus appointed have a single duty assigned to them, namely, to examine and license teacher's for their respective counties. But the law does not specify how, or when, or for what period of time, they may so examine and license. These are matters, then, wherein they have discretionary powers; and it follows that they may adopt such course as shall seem to them most advisable in the examination of teachers. They may hold regular meetings for this purpose, or, if so agreed upon between them, they may examine and license teacher's separately. The licenses granted by them may be limited as to time, but must be restricted to the counties for which the Examiners are appointed. When graded schools exist in a county, the certificates of license may specify the grade for which the teacher therein named is qualified.

III.—TOWN SUPERINTENDENTS.

1. A Town Superintendent holds his office for one year and until another is elected and legally qualified in his stead.
2. In case the individual elected to the office of Town Superintendent fails to qualify, or give such security as is required by law, within ten days after his election, or appointment, his office becomes vacant.
3. A public school teacher is eligible to the office of Town Superintendent.
4. A Town Superintendent cannot refuse to pay an order given to a teacher for his wages on the ground that the trustees allow such teacher more than his services are worth, or more than such trustees ought to allow him.
5. A Town Superintendent may refuse to pay an order made upon him by the trustees of a school district, if in his opinion such trustees are not entitled to make such order.

Section five of the act to establish public schools, approved April 17, 1846, authorizes and empowers the inhabitants of the several townships, at their annual town meetings, to elect and choose in the same manner as "other town officers" are elected, one suitable person who shall be denominated a town superintendent of public schools, for their respective townships, etc. Now, as "other township officers" are elected to hold their offices "one year, and until others shall be chosen and legally qualified in their stead," it follows that it is the intention of section five above referred to, to place town superintendents, as regards their terms of service, on the same footing with "other township officers."

Section ten of the act above named, provides that the town superintendent shall within ten days after his appointment, enter into a bond to the inhabitants of his township, in their corporate name, with two good and sufficient securities, etc.; and the law regulating the election of township officers, provides that if any officer shall not give such security as is, or shall be, by law required, within the time for that purpose limited, then, and in every such case, such neglect shall be deemed a refusal to serve in such office, and the township in which such officer was chosen, or township committee who appointed him, as the case shall require, may thereupon proceed to a new election, or appointment." The words "in the same manner as other township officers are elected," comprehend the provisions of the law regulating the election of township officers above quoted, and it follows that, in case the individual elected to the office of town superintendent fails to qualify, or give such security as is required by law, within ten days after his election, or appointment, his office becomes vacant.

A public school teacher is eligible to the office of Town Superintendent.

A Town Superintendent cannot refuse to pay an order given to a teacher for his wages on the ground that the trustees allow such teacher more than his services are worth, or more than such trustees ought to allow him. The trustees are the only persons authorized by law to contract with and employ a teacher, and they are the only persons authorized to judge as to the value of a teacher's services. Nevertheless, a Town Superintendent may refuse to pay an order made upon him by the trustees of a school district, if in his opinion such trustees are not entitled to make such order; and thereupon, the trustees may appeal to the State Superintendent, placing before him all the facts in the case. This decision, approved by the Attorney-General, will be final until reversed by the Supreme Court.

IV.—DISTRICT TRUSTEES.

1. A district composed of portions of two or more townships is not entitled to more than three Trustees.
2. A Trustee may be reelected to office as often as the inhabitants of a district see fit to do so.
3. A Trustee must reside in the district for which he is elected.
4. In case a Trustee wishes to be absent for a season from his district, it is not lawful to appoint some individual to serve in his stead for the period that he is absent.
5. A Trustee cannot resign his office to the town superintendent, but only to the inhabitants of the district lawfully assembled.
6. In case a Trustee resign his office at a meeting of the inhabitants, said office cannot be filled at the same meeting, but only after due notice of an election has been given.
7. A Trustee's office becomes vacant by his removal from the district for which he is elected.
8. A Trustee cannot be expelled from his office by a vote of the inhabitants of his district.
9. Trustees have a right to keep the school house doors closed, when they do not thereby defeat the object for which said house is intended to be used.
10. District Trustees alone have the right to establish a public school and contract with and employ a public school teacher.
11. A Trustee does not continue to hold office in consequence of a failure at the annual meeting to hold an election.

Every school district is entitled to three trustees; and no school district, even if it be formed of portions of two or more townships, is

entitled to more than three trustees. A majority of the board of trustees is competent to transact any business that may devolve upon them as trustees. Any taxable male citizen of a school district is eligible to the office of Trustee; and any such person may be reelected to such office, year after year, as long as the inhabitants of a district may see fit to continue him therein.

A Trustee cannot delegate his authority to another person; and if he wishes to be absent for a season from his district, it is not lawful for the inhabitants to appoint some individual to serve in his stead for the period that he is absent. If a Trustee leaves his district with the intention to be absent six months' or more, his office thereby becomes vacant, and ten of the taxable inhabitants of the district may notify the Town Superintendent of the fact, in writing, whereupon, it will be the duty of said Superintendent to call a meeting of the district for the purpose of filling the vacancy.

A Trustee cannot resign his office to the Town Superintendent. His office is conferred upon him by the inhabitants of the district at a meeting held in accordance with the law; and he can resign his office only at a meeting of the inhabitants held according to law. The office of trustee cannot be resigned and filled again at one and the same meeting; for the law provides that when a vacancy occurs in the board of trustees of any school district, the election to fill such vacancy shall be held upon ten days notice of the time thereof to be given by the Town Superintendent of the township in which such district is situate, by advertisement in three of the most public places in said district.

A Trustee cannot be expelled from office by the inhabitants of his district for any reason whatever.

The district school house is as much under the control of the district trustees as if it were part of their personal property, except that they have no right to deprive the district of its possession, or of its use for school purposes. They may close its doors at all times when the school is not in session.

District Trustees alone have the right to establish a public school, and to contract with and employ a public school teacher. They cannot, however, employ a teacher who is not regularly licensed.

A Trustee cannot continue to hold his office in consequence of a failure to fill his place at the annual district meeting. The law provides that the taxable inhabitants of the several school districts shall elect annually, one trustee to hold his office three years; and there is no section of the law which provides that such trustee shall hold his office for any greater period of time, or until his successor shall be elected. If no election be held at an annual district meeting, the vacancy that then occurs in the Board of Trustees continues to exist, and can be filled in accordance with the provisions of the supplement to the act, approved March 17, 1854.

V.—INCORPORATED SCHOOL DISTRICT.

1. An incorporated school district may be altered or abolished with the assent of the majority of the legal voters of the district, which assent may be obtained in any way that is convenient and sufficiently decisive to enable the Town Superintendent and trustees to make the requisite certificate of the alteration or abolishment.
2. The consent of the trustees of an incorporated district is not necessary in order to alter or abolish such district.
3. When an incorporated district and a township are territorially alike, the money raised by tax at town meetings must be applied to all the schools in the district entitled under the law to a portion of the school fund.

The law requires the Town Superintendent and trustees to be satisfied as to the wishes of the taxable inhabitants of an incorporated district before altering or abolishing it. But the manner in which the wishes of the inhabitants are to be ascertained not being declared, it may be inferred that the law intends this matter to be governed by circumstances. The consent, then, of the majority of the legal voters of the district may be obtained in any way that is convenient, and sufficiently decisive to enable the Town Superintendent to make the requisite certificate of the alteration or abolishment: and inasmuch as the law requires the Town Superintendent to be satisfied as to the wishes of the taxable inhabitants of an incorporated district before altering or abolishing it, it is fair that, in case a sacrifice of time in canvassing a district be necessary on his part, he should receive compensation for his services at the rate of one dollar per day.

It is the inhabitants of an incorporated district, and not the trustees who have the right to decide whether such district shall be altered or not. If the inhabitants determine that it shall be altered, the trustees cannot refuse to sign the necessary certificate, although they may be personally opposed to such alteration. Should they refuse, it is only necessary to apply to the proper court for an order compelling them to discharge their duty. The consent of the trustees of an incorporated district is not necessary in order to alter or abolish such district.

It happens, sometimes, though very rarely, that the boundaries of a township correspond territorially with the boundaries of an incorporated district; or, in other words, that there is but one district in a township, and that district is incorporated. In such a district there may be one or more schools under the care of a religious society, which school or schools, may be entitled to a share of the public school fund. If, now, at the annual town meeting of the inhabitants of such a township, it shall be agreed upon by vote to raise by tax a certain sum of money for the support of schools, must all this money be devoted to the maintenance of the school belonging to the incorporated district, or must a portion of it be allowed to the school, or schools, under the care of the religious societies in said district?

The money thus raised must be equitably divided among all the schools of the township entitled to receive a portion of the school fund. If the people of such a township desire to raise money as an incorporated school district, they must, through their trustees, as a district, give the notice required by section 11 of the "Supplement to the act to establish Public Schools," approved March 14, 1851; and the people must decide by a vote of two-thirds of those assembled in pursuance of said notice, how much money shall be raised by taxation, a certificate of which must be made out and signed by the trustees, and delivered to the assessor of said township.

VI.—DISTRICTS NOT INCORPORATED.

1. Township committees have no authority to establish or alter school districts.
2. The inhabitants of a school district have no right to meet, and, by a vote, withdraw from the district to which they belong.
3. The Town Superintendent alone has power to establish, to alter or abolish an unincorporated school district.
4. Town Superintendents cannot be compelled to alter or abolish a school district.
5. A district lying partly in one township and partly in another, cannot be altered without the consent of the Superintendents of both townships, except in case of disagreement, when the Superintendents of the three next adjacent townships may alter it.
6. A Town Superintendent cannot alter or abolish a school district without first communicating his intention to the trustees of all the districts to be thereby affected.
7. The trustees, and not the township committee, may be associated with the Town Superintendent in altering the boundaries of a school district.

A number of the inhabitants of two school districts having met at a private house, resolved to set off and organize a new district from those to which they respectively belonged. With a view to carrying out this design, they prepared a list of such families as desired to be so set off as a new district, appointed trustees, and adopted the name of Belmont District. Subsequently the individuals appointed as trustees appeared before the township committee, and asked to have their proceedings ratified. The committee "decided to waive all objections as to the legality of the form in which the matter was presented," and the proceedings were by them approved.

Proceedings of this kind are unwarranted by law, and are, of course, without the least force or effect. In the first place, the inhabitants of districts have no authority to meet, and withdraw from the districts to which they respectively belong. In the second place, having

met, and determined, if possible, to set themselves off as a separate district, they have no right, at such meeting, to choose trustees. In the third place, having met and resolved to set themselves off a district, their action can not be authoritatively approved, or disapproved, or in any wise reviewed officially by the township committee. The township committee has no power whatever, to establish or alter school districts. If the inhabitants of the so-called Belmont district desired to set themselves off from the districts to which they belonged, they should have applied to the Town Superintendent, who alone had authority to carry out their wishes. If the Town Superintendent had seen fit to form a district in accordance with their wishes, and if the trustees of the districts to which they belonged, had not objected to his so doing, he could have set them off at any time; and within twenty days after he had so set them off, it would have been his duty to prepare a notice in writing describing the district thus formed, and appointing a time and place for the first district meeting, and then, and not till then, could the district trustees be elected.

Township committees have no power to compel Town Superintendents to alter unincorporated districts. If a Town Superintendent refuse to alter such a district, there is no person authorized to compel him to do so.

A district lying partly in one township, and partly in another, cannot be altered without the consent of the Superintendents of both townships, except in cases of disagreement between them, when they must associate with themselves the Superintendents of the three next adjacent townships, and the decision of the whole number of such Superintendents so associated together, or a majority of them, shall be final.

Section seventeen of "An Act to Establish Public Schools," approved April 17, 1846, provides that: "In the erection or alteration of a school district, the trustees of any district to be affected thereby, may apply to the township committee to be associated with the Town Superintendent, and their action shall be final." Which section evidently recognizes the right of the trustees of a school district to be notified of any alteration thereof contemplated by the Town Superintendent, in order that, in case of dissatisfaction on their part, they may make use of such means as the law provides for preventing such alterations.

This section of the law does not require the Town Superintendent, before altering a district, to serve a formal notice of his intention upon the trustees, but in its phraseology, and its provisions, it intends, beyond a doubt, that school districts shall not be altered without the knowledge of the trustees of such district.

While then a Town Superintendent, in the alteration of a school district, is not obliged to obtain the consent of a majority of the inhabitants thereof; and while such alteration would be lawful (though in opposition to the wishes of the trustees,) if consummated with their knowledge, and without protest, or appeal, on their part, such altera-

tion made covertly, and without their knowledge, would be a disregard of the spirit, the phraseology and the provisions of the law, and would be void *ab initio*.

A wrong interpretation is not unfrequently given to the words of section seventeen above quoted. It is *the trustees*, and not the township committee, who may be associated with the Town Superintendent in altering the boundaries of a school district.

VII.—DISTRICT MEETINGS.

1. The Town Superintendent is the only person authorized by law to call district meetings, except when it is desirable in incorporated districts to raise money by tax; and in such cases it is the duty of the trustees to notify the inhabitants to assemble.
2. It is not obligatory upon the Town Superintendent to call the district meetings at the district school house.
3. The annual district meeting must be held on the day fixed by law, and not on any day which the Town Superintendent may deem more desirable.
4. Three of the taxable inhabitants of a district, meeting in pursuance of a legal notice, are sufficient to transact the business for which such meeting is called.
5. At a meeting of the inhabitants of an incorporated district, called to raise money, it is not necessary that the trustees, or a majority of them, should be present.
6. Money cannot be ordered to be raised by tax at a meeting of the taxable inhabitants of an incorporated district, unless the purpose to raise money be declared in the notice by which such meeting is called.
7. At a meeting of an incorporated district, there being many persons present not entitled to take part in the proceedings, it would be improper to vote *viva voce* on a resolution to raise money by tax; and the trustees, if dissatisfied, may refuse to make out and sign the required certificate.
8. When no inspectors of election are appointed at a district meeting, the chairman, by virtue of his office, is authorized, in case of dispute, to decide who are, and who are not legal voters.

Section six of the act to establish public schools, approved, April 17, 1846, provides that "district meetings shall be held annually on the first Monday of April, of the time and place of which meeting, ten days' notice shall be given in writing by the Town Superintendent." Again, at sections one and two of the supplement to said act, approved March 17, 1854, it is provided that "in case of any vacancy in the board of trustees of any school district, the election to fill such vacancy shall be held upon ten days notice of the time and

place thereof, to be given by the Town Superintendent," etc. But at section eleven of said act, it is provided that "in case the trustees of any incorporated school district shall desire to purchase land, to build a school house thereon, or to build or enlarge a school house, or to expend in repairs a larger sum in any one year than twenty dollars, or to pay existing debts, or to dispose of, or mortgage, a school house, or to raise additional money for such purposes; or for maintaining free schools in said district, such trustees may call a meeting of the taxable inhabitants of said district, at some public place therein, signed by at least two of said trustees setting forth the time and place," etc.

It appears then that the Town Superintendent is the only person authorized by law to call district meetings, except when it is desired, in incorporated districts, to raise money by tax; and in such cases it is the duty of the trustees to notify the inhabitants to assemble. While it would be proper for the Town Superintendent to consult the wishes of the trustees, as to the time and place for holding such meetings as he is authorized to call, he is under no obligation to do so, and it is not within the power of the trustees to change the hour or the place which he designates in his notice.

It is not obligatory upon the Town Superintendent to call the district meeting at the district school house, although, in the opinion of the trustees this may be the most suitable place.

Annual district meetings must be held on the day fixed upon by law, and not on any day which the Town Superintendent or the trustees, may deem more desirable. In case of a failure to hold a meeting on that day, the office of the trustee whose term then expires, becomes vacant, and can be filled afterwards only at a meeting called expressly for such purpose.

The law does not specify the number of persons who shall be present and vote at a district meeting held for any purpose; but it declares that certain matters shall be determined by a majority, and certain other matters by two-thirds, of those present. It is fair to infer, then, that a legal meeting cannot be held unless three persons, at least, be assembled; and in my opinion, three of the taxable inhabitants of a district, meeting in pursuance of a legal notice, are sufficient to transact the business for which such meeting is called.

It is sometimes supposed that the trustees must be present at a meeting of the inhabitants of an incorporated district, because the law requires two of them, at least, to make out and sign a certificate of the amount of money ordered to be raised, and deliver said certificate to the assessor of the township. But this is not the case. It is not necessary that the trustees should be present at such a meeting. The minutes of the meeting attested by the chairman and secretary, are sufficient to warrant the trustees in making out and signing the requisite certificate.

The notice of a meeting of the inhabitants of an incorporated district to raise money, should specify as fully as possible the purpose

for which the money is to be raised. Under a call to raise money for incidental expenses, it would not be lawful to order money to be raised to purchase land, or to build a school house. Nor would it be lawful to raise money for any purpose at a meeting called to elect a trustee, "and for the transaction of such other business as may be deemed necessary." Money cannot be ordered to be raised by tax at a meeting of the inhabitants of an incorporated district, unless the purpose to raise money be declared in the notice by which such meeting is called.

In order to raise money by taxation, it is required by law that two-thirds of the taxable inhabitants present at a meeting held for that purpose, shall give their consent. But the law does not declare in what manner the vote shall be taken. This may be done in any way whereby the wishes of the inhabitants may be satisfactorily expressed. But if the meeting is evidently composed largely of persons not entitled to take part in the proceedings, it would be improper to vote *viva voce* on a resolution to raise money by tax; and the trustees, if dissatisfied with such vote, may refuse to make out and sign the required certificate. Under which circumstances, appeal may be made to the State Superintendent of Schools, whose duty it will then be to investigate the matter, and by his decision, either sustain the action of the trustees, or direct them to carry out the wishes of the meeting.

None but male white citizens, who are taxable, are entitled to vote at district meetings. Such is the decision of the supreme court, rendered in the year 1855. But who is to decide as to the qualification, of an individual voter, is sometimes a very perplexing question at district meetings; and it happens occasionally that two persons pretend to the same office in the Board of Trustees, one of them being sustained by the chairman of the meeting at which he claims to have been elected, while the other is sustained by the old members of the board, on the ground that the opposing candidate's majority was obtained by illegal voting.

When no inspectors of election are appointed at a district meeting, the chairman, by virtue of his office, is authorized in case of dispute to decide who are, and who are not, legal voters. The decision of a presiding officer does not, however, preclude an investigation of the legal result of an election: and this decision may be reversed by the proper court; but until this decision is reversed it must govern in the premises.

VIII.—PUBLIC SCHOOLS.

1. A public school is a school that is completely under the control of officers elected, or appointed, by the people.
2. None other than public schools can claim a portion of the public moneys, unless entitled to it under the twelfth section of the act to establish public schools, approved April 17, 1846.

3. Public schools must be free as long as they can be so maintained by the public moneys.
4. One public school at least, must be established and maintained in each district.
5. A child must attend the public school belonging to the district in which he resides.
6. A child may be transferred from one district to another on certain conditions.
7. Trustees may charge a tuition fee for children who are not residents.
8. A child may be expelled from a public school by the district trustees if his attendance thereat is injurious to such school.

A great deal of uncertainty prevails as to the meaning of the term *public school*; and, in order to receive a portion of the public moneys, this name is sometimes applied to schools which have no claims whatever to it. Schools under the care of religious societies are not public schools, even though they be entirely free. Schools belonging to societies, or private corporations of any kind, are not public schools. A public school is a school that is completely under the control of officers elected or appointed according to law by the taxable inhabitants of the district, or place, in which it is located. Its teachers are appointed by the trustees, and paid by the trustees, and can be removed by the trustees; and the trustees, in turn, are governed by the general school law, which prescribes their duties, and holds them accountable for negligence thereof. Public schools as thus described, are entitled to a portion of the public school moneys; and no other schools have a claim to any portion of these moneys, unless entitled to it under the twelfth section of the act to establish public schools, approved April 17, 1846.

Public schools must be free as long as they can be so maintained by means of the public moneys. While in many places the moneys received from the State, together with those raised by tax, are sufficient to maintain good schools throughout the year, in many other places such is not the case. Enough money is not raised by tax; and the fault is on the part of those who have no personal interest in the matter. Under these circumstances, the public moneys should be so applied as to afford to all a fair opportunity to profit by them.

One public school, at least, must be established and maintained in each district, except when, in any township, city or borough, two or more districts unite and consolidate the respective quotas of the school money apportioned to them for the purpose of establishing one or more free schools in said township, city or borough.

Each district school is intended exclusively for the benefit of the children of the district in which it is located. It is a violation of the spirit of the law to pay to a parent his "share of the public money," as it

is called, and allow him to expend the same wherever he pleases for his child's tuition. Nevertheless there may be circumstances under which it would be proper to permit a child to go from the district in which he resides to the school of an adjacent district. This, however, can be done only with the consent of the Superintendent, and the trustees of both districts, it being agreed among them that such child's share of the public money shall go to the district in which he attends school. Although non-residents of a district have no rights to the benefits of the public schools of such district, they may send their children to such school with the consent of the trustees: but in such cases the trustees should demand a fair price for the tuition thus afforded.

A public school is for the benefit of all who attend it. No child attending such school has a right to conduct himself, or herself, in such a way as to disturb the rights of others: and if a child persist in such a course of conduct, it would be unjust to allow him, or her, to remain in school. A child, then, may be expelled from a public school by the district trustees if his attendance thereat be injurious to such school.

IX.—SCHOOLS BELONGING TO RELIGIOUS SOCIETIES.

1. The trustees of a school established under the care of a religious society, as provided for by law, may include in their lists the children of its patrons and proprietors between the ages of five and sixteen who are capable of attending school.
2. Schools established under the care of religious societies, have no title to any portion of the money raised by incorporated districts for school purposes.

The law provides that when patrons or proprietors of any school already organized and established under the care of any religious society or denomination of christians, whose church discipline provides for the establishment of schools and the appointment of trustees, are unwilling to relinquish such schools and become subject to all the provisions of this act, it shall be the duty of the trustees of said school to transmit to the Town Superintendent of their respective townships, a certificate of their organization together with a list of the children of such patrons and proprietors, between the ages of five and sixteen, who are capable of attending school.

The officers of such a school, then, have a right to include in the lists of the children of its patrons and proprietors, only those between the ages of five and sixteen, who are capable of attending school: and the money received by said officers from the town collector must be applied directly to the support of their school, and must not be expended by the patrons and proprietors as they may see fit.

By the provisions of section twelve of the act to establish public schools, approved April 17, 1846, certain schools, under the care of

religious societies, or denominations of christians, are entitled to receive just and ratable proportions of the money assigned to the townships in which they are located, out of the income of the school fund, and of such additional sum as may be raised or appropriated by said townships for the support of public schools.

But section nine of the supplement to said act, approved March 14, 1851, provides that the trustees of any school district may become incorporated; and section eleven of the same supplement confers upon said trustees certain powers, among which is that of raising, by taxation, for school purposes, any such sum of money as two-thirds of the inhabitants of such district, when duly assembled, may agree upon, in addition to the money to them apportioned. Such money may be raised for special purposes, such as for building or enlarging a school house, paying existing debts, maintaining free schools, etc., and the money so raised must be paid by the township collector into the hands of the Town Superintendent for the use of said district, and by him disbursed on the order of the trustees thereof, for the purposes directed by the inhabitants, at the meeting whereat the money was ordered to be raised.

The law is very clear, both at section twelve of the act of April 17, 1846, and at section eleven of the supplement of March 14, 1851. Its intention at the latter section is, undoubtedly, to provide, as far as possible, free instruction in our public schools, to enable the people, wherever they may so desire, to elevate therein the standard of learning, and to secure the best means to this end.

I am of opinion that while the law provides that certain schools, under the care of religious societies, shall receive a ratable proportion of the school fund, and of such additional sum as may be raised or appropriated by the *township* for the support of public schools, such schools have no title to any portion of the money raised by incorporated districts for school purposes.

X.—SCHOOLS FOR COLORED CHILDREN.

1. There is no section of the law nor any decision of the courts that deprives colored children of the advantages of public school instruction.
2. Schools may be established for the special benefit of colored children.

The law declares that it shall be the duty of the trustees of the several school districts to apply the money apportioned to their respective districts, or raised therein, to the establishing and maintenance of free schools in said districts, in which shall be taught, free of charge, all the children between the ages of five and eighteen, desirous of attending the same.

Under this section of the law, the children of any class of persons are entitled to the advantages of public school instruction: and there

is no section of the law, nor any decision of the court which deprives colored children of these advantages. The law makes no distinction between children of one nationality, or race, and children of another; nor does it make any distinction between the children of citizens and the children of those who are not citizens.

Trustees have full authority to establish schools and employ teachers for their respective districts; and if in their judgment the interests of a district require the establishment of a school for colored children, or the establishment of two or more schools differing as to grade, or character, they may act accordingly, provided always that every child enjoys the advantages to which he is entitled.

XI.—SCHOOL MONEYS.

1. Public school moneys are such moneys as are paid into the hands of the Town Superintendent for school purposes, and consist of the interest of the school fund, township and district taxes, and the interest of the surplus revenue, with such other funds not raised by tax as shall be appropriated by the inhabitants of a township at their annual town meeting.
2. The state does not loose all control over the public school moneys even after they have been placed in the hands of the township officer.
3. The public school moneys cannot be paid out by the Town Superintendent except upon the written order of the district trustees.
4. When the trustees of a school district neglect to transmit to the Town Superintendent, within the time required by law, a list of the children of their district, such Town Superintendent must withhold from said district a share of the public school fund, unless the action of the chosen freeholders justify him in doing otherwise.
5. It is not optional with the trustees of a school district to expend for educational purposes a part, or the whole, of the money apportioned to said district for a specified year. The money apportioned to a district for a certain year, or raised by tax to defray the expenses of education during that year, cannot be reserved for a future year, or be used to pay the debts of a former year.
6. The public money cannot be divided among the inhabitants of a district to be used by them for the education of their children in private schools.
7. Districts that are not incorporated, have no right to use the public school moneys for the repairing of school houses.
8. The trustees of an incorporated school district may expend, annually, twenty dollars of the public moneys in repairs.

The moneys used for the purposes of education are of two kinds;

and may be distinguished as private and public moneys. Such funds as are raised by the inhabitants of a district by subscription or voluntary assessment for the purpose of repairs, or for the purchase of fuel, or books, or school furniture, etc., may be regarded as private moneys; and with these moneys the law has nothing to do. They go into the hands of the trustees, or of a committee, and may be expended as the inhabitants see fit. Public school moneys are such moneys as are paid into the hands of the Town Superintendent for school purposes. They consist of the interest of the school fund; township and district taxes; the interest of the surplus revenue, with such other funds not raised by taxes shall be appropriated by the inhabitants of a township at their annual town meeting. It is over these moneys that the law exercises a control, making it the duty of the State Superintendent of Schools to see that they are fairly applied.

All officers entrusted with these moneys are accountable to the State, and may, at any time, be held responsible for the lawful disbursement of the same. The Town Superintendent, in whose hands they are lodged, cannot pay them out except upon the written draft of the district trustees, and this draft must state the object for which they are to be used, and must be made payable to the order of the person entitled to receive them. The Town Superintendent is, then, made responsible for the legal expenditures of the public moneys, and he has no right to pay out such moneys, except for the purposes authorized by law. He must judge as to the propriety of paying orders made upon him by the district trustees; and in case his opinion be at variance with that of the trustees, either party may appeal to the State Superintendent, whose duty it will be to decide the matter.

In the apportionment of the school fund, the law intends to distribute the benefits derivable therefrom equally and by turn among all the children of the State. The conditions upon which they may receive these benefits, the law defines, and their interests it guards to some extent by penalties attached to the neglect of certain duties on the part of those appointed to watch over these interests. The conditions upon which each child receives his share of the benefits arising from the public money, are that he shall be between the ages of five and eighteen years; that he shall be numbered in the district in which he lives, and that the names of his parents or guardians shall accompany his own name in the lists required to be transmitted by the trustees to the Town Superintendent, and by said Superintendent transmitted to the Board of Chosen Freeholders. While no child can be turned away from the district school, simply because his name is not upon the lists made out by the trustees, it may, nevertheless, be said that the apportionment to each township is made for the education of the children named in the lists of such township, to each an equal share. The share which each township receives of the school fund depends upon the number of children whose names are

furnished to the chosen freeholders. Suppose, now, that through the negligence of district trustees, the names of the children of only one district should be furnished to the chosen freeholders, while in the township there are ten districts. Certainly it would be unjust to divide the money apportioned to this number of children, among all the children of the township; and if unjust in such a case, it would be unjust to distribute among ten districts the sum of money apportioned to only nine. It must, then, be decided that when the trustees of a school district neglect to transmit to the Town Superintendent, within the time required by law, a list of the children of their district, such Town Superintendent must withhold from said district a share of the school fund, unless the action of the chosen freeholders warrant him in doing otherwise.

Section nine of the act of April 17, 1846, amended March 14, 1851, makes it the duty of the trustees of said districts, within twenty days after their election, to make out a list of the children capable of attending school, between the ages of five and eighteen years, within their said districts, together with the names of the parents or guardians of such children, and to transmit the same to the Town Superintendent, etc. The money then apportioned for any one year to a district, is intended for the education of the children of such district, then and there entitled to the same. The law does not leave it optional with the trustees of a school district to expend for educational purposes a part, or the whole of the money apportioned to said district, but evidently intends that the money, distributed each year to said district, shall all be applied for the benefit of those named in the lists, or otherwise eligible thereto, and it is unquestionably the duty of the trustees to provide, during each year, schools for as great a length of time, and as good, as the money apportioned to their respective districts will warrant.

The public school moneys cannot be divided among the inhabitants of a district, to be used by them for the education of their children in private schools. The whole sum of money apportioned to a district during the year, should, if required, be expended for the support of the school of said district, without any reference to the number of children in attendance. It is the intention of the law to have the public schools free, or as nearly free as possible. All the children of a district between the ages of five and eighteen are entitled to the privileges of the public schools; if they do not choose to avail themselves of these privileges, the money which would go towards the payment of their tuition must revert from them to the benefit of such children as do attend.

Section twenty of the "Act to establish Public Schools," approved April 17, 1846, is in these words: "All moneys received by the Town Superintendent shall be applied exclusively to the purposes of education."

It cannot, perhaps, be said that money expended in providing, or repairing a school house, is not applied "to the purposes of educa-

tion;" but there must certainly be some limit to expenditure of this kind, or the trustees of a school district might lay out their money, from year to year, without affording the least benefit to those immediately entitled to it; and this limit is, in my opinion, aimed at, and fully secured, in section eleven of the supplement approved March 14, 1851. This section provides that, "in case the trustees of any incorporated school district shall desire to purchase land, etc., or to build or enlarge a school house, or to expend in repairs a larger sum in any one year than twenty dollars, etc., such trustees may call a meeting of the taxable inhabitants, etc., to authorize such trustees to purchase, build, enlarge, repair, etc."

It is fair to infer from this section that the law does not contemplate that the school fund shall be used for the purchase of land, the building of school houses, or for repairs beyond the sum of twenty dollars; but rather intends that said money shall not be so used, *even by incorporated districts*, unless the inhabitants thereof are first called together, and the consent obtained of two-thirds of those present.

XII.—RAISING MONEY BY TAX.

1. It is obligatory upon the inhabitants of every township to raise by tax for the support of schools a sum of money at least equal to the amount apportioned to them by the State.
2. The sum to be raised may be named in gross, as, for instance, \$1,500, or \$2,000; or it may be named in some other form, as, for instance, \$1, \$2, or \$3, per child between the ages of five and eighteen years.
3. The several townships are authorized to raise by tax three dollars for each child contained in the lists transmitted by the several district trustees to the Town Superintendents, in the year previous to holding said town meetings, and they may raise this, or any sum not exceeding three dollars, even though the Town Superintendent make no report to the town meeting.
4. Incorporated districts are not limited as to the amount of money they may raise by tax for school purposes.
5. When it is intended to raise money at a meeting of the inhabitants of an incorporated school district, such intention should be stated in the notice of such meeting.
6. When a tax is ordered to be raised by the inhabitants of an incorporated district, under the act of March 14, 1851, the certificate made out by the trustees of the district must show on its face that notices of the time and place of the meeting were signed and set up, as the eleventh section of said act prescribes, and that two-thirds of the inhabitants assembled voted for the tax, otherwise it cannot be legally assessed.

The law is very explicit in regard to the subject of taxation for school purposes. The "Act to establish Public Schools," approved April 17, 1846, makes it obligatory upon the inhabitants of every township to raise by tax, for the support of schools, a sum of money at least equal to the amount apportioned to them by the State; and the supplement of March 14, 1851, at section six, authorizes them, at their annual town meetings, to raise by tax for school purposes, in addition to the amount apportioned to their use, a sum of money not exceeding three dollars for each child contained in the lists transmitted by the several district trustees to the Town Superintendent, in the year previous to holding said town meeting. The law is not explicit as to the terms in which this sum shall be indicated by the voters at the polls. It may be named by them in gross, as, for instance, \$1,500, or \$2,000; or it may be declared in some other form, as, for instance, \$1, \$2, or \$3 per child, between the ages of five and eighteen years. If voted for in gross, there is a possibility that the sum named might exceed the amount authorized by law, a circumstance which, if it did not defeat the wishes of the people, might, at least, occasion some embarrassment. If voted for in the other form, there could be no possibility of exceeding the limit authorized by law, except by ignorance of that limit, or a determination to overstep it. But whatever may be the terms in which the vote is expressed, the sum raised by township tax cannot exceed \$3 for every child between the ages of five and eighteen years; and this, or any other amount raised by voting for a certain sum per child, is to be determined by the lists transmitted by the several district trustees to the Town Superintendent. Whether, then, the Town Superintendent furnish a report, or not, to the annual town meeting, the inhabitants of a township have a right to raise by tax, for the support of schools, a sum not exceeding \$3 for each child whose name is contained in the lists transmitted by the several district trustees to the Town Superintendent.

Incorporated school districts are not limited as to the amount of money they may raise by tax for school purposes. The intention of the law which provides for the erection of these districts, is to enable the inhabitants of such localities as may choose to take advantage of it, to establish and maintain schools of the best character. In these districts the inhabitants may assemble, from time to time, to devise means for improving the condition of their schools; and they may raise money by tax for various purposes. But when it is intended to raise money at a meeting of the inhabitants of an incorporated school district, such intention should be stated in the notice by which such meeting is called.

Money cannot be raised by tax in an incorporated school district except with the consent of two-thirds of those present, at a meeting called for the purpose; and when a tax is ordered to be raised by the inhabitants, the certificate made out by the trustees of the district must show on its face that notices of the time and place of the meeting were signed and set up as the law prescribes, and that two-thirds

of the inhabitants assembled voted for the tax; otherwise it cannot be legally assessed.

XIII.—TEACHERS' LICENSES.

1. A teacher has no claim to the public school moneys for services, unless employed by the district trustees, and regularly licensed by the county examiners, or the Town Superintendent, no circumstances may require.
2. A certificate of license must set forth that the person holding it has, upon examination, been found, both as regards scholarship and moral character, a suitable person; and that he, or she, is licensed as a teacher of public schools.
3. When a district is composed of parts of two townships, a certificate of license from one Superintendent is sufficient to authorize the payment of money to a teacher by the other.
4. A license may be granted for a year or for a less period of time, and may be revoked and renewed at the pleasure of the party empowered to grant it.

The law provides that it shall be the duty of the trustees of the several school districts to contract with and employ a competent teacher, having a certificate of license; and there is no provision for the employment of a teacher in any other way. When a teacher has been thus employed, he cannot be discharged except by the trustees of the district; and the Town Superintendent is bound to pay his salary, on the order of the trustees, as far as he can from the moneys in his hands belonging to the district, so long as such teacher may continue in the service of said trustees in possession of a lawful license. It sometimes happens that a portion of the inhabitants of a district, becoming dissatisfied with the teacher employed by the trustees, meet and determine to employ another; and the teacher thus employed, is sent to the Town Superintendent to procure a license. Such a proceeding is not authorized by law; and a teacher thus engaged, has no claim to the public moneys for services rendered.

The law makes no exceptions in favor of persons possessing diplomas from the State Normal School or other institutions of learning. It recognizes no other license than that granted by the Board of Examiners, which is restricted to the county where the same may be given; and the license granted by the Town Superintendent, which is restricted to the district where the same may be given. If a teacher does not possess a license recognized by the law, he is not entitled to receive any part of the public moneys, even though he be employed by the trustees of the district in which he teaches. A certificate of license, such as the law requires, must set forth that the person holding it has, upon examination, been found, both as regards scholarship and moral character, a *suitable person*; and that he, or she, is licensed

as a *teacher of public schools*. A certificate that says for the holder less than this, is not what the law demands, and gives no title to the public money. A license may be granted for a year, or for a less period of time. If unlimited as to time, it is good so long as it remains unrevoked. Whether limited, or unlimited, as to time, a license may, at any moment, be revoked by the proper authority. When a district is formed of portions of two or more townships, it is not necessary for the teacher of such district to obtain a license from each of the Town Superintendents in order to entitle him to the public money. A certificate of license from one is sufficient to authorize the payment of money to a teacher by the others. The intention of the law is simply to provide against the employment of incompetent or unworthy teachers. When the teacher applies for his pay, it is the duty of the Superintendent to require him to show his license; and if he have none, the Superintendent may refuse to pay him, or may insist upon his being examined before so doing. It is not strictly the business of the Town Superintendent to inquire whether a teacher is licensed, or not, until such teacher shall apply for pay; but it would then be a gross violation of duty to license him simply that he may be entitled to receive it.

XIV.—SCHOOL REGISTERS.

1. Every teacher of a public school is required by law to keep a register of his pupils, and the neglect of this duty may be punished by depriving him of his license.
2. The neglect or refusal of the trustees, or of the Town Superintendent, to furnish a teacher with the materials for keeping a school register, is no excuse for non-compliance, on his part, with the requirements of the law.
3. The interest of the school fund may be withheld from townships which neglect, or refuse, to make an annual report to the State Superintendent of Public Schools.

The law distinctly provides that every teacher employed to teach a public school, shall keep a register of all the children attending the school, their names and ages, the names of their parents and guardians, the date when each child entered and left the school, their daily attendance, and the branches taught; also to record the day of the month when the school was visited by the Town Superintendent, School Committee, or other visitors: a copy of which register shall be filed by the teacher with the Town Superintendent, or School Committee, in the township in which the school is situate. No penalty is attached to the neglect of this duty; but its neglect may be attended with serious consequences to the township in which it occurs, and the Town Superintendent may very justly, and ought, without hesitation, to punish such neglect by revoking the license of the

teacher who is guilty of it. A teacher who does not voluntarily keep such a register as is above described, may be set down as a person not only of very careless habits, but of no experience in school business, and altogether unworthy to be entrusted with the instruction of youth.

Such a school register as the law requires is not a bound volume made up of printed forms and paste-board covers, but a simple sheet of paper, properly ruled and filled up by means of pen and ink. The State is not under obligations to furnish it; the Town Superintendent is not bound to furnish it, nor are the trustees; and the neglect, or refusal, of school officers to do this is no excuse for non-compliance, on the part of the teacher, with the plain requirements of the law.

The State provides for the annual distribution of a certain amount of money among the several townships. It also provides that the State Superintendent of Schools shall see that these moneys are fairly applied. It also makes it the duty of Town Superintendents to make a report in writing, and to transmit the same to the State Superintendent of Common Schools, on or before the fifteenth day of December, in each and every year, of the state and condition of the schools within their respective townships, the number of scholars taught therein, the terms of tuition, the length of time the schools have been kept open therein, the amount of money received by him, and the manner in which it has been appropriated and expended, together with such other information as he may think necessary, or may be required by the State Superintendent.

The inference to be drawn from all this is, that the State has the right to know, from year to year, what is done with the moneys which it gives for the support of public schools, and that the officer who represents the State in this department of its affairs, must be furnished by those entrusted with those moneys, with all the information concerning the public schools which it may please him to require. When, therefore, the school officer representing a township refuses, or neglects, to give the information demanded by the State Superintendent, the interest of the school fund may be withheld from such township until the State Superintendent is satisfied that it is fairly applied.

F. W. RICORD,
State Superintendent of Public Schools.

An Abstract from the Returns of the Public Schools of the several Townships and Counties of the State of New Jersey for the year 1863.

COUNTIES AND TOWNSHIPS.	Whole number of districts in the township or city.	Districts to whom reports have been received.	Number of public schools in city or township.	Number of children between the ages of five and thirteen years.	Number who have attended school one year, above five 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 15 who have attended school.	Who have attended school.	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.	Amount spent in a given year for building, repairs, and furnishing a school house.	Total amount raised and expended to school purposes.	Number of teachers.	Male.	Female.	Male.	Female.	Salary of teachers.	
																									45
ATLANTIC.																									
Population, 11,796.																									
Atlantic City.....	1	1	1	19	9	2	4	1	1	131	9	8	.....	\$70 00	\$41 00	.....	.....	.....	.....	1	153	255	.....	.....
Egg Harbor.....	1	1	1	1,090	191	23	493	113	.....	3	45	8	.....	1,741 00	320 00	.....	.....	.....	.....	1	340	490	.....	.....
Little Egg Harbor.....	1	1	1	23	22	3	28	28	.....	3	253	15	.....	1,100 00	.....	.....	.....	.....	.....	1	200	210	.....	.....
Littleton.....	1	1	1	1,100	150	18	283	61	.....	3	332	33	.....	990 00	.....	.....	.....	.....	.....	1	340	490	.....	.....
Madison.....	1	1	1	1,100	150	18	283	61	.....	3	332	33	.....	990 00	.....	.....	.....	.....	.....	1	340	490	.....	.....
Millville.....	1	1	1	1,100	150	18	283	61	.....	3	332	33	.....	990 00	.....	.....	.....	.....	.....	1	340	490	.....	.....
Weymouth.....	6	5	6	32	53	13	111	22	.....	1	330	132	.....	610 00	.....	.....	.....	.....	.....	6	4	130	.....	.....
BURLINGTON.																									
Population, 49,563.																									
Berkeley.....	4	4	4	58	101	12	143	16	.....	375	18	7	.....	675 00	.....	.....	.....	.....	.....	4	3	41	.....	.....
Boonton.....	3	3	3	1,345	284	26	271	296	.....	3	1,213	31	.....	4,050 00	.....	.....	.....	.....	.....	4	1	56	.....	.....
Burlington.....	6	4	6	17,066	2,988	157	2,167	21	.....	1,100	48	11	.....	18,810 00	.....	.....	.....	.....	.....	15	11	840	.....	.....
Clinton.....	6	6	6	755	146	16	243	139	.....	3	27	8	.....	1,700 00	.....	.....	.....	.....	.....	6	6	50	.....	.....
Gloucester.....	6	6	6	690	106	18	199	54	.....	12	623	216	.....	1,700 00	.....	.....	.....	.....	.....	6	6	50	.....	.....
Hamden.....	4	4	4	623	161	19	211	31	.....	15	491	.....	.....	1,372 00	.....	.....	.....	.....	.....	15	6	50	.....	.....
Highland.....	12	9	11	931	180	20	281	84	.....	10	1,071	237	.....	490 00	.....	.....	.....	.....	.....	11	6	50	.....	.....
Little Egg Harbor.....	10	11	10	770	25	9	116	213	.....	1	489	1	.....	630 00	.....	.....	.....	.....	.....	15	7	40	.....	.....
Lumberton.....	6	6	6	594
Mantoloking.....	9	1	10	817	12	23	23	25	1	0	33	1,888 00
Medford.....	7	7	7	592	112	16	167
New Hanover.....	1	1	1	803	63
New Hope.....	7	7	7	683	112	16	167
Newington.....	1	1	1	99	228	108	27	3	1	784	21	1,200 00
Pemberton.....	9	9	11	99	111
Phillipsburg.....	6	6	6	961	40	54	75	15	5	319	11	1,900 00
Shrewsbury.....	7	6	7	63	51
Springfield.....	1	1	1	200	5
Southampton.....	7	11	11	200	5
Washington.....	6	7	7	599	21	41	111	4
Washington.....	6	7	7	599	21	41	111	4
Willoughby.....	1	1	1	24	4

• Taken from last report. 128 105 14 11 919 1 955 2 087 2 385 2 670 2 914 9 318 11 258 4 160 8 3 4 321 623 60 20 51 30 80 80 72 2 100 10 55 107 76 184 73 139 384 229

COUNTIES AND TOWNSHIPS.	Whole number of districts	Number of children who have been reported	Number who have attended 6 months but less than 9	Number who have attended 3 months but less than 6	Number who have attended a less period than 3 months	Number over the age of 18 who have attended school	Number of colored children who have attended school	Whole number of children who have attended school	Average daily attendance at school	Average number of months school 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	Amount raised in addition for building, repairing and furnishing school houses	Total amount raised and appropriated to school purposes	Number of teachers	Sex	
																		Male	Female
BERSEX.—Pop 2,610.																			
Franklin	11	11	85	61	30	377	230	10	\$1 75	\$298 40	\$918 11	\$298 40	\$1 216 6	11	5	6,825 165	11	5	6,825 165
Hutchinson	11	11	177	214	128	418	113	113	1 24	\$2,890 00	917 94	295 60	4,763 37	13	9	4,125 300	13	9	4,125 300
Hoboken	6	5	46	45	47	223	145	4	1 24	990 00	205 60	330 23	1,195 63	5	4	4,375 350	5	4	4,375 350
Lehigh	7	7	890	99	61	853	158	10	1 00	8-0 50	170 53	330 23	2,074 87	7	2	4,300 200	7	2	4,300 200
Lodi	3	3	587	60	45	680	100	12	1 00	8-0 50	170 53	330 23	2,074 87	4	2	4,300 200	4	2	4,300 200
New Barbados	9	7	1,121	129	171	1,112	209	6	1 00	2,042 00	421 52	1,791 26	4,315 21	10	7	3,120 260	10	7	3,120 260
Northampton	3	3	290	60	45	345	100	3	2 50	150 00	25 92	5 60 00	77 5 21	3	1	2,360 250	3	1	2,360 250
Northampton	3	3	240	31	25	266	100	3	2 50	150 00	25 92	5 60 00	77 5 21	3	1	2,360 250	3	1	2,360 250
Union	6	6	157	191	88	270	5	9	2 00	473 67	129 65	1,521 25	1,690 37	6	4	2,360 250	6	4	2,360 250
Washington	6	6	157	191	88	270	5	9	2 00	473 67	129 65	1,521 25	1,690 37	6	4	2,360 250	6	4	2,360 250
CAMDEN.																			
Population, 34,150.																			
Camden	67	59	56	62 24	718	770	911	835	509	13	93	3,870	1,816	10	33	26,313	61	33	26,313
Centre	1	1	29	47 23	625	27	415	721	473	10	70	2,574	1,539	10	4	25,540	29	4	25,540
Delaware	5	5	6	39	21	4	61	124	89	6	106	416	194	9	5	3,880	20	5	3,880
Hoboken	3	3	3	404	50	122	139	305	83	29	7 31	2 03	1 71	6	6	3,351	4	6	3,351
Monroe	6	6	5	121	139	118	175	66	25	21	1 48	24	7	7	4,303	13	4	4,303	
Newton	6	6	3	1 3 4	54	212	161	5	29	128	117	5 2 9	7	13	9 408	13	4	9 408	
Stockton	3	3	4 4 6	1 21	191	219	1	25	102	7	Free	6 65 82	132 29	5	3	3 423	5	3	3 423
Union	2	2	5	3	3	52	217	8	52	7	Free	150 32	184 86	5	2	3 584	5	2	3 584
Washington	2	2	40	40	10	125	153	6	46	12 5	1 30 00	107 03	378 04	6	4	4 360	6	4	4 360
Winstons	5	4	5	381	10	10	11	559	2	8	1 30 00	107 03	378 04	6	4	4 360	6	4	4 360
Winstons	5	5	391	100	100	2	278	8	8 00 00	291 74	345 31	1 497 05	5	5	4 400	5	5	4 400	
ESSEX.																			
Population, 95,916.																			
Belleville	5	5	1,493	171	181	165	12	500	359	11	Free	4 50 00	665 61	9	5	4 400	9	5	4 400
Bloomfield	5	5	2	136	171	181	165	12	500	359	11	Free	4 50 00	9	5	4 400	9	5	4 400
Caldwell	6	6	8	781	21	90	11	159	100	4	5	572	2 21	10	6	2 347	10	6	2 347
Clinton	6	6	7	890	251	499	94	88	67	4	2	612	2 68	6	2	4 540	6	2	4 540
Fleming	3	3	3	557	158	223	5	3	3	5	3	3	191	6	4	3 470	6	4	3 470
East 'ra g'	5	4	5	870	30	123	5	4	31	9	51	1 032	518	5	3	2 470	5	3	2 470
Minerva	5	5	5	413	23	8 5	1 91	3 02	2 84	11	163	13 62	5 31	3	4	1 190	3	4	1 190
Newark	4	4	4	16 52	2 7	8 5	1 91	3 02	2 84	11	163	13 62	5 31	3	4	1 190	3	4	1 190
Orange	2	2	4	1 227	4	1 22	15	1 21	1 00	6	9 67	5 22	10	3	8	3 15	3	8	3 15
South Orange	5	5	5	425	1	4	3	25	6	2	1	292	17	10	1 75	11	3	1 75	
West 'ra g'	4	4	4	410	4 27	1 57	2 69	3 72	1 51	11	11	1 230	6	4	1 85	28	4	1 85	
* Taken from last report.																			

Total amount raised and appropriated to school purposes

Number of teachers

Male

Female

Amount received from the State

Amount received from other sources

Amount raised in addition for building, repairing and furnishing school houses

Total amount raised and appropriated to school purposes

Number of teachers

Male

Female

Amount received from the State

Amount received from other sources

Amount raised in addition for building, repairing and furnishing school houses

Total amount raised and appropriated to school purposes

Number of teachers

Male

Female

Amount received from the State

Amount received from other sources

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Number of teachers

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Number of teachers

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Female

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Total amount raised and appropriated to school purposes

Number of teachers

Male

Female

Amount received from the State

Amount received from other sources

Amount raised in addition for building, repairing and furnishing school houses

Total amount raised and appropriated to school purposes

Number of teachers

Male

Female

Amount received from the State

Amount received from other sources

Amount raised in addition for building, repairing and furnishing school houses

Total amount raised and appropriated to school purposes

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Female

Amount received from the State

Amount received from other sources

Amount raised in addition for building, repairing and furnishing school houses

Total amount raised and appropriated to school purposes

Number of teachers

Male

Female

Amount received from the State

Amount received from other sources

Amount raised in addition for building, repairing and furnishing school houses

Total amount raised and appropriated to school purposes

Number of teachers

Male

Female

Amount received from the State

CAPE MAY.																			
Population, 7,182.																			
1	1	1	177	8	31	8	125	73	6	\$0.50	\$531.00	\$67.00	\$20.50	\$21.50	2	1	1	340	300
0	5	6	512	15	403	210	403	210	6	1,000.00	1,000.00	100.00	75.00	100.00	1	1	1	300	300
2	4	7	445	25	31	35	21	35	8	1,500.00	1,500.00	150.00	125.00	150.00	1	1	1	300	300
3	4	7	777	12	85	91	40	22	8	2,000.00	2,000.00	200.00	150.00	200.00	1	1	1	400	400
20	16	25	2,413	229	27	181	60	38	17	2,400.00	2,400.00	240.00	180.00	240.00	1	1	1	400	400
CAMPBELL.																			
Population, 22,996.																			
4	1	1	1,015	405	63	41	684	150	12	2,500.00	2,500.00	250.00	180.00	250.00	1	1	1	700	215
4	1	1	900	53	64	80	52	1	7	3,000.00	3,000.00	300.00	220.00	300.00	1	1	1	700	215
6	9	10	1,073	39	91	47	47	30	1	3,500.00	3,500.00	350.00	260.00	350.00	1	1	1	800	240
9	9	10	1,673	21	218	296	411	3	7	4,000.00	4,000.00	400.00	300.00	400.00	1	1	1	900	270
7	5	10	756	4,500.00	4,500.00	450.00	340.00	450.00	1	1	1	1,000	300
4	4	5	350	5,000.00	5,000.00	500.00	380.00	500.00	1	1	1	1,100	330
9	9	9	559	15	155	245	348	131	8	5,500.00	5,500.00	550.00	420.00	550.00	1	1	1	1,200	360
8	5	8	611	200	115	24	140	43	2	6,000.00	6,000.00	600.00	460.00	600.00	1	1	1	1,300	390
7	7	11	1,352	6,500.00	6,500.00	650.00	500.00	650.00	1	1	1	1,400	420
7	7	4	412	7,000.00	7,000.00	700.00	540.00	700.00	1	1	1	1,500	450
63	52	72	7,692	821	852	992	1,012	491	95	7,500.00	7,500.00	750.00	580.00	750.00	1	1	1	1,600	480
HUDSON.																			
Population, 65,923.																			
3	3	3	697	74	4	41	192	4	8,000.00	8,000.00	800.00	620.00	800.00	1	1	1	1,700	510
4	4	1	1,431	497	258	217	192	31	8,500.00	8,500.00	850.00	660.00	850.00	1	1	1	1,800	540
2	1	1	319	17	63	61	51	9,000.00	9,000.00	900.00	700.00	900.00	1	1	1	1,900	570
1	1	2	752	324	9,500.00	9,500.00	950.00	740.00	950.00	1	1	1	2,000	600
1	1	1	2,299	191	10,000.00	10,000.00	1,000.00	780.00	1,000.00	1	1	1	2,100	630
1	1	4	1,760	135	10,500.00	10,500.00	1,050.00	820.00	1,050.00	1	1	1	2,200	660
4	3	5	8,162	1,275	11,000.00	11,000.00	1,100.00	860.00	1,100.00	1	1	1	2,300	690
2	1	2	609	63	11,500.00	11,500.00	1,150.00	900.00	1,150.00	1	1	1	2,400	720
1	1	4	713	77	12,000.00	12,000.00	1,200.00	940.00	1,200.00	1	1	1	2,500	750
29	10	28	17,519	2,701	1,501	2,411	2,925	2,915	6	12,500.00	12,500.00	1,250.00	980.00	1,250.00	1	1	1	2,600	780
HUNTERDON.																			
Population, 33,664.																			
11	12	14	1,316	13,000.00	13,000.00	1,300.00	1,020.00	13,000.00	1	1	1	2,700	810
7	5	8	965	13,500.00	13,500.00	1,350.00	1,060.00	13,500.00	1	1	1	2,800	840
1	7	10	539	14,000.00	14,000.00	1,400.00	1,100.00	14,000.00	1	1	1	2,900	870
1	7	10	829	14,500.00	14,500.00	1,450.00	1,140.00	14,500.00	1	1	1	3,000	900
9	9	9	509	15,000.00	15,000.00	1,500.00	1,180.00	15,000.00	1	1	1	3,100	930
9	9	9	611	15,500.00	15,500.00	1,550.00	1,220.00	15,500.00	1	1	1	3,200	960
9	9	11	817	16,000.00	16,000.00	1,600.00	1,260.00	16,000.00	1	1	1	3,300	990
12	12	12	903	16,500.00	16,500.00	1,650.00	1,300.00	16,500.00	1	1	1	3,400	1,020
1	1	1	977	17,000.00	17,000.00	1,700.00	1,340.00	17,000.00	1	1	1	3,500	1,050
1	1	1	869	17,500.00	17,500.00	1,750.00	1,380.00	17,500.00	1	1	1	3,600	1,080
1	1	1	18,000.00	18,000.00	1,800.00	1,420.00	18,000.00	1	1	1	3,700	1,110
1	1	1	18,500.00	18,500.00	1,850.00	1,460.00	18,500.00	1	1	1	3,800	1,140
1	1	1	19,000.00	19,000.00	1,900.00	1,500.00	19,000.00	1	1	1	3,900	1,170
6	121	10,649	906	97	1,333	1,352	109	91	51	7,207	11,862.00	4,650.00	3,650.00	11,862.00	1	1	1	4,000	1,200

• Jailed from last report

COUNTIES AND TOWNSHIPS.	Whole number of districts in township or city.	Number from which reports have been received.	Number of children between the ages of five and sixteen years.	Number who have attended school one year, allowing time being made for vacations.	Number who have attended 9 months or less than 9.	Number who have attended 6 months but less than 6.	Number who have attended a less period than 3 months.	Number over the age of 15 who have attended school.	Number of colored children who have attended school.	Who number of children who have attended school.	Average daily attendance at schools.	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.	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.																									
MERCER.																																														
Population, 37,418.																																														
East Windsor.....	6	5	6	598	14	89	159	12	457	270	10	\$3.00	\$1,500.00	\$51.8	\$105.00	\$69.00	\$1,919.80	8	6	\$325	\$375																									
Ewing.....	6	6	4	466	62	60	90	15	32	115	9	5	.....	2,229.51	3,229.51	470.00	3,229.51	6	2	4,300	300																								
Hamilton.....	10	10	11	370	90	121	196	12	18	32	10	5	.....	4,443.00	1,865.6	3,840.00	5,684.60	12	5	7,400	300																								
Lawrence.....	13	13	13	2,550	44	79	191	21	225	313	9	1	.....	1,842.00	2,203.4	2,070.00	2,819.00	14	5	3,443	233																								
Lewisville.....	6	6	6	548	215	40	30	12	37	.....	12	3	.....	1,635.56	2,003.1	2,167.12	1,635.56	6	5	3,400	203																							
Princeton.....	5	5	5	917	100	160	146	89	98	263	9	2	.....	2,000.00	1,917.6	2,584.47	2,655.66	10	3	420	204																								
Trenton.....	1	1	28	4,915	1,600	90	45	32	16	1,400	12	.....	11,000.00	1,937.6	124.62	12,937.60	30	5	25,700	253																									
Washington.....	5	4	5	433	250	9	4	13	41	50	10	60	.....	1,039.00	171.3	1,297.96	1,297.96	9	5	4,325	259																								
West Windsor.....	4	4	4	536	28	74	60	52	40	90	10	.....	600.00	211.5	267.6	37.00	1,418.54	4	2	300	240																								
MIDDLESEX.																																														
Population, 35,366.																																														
East Brunswick.....	6	5	6	737	.....	188	171	135	121	251	9	Free	2,211.00	294.5	50.00	2,555.50	6	5	1,400	250																									
East Windsor.....	6	10	16	1,159	47	300	563	197	43	11	15	1,418	Free	2,060.00	454.5	53.51	2,563.04	15	5	19,380	240																									
North Brunswick.....	1	1	3	931	216	210	363	63	376	6	5	1,781	Free	9,133.00	1,434.3	1,883.90	10,746.41	23	3	22,500	235																									
North Plainfield.....	1	1	1	299	.....	10	10	10	10	8	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....														
Piscataway.....	12	12	12	876	60	122	173	140	170	2	21	1,000	1.00	2,000.00	306.6	683.50	3,019.50	15	3	13,300	500																									
Perth Amboy.....	9	9	9	679	117	33	43	31	51	3	700.00	362.9	1,363.41	60.00	1,423.41	3	1	6,000	500																								
South Amboy.....	9	9	9	1,163	55	239	362	156	63	37	10	2.00	2,000.00	574.9	1,652.40	60.00	2,652.40	9	6	4,900	240																								
South Brunswick.....	18	18	18	1,348	99	144	146	111	59	.....	3	.....	.....	574.9	574.9	652.40	1,227.30	12	5	8,200	160																						
Woodbridge.....	4	3	11	1,143	80	144	146	111	59	.....	3	.....	.....	2,636.00	447.8	559.90	3,693.85	14	9	9,376	220																						
MORRIS.																																														
Population, 31,609.																																														
Chatham.....	8	7	8	837	189	106	139	144	119	362	97	60	Free	21,579.00	4,566.3	3,654.31	23,937.60	116	46	70,397	220																									
Chester.....	7	7	8	522	.....	126	154	148	146	2	13	23	Free	2,555.00	316.4	647.30	3,519.79	9	6	3,470	250																								
Hanover.....	10	12	12	1,651	145	137	196	167	185	17	17	50	Free	8,810.00	1,875.6	1,975.51	11,550.42	7	2	5,354	550																									
Jederson.....	7	3	10	510	3	25	69	23	229	4	.....	.....	.....	1,029.00	57.7	2,919.57	1,278.35	10	3	3,351	260																						
Montgomery.....	6	6	6	562	123	119	140	8	518	2	1	2	.....	5,911.00	212.7	1,901.19	4,022.89	6	4	3,325	120																								
Morris.....	13	13	13	1,716	61	169	155	47	493	13	48	13	.....	3,401.00	611.2	1,351.98	4,933.29	21	11	10,359	250																								
Pequannock.....	9	9	9	964	191	294	353	31	172	.....	17	1	.....	2,000.00	351.6	417.0	4,346.95	20	5	12,445	390																							
Ramoth.....	11	11	12	1,253	10	79	148	25	135	4	10	.....	.....	2,000.00	455.4	2,167.00	2,570.75	9	2	7,443	20																							
Rockaway.....	16	15	15	969	35	43	75	25	353	57	4	.....	.....	2,568.00	375.4	1,871.00	3,221.48	12	8	4,375	200																							
Roxbury.....	10	10	10	880	178	100	160	111	50	.....	9	1	.....	1,200.00	322.52	857.41	1,853.51	34	29	4	325																							
Washington.....	10	10	10	969	178	100	160	111	50	.....	9	1	.....	1,200.00	322.52	857.41	1,853.51	34	29	4	325																							
*Taken from last report.																																														
																110	106	119	11,030	1,027	1,143	1,759	2,423	2,455	99	110	8,829	3,771	97	1	25	8,542	00	3,999	42	5,123	05	1,063	23	23,722	72	160	74	86	360	236

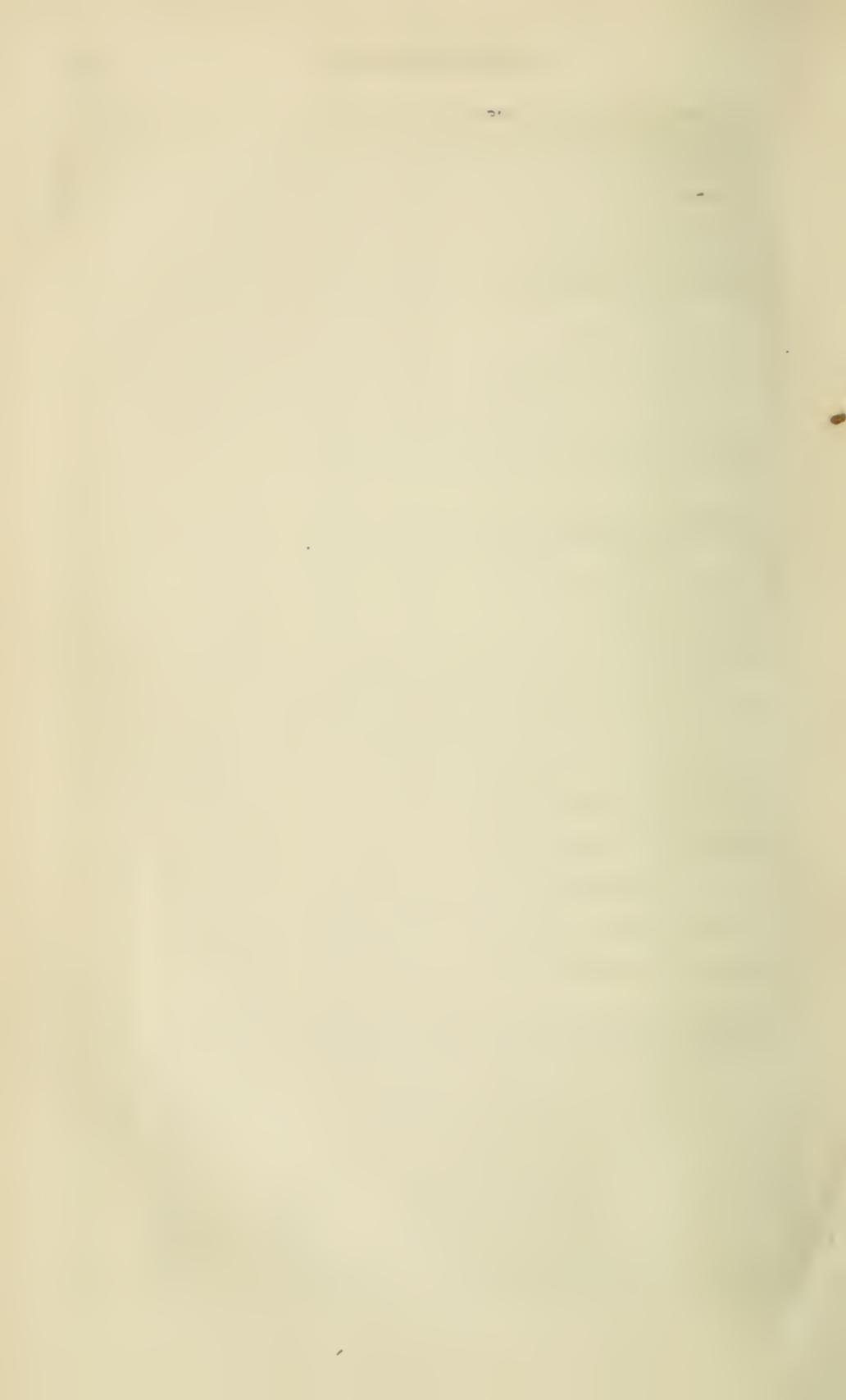
OCEAN—Pop. 11,250																
	9	7	10	69	194	169	89	394	169	\$2 00	\$220 00	\$278 54	\$37 98	\$205 52	17	\$5000 \$240
Breck.....	14	4	10	966	10	136	314	246	20	69	2,795 34	273 71	250 66	3,210 70	6	2
Dover.....	9	9	9	75	294	30	35	3	3	59	640 00	283 32	133 37	1,225 69	4	3
Jackson.....	8	8	8	77	385	212	70	102	32	774	349	283 9	328 7	1,211 09	1	3
Paintsides*.....	4	4	4	6	385	212	70	102	20	491	200 00	31 04	191 1	681 22	1	3
Stadford*.....	4	4	4	6	385	212	70	102	20	491	200 00	31 04	191 1	681 22	1	3
Union.....	6	6	6	63	409	219	6	409	219	409	200 00	235 08	194 9	581 25	1	4
SOMERSET.																
Population, 22,061.																
Berkeley.....	12	12	12	6,4	395	222	616	685	355	86	4	2,999	925	6	2	2
Bethlehem.....	8	8	8	68	100	126	55	80	10	11	12	335	285	9	3	3
Bermarck.....	4	4	4	68	175	225	185	50	615	500	1	75	500 00	240 64	668 1	5
Bracewells*.....	13	2	10	1,077	73	51	57	22	279	170	11	2,70	800 00	165 52	159 9	250 0
Franklin.....	15	15	15	1,077	73	51	57	22	279	170	11	2,70	800 00	165 52	159 9	250 0
Hillsborough*.....	8	8	8	87	119	136	170	130	110	21	13	665	399	11	2	2
Montgomery.....	9	9	9	87	150	95	35	40	55	1	355	231	9	4	4	4
Warren.....	56	71	81	6,725	692	812	792	637	392	49	106	4,198	1,477	10	46	41
SUSSEX.																
Population, 23,865.																
Byram.....	7	5	7	513	10	70	52	56	34	2	2	137	7	3	3	3
Frankford.....	14	7	11	692	72	50	60	128	50	470	219	6	80	948 60	183 46	893 49
Greene.....	5	5	5	351	39	90	96	19	895	290	9	2,50	325 50	233 10	739 22	1
Hardy.....	10	6	10	614	29	77	107	116	1,20	15	468	190	9	2,50	325 50	233 10
Lanfayette.....	3	3	3	298	15	20	135	10	20	135	10	87 7	618 88	57 7	20	20
Montague.....	9	9	9	1,331	29	100	90	70	35	498	180	9	266 76	76 76	4	4
Newtown.....	10	10	10	597	21	18	141	140	172	20	3	1,016	495	444	25	5
Sandyton.....	9	9	9	660	18	170	168	178	49	704	272	10	488 97	569 0	248	150
Sparta.....	11	5	13	701	32	74	113	158	152	12	539	344	7	2,50	325 50	233 10
Stilwater.....	10	5	9	778	39	96	100	150	150	5	556	141	4	3,00	1,000 00	412 52
Wagoner.....	20	22	22	1,327	696	239	170	50	46	110	669	9	2,00	1,500 00	412 74	1,238 94
Wantage.....	13	104	127	7,983	1,701	1,210	1,354	1,406	1,392	112	20	7,299	3,173	8	2,27	10,926 00
WARREN.																
Population, 28,433.																
Bridgetown.....	2	2	2	420	135	40	62	86	78	10	403	186	10	181 52	284 51	3
Franklin.....	4	4	4	438	67	76	102	145	106	3	496	198	8	275 8	25 56	3
Fredricksburg*.....	10	7	6	484	14	82	103	134	122	7	2,50	1,212 50	183 68	196 18	13 00	3
Greenwich.....	2	1	2	440	7	100	195	239	164	11	8	788	378	12	156 00	80 00
Hackettstown.....	6	7	6	324	36	39	24	19	3	191	112	11	319 78	197 37	45 00	3,231 75
Hardwick.....	7	7	7	523	26	100	100	60	73	12	2	521	240	9	1,50	880 00
Hopewell.....	11	7	11	620	29	100	100	60	73	12	2	521	240	9	1,50	880 00
Independence.....	9	9	9	612	11	620	29	100	60	73	12	2	521	240	9	1,50
Kennett*.....	3	3	3	480	11	620	29	100	60	73	12	2	521	240	9	1,50
Lordsburg.....	4	4	4	698	6	65	138	50	152	10	3	465	226	10	2,00	1,035 00
Manchester.....	7	7	7	711	67	127	106	132	10	3	300	195	9	2,00	1,035 00	127 72
Oxford.....	4	4	4	151	23	18	61	40	7	740	481	10	1,50	50 00	31 08	51 67
Philadelphia.....	2	2	2	859	450	139	190	61	40	7	740	481	10	2,00	1,035 00	127 72
Washington.....	6	6	6	859	169	66	73	105	12	5	351	177	8	2,00	1,035 00	127 72

*Taken from last report.

GLOUCESTER.

Population, 15,405.

Chaverton.....	5	4	5	9/11	25	176	224	229	225	80	.....	974	240	9	\$2 50	\$1 25	(6)	\$330 34	\$455 14	\$150 00	\$2 295 44	9	2	4	\$50	\$200
Duckford.....	12	6	7	1,254	12	35	125	276	241	25	2	75	2 26	9	2 75	2 019 00	440 63	399 75	.....	.....	2 51 35	7	6	1	4 70	235
Franklin.....	15	5	5	724	.....	.....	.....	.....	.....	21	2	55	.....	3	.....	500 00	234 81	.....	.....	.....	7 04 82	20	1	8	23	160
Greenwich.....	10	15	17	854	55	19	214	216	114	55	5	73	.....	17	3	1,253 00	252 62	271 50	25 00	.....	1 633 24	5	1	2	13	353
Harrison.....	6	6	6	534	63	73	85	74	70	10	.....	36	225	4	2 25	65 00	562 54	2 00 00	.....	2 00 00	2 205 57	15	1	13	42	231
Mantua.....	12	6	14	1,055	325	290	224	153	100	.....	45	965	.....	8	3 00	870 00	536 28	801 45	.....	.....	3 320 73	7	4	2	250	300
Woodwich.....	58	49	61	6,991	487	685	970	734	109	85	4,473	279	3 30	2 30	7,201 00	2,586 75	1,247 85	775 00	.....	1,401 00	11,523 33	58	4	37	382	240
UNION.																											
Population, 27,786.																											
Elizabeth.....	1	1	7	2,941	381	262	324	430	240	.....	34	1,591	835	12	Free.	9,192 00	1,437 91	.....	.....	.....	11,000 00	21	10	17	80	245
Linden.....	5	5	4	295	59	4	35	24	.....	3	14	.....	9 5	.....	1 71	885 00	106 51	168 40	.....	.....	1 984 87	4	1	7	20	210
New Providence.....	5	5	5	.....	59	40	52	52	4	.....	22	141	12	.....	1 60	80 00	175 00	560 00	143 30	.....	1 729 30	3	2	8	20	233
Prattville.....	2	2	2	900	174	115	156	225	131	.....	16	862	34	1 4	Free.	2,600 00	435 65	45 00	.....	.....	2 251 65	17	1	1	700	240
Railway.....	6	6	6	1,385	440	435	281	501	39	1	.....	1,431	710	10	3 00	3,000 00	650 00	.....	.....	5,050 00	17	1	1	70	300	
Springfield.....	3	2	3	299	39	30	69	70	49	.....	2	22	11 8	.....	2 2	350 00	125 75	450 00	10 00	.....	865 75	.....	.....	.....	200	220
Union.....	8	8	8	541	119	9	131	55	17	5	418	147	8	.....	2 25	650 00	805 00	251 00	.....	.....	1,014 57	6	4	7	65	170
Westfield.....	5	4	5	526	5	3	76	99	47	6	4	34	12	.....	1 51	650 00	227 57	7 83 00	.....	1,441 57	4	2	2	65	170	
* Faces from last report.	33	33	35	7,550	1,260	1,002	1,225	1,440	911	12	65	5,185	2,445	19	1 50	19,297 00	3,131 51	2,351 40	2 03 50	25,165 08	71	11	5	300	240		



APPENDIX.

REPORTS OF TOWN SUPERINTENDENTS.

ATLANTIC COUNTY.

ATLANTIC CITY.

I am happy to inform you that our school is at the present time in a flourishing condition, with a fine prospect of its continuing so, for our teachers are zealously at work endeavoring to place our school on the list amongst the first class. While the people are manifesting greater interest than ever before in its prosperity, as you will see by the appropriation made to have our building enlarged and the teachers paid; and if you could see the splendid edifice which stands in the centre of our city and is daily thronged by the youth of our place, you would be firmly convinced of the fact. We now have a building to be proud of, and a school not to be surpassed by public schools.

We have but two teachers yet, as our rooms are not all finished, but I trust another will be completed within a week or two, when we shall employ another assistant. Our principal informed me that there were one hundred and thirty pupils in school, to-day. So you see that the people along the marshy lands of Jersey are awaking to the importance of education, seeing that it is highly essential to good citizenship, usefulness and loyalty.

E. S. REED,
Town Superintendent.

EGG HARBOR.

The schools of the township are generally well conducted. The people are evidently taking a deeper interest in the subject of education, and realize the fact that it is far more profitable, in every respect, to employ competent teachers, as the impressions that are made on the youthful mind influence, in a great measure, the future life of the child.

C. SOMERS,
Town Superintendent.

EGG HARBOR CITY.

Since our last report the condition of the schools in this city remains almost unaltered, except that the means of instruction have been increased through the acquisition of several valuable school books, among which may be mentioned Webster's Unabridged Dictionary, Lippincott's Pronouncing Gazetteer, (furnished by the State,) and P. M. Wolsiefler's excellent Singing School.

It may, however, be remembered that there is one prevailing impediment to the cause of education in this place, that is, the frequent change of scholars during the school year, caused by the peculiar situation of new colonies.

The salaries of teachers, as well as the maintainance of the school, are paid by the Gloucester Farm and Town Association, our share of the State money being used to enlarge our library.

CHRISTOPHER BUSCH,
For the Committee of Schools.

GALLOWAY.

In transmitting my annual report I have to say, with reference to the general condition of our schools, it is encouraging, although there has not been that advancement during the past year that there ought to have been, on account of the neglect of some of the trustees. There are eleven districts in the township. In some of the districts they have elected trustees that do not take the interest in education that they should. I have taken more pains the present year in trying to regulate and bring them under proper discipline. According to the law, they have all sent in correct returns of all the children between the ages of five and and eighteen years. We have, in some of the districts, very good schools. In No. 1, No. 7 and No. 9, all the year, with the exception of vacations. We have good teachers at present. In all the districts I have notified all teachers to keep registers in the schools, and they are required to be licensed before they can draw any public moneys. The freeholders have selected very good examiners for the present year. I think they will make an improvement in the system of licensing teachers. We have made some progress in education during the last three years. The majority of the people seem to take more interest at the present time than they did previously.

GIDEON CONOVER,
Town Superintendent.

HAMILTON.

The condition of schools in the township has not materially changed since my last report.

Some of the districts manifest considerable interest, while others seriously neglect the cause of education, seeming to think that if their sons or daughters can make a few pennies, it is far better than even an ordinary education.

We were unfortunate in district No. 3 in having the school house destroyed by fire; a good supply of maps, etc., also burned; but were fortunate in being supplied at once, by the kindness of Judge Moore, with a pleasant room, used as a public hall, in which the school has since been kept.

We have had, for the most part, good teachers, though too many changes, the teachers all being regularly licensed by the committee appointed for the purpose by the board of freeholders.

We hope to make greater advancement in the cause of education the coming year.

CHAS. E. P. MAYHEW,
Town Superintendent.

MULLICA.

Accompanying this, you will find the statistical report of Mullica township, but for only part of the year. As there were only two schools in the township that kept registers before I entered upon the duties of this office last spring, I am unable to give you the statistics of all the schools, except for the last eight months.

In some of our districts there is a manifest determination to keep pace with the progress of the day, but I am sorry to say that in some others there seems to be a disposition to go on in the same old way their fathers did.

Hammonton district, No. 4, has, this fall, three schools, and is about to establish a fourth. Two of the schools are for the little ones, and the other two for the more advanced scholars. Thus it is approaching towards the system of graded schools. It will not be long before this district will have such a system. The inhabitants, most of whom are from the Eastern States, are determined that their children shall have the very best education that can be obtained.

It is with much pleasure that I speak of the two schools in this district for the large scholars. In point of good government and thoroughness of instruction they cannot be excelled by any in the State, not even by the Model School in Trenton. The principals of these schools are most excellent, efficient and competent instructors, one of them an alumnus of Waterville college, Maine; the other, for many years a successful teacher in New York and Jersey City.

Two of our school houses are very deficient in proper furniture.

One of them has not a seat fit for a little child to sit upon. The desks, of which there are four, are propped up by short sticks, and there is not a sign of a blackboard; but the people have been awakened a little, and we hope that some improvement will be made before another year rolls round.

We are glad to be able to report that the majority of our school houses will compare favorably with any in the State; well built and well furnished.

One thing, sir, I would suggest, and that is, that suitable blanks, to be filled up by the teachers at the end of each term, as copies of their registers, be printed by the State, and a sufficient number of them furnished to each Town Superintendent. This would always enable the Town Superintendent to collect the information needed by the State Superintendent, and would produce a further benefit, viz., oblige the teacher to keep a register from which to make his copy. This plan is pursued in many other States, and with great success. The expense to the State would be trifling, and the benefit resulting would compensate more than a hundred-fold.

Notwithstanding that our school law is admirable in some respects, and a great advance on former years, in many respects it is yet sadly defective, and needs a thorough revision, which I hope it will get this winter. There ought to be less uncertainty as to the disposition of the school money; it ought to be made imperative on trustees, and not on teachers to provide registers for the schools; the State, or the trustees of the school fund, ought to select a series of text books to be used in all the common schools in the State; it ought to be made imperative upon parents to send their children to school at least one-fourth of the year; and the amount to be raised by taxation for the support of schools in each township, ought not to be less than three dollars per scholar.

Would you believe it, sir, that in a locality, not in this township, however, but only a short distance from it, six houses pretty close together, with families of from five to eight children each, were visited, and not more than two persons in all these families could either read or write a single word. It is with shame that I am obliged to confess that the same is almost true of some of the families in our township, and not until it is made obligatory upon parents, will many of them send their children to school. No wonder that New Jersey is far behind many and most of her Northern sister States, and that she has been, in past days, a byword among them; but New Jersey has entered the arena, and the other States must look well to their laurels, or she will yet distance them.

F. R. BRACE.
Town Superintendent.

WEYMOUTH.

I can give you but a very few of the answers you requested, as the teachers have not reported to me, except one; and I am also a laboring man, and have not been able to visit the schools. I would respectfully report the best I can. Monroe district, there has been no school kept this year; Estellville district, there has been two quarters kept by a man; Union district, there has been two quarters taught satisfactory; Jersey district, there has been two quarters taught, one by a gentleman and one by a lady; Champion Landing district, there has been three quarters taught, one by a gentleman and two by ladies. Since I was elected I received \$281 58, and paid the same, subject to the orders of the trustees.

I would be pleased to make a more full report, but it is out of my power at present. Hoping anything you can add to my report you will do so, if you please.

WM. CAMPBELL,
Town Superintendent.

BERGEN COUNTY.

FRANKLIN.

As chairman of the school committee of the township of Franklin, I have labored diligently to furnish answers to your series of questions, as per circular, which would have been forwarded at an earlier day could I have had the necessary information from the schools. It has also become my duty to furnish you with a written report of the condition of our schools. The school committee have endeavored to discharge their duty, but have found much difficulty connected with the office, from the fact that while it is all important that teachers and trustees should be careful to furnish the Superintendent with a full and correct report of the condition of their schools, at least at the end of each quarter, this is often neglected, and with a change of teachers causes considerable trouble to the officer, who is compelled to leave his business, and search for the necessary information. And there are few men in a farming community like ours who are satisfied (however much in favor of the cause,) to spend days of valuable time, when schools are distant, in going about the township visiting schools, searching for information, examining and licensing teachers, and perform all the duties obligatory on a Town Superintendent, (all of which has been faithfully performed,) and receive for their compensation the amount allowed school committees by law, for visiting schools.

I do not wish to make any remarks as to the change in our township, with regard to the present system of superintending schools. It has been styled an economical system, and economy is wealth; but what is wealth, compared with education? While the one is lasting, the other takes wings and flies away. And as the duties of Superintendent are more laborious than many imagine, and require both time and talent, therefore I do not hesitate to say that the laborer is worthy of his hire.

As to the condition of our schools, I have already reported that they have been well disciplined and well taught. This answer was, perhaps, rather favorable; it would have been more in accordance with my feelings to say as well as usual.

Our schools are conducted at present by teachers of both sexes, all of whom are considered of good moral character and are actively engaged in advancing the cause of education in our township, and I am happy to say give satisfaction in their respective districts. Yet, in my opinion, some can only do justice to the younger portion of their pupils, while those that are more advanced are laboring under a serious disadvantage, from a want of a requisite ability on the part of the teacher to teach a school properly.

This can only be remedied by a willingness on the part of the people to pay more liberally for tuition, (which, in my opinion, would be a profitable investment,) so that men and women of a higher standard might be employed.

I trust the day is not far distant when the people of our township will wake up to a sense of their duty, and take a greater interest in improving the minds of the young and rising generation, who are soon to become the men and women of our land. And I earnestly hope that parents will reflect, and come to the conclusion that a good education is the best and greatest gift they can bestow upon their children. In conclusion, I quote the following: "Education enlightens the understanding, corrects the temper, and forms the manners and habits of youth, and fits them for usefulness in their future stations. To give children a good education in manners, arts and sciences is important. To give them a religious education is indispensable. And an immense responsibility rests on parents and guardians who neglect these duties."

A. G. GARRISON,
Chairman of School Committee.

HACKENSACK.

In this county, the town meetings are held in April, hence, the school year, with us, properly begins and ends in that month. The accounts of the Town Superintendent are audited by the township committee the Friday next preceding the town meeting. In replying to your interrogatories contained in Circulars Nos. 1 and 2, a dis-

crepance may appear in the answers to question fourteen in Circular 1, and twenty-two, in No. 2. I will receive this year, before next town meeting, independently of moneys raised for building purposes, etc., which are unknown to me, \$4,007 34, made up of town tax, from State, and interest of surplus revenue. The total amount received last year, ending in April last, as per answer to question twenty-two, in Circular 2, was \$4,763 35. This sum includes all that had come into my hands up to the time of balancing accounts in April last.

Although one might be led to believe that the engrossing topics of the day would withdraw attention from the subject of public education, the interest manifested by the people of this township is yet lively and unabated.

The rapid increase of population in different localities in this township creates much embarrassment in the formation of new school districts, and in altering the boundaries of the existing districts. The school law (*vide* section ten, of act of 1851.) which disallows an incorporated district to be abolished or altered without the consent of a majority of the taxable inhabitants of said district, operates as a prevention in nearly every instance in which an alteration is desired. Suppose it is found that it would conduce to public education to form a new school district, to be composed of small portions of three or more districts. The power to form said district rests with the inhabitants of the several interested districts, and any one of them, by withholding consent, can arrest a great public interest, had in contemplation by those most devoted to it, and nothing short of the interference of the Legislature can advance it. There certainly should be some local power in the township to satisfactorily adjust these matters, which can be more comfortably settled at home than in Trenton.

JOHN VAN BRUNT,

Town Superintendent.

HARRINGTON.

I have been very busy of late, and consequently have left my report until nearly the last moment, yet I hope to be in season, so that at your roll-call you will not find me wanting. I shall be as concise as possible, and endeavor to show you Harrington as she really is in her educational pursuits: preferring to unveil rather than share her guilt, for guilty she has been of sore neglect in regard to the nourishment of her brood of schools. But I am happy to say she begins to see her errors, and is awakening in a measure to her sense of duty; yet there is room for vast improvement.

Harrington, as you are undoubtedly aware from former reports, consisted of, at first, seven school districts, which have since been reduced to five, and a portion of another known as No. 6; the scholars of which attend school in an adjoining township, and consequently

are not numbered in my report to you of November 1st. The buildings of each are very comfortable, and tolerably adapted to their purpose, all of them having been erected within the last six years. Improvements, such as painting, here and there a new lock substituted for a broken one, are in some cases necessary, but through sheer neglect and carelessness of trustees, have been neglected. The teachers of said schools are, I think, endeavoring to do their duty, and seem to take a true interest in their profession; but I am very sorry to say they do not, in my opinion, receive that encouragement from the inhabitants which they truly deserve, and which is absolutely necessary to promote our common schools. I refer particularly to irregular attendance, which must certainly come to your notice upon looking over series No. 2. It is true a teacher can aid greatly in this, but he *cannot*, without the aid of the parents, enforce regular attendance. It is true, he may win the love and respect of his pupils, and through his ability and aptness make those principles which otherwise would seem dry, lively and interesting, rendering the school room a pleasant place, attractive to all who come within its sphere; yet there is a something that tells him all is not well, and the work, though passing on smoothly, is not as progressive and pleasant as it should be. It is the parent who can make it what it should be, if he gives due encouragement and aid to the teacher. It is the *parent*, the confidant of the child, who can impress that youthful mind with the necessity of improving the opportunity given him, and to assist in forming the foundation which is in the future to make the man. Thus aided, the teacher's duty becomes pleasant and agreeable; there is a harmony throughout, and the work is complete. Now I will give you a glance in each school room, and then close. In No. 1 we find a tolerable uniformity of text books—McGuffie's Reader, Green's Grammar, Connell's Geography, Ray's Arithmetick, both practical and mental, etc. This school is well furnished with outline maps. In No. 2, we find, if anything, a better uniformity of text books. They use Wilson's series of Readers, Stodard's Mathematics, Cornell's Geography, etc. In No. 3 we find a number of different text books; at first there were as many kinds as scholars almost, but through the exertions of the teacher they have improved in that respect, and are much better classified. No. 6 has been laboring under the same difficulties, but they are also coming out conquerors. In No. 7 we find a uniformity although a scarcity of text books, which shall be remedied immediately. I wish to have all schools in my township use the same text books, if possible, and humbly ask your aid in selecting the best authors.

DAVID NAUGLE,
Town Superintendent.

NEW BARBADOS.

I am pleased to state that the schools in the township are in a flourishing condition, and well supplied with first class teachers, and most of them with such as intend to make teaching their business; two are graduates from Normal Schools. Two of the schools are so large that each requires two teachers; the remaining six are smaller, requiring but one teacher each; making ten teachers employed in the township, seven males and three females.

The highest salary paid to male teachers is four hundred and fifty dollars, the lowest is three hundred dollars. The highest salary paid to females is three hundred and twenty dollars, and the lowest two hundred and fifty dollars per year.

We have one school district where a special tax is levied for a debt that is remaining on the school house.

The schools are all well supplied with blackboards, some of them have maps and charts, and two have globes; they all have Webster's Unabridged Dictionary for the use of the teacher and scholars, and all keep the daily register of attendance.

EDGAR E. VREELAND,
Town Superintendent.

HOHOKUS.

In making my annual report I have nothing particularly new to transmit. The condition of our schools is about the same as usual. They have, for the most part, been in operation during the greater part of the year. As to their condition and prosperity, I do not know that I can report an advance. The branches taught are those of the lower grades of education, and the scholars attending those of the smaller classes.

It appears that the children in our township, in general, quit school at too early an age and with a too limited education. They do not advance beyond the mere rudiments of learning—they do not attend long enough to enable them to enter into the beauties of science, or to have their minds cultivated and refined by the influences which a higher grade of education can and will impart. We want something more than a mere ability to read, write and keep ordinary accounts, in order to give a finish to a child's education. We would desire them to be furnished with a key to enable them to understand the many operations of nature which continually occur around and within themselves, and thus be provided with a source of enjoyment as well as a moral refinement which will abide for life.

To elevate the standard of education in a community is no easy task. The most obvious method is the employment of the most intelligent and efficient teachers. The services of such cannot be obtained for a low salary, and as there is a manifest unwillingness on

the part of the people to employ any but cheap teachers, the cause of education suffers. There are children enough in the township to constitute in each of the districts a large school, but, as before stated, they are withdrawn at too early an age, thus leaving only the younger children in attendance.

ALBERT S. ZABRISKIE,
Town Superintendent.

LODI.

The following report is respectfully submitted. It is an agreeable duty to state the "interest manifested in educational affairs" is decidedly encouraging. I am not able, however, to announce an increase in school tax, which is one dollar and fifty cents per scholar, twenty-five cents less than heretofore. The board of chosen freeholders, as usual, having failed to appoint a board of examiners, the duty of examining teachers devolved upon myself, with the trustees.

Of the three districts into which this township is divided, but two have their schools in operation. District No. 1 has been closed about two months, in consequence of the public money being expended, and the people not desiring to keep their school open in winter. The school house in this district is a low, wooden structure, scarcely large enough to contain the small number of scholars. If they have a genuine interest in promoting the welfare of their children, a new building will be erected before the lapse of another year.

No. 2 has an able teacher, under whose instruction and guidance the pupils make rapid progress. The number of children attending at this time is seventy. The building is scarcely commodious enough to seat so large a number comfortably, and measures will probably be taken this winter either to enlarge or erect a new edifice.

The village of Carlstadt, in this district, is continually increasing, and this fact will warrant the erection of a new school building.

No. 3 is in charge of female teachers. The number of scholars is one hundred and seventeen. Education is a prominent idea in this district, as is shown by the interest taken in the promotion of their school. The examinations are attended by encouraging parents and friends, who, by their presence, evince a lively interest.

JOHN HOPPER,
Town Superintendent.

WASHINGTON.

In complying with your request, I am happy to say that, in general, the schools in this township are in a prosperous condition. Two or three districts, rather given to change, have gone through their usual mutations. No school changing its teacher every few months,

has ever yet come to be much distinguished for scholarship. Schools unstable as water can no more excel than individuals.

The teachers employed in this township are generally well qualified for their stations; but the changes are too frequent for the good of the schools, and the difficulty of obtaining suitable persons should all the more induce those in power to hold such as are really competent. A few dollars should not stand in the way of employing a suitable person to occupy the highly important position of teacher of public schools.

Several of the schools in this township are in a flourishing condition; particularly those under the supervision of Miss M. J. Carr and Mr. H. Bingham. In these the progress of pupils is very perceptible. Others are in a lower state, owing, in a great measure, to a lack of educational zeal on the part of the people of the district in which they are located. There is evidently a necessity of holding out greater pecuniary rewards, in order to induce teachers of genius and talent to enter the field of common school labor; but it is feared that such inducements will never be held out till the community are aroused on this important subject, and so interested as to demand the very best instruction for their children, whatever may be the cost.

S. J. ZABRISKIE,
Town Superintendent.

BURLINGTON COUNTY.

BORDENTOWN.

In making the "report" prescribed by the statute, it gives me pleasure to state that the condition of the public schools in this township is most encouraging and flourishing. The tax payers of this township, ever since the passage of the supplement in 1851, have uniformly raised by taxation the maximum sum for each child authorized by that enactment. The result has been that our common schools have been in every respect steadily improving. Care has been exercised in the employment of suitable and well qualified teachers; large and convenient buildings have been erected or greatly enlarged and improved, and discipline in the school has been strictly enforced, and the standard of education is being annually elevated. In this town during the past summer the public school house has been enlarged at an expense of \$4,000, and will now comfortably seat six hundred pupils, all of whom are under the care and instruction of a corps of competent and conscientious teachers, who give evidence of being deeply interested in their important work. In addition to this we

have another school in the town deriving its support exclusively from the public funds, where about one hundred pupils, under a thoroughly trained teacher, are daily taught; and still another (colored) where the average daily attendance is about thirty-five. Besides this, we have a number of private and select schools, taught in the town, which are conducted wholly by private enterprise, and derive no support whatever from the public funds. In the other public schools in the township, particularly the schools at Fieldsborough, the schools are admirably conducted by intelligent and experienced teachers, upon the most improved system. In every instance where new teachers have been employed, careful and rigid examinations as to qualifications, ability, &c., have preceded their employment. If our present system is continued with such improvements as experience may suggest, in a few years we shall send out from our public schools a body of young men and women who, by their intelligence and thorough training, will exercise a most important and wholesome influence upon the community.

G. S. CANNON,
Town Superintendent.

CHESTERFIELD.

Enclosed you will find most of the answers to your second series of questions, as correct as it is possible to get them. There has been one new district formed in the township since my last report, and a neat school house erected, which is now occupied. Our schools have all been kept open the past year, allowing for the usual vacations. The schools appear to be well conducted, and are taught by competent teachers, and the children are improving in their studies. The people seem to take far more interest in the education of their children than they did formerly.

AARON BUNTING,
Town Superintendent.

CINNAMINSON.

Enclosed you will find my report of the schools in Cinnaminson. As my term of office began last spring, it is impossible to make a perfect report, as I could get no report from some of the teachers that taught last winter.

In speaking of the condition of the schools in this township, I must say that it is to be regretted that there is no more interest taken in the education of children.

Two of our schools are under the care of the religious society of Friends. These, I am informed, are visited once a month by the

trustees; the rest are not visited as often as they should be by the trustees and patrons.

I cannot understand how it is that men will suffer themselves to be elected trustees of our schools, and not take more interest in the education of children.

I think if they would take as much interest in employing teachers to teach our schools as they do to employ help upon their farms, we would have much better schools than we have at present.

When we employ a teacher to teach our schools, the question should not be asked, is he from this place or that place—is he from this school or that school? but, is he qualified—is he worthy?

R. M. BROCK,
Town Superintendent.

LITTLE EGG HARBOR.

The somewhat comprehensive report which I made to you last year, concerning the condition, prospects and promise of our schools, together with the more full and complete details given in my remarks to the town meeting last spring, and which the inhabitants did me the honor to publish in a pamphlet for distribution, a copy of which was forwarded to you, will perhaps relieve me from any very extended general observations upon the subject at the present time. I shall therefore chiefly confine myself to the events of the past year.

While I regret to say that the advancement has not been so considerable as I earnestly hoped it would be at the time of making my last report, yet it is cheering to believe that the evidences of progress continually increase, and become more and more apparent.

During last winter our schools were all crowded, and the regularity of attendance was good, but the spring and fall terms in some districts have not exhibited the same gratifying evidences of prosperity. Some of the causes leading to these results will be hinted at hereafter.

The average number of months taught are one and a half less than last year, which fact is attributable to the circumstance that one district which has usually had six months of school and frequently nine, has had no public school during the year. A private school was taught in the winter; in the spring the house needed repairs; and the autumn was principally occupied in making these repairs.

Last spring, on the 11th of April, the Saturday following the annual district elections, I called a meeting of the trustees of the several districts, for the purpose of directing their attention to, and of conversing with them upon, such subjects of general and local interest to the schools as seemed to be demanded. The subjects discussed at this meeting were:

1. The form of preparing lists of children between the ages of five and eighteen years in the respective districts. Some districts, previous to this year, have never sent in lists properly arranged, with the

ages of the children given, etc. In this respect there is some improvement.

2. The propriety of re-numbering the districts, so that their numerical order should correspond with their local order, which was not the case previously, and of altering the boundaries some. The changes suggested, having received the consent and approval of the trustees then present, have since been made and established.

3. The subject of licensing teachers, before permitting them to enter the schools. The trustees, in some districts, had heretofore been in the habit of employing teachers and sending them into the schools without consulting the Superintendent about it, and that officer had been expected to find them out and license them, as a matter of course, whether competent or not. This mode of proceeding had been exceedingly embarrassing to the Superintendent on several occasions, and a change was recommended. The practice, I am sorry to say, is not entirely abolished.

4. The subject of introducing a uniform series of books in the schools, especially of Readers, was strongly urged upon the attention of the trustees. I regret to add that the recommendations seem to have had but little influence with them.

5. The great importance of comfort and neatness being studied, sought and observed in the construction, furnishing and repairing of school houses was also particularly mentioned, and such improvements as were thought desirable and requisite were recommended.

Extracts touching these several points were also read from the valuable *Instructions* of the State Superintendent, accompanying the School Laws.

A Teachers' Institute was held in Tuckerton during the last week in June, at which the larger number of our resident teachers were present, and several from other sections of the county and State. Its sessions were also attended and much enjoyed by a number of the citizens of the village and vicinity, but it is a subject of regret that the public generally did not avail themselves, as much as they should have done, of the excellent opportunity thus afforded of getting better and more correct ideas of education.

The plan of grading the public schools in the districts comprised in the village of Tuckerton, which was described in my report of last year, was successfully established, and the inhabitants affected by the change were generally satisfied and pleased with it. During the winter and spring the graded schools flourished with unexampled prosperity, and the people, by acknowledging the propriety and success of the system, became in a measure pledged to its support and continuance; but during the summer vacations, private and sectarian interests drew off unimportant factions, and two private schools have been established in the district in competition with the public schools, constituting, virtually if not intentionally, opposition to them.

In communities where the public funds are not sufficient to furnish free schools, the harmonious and united efforts of all the people are

required to make the public schools such as they should be; such schools as that there may be no need of better ones in the district; and if the same amount of money were expended annually in supporting district schools as is wasted in private, select or sectarian schools, they would rise to such a degree of excellence and efficiency that no others could successfully compete with them.

Notwithstanding, however, the unexpected and unjustifiable defection of the few who advocate and support the private schools, the graded system is successfully maintained, and the children of the district are furnished with nine months of excellent schools at very moderate cost; some of the more needy free of all charge whatever.

It is to be hoped that when the terrible struggle in which our country is at present involved shall have ceased, and when the rights of humanity shall have become more completely established, and more universally acknowledged, that both national and State governments will give the subject of the education of the whole people more earnest attention and more powerful and effectual support.

THEOS. T. PRICE,
Town Superintendent.

LUMBERTON.

In making my annual report it gives me pleasure to say there is an increase of interest in schools, in several respects, in our township, and particularly in raising money for school purposes, which is within a fraction of three times as much as last year; and well may we be interested in the youth, for to them we must look for the future prosperity of this nation.

JOS. H. DEACON,
Town Superintendent.

MEDFORD.

Since there are no registers kept in our schools, my answers to the annual queries must be partial.

I am preparing blank forms at my own expense and labor, and introducing them into the schools, hoping that in future the answers may be fuller.

I regret that the facts require me to acknowledge that the schools in the township do not reach the standing which our common schools should. This is attributable, in a measure, to the frequent change of teachers and a want of proper care on the part of trustees in selecting them; but in a greater degree it is chargeable to the want of interest in the parents themselves. With too many, it apparently makes little difference what the qualifications of the teacher are, so their children attend school a certain number of days annually.

In one district, however, more interest is manifested; a teacher, who has had the benefit of a partial course at the Normal School, is employed, and the school is free at present, a progressive move which it is desirable may be followed by the other districts.

A reformation is much needed, both in the school houses and the furniture. The former are mostly located at some cross road, unenclosed by fence, and too frequently unshaded by a single tree, so that, if the lamp of knowledge, as is often the case, shines dimly, it may be illuminated by the dazzling rays of the sun.

The furniture is of the antique, yellow pine order, cut and carved, as such deserves to be. The seats are without backs, and the walls, for the most part, unadorned by maps. Globes and other apparatus necessary to successful teaching are much needed.

More frequent visiting of schools by parents would be beneficial, and a closer scrutiny into the character and qualifications of those to whom they commit their most precious jewels—the minds and souls of their children—to be formed or deformed, as the teacher is apt or unapt to teach, is very desirable.

JOSEPH JONES,
Town Superintendent.

NEW HANOVER.

Herewith I send you, as required by law, my annual report and statistics connected with the operations of the Public Schools of this township during the past year. The information furnished varies but little from my former reports, as to attendance and funds appropriated for the purpose of education in this township. Allow me to say, carefully prepared school registers are much needed, and unless furnished by the State Superintendent, I do not see how they can be obtained. I would suggest that the State Superintendent make application to the next Legislature for an appropriation for that purpose, and I will lend my aid in helping pass the bill. Allow me, before closing, to state that there seems to be a great backwardness among the trustees and parents in visiting their schools. Where parents are careful to magnify the importance of education and of the free school system in the estimation of their children; where they aid and encourage them in their studies at home, looking after their improvements with apparent solicitude, visiting the schools occasionally, expressing sympathy with the teacher, and influence others to do the same, the happiest results are usually secured, the teacher is respected and encouraged, the scholars are stimulated, and a healthful public opinion is created.

DANIEL LAME,
Town Superintendent.

SHAMONG.

I am happy to say that the people of this township take great interest in their public schools. The township is small and thinly settled, but we raise \$300 for school purposes. A new district, which I was called upon to set off this year, has been incorporated, and \$200 have been raised by tax for the building of a new school house. Our township is receiving great benefit from the public school system. All our schools are free, and most of them are well taught. The children take great interest in their studies, and I may safely say that some of them are not to be surpassed in the elementary branches by the children of other townships. It is to be regretted that our district trustees do not visit their schools and give them that attention which they should.

EDWARD H. WARRICK.

Town Superintendent.

WESTHAMPTON.

I send as near an approximation to correct answers to the two series of questions as the information I can obtain from the teachers in this township will enable me to. Some schools have had three or four teachers during the year and but three teachers have answered the questions.

We greatly need well-trained and more competent teachers, and to have them there must be greater interest felt and more liberality in giving such salaries as will induce good teachers to undertake the management of the schools and to remain longer.

DAVID FERRIS.

Town Superintendent.

SOUTHAMPTON.

The number of public schools in this township is eleven. Nos. 1 and 2 are parts of districts, with the school houses situated in two adjoining townships, and are not included in the circular. Numbers 3, 4, 5, 6, 7, 9 are whole districts, composed entirely within the township. No. 8 is the largest and most central, and is composed of three separate schools, with one male and two female teachers.

In this district the trustees are building a new school house two stories high, thirty-eight by fifty feet, of wooden material, suitable to contain all the scholars of the three schools. Estimated cost is three thousand dollars. The one thousand additional in the circular has been raised by this district to assist in building said house. The five hundred received from other sources, is the proceeds of one of the old school houses of said district, which the trustees have appropri-

ated in the erection of the new one. The schools are well attended, and are in a prosperous condition. The number of scholars taught in the different schools is seven hundred and eighty-seven. The schools are all free, and have been kept open ten months on an average.

I have received one thousand two hundred and forty-four dollars and eight cents, which I have appropriated and expended to the different districts in the following manner :

To District No. 8,	. . . . .	\$465 25
“ “ 7,	. . . . .	270 00
“ “ 6,	. . . . .	98 00
“ “ 5,	. . . . .	36 68
“ “ 3,	. . . . .	75 16
“ “ 1,	. . . . .	53 00
“ “ 2,	. . . . .	96 11
“ “ 4,	. . . . .	82 58
“ “ 9,	. . . . .	55 54
Whole amount expended,		\$1,232 32
Amount received,		\$1,244 08

Balance in my hands, \$11 76

There are eight school houses in the township, one is of brick, and seven of wooden material, all having one room, and are all one story high. They are all in good repair, and afford ample accommodations for all the scholars, all having play-grounds attached. The furniture is of the ancient fashion, and is somewhat the worse for the wear.

I have visited the schools twice since last April, which makes twenty-two times in all. I cannot report the visits of the Trustees, as I have no account of them except from the teachers, who say they are few, and far between. The inhabitants generally manifest great interest in the cause of education, but do not show it in their visits to the schools.

There is little uniformity in the school books used, these being selected by the teachers; then with a change of teachers a change of books, which makes considerable dissatisfaction among the employers of the schools.

The books mostly used in the schools are Wilson's Readers, Greenleaf's Arithmetic, Warren's Geographies, with McGuffie's Reader and Speller, and Comly's Spelling Book, Smith's Grammar, &c.

ELIJAH W. HAINES,

Town Superintendent.

CAMDEN COUNTY.

CAMDEN.

I have the honor to mail herewith Series No. 2. Since our last annual report you will perceive we have opened four new schools, giving some three hundred and fifty seats for pupils, yet we have not sufficient accommodations for all the applicants. Quite a large number of children are now awaiting admission into our schools. The schools under the care of our Board are in a very prosperous condition. The teachers have been selected with great care and seem most admirably adapted to impart their knowledge to the children entrusted to them.

During the past year we have been building a large, commodious and substantial three-story brick school house, immediately opposite our county court-house, in the North ward of our city, containing twelve airy and comfortable school rooms. The building was planned by our townsman Stephen D. Button, Esq., and embraces all the modern improvements, and reflects much credit upon its designer. Every attention has been given to *safety* in the first place; all the stairways are detached or separate from the main building and all doors swing in and out, so that, with the aid of a good sized hall, running the entire length of the building, escape is every way accessible in case of fire. It would seem, in fact, that the building is almost fire-proof, if not entirely so. The partition walls are brick from the foundation to the roof. In the second place, while economizing the space for each scholar, every attention has been given to the proper and economical heating and ventilating of each room, with suitable conveniences for receiving the apparel, &c., of the scholars. The building is erected in the centre of a large lot of ground, so that about eighty by one hundred and thirty feet of ground is left on the north and south ends of the building, which will be enclosed with a tasty iron fence, affording pleasure grounds for each department. The building, when completed and enclosed, will cost us near \$20,000. We have in contemplation the opening of two schools of a higher grade (for boys and girls) than we at present have, though this is not definitely determined on. Our operations are somewhat retarded by our funds not being adequate to the requirements; this, however, we shall endeavor to remedy by legislative aid, as we shall ask the privilege of raising three mills instead of two as now, which we think will be ample for all our wants.

The free school system is growing largely in the estimation of our citizens and they are ready to pay any reasonable tax for their support.

There seems to be a wilful negligence on the part of parents and

guardians in not requiring a more constant attendance on the school by the scholars, as you readily see that the daily average attendance is far below what it ought to be. Children are kept out of school for the most trivial purposes, sometimes days at a time, and sent just often enough to retain their seats; hence our Board, as our rules show, have felt called upon to be quite stringent on such delinquencies. Then again, the efforts of the teachers are not properly seconded by requiring the children to study their lessons at home instead of in the school-room. So that the children are got out of their sight, that is all some seem to think of. My judgment has long since been convinced that we need some stringent statutory enactments which will require the people to send their children to school regularly and discountenance idleness and truancy. Alas, too many are allowed to grow up in entire ignorance, while every opportunity is extended of giving each child a suitable education, and that without cost.

Neglect the education of your children, permit them to run in idleness, visit all scenes of debauchery and profligacy, and you effectually prepare them for the county jails, workhouses and state prisons, with all their horrible attendants.

Massachusetts seems to have become thoroughly awakened on this subject (if not on others); they maintain a truant court at considerable expense, to prevent truancy and children loitering about street corners. If parents will not take care of their children and send them to school at proper times, the authorities do by sending them to places provided expressly for such cases, where moral reformation is one of the principal studies, &c.

The teachers in our employ have in contemplation the formation of a Teachers' Institute for this city, so that monthly meetings (if not oftener) may be held for their own improvement in the art of teaching. One feature proposed is a regular system of criticism, which, it is thought, would be productive of good. We are glad to see teachers recognize the fact, that when they enter upon the discharge of their duties as teachers they should not neglect a constant culture of their own minds, so that they may keep pace with the march of improvement and be ready to impart the result of their studies to the scholars committed to their care for preparation for future usefulness. It will be our pleasure to have the State Superintendent and other friends of education call on us and take a look at our schools at any time.

JAMES M. CASSADY,

Sec'y of Board of Education of City of Camden.

NEWTON.

I have transmitted the annual report of the schools in this township with as much accuracy as circumstances would permit.

The schools in the township are in as flourishing a condition as

could reasonably be expected, there having been in some of them an almost entire change of teachers. There appears to be an increasing interest manifested in public school education by the people at large, and the consequent attendance of the pupils has been very satisfactory. We have two capable, intelligent, colored teachers (males) placed over schools of the same complexion, who, it appears to me, are among the very best of our pedagogues. There has been \$1,344 raised by the township, and \$3,550 special tax ordered by four of the districts together.

All the teachers have been licensed.

B. W. BLACKWOOD,
Town Superintendent.

STOCKTON.

Accompanying this, my annual report, you will find the questions in Series No. 2 answered, so far as I have undertaken to answer them, correctly. From the fact that we have a change of teachers twice yearly, it is very difficult to give answers to certain queries therein propounded. And supposing that no answers were preferable to erroneous ones, I have governed myself accordingly. Fearing the financial part may seem obscure, I will simply re-state as follows:

One instalment of State Fund received March 5,	-	\$37 76
“ “ “ “ “ “	- -	85 10
		<hr/>
Making from the State,	- - - - -	\$122 86
In addition to this amount there was raised by tax in		
District No. 1, Union,	- - - - -	\$225 00
“ 2, Rosendale,	- - - - -	300 00
“ 3, Greenville,	- - - - -	110 82
		<hr/>
Total Incorporated District Tax,	- - - - -	\$635 82

Making altogether \$758 68, which, with the balance on hand at the end of last year, has been sufficient to make our schools free.

From the foregoing, two facts are apparent, that we have not raised by township tax any money for school purposes, and have received no interest from surplus revenue.

The first is easily explained. The latter seems quite mysterious to the town superintendent. Yet, as he is only a disbursing agent, it is quite unnecessary for him to ask invidious questions pertaining to the official business of other parties.

The condition of our schools is not what it should be, yet I am happy to be enabled to note some considerable improvement. The teachers generally have been mindful of the high trust reposed in them.

I am quite confident our schools can never reach a proper standard

of usefulness while we continue to change our teachers every few months. This is a sore evil, and one which appears as difficult to eradicate as it is pernicious in its effects.

E. J. OSLER,
Town Superintendent.

WASHINGTON.

This being my first year in office, I have not been able to answer your questions as fully as I could have desired. It gives me pleasure to report that our schools are gradually improving. The amount of money received this year will be \$721 67. Most of our schools are open at the present time, and will, no doubt, remain open throughout the year. We feel the need of more money and better teachers. None of our teachers are from the Normal School. In the spring and summer we employ females at \$50 per quarter, and in the winter males at \$90 per quarter.

WATERFORD.

In compliance with your request I enclose the yearly report.

It gives me much pleasure to inform you that the cause of education is surely, but slowly, advancing in our township. Light is breaking, and the minds of the people are waking up to the importance of mental training for their children.

Our schools are improving both in instruction and discipline, as well as in regular attendance. Philosophy and the Constitution of the United States are now taught in two of our schools, and the object system has been successfully introduced in Gibbslow school district by a female teacher.

It has always been my desire to visit each school once a month, and so far as the demands of my practice would allow, I have observed that rule.

DANIEL M. STOUT,
Town Superintendent.

UNION.

Enclosed you will find the answers to series No. 2 answered. I cannot give you so cheering a report of the progress of our schools as I would wish. We have been deprived of a large amount of our school money. We have two large manufacturing companies in our township, owning about one-half the property; they have been dissatisfied with the assessment put upon their property, and have paid no tax for this or last year, consequently we have been under the neces-

sity of suspending our schools for five months, and thus our schools have not made so much progress as they should have done.

School district No. 2 is much in want of a new school house; it was the intention to have built one this season, but the want of money and the high price of building induced the trustees to postpone it to next year. District No. 3 is well supplied with first-class school houses, and well furnished. The schools are well supplied with books, maps, black-boards, &c. The schools are generally satisfactorily kept; some of them, I think, could and should be improved.

WM. S. McCALLISTER,
Town Superintendent.

CAPE MAY COUNTY.

CAPE ISLAND.

In reference to the public schools in the City of Cape Island, I have but little to say, except what is included in statistics herewith enclosed.

The interest manifested in common school education is anything but flattering. Our people profess any amount of interest in education, while their works give the denial to their words.

With a number, even at this age of improvement, there is an opposition to free schools. This number, I am happy to say, is greatly in the minority, but so considerable has been that opposition, and so great has been the general apathy in reference to education, that last year the City Council, (upon whom devolves the raising and appropriating of all monies) raised no free school money. And on previous occasions, only an amount sufficient to secure the State money was raised, and on one or more occasions, to my certain knowledge, even the vote by which that amount was appropriated, was rescinded, after the apportionment of State money.

Such was the state of education during the time we had no free school money, that it would seem the opposition above noted ought to have been cured: but such was not the case—the opposition still remains, notwithstanding, we were almost entirely destitute of schools for a long time, for want of free school money.

During the present year, we have undertaken to adopt the “part pay and part free” system, which also meets with a formidable minority opposition; and it is worthy of remark, that many of those opposed to the latter, are among those opposed to the former, which seems as strange as true.

We need better school-house accommodations. We have a building belonging to the city, which, if properly fitted up, would make a respectable school-house, but the internal arrangement is anything

but convenient. There is a prospect, however, that we shall have this entirely remodeled. For this we pay rent, as it belongs to the city, not to the school.

I should remark that, while we have but one school, we employ two teachers, a male and a female, constantly while our school is open.

Yours,

J. S. LEACH,
Town Superintendent.

DENNIS.

The schools of Dennis township, taken as a whole, have made some improvement during the past year. We have had but one school (district, No. 5,) that has continued its sessions during the year, (due allowance being made for vacations,) and that has only been accomplished by the raising of private funds. Much more might be accomplished for the cause of education, if some means could be adopted by which all our public schools could be kept open during the entire year, and I can think of no better method than an act by the Legislature, compelling the different townships of the State, to raise by tax a sufficient amount of funds for that purpose. Certainly no friend of civil and religious liberty would wish to cast his vote against such a measure. With the State normal school and good salaries, we can always secure the services of the best of teachers for our public schools.

The buildings in which our public schools are held (with one or two exceptions,) are most miserable relics of generations that have long since been sleeping in their graves; much better adapted to the sheltering of the inferior creation, than for the purpose now appropriated. Can you suggest any plan by which our people can be induced to believe and understand, that it is the interest of their offspring and of humanity to abolish the use at once and forever, of those delapidated, cheerless, comfortless shanties, in which they place their tender offspring, and in which they could scarcely be induced to stall one of their cattle? They are really a blasting, withering, mildew upon the cause of education, and it is really a burning shame, that children should be compelled to spend their youthful days in them.

As a general thing, the books used in our schools are of the best selection. In district No. 5, the books are all selected and furnished by the trustees at wholesale prices; this avoids a want of uniformity in books used in the school.

JESSE H. DIVERTY,
Town Superintendent.

LOWER.

In accordance with my duty, I herewith present to you such

statistics as you request, relating to the schools of this township. I have made these statistics as perfect as circumstances would admit, and much better than I anticipated when I commenced the duties of my office. Not a single register was kept in any school, except my own, and in some cases not even a list of names of scholars could be found. Now there are registers of attendance, of some sort, to be found in all our schools, with but one exception, and I hope soon to be able to supply each of our schools with a good, substantial register, so that this great necessity shall exist no longer.

I am happy to report to you the most gratifying fact, that the interest among the people of this township in the great cause of education, is decidedly and rapidly increasing: but still our schools are in want of almost everything, and my experience as a teacher in this township, and my visits to the schools, have convinced me that the most pressing want is a full supply of good books and apparatus for teaching. I have been laboring constantly to supply this great need. Last winter I succeeded in obtaining for one of our schools nearly every needed article, and this winter I am extending my efforts to all the schools in the township.

The condition of our school-houses is another important matter. We have many dull, dingy rooms, with no proper means of ventilation and badly heated, with most miserably arranged seats and desks, no proper space for classes, or blackboard exercises: some so utterly uncomfortable and so totally inappropriate to the purposes for which they are used, that it is most surprising that any intelligent parents, with comfortable homes, would permit their children to stay in such places. All these matters are beginning to receive much attention, and the friends of education are awakening in earnest to the importance of improving our schools.

JOHN W. LYCETT,
Town Superintendent.

UPPER.

Enclosed you have the statistics of the public schools in Upper township, Cape May county. The schools are generally well attended, having competent teachers, and there seems to be an increased interest felt generally by the inhabitants. We have county examiners in the county, who attend to their duty faithfully, and the children are deriving more benefit from the working of the school law than formerly.

All the schools in the township are free. The township raised this year only two dollars per scholar for free school purposes.

JOHN JONES,
Town Superintendent.

MIDDLE.

The following report of the condition of the public schools in Middle township, Cape May county, is respectfully submitted:

The number of scholars for the present year is seven hundred and sixty-seven. In most of the districts the schools are entirely free; in two districts ninety cents a scholar a quarter are assessed on such parents as choose to pay it.

No. 1 has been kept open six months; No. 2 has been kept open twelve months; No. 3, twelve months; No. 4, nine months; No. 5, six months; No. 6, six months; and No. 7, six months.

The amount of money received from surplus revenue, \$123 63; from the state, \$252 93; amount raised by tax, \$1,524; in all, \$1,910 56. This amount is expended in paying teachers, in purchasing fuel, and in paying such other incidental expenses as the necessities of the schools require. There is an increasing interest in our public schools, and they are conducted with much order and decorum.

The past year has seen an unusual number of changes among our teachers, and I have received reports from only two; most of the others, being new teachers, having no reports to make.

During the past year that dreadful disease, diphtheria, has made fearful ravages among our children, in some instances causing a suspension of schools for some weeks. During the winter and spring months, the building of our railroad made such claims on the bone and sinew of our county, that most of our large boys were taken from school to work on the road.

C. F. LEAMING,
Town Superintendent.

CUMBERLAND COUNTY.

BRIDGETON.

In making out my return for the present year I concluded to make no remarks, for I could only repeat what I had before said. But on looking over your report of the last year I find that only four of the eight town superintendents had given any information further than answering your questions, and two have not even done that. And in order to show that we are not all dead I will speak a word for the township of Bridgeton. Our public schools are doing well, increasing slowly every year. We have good school houses, well ventilated, class rooms well arranged, the whole well heated for the comfort of the children

during the cold weather. Our teachers for the most part are of the first order. We have some graduates of the State Normal School, which I find to be of great advantage to our public schools. We need more of them in the county. The public school in our township has become a fixture; the people willingly tax themselves whatever amount of money the trustees say is needed to sustain it.

LEWIS McBRIDE,
Town Superintendent.

FAIRFIELD.

I herewith forward to you the annual statistical report of common schools in our township. It is necessarily imperfect, from the want of registers from all the schools. Two of the less important schools have not been kept since the last winter term, and two of the more important have both changed their teachers, one of them repeatedly. Add to this that it is a new thing for them to keep and report such registers, and it may not seem strange that I have received but five out of the ten. Since my election last spring as town superintendent, I have been careful to inform every teacher of their duty in this respect, and intend to continue to do the same, so that there may be full and accurate reports hereafter.

There has been a good degree of interest manifested by this community in behalf of public schools; they are the only kind we have. The teachers, with some exceptions, have been faithful and successful. Some of our best teachers have been females, two of them from the Normal School. It would be difficult to find, anywhere, better teachers to fill their places. In four of our principal schools they have recently purchased Parker & Watson's series of school books for the use of the schools. So far they give satisfaction, as they afford uniformity and facility to both teachers and scholars.

The school houses are mostly comfortable and convenient. In the upper village of the township they have taken the preliminary steps to become incorporated, and expect during the coming year to erect a new and more spacious building in place of the old one.

Since our town meeting last March I have paid out of the public school fund \$729 03, and of this amount \$217 82 have been paid for books, repairs and school expenses. The drain in this way from the fund for school purposes, ("to be applied exclusively to the purposes of education.") is every year increasing, while the town appropriation is only one-half of what it was a few years since. Hence the importance of some more definite and efficient action, or appropriation for this purpose by our Legislature.

ROBERT OSBORN,
Town Superintendent.

DOWNE.

In connection with answers to the second series of questions I send you this, my written report of the number and state of the schools in our township.

We have nine school districts and ten school houses in the township. Of these one has been kept open the entire year, with a short vacation. Five of the district schools have been kept three-fourths of the year. In two, school has been kept open about three-fifths of the year, and in one only one-half of the year. Our schools are all open at present, and five of them are well taught. Of the other four I cannot speak so positively, they having so recently commenced. I regret to be under the necessity of saying that we have more than two hundred children in the township who do not attend school, although of sufficient age to do so.

We have, on the whole, better schools than we had last year. I have no doubt that if the trustees and patrons of our schools would more frequently visit them it would add to their efficiency. Their visits are too far between.

I am pleased to find that one old notion is beginning to be repudiated, viz.: that any one who can readily call the letters of the alphabet is competent to give first lessons to children; some begin to see the importance of correctness at the beginning.

J. C. CHEW,
Town Superintendent.

STOE CREEK.

I herewith transmit to you my report of the condition of the schools in this township.

The answers to the series of questions may not be strictly accurate in every particular, but are substantially correct. There is in this community a growing interest manifested in the cause of education, and judging from the change of public sentiment on this subject within the last ten or fifteen years we indulge the hope that the time is approaching when common schools will receive from the people that encouragement which they so much need.

GEO. TOMLINSON,
Town Superintendent.

DELAWARE.

I am in hopes, from the interest taken in our schools for the last six months, there will be a better report from our township another year. One of the schools, that has not been open for about two years, has been open six months, free, and one that it was almost im-

possible to get a copy of the register has been open the last six months with an average daily attendance of thirty five, for that time; free with the exception of an entrance fee of fifty cents per quarter for each child.

The amount of money raised and collected the present year will have to be embraced in the next report, as the collector has not been able to render an account of the amount collected. There are three large parts of districts in this township with school houses in other townships, which of course will always make our report look bad at the best. I hope that the interest manifested may continue and increase.

J. W. NICHOLSON,
Town Superintendent.

ESSEX COUNTY.

BELLEVILLE.

Our schools occupy nearly the same ground as reported the past year.

We have five districts, and in each district a school has been maintained during the whole year, vacations excepted.

We have had but two or three changes of teachers.

Our schools seem to live and prosper in the favor of the people, and are undoubtedly proving a great benefit, particularly to many who would otherwise have no means to educate their children.

Some objections might be made to the working of the system of free schools, but I am doubtful whether anything could be instituted more beneficial to society at large.

All our teachers have licenses, and I believe all are faithful and punctual in their duties.

The several boards of trustees have been attentive to the wants of their schools, and we believe we may report the schools in Belleville township to be in a healthy, growing state.

SAMUEL L. WARD,
Town Superintendent.

BLOOMFIELD.

The Superintendent of the township of Bloomfield respectfully reports to the State Superintendent, that the schools in its five districts have been in session as usual an average of $11\frac{1}{2}$ months.

District No. 1, or Central Union, has raised seven hundred and fifty dollars (\$750) for improvements during the past year. It has made an addition to its building of two recitation rooms and a hall, for the better accommodation of the primary department, which was greatly needed and which greatly facilitates the improvement of the scholars. The trustees of this district deserve great credit for their unremitting zeal and untiring efforts to promote the best interests of the school.

District No. 2 (Mont Clair), like No. 1, is a public school, and, as reported last year, has erected a very fine brick edifice for its accommodation. It has raised, during the past year, one thousand dollars (\$1,000) for school purposes. They have made an addition of two to their corps of teachers, and contemplate farther improvements during the coming year.

District No. 3, (Washington,) still labors under great disadvantages for want of a good building in a suitable location. As it is comparatively a small district and possessed of limited means, it is difficult to properly compensate their at present, excellent teacher, or present motives for the improvement of the pupils. Were they connected with some public school, or had a better location, it would greatly facilitate the cause of education in this district.

District No. 4, (Stone House Plains,) has made great advances in improvement within a few years. They have a fine brick edifice in an excellent locality, and possess every facility for making their school one of the first order. It is a large district in a rich region of country, and by a little public spirit on the part of the community the cause of education might be made greatly to flourish. They have employed during the past season a young lady of experience, who has been very successful in advancing the scholars, most of whom have been small.

District No. 5, (Speertown), during the past year has been incorporated under the name of Mount Hebron. This district deserves great credit for the impulse given to the cause of education. Though in a retired location and not possessed of great means, it has raised for educational purposes during the past year two hundred dollars, placed a bell upon their school-house, and procured a set of outline maps, at a cost of twenty or twenty-five dollars, secured the services of an experienced and able teacher; and at present, their prospects for the next year are still more flattering, than the year that is past. A few improvements about their school grounds would render the location far more inviting than it has ever been.

With the advice and mutual consent and co-operation of the trustees and teachers of several schools, we have introduced a feature new to us, but we hope not to other townships, viz.: A quarterly-examination of the schools in the studies which they have pursued during that period. To these examinations, we invite not only the parents and trustees of each school, but all the teachers in the township, male and female; also teachers of select schools and clergymen, that they

may witness the proficiency of the scholars. This system has just been initiated, and as far as carried out, operates admirably. It guides and encourages teachers in the performance of their duties; stirs them to activity in their work; shows parents what we are doing for their children; and inspires confidence and emulation on the part of the pupils.

The first effort of the kind, was made in the Central Union district, at which *all* the teachers in the township, male and female, were present. It was decidedly a success, and has been followed up in the other schools with flattering promise, and we hope to make the plan general and permanent. We recommend the trial of the system in other townships, where it has not been adopted as one which promises good.

E. SEYMOUR,
Town Superintendent.

CALDWELL.

This township has increased the amount of money raised by tax for public schools during the present year. Our schools are generally prosperous. The districts are united in carrying forward the interests of education, and the cause is generally on the advance.

Herewith I transmit our annual report.

MATTHIAS S. CANFIELD,
Town Superintendent.

CLINTON.

In transmitting you my annual report, I have nothing to add in regard to the condition of our schools different from what my last year's report contains, and what you have already received in the series of questions put forth by you for information in regard to the educational interests of our state. We have had several changes of teachers in the township during the past year, which in most instances have been for the better. Allow me, before closing this, my fourth annual report, to express my gratification and appreciation in regard to the very able and satisfactory manner in which you have conducted and discharged the affairs pertaining to your position as State Superintendent of the schools of New Jersey. I think I express the feelings of all those who are deeply interested in the cause of education throughout our state, when I speak of the persevering efforts and suggestions put forth by you for the advancement of the cause, and to make our state one of the shining stars in the brilliant galaxy engaged in the cause of education.

D. S. SMITH,
Town Superintendent.

EAST ORANGE.

In making to you my first report for the new township of East Orange, I have nothing of special interest to note in reference to the public schools. The Legislature, in creating the township, at its last session, divided it into three districts, viz.: the Ashland, Eastern and Franklin, and fixed their limits, thus incorporating them. In the Ashland and Eastern districts the schools have been in operation the whole year, and have been entirely free. In the Franklin district there has been school only six months, with a small charge for tuition. The school in the Ashland district is worthy of commendation, being well supplied with books by the trustees, and the teachers are competent and faithful. The house is in good order, well adapted in its arrangement to promote the comfort and prosperity of the school, and the other districts would do well to make it a model on a scale adapted to their wants. In the Eastern district the teacher is not wanting in faithfulness and ability, but there is too much labor for one female teacher, particularly in a room too small and not well seated. The building is not owned by the trustees, and I would recommend that the inhabitants should get possession of it and put it in complete order, adapting it to the wants of the school, or erect a new building. The school should be graded, well supplied with uniform books, and more teachers employed. To bring about this result, the subject of education must have a larger place in the minds of the people, and the importance of having schools of a higher order more deeply felt. In the Franklin district, the school was closed about the time I was elected superintendent, and therefore I know little of its condition. I think, however, there must be a great want of interest on the subject of education, or, in a district so large and represented by so much wealth, the school would not be closed for so large a portion of the year.

SAMUEL C. JONES,
Town Superintendent.

LIVINGSTON.

I have the honor to submit to your consideration, the accompanying statistical report, together with a few remarks in connection with school matters in this township.

Of the five buildings used for school purposes in the township of Livingston, one is new, having been built but a few years, another is in excellent condition, another moderately so, and the remaining two are rather dilapidated. They are all probably quite sufficiently commodious to meet the present wants of the districts in which they are situated, three of them perhaps needing some repair, for which purpose I am sorry to say no money has been appropriated this year.

It is much to be regretted that all the schools in this township are

not entirely *free*, as many children are, probably on this account, prevented from attending them, and thus deprived of that all important blessing, an *education*, simply because their parents may be unable or unwilling to contribute the amount necessary, in addition to the public appropriation, to sustain the schools. This insufficiency to meet the wants of the schools, of the appropriations voted by the inhabitants of the township at their annual town meeting, argues a want of interest, in the cause of education, unaccountable when we consider its vast and growing importance, and which is still further shown by the infrequency of their visits to the schools. Besides if they evinced a moderate show of interest by calling to inspect and examine for themselves, into the condition of affairs, the efficiency of the teacher's method of instruction and discipline, and the rapidity of the progress made by the children, it would impart new zeal to them, stir them to new and more vigorous exertions, and inspire them with a praiseworthy desire to gain distinction and commendation.

A common cause of complaint exists among teachers in the country of the want of uniformity in the systems of books used, and I regret to say that this evil exists to some extent in this township, an evil which, however, is quite susceptible of correction. An uniform system of text books could easily be adopted throughout the township, the teachers be directed to use these and these only, and parents requested to provide their children with such books. Many people suppose that certain kinds of books are good enough, they themselves were taught from them, and that their children can learn from such books equally well; admit that this is true, that they are quite as good, perhaps better than those used in the schools, but the parent should understand what unnecessary toil and trouble is caused to the teacher by such a diversity of books.

From what I have been able to learn, the progress made this year has been about equal to that of preceding years, that is, it has not been extraordinarily rapid, but such as we usually expect in district schools. The teachers all seem to be sufficiently well qualified for their positions, and in their modes of instruction and discipline, I may safely say, strive to their utmost to do their pupils justice, and as far as they are able, to give satisfaction to all concerned.

GEORGE H. STRATTON.

Town Superintendent.

MILLBURN.

In making this my second report to you, it affords me pleasure to state that, there has been a marked improvement since my last report in the schools in this township. All the schools, I believe, have been better disciplined, and better taught than they were last year.

I have examined the schools carefully,—and have not hesitated plainly to point out wherein I thought improvement might be made in

teaching, or in government. I have endeavored to assist the teachers in preserving strict order; and on every visit, I have addressed the children, and have spoken very plainly of any lack of discipline, or correctness, or thoroughness, in their recitations, or want of improvement in their studies.

W. COLVIN BROWN,
Town Superintendent.

NEWARK.

The statistics furnished in answer to your series of questions will give a clearer statement of the condition of the public schools of this city than can be expressed in words, in the little space I might be expected to occupy in your annual report.

The number of children between the ages of five and eighteen years is considerably greater than was shown by the census of the year preceding, while the attendance at school has been about the same. The per centage of attendance has been greater this year than in any previous year. Teachers, pupils and parents have worked together very harmoniously, and consequently, good progress in discipline and study has been made. I have not known a year in which so little dissatisfaction with teachers has been manifested on the part of those who patronize the schools.

Our teachers are constantly improving in the science and art of teaching. About nine-tenths may be ranked among the first class of instructors. There seems to be an increasing disposition to employ female teachers in all subordinate positions, and in those schools where it has been tried the results have been very satisfactory.

In view of the inflated prices of the necessaries of life the board increased the salaries of the teachers, varying from fifteen to twenty-five per cent. The largest increase is on the primary school teachers. All communities would do well to look at the matter of salary of the primary school teacher. We need, and we expect to have the very best material for this position. In addition to the talent we must have the peculiar tact, and should have the mature judgment. Our board of education are looking at this department in a proper light. We have not carried the system of object teaching to that extent which is to be desired, though feeling the way along slowly.

Our school houses have been very much improved during the year, and one new primary school house erected, which will accommodate three or four hundred children. In most of the wards of the city ample room is furnished for all who desire to attend school. It is gratifying to state that the Common Council granted liberal appropriations for the current expenses of the schools during the year.

In conclusion I may say that the cause of education has made good progress the last year, and is more firmly established in the affections of the people year by year.

GEO. B. SEARS,
City Superintendent.

ORANGE.

Along with this you will receive my annual report of the condition of schools in our township for the current year.

In addition to the answers returned to your printed questions, I am happy to be able to say that there has been a marked and encouraging improvement in some of our schools during the year that is drawing to a close. This improvement is due in a good degree we think, to the efficiency of some new teachers whose services have been secured within the year, and whose method of teaching, as well as their success in maintaining order and discipline in the schools has been highly satisfactory. And it may be worth mentioning in this connection, that three of these teachers were educated in the State Normal School of Connecticut, and their eminent success in teaching is the best evidence of the real value of such institutions.

I cannot say that there has been much increase of interest during the year among the inhabitants of our town generally on the subject of common school education. Its importance seems not to be duly appreciated by one in twenty of our adult population. Until the people of our town come to look upon popular education as one of the great and precious interests to be diligently looked after and liberally provided for—if, indeed, it be not paramount to all other interests—we cannot expect to make our public schools what they ought to be, for people will carefully watch over and liberally provide for only such things as they consider of paramount importance. And to know in what esteem free schools are still held by the mass of our citizens one needs only to glance at our public school buildings. These are miserable enough. The principal building, instead of being, as it should, an honor and an ornament to the town, is really a disgrace to it, and is so regarded, I believe, by all who appreciate the importance of good public schools. It is old, rickety, unsightly, ill arranged, uncomfortable, badly situated and altogether unfit for school purposes. It is hoped that the time is not far distant when the people here will be so heartily ashamed of their present forlorn and shabby-looking school houses that they will generously step forward and tax themselves a sufficient sum to replace them with others that shall be an honor to the place and a blessing to future generations. It is a shame that this beautiful town of Orange, with all its wealth, culture, refinement and outward thrift should be unable to point the stranger to a single commodious or decent school house within its entire limits. The fact is one which betrays a lamentable disregard of one of the first duties and most important interests of the town.

A prevailing evil in our schools, and one which even our best teachers find it impossible to overcome, is irregularity in attendance. Many of the children are absent half the time, and some more than half, often, too, on the most frivolous excuse. It is found to be of little use to report their absences to their parents, for the latter being generally persons of little education themselves, seem unable to appre-

ciate the importance of it to their children, therefore they cannot be induced to co-operate earnestly with the teachers in securing regular attendance, and neither the school nor the town authorities have the power to enforce attendance; and where the attendance is very irregular it is impossible for any school to flourish. It is discouraging alike to scholars and teachers. The absence of half the pupils in a class for two days in a week is a serious impediment to the progress of the whole class, while it adds very considerably to the labor of the teacher. With us, this evil is so prevalent and inveterate that we feel greatly the need of some statutory provision to enable us to overcome it. We need a class of officials such as they have in some of our eastern cities, known as "truant officers," whose duty it shall be to arrest and take to school every truant found in the street during school hours. And we need also a reform school somewhere in our neighborhood, and laws to enable the town authorities to take from the control of their parents or guardians and send to this school all such children as are permitted to grow up in ignorance, idleness and consequent vice. The safety and highest welfare of the state as well as of the children clearly demands this, for the theory of our government pre-supposes intelligence in those who are called upon to exercise the elective franchise; and this again pre-supposes or necessitates popular education. Under our form of government the only security is in the virtue and intelligence of the people. Take away these and you deprive the state itself of its only solid and enduring foundation; you rob the government of that which alone can render it stable and secure. Is it not a duty, then, which the state owes to itself—a duty which its own safety and permanence demand—to see that every child within its jurisdiction is educated? And where this duty is disregarded and neglected by the parent or guardian, and the child left to grow up in ignorance and vice, why should not the state assume the control of such child and provide for its education?

I sincerely hope you will take an early opportunity to press this subject upon the attention of our State Legislature. Without some such statutory provision as I have here suggested I see not how it is possible to prevent a large number of children in various parts of our state from growing up in ignorance and vice, and a still larger number from losing many of the advantages of our free schools, which with it they might enjoy. The bare knowledge of the existence of such a law would make the class of parents whom I have in view much more careful to see that their children were always in school when not necessarily detained at home.

B. F. BARRETT,
Town Superintendent.

SOUTH ORANGE.

In conformity with the requirements of law, I herewith submit this

my first annual report. Having acted in the capacity of Superintendent only since April last, I am unable to inform you as to the relative condition of our schools, compared with that of former years. Respecting their absolute condition, I would observe that it is susceptible of much improvement, yet it is obvious that they have made commendable progress during the past year.

Last winter, in virtue of a Legislative enactment, the greater portion of Jefferson district was set off from Milburn township and annexed to South Orange; hence, this township now comprises three districts and three parts of districts.

Two of our school houses are well adapted in every respect to subserve the purposes for which they were constructed; the others, three in number, are comfortable but not so commodious, well ventilated, and attractive, either in external or internal appearance, as is desirable.

The schools are not so well provided as they should be, with apparatus and other fixtures which are indispensable to well instructed schools. They are, however, amply supplied with black boards.

Our teachers have well performed the duties devolving upon them. They are each entitled to that high medal of praise, "Well done thou good and faithful servant." That greater results might have been accomplished, there is no doubt; but the failure to attain them is attributable chiefly to the withholding of that cordial parental co-operation, without which no teacher can reach the acme of success.

The teachers complain, and justly too, of irregularity of attendance. Too many parents ignore the fact that it is a great impediment to the progress of a school. It not only retards the progress of those who are themselves irregular, but it is detrimental to the interests of the whole school, and even compromises the reputation of the teacher.

Three of our schools are entirely free. The other two are sustained partially by a special assessment upon their patrons. In order that all the public schools throughout the State may become entirely free, and be supplied with well qualified teachers, would it not be well for the State to impose a *school poll tax upon every voter in the State*, in addition to the tax already *permitted* to be raised?

I would recommend an annual appropriation by the State, for the establishment of a *circulating school library in every school district*. This would enable each school district in a few years to accumulate a valuable library, and would thereby promote the educational interests of the rising and succeeding generations to an incalculable extent.

Those interests would be promoted likewise, by establishing a *free high school in each township*. Here the advanced pupils of the several district schools in the respective townships could be afforded advantages, which cannot be obtained in the district schools; and, as their promotion from the district, to the township school would depend upon their proficiency, there would be a powerful incentive for them to qualify themselves for admission to the high schools, and as

a consequence, a larger and more regular attendance at the public schools would be secured, dormant aspirations would be aroused, latent energies developed, and superior excellence achieved.

May the time soon come, when every child in our State shall have ample opportunities to acquire a good education.

ANDREW J. VAN NESS,

Town Superintendent.

WEST ORANGE.

This being a new township, some delay was unavoidably experienced in organizing the districts, and getting the schools into operation, which will account for the short time school has been open in at least one of the districts. They are all now, however, in the charge of competent and faithful teachers, and I am lappy to say that both teachers and trustees have shown a commendable zeal in the discharge of their duties, and I think I may say that there is an increasing interest felt on the part of the public generally in the subject of public schools. Except in one district no charge has been made for tuition, and it is hoped that in future they may all be entirely free.

The amount raised by taxation, three dollars for each child, is twelve hundred and thirty dollars. Whole amount raised and appropriated for school purposes, eighteen hundred and eighty-five dollars, and twenty eight cents.

The whole number who have attended school at all during the year, is one hundred and forty. The whole number of children between the ages of five and eighteen years, four hundred and ten, but of these a large number attend private schools in the vicinity.

EDWARD WILLIAMS,

Town Superintendent.

GLOUCESTER COUNTY.

CLAYTON.

Enclosed you will find series No. 2 as furnished, giving the desired information as near true as I am able to give it. It varies some from the report furnished last year, as to the number of children attending school; we are trying to get every one to send their children to-school as much as they possibly can. The school in District No. 1, Glassboro', is doing well. The male teacher is a man entirely devoted to his calling, and gives satisfaction. District No. 2 has had their school open the last year longer than usual. But they are not

as careful in selecting their teachers as they ought to be, and I have advised the trustees to be more particular in this respect hereafter. In this District, a move is being made to form a new District. The territory is large and there is reasons for a division. District No. 3 is increasing very fast in her number of children, and we have in prospect a law giving us the power to raise money by taxation to build a large and commodious school house, one that will be a standing and lasting benefit to us in this, Eislerville District No. 3. No 4 is a part of the township bordering on four others, and is small, they have about two quarters in the year. No. 5 make it a rule to have their school open in the summer one term, and open in the winter about one hundred days. Thus, I have briefly reported the condition of the Districts in the township. We all, as a people, are very careless about our attention and regard to the education of our children, we forget too much and too often that it is education that elevates a community, a State, a nation, and leave our teachers without that aid in the way of visiting and frequenting our schools, that we ought to give. In conclusion, I have to say that owing to the pressing demands on my time, I feel, if for no other reasons, (which there is,) this will be my last report as a town superintendent for some time.

J. D. HOGATE,
Town Superintendent.

DEPTFORD.

Believing the object of this report is not merely to give the state of the public schools, but if possible the real state of education, it must be borne in mind, that we have three parts of districts in this township numbering one hundred and twenty seven children. Two organized schools reporting one hundred and twenty one children, other schools at which about one hundred and twenty children receive their education, also a school for colored children taught by a colored teacher, (this school receives its proportion of public money.) From which it appears that over four hundred children, which is more than one-third of the whole, receive their education at other than our public schools. The attendance at these schools is not taken into the tabular statement respecting the number who have attended school, this will account for the small number of seven hundred and seventeen attending school out of one thousand two hundred and six. Comparing the condition of the public schools at this time with what they were when I was first connected with them as town superintendent thirteen years ago, there is but little evidence of improvement, and there is not much to be expected until the people manifest more interest in public schools by attending the annual meetings for the election of trustees; and trustees and parents visit the schools, showing to both teachers and scholars that they are not forgotten; holding the teachers to a strict accountability for the faithful discharge of the important duties of their station; impressing on the minds of the

children the importance of education by the lively interest they take in the school. When parents thus come to look to the condition of our public schools, then we may reasonably expect they will rise to their true standard. In answer to the question are any school houses needed in the township? it may be remarked that in consequence of the passage of a law by our last legislature entitled, "An Act to incorporate Deptford School Society School District No. 7, comprising the town of Woodbury and vicinity, it has been deprived of the use of the lower room of the old brick school house known as 'Deptford Free School.'" In the year 1773, a number of men formed an association and established this school, declaring "the principal point in view was the *public good*," this was the main general school for the whole neighborhood, up to the passage of the present school law in 1851, requiring the public schools to be *free*. At that time acting as town superintendent of Deptford township, I convinced the men who had the control of this property, that the true way of carrying out the intentions of the founders of this association, was to allow School District No. 7, to have the use of the lower room for a free school. And the district has used it for a free school until the past summer. Four of the men who controlled this property in eighteen hundred and fifty-one, have died leaving but seven members who in the spring of eighteen hundred and sixty-two, passed a resolution to apply to the legislature for power to give the property to School District No. 7, for the use of the free school; yet the legislature passed this sectarian law making all the members of the association responsible for it, although four of us used great exertions to have the law so amended that the free school would still be allowed to have the use of the lower room, there being ample accommodation for both schools. Failing in this we asked the legislature to strike our names from the preamble of this law, not wishing to be recorded on the statute book as saying that which we did not believe. By the passage of this law, I believe this trust has been perverted from its legitimate object, School District No. 7 has been deprived of a school room, and subjected to the necessity of becoming incorporated and heavily taxed to build a school house when there are already eight school rooms in the district, amply sufficient to accommodate all the children in the district.

The public money has been used as follows:

Paid to trustees of organized schools, . . .	\$245 97
Paid to teachers of free schools, . . .	639 75
Paid to teachers of schools not free, . . .	1,208 39
Paid to teachers of schools not under the control of district trustees, . . .	300 00
Paid to teachers of colored school, . . .	134 20
Paid for fuel, repairs, &c., . . .	130 49

\$2,658 80

B. J. LORD,
Town Superintendent.

GREENWICH.

The condition of the schools in Greenwich township is very much the same as that reported last year. The school house belonging to Friends has been very much improved by the addition of a large class room, erected entirely by private contribution. In this connection they afford a noble example to all the other districts of the township. Whilst they allow nothing to interfere with the school fund all the others encroach upon it, for fuel and every general want. This I consider wrong, and it should be corrected by the inhabitants of each district. Improvements and repairs of minor importance have been made in and about other school houses of the township.

The schools are all supplied with good teachers, all having licenses. The schools have all been open the entire year, allowance being made for vacations. On account of the scarcity of laborers, or some other cause, the schools in some instances have not been as well attended as they should have been during the last year. The amount of funds raised for schooling purposes for this year is \$1,176 41, derived from the following sources:

State appropriation,	\$252 62
Int. surplus revenue,	123 79
Raised by tax,	800 00

\$1,176 41

which will be apportioned equally among the 691 children of the several districts of the township.

For the benefit of my successor I will call your attention again to the subject of public registers, to be kept in all the schools. Every township superintendent should sound it in your ears till you could neither hear nor think of anything else.

JOS. C. WEATHERBY,
Town Superintendent.

MANTUA.

There has been no decided change in the schools of this township since the report of my predecessor. The fact that I have held the office of superintendent of this township only from March last renders it difficult for me to comply strictly with every item specified in your circular. In the absence of facts, owing to the teachers not keeping a proper register, I have approximated the truth as nearly as possible, and placed the same under proper heads in the table statistics. No examiners have been appointed for this county, consequently the duty of examining teachers for this township devolved upon the superintendent. Being intimately acquainted with the schools in this township I have licensed no teacher who was not amply qualified to take

charge of the school applied for. Out of eight I have examined, only one was rejected on account of incapacity. The teachers are all residents of this state, and will compare favorably with those formerly from the eastern states. With one exception they deserve much praise, considering the many disadvantages they labor under. The branches usually taught are spelling, reading, writing, analysis, arithmetic, grammar, geography, history, philosophy and botany.

JOHN DANIELS,
Town Superintendent.

WOOLWICH.

The schools in this township are generally in as prosperous a condition as at any former period. Some of them being large, and the pay system being in use, we can secure competent teachers, and such schools are in a prosperous condition. But such is not the case with the smaller ones. We are obliged in such cases to secure such teachers as are satisfied with a small compensation. We very much need three new school houses in the township, the old ones being in a very dilapidated condition; but many of our people consider the war to be the one great thing now to be attended to, and when that is over, if ever, they will attend to the school matters. Some say the old houses were good enough for them when they were boys (fifty years ago), and of course are good enough for boys now, which is not a very sound doctrine, you know, in these days. Many who are large tax payers have very serious objections to the school laws, and they succeed so well in influencing the masses that it is hard work to accomplish much in the matter of building school houses. I hope the time will soon come when we will have our schools entirely free, in order that every poor man's children may have an opportunity to obtain a good education. Several of our teachers have attended the teacher's institute the past summer, and have a lively interest in the cause of education.

SAMUEL A. GROFF,
Town Superintendent.

HUDSON COUNTY.

BAYONNE.

Our schools, at the present time, are in as good, or better, condition than they have been at any former period. The teachers are all licensed as principals, and obtained license before they commenced

teaching. An unusual interest is taken by the trustees in the schools, and their efforts seem to be made in the right direction. We have had some changes of teachers during the past year, and as these teachers who have left did not keep the records carefully, our statistics are not as accurate as they otherwise might have been. It is our purpose to call the attention of teachers to the importance of keeping accurate and reliable registers in their respective districts. It is probable a new district will be set off in our township during the ensuing year. This district will include what is known as Constable's Hook.

I have nothing special to communicate in connection with our statistical report this year. It is our desire and effort that our common schools may improve more and more and answer more fully the end for which they have been established and fostered by our state.

AARON L. STILLWELL,
Town Superintendent.

BERGEN.

By an act of the Legislature of this state, the old town of Bergen has again been divided, and the part of the town formerly embraced in the limits of Washington school district, No. 3, erected into the township of Greenville, thus leaving in the present town of Bergen four school districts.

Since my last annual report, nothing very special has occurred in our schools; great changes were wrought in them from two to three years ago, and now they pursue the even tenor of their way, happily and, I believe, successfully. Only two changes have been made in the teachers. The schools certainly are favored, on the whole, with efficient instructors, all of whom are licensed by our county board of examiners. Columbian district, No. 1, Franklin district, No. 2, and Communipaw district, No. 3, have largely increased in the number of children, and the best efforts of the teachers have been tasked to fully discharge their duties. The trustees of these schools have taken a lively interest in them, and their official business has been well performed. But district No. 4 (for colored children) has to struggle to sustain itself. The trustees are persons of color, who find it very difficult to meet the requirements of the school. The present teacher, a colored female, feels encouraged by the attendance of her pupils, some of whom are making fair progress. Some change will be needed ere long for the better management of the affairs of this district.

In the month of October last the Hudson County Teachers' Institute convened in this town, Rev. J. B. Thompson, conductor; about sixty teachers attended. Continuing, as the exercises did, throughout the week, the attention and interest of the teachers and citizens never flagged. The exceedingly happy manner of the conductor will

not soon be forgotten, while the evening lectures were admirably sustained throughout. The people were gratified and felt amply repaid for the liberality with which they provided comforts daily for the teachers. This meeting will not soon be forgotten; it has proved a happy instrumentality for advancing the truest interests of our schools.

BENJAMIN C. TAYLOR,
Town Superintendent.

GREENVILLE.

We enclose the answers to the second series of questions, and we make the following report of the condition of the schools in this township:

This township was set off from Bergen in April, 1863, and, by special enactment, the charge of the public schools was placed in the hands of a board of education, consisting of three trustees and two members of the school committee. The office of superintendent of public schools in and for this township was abolished, and the duties of that office, except as regards the receipt and disbursement of money, devolve on the board of education. It was made the duty of the treasurer of the township to collect, receive, disburse, and keep accounts of all moneys appertaining to school purposes.

The appropriation made for school purposes at the spring election in 1863 was \$850, but this will not be available until next year. The moneys which we have used this year have been mainly received from the town of Bergen, being on account of our proportion of the tax levied in 1862. The commissioners who have charge of the apportionment of the school tax, etc., have not yet completed their labors, and we therefore state only the amounts received by our town treasurer for school purposes, from all sources, from April 1st to this time. The treasurer will receive a further amount from the town of Bergen, but, for the reason stated above, we are unable to say how much.

We have one public school in this town, being the same which was designated as Washington (district No. 3) school; we have two departments and two teachers. The accompanying report shows the number of children in the town, and the numbers which attend the school. The school house is located so as to accommodate the greater part of the population, but there are several families who reside at so great a distance as to prevent them from sending their children to school in this town. We cannot, at present, recommend the establishment of another school, but we feel the importance of making some decided improvements in our present building, and we hope that the citizens will be prepared to give this highly important matter their earnest consideration and their willing support.

The male teacher, who was principal of the school last year, still

fills the same position to our satisfaction. The female teacher employed last year resigned in September. Some little time elapsed before we were able to fill the vacancy; but we now have a teacher who we believe to be competent, and we trust that the department under her care will steadily improve.

Some improvements and repairs have been made to the school house during the present year, but the bills have not yet been presented to the board, and as the amount of money available for these purposes is still uncertain, and is not likely to be sufficient to pay the bills, we shall probably have to depend on the liberality of our citizens to make good any deficiencies. Further improvements are necessary to make the school rooms attractive and pleasant, and we intend to call the attention of the people to this matter, and advise them to vote an amount sufficient to re-furnish the rooms, to make repairs and, if possible, to obtain more ground for the use of the children.

The laws relating to the government of the schools in this town are different in some respects from those which govern many other schools in this state, but we have been organized so short a time, and our means have been so limited, that we are unable as yet to determine whether any decided advantage is likely to be derived from the peculiar mode of governing our school matters. What we seem to need most is a fuller attendance of pupils, and while much depends on the quality of the accommodations and of the education furnished, yet it is equally important that parents should realize the value of the opportunities afforded, and that they should require of their children a faithful and constant attendance at the school.

M. D. M. VREELAND,
President.

JOHN ARMSTRONG,
Secretary.

HARRISON.

There are two school districts in this township, viz.: One with one hundred and twenty-eight children enumerated, which has a comfortable school-house, in which a female teacher is employed throughout the year, at a salary of \$150.

One with six hundred and twenty-four children enumerated, which rents an upper room at \$50 per annum, in which a male teacher, at \$400 per annum, and a female teacher at \$250 per annum, are employed throughout the year. The accommodations are very inconvenient and uncomfortable, and a school-house is much needed. This district (East Newark), is chiefly peopled by Irish and Germans, and there is very little interest in the matter of education among them.

From April 1st, 1863, (which is the beginning of the fiscal year), I have received from the State (in one payment, July 2d), \$101. The

township school tax voted for this year is \$800; only about three-fourths of which are to be relied upon.

In maintaining the above schools, I have been obliged to make advances to the teachers for the several years of my incumbency. Thus, in the year now current, against \$161 as above, I have paid sundry orders amounting to \$399,92.

The township school taxes (payable December 20th), are not generally received till from January to April; a large proportion of them being returned for execution.

Consequent upon embarking for Europe, I resign my office.

HENRY B. SHERMAN,
Town Superintendent.

HUDSON CITY.

The schools remain the same as reported last year four in number. It has been necessary during the past year to enlarge our school accommodations considerably, to meet the requirements of our rapidly increasing population. It is very gratifying that we can say truthfully, our schools are progressing. As yet the great pressure of circumstances on account of the rebellion has not interfered in any way with the successful operations of our schools. The people have furnished the requisite amount for their support, with as much cheerfulness, as in time of peace and national prosperity. Our schools are organized as senior, junior, and primary departments.

We employ experienced teachers only, as principals of the different departments. The system of instruction, order, and discipline in all the departments and classes, merits the confidence of our fellow-citizens.

WILLIAM H. DOCKSTADER,
Town Superintendent.

NORTH BERGEN.

This is entirely a rural district very near New York City, and as you will notice the great disproportion between the whole number of children and the number attending school, you can form an opinion of the interest taken in sending the children to the schools, those that are old enough to work are generally kept at home, and of those that are able, many send to private schools, thus making our schools small, and those that attend quite young. I regret this exceedingly, but you will perceive it can only be remedied by the parents themselves. The schools are in good condition with good teachers. The district of Secaucus is very backward in erecting their school-house, there has been no school opened for a year, not being able to procure a room for that purpose.

Other information is filled in the accompanying reports.

H. F. PERRY,
Town Superintendent.

UNION.

The two schools under my care are in a prosperous condition, for the teachers are efficient and faithful, and the interest of the public in them seems to be increasing. The number of teachers, however, in district No. 1 is hardly adequate to the number of children attending the school, especially as the children in Weehawken township continue coming to that school. Weehawken township pays, it is true, \$100 for tuition, yet I think that the number of children belonging to the district is already so large that any addition from other townships must be considered detrimental.

Last summer the inhabitants of West New York and Weehawken Ferry, being intermediate between district No. 1, (formerly No. 6,) and district No. 8, (Guttenberg,) presented a petition to me signed by more than two-thirds of the taxable inhabitants of the township of Union, in order to obtain a school of their own, setting forth that their children were prevented from going to school in the winter on account of the great distance and the condition of the roads. I conferred several times with the trustees, who were willing that they should form a district, the boundaries of which they designated, but were unable to consent to the erection of a school house and the establishment of a school without forming a separate district. They thought the expenditure would, in proportion, be too great.

A town superintendent has a great many duties to discharge, without any power; he depends altogether on the good will of the trustees and even the teachers, who need not heed the remarks of the town superintendent should he venture to make any, if they do not choose. In my humble opinion I think that some legislation is very desirable to define the sphere of action of the town superintendent, and to give him more power or to abolish the office. In this view many teachers as well as town superintendents, concur, with whom I have frequently conversed on this matter.

CHARLES SIEDHOF,
Town Superintendent.

WEST HOBOKEN.

I have the honor to transmit to you the annual report of the condition of our common schools in West Hoboken for the year ending December 1st, 1863:

In a population now numbering about 2,500 we have 718 children between the ages of five and eighteen years. 518 of these children have attended our schools. Of the remaining one hundred and eighty nine some few have gone to the workshop, and left the school-room forever. Some have found it advantageous to attend the schools in New York, Hoboken, Hudson city and elsewhere, where the people are ahead of us in convenient buildings and gratuitous supply of

school books. Some attend the new school of the Catholic church, which has lately completed a building neat and convenient in all its appointments. Some others receive instruction at the Palisade Institute, a primary school sustained entirely by private enterprise.

Last spring our people with entire unanimity appointed a committee to select grounds and prepare plans for one or more common school buildings, and report when ready to the people of the district. The committee are prosecuting the work, and but for the enormous cost of building material would before this have felt at liberty to recommend the erection of the school houses. The increase of taxes occasioned by the war will delay this needed work for our schools. But the time is not distant when West Hoboken will rank well among the towns of our state in its public educational interests.

Two of our teachers have resigned, but their places have been promptly filled by others. All our teachers have licenses, and seem to give pretty general satisfaction.

The annual session of the Hudson county Teachers' Institute was attended by all our teachers, and I am sure we have been greatly benefitted by this institution. We have been more than compensated for the week allowed to the teachers to attend the institute by their increased usefulness, zeal and efficiency in their work. Our state Legislature does wisely in providing for these annual conferences of our teachers with the state superintendent and other eminent educators connected with our Normal School.

Our three school trustees, Messrs. John Van Beuren, James Cox and Charles S. Galbraith have been very faithful in the discharge of their duties. Occasionally they have visited the schools with the town superintendent, they have listened to any complaints of dissatisfaction brought to them, and sought with affectionate dispositions to act impartially for the highest good of all concerned.

I have attended our county board meetings for the examination of teachers monthly, visited the schools quarterly and sometimes oftener, and I beg to assure you that there is every reason for encouragement. The grade of instruction is higher, the discipline in our schools is better, and the interest in public education on the part of the people is rapidly increasing.

I enclose answers to the general questions comprised in your second series, and needed by you to complete the statistical tables for your annual report. Wishing you a long, useful and happy service in the cause of common school education in our noble state, I remain, with great respect,

C. A. BUCKBEE,
Town Superintendent.

HUNTERDON COUNTY.

ALEXANDRIA.

I herewith transmit you the annual statistics of the town-ship of Alexandria. I have endeavored to fill up the blanks sent me as correctly as possible from the imperfect information received from the different districts. In cases where I have received no report, I have obtained the most accurate information I could from inquiry, and I believe the statistics, though not perfectly accurate, are nearly so. The great proportion of our teachers are well qualified for their responsible work, and discharge the duties of their profession with credit to themselves and their employers. With regard to the condition of the schools of this town-ship, I feel justified in stating, that there is an increased interest manifested in behalf of the public school system.

N. B. BOILEAU.

Town Superintendent.

DELAWARE.

In presenting my report for the past year, I shall have but few remarks to accompany it. The schools are all in good condition, with good and competent instructors. Daily attendance quite as large as that of last year, though not having as many children reported. The school houses with one or two exceptions are comfortable and tolerably well adapted for the purpose of teaching. The usual branches taught, are spelling, reading, writing, arithmetic, geography, English grammar, and algebra, &c.

E. M. HEATH.

Town Superintendent.

FRANKLIN.

Pursuant to legal requirements, I herewith submit to you my annual report of the condition of the public schools in this town-ship. Our school funds this year reach the aggregate sum of \$841.60, received from the following sources, viz. :

\$197.50 received from State; \$487.00 raised by township tax; \$157 10 interest on surplus revenue, appropriated at the spring election, to the support of schools.

These monies distributed among the schools of the town-ship, have been sufficient to keep the same in operation for most of the year.

In passing a criticism upon the character of our schools it must be frankly confessed that there is little cause for congratulation.

They perhaps will compare favorably with schools of surrounding townships, yet it is useless to disguise the fact, that they are still far removed from a proper standard of excellence. This fault is to be partly attributed to employers, and partly to teachers. It is in this township, as it is in many other sections of the State, that trustees are extremely anxious in some of the districts, to secure teachers at low figures, with only a slight regard to capacity and qualification; this in their estimation, being only a minor consideration.

They indeed consider that they have driven a sharp bargain, for which they should receive the thanks of the community, when they hire a teacher at a low figure. One perhaps, who does not possess sufficient tact to insure his success in any other pursuit, but can manage to shuffle through the duties and responsibilities of the school-room.

The truth deduced from experience, that in engaging instructors for the young, a liberal expenditure may be the wisest economy, has not yet fully permeated the public mind. They do not reflect that in committing the sacred trust of mind to incompetent hands, that the time of the children is fritted away to no purpose, whereas under a well qualified and responsible instructor, a thirst for knowledge might and probably would be acquired, which could never be quenched; which would goad them to still higher attainments, long after they had left the school-room.

In my opinion, we should have our best qualified teachers to take charge of the primary schools, those who understand human nature, and can make school interesting. The question whether children will make scholars, often turns upon the first impressions they receive at school. Then again, it is too much the ease with some, when they have employed a teacher to think their work is done, and nothing more is to do but to sit down and fold their arms in complacency. Visiting the schools in order to encourage the teacher or suggest improvements, is something of which they seem to have not the remotest idea, or at least they seldom if ever do it. Now one of the most potent influences which the teacher can use to stimulate the child to greater diligence, is the picturing before him of the approving smiles of the parent. There may be some scholars who pursue study because of an innate thirst for knowledge alone. But they are very few, I apprehend that do this. Most pupils need encouragement, and need it often. If instead of getting it, the child has hardly ever a word spoken to him at home in the way of commendation in his studies, if no kindly inquiry is made of him how he is progressing at school, and added to this, if the parents faces are never seen in the school room, to give a stimulus to both teacher and pupils, the fact in nine cases out of ten, is that the child has created within him a disgust for books, which never will be overcome. Nor would I have you to understand that the teachers themselves are not in some part responsible for this lethargic indifference toward education.

In too many instances they work for *mere pay*. They have little or no conception of the awful responsibility of their position. It will not do to plead ignorance. Ignorance in such a situation is itself a crime. If the profession of teaching is to rise and occupy a place in the public estimation along side of the other professions, *teachers* must do it. They will first have to get awakened up themselves, and become thoroughly imbued with the spirit of teaching. Then, if it can be shown that it will be cheaper to hire a teacher of superior qualifications, (whether he graduate at the Normal School, or by the light of pine knots in the chimney corner,) *a live energetic* man, than to have a sleepy drone, and the best way of judging of a teacher's success is in the school-room, not by answers to formal questions; I have little doubt that they would agree to elevate his wages to a more remunerative standard.

But they have so often been deceived by those teachers who have come with flowery speech, "blowing their own trumpet," that experience has made them rather wary. Once let them get possession of a genuine teacher, one that is in love with his profession, and I venture the assertion that they will part with him with the greatest reluctance; sooner than do so, however, they will consider no reasonable salary too large to give.

M. ABEL,
Town Superintendent.

KINGWOOD.

I send you enclosed my report of the schools of the township of Kingwood for 1863. It is not as perfect as I could have wished, in consequence of the inattention of the teachers, some of them, to the keeping of a complete school register. I have furnished all the schools with blank books, (registers,) and enjoined it upon them (the teachers) to be particular and explicit in filling them up. But it is a new thing with the most of them and they perhaps, as yet, do not fully realize the importance of a strict attention to this matter. But by a proper attention and judicious instructions from the town superintendent, it is hoped this evil will be speedily remedied. The schools have been taught on an average from six to eight months by very well qualified teachers, and in the variety of branches necessary to a good common school education. It is very desirable that parents and guardians and school officers as well as teachers should take a still greater interest in the prosperity of district schools and the education of the masses of the children.

G. D. CONKLIN,
Town Superintendent.

LAMBERTVILLE.

The schools in this town are at this time in as flourishing a condition as at any time heretofore. The public are aware of the necessity of good schools, and raise by tax an amount sufficient to make the educational advantages free to all between the ages of five to eighteen years, and have a large and well constructed building with ground for that purpose, with a board of six excellent teachers, two male and four female, all of which are well qualified and licensed and have proved very successful. They have been teaching in this school for years past with little censure. I have visited the school as superintendent and find it both reflecting credit on the teacher and pupil, quite a number of the former pupils receiving instruction here even up to this present year, have been enabled to become competent teachers in other schools. Mr. James M. Robinson, the Principal, has spared no pains to make the school efficient into which it is well classified in all the departments, with good order and rigid discipline maintained throughout. The attendance has been quite full, the year divided into four terms of eleven weeks each which have been kept. The Legal School Registry has been accurately kept, which shows well for regular attendance, though there is room for much improvement which is more the neglect of the parent than the pupil. The annual school exhibition held in Holcombe Hall in this place at the commencement of the present year, was worthy of its efforts, being continued for three nights in succession, a large audience was well entertained till a late hour each night. There are quite a number of pupils attending school here from adjoining townships, West Amwell, Delaware, and a few from New Hope, Pa., by special contract.

There are six private schools in the town partially under the control of the trustees to which the town appropriates \$500. The largest is the Catholic school whose average daily attendance has been two hundred. Samuel Brownigg, is Principal, with one female teacher. Miss Lyda Boroughs and Mrs. McElroy have excellent school, and the three others are well kept by competent teachers, whose scholars are in younger years divided into juvenile classes preparatory to the public school. The current expenses of the year will be about \$3,000; \$1,500 of which is direct to the public school; \$500 to the six schools; \$600 to building fund which now has nearly cleared the school building and premises from debt; about \$400 is expended for fuel, repair, improvements, &c.

GEO. H. LARISON, M. D.,
Town Superintendent.

LEBANON.

Enclosed I return the second series of questions, with answers thereunto as nearly correct as it has been in my means to furnish,

and perhaps as correct as most reports can be made. And with reference to some of our schools, it affords me some gratification to see the interest in education increasing in this vicinity, though it falls short of what it should be. Many districts are unwilling to pay a salary for which a competent teacher could reasonably be expected to labor, and in fact they do not seem to know that any farther qualification is necessary than for the teacher to be merely, though ever so little, in advance of his scholars, be they ever so young and uneducated, without regard to any other gifts or adaptation to the government of a school, or tact for ready communication or powers of illustration, and for fixing instruction on the youthful mind, etc. In some districts we are told that they do not wish even grammar and geography taught, being, as they say, a farming community, and if their children can read, write and cypher it is all that is required for them, as though agriculture was not an honorable calling, and their children entitled to an education and mental training and polish to fit them for the society of the more refined circles. Now it appears to me that if the masses could be brought to realize that ten dollars worth of useful knowledge is really worth more to a child than a thousand dollars in gold, and that it would be economy to pay ten dollars on a child's education in one year rather than five dollars yearly for two years to acquire the same amount of information, we would soon have fuller schools, and a better class of teachers; though in justice to the teachers in our township I am happy to say a large proportion of them are well qualified for the position they occupy, both as regards their scholarship and moral character, and fully as effective as we can expect from the inducements held out.

ELEAZAR SMITH,
Town Superintendent.

RARITAN.

I beg leave to present the following report of the condition of the public schools in the township of Raritan, county of Hunterdon, N. J.:

1st. The school houses are all, except two, in good repair. All, except two, are one story high. They will seat an average number of thirty-five pupils comfortably. In two instances only are there shade trees around the houses; in all others the houses stand out in the sun. All the houses are furnished with blackboards, although some of these boards are very small and poorly painted. There are very few maps and charts in use, almost a total want of them. Of globes there are none.

There is not that uniformity in the use of text books which would be desirable. Sanders' readers and spellers prevail; Thompson's arithmetics have the preference; Mitchell's and Cornell's geographies are found in about equal numbers. There is no uniformity in the use

of English grammars—Smith's, Brown's, Green's, Wells', Kirkham's, Pinneo's and Bullion's are all in use.

2d. Of visitation on the part of parents, there is almost none. The reports show an average of only one visit per year to the schools (excepting the town superintendent). And these visitors, few as they are, do nothing more than to simply call at the school house in passing. Perhaps no parent in the township has for the whole past year gone to the school house on purpose to pay the school a visit, unless on some extra occasion, in time of an exhibition of the school, or something of the kind; and yet there can scarcely be said to be a lack of interest on the part of parents. They do take an interest in the rates of tuition, the number of hours spent at the school house, the continuance in the same text books, good or bad, in short, in everything that will save expense and gain time.

But, bad as is the condition of the schools in some respects they are improving in others. Young, enterprising teachers are taking the place of worn out old men who are forty or fifty years behind the age. Classification is becoming more common in the schools; the rod and ferule are obsolescent; half day absences are now, in some rare instances, not deducted from the bill; a more regular attendance is the consequence. Higher branches are gradually finding a place in the schools; "cyphering" is gradually losing its monopolizing power.

Well then, all things considered, there are hopeful signs. I would not speak despondingly of what the future promises. It may take almost a generation to effect all that seems so desirable in the way of improvement, but I do not despair. There are influences at work effecting, slowly, it may be, but surely, a great reform.

A. RITTENHOUSE,

Town Superintendent.

READINGTON.

The condition of the schools of this township is essentially the same as given in my preceding annual report. The school houses have not been materially improved, except in one or two cases. The inhabitants of District No. 1 have authorized the trustees to expend whatever amount might be necessary, in order to put the house in good condition, and to have it properly arranged for a division of the school into two departments. In the higher department will be taught, in addition to the ordinary branches, natural philosophy, the higher mathematics, and also the classics. This arrangement has not yet been fully consummated, although a teacher of rare qualifications, and of much experience, has been employed and several pupils have already commenced the study of the Latin language.

The whole number of children in the township between the ages of five and eighteen years, as reported by the district trustees, is eight

hundred and eighty-six. Of this number seventy-five have attended school regularly during the year, allowance being made for vacations; one hundred and fifty-four have attended nine months, but less than twelve; one hundred and seventy-two, six months, but less than nine; two hundred and one, three months, but less than six; and eighty-nine, a less period than three months, making the whole number of children that have attended school some time during the year, six hundred and ninety-one, and the average daily attendance three hundred and twenty-four. The sum of one thousand seven hundred and seventy-two dollars was raised at the annual town meeting for the support of schools, for the present year; that received from the State is three hundred and forty-one dollars and forty-five cents; and from the surplus revenue, three hundred and fifty dollars and fifty-one cents; making from these sources two thousand four hundred and sixty three dollars and ninety-six cents. This sum, together with what is received from parts of adjoining townships, leaves but a small amount to be paid by the employers. That the cause of education is on the advance in this township is evinced by the fact, that, while the people are in common with the citizens of all the loyal States, bearing the burdens resulting from the war for the suppression of the Southern rebellion, they have not withdrawn their usual support from the schools, but raised, as above stated, two dollars for every child in the township between the ages specified by law.

But while we refer with satisfaction to whatever indicates a growing interest in the cause of education, it would not be proper to pass over in silence some embarrassment thrown in the way of the more successful operation of our schools. Among the causes which tend to retard the progress of the children in many districts, is the frequent change of teachers. There may be cases when a change is not only necessary, but absolutely unavoidable, and where the interests of the school will be promoted thereby. But in many cases these changes are made more for the sake of novelty than any thing else, and at the close of almost every quarter a new teacher is employed. Now it is hardly necessary for me in this connection, to do more than merely refer to the matter. So far as my experience goes I have found that wherever this course has been most pursued the condition of the schools has been the worse: the children more backward in their studies, the attendance more irregular, and a want of general interest both on the part of parents, children, and teacher, has ensued.

There is one other point to which I would simply refer, as operating against the interests of the schools, I mean the irregular attendance. In many cases children do not attend school, on an average, more than three days in a week, and yet the parents sometimes wonder why they do not make more progress in their studies, when the great wonder is that they should make any progress at all. The result of this is to break the regular course of the classes, to retard the progress of the children, to discourage the teacher, and to disarrange the entire operations of the school.

But in conclusion, I would say, that although the cause of education does not receive that attention which its importance demands, and although there are many errors connected with our public schools to be corrected, yet we may look forward to the time when they will compare favorably with those of any other State and when the blessings of a free education shall be extended to all without regard to rank or condition.

R. S. SWACKHAMER,
Town Superintendent.

WEST AMWELL.

In discharging my duties as superintendent, I have endeavored to do it faithfully, and in so doing, it has been a source of mingled satisfaction and grief. I have licensed all the teachers in the township, not because I found them qualified in every case; but because they had been employed in teaching five or six months before called upon by the trustees for that purpose, and circumstances compelled me to enable them to draw the school funds. I have visited each one of the schools, and think they have been better attended, than in the past year; three of the school houses are good, and one is quite indifferent, (or poor). The township has four school houses within its limits, and the people of the township send their children to four schools located out of the township, which are designated parts of districts, from which we make no report. I have endeavored to enjoin it upon the trustees and employers, as their bounden duty to visit the schools more frequently, and thereby aid and encourage the teacher and the school too; believing, if that was done, they would take more interest in having a good teacher, and consequently a better school, and be more zealous in the cause of education.

I have rebuked the teachers in our township, for not attending the teachers institute at Ringoes the past year, believing it to be of great benefit to those engaged in teaching. The people of the township at the last annual town meeting increased the school money to one dollar per scholar to be raised by tax, the year previous they voted nothing for school purposes. The amount of school funds the present year, is therefore, by tax, three hundred and thirteen dollars, (\$313.00.) amount received from the State, one hundred and two dollars and ninety cents, (\$102.90.) making a sum total raised and appropriated for school purposes, four hundred and fifteen dollars and ninety cents, (\$415.90.) in the township.

N. V. YOUNG.
Town Superintendent.

MERCER COUNTY.

EAST WINDSOR.

I send you herewith a record of school operations in this township during the past year. The condition of our schools I believe to be steadily improving, partly by reason of a deeper general interest in the subject of education, and partly through the employment of more energetic and capable teachers. Teaching is a science not dependant alone upon the amount of education a person may possess more than his ability to impart his talents to the young mind. I have remarked more than one talented person who has made a very unsuccessful teacher, while on the other hand I have seen a teacher of moderate education, but thoroughly trained to the profession, the most successful teacher in the township. The people are beginning to recognize these facts, and they are strong arguments in favor of teachers from the Normal School.

With one exception there has been no improvement in our school buildings. This one has, during the year been considerably enlarged and improved, and better adapted to the wants of both the children and the district. One worthless house still remains, a monument of shame to the district which it represents, and the sole representative of the ancient order of things. But this too, I hope, may soon give place to a building better suited to its purposes and more worthy of its patrons.

Sufficient public money is raised by taxation to make our schools free, and notwithstanding the heavy taxes which meet us on every hand our people do not abandon the idea of continuing the free school system.

C. M. NORTON,
Town Superintendent.

HAMILTON.

I have the honor to report our schools as in a flourishing condition, all of them being now in the hands of experienced and competent teachers. In reviewing the past year I think it is evident there is an increased interest felt throughout the township in regard to our common schools, although the inhabitants are not yet fully awake to their own interests on the subject.

H. A. ANDERSON,
Town Superintendent.

LAWRENCE.

The schools of this township have been in a flourishing condition during the year. The number of children reported is ten less than last year. Our central, or largest school, has been well patronized and well conducted. It has, at present, an excellent teacher and a female assistant. There is a new and commodious building and handsomely furnished school room. There are three other schools in the township which are remarkably well conducted; everything wears an inviting aspect the moment you enter the room. One of these is by a female who is an admirable teacher; she has authority without being authoritative; her presence inspires her pupils with confidence, respect and a commendable ambition. The most of our schools have been well conducted during the year.

The Teachers' Institute for the county of Mercer was held in our village for this year in the month of October last; the teachers of this township generally attended. In two or three instances the trustees did not give them the time to attend the whole week. There were very few in attendance from other parts of the county. These institutes would produce great good were they properly attended by the teachers, and if trustees could be induced to come out and see for themselves. Anything that can be done to increase attendance on them will increase their efficiency.

Would it not be well to send to town superintendents a copy of the annual report, and to furnish them with circulars to be sent to each district?

S. M. HAMILL,
Town Superintendent.

PRINCETON.

In the report for 1860, which I had the honor to submit to you, reference was made to the inadequate remuneration of the teachers of the schools under my supervision. As the cost of living has been greatly enhanced since that time, the necessity for an increase in their salaries is still more urgent and obvious. Justice to them, as well as the interests of the cause in which they are engaged alike demand a more liberal compensation, and I would most earnestly impress this upon those whose duty it is to remedy the evil referred to.

During the year I have visited the schools, and am happy to say that I have been received with uniform courtesy and kindness, and every facility has been afforded for the examination of their condition. The teachers in three of the schools having resigned, their places were promptly supplied, and while we regretted the resignation of those who had given entire satisfaction in the performance of their laborious duties, we have reason to believe that those who have succeeded them will prove equally intelligent, faithful and successful.

It was with great pleasure that I noticed the thorough practical adaptation by most of the teachers of the branches taught. Their pupils are not expected to commit to memory a mass of matter without knowing any reason for so doing. If the words are in the mind and their meaning is not known, the child fails to take a proper interest in its studies from an inability to comprehend their use. Grammar, for instance, is often taught without its practical advantages being shown, and the pupil who has passed through the text book will make the most glaring mistakes, apparently not knowing that he is violating those very rules which have been repeatedly impressed on the memory, without a word from the teacher in explanation of them. But when a different course is adopted and a portion of the session is occupied in explaining the practical bearing of the lesson which is to be or has been recited, the pupil, seeing the advantage of the study, enters upon it with more zeal, and is led to think over the lessons, instead of cramming them into the memory, so that, parrot-like the words may be articulated without a comprehension of their signification. By suitable explanations these simpler and elementary studies, such as are to be brought into requisition in every day life, are fully understood at the outset, and, as a necessary consequence, the school room is entered with pleasure rather than, as is often the case, with a feeling of actual repulsion.

My augmented experience of the admirable working of the public school system of our state, and its beneficial results, has served to enhance greatly my estimate of its value to the rising generation. Indeed the importance of the general education of the young cannot be over-estimated. Intelligence and wisdom, combined with good morals, the legitimate fruit of a liberal education, are the essential elements of individual happiness and usefulness in life, and of the security and well-being of the community at large. We trust that the system will not only be sustained, but enlarged and improved, and that every child throughout the entire commonwealth shall enjoy its inestimable advantages.

In the execution of this great work, excuse me for expressing the gratification which I, in common with the friends of the system, feel that the state still enjoys the services of so able and efficient a general superintendent; and allow me also to express the hope that your earnest and persevering efforts to extend and improve the system may continue to be crowned with success.

G. MUSGRAVE GIGER,

Town Superintendent.

WASHINGTON.

I have sent the circulars No. 1 and No. 2 with answers as far as I could ascertain. There was some questions that I could not answer, because the teachers failed to keep their registers correctly. In some

parts of the township some interest is felt in the cause of education. Our schools are kept open most of the year. Teachers salaries are paid out of the public funds. We raise one thousand dollars by tax in addition to State fund and interest of surplus revenue. There are several parts of districts whose school houses are located in another township, &c.

JOHN M. ALLEN,
Town Superintendent.

WEST WINDSOR.

I was elected superintendent in March last and entered upon my duties at that time; consequently I cannot make as full and correct a report as I would like, as the teachers previous to that time had made no report. Since that time I have done the best that I could under the circumstances. The condition of the schools in this township is improving, some of the districts manifest considerable interest in the cause of education; while others, I regret to say, do not show as much interest as could be desired; yet there is a marked improvement when contrasted with what they were some years since; enough to warrant us in saying that we are making some progress. We have but four whole districts in the township; consequently, we have but four school houses that are in good condition. We have four parts of districts, the houses being all in other townships; those I left for others to report. Our schools are not entirely free. We raise sixty cents a scholar by tuition. In conclusion, I would say, I hope the day is not far distant when we shall have free schools, a free press, and a free people.

WILLIAM WALTON,
Town Superintendent.

MIDDLESEX COUNTY.

EAST BRUNSWICK.

I herewith transmit to you, answered, the series of questions No. 2, (No. 1 I forwarded some time since.) Our schools have improved very much during the last year, as you will find by comparing this year's report with the last. The average attendance is fifty-nine (59) more than last year (nearly one-third), which is very encouraging.

The salaries of the teachers have been advanced, which enables us to keep teachers well qualified for this responsible position. Last

year I had but one Normal teacher, this year I have two. This system of instruction gives entire satisfaction in the districts where it is used.

I keep up the system of "teachers' meetings" at my residence, as I reported last year. The intention (as I then stated) of these meetings, is to give the teachers an opportunity to become personally and professionally acquainted, to discuss the subject of education, the best means of teaching and governing schools; also, applicants for vacancies are then examined by one of the teachers, appointed for the occasion, under "my own" supervision. I would heartily recommend the "teachers' meeting" to all townships; they will find them of great benefit, not only to the teachers, but also to the "whole school" in their townships, and I think a source of pleasure and gratification to the Superintendents themselves.

When I called on you last winter, I spoke to you in regard to re-districting the State. Counties and townships have been so altered since the State was districted, as to place a large number of districts in two or three townships, which I think is altogether wrong.

I would suggest that you recommend to the Legislature to pass a law to have the State re-districted by some competent person, say the Superintendent and Chosen Freeholders, or the Superintendent and Town Committee of each township; either of them would be suitable, the latter I think the best.

WILLIAM A. APPLEBY,
Town Superintendent.

MONROE.

In transmitting my report for the current year for the township of Monroe, I would state that the schools have each been visited by the Superintendent once per quarter, and, as far as I am capable of judging, are progressing.

The various teachers have received their licenses, and are well qualified to instruct. The whole number of children in the township reported to me by the various trustees, between the ages of five and eighteen years, amounts to eleven hundred and fifty-nine.

Amount of money raised by tax in the township for schools,	\$2,000 00
State school fund,	454 53
Interest on surplus revenue,	53 51
	<hr/>
Amount apportioned to schools,	\$2,508 04

A very small part of the above has as yet been received.

The various male teachers receive salaries varying from \$80 to \$100, per term of eleven weeks, or sixty-six days. Female teachers receive about \$60 dollars. Schools are kept open about ten months

during the year, and are generally well supplied with books of various kinds; the blackboard being used in all to good advantage. The answers to series No. 2 being furnished according to the best of my knowledge.

The various school buildings have a pleasant and healthy location, and are in comfortable condition, with but one or two exceptions.

I will close by suggesting that schools should be supplied with a uniform system of books, and that each school keep a register furnished by the district.

JAMES IVES,
Town Superintendent.

NORTH BRUNSWICK.

In visiting the schools of this township, I have been much pleased with the diligence and perseverance of the teachers, and with the increased interest that has been manifested by the parents and guardians in regard to the schools. The scholars are making rapid advancement in their studies, and pass good examinations, *off hand*, not being advised beforehand of the visits of the Superintendent. On the whole, I can say the schools in our township are in good condition.

J. C. EDMONDS,
Town Superintendent.

PERTH AMBOY.

Our school is kept as a Union school, one male teacher having charge of the whole, with two female assistants, who teach in separate rooms, the pupils being transferred from the primary to the higher departments, according to their advancement in their studies. We think this plan works well.

Our school building is comfortable, but not as commodious as could be desired. We are in hopes to have a new building with all the modern improvements, as soon as we are relieved from the pressure of taxation caused by the war.

EDWARD J. HALL,
Town Superintendent.

PISCATAWAY.

Herewith I transmit answers to second series of questions which are as nearly correct, as it is possible to make them under the existing laws.

I made it the duty of every teacher to furnish a quarterly and

annual report, thus giving me a two-fold opportunity whereby, to furnish the information required of Town Superintendents.

By this means I am supplied with the necessary information from all districts, save two, in one of which an unlicensed teacher is teaching, and in the other, no school has been taught for some years past.

I notified every teacher of the township what were the requirements of the law, assuring them that much of the desired information was obtainable from no other source than through their quarterly and annual reports, warning them by a printed circular, that a neglect of duty would subject them to a revocation of their license, whereby all duly licensed teachers of regularly taught schools complied with the request.

There was some complaint among the teachers against this new duty being imposed upon them, but we are all working very harmoniously together now. This being my first annual report to you, I may, I trust, be excused should I adopt a somewhat different course from other superintendents of public schools. I design more specifically to represent to you what we have been doing, and what we have left undone that it was our duty to do, that you may be better enabled to represent us in the true light to the State Legislature, in your annual report to that body.

Ten persons have applied to me since the 1st of April last, for license to teach; to eight of which I granted their requests, but refused two of them the privilege of teaching in our public schools. I have made frequent visits to the schools during the year, have advised and consulted with both trustees and teachers, and have suggested many things which I flatter myself, will prove beneficial to the great cause we mutually represent, the culture of the intellect, the mental and moral improvement of the rising generation.

I promised in my first visits to the different schools, to make a more extended report of the condition of each and every school, to note the comparative proficiency, and point out their faults as impartially as it was possible for me to do in my annual report to the State Superintendent of public schools, and I now seek to redeem that pledge in the following order:

District No. 1 (New Brooklyn), has been under the instruction of Miss Rebecca Ten Eyek, who has all the qualifications of a good teacher, except order, in which there has been considerable improvement during my supervision. It is unnecessary for me to say that order is indispensable to a school-room. "It was heavens first law." The standing of the school is good, and the improvement in the various branches has been fair.

District No. 2 (Samptown), this is quite a small school, numbering but twenty-six scholars, between the ages of five and eighteen, not half of whom have attended school during the past year.

The salary paid by this district is wholly insufficient to secure the services of a good teacher, where, as is most generally the case, "the pay" is the primary object of the teacher. I first found this school

under the instruction of Mr. George E. Brown, whose method of teaching could not be considered a fair average, but of whose qualifications I know but little, he having been licensed by my predecessor. The school is now under the direction of Miss Eleanor Davis, who has had no experience in teaching, but whose intellect is of the first order, and who, if I do not misjudge, will with experience, make one of our most successful and thorough teachers. The scholars are rather small, but of good standing, considering their ages.

District No. 3 (North New Market), is under the instruction of David J. Tingley, in his first attempt at teaching. I consider him about an average teacher; have made several suggestions during the year, a portion of which have been adopted. This school has made good progress under his instruction, but was in rather unfavorable condition when Mr. Tingley took charge of it, having had several different teachers during the year previous, and most of them were considered incompetent.

District No. 4 (New Market), the teacher is Miss Lucretia M. Vail, who is gratuitously assisted by one of her students Miss Hanington. I consider Miss Vail better than the average of teachers, as a disciplinarian she is very good. The school is large and well attended. Its standing is good, above the medium.

District No. 5 (Harris Lane), is under the instruction of Miss Jennie E. Jennings, a competent and experienced teacher, who gives general satisfaction and commands the highest salary. She is very thorough in her instruction, but not so rapid in progress as some of our schools. Her teaching is very much on the Normal School system. The school is in a flourishing condition, large and regularly attended.

District No. 6 (Fieldville), this district has had no school during the present year; some of the children attend adjoining districts Nos. 5 and 7, where they are kindly admitted and well taught. It is to be hoped they will soon secure the services of some competent teacher.

District No. 7. (Landing School.) This school for many years past has been under the instruction of Miss Mary J. Owen who is deserving of the reputation she has long sustained of being one of our first teachers. There is one branch taught in this school that is deserving of special commendation. It is the much neglected branch of most schools, viz., writing. I unhesitatingly pronounce this school to be first and foremost in penmanship and composition. This school is progressing well, but one great fault in this district is the irregular attendance of the scholars, which renders it impossible to make thorough students. As a disciplinarian, Miss Owen, is of the first order.

District No. 8. (Newtown.) Miss Caroline Willits is the instructress of this school. She has a good education, but her adaptability to impart knowledge, I do not consider good. The school is small, poorly attended, and is not in a flourishing condition.

District No. 9, (Union.) This school till quite recently has been

under the instruction of Miss Emily M. Niles, a young lady of both mental and moral worth, eminently fitted for the position she occupied, beloved by her scholars and esteemed by all who knew her, but her declining health warned her that she must seek some other employment. The school progressed rapidly under her instruction, and it was with much regret on the part of the pupils and patrons that they were called upon to sever their association. Miss Alice M. Chamberlin is her successor, who has been with us so short a time that we have not had an opportunity of becoming acquainted with her abilities for teaching. The school is rather small but in a good condition for improvement.

District No. 10, (New Durham.) This school has been under the instruction of Miss Ida M. Nelson, who taught one quarter before presenting herself for examination, when I refused to grant her a license. The trustees still continue her in their employ. I visited the school twice during the first quarter, and found her school in rather an unfavorable condition, since which time I know nothing of its progress.

District No. 11, (Friendship.) This school has for its teacher Miss Rachel M. Stelle, a Normal school graduate, which system is rigidly adhered to and practically carried out. Miss Stelle without the advantages of the Normal school is naturally adapted to teaching. She possesses a fuller control over her pupils than has ever been my lot to witness in any other teacher. She has not only ample literary attainments, but has also the ability to impart that knowledge to others which is a qualification to a teacher of the first importance. She is one of the first teachers of our township, and second to none as a disciplinarian and thoroughness of teaching. The school under such an instructress cannot be otherwise than in a flourishing condition, and is in the highest state of proficiency with one exception, the primary reading class which does not comport well with the others.

District No. 12. (Franklin Academy.) This school is divided into two apartments male and female, which I do not recommend. The male department has for a score of years been under the instruction of Mr. John T. Martin, which fact alone speaks well for him, and really he has conferred much good upon that community by his indefatigable labors in instructing two generations. How different in the female department. They have had three different teachers during the year, and under such circumstances we can look for little proficiency. It would take too much space to give a sketch of the different teachers who have had charge of this department of the school. The present teacher I have have not seen, and cannot speak of her. Hoping that our township may be able to forward you a more favorable report as year after year is numbered with the past, and that a greater interest will be manifested in our schools by patrons and trustees.

C. S. HALEY,
Town Superintendent.

SOUTH AMBOY.

I have filled up your series as well as I could, but am sorry to say our township has not raised any township school money this year, on the account of our tax being so heavy the last year. So our schools do not stand as fair as they did last year, but still they go on very well, but I think they would do better if each district could have the privilege of raising their own school money and saying what the amount should be, then there would be a strife, one to beat the other, then I think they would be all free. I could not send you a list of our teachers, but we have done so well we manufacture our own teachers principally, so there is a strife who shall be the teachers, especially among the females, so no more at present, we will try to attend more strictly for the future.

TIMOTHY WOOD,

Treasurer of the School Committee.

SOUTH BRUNSWICK.

The schools of South Brunswick township have undergone but very little change during the past year. I have but little information to furnish in addition to my statistical report, which you will find, in some respects, imperfect, owing, in a measure, to many of our schools not keeping registers. I am inclined to think that there are few teachers in the township but would willingly supply the town superintendent with all necessary information in regard to the time of attendance, &c., were they duly supplied with blank registers. Our schools still continue in a very prosperous condition, and are generally conducted by competent teachers, twelve of which are male, and eight female. The school buildings for the most part, are good. For further particulars I refer you to series Nos. 1 and 2. Many of our schools are without Webster's dictionary and Lippincott's gazetteer; can there not be some of them, at least, supplied?

H. S. CLOW,

Town Superintendent.

WOODBRIDGE.

In making this, my second annual report of the schools in the township of Woodbridge, I find but little to say in addition to the information already furnished in series Nos. 1 and 2. All the public schools in the township, fourteen in number, have been in operation during the year, except three that were closed during the winter. The schools are mostly free for the time which they are kept open; five are taught by males, and nine by females; four are from the state Normal School. In addition to our public schools we have three

private schools in the township, one in the village of Woodbridge and two in Metuchin, where the higher branches of education are taught. There has been no special change in school books or school houses; ten of the school houses are in good repair; four are old, and should have new ones erected in their places. A majority of the teachers are the same as last year; all have a certificate of license, and appear generally to be well qualified for their business. Registers are kept in all the schools. The average number of months schools have been kept open is ten and a half. The salary of male teachers per year is \$376, females \$220. The whole number of children reported between the ages of five and eighteen is eleven hundred and forty-three; number attending school five hundred and fifty five. The amount of money raised this year by the township is two dollars per scholar; full amount for the township \$2,286; amount received from the state \$447 86; interest from surplus revenue \$98; interest from township fund \$280; raised in district No. 4 by special tax \$400; sum total for the year \$3,693 85.

LUTHER J. TAPPEN,
Town Superintendent.

MONMOUTH COUNTY.

FREEHOLD.

I herewith send you a report of the public schools in this township for the year ending December 15, 1863. School is now open in all the districts, with an increasing interest on the part of the patrons to have their children properly educated.

Schools have been kept open twelve months, allowance being made for vacations, in districts Nos. 1, 3, 4, 7 and 11; nine months in Nos. 2 and 5, and six months in No. 6. The whole number of children in the township between the ages of five and eighteen, as reported by the trustees of the several districts is 1,181, an increase of 103 over last year; of this number 115 are colored, an increase of 17 over last year. There are eight entire districts in this township, all of which are supplied with good, faithful, laborious teachers who are progressive in their methods of imparting instruction to the children committed to their care. This township furnishes parts of four districts in adjoining townships.

The state, county and township money, which will be received during the year will be sufficient to make all districts except one free for the time they usually keep the schools open. All the districts are improving in this respect.

The amount of money paid into my hands since the 15th of December last by Wm. B. Surphin, township collector, is \$2,500 township money, raised by tax for school purposes; \$417 49 state money; \$308 63 county surplus money, and \$570 raised by tax for repairing Freehold Academy, all of which has been appropriated to the several districts.

During the past summer there has been quite an improvement made in Freehold Academy by an addition of sixteen feet, which was greatly needed in consequence of the large number of scholars who daily attend there. Much praise is due to the trustees for the judicious manner in which they appropriated the money for that purpose. There has also been a good lightning rod placed upon the building.

J. W. BARTLESON,

Town Superintendent.

HOLMDEL.

Aside from the information already communicated in answering your series of questions, I have nothing of special interest to say.

While, as a community, we have not made much progress, if any, in our interest in common school education, I think I may safely say that we have not retrograded. Though we have raised by tax for school purposes all the law allows, and though some of our heaviest tax-payers are not benefitted directly by our public schools, as they either send their children elsewhere to school or have none to send, still, all seem to acquiesce in the school tax.

Public sentiment would not allow any person to be a teacher who is not qualified to teach reading, writing, arithmetic, geography and English grammar. These branches are taught in each of our public schools, and in some of them branches of a higher grade. During the past year the number of months in the aggregate, that school has been taught in our school houses has seldom been excelled in one year, if ever.

Some of our school houses are far from being what they should be for the comfort and accommodation of teachers and scholars. Doubtless the school houses that will take the place of those we now have will be superior. The public school houses in New Jersey in the next age will be an ornament to the state.

In all my visits to the schools I have been very cordially received by the teachers, and a willingness has been manifested on their part to aid me in becoming acquainted with the attainments of the scholars.

CHARLES E. WILSON,

Town Superintendent.

HOWELL.

With regard to my written report I have but little to offer. Everything connected with the schools in our township seems to have moved along much in the same manner as usual. I think, however, that the people generally have evinced a stronger interest than in former years, in relation to the cause of education. This is certainly true of most of the districts, while in others much of the same indifference has been apparent as in the past. The inhabitants of the township tax themselves liberally for the support of public schools; \$2,000 being raised, and yet after said schools are put in operation, the people of some of the districts are so apathetic about the education of their children, that they keep them at home, or if they send at all, it is with so much irregularity that they derive but little advantage, thereby, actually refusing to receive any benefit from their appropriations. Very inconsistent action but nevertheless true.

Notwithstanding these things, the cause of common school education is still growing in favor among all classes, and as a legitimate consequence a corresponding advancement is becoming more and more apparent among the children. Contrasting the present condition of our public schools with those of fifteen or twenty years ago, we find reason to be proud because of the great advancement in the cause of education. In view of this fact we should put forth every effort in order to insure still greater achievements in the same direction. And although we are called upon to meet the demand of increased taxes, brought about in consequence of our great and distressing national difficulties, we should at the same time not forget that it was through the influence of a growing intelligence among the masses, that our beloved institution of liberty was first established, and that it is today through the influence of an enlightened public sentiment, that we hope to sustain and perpetuate it.

JOS. B. GOODENOUGH,
Town Superintendent.

MATAVAN.

District No. 1, contains one hundred and eleven children. School open about nine months. Out of the one hundred and eleven children in the district, only about fifty have attended school, the average daily attendance being but twenty. This school during the year has had three different teachers, the result of such frequent changes of course cannot be favorable, consequently but little more can be said than, that the school has been for a short time under the care of Mr. P. Byrne, an old and experienced teacher, and it is hoped that under his management the school will be much improved. (No report received from this district.)

District No. 2, this district has one hundred and forty-one white

children and eleven colored. School open all the year. But seventy-four of the white children have attended school, and none of the colored. The average daily attendance about twenty-eight. The amount charged for tuition over and above the public money is \$1.00 per quarter, a very small part of which however is collected. The teacher receiving but \$250.00 for his services. The condition of this school may be inferred from this fact.

District No. 3, in this district there is one hundred and thirty-one white and fourteen colored children. This school also has been open all the year. Ninety-three white and two colored children have attended school, the average attendance being fifty-four. The charge for tuition over and above the public money \$1.00 per quarter, excepting three months, the public money being expended, the whole tuition was charged, viz., \$2.50 per quarter. This school is under the care of Mr. H. Friar, an experienced and efficient teacher, and is one of the best district schools in the township.

District No 4, contains one hundred and twenty-six white and twenty-nine colored children. There are two schools in this district, one of them has been open the entire year, the other about six months. In one of these schools pupils are prepared to enter college. Trustees are elected in the usual manner, yet neither of these are properly district schools. Still there being no other schools in the district, the public money has hitherto been appropriated to them. One hundred and twenty-four children have attended these schools (no colored,) with an average daily attendance of eighty-eight. There are in attendance at these schools children from the other districts or parts of the township. The charge for tuition over and above the public money is an average of \$3.00. Teachers salary \$400, that is for common English branches.

District No. 5, is a section attending a school on the border of another township (formerly belonging to this.) The trustees reside in Matavan township and the school is principally sustained from thence. Number of children in this section, fifty-three, of these about forty have attended school, with an average daily attendance of twenty-four. Charge for tuition over an above public money, one dollar. This school has been kept open all the year, with a change of teachers (nearly always operating unfavorably,) is at present in charge of a lady (Mrs. N. P. Miller,) who seems well fitted for her station. The neatness of this school-house is worthy of particular notice. (Teachers' report from district incomplete.)

District No. 6. A small section, containing but twelve children, and from which no report has been received.

From the foregoing statement it will be seen that Matavan township numbers five hundred and seventy-four white and fifty-four colored children. Of the white children, three hundred and eighty-nine, or about two-thirds, have attended school, and of these not more than half have attended regularly. Of the fifty-four colored children, but two have attended school, and until some arrangement can be

made whereby they can be taught separately, it is evident that this class will be in a great measure neglected. The irregularity of attendance pertains not so much to the schools in the village as to the surrounding country districts, where, in very many instances, the parents seem to think more of the trifling gains resulting from the labor of the child, than of the, to the child, invaluable benefits of education. In a few instances, perhaps, it may be a necessity, but generally it is the result of a want of proper appreciation of the importance and value of education. In too many cases, nothing but a law, compelling people to send their children to school, will secure to the children this blessing. There is, however, an improvement in the public feeling, which, though slow, will, if properly influenced, result in permanent good.

Without doubt there is much depending on the efficiency of the school officers; and Town Superintendents, if men of the right stamp, may do very much toward forwarding the cause of education. Indeed, much depends on their faithfulness; and they should be clothed with authority to control and direct in all matters pertaining to the prosperity of the schools, independent of narrow minded and often ignorant trustees.

ALEX. H. HARRIS,
Town Superintendent.

MIDDLETOWN.

In transmitting the report from this township, I will say that, in my opinion the statistics are very imperfect, although I have given answers to all your questions. On visiting the schools soon after my election to the town superintendency last spring, I found but three registers in all the schools of the township, one of those was imperfectly kept, another had lain useless in the teacher's desk for three years, and the third was kept with some degree of accuracy. I immediately procured registers (although without authority and at my own risk,) and I sent them to the teachers, informing them that, the penalty for refusing or neglecting to keep them as the law directs, was the forfeiture of all pay for their services. Our Legislature undoubtedly contemplated full and accurate school statistics, but they, in my opinion, made a great mistake in intrusting the trustees with the duty of furnishing the schools with registers, instead of the town superintendents. Trustees in most cases, failing to see the *utility of the thing*, and not feeling in any way responsible for remissness or neglect of duty, and the teacher not thinking it his duty to supply his school with registers at his own expense, the superintendents are obliged to approximate, in fact to guess at what should be certainty. Should not our school law be so amended as to authorize town superintendents to purchase registers for the teachers, and charge them to the several schools under their charge, thus making them the property

of the districts, and not of the teachers. They would then always be accessible to the town superintendent, trustees, parents, and others interested, and would afford a correct record of the school from year to year. I hope to see in your next annual report the attention of our Legislature drawn to this slight alteration in the school law; as it, in my humble opinion, would certainly secure greater accuracy, and save the State and town superintendents a great amount of unnecessary labor, which they are now obliged to perform.

Upon inquiry I find that, with but few exceptions our schools are neither visited by trustees or parents; both alike manifest a perfect indifference. The teachers are left to pursue the "even tenor of their way," unheeded, uncared for. The inhabitants seem to be too intently engaged in the pursuit of the almighty dollar, to spare time to attend to the best interests and future welfare of their children.

Our school houses are mostly in a dilapidated condition; they have, however, three or four quite respectable houses which have recently been repaired, one of which has recently been enlarged. Most of our schools have play grounds, if a part of the highway may be considered as such; with but one exception the houses are set directly on the side of public roads, with little or no back yards. We endeavor to have as much uniformity in our school books as possible. Those in general use, are Sander's speller and analysis of English words, National readers, Thompson's and Davies arithmetics, Colton's and Monteith's geography, Brown's grammar, Guernsey history of the United States and Davies algebra.

Teachers every where complain of the irregularity in the attendance of their pupils. You will observe that, out of one thousand three hundred children in our township between the ages of five and eighteen, only nine hundred and ninety-four have attended school at any time during the year, and of the 994, only one hundred and one have attended ten months. The daily average attendance being only four hundred and eighteen, would give you about thirty-two to each school; thus we see that more than one-half of those that pretend to attend school are absent every day, yet how often do we hear words of dissatisfaction and bitter complaint against even the most faithful, and conscientious teachers, for the slow progress which their pupils make in the pursuit of knowledge. Annexed you will find a copy of the statistics of the Middletown school, extracts from the United States Register, published by myself. If every school of the State could be furnished with a copy of this register, and the teachers be prevailed upon to keep it according to the plan designed, I think you would have but little or no trouble in collecting full and accurate statistics, and we would hear no more complaints from town superintendents of their inability to make out full and correct annual reports.

D. P. VAN BRACKLE,
Town Superintendent.

OCEAN.

The schools in Ocean township are in a cheering condition, increased interest being evinced by both teachers and pupils. The number of children having arrived at a schoolable age is considerably in advance of any preceding year, thereby rendering our schools more efficient in training the young ideas to shoot than the older ones to use their skill as marksmen. Heretofore I have found much difficulty in inducing teachers to hand in their reports so as to enable the superintendent to make out an accurate statement for the state superintendent. Last spring I had a number of the enclosed questions printed, which were distributed to each district with requirement to have them filled and handed in at the end of each term. The plan has worked well. In some of the districts, some parents being very sensitive as to the treatment of their children by the teachers, I also had printed a series of regulations, revised from an old form used in other portions of this state, and supplied each district with one already framed for hanging in the school room. Since then there have been fewer objections to school teachers' methods of government.

T. G. CHATTLE, M. D.,

Town Superintendent.

UPPER FREEHOLD.

I know of but little to add to my former reports respecting the schools of this township. They are probably as well taught and as well disciplined as the majority of district schools throughout the state, and yet there is room for improvement. Parents and trustees seem to be anxious that competent teachers should be employed, but the views of a majority of them respecting a proper remuneration are rather contracted. The attendance in two of the districts has been greatly lessened by the prevalence of contagious diseases.

The time seems to have come when every township in the state should test the qualifications of the Normal School teachers, and the reputed superiority of their system; and since their graduates are obliged to teach two years in the state it would seem desirable that they should receive the preference when trustees are selecting teachers for the schools. After an establishment of a series of years, the Normal School is yet without a representative graduate in our township.

A. ALEXANDER HOWELL,

Town Superintendent.

RARITAN.

Other than to re-iterate my conviction of the expediency of the

suggestions in my last report, I have but little to add in this. With some commendable exceptions, the grade of professional excellence has been hardly above mediocrity the past year. It is to be regretted that the Teachers' Association for Monmouth county seems to have died out. This society, by its semi-annual meetings, was the means of great good. The Teachers' Institute is kept up, and with decidedly beneficial results. The best evidence of their worth, so far as this township is concerned, is found in this fact, that our best teachers attend them, and they, assuredly, are the best qualified to estimate their excellence. It is to me matter of regret that I cannot induce all to avail themselves of the privilege so generously extended by the state.

S. LOCKWOOD,
Town Superintendent.

WALL.

It is gratifying to report our schools are progressing. The people furnish the means for their support cheerfully. I have visited and examined the schools carefully, and on each occasion addressed them, making such suggestions as my judgment dictated. There is still too little interest felt by the parents in visiting the schools and encouraging the teachers. We have some excellent teachers, devoted to their profession, others no better than they should be; we have not yet felt the influence of the Normal School. Some of our teachers find fault with the Teachers' Institute being held in so remote a part of the county; why not have them central?

R. LAIRD,
Town Superintendent.

MORRIS COUNTY.

CHATHAM.

Inclosed please see statistical report, number of schools, scholars, teachers, &c. The Teachers' Institute held in Morristown, commencing September 28th, was attended by a larger number of teachers than any previous one held in the county. As the Superintendent of that township will no doubt make honorable mention of the sessions and lectures of that institute, it is unnecessary for me to write particularly concerning it; and I will only add that the influence of institutes is not only felt for good on all the teachers in attendance,

but that they also awaken in all others present a deeper interest in the cause of education.

We have some competent, working, wide-awake teachers; and where we have these there are no tardy, dull, inattentive scholars, but all are interested, all are wide awake. We are patiently waiting for regularly trained teachers from the Normal School; and if we can have even one, or two, in each township, their superior methods of governing, interesting and teaching will have a beneficial influence on all the teachers in the surrounding districts. Give us those who make teaching their profession, and let them be amply compensated, so that they can devote all their time and talents to their work; those who keep school now and then a quarter, simply because they have nothing else to do, should be discarded altogether. Surely, there is no profession requiring better preparation, higher moral and religious worth, than he who trains the immortal mind. Surely, none should be better paid for his services than he who, by diligence and close application to his business, has become a truly worthy and successful teacher; for, under the care and training of such a one, a pupil will learn more in a few terms than with an uneducated, untrained, unskillful hand in a lifetime. There is yet remaining in the township one old, weather-beaten school house, in appearance "as old as the hills," and although it has looked for years as if it might fall down some time, (a school house never was known to fall on account of its great age or weakness of its joints,) yet still it stands "a relic of antiquity," and with now and then a nail here and a patch there, it may stand (we fear it will,) for years and years to come. All the others are respectable, some of them very much so.

Now, sir, when will the time come for every old barn-like school-house in our State to be taken down, and every incompetent, unfaithful teacher to be removed? Why, just as soon as the people, or a majority of them, wake up out of their long easy carelessness and unconcern, feel deeply that the manner in which our common schools are managed, to a great extent, is trifling, reckless trifling, with the precious time and talents of their children, and give up altogether the ridiculous idea that any kind of a shelter, keeping out part of the wind and rain, will do for a school house, anybody for a teacher, provided he works for low wages (the most expensive of all teachers), then, and not till then, will we see all over the land the very best kind of common school buildings, and in them those who are in every way well qualified for their profession.

S. H. WARD,
Town Superintendent.

CHESTER.

Inclosed I send the annual report of the schools in our township, as accurately as I can make it. I placed, last spring, a book in each

school district, for the register required by the school law, and copied in it the form of registry required. If this book is properly kept, the Superintendent will be better enabled to make his annual report in future.

Our schools are seldom taught two consecutive terms by the same teacher, and from want of a proper register, a report such as is required has been almost an impossibility. Our schools are all free, and with one exception have been kept open about eight months of the year. The great want of the township is proper school houses. There is but one house in the township in a proper condition, and two of the schools are suspended for the present winter, on account of the total unfitness of the houses. The teachers generally are competent, and so far as I can see, there are marks of improvement in their pupils, as I visit them from time to time.

JAMES F. BREWSTER,
Town Superintendent.

HANOVER.

In accordance with your request, and the requirements of the law, I herewith transmit you a report of the schools in the township of Hanover, county of Morris. I have visited the schools about once a quarter, and in all cases have been cordially received both by the teachers, trustees and children. They have shown a willingness in whatever seemed likely to promote the best interests of the school and advance the cause of education. All the schools are at present supplied with teachers, who, so far as I can judge, are intelligent and well qualified; they appear to be devoted to the profession in which they are engaged, and labor assiduously for the advancement of the children placed under their care. I am happy to say that the teachers of this township were well represented at our Teachers' Institute, held at Morristown, which I believe was productive of great good to the cause of education in this township. Hoping the cause of education will ever prosper, I submit this brief report.

D. R. LOWRIE,
Town Superintendent.

JEFFERSON.

In transmitting to you my annual report I have nothing further to say than that the greater portion of the district have very little interest in school matters. There are but two districts that keep their schools the whole year. One of them will compare with any other in the state; they have kept the same teacher for three years, and have made rapid progress in all of their studies. It has been quite difficult to get a report for the last year, on account of the change of

teachers in the districts. I think the people are beginning to see the necessity of a closer attention to their district schools. I hope the people of Jefferson township may not be behind any other in educational matters.

D. F. LYON,
Town Superintendent.

MENDHAM.

Enclosed you will find my annual report of the number of scholars who have attended school, as reported to me by the trustees of the school districts of Mendham township, and other information, as you desired. In regard to our schools, I think they are in a more flourishing condition than we ought to expect, taking into consideration the little interest manifested by parents in the education of their children. The good condition of them at present reflects no credit on the parents, it is to the teachers to which this belongs, all of them being of the first class, active, professional teachers. I hope the time will soon come when parents will be aroused from their seeming lethargy, and to consider the importance of education, and the responsibility that rests on them, and say we will have good schools and good school houses, and will send our children regularly to them, and we will go and visit them. When parents thus make up their minds we shall not see our school houses only half filled, nor on entering will we find a poorly qualified, inactive teacher who is merely teaching to pass away the time, but instead thereof, we shall find an active person who makes teaching a profession, possessing the knowledge and tact sufficient to instruct the crowd of happy children who may surround him.

J. V. MENAGH,
Town Superintendent.

MORRISTOWN.

I herewith transmit my report of the condition of the schools in this township for the current year. I am happy to state that I have full returns from the several districts. This desirable end has been attained by requiring, before payment of any order for services, that the same be accompanied by a full report up to the date of the order. Our teachers are well qualified, and the schools in good condition. Six applicants for schools have been rejected for want of the required qualifications.

SAMUEL F. HEADLEY,
Town Superintendent.

ROCKAWAY.

The schools of this township have been free what time they have been kept open. Some of the districts have money enough to keep school open all the year, and a surplus.

The schools are all in a flourishing condition. They are all supplied with teachers.

Our school buildings are in a good condition, and well supplied with suitable furniture and other necessary appurtenances, and afford ample accommodation for all who attend school, except in one district which needs another school-house.

There are two difficulties in the township which I am trying to obviate. One is the inhabitants do not visit the school as often as they ought to; the advantages derived from parents visiting the school are very great to the scholars, it is not necessary for me to name them.

The other difficulty is with the trustees, they do not visit the school as often as they should. The trustees in some of the districts think that the district have plenty of money, and consequently they must use it up; and in order to do it, they pay a considerable more salary to teachers than is necessary, in some cases, more than the teachers ask, instead of asking the teacher what he asks per quarter, they (the trustees,) will often say, we pay so much, which often times is more than the teacher expects; in some cases the trustees seem to say by their actions, that it does not make any difference to us how much we pay, because it does not come out of our pocket. And the parents seem to say, because the money does not come directly out of their pocket to pay the tuition they will not trouble themselves so much about the school as they would do, if the teacher looked to them for their pay. According to my view of the case, the trustees ought to be just as saving of the public money as if it was their own, and the inhabitants ought to take just as much interest in the schools, as they would do if they had to pay their own school bills directly out of their pocket.

JOHN F. STICKLE,
Town Superintendent.

WASHINGTON.

In transmitting my annual report, I am happy to add that our schools continue in a flourishing condition. Most of our teachers are of those good "whole souled" teachers, who have the good of their pupils at heart. They have all been licensed by me, as we have no board of examiners in this county.

There is not as much interest manifested by the people in educational affairs as I should like to see, but hope the time is not very distant, when there will be a change in this respect.

I have found some difficulty in procuring correct lists of the number

of children in some of the districts. Some trustees are so anxious to procure a good share of the public funds, that they number more children than they really have in the district. Would it not be well to have an act passed requiring them to hand in their reports under oath?

THEO. NAUGHRIGHT,
Town Superintendent

OCEAN COUNTY.

BRICK.

I regret to say schools are so much neglected. We as a people should lay aside all consideration of embarrassments of the financial condition of affairs, and lay to a help for the education of the young, who should be a wise people and a happy generation. It is obligatory on us that we should leave to our children a lasting donation, the improvement of their minds, an education that will fit them for future usefulness. 'Tis education, the means of increasing intelligence and forethought, that tends to lessen crime and want. The christian is well convinced that divine truth comes with force and effect to minds trained to examine and reflect. A republic cannot stand firm in spirit or name unless its citizens are prepared to judge intelligently of public men and public means. It is then our laws can be enforced with more ease and promptness. Intelligence must hereafter be the strength of our nation, and not war and the sword.

SAMUEL S. OSBORN,
Town Superintendent.

DOVER.

I have delayed sending my report and the answers to series No. 2, in the hope of being able to answer more of the questions. I have the report of one district for a full year, and altogether I have received but four reports, some of which are defective. Our people are anxious to have good schools, and the trustees take an interest in the matter, and seem disposed to do all in their power to make their schools what they should be. I think that the next report will show that our schools are improving. Some of our districts have been entirely without schools since their formation. This year our school tax is as large as the law permits, and there seems to be a desire to make a proper use of the money. The registers, during the coming

year will be properly kept or the licenses will be taken from the teachers. As the teachers have not been required or notified to keep registers heretofore they have neglected to do so, and hence the scanty report I send. We have a few good teachers, and the chief reason why we have not had more good ones is, that the pay has been poor. Our schools are generally well attended and well kept, but our school houses are not yet what they should be.

S. H. SHREVE,
Town Superintendent.

JACKSON.

Another year has rolled around without much change in the condition of our schools. We have nine districts in our township, all of which have houses to teach in, but two are not owned by the districts. Four of the houses owned by the districts are in a very good condition; three of the others are not; the one at Jackson's Mills the people are trying to repair so as to make it comfortable. Our schools got in arrears in 1860-61, by the school money not being paid as it should have been; but they have all got their bills settled, or nearly so, and they intend to keep them settled as fast as they become due. Teachers seem very scarce at the present time: Several of the districts wish teachers but cannot get them.

JOHN CONINE,
Town Superintendent.

STAFFORD.

In forwarding to you my annual report of the schools of this township, I have but little to add to my statistical report.

The public schools are four in number, three of which have been kept open the greater part of the year.

Through your kindness last August, we secured the services of Mr. F. C. Probasco, who now has charge of the public school at Mannahawkin. The school numbers nearly one hundred scholars, and is in a flourishing condition. We also have a select school taught by a lady from Massachusetts, who has given entire satisfaction, and bids fair to become a successful teacher.

The community at large, (notwithstanding the financial affairs, have rested heavily upon them,) have taken a greater interest in the cause of education, than for several years previous. Many improvements have been made in and around the school buildings, and it is to be hoped the rising generation may be improved in morals, so as to exert an influence for the good of our country.

J. G. CRANE,
Town Superintendent.

UNION.

I herewith transmit the annual report of school matters in this township as far as I am able, though very far from being perfect. I am constrained to say that there is not the interest manifested towards the common schools of our township as I should desire, yet quite an interest is taken in educational matters by many of our people by sending their children away from home to select and boarding schools, a much larger number being now, and have been the past year, attending such institutions than at any time heretofore. In four of our districts, schools are kept open three-quarters in the year, and the largest one has two schools therein. The other two districts are very small, and school is kept open only as long as they can get a teacher to attend: for their proportion of school money, which sometimes is one quarter and often less. This you will observe is the reason for the *low average* of time our schools are kept open. The teachers employed the past year have I think, given general satisfaction, as I have heard no complaint, and some of them I know to have been well qualified for this duty. I have, however, not been consulted by the trustees of a single district in regard to the employment of teachers, consequently, I am not qualified to speak understandingly as to all of them. In regard to school registers, I should recommend that each district in the State should be supplied by the State Superintendent at the expense of the State; as without one it is impossible to make a complete return.

JAS. EDWARDS,
Town Superintendent.

PASSAIC COUNTY.

ACQUACKANONK.

I have the pleasure of informing you that the schools of Acquackanonk township are most generally in a prosperous condition, never more so for the last six or seven years which I have been Superintendent. We have able and competent teachers, who labor faithfully for the improvement of the scholars. Some of our school houses have been improved, and others are making preparations to improve or rebuild. A more general interest is felt in the tuition of the children. The districts that do not receive enough from the State and township, raise funds in the district to keep the schools open the whole year. If the State fund could be so enlarged as to make them all free, it would be very desirable, but under the present state of our

national affairs I do not look for it, but hope the day will soon come when we shall again be one unbroken people, and a greater advance in literature will be the great end and aim of all sections of our land. The Lord grant it.

CORN'S G. VAN RIPER,
Town Superintendent.

MANCHESTER.

Enclosed please find report for the current year. The teachers engaged in our township are all capable of advancing their pupils, and evince good judgment and discretion in the education of their scholars; and the children seem to take a lively interest in their studies, and all work harmoniously and satisfactorily.

JOHN W. REA,
Town Superintendent.

PATERSON.

I have furnished you with the statistical report required. In addition I am happy to say, with regard to our schools, that there is nothing of a retrograde character; that they are in a flourishing condition, so far as buildings, furniture, books, competency of teachers, number of pupils, discipline, order, gradation and thorough instruction are concerned. The members of the board of education are regularly elected, a fair appropriation of money is made by the common council, the taxes are paid, teachers are employed who faithfully do their duty, and the books show a large attendance; but this attendance is very irregular. Those scholars whose attendance is tolerably punctual, show more than ordinary improvement, and the standard of scholarship is above the average; those leaving our schools to attend others, are among the first of their grade; all this speaking well for their capacity, for the teachers, and for the system. During the last two years, a large number of pupils of both sexes have left school at an earlier age than usual, to supply, in part, the places of those young men who have shown their patriotism by enlisting in our armies for the defence of their country. Several private schools are well supported. This, by some of the friends of popular education, is looked upon as a discouraging fact; but I cannot see it in that light. The truth is, the public schools have thoroughly disseminated the seed, which, in a great variety of ways, is bringing forth a rich harvest of fruit; the tone of public sentiment has been elevated, and the standard of scholarship is much higher in every grade of society than it was ten years ago—before the establishment of the present system of schools. Within this period a number of young men have entered college from the city, nearly all of whom prepared in the High

School, receiving private instruction from the Principal in such studies as are not taught in the school. The great object of the public school system is, that all be thoroughly educated. If this end be attained, the friends of the system have, in my opinion, good cause to be thankful.

The irregular attendance and indifference on the part of a large number of pupils—either of which is a calamity to any school—is mainly attributable to the fact, that the parents and people fail to do their whole duty. They neglect to show that interest in the matter which the cause deserves and demands. They neglect the schools—seldom, if ever, visit them; hence, from their own knowledge, cannot give an encouraging word for the schools or the system to pupils and parents, and cannot meet croakers with facts and arguments, simply from neglect and consequent ignorance.

Their only knowledge comes from those pupils who, from some cause, color too highly the merits of their teachers and schools, or from those disaffected ones who, from interested motives, wilfully and maliciously misrepresent. This is wrong; the people are interested, and should manifest this interest by visiting the schools and encouraging both teachers and pupils. They should become thoroughly acquainted with the teachers, and the system in all its workings, that errors, if any, may be eradicated, and improvements suggested in keeping with the age; then, and not till then, will the teachers be appreciated and inspired to do their work, the ambition of the pupils raised to a proper degree of zeal, and our public schools fulfill the purpose for which the noble system was established.

S. C. HOSFORD,
City Superintendent.

POMPTON.

Please find with this my annual report of the condition of the schools in Pompton township for the year 1863.

While it would afford me pleasure to report increased interest in the subject of education among our people and greater improvement in the condition of our schools, I am able to say that a review of the past year is rather encouraging.

School has been kept open in each of our districts at least a part of the year, and the scholars appear to be improving. I report \$192.75, as the amount received from tuition: this was paid in two districts. In the other districts the schools have been free; *i. e.* school has been kept open as long as the public money would pay the teacher's salary. It is a gratifying fact that one thousand dollars tax is assessed and raised in our township for the support of schools, this enables even the smaller districts to have school a part of the time; my desire and effort is to convince the people of these districts that it would be to their interest and that of their children to sustain school

the whole year by paying the requisite amount of tuition; but the reply is, "our tax is heavy, &c.," and it is hard to prevail against the dollar arguments.

JAS. E. BERNART,
Town Superintendent.

WEST MILFORD.

Agreeably to the requirements of the law I return your second series of questions with answers annexed, which I presume are in the main correct; yet with your definition of the question before me, it is difficult to give a correct answer to the fifteenth question, asking the terms of tuition per quarter, for about half the districts in the township pay no tuition at all and keep the schools open only for such time as the public money will pay for, while the rest pay from seventy-five cents to one dollar and twenty-five cents per quarter for tuition, yet in the answers I have sent, I have given the average of all the districts.

It happens we have but few teachers employed at present, as a number of districts have become vacant at present and have not yet been opened for the winter; you will see by the answers to the questions sent me, that the state of the schools are about the same as when I sent my last report, we raise the same amount by tax in the township, and there is considerable interest manifested in most of the districts in the cause of education.

HORACE LAROE,
Town Superintendent.

SALEM COUNTY.

ELSINBORO.

Our schools have been taught since I have been elected (which was last spring.) by faithful and efficient teachers. There is not sufficient interest taken by the patrons in the cause of education.

The colored children go to a neighboring township to school, and receive a portion of the public money, and are taught by a colored female. Our school houses are generally in fair order, I know of no improvement needed, except to make one more district.

JOSHUA THOMPSON,
Town Superintendent.

LOWER PENN'S NECK.

In visiting the schools which are under my charge, I am pleased to find they are better disciplined than in former years, the result, I firmly believe is from employing competent lady teachers. Their kind, firm mode of government has been highly beneficial in restoring our schools to better order, which, in my estimation, is one of the first and most important points to be attained; without this, it is next to impossible, for even the attentive pupil to study properly.

All five of our schools were taught during the spring, summer, and fall terms, by female teachers. Four of the schools have commenced the winter term with male teachers, and the fifth is soon to be reopened. The cause of this change is owing in part to the majority of the trustees still adhering to their former opinions in favor of male teachers, as best calculated for the winter session. It appears to be but just, for those who have so faithfully labored with success through the long hot summer days, should still have the schools the remaining part of the year. Our State Normal School has, and will still prove a great blessing, by fitting well trained teachers for our public schools. It is my sincere wish, that Institution may be continued and have a large share of prosperity.

DANIEL J. GARRISON,
Town Superintendent.

MANNINGTON.

I have visited the schools in the township, [according to law, but it is difficult for me to give a correct report, as the registers of the schools are so imperfectly kept, although I have requested the trustees and teachers to have the registers kept according to law. I am sorry to say there is not that interest manifested for district schools, as I think there should be; many persons in our township send their children to the adjacent towns, instead of supporting their district schools.

J. R. HACKETT,
Town Superintendent.

PILESGROVE.

It is almost impossible to give correct answers to your questions, as we have in many schools females for teachers in the spring and summer, and males in fall and winter. So many changes gives me much trouble to collect the transactions of the different schools even in an imperfect form. The school-houses are generally in good repair and are kept cleanly, although in the farming districts, the interiors of some of them are quite ancient. Our teachers are as good and efficient

as can be expected for the compensation they receive. We have in this township three schools for colored children, one of them under the care of the Union African Church, two in the regular school districts with other schools; they have their own visiting trustees, but subject to the legally appointed trustees of said districts, and have their quota of school money paid over to them by the order of said legal trustees. I will here remark that, I am astonished at the progress of those colored children in their studies, under quite indifferent teachers, and governed rod in hand. I am satisfied that under good and efficient teachers they could acquire a good business education. I further believe that, some of them with proper training would advance sufficiently to make classical scholars.

JAMES WOOLMAN,
Town Superintendent.

UPPER ALLOWAY'S CREEK.

The schools in our township have been kept open the past year ten months, and they are all free. We have ten whole districts and four parts of districts, but the largest number of the scholars (in part of districts) is from our township, and the school houses of the same are located in said township. We have four Normal teachers and the balance are part Normal, having attended the school one and in some cases two terms. The schools are all in a good healthy condition, and the taxable inhabitants are willing to be taxed to support the same. Enclosed you will find the form of blanks that I use to give to the teachers, also the form of license, &c.

WILLIAM HOUSE,
Town Superintendent.

UPPER PITTSBORO.

I think a growing interest is manifested in some districts, as shown by a call for competent teachers, and a greater willingness to render a suitable compensation.

I believe that the efficiency of our system of common schools has been and still is, greatly impaired by an unnecessary multiplication of school districts, and that a reduction of the number in this township to four fifths of the present number, would promote the best interests of the schools and the cause of education; no error is more prevalent, or more frequently complained of by those whose extensive observation has enabled them to form a correct opinion on this subject, than the formation of small, weak, inefficient districts; too much importance is frequently attached to the abridged distance which the children in such districts are required to walk, and too little conse-

quence to the low and feeble condition of the schools usually maintained in such districts.

N. G. SWING,
Town Superintendent.

SOMERSET COUNTY.

BERNARDS.

The public schools in Bernards township, have on the whole been better sustained during the year now closing than for eight or ten years past, five of our schools have been kept open all the year, and the other three nine months each, allowance being made for vacations, the teachers have performed their duties faithfully, most of them manifesting a thorough acquaintance with this work, and a very creditable devotion to it. The greatest deficiency is the want of proper interest on the part of parents and patrons, seldom do they visit the schools, or make particular inquiries about them, the trustees even are sadly negligent in this respect.

JOHN C. RANKIN,
Town Superintendent.

BRANCHBURG.

The interest manifested by the people of Branchburg in educational affairs has not particularly increased since my last report; yet we do not feel discouraged or consider the cause on the decline. The schools of the township are all in operation at the present time and will probably remain so during the year. The amount of money for school purposes raised by tax this year, is one-third *larger* than ever raised before, should it continue thus to increase, in a few years all the schools in our township will become free the whole year. There have been no changes among the teachers of the township during the past year. The board of examiners for this county still *exists*, whether or not this is an absolutely necessary institution we will not say. At present there are no Normal teachers employed in our township, the particular superiority of these teachers over those not prepared at the State Normal School, is not yet discernible by the citizens of this community, nor never will be while that institution is conducted by its *present* Principal. No doubt but that this institution would accomplish what it was intended to, and that the people of New Jersey would feel *proud* to support it, could it be managed and

brought under the influence of intellectual talent like that of a Theo. Freelinghuysen or Horace Mann, of a Prof. Page or Perkins.

T. VOSSELLER,
Town Superintendent.

BRIDGEWATER.

There is no material change in the educational interests of this township since my last report. Our schools are all in good condition and have been in operation the entire year, making allowance for the usual vacations.

A majority of the teachers have been one year or more in the same schools, still it is necessary in order to procure a correct report of the attendance &c., that the State take this matter in hand and provide registers for every district, and then require the teacher to make the proper entries in the same, in order to entitle him to the public money.

A majority of the people, as is the case almost everywhere, are very indifferent to the interests of education; while we have some in every district, whose hearts are in the work, and who are determined to elevate the standard of education in the township, and thus awaken a greater interest in our public schools. There are nine school-houses in the township, four of which are new, and well adapted to the wants of the respective districts, three of the others are in very good order, while the other two should be replaced by more modern structures; we have also a very good building in Somerville in which a colored school is kept a large portion of the year.

I cannot close this brief report without again referring to the necessity of a State enactment, compelling trustees to provide registers, and teachers to keep them properly, so that the future reports of Town Superintendents may be *correct* and not *nearly* so.

ORSON C. CONE,
Town Superintendent.

FRANKLIN.

In forwarding you the accompanying statistics, I have to acknowledge their imperfection. The very severe trials of sickness and death which my congregation has been called to pass through during the summer and fall, together with personal affliction have so occupied my time in professional duties, that it has been impossible to pay that attention to the schools which I hoped to bestow when I allowed myself to be renominated for town superintendent. I have done what I could, and the result of my observations and labors reveals the fact that our schools are in their usual condition, enjoying their ordinary prosperity, generally furnished with capable teachers and comfortable

accommodations; although the average amount of tuition received by the children in the township, still fully lamentably short of what we think it ought to be; I have not been enabled by personal solicitation to secure the use of permanent and lawful registers in all the schools, but where I have succeeded and have had access to these registers, they reveal a very irregular attendance, and in many cases show that a large number of those enrolled scarcely receive a whole quarters tuition during the year. As an illustration in a school whose roll has every quarter been as large as forty, and which has had as high as fifty-one names upon its register during the year, the average attendance has been but twenty-seven, and there are among the names but four who have been in attendance, four full quarters, but three who have attended nine months, and less than twelve. Sixteen only reach six months, and twenty-eight have made less than a full quarter. In another the attendance has been better, showing ten names for a year, five for nine months, six for six months; but, also fifteen for less than three months, in an average roll of thirty-two names a quarter. You perceive that the best statistics upon this subject reveals the fact, that of the whole number of children going to school, one-half do not obtain the advantage of one quarters tuition a year, and only one-sixth attend so punctually as to obtain all the benefit of tuition during the time these schools are kept open. The united statistics of all the schools might perhaps modify this view if they could be had, but we think not greatly, since according to our observations the schools referred to are the best attended in the township. The facts give us reason to feel that we cannot report too favorably in reference to the interest manifested by the people in the education of their children, but we hope that the interest is a growing one, inasmuch as our average attendance has increased; during the year a number of our schools have been kept open a longer time, and examinations and inspection by parents and trustees have been more frequent.

J. ADDISON VAN DOREN,

Town Superintendent.

MONTGOMERY.

The report of the schools in our township is as usual very incomplete. The same causes which heretofore existed, rendering it impossible to furnish a report such as your circular calls for, still exist, and will exist until *somebody* place in our schools at the commencement of the year, the first of December, blank forms embodying the kind and amount of information desired. The comparatively few reports published, is *presumptive evidence* that, but few are furnished to you. It is not to be wondered at. The difficulty in procuring the information from the schools, discourages any one from attempting the task. If the State or townships will furnish the schools with necessary forms, to be filled up by the teachers under the supervision

of the trustees, and by them transmitted to the town superintendents, and by them to you *quarterly*, possibly an approximation towards the objects aimed at, might be attained.

The schools in our township are all open, and have been kept open during the year past with occasional exceptions. Many changes have been made among the teachers, more than usual. You will perceive by my report, the female teachers are as two to one over the male teachers. I cannot account for this fact, unless it be that they work for less wages. I am not prepared to say that the standard of education in the schools, has been elevated in the same proportion that the female teachers have gained numerical preponderance over the male teachers. The truth is, that the schools are not in as flourishing condition as in some preceding years. But little interest is manifested in our schools. We hear but little of them, unless when passing some school house at an interval, or recess, where we are brought to our senses by the noise and confusion, or the taunts and insults of unmannerly boys and girls, if indeed we are so lucky as to escape a pelting with stones or snow balls. I believe we are entitled to State school money twice a year, *May* and *October*. We get the first installment about the *first of July*, and the second installment about the *first of January*. It would aid our schools, perhaps more if we received the whole amount the *first of October*.

C. S. STRYKER,
Town Superintendent.

WARREN.

In accordance with the requirements of the law, I will try and make my report. In answering the questions in Series Nos. 1 and 2, I have been careful to try and give you intelligible answers. I have examined your remarks on "Items of Information" before answering, and to the best of my ability answered correctly, and hope they may meet your approval. The schools in our township are progressing in about the usual manner. In all but two districts they are only kept open while the public money lasts. In those two, a portion of the public money is used each quarter, and tuition is charged to make up the deficiency.

As I stated in my last report, three districts are annexed to districts out of the township, and have school houses located out of the township. These I have made no report of. There is also the Union Village district annexed to a district in New Providence township. The school house is on the line of the two townships, and is included in my report.

In some of the districts the schools are not kept open but six months, and in answer to the question of the average attendance, the number is given when all the schools are in operation.

In reporting the number of male and female teachers, I give you the whole number that have taught since last December.

Our township once contained but eight districts in all, but to accommodate some individuals, former Superintendents, have increased the number to eleven. It is, in my opinion, a detriment to some of our schools.

GEORGE C. OWEN,
Town Superintendent.

SUSSEX COUNTY.

GREEN.

In transmitting my report for the current year for the township of Green, county of Sussex, I regret to say that I am unable to give a full report in consequence of the teachers not all reporting to me. There are but two registers kept in the five school districts.

Our schools are gradually improving, and the teachers appear well qualified and manifest a commendable degree of industry and faithfulness in the performance of their duty. I cannot pass without adding my commendations in favor of the teacher at Greenville, Mr. N. S. Shaver, who possesses the ability and spirit of an instructor of the first order, who is untiring in his exertions to gain a knowledge of his business and improve the condition of his school.

Hoping the next year will exhibit a greater evidence of improvement than the past, I am, &c.

I. S. B. RIBBLE,
Town Superintendent.

HARDYSTON.

The statistics furnished in series No. II. herewith transmitted, are as nearly correct as I am able to make them, but they are doubtless somewhat imperfect because one of our school registers unaccountably disappeared with the teacher, and there are two other districts from which I have not received reports, which necessitates my falling back upon former figures.

I have furnished the schools with registers, and most of the teachers with blanks, in order to simplify their reports, yet some of them have failed to do it. Perhaps to revoke their licenses, or reject their orders until they produce their reports, would have a salutary effect.

It is with pleasure I can report an increased attendance during the

closing year, as well as an increase in the average length of time the schools have been kept open. These facts indicate a growing interest manifested by the people of the township in the prosperity of our public schools, of some of which we have good reasons to be proud, but we have others of which we cannot boast.

The greatest difficulty, it appears to me, is, to properly direct the interest which is felt in educational matters.

Very many trustees seem to think the cheapest teacher is he who will serve for least pay, and they very often hire accordingly. They act upon the false principle that "a teacher's a teacher," not reflecting upon the loss of time occasioned by "breaking a green teacher," some young girl perhaps, or farmer's son, who only teaches during the winter that he may not be out of a job, but feels no interest in the cause in which he is engaged further than to keep the school from getting ahead of him, and drawing his pay. This has a powerful tendency to so reduce the salaries of teachers as to drive the competent and experienced into some more lucrative employment, to the great detriment of our public schools. For there are, and I apprehend ever will be, those who will teach, or rather *keep* school cheap, out of sheer indolence, to eke out an existence. But you have already described the disease and pointed out the remedy to the Legislature, but that body of sages has failed to apply the prescription.

Teachers should be licensed exclusively by the superintendent or county examiners, the latter I deem preferable, and he or they should be *sworn* to license none who failed to bear a rigid examination in the English branches at least. If this would not have an excellent effect, especially upon our smaller country schools, then the opinions of those best calculated to judge are worthless. It would allay very many petty strifes in districts between the friends of candidates for "the school," none of whom perhaps, is qualified for the position; besides opening the doors of the school-rooms to competency with a fair prospect of its being rewarded.

HORACE E. RUELE.

Town Superintendent.

LAFAYETTE.

Our schools are improving, notwithstanding no tax was raised to sustain them.

Parents and trustees are more ready to procure books, maps and globes, &c., than formerly. Our teachers seem more interested and the majority of them are better qualified than those we have formerly had.

The Normal School has never furnished us with one of their graduates, we should be glad to see one or more among us.

We have no select school in our township. A suitable teacher

would meet with encouragement in our village, we greatly need a good select school.

JOEL CAMPBELL,
Town Superintendent.

NEWTON.

In presenting my annual report, I beg leave to say, that the school interests in this township are gradually progressing. Over six thousand dollars have been expended in payment of tuition. My observation induces the opinion that there are three prominent impediments existing here, as I presume they do in other parts of the State. I will say a few words upon each.

First, Irregularity of attendance. Parents do not consider how much it disorganizes a school, and how much their own children lose by keeping them at home for trivial causes. In most of our districts the schools are free, the entire expense being met by public money. Education *apparently* costs nothing, and what costs nothing is poorly appreciated. As a coercive system of attendance, like that in some countries of Europe, would be impolitic, perhaps impossible, we can only wait till this difficulty is remedied by a higher estimation of education by the people.

Second, Poor school-houses and apparatus. There is not enough enthusiasm in the cause to supply good school-houses by voluntary contributions; and the people do not seem to be aware of the incorporation clause of our school laws, by the operation of which the burden is equalized by taxation. Only three districts out of fourteen are incorporated. I would recommend every district to be incorporated, as a first step towards improvement in this respect.

Third, Inefficiency of teachers. We have some of the best, and some of the poorest teachers in the State. Even the poorest know what to teach, but they do not know *how* to do it. As the Normal School only meets the wants of the people partially in supplying effective teachers, we want more character and life given to Teachers Institutes. We held a first class institute in our county, but only six out of thirteen of my teachers availed themselves of its benefits. Here the State could apply coercion and should. Every teacher should be compelled by law to attend, and gain what instruction he could from established and successful educators in the management of a school, and the best way of imparting instruction.

N. PETTIT,
Town Superintendent.

SANDYSTON.

There is quite a demand for teachers in this township. We have built a very fine and convenient school-house in the district where I live; cost \$535,00, and there is as much spirit manifested about education as in any district in the township, but there is not that feeling shown that I would like to see here and elsewhere. I think the time is coming when education will be the more valued by the people than at present, I hope it is not far distant.

OLIVER COSS,
Town Superintendent.

SPARTA.

I have the honor to inform you that the number of scholars in the township of Sparta, between the ages of five and eighteen years is six hundred and ninety, the average daily attendance at school is two hundred and seventy-two, the terms of tuition per quarter will average two dollars and twenty-five cents, our schools have been kept open ten months during the year. We raise by tax one dollar per scholar, or six hundred and ninety dollars. We have received from the State school fund two hundred and thirty dollars and thirty cents, from surplus revenue, one hundred and seventy-two dollars and seventy-one cents, and from tuition, eight hundred dollars, amounting in total to eighteen hundred and ninety-three dollars and one cent, all of which has been directly appropriated to the use of our schools.

DANIEL STILWELL,
Town Superintendent.

STILLWATER.

I am happy to report the schools in this township in a prosperous condition. We are supplied now with school registers, but only two out of thirteen had them last spring. I have visited the schools once per quarter as the law requires. Teachers have all been licensed. Houses are pretty good with two exceptions, Nos. 7 and 8. They are not worthy the name of school houses.

JOSEPH S. HUNT,
Town Superintendent.

VERNON.

The condition of the schools of this township is but slightly improved over the last year. One thing I would like to see become a law; viz.: that no teacher shall receive any part of the public money

until he or she first furnish a full report of his or her school. If this should become the law, then you might rely upon more satisfactory information.

N. B. GIVEANS,
Town Superintendent.

WANTAGE.

I have the honor to submit my annual report of the condition of schools in the township of Wantage, Sussex county. In the township there are twenty-two school districts, each of which is now provided with a school. As there is but one school in each district, and each under the charge of one person, there are now twenty-two teachers in the township. Of this number eight are males, and fourteen are females. During the past year, one thousand two hundred and nine children have been taught in the schools; the terms of tuition being about two dollars per quarter. Most of the schools have been open ten months during the year, and none less than six. I have received about three thousand two hundred dollars, and most of this sum has been expended in hiring teachers; a small portion being used to pay for fuel, repairs, &c. Although this may seem to be in opposition to the spirit of the law, which provides that all the moneys "coming into the hands of the Town Superintendent shall be applied exclusively to the purposes of education;" yet it seemed to be a kind of necessary evil, and one that cannot easily be remedied. In the absence of any law to compel the people of any district to raise money for the purchase of fuel, repairs, &c., nothing is raised, and the appearance of our school-houses suggest that they need money for fuel, money for repairs, money for building, and in fact, money for every thing connected with them. Of the twenty-two buildings in which the schools of this township are taught, there are eight that, upon the whole, answer the purpose quite well. But what can be said of the other fourteen? As for five or six of them, no respectable farmer would give more than two and six pence a piece for them to winter his stock in. They might do very well for summer pig sties, where it not for the holes in the siding, (they have no inside lining,) or broken windows through which the pigs, as often do the boys, might effect an escape from so uninviting a habitation. If they ever had a coat of paint, the storms of three-score and ten years have so well beaten it off, that no traces of its primitive glory can be seen. All are built of wood; some of yellow pine slabs, sided up and down like a country barn, with wide batting nailed over the seams to keep out the cold wind of winter.

Of course, this makes pretty comfortable quarters with not a square inch for ventilation, except in such cases where the outside pine coating has for a century of years been exposed to the jack-knife

of the whittling genii, who have in turn presided over the interest of the school as master and fire builder.

But in those districts whose inhabitants imagine that the school needs for fuel only such knotty, tough, and wet wood as their fancy rejects, or good dames refuse to burn, what can be more tempting on a cold winter morning than a loose weather-board clattering in the wind? If left where it was placed by the hardy pioneers fifty years ago, why it will only disturb the serenity of the already noisy youngsters; but let it be subjected to a whittling process and then used as a fire kindler, and you can see how soon it warms at once the drowsy ambition of the teacher, and the cold toes of those under his charge. One house is perched on a rock at the foot of a hill, with a dilapidated cider distillery in its immediate rear; a small stream of water washing down the refuse matter as a gentle reminder to teacher and pupils of the great fountain head, from which their ancestry have always drawn their supply. Of course, the distillery is much better patronized than the school, which pays some novice in the art, from seven to ten dollars per month, of the winter season, and find board, drink and lodging, among the whiskey toadies of the neighborhood. During the winter of sixty-two, this school numbered forty-six, although the general average was a fraction over nine.

Another is located on the top of a hill at the corner of four roads, where the winds of the four-quarters of heaven drive all the cold of christendom to a proper focus to wit: through the school-house, some stand in the road within four feet of where the carts go by, with no play-ground attached, except the broad street and neighboring fields, whose owners are as fearful lest the grass be trampled down, as they are stingy in voting appropriations for schools. I know of but four districts that have any play-ground, and but one of these is separated from the highway. But one has two rooms, six have what are called entries, but gangway would be a more appropriate term; ten have maps of the State, this comprises the apparatus, none other being deemed necessary, (except here and there four-square feet of blackboard.) The furniture consists of an old desk, and a variety of benches; some being made of white oak slabs with hickory under-pinning, while a few are supplied with pine hemlock or walnut seats and desks of the most approved style of forty years ago; all bearing indubitable proof of having been occupied by Yankee whittlers.

I have through the year, visited these places of instruction; some once, some twice or oftener, according as there was a school or not, making in all forty-eight visits.

I cannot ascertain that in more than three districts the schools are ever visited by any other person.

Of the twenty-two schools, ten are kept open the whole year, seven nine months, three, six; and two, three months.

There are 1327 children who ought to attend school, but 1209 do so; leaving 118 that do not, however, more than half the whole number attend the whole year.

The school books used, are Sander's series of Reader and Spellers, Thompson's Arithmetics, Smith's and Morse's Ancient Geographies, Smith's Grammar, with here and there a Wilson's History. It is a relief however to say that in one or two instances Parker and Watson's Readers are used, Cornell's Geography, and Clark's and Wells' Grammars, Robinson's Arithmetics will doubtless supplant all others.

Now you say that by law, the selecting of school books is vested in the Town Superintendent and the district trustees, and why don't you get better ones? Simply because the parents can't afford to buy them. "Strange affair" says one, "if my young ones can't learn out of the same books their fathers did, what is the use of paying out so much for new books when the old ones will do just as well, and tobacco has ris up to four cents a small paper, and not half filled at that, and gin is ten cents a drink?" And you can't get them to raise money for school books, repairs, &c., "any more than you can raise the dead with a tin dinner horn."

Now when we consider the state of the school houses, their furniture and apparatus, the books used, the prices paid for teachers, which averages about one hundred and seventy-five dollars per year for males, and one hundred dollars for females, board included, together with the interest of patrons, made manifest by their contemptible meanness and stinginess in all educational matters; with what kind of conscience can you discuss the qualifications of teachers? Who ever heard of a first rate teacher remaining very long in Wantage township? Who ever knew a graduate of the Normal School within its borders? The fact is, as soon as a person gets a little experience in the art, he migrates to more genial climes, where his labors may be somewhat appreciated, leaving behind those who are fit only for these dark corners of the earth. But as long as they will work for comparatively nothing, so long they will be hired, every body going on the general principle, that a poor school is better than none. They are hired and generally teach half a term before I have any knowledge of the proceeding, and then I am called upon to examine him, without the co-operation of trustees or any other person. If I refuse, the whole township is down on me, and at the next annual town meeting my term of office is completed, and my successor appointed, who will license, *ad libitum*, every one that has nothing else to do, and desires to engage in the laudable work of "teaching the young idea how to shoot." By rubbing up some of these dead heads, dismissing others, and encouraging a few live ones, I find that notwithstanding all the obstacles some good can be accomplished. If our law could be so amended to make it a penal offence for any person to *think* of teaching until he has procured a license, there might be some hope of changing the status of educational matters.

However something of good may yet be effected as it is, and this should be the earnest wish and end of the effort of every friend of education.

CHAS. MORROW,

Town Superintendent.

UNION COUNTY.

ELIZABETH.

My answers to your questions contain all that is necessary to say respecting the public schools of this city. I take pleasure in adding that at the end of this year the schools are in a prosperous condition. The interest of the community remains unabated, and public sentiment is firmly in favor of free schools. But few changes of teachers have occurred during the past year. Those now employed are gaining experience, and remain faithful in the discharge of their duties.

The principal of one of the schools has resigned, and his place has been filled by another competent teacher. The Board of Commissioners work harmoniously, and have attended promptly to their duties. The buildings are kept in good repair and the pupils supplied with all necessary books. The first ward building is now successfully warmed by Baker & Smith's improved steam heating apparatus in place of the old affair removed.

The salaries of teachers have in some instances been increased, but not enough to correspond with the increased price of living. I trust the commissioners in their watchful care of the schools will still increase the salaries as the necessity of the times requires.

The pupils now attending school are younger than in former years, owing perhaps to the demand for labor, which has taken many of the larger boys from school.

JOSEPH ALWARD,
City Superintendent.

NEW PROVIDENCE.

In accordance with the requirements of the law, I will offer a few remarks in reference to the schools in this township. I have had the opportunity of marking the progress of the schools in this township for the last ten years, and though they do not come up to a satisfactory standard, still the retrospect is highly gratifying, and I have no hesitation in saying that the true standard will never be attained until we have free schools throughout the State. In this township we have too many schools, (strange to say,) and the result is that teachers unqualified for their responsible positions are often employed to the detriment of the school and the cause generally; I have had no difficulty in obtaining reliable data from all the teachers in this township, from the fact that the township furnishes the blanks necessary, and the teachers are informed that no monies belonging to the township will be paid to them until said report is presented. You will also notice that the amount of monies raised for school purposes

exceeds that of any previous year. Upon the whole the situation of the schools is as gratifying as could be expected.

J. A. McEACHRON,
Town Superintendent.

SPRINGFIELD.

I have at this late date taken my pen to make the report required of me, but alas for me! though I have asked of teachers and trustees for information, yet I have not obtained the information necessary to make a report as it should be, to put an answer to some of the questions. I am obliged to—well—I suppose—or guess—it is—about—so. One of the difficulties in the way is our trustees have no books in which to keep a record of their expenses, &c., our teachers and trustees do not appear to have any idea of the nature of the report required of the superintendent. You will recollect that I have been superintendent only from last April, so you will excuse me for the ignorance of trustees and teachers on this point.

Perhaps the following statement will assist you. In one district they have had two terms taught by a male teacher, salary \$90 per term, in another district two and a half terms by a female teacher, salary \$40 per term, in the third district they have had three terms taught by a male teacher, one term by a female teacher; more than half of the children in the township are in this district, the teacher hires an assistant who takes charge of a primary department. (Query, is this assistant to be considered a teacher or not,) the assistant gets \$50 per term, the teacher takes the school and charges so much per scholar, as the report from this district is only in part, I am left to conjecture that so and so is the case.

The three school houses are comparatively new, two have one room, one two rooms, all have play grounds, one is properly seated, the other two have the old fashioned inconvenient seats, as for apparatus we have none. I have visited the schools once a term, the trustees and parents do not visit the schools as much as they should.

JOHN DEAN,
Town Superintendent.

UNION.

Sir, in consequence of my recent severe illness, I have not been able to complete my report until the present time, and as much of my statistical matter has consequently been either hastily collected or gained from others, it is, I am afraid, not so accurate as could be desired in some particulars. I deeply regret that I have not been able to take the entire charge of collecting them, so that I could vouch for their entire accuracy. One difficulty which I have had to contend

with, is that the people of some of the districts have, from mistaken ideas of economy, engaged young female teachers in their schools, during the spring and summer seasons. These teachers are not usually sufficiently well qualified to pass an examination, and therefore are employed by their trustees independently of the public school fund. Over the schools thus conducted the superintendent can exercise but little control, and it is a matter of great difficulty, in some cases, to obtain from them any reliable statistics. The schools which have been conducted with a strict regard to the regulations for the public schools of the State are :

District school No. 1, I have always found a well regulated and interesting school. The average daily attendance for nine months has exceeded forty. District No. 2, under the charge of an experienced female teacher, has been satisfactorily conducted; this school is discontinued usually during the winter. Average daily attendance twenty-three. District No. 3 is the model school of the township, always taught by experienced and reliable male teachers, it presents a pleasing contrast to some of the adjoining schools. No. 4, this district embraces a portion of Linden township. Its school pleasantly located at "Mulford's Station," is under the charge of a thorough and energetic young female teacher, who possesses excellent qualifications for teaching, which but require a more thorough experience to ripen into excellence. District school No. 7, is now under the charge of one of our most experienced and thorough teachers, and a marked and happy improvement is manifest. This school has four of the five pupils noted in my answers, who are above the ages of eighteen. Districts Nos. 6 and 8, have been under the charge of unlicensed teachers, and are not in so prosperous a condition as could be desired. It is a matter much to be regretted, that no more interest is generally felt in this township on the subject of education, which is seen in the pitiable sum raised yearly for the school fund. Until a deeper interest is felt and a more energetic and liberal course taken, our public schools must languish. Trusting that you will excuse this brief report, which is written amidst much bodily pain, I will close. Any information which may at any time be desired, or any instructions with regard to this, to me new duty will be thankfully received and cheerfully responded to.

GEORGE W. COOPER,
Town Superintendent.

WESTFIELD.

Our schools, with the exception of one, are prosperous under the instruction of competent licensed teachers, they have been visited quarterly and examined in most cases in the presence of one or more of the trustees or patrons of the school.

Two teachers have been examined and licensed in connection with the trustees.

The school houses of the township, five in number, are in pretty good condition, with the exception of one, which is a mere shell; and with the exception of that one, all are furnished with maps and black-boards, and having play-grounds attached, two have two rooms, the remainder, one.

The branches taught are, astronomy, geography, geometry, algebra, philosophy, English grammar, and in two of our schools the rudiments of Latin.

Beside the public, there are two private schools under the tuition of excellent female teachers.

EDWIN DOWNER,
Town Superintendent.

WARREN COUNTY.

BELVIDERE.

In making my annual report, I have but little to add to what I have advanced in former reports. Our schools are in a flourishing condition, not what they could, and should be, but a great advance has been made in a few years. Little by little, former prejudices entertained by many in relation to our common schools, are wearing away, and considerable interest is now manifested by all classes in their advancement and prosperity. A few years ago we had great difficulty in raising one dollar and a half per scholar by tax, for their support, but now no trouble is experienced in raising all the law allows. Hence we have free schools the whole year for all who choose to attend them. Latterly we have employed a better class of teachers than was formerly the case. Now, the test is merit, then, the only question was economy in their employment. The result is, that our children are improving rapidly. I have no hesitation in saying that our schools will compare favorably with any in the county, and perhaps in the State.

But while I bear willing testimony as to the excellence and zeal of the teachers, I cannot condemn too strongly the faithlessness and want of attention on the part of parents towards our schools; seldom or ever do any of them show themselves in the school-room; they take it for granted that it is the teacher's business to take entire charge of their children while in the school-room, and that their duty towards children and teachers ceases the moment the children enter there. This should not be so. Parents should take great interest in

attending the schools, thereby encouraging the teachers and children. It is comforting to know, that notwithstanding the civil war which now desolates our once happy land, the cause of education is not suffering in our noble little State, but that amid the clash of arms, time and money are not wanting for its advancement. May that war soon end in the restoration to us of all those civil and religious privileges with which we were so bountifully blessed before its commencement.

J. H. NORTON,
Town Superintendent.

FRANKLIN.

Our schools in this township have all been free, but one for about ten months, the past year. In the Asbury district the school has been kept open twelve months, and in addition to the amount appropriated to the district, a small tax has been assessed on the attending pupils. The districts in this township are very unequally arranged as regards numbers. In district No. 1, the number of children reported to the town superintendent is 93; in No. 2, 45; in No. 3, 110; in No. 4, 63; in No. 5, 45; in No. 6, 87. This arrangement is the best that can be made without great inconvenience to those attending the various schools. We have six whole and four fractional districts in this township; the children residing in the fractional districts attend school in the adjoining townships. There are numerous alterations that could be made in the school law, that would better suit the wants of our people, but probably the desired alterations would not suit the wants of many other townships.

JAMES VLIET,
Town Superintendent.

GREENWICH.

Since I answered your first series of questions, I have visited every school in the township, (making three times since April last,) and according to my judgment I found the pupils advancing correctly, but slowly; I then inquired of myself, why is it, the progress in the different branches is not greater? I knew it was not because the teachers did not do their duty, I therefore came to the following conclusion:

1st. Irregularity: Some days I found fifteen or twenty in their seats, and the next visit perhaps sixty or seventy.

2d. Want of interest by those concerned: In my visits when convenient, I have called on trustees and invited them to go with me and

hear for themselves what had been done in their schools, but I received in reply some excuse; frequently I have been told, "We elected you for that purpose, that is your business, we have something else on hand."

And 3d. An over stock of pupils: It is not uncommon for me to find from sixty to seventy children in one house at the same time, under the care of one teacher. Now sir, if you or the Legislature of New Jersey can devise means to remedy these faults, our schools will give better satisfaction.

JAMES HULSHIZER,
Town Superintendent.

HACKETTSTOWN.

Our borough is divided into two districts. District No. 1, under Mr. Budd, has been in a flourishing condition, having as many pupils as the building would accommodate. This district needs stirring up in regard to convenience and comfort in their school room. The seat and desks are miserable and far behind the age. District No. 2, has been incorporated, and have nearly completed a building which will be an ornament to the town, and well suited for school purposes. There has been no school kept in that district for six months. It will reopen about the 1st of January, '64.

THEO. CRANE,
Town Superintendent.

HARDWICK.

I have visited the schools twice: the inhabitants generally manifest but little interest in the education of their children. The school houses in the township are five, four of them are in good repair and one of them not fit for a school to be taught in; four of them are frame, and one stone; each having one room and plenty of play-ground attached. The books used are, Webster's elementary, Sander's series, Davies' arithmetic, Smith's geography and grammar. The teachers are generally not well qualified, on account of the inhabitants; part of them not being able, the other part not willing to employ proper and well qualified teachers, they think more of the almighty dollar, than the future welfare of their offspring.

MICHAEL HETZEL,
Town Superintendent.

HARMONY.

I feel very glad to inform you, dear sir, that there has been more

interest manifested in the great cause of education in my township this year, than in any other year of my knowledge. Last year we raised by tax for the support of our schools, one dollar and sixty-three cents per scholar, this year we have been liberal enough to grant for the same object three dollars: this sum with the State fund and surplus revenue amounts to eighteen hundred dollars, being an increase over the past year of eight hundred and forty-nine dollars and thirty cents, sufficient to keep all the schools free this year, allowance being made for vacations, except the school in district No. 4, a very small school has been unable to keep open but six months.

The condition of schools and school-houses; attendance of children, and the ability of teachers will be better understood by extracts from my note book subjoined.

School No. 1,—Whole number of children in the district eighty-one; average number who attend school regularly thirty; stone house located on public road; play-ground in the road; no shade trees of any kind; water inconvenient; very small black-board; set of Mitchell's outline maps; no globes; the only place for hats, bonnets, and shawls, is against the wall or in the windows; no advance of pupils in the school; attention paid to study good; general appearance and order good; teacher a young man, first year of his teaching, doing well.

School No. 2,—Number of children in the district eighty-two; stone house on road side; play-ground in the road; water convenient; medium height ceiling; ventilated by raising the windows; averaged size black-board; no maps or globes; hats, bonnets and shawls in the windows; no advance pupils; general appearance and order good; teacher a young man, doing as well as he can to advance his pupils.

School No. 3,—Frame house on road side; play ground in the road; no shade trees; distance to nearest dwelling one-quarter of a mile; low ceiling; ventilated by raising windows; warmed by wood stove; writing desks are boards fastened against the walls; poor seats; no black-board that deserves the name; destitute of maps, charts, or globes of any description; no advance pupils; poorly classified; order good; teacher doing the best she can for her pupils advancement; scholars in the district sixty-one; average number who attend school regular twenty-three.

School No. 4,—Frame house located on road side; play-ground road and woods; very poor seats; water inconvenient; small black-board; no place for hats, bonnets, &c., except the walls and windows; pupils poorly classified; number of scholars in the district thirty-seven; number who attend school regular twelve.

School No. 5.—A neat frame house located on the road side, play ground road, water inconvenient, medium height ceiling, ventilated by lowering windows, desks against the wall, poorly seated, small black-board, no school apparatus of any kind, general appearance and order good, number of scholars in the district, eighty-one, number who attend school regular twenty-five. teachers ability to govern and teach good.

School No. 6.—An elegant frame house on the road side, play ground, the road, water inconvenient, ventilated by lowering the windows, average size black-board, no maps, charts or globes of any kind to aid in illustrating principles, number of children in the district fifty-three, average number who attend school regular, twenty; general appearance good, order poor, teachers ability to teach middling.

School No. 7.—A large frame house, play ground school lot containing an area of ten thousand five hundred square feet, ceiling of school room fifteen feet high, ventilated by lowering the windows, Holbrooks patent desks and seats, three hundred feet of black-board surface, a set of Mitchell's out line maps, Wilson's school and family charts for the purpose of giving object lessons, a common school set of Holbrook's apparatus, &c., number of children in the district, one hundred and fifteen, average number who attend school regular, sixty-five, general appearance and order good, class of advanced pupils.

School No. 8.—Frame house on road side, play ground, the road, no shade trees, poorly seated, desks are boards fastened against the wall, ventilated by raising windows, no black-board deserving the name, hats, bonnets, &c., against the wall, general appearance indifferent, order good, whole number of children in the district, seventy, average number attending school regular, twenty-five, teachers ability to teach, good. As far as I am able to judge, I think that our schools will compare favorably with those of adjoining townships. Our teachers have been examined and licensed according to law by the superintendent and trustees, and have borne a satisfactory examination. Irregularity in attendance seems to be one of the great hindrances to the pupil's progress with which the teachers have to contend, and I do believe that this could be in a great measure overcome, if trustees and parents were to visit their schools more frequently than they do, and by so doing teach their children to look upon the school of primary importance, but it is too much the case that children often attend school month after month, and see neither an officer of the school or parent within the school room. They begin to think that it matters not whether they are industrious or idle, or whether they come to school at all or not, as no one seems to be interested in their progress except the teacher, and that he is so because it is in his "way of business." Hence a teacher's injunctions and examples often fall powerless for the want of the quickening influences of a parents endorsement, and the children are taught to look upon school and all its duties as of quite secondary importance. It is not my sphere nor my intention to apologize for the trustees and parents non-fulfilment of this special duty, viz.: visiting their schools.

ELISHA M. ALLEN,

Town Superintendent.

INDEPENDENCE.

The condition of our schools remains much the same as during the year previous, with but one exception. We have increased our township tax for schools from one to two dollars per scholar; this measure was opposed, as a matter of course, by our heavy tax payers, and the present incumbent was even threatened with defeat if he continued to favor the increase of school tax, but notwithstanding all this, the increase was made—carried by quite a majority. The effect of this change is already felt in our schools, although the tax has not yet been paid in. Teachers have been employed in all our schools, with but one exception, some of them at an advanced rate. Some parts of our township contain a scattered population, and as a consequence the number of children in each district in those parts is small; heretofore the amount of school fund was insufficient, without high rate of tuition, to support or rather obtain a good teacher. Teachers were usually hired at a low salary, and did not succeed well in managing their respective schools, but now the prospect is better.

P. N. JACOBUS,
Town Superintendent.

LOPATCONG.

The schools of this township are in a good condition. The teachers are faithful in the performance of their duties and give satisfaction in their respective districts, and moreover were not allowed to teach a day before they were examined and licensed by me and the trustees, who needed them. I visited their schools afterwards, and was well satisfied with their manner of teaching and the amount of labor that they performed in a day. In short, I have left no duty undone, as Town Superintendent, the performance of which was requisite to promote the efficiency of the public schools of the township.

You will perceive from my report that this township is small, yet there are two parts of school districts therein, of which I give no account in compliance with your remarks, as the school buildings are located in adjoining townships.

The school money of the township is used almost exclusively for tuition, very little being used for fuel, &c., not as much as the school law allows.

JOHN B. WELDEN,
Town Superintendent.

MANSFIELD.

Your second series, herewith returned, are answered as correctly as are my sources of information. The difficulty in giving you these

statistics entirely correct is in consequence of the utter impossibility of getting the reports regular and in due form from the teachers, and, until some plan is devised to correct this difficulty, all the annoyance, inconvenience and difficulty arising therefrom must continue to exist.

Permit me also to suggest, that if it be necessary for town superintendents to spend their time with and for the benefit of schools, it would be quite in order to allow them something like fair pay for their services. Traveling with a horse, which is often necessary in the country, and paying expenses for one dollar per day, simply amounts to a very strong inducement for such officers to neglect their duties, so far, at least, as visiting schools is concerned. I am aware of instances where public schools have not received a visit from the superintendent under whose charge they were for the space of two and three years, and this state of things will also continue to exist until the cause, illiberal compensation, from which it springs, is removed.

Our school houses are in much the same condition as at last report. Of the schools, however, I can say, that five of the six which we have in the township have been well taught, and are slowly but certainly overcoming difficulties with which they have been beset. The interest manifested by our citizens in educational affairs is, I am happy to say, also improving; especially is this the case in localities where our best and most efficient schools are located. We have, however, one district which seems given over to eternal wrangling; they have been at it frequently for years. I have tried every means in my power to get them reconciled, but so far all in vain. Their school house has become so poor that no school can comfortably be kept in it during the winter months, hence I have given them notice to close it during the present season, hoping thereby to bring them to a sense of their duty. Aside from this we have perfect harmony in all the schools of our township.

Finally, as I shall probably soon close my duties as a school officer, permit me to hope that success will soon crown the noble efforts of the friends of free schools and school officers of every grade, which are being put forth to disentangle our noble school system from all impediments, and send it forth disenthralled and unobstructed, to scatter its gems of mental culture among all the youth of this fair land.

WILLIAM KARR,
Town Superintendent.

PHILLIPSBURG.

In reviewing the condition of our schools for the past year, I think there has been considerable improvement in their management, and some progress by the children in the various branches taught in the

schools. The people generally seem anxious to have good schools and good teachers, and are willing to be taxed for the privilege. We can only have the former by securing the latter, and it is to be regretted that after so many years of experience we have succeeded no better than we have. Until thorough literary attainments, practice and experience in the modern style of teaching are regarded as requisite qualifications for the teachers of our public schools, our progress will be very slow indeed. The teachers employed in our schools have all been examined and licensed according to law.

A fine improvement has been made to one of our academies by putting a new fence around the lot, sodding it and planting shade trees around the entire premises. In consequence of the rapid increase of the population of our town, I would suggest the propriety, at no distant day, of consolidating the two districts and erecting a new building for a high school, for the benefit of those children who wish to pursue the higher branches, after having passed through the ordinary branches taught in our public schools, and also for a special law creating a school board for the borough. These are suggestions which will, no doubt, be plainly seen and acted upon by the friends of public schools. The only branches taught in our schools at present are reading, writing, arithmetic, geography, grammar and book-keeping.

J. R. LOVELL,
Town Superintendent.

WASHINGTON.

The report for this township does not include the children who have attended schools in adjoining townships, except as to the aggregate number residing in the township. The schools have been very much embarrassed on account of a disarrangement in their financial matters. The attendance has been greater in the present than it was in the preceding year.

Our national affairs tend materially to divert the attention of parents from the condition of their schools, and I very much fear that the increasing taxation for government purposes will soon be the means of defeating the present method of raising school funds by taxation in the townships, which, if so, must be greatly regretted by every friend of public schools. Ready and necessary funds for conducting the schools is the foundation upon which they stand. Every business requiring money can be conducted with greater success by having the necessary means at hand, and this applies as well to our schools as to industrial pursuits. I think it is very important for the friends of education to consider well how much the interest of our public schools may be affected by what will be the probable future condition of the country, and to guard as far as possible the future interest of our public schools.

JOSEPH VLIET,
Town Superintendent.

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