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ANNUAL REPORT
OF THE
STATE SUPERINTENDENT
OF THE
PUBLIC SCHOOLS OF NEW JERSEY,
FOR THE YEAR 1856.

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

In presenting to the legislature my annual report of the condition of the common schools of the State, it affords me pleasure to report favorably of their condition, and to say that the year just closed has witnessed many evidences of an increasing interest among the people on the subject of popular education.

The large increase in the number of children attending school, the increased amount of money provided for their support, by taxes voluntarily imposed on the people, the improvements made in building and furnishing school houses, the increased demand for well qualified teachers, their more liberal compensation, and the enthusiasm awakened among them to become better prepared for the discharge of the duties of their profession, the increased number of those of both sexes who

are preparing themselves for the work of teaching, and the noble efforts of the people to sustain the schools, teachers' institutes, and other educational enterprises, are among the most striking evidences of improvement.

An abstract of the reports received at this office, up to the period required by law, presents the following results as to the operation of the schools for the year ending December fifteenth, eighteen hundred and fifty-six, an examination of which will furnish many interesting and important facts concerning the schools, and with the accompanying reports of the town superintendent and other school officers, will furnish the best means of forming a correct opinion of the principles and working of the present school system.

ABSTRACT OF THE REPORTS OF THE TOWN SUPERINTENDENTS.

Whole number of cities and townships in the State, one hundred and ninety-three.

Reports have been received from one hundred and seventy, leaving twenty-three that have not made the report required by law.

Those that have not reported are Atlantic city and Mullica township, in Atlantic county; Lodi, in Bergen; Shamong, Southampton, and Willingboro', in Burlington; Deerfield, in Cumberland; Hudson City and Jersey City, in Hudson; Franklin and Tewksbury, in Hunterdon; Chester, in Morris; Union, in Ocean; Manchester and West Milford, in Passaic; Pittsgrove, in Salem; Hillsborough, in Somerset; Frankford, Stillwater and Walpack, in Sussex; and Blairstown, Greenwich and Hardwick, in Warren.

Of these, the city of Atlantic, in Atlantic county, and the city of Hudson, in Hudson, have made no report to this department since they became incorporated, consequently I am

unable to inform you of the condition of the schools in these cities.

Whole number of school districts in the state, fourteen hundred and forty, being an increase of eleven during the year.

Number of children residing in all the school districts of the State, as ascertained from the reports of the district trustees to the town superintendents, one hundred and seventy-six thousand three hundred and fifty, being an increase during the year of three thousand three hundred and thirty-six.

Number of children reported as attending school the whole year, (allowance being made for the usual vacations,)	28,713
Number attending nine months but less than twelve,	23,837
“ “ six “ “ nine,	30,652
“ “ three “ “ six,	27,706
“ “ a less period than three months,	12,486
“ “ over the age of eighteen years,	1,641

Making the whole number of children that have attended school during the year,	125,035
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An increase over the preceding year of	10,112
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Average number of months the schools have been kept open, nine.

Total amount of money raised and appropriated to school purposes for the year ending Dec. 15th, 1856,	\$514,248 28
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Raised by tax for the support of schools,	279,988 79
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“ “ in addition for building, repairing and furnishing school houses,	105,021 12
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Received from the State as reported,	84,333 56
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“ “ other sources specified in the reports,	44,904 77
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The amount reported as received from the State exceeds the State appropriation four thousand three hundred and thirty-

three dollars and fifty-six cents, and this excess is evidently occasioned by blending with the State appropriation, money appropriated by the counties for the support of schools, and to which item this excess properly belongs.

So that the items composing the amount of money raised and appropriated to school purposes for the year ending December 15th, 1856, will appear as follows :

Raised by tax for support of schools,	\$279,988 79
“ “ in addition for building, repairing and furnishing school houses,	105,021 12
State appropriation,	80,000 00

From other sources, being chiefly the interest on the surplus revenue appropriated by the town- ships for the support of schools,	49,238 33
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Making a total of,	514,248 24
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Being an increase over the preceding year of,	\$39,079 60
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The amount of money raised and appropriated to school purposes is a pretty sure index of the popular mind on the subject of education, and the increased sum appropriated to this object manifests a growing disposition on the part of the people to enlarge the means of diffusing knowledge, through the instrumentality of common schools.

The number of teachers employed during the year in the common schools of the State was nineteen hundred and forty-two, being an increase of one hundred and twelve over the preceding year.

The number of teachers employed is greatly increased by the changes so frequently made in the management of the schools; these changes exert a pernicious influence upon the schools, and is one of the greatest evils afflicting the system; the inadequate compensation of teachers is no doubt a frequent cause of this.

The average wages per annum paid to male teachers was three hundred and sixty-one dollars ; to females two hundred and twenty-nine dollars, showing an increase in one of six dollars per annum, and in the other of thirteen, a favorable indication of improvement, it is true, but yet too small to secure the continued services of such as are properly qualified, when so many fields of labor more inviting and remunerative are presented.

Good teachers, like all other classes of persons cannot be expected to labor for an inadequate compensation, and ordinarily those districts that most cheerfully and liberally reward their teachers, will receive the most valuable return for their services.

Whatever importance may be attached to other things connected with the schools, well qualified teachers are indispensably necessary to their success, and common sense, as well as sound policy, requires that their selection shall be made with special reference to their preparation, talents, and devotion to the work.

I would therefore urge as one of the most important considerations affecting the success of the common schools, the necessity of a just appreciation of the teacher's services, avoiding those frequent charges so injurious to the schools and "that false economy which leads to the abridgement of the educational privileges of the young."

THE NORMAL SCHOOL.

The act establishing a State Normal School was approved February the 9th, 1855, and the Institution was opened for the admission of pupils on the first day of October, the same year. It has been in operation a little over one year, having just closed its third term.

The number of pupils in attendance the first term was forty-

four; the second sixty-seven; the third eighty-three, being an increase compared with the first session, of thirty-nine, and exhibiting in a marked degree the growing prosperity of the Institution.

The school is divided into two departments; a normal school, in which, under the supervision of the principal and his assistants, eighty-three pupils are now receiving instruction, and a model school, now numbering one hundred and forty-seven pupils, of the ages usually found in the public schools, in which the pupils in training in the normal school are required, under the superintendent of the model department, to assist, for the purpose of reducing to practice the principles and discipline they have learned in the normal department.

The course of instruction in the normal school is arranged for two years.

Its aim is to fit the pupils for the duties of teaching by making them familiar with the best methods of instruction and discipline, and by giving them that command of the knowledge they have acquired, and such facility in imparting it as will enable them to engage successfully in the instruction of others. Of the number of those admitted and instructed in the normal school, twenty-five have left it and are now engaged in teaching, with great success, in the common schools of the State.

The history of this institution, though brief, has been very satisfactory, and its good effects are already sensibly felt upon the teachers of the State.

It is a model of the kind, and furnishes in "its own living example," the value of such schools in the training and education of teachers.

Its claims to our favorable consideration rests not on the example of European governments or those of other states of this Union in which the experiment has been more recently tried, but upon that great principle, underlying the whole system of education, which requires of those who are to engage

in the office of teaching that training and preparation that will fit them for the discharge of its responsible duties. A principle which forms the basis of any complete system of common school education, and the adoption of which in New Jersey is regarded by the friends of the cause, as the best means of improving our own.

That such schools are required, in order to complete a state system of common school instruction, is now generally admitted, where public opinion has become fully enlightened on the subject "that teaching is an art to be learned by apprenticeship, like any other art, and that special training for the business of teaching is as indispensable as for any other pursuit or profession.

When we look at the object to be accomplished by our common schools, and consider that in them the first starting impulses of life are given and received, it is easy to determine what must be the character of our teachers, those who are to enter the school room, and gathering there the children of the State, of all ages and capacities shall patiently and laboriously labor with them from day to day, from week to week, from month to month, and from year to year, in applying the means of intellectual and moral instruction.

The work of educating youth is one of the most important in which an individual can engage, and it demands that those who teach shall know what education is, and the means to be employed in its attainment. It requires that they have a quick insight into the character and capacities of children, well disciplined minds, unblemished morals, and skill in the art of imparting instruction, bringing with them into the performance of the great work in which they are engaged, that laborious preparation and careful discipline that will enable them to feel the impulse of the movement with which they are connected, and how indispensable its success is to the prosperity and happiness of the people.

To furnish such a class of teachers for our common schools, is the design of the normal school. I therefore hope that the institution will be liberally sustained, not only during the period of its present existence, but that it will be continued as a permanent part of our state educational system of instruction.

THE FARNUM PREPARATORY SCHOOL.

In the connection with the subject of the normal school for the training and education of teachers, it affords me great pleasure to state that during the year just closed, there has been established at Beverly, in the county of Burlington, the "Farnum Preparatory School of New Jersey," an institution the first of the kind ever established in the United States, and its opening marks an era of educational progress.

This school was brought into existence by the munificent liberality of Paul Farnum, a citizen of the place, a man well known to the people of New Jersey as a warm and devoted friend of education.

In the ripeness of his years, "with no other ambition than to spend the remnant of his days in peace, and to use with prudent foresight a portion of his means for the well-being of humanity," he has planted in our midst an institution which, in the providence of God, is destined to bestow unnumbered blessings upon the people of the State, and to promote greatly the cause of popular education.

In order to carry into practical operation this design of Mr. Farnum, he appointed Richard S. Field, Franklin Kinney, David Cole, John H. Phillips, and John W. Fennimore, a board of trustees, to manage the affairs of the institution.

He placed at their disposal a building of ample dimensions, capable of accommodating three hundred and sixty

pupils, built on the most improved plan, and furnished in the best manner.

This building, which, in all its arrangements, is admirably adapted to the purpose for which it is designed, with its furniture and apparatus, Mr. Farnum placed under the control of the trustees, and pledged himself to pay all the expenses incurred in the management of the school during the first year of its existence, a noble tribute to the cause of education, and will be long held in grateful remembrance by the people of New Jersey.

The school was opened for the admission of pupils on the sixth of October, 1856, and there are now one hundred and forty pupils in attendance, receiving all the educational advantages, which such an institution can give, a part of whom having declared their intention to pursue the business of teaching, as a profession, it is expected will, after completing the course of elementary instruction in this institution, enter the normal school.

It is designed to furnish that preparation, that discipline of mind, and amount of instruction which every pupil should possess previous to admission in the normal school, and will, if so continued and sustained, form an important part of our educational system, and greatly increase the efficiency of the means provided for furnishing an early and adequate supply of well qualified teachers for our common schools.

In the preparatory school the pupils admitted will not only be thoroughly grounded in all the elements essential to sound scholarship, but their peculiar fitness and adaptation to the work of teaching, will be thoroughly tested by requiring them in the experimental department, under the eye of the principal, to reduce to practice the principles and knowledge they have learned in the preparatory department.

Such a course of discipline and instruction will greatly

abridge the labors of the normal school, and enable it to devote itself more particularly "to the science of education and the art of teaching, which is its true field of labor."

The necessity of such a school has been long felt, but it has been reserved for Paul Farnham, a distinguished son of New Jersey, to her honor be it said, to lead the way in such a noble enterprise.

It is the intention of Mr. Farnum to give to the State of New Jersey the preparatory school property, worth the sum of twenty-five thousand dollars, and liberally to endow the same, on condition that the State will continue to maintain such a school as has already been established.

As now organized, the receipts of the school are already large, and it is believed that, after the first year of its existence, (for which provision is already made,) very little will be required to sustain the institution. I therefore hope the State will accept this noble offering at his hands and incorporate it in our State system of education. It is the prompting of a generous heart which beats more strongly as it feels a consciousness of doing good by diffusing the blessings of general education.

TEACHERS' INSTITUTES.

Teachers' institutes have been held during the year in all the counties of the State.

The times and places of meeting will appear in the following table:

Counties.		Time of meeting.		Place.
Atlantic	-	June 30th	-	May's Landing.
Bergen	-	August 11th	-	Hackensack.
Burlington	-	June 23d	-	Burlington.
Camden	-	August 25th	-	Haddonfield.
Cape May	-	July 14th	-	Cape May Court House.
Cumberland	-	August 25th	-	Bridgeton.
Essex	-	March 24th	-	Newark.
Gloucester	-	July 7th	-	Woodbury.
Hudson	-	June 16th	-	Hudson.
Hunterdon	-	May 26th	-	Lambertville.
Mercer	-	March 31st	-	Trenton.
Middlesex	-	April 28th	-	New Brunswick.
Monmouth	-	June 9th	-	Middletown Point.
Morris	-	July 21st	-	Boonton.
Ocean	-	June 2d	-	Tom's River.
Passaic	-	December 22d	-	Paterson.
Salem	-	August 18th	-	Salem.
Sussex	-	October 20th	-	Newton.
Somerset	-	May 5th	-	Bound Brook.
Warren	-	August 25th	-	Phillipsburg.

These institutes, which are associations of teachers and others interested in common schools, for their mutual advantage and improvement, were established by law in 1854, at a time when their nature and advantages were comparatively unknown in New Jersey, and when many friends of education entertained strong doubts as to their value in accomplishing the end for which they were designed.

Under this law eight institutes were held in 1854, with an aggregate attendance of three hundred and fifty-six teachers.

In 1855, thirteen institutes were held, with an aggregate attendance of five hundred and sixty-five teachers.

In 1856, institutes were held in all the counties of the State.

The number of teachers in attendance does not appear in all the reports of the institutes, but, in my opinion, it is not less than nine hundred.

Thus it is seen that they are becoming better known to the teachers and people of the State, and their operations better understood.

Many teachers who have stood aloof from them are now coming forward and uniting with their fellow-teachers in these associations, pledging them their cordial co-operation in promoting the interests of the cause with which they are connected.

Their object is to bring the teachers together, to instruct them in their duties, to awaken in them a livelier enthusiasm, to excite them to more earnest effort, causing them to know, love, and sympathise with each other, and by the principle of associated action, with all its quickening power, to exert an influence that will aid in promoting the interests of common school education.

The daily exercises at these institutes usually consist of a critical review of the branches usually taught in the schools, after the manner of the daily recitations in the school-room, with discussions as to the best mode of teaching and governing the schools, as well as the means of removing the difficulties encountered in the ordinary course of every-day school life, exercises, which, while they serve to develope, direct, and strengthen the powers of the teacher acquaint him with the difficulties, and the faults of others, and how they may be obviated, corrected or removed.

The evening exercises are usually devoted to lectures on some subject of educational interest, which are generally well attended by the people of the place in which the institute is held. Thus the popular mind is imbued with the same spirit

and contributes greatly to the interest, and the success of these meetings.

These meetings are generally held about from place to place, for the mutual accommodation of both teachers and people, and thus are their advantages enjoyed equally by all. The teachers are encouraged and instructed, the people are interested and profited, and such an impulse is thereby given to the educational movement as will result in great good to the common schools.

The normal school and teachers' institutes have now become an important part of our educational system, as the instruments for supplying our schools with a class of well qualified teachers. The wisdom of the legislation that brought them into existence has been triumphantly vindicated, and I commend them to the continued favor and patronage of the legislature. .

THE REVISION AND CODIFICATION OF THE SCHOOL LAWS.

The subject of a revision and codification of the school laws having been referred to this legislature, will, in the regular order of proceeding, come up for consideration during the present session, it might therefore be expected that I should, in this report, enter at some length into the discussion of this question. Such a course, for many reasons, appears to me wholly unnecessary.

The bill reported by the commissioners to the last legislature, was considerably discussed in that body during the session, was printed by order of the legislature, and generally distributed throughout the State; its claims have been thoroughly examined and discussed before the people, whose views on the subject are no doubt known to their representatives, who understand and will embody their wishes and preferences in their legislation on this subject.

I may, however, be permitted to remark that whatever may be the objections to the details of the bill, and the number of officers created under it, it embodies in one act the essential requisites of an efficient school law, so arranged as to be readily understood and systematically applied. Based on the principle that it is the duty of the State to make provision for general education, it provides increased means for the support of the schools, increased qualifications on the part of teachers, and that the management and supervision of the whole system shall be committed to those only who shall be selected by the people with special reference to their qualifications and fitness for the office. The subject of an entire revision of the laws relating to public schools, is one of great importance, should be carefully considered and wisely acted upon.

Should the proposed school law not receive the favorable consideration of the legislature, I would recommend the adoption of the following amendments to the present law, believing their operation will be highly beneficial.

1. The imposition of an effectual check to the formation of any new school district having within its limits less than forty children of legal school age.

2. The affixing of a condition, that every township receiving a part of the State appropriation for the support of public schools, shall raise by tax or otherwise, an equal sum for the same object.

(There are now eighteen townships that raise no money by tax for school purposes.)

3. The adoption of a rule authorizing the town superintendents of the respective townships to apportion the money received by them for school purposes, among the several school districts, according to the average daily attendance

in each district, during the year next preceding the said apportionment.

The adoption of these amendments will prevent the formation of small and weak districts, many of which are now unable to maintain a school, will lead to the raising of money for school purposes in all the townships of the State; secure the necessary means and that public and parental interest required for their support, and which will enable every district to maintain a good school; thus securing for all the children of the State an equality of school privileges, and offering inducements for their prompt and regular attendance.

From what has been said in this report on the subject of legislation for our schools, it is apparent that I regard the providing of competent teachers, and the diffusion of correct information among the people on the subject of education, as the most important means of improving their condition.

Impressed with the correctness of these views, I felt it a duty to urge, not only the continuance of the means already provided for this object, but the adoption of such others as shall give them greater efficiency and usefulness, adopting such amendments to the present law as experience shall suggest as best calculated to obviate existing defects, and secure in its practical operation the greatest success. Having an abiding confidence in the patriotism, intelligence, and virtue of the people of this highly favored State, and having witnessed the laudable efforts they have made to sustain the schools and other educational enterprises, I am confident the period is not far distant when the people of New Jersey will sustain, by their own voluntary action, a perfect system of free schools.

WEBSTER'S DICTIONARY.

In pursuance of the act of the legislature "authorizing and directing the purchase of "Webster's Unabridged Dictionary, for the common schools," four hundred additional copies have been purchased and distributed during the year just closed, which, with the seven hundred copies embraced in the report of the preceding year, makes a total of eleven hundred copies of the dictionary purchased and distributed to the schools, at an expense to the State of four thousand four hundred dollars. Four hundred copies more will probably be required to supply all the schools.

LIPPINCOTT'S GAZETTEER.

The act of last session "authorizing and directing the purchase of Lippincott's Pronouncing Gazetteer of the World," for the use of the schools, has been complied with, and five hundred copies of the work have been purchased, and are now being distributed. The expense to the State is two thousand four hundred dollars, payable in eighteen hundred and fifty-eight.

The acts of liberality on the part of the legislature are highly appreciated, and will result in benefit to the schools.

SCHOOL FUND.

The amount of the school fund on the first day of January, eighteen hundred and fifty-seven, was four hundred and seventy-nine thousand eight hundred and six dollars and ten cents, being an increase during the year of four thousand three hundred and sixty-two dollars and fifty-eight cents.

CONCLUDING REMARKS.

In concluding this report I would add, that the friends of popular education in New Jersey have much to encourage them in the prosecution of this noble enterprise, an enterprise which has for its object the education of the whole people, and to accomplish which, it appeals to no particular sect or party, but in the name of humanity extends to all who love the race, an invitation to unite in laboring for its advancement.

Education is the hope of the State, on which more than any thing else its future welfare, prosperity and happiness depends. What this shall be, depends upon the provision made for the education of her youth, an important consideration that addresses itself with great solemnity and force to those to whose hands its duties are committed. To guide aright, is the great duty of those who make the laws.

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

JOHN H. PHILLIPS,
State Superintendent.

OFFICE OF THE STATE SUPERINTENDENT OF PUBLIC SCHOOLS, }
Pennington, January 15th, 1837. }



STATEMENTS
ACCOMPANYING THE
SUPERINTENDENT'S REPORT.

AN ABSTRACT FROM THE RETURNS OF THE PUBLIC SCHOOLS OF THE SEVERAL COUNTIES AND TOWNSHIPS OF THE STATE OF NEW JERSEY, FOR THE YEAR ENDING THE FIFTEENTH OF DECEMBER, EIGHTEEN HUNDRED AND FIFTY-SIX.

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COUNTIES AND TOWNSHIPS.	Whole number of districts in the township.	Number from which reports have been received.	Number of schools in the township.	Number of children residing in the township between the age of five and eighteen years.	Number who have attended one year, allowance being made for vacations.	Number who have attended nine months, but less than twelve.	Number who have attended six months, but less than nine.	Number who have attended three months, but less than six.	Number who have attended a less period than three months.	Number over the age of eighteen years who have attended school.	Number of colored children taught.	Whole number of children who have attended school.	Average number of months schools have been kept open.	Terms of tuition per quarter.	Amount of money raised by tax for the support of schools.	Amount received from the State.	Amount received from other sources specified in the returns.	Amount raised in addition, for building, repairing and furnishing school houses.	Dols.	Total amount raised and appropriated to school purposes.	Number of teachers.	Salary of Teachers per year.			
																						Male.	Female.		
ATLANTIC.																									
Population, 8,961.																									
Atlantic City.*	10	10	10	1011	135	115	1108	379	75	52	1864	5½	2 25	2,593 00	1,300 37	529 93	4,483 30	32	24	8	382	322
Egg Harbor.....	6	4	6	771	75	75	154	130	25	400	7¼	2 30	1,047 00	491 21	0 35	1,538 56	10	9	1	400	400
Galloway.....	10	10	9	623	60	75	300	108	75	12	.....	420	5	2 00	1,246 00	302 69	.....	.....	306 58	6	3	3	450	350
Hamilton.....	5	5	5	241	68	61	129	6	300 00	115 11	79 58	1,548 69	8	6	2	400	306
Mallica*.....	5	4	5	298	40	50	60	15	165	4½	144 78	450 00	494 69	2	4	2	200	240
Weymouth.....	36	33	35	2944	135	115	1108	379	75	52	1864	5½	2 25	2,593 00	1,300 37	529 93	4,483 30	32	24	8	382	322
BERGEN.																									
Population, 14,725.																									
Franklin.....	11	11	11	664	61	175	226	31	.....	.....	3	493	9	1 02	2,820 00	302 25	.....	.....	302 25	10	6	4	440	200
Hackensack.....	11	11	11	1164	53	203	189	221	185	.....	25	851	10	1 00	822 00	437 14	398 02	664 27	4,319 43	12	10	2	440	200
Harrington.....	5	5	5	441	64	99	52	53	.....	24	.....	292	11	1 00	822 00	356 10	97 03	2,100 00	3,435 13	9	8	1	300	225
Hoboken.....	9	9	9	689	85	200	320	55	.....	.....	5	600	9	2 37	.....	369 87	.....	502 79	872 66	9	8	1	300	225
Lead*.....	3	3	3	323	62	20	43	30	.....	.....	2	157	12	.....	333 00	67 60	168 15	.....	368 75	2	1	1	250	.....
New Barbadoes.....	8	8	7	738	273	117	133	.....	84	4	19	611	11½	1 08	1,476 00	338 88	300 00	400 00	2,514 88	10	6	4	432	174
Saddle River.....	4	4	2	212	85	45	54	36	15	.....	4	235	9	2 00	310 00	141 80	.....	150 00	601 80	2	2	2	350	.....
Union.....	2	2	2	212	50	40	40	20	10	2	2	162	12	2 00	400 00	98 00	.....	.....	498 00	2	2	1	300	300
Washington.....	6	6	6	597	72	127	109	95	27	.....	14	430	9	2 00	.....	237 02	201 51	650 50	1,125 03	5	5	5	.....	.....
.....	59	59	56	5152	805	1026	1108	511	321	30	74	3891	10¼	2 05	6,221 00	2,384 66	1,164 71	4,467 56	14,237 93	52	39	13	340	225	

* No report received.

† Taken from last year's.

MERCER.—Pop. 27,992.																											
East Windsor.....	11	8	12	970	420	163	170	40	120	.....	15	913	9½	.....	2000 00	347 72	257 80	200 00	2805 52	12	10	2	340	270	.....	.....	.....
Ewing.....	5	5	6	454	120	65	20	15	20	5	6	245	10	2 25	908 00	223 24	.....	50 00	1181 21	5	3	2	475	225	.....	.....	.....
Hamilton.....	10	10	10	1088	500	200	100	25	75	.....	30	900	11	.....	3102 00	535 01	.....	.....	3637 01	.....	.....	.....	.....	.....	.....	.....
Hopewell.....	13	13	13	1096	380	90	140	50	.....	.....	30	740	10	2 50	1094 00	526 00	370 00	1500 00	3490 00	12	11	1	400	200	.....	.....	.....
Lawrence.....	5	5	5	488	200	52	12	16	.....	.....	17	280	.....	2 25	812 00	237 53	75 85	.....	1125 38	5	3	2	400	200	.....	.....	.....
Princeton.....	6	6	6	795	.....	.....	310	75	24	.....	45	400	7	Free.	1000 00	642 73	58 87	.....	1701 60	6	3	3	350	230	.....	.....	.....
Trenton.....	1	1	22	3807	2840	.....	.....	.....	.....	.....	68	2840	12	Free.	7500 00	1872 08	.....	10,000 00	19,372 08	22	4	18	518	220	.....	.....	.....
West Windsor.....	4	4	4	532	178	42	27	34	25	9	4	313	10	1 00	400 00	261 00	330 00	.....	991 90	2	2	2	400	250	.....	.....	.....
*MIDDLESEX.																											
Population, 28,633.																											
Monroe.....	14	13	14	980	.....	700	.....	.....	.....	.....	6	700	9	2 00	1500 00	486 00	.....	.....	2086 00	14	11	3	400	270	.....	.....	.....
North Brunswick.....	11	8	12	3403	371	624	434	402	383	3	144	2217	10½	Free.	10,209 00	1593 30	.....	175 00	11,977 30	31	9	22	512	168	.....	.....	.....
North Amboy.....	1	1	.....	687	154	87	39	23	26	.....	11	329	12	1 12	700 00	363 99	141 07	.....	1205 06	3	1	2	700	375	.....	.....	.....
Piscataway.....	12	12	13	963	110	175	145	55	23	.....	16	808	10	3 25	3310 14	453 64	113 29	.....	3877 07	13	10	3	400	250	.....	.....	.....
South Amboy.....	8	8	8	971	73	194	238	290	.....	.....	71	809	.....	.....	1000 00	250 00	250 00	.....	1500 00	18	10	8	325	225	.....	.....	.....
South Brunswick.....	16	16	18	1113	150	209	210	231	.....	.....	15	800	10	2 25	2000 00	640 38	.....	.....	2640 38	20	12	8	380	240	.....	.....	.....
Woodbridge.....	16	16	16	1738	353	315	210	175	.....	.....	3	1084	9½	2 00	3475 00	1001 11	300 00	.....	4777 11	20	12	8	380	240	.....	.....	.....
MONMOUTH.																											
Population, 30,313.																											
Atlantic.....	78	74	81	9853	1211	2309	1306	1174	432	15	227	6447	10½	1 77	22,195 14	4888 42	804 36	175 00	28,062 92	99	53	46	453	248	.....	.....	.....
Freehold.....	4	4	4	449	.....	14	43	118	146	3	23	324	8½	Free.	800 00	192 79	409 38	517 00	1979 17	3	2	1	400	280	.....	.....	.....
Horsell.....	7	7	7	935	150	200	200	125	.....	.....	9	675	12	2 00	2000 00	607 11	.....	.....	2607 11	10	9	1	340	160	.....	.....	.....
Manalapan.....	11	11	10	804	41	73	131	284	121	34	7	684	8	2 50	1000 00	384 72	141 48	.....	1526 20	10	9	3	4	350	.....	.....	.....
Middletown.....	7	7	7	705	225	105	100	.....	.....	.....	17	447	11	2 25	800 00	508 61	.....	.....	1308 61	7	3	4	350	275	.....	.....	.....
Millstone.....	13	13	13	1140	345	130	98	150	.....	.....	30	723	10	Free.	3284 00	364 00	407 00	.....	4125 80	13	5	8	300	275	.....	.....	.....
Marlboro'.....	8	8	10	645	50	135	194	200	55	6	8	640	9	2 00	800 00	276 95	213 80	240 00	1530 75	10	10	4	450	320	.....	.....	.....
Ocean.....	7	7	12	557	100	75	50	40	50	4	5	319	9	.....	700 00	180 00	220 00	.....	1100 00	13	11	2	320	240	.....	.....	.....
Raritan.....	12	12	13	1516	408	100	336	100	.....	.....	3	19	939	11	3032 00	550 94	297 07	.....	3950 01	6	4	2	450	320	.....	.....	.....
Shrewsbury.....	16	16	19	1824	187	182	325	308	271	5	7	1278	10	86	5715 00	817 97	997 37	100 00	7630 34	23	13	10	430	272	.....	.....	.....
Upper Freehold.....	7	7	7	810	304	197	108	.....	.....	.....	60	700	11	1 00	2587 55	688 45	.....	.....	3276 00	11	6	5	400	300	.....	.....	.....
Wall.....	7	7	9	803	50	162	70	25	185	5	23	632	9	2 82	1800 00	292 41	343 36	.....	2435 77	21	13	8	400	300	.....	.....	.....
SOMERSET.																											
Population, 19,688.																											
Bedminster.....	108	108	116	11374	2132	1374	2055	350	826	100	224	7857	9½	1 45	24,028 55	5313 05	3238 36	1557 00	31,134 96	129	82	47	380	268	.....	.....	.....
Berlinster.....	10	10	10	624	248	178	84	25	10	6	16	551	10	2 00	500 00	300 20	263 95	.....	1064 15	10	6	4	450	230	.....	.....	.....
Bridgewater.....	8	8	8	720	10	125	130	70	25	5	6	365	7	2 50	500 00	610 51	600 00	1000 00	2710 51	12	9	3	400	375	.....	.....	.....
Brunchburg.....	9	9	12	1565	289	265	297	144	46	2	5	1043	10	1 00	3000 00	721 96	457 49	.....	4179 45	12	7	5	400	250	.....	.....	.....
Franklin.....	4	4	4	360	56	80	40	48	31	.....	15	305	10½	70	600 00	173 00	165 78	.....	968 78	3	3	.....	.....	.....	.....	.....
Hillsborough.....	10	10	12	1040	87	183	212	102	100	4	40	688	10	1 75	2500 00	499 60	21 48	38 00	3051 08	12	6	6	375	275	.....	.....	.....
Montgomery.....	15	15	15	1184	176	495	229	276	.....	.....	17	833	11	.....	2368 00	563 75	512 42	.....	3141 17	15	12	3	330	280	.....	.....	.....
Warren.....	10	10	9	587	.....	.....	153	173	72	.....	9	439	.....	.....	600 00	281 00	265 44	.....	1146 44	9	5	4	300	260	.....	.....	.....
* Taken from last report.																											
72	72	75	6897	978	1132	1278	979	410	37	127	4814	9	1 32	10,768 00	3478 00	2451 12	2630 00	19,327 78	78	50	28	357	267	.....	.....	.....

* Taken from last report.

COUNTIES AND TOWNSHIPS.

MORRIS.

Population, 30,156.

Whole number of districts in the township.	Number from which reports have been received.	Number of schools in the township.	Number of children residing in the township between the ages of five and eighteen years.	Number who have attended one year, allowance being made for vacations.	Number who have attended nine months, but less than twelve.	Number who have attended three months, but less than nine.	Number who have attended three months, but less than six months.	Number who have attended a less period than three months.	Number over the age of eighteen years, who have attended school.	Number of colored children taught.	Whole number of children who have attended school.	Average number of months schools have been kept open.	Terms of tuition per quarter.	Amount of money raised by tax for the support of schools.	Amount received from the State.	Amount received from other sources specified in the returns.	Amount raised in addition for building, repairing and furnishing school houses.	Total amount raised and appropriated to school purposes.	Number of teachers.	Male.	Female.	Salary of Teachers per year.
Whole number of districts in the township.	Number from which reports have been received.	Number of schools in the township.	Number of children residing in the township between the ages of five and eighteen years.	Number who have attended one year, allowance being made for vacations.	Number who have attended nine months, but less than twelve.	Number who have attended three months, but less than nine.	Number who have attended three months, but less than six months.	Number who have attended a less period than three months.	Number over the age of eighteen years, who have attended school.	Number of colored children taught.	Whole number of children who have attended school.	Average number of months schools have been kept open.	Terms of tuition per quarter.	Amount of money raised by tax for the support of schools.	Amount received from the State.	Amount received from other sources specified in the returns.	Amount raised in addition for building, repairing and furnishing school houses.	Total amount raised and appropriated to school purposes.	Number of teachers.	Male.	Female.	Salary of Teachers per year.
Chatham	8	11	815	250	150	290	315	.....	10	715	9	6	2 75	1504 00	618 65	21 00	1200 00	3403 65	11	9	2	.....
Chester	7	1	463	89	179	210	168	45	4	240	6	6	Free.	700 00	221 83	487 14	1400 00	1408 95	9	5	4	300 200
Hanover	11	11	1102	89	103	149	74	46	.....	375	9	9 1/2	2 00	1123 00	622 76	333 13	140 00	2318 80	24	9	15	290 200
Jefferson	8	8	455	50	75	125	125	.....	.....	375	9	8 1/4	2 25	803 44	106 26	78 61	.....	1063 31	10	4	6	250 150
Mendham	6	6	570	30	103	149	74	46	.....	375	9	8 1/4	2 25	500 00	270 40	177 07	.....	947 47	5	2	3	300 240
Morris	13	13	1636	310	166	160	125	.....	10	709	9	1	1 50	1500 00	755 54	2122 13	.....	4407 67	25	16	9	325 250
Pequanock	14	14	1446	184	310	290	187	60	2	1045	9	1	1 75	1487 00	686 40	331 81	1307 98	3813 19	20	15	5	425 220
Randolph	0	9	954	75	200	255	300	21	15	821	9	.....	.....	2585 00	338 34	185 65	130 00	3044 93	9	4	5	400 200
Rockaway	10	10	1201	20	80	236	240	200	10	792	8	1	1 00	1291 00	509 70	137 90	160 00	2017 20	21	14	7	300 200
Roxbury	13	13	801	450	.....	.....	.....	.....	.....	450	.....	.....	.....	1000 00	568 88	533 94	1490 00	3600 82	13	6	7	325 220
Washington	9	9	863	200	75	100	125	.....	9	509	9	.....	2 00	1200 00	682 59	.....	.....	1852 59	10	7	3	300 200
	108	108	10,335	1103	1669	1946	1388	655	56	6817	81 1/2	1 70	13,513 44	5310 35	4418 38	.....	4385 58	27,657 75	157	94	63	331 208

SALEM.

Population, 17,688.

Whole number of districts in the township.	Number from which reports have been received.	Number of schools in the township.	Number of children residing in the township between the ages of five and eighteen years.	Number who have attended one year, allowance being made for vacations.	Number who have attended nine months, but less than twelve.	Number who have attended three months, but less than nine.	Number who have attended three months, but less than six months.	Number who have attended a less period than three months.	Number over the age of eighteen years, who have attended school.	Number of colored children taught.	Whole number of children who have attended school.	Average number of months schools have been kept open.	Terms of tuition per quarter.	Amount of money raised by tax for the support of schools.	Amount received from the State.	Amount received from other sources specified in the returns.	Amount raised in addition for building, repairing and furnishing school houses.	Total amount raised and appropriated to school purposes.	Number of teachers.	Male.	Female.	Salary of Teachers per year.
Whole number of districts in the township.	Number from which reports have been received.	Number of schools in the township.	Number of children residing in the township between the ages of five and eighteen years.	Number who have attended one year, allowance being made for vacations.	Number who have attended nine months, but less than twelve.	Number who have attended three months, but less than nine.	Number who have attended three months, but less than six months.	Number who have attended a less period than three months.	Number over the age of eighteen years, who have attended school.	Number of colored children taught.	Whole number of children who have attended school.	Average number of months schools have been kept open.	Terms of tuition per quarter.	Amount of money raised by tax for the support of schools.	Amount received from the State.	Amount received from other sources specified in the returns.	Amount raised in addition for building, repairing and furnishing school houses.	Total amount raised and appropriated to school purposes.	Number of teachers.	Male.	Female.	Salary of Teachers per year.
Elainborough	2	2	248	21	40	62	73	20	2	4	218	12	Free.	250 00	76 76	.....	.....	326 76	2	2	.....	300 250
Lower Alloway's Creek	6	6	464	4	.....	381	.....	.....	15	14	400	7	2 00	400 00	213 28	141 00	.....	753 28	12	8	4	250 200
Lower Penn's Neck	5	5	558	.....	75	150	275	15	10	12	525	9	2 00	700 00	263 64	371 59	.....	1325 23	5	2	3	480 280
Mannington	9	9	787	3	130	300	172	25	7	90	137	7	1 25	645 00	640 92	.....	150 00	1335 92	17	8	9	280 220
Pilesgrove	9	9	990	140	165	208	320	.....	50	48	383	10	2 25	.....	231 80	227 33	.....	470 13	12	10	2	.....
Pilesgrove	7	7	426	40	120	140	.....	.....	30	5	390	5	2 00	425 00	203 74	100 70	.....	789 44	8	7	1	500 200
Salem	1	1	915	229	40	82	121	82	1	15	590	12	Free.	1008 68	409 24	292 08	.....	1800 00	6	1	5	.....
Upper Alloway's Creek	10	10	991	201	340	100	156	90	19	10	926	10	2 25	2582 00	450 14	310 85	600 00	2942 90	12	7	5	350 200
Upper Penn's Neck	11	5	958	60	148	250	330	50	20	10	858	6	2 25	600 00	435 22	306 44	175 00	1516 46	7	5	2	350 200
Upper Pilesgrove	8	4	662	.....	130	183	221	.....	27	2	562	5	2 37	600 00	300 68	559 53	150 00	1610 21	16	11	5	370 250
	68	52	6999	638	1138	1930	1818	282	146	211	5987	81 1/2	1 60	7200 68	3255 42	2308 52	1075 00	13,879 62	97	61	36	366 226

PASSAIC.									
Population, 22,576.									
Acquanconk.....	7	8	923	306	30	.....	1	320	12
Manchester.....	4	4	230	40	31	34	.....	3	105
Paterson.....	1	15	471	878	519	407	3554	12	Free.
Pompton.....	7	6	579	75	128	30	15	274	6
Wayne.....	5	5	550	30	4	47	70	55	8
West Milford.....	11	11	930	188	108	95	80	471	8 1/2
	35	35	8483	1175	829	600	650	397	16
									137
RUSSDEN.									
Population, 22,989.									
Bryant.....	7	7	467	66	40	125	20	130	6
Frankford.....	11	11	623	101	27	135	90	.....	8
Greene.....	5	5	531	80	105	70	48	11	9 1/4
Hardstown.....	10	10	7	575	275	95	85	10	6
Lakewood.....	4	4	279	40	56	65	95	.....	250
Montague.....	8	8	371	25	50	75	88	42	300
Newton.....	12	15	1040	100	175	200	350	65	15
Sandytown.....	11	10	443	80	100	30	140	10	2
Sharta.....	9	9	729	66	96	100	120	20	360
Strawton.....	10	10	567	40	72	200	108	25	5
Yorbon.....	16	16	832	57	181	140	137	158	9
Walpack.....	5	5	285	100	290	.....	.....	.....	2
Waukege.....	21	21	1319	42	41	310	652	.....	11
	129	128	7864	525	1064	2040	1720	808	150
									54
WARREN.									
Population, 22,358.									
Beldere.....	1	1	290	250	65	200	.....	.....	250
Blairstown.....	8	8	505	164	65	200	.....	16	4
Franklin.....	7	7	541	35	205	107	62	75	1
Freelinghysen.....	11	11	450	100	300	.....	.....	400	9
Greenwich.....	12	12	870	450	.....	.....	.....	30	2
Hacketts Cove.....	1	1	311	100	80	65	50	.....	205
Hackett.....	3	3	284	59	70	120	.....	10	265
Hartney.....	8	8	433	115	100	127	.....	8	1
Hope.....	11	11	594	310	120	120	40	.....	3
Independence.....	10	10	594	60	120	110	90	.....	1
Knowlton.....	10	10	497	100	200	285	200	.....	3
Mansfield.....	6	6	523	290	.....	50	90	.....	3
Oxford.....	7	7	701	65	117	65	73	30	372
Publicquarry.....	4	4	104	27	40	90	15	.....	2
Phillipsburg.....	5	5	865	215	225	230	120	50	7
Washington.....	5	4	603	136	91	47	25	13	.....
	100	108	8255	1530	1999	1681	1091	516	116
									21

† Taken from last report.

COUNTIES AND TOWNSHIPS.	Whole number of districts in the township.	Number from which reports have been received.	Number of schools in the township.	Number of children residing in the township between the ages of five and eighteen years.	Number who have attended one year, allowance being made for vacations, month, but less than twelve.	Number who have attended six months, but less than nine.	Number who have attended three months, but less than six.	Number who have attended a less period than three months.	Number over the age of eighteen years who have attended school.	Number of colored children taught.	Whole number of children who have attended school.	Average number of months schools have been kept open.	Terms of tuition per quarter.	Amount of money raised by tax for support of schools.	Amount received from the State.	Amount received from other sources specified in the returns.	Amount raised in addition for building, repairing, and furnishing school houses.	Total amount raised and appropriated to school purposes.	Number of teachers.	Male.	Female.	Salary of Teachers per year.
OCEAN.																						
Population, 10,032.																						
Brick.....	6	5	6	635	55	267	85	.....	11	3	418	.....	2 00	300 00	253 20	93 19	.....	646 39	9	6	3	320 200
Dover	12	8	11	1026	95 92	222	302	45	5	5	771	6	1 75	600 00	420 00	781 75	200 00	4002 41	17	11	6	.....
Jackson.....	7	7	6	635	77	130	25	92	.....	.....	324	5	2 00	300 00	337 70	.....	.....	637 70	6	5	1	300
Plumstead.....	5	5	5	595	80	190	85	42	2	1	399	10	2 00	700 00	236 51	246 12	200 00	1382 63	5	5	.....	320
Stafford.....	5	3	5	458	90 76	87	106	47	.....	.....	406	10½	2 00	400 00	291 06	.....	.....	691 06	6	4	2	.....
Union†	6	4	6	748	55 50	130	175	.....	.....	.....	410	7	1 25	600 00	400 00	.....	.....	1005 00	6	5	1	325 250
	41	32	39	4097	430	1036	778	226	18	20	2728	85½	1 83	2900 00	1945 15	1121 06	403 00	6566 19	49	36	13	316 223

† Taken from last report.

Exhibiting the result in the several Counties of the State of New Jersey, for the Year ending December 15th, 1856.

COUNTIES. Population, 489,553.	Number of townships in the county.													Number that have made reports to the township.		Number that have made reports to the town superintendent.		Number of schools in the township.		Number of children residing in the township between the age of five and eighteen years.		Number of children that have attended school one year, allowance being made for usual vacations.		Number who have attended nine months, but less than twelve.		Number who have attended six months, but less than nine.		Number who have attended three months, but less than six.		Number who have attended a less period than three months.		Number over the age of eighteen years who have attended school.		Number of colored children taught.		Whole number of children who have attended school.		Average number of months schools have been kept open.		Terms of tuition per quarter.		Amount of money raised by tax for the support of schools.		Amount received from the State.		Amount received in the returns specified in the returns.		Amount raised in addition, for building, repairing and furnishing school houses.		Total amount raised and appropriated to school purposes.		Number of teachers employed in the township.		Male.		Female.		Salary of Teachers per year.
	6	9	17	14	12	11	10	8	7	6	5	4	3	2	1	115	1108	379	75	52	.....	1,864	5 1/2	22	25	\$2,593 00	\$1,300 37	\$5,29 93	.....	\$4,483 30	23	24	8	13	225	282																				
Atlantic	6	9	56	56	53	51	50	48	46	44	42	40	38	36	34	1026	1168	641	321	30	74	3,081	10 1/2	2	65	6,221 00	2,384 06	1,164 71	.....	\$4,487 56	52	39	13	340	405	582																					
Bergen	9	8	59	59	56	53	51	49	47	45	43	41	39	37	35	1036	1200	654	326	31	77	3,187	10 1/2	2	65	6,221 00	2,384 06	1,164 71	.....	\$4,487 56	52	39	13	340	405	582																					
Burlington	17	14	124	118	138	137	136	135	134	133	132	131	130	129	128	1280	1283	1280	1280	218	204	6,711	9 1/4	1	54	17,422 78	7,674 94	4,187 50	.....	34,400 28	172	79	93	405	465	582																					
Camden	9	9	56	50	47	46	45	44	43	42	41	40	39	38	37	976	1239	1862	858	70	294	11,210	9 1/4	2	54	20,621 53	4,864 15	4,187 50	.....	30,399 17	75	32	46	341	237	582																					
Cape May	5	5	26	27	26	25	24	23	22	21	20	19	18	17	16	397	920	516	242	37	51	6,224	7	2	50	5,224 00	1,043 74	604 86	.....	7,104 81	28	22	6	394	212	582																					
Cumberland	10	9	68	58	70	67	66	65	64	63	62	61	60	59	58	871	1281	1405	448	31	211	5,205	8 1/2	1	33	11,520 00	2,763 38	2,206 57	.....	16,548 95	108	51	47	357	184	582																					
Essex	14	14	82	78	119	119	118	117	116	115	114	113	112	111	110	2,236	2949	4822	3550	310	252	17,714	10	8	87	53,002 19	12,263 97	11,573 61	.....	102,230 54	195	77	118	291	330	582																					
Gloucester	6	6	55	53	53	52	51	50	49	48	47	46	45	44	43	1,239	995	845	271	45	57	4,134	8	2	50	5,301 00	2,583 76	1,400 65	.....	43,266 26	57	18	38	382	230	582																					
Hudson	6	4	20	10	16	19	18	17	16	15	14	13	12	11	10	602	674	1393	413	.....	68	4,098	11 1/2	1	50	17,400 00	2,257 20	439 06	.....	22,930 00	135	94	41	326	208	582																				
Hunterdon	14	12	121	96	122	98	97	96	95	94	93	92	91	90	89	1545	1552	1733	504	64	82	7,526	8	2	33	16,816 71	4,435 31	1,016 67	.....	34,363 83	66	36	30	405	258	582																					
Mercer	8	8	55	52	78	93	93	92	91	90	89	88	87	86	85	612	709	1345	238	89	235	5,631	10	1	33	22,198 14	4,886 42	804 36	.....	28,062 92	99	53	46	453	253	582																					
Middlesex	7	7	78	74	81	81	80	79	78	77	76	75	74	73	72	1,300	1306	1174	432	100	224	7,887	9 1/2	1	45	24,028 55	5,313 05	3,226 36	.....	34,134 06	129	82	47	380	268	582																					
Monmouth	12	12	108	108	116	116	115	114	113	112	111	110	109	108	107	1374	2055	1350	626	100	224	7,887	9 1/2	1	45	24,028 55	5,313 05	3,226 36	.....	34,134 06	129	82	47	380	268	582																					
Morris	11	10	108	108	112	112	111	110	109	108	107	106	105	104	103	1,609	1946	1388	655	56	79	6,817	8 1/2	1	83	13,513 44	5,340 35	4,418 38	.....	27,657 15	157	94	63	331	268	582																					
Ocean	6	5	41	32	39	40	39	38	37	36	35	34	33	32	31	1,030	1036	778	226	18	20	2,728	7 1/2	1	83	2,900 00	1,345 13	1,121 06	.....	6,366 19	49	36	13	316	223	582																					
Passaic	6	4	35	35	39	39	38	37	36	35	34	33	32	31	30	829	600	630	397	16	137	4,947	9 1/4	1	77	12,700 00	3,975 58	776 00	.....	18,526 00	76	38	43	419	252	582																					
Salem	10	9	68	52	72	62	61	60	59	58	57	56	55	54	53	1178	1936	1818	282	146	211	5,978	8 1/2	1	60	7,200 68	3,235 47	2,308 52	.....	13,579 62	97	61	36	364	226	582																					
Somerset	8	7	72	72	75	69	68	67	66	65	64	63	62	61	60	1132	1278	979	416	37	127	4,814	9	1	82	10,768 00	3,478 06	2,451 72	.....	19,675 08	145	105	40	355	267	582																					
Sussex	13	10	129	128	122	122	121	120	119	118	117	116	115	114	113	1,034	2040	1726	808	159	54	6,322	7 3/4	1	89	8,002 00	5,289 61	1,739 47	.....	16,075 08	145	105	40	355	267	582																					
Warren	10	13	109	108	120	120	119	118	117	116	115	114	113	112	111	1,990	1681	1001	516	116	21	6,933	9	1	60	12,271 75	3,884 08	2,027 29	.....	19,818 85	130	87	43	311	277	582																					
	193	170	1446	1347	1562	176,350	28,713	23,837	30,452	27,706	12,486	1641	2788	125,035	9	51	70	279,988	79	\$84,323	50	\$44,904	77	\$103,021	12	\$51,248	24	1942	1125	817	\$361	\$230																										

APPENDIX.

EXTRACTS FROM REPORTS OF TOWNSHIP SUPERINTENDENTS.

ATLANTIC COUNTY.

EGG HARBOR TOWNSHIP.

All of the teachers are licensed according to law. Free schools have been kept some part of the year in all of the districts. No teacher should be entitled, according to law, to receive any of the public money unless he filed with the town superintendent a copy of the register of his school, so as to enable the superintendent to make a correct report.

DAVID LAKE,

Town Superintendent.

Egg Harbor, Dec. 15, 1856.

GALLOWAY.

I herewith transmit you the annual report of the state of schools in our township, and which is in some measure imperfect, owing to the fact that trustees and teachers are careless in their duties in sending in their reports in time, while some make no report at all.

I think if the tables could be so arranged as to show the condition of the schools in each district, it would at least give credit to whom credit is due, and perhaps excite a spirit of emulation in the districts.

In one district in this township, (No. 5) a school has been kept up for the last three years constantly with a teacher whose average salary has been four hundred and seventy-five dollars, and during half of that time two schools have been open, a school open more than six months in all that time.

The state of our schools is so bad that I have nothing encouraging for the public eye. We raise nothing for schools in the township, and you say that it does not become our duty to visit other than public schools, of which there is not one in the township.

D. S. BLACKMAN,
Town Superintendent.

HAMILTON.

Enlosed I send the report of schools in this township which are as near correct as I can learn. The teachers or trustees not having made a report to me from any district.

There is but little change this year. Some districts have had but little school, as they will not continue longer than the public pays. Examiners have been appointed according to law, and the teachers all regularly licensed.

CHAS. E. P. MAYHEW,
Town Superintendent.

BERGEN COUNTY.

FRANKLIN TOWNSHIP.

The subject of education is claiming unusual attention from the American people. Legislatures are enacting laws and appropriating money for its promotion, and the eloquence of the land is enlisting in advocacy of its claims. Man is the subject of it. He is a compound being; composed of a soul and body. Thus capacitated, he was evidently designed by the Creator to answer some important end in the scale of being. By comparing him with the other parts of animate creation, we shall find that his superiority does not consist so much in his physical capacity or powers, as in his mental endowments. Hence the remark of a celebrated poet:

“ I would be measured by my soul,
The mind’s the standard of the man.”

We are to regard the soul as superior to the body in value.— It outweighs all riches. To redeem it, the Son of God came down to earth, and gave up his life in sacrifice. To save it the Supreme Being employs His word and human instrumentalities. Here are facts to be kept in view in our system of education. To aim merely at mental development, to the neglect of the soul, is wrong; it brings upon us the charge of making the superior subordinate to the inferior interest. The proper regulation of the heart is important, and this can only be secured by a unity of science and religion in the education of our children. This connection was established by our forefathers in running up their churches and school houses side by side. A sanctified literature is not only the safeguard of the church, but also the preserver of a nation’s rights. We will merely glance here at some of the advantages of such a system of education over all others.

1st. To the children themselves. I do not believe that the young mind, as some affirm, is on a balance, equally prone to

good and evil. Nor that it is like a blank sheet of paper, stainless. The tide of corruption, on the contrary, begins to flow in the vigor of childhood and youth. Hence the poetic effusion :

“Conceived in sin, oh ! wretched state,
 Soon as we draw our breath,
 The first young pulse begins to beat
 Depravity and death.”

It is of the utmost importance that our children be early taught the difference between the true and false. How many are found to grow up, through neglect here, the mere vassals of other people's opinions. They run with the multitude, right or wrong, without regarding consequences. Who does not regard such men as unfit to fill any station of honor or trust in the gift of the people ? Who would wish such citizens to be multiplied ? Let us then, while training the young and rising generation in the sciences and fine arts, see to it that the mind and heart be, at the same time, properly impressed with the fear of God, which will prepare them for independent thought and action.

2d. Let us look at the importance of blending science and religion in the education of our children, in its bearings upon the family circle.

“A wise son,” says Solomon, “maketh a glad father ; but a foolish son is the heaviness of his mother.” How many parents have seen their fondest hopes blasted with regard to their children, as the result of neglect here. The mind was educated, while the heart was neglected. Witness, on the contrary, the youth whose mind and heart have been educated together, and how different the issue. He is a dutiful child—loves his parents—is respected in society, and almost adored at home. What father would not wish to have such children to encircle his fireside while living to close his dying eyes, and weep over his ashes when dead ?

3d. There is a great benefit, from this method of educating youth, resulting to community at large.

If the benign influence of science and religion combined, be brought to bear upon the minds and hearts of our children, the most happy results must ensue. This purifies and refines. It gives a proper tone to the manners, customs and habits, and pours a new current of feeling through all ranks of society.—The fact is, knowledge, purified, refined, is the attribute of God himself; but unrefined, with the strength of angels, may be tainted with all the wickedness of demons. Our children should be permitted to drink deep at the fountain of science; but their education must be blended with the principles of religion, or it will be but earthly, it will want the stamp of heaven upon it.

4th. Our liberties, both civil and religious, demand that our children be educated in science and religion combined.

They can only be preserved in this way. By observing this duty, a broad foundation is laid for the preservation and future glory of our union—neglect this and all is lost. This is to be regarded as the corner-stone in our temple of liberty; knock it away, and the beautiful fabric of our freedom will fall, and the ears of surrounding nations will be stunned with the crash of its dissolution. We will illustrate with an example. The Jewish nation divorced religion from her school of literature and science, and what was the result? They became a nation of infidels. Her people abandoned the faith of their Father, profaned their temples, and wrote blasphemy upon the very altars of God. As the result, she has fallen, her glory has departed, and her people are scattered, a mock and by-word among the nations. It is the legitimate tendency of unsanctified literature to degrade and enslave. Such has been the case among other nations, and like causes we know produce like results. Let the arts and sciences, on the contrary, sanctified by the spirit of religion, be studiously pursued by the children and youth of our country, and this nation will yet become to

other nations what the heart is to the human body, or the sun to the solar system. It will become the eye of the world—the glory of all the lands.

BARNABAS V. COLLINS,

Town Superintendent.

HACKENSACK.

We have not been without county examiners since the enactment of the law requiring their appointment. In two districts, free schools have been maintained; and one of these, organised by a special act of the legislature, raises five hundred dollars annually by local tax, which is in addition to the sum named in my report as having been raised by town tax for the support of schools.

All the schools in the township are now open and in the charge of teachers fully competent. They are prosperous and very respectable; and, I think, will favorably compare with the schools in contiguous townships.

School registers were supplied to every school early last spring. They furnish reliable statistics, and prove that a larger number of children attend school than was before supposed.—It will be seen that there are eleven hundred and sixty-four children of legal age in the township, and that eight hundred and fifty-one have attended school; but to arrive to a more perfect result, from the eleven hundred and sixty-four must be deducted the number of children residing in three parts of districts, whose school-houses are located in other townships, viz: eighty-one. So that it appears that but two hundred and twelve have not been to school the past year, instead of three hundred and thirteen, as the reports would indicate. It is probable that a large majority of the two hundred and twelve are youths from sixteen to eighteen years of age—an age at which they generally graduate.

The following figures will exhibit the number who have attended within the year, and their respective ages : four years, five scholars ; five, thirty-nine ; six, eighty-eight ; seven, sixty-six ; eight, one hundred and five ; nine, eighty-six ; ten, ninety-nine ; eleven, ninety-seven ; twelve, ninety-four ; thirteen, fifty ; fourteen, fifty-four ; fifteen, twenty-six ; sixteen, eighteen ; seventeen, five ; eighteen, three ; no age given, sixteen.

It appears that only twenty-six of the children of the township, between the ages of sixteen and eighteen years, have attended school ; and no possible combination, embracing those ages, excluding sixteen, seventeen and eighteen, will show a less number than one hundred and fifteen. The manifest disproportion only proves that very few indeed of our resident children or youths go to school, who are sixteen years old and upwards.

Since it is generally allowed that school registers are becoming important auxiliaries to public education, it may not be improper to attempt to describe those now used in the schools of this township.

There are two for each school. The first is a register of attendance. The left page is divided into two columns. In the first is written the names of the parents, and in the second, those of the children. The right page has fifteen red lines running from top to bottom, and crossing at right-angles the blue lines, and are about five-sixteenths of an inch apart. On the extreme right of the same page is reserved a margin of two inches. In the first space on the left, and opposite to his name, is written the age of the pupil. The next succeeding twelve spaces are designed to correspond with the number of weeks in a quarter. The method of noting attendance is to draw a line across the top of the space, expressing the week, which notes that the pupil attended school on Monday. A line drawn downwards, and making the second side of the square, answers

for Tuesday; the third side of the square for Wednesday, and the completion of the square for Thursday. A diagonal line through the square represents Friday. A half days' attendance is expressed by half a line. In like manner the second space is filled; then the third, and so on to the twelfth. In the thirteenth space is set down the sum of the days of the pupil's attendance for the quarter; and in the margin, any remark the teacher may deem it proper to make, with reference to the cause of the detention of the pupil at home, his sickness, temporary absence, or removal from the district. A register of the description given, will suffice for a number of years.

The second register is intended for a daily record of the pupil's attainment in his class or classes; and, being larger than the other, is more expensive. On each page, thirty-two perpendicular red lines appear, leaving spaces of only one-fourth of an inch in width each, and crossing blue lines equally distant apart, viz: one-fourth of an inch. On the left of each page sufficient room is reserved to write the pupils name. The last space on the right of the left page, and the last two on the right of the right page, are of double the width of the others, and margins remain on the extreme right of each page. The sixty spaces correspond with the number of days in the quarter. In the first, at the left, and opposite to the pupil's name, is noted his attainment for the first day, in a particular class. In the second, that of the second day, and so onward to the thirtieth space or day, when in the next and wider space, on the same page, the aggregate of his credits are noted. On the left of the right hand page the pupil's name is again written, to obviate the necessity of tracing back the line to the left of the first page to find it, when entries are being made on the second or right hand page. When the quarter is completed, then, in the space next succeeding the last day's notation of credit, the aggregate of credits attained is noted; in the next, those attainable, and, in the margin, his deficiency.

The figures adopted to represent the highest degree of attainment or perfect recitation, is 3; that of medium or fair, 2; of imperfect, 1; failure, 0. The teacher, however, takes the liberty of noting shades of difference by using the fractions, thus: $1\frac{1}{3}$ or $1\frac{2}{3}$, or $2\frac{1}{3}$ or $2\frac{2}{3}$.

These registers are always open to the inspection of trustees and visitors.

Many of the teachers transmit to parents, quarterly, an abstract from the register, showing the proficiency of the child in the several branches, his delinquency, the number of days he was absent, and the number of lessons he lost in consequence of his absence.

The registers were prepared by A. S. Barnes & Co., New York, who retained a copy of each for samples, and any one desirous of inspecting them, can do so by calling on those publishers.

A township association of teachers has been organized in this township, and so far has been eminently successful in promoting its objects; which are, briefly, to institute a friendly intercourse among themselves; to elevate the employment of the teacher to a profession; to awaken a more lively interest in the cause of popular education, and to stimulate to increased exertions in its behalf; to convert the several experiences of the members to a common stock, and to increase the same at every meeting; to give practical exhibitions of the various modes of teaching, and to discuss their several merits, with a view to adopt the best; to induce parents to attend and witness their proceedings, &c. It has been my good fortune to attend nearly all their meetings, and I do not hesitate to say, most frankly, that if they continue to be conducted in the same spirit that originated and still sustains them, they will not only become objects of new and pleasing interest, but command all the attention and approbation they richly merit.

It has been remarked that the education received at our public schools is so limited and imperfect as to discourage the parent disposed to be liberal to his child. In looking for the cause of the discouragement, it has been attributed (erroneously I think) to the incompetency and too frequent change of teachers. It is admitted that the reason last assigned is plausible and sound; but not of sufficient weight to prevent us from looking for further reasons. The question is easily solved when we consider the very irregular attendance of pupils and the early age at which they graduate. It is the general complaint of teachers that the irregularity of attendance operates against themselves and their pupils. The former suffer a reproach that should be charged to the latter or to their parents, whose culpable indifference is only equalled by their readiness to impute to others their own short comings. It is hoped that the plan adopted by the teachers of sending to the parents quarterly reports, showing their delinquency, will tend to correct the evil now so prevalent.

The early age at which pupils graduate is to be regretted for the sake of both teacher and scholar. The custom annoys and greatly discourages the good teacher. Being constantly surrounded by small children, he has no opportunity to display his talent in the higher branches of education. His ambition is paralysed, and why should we wonder if, remaining where he is, he become indifferent, insensible!

It is an unfortunate change in the pupil's life, that when he is beginning to take an interest in his studies, to see their advantages and uses, and to devote his awakened intellect to the accumulation of useful knowledge, then to turn aside from his engagements and attempt some pursuit which cannot be successfully followed, for the simple reason that he discarded his books and commenced his career of life, both too soon. It will be an even chance for him to become one of those who *finish* their education on leaving the school room, or of such

as then only *commenced* their education, because then they acquired the desire of knowledge and the habit of seeking it.

JOHN VAN BRUNT,
Town Superintendent.

HARRINGTON TOWNSHIP.

In this township there appears to be much interest manifested in the cause of education. We number five districts, three of which are supplied with new school houses, whilst in the other two they are engaged in erecting buildings for that purpose. In a few months all the districts will be supplied with new and commodious buildings, in which the teacher will be the better able to discharge all the duties which are involved upon him. The schools are supplied with teachers well qualified to discharge their duties and elevate the character and standing of their respective schools. They all possess certificates of scholarship and moral character, obtained from the board of county examiners. The schools have been kept open during the whole year, allowance being made for usual vacations. The teachers, five in number, are all males, with a salary of \$380 per year on an average. Not any of the schools are entirely free, the tuition being from 50 cents to \$1.50 per quarter on each child attending school.

C. TANNER,
Town Superintendent.

NEW BARBADOES.

In accordance with the suggestions of the State Superintendent, I accompany the statistical report with the following remarks :

An efficient system of inspection continued for several years, has no doubt done much to elevate the character of the schools in this township. The system of instruction pursued

in our best schools is highly commendable, whilst the order is generally good, corporeal punishment being but slightly used.

The books used are the New Testament in several of the schools, McGuffie's and Saunders' series, Town's and Hazen's Definers, Ray's, Willett's and Greenleaf's Arithmetics, Smith's, Moses' and Cornell's Geographies, Smith's, Pinner's and Kirkham's Grammars, Colburn's and Stoddard's Intellectual Arithmetic, Marsh's Book-keeping, Mrs. Willard's History of the United States, Ray's and Perkin's Algebra, Davies' Geometry and Comstock's Physiology.

In addition to the studies indicated above, composition, declamation and singing constitute part of the exercises in some of the schools.

All the districts are supplied with school houses except one, which lost its house by fire, in the beginning of last winter, and is now supplying the loss with a new house, about thirty by twenty feet in size; four hundred dollars being appropriated for site and building. The two school houses in the village of Hackensack are of brick, one of them having a small recitation room; each of the other houses are of wood, and have one room only. The houses are all in good repair, a majority of them being furnished with large maps, blackboards and globes. One district has purchased a library for its use, to which it is proposed to make annual additions. Each of the houses has a play ground attached.

The town superintendent has visited each of the schools twice, and will endeavor to visit each of them twice more before the close of his official term. Six of the schools have been visited, in connection with the superintendent, by some of the trustees and inhabitants of the several districts. In the village of Hackensack the visitation books show forty or fifty visits made to each per quarter.

Most of our schools are an honor to the district and to the township, whilst there are some exceptions where want of

spirit on the part of the teacher manifests itself throughout the school.

For several years past \$2.00 per scholar has been raised by the township, for the public schools; this sum, in connection with the State appropriation and the interest of the surplus revenue, pays a large per centage of the cost of tuition, though it is not sufficient to make the schools entirely free.

Irregularity of attendance is the chief hindrance to the advancement of the cause of Education in this township, and the chief cause of complaint on the part of the teachers. This is much to be regretted; as with schools conveniently located, only about one-half of the children in each district, of school age, are found in attendance at one time, and several of these attend quite irregularly.

In conclusion, the town superintendent would suggest that the State Superintendent recommend the purchase of a uniform set of registers, for the schools of each township, thus enabling each superintendent readily to collect the statistical information called for.

The following books, in addition to those enumerated, are used in District School No. 1:

- On Geometry and Trigonmotry, Euclid, Davies',
- “ Astronomy, Mattison's.
- “ Exercises on the Globes, Keith's and McIntyre's.
- “ Navigation, Davies'.
- “ Chemistry, Phelps',
- “ Natural Philosophy, Comstock's.
- “ Synonyms, Crabb's.
- “ English Composition, Parker's.
- “ Drawing, Coe's.
- “ Analysis, McElligott's.
- “ Dictionary, Webster's.
- “ Book-keeping, Palmer's and Bennett's.
- “ Writing, Payson and Dunton's Series.
- “ Black-board Exercises, Farrar's.

Under the head "Amount received from other sources, besides the State and township," I have not included \$183.38, received from my predecessor in office, said sum having been apportioned among the districts, but not drawn out of the hands of the town superintendent.

All which is respectfully submitted.

ISAAC HAMILTON,
Town Superintendent.

WASHINGTON.

I have nothing new to offer to my last year's remarks relative to the condition of the schools in this township. The surplus interest (as usual) has been applied for school purposes, which you will perceive stands in the column specifying the amount received from other sources. The inhabitants of District No. 2, Washingtonville, and District No. 3, Pascack, have had free schools for one term of three months' each. For further information consult the blank from which I have filled up to the best of my ability. All of which I respectfully submit.

JOHN BORTICK.
Superintendent.

BURLINGTON COUNTY.

BORDENTOWN.

However they may be regarded, it is nevertheless clear that there are fixed principles in government as well as in science. No master nor guardian has a right to send forth on the community his apprentice or ward physically disabled by his own neglect and oppression.

From the common sympathies of our nature, as well as from the innate perceptions of justice, it would be difficult to measure the extent of reprehension which such conduct would receive at the hands of an intelligent and justly offended community. For it would be inflicting personal and social misery—misery perhaps with no alleviation, with no reparation, but increasing during the whole existence of the helpless sufferer. Not only to himself but to others such an individual would be a burden; and therefore in such a case condemnation might and ought to be universal. But is there no injury but physical? Is there no intellectual and moral? What is man without intellect? What without morals? What but a vessel at any moment prepared for destruction? A man may suffer physical injury and yet eventually be safe, but to be ruined in mind and morals, the loss is inconceivable and irreparable.—Without the aid of art, the noblest gem may be imbedded and concealed forever.

And hence parental duty has but just commenced its high career, when it has only trained the physical powers of the rising generation. We all know the difference between the educated and the uneducated family. An ancient philosopher once said the difference between an educated and an uneducated individual was that between the living and the dead. If this be true, no state, no government has discharged its duty till it has made ample provisions for the training and education of all its children. Its wealth, security, prosperity and glory demand it. A nation cannot rise to distinction under the leaden sceptre of ignorance. The citizen, the soldier, the statesman must have qualifications, if the true dignity and welfare of the nation be regarded, for no nation of antiquity ever rose to eminence that neglected the training of its youth; but where this was properly regarded, corresponding beneficial results were sure to follow. The Jewish commonwealth never shone with brighter splendor than when all its youth were carefully instructed in all the arts and the great principles of its government. And what has rendered Greece so illustrious as

her love of letters? And at what period, was the ascension of the Roman eagle ever prouder than when the nation could say it had not a soldier who could not execute the duties of the commander. More than two centuries ago our New England fathers founded the common school system. Every fifty families was to sustain a common school, and every one hundred an academy. Was this legislation wise or unwise? let the glory of the past and the present answer. We feel its genial influence, and our state is making provisions to meet the wants of her children. Much good has already been accomplished, for many have now attained that through which they will obtain more, who otherwise would have been left in a state of ignorance and obscurity. During the year that is past there has been a pleasing advance in the regularity of attendance; the instruction, it is believed, has been more thorough and systematic; order and harmony have prevailed in the schools, which no doubt are mainly to be attributed to the energy, fidelity, and ability of the principal, associated with others who are also faithful, laborious and experienced in their calling.

Were the appropriations still more bountiful, the number of text books could be increased and a library and philosophical apparatus added, which in every school house would do much to awaken inquiry and increase the general intelligence.—While there are appropriations for raising qualified teachers, cannot one be secured for this object? And the question perhaps is often asked, cannot the present school act be so amended as in its operations it may not be partial but general, giving to every district of suitable dimensions a free school throughout the state? As it now is there may be a free school in one district, and in another, the adjacent, not free. May not this disparity produce other inequalities not desirable?

Yours truly and very respectfully,

A. SCOVEL,
Town Superintendent.

BURLINGTON TOWNSHIP.

In addition to the summary report of the state of public schools, I herewith present a tabular detailed account of each of said schools within this township. By reference to the latter, it will be noticed that the average attendance throughout the year in the first, third and fourth, or country districts, is proportionably less than in the city school. In the present instance the alterations in one school building, and the difficulty of obtaining a suitable teacher to take the charge in another district, may be given as an adequate reason. It is too often the case, however, that in the country many children are kept at home, when by extra exertion on the part of their parents, they would not be deprived of the opportunity of education. It may also be remarked that many of the latter, (and the evil is not by any means confined exclusively to farmers,) will not supply their children with such suitable books as their progress in learning requires, or those that are recommended by the teacher. They are just as much the tools by the use of which the young mind is to be trained and educated, and are fully as necessary too, as the plane, the hammer and the saw are to the carpenter, or the forge and anvil to the smith. The policy that would content itself by granting the least possible number of books, to the boy or girl at school is short-sighted indeed, and when we consider their moderate cost compared with their prices but a short time since, it would seem that in some parts, the unwillingness to provide school books had kept pace with the decreasing expense.

It would be well if the trustees of our public schools were more awake to a proper sense of their responsibilities than some of them now are. Several do not even comply with the requisitions of the law, and thus gradually lose their interest in this important subject. Whether those in the country districts have fulfilled their obligations in this respect has not been reported; but from the remark of a teacher that "she

had got above the trustees." one would infer that their visits, or at least their influence in that school were at an end. If the same state of things exists to any extent in other parts of our state, ought not this want of agreement between the trustees and the teacher to claim the attention of town superintendents, who should induce the former to accompany them whenever they inspect the condition of the schools.

A copy of "Webster's unabridged dictionary," appropriated last year for the use of common schools, has been placed in each one of this township (nine in number) with the name of the school and the notice of said appropriation inserted therein. Inquiry is made by the trustees from time to time for the promised copies of the "Geographical Gazetteer," the possession of which is much desired by the respective teachers. I would ask whether it would not be proper to propose to the legislature that the next yearly appropriation be made for some standard work of general information in art, science and manufacture, some similar, yet more adapted to the young mind than "Ure's Dictionary." In the course of study or reading, terms not familiar to the pupil or even the teacher frequently occur, and when the means of solving the difficulty are not at hand, the word or subject is soon forgotten. A well selected book would, in the hands of an able instructor, add much interest to school recitations, and awaken useful reflection. The English Dictionary, the Gazetteer, and Dictionary of Useful Knowledge might then be the commencement of a valuable set of reference books.

Within the past year, a printed form of a certificate of approbation for such pupils as deserve it, has been lately introduced into four of the schools in this township, the effect of which yet remains to be seen. The stimulus of reward has been often tried in various ways, and is as often found (when impartially bestowed) to be an effectual aid in enforcing discipline, and exciting a healthy spirit of emulation. We may instance the city of New York, wherein for some years past such

certificates have been awarded monthly to the meritorious scholars, who on obtaining them for six consecutive months are entitled to receive a higher testimonial, which is much prized, and is afterwards referred to as a recommendation for industry and integrity of character. I would take the liberty to suggest that the legislature make an appropriation for the expense of having a suitable form of certificate handsomely engraved, and a printed copy thereof mailed to every teacher of public schools within the state. If sold at a price but little exceeding the cost of paper and printing, they might be extensively introduced, and town superintendents and trustees should, if they approve of the plan, see that a proper use be made of them. If but a very small part of the state school fund, payable next year, were devoted to this object, a publisher might be found willing to carry out the design, upon being secured from any possible loss upon the issue of a few thousand copies.

The neglected appearance and inconvenient arrangement of some of our country school-houses is such as to induce me to venture another suggestion, viz: that superintendents or trustees of public schools be furnished at an early period, with some approved pamphlet or book upon school architecture.— This should give engraved representations of ground, plans and elevation of buildings, together with the approximate cost, and such detailed information as would be of use to the builder. The subject of heating and of ventilation, so much neglected, should also be treated of, together with other matters pertaining to the efficient working of the common school system.

JOHN COLLINS,
Town Superintendent.

CHESTER.

Accompanying this report you will please find the statistics of the schools in the township under their proper head. Since my last annual report I have set off a new district from

district number three, making the access of children residing in the remote ends of the district, much more convenient; with that exception the schools generally are in much the same state as last year. In the new district set off, a new school-house has been erected by the liberality of the friends of education, very nearly finished, pleasantly located, and in every way comfortable, and a competent teacher employed, and the expense to the district will be trifling upon its cost. I think there seems to be an increasing interest manifested in the cause of education in this township. [The only general complaint made is the want of sufficient funds to enable the trustees to employ the most competent teachers, and to keep all the schools open throughout the year.] Much has been done in this township for the promotion of education; but we need the assistance of the state to make our schools free, and open the path of intellectual knowledge to all our sons and daughters. The law authorising the townships and incorporated districts to impose taxes upon the inhabitants for the support of free schools does not meet with much approval in this township. All the schools in the township have been visited and the teachers licensed; no county examiners appointed. In the way of my closing remarks, I would say that the majority of the people are in favor of free schools, and we hope the time is not far distant when we shall have such. There are no free schools in the township.

WM. R. SHARP,

Town Superintendent.

EVESHAM.

Enclosed you will find the annual report of the town superintendent of Evesham township, Burlington county, New Jersey.

I have but little more to offer than the statistics of my report. Our school interests remain very much as last year. We have but one school that is free, that of colored children,

and open but a few months of the year. No county examiners appointed.

JOHN R. MURPHY,
Town Superintendent.

MANSFIELD.

In transmitting to you a report of the condition of the public schools in this township, I would remark that they are in about the same condition as last year; with but one or two exceptions, in very good order.

Our school houses are frame buildings and but one room, and with two exceptions belong to the district in which they are situated, and have pleasant play grounds attached.

There has been no county licensers appointed in this county, consequently myself and the trustees of the several districts have attended to that duty.

We raise funds sufficient, with the state fund, to pay three cents per day, for every scholar that attend school, which constitute free schools, but it is the prevailing opinion of the people with us, that the state fund should be sufficient of itself to pay the teachers salaries, which, I think, would avoid many difficulties and create a permanent and economical system of tuition.

The books in use are, for the most part, of modern productions and recent publications. I have visited all the schools several times during the year, examined the classes, &c., and find them in a progressive state, consulted with the teachers and trustees and many of the patrons of the various schools, all of whom seem desirous of having good schools, and them well attended; and I do say, that our scholars have improved rapidly within the last three years.

ALFRED CARTY,
Town Superintendent.

PEMBERTON.

I have but little to report than will be found in the tabular statement, (which I now enclose.) Permit me, however, to state that there is no material alteration, either in the condition or management of our schools, since my last report. We are, however, progressing, I think, with some improvement. We have but two schools which have been open twelve months, thereby leaving the tabular number from nine to twelve month, comparatively small; the others were open from eight to eleven months during the year. Four of the district free schools were kept open. In reference to the salary of teachers, seven of the districts pay a stipulated salary of fifty-six dollars per term or quarter. The other districts, the teachers take the schools at their own risk, at an average of three dollars per quarter, respectively, both male and female. All the rest of information necessary is mentioned in my former report. In conclusion, I will say the cause of education is gradually advancing with us, and I trust we shall ere long see it so advanced as to have good free schools kept open during, at least nine months of the year, in every district in the state, thus offering to every child the opportunity of acquiring a good English education.

STACY W. BUDD,
Town Superintendent.

SPRINGFIELD.

After having visited and several times requested both the teachers and trustees of the schools to forward their respective reports to me in the time specified by thee, the above is nearly verbatim of all the information that I have received or been able to gather. The many questions asked in thy circular, together with the various opinions and constructions placed upon them by the teachers and trustees, render it almost im-

possible to arrive at any definite conclusion of understanding as to what is really wanted.

Now it seems to me that the system might be greatly abridged, and so arranged as to be easily understood by nearly all; for instance, if each school teacher or its trustees were required, at a stated time, to furnish to the town superintendent a correct list of the number of pupils taught, the whole number of days taught within the year, together with their respective salaries, the amount of money and from what source received, it would in a great measure, answer the most essential part of the long list of interrogations now presented.

CLAYTON ZELLEY,

Town Superintendent.

WESTAMPTON.

In making up my report, I have endeavored to get it as near correct as possible. There being no books of record kept in any of the schools; and I not coming into office until March last. The teachers who taught last winter left no record of the number of children who attended, making it very difficult for me to get correct information respecting them. There are six male and two female teachers in this township of which one male and one female have charge of the schools in district number one, which are under the care of the religious society of Friends. The others are examined by the trustees and licensed according to law.

There has been no examiners appointed in this county. I think it would be of great advantage to the schools if the law in this respect was carried into effect.

There are two free schools, one in district number five, which is open twelve months in the year, one in district number seven, (which is composed of colored population) is kept open six months, spring, summer and fall.

WILLIAM R. WILLS,

Town Superintendent.

CAMDEN COUNTY.

WINSLOW TOWNSHIP.

In obedience to the desire of the State Superintendent, I transmit my annual report of the schools in Winslow township. The whole number of children between the ages of five and eighteen, is five hundred and ninety-eight. There are seven districts in the township, and there are only six in which schools are kept. I suppose the schools are kept open on an average about ten months in the year, and I would mention that it has been a practice for years past to raise at town-meeting one dollar and fifty cents a head for the children residing in said township, but at the last spring town-meeting it was thought proper to raise one dollar per head in addition to the above amount, and so carried that each voter pay one dollar in addition to his personal tax for the benefit of schools.

In your blank report you request the superintendents to make such remarks upon the present school system as they deem advisable, and in accordance with your request I give mine briefly. The schools in the township have been kept free part of the time, and part of the time pay, or part of the bills of the school-master had to be paid. Now how are we to come at the best remedy to make all schools free? I stop here, and leave it to good and wise men to say, as I am satisfied that upon education depends the prosperity and permanency of this Union. I trust the day is not far distant when the Legislature of our State, with the good advice of our State Superintendent, will give this subject that attention which its importance demands.

M. R. SIMMERMAN,
Superintendent.

GLOUCESTER TOWNSHIP.

I take the liberty to say that the state school funds are too limited—they are not requisite to the public wants. In this township it only amounts to forty-two cents per scholar. I think the Statê with all its resources, and the legislature, with all the wisdom of the four quarters of the State assembled, should devise some plan to secure more money to be appropriated for the benefit of education, or else abandon the subject altogether, and let the township manage it themselves.

JOSHUA SICKLER,
Town Superintendent.

NEWTON TOWNSHIP.

SIR—I have been delayed in rendering my report from the difficulty in getting the reports from the district trustees in proper season. The schools appear to be conducted efficiently, and the pupils are making good progress. By the inclosed tabular statement, you will perceive that out of one thousand and fifteen children in the township, six hundred and eighty-three have attended school a part of the year. In the first district we have seven schools, two public and five private.—In the public schools two female teachers at salaries of \$350 and \$240, and in the male school one male teacher at \$480 per year, in which schools one hundred and eighty children have been taught. In the private schools the price of tuition varies from \$2.50 to \$10 per quarter, averaging about \$4 per quarter. In the fifth and seven districts there are no school houses, and the children have been sent to private schools. In the fifth, not more than thirty out of two hundred and sixty have attended any school. In the fifth, however, they are preparing for action. They have a large and commodious brick building nearly completed, two stories in height, with all t'

modern improvements, and will cost when done about \$4,000—the cost of which is principally raised by district tax.—When done they intend to collect all their children, and have them under instruction.

I perceive by the census returns of 1855, a great discrepancy in regard to the number of children between the ages of five and eighteen years, and am informed that the same applies to many other townships. The assessors have made great errors, as our township has been carefully canvassed, and the name of every child with its proper age, and the names of parents, master, or guardian returned in full. I am not prepared to enter into any comparisons with former years, as I was only placed in this situation last spring. I shall, therefore, close with the report of the facts as they have come to my own knowledge.

J. L. ROWAND,
Town Superintendent.

CENTRE.

There are no county examiners for Camden County, and therefore the district trustees and town superintendent examine and license the teachers. All the schools have been kept free. None of the schools are kept open all of the year. Owing to the small number that will attend between the summer and winter sessions.

ZEBEDEE NICHOLSON,
Town Superintendent.

DELAWARE.

The present school law does not work to any advantage in our township. The money received from the State is but a

trifle, and how that little should be distributed to be the most useful, is exceedingly perplexing to many of the district trustees. Some are for retaining it, or suffering it to remain in the hands of the superintendent until a sum accumulates sufficient to sustain a free school for at least three months, which they might be able to have perhaps once in two years. Some say that in order to keep their school open, the child that attends school the greatest number of days during the year should receive the most benefit from the money—or, in other words, the child should be benefitted by the money in proportion to the number of days it attends school during the year. Others allow the child that goes to school twenty days in the year the same benefit of the money as the one that attends two hundred and fifty days; while many say that the money does no good any how, that it makes the state of things worse instead of better. Be that as it may, it is certain that in our township the schools are not as well attended, nor the teachers as well qualified as they were twenty years ago. We admit that it is no credit for us to write thus, but such too plainly appears to be the fact. At the time of our last report, we hoped that by this time we would be able to say better things concerning the state of our school affairs. We then expected our legislature would do something towards placing us on an equality with neighboring townships at its next session. The present law does not equalize advantages. The tax-payers as a body are opposed to having their property taxed to the extent of raising either three or two dollars per child of legal age in the township, for the purpose of sustaining free schools, while there is but little or nothing contributed by many who should have a deep interest in the cause. They think a moderate poll tax would assist in making a union of feeling in the matter:

J. HORNER,
Town Superintendent.

WATERFORD.

In transmitting my annual report I have but very little to say, further than I consider our schools in the district are in a good and thriving condition as we can ask or expect. We have five districts in the township, and are well supplied with good teachers. I have found by decreasing the number of districts we have larger and better schools; so consequently the greater the number of scholars, the better the teacher can be procured, and the consequence is the better the children are educated. The Township and State tax pays three-fourths of our school bills, and each trustee and teacher manifesting a laudable interest in the welfare of the children, which places us in a condition that is a credit to themselves, and a blessing to the children.

SAMUEL S. WILLS,
Town Superintendent.

CAMDEN CITY.

I send the report for the city of Camden, and would state that our schools are in a prosperous condition, although as you will notice a considerable number of the children of the city have not applied for admission during the year, some attending private schools, and many of the larger size among the poor not attending at all.

We have accumulated school property to the amount of some \$16,000, most of which is paid for.

Various propositions have been made respecting an increase of the efficiency of the board, mainly by adding to their number. However much this may be desired, these propositions are, I think, inadequate to the end, inasmuch as many of the members being men of business cannot lose the time necessary

to give them full satisfaction, and a much better plan, I conceive, would be to adopt the plan which our act of incorporation meditated, by appointing a superintendent with a moderate recompense attached, making the duties definite and obligatory.

S. BIRDSELL,
Town Superintendent.

CAPE MAY COUNTY.

DENNIS TOWNSHIP.

In making the annual report for the township of Dennis, no marked alteration in the condition or progress of the schools for some time past, can be observed. Nor can it be expected, under the present system of organization, with the difficulties to be encountered in obtaining suitable instructors, that much improvement can be anticipated; and it will be gratifying to those who take an interest in our public schools, to find that their condition hereafter shall favor a forward rather than a retrograde movement.

The old subject of complaint, the want of efficient and accomplished teachers, is one which no doubt has become irksome to the State Superintendent; yet no remedy (unless the State Normal School shall some day present one) has been advanced that would seem to be tenable, or supply this signal deficiency in public school system of the present day, in the State of New Jersey. This is the radical and undoubted cause of their slow and unprogressive course. And what avails the storing of our school-houses with dictionaries, lexicons and books containing all the improvements of the times, unless the teacher shall have brains enough to comprehend, and industry enough to make a proper application of them?

We likewise esteem it a degradation that we are compelled to send to other States for teachers; not always as a matter of necessity, however, as in point of education and acquirements, some of our native teachers are competent and deserving, and if they could only receive the impress of "foreign importation," or be dubbed with the cognomen of "Yankee," their accomplishments would be complete and satisfactory. I do not wish, however, to detract from the deserving qualifications of the larger proportion of the gentlemen from the Eastern States, who engage here in the avocation of teaching, as they mostly carry with them the fruits of the excellent system of schools, that have been perfect in most of those favored States.

It is said that "money is the sinews of war"—not so of public schools as a generality. No matter what amount of treasure is lavished upon them, they must languish and decline, unless they are nurtured and invigorated by the presence, and under the supervision of a master mind, to govern, guide and direct them in their multifarious operations; then will the acquisition of knowledge be easy and effectual, and our youth receive the advantages of a liberal and practical education, and our State the credit of perfecting and eliminating a system, which will stand as a monument of her liberality, and be acknowledged and admired as a precious boon in all time to come.

The accompanying report contains, as far as practicable, the information required by your instructions, and as they recommend my remarks should be brief, I therefore close them, although the subject is worthy their extension. I do not feel at liberty to recommend any alteration in the school laws, so long tested and well understood, fearful that any interference might compromise their efficiency, and render them less deserving the confidence of the people, than they at present command.

The freeholders of the county have appointed no county examiners for the present year. No report from the teachers of this township has been received, in obedience to the act of March thirteenth, eighteen hundred and fifty-six. As the form of a blank is contained in your present instructions, that duty will probably be attended to during the coming year. It would be well, however, for the State Superintendent to furnish blanks for that purpose.

You will perceive the first instalment from the State was one hundred and twenty-four dollars and forty-eight cents, and as the last payment, presumed to be the same, has not been received in full by the county collector, and no portion of it, or the quota of the interest of the surplus fund having come to my hands, I am unable to make any report thereof.

MAURICE BEESLEY,
Town Superintendent.

LOWER.

In addition to the statistical report, I would remark that there has not been that progress made in our public schools as the importance of the subject demands, from the fact that parents and trustees generally, do not manifest that interest they should in the education of the rising generation. They are, perhaps, sent to school three or four days in a week, and not supplied with suitable books; and I would remark, that unless a school is furnished with all the material necessary for the school-room, there will not be that improvement that is made where the schools are supplied with spelling, reading, and writing books, and that are requisite in a well managed school. I am well convinced if parents and trustees would visit the schools often, and see to them as they do to other things of not half the importance as the improvement of the mind, such visits to the schools might be the means of correcting many evils, and also encourage both teachers ; scholars, and excite them to greater diligence. I think t'

is not sufficient interest manifested at the annual meetings which are held for the purpose of selecting trustees, from the fact that so few attend those district meetings; if the right kind of trustees are not elected, it is not likely that such a school will prosper. I would remark of the irregular attendance of sending children to school, and then keeping them at home half of the time, it is impossible for the child to make any progress; and beside, the teacher's reputation is injured on account of the pupil making no improvement; this is a great evil, and most of the teachers complain of the same. I have visited all the schools of the township, as often as circumstances will permit, which is at least once per quarter. The branches mostly taught are spelling, reading, arithmetic, grammar and geography. The school-houses of the several districts are, with one or two exceptions, in good repair. Some of them have been renovated, and the seats well arranged, and with plenty of play-ground attached to each of them. In May last, the "Board of Chosen Freeholders," in the plenitude of their wisdom, declared that no county examiners should be appointed for the county. The majority of the teachers that are teaching in the township were licensed previous to the doing away of the same. The salary paid to teachers varies from one to one dollar and twenty-five cents per day. We have availed ourselves of the provision of the act of the last legislature, and secured for each of our schools Webster's Unabridged Dictionary.

I would remark, lastly, that if our schools were graded, and those of the higher grade be selected from each of the districts, and a high school be established at some central place in the township; the children of the common schools would be excited to put forth more exertions in regard to their studies, so that they might be qualified to enter the higher school. I think a plan of this kind might prove successful, and result in much good.

JOS. E. HUGHES,
Town Superintendent.

MIDDLE.

I have nothing of importance to report, further than the statistics show. The condition of our schools is much the same as contained in my report of last year. The interest felt in the cause of education is, I think, increasing; more persons are enlisted in it, and appear more willing to use their means to support schools. The mass, however, are not sufficiently aroused to the importance of education, and this appears to be the principal reason why some of our schools are not what they should be.

Our school-houses, seven in number, are all frame buildings, having but one room, with the exception of two, which have two rooms each. Five of them have play grounds attached. Our teachers, two of whom reside in the township, are giving general satisfaction.

JOHN W. SWAIN,
Town Superintendent.

CUMBERLAND COUNTY.

BRIDGETON TOWNSHIP.

DEAR SIR—In connexion with the report from our township in reference to our public schools, I have not much to say different from last year. Our schools are increasing in knowledge and numbers. We have taught in them thoroughly algebra, arithmetic, geography, grammar, physiology, rhetoric, metaphysics, history, reading, writing, and the English studies generally taught in the public schools; but we need more ar better teachers, and hope the State Normal School, no operation, will be the means of remedying that defici

I know several district schools where farmer's have to teach through the winter, or be destitute of a school. I have no alteration to propose in our present school laws, but that the superintendents, trustees and all concerned should execute them with fidelity and vigor.

L. McBRIDE,
Town Superintendent.

DOWNE.

No county examiners have been appointed the past year, there being a majority of the board of chosen freeholders against it. Most of the schools in the township are in a prosperous state, where the houses are sufficiently large to accommodate the scholars. Some of the districts need larger school rooms, and additional teachers, to do justice to those who are entitled to the benefits of the free system. The teachers have been all licensed according to law, and the most of them have been engaged in the work of teaching in previous years. The branches taught are reading, writing, arithmetic, algebra, grammar, geography, history, pronunciation, definition and derivation of words, and also some of the mathematics. The books used by most of the districts are of the improved kind, designed by the authors for the use of schools, and classed in different series, and adapted to the capacity and advancement of the learner. In most of the districts the schools have been free the past year the time they have been opened, and the expenses of the same defrayed from the public funds.

WM. BACON,
Town Superintendent.

GREENWICH.

Greenwich township is divided into four districts; three of districts have annually about three quarters of public

school. These schools would compare favorably with almost any that are taught in the rural districts. We have uniform text books, and all pupils are classed according to their advancement. The most satisfactory results have been attained by classifying the pupils, particularly amongst the more advanced; it operates as a stimulus, it creates a rivalry, it induces competition, and it also makes the class the teachers of one another. Our schools are all supplied with blackboards, and all scholars in mathematics are required to work examples in the presence of the whole class. The most of our teachers are well qualified for their vocations, having enjoyed superior advantages in our higher seminaries of learning. A theoretical knowledge of the branches to be taught, an ability to impart it to others, a thorough acquaintance with human nature, and a good moral character are absolutely essential qualifications for a competent teacher. I am pleased to report that the schools are well attended, and supplied with good and competent teachers, and the children give evidence of advancement. It is much to be regretted that the patrons of our schools visit them so little; their presence occasionally would urge the pupils to greater diligence.

The fourth district is composed entirely of colored children. They number seventy-seven. They have two quarters of school per year. The branches taught are reading, writing, arithmetic and geography. The most of the patrons of this school are entirely ignorant of the first principles of primary English education. About one half of the pupils can read and write, and some can "cypher right smart." Irregular attendance, bad associations, indolence, and the want of a proper appreciation of the value of a good education, are the principal drawbacks to their advancement. A decided educational improvement has been made in this district within the last five years.

We have no county examiners. The teachers have been regularly examined and licensed according to law.

E. HALL,
Town Superintendent.

MAURICE RIVER.

In obedience to the requirements of the school law, I herewith transmit my report for the present year.

The blank furnished I have endeavored to fill to embrace the information desired. The cause of education is advancing rapidly, as it is now receiving the one thing needful, the encouragement of the people, both by the voting of sums sufficient for school purposes, and by seeing that it is properly applied. The small and dilapidated school-houses which a few years since disgraced us, have been succeeded by spacious, well arranged buildings, which are ornaments to our township, and give evidence of the spirit and enterprise of our people.

Our system is not perfect, but I will not suggest the ways and means to improve it, as there are others who yearly suggest numerous ways of perfecting it. We, in Cumberland county, have no board of examiners, and 'tis well for some of the candidates for examination that there are none. In our small districts it will not do to expect a near approach to perfection, for the salary is small, and will not recompense a good scholar for his services.

WM. S. WARD,
Town Superintendent.

MILLVILLE.

Enclosed you will find the annual report for the schools in Millville township.

I believe the public schools in this township are in about the same condition as they have been for a few years past. We have added one to the number in the fourth district, within the last year, and there has been an excellent private school started in the same district by the Rev. J. H. Northup, which I think will have a tendency of elevating the standard of our public schools.

I think our public schools are sadly deficient of competent teachers, more especially the outer districts, where there is either none or but a small amount of district tax money raised, consequently they cannot engage the services of a competent teacher; and but very few of those applying for license can bear any kind of an examination, consequently, if I license any, it must be incompetent teachers.

We have no board of examiners for the county. The teachers have nearly all been examined and licensed according to law.

D. W. MOORE,
Town Superintendent.

ESSEX COUNTY.

BELLEVILLE TOWNSHIP.

A general statement of our affairs you will find noticed in your schedule, which I return. We have no special change to notice in our school arrangements since last season. All our schools except one, the South Belleville, have been kept open during the year, and a very laudable interest has been manifested in their advancement by the several boards of trustees, and some of our schools have made good progress. Our schools, under the charge of female teachers, deserve special

commendation. The want of interest among parents, noticed in a former report, is still a lamentable obstacle to the success and good order of the schools. A want of punctuality in the attendance of the scholars, which can only be enforced by parents and guardians, being much complained of by all of our teachers. Another difficulty has been much in the way of our prosperity, the frequent change of teachers, and the few to be found possessing the experience and firmness of mind requisite to carry on the work of educating children. This has given us much anxiety, and even now, but one or two of our schools seem to be but temporarily supplied. We hope our Normal School will ere long relieve us of this embarrassment.

SAMUEL L. WARD,
Town Superintendent.

CALDWELL.

Our schools are generally in a prosperous condition. The public money is distributed equally in each quarter during the year. Six of the districts employ their teachers at a stipulated amount per quarter. Teachers are better paid than formerly, and consequently are becoming more permanent. An institute has been held in this county; five of the teachers attended and were highly gratified.

There is also a township association of teachers that meets weekly for mutual improvement.

M. S. CANFIELD,
Town Superintendent.

CLINTON.

In one of the districts of this township there is no school, and has been none for several years. Its contiguity to the

city of Newark, where there are superior educational advantages, has rendered it doubtful whether a school could heretofore have been sustained. The people of this district, which is a populous and influential one, are now zealously moving in the subject of the erection of a school house.

A consistent and earnest interest is manifested by all classes in the subject of education, and a growing desire to raise the character and condition of the schools plainly perceptible.—Competent teachers are sought, and the expenses of the schools met promptly and cheerfully by the tax-payers. An increase of tax, by one-third over the appropriation of last year, has been made this. In three of the schools assistants have been introduced, with excellent results. The trustees of the various districts are, as a general rule, earnest in the discharge of their duties, which, when well performed, are by no means light.—The school edifices, though plain, are respectable, and are well cared for. An excellent corps of teachers are now in charge of the schools. Pains taking, zeal and an earnest desire to promote the well being of their pupils make their efforts.

JNO. WHITEHEAD,

Town Superintendent.

LIVINGSTON.

Enclosed I send my second annual report for Livingston, as nearly correct as I am able to furnish it from the materials, as I have received no teacher's reports. We have no county examiners appointed. The schools are in tolerable working order. Three districts have kept open twelve months, one ten months, and one nine months. The children attending school are principally in the elementary branches. The larger children, either not attending school at all, or being sent away to higher schools, which shows the necessity of having higher schools appointed. In regard to the working of the present school system, my opinion is not changed from my last report,

that it is imperfect, all will admit. In order to approximate to perfection we must have free schools. Free schools, they are the foundation of our great republic; the keystone to our liberties; a thorn in the heart of aristocracy, and a safeguard to our great and glorious Union. Talk of dissolution of the Union. "Educate the children," and in the next place, in a pecuniary point, it would not cost as much in the aggregate to educate our children as it now does; our school houses would be all well filled, the effects of which we would see in the rising generation. Now, if the legislature do not feel willing to assume the responsibility of passing a general free school law similar to those now in operation, let them pass an act to lay it before the people at their next annual election, and let them decide free schools or no free schools. Lastly, in adopting the free school system, we, on a wild speculation, the end of which we cannot see, we can see it in full operation in the city of Newark, New York and many other places; therefore, I see no reason for any delay, the sooner we have it the better; it is the only true system for a free country.

H. V. B. JACOBUS,
Town Superintendent.

NEW PROVIDENCE.

It will be seen by the statistical report herewith transmitted, that none of the children have attended school for the period of twelve months. This is owing to the fact that none of our schools have been kept in operation for the whole year; one cause of this may be the frequency of change of teachers from want of suitable compensation or capability, long to sustain themselves in their profession in one place.

We have no county examiners, consequently the duty of examining teachers devolves on the superintendent and trustees, which duty in general has been attended to.

There have been no schools maintained free during the past year in this township; the public money has been apportioned to each quarter, which amount is deducted from the teacher's salary, leaving the patrons of the school to settle the balance, and as our schools are small, it makes the amount paid by the employers in some districts quite large, as you may see by the report.

JOHN N. DOUGHTY,
Town Superintendent.

ORANGE.

Your printed blank has been filled as understood at the time of filling, but may not be, in all particulars, correct. The amount of money raised for the support of schools in the township is set down at three thousand dollars, but none of it will be realized until the beginning of the new year. The balance remaining from last year, and three-fourths of the amount said to have been received from the state, is all that has been used.

With respect to the number of schools, our largest district numbers but one school, while four teachers are engaged in conducting it.

We are well circumstanced with respect to the qualifications of our teachers, and doubt whether any township in the state of equal ability is more fortunate in this respect. The necessity, as well as the choice of this, is laid upon us—for were it not so, the high order of the private schools among us would entirely eclipse the public schools.

The reluctance of many men of property to give their influence to our common school system, is still matter of regret, and the wisdom of the legislature ought to devise a method to remove it. The worst feature of which these men complain is that men of small means are not subject to any tax at all for schools, while they have a right and the power to take the

money of the rich from them by force of law, for that purpose. It is probable that an increased poll tax, or a specific school tax, would go very far towards reconciling this class of citizens to our school system—a consummation devoutly to be wished, and which would soon be exhibited in the removal of dilapidated school houses, and the erection of such as would, by their style and convenience, give evidence that they belong to the present age.

A. H. FREEMAN,
Town Superintendent.

PLAINFIELD.

The cause of education continues to make satisfactory progress among us. Our public school is among the first, if not the very first, of schools in this state—supported wholly and continuously by public tax—has had its efficiency and usefulness largely increased, by the erection during the past summer, of a wing twenty by thirty feet, and corresponding to the three stories of the main building, at an expense of over twelve hundred dollars. This addition has been fitted up and furnished exclusively for recitation and class rooms, and relieves a want for some years seriously felt, owing to the large number attending the school.

For the encouragement of the friends of free schools and popular education, I can say that the large amounts annually required for the support of our institution, have always been cheerfully voted and paid by our citizens, and these amounts, for the past eight years, make an aggregate of nearly fourteen thousand dollars. The total number of those opposing by their votes the support of the school has not amounted to half a dozen yearly.

C. H. STILLMAN,
Town Superintendent.

RAHWAY.

I herewith transmit to you the report of the state and condition of the schools in the township. Nearly all the districts have been supplied with teachers for the year. Most of the teachers have been at their posts for a considerable time, which I deem a matter of the utmost importance for the welfare of the schools. The schools are in a prosperous state, and it gives me much pleasure to state that the progress made is sure. The teachers complain of the irregularity in the attendance of the scholars; they complain of the parents who retain their children at home, very frequently on the slightest pretexts.

The schools are all free; the people are very liberal in raising funds enough to support free schools, (viz: \$3 per child,) in addition to the state tax.

The school houses are all in good repair; most of them being new, and nearly so.

JOHN H. JANEWAY,
Town Superintendent.

UNION.

I have but little to add to the statistical report, which is herewith transmitted. Our school houses are all frame or wooden buildings, and generally in good condition. They are, however, destitute of play grounds, and, with one exception, of maps and globes, and other furniture; the one greatly to the discomfort, the other to the disadvantage of the scholars.

In default of the board of chosen freeholders to appoint examiners—a very serious evil, an inexcusable omission of duty on the part of the board—the examination of teachers devolves upon me and the trustees of the several districts, which has been attended to according to the law on this subject. Our

teachers possess a good degree of qualification for their work, but all are not "apt to teach," a deficiency not so much of knowledge of the branches taught, as of a happy facility to govern and instruct, so as to inspire the love of knowledge, and to develop those powers and capacities by which it may be secured. Some of our teachers, however, are doing nobly.—It is a pleasure to visit their schools.

ROBERT STREET,
Town Superintendent.

WESTFIELD.

District No. 5, is the only one in the township which keeps a legal record of its pupils, and that has not reported their attendance. I have made my reports from records of my visits, and they only approximate to the truth.

I purpose, on my next visit to the schools, to supply each teacher with a form to fill up, and shall not be in a hurry to pay his order until I receive the information to which I am legally entitled.

District No. 4, (Locust Grove,) has taken advantage of the law and erected a new school house. District No. 6, (Willow Grove,) needs a new school house, but the inhabitants, at their last meeting, did not agree to raise the requisite funds. If you would send me a dozen or more copies of the school laws, to circulate among our trustees and people, they would tend to dispel the prejudices which prevent raising sufficient funds for the erecting and repairing of school houses.

We have no uniform system of school books in this township. But districts three, four, and five, have done something in the way of furnishing their pupils with books. They may thank their teachers for that. Books could be purchased by the trustees, and placed in a library in the school, to be furnished

to the pupils at wholesale prices, if the law required it. Such a law would doubtless save the cause of education in New Jersey more than one thousand dollars yearly, and the scholars would have better books in the bargain.

Last winter the teacher in District No. 1, informed me that he had ten varieties of arithmetics to teach.

The teacher of No. 4 had seventeen pupils, and about as many classes. District No. 5, with between sixty and seventy attending pupils, had only three whole copies of any variety of arithmetic when their present worthy teacher entered the school. The other kinds of school books in said schools, were but little better.

If all the school trustees of the township were required to meet the superintendent semi-annually, three important objects might be gained by such meetings. First, teachers could be examined or re-licensed. Secondly, suitable books could be introduced, and worthless books expelled from the schools.—Thirdly, arrangements could be made in small townships for at least one school, similar to the free academies in large towns, where advanced scholars could have competent teachers to give them their undivided attention.

We would like to show our children an academy into which they may enter if they please. Many parents would gladly send their sons three miles, to give them the advantages which the children of towns possess.

The least expensive and, at the same time, the most expeditious method of bringing such institutions into existence, is to call all the school trustees of each township semi-annually together, with legal instructions how and when to act.

I have seen no county visitors in this township. One dollar per day is no compensation for such important services.

JONATHAN CORY, JR.,
Town Superintendent.

GLOUCESTER COUNTY.

DEPTFORD TOWNSHIP.

In filling up the blank report received from you, of the condition of the schools in this township, I find great difficulty in correctly stating the number of children who have attended school for the fractional periods of the year, as I was only elected superintendent last spring, and have not been able to get a correct account of the winter schools. But I have forwarded them to you about as I received them from the trustees, in the way I thought best.

I have received school money to the amount of sixteen hundred and fifty-four dollars and forty-three cents. There was no county examiner appointed by the freeholders.

I have visited the schools generally, some of them several times. I think they are doing as well as formerly. I think there is a chance for improvement in school-houses. I am appropriating the money according to school law.

N. S. ABBOTT,
Town Superintendent.

FRANKLIN.

In connection with my report, I will just say that there are twelve schools now open in the township, two of which are kept open during the year, vacations included, the remainder are kept open from four to nine months, all of which are supported by the money received from the State and county, and raised by tax in township and districts. The amount received from State, ; raised by tax in the township, fifteen hundred dollars, and in district number one, six hundred dollars, all of which is to be appropriated for tuition, examiner appointed, teachers licensed, condition of school.

I am not prepared to report that progress in the several branches taught, as I would desire. The causes, I think, are principally from irregular attendance of the scholars, and the neglect of trustees in visiting the schools, which has a great tendency, in my opinion, to impede the progress of education.

The operation of the present school law, I believe that when the people become fully awake to their interests in the education of their children, and the officers connected with the school department faithfully discharge their duties, that the present law will be attended with excellent results.

The school-rooms in nearly all the districts are comfortable and convenient, with play-grounds sufficient to accommodate the children for exercise.

There is still a deficiency of uniform books. In my report of the township, I recommended the propriety of appointing a committee to make a selection of books of the most improved and approved system of uniform, to be introduced into all the schools in the township, which I am in hopes will be attended to.

STEPHEN G. PERCH,
Town Superintendent.

GREENWICH.

In addition to the statistical report, I find nothing of material interest to add, further than to comply with your suggestions.

1st. The amount paid per quarter for tuition, as set down in the fourteenth column, is the whole sum paid or received by the teachers, being from three cents per day to five dollars per quarter, according to the different branches taught.

2d. Under the head, amount received from other sources, as set down in the 17th column, was received from interest on surplus revenue.

3d. The amount raised for building and repairing school-houses, as set down in the eighteenth column, was raised by taxation in school district number five, to aid in building a new frame school-house of the first class; the dimensions being twenty-eight by thirty-eight feet, which has just been completed.

4th. Examiners have not been appointed for the county this year.

5th. The teachers have been regularly examined and licensed according to law.

There has been no schools maintained free during the past year in this township. The public funds have been distributed by the trustees in due proportion, through each quarter, leaving the employers to settle the balance.

JOHN STETSER,
Town Superintendent.

HARRISON.

In connection with my tabular report, I will briefly say that the popular interest in general education in our township is increasing. Our citizens are beginning to appreciate the importance of employing better qualified teachers than formerly. In two of our districts the teachers are employed by the year, at liberal salaries. I think this plan preferable to the old one of charging each scholar per diem. It is one much less troublesome to the teacher, and I think more satisfactory to employers. I hope it will be generally adopted in our township.

The board of freeholders, at their last annual meeting, neglected to select a county examiner, consequently the duty of examining candidates has devolved upon the township superintendents. Allow me to suggest the importance of amending the school law in this particular, so that the county

examiners may be selected by the teacher's institutes of the respective counties. In that case the selections will be made with more reference to the duties required, than at the present time.

KEASBY PANCOAST,
Town Superintendent.

WOOLWICH.

I regret being unable to write as flattering a report of the school operations in this township as I would wish. They seem to be the same as they were when I was first elected superintendent in another township six years ago, and that is just keeping afloat; sometimes with bright prospects and flattering hopes, then down, down they sink, almost beyond resuscitation. The fault is, the compensation of teachers is insufficient; we want money enough to keep the schools free, or else none at all. The amount now raised and appropriated is rather a curse than a benefit, *that* is the sole cause of the dissatisfaction and opposition to the school interests, as far as I am capable of judging.

We want teachers from the normal school, and to be engaged to teach for a longer term than three or six months, as is now the case. We want the trustees, as well as the parents, to visit the schools. I do not know of a single visit being made by a parent during my term of office. We want a uniform system of teaching, such as can be acquired at a Normal School, and a uniform set of books to be used throughout the township. And until these changes are effected, our schools will not prosper as they should. All the teachers have been licensed. There were no county examiners appointed for this year.

THOS. REEVES,
Town Superintendent.

HUNTERDON COUNTY.

BETHLEHEM TOWNSHIP.

Herewith you have my report for the present year. All the money thus far expended has been on orders from the district trustees, indorsed by the teachers. As no register is kept in our schools, it is impossible to give you a true account of the number of children attending school at the different periods of the year. I believe, however, that the estimation I have made is not far from being correct. In my calculations, I have not taken into account any of the part districts where the school house was located out of the township. The board of chosen freeholders have not elected examiners for this county the present year. Two schools have been kept free only a part of the year. In most of the districts the public funds are divided, so that the teacher receives a certain proportion on each quarter, collecting the balance from his employers; this plan seems to give the best satisfaction, owing to the fact that many of the poorer class of children are compelled to labor during the summer months, consequently the winter season is the only opportunity they have of going to school, and by appropriating a certain portion of the public money on each quarter during the whole year, the rights of all are respected, and a better feeling exists. As to the teachers employed in this township, I am happy to say that I believe they are laborious and faithful in the discharge of the duties they are called on to perform. As a whole body, I do not hesitate to say that they will compare favorably with any township in the county. In visiting their schools, I have found them uniformly friendly and courteous, and their schools in order and discipline commendable. From the opportunities I have had of learning the sentiment of the people of this township, I am decidedly of the opinion that a great majority is in favor of a well regulated free school law, operating

equally all over the State, and our free school system will never be what it should until our State passes a general law making the schools entirely free throughout the State. This duty she owes to her children, and being abundantly able, she ought to perform it without further delay. The present system of raising money or not, as the majority happens to be in favor or against, is a source of much trouble and ill feeling, and ought to be set aside, and a general law enacted in its stead, giving the blessings of a good education to every child, whether they be rich or poor, in the whole State.

MOSES FARROW,
Town Superintendent.

DELAWARE.

I hereby transmit the annual report for this township. The interest manifested in the welfare of our public schools is increasing. The schools are, with one or two exceptions, supplied with competent teachers. If we could have a uniform system of text books in our public schools, it would materially add to the interest and improvement of them. Our public money is divided, a portion to each term, and no school has been kept free the past year. Parents and guardians have been willing to pay in most of the schools larger salaries to teachers than formerly, which secures to them better teachers. Webster's Unabridged Dictionary, furnished by the State, has been placed in nearly all the schools.

HENRY F. TROUT,
Town Superintendent.

LAMBERTVILLE.

The town of Lambertville, which comprises this school district, has one public school house, built of brick, containing six

rooms, with ante-rooms attached for children's hats, &c. The house is in good repair, very convenient, and in a healthy and beautiful situation, commanding a view of the town and adjacent country. Large play grounds are also attached to the school house.

The State appropriation for the past year in this district, amounted to two hundred and fifty-nine dollars and sixty-two cents; the district meeting appropriated six hundred dollars to pay part of the principal and the interest of the debt on our school house, and twelve hundred dollars raised by town for educational purposes, making a total of two thousand and fifty-nine dollars and sixty-two cents, devoted to the interests of the public school in this district.

One male and five female teachers have been employed during the whole of the last year in our school, and it has been kept open ten months.

In the district we have five hundred and forty-two children, of whom four hundred and seventy-two have attended our public school, some of which, as will be seen by the accompanying report, attended but a short time; a large portion attended only six months, which is occasioned by the opening, in April last, of a free school, in connection with the Roman Catholic Church in this place, and has now one hundred children in attendance. We have also in this district a school for boys and girls, numbering twenty-six, in which the common English branches are taught; another school of nine boys, studying the classics and mathematics, preparatory to entering college, and also a female seminary, in which the higher English branches are taught, with music, French, &c.

It is impossible to state precisely how often the school has been visited by the superintendent and trustees during the past year, as there has been no register kept for the purpose in the school. The superintendent has visited at least six times, during the seven months the school has been open, since his ap-

pointment to that office, two of the trustees probably twice each, and one certainly not at all, and as it may readily be perceived, they are unacquainted with its wants, and it is therefore not as efficient as it would be if they took a greater interest in its success.

Although there have been some difficulties to encounter, I am happy to state the advancement in our public school is encouraging, some of the higher classes especially, show a mind well trained to reasoning, and master some of their studies in a way that would be creditable to much older persons.

WILLIAM COWIN,
Town Superintendent.

RARITAN.

I have but little to add, and nothing that is interesting or encouraging relative to the condition of the schools in this township. One thing is certain, we make little or no advancement; and this, in a great measure, is owing to the want of interest manifested by the people in the cause of education. A very few of the districts show any symptoms of improvement or desire to elevate their schools above the condition they were in years gone by. In those, their interest is plainly manifest to the eye of the casual observer from the degree of thrift, neatness and comfort that dwell in and around the school houses. But in the others, there is nothing that indicates any improvement—they are poorly provided with comfortable and convenient houses, and the internal arrangements give evident tokens of great antiquity and cruel torture to young and tender constitutions.

In this county we have no board of examiners, and consequently this duty devolves upon the superintendents and trustees. This is a great error, and should be remedied, and until

something is effected to reform the evil, the cause of education must and will suffer. It leads to the exceedingly dangerous practice of employing teachers that are, in the majority of instances, incompetent and worse than worthless. No teacher should ever be allowed to enter a school room for the purpose of teaching, or be employed by a body of trustees, until he produces a certificate of license from the proper authorities.—As the custom is at present, the teacher's capabilities and qualifications are never scrutinized, nor even thought of until the time arrives to draw the public funds, after having occupied the post of teacher three or six months. This fact places the superintendent in very peculiar circumstances to perform his duties faithfully and in accordance with the letter and spirit of the law, and in justice to the great interests of education, he should reject the greater majority of applicants; in doing this he will bring down the wrath and indignation of a majority of the district, as well as the trustees. In many instances, the teacher being a relative of some one or more of the trustees, or in some way a part or parcel of the district.

This must in some way be remedied, if we ever expect to have our schools placed upon a proper basis. Nothing but a positive enactment to this effect will ever work a change.

In this as well as the adjoining townships, it is a very difficult matter to gain any true statistics relative to the state, condition or progress of the schools. Not one of the districts have complied with the requirements of the act of last winter; no book of records has been kept, and all the facts reported to you have had to be gleaned little by little, from the memory or supposition of teachers. Thus you see, nothing submitted in my report can be very reliable, based as they are upon such facts as could be recollected by those occupying the post of teachers.

In conclusion, we need something more stringent in the law to arouse parents, trustees, teachers and superintendents to the

proper fulfilment of their duties, before our schools will become such as they ought to be.

J. ALFRED GRAY,
Town Superintendent.

READINGTON.

The whole number of districts in this township is twelve, and five parts, making seventeen in all. The school houses of the township are all frame buildings, except one, which is of stone; two of them are two stories high, and ten but one story. All are in good repair; five have play grounds attached, and seven have the public highway—the very place where scholars ought not to be. Seven are supplied with the proper furniture and apparatus, and five are not. I have made sixteen visits to the different schools since the first of April last, the trustees being present at each visit except one. From the first of April last, I have examined and licensed seven teachers, renewed licenses for four, and rejected one.

No county examiners have been appointed in this county; our freeholders were urged to appoint them last spring, but refused to do it. It appears to me that in case the board of freeholders refuse to appoint examiners, they (the freeholders) should be required by law to examine the teachers.

Our schools were furnished with registers last spring, since which time there will be no difficulty in making out a correct report.

There have been no free schools during the past year in this township. The public funds have been distributed in due proportion through each quarter. Will not the present legislature give us a law to use the revenues of the state for schools?—We think our schools are in a prosperous condition, and the cause of education advancing in our township.

GEORGE W. VROOM,
Town Superintendent.

UNION.

There are no county examiners. The schools of the township have, in no case, been kept free. The money coming from the state is divided among those who attend school; a portion of it in each term that is taught; this being found to produce the most benefit to the children, as well as the employers. This is all that is to be divided among them, as you perceive we raise no money at our town meetings. The difficulty in doing so, instead of getting less, actually increases every year, and forms, in my opinion, one of the principal objections to our present school law. Another is, the mode of licensing teachers by the several boards of district trustees.—As it is now practiced, it is no protection to the persons sending to school the pupil, that they will be supplied with a competent teacher. All the power the superintendent has, is to *appoint* a time for himself and the trustees of the district to meet and examine the teacher. Now, in all cases in which trustees have employed a teacher, they *will* license, let the requirements be what they may. The superintendent feels it his duty to *appoint* the time and meet the trustees. The license is sure, at least as long as any public money lasts. And the teacher is then a candidate for another school where there is some “free money,” and some of them roam from district to district, seeking that especial object, considering it a species of public plunder, instead of an offering set apart by the State to train minds for immortality. I hope to see a better state of things before long.

JOHN BLANE,

Town Superintendent.

HUDSON COUNTY.

HARRISON TOWNSHIP.

At the last annual town meeting, I was elected town superintendent of schools for Harrison township, in the county of Hudson. This township has been divided into three school districts, Passaic, Meadow, and East Newark. There has been no school in Passaic for some years; the children have been sent to the Meadow district school, and therefore the trustees for the Meadow district, John Duke, John Boyd, Jr., and John Fullanger, have made a list of the children in these two districts as one, viz., ninety children. A school house has been built in the Meadow district in a suitable situation, and the land has been purchased, on which it stands, for fifty-five dollars. Mr. Robert Boody has been teaching school for some years past, he continues his school twelve weeks in a quarter, five days in each week; school begins at nine in the morning, and continues until twelve, commences at one in the afternoon, and remains until four or five. He has about forty scholars, twenty girls, and twenty boys; average attendance is thirty-four; his compensation received from me thus far, has been sixty-five dollars a quarter; nearly twenty of his scholars have been sent from East Newark district. He has been using in this school Teacher's Assistant Practical Arithmetic, Comly's Spelling and Reading Book, Saunders' Second Reader, Mr. Griffin's Second Reader, Oolumbian Orator, Lovell's United States Speaker, Concise System of Geography, G. R. C. Smith, Emma Willard's History of the United States, abridged for schools.

I proposed that each scholar should read a verse in the Bible to commence school, unless the parents sent a written request that their child should not read a verse, believing that education without religion is vain and useless; that the Bible is the corner-stone and key-stone of our free institutions, that no

person can object to its precepts or its morality ; and unless we follow those precepts, our civil and religious liberty will be swept away by ignorance and crime.

In East Newark district, owing to the difficulty of finding a room, they have only recently established a school. The number of children in that district is two hundred and twenty-three. Mr. James Irving has been the only active trustee.

Mr. Mayhew in a late work on the means and ends of education, throws out some very useful hints. "Scholars should read what they can thoroughly understand. They will thus become more interested in their reading ; and read much more extensively, not only while young but in after life. The teacher in arithmetic should add practical questions, till the class can readily apply the principles of each rule to the ordinary transactions of business.

"It ought to be the object of government to see how high free schools and free institutions can raise the great mass of population. Diligent effort should be made to arouse the public mind to an appreciation of the importance and necessity of universal education. Public opinion should condemn every citizen who does not educate his children to read and write."

My impression is that no child born in this country should vote, unless he could read and write. This would be my naturalization law.

The Massachusetts Colony laws of sixteen hundred and forty-two, fined every parent who did not educate his children. The laws of that state, passed in eighteen hundred and fifty, in relation to education, recognizes this principle. The legislature of New Jersey, for the prevention of crime, and for the purpose of instilling into the minds and hearts of her citizens principles of virtue and intelligence, might compel every parent or guardian to educate their children. What a noble

spectacle would be presented, if every child in New Jersey could read and write.

WALTER RUTHERFORD,
Town Superintendent.

HOBOKEN.

Enclosed I hand you the report of the public schools of the city of Hoboken, under my charge as superintendent. I have no details to add to my more extended report of last year, except that, owing to the exertions of the present trustees and a change in some of the teachers, the scholars are progressing very favorably, and the schools are popular. This is demonstrated by the fact, that whilst in the city of New York one-third is deemed the usual proportion of children attending the public schools, we have rather exceeding one-half. We have no public school buildings belonging to the city, and have (as I stated last year) been indebted to the Messrs. Stevens for buildings, and they have this year raised and furnished another of three stories, and free of rent-charge, so that notwithstanding the paltry amount of appropriation from the state treasury, I trust to be able to meet the increased expenses, without the necessity for appealing to our citizens.

The only suggestion I have to offer is, the hope that the subject of public school appropriations will be brought before the legislature, that a more liberal provision may be made from the public revenues, for extending the blessings of education. I am fully aware of the sentiment prevailing with our legislators, that the people of New Jersey would never return them to their seats if they passed such a law; but, in my humble opinion, it is an insult to the people of New Jersey, and whenever a fair expression of public sentiment is brought to bear, that it will be found to be largely in favor of a more liberal policy.

EDMUND CHARLES,
Town Superintendent.

NORTH BERGEN.

I have numbered the respective columns, and submit some remarks respectfully under each in order.

1. The six districts are wholly within the township, excepting one. But the body of the population lies within it, and the school house is situated within the township. The relative proportion of children is two hundred and sixty-eight in North Bergen township, and that of Hackensack township, Bergen county, is forty-eight.

2. Reports have been received from each of the districts having school houses, excepting one at Secaucus, an insulated district of small population, and in which the school is temporarily closed. I have given the correct statistics involved in the district, from my personal knowledge.

3. In explanation of the deficiency of school houses in the township, it must be remembered that the districts are of unequal dimensions, and the alteration of boundary lines next to impossible. In one of these, the whole number of children of legal age is but twenty-six. This district had been a part of the large one of New Durham number four, but was united to that of the English Neighborhood gate, in Bergen county. Owing to dissatisfaction they withdrew at a period when the former district of New Durham had been incorporated, and it was impossible to reunite. The distance from the New Durham school house is over two miles. The children are taught in private schools and in public schools of adjacent districts. The remaining district was deprived of a school house by the division of the township, occasioned by the incorporation of the city of Hudson. The school district had not been incorporated, and the school house falling without the limits of the present township, it was anxiously desired on my part to annex the remnant of West Hoboken school district, lying within the township, but the inhabitants of the latter refused to alter

their local boundaries, thus leaving over forty children without the opportunity of being educated, except at a very great expense. This will be understood when it is stated that the sum of \$2000 or \$2500 is raised by the whole town at the spring meeting, and distributed in the proportion of children in each district. It may be proper to add that the inhabitants of the districts would not co-operate with the superintendent in his efforts to provide them with the proposed opportunities of instruction. Of the remaining districts it will be sufficient to add that two of them are divided into two apartments, and employ each a male and female teacher.

4. This column is exactly correct.

5. 6. 7. 8. 9. These figures are approximations made after careful personal investigation, and may be relied on as the nearest possible that can be made. In column 9, the number given is of children in the public schools. It would, however, be wrong to infer that all the balance of thirteen hundred and nineteen had been without any instruction during the year. A number of these has been instructed in Sunday schools. Not a few have acquired the knowledge of letters and the art of reading in the Sunday schools, while in the single districts of New Durham, there are now not less than one hundred and thirty children in select and parochial schools.

10. No remarks.

11. The number of colored children is about twelve, none of whom have ever been induced, although means have been used to induce them to enter the public schools.

12. No remarks.

13. This does not include vacations. Each of the schools has been in operation all the year excepting one, which has been closed three months.

14. In this township it is impossible to maintain a district

school, unless it be free. Where the districts are too small to allow a sufficient distribution for this purpose, it is alike out of the question to erect a school house or to employ a teacher. And the influence of the surrounding free schools contributes greatly to this result.

15. Raised by "special act," the assessment being made upon the property of the whole township.

16. The semi-annual appropriation in May last, and the quarterly appropriation in October, are included in this column. The latter sum has not yet reached the superintendent, up to date.

18. If this sum (\$650) was assessed for enlarging the school house in West Hoboken, the remainder was for a new building at Bull's Ferry. In the latter place the trustees and patrons adopt the method of dividing the cost of their contemplated school house by successive annual assessments.

19. The sum given is that which is assessed, not that which has been distributed. The distribution is about twenty-four hundred dollars. The payments of public money are so dilatory and in such small sums, that notice of appropriations cannot be sent, as is contemplated in the statute, for the superintendent cannot appropriate that which he has not received. There is due from the collector, town committee and constables, the sum of \$1026, to the schools of the township, all of it for a year, and a portion for two years. I cannot withhold from you the knowledge of this fact, or refrain from noticing the extreme difficulty of getting hold of the public money. In an exhibit of the state of the public schools of the township, so important an item should not pass without observation. If it should be asked how with an annual deficit from this cause free schools are still maintained, it is answered that the districts which have a small population are compelled to close their schools, while the over populous districts, by reason of the great ratio of children, draw an

amount of the whole sum assessed actually beyond what is required, and are thus able to continue their schools, even under a deficit. Of course, sir, these remarks are confided to your judgment, and are not made with a view to any undue publicity.

20. No remarks.

21. No remarks.

22. No remarks.

23. The salary of male teachers falls below \$500, only in a single instance.

24. No remarks.

It is hardly necessary to add anything to these suggestive facts. It is simply evident that the township, the honor and responsibility of whose school superintendence is confided to the undersigned, cannot but labor under the most serious disadvantage, arising from the inequality of the several districts, and the inseparable difficulty of altering their territorial limits.

The undersigned, in obedience to directions, adds that the law respecting county examiners is strictly complied with by the chosen freeholders, and that so far as the township is concerned, is applied to the licensing of all our teachers.

WM. V. V. MABOW,
Town Superintendent.

MERCER COUNTY.

EAST WINDSOR TOWNSHIP.

In this township there has been more interest manifested in schools for the past year than the preceding year. We have several districts that we have excellent schools in; but still there needs more interest manifested by parents and guardians, or we shall never have our schools what they should be. There is one other fault in our schools, that one-half of the houses that school is taught in, are not fit for stables, being very cold and badly ventilated. The child, in going to school, should have a comfortable place; or, by not furnishing such a place, he is very apt to think he is neglected, and he has good cause to think so.

JOHN BUTCHER,
Town Superintendent.

HAMILTON.

Our schools in Hamilton. I honestly believe, have not simply remained stationary, but have advanced in all substantial elements of improvement. We have a corps of teachers among us, not easily surpassed, in talent, tact, scholastic attainments, with moral and educational qualifications, requisite for all the demands of an ordinary, and in many respects, extraordinary education. An increased interest is manifested both by parents and children, and laudable emulation is created, among our several districts, for superior excellence in scholarship. I should think, indeed, that we are twenty-five per cent. ahead of any period before. This is a general opinion; I must be brief. Here I send you a copy of rules, which you can insert as a part of my annual report:

PUBLIC SCHOOL REGULATIONS.

Order, obedience and diligence in the pupil, energy and vigilance, tact and system in the teacher, constitute the primary principles of school government. Moral culture, with intellectual scholarship, philosophy and religion, the light of reason and the light of revelation must harmonize. Ample preparation for the every-day duties of life, its scenes of trial and suffering, action and responsibility, self-esteem and self-control, with self-knowledge, should be encouraged by precept and example. Dignity of feeling, resolution and fortitude, manly contempt of all that is little and low; mildness and moderation in language, passion and behavior, at all times inculcated. Liberality of sentiment towards all men, of all opinions, rights and interests, hostility to nothing but bigotry, superstition and violence in faith and conscience.

RULE 1. The entire control of the school is entrusted to the teacher, whose authority and action are responsible to none but the trustees.

RULE 2. These rules, sanctioned by the approval of the trustees, shall be binding upon every teacher and pupil connected with the public schools of Hamilton township.

RULE 3. Prompt obedience to the requisitions of the teacher, shall be obligatory upon every scholar, and shall be subject to reproof, correction, or dismissal, for disrespectful language, or insolent demeanor; no respect for age, name, or position.

RULE 4. Order and propriety of behaviour, regard for personal feelings, mutual rights, friendliness of intercourse, and manly politeness, shall be an universal duty.

RULE 5. Diligence in study, quietness of deportment, and careful avoidance of all conduct tending to interrupt the pro-

gressive action of the school, shall be *strictly enforced by the teacher.*

RULE 6. No book contrary to the approval of the teacher shall be introduced into school.

RULE 7. Cleanliness of person and neatness of attire are expected of all.

RULE 8. Profane language, indecent expressions, low, mean, and filthy habits, fighting, quarreling, throwing stones, trespassing, defiling or defacing the buildings, furniture, or books; in a word, all ways of a violent character, shall be strictly prohibited.

RULE 9. Each scholar, entering and leaving school, shall address the teacher with a becoming salutation.

RULE 10. Late attendance, imperfect lessons, careless or clumsy recitations, slovenliness in dress, looks or habits of sitting, walking, rudeness of conduct, indeed the general character of behaviour, or scholarship, shall be accurately noted in the school register, and either reported to the parents, or read publicly at the quarterly examinations, and each one rewarded according to his proficiency.

RULE 11. Each school shall be opened by reading a suitable portion of the Bible, without reference to sectarian distinctions of doctrine, creed, ceremony, or church government.

RULE 12. Vocal music shall be taught in all our public schools—scientifically if possible, and if not, at least frequent exercises in the practice of singing is considered indispensable; on the last ten or fifteen minutes of each day, or every other day, appropriated to this duty. Children of the Society of Friends permitted to retire.

RULE 13. Daily exercises on the black-board, as the learning of practical and difficult rules, and original and illustrative examples given, independent of the book, also mental arith-

metic, the doing of elementary sums in the head, *deemed of special importance.*

RULE 14. Frequent exercises in orthography, performed on slates, in classes, including all difficult words.

RULE 15. Also the same exercises in geography, as the principal points and questions learned by rote, in classes, or singing in concert.

RULE 16. Original composition shall be required of each scholar, and a similar performance in select speaking; also the elements of drawing, perspective and painting.

RULE 17. Each teacher shall be required to hold a public examination and exhibition of his scholars; and to render this performance more entertaining, there shall be additional exercises in speaking and singing by the children. It shall be the duty of the trustees to be present, with the town superintendent, to inspect the exercises, and to make an impartial report of all the district schools, and their relative or separate character for excellence or otherwise, and to be read publicly at the Spring election, making the school the fair (or foul) representation or index of the qualifications of the teacher.

RULE 18. That, when a teacher is employed for a given salary per term, that sixty-six days shall be considered a quarter, and that these sixty-six days shall extend throughout the entire quarter of three months, thus allowing every other Saturday as holiday, unless other terms than these be contracted for by the trustees.

RULE 19. These rules shall be read publicly once a week at least, in every school, and a copy of them suspended in some conspicuous place in the school room.

TIMES OF EXHIBITIONS AND EXAMINATIONS.

One o'clock, afternoon.

DISTRICT	No. 1—2d	Saturday	April, July, October, January.
"	" 2—1st	"	June, Sept., December, March.
"	" 4—2d	"	June, Sept., December, March.
"	" 5—2d	"	May, August, November, Feb.
"	" 6—3d	"	May, August, November, Feb.
"	" 7—3d	"	June, Sept., December, March.
"	" 8—4th	"	May, August, November, Feb.
"	" 9—3d	"	April, July, October, January.
"	" 10—1st	Friday,	April, July, October, January.

SAMUEL T. DUFFELL,

Town Superintendent.

PRINCETON.

As my attention has not, until the present year, been particularly directed to the condition of the public schools of our township, I am unable to say whether they are now more or less efficient than formerly. They are at present certainly not what they ought to be. Owing to the limited appropriation for their support, they have been closed nearly half the year. Under these circumstances, it is impossible that the results should be very satisfactory. I trust that more liberal provision will be made for the coming year.

To establish in the town a permanent school, of a grade adapted to the educational wants of this community, it has been proposed to unite the three borough districts into one. We may, by such a concentration of our means, be able to accomplish what seems to be impracticable so long as we continue divided. Should this proposition meet with general favor, I shall take the necessary measures to have it carried into effect next spring.

In distributing a portion of the public funds to the parochial schools in our township, I have conformed to the interpretation of the law upon the subject, adopted by my predecessors in office.

JOHN T. DUFFIED,
Town Superintendent.

WEST WINDSOR.

I herewith forward our report of common schools. I take pleasure in stating that our schools are in a good, healthy condition. An increase of interest is felt by the inhabitants in the cause of education. Our schools are kept open all the year, except a short vacation.

There are four districts and four parts of districts; one is composed of part of Lawrence, and one of part of South Brunswick, one of part of East Windsor, and the other of Hamilton.

We have good school houses, and are provided with good teachers. All are licensed at the present time.

W. G. BERGEN,
Town Superintendent.

MIDDLESEX COUNTY.

NORTH BRUNSWICK.

I herewith submit my annual report, based upon returns from eight school districts only. I have delayed forwarding it until this time in the hope of receiving intelligence from the residue.

These, however, would not vary materially from last year.— So many changes occur during the year among the teachers it has been found impossible to present a report entirely accurate in its statistical information. No examiners have been appointed by the county, and the charge of visiting and examining schools has devolved entirely upon me.

The faithful administration of the office of town superintendent under the statute would seem to require an amount of time and attention inconsistent with any other serious occupation. Fifty visits during the year throughout a township of this extent, the examination and license of candidates, consultation with trustees and patrons, the collection and disbursements of public moneys, occupy, if properly attended, so large a portion of time as to interfere seriously with the prosecution of any other business. I regret that the claims of my profession have interposed to prevent a zealous prosecution of the duties of the office, as I understand them. I am happy to give testimony to the efficiency of several of our teachers who have an intrinsic interest in the cause of education, who labor faithfully to encourage and maintain the school system, and are active in aiding to promote its success. The spirit of the teacher is communicated to the children and parents, and a laudable ambition excited to progress and attainment. I trust time will correct the errors of the past, and the children of the State be able to enjoy all the advantages of a thorough education.

WARREN HARDENBERGH,
Town Superintendent.

PERTH AMBOY.

In transmitting to you this my annual report of the public schools of Perth Amboy, I beg leave to submit the following remarks in relation to the character and condition of our

school, and the operation of our common school system generally, as far as my knowledge of it extends.

The public school of Perth Amboy is probably in as flourishing and prosperous a condition as any in the country, and considering the limited support it receives, there are but few in the State that will equal it. The discipline of the teachers is good, and the general attendance of the pupils punctual. In addition to the ordinary branches common to our public schools, geometry, trigonometry, surveying, book-keeping and drawing are taught; the latter branch to a class of forty pupils, who during the past quarter have made very rapid progress. Vocal music, which I deem almost indispensable to the welfare and prosperity of our public schools, in its harmonizing and lulling influence on the turbulent and boisterous passions of our youth, is practiced daily, and as an argument in favor of its early culture, and in opposition to the very prevalent opinion that but few persons possess the power of learning this art, I will simply remark that of two hundred pupils in attendance, there are not five who are not able to sing. In regard to the common school system in our State, I deem it far from being perfect. Its most obvious fault is in the want of proper support. The money appropriated by the State is scarcely more than an apology in comparison to the amount absolutely necessary to the proper educating and training of our youth; and the making up of this amount is left to the cold mercies, and often the indifference of individual towns, some of whom are actually unable to raise anything like adequate sum sufficient to keep the school in operation during the year.

My idea of a correct system of education is this; that the state legislature should appropriate to each school district a sum sufficient to support a good school at least ten months in the year, and that this amount shall be raised by a direct tax on all the taxable property of the State. We should then not see that miserable condition of schools and school houses which now disgrace many parts of our State. The amount now re-

quired to be raised by individual towns for the payment of teachers' wages, could then be appropriated to the erecting and furnishing of suitable school rooms, where children could be made comfortable and happy. Much of the success of the present school system of New York city can be attributed to those large and commodious public school buildings, which are not only an ornament to the city, but an honor to the free school system, and the pride of every true friend of popular education.

In compliance with the requirement of the statute, I beg leave further to report, that the school buildings in this town number but one. This is a two story brick building with one room on the first floor, and two on the second, which enables the school to be divided into three departments. The location is good and the play ground ample and pleasant.

For a few years past, the welfare of the school has been somewhat neglected by those who ought to have felt a deeper interest, but a growing interest for its prosperity is now manifest by parents, guardians and the inhabitants generally, which seems to say that the public school of Perth Amboy in its facilities for moral and mental culture shall not be behind any other school in the State.

The books most in use are Wilson's History of the United States, Webb's first, second, third, fourth Readers, Webster's Elements, Smith's and Colburn's Arithmetic, Baldwin's Tables, Colton & Fitch's Introductory and Modern Geography, Watts' Mental and Comstock's Natural Philosophy, Flint's Survey, Marshe's Book-keeping, &c. There are no grammars in the school. This branch of English science is taught verbally, which I consider the most efficient mode of imparting it.—Under this system, which is original with the principal of our school, the classes seem to improve rapidly.

ROBERT FREEMAN,

Town Superintendent.

PISCATAWAY.

It will appear in my annual report herewith transmitted, the number of school districts in the township is twelve, with thirteen teachers, one of the districts, (number twelve) having two rooms, with a male and female department, employing a male and female teacher.

All the schools have been open during the year, except numbers seven, eight, nine, and ten, which have been vacant one quarter of the year, and number two, which has no school house, and which is a small district lying between two large ones, which are incorporated, and refuse to admit them into their limits, and as the law prohibits me from altering their lines without the consent of two-thirds of the taxable inhabitants of those districts. They are unable to build a new house or keep up a school all the year. They however rent a room and open a school during the winter months, which is free.

There are eleven comfortable school houses in the township, (all frame buildings,) most of them arranged with seats and desks to face the teachers. The teachers are all licensed and competent to teach all the branches required in a good English education. I received of the state school fund in the months of July and November four hundred and fifty-three dollars and sixty-four cents; of the county of Middlesex, interest of surplus revenue one hundred and thirteen dollars and twenty-nine cents, and the township voted to raise two thousand dollars for school purposes, and twenty-six cents balance in my hands of last year's funds, makes the sum of two thousand five hundred and sixty-seven dollars and seventeen cents, to be divided among the districts in proportion to the number of children reported by the trustees of the different districts. And for their convenience I divided it into four equal parts, and have distributed it in quarterly payments, upon the orders of

the trustees at the end of each quarter, to accomplish which I have borrowed seven hundred dollars until the first of January next, when the township funds will be available. The districts have paid in addition to the sums they have received of public moneys, the following sums, for the support of their teachers, viz: district number one, two hundred and thirty-three dollars and thirty-two cents; number two, free; number three, one hundred and ten dollars and eight cents; number four, one hundred and eighty-four dollars and fifty-two cents; number five, two hundred and fifty-three dollars and fifty cents; number six, eighty-four dollars; number seven, free; number eight, one hundred and sixty-five dollars and thirty-two cents; number nine, thirty-four dollars and fifty-two cents; number ten, thirty-one dollars and eighty-four cents; number eleven, one hundred and thirty-one dollars and thirty-eight cents; number twelve, eighty-one dollars and sixty-six cents; making the sum of one thousand three hundred and ten dollars and fourteen cents, which added to two thousand five hundred and sixty-seven cents public moneys, will amount to three thousand eight hundred and seventy-seven dollars and thirty-one cents expended during the year for education in the township, besides a flourishing select school in the village of New Market, which merits and receives the patronage of many of our citizens, but does not come under the supervision of the town superintendent nor receive any of the public moneys.

S. SMITH,

Town Superintendent.

SOUTH BRUNSWICK.

We are gratified to be able to report an increased interest in the cause of education in our township, both by parents and teachers. We notice that in several of the districts the school houses have been repaired, and made more comfortable. In most of the districts the schools are in a flourishing condition,

and will be kept open a greater portion of the year. The teachers are well qualified, and the occupation of teacher is looked upon as honorable and responsible. The chosen freeholders of this county (Middlesex) having failed to appoint a board of examiners for the county, the duty of licensing teachers for this township devolved upon this committee, and has been performed by the president of the board, to whom was delegated the authority. It is very difficult for the committee to make a correct statistical report of the condition of the several schools in the seventeen districts and parts of districts in this township owing to the want of a proper kind of book to be deposited with the teachers, in which they can record all matters that in any way concern the cause of education, and we would very respectfully suggest that the state superintendent of schools have prepared, and furnish to the town superintendents or school committees of each township, yearly, a sufficient number of registers, for every school district, wherein a full record can be made by each teacher, of every matter of interest relating to their respective schools.

We report the whole amount of money appropriated for education in this township for the present year, to be two thousand six hundred and forty dollars and thirty-eight cents, as follows :

State fund,	:	.	.	.	.	.	.	\$530 50
Interest on surplus revenue,	.	.	.	.	.	.	.	109 88
Township tax,	.	.	.	.	.	.	.	2000 00

The first two amounts have been received and appropriated, and the last is in course of collection.

The whole number of children reported by the district trustees between the ages of five and eighteen is eleven hundred and thirteen, being ten less than reported last year.

From this you will discover that the amount appropriated is equal to two dollars thirty-seven and twenty-three hundredth

cents per scholar for the number of children reported. The number attending school has been about eight hundred, consequently the appropriation is about three dollars and thirty cents per scholar for those attending.

Although we hold our offices under the law that substituted a school committee of three in the place of the town superintendent for this township, we must bear testimony against the law and recommend its repeal.

WILLIAM A. PIERCE,
WILLIAM N. STULTS,
JAMES D. HUBBARD,
School Committee.

WOODBRIDGE.

There has been no material change in the condition of the public schools of this township during the present year. Although there is a gradually increased interest manifested on the part of parents; and, consequently, some improvement on the part of children; still, there is not as much interest taken by trustees and parents in visiting the schools as there should be.

There has been some difficulty in obtaining suitable teachers for all the schools; yet I believe we have now more competent teachers than ever before.

A larger number of the schools have been continued through the year than formerly, and a number of them have been thus continued by the parents paying the teacher's salary in part from their private funds.

If the money appropriated by the State could be received at an earlier date, it would relieve the trustees of some anxiety as to the ways and means of paying the first and second quarter's salary, as the moneys raised by tax is not received until about the first of January.

There is a growing desire among the people to have the State appropriate sufficient money to make the schools entirely free.

ELLIS B. FREEMAN,
Town Superintendent.

MONMOUTH COUNTY.

ATLANTIC TOWNSHIP.

I herewith transmit to you a tabular statement of the schools in Atlantic township. There seems to be a growing interest manifested in the cause of free schools. In District No. 1 they have erected a large and commodious school house, which is paid for by appropriating the money due to the district last February, and the balance is raised by tax this year. It has been occupied since August last, previous to which time the school was vacant ten months, for the want of a suitable house. In District No. 3, they raise by tax one hundred and seventeen dollars, which will liquidate the debt on the school house.—The schools in Districts No. 2 and 3 have been kept open (making allowances for vacations) during the whole year. In No. 4 the school has been kept open during the spring and summer.

Webster's Unabridged Dictionary has been placed in all the schools. No county examiners appointed. All teachers have been licensed according to law.

JAS. LAIRD,
Town Superintendent.

FREEHOLD.

I herewith forward you the items of interest which have met my observation among the several schools of this township.

Very few changes have occurred since my last annual report. The township of Freehold embraces seven entire districts, and three which lie partially in adjoining townships.

The number of children belonging to these, according to the last returns, are 935. There are seven school houses in all; these are frame and single rooms, excepting the one in this village, which has two. They are in a very comfortable condition, and most of them have fine, roomy play grounds. It has been the practice of the trustees and superintendent to visit the schools once during each term, on an average. I think there is evidently a growing interest in the community in behalf of general education. Yet we regret to say there is a great lacking of attention and encouragement manifested by parents and others. The terms of tuition are \$2.50 per scholar. The schools have been nearly all kept open during the year.

The amount of money which has thus far come into my hands, is \$607 11 from the state, and \$1036 38 on the \$2000 appropriated by the township. When all of the state and township funds are paid in, the schools, I think, will be nearly or quite free.

Our teachers are selected with particular reference to ability and moral character. They are principally from the northern and eastern states, and are introducing many useful and profitable theories of instruction. The cause is rapidly advancing and all classes of children are equal in the advantages afforded by this happy system.

The books principally in use here, are Town's and Webster's Speller, Saunder's and McGuffi's Reader, Davis' Arithmetic, Davis' Algebra, Colton and Fitch's Geography, Smith's Geography, Smith's Grammer, Quackenbush's English Composition.

We have not gained the point very properly recommended by you, of selecting a uniform classification of school books.

This is much to be desired, but difficult to effect, as we cannot get the different trustees and superintendent together long enough to make a proper selection.

I cannot conceive a better plan than to bring this matter up for discussion at the Teacher's Institute or Convention. Here the various works could be introduced and carefully investigated and adopted. I regard this as worthy our continued efforts, and should be glad to hear the further comment of your better judgment.

I lastly beg leave to inquire why there has occurred such a lack of promptness this year, in paying over the funds due from state appropriations. This has caused much agitation and difficulty in making our apportionments regular and fulfilling the demands made upon us by trustees and teachers, and moreover, has caused unjust censure with the superintendents. A frequent demand has been urged by the public for an investigation of this. Will you be kind enough to give us your views on the subject, which will give much satisfaction and relief on the part of superintendents.

E. L. COWART,
Town Superintendent.

HOWELL.

Inclosed we send our annual report of the schools of this township.

By the numerical report you will notice we have not made much advancement during the past year. The schools, however, continue to be visited, and the teachers to be licensed, as the law requires, where there are no county examiners.

Three only of the schools have been entirely free, since our last report. Seven had been free through the previous year, and it is to this cause, rather than want of interest, must be attributed any decline.

By the figures inclosed, it will be seen that we now have eight hundred and ninety-four children in our township, between the ages of five and eighteen; and also, that I have received from all sources for school purposes during the year, \$1526 20. I have paid in that time, \$1431 57.

There has been some complaint and great inconvenience from the state money not being paid at the usual time. We have not yet been able to find any satisfactory account for this delay. You will also notice that one-fourth of the amount credited, as from the state, is not yet received.

From the last legislature many here had strong hopes of seeing the schools made free, but they were disappointed.

We know that "Rome was not built in a day," but this subject has been before our legislature for several years. Some of our sister states, though laboring under heavy state debts, still sustain their schools with an energy worthy of the cause, while New Jersey, with a small state debt, and receiving large sums annually from chartered companies, still delays to take this single step. Were we in Italy or Austria, this might seem to be wise, but in this country, where intelligence and virtue must take the place of navies and armies, where liberty must fight her "last battle," and where, if defeated, it is a Waterloo defeat; surely, in such a land, with such consequences impending, this continued delay is anything but wise.

We, therefore, would most respectfully, but most earnestly, press this subject on the attention of those who have it in their power, to remedy the evils under which we labor, and to remove the reproach from which we cannot escape, until our schools are "founded," not as at present, on the sandy foundation of votes at town meetings, but on the solid "rock" of a general law, and thus made not only to stand, but also to be free throughout the state.

GILBERT T. GULICK,
Town Superintendent.

MANALAPAN.

In addition to the statistical information it is in my power to send you, I will further add that our principal embarrassment this year, in regulating school affairs, has been in collecting the state and surplus funds in time to properly appropriate them for the benefit of all concerned. The state and surplus funds for our township this year amount to five hundred and eight dollars and sixty-one cents. This is due us on the first of April and first of October; this year, the second installment, due first of October, was deferred to November first, and then divided in two parts, and one-half detained until January 1st, 1857. This is an unfortunate arrangement for the schools, as we have eight hundred dollars for the two winter quarters and only five for the two summer, and seventy-five of this retained until near the close of the current year. There may be a necessity for this state of things, but it is certainly an unfortunate arrangement.

WM. S. DE BOW,
Town Superintendent.

MARLBORO'.

The time for making another annual school report has again returned, and with it has come our schools better attended, with more competent teachers, and public sentiment more favorable to free schools. Yet there are some complaints against the present law. Frequently a few have to pay enormous while a large majority pay nothing. A professional man or mechanic, whose income is equal to the average income of our farmers, frequently pay no school tax. This, to me, is a just cause of complaint. Would it not be well to have a poll tax of one dollar for school purposes, where they raise two dollars per child? If they raise but little let the law remain as it is. Some such a law would be more equal, and would entirely remove the feeling and prejudice against free schools.

L. W. HERBERT,
Town Superintendent.

RARITAN.

The law concerning registers has produced but little effect in this township; in no single instance has it been literally complied with.

We have no county examiners, and no prospect of having any soon. All the teachers have not been licensed, but I have endeavored to acquaint myself with their qualifications, and have advised the trustees accordingly. Good teachers are scarce, and if they were not, the unwillingness or inability to pay a large salary makes it difficult to procure such in many districts, and here I think lies the chief obstacle to progression—the cost. We have this year, by a small majority, raised by tax all the law allows, but I doubt if it can be done again. “Imposition, unjust robbery,” are terms by which it is frequently designated; the almost universal opinion is that the entire revenue of the State should be devoted to public schools. Since April, in eight of the districts, the schools have been free, and will be through the year. In the remainder, on account of building expenses or small share of money, the price is from one to two dollars.

We have but few, if any model school houses, and many of them have not been constructed with a proper regard for convenience, comfort and health. I have visited each of the schools three times, but generally the visits of the trustees are few and far between, and in one district I am informed such an event never occurs. It would be difficult to state the books most used, so great is the variety, the teachers being supreme in this department. We have a few teachers who will compare favorably with the best; and the most, if not all, have labored diligently; proud of their station, and ambitious to excel. But why so few attended the institute is a problem to be solved?

TIMOTHY MURPHY.

Town Superintendent.

SHREWSBURY.

In compliance with my duty, as superintendent of public schools, for the township of Shrewsbury, Monmouth county, New Jersey, I submit the following report :

There are seven full districts and three fractions, and in district No. 2 there are two houses. School has been kept in both a part of the time, and in district No. 4 there are three schools, kept by competent teachers. The children are advancing rapidly; the juveniles are taught by a lady of superior attainments. The second school, and next higher, by a lady, also of high attainments, well qualified for her situation. The third by a gentleman, a superior teacher. As also district No. 6, who takes great delight in his profession. The other districts are at present well supplied, except No. 5, which has been vacant during the whole summer and fall, for want of a suitable house, and I would here observe that most of the houses, I may say all, with one or two exceptions, are without suitable ventilation for the health of the children.

Suitable play grounds are indispensable. The mode of teaching, as adopted in our schools, bids fair to give every facility to the scholars.

I would suggest that your honor would recommend an uniform selection of books in each township, if not in the State, without which much difficulty is necessarily encountered by the teachers, and loss by the pupils. Our township has raised three dollars, including State and County appropriation, per child, between the ages of five and eighteen, which amount is nearly sufficient to keep the schools free the whole year, for those attending school.

All the districts have been supplied with Webster's Dictionary except No. 7, which is still without a supply, owing to an omission on the part of the trustees of said district. I am

happy to say that the schools are in a flourishing condition, and I hope, through your wise recommendations, may become more and more prosperous.

WM. H. HUBBARD,
Town Superintendent.

WALL.

Our schools are progressing. We have completed within the last two years three new houses, making seven out of nine, large, comfortable, light, airy and neat houses, with all the modern appendages, the most of them supplied with large hemisphere and outline maps, globes, black boards, &c., the trustees more attentive to their duties, although many grumble at working without pay. (The legislature should allow them a moderate compensation—why subject them to a fine of ten dollars for neglect of duty without remuneration?) Let them be paid the same per diem as the superintendents. I find the schools in much better condition than are visited by trustees and parents. We have a few excellent teachers, and some of the pupils will compare favorably with any in the State, (district schools.) Our township, although small, tax themselves liberally for education—\$2200 raised this year, and about the same last year. Many of our schools are opened entirely free six and nine months. I confidently hope ere long to see all the schools in the State free. I visit all the schools in the township in accordance with the law, and find the teachers and pupils look with pleasure for these quarterly visits; they vie with each other who shall receive the highest commendation. A circumstance occurred at one of my visits which I may be pardoned for mentioning. The instructor promised, at the close of his term, to present a prize to the most deserving scholar. It was hard for him to determine. It fell to Miss B., a little girl. A gold medal was handed her by her teacher. She, in a lady-like manner, rose and thanked him very kindly

for the prize, but requested him to take it back, as she was satisfied her associate classmates had striven as hard and was as deserving as she. It was returned.

Several visitors being present, seeing so generous and noble an act in such a youth, raised a purse and presented each of her class-mates with a prize, and requested the little Miss to accept the medal. She then received it with a speech, which drew tears from several of the visitors. Merit cannot go unrewarded.

The whole amount of money raised the last year has been expended. A surplus remains due the superintendent on account of the State funds not being received.

R. LAIRD,
Town Superintendent.

MORRIS COUNTY.

CHATHAM TOWNSHIP.

Our schools generally are in a fair condition, and we hope the time will soon come when our public schools will be managed in such a way as to accommodate and educate the children of all our citizens; that teachers may be found, capable not only of educating the minds but improving the morals and manners of the children committed to their care. We have some systematic and thorough teachers, possessing attractive modes of imparting instruction—conciliating and attaching their pupils in such a manner, that the work goes on briskly every day, and the school-room is rendered a place of great attraction; but these are “like angel’s visits, few and far between.” We have a select school in district number one, where a thorough practice is continually pursued in all the

studies followed, which, in itself, makes study both pleasant and profitable.

The inattention of school officers and parents is much to be regretted; for occasional visits greatly encourage both teacher and pupil. And a trustee in a visit of one or two hour's duration, will obtain a better insight into the character and abilities of the teacher, than the most searching and thorough examination can furnish.

Some of our school houses are in tolerable condition, and some are hardly fit for use. The dilapidated frame building of number six, which for a long time threatened to fall over the heads of the pupils, has been taken down, and on the old site is going up, and will soon be completed, one of brick, for which the trustees and people of the district deserve a great deal of credit. New school houses are talked of by others, and we hope, before another year rolls round, they will follow the example of the above mentioned district. Three applicants from this township have been received in the State Normal School.

The liberality of the legislature in furnishing our schools with "Webster's Unabridged Dictionary," and "Lippincott's Pronouncing Gazetteer," is highly approved; and we hope that New Jersey, by her legislation, will continue from year to year to grant us suitable books, maps, globes, &c., that our youth may have every facility for intellectual improvement.

" 'Tis education forms the common mind,
Just as the twig is bent the tree's inclined."

S. H. WARD,
Town Superintendent.

HANOVER.

We are still suffering (as per last report) from a great scarcity of teachers of the right kind, and from the still more

frequent changes of those we have. Some of our best schools have been vacant for a painful length of time, for want of teachers. And it is becoming, with us, more and more a serious question, what are our schools to do? Whither shall we go, or whither look, or to whom apply, in our increasingly numerous cases of destitution? For ordinary operatives, we may repair to our intelligence offices; and even there, the supply is growing more and more inadequate to the demand; but of the right kind of men, for the noble employment of training our rising generation for future usefulness, honor and virtue, there is, in this region, a mournful destitution. Frequent applications for teachers, in our own State, (and amongst them, both to our State Superintendent, and to our Normal School,) have proved unsuccessful; and applications to other States, after waiting long, are still but partially answered. What shall we do? Our country, beyond all others, is opening such lucrative fields for enterprise, that our young men of the talent and energy we need, will not submit to the wear and tear on life they must encounter in our district schools, for two hundred and fifty dollars a year, when they know so well where they can go, and, with far less of toil and self-denial, gain triple or quadruple that amount. What, then, is to be done? Three things: the office of teacher must be raised in emolument; raised in honor, and raised in permanency: in *emolument*, for the reason just assigned; in *honor*, because few men of spirit will stoop to a business where the very name of "*schoolmaster*" is a by-word of contempt; and in *permanency*, because the present system of having a new teacher almost as frequently as a new moon, is well nigh destroying all our schools. But to secure these three things, we want four more, to wit: the right sort of men; for these the right sort of training; then the elevation of the office of teacher to become one of the regular learned professions, as a permanency for life; and then, in order to this, the hearts and the hands of people and the government must be opened wide enough to afford a liberal compensation to every one of the

right qualifications, who will devote his life faithfully to such a system of toil and self-denial; and if our government shall sell another forty millions of acres the coming, as she did the past year, we hope every dollar of it will be devoted to the establishment of free schools; and then the next forty, to fitting out and filling up our Normal schools, those great glories of our land; and to prepare an adequate supply of the men to fill them. The teacher needs as regular a system of training for his business as the physician or the lawyer for his; and we hope and trust that our own noble Normal and Beverly institutions, will ere long bless our State with a supply of teachers that shall be an honor to our State, our nation, and our nature.

JOHN FORD,
Town Superintendent.

MENDHAM.

I have made a report according to the returns that I have received. The failure of teachers to furnish reports of attendance, as the law requires, will, of course, result in an imperfect report. This failure on the part of teachers, I think, could be easily obviated by having a proviso that no order to a teacher should be paid, unless accompanied by such return.

I am happy to state, as an evidence of increased interest in the cause of education, an increase of tax for school purposes, and a desire for competent teachers, shown by a willingness to grant a reasonable compensation. Our schools, for the most part, have been taught by competent teachers, with but few exceptions.

We are looking forward with expectation to what our State is doing to supply this deficiency, by sending forth teachers not only intellectually, but morally trained for the high and noble calling of guiding and forming the youthful mind.

Probably the greatest deficiency in our system of teaching is, that many teachers lack an interest in and love for their occupation, in too many cases only followed from necessity, until a favorable opportunity offers for them to pursue the calling upon which their hearts are set. Imagine any other calling or profession followed in like manner, and what result would we anticipate? The wonder is that our schools are as good as they are.

In addition to the effort of our State to raise the character of our schools (public,) much might be done by those who stand aloof upon the plea that the character of them is not what it should be. The same argument keeps many aloof from all the benevolent objects of the day. Who that believes that education has a tendency to elevate the masses but ought to be willing to do all in his power to raise the standard and character of our common school system, unless able to point out a better way; much might be done by trustees and employers visiting the school occasionally, and showing to the scholars and teacher that they feel an interest in what they are doing. The secret of interesting others is by showing ourselves interested.

M. THOMPSON,
Town Superintendent.

MORRIS.

I expressed the hope in my last report that gratuitous instruction would soon be enjoyed in all the schools of this township. And it is with no little regret that I am compelled to say that for the past year there has been but one free school under my supervision. All the rest have assessed their pupils for sums, varying from thirty cents to *two dollars* and thirty, to the great annoyance of the teachers, and, in some instances, the distraction and temporary suspension of the schools.

Still, I do not despair of seeing the ultimate triumph of the free principle throughout the state. The example of so many sister states, with that of some sections of our own, cannot have escaped the observation of enlightened minds. Certainly the obvious difficulties of the present complex system, make a more liberal provision for public schools, whether by tax or otherwise, little less than imperative. For myself, I would much prefer to dispense with public patronage altogether, unless our schools can be made entirely free.

It would be easy to demonstrate that, in some instances, the pupils in the district schools pay as much for their tuition, as they would be required to pay in the absence of any public appropriation.

Hitherto, the cause of free schools has had to contend with the combined opposition of the ignoramus, the miser, and the aristocrat. And these forces have been sufficiently potent to influence the township tax. But things cannot continue as they are. And if our schools are not to be wholly abandoned to private enterprise, principle and expediency, philanthropy and economy, alike demand that they should be free to all.

I am happy to say that these sentiments are entertained by the more enlightened citizens of the townships, without political distinction; and that I look for their practical application at the next spring election.

I might add, in conclusion, that the schools have been visited the past year, as usual, and under existing circumstances, have been more or less interesting and effective.

JOSIAH HATT,
Town Superintendent.

PEQUANNOCK.

With few exceptions, the schools in this township have been kept open during the year, and generally with a good attendance.

Our public funds, derived from all sources, have been sufficient to enable the several districts to maintain free schools during a considerable portion of the year. In seven districts, for about three-quarters of the year; and in eight districts, for about one-half the year. In one district, the school has been free during the whole year. The necessary funds, in addition to the public money, were obtained by a special district tax.—This school, numbering over two hundred pupils in daily attendance, is under the charge of a principal and three female assistants, and the aggregate of teacher's wages is about eleven hundred dollars annually.

This method of supporting a free school has been practiced in this district for several years; and has not only given general satisfaction, but proved beyond a question, that it is the cheapest and best way of supporting a public school in large villages and populous districts. In the beginning, some property holders objected to it, but they soon discovered their mistake, when they found that dwelling-houses situated within the limits of this district, were more desirable among tenants, and commanded higher rents, than others located immediately outside.

If our state could increase the amount of appropriation to the use of public schools about forty thousand dollars annually, we would then have so nearly enough to meet their expense, that the small deficiency would be readily met in most of the districts by a special tax, and then we would have practically free schools, and free during the whole year.

But it is not more money only, that is needed to keep our

schools open during the whole year, and to render them more efficient and useful. We rejoice at the progress already made in popular education in our state, and are encouraged to look with brighter hopes to the future. We have procured laws establishing a public school system, providing for the erection of comfortable and commodious school houses, and making liberal appropriations toward the payment for instruction; but we must not rest here, thinking that we have accomplished all that is required; for, to stop at this point would be to stop just where the real business of education actually commences.

We must look to the qualifications of teachers, and the operations inside the school room, for it is there that the most important part of the work of education is to be performed. As regards teachers, we are satisfied that there is a greater scarcity of suitable professional ability, than money to pay for their services. When vacancies occur, if trustees would use less haste, and more care and exertion, in properly filling them, there is little doubt but that a higher order of talent and professional ability might be secured, in many instances, for the same compensation allowed to those occupying the position, to the exclusion of others better qualified. For the success of our public school system, a close and careful supervision over the literary, professional, and moral qualifications of teachers is very essential. We hope, therefore, that in future legislation, all proper means for elevating the profession of a teacher, and securing in it a higher degree of skill and talent, will not be neglected.

As regards the operations inside the school room, there appears to be a want of system in our public schools, that is productive of waste both in time and money. This want of system is found in the number and kind of studies introduced, and the order in which they are attended to. There appears to be a growing tendency to crowd into our schools too many of the higher branches, and often to the neglect of important rudimental studies. To this point, perhaps more than any other,

is it necessary to direct special attention. The introduction of too many studies makes classes too numerous, and, as a consequence, the want of proper time to attend to them, leads to superficial and unsatisfactory results. How can these difficulties be removed? We believe they can, to a great extent, by the adoption of a judicious and systematic course of studies for our public schools; and to that end, would it not be advisable for our legislature to empower the state superintendent and the trustees, and principal, of our State Normal School, to fix upon such a course of studies as they in their judgment may think best, and which may serve as a guide to all our schools.

J. L. KANOUSE,
Town Superintendent.

RANDOLPH.

At the annual town meeting in April last, it was voted to raise by tax two and fifty-hundredth dollars per scholar, and there being in the nine districts nine hundred and fifty-four children, entitled the schools to an amount of \$2385 00

But no part of this year's tax has been received,	
From state fund we have received	338 34
From surplus revenue received,	195 65
From back taxes of 1855,	150 00
From superintendent of 1855,	180 57

Whole amount to support the schools of 1856,	<u>\$3249 56</u>
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This amount is amply sufficient to keep the schools open the whole year without being embarrassed for money, &c., but yet, nearly every district is behind and in debt to teachers from one hundred and fifty dollars to lesser sums. The cause is, the township taxes are not paid in promptly and fully, and also the paying of the township, county and state debts first, out of the taxes received, and the balance if any is handed over to the superintendent, for the use of the schools, and the

result is that the superintendent receives about half the amount voted to be raised per scholar, and from appearances this year the schools will not receive over one thousand dollars of the two thousand three hundred and eighty-five dollars. In some of the districts the schools have to be kept open by subscription, and even then they cannot have schools on an average over nine months in the year. The teachers are all regularly licensed, and most of them entitled to a great deal of credit for keeping up an excellent system of school exercises, under which the children must improve, as improvement after all depends more upon the teacher than the book. It is the teacher's duty to instruct and not leave it all to the book the scholar holds. Instruction is talk, something for the ear and memory, and this a child is slow to get from the book where the mind is required; and consequently I have endeavored to impress upon the teachers the fact that they ought to be able to instruct the scholars by a system of exercises drawn from what they know themselves, for what the teacher don't know, the pupil never will, as a general rule.

Some three or four of the school houses in our township are very poor constructions, indeed; others again are capable of keeping the children comfortable; but in each district they all talk of new buildings, and if interest in public schools don't induce them to act, necessity soon will.

I find the average ages of scholars to be from eleven to thirteen years, inclusive; few attend the schools over sixteen years, unless it be during the winter term, when a few from seventeen to eighteen attend. In summer I find some children in attendance who have not yet reached the statutory age, and this results in the teacher having the trouble of watching them, instead of the mother, an evil I may say that ought to be remedied.

District number one is incorporated: We have no county examiners, and this duty devolves upon the superintendent and the trustees of the several districts. Though the superin-

tendent is expected, and does in most cases, license the teachers without consulting the trustees, the responsibility rests upon him alone. I don't think the cause of education is growing any worse, though in many instances we have to confess the existence of apathy.

JAS. H. NEIGHBOR,
Town Superintendent.

ROCKAWAY.

I enclose you the school statistics from this township. They are as nearly accurate as I am able to make them, but in spite of no small pains-taking they only approximate accuracy. Not unfrequently in the change of teachers school rolls are lost, and we are left to guess rather than state facts. I think after a careful examination, the statistics enclosed do not vary widely from the facts. In the numerous visits I have made to the schools in this township I have been able to discern a gradual improvement in the schools themselves, and an increase of interest on the part of the patrons. The teachers employed the last year have been competent and faithful, and worthy of a higher compensation than they now receive. Our system at present labors under disadvantage in one respect. I refer to the fact that the public money is insufficient to defray teachers' salaries. For the balance, they must look to the patrons, and in some cases they lose largely on these school bills. This affects the teachers badly. But a large number of the patrons, under the mistaken notion that the public money is sufficient to make the schools free, are either deterred from sending their children when they learn the state of the case, or are dissatisfied when their school bills are presented. We now raise one dollar for each child between five and eighteen years of age in the township, which is a large advance on some former years. Could the people be induced to raise two dollars on a scholar, a free school could be kept in every district in the

township from six to nine months a year. Such a change as this would produce good results on all hands and add efficiency to our public schools. I yet hope to see this measure carried, provided it meets the wishes of the people, or at least a large majority of them.

JOSEPH F. TUTTLE,
Town Superintendent.

ROXBURY.

It is an absurd idea which compels the incumbent of an office to report the workings of the same for twelve months, when he has held it only eight; how can he obtain sufficient data, when our legislature forget to attach a penalty to the only law by which he can be enabled to obtain the necessary information. Why not provide for their (the teachers) report in the same manner as for the superintendents.

I entered upon the duties of town superintendent last April, and find our schools in a backward and embarrassed condition. The small amount received from the State, with the excessive desire which, unfortunately, all human beings possess to obtain and retain all they can, is a serious hindrance. By employing half-pay teachers, most of the districts are enabled to have free schools for six months, the remainder of the year the houses are locked, and the children running at large, forgetting what they have learned, which, by the way, is no very serious task, and not much of a loss when accomplished. We want more money or none! Cannot some legislation be had by which our schools will be entirely free?

Will not our legislature so amend their last winter's act as to prevent teachers from receiving their pay until they have reported to the town superintendent? and then supply him with blanks for the teachers? Our school laws have been much

improved, but are still like a rough farm, want counter-hewing.

W. E. MATTISON,
Town Superintendent.

WASHINGTON.

Our schools, for the most part, are in a flourishing condition, and we fondly hope that the time is not very far distant when our schools will stand on a level with any in the State.

We have found it quite difficult to procure the right kind of teachers. As there are so many who appear to care more for money than they do for the welfare of the immortal minds placed under them, but we hope that this evil will soon be remedied by the good effects of our Normal School.

There has been considerable of an excitement this fall, concerning the state school fund, it not having been received in time to meet the demands for it. I think that it should be so arranged, that we could have our school moneys at the proper time, for such delays cause trouble both to superintendents and teachers.

Our trustees have nearly all adopted the plan of taxing the inhabitants for a small portion of their schooling, so that the schools may be kept open the whole year.

T. NAUGHRIGHT,
Town Superintendent.

OCEAN COUNTY.

BRICK TOWNSHIP.

While our report is not, in all respects, as full as could be desired, in the absence of more complete returns from the teachers, (some of whom furnish no reports at all,) it is about as full as we are able to make it. While we have not made any very great advancement in our public school operations, it will nevertheless be seen by a comparison with last year's report, that we have made some improvement. In District No. 2, (Herberton,) they have erected a good brick edifice at a cost of about \$700.

Schools have been open a part of the year in all the districts, except the part of district on the Beach. In some of the districts, schools have been open a longer time than usual. While we are obliged to regret the indifference of many, on the whole we are glad to believe that the people are becoming more generally interested in the subject of education. They are beginning to realize to some extent that it will not do to depend upon teachers from abroad; that they must raise their own teachers. When this feeling becomes general, and is encouraged by a more liberal policy in state appropriations to free schools, our children will become educated. We hope the day is not far distant.

W. F. BROWN,
Town Superintendent.

DOVER.

Most of our schools have been suspended through the summer, but the prospect for the coming winter is more encoura-

ging. The population in some of our districts is so sparse that efficient teachers cannot be procured at such salaries as the inhabitants could pay, and the amount of public funds must be in proportion to the number of children. There have been none kept entirely free. There is one new school house in course of finishing in our village; it has two stories, and is designed for two schools, a male and female. It will cost, with its furniture, from fifteen to sixteen hundred dollars.—Of our other school houses, as a general thing, I cannot speak very flatteringly. All the teachers have been examined and licensed by me. We have no county board of examiners.

JAMES B. LANE,

Town Superintendent.

JACKSON.

In presenting to you the condition of our schools, I will first state we have seven districts, six of which have schools at the present time. Two of said schools have been open for nine months, and are in a very good condition; the others are making some little progress. The school at Cassville is a very good one for this section of country. The house has been remodded this year. Some of the other houses are in a bad condition for a winter school. We have not had any free schools in this township this year, owing to the bad use of the school money by the town officers. The township collector of 1855 made use of all the state school money, a part of which has not been collected yet. I think it would be better for the money of the State to come direct from the county collector to the town superintendent.

JOHN CONINE,

Town Superintendent.

STAFFORD.

We have no county examiners for this county. The several teachers have been licensed according to law, and the schools will, I think, compare favorably with those of most other townships.

The general attendance has materially improved since my last report. There are no districts in the township in which the schools have been free. In most cases they have divided the free money equally in each term among those who have attended, in proportion to their attendance. I think this plan gives the best satisfaction, and has the effect to insure a better general attendance.

WALTER B. ABBOTT,
Town Superintendent.

PLUMSTEAD.

In most of our schools we have frequent changes of teachers, vacations of indefinite length, and no regular school register kept by the different teachers remaining in the schools for reference. I find it impossible to obtain accurate reports from all of the districts. I think, as the law requires every teacher to keep a complete register, it should have made some provision for the supply of blank books ruled and prepared for the purpose.—They could be got up in a cheap form by some book firm, sufficient for the supply of the whole State, and notice given to superintendent of the several townships when they were ready. I think they would meet with ready sale. Our teachers do not like the task of preparing the books themselves, and I regret to say, I very much doubt the ability of some of them to do so correctly.

I cannot have the pleasure of reporting much improvement

in the condition of our schools since last year. Some of the districts have made some slight repairs in their school houses, but nothing worthy of being called improvement has been done, except in District No. 4, the only incorporated district in the township. You will recollect this, at New Egypt, as the one you visited and favored with a very able lecture on education, a short time since.

In this district we have done something toward improvement. We have completely new seated and furnished the school room in the best manner, at an expense of \$200, but it required a mighty effort from the few individuals who had become convinced of the necessity for comfort and convenience inside of the school house. We also pay a larger salary—\$400 a year—as an inducement to a better class of teachers, and have also improved considerable in this respect. We are now deliberating upon the question of the expediency and practicability of having two departments in our school, under two teachers.—Whether we shall succeed in this or not I cannot tell, but I think some change will be made before long, as the school does not meet the wants of the place as it is.

Our schools are all in operation now, all under male teachers, nearly all laboring under the same disadvantages noticed in last year's report, viz: irregular attendance, want of uniformity in books, lack of interest in the patrons, &c., &c.—Truly, much remains to be done before our public schools become what they should be—good enough to put a good education within the reach of every child in the land, independent of boarding schools.

No county examiners have been appointed in Ocean county. I have been called on to license but two teachers. Very little regard is paid to law in this vicinity; custom and convenience are regarded before law in most cases. Three of our districts have made their schools free, being open about two-thirds of the year. I received reports from all in the

spring, and have visited each school several times during the year.

DANIEL A. WARREN,
Town Superintendent.

PASSAIC COUNTY.

AQUACKANONCK TOWNSHIP.

The township of Aquackanonck has seven districts, and two union, or parts of districts, four of which are in a prosperous condition; the remainder are not so well attended. The number of pupils taught in the township is about three hundred and thirty. The average price of tuition is about ninety dollars. The amount received, and yet due from the State, is, in total, three hundred and sixty-nine dollars, from the township, total—eight hundred dollars. Two free schools raise an extra amount. All the money spent has been for tuition, except two or three small amounts for repairs.

School houses generally in good condition, mostly or all of wood, with but one room, and play grounds attached.

Care is taken to select qualified teachers, of good morals, mostly young men.

I visited the schools each quarter, generally. The books are such as are most generally used, and much the same in all the schools.

I find a general complaint among all the teachers, that little or no interest is manifested by the inhabitants, and not much by the trustees. Few visit the schools at all.

Some few years since I was superintendent ; I then gave notice to the trustees of the seven districts, that I intended to apply the amounts due to each district in quarterly payments, and requested the trustees to make arrangements or provision for the balance, to keep the schools open the whole year. It had a good effect, and I left the schools in good condition. In taking charge this spring, as superintendent, I found my predecessors had varied the rule, and kept open till the money was expended, according to the letter of the law.

This makes it difficult for the smaller and weak districts ; if all the money is spent upon free schools, making at the most but two quarters, the schools are closed the remainder of the year ; the inhabitants will not raise sufficient to employ a teacher for two quarters ; if quarterly divided among them, they feel more interest, and less difficulty to raise each quarter one dollar or one dollar and twenty-five cents per scholar, which will enable them to keep the school open all the year. As to the law, whether its features can be so changed as to suit the general interest of the State, in keeping the schools open with the present amount received from the State and townships, I am not prepared to say. I only know it gave impulse to our districts, by dividing it quarterly. I have thrown out these hints for your consideration, knowing it is important for the improvement of the scholars to have the schools open all the year. It would be most desirable, if the schools were all free ; this would give all an equal chance ; but the townships will not raise sufficient for that purpose, in addition to the state funds.

The schools are all open at present, and I hope they will continue open through the year.

C. G. VAN RIPER,
Town Superintendent.

PATERSON.

Enclosed find my report on the state of the public schools in the city of Paterson, for the past year. Our schools are in a prosperous condition; (thanks to people, teachers, and pupils.) Teachers and pupils improving their time, and the cause of public education seemingly taking a strong hold on our community.

The board of education of this city have erected, during the year, two neat, substantial, and every way convenient school houses, capable of containing thirteen hundred children. Indeed, our city has made *giant* strides in the cause of public education, for which I have no doubt its citizens, *present and future*, will reap the reward.

Please visit us, and examine our schools.

ANDREW DERROM,
Town Superintendent.

SALEM COUNTY.

LOWER ALLOWAY'S CREEK.

In making out this report, I have taken great pains to make it correct, but I find it impossible to fill the blanks of three months, six months, nine months, &c., with any degree of accuracy. If our teachers continued all the year in our schools it might be done; but you will see that we have had, on an average, about two teachers to each school, in the course of the year. You ask of me, and the law requires, a report to cover the whole year. Well, if the year terminates with the

date of the report, of course it must commence a year previous and must cover last winter's quarter. Well, I find by reference to the teacher's register of last winter, in the district where I live, some ten or a dozen names who are now in the district. Two families, at least removed into Cumberland county in the spring, and two more have gone to the west.

I would suggest and request you to urge it upon the legislature to alter the law, so as to make the school year begin in April, after the annual meeting to choose trustees, or as soon after moving time as possible, for every district and every township has, to a certain extent, a new set of children after moving time. And to terminate on the first of April following.

The trustees ought also to be bound by the law to give the names of every child in their respective districts—it would be of much more importance than giving the names of the parents. Some of them now do it, but others do not. They report in this way: Jacob Nixon, two; William Hopkins, two; William Plummer, five, &c.; they say it is too much trouble to give the names, and the law don't require it. The superintendent would thus be enabled to see and know when the children are counted in two places. In many instances, the parents live in one district, and the children (some of them) in another.—Well, the trustees will say; J. S., four, counting all—and at the same time one or two of them may be living (temporarily) in other districts.

I would say, I deem it impossible ever to get anything like correct school statistics, without something of this kind is done.

BENJAMIN HARRIS,
Town Superintendent.

PILESGROVE.

There are in this township nine school districts, and thirteen school houses; there having been this year two new frame houses built. The school houses in this township are mostly in good repair, and comfortable, and suited to their localities. The amount of money received for school purposes is four hundred and seventy-nine dollars and thirteen cents; from the state, two hundred and fifty-one dollars and eighty cents, and from the county, two hundred and twenty-seven dollars and thirty-three cents, being the interest on the surplus revenue. The township raises no money for school purposes. The second apportionment of the school money, previous years, has always come to hand, I believe, in November, but this year there has, of the second apportionment, been but one hundred and thirteen dollars, sixty-six cents received, and that from the state. Why the delay, I am not informed. The board of freeholders have not appointed county examiners.

There are several things required by you, in making up the report in the townships which it is not possible to collect accurately, unless there is a better system adopted in the schools by the teachers. Now I would suggest, that every school be furnished with a well bound book, to be kept in the school, as the property of the school, ruled after the manner of the blank reports furnished, requiring the number of scholars taught, twelve, nine, six and three months, &c. For in some districts a school is kept open three quarters in the year, and each one taught by a different person, and no record made in the school, of what is required to be furnished by the town to the state superintendent, and the teacher, out of reach, makes it difficult to get the data to make up a correct report as required.

I would also suggest that it would be better to have the money that is appropriated to the several townships, to come

from the county officer, direct into the hands of the town superintendent, instead of going first into the hands of the township collector, for this township, has suffered great delay and inconvenience in this respect, by the collector's getting the money, and not being willing to pay it out. There is now in the hands of the old collector, James M. Reed, \$53.70, not paid over.

JOSEPH K. RILEY,
Town Superintendent.

SALEM.

It will be perceived from the above report, that the schools of Salem township are free; that they are open through the whole year, and that the expense of education for each pupil, inclusive of fuel, books, &c., is three dollars and fifteen cents. Salem township has some advantages for carrying out the public school system. It is a compact township, with a slight country population, and is thus able to dispense with districts, and to comprise the school in one building, with the benefit of separate departments.

The school for colored children is distinct. This receives fifty dollars of the public money, and thirty dollars from the orthodox Friends. It includes parts of two townships, and is not entirely free. Salem township appropriates to this school, at the rate which it costs to educate the white children, viz., three dollars and fifteen cents, for each colored child that attends the school.

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

Examiners have never been appointed for the county.

Town Superintendent.

UPPER ALLOWAY'S CREEK.

The subject of free schools, just in our immediate vicinity, is talked about some considerably. Some find serious objections to some of its provisions, whilst others approve it; at least those of our tax paying inhabitants who pay the least taxes, that is, in regard to the district taxation. I, for one, think that it bears unequal upon the inhabitants, for the simple reason that a number of rich or influential persons move into our district from the surrounding neighborhood, and school their children, and the larger portion of their property lays out of the district, which makes them a small tax in proportion to the land holders in the district, which makes some hard feeling and a diversity of opinion.

If the legislature could make some other provisions, that would seem more just and equitable law, it would suit that portion who pay the largest taxes.

We have, in this district, built a very handsome brick school house this past summer, by taxation. The size is thirty-six by twenty-four feet, two stories high, and cost about two thousand dollars, making two of the same kind in our district. They opened a school in the new house about the first of December.

G. REMSTER, JR.,
Town Superintendent.

UPPER PENNS' NECK.

Since my last annual report, I have set off one new district from parts of two other districts; making the access of children residing in the remote parts of the aforesaid districts, much more convenient. In the new district a new house has been erected, by the liberality and perseverance of the friends of education in that locality, without leaving a debt on said house

to be paid by (as is too often the case) resorting to the "free money."

We have eleven public schools in our township, and one select school at Pennsgrove; the scholars of which would do credit to any school in the county, and are pursuing their studies with an eagerness calculated to gladden the heart of their teacher, and encourage and gratify those by whose interest and exertion the school has been gotten up.

I have no hesitation in saying that there is an increasing interest manifested in the cause of education in our township; yet there are some things still existing, which the friends of education have to deplore; the want of funds sufficient to enable the trustees to employ competent teachers, and to keep the schools open throughout the year, (or the greater part thereof,) and free to all who may wish to attend. Whereas you will see by the report from our township, that we have but thirteen hundred and forty-one dollars and sixty-six cents, for the present year, from all sources, for school purposes; and the nine hundred and fifty-eight scholars, at two dollars per quarter, for but one quarter, would amount to nineteen hundred and sixteen dollars, showing that all the money that we receive for the year is not sufficient to give each child in our township one quarter free, by five hundred and seventy-four dollars and thirty-four cents; and yet, strange as it may seem, there are those to be found who oppose the raising of money by tax for school purposes, and claiming, at the same time, to be philanthropists, and benefactors of mankind.

There is a complaint from another source, which I feel called upon to make, though I would not willingly complain. It is, that trustees so often employ individuals to teach, without first obtaining their license; trusting that all will be right if they but pass their examination and obtain their license, before presenting their order for "the free money;" and if the examination is, at the close, what it should have been at

the beginning, we find disappointment and dissatisfaction, not only on the part of the teacher, but also on the part of his employers. My experience and observation has led me to the conclusion, that there is much time lost on the part of scholars or children, from the want, in many instances, of experience and skill in the teachers. I believe, therefore, that teaching, as a profession, should receive such encouragement as to induce individuals, both male and female, to qualify themselves for the responsible duties it involves; and I believe further, that none but persons of good moral character, who have first learned to govern themselves, should be engaged or employed "to teach the young idea how to shoot," or have to them entrusted the disciplining of the youthful mind.

J. K. LOUDERBACK,
Town Superintendent.

UPPER PITTSBORO.

The eight school districts of Upper Pittsgrove remain the same as last year, and with two exceptions, there have been no applications to be set over from one district to another. These transfers, as tending to confuse the boundaries of the several districts, have been discouraged.

There are two instances of small and thinly populated adjacent districts, in which an effort at consolidation has been made; but owing to a diversity of opinion respecting its propriety among the inhabitants, nothing has been effected. The five half districts are unchanged from their connection with adjacent districts in adjoining townships.

The schools, when in session, have been usually well attended, and have been supplied with teachers of about the ordinary degree of qualification. A few teachers appreciate the duties and responsibilities of their vocation, while by far the greater part evince but little either of taste or tact for

teaching, and seem to make it only the pastime of an otherwise profitless winter's occupation. This is destructive of prosperity in our schools, and points significantly to the necessity of a uniformly rigid system of examination and license, in order to the employment of those only, who devote themselves to teaching, as a calling.

The first three districts and the eighth, being much larger numerically than the others, have so much of the public money as enables them to sustain a school for nine months in the year. The inhabitants are more attentive to the annual trustee elections, and by getting prompt school officers, they usually are able to secure good teachers. Yet the most advanced of these schools have great room for improvement, as is evinced by the want of a proper ambition among the pupils, and appropriate facilities for teaching.

The fourth district, though small, has had two terms of school session in the year. They at present have, as teacher, a member of the State Normal School, and from the satisfaction given, we anticipate great benefits from this grand enterprise.

The three remaining districts have had a winter session only, the want of means preventing a continuance of the schools.

It is to be hoped that the inequality of advantages for obtaining an education, in the different districts, may be removed. It has been suggested, as a remedy, that the State shall assume more entirely the control of the public schools; determining when and how long they shall be in session, and furnishing a corps of qualified teachers, with uniform and liberal salaries. By this means a uniformity of text books could be established, and many of the evils arising from the present migratory habits of teachers be avoided.

There has been some reformation in the condition of our school houses, though much still remains to be accomplished.

A new frame house is being prepared in one district, to supplant an old structure, which has been a faithful monument of service and neglect. One house has been partially repaired, and all internally need it. The law allowing twenty dollars to be annually expended for school house repairs in incorporated districts, some trustees apply it to districts not incorporated, and the public money has been so appropriated. Usage has also authorized the application of the public money in removing debts incurred in the building of school houses, though I find nothing in the law warranting such use.

There is a great deficiency of appropriate furniture in our school rooms, and which the advancing intelligence of the age renders very necessary to supply. Maps, globes, numerical frames, square and cubical blocks, &c., to be used in illustrating the rules of arithmetic and school libraries, we have not. We want also more attention paid to the play grounds, shade trees and sites of our school houses. The neglect to properly paint and adorn them, renders them to the eye very forbidding, and is a part of the means which gives rise to the prevailing prejudice in children against schools.

There are now four schools in session, in which three males and one female are teaching. As teachers are obtained, the schools will begin their winter sessions.

In most cases, licenses have been obtained, but through the want of county examiners, and through the too hasty acceptance of applications from teachers, by the trustees, the obtaining of licenses has become quite a thing of form, and the provisions of the law relative to it much disregarded. The school once commenced, the license and salary are expected, of course, even when in justice to both teacher and pupil, they should be withheld.

By the earnest efforts of a few, a township teachers' association has been formed; but as yet, it has hardly members sufficient for its continuance. It is to be hoped that the

county association of teachers, through the columns of the weekly press, are enlisting the public feeling in behalf of education, and in teachers exciting a laudable ambition to excel.

The schools have been visited once in each quarter, and in some instances oftener. Sometimes I have received invitations to visit schools from trustees, but seldom have been favored with their presence. The present school law exacts too much from trustees, without any compensation. Their duties are too numerous and important to be so often neglected, and they cannot faithfully discharge them without remuneration. Justice requires that they should have a fair equivalent for their time and service.

The text books in use are Rose's, Greenleaf's, Thompson's and Davies' Arithmetics, Mitchell's School Geography, Smith's and Bullion's English Grammar, Comley's, Webster's and Towns' Spelling Books, and a vast variety of reading books.

I have made thirty-three visits to the several schools while in session, since my last report, and in some instances, by invitation of the teacher, have conducted the exercises of recitation.

Many of the teachers have been furnished with blank reports, in the hope of obtaining some data, upon which to found an opinion of the condition of the public schools. The reports which were returned to me, were of the winter term; the fullest of any season of the year. By this means, I am able, with approximate certainty, to fill the accompanying blank, which you transmitted to me.

E. L. L. SHEPPARD,
Town Superintendent.

SOMERSET COUNTY.

BERNARD TOWNSHIP.

The schools of this township have, on the whole, been conducted with less efficiency this year than for two years past.— Only one has been in operation all the year. In one of the largest districts a very commodious and creditable new house has been erected, which, however, caused the school to be suspended for a time. In other districts, the public money having been exhausted, the patrons have not chosen to continue them at private expense.

There have been also more frequent changes of teachers than usual. The teachers, however, have not been below the ordinary grade in qualifications, (some of them above it,) and the schools while open have given general satisfaction.

It is difficult to secure full and accurate reports from the trustees, and hence the figures in my report as to the number of pupils and the time they have actually been in school, are only the nearest approximation to the truth that I could make. It is hoped, however, that the blank forms now furnished for them will serve to remedy this defect.

JOHN C. RANKIN,

Town Superintendent.

BRANCHBURG.

In regard to the condition of the schools of Branchburg, we believe there is but little change since our last report. Our school houses are all frame buildings, of modern style and

erection, pleasantly located, with some play ground, which is unfortunately destitute of shade trees. Our county board of examiners is still sustained, which, in connection with the teachers' institute, affords a class of teachers qualified at least in a moral and literary point of view. Our trustees do not visit the schools as often as duty and the interest of the scholars demands, and as for employers, it is an established practice with them to omit all such duties. The state fund surplus revenue and township tax affords but little more than half the requisite sum for school purposes in our township, and two-thirds of this is raised at our annual town meeting. Raising money at town meetings for school purposes invariably produces discord and contention, which is very much to be regretted. We believe that the popular and ardent desire of our township is, that the State should liberally increase its appropriations.

JOHN COX,

Town Superintendent.

FRANKLIN.

In making the inclosed report, I have been guided by such information as I could obtain from the teachers and trustees of the schools. I have visited all the schools twice since April, (except two, which I have visited once,) accompanied by one or two of the trustees occasionally, and find the schools in a comparatively improved condition. Three or four of the school houses have been lately built and are sufficiently large, airy and convenient, with sufficient play grounds, and furnished with maps and other conveniences for teaching. Most of the others are in ordinary repair, though not so convenient. We have an efficient board of examiners for the county, who monthly attend to examining and licensing teachers. The teachers appear to realize their responsibilities and manifest a commendable interest in the welfare and improvement of their pupils.

The inhabitants of the township also manifest a general interest in the cause of education, by voting annually a liberal sum for the maintenance of schools. Still it is to be lamented that there are some who do not avail themselves of the benefits of education so liberally tendered to them. The money received from the State and raised by tax, is insufficient to support the schools free, but schools have been kept free in six of the districts, an average of nine months the past year.

Having just received the instructions, I am unable to comply with them all, but would suggest that each school be supplied with a copy of them.

J. J. VAN NOSTRAND,

Town Superintendent.

SUSSEX COUNTY.

BYRAM TOWNSHIP.

Our schools have been very generally in operation throughout the year, and the attendance, as you will perceive by the enclosed report, has been good. We have labored under a serious disadvantage, however, which I suppose has been common throughout the State; in reference to procuring the school funds from the State due the township. In the spring, I received the half of the amount as usual; and on the first of October was informed by the county collector, that the balance could not be had from the State until after November first. On that day I made application again, and was paid *half the amount ordinarily due October first*, and notified that in consequence of the want of funds in the state treasury, the

balance could not be paid until January first, eighteen hundred and fifty-seven; as our taxes are not due until December, the consequence has been that all the schools in the township have been conducted on the "credit system," in a great measure, and the teachers been nearly without funds during the summer, while the orders of the district trustees remain unpaid, awaiting the collection of the township taxes. I report this matter as a *defect* in our school system which needs a correction.

But one of our schools (in district number one) has been open the whole year, and that has been about half free; the others vary from four to six months in duration, or as long as the public money will pay for, without any extra assessment upon the patrons of the school.

No county examiners have yet been appointed in this (Sussex) county, and all licenses are issued by the trustees and superintendent.

E. A. REEDER,

Town Superintendent.

VERNON.

Our schools are improving in efficiency, and I think there is a decided advance in many of the districts. Yet there is much inattention to the interests of education in some parts of the township. Some two or three districts are very much behind the others, as they have been employing inefficient and unqualified teachers for some time past. This township is at present well supplied with teachers. We have school in almost every district, and have had a good attendance generally.

Our school houses are generally in good repair. We have sixteen in number, all frame buildings. Number nineteen,

having no school house, the trustees have furnished a room for the accommodation of the school. They all have play grounds attached. There is but one district (number five) which is supplied with the necessary apparatus. The books principally in use in our schools, are Parker's Philosophy, Smith's and Wells' Grammars, Smith's Geography, Davies' and Adams' Arithmetic, and Webster's Elementary Spelling Book.

In my visits to the several schools, I very seldom have the pleasure of meeting with the trustees or employers; if they would generally attend at the time of these visits, it would much encourage the children.

AMOS H. BELLES,
Town Superintendent.

WANTAGE.

The township is divided into twenty-one and a half school districts, one district having been taken up, and the school house in the half district not being in this township. The township numbers, according to the reports of the trustees of the various school districts, thirteen hundred and nineteen children, between the ages of five and eighteen years.—The number of children attending school the first three months, is six hundred and fifty-two; for six months, three hundred and ten; for nine months, forty-one; and for twelve months, forty-two; making the whole number that has attended school any time during the year, ten hundred and forty-five. Ten of the schools have been continued twelve months; six, nine months; four, six months; and one, three months; making the whole number of months kept in the township, two hundred and one, and an average of nine and four-seventh months.

I have examined and licensed twenty-four teachers, fifteen

males and nine females. The wages of the teachers range from ten to twenty-five dollars per month, or from two to two dollars and fifty cents per scholar.

The books used, and the branches taught, are as represented in my former reports.

The money appropriated and to be appropriated this year to school purposes, is: one hundred and sixty dollars, ten cents, from last year; ten hundred and forty-three dollars, eighty-two cents, from the State money and interest of the surplus revenue; fifteen hundred dollars, raised by tax in the township; and four hundred and forty-four dollars raised in three districts, for the purpose of building and repairing school houses, making the whole amount to be used for school purposes in the township this year, three thousand one hundred and forty-seven dollars and ninety-two cents.

There has been one school house built in the township this year, with a nice play ground attached to it, which does much credit to the district in which it is situated, both for its style and durability; and one has been repaired. There are no free schools in this township; if they are continued during the year, the money is generally proportioned equally on each quarter. It gives better satisfaction to the districts, and is much more conducive to the prosperity of the schools.

MOSES STOLL,
Town Superintendent.

WARREN COUNTY.

FRANKLIN TOWNSHIP.

As no registers were kept in many of the district previous to last April, I find much difficulty in filling up the blank returns correctly; since that time, however, all the districts have kept registers, as the law directs. This township is divided into seven whole and three parts of districts, one more than at my last report.

District number one has a good and comfortable house, built of stone, with a small play ground attached, and the only one in the township; the others have the public road. This school has been open eleven months; number in the district, ninety; female teacher during the summer. Number two has a poor, old house, entirely too small to accommodate the district; school open nine months; number in the district, fifty-nine; male teacher the past year. Number three has a poor house, entirely inadequate to the wants of the district; school open ten months; number in the district, one hundred and thirteen; male teacher; the school term is divided into two sessions of five months each. Number four has a new house, built of stone; female teacher for the summer; school open ten months; number in the district, eighty one. Number five—the house of this district is good, built of stone; school open nine months; number in district, sixty-two; female teacher.—Number six has the best house in the township, built of stone; this school has been open twelve months the last year; number in the district, one hundred and four; male teacher.—Number eight has erected a house the present year, and opened a school in November; number in district, thirteen.—Numbers seven, nine and ten, are taught in the adjoining townships.

The branches taught, are spelling, reading, writing, arithmetic, geography, English grammar, algebra, botany, philosophy and chemistry. None of the schools are furnished with all the necessary apparatus.

The inhabitants of this township vote a liberal amount for the support of public schools; this year, one thousand three hundred and forty-five dollars is raised by tax, but much strife and apposition is exhibited by voting to raise money at our annual town meetings for the support of schools. The prevailing opinion is, that the State should furnish a fund sufficient for the support of free schools, and thus put an end to all this contention. The bill reported by the commissioners appointed to codify the school law, would give general dissatisfaction to the inhabitants of this township if it should become a law.

As there are no county examiners in this county, that duty devolves upon myself, in connection with the trustees. Teachers are all examined and licensed according to law.

The male teachers receive thirty dollars per month, and the females twenty-two. The schools have all been free but one the past year. Home occupations demand so much time and attention, that trustees, guardians, parents and others, fail to visit schools to give proper encouragement to the teacher, and a spirit of emulation to the young pupils.

JAMES VLIET,
Town Superintendent.

FRELINGHUYSEN.

Our schools are about in the condition in which they were when last reported.

It has become quite common to send children from home to school, because facilities for attaining a knowledge of the

higher branches are not furnished in our common schools.— This must be because many of the people do not feel the importance of education as they should; for if they did, they would not do without schools in which their children could be thoroughly trained. We need light here on the importance and benefits of a more extensive and thorough education.— When the people get their eyes fully open on this subject, they will be willing to expend their money more freely, satisfied that it will be more secure and profitable in the brains of their children, than in their pockets.

I would beg leave to reiterate the opinion expressed in my last report, that the appointment of a competent man, with a sufficient salary to free him from other business, so that he could give his whole time to lecturing on this subject, would do more to elevate education than any other thing. Satisfy the people fully of its importance, and I am persuaded they will go into it with their whole heart.

If this cannot be done, why not publish tracts on the subject and circulate them.

W. C. McGEE,
Town Superintendent.

INDEPENDENCE.

I send you the annual statement of the condition of the public schools of the township of Independence. I do not see that there is any very decided improvement since the date of my last report, and in those districts where there is any improvement it is owing more to the exertions of individuals than to an increase of interest in the cause of education amongst the community at large. None of our districts are able to keep open a free school during the whole year. To enable them all to have free schools, it would be necessary to raise by tax about two dollars fifty cents per scholar; and al-

though the employers are unwilling to tax themselves to that amount, yet I think a majority of them would approve of any legislative action that would permanently establish free schools.

WILLIAM KENNEDY,
Town Superintendent.

MANSFIELD.

There is not quite money enough to keep the schools free the whole year.

There are six whole districts and four parts of districts, and one school vacant.

There has been no county examiner appointed for this county. The teachers generally understand the best method, and education is on the increase. They have not the necessary play grounds they should have.

Webster's Unabridged Dictionary is in almost all the schools, and if we still get Lippincott's Gazetteer, it will make them more efficient in the great cause of education.

JAMES McCREA,
Town Superintendent.

OXFORD.

The schools in this township are in nearly the same condition that they were at the time of making my last annual return, and the same defects (which are severely felt in some of the districts) still continue to exist.

The necessity that exists of having more enlarged and convenient school houses; with suitable fixtures and furniture, is a subject of regret not only to teachers, but to all persons cherishing friendly feelings in favor of a general and liberal sys-

tem of education. These defects should be remedied by legislation, in such a manner as will tend to lighten the burthen both of teachers and pupils, and render the task of study more pleasant and desirable.

Public attention should be aroused upon the subject of education. Where but little or no interest is manifested by the people, the cause of education must of necessity languish ; and the best exertions of the most assiduous instructors, are, in a great measure, unavailing, unless his efforts to advance his pupils be seconded by his employers.

It is believed that a course of popular lectures upon the subject of education, in every township in the state, would do much to enlist the attention of the public in its favor ; and if the services of persons properly qualified could be secured, whose duty it should be to visit every city and township in the state, and urge upon the people the importance of a more efficient system, the object in view would be soon accomplished.

D. D. CAMPBELL,
Town Superintendent.

PHILLIPSBURG.

In transmitting my annual report, as required by law, it affords me great pleasure to say that our schools are all in a prosperous condition ; and being principally free, they have been pretty generally attended, a portion of the year at least, by nearly all the children in the township between the ages of five and eighteen years. Our teachers have all been examined and licensed, and it is believed will compare in point of qualifications with those of any other township.

While there is yet room for important improvements in our schools, I hesitate not in saying that some of them are regarded as most excellent public schools, and a disposition on

the part of the people to sustain them, is amply manifested by voting for the last two or three years to raise by tax for their support, the highest amount allowed by law, with scarcely a dissenting voice—a sure indication that the benefit derived from common schools are beginning to be appreciated as they should be.

The branches usually taught in our schools are reading, writing, arithmetic, geography, grammar and definitions; but in one or two of them, some of the higher branches are taught, such as book-keeping, history, algebra and geometry. Singing has been introduced with signal success; a pleasing and soul-elevating exercise—at once softening the rougher natures of impetuous youth, and calming the turbulent passions of the wayward, affording relief to the mind after having been taxed with too much severity in the study of more difficult branches; and besides being an accomplishment, it fits the pupil for the performance of his higher moral duties, as he enters upon the great theatre of human life.

The more modern and improved methods of teaching have been gradually introduced into our schools, by which the pupil is led to think for himself, and thereby strengthen his intellectual faculties by exercise, as he does his physical powers by recreation on the play ground.

Our school houses have not all been constructed on such principles as to insure a good ventilation and pure air, but a decided improvement has been made in those more recently constructed, giving indications of the fact that as the people become more impressed with the paramount importance of education, and are led to investigate the kind of houses best suited to the health and comfort of their children, we shall behold new and splendid edifices taking the places of the superannuated structures which are now but miserable apologies for school houses. A recent effort has been made to introduce a uniform system of school books into our public schools, a desideratum long needed, but which, I trust, in time, will suc-

ceed. Upon the whole, we think a great work has been accomplished under the present liberal system of public instruction, and with the full assurance that it will continue to receive the fostering care of the friends of so noble a cause, we feel to thank God and take courage for the future.

J. R. LOVELL,
Town Superintendent.

WASHINGTON.

We have been re-organising some of the school districts in this township the past year, and building and repairing their school rooms, and no schools have been kept open in those districts during that time, which will account for the small average attendance shown by the accompanying report.

The districts provided with school rooms have had a good attendance, and are in a flourishing condition. There is much interest and good feeling with the people of this township toward our public school, and all we need now for their encouragement is a well regulated, working system for their management and regulation, and a suitable provision for producing the necessary funds for their support. The prevailing sentiment among the people in this township is, that the public revenues of the State should be appropriated to school purposes, and that the property of the State should be taxed for the support of government.

The law authorising the inhabitants of the different townships to vote and raise money for the support of schools, creates a good deal of bad feeling, and has an evil effect on their successful operation; and the law authorising the inhabitants of school districts to raise money by taxation, has a still worse effect on the district attempting to raise money in that way.

One hundred and ten of the aggregate number of children embraced in my report, compose four fractional districts, and are sent to school in the adjoining townships. These do not make any part of my report, except in the statement of the whole number of children residing in the township. No county examiners have been appointed to this county. All the teachers employed in the schools of this township have been regularly examined and licensed by the town superintendent and district trustees. The salaries of male teachers will average about three hundred and fifty dollars per annum, and females about two hundred and fifty dollars for the same time. The schools are kept free for a little more than one-half of the year, and for the remainder of the year they are supported by private contributions.

JOSEPH VLEIT,
Town Superintendent.

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