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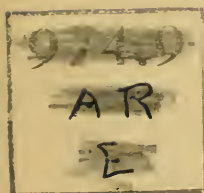
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STATE OF NEW JERSEY,  
DEPARTMENT OF PUBLIC INSTRUCTION,  
PLAINFIELD, *January 15, 1865.* }

*To his Excellency, JOEL PARKER, Governor of the State of New Jersey:*

SIR:—I have the honor herewith to transmit the annual report respecting the condition of the Public Schools of the State, as required by law.

Very respectfully,

Your obedient servant,

C. M. HARRISON,  
*State Superintendent of Public Schools.*





ANNUAL REPORT

OF THE

*Superintendent of Public Schools*

OF THE

STATE OF NEW JERSEY,

FOR THE YEAR 1865.



STATE OF NEW JERSEY,  
DEPARTMENT OF PUBLIC INSTRUCTION.  
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# REPORT.

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

In obedience to the requirements of the law, the annual report regarding public education is submitted for the year ending December 31st, 1865. On the whole, the educational institutions have been quite prosperous, considering the pecuniary embarrassments attending their management. The following abstracts from the tabular statements of the report, will serve to exhibit the operations of the school system for the past year.

## STATEMENT.

Amount raised in 1865 by tax for schools-----	\$486,878 14
“ received in 1865 from State-----	80,000 00
“ received in 1865 from other sources-----	79,519 92
“ raised in 1865 by tax for building and repairing school houses-----	47,096 77
“ appropriated in 1865 by State for support of Normal School-----	10,000 00
“ appropriated for Farnum School at Beverly----	1,200 00
	<hr/>
“ expended during the year 1864-----	\$704,694 23
	<hr/>
Increase of expenditure for the year 1865-----	\$67,614 41

The total expenditure for school purposes in 1865 is larger than that reported for any previous year. Nevertheless, it has proved inadequate to the maintenance of a system of schools such as the times demand. This will be apparent upon examination of the following abstract:

Number of school districts in the State-----	1.616
Number of public schools organized in accordance with the provisions of the school laws-----	1.639
Number of public schools kept open four quarters or for the year-----	719
	<hr/>
	719

Number kept open three and less than four quarters-----	386
“ “ two and less than three quarters-----	326
“ “ only one quarter-----	89
“ not reported-----	222
“ of public free schools-----	690
“ “ “ kept open for the year-----	457
“ of children in the State between the ages of five and eighteen years, reported for 1865-----	208,408
Number of children who have attended school for four quarters,	32,406
Number who have attended three and less than four quarters,	29,214
“ “ two “ three “	29,364
“ “ one “ two “	22,782
“ “ less than one quarter-----	12,781

These numbers are not strictly accurate, but are approximations, and so reported by town superintendents in a majority of cases. The whole number of children who have attended school during the year is 130,291. This is inclusive of all whose names have been upon the school registers during the year—many of whom may have been in attendance but a very short time. Town superintendents report six hundred and fifty (650) public school buildings which they esteem fit for use, and two hundred and seventy-two unfit for use. Thirteen (13) new public school buildings have been provided during the year.

An analysis of the foregoing reveals, that but sixty per cent. of the children in the state, between the ages of five and eighteen years, have been attendants at school; and this estimate includes both regular and irregular attendants. But fifteen per cent. are reported as having been regular attendants, while thirty-seven per cent. not included in reports, we may assume have not attended public schools.

It will be observed, also, that but forty-four per cent. of the regularly organized public schools of the State have been kept in operation during the year. Four hundred and fifty-seven (457), being twenty-eight per cent. of the whole number of schools, have kept open four school terms.

The reports from various sections of the State, are not so encouraging as the friends of education can well desire. Indeed, it is perfectly safe to remark that not more than ten per cent. of the youth of the State pursue a course of study sufficiently far, to afford a clear insight into the elementary subjects of Geography, Grammar and Arithmetic. This is certainly lamentable. Every child in the State should be thoroughly taught in the fundamentals of the sciences; and pupils should not leave the school room until they are able, at least, to speak and write their own language correctly, and to transact business with a clear understanding of the mathematics which it involves. Under our present system, this result has not been, and I fear, will not be reached. What can be expected from schools wherein a change of teachers is made frequently, and wherein children are

irregularly and loosely taught? The changing of teachers, the frequent introduction of new text-books; the quarterly re-arrangement of classes are unfavorable to healthful progress. These conditions exist in a large number of schools; and appropriations for school purposes, therefore, are not effecting the good which they would, provided all the schools of the State were more thoroughly organized, and more carefully watched over.

These results are but natural. "Do men gather grapes of thorns, or figs of thistles?" Do a few years of irrational training in schools, whose appointments are imperfect, suffice to confer upon the young the rich blessings of an education which incites to a life of virtuous activity? Common schools under an organization which is weak and improvident, can do but little in the great work of raising up successive generations of men, who will prove strong, earnest, and vigilant in building up and extending the nation's industrial interests, and in the cultivation of the refinements and virtues of life.

It is an accepted theory, that the school furnishes the means whereby business tact is matured, skill and enterprise fostered, and the thoughts and purposes of the people moulded. The character of the results attending the operations of a school, is, therefore, but the reflex of the character of the school itself. It is a fact which all educators recognize, that, in general, the mental and moral growth of pupils is proportional in kind and quantity with the kind and quantity of their instruction. Hence, how important is it, that the school should be thoroughly organized and its teachings adapted to the development of a noble and vigorous manhood! In a land like ours, where pride of class and station is to be borne down before an enlightened public sentiment, where the worth and dignity of labor is to be fully recognized, and where manhood is to become King we should have our schools strong in every element essential to the production of the man, in the three-fold sense, - broad-shouldered, swift, symmetrical."

The question for the legislators of the state to decide is: How can the school system be rendered equal to the growing demands making upon it? The problem is seemingly an easy one: yet of so great moment that it should not be lightly considered. Our failure heretofore has been caused, first, by the loose organization for schools which the law has provided, and, second, by the illiberal appropriations for school purposes which have been made, and which the law in part has compelled.

The first step, then, in remodeling the school system consists in providing an efficient government for it: for a system of public instruction, if it mean anything, implies a general government for schools. As such, its object is, first, to provide for official visitation, whereby the defects of school management are revealed; second, to secure general supervision over local officers whose duties embrace the disbursement of funds, the inspection of schools, and the examining and licensing of teachers, whereby corruption is prevented and quacks



and weak-minded persons kept out the teacher's profession; and third, to provide the ways and means of enforcing the school statutes. A government of this kind, like all others, must grant superior powers to its leading officers. It must have its agents, each charged with the execution of specific duties, yet each responsible to a central authority. Its scope and purpose must be clearly defined, and its constitution must confer upon its officers ample power to ensure the *life*, and promote the general prosperity of schools.

In this connection, I cannot but condemn the scheme which has been advocated by some of the professed friends of education, which scheme consists mainly in multiplying educational offices, without either directly or indirectly increasing the appropriations for school purposes. If adopted, it would serve only to embarrass teachers in their work, and would lead to disastrous results. Yet this scheme is urged with a view of securing supervision and of forcing teachers to greater exertion by the exercise of the powers of official County Boards of Education, Town Visiting Committees, and a corps of Superintendents for each county, constituting a machinery too complex for a system of public instruction such as ours.

A good school government is a model of simplicity and strength; its officers are few, and their duties, properly performed, secure uniformity, efficiency and progress, in the departments over which they preside. What we should do in New Jersey is, first, to diminish, rather than increase, educational offices; and second, to grant, by far, larger sums of money to meet the current expenses attending the management of the public schools.

But in what manner, it may be asked, can we properly lessen the number of agents employed in carrying out our present scheme of education. Let us for a moment direct our attention to the several boards of trustees, having State institutions under their special care.

We have a Board of Trustees to represent the interests and extend the influence of the State Normal School. Under their management, the State Normal School has become a permanent State institution, receiving ample support from the State Treasury. The Agricultural College has also a special Board of Visitors; and this Board, too, seeks the extension of the interests of this institution.

The Agricultural College under these circumstances will be like the Normal School, a feature of the system of public instruction, but in reality quite too distinct in itself, and not brought in sympathy and harmony with the public schools of the State. Again, we have a State Reform School which will shortly be in operation, and for that, too, a special Board of Trustees is appointed. But what Board have we to represent and promote the interests of the public schools? None. While the necessities of the State Normal School are promptly met by the Normal Board, and the excellence of its instruction acknowledged by successive Legislatures; while every State institution of learning has its guardians, who urge its claims; the public



schools are left to the management of district trustees upon whom the law confers neither the power nor the means to provide the facilities for thorough instruction.

Every intelligent thinker in New Jersey knows full well that the State has not properly encouraged the establishment of a high grade of public schools. Because of this fact and of the poor results already noticed, there is a prevalent feeling of dissatisfaction. We have had repeated appeals from all sections of the State, asking that the barriers in the way of progress might be stricken down, and appeals to this end are still making. The Legislature has too long turned a deaf ear to these entreaties; and the result is that New Jersey, to-day, stands sadly in the back ground. While many of her sister States are pressing forward to the occupancy of higher educational ground, it would seem, to the casual observer, that New Jersey has not a steady and unyielding faith in the power of popular education to elevate the people, to encourage industry, and to ennoble labor.

It is true, we have had legislation upon the subject of public education, whose benefits have been local. Many towns and cities availing themselves of the privileges accruing from special enactments, have established a high grade of schools. But we have had no general legislation since 1858, which has proved serviceable to the common schools at large. In the meantime, public sentiment has been advancing; the general desire for the establishment of a high grade of public schools has been strengthening; the people's faith in the power of popular education as a means of vitalizing all that is good and noble in men, and of harmonizing their views and purposes, has been ripening; and now upon all sides there is a generous disposition to sustain reformatory measures. In seeking this reform we have not to go wandering through a night of doubtful experiment. The way has been made clear by the brilliancy of success elsewhere. The States of the East and West have been moving forward in almost solid column; and their triumph opens up the way to a broader and nobler field, which, the Legislature willing, the people of New Jersey may advance *and occupy*.

But in order to reform, we must have a general revision of the school laws. We must perfect the general school government of the State by these enactments.

1. A general law providing for the establishment of a State Board of Education, and defining its duties.

2. A general law providing for the appointment of County Superintendents of Public Instruction, and defining their duties.

3. A general law modifying the acts of April 17, 1846, and all subsequent ones, which relate to public school organization, the appointment of county examiners, and of district trustees.

The establishment of a State Board of Education recommends itself upon these considerations:

1. A State Board of Education will be competent to discharge all the duties which now devolve upon the Board of Trustees of the Nor-

mal School, Agricultural College, and State Reform School; and the expense incurred, will be less than that attending the operations of the present system.

2. A State Board, instead of considering each State institution with respect to its particular necessities, would be led to consider each in its relations to the other, and would seek to render each the means of contributing to the advancement and success of the other. An annual report from such a board, embodying recommendations respecting every interest of public education, would engage the attention of the people, and secure appropriate legislation from time to time, whenever it might be demanded.

3. A State Board of Education consisting of two prominent and influential citizens from each congressional district, would be instrumental in leading people to consider the necessities of properly organized and efficiently conducted schools. Its suggestions and recommendations embodied in an annual report, would secure attention, and would reform the views of the great majority. The establishment of such a Board, too, would give greater character and dignity to the school system, and would assuredly be a recognition by the State authorities of the *worth* of popular learning.

Massachusetts, New Hampshire, and Vermont have most excellent school systems. In these States, there are State Boards of Education. Massachusetts owes her superior system to her State Board of Education. True, the lamented Horace Mann did a noble work; but he was strengthened in his efforts by the active influence of the members of the State Board. In this matter, I am not recommending an experiment. I am pointing the way to make our school system strong, and adapted to the great work to which it has been appointed by legislative enactment.

#### COUNTY SUPERINTENDENTS OF PUBLIC SCHOOLS.

As already suggested, it is desirable to provide a uniform system of supervision. Were the present system efficient, I should not urge a change. But town superintendents are generally actively engaged in professional or business pursuits, and cannot give time to the frequent visitation and examination of schools. They are not familiar with school management, and the majority of them accept the office of superintendent with misgivings as to their fitness for the discharge of its duties. It is well known, too, that the office of superintendent is, in many localities, made the mere football of political organizations: and it is accepted as a political favor by the candidates. Experience has taught us that in general, we cannot rely upon town officers to remedy defects in school management. If it be done at all, it must be effected by an officer who has been a successful teacher, and who understands how to overcome the difficulties which stand in the way of success in organizing and conducting schools.

There are a number of town superintendents who are earnest and

successful in their work; and could each township afford to employ all the time of such officers in the work of supervision, then change could not justly be demanded. But the number of such officers is comparatively small. Even could they be secured in every township in the State, we could not afford, under the present system of taxation, the large appropriation of money required to remunerate them for the services they would be compelled to render. The work is not easy, but difficult; and whoever devotes his best energies to it, deserves liberal compensation.

It is clear to every candid mind, that a vigorous system of police is essential to the prosperity of every great work involving large expenditures of money. There must be harmony in the action of agents, and, therefore, there must be a supervisor to whom all differences may be referred, and to whom the agents may look for counsel and direction.

Hon. C. R. Coburn, State Superintendent of Public Schools, of Pennsylvania, in commenting upon this subject, remarks:

"If we are to have common or public schools, it is of importance that they be so conducted and watched over, that they shall result in the greatest possible good. If it be wise to have an overseer or superintendent for a coal mine, a foundry, a machine shop, a factory or a railroad, it is equally wise to employ a man to superintend and watch over the interests of our schools. If the owner of a large farm, or an extensive mercantile or commercial establishment, should have one of his employees over and above the rest in authority, should not the educational interests of a country have some competent man to stand at its head? Do not schools and their teachers need watching over as much as factories and their operatives? Is it not important that those young persons, into whose hands we place our children to be educated, be cared for and advised, and instructed by men of learning and experience, as it is that we have a skillful engineer over every company of laborers upon our railroads?"

It is hardly worth while to argue a case so clear as this. Our schools *must have* supervision; our teachers *must have* aid and counsel; or else, the public schools will become so weak and inefficient that the people will vote popular education a shame and cheat. The only question, then, is as to the means by which supervision shall be reached. In the report for 1864, the appointment of county superintendents was urged, and my study of the subject, and correspondence respecting it, have convinced me that the legislators of New Jersey need have no hesitancy in adopting a system which, elsewhere, has produced the most favorable results. I therefore again urge the consideration of the subject. As to the success of county superintendents elsewhere, I feel constrained to introduce the emphatic testimony of Mr. Coburn:

"There is now, through the action of our county superintendents, a regular system through the several counties in regard to the methods

of instruction and plays of management. Whatever is found to be praiseworthy in one school is noted by the superintendent, and at proper times communicated to all; and where anything is seen to be wrong in the teacher they are kindly advised to adopt a better course.

"The popular mind has been reached by the lectures and discussions that have been heard at teachers' associations and institutes. Both of these organizations have either been brought into existence or kept in operation by county superintendents. At these meetings improved methods of instruction are presented and discussed, and the property of one is thus made the property of all; the good known to one is communicated to all.

"By a judicious system of county supervision there is stirred up a commendable spirit of emulation among the teachers, a strife for excelling in teaching and governing their respective schools. Not a spirit of jealousy or rivalry, but a laudable desire to excel; this spirit becomes contagious and is contracted by all the good teachers of the county.

"By this system too, the poor unambitious, stand-still teachers, are sifted out from among their betters who are determined to improve, and for every term be better instructors than they were the term before. When the standard for the qualifications is being set higher and still higher each year, those who will not improve, will inevitably be dropped from the list of those who receive certificates, as soon as there are enough well qualified teachers to fill the schools.

"The true friends of our school system are decidedly in favor of the continuance of the county superintendency, and would consider its abolishment equivalent to striking the balance wheels from a well regulated and nicely running engine."

The system of county superintendency will, if adopted, prove far more serviceable and will cost but little more than the present system of supervision. Indeed, every consideration is favorable to the adoption of the measure.

In the report for 1864 the following is suggested as to the scope of the superintendent's office:

1. The county superintendent *should* be required to visit the public schools in his county, during every quarter, as often as other duties will permit, and to give teachers and trustees such aid and counsel as may be desired.

2. To distribute such laws, instructions, and reports as may be received from the State Superintendent of Public Schools among the trustees of the several districts of his county, and to transmit annually to the said State Superintendent a report containing such items of information as may be demanded.

3. To act with county examiners in the examining of teachers.

4. To assist in conducting all teachers' institutes which may be called in accordance with the provisions of the act entitled, "An Act to establish Teachers' Institutes."



5. To keep on file the reports transmitted by the trustees of the several districts, and to transmit annually to the board of chosen freeholders such information as may be deemed essential to the just and equal apportionment of the school moneys.

6. To organize normal classes for teachers in the several townships of his county, provide a course of study for the same, and appoint the more experienced teachers to act as instructors in his absence.

7. The county superintendents should also be required to meet semi-annually to discuss matters relating to public education, and to avail themselves of each other's experience.

#### GENERAL REVISION OF THE SCHOOL LAWS.

If we have a State Board of Education, to exercise supervision over every department and interest of public education, and county superintendents to perform the important duties specified, a general change of the school laws will be necessary in order to define clearly the powers, duties and responsibilities of all school officers. If the design be to establish a system of schools entirely free, and of such a grade as will meet the wants and expectations of all classes of citizens, more power must be conferred on district trustees, and the taxable inhabitants of each district must be empowered to raise, at the annual district meeting, a sum of money sufficient to ensure free schools during the entire year. The limitation tax of three dollars per every child between the ages of five and eighteen years, though not applicable to incorporated districts, has proved a source of embarrassment, and should be repealed.

I am decidedly of the opinion that money for school purposes should be voted, not at the annual town elections, but the people of each district should decide for themselves how much shall be expended for school purposes in their district. The advantages of such an arrangement are readily seen, when we take into consideration that each of the several districts of a township do not have an equal number of pupils; and while a township appropriation may secure an excellent school to a district having sixty children between the ages of five and eighteen years, it may prove insufficient to the maintenance of a school in another district which enrolls the names of but thirty children between the ages specified above. Hence the raising of moneys for school purposes should be left with the people of the districts. The trustees should be authorized to submit to the taxable inhabitants of the several districts of a township, at the annual meetings in April, a statement respecting the amount needed for repairing purposes and teachers' salaries; and a simple majority of the votes of those present at the said meetings, in favor of the adoption of the recommendations made by trustees, should be held by law as authoritative, and the several amounts specified in the aforesaid statements should be assessed and collected in the usual manner.

Another glaring defect in the present law, consists in this: it fails

to provide for the establishment of union or graded schools. At every session of the Legislature there are a number of bills presented to promote local educational interests. Now, as the manner of organizing graded schools in all localities is substantially the same, it is evident that a general law could be devised, of which all sections could take advantage. The passage of such a law, too, would lighten the work of legislation, and provide for the establishment of such educational institutions as the people of different localities desire. Such a law should embrace provisions whereby the inhabitants of cities, towns, the large villages, and contiguous districts, could, provided the majority of taxable inhabitants so elect, establish a board of education, erect suitable buildings, and organize graded schools, each with the several departments ranging from the primary to the academic.

An enactment of this kind would promote the interests of popular education, and people of all sections of the State would gladly avail themselves of its advantages.

The school laws need modification in one other respect. The present system of examination is defective, and generally unsatisfactory. We desire to secure a class of professional teachers, and to this end the law should provide for the granting of three grades of county certificates, and lastly of a State certificate. The three grades, issued by a county board of examiners, and limited to the county where granted, would afford the means whereby the examiners could discriminate between teachers of large attainments and experience, and of those of defective scholarship, just embarked in the work of instruction. A State certificate, entitling the holder to teach in any school in the State, issued by a State Board of Examiners, consisting of the Principal of the State Normal School, and State Superintendent of Public Instruction, would incite teachers to studiousness, and to greater devotion in their work. These incentives to earnestness cost but little, and their practical value cannot be over-estimated.

In closing, I cannot but urge the consideration of the foregoing suggestions. The people of the States are moving steadily forward in the work of perfecting their school systems. New Jersey, if true to her own history, cannot remain idle, and proclaim to the world that she is not favorable to free schools and liberal culture. Her highest interests centre in the rising generation. If intelligence and virtue, generally diffused, are the instrumentalities whereby the nation becomes permanently strong and prosperous, how suicidal is State policy, when, under the plea of lightening the burden of taxation, it withholds proper pecuniary assistance from the public schools? Thanks to the heroism of those loyal men who, under Grant, Sherman, Sheridan and Thomas, met the foes of the Union and so gloriously vanquished them, we have still an undivided country. Our resources, remarkable in their extent, and varied in their kind, await development at the hands of skillful and intelligent laborers. Though the war has left us a debt of three billions of dollars, we

need have no anxiety for the future. Adopt the advice of the immortal Father of his Country, by encouraging institutions for the dissemination of usual knowledge among the people, and though the debt were three times three billions, the agricultural and mineral wealth of the land, rendered available by skillful labor, would meet every demand, and the nation would still move on in the pathway of greatness and glory.

## AGRICULTURAL AND MECHANICAL SCHOOLS.

This Institution is now organizing. During the summer of 1865, the Trustees and Faculty of Rutgers' College announced that provisions had been made to receive one student from each county. Although notice was regularly given the boards of freeholders of the several counties, but four pupils received appointments, and one of these was rejected because of his inability to pass a satisfactory examination. The faculty now announce that the land scrip granted the State by act of Congress, has been sold, and provisions will be made to receive, at the beginning of the next college year, the full number of State students. Each county, at the beginning of the next college year, therefore, will be entitled to appoint to the Scientific School a number of pupils equal to the number of representatives in the Legislature to which such county is entitled.

An institution of as high character as this, having an able corps of professors, and commanding the facilities for liberal scientific instruction, should exert a powerful influence for good upon the public schools of the State. It should be regarded, *aye*, it should be made, a part of the public school system. It receives a grant from the State, and the State authorities should by wise regulations render it the means of improving the character of the common schools.

The present system of appointing pupils forbids this result. As it stands, a candidate seeking a scholarship cannot hope to secure an appointment by virtue of his superiority as an earnest and progressive student. His name is presented among others to the board of freeholders who are not presumed to be familiar with the attainments of the several candidates. He may hope for success, provided he have influential friends in the board, or provided he can control the right political influence. Otherwise, his name will be dropped upon the first ballot. This is manifestly unjust. If we desire by means of these scholarships to awaken a healthful spirit of emulation in all our schools, we should provide, by law, that those pupils shall receive appointments, who rank highest in scholarship. The matter, then, must be referred to the board of examiners in the several counties of the State. Such a course, would ensure the appointment of earnest and able students: and those holding a certificate from the examiners, in seeking admission would not be subjected to the humiliation of rejection. The faculty of the school require that the student shall pass a satisfactory examination in Geography, in Grammar, Rhetoric

and Composition; and in Arithmetic, and Algebra to Quadratic Equations. There is not a school in the State, which, if properly managed, cannot successfully prepare pupils to enter the Scientific School. Let it be understood among the pupils of all the schools in the State that these State scholarships are prizes which will be awarded to the faithful, persevering, and successful. Such a disposition of them will engender a healthful competition among teachers themselves, and will in every regard secure the best results.

If properly supported, the Scientific School will prove one of the most useful State Institutions. The mineral resources of the State are but imperfectly developed; agriculture is yet crude in many of its methods; and the department of mechanics is suffering because there are so few scientists engaged therein. The Agricultural and Mechanical School is admirably adapted to the supplying of this need. Its influence upon the industrial interests of the State cannot be estimated. If the boards of freeholders of the several counties will see to it that thoroughly prepared pupils are sent to this school, we shall secure lasting benefits from the labors and influence of its graduates.

#### STATE NORMAL SCHOOL.

This institution has been in operation ten years, in which time it has sent out many well qualified teachers, who are doing a great and good work. By reference to the report of the trustees of this school, it will be seen that there are but few gentlemen in attendance. I cannot but think this deplorable. There are a large number of graded schools in the State, and each one of these demands the services of a male principal. It is true the great majority of teachers in the rural districts should be females. I fully concur with the Hon. R. S. Field as to the desirableness of having our common and primary schools officered by ladies. They more readily secure the sympathies of children, and are faithful and devoted in the discharge of the duties of the school-room. But in our larger schools the services of gentlemen are indispensable, and the cause of *professional teaching* will suffer unless some provision be made to call in a larger class of male students. That there are so few in attendance is no fault of the trustees, nor of the able scholar, Dr. Hart, who presides over the institution. *The fault is with local officers. Until salaries are materially increased we cannot hope that young men of enterprise and ability will prepare themselves for the work of the teacher's profession.*

It has been a part of my duties during the year past, to recommend teachers to vacant positions in different sections of the State. There has been, by far, a greater demand for gentlemen trained at the Normal School than could be satisfied. But the salaries offered have furnished but little inducement to men of skill and talent. We should not regard the work of the school-room as purely of a missionary character; and yet the greater number of male teachers, during the year 1835, have labored for salaries ranging from three hundred and



fifty (350) to four hundred and fifty (450) dollars. Herein is the explanation of the unfortunate fact that so few male students are found in the State Normal School. So long as the people refuse to recognize the worth, character and dignity of the teacher's profession, so long must they rest satisfied with empirical teaching. Let us for a moment consider the injustice of the matter. There is not an enterprising merchant nor clever mechanic in the State who is not realizing large profits from his labors. Each gains a livelihood, and has left, beside, the means of investment or speculation. The teacher, however, after giving years to preparation, is expected to educate the children of the merchant and mechanic for a miserly pittance, which is doled out to him grudgingly at irregular periods. His patrons become wealthy by trade and traffic, but in popular estimation, the true teacher should give the superior strength of his manhood to the glorious task of enriching and adorning the minds of his pupils, without the expectation of adequate rewards. He should cling to his profession, because of his love for it, and consciousness of adaptation to its duties. Neither want nor poverty should shake this purpose; his highest reward should be his consciousness of the fact that his unrequited toil confers the blessings of intelligence upon the children of his *admiring* neighbors! The Normal School can never succeed in producing teachers, who, forgetful of their own interests, will go forth and half-gratuitously serve the people. I am ashamed to remark that school officers sometimes exhibit surprise that graduates of the Normal School are not willing to engage in the work of instruction, "when they are offered a *fair salary—four hundred (400) dollars per year!*" It is high time we practice common sense. A good school is not a chance organization; nor is teaching purely a missionary enterprise. Like everything vital to our prosperity, an efficient school has its price, which, if we enjoy it, we must cheerfully pay.

But excuse the digression. During the year past, a commodious edifice has been provided, and fitted up as a boarding-house for the young ladies in attendance at the Normal School. It has already proved a great success. It provides the ladies a comfortable home, and greatly reduces the price of board. Great credit is due Elias Cook, Esq., who gave his time freely in superintending the building of the edifice, and in providing its comforts.

#### THE FARNUM PREPARATORY SCHOOL.

Through the munificence of the late Paul Farnum, a commodious edifice was erected at Beverly, New Jersey, for school purposes, in the year 1846. Several years since, this institution was placed under the direction of a Board of Trustees, with the understanding that it was to prepare students for the State Normal School at Trenton. In addition to the yearly appropriation provided for in the will of Mr. Farnum, the State as an obligation consequent upon assuming the control of this School, entered into an agreement to appropriate, annu-

ally the sum of twelve hundred dollars to be expended as the trustees might elect. So long as the State continues this appropriation, the institution will be under State control. If it be withdrawn, then the local Board of Trustees appointed by Mr. Farnum, will assume the exclusive management.

As a preparatory school, this institution has most signally failed. It does not contribute to the success of the State Normal School, to which it does not sustain virtually closer relations than do the academies and select schools of the State. If the appropriation be continued, the trustees of every academy may justly ask an equal appropriation from the State Treasury. I commend this subject to the attention of the Legislature.

#### TEACHERS' INSTITUTES.

I again call attention to the subject of the Institutes. Under existing circumstances, I have not considered it advisable to urge the holding of Institutes in the several counties of the State. My efforts last year proved conclusively to my mind, that change in management is imperatively demanded. I, therefore, refer to the suggestions made in last year's report, and respectfully ask that they be considered.

Institutes have been held during the year in the following counties: Bergen, Essex, Gloucester, Hunterdon, Morris, Salem, Somerset and Sussex. I cannot speak confidently as to the good accomplished in these counties. The Institute in Essex was largely attended, and the exercises were well chosen and ably conducted; but having received only partial reports from the other counties, I shall not enter upon details respecting any Institute.

#### DICTIONARIES, GAZETTEERS, MAPS, ETC.

Several years since, the State Superintendent of Public Schools was authorized to purchase a number of Webster's Unabridged Dictionaries, and Lippencott's Pronouncing Gazetteers, sufficient to supply one copy of each to each public school in the State. These books have been quite generally distributed, and have proved very useful. The friends of public schools everywhere commend the wisdom of the Legislature in providing for the supply of these works. During the past year, Guyot's Map of the United States has been furnished the Schools. Wherever the subject of Physical Geography is understood and esteemed, this map will prove highly serviceable.

The supply of Gazetteers is exhausted, and no more copies can be purchased at the prices specified in the law. The work is undergoing revision, and will shortly appear enlarged, and much improved. The price will, of course, be advanced. It is for the Legislature to determine, whether or not the supplying of this work shall be continued.

The law authorizing the purchase of Guyot's Maps limited the

number of maps to the number of schools reported for 1863. Many new schools have been organized since, and it is but just that these, too, should be supplied.

Indeed, it would be well for the Legislature to enact that the Trustees of the School Fund shall purchase the standard works above named, in suitable quantities, from time to time, and require them to be distributed in such manner that every school, and every department of a school, may be possessed of a copy of each of these works.

#### GEOLOGICAL MAPS.

The survey which is now prosecuting under the direction of the able State Geologist, George H. Cook, Ph. D., is furnishing valuable material for a series of geological maps of the State. The publication of these maps has already commenced, and I think it quite desirable that a sufficient number of copies should be procured to furnish the public schools of the State. This can be done at small cost. If each public school were furnished with the maps, together with the accompanying reports, the teachers of the State would be enabled to make the facts, developed by the survey, very generally known. This is worthy the attention of the Legislature.

#### SCHOOL ARCHITECTURE.

The general plans of a model school building, capable of accommodating five hundred (500) pupils, were prepared for this year's report. But owing to the failure of the engraver in working out these plans, I am compelled to submit my report without them. However, it is gratifying to report that progress is making in respect to the style and kind of school buildings which are now erecting. Several new school buildings are reported for the year 1865, and it is everywhere conceded that the models, contained in last year's report, have proved useful and suggestive. A substantial edifice is the first requisite to a good school, and, according to the reports of town superintendents, people are everywhere becoming alive to this truth.

Much care should be exercised in selecting a pleasant location for a school building. There is too often a disposition to select the most undesirable location for a "school-house," paying no attention whatever to the wishes and tastes of the children who are to pass a very important period of their lives within its walls. It is sometimes perched upon a hill, barren of trees or vegetation, where the bleak winds of winter are most keenly felt. Sometimes it is planted upon the very road-side, without fence or a rood of play-ground. Sometimes a location is selected in an out-of-the-way place, where land is worthless because of its sterility, and where no sane man would erect a dwelling for himself, because of the uninviting character of the surroundings. All this, too, upon the plea of public economy! But all in disregard of the light, and joy, and life of childhood. All this to

prevent the imposition of a few dollars of tax; but all to render the ways of school, the paths of discontent and evil.

Following out the principle, "the cheapest the best," we have the school-room, with its scanty and imperfect endowments, officered by teachers whose services are purchased at trifling cost. These are almost inseparable conditions. A school organized and conducted upon a plan falsely called economical, becomes a place of torture to the child. No wonder he shuns it, and goes wandering through woods and meadows, seeking the pleasure which school cannot give.

Even in the matter of school edifices, people are learning to observe the same principles which guide them in the erection of cottages for themselves. All are impelled by a desire to attain results which will promote human happiness. The child at school must *feel* and *know* that the discipline to which he is subject, is calculated to promote *his* happiness by preparing him to gain the rewards and honors of life for himself by the exercise of his own powers. He will be earnest and faithful to his work, but cheerfulness must light the way of labor. The child must live amidst the suggestive in order to mental growth; the school-room should therefore be properly furnished; its surroundings made pleasant and attractive; for if there be nothing in its arrangements to excite the eye, and awaken the emotions of the pupil, it has no power to quicken and lead out those virtues which are the pride and glory of manhood.

In conclusion, I feel constrained to urge the Legislature to adopt a measure providing adequate pecuniary support for the State Superintendent of Public Schools. The time and energies of that officer should be given exclusively to visitation of schools, conferences with school officers, preparation of instructions, compilation of statistics, and interpretations of school laws. The field of labor is large, its duties laborious; and the State, if true to the highest interests of her youth, cannot longer suffer the department of public instruction to remain merely a medium for the collection of reports and statistics. The interests of the public school system should be carefully looked after; and the Superintendent should be abroad in the State, giving instruction to teachers, conferring and advising with local school officers, and delivering addresses to the people upon educational topics. The progress which is making in educational matters in other States should be made known in our own through the instrumentality of lectures and reports. The features of general and local school systems, and superior methods of instruction and of school organization, therefore, should form the subject matter of the Superintendent's study and writings; and he should not be compelled, because of inadequate compensation, to devote a portion of his time to other enterprises. The work of supervision should form his specialty; and in that work he should be supported by receiving just remuneration from the State and encouragement from the people.

When I entered upon the duties of this office, I hoped to be able to do much toward improving the school system. Being a teacher



of varied experience, and knowing the wants of the school system, I felt I could do much toward hastening reform by meeting the friends of education, and laying before them those truths which have been developing through the research and experiment of centuries. But a few months of active labor convinced me that I could not, without great pecuniary embarrassment, give my time wholly to the discharge of the duties which I felt were mine. The two years which have just passed have been peculiarly trying to those receiving small salaries; and I found early during the first year, that the allowance made me by the State was wholly incompetent to support me in the field wherein I had hoped to confine my thoughts and efforts. It was with great reluctance that I gave up, in part, my cherished plans, and again engaged in the work of teaching. But something has been accomplished. If the Legislature make such changes in the school laws, during their present session, as are proposed in the foregoing report, I know, from the history of education elsewhere, lasting good will be done the great cause of popular education. Even should the Legislature do no more this winter than provide for the establishment of a State Board of Education, we should have cause to rejoice. That is the initial measure of reform. When New Jersey enacts that the interests of public instruction shall be placed in the hands of a State Board of Education, we may confidently look forward to the early dawn of a brighter era in our educational history. The influence and action of such a body will constitute the transforming agency, whereby the system of public schools, now disjointed in its parts, and inharmonious in its workings, will grow in unity, strength and grandeur. At most, change in the school system cannot long be delayed. It must come as a condition precedent to the full realization of cherished hopes. We cannot afford to go backward, nor idly to remain content with the reigning order of things. The political, social and moral elevation of the people is the beneficent cause, paramount to all others, which should engage our sympathies, thoughts, efforts and prayers.

I bespeak for my successor in office the same earnest sympathy and unvarying kindness, which have been extended to me by the school officers and teachers with whom I have been associated. Let us, teachers and friends of universal education, rally to his support, and, forgetting prejudices which are based on individual preferment, give him our active influence in the noble work to which he is appointed.

C. M. HARRISON,

*State Superintendent of Public Schools.*



# INTERPRETATION OF THE SCHOOL LAW.

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The following interpretations, the work of my predecessors, is taken from a pamphlet published under the direction of the Trustees of the School Fund. Having received the approval of the Trustees aforesaid, the interpretations may be taken as authoritative :

## 1.—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 everything 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 money 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 money, 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 schools 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 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 teachers 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 teachers 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 legally elected and 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 town-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 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 re-elected 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 was 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 re-elected 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 trustees 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 trustee to make the requisite certificate of the alteration or abolishment.

2. The consent of the trustee 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 trustee 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 as a district, their action cannot be authoritatively approved, or disapproved, or anywise 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 dis-

trict 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 township 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 seventeenth of "An act to establish Public Schools," approved April 17th, 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 alteration 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 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 votes.

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 a 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 so 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 districts, 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 moneys, 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 persists in

such a course of conduct it would be unjust to others 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 17th, 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 rateable 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 inter-



est 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 lose 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 tax as 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<sup>e</sup>,



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 list 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 education;" but there must certainly be some limit to expenditures 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 lands, 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 purpose.

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 superintendents, 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, as 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, and 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 exception 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 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.



# FORMS.

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## TOWN SUPERINTENDENT.

(Section 6).

### NOTICES.

#### *District Meetings for the appointment of Trustees :*

Notice is hereby given, that that part of the township of \_\_\_\_\_ county of \_\_\_\_\_, N. J., included within the following bounds (*here describe the bounds of the district*), has been set off as a school district, to be called (*here specify or name the number of the district*) and the taxable inhabitants thereof are hereby notified, that a district meeting will be held at the school house in said district, on the \_\_\_\_\_ day of \_\_\_\_\_ next (*or instant, as the case may be*), at \_\_\_\_\_ M., for the purpose of electing three persons, who shall constitute the trustees for said district.

A. B., Town Superintendent  
of \_\_\_\_\_ township.

#### *Notice of Annual Meeting for the Election of Trustees :*

SEC. 6. The annual meeting for the election of trustees in school district (*here designate the district by name or number*), will be held on the \_\_\_\_\_ day of \_\_\_\_\_ (*next, or instant*), at \_\_\_\_\_ o'clock, \_\_\_\_\_ M., at the school house in said district.

A. B., Town Superintendent  
of \_\_\_\_\_ township.

(Section 10.)

### FORM OF BOND.

Know all men by these presents, that we, A. B., C. D., and E. F., of the township of \_\_\_\_\_, in the county of \_\_\_\_\_, and State of New Jersey, are held and firmly bound unto (*using the corporate name of the township*) in the sum of (*double the amount coming into his hands*) to be paid to the said \_\_\_\_\_, their certain attorney or assigns; to which payment, well and truly to be made, we bind ourselves, our heirs, executors, and administrators, firmly by these presents, sealed with our seals, and dated this \_\_\_\_\_ day of \_\_\_\_\_, in the year of our Lord one thousand eight hundred and \_\_\_\_\_.

Whereas, the above bounden A. B., was duly elected Town Superintendent of Public Schools for the township of \_\_\_\_\_, aforesaid, at the election held in said township on the \_\_\_\_\_ last, (*or instant, as the case may be*), now, therefore, the condition of the foregoing obligation is such, that if the said A. B. shall well, truly, faithfully, and impartially, do, execute, and perform, all the duties required by law of him as such Town Superintendent, then this obligation to be void, otherwise to be and remain in full force and effect.

Sealed and delivered {  
in presence of {

A. B. [L. s.]  
C. D. [L. s.]  
E. F. [L. s.]

(Section 10.)

*Form of apportionment of the school money received from the State. and raised by tax, for the support of schools among the school districts of the township.*

To the trustees of the several school districts of the township of \_\_\_\_\_, in the county of \_\_\_\_\_, New Jersey.

Amount of money received from the State .....	\$200
Raised by tax .....	500
Interest on the surplus revenue appropriated by the township to school purposes .....	100
	<hr/>
	\$800

Which amount is apportioned among the several school districts of the townships as follows:

DISTRICTS.	No. of Children bet. 5 and 18 yrs.	Apportionment.
District No. 1, (or by name, as the case may be).....	200	\$320
“ “ 2.....	150	240
“ “ 3.....	100	160
“ “ 4.....	50	80
	<hr/>	<hr/>
	500	\$800

A. B., Town Superintendent  
of \_\_\_\_\_ Township.

April —, 186—.

## TRUSTEES.

(Section 9.)

*Order for payment of money.*

To A. B., Town Superintendent of the township of ———, county of ———, New Jersey:

Pay to ———, or order, ———dollars, (*for one quarter's salary as teacher*).

A. B., } Trustees of  
C. D., } District  
E. F., } No.—

(Section 9.)

*Report to the Town Superintendent.*

To A. B., Town Superintendent of the township of ———, county of ———, New Jersey:

Report of the trustees of district (*here designate the district by name or number*) in said township, of the names of the children in said district capable of attending school, between the ages of five and eighteen, with the names of their parents and guardians:

Names of Children.	Ages.	Names of Parents or Guardians.

A. B., } Trustees.  
C. D., }  
E. F., }

## FORM OF CERTIFICATE OF INCORPORATION.

To the Clerk of the County of ———:

We, the subscribers, trustees of the school district hereinafter described, situate in the township of ———, county of ———. New Jersey, desiring to become incorporated, in pursuance of the ninth section of "A supplement to an act entitled 'An act to establish public schools,'" approved March fourteenth, eighteen hundred and fifty-one, have adopted the name of (*here insert name*), and do hereby, together with the town superintendent of public schools of the said township of ———, certify to you the name aforesaid as our corpo-



rate name; and we do certify that the boundaries of said school district are the following, viz.: (*here describe fully and minutely the boundaries*).

Witness our hands this ——— day of ———, in the year of our Lord one thousand eight hundred and sixty ———.

A. B., }  
C. D., } *Trustees.*  
E. F., }

G. H., *Town Superintendent.*

The taxable inhabitants of school district (*here insert name*), in the township of ———, bounded as follows: (*insert boundaries*), are hereby notified by the subscribers, trustees of said incorporated district, to meet at ———, in said district, on the ——— day of ——— next, at the hour of ———, —. M., for the purpose of deciding whether the trustees of said district shall be empowered to purchase land, to build a school house thereon, (*add any other object*), and to raise additional moneys for such purposes, and for maintaining free schools in said district, by taxation, as shall be agreed to by two-thirds of those present at said meeting, in conformity with the eleventh section of the supplement to the act entitled "An act to establish public schools."

Witness our hands, this ——— day of ———.

A. B., }  
C. D., } *Trustees.*

N. B.—A minute of the proceedings of this meeting should be entered in a book belonging to the district, and a copy of the proceedings, signed by the chairman and the secretary, delivered to the trustees, and by them filed and recorded in their book of minutes.

CERTIFICATE TO BE DELIVERED BY THE TRUSTEES TO THE ASSESSOR.

To A. B., assessor of taxes in the township of ———, in the county of ———, New Jersey:

The subscribers, trustees of a school district in said township, incorporated by the name of ———, which district is bounded as follows: (*insert boundaries*), do certify, that at a meeting of the taxable inhabitants of said district, held at ———, on the ——— day of ———, pursuant to notice signed by us, setting forth the time, place, and purposes of such meeting, and set up in at least three public places in said district, ten days before the day of meeting, it was agreed, by the vote of two-thirds of the taxable inhabitants so assembled, to raise by taxation the sum of ——— dollars, for school purposes, in addition to the money apportioned to said district, pursuant to the provisions of the eleventh section of a supplement to the act entitled "An act to establish public schools;" and this certificate is made to

the end, that you may assess the said sum on the estate of the inhabitants, and on all lands liable to be taxed therein, as provided for by the section aforesaid.

Witness our hands this ——— day of ———, A. D. 186—.

A. B., }  
C. D., } *Trustees.*  
E. F., }

STATE OF NEW JERSEY, }  
County of ———, ss. }

Personally appeared before me, the subscriber, one of the justices of the peace for said county, A. B., C. D., and E. F., trustees of the school district above mentioned, and, being duly sworn, on their oath say, that the above certificate by them signed, is correct and true.

Sworn and subscribed this ——— day of ———, before me.

—————

#### FORM OF LICENSE TO TEACHER.

*To all whom it may concern :*

This is to certify that we have examined A. B. in (*here specify the branches*) and finding him (*or her*) both as regards his (*or her*) scholarship and moral character, a suitable person, we do hereby license him (*or her*) as a teacher of public schools in the township of ———, in the county of ———, New Jersey. This license to continue in force for one year.

In witness whereof, we have hereto set our hands and seals this ——— day of ———, one thousand eight hundred and sixty ———.

—————, [L. S.]  
—————, [L. S.]

*Board of Examiners and Visitors in and for the county of ——— N. J.*

—————, [L. S.]  
*Town Superintendent of ——— township.*

When the license is granted by the Town Superintendent and District Trustees, it should be of the following form :

*To all whom it may concern :*

This is to certify that we have examined A. B. in (*here insert the branches*) and finding him (*or her*) both as regards his (*or her*) scholarship and moral character, a suitable person, do hereby license him (*or her*) as a teacher of the public school in district No. —, (*or by name*) in the township of ———, county of ———, New Jersey. This license to continue in force one year.

In witness whereof, we have hereunto set our hands and seals this  
 ——— day of ———, one thousand eight hundred and sixty —.

————, [L. S.]  
*Town Superintendent of* ——— *township.*

[L. S.]

[L. S.]

[L. S.]

*Trustees of School District No. —, (or by name, as the case may be) of*  
 ——— *township.*

#### FORM OF APPLICATION FOR HOLDING A TEACHERS' INSTITUTE.

*To C. M. Harrison, State Superintendent of Public Schools of New Jersey :*

We, the subscribers, teachers of common schools in the county of  
 ———, (*or counties of* ———, ———, *if two or more counties unite*)  
 desirous of assembling for the purpose of forming a "Teachers' Institute," in conformity with the provisions of the act "establishing Teachers' Institute," request that you will appoint ———, the ———  
 day of ———, at ———, in said county, the time and place for holding the said institute.

The institute, when organized, will be under the direction of  
 ———, whom the members of the institute have selected for that purpose.

Names of Teachers.	Residence.

This application must be signed by at least forty teachers.

As the institute is held for the benefit of the teachers of the county, it is expected that they will generally be present during the session.

The institute shall report annually, to the State Superintendent, an abstract of its proceedings, together with the names of its officers and the names and residence of the teachers attending it.

#### RULES AND REGULATIONS PRESCRIBED BY THE STATE SUPERINTENDENT OF PUBLIC SCHOOLS, IN FURNISHING "WEBSTER'S UNABRIDGED DICTIONARY," TO THE COMMON SCHOOLS OF THE STATE.

Schools desiring to have a copy of said book, must signify the

come through the trustees thereof, which notice must be of the following form:

*To C. M. Harrison, State Superintendent of Public Schools:*

We, the subscribers, Trustees of School District No. —, of the township of —, county of —, New Jersey, hereby signify to you our desire to have a copy of "Webster's Unabridged Dictionary," for the use of the school in this district, said dictionary to be the property of the school, and at all times, when the school is in session, accessible to the teachers and pupils.

[Here insert the date.]

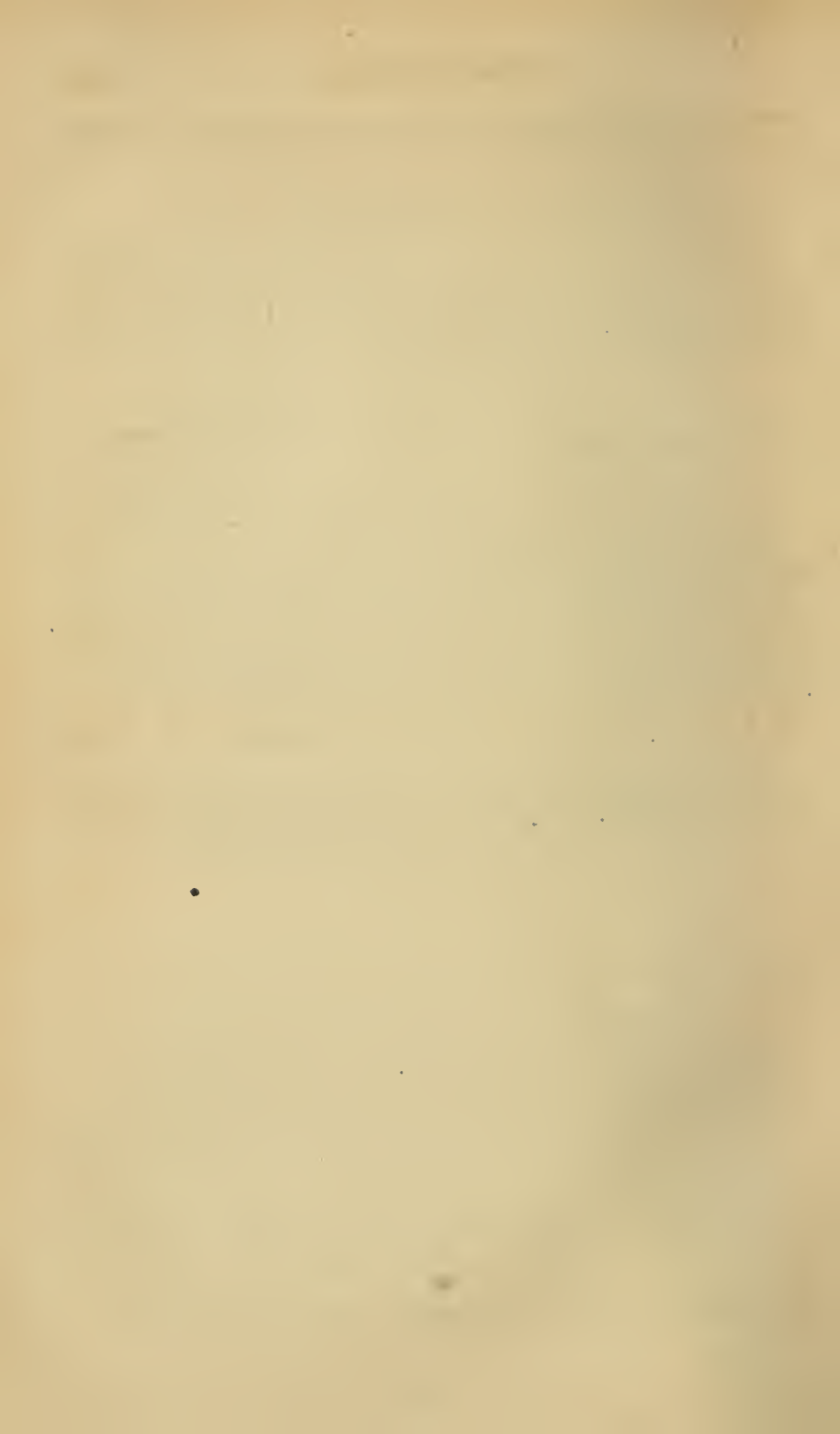
A. B., }  
C. D., } *Trustees.*  
E. F., }  
or, N. O.,

*President of the Board of Education.*

On the reception of the application at the office of the State Superintendent, if in person, a copy of the book will be delivered; if received through the mail, a certificate will be transmitted by the State Superintendent to the trustees, or board of education, (*as the case may be*) authorizing them, on its presentation at the treasurer's office, in the city of Trenton, to receive a copy of the dictionary.

LIPPINCOTT'S PRONOUNCING GAZETTEER.

The same rules, regulations, and mode of proceeding, have been adopted in furnishing "Lippincott's Pronouncing Gazetteer," to the common schools of the State, as in the case of the dictionary.





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# FINANCIAL STATEMENTS.

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COUNTIES AND TOWNSHIPS.	Amount of money raised by tax for support of schools.	Amount received from State.	Amount from other sources.	Additional raised for building and repairing school houses.	Amount received from tuition fees.	Total amount appropriated to school purposes.
<b>ATLANTIC COUNTY.</b>						
POPULATION, 11,786.						
Atlantic City.....	\$639 00	.....	\$500 00	.....	.....	\$1,139 00
Egg Harbor.....	1,400 00	.....	.....	.....	.....	1,400 00
Egg Harbor City.....	150 00	\$ 98 26	800 00	.....	.....	1,048 26
Galloway.....	946 00	308 00	.....	.....	\$560 00	1,754 00
Hamilton.....	1,348 00	220 28	.....	\$500 00	.....	2,668 28
Leeds Point.....	.....	.....	.....	30 00	.....	.....
Mullica.....	1,605 00	170 00	.....	.....	.....	1,805 00
Weymouth.....	1,137 00	123 78	.....	.....	.....	1,260 78
	\$7,225 00	\$350 32	\$1,300 00	\$530 00	\$500 00	\$10,505 32
<b>BURLINGTON.</b>						
POPULATION, 49,858.						
Beverly.....	600 00	342 27	.....	.....	.....	942 27
Bordentown.....	5,500 00	621 42	.....	\$1,000 00	.....	7,121 42
Burlington.....	3,000 00	357 42	413 82	.....	.....	3,771 24
Bass River.....	250 00	92 94	31 34	.....	.....	374 28
Cinnaminson.....	1,360 00	567 66	80 00	2,000 00	300 00	4,287 66
Chester.....	700 00	563 07	.....	.....	1,100 00	2,363 07
Chesterfield.....	1,330 00	212 36	229 72	.....	.....	1,772 08
Evesham.....	.....	683 47	.....	.....	.....	683 47
Little Egg Harbor.....	400 00	214 43	71 66	200 00	.....	885 40
Lumberton.....	1,418 00	247 74	198 95	.....	250 00	2,114 69
Mansfield.....	.....	.....	.....	.....	.....	.....
Medford.....	183 20	443 94	.....	.....	.....	627 14
New Hanover.....	1,200 00	649 11	.....	.....	.....	1,849 11
Northampton.....	2,500 00	505 62	.....	.....	.....	3,005 62
Pemberton.....	1,000 00	173 37	172 75	.....	.....	1,243 12
Shamong.....	400 00	183 88	64 71	.....	45 00	693 09
Springfield.....	1,000 00	400 77	132 10	.....	285 00	1,907 87
Southampton.....	1,588 00	622 95	.....	.....	.....	2,210 95
Washington.....	.....	163 06	.....	.....	.....	630 06
Westhampton.....	300 00	320 90	.....	.....	600 95	1,220 90
Willingboro.....	.....	106 11	.....	250 00	95 00	451 11
	\$23,229 20	\$7,561 99	\$1,374 45	\$3,450 00	\$2,675 00	\$38,290 64
<b>BERGEN.</b>						
POPULATION, 21,619.						
Franklin.....	.....	203 23	.....	1,200 00	2,240 00	3,733 23
Hackensack.....	5,279 64	635 99	611 60	280 00	.....	6,777 23
Harrington.....	1,185 00	190 39	.....	.....	700 00	2,075 39
Hoboken.....	.....	321 54	.....	.....	1,700 00	2,021 54
Lodi.....	1,244 00	226 94	.....	.....	.....	1,470 94
New Barbadoes.....	3,630 00	456 57	.....	500 00	500 00	4,966 57
Saddle River.....	150 00	125 92	500 00	.....	.....	775 92
Union.....	437 67	.....	.....	.....	.....	437 67
Washington.....	.....	167 53	.....	.....	1,700 00	1,867 53
	\$11,946 31	\$2,388 11	\$1,111 60	\$1,780 00	\$6,840 00	\$24,066 02
<b>CAMDEN.</b>						
POPULATION, 34,159.						
Camden.....	22,563 48	2,083 00	998 55	9,920 00	.....	35,265 03
Centre.....	783 84	153 34	.....	.....	.....	940 18
Delaware.....	519 20	148 84	175 75	.....	.....	643 79
Gloucester.....	2,600 00	120 00	.....	.....	.....	2,720 00
Monroe.....	600 00	178 68	.....	.....	150 00	928 68
Newton.....	3,503 00	.....	.....	.....	.....	3,503 00
Stockton.....	.....	188 52	778 00	.....	.....	966 52
Union.....	2,538 00	662 84	.....	.....	.....	3,200 84
Washington.....	500 00	147 97	71 25	.....	400 00	1,119 22
Waterford.....	500 00	283 27	56 85	.....	.....	843 13
Winslow.....	1,112 00	35 40	.....	360 00	160 00	2,130 40
Haddon.....	1,769 00	167 60	113 40	.....	.....	2,050 00
	\$26,081 52	\$4,418 45	\$2,193 80	\$10,580 00	\$710 00	\$38,743 78
<b>CAPE MAY.</b>						
POPULATION, 9,122.						
Cape Island.....	500 00	82 27	47 00	.....	250 00	879 27
Dennis.....	500 00	.....	150 00	.....	.....	650 00
Lower.....	6 4 50	175 30	108 15	.....	.....	1,077 95
Middle.....	1,462 00	263 50	173 40	.....	.....	1,903 90
Upper.....	1,883 00	160 40	109 97	.....	.....	1,662 37
	\$4,539 50	\$750 56	\$503 52	.....	\$250 00	\$5,173 32

COUNTIES AND TOWNSHIPS.	Amount of money raised by tax for support of schools.	Amount received from State.	Amount from other sources.	Additional raised for building and repairing school houses.	Amount received from tuition fees.	Total amount appropriated to school purposes.
<b>CUMBERLAND.</b>						
POPULATION, 22,606.						
Bridgeton.....	4,600 00	514 65	1,037 29			6,151 34
Cohansey.....	1,460 00	137 75	11 75			1,549 50
Deerfield.....	600 00	155 37	127 50			882 87
Downe.....	1,000 00	401 36	226 74			1,628 10
Fairfield.....	1,000 00	271 21	191 64			1,462 83
Greenwich.....		125 00			500 00	625 00
Hopewell.....	500 00	500 00	223 00			1,223 00
Landis.....	1,350 00	251 25		3,900 00		6,001 00
Maurice River.....	2,100 00	185 00			300 00	2,685 00
Millville.....	3,700 00	496 00				4,106 00
Stoe Creek.....	500 00	159 00				650 00
	\$17,250 00	\$3,196 99	\$1,817 92	\$3,900 00	\$800 00	\$26,964 91
<b>ESSEX.</b>						
POPULATION, 98,916.						
Belleville.....	\$2,931 00	275 00				3,206 00
Bloomfield.....	3,500 00	646 75		1,510 00		6,056 75
Caldwell.....	1,300 00	322 97		1,275 70	1,247 00	4,145 67
Clinton.....	2,676 00	534 80				3,210 80
East Orange.....	237 00	178 00		1,500 00	160 00	2,075 00
Livingston.....	600 00	164 00		30 00	300 00	1,094 00
Millburn.....	1,500 00	289 00				2,489 00
Newark.....	75,000 00	8,145 46	200 00			83,435 46
Orange.....	3,500 00	722 17				4,222 17
South Orange.....	1,308 00	371 85				1,679 85
West Orange.....	1,200 00	137 82		1,035 00	121 00	2,493 82
	\$94,452 00	\$11,787 82	\$290 00	\$5,350 70	\$4,88 00	\$113,708 52
<b>GLOUCESTER.</b>						
POPULATION, 13,483.						
Clayton.....	1,350 00	470 00		150 00	250 00	2,220 00
Deptford.....	3,200 00	423 23	329 00		300 00	4,252 23
Franklin.....	1,000 00	300 50	37 14		200 00	1,537 64
Greenwich.....	800 00	280 67	126 27		1,000 00	2,206 94
Harri-on.....	1,275 00	562 57		200 00		2,037 57
Mantua.....	500 00	134 06	147 47		1,800 00	2,581 53
Woolwich.....	500 00	622 10				1,422 10
	\$8,925 00	\$2,793 43	\$639 88	\$350 00	\$3,350 00	\$10,258 31
<b>HUDSON.</b>						
POPULATION, 65,923.						
Bergen.....	10,500 00	766 14		3,226 72		14,192 86
Bayonne.....	2,000 00	275 00	900 00			3,175 00
Greenville.....	1,100 00	156 55		500 00		1,756 55
Harrison.....	1,000 00	178 47	92 00		250 00	1,520 47
Hoboken.....	1,000 00	200 00				1,200 00
Hudson City.....	12,000 00	1,092 64				13,092 64
Jersey City.....	22,000 00	1,900 38				23,900 38
North Bergen.....	1,500 00	149 81				1,649 81
Union.....	1,500 00	136 00				1,636 00
West Hoboken.....	1,800 00	205 34				2,005 34
Weehawken.....	400 00			700 00		1,100 00
Union Town.....	3,000 00	170 61	163 19			3,333 80
	\$57,500 00	\$5,230 94	\$1,155 19	\$4,426 72	\$250 00	\$68,562 85
<b>HUNTERDON.</b>						
POPULATION, 33,664.						
Alexandria.....	2,632 00	500 00	300 00			3,432 00
Bethlehem.....	1,156 00	268 69		1,075 00	574 90	3,034 59
Clinton.....	212 00	91 88			1,000 00	1,303 88
Delaware.....	1,000 00	316 27		40 00		1,356 27
East Amwell.....		220 50	204 00			424 50
Franklin.....		178 44	136 00			314 44
Kingwood.....		220 78			1,422 20	1,642 98
Lambertville.....	2,250 00	376 52		600 00		3,176 52
Lebanon.....	2,048 00	383 74	734 00	30 00		3,195 74
Raritan.....		363 36			280 00	643 36
Readington.....	1,762 00	324 00			500 00	2,586 00
Tewksbury.....	1,000 00	376 30	263 98			1,630 28
Union.....		19 00				129 00
West Amwell.....	292 00	111 25				403 25
	\$12,352 00	\$3,770 82	\$1,027 28	\$1,745 00	\$3,777 10	\$23,272 50

COUNTIES AND TOWNSHIPS.	Amount of money raised by tax for support of schools.	Amount received from State.	Amount from other sources.	Additions raised for building and repairing school houses.	Amount received from tuition fees.	Total amount appropriated to school purposes.
<b>MERCER.</b>						
Population, 37,418.						
East Windsor.....	1,610 06	223 84	.....	.....	.....	1,833 84
Ewing.....	1,401 00	188 12	250 00	.....	150 00	1,989 12
Hamilton.....	4,110 00	654 68	150 00	.....	.....	4,824 68
Hopewell.....	1,854 00	485 10	237 00	.....	.....	2,577 10
Lawrence.....	1,016 00	218 24	216 10	.....	.....	1,530 34
Princeton.....	3,500 00	412 66	268 47	.....	.....	4,181 13
Trenton.....	16,500 00	1,500 00	.....	.....	.....	18,400 00
Washington.....	3,163 00	172 12	116 00	125 00	.....	4,382 12
West Windsor.....	600 00	206 00	.....	.....	.....	806 00
	\$34,640 00	\$1,371 16	\$1,237 57	\$125 00	\$150 00	\$40,523 73
<b>MIDDLESEX.</b>						
Population, 35,366.						
East Brunswick.....	2,481 00	310 85	.....	945 00	150 00	3,883 85
Monroe.....	2,900 00	433 57	50 00	.....	350 00	2,842 57
New Brunswick.....	3,115 00	1,201 40	.....	.....	.....	15,306 40
North Brunswick.....	921 00	122 11	20 00	.....	.....	1,063 11
Piscataway.....	2,000 00	338 00	97 00	200 00	150 00	2,785 00
Perth Amboy.....	800 00	206 02	33 00	.....	.....	1,099 02
South Amboy.....	1,500 00	629 20	.....	500 00	2,000 00	4,629 20
South Brunswick.....	2,550 00	556 34	.....	.....	.....	3,056 34
Woodbridge.....	2,811 56	429 17	369 00	.....	400 00	4,060 73
	\$24,268 53	\$4,283 66	\$578 00	\$1,645 00	\$3,050 00	\$33,768 22
<b>MONMOUTH.</b>						
Population, 39,368.						
Atlantic.....	600 00	243 60	.....	.....	.....	843 60
Freehold.....	2,700 00	405 12	311 68	.....	250 00	3,666 80
Holmdel.....	1,197 00	179 16	.....	.....	.....	1,376 16
Manalapan.....	1,000 00	261 32	.....	.....	.....	1,261 32
Marlboro.....	1,400 00	532 75	1,400 00	.....	500 00	3,432 75
Matavon.....	600 00	436 00	.....	.....	.....	1,036 00
Middletown.....	4,143 00	524 33	.....	.....	15 00	4,682 36
Millstone.....	1,306 00	309 96	.....	.....	50 00	1,755 96
Ocean.....	4,536 00	667 66	.....	254 00	.....	5,787 66
Raritan.....	1,500 00	641 32	409 00	.....	.....	2,541 32
Shrewsbury.....	4,251 00	606 32	.....	.....	.....	4,857 32
Upper Freehold.....	1,800 00	351 49	618 78	.....	.....	2,770 18
Wall.....	1,500 00	424 76	.....	.....	300 00	2,284 76
Howell.....	2,000 00	559 63	172 59	.....	500 00	2,832 13
	\$29,553 00	\$5,843 36	\$2,902 96	\$254 00	\$1,275 00	\$39,828 32
<b>MORRIS.</b>						
Population, 34,609.						
Chatham.....	2,682 00	644 07	.....	.....	325 00	3,651 07
Chester.....	800 00	369 33	.....	.....	.....	1,169 33
Hanover.....	1,000 00	758 42	1,501 53	.....	.....	3,260 00
Jefferson.....	984 00	198 14	90 95	.....	.....	1,273 09
Mendham.....	500 00	80 83	.....	.....	871 00	1,451 83
Morris.....	3,000 00	.....	.....	200 00	.....	3,200 00
Pegannock.....	2,000 00	658 00	.....	500 00	.....	3,158 00
Randolph.....	2,000 00	606 87	.....	.....	.....	2,606 87
Rockaway.....	2,632 00	417 04	175 00	.....	.....	3,304 04
Roxbury.....	1,000 00	367 12	197 94	.....	.....	1,565 06
Washington.....	1,200 00	535 42	284 17	.....	.....	1,819 59
	\$17,708 00	\$4,515 21	\$2,249 64	\$700 00	\$1,196 00	\$26,458 85
<b>OCEAN.</b>						
Population, 11,200.						
Brick.....	600 00	220 06	93 70	.....	.....	913 76
Dover.....	300 00	402 00	.....	.....	.....	702 00
Jackson.....	800 00	223 76	75 90	.....	.....	1,099 66
Plumstead.....	600 00	333 17	.....	.....	.....	933 17
Stafford.....	200 00	188 61	85 55	.....	.....	476 85
Union.....	500 00	184 21	92 57	.....	.....	576 78
Manchester.....	551 00	.....	.....	.....	.....	551 00
	\$3,361 00	\$1,642 27	\$357 02	.....	.....	\$5,360 29



COUNTIES AND TOWNSHIPS.	Amount of money raised by tax for support of schools.	Amount received from State.	Amount from other sources.	Additional raised for building and repairing school houses.	Amount received from tuition fees.	Total amount appropriated to school purposes.
<b>PASSAIC.</b>						
POPULATION, 22,021.						
Acquackanonk .....	\$1,700 00	\$305 00	.....	.....	.....	\$2,005 00
Manchester .....	500 00	132 13	.....	\$45 00	\$500 00	1,177 13
Paterson City .....	20,950 00	.....	.....	.....	.....	20,950 00
Pompton .....	1,000 00	359 84	.....	.....	624 94	1,584 78
Wayne .....	600 00	93 00	.....	300 00	.....	993 00
West Milford .....	800 00	467 00	.....	.....	800 00	2,067 00
	\$25,550 00	\$1,356 97	.....	\$345 00	\$1,924 94	\$29,176 91
<b>SALEM.</b>						
POPULATION, 22,484.						
Elsinborough .....	200 00	162 13	.....	.....	.....	162 13
Lower Alloways Creek .....	600 00	110 55	\$87 69	.....	.....	798 26
Lower Penns Neck .....	500 00	435 46	943 25	.....	.....	1,878 65
Mannington .....	160 00	232 00	227 39	.....	.....	619 39
Pilesgrove .....	.....	379 62	401 80	.....	91 50	812 92
Pittsgrove .....	890 00	109 85	.....	.....	85 00	994 85
Salem .....	2,500 00	.....	.....	.....	.....	2,500 00
Upper Alloways Creek .....	2,006 00	375 35	311 68	.....	85 00	2,777 43
Upper Penns Neck .....	1,000 00	804 58	.....	.....	.....	1,804 58
Upper Pittsgrove .....	800 00	457 94	.....	\$50 00	1,260 00	2,507 94
	\$8,606 00	\$2,187 42	\$1,971 21	\$50 00	\$1,401 50	\$15,216 13
<b>SOMERSET.</b>						
POPULATION, 22,855.						
Felminster .....	500 00	225 53	.....	.....	.....	725 53
Fernards .....	560 00	534 01	.....	150 00	.....	1,184 01
Branchburg .....	800 00	269 18	.....	50 00	1,500 00	2,619 18
Bridgewater .....	3,000 00	524 35	534 60	.....	1,000 00	5,068 95
Franklin .....	3,216 00	419 97	.....	.....	.....	3,635 97
Hillsborough .....	2,314 00	550 36	.....	900 00	4,000 00	7,844 36
Montgomery .....	800 00	317 71	93 60	.....	1,600 00	2,810 71
Warren .....	800 00	517 07	152 62	.....	250 00	1,519 89
	\$12,010 00	\$3,188 17	\$1,100 00	\$789 42	\$8,350 00	\$25,418 60
<b>SUSSEX.</b>						
POPULATION, 22,855.						
Byram .....	650 00	277 00	.....	100 00	285 00	1,312 11
Frankford .....	814 00	556 97	.....	1,000 00	2,500 00	4,750 97
Greene .....	511 50	115 74	122 53	.....	.....	749 83
Hardystown .....	1,000 00	552 12	.....	.....	.....	1,552 12
Lafayette .....	250 00	202 00	.....	50 00	.....	502 00
Montague .....	560 00	197 34	98 62	.....	.....	795 96
Newton .....	1,570 00	458 09	.....	21 75	3,000 00	5,049 84
Sandytown .....	.....	241 40	.....	.....	.....	241 40
Sparta .....	1,266 00	468 32	.....	.....	460 00	5,134 30
Stillwater .....	336 50	238 21	162 51	.....	.....	737 22
Vernon .....	.....	462 70	.....	.....	.....	462 70
Walpack .....	180 05	260 00	.....	.....	.....	440 05
Wantage .....	1,500 00	429 79	.....	1,600 00	2,500 00	5,429 79
Hampton .....	514 50	257 06	.....	1,000 00	175 00	1,946 56
Andover .....	.....	275 12	.....	.....	.....	275 12
	\$3,172 55	\$4,531 97	\$383 72	\$3,171 75	\$8,920 00	\$16,179 99
<b>UNION.</b>						
POPULATION, 27,783.						
Clark .....	360 00	32 82	.....	50 00	.....	442 82
Elizabethtown .....	14,500 00	1,467 91	.....	.....	.....	15,967 91
Linden .....	800 00	173 64	560 00	163 00	.....	1,636 64
New Providence .....	800 00	175 68	.....	.....	360 00	1,275 68
Plainfield .....	3,600 00	441 68	.....	1,040 00	.....	4,481 68
Springfield .....	400 00	115 17	.....	350 00	450 00	1,215 17
Union .....	600 00	240 29	.....	.....	920 00	1,760 29
Westfield .....	800 00	235 55	.....	100 00	.....	1,815 55
Isahway .....	7,500 00	623 28	.....	.....	.....	11,153 28
	\$28,700 00	\$3,444 82	\$500 00	\$1,643 00	\$2,250 00	\$36,737 92

COUNTIES AND TOWNSHIPS.	Amount of money raised by tax for support of schools	Amount received from State.	Amount from other sources.	Additions raised for building and repairing school houses.	Amount received from tuition fees.	Total amount appropriated to school purposes.
WARREN.						
Population, 28,433.						
Belvidere.....	\$1,500 00	\$195 00				\$1,775 08
Blairstown.....		203 08				203 31
Franklin.....	1,162 50	181 81			\$250 00	1,594 00
Frelinghuysen.....		150 00				150 43
Greenwich.....	2,484 00	288 98			125 45	2,898 00
Hackettstown.....	900 00	175 00		\$200 00		1,275 00
Hardwick.....		89 00			300 00	389 36
Harmony.....	1,557 00	192 00	\$2 36			1,751 26
Hop.....		399 26				399 80
Independence.....	1,238 00	236 80				1,534 67
Knowlton.....	1,006 00	197 61			293 00	1,496 93
Lopatcong.....	1,032 00	120 93				1,152 02
Mansfield.....	1,278 00	250 02			797 00	2,325 03
Oxford.....	1,568 00	274 63		50 00	400 00	2,292 65
Pahaquarry.....	50 00	49 95				99 42
Phillipsburg.....	3,006 00	350 22				3,356 20
Washington.....	2,787 00	378 00		6,000 00	500 00	9,665 00
	\$19,718 59	\$3,622 35	\$2 36	\$6,250 00	\$2,665 45	\$32,258 66

COUNTIES.	Amount of money raised by tax for support of schools	Amount received from State.	Amount from other sources.	Additional raised for building and repairing school houses.	Amount received from tuition fees.	Total amount appropriated to school purposes.
Atlantic.....	\$7,225 00	\$350 32	\$1,300 00	\$530 00	\$500 00	\$10,505 32
Burlington.....	23,229 26	7,561 99	1,374 45	3,450 00	2,675 00	38,990 64
Bergen.....	11,946 31	2,388 11	1,111 60	1,780 00	6,840 00	24,066 02
Camden.....	36,981 52	4,478 46	2,193 80	10,280 00	710 00	53,743 78
Cape May.....	4,539 50	790 50	593 52	.....	250 00	6,173 52
Cumberland.....	17,250 00	3,196 99	1,817 92	2,900 00	800 00	26,964 91
Essex.....	94,452 00	11,787 82	290 00	5,350 70	1,828 00	113,708 52
Gloucester.....	8,925 00	2,793 43	639 88	350 00	3,550 00	16,258 31
Hudson.....	57,500 00	5,230 94	1,155 19	4,426 72	250 00	68,562 85
Hunterdon.....	12,352 00	3,770 82	1,627 95	1,745 00	3,777 10	23,272 80
Mercer.....	34,640 00	4,371 16	1,237 57	125 00	150 00	40,523 73
Middlesex.....	24,208 56	4,286 66	578 00	1,645 00	3,050 00	33,768 22
Monmouth.....	29,553 00	5,843 36	2,002 96	254 00	1,275 00	39,838 32
Morris.....	17,798 00	4,515 21	2,249 64	700 00	1,196 00	26,458 85
Ocean.....	3,361 00	1,642 21	357 02	.....	.....	5,360 23
Passaic.....	25,550 00	1,356 97	.....	545 00	1,924 54	29,176 91
Salem.....	8,606 00	3,187 42	1,971 21	50 00	1,401 50	15,216 13
Somerset.....	1,201 00	3,178 18	780 42	1,100 00	8,350 00	25,418 60
Sussex.....	9,172 55	4,531 97	383 72	3,171 75	8,920 00	26,179 99
Union.....	28,700 00	3,444 82	560 60	1,643 00	2,350 00	36,757 82
Warren.....	19,718 50	3,622 35	562 36	6,250 00	2,665 45	32,758 66
	\$486,878 14	\$32,929 69	\$24,127 24	\$47,096 17	\$50,462 99	\$633,494 25

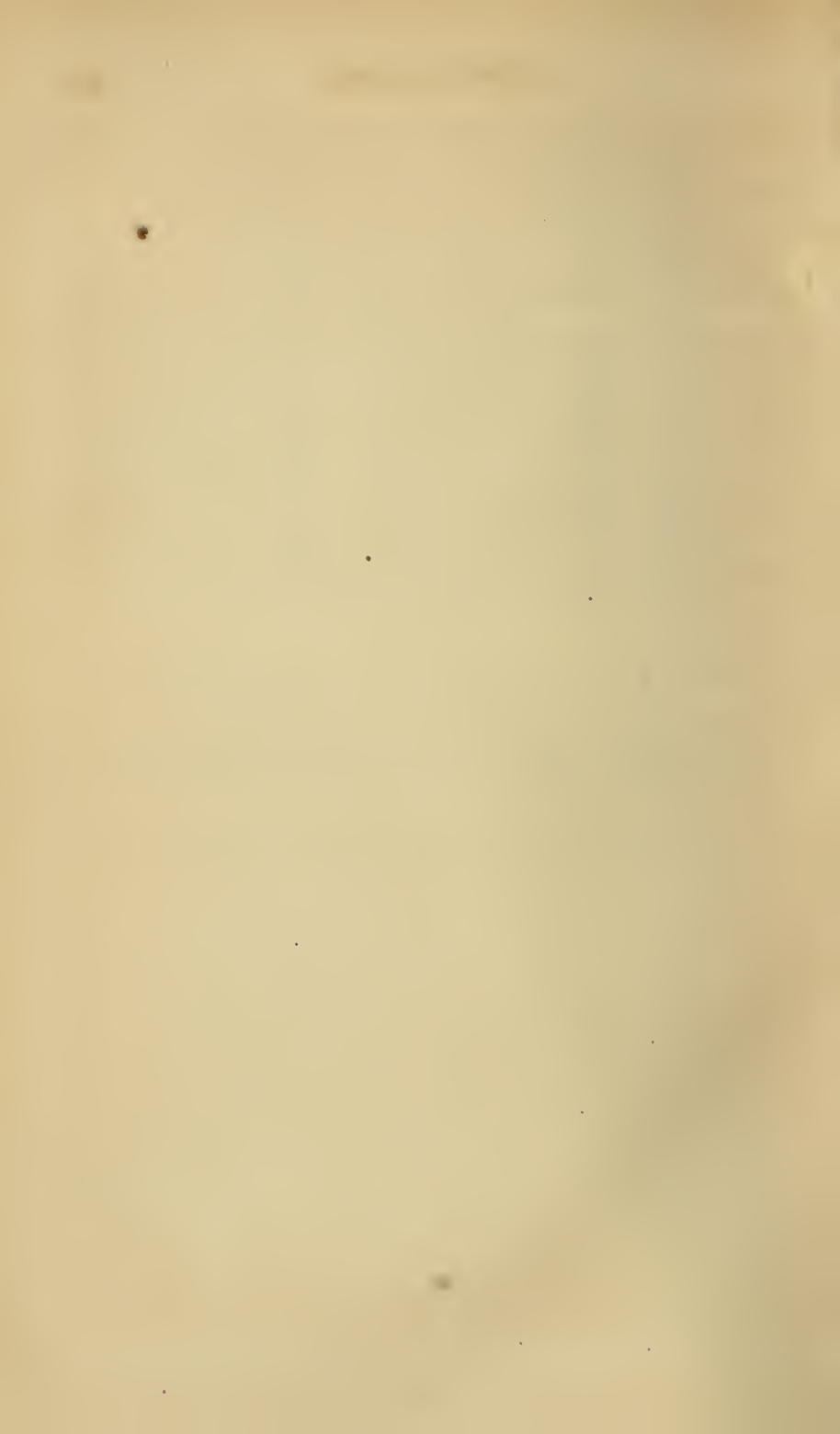
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# TABULAR STATEMENTS.

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COUNTIES AND TOWNSHIPS.		No. of districts in town or city.	No. of public schools in town or city.	No. of schools kept open four quarters.	No. of schools kept open three quarters.	No. of schools kept open two quarters.	No. of schools kept open one quarter.	No. of free schools.	No. of free schools kept open for the year.	No. of children between the ages of 5 and 15 years.	No. of children attending four quarters or one year.	No. attending 3 and less than 4 quarters.	No. attending 2 and less than 3 quarters.	No. attending 1 and less than 2 quarters.	No. attending a less period than one quarter or eleven weeks.	Whole No. of pupils attending a whole or part of a year.	No. of cold children that have attended school.	No. of male teachers.	No. of female teachers.	Salary of male teachers.	Salary of female teachers.	No. of new school buildings erected during the year.	Pub. school buildings estimated fitted for school purposes.	Pub. school buildings estimated unfit for use.
BERGEN.																								
Population, 21,619.																								
Franklin.....	11	11	4	4	4	2	1	....	...	730	91	108	125	68	8	420	1	4	7	\$350	\$75	1	8	3
Hackensack.....	11	11	10	1	1	...	...	3	...	1484	73	199	239	315	276	1102	21	7	6	596	356	...	10	1
Harrington.....	5	5	3	2	2	2	1	1	...	474	40	120	80	40	...	780	...	2	3	500	400	...	3	...
Hoboken.....	7	7	3	2	2	2	1	...	...	880	...	...	...	...	...	700	...	2	3	...	...	...	1	...
Lodi.....	6	6	3	2	2	1	...	2	...	622	200	200	175	159	140	605	15	2	3	900	600	...	2	1
New Barbadoes.....	9	9	3	6	2	...	...	2	...	1116	122	199	208	185	140	851	27	5	6	570	375	...	...	...
Saddle River.....	3	3	5	...	...	...	...	...	...	300	...	60	45	35	30	160	4	1	2	350	300	...	...	...
Union.....	2	2	6	5	...	...	...	5	...	200	30	25	36	20	21	132	8	3	1	400	300	...	6	...
Washington.....	7	7	4	4	2	...	...	...	...	642	...	...	...	...	...	511	...	3	1	...	...	...	...	...
		61	55	36	13	5	2	11	13	6408	556	911	908	825	605	4814	72	28	84	527	363	1	36	5
CAMDEN.																								
Population, 34,152.																								
Camden.....	1	34	34	...	...	...	...	34	...	4898	1003	234	300	305	474	1165	117	3	31	1000	358	...	...	1
Centre.....	5	5	1	...	...	...	...	...	...	376	24	45	64	124	80	337	...	5	3	350	500	...	...	...
Delaware.....	2	3	3	...	...	...	...	...	...	405	...	...	23	45	63	137	...	2	2	500	300	...	...	...
Gloucester.....	10	10	4	4	4	2	...	...	...	800	90	122	159	305	85	761	20	6	3	350	200	...	...	...
Monroe.....	6	6	...	...	2	2	2	3	...	535	...	...	175	60	25	453	...	2	4	350	250	...	...	...
Newark.....	3	3	3	...	...	...	...	3	...	1325	646	212	164	58	29	1000	128	4	9	500	350	...	...	...
Newton.....	3	4	...	...	...	...	...	...	...	547	83	83	100	166	62	498	39	2	2	360	300	...	...	...
Union.....	2	5	...	...	...	...	...	...	...	538	...	...	124	191	215	536	8	2	3	500	260	...	...	...
Washington.....	5	5	1	...	...	...	...	1	...	419	72	144	72	72	...	288	...	2	3	500	240	...	6	1
Waterford.....	7	7	3	2	1	1	1	4	...	641	...	120	140	70	90	490	6	2	3	500	400	...	6	1
Winslow.....	8	6	1	1	2	3	1	6	...	606	150	70	50	30	...	300	...	2	3	480	350	...	4	1
Haddon.....	3	5	4	...	...	1	...	4	...	463	200	300	...	...	...	403	20	2	3	480	360	...	5	...
		55	93	54	12	10	5	55	45	11581	2338	1448	1401	1423	1129	6302	445	33	73	480	297	...	14	3
CAPE MAY.																								
Population, 9,132.																								
Cape Island.....	1	2	...	2	...	...	...	2	...	195	...	...	...	...	...	100	8	1	1	610	476	...	1	...
Dennis.....	6	6	...	...	...	...	...	...	...	545	...	...	...	...	...	300	2	1	3	500	240	...	...	4
Lower.....	5	5	...	2	3	...	...	5	...	463	...	...	...	...	...	338	45	2	3	420	300	...	3	2
Middle.....	7	7	...	3	4	...	...	7	...	731	...	...	...	...	...	450	14	1	6	600	300	...	...	2
Upper.....	7	7	...	5	...	...	1	1	...	461	...	...	157	132	120	403	1	4	2	500	300	...	4	...
		26	17	...	7	12	1	21	...	2335	...	...	157	132	120	1637	70	9	15	438	333	...	8	6



No. of districts in town or city.		No. of public schools in town or city.	No. of schools kept open four quarters.	No. of schools kept open three quarters.	No. of schools kept open two quarters.	No. of schools kept open one quarter.	No. of free schools.	No. of new schools kept open for the year.	No. of children between the ages of 5 and 18 years.	No. of children attending four quarters or one year.	No. attending 3 and less than 4 quarters.	No. attending 2 and less than 3 quarters.	No. attending 1 and less than 2 quarters.	No. attending a less period than 1 quarter or 11 weeks.	Whole No. of pupils attending a whole or part of a year.	No. of colored children that have attended school.	No. of male teachers.	No. of female teachers.	Salary of male teachers, crs.	Salary of female teachers, crs.	No. of new school buildings erected during the year.	Public school buildings estimated fitted for school purposes.	Public school buildings estimated unfit for use.
<b>GLOUCESTER.</b>																							
Population, 15,488.																							
5	5	5	2	1	1	1	4	1	1045	40	120	210	375	375	745	55	12	8	\$200	\$800	1	3	2
8	5	5	3	2	2	3	6	2	1194	73	102	210	250	250	425	55	1	5	475	350	5	5	
12	12	12	3	2	2	3	6	2	750	...	200	238	175	137	130	15	1	4	400	300	...	...	
5	5	5	1	1	1	1	6	1	699	...	280	76	180	76	530	10	5	1	290	400	...	...	2
10	11	11	2	2	2	2	6	1	880	68	186	264	216	104	780	5	3	12	475	200	...	...	1
7	6	6	1	1	1	1	6	1	544	...	130	140	162	90	517	1	1	1	450	300	...	...	5
13	13	13	12	12	12	12	12	12	1065	335	290	220	150	100	995	45	...	...	...	...	...	...	...
60	66	66	18	12	6	2	12	3	6133	406	1210	1292	1653	1076	5347	131	32	16	\$458	\$391	1	16	5
<b>HUDSON.</b>																							
Population, 65,023.																							
3	5	5	5	...	...	...	5	5	2020	578	192	354	244	360	1676	50	3	13	\$1000	\$230	...	...	1
3	3	3	3	...	...	...	3	3	1115	225	...	...	...	...	274	...	3	1	700	230	...	...	1
1	1	1	1	...	...	...	1	1	305	125	24	18	31	41	217	...	2	1	700	300	...	...	1
3	2	1	1	...	...	...	2	2	822	84	219	250	25	10	250	...	1	2	450	350	...	...	1
1	0	5	5	...	...	...	5	4	2909	19	200	569	549	610	785	...	2	17	1000	301	...	...	...
1	4	4	4	...	...	...	4	4	1610	1610	1068	1019	1147	1238	6083	...	4	43	1000	549	...	...	...
4	4	4	4	...	...	...	4	4	634	69	78	91	81	196	437	...	1	...	552	...	...	...	...
2	2	2	2	...	...	...	2	2	393	25	126	115	137	278	100	...	1	1	1000	360	...	...	...
1	1	1	1	...	...	...	1	1	863	200	125	156	135	85	407	6	2	1	700	400	...	...	2
1	1	1	1	...	...	...	1	1	66	26	19	6	3	5	15	...	3	2	715	270	...	...	...
1	1	1	1	...	...	...	1	1	729	77	111	135	133	181	637	...	3	2	...	...	...	...	...
22	30	28	1	...	...	...	27	23	15365	2077	1653	3150	3133	3069	12830	56	28	103	\$830	\$323	...	20	4
<b>OCEAN.</b>																							
Population, 11,960.																							
9	10	...	1	...	...	...	10	...	686	...	109	204	329	9	600	...	2	6	\$385	\$240	...	6	3
14	10	9	...	...	...	...	...	...	104	...	10	136	314	245	706	...	6	4	400	250	...	...	...
9	9	...	4	...	...	...	1	...	711	...	100	159	90	49	383	...	6	6	100	65	...	6	3
5	8	2	2	...	...	...	6	2	688	100	250	200	50	...	559	12	3	3	320	200	...	...	1
4	4	...	2	...	...	...	...	...	499	...	150	200	50	...	400	...	2	2	500	450	...	4	0
6	7	...	2	...	...	...	...	...	685	...	...	...	...	...	501	...	1	8	500	360	...	7	1
3	1	1	...	...	...	...	...	...	180	80	...	...	...	...	80	...	1	1	500	360	...	3	...
50	49	12	11	13	10	17	17	9	4289	180	679	930	839	804	3220	12	15	25	\$428	\$340	1	20	8

## COUNTIES AND TOWNSHIPS.

## GLOUCESTER.

Population, 15,488.

Clayton.....

Depford.....

Franklin.....

Greenwich.....

Harrison.....

Mantua.....

Woodwich.....

## HUDSON.

Population, 65,023.

Bergen.....

Bayonne.....

Greenville.....

Harrison.....

Hoboken.....

Hudson City.....

Jersey City.....

North Bergen.....

Union.....

West Hoboken.....

Weehawken.....

Uniontown.....

## OCEAN.

Population, 11,960.

Brick.....

Dover.....

Jackson.....

Philmstead.....

Stanford.....

Union.....

Manchester.....







COUNTIES AND TOWNSHIPS.	No. of districts in town or city.	No. of public schools in town or city.	No. of schools kept open four quarters.	No. of schools kept open three quarters.	No. of schools kept open two quarters.	No. of schools kept open one quarter.	No. of free schools.	No. of free schools kept open for the year.	No. of children between the ages of 5 and 15 years.	No. of children attending four quarters or one year.	No. attending three quarters and less than four quarters.	No. attending two quarters and less than three quarters.	No. attending one quarter and less than two quarters.	No. attending a less period than 1 quarter or 11 weeks.	Whole No. of pupils attending a whole or part of a year.	No. of colored children that have attended school.	No. of male teachers.	No. of female teachers.	Salary of male teachers.	Salary of female teachers.	No. of new school buildings erected during the year.	Inns estimated fitted for school purposes.	Inns estimated fitted for use.
MIDDLE-SEX.																							
Population, 34,366.																							
East Brunswick.....	9	10	1	6	1	2	10	1	38	235	215	172	75	755	5	5	5	\$450	\$300	2	1	2	
Monroe.....	10	15	12	5	...	...	...	1164	250	364	550	61	40	1014	22	2	2	400	370	...	12	...	
New Brunswick.....	1	4	4	...	...	...	...	3118	464	327	386	439	365	2054	50	2	2	800	250	...	...	...	
North Brunswick.....	3	6	4	2	1	...	6	330	162	45	58	21	14	300	30	5	5	400	350	...	3	3	
Piscataway.....	12	13	12	...	1	...	3	934	66	168	158	115	72	600	25	2	11	325	37	...	9	...	
Perth Amboy.....	1	1	1	...	...	...	1	700	130	32	58	88	45	332	...	1	1	600	200	...	...	1	
South Amboy.....	11	10	2	1	7	...	1	1218	95	235	363	150	63	845	3	4	4	400	250	...	...	...	
South Brunswick.....	18	18	14	4	...	2	10	137	85	575	600	212	...	1109	6	12	10	340	282	...	...	4	
Woodbridge.....	14	14	9	4	...	...	10	1161	173	149	100	37	58	497	4	3	10	445	482	...	10	4	
MORRIS.																							
Population, 34,690.																							
Chatham.....	8	8	7	...	1	...	7	883	200	115	89	60	15	590	18	5	3	\$300	\$200	...	7	1	
Chester.....	7	7	...	3	4	...	7	475	...	75	75	30	30	300	3	1	1	350	200	...	1	6	
Hanover.....	10	14	6	...	...	...	7	1095	33	65	147	257	136	688	7	1	12	370	270	...	...	...	
Jefferson.....	7	7	...	6	...	...	7	432	...	30	100	200	170	492	...	3	4	400	250	...	5	2	
Mendham.....	7	7	3	2	...	...	...	200	...	...	...	...	...	...	...	2	2	400	200	...	...	...	
Morris.....	17	17	6	8	3	...	12	1700	...	171	322	103	201	756	35	6	12	475	370	...	8	0	
Pequannock.....	17	13	7	8	3	1	3	1842	149	285	385	266	150	1220	...	5	13	400	310	...	8	6	
Randolph.....	9	9	...	9	...	...	9	983	60	100	218	230	50	658	7	2	9	600	250	...	...	...	
Rockaway.....	12	10	10	...	...	...	...	1316	12	80	190	360	589	1242	...	5	5	400	300	...	...	...	
Roxbury.....	16	16	3	8	3	2	15	1622	33	66	99	126	132	528	1	5	11	489	300	...	8	8	
Washington.....	14	...	10	5	14	...	14	900	450	...	...	...	...	429	...	4	9	400	240	...	...	...	
PASSAIC.																							
Population, 23,021.																							
Acquia kaumuk.....	8	8	5	2	1	...	5	1050	165	200	230	349	...	935	...	6	2	\$140	\$330	...	3	...	
Nanchester.....	5	4	2	...	...	1	...	511	8	42	13	23	56	162	3	2	2	280	240	...	...	...	
Pierceson.....	1	4	2	...	...	...	4	5120	2129	2838	3412	...	...	498	75	3	40	900	275	...	4	...	
Pompton.....	7	7	2	3	1	1	5	631	31	61	66	111	109	378	...	2	3	450	275	...	3	2	
Wayne.....	6	6	6	...	...	...	2	47	87	35	40	25	...	378	4	3	3	400	200	...	5	1	
West Milford.....	12	12	4	5	3	...	2	1059	163	147	124	104	67	540	...	6	1	400	260	...	10	1	
TOTAL.																							
	23	41	22	10	7	2	17	8307	2518	4323	845	613	207	6318	82	92	51	\$151	\$260	1	25	4	



COUNTIES AND TOWNSHIPS.	UNION.																						
	No. of districts in town or city.	No. of public schools in town or city.	No. of schools kept open four quarters.	No. of schools kept open three quarters.	No. of schools kept open two quarters.	No. of schools kept open one quarter.	No. of free schools.	No. of free schools kept open for the year.	No. of children between the ages of five and eighteen years.	No. of children attending four quarters or more year.	No. attending three and less than four quarters.	No. attending two and less than three quarters.	No. attending one and less than two quarters.	No. attending a less period than one quarter or eleven weeks.	Whole No. of pupils attending a whole or part of a year.	No. of colored children that have attended school.	No. of male teachers.	No. of female teachers.	Salary of male teachers.	Salary of female teachers.	No. of new school buildings erected during the year.	Public school buildings estimated valued for school purposes.	Public school buildings estimated valued for use.
Clark.	36	32	17	6	4	...	3	6	1767	1157	492	805	548	508	3764	63	18	53	\$5465	\$774	...	17	6
Elizabeth.	1	2	...	...	...	...	1	...	2665	182	139	267	22	36	141	22	2	26	...	360	...	...	...
Lind n.	5	4	...	...	...	...	...	...	275	30	40	25	23	141	146	...	2	3	...	313	...	2	3
New Providence.	1	5	...	...	...	...	2	1	400	25	52	33	19	25	390	1	2	2	...	400	...	...	...
Philadelphia.	1	1	...	...	...	...	...	...	1069	200	125	170	250	159	895	...	3	9	...	490	...	...	...
Springfield.	3	3	...	...	...	...	...	...	263	53	23	57	57	57	242	...	1	3	...	830	...	3	...
Union.	7	7	...	...	...	...	1	1	440	90	62	100	89	14	361	5	1	3	...	290	...	...	...
Westfield.	4	5	...	...	...	...	4	4	574	51	47	58	66	55	392	7	3	3	...	455	...	2	2
Railway.	4	4	...	...	...	...	4	4	1560	690	...	...	...	...	500	30	4	13	650	263	...	4	1

Summary of the preceding Abstracts, exhibiting the results for the several Counties of the State, for the year 1865.

COUNTIES.	No. of districts in town or city.	No. of public schools in town or city.	No. of free schools.	No. of free schools kept open one quarter.	No. of schools kept open two quarters.	No. of schools kept open three quarters.	No. of schools kept open four quarters.	No. of children between the ages of 5 and 15 years.	No. of children who have attended four quarters or one year.	No. attending three quarters, and less than four quarters.	No. attending two and less than 3 quarters.	No. attending one and less than two quarters.	No. attending 1 or less part of a year.	Whole No. of pupils attending a whole or part of a year.	No. of colored children that have attended school.	No. of male teachers.	No. of female teachers.	Total.	Salary of male teachers.	Salary of female teachers.	No. of new school buildings erected during the year.	Pub. school buildings esteemed valued for school purposes.	Public school buildings esteemed useful for use.
Atlantic.....	19	47	120	37	37	6	14	14	15	15	15	15	15	15	15	15	15	15	\$486	\$291	1	62	6
Burlington.....	127	120	37	37	37	6	14	14	15	15	15	15	15	15	15	15	15	15	\$486	\$291	1	62	6
Bergen.....	61	68	33	33	33	6	11	11	13	13	13	13	13	13	13	13	13	13	\$486	\$291	1	62	6
Camden.....	55	61	34	34	34	6	11	11	13	13	13	13	13	13	13	13	13	13	\$486	\$291	1	62	6
Camden.....	26	27	11	11	11	1	3	3	4	4	4	4	4	4	4	4	4	4	\$486	\$291	1	62	6
Cape May.....	6	11	23	23	23	1	5	5	14	14	14	14	14	14	14	14	14	14	\$486	\$291	1	62	6
Cumberland.....	90	90	67	67	67	1	4	4	12	12	12	12	12	12	12	12	12	12	\$486	\$291	1	62	6
Essex.....	60	61	38	38	38	1	4	4	12	12	12	12	12	12	12	12	12	12	\$486	\$291	1	62	6
Gloucester.....	22	30	28	28	28	1	3	3	12	12	12	12	12	12	12	12	12	12	\$486	\$291	1	62	6
Hampden.....	136	116	36	36	36	1	5	5	14	14	14	14	14	14	14	14	14	14	\$486	\$291	1	62	6
Hampden.....	65	86	76	76	76	1	4	4	12	12	12	12	12	12	12	12	12	12	\$486	\$291	1	62	6
Merger.....	83	83	43	43	43	1	4	4	12	12	12	12	12	12	12	12	12	12	\$486	\$291	1	62	6
Middlesex.....	13	120	57	57	57	1	3	3	12	12	12	12	12	12	12	12	12	12	\$486	\$291	1	62	6
Monmouth.....	97	107	52	52	52	1	3	3	12	12	12	12	12	12	12	12	12	12	\$486	\$291	1	62	6
Morris.....	50	41	22	22	22	1	3	3	12	12	12	12	12	12	12	12	12	12	\$486	\$291	1	62	6
Ocean.....	33	41	12	12	12	1	3	3	12	12	12	12	12	12	12	12	12	12	\$486	\$291	1	62	6
Passaic.....	78	68	30	30	30	1	6	6	12	12	12	12	12	12	12	12	12	12	\$486	\$291	1	62	6
Salem.....	90	8	40	40	40	1	6	6	12	12	12	12	12	12	12	12	12	12	\$486	\$291	1	62	6
Somerset.....	127	133	19	23	23	1	3	3	12	12	12	12	12	12	12	12	12	12	\$486	\$291	1	62	6
Sussex.....	36	3	17	6	6	1	3	3	12	12	12	12	12	12	12	12	12	12	\$486	\$291	1	62	6
Union.....	123	106	40	40	40	1	6	6	12	12	12	12	12	12	12	12	12	12	\$486	\$291	1	62	6
Warren.....	16	163	119	383	256	50	630	457	308	324	2214	29354	933	35734	139294	2913	824134	2162	\$486	\$291	13	679	272





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## APPENDIX.

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# REPORTS OF TOWN SUPERINTENDENTS.

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## ATLANTIC COUNTY.

### GALLOWAY.

In accordance with the requirements of the law, I respectfully submit to you the following: The schools in Galloway township are improving; they have commenced school in ten districts for the winter term, and have good attendance. We have a very good class of teachers, male and female; no one is allowed to teach in Galloway township unless they have a license and keep registers; we have a good selection of examiners for the county for the present year. We have eight convenient school houses, with seats, desks and ventilators, to keep the pupils comfortable.

In filling up the answers of series No. 1, it was with much difficulty, on account of the ex-superintendent not demanding registers from the teachers.

Series No. 2 is correct in all the answers, if there are no mistakes on my part. We raised by taxation, for 1865, nine hundred and forty-six dollars, received from the State three hundred and eight dollars and sixty-two cents, and a balance on hand, March 12th, 1865, of one thousand and one dollars and nineteen cents—making a total of \$2,255 81.

GIDEON CONOVER,  
*Town Superintendent.*

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## BURLINGTON COUNTY.

### CINNAMINSON.

Inclosed you will find my report of the schools in Cinnaminson. In accordance with the requirements of the School law, I will say a few words in reference to the schools in Cinnaminson township.

In discharging my duties as Superintendent I have endeavored to do my duty, and in doing so I have met with some opposition. There is not that interest taken in our public schools as there should be; they are not visited as often as they should be by the trustees and employers. We elect trustees; they employ the teacher to teach school; if he is a good teacher, all right; if a lazy drone, all the same; the whole work is over; no interest is felt after that. With many it apparently makes but very little difference what the qualifications of a teacher are, so their children are at school a certain length of time annually: and the school-house is looked upon by many as a kind of prison-house for boys and girls to go to until they are old enough to go to work. And I am satisfied that we will not see our public schools in much better condition until we raise enough money to have them free all the year, and that that money be raised on property, not by poll tax; then property will be interested, and where property is interested people take more interest. But if we continue to raise such a small amount on property, we may still expect to see the parents of children belonging to a higher grade of society, keep their children from our public schools, or sending them to private or sectarian schools. Now, the question might be asked, Why is it that private or sectarian schools are better than public schools? They ought not to be; but our public schools should stand number one; they should be our best schools; and if property was interested, as it should be, we would not have so many private or sectarian schools. But we have a few aristocrats among us, who say, by their actions, that the public schools are not good enough for their children, but (to make a long story short), plenty good enough for poor white children and niggers. The aristocrat thinks it a dangerous thing to educate the poor man's children, but we think different. We think they ought to be well educated. It is all that we give them, and let us give it freely. Without it the poor man would be imposed upon by many evil men; for we know that in all parts of the world where ignorance and superstition exist, the ignorant man's rights are denied, and hence they become the mere slaves of the aristocrats in power over them.

This is the third year that I have been superintendent, and the aristocrat has come to me in all forms and manners, and has even threatened me, in case I did not let him have his portion of school money. But none of them have met with much success. I have always informed them that I was elected to serve the people, to respect law, and that I was in favor of public schools. I hope that my successor in office will have the same respect for public schools that I have had; then, I think, the aristocrats will have to die, or go to some other township where the aristocrat reigns.

I would again call your attention to the twelfth section of the school law. If there ever was an unjust or an unchristian-like law passed by a legislature, this is one. We have in this township a school district that has no public school in it, yet there are two sec-

tarian schools in it that take the whole possession of the district, and at the same time there are those within the said district that are taxed to maintain the very school from which they are excluded from having anything to say in regard to electing trustees, employing teachers, or to have anything to say in regard to tuition fees, &c., but, like the man standing out in a hard shower of rain, stand, grin, and bear it.

I do not believe that any man can be in favor of the twelfth section of the school law, and at the same time be in favor of public schools. If sectarian schools are right, permit me to ask one question: In case there should be a school district numbering one hundred children, and there should be some five or six different religious denominations within said district, who is to decide which is to have possession of the district, and what is to become of the ungodly and the sinner?

R. M. BROCK,  
*Town Superintendent.*

#### LITTLE EGG HARBOR.

Herewith I forward the statistics of the public schools of this township for the year 1865.

The diminished size of the township, and the reduction in the number of school districts, consequent upon the formation of the new township of Bass River out of a part of *this*, reduces the aggregate results in the statements considerably, as compared with former years; yet, notwithstanding this fact, and the extraordinary exertions which our people made last winter and spring to furnish the quota of men required for the public service, and avoid the draft—imposing upon themselves almost crushing financial burdens—the annual appropriation for schools has been proportionably increased rather than diminished.

In answer to your questions (Series No. 2) it is stated that only two hundred and eighty children have attended the public schools during the year. This does not give a just idea of the educational interests in this township. Three private and select schools, with an average attendance of from twenty to twenty-five scholars each, are sustained, one six and the others nine months in a year. This will increase the number of children attending school, for some portion of the year, to about three hundred and fifty.

In the most populous district private schools are better sustained than the public one. This condition is to be deplored, as it damages, to some extent, the interest and prosperity of the latter: but the causes leading to such a state have been repeatedly pointed out in my former reports, and it is useless to refer to them again. Under present circumstances there seems to be but little prospect of a remedy or a change.



On the whole, although our advancement is not rapid, it is *certainly onward*, and it is a source of some satisfaction that, considering the great burdens of the past year, we still advance, and do not recede.

Yours, very truly,

THEOPHILUS T. PRICE.

*Town Superintendent.*

NEW HANOVER.

Enclosed you will please find my answers to your second series of questions. The schools are about in the same condition as last year. Our township has received the present year from the School Fund \$344.74; from the Surplus Revenue \$304.37; the township raised by tax for school purposes \$1,200—total \$1,849.11. This amount, as far as I know, is all the teachers get. All the schools are free. I think there seems to be an increasing interest in respect to our schools. The schools are in a favorable condition, and for details of which, my remarks, &c., I respectfully beg leave to refer you to my last annual report for the year 1864, in which the subject is more liberally treated.

Yours, truly, &c.,

FRANKLIN B. HAINES,

*Town Superintendent.*

SPRINGFIELD.

Enclosed will be found correct answers to your several questions concerning our public schools in this township. They have all been kept open during the year, allowance being made for the usual vacation, three having been taught by male and four by female teachers. There has been a sufficient sum of money raised by taxation to make our schools nearly free, and although the money is paid cheerfully by the parents of children, the great majority take no further interest in the schools, seldom visiting, or being willing to serve as trustees. In some districts there is great difficulty in getting men to serve in this capacity. It often happens that one or two are compelled to serve for many years in succession, or let the school go down. Receiving no compensation, and having much fault found, they lose the interest which, under more favorable circumstances, they would take, and oftentimes employ indifferent teachers. This should not be the case, but all should feel sufficient interest in the education of their children to be willing to serve their portion as trustees, and, while in office, to not only employ as good teachers as they can, but see that the wants of the school are properly cared for after they are employed. By this

means the cause of education would be advanced and the money not spent in vain.

B. R. LAMB,  
*Township Superintendent.*

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## BERGEN COUNTY.

### HACKENSACK.

There are in this township eleven districts, from which reports are annually received by the superintendent. One of these, however, is a union district, composed of parts of two townships, whose school house is in this township.

There are also three union districts, one of which is composed of parts of four townships. They do not report to me, but to the several superintendents, respectively, according to the location of their school houses. This practice is generally understood among the superintendents in the county, and prevents confusion.

The school houses are all in good condition with a single exception. Two new ones are needed, the one imperatively so, and the other to conform to the general standard of our school edifices. The wants of the inhabitants of a particular district have required the enlargement of their school house, which is now being done at a cost of about twelve hundred dollars. I am not informed whether the expense is to be defrayed by subscription, or by borrowing the money, to be repaid by future district taxation.

Two of our teachers have taught, each in his own school, about ten years, and still occupy their places, meeting with success and giving entire satisfaction to all interested. An experienced teacher lately resigned his situation which he had held as long a time as that of any one of his colleagues, and which he filled satisfactorily to all. In the remaining schools frequent changes of teachers have occurred to the detriment of the districts, but it is now hoped these changes will hereafter be much less frequent.

There are in this township two private schools, one female institute, one grammar school for boys, and one high school; not one of which receives any pecuniary aid from the State or township. They are all well attended and prosperous, and absorb no small number of resident children of legal school age.

There should exist no necessity for establishing ordinary private schools in a well regulated township. The school law which directs that "an incorporated district shall not be abolished or altered without the consent of a majority of the taxable inhabitants of said dis-

trict," encourages the exercise of selfishness, and discourages and prevents the extension of educational facilities. They refuse to part with any portion of their territory which is required to form a much needed new district, because their receipts of school moneys will be proportionately decreased, and applicants are compelled by their necessities to sustain a private school by their own private means, whilst they are, at the same time, heavily taxed to support the school from which they are excluded. This display of selfishness on the part of an incorporated district begets the ill will of all who have been forced to build a school house of their own, and sustain the school at their own cost.

The fifteenth question in your series No. 2, requires a more extended reply than can be written on the printed circular. A few years ago, a strong prejudice against female teachers seemed to prevail, which has lately given way to a more liberal opinion, the soundness of which is proved by experience. About six or eight years since, lady teachers were only tolerated in subordinate capacities. Now they are sought for as principals. At present, four have charge of their respective schools, and give a degree of satisfaction fully equal to that rendered by their predecessors, and yet receive about twenty-five per cent. less salary. In my late visits I have noticed uniformly good order prevailing in schools taught by females; whilst others, in charge of males, have not always, in this respect, equaled the expectations or desires of trustees. I have further observed that the rod is seldom, if ever, used in a school taught by a lady. Upon inquiry, I learn that in all such a conciliatory practice is pursued and with eminent success. With the female teachers, conciliation precedes coercion; but with the males, generally, the practice is reversed. The one *must* exercise patience and forbearance; the other *will* not. I cannot avoid saying here, that the most rapid and solid progress I have yet witnessed was in a school taught by a lady.

I have lately read with more than usual interest, the reports of the town superintendents published in connection with the State Superintendent's Report of 1865, and find one prominent complaint pervading them all, and which attaches to this township equally with all others. It is that of irregular attendance; *e. g.*, the register in one of our best located public schools discloses the following facts: There are sixty-six resident children between five and eighteen years of age. The school was kept open ten months. The average attendance was nineteen. The number that attended as many days as would equal three quarters, was four; two quarters, twelve; one quarter, sixteen; and a less time than one quarter, nineteen. In searching patiently for the cause of this humiliating state of things, I have come to the conclusion that it must be mainly attributed to teachers and trustees; primarily, to teachers. In schools conducted by faithful, industrious and competent teachers, encouraged and sustained by watchful trustees, no complaint of the kind is made, but, in others, it is greater or less in proportion to the character and qualifications of the one con-

ducting the school. The school house with all its appurtenances and adornments should be made so attractive that the pupil will there find as much of comfort and pleasure as he has at home. When these are attained and attended by equally attractive teachings, the deprecated complaint will cease. The parent can scarcely resist the importunity of his child to remain at home for a day occasionally. But when the solicitation is to permit him to go to school, when his presence is required at home, the parent will rarely deny him. My experience is that when a school is conducted by an accomplished teacher, the house is always well filled; when the same school is given in charge of one less distinguished, the complaint of irregular attendance immediately follows.

JOHN VAN BRUNT,  
*Town Superintendent.*

#### WASHINGTON.

It is impossible at present to furnish an accurate report, particularly with regard to the attendance, because in one-half only of the schools in the township have permanent registers of attendance been kept previous to June last, up to which time they were merely detached slips of paper to be destroyed at the end of the term; or the teacher's private memorandum, which was carried off, rendering it impossible, even with a great amount of search and labor on the part of the superintendent, to render anything like an accurate report. But steps have been taken to obviate all difficulty, in that respect, in the future. Trustees of schools in which no permanent register has been kept, have been directed to furnish them forthwith, and teachers charged to keep and preserve them, that accurate reports may at any time be furnished.

Our schools in some respects are such that we justly feel proud when our limited facilities are taken into consideration, since places more densely populated and consequently having a larger attendance and better able to pay the salary required by a good teacher, compare rather unfavorably in the efficacy of their schools with ours. Our buildings, though not large, are neat, well ventilated, and comparatively new; not even one of the old red ones being left to commemorate the age in which they existed. But to this we have a great drawback in the want of necessary apparatus, globes, charts and outline maps. Trustees have thus far refused to furnish them, and we are therefore obliged to do as well as possible without them. The books generally in use are of the latest and most approved edition. Of teachers we have a pretty efficient corps. True, they are not all of the highest standing, and not what we would wish them to be; but upon the whole, so far as the jurisdiction of the teachers extends, there is but little cause for complaint. Want of energy is



the most glaring evil, which is absolutely strengthened by a general indifference on the part of trustees and employees, who seldom even think of visiting the school, which is looked upon as being an intrusion upon the affairs of the teacher, and tending more to embarrass than to benefit; consequently but two of the schools in the township are provided with registers of visitation.

One of the six teachers employed is a graduate of the State Normal School, and the majority of the remaining five have enjoyed the benefit of some of our best institutions of learning.

There are many glaring defects in our schools which I do not hesitate to attribute to the deplorable negligence and indifference not only manifested, but actually boasted of by trustees in the majority of districts, where the whole extent of duties executed is employing teachers only to be neglected until, through neglect, they become delinquent and careless of every duty, and when no longer endurable and an actual burden, to be discharged with the same cool formality with which they were employed. Their plea for neglect is that they receive no remuneration for their services, and therefore cannot afford to leave their ordinary business. While such indifference is manifested by those to whom we naturally look for an active interest, it is indeed a matter of surprise to find our schools in as encouraging a condition as they actually are.

It may be said, if trustees are thus at fault, it is the duty of the superintendent to exert his influence and authority to bring the delinquents to a sense of their duty. In the most prominent cases this has been done, though not without kindling unfriendly feelings. In one case the trustees failed to report, as required by law, the number of children in the district between the ages of five and eighteen. I, as in duty bound, and embracing the opportunity as a favorable one for rebuke, and to arouse the trustees to their duty, in my report to the board of chosen freeholders, distinctly set forth the case of neglect in question, and consequently the district lost the appropriation. My report in turn to the trustees of the several districts of the apportionment of the school funds, called forth a storm of abuse from them, as they claimed, defrauded trustees, who do not attempt to justify themselves in any other way than that they "*are not accustomed to this new style of doing business.*"

Supposing that a more extended knowledge of the school laws of the State might prove beneficial in preventing future difficulty arising from neglect of duty, I have furnished each district with a copy; there not being previously to my knowledge, a single legible copy in the whole township.

I do not feel at liberty to close without taking at least a passing notice of the feeling towards Teachers' Institutes. They are annually held in some part of the county, but only a small proportion of the teachers have attended; and the attendance from this township particularly has been extremely small; in some cases not one of our teachers being present. To the careless observer this will be attri-



buted to a lack of interest on the part of teachers, in the cause of education, which is certainly not the case. There is among us a feeling of hostility to Teachers' Institutes arising from the mistaken idea that they are merely intended as a wholesale examination of teachers, to bring their attainments in contrast with those of the most learned teachers in the State, which idea has been strengthened by the general character of the exercises, which have a direct bearing upon teachers. This, to those acquainted with the condition of educational matters in this section, is plainly a mistake. The popular theory that the teacher must build up his profession and exalt himself above his "low estate" will in some places do very well, but with us the reform must begin with parents and employers. Instead of learned disquisitions upon topics entirely irrelevant to school matters, or the threadbare topics of "School Architecture" or "The Duty of Teachers," the attention of persons employed as lecturers upon such occasions should be directed to the patrons and officers of our schools. With them, in my humble opinion, must the reform begin. Parents must first be made to feel the importance of having their children well educated, and to understand, that in order to secure that end a radical change must be effected in our local system; school officers—trustees must be led to appreciate the importance of the trust confided in them, then none but thoroughly competent and energetic teachers will be tolerated and the grand end attained for which our public school system was inaugurated.

A. D. CAMPBELL,  
*Town Superintendent.*

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#### FRANKLIN TOWNSHIP.

I have the honor to transmit to you the annual report of the condition of the schools of the township of Franklin.

It gives me pleasure to state, that the people of this township have manifested considerable interest in common school education during the past year. In one of the districts, comprising part of the township of Saddle River an old style slab-seated school house has disappeared, and an elegant and commodious building substituted, much to the credit of the trustees and inhabitants of said district. This is the sixth school district suitably provided for, in this respect, and preparations are being made in two others, to abandon *those cheerless, comfortless shanties*, and construct such buildings as the present age demands, for the furtherance of the cause of education, and for the comfort and convenience of teachers and pupils.

The schools have been attended with more regularity than usual, and a livelier interest has been evinced by parents, teachers and pupils, and I am happy to say that several of our schools are in a flourishing condition.

The introduction of Gnyot's Map of the United States in our schools, is productive of much good, it fully reaches the high aim for which it was designed, and our schools are very much indebted to all who have taken part in this noble work.

There is however, one serious disadvantage, under which some of our schools have labored; and that is, frequent changes of teachers. No school that changes its teacher every few months is likely to become much distinguished for scholarship.

I trust the day is not far distant when there will be but one opinion existing in this respect, that trustees and inhabitants will be united in these efforts, to employ, and retain, suitable teachers, so that the young and rising generation may enjoy the advantage of a good education.

N. G. GARRISON,  
*Town Superintendent.*

## CAMDEN COUNTY.

### HADDONFIELD.

In transmitting to you my annual report for the township, I fear the statistics are not entirely perfect, although I have given answers to most of your questions. Since my last report the township of Newton has been divided; the former, of which I am superintendent, represents three whole districts, and part of the fourth. As far as I can judge the schools are progressing favorably; we have good teachers, and the people furnish the means of their support cheerfully. They are, probably, as well taught and conducted as most district schools, yet there is still room for improvement.

J. P. BROWNING,  
*Town Superintendent.*

### CAMDEN.

I have the honor to forward herewith Series No. 2, with answers annexed.

The public schools under the control of "The Board of Education of the city of Camden" are, as a whole, in a very flourishing condition. It is my opinion that the principals and the teachers of all grades will compare most favorably with any equal number in the State.

During the past year, the progress of the schools has been steadily improved. The standard in our Grammar Schools has been advanced, and several of the higher studies pursued in our Normal School have been prosecuted with success—bookkeeping, algebra and geometry have been added to the studies previously taught. While the studies have been advanced the schools have been gradually winning their way in public estimation, and are now regarded as second to none in this or the adjacent State, where the studies are of the same character.

We do not pretend to classical studies, but our aim is to give all our pupils a good, sound English education, so that they may be fitted for any ordinary vocation. So well are our schools appreciated by the community, that the rooms are all full, and the demand for admissions is greater than ever before, since the organization of our board.

Public examinations of candidates for teachers are held from time to time, and only such as have passed the ordeal satisfactorily receive appointments to teach, or certificates of fitness, and none are appointed without such certificates. These examinations have fully equalled in their requirements those held in the neighboring city.

During the past year the salaries of our teachers have been considerably increased.

Two of our Grammar School buildings are noted for their conveniences, comparative safeness, ventilation (so essential when the health of teacher and pupil is considered), and other important improvements, and are worthy of a visit from any one interested in the public education of the youth of our State. It is the wish and design of the board to erect another first class school house, with accommodations for two primary, two secondary and two grammar schools, for both sexes, at an early date (should legislative aid be obtained), which, with our present school houses, will afford accommodations for over twenty-one hundred scholars.

Our financial condition is in every way healthy. We levy a tax of three mills on the dollar on real and personal estate, and one dollar poll tax on each inhabitant for school purposes. Our receipts for the last year from this source were \$22,263.48, and from all other sources \$15,974.72—total receipts for the year \$18,237.60: and expended for all purposes during the year \$40,477.30, leaving a balance in treasury at commencement of the fiscal year of \$7,760.30.

JAMES M. CASSADY,  
*Town Superintendent.*

## CUMBERLAND COUNTY.

## HOPEWELL.

I herewith send the statistical report of common schools of Hopewell township. Many of your questions I am unable to answer, owing to the imperfect report of teachers. I am happy to report an increased interest in the cause of education among the inhabitants of this township. Most of our schools are in a flourishing condition—some more so than others. I find that the *grand secret* in a good, *systematic, well regulated* and *impressive* school, lies mainly in the *thoroughly qualified teacher*; one who not only has the mental qualifications necessary, but has *within him* that *peculiar aptness* to teach, and has prepared himself *thoroughly for the business*. As is the teacher, so is the school—hence, those of our teachers who have come from the *State Normal School*, or have become acquainted with the normal method of teaching, through Teachers' Institutes, are the most successful.

Such teachers or necessity demand an increased pay from that formerly given; and I am happy to say that several of our schools have not only *admitted* this fact, but have *acted*; showing that they think more of the education and development of the mind and heart, than the *Almighty Dollar*.

These schools avoid that frequent change in teachers which is so detrimental; and instead of *retrograding* are in a *progressive* and prosperous condition.

We have an academy located at Shiloh which has done much toward elevating the standard, and awakening an increased interest, in the cause of education in this part of our country. The friends of this institution have already subscribed six thousand dollars toward erecting a new building during the coming year.

THOMAS H. TOMLINSON,  
Town Superintendent.

## LANDIS.

I herewith hand you my report of the condition of the Public Schools in this township. It is not so full in detail as I desire, in consequence of recently being called upon to perform some other public duties. First, in regard to visiting the schools. I have generally visited each school during the first or second week of each term, and personally examined all the classes. Then visited them again during the latter part of the term, and made another examination. Between these two periods I have visited some of the schools two and three times. This has given me an opportunity to note with some accuracy the workings of both teacher and pupil. I am grati-

fied in being able to state that the teachers employed have been, to all appearance, interested in their duties, and seemed to feel the responsibilities of their situations. The scholars, as a general thing, have been under good discipline, attentive to their studies, and hence their progress has been quite satisfactory.

Even in this infant township we now have eleven incorporated school districts, and school houses in all but three of them. The trustees in these have hired buildings, in which we are getting along rather comfortably. In one of these last-named districts the trustees are building *three* houses which will be soon ready for occupancy, and I learn that in one of the others the trustees will commence operations for building in a few days. If I am continued in the office of superintendent another year, I hope to be able to present you a more detailed report. The progress of education, imparted in our common schools, is highly interesting, even in older communities; and still more so in a new settlement like this.

Please accept my thanks for your counsel at various time, and believe me,

Truly, your ob't serv't,

WM. O. H. GWYNNETH,

*Town Superintendent.*

#### STOE CREEK.

I was elected last March superintendent of schools in the township of Stoe Creek, Cumberland county, and immediately entered upon the duties entrusted to me. Our township is badly situated for making a very favorable report, as the most important part of it is connected with districts in an adjoining township.

There are in the township four entire districts and three parts of districts. In those parts of districts connected with Hopewell township are good school houses, where good schools are maintained the most of the year. During the present season one new school house has been built, two stories high, costing twelve hundred dollars. In another district they design building soon, as they are now making arrangements for it; and others are needed in the township.

The schools are kept open on an average three terms a year. All have qualified teachers. Average price for teachers \$75. Amount of money raised in the township \$509; surplus revenue \$103; from the State \$89—all amounting to \$683. Whole number of children in the township between the ages of five and eighteen 379; average attendance about two-thirds.

W. B. GILLOTTE,

*Town Superintendent.*

#### BRIDGETON.

Since my appointment as school superintendent of the city of



Bridgeton, now about one year, I have endeavored to understand my duty and to do it. So far as I have redeemed time from my other duties as a Minister of the Gospel, I have tried to look after the best interest of the *little ones* committed to our charge as teachers, trustees and superintendent. In all our schools, especially in the city proper, we have an efficient corps of teachers. In our largest school, for some time past, we have all female teachers, and it works with great harmony and success. The larger boys feel ashamed to treat the lady principal with disobedience.

We have two large and excellent houses in the city, well adapted to suit the wants of the many pupils. With one exception the other houses in the township are well suited to the purposes for which they were built.

We have in this township two colored schools, numbering about one hundred and twenty children: their schools have been kept in successful progress about three-fourths of the year.

I have received six of Guyot's maps, and have distributed them in the schools as they were needed.

Herewith I return your printed series of questions, with answers, as nearly correct as I can furnish.

I believe the condition of our schools to be improving, and that much good is the result of "the work of faith, and labor of love," bestowed upon these young immortals.

This work of looking after the welfare of children in the public schools, is new business to me; but the labor must be performed by some one, and I am willing to discharge it to the utmost of my ability.

JAMES M. CHALLISS,  
*Town Superintendent.*

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## CAPE MAY COUNTY.

DENNIS.

I have nothing encouraging to report for the cause of education in this township. With two exceptions, our school-houses are nothing but the most miserable shanties, the standing, rotten and unsightly monuments of ungodly *penuriousness* of the citizens of the districts in which they are located. For months past we have had but one male and three female teachers employed in the township, and they have taught more from the force of personal consideration, than from any particular desire upon the part of our citizens to advance the cause of education.

The cause of education lies dead and buried in the pockets of our

men of wealth, and if a change does not come over the spirit of these gentlemen at an early day, the epitaph of the cause of education may be written on the tomb of youth's disappointed hopes—Sickened and died for the want of friends.

Respectfully, yours,

J. H. DIVERTY,  
*Town Superintendent.*

#### LOWER.

Enclosed you will find series No. 2, as furnished, giving the desired information, as near true as I am able to give it.

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. 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, algebra, &c.

DAVID EWING,  
*Town Superintendent.*

#### UPPER.

Our schools are progressing as well as can be expected under existing circumstances.

The advance in teachers' wages and everything for the use of the school room, and no advance on the tax per scholar, by which the funds are raised to pay the teachers, has had the effect to shorten our public schools about one-third of the time, and the consequence is we have had but two terms where we formerly had three.

Our school houses remain much in the same condition they have been for some time past, without alteration or change, and I presume will so remain (although some of them need badly to be rebuilt), until the people are partially relieved of their heavy burden, the high taxes.

JOHN STITES, JR.,  
*Town Superintendent.*

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### ESSEX COUNTY.

#### LIVINGSTON.

I herewith forward series No. 2, of the questions propounded to

me, answered as near correct as I can; there having been changes of the teachers in some of the schools, I have failed to get as correct reports from those districts as I should desire. There are four school houses, located each in the centre of a school district, within this township, in three of which, (the first, fourth and fifth), school has been kept the full four terms during the past year. They have not been entirely free, owing to the inhabitants of the township not appropriating sufficient money for that purpose at their annual town meeting; therefore, the trustees in each of these districts have divided the public money into four parts, and, applying one part to each quarter, have charged tuition sufficient to make up the salary of the teacher and other incidental expenses. In the second district there have been but two quarters' school kept during the year (having an average attendance of about twenty-five out of seventy names returned to me), both of which were entirely free. In the third district there were three quarters' school kept during the past year, entirely free, with an average attendance of about forty out of ninety-five names returned to me. It is to be regretted that parents do not take more interest in the school and have their children attend regularly, although I think they take more interest in the schools than formerly. I must say there is a shameful neglect of their duty in this respect. Of our school houses I would say, that in the first, third and fifth districts the buildings are the old-fashioned one room and entry building, thirty or forty years old, continually needing repairs, and are kept in passable condition by the districts. In district No. 2 the school house is of the same style, but very old and much out of repair, the district neglecting to raise money for that purpose. In district No. 4 there is a new school house, large enough for the wants of the district. It has been built but a few years, and is both comfortable, convenient and in good order. It is to be hoped the inhabitants of the other districts will soon realize their true interest to be the appropriation of sufficient money for school purposes, to keep free schools in every school house in the town, each in charge of competent teachers, thereby enabling the children all to have an equal chance with those of more favored localities.

M. E. HALSEY,  
*Town Superintendent.*

#### NEWARK.

In giving my views of the progress of public education in this city, I can add nothing of peculiar interest to my report of last year. The schools are in a healthful condition, and have been uninterruptedly at work during the year. With very few exceptions they are under excellent discipline, *physically*, and I believe this propriety of deportment is the result mainly of mental training. The sensibilities of a few, however, can be reached only by the rod, which is yet held, in most of our schools, as a *reserve force*.

I do not believe the grade of scholarship is any higher than it was four years ago. During the last four years pupils have left school at an earlier age than formerly, so that while those who attend may make fine progress from year to year, the schools as a whole make no advance on the attainments of those of previous years.

Almost the only branches taught in the Grammar Schools are spelling, reading, penmanship, geography, grammar, arithmetic and composition. In these branches the pupils become quite proficient, provided they remain to complete the course. Those who design to continue their studies are promoted to the High School where they may acquire a very respectable fitness for entering college.

The attendance has been larger this year than last and the number of teachers has also been increased; but the number of teachers is still greatly disproportionate to the number of pupils. The average attendance to each primary teacher is about eighty, while twelve primary teachers have an average of one hundred pupils each. Under such circumstances you will not expect very great results, and yet much is accomplished in the course of a year.

In the Grammar Schools the attendance is about fifty to each teacher. Those schools conducted on the plan of *one male principal* to each school, especially where the male, female and primary departments are brought under his immediate supervision, have made good progress; and, while there are some departments not yet brought under this system, that have done, perhaps, as well: they are the exceptions and not the rule. I have no desire to go back to the old system.

Had we the work of organizing anew a system of public education adapted, in my judgment, to our city the children of all grades in each ward or district should be brought together in one commodious building that should meet all the wants of that ward or district and placed under one competent principal. Thus we might secure better discipline, better classification and at a much cheaper rate than the present; but with us this can only be done very gradually.

Another very great advantage might be gained if we could double the number of teachers, and this we could do if *two* could live on the salary of *one*; but that cannot be, for *one* can hardly live on the salary of *two*. The average salary of our primary teachers does not exceed \$300.

Notwithstanding all these drawbacks which retard the progress that might otherwise be made, I believe, for elementary instruction, our public schools are the best in the city.

GEORGE B. SEARS,  
*City Superintendent.*

#### SOUTH ORANGE.

In compliance with your request I have the honor to transmit the

following report of the condition of our public schools, accompanied by the answers to the several questions contained in your circular. I have delayed my annual report to the last moment in order to enable me to give the required statistics as correctly as possible.

When, in April last, I entered upon the duties of my office, I found the school registers of several districts kept in so careless a manner that it was almost impossible to obtain reliable information in regard to the attendance of pupils. This was particularly the case in District No. 3, the teacher of which left early in July last. I had, therefore, to rely upon the trustees of that district for information in regard to the attendance of children and it is mainly owing to their vague statements if my report concerning the proportion of children attending our schools is not as reliable as it should be.

I have called the attention of the teachers to the importance of keeping accurate registers so as to enable the superintendent to form a correct estimate of the actual condition of the schools under his charge, and it affords me much pleasure to state that at present all the schools are furnished with the proper registers.

The available funds for the support of the schools of this township were, in April last, \$1071.67, which amount was delivered to me by my predecessor, Jas. S. Sanford, Esqr. The State appropriation amounts to \$198.21; total \$1,269.98. Of this amount I have disbursed for salaries of teachers and repairs of school buildings the sum of \$1038.46, leaving in my hands at present a balance of \$231.52. The sum of \$1303.00, to be raised by taxation for the support of our schools will be due towards the end of this month.

Of the five schools of our township, four are in active operation and have been so during nearly the entire year. The school of District No. 3, has been without a teacher since July last, notwithstanding my earnest efforts to induce the inhabitants to secure without delay the services of another teacher. More than sixty children are thus deprived of the advantages of a school. Want of sufficient funds and the reluctance of the people to impose on themselves a school tax, however small, is pleaded as an excuse.

I am happy to state that, with this single exception, our public schools are well attended; there is a decided improvement both in teachers and pupils. My only regret is that there is so much lukewarmness on the part of the trustees. The teachers of the five public schools report only nine visits of trustees during the whole year. Two schools have never been visited by the trustees and the pupils scarcely know of the existence of such individuals. This is truly discouraging both to teachers and to pupils and the sooner this office is abolished, the better both for the trustees and the schools. If the latter are in a prosperous condition, it is certainly no merit of the trustees.

The teachers themselves are faithful and zealous in the discharge of their arduous labors and no part of my official duties has afforded me more satisfaction than my intercourse with them. Two of them



are natives of the State of New Hampshire; one of them is a teacher of 24 years' experience; the other, though still young in the art of teaching, is quite competent to manage the largest school of our township. The principal of Public School No. 4, is a native of London, England, and has been engaged in teaching nine years in this country. He is a gentleman of much ability and a good disciplinarian. The two female teachers are natives of this State and deservedly popular in their respective schools.

Three of the districts have good and comfortable school-houses. The trustees of District No. 2 deserve great praise for the taste and liberality displayed in the erection of their school-house.

I have lost no opportunity of impressing upon the trustees of the other districts the absolute necessity of devoting a little more attention and money to their school-buildings, which, instead of being the pride of the community in which they are situated, rather have the appearance of desolate shanties than of homes for the education of their children.

Many of the teachers complain, and justly, of the difficulties they have to contend with in teaching, arising from a want of uniformity in the text-books. By referring to the subjoined list of the several class books used in our schools you will become convinced that some means should be adopted to remedy this evil. The following are the books used in our schools: Willson's Readers (from the second to the fifth inclusive); Sanders' Series from the Primer to the fourth inclusive; Town's Speller and Definer; Sanders' and Webster's Spellers; Weld's Parsing Book; Paine's, Smith's and Brown's Grammars; Greenleaf's National Arithmetic; Thompson's and Colburn's Arithmetic; Colton's and Fitch's Introductory Geography; Pierson's Geographical Questions; Cornell's Grammar School Geography; Monteith's Manual of Geography; Thompson's Day's Algebra; Cutters Physiology, and Peterson's Familiar Science.

In several schools vocal music and occasional exercises in declamation have been introduced with gratifying results.

With scarcely a single exception, I consider the play-grounds attached to our schools insufficient and their contracted dimensions show a sad want of judgment and much ill-applied parsimony. It is high time that people should abandon the preconceived notion, that any spot of ground, however low and poor, will answer for a play-ground of the children of our public schools.

Although the salaries paid to the teachers of our township compare perhaps favorably with those paid in other parts of the State, still they are not what they should be, especially those of our female teachers. While the cost of nearly all the necessities of life have advanced more than 200 per centum and the wages of every laborer throughout the land considerably increased, not even the smallest pittance has been added to the inadequate wages of our teachers. It is a disgrace, a crying shame to the intelligence of our people, a lasting reproach upon our school system and an injury to the interests

of our State to allow these faithful, hard-working laborers in the cause of education scarcely sufficient compensation to keep want from their doors. I would suggest to the proper authorities the propriety of building hereafter no school houses in the State unless they have adjoining them a house sufficient for the accommodation of the teacher and his family. Such a plan, if universally adopted, would, in my opinion, obviate one of the principal difficulties of obtaining and retaining good teachers.

In conclusion, I beg leave to say that, in my opinion, the present school system of our State does not entirely meet the wants of our people, and I hope that you will spare no effort to urge upon the Legislature of New Jersey the necessity of providing a uniform system of free schools throughout the State, such as has been adopted during the present year in Maryland. It is one of the misfortunes of the people that the system of education is narrowed and shrivelled by the practice of local and special legislation—the supineness or false economy of particular counties being suffered to dwarf the standard and reduce the means of general education. All this can only be remedied by requiring the Legislature to adopt a uniform system, and by the special prohibition against passing special or local laws for the support of public schools, the preservation of school funds, and the location and regulation of school-houses.

A marked feature in the new school law of Maryland, and one to which I invite special attention, is the small number of school officers. There are no local trustees or committee-men. My experience is, that a small number of men manage schools better than a large number. When you have a board of directors for each school, you will have as many systems of instruction as you have schools, and where teachers are appointed by the local boards, many selections will be made of persons badly qualified, sons or daughters of the directors or some relatives.

It seems to be no longer a mooted question that free schools are indispensably necessary for the education of the masses. Colleges and academies afford education to the children of the wealthy parents, but the great majority of our children cannot reach these institutions.

It has been truly said “that we are what we are as a community largely by virtue of our common schools; and were not lower interests and trifling causes permitted to force themselves in and deprive so many of our youth of the advantages of the great educational principles which are open for them, we should not be merely what we are, but our character would be altogether higher.”

Leaving this important subject to wiser heads and abler hands, and trusting that you will not tire in your efforts to accomplish the much needed reform of our present school system, I have the honor to remain, dear sir,

Very respectfully, yours,

THEODORE BLUME,

*Town Superintendent.*

## GLOUCESTER COUNTY.

## CLAYTON.

*Mr. C. M. Harrison*—DEAR SIR: In reply to your last question respecting my views as to the progress of public education in my township, I have nothing very encouraging to report. My honest belief is that taking the schools of the township together there has been but little advancement during the year past. You will see by comparing the whole number of children who have attended school with the whole number in the township, that there has been a fair attendance with regard to numbers. But when you compare them with their time in attendance, you will perceive a great want of punctuality; which is one of the causes that there has been no more advancement made. It is my belief that we need a more thorough public school system. We need more efficient school officers, them that are better qualified for their positions.

We need better teachers, more thorough disciplinarians. In this last qualification there appears to be a great deficiency; particularly in the primary departments. How are these difficulties to be removed? A teacher in order to be sufficiently competent must spend several years of his life in preparation, having that particular object in view; and at a heavy expense. Then how can he afford to teach for the present salaries? Now, to get at the root of the evil, the people must be willing to *pay more*; must feel more interest in the education of the rising generation. When we can get them to feel thus, we can employ teachers that have been taught how to teach; then I believe we will see *that* progress making which we so much desire.

Very respectfully yours,

B. F. HARDING.

## GREENWICH.

In compliance with the requirements of the law defining the duties of town superintendent of public schools, I herewith transmit my report of the number, state and condition of the public schools in this township.

There are five school houses in the township, three of which are in good condition. Nos 2 and 4 are built of brick, have each two rooms and are supplied with proper furniture and apparatus. No. 1 is built of stone and has but one room. Nos. 3 and 5 are built of frame and have each but one room. The school houses all have play grounds attached.

The books most in use are Bonsal's edition of Comly's Spelling Book, Sander's series of Readers, Mitchell's Geography, Gould Brown's Institutes of Grammar, and Davies' Arithmetic and Algebra.

While these are the books most used there are others in use of almost every variety, whose name is legion.

The number of scholars taught in these schools is about six hundred.

The terms of tuition range from 4 to 7 cts. per day according to the studies of the pupils. The schools are kept open about ten months in the year. The money received for schooling purposes amounts to eleven hundred and seventy dollars and eighty-nine cents, derived from the following sources :

State appropriations-----	\$244 62
Interest on Surplus Revenue-----	126 27
Township appropriation-----	80 00
	—————\$1170 89

Which has been apportioned to the several districts according to the number of children returned.

I am compelled to acknowledge that but little interest is manifested by the inhabitants in the subject of education. The trustees seldom visit the schools, and the parents, I might almost say, never do. The schools are thus left entirely to the control of the teachers, and they seldom receive encouragement or advice from any one.

The teachers, so far as I have had opportunities of judging, endeavour to do their whole duty but are met at the very threshold by many embarrassments. Among the chief of these are the irregular attendance of pupils and the different varieties of text books that they find in the schools. Even where the works of a single author are in use the avaricious propensities of the author prompt him to be continually getting up new editions with variations which however slight they may seem to the author are sources of great embarrassment to the teacher, frequently compelling him either to divide his classes or to make application to parents to procure new books for their children.

This is particularly the case with Sanders' and Brown's Grammar. If authors cannot better restrain these avaricious propensities it would seem to me but a just retribution that their works should be prohibited by statute from being used in our public schools. A better remedy however I think might be found if the Legislature would authorize the State Superintendent to adopt a uniform series of text books to be used in all the public schools of the State, or better still if they would furnish all the schools with text books at the State's expense.

To provide a remedy for the irregular attendance of pupils would seem to be a more difficult matter, and yet to my mind it is clear, that if the State, at great trouble and expense, makes provision for the education of each one of her children, she has a perfect right to require that parents make use of those means thus provided.

The opinion I have formed from the very limited experience I have had in such matters, is, that the State should furnish books and tuition to every child free of expense to the parent, and that the



parent should be required by law to send his children to school such period of time each year as the judgment of the legislature may appoint.

It might not be judicious to enter upon such a course at the present time, while the people are so oppressed with the heavy expense which was necessary to the successful prosecution of the late war, but I think every lover of free education will join me in the wish that such a measure may not be delayed one moment longer than necessity requires, as the experience of other States where such a course has been pursued proves it to be eminently productive of public good.

Yours truly,

CHAS. W. WILKINS,  
*Town Superintendent.*

#### DEPTFORD.

Our public schools are now in a better condition than at any former time since my connection with them; I think there is an increasing interest on the part of parents; yet there is great need of a more thorough awakening to the importance of education, and a determination on the part of parents to increase the efficiency of our schools.

In explanation of the small number attending the public schools, it is proper to remark that we have three parts of districts, containing 111 children, two organized schools reporting 105 children, and a private school with 60 children in attendance, none of which are included in the number as having attended school.

The public money has been used as follows:

Paid to teachers of free schools-----	\$2,123 94
“ “ “ “ schools not free-----	904 07
“ to trustees of organized schools-----	235 77
“ to teachers of colored school-----	70 00
“ for fuel and repairs-----	336 41

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\$3,670 19

Respectfully thy friend,

E. I. LORD. ~~222~~

#### MANTUA.

The schools in this township, six in number, are for the most part in a prosperous condition; and with the exception of one, have been more largely attended than usual. The school houses are pretty comfortable (one excepted), and all furnished with black boards, maps, &c., Sanders' school books being generally used.

The branches taught embrace what may be termed a good English



education. Our teachers, with perhaps one exception, on account of a late change, are examined and licensed, and pretty well qualified for their various duties, and furnish registers nearly according to law.

The schools have all been visited by the town superintendent, and in some cases by the trustees, but not so generally as would be profitable, and I would suggest occasional visits to schools by parents, guardians, trustees and others, all interested in the cause of education, acting as a stimulus to both teacher and pupils.

I have endeavored to answer the questions in Series Nos. 1 and 2, furnished by our worthy State Superintendent, as directed.

WM. HAINES,  
*Town Superintendent.*

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## HUDSON COUNTY.

### WEST HOBOKEN.

Having answered most of the questions asked in your Series Nos. 1 and 2, there remains but little more to report. The aim of every community should be to aid every effort made for the advancement of popular education. To do this, the first duty of school officers should be to employ competent and efficient persons as teachers, who will discharge their duties energetically, firmly, and who will also take an interest in the welfare of their pupils. Our public school system should be free from party politics and sectional strife: the system will thus claim the attention and support of every individual member of the community.

Our schools are in as prosperous condition as the circumstances by which we are surrounded will permit. Our school buildings are not adapted to the wants of the township. When I made my last annual report, I was hoping on this occasion to report that a new and commodious structure would be in the process of erection; so that on future occasions, myself or my successor would not be necessitated to urge upon the people a want which is so severely felt by all interested in the cause of education. A law was enacted at the last session of the State Legislature, enabling our trustees to issue bonds to the amount of twelve thousand dollars for the purpose of erecting a new school building. Money, then, is the chief requisite, and if our people will sacrifice a little at the shrine of learning, another link will be added to the vast improvements our township has been making for the last few years: but I regret to say, unpalatable as the truth may be, that while our township is advancing with rapid strides in archi-

tectural effects and scenic beauties, magnificent residences and splendid mansions dotting the heights, overlooking the vast empire city, yet the interest manifested in behalf of our public schools has not kept pace with our wonderful growth. I trust the good sense and wise discrimination of the people will remedy this evil of which we have such manifest reason to complain, and before another year will pass, we will be able to point with just and commendable pride to such a rapid advancement of the cause of education in this township, as will leave it second to none in the State.

Yours truly,

THOMAS KEYNTON,  
*Town Superintendent.*

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## HUNTERDON COUNTY.

### BETHLEHEM.

There are thirteen nominal districts in this township; six own their houses, one hires a house, and one never had any house, sending the children to the adjoining districts. This was for some time a small fraction; when the railroad with a depot machine shop and several other buildings brought into it a large and increasing population. It was organized into a district, and several efforts made to build a house, which for several causes has always failed. The remaining five are fractional ones annexed to the adjoining townships.

Mountain district: some dissatisfaction has existed here respecting the election of trustees and teachers; consequently the school has not prospered and has been closed for this year.

Vansyckel district: the trustees would not hire a house before fall and the school has just commenced, with a popular teacher and an increasing interest.

Hickory and Charlestown Districts: both schools are in a very prosperous state: the first has made the greater improvement, in spelling, writing and reading; and the latter in defining, mental arithmetic, geography and grammar; both are good in practical arithmetic and have been open four quarters, having raised by subscription sums more than equal to the free money.

South Asbury: there has been good improvement, by a more regular and greater average attendance; when visited, more were present and better lessons and order, than formerly.

Bethlehem district: this is the highest advanced and best conducted school in the township; last April some advanced pupils

of the school having finished their school education, a younger and less advanced set have been attending since; a female teacher was engaged for the summer term, and a male teacher has been engaged for the winter. The school though improving does not rank as high as it did last spring; the present experienced teacher is trying with some encouraging success, to make these young pupils equal, if not superior to those who have left.

Bloomsbury district: there has been built at a cost of \$1,000 a school house, calculated for two schools. which has rather an uncouth appearance as you approach it, but on entering, the modern improvements have a more beautiful and better appearance; a larger space for recitations and cloak rooms would make it more convenient; as it is, it is a great improvement, and very creditable to the district.

The school opened in August for the first time in nearly a year, with a principal and assistant, who did not harmonize, and the assistant soon quit, and the principal, at the close of the quarter, reported an average attendance of ninety-four pupils and good improvement. Miss McCormac, an interesting and promising teacher, assisted for a short time; during the vacation she was taken sick and died in a few days, being highly esteemed and her death lamented by all her acquaintance.

A very popular and successful teacher, with an assistant, has charge of the school now, which ought soon to be the best in the township. The answers to your first series of questions will show the financial state of the schools; the second series has not been received; should I receive it in time I will answer the questions; as usual one-fourth of the pupils, in consequence of two schools being so long vacant, will have attended only one, or less than one-quarter.

JOHN D. McMURPHY.

*Town Superintendent.*

#### LAMBERTVILLE.

The schools of Lambertville are amply provided for as regards funds, teachers and buildings, and the attendance though not as good as might be, is commendable.

Out of a population of over 3,000 there are 860 children between the ages of 5 and 18 years. There is an appropriation from the State of \$326 52 and from the town \$2,000 for teaching, making the schools entirely free from all who are disposed to patronize them, and in addition there is an appropriation of \$750 to schools which are partly free through this appropriation; and to these latter schools there is paid by the employers about \$1,250 more, making in all for school purposes \$4,326 52.

The schools are conducted on the most improved plan. The Public School has a principal, James M. Robinson, with a salary of \$800 per annum, and five female teachers with salaries ranging

from \$312 down to \$270. There are five other schools, of which the Catholic is the largest, and has one male and one female teacher; the remaining four have but one teacher each. The school year is divided by all the schools into four quarters, of about eleven weeks each, giving a vacation of eight weeks—from the middle of July to the same in September.

For the publicschool there is one large building on spacious grounds, in a retired part of the town, with several apartments for the accommodation of each department and its classes, with recitation rooms adjoining. The other schools are kept in buildings well calculated for that purpose in different parts of the town.

Three of the above named schools are mainly supplied by children from five to seven years old, and to a great extent relieves the main school of quite a burden, and at the same time in those juvenile classes the teachers have many advantages.

The legal school registry has been kept and accounts rendered; the schools have been visited and the teachers licensed. The debt on the public school property, of several thousand dollars, has been annually canceling and is now nearly liquidated.

G. H. LARISON, M. D.,  
*Town Superintendent.*

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## MERCER COUNTY.

### PRINCETON TOWNSHIP.

In presenting my annual report, the only fact in connection with the public schools of the township that I deem worthy of special notice, is, the flourishing condition of the graded school in the borough of Princeton.

This school was organized some eight years ago, and placed in charge of one male and one female teacher from the State Normal School. The number of pupils during the first year was about 100. A building was erected at a cost of \$10,000, capable of accommodating about 250 pupils. This, it was supposed, would be abundantly sufficient for the wants of the school for many years to come. The number of pupils gradually increased to about 150, and two additional female teachers from the Normal School were procured. The school did not advance much beyond this point until last year, when the number of pupils increased to about 200, rendering an additional teacher necessary. During the present year the number of pupils has reached 269, rendering necessary the election of still another teacher; our present building, containing six department rooms, each capable

of accommodating about 50 pupils, is therefore already filled to its utmost capacity.

The estimation in which the school is held by our community is shown, not only by the large increase in the number of pupils from the borough district, but even more by the fact that a number of children from the adjacent districts attend the school—their parents or guardians paying liberally for the privilege.

The prosperity of our school is but another illustration of the incalculable benefit which the Normal School at Trenton is conferring upon the State. Whilst, of course, the present prosperous condition of the school is largely due to the personal character of the principal and his corps of efficient assistants, it is due to the State Normal School to say, that since the organization of our school we have received all our teachers from that institution—some fourteen or fifteen—and without an exception they have been found well qualified for their work.

It is also proper to mention that the large increase in the number of pupils during the past two years, is in a great measure owing to the introduction of the “object system” of teaching in the two lower departments. Whatever questions there may be as to the extent to which this system can, with advantage, be carried, there can be no doubt that it is the proper system for the younger pupils, and no teacher of a public school should regard his preparation for his work complete until he has made himself to some extent familiar with its methods.

It may not be amiss to add that the superior educational advantages now enjoyed by the children of Princeton, are furnished at a cost but little exceeding that previously expended by the district for common school education, the present school being supported almost entirely by the amount received by the district from the State and township appropriation.

JOHN T. DUFFIELDS,  
*Town Superintendent.*

#### WEST WINDSOR.

This township is composed of four whole districts, and four parts, taken from Middlesex, East Windsor, Washington and Lawrence townships. We have four excellent school houses, three of inferior style, one rented; have in contemplation the erection of a new building the coming year; the teachers have been excellent; the trustees and employees take very little interest in school affairs in our township; they have been burthened with heavy taxes, which accounts in a great measure for the inattention of many in our public school affairs. I shall leave the township the first of April ensuing; were I to remain in the township I should try to bring about a greater interest in our public school system than is now manifested in West Windsor. You



have my best wishes for the success and prosperity of the public school system under your Superintendence.

AMOS MARTIN,  
*Town Superintendent.*

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## MIDDLESEX COUNTY.

### METUCHIN.

In compliance with the law, the following report of the superintendent of the township of Woodbridge is respectfully submitted. The number of children in the township, is eleven hundred and sixty-one, being an increase over that of the previous year of forty-three. Our township raised by tax two dollars per scholar, which will be for the township \$2,336; received from the State \$429.77; interest on surplus revenue \$89; interest from township fund \$280; special tax in Jefferson school district \$489.60; raised by subscription in five districts about \$400;—sum total for school purposes \$4,010.33. The number of children attending public schools, is four hundred and ninety-seven. But the actual number attending school is much larger, as we have four private schools in the township. A majority of the schools have been open for the year. Only one for a less period than six months, and that one has been closed for the entire year. But I am happy to say that it will be opened next Monday. Our school houses are all in good repair, except four. Three of the schools have been taught by males, and ten by females. The average salary of male teachers is one hundred and twelve dollars per quarter, that of females seventy. There have been some changes in teachers, but the most of them are the same as last year, and appear to give general satisfaction.

LUTHER J. TAPPEN,  
*Town Superintendent.*

### PISCATAWAY.

The schools in this township have been conducted for the most part during the year past with efficiency and success. The greatest difficulty experienced has been in obtaining suitable boarding places for the teachers. In some districts no convenient places could be obtained for any reasonable sum, and in others the prices asked were too high for the teachers' wages. For this reason there has been

much difficulty in obtaining and retaining teachers. There are, however, at present a better class of teachers employed than at any former period within my knowledge. Teachers are generally doing well for their schools, and the standard of education is sensibly higher than a year ago. We hope to be able to give a still more encouraging report for the year to come.

Very respectfully,

S. C. ROGERS,  
*Town Superintendent.*

#### EAST BRUNSWICK.

I am a little behind with my second report, but circumstances beyond my control must be my excuse. I have not much to say—in fact, not anything. I think if our school law could be altered, or modified, in the manner we were speaking of, and, as I suggested in my last report, it would be a blessing to our schools.

Our schools (as you will see by the returns), are improving, and will continue to do so, if they are properly managed. You promised to visit me, and some of my schools, last month (November), how is it that you have failed to keep your promise? I shall expect to see you soon.

Yours with respect,

WM. A. APPLEBY,  
*Town Superintendent.*

#### SOUTH AMBOY.

I cannot report much marked improvement in the condition of the public schools in the *rural* districts of this township.

They remain, for the most part, the same from year to year, excepting an occasional "wake up," in the alteration of a district. In one such case a new house has been erected, with the modern improvements, and one other is in course of erection.

The advancement in many of these districts is slow, in part owing to a disposition among the people to keep their children employed at some kind of labor during the summer, and to send them to school during the fall and winter months, hence such schools are not kept open more than six months of the year. Add to this the remoteness of the school room to many of the children; the unfavorable condition of the roads, and the weather at this season of the year, and the further objection, generally, to the raising of any additional money, it is not to be wondered at that the cause of education languishes in many of these districts.

A few of the school houses are in great need of repair, and I have called the attention of the trustees to these facts. In the village of

South Amboy the schools and school houses are marked exceptions to those above.

Eight hundred and three children are reported from that village alone, and as a matter of course the schools are better attended, and, as a consequence, may be expected to be better taught.

I filled up the blank report which came in my hands, as nearly correct as I could, although I may have misapprehended question seven. I meant that about two thousand dollars, additional to the money paid in, would be sufficient to keep the schools open the year round. In correcting my answer according to the best information at hand, I do not know of any "amount received from tuition fees" in those districts not free, and one only is reported free; if there be any money thus collected, the amount is quite small.

The teachers are all quite competent, and I hear of no complaint against the working of the system, and hopes are entertained that a deeper interest in the cause will be felt and taken by the people at no distant day.

Respectfully submitted.

J. J. TEN EYCK,  
*Acting School Committeeman.*

#### SOUTH BRUNSWICK.

The time has arrived for making my annual report of common schools to the State Superintendent. The blanks you sent me I filled up with as much accuracy as circumstances would permit. The amount of money apportioned this year to the eighteen different districts I mentioned, in filling up the circular you sent me, which was, from State, revenue and township, three thousand fifty-six dollars and thirty-four cents; only the first State apportionment and interest on revenue has been received; the balance is now wanted. But it appears that the second State apportionment is kept back, as well as the township money, much retarding the prosperity of our schools. Almost every debt is paid by the collector before the superintendent receives any money to pay the most meritorious of all men, the neglected and faithful teacher. I hope the time will soon come when an arrangement will be made satisfactory to the wants of the people. One new school house has been erected this year in District No. 11, at a cost of one thousand dollars. All the schools are in operation except three. Teachers have been licensed according to law, and the schools are in as prosperous a condition as can be expected under the circumstances. Much could be said upon the subject of education, but the time will not admit. Hoping that the cause of education will flourish in spite of all impediments, will ever be my earnest desire.

J. J. BULKELEY,  
*Town Superintendent.*

## MONROE TOWNSHIP.

In compliance with your request, I send you the answers to series No. 2, and would state that since my last annual report no very important changes have taken place in regard to the various schools, the majority of which have been kept open during the greater part of the year, and supplied by competent teachers, each having a certificate of license. The amount of money raised by tax for the use of schools is two thousand dollars; amount received from the State is four hundred and thirty-three dollars and fifty-seven cents; interest on surplus revenue fifty-nine dollars—total amount two thousand four hundred and ninety-two dollars and fifty-seven cents, which is not sufficient to make the schools free during the year, and a number of the teachers being paid by subscription from the winter session.

I think this difficulty may be obviated at our next annual town meeting, provided the majority of voters agree to raise the sum of two thousand five hundred dollars, instead of two thousand. As regards the school houses, they are generally in very comfortable condition. There is no regular system of books, and consequently one of a heterogeneous character. The number of children in the township as reported by trustees is one thousand one hundred and sixty-four, which number exceeds that of last year by forty-three.

JAMES IVES,  
*Town Superintendent.*

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MONMOUTH COUNTY.

## FREEHOLD.

I herewith send you a report of the public schools in this township for the year ending December 15th, 1865.

School has been kept twelve months, allowance being made for vacations, in Districts Nos. 1, 2, 3, 4, 7 and 11; nine months in No. 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 one thousand one hundred and sixty-one, a decrease of twenty-three from last year. Of this number one hundred and thirty-nine are colored, an increase of eight over last year. There are eight entire districts in this township, all of which are supplied with good, faithful teachers.

This township also furnishes parts of four districts in adjoining townships.

The State, county and township money, which will be received during the winter, will be sufficient to make all the districts, except one or two, free for the time they usually keep the schools open.

The amount of money paid into my hands since the 15th of December last, by Wm. B. Sutphin, township collector, is \$2,500 township money, raised by tax for school purposes: \$105.12 State money, and \$311.68 county surplus money; all of which has been appropriated to the several districts as follows:

*District No. 1—Dutch Lane.*

Received-----	\$214 24
Paid out-----	291 80
Balance overpaid-----	77 56
“ due last year-----	84 49
“ now due-----	6 92

*District No. 2—Freehold Academy.*

Received-----	\$1,153 60
Paid out-----	1,090 66
Balance-----	62 94
“ due last year-----	12 15
“ now due-----	75 09

*District No. 3—Murphy's.*

Received-----	\$433 60
Paid out-----	395 66
Balance-----	37 94
“ last year-----	166 80
“ now due-----	204 74

*District No. 4—Loakerson's.*

Received-----	\$270 88
Paid out-----	187 75
Balance-----	83 13
“ overpaid last year-----	34 20
“ now due-----	48 93



*District No. 5—Hulse's.*

Received .....	\$243 28
Paid out.....	255 45
<hr/>	
Balance overpaid.....	12 17
“ due last year.....	28 95
<hr/>	
“ now due.....	16 78

*District No. 6—McInteer's.*

Received.....	\$180 64
Paid out.....	190 00
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Balance overpaid.....	9 45
“ due last year.....	128 80
<hr/>	
“ now due.....	119 35

*District No. 7—West Freehold.*

Received .....	\$315 52
Paid out.....	300 00
<hr/>	
Balance.....	15 52
“ overpaid last year.....	15 50
<hr/>	
“ now due .....	02

*District No. 8—Stone House.*

Received .....	\$184 80
Paid out.....	221 41
<hr/>	
Balance overpaid.....	36 61
“ due last year.....	36 63
<hr/>	
“ now due.....	02

*District No. 9—Session House.*

Received .....	\$60 96
Paid out.....	51 76
<hr/>	
Balance.....	9 20
“ due last year.....	4 72
<hr/>	
“ now due.....	13 92

*District No. 10—De Bow's.*

Received .....	\$3 36
Paid out.....	54 16
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Balance overpaid.....	50 80
“ due last year.....	54 16
<hr/>	
“ now due.....	3 36

*District No. 11—Aumack's.*

Received .....	\$141 12
Paid out.....	142 62
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Balance overpaid.....	1 50
“ due last year.....	26 04
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“ now due.....	24 54

*District No. 12—Montrose.*

Received .....	\$18 16
Balance due last year.....	1 60
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“ now due.....	9 76

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*Town Superintendent.*

## HOWELL.

I take pleasure in stating that the cause of public education in our township is progressing. Quite a number of the schools show a very decided advancement, while in others the improvement is less apparent.

There seems to prevail throughout the township a manifest desire on the part of the people to advance the cause of education. But in consequence of the limited amount of money, and the high salaries of teachers, the schools in two or three of the districts in which the number of children is small, are closed during half of the year, thereby interrupting materially the progress of education in those districts.

If there could be some plan devised and executed, by which the schools would be made free throughout the year, we should soon witness a degree of advancement among the children, that would not only be gratifying to us, but very advantageous to them, and to the whole community; for it is through the influence of an enlightened

public sentiment, that we must hope to sustain our nation's honor and greatness.

JOS. B. GOODENOUGH,  
*Town Superintendent.*

MIDDLETOWN.

Your circular No. 2, was received at so late a date that it has been impossible for me to have my communication ready for you at the required time. Owing to circumstances which are unavoidable it has been beyond my power to collect the matter necessary to fill out your circular with any degree of accuracy in a shorter period of time; your circulars should therefore be sent by the first of October. You ask me to give my "views respecting the progress of education in this township." I can only answer by saying that, instead of progress, our schools are in a retrograde motion. On inquiry, I find that in the whole township there have been but four visits made the schools by the trustees, and two by the parents, during the whole of last year. Owing to the low wages paid, we have been unable to procure first class teachers; in fact, four or five of our schools have been vacant a good part of the year in consequence of not being able to procure teachers of any grade. Our teachers are left to plod their way along as best they can, unassisted and uncared for by either trustees or parents, and instead of giving the teachers their aid and support, the parents often harass them by throwing obstacles in their way, calculated to dishearten and drive them to other pursuits. Surely teaching common schools in this age, is one of the most ungrateful callings that ever fell to the lot of man. Cannot our Legislature do something more for the benefit of our schools? Our people now tax themselves to the utmost limits of the law, yet the amount appropriated is inadequate to the necessities of the school. Until our Legislature does something more, public schools will hardly be worthy the name.

Yours, respectfully,

D. P. VAN BRACKLE,  
*Town Superintendent.*

HOLMDEL.

I do not know that I have anything of special interest to communicate in my annual report. While there may not exist among us a *manifest* advance of interest in common school education, the number of children sent from the township to boarding schools is on the increase. This fact seems to show an advance in the right direction.

I hope our Legislature will not forget the suggestion made in your last annual report in regard to making provision for the publication

of a register adapted to our public school system. The need of such a register is widely felt,

Respectfully,

CHARLES E. WILSON,  
*Town Superintendent.*

#### OCEAN.

Am in receipt of circular of November 1st, containing questions of series No. 2. In the absence of regular quarterly reports from the teachers, by reason of frequent changes, I am unable to answer some of the questions propounded; I have endeavored, however, to enlighten you upon the status of the schools of this township by information obtained by personal observation.

I find much of which to complain, and among the more important matters of complaint, are the frequent changes of teachers, which many of our schools seem inclined to favor, either by circumstance or design; the absence of comfortable, commodious, and attractive school houses, in many of the districts, where it is well known the circumstances of the inhabitants are sufficiently well-to-do, and could with a slight effort, and light individual outlay, afford buildings better adapted to educational purposes, and the seemingly general indifference among parents to inculcate those necessary aids to all teachers, regularity of attendance, and submission to the rules of the school. I find the more advanced *scholars*, and the more deeply interested *parents* in those districts which have secured the services of capable teachers, and have continued them in service, notwithstanding a common complaint made—often without reason—"The teacher has been too long in the school; the children have become too familiar." I am of the opinion that *love* of the teacher, and the hearty commendation of his efforts, by the parents, are the *more* fruitful of successful educational attainment, and I know that the *children* manifest more zeal, and earnest effort in those districts which are supplied with comfortable and attractive school houses. for has it not been said, that "darkness is the semblance of evil, and nature regardeth it with dread?" Many parents seem unable to appreciate the importance of an education, and for frivolous excuses are induced to clog the machinery of the district school, and their children are permitted to grow up in ignorance, and acquire habits of indolence by becoming "masters" themselves. We have one district composed entirely of colored children, and they more than any other are subject to this fault. Our teachers have well performed their duties, and with an earnest parental co-operation, their efforts would be crowned with greater success.

Yours, truly,

T. CON. MORFORD,  
*Town Superintendent.*

## SHREWSBURY.

In this township the great obstacle in the way of public education is the want of suitable school buildings. Our school houses were built to meet the wants of the public twenty years ago. In the meantime our population has doubled, but without any increase in the number or dimensions of our public school building. One of our school districts numbers over 500 children, yet this district owns but one school building, with a capacity to seat comfortably about 100 pupils. Two districts have no school buildings at all. One district rejoices in a school house about twenty feet square. Within this contracted space seventy children are daily crowded and huddled together. The ventilation is execrable, and to prevent suffocation a window is lowered. The result is a child contracts a cold, fever, sickness, perhaps dies, and the bereavement is piously attributed to Divine Providence.

In support of public schools our citizens vote liberally at our town elections all the money the law allows. We raise by tax this year for school purposes over \$5,000. But it avails little, from the fact that a large part of it is consumed in hiring schoolrooms and repairing dilapidated school buildings, thus reducing the salaries of our faithful and competent teachers to a mere pittance, and closing a number of schools a portion of the year.

We can have no progress in public education until the people are willing to put their hands in their pockets and contribute to the erection of proper school buildings. With abundant means at their disposal, with a reputation for giving lavishly in support of every other laudable object, whether it be to build and adorn our churches, support the poor or convert the pagans, there is no earthly reason why they should be thus content to leave the children, at their own doors, with less than half the necessary school accommodations.

JOHN S. APPLGATE,  
*Town Superintendent.*

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MORRIS COUNTY.

## MORRIS.

This is my first year as superintendent of public schools in Morris township, and I find it utterly impossible to make an exact return to the number of scholars who attend school. I give you that which approximates towards the facts. A few of the seventeen schools are favored with efficient teachers, and others are no better adapted to



their work than the low salary they receive is an equivalent compensation for good teachers.

Employers will have good experienced hands to break their colts, and cultivate and tend their farms and fruit trees, but ordinarily the *cheapest* teachers satisfy them to train and educate their children. They will have comfortable warm barns to shelter their stock, and even pigs; but some refuse to provide comfortable school houses in which to hurdle and tend their own dear lambs. If parents could only learn that what they give to the *heads and hearts* of their dear children was infinitely more valuable than that which they give to their hands and purses, then we would have good schools.

Respectfully,

LUTHER H. VAN DOREN,  
*Town Superintendent.*

#### CHATHAM.

Inclosed pleased see answers to series No. 2. A *particular* report as to the condition of our schools would be substantially the same as that of last year. Our teachers are generally experienced and well qualified for their duties; our school houses are all respectable, with the exception of one—an old shaky, rickety, cold affair. As to parents and trustees, there is the same lively interest on the part of the few, and the same carelessness and indifference on the part of the many. Yet the majority of our teachers being of the right stamp, it is a pleasure to say that in most districts there is punctual attendance and satisfactory improvement on the part of the pupils.

Briefly and respectfully submitted,

S. H. WARD,  
*Town Superintendent.*

#### ROXBURY.

I am not aware that I can say anything or suggest anything useful to the cause of education, that has not already been said or suggested, and probably much better; what, however, I may say, may be in some measure confirmatory. As one object of reporting appears to be the accumulation of views of different individuals, I feel that however much or little my remarks may be worth, they will add at least one paper more to the pile.

I herewith transmit this my annual report, exhibiting the state and condition of the schools in the township of Roxbury, from which it appears that the whole number of children in the township between the ages of five and eighteen years (as per the reports of district trustees) is one thousand and thirty-two, and the amount of money received from all sources, and expended for school purposes, is one

thousand five hundred and eighty-seven dollars and seventy cents. Thus you perceive that the condition of the schools, as regards numbers, and financially, is about the same as in the last report of my predecessor; but glad to state that the scholars are not retrograding in their studies, but progressing under the efficient corps of teachers we have in the township, although some do not appear to consider that the teacher holds a more responsible station than any other member of the community; that to him is committed the pliant and ductile mind of the child during a period when the habits are being formed and the disposition and character moulded that will guide and govern them through life; that just in proportion to the intelligence of the people, will the value of their property be increased, crime diminished, and the general prosperity promoted. We have only to educate well the rising generation, and a happy, intelligent, and prosperous people will be the result.

There is an error of no small magnitude which prevails in many of our schools, and for which no adequate remedy has as yet been provided. I refer to the practice of sending to school by the day. Parents will send their children to school from fifteen to twenty-five days in a term, and then complain in the end that the teacher has "learned them nothing." Thus the teacher labors under the greatest disadvantage imaginable, and oftentimes has his reputation injured in the end for a deficiency against which he has not the power to provide. And besides, the child itself is greatly injured, being able to make little or no proficiency in the branches of study pursued in the schools by such a course. I do wish that the strong arm of the law could, in some way or other, be brought to bear in preventing a practice fraught with so much evil to the teacher and the taught.

I speak from experience, having taught some eight or ten years; so that I am not a stranger to its difficulties or its pleasures, and must say I can sympathize with teachers who profess to me they stand alone. Neither the trustees, employees or patrons scarcely ever enter the school room to encourage the heart of the teacher or pupils. In the discharge of my duties as superintendent, I have frequently solicited trustees and parents to accompany me to the schools, but have scarcely ever succeeded. The want of attention paid to the tuition of youth is lamentable compared with the vital importance, and at the same time all profess to be lovers of the cause of education; the fact is, multitudes pay far more attention to the training of their horses, and culture of their fields, than they do to the training and culture of their offspring.

In conclusion, I would state that the schools have been regularly visited, and I am happy to report improvement, but not all that we desire and have reason to expect.

DAVID S. WORTMAN,  
*Town Superintendent.*

## OCEAN COUNTY.

## STAFFORD.

This being my first year in office as superintendent, I have not been able to answer your questions as fully as I could have desired.

And in the absence of facts, owing to the teachers not keeping a proper register, I have approximated the truth as near as possible in answering series Nos. 1 and 2.

Only two of our schools are at present open; they are under the direction of good competent teachers. It gives me pleasure to report that our schools are gradually improving.

JAMES GASKILL,  
*Town Superintendent.*

## JACKSON.

There is nothing of special interest to communicate in relation to the public schools in the township of Jackson, although we are raising more money this year than usual—eight hundred dollars in place of six hundred. Our schools are principally taught by female teachers, as male teachers demand such high salaries that the people do not feel able to employ them; we have nine districts: six of the nine have female teachers at the present time; one of the six attended the Normal School six months, the other five received their education in our public schools.

JOHN CONINE,  
*Town Superintendent.*

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SOMERSET COUNTY.

## BRIDGEWATER.

In accordance with my duty as superintendent of public schools in this township I herewith transmit my report for the current year, which is as accurate as I can possibly make it, until some method shall be adopted whereby a correct registry of the names and attendance of the children shall be made by the teachers of each and every school. As I have said before, so I say now, the law respecting registers and registry in our schools ought either to be amended so as to

make it practicable, or it should be blotted from our statute books. In some of our schools we have three or four different teachers annually, so that with our present system of registry I cannot give anything hardly approximating an accurate report. I have little or no improvement to report in the condition of our schools the present year; our teachers are no better, if as good, as in years before. And I think that there is less interest manifested by a majority of the parents than in previous years. We need something to arouse the people and stir them up to more activity in the cause of education, so that when the next annual report is made a good degree of progress may be manifest.

Truly yours,

O. C. CONE,  
*Town Superintendent.*

FRANKLIN.

Through the unmerited favor of the good people of my township, I have the honor for the first time to address you in this capacity. I acknowledge that while I feel highly honored, I feel too that I have assumed corresponding obligations; and although my circumstances and experience may illy qualify me for the position, I am willing to act according to my sense of duty and my ability to perform it.

Since the middle of April last, I have visited all the schools in the township, with one exception (which was closed), and nearly all of them twice; and I have uniformly aimed at the advancement of the cause of education, not only by my presence, but by varied exercises calculated to promote my object. The lack of registers in several of the schools, and the imperfection of others, account for the unsatisfactory effort to answer the questions of series No. 2, accompanying this report. Many of those answers, instead of being accurate, are, from this cause, only an approximation to the truth; yet I think they will give a pretty accurate general idea. There has been no alteration of districts, and no new school houses erected during the year, but some \$150 has been raised for repairs, &c. The school houses generally, both in their external appearance and in their internal arrangements, bespeak the just pride of the surrounding inhabitants, and their appreciation of the object for which they are designed; but some three or four, especially in their inside appearances, are sadly behind the age, while their moral effect upon the character of the children who attend them is doubtless worse than their repulsiveness to the eye of the visitor.

Some six or eight schools are not supplied with Guyot's Map of the United States, while half of that number lack Webster's Unabridged Dictionary, and an equal number of Lippencott's Pronouncing Gazetteer.

While the public money has been insufficient to keep the schools open through the year, eleven, it appears, have made four quarters, which is an important movement in the right direction—would that

it were universal. Of the whole number of children between the ages of five and eighteen years, nearly two-thirds have attended the schools; but a very small proportion of these have made anything like full time, while the majority have made less than two-quarters. This looks decidedly bad, and worthy of a barbarous age; and I see no remedy as long as teachers are imported and pupils exported—I mean, so long as teachers so generally are employed from distant States of the Union, if not from foreign countries, and children so young and in such numbers are sent abroad to boarding schools.

While I believe there are honorable exceptions, yet, upon the whole, there is a deplorable lack of interest in the cause of education, and a criminal neglect of advantages in this direction, so that, although I strongly favor popular education, and the free school system as best adapted to secure it, I sometimes doubt whether, reasoning from the fact that what costs us little, we lightly esteem, our public schools (nearly free as they are) are not rather a curse than a blessing; and are not likely to remain so, unless some penalty be attached, or some privilege be forfeited by a willful and continued abuse of the privileges.

Adequate remuneration is not offered to teachers, and the consequence is that in most of our schools we have inexperienced young ladies, and change teachers just about as often as is required to continue that class of teachers. We hope, however, that with the return of peace and prosperity, and a beneficent liberality taught by the necessities of the late war, the few remaining relics of the dark ages—in the shape of outlandish school houses, will be effectually wiped out from among us, and that an era of light and knowledge will soon dawn upon us to bless our age and nation.

J. R. WILLIAMSON,  
*Town Superintendent.*

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## SUSSEX COUNTY.

### GREEN.

In making my second annual report of the progress of our common schools, for an agricultural community, our schools are making as good progress as can reasonably be expected under circumstances which have existed for the last four years. Our schools have not been as largely, nor as regularly attended as is essential for rapid progress in education.

The rebellion having called away a great amount of the laboring



capital, our schools have felt the effects in the non-attendance of children; their services, in many instances, are required to partially fill the places of those gone into the United States service. Some of our schools have become vacant by teachers volunteering into the service of the government, as will be seen in my statistical report; other teachers are employed, who bring with them perhaps an entirely different mode of instruction, and time is required to bring about organization. Our teachers appear to be in earnest in their business, and try to give satisfaction to their employers. We have five school districts, each having a structure called a school house, and a fractional part of a district with no school house, the children from which attend school in an adjoining township. Two of our school houses, though not large, are comfortable, and tolerably decent structures; two are unworthy of the name, although I presume the inmates are not injuriously affected by inhaling too much heated and impure air. One more resembles a powder magazine of a small mining company, with limited capital. But the spark of non-patronage has exploded the establishment, and it is no more occupied as an institution wherein the "young idea is taught how to shoot." During the last sixteen months there has been employed in the five districts thirteen different teachers. At present we have four schools open. During the last six months our schools (with one exception) have been very poorly attended, the teachers realizing a sum barely sufficient to pay their board.

District No. 3, known as Central District, is an exception, and has been so well patronized and so efficiently conducted as to be worthy of designation. The school is supported by the inhabitants of two small districts, neither of which can maintain a good school. The inhabitants of a portion of each district have been endeavoring for some years to unite them together, and form one district. Several meetings have been held for that purpose. I have refused to certify to their proceedings, believing them to be illegal, and not according to law, as the law in such cases *to me* plainly directs.

I feel desirous that a union should be agreed upon, believing it would be to the best interests of a large portion of the inhabitants of both districts. I believe the inhabitants to be law-abiding and will submit to the will of the majority, lawfully expressed; and without such an expression a union cannot be effected.

My views in regard to the progress of education are, that progression is somewhat retarded by too great a variety of books introduced into our common schools. The best should be secured, and more of an uniformity established, for what is best for one is best for all of our common schools. I find it a general complaint, that a change of teachers a change of books.

G. C. COOK,  
*Town Superintendent.*

## VERNON.

Owing to a scarcity of good teachers, some quite indifferent teachers have been employed, although upon the whole the schools are tolerably good. It has been my duty this past year not to license two teachers, those being the only cases of the kind since I have been in office. We think a good female teacher as good as a male.

The majority of districts require their teachers to board among the employers, making it very inconvenient for lady teachers in winter. The cause of the scarcity of male teachers I cannot account for, unless it be that they can receive more wages in other business. With regard to the number of scholars that have attended school different length of time is in part correct, so many of the teachers will not make any record of their schools; but I have visited every school in the township, and got the most reliable report I could get.

There have been as yet no free schools this year in this town, a part of the school money belonging to the different districts on each quarter, and part has been assessed on the employers. This town raises \$1,000 each year from itself and received \$462.70 from the State.

Yours, &c.,

M. C. DUNN,  
*Town Superintendent.*

## FRANKFORD.

As this is an age of railroads and telegraphs—in short, emphatically a progressive age, it could hardly be deemed possible that there should not also be some advancement in our system of public instruction, and in the cause of universal education.

Having no censorship over our free and enlightened public press; when as the sun, in the morning, casts his beneficent rays over this vast domain—at the same time are the hundreds of thousands of daily papers, fresh with the news from the four corners of the earth, going forth o'er the whole land, blessing alike the inhabitant of the lowly cottage and the lord of the palatial mansion.

With such influences constantly at work, while tens of thousands of volumes are hourly thrown from the untiring press, containing all the elements of knowledge, placed in a cheap form before the people, within the reach of the poorest, there must be progress and improvement among the masses; and all this will have its effect in the work of public instruction.

It is true, that among some of the by-ways, in some of the "rural districts," this progress is not so rapid as might be desired, still, an attentive observer will not fail to discern the leaven at work which will ultimately revolutionize our whole educational system.

I am proud to say that within the past year two new houses have

been erected in this township. They are good substantial buildings; yet, with less expense, a decided improvement in the modeling of each would have been the result, had the architect employed been acquainted with the wants of a school house. School houses are generally planned in the country by men entirely unacquainted with the necessities and requirements of such a building. It strikes me that no school house should ever be erected until a plan be submitted to the building committee by one or more experienced teachers, as a few suggestions from one whose daily associations would naturally make him a student of school architecture would save for generations much inconvenience and discomfort, to say nothing of crooked spines and broken down constitutions. Teachers' Institutes, since their establishment, have been a source of much improvement. Most of our teachers, although as a class, scarcely able to do so, attend the sessions of the institute, and go back to their work with a more exalted idea of their calling, and with the remembrance of many pleasant associations clinging around their hearts, to cheer them on in their noble work. Through the instrumentality of the institute, much has been done in this portion of the State for our common schools. To that veteran in the cause of education—Prof. Isaiah Peckham, of Newark, N. J.—the teachers and people of Sussex county owe a lasting debt of gratitude.

The influence of the Normal School has, as yet, been but little felt in this region; still, when its influences have been brought to bear, even indirectly, they have been productive of good. There are no Normal teachers in this township, and but few in the county.

The great drawback in the schools of the rural districts is the frequent change of teachers,—owing to the fact that the people of some of those districts, believing with their ancestors that the “public money” is all that should be expended for educational purposes, “*save it*” until enough accumulates to hire a teacher for a quarter; and consequently have no school during the remainder of the year; or, if as is sometimes the case, they can get a teacher for a longer period, for the same amount, they must have a poorer school in the same ratio as his *cheapness* increases!

Our teachers are a class, although there are some exceptions, whose labors are not duly appreciated. There are few indeed to be found in the *country schools* whose salary will insure them the maintenance of a wife and family. Hence, the masses do not try the experiment while in the profession. It is this reason which accounts for the dearth of excellent teachers; for men who are well qualified as teachers can obtain more lucrative positions; and hence leave the profession to be filled by men of inferior qualifications and no experience. During the past four years, while in every department of labor the services of workmen have advanced from fifty to five hundred per cent., and, while the necessities of life have increased in the same ratio, the poor teacher is still obliged to drag on, with the same miserable pittance which heretofore was hardly adequate to keep soul and body together.

The "well-to-do" trustee, without grumbling, will pay his tailor \$50 for an overcoat, or his wheelwright \$300 for a carriage, both of which are quadrupled in price; yet if the "poor fellow" who is laboring to give his children an education, in that "*ornament to society*," at the "*forks of the roads*," should present him a bill for tuition, increased five per cent., he would not only refuse to cash it, but would at once call a "school meeting," and have the teacher dismissed for his *insolence*!

It seems to me that the better remuneration of the teacher would be a proper subject for the consideration of the proper authorities and for legislative action.

May the time speedily arrive when New Jersey may adopt the system of some of her sister States; when "*the hire shall be worthy of the labor*;" when all shall be educated; and when education shall be as free as the rivers which flow down her mountain sides.

C. H. M. ANGLE,  
Town Superintendent.

#### WANTAGE.

In presenting my annual report for the township of Wantage, Sussex county, for the current year, I beg leave to say, that the school interests in this township are gradually progressing; over five thousand dollars have been expended in payment of tuition.

My observation induces the opinion that there are three or four 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 and guardians do not consider how much it disorganizes a school and how much their 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 of some countries of Europe, would be impolitic, hence impossible, we can only wait till this difficulty is remedied by a higher estimate of education by the people.

Second. Poor school houses and apparatus. There is not enough enthusiasm in the cause, in some districts, to supply good school houses by voluntary contributions, therefore we shall be under the necessity to resort to the advantages contained in the incorporation clause of the school laws, where it can be done by two-third vote. We have only fifteen good school houses—there should be twenty-two—consequently we need seven new houses; one of them will soon be rebuilt, and the rest should be immediately.

Third. Inefficiency of teachers. We have some of the best and some of the poorest teachers in the State. The poorest know what to teach but do not know how to do it. We want more interest given



to the Teachers' Institutes, not only by those inexperienced teachers, but by all grades. We held a first class institute in our county, but only six or seven out of twenty-two teachers availed themselves of its benefits. Here the State could apply coercion: every teacher might be compelled by law to attend, and gain what instruction he or she could from established and successful educators, in the management of schools and the best way of imparting instruction.

Fourth. Very many trustees seem to think the cheapest teacher is he who will serve for the least pay, and consequently they hire them. They seem to think a teacher's a teacher, not counting the loss in breaking a green teacher. Some young girl or farmer's son teaches, that they may not be out of a job, when not wanted at home. They have no interest but getting their pay. This has reduced the salaries of competent teachers, and has driven the experienced into more lucrative employment to the great detriment of our public schools.

Many changes have been made among the teachers this year. You will perceive by my report that the female teachers are more in number than the males—it is because they work for less wages.

Yours truly,

J. L. BENNETT,  
*Town Superintendent.*

#### SPARTA.

The people of the township and patrons of the schools severally manifest a due degree of interest in the cause of education as far as raising money by taxation to this end is concerned, and yet there is much left undone that might be done with better results: the people are too apt to think that when the money is raised their part of the work is performed, and their duty discharged, whereas I presume it to be to the interest of every patron as well as the duty of school officers to see that the money raised be properly expended, that proper teachers be employed, that comfortable school rooms be secured for their children, and that they *frequently* visit their schools. These things I fear are some of the many that are too often neglected not only with us but as a general thing. It is not unfrequently the case if children can be put at school eight hours a day out of the way of their parents and guardians, the end is accomplished. And then again many are let to do as they please, attend school or not, hence little or no advancement is made in their studies. Whether this irregularity of attendance on the part of the scholars is the fault only of parents or teachers I am not entirely prepared to say, but this I think, that parents in the first place *should* be more particular that their children attend school regular, and teachers in many cases might be more particular to encourage them while attending. I hope the time is not far off when the people will awake to a sense of their duty, and the importance of the education of the children.

DANIEL STILWELL,  
*Town Superintendent.*



## UNION COUNTY.

## LINDEN.

The following report of the condition of the schools in our township is submitted for your approval; and although not as full and correct as I could wish, yet approximates as near as possible, from the reports of the different teachers.

Our township is divided into six districts, one of which (District No. 6) is a fractional part, and belongs to Craneville; another forms a district with one from Union—the school house being in Union. We have four school houses; only one of which is fitted up with desks suitable for the scholars, the other three being in the old fashioned style, with the writing desks on each side of the room; and long benches, without backs, the scholars facing the wall.

The attendance of the scholars is quite irregular; and very little interest is manifested in the schools by the inhabitants.

Many of the older children attend school out of the township; while others, especially the colored children, of which there are quite a number, attend none whatever.

The amount of money raised by tax is not sufficient to defray expenses for the year: in four of the districts the deficiency is made up by assessments on the scholars; in the other, school is kept while there is money on hand, and the remainder of the year they do without.

Number of districts in the township-----	6
“ from which reports have been received-----	5
“ of public schools in the township-----	5
“ of children between the ages of 5 and 18 years-----	252
“ of months school has been kept open-----	41
Whole number of children who have attended school-----	126
Average daily attendance at school-----	88

Terms of tuition or assessment on the scholar:

Second district-----	\$2 00
Third district-----	\$3 00 to 5 00
Fourth district-----	4 00
Fifth district-----	4 00

Amount of money raised by tax for the support of schools

(£3 per scholar)-----	\$756 00
Amount received from the State-----	110 29
Amount received from other sources-----	326 07

Total amount raised and appropriated for school purposes, \$1,192 36

Number of male teachers employed during the year-----	3
“ female “ “ “ “ “-----	5

## Salary of male teachers, per quarter :

Second district-----	\$90 00
Third district-----	85 00
Fourth district-----	60 00

## Salary of female teachers, per quarter :

First district-----	\$40 00
Second district-----	60 00
Third district, (private school)-----	75 00
Fourth district-----	60 00
Fifth district -----	90 00

Amount of money received to this date ----- \$340 76

“ “ “ paid for teachers' wages ----- 124 14

Amount of last year's township fund uncollected tax----- 390 00

“ State fund not yet paid in----- 41 36

“ Township fund present year not yet collected-- 756 00

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Total unpaid-----\$1,187 36

*Names of Teachers furnishing reports:*

District No. 1—Harriet C. Winans.

District No. 2—Ruth A. Sellick.

District No. 3—Dennis C. Crane.

District No. 4—Clara C. Ellendorf.

District No. 5—Jane C. Dunham.

*Names of Teachers employed during the year :*

District No. 2—Sanford Clark.

District No. 3—Miss Tucker (6 months, private school).

District No. 4—Edwin Garthwaite.

Our teachers, as a general thing, have been satisfactory, although there is room for improvement. We feel a great need of more copies of the school law, as I have previously informed you by private correspondence; also the proper blanks for school purposes. Each board of trustees should be furnished with at least one copy of the school laws; (at present there is but one in the whole township). I have no doubt the duties of the trustees would be much better performed did they know what was required of them by law.

JOSEPH JANES,

*Town Superintendent.*

WESTFIELD.

The condition of our public schools in this township is slowly im-

proving. In my humble opinion, the great bar to their advancement is, that they are not entirely free. Free schools, a free press, a free gospel, are essential to the perpetuity of the Union of these States.

The schools have been visited regularly every quarter. Registers are furnished and kept by all the teachers. Public examinations are sometimes held at the close of a quarter, and attended by trustees and others. If trustees, parents and guardians would make it their business to visit their schools at least twice a year with the town superintendent, it would be a stimulus to the children and an encouragement to the teachers. On this account I have encouraged frequent public examinations.

The condition of our public school houses is the same as when last reported. Two new ones are very much needed.

In a majority of our districts competent and successful teachers have been employed and retained from year to year. In these districts the progress is satisfactory; but in two others the reverse is the case—for several reasons: 1. The frequent change of teachers. 2. The irregular attendance of the pupils. 3. The salaries of the teachers inadequate to their support; one receives \$90, the other \$75 per quarter. Hence, 4. Teachers not alive to their work.

Of the six teachers employed four are females, and superior in their qualifications as instructors. During the four years I have acted as town superintendent, eighteen different female teachers have been employed in public and private schools of the township. Without exception all have proved competent and faithful.

From all my observation and management of schools for the space of sixty years, I can say in the language of a late State Superintendent, "Females are better fitted by nature to teach and train the young. It is an occupation in which they have the advantage over the opposite sex; and as instructors and disciplinarians, there are but few positions which they cannot fill with the utmost satisfaction." I rejoice in the fact that the number of female teachers is increasing from year to year, until now it exceeds the number of male teachers.

EDWIN DOWNER,

*Town Superintendent.*

#### UNION.

In making this 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; our school houses are in good repair, and all except one are of convenient size for the comfort and accommodation of the teachers and students; that one is located in the central part of the township, and known as District No. 3, and reports 116 scholars, formerly referred to as the model school of the township; in answer to series No. 2, I could not say the building or school room is unfit for

use, but still I do consider the school room unfit to accommodate the number of scholars who attend that school; as to the condition and prosperity of our schools, I do not know that I can report much advance, yet it is with pleasure that I can inform you that the cause of education is surely, but slowly, progressing in our township; all our teachers have licenses, and I believe all are faithful and punctual in their duties. In answer to series No. 2, the number of children who have attended school during the year is not the whole number of children who have attended school. Many of the larger class scholars have and are now attending private schools in our neighboring city and elsewhere, and some few residing near the line of Elizabeth City have attended school at that place under the charge of a particular denomination of religion. The answers given in series No. 2, are only the children who have attended the public schools located in our township.

Any further information which may at any time be desired will be cheerfully responded to.

NOAH WOODRUFF,  
*Town Superintendent.*

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## WARREN COUNTY.

### PHILLIPSBURG.

The answers to your interrogatories contained in the printed series Nos. 1 and 2—furnish you with the required statistical and historical facts, connected with our schools. These alone, however, would be but a meagre, unsatisfactory, and scarcely reliable source, from which to judge of the “progress of public education” in our town, if not followed by explanatory statements and a more elaborate account of the workings of the present school system in our midst. To say that the schools of our town have sustained their good reputation as compared with the past year, would be stating only part of the truth, with one exception, and that exception a clear gain. The same corps of efficient and valuable teachers have brought to bear the experience of the past into the work of the present year; the consequence is, that an increased interest in educational matters has been exhibited by many of the parents and a most decided interest among the children themselves; on the whole, there had been *less* “truantism,” *more* love for study, and a manifest disposition on the part of the pupils, induced by the judicious management of the teachers to “strive” for the “mastery.” The foul spirit of irregularity in attendance, too, has in a measure been “*cast out.*” Though its vile shadow hovers more than it ought to over our schoolrooms,

and mars much of the true teacher's enjoyment, and the *regular* pupil's *progress*. *Parents* are emphatically to blame for much of this "hedging up the march of intellect." Our teachers have, I know, tried to make their school rooms pleasant places for the young, and have succeeded, by many devices, to please as well as *educate*. Amongst the number of such devices, who shall say that the melody of youthful voices, warbling their bird-like notes amid the drier and sterner calls upon their intellect, has not much to do with the state of improvement in our schools now? Singing—a delightful recreation—has been made a part of the exercises in some of our school rooms, and I heartily recommend the trial of it to those anxious, overburdened, honest teachers, who desire the improvement of the restless minds for the time being placed under their supervising care. When worn with solicitude, they still find the super-activity of youth too much for their control, instead of resorting to arbitrary punishment, try first the power of song to divert and change the current of youthful vitality, and produce with love of melody what could not be accomplished by the fear of the rod. We have in some degree demonstrated the fact that "progression will ever be marked where good teachers are employed," and to secure that, equivalent remuneration and permanency of position are absolutely necessary. The "floating bubble" system, so largely permeating our rural districts, and often edging itself into town schools, is truly mischievous in its tendency. Changing teachers every quarter or term nearly, is ruinous to the progress of any school, and its demoralizing effects are so well known, that it needs no corroboration from me. Yet how much of it is directly attributable to the niggardly remuneration offered by the sapient board of trustees, who know but little and care less, if they can only get a teacher cheap! Do they not know, will they never learn the fact, that teaching talent will not go begging round the country for a three months' trial, and that it requires, and must have, a man or a woman for the work of a teacher, and not a mere thing that works for pay only? There must be permanency to secure efficiency; and to secure permanency there must be a suitable return made for the expenditure of brain and time given by the competent educator. I think it requires no elaborate argument to prove that with good pay and permanent situations, our schools would soon become such places, where the rich wealth of our nation's rising intellect would be properly developed and carefully trained. Our school law should not limit the amount to be raised for educational purposes, though it should prevent the amount now raised from being less. With regard to permanency. The town of Phillipsburg, I am happy to say, is not behind many of her sister towns in the State, though not quite up to my mark with regard to pay: yet there are more that might take a lesson from her liberality in that respect than otherwise. The average per centage of attendance in the whole town is about the same as last year, when we include the school supported by the Catholic community, and other private institutions of learning.



Our schools are all free for ten months in the year, two months being allowed for vacation.

This report embraces the time from December 1st, 1864, to December 1st, 1865.

Trustees and parents have visited the schools more frequently this year than last: I hope they will continue to do so.

All of which is respectfully submitted.

WM. R. WILSON,  
*Town Superintendent.*

#### GREENWICH.

In making up my report I have had to estimate most of the schools from the expiration of last report to the time of my accepting the office of town superintendent, the reason for which is the change of teachers, only three remaining of the twelve who taught in the district last year, and none of those leaving have given any report. I can't see any way to remedy this neglect of duty unless the trustees refuse to sign orders until reports of school attendance are handed them. I have urged this upon the trustees as the only way for them to get the report.

The progress of our schools will compare with schools generally, judging from reports of other districts.

I d n't think, however, we can boast of progress as we should; too much is expected of the teachers. The employers give themselves no concern about the school, only that there is school, and some of them don't know or care whether their children attend school or not. They have never visited the school to encourage both scholars and teachers, but take it for granted that all is well as long as some one of the little urchins don't enter a complaint of a sound drubbing for doing nothing. The teachers can't do all the work required in training the minds of the children, but the employer must lend a helping hand, by visiting the schools, and see that their children have books appropriate and study at home, which is as much the place for study as the school room. I look upon the school room as a drill room, and not a place only to study. I notice those scholars who never take their books home to study, but confine their studies to the school room, are backward. If we wish our children to improve as they should, we must do our duty as well as the teachers theirs.

A very grave fault in our town is irregular attendance. You see from the whole number enrolled in the district, a large number do not attend school at all, a great many who attend only part of the time, and many of this number have nothing to hinder their regular attendance; but the orchards and fields tell of their omissions on the daily registry.

Now, if we can have law to compel many who have no children to

send to school, to pay tax for schooling, can't we have a law to compel children to go to school?

P. F. HULSHIZER,  
*Town Superintendent.*

## OXFORD.

I herewith transmit series No. 2, which may need a few lines of explanation that you may fully comprehend it. The number of children between five and eighteen years of age, is seven hundred and eighty-four (784). I have reported four hundred and eighty (480) as the whole number who have attended school the past year; this is the number that has attended within the township of Oxford. In addition to this number of four hundred and eighty, and included in the number seven hundred and eighty-four, we have one hundred and thirty-one who attend school in districts outside of Oxford township, and are therefore not reported as attendants in series No. 2.

I have reported thirty-five dollars (\$35) as an average salary of male teachers, and twenty-seven dollars (\$27) as an average salary of female teachers. In some districts in the township our teachers are employed for a certain sum per month, and furnish their own board; in others our teachers are paid a certain sum per month and board among the inhabitants of the district. I have in the last named cases added a fair recompense for board to the sum paid per month, which compose the sums given in the answers to Nos. 16 and 17 in series No. 2.

I am not able to report any real improvement in our school system during the past year; in fact, it has required some activity on the part of those who have the welfare of the rising generation at heart, to prevent a retrograde movement in our home school system.

We raise but two dollars (\$2) per scholar tax; 784 scholars, fifteen hundred and sixty-eight dollars (\$1,568); State fund two hundred and seventy-four dollars and sixty-three cents (\$274.63); making a total of \$1,842.63, or about two dollars and thirty-five cents per scholar, which is all the real cash placed in the hands of our school officers to furnish fuel and teachers—not more than one-third of what is needed to keep our children in school under the care of good teachers. It is true we have no room to find fault with the school law acts of our Legislature, so long as we ourselves fail to raise by tax seven hundred and eighty-four dollars, which they authorize. But, strange as it may seem to those who prize education properly, we have men of wealth in our township, who would consider us destitute of mercy if we should vote three dollars per scholar school tax. While they consider us extravagant, we may accuse them of being more economical than philanthropic; but upon close examination we find such among those whose children have received their education, or among those who have more property than pupils; therefore, you will per-

ceive, that in point of direct self-interest they are correct, however far they may swerve from the path of true philanthropy.

GEORGE T. WILSON,  
*Township Superintendent.*

#### HARDWICK.

A report of what has been done for the advancement of public schools in this township for the current year, must necessarily be a meagre one—*nothing* would comprehend the whole of a truthful report of everything that could be called advancement. There have been but two schools kept open, one quarter each, during the last summer, and these were but meagrely attended. The exact number of scholars taught therein I have no means of knowing. The teachers were as well qualified as could be expected, and conducted their schools well, considering the many disadvantages under which they labored. The terms of tuition, as far as my knowledge extends, has been two dollars and fifty cents per scholar, paid in part out of the public funds and part by the inhabitants.

The amount of money received by this township for school purposes is about eighty-nine dollars, the greater part of which is still in the superintendent's hands. The township raises no money by tax for school purposes. There has been but little interest manifested by the inhabitants generally on the subject of education.

This township is divided into five entire districts, and three parts of districts attached to districts of other townships. The five entire districts have each a school house, or building called such, having but one room, without furniture or apparatus. These buildings were, in the first place, of the very cheapest structure, and but illy adapted to the purpose for which they were erected. Since their erection they have received, apparently, very little or no attention.

The kinds of text books used in the schools of this township, are almost as numerous as the pupils that attend those schools.

I have had little or no opportunity to test my ability to elevate and improve the condition of our public schools.

ALONSON M. HATCH,  
*Town Superintendent.*

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REPORT  
OF  
The Committee on Finance.

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## REPORT OF FINANCE COMMITTEE.

*Read in the Senate March 27, 1866, and ordered to be Laid on the Table and to be Printed.*

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The Committee on Finance, to which was referred the following resolution :

*“ Resolved, That in view of diminishing the burden of taxation now imposed on the people of this State, the Finance Committee be instructed to inquire into the expediency of repealing so much of the unexpended appropriation of three thousand dollars made to the State Agricultural Society in an act entitled “An act to assist the State Agricultural Society to collect and publish information in regard to the insects now so destructive to fruit, fruit trees, and grain,” approved March 29, 1866, and that they report by bill or otherwise,”* beg leave to

### REPORT :

That they have inquired into the matter of the appropriation mentioned in the resolution, and in their judgment it is inexpedient to repeal said appropriation. The work on which the Agricultural Society have spent the first \$1,000, is published by Dr. Trimble, of Newark, and is a work, in the opinion of the officers of the society, of great merit, and calculated, in their judgment, to aid materially in the destruction of these peculiar kinds of insects which destroy fruit and grain. The money already spent, as also the balance to be expended, is used entirely to circulate the work, through the aid of other societies in the several counties, at a cheap rate, and no part is, or will be used to publish the work ; and in the opinion of the committee, who had an opportunity of examining the style of the present volume, as also the plates, etc., of the next volume, no work could be published on any subject of so much importance to the State of New Jersey, as one on this very matter of the destruction of our fine fruits by insects ; and the matter of \$3 000 is of small consideration for the State to pay, if the work does half what its author and his friends claim for it. Another matter, in connection with this, is, that the State has entered into a contract with the Agricultural Society to furnish them \$1,000 a year, for three years, and the officers have made their ar-

rangements to expend that sum in disseminating useful information with regard to the destruction of fruits and grains in this State, and we think it would be hardly honorable now to stop the appropriation and leave the society to incur all the expenses which they have entered into on the faith of our contract with them; and so the committee are unanimous in recommending that the State do fulfil her contract as made with the State Agricultural Society, and pay them the balance of \$2,000, as stipulated in the bill.



